

# Grade 1 Resource Packet

Hello Families and Caregivers,

This packet includes a range of activities that students can work on at home independently or with family members or other adults. Some activities may require guidance from an adult to get started. Resources are categorized into 2 types:

- Independent Projects
  - These projects cover a range of different topics and skills. They may be spread out over multiple days.
- Enrichment Activities
  - These activities are organized into Read, Write, Move, Design, and Solve categories so that you can engage in many different ways while at home.
  - Some of these options are digital and require internet access.

Students may work through these resources over multiple days and in any order.

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Read    Write    **Move**    DESIGN    **Solve**

# Independent Projects

<b>Project 1: Make it Rain! All About the Water Cycle</b>	
<b>Estimated Time</b>	6 hours
<b>Caregiver Support Option</b>	Activity #3 in this project requires parental supervision; Activities #6, #7, and #9 may require some parental support
<b>Materials Needed</b>	<ul style="list-style-type: none"><li>● Water</li><li>● Bucket or container to hold water</li><li>● Paintbrushes, sponges, or strips of cloth from an old shirt</li><li>● A zippered sandwich bag</li><li>● Construction paper</li><li>● Notebook and pencil</li><li>● Camera (optional)</li><li>● Sidewalk chalk (optional)</li><li>● An empty food can</li><li>● Ice</li><li>● Blue food coloring</li><li>● Shaving cream</li><li>● Clear cups or jars</li><li>● Dropper</li><li>● Bowl</li><li>● Blank piece of paper</li><li>● Coloring pencils, crayons, or markers</li></ul>
<b>Question to Explore</b>	How does water change as it goes through the water cycle?
<b>Student Directions</b>	Directions are included within each activity.

## Activity 1: Exploration

Go around your house. Find ten different ways that you use water. List them below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

I bet you can find four more! Find four more ways that you use water. List them below.

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

## Activity 2: Read

Read the text below to learn about all of the ways we need water.

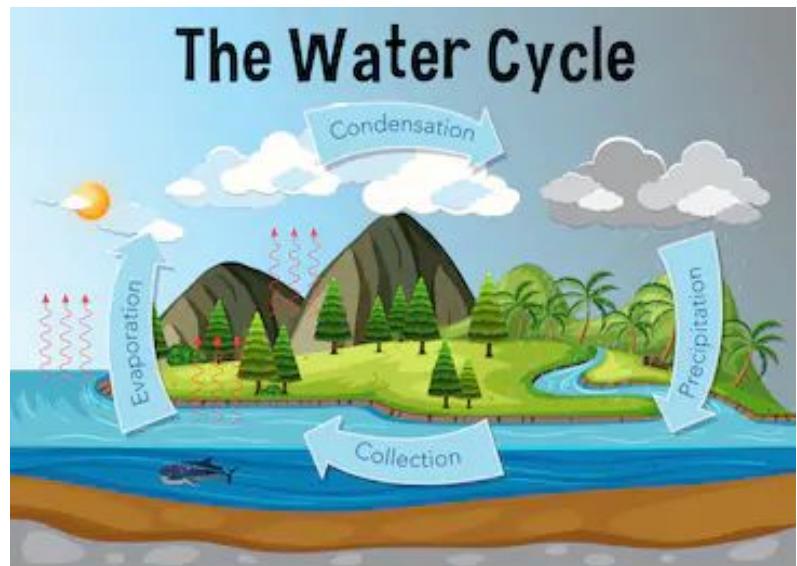
### We Need Water!

Every living thing needs water to live. People need clean, fresh water for drinking, washing, and having fun. How do you use water?

### The Water Cycle

Water is found nearly everywhere. It is in the ground we walk on and in the air we breathe. Water moves from land to sky and back again. That journey is called the water cycle. Did you ever wonder where that glass of water comes from? Take a look at the picture.

1. The sun warms the water in rivers, lakes, and oceans. Soon, the warm water changes into a gas. That change is called **evaporation**. The gas floats up and forms clouds in the sky.
2. The gas in clouds cools. Soon the cool gas turns back into water. That change is called **condensation**.
3. Water falls from the clouds to Earth as raindrops or snowflakes. That process is called **precipitation**.
4. Rain soaks into the ground. The water flows back into the rivers, lakes, and oceans. That process is called **collection**. Soon, the water cycle starts all over again.



### Answer the following questions:

What are some of the ways we need water?

Why do you think the process that water goes through is called a cycle?

## Activity 3: Evaporation Station



## **Part A: Paint With Water (Parental Supervision Required)**

Explore with your child to see how sun, shade, and wind affect how water evaporates. This activity works best on a sunny day.

### **Gather these materials:**

- Bucket or container to hold water
- Paintbrushes, sponges, or strips of cloth from an old shirt
- Sidewalk chalk (optional)
- A zippered sandwich bag
- Construction paper (cut into 2 pieces to fit into sandwich bag)
- Notebook and pencil
- Camera (optional)

### **Steps:**

1. Fill a container with water. Gather the materials, head outside, and find a paved area, such as a sidewalk or driveway.
2. In a sunny spot, dip a brush into the water. Write your names or “paint” a picture on the pavement.
3. *Optional Step:* Outline the paintings with sidewalk chalk.
4. Draw the paintings in your notebook or take pictures of them.
5. Repeat the steps above in a shady area.
6. Make a prediction! Record your prediction in your notebook.
  - a. What will your paintings look like in 10 minutes?
  - b. Half an hour?
  - c. Why?
7. Spend 10 minutes doing **Part B: Disappearing Handprints** (see below).
8. After 10 minutes, return to your paintings. What do they look like now? Was your prediction correct? Record your observations in your journal.
9. Spend 20 minutes reading independently.
10. After 20 minutes, return to your paintings. What do they look like now? Was your prediction correct? Record your thinking in your journal.



**Record:** Where do you think the water went?

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## **Part B: Disappearing Handprints**

In this activity, we will discover where the water from our sidewalk paintings went.

### **Steps:**

1. Dip your hand into the container with the water. Shake off the excess.

2. Make a handprint on the construction paper.
3. Place the construction paper with your handprint into the Ziploc bag and close it. (Make sure to leave air in the bag.)
4. Make another water handprint on the other piece of construction paper.
5. This time, leave the handprint out on the table. Do not put it in a bag.
6. Place both items by a sunny spot (near a window).
7. Go check on your sidewalk paintings from Part A (see step 8 above).
8. After 30 minutes, check your handprints.

**Draw:** What do your handprints look like now? (after 30 minutes)

Handprint in the bag	Handprint without the bag

What do you notice about the handprint in the bag?

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Do you see any clues inside the bag about where the water went? If so, what are the clues?

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#### **Activity 4: Read**

Read the text below to learn about the different forms of water.

#### **Water Takes Three Forms**

Water comes in three forms: liquid, solid, and gas.

Water can be a liquid. It flows. It has no shape of its own. A liquid takes the



shape of its container.

Water can be a solid. Solids have their own shape. Water in its solid form is called ice.

Water can be a gas. Gas has no shape. Water in its gas form is called vapor.

You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice.

Ice can change back to liquid water. If you take ice cubes from the freezer and put them on a plate, they will melt and turn into liquid water.

Heat can change liquid water to a gas. For example, when a pot of water boils, bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor.

Water vapor can also turn back into a liquid. That happens when the vapor loses heat. The process of water vapor becoming liquid is called condensation.

### Activity 5: Show What You Know

Describe water as a gas.	How does water as a liquid turn into gas?

### Activity 6: Condensation Station (parental support suggested)

Let's learn about condensation! The gas in clouds cools. Soon, the cool gas turns back into water. That change is called **condensation**.

#### Gather these materials:

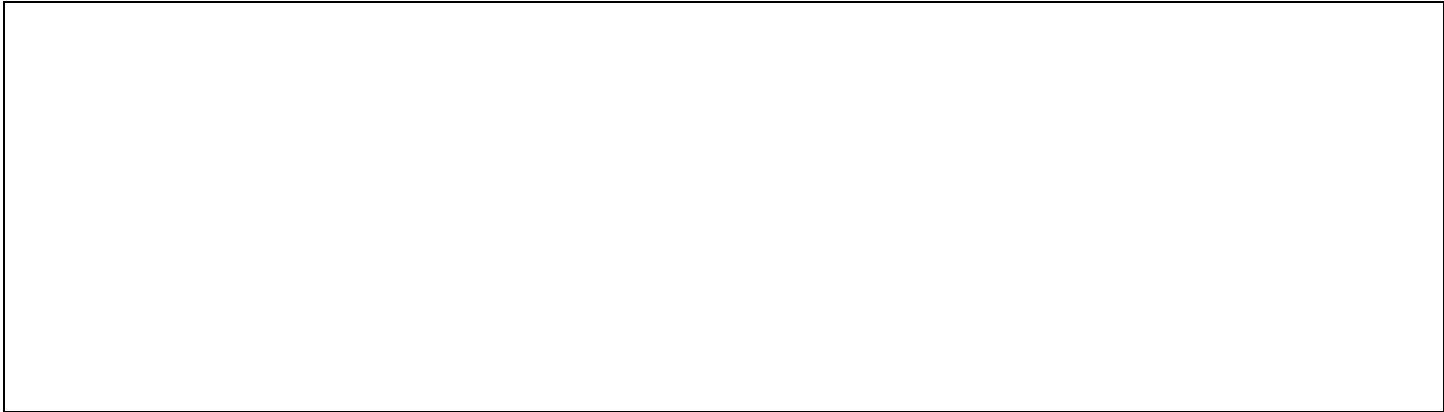
- An empty food can
- Water
- Ice
- Blue food coloring

#### Steps:

1. Fill the can with ice.
2. Add water about half way up to the top.
3. Add a few drops of food coloring.
4. Let it stand for 30 minutes.



Draw what you see happening.



#### **Explanation:**

In a little while, the can will look like it is leaking or sweating. Drops of water form on the outside of the can. They are not colored. That means the water is not leaking! The air outside the can is cooled by the ice. When water vapor in the air is cold, it changes back into liquid water and drops form. This is just what happens when water vapor in the sky collects in a cloud and comes down as rain.



The rain collects in ponds, streams, and lakes. We use the water for drinking, washing, growing plants, and many other things.

#### **Activity 7: Precipitation Station (parental support suggested)**

Let's learn about precipitation! Much of the water we use comes from rain. Can you make your own rain?

#### **Materials:**

- Shaving cream
- Water
- Clear cups or jars
- Blue food coloring
- Dropper
- Bowl

#### **Steps:**

1. Fill the cup or jar 3/4 of the way with water and then top with shaving cream.
2. Allow a few minutes for the shaving cream to fully settle on top of the water.
3. In a bowl, mix several drops of blue food coloring with a little bit of water.
4. Fill a dropper with blue water and squeeze it onto the cloud, counting the drops as they fall.

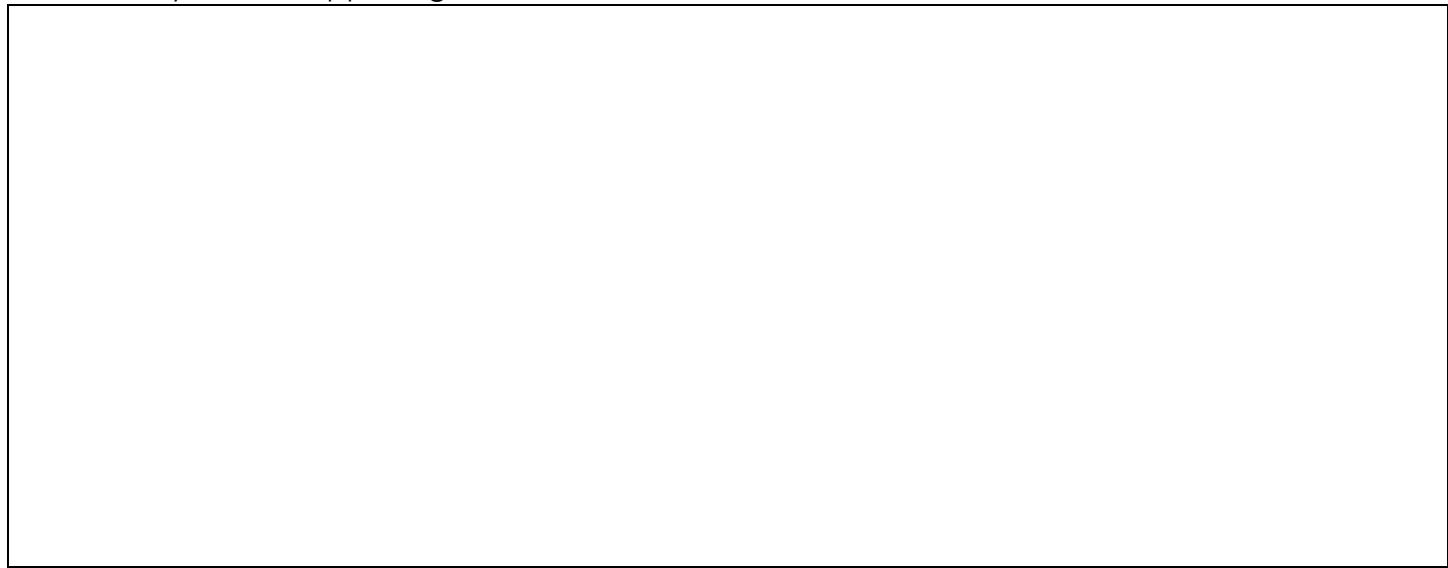


- Squeeze more and more blue water into the cloud.
- As the cloud fills with water, it will begin to rain.

**BEFORE** doing the steps, predict how many drops it will take before it starts to rain.

<b>BEFORE</b>	<b>AFTER</b>
Hypothesis:  I predict _____  _____ .	Results: Record a tally mark for each drop before it starts to rain.

Draw what you see happening.



**Conclusion:** What caused the clouds to rain?

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### Activity 8: Read

Read the text below to learn how rain forms.

#### Rain

Rain is the most common type of precipitation in our atmosphere. It is liquid precipitation in the form of water droplets. These water droplets fall from clouds to the ground when they get too big and heavy. Most



rain starts as ice crystals. They melt into liquid droplets as they fall through warmer air to the ground.

([www.weatherwizkids.com/weather-words.htm](http://www.weatherwizkids.com/weather-words.htm))

### Activity 9: Create a Booklet (parental support suggested)

Create a booklet to illustrate and describe the definitions of the following four terms in your own words.

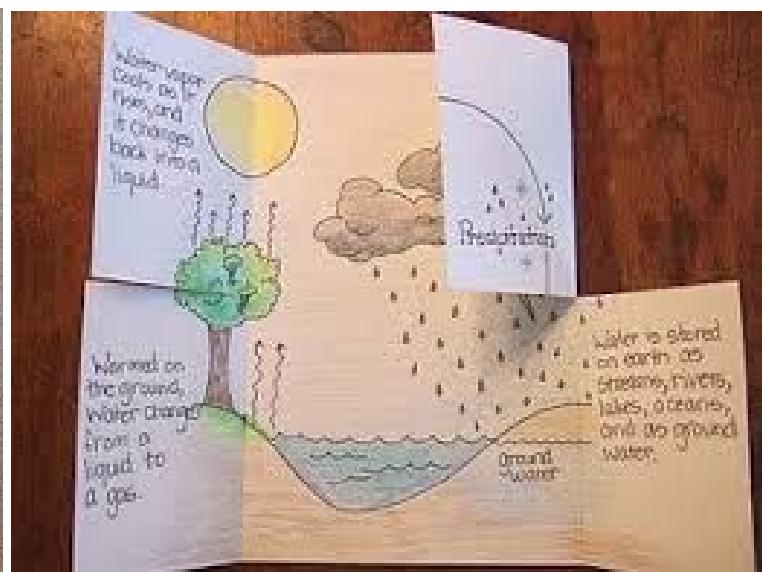
#### Terms:

- Precipitation, Condensation, Evaporation, Collection

#### Materials:

- Blank pieces of paper
- Pencil
- Coloring pencils, crayons, or markers

Some examples are below.



## Project 2: Shapes are all around us!

<b>Estimated Time</b>	4-6 hours
<b>Caregiver Support Option</b>	Students may need support from family members with reading the directions and some of the questions for each activity. Activity #5 requires family members and may require supervision.
<b>Materials Needed</b>	Writing utensils (pencil, markers, crayons, etc.), paper, various household items (e.g., toothpicks, straws, silverware), a mirror, scissors, glue or tape
<b>Question to Explore</b>	What types of shapes are around us? How do we distinguish between different shapes?
<b>Student Directions</b>	Each activity has a set of set-by-step directions for students to follow.

### Activity 1: Shape Search!

#### Step 1: Explore!

An explorer is a person that searches different places and uncovers things that others may not have noticed before. Today, you're going to be an explorer and search your house for shapes! Use the chart below to write and draw what you found. Try to find all of the shapes!

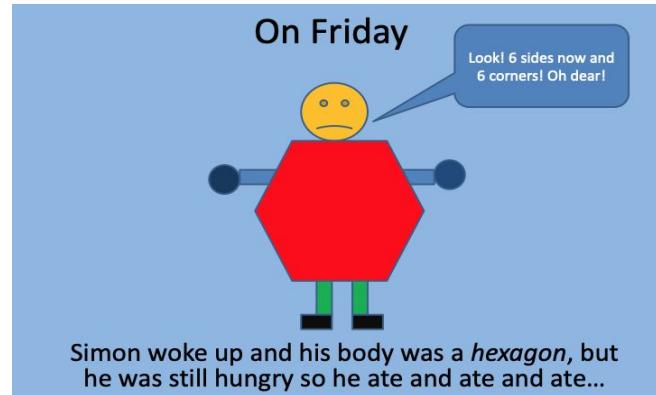
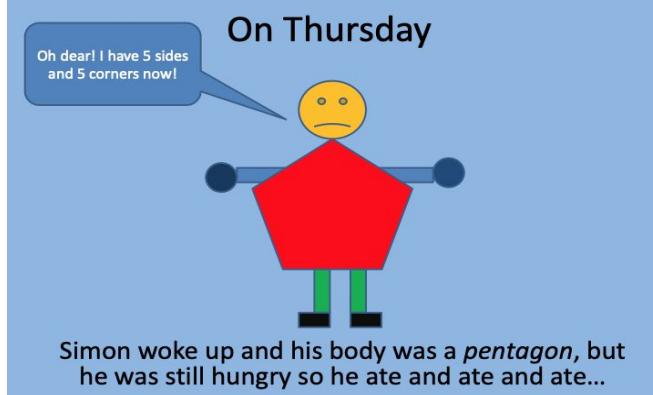
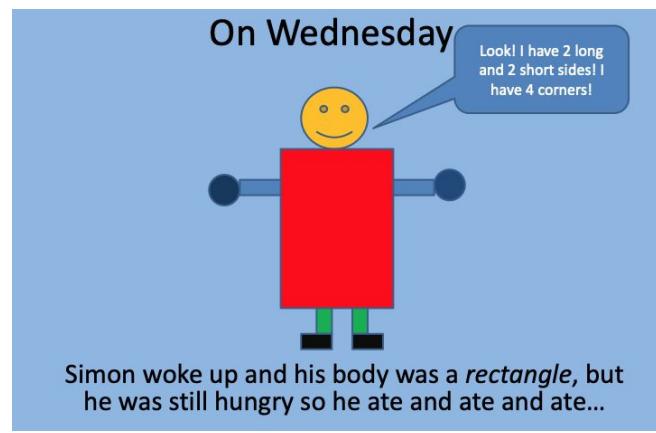
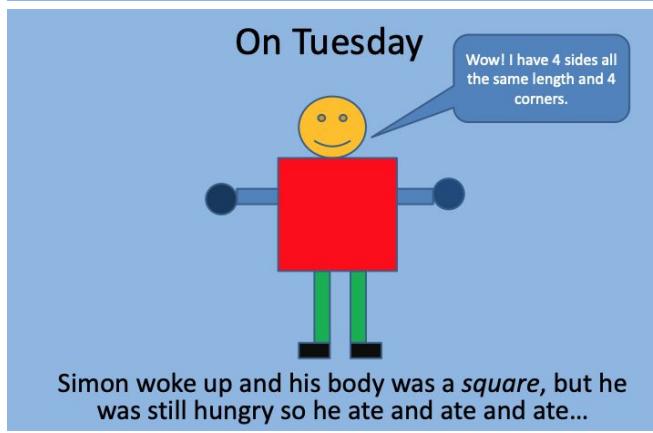
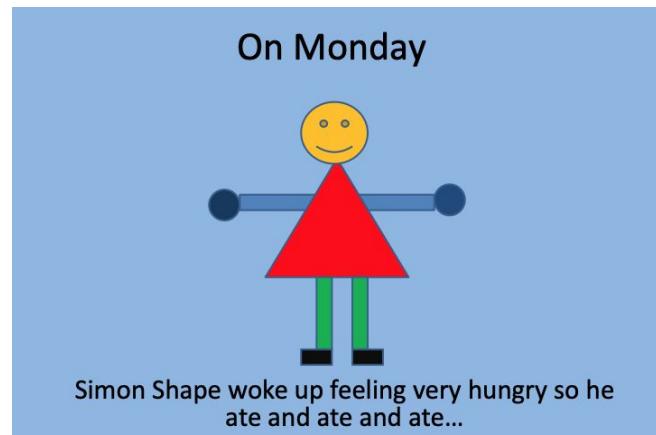
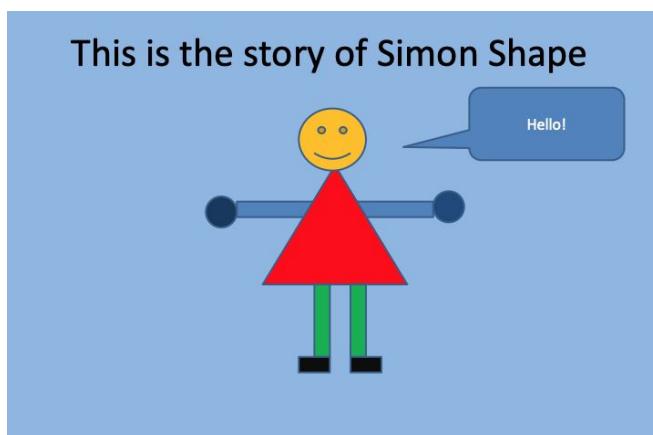
Things I found that are shaped like a...	Draw what you found!
 Circle	
 Triangle	
 Rectangle	
 Square	
 Oval	

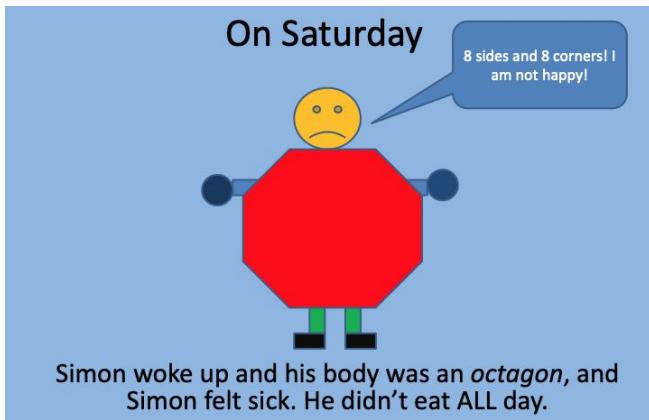
## Step 2: Reflect!

How many <b>circles</b> did you find?	What shapes do you see outside of your house?
How many <b>triangles</b> did you find?	
How many <b>rectangles</b> did you find?	
How many <b>squares</b> did you find?	
How many <b>ovals</b> did you find?	

## Activity 2: What is a shape?

Some shapes are made up of **sides and corners** (also referred to as **lines and points**) like triangles, squares, and rectangles. Other shapes are made up of **curves** like a circle or an oval. Some shapes have more sides and corners than other shapes. **Read the story of Simon Shape\*** to learn more about how we can distinguish (tell the difference) between different shapes.





Based on the story of Simon Shape, answer the following questions:

What shape was Simon at the **beginning of the story**? How do you know?

When Simon woke up on **Tuesday** morning, what shape was he? How do you know?

When Simon woke up on **Thursday** morning, what shape was he? How do you know?

What shape was Simon at the **end of the story**? How do you know?

What did Simon do on **Saturday** to help him become a triangle again?

\*Adapted from "tes" resource

**Who am I?** Read the descriptions below and write the name of the shape and/or draw a picture of the shape that you think is being described. If you need some help, look at the story of Simon Shape for clues. When you're finished, ask a family member, caregiver, or friend to check your work!

I have 3 sides and 3 corners.	I have 2 long sides, 2 short sides, and 4 corners.	I have 4 sides that are all the same length and 4 corners.
I have no sides and no corners. I only have curves.	I have 5 sides and 5 corners.	I have 6 sides and 6 corners.

## **Activity 3: Build your own shapes!**

### **Step 1: Gather materials**

We can make shapes out of almost anything! Look around your house for at least 10 items that look like straight lines (Examples: Toothpicks, straws, or silverware)

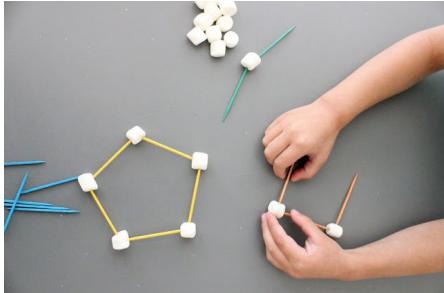
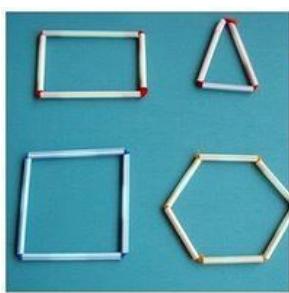
### **Step 2: Predict**

With the materials you have, how many shapes do you think you'll be able to build?

What types of shapes will you be able to build? Why?

### **Step 3: Build your shapes!**

On a flat surface, use your materials to build as many shapes as you can! Look at the picture below for an example.



### **Step 3: Reflect**

How many shapes could you make?

What shapes did you make?

Were there some shapes that you could NOT make? Why?

What types of materials would you need to make curved shapes like a circle or an oval?

### Activity 3: My Shape-Portrait

Our world is made up of many different shapes, and you are too!

**Step 1:** Using a mirror, look for the shape of the different features of your face (like your nose, eyes, ears, etc). Think about which features have curves, lines, and/or points. Write down all the shapes you see below.

**Step 2:** Create a portrait of yourself only using shapes. You can draw the shapes, use cut-out shapes, or you can use objects from around your house. Use a piece of scratch paper to draw your portrait, glue your cut-out shapes, or place your objects on.

### Activity 4: What are 3D shapes?

We know that 2-dimensional (2D) shapes are all around us, but did you know that 3-dimensional (3D) shapes are everywhere too? To learn a little more about 3D shapes, **identify the missing words in the poem below.**

3D shapes are not flat.



A **cone** is like a party \_\_\_\_\_.



A **sphere** is like a basket \_\_\_\_\_.



A **prism** is like a \_\_\_\_\_ tall.



A **cylinder** is like a can of \_\_\_\_\_.



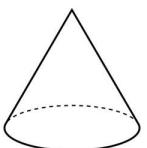
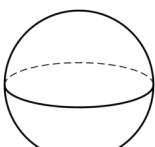
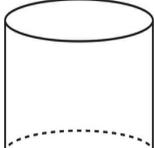
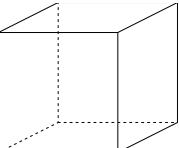
A **cube** is like the \_\_\_\_\_ you drop.

3D shapes are here and there.

3D shapes are everywhere!

### Shape Search Part 2!

Just like last time, you're going to search your house for shapes, **but** this time you're going to look for 3D shapes! Use the chart below to write and draw what you found. Try to find all of the 3D shapes!

Things I found that are shaped like a...	Draw what you found!
 Cone	
 Sphere	
 Cylinder	
 Cube	

### Reflect!

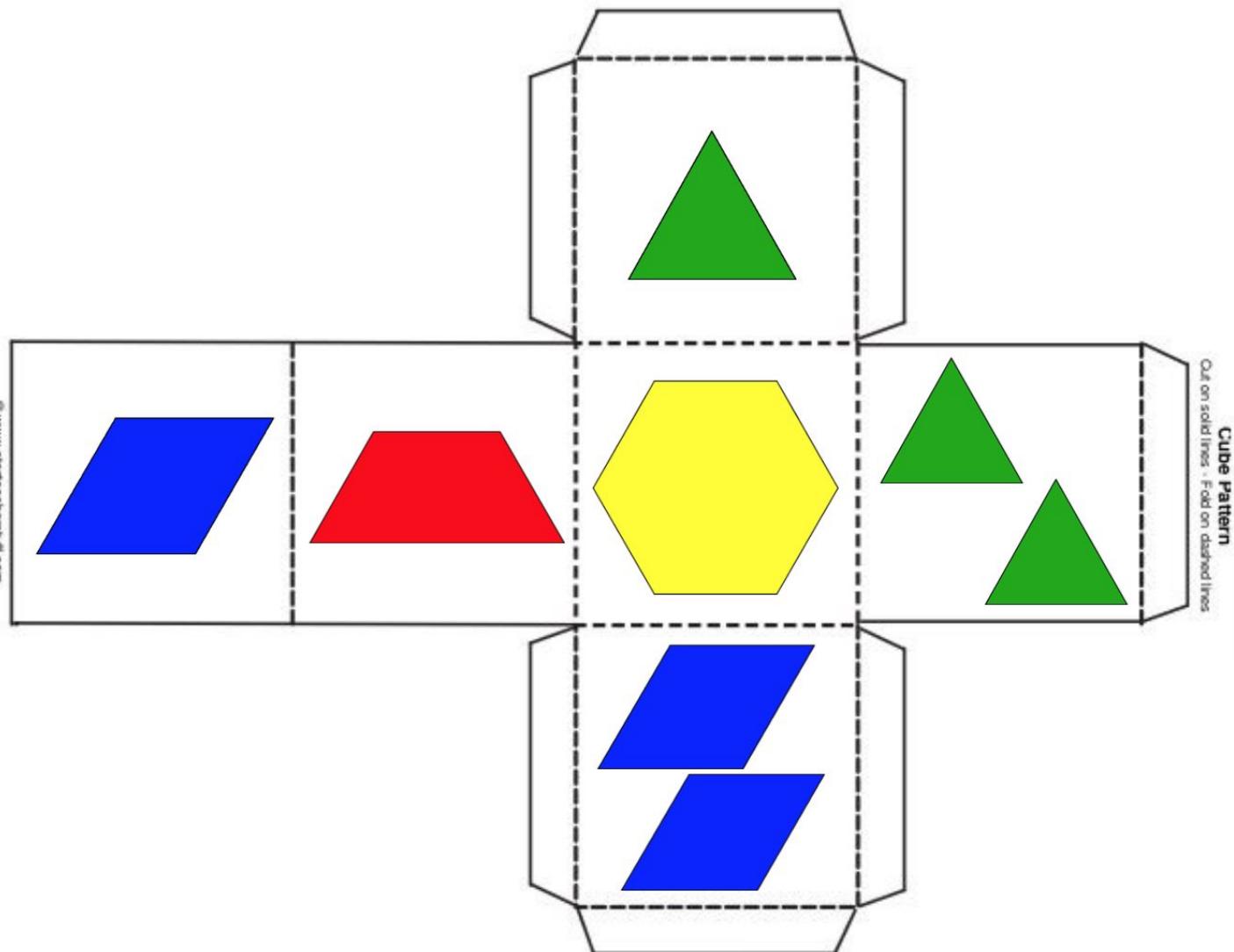
How many <b>cones</b> did you find?	What shapes do you see outside of your house?
How many <b>spheres</b> did you find?	
How many <b>cylinders</b> did you find?	

How many **cubes** did you find?

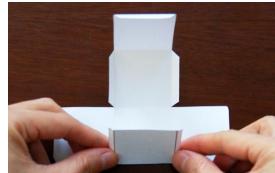
## Activity 5: Game of Shapes!

### Step 1: Create a dice (a cube!)\*

- 1) Cut out the cube pattern on the following page.



- 2) Fold along the dotted lines





3) Put glue or tape on the tabs



4) Glue or tape tabs sides of the paper that don't have tabs

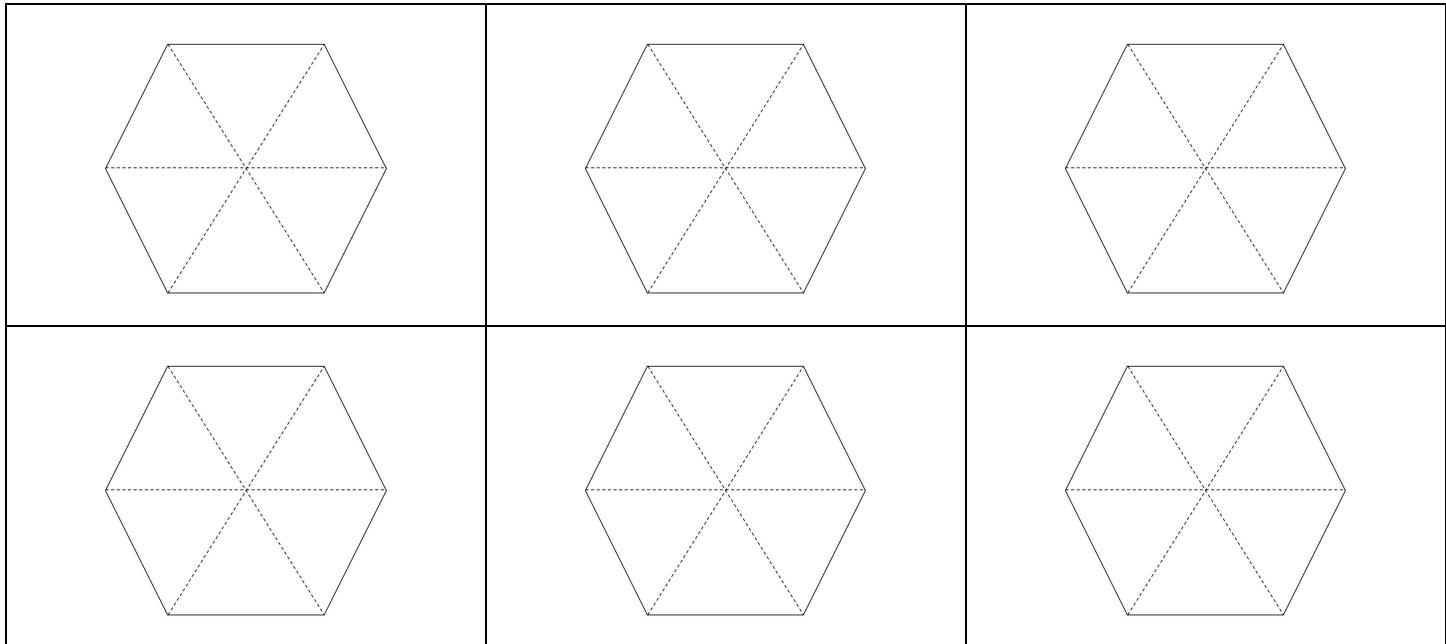
\*directions and pictures from [First Palette](#)

### Step 2: Learn How to Play\*

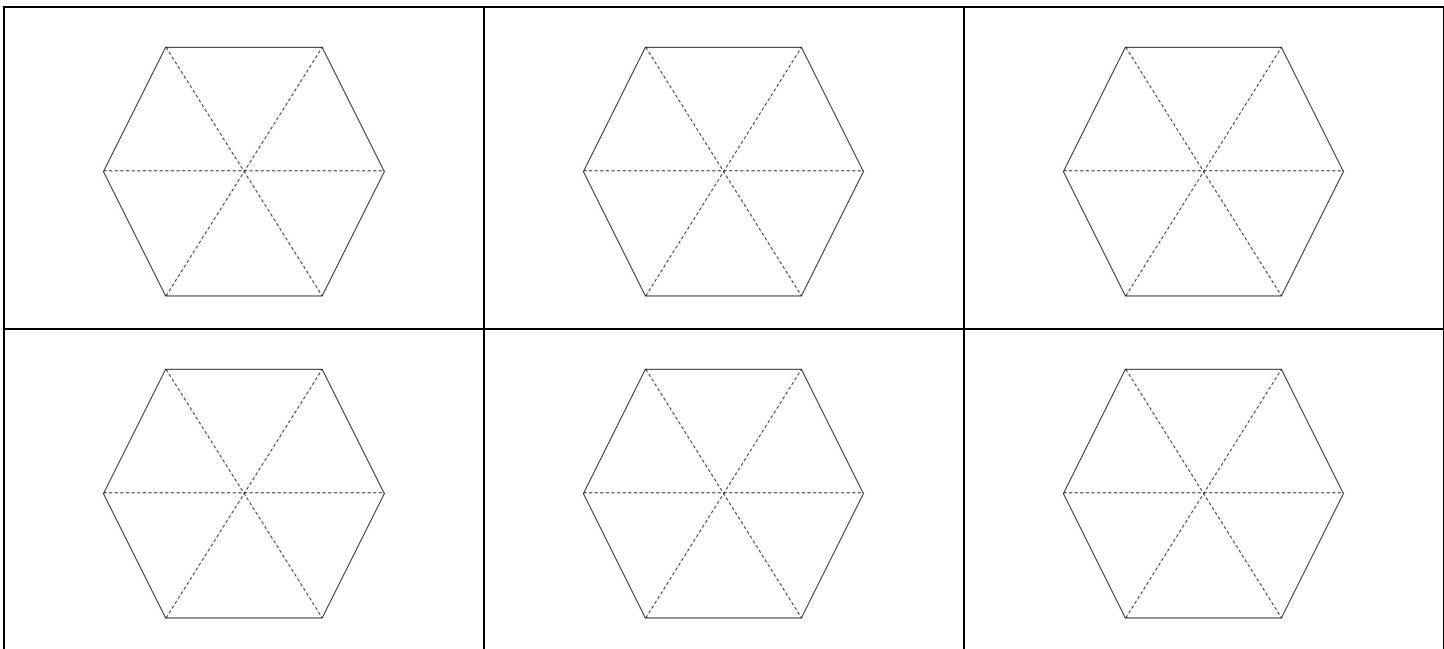
With a partner, take turns rolling the dice to know which shape(s) you need to color-in on one of your hexagons. The first person to color-in all 6 of their hexagons wins! **Example:** Player 1 rolls the dice and gets 2 green triangles. On their game board (see below), they color-in 2 triangles within one of the hexagons. Then, Player 2 rolls the dice.

### Step 3: Play!

#### Player 1



#### Player 2



\*Game adapted from [Miss Giraffe's Class](#)

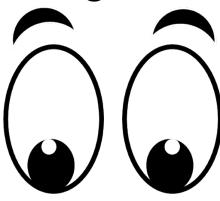
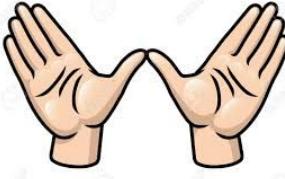
### Project 3: Measuring the Five Senses

<b>Estimated Time</b>	2 - 3 Hours
<b>Caregiver Support Option</b>	Students may need support from family members with reading the directions and some of the questions for each activity.
<b>Materials Needed</b>	Writing utensil, various household items
<b>Question to Explore</b>	What are the five senses? How do you interact with the five senses everyday?
<b>Student Directions</b>	Directions are given throughout the project for students to follow

Do you know that there are five senses?

- **SEE** - this is the sense your eyes do - what do you SEE right now?
- **HEAR** - this is the sense your ears do - what do you HEAR right now?
- **SMELL** - this is the sense your nose does - what do you SMELL right now?
- **TASTE** - this is the sense your tongue does - what is the last thing you TASTED?
- **TOUCH** - this is the sense your hands do - what is the last thing you TOUCHED?

**Step 1:** An adventure is an exciting experience. Today, you are going to go on a Sense Adventure! Try to find or think of as many things as you can that affect each of your senses.

<b>Things I SEE</b> 		<b>Sounds I HEAR</b> 	
<b>Things I SMELL</b> 		<b>Things I TASTE</b> 	
<b>Objects I TOUCH</b> 			

**Reflect!**

How many things did you <b>SEE?</b>		What was your favorite thing you <b>SAW?</b>	
How many sounds did you <b>HEAR?</b>		What was your favorite thing you <b>HEARD?</b>	
How many smells did you <b>SNIFF?</b>		What was your favorite thing you <b>SMELLED?</b>	
How many things did you <b>TASTE?</b>		What was your favorite thing you <b>TASTED?</b>	
How many objects did you <b>TOUCH?</b>		What was your favorite thing you <b>TOUCHED?</b>	

**Step 2:** Let's measure your senses and your preferences. A preference is something that you like compared to something else. For each of your senses, you will pick THREE things you found. Then you will compare them and decide what did you like best? What did you like least? What was in the middle? Last, you will graph your ratings using a BAR GRAPH.

### SEE: Rating and Measuring

Choose three objects you saw. Then, rate how much you liked them on a scale from 1 (least) to 10(best).

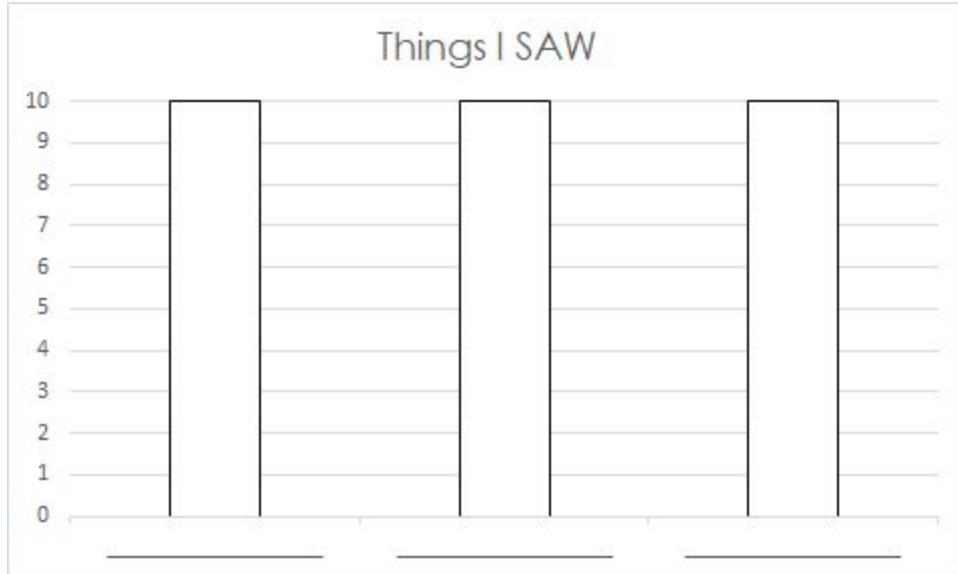
Objects I SAW	Rating

What object did your eyes prefer most? \_\_\_\_\_

What object did your eyes prefer least? \_\_\_\_\_

#### Graph:

1. Name each bar for each object you **SAW**.
2. Shade in the bar based on the rating you gave it above.



## **HEAR: Rating and Measuring**

Choose three objects you heard. Then, rate how much you liked them on a scale from 1 (least) to 10(best).

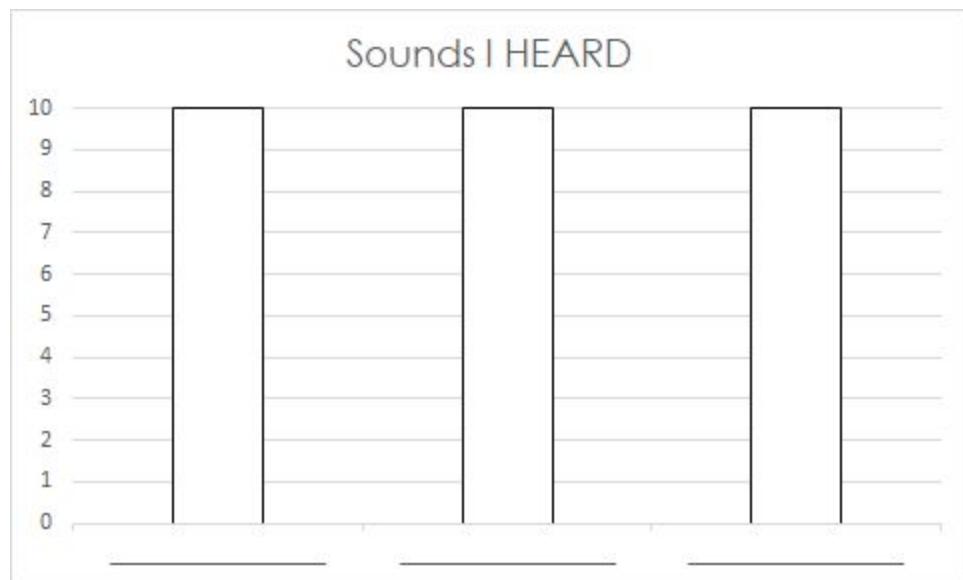
Sounds I HEARD	Rating

What sounded the best? \_\_\_\_\_

What sounded the worst? \_\_\_\_\_

### **Graph:**

1. Name each bar for each sound you **HEARD**.
2. Shade in the bar based on the rating you gave it above.



## SMELL: Rating and Measuring

Choose three objects you smelled. Then, rate how much you liked them on a scale from 1 (least) to 10 (best).

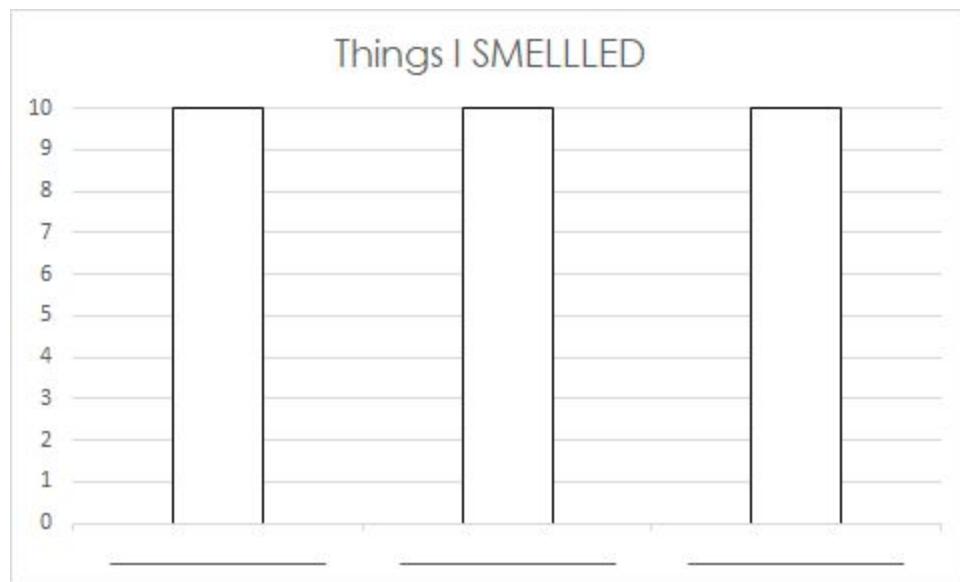
Things I SMELLED	Rating

What smelled the best? \_\_\_\_\_

What smelled the worst? \_\_\_\_\_

### Graph:

1. Name each bar for each thing you **SMELLED**.
2. Shade in the bar based on the rating you gave it above.



## TASTE: Rating and Measuring

Choose three objects you tasted. Then, rate how much you liked them on a scale from 1(least) to 10(best).

Things I TASTED	Rating

What taste did you like the most? \_\_\_\_\_

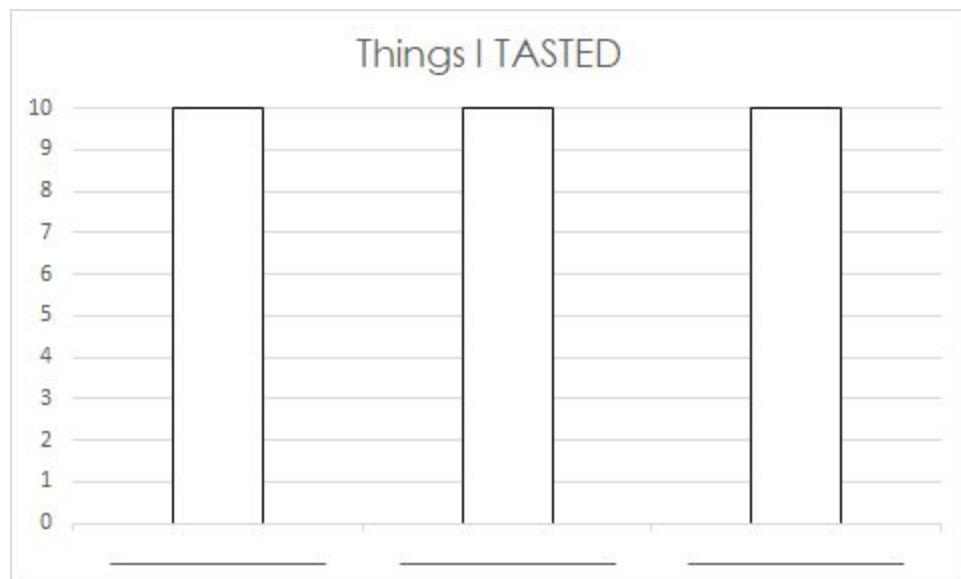
What taste did you like the least? \_\_\_\_\_

Which tastes were solids? \_\_\_\_\_

Which tastes were liquids? \_\_\_\_\_

### Graph:

1. Name each bar for each thing you **TASTED**.
2. Shade in the bar based on the rating you gave it above.



## TOUCH: Rating and Measuring

Choose three objects you touched. Then, rate how much you liked them on a scale from 1 (least) to 10 (best).

Things I TOUCHED	Rating

What object felt the best? \_\_\_\_\_

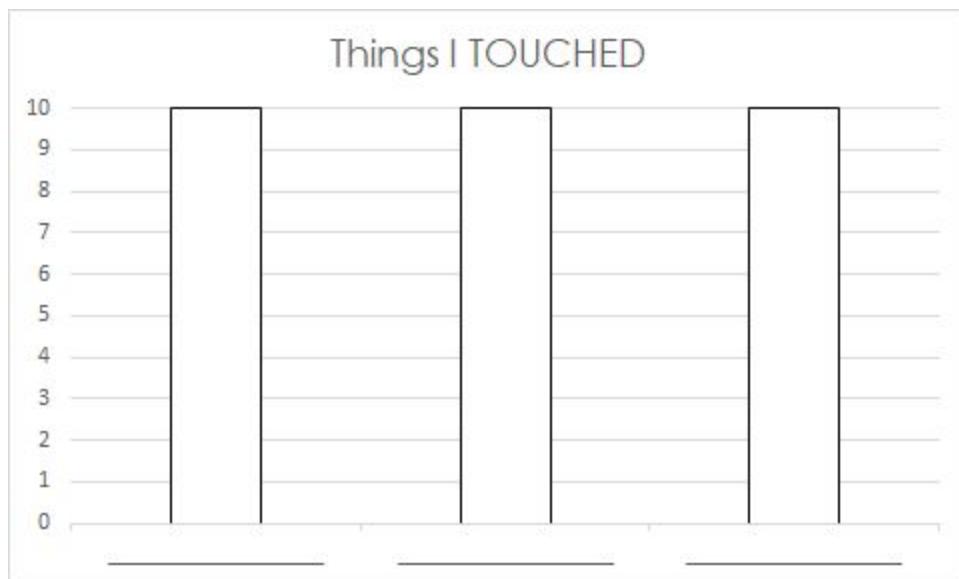
What object felt the worst? \_\_\_\_\_

Which objects were soft? \_\_\_\_\_

Which objects were hard or scratchy? \_\_\_\_\_

### Graph:

1. Name each bar for each thing you **TOUCHED**.
2. Shade in the bar based on the rating you gave it above.



# Enrichment Activities

## Digital Resources

If you have access to the internet, please go to [tinyurl.com/DigitalAtHome](http://tinyurl.com/DigitalAtHome). This document contains links to multiple digital resources that you can use each day.

There are also more resources specific to grades K-2 at [tinyurl.com/CPSESEnrichment](http://tinyurl.com/CPSESEnrichment).

## Non-Digital Resources

We've designed this section of the packet to provide students the opportunity to:

*Read*   *Write*   **Move**   *DESIGN*   *Solve*

### Directions

1. Each day, pick at least one activity to complete from **each** category.
2. Keep track of your work on a separate sheet of paper or in a journal.
3. At the end of each day, write or talk with a trusted adult to answer the following questions:
  - a. What was my favorite activity today? Why?
  - b. What is something new I learned today?
  - c. What are my goals for tomorrow?

# Read

Read independently for at least 15 minutes per day. Then select 1-2 questions from the tables below to respond to or to discuss with a friend or family member. You can pick different questions everyday!

Adults or older readers can use these ideas to discuss **stories**:

Do you agree with the way the characters in your book solved the problem? Why or why not?	If you could be a character in the book, who would you be? Why would you pick that character?	Choose two characters in your story. Draw and describe how they are the same and how they are different.	How are the characters in your book the same or different from you and your friends? Talk, draw, or write about it!
Did you like the ending of the book? Why or why not?	Talk about the details the illustrator draws in their pictures. What do they add to the story?	What is something a character in your book says that surprised you or made you laugh?	Can you use words from two languages to describe a character in your book?
What connections can you make with characters or events in other books you've read?	Pick a setting in your story and change it. What might the characters do differently if it happened in a different place?	Act it out! Grab some friends and make your story into a play.	Talk about some of the emotions that are felt by characters in your book.

Adults or older readers can use these ideas to discuss **informational texts**:

What are some new things you have learned from this book?	What else do you wonder about the topic that you'd like to find out?	Make a poster that shows a friend why they should read your book.	Can you use words from two languages to describe a photo or illustration in your book?	Write a poem or make a rhyme about the topic of your book.
Is the topic of your book like a movie you have watched? Talk, draw, and write about it!	Create a math problem using any numbers in your book.	What type of scientist would be interested in your topic? What are they called and what do they do?	Count and say the number of non-living things you see in your book.	Draw and label the parts of one of the objects or animals in your book.
Why did you pick this book? What do you find interesting about	How does information in this book connect with	Pick some pages with your favorite photographs or drawings. What	Read two books about the same topics. What things are similar	What did you know about the topic of your book before you

_____ (the topic)?	other things you have learned?	can you learn from the illustrations?	and what things are different?	read it? What do you know after you finished reading?
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## Write

### Start a Writing Journal

Pick one idea to write about every day. Get creative! Write in words or pictures. Go back to build on your journal entries over time as you think of new ideas.

1. What is your favorite time of day? Explain why?
2. The biggest thing I ever saw was....
3. If toys could talk, what would they say?
4. I am proud of myself because...
5. Tell about one thing you do really well
6. I'm happy when...
7. This is how I think plants grow.
8. My best adventure would be...
9. I am afraid to \_\_\_\_\_ because...
10. What does a super-fun day look like to you?
11. I want to be a \_\_\_\_\_ when I grow up.
12. The perfect place in the whole wide world is...
13. What can you do to help yourself feel better when you're feeling blue?
14. If I were a raindrop I'd...
15. I like to make \_\_\_\_\_ because...
16. What would happen if it really did rain cats and dogs?
17. What would happen if animals could talk? What questions would you like to ask them?
18. Imagine that you can become invisible whenever you want to. What are some of the things you would do?

## Move

**Don't Let the Balloon Touch the Ground** Hit the balloon up in the air, but don't let it touch the ground. For an extra challenge, juggle more than one balloon or keep one hand behind your back. Ask someone to time you to see how long you can do it. If there is someone to play with, count how many times you can hit it back and forth. Then see if you can beat your time or score! This game is great for improving arm strength and hand-eye coordination.

- **Materials Needed:** Balloons (Just a reminder that pieces of burst balloons can be a serious choking hazard.)

**Balloon Volleyball** Ask an adult to help you make a "net" by tying a piece of string between 2 chairs. Then hit the balloon back and forth by running from one side to the other, trying to keep the balloon off the floor. If there is someone to play with, hit the balloon over the net as many times as you can without it falling.

- **Materials Needed:** Balloons (Just a reminder that pieces of burst balloons can be a serious choking hazard), string, chairs

**Sticky Note Wall Bop** Ask an adult to help you with this activity! Attach twenty-six sticky notes to the back of a door and write a different letter on each one (in random order). Make a "start" line a few feet away from the door. Stand behind the start line with a soft ball, bean bag, stuffed animal, or pair of rolled-up socks. Ask the adult to call out a letter. Then toss your soft object at the post-it note with that letter. You get a point for each correct target you hit! For an extra challenge, ask the adult to call out a word for you to spell. Try to beat your last score each time you play. Don't forget to retrieve your object after each toss.

- **Materials Needed:** Sticky notes, soft-tossing object, paper and pencil for keeping score

**Mirror Mirror:** Find a partner to stand face to face with, about 2 feet apart. Take turns making movements and copying each other! Reach up and stretch to the sky. Do ten jumping jacks. Run in place. Act like an animal. Make it fun and you'll both be working up a sweat in no time.

**Obstacle Course:** Ask an adult to help you make an obstacle course with items you have around the house. Make sure to create a course that includes a variety of motions (jumping, crawling, balancing, etc.) and uses a large area. You can make a different obstacle course everyday so this never gets old!

- **Materials Needed:** Hula hoops to jump through, line of tape to balance on, couch cushions to hop between, table to crawl under, blanket over two chairs to crab walk through, tupperware containers to hurdle over, stuffed animals to roll over, plastic cups to run around

**Red Light, Green Light:** Ask an adult to be your "traffic light." Stand in one spot while the adult begins calling out colors. When you hear "red light," you must stand still. When you hear "yellow light," you must walk slowly in place. When you hear "green light," you must jog in place. You can also come up with new colors and rules. Try Purple Light: Skip in place, Orange Light: Frog jumps, Blue Light: Bunny hops, Pink Light: Gallop like a horse or anything else you would like!

**Physical Activity Calendar:** Complete the daily activity in the calendar on the following page. After finishing the activity for today's date, pick any other activity you want and complete that too!

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>1 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. <i>Self-Injury Awareness Day</i>	<b>2 Musical Frogs</b> This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	<b>3 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<b>4 Walking Race</b> Pick a distance and challenge a friend to a speed walking race. No running!	<b>5 Sidewalk Chalk Balance</b> Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	<b>6 Bear Walk</b> With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	<b>7 Wild Arms</b> As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roofs Repeat 3x
<b>8 Sugarcane Pose</b> Hold Sugarcane Pose for 30 seconds on each side. 	<b>9 Limbo</b> Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?	<b>10 Crazy 8's</b> 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	<b>11 Between the Knees</b> Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	<b>12 Happy Baby Pose</b> Straighten your legs for an added challenge. 	<b>13 Toe Fencing</b> With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	<b>14 Chest Pass</b> Practice your chest passes against a brick wall. Remember to step towards your target.
<b>15</b> Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	<b>16 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<b>17 Code Words</b> While watching TV any time you hear the code words complete 10 jumping jacks. <i>Code words:</i> green, St. Patrick's Day, lucky, leprechaun	<b>18 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<b>19 Pretend!</b> Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times -Ride a horse -Be a frog -Lift a car	<b>20 Commercial Stroll</b> During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!	<b>21 Walking Race</b> Pick a distance and challenge a friend to a speed walking race. No running!
<b>22 Dance, Dance</b> Put on your favorite song or turn on the radio. Dance however you like during the entire song!	<b>23 Arm and Leg Tag</b> A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.	<b>24 Read &amp; Move</b> Pick a book to read and select an "action word" that will be repeated often. When the "action word" is read stand up and sit down.	<b>25 Army Crawl</b> Lie on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	<b>26 Do this:</b> -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	<b>27 Set the Menu</b> Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	<b>28 Vertical Jump</b> Jump as high as you can for 30 seconds. Repeat.
<b>29 Ragdoll Pose</b> Hold Ragdoll Pose for 30 seconds. Repeat. 	<b>30 Crabby Clean Up</b> Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	<b>31 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<b>National Health Observances:</b> <ul style="list-style-type: none"><li>• National Nutrition Month</li><li>• 1<sup>st</sup>- Self-Injury Awareness Day</li><li>• 6<sup>th</sup>- 7<sup>th</sup> National Day of Unplugging (sundown-to-sundown)</li><li>• 13<sup>th</sup> National Good Samaritan Day</li></ul> Yoga pictures from <a href="http://www.forteyoga.com">www.forteyoga.com</a>		SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!	

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<https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx>

## DESIGN

**Design a Solution:** Ask an adult to help you find a few short articles from magazines, newspapers, or other nonfiction texts. Identify a real-world problem in what you read and design a solution to address the problem. After drawing your design, look for items around the house that you can use to build a model of your solution. Then answer the following questions:

- What is the problem you are trying to solve?
- Who will your solution help?
- How will you convince others to use your solution?
- Share your solution with a family member or trusted adult. Ask them for one suggestion on how to make your design even better.

**Rube Goldberg Machine:** Identify a simple task and use household items to design and build a multi-step machine to complete the task. Before building your machine, answer the following questions:

- What task are you trying to solve? (Closing a door is a great task to start with, but you can

- choose anything!)
- What steps will you include in your machine? (Try to include at least 5!)
  - What materials will you need?
  - What will you do if your machine doesn't work at first?

**This Is Not a Squiggle:** Ask a family member or trusted adult to draw scribbles on several pieces of paper. Then turn the scribbles into drawings of people, places, or things! Use color to help create your images. Put all of the scribbles together in any order you choose to tell a story through pictures.

**Musical Art:** Gather paper and any art supplies (crayons, markers, paints), and a music source. Play any song and listen to the music. What do you see in your mind? What do you hear? What do you feel? Use your art supplies to express what you are seeing/hearing/feeling on paper. Repeat with two more songs, trying to find songs that sound different from one another. After you finish, talk about (or write) about what you created. Do they look different based on what you heard? Develop titles for your artwork.

**Paper Chains:** Ask an adult to help you cut paper into two-inch lengthwise strips. Decorate/design your strips (see ideas below), and then tape/staple your strip into a loop. Create a paper chain by looping new strips through one another.

**Pattern Chains:** create a pattern by alternating different colors or designs

**Appreciation Chains:** draw one thing you appreciate on each strip

**All About Me Chains:** design each strip to tell the world something about you

**Connection Chains:** draw a picture on one strip. Think of another picture that connects with the first picture you drew. Draw that on the second strip and loop together. Think of a third picture that connects with the second picture you drew. Repeat.

**City Planner:** On the first day, draw a picture of a street you would want to live on. What would your house/apartment look like? What would you like to have on your street? On the second day, start adding other streets, to begin building out your city. What kind of stores will you need? Think about the things you like to do, and the places you like to go. Think about the things that people need. Ask other people what they would like to see in their city. Keep adding to your city day after day!

**Cereal Box Book Reports:** Materials needed (paper, cereal box, tape/glue). You are going to cover/decorate a cereal box to celebrate your favorite book! Think of your favorite book. Take one piece of paper and invent a cereal that is related to your book (for example, if your favorite book is Harry Potter, your cereal might be "Wizard Wands") Tape that piece of paper to the front of the box. Take another piece of paper for the back of the box. Design a game that relates to your book for the back of the box. Cut a piece of paper to go on the side of the box- write the names of the characters and the setting of the book to go on this side of the box. Cut another piece of paper to go on the other side of the box- write down the most important things that happened in the book on this piece of paper. Cut a piece of paper to go on the top of the box. Write a review of the book- why should another kid read this book?

Solve

**Shake n' Spill:** Put 5 objects (pennies, beans) in a cup. Spill out a few. Guess how many are left in the cup. Ask, how did you know that? Then, check to see if you were right! For an extra challenge, try putting 10 objects in the cup.

**Pepperoni Pizza:** Roll two dice. The first roll tells you how many pizzas to draw. The second roll tells you how many pepperoni to put on each pizza. Then write a number sentence to help answer the question, "How many pepperonis in all?" For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write  $3 + 3 + 3 + 3 = 12$  or  $4 \times 3 = 12$  and that tells me that there are 12 pepperonis in all. (See this task & others at [youcubed.org/tasks](http://youcubed.org/tasks))

**1 to 10 Game:** The object of the game is to get rid of all your cards. One player gets all the red cards, the other gets all the black cards.

**Materials Needed:** 2 dice, a deck of cards (face cards removed)

**Directions:**

1. Each player is dealt 10 cards.
2. Player 1 rolls the dice and finds the sum of the two numbers. Discard any set of cards in your hand that you can use to create that sum. (For example, if you rolled a 5 and a 3, you may discard any cards that make up  $8 - 4 + 4$ ,  $6 + 1 + 1$ ,  $9 - 1$ ,  $8 + 2 - 2$ , etc.)
3. If you can't make the sum with your cards, you must draw one card.
4. Players take turns rolling and discarding cards.
5. First player to get rid of all his or her cards is the winner.

**Make 10:** The object of the game is to make number pairs with a sum of 10.

**Materials Needed:** a deck of cards (use number cards 1-9; use the Ace as a 1.)

**Directions:**

1. Deal 5 cards to each player. Place the remaining cards face down in a deck on the table.
2. Player A asks Player B for a card to add to one of his/her cards to make a sum of 10. Both cards are placed on the table and Player B checks the sum. If Player B does not have the requested card, Player A draws one card from the face down stack. If Player A can make a sum of 10 with two cards, the pair is placed on the table.
3. After each turn, the players draw additional cards from the face down stack until they each have five cards. If Player A cannot make a sum of 10 with the cards in his/her hand, Player A keeps the six cards and does not draw additional cards until he/she has fewer than five cards.
4. The game is over when the face down cards have been used up. The players count the number of pairs that they made, and the player with the largest number wins.

**Problem Solver:** Oh no! There is a Kindergarten class that needs some help! Can you help them solve their problems?

- **What a Mess!**: A kindergarten classroom is SO messy. Kids are leaving their things everywhere! Draw (or write) a poster to convince them to keep their classroom organized. Why should they stay organized? What are some things that the students can do to clean up?
- **Sharing**: There are kids in a kindergarten class who are not sharing with their classmates. Draw (or write) a poster to convince them to share. Why is it important to share? What are some things that the students can do to make sure they share with one another?
- **Learning**: There are kids in a kindergarten class who say they don't want to learn. Draw (or write) a poster to convince them to learn in class. Why is it important to learn? What are some things the students should do each day to make sure they are learning?

**Improve Your World:** Think about something you want to make better in your classroom, your community, or the world. Draw/write a picture that shows what this problem looks like, sounds like,

feels like now. On a second piece of paper, draw/write what you want it to look like, sound like, feel like when it is better. Now think about how you would solve this problem.

- Do you need to work with other people? Draw/write a list of people you need to talk to. What questions do you want to ask them? What do you want to say to them?
- Do you need to create something new? Draw/write some ideas about what you would make.