

# Grades 3-5 Resource Packet

Hello Students, Families, and Caregivers,

This resource 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.

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

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Read

Write

Move

DESIGN

Solve

# Independent Projects

Project: Why are some places in the world always hot?	
<b>Estimated Time</b>	Support is optional, but recommended for the following: <ul style="list-style-type: none"> <li>● reviewing activity directions (particularly activity 2)</li> <li>● engaging in discussions with the students around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well)</li> <li>● serving as the audience for the final project presentation</li> </ul>
<b>Caregiver Support Option</b>	<ul style="list-style-type: none"> <li>● Blank paper</li> <li>● Pen or pencil</li> </ul> Optional supplies (not required): <ul style="list-style-type: none"> <li>● Crayons, markers, colored pencils, etc. (red, yellow, blue, orange, purple)</li> <li>● Technology (phone, tablet, or computer with internet access)</li> </ul>
<b>Materials Needed</b>	Why are some places in the world always hot? Why are some places in the world always cold? Why do some places in the world have seasons?
<b>Question to Explore</b>	Each activity has directions for you to follow.
<b>Student Directions</b>	Support is optional, but recommended for the following: <ul style="list-style-type: none"> <li>● reviewing activity directions (particularly activity 2)</li> <li>● engaging in discussions with the students around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well)</li> <li>● serving as the audience for the final project presentation</li> </ul>

## Activity 1: Why are some places always hot? Sharing Your Initial Ideas.

*(adapted from Mystery Science)*

- **First, read the story, *Why are some places always hot?***
- **Next, answer the questions.**
- **Last, on the world map, write and draw your initial ideas about why some places are always hot.**

1. Read the story (optional: watch a video of the story here: [bit.ly/activity1climate](https://bit.ly/activity1climate)):



## Why are some places always hot?

Hi, my name is Doug. I want to tell you a true story from my life. One winter day when I was 10 years old, my family and I drove to the airport near Chicago. That was near where I lived. We were there to pick someone up, someone that my father said would be living with us for an entire year. Her name was Shelly. She was an exchange student. That's someone who comes over from another country and lives with your family for a while. Shelly had flown all the way from a country in Africa. I'll never forget meeting her for that first time, because once we picked her up and got her outside the airport to our car, she was so excited. She looked all around us and shouted, "It's snow!" Shelly had only ever seen snow on television. She'd never actually seen it or touched it her entire life. I remember what she said. She goes, "Wow. It glitters." Then, before we could even say anything, Shelly ran straight for a big pile of snow, jumped in, and started rolling around in it. She stopped and looked up at us with really wide eyes and squealed, "Ah, it's so cold." I laughed, because to me, that was obvious. I'd seen snow every winter for my whole life. In fact, it would snow so much in wintertime that I would get sick of it. I'd be so ready for the warm days of summer to come back each year. But that evening, meeting Shelly for the first time, I learned that Shelly had grown up in a very different place than me. She was from the country of Zimbabwe in Africa. And not only had she never seen snow -- in fact, it almost never even gets cold in Zimbabwe. It's always warm, even in the winter months. She told me that just earlier that day, before she left Zimbabwe, she'd been wearing shorts and had been sweating because it was so hot and that her friends were going swimming. Now, imagine me over in Chicago. Now, here in winter, it'd be freezing cold for me. It would be months before I'd be able to go in a pool. And Shelly, here she said that she'd come from somewhere on Earth where it was so hot that she'd been sweating. Hm. I said to Shelly, "I wish I lived where you came from. That seems like the most amazing place ever -- a place that's warm all year, in summer and in winter." Shelly smiled. She said, "Are you kidding me? I'm so excited that I get to now spend time living where you come from. I've always wanted to see snow my whole life." I never thought of the weather where I lived as being anything special. To me, it was just normal. And Shelly never thought of the weather where she lived as being anything special. To her, that was normal. Each of the places we were from were special to someone else -- we just hadn't realized it because we hadn't left our areas. We were used to them. Now that I've studied science, I know that these areas are each part of what we call different **climates** -- **places on Earth where the**



**weather always acts a certain way.** For example, I lived in a climate where there are big seasonal differences. The summers are nice and warm, but the winters are cold and snowy.

But Shelly lived in a climate where there are no seasonal differences. The summers are nice and warm, and the winters are nice and warm too.

**CHICAGO, ILLINOIS, USA:**



**ZIMBABWE, AFRICA:**



2. What's the climate like in a place you've visited, a place a family member lives, or a place you've seen on television?

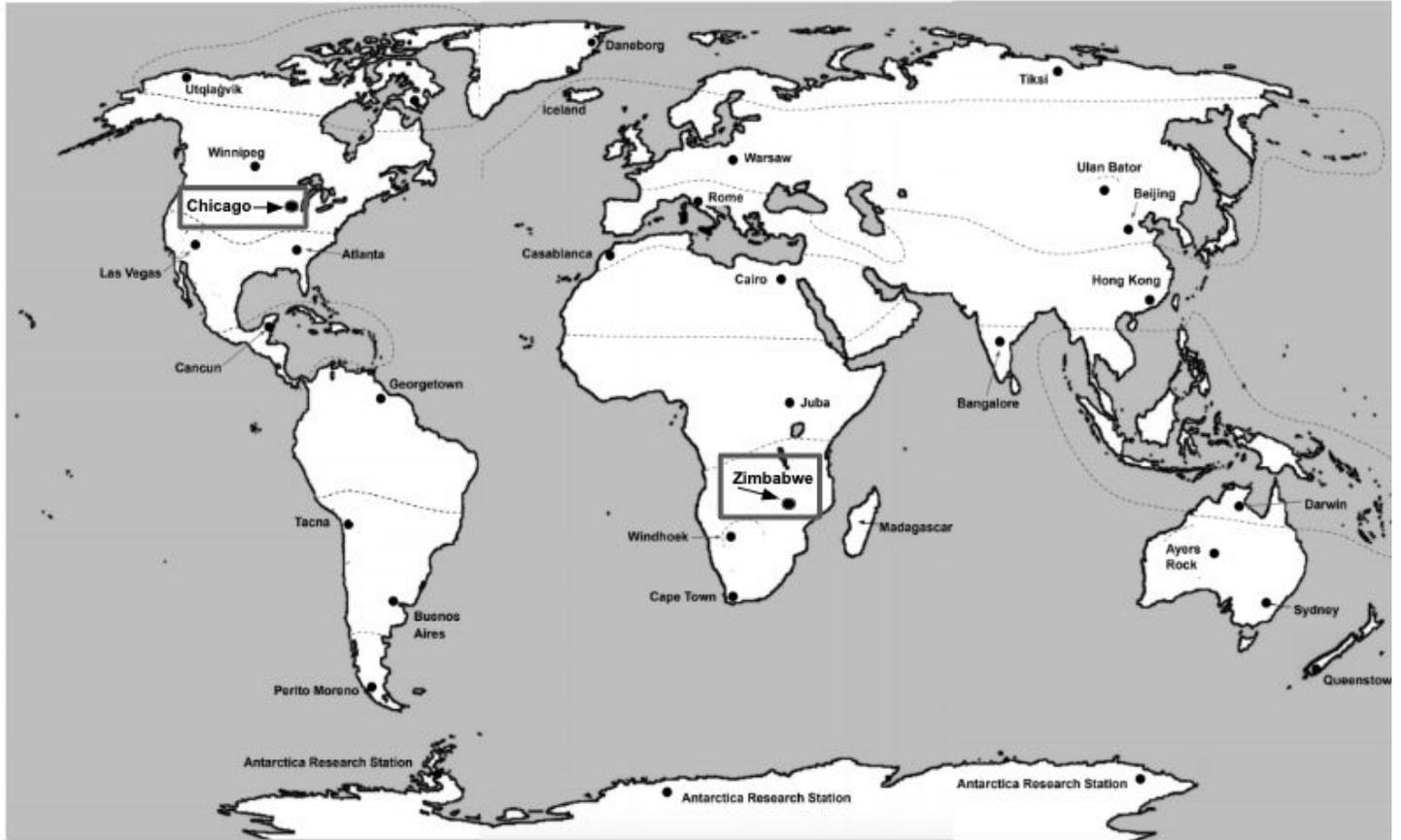
- Location: \_\_\_\_\_
- Describe what the climate is like there:
  - More like Zimbabwe, where Shelly lives (always hot).
  - More like Chicago (there are seasons).
  - Something different. Describe what the climate is like on another sheet of paper.

3. Why do you think it's always hot in Zimbabwe, but we have different seasons in Chicago?

- a. Find Chicago and Zimbabwe on the map on the next page (hint: each of these cities has a box around it).
- b. Complete your initial model with your best thinking. It's ok if you're not sure why the climates of Chicago and Zimbabwe are different. Just get all your initial ideas down on paper.
- c. Share your model with someone in your home.
  - Tell them your initial ideas about why you think it's always hot in Zimbabwe, but it's not hot all year round in Chicago.
  - Ask them what their ideas are.

INITIAL MODEL: Why do you think it's always hot in Zimbabwe, but we have different seasons in Chicago?

- Describe your initial ideas on the map below through writing and drawing.



**CLIMATE KEY**

- This climate is cold all year long.
- This climate has cold winters and hot summers.
- This climate has warm winters and hot summers.
- This climate is hot all year long.

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## Activity 2: Creating a Map of the World's Climates (*adapted from Mystery Science*)

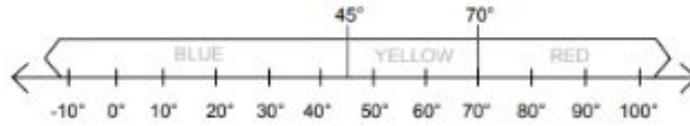
- **First, read steps 1-5 on this page as you complete the Climates of the World worksheet.**
- **Next, read steps 6-7 to help you complete the map.**
- **Last, answer the questions (step 8).**

Using the worksheet on the next page, complete the following steps

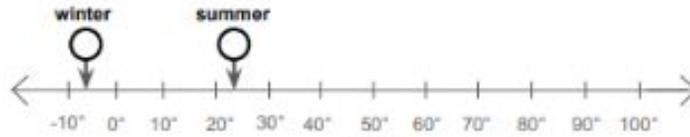
1. Color in the Climate Decoder:
  - a. Use blue for cold temperatures or write a "B."
  - b. Use yellow for warm temperatures or write a "Y."
  - c. Use red for hot temperatures or write the letter "R."
  - d. Then, color the decoder key at the bottom in the same way.
2. Using a ruler (or other straight object) make a line connecting the 45°F mark in the Climate Decoder to the 45°F mark in the decoder key at the bottom of the page. Next make a line connecting the 70°F mark in the Climate Decoder to the 70°F mark in the decoder at the bottom of the page.
3. Antarctica:
  - a. Look at winter for Antarctica. What color is that part of the Climate Decoder? Fill in the circle with that color (blue) or the letter "B."
  - b. Look at summer for Antarctica. What color is that part of the Climate Decoder? Fill in the circle with that color (blue) or the letter "B."
4. Now do the same thing for all the other places. For each one, color winter and summer to match the Climate Decoder (or write the first letter of the appropriate color).
5. Now you can figure out the climate for each place, and color in the climate color.
  - a. Find places where winter and summer are both blue, for cold. Then, fill in the climate color to match (or write "B"). Then, do the same for the red -- hot places (color in red or write "R").
  - b. Now look for where winters are blue -- cold -- and summers are red -- hot. Fill in the climate color with purple (or write "P").
  - c. Now look for where winters are yellow -- warm -- and summers are red -- hot. Fill in the climate color with orange (or write "O").

# Climates of the World

## Climate Decoder

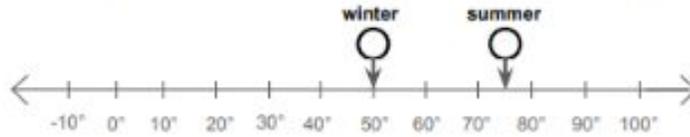


**Antarctica Research Station**



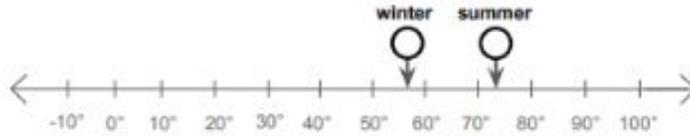
climate color

**Atlanta, Georgia, USA**



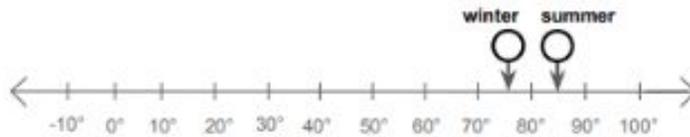
climate color

**Buenos Aires, Argentina**



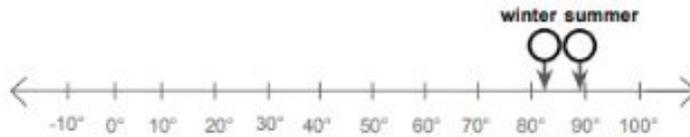
climate color

**Cancun, Mexico:**



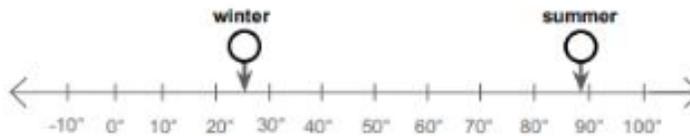
climate color

**Georgetown, Guyana**



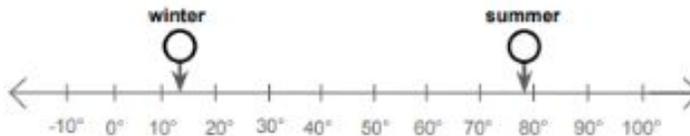
climate color

**Perito Moreno, Argentina**



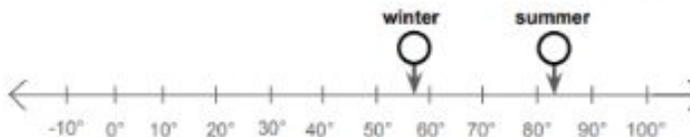
climate color

**Winnipeg, Canada**



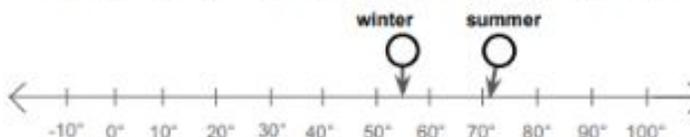
climate color

**Cairo, Egypt**



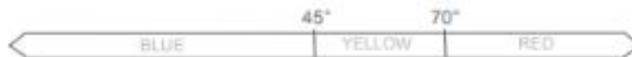
climate color

**Cape Town, South Africa**

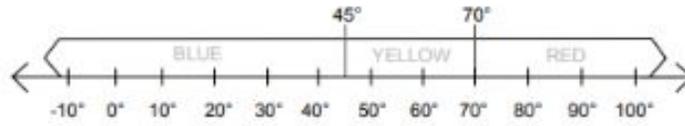


climate color

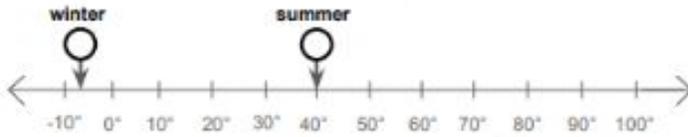
Note: All temperatures are in Fahrenheit.



# Climate Decoder

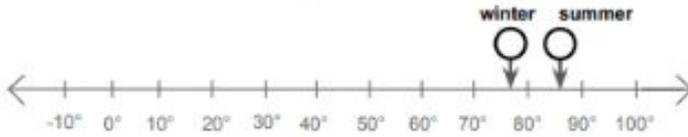


Daneborg, Greenland



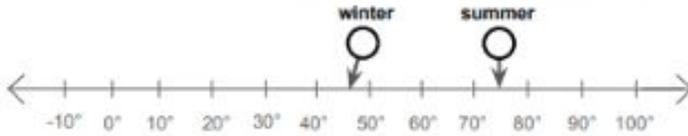
climate color

Juba, South Sudan



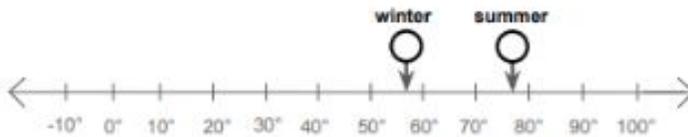
climate color

Rome, Italy



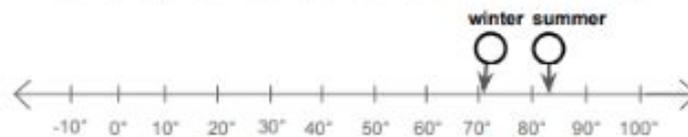
climate color

Windhoek, Namibia



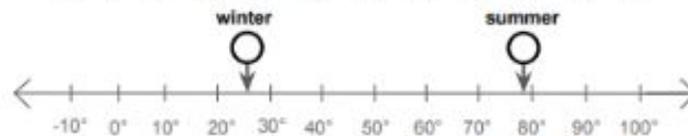
climate color

Bangalore, India



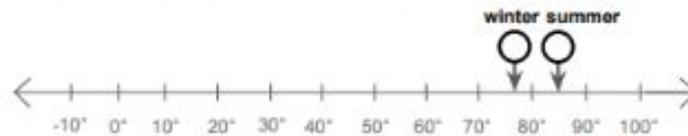
climate color

Beijing, China



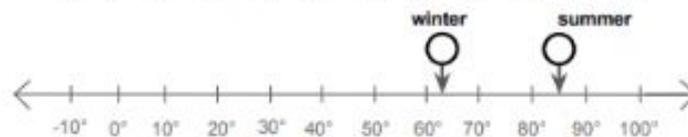
climate color

Darwin, Australia



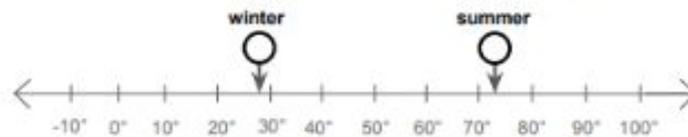
climate color

Hong Kong



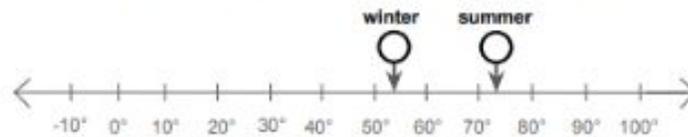
climate color

Queenstown, New Zealand



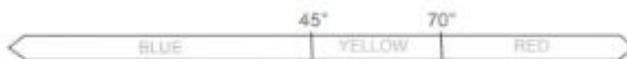
climate color

Sydney, Australia

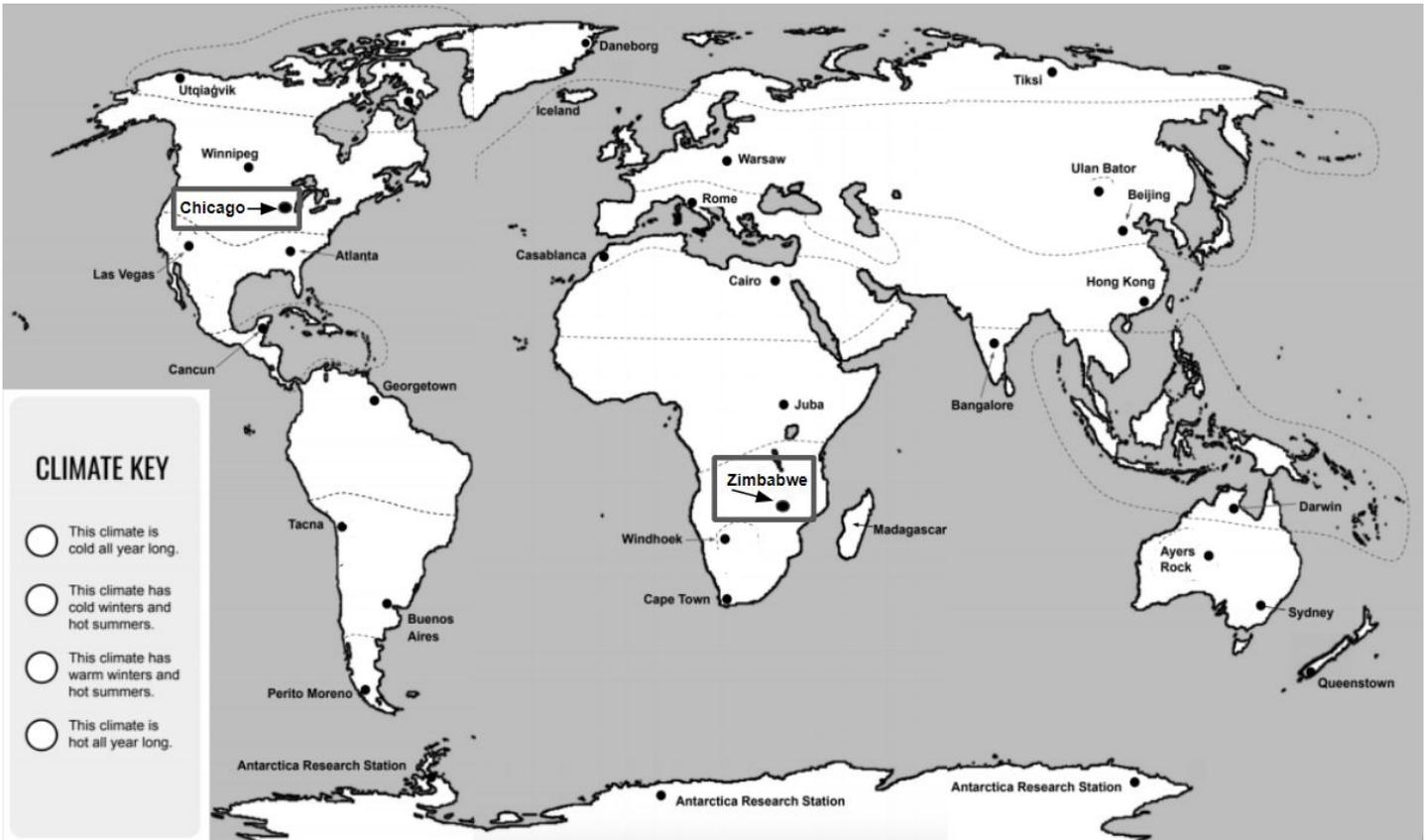


climate color

Note: All temperatures are in Fahrenheit



6. Next, figure out what to color each circle on your map's Climate Key.
7. On the map, find each place and color the land around it with the place's climate color. Be sure to stay inside the dotted lines!



8. Questions (may be done independently or with someone in your home). Write your answers on a separate sheet of paper.
  - a. Where is it hot all year long? Point out these places on your world map.
  - b. Where is it cold all year long? Point out these places on your world map.
  - c. What patterns do you notice on your map? Why do you think you are seeing those patterns? Explain below.
  - d. If you were going on a summer vacation in the blue zone, which clothes would you pack? Why? Draw and write below.
  - e. If you were going on a summer vacation in the purple zone, which clothes would you pack? Why? Draw and write below.
  - f. Which climate zones have you been to?
  - g. Which ones would you want to visit? Why?

### Activity 3: Climate Change

- First, examine the two pictures of Alaska's Muir glacier. What do you notice? What do you wonder? Write your thoughts on a separate sheet of paper.
- Next, read the passage and answer the accompanying questions on a separate sheet of paper.
- Last, use the "Be an Energy Saver" table to create a plan for you and your family to follow that will help reduce your contribution to climate change.

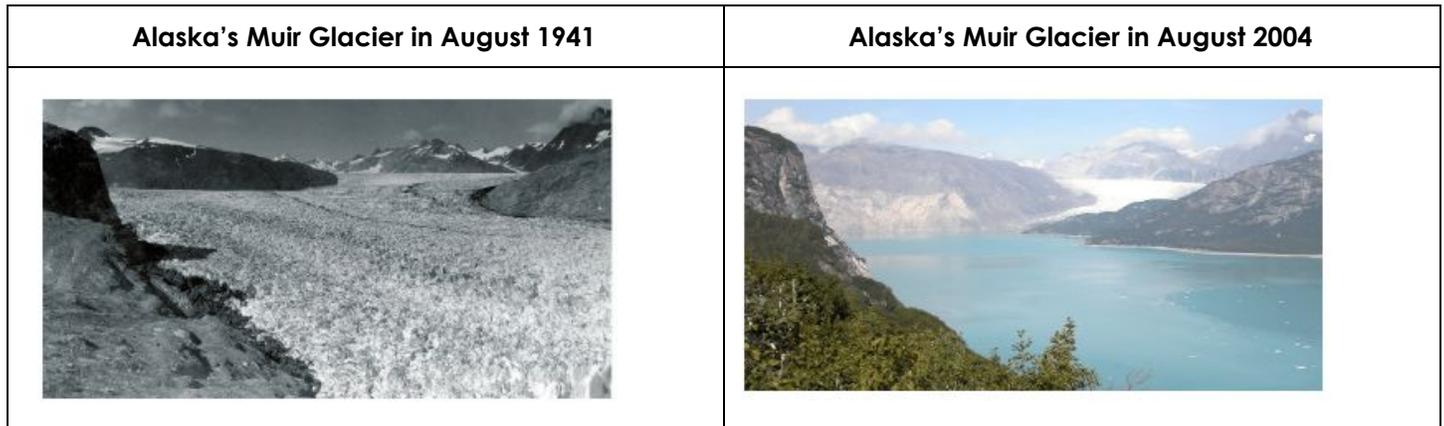


Photo credit: United States Geological Survey

#### What is Climate Change?

Climate change describes a change in the average conditions- such as temperature and rainfall- in a region over a long period of time. For example, 20,000 years ago, much of the United States was covered in glaciers. In the United States today, we have a warmer climate and fewer glaciers.

Global climate change refers to the amount of long-term changes over the entire Earth. These include warming temperatures and changes in precipitation, as well as the effects of Earth's warming, such as:

- Rising sea levels
- Shrinking mountain glaciers
- Ice melting at a faster rate than usual in Greenland, Antarctica and the Arctic
- Changes in flower and plant blooming times.

Earth's climate has constantly been changing- even long before humans came into the picture. However, scientists have observed unusual changes recently. For example, Earth's average temperature has been increasing much more quickly than they would expect over the past 150 years.

#### How Much is Earth's Climate Changing Right Now?

Some parts of Earth are warming faster than others. But on average, global air temperatures near Earth's surface have gone up about 2 degrees Fahrenheit for the past 100 years. In fact, the past five years have been the warmest five years in centuries.

Many people, including scientists, are concerned about this warming. As Earth's climate continues

to warm, the intensity and amount of rainfall during storms such as hurricanes is expected to increase. Droughts and heat waves are also expected to become more intense as the climate warms.

When the whole Earth's temperature changes by one or two degrees, that change can have big impacts on the health of Earth's plants and animals, too.

### **What Causes Climate Change?**

There are lots of factors that contribute to Earth's climate. However, scientists agree that Earth has been getting warmer in the past 50 to 100 years due to human activities.

Certain gases in Earth's atmosphere block heat from escaping. This is called the greenhouse effect. These gases keep Earth warm like the glass in a greenhouse keeps plants warm.

Human activities- such as burning fuel to power factories, cars and buses- are changing the natural greenhouse. These changes cause the atmosphere to trap more heat than it used to, leading to a warmer Earth.

*Climatekids.nasa.gov*

**After reading**, answer these questions on a separate sheet of paper:

1. Why is it so important to stop climate change?
2. What are some ways that humans can help stop climate change?
3. Complete the energy saver plan on the next page.

**Be an Energy Saver:** When it comes to global warming, our personal actions can make a big difference. Use this checklist of ways to help save energy to make a plan for you and your family to follow.

Energy Saving Ideas	I am doing this	I could do this
<p><b>Walk, bike, carpool, or take public transportation</b> Cars and trucks emit carbon dioxide, which causes pollution.</p>		
<p><b>Buy less stuff</b> It takes a lot of energy to make new things like clothes and sporting goods. Try using what you have for a longer amount of time and choose second hand goods when possible.</p>		
<p><b>Bring your own bags</b> Instead of a new plastic bag, you can put your purchases in a reusable bag.</p>		
<p><b>Choose recycled goods</b> Look for the recycle logo on the things you buy like paper, tissues, and paper towels.</p>		
<p><b>Drink tap water</b> It takes a lot of energy to produce and ship bottle water, and most plastic bottles are not recycled. Carry a reusable water bottle and refill it at a water fountain or tap.</p>		
<p><b>Use reusable food containers</b> Disposable takeout containers, utensils, and bags all take energy to produce.</p>		
<p><b>Eat more fruits, grains, and vegetables</b> Not only are they good for you, but they take much less energy to produce than processed foods like soda, candies, and chips.</p>		
<p><b>Use less energy</b> Turn off and unplug electronics like lights, computers, and TVs when you're not using them.</p>		
<p><b>Recycle</b> Donate or recycle everything you can.</p>		
<p><b>Check the thermostat</b> Try keeping the temperature settings lower in the winter and higher in the summer.</p>		

*Credit: American Museum of Natural History*

#### Activity 4: Create a Travel Poster (adapted from Mystery Science)

- First, choose a city from the list.
- Next, read about the city you chose and answer the questions.
- Last, create a travel poster for the city you chose.

1. Choose and circle one of the following cities for your travel poster:

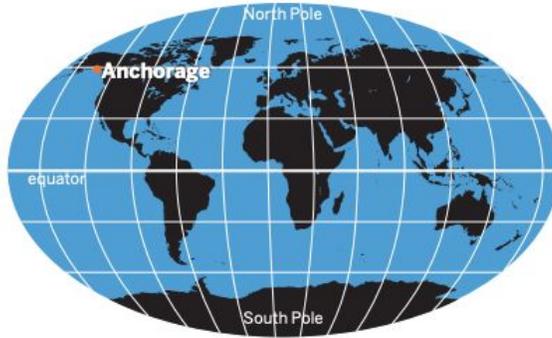
City	Climate Zone Color (Activity 2 map)	Climate Zone Name
Anchorage, Alaska, USA	purple	Subarctic
Buenos Aires, Argentina	orange	Subtropical
Dakar, Senegal	red	Tropical

2. Read the information about your chosen city in the next few pages of this packet (optional: you may also do additional research online). Think about what makes your chosen city and its climate zone special. Write down your ideas related to the following questions.
- a. What plants and animals live there?
  - b. What sorts of houses do people build there?
  - c. What clothes would you need to pack?
  - d. What time of year would you choose to go?
  - e. What else makes your climate zone special?

3. Create your travel poster:

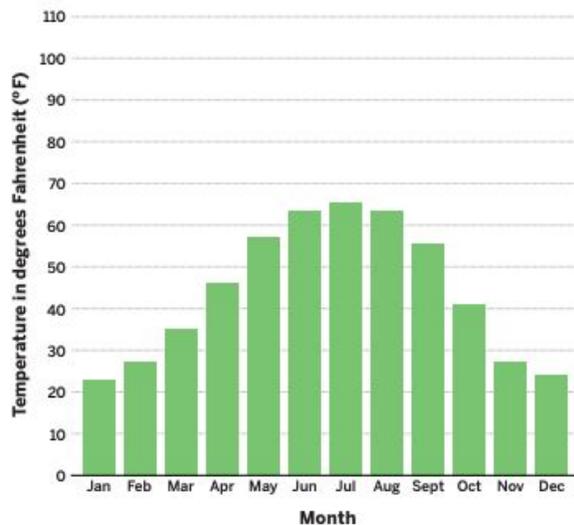
- Find a blank sheet of paper and create your travel poster.
- Use the information you wrote above to create your travel poster.
- How will you convince people to want to travel to your chosen city/climate?
- Be creative!

- Anchorage, Alaska, USA



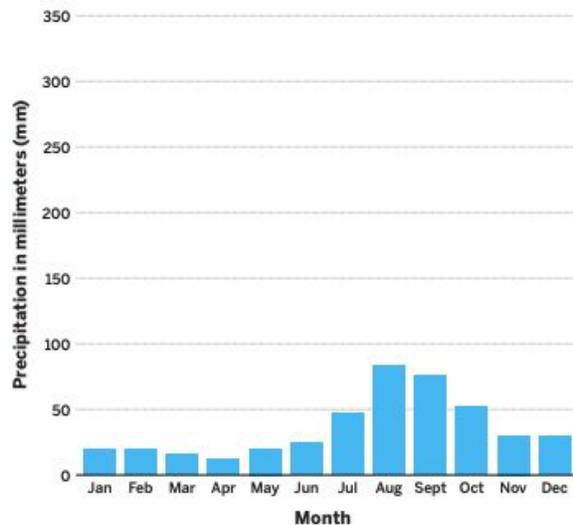
Anchorage (ANK-or-age) is in the state of Alaska. Alaska is closer to the North **Pole** than any other state in the United States. Anchorage has a short warm **season** from May to September and a long cold season from October to April. The **average** high **temperature** can be as cold as 23°F or as warm as 65°F, depending on the month. Anchorage has some **precipitation** throughout the year, but there is a wet season from July to October and a dry season from November to June. The precipitation is rain when it is warm, and snow when it is cold. Many moose live in Anchorage. During the cold season, hundreds of moose come out of the mountains into the city, where it is a little warmer. They often eat the trees in front of people's houses, and then sleep leaning against the houses to stay warm.

**Average High Temperatures in Anchorage, Alaska\***



\*Each bar shows the average of daily high temperatures for the month. Averages were calculated from many years of data.

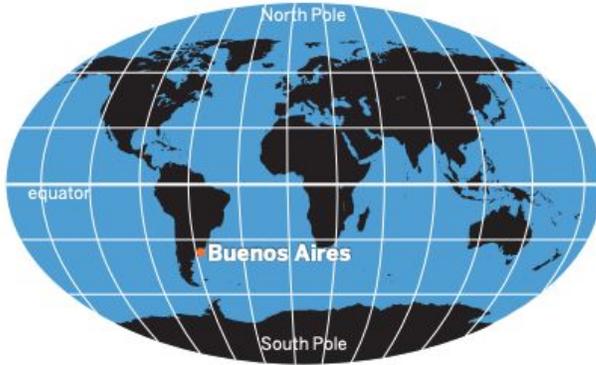
**Average Total Precipitation in Anchorage, Alaska\*\***



\*\*Each bar shows the average total precipitation for the month. Averages were calculated from many years of data.

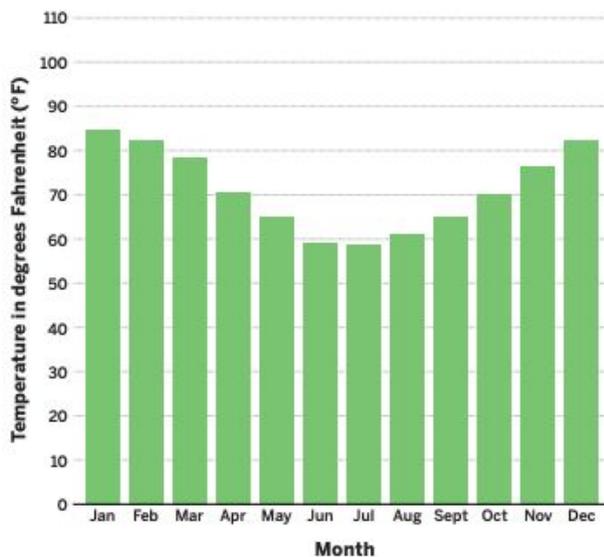
[Excerpts from Amplify Science *World Weather Handbook*]

## • Buenos Aires, Argentina



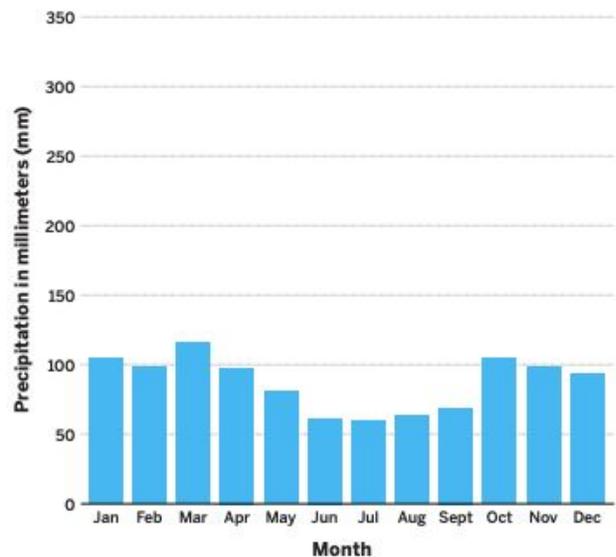
Buenos Aires (BWAY-nos AY-rays) is a city in Argentina, on the east coast of South America. The warm **season** is from December to March, and the cold season is from June to August. Buenos Aires can get hot during the warm season, but it doesn't ever get very cold even during the cold season. The **average** high **temperature** for each month is between 59°F and 85°F. There is **precipitation** all year, but there is a dry season from June to September, when there is less rain. The **climate** in Buenos Aires means some interesting plants can grow there. As the warm season begins, Buenos Aires is filled with purple flowers growing on a kind of tree that is planted around the city.

**Average High Temperatures in Buenos Aires, Argentina\***



\*Each bar shows the average of daily high temperatures for the month. Averages were calculated from many years of data.

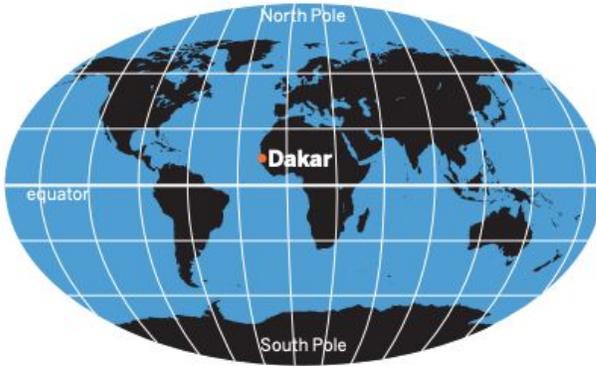
**Average Total Precipitation in Buenos Aires, Argentina\*\***



\*\*Each bar shows the average total precipitation for the month. Averages were calculated from many years of data.

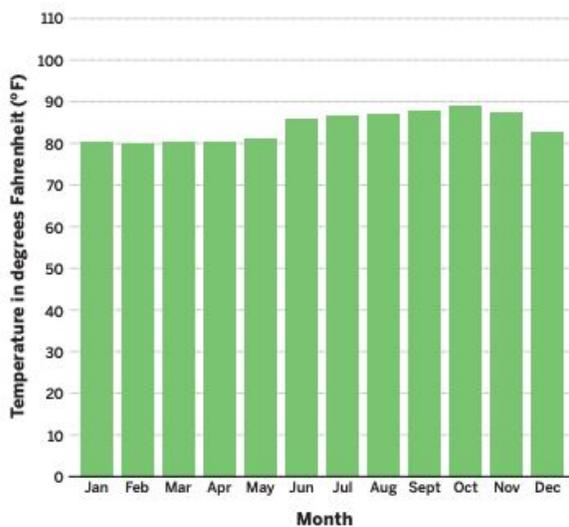
[Excerpts from Amplify Science *World Weather Handbook*]

## • Dakar, Senegal



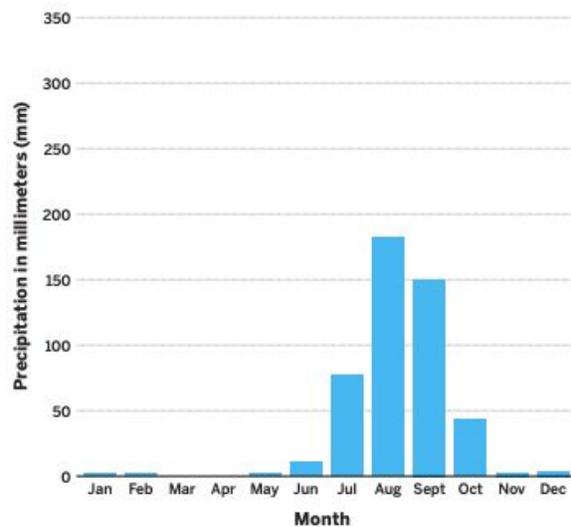
Dakar (dah-CAR) is a city in the country of Senegal, on the western coast of Africa. The **average** high **temperature** for each month is between 80°F and 89°F. Since Dakar stays hot all year, it does not have a warm or cold **season**, but it does have a wet and dry season. The wet season is from July to October, when thunderstorms bring lots of rain. The rest of the year, from November to June, is one long dry season. There is almost no **precipitation** during most of those months. Because it is sunny so much of the time, Dakar is a good place to use solar panels. The people of Senegal have started putting up lots of solar panels and getting more of their electricity from the sun.

**Average High Temperatures  
in Dakar, Senegal\***



\*Each bar shows the average of daily high temperatures for the month. Averages were calculated from many years of data.

**Average Total Precipitation  
in Dakar, Senegal\*\***



\*\*Each bar shows the average total precipitation for the month. Averages were calculated from many years of data.

[Excerpts from Amplify Science *World Weather Handbook*]

# Enrichment Activities

## Digital Resources

If you have access to the internet, please go to [tinyurl.com/DigitalAtHome](https://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 3-5 at [tinyurl.com/CPSESEnrichment](https://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 a journal entry answering the 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 25 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!

## Questions about **stories**:

Describe a problem or conflict your character faced in this chapter. How would you solve it?	What lesson(s) do any of the characters learn? What do we, as readers, learn?	Get to know the main character. Analyze the main character through their words, thoughts, actions and conversations with others.	What are repeated themes in the text? Provide evidence to support your answer.	How does dialogue in the story move the plot along? Provide quotes from the text and explain.
How does the setting affect how the characters respond to conflict/conflicts in the story?	Pick three adjectives to describe one of the characters. Use examples from the text to support your choices.	What examples of figurative language are in the text? What meaning do they hold?	After the events at the end of the story, do you think the protagonist will behave differently? Why or why not?	Did the ending satisfy you? What changes would you make?
What are the protagonist's strengths and weaknesses?	What are major turning points in the story?	How does this story make you feel? Why?	Choose two characters in your story and compare and contrast them.	What is the main conflict (problem) in the book? How do the characters react?
Determine a character's perspective and how it affects the telling of the story.	Which minor character most influences the protagonist? Give an example and explain why?	When you visualize the setting of important scenes, what do the settings reveal about the characters?	How well did the author develop the characters? What did you like about them? What did you dislike?	What type of language is used to set the tone in your book? Provide evidence and explanations.

Questions about **informational texts**:

<p>How does the author describe the setting of your book? What details are provided?</p>	<p>When you visualize something that is being described in your book, draw what you see based on the description given.</p>	<p>Give examples of when the author uses extreme or absolute language. (leaves no doubt)</p>	<p>Create a diagram of a descriptive paragraph provided in your book</p>	<p>Create an advertisement for your book. Why would other students want to read your book?</p>
<p>Analyze a photo or diagram in your book. What additional information do you learn about your topic</p>	<p>Write about an example of when the author writes about the topic and shares information that is different from what you know.</p>	<p>Pick three adjectives to describe one of the subjects/ topics. Use examples from the text to support your choices.</p>	<p>Analyze the cover of your book. What did the illustrator include and how does it represent the topic? Create an alternative cover for your book with an explanation of your changes.</p>	<p>Write a fictional story from the perspective of a real person or topic in your non-fiction text. Use information you learn about the person, animal, or thing to write the story.</p>
<p>Create a jingle or a poem for the topic of your book using the information you learned from the text.</p>	<p>Write about the information that is surprising, shocking or disappointing in your book. Explain why you have this reaction.</p>	<p>Complete a graphic organizer comparing or connecting two subjects/topics in your book.</p>	<p>Write a 2 paragraph book review about your book. Give reasons why the next person should read your book.</p>	<p>Create a storyboard for a movie trailer for a documentary about the topic of your book.</p>

**Vocabulary Four-Square:** read a book, magazine, or newspaper article and find any words you don't know. Use a dictionary or ask an adult to find the definition for each word. Take out a piece of paper and draw a four-square for each word, writing the word in the center of your paper. In the top left-hand corner, write the definition (in your own words). In the top right-hand corner, write a sentence using the new word that you learned. In the bottom right-hand corner draw a picture that represents the word. In the bottom left-hand corner write a synonym of the word (a word that has the same meaning). Then write an antonym of the word (a word that has the opposite meaning).

## Write

**I Am Poem:** Write a 3 stanza poem on a separate sheet of paper by completing each statement with your own ideas. When you are done, recite the poem for an audience. If you want to write another poem, interview someone and write an I Am Poem for them!

First Stanza: I am (2 special characteristics you have). I wonder (something of curiosity). I hear (an imaginary sound). I see (an imaginary sight). I want (an actual desire). I am (the first line of the poem repeated).

Second Stanza: I pretend (something you actually pretend to do). I feel (a feeling about something imaginary). I touch (an imaginary touch). I worry (something that bothers you). I cry (something that makes you sad). I am (the first line of the poem repeated).

Third Stanza: I understand (something that is true). I say (something you believe in). I dream (something you dream about). I try (something you really make an effort about). I hope (something you actually hope for). I am (the first line of the poem repeated)

### Start a Writing Journal

Pick one idea to write about every day. Get creative! Write in paragraphs or write a poem. Add illustrations or diagrams. Go back to build on your writing over time as you think of new ideas.

1. What is your favorite holiday? Write the reasons for your choice.
2. What is the bravest thing you have ever done?
3. If you could be a superhero, what extraordinary powers would you give yourself? Explain your choices.
4. What is the one food you would least like to give up for the rest of your life? Explain why.
5. Would you rather be a dog or a cat? Write the reasons for your choice.
6. Who or what makes you laugh? Explain why you think this person or thing is funny.
7. Imagine that you drank a magic potion, and then suddenly you started to grow smaller and smaller. Finally, you were no larger than a fly. What would you do?
8. What is your most prized possession? Explain why it is so important to you.
9. What do you like most about yourself? What do you like least about yourself? Explain your answers.
10. Do you think you have a lot of self-confidence? Explain the reasons for your answer.

## 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.)

**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

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

 <b>April 2020</b> <b>Elementary Mind &amp; Body Calendar</b>						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>National Health Observances</b> <ul style="list-style-type: none"> <li>• National Autism Awareness Month</li> <li>• National Minority Health Month</li> <li>• National Distracted Driving Awareness Month</li> <li>• Stress Awareness Month</li> <li>• April 7: World Health Day</li> </ul>			<b>1</b> Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind. 	<b>2 Star Jumps</b> Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.	<b>3 Crane Pose</b> Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	<b>4 4 Walls</b> Face each wall in a room and do a different exercise for 30 seconds -side shuffle -grapevine to left then right -wide stance punches -vertical jumps
<b>5 Mindful Snack</b> When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?	<b>6 Teacup Tip-ups</b> Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.	<b>7 World Health Day</b> Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.	<b>8 Musical Frogs</b> This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	<b>9 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>10 Before Bed Breathing</b> While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	<b>11 Dribble Challenge</b> Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?
<b>12 Fish Pose</b> Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds 	<b>13 Play Catch</b> Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.	<b>14 Wild Arms</b> As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	<b>15 Mindful Senses</b> What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	<b>16 Crawl Like a Seal</b> Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.	<b>17 How Fast Can You Go?</b> Pick a distance and see how fast you can run the distance.	<b>18 Inchworms</b> Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.
<b>19 Garland Pose</b> Practice your balance with this pose! 	<b>20 Rock Paper Scissors Tag</b> Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	<b>21 Commercial Break</b> Can you hold a plank for an entire TV commercial break?	<b>22 Wake and Shake</b> As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.	<b>23 Chair Pose</b> Hold for 30 seconds, relax then repeat. 	<b>24 Positive Talk</b> Be sure to talk to yourself today like you would talk to someone you love.	<b>25 Jump, Jump</b> Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.
<b>26</b> Put your favorite song on and make up a dance or fitness routine!	<b>27 Paper Plate Planks</b> In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	<b>28 Step Jumps</b> Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	<b>29 A Gratitude Attitude</b> Write down something you're thankful for and why.	<b>30</b> Try Savasana again. Use this to relax and wind down all year! 	<b>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!</b> Yoga photos from <a href="http://www.forteyoga.com">www.forteyoga.com</a>	

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**Mirror Mirror:** Find a partner to stand face to face with about two 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 every day 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!

## DESIGN

**Design a Solution:** Find a few short articles. 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 a trusted adult. Ask them for one suggestion on how to make your design even better.
- Revise your design and model by including the suggestion you were given.

**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 10!)
- What materials will you need?
- What will you do if your machine doesn't work at first?

**Surrealist Drawing:** Using a single piece of paper, fold it into three equal parts lengthwise. It should look like this when you unfold it:



Re-fold the paper so you just see the top. Think of a creature or character you'd like to draw, but draw only their head and neck! Next, turn the paper so you only see the middle section, called “Torso.” Think of a **new** creature or character and draw their torso. Now, turn the paper so you can only see the bottom section, called “Legs.” Think of a **third** creature or character you'd like to draw and sketch their legs in this space. Once this round is complete, unfold the paper to see a unique creature that is a combination of all three of your ideas!

**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!

**Water Music:** Grab 4-5 glasses, and a pencil/pen. Fill one glass with any amount of water. Tap the side of the glass with your pen or pencil. Listen to the sound the glass makes. Pour water into a second glass to try to make a lower sound. Should you pour more or less water into the glass? Try it out? Fill up your glasses with different amounts of water and tap each side. You can now play a song with the different high and low tones!

**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?

**Magic Paper:** Did you know that just four pieces of paper and some tape are strong enough to hold up a stack of heavy books? Come up with a design plan using four pieces of paper and some tape to hold up heavy books so they don't touch the table. See how many books you can stack without the stack tipping over! Try different shapes and designs to see how high you can get your stack! (Hint: think "tubes").

## Solve

**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.

**Multiplication Memory Game:** The object of the game is to develop fluent recall of multiplication facts.

Materials Needed: a deck of cards (face cards removed; use the Ace as a 1)

Directions:

1. Lay out 3 rows with 6 cards in each row face down.
2. Player A flips over two cards and multiplies the values. If Player A is correct, he/she keeps the cards. If wrong, the cards are turned back over.
3. Player B takes his/her turn and repeats Step #2.
4. The player with the most cards at the end of the game wins.
5. 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?

**I'm the Greatest:** (can be played with a partner). Write out the digits 0-9 on ten separate small slips of paper. On a large piece of paper write blanks for a 3 or 4-digit number (like this: \_\_\_ \_\_\_ \_\_\_). Put your small slips of paper into a container. Draw one slip of paper at a time, look at the digit on the small slip. Place that digit into one blank space trying to make the *greatest* number possible. But- once you write it down you cannot move it! Draw the remaining digits and fill out your blanks. If you think you created the greatest number yell out "I'm the Greatest!"

**Improve Your World:** Think about something you want to make better in your classroom, your community, or the world. Draw (or write) a picture that shows what this problem looks like, sounds like, feels like now. On a second piece of paper, draw (or 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 or 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 invent or create something new? Draw or write some ideas about what you would make.