Grade 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

Chicago Public Schools

Independent Projects

Project 1: Civic Action Project- Census 2020	
Estimated Time	10 total hours
Caregiver Support Option	Adults can discuss texts with students and participate as interview subjects.
Materials Needed	Notebook or Journal
Question to Explore	How will you make sure everyone is counted in the 2020 Census?
Student Directions	In this activity you will learn about the US Census, why it is important, and come up with an action plan to make sure everyone is counted.

A census is a count of the people who live in a country. It also tells things about those people—their backgrounds, what they own, and how they live. Governments and businesses use censuses to guide important decisions. It is hard to count every person in a country! Through completing this activity, you will help us figure out how to make sure everyone is counted!

PHASE 1: What is the Census and why is it important?

Phase 1, Step 1: Read this information about the census and answer the reflection questions.

Source A: What Is the Census from Britannica School

- A census is a count of the people who live in a country. It also tells things about those people—their backgrounds, what they own, and how they live. Governments and businesses use censuses to guide important decisions.
- Censuses are expensive and take a long time. Governments in many countries, including the United States, take a census only once every 10 years. Other countries take a census every five years.
- Census workers use a combination of methods to try to reach every person. They mail question forms to homes. They also interview people face-to-face or over the phone. Most people have to answer only a few basic questions. But some people are asked for more information. The questions cover topics such as where the person lives, how old they are, whether or not they are married, and how many children they have.
- The questions also ask about a person's job, religion, ethnic background, language, and education.
- After the information has been collected, census workers sort and study it. They put the information into reports that show different characteristics of the population. For example, census workers can report how many people live in rural areas compared to how many live in cities, or they might report the size of the average family in a particular state.

- The United States uses census results to make sure that different parts of the country are represented fairly in government. States with more people get to send more representatives to Congress. Governments also use census information as a guide for providing money and services. For example, a government might send more money for schools to areas that have a lot of children.
- Some businesses use census results to help sell products and services. They decide what kinds of things to sell in different places based on the kinds of people who live there. For example, a company might try to sell its most expensive cars in places where people make a lot of money.

Reflection Questions: Answer these questions on a new sheet of paper.

- What do you know about the U.S. Census now that you didn't know before?
- How does the Census affect your life?

Phase 1, Step 2: Connect with and collect information from others.

Interview two or more family or community members by phone, email, or social media. Focus on different ages over 30 years old. Use the questions below and other questions you want to ask.

Sample questions for interviews:
- What is the U.S. Census?
- Have you ever completed the census? Why or why not?
- How will the census impact you or your family?

Reflection:
- What do you know now that you didn't know before?
- Did the responses from any of the people you interviewed surprise you? Why or why not?

PHASE 2: Plan and take action.

Phase 2, Step 1: Plan your action project.

Here you will take action to make sure everyone is counted in the Census! You will **create awareness** for what the Census is and why it is important, and get as many people as you can to complete the U.S. Census. Follow these steps to organize your work.

Step 1: Reflect on what you learned about the census and why it's important. Decide which information will be most important to share with other people.

Step 2: Identify **what** you want to say and **how** you want to say it. What could you say to this audience that will make them complete the Census?

Step 3: Next, choose the best way to reach people to make sure they complete the Census. A letter or email? A tweet? A Tik Tok? Posters? Phone calls?

Step 4: Finally, design your **message**. **Step 5:** Try it out! Can you convince someone in your home that it is important to respond to the Census?
Phase 2, Step 2: Reflect and share!
After completing your action, share with others what you learned about the census and why it's important to engage in civic life! ● What did you learn throughout the process? ● What did you learn about yourself and your community? ● Why should young people know about the census? ● Why should everyone complete the census?

Project 2: Civic Action Project- Elections 2020	
Estimated Time	10 hours
Caregiver Support Option	Adults can discuss texts with students and participate as interview subjects.
Materials Needed	Notebook or Journal
Question to Explore	How do we get people to vote?
Student Directions	Thank you for your commitment to our community! This guide is designed to help you take action for elections. Follow the directions for each phase to help you understand, investigate, reflect, and act to answer the question, "How do we get people to vote?"

There is an important election in 2020! We will be voting for the U.S. President and Congress, as well as state and local offices. **EVERYONE** can have a real impact on the election - even those who can't vote! In this activity, you will learn about elections, why they are important, and how people vote. Then you will come up with an action plan to convince more people to vote!

PHASE 1: What is voting and why is it important?

Phase 1, Step 1: Explore what the elections are and why voting is important.
Watch the following videos: bit.ly/ELECTIONSVIDEO1 or bit.ly/ELECTIONSVIDEO2 **or** read Source A included in this packet below, and then answer the following questions in your journal: ❑ What do you know about elections and voting that you didn't know before? ❑ Have people you know, or people in your family ever voted? Why or why not?

- ❏ Why should people vote?

SOURCE A: U.S. elections 2020: a guide to the race for the White House - The Guardian: adapted by NewsELA. Published 2/9/20.

On November 3, 2020, Americans will go to the polls and vote. Here's a quick guide to the election process.

What's the 2020 election all about? Voters are choosing who will be the president for the next four years. Can President Donald Trump win reelection? All eyes are on the Democrats. They are in the process of picking a candidate to take on Trump.

In 2016, Trump won a surprise victory over Democrat Hillary Clinton. The Republican Party won states that people thought would vote for Democrats. In 2020, however, the Democratic candidate will be different. The issues are different. And the electorate – the people allowed to vote – has changed, too.

There are other positions at stake. All 435 seats in the House of Representatives are up for election. Voters will also decide on 34 of the 100 seats in the U.S. Senate.

Who can vote? In 2020, more than 250 million Americans will be able to vote. This group of voters will be different than in 2016. They are younger. About 33 percent of them will be voters of color. Ten percent will be Generation Z. These are people between the ages of 18 and 23.
People who can vote do not always go to the polls, though. In the 2016 race, about 42 percent of voters did not cast a ballot. But the 2018 midterm race was different. More people turned out then to vote for open seats in Congress.

What's about to happen? Currently, the Democrats need to choose a presidential nominee. More than 20 people announced they wanted to run. More women decided to run than in previous years. Several candidates have dropped out. Now it is down to about a dozen candidates.

Candidates discuss issues in public debates. They answer questions about their platforms and ideas. Often, candidates need to have high polling or fundraising numbers to attend. Candidates without enough support have to drop out.

What are the primaries? Primaries are elections within the party. They take place in all 50 states. Washington, D.C., and territories such as Puerto Rico also have primaries. Most states have primary elections. People cast votes at a polling place. Some can mail ballots or vote online.
Candidates want to get the most delegates. Delegates represent voters from their state. Some states give all of their delegates to one candidate. Other states split up their delegates between candidates.

What's a caucus? A handful of states hold caucuses. They hold these instead of primaries. These community meetings can last for hours. People speak in support of candidates. The meetings hold many votes. Finally, one candidate is named the winner.
Primaries and caucuses begin early in the year. The Iowa caucuses are held first. Primaries in New Hampshire and South Carolina follow. Then comes the caucuses in Nevada. Iowa held its

caucuses on February 3, 2020. Then, on March 3, 13 states will vote in primaries. This day is called "Super Tuesday." Super Tuesday often decides who will get the nomination.

Then it'll finally be Election Day, right? Not even close! The campaign gets even more intense. Trump will go up against the Democratic Party's choice. The candidates decide where to campaign next. They decide what voters to target. They focus on getting their supporters excited. There will also be several TV debates.
Finally, November 3, 2020, will come around. Americans will cast their votes. The votes are added up. Then, the Electoral College makes the official decision.

How does the Electoral College work? The Electoral College is a voting system. It is the final step in choosing the president. All 50 states and Washington, D.C., participate. There are a total of 538 electoral votes. This number includes two Senate seats per state, or 100 in total. It also factors in the number of congressional districts in states (435 in total). Also, Washington, D.C., gets three votes. Districts are based on population counts. A candidate needs 270 votes to win.

One candidate might get more popular votes. But they still might lose the election. How? Most states do not split their electoral votes. All of their electoral votes go to one person. It is the candidate with more than half of the popular vote.

Trump won the Electoral College in 2016. Clinton won the popular vote. Trump won several key states. He received 304 electoral votes. Clinton received 227 electoral votes.

Phase 1, Step 2: Connect with and collect information from others

Now, interview three or more family or community members by phone, email, or social media. Try to interview different people 18 or older who are different ages. Use the questions below, and other questions you want to ask.

Write down the responses to each question.

Sample questions for interviews:

- ❑ Did you vote in the last election?
- ❑ Do you plan to vote in the upcoming election?
- ❑ Why do you / do you not vote?
- ❑ What do you know about the upcoming elections?
- ❑ What do you know about the voting process?

Reflection:

- ❑ What do you know now that you didn't know before?
- ❑ Did the responses from any of the people you interviewed surprise you? Why or why not?
- ❑ What do you think about their answers? Are they the same or different?
- ❑ Do you think others have had similar or different experiences from those you interviewed?

Phase 1, Step 3: Explore How to Vote in Illinois
Read all of the rules about how people can vote in Illinois using the source below, then answer the following questions in your journal:

- ❏ In what ways is it easy for people to vote in Illinois?
- ❏ In what ways is it hard for people to vote in Illinois?
- ❏ Is it harder or easier to vote for some people?

SOURCE B: Rock the Vote - Voter Rights in Illinois

Pre-Registration: 17-year-olds who will be 18 by the next general election can pre-register to vote.

Same Day Registration: Illinois offers the opportunity to register to vote on Election Day. To register, voters must bring two pieces of identification: one must have their current address, and the other should be another form of ID.

Automatic Voter Registration: Automatic Voter Registration was passed in 2017, but the program has yet to be implemented.

If You've Moved: Illinois requires you to live in the state for at least 30 days before registering to vote.

Documentation Requirements: When submitting a voter registration application, no additional documents are required for your registration to be processed if you have a State ID or Social Security Number on file.

Voting Rights Restoration: Voting rights of convicted persons are restored upon one's release from incarceration. Returning citizens must re-register to vote after their rights are restored.

PHASE 2: Plan and Take Action

Phase 2 Step 1: Build Your Action Plan
Here you will take action to ensure your community gets out and votes! You will **create awareness** for the 2020 election and why it is important, and get as many people as you can to commit to voting. Follow these steps to organize your awareness campaign. **Step 1:** Reflect on what you learned about voting and why it's important. Decide which information will be most important to share with other people. **Step 2:** Identify **what** you want to say and **how** you want to say it. What could you say to this audience that will make sure they vote? **Step 3:** Next, choose the best way to reach people to make sure they vote. A letter or email? A tweet? A Tik Tok? Posters? Phone calls? **Step 4:** Finally, design your **message**. **Step 5:** Try it out! Can you convince someone in your home that it is important to vote?
Phase 2, Step 2: Reflect and share!

After completing your action, share with others what you learned about voting and why it's important to engage in civic life!

- What did you learn throughout the process?
- What did you learn about yourself and your community?
- Why should young people be civically engaged?
- Why should everyone vote or encourage others to vote even if they can't?

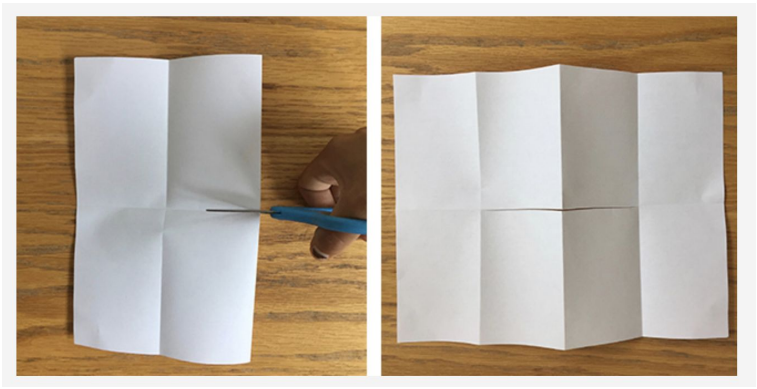
Project 3: Create Your Autobiography 'Zine	
Estimated Time	Three 60 minute sessions
Caregiver Support Option	Families can help if students need support with cutting and folding their zine to the correct size.
Materials Needed	• 1 piece of blank paper for your 'Zine • Extra scratch paper for notes • Pen or pencil • A pair of scissors **Extra supplies, but not necessary** • Crayons, markers, colored pencils, stickers, mirror, camera
Question to Explore	How can I use words and art to express who I am?
Student Directions	Build your 'Zine in Activity 1, then use any of the following Activities to create a 'zine all about you!

Activity 1: Create Your 'Zine

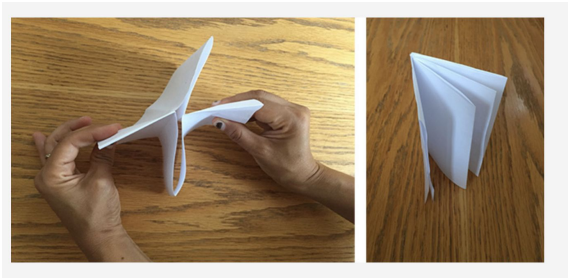
Create Your 'Zine. Diagrams and instructions adapted from Brightly

A 'zine' is homemade magazine that reflects the style and interests of its creator.

1. Fold a sheet of paper in half lengthwise. Fold this in half again, so you have quarters. Fold one more time, so you have eight equal sections.
2. Open the paper once so you have 4 sections. Using your scissor, cut a line through it halfway - see diagram below.



3. Fold your paper lengthwise (along the crease that has the slit). Hold the paper at either end, then push the ends in toward each other. The sections should fold into each other to form an eight-page booklet.



4. You're ready to create your 'Zine! Here is an example of one about ice cream!

'Zines can be about anything! We have activity below to help you make a 'Zine that is all about you!

Activity 2: Create A Self-Portrait that represents who you are.
Use images to describe and represent what you value.

A. Write down important values or likes for you. List as many as you can in one minute. When one minute is up, look at the list of words, and circle the most important ones. You will use these circled words to inspire your self-portrait.
Some examples might include: Family, Love, Friendship, Education, Art, Freedom, Justice, etc.

B. (optional) Look into a mirror or take a selfie, either from the side or looking directly at the camera. You can use this later to draw yourself.

C. Go back to your 'Zine and sketch yourself with a pencil first. Usually a portrait only shows someone's head and neck, but you can choose how "zoomed in" you want it to be.

D. After sketching yourself, look at the important words you wrote down earlier. Decide how you want to write those words or show those ideas in your self-portrait. You could write the words over your forehead, choose an image that represents each important idea, draw your face in a certain way to show an emotion, or whatever you want!

Activity 3: Use A Favorite Song to Write Some Erasure Poetry.

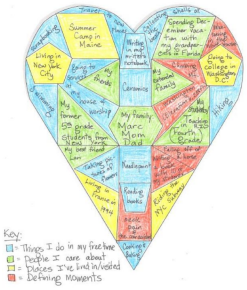
A. Listen to one of your favorite songs, and write down lyrics that stick out to you. You might need to pause, rewind, or replay the song a few times.

B. Using the words or phrases you wrote down, you can write an Erasure Poem. Erasure Poetry is created by erasing words from text and writing the result on the page as a poem. It does not need to rhyme. Think carefully about what words you want to keep. Check out these examples

C. After you're happy with the words you've kept, write your poem in your 'Zine. Think about how you want to use different arrangements on the page.

Activity 4: Create a Heart Map

Think about all of the people, places, and things that you love, and write down as many words as you can think of to describe them.



A. Record these on a heart map.

B. Be sure to use descriptive words. Writing the word "sister" is not descriptive, but if you wrote, "loud, loving, lively, younger sister" these words would give your reader an image of your sister.

C. Use those words, or cut words out of a magazine, and design them into a heart (or any kind organization you want). Add this drawing to your 'zine.

Activity 5: Create your "Coat of Arms."

A Coat of Arms is a symbol used to represent a person or family. Usually, they contain images or words about a family's history, occupation, motto, or values, and are shaped like a shield.
Here are two examples:

A. Brainstorm words or symbols that represent you or your family.
Here are some ideas you might want to consider as you build your coat of arms:
- If I/my family had a motto, it would be:
- If I/my family was represented as an animal, it would be:
- Places/colors that are important to you/your family

B. Think about how you could draw these ideas, the colors you will use, and the emotion that you would like to convey. Sketch your Coat of Arms in pencil first, then add details and colors if you'd like.

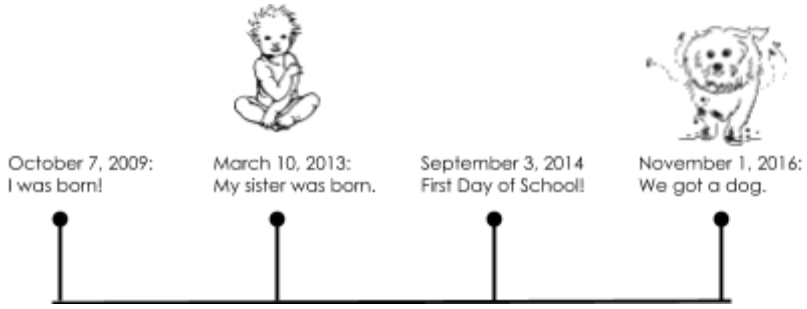
Activity 6: Create a life timeline.

A. Start by asking yourself: what are the most important events that have happened in your life? The day you were born? Your first day of school? List these out.

B. Now, think about which events happened first. Label the events in order - from the oldest to the most recent.

C. In your 'Zine, draw your timeline path. This can be a straight or squiggly line.

D. Along the path, list the events you picked in order. You can use words or pictures for each event. Here is an example:



Activity 7: Create a title for your autobiography.

Choosing a title for the story of your life is tricky! It's the first thing people will see about your 'Zine. Look around your house for books and think about what you notice about their titles.

Are they: Unique? Easy to remember? Catchy?
Do they: Make you curious to pick up the book? Help you understand what the book is going to be about?

Here are some autobiography titles written by some notable people:

- *Dreams from My Father* by Barack Obama
- *Boy* by Roald Dahl
- *Through My Eyes* by Ruby Bridges
- *The First Rule of Punk* by Celia Perez (fiction, but about a zine!)

Keeping all this in mind, what do you want the title of your autobiography to say about your 'Zine?

Turn to the front of your 'Zine and write your title in big, bold letters - and be sure to list that **you** are the 'Zine's author.

Activity 8: Reflect on your 'Zine.

What are the best pages in your 'Zine? Why are they so great?

If you were going to make another 'Zine, what would you do differently?

How does your ‘Zine reflect who you are?

Enrichment Activities

Digital Resources

If you have access to the internet, please go to 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.

Non-Digital Resources

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

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:**

How does the author describe the setting of your book? What details are provided?	When you visualize something that is being described in your book, draw what you see based on the description given.	Give examples of when the author uses extreme or absolute language (leaves no doubt)	Create a diagram of a descriptive paragraph provided in your book	Create an advertisement for your book. Why would other students want to read your book?

Analyze a photo or diagram in your book. What additional information do you learn about your topic	Write about an example of when the author writes about the topic and shares information that is different from what you know.	Pick three adjectives to describe one of the subjects/ topics. Use examples from the text to support your choices.	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.	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.
Create a jingle or a poem for the topic of your book using the information you learned from the text.	Write about the information that is surprising, shocking or disappointing in your book. Explain why you have this reaction.	Complete a graphic organizer comparing or connecting two subjects/topics in your book.	Write a two paragraph book review about your book. Give reasons why the next person should read your book.	Create a storyboard for a movie trailer for a documentary about the topic of your book.

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 three 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 (two 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

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!

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!

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March 2020

Elementary Mind & Body Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. Self-Injury Awareness Day	**2 Musical Frogs** This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	**3 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**4 Walking Race** Pick a distance and challenge a friend to a speed walking race. No running!	**5 Sidewalk Chalk Balance** Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	**6 Bear Walk** 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.	**7 Wild Arms** As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
8 Sugarcane Pose Hold Sugarcane Pose for 30 seconds on each side.	**9 Limbo** 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?	**10 Crazy 8's** 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	**11 Between the Knees** Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	**12 Happy Baby Pose** Straighten your legs for an added challenge.	**13 Toe Fencing** With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	**14 Chest Pass** Practice your chest passes against a brick wall. Remember to step towards your target.
15 Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	**16 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**17 Code Words** While watching TV any time you hear the code words complete 10 jumping jacks. Code words: green, St. Patrick's Day, lucky, leprechaun	**18 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**19 Pretend!** Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times - Ride a horse -Be a frog -Lift a car	**20 Commercial Stroll** 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!	**21 Walking Race** Pick a distance and challenge a friend to a speed walking race. No running!
22 Dance, Dance Put on your favorite song or turn on the radio. Dance however you like during the entire song!	**23 Arm and Leg Tag** 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.	**24 Read & Move** 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.	**25 Army Crawl** Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	**26 Do this:** -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	**27 Set the Menu** Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	**28 Vertical Jump** Jump as high as you can for 30 seconds. Repeat.
29 Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat.	**30 Crabby Clean Up** Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	**31 Mindful Minute** For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	**National Health Observances:** • National Nutrition Month • 1st- Self-Injury Awareness Day • 6th -7th National Day of Unplugging (sundown-to-sundown) • 13th National Good Samaritan Day Yoga pictures from www.forteyoga.com		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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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:

Head
Torso
Legs

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, and 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 four-five 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?

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 x 3 = 12 and that tells me that there are 12 pepperonis in all. (See this task & others at 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 three or four-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.