

Grades K-2 Resource Packet

Hello Families and Caregivers,

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

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

Students may work through these resources over multiple days and in any order. Use the table of contents on this page to navigate through the packet.

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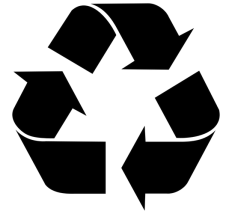
Read Write Move DESIGN Solve

Independent Projects

Project 1: Recycling	
Estimated Time	5-7 Days
Caregiver Support Option	Support will be necessary for reading the texts for younger students. Students will also need support with the family interview (Activity 5) and the art project (Activity 12).
Materials Needed	<ul style="list-style-type: none">• Pencil or Pen and Paper• Access to a box or bag to collect recycling.
Question to Explore	Why is recycling important?
Student Directions	Each activity has directions for you to follow.

Activity 1: What do you know about recycling? What do you want to know?

Do you recognize this symbol? You probably see it in a lot of places. This symbol stands for recycling.



KWL Chart: Before we learn about recycling, take a minute to think about what you KNOW about recycling and what you WONDER about recycling. Use this to fill out the first two columns below.

Know	Wonder	Learned

Reusing and Recycling



Too Much Garbage

People throw away **garbage** every day. Some **garbage** goes to **landfills**, and the **landfills** are filling up quickly. Many things don't have to become **garbage**. They can be **reused** or **recycled**.

Reducing Waste

Reusing and **recycling** keeps things from being buried in **landfills**. It also saves **resources**. Fewer trees are cut down for more paper. Less new metal has to be **mined**.

Ways to Reuse

Many items can be **reused**.

Wash **plastic** tubs and small containers and **reuse** them to hold art supplies.

Wrap gifts in brown paper bags instead of wrapping paper. Milk cartons make good plant pots.

Things We Recycle

Plastic, glass, paper, and metal can be **recycled**.

Metal, **plastic**, and glass can be melted down and made into new **products**. Paper is broken down in water.

The wet paper is shaped and dried to make new paper.

How You Can Help

Recycling is complete when the new **product** is at the store. Choose to buy things that can be **recycled**.

Buy **products** made from **recycled** material when you can. **Durable** items can be used again and again.

Glossary Terms

durable - made to last a long time

mine - to dig up materials from underground

plastic - a material made from oil, wood, or other things that can be formed into many different shapes

product - something that is made

reuse - to use again

resource - something valuable or useful to people

garbage - items people throw away because they don't need or use them anymore

landfill - an area of land where garbage is placed and then buried

recycle - to make used items into new products; people can recycle items such as rubber, glass, plastic, and aluminum

Name _____ Date _____



Share What You Know

Draw a picture of how you can help recycle.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating how they can help with recycling.

Facts about reusing and recycling:

Reusing and recycling are important because

Activity 3: How do we recycle?

Now let's think about where and how we recycle. What recycling practices do you currently use at home, at school, and in public places? Draw them in the chart below then read the article.

Home	School	Public Places

Cleaning Up Litter



What Is Litter?

Garbage that is misplaced or left behind is called litter.

Litter can be paper, glass, aluminum, plastic, and many other things. Litter is bad for animals and plants.

Litter is bad for us too.

Why Is Litter Bad?

Litter can hurt plants and poison animals. Broken glass can cut animals' feet.

Ocean animals may be hurt if they get **tangled** in litter.

Litter looks bad, smells bad, and hurts the **environment**.

Cleaning Up Litter

When you see litter, you can help. Plan an event to clean up a park.

Ask an adult for help if the litter looks unsafe.

Wear gloves and boots to **protect** your hands and feet.

Litter Can Be Recycled

Some litter, such as glass, soda cans, and plastic bottles, can be **recycled**.

Put these items in a recycling bin instead of in a trash can.

They can be used to make new things.

Keeping Earth Clean

Remember to always put garbage in a trash can.

Remind your friends and family to never leave trash where it does not belong.

If everyone helps, we can keep the Earth free of litter.

Glossary Terms

aluminum - a kind of metal used to make cans and other items

environment - the world around us

tangle - to twist together

recycle - to make used items into new products; people can recycle items such as rubber, glass, plastic, and aluminum

protect - to keep safe

“Cleaning Up Litter.” *Social Studies*. Capstone, www.pebblego.com. Accessed 25 Mar. 2020.

After learning about the recycling, go back to your KWL chart in [Activity 1](#) and record everything you learned in the “Learned” column.

Name _____ Date _____



Share What You Know

Draw a picture of cleaning up litter.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of cleaning up litter.

Facts about litter:

Cleaning up litter is important because

Activity 4: Tracking our Recycling

Directions: It's our turn to recycle. Find a large bag or box to place your recyclable items in and place it next to the trashcan in your home. Each time you recycle paper, plastic, glass or aluminum, color in the number of items recycled in the graph below. At the end of five days, answer the questions below.

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Paper	Plastic	Glass	Aluminum/Metal

At the end of day five, answer the following questions below.

1. What items did you use and recycle the most?
2. Which items were used the least?
3. What do you notice about your recycling patterns?
4. How can you continue to recycle?

Activity 5: Recycle Word Search

Now that we have some new recycling words, let's play with them. Look for the "Words to Find" in the puzzle! Either circle or highlight them.

L M K N A R R C M Z H H I S Z
T L Q D E Z I Z U E G A O S L
K H I P U T X J N F L F F A F
L L A F S R H A I B Q G P L S
I P C A D C A S M X N P N G B
O P L P M N L B U G V M O A U
G P H R E I A E L G Y J W N T
S Q M O T M M L A E S L M G K
H S S D A N P U C N F I F F O
S H K U L R V W H F N N I B D
S S L C O K I V L E N X S L X
X H V T J V Z X E R D R I C H
T N E M N O R I V N E A G U D
C C N G A R B A G E R E U S E
T R E T T I L T B Y A G Y M D

Words to Find

ALUMINUM
BIN
CLEAN
DURABLE
ENVIRONMENT
GARBAGE
GLASS
LANDFILL
LITTER

METAL
MINE
PAPER
PLASTIC
PRODUCT
PROTECT
REUSE
TANGLE

Activity 6: Recycling Interview

Your family may have had a different experience with recycling than you have. Choose a family member or friend to interview in person or using a video chatting app like FaceTime. Ask them these questions and write their answers below.

1. When did you first learn about recycling?
2. If you recycle, why do you do it?
3. Where did you learn to recycle? If you don't recycle, why not?
4. How do you reduce or reuse things around the house? How did your parents or grandparents reduce or reuse things around the house?
5. Do you know how to repair furniture, electronics, clothing, or anything else around the house? If so, how did you learn how to do this? Why do you do it – for fun, to save money, because they care about the environment, or for some other reason?

Activity 7: How are things recycled?



*Recycling reduces waste and helps the environment.
© Shutterstock/Rawpixel.com*

Words to Know

metal mill: a building with machines to form metal

How Recycling Works

Glass, paper, plastic, and metal can be recycled. Sometimes towns pick up these materials at homes. They must be sorted.

Then they are sent to places that recycle them. They are recycled in different ways. Glass is sorted by color. Then it is washed. Next it is crushed and melted.

Then it can be used to make bottles. It can also be used to make glass bricks. Many things are made of recycled glass. Glass can be recycled over and over again.

There are different kinds of plastics. They are sorted by type. Next they are chopped up and washed. The clean plastic may be chopped into bits. It might be melted and turned into little balls.

The bits and balls are used to make new things. They may be used to make new bottles for food.

Paper is sorted first. Then it is washed in soapy water. This washes away glue and ink. The paper is mixed with water. It becomes very thick.

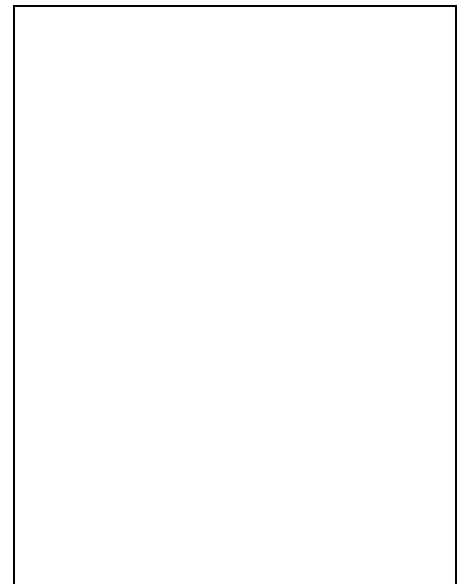
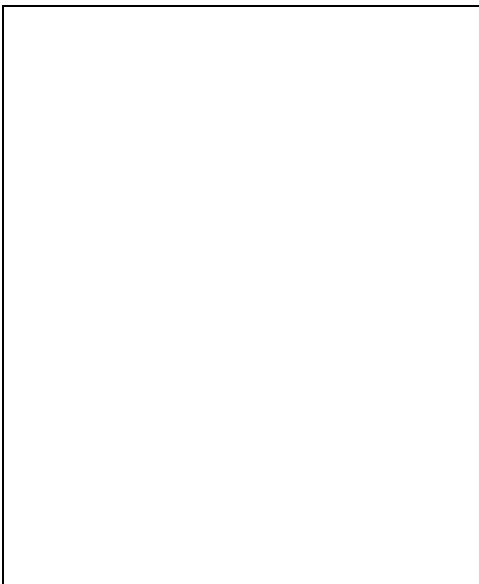
Then it is squeezed with large rollers. They press the mix into thin sheets of paper. Then it dries. Then it is rolled. The rolls are sent to places that cut the paper. It may become boxes or paper.

Metal is sorted and washed. Then it is melted. Ink and labels are on the cans. They are taken off. The metal is molded. It looks like large blocks.

These blocks are sent to **metal mills**. They are rolled out into thin sheets. These sheets are used to make new things. The metal may become cans.

"Recycling." *Kids InfoBits*, Gale, a Cengage Company, 2020. *Kids InfoBits*, <https://link.gale.com/apps/doc/RVWNVS011036026/ITKE?u=chic19020&sid=ITKE&xid=d003aeb2>. Accessed 25 Mar. 2020.

Now use what you read to choose glass, metal, plastic, or paper and **draw and write** what the steps of recycling that product are.



Activity 8: Recycling Poem

Read the poem about recycling then write your own poem about recycling in the box!

Let's Recycle

Look around,
there's so much plastic,
Let's recycle,
it's fantastic.

Don't forget,
about paper and glass,
Recycle together,
with your entire class.

We'll make sure,
we never litter,
Let's recycle,
we're not quitters.

When we place our garbage,
in the right bin,
Both us and nature,
will clearly win.

Thanks for keeping the environment
healthy and clean,
Recycling is fun,
and also quite green.

By tree.cards

Activity 9: Taking Action

One town in Guatemala has taken action to conserve the planet by not allowing plastics. First, find a family member to read the article with, then answer some questions about it.



No plastic is allowed in this town in Guatemala

By Atlas Obscura, adapted by Newsela staff on 01.31.19

Word Count **360**

Level **400L**



Image 1. Women shopping in Guatemala. Photo by: Lola Mendez

San Pedro La Laguna is a town on Lake Atitlán. It is in Guatemala. Guatemala is in Central America. Most of the people in San Pedro La Laguna are Tz'utujil Maya. They are native to the area. Many wear traditional clothing.

San Pedro La Laguna had a problem. There was too much plastic trash. Mauricio Méndez is the mayor. In 2016 he made a big change. He made using plastic against the law. People could not use things like plastic bags.

At first, villagers were upset. They were used to plastic. Leaders went to every house. They talked to people about waste. The government gave people rubber bags for free for their plastic bags.

Hard To Get Rid Of Plastic

Victor Tuch González works for the city. He said it was hard getting rid of plastic. The city bought thousands of rubber baskets. The baskets can be reused. People got baskets to use instead of bags. Switching to the bags cost a lot of money.

What happens if people break the plastic law? They have to pay a fine. The fine is 300 quetzal. That is Guatemalan money. It is called GTQ for short. 300 quetzal is \$40. That is a big cost for regular Guatemalans. Companies that use plastic must pay 15,000 GTQ, or \$1,940.

The city needs help getting rid of trash. The groups Cementos Progreso and Pro Verde help. They turn the waste into fuel. Fisherman also take garbage out of Lake Atitlán. Some people turn trash into art.

González says that the town has "returned to what was used ancestrally." People keep meat in large leaves. They use cloth to carry tortillas. Salespeople wrap items in paper.



More Tourists

The lake is cleaner. Now, it is more beautiful. More tourists are coming to San Pedro La Laguna. Visits to the town went up by almost half in 2018. The tourists help the town make money.

Mother Earth is important to the Mayan people. Mr. Méndez and Mr. González want other towns to help out. Together, they can save Mother Earth.

How do you reduce, reuse or recycle? Do you bring reusable bags to the grocery store, avoid using plastic straws, use reusable containers instead of plastic bags? Draw pictures below.

Reduce Waste	Reuse Items	Recycle

Activity 10: Write a Letter

Write a letter to Mayor Lightfoot explaining why we should recycle in Chicago.

(Kindergarteners should write one reason. First and second graders should write at least three reasons. Second graders should also explain why recycling is important.)

_____ Date

Dear Mayor Lightfoot,

We should recycle because _____

Sincerely,

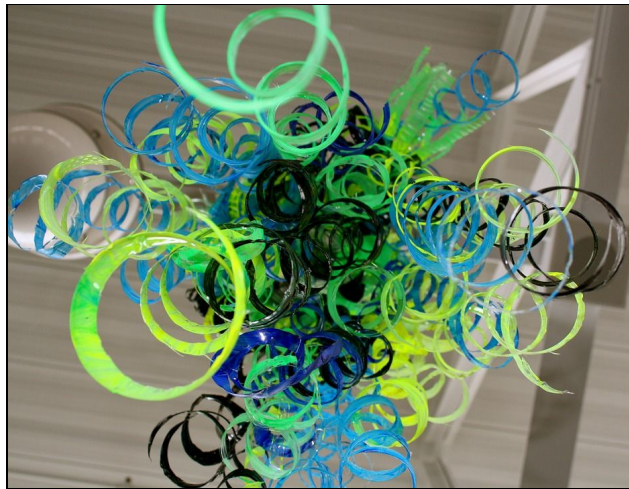
Activity 11: Public Service Announcement

Now that you've learned so much about recycling, let's help others to do it, too! Make a poster on a separate sheet of paper to encourage other people to recycle. Make sure you include why it is important to recycle.

Activity 12: Recycled Art

Recycled materials can make beautiful art! Go to your recycling box or bag and pick out some materials to make into a piece of art. Make sure to talk to an adult first to help you choose safe materials.

See below for some ideas:



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 K-2 at tinyurl.com/CPSEEnrichment.

Non-Digital Resources

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

Read Write Move DESIGN Solve

Directions

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

Read

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

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

Do you agree with the way the characters in your book solved the problem? Why or why not?	If you could be a character in the book, who would you be? Why would you pick that character?	Act it out! Grab some friends and make your story into a play.	Talk about some of the emotions that are felt by characters in your book.
Did you like the ending of the book? Why or why not?	Talk about the details the illustrator draws in their pictures. What do they add to the story?	What is something a character in your book says that surprised you or made you laugh?	Can you use words from two languages to describe a character in your book?

What connections can you make with characters or events in other books you've read?	Pick a setting in your story and change it. What might the characters do differently if it happened in a different place?	Choose two characters in your story. Draw and describe how they are the same and how they are different.	How are the characters in your book the same or different from you and your friends? Talk, draw, or write about it!
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Adults or older readers can use these ideas to discuss **informational texts**:

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

Write

Start a Writing Journal

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

1. What is your favorite time of day? Explain why?
2. The biggest thing I ever saw was....
3. If toys could talk, what would they say?
4. I am proud of myself because...
5. Tell about one thing you do really well
6. I'm happy when...
7. This is how I think plants grow.
8. My best adventure would be...
9. I am afraid to _____ because...
10. What does a super-fun day look like to you?
11. I want to be a _____ when I grow up.

12. The perfect place in the whole wide world is...
13. What can you do to help yourself feel better when you're feeling blue?
14. If I were a raindrop I'd...
15. I like to make _____ because...
16. What would happen if it really did rain cats and dogs?
17. What would happen if animals could talk? What questions would you like to ask them?
18. Imagine that you can become invisible whenever you want to. What are some of the things you would do?

Move

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

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

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

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

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








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

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

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

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

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

 April 2020 Elementary Mind & Body Calendar						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
National Health Observances <ul style="list-style-type: none"> National Autism Awareness Month National Minority Health Month National Distracted Driving Awareness Month Stress Awareness Month April 7: World Health Day 			1 Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind. 	2 Star Jumps Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.	3 Crane Pose Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	4 4 Walls 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
5 Mindful Snack 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?	6 Teacup Tip-ups Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.	7 World Health Day 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.	8 Musical Frogs This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	9 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.	10 Before Bed Breathing While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	11 Dribble Challenge Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?
12 Fish Pose Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds 	13 Play Catch 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.	14 Wild Arms As fast as you can complete: -10 Arm Circles front & back -10 Forward punches -10 Raise the Roof's Repeat 3x	15 Mindful Senses 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	16 Crawl Like a Seal Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.	17 How Fast Can You Go? Pick a distance and see how fast you can run the distance.	18 Inchworms Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.
19 Garland Pose Practice your balance with this pose! 	20 Rock Paper Scissors Tag Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	21 Commercial Break Can you hold a plank for an entire TV commercial break?	22 Wake and Shake 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.	23 Chair Pose Hold for 30 seconds, relax then repeat. 	24 Positive Talk Be sure to talk to yourself today like you would talk to someone you love.	25 Jump, Jump Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.
26 Put your favorite song on and make up a dance or fitness routine!	27 Paper Plate Planks In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	28 Step Jumps Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	29 A Gratitude Attitude Write down something you're thankful for and why.	30 Try Savasana again. Use this to relax and wind down all year! 	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! Yoga photos from www.forteyoga.com	

Reproduced with permission from the Society of Health and Physical Educators (SHAPE America) <https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx>

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

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

to make your design even better.

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

- What task are you trying to solve? (Closing a door is a great task to start with, but you can choose anything!)
- What steps will you include in your machine? (Try to include at least 5!)
- What materials will you need?
- What will you do if your machine doesn't work at first?

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

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

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

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

Appreciation Chains: draw one thing you appreciate on each strip

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

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

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

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

Solve

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

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

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

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

Directions:

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

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

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

Directions:

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

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

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

- **Learning:** There are kids in a kindergarten class who say they don't want to learn. Draw (or write) a poster to convince them to learn in class. Why is it important to learn? What are some things the students should do each day to make sure they are learning?

Improve Your World: Think about something you want to make better in your classroom, your community, or the world. Draw/write a picture that shows what this problem looks like, sounds like, feels like now. On a second piece of paper, draw/write what you want it to look like, sound like, feel like when it is better. Now think about how you would solve this problem.

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