

# Kindergarten 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 two types:

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

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


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Read Write Move DESIGN Solve

# Independent Projects

Project 1- Puppet Theater	
<b>Estimated Time</b>	1-2 Hours Per Day
<b>Caregiver Support Option</b>	 <p>Adult supervision and participation is required. Set the stage for a series of fun-filled puppet shows with your kindergartener by transforming an ordinary cardboard box into a one-of-a-kind, box theater! This puppet theater is a great way to spend quality time with your child while creating a useful playset. Work together in the creation of a stage, scenery, puppets, and storyline inspired by a favorite character, book, or movie. For an added lesson, repurpose everyday household objects for the art materials used to emphasize environmental awareness.</p>
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• A large cardboard box</li> <li>• Scissors</li> <li>• Packing tape, or other strong tape</li> <li>• Crayons or markers</li> <li>• Optional: Glue, magazines, newspapers, or fabric samples</li> </ul>
<b>Question to Explore</b>	How does puppet theater help me better understand a story and its characters?
<b>Parent Directions</b>	<p><b>Stage and Puppets:</b></p> <ol style="list-style-type: none"> <li>1. Turn the box upside down. Make sure that the opening is on the bottom.</li> <li>2. Ask your child to draw a rectangle on the top half of the front of the box. This will be the window that will show the puppets.</li> <li>3. Using the scissors, cut the top and side edges of the rectangle. Do not cut the bottom edge on the rectangle so that the window flap will be able to be closed. This step should be done by an adult.</li> <li>4. Fold down the flap that has been cut, by bending the cardboard on the</li> </ol>

	<p>bottom edge of the rectangle .</p> <p>5. Optional: If you do not want to have to lift the box up and down every time your child uses the puppet theater, have them help you to create a back door. Ask your child to draw a door on the back of the box. Cut out one side and the top of the drawing. Fold the door back to form a flap.</p> <p>6. Invite your child to decorate their new theater however they would like. This can be done by drawing with markers or crayons or, if available, gluing child-friendly magazine or newspaper pictures onto the box in collage style. For an added flare, decorate with ribbons or pretty pieces of cut fabric.</p> <p>7. When the decorations are in place and the glue is dry, your child now has a place to perform. Create a variety of puppets to perform with and make different backdrop drawings that can be hung inside the box for different scenes. Finally, enjoy the show!</p> <p><b>Talk About It! Ideas for Family Conversations</b></p> <p>As your family enjoys recreating and acting out their favorite books, shows, and movies, here are some ideas for having conversations with your child about their plans:</p> <ul style="list-style-type: none"> <li>• How can we make our stage like the images we saw in the book or on the show/movie?</li> <li>• If we made the stage look different than what we saw, how will it change the story?</li> <li>• What do we know about the characters in the books or in the show/movie?</li> <li>• How should we create our puppets to match what we know about the characters?</li> <li>• How are we helping the planet by repurposing our household materials to make a puppet theater instead of throwing them away?</li> </ul>
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<b>Project 2- Community Helpers Book</b>	
<b>Estimated Time</b>	5 Days
<b>Caregiver Support Option</b>	Adult supervision and participation is required. Create a community helpers book filled with information about who our community helpers are and what those helpers do.
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>• Printout (See below)</li> <li>• Pencils</li> <li>• Crayons</li> <li>• Optional: Scissors, Stapler</li> </ul>
<b>Question to Explore</b>	Who are helpers in our community and how do they help us?
<b>Parent Directions</b>	Adult(s) please see below.

## Activity 1

**Directions:** Use this community helpers song to engage your child in the Community Helpers Project.

Community Helpers  
(Tune: London Bridge)

Community helpers are everywhere, everywhere, everywhere.  
Community helpers are everywhere. Who do you see?

I see the fire fighter with a hose, with a hose, with a hose.  
I see the fire fighter with a hose. They put out fires!

I see the police officer on patrol, on patrol, on patrol.  
I see the police officer on patrol. They keep me safe!

I see the mail carrier with their bag, with their bag, with their bag.  
I see the mail carrier with their bag. They bring the mail!

I see the teacher in their class, in their class, in their class.  
I see the teacher in their class. They teach me!

I see the doctor in the hospital, in the hospital, in the hospital.  
I see the doctor in the hospital. They keep me healthy!

Community helpers are everywhere, everywhere, everywhere.  
Community helpers are everywhere. Who do you see?

### Adult Prompts:

- Who are the community helpers you have seen or have met? Use an example from television if necessary.
- How do they help people?
- Who is your favorite community helper? Why?

## Activity 2

Draw and color pictures of your community helpers. Adults can prompt their child to draw a picture of their neighborhood and the people that work in the neighborhood. If scissors and a stapler are available, cut around the borders of the pictures to create pages that can be stapled into a book!

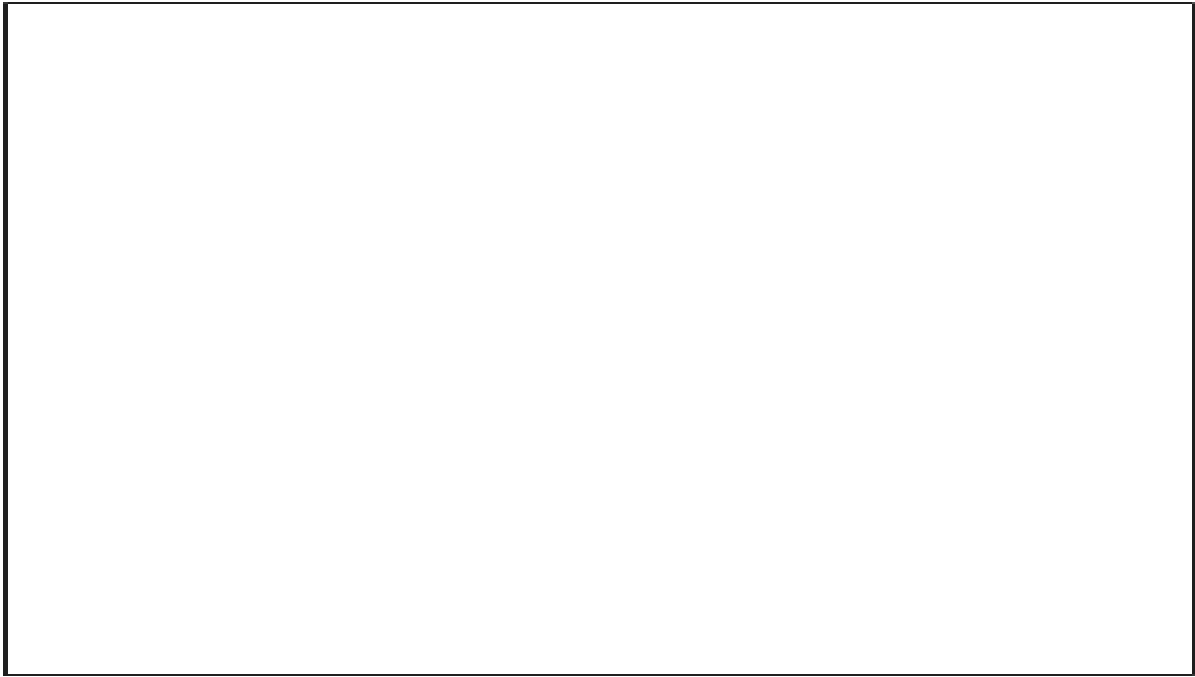
# My Community



Written By: \_\_\_\_\_

Draw and color a picture of a firefighter. Students should label and write a description. Adults please encourage your child to sound out words and try their best to write a sentence. Don't worry about correcting spelling -- inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own.

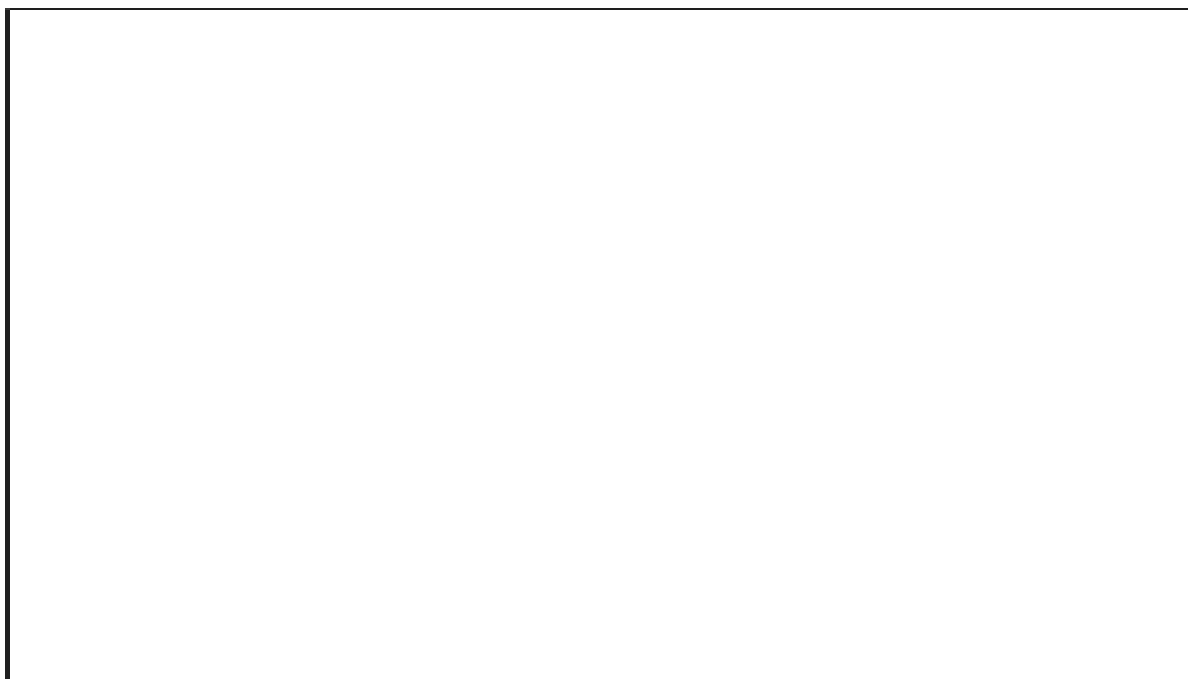
# Firefighter



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a description of the firefighter.

Draw and color a picture of a bus driver. Students should label and write a description. Adults please encourage your child to sound out words and try their best to write a sentence. Don't worry about correcting spelling -- inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own.

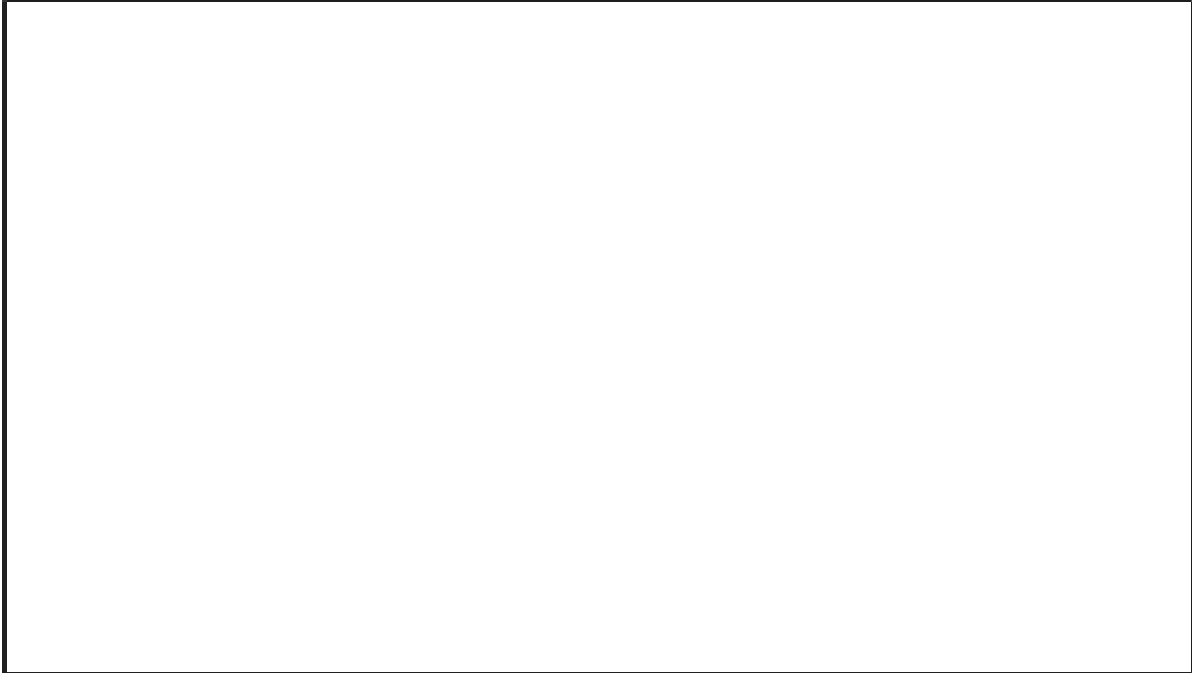
# Bus Driver



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Draw and color a picture of a mail carrier. Students should label and write a description. Adults please encourage your child to sound out words and try their best to write a sentence. Don't worry about correcting spelling -- inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own.

# Mail Carrier

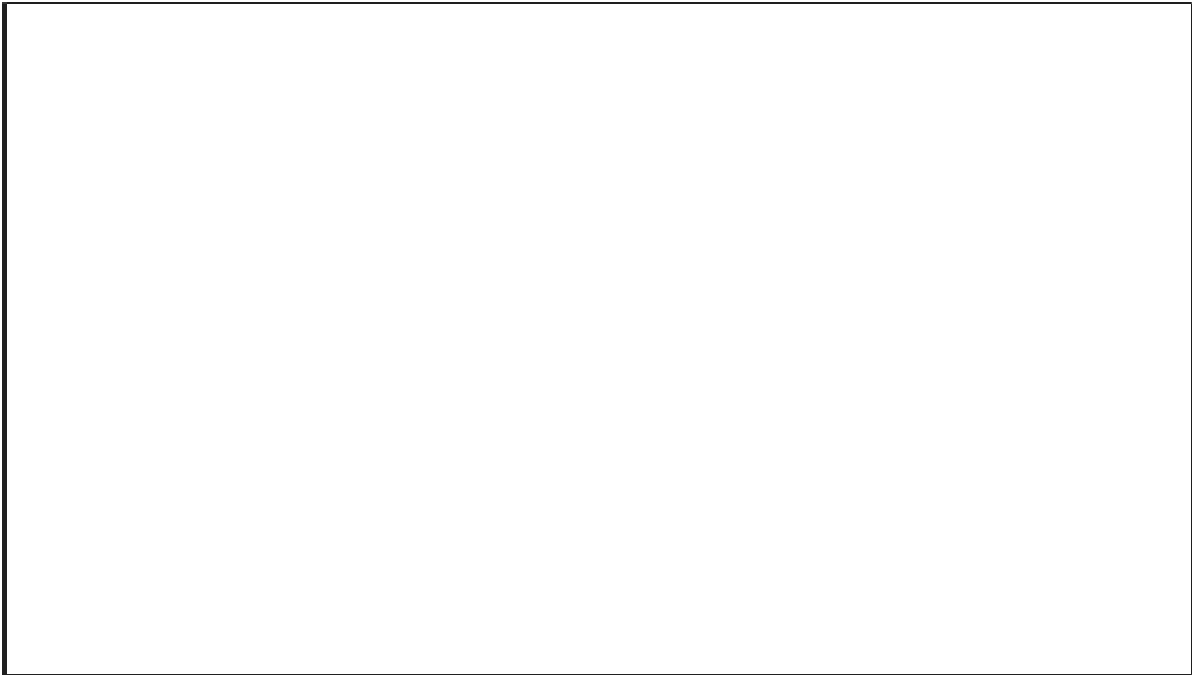


Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a description of the mail carrier.



Draw and color a picture of a teacher. Adults please encourage your child to sound out words and try their best to write a sentence. Don't worry about correcting spelling -- inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own.

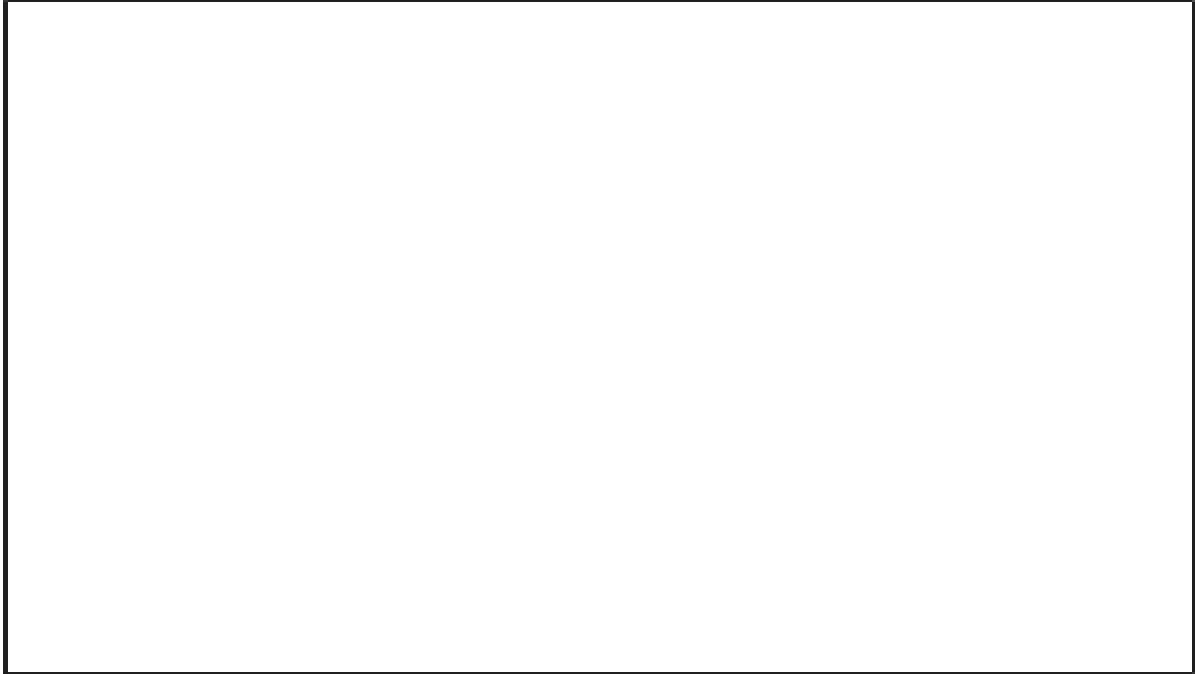
# Teacher



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a sentence.

Draw and color a picture of a doctor. Students should label and write a description. Adults please encourage your child to sound out words and try their best to write a sentence. Don't worry about correcting spelling -- inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own.

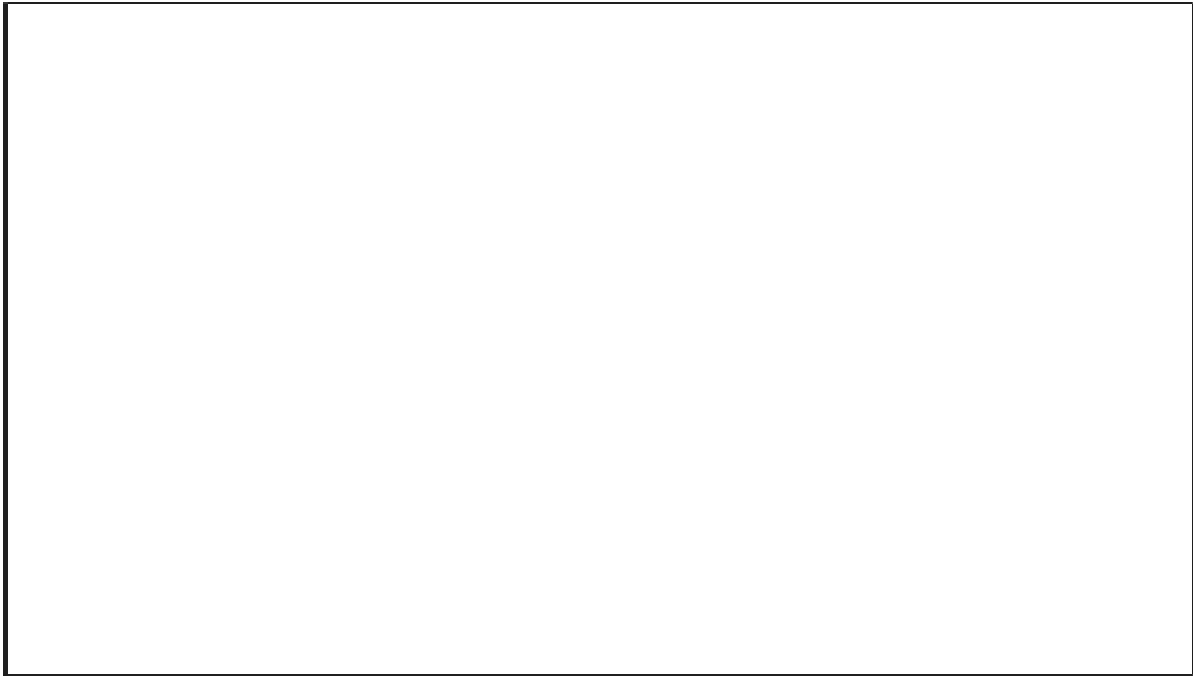
# Doctor



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a description of the doctor.

Draw and color a picture of a community helper your child would like to be. Adults please encourage your child to sound out words and try their best to write a sentence. Don't worry about correcting spelling -- inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own. If scissors and a stapler are available, cut out the pages and staple together to make a book. Your child can read the book to family members or other adults.

I am a \_\_\_\_\_



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, for writing a sentence.

<b>Project 3- Math Projects</b>	
<b>Estimated Time</b>	5-10 Days
<b>Caregiver Support Option</b>	Adult supervision and participation is required. Guide your child through these fun and interactive math activities.
<b>Materials Needed</b>	See below
<b>Question to Explore</b>	Where can I find examples of math in everyday life?
<b>Student Directions</b>	See below

## Activity 1

This activity will support your child's development with:

- Recognizing, naming, building, drawing, comparing, and sorting two- and three-dimensional shapes
- Describing attributes and parts of two- and three-dimensional shapes
- Investigating and predicting the results of putting together and taking apart two- and three-dimensional shapes
- Creating mental images of geometric shapes using spatial memory and spatial visualization
- Recognizing and representing shapes from different perspectives
- Recognizing geometric shapes and structures in the environment and specifying their location

### Materials:

- Toothpicks
- Clay (Model Magic works well)
- Mini marshmallows, gum drops, raisins or jelly beans can also be used
- Pictures of a cube, a square-based pyramid and a tetrahedron

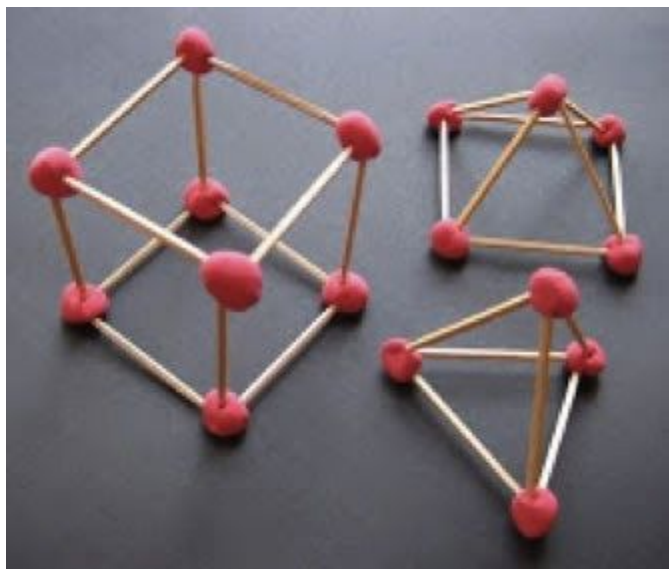
**Note:** Small parts pose a choking hazard and are not appropriate for children age five or under.

### Directions:

1. Show your child two-dimensional and three-dimensional shapes and explain how they are different.
2. Ask your child what they notice about the two different types of shapes.
3. Explain the difference between two-dimensional shapes and three-dimensional shapes:
  - Two-dimensional shapes have two dimensions: length and width.
  - Three-dimensional shapes have three dimensions: length, width and height.
4. Show your child how to form equal-sized balls of clay (about the size of large peas).
5. Stick toothpicks into the clay to form the basic shapes of a tetrahedron, a square-based pyramid and a cube.
6. Model how to make another cube, use four more toothpicks on each face of your cube to

form new square-based pyramids. Explain that the pyramids in Egypt are square-based pyramids.

7. Introduce vocabulary such as face, edge and vertice.



8. Ask your child to build each of the four shapes and review vocabulary using their shapes as examples.
9. Ask your child to count how many faces each of their shapes have. How many vertices (corners) do each of their shapes have? How many edges do each of their shapes have? Keep a record sheet of their information.

#### **Additional Extensions:**

- Toothpick sculptures are great for group projects. Give your child a challenge or a problem to solve (like designing a car of the future) and watch them get creative. Ask your child to create a sculpture or an imaginary animal and then give a short presentation about their construction. The sky's the limit!
- Give your child two sticks of different sizes (one stick should be the length of a toothpick and the other stick should be longer). Your child can use these sticks to make spheres, cuboids and other three-dimensional shapes.

#### **Math Vocabulary:**

- Two-dimensional: A shape having two dimensions: length and width
- Three-dimensional: A shape having three dimensions: length, width and height
- Cube: A solid shape that has six square faces that are equal in size, eight vertices (corners) and 12 equal edges
- Tetrahedron: A pyramid with four faces that are all triangles
- Square-based pyramid: A pyramid with four triangular faces and one square face
- Face: A flat surface of a three-dimensional shape
- Vertice: The point where the edges of a solid figure meet (the corner; a clay ball in the model)
- Edge: The side of a polygon where two faces of a solid figure meet (a toothpick in the model)

## Activity 2

This activity will support your child's development with:

- Counting, understanding, and recognizing “how many” in sets of objects
- Sorting, classifying, and ordering objects by size, number, and other properties
- Recognizing the attributes of length, volume, weight, area, and time
- Understanding how to measure using nonstandard and standard units
- Selecting an appropriate unit and tool for the attribute being measured; using tools to measure
- Measuring with multiple copies of units of the same size, such as paper clips laid end to end
- Posing questions and gathering data about themselves and their surroundings
- Representing data using concrete objects, pictures and graphs
- Discussing events related to students' experiences as likely or unlikely

### Materials:

- Boxes of Fruit Loop cereal (or any other small, round-shaped cereal such as colored Cheerios)
- Handouts with room for your child to trace their hands, with fill-in-the-blank spaces at the bottom of the page labeled “ESTIMATE” and “ACTUAL,” as well as a blank for the child's name.
- Dixie cups to hold the Fruit Loops
- Glue

**Note:** Small parts pose a choking hazard and are not appropriate for children age five or under.

### Directions:

1. Explain to your child that today they are going to estimate how many Fruit Loops it will take to fill their traced hands. Say: “First, you will guess/estimate how many Fruit Loops it will take to fill your hand, then you will actually glue the Fruit Loops onto a tracing of your hand and count them.”
2. So your child can have a reasonable idea of what their estimates should be and they aren't coming up with completely unrealistic numbers, model the activity first. Think out loud so that your child will be able to incorporate the vocabulary and procedures into their own activity. Say: “I am holding up my hand and wondering how many Fruit Loops it will take to fill my hand. First, I am going to trace my hand on my recording sheet. It has a place for my estimate and the actual number of Fruit Loops. I am going to estimate that it will require 40 Fruit Loops to fill my hand. Do you think that is a reasonable estimate? I am guessing 40 Fruit Loops because that seems about right to me when I think of the size of my hand and the size of the Fruit Loops. Now I will write the number 40 in the blank next to the word, ‘Estimate.’” Then say: “Let's see if I was accurate.” Pour some Fruit Loops into a small cup. Begin gluing the Fruit Loops into the tracing of your hand. Have your child glue the Fruit Loops onto the hand tracing; otherwise the cereal pieces tend to move and it is difficult to get an accurate count. After gluing all of the Fruit Loops, say: “I am finished and it actually took 57 Fruit Loops to fill my hand. I will write the number 57 in the blank next to the word ‘Actual.’” Then ask your child: “Is 57 more or less than

my original estimate of 40?"

3. Give your child a recording sheet and a cup full of Fruit Loops.
4. Make sure your child writes down their estimates before starting to count out and glue down their Fruit Loops. They might also need help tracing their own hands.
5. Once your child is done and the Fruit Loops are securely glued, ask your child if their actual amounts were more or less than their original estimates.

### **Math Vocabulary:**

- **Estimate:** To form an approximate judgment or opinion regarding the amount, worth, size, weight, etc., of; to calculate approximately (e.g., "Estimate how many Fruit Loops it will take to fill your hand.")
- **Actual:** Existing in fact; typically as contrasted with what was intended, expected or believed (e.g., "The estimate was much less than the actual number of Fruit Loops.")
- **Sum:** The total number of elements (Fruit Loops)
- **More:** A value that is greater in number than another value
- **Less:** A value that is smaller in number than another value

# 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 K-2 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 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

Kindergarten students will enjoy sharing favorite books or reading with an adult or older reader. Students can also read with a favorite stuffed animal as a reading buddy. Read together in short 5-10 minute chunks. Take time to enjoy the story, discuss what's happening in the book, point out things on the page, and ask questions. Try reading with different voices for each character, or try acting out your favorites! Adults or older readers can also select 1-2 questions from the tables below to discuss with students.

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

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

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

What are some new things you have learned from this book?	What else do you wonder about the topic that you'd like to find out?	Make a poster that shows a friend why they should read your book.	Can you use words from two languages to describe a photo or illustration in your book?	Write a poem or make a rhyme about the topic of your book.
Is the topic of your book like a movie you have watched? Talk, draw, and write about it!	Create a math problem using any numbers in your book.	What type of scientist would be interested in your topic? What are they called and what do they do?	What did you know about the topic of your book before you read it? What do you know after you finished reading?	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?	Count and say the number of non-living things you see in your book.
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## Write

### Start a Writing Journal

Have your child 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 you 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

**Sticky Note Wall Bop** An adult will need to help set up 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:** Have your child find a partner to stand face to face with in front of a mirror, 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:** Help your child set up an obstacle course with items you have around the house. Make sure to create a course that includes a variety of motions (jumping, crawling, balancing, etc.) and uses a large area. You can make a different obstacle course everyday so this never gets old!

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

**Red Light, Green Light:** For this activity, the adult will be the “traffic light.” Call out colors while your child stands in one spot. “Red light” means stand still. “Yellow light” means walk slowly in place. “Green light” means 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:** Have your child complete a daily activity in the calendar. After finishing the activity for today’s date, pick any other activity to complete too!

SHAPE America						
health.moves.minds.™				March 2020 Elementary Mind & Body Calendar		
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p><b>1 Mindful Minute</b> For 60 seconds, clear your mind &amp; only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. <b>Self-Injury Awareness Day</b></p>	<p><b>2 Musical Frogs</b> This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).</p>	<p><b>3 Mindful Minute</b> For 60 seconds, clear your mind &amp; only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p>	<p><b>4 Walking Race</b> Pick a distance and challenge a friend to a speed walking race. No running!</p>	<p><b>5 Sidewalk Chalk Balance</b> Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.</p>	<p><b>6 Bear Walk</b> With your bottom in the air, step forward with your right hand &amp; step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.</p>	<p><b>7 Wild Arms</b> As fast as you can complete: 10 Arm Circles front &amp; back 10 Forward punches 10 Raise the Roof's Repeat 3x</p>
<p><b>8 Sugarcane Pose</b> Hold Sugarcane Pose for 30 seconds on each side. </p>	<p><b>9 Limbo</b> Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?</p>	<p><b>10 Crazy 8's</b> 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times</p>	<p><b>11 Between the Knees</b> Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.</p>	<p><b>12 Happy Baby Pose</b> Straighten your legs for an added challenge. </p>	<p><b>13 Toe Fencing</b> With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.</p>	<p><b>14 Chest Pass</b> Practice your chest passes against a brick wall. Remember to step towards your target.</p>
<p><b>15</b> Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.</p>	<p><b>16 Mindful Minute</b> For 60 seconds, clear your mind &amp; only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p>	<p><b>17 Code Words</b> While watching TV any time you hear the code words complete 10 jumping jacks. <b>Code words:</b> green, St. Patrick's Day, lucky, leprechaun</p>	<p><b>18 Mindful Minute</b> For 60 seconds, clear your mind &amp; only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p>	<p><b>19 Pretend!</b> Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times -Ride a horse -Be a frog -Lift a car</p>	<p><b>20 Commercial Stroll</b> During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!</p>	<p><b>21 Walking Race</b> Pick a distance and challenge a friend to a speed walking race. No running!</p>
<p><b>22 Dance, Dance</b> Put on your favorite song or turn on the radio. Dance however you like during the entire song!</p>	<p><b>23 Arm and Leg Tag</b> A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.</p>	<p><b>24 Read &amp; Move</b> Pick a book to read and select an "action word" that will be repeated often. When the "action word" is read stand up and sit down.</p>	<p><b>25 Army Crawl</b> Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.</p>	<p><b>26 Do this:</b> -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds</p>	<p><b>27 Set the Menu</b> Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.</p>	<p><b>28 Vertical Jump</b> Jump as high as you can for 30 seconds. Repeat.</p>
<p><b>29 Ragdoll Pose</b> Hold Ragdoll Pose for 30 seconds. Repeat. </p>	<p><b>30 Crabby Clean Up</b> Tidy up while walking like a crab! Carry items on your belly across the room to put them away.</p>	<p><b>31 Mindful Minute</b> For 60 seconds, clear your mind &amp; only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.</p>	<p><b>National Health Observances:</b></p> <ul style="list-style-type: none"> <li>• National Nutrition Month</li> <li>• 1<sup>st</sup> Self-Injury Awareness Day</li> <li>• 6<sup>th</sup> -7<sup>th</sup> National Day of Unplugging (sundown-to-sundown)</li> <li>• 13<sup>th</sup> National Good Samaritan Day</li> </ul> <p>Yoga pictures from <a href="http://www.forteyoga.com">www.forteyoga.com</a></p>		<p>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!</p>	

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

# DESIGN

**Design a Solution:** Find a few short articles from magazines, newspapers, or other nonfiction texts to share with your child. Identify a real-world problem in what you read and have your child design a solution to address the problem. After they draw a design, have them look for items around the house to build a model of their solution. Then have your child 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:** Draw scribbles on several pieces of paper. Have your child turn the scribbles into drawings of people, places, or things! Have them use color to help create images. Have them put all of the scribbles together in any order they 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. Have your child answer the following questions: 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:** Cut paper into two-inch lengthwise strips. Have your child 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:** Give your child the following instructions: 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). Give your child the following instructions: 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 a 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 a friend 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.

**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 their 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.