1st Grade Independent Projects

Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage students in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

Use the table of contents on this page to navigate through the project packet.

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# First Grade Literacy Project: Poetry All Around Me

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<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 60 - 70 minutes</th>
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## Grade Level Standard(s)

- **RL./RI.1.1** Ask and answer questions about key details in a text.
- **RI.1.2** Identify the main topic and retell key details of a text.
- **W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

## Caregiver Support Option

Help your child access additional poems online via the [The Poetry Foundation's Children Section](http://poetryfoundation.org)

**Suggested titles:**
- *An Acrostic* by Edgar Allen Poe
- *Poem* by Ron Padgett
- *If Not for the Cat* by Jack Prelutsky
- *Arbolé, Arbolé . . .* by Frederico Garcia Lorca
- *Like You* by Roque Dalton
- *Translation for Mamá* by Richard Blanco

During the writing process, 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.

## Materials Needed

- Pencil
- Blank Paper
- Scissors/Glue
- Empty bag
- Magazines and/or Newspapers
- Small household items (toys, crafting materials, unopened snacks)
- Coloring Materials (crayons, colored pencils, markers)

## Question to Explore

- How does this poem make me feel?
- What does this poem make me think of?
- How can I use what I’ve experienced to create my own poem?

## Student Directions

For this project, you will strengthen your reading and writing skills by using model poetic forms to compose 3 short poems based on your own life experiences.
Activity 1: Acrostic Name Poem
A. An **acrostic poem** is a poem where the first letter of each line (or the last letter of each line) spells out a specific word. Here is an example.

```
Summer
By John Albert Caballero

Sunshine warming my toes,
Underwater fun with my friends.
Making homemade ice cream on the porch,
Many long nights catching fireflies.
Early morning walks to the creek,
Reveling in the freedom of lazy days.
```

B. Use the letters of your name to write your own acrostic poem on blank paper. Try to use adjectives that describe YOU.
C. Color and decorate it however you want!

Activity 2: Paper Bag Poetry
A. Fill an empty bag with 5-10 items from around your house. Try to find objects that are different sizes, shapes and/or textures.
B. Shake the bag and reach in without looking.
C. Describe how you feel in a few words and write it down on blank paper.
D. Color and decorate the paper however you want.
E. Add the title “Paper Bag Poem” at the top.

Activity 3: Poetry is Everywhere!
A. Gather a stack of magazines or newspapers and scissors.
B. Cut out any words or phrases of **real** (not make-believe) things that you like and arrange them on a blank piece of paper.
C. Glue the words or phrases down and allow time to dry.
D. Add a title at the top or bottom.

Activity 4: Poetry Spotlight and Reflection
A. Prepare seating for your audience of family members and read your 3 new poems aloud to them. Answer any questions that your audience has about your poems.
B. How did this project make you feel? How would you describe your finished poems? If you had to do it again, what would you do the same or differently next time?
C. Record your thoughts and feelings in the box and on the lines below (or on blank paper). Be proud of yourself!
Additional Activities:
Art - Using various materials to write and create poetry
Social and Emotional Learning - Taking pride in one’s work
# First Grade Math Project: Food Math

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 60 - 70 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level Standard(s)</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Operations and Algebraic Thinking | 1.OA.A: Represent and solve problems involving addition and subtraction.  
1.OA.B: Understand and apply properties of operations and the relationship between addition and subtraction. |
| Number and Operations in Base Ten | 1.NBT.A: Extending the counting sequence.  
1.NBT.B: Understand place value.  
1.NBT.C: Use place value understanding and properties of operations to add and subtract. |
| Measurement and Data | 1.MD.A: Measure lengths indirectly and by iterating length units. |
| **Caregiver Support Option** | Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in the activity. (See Questions to Explore below.) Assist with selecting various food and household items. |
| **Materials Needed** | Pencil, paper, scissors, tape, food items to compare lengths, kitchen items for pretend store and for measurement |
| **Links to additional digital resources available on the last page of the packet.** |  |
| **Question to Explore** | ● What words in a number story help you to know whether to add or subtract?  
● How many ones and tens are there in the number? How do you know?  
● How do you know you are measuring accurately? |
| **Student Directions** | Each activity has directions for you to follow. |
Day 1: Lisa’s Birthday Party
Have your child answer the following questions about Lisa’s cupcakes.

Lisa is having a birthday party.
She has 9 cupcakes on one tray and 8 cupcakes on the other.

1. How many cupcakes are there in all? _______

2. If 3 cupcakes fall on the floor how many will be left? _______

3. Lisa invited 7 girls and 5 boys to the party. How many children did she invite? _______

4. Will Lisa have enough cupcakes for everyone to have one?_______

5. Will there be any cupcakes left over? If so, how many? ________________

Extension Activity: Use food items at home to recreate scenarios (sums up to 20) with your child.
Example: I have 7 pieces of candy and you have 9. How many do we have altogether? If we both eat 2 pieces how many would we have left together? If I find 3 more pieces of candy on the table how many more would we have then?
Day 2: Martin the Cookie Baker
Have your child answer the following questions about Martin's cookies.

Martin baked cookies.
He needs to put the cookies in boxes.
Each box holds 5 cookies.

1. Draw a box around groups of 5.

2. How many boxes of cookies did he make? _____________

3. How many cookies are there in all? _______________

4. If 4 cookies were burnt, how many cookies would be left? ___________

5. If a customer came in to buy 5 boxes of cookies would Martin have enough to sell? Tell why.
________________________________________________________________________________________

Extension Activity: Create a pretend bakery at home and make paper cookies to recreate scenarios (sums up to 20) with your child. Example: I have 15 cookies in my bakery. If I sell 9 of them how many do I have left? I dropped a tray of cookies on the floor. If I had 20 cookies and dropped 12 of them how many do I have left?
Day 3: Tyrese’s Grocery Store

Have your child write a number sentence and answer the following questions about food items at Tyrese’s grocery store. *Your child may also draw the items listed to assist them in adding.

Example: Tyrese has 4 carrots, 5 stalks of celery, and 9 potatoes in his vegetable section at his store. How many vegetables are there in all?

4 + 5 + 9 = 18

1. Tyrese has 9 cans of peaches, 3 cans of corn, and 4 cans of beans. How many cans of food does he have in all?

2. Tyrese has 1 box of vanilla cereal, 9 boxes of chocolate cereal, and 4 boxes of strawberry cereal. How many boxes of cereal does he have altogether?

3. Tyrese has 15 gallons of regular milk, 4 gallons of chocolate milk, and 1 gallon of strawberry milk. How many gallons of milk does he have in total?

4. Tyrese has 6 bags of plain chips, 9 bags of bbq chips, and 3 bags of hot chips. How many bags of chips does he have in all?

5. Tyrese has 8 apples, 7 oranges, and 2 bananas in his fruit section. How many pieces of fruit does he have in total?

Extension Activity: Create your own store with items in your kitchen. Group and add items together.
Day 4: Mia's Sub Shop
Have your child write the numbers that come after the first number on each number line. (The first one is done as an example.)

Mia has a sub shop.
She is famous for making really big sandwiches.
Fill in Mia's number lines to help her show how long her sub is starting at different numbers.

Ex: 12

13 14 15 16 17 18 19 20 21 22 23 24

32  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

46  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

70  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____

29  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____  _____
**Extension Activity:** Pick a number up to 120. Have your child practice counting starting at that number.

**Day 5: Mei’s Pretzel Cart**
Have your child read the 2 digit number, write how many tens and ones, and draw the place value blocks.

Mei has a pretzel cart. She sells pretzels by themselves and in packs of 10. Help Mei to show how many tens and ones she has by writing the numbers and drawing.

<table>
<thead>
<tr>
<th>Number</th>
<th>Tens and Ones</th>
<th>Draw It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td><img src="image" alt="drawing" /></td>
</tr>
<tr>
<td>32</td>
<td>3 tens 2 ones</td>
<td><img src="image" alt="drawing" /></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td><img src="image" alt="drawing" /></td>
</tr>
<tr>
<td>81</td>
<td></td>
<td><img src="image" alt="drawing" /></td>
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<td>74</td>
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<tr>
<td>50</td>
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</tr>
</tbody>
</table>

**Extension Activity:** Cut out the number cards included at the end of this packet (1-20). Discuss how many tens and ones are in each number and draw them using place value blocks. **Save these number cards. You will use them again for Day 10.**
Day 6: Allie Gator’s Breakfast
Have your child compare the pair of 2 digit numbers and answer using the greater than, less than, or equal symbol. For example, $37 < 80$ (37 is less than 80), $61 > 8$ (61 is greater than 8), and $3 = 3$ (3 is equal to 3).

Allie Gator is very hungry. She only likes to eat big meals! Help Allie to find the bigger number to eat.

Extension Activity: Use your hands to create greater than and less than symbols to compare 2 digit numbers.

<table>
<thead>
<tr>
<th>&gt; Greater Than</th>
<th>&lt; Less Than</th>
<th>= Equal To</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>52</td>
<td>40</td>
</tr>
<tr>
<td>40</td>
<td>74</td>
<td>45</td>
</tr>
<tr>
<td>52</td>
<td>84</td>
<td>77</td>
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<tr>
<td>23</td>
<td>22</td>
<td>18</td>
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<td>18</td>
<td>18</td>
<td>67</td>
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<td>84</td>
<td>77</td>
<td>45</td>
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<tr>
<td>43</td>
<td>39</td>
<td>81</td>
</tr>
<tr>
<td>55</td>
<td>93</td>
<td>81</td>
</tr>
<tr>
<td>76</td>
<td></td>
<td>81</td>
</tr>
</tbody>
</table>
**Day 7: Yasmin’s Lunch**

Have your child compare the lengths of 3 items and order them from *shortest to longest* by writing 1, 2, or 3 in the box.

Yasmin is ready to eat lunch. She is putting her food items in order from shortest to longest. Help Yasmin by numbering the boxes 1, 2, or 3.

Example:

<table>
<thead>
<tr>
<th></th>
<th><img src="image1.png" alt="Image 1" /></th>
<th><img src="image2.png" alt="Image 2" /></th>
<th><img src="image3.png" alt="Image 3" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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</tbody>
</table>

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Extension Activity: Comparing lengths at meal times. Compare lengths of 3 of the same food items (for example, noodles, fries, cheese puffs, string beans, etc.) Put them in order from shortest to longest.
Day 8: Brooklyn’s Brownies
Have your child use the brownies as units of measurement to measure each kitchen item. Answer the comparison questions when finished measuring.

Brooklyn made a big batch of mini brownies. She wants to use them to measure some of the items in her kitchen. Help Brooklyn measure each of the items using her mini brownies.

___5___ brownies

_________ brownies

________ brownies

_________ brownies
Circle longer or shorter to make the sentence correct.

1. The wooden spoon is long/shorter than the whisk.
2. The slotted spoon is long/shorter than the spatula.
3. The silver spoon is long/shorter than the fork.
4. The fork is longer/shorter than the wooden spoon.

Extension Activity: Measure items in your house using a unit of measurement (pennies, spoons, toothpicks, etc.). Compare the lengths of the items you measured.

Day 9: Juan’s Kitchen Scavenger Hunt
Using the large paper clip strips and the small paper clip strips that are included at the end of this packet, have your child cut on the dotted lines to make the strips. Do not cut out individual paper clips. Tape the 2 large paper clip strips together in a straight line (like a ruler) and then do the same with the 2 small paper clip strips. Your child will be using both of these measuring strips to measure items in the kitchen.

Juan is excited. He made a large paper clip strip and a small paper clip strip in math class today. He can’t wait to start measuring items in his house. He is going to measure each item twice (once with the large paper clip strip and once with the small).
Help Juan measure items in the kitchen by finding the items in your kitchen and measuring them with your paper clip strips.

(The items in the table below are suggested items. Feel free to use items you have available.)

<table>
<thead>
<tr>
<th>Items to Measure</th>
<th>LARGE Paper clips</th>
<th>SMALL Paper Clips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking Spoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plate</td>
<td></td>
<td></td>
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<tr>
<td>Spatula</td>
<td></td>
<td></td>
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<tr>
<td>Baking Sheet</td>
<td></td>
<td></td>
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<tr>
<td>Cup</td>
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</tbody>
</table>

Extension Activity: Try measuring items from other rooms in your house. Compare measurements. Why are the measurements different? How much longer or shorter are they in comparison to each other?
Day 10: Reflection & Game Time!
Ask your child the following questions:
- What did you enjoy?
- What did you learn?
- Is there something you would like to do again?
- Would you like to learn more?

Let's Play a Game! - Top-It
Use the number cards from the Day 5 Extension Activity above.

How to Play:
1. Give each pair of players a shuffled card deck.
2. Divide the deck so that each player has the same number of cards.
3. Have them place their stacks facedown on the table.
4. Turn over the top card, and read the numbers.
5. The player with the larger number takes both cards.
6. If both players get the same number, they turn over the next card on their stacks until one player wins and takes all the cards for that round.

Cross Content Connection and Digital Resources:
Literacy - There are many books that have math related themes that you can read to further your child's learning. See the links below for more information.
How Big Is a Foot? https://www.youtube.com/watch?v=HDLeVHEHMpl
The Doorbell Rang https://www.youtube.com/watch?v=ESHLF92_rBw
One is a Snail Ten is a Crab https://www.youtube.com/watch?v=WfilGMOb9rw

Science - Nutrition: Talk to your child about the basic food groups and how it is important to have a balanced diet. See the link below for more information.
https://www.choosemyplate.gov/

Social Studies - Community: Have your child think about the community helpers that were involved in the stories in this packet. What are their jobs? Why are they important? Discuss with your child how “essential” employees are important during this time. Write a thank you letter to an “essential” employee or decorate your window with hearts to show your support.
Cut along the dotted lines.
Cut along the dotted lines.
# First Grade Science Project: How do offspring survive?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 60 - 70 minutes</th>
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</table>
| **Grade Level Standard(s)** | **1-LS1-2.** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.  
**1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. |
| **Caregiver Support Option** | Support may be needed for the following:  
- While the student reads the text / directions aloud, support may be needed with reading certain words  
- Engaging in discussions with the students around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well)  
- Serving as an ‘actor’ during activity two |
| **Materials Needed** | ● Pencil  
● Paper  
● Optional: Crayons or colored pencils  
● Optional (for Activity Three): Clay, playdough, plastic cups, straws, tooth picks, cardboard, tissue paper |
| **Question to Explore** | ● How will an offspring (young) thorny dragon survive where there are predators (an animal that eats / hunts a thorny dragon) like brown falcons (bird with a sharp beak)? |
| **Student Directions** | ● Each activity has directions for you to follow. |
Activity One: Plant and Animal Survival (20-25 minutes) (Source: Amplify Science)

Instructions: Read the text below to remember what plants and animals need to survive.

Plants and animals need four things to survive. **Survive** means to stay alive. Plants and animals need food, water, air and a defense. A **defense** is something that helps a plant or animal survive. All animals and plants live where there is air. Even fish can breathe underwater. Animals need to eat food and drink water, just like you, so they can grow and survive. Different animals eat different things. Plants use sunlight to grow and make food. Animals and plants have defenses. Animals and plants defend themselves in different ways. Many plants and animals have more than one kind of defense. Some defenses are spikes, shells, and venom (poison).

![A lizard trying to eat a cactus.](image1)

![A bird trying to eat a turtle.](image2)

**Animals Doing What They Need to Do to Survive**

Instructions:
1. Choose one kind of animal. Write it on the line below.
2. Visualize the animal doing each thing it needs to do to survive.
3. In each box, draw the animal doing one thing it needs to do to survive.
4. Label your drawings.

**My Animal: ___________________________________________**

<p>| | |</p>
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</tbody>
</table>
Instructions:
1. Look at the body of a tortoise. (The word tortoise sounds like “Tor-tuss”). You will see lots of different parts. These parts are called **structures**. Each structure does something different to help an animal or plant survive.
2. Match (draw a line from) each structure to the picture that shows what the structure can do.
3. After matching, look at the images, and think about and share the answers to the questions:
   a. How does a tortoise use its structure to survive?
   b. How does a tortoise defend (protect) itself from predators (an animal that eats or hunts the tortoise)?

**Structures:**

- **mouth**
- **neck**
- **toenails**
- **shell**
- **legs**

**What the structure can do:**

- **stop predators**
- **bite**
- **stay safe**
- **dig**
- **reach up**
Activity Two: Parents and Offspring (20 - 25 minutes) (Source: Amplify Science and Siemens STEM day)

Instructions: Read the text. What is an offspring?

Bears have cubs. Birds have chicks. Plants make seeds that grow into new plants.

Cubs, chicks, and new plants are all offspring. All living things can have offspring.

Instructions: Look at the images below, think about or tell someone your answers to the questions:

- What structures does the parent and offspring have that are similar (alike) and different? Think about the shape and size of their structures.
- What do the parent and offspring use their structures for? How do they help them survive?

Parent: Similar Structures: ________________________________

Different Structures: ________________________________

Similar Structures: ________________________________

Different Structures: ________________________________

Offspring: Similar Structures: ________________________________

Different Structures: ________________________________

Similar Structures: ________________________________

Different Structures: ________________________________
Parents and Offspring

Some offspring can **survive** by themselves, even when they are young. Young plants can survive by themselves. So can some young animals.

Some offspring need help to survive. Their parents take care of them. When the offspring grow up, they take care of themselves.

Some parents feed their offspring.

*Act out the offspring getting food to survive

When the offspring grow up, they feed themselves.

Some parents keep their offspring warm.

*Act out how the offspring stays warm.

When the offspring grow up, they keep warm by themselves.
<table>
<thead>
<tr>
<th>Some parents carry their offspring.</th>
<th>When the offspring grow up, they get around by themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Alligator carrying its offspring" /></td>
<td><img src="image" alt="Alligator" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some parents defend their offspring. They keep their offspring safe.</th>
<th>When the offspring grow up, they defend themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Elephant family" /></td>
<td><img src="image" alt="Elephant" /></td>
</tr>
</tbody>
</table>

*Act out how the offspring stays safe.

<table>
<thead>
<tr>
<th>When they are young, some offspring need help from their parents.</th>
<th>When they grow up, offspring can survive by themselves. They can survive in the same way their parents did.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Seal with its pup" /></td>
<td><img src="image" alt="Seal" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Here is a barrel cactus parent. It defends itself against a predator (animal that eats or hunts the barrel cactus) by using its spikes.</th>
<th>Here is a barrel cactus offspring.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Barrel cactus parent" /></td>
<td><img src="image" alt="Barrel cactus offspring" /></td>
</tr>
</tbody>
</table>

*Act out how you think the barrel cactus offspring defends itself from predators.
Activity Three: Create a 3D Model or Drawing of a Fictional Parent and Offspring (20 minutes)

Suggested Materials for creating a 3D model: Clay, playdough, plastic cups, straws, tooth picks, cardboard

<table>
<thead>
<tr>
<th>Drawing Directions:</th>
<th>Optional 3D Model Directions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Think up a fictional parent animal or plant and its offspring.</td>
<td></td>
</tr>
<tr>
<td>2.) In the box below, draw a picture of the parent and offspring</td>
<td></td>
</tr>
<tr>
<td>3.) Label parent and offspring structures that are the same and different.</td>
<td></td>
</tr>
<tr>
<td>4.) Write the answer to the question below.</td>
<td>1.) Think up a fictional parent animal or plant and its offspring.</td>
</tr>
<tr>
<td></td>
<td>2.) Create a 3D model of your fictional parent and offspring.</td>
</tr>
<tr>
<td></td>
<td>3.) Tell someone about the structures that are the same and different.</td>
</tr>
<tr>
<td></td>
<td>4.) Write the answer to the question below.</td>
</tr>
</tbody>
</table>

Drawing:

<table>
<thead>
<tr>
<th>Parent:</th>
<th>Offspring:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write: How does the parent animal or plant survive? How does the offspring animal or plant survive?

The parent survives by ____________________________________________________________

_____________________________________________________________________________

The offspring survives by _________________________________________________________

_____________________________________________________________________________

Circle one and explain why: They survive in the... same way or different way

I know this because _____________________________________________________________

_____________________________________________________________________________
## Grade K-2 Social Science Project: Here and Now SnapShots

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
</tr>
</thead>
</table>
| Grade Level Standard(s) | **SS.IS.3.3-5.** Determine sources representing multiple points of view that will assist in answering essential questions.  
**SS.IS.4.3-5.** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.  
**SS.IS.6.3-5.** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. |
| Caregiver Support Option | Notes on the structure:  
- Activities are designed to be done in order - each one builds on the other, so you should not skip activities.  
- Activities are an average of 15-20 mins each. More than one can be done in a day.  

Before giving the activities to students, caregivers might:  
- Spend time reading and discussing the “student directions” together.  
- Encourage student(s) to ask any clarifying questions.  
- When reading the texts, students should circle or underline any unfamiliar words so you both can define them together.  

In this particular lesson, it’s important to note that:  
- Student(s) will create a snapshot, with words and drawings, to represent their setting.  
- Consider making your own snapshot and share with your student.  
- Ask them to share and explain their snapshot to you. Consider using the examples provided on p.7 and p.8 to discuss and reflect on what can be better. |
| Materials Needed | Writing tool, paper. |
| Question to Explore | How can I capture where I am in time and place? |
| Student Directions | Every moment we live is a moment of history! The things we write, the images we draw become the artifacts of our experience, the primary sources that will tell others about our lives. In this mini-inquiry, students learn about historical setting by examining images of the past. Throughout the week, they use their learning to create a “Here and Now SnapShot.” Their creation will serve as an artifact that tells the story of their experience during this unique period of time. |
### Day 1 (Activity 1): Examining Historical Setting (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can I capture where I am in time and place?&quot;</th>
<th>Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.</th>
</tr>
</thead>
</table>
| Today you will:  
  - Look at images for details about their setting  
  - Identify your own setting | You will need:  
  - Paper or notebook  
  - Writing tool  
  - “My Setting” handout (optional) |

**Let's Get Started!**

**A. THINK**

Have you ever thought about what someone 20, 30, or even 100 years from now will think about life today for kids your age?

Guess what? Someday, a long time from now, someone might look at the things you’ve created to wonder about you.

**B. EXPLORE**

Let’s think like historians by looking at historical settings. Historical setting describes where and when something took place.

What can we learn about life in the past by looking at the historical setting of each picture below?

#### New York City

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.

- **Who:** Who is in this picture? What are they wearing? How do you think they are connected to each other?
- **What:** What objects do you see? What activities do you see?
- **Where:** What’s in the background? Is this inside or outside?
- **When:** What time of day do you think it is? What season could it be? Do you think this is today or long ago?
Birthday Party

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.

- Who: Who is in this picture? What are they wearing? How do you think they are connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What’s in the background? Is this inside or outside?
- When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

Jump Rope

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.

- Who: Who is in this picture? What are they wearing? How do you think they are connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What’s in the background? Is this inside or outside?
- When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

C. DO

Your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time. Today, you will complete the first step of the challenge!

Record the who, what, where, and when of your historical setting on paper (or use the “My Setting” handout if you like).

You don’t have to write about this exact moment – you can think back to a moment from your day that really captures your life right now.

WHO is with you?
WHAT is going on?
WHERE are you?
WHEN is it?
**WHO** is with you?

**WHAT** is going on?

**WHERE** are you?

**WHEN** is it?

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### Day 2 (Activity 2): Representing Your Setting (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can I capture where I am in time and place?&quot;</th>
<th>Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.</th>
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<tbody>
<tr>
<td>Today you will:</td>
<td>You will need:</td>
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<tr>
<td>● Look at an image for details about its setting</td>
<td>● Paper or notebook</td>
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<tr>
<td>● Create an image that represents your setting</td>
<td>● Writing tool</td>
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<td>● Drawing materials (optional)</td>
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<td>● “Drafting Template” handout (optional)</td>
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**Let’s Get Started!**

**A. THINK**

We know that we can learn about other people’s settings by looking at pictures. But are all pictures photographs?
B. EXPLORE

Let's think like historians!

Van Gogh

This is a sketch by the artist Vincent van Gogh. What can we learn about the setting?
- **Who**: Who is in the picture? What are they wearing? How are they connected to each other?
- **What**: What objects do you see? What activities do you see?
- **Where**: What’s in the background? Is this inside or outside?
- **When**: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

C. DO

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time. Today, you will complete the next step of the challenge, which is to make a first draft of your “Here and Now Snapshot”!

Use pictures and words to show your setting on paper (or use the “Drafting Template” handout if you like).

Your goal: Show your setting in words and pictures.
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Day 3 (Activity 3): Evaluating the Work (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.

Today you will:
- Reflect on your progress
- Make a plan to improve your work

You will need:
- Your work from previous activities
- Paper or notebook
- Writing tool

Let’s Get Started!

A. THINK

You’ve already created the first draft of a “Here and Now Snapshot" that shows your setting using words and pictures!

Pause to reflect on your work. When someone looks at your work, will they understand your setting?

B. EXPLORE

Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

Look at this student’s “Here and Now Snapshot.” How much does this image tell you about the setting?
- What does this make you think or feel?
- Which details show the Who?
- Which details show the What?
- Which details show the Where?
- Which details show the When?
What advice would you give the artist to make this work even stronger?

- The artist could add...
- The artist could try...
- The artist could adjust...

C. DO

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time.

Today, you will explore your own first draft to check if you are meeting your goal to show your setting in words and pictures.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - Which details show the Who?
   - Which details show the What?
   - Which details show the Where?
   - Which details show the When?
3. Wait, still don’t touch your work! First, make a work plan! Complete one of these sentences:
   - I will add...
   - I will try...
   - I will adjust...
Day 4 (Activity 4): Finalizing the Work (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.

<table>
<thead>
<tr>
<th>Today you will:</th>
<th>You will need:</th>
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</thead>
</table>
| ● Finalize your “Here and Now Snapshot” | ● Your work from previous activities  
● Drawing and coloring materials (optional) |

Let’s Get Started!

A. THINK

Remember your work plan? That’s when you said:
- I will add...
- I will try...
- I will adjust...

Decide or discuss: **What will you do next to finalize your work?**

B. EXPLORE

Check out some “Here and Now Snapshots” by other students (next page).
- What changes did this artist make to their work?
- How do these changes help you understand more about their setting?
C. DO

Today, you will work to finalize your “Here and Now Snapshot” to best represent your setting.

1. Get out your first draft and any other materials from previous activities.
2. Think about your work plan.
3. Decide: Do you need a fresh piece of paper to start over? Or will you just edit your first draft to make your final draft?
4. Get to work making your final draft!

Day 5 (Activity 5): Reflecting and Sharing (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can I capture where I am in time and place?”</th>
<th>Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.</th>
</tr>
</thead>
</table>
| Today you will:  
  ● Think about what your “Here and Now Snapshot” tells about you and your setting  
  ● Find a way to share your final work | You will need:  
  ● Your finished “Here and Now Snapshot”  
  ● “Sharing” handout (optional) |

Let’s Get Started!

A. THINK

Someday, a long time from now, someone might look at the things you’ve created to wonder about you.

Today, someone in another household, another city, or another country might be wondering about you right now!

B. EXPLORE

Look at your finished “Here and Now Snapshot.”

Think about or discuss:
  ● Looking at my “Here and Now Snapshot,” what do I want viewers to think, feel, or wonder about me, my time, and my place?
  ● Which details tell about my time and place?
C. DO

Now that you’ve completed your “Here and Now Snapshot,” it’s time to share your work with others!

Here are some ideas for connecting with others:

● Share with a family member and…
  ○ Help them to create their own.
  ○ Ask them what your work makes them think, feel, or wonder (or use the “Sharing” handout to get a written response).
● Ask an adult to help you share your work online with the hashtag #inquiredtogether.
● Hang your “Here and Now Snapshot” in the window.
● Keep your “Here and Now Snapshot” somewhere safe as a historical record that you and others can look back on later.

DAY 5
Sharing

Please take a look at my work and fill this out.

Thank you!

This work made me… (circle one)

think...

feel...

wonder...

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________
Cross Content Connection:
This week we have spent a lot of time thinking and learning about historical settings by examining images of the past. You even created an artifact that tells the story of your experience during this unique period of time! How can we connect this learning to other content areas like math and science?

Science:
Have a conversation with one of your adult family members. How were things different for them back when they were a kid, especially when thinking about communicating with others? Did they have the internet back then? What about smartphones? Compare and contrast your lives together. How were things different when it comes to technology? How are things the same?

Math:
How has your family and neighborhood changed over time? Math can help us when we are collecting data about who we were and who we are because numbers matter. How many people are in your family? How many of your family members live nearby? Ask an adult to look up the population of your neighborhood in the year 2000 or the year you were born.

For older grades: Does your neighborhood have more or less people in it today than before? How do you know? How does the population of your neighborhood affect the way you live?