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.

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# 1st Grade Literacy Project: My Very Own Machine

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<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time: 60-70 minutes</th>
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<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>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.</td>
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</table>
| Caregiver Support Option | As an additional option help your child access online books about inventions online via the CPS Virtual Library. Suggested titles:  
- *How Machines Work* by David Macaulay  
- *Simple Machines: Wheels, Levers and Pulleys* by David A. Adler  
- *Gabby Invents the Perfect Hair Bow* by Erica Swallow  
- *La Aventura de Ser Inventor (the Adventure of Being an Inventor)* by Gutenberg, Bell, Marconi y Gonzalez Camarena  
- *El inventor/ The Inventor* by Ricardo Marino  
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, Glue, Tape or Stapler and Coloring Materials (crayons, markers, etc.) |
| Question to Explore | What machines do you enjoy using now? What is something you currently do that you wish was less difficult? What would make a task easier for you to complete? |
| Student Directions | For this project, you will create plans to design a machine that would make completing a current task easier. You will be creative and decide on a machine that does not already exist. Once complete, you will discuss ways that your newly designed machine could become a reality. |

### Activity 1: Imagine It!
Think about something that you currently have to do that you wish were easier. (Some ideas include doing your homework, washing dishes, cleaning your bedroom, etc.)

A. What would you need to make that task easier to complete? If you had to invent a machine to make that task easier, what would it look like? Think of something that does not already exist.
B. Create a name for your machine and draw a picture of it on the next page. Add as many
Activity 2: Describe It! Now that you’ve shown what your machine looks like, use complete sentences with space between your words, correct capitalization and punctuation marks. Add illustrations to each page for more visual details.
A. Use the space on the next page to detail the specifics of your machine. Decide what it does exactly. What kind of machine is it? What does it do? How does it work? What does it look like?

What kind of machine is this/What does it do? (For example: “My machine is a vacuum that cleans up my clothes from the floor.”)

How do you get it to work? (For example: You press the green button and say the word “clean.”)
What does it look like? (For example: “It is a small hand-held circular object made out of red plastic.”)
Activity 3: Book Creation
A. Combine your work to create a *My Very Own Machine* book using glue, tape or a stapler. Add any final coloring and decorating to your new book. Be creative!
B. Share your work with a family member by reading it aloud and explaining your very own machine.

Activity 4: Reflection
A. How did you feel planning and designing your very own invention? Do you think it could be created in real life? Talk to a grown-up about what you would need to get it created.
B. Record your thoughts and feelings on the lines below (or on blank paper). Be proud of yourself!

Lines for Reflection:
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Cross Content Connection:
Student Name: _______________________  School Name:_____________________ Teacher Name:_____________

- **Social Studies** - Creating a plan for entrepreneurship
- **Art** - Using various materials to design a book
- **Social and Emotional Learning** - Reflecting and taking pride in one’s own work
## 1st Grade Math Project: Fun in the Sun

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<th>Estimated Time</th>
<th>Total Time 60-70 minutes (over a 2 week span) Work at the pace that is best for you and your child.</th>
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| Grade Level Standard(s) | **Numbers 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 for some suggestions. |
| Materials Needed | Paper, pencil, scissors, paper clip or safety pin, game board markers (beans, coins, strips of paper, etc)  
**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 does place value help you to solve problems using addition and subtraction?  
- How do you know you are measuring accurately? |
| Student Directions | Each activity has directions for you to follow. |
**Activity 1: A Day at the Beach**

**Day 1: Collecting Seashells:** Read the questions to your child and have your child answer. Pablo is collecting seashells at the beach. Each day he goes to the beach, he collects more seashells than he had the day before. Look at the pictures below to see how many seashells he collected each day.

<table>
<thead>
<tr>
<th>Day 1</th>
<th><img src="image1" alt="Day 1 Seashells" /></th>
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<tbody>
<tr>
<td>Day 2</td>
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<td>Day 3</td>
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<tr>
<td>Day 4</td>
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1. Circle the groups of 10 in each box.

2. What patterns do you notice? __________________________________________________________

3. How many shells will Pablo find on Day 4? _________

4. How do you know? ___________________________________________________________________

5. Draw the shells for day 4 and circle the groups of 10.

**Extension Activity:** How can you make the same pattern using numbers? How many shells will Pablo collect on Day 8? How do you know? What about Day 11? Try creating your own pattern and share it with someone else. Ask them what comes next!
**Day 2: Ordering Sea Creatures:** Have your child order the numbers from greatest to least.

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**Extension Activity:** On paper, have your child draw his/her own pictures of creatures that live in the sea, or things you might find at the beach. Have your child cut them out and label them with numbers. Turn the pictures over, so the numbers are facing down. Mix the cards up, and then flip them back over. Have your child sort them from greatest to least. Try again, and see if he/she can do it from least to greatest.
**Day 3: Sand Messages:** The 100 charts got all sandy at the beach! Uncover the chart by filling in the missing numbers. The example below shows the number 25. The numbers around it were under the sand. *(Use the hundred chart at the end of this packet if support is needed.)*

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**Extension Activity:** Using the hundred chart at the end of the packet, take turns with your child calling out a number and covering that number with a counter (bean, penny, cheerio, etc). Continue taking turns until the whole chart has been covered.

**Activity 2: Backyard Barbeque**
Day 4: Measuring Food for the Barbeque: Count the units for each food item at the barbeque, and write the number to show how long each one is. Answer the questions at the bottom. Don’t forget to write the unit of measure (spatulas or seeds)! Hint: Draw a line from the top right corner of the food item down to the unit of measure to get the exact measurement.

The hotdog is ___________ spatulas long.

The hotdog is ___________ spatulas long.

The hotdog is ___________ spatulas long.
The watermelon is ________ seeds long.

The watermelon is ________ seeds long.

The watermelon is ________ seeds long.
1. How long is the longest hot dog? __________________________

2. How long is the shortest hot dog? __________________________

3. How long is the longest watermelon? __________________________

4. How long is the shortest watermelon? __________________________

5. How long would all the hot dogs be together? __________________________

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

Day 5: How Many Popsicles? Jan is having a barbecue and wants to buy popsicles for all the kids. The popsicles come in boxes of 10. Draw a box around each group of 10. Count the boxes of popsicles and put that number in the tens column. Count the number of single popsicles and put that number in the ones column. To find the expanded form, add the total number of popsicles that are in groups of ten to the total number of single popsicles.

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<th>Picture Model</th>
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<td><img src="image4" alt="Popsicle Diagram" /></td>
<td>___ tens   ___ ones</td>
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Extension Activity: Using the number cards at the back of the packet, start with the cards facing down. Have your child flip over 2 cards and make a 2-digit number. Ask your child how many tens and how many ones are in the number, and have them tell you the expanded form. Repeat several times.

Day 6: 10 More, 10 Less Barbeque: Read each question and write the answer in the box. Show your work on paper using a number model or picture. Then, fill out the chart below.

1. Jan’s dad sliced 45 pieces of watermelon. He snacked on 10 pieces while he was working. How many pieces of watermelon were left?

2. Jan filled 60 glasses of lemonade and then she took a break. After the break, she filled 10 more glasses. How many total glasses of lemonade did she have?
3. Jan’s mom grilled 35 hot dogs, and the neighbors brought 10 more hot dogs to put on the grill. How many hot dogs were there altogether?

4. Jan’s brother set out 82 paper napkins on the picnic table. A gust of wind came and blew 10 napkins away. How many napkins were left on the table?

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**Extension Activity:** Using the hundred chart at the back of the packet, have your child close their eyes and point their finger to a number on the chart. Have them open their eyes to see what number they landed on, and tell you 10 less and 10 more by moving their finger up and down on the chart. Take turns doing this.

**Activity 3: Pool-Time Fun**

**Day 7: Pool Toy Measurement:** The swimmers are having a contest at the pool to see who can swim the farthest. Count the paperclips to see how far each swimmer swam. Answer the questions below.

**A**

The swimmer swam _____ paper clips.

**B**

The swimmer swam _____ paper clips.
1. Which swimmer swam the shortest distance? _________________
2. Which swimmer swam the longest distance? _________________
3. How many more paper clips did swimmer A swim than swimmer B? _________ more paper clips.
4. How many more paper clips did swimmer D swim than swimmer E? __________ more paper clips.

**Extension Activity:** You and your child will start standing next to each other. Using a rock, pebble, or household item, your child will toss the item several feet in front of them. Your child will count the number of steps to get to the item (be sure to walk heel to toe, leaving no gaps). Then you will toss the item several feet in front of you and count the number of steps to get to the item. Determine how many steps apart the tosses were from each other. Both you and your child start again, taking turns for who goes first. For example, your child counts 6 steps to the item they tossed, you count 10 steps to the item you tossed, 10 - 6 = 4 so they are 4 steps apart.

**Day 8: Sunny Comparisons:** 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).
Extension Activity: Cut apart the number cards at the page of the packet. Have your child start with the cards face down in a pile, and flip 2 cards over. Make any 2-digit number with the cards. Then, you flip over 2 cards and make any 2-digit number. Have your child make a true statement, such as "____ is greater than _____", "______ is less than _______", or "______ is equal to _______". Set cards aside and play again.

Day 9: Pool Games: Read each story problem to your child. Using what they know about place value, have them solve each problem and find the answer on paper. They can use drawings, the hundred chart at the back of the packet, or a number model.

1. Sam and Diego are having a handstand contest in the pool. Sam’s handstand is 17 seconds long underwater. Diego’s handstand is 9 more seconds longer than Sam’s. How many seconds long is Diego’s handstand?

2. Sam and his dad are having a race to see who can swim to the end of the pool the fastest. Sam swims to the end in 45 seconds. Sam’s dad finishes 7 seconds later than Sam. How many seconds did it take Sam’s dad to finish?

3. Diego and Jan are having a ring toss competition to see who can collect the most rings at the bottom of the pool. Diego collected 36 rings. Jan collected 8 less rings than Diego. How many rings did Jan collect?

4. Jan is learning to hold her breath underwater. The 1st time she tries, she holds her breath for 57 seconds. The 2nd time she tries, she holds her breath for 6 more seconds than the 1st try. How many seconds did she hold her breath?

5. Pablo and Sam are racing to see how many laps they can swim in the pool. Pablo swims 23 laps, which is 4 more than Sam. How many laps did Sam swim?

6. Jan and Sam are doing cannonballs into the pool. Jan does 17 cannonballs, and Sam does 12 cannonballs. How many cannonballs do they do altogether?

Extension Activity: Using the number cards at the end of this packet, start with the cards facing down. Have your child flip over 2 cards and make a 2-digit number, then repeat, making another 2-digit number. Next, have your child make up his/her own story problem using the numbers created with the cards. Write it down on paper and solve to find the answer.
Day 10: Reflection and Game Time!

Reflection: 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! -10 & More Bingo

Materials:
- 10 & More spinner (pencil or pen and a paper clip or safety pin for the spinner) (at the end of this packet)
- 2 bingo boards (1 for each player) (at the end of this packet)
- Objects to use as game markers to cover the numbers on the Bingo board (beans, buttons, coins, paper scraps, etc)
- Scratch paper (optional)

How to Play:
1. Player 1 spins the spinner by putting the pencil tip inside the paper clip or safety pin, and adds 10 to their number. If Player 1 has the number that equals the sum on their Bingo board, they cover that number with a game marker.
2. Player 2 takes a turn spinning the spinner and adding 10 to their number. They cover the number that equals the sum on their board.
3. Players continue spinning the spinner and claiming spots on their boards.
   a. Each player can only claim 1 spot per turn
   b. If a player does not have a sum that matches their spin, they wait until their next spin.
4. The winner is the 1st person to get 5 spaces in a row, column or on a diagonal and yells “Bingo!”

Tips for Families:
- Ask your child to read the number on the board before covering it up.
- Ask about the equation: I see you spun a 6. What is 10 plus 6?
- Talk about a strategy. Ask: What number do you hope to get on your next turn? What would you need to spin to get it?
- Talk about the structure of teen numbers. Example: I noticed when you got 10 and 6 it was 16. When I got 10 and 4 it was 14. It seems like every time we add a number to 10, it turns out to be the teen number that matches. Let’s try a couple more like that and see if it works. What’s 10+7? Do you think it might be 17?

Cross Content Connections:

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 some suggested read alouds.
My Granny Went to Market by Stella Blackston
https://www.youtube.com/watch?v=1rWUlwJpMdg
The Chicken Problem by Jennifer Oxley and Billy Aronson
https://www.youtube.com/watch?v=Z7K-wxddRd8

Super Sand Castle Saturday by Stuart J. Murphy
https://www.youtube.com/watch?v=y2ZhbdRAD1A

Twelve Snails to One Lizard: A Tale of Mischief and Measurement by Susan Hightower
https://www.youtube.com/watch?v=83qkNSPRmy4

**Social Studies** - Talk about ocean, beach, or lake jobs like a marine biologist, a lifeguard, or a fisherman. Talk about how water helps their jobs.

**Science** - Talk about what happens to daylight during the summer (the days are longer so it stays light longer). Talk about what plants need to grow outdoors or what animals can get from their environment to help them to live.

**Additional Digital Resources:** Check out these additional resources with your child to extend your child’s exploration of place value and measurement! As you work through these resources, continue to ask your child open-ended questions, such as:

- How do you know…?
- Why do you think that?
- Explain why/how...
- What would happen if…?
- What is the difference between…?
- Can you explain more?

**The Math Learning Center**
Math at Home - Family Games, https://mathathome.mathlearningcenter.org/family-games

**PBS Learning Media** -
Summer Fun! (interactive)
https://lsintspl3.wgbh.org/en-us/lesson/SummerFun/?as_guest=True&next=https://www.pbslearningmedia.org/resource/f1110ff6-c5c1-4dee-ac24-b0bd1748bc7c/summer-fun/

The Place Value House - Odd Squad | PBS KIDS Lab (document)
https://d43fweuh3sg51.cloudfront.net/media/media_files/9ee08860-b9e9-4297-9a66-e93cb69967ca/24363b91-f38d-4999-874c-6c55c025563d.pdf
Use this Hundreds Chart for the Extension Activity for Day 6.

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Use this spinner for Day 10 Game
Cut the number cards out and use them for the How Many Popsicles (Day 5), Sunny Comparisons (Day 8), and Pool Games (Day 9) activities.
Bingo Game Board for Day 10

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# 1st Grade Science Project: How could you send a message to someone far away?

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<th>Estimated Time</th>
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<td>Grade Level Standard(s)</td>
<td>1-PS4-4. Engineering: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</td>
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## Caregiver Support Option

- While the student reads the text/directions aloud, support may be needed with reading certain words.
- Engaging in discussions with the student around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well).
- Participate as a partner in activity three.
- If needed, help the student create a communication device in activity four.

## Materials Needed

- Pencil
- Colored pencils, crayons, markers, OR different colored cloth or shirts
- Flashlight, phone flashlight, nightlight, lamp OR light from window
- Optional household materials for a communication device: tape, glue, scissors, string, ruler, rubber bands, plastic containers, toilet paper / paper towel rolls, cereal box, shoe box, beans, rice, beads, wax paper, clear plastic, aluminum foil, paper, paper grocery or lunch bag, popsicle sticks or etc.

*Safety Note:*
- When using the light source, be careful there are no fire hazards involved and students don’t put cloth too close to light sources
- Remind students light sources should not be shined in or towards eyes

## Question to Explore

How can you design a communication device that uses light or sound to solve a problem of communicating over a distance?

## Student Directions

- Each activity has directions for you to follow.
Activity 1: Initial Ideas (5 min) (Adapted from Mystery Science Lights and Sounds Unit (Lesson 5). Full unit accessible at https://mysteryscience.com/light/properties-of-light-sound)

Directions: Read the text below and answer the questions by telling someone or acting it out!

What are different ways you communicate (talk to) people far away?

What if there were no phones, or tablets, how could you communicate to people far away?

All of these devices needed to be *invented* (created) by a scientist!

Imagine you needed to respond, YES or NO to a question your neighbor down the street asked you. How can you communicate (say) YES or NO to someone using only LIGHT (no sound)?

Activity 2: How do boats find their way in the fog? (15 min)
(Adapted from Mystery Science Lights and Sounds Unit (Lesson 6). Full unit accessible at https://mysteryscience.com/light/properties-of-light-sound)

Directions: Read the text. Answer the questions throughout by acting it out or telling someone at home!

**Gabrielle and the Tugboat**

Hi, my name is Gabrielle. I’m visiting my auntie. She works on a boat in San Francisco Bay.

Auntie is the captain of a tugboat. Tugboats help big ships move around the bay.

Today, I get to go on the boat with her!

Before we go, I hear a terrible sound. BLAAT! It sounds like something huge and scary.

Stop and Talk: What do you think the noise could be?

“On the bay, that sound is really helpful,” Auntie tells me.
Out on the water, there’s so much to see. There are so many boats! I wonder… do the boats ever run into each other?

Get Up and Move! Let’s be boats! Start your engines: Chugga chugga! Sound your horn: Toot, toot! Watch out for rocks, and other boats, too!

Auntie toots the boat horn. “I’m signaling so other boats know we’re here,” she says. I toot the horn even more when it’s foggy or dark.”

“What are those things floating in the water? I ask.

“What are they for?” I ask. “Why are they different colors?”

“Red and green buoys tell boats where to go,” Auntie tells me. “Yellow buoys tell boats where not to go.”

“Those are buoys,” Auntie says. Some are green, so me are yellow, and some are red.”
Stop and Talk: Can you find things in these pictures that help cars travel safely on land, and boats travel safely on water?

I think I get it! On the road, lights, sounds, and colors help tell cars where to go. On the water, lights, sounds, and colors help tell boats where to go.

Auntie says different kinds of buoys make different sounds. Buoys can ring like bells. Sometimes they even whistle!

Look! There’s fog coming in. We can’t see very far anymore. Even the bridge has disappeared in the fog.

Stop and Talk: Fog makes it hard to see. How will the big ship find its way? How will Gabrielle and her auntie find their way home?
“Look! The lighthouse is sending its beam out to sea. It’s helping the big ship find its way.”

Auntie smiles. “That’s right,” she says.

In the fog, I can’t see the buoys, but I can hear them. Auntie says the sounds tell her where we are. The lighthouse and buoys are helping the big ship, too.

But then I hear the same noise I heard this morning—only ten times louder.

BLAAAAT!

It’s coming from the bridge! “What is that?” I ask Auntie. “It sounds like a monster.”

“The big noise helps, too. It’s called a foghorn,” says Auntie.

“The foghorn is on the bridge. When the ship captains hear that sound, they know where the bridge is, even in the fog.”

There’s the big ship, coming out of the fog! Auntie knows what to do. She toots her horn, and the big ship knows we’re there.

Auntie watches for the light from the lighthouse.

She listens for the foghorn and the sounds of the buoys.
Auntie’s tugboat guides the big ship to the dock. Then she takes us home.

Stop and draw: How do boats find their way in the fog?

Activity 3: Send a surprise message using light!  (20 min)  (Adapted from Mystery Science Lights and Sounds Unit (Lesson 5). Full unit accessible at https://mysteryscience.com/light/properties-of-light-sound)

Possible Color Materials:  crayons, colored pencils, markers, sharpie, highlighter, OR piece of cloth as color
Possible Light Materials:  flash light, phone light, night light, lamp, OR light from window

Look at the stop light.  Why do we have stop lights?

Get up and move!  Pretend you are a car, put your hand on the steering wheel.  Rev your engine!

Follow the stop light:

What will your car do when the light is...

Red?  Yellow?  Green?  Act it out!

Color Code Directions: When you were pretending to be a car you got messages from the traffic lights, green told you to go, yellow told you to slow down and red told you to stop. Now it’s your turn to send a message using light! Pretend you want to send a message to your neighbor across the street, but you don’t have a cell phone or an ipad, and it is night time. You and a partner at home are going to create a simple surprise message to send to each other.

1)  Detach the last two pages of this packet, labeled ‘Color Code’
2)  Choose three colors - Completely fill in each circle on your worksheet with a different color
3) With your partner, decide what each color should mean. For each color, write one thing your partner will need to do.
   Examples: Red - hop on one leg, Blue - jump up and down, Orange - bark like a dog
4) Get one or two light sources (flashlight, phone light, night light, lamp, OR use light from a window)
5) Decide which partner will be the sender and which partner will be the watcher.
6) Turn off the lights! Cover any windows!
7) Go to opposite sides of the room. Bring your light source and worksheet.
8) Sender: Send one message (shine light on one color) using your worksheet and light source. 
   Watcher: do what the message says.
9) Switch roles and do it again! Each person takes three turns.

After Activity stop and talk:
- Could you send a message to each other using only light (no colored paper or cloth)?
- How could you send more than three messages using just three colors? (If you have time try it out!)

**Activity 4: Engineering with Light and Sound** (30 min)
(Adapted from Amplify Science - Light and Sound unit)

**Directions:** You are going to be an engineer and design a communication device! Read the below text and learn about engineers and how they solve problems using light and sound.
**What is an Engineer?**

Engineers make things to solve problems. They call this **designing**. Engineers design **solutions** to problems.

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**Headlamps**

**The Problem**

People like to climb in dark caves. They cannot hold lights, because they need their hands for climbing.

**The Solution**

Engineers designed helmets with lights on them. These are called headlamps.

---

**Glow Sticks**

**The Problem**

When people are outside at night, it is hard to see them.

**The Solution**

Engineers designed sticks that glow in the dark. Holding a glow stick helps people see you at night. Glow sticks are also fun.

---

**Tornado Siren**

**The Problem**

Tornadoes are dangerous storms that can happen suddenly. When a tornado is coming, weather scientists need a way to warn everybody quickly.

**The Solution**

Engineers designed tornado sirens. These sirens have speakers that vibrate to make very loud sounds. The sounds can be heard over long distances. In places where tornadoes happen, people listen for the sound of the tornado siren. When they hear the siren, they know a tornado is coming. Everybody gets to safety.

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Potential Household Materials: flashlight, phone flashlight, nightlight, lamp, tape, glue, scissors, string, ruler, rubber bands, plastic containers, toilet paper / paper towel rolls, cereal box, shoe box, beans, rice, beads, wax paper, clear plastic, aluminum foil, paper, paper grocery or lunch bag, popsicle sticks or etc.
**Problem:** You live in an apartment building. You and your cousins like to play outside. Your auntie hurt her leg and is not able to walk up and down the stairs to come get you for dinner every night and you cannot hear her when she yells to you. Design a communication device to send a message/signal with sound or a message/signal with light that your auntie can use to communicate it is time to come inside for dinner!

<table>
<thead>
<tr>
<th>Design: Draw and label your design solution.</th>
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<tr>
<th>Create: Write or draw your materials below and then build your solution.</th>
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**Write and Explain:**
Tell someone at home about your design and how it works. Demonstrate how it works!

How does your design solve the problem?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

**Revise:**
What could you do to make your solution even better?

**Evaluate:**
How happy are you with your solution?

😊😊😊
Color Codes (for Activity Three) - See directions in Activity Three

What does this color mean?

What does this color mean?

What does this color mean?
Color Codes (for Activity Three) - See directions in Activity Three

Color Codes

What does this color mean?

What does this color mean?

What does this color mean?
<table>
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<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
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</table>
| Grade Level Standard(s) | Standards for Grades K-2:  
SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.  
SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.  
SS.IS.5.K-2: Ask and answer questions about arguments and explanations. |
| 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 them 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:  
- Students are creating a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.  
- Consider making your own “My Global Connections Infographic”. Ask your student if they have comments, questions, or a connection to your work. |
| Materials Needed | Paper or notebook  
Pencil, pen, or other writing tool |
| Question to Explore | “How do the things I use connect me to people and places around the world?” |
| Student Directions | We are connected to people and places all over the world. In this week’s inquiry, students will learn about the process of making everyday items. Throughout the week, they will use their learning to create a “My Global Connections Infographic” showing how the items they use every day connect them to faraway people and places. |
Day 1 (Activity 1): Exploring Global Connections  (15-20 min)

This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”

Your challenge this week: To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.

Today you will:
- Find out how you are connected to people and places all over the world

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool
- “Where Is That From?” handout (optional)

Have internet access? This lesson can also be found here: together.inquired.org/dayone-weekfive-el

Let’s Get Started!

A. THINK

Did you know that every day you use things that come from far away? When you get dressed in the morning, you are putting on clothes that came from all over the world! When you eat lunch, some of your food has come from very far away, too. You are also connected to people around the world. They make many of the things you use every day.

B. EXPLORE

Can we learn how the item below connects us to people and places around the world?

Have you ever played on a keyboard like this one? Have you ever wondered where it was made?
When we flip the keyboard over, there is a sticker on the back. The sticker says that the keyboard was made in China!

Let’s use a map to help us learn where items like the keyboard come from.

- Do you see the keyboard on the map? It’s in the country of China.
- Do you see the star and the words “United States of America”?
- Just think – the keyboard had to cross most of the world to get from China to the United States of America.

Can we find more items that came from far away?

Perhaps you can kick a soccer ball pretty far… but not as far as this soccer ball has traveled! This soccer ball was made in the country of Pakistan.
Many of the fruits and vegetables we eat come from other places in the world. These bananas come from the country of Ecuador. The blueberries made the long trip from the country of Chile!

Have you noticed the tags inside your clothes? They tell where your clothes were made. This shirt says “USA,” which is another name for the United States of America. But the shirt was not made in the USA. It was made in the country of Egypt!

Let’s use the map again to help us learn where the soccer ball, bananas, blueberries, and t-shirt come from.

- Do you see the soccer ball, bananas, blueberries, and T-shirt on the map?
- All these items travel very far before we use them!
- Which item travels the farthest to get to the United States of America?
C. DO

Your challenge this week: Create a “My Global Connections Infographic” that shows how the items you use every day connect you to faraway people and places.

Today, you will discover where the items that you use come from.

Get Ready!
Think about:
● Where do you think the items in your home came from?

Get Set!
You’re going to:
● Go on an object hunt! Look around your home to find out where items came from.
● Write down the following information on a piece of paper (or use the “Where Is That From?” handout if you like):
   ● The name of the item
   ● The country that the item was made in

Go!
Happy Hunting! Here are a few ideas to think about that will help you in your search:
● Look for labels that say “product of” or “made in.” It’s okay if an object doesn’t have a label that says where it was made – just move on to another item!

DIG DEEPER

OPTIONAL: Find out where in the world the countries your items came from are located on a map!
Watch the “Countries of the World” video. (youtu.be/xUuoFch3ArM)
DAY 1
Where Is That From?
Information Sheet

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<th>Item</th>
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</table>

Day 2 (Activity 2): Discovering People and Processes (15-20 min)

This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”

Your challenge this week:
To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.

Today you will:
- Learn about the process of making everyday items
- Create a draft of your “My Global Connections Infographic”

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool
- “Infographic Template” handout (optional)
Let’s Get Started!

A. THINK

Look back at the list of items you found in your home.

Did you find a pencil? A phone? A T-shirt?

The items you found went through a process before they got to you. That means things happened to them, one after another, that changed them. The items started with materials found on Earth and ended up as things you use.

New Word:
process: the actions that happen one after another to change something

B. EXPLORE

Let’s explore a process like the one described above.
Many of us buy chocolate treats from the store. But did you know that these treats go through a long process and travel very far before they get to the store?

The tree in this picture is the cacao tree. Chocolate is made from the seeds of the cacao tree. These seeds are in the fruits that you see hanging from the tree.

Cacao trees grow in warm places. The colors show where cacao trees grow. It is very far from your local store!

So what is the process that brings chocolate to our local stores?
Step 1: Take

When the pod is ripe, a farmer cuts open the pod with a sharp tool. Inside the cacao pod are white, mushy seeds.

Step 2: Make

The seeds are put in boxes so they get very hot. They turn from white to brown. Next, the seeds must dry out. The dried seeds are called cocoa beans. Then, the beans are cooked at a very high heat. The shells are taken off. The beans are ground into a powder. The powder is heated and cooled to make a “mass” that will become chocolate.

Step 3: Send

Ships take it all over the world. Many people work hard to get chocolate to you!
Step 4: Use

Then we buy and eat it!

OPTIONAL: “Does Your Class Know What Cacao Is?” video from Eat Happy Project

Pulling it all together: Watch this video to learn more about the process of making chocolate.

Look!

Take another look around you and notice all the objects you use.

- How do these connect you to people and places far away?
- Are there connections you already knew about?
- Are there connections that surprised you?
- Are there any objects or items you’d like to add to the list of items you created?

Take a moment to do that.

C. DO

Your challenge this week: Create a “My Global Connections Infographic” showing the way you are connected to people and places through the items you use. Today, you will use the information you’ve collected about your items to start creating your infographic.

New Word
infographic: words and pictures that are used together to explain something quickly and clearly

Today, you will only create a sketch of your infographic using pencil. Your infographic will show how the items you use every day connect you to faraway people and places.
Let’s look at another student’s draft to give us ideas.

- Notice how this infographic shows the student using some of their items.
- Notice how this infographic explains how the student is connected to faraway places.

GET READY
Now it’s your turn to create a sketch of your “My Global Connections Infographic.”

GET SET
Review your goals:
- I will draw 4 of my items
- I will draw myself as I use 1 (or more) of my items
- I will use words that tell how my items connect me to a faraway place

GO
On a piece of paper, create a sketch in pencil of your “My Global Connections Infographic” (or use the “Infographic Template” handout if you like).

Remember to save your sketch! You’ll use it to create your final “My Global Connections Infographic.”
My Global Connections Infographic

Sketch of Item #1
My _____________________ connects me to __________________ because
(Item #1)                                                 (country)
it comes from that place!

Sketch of Item #2
My _____________________ connects me to __________________ because
(Item #2)                                                 (country)
it comes from that place!

Sketch of Item #3
My _____________________ connects me to __________________ because
(Item #3)                                                 (country)
it comes from that place!

Sketch of Item #4
My _____________________ connects me to __________________ because
(Item #4)                                                 (country)
it comes from that place!
Here is a drawing of me using one (or more!) of my things:

---

### Day 3 (Activity 3): Evaluating the Work (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”</th>
<th>Your challenge this week: To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.</th>
</tr>
</thead>
</table>
| Today you will:  
  - Think about your work and reflect on your progress  
  - Make a plan to improve your work | You will need:  
  - Your work from previous activities  
  - Paper or notebook  
  - Pencil, pen, or other writing tool |

Have internet access? This lesson can also be found here: [https://www.together.inquired.org/daythree-weekfive-el](https://www.together.inquired.org/daythree-weekfive-el)

### Let’s Get Started!

**A. THINK**

You’ve already started creating your “My Global Connections Infographic.” When someone looks at your work, they should see:  
- A sketch of yourself using some of your items  
- Drawings of 4 of your items  
- Words that tell how your items connect you to a distant place
B. EXPLORE

Look at this student’s “My Global Connections Infographic.”

- Does this work show the student using some of their items?
- Does this work have drawings for 4 of the items?
- Does this work tell how items connect this student to places around the world?
- How did this student use color to make their work clear?

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

What advice would you give the student to make this work even stronger?
- The student could use color to…
- The student could add…
- The student could try…
- The student could change…

C. DO

Your challenge this week: Create a “My Global Connections Infographic” that shows how the items you use every day connect you to faraway people and places.

Today, you will look at the sketch you made of your “My Global Connections Infographic” to see if you are meeting your goals.
1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - Does my work show a drawing of myself using some of my items?
   - Does my work show drawings of my 4 items?
   - Does my work use words to tell how my items connect me to faraway places?

3. Wait, still don’t touch your work! First, make a plan to improve it. Think about how you can use color to make your work more clear to others. Complete this sentence:
   - I will use color to...

Now, complete one of the sentences below to help you think of another way to improve your work:
   - I will add...
   - I will try...
   - I will adjust...

Remember to save the plan you made to improve your work and the draft of your “My Global Connections Infographic.” You’ll use them both to create your final “My Global Connections Infographic.”

### Day 4 (Activity 4): Finalizing the Work (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”</th>
<th>Your challenge this week: To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will: Finish creating your “My Global Connections Infographic”</td>
<td>You will need: Pencil, pen, or other drawing tool Coloring materials Your work from previous activities</td>
</tr>
</tbody>
</table>

Have internet access? This lesson can also be found here: together.inquired.org/dayfour-weekfive-el

**Let’s Get Started!**

**A. THINK**

Remember when you made a plan to improve your work? That’s when you said:
- “I will use color to...” and
- “I will add...” or
- “I will try...” or
- “I will adjust...”

Decide or discuss: **What will you do next to finalize your work?**
B. EXPLORE
Check out a “My Global Connections Infographics” made by another student.

- What changes did this student make to their work?
- How do these changes help you understand their “My Global Connections Infographic” more?

Rough Draft

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Final Work

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C. DO

Today, you will work to finish your “My Global Connections Infographic.”
1. Get out your sketch and any other materials from previous activities.
2. Think about the plan you made to improve your work.
3. 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 do the things I use connect me to people and places around the world?”</th>
<th>Your challenge this week: To create a “My Global Connections Infographic” showing how the items you use every day connect you to faraway people and places.</th>
</tr>
</thead>
</table>

Today you will:
- Think about how your “My Global Connections Infographic” shows how you are connected to faraway people and places
- Think about how your “My Global Connections Infographic” communicates information to others
- Find a way to share your final work

You will need:
- Your finished “My Global Connections Infographic”
- “Sharing” handout (optional)

Have internet access? This lesson can also be found here: [together.inquired.org/dayfive-weekfive-el](http://together.inquired.org/dayfive-weekfive-el)

Let’s Get Started!

**A. THINK**

Look around you right now. Notice the things in the room.
- How many people have helped to make the things around you?
- How far have these things traveled to get to you?

**B. EXPLORE**

Look at your finished “My Global Connections Infographic.” Think about or discuss:
- How would you explain your infographic to someone else?

**C. DO**

Now 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 if they have comments, questions, or a connection to your work (or use the "Sharing" handout to get a written response).
- Hang your “My Global Connections Infographic” in the window.
- Ask an adult to help you share your work online with the #inquirEDtogether hashtag.
- Keep your “My Global Connections Infographic” with your other work from this time. You can look back on these later to remember this unique moment in history.
Please take a look at my work and fill this out.

Thank you!

I have a... (circle one)

comment: ____________________________
question: ____________________________
connection: ____________________________

One thing you did that helped me understand the information you shared was...

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________
By examining global connections and by developing your own “My Global Connections Infographic”, you are using many social science skills, but also so much more! There are many connections to language arts, math and science that you can continue to explore. Here are a few ways to extend your learning and make connections to other subjects.

**Language Arts:** After reflecting on their "My Global Connections Infographic", students can write and send thank you letters to organizations, companies, or countries that they have identified as a global connection to their household items.

**Math:** Students can select additional household items and count how many of them come from the same place. How many of your household items come from Ecuador? From the USA? From China? Which country had the most? Which country had the least? You can challenge your student to make a bar graph with this new information.