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.

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

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1st Grade Literacy Project: Writing through a Pandemic

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time: 60-70 minutes</th>
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</table>

<table>
<thead>
<tr>
<th>Grade Level Standard(s)</th>
<th>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RL.1.3 Describe characters, settings, and major events in a story, using key details.</td>
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<tr>
<td></td>
<td>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Caregiver Support Option</th>
<th>As an additional option, help your child access online books about pandemics or epidemics online via the <a href="https://www.cps.edu">CPS Virtual Library</a>. Suggested titles:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Chick &amp; Chickie Play All Day! by Claude Ponti</td>
</tr>
<tr>
<td></td>
<td>- Mike Hace Arte by Bruce Larkin</td>
</tr>
<tr>
<td></td>
<td>- Jabari Jumps by Gaia Cornwall</td>
</tr>
<tr>
<td></td>
<td>- Gracias, Senor Falker by Patricia Polacco</td>
</tr>
</tbody>
</table>

As your child reads, ask your child to retell the story from beginning to end. Encourage your child to recount details from the text and to identify the characters and setting of the story.

<table>
<thead>
<tr>
<th>Materials Needed</th>
<th>Pencil, Glue, Tape or Staple and Coloring Materials (crayons, markers, etc.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Question to Explore</th>
<th>What is a pandemic? How am I currently feeling? What can I do to make this time more meaningful? What do I want myself or others to remember from this period in the future?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Directions</th>
<th>For this project, you will write multiple pieces to reflect on what’s happening in your life and form new ideas about how to adapt to the world’s &quot;new norm.&quot;</th>
</tr>
</thead>
</table>

Activity 1: Personal Narrative - A personal narrative is an interesting story that happened in your own life and includes a beginning, middle and end. Think of an emotional experience that’s happened to you during the pandemic. It can be one of joy, sadness, anger, frustration or laughter. Use the space below (and on the next page) to plan and write about this personal event in complete sentences. You can also add an illustration for added details about this experience in the bottom section.

**Title:**

<table>
<thead>
<tr>
<th>First:</th>
<th>Then:</th>
<th>Last:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Activity 2: How-to-Guide - Think of something that you’ve become an expert at during the pandemic. It can be a recipe, a game, how to use Google Classroom/Zoom or anything else you can think of. Use the space below and on the next page to create clear step-by-step directions for anyone who’s trying to learn this skill. Add illustrations for a visual representation of each step.
How to:

<table>
<thead>
<tr>
<th>Directions Using Words</th>
<th>Directions Using Illustrations</th>
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</thead>
<tbody>
<tr>
<td>First,</td>
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<tr>
<td>Next,</td>
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<tr>
<td>Then,</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Finally,</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 3: Review** - Are there any books, music, TV shows or games that you’ve been using during the pandemic? Think of your favorites and least favorites. Which books, games, TV shows, or songs would you recommend to other first graders like yourself? Write a review in the space below about one of these activities for other children who are quarantined.
My ___________________________ Review

Describe what you are reviewing:

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

How many stars would you give?

0= I didn’t like it  ☆☆☆☆☆  5= I loved it!

Why did you give this rating?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Would you recommend this to a friend? (Circle one)  👍  👎

Activity 4: Reflection - Combine your work to create a memory book using glue, tape or a stapler. Share your work with a family member and/or save it for memories once the pandemic ends.

A. How did you feel creating this work? In your opinion, what has been the best and most challenging part of expressing yourself during the pandemic?

B. Record your thoughts and feelings on the lines below (or on blank paper). Be proud of yourself!
Cross Content Connection:

- **Social Studies** - Recounting details from past events
- **Art** - Creating art through comics and illustrations
- **Social and Emotional Learning** - Reflecting and taking pride in one’s work, self-reflecting through literary expression
# 1st Grade Math Project: Color Me Math Crazy

## Estimated Time
Total Time 60-70 minutes (over 2 weeks)
Work at the pace that works best for you and your child.

## Grade Level Standard(s)
**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 relationships between addition and subtraction.

**Numbers and Operations in Base Ten**
1.NBT.B: Understand place value.
1.NBT.C: Use place value understanding and properties of operations to add and subtract.

## 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
Pencil(s), coloring utensils, scissors, tape, zip top bag
*Optional: pennies and dimes; deck of cards

**Links to additional digital resources available on the last page of the packet.**

## Question to Explore
- What is going on in the problem?
- What do we know?
- What do we need to find?
- What patterns do we see?
- What is another related number sentence we can write?
- What is another related subtraction sentence we can write?

## Student Directions
Each activity has directions for you to follow.
Day 1: Sidewalk Chalk Art

Instructions: Read the questions to your child and have your child answer.

Yanessa and her sister are outside. They decide to draw sidewalk chalk art. Yanessa has 8 pieces of chalk and her sister has 8 pieces of chalk. Together they have **1 white, 3 blue, 3 red, 3 yellow, 3 green and 3 purple**.

<table>
<thead>
<tr>
<th>Yanessa’s chalk:</th>
<th>Sister’s chalk:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chalk.png" alt="chalk pieces" /></td>
<td><img src="chalk.png" alt="chalk pieces" /></td>
</tr>
</tbody>
</table>

1. How many pieces of chalk are there in all? _________

2. How many blue and green pieces of chalk do they have altogether? _________

3. How many white, red, and purple pieces of chalk do they have in total? _________

4. If Yanessa accidently stepped on 1 piece of yellow chalk, how many yellow pieces of chalk will be left? _________

5. In order to complete the sidewalk chalk art, Yanessa and her sister will need 3 white pieces of chalk. Will they have enough white chalk for their drawing? Explain. _____________________

________________________________________________________________________________________

Extension Activity: Use sidewalk chalk to recreate scenarios (sums up to 20) with your child. Example: I have 5 pieces of chalk and you have 7 pieces of chalk. How many do we have altogether? If I give you 3 of my pieces, how many would I have left? How many pieces of chalk do you now have?

Day 2: Crayon Box

Instructions: Read the questions to your child and have your child answer. *Cut out the crayons included at the end of the packet to assist with adding.*

Bryan is organizing his crayon box. He wants to make bundles of 6 crayons.
1. How many crayons are there in all? _______________

2. Draw a box around groups of 6 crayons. Each group represents a bundle.

3. How many bundles did Bryan make? _______________

4. How many crayons are left? ___________

5. How many more crayons does Bryan need in order to complete the last bundle? Explain.

________________________________________________________________________________________

Extension Activity: Use crayons to recreate scenarios (sums up to 20) with your child.
Example: I have 20 crayons in a box. If I remove 10 of them, how many are left in the box? I have 13 crayons. If I want to make bundles of 4, how many bundles can I make? Explain.

Day 3: Gotta Add ‘em All!
Instructions: Read the questions to your child. Have your child write two number sentences for each question. *Cut out the crayons included at the end of the packet to assist with adding.

Example: Janet has 4 pencils. Jaote gives her 9 more pencils. How many pencils does Janet have?

<table>
<thead>
<tr>
<th>4</th>
<th>+</th>
<th>9</th>
<th>=</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>+</td>
<td>4</td>
<td>=</td>
<td>13</td>
</tr>
</tbody>
</table>

1. Rebecca has 7 blue pencils. Miguel has 6 brown pencils. How many pencils do they have in total?

2. Ricky has 6 red pencils. Noah has 4 green pencils. How many pencils do they have altogether?
3. Billy has 5 black pencils. Isabella has 6 yellow pencils. How many pencils do they have in all?

\[
\begin{array}{c|c|c|c|c|c|c|c|c|c}
\end{array}
\]

4. BONUS: Olivia has 8 pink pencils, Mark has 5 purple pencils and Eva has 4 orange pencils. How many pencils do they have all together?

\[
\begin{array}{c|c|c|c|c|c|c|c|c|c}
\end{array}
\]

**Extension Activity:** Use pencils, or the cut out crayons in the packet, to recreate scenarios (sums up to 20) with your child. Example: Show me other ways to combine groups of pencils to equal 20?

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**Day 4: Hidden Numbers**

**Instructions:** Read the example to your child. Have your child identify how many markers are not hidden. Next, have your child find the hidden number and write an equation. *Cut out the crayons included at the end of the packet to assist with subtracting.*

Example: Kristina has 10 markers. She hides some behind her back. You see 4 markers on the table. How many markers does Kristina have hidden behind her back? Write the equation.

<table>
<thead>
<tr>
<th>NOT HIDDEN</th>
<th>HIDDEN</th>
<th>EQUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Markers" /></td>
<td><img src="image2" alt="Markers" /></td>
<td>(4 + 6 = 10)</td>
</tr>
</tbody>
</table>

**TOTAL MARKERS = 10** - How many of the 10 are HIDDEN? Write the hidden number and an equation in the table below.

<table>
<thead>
<tr>
<th>NOT HIDDEN</th>
<th>HIDDEN</th>
<th>EQUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Markers" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extension Activity: Use markers or cut out the crayons included at the end of the packet to recreate scenarios (sums up to 10) with your child. For example, lay some markers on the table and hide the rest behind your back. Ask: How many markers are hidden? How do you know?

Day 5: Yellow Digits vs Green Digits

Instructions: Have your child identify how many tens and ones are in the problem. Then, have your child write the number. **If possible, have your child color the tens green and the ones yellow.

Example:
**Extension Activity:** Use dimes and pennies to represent numbers between 11-50. Next, have your child use pictures to show the tens and ones. **If possible, have your child color the tens green and the ones yellow.**

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**Day 6: Bundles of Pencils**

**Instructions:** Have your child compare the 2 two-digit numbers based on the tens and ones digits. Next, have your child record the results of comparisons with the symbols >, =, and <.

<table>
<thead>
<tr>
<th>&gt; Greater Than</th>
<th>= Equal To</th>
<th>&lt; Less Than</th>
</tr>
</thead>
</table>

**Example:**

34 pencils < 43 pencils
BONUS: Choose your own two-digit numbers. Compare the two-digit numbers and record your comparisons with the symbols >, =, and <.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>33 pencils</td>
<td>27 pencils</td>
<td>57 pencils</td>
<td>75 pencils</td>
</tr>
<tr>
<td>94 pencils</td>
<td>58 pencils</td>
<td>91 pencils</td>
<td>19 pencils</td>
</tr>
<tr>
<td>88 pencils</td>
<td>38 pencils</td>
<td>34 pencils</td>
<td>34 pencils</td>
</tr>
<tr>
<td>68 pencils</td>
<td>62 pencils</td>
<td>18 pencils</td>
<td>13 pencils</td>
</tr>
</tbody>
</table>

Extension Activity: Play the card game called War. This is a simple game that involves little strategy or skill. All it requires is the ability to recognize which of two cards has a higher value.

Day 7: Base Ten Art Boxes

Instructions: Read the questions to your child and have your child answer.

Example: The art teacher has 3 boxes of markers. Each box has 10 markers in it. How many markers does the teacher have?
1. The art teacher has 4 boxes of markers. Each box has 10 markers in it. How many markers does the teacher have?

   Box #1  Box #2  Box #3  Box #4

   Answer: _____ markers

2. The art teacher has 5 boxes of markers. Each box has 10 markers in it. The teacher has 2 extra markers. How many markers does the teacher have?

   Box #1  Box #2  Box #3  Box #4  Box #5

   Answer: _____ markers

3. The art teacher has 6 boxes of markers. Each box has 10 markers in it. The teacher has 3 extra markers. How many markers does the teacher have?

   Box #1  Box #2  Box #3  Box #4  Box #5  Box #6

   Answer: _____ markers

**Extension Activity:** Use markers and boxes, or other house objects, to recreate scenarios (sums up to 100).
Day 8: Building Base Ten with Crayons

Part 1 - Instructions: Have your child count from 0-100 by 10s and record the missing numbers.

0, 10, 20, ____, ____, ____, ____, ____, ____, ____, 100

Part 2 - Instructions: Use crayons to represent base ten. Read the questions to your child and have your child answer. *Cut out the crayons included at the end of the packet to assist with adding 10s.

Example:

Build 20.
Add 10.
How many do you have?

____ + 10 = ____

BONUS
Build 25.
Add 10.
How many do you have?

____ + 10 = ____
**Extension Activity:** Use crayons, or the cut out crayons in the packet, to recreate scenarios with your child.

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**Day 9: Playing with Numbers**

**Instructions:** Have your child roll a dice twice to make a two-digit number. The first roll represents the tens digit. The second roll represents the ones digit. *Color and assemble the number cube included at the end of the packet for dice. **Cut out the crayons included at the end of the packet to assist with adding and subtracting 10. ***If possible, use dice from a board game.

<table>
<thead>
<tr>
<th>ROLL</th>
<th>DRAW</th>
<th>WRITE NUMBER</th>
<th>ADD &amp; SUBTRACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tens</td>
<td>Ones</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>25</td>
<td>35</td>
</tr>
</tbody>
</table>

**Extension Activity:** Practice adding/subtracting 10 from each family member’s age. Example: If I am 26, what is 10 more than 26? What is 10 less than 26?
Day 10: Reflection & 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?

Family Game Time: Skip Count Hopscotch

How to Play:
1. Draw a hopscotch design, using chalk or tape, on the ground (be creative in your design).
2. Skip count by 2s, hopping through the squares forward and backward.
   ○ Example: 2, 4, 6, 8, 10, 8, 6, 4, 2
3. Skip count by 5s, hopping through the squares forward and backward.
   ○ Example: 5, 10, 15, 20, 15, 10, 5
4. Skip count by 10s, hopping through the squares forward and backward.
   ○ Example: 10, 20, 30, 40, 50, 40, 30, 20, 10

Change It Up: Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.
- Set a timer! How long does it take you to skip forward and backward? Did it take you more or less than 1 minute?
- Make your own math hopscotch! Time your family on how long it takes them to skip forward and backward.

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.
- One Is a Snail, Ten is a Crab by Feet Book
  https://www.youtube.com/watch?v=zDjp7rTXtsk
- Just Enough Carrots by Stuart J. Murphy
  https://www.youtube.com/watch?v=Vsa9T_k4SYk
- Pete the Cat: The Wheels on the Bus by James Dean
  https://www.youtube.com/watch?v=-0icbqvmehs

Social Studies
Activity - Flag Colors
- Look at the flag colors of different countries.
- Learn about the meaning behind the colors chosen.
- Design your own flag!
Science
Activity - Walking Water Rainbow
- Gather material.
- Follow procedures listed by Science Buddies.
- Observe!
  https://www.sciencebuddies.org/stem-activities/walking-water#summary

Physical
Use of fine motor skills (using fingers for counting, if needed, and cutting out the manipulatives).

**Encourage your child to be a mathematician by asking the following questions:
- How do you know…?
- Why do you think that?
- Explain why/how…
- What would happen if…?
- What is the difference between…?
- What is another example of…?
- What will you do next?
- What are you thinking now?
- What made you decide to do this?
- Can you explain more?

Additional Digital Resources

Better Lesson
https://betterlesson.com/home
- 10 more and 10 less
  https://betterlesson.com/lesson/577282/10-more-and-10-less
- Down on the farm: base 10 problems
  https://betterlesson.com/lesson/502426/down-on-the-farm-base-10-problems
- Greater than
  https://betterlesson.com/lesson/580736/greater-than
- How many dots?
  https://betterlesson.com/lesson/588832/how-many-dots
- How many in my hand?
- Tens and ones to 50
- The Wheels on the Bus
  https://betterlesson.com/lesson/593638/the-wheels-on-the-bus?from=search
**Instructions:** Cut individual squares apart. Store in a zip top bag. Squares will be used for the following activities: Crayon Box, Gotta Add ‘em All, Hidden Numbers, Building Base Ten with Crayons, Playing with Numbers.
THIS PAGE LEFT INTENTIONALLY BLANK
Instructions: Cut along the solid lines. Do NOT cut off gray tabs. Fold the remaining lines to form a cube. Tabs are used to hold the cube together. Use tape to keep the cube in place. The cube will be used as dice for the activity Playing with Numbers.
### 1st Grade Science Project: What Vibrates?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>60 - 70 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level Standard(s)</strong></td>
<td><strong>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</strong></td>
</tr>
<tr>
<td><strong>Caregiver Support Option</strong></td>
<td>Support may be needed for the following:</td>
</tr>
<tr>
<td></td>
<td>● While the student reads the text/directions aloud, support may be needed with reading certain words.</td>
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<tr>
<td></td>
<td>● 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).</td>
</tr>
<tr>
<td></td>
<td>● Help the student create sound investigation in activity three and build their sound source in activity four, if needed.</td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td>● Pencil and paper</td>
</tr>
<tr>
<td></td>
<td>● Household materials for investigation:</td>
</tr>
<tr>
<td></td>
<td>○ string, yarn, thread, or shoelace</td>
</tr>
<tr>
<td></td>
<td>○ ruler, spatula, wooden craft stick or popsicle stick</td>
</tr>
<tr>
<td></td>
<td>○ plastic container or tupperware</td>
</tr>
<tr>
<td></td>
<td>○ one to four rubber bands or one hair tie</td>
</tr>
<tr>
<td></td>
<td>● Optional household materials for building: tape, glue, scizzors, string, ruler, rubber bands, plastic containers, toilet paper / paper towel rolls, cereal box, shoe box, beans, rice, beads, or etc.</td>
</tr>
<tr>
<td></td>
<td>● Optional: Colored pencils, crayons or markers</td>
</tr>
<tr>
<td><strong>Question to Explore</strong></td>
<td>● Where does sound come from? What happens when sound starts? What happens when sound ends?</td>
</tr>
<tr>
<td><strong>Student Directions</strong></td>
<td>● Each activity has directions for you to follow.</td>
</tr>
</tbody>
</table>
**Activity 1: Initial Ideas** 10 minutes (Adapted from Mystery Science Light and Sound Unit (Lesson 1). Full unit accessible at [https://mysteryscience.com/light/properties-of-light-sound](https://mysteryscience.com/light/properties-of-light-sound))

**Directions:** Look at the pictures, use your body, sounds from your mouth and other materials at home to demonstrate the sounds!

How would you make the sound of rain? Try it out.

How could you make it sound more like a storm? Try it out.

Give this bouncy ball a sound.

**Directions:** Choose one of the below choices. Create your favorite bouncy ball sound, for “boing.” Answer the questions.

### Choice 1: Spatula

1. Place the top of a spatula on a table with the handle hanging over the side.
2. Pull the handle down and let go.
3. Tell someone at home what happens when the handle is let go. What do you see? Feel? Hear?
4. Create different sounds for the bouncy ball by allowing more or less of the handle to hang off the table.

### Choice 2: Wooden craft / popsicle stick OR ruler

1. Place one end of the wooden stick / ruler on the table with the other end hanging over the side.
2. Pull the wooden stick / ruler down and let go.
3. Tell someone at home, what happens when the wooden stick / ruler is let go. What do you see? Feel? Hear?
4. Create different sounds for the bouncy ball by allowing more or less of the handle to hang off the table. Move the hand holding the wooden stick / ruler backwards or forwards.

What does the wooden stick, ruler or spatula do as it makes sounds? What happens when you stop the sound?
Hello. I’m Lin. This is my big sister Sato. Sato is in a band with her friends. They keep their instruments in our garage.

Last week, Sato said I could stay and listen. Her friends were late, so she started to play her guitar.

I wondered, “How is it making that sound?”

I reached out to touch the strings as Sato played. I wanted to see how they felt.

I felt the strings wiggle against my hand. Then the music stopped. And so did the wiggling!

Stop and talk: Lin is about to touch the guitar strings. What do you think will happen to the music? Why?

Sato said, “Don’t touch the strings. It makes the sound stop.”

“Why did the sound stop?” I asked.

“Did you feel the strings wiggling?” Sato asked

“Yes,” I said. “Then they stopped.”

“The strings were wiggling really fast,” she said.

“Those wiggles are called vibrations. You need vibrations to make sounds.”
When something **vibrates**, it moves back and forth very fast. In this picture you can see that the string is vibrating.

Every sound comes from something that vibrates. The thing that vibrates is the **source** of the sound.

Sato bangs the drum. What vibrates?

The drum skin vibrates. It is the **source** of the sound. The skin is on the front of the drum.

Sato hits the drum skin to make it vibrate. That is how a drum makes a sound.

After a minute, I put my hand on top of the drum.

Sato kept playing, but the drum made a new sound.

“If you change the **vibrations**,” Sato said, “you can change the sound.”

Sato and I are going to explore more sounds! Look at the sounds we found. Can you guess what vibrates to make the sound? You sing, speak, or yell. What vibrates?

Your **vocal cords** vibrate. They are the source of the sound. Vocal cords are inside your neck. When you use your voice, your vocal cords vibrate. That is how you make sound.
Stop and hum:
Gently put your hand on your throat and quietly hum a low note.
Do you feel any vibrations?

A radio can make many kinds of sounds. You can hear music or voices.
What vibrates?
The **speaker** vibrates. It is the source of the sound. The speaker is the part of the radio that makes sound.

Many other things have speakers, too. Some speakers are hidden inside.

All speakers vibrate. That is how a speaker makes a sound. If you put your hand on a speaker, you might feel it vibrate.

Every sound comes from a source. Every sound comes from something that vibrates. That is how a sound is made.

**Get up and move!**
Stand up, hold a sheet of paper between your hands, and keep very still.

Does the paper make any sound?

Now wiggle the paper really fast.

Do you hear anything now? Why?
The wiggle you made is vibration! Vibrations cause sound.

Directions:
1. Look for things around you that make sound. What vibrates?
   ○ On a sheet of paper, **draw** a picture of a sound source (something that makes sound).
     ■ Label what vibrates!
2. Can you think of ONE more sound source?
   ○ On a sheet of paper, **draw** a picture of a sound source (something that makes sound).
     ■ Label what vibrates!
Activity Three: Investigating Vibration 10 - 15 Minutes (Adapted from Amplify Science - Light and Sound Unit and https://www.exploratorium.edu/snacks/head-harp)

Investigating Vibration

Directions:
1. Notice what you hear, see, and feel for each sound source.
2. Circle Yes or No if you hear, see, or feel something for each sound source.

<table>
<thead>
<tr>
<th>Sound Source Materials</th>
<th>Sound Source</th>
<th>hear</th>
<th>see</th>
<th>feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Harp:</td>
<td>Head Harp</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>String, Yarn, Thread, OR Shoe Lace</td>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Rubber Band Guitar:</td>
<td>4 Rubber bands on plastic container (tupurware) OR one rubber band / hair tie on door handle</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Wooden/Popsicle Stick OR Ruler</td>
<td>Wooden/Popsicle Stick OR Ruler</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Optional Activity: Silly Sounds in Cartoons (5 minutes) (Adapted from Mystery Science Light and Sound Unit (Lesson 1). Full unit accessible at https://mysteryscience.com/light/properties-of-light-sound)

Directions:
1. Practice making the silly sound effects below before you come up with your own in Activity 5!
2. After each sound effect, tell someone at home: What causes the sound? What happens when you stop the sound?

Silly Sound Effects For Cartoons:
1) Chugging steam train: Shake a box of macaroni and cheese in just the right rhythm.
2) Crackling fire: Crunch a package of ramen noodles or crumple a big piece of cellophane wrap
3) Gurgling stream: Use a drinking straw to blow bubbles in a cup of water
4) Flight bird or bat: Slap a pair of leather gloves, tops of leather boots or sleeves of a leather jacket together.
Activity 5: Designing a Sound Source for a Cartoon 20 minutes (Adapted from Amplify Science - Light and Sound)

Possible Materials: tape, glue, scissors, string, ruler, rubber bands, plastic containers, toilet paper/paper towel rolls, cereal box, shoe box, beans, rice, beads, noodles or etc.

Directions:
1. Circle the type of cartoon sound source you are going to make.
2. Build your design and draw a diagram of your design.
3. Complete the Design Goals Checklist
4. Write your answers to the Reflection Questions

1. Circle Cartoon Sound:
   - Weather
   - Animal
   - Action
   - Other: _____________________

2. Build your design and draw a diagram: (if you need more space, draw on a separate sheet of paper)

Label what Vibrates!

3. Sound Sources Design Goals Checklist

   Make sound that you can start and stop.   ____Yes   ____ No
   Make sound for short times or long times. ____Yes   ____ No
   Make a sound that can get louder or quieter. ____Yes   ____ No

4. Reflection:

   What did you like about your sound source?_______________________________________________________
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________

   What would you change about your sound source?_________________________________________________
   ___________________________________________________________________________________________
   ___________________________________________________________________________________________
# GradeK-2 Social Science Project: Uplifting Actions

<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) | 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 learning about uplifting actions that can bring joy to and support to others.  
● Consider designing and performing your own uplifting action to support your community. |
|-------------------------|------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Materials Needed</th>
<th>Paper or notebook, Pencil, pen, or other writing tool</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Question to Explore</th>
<th>How can we take positive action to support and encourage our community during difficult times?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Directions</th>
<th>During difficult times, people have always found ways to support and encourage each other by taking actions that spread joy and make others feel less alone. In this week’s inquiry, students investigate the ways that members of their community and others around the world are performing uplifting actions to bring joy to and support each other. Throughout the week, they’ll use their learning to design and perform their own uplifting action that supports their community.</th>
</tr>
</thead>
</table>

| Safe "Social Distancing" Practices | Though the majority of the examples of taking “uplifting action” in this lesson are virtual and meant to be done within the home, it’s always important to remember to practice safe “social distancing” when you are out in your community. Here are some key tips for practicing safe “social distancing”:  
● Cover your mouth and nose with a cloth face cover when around others |

29
Day 1 (Activity 1): Exploring Creative Responses (15-20 min)

This week we’re thinking about the question: “How can we support and encourage our community during difficult times?”

Your challenge this week:
To design and perform an Uplifting Action to support and encourage your community.

Today you will:
- Look at photographs to see what some people are doing to encourage their community
- Explore challenges faced by your community
- Think about how your special skills and talents could help your community

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool
- “Brainstorming Template” handout (optional)

Let’s Get Started!

A. THINK

Look at this picture of someone’s front door.

How can art help us encourage others and help them feel hopeful?

New Word:
- encourage: give someone support, help them to feel hopeful
B. EXPLORE

- In many places, schools and businesses are closed.
- People are separated but are finding new ways to connect with others.

**New Word:** **social distancing**: staying a safe distance from other people (except people in your home) and not getting together with large groups of people

All over the world, people are finding ways to encourage and **uplift** their communities.

**New Word:** **uplift**: bring joy and happiness

Look on the next page to learn about some fun and safe ways that people are encouraging and uplifting their communities. Ask yourself:
- How are people connecting even though they can’t meet face-to-face?
- What do these different actions have in common?

People find ways to see and talk to friends and family even though they can’t meet face-to-face.

In this picture, music students stay connected by doing what they love, playing music and singing together, but this time through video call. They hope their beautiful music will uplift others.

People around the world are singing and playing instruments out their windows or from their balconies.

OPTIONAL: In this video, neighbors in Germany stay connected and bring joy to each other by singing and playing instruments on their balconies. [youtu.be/z5CrScIHauE](https://youtu.be/z5CrScIHauE)
Many people want to share what they love to do with people who are at home.

This picture shows a message from LeVar Burton, from the tv show “Reading Rainbow.” He wants to help people by doing what he loves, which is reading stories! He is so happy to bring stories to both children and adults.

Many schools and community centers are working hard to give lunches to students while they are not at school.

In this picture, adults who work at the school put nice notes inside lunch bags to encourage and uplift students.

C. DO - In each of the pictures and videos above, people are sharing what they love to encourage and uplift others. Your challenge this week is to create your own Uplifting Action to support, encourage, and bring joy to others. Today, you will brainstorm ideas!

Brainstorm your passions, skills, needs, and limits on a piece of paper (or use the “Brainstorm” handout if you like):

- **Your PASSIONS:** What do you love to do? Do you enjoy music, art, being funny, poetry, or do you have a different passion?
  - Write down 3 passions that you have.
- **NEEDS:** What do you think that others need right now? Do you think people need love, humor, exercise, fun? What else?
  - Write down 3 needs that your community has
- **LIMITS:** You will need to work within your limits. Think about what you can do right now:
  - Places: Right now, I can go…
  - Materials: Right now, I have ….

### Day 1: Brainstorm

<table>
<thead>
<tr>
<th>PASSIONS: What do you love?</th>
<th>LIMITS: You will have to work within your own limits. Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you enjoy music, art, laughter, poetry, etc.? Write down 3 passions.</td>
<td>● What places can you get to right now? ● What materials do you have right now</td>
</tr>
<tr>
<td>1. __________________________</td>
<td>1. __________________________</td>
</tr>
<tr>
<td>2. __________________________</td>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
<td>3. __________________________</td>
</tr>
</tbody>
</table>
COMMUNITY NEEDS: What does your community need right now? (love, laughter, physical activity, fun) Write down 3 needs.

1. _________________________________________________________________________
2. _________________________________________________________________________
3. _________________________________________________________________________

Day 2 (Activity 2): Planning Your Action (15-20 min)

This week we’re thinking about the question: "How can we support and encourage our community during difficult times?"

Your challenge this week: To design and perform an uplifting action to support and encourage your community.

Today you will:
- Explore an example (called a case study) of an uplifting action
- Create an action plan for your own **Uplifting Action** that encourages and brings joy to others in your community

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool

Let’s Get Started!

A. THINK

See - What do you see here?

Think - What do you think is going on? What makes you think that?

Wonder - What do you wonder about this?
B. EXPLORE

Miss You, Love You, Wash Your Hands (MYLYWYH) is a community art project started by artist and teacher Kyle Monhollen in Davis, CA.

He made a lot of signs with the words “MISS YOU, LOVE YOU, WASH YOUR HANDS” and a code that people can scan with a phone to hear the song. He hopes the songs will help people stay safe and connected while they are apart.

Kyle is sharing his signs and helping to bring joy to other places across the country.

Think or discuss:
1. How did Kyle respond to what is happening in the world?
2. How did he use his passions (what he loves) and his skills (what he’s good at) to encourage and uplift others?
3. How did he perform his action using things he had available and following the rules of staying separate from others?
4. OPTIONAL: In this video, Kyle shares a few words about how and why he created his public art. vimeo.com/404758655

Young people are making a difference too! Look at the pictures below of other uplifting actions taken by young people across the country.

- Can you guess what these kids think their community needs right now?
- What do you think these kids love to do?
- Can you guess what these kids think their community needs right now?
- What do you think these kids love to do?
Can you guess what these kids think their community needs right now?

What do you think these kids love to do?

C. DO - Remember your challenge this week: Design and perform an uplifting action to support and encourage your community.

Today, you will create an **Action Plan** to help you meet your challenge and perform your **Uplifting Action**!

- Look at your brainstorm from Day 1.
  - Circle 1 or 2 favorite passions (what you love).
  - Circle 1 or 2 skills (what are you good at?) that you can use for this challenge.
  - Circle 1 or 2 needs that your community has right now.
- Get out a new piece of paper (or use the “Action Plan Template” handout if you like).
- Create your Action Plan by filling in the blanks below with the passions, skills, and community needs you circled on your brainstorm paper. Don’t forget to create a drawing, too! It should show details about your **Uplifting Action**.
  - I will use my love for/my skill at (circle one) to take the uplifting action of so I can meet my community’s need for

**Day 2: Action Plan**

I will use my **[love for or my skill at]**

(Circle one.)

to take the uplifting action of _______________________________________

(What are you going to do? Fill in your action here.)

so I can meet my community’s need for _______________________________________

(What do you think your community needs?)

**Now draw out your idea!**
This week we’re thinking about the question: “How can we support and encourage our community during difficult times?”

Your challenge this week:
To design and perform an uplifting action to support and encourage your community.

Today you will:
- Think about your work and reflect on your progress
- Make a plan to improve your work

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool
- Your work from previous activities

Let’s Get Started! A. THINK

You’ve already created your Action Plan describing your uplifting action. When someone sees your plan, they should see:
- You are using a passion (what you love) to do something that encourages and brings joy to your community based on what they need
- It’s possible to carry out your plan
- A sketch that shows what your action will be, look like, or do

B. EXPLORE

Look at this student’s action plan:
- Is this person doing something they love in a way that brings joy to someone else?
- Will this person be able to do this safely with the materials they have?
- Does the sketch show the action they want to do?
C. DO - Your challenge this week: Design and perform an uplifting action to support and encourage your community. Today, you will explore your action plan to check if you are meeting your goal.

- Pencils down! This is a thinking exercise! Look at your action plan and ask:
  - Are you doing something you love in a way that brings joy to someone else?
  - Will you be able to do this safely with the materials you have?
  - Does your sketch show the action you want to do?
- Wait, still don’t touch your work! First, complete one of these sentences on a separate piece of paper or directly on your action plan:
  - I will add...
  - I will try...
  - I will adjust...

Now, make the changes you explained above on your action plan! Be sure to save your action plan so you can use it to guide you when you perform your uplifting action.

### Day 4 (Activity 4): Taking Your Action (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can we support and encourage our community during difficult times?&quot;</th>
<th>Your challenge this week: To design and perform an uplifting action to support and encourage your community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will: • Take action to encourage and uplift your community.</td>
<td>You will need: • Paper or notebook • Pencil, pen, or other drawing tool • Your work from previous activities • Coloring materials (optional)</td>
</tr>
</tbody>
</table>

**Let’s Get Started!**  
**A. THINK** - Remember your action 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 Uplifting Actions by other students:
  - What changes did this person make when they took action?
  - How did this person execute their plan?
C. DO - Today, you will work to make your “Uplifting Action” really happen!
  ● Get out your action plan and any other materials from previous activities.
  ● Think about your action plan and decide:
    ○ How will you take action?
    ○ Do you need supplies and/or an adult to help you?
  ● Get to work doing, creating, or performing your Uplifting Action!

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

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can we support and encourage our community during difficult times?&quot;</th>
<th>Your challenge this week: To design and perform an uplifting action to support and encourage your community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will:</td>
<td>You will need:</td>
</tr>
<tr>
<td>● Think about how your Uplifting Action encourages and supports your community.</td>
<td>● Your work from previous activities</td>
</tr>
<tr>
<td>● Find a way to share your final work</td>
<td></td>
</tr>
</tbody>
</table>

Let’s Get Started! A. THINK - What if everyone took action like you did this week?

B. EXPLORE
  ● Look at your finished Uplifting Action.
  ● Think about or discuss:
    ○ Did you reach your goal?
    ○ How do you hope others feel when they see your work?

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).
  ● Ask an adult to help you share your work online with the #inquirEDtogether hashtag.
  ● Keep photographs and other evidence from your Uplifting Action somewhere safe. You can look back on these later to remember this unique moment in history.
Day 5: Sharing

Please take a look at my work and fill this out. Thank you! I have a... (circle one)

comment:  
question:  
connection:  

Cross Content Connection: By examining examples of uplifting actions, and by designing and performing your own uplifting actions, you are using many social science skills, but also so much more! There are so many connections to language arts, math and science that you can continue to explore. Here a few ways to extend your learning and make connections to other subjects.

- **Math:** As we’ve learned this week, uplifting actions are happening all around us in our community. Take a walk in your neighborhood and find various uplifting actions. How many uplifting actions can you find your community?
- **Language Arts:** Find articles and photographs (in newspapers or magazines) of others completing uplifting actions. Cut out the articles and create an “Uplifting Actions” book. Take a photo of you performing your action and add it to your book.