Kindergarten 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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**Kindergarten Literacy Project: Chocolate Milk, Por Favor**

**Estimated Time**
60-70 minutes

**Grade Level Standard(s)**
- **RL.K.2** With prompting and support, retell familiar stories, including key details.
- **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- **W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Caregiver Support Option**
Help your child access additional books online via the [CPS Virtual Library](https://www.cpsvirtuallibrary.org). 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**
The story, *Chocolate Milk, Por Favor* (found below)
- Pencil, Blank paper and crayons, markers, or colored pencils

**Questions to Explore**
- Who is (character name)? What happened to him/her in this story?
- How is (character 1) different from (character 2)? Where does the book show or say that?
- How are (character 1) and (character 2) the same? Where does the book show or say that?
- Where is this story happening? How do you know?
- Who is talking in the story?

**Student Directions**
See each activity below for instructions.

**Activity 1: Let’s read a story!**
Read the book, “Chocolate Milk, Por Favor” with a parent or by yourself.

Johnny was walking into school when he first saw the new kid. “What a baby,” he thought, as the boy cried and held his mother’s hand. She whispered something to him, words that sounded different to Johnny. “Mmm, delicioso!” the boy smacked his lips...
“Let’s welcome Gabe to our classroom family. He will not understand our words at first. Think about what you can do to help me.” Johnny’s teacher said.

Johnny didn’t smile. He didn’t like kids who cried.

At reading time, Gabe sat next to Johnny. Johnny pulled his book close to his chest. *I am not sharing with him*, he thought. *Crybaby,* whispered Johnny to Gabe. Gabe didn’t say a word.

It was lunchtime. Gabe whispered to the lunch aide, “leche chocolate, por favor.” The boy behind him announced, “I think he wants a chocolate milk.”

Johnny watched his friend help Gabe & spoke up. “Look, he’s not like us. He can’t even order lunch.” Johnny sat & enjoyed his lunch while Gabe...
sat alone, drinking his chocolate milk. just couldn’t do it.

“Join our team!” a girl shouted to Gabe. Gabe didn’t move until she motioned for him to come over. Gabe waved over to Johnny before running to the field, but Johnny ignored him. The team high-fived their teammate. Well, look at him. He thinks he’s so cool, Johnny told himself as he blinked back tears. He wouldn’t be a crybaby.

Johnny’s jaw dropped. Why were they being nice to Gabe? What fun was he when he couldn’t even talk?

All week, Johnny watched Gabe from a distance. Gabe came to school every day. He still never said anything but was trying new things.

By the end of the week, Johnny sat alone at lunch. Gabe was surrounded by boys and girls laughing and sharing with him.

At recess that day, Gabe kicked the soccer ball over to Johnny. Johnny shook his head no. Gabe did the tricky move anyhow.

Gabe showed him the move over and over again. Finally, Johnny did it. “YES!” he shouted. Gabe beamed and patted him on the back.
“It’s so hard! How do you do it?” Johnny asked.

As Johnny walked back to the school, Gabe silently by his side, something clicked for him. He got it. That horrible feeling of being frustrated and wanting to cry because he couldn’t get the soccer move—that’s how Gabe must have felt learning a new language. I did it. I finally got the tricky move, and Gabe is getting it, too! Johnny believed.

The next morning, Gabe was walking into school when Johnny waved to him. “Hi,” he said, handing Gabe a carton of chocolate milk. “I know it’s your favorite,” Johnny added.

“Thank you,” Gabe replied. Johnny and Gabe both smiled. Today would be a great day. Johnny learned that actions speak louder than words. He understood that to have a friend is first to be a friend. And

The End!
having a friend meant the world to Johnny.

A. After you finish reading, draw the characters in the story and write their name under the picture like this:

B. Then, draw the setting or settings (where the story takes place) in the story like the example below. Don’t forget to add labels!

Activity 2: What happened in the story? Let’s retell the story with details. Using the pictures you drew of the characters and setting, retell the story in order from beginning to end to an adult. Use words like “first,” “then,” “next,” and “last.”

Activity 3: Let’s Write - Now, write what took place in the story from beginning to end. You can use the Five Finger Retell sheet or write on a separate sheet of paper. Remember, you can look back at the story if needed.

Activity 4: Reflection
A. How did this project make you feel? Did you like the story? Why or why not? If you could change the story, what would you change? Why?
B. Record your thoughts and feelings on a blank piece of paper. Be proud of yourself!

Cross Content Connection:
- Social Studies - Using listening, consensus building, and other procedures to decide on and take action.
- Art - Using materials found at home, students use creativity and
# Kindergarten Math Project: A Trip to the Zoo

| 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) | **Counting & Cardinality**  
K.CC.A: Know number names and the count sequence.  
K.CC.B: Count to tell the number of objects.  
K.CC.C: Compare numbers  
**Operations & Algebraic Thinking**  
K.OA.A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  
**Numbers and Operations in Base Ten**  
K.NBT.A: Work with numbers 11–19 to gain foundations for place value. |
| Caregiver Support Option | Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in activity. (See Questions to Explore below.) |
| Materials Needed | Paper, pencil, scissors, glue (crayons or coloring pencils are optional) |
| Question to Explore |  
- What do you need to do to find out what number is missing?  
- What patterns do you notice with teen numbers?  
- What words let you know when to add?  
- What words let you know when to subtract? |
| Student Directions | Each activity below has directions for you to follow. |
**Activity 1: Fun with Animals**

**Day 1: Missing Numbers Game 1 - 10:** Have your child choose his/her favorite animal and pretend each number represents that many of his/her favorite animal. Cut out the number cards 1 - 10 at the end of the packet, select 5 - 10 numbers in order and put them in a line face up from least to greatest. Flip one number card over (face down) and ask your child if he/she can tell which number(s) is missing. For example, the numbers 3 - 7 are in a line face up. Without your child looking, flip over number 5 and him/her guess the missing number. Your child can say the numbers in order to check his/her response. Play the game 2 – 3 more times while selecting different number lines and different numbers to turn face down.

Bonus: Use the number cards 1 - 10 and select 5 – 10 numbers and line them up in order face up. Turn two numbers face down and ask your child to identify the missing numbers. For example, lay numbers 1 - 6 in order face up. Turn numbers 2 and 4 face down and ask your child to identify the missing numbers. Play game 2 - 3 more times while selecting different number lines and different numbers to turn face down.

**Extension Activity:** Play the same game above but use the number cards 1-20. Turning one, two, three, or even four cards face down and have your child identify the missing numbers.

**Day 2: Is There Enough to Eat?** Assist your child with reading the story problems, asking, and answering the questions. Your child may want to color the pictures.

1. There are 15 monkeys in the tree.

How many bananas are there in all? ________ bananas

Can every monkey have a banana to eat? Circle Yes or No

Complete the sentence below using the word more or less.

There are ________ bananas than monkeys.
2. There are 17 dolphins in the ocean.

How many fish are there in all? _______ fish

Can every dolphin have a fish to eat? Circle Yes or No

Complete the sentence below using the word more or less.

There are ____________ fish than dolphins.

3. There are 10 snakes in the grass.

How many eggs are there in all? _______ eggs

Can every snake have an egg to eat? Circle Yes or No

Complete the sentence below using the word more or less.

There are ____________ eggs than snakes.
4. There are 13 birds 🐦 flying in the air.

How many worms are there in all? _______ worms

Can every snake have an egg to eat? Circle Yes or No

Complete the sentence below using the word more or less.

There are __________ eggs than snakes.

Extension Activity: Have your child create his/her own story problems on paper, asking and answering the same type of questions like above. For example, there were 7 giraffes and 10 leaves. Can every giraffe eat a leaf? Complete the sentence using more or less “Are there _______ giraffes than leaves?”

Day 3: Adding onto 10 Game: Using 10 objects or 10 fingers and the Animal Game Board at the end of the packet, your child will add onto 10 to complete the addition facts below to tell how many animals are eating. Have your child select a number from the Animal Game Board and identify the animal(s) for that number. Start with 10 of that same animal using objects or fingers. Then, add the number of animals in the selected box to the 10. Tell how many in all and complete an equation below. For example, your child selects 3 from the Animal Game Board. He/she starts with 10 lions eating and says 3 more lions are eating. Then, he/she completes the addition fact by writing 10 + 3 = 13. Have your child say 10 + 3 = 13.

10 + ______ = ______
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10 + ______ = ______
10 + ______ = ______

Extension Activity: Have your child choose any animal to represent 10. Then, he/she adds two different numbers from the Animal Game Board and tells how many animals all together. For example, your child says he/she has 10 tigers. Then, your child adds 2 dolphins and 5 giraffes. Finally, your child tells you that altogether there are 15 animals. Have your child complete examples like using paper if needed.
### Activity 2: Counting Animals

#### Day 4: One More or One Less Animal:
Have your child fill in the blank in each box below to continue the pattern by adding one more or one less. Write the missing number on the line.

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#### Extension Activity:
Assist your child with completing patterns with 5 - 10 numbers that have two numbers missing and write the missing numbers on the lines. For example, write the following number pattern on paper: 8, 9, ____ , 11, ____ , 13, ____ . Have your child fill in the missing numbers. Repeat this activity 3 - 5 times using different starting numbers and counting backwards and forwards.

#### Day 5: Taking Away 10:
Shuffle the number cards 1 – 9 from the end of the packet. Have your child randomly select a number card and match it to the subtraction fact on the game board below. Have your child do this until he/she has used all of the number cards. For example, if your child selects 5, he/she will lay it on top of the subtraction fact 10 – 5.
Extension Activity: Using the number cards 10 - 20 below, shuffle the cards and turn them over face down. Have your child flip a card over and subtract 10 from that number. For example, your child flips over 18. Your child says “18 - 10 = 8.” Repeat until all the cards in the pile are pulled.

Day 6: Sleeping Animals: Using 10 objects or 10 fingers and the Animal Game Board at the end of the packet, your child will subtract up to 9 to complete subtraction facts to tell how many animals are sleeping. Have your child select a number from the Animal Game Board and identify the animal(s) for that number. Start with 10 of that same animal using objects or fingers. Then, subtract the number of animals in the selected box from 10. Tell how many in all and complete an equation below. For example, your child selects 3 from the Animal Game Board. He/she starts with 10 lions sleeping and says 3 more lions are sleeping. Then, he/she completes the subtraction fact by writing 10 - 3 = 7. Have your child say “10 - 3 = 7”.

10 - ______ = ______
10 - ______ = ______
10 - ______ = ______
10 - ______ = ______
10 - ______ = ______
10 - ______ = ______

Extension Activity: Find 20 small objects in your house (i.e., toys, cotton balls, beans, etc.) and draw a number card from 1-20. Take that many of your objects away and how many. Then, complete the equation and say it aloud. For example, 20 monkeys minus 6 monkeys equals 14 monkeys. Then, have your child say “20 – 6 = 14”. Have your child complete examples like this using paper if needed.
Activity 3: Play Time

**Day 7: Missing Numbers Game 11 - 19:** Have your child choose his/her favorite animal and pretend each number represents that many of his/her favorite animal. Using the number cards 11 - 19, select 5 - 10 numbers in order and put them in a line face up from least to greatest. Flip one number card over (face down) and ask your child if he/she can tell which number(s) is missing. For example, numbers 11 - 15 are in a line face up. Flip over number 14 and have your child guess the missing number. Your child can say the numbers in order to check his/her response. Repeat this activity 2 – 3 more times while selecting different number lines and different numbers to turn face down.

**Extension Activity:** Use the number cards 11 - 19 and select 5 – 10 numbers. Line them up in order face up. Turn two numbers face down and ask your child to identify the missing numbers. For example, lay numbers 13 - 17 in order face up. Turn numbers 14 and 16 face down and ask your child to identify the missing numbers. Repeat this activity 2 – 3 more times while selecting different number lines and different numbers to turn face down.

**Day 8: Matching Teens Game:** Shuffle the number cards 11 – 19. Have your child randomly select a number card and match it to the addition fact on the game board below. Have your child do this until he/she has used all of the number cards. For example, if your child selects 12, he/she will lay it on top of the addition fact 10 + 2.

<table>
<thead>
<tr>
<th>10 + 8</th>
<th>10 + 2</th>
<th>10 + 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 + 4</td>
<td>10 + 9</td>
<td>10 + 1</td>
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<tr>
<td>10 + 5</td>
<td>10 + 3</td>
<td>10 + 6</td>
</tr>
</tbody>
</table>

**Extension Activity:** Using the number cards 1 - 9, shuffle the cards and turn them over face down. Have your child flip a card over and add 10 to that number. For example, your child flips over 6. Your child says “10 + 6 = 16.” Repeat until all the cards in the pile are pulled.
**Day 9: Animal Habitats:** Assist your child with identifying the animals below and their habitat (where they live). Have your child add or subtract to answer the questions. Then, have him/her write the answer to complete each sentence and draw items to show how he/she solved each question. For example, there were 13 zebras grazing in the jungle and 5 more joined them. How many zebras were there in all? There were 18 zebras in all. Your child will show his/her work on paper by drawing objects to represent 13 zebras and 5 zebras.

<table>
<thead>
<tr>
<th><strong>Illustration</strong></th>
<th><strong>Question</strong></th>
<th><strong>Answer</strong></th>
<th><strong>Work on Paper</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="animal.png" alt="Lion" /></td>
<td>There are 6 mother lions and 6 baby lions outside the den. How many lions are there altogether?</td>
<td>There are ___________ lions altogether. Show your work on paper.</td>
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</tr>
<tr>
<td><img src="animal.png" alt="Giraffe" /></td>
<td>There were 11 giraffes eating leaves from the trees. Three walked away. How many giraffes are there still eating leaves?</td>
<td>There are ___________ still eating leaves. Show your work on paper.</td>
<td></td>
</tr>
<tr>
<td><img src="animal.png" alt="Dolphin" /></td>
<td>There were 12 large dolphins and 4 small dolphins swimming in the oceanarium. How many dolphins were there altogether?</td>
<td>There were ___________ dolphins altogether. Show your work on paper.</td>
<td></td>
</tr>
<tr>
<td><img src="animal.png" alt="Bear Cub" /></td>
<td>There were 10 baby bear cubs outside the cave and 8 momma bears inside the cave. How many bears were there in all?</td>
<td>There were ___________ bears in all. Show your work on paper.</td>
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</tr>
<tr>
<td><img src="animal.png" alt="Elephant" /></td>
<td>There were 16 elephants standing in the sun in the forest and 7 walked away to go in the shade. How many elephants were left standing in the sun?</td>
<td>There were ___________ elephants left standing in the sun. Show your work on paper.</td>
<td></td>
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</tbody>
</table>

**Extension Activity:** Have your child create his/her own addition and subtraction number stories about animals using two or more animals in their habitat and show his/her work on paper. For example, we saw 10 seals in the water, 7 monkeys sitting in a tree and 2 pigs in their pen. Altogether, we saw 19 animals. Your child will show his/her work by drawing objects to represent 10 seals, 7 monkeys and 2 pigs.
**Activity 4: Reflection**

**Day 10: Scavenger Hunt:** Find and name items inside and outside to solve each addition or subtraction fact. Have your child write numbers to represent how many there are in all or how many are left in each box. For example, find 10 shoes plus 2 more in the bedroom. There are 12 shoes all together. So, write the number 12 on the line in the box.

<table>
<thead>
<tr>
<th>10 – 3</th>
<th>9 + 1</th>
<th>5 + 6</th>
<th>4 – 1</th>
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<tr>
<td>Look in the Kitchen</td>
<td>Look in the Bedroom</td>
<td>Look Outside</td>
<td>Look in the Bathroom</td>
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<table>
<thead>
<tr>
<th>12 – 7</th>
<th>5 + 5</th>
<th>8 – 2</th>
<th>10 – 9</th>
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<tr>
<td>Look Outside</td>
<td>Look in the Kitchen</td>
<td>Look in the Bathroom</td>
<td>Look in the Bedroom</td>
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<table>
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<tr>
<th>9 + 4</th>
<th>6 – 3</th>
<th>9 – 6</th>
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<tr>
<td>Look in the Bedroom</td>
<td>Look in the Bathroom</td>
<td>Look in the Kitchen</td>
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**Extension Activity:** Have your child find and name items using other addition and subtraction facts and in different locations in the home.
Cross Content Connections:

**Literacy** - Read sentences, write numbers, write addition and subtraction sentences, and draw pictures.

**Social Science** - Identify habitats of animals.

**Science** - Identify different kinds of animals, their habitats, and the foods they eat.

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

Additional Digital Resources:
Check out these additional resources with your child to extend your child’s exploration of addition and subtraction! As you work through these resources, continue to ask your child open-ended questions, such as:
- How did you know whether to add or subtract?
- What tools could you use to help you solve the problem?
- Can you explain this to me?
- What strategy did you use? Why?
- Compare the numbers. Which is more? Which is less?
- What was your favorite activity? Why?

**Read Alouds**

*Polar Bear, Polar Bear, What do You See?*  
https://www.youtube.com/watch?v=ehoGdGokXfc

*Brown Bear, Brown Bear, What do You See?*  
https://www.youtube.com/watch?v=WST-B8zQleM

**Math Learning Center - Math at Home**  
https://mathathome.mathlearningcenter.org/kindergarten

Kindergarten Activities of the Day  
https://mathathome.mathlearningcenter.org/activities-of-the-day

Kindergarten Family Games  
https://sites.google.com/mathlearningcenter.org/math-at-home/family-games

**Zoo Animals for Kids** (video)  
https://www.youtube.com/watch?v=VSGy007Awzg

**PBS Learning Media**

Zoo Safari - Everyday Learning (video)  
https://illinois.pbslearningmedia.org/resource/evscps.sci.life.safari/zoo-safari/

**Nature Nuggets: Animal Homes** (video)
Cut cards apart the Number Cards below and use them for the following activities: Missing Numbers Games (Days 1 and 7), Taking Away 10 (Day 5), Sleeping Animals (Day 6), and Matching Teens Game (Day 8).
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<td>17</td>
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<tr>
<td>seventeen</td>
<td>eighteen</td>
<td>nineteen</td>
<td>twenty</td>
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Use the game board below for the following activities: Adding onto 10 Game (Day 3) and Sleeping Animals (Day 6).
# Kindergarten Science Project: Save Alpine Village with Forces

<table>
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<th>Estimated Time</th>
<th>60-70 minutes</th>
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<tr>
<th>Grade Level Standard(s)</th>
<th>K-PS2-2. Engineering: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</th>
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</thead>
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| Caregiver Support Option | - Read the readings together with your child. Ask your child questions as you read.  
- Help your child make a mini-book to keep track of forces for 3 days.  
- Help your child build their Tiny Town; they will especially need help with pushpins, since they are sharp and small.  
- Your child might enjoy making a Tiny Town out of Legos or other toys instead of paper, or they can decorate the Tiny Town paper home. Encourage creativity! |

| Materials Needed | This materials list is flexible. Alternatives are provided for each item:  
- Cardboard (or styrofoam, or a notepad)  
- Clipboard (or cardboard)  
- Paper (or sticky notes, or build a toy village out of Legos or other toys)  
- Tape (any variety)  
- 5 Pushpins (or toothpicks, unfolded paper clips, or skewers)  
- Ping pong ball (or any other small ball)  
- 2 plastic/paper cups  
- Books (or anything else to elevate the cardboard “hill”) |

<table>
<thead>
<tr>
<th>Question to Explore</th>
<th>How can we save a mountain town from falling boulders using forces?</th>
</tr>
</thead>
</table>

| Student Directions | Instructions are provided for each activity. |
Activity 1: Introduction to the problem (5 minutes)

[Adapted from Mystery Science Force Olympics Unit (Lesson 5). Full unit accessible at https://mysteryscience.com/pushes/forces-machines-engineering]

Directions: Read the story below and discuss the questions.

Alpine Village is a town that sits at the bottom of tall, rocky mountains. Take a look at Alpine Village in the picture below.

- How is Alpine Village similar and different from Chicago?

One beautiful sunny day, several residents of Alpine Village went for a hike up the steep mountain near the town. While out on the hike, they noticed a huge boulder that looked like it might fall down towards the town! They were worried, but confident that the town’s engineers would be able to help solve the problem. When they returned to town, they told the engineers what they saw. The engineers said that they could use forces to make sure the boulder did not hit the town.

- What do you think the engineers could do to make sure the boulder did not hit Alpine Village below?
Activity 2: A Busy Day in Pushville (Spanish) (10-15 minutes)

Whenever we see an object start to move, stop moving, or change direction, that is evidence that something exerted a force on it.

A. Read the following book, A Busy Day in Pushville, and look for evidence of forces.
B. Point to at least one force you observe in each section. Is it a push or a pull?
C. Explain whether the force is causing the object to:
   - Start moving
   - Stop moving
   - Change direction

A Busy Day in Pushville
[Source: Amplify Science - Pushes and Pulls Unit]

I live in a town called Pushville. People do all kinds of different jobs in my town. On the way to the library with my dad, I see lots of people doing their jobs. They all use forces to do their jobs! I just learned about forces at school, and now I see people using forces everywhere. They use pushes and pulls to make things move and change. Pushes and pulls are forces.

The Baker
The Baker kneads bread dough.

She pushes the dough against the counter. Bam! Bam! Bam!
She pulls the dough until it is loooooong. Strrrrrretch.

When the dough is ready, she pushes the pan into the oven so that it can bake. She will pull the pan out of the oven when it is just right. Yum!

The Firefighter
The firefighter pulls the hose out of the fire truck.

He pulls and pulls to unroll the hose. It is very long.

The hose has to reach all the way from the truck to the tree so the firefighter can put the fire. He pulls it across the lawn and up to the tree. Splash! He puts out the fire.
The Gardener

The gardener pulls on his gardening gloves. He pushes up his sleeves and gets a rake.

Then he pulls the rake to drag across the lawn.

He pulls the rake again and again to bring all the leaves into a big pile. Then the pile is ready for kids to jump into!

The Picture

When we get back home, my dad and I sit and make pictures together. I push a paintbrush across the paper. I painted a river!

My dad is drawing with pencils. He pulls the pencil down the page to make a line. What is he drawing?

The Grocery Store

When my mom gets home from work, we all go to the grocery store together to get some food for dinner. We push the grocery cart around the store. Dad pulls a box off the shelf and puts it in the cart.

At home, we cook dinner together. Dad pulls open a drawer to get forks for us. It is time to eat. We all pull our chairs into the table. What a great day! I can find forces everywhere.

Activity 3: Forces in Ball Games (Spanish) (10-15 minutes)

Whenever we see an object start to move, stop moving, or change direction, that is evidence that something exerted a force on it.

D. Read the following book, Forces in Ball Games, and look for evidence of forces.
E. Point to at least one force you observe in each section. Is it a push or a pull?
F. Explain whether the force is causing the object to:
   - Start moving
   - Stop moving
   - Change direction
Forces in Ball Games

[Source: Amplify Science - Pushes and Pulls Unit]

People love to play ball games. A ball game is any game with a ball in it.

To play a ball game, you need to make the ball move. To make a ball move, you need to exert a force on it. Forces are pushes and pulls. You can exert a force on a ball by hitting it, kicking it, bouncing it, throwing it, or catching it. There are lots of other ways, too.

**How does the ball move in tennis?**

The women played tennis. This player threw the ball up into the air. The ball went up because her hand exerted an upward force on the ball.

The ball was flying toward this player. She hit it with her racket. The ball started moving away from her. The ball changed direction because the racket exerted a force on it.

**How does the ball move in T-ball?**

The boys played T-ball. The ball was sitting on the T. The boy hit the ball with the bat. The ball started moving. The ball started moving because the bat exerted a force on the ball.

The ball was flying through the air. The boy caught it with his mitt. The ball stopped moving because the mitt exerted a force on it.

**How does the ball move in pinball?**

I played pinball. I pulled the launcher back and let go. The launcher hit the ball and it rolled away. The ball started to move because the launcher exerted a force on the ball.

The ball was rolling toward me. I hit the ball with the flipper. The ball started rolling the other way. The ball changed direction because the flipper exerted a force on the ball.
Activity 4: Create your own book about forces! (15 min.)
Directions: Use the instructions below to make a mini-book.
- For the next 3 days, keep track of the forces you see all around you.
- Describe each one as a push or a pull.
- For each force, describe if it makes the object start moving, stop moving, or change direction.

How to Fold a Mini Book

Materials
- 8 1/2 x 11 piece of paper
- scissors

Directions
1) Fold paper in half on the long side.
   [don’t unfold it]
2) Fold paper in half on the short side.
   [don’t unfold it]
3) Fold the paper in half on the short side again.
4) Unfold the paper. Then fold it in half on the short side.

Activity 5: Investigate: How can we save Alpine Village from the boulder? (20 min.)
[Adapted from Mystery Science Force Olympics Unit (Lesson 5). Full unit accessible at https://mysteryscience.com/pushes/forces-machines-engineering]
A. In this activity, you will make a model of Alpine Village and design a solution to save it from the boulder! You will need some materials for this activity: paper, cardboard, 2 cups, a ball, a couple of books, tape, a clipboard, and 5 pushpins. Ask a grown up for help with this activity, and be careful with the pins! If you don’t have all of the materials, that’s ok - be creative! You can replace any of the materials with something else you find in your home (see the first page of this packet for examples of alternative materials you can use).
B. After you gather your materials, set them up just like the picture on the previous page. Cut out the house pictures are on the last page of this packet.

C. Follow the instructions to make your Tiny Town:
   ○ Make a "cardboard hill" by stacking two pieces of cardboard and inserting them under the clip of the clipboard.
   ○ Make a 3-inch stack of books on a desk or table. Make a hill by setting the clipped end of your cardboard on the edge of the books.
   ○ Tape the bottom of the cardboard to the table with masking tape to keep the assembly from slipping.
   ○ Tape one cup to the top right corner of the cardboard. Be sure the lip of the cup sits ON TOP of the cardboard’s edge, and not below it.
   ○ Tape the other cup to the bottom left corner of the cardboard, so that it hangs off the edge of the clipboard and onto the table. Be sure the lip of the cup sits BELOW the edge of the cardboard, and not on top of it.
   ○ Cut out the Tiny Town houses, fold, and place them next to the cup at the bottom of the ramp. Stick the pushpins into the top left corner of the assembly, and the game station is ready to go.

D. Once you have set up your village, you can put the ball in the cup at the top of the hill and let it fall down. Your job is to use the push pins to make sure the ball falls into the cup at the bottom of the hill and doesn’t hit any of the Tiny Town houses! You can put the push pins anywhere you like to control the direction the ball moves as it falls down the hill.

*Important*: Keep experimenting until you have figured out a setup that directs the ball into the cup at the bottom of the hill. Remember you want the ball to miss the town and fall into the cup.

E. During the activity: Discuss the following questions as you try to save the Tiny Town from the boulder:
   a. Where do you see evidence of forces as the ball rolls down the cardboard?
   b. Are the forces pushes or pulls?
   c. How does the ball change direction? What causes it to change direction?

F. After the activity:
   a. Were you able to save Alpine Village (paper houses) from the falling boulder (the ball)?
   b. Were you able to set up the pins to make the ball fall into the bottom cup more than once? How did you do it?
   c. What did you learn about forces by doing this project?
Directions: Tiny House Tents

- Cut along the solid lines. Fold along the dotted line, so you make a little house tent. You will have six houses.
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>

| Question to Explore | How can we take positive action to support and encourage our community during difficult times? |

| Student Directions | 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. |

| 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  
● Stay at least 6 feet (about 2 arms’ length) from other people |
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?</td>
</tr>
<tr>
<td></td>
<td>• What materials do you have right now</td>
</tr>
</tbody>
</table>

| 1. _________________________________ | 1. _________________________________ |
| 2. _________________________________ | 2. _________________________________ |
| 3. _________________________________ | 3. _________________________________ |
**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)**

<table>
<thead>
<tr>
<th><strong>This week we’re thinking about the question:</strong></th>
<th><strong>Your challenge this week:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;How can we support and encourage our community during difficult times?&quot;</td>
<td>To design and perform an uplifting action to support and encourage your community</td>
</tr>
</tbody>
</table>

**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?
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!
Day 3 (Activity 3): Evaluating the Work (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:
- 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:</td>
<td>You will need:</td>
</tr>
<tr>
<td>- Take action to encourage and uplift your community.</td>
<td>- Paper or notebook</td>
</tr>
<tr>
<td></td>
<td>- Pencil, pen, or other drawing tool</td>
</tr>
<tr>
<td></td>
<td>- Your work from previous activities</td>
</tr>
<tr>
<td></td>
<td>- 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?

![Action Plan](image1)

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>Final Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2" alt="Action Plan Image" /></td>
<td><img src="image3" alt="Final Work Image" /></td>
</tr>
</tbody>
</table>
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>
</table>
| Today you will:  
  - Think about how your Uplifting Action encourages and supports your community.  
  - Find a way to share your final work | You will need:  
  - Your work from previous activities |

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.