

Hillcrest

Elementary School



Packet for Ms. Rice's Class GROUP 1
Paquete para GRUPO 1 en la clase de Ms. Rice





Activity Packet for Continued Learning

Spring 2020

Dear Parents Guardians and Families,

In order to continue learning at home, I have found some resources that your child can work on at home. The packet you are receiving has been differentiated based on your child's needs. The packets are called "Independent Study Packet". The packets include reading, math, writing, and other fun activities that they can do. Some of the fun activities require materials you may not have at home; these activities are optional. You have been provided with three weeks of activities. Work on one packet a week.

When you receive the packet, look at the second page that says "Activity Menu". This is just a suggestion for what your child can do daily.

In addition to worksheets, please continue to work on online resources such as www.Raz-kids.com, www.Splashlearn.com, and www.epic.com, to name a few. A list of online resources is also provided on the school's website. Additionally, your child can log into Google Classroom where I will be adding additional materials such as educational videos.

If you have any questions, please reach be via email at rrice@peekskillschools.org.

Thank you so much for your partnership during this time. Stay well.

Sincerely,

A handwritten signature in black ink that reads 'Rachel Rice'.

Ms. Rachele Rice



Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Randy Lichtenwalner
Principal

Shannon O'Grady
Assistant Principal

Hillcrest Elementary School, 4 Horton Drive, Peekskill, NY 10566

Phone: (914) 739-2284 Fax: (914) 737-9053

Email: rlichtenwalner@peekskillschools.org

Email: sogrady@peekskillschools.org

April 7, 2020

Dear Hillcrest Families,

The Peekskill City School District and Hillcrest Elementary are committed to providing instructional resources to our students for use during school closures. Our teachers have worked to create a packet of instruction that your child can use on a daily basis. We have included reading, writing, math and more.

In addition to books and worksheets, we have provided a list of online resources that we use at school and your child is familiar with and enjoys learning from. Each student has their own login and we have provided directions to our website for online access.

The information contained in this packet will be provided online on our school page as well. Please have your child work for a minimum of one hour a day on the packet. In addition, your child should read for at least 30 minutes, as well as work online if feasible via the websites provided.

If you have any questions, please reach me via email at rlichtenwalner@peekskillschools.org.

We thank you for your partnership during this extraordinary time in our city and country.

Sincerely,

Randy Lichtenwalner
Principal



Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

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07.abril.2020

Estimadas Familias de Hillcrest,

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Hillcrest se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas, y mas.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y si hijo está familiarizado y le gusta usar a aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a rlichtenwalner@peekskillschools.org.

Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

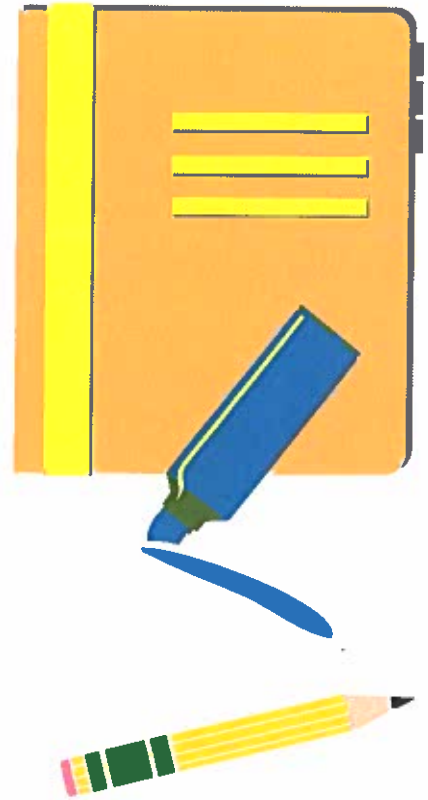
Sinceramente,

Randy Lichtenwalner
Director

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal (everything can go in one place)
- You will need colored pencils, markers, or crayons for some of the activities.
- You will also need scissors and tape or a glue stick.
- You will also need some books to read!

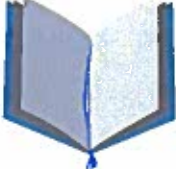





Directions & Tips



- You may complete the activities in any order.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 15 minutes each day and choose one activity from your reading log to complete.				
Writing	Each day, write some news about what you did in the Daily News worksheet.				
Literacy 	Goldilocks and the Three Bears Storyboard	Choose the Caption	Story Sequencing	Identifying Opposites	Draw the Story
Math 	The Number 100 Learning about 100	Position and Direction	Color by Number Sand Castle Color by Sum: Rocket to Mars	Doing Data: The Pet Store Tally	Money Practice
Other Fun Stuff 	Design Challenge: Creating a Cup Tower Pop Art Collage Make a Paper Bag Costume Chinese Writing: Numbers 1-20 Will it Fit?				



Parent/Guardian Signature: _____



Reading Log

1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story? 	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

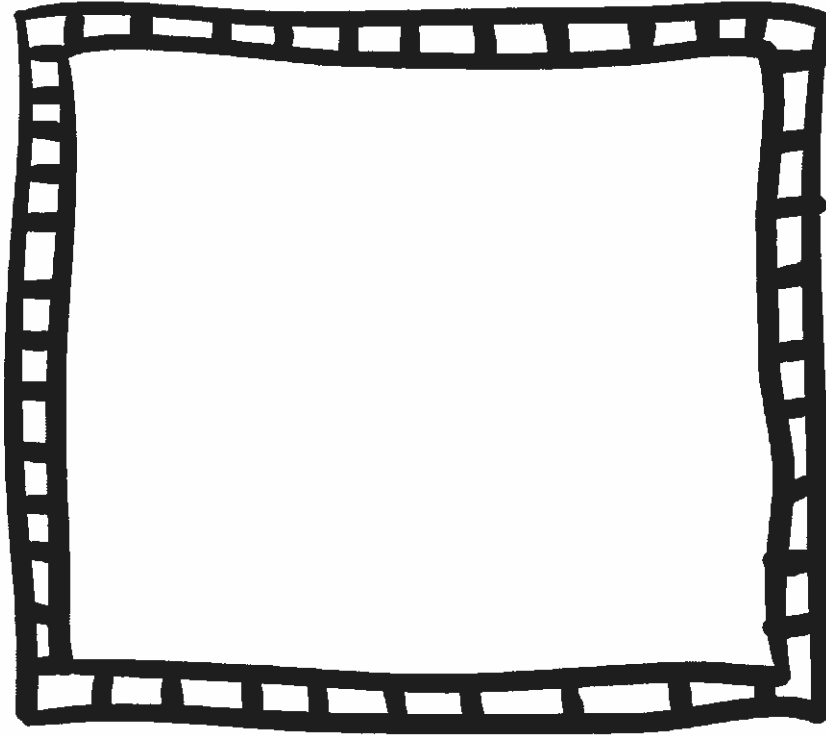
Day 1

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Put this story in order.
Math	Play a 100s game!
Fun Stuff	Can you stack the cups to meet the challenge?





My Daily News



Some ways to start
your Daily News:

Today I

I went

I learned

I saw

Or, pick your own
way to start!

Goldilocks and the Three Bears Storyboard

Name: _____

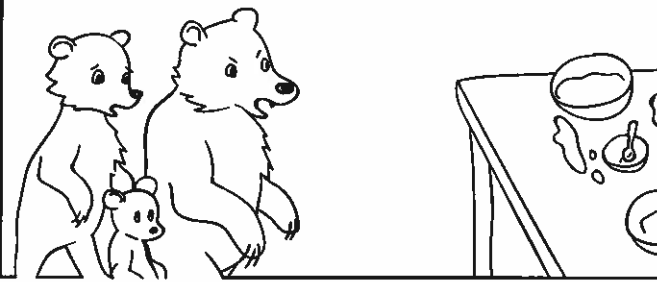
Date: _____

The story is mixed up! Look at the pictures and read the words to put the story back in order again.

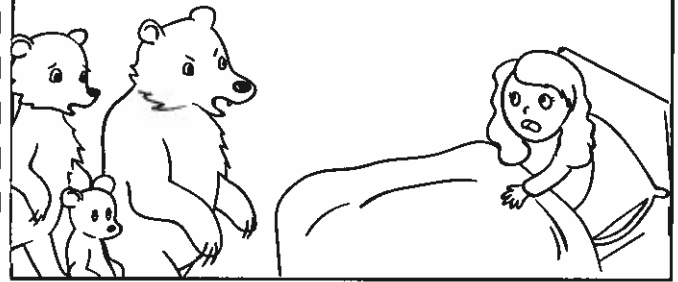
Bonus Activity: Color in Goldilocks and the Three Bears.



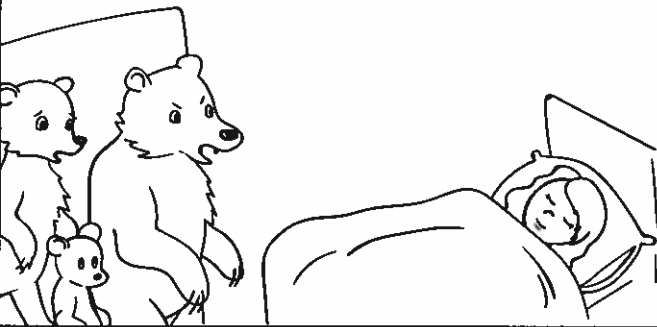
The three bears came home and saw their house was a mess!



Goldilocks woke up and saw the three bears looking at her. She ran away and won't bother them again!



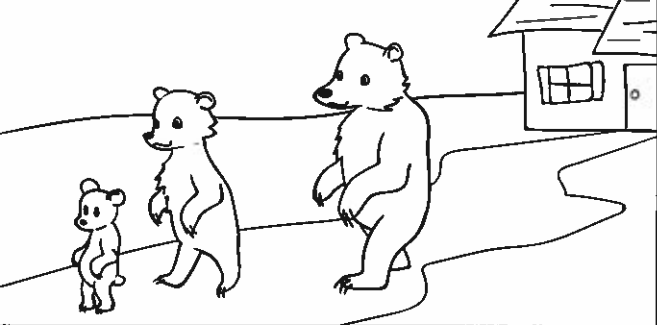
The three bears found Goldilocks in Baby bear's bed. They were upset.



Goldilocks explored the three bears house and tried some porridge. Baby bear's porridge was just right.



The three bears left their house and went for a walk.



Goldilocks was tired and wanted to take a rest. Baby bear's bed was perfect.



Name _____

Date _____

Write to 100

How to Play:

Each partner gets their own paper as they race to get to 100 first. Take turns rolling two dice. After each roll, fill in the 100 chart with the sum of the numbers you roll. Count on to each number until you or your partner reach 100.

For example, if you roll an 8 and you already have number 15 on the sheet, you will add 16, 17, 18, 19, 20, 21, 22, and 23 to your chart.



START

FINISH

Learning About

100!

Fill in the blanks with the appropriate groups of words from below.

pencils, books

feet, miles

chips, potatoes

toothpicks, plates

toys, chores

I could carry 100 _____, but I couldn't carry
100 _____!

I could eat 100 _____,
but I couldn't eat 100 _____!

I could put 100 _____ in my backpack,
but I couldn't put 100 _____ in my backpack!

I could walk 100 _____, but I couldn't walk
100 _____!

I wish I had 100 _____, but I am glad
that I do not have 100 _____!

Design Challenge: Creating a Cup Tower

In this activity, your child will be challenged to make a tower using only one material: paper cups! The purpose of this challenge is to teach your child design thinking strategies so that they can maximize their tower's height.

What You Need:

- Paper cups
- Ruler, tape measure, or yardstick
- Pen and paper for taking notes

What You Do:

1. First, fully explain the prompt of this challenge to your child. Explain that their task is to create a cup tower and emphasize the purpose of the tower: to be as tall as possible. Tell your child that in order to achieve this, they will need to make at least a couple designs and compare their heights.
2. After your child understands the prompt, ask them to **brainstorm** different ways they can create their tower. Have them write or draw their ideas on a piece of paper (or you can draw their ideas while they explain them to you).
3. After your child has come up with a few design ideas, ask them to pick one that will work best. Be sure to ask them why they think this design is best and reiterate the purpose of the tower (height).
 - This is an important step of the design thinking process because it teaches your child to prioritize the purpose of their prototype (design) over their personal preferences. This will also prevent your child from getting too emotionally invested in one design.
4. Once your child has identified the prototype they think will be the tallest, give them the paper cups and allow them to **build**. We suggest allowing your child to work independently through any challenges, but be sure to supervise and help out wherever you see fit.
5. After your child has finished building, it's time to **test** their prototype. Measure the tower's height and have your child record the height on a piece of paper.
6. Since the purpose of this challenge is to build the tallest tower possible, your child will need to create at least one more prototype and compare its height with the first tower. Ask your child some of the following questions so that they can reflect on their first design:
 - a. What worked well in building this tower?
 - b. What didn't work well?
 - c. What could you change about this tower to make it taller?
7. After you and your child have come up with some modifications, explain to your child that they can now use their ideas to make a new, taller tower.
8. Once again, ask your child to **brainstorm** different designs that will hopefully create a taller tower than their first one. Then, ask them to pick the one they think will be best.
9. Next, allow your child to **build** their design. Once again, allow them to work independently as much as possible.
10. After your child has finished building, it's time to **test** their new prototype. Again, measure and record the height of their tower and compare it to the first one.
 - a. If your child's second tower is taller, ask them some of the following questions: What worked well in your second design? What didn't work well? What specific adjustment to your first design made the second tower taller? What could you change about the second design to make it even taller?
 - b. If your child's second tower is shorter than their first, ask them some of the following questions: What worked well in your second design? What didn't work well? Why do you think your second tower was shorter than the first? What could you change about this design to make it taller?
11. You and your child can continue repeating this process and attempting to create a taller tower for as long as you'd like. Be sure to cover each step of the design thinking process since repetition will reinforce these core ideas!



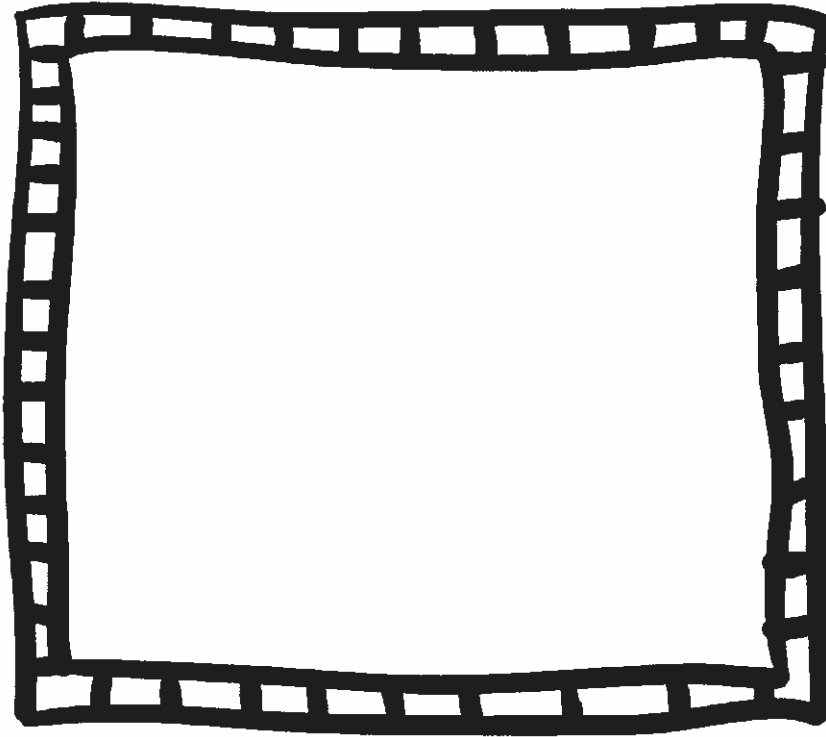
Day 2

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Which sentence describes the picture?
Math	Practice position and direction!
Fun Stuff	Turn old magazines into art!





My Daily News



Some ways to start
your Daily News:

Today I

I went

I learned

I saw

Or, pick your own
way to start!

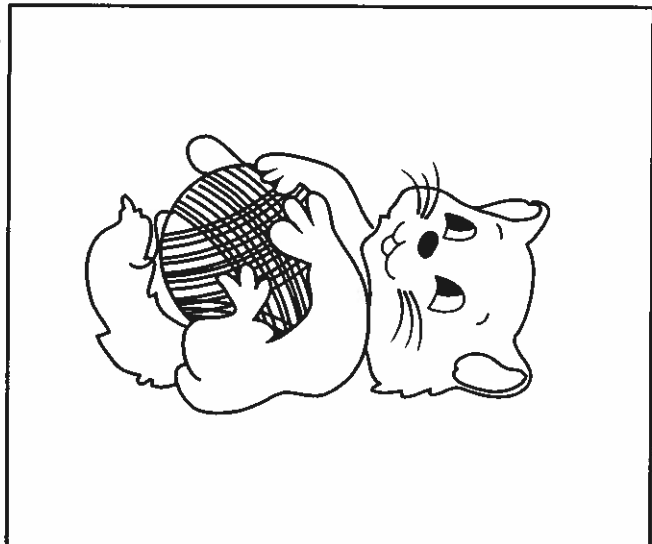
Name _____

Date _____

Choose the Caption

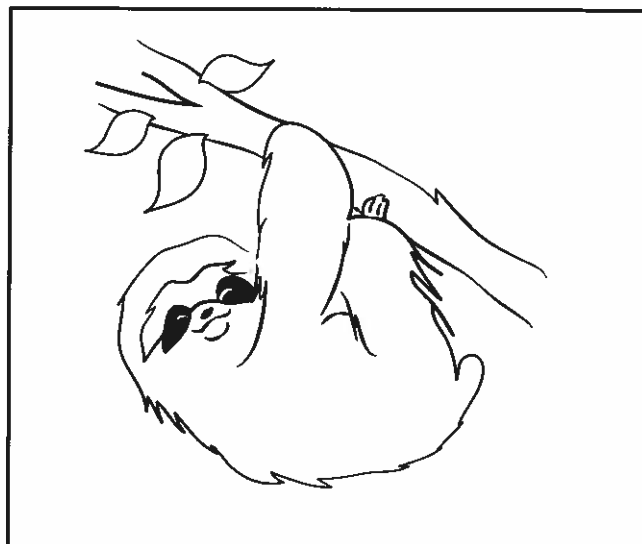
Billy the bookworm needs help understanding the stories below using the illustrations. Look at each illustration. Describe what is going on in the picture. Color in the bubble next to the correct answer.

1.



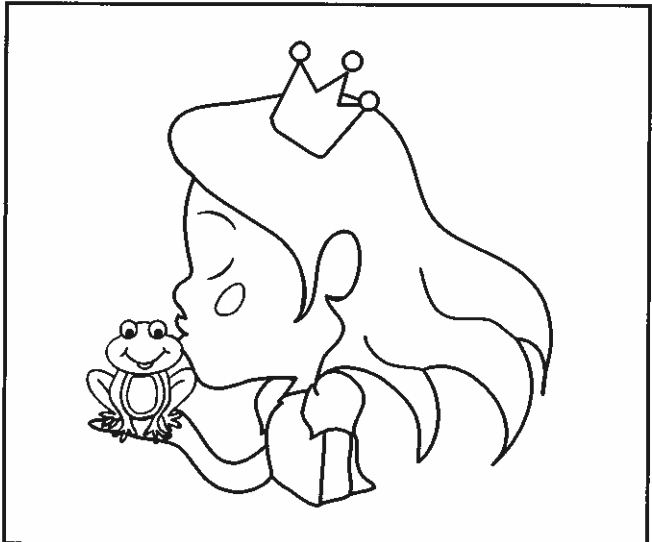
- ☐ The cat is sleeping.
- ☐ The cat is playing.
- ☐ The cat is chasing a mouse.
- ☐ The cat is running from a dog.

2.



- ☐ The sloth is in a car.
- ☐ The sloth is at school.
- ☐ The sloth is at the library.
- ☐ The sloth is in a tree.

3.



- ☐ The princess is cleaning.
- ☐ The princess is eating.
- ☐ The princess is kissing a toad.
- ☐ The princess is driving.

4.

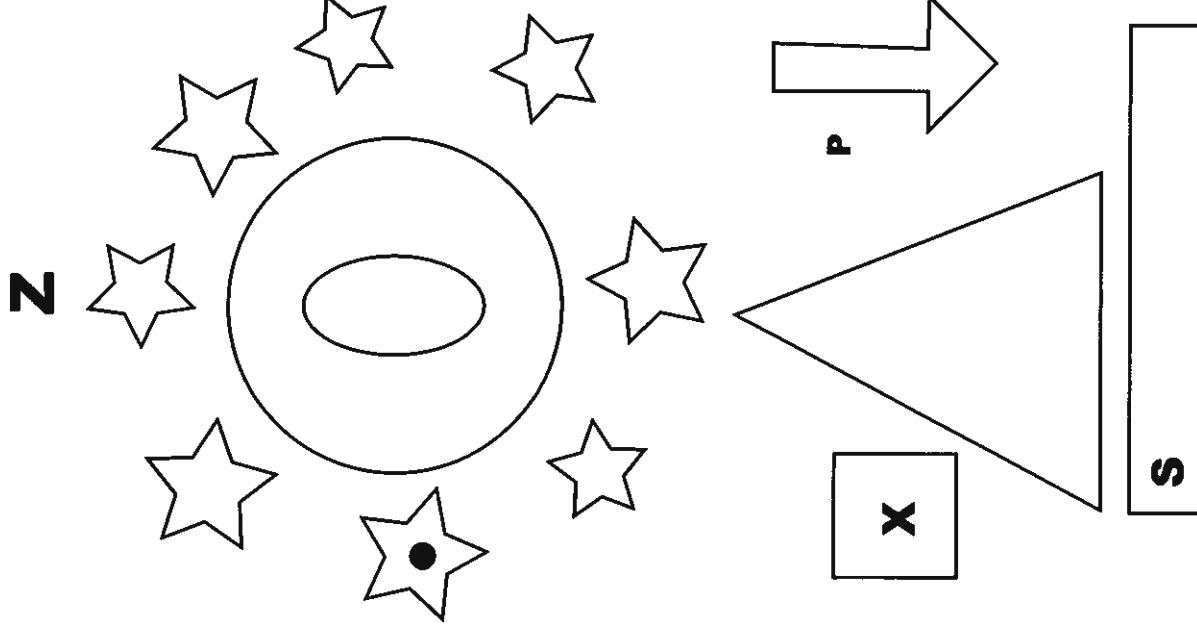


- ☐ The king is reading.
- ☐ The king is crying.
- ☐ The king is writing.
- ☐ The king is laughing.

Position and Direction

Look at the illustration on the right.
Then circle the correct answers below.

1. The stars are (**around** / **within**) the circle.
2. The X is (**outside** / **inside**) the square.
3. The arrow is on the (**left** / **right**) of the triangle.
4. The arrow is pointing (**south** / **east**).
5. The oval is (**around** / **within**) the circle.
6. The S is on the (**left** / **right**) side of the rectangle.
7. The Z is (**north** / **south**) of the rectangle.
8. The star with a black dot is (**west** / **east**) of the oval.
9. The triangle is (**below** / **above**) the rectangle.
10. The P is to the (**left** / **right**) of the arrow.



Pop Art Collage

Watch the "POP" of complementary colors while creating a fun and beautiful collage you can create from magazine clippings. Complementary colors sets are; violet/yellow, green/red and orange/ blue. Have your child choose his favorite set and then it's time to rip, shred and tear colors out of old magazines while creating a fun gift for loved ones!

What You Need:

- Old magazines
- Glue stick
- White Construction paper 11" x 17"



What You Do:

1. Discuss complementary colors with your child. Allow them to choose his favorite complementary set that will be used for his card.
2. Have him fold his white paper in half and assign one color to each side of the paper. An example would be blue on one half of the page and orange on the other half.
3. He can tear out colors from magazines that match the color pair he's chosen. Encourage him to tear the paper into various shapes and sizes.
4. Now, he can assemble them onto the white paper as a collage, creating one side at a time until all white areas of the paper are covered.
5. If he wants, your child can fold it in half to make a card, and write a special message to a loved one on the inside of the card!

Helpful Hint:

Artists often use complementary colors to make images "pop" because when placed next to each other, the color frequencies cause the eye to literally vibrate. This is where the term "Pop Art" comes from!

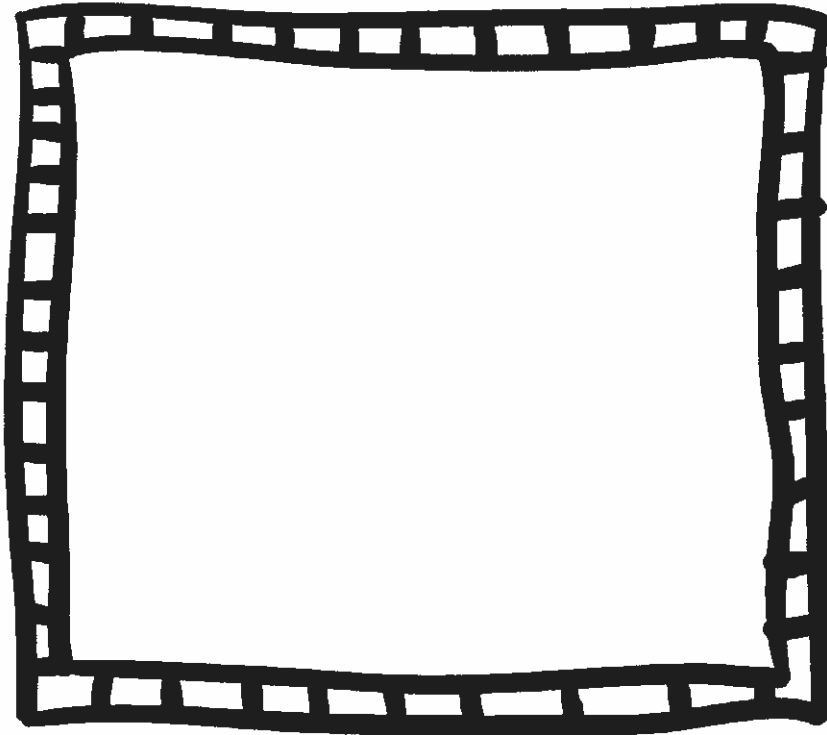
Day 3

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Choose what is happening in the story.
Math	Color the castle by matching the right numbers, then color the rocket by adding.
Fun Stuff	Make a paper bag costume.





My Daily News



Some ways to start
your Daily News:

Today I

I went

I learned

I saw

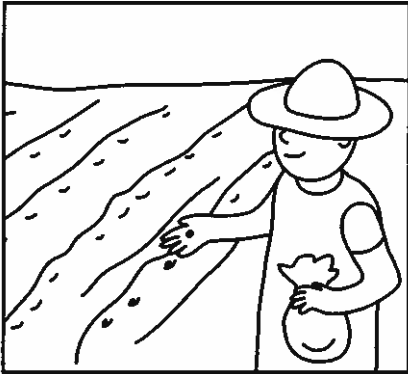
Or, pick your own
way to start!

Story Sequencing

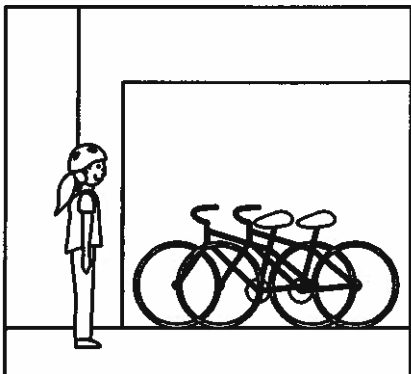
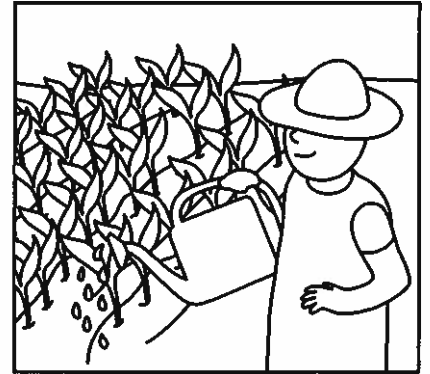
Name: _____

Date: _____

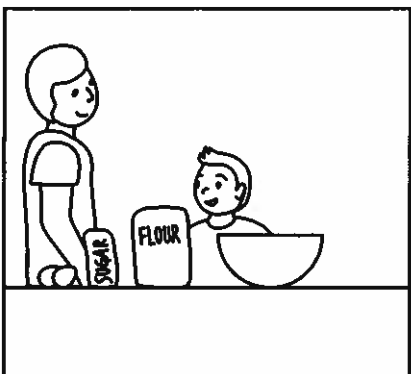
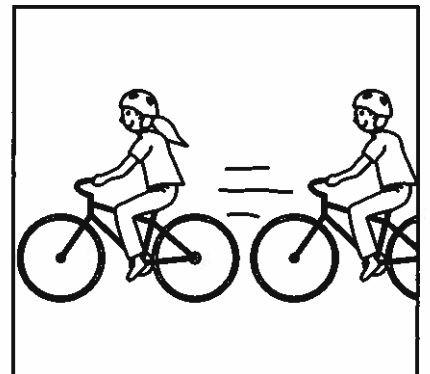
Look at each group of pictures and decide what happened. Fill in the bubble next to the best answer.



- ☐ The sun was shining on the farm.
- ☐ The farmer planted seeds and the seeds grew into plants.
- ☐ The farm is a fun place to work.



- ☐ The kids got out their bikes and went for a ride.
- ☐ The bikes were broken and the kids were sad.
- ☐ The kids were looking for their bikes.



- ☐ The boy and his dad are playing a game outside.
- ☐ The boy is eating a cake.
- ☐ The boy and his dad are making a cake.



COLOR BY SUM

Add. Then color all the sums using the color key below.

1 = Green

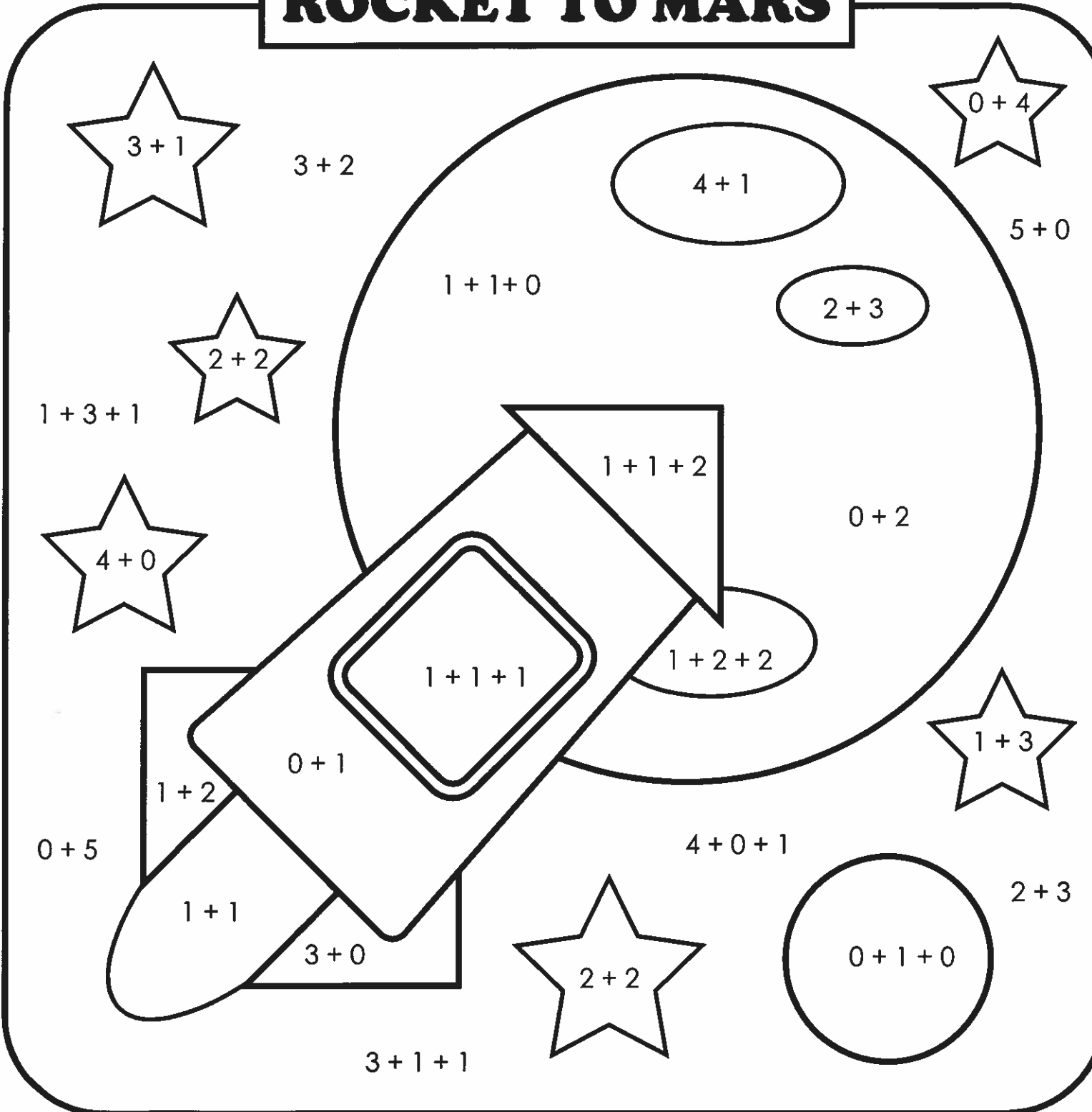
2 = Red

3 = Blue

4 = Yellow

5 = Black

ROCKET TO MARS



Make a Paper Bag Costume

Recycle large brown paper shopping bags by making them into dress-up costumes. Your child can decorate her costume with recycled embellishments such as buttons, cord, yarn and scraps of paper or magazines. A great activity for aspiring designers.

What You Need:

- [Paper Bag Costume Guide](#)
- Brown paper bag
- Colored construction paper
- Paints
- Collage scraps, buttons, cord, yarn, fabric scraps
- Glue



What You Do:

1. Prepare the brown paper bag by holding it upside down and cutting out a hole in the middle of the bottom gutter (approx. 6-1/2"x6-1/2") through which your child's head will go, and holes for the hands (approx. 6"x6"). Indent in a curved shape into the front of the bag (see attached diagram 1) and cut off the handle. Cut a slit in the back to make it easier for your child to get the costume over his head. See the [Paper Bag Costume Guide](#) for reference.
2. The front and back of the bag should look like diagrams 3 and 4.
3. Lay some newspaper on the floor and over the chair back to protect them from stains.
4. Slide the bag over the back of a chair on top of the newspaper and let your child decorate with the paint, scraps and embellishments.
5. Allow costume to dry completely if painted or glued.

The costume is now ready to wear! You can make the costume longer by cutting up another brown paper bag and sticking it to your basic bag. A fanned piece of construction paper stuck down at the centre makes a great bow tie!

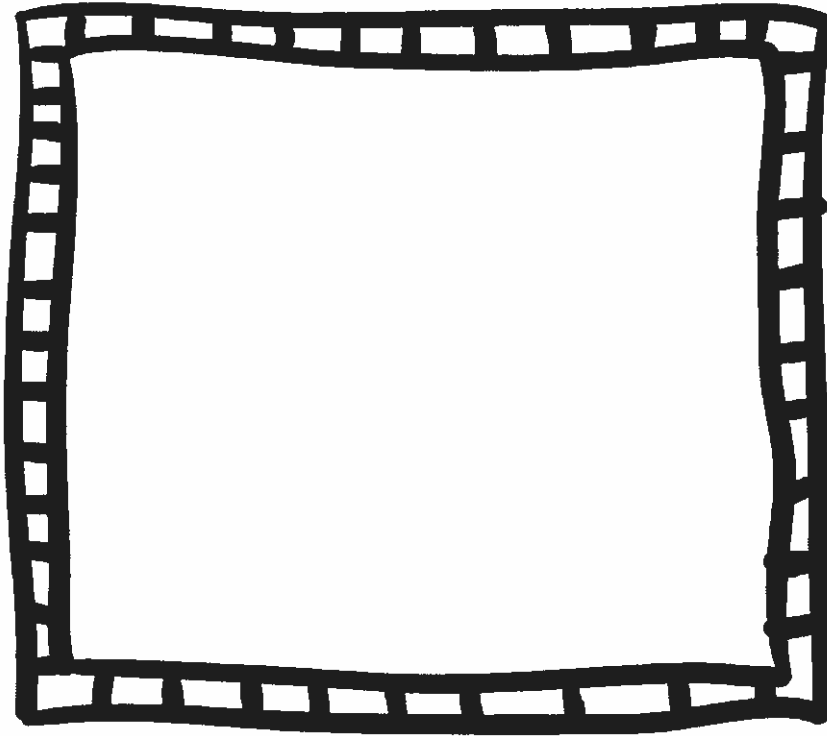
Day 4

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Find the opposites of these words.
Math	Tally things up at the pet store!
Fun Stuff	Learn to write the numbers 1-20 in Chinese.





My Daily News



Some ways to start
your Daily News:

Today I
I went
I learned
I saw

Or, pick your own
way to start!

Opposites

Draw a line connecting the pictures which are opposites.



happy



cold



quiet



day



empty



noisy



night



sad



hot



full

Name _____

Date _____

Data: Pet Store Tally

Where do your furry friends get their groceries? At the Pet Store! Count and record the number of each type of animal in the tally chart below. Then answer the questions on the following page!



Type of Animal	Tally	Total
Insect		4
Fish		
Bird		
Cat		
Dog		
	Grand Total	

Name _____

Date _____

Pet Store Questions

1. How many more fish are there than dogs?

2. How many more insects are there than birds?

3. Which two types of animals total the same amount?

4. Which type of animal is there the most of?

5. Which type of animal is there the fewest of?

6. How many animals are there altogether?

Name _____ Date _____

學習中文 *beginner*

LEARNING CHINESE

NUMBERS 1-10

Practice writing numbers 1 to 10 using the correct stroke order.



1 yī	2 èr	3 sān	4 sì	5 wú	6 liù	7 qī	8 bā	9 jiǔ	10 shí
一	二	三	四	五	六	七	八	九	十
→	→	→	→	→	→	→	→	→	→
一	二	三	四	五	六	七	八	九	十
一	二	三	四	五	六	七	八	九	十
一	二	三	四	五	六	七	八	九	十
一	二	三	四	五	六	七	八	九	十
一	二	三	四	五	六	七	八	九	十
一	二	三	四	五	六	七	八	九	十
一	二	三	四	五	六	七	八	九	十

Use the template below to practice writing numbers 1 to 10, following the stroke order on the previous page. (**tip:** practice saying the numbers out loud as you write!)

 $y\bar{1}$

èr

 $\bar{s} \approx 0.0001$

sì

WU

liǔ

 $q\bar{i}$

bǎ

iiu

shí

+

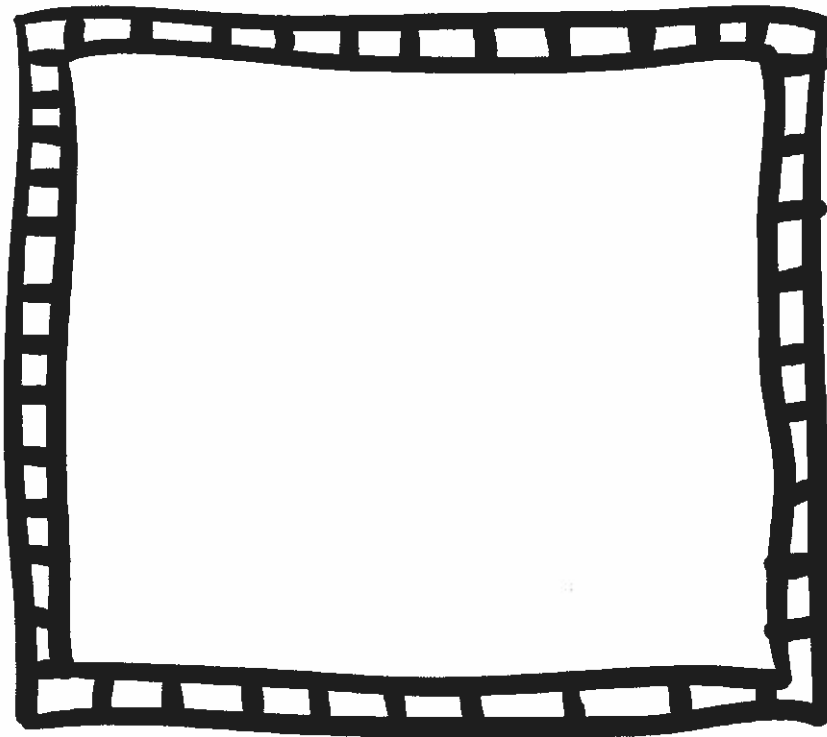
Day 5

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Draw how this story starts and ends.
Math	Find the total amount of the coins.
Fun Stuff	Will everything fit in the shopping cart?





My Daily News



Some ways to start
your Daily News:

Today I
I went
I learned
I saw

Or, pick your own
way to start!

Beginning

DRAW THE STORY

It's time to set your imagination free and complete the story below. How did the story begin? What will the ending be? It's all up to you, so take out your favorite drawing supplies and have fun!

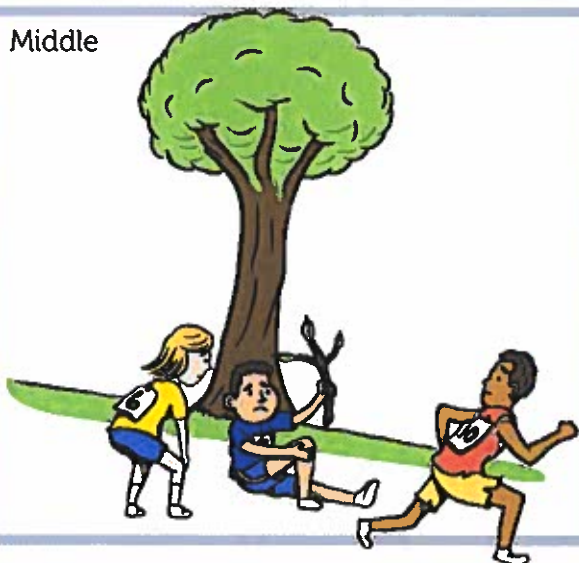
Middle



Middle



Middle



End



Money Practice

Count the coins. Fill in the circle next to the correct answer.



☐ 26¢

☐ 93¢

☐ 62¢



☐ 38¢

☐ 12¢

☐ 63¢



☐ 93¢

☐ 88¢

☐ 76¢



☐ 41¢

☐ 67¢

☐ 83¢



☐ 8¢

☐ 13¢

☐ 18¢



☐ 29¢

☐ 24¢

☐ 21¢



☐ 92¢

☐ 82¢

☐ 72¢

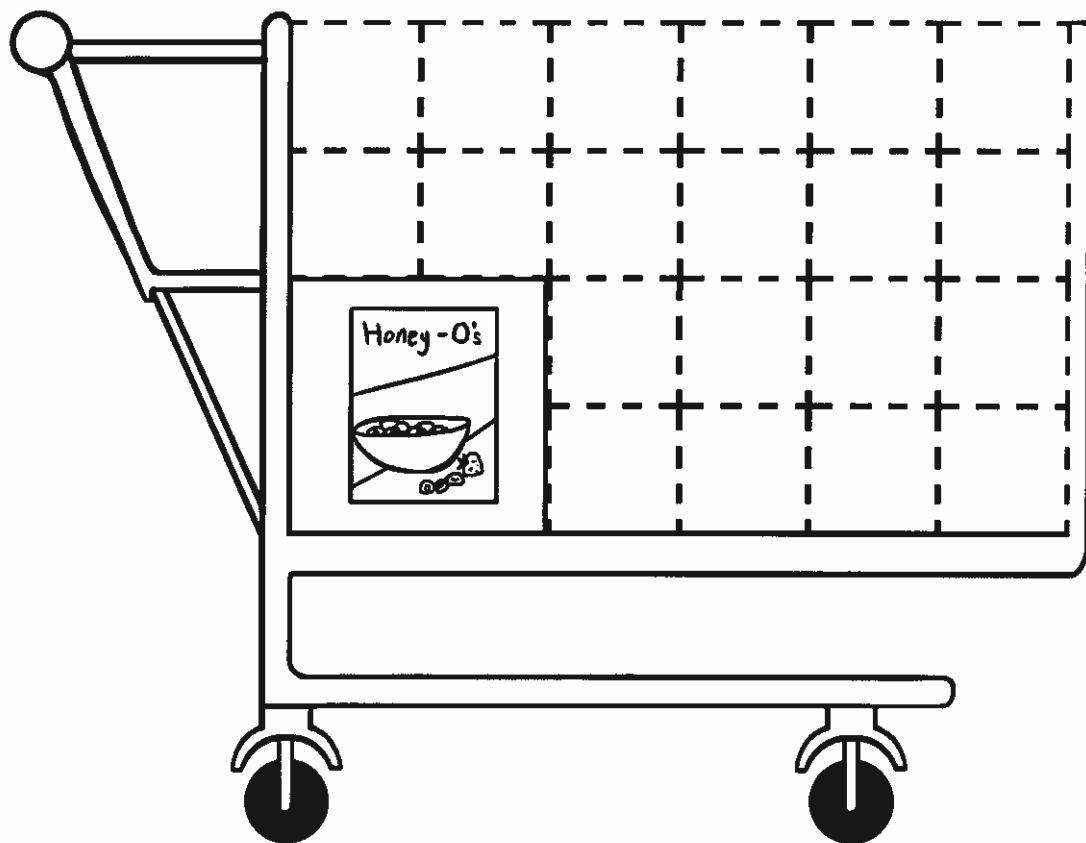


☐ 71¢

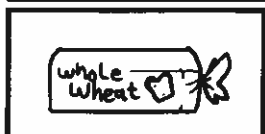
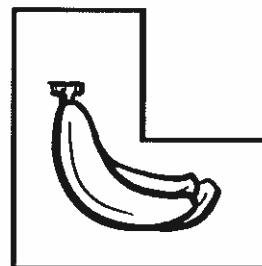
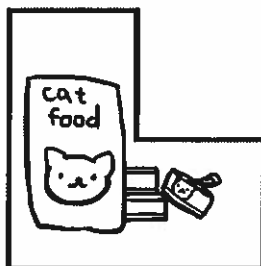
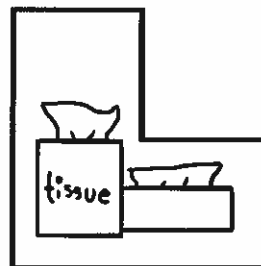
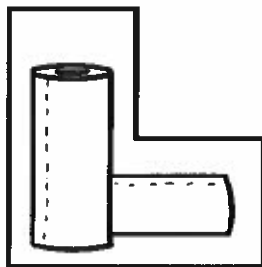
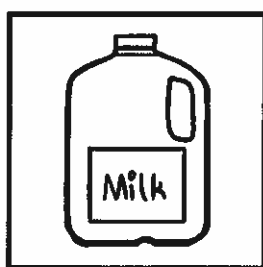
☐ 28¢

☐ 31¢

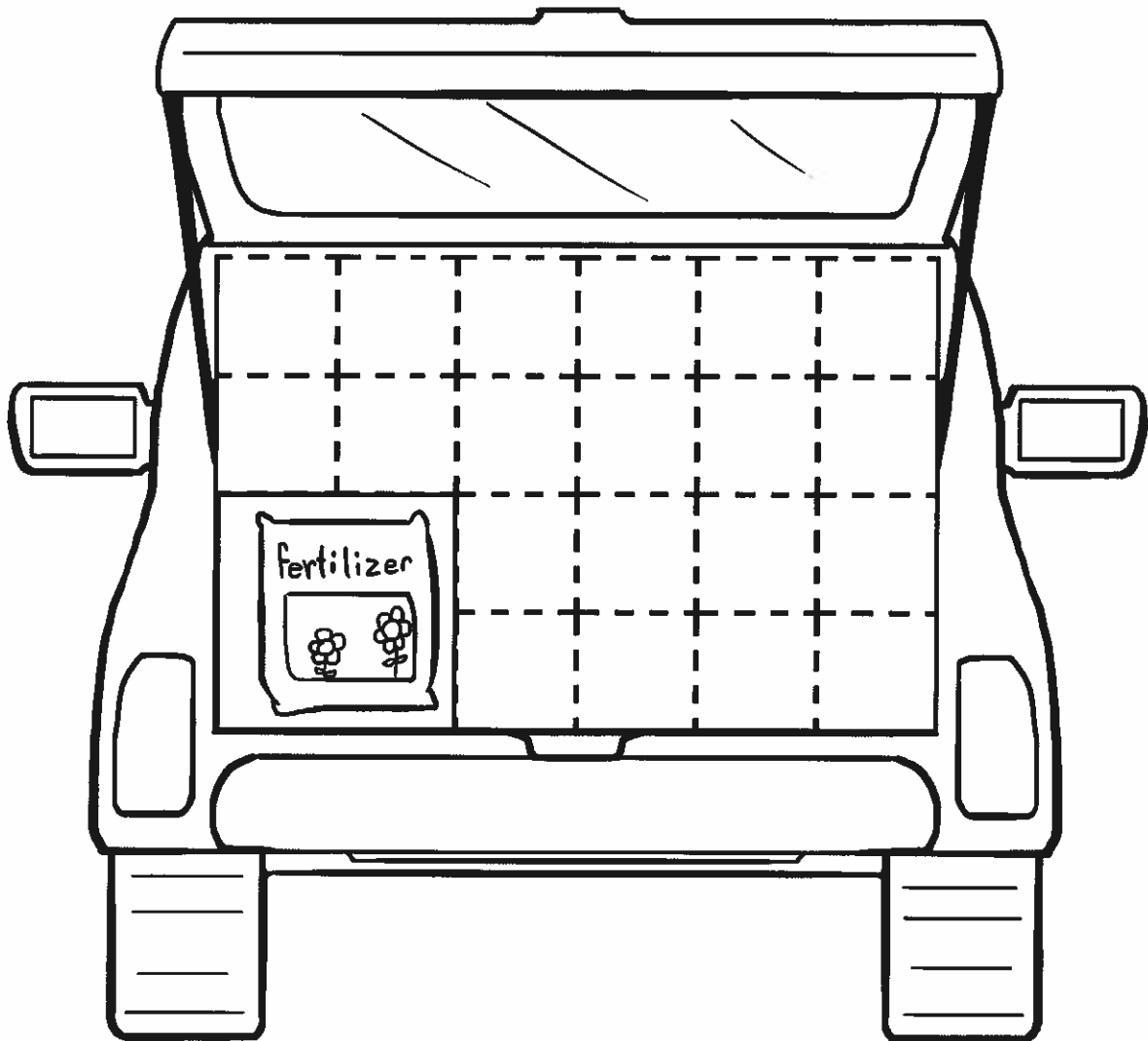
Will it fit?



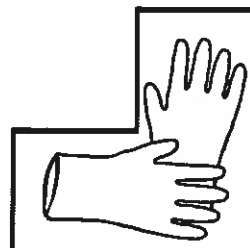
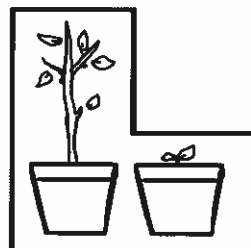
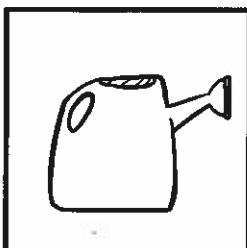
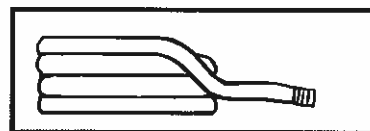
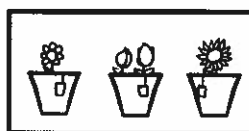
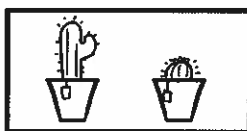
Cut out the shapes below and place them inside the dotted line area in the shopping cart above. Try turning some shapes around to see if they'll fit!



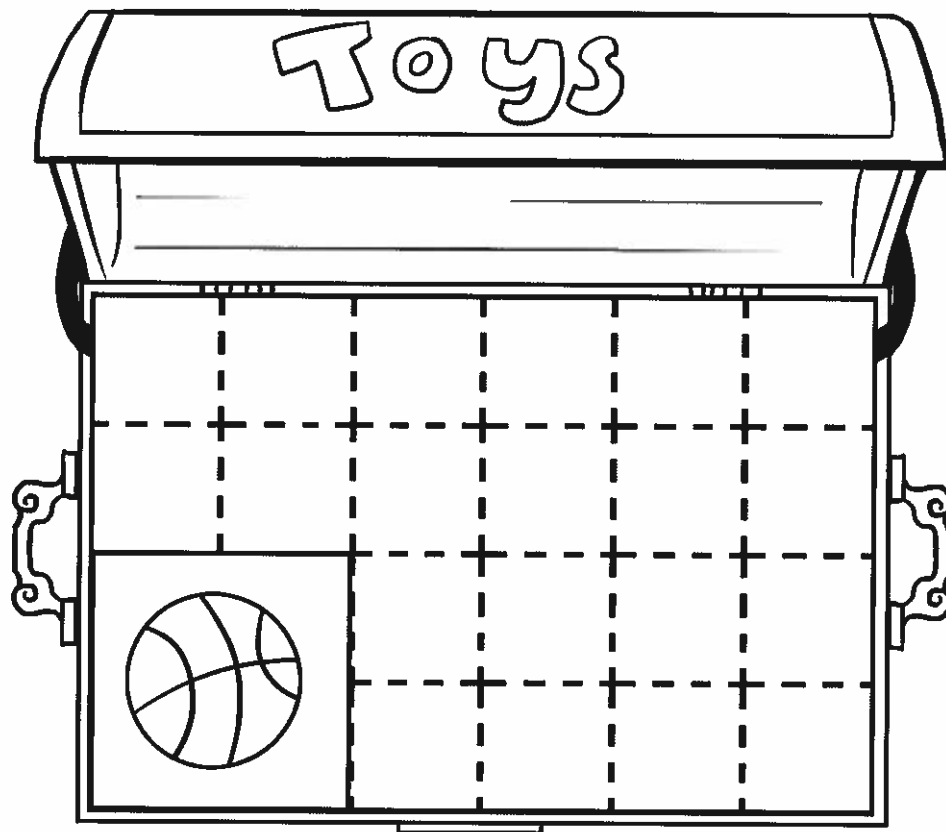
Will it fit?



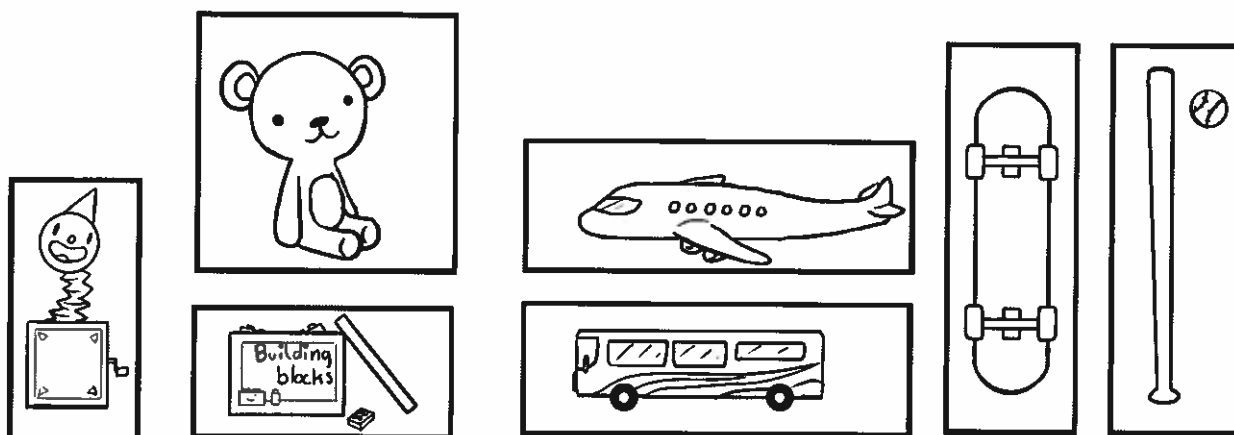
Cut out the shapes below and place them inside the dotted line area in the cart trunk above. Try turning some shapes around to see if they'll fit!



Will it fit?





Cut out the shapes below and place them inside the dotted line area in the toy chest above. Try turning some shapes around to see if they'll fit!



Reading Log to do

1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story? 	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

Ocean Math Adventure

Help the divers find the ocean treasure!

You Will Need:

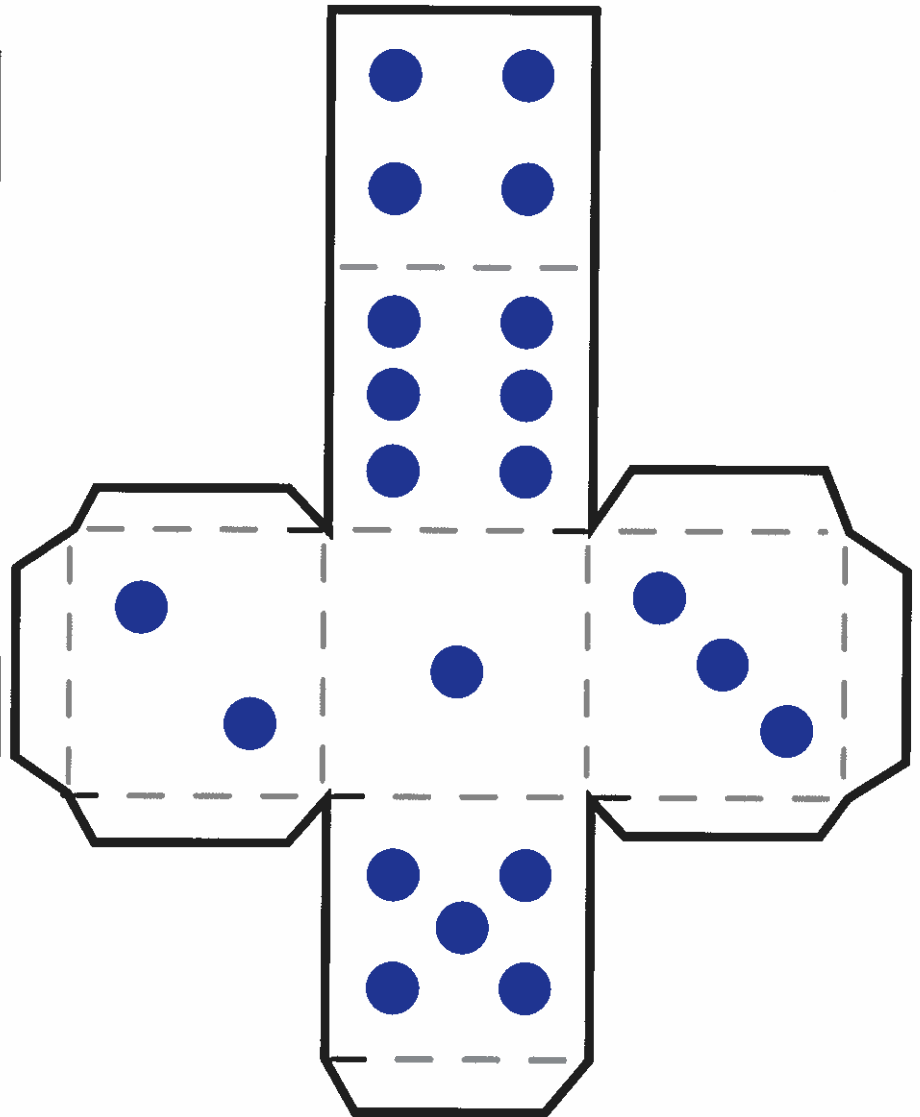
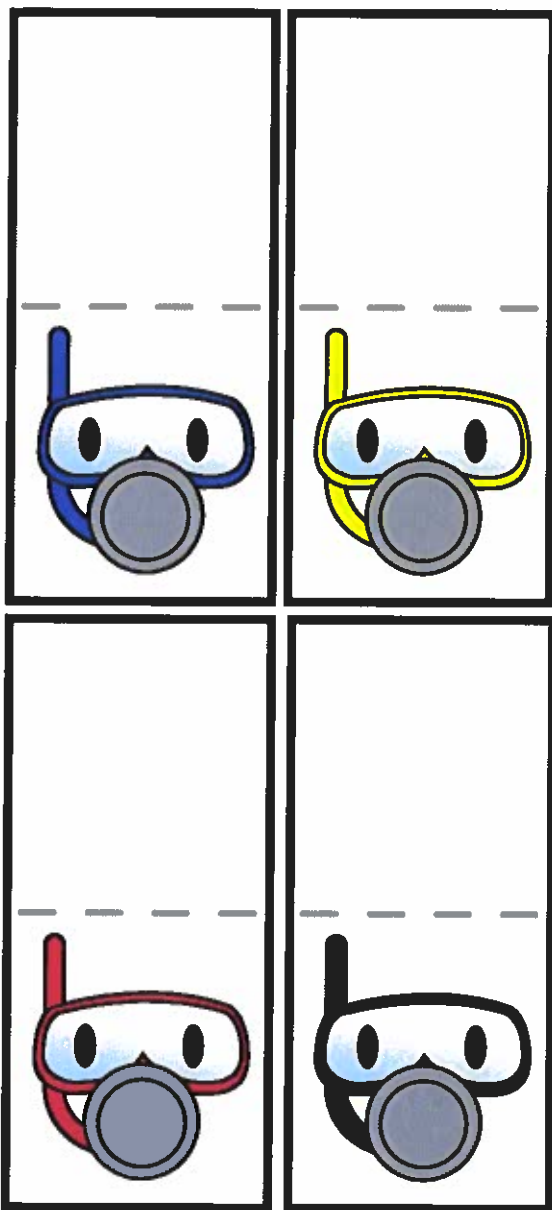
- Card Stock (or any thick paper)
- Scissors
- Tape or Glue

Directions:

Cut out the game pieces below.
Have an adult help assemble the die.
Fold the player pieces on the dotted lines.
Tape or glue the game boards together.

How to Play:

The youngest child goes first. Roll the die. Is the number even or odd? If you are correct, move as many spaces as the number on the die. If you are wrong, you lose your turn. The first one to reach the treasure wins!

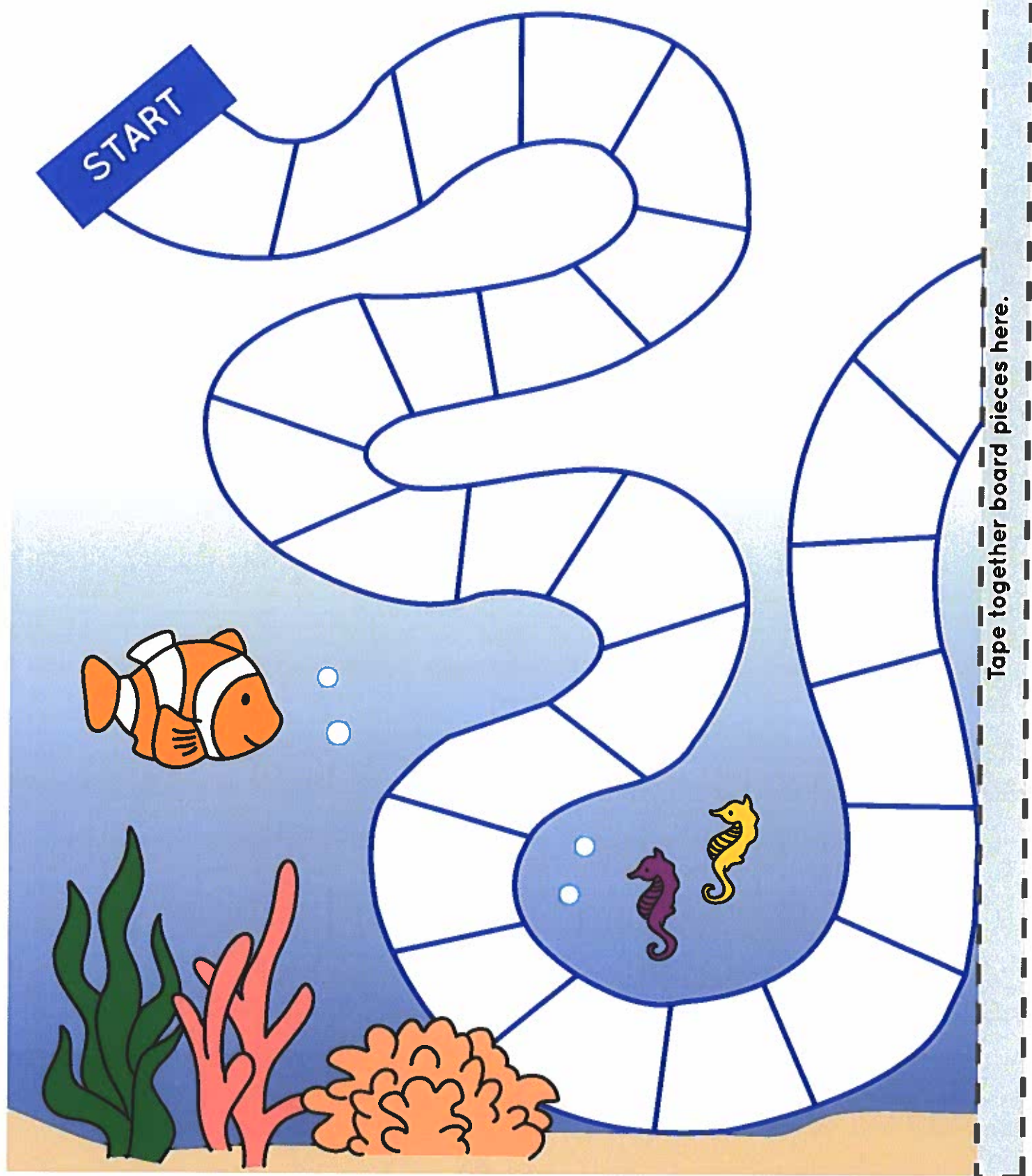


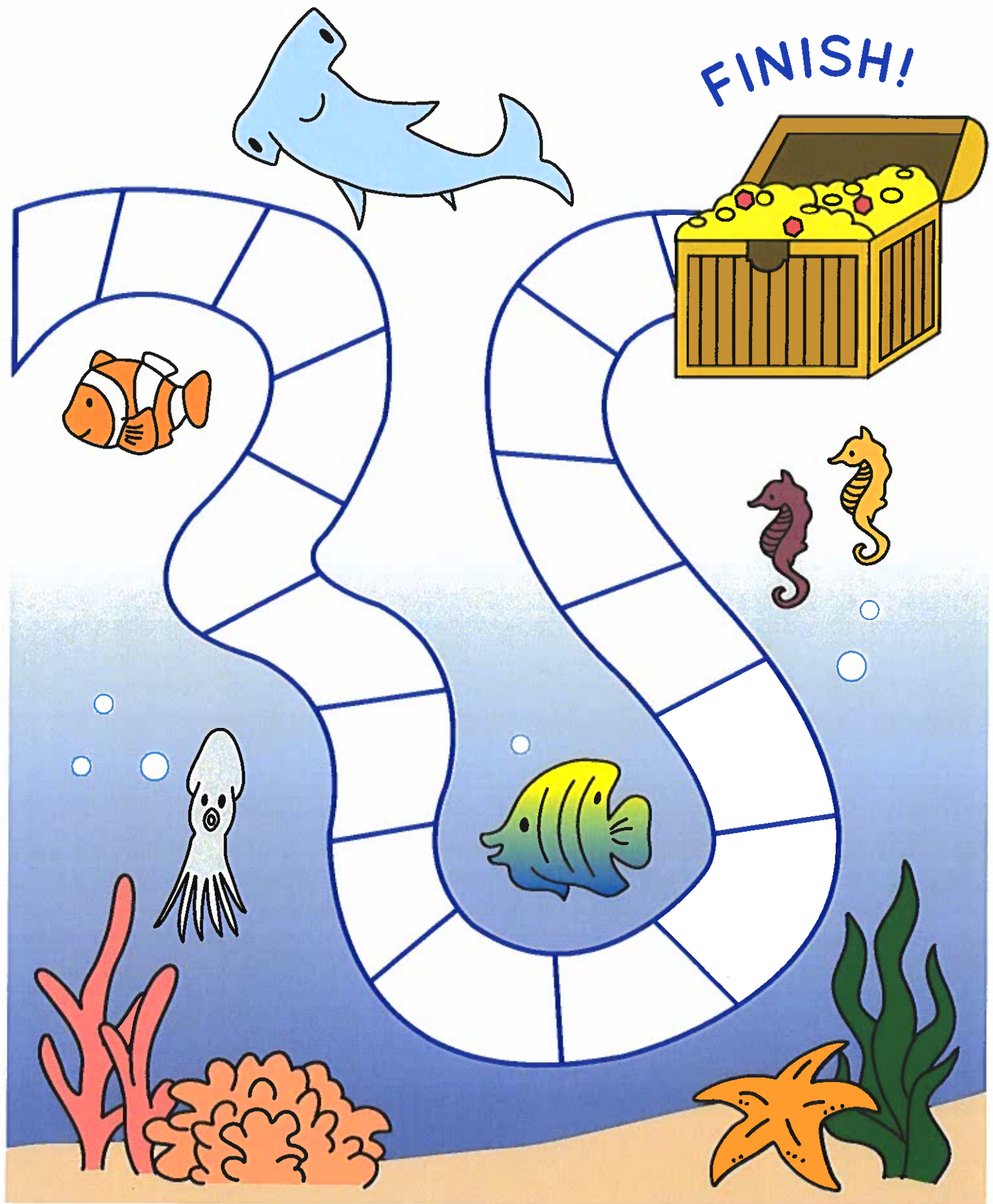
Die Directions:

Cut out on the **bold black** lines.
Fold on the dotted lines.
Glue or tape the tabs.

Ocean Math Adventure

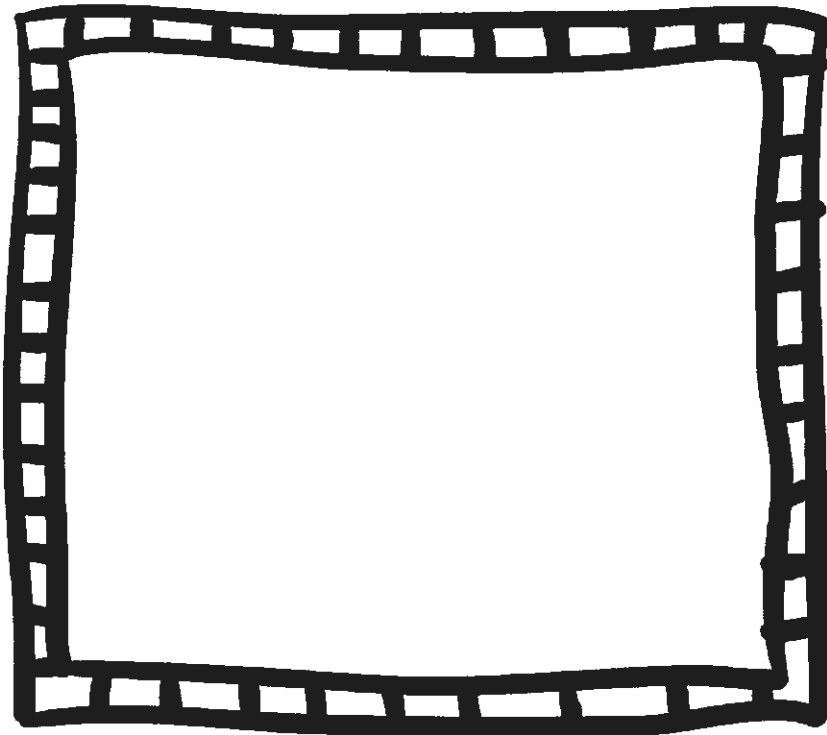
Help the divers find the ocean treasure!







My Daily News



Some ways to start
your Daily News:

Today I
I went
I learned
I saw

Or, pick your own
way to start!

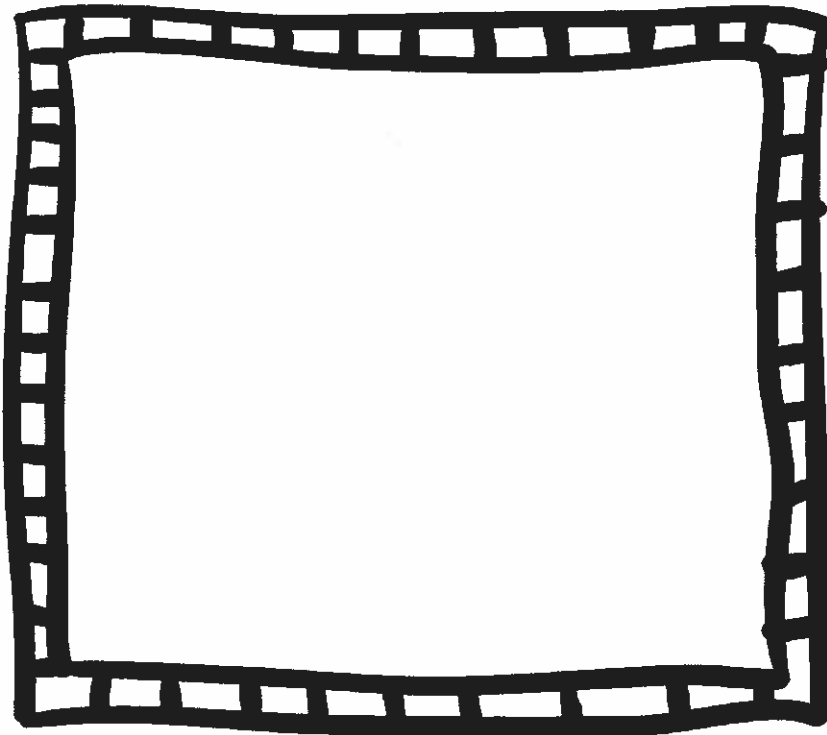
Missing Numbers

Fill in the missing numbers in the chart.

1		3	4	5	6		8	9	10
11		13	14		16	17	18		20
21	22		24	25	26		28	29	30
31	32	33	34	35	36	37	38	39	
	42		44		46	47	48	49	50
51	52	53	54	55	56	57		59	60
61		63		65		67	68	69	
71	72		74	75	76		78	79	80
	82	83	84		86	87	88	89	90
91	92		94	95		97	98		100



My Daily News



Some ways to start
your Daily News:

Today I

I went

I learned

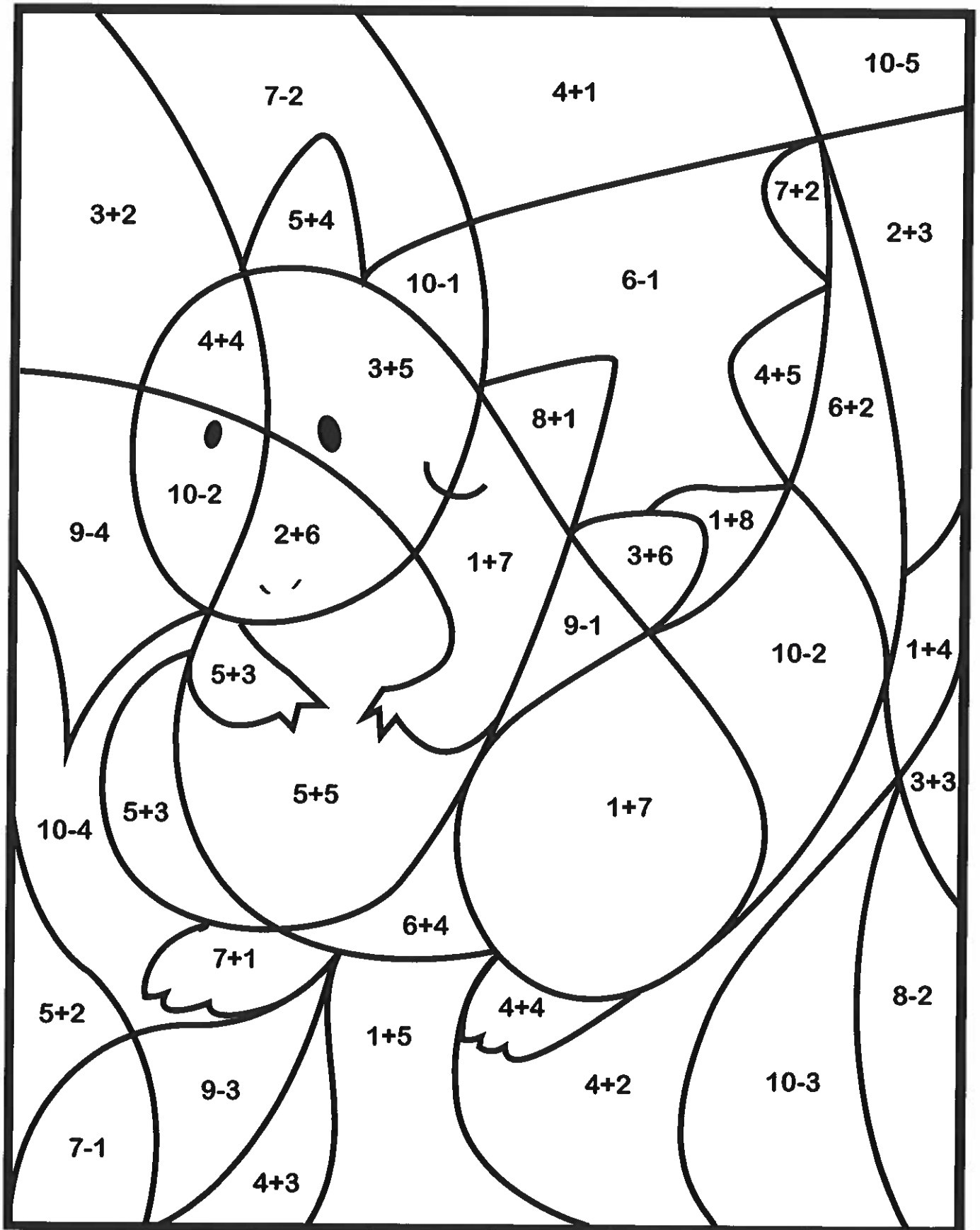
I saw

Or, pick your own
way to start!

COLOR BY NUMBER

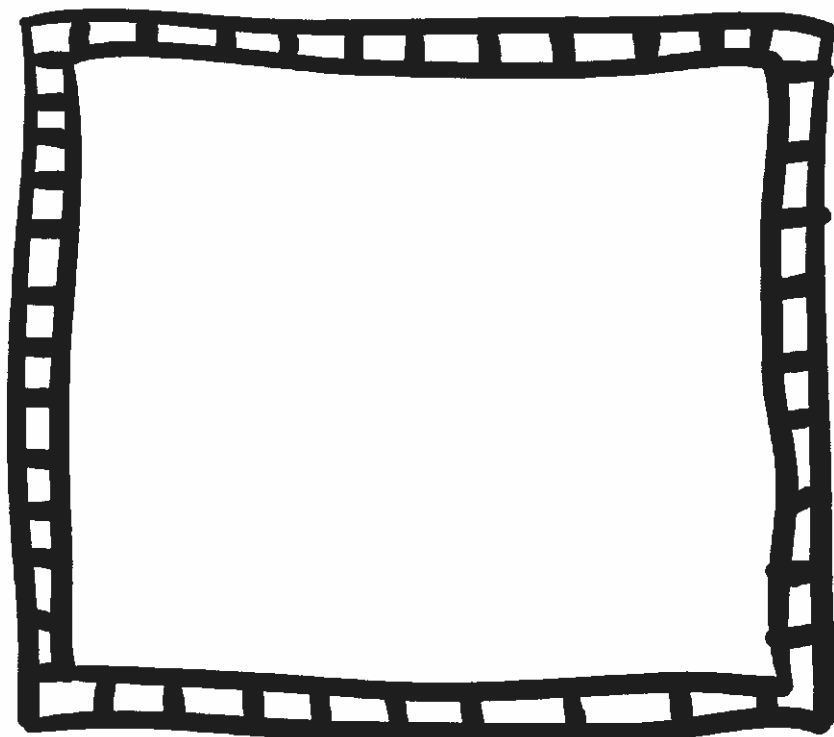
Solve the following problems. Color based on the answers matching to the color key.

LIGHT BLUE: 5 LIGHT GREEN: 6 GREEN: 7 ORANGE: 8 RED: 9 YELLOW: 10





My Daily News



Some ways to start
your Daily News:





Today I
I went
I learned
I saw

Or, pick your own
way to start!

Farmers Market

Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.



Type of vegetable	Tally marks	Number
 Cabbage		
 Tomato		
 Bell pepper		
 Onion		

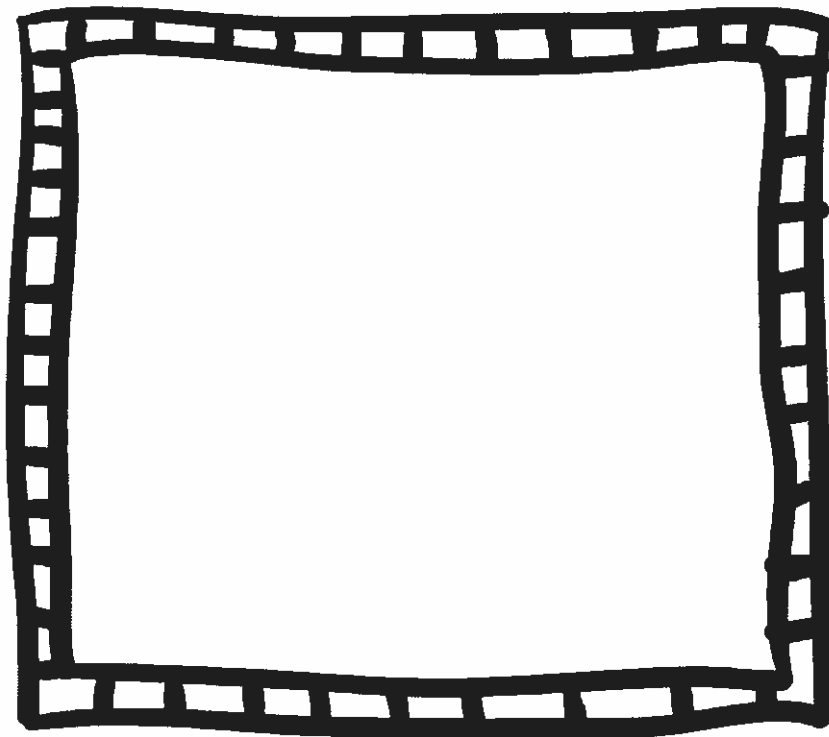
1. What vegetable does the farmer have the fewest of?

2. What vegetables does he have the most of?

3. How many vegetables does the farmer have in total?



My Daily News



Some ways to start
your Daily News:

Today I

I went

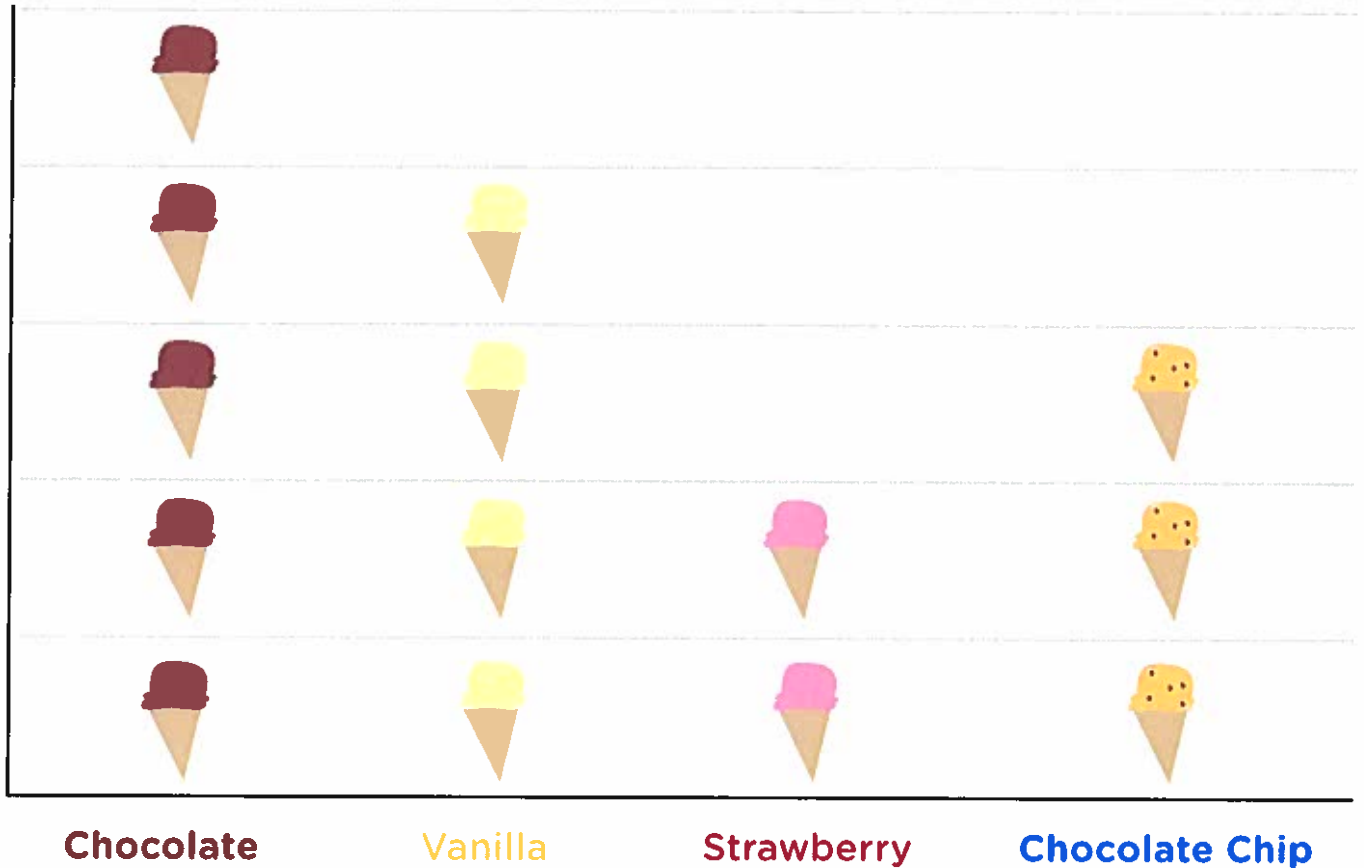
I learned

I saw

Or, pick your own
way to start!

Picture Graphs: Favorite Ice Cream

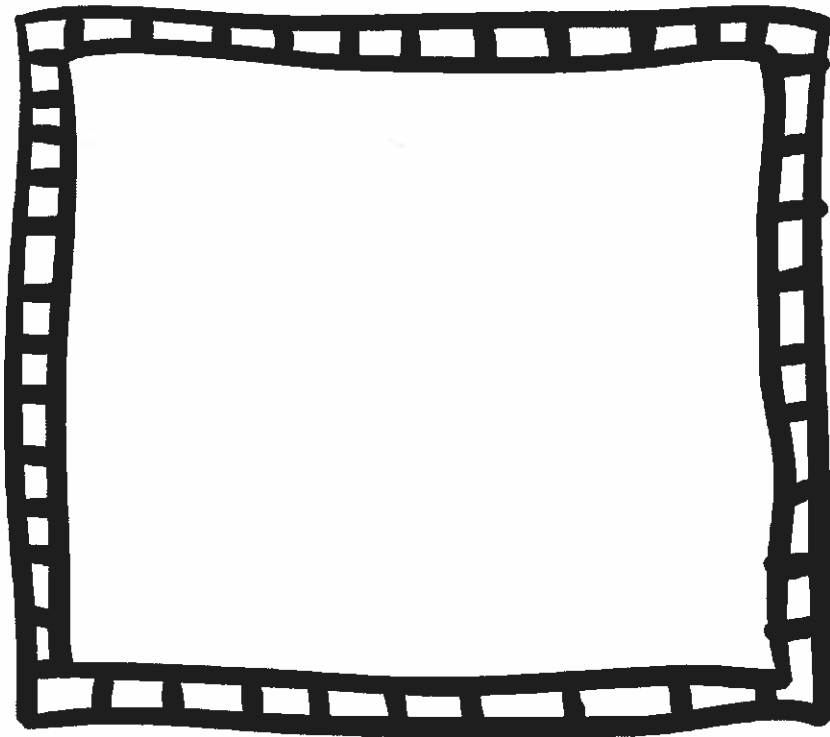
Read the picture graph to find out how many people like different kinds of ice cream!



1. How many people like **chocolate** ice cream? _____
2. How many people like **strawberry** ice cream? _____
3. How many people like **vanilla** ice cream? _____
4. How many people like **chocolate chip** ice cream? _____
5. What is the least popular ice cream? _____
5. What is the most popular ice cream? _____



My Daily News



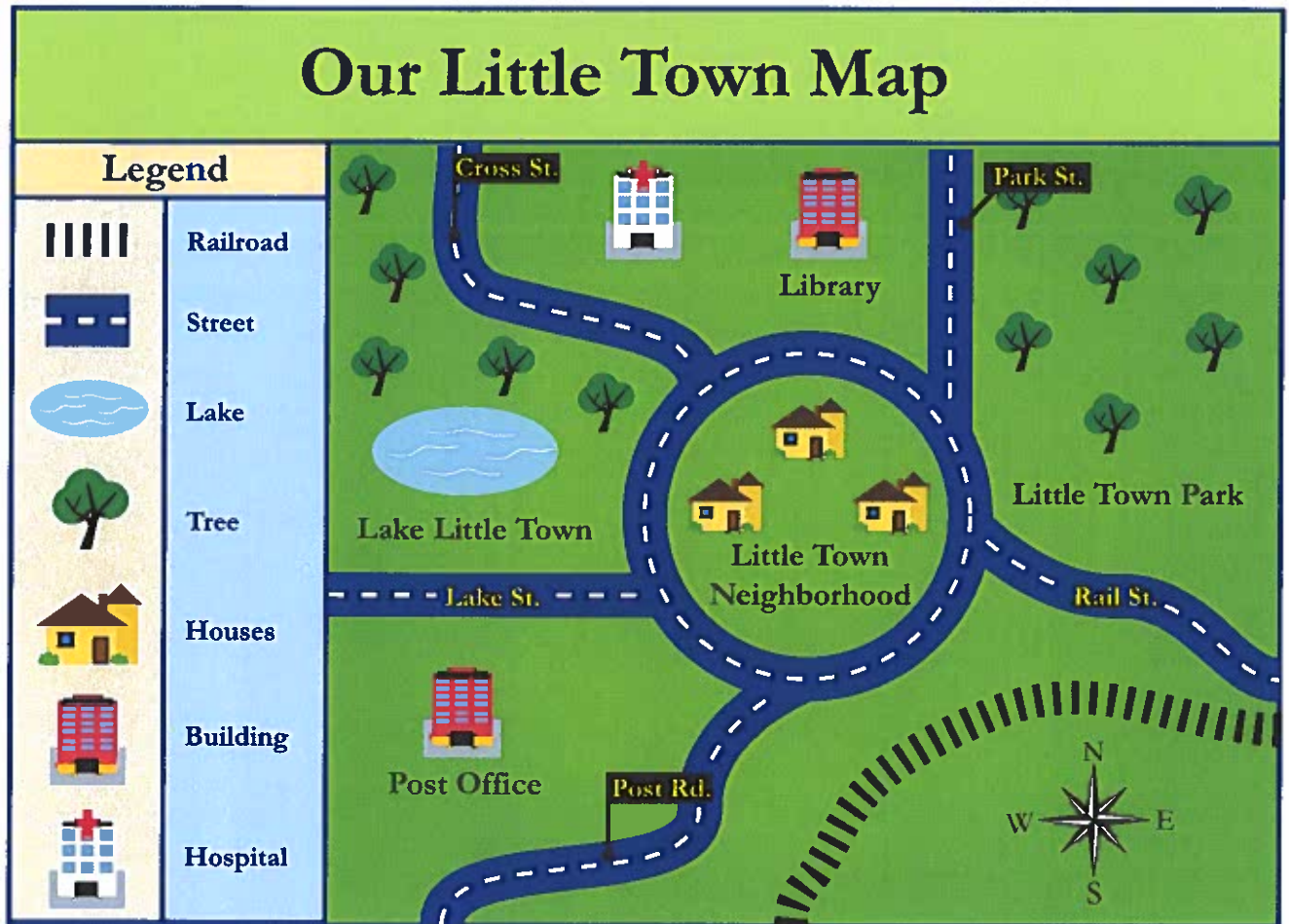
Some ways to start
your Daily News:

Today I
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I saw

Or, pick your own
way to start!

Reading a Map

Study the map and use it to answer the questions below.



1. What is the title of this map?

2. From the post office, is the lake north or south?

3. If you are at the library, which direction do you go to the town neighborhood?

4. What is west of Little Town Neighborhood?

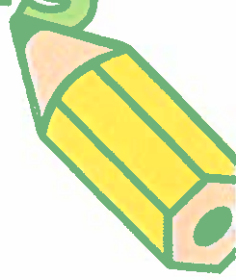
5. What building is east of the hospital?

Creative Writing



Animals

Complete the sentences below.



1. My favorite animal is _____ because

2. My favorite animal loves to eat _____

3. My favorite animal lives in _____

4. The colors of my favorite animal are _____

5. The coolest thing my favorite animal can do is _____

6. I like to visit the zoo with _____

7. One activity I can do with a pet is _____



Feelings Word Search

HOW ARE YOU FEELING?

Find and circle
all of the words
in the list
below.



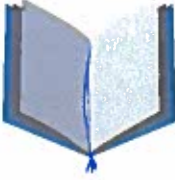



B	T	Z	R	A	N	G	R	Y	G
O	K	L	T	H	R	Q	N	M	L
E	X	C	I	T	E	D	A	T	A
H	S	U	R	P	R	I	S	E	D
D	B	C	E	R	A	F	H	K	G
S	V	A	D	O	N	E	Y	O	J
A	C	L	A	U	H	A	P	P	Y
D	X	M	B	D	K	L	Z	S	W

HAPPY
SAD
SHY
TIRED
EXCITED



GLAD
PROUD
CALM
SURPRISED
ANGRY

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 15 minutes each day and choose one activity from your reading log to complete.				
Writing	Each day, write some news about what you did in the Daily News worksheet.				
Literacy 	Fix the Sentences: Dog Days	Complete the Sentence: Common Sight Words	Fix the Sentences: Bicycle Ride	Photo Captions	Reading Comprehension: Map That Story!
Math 	What Do We Know About Vegetables? Understanding Graphs	Traffic Jam Patterns Complete the Fruit Pattern	Shape Chart Basic Shapes	Complete the Patterns #1 Pattern Practice: Complete the Pattern #1	Greater Than, Less Than, Equal to Game: Two-Digit Numbers Math Fact: Relationship Between Addition & Subtraction
Other Fun Stuff 	Mindfulness: Guide to Feelings Cards	Make a Paper Bag Book	Reading Tour	Make a Paper Doll: Lunch Hero	Octopus Mobile



Parent/Guardian Signature: _____



Reading Log

1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story? 	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

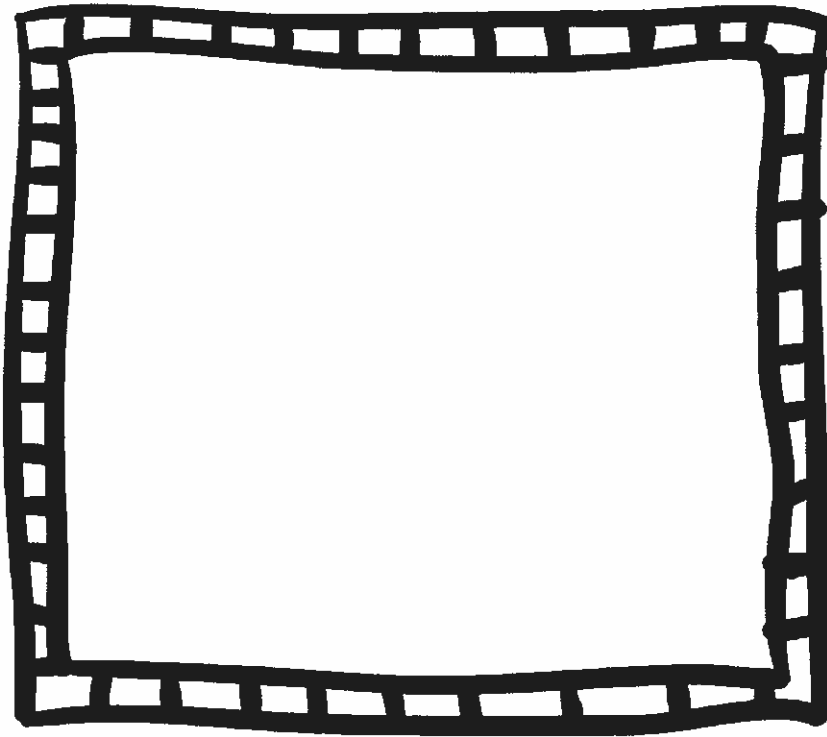
Day 1

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Fix the sentences.
Math	Practice reading graphs.
Fun Stuff	How are you feeling?





My Daily News



Some ways to start
your Daily News:

Today I
I went
I learned
I saw

Or, pick your own
way to start!

Dog Days

These sentences are written incorrectly.
Rewrite each sentence correctly.

dog runs. The



the dog rolls around



The sits dog.



the dog chews the bone

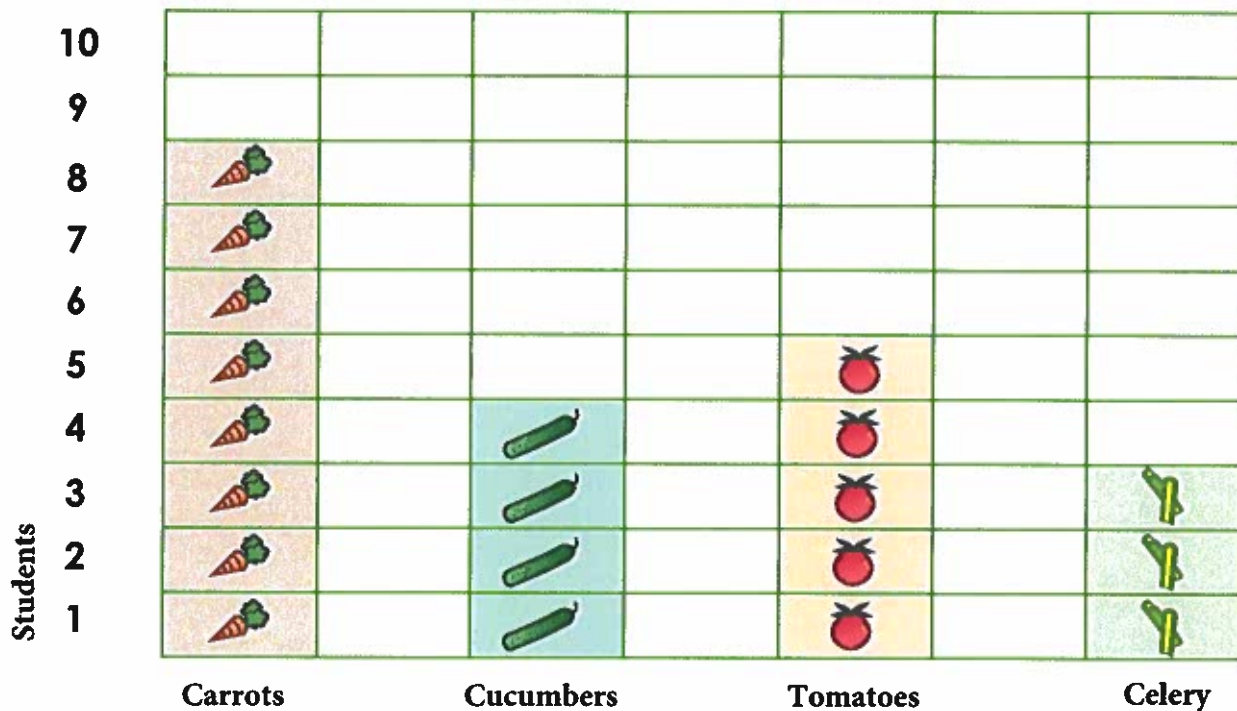


What Do We Know About Vegetables?

Name _____

Date _____

Mr. Johnson's class took a survey about their favorite vegetables. The data they collected is represented in the bar graph below.



Questions:

1. How many kids were surveyed in all?

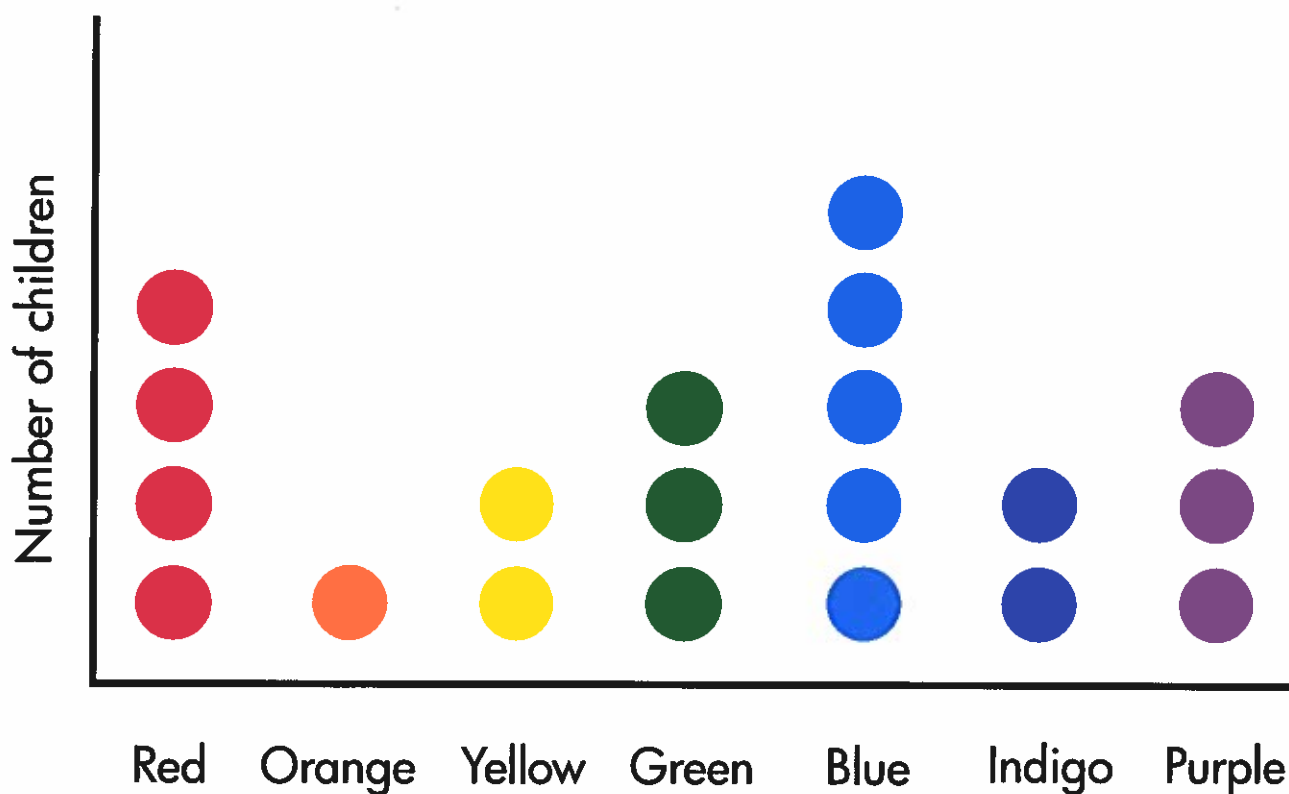
2. The kids who liked carrots best sat with the kids who liked cucumbers best. How many kids were there in all?

3. The kids who liked tomatoes best went home early. How many kids were left?

Understanding Graphs

Not every graph looks the same. A teacher asked her students to vote for their favorite colors, and she used circles instead of bars to show how many votes each color got.

Answer the questions below to show that you understand this graph.



1. How many students answered "green"?

Understanding Graphs

2. How many students answered "red"?

3. Which colors received only two votes?

4. Which color received the least amount of votes?

5. How many students voted for red, orange, and yellow altogether?

6. How many students are in the class?

7. If the teacher decides to use the top two favorite colors to decorate the classroom, which two colors would she use?



Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Angry



Annoyed



Anxious



Bored

Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Brave



Calm



Confident



Confused

Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Creative



Curious



Determined



Embarrassed

Name _____

Date _____

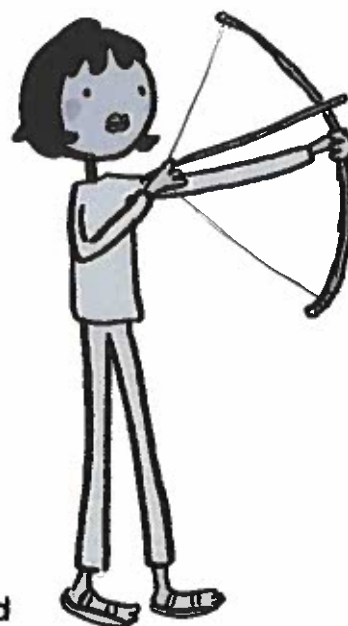
mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Excited



Focused



Frustrated



Gloomy

Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Grumpy



Grateful



Happy



Hopeful

Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Hurt



Inspired



Lonely



Moody

Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Nervous



Peaceful



Proud



Relaxed

Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Sad



Shy



Silly



Stressed

Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

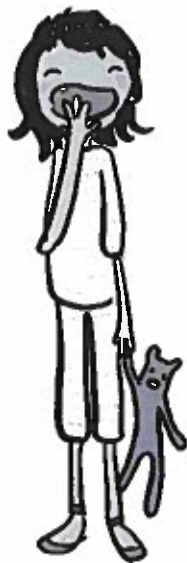
How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.



Strong



Tender



Tired



Worried

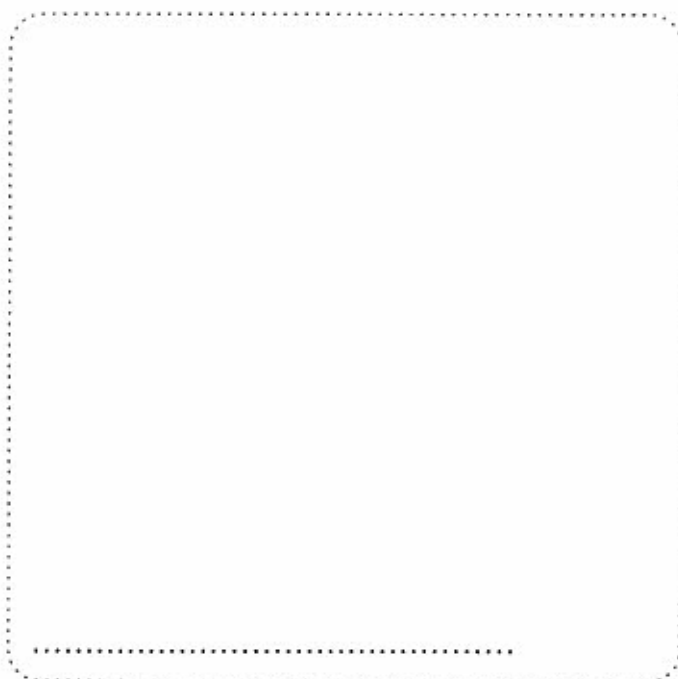
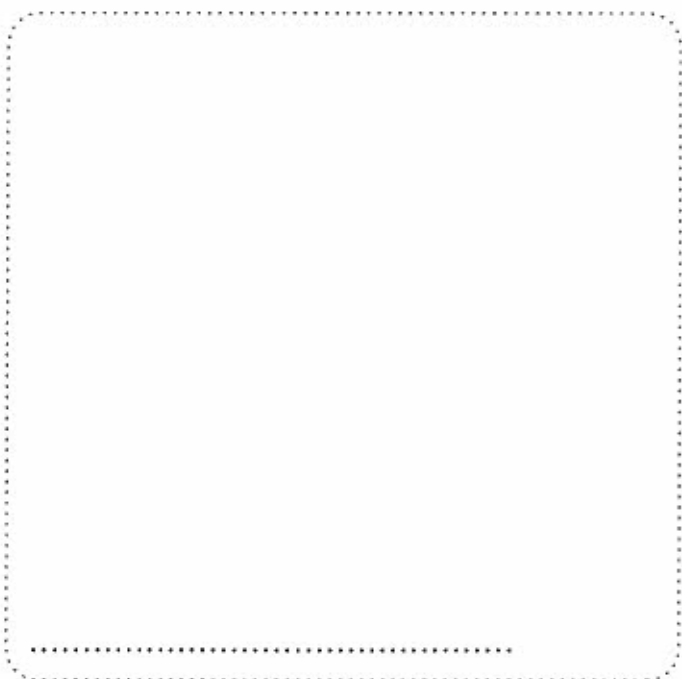
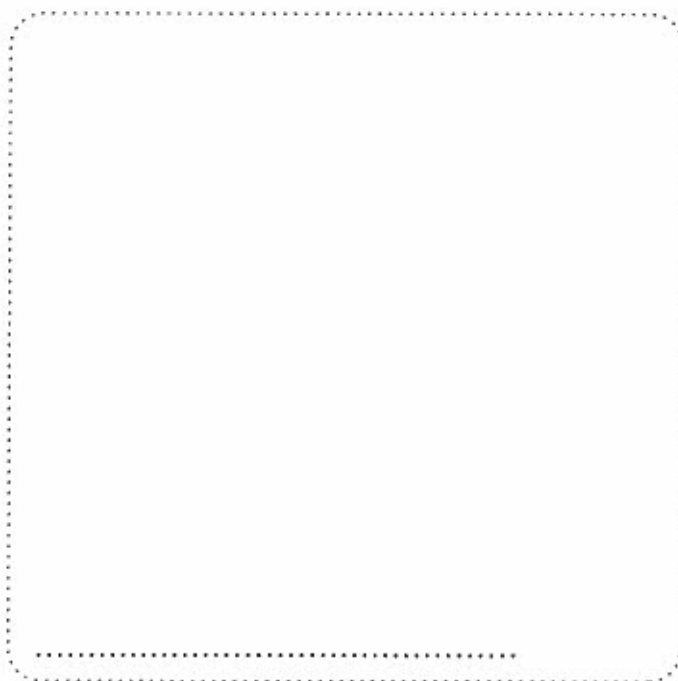
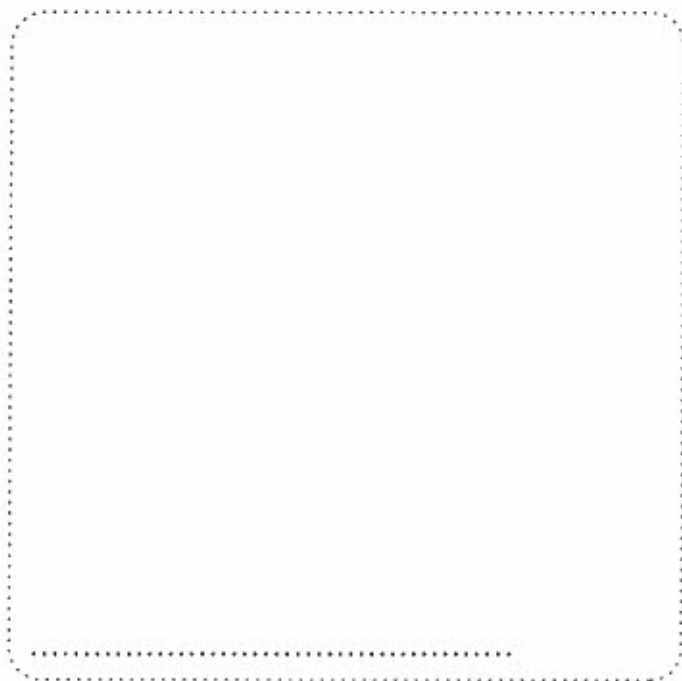
Name _____

Date _____

mindfulness series

GUIDE TO FEELINGS

**How are you feeling today? Use these cards to explore emotions.
Use the blank templates to create additional feelings cards.**



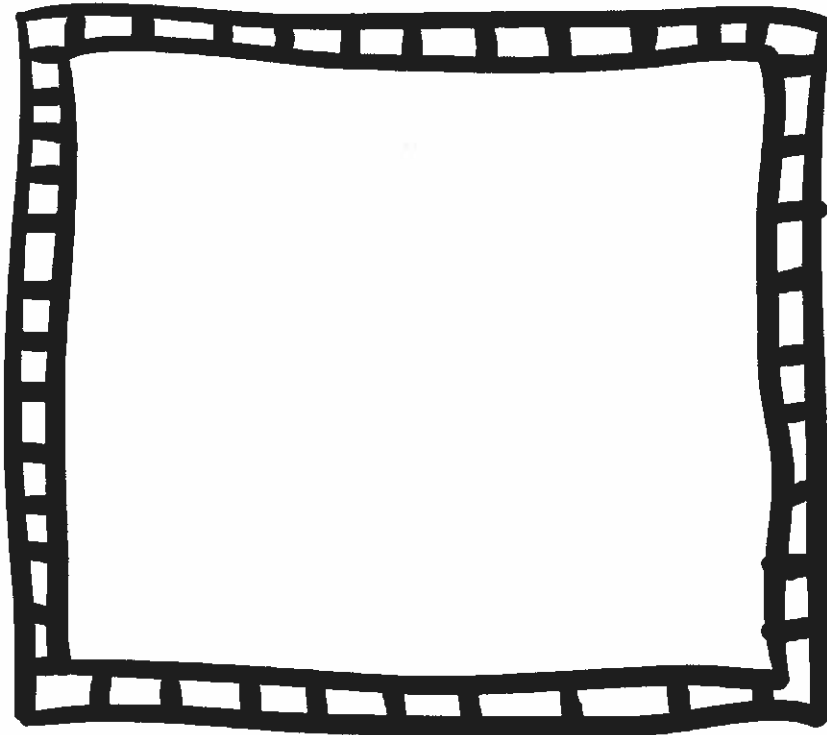
Day 2

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Complete the sentences with the right words.
Math	Continue these patterns.
Fun Stuff	Make a paper bag book.





My Daily News



Some ways to start
your Daily News:

Today I
I went
I learned
I saw

Or, pick your own
way to start!

High Frequency Sight Words

Choose a word from the bubbles below. Use a word to complete each sentence.

after

find

round

soon

that

help

know

made

under

your

did

give

brown

from

I got a cookie _____ the store.

I _____ a yummy snack.

Is that _____ favorite book?

My shoes are _____ the bed.

The dog has _____ fur.

I like to _____ cook dinner.

Did you _____ my red hat?

Traffic Jam

Main Street is super busy! Circle the part that repeats in each pattern.



Fill In the Missing Word

Look at the description of each pattern on the left, then fill in the blank.

ABAAB
AABA

cherry, pear, cherry, cherry, _____,

cherry, cherry, _____, cherry



ABABA
BABAB

apple, orange, apple, _____, apple,

_____, apple, orange, _____, orange



AABAAB
AABAAB

coconut, coconut, watermelon, _____, coconut,

_____, coconut, coconut, _____



AABBAA
BBAABB

lemon, lemon, carrot, carrot, _____, _____,

_____, carrot, _____, lemon, carrot, carrot



ABBAAB
BAABBA

potato, tomato, tomato, potato, _____, _____

tomato, potato, potato, _____, _____, potato



Make a Paper Bag Book

For children who love to read and write, and even for those who may struggle, authoring a book is an exciting opportunity. This project combines arts and crafts with writing, as your child writes a story about themselves and publishes it into a book—made out of a paper bag! With simple materials, you can create an enriching activity for your child that combines creativity, self-expression, fine-motor skills and brainstorming. Plus, it can make a great gift for someone special.

What You Need:

- A small paper bag (without handles – a brown paper lunch bag works great for this project)
- Several pieces of construction paper in different colors
- Scissors
- Stapler
- Pen

What You Do:

1. Start by laying the paper bag flat on the table following the natural lines of the bag's shape. The rectangular part that normally forms the bottom of the bag should be folded in and facing up—that is section A. The other part of the bag should then be folded in half horizontally—these are now sections B and C. When folded in half, section C should tuck underneath section A, so that you have something that looks more like a square shape.
2. Cut about 10 pages of construction paper in different colors into rectangles that measure about 5 inches by 4 inches. Stack them together. These are now the pages of your book.
3. Unfold the bag so that section C is closest to you. Attach the pages of your book to section C of the bag (the section closest to the opening of the bag) by putting three staples along the left side to make the spine. Now, when you fold the book up and tuck it under section A, the pages will be hidden.
4. Now that you have your book built, it's time to brainstorm what your child wants to write about! Help your child choose an activity that they enjoy, such as picking flowers or playing soccer. How would your child describe that activity? Who else normally does this activity with them? On a scrap piece of paper, write a sentence with your child for each page of the book. When your child is happy with this story, help them to transcribe it on each of the 10 pieces of construction paper. Have them illustrate each page as they go along.
5. Now make a title to go on section A of the book. If it's a story about picking flowers, have your child cut a flower shape out of the construction paper, write the title of the book on the flower, and paste it directly on section A. You could even make some cut-out illustrations to go on section C, so that when it folds up you have a complete picture. How about a stem with some leaves to go with the flower head on section A? Don't forget to find some place to write the book's author! There is lots of room to be creative with this project, so let your child's imagination run wild!

When the whole book is completed, have your child consider giving it as a gift to a friend or family member. It's sure to cheer up someone's day.



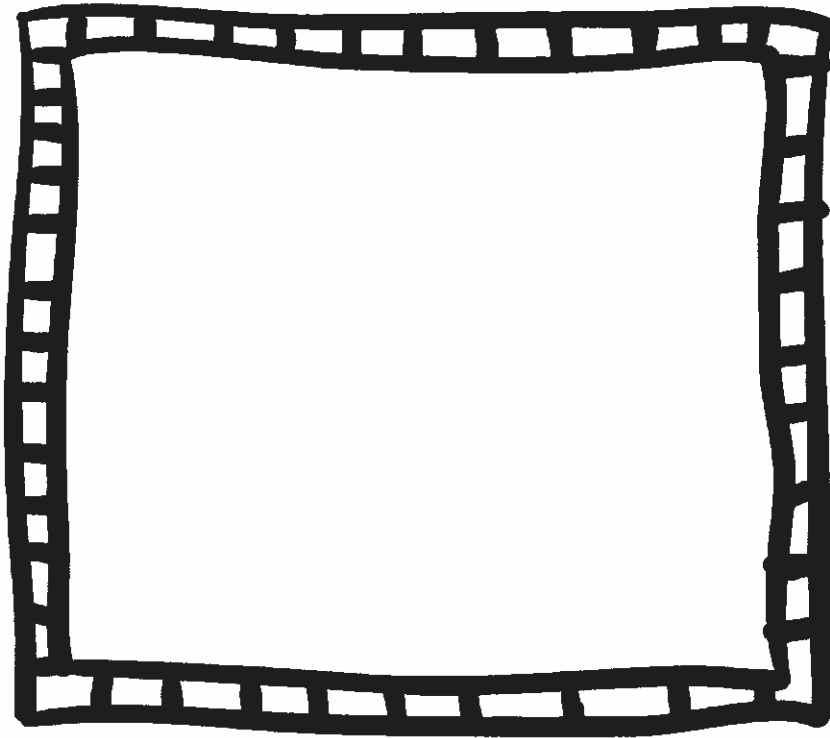
Day 3

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Fix these sentences.
Math	Take a shape hunt and become a shape expert!
Fun Stuff	Take a tour around your house!





My Daily News



Some ways to start
your Daily News:

Today I
I went
I learned
I saw

Or, pick your own
way to start!

Bicycle Ride



Write each sentence using correct capitalization and punctuation.

is it sunny outside today

have you seen my new red bicycle

i would like to ride my bicycle

do you want to ride our bicycles together

we can ride around the park

i think it will be a lot of fun



Shape Hunt!



Now that you are a shape expert, look around your house, backyard, and neighborhood. Can you find a real-life, everyday object that represents one of the shapes on the chart below? Draw a picture of what you find in the correct box.

Cone



Circle



Triangle



Cylinder



Cube



Hexagon

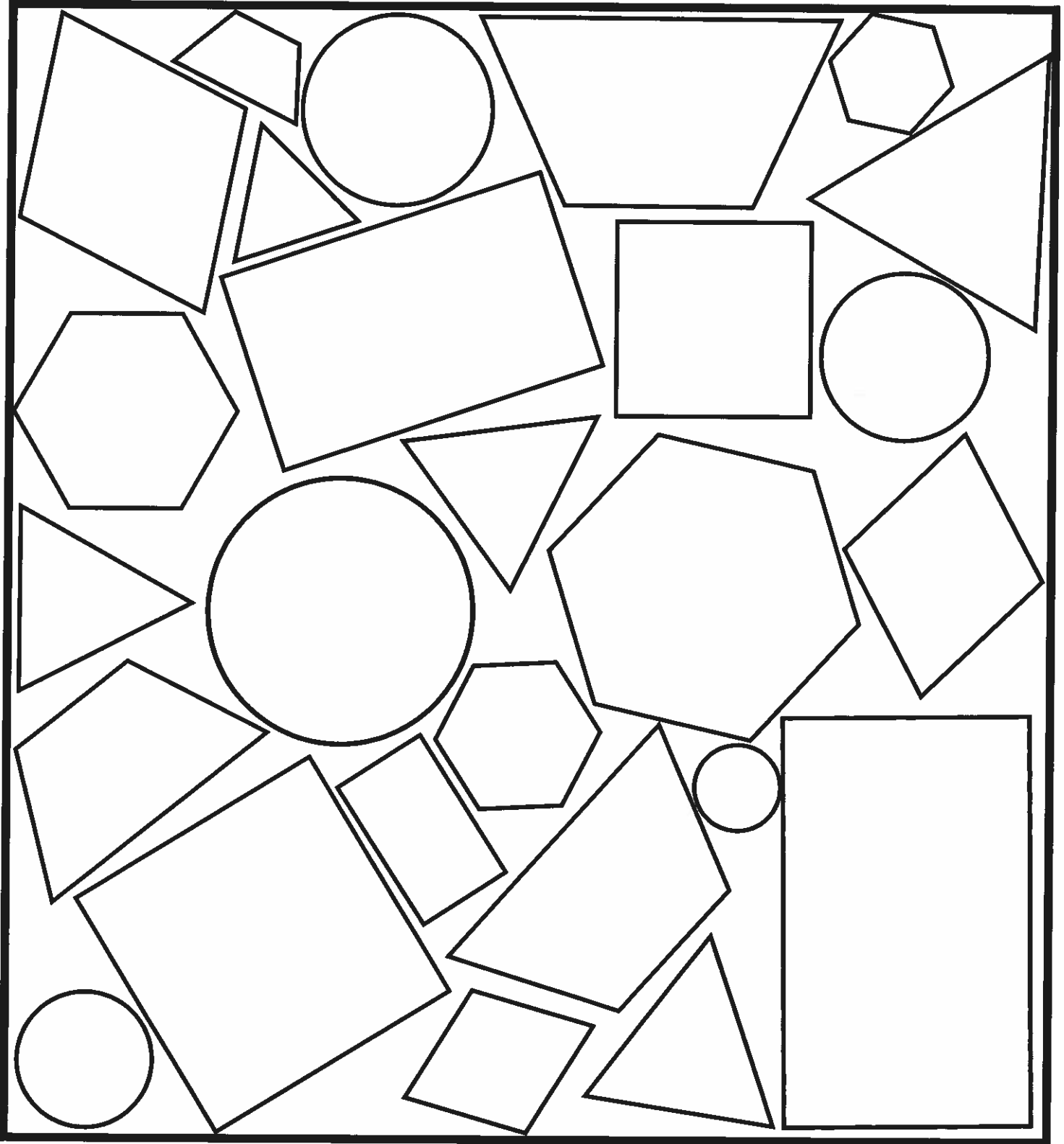


Do You Know Your Shapes?

Color all the squares **RED**. Color all the circles **BLUE**. Color all the triangles **GREEN**.

Color all the trapezoids **PURPLE**. Color all the hexagons **YELLOW**.

Color all the diamonds **PINK**. Color all the rectangles **ORANGE**.



Reading Tour

Simple word recognition is an important part of learning how to read and write. Have your child label common household objects and refer back to them later by creating their own tour! A reading tour is a simple and fun way for your child to practice reading and writing words. Help your child build a bank of vocabulary words by creating your own pointer for the reading tour. With some decorative supplies, markers, and rulers or spoons, your child can create a beautiful pointer to take the family on a house-wide reading tour to show off all the words they know.

What You Need:

- Sticky notes
- Thin black marker
- Decorating supplies like themed stickers, ribbon, decals, sequins, and paints
- Various objects for pointers like rulers, clean fly-swatters, wooden spoons, and dowels
- Glue
- Tape

What You Do:

1. Using the marker and the sticky notes, help your child label common objects around the house. For example, your child can label windows, doors, plants, the couch, towels, tables, chairs, clocks, curtains, and so on. As they stick on each label, be sure to have them read the word back to you.
2. Help your child decorate an assortment of objects to be used as pointers. For example, wrap silver and gold ribbon around a ruler and secure with glue or tape to create a magic wand. Or decorate a wooden spoon with some permanent markers and a little paint to make it look like a favorite storybook character, such as a scarecrow or spaceman, or a favorite icon such as a flower or planet.
3. You can also use scissors or a sharp cutting tool to round the edges of and cut a large, round window out of the flat "swatter" portion of a clean, unused fly swatter. Note: make the window opening about the same size as the sticky notes. Decorate the rest of the fly swatter with stickers and other small decorations to create a candy or flower wreath pointer.
4. Store the pointers in a handy, special place such as a tall gift box or an umbrella stand garnished with fancy ribbon.

Now have your child select a pointer and take someone in your household on a reading tour!



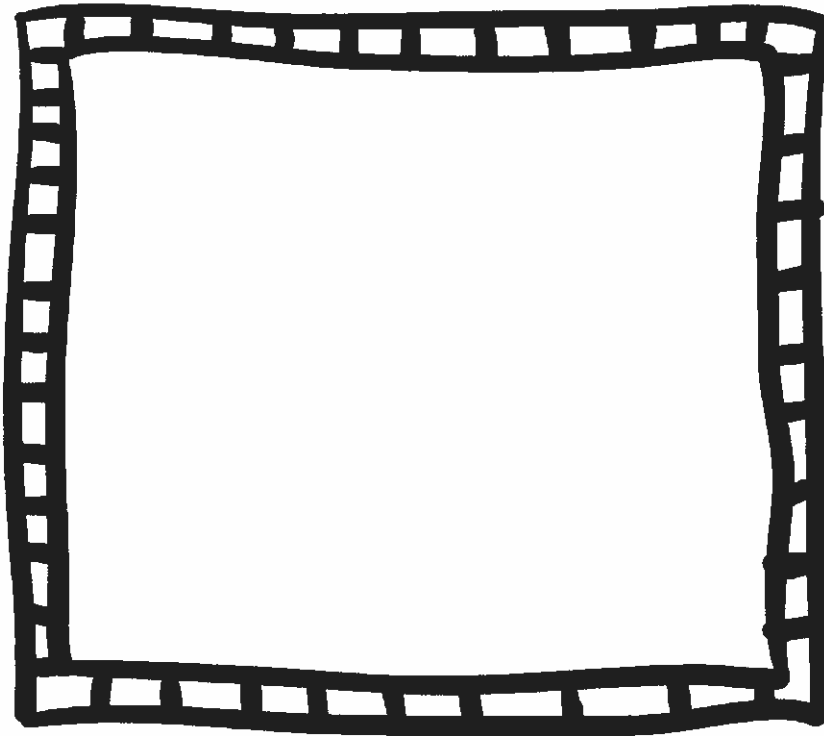
Day 4

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Write captions for what's happening in these pictures.
Math	Practice finishing these patterns.
Fun Stuff	Make a paper lunch hero!





My Daily News



Some ways to start
your Daily News:

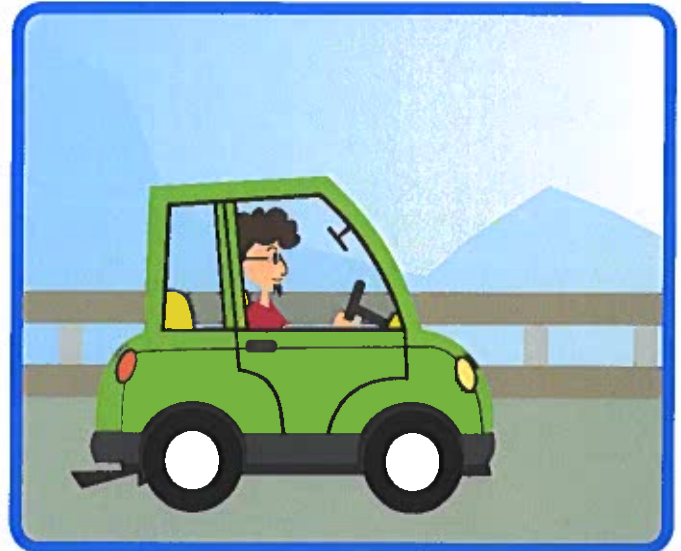
Today I
I went
I learned
I saw

Or, pick your own
way to start!

Chuck's Vacation

Look at each photograph, and write a caption for each picture.
Each caption should describe what you see in the photograph.









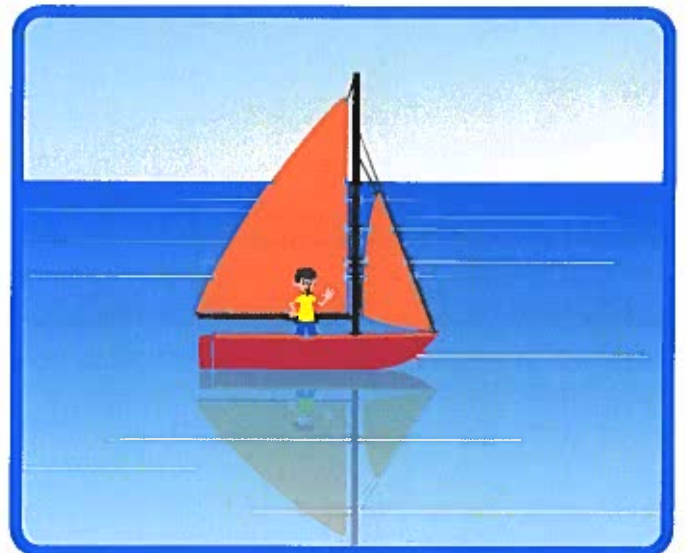
Chuck's Vacation

Look at each photograph, and write a caption for each picture.
Each caption should describe what you see in the photograph.



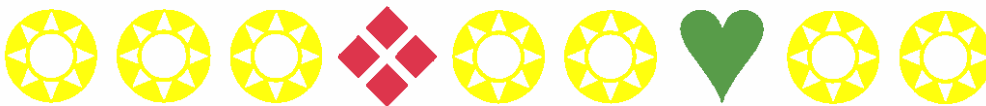






What Comes Next?

Look at the pattern carefully and draw and color the next **three** shapes in the pattern.



Write A Pattern

The words below are in a pattern. Write the missing words to complete the pattern.



plane boat plane boat _____



dog cat cat dog cat cat _____



sun moon star star moon sun _____



cloud sky sky rain cloud sky sky _____



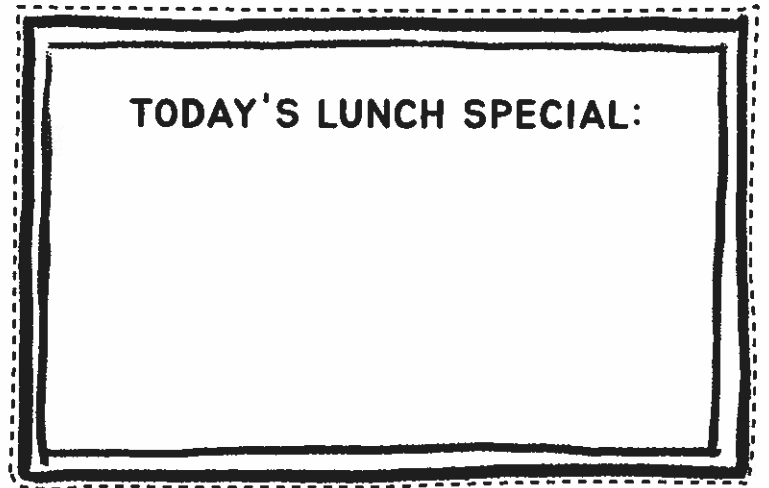
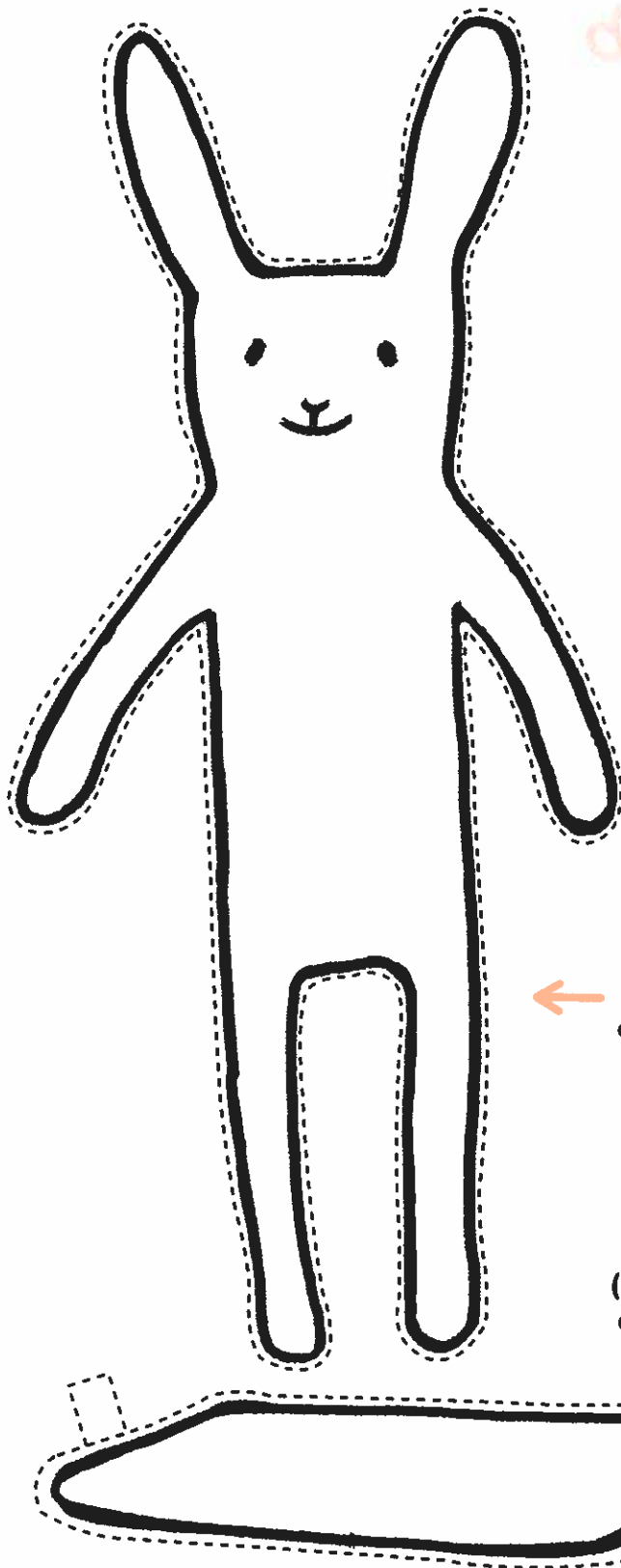
sing dance run run sing dance _____

Name _____ Date _____

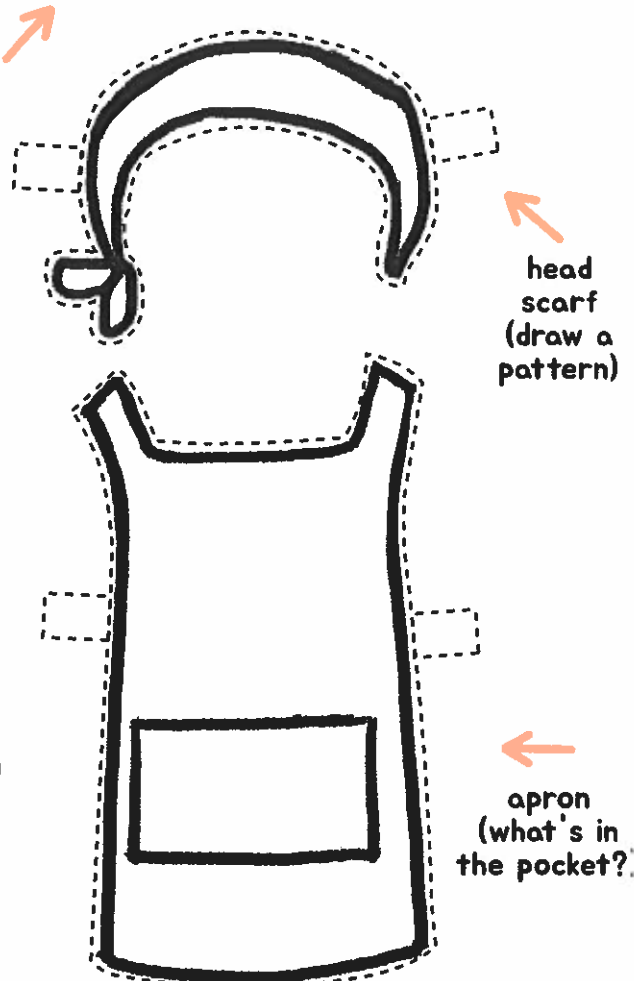
Lunch Hero Paper Doll

Cut along the dotted lines and follow the prompts to create your very own lunch hero paper doll. Then go to page two where your doll has the chance to interview you!

Tip: For a sturdy doll, print on cover or index weight paper.
(You might need an adult to help cut these out!)



cafeteria menu
(write your
favorite lunch!)



head
scarf
(draw a
pattern)

lunch hero
(color them in
and add details!)

lunch tray
(draw a healthy
and tasty lunch!)

apron
(what's in
the pocket?)

Name _____ Date _____

Time for an Interview!

Your newly assembled lunch hero bunny wants to interview you!
Sit down and answer their questions.

My lunch hero bunny's name is:

a. Lunch Hero Bunny: Thank you for assembling me! What grade are you in?

You: _____

b. Lunch Hero Bunny: If you could plan the school menu for one day, what would it be?

You: _____

c. Lunch Hero Bunny: What food might people be surprised to learn you like?

You: _____

d. Lunch Hero Bunny: What new food would you like to try?

You: _____

e. Lunch Hero Bunny: Do you ever pack your own lunch?

You: _____

f. Lunch Hero Bunny: What part of your lunch do you rarely eat? (Be honest!)

You: _____

g. Lunch Hero Bunny: In the space below, draw a picture of us having lunch together:

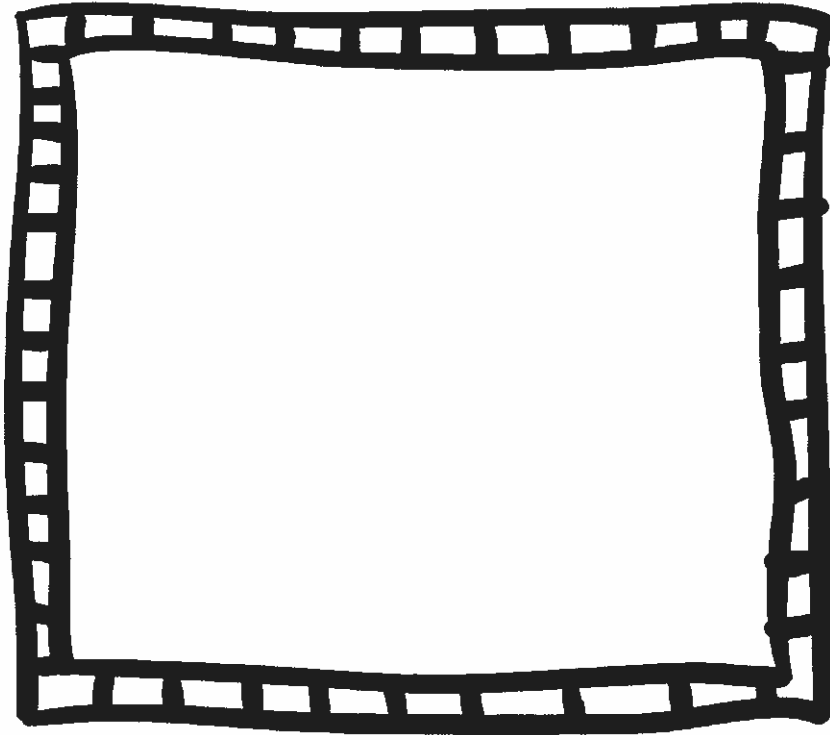
Day 5

Reading	Read for 15 minutes and complete your reading log.
Writing	Write your Daily News.
Literacy	Choose a book you love to read and map that story.
Math	Play a math game and practice your fact families.
Fun Stuff	Make an octopus mobile.





My Daily News



Some ways to start
your Daily News:

Today I

I went

I learned

I saw

Or, pick your own
way to start!

Name: _____

Date: _____

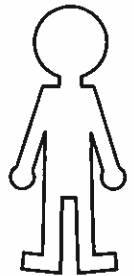
Map That Story!



Let's think about the story you just read! Fill out each part of the map below.

Name of book: _____

Who are the Characters
in the Book? Draw and
label three of them.



Character's name: _____

What happens at the beginning?	What happens in the middle?	What happens at the end?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Draw your favorite part of the book.

Name _____

Date _____

Greater Than, Less Than, Equal To Game: Two-Digit Numbers

Directions: For each round, each player chooses 2 number cards and tries to make the biggest number possible. Remember what you know about place value! Hint: The bigger number should go in the tens place.

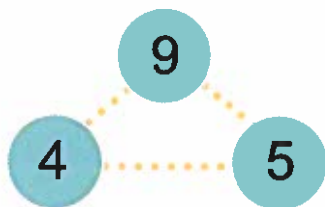
- Each player will record their number and compare it to their partner's number. Then, decide which symbol ($<$, $>$, $=$) to write in the middle.
- The winner is the player with the bigger number.
- Move on to the next round.



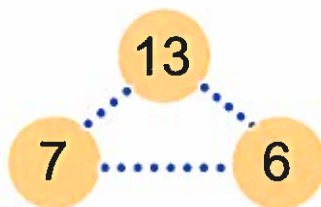
Round	Player 1	Symbol < > =	Player 2	Winner
Example	53	<	74	Cuz-Cuz
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

FACT FAMILIES

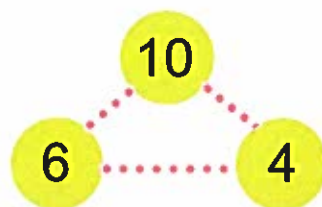
Each rectangle contains the numbers in a **fact family**. Add or subtract using the three numbers.



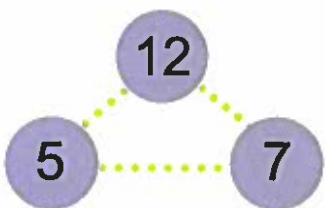
<u> </u>	+	<u> </u>	=	<u> </u>
<u> </u>	+	<u> </u>	=	<u> </u>
<u> </u>	-	<u> </u>	=	<u> </u>
<u> </u>	-	<u> </u>	=	<u> </u>



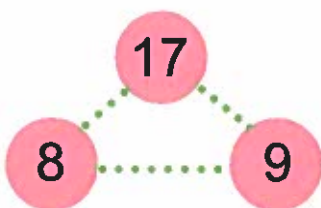
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	-	_____	=	_____
_____	-	_____	=	_____



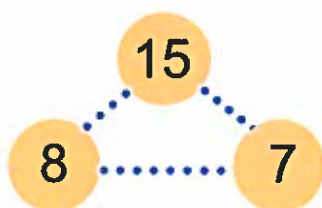
$$\begin{array}{r} \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$



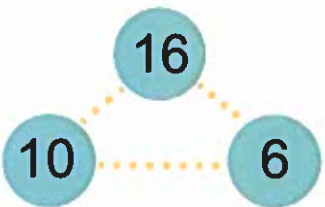
<hr/>	+	<hr/>		<hr/> =	<hr/>
<hr/>	+	<hr/>		<hr/> =	<hr/>
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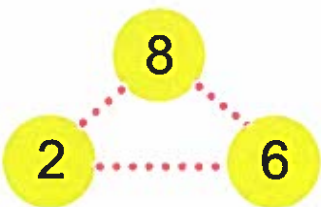
$\frac{1}{2}$	+	$\frac{1}{2}$	=	1
$\frac{1}{3}$	+	$\frac{1}{3}$	=	$\frac{2}{3}$
$\frac{1}{4}$	+	$\frac{1}{4}$	=	$\frac{1}{2}$
$\frac{1}{5}$	+	$\frac{1}{5}$	=	$\frac{2}{5}$
$\frac{1}{6}$	+	$\frac{1}{6}$	=	$\frac{1}{3}$
$\frac{1}{7}$	+	$\frac{1}{7}$	=	$\frac{2}{7}$
$\frac{1}{8}$	+	$\frac{1}{8}$	=	$\frac{1}{4}$
$\frac{1}{9}$	+	$\frac{1}{9}$	=	$\frac{2}{9}$
$\frac{1}{10}$	+	$\frac{1}{10}$	=	$\frac{1}{5}$
$\frac{1}{11}$	+	$\frac{1}{11}$	=	$\frac{2}{11}$
$\frac{1}{12}$	+	$\frac{1}{12}$	=	$\frac{1}{6}$
$\frac{1}{13}$	+	$\frac{1}{13}$	=	$\frac{2}{13}$
$\frac{1}{14}$	+	$\frac{1}{14}$	=	$\frac{1}{7}$
$\frac{1}{15}$	+	$\frac{1}{15}$	=	$\frac{2}{15}$
$\frac{1}{16}$	+	$\frac{1}{16}$	=	$\frac{1}{8}$
$\frac{1}{17}$	+	$\frac{1}{17}$	=	$\frac{2}{17}$
$\frac{1}{18}$	+	$\frac{1}{18}$	=	$\frac{1}{9}$
$\frac{1}{19}$	+	$\frac{1}{19}$	=	$\frac{2}{19}$
$\frac{1}{20}$	+	$\frac{1}{20}$	=	$\frac{1}{10}$
$\frac{1}{21}$	+	$\frac{1}{21}$	=	$\frac{2}{21}$
$\frac{1}{22}$	+	$\frac{1}{22}$	=	$\frac{1}{11}$
$\frac{1}{23}$	+	$\frac{1}{23}$	=	$\frac{2}{23}$
$\frac{1}{24}$	+	$\frac{1}{24}$	=	$\frac{1}{12}$
$\frac{1}{25}$	+	$\frac{1}{25}$	=	$\frac{2}{25}$
$\frac{1}{26}$	+	$\frac{1}{26}$	=	$\frac{1}{13}$
$\frac{1}{27}$	+	$\frac{1}{27}$	=	$\frac{2}{27}$
$\frac{1}{28}$	+	$\frac{1}{28}$	=	$\frac{1}{14}$
$\frac{1}{29}$	+	$\frac{1}{29}$	=	$\frac{2}{29}$
$\frac{1}{30}$	+	$\frac{1}{30}$	=	$\frac{1}{15}$
$\frac{1}{31}$	+	$\frac{1}{31}$	=	$\frac{2}{31}$
$\frac{1}{32}$	+	$\frac{1}{32}$	=	$\frac{1}{16}$
$\frac{1}{33}$	+	$\frac{1}{33}$	=	$\frac{2}{33}$
$\frac{1}{34}$	+	$\frac{1}{34}$	=	$\frac{1}{17}$
$\frac{1}{35}$	+	$\frac{1}{35}$	=	$\frac{2}{35}$
$\frac{1}{36}$	+	$\frac{1}{36}$	=	$\frac{1}{18}$
$\frac{1}{37}$	+	$\frac{1}{37}$	=	$\frac{2}{37}$
$\frac{1}{38}$	+	$\frac{1}{38}$	=	$\frac{1}{19}$
$\frac{1}{39}$	+	$\frac{1}{39}$	=	$\frac{2}{39}$
$\frac{1}{40}$	+	$\frac{1}{40}$	=	$\frac{1}{20}$
$\frac{1}{41}$	+	$\frac{1}{41}$	=	$\frac{2}{41}$
$\frac{1}{42}$	+	$\frac{1}{42}$	=	$\frac{1}{21}$
$\frac{1}{43}$	+	$\frac{1}{43}$	=	$\frac{2}{43}$
$\frac{1}{44}$	+	$\frac{1}{44}$	=	$\frac{1}{22}$
$\frac{1}{45}$	+	$\frac{1}{45}$	=	$\frac{2}{45}$
$\frac{1}{46}$	+	$\frac{1}{46}$	=	$\frac{1}{23}$
$\frac{1}{47}$	+	$\frac{1}{47}$	=	$\frac{2}{47}$
$\frac{1}{48}$	+	$\frac{1}{48}$	=	$\frac{1}{24}$
$\frac{1}{49}$	+	$\frac{1}{49}$	=	$\frac{2}{49}$
$\frac{1}{50}$	+	$\frac{1}{50}$	=	$\frac{1}{25}$
$\frac{1}{51}$	+	$\frac{1}{51}$	=	$\frac{2}{51}$
$\frac{1}{52}$	+	$\frac{1}{52}$	=	$\frac{1}{26}$
$\frac{1}{53}$	+	$\frac{1}{53}$	=	$\frac{2}{53}$
$\frac{1}{54}$	+	$\frac{1}{54}$	=	$\frac{1}{27}$
$\frac{1}{55}$	+	$\frac{1}{55}$	=	$\frac{2}{55}$
$\frac{1}{56}$	+	$\frac{1}{56}$	=	$\frac{1}{28}$
$\frac{1}{57}$	+	$\frac{1}{57}$	=	$\frac{2}{57}$
$\frac{1}{58}$	+	$\frac{1}{58}$	=	$\frac{1}{29}$
$\frac{1}{59}$	+	$\frac{1}{59}$	=	$\frac{2}{59}$
$\frac{1}{60}$	+	$\frac{1}{60}$	=	$\frac{1}{30}$
$\frac{1}{61}$	+	$\frac{1}{61}$	=	$\frac{2}{61}$
$\frac{1}{62}$	+	$\frac{1}{62}$	=	$\frac{1}{31}$
$\frac{1}{63}$	+	$\frac{1}{63}</$		



$$\begin{array}{rcl} \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \underline{\hspace{2cm}} & + & \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \\ \underline{\hspace{2cm}} & - & \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \end{array}$$



_____	+	_____	=	_____
_____	+	_____	=	_____
_____	-	_____	=	_____
_____	-	_____	=	_____

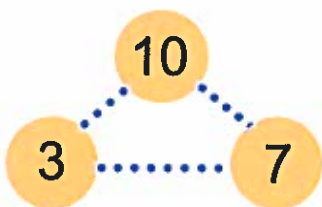


_____ + _____ = _____

_____ + _____ = _____

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<u> </u>	+	<u> </u>	=	<u> </u>
<u> </u>	+	<u> </u>	=	<u> </u>
<u> </u>	-	<u> </u>	=	<u> </u>
<u> </u>	-	<u> </u>	=	<u> </u>

Octopus Mobile

Create a giant octopus from cardboard that holds onto a sea of creatures from its tentacles! Kids cut and paint each sea creature. This project is a great follow-up to a visit to an aquarium.

What You Need:

- 3 Sheets of cardboard or cereal boxes (11" x 17")
- Scissors
- Pencil
- Tempera paint
- Paintbrushes
- Thread
- Clear tape
- Markers

What You Do:

1. On one sheet of cardboard, draw an octopus as large as you can with four legs. Cut it out of the cardboard with scissors
2. On another piece of cardboard, trace around the cut out octopus with a pencil, and cut out the next octopus shape.
3. Lay the octopus shapes with one head on top of the other. (The legs should be facing opposite ways so it looks like a spider.) Hold the bodies together in this position and use scissors to cut a straight line, or slit, from the middle of one set of legs, just over halfway through the head. Do not cut all the way through the head.
4. Paint both octopus body's front and back. Allow them to dry.
5. Dip a paintbrush in paint and flick the bristles with your fingers to make the paint spray onto the octopus bodies.
6. Draw lots of different types of fish onto the third piece of cardboard. Cut out all of the fish shapes you draw.
7. Cut out eight different lengths of thread. Tape the fish onto the thread. You can paint more than one fish on each thread.
8. Paint both sides of the fish with bright colors and let them dry. Think about patterns you've seen on fish. Do they have stripes? Dots? And, don't forget scales! Make sure to paint over the tape. Then, use markers to add in facial features to the fish.
9. Tape one thread on each leg of the octopus tentacles.
10. Paint blue rings at the bottom edge of the octopus tentacles to create suckers.
11. After the paint is dry, slide one octopus shape into the other octopus shape. Draw a face on the octopus with markers.
12. Add a string to the octopus body and your underwater mural is ready to be hung!

