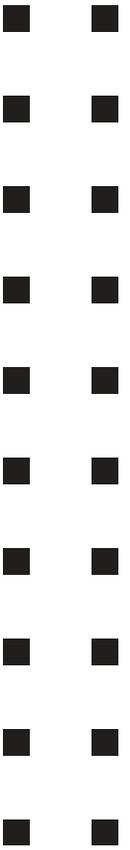




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

## Continuous Learning **LEARNING MENUS**



**MATH**

**LITERACY**

**SPECIALS**

**Printables**

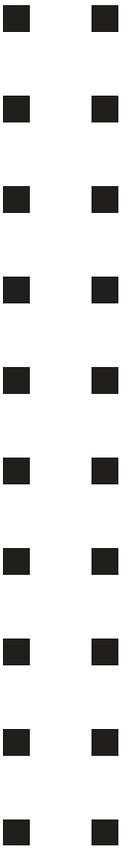




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

# MATH



**Printables**



# LEARNING MENU MATH & STEM

GRADE 1

★ = EVERYDAY ITEMS

**1** ★ **Fact fluency**  
with flashcards  
(addition and subtraction to  
20)

Make your own or use [this  
slideshow](#).



**2**

★ IXL  
IXL Recommendations  
section for 15 minutes.



**3** **Addition and Subtraction  
Fact Families**  
<https://bit.ly/factfamily10>

1. Click the link above to watch a  
BrainPopJr. video on fact families.  
Use this information to login:  
**username: eLearn57**  
**Password: eLearn57**

2. Look for the Seesaw activity to  
write four related number  
sentences inside each house, 2 for  
addition and 2 for subtraction, using  
the given four numbers.



**4**

**Place Value Concepts  
10's and 1's**

Please complete the  
Seesaw Activity assigned by  
your teacher on "Place Value  
Concepts



**5** **Graphing  
Play "Roll and Total"**

Roll a die and color the first  
empty box above the number it  
landed on. Continue to roll until  
you fill up a column. Then,  
answer the questions that  
follow.



**6** **Graphing**

Grab a handful of coins.  
Sort the coins by type (all dimes  
together, all nickels together ...)  
Arrange each group in a line to  
make a visual graph so that you can  
compare them. Example:  
1. Take a picture of your coins.  
2. Answer the questions about your  
coins on Seesaw or [here](#).



**7**

**Graphing  
How Much Candy? Tally  
Chart**

Please complete the "How  
Much Candy?" activity on  
Seesaw assigned by your  
teacher .



**8** **STEM  
Coin Bridge**

Gather two handfuls of coins  
and use them to build a  
bridge. How tall, wide, and  
strong can you make your  
bridge?



**9** **STEM  
Design A Boat to Float**

Please complete the "Design  
a Boat to Float" activity on  
Seesaw assigned by your  
teacher.



I understand that a two digit number is made up of tens and ones.



Number	Sticks and Circles	Tens and Ones	Equation
53		$\begin{array}{c} 5 \\ \hline \text{tens} \end{array} \quad \begin{array}{c} 3 \\ \hline \text{ones} \end{array}$	$50 + 3 = 53$
42		$\begin{array}{c} \phantom{0} \\ \hline \text{tens} \end{array} \quad \begin{array}{c} \phantom{0} \\ \hline \text{ones} \end{array}$	$\_ + \_ = \_$
61		$\begin{array}{c} \phantom{0} \\ \hline \text{tens} \end{array} \quad \begin{array}{c} \phantom{0} \\ \hline \text{ones} \end{array}$	$\_ + \_ = \_$
37		$\begin{array}{c} \phantom{0} \\ \hline \text{tens} \end{array} \quad \begin{array}{c} \phantom{0} \\ \hline \text{ones} \end{array}$	$\_ + \_ = \_$
24		$\begin{array}{c} \phantom{0} \\ \hline \text{tens} \end{array} \quad \begin{array}{c} \phantom{0} \\ \hline \text{ones} \end{array}$	$\_ + \_ = \_$

Write four different facts.

12

8 4

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

14

9 5

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<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>



# Roll and Total



## Directions:

1. Roll your dot die and color in the first empty box above the number it landed on.
2. Keep rolling until you fill up a column all the way to the top.
3. Then, answer the questions below using the data from your graph.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

1. Which number did you roll the least? \_\_\_\_\_
2. Which number did you roll the most? \_\_\_\_\_
3. How many more times did you roll 3 than 5? \_\_\_\_\_
4. How many fewer times did you roll 6 than 2? \_\_\_\_\_
5. How many times did you roll in all? \_\_\_\_\_

# My Coin Graph Questions

Instructions: After creating your visual coin graph, look at your data to answer the questions below.

1. How many pennies do you have? \_\_\_\_\_ pennies

2. How many nickels do you have? \_\_\_\_\_ nickels

3. How many dimes do you have? \_\_\_\_\_ dimes

4. How many quarters do you have? \_\_\_\_\_ quarters

5. How many coins do you have in all? \_\_\_\_\_ coins

6. How many more dimes than pennies do you have? \_\_\_\_\_ more dimes

7. How many fewer nickels than quarters do you have? \_\_\_\_\_ fewer nickels



Name: \_\_\_\_\_

# HOW MUCH CANDY?

Write down the total number of candy that each person has and then answer the questions.



	Candy	Total
Sara	### ##	
Ben	### ## ##	
Jack	### ## ## ##	
Jess	### ##	

1. How much candy does Ben have? \_\_\_\_\_

2. How much candy does Jack have? \_\_\_\_\_

3. Who has the MOST candy? \_\_\_\_\_

4. Who has the LEAST candy? \_\_\_\_\_

5. How much candy do Ben and Jess have altogether?  
\_\_\_\_\_

6. How much more candy does Ben have than Sara?  
\_\_\_\_\_

# Design a Boat to Float

## - PLAN:

- Sketch and label your design ideas on a piece of paper.
- What materials will you use? (Suggested Materials: aluminum foil, pennies or other small weighted objects, a container or a sink filled with water)
- Label your sketch with the materials that you will need.

## - DESIGN:

- Build your first boat.
- Test your design. - Does it float? - Make improvements if needed.

## - PLAY:

- Try adding one penny at a time to your boat.
- Can you think of a way to improve your design so that it might hold more weight?

**Additional Challenge Idea:** try creating a boat using different types of materials (cardboard, styrofoam, etc). What design features work best?

**REFLECT:** In this

Reflection:

1. Which materials worked best in your design?
2. What improvements did you need to make?
3. How many pennies was your boat able to hold without sinking?

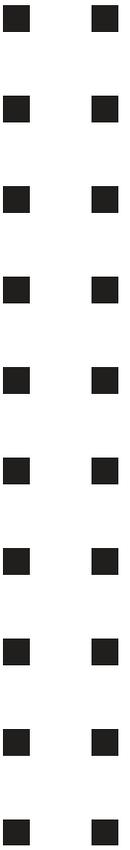




# RSU 57

- Waterboro
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- Massabesic High

# LITERACY



**Printables**



# LEARNING MENU LITERACY

GRADE 1

★ = EVERYDAY ITEMS

**★ Read and Write**

**1** Choose a picture book or one chapter from your book and read it to yourself, a family member, a pet, or stuffed animal.

Choose one reading response and complete it after reading the book.

[Reading Response Sheets](#) 

**2**

**Listen to a Story**  
Hear a story read by your teacher, family member, or librarian.



**3**

  
**Phonics Practice**  
See your teacher for specific lessons



**4**

  
**Phonics Practice**  
See your teacher for specific lessons



**5**

  
**IXL Language Arts**  
Complete 2 categories from the recommendations

**Link shows how to access:**  
[IXL Language](#) 

**6**

  
**Kids A-Z/Raz Kids**  
Choose a story. Listen to it, read it to yourself and make a recording. Answer the questions after you read. 

**Word Work**

**7** Choose 10 sight words and choose a sight word activity.

**1.** Write sentences using each of your 10 sight words  
**-or-**

**2.** [Ghost Words](#)  
**-or-**

**3.** Spell your words with materials found at home i.e. toothpicks, q-tips, beans, magnetic letters, sticks. 

**8** **Writing Prompt:**  
Write a story about an adventure you would like to take. Draw a picture and label the details. In 3-5 sentences, write about your adventure. Make sure to use capital letters to start your sentences and punctuation to end your sentences.

[Ways To Describe](#) 

**9** **Writing Prompt:**  
If you could be any insect, what would you be and why? Draw a picture and label the details. In 3-5 sentences, write about your adventure. Make sure to use capital letters to start your sentences and punctuation to end your sentences.

[Ways To Describe](#) 

name: \_\_\_\_\_

# Character

Today I read: \_\_\_\_\_

Author: \_\_\_\_\_

Draw a picture of the characters in the story:

My favorite character was: \_\_\_\_\_

This was my favorite character because:

\_\_\_\_\_  
\_\_\_\_\_

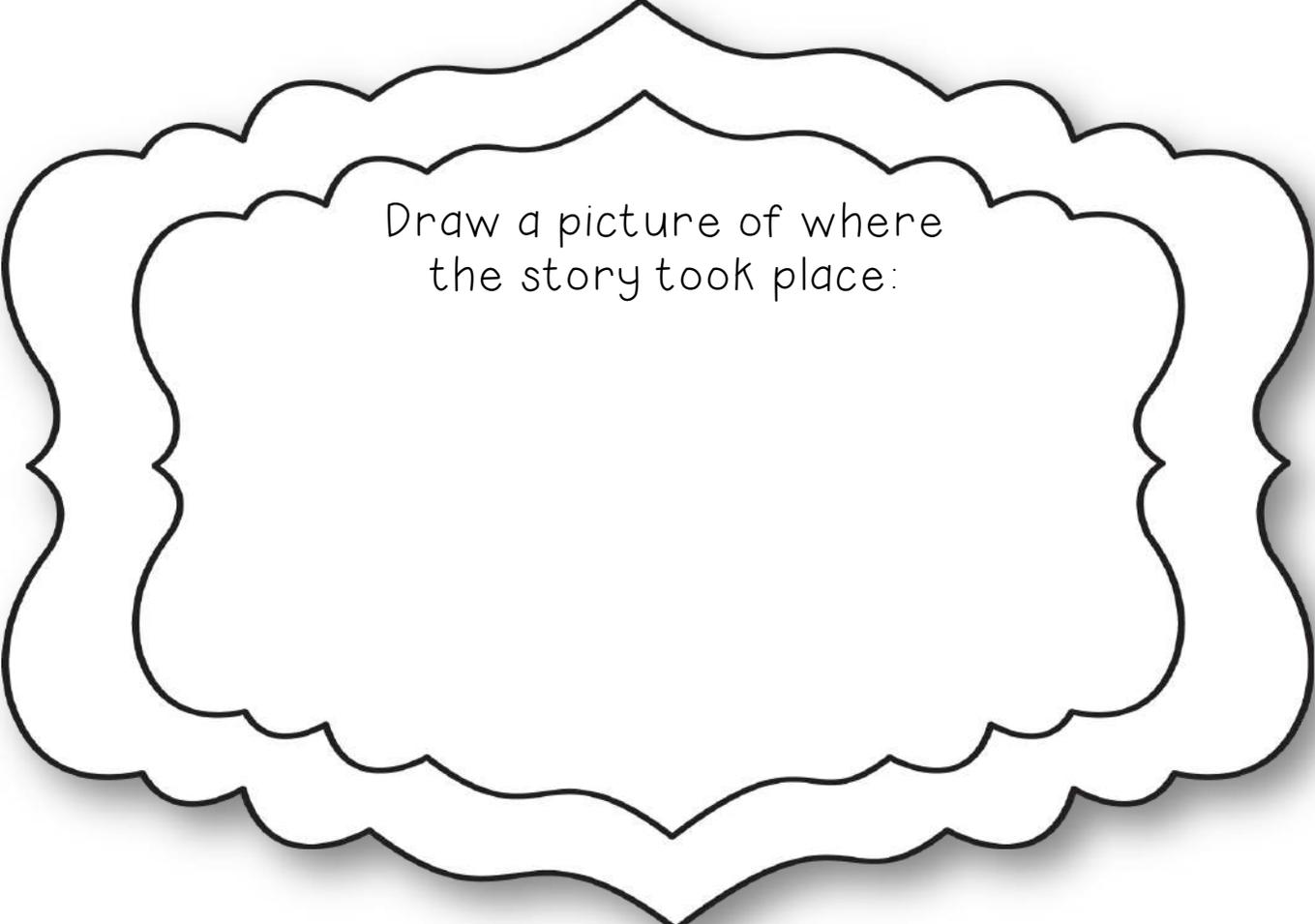
name: \_\_\_\_\_

# SETTING

Today I read: \_\_\_\_\_

Author: \_\_\_\_\_

Draw a picture of where  
the story took place:



My favorite part of the setting was:

---

---

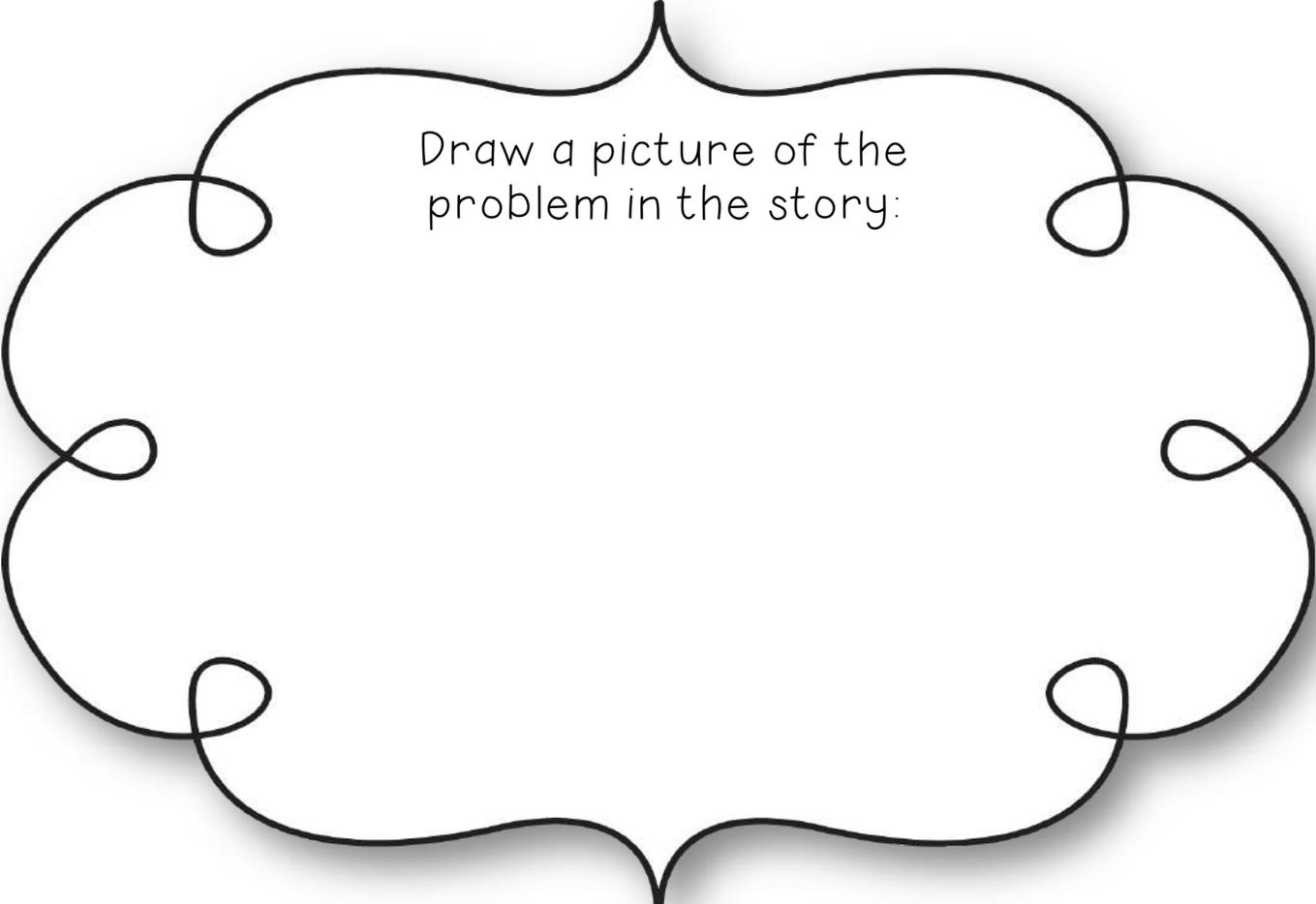
---

name: \_\_\_\_\_

# PROBLEM AND SOLUTION

Today I read: \_\_\_\_\_

Author: \_\_\_\_\_



Draw a picture of the problem in the story:

The problem in the story was solved when:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

name: \_\_\_\_\_

# BEGINNING, MIDDLE, and END

Today I read: \_\_\_\_\_

Author: \_\_\_\_\_

Draw a picture of what happened...

First:

Next:

Last:

name: \_\_\_\_\_

# MAIN IDEA

Today I read: \_\_\_\_\_

Author: \_\_\_\_\_

Main Idea:

What details in the story helped you better understand the main idea?

---

---

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---

ue

Name: \_\_\_\_\_

## I Can Read Sentences

Directions: Highlight, circle, or underline all of the word family words. Then read each sentence. Color a smiley face each time you read the page. Read the page three times.

The girls argue.



The barbecue is good.



Did you find the clue?



He opens the glue.



I need a tissue.



ew

Name: \_\_\_\_\_

## I Can Read Sentences

Directions: Highlight, circle, or underline all of the word family words. Then read each sentence. Color a smiley face each time you read the page. Read the page three times.

She blew the flower.



What did she brew?



He chews the candy.



She grew so much.



Can you screw it in?



oa	ow

❄️ snow   🚤 boat   🛣️ road   🐐 goat   🏆 goal   🎀 bow

🏹 bow   🏃 throw   🌱 grow   🐢 slow   💨 blow   🍞 loaf

Box #3

for 📖 story fork 🍴 door 🚪 farm 🧑🌾 cart 🛒

star ✨ or ar car 🚗

⋮

Box #3

fit	+	ing	=	
tap	+	ing	=	
clap	+	ing	=	
jog	+	ing	=	

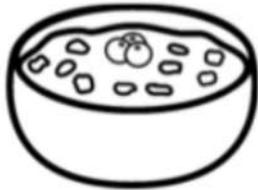
fit	+	ed	=	
tap	+	ed	=	
clap	+	ed	=	
jog	+	ed	=	

Box #4

## No Toast

I wanted toast for breakfast,  
but I didn't have any bread.  
So I took my car out on the road  
to get a loaf and some spread.  
The store was out, but they had oats.  
So I bought those instead.

OA  
family



## Help!

I was stuck in the shower  
and I began to howl.  
"Mom and Dad please help me.  
I forgot to get a towel."  
"I will come and help you,"  
my dad said with a scowl.  
"You always forget to grab one,"  
he said with a bit of a growl.

OW  
family



September 📅	fire 🔥	her 👩	curve ↷	stir 🥄	bird 🐦	teacher 👩	pur 🐱
sisters 👧👧	er	ir	ur				

Box #4

Name \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Read each question carefully and choose the best answer.

1. How does Moose try to solve the problem of the people building in the forest?
  - (A) He scares the people away.
  - (B) He rams the trucks.
  - (C) He helps Rabbit chew the wires.
2. Where does the story take place?
  - (A) in a forest
  - (B) in a yard
  - (C) in a house
3. How does Deer feel at the beginning of the story?
  - (A) confused
  - (B) happy
  - (C) sad
4. Which detail from the story helps the animals know that the bridge is for them?
  - (A) The people show the animals how to use the bridge.
  - (B) The people put up signs on the bridge with pictures of animals on them.
  - (C) The people do not let cars drive near the bridge.
5. Which word means the same as **upset**?
  - (A) unhappy
  - (B) lost
  - (C) full
6. **Extended Response:** Why do the animals want the people to stop building the bridge?

## Quick Check Answer Sheet

## The Animal Bridge

*Main Comprehension Skill: Story Elements*

1. **(B)** *Problem and Solution*
2. **(A)** *Story Elements*
3. **(C)** *Analyze Character*
4. **(B)** *Main Idea and Details*
5. **(A)** *Vocabulary*
6. Answers should include the idea that the animals do not know that the bridge is for them and that construction projects in the past have been destroying the forests and ruining their homes.

# The Animal Bridge

A Reading A-Z Level I Leveled Book  
Word Count: 286

## Connections

### Writing

Pretend you are one of the animals in the story. Write a friendly letter to the humans. Include your feelings about the bridge before and after it was made.

### Science

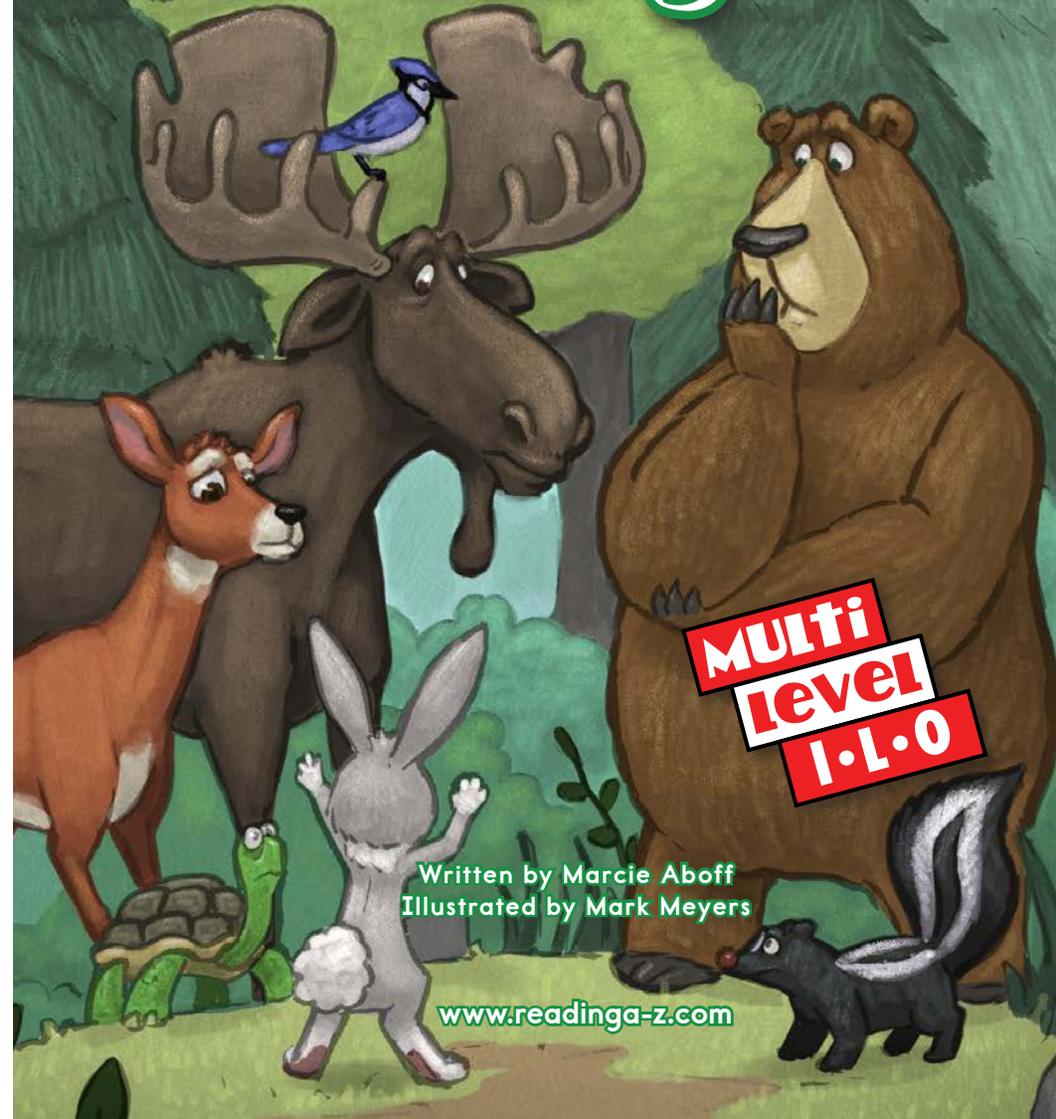
Think about the habitat of each animal in the story. Discuss with a partner what each animal needs to live.

Reading A-Z

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for thousands of books and materials.

LEVELED BOOK • I

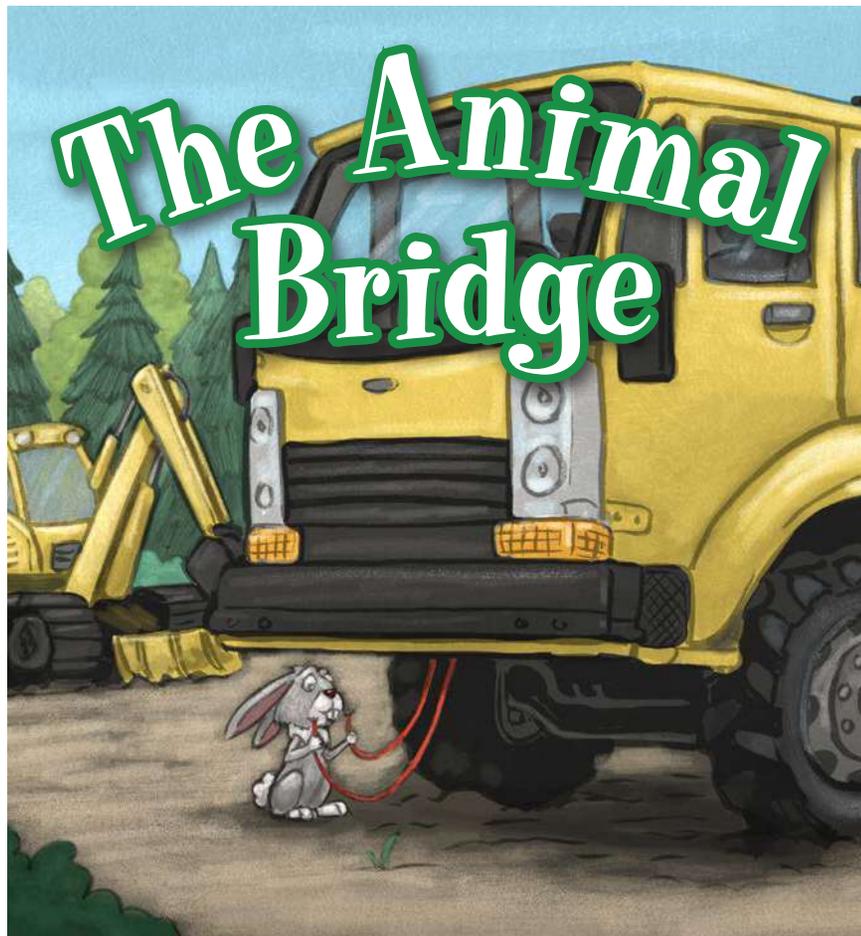
# The Animal Bridge



Written by Marcie Aboff  
Illustrated by Mark Meyers

[www.readinga-z.com](http://www.readinga-z.com)

**Multi  
level  
1.1.0**



Written by Marcie Aboff  
Illustrated by Mark Meyers

[www.readinga-z.com](http://www.readinga-z.com)

### Focus Question

How do the animals' feelings change during the story?

### Words to Know

bridge

dent

dizzy

humans

sprayed

upset

The Animal Bridge  
Level I Leveled Book  
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Illustrated by Mark Meyers

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### Correlation

#### LEVEL I

Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



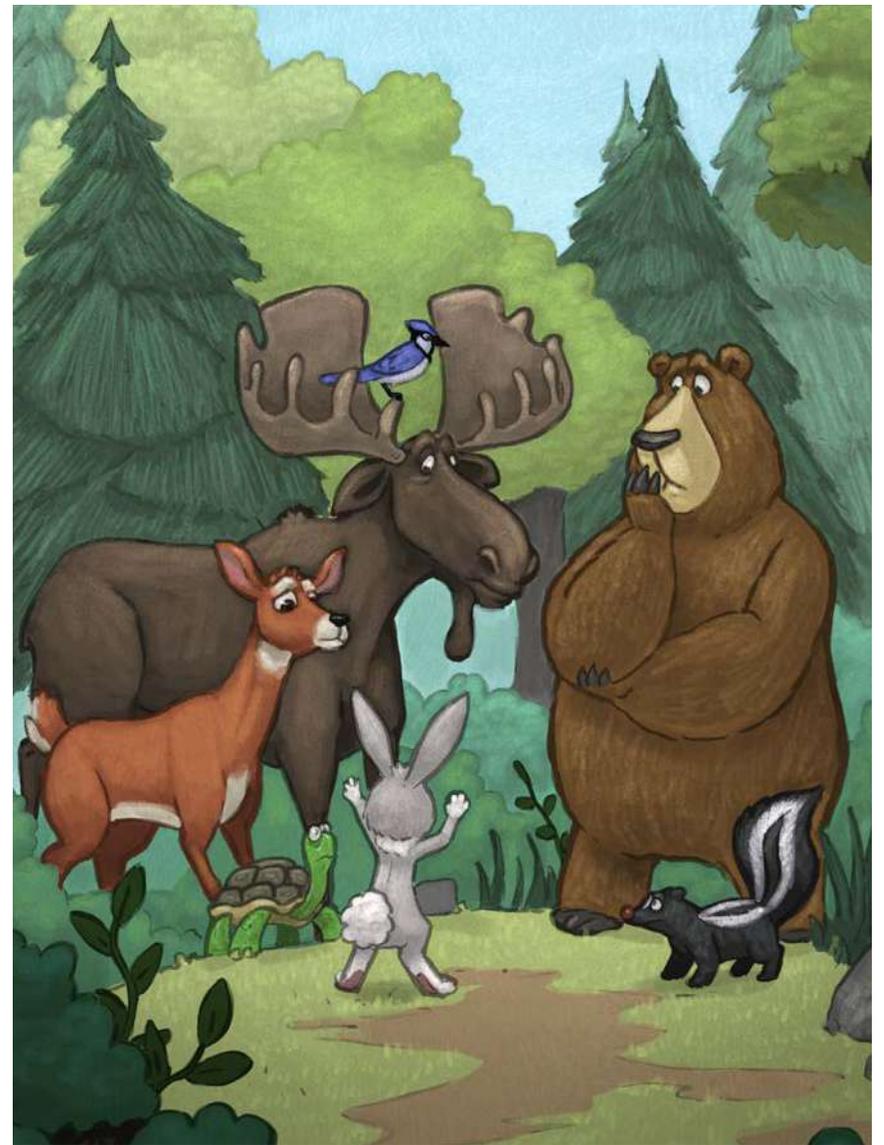
Bear was eating berries when Blue Jay flew down to him. "The **humans** are building something!" Blue Jay said.



"Not again," Bear cried. The humans had made many roads through the forest.



Bear saw Deer coming toward him.  
Bear asked, "What's wrong, Deer?"  
Deer said, "I am all alone.  
I got cut off from the other deer.  
I'm too scared to cross the road  
to find them."  
"We need to do something to stop  
the humans," said Bear.



The animals came together.  
They talked about the humans  
and their new **bridge**.



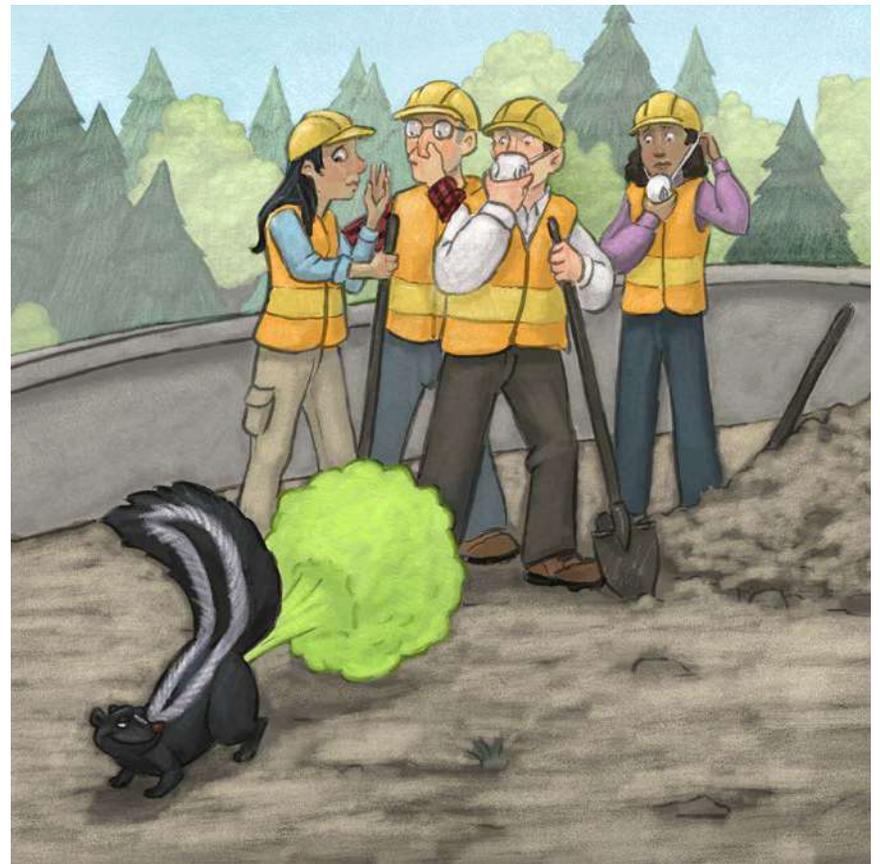
Rabbit showed off her two big front teeth.  
“I can chew through the wires under their trucks,” said Rabbit.  
“Then, the humans can’t use them to dig up the land!” she added.



Rabbit ran toward the trucks.  
When she got there, she chewed wires until . . . *snap!*  
The wire split.  
The work went on.



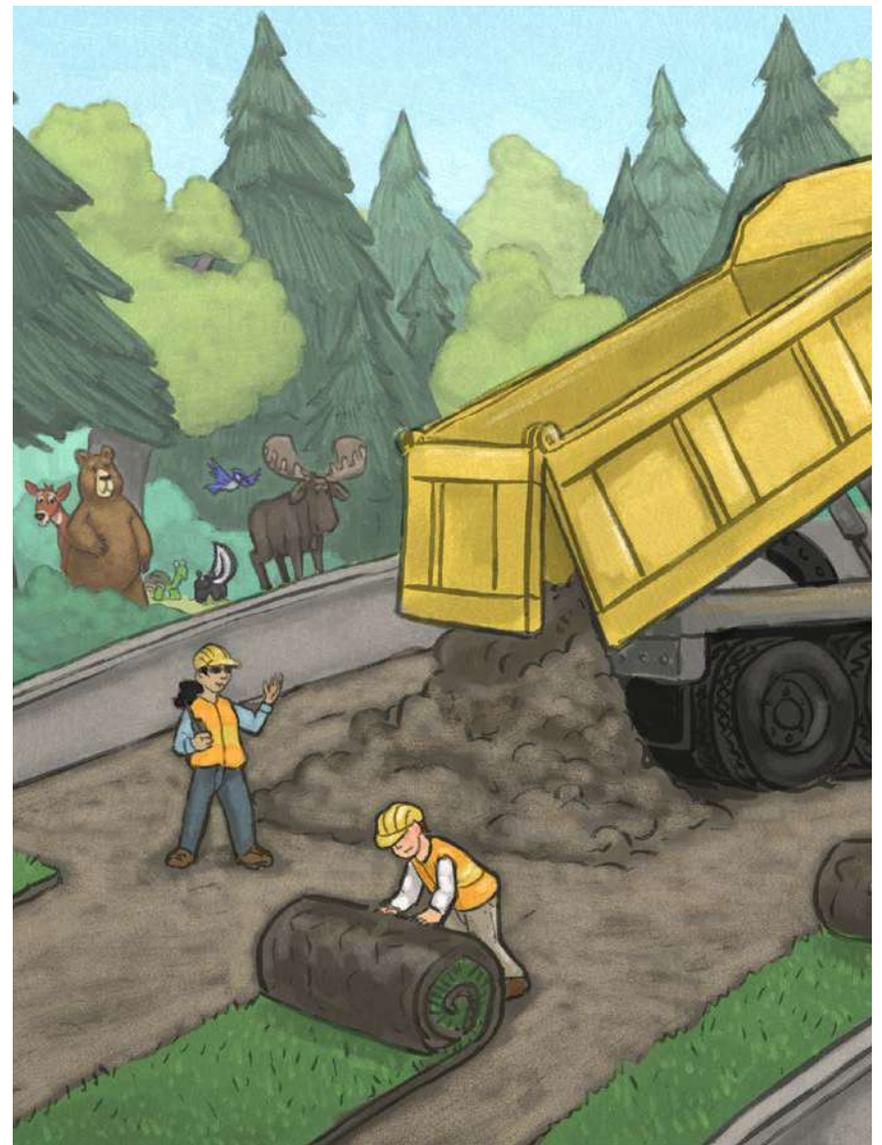
Moose said, “I can ram into anything!”  
He made a **dent** in a truck.  
He felt **dizzy**.  
Then, Moose fell down.  
The work went on.



Skunk said, “My smell can drive away the workers!”  
Skunk ran behind the workers and **sprayed** them.  
The workers put masks over their faces.  
The work went on.



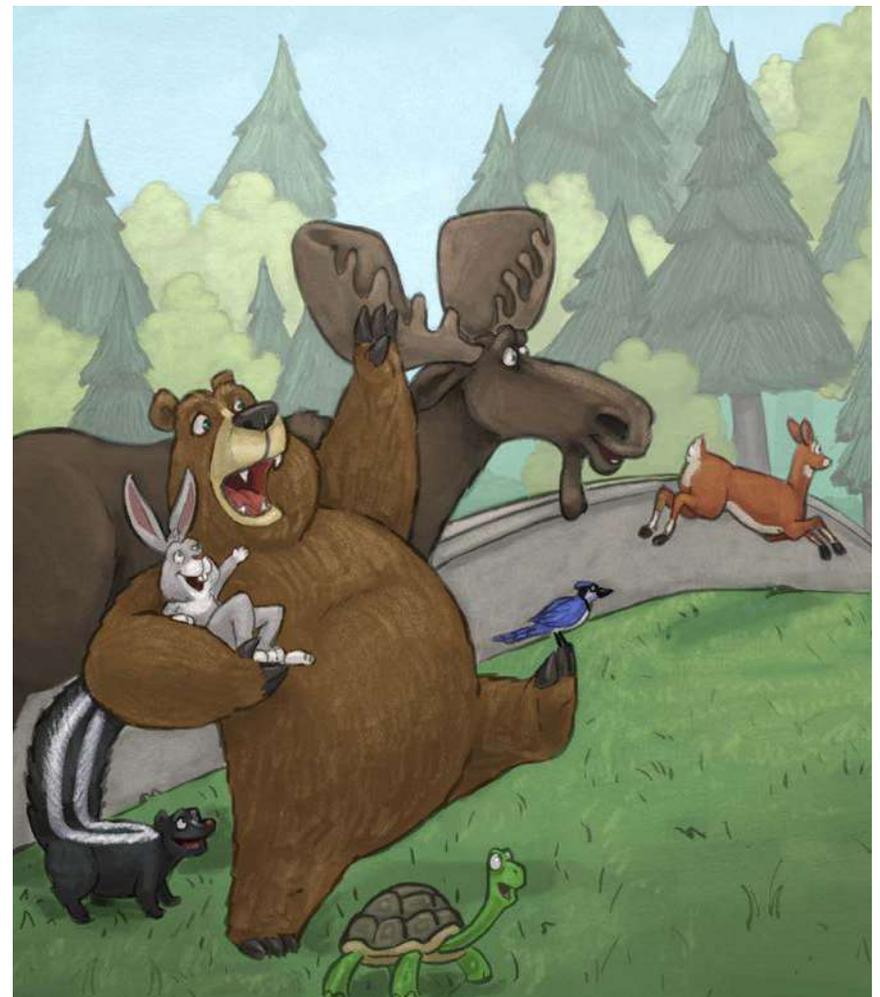
The animals went to check  
on the humans.  
They were **upset** that the humans  
were still working in the forest.



One day, the animals watched  
the workers put dirt and grass  
over the bridge.



Soon, the workers left.  
Then, the animals saw them putting  
up signs under the bridge.



“I think this bridge was made  
for us,” Bear said.

“Now I can find my friends,”  
Deer said.  
Then, she ran into the forest.



The animals looked down  
at the road.  
They cheered for their new bridge.

## Glossary

- bridge** (*n.*) something built to allow passage over something else, such as a river (p. 6)
- dent** (*n.*) a hollow in an otherwise smooth, hard surface that is caused by pressure (p. 9)
- dizzy** (*adj.*) feeling as though one is spinning and losing one's balance (p. 9)
- humans** (*n.*) people (p. 3)
- sprayed** (*v.*) sprinkled or forced out many drops of a liquid (p. 10)
- upset** (*adj.*) unhappy or worried (p. 11)

Name \_\_\_\_\_ Date \_\_\_\_\_

1. What is the first thing Grandpa does?
  - Ⓐ gets the poles
  - Ⓑ digs for spiders
  - Ⓒ digs for worms
2. Where do they fish?
  - Ⓐ in a big lake
  - Ⓑ in a river
  - Ⓒ in the ocean
3. What bites the girl's hook?
  - Ⓐ a hungry frog
  - Ⓑ a small fish
  - Ⓒ a big fish
4. What does Grandpa do after they go out onto the lake?
  - Ⓐ only puts a worm on his hook
  - Ⓑ puts a worm on both hooks
  - Ⓒ only puts a worm on the girl's hook
5. Listen to this sentence: *We toss the hooks into the water.* Which word means the same as **toss**?
  - Ⓐ wait
  - Ⓑ throw
  - Ⓒ catch
6. **Extended Response:** How do you think the girl felt when she caught a fish?

**Instructions:** Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

## Quick Check Answer Sheet

## Fishing with Grandpa

*Main Comprehension Skill: Sequence Events*

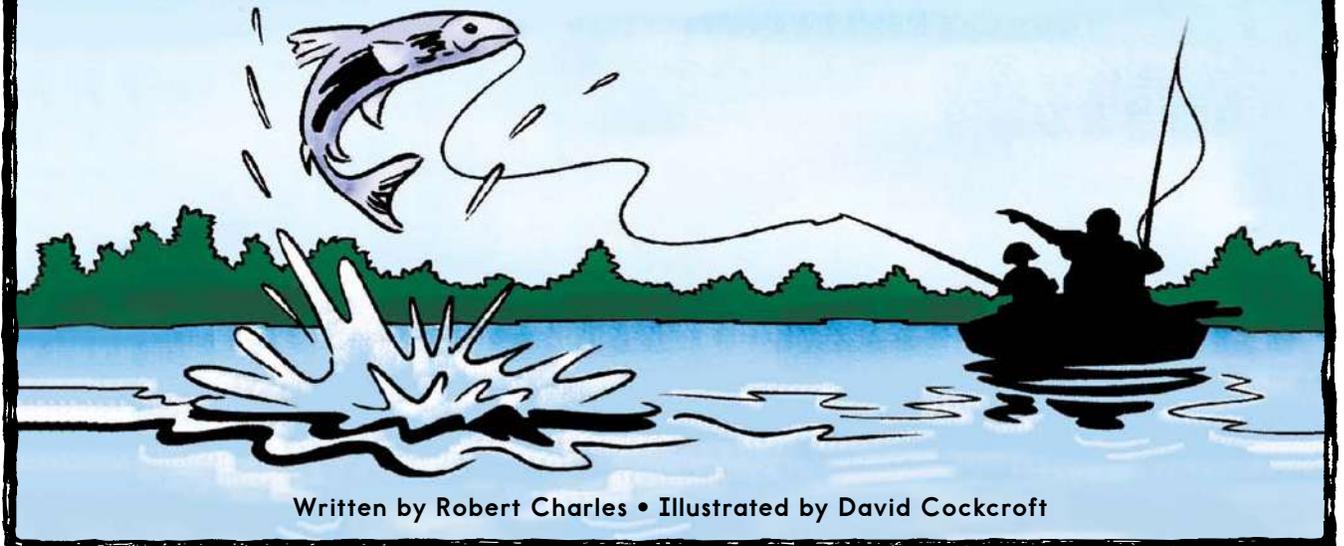
1. **C** *Sequence Events*
2. **A** *Story Elements*
3. **C** *Story Elements*
4. **B** *Sequence Events*
5. **B** *Vocabulary*
6. Answers will vary but should include that she felt proud and excited.

---

**Instructions:** Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

LEVELED BOOK • F

# Fishing with Grandpa



Written by Robert Charles • Illustrated by David Cockcroft

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## Fishing with Grandpa

*A Reading A-Z Level F Leveled Book • Word Count: 176*



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# Fishing with Grandpa



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<b>Correlation</b>	
<b>LEVEL F</b>	
F	Fountas & Pinnell
9-10	Reading Recovery
10	DRA

Fishing with Grandpa  
Level F Leveled Book  
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My grandpa loves to fish.  
I love to fish, too.

Fishing with Grandpa • Level F

3

Grandpa and I go fishing together.  
I get the fishing poles.  
Grandpa gets the worms.

4





Grandpa and I get the worms and the poles.  
We get into a boat.  
We go out onto the big lake.

Fishing with Grandpa • Level F

5

We go out onto the big lake to fish.  
I get my fishing pole ready.  
Grandpa gets his fishing pole ready.

9





We get our fishing poles ready to fish.  
Grandpa puts a worm on my hook.  
Grandpa puts a worm on his hook.

The worms are on the hooks.  
We toss the worms and hooks into the water.





We toss the worms and hooks into the water.  
We wait for the fish to bite.

Fishing with Grandpa • Level F

9

We wait and wait for the fish to bite.  
A big fish bites my hook.

10





A big fish bites my hook, and I pull it in.  
I pull the big fish into the boat.

Fishing with Grandpa • Level F

11

We take the big fish home.  
Grandpa cleans the big fish.  
Grandma cooks the big fish.  
We all eat the big fish.

12



# Ghost WORDS

**DIRECTIONS:** Write your words in the boxes with a white crayon. Then use a marker to color in the boxes and reveal your ghost words.

1

2

3

4

5

6

7

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9

10

11

12

13

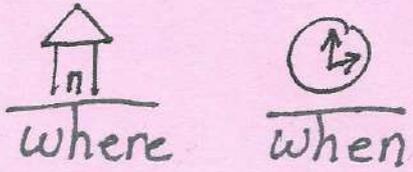
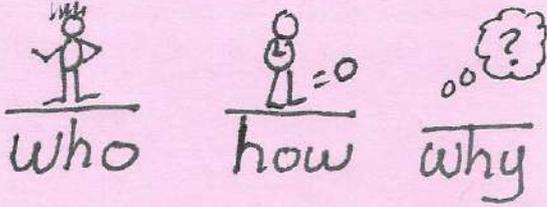
14

15

16

# Ways to Describe

Think about...

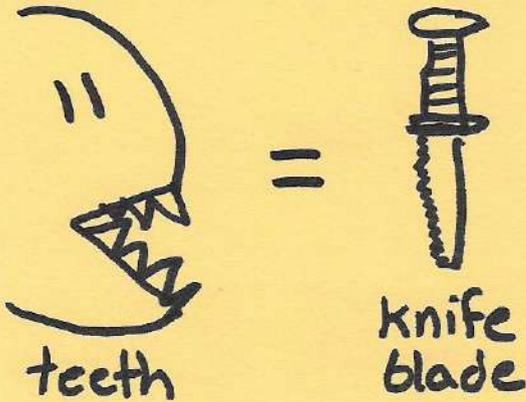


Size ○○○

shape □△○

Color 

Make a Comparison

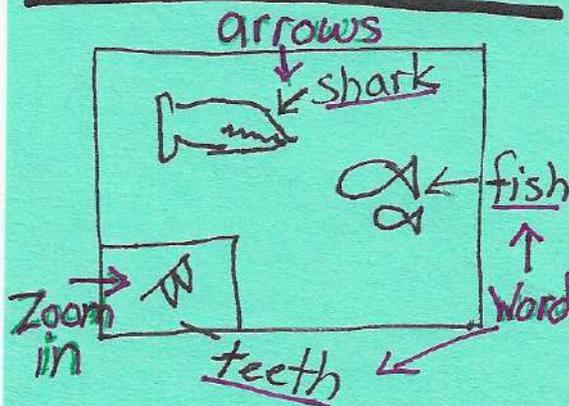


Use Exact Words

**Tiger Shark**

← bold

Pictures



Name \_\_\_\_\_

Date \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

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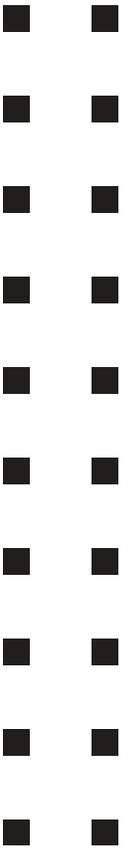
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# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

# SPECIALS



**Printables**



# LEARNING MENU SPECIALS

GRADE 1

1

## PE

Make Your Own Equipment  
PART 2:

[Make your own PE  
equipment Part 2](#)



2

## PE

W.O.W (Workout of the  
Week): Wednesdays with  
Mrs. Person at 11:00:

[https://rsu57.zoom.us/j/298  
414629](https://rsu57.zoom.us/j/298414629)



3

## PE

Plank Cup Stack Challenge-  
Click this link to try:

[Plank Cup Stack Challenge  
.mp4](#)

<https://bit.ly/35FbLmU>



4

## Art Diorama

[First Grade Learning Board  
Week of May 11 and 18](#)



5

## Art Collagraph

[First Grade Learning Board  
Week of May 11 and 18](#)



6

Art  
**Creative Letter Art**  
[First Grade Learning Board  
Week of May 11 and 18](#)



7

## Music

See how many different  
sounds you can find around  
your home! Use the  
Scavenger Hunt paper to  
guide you.

<https://tinyurl.com/y73hlzux>



8

Share and **teach** a song  
you remember from music  
class with a family member.  
Think about how your music  
teacher taught you songs,  
how can you help teach your  
song to your family? Let your  
teacher know which song  
you taught and send a video  
if you can!



9

## Music Steady Beat

Listen to a song, find a way  
to keep the steady beat  
using things that you find in  
nature! What song did you  
listen to?



10

## Library

Listen to the [read aloud](#)  
([https://safeYouTube.net/w/  
/EqWB](https://safeYouTube.net/w/EqWB)) and watch the  
Garden Tools [slideshow](#)  
(<https://bit.ly/35CYYSb>).  
Then complete the [Garden  
Activity!](#)



11

## SEL

[Stop, Name Your Feeling,  
Calm Down](#)

[Calm Down Dance](#)  
[https://safeYouTube.net/w/  
HPpC](https://safeYouTube.net/w/HPpC)



12

## SEL

Create a "What to Do  
When I'm Stuck" poster  
to keep near my  
workspace



## Make Your Own P.E Equipment **Part 2**

**Objective:** Last week you were asked to be creative and make your own piece of PE equipment with objects found at home. Now we are going to take it one step further. In our directions from last week we gave you three examples of homemade equipment ideas, a sock ball, a bat made out of a bottle, and a dancing ribbon. Remember these were only examples, we wanted you to be creative and make up your own idea. For this week's challenge, we ask that you try to use the equipment and create an activity or game.

Here are some examples:

<p>Sock ball</p>	<ul style="list-style-type: none"> <li>*Toss and catch 10 times</li> <li>*Toss to someone at home</li> <li>*Make more and try to juggle</li> <li>*Combine equipment and try hitting your sock ball with a homemade bat (outside of course)</li> <li>*Accuracy practice: how many times can you throw into a laundry basket successfully?</li> </ul>
<p>Bottle Bat</p>	<ul style="list-style-type: none"> <li>*Hit a soft object with your bat (depending what it is make sure you do this in a safe place, maybe outside)</li> <li>*Create a game with your bat, how can we use your equipment in P.E next year?</li> </ul>
<p>Dancing Ribbon</p>	<ul style="list-style-type: none"> <li>*Create a dancing routine with your dancing ribbon.</li> <li>*Describe how you made/attached your ribbon.</li> </ul>
<p>Student Creations: These pieces of equipment were made from RSU 57 students. When you send us the pictures or activity, please add a description of how it is used or connected to P.E.</p> <p>For example; the Ball-in-Cup was created by a 5th grader and she discussed how hand eye coordination can be practiced and can improve her softball skills.</p> 	<p>Tag Game from 5th grader: Try to tag a person from the hips down with the sock and if you hit them from the shoulders up you have to do 50 sit ups and then it's the other person's turn.</p>  <p>Lacrosse Stick: 3rd Grade student, practices cradling a ball in his "basket."</p> 

Make sure to share your creative ideas with your P.E teacher: [samanthaperson@rsu57.org](mailto:samanthaperson@rsu57.org), [brianpenely@rsu57.org](mailto:brianpenely@rsu57.org), [janelfearon@rsu57.org](mailto:janelfearon@rsu57.org)

## **Diorama**

A Diorama is a form of art that uses various materials to create scenes and backgrounds. They can really be made out of anything! Shoeboxes are great to use as a base for your diorama. Here are some examples:



Week 1: Brainstorm ideas for your diorama: under the sea, woodland, your bedroom, prehistoric times, etc. Collect some materials that you can use as props for your scene: fabric scraps, dried foods (pasta, beans, rice), natural materials (pine cones, rocks, dirt, sand, leaves, tree bark, flowers, etc.), toilet paper or paper towel tubes, markers, crayons, colored pencils, figurines, stickers, paint, cotton balls, q-tips, etc.

Begin to put your diorama together.

Week 2: Finish your diorama!

### **Collagraph Printmaking**

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:



Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a “stamp”. Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph stamp. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

### **Creative Letter Art**

*Can you turn your letters into a piece of art?*

Week 1: Take a letter of the alphabet and turn it into something! Will it be an animal? A person? A vehicle? Draw an uppercase letter on your paper. Go over the letter with a black marker, crayon, or dark pencil. Look at the shapes in the letter. What could it be?

Week 2: Add details.



# Sound Scavenger Hunt

How many sounds can you find for each question below?

Find at least one sound for each.

What is a high sound you can hear?

What is a low sound you can hear?

What sound can you hear that has a steady beat?

What sound can you hear that does NOT have a steady beat?

What sound can you hear that is loud?

What sound can you hear that is soft?

## TOOLS OF THE TRADE



Tools used for gardening

Having good tools really makes a difference in outdoor gardening.



A hat protects your face from too much sun and *gloves* protect your hands.



A rake smooths the ground and makes it level.



A hoe is used for chopping up lumps in the soil.



A spade is used for digging.



A trowel is a hand-held spade and is also good for digging.



A wheelbarrow is used to carry compost and garden supplies.



Once all the tools have been used to prepare the garden, it's time to put the seeds in.



A watering can or hose brings water to the garden.



## HAPPY GARDENING



Based on *Kids Garden*  
*The Anytime, Anyplace Guide to Sowing & Growing Fun*

By Avery Hart and Paul Mantell  
 A Williamson Kids Can! Book  
 Williamson Publishing Co.



### TOOLS OF THE TRADE

Draw a line to match the garden tool with how it is used in the garden.



A trowel is a hand-held spade.

A rake smooths the ground and makes it level.

A hoe is used for chopping up lumps in the soil.

A spade is used for digging.

A wheelbarrow is used for carrying garden supplies.

A watering can or hose brings water to the garden.

A hat and gloves protect your face and hands.

Based on *Kids Garden* by Avery Hart and Paul Mantell. A Williamson Publishing Book

# Take Control of Strong Feelings

## Stop

You need to signal your self to pause before you act!

What will be your signal be that lets you know you need to stop? A stop sign? A stop hand? A red or yellow light? A stop symbol?

Check in with your body - how does it feel? Tense? Hot? Upset stomach? Racing heart?

## Name Your Feeling

When we name our feeling it lets our wizard (the thinking brain) take control over the lizard (our reacting brain).

How many different types of strong feelings can you come up with?

## Calm Down

Once our brain is back in wizard mode, we can use one of our calm down strategies

What strategies work best for you? Can you come up with a list of 5?