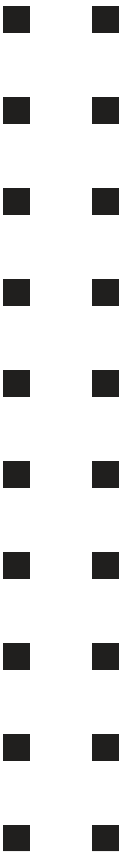




RSU 57

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

Continuous Learning **LEARNING MENUS**



MATH

LITERACY

SPECIALS

Printables

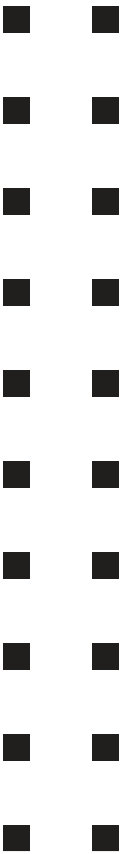




RSU 57

- Waterboro
- Alfred
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- Shapleigh
- Massabesic Middle
- Massabesic High

MATH



Printables



LEARNING MENU

MATH & STEM

KINDERGARTEN

★ = EVERYDAY ITEMS

1 ★

IXL: Math skill practice for 20 minutes



2

Operations and Algebraic Thinking:

Tell five number stories using items you may see, find, or bring to the beach. Make sure to tell at least one addition and one subtraction story!

Examples and More Info:

[Number Stories](#)

3

Geometry: Ocean Shape Creations-

Cut out 2D shapes from paper or magazines. Cut circles, squares, triangles, rectangles, trapezoids and/or rhombuses. Put shapes together to build ocean creations such as fish or sand castles. Describe the shapes you used.



4

Numbers and Base-Ten: Now that you have shown the value of the digits using 10 frames and base ten blocks, choose a number between 11-19 and make an equation. For example: $11 = 10 + 1$ or $10 + 1 = 11$. Make at least 5 equations. Remember you can write equations horizontally or vertically.

5

STEM - Build a Sand Castle:

Build a sand castle. If you don't have sand at home, you can use dirt, sticks, rocks, or any other natural objects you can find! Can you make your sand castle as tall as your legs? As tall as your body? What do you have to do to make sure it doesn't fall over?



6

STEM - Sink or Float Predictions!

Find 10 things in your house that can get wet. Predict (guess) if they will sink or float in water. Record your predictions. Fill up a bathtub or a sink with water. Test each item in the water. Record the results. Share your predictions and your results with your teacher!



7

Operations and Algebraic Thinking:

Complete the Sea Creature addition and subtraction pages on your teacher's Seesaw.

8

Measurement and Data:

You and your family are going on a trip to the beach. Read [the graph](#) of what you find there and answer the questions.

9

Counting and Cardinality:

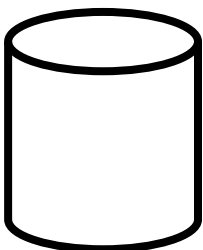
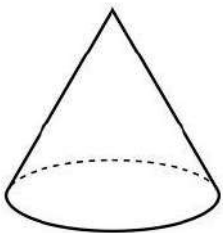
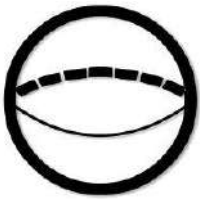
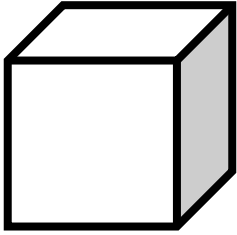
Record yourself counting by ones as high as you can. On every 10 (10, 20, 30...) do a movement related to our ocean theme. For example: crab walk, be a shark, swim, surf...

May 26 - May 29



K

Match the 3D Shapes



cylinder

rectangular
prism

cube

cone

sphere

Addition (1-10)

$$\begin{array}{r} 1 \text{ } \text{bee} \\ + 3 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ \hline \end{array}$$

$$\begin{array}{r} 3 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ + 2 \text{ } \text{bee} \text{ } \text{bee} \\ \hline \end{array}$$

$$\begin{array}{r} 6 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ + 2 \text{ } \text{bee} \text{ } \text{bee} \\ \hline \end{array}$$

$$\begin{array}{r} 2 \text{ } \text{bee} \text{ } \text{bee} \\ + 4 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ + 4 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ \hline \end{array}$$

$$\begin{array}{r} 5 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ + 2 \text{ } \text{bee} \text{ } \text{bee} \\ \hline \end{array}$$

$$\begin{array}{r} 6 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ + 1 \text{ } \text{bee} \\ \hline \end{array}$$

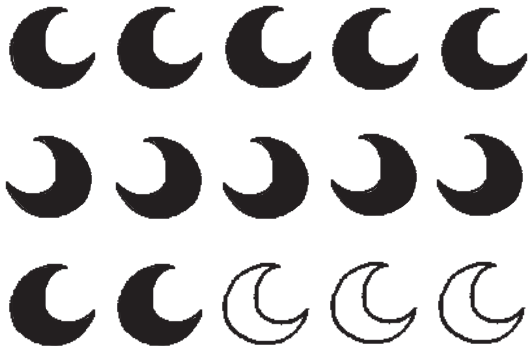
$$\begin{array}{r} 4 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ + 5 \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \text{ } \text{bee} \\ \hline \end{array}$$



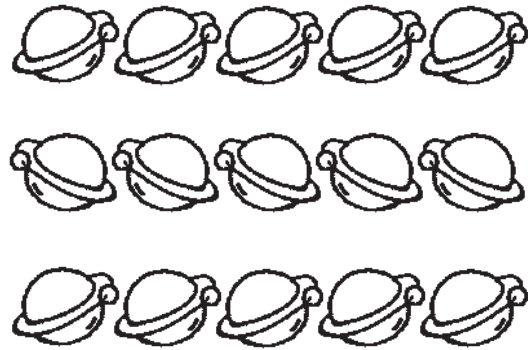
Reading numbers

Color enough things to match the number in each box.

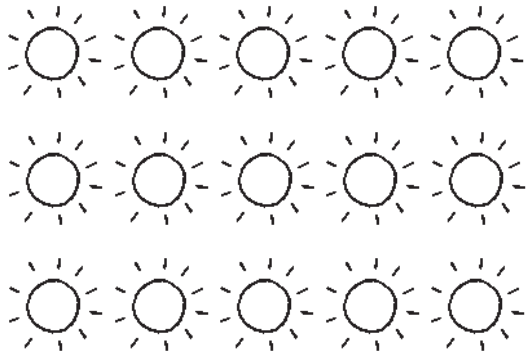
12



10



9

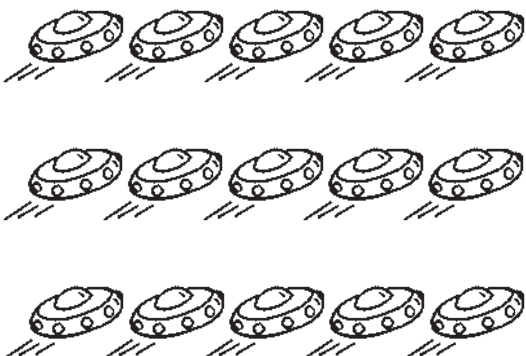


7



Draw your own example.

11





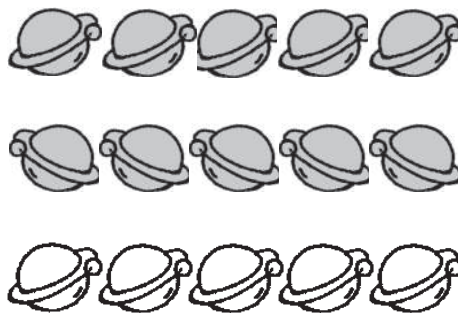
Reading numbers

Color enough things to match the number in each box.

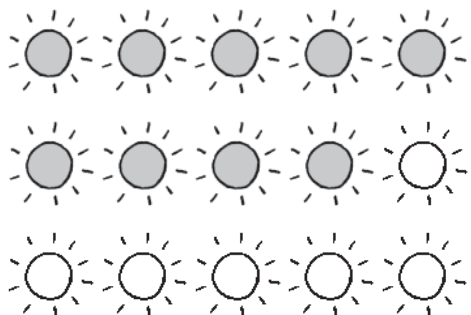
12



10



9

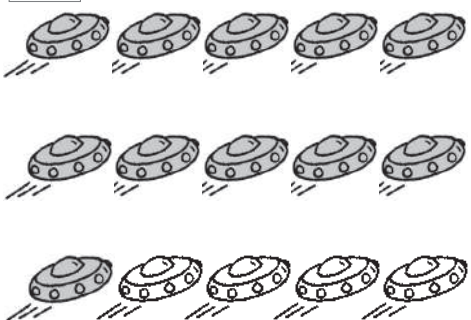


7

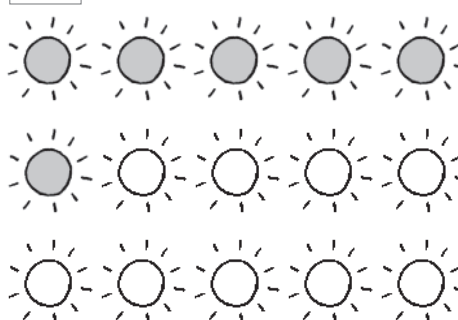


Draw your own example.

11

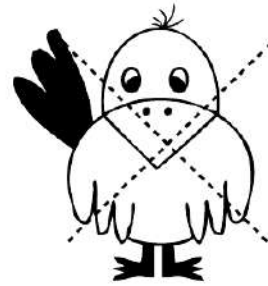
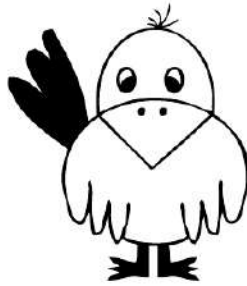
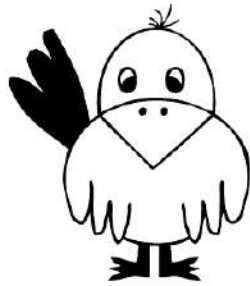


6

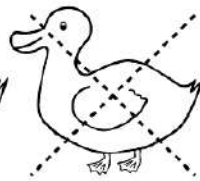
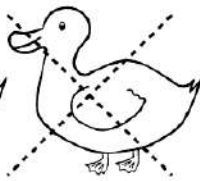
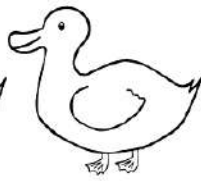
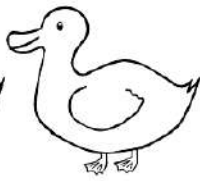
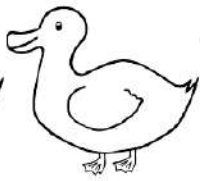
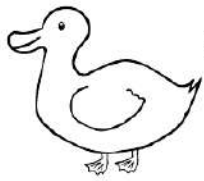


When checking the number of pictures children have colored, encourage them to go back and re-count the pictures aloud. Children might find it helpful to point to each picture as they count it.

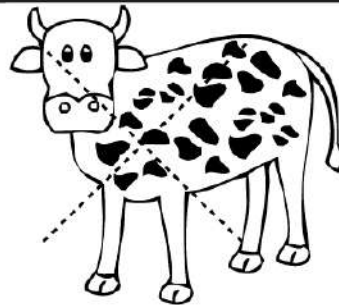
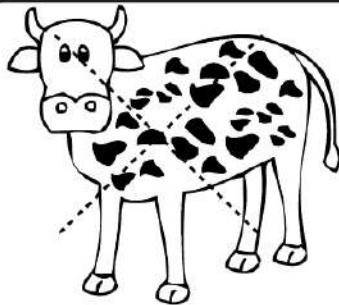
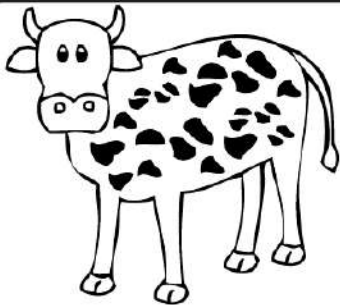
Subtract



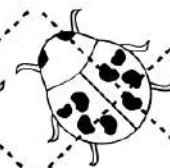
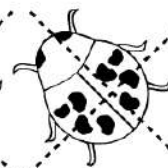
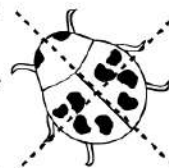
$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$



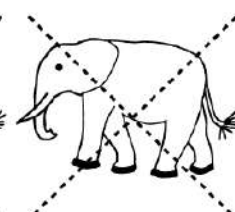
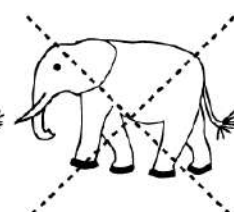
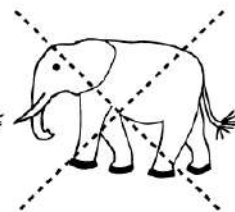
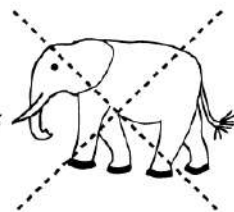
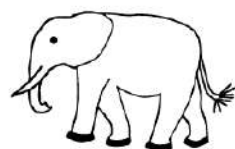
$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$



$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

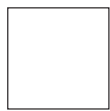


$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

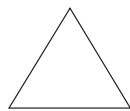


$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

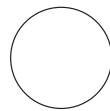
2-dimensional shapes



= yellow



= green

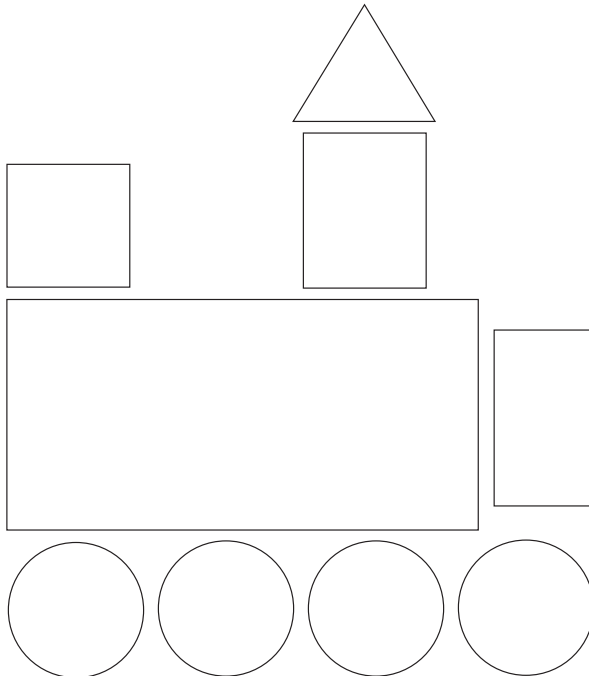


= purple



= blue

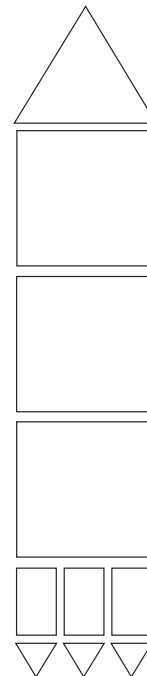
Color the shapes.



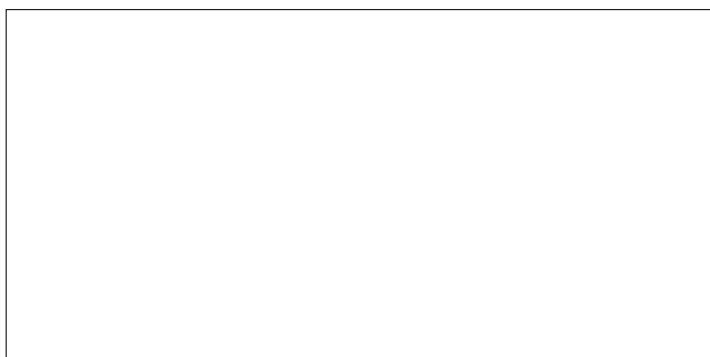
How many?



Color the shapes.



How many?



Draw a picture using the shapes shown on this page.

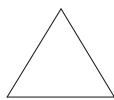
How many?



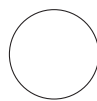
2-dimensional shapes



= yellow



= green

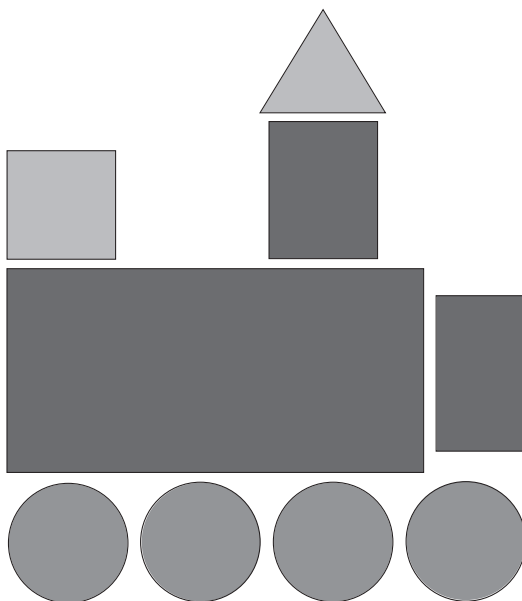


= purple



= blue

Color the shapes.



How many?



1



1

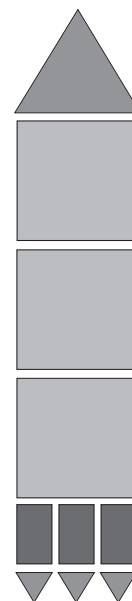


4



3

Color the shapes.



How many?



3



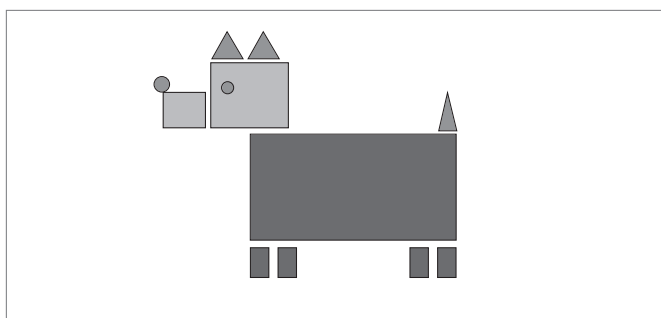
4



0



3



Draw a picture using the shapes shown on this page.

How many?



2



3



2



5

For the last activity, talk to children about their pictures. Encourage them to name each shape used and to state how many of each shape they used.

Above, on, and below



How many things are on the ground?

	on
--	----

How many are above the ground?

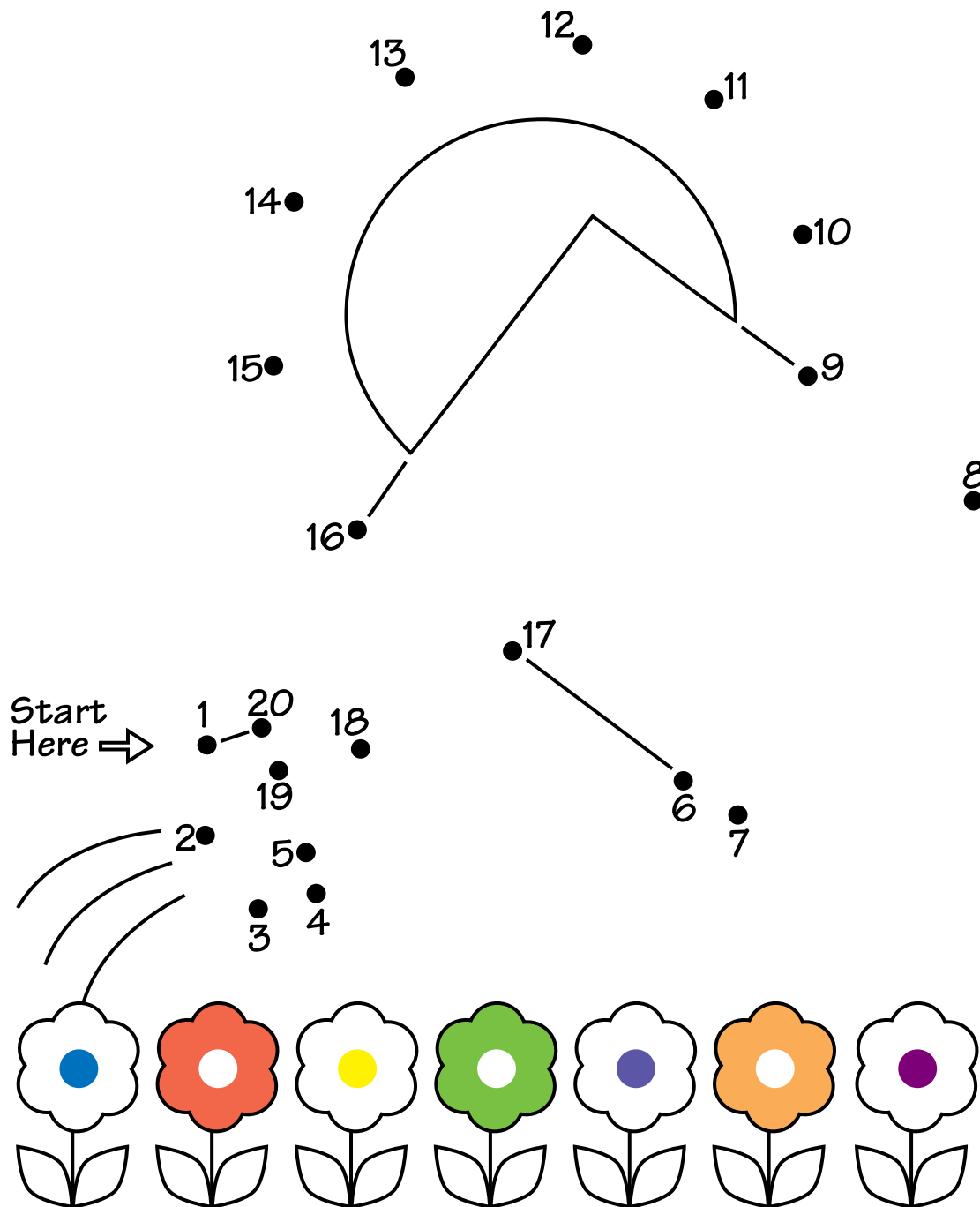
	above
--	-------

How many are below the ground?

	below
--	-------

connect the dots

Flowers need food and water to grow. Can you connect the dots to find what the flowers need a lot of? Color it brightly when you find it.



Color the pattern



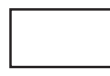
circles – blue



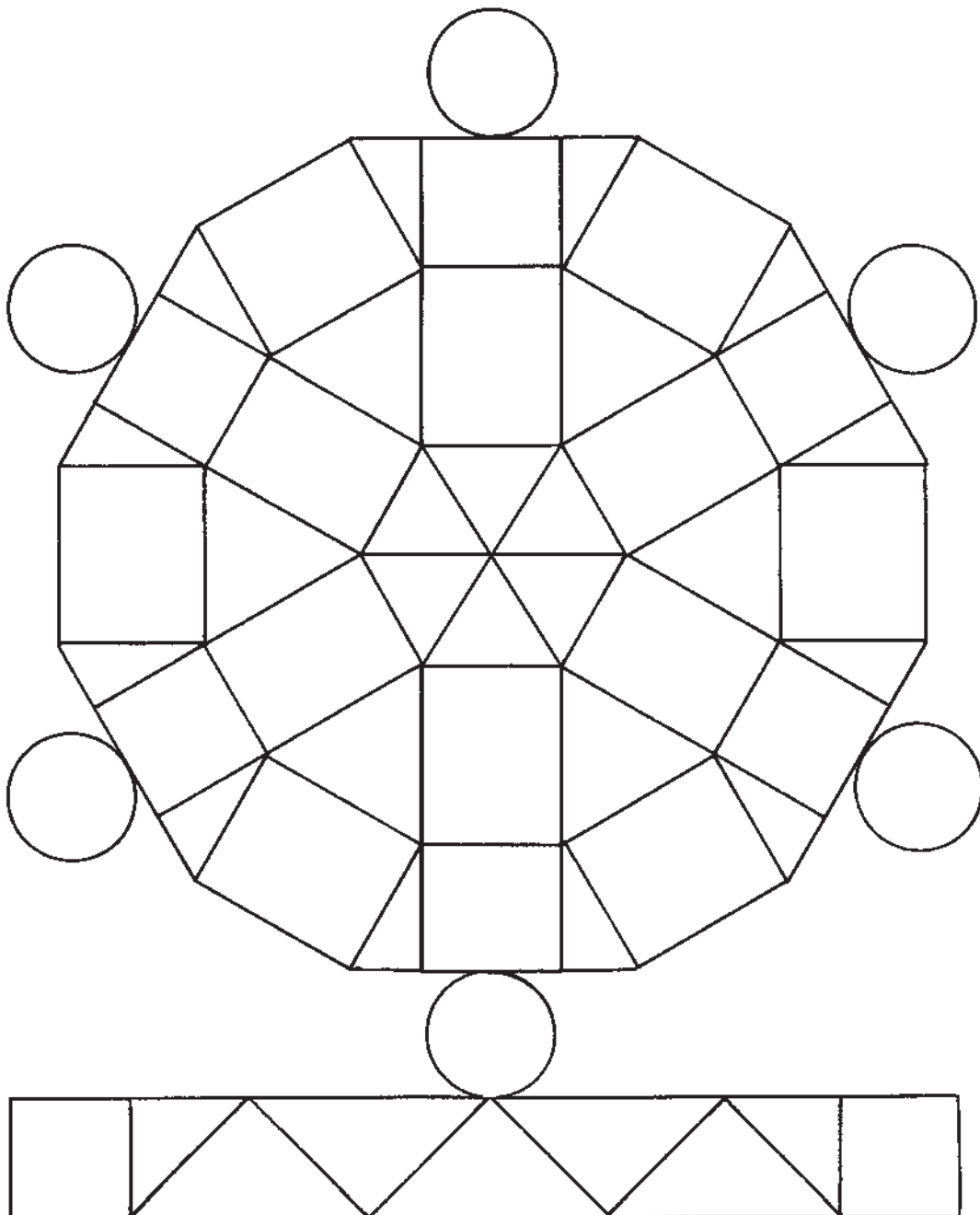
triangles – red



squares – green



rectangles – yellow



Activity: Tell 5 number stories using things you may see, find or bring to the beach.

Example of a Number Stories:

- I found three shells. Then my sister found four more. How many shells do we have altogether?
- I saw 6 crabs on the beach. Four crabs hid under the rocks. How many crabs are left on the beach.

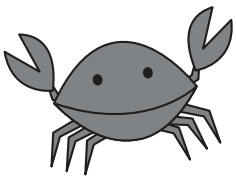
Different levels of difficulty based on your child's ability:

E: Use mental images, fingers or drawing to solve addition and subtraction number stories with sums up to 5.

D: Use mental images, fingers or drawing to solve addition and subtraction number stories with sums up to 10.

M: Write number sentences or equations for some of your number stories using numbers and symbols (+, -, =) Example:

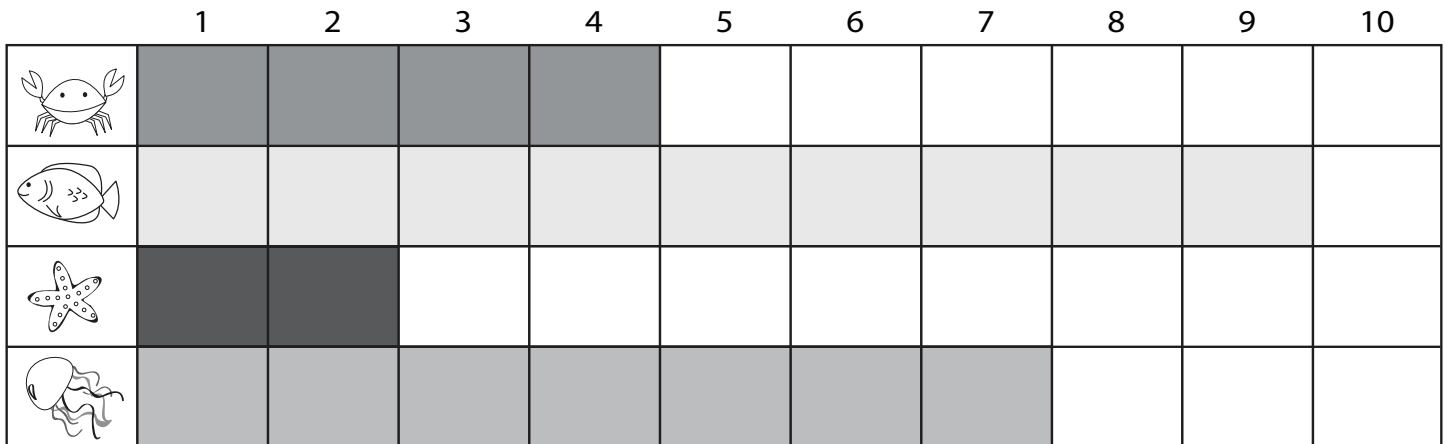
- $6 - 1 = 5$
- $$\begin{array}{r} 6 \\ - 1 \\ \hline 5 \end{array}$$



Name _____

Reading Bar Graphs.

Study the graph and answer the questions below.



1. How many more crabs are there than starfish?

2. Which has the highest number?

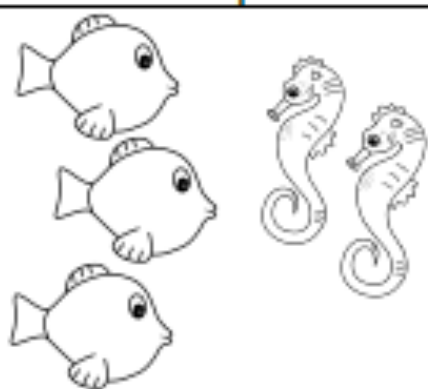
3. How many jellyfish are there?

4. Which has the lowest number?

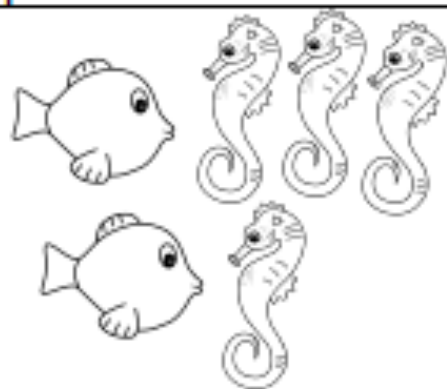
Name _____

Ocean Addition

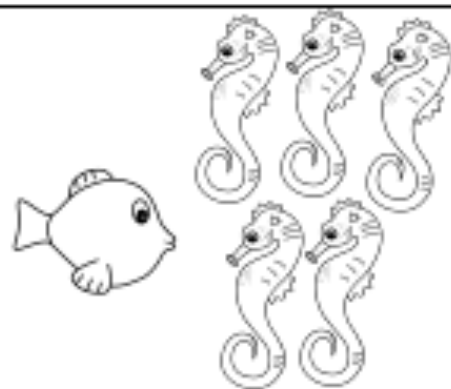
Add. Use the pictures for help.



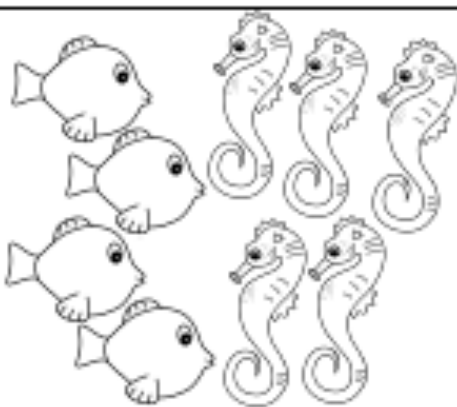
$$3 + 2 = \underline{\quad}$$



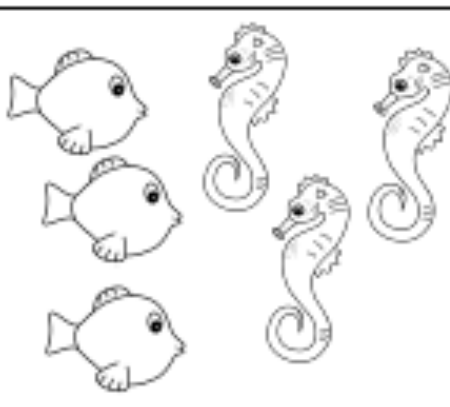
$$2 + 4 = \underline{\quad}$$



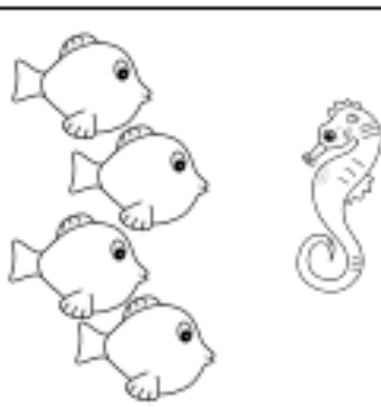
$$1 + 5 = \underline{\quad}$$



$$4 + 5 = \underline{\quad}$$



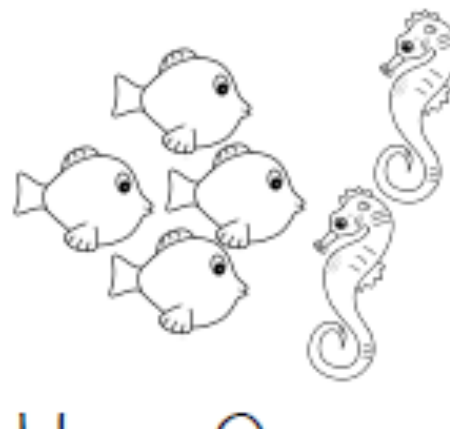
$$3 + 2 = \underline{\quad}$$



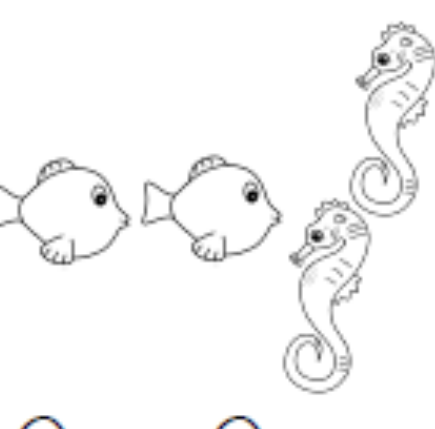
$$4 + 1 = \underline{\quad}$$



$$6 + 3 = \underline{\quad}$$



$$4 + 2 = \underline{\quad}$$



$$2 + 2 = \underline{\quad}$$



Name _____

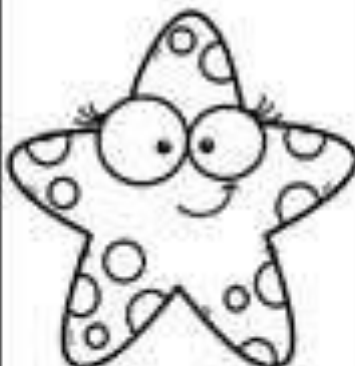
Under the Sea Measurement

Directions: Cut the shell ruler. Measure the creatures.

_____ shells tall



_____ shells tall



_____ shells tall



_____ shells tall



_____ shells tall



_____ shells tall



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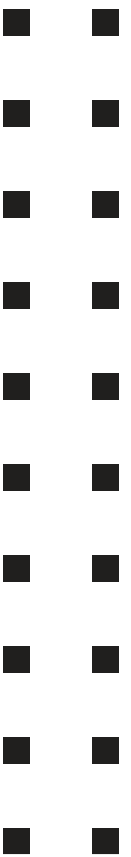




RSU 57

- Waterboro
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- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

LITERACY



Printables



LEARNING MENU LITERACY

KINDERGARTEN

★ = EVERYDAY ITEMS

May 26 - May 29

1 Listen to the *Pete the Cat* story: "Pete at the Beach" and complete the story map to tell who the characters were, the setting of the story, the problem Pete had, and then the solution!

safeYouTube.net/w/WBmF



2

Listen to a Story read by your teacher or librarian. (2x a week)



3

See teacher's phonics activity posted in Seesaw for you.



4

Clap It Out: Syllable Song
Watch the video and find words with 1, 2 and 3 syllables. You can show these by either taking pictures of the objects and sorting your them or by getting 3 sheets of paper, write 1, 2, 3 and illustrate or write the name of the objects. Find at least 3 things for each syllable.



5

★ = daily

Find a book at home or one of the online resources (RAZ, Epic, Scholastic) and read to self. Retell the story by either a video on SeeSaw, drawing a picture of the events on SeeSaw or talk to an adult at home.



6

Sand Castle Poem

This box is a Seesaw Activity: Read the poem, illustrate, and follow the directions posted in this Seesaw activity.

[Sand Castle](#)



7

Choose 10 sight words you are working with to write on flashcards.

Now pretend you are at the beach! Lay out a towel and read your sight words 5 times!



8

Writing prompt: Draw a beach scene and label your picture with at least 10 words. Use your crayons and markers to make the illustration beautiful!



9

Writing prompt: Watch this video on how to make a sandcastle.

safeYouTube.net/w/kOnE
Using paper and pencil write 4 steps to teach your teacher how to build the best sandcastle.
[How to Build a Sandcastle](#)



Title:

Characters

Setting



Problem

Solution

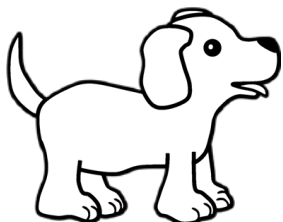


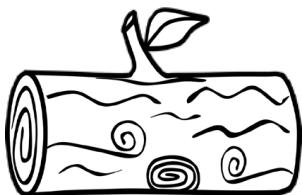
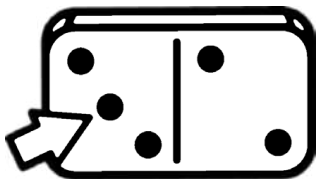
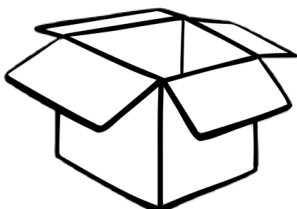


Name: _____

Short o

CVC Scramble

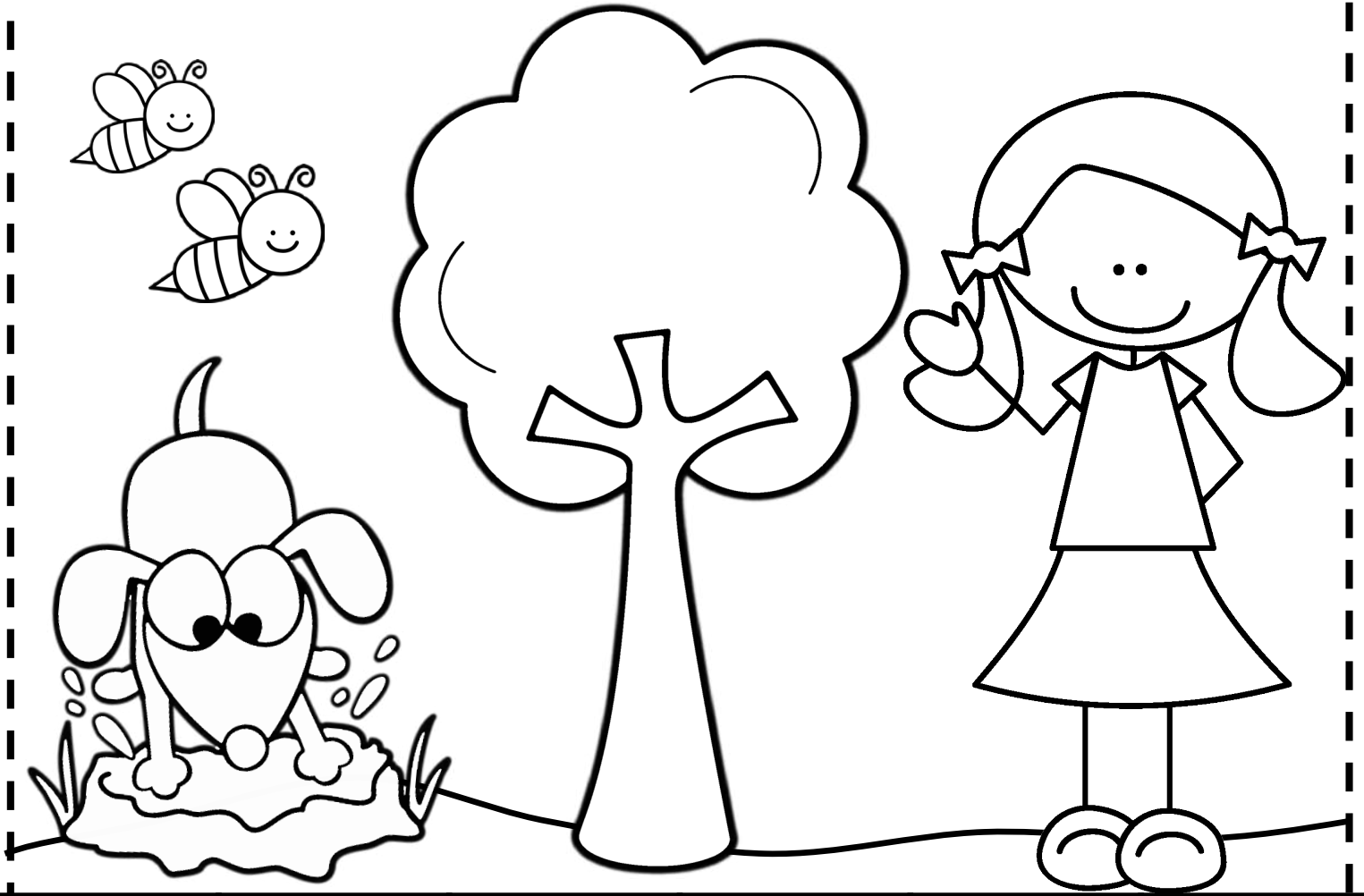
Say the picture name, unscramble the letters, write the word.

Say it	Unscramble it	Write it
	o g d	 -----
	p t o	 -----
	m p o	 -----
	o g l	 -----
	t o d	 -----
	b x o	 -----

Name: _____

Sentence Puzzle

Cut out the word pieces and rebuild them to form a sentence. Color the picture when you are done.



--	--	--	--	--	--

the	dog	mud.	is	My	in
-----	-----	------	----	----	----

Go outside and look for things that START with the same sound as these beach words. Take a picture and upload them on Seesaw!

Chair



Pail



Fish



Sand



Hat



Shell



Jellyfish



Towel



Lobster



Waves



Go outside and look for things that START with the same sound as these beach words. Take a picture and upload them on Seesaw!

Beach Fun

Written by Marvin D. Bodner

www.readinga-z.com

Beach Fun

A Reading A-Z Level B Leveled Book • Word Count: 43

Connections

Writing and Art

What would you like to do at the beach? Draw a picture and write about it.

Science

What types of animals could you see at the beach? Share your ideas with a partner.



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Beach Fun

Written by Marvin D. Bodner

www.readinga-z.com

Focus Question

What can you do at the beach?

Correlation	
LEVEL B	Fountas & Pinnell
2	Reading Recovery
2	DRA

www.readinga-z.com

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Beach Fun
Level B Leveled Book
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Written by Marvin D. Bodner

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Words to Know

dig	swim
castles	shells
beach	kites



We swim at the beach.

Beach Fun • Level B

3

We dig at the beach.

h





We run at the beach.

Beach Fun • Level B

5

We eat at the beach.

9





We play at the beach.

Beach Fun • Level B

7

We fly kites at the beach.

8





We find shells at the beach.

Beach Fun • Level B

9

We build castles at the beach.

10



Name _____

Detail

Detail

Main Idea

Detail

Detail

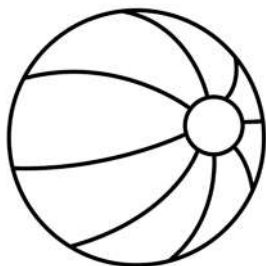
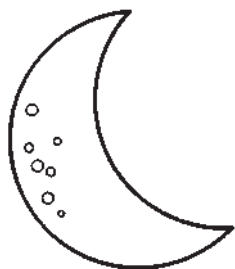
Instructions: Have students record the main idea in the middle box. Then, have them record the details that support the main idea in the outer boxes, using pictures and key words.



Name _____



Bb



Instructions: Name the pictures in each row with students. Have students color the pictures whose names begin with the letter *Bb*. Then, have students write the upper- and lowercase *Bb* on the line if the word begins with the /b/ sound.

Name _____

① i dig at the beach.

② we run at the beach.

③ he eats at the beach.

④ they find shells at the beach.

My Sentence:



Instructions: Read the sentences aloud with students. Have students rewrite each sentence using the correct capitalization. Then, have students write their own sentence about the beach on the lines provided.

The Coast

A Reading A-Z Level aa Leveled Book

Word Count: 16

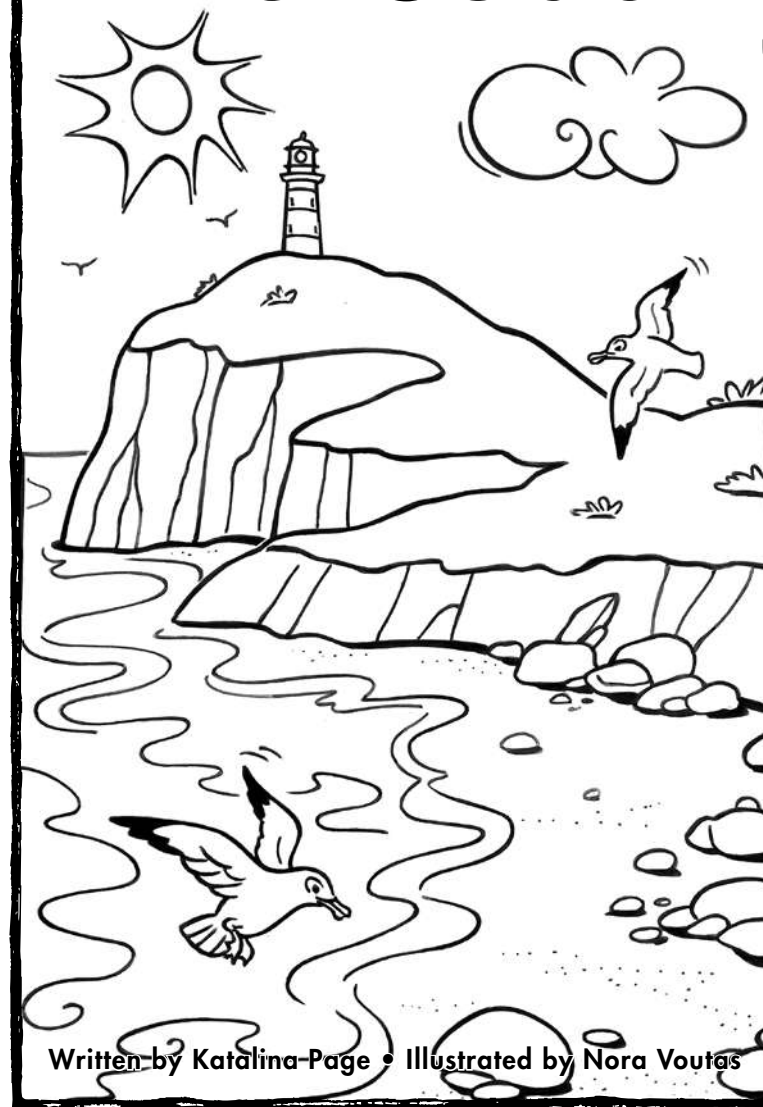


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LEVELED BOOK • aa

The Coast



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The Coast



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Illustrated by Nora Voutas

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The Coast
Level aa Leveled Book
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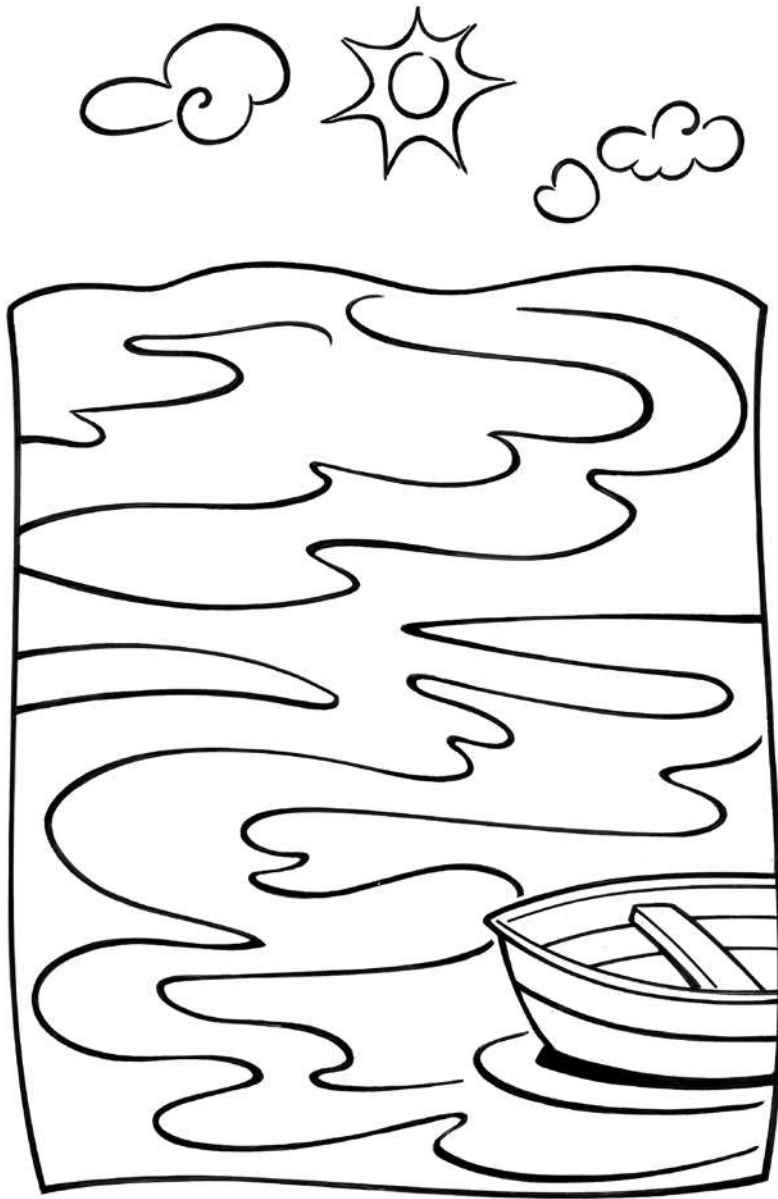
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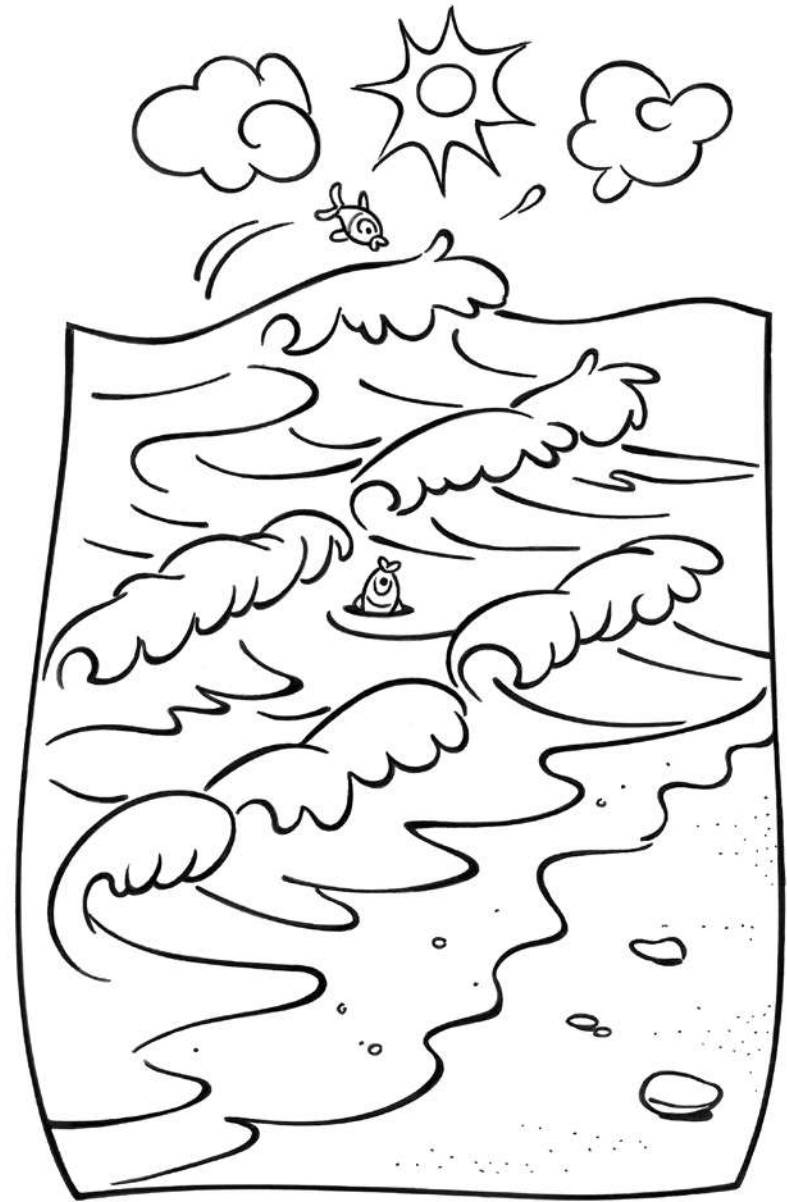
Correlation

LEVEL aa

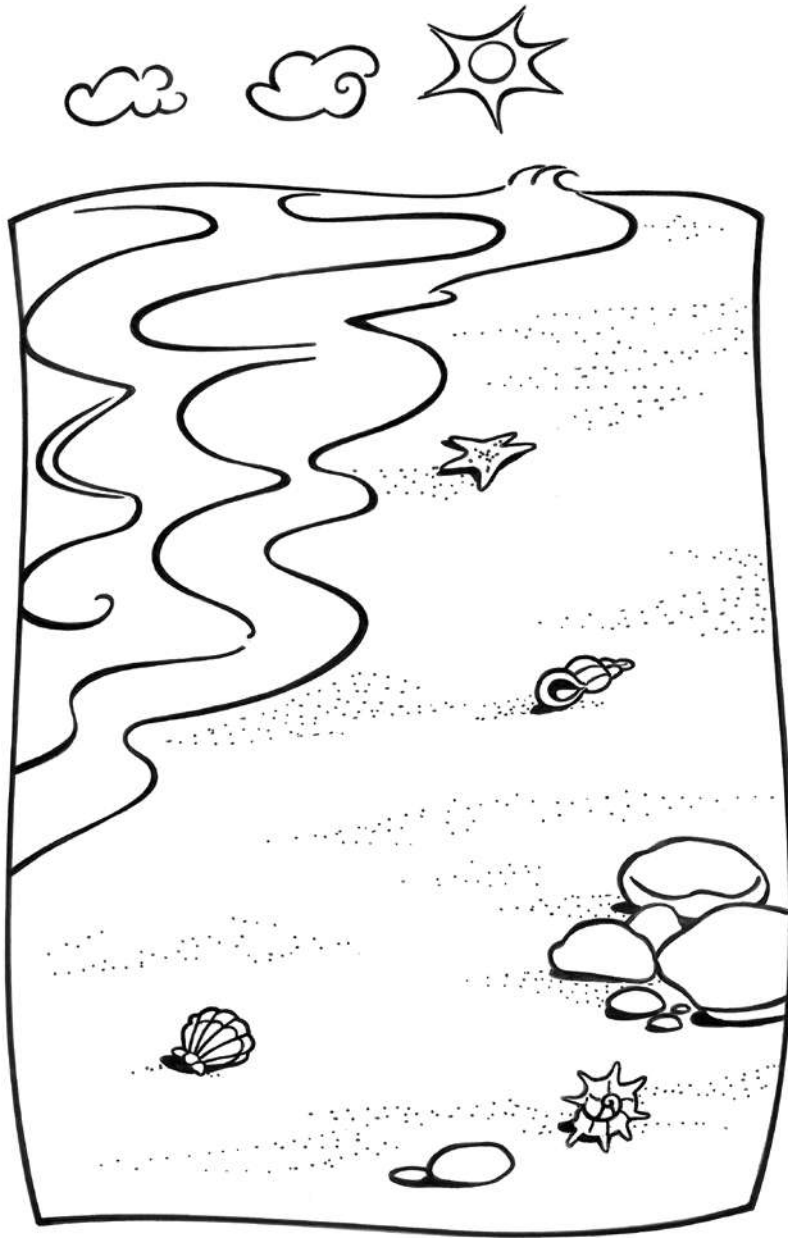
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



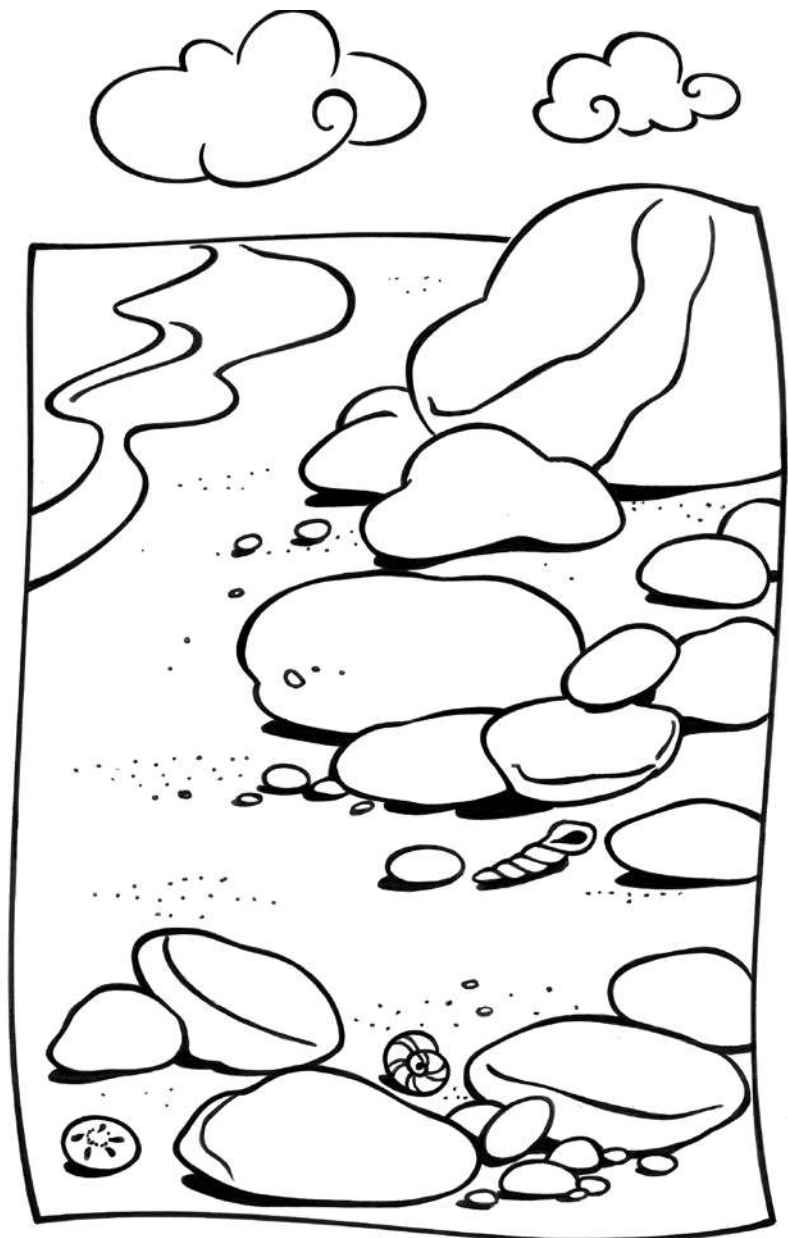
The ocean.



The waves.



The beach.



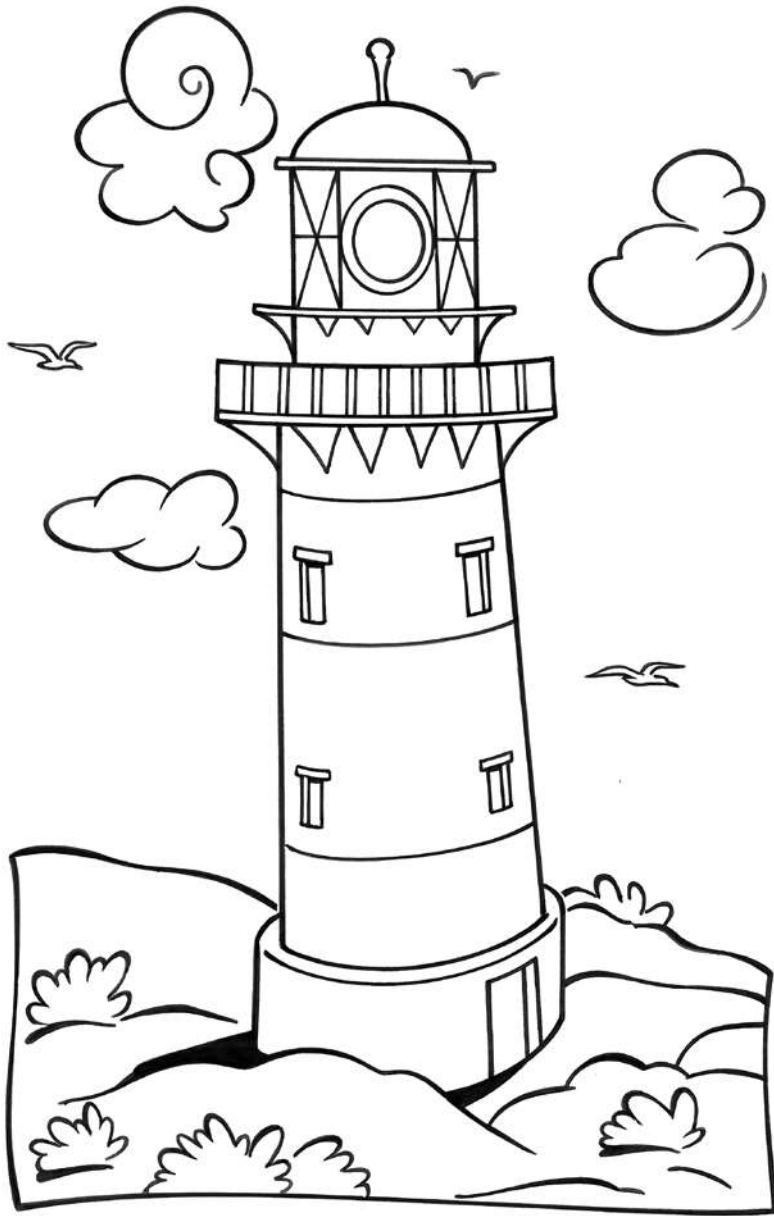
The rocks.



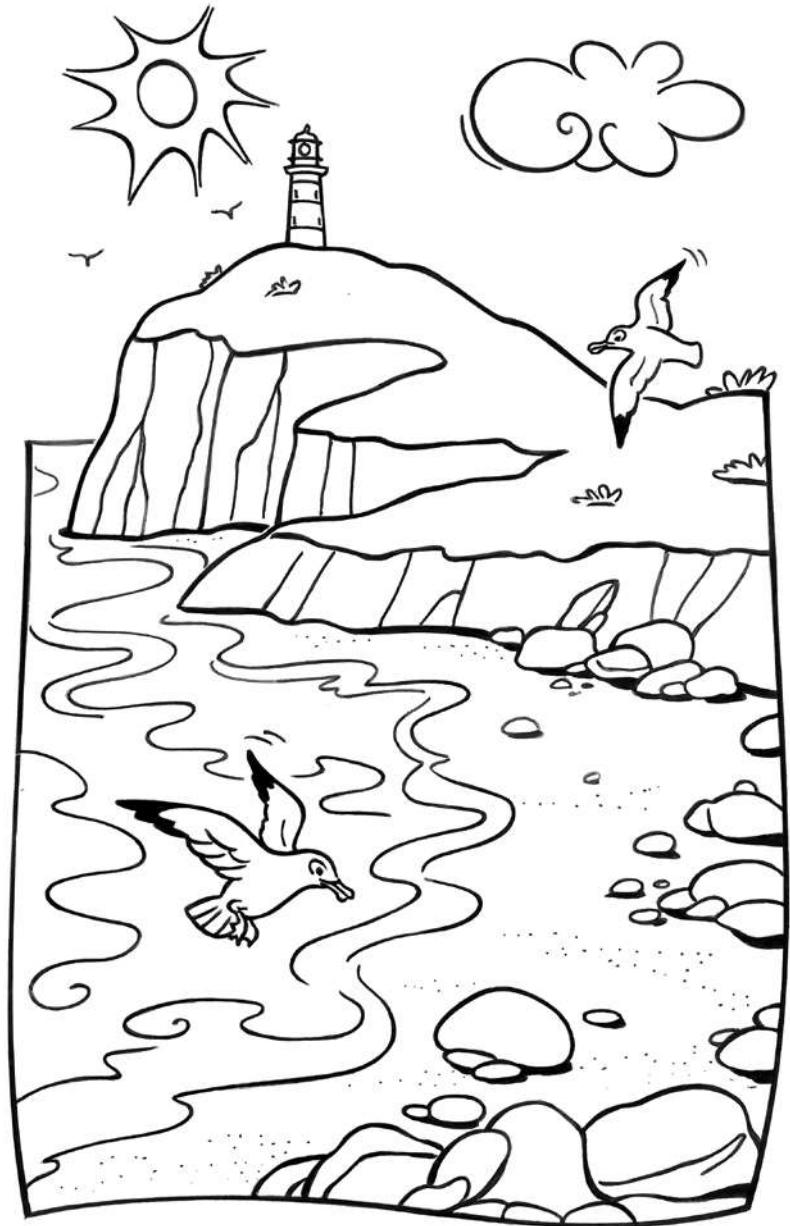
The cliff.



The birds.

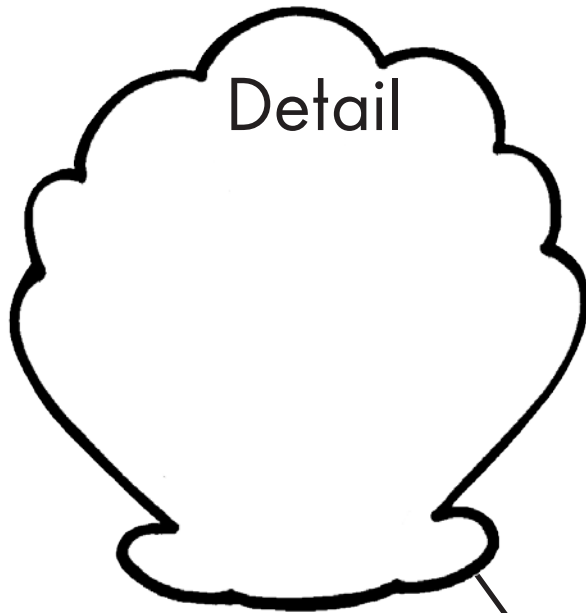


The lighthouse.

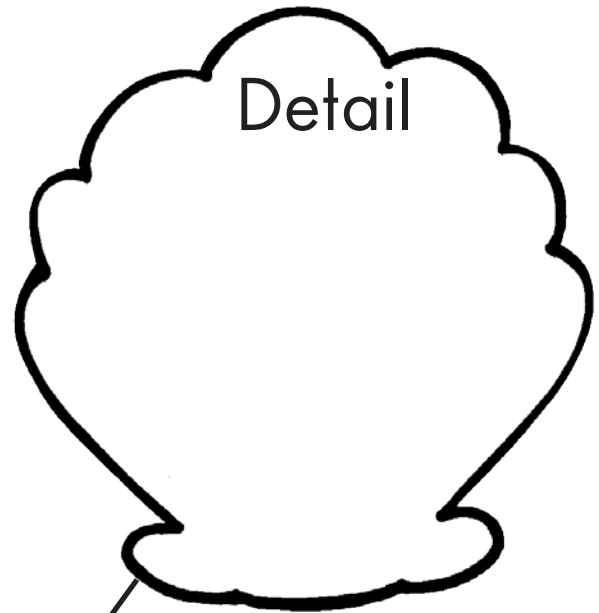


The coast.

Name _____



Detail

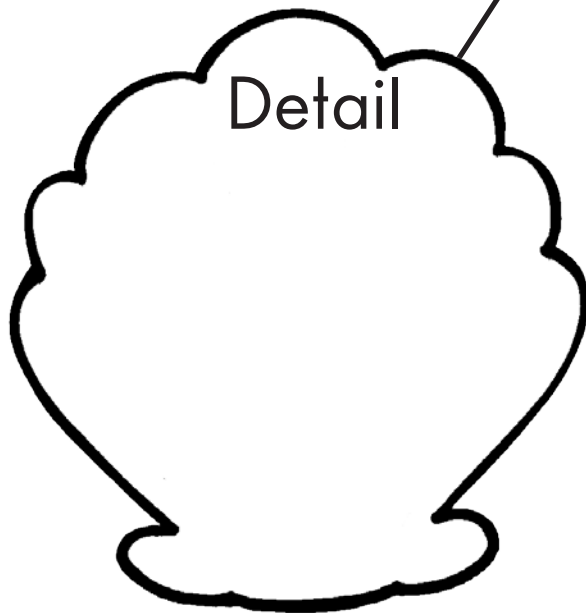


Detail

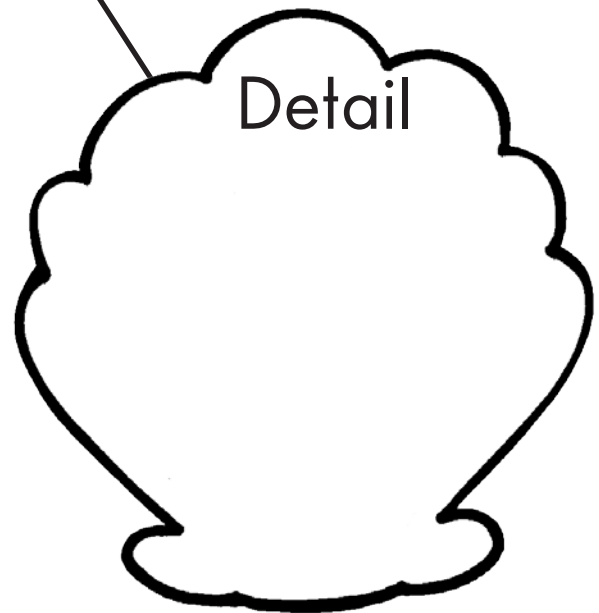


Main Idea

Many things are found
along the coast



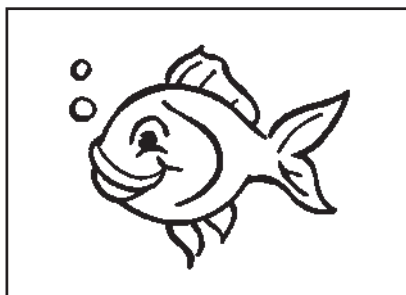
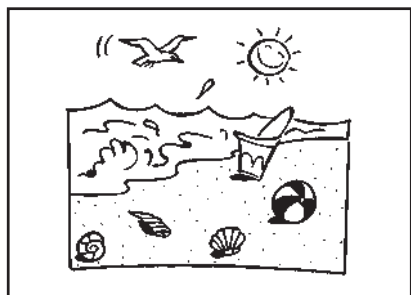
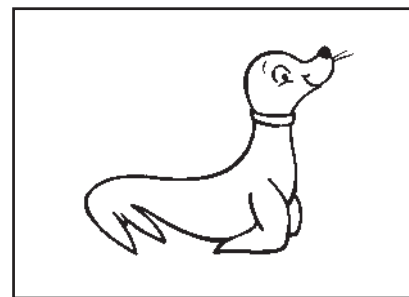
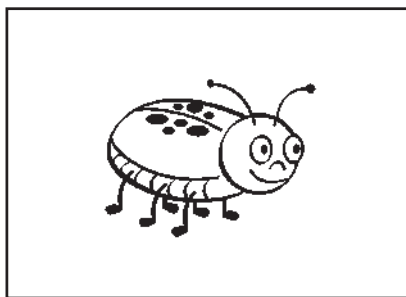
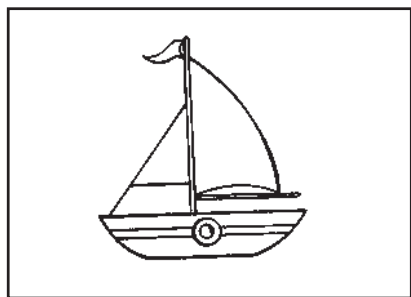
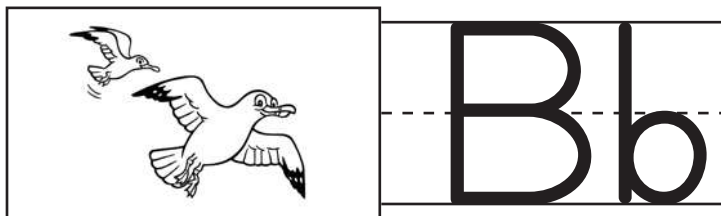
Detail



Detail

Instructions: Read the main idea to students. Have them record the details by drawing a picture in each shell and labeling it.

Name _____



A large empty rectangular box for drawing.

Instructions: Name the pictures with students. Have them write the upper- and lowercase *Bb* under the pictures that begin with the /b/ sound. Then have students draw a picture of something that begins with the letter *Bb* in the box provided.

Name _____

① The lighthouse is big

② The cliff is tall

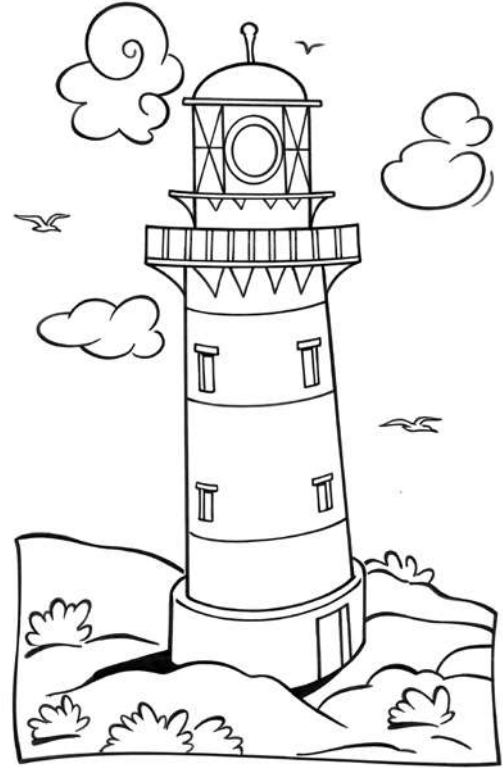
③ The rocks are sharp

④ The beach is calm

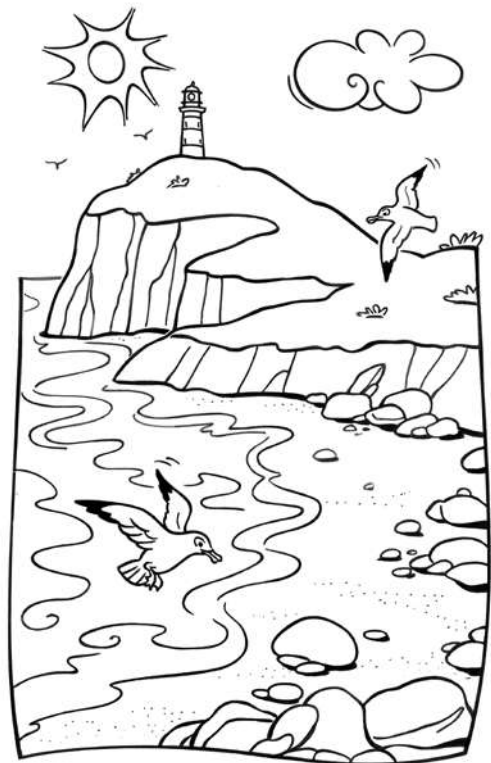
⑤ The waves are small

⑥ The birds are flying

⑦ The coast is beautiful



THE COAST • LEVEL aa • 3



SKILL: PERIODS

Instructions: Read the sentences aloud with students. Have them place a period at the end of each sentence.

LEVELED BOOK • C



We Learn to Swim

Written by Sarah Ghusson • Illustrated by Mary Uhles

www.readinga-z.com



We Learn to Swim

A Reading A-Z Level C Leveled Book • Word Count: 66

Connections

Writing and Art

Do you like to go swimming? Why or why not? Draw a picture and write about it.

Social Studies

What are some rules for staying safe around the water? Make a poster for water safety and share it with your classmates.



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We Learn to Swim



Written by Sarah Ghusson
Illustrated by Mary Uhles

www.readinga-z.com

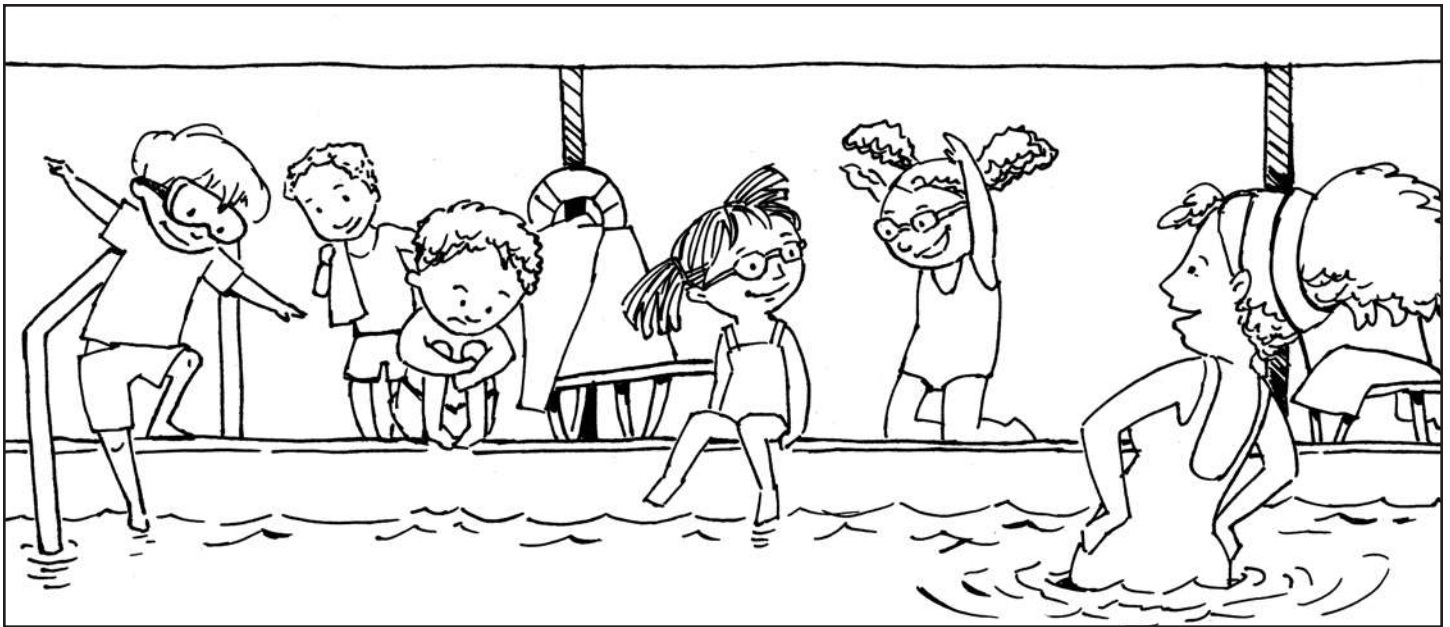
Focus Question

What skills do people practice as they learn to swim?

Correlation	
LEVEL C	
Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4

We Learn to Swim
Level C Leveled Book
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Written by Sarah Ghusson
Illustrated by Mary Uhles
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Words to Know	
dunk	learning
float	practice
paddle	swim



We are learning to swim this week.
What are we going to learn?

We Learn to Swim • Level C

3

h

It is Monday.
We learn to blow bubbles.





It is Tuesday.
We learn to kick.

We Learn to Swim • Level C

5

9

It is Wednesday.
We learn to paddle.





It is Thursday.
We learn to dunk.

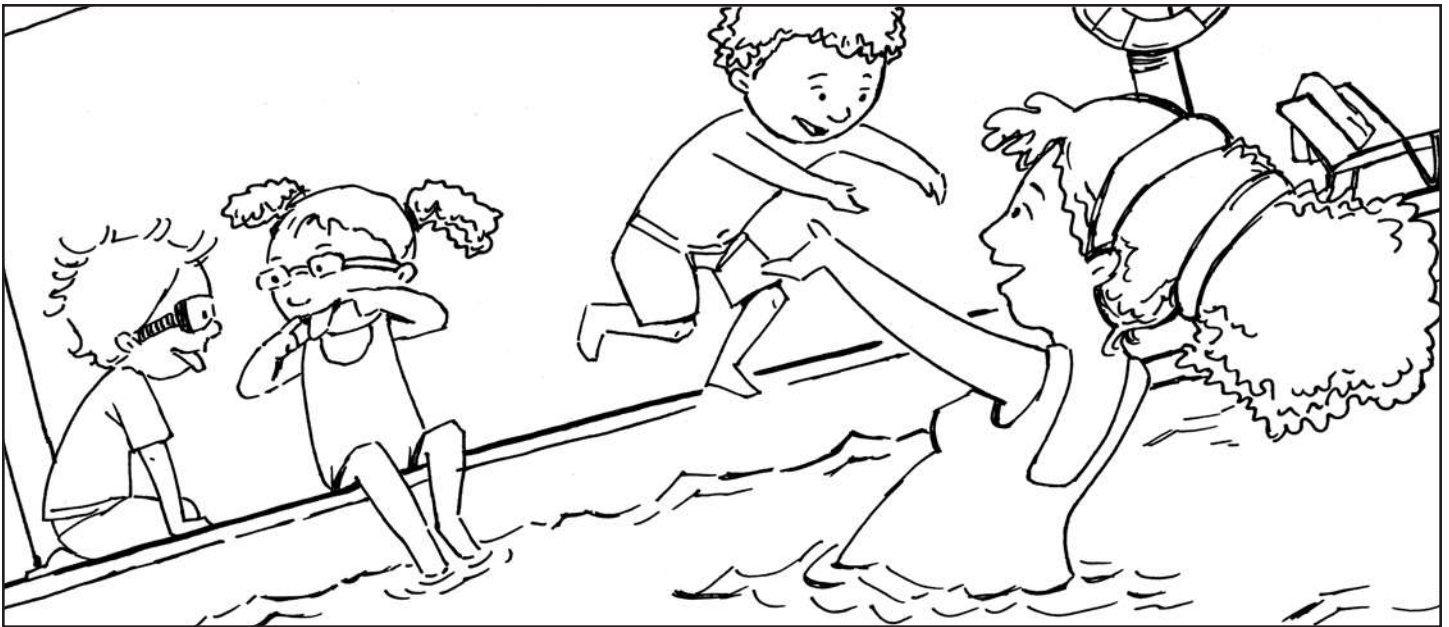
We Learn to Swim • Level C

7

8

It is Friday.
We learn to float.





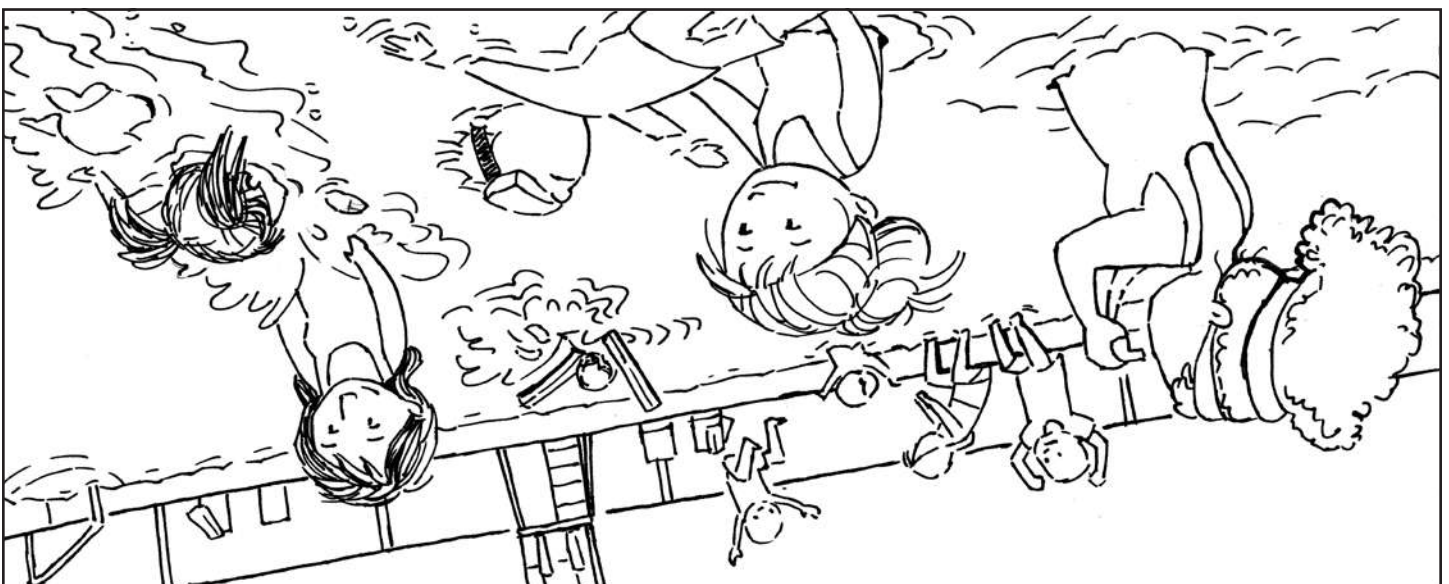
It is Saturday.
We learn to jump.

We Learn to Swim • Level C

9

10

It is Sunday.
Now we practice
what we have learned!



Name _____



First

Next

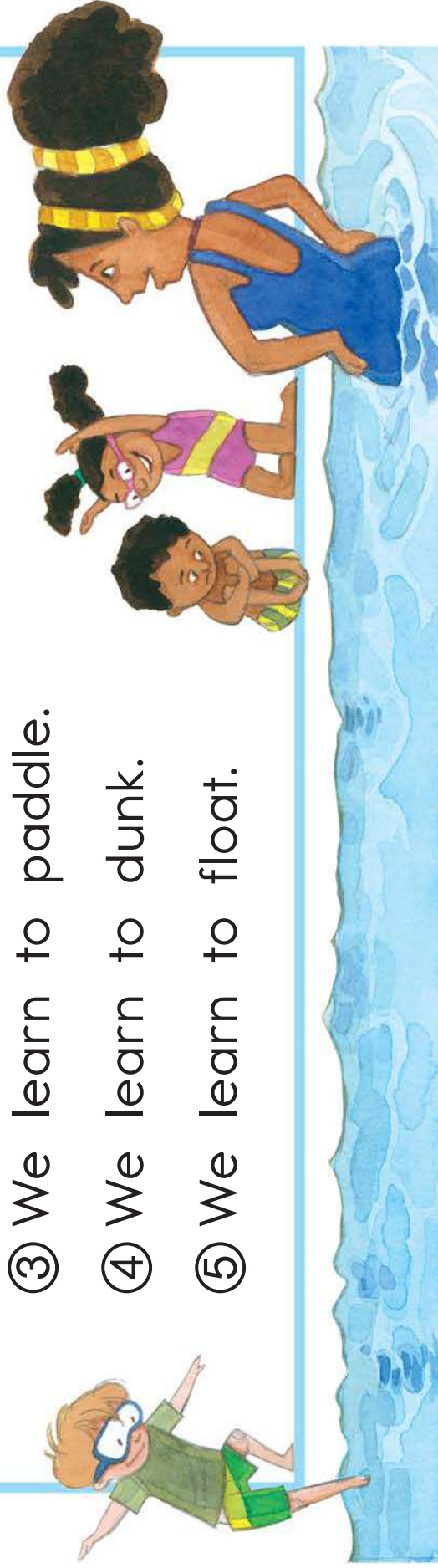
Last

Instructions: Have students cut out the pictures and place them in the correct order. Then, have them glue the pictures in the boxes to show the sequence of events in the story.

Name _____



- ① We learn to jump.
- ② We learn to kick.
- ③ We learn to paddle.
- ④ We learn to dunk.
- ⑤ We learn to float.



My Sentence:

Skill: Verbs

Instructions: Have students underline the verbs in the sentences. Then, have students write their own sentence using at least one verb on the lines provided.

Name _____

Days of the Week

1.	
2.	
3.	
4.	
5.	
6.	
7.	



We Learn to Swim • Level C • 3

Thursday	Monday	Sunday
Wednesday	Tuesday	Friday
	Saturday	

Skill: Days of the Week

Instructions: Review with students the names of the days of the week. Have students cut out the days and paste them in the correct order.

Sand Castle

By Lynette Streeter

At the beach I built a castle.

I made it of wet sand

That I scooped up with my shovel

And patted smooth by hand.

I made a wall around it

And a pretty seashell door,

But I watched my castle tumble

When the ocean rushed ashore!

Illustration

Sand Castle

By Lynette Streeter

At the beach I built a castle.

I made it of wet sand

That I scooped up with my shovel

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And a pretty seashell door,

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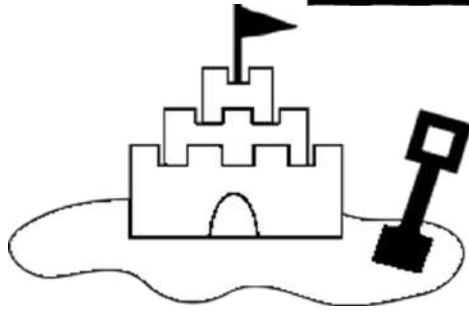
How many words
are in the last line
of the poem?

Underline
words that
rhyme.

Highlight 5 sight words. Write them.

What do you like about this poem?

Name _____



How To Build A Sandcastle

First


Next

Then

Last


Name _____

Date _____

[illegible]


Name _____

Date _____

[illegible]

Name _____

Date _____

[illegible]

Name _____

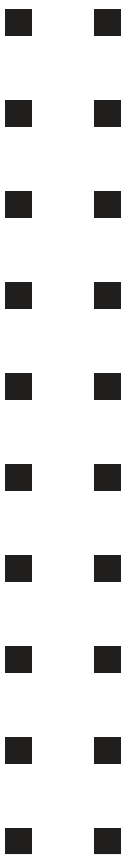
Date _____



RSU 57

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

SPECIALS



Printables



LEARNING MENU SPECIALS

KINDERGARTEN

May 26 - May 29

1

PE
Virtual Field Day:
[Virtual Field Day](#)



2

PE
The **last** W.O.W (Workout of the Week): Wednesdays with Mrs. Person, Ms. Fearon, and Mr. Penley at 11:00:
<https://rsu57.zoom.us/j/298414629>



3

PE
Virtual Field Day:
[Virtual Field Day](#)



4

Art
Disguise a Stuffie
[Kindergarten Week of May 25](#)



5

Art
Mo Willems
[Kindergarten Week of May 25](#)



6

Art
Shape Castle
[Kindergarten Week of May 25](#)



7

Kandinsky Lab: Make your artwork come alive with sound! Draw high on screen, make a scribble, a low shape, try lots of ideas. Press play to hear your creation!
<https://musiclab.chromeexperiments.com/Kandinsky/>



8

Music
Steady Beat
Find somewhere outside to listen to a song, and try at least three ways to keep a steady beat!



9

Create an instrument using materials you have at home. Show your music teacher what you made! Can you talk about the sounds it makes?
<https://tinyurl.com/y8xx8f5s>
<https://kidactivities.net/homemade-musical-instruments/>



10

Tell us your favorite book you have read this school year. Next, pick a way to tell us about the book. You can record a video of yourself, use ChatterKid, or [draw a picture](#) of your favorite character or scene. Chatterkid how-to:
<https://bit.ly/2Aqj3zx>



11

SEL
[Memory Book](#)



12

SEL
[Chill Out Yoga](#)
(<https://safeyoutube.net/w/rv0G>)



Check our website daily for additional remote learning supports: bit.ly/rsu57remote



K

Disguise a Stuffed Animal

Here's a challenge! Create a disguise for a stuffed animal. Use construction paper, scissors, and tape to turn your stuffed animal into a different animal.

Week 1:

- Choose a stuffed animal from your collection and decide how you can disguise it. Maybe turn your teddy bear into a bird or your doll into a rabbit.
- Begin to cut out various items and tape them onto your stuffed animal.
- Show it off and see if your family can guess who is in disguise!

If you're struggling to find a great disguise, you can use clothes from another toy and "repurpose" them.

Week 2: Draw a sketch and compare and contrast your toy before and after its transformation.

**Disguise a
Stuffed
Animal**



Mo Willems Pigeon

Have you ever heard the stories about the crazy pigeon? He's my favorite! Let's do our own version of that silly pigeon.

Week 1: Listen to the story Don't Let The Pigeon Drive The Bus:

<https://safeYouTube.net/w/p10F>

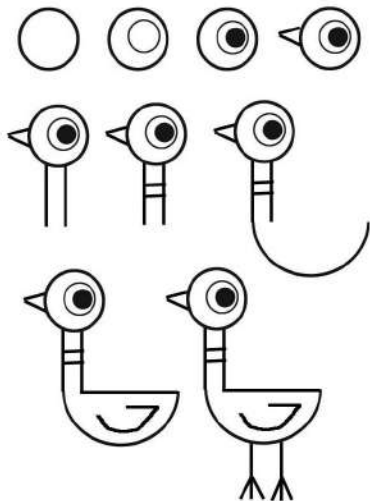
-Gather your supplies! You will need paper, pencil or crayon, and something to create a background and color in your pigeon creation.

-Let's draw the face! Draw a circle for the head. If it's easier, you can find a circle in your house to trace! Draw another (smaller) circle inside of the head for the eye. Add a black dot inside of the eye for the pupil and a triangle as the pigeon's beak.

-Now we will move onto the neck and body! Start by drawing two straight lines down from the head. These lines will be the neck. Add another two horizontal straight lines across the neck to make a thick stripe.

-From the lines of the neck, draw the letter "U"! Close the top of the "U" with a straight line to connect the body to the neck.

-Now for the finishing touches! Draw a wing and two bird feet.



Week 2: Come up with a background for your pigeon! What mischief could your pigeon be getting into? Color it in!



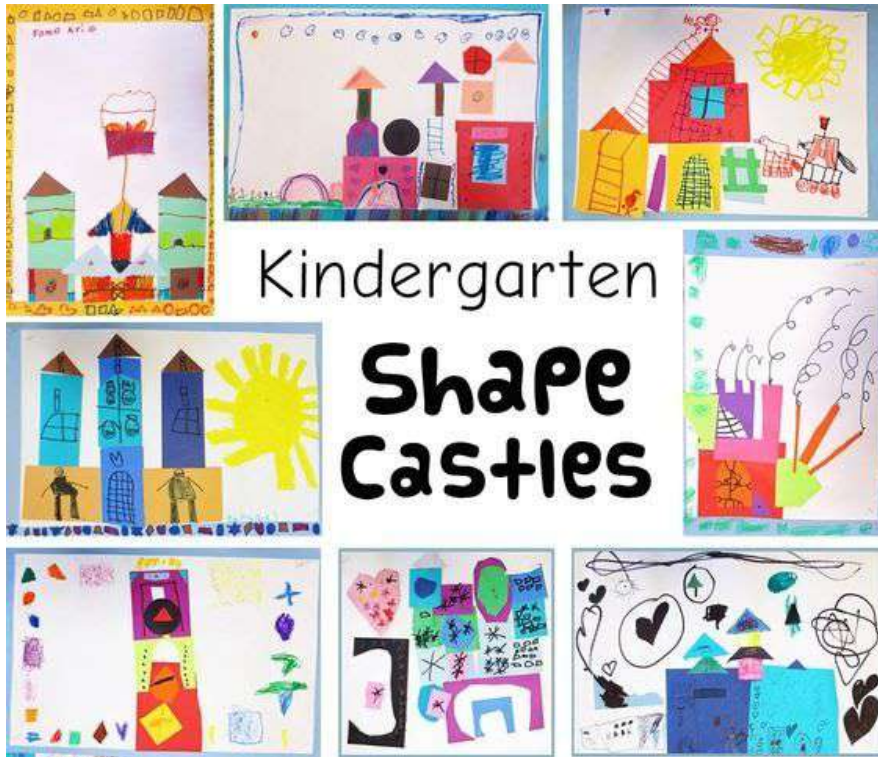
Shape Castles

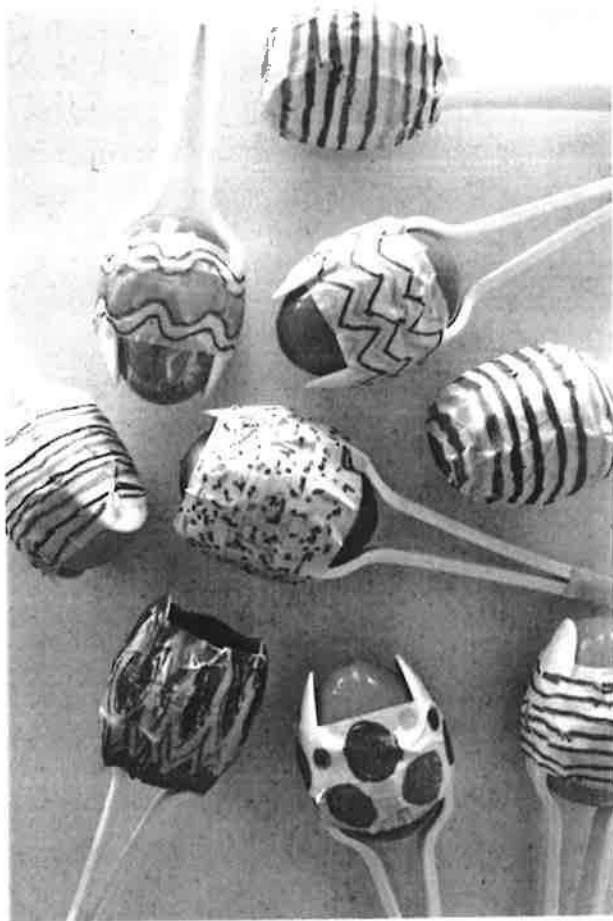
Let's use some basic 2-D shapes to create a castle! There's different ways to do this, but first, let's listen to the story "The Shape of Things" to get some ideas for our creations!

<https://safeYouTube.net/w/zU0F>

Make a list of shapes that you would like to include in your artwork! Don't forget about unique shapes like stars, crescents, hearts, etc. To build a castle out of shapes, you can use different methods! You can use wooden blocks and paint to create stamps, or prints, of shapes and build them up to make a castle. Or, you can simply build a castle using wooden blocks, too! Another way is to use crayons, markers, or pencils to draw shapes for your castle. One more way is to use paper or fabric to cut shapes out and glue them on a separate piece of paper to make a castle! You can choose your favorite way to make your design, but be creative! Use a variety of shapes to make the structure of your building and then add shapes for windows, doors and other small

details. Don't forget about the background!





How to make easter egg maracas:

Plastic eggs

Plastic spoons

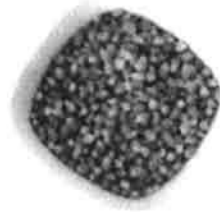
Tape (decorative or plain to decorate yourself!)

Filling could be:

Rice, beans, popcorn, lentils, small pebbles, etc.

- Fill (leave a little room for shaking)
- close
- enclose with spoons
- tape
- decorate!

plastic easter eggs



popcorn kernels

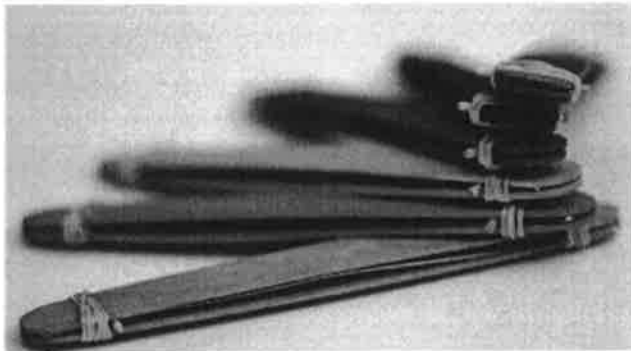
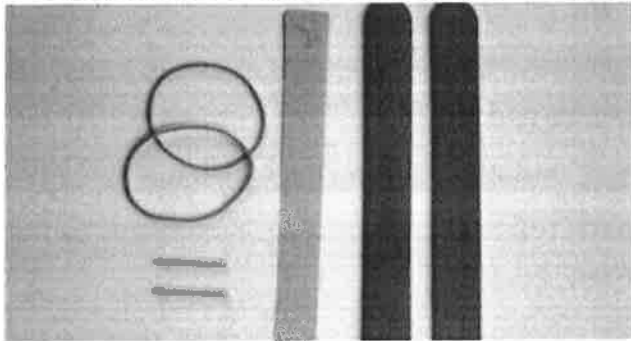
plastic spoons

white tape



markers

DIY POPSICLE STICK Harmonica



Popsicle Stick Harmonica Supplies

- 2 Popsicle Sticks ~ We used the wide ones
- 2 Rubber Bands ~ You could also use string
- A strip of paper the same size as the Popsicle Stick
- 2 toothpicks cut the width or just wider than the Popsicle Stick

How to assemble your DIY musical instrument:

- Sandwich the paper strip in between the 2 Popsicle Sticks
- Wrap a rubber band around one end until it is snug.
- Slide a toothpick to the inside of the rubber band.
- Sandwich the last toothpick at the other end of the Popsicle sticks, and wrap with a rubber band.

My son found it worked best when he placed one toothpick on top of the paper and one toothpick under the paper.

Farm Instruments You Can Make

Box Guitar

What You Need

Shoe Box with lid
 Rubber Bands (A variety of different thicknesses)
 Scissors (Adult supervision needed)
 Pencils or thin dowels
 Paint

What You Do

1. Paint or decorate the box.
2. Using the scissors, cut a hole in the lid of the shoe box.
3. Smooth edges from the hole with fingers or scissors.
4. Stretch rubber bands across the shoe box.
5. Put pencils or small dowels on each side to form the guitar's "bridge."

How To Play

Strum or pluck the strings.



Cuica (Bird)

To use with the song, *Bird Dance*, page 47.

What You Need

Red Plastic Cups
 Ballpoint pen
 String (embroidery thread or dental floss)
 Feathers
 Felt for eyes (white and blue)
 Felt for beak (yellow or orange)
 Hot glue gun
 Small sponges
 Glue sticks
 Scotch tape
 Scissors
 Containers to place feathers, eyes, beaks

What You Do

1. Pre-cut string to 18 inch lengths.
2. Cut beaks and eyes (white and blue or one light, one dark color).
3. Punch small hole in the cup, using a ballpoint pen.



Rainstick

What You Need

Paper towel tube

Aluminum foil

Glue

Tempera paints or markers

Paint brush

Colored electrical or masking tape

Rice

Yarn, construction paper or foam cut-outs, or other decorations

Scissors

What You Do

1. Make a construction paper cap and seal one end of the tube with tape, or fold one end of the tube over and staple it shut.
2. Make balls out of tin foil about the size of a golf ball or slightly smaller to fit in the tube.
3. Fill the tube with the foil balls up to an inch from the top.
4. Pour rice into the tube.
5. Seal or staple the other end of the tube.
6. Decorate by gluing yarn, construction paper, foam, or other decorations to the ends and sides of the tube.

How to Play

1. Tip the rain stick from side to side slowly, allowing the rice to "trickle" through the foil balls.
2. Experiment with the speed of the "tip" and see how many types of rainfall can be created.

Use your new rainstick with these fun songs!

"Jungle Beat Chant," p. 5

"Sixty Inches of Rain," p. 10

"The Lion Sleeps Tonight," p. 42

Ocean Drum

What You Need

Clear plastic round food container with a ridged lid—the larger the container, the better

Small colored beads, rice, tiny shells, small beans or seeds

Colorful electrical or masking tape

Paper and paint or markers

Glue or tape

2 Pencils or chopsticks for mallets

What You Do

1. Cut the paper the same size and shape as the bottom of the container.
2. Paint or color a design or picture on the paper.
3. Glue or tape the paper to the inside bottom of the container.
4. Fill with $\frac{1}{4}$ cup of tiny beads, rice, seeds or beans.
5. Place the lid on the container.
6. Tape the container shut using the colorful tape.

Ways to Play

1. Ocean sounds: Slowly tip drum from side to side.
2. Shaker: Move the ocean drum up and down or side to side, or any combination of these.
3. Drum: Use two chopsticks or pencils to play on the top of the lid.
4. Guiro: Use a chopstick or pencil to play the ridges on the side of the lid.

Water Glasses

What You Need

Glasses (wine glasses or water goblets work best, but encourage experimenting with different types of glasses to produce different musical sounds. The thinner and purer the glass, the better the sound.)

Clean, washed hands

Clear water in a pitcher

Metal spoon

What You Do

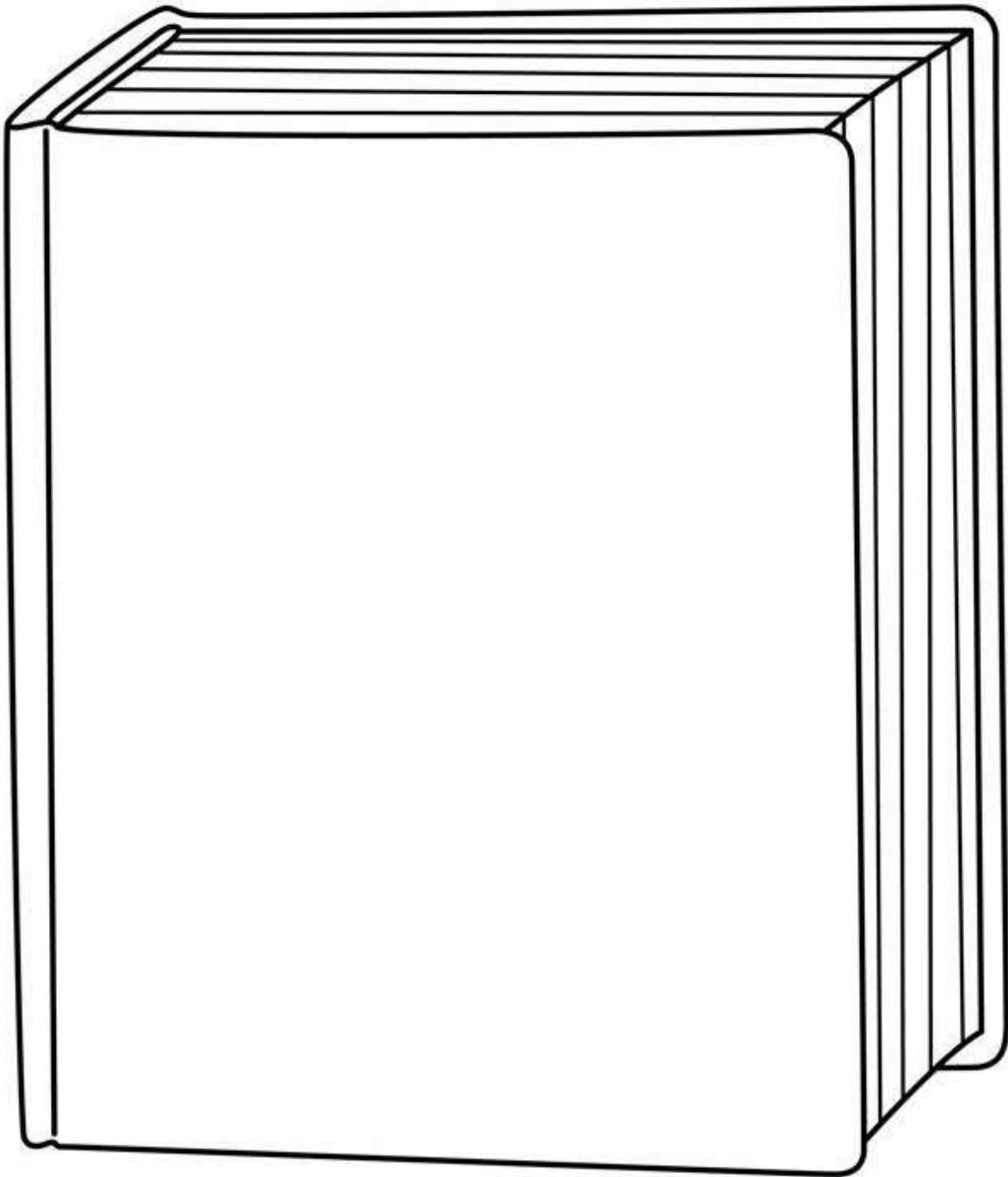
Fill glasses to different levels to create different musical pitches.

How To Play

1. Wet your finger and rub it around the edge of the glass until a sound is produced.
2. Try playing two glasses of different pitches at the same time.
3. Use the spoon to gently tap the glass.
4. Add or take away water to see how the pitch is affected.

Name: _____

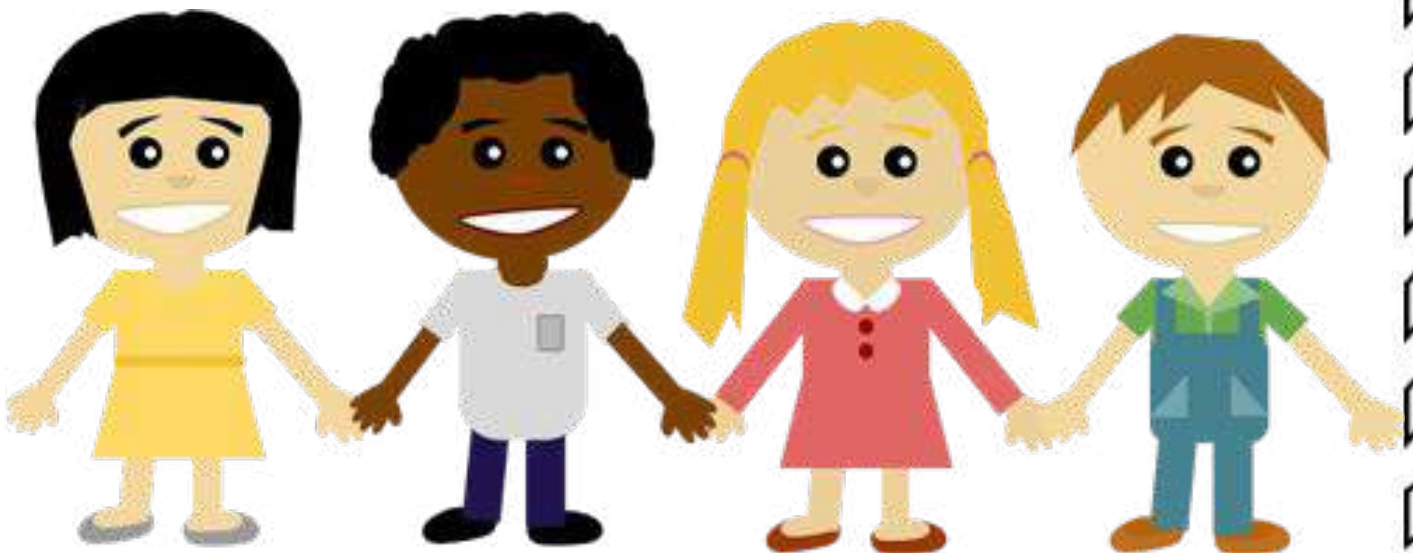
MY FAVORITE BOOK We READ in LIBRARY THIS YEAR WAS...



My Memory Book

By: _____

Grade: _____



All About Me

My name is

I am

years old.

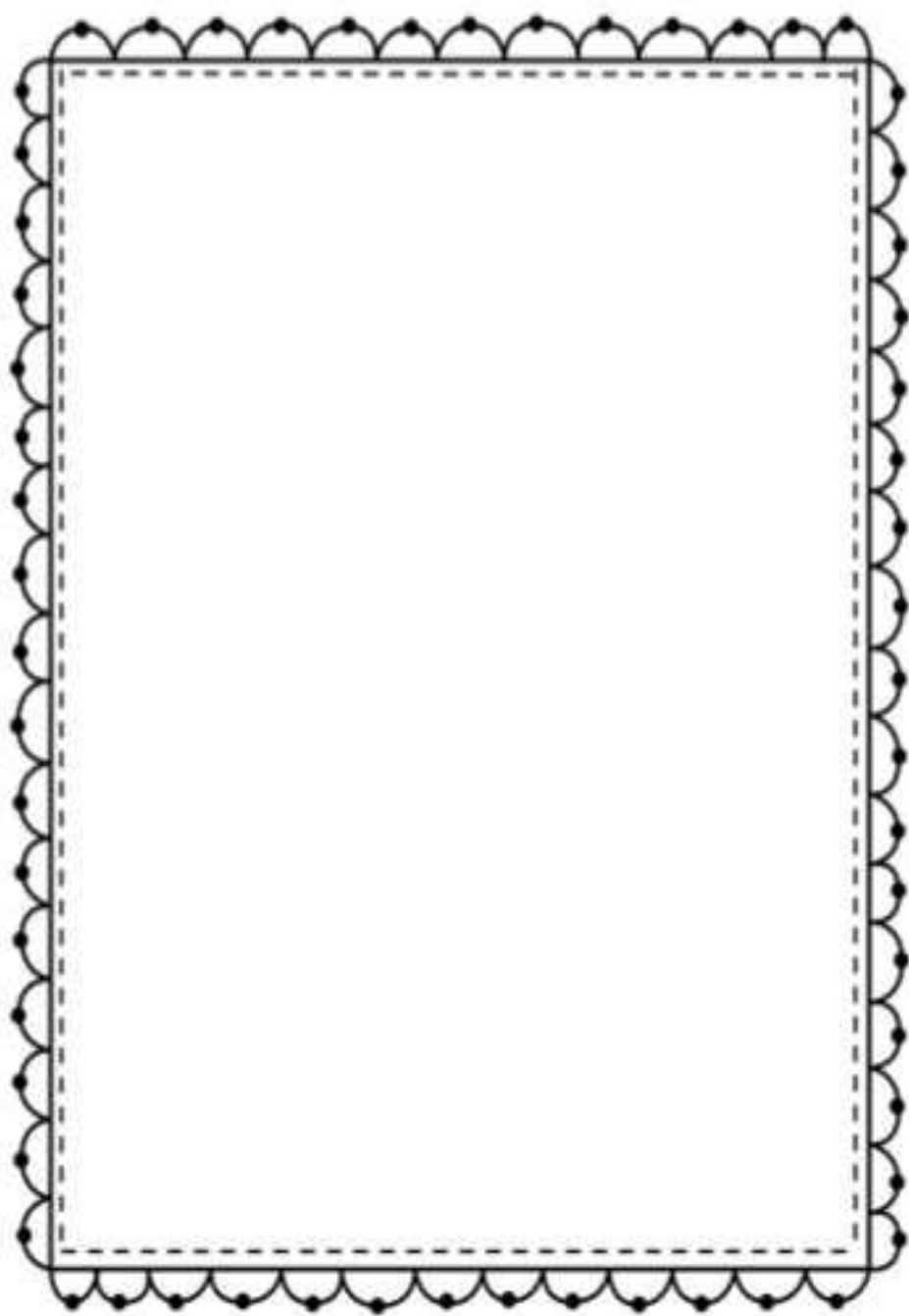
My favorite color is

I like to eat

I like to play

My favorite book is

Self Portrait



This is how I describe myself.

My School



My school is

Here is a drawing of my school.

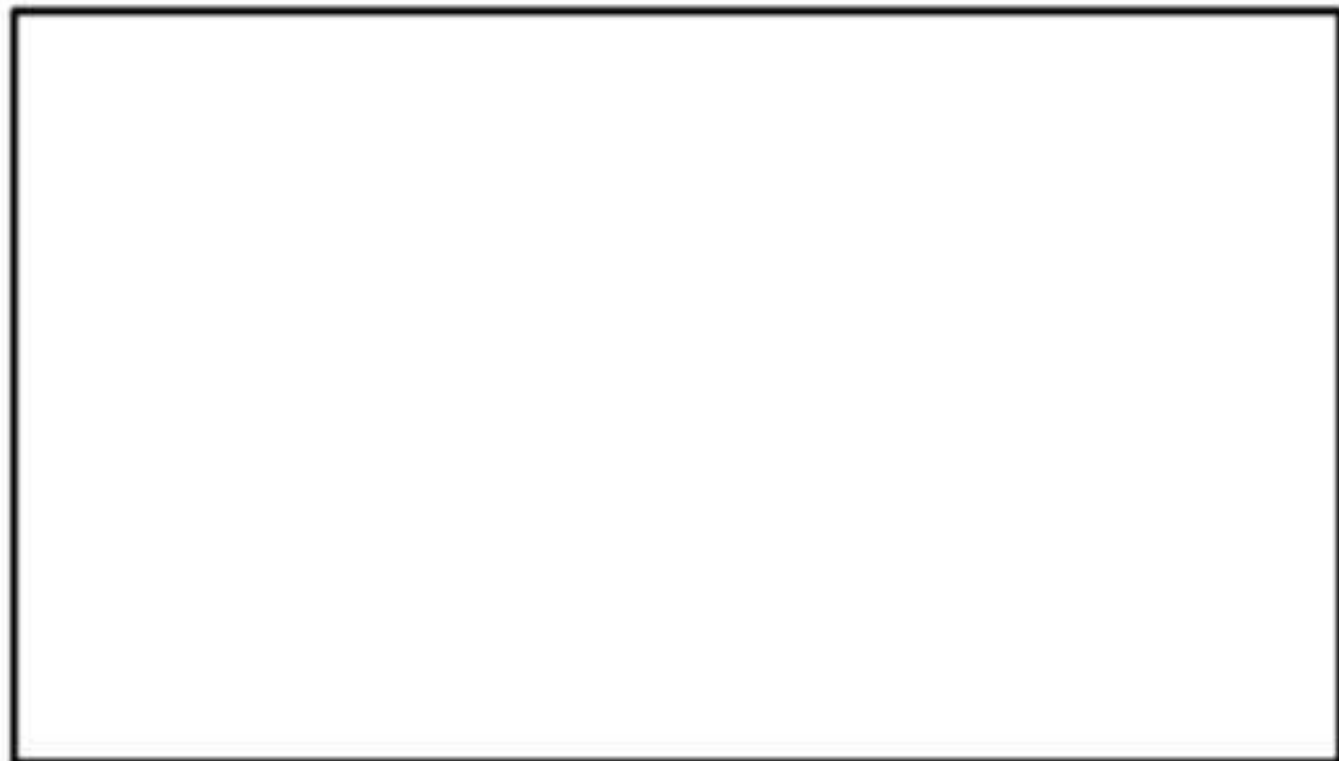
A large, empty rectangular box with a solid black border, intended for a child to draw their school.

My Teacher

My teacher's name is

I love my teacher because

Here is a drawing of my teacher.



My Friends



Here are my friends.

At school, my friends and I like to

A Whole Year Smarter!

I learned so many things this year!

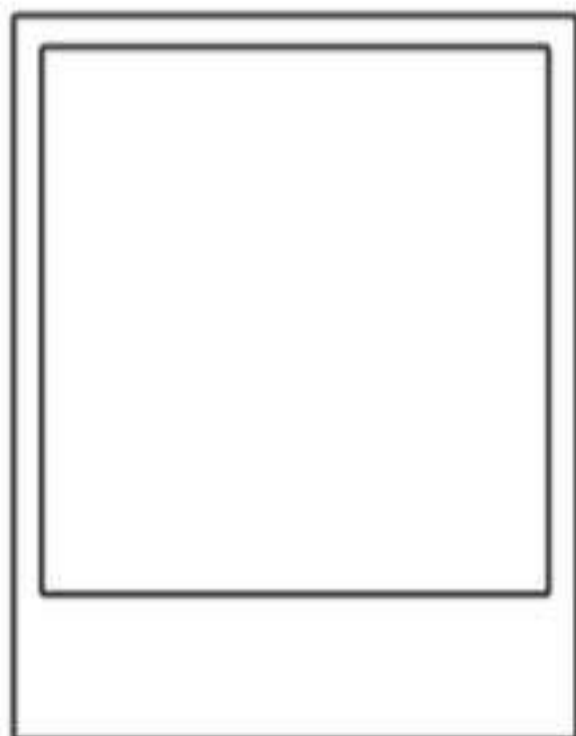
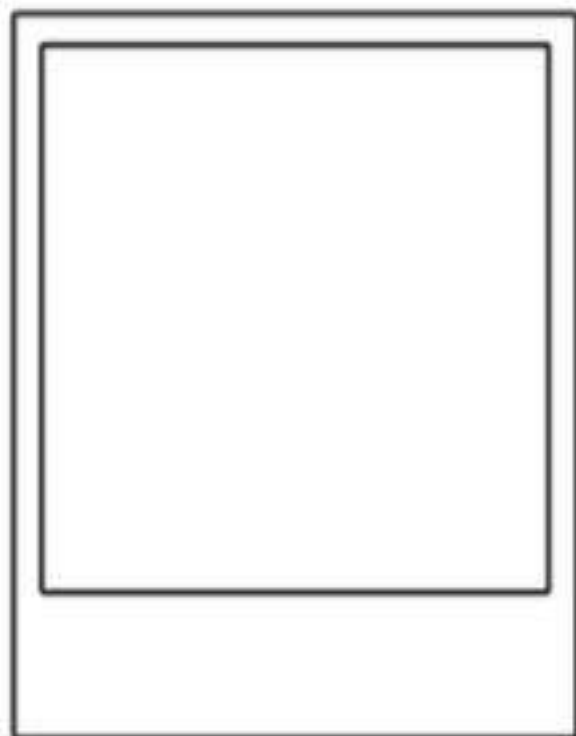
I learned

I learned



Memories

Here are some of my favorite memories from this year.



Welcome to Virtual [Field Day](#)!

Click "[field day](#)" for the video instructions or read the following. We are thrilled to offer you 18 different activities to choose from. You may choose 5-10 activities or try them all, if you dare... Each activity is set to a "Minute-To-Win-It" theme, where you will have one minute to complete the challenge. Please send in your favorite activities and a picture or video of you completing it. As always, we want you to have tons of fun, stay active and laugh quite a bit!

**Click on the challenge title to watch the video.

<p>Bottle Flipper Equipment Needed: Water bottle with ¼ filled with water and a flat surface, make sure the cap is on tight. Objective: Flip your bottle in the air and try to land it right side up. If it lands, you receive 1 point. If it flops, you get to complete 5 jumping jacks and try again.</p>	<p>Take Away Drill Equipment: 6 items, they can be anything for example, shoes, stuffed animals, plastic cups. And a die (if you don't have a die you can use cards or bottle caps with numbers on them). Objective: Find a space where you can place your items on the floor in order 1-6, 10 steps away from your starting point. Roll your die or pick a number and run down to your items and take away that item that sits in that number order. If you roll the same number run down but do not take any item (just to keep you moving).</p>
<p>Bottle Trap Equipment Needed: A bottle or cup, a ball that is smaller than a softball and a laundry basket or bucket. Objective: Trap both your ball and bottle underneath the basket. Use your bottle to prop up one side of the basket, underhand throw/roll the ball into the bottle. If you trap both items under the basket you receive 2 points, if you trap 1 item, you receive 1 point.</p>	<p>Towel Flip Challenge Equipment: A towel Objective: In this challenge lay your towel down on the floor. With both feet on the towel at all times try to flip your towel to the other side without taking your feet off the towel.</p>
<p>Eraser Bounce Equipment Needed: Pencils with erasers, a flat surface and a cup. Objective: Bounce your pencil (eraser down) off of a flat surface and try to land it into your cup.</p>	<p>TP Balance Challenge Equipment: A spoon (bigger spoon, ex: wooden spoon), a roll of toilet paper and a space to walk through. Objective: Think of a way to travel while you are balancing your roll of toilet paper on your spoon. Our examples are walking backwards, ducking walking and walking sideways.</p>
<p>Juggling Challenge Equipment Needed: 2-3 scarves, napkins, plastic bags, tissues, etc. Objective: Keep your objects in the air for the allotted 1 min.</p>	<p>Student Challenge-Sock Ball Throw Equipment: Sock ball and laundry basket (or some sort of basket) Objective: To throw the sock ball into the basket.</p>

Welcome to Virtual [Field Day!](#)

<p>Paper Ball Trick Shot Equipment Needed: A ball (remember you can make one out of paper). Objective: Be creative and make an awesome trick shot; behind the back, through your legs, off of the fridge into the trash bin.</p>	<p>Pillow Flipper Challenge Equipment: Something to flip ex: pillow, stuffy, glove etc. Objective: Place your object in front of you. Flip it over and then do 5 jumping jacks, flip it back and do 5 more, how many times can you flip your object?</p>
<p>Paper Plane Cornhole Equipment: 3 pieces of paper and a bucket/basket. Objective: Make 3 paper airplanes and throw them into the bucket. Your bucket is the same amount of steps away from you as your grade level. If you make it, you receive a point, if you miss you get to complete 5 squats and try again.</p>	<p>Toe Grab Trick Equipment: A bucket and something to grab with your toes. Objective: Grab one object at a time with your toes and see how many you can move into your bucket in 1 minute.</p>
<p>Pencil Catch Equipment: Pencils/writing utensils or sticks. Objective: Starting with one pencil on the back of your hand, toss it up and catch it, if successful, add another pencil to the back of your hand, how many can you catch?</p>	<p>Spaghetti and Meatballs Challenge Equipment: Yoga mat/Floor Objective: Lay flat on your back (spaghetti) and crunch up to a ball (meatball). See how many times you can make a “spaghetti” and “meatball” in 1 minute.</p>
<p>Plastic Bag Challenge Equipment: Plastic bag, paper plate or dust pan (something firm to “fan”) Objective: Use your object to “fan” the plastic bag down and back (10 feet) without touching the bag.</p>	<p>Head, Shoulder, Knees and Toes Equipment: Something light to throw. Ex: stuffy, ball, tissue, etc. Objective: Throw your object in the air, start with touching your head before catching, then on the next throw touch your head and shoulders, and continue and try to touch all four parts of your body before your object falls.</p>
<p>Shoe Balance Trick Equipment: Find a space where you can lay on the floor and one shoe. Objective: In this challenge start by laying on your back, place a shoe on top of one foot that you hold in the air. Your goal is to try to flip your body to your belly while balancing the shoe on your foot. Don’t let it drop! If you succeed to your belly try to flip back over to your back.</p>	<p>Plank Cup Stack Challenge Equipment: 3 cups for cup stacking Objective: In a plank position lift one hand to stack the cups down and then back up again and switch hands and redo for 1 minute. Keep alternating your hands.</p>