LEARNING MENU FINAL WEEK

GRADE 5

June 1 - June 5

1 **Literacy**

Success in 'Minute to Win-it' challenges!
If you were in charge of making a 'Minute to Win-it' challenge more difficult, what would you add? Why? Write the new directions for your version.

2 **Literacy**

Virtual Field Trip to The Wizarding World of Harry Potter.
Enjoy a "fantastic" journey to Universal Studios!
Wizarding World of Harry Potter
Would you want to visit this attraction? Why or why not?

3 **Literacy**

Write a letter or create a video for an incoming Kindergartener giving them advice about how to be successful and have fun in elementary school.

4 **5th grade Virtual Yearbook Page:** Please post a favorite memory from elementary school or what you are looking forward to in middle school! Be sure to say what school you are from and your initials (or full name if you are comfortable)!
https://bit.ly/2TEYJ4c

5

Learn a new magic trick!

Magic Nine

6

Real Life Challenge

Design Your Own Playground

7

Math Art Connection

Math Agamographs

8 Can you protect your egg using what you have learned about parachutes?
Egg Drop Sheet
Please have an adult supervise this activity
Jack and the Beanstalk Parachute

Pyramid Parachute Directions

Parachute Design Video

9

Music

Playlist for your School Year

10

PE
Virtual Field Day:

https://bit.ly/2TOCWHf

11

SEL

SEL Bingo

12

Art
Figures In Motion

https://bit.ly/3gwpZeT

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

More than 500 years ago, Leonardo Da Vinci sketched a design for a parachute that looks remarkably similar to modern day parachutes. In this project, you will make a miniature replica of Da Vinci's parachute.

Materials:

- Four print outs of page 2
- Scissors
- Scotch tape
- Dental floss, fishing line, or thread.
- A small weight like a washer, bolt or figurine.

Directions:

1) Cut along the dotted lines on page two to get a triangle, for each of the four pages.

2) Line up each of the triangles one at a time and tape them together (see figure 1).

3) Form the triangles into a pyramid shape by creasing the tape along each seam (see figure 2).

4) Cut four equal lengths of thread, and tape one piece to each corner of the pyramid. (see figure 3).

5) Fasten each piece of thread to your weight, being careful to keep the thread the same length.

Test your new parachute by tossing it from a high place.

What happens if you use a longer or shorter string, or a lighter or heavier weight?

What do you think cutting a small hole in the top of the parachute will do?

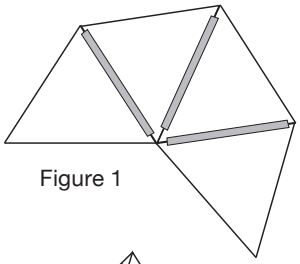


Figure 1

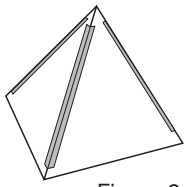


Figure 2

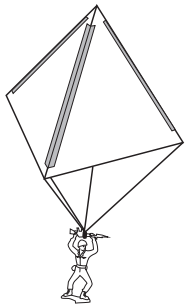


Figure 3

The Early History of the Parachute

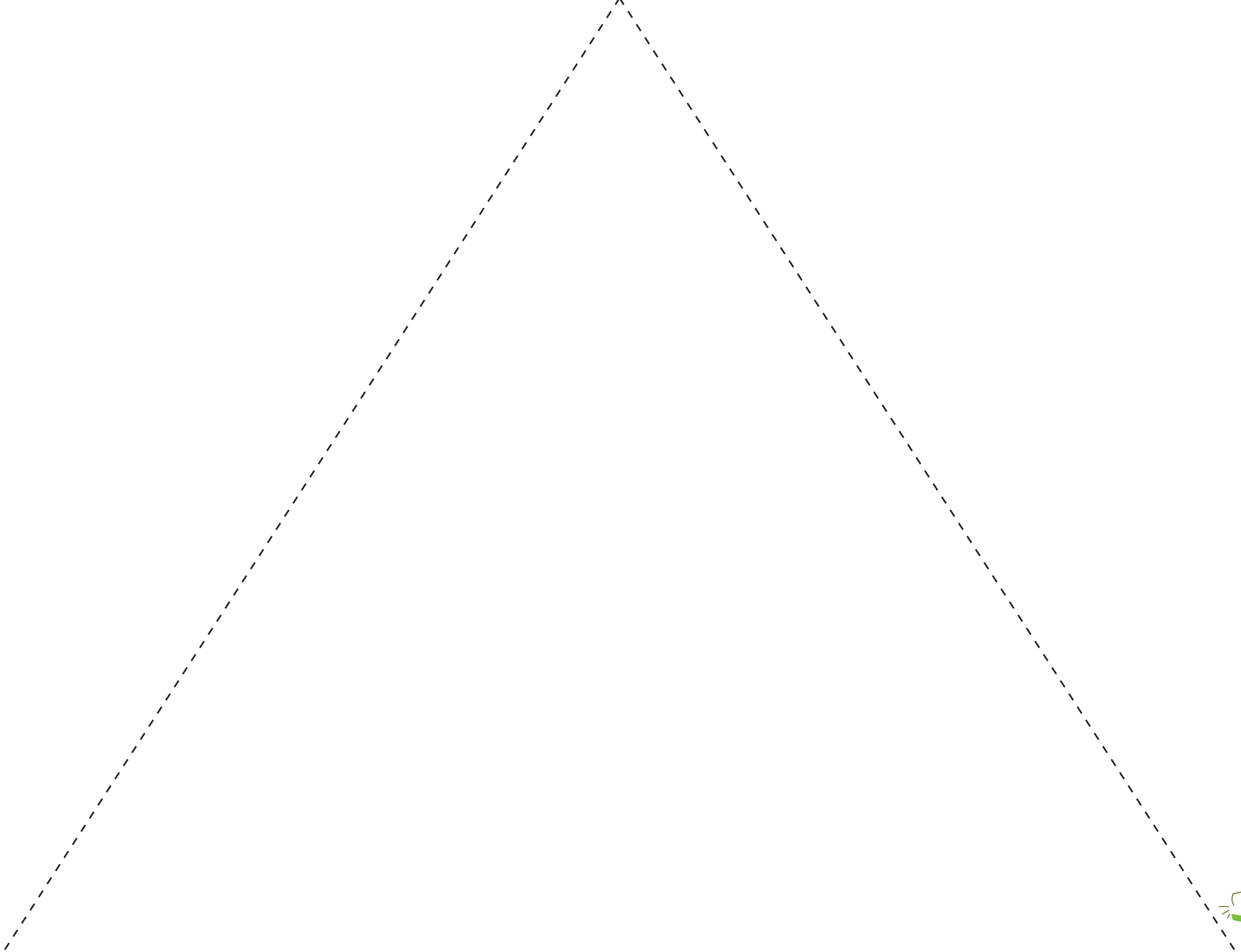
The earliest known drawing of a parachute dates to the 1470s during the Renaissance in Italy. The author of the design is unknown. A short time later, around 1485, Leonardo Da Vinci created a sketch of a pyramidal parachute.

Later, the Venetian inventor Fausto Veranzio altered the design to include a bulging sail-like piece of cloth instead of the canopy, which he found to be more effective in slowing down falls. He tested his design by jumping off a tower in Venice.

The modern parachute came to be in the late 18th century by Louis-Sébastien Lenormand in France. Later, one of Lenormand's fellow French aeronauts, François Blanchard, coined the term "parachute" from the prefix *para-,* which means "defense against" and the French word *chute*, which means "fall".

Later development of the parachute focused on it becoming more compact, using lighter folded silk instead of heavy linen with a wooden frame.

It is not known for sure if Leonardo ever tested his design, but in 2000 and again in 2008 the design was tested by skydivers, and it was found to be successful.



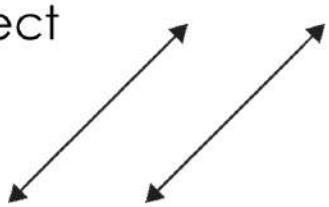
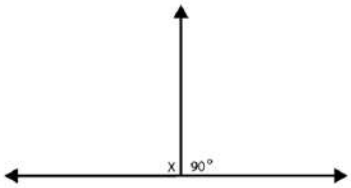
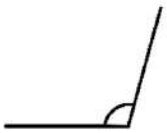
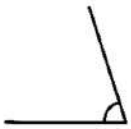
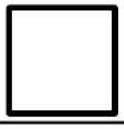
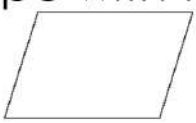
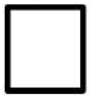
EXTREME PLAYGROUND MAKEOVER

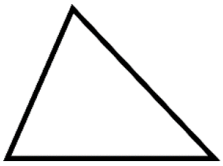
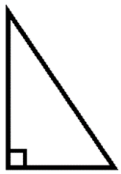
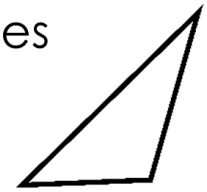
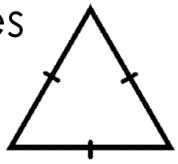
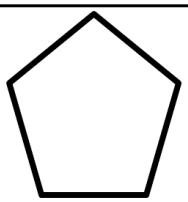
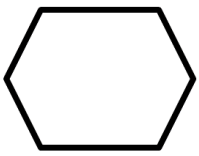
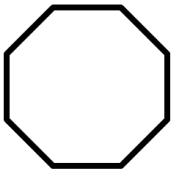
Name: _____ Date: _____

Congratulations! Your school has been chosen to receive an extreme playground makeover. The designers are now accepting plans for the makeover. Your plan must meet these requirements.

- Must have at least one of the following incorporated into the design in some way. It must also be labeled.

    - Set of parallel lines
    - Set of perpendicular lines
    - Right angle
    - Obtuse angle
    - Acute angle
    - Rectangle
    - Square
    - Trapezoid
    - Parallelogram
    - Acute triangle
    - Right triangle
    - Obtuse triangle
    - Scalene triangle
    - Equilateral triangle
    - Isosceles triangle
    - Pentagon
    - Hexagon
    - Octagon
    - A Symmetrical Image

Set of parallel lines	Lines that never intersect 
Set of perpendicular lines	Lines that intersect to form right angles 
Right angle	An angle measuring exactly 90 degrees 
Obtuse angle	An angle measuring more 90 degrees 
Acute angle	An angle measuring less 90 degrees 
Rectangle	A 4-sided shape with opposite equal sides and all right angles 
Square	A 4-sided shape with all equal sides and all right angles 
Trapezoid	A 4-sided shape with only one pair of parallel lines 
Parallelogram	A 4-sided shape with two pairs of parallel lines   

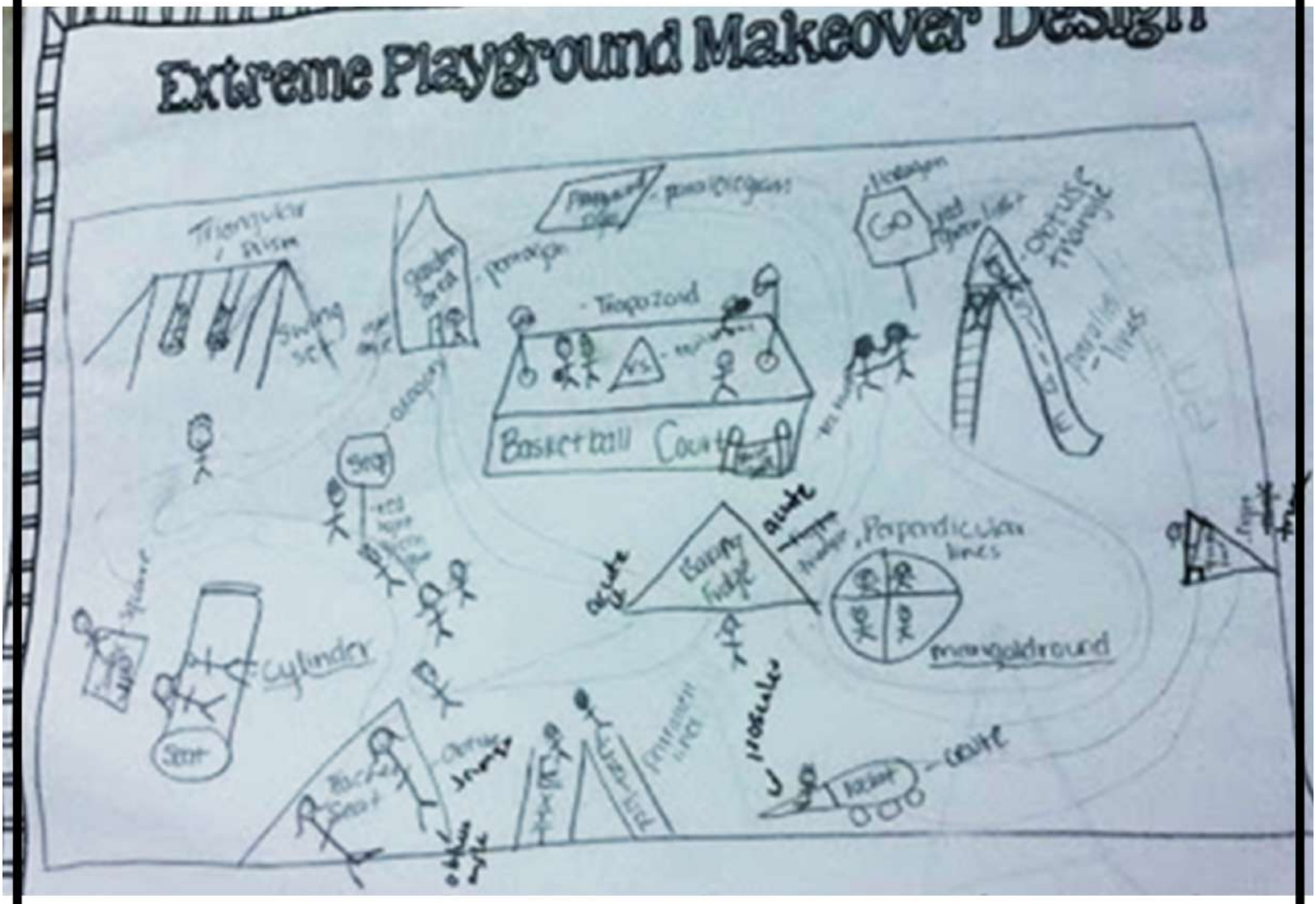
Acute triangle	A triangle with all acute angles 
Right triangle	A triangle with one right angle 
Obtuse triangle	A triangle with one obtuse angle 
Scalene triangle	A triangle with NO equal sides 
Equilateral triangle	A triangle with ALL equal sides 
Isosceles triangle	A triangle with TWO equal sides 
Pentagon	A 5-sided shape 
Hexagon	A 6-sided shape 
Octagon	A 8-sided shape 

EXTREME PLAYGROUND MAKEOVER DESIGN

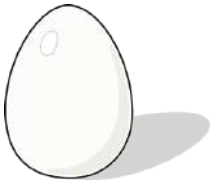
EXTREME PLAYGROUND MAKEOVER DESIGN

EXAMPLES

You may use these examples to guide your introduction of the activity. I typically don't provide too many examples because I find that my students are often far more creative when I don't. However, these can also be used to support students who need to see examples.



Egg Drop Challenge



Objective: Design a system to protect an egg from cracking or breaking from a high fall.

Materials: Use anything you'd like! Some ideas include: paper towels, straws, tape, cardboard tubes, paper, popsicle sticks, baggies or old boxes.

Illustrate your design in the box.

Explain why you think your design will protect an egg from breaking from a fall:

Name_____ Date_____

Jack and the Parachute

Oh no! Jack has done it again. He can't resist magic beans, and he is once again being pursued by the giant. The giant, having learned from past mistakes, has lined the beanstalk with barbed wire. Jack needs another plan of escape. That's where YOU come in.

Your challenge:
Build a parachute to help Jack escape from the giant.

Constraints:
*Your parachute can be no larger than the top of your desk.
*You must have string or some way to attach the parachute to Jack.

Success Criteria:
Your parachute should hold Jack in the air longer than the control drop.

ASK How can I create a parachute for Jack?

CONTROL Drop Jack from the designated height with no parachute. Measure the time it takes for him to hit the ground.

Control Drop Time_____

IMAGINE Now think about ways that you can keep Jack in the air longer than the control drop. Brainstorm materials and shapes that would make a good parachute.

CREATE Create your parachute, and sketch your design. Label your diagram with the materials that you used.

TEST

Trial 1—How long did Jack stay in the air?	
Time	

Did your parachute fall slower than the control? Yes___ No___

IMPROVE What can you do to make your parachute better? Try it! Sketch your second parachute. Label your materials.

TEST

Trial 2—How long did Jack stay in the air?	
Time	

Did your parachute fall slower than the control? Yes___ No___
Did it fall slower than your first parachute? Yes___ No___

REFLECT Were your changes effective? Explain.

Was your parachute a success? Explain.

NUMBER 6 MAGIC NINE

TEACHER'S INSTRUCTIONS

There are numerous magic tricks that make use of special properties of the number nine. Here is such a trick, but in this one, the number nine is well hidden.

SKILLS

- Place value (tens and ones)
- Addition facts (nine)
- Subtraction of single-digit numbers

MATERIALS

- 20 pennies

PERFORMING THE TRICK

Place twenty pennies on a table in front of your subject. Now, turn your back to the table while you give directions 1–4 below to your subject.

1. Pick up a few pennies (any single-digit number) and put them in your pocket.
2. Count the number of pennies left on the table. Sum the digits in this number.
3. Pick up the number of pennies corresponding to this sum. Put them in your pocket, also.
4. Pick up some more pennies, but hold these pennies in a closed fist in front of you. Tell me when you are done.
5. When your subject is ready, turn and face him or her while you announce how many pennies are concealed in his or her fist and add, "You can keep the eleven cents in your pocket." This announcement is quite effective if you say it immediately upon turning to your subject.

HOW THE TRICK WORKS

There will always be eleven cents in your subject's pocket. To determine the number in your subject's fist, as you slowly turn, glance at the table and note the number of pennies. As soon as you do this, look at your subject so it is not obvious that you counted the pennies on the table.

Mentally subtract this number from nine and that will be the number of pennies in your subject's fist. Thus, you can announce the number held in the closed fist and tell your subject to keep the eleven cents that was pocketed.

AN ILLUSTRATION

As your back is turned, suppose your subject picks up six pennies and places them in his or her pocket. Fourteen pennies remain on the table.

Your subject adds the digits in 14 (1 + 4 = 5) and removes five more pennies from the table, placing them in his or her pocket. This leaves nine pennies on the table. This is the "magic nine."

Now, your subject picks up some more pennies. Suppose your subject picks up three pennies and holds them in his or her fist, as directed. This leaves six pennies remaining on the table when you turn to face your subject.

As you turn, you note the six pennies on the table; subtract 6 from 9 and announce, "You are holding three pennies in your hand. I'll take those, but you can keep the eleven cents in your pocket." You only say this if you do not mind giving away eleven cents.

WHY THE TRICK WORKS

No matter how many pennies are taken by your subject in step 1 of the trick, there will be nine pennies left on the table at the end of step 3. To prove that this is true, the table below lists every possible selection that the subject can make, from one to nine pennies.

NUMBER TAKEN IN STEP 1	NUMBER LEFT IN STEP 2	NUMBER REMOVED IN STEP 3	NUMBER ON TABLE AFTER STEP 3
1	20 – 1 = 19	1 + 9 = 10	19 – 10 = 9
2	20 – 2 = 18	1 + 8 = 9	18 – 9 = 9
3	20 – 3 = 17	1 + 7 = 8	17 – 8 = 9
4	20 – 4 = 16	1 + 6 = 7	16 – 7 = 9
5	20 – 5 = 15	1 + 5 = 6	15 – 6 = 9
6	20 – 6 = 14	1 + 4 = 5	14 – 5 = 9
7	20 – 7 = 13	1 + 3 = 4	13 – 4 = 9
8	20 – 8 = 12	1 + 2 = 3	12 – 3 = 9
9	20 – 9 = 11	1 + 1 = 2	11 – 2 = 9

The table above illustrates one of the special properties of the number nine. Note that nine pennies are left on the table at the end of step 3 of the trick. Of course, this means that there are eleven pennies in the subject's pocket.

Now, in step 4 of the trick, the subject takes some of the remaining nine pennies to conceal in his or her fist. As soon as you turn and see the number left on the table, nine minus this number will be the number of pennies in the subject's fist.

USING THE TRICK

The MAGIC NINE trick can be done using any set of twenty objects. You may not want your students to use a book of matches, but this works nicely.

As long as you disguise glancing at the remaining pennies on the table, your subject will have a hard time figuring out how you made your prediction. Of course, if you repeat the trick and call attention to the fact that there are eleven pennies in your subject's pocket, this will provide a clue to the secret.

The activity pages (pp. 13–14) lead the student to the discovery of the special property that leaves nine pennies on the table. When this fact is known, the student will know the prediction rule.

Could more than 20 pennies be used in the trick?

THE MAGIC NINE TRICK and the MATHEMATICS CURRICULUM

Some of the special properties of nine are illustrated below in exercises from the mathematics curriculum.

1. A number is evenly divisible by 9 if the sum of the digits of the number is divisible by 9. Which of the following numbers are divisible by 9?
   a. 504
   b. 1519
   c. 6345
   d. 3692
   e. 123,456,789
2. Given a number not divisible by 9, sum the digits of that number. Keep summing the digits of your answer until you reach a single-digit number. This number is the remainder you get if the original number is divided by 9. Try this property on the following numbers:
   a. 1519
   b. 3692
   c. 1111
3. Any two-digit number minus the sum of its digits will be divisible by 9. Try this property using the following numbers:
   a. 19
   b. 35
   c. 93
   d. 27

The above property of nine was illustrated in the table on page 11.

ACTIVITY PAGES for MAGIC NINE

See if you can figure out how the magician can predict the number of pennies you are holding in your fist and that you have eleven cents in your pocket.

MAGIC NINE TRICK

Place twenty pennies on a table in front of your subject. Now, turn your back to the table while you give directions 1–4 below to your subject.

1. Pick up a few pennies (any single-digit number) and put them in your pocket.
2. Count the number of pennies left on the table. Sum the digits in this number.
3. Pick up the number of pennies corresponding to this sum. Put them in your pocket, also.
4. Pick up some more pennies, but hold these pennies in a closed fist in front of you. Tell me when you are done.
5. When your subject is ready, turn and face him or her while you announce how many pennies are concealed in his or her fist and add, "You can keep the eleven cents in your pocket." This announcement is quite effective if you say it immediately upon turning to your subject.

OBSERVATIONS

1. How many choices does the subject have when selecting pennies in step 1 in the trick?

2. Pick a number to represent one of the choices above. Using this choice, follow the next two steps in the trick and determine how many pennies remain on the table at the end of step 3.

3. Repeat observation 2 for each of the other possible choices you listed in observation 1.

4. What can you conclude from the first three observations?

5. At the end of step 3 of the trick, how many pennies should the subject have in his or her pocket?

CONCLUSION

1. Use your observations above to explain how the magician is able to predict how many pennies are held in the subject's fist and how many are in the subject's pocket.

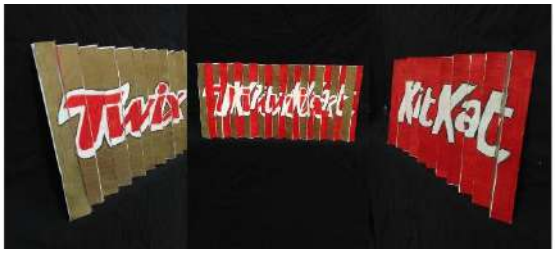
MAKING YOUR OWN TRICK

In the MAGIC NINE trick, twenty pennies were used. If more than 20 objects are used, a modification must be made in the trick. Try the trick as written but using 25 pennies. How does the trick fail? Try some other two-digit numbers greater than 20 to represent the original number of pennies. What happens in each case? Consider adding a new direction between step 3 and step 4 in the trick so the number of pennies left on the table will be nine. How many pennies would then be in the subject's pocket?

For more puzzles of this type, go to www.criticalthinking.com/operation-magic-tricks-ebook.html.

What are Agamographs?

These unique works of art were invented by artist Yaacov Agam, who is known for his "kinetic" creations that involve movement and viewer participation. The final product is a piece of artwork that is folded, like an accordion. Agamographs allow the viewer to see one image when the work is viewed from one angle and a completely different image when the work is viewed from another angle. Here are some examples created by 8th graders, at this blog:



Each photo above shows the left view, the straight forward view, and right view of *one* Agamograph.

There are various ways to make Agamographs, but I've chosen to use the way that is easiest for students. The templates are provided for you in this packet. All you have to do is print the pages you want, and then help your students through the visual directions. I recommend creating an example ahead of time, and displaying it on your Smartboard, along with these directions.

Why are Agamographs useful in teaching Math?

First of all, students of all ages like coloring and creating things! Also, this art activity breaks the normal routine, and that's something that both you and your students will enjoy. Furthermore, you can display the finished Agamographs, and students will feel a sense of pride, *and* they will gain repeated exposures to the essential concepts being taught! They can't help but look at them. Lastly, the very nature of a transformational artwork lends itself beautifully to the transformational concepts involved in converting units, simplifying fractions, transforming fractions to decimals, and all the other conversions and transformations that we teach in Math.

What fun twists that you can introduce to this activity?

- Before they cut their artwork into strips, have students decorate their Agamographs with polka dots, stripes, or any other personalized touch. They may also draw visual representations of each fraction or mixed number.
- If you're short on time, have students just color *one* sheet, while their partner colors the second, corresponding sheet. Have them work together to assemble the final product. It should take only half the time!
- Distribute one page to each student, and have them find another student who has an equivalent sheet. For example, have the student with "7 ½ " find the student with the equivalent "15/2".
- Have students decide how the finished Agamographs should be displayed on the wall or bulletin board. Is there a logical, mathematical way of organizing them? Can students justify their thinking?
- Have early finishers create a sample "quiz" set of problems that require a knowledge of converting mixed numbers to improper fractions. This can be attached to the final Agamograph.

How do we make Agamographs?

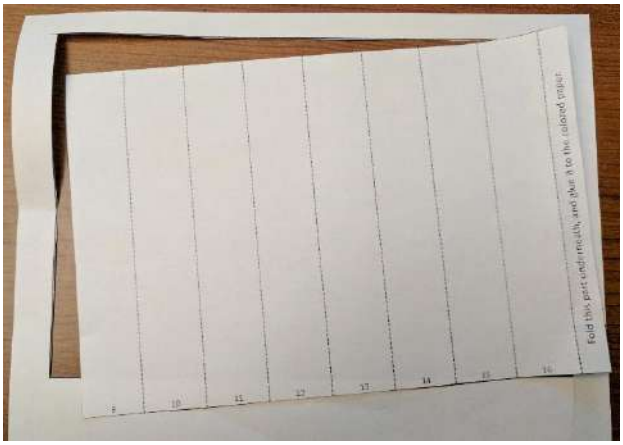
These are the steps if students are working individually. Teachers, you may choose to modify them to suit your needs, especially if students are working with a partner. You may choose to copy these directions and distribute them.

Step 1: Each student should receive copies of pages 5 and 6, as well as one piece of standard 9" x 12" construction paper.

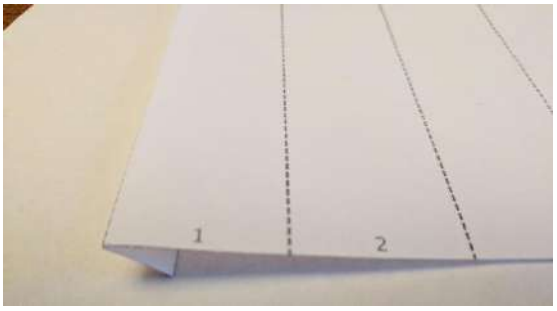
Step 2: Each student should receive two equivalent coloring pages. For example, pages 7 and 8 should go to the same student, since 1 and 4/5 (page 7) and 9/5 (page 8) are equivalent. The packet has been assembled with equivalent values on consecutive pages, so distributing these should be simple.

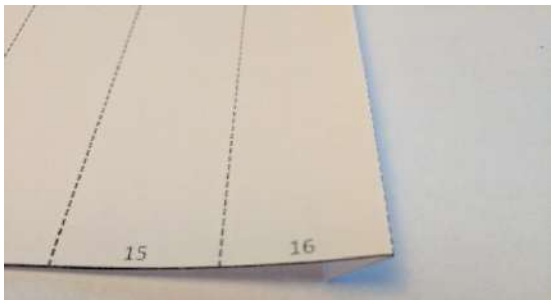
Step 3: Color! Pages 7 through 30, with the large bubble letters should be colored. Pages 5 and 6 do *not* need to be colored, because they will be covered with other papers that will be glued on top of them.

Step 4: Cut along all the solid, straight lines. Dashed lines should *not* be cut!

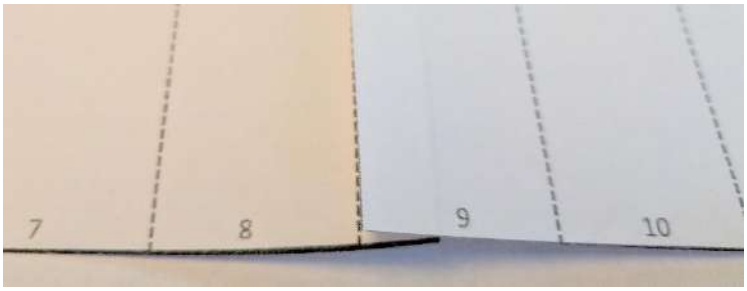


Step 5: After cutting around the solid line perimeter on pages 5 and 6, fold the end flaps down.





Step 6: Find the extra section of paper located to the right of Section 8. Glue this strip of paper underneath Section 9, to join the two pieces of paper together.



Step 7: Glue the colored, numbered strips of paper onto the matching sections on the long, numbered paper.

Step 8: After the glue has dried, fold the paper like an accordion.

Start by folding Section 1 to the left.

Then, fold Sections 1 and 2 together, to the right.

Continue alternating with left and right folds.

It should wind up looking like this.

Step 9: Locate the tabs that you folded under Sections 1 and 16. Apply glue to these areas. Position the Agamograph on your construction paper, and attach it.

Step 10: Follow your teacher's directions to turn in your project or to display it! Add any final labels, such as your name, class name, or a title for your Agamograph.

Fold this flap underneath, and glue it to your construction paper.

1

2

3

4

5

6

7

8

Glue this part underneath #9.

9	10	11	12	13	14	15	16	Fold this flap underneath, and glue it to your construction paper.

dix-sept
10
14
1
3
5
7
9
11
13
15

fraction
improper
9/5
2
4
6
8
10
12
14
16

dix-sept
15
1
3
5
7
9
11
13
15

$\frac{11}{6}$

improper fraction

2 4 6 8 10 12 14 16

Playlist for Your School Year

Listening to music can bring back memories and transport us to important times in our lives. A song might remind you of your childhood, an old friend, a family event or a significant time in your life. What music do you most connect to? What songs bring back memories?

Create a Playlist

Choose 4-7 *school appropriate* songs that you feel best represent you and your unique experiences this school year. Include the title of the song and the name of the artist.

For each song you chose, please include 2-3 sentences about why you chose the song. You can also record yourself talking about the songs if you prefer.

– What was it about the song that appealed to you?
– What line or lines in the song really represent you and your life?
– What themes or ideas in the song remind you of your unique experiences?
– Why did you pick this song to represent your school year?
– What time in your school year does this song best connect to?

Record your responses on the following pages, or take a video of yourself explaining your song choices. Your music teacher can't wait to see what you come up with!

*Adapted from Addie Williams on TeachersPayTeachers

Title:_____ Artist: _____

Title:_____ Artist: _____

Title:_____ Artist: _____

Title:_____ Artist: _____

Title:_____ Artist: _____

My favorite song on my playlist is...

Soundtrack of My Life

Title:_____ Artist: _____

Title:_____ Artist: _____

Title:_____ Artist: _____

Title:_____ Artist: _____

Title:_____ Artist: _____

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.

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.	**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).
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.	**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.
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.	**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.
Juggling Challenge **Equipment Needed**: 2-3 scarves, napkins, plastic bags, tissues, etc. **Objective**: Keep your objects in the air for the allotted 1 min.	**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.

Welcome to Virtual Field Day!

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.	**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?
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.	**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.
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?	**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.
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.	**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.
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.	**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.

Social Emotional Learning Menu

(for PK-5)

Play emotion charades.	Share your 3 favorite yoga poses.	Practice belly breathing.	Tell about a time that you felt happy.
Do a sun salutation.	Talk about 5 things you are grateful for.	Write or draw what it means to be a good friend.	Discuss the emotions that you see in your favorite book.
Practice mindful coloring.	Play red light/green light to practice self control.	Practice sitting still for 1 minute- notice the sounds you hear.	What does it take to be a good listener?
Name all the emotions you can think of.	What are three coping skills you can use when you are upset?	Talk, write or draw about a time you showed or received empathy.	List 3 character traits that you have learned this year.
List 5 things you can see, 4 things you hear, 3 things you feel, 2 things you smell and 1 thing you can taste.	Read a book and discuss moments of caring.	Tell about a time that you felt sad.	Practice star breathing (trace the shape of a star while slowly inhaling and

			exhaling).

Figures in Motion

Create a figure showing an action pose. An action pose is created by a person that is moving and then frozen in action. Start by collecting some objects in your house that you want to include to build your person. These objects can be anything that is around; toys, books, stuffed animals, utensils, sticks, art supplies, cereal boxes...anything that you can find!

On a piece of paper do a few stick figure sketches, be sure that you include elbows, knees, hands, feet, hair etc. Here are some examples:

Choose your favorite figure sketch, and recreate it using your found objects that you collected.
Long arms and legs that are bent will help in making the figure look more realistic!

Lastly, describe what you used for the parts of the body and post a photograph!