



RSU 57

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

Continuous Learning **LEARNING MENUS**

MATH

LITERACY

SPECIALS

Printables
Week 2



RSU 57

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

MATH

Printables
Week 1

LEARNING MENU

MATH & STEM

KINDERGARTEN

★ = EVERYDAY ITEMS

1 ★

IXL: Math skill practice for 20 minutes

2 Solid Shape Hunt: Find 3D (solid) shapes in nature. Find a cylinder, a cone, a rectangular prism, and a sphere. Take pictures of the shapes in nature and share them with your teacher on SeeSaw. [Click for details.](#)

3 Addition Grab and Go: In two bags/bowls place objects (blocks, beads, marbles, etc) Then grab objects from bag/bowl 1 and objects from bag/bowl 2. Make addition sentence based on objects grabbed from each bag/bowl. [Click for details.](#)

4

Numbers and Base-Ten Cards & Ten Frame

[Click for different levels.](#)

5 Create a graph of things in your house. How many rooms? Light switches? Windows? Doors? Which object has the most? The least? Are any the same or equal? Take a picture/video on Seesaw of your graph. Label or write the amount of each one. Answer the most /least questions.

6 Counting-On Game:

Using dice or a deck of cards, roll dice OR flip a card. Then, starting at the number rolled/flipped, count up from that number.

[Click for level instructions next steps.](#)

7 Money:

Watch this [Jack Hartmann Video](#)

Find some coins at your house. Sort the coins in piles.

[Click for more instructions.](#)

8 Walk around your neighborhood or a local park and name the animals and plants you see, then talk about why the neighborhood or park is a good place for them to live. How do the plants and animals get what they need to survive?

9 What happens after we put trash into our recycling bins?

Draw a picture that shows what you think happens next to the recycling items. Show as many steps as you can.

[Click here for next steps.](#)

10

WE ♥

11

& MISS

12

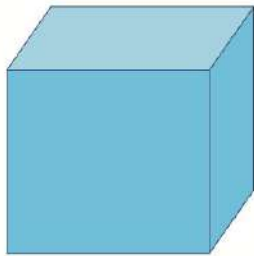
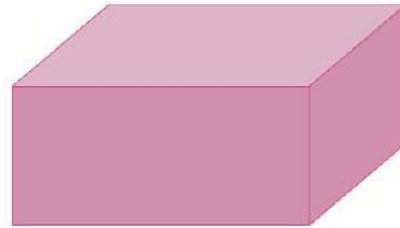
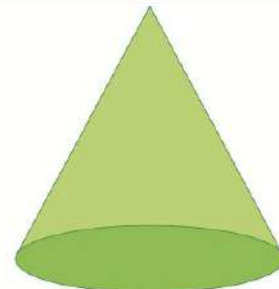
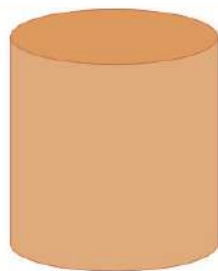
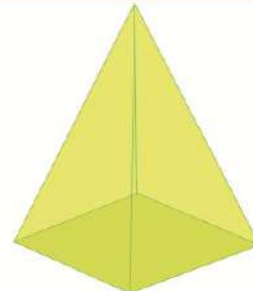
YOU!

Name: _____

E: Go on a nature walk and try to find all of the solid shapes listed above. Tell your teacher which picture matches which shape.

D and M: Go on a nature walk and find all the solid shapes. Record yourself on Seesaw describing the shapes.

Basic Solid Shapes

**Cube****Rectangular Prism****Sphere****Cone****Cylinder****Pyramid**

Name: _____

Operations and Algebraic Thinking:

Addition Grab and Go:

In two bags/bowls place objects (blocks, beads, marbles, etc.) Then grab objects from bag/bowl 1 and objects from bag/bowl 2. Make addition sentence based on objects grabbed from each bag/bowl (e.g. if you grabbed two marbles from bowl 1 and three from bowl 2, then your addition sentence would be $2+3$.) Then solve the number sentence. Place objects back in bag/bowl and go again. Do this 10 times, writing down your addition sentences each time.

E-Use up to 3 objects in each bag/bowl.

D - Use up to 5 objects in each bag/bowl

M-Use up to 10 objects in each bag/bowl.

Take a picture of your number sentences when you're done. Share it with your teacher on SeeSaw.

Name: _____

E - Lay out number cards 11-19 from your work packet in order. If you don't have them, please make those 9 cards. Choose one number card. Work with a partner to show the number of fingers you would need to make that number. Repeat for all the number cards.

D - Play [this ten frame game](#) on your iPad at the "Easy" level.

M - Play [this ten frame game](#) on your iPad at the "Medium" level.

Record yourself on SeeSaw and tell your teacher about what you did.

Name: _____

Counting-On Game:

Using dice or a deck of cards, roll dice OR flip a card. Then, starting at the number rolled/flipped, count up from that number.

E- Roll one dice/pick one card and count up from that number to 20.

D- Roll one dice/pick one card and count up from that number to 50.

M- Roll two dice/pick two cards. Make a two digit number using the dice/cards, and then count on from that number to 100.

Record yourself on SeeSaw to show your teacher an example of how you counted on during the game.

Name: _____

Money:

Jack Hartmann Video bit.ly/413jack

Find some coins at your house. Sort the coins in piles.

E- Tell the name of each coin and how much it is worth.

D - Can you figure out the value of all the pennies? Of all the dimes?

M - Can you figure out the value of all the pennies? Of all the nickels? Of all the dimes?

Record yourself on Seesaw and tell your teacher about what you did.

Name: _____

What happens after we put trash into our recycling bins?

Draw a picture that shows what you think happens next to the recycling items. Show as many steps as you can.

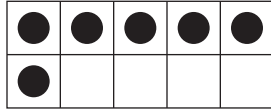
To find out what happens next, watch this 6 min video or take a virtual 10 min tour of one of Maine's biggest recycling plants, EcoMaine (watch 18:45-29:15).

How does this compare to your ideas? What is something that surprised you? What new questions do you have about how things are recycled? What can you do to make recycling better?

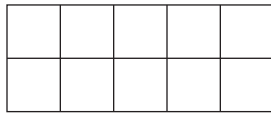
Parent & Child Printable Practicing Ten Frames

1. Represent the listed number in the ten frame below by drawing counters. You can arrange the counters in any order, as long as the number is shown.

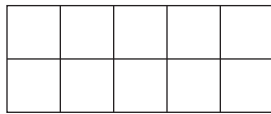
**Example:
Represent the
Number 6*



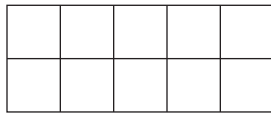
Represent the
Number 3



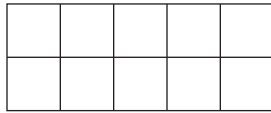
Represent the
Number 9



Represent the
Number 1

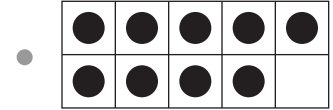


Represent the
Number 10

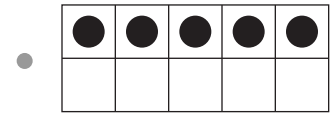


2. Match the number on the left with the ten frame on the right.

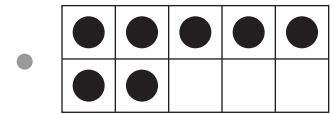
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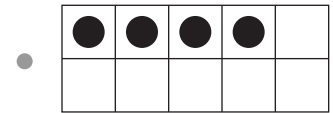
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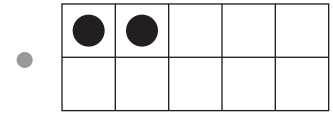
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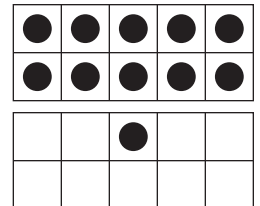
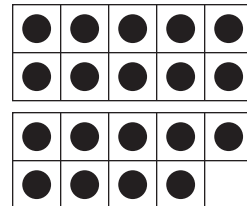
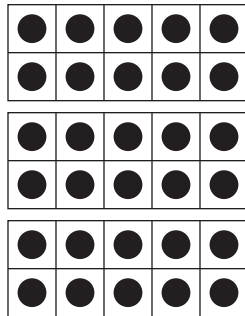
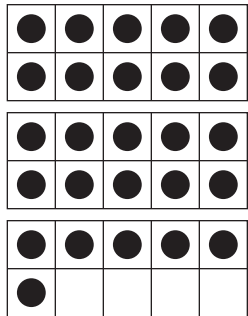
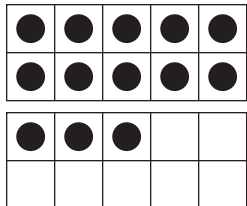
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2 .



3. Ten frames can help to see numbers greater than 10. What numbers do the ten frames below represent?

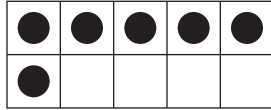


Parent & Child Printable Practicing Ten Frames

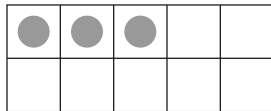
ANSWER KEY

1. Represent the listed number in the ten frame below by drawing counters. You can arrange the counters in any order, as long as the number is shown.

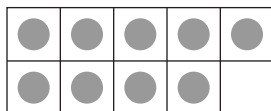
**Example:
Represent the
Number 6*



Represent the
Number 3



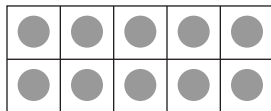
Represent the
Number 9



Represent the
Number 1



Represent the
Number 10



2. Match the number on the left with the ten frame on the right.

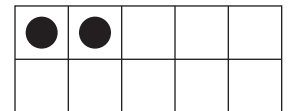
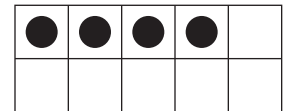
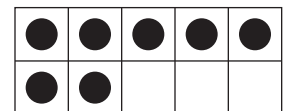
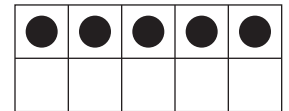
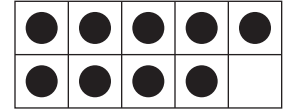
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4

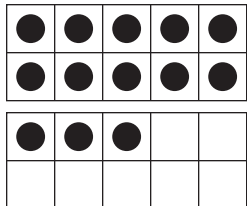
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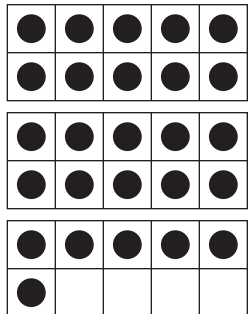
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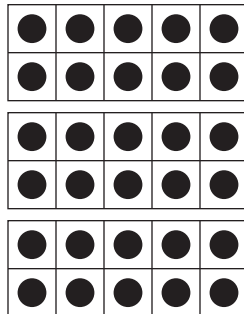
3. Ten frames can help to see numbers greater than 10. What numbers do the ten frames below represent?



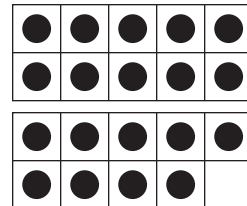
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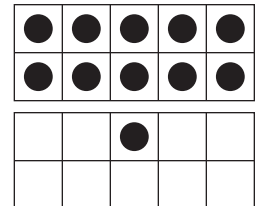
26



30



14



11

Understanding Counting

Name _____

Example



1

2

3

4



1

2

3

4



1

2

3

4

1

2

3

4

1

2

3

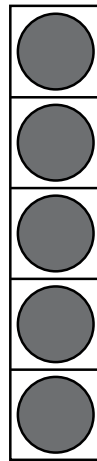
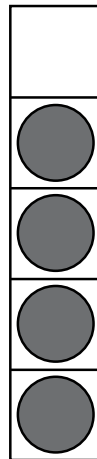
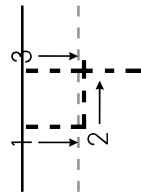
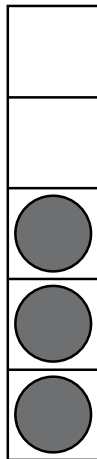
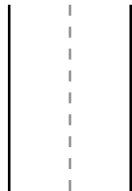
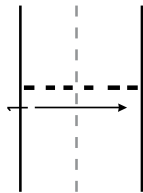
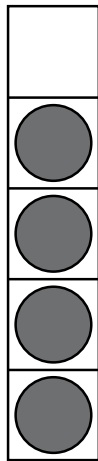
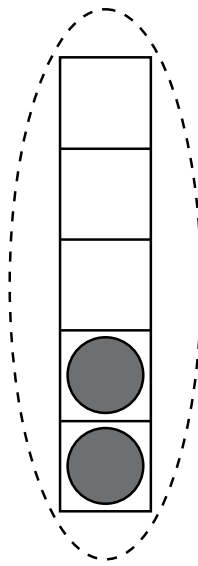
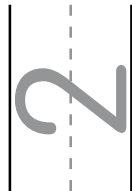
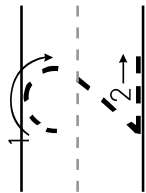
4

Have children match each object to a tile to find the number of objects. Have children draw a line from each object to a number, starting with 1 and continuing in order. Ask children to circle the number that tells how many objects are in each group.

Numbers 0 to 5

Name _____

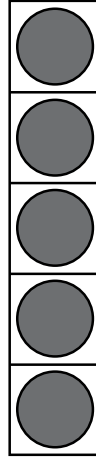
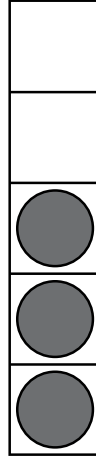
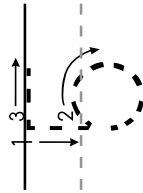
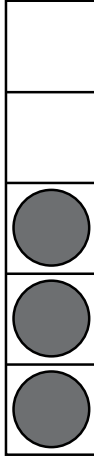
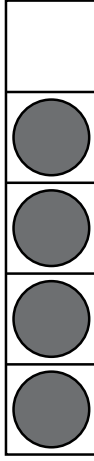
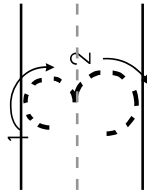
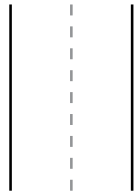
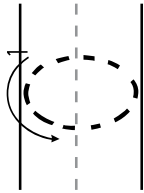
Example



Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

Numbers 0 to 5 continued

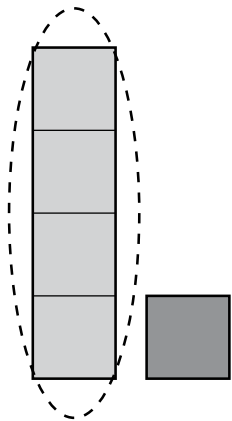
Name _____



Have children practice writing the numerals 0–5 and then find the picture that shows that number. Ask children to trace and write the numerals shown. Then have them circle the picture that shows that number.

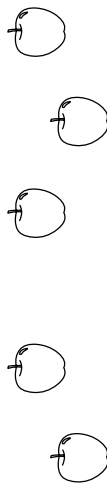
Comparing Within 5

Name _____

Example

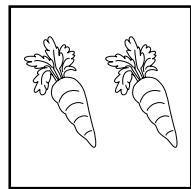
4

1



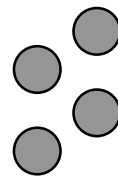
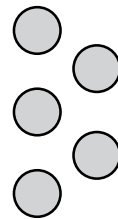
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3



0

2



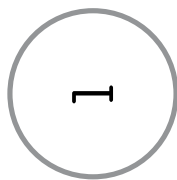
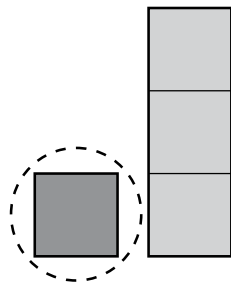
5

4

Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

Name _____

Example

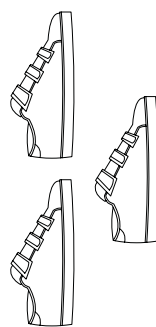


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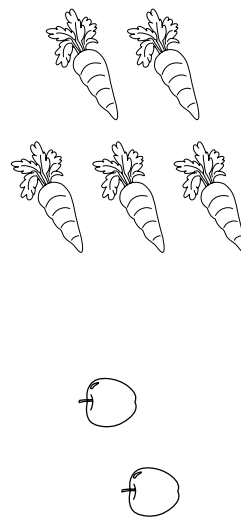
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3



2

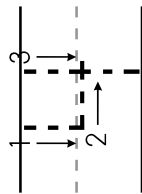
5

Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that is less.

Making 3, 4, and 5

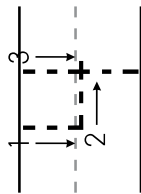
Name _____

Example

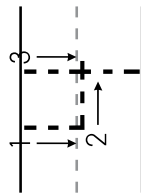


1 and

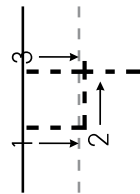
3



0 and



2 and

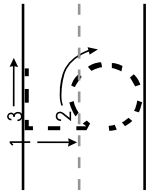


3 and

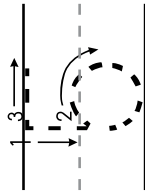
Have children show pairs of numbers that make 4. Have children trace the 4. Then ask them to write the missing number that is used to make 4 in each picture.

Making 3, 4, and 5 *continued*

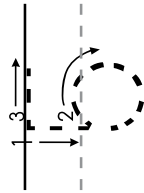
Name _____



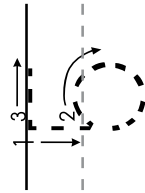
4 and



2 and



5 and



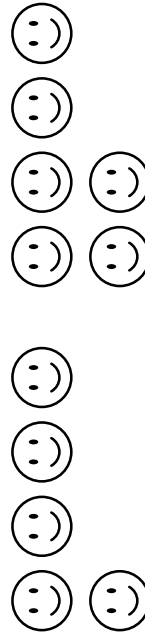
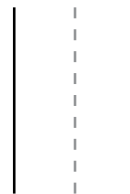
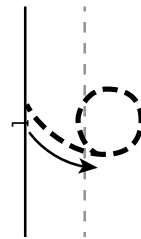
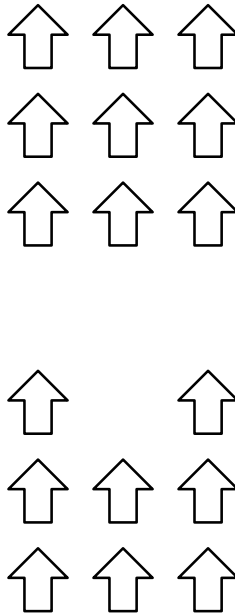
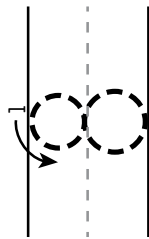
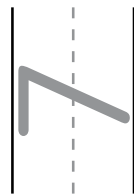
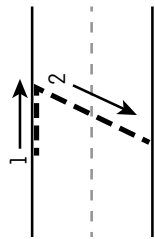
3 and

Have children show pairs of numbers that make 5. Have children trace the 5. Then ask them to write the missing number that is used to make 5 in each picture.

Counting and Writing to 8

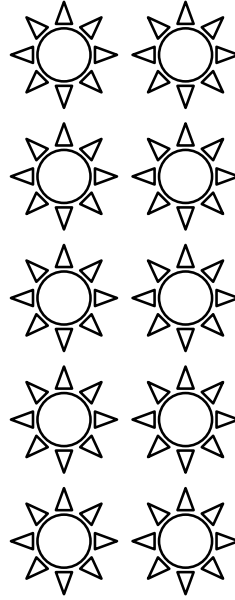
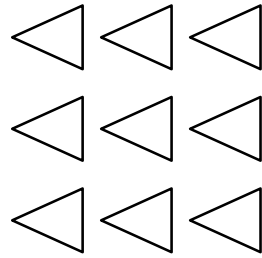
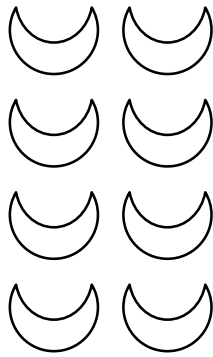
Name _____

Example



Have children practice writing 6, 7, and 8 and counting 6, 7, and 8 objects. Ask children to trace and then write the numeral at the beginning of each problem. Then have children color the group with that number of objects.

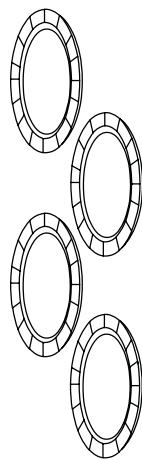
Name _____



Have children practice writing 6, 7, and 8 and counting out 6, 7, or 8 objects. For each problem, ask children to trace and write the numeral shown. Then have children color that number of objects. In the last problem, have children trace and write 8 and then draw 8 shapes or objects.

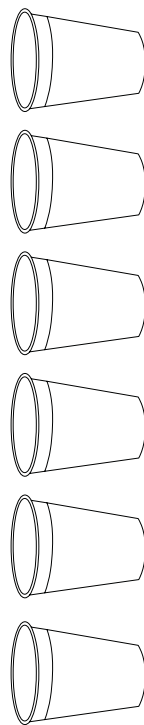
Understanding 1 More

Name _____

Example**1 More**

4

5

_____

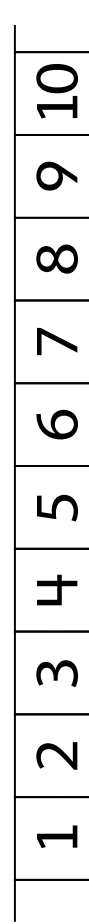
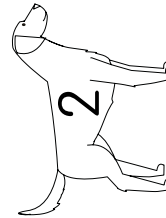
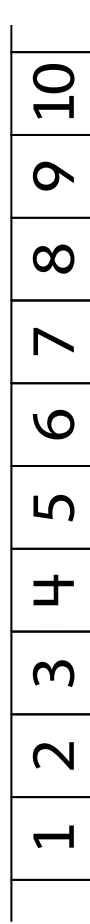
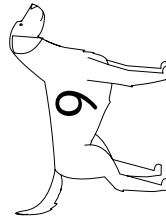
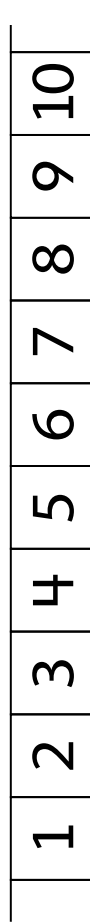
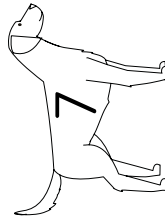
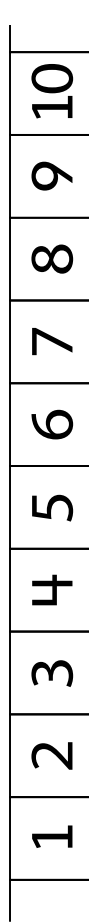
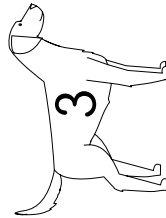
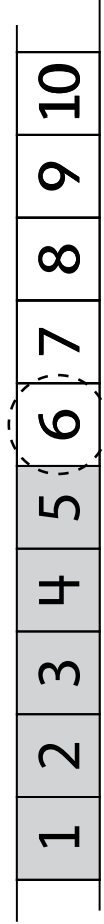
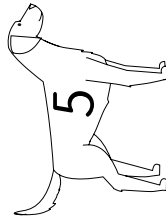
__________

Have children find 1 more than a group of objects. Have children count how many are in each group and write the number in the first column. Then have children draw 1 more object, count again, and write the number in the next column.

Understanding 1 More continued

Name _____

Example

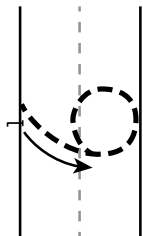


Have children use number paths to find 1 more than a number. Have children look at the number on the dog and then, starting at 1 on the number path, color all the way to that number. Have children circle the next number to show what is 1 more.

Making 6 and 7

Name _____

Example

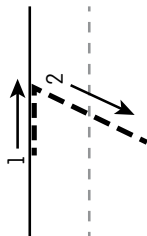


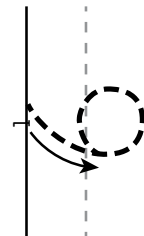


5



1







Have children trace the numbers on the left and draw more counters in the 10-frames to show a total of 6 or 7.
On the right, have children write the number of gray counters shown and the number of counters drawn to make the total.

Name _____



4



3



2



4



1



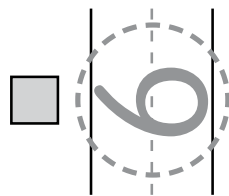
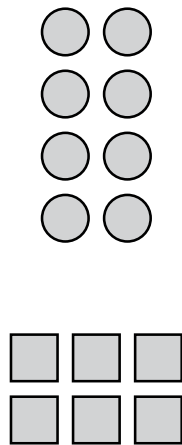
6

Have children show number pairs for 6 and 7 by drawing counters. Have children use the numbers shown to complete the model with two colors. Then have them write the total on the left.

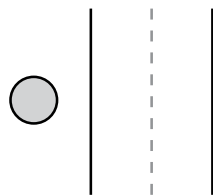
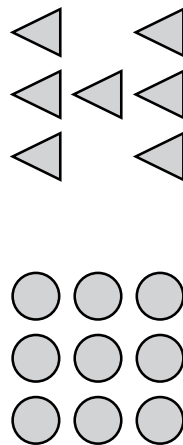
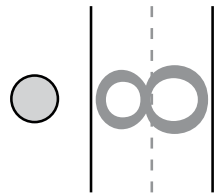
Comparing Within 10

Name _____

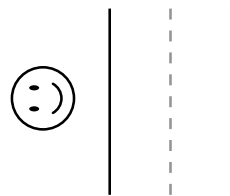
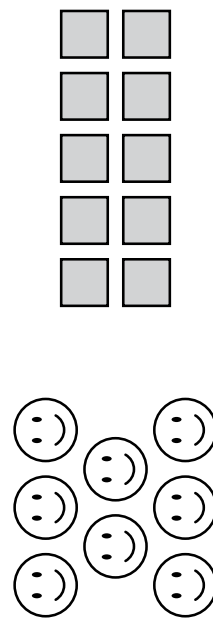
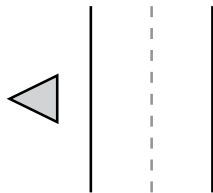
Example



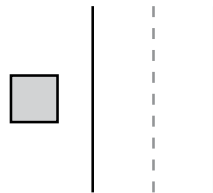
or



or



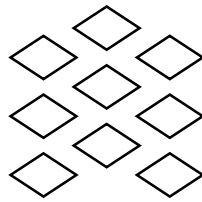
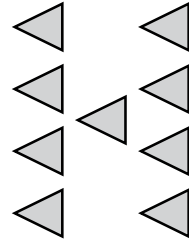
or



In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

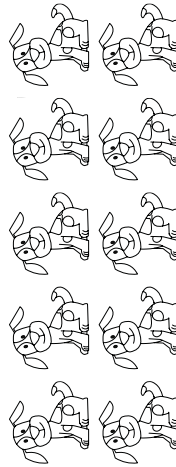
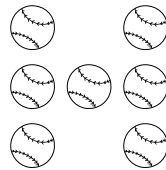
Comparing Within 10 *continued*

Name _____



or





or














In each problem, have children compare the numbers of objects. Have children write how many are in each group and then circle the number that is less. If the groups have the same number, have children circle both numbers.

Making 10

Name _____

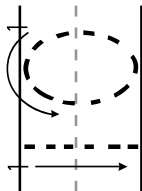
Example

?

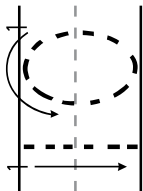
?









9 1



?

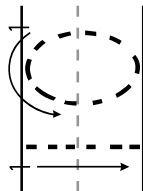
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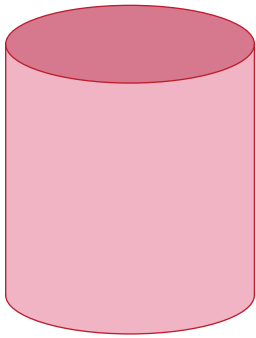
Ask children to draw counters to finish each picture so that it shows 10. Have children write the number of dark gray counters and the number of counters that they drew. Finally, have children trace the numeral 10 to show the total.

Name : _____

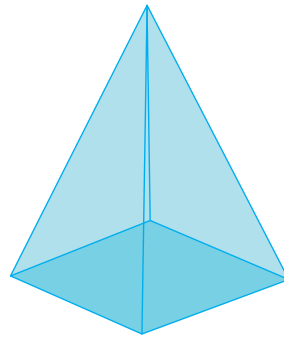
What's My Name?

Identify the solid shapes choosing their names from the word box.

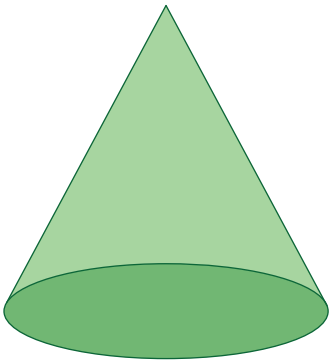
1)



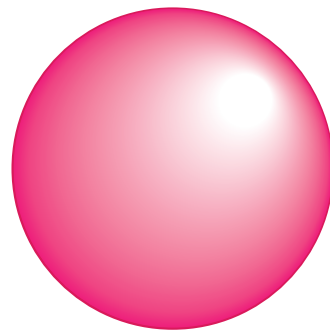
2)



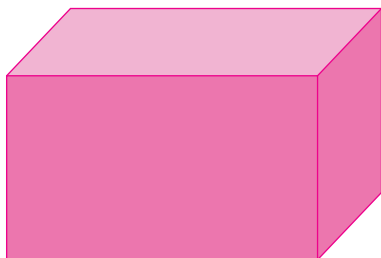
3)



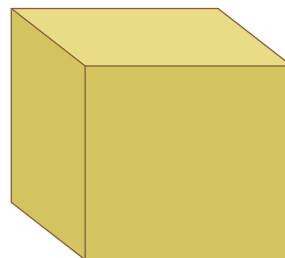
4)



5)



6)



cylinder

cone

pyramid

sphere

rectangular prism

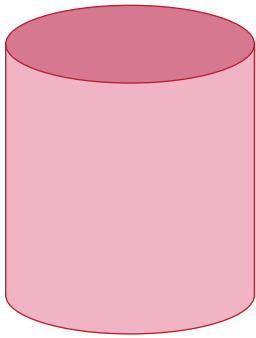
cube

Name : _____

What's My Name?

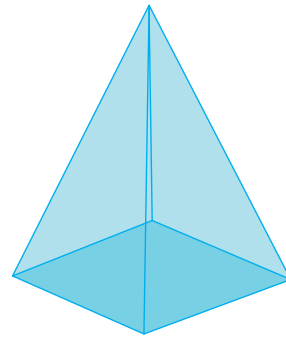
Identify the solid shapes choosing their names from the word box.

1)



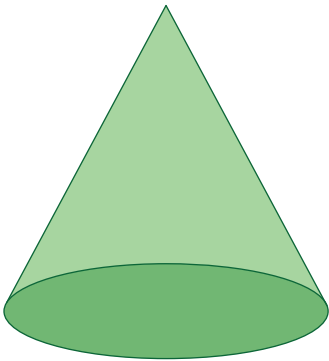
cylinder

2)



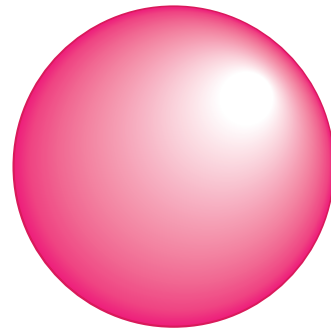
pyramid

3)



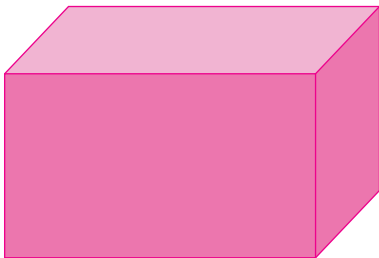
cone

4)



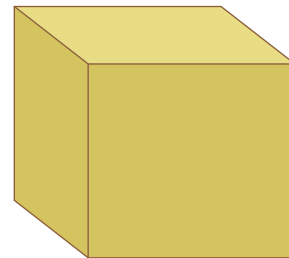
sphere

5)



rectangular prism

6)



cube

cylinder

cone

pyramid

sphere

rectangular prism

cube



RSU 57

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

LITERACY

Printables
Week 1

LEARNING MENU LITERACY

KINDERGARTEN

★ = EVERYDAY ITEMS

1

Read to a family member, or someone in your house. (2x a week).



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

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



5



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

Retell a story you just heard. Using the five finger retell of the story to someone in your household upload your video to your teacher that is no more than one minute long in Seesaw. [Click here for 5 Finger Retell Picture](#)



7

See your teacher's song/chant/poem for the week.



8

Writing prompt:

Would you rather have a pet cat or dog? List three reasons why.



9

Oral Storytelling: Tell a story to a parent, sibling or pet. Start with Once upon a time, there was a

Make sure you have a beginning, middle and end.



10

WE

11

& MISS

12

YOU!

Name: _____

Retell the PLOT using the five finger retell of the story to someone in your household upload your video to your teacher that is no more than one minute long in Seesaw.



Name: _____

Date: _____

This is the Way

This is the way we use our tools,
Use our tools, use our tools.
This is the way we use our tools
So early in the morning.



This is the way we hit the nails,
Hit the nails, hit the nails.
This is the way we hit the nails,
So early in the morning.



This is the way we chop the wood,
Chop the wood, chop the wood.
This is the way we chop the wood,
So early in the morning.



This is the way we drill a hole,
Drill a hole, drill a hole.
This is the way we drill a hole,
So early in the morning.

<p>Fundations Alignment: Unit 3, Week 3</p>	<p>Standards: RF.K.2d, RF.K.3a, RF.K.3c, RF.K.3d</p>
<p style="text-align: center;">“This is the Way” Sung to the tune of “Here We Go ‘Round the Mulberry Bush”</p>	
<p>This is the way we use our tools, Use our tools, use our tools. This is the way we use our tools, So early in the morning.</p> <p>This is the way we hit the nails, Hit the nails, hit the nails. This is the way we hit the nails, So early in the morning.</p> <p>This is the way we chop the wood, Chop the wood, chop the wood. This is the way we chop the wood, So early in the morning.</p> <p>This is the way we drill a hole, Drill a hole, drill a hole. This is the way we drill a hole, So early in the morning.</p> <p>Extensions: CVC and CVCe practice: Say “us” and invite children to build it with letter tiles and read the word. Provide a new initial sound orally, /ŭ/, and ask them to build a new word (by adding “e” at the end) and read it. Reinforce the vowel sound rules for CVC and CVCe words. Repeat with other words such as “fin”, “not”, and “tub”.</p> <p>Phoneme blending practice: Invite students to stand and then crouch down a bit as you say each sound in 3-4 phoneme words. Once they are crouched near the ground they can jump up and shout the word. Model this for them with the word “jump”.</p>	<p>Session 1 Opening: <i>Today we will learn a different version of a song that we learned at the beginning of K2. When we first came to school in September, we sang “This is the Way We Go To School.” Today we will learn a version about using tools. What are some tools you know about?</i></p> <p>Fluency: Teach the song by singing it in its entirety, while tracking print with a pointer and using expression. Students will be able to chime in as many lines repeat.</p> <p>Meaning Making: <i>This song tells us the actions that tools make, but doesn’t actually name the tools used. What tools did the workers in this song use and how do you know?</i></p> <p>Word Recognition: <i>“So” is a new high frequency word in this poem [show respective word written on index card]. I will point to “so” in the poem and you read it quickly. If you know “so”, it helps you read this high frequency word [show “go” written on index card]. What word is it? It’s “go.” The letter o makes the long o sound in both “go” and “so.” There is another high frequency word in this poem. Who can find “this” [show respective word written on index card]? What is another high frequency word you know that starts like “this?” The t and h stick together to make one sound, “th,” like in the word “the.” Invite a child up to find “the.”</i></p> <p>Session 2 Fluency: Invite children to echo one stanza at a time and then sing the song in its entirety.</p> <p>Letter-Sound Awareness and Phonics: <i>As we have been learning, some words have two or more sounds at the beginning and they need to be blended together. Other words have two letters that go together and make one sound instead of blending the sounds together. This is called a digraph. Write the word “chop” on a whiteboard and read it out loud. This word does not follow the rules we have learned about the sounds the letters make. We do not read it /k/-/h/-/o/-/p/. Instead, we have to notice “ch” together which makes the sound /ch/. Refer to the letter-sound digraph cards as needed. What other words start with the sound /ch/ and the “ch” digraph? Write words the children share on the whiteboard, underlining ch.</i></p> <p>Phonological Awareness: <i>We are going to continue to notice sounds in the middle of words. Tap out all the sounds in the word “hit” and figure out the middle sound. Invite students to tap out the three sounds on their arms. What is the middle sound? [tap the middle of your arm again to help children recall]. The middle sound in “hit” is /ĭ/. Repeat the same exercise with “hole” and “drill” [note students may struggle to hear both sounds in the “dr” blend].</i> <i>Let’s also review a few ending sounds in words. What is the ending sound in “hit?” What about the ending sound in “this?”</i></p>

Session 3

Phonological Awareness:

Cover the poem so that children do not see the print. *You are experts at noticing the sounds in words and blending the sounds together to say a word. I am going to say the sounds of a word and you will blend them together into a word. Say "/t/-/oo/-/l/-/z/" with a long pause in between each sound. What word is that? It's "tools". Repeat the same exercise with the words "nails" and "wood".*

Fluency:

Show the song and invite children to sing the song.

Phonics:

We are going to look again at the word "hole". [Write "hole" on a whiteboard]. When you see this word in books, if you try to sound out each letter, it would sound like /h/-/ ă /-/l/-/ě/. When you are reading a word, you have to stop and see if it follows a spelling rule that you know. Remember this is a CVCe word, that means the "e" is silent and the "o" will say its name. [Use a marker to make notation over the word, eg. cross out the "e" and draw an arrow from the "e" to the "o".] There is one more word that follows the CVCe rule in this song, it ends with an "e" and the vowel says its name. Can you find it? Invite a child up to find the word "use".



RSU 57

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

SPECIALS

Printables
Week 1

LEARNING MENU SPECIALS

KINDERGARTEN

1

Time for an adventure! Let's go on a scavenger hunt:
<https://bit.ly/PEhunt>



2

W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00:
<https://rsu57.zoom.us/j/298414629>



3

OPEN Challenge: All you need is a pillow! Click this link:
<https://bit.ly/PEatHOME> and give it a try



4

Eric Carle's Tiny Seed Video:
<https://bit.ly/TinySeedYouTube>

Directions:
<https://bit.ly/KinderArt>



5

Primary and Secondary Collage

Directions:
<https://bit.ly/KinderArt>



6

Nature Art

Directions:
<https://bit.ly/KinderArt>



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!
bit.ly/KandinskyMusic



8

Music
Steady Beat - Listen to a song, and march to the steady beat! Where else can you put the steady beat on your body? What song did you listen to?



9

Found sounds - find something that normally isn't used as an instrument, and turn it into one! How many sounds can your new instrument make? Try tapping or scraping it with different objects. You can also try making your own instrument as a craft! See your music teacher for examples.



10

Listen to:
https://bit.ly/Audible_Books or Epic. Take a screenshot of a book you read and share it with your librarian or teacher.



11

Internet Traffic Light

Video:
<https://safeyoutube.net/w/YqL4>

Activity:
<https://bit.ly/SafetyActivity>



12 Create Your Own Internet

Safety Poster: Work with your family to create the internet safety rules for your house. Remember this includes searching the web, social media, and games! These rules are about keeping you safe and keeping information about you private. Can you come up with 5?



Please choose from **ONE** of the following lessons to work on over the course of two or three half-hour weekly sessions.

Eric Carle's Tiny Seed

Eric Carle is a children's book author and illustrator. You may know some of his more popular books: The Very Hungry Caterpillar, Brown Bear, Brown Bear, What Do You See, The Very Busy Spider. He is an artist that creates his work by cutting out shapes from different pieces of painted paper that he has painted. Texture and color are really important in his work.

Week 1: Click the link below and listen to Eric Carle's The Tiny Seed.

<https://www.youtube.com/watch?v=3mtp0VHJuP4>

Create texture rubbings on separate pieces of paper by placing a textured object underneath a piece of paper and use the side of your crayon to rub over the paper. The texture of the object should appear on your paper.

Week 2: Using your texture rubbing to cut out sections of a flower to assemble on a separate background paper. You can even include some recycled materials to make it more interesting. Upload your finished product to our Google Classroom. Here's a few examples:



Picasso Faces

Pablo Picasso is a famous abstract artist that created both paintings and sculptures. Abstract means that it is not meant to look realistic.

Week 1: Watch the video about Pablo Picasso's artwork:

<https://www.youtube.com/watch?v=RINf5XZDcQs>

Find a plate or a surface that you can use for a face! Make a collection of items such as small toys, kitchen supplies, even office supplies.

Week 2: Identify the different parts of a face, eyes, nose, mouth, hair, eyebrows, ears. Sort your objects and think about what parts of the face that they could be used for. Build a **few** different faces, take a photo and send it to your art teacher. If you can, create a collage using PicCollage to

put all of your faces into one picture. Here are some examples:



Natural Art

Andy Goldsworthy is an artist who uses natural objects to make his art. He uses rocks, leaves, snow, sticks, pine needles, flowers, pine cones, twigs, boulders, essentially anything that he can find. His artwork is not meant to last, eventually it all is returned to the environment.

Week 1: One nice day this week, go outside and collect some objects and see what you can make. Take a picture of each of your designs and post it for us all to see!

Week 2: Combine all of your designs into one or recreate your favorite design using different natural objects.



Primary and Secondary Collage

Week 1: Take multiple photos on your school iPad of primary or secondary colors in their homes or outside of their homes.

Week 2: Use the pictures to create a collage of images using the PicCollage app. If you can, post photographs of finished work and send it to your art teacher. ***If PicCollage is not an option, use magazine clippings instead of photos. Here's some examples from students in our building:



➤ **Safety, It Rules!** ➤

by Jenny Pritchett

We need to be safe
Whenever we're online
So we follow these rules
To have a good time!

1

Always ask
your parents first!

2

Only talk to
people you know!

3

Stick to sites
just right for you!

And we'll be safe
Wherever we go!



PRIVACY & SECURITY

We care about
everyone's privacy.

Pause & Think Moment

NAME _____

Draw a picture of yourself following one of the three rules we learned today.



Write a word or sentence to explain your picture.



Name: _____

Family Outdoor Scavenger HuntDirections:

Play as either an individual against others in your family or as a big family team and see how many points you can earn by completing the different challenges. If you complete one, check it off in the column on the right. Set an agreed-upon time limit for the game before you start. At the end of the time limit, add up your points and see how many you/your team earned. Good luck!

100 POINT CHALLENGES	COMPLETED?
Run and touch 5 different colored objects	
Find a stick, lay it on the ground and jump over it 30 times	
Jump up and touch 5 branches that are above your head	
Skip in a circle around 3 different trees	
SUBTOTAL OF POINTS:	

200 POINT CHALLENGES	COMPLETED?
Find a rounded leaf, a pointy leaf and a pine needle	
Spell a word on the ground using whatever materials you can find	
Pick a start line and a finish line and race someone else	
Find 4 different types of plants	
SUBTOTAL OF POINTS:	

300 POINT CHALLENGES	COMPLETED?
Find a 4-leaf clover	
Build a mini log cabin at least 3 inches high using only sticks	
Find 3 different types of bugs	
Throw a small rock at a tree and hit it from distances of 10, 15 and 20 feet	
SUBTOTAL OF POINTS:	

TOTAL POINTS: _____