

# Pre-Kindergarten Resource Packet

Hello Families and Caregivers,

This packet includes a range of activities that students can work on at home independently or with family members or other adults. Some activities may require guidance from an adult to get started. Resources are categorized into 2 types:

- **Independent Projects**
  - These projects cover a range of different topics and skills. They may be spread out over multiple days.
- **Enrichment Activities**
  - These activities are organized into *Read, Write, Move, Design, and Solve* categories so that you can engage in many different ways while at home.
  - Some of these options are digital and require internet access.

Each of these resources can be worked on independently, with a peer, or a trusted adult. Each project can be completed over multiple days, in any order, and for varying durations. Each student differs in their stamina and focus. Learning in Pre-K should be joyful.

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Read    Write    **Move**    DESIGN    Solve

# Independent Projects

## Clothes



<b>Estimated Time</b>	4-5 days - 5 activities
<b>Content Areas:</b>	Math, Science, Literacy, Social Studies
<b>Curriculum Connection</b>	<b>Teaching Strategies Creative Curriculum</b> <b>The Clothing Study</b>
<b>Caregiver Support Option</b>	<b>Recommended:</b> Ask a question each day and provide an opportunity for your child to explore with clothes.
<b>Vocabulary</b>	Shirt, pants, socks, pajamas, long sleeve, short sleeve, denim, cotton, clothespin, hangers, sort, attribute, compare, more, less or fewer, buttons, zippers, velcro.
<b>Materials Needed</b>	Clothes, paper, crayons, pencil <b>Optional:</b> hangers, clothes pins, laundry baskets  <b>Optional Materials:</b> Books on Clothes Suggested Books: Llama, Llama Red Pajamas, A Pocket for Corduroy, The Mitten, New Sox, The Button Box, Sort it Out!
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">CPS Virtual Library Databases</a>: Username: CPS, Password: CPS</li> <li>● CPS e-Books <ul style="list-style-type: none"> <li>○ <a href="#">Districtwide Virtual Library</a></li> <li>○ <a href="#">Elementary Virtual Library</a></li> </ul> </li> <li>● <a href="#">PebbleGo</a>: PebbleGo is a curriculum-connected research database specifically designed for K-3 students. Packed with informational articles, ready-made activities, and literacy support for students of all abilities, it boosts engagement and fosters learning.</li> <li>● Youtube: Clothes videos <ul style="list-style-type: none"> <li>○ <a href="#">Clothing Vocabulary for Kids</a></li> </ul> </li> </ul>
<b>Questions to Explore</b>	<ol style="list-style-type: none"> <li>1. What colors are you wearing today?</li> <li>2. Are you wearing clothes for hot or cold weather?</li> <li>3. Do you have a favorite shirt?</li> <li>4. What do you want to know about clothes?</li> <li>5. What clothes are you wearing today?</li> </ol>

<b>Student Directions and Activities</b>	1. Organize clothes by color, size, material, clothing item, patterns, etc. 2. Find your favorite shirt and talk about why it's your favorite shirt. If you don't have a favorite shirt, draw what your favorite shirt might look like. 3. Laundry sorting by color, size, attributes, etc. 4. Let's count how many shirts, pants, socks, etc. you have in your drawers. 5. Investigate and compare the materials your clothes are made with for example: buttons, zippers, velcro, cotton, denim, wool, etc.
<b>Music and Movement</b>	Music and Songs: <a href="#">Clothes and Shoes</a>
<b>Other Activities</b>	1. Have your child cut out clothing items from magazines and make a collage of their favorite clothes. 2. Have your child hang or fold clothes. *use clothespins (good practice for fine motor skills) 3. Have your child organize their drawers by sorting, refolding, and getting rid of clothes that don't fit anymore.

## Let's Organize Our Clothes!

"We wear clothes everyday but have we thought about organizing our clothes by size, color, patterns, material, and clothing item? Do we have all of our clothes in one drawer or do we have some items on hangers, in a smaller drawer, or in a specific drawer?"

### Activity 1:

Grab a few clothing items and have your child *sort* the items by color, size, patterns, materials, clothing item, etc. Let them choose how they want to *sort* their clothes. Once they sort the clothes ask them how they sorted each pile. If possible use a piece of paper to label each *sort*.

#### Labels

<b>Color</b> (ex: red, blue, pink, etc.)	<b>Size</b> <b>Small</b>	<b>Size</b> <b>Large</b>
<b>Summer</b>	<b>Winter</b>	<b>Spring</b>
<b>Fall</b>	<b>Shirts</b>	<b>Skirts</b>
<b>Socks</b>	<b>Pants</b>	<b>Zipper</b>

Buttons	Soft	Rough
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**Guiding questions to ask your child once they are done sorting:**

Tell me how you sorted your clothes, did you sort by color or size?

**My Favorite Shirt!**

Is it the color? The character on it or the design? How often do you wear your favorite shirt?

**Activity 2:**

Have your child find their favorite shirt. If you don't have a favorite shirt at home have them draw what their favorite shirt would look like on a piece of paper.

Ask your child about their favorite shirt and have them write about it and draw their shirt.

My Favorite Shirt

**Guiding questions to ask your child once they are done sharing, writing and drawing their favorite shirt.**

- Why is it your favorite shirt?
- Do you like the color, design or did someone give you or buy you the shirt that makes it your favorite?
- Do you have more than one favorite shirt?

## Laundry Sorting!

"We need clean clothes and in order to wash our clothes people do laundry. They often need to sort their laundry into specific piles according to specific attributes. People often sort their laundry by color, for example: whites, lights, dark and color clothes. Sometimes, people sort their laundry by types of clothing, for example: jeans, towels, t-shirts and delicates such as fancy shirts. Sometimes people separate their laundry by size, such as blankets and comforters and small items such as socks, mittens and hand towels."

### Activity 3:

Start sorting with just two attributes. First sort will be by size. If possible, have two baskets and have your child sort laundry into big and little piles. Give your child examples of big and little. Next sort by color. Ask "What different colors do you see in your laundry pile?". (Blue, red, green, yellow, white, etc.) Have the child sort by darks and lights. Now your child to sort by type of clothing. Have the child come up with other sorts if possible.

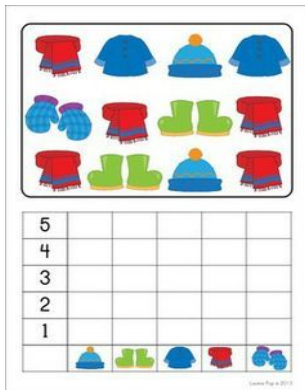


ask

Guiding questions to ask once you are done sorting laundry:

"Which clothing sort did you like the best? Why? What other ways can you sort the laundry?"

## Let's Count Our Clothes!



"Do you know how many shirts, pants, socks, pajamas you have? Let's take some time to count each clothing item."

### Activity 4:

Have your child count how many clothing items they have for each category. Example categories: socks, long sleeve shirts, short sleeve shirts, pants, jeans, skirts, dresses, pajamas, shoes, etc.

**Extension:** Create a graph for your child so they can show how many items are in each category.

Example graph:

## Investigate and Compare the Materials of Your Clothes!

"Have you ever paid attention to what material is used to make your clothes? Let's investigate the material and compare how many of each item we have."

### Activity 5:




Pull some clothes out for your child to investigate. (include a few items with zippers, buttons, made from denim, cotton, etc.) Have your child investigate the materials and ask them to share the differences they see and feel. Next, have them compare the differences they found. For example, one sweater might have buttons compared to another sweater with a zipper or no zipper or buttons.



Zipper

No buttons or zipper

Buttons

<b>Balls</b>   	
<b>Estimated Time</b>	4-5 days
<b>Content Areas:</b>	Math, Science, Literacy, Social Studies, The Arts
<b>Curriculum Connection:</b>	<b>Teaching Strategies Creative Curriculum:</b> <a href="#">The Ball Study</a>
<b>Caregiver Support Option</b>	<b>Recommended:</b> Ask a question each day and provide an opportunity for your child to explore the concepts of balls.
<b>Vocabulary</b>	<div>Sphere</div> <div>Ramp</div> <div>Chart</div> <div>More</div> <div>Less</div> <div>Fewer</div> <div>Equal</div>
<b>Materials Needed</b>	Different types of balls around the house, paper, cardboard, crayons, pencil  <b>Optional Materials:</b> Books on balls, empty containers
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <a href="#">CPS Virtual Library Databases</a>: Username: CPS, Password: CPS</li> <li>• CPS e-Books               <ul style="list-style-type: none"> <li>◦ <a href="#">Districtwide Virtual Library</a></li> <li>◦ <a href="#">Elementary Virtual Library</a></li> </ul> </li> <li>• <a href="#">PebbleGo</a>: PebbleGo is a curriculum-connected research database specifically designed for K-3 students. Packed with informational articles, ready-made activities, and literacy support for students of all abilities, it boosts engagement and fosters learning.</li> </ul>
<b>Questions to Explore</b>	1. Do all balls bounce? 2. Do all balls roll? 3. What makes balls move?

	4. Who uses balls?
<b>Student Directions and Activities</b>	1. Everyday, read books on balls that interest your child. Choose from a variety of fiction and non-fiction. 2. Students gather all types of balls from around the house. Discuss what's the same and what's different among the balls. 3. Students bounce balls and record what happens. 4. Students create ramps using cardboard and test which balls roll. 5. Connect your child with someone that uses a ball when at work or participating in sports. 6. Draw about a favorite game or sport.
<b>Music and Movement</b>	<a href="#">Bottle Bowling</a> <a href="#">Play Ball! 8 Great Games for Kids!</a>

## Let's find balls around the house!

"When we think of balls, we may think about basketballs and soccer balls, but there can be many other types of balls around the house."

### Activity 1:

Grab an empty basket and search from room to room for items shaped like a ball. Name each item and talk about its name, its color, and its use. Save these items for the next activity.

## Compare and Contrast

### Activity 2:

Continue your discussion about the collected items and discuss the characteristics of each item. How are they the same and different from each other? (i.e. the cotton ball is soft but the basketball is hard.) As each item is discussed, encourage your child to think of categories (soft, hard, big, small, smooth, rough, fragile, plastic). Separate these items into categories. Label each category.

## It's BOUNCING time!

### Activity 3:

Create a chart with the title, **Does it Bounce?** Write the words YES and NO on the chart. Have students bounce one object at a time and place each object under the Yes or No. Discuss similarities among items that did bounce, and similarities among items that did not bounce. Based on these discussions, look for items around the house that will not bounce. Test your predictions! Finally, discuss which column had more objects and which had fewer.

## Get ready to RAMP it up!



### Activity 4:

Assist children in creating a ramp using cardboard. Create a chart with the title, **Does it Roll?** Write the words YES and NO on the chart. Have students roll one object at a time and place each object under the Yes or No. Discuss similarities among the items that roll, and similarities among items that did not roll. Based on these discussions, look for items around the house that will not roll. Test your predictions! Finally, discuss which column had more objects and which had fewer. Arrange the ramp at different heights and repeat the process. Be safe, never place a ramp taller than your child.

## Make a Connection!

### Activity 5:

"Do you know someone that uses a ball for work or play?" Help your child make a connection to the real world. Connect your child with someone who uses a ball when at work or participating in sports. Have your child brainstorm questions to ask before the discussion. If unable to interview face to face, use a video chat application like FaceTime or Duo.

## Draw it!

### Activity 6:

Encourage your child to write and draw their favorite game or sport that uses a ball. Provide writing tools for your child to write about it as well, support any levels of writing. Parents may also take dictation, writing the child's words.

## Play 'Roll the Ball with Me' Game

### Activity 7:

Play this fun [stop-and-go game](#) that helps children practice self-control. As you listen to music, roll balls between 2-3 players. Have another person stop the music. When the music stops, all players 'freeze.' During the 'freeze', your child can name a sport or career that uses a ball. Have fun!



Math Projects	
Estimated Time	5-10 days
Content Areas:	Math
Caregiver Support Option	<b>Recommended:</b> Ask questions and provide daily math opportunities.
Vocabulary	Vocabulary words and their definitions can be found within each activity in the “definitions”
Materials Needed	<ul style="list-style-type: none"> <li>• Materials vary by activity. Please see below in the “materials” section of each activity.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <a href="#">CPS Virtual Library Databases</a>: Username: CPS, Password: CPS</li> <li>• CPS e-Books <ul style="list-style-type: none"> <li>◦ <a href="#">Districtwide Virtual Library</a></li> <li>◦ <a href="#">Elementary Virtual Library</a></li> </ul> </li> <li>• <a href="#">PebbleGo</a>: PebbleGo is a curriculum-connected research database specifically designed for K-3 students. Packed with informational articles, ready-made activities, and literacy support for students of all abilities, it boosts engagement and fosters learning.</li> <li>• <a href="#">Everyday Math Activities</a></li> </ul>
Questions to Explore	What patterns can we find around our house? What shapes can we find in our house? How are shapes similar or different from each other?
Student Directions and Activities	Please see below for four math related activities with step-by-step directions.

## Fun with Food!

Let your child have some fun with their favorite cereal (if possible a cereal like fruit loops with various colors) while learning how to sort and create patterns.

Materials: Fruit Loops or similar cereal or beans, string or pipe cleaner

### Activity 1a:



Show your child the cereal. Discuss how the cereal is the same and different. Encourage your child to sort the cereal by color and create patterns (i.e. red, yellow, red **or** red, red, yellow, yellow). Let your child take the lead with guiding questions like "What's another pattern we can create with the cereal?" or "Can you keep going with your pattern?" As your child extends or creates new patterns, encourage your child to explain their pattern. Consider adding the pattern to a piece of yarn to create a necklace or a bracelet.

## Counting Toys!

Let your child count toys and objects.

Materials: 15 or more small to medium- sized toys

### Activity 2:

Pour out different toys into three to five different piles around the room. Each group should be between 5 to 20 toys. Explain to your child that they will be counting the toys in each pile. Start with the pile with the least amount of toys. After each set is counted, ask how many in all and what number would come next. Ask your child to demonstrate their counting skills to other family members. If ready, combine all sets and count them all! If your child shows interest, group the objects by 2s or 5s and introduce skip counting. Model skip counting and encourage your child to join you.

## Types of Coins!











Let your child explore with pennies, dimes, nickels and quarters.

Materials: various coins (pennies, dimes, nickels, and quarters), paper, crayons or colored pencils

### Activity 3:

While showing coins (quarter, nickel, dime and penny), ask your child if they know the names of the coins that you hold up. Describe the attributes of each of the coins (the quarter is bigger, the dime is the smallest, the penny is a different color, etc.) Explain that they will be exploring coins further by doing rubbings of the coins and creating a chart to organize what they observe. Give your child a few coins, sheets of white paper and crayons or colored pencils. Ask them to lay out a few coins on a sheet of paper and cover the coins with another sheet of paper. Then make coin impressions by coloring over the coins with the colored pencils. Ask your child to match the coins with their impressions.

Make an attributes chart. Ask your child to look for and talk about the similarities and differences between each of the coins. You can help by clarifying the attributes that your child is noticing by identifying the various presidents and landmarks on each of the coins. Support your child as they place the coins in the appropriate column. Consider placing the coins in one column at a time as your child may notice some coins can go into multiple columns. After coins are placed, discuss which column has more coins, fewer, or the same amount.

TYPES OF COINS CHART			
			
			
			
			
BIG	small	SILVER	BRONZE

## My Shape Book Scavenger Hunt!

Have fun creating a Shape Book by looking for objects around the house that match the shapes in the book.

### Activity 4

#### Materials

- Download the [My Shape Book Template](#) (or use the template below)
- Printer
- Paper (colored or white)
- Scissors (small scissors that are child friendly or tear the pages if needed)
- Markers (these work incredibly well for quickly adding a LOT of color) or crayons or colored pencils or paint (paint best used with card-stock or construction paper)

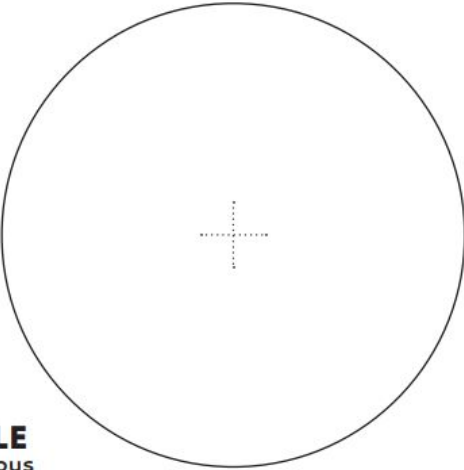
#### Directions

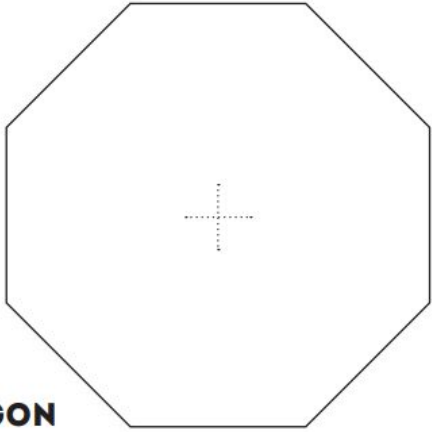
1. **Create the book** Have your child cut out the shape book (see materials). You may need to provide assistance with cutting depending on your child's age and the scissors you have available.
2. **Scavenger Hunt:** Use the shape book as a scavenger hunt around the house. and explore your house to find objects that match the shapes in the book. Practice recognition of different shapes. Have your child spot things that are triangular, like pieces of pizza or the roof of a house, or rectangular, like paper money or the table.

3. **Discuss the Shapes:** As you notice different shapes, have your child describe if the shape is a triangle (three sides) or a square (four equal sides) or a rectangle (two opposite equal sides and two other opposite equal sides of longer length).
4. **Capture Shapes in the Book:** As your child finds objects that match those in their book, have them draw the object into that page of the book (I.E. Draw the triangle, circle into a slice of Pizza). Help your child label each page of the book by writing in the name of the shape and object the found ("Pizza is a Triangle").

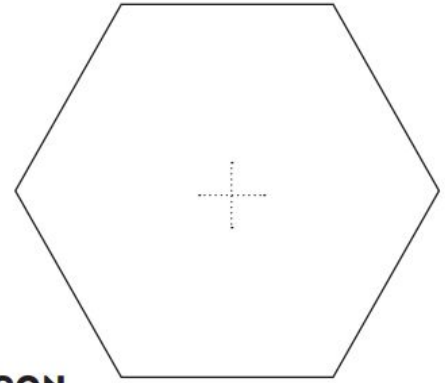
### Math Vocabulary:

1. Octagon - Closed shape with eight sides and eight corners
2. Triangle - Closed shape with three sides and three corners
3. Hexagon - Closed shape with three sides and three corners
4. Rectangle - Closed shape with four sides and four corners. Two sides are longer and two are shorter.
5. Square - Closed shape with four sides and four corners. All sides are the same length.
6. Circle - Closed shape that is round and every part of the outside (perimeter) is the same length away from the middle (center). This shape has no corners and no sides.

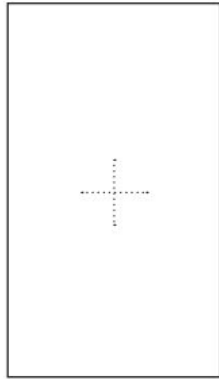
<div style="text-align: center;"><h2 style="margin: 0;">MY SHAPE BOOK</h2><p style="margin: 0;">NAME: _____</p></div>	<div style="text-align: center;"><p style="margin: 0;"><b>CIRCLE</b> Continuous</p></div>
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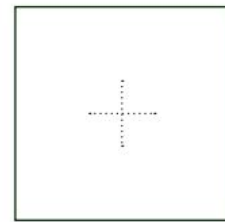
**OCTAGON**  
8 Sides



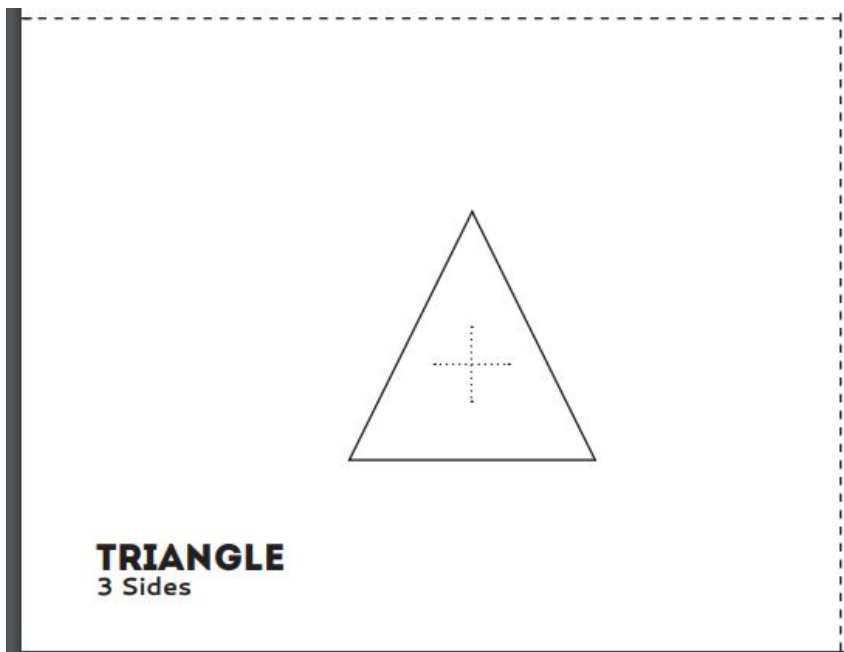
**HEXAGON**  
6 Sides



**RECTANGLE**  
4 Sides (Unequal legs)



**SQUARE**  
4 Sides (Equal)



## Enrichment Activities

### Digital Resources

If you have access to the internet, please go to [tinyurl.com/DigitalAtHome](https://tinyurl.com/DigitalAtHome). This document contains links to multiple digital resources that you can use each day.

There are also more resources specific to grades PreK-2 at [tinyurl.com/CPSESEnrichment](https://tinyurl.com/CPSESEnrichment).

### Non-Digital Resources

We've designed this section of the packet to provide students the opportunity to:

*Read* *Write* **Move** *DESIGN* **Solve**

### Directions

1. Each day, pick at least one activity to complete from **each** category.
2. Keep track of your work on a separate sheet of paper or in a journal.
3. At the end of each day, write or talk with a trusted adult to answer the following questions:
  - a. What was my favorite activity today? Why?
  - b. What is something new I learned today?
  - c. What are my goals for tomorrow?

# Read

Pre-K students will enjoy sharing favorite books or reading with an adult or older reader. Students can also read with a favorite stuffed animal as a reading buddy. Read together in short 5-10 minute chunks. Take time to enjoy the story, discuss what's happening in the book, point out things on the page, and ask questions. Try reading with different voices for each character, or try acting out your favorites! Adults or older readers can also select 1-2 questions from the tables below to discuss with students.

Adults or older readers can use these ideas to discuss **stories**:

Do you agree with the way the characters in your book solved the problem? Why or why not?	If you could be a character in the book, who would you be? Why would you pick that character?	Choose two characters in your story. Draw and describe how they are the same and how they are different.	How are the characters in your book the same or different from you and your friends? Talk, draw, or write about it!
Did you like the ending of the book? Why or why not?	Talk about the details the illustrator draws in their pictures. What do they add to the story?	What is something a character in your book says that surprised you or made you laugh?	Can you use words from two languages to describe a character in your book?
What connections can you make with characters or events in other books you've read?	Pick a setting in your story and change it. What might the characters do differently if it happened in a different place?	Act it out! Grab some friends and make your story into a play.	Talk about some of the emotions that are felt by characters in your book.

Adults or older readers can use these ideas to discuss **informational texts**:

What are some new things you have learned from this book?	What else do you wonder about the topic that you'd like to find out?	Make a poster that shows a friend why they should read your book.	Can you use words from two languages to describe a photo or illustration in your book?	Write a poem or make a rhyme about the topic of your book.
Is the topic of your book like a movie you have watched? Talk, draw, and write about it!	Create a math problem using any numbers in your book.	What type of scientist would be interested in your topic? What are they called and what do they do?	Count and say the number of non-living things you see in your book.	Draw and label the parts of one of the objects or animals in your book.

Why did you pick this book? What do you find interesting about _____(the topic)?	How does information in this book connect with other things you have learned?	Pick some pages with your favorite photographs or drawings. What can you learn from the illustrations?	Read two books about the same topics. What things are similar and what things are different?	What did you know about the topic of your book before you read it? What do you know after you finished reading?
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## Write

### Daily Writing

1. Students practice writing their names (there is a range of development for Pre-K students that is considered writing - from scribbles to a few letters to a letter string and then a full name)
2. Students write and draw (there is a range of development for Pre-K students that is considered writing - from scribbles to a few letters to a letter string) and tell their story by sharing the writing with a peer, older student, or trusted adult. If possible, write down what the students dictates and capture the verbal story.
3. Label common household objects (refrigerator, door, window, chair, bed, etc.) and have Pre-K students copy the writing (there is a range of development for Pre-K students that is considered writing - from scribbles to a few letters to a letter string and then a full word).

## Move

**Don't Let the Balloon Touch the Ground:** Hit the balloon up in the air, but don't let it touch the ground. For an extra challenge, juggle more than one balloon or keep one hand behind your back. Ask someone to time you to see how long you can do it. If there is someone to play with, count how many times you can hit it back and forth. Then see if you can beat your time or score! This game is great for improving arm strength and hand-eye coordination.

- **Materials Needed:** Balloons (Just a reminder that pieces of burst balloons can be a serious choking hazard.)

**Balloon Volleyball** Ask an adult to help you make a "net" by tying a piece of string between 2 chairs. Then hit the balloon back and forth by running from one side to the other, trying to keep the balloon off the floor. If there is someone to play with, hit the balloon over the net as many times as you can without it falling.

- **Materials Needed:** Balloons (Just a reminder that pieces of burst balloons can be a serious choking hazard), string, chairs

**Sticky Note Wall Bop:** Ask an adult to help you with this activity! Attach twenty-six sticky notes to the back of a door and write a different letter on each one (in random order). Make a "start" line a few feet away from the door. Stand behind the start line with a soft ball, bean bag, stuffed animal, or pair of rolled-up socks. Ask the adult to call out a letter. Then toss your soft object at the post-it note with that letter. You get a point for each correct target you hit! For an extra challenge, ask the adult to call out a word for you to spell. Try to beat your last score each time you play. Don't forget to retrieve



your object after each toss.

- **Materials Needed:** Sticky notes, soft-tossing object, paper and pencil for keeping score

**Mirror Mirror:** Find a partner to stand face to face with, about 2 feet apart. Take turns making movements and copying each other! Reach up and stretch to the sky. Do ten jumping jacks. Run in place. Act like an animal. Make it fun and you'll both be working up a sweat in no time.

**Obstacle Course:** Ask an adult to help you make an obstacle course with items you have around the house. Make sure to create a course that includes a variety of motions (jumping, crawling, balancing, etc.) and uses a large area. You can make a different obstacle course everyday so this never gets old!

- **Materials Needed:** Hula hoops to jump through, line of tape to balance on, couch cushions to hop between, table to crawl under, blanket over two chairs to crab walk through, tupperware containers to hurdle over, stuffed animals to roll over, plastic cups to run around

**Red Light, Green Light:** Ask an adult to be your "traffic light." Stand in one spot while the adult begins calling out colors. When you hear "red light," you must stand still. When you hear "yellow light," you must walk slowly in place. When you hear "green light," you must jog in place. You can also come up with new colors and rules. Try Purple Light: Skip in place, Orange Light: Frog jumps, Blue Light: Bunny hops, Pink Light: Gallop like a horse or anything else you would like!

**Physical Activity Calendar:** Complete the daily activity in the calendar on pg. 17. After finishing the activity for today's date, pick any other activity you want and complete that too!

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>1 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. <b>Self-Injury Awareness Day</b>	<b>2 Musical Frogs</b> This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	<b>3 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<b>4 Walking Race</b> Pick a distance and challenge a friend to a speed walking race. No running!	<b>5 Sidewalk Chalk Balance</b> Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	<b>6 Bear Walk</b> With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	<b>7 Wild Arms</b> As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
<b>8 Sugarcane Pose</b> Hold Sugarcane Pose for 30 seconds on each side. 	<b>9 Limbo</b> Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?	<b>10 Crazy 8's</b> 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	<b>11 Between the Knees</b> Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	<b>12 Happy Baby Pose</b> Straighten your legs for an added challenge. 	<b>13 Toe Fencing</b> With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	<b>14 Chest Pass</b> Practice your chest passes against a brick wall. Remember to step towards your target.
<b>15</b> Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	<b>16 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<b>17 Code Words</b> While watching TV any time you hear the code words complete 10 jumping jacks. <b>Code words:</b> green, St. Patrick's Day, lucky, leprechaun	<b>18 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<b>19 Pretend!</b> Pretend to: -Sit in a chair for 10 seconds -Shoot a basketball 10 times -Ride a horse -Be a frog -Lift a car	<b>20 Commercial Stroll</b> During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!	<b>21 Walking Race</b> Pick a distance and challenge a friend to a speed walking race. No running!
<b>22 Dance, Dance</b> Put on your favorite song or turn on the radio. Dance however you like during the entire song!	<b>23 Arm and Leg Tag</b> A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.	<b>24 Read &amp; Move</b> Pick a book to read and select an "action word" that will be repeated often. When the "action word" is read stand up and sit down.	<b>25 Army Crawl</b> Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	<b>26 Do this:</b> -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	<b>27 Set the Menu</b> Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	<b>28 Vertical Jump</b> Jump as high as you can for 30 seconds. Repeat.
<b>29 Ragdoll Pose</b> Hold Ragdoll Pose for 30 seconds. Repeat. 	<b>30 Crabby Clean Up</b> Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	<b>31 Mindful Minute</b> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<b>National Health Observances:</b> <ul style="list-style-type: none"> <li>National Nutrition Month</li> <li>1<sup>st</sup>. Self-Injury Awareness Day</li> <li>6<sup>th</sup> -7<sup>th</sup> National Day of Unplugging (sundown-to-sundown)</li> <li>13<sup>th</sup> National Good Samaritan Day</li> </ul> Yoga pictures from <a href="http://www.forteyoga.com">www.forteyoga.com</a>		SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!	

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<https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx>

## DESIGN

**This Is Not a Squiggle:** Ask a family member or trusted adult to draw scribbles on several pieces of paper. Then turn the scribbles into drawings of people, places, or things! Use color to help create your images. Put all of the scribbles together in any order you choose to tell a story through pictures.

**Musical Art:** Gather paper and any art supplies (crayons, markers, paints), and a music source. Play any song and listen to the music. What do you see in your mind? What do you hear? What do you feel? Use your art supplies to express what you are seeing/hearing/feeling on paper. Repeat with two more songs, trying to find songs that sound different from one another. After you finish, talk about (or write) about what you created. Do they look different based on what you heard? Develop titles for your artwork.

**Paper Chains:** Ask an adult to help you cut paper into two-inch lengthwise strips. Decorate/design your strips (see ideas below), and then tape/staple your strip into a loop. Create a paper chain by

looping new strips through one another.

**Pattern Chains:** create a pattern by alternating different colors or designs

**Appreciation Chains:** draw one thing you appreciate on each strip

**All About Me Chains:** design each strip to tell the world something about you

**Connection Chains:** draw a picture on one strip. Think of another picture that connects with the first picture you drew. Draw that on the second strip and loop together. Think of a third picture that connects with the second picture you drew. Repeat.

**City Planner:** On the first day, draw a picture of a street you would want to live on. What would your house/apartment look like? What would you like to have on your street? On the second day, start adding other streets, to begin building out your city. What kind of stores will you need? Think about the things you like to do, and the places you like to go. Think about the things that people need. Ask other people what they would like to see in their city. Keep adding to your city day after day!

**Cereal Box Book Reports:** Materials needed (paper, cereal box, tape/glue). You are going to cover/decorate a cereal box to celebrate your favorite book! Think of your favorite book. Take one piece of paper and invent a cereal that is related to your book (for example, if your favorite book is *The Very Hungry Caterpillar*, your cereal might be "Butterfly Food") Tape that piece of paper to the front of the box. Take another piece of paper for the back of the box. Design a game that relates to your book for the back of the box or retell the parts of the story. Cut a piece of paper to go on the side of the box- write or draw the characters and the setting of the book to go on this side of the box. Cut another piece of paper to go on the other side of the box- draw the most important things that happened in the book on this piece of paper. Cut a piece of paper to go on the top of the box. Share your box!

## Solve

**Shake n' Spill:** Put 5 objects (pennies, beans) in a cup. Spill out a few. Guess how many are left in the cup. Ask, how did you know that? Then, check to see if you were right! For an extra challenge, try putting 10 objects in the cup.

**Sort and count objects:** i.e., crackers, cereal, shoes, barrettes. Ask how did you sort them? Ask how many?

**Make patterns:** Take socks and make a pattern such as plain, striped, plain striped. Take blocks and make a pattern such as blue, red, red, blue, red, red.

**Cook together:** Have your child sort the measuring cups and spoons by size, count the eggs or flour scoops being added, or measure the milk.

**Practice Recognizing Shapes:** Practice recognition of different shapes. Have your child spot things that are triangular, like pieces of pizza or the roof of a house, or rectangular, like paper money. As you talk about different shapes, have your child describe if the shape is a triangle (three sides) or a square (four equal sides) or a rectangle (two opposite equal sides and two other opposite equal sides of longer length).

**Problem Solver:** Oh no! There is a Pre-K class that needs some help! Can you help them solve their problems?

- **What a Mess!:** A Pre-K classroom is SO messy. Kids are leaving their things everywhere! Draw (or write) a poster to convince them to keep their classroom organized. Why should they stay organized? What are some things that the students can do to clean up?
- **Sharing:** There are kids in a Pre-K class who are not sharing with their classmates. Draw (or write) a poster to convince them to share. Why is it important to share? What are some things that the students can do to make sure they share with one another?
- **Learning:** There are kids in a Pre-K class who say they don't want to learn. Draw (or write) a poster to convince them to learn in class. Why is it important to learn? What are some things the students should do each day to make sure they are learning?

**Improve Your World:** Think about something you want to make better in your classroom, your community, or the world. Draw (or write) a picture that shows what this problem looks like, sounds like, feels like now. On a second piece of paper, draw (or write) what you want it to look like, sound like, feel like when it is better. Now think about how you would solve this problem.

- Do you need to work with other people? Draw, write, or tell a list of people you need to talk to. What questions do you want to ask them? What do you want to say to them?
- Do you need to invent or create something new? Draw, write, or tell some ideas about what you would make.