1st Grade Independent Projects

Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

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# 1st Grade Literacy Project: My Then and My Now

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 60 - 70 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td><strong>RI.1.9</strong>: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
</tr>
<tr>
<td></td>
<td><strong>W.1.1</strong> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>As an additional option help your child access online books about communities online via the <a href="#">CPS Virtual Library</a></td>
</tr>
<tr>
<td></td>
<td>Suggested titles:</td>
</tr>
<tr>
<td></td>
<td>- <em>Flying Kites</em> by Quincy Troupe</td>
</tr>
<tr>
<td></td>
<td>- <em>Going to School</em> by Rebecca Rissman</td>
</tr>
<tr>
<td></td>
<td>- <em>Estados Unidos entonces y ahora</em> by Dona Herweck Rice</td>
</tr>
<tr>
<td></td>
<td>- <em>My Papi Has a Motorcycle</em> by Isabel Quintero</td>
</tr>
<tr>
<td></td>
<td>During the writing process, please encourage your child to sound out words and try their best to write a sentence. Don’t worry about correcting spelling -- inventive spelling is appropriate at this age. You can help write words for your child after encouraging them to try on their own.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Pencil</td>
</tr>
<tr>
<td></td>
<td>Glue, Tape or Stapler</td>
</tr>
<tr>
<td></td>
<td>Coloring Materials (crayons, markers, colored pencils)</td>
</tr>
<tr>
<td>Question to Explore</td>
<td>How have my experiences changed since the start of the quarantine?</td>
</tr>
<tr>
<td></td>
<td>What is the same and/or different about the way I live my life?</td>
</tr>
<tr>
<td></td>
<td>What do I expect to accomplish during this uncertain time?</td>
</tr>
<tr>
<td>Student Directions</td>
<td>For this project, you will compare and contrast your current life experiences to those of your past. This will provide an opportunity to reflect on how the world around you is changing.</td>
</tr>
</tbody>
</table>
Activity 1: My School
A. Think about all of the things you used to do at school and all of the school-related things you do now during the quarantine.
B. Write the differences and similarities in the Venn diagram below and add complete sentence descriptions on the lines provided.
Activity 2: My Home

A. Think about all of the things you used to do at home and all of the things you do now during the quarantine.

B. Write the differences and similarities in the Venn diagram below and add complete sentence descriptions on the lines provided.
Activity 3: My Communication

A. Think about all of the ways you used to communicate with others and all of the ways you communicate now during the quarantine.

B. Write the differences and similarities in the Venn diagram below and add complete sentence descriptions on the lines provided.
Activity 4: Book Creation
A. Combine your work to create a Then and Now book using glue, tape or a stapler. Design a front cover using the template below. Then add pictures and words using the sentences you wrote about your home, school, and communication to each of your pages. Color and decorate it however you want. Be creative!
B. Share your work with a family member by reading it aloud and showing your design.

Activity 5: Reflection
A. How did you feel creating your Then and Now book? What are your expectations for once the quarantine is over? In your opinion, what has been the best and most challenging part of being in quarantine?
B. Record your thoughts and feelings on the lines below (or on blank paper). Be proud of yourself!

Lines for Reflection:
Then and Now

Cross Content Connection:

Social Studies - Identifying, comparing and contrasting past and present events
Art - Using various materials to design a book cover
Social and Emotional Learning - Reflecting and taking pride in one’s work
# 1st Grade Math Project: Math Toy Stories

| Estimated Time | Total Time 60-70 minutes (~25 minutes per day)  
| Work at the pace that works best for you and your child. |

| Grade Level Standard(s) | **Operations and Algebraic Thinking**  
| 1.OA.A: Represent and solve problems involving addition and subtraction.  
| 1.OA.B: Understand and apply properties of operations and the relationships between addition and subtraction. |

| Measurement and Data | 1.MD.A: Measure lengths indirectly and by iterating length units. |

| Caregiver Support Option | Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in the activity. See Questions to Explore below for some suggestions. |

| Materials Needed | Pencil, toys, scissors, paper, colored pencils or crayons  
| *Optional: paper clips (same size) |

| Question to Explore |  
| ● What do we need to find?  
| ● What patterns do we see?  
| ● How else can we use toys to create number sentences?  
| ● What is another related number sentence we can write?  
| ● What is another related subtraction sentence we can write? |

| Student Directions | Each activity has directions for you to follow. |

## Day 1: Beach Party
Read the questions to your child and have your child answer.

David is having a beach party. He has 12 sand toys and 8 water toys.

1. How many toys are there in all? _________

2. David invited 7 girls and 9 boys to his party. How many children did he invite? _________

3. If a wave washes away 3 water toys, how many water toys are left? _________
4. If a dog runs up and takes 1 sand toy, how many sand toys are left? ______

5. Will David have enough sand toys for everyone to play with? Explain your thinking. ______

Extension Activity: Use sandbox toys to recreate scenarios (sums up to 20) with your child. Example: I have 8 toys and you have 12 toys. How many do we have altogether? If I give you 3 of my toys, how many would I have left? How many toys do you now have?

Day 2: Charity Dolls
Read the questions to your child and have your child answer.

Paulina and her brother are donating some of their dolls to charity and need boxes for their dolls. Each box holds 3 dolls.

![](image)

1. How many dolls are there in all? ____________

2. Draw a box around groups of 3 dolls.

3. How many boxes did Paulina and her brother fill? ____________

4. How many dolls are left? ____________

5. How many more dolls does Paulina and her brother need in order to fill the last box? Explain your thinking.

________________________________________________________________________________________

Extension Activity: Use dolls and boxes to recreate scenarios (sums up to 20) with your child. Example: I have 20 dolls in a box. If I remove 6 of them, how many are left in the box? I have 20 dolls that I need to be put away. Each box holds 4 dolls. How many boxes do I need? Explain.
Day 3: Toy Chest
Read the questions to your child. Have your child write a number sentence and answer the following questions on paper. *Your child may also draw the items listed to assist them in adding.

Example: Luis has 3 red cars, 5 blue cars, and 8 black cars in his toy chest. How many toy cars in all?

\[3 + 5 + 8 = 16\]

1. Aaliyah has a chest full of Super Mario action figures. She has 1 Princess Peach, 10 villains, and 4 Yoshi figures. How many Super Mario action figures does she have in all?

2. Ricardo has a chest full of Safari animal figures. He has 5 elephants, 12 lions, and 2 zebras. How many Safari animal figures does he have altogether?

3. Natalie has a chest full of Legos. She has 5 yellow bricks, 5 green bricks, and 5 red bricks. How many Legos does she have in total?

4. Joshua has a chest full of dinosaur figures. He has 6 T-rexes, 9 Triceratops, and 1 Brachiosaurus. How many dinosaur figures does he have in all?

5. Jada has a chest full of mini troll dolls. She has 7 trolls with pink hair, 7 trolls with blue hair, and 3 trolls with orange hair. How many mini troll dolls does she have in total?

Extension Activity: Use toys and a box to recreate scenarios (sums up to 20) with your child. Example: Group and add items together based on color, size, sound, etc.

Day 4: Adding Toy Blocks
Read the questions to your child. Have your child write two number sentences for each question. *Cut out the blocks included at the end of the packet to assist with adding.

Example: Martha has 4 blocks. Gio gives her 9 more blocks. How many blocks does Martha have?

\[
\begin{array}{ccc}
4 & + & 9 \\
\hline
13
\end{array}
\]
1. Gregory has 8 blocks. His sister gives him 6 more blocks. How many blocks does Gregory have in total?

   _ ○ _ ○ _  

   _ ○ _ ○ _

2. Kimberly has 5 blocks. Her mom bought her 7 more blocks. How many blocks does Kimberly have altogether?

   _ ○ _ ○ _  

   _ ○ _ ○ _

3. Carlos has 9 blocks and found 2 blocks on the playground. How many blocks does Carlos have in all?

   _ ○ _ ○ _  

   _ ○ _ ○ _

4. **BONUS:** Camila has 3 blocks, Jason has 7 blocks and Alex has 4 blocks. How many blocks do they have all together?

   _ ○ _ ○ _  

   _ ○ _ ○ _  

   _ ○ _ ○ _

**Extension Activity:** Use toy blocks or the cut out the blocks included at the end of the packet to recreate scenarios (sums up to 20) with your child. Example: *Show me other ways to combine groups of blocks to equal 20? fact family*

**Day 5: Fact Family Toy House**
Help your child build the fact family toy houses. Using the three numbers in the “roof” of the house, your child must write the fact family in the body of the house. *Cut out the blocks included at the end of the packet to assist with adding and subtracting.*
**Example:**

```plaintext
5
9 4
____ + ____ = ______
____ + ____ = ______
____ - ____ = ______
____ - ____ = ______

5
9 4
\[
\frac{4}{5} + \frac{5}{4} = \frac{9}{2}
\]
\[
\frac{5}{4} + 4 = \frac{9}{2}
\]
\[
\frac{9}{2} - \frac{4}{5} = \frac{5}{2}
\]
\[
\frac{9}{2} - \frac{5}{4} = 4
\]
```

**Extension Activity:** Have your child build their own fact family house (sum up to 20) on paper. Have your child choose three numbers for the “roof” of the house, then write the corresponding fact families on the house. Finally, decorate the completed fact family toy house using crayons or colored pencils.

**Day 6: Toy Factory**

Read the scenario to your child. While working through the problems have your child determine if the number sentences are related facts or not. If yes, move to the next problem. If no, then your child must rewrite one of the number sentences to make the facts related. *Cut out the blocks included at
the end of the packet to assist with adding and subtracting.

Scenario: The toy factory has a brand new machine that builds bears. However, there is a glitch in the system. The company needs your help to fix the machine running. Follow the path of the conveyor belt. Circle the correct related facts. Fix the number sentences for those that are wrong. Remember, boys and girls are depending on you!

Extension Activity: Have your child design their own ‘build a bear’ conveyor belt on paper. Next, have your child write a minimum of four number sentences along the path. Finally, have your child challenge another person in the home with their toy factory.
Day 7: Short Toys vs Long Toys
Have your child compare the lengths of the toys shown below order the toys from shortest to longest by writing the numbers 1, 2, and 3, where 1 is the shortest and 3 is the longest.

Example:

2
3
1

Extension Activity: Use toys to recreate scenarios with your child. Compare lengths of other toys by putting them in order from shortest to longest.

Draw your own pictures.
Day 8: Measure Up!
Have your child measure the lengths of random toys around the home using three different measuring tools - blocks, paperclips, and choice. *Cut out the blocks and paper clips included at the end of the packet to assist with measuring.

Example:

***Limit to items where the toy being measured is spanned by a whole number of length units with no gaps or overlaps.

<table>
<thead>
<tr>
<th>Toy Measured</th>
<th>Measured in Blocks</th>
<th>Measured in Paper Clips</th>
<th>Measured in __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teddy Bear</td>
<td>4</td>
<td>3</td>
<td>1 pinky finger</td>
</tr>
</tbody>
</table>

Extension Activity: Use toys to recreate scenarios with your child. Measure items in your home using toys as a unit of measure. Example: How many Barbies do I need to measure the height of the microwave?
**Day 9: Toy Robot**

Have your child measure the lengths of each part (top-to-bottom), using blocks and paper clips. Write the measurements in the table below. *Cut out the robot parts included at the end of the packet to complete the table below.*

<table>
<thead>
<tr>
<th>ROBOT PARTS</th>
<th>BLOCKS</th>
<th>PAPER CLIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BONUS: TOTAL LENGTH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extension Activity:** Have your child answer the comparison questions after building the robot. Read the questions to your child and have your child circle **longer** or **shorter** to make the sentence correct.

1. The robot’s head is **longer/shorter** than the robot’s arms.
2. The robot’s legs are **longer/shorter** than the robot’s body.
3. The robot’s feet are **longer/shorter** than the robot’s head.
4. The robot’s body is **longer/shorter** than the robot’s legs.

**Day 10: Reflection & Game Time!**

**Reflection:** Ask your child the following questions:
- What did you enjoy?
- What did you learn?
- Is there something you would like to do again?
- Would you like to learn more?

**Game Time: Math Scavenger Hunt**

**How to Play:**

1. Search your home for examples of the items on the list.
2. Check off each item when you find it. *(Hint: If you can’t find something on the list, make it or draw it yourself.)*
3. Find, make, or draw 15 of the 18 items to win. (For an extra challenge, try to do every one!)

Tips for Families:
1. You don’t have to complete the scavenger hunt all at once. You can come back to it later.
2. If your child can’t find something, remind them that it’s okay for them to make or draw it.
3. You can make groups of objects using small common objects, like buttons or coins. Arrange the objects in rows or groups to make them easier to count.

Family Game Time - Math Scavenger Hunt

Find, make, or draw...

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>a picture with rectangles</td>
<td>something that is 4 hands long</td>
<td>an odd number of objects</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>something that comes in groups of 2s</td>
<td>something that matches your age</td>
<td>a pattern that uses colors</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>3 objects in order from shortest to longest</td>
<td>something that looks like $6 + 6$</td>
<td>Subtract $30 - 20$. Find a group with that many objects.</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>an even number of objects</td>
<td>19 cents</td>
<td>a picture with triangles</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Add $18 + 2$. Find a group with that many objects.</td>
<td>a number greater than 20 and less than 30</td>
<td>a pattern that uses numbers</td>
</tr>
<tr>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>a cylinder on top of another cylinder</td>
<td>something that is taller than you are</td>
<td>Write an equation. Find something that matches.</td>
</tr>
</tbody>
</table>
Cross Content Connections

**Literacy** - Reading story problems; creating scenarios for story problems; explain thinking to justify answers; use of mathematical vocabulary; writing numbers.

There are many books that have math related themes that you can read to further your child’s learning. See the links below for some suggested read alouds.

**Science** - Learn how to make origami toys using the resources below - How to Make an Easy Origami Dinosaur and DIY How to Make Easy Origami Toy.

**Social Studies** - Talk about who makes robots or toys. Look up toy makers on the internet. Discuss how toys could be different depending on where you live. See the resources below - Children & Their Toys Around the World and 10 Most Popular Toys in Different Countries.

**Physical** - Use of fine motor skills (using fingers for counting, if needed, and cutting out the manipulatives).

**Additional Digital Resources:**

**Literacy - Read Alouds**

*The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don and Audrey Wood
[https://www.youtube.com/watch?v=apvgbUckC-k](https://www.youtube.com/watch?v=apvgbUckC-k)

*Super Sand Castle Saturday* by Stuart J. Murphy
[https://www.youtube.com/watch?v=y2ZhbdRAD1A](https://www.youtube.com/watch?v=y2ZhbdRAD1A)

*The Fact Family* by Sandy Turley
[https://www.youtube.com/watch?v=eQKCIcR-7N0](https://www.youtube.com/watch?v=eQKCIcR-7N0)

**Social Studies - Slideshow and Video**

*Children & Their Toys Around the World* by Gabriele Galimberti
[https://www.youtube.com/watch?v=tYT2rUUvbq0](https://www.youtube.com/watch?v=tYT2rUUvbq0)

*10 Most Popular Toys in Different Countries* by The Things
[https://www.youtube.com/watch?v=wfxdOjlv8l](https://www.youtube.com/watch?v=wfxdOjlv8l)

**Science - Videos**

*How to Make an Easy Origami Dinosaur* by PPO
[https://www.youtube.com/watch?v=IKOYYw9R7oI](https://www.youtube.com/watch?v=IKOYYw9R7oI)

*DIY How to Make Easy Origami Toy; Jumping Frog from Paper for Children*
[https://www.youtube.com/watch?v=IKOYYw9R7oI](https://www.youtube.com/watch?v=IKOYYw9R7oI)
Better Lesson - https://betterlesson.com/home
Add or Subtract Using Word Problems
https://betterlesson.com/lesson/564111/add-or-subtract-using-word-problems?from=cc_lesson

Identify Related Facts - Day 1 of 2
https://betterlesson.com/lesson/566476/identify-related-facts-day-1-of-2?from=cc_lesson

Identify Related Facts - Day 2 of 2

Making a Robot: Measurement Project
https://betterlesson.com/lesson/588185/making-a-robot-measurement-project

Tiles and Cubes and Clips, Oh My!

Math Learning Center - Math at Home and Activities of the Day
https://mathathome.mathlearningcenter.org/grade-1

Math Scavenger Hunt
Robot parts will be used for the activity Toy Robot (Day 9). Have your child measure the lengths of each part (top-to-bottom) before cutting out the robot parts.
body
Cut blocks apart. Store blocks in a zip top bag. Blocks will be used for the following activities: Adding Toy Blocks (Day 4), Fact Family Toy House (Day 5), Toy Factory (Day 6), Measure Up! (Day 8), and Toy Robot (Day 9).
Cut strips of paper clips along the dotted line. Store paper clips in a zip top bag. Paper clips will be used for the following activities: Measure Up! (Day 8) and Toy Robot (Day 9).
# 1st Grade Science Project: Can you SEE in the Dark?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total time 60 - 70 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>1-PS4-2, Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.</td>
</tr>
</tbody>
</table>

## Caregiver Support Option
- Support may be needed for the following:
  - While the student reads the text/directions aloud, support may be needed with reading certain words
  - Engaging in discussions with the students around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well)

## Materials Needed
- Pencil
- Optional: YELLOW Crayons or marker (for Activity 3)
- Optional: Flashlight

## Question to Explore
- Can you see in the dark? What makes something look bright or dark? What makes a surface look bright or dark?

## Student Directions
- Each activity has directions for you to follow.

### Activity 1: Initial Ideas - Can you see in the Dark? (20 minutes)
*(Source: Amplify Science Light and Sound Unit)*

**Directions:** Look at the picture below. Think about the questions and share your responses with someone at home.

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you observe (see) in the picture below?</td>
<td>2. Think of a dark place: In that dark place, can you SEE anything at all? Why or why not?</td>
</tr>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. How could you make it very dark where you are now? <strong>TRY IT!</strong></td>
</tr>
<tr>
<td></td>
<td>○ Is it very dark? Why or why not?</td>
</tr>
<tr>
<td></td>
<td>4. Can you make it completely dark where you are now? <strong>TRY IT!</strong></td>
</tr>
<tr>
<td></td>
<td>○ Is it completely dark? Why or why not?</td>
</tr>
</tbody>
</table>

### Activity 2: Where does light come from? (25 minutes)
*(Source: Amplify Science Light and Sound Unit)*

**Directions:** Read the text below and think about the question, “Where does light come from?”

Can you see in the dark? *(Espanol)*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
<td></td>
</tr>
</tbody>
</table>
Can you see in the dark? Do you need light to see? To find the answer, you need evidence. And the only way to get the evidence you need is to find a place that’s completely dark, with no light at all.

To find out whether you need light to see, you have to find a place with no light-none, nada, zero, zilch.

Think of a movie theater. You walk in after the movie starts. It is hard to see, but you can still find a seat. You can see a little bit. Is there any light in the theater?

**What do you observe?**
You may see little lightbulbs on the floor next to the seats. Behind you, you can see light coming from the movie projector.

Light does not just float around. It has to come from somewhere. A place where light comes from is called a light source. The lightbulbs on the floor are a light source. The movie projector is also a light source.

Think of a darker place. You can go camping in the middle of the woods, where there are no streetlights or car headlights. Is it completely dark? Can you find any light?

Yes, the campfire is a source of light! Your flashlight is a source of light, too.

You go on a field trip to a cave. Deep in the cave there is no light from the sun. You are wondering how dark the cave could get. The tour guide turns off the lights, and everything is black. You look around for sources of light, but you do not see any.

In fact you cannot see anything at all. Just to be sure, you wait….and wait….but you never see anything.

You finally have the evidence you need. You have found a place that is completely dark. There is no light from any source. It is completely dark, and you cannot see in the dark. If you can see anything, it is because of light. You need light to see!
Light Source Hunt

Directions: Go on a Light Source Hunt around your home.
1. In each box, draw a light source you observe.
2. On the line in each box, write the name of the light source.

| ____________________________________________________________________________ | ____________________________________________________________________________ |
| ____________________________________________________________________________ | ____________________________________________________________________________ |
| ____________________________________________________________________________ | ____________________________________________________________________________ |

Directions:
1. In the box below, draw one light source you observed on your hunt and draw what that light source made bright.
2. Write a sentence about the light source you observed.
3. Write a sentence about what the light source made bright.

Example:

A computer screen is a light source.

Light comes from the computer screen so the keyboard looks bright.

Light Source from Hunt: _______________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Activity 3: What makes a surface look bright or dark? (15 minutes)
[Source: Mystery Science Lights and Sounds Unit Mystery 4 of 6 Can you see in the dark? Full unit accessible at: https://mysteryscience.com/light/mystery-4/light-illumination/137]

Directions:
1. Look at the picture below, circle where light comes from (circle each light source or color them yellow).
2. A surface is the outside part of something, draw an arrow from each light source to the surface it makes bright.
3. Answer the question below.

If light were not coming from any of these places, what would the driver see? Would the driver be able to drive? Why or why not?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Optional Activity:

Directions:
1. Get a flashlight or use a phone flashlight.
2. Go around your room or house and see what you can do to make different surfaces look bright!

*A surface is the outside part of something*

Flashlight Safety Rules:
1. Point flashlight towards the ground when walking.
2. Point flashlight towards objects only.
3. Do NOT point a flashlight at a person's eyes.

Activity 4: The Secret Message Game (15 minutes)
A. Cut out the secret message shape cards on the next page.
B. Read the directions for how to play the Secret Message game below.
C. Play the game a few times.

How to play the Secret Message game:
1. Find someone to play with in your home.
2. Pick a shape card.
3. Don't show the other person.
4. Place the card in a very dark or completely dark place in your home. You can even build a dark place with pillows, cushions, cardboard, tin foil, paper towel rolls, blankets, or anything else you can find around your home.
5. Have the other person look into that very dark or completely dark place and try to see what's on the card.
   a. Can they see the message? Can you see the message?
   b. **Explain to the person you are playing with why you can or can't see the message.**
6. Try again! Pick another card and Repeat steps 2-5.

D. Draw a picture below (or on a sheet of paper) showing one of the dark places you put one of the secret messages.
E. Write a sentence explaining why you could or could not see the message.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

F. Label any light sources in your drawing.
G. Label or point to the surfaces the light source is shining on.
H. Label or point to any surfaces the light source is not shining on.

INSTRUCTIONS:

Cut and fold. Color the shapes different colors.

[Source: Mystery Science Lights and Sounds Unit Mystery 4 of 6 Can you see in the dark? Full unit accessible at: https://mysteryscience.com/light/mystery-4/light-illumination/137]
<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
</tr>
</thead>
</table>
| **Grade Level Standard(s)** | SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.  
SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.  
SS.IS.5.K-2: Ask and answer questions about arguments and explanations. |
| **Caregiver Support Option** | Notes on the structure:  
- Activities are designed to be done in order. Each one builds on the other, so you should not skip activities.  
- Activities are an average of 15-20 mins each. More than one activity can be completed in a day.  

Before giving the activities to students, caregivers might:  
- Spend time reading and discussing the “student directions” with students. Encourage students to ask any clarifying questions.  
- When reading the texts, students should circle or underline any unfamiliar words, so you both can define them together.  

In this particular lesson, it’s important to note that:  
- Students will create a “Tall-Tale Trading Card” that describes their hero.  
- Caregivers can consider making their own tall-tale trading card and share it with your student. |
| **Materials Needed** | Paper or notebook, pencil, pen, or other writing tool |
| **Question to Explore** | How can we celebrate our everyday heroes? |
| **Student Directions** | There are heroes all around us. In this week’s inquiry, students think of a person in their family, community, or larger world who is making a difference right now. They identify a heroic trait or talent, then use words, pictures, and a heavy dose of exaggeration to cast this person as a tall-tale character. Throughout the week, they’ll use their learning to create a “Tall-Tale Trading Card” that describes their hero in larger-than-life terms. |
### Day 1 (Activity 1): Exploring Tall Tales (15-20 min)

This week we’re thinking about the question: **"How can we celebrate our everyday heroes?"**

Your challenge this week: **To create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.**

**Today you will:**
- Explore special traits of tall-tale characters.
- Recognize and create exaggerations.
- Pick a personal hero.

**You will need:**
- Paper or notebook
- Pencil, pen, or other writing tool
- "Everyday Heroes" handout (optional)

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**Let’s Get Started!**

**A. THINK**

Look at this postcard.

Ask yourself:
- What’s going on here?
- What seems real?
- What seems fake?

People used to send postcards like the one above for fun! The pictures were not real, but they told a good story... like the story of a corn cob so big that it took a cart to move it! These were called tall-tale postcards.

**Tall tales** are stories where the people seem much bigger, stronger, or smarter than they really are. The stories are **exaggerated**.

**New words:**
- tall tale: a story about larger-than-life people and events
- exaggerated: made to seem bigger or greater than it is

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B. EXPLORE

Paul Bunyan

This picture shows a statue of a tall-tale character.

● What’s something you notice about it?
● How would you describe the person in it?

The man in the statue is Paul Bunyan. He is a tall-tale character.

Paul Bunyan was a lumberjack. Lumberjacks cut down trees, so that towns and farms could be created.

OPTIONAL: Here is a short video that shares some tall tales about Paul Bunyan. (https://youtu.be/C-zKoHvXn0)

When you watch the video, look and listen for things Paul Bunyan does that would be impossible for most people. See if you notice Paul doing these things:

● Clearing many trees with one swing of his axe.
● Pushing stumps into the ground with his feet.
● Moving the big blue ox by himself.

These impossible parts of the story are called exaggerations. Watch the video and see these exaggerations for yourself!

"Disney’s Paul Bunyan (1937)" video

The story above made Paul Bunyan seem like a superhero! Being strong was an important trait for lumberjacks like Paul Bunyan who had to cut down big trees in the forest.

New word:

trait: a quality that makes one person different from another

C. DO

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special talents and traits of a real-life hero. Today, you’re going to choose your real-life hero!
Trading Card

A trading card – like this one of Paul Bunyan – usually contains a picture of a person with some important facts about them. People often collect or trade these cards with other people. The trading card you create will describe a real-life hero. This might be a person in your own family, your community, or anywhere in the world.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Paul Bunyan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait/Talent:</td>
<td>Strength</td>
</tr>
<tr>
<td>Tool:</td>
<td>Axe</td>
</tr>
<tr>
<td>Setting:</td>
<td>Forest</td>
</tr>
<tr>
<td>Known for:</td>
<td>Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes, just with a sneeze!</td>
</tr>
</tbody>
</table>

Think about:
- Who are the heroes in your life?
- What makes them special? What trait or talent do you admire about them?
  - Are they strong like Paul Bunyan?
  - Do they have a skill or talent?
  - Is there something else special about them, like kindness or courage?

You’re going to:
- Make a list of the heroes in your life (or use the “Everyday Heroes” handout if you like)

Write:
- Make a list of three people that you think are heroes in your life.
- Include an important trait or talent for each person.

Talk:
- Choose one of the heroes from your list.
- Practice talking about your hero in an exaggerated way.
Need help? Look at the example below. Notice how each sentence about Paul Bunyan is a bigger exaggeration! Can you do the same with your hero?

- 1st try: Paul Bunyan is so strong he can cut down a forest by himself.
- 2nd try: Paul Bunyan is so strong he can clear a forest with one swing of his axe.
- 3rd try: Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes with just a sneeze!

Day 1
Everyday Heroes Handout

**STEP 1:** List the names of 3 people that you admire. Write an important trait or talent for each person.

<table>
<thead>
<tr>
<th>Person</th>
<th>Trait or Talent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STEP 2:** Now choose 1 of the 3 people and tell their story out loud using this sentence frame. No need to write yet – this is a thinking exercise!

(Name) is so (describe trait or talent), they (exaggeration)!

- Now try that sentence frame, exaggerating the trait or talent to make it more unbelievable!
- Now try that sentence frame one more time, getting even wilder and harder to believe!

**STEP 3:** Write your final sentence here:

_____________________________ is so_____________________________,

(name) (describe trait or talent)

they_____________________________

(exaggeration)
<table>
<thead>
<tr>
<th>Day 2 (Activity 2): Imagining Your Hero (15-20 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This week we’re thinking about the question:</strong></td>
</tr>
<tr>
<td>&quot;How can we celebrate our everyday heroes?&quot;</td>
</tr>
</tbody>
</table>

**Today you will:**
- Investigate what makes a story into a tall tale.
- Explore the story of John Henry.
- Create a “Trading Card Plan.”

**You will need:**
- Paper or notebook
- Pencil, pen, or other writing tool
- "Trading Card Plan" handout (optional)

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**Let’s Get Started!**

**A. THINK**
Some tall tales are about real people who did amazing things. Just not as amazing as the tall tales make them seem!
Read below to learn about real people who become tall-tale characters!

<table>
<thead>
<tr>
<th>&quot;Calamity Jane&quot;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Real name: Martha Jane Canary</td>
<td>Lived 1852-1903</td>
</tr>
</tbody>
</table>

**Fact:**
Martha Jane Canary rode horses over many miles and across rivers to deliver the mail. She was known for being strong and brave.

**Exaggeration:**
Calamity Jane was so good at throwing a rope, that she could knock a fly off a cow’s ear.
“Johnny Appleseed”
Name: John Chapman
Lived 1774 – 1845

Fact:
John Chapman planted some of the first apple trees in the west. He was good at hiking and sleeping outdoors.

Exaggeration:
Johnny Appleseed walked across the country planting apple seeds, with a sack for a shirt, and tin pot for a hat, and no shoes.

“Davy Crockett”
Name: David Crockett
Lived 1786 – 1836

Fact:
David Crockett was a good hunter.

Exaggeration:
Davy Crockett killed a bear when he was three years old.
B. EXPLORE
Let’s dig deeper into a tall tale based on a real person named John Henry. He helped to build the railroads in the mid-1800s.
To build the railroads, people needed to dig tunnels and create paths through mountains.

<table>
<thead>
<tr>
<th>Look at this picture of people standing in front of a railroad tunnel they helped to dig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If they didn’t have big machines to help them, how do you think they could dig these tunnels?</td>
</tr>
<tr>
<td>• What kind of special traits or talents would help someone do this work?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This picture shows a statue of John Henry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do you think John is holding?</td>
</tr>
<tr>
<td>• How would you describe John in this picture?</td>
</tr>
</tbody>
</table>

John Henry worked on the railroads as a Steel Driver. To dig tunnels, Steel Drivers like John would swing their hammers as hard as they could to pound a drill into rock. This was hard and dangerous work.

<table>
<thead>
<tr>
<th>OPTIONAL: This video tells the story of John Henry’s race against a machine called a steam drill. He tries to work faster and harder than a steam drill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(<a href="https://vimeo.com/114170305">https://vimeo.com/114170305</a>)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who do you think will win the race?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As you watch…</td>
</tr>
<tr>
<td>• Look and listen for parts of the story that show John Henry being strong and working hard.</td>
</tr>
</tbody>
</table>

Now watch the video! Isn’t it amazing that people still tell John Henry’s story today? If you were making a “Tall Tale Trading Card” for John Henry, what would it look like? How would you fill in these blanks?
| • Name: |
| • Trait or Talent: |
| • Tool: |
| • Setting: |
| • Known For: |
C. DO
Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special talents and traits of a real-life hero. Today, you will choose one of your everyday heroes and make a “Trading Card Plan.”

Think back to the list you made of three people you think are heroes. Do you remember choosing one of those heroes and making up exaggerations about them? The plan you create today will show that hero’s important trait or talent in an exaggerated way.

Goals: Your “Trading Card Plan” should show:
- A real person who is a hero in your eyes
- A special trait or talent that has been exaggerated
- Words and pictures showing the person’s actions in an exaggerated way

Now it’s time to create your “Trading Card Plan.” Make sure to include:
- Hero Name:
- Trait or Talent:
- Tool:
- Setting:
- Known For: (Hint: This is your exaggeration!)
- Sketch:

Write it out on a piece of paper or use the “Trading Card Plan” handout. Remember to save your “Trading Card Plan,” so you can use it when you make your “Tall-Tale Trading Card.”
Name: Paul Bunyan
Trait or Talent: Strength
Tool: Axe
Setting: Forest
Known for: (Hint: This is your exaggeration!)
Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes with just a sneeze!

Sketch:

Name: 
Trait or Talent: 
Tool: 
Setting: 
Known for: (Hint: This is your exaggeration!)

Sketch:
### Day 3 (Activity 3): Evaluating the Work (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can we celebrate our everyday heroes?”</th>
<th>Your challenge this week: To create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.</th>
</tr>
</thead>
</table>
| Today you will:  
• Reflect on your progress.  
• Make a plan to improve your work. | You will need:  
• Your work from previous activities  
• Paper or notebook  
• Pencil, pen, or other writing tool |

### Let’s Get Started!

**A. THINK**

You’ve already created your “Trading Card Plan” describing your hero in words and pictures! When someone sees your plan, they should learn about:

- A real person who is a hero to you
- Your hero’s special trait or talent (exaggerated by you!)

**B. EXPLORE**

Look at this student’s “Tall-Tale Trading Card.”

- Does this work seem to show a real person?
- Does this work seem to show a special trait or talent that has been exaggerated?
- Do words and pictures show the person’s actions in an exaggerated way?
Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

What advice would you give the artist to make this work even stronger?

The student could add…
The student could try…
The student could change…

C. DO
Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today, you will explore your “Trading Card Plan” to check if you are meeting your goal.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - What parts show who my hero is?
   - What parts show my hero’s trait or talent?
   - What parts show that I’ve exaggerated my hero’s trait or talent?

3. Wait, still don’t touch your work! First, make a work plan! Complete one of these sentences:
   - I will add…
   - I will try…
   - I will adjust…

Be sure to save your "Trading Card Plan," so you can use it to create your “Tall-Tale Trading Card.”
Day 4 (Activity 4): Finalizing the Work (15-20 min)

This week we’re thinking about the question: "How can we celebrate our everyday heroes?"

Your challenge this week: To create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today you will:
- Finish creating your “Tall-Tale Trading Card.”

You will need:
- Your work from previous activities
- Pencil, Pen, or other drawing tool
- A sheet of paper or large index card
- “Tall Tale Trading Card Template” handout (optional)
- Coloring materials (optional)

Let’s Get Started!

A. THINK
It’s time to take steps to finalize your work based on your work plan.
Remember your work plan? That’s when you said:
- I will add…
- I will try…
- I will adjust…

Decide or discuss: What will you do next to finalize your work?

B. EXPLORE
Check out a “Tall-Tale Trading Card” created by another student.

- What changes did this person make to their work?
- How do these changes help you understand more about their tall-tale character?

First Draft
C. DO

Today, you will work to finish your “Tall-Tale Trading Card.”

1. Get out a new sheet of paper or large index card. You could also use the "Tall Tale Trading Card Template" handout.
2. Get out your "Trading Card Plan" and any other materials from previous activities.
3. Think about your work plan.
4. Get to work making your final draft!
NAME:

TRAITS or TALENT:

TOOL:

SETTING:

KNOWN FOR:
Day 5 (Activity 5): Reflecting and Sharing (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can we celebrate our everyday heroes?&quot;</th>
<th>Your challenge this week: <strong>To create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Today you will:</strong></td>
<td><strong>You will need:</strong></td>
</tr>
<tr>
<td>• Think about how your “Tall-Tale Trading Card” turns a real-life person into a larger-than-life character.</td>
<td>• Your finished “Tall Tale Trading Card”</td>
</tr>
<tr>
<td>• Find a way to share your final work.</td>
<td>• “Sharing” handout (optional)</td>
</tr>
</tbody>
</table>

Let’s Get Started!

**A. THINK**
Ordinary people became heroes of tall tales in the past. Just imagine: your hero might inspire a tall tale in the future!

**B. EXPLORE**
Look at your finished “Tall-Tale Trading Card.”
Think about or discuss:
• How would you explain your card to someone else?
• Why is it important to celebrate our everyday heroes?
• What do you hope people will understand about your hero by looking at your trading card?

**C. DO**
Now that you’ve completed your “Tall-Tale Trading Card,” it’s time to share your work with others!

Here are some ideas for connecting with others:
• Share with a family member and…
  ○ Help them to create their own.
  ○ Ask them if they have comments, questions, or a connection to your work (or use the “Sharing” handout to get a written response).
• Ask an adult to help you share your work online with the hashtag #inquiredtogether.
• Send your “Tall-Tale Trading Card” to the person you represented.
• Hang your “Tall-Tale Trading Card” in the window.
• Keep your “Tall-Tale Trading Card” somewhere safe as a historical record that you and others can look back on later.
Please take a look at my work and fill this out.

Thank you!

I have a… (circle one)

comment:

question:

connection:
Cross Content Connection:
By examining heroes around us and by developing your own “Tall-Tale Trading Card”, you are using many social science skills, but also so much more! There are many connections to language arts, math and science that you can continue to explore. Here a few ways to extend your learning and make connections to other subjects.

Language Arts: Students can search magazines, articles or newspapers for pictures of people performing heroic deeds. Ask your child about the heroic deeds that they found. What did you notice in this picture or article? How is this person being a hero? Afterwards, students can create a “Everyday Heroes” book with the chosen articles.

Science: Students can make “You’re Our Hero” letters to send to local doctors and nurses for their commitment during COVID-19. Have your student write a message on why doctors and nurses are our heroes and draw a matching picture.