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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# 2nd Grade Literacy Project: What’s your opinion?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time: 60 - 70 minutes</th>
</tr>
</thead>
</table>

### Grade Level Standard(s)

- **Highlights:** Reading and making connections between two informational/non-fiction texts; Writing opinion pieces (e.g., book/movie/game reviews, petitions, letters, etc.)

- **RI.2.9:** Compare and contrast the most important points presented by two texts on the same topic.

- **W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

### Caregiver Support Option

As necessary, have your child read the passage to you. Assist your child with any unknown words in the passage. Proofread writing assignments and give feedback to your child. Allowing them to revise their writing helps them with the writing process. Your child may need assistance collecting dirt from outside for the Mud Pie experiment.

### Materials Needed

- pencils, paper, crayons and a book

- Cross Content Connections: Water, dirt, bowl, spoon and measuring cups

### Question to Explore

**What is an opinion?** How would you compare learning at home with how you learned at school? What are some similarities and differences?

### Student Directions

Directions are listed for each activity. Read the directions carefully before answering the questions.

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**Activity 1: Are video games good for you?**

In this activity you will read a nonfiction passage where the author gives their opinion about how playing video games can be helpful to players. During your reading, circle any unknown words you may not know. Use context clues to help you understand the meaning of those words. Did you read it once? Awesome! Now read it a second time with an adult and get help with any words you may not know.

**What is an opinion?** An opinion is a belief, judgment, or way of thinking about something. For example, I love vanilla ice cream. I think it's the best ice cream in the world. Your favorite ice cream might be chocolate so we have different opinions.
Video games aren't all bad. In fact, 11-year-old Cheney Wu argues that they can even be good for managing stress, increasing heart rate and making friends.

**An Hour Of Gaming Can Be Good** - You wrote an article called "Student Opinion: Video games are rotting kids' brains." You say that video games hurt our minds. I do not think this makes sense. I know that playing too many video games is not good. You do not have time for your schoolwork. But what is wrong with up to an hour of playing? I think some play can be good.

**Video Games Help Us Make Friends** - Video games can help your eyes. In shooter games, you point and shoot. You need to look quickly. It is an exercise for your eyes. Video games may help your eyes stay strong. Many video games are very social. We make lots of friends on them. Say you do not play video games. You may feel left out. Video games give you something to talk about with many people. You said that learning is more important than video games. I think video games help with learning. Video games move fast. They teach you how to focus so you will not make mistakes. This helps you in life. You can focus when a teacher talks.

**Take A Walk Or Play A Video Game?** - The American Academy of Pediatrics is made up of doctors. They help children. They studied people who play active games. In these games, you move around. The doctors then studied people who walk for exercise. They found that active gamers are as healthy as people who walk. This shows that video games can be good for you.

**Parents Should See The Good Parts, Too** - Video games can help kids. Parents often say, "You're playing too many video games, kids." They just see the bad parts of video games. It is important they look at the good parts, too. What's your opinion? Do you think video games are helpful to players?

**Good job on your reading.** Now it's time to see what you learned about the author's opinion on video games. Look back into the article to help find the answers to the questions if you need help.

1. **Why did the author write this article?**
   a. to describe ways readers can get better at winning video games
   b. to explain to readers which video games he likes playing best
   c. to respond to an article saying video games are bad for kids' brains
   d. to agree with an article that was published on Newsela in the past

2. **What does the author of this article want to explain?**
   a. It is dangerous for people's eyes if they watch too much television.
   b. It is good for kids to get exercise by walking outside.
   c. It is important to think about the good parts of playing video games.
   d. It is hard to make parents understand what kids today like to do.

3. **Why does the author say active video games are good for you?**
   a. They train you to run very fast.
   b. They keep you as healthy as walking.
   c. They help your eyes get healthier.
   d. They get your parents to play.
4. **Read the sentence from the article,** "Video games give you something to talk about with many people." How does this sentence support the author’s opinion that video games help people make friends?

   a. It explains that video games can help people become talkative.
   b. It explains which video games the author talks about.
   c. It shows why the author’s parents like video games.
   d. It shows how many friends the author made with video games.

**Game On!** What’s your favorite game? Is it a video game, football, basketball, or hopscotch? Whatever it is, ask a family member to play your favorite game with you. After playing the game you will write a review. A review is when you tell people your opinion about something like a book, a game, or a movie. **What is an opinion?** An opinion is a belief, judgment, or way of thinking about something. Here are some tips:

1. Get pencil and papers and write the title of your review. Include the name of the game.
2. Opinion: State your opinion (how do you feel about this game) in the first statement using phrases such as, "In my opinion" or "I believe." Remember an opinion is what you believe or how you feel about something.
3. Reasons: Tell your readers why you feel this way.
4. Examples: Give your readers one to three examples of why you feel this way.
5. Opinion: Tell your readers one more time about your opinion.
6. Share your review with a family member and see if they agree or disagree with your review of the game.

**Activity 2: Is Fortnite good for young kids? What is an opinion?**
An opinion is a belief, judgment, or way of thinking about something. In this activity you will read a nonfiction passage where the author is giving their opinion about whether young kids should play the video game, Fortnite. During your reading, circle any unknown words you may not know. Use context clues to help you understand the meaning of those words. Did you read it once? Awesome! Now read it a second time with an adult and get help with any words you may not know.

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**Are some “Fortnite video game players too young for it?**
Many kids love to play "Fortnite." It is a very popular video game. Some parents and teachers are not happy about it, though. They are asking a question. How young is too young to play "Fortnite?" The popular game is played by more than 200 million people around the world. Not all of them are children. Parents have different ideas about how old kids should be to play the game. You can’t blame parents who think "Fortnite" is a problem.

The Game Has Some Parents Worried - Jim Steyer is the leader of Common Sense Media. It is a group that helps families decide which games and movies are OK for children. He said that "Fortnite" is a big deal right now. Many parents are trying to decide if their children should play, he said. Parents worry about the game's violence. They worry...
about kids talking to strangers in the game. They do not like all the money kids spend in the game. Players can buy costumes and dances for their characters using real money. Kids are not only playing it in living rooms and bedrooms. They are playing it in classrooms, too. It is becoming a problem.

Many People Cannot Stop Playing - Michael McCullough is the father of six children. He lives in Nebraska. He said he cut off his 14-year-old and 10-year-old sons from the game. He and his wife found that their older son had spent more than $300 on the game. He did not ask his parents first. "It's an addiction," McCullough said. The reward system of "Fortnite" is just like gambling, he said. Some people cannot stop playing. "Fortnite" isn't only distracting kids. Top athletes are playing, too. David Fizdale is a pro basketball coach. Even he has been playing "Fortnite."

Games Are Rated To Make Good Choices - Steyer sees a good side, too. Kids often talk to friends about the game. "Fortnite" can help them build teamwork skills. The Entertainment Software Rating Board (ESRB) rates games. They help parents choose which games are OK for their kids. "Fortnite" is rated "T" for Teen by the ESRB. They say it is for teens because of its violence. Common Sense Media says the game should be for ages 13 and older. Age guidelines can help. Each family has different questions to think about, though. Is the child playing the game instead of doing physical activities? Can he or she be trusted to stick with time limits set by the parents? Some parents have set limits. For example, some kids can play only on weekends. Others can play only after finishing their homework. There are even parents playing "Fortnite." They are old enough to play, of course.

What's your opinion? Do you think Fortnite is a good video game for young kids?

By USA Today, adapted by Newsela staff www.newsela.com

Good job on your reading. Now it's time to see what you learned about the author's opinion on video games. Look back into the article to find the answers to the questions if you need help.

1. **Which detail from the article states a main idea of the entire article?**
   a. The popular game is played by more than 200 million people around the world.
   b. Many parents are trying to decide if their children should play, he said.
   c. David Fizdale is a pro basketball coach. Even he has been playing "Fortnite."
   d. The Entertainment Software Rating Board (ESRB) rates games.

2. **What is one main idea of the section "Games Are Rated To Make Good Choices"?**
   a. Some parents are playing "Fortnite" with their kids.
   b. "Fortnite" uses a reward system that is like gambling.
   c. Many young kids cannot stop playing "Fortnite."
   d. "Fortnite" is rated appropriate for teens and up.

3. **Based on the article, why do players use real money when playing "Fortnite"?**
   a. to buy costumes and dances for their characters
   b. to buy new weapons for their characters
   c. to be able to play the game for the first time
   d. to be able to have private chats with their friends

4. **According to the section "Many People Cannot Stop Playing," why did Michael McCullough stop his kids from playing "Fortnite"?**
   a. because his kids were playing the game during school
   b. because his kids were playing the game instead of playing outside with friends
Write a movie review - Have you ever watched a movie that you absolutely loved or hated? Writing movie reviews can help us think about our ideas and opinions about what we watched, while helping others decide if they'd like to see it too. In this activity, you will choose a movie to watch and write a review. Remember a review is when you tell people your opinion about something like a book, a game, or a movie.

It's easier to write about a movie you had a strong reaction to. Remember, in order to persuade your reader, you will need to support your opinion with specific details; it's not enough to say, "I didn't like this movie!"

Things to include in your review:

a. Write about the characters and setting

b. Write about the plot. Tell the readers about the beginning and middle but don’t give away the ending.

c. Include adjectives to describe the movie’s special effects and characters feelings.

d. At the end of the review share if you think it is worth watching and why.

e. Reread, revise, and edit your movie review to make sure it’s your best work.

f. Call a friend and share your movie review with a friend or someone in your household. Be sure to find out if they will now want to watch your movie.

Activity 3: Compare and Contrast - When you compare, you are looking for things that are similar or the same about two or more things. When you contrast, you are looking for things that are different.

Your task is to use a Venn diagram to compare and contrast the two articles about video games. Re-read both articles highlighting or circling with a pencil any opinions made by the author about video games. If the one below is too small, draw a Venn diagram on a sheet of paper. On the left add details that are different about the article, Should young kids play Fortnite? On the right, add details that are different about the article, Are video games good for you? In the middle, add details that are the same in both articles.
A. **I-Spy…** Go for a walk with a family member. Remember to dress appropriately and stay safe following all rules while outside. While walking, play the game I-Spy with cars. Identify things that are the same or different about the cars. If you can’t go outside, go to your room and find two different shirts. Draw a Venn diagram on a sheet of paper and compare and contrast the shirts. On the left side, draw a picture of shirt 1 and add details about it. On the right side, add details about shirt 2 and add details about it. In the middle, add details about how both shirts are the same. Share your venn diagram with your parents.

B. **Book review** - Just like watching a good movie there is always a good book to read. Read a book and follow the same directions for a movie review in Activity 1 above. Share your review with someone in your family for any changes. Revise your writing to make it the best book review ever. Draw a picture of the story to include in your review. Read your review to family members and see who will be next to read your book.

**Activity 4: Reflection** - All students are now learning at home. Students are now completing lessons on the computer or on paper because they can not go back to school this year. How is learning from home different from being in school? How is learning from home the same as when you were in school? Write your thoughts on paper. Give a presentation to your family members explaining the pros (the good things) and the cons (the not so good things) about remote learning. In the end, ask your family members which one they would prefer based on your presentation. I know you are doing a great job while learning from home!

**Cross Content Connection:**

**Math:** Take a walk around your home. What 3D shapes can you find? On a few sheets of paper name and draw the different shapes you find and compare and contrast the different shapes. Think about how they are alike and different. Do you have a stove at home? Do you know what 3D shape it is? That’s right it’s a cube! Great job! Now compare it to another 3D shape. Try to find at least 6 different shapes!

**Art:** You have been spending a lot of fun time with your family. Draw a nice portrait of the people in
your family. A portrait is an artwork that has been created about a person or persons which tells us something about them. How are the people in the portrait similar? How are they different?

**Math:** Find measuring cups in the kitchen and place them in order from the greatest to the least. Is ½ cup greater or less than ¼ cup?

**Science: Mud Pies:** How much water does it take to turn dirt into mud? With the help of a parent and properly dressed, go outside and collect some dirt. Come back inside and slowly stir in water from a cup. What happens to the dirt when water is added? How does the dirt change as you add more water? What are some similarities and differences with the dirt and mud?
# 2nd Grade Math Project: Sporty Math

| 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) | 2.OA.A: Represent and solve problems involving addition and subtraction.  
2.OA.B: Add and subtract within 20.  
2.NBT.A: Understand place value.  
2.NBT.B: Use place value understanding and properties of operations to add and subtract. |
| Caregiver Support Option | Assist your child with the activities. Ask your child questions about what was learned in the activity. (See Questions to Explore below.) |
| Materials Needed | Paper, pencil, sales ads from paper (if accessible), number cards labeled 1-10 |
| Question to Explore | ● How can I use operations to solve problems?  
● How can I understand and apply place value and properties of numbers to solve problems?  
● How can I compose and decompose numbers in flexible ways? |
| Student Directions | Each activity has directions for you to follow. |
Day 1: Playing Baseball
Jess wants to play baseball in her backyard. She wants to order a ball, a bat, and a glove. She has $30. Use pictures, words, and numbers to show your work.

1. How much money will Jess spend? $________

2. How much money will she have left from the $30? $________

Extension Activity: Jess decides she wants to enjoy some snacks after she plays baseball outside. Look in a sales paper in your home, if accessible (if not, make up items and prices). Using the money Jess has left, select 3 items that she can order. Use pictures, words, or numbers to find the total.

Item #1: ____________
Price: $___________

Item #2: ____________
Price: $___________

Item #3: ____________
Price: $___________

What is the total price of the snacks? $________
Day 2: Football Scoreboard
Write six different ways to show 21 inside each football below.
Example: $6 + 12 + 3$

Chicago Bears
21

Extension Activity: On paper, draw footballs (like above) and write the numbers 48, 63, and 81 six different ways.

Day 3: Hitting the Goal
Using a sheet of paper, make and cut number cards labeled 1-10. Pick 5 number cards. Next, have a family member pick a “Goal Number” between 10 through 20. Then add and/or subtract 2 or more of the 5 number cards to arrive at the “goal” number.

Example: Goal Number = 16
Suppose the five number cards selected are 5, 3, 8, 1, and 9 and the goal number is 16. You could show 16 using the following combination of cards:

- $5 + 3 + 8 = 16$
- $9 + 8 - 1 = 16$
Extension Activity: Think of a “Goal Number” between 1 through 20. Write the number on one side of a piece of paper. On the other side, write as many equations as you can for the “Goal Number” without the answer. Hold the paper up to a family member showing the equations only. Have them guess the “Goal Number.” Turn the paper over to reveal the correct answer. Now switch roles with that family member and guess their “Goal Number.”

Day 4: Which Basketball Jersey Doesn’t Belong?:
Which of these basketball jerseys does not belong in this group? (Hint: There are many different, correct ways of choosing which one doesn’t belong.) Below write a reason why each jersey doesn’t belong in this group.

<table>
<thead>
<tr>
<th>Jersey A</th>
<th>Jersey B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jersey C</td>
<td>Jersey D</td>
</tr>
</tbody>
</table>
Jersey A doesn’t belong because:

_________________________________________________________________________________________________

Jersey B doesn’t belong because:

_________________________________________________________________________________________________

Jersey C doesn’t belong because:

_________________________________________________________________________________________________

Jersey D doesn’t belong because:

_________________________________________________________________________________________________

**Extension Activity:** On paper, draw pictures of four items in a grid (like above) that are similar yet different (think of animals, cars, different ways to show a number, etc.). Ask family members which one they think doesn’t belong and why.

**Day 5: Tee Time-Who’s the Winner?**
Here are some miniature golf scores. Find the total score for each player by adding all of the numbers in each row. **In golf, the winner is the player with the lowest score.** Use the scorecard below to answer the questions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Hole 1</th>
<th>Hole 2</th>
<th>Hole 3</th>
<th>Hole 4</th>
<th>Hole 5</th>
<th>Hole 6</th>
<th>Hole 7</th>
<th>Hole 8</th>
<th>Hole 9</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evan</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Jada</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>King</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Ryan</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Tomas</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Who was the winner? ___________________
Write each player’s total score from least to greatest? _______ _______ _______ _______  
Write each player’s total score from greatest to least? _______ _______ _______ _______
Extension Activity: On another sheet of paper, pick two total scores from the scorecard above. Write a comparison using < (less than) or > (greater than) and in words. Explain your answer with a picture. For example, you chose the total scores for Evan and Jada. Write a comparison, such as 25 > 14, and then write it in words, twenty-five is greater than fourteen. Lastly, explain your answer by drawing a picture. Do this activity 3-5 times using different total scores.

Day 6: Bowling Medals
Coach Smith wants to pass out medals to his players with the highest scores. Read each player’s score to determine which students will earn a Gold, Silver and Bronze medal. Write the player’s name in the correct box.

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamir</td>
<td>102</td>
</tr>
<tr>
<td>Imani</td>
<td>95</td>
</tr>
<tr>
<td>Lamar</td>
<td>186</td>
</tr>
<tr>
<td>Mylia</td>
<td>72</td>
</tr>
<tr>
<td>Shawn</td>
<td>150</td>
</tr>
</tbody>
</table>

1. Who scored points with a 5 in the ones place? __________
2. Who scored points with a 0 in the tens place? __________
3. Who scored points with a 1 in the hundreds place? ____________________________
4. Who scores the fewest number of points? __________

Extension Activity: On another sheet of paper, pick two scores from the chart. Write a comparison using < (less than) or > (greater than) and in words. Explain your answer with a picture. For example, you chose 95 and 72. Write 95 > 72 and ninety-five is greater than seventy-two. Do this activity 3-5 times using different combinations/order of numbers.

Day 7: Swimming to Zero
For this activity, you will need your number cards 1-6. Place your number cards face down in a pile. Your goal is to swim 20 laps a day. Turn over 1 card, subtract that number from 20. Turn over the next
Card and subtract that number from your previous answer. Turn over 1 last card.

Answer these questions:
- Did you make it to zero?
- If not, how many more laps do you need to reach zero?

Shuffle the cards and play another round.

For example: Card 1 = 4
\[
20 - 4 = 16
\]
Card 2 = 5
\[
16 - 5 = 11
\]
Card 3 = 1
\[
11 - 1 = 10
\]

I did not make it to zero. I need 10 more laps to make it to zero.

**Extension Activity:** Make another set of number cards labeled 1-6. Now work with a partner to see who can reach the lowest number after subtracting 3 cards from the starting number of 20.

**Day 8: Volleyball Championship**

96 people watched the Volleyball Championship game. 32 of them were men. 20 of them were children. The rest were women.

1. How many women were there? Show your work.

2. How many more adults than children were there? Show your work.

**Extension Activity:** Each year, the attendance at the Volleyball Championship games increases. Look at the attendance in the chart below for the past 4 years.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78 people</td>
<td>84 people</td>
<td>90 people</td>
<td>96 people</td>
</tr>
</tbody>
</table>

What do you notice? What do you wonder?

Based on the pattern above, what do you think the attendance will be for the next 3 years?

Day 9: The Track Team
The track team was practicing jumping skills. Sarah and Brian are both jumping. After two jumps, their coach marked their spots on the jumping mat.

Brian and Sarah always take the same sized jumps.

1. How many jumps will Sarah take to the finish line? _______
2. How many jumps will Brian take to the finish line? _______
3. Who will take more jumps to the finish line? _____________
4. Who will get to the finish line first? ___________
5. Explain how you know who finished first. ____________________________________________________

**Extension Activity:** Ask a family member to count the number of times you can jump in place for 30 seconds. Write down that number. Take a break and jump another 30 seconds. Write the number down. Compare your jumps using the symbols <, >, or =.
Day 10: Reflection: Sums to 100
Using the digits 1 to 9 at most one time each, fill in the boxes to create the closest possible sum to 100. (Hint: There are multiple solutions. Find as many as you can.) Use paper to write the other possible solutions.

Extension Activity: Using the digits 1 to 9 at most one time each, fill in the boxes to make the smallest (and largest) sum. (Hint: In the two-digit number, what does the digit on the left represent? What does the digit on the right represent?)
**Cross-Curricular Connection: Sports A-Z**

Write the name of a sport or item used in a sport that begins with each letter. Have a family member do the same activity. See who can come up with more words or work together to find a word for all the letters.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>G</td>
<td>H</td>
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<td>J</td>
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<td>K</td>
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<td>O</td>
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<tr>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
</tr>
</tbody>
</table>
Write about your favorite sport to play or watch.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

**Additional Digital Resources:**
Check out these additional resources with your child. Encourage your child to be a mathematician by asking the following questions:

- What strategy do you use when you add?
- How is math used in the real world?
- How can finding a pattern help you solve a problem?

**Illustrative Mathematics**
https://tasks.illustrativemathematics.org/content-standards

Hitting the Target Number
http://tasks.illustrativemathematics.org/content-standards/2/OA/B/2/tasks/1396

Using Pictures to Explain Number Comparisons
http://tasks.illustrativemathematics.org/content-standards/2/NBT/A/4/tasks/1237

**Open Middle**
https://www.openmiddle.com

Sums to 100
https://www.openmiddle.com/sums-to-100/

**Math Learning Center - Math at Home and Activities of the Day**
https://mathathome.mathlearningcenter.org/grade-2

2nd Grade Activities of the Day
https://mathathome.mathlearningcenter.org/activities-of-the-day
# 2nd Grade Science Project: Which Fabric is Best?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>60-70 minutes total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level Standard(s)</strong></td>
<td>2-PS1-2. Engineering: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</td>
</tr>
</tbody>
</table>
| **Caregiver Support Option** | - Read text aloud with student  
- Read and review directions together  
- Give student examples of real life materials (optional)  
- Engage in discussion with student |
| **Materials Needed** | - Pencil, packet  
- Optional: Colored pencils, crayons, or markers |
| **Question to Explore** | What materials would make the best winter hats? |
| **Student Directions** | Each activity has directions for you to follow. |

## Activity 1: My initial ideas (5 min.)

Surprise! It's a cold, snowy day in April in Chicago. You will need a hat to go outside. It would be a fun project to make your own hat.

What material do you think you should make your winter hat out of? Take a look at the different
materials below that we found lying around. It will be your job to decide which material to use to make a warm, cozy hat.

<table>
<thead>
<tr>
<th>Material 1: wool yarn</th>
<th>Material 2: cotton fabric</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Material 3: plastic tarp</td>
<td>Material 4: synthetic fleece</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Material 5: goose down</td>
<td></td>
</tr>
</tbody>
</table>

1. On a sheet of paper, draw a picture of what your winter hat will look like.

2. Which material do you think might be best for a winter hat? Why do you think this material would be better than the others? Write in complete sentences.
Activity 2: Let’s Read About It! (15-20 min.)

A. Look at this picture of rain boots. They are made out of rubber. Why do you think rain boots are made out of rubber?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

B. Read the text below.

What If Rain Boots Were Made of Paper?
by Kevin Beals and P. David Pearson
Illustrated by Tim Haggerty
(Source: Amplify Science Properties of Materials Unit)

What if rain boots were made of paper?
Would they rip when we put them on? Would they fall apart in the rain? Would our feet get wet?

Paper rain boots would be a problem. That’s why rain boots are made of rubber.
• Rubber bends, so it’s easy to slip rain boots on our feet.
• Rubber is strong, so it lasts a long time.
• Rubber keeps out water, so our feet stay dry.

Rubber is a great material for making rain boots. Maybe we should make everything out of rubber!

What if pans were made of rubber?
Would food bounce out onto the floor? Would the pans melt? Would our food ever get cooked?

Maybe rubber pans are not such a great idea. That’s why pans are made of metal.
• Metal is usually hard and strong.
• Metal won’t melt or burn on a stove.
• Metal cooks our food just right.

Metal is a great material for making pans. Maybe we should make everything out of metal!

What if candy were made of metal?
Would we be able to chew it? Would it taste like a car? Would it rust inside our bellies?

Maybe metal candy is not such a great idea. That’s why candy is made of sugar.
• Sugar isn’t good for our teeth, but eating sugar is better than biting metal!
• Sugar tastes sweet.
• Sugar breaks apart in our mouths and in our bellies.
Sugar is a great material for making candy. Could sugar be the best material for making everything?
What if books were made of sugar? Could we write in them? Would the pages stick together? Could we turn the pages without breaking them? Would your little brother try to eat them?

Maybe sugar books are not such a great idea! I guess that’s why books are made of paper.
• It’s easy to write on paper.
• Paper pages don’t stick together.
• Paper is thin but strong, so we can turn the pages without breaking them.
• Your little brother would not like to eat a paper book.

Paper is a great material for making books. Maybe we should make everything out of paper!

Maybe we should make rain boots out of paper. Wait! We already thought about that.
• Paper is not good for making boots, but rubber is.
• Rubber is not good for making pans, but metal is.
• Metal is not good for making candy, but sugar is.
• Sugar is not good for making books. What is?

When you design something, it’s important to pick a material that will work.

Some materials are just right for making certain things.
• Glass makes good windows.
• Cloth makes good hats.
• Wood makes good tables.
• Brick makes good houses.

Some materials are silly for making certain things.
• You wouldn’t use stone to make boats.
• You wouldn’t use clay to make food.
• You wouldn’t use cloth to make cars.
• You wouldn’t use milk to make clothes.

Sometimes things sound silly, but they work really well. Rubber candy sounds silly, but maybe it isn’t so silly. A long time ago, people did use rubber for making candy. They designed gum!

Every material has different properties. Properties include how materials look, feel, smell, taste, sound, and mix with other materials. Hardness is a property of most kinds of metal. Being able to bend easily is a property of rubber. A material's properties make it great for some uses . . . and not so good for other uses. What if you were an engineer? What would you design, and what materials would you use? Just don’t try to make a bike out of bananas. Some things really are silly!
C. On a sheet of paper, answer the questions based on the reading that you just did:

1. What is a material? How many materials can you name?
2. What is a property? Name some properties of rubber.
3. What does an engineer do?
4. How does this story help you think about your hat design?

Activity 3: Compare materials (20 min.)

A. Take a look at our table of materials again. This time, some properties of each material are included.

<table>
<thead>
<tr>
<th>Material 1: wool</th>
<th>Material 2: cotton fabric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Properties:</td>
<td>Properties:</td>
</tr>
<tr>
<td>● Wool is natural; it comes from sheep</td>
<td>● Cotton is natural; it comes from a plant</td>
</tr>
<tr>
<td>● Wool is good at keeping things warm</td>
<td>● Cotton is good at keeping things warm if it is dry</td>
</tr>
<tr>
<td>● Wool is good at staying dry, but if it gets wet it takes a long time to dry out</td>
<td>● Cotton gets wet easily and takes a long time to dry out</td>
</tr>
<tr>
<td>● Wool can feel scratchy</td>
<td>● Cotton is soft</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material 3: plastic tarp</th>
<th>Material 4: polar fleece</th>
</tr>
</thead>
<tbody>
<tr>
<td>Properties:</td>
<td>Properties:</td>
</tr>
<tr>
<td>● Plastic tarp is synthetic; it is made by people</td>
<td>● Polar fleece is made of plastic; it is made by people</td>
</tr>
<tr>
<td>● Plastic tarp is thin and it isn’t good at keeping things warm</td>
<td>● Polar fleece is good at keeping things warm</td>
</tr>
<tr>
<td>● Plastic tarp is completely waterproof</td>
<td>● Polar fleece gets wet easily, but dries out quickly</td>
</tr>
<tr>
<td>● Plastic tarp is not soft</td>
<td>● Polar fleece is very soft</td>
</tr>
</tbody>
</table>
Material 5: goose down

Properties:
- Goose down is natural; it comes from birds called geese
- Goose down is very good at keeping things warm
- Goose down gets wet easily
- Goose down can’t be made into a cloth; it needs to be held in place inside something
- Goose down is very soft and feels puffy

B. Complete the table below comparing the four materials.

<table>
<thead>
<tr>
<th>Material</th>
<th>What properties of this material make it <strong>good</strong> for a winter hat? Explain.</th>
<th>What properties of this material make it <strong>bad</strong> for a winter hat? Explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cotton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic tarp</td>
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<td></td>
</tr>
</tbody>
</table>
C. What do you think now about making a cozy, warm winter hat? What materials seem really good? Which ones don’t seem good at all?

<table>
<thead>
<tr>
<th>Polar fleece</th>
<th></th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goose down</th>
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<td></td>
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**Activity 4: Be an engineer (20-25 min.)**

What is the problem you’re trying to solve in this project packet?

Draw your winter hat design in the box below. Label the materials you chose. It’s ok to use more than one material! Also consider different features that hats sometimes have to keep you warm. For example, some hats have ear flaps or brims to keep you warm. Don’t forget to make it stylish, too!
Explain how and why your design would make the perfect winter hat for a cold, snowy day in Chicago. Explain each material you chose and why you chose it, as well as any special features you included.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Engineering Extension:
Imagine now that you needed to design a facemask to protect people from germs using the same materials. The mask should feel soft on your face. It shouldn’t make your face too warm, and you need to be able to breath through it. It should also be easy to wash. Most importantly, it should stop wet stuff from your nose and mouth from going through it. Which material do you think would be best? Explain why.

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________
## Grade K-2 Social Science Project: Everyday Heroes

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level</strong></td>
<td><strong>Standard(s)</strong></td>
</tr>
<tr>
<td><strong>SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.</strong>&lt;br&gt;<strong>SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.</strong>&lt;br&gt;<strong>SS.IS.4.K-2: Evaluate a source by distinguishing between fact and opinion.</strong>&lt;br&gt;<strong>SS.IS.5.K-2: Ask and answer questions about arguments and explanations.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **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)

<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>
<tbody>
<tr>
<td>Today you will:</td>
<td>You will need:</td>
</tr>
<tr>
<td>● Explore special traits of tall-tale characters.</td>
<td>● Paper or notebook</td>
</tr>
<tr>
<td>● Recognize and create exaggerations.</td>
<td>● Pencil, pen, or other writing tool</td>
</tr>
<tr>
<td>● Pick a personal hero.</td>
<td>● &quot;Everyday Heroes&quot; handout (optional)</td>
</tr>
</tbody>
</table>

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
**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-zKKoHvXn0](https://youtu.be/C-zKKoHvXn0))

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.

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>
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<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)
Day 2 (Activity 2): Imagining Your Hero (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:
● 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)

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!

“Calamity Jane"
Real name: Martha Jane Canary
Lived 1852-1903

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.
Look at this picture of people standing in front of a railroad tunnel they helped to dig.

- If they didn’t have big machines to help them, how do you think they could dig these tunnels?
- What kind of special traits or talents would help someone do this work?

This picture shows a statue of John Henry.

- What do you think John is holding?
- How would you describe John in this picture?

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.

**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. [https://vimeo.com/114170305](https://vimeo.com/114170305)

Who do you think will win the race?

As you watch...

- Look and listen for parts of the story that show John Henry being strong and working hard.

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:
### Day 3 (Activity 3): Evaluating the Work (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: To create a “Tall-Tale Trading Card&quot; that describes the special traits and talents of your personal hero.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will: ● Reflect on your progress. ● Make a plan to improve your work.</td>
<td>You will need: ● Your work from previous activities ● Paper or notebook ● Pencil, pen, or other writing tool</td>
</tr>
</tbody>
</table>

---

### 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)

<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: <strong>To create a &quot;Tall-Tale Trading Card&quot; that describes the special traits and talents of your personal hero.</strong></th>
</tr>
</thead>
</table>
| 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?
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!
Day 4
Trading Card Template
Day 5 (Activity 5): Reflecting and Sharing (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:
- Think about how your "Tall-Tale Trading Card" turns a real-life person into a larger-than-life character.
- Find a way to share your final work.

You will need:
- Your finished "Tall Tale Trading Card"
- "Sharing" handout (optional)

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.