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.

Use the table of contents on this page to navigate through the project packet.

Kindergarten Literacy Project: Fiction vs. Nonfiction 1
Kindergarten Math Project: April Showers Bring May Flowers 7
Kindergarten Science Project: Forces All Around Us 19
Grade K-2 Social Science Project: Everyday Heroes 27
## Kindergarten Literacy Project: Fiction vs. Nonfiction

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

### Grade Level Standard(s)

**Highlight:** Reading and making connections between two informational or non-fiction texts; Writing opinion pieces (e.g., book/movie/game reviews, petitions, letters, etc.)
- **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

### Caregiver Support Option

Help your child access additional books online via the [CPS Virtual Library](https:// cpsvirtuallibrary.com). 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.

### Materials Needed

- The text, *Where Plants Grow*, and *The Tiny Seed* (found below).
- Pencil, blank paper, crayons, markers, colored pencils, and tape

### Question to Explore

1. What is the difference between nonfiction & fiction? How can you tell?
2. What do plants need? How do plants grow?
3. What have I learned from the story?

### Student Directions

See each activity below for instructions.

---

**Activity 1: Nonfiction vs. Fiction Text** - Read the following definition with an adult.

A nonfiction book is one that tells you facts and information about the world around you. It can cover almost any topic, from wild animals to Vikings. If it’s about something that really happened or something that really exists, it is nonfiction.

A. Read the following nonfiction story by yourself or with an adult.
Plants grow in many places. They can grow outside. They can grow inside, too.

Most plants grow in soil.

Some plants grow in pots. There is soil inside the pots.

Some plants grow in sand.

Some plants grow in water.

Some plants grow on rocks.

Some plants even grow on other plants.
### Plants need three things to grow. They need water, air, and sunlight.

A fiction book is one that tells you a story that is made up. It did not happen in real life.

B. Read the following fiction story by yourself or with an adult.

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants need three things to grow. They need water, air, and sunlight.</td>
<td>The end.</td>
<td>The end.</td>
</tr>
</tbody>
</table>

#### Story:

It is Autumn. A strong wind is blowing. It blows flower seeds high in the air and carries far across the land. One of the seeds is tiny, smaller than the others. Will it be able to keep up with the others? And where are they all going?

One of the seeds flies higher than the others. Up, up, it goes. It flies too high and the sun’s hot rays burn it up. But the tiny seed sails on with the others.

Another seed lands on a tall and icy mountain. The ice never melts, and the seed cannot grow. The rest of the seeds fly on. But the tiny seed does not go as fast as the others.

Now they fly over the ocean. One seed falls over the water and drowns. The others sail on with the wind. But the tiny seed does not go as high as the others.
One seed drifts down onto the dessert. It is hot and dry, and the seed cannot grow. Now the tiny seed is flying very low, but the wind pushes it on with the others.

Finally the wind stops and the seeds fall gently down on the ground. A bird comes by and eats one seed. The tiny seed is not eaten. It is so small that the bird does not see it.

Now it is Winter. After their long trip the seeds settle down. They look just as if they are going to sleep in the earth. Snow falls and covers them like a soft white blanket. A hungry mouse that also lives in the ground eats a seed for his lunch. But the tiny seed lies very still and the mouse does not see it.

Now it is Spring. After a few months the snow has melted. It is spring! Birds fly by. The sun shines. Rain falls. The seeds grow so round and full they start to burst open a little. Now they are not seeds any more. They are plants. First they send roots down into the earth. Then their little stems and leaves begin to grow toward the sun and air. There is another plant that grows much faster than the new little plants. It is a big fat weed. And it takes all the sunlight and the rain away from one of the small new plants. And that little plant dies. The tiny seed hasn’t begun to grow yet. It will be too late! Hurry! But finally it too starts to grow into a plant.

The warm weather also brings the children out to play. They too have been waiting for the sun and spring time. One child doesn’t see the plants as he runs along and oh! He breaks one! Now it cannot grow anymore.

The tiny plant that grew from the tiny seed is growing fast, but its neighbor grows even faster. Before the tiny plant has three leaves the other plant has seven. And now even a flower!

But what is happening? First there are footsteps. Then a shadow looms over them. Then a hand reaches down and breaks off the flower.

A boy has picked the flower to give to a friend.
It is Summer. Now the tiny plant from the tiny seed is all alone. It grows on and on. It doesn’t stop. The sun shines on it and the rain waters it. It has many leaves. It grows taller and taller.

It is taller than the people. It is taller than the trees. It is taller than the houses. And now a flower grows on it. People come from far and near to look at this flower. It is the tallest flower they have ever seen. It is a giant flower.

All summer long the birds and bees and butterflies come visiting. They have never seen such a big and beautiful flower.

Now it is Autumn again. The days grow shorter. The nights grow cooler. And the wind carries yellow and red leaves past the flower. Some petals drop from the giant flower and they sail along with the bright leaves over the land and down to the ground.

The wind blows harder. The flower has lost almost all of its petals. It sways and bends away from the wind. But the wind grows stronger and shakes the flower. Once more the wind shakes the flower, and this time the flower’s seed pod opens. Outcome, many tiny seeds that quickly sail far away on the wind.

Activity 2: Compare!

A. You read a nonfiction story, Where Plants Grow, and a fiction story, The Tiny Seed. Think about how they are similar and how they are different. On a separate piece of paper draw a Venn diagram and write in your thoughts.
B. On a separate piece of paper, write about which story you liked better. Don’t forget to include reasons to support your answer!

Activity 3: Explore! Go for a walk with an adult or look out your window. Look for seeds, plants, animals, insects, etc. On a separate sheet of paper, make a list with words or drawings of what you find below.

Activity 4: Create your own plant! Using any materials you can find at home build your own plant. Think about the stories you read and the plants you saw outside.

A. What does YOUR plant have to include?
B. When your plant is complete, present it in front of a family member. Explain to them what you learned from the story and how it helped you build your own plant.

Activity 5: Reflection

A. How did this project make you feel? Did you like the stories? If you had to do it again, what would you do the same or differently next time?
B. Record your thoughts and feelings on a blank piece of paper. Be proud of yourself!
# Kindergarten Math Project: April Showers Bring May Flowers

| Estimated Time          | Total Time 60 - 70 minutes  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work at the pace that works best for you and your child.</td>
</tr>
<tr>
<td>Grade Level Standard(s)</td>
<td>K.CC.A: Know number names and the count sequence.</td>
</tr>
<tr>
<td></td>
<td>K.CC.B: Count to tell the number of objects.</td>
</tr>
<tr>
<td></td>
<td>K.CC.C: Compare numbers</td>
</tr>
<tr>
<td></td>
<td>K.OA.A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in activity. (See Questions to Explore below.)</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Paper, pencil (crayons or coloring pencils are optional)</td>
</tr>
<tr>
<td>Question to Explore</td>
<td>To find out how many altogether, do you need to add or subtract?</td>
</tr>
<tr>
<td></td>
<td>Which number is between 6 and 8?</td>
</tr>
<tr>
<td></td>
<td>What does it mean to have less?</td>
</tr>
<tr>
<td></td>
<td>Which number comes before 9?</td>
</tr>
<tr>
<td></td>
<td>To find how many are left, do you need to add or subtract?</td>
</tr>
<tr>
<td>Student Directions</td>
<td>Each activity below has directions for you to follow.</td>
</tr>
</tbody>
</table>
April Showers

Day 1: How many do you see?

Have your child identify the objects in the picture box below (raincoats, umbrellas, and raindrops). In the chart below the picture, have your child record how many he/she sees of each object. Then, ask your child each question below the picture. Your child may color the pictures, if desired.

- How many raincoats are there in all? _____
- How many umbrellas are there in all? _____
- How many raindrops are there in all? _____
- How many umbrellas and raincoats are there altogether? ___________

Extension Activity:
Using the same or different picture, draw a picture box with different amounts (up to 10) for each item. (For example, draw 8 umbrellas, 9 raindrops, and 4 raincoats). Then, have your child answer the same questions above by writing the numbers on paper.
Day 2: Comparing Numbers

Count the number of objects in each box. Write how many objects there are on the lines below the boxes. Your child may color the pictures, if desired.

- _____ umbrellas
- _____ raindrops
- _____ raincoats

- Circle the number that tells which has the most.
- Draw an X on the number that tells which has the least.

Have your child answer the following questions:
- How many more umbrellas are there than raincoats? How do you know?
- How many less coats are there than raindrops? How do you know?

Circle the number in each box below that is more. Discuss how you know which is more.

- 7
- 5
- 1
- 3
- 10
- 8
- 4
- 5

Circle the number in each box below that is less. Discuss how you know which is less.

- 9
- 10
- 4
- 2
- 10
- 5
- 6
- 7

Extension Activity:
Have your child write two random numbers on paper. Ask him/her to identify the number that is more. Have your child identify the one that is less. Ask your child how he/she knows the number is more or less.
Day 3: Missing Numbers

Using the number line below, have your child touch and say the numbers in order from 1 – 10. Have him/her touch and say the numbers in the opposite order from 10 – 1.

Have your child look at the row of numbers below and write the missing numbers on the lines. Then, say all of the numbers in the row aloud. Your child can use the number line above, as needed, to identify the numbers that are missing.

Extension Activity:
Have your child identify and write the missing numbers from in the rows below.
Activity 2: May Flowers

Day 4: Adding Sunflowers

Have your child solve the subtraction problems below, using the sunflowers for counting, as needed. Then, write the answers in the chart below and say the problem aloud. Ask your child if he/she notices any patterns. If so, ask your child to share his/her observations. For example, 0 + 2 and 2 + 0 both equal 2. Another pattern is the numbers going down on the left side of each problem are in order from 0 to 4 (the first number of each problem is in order - 0, 1, 2, etc.). Your child may color the flowers, if desired.

<table>
<thead>
<tr>
<th>0 + 4 =</th>
<th>0 + 5 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + 3 =</td>
<td>1 + 4 =</td>
</tr>
<tr>
<td>2 + 2 =</td>
<td>2 + 3 =</td>
</tr>
<tr>
<td>3 + 1 =</td>
<td>3 + 2 =</td>
</tr>
<tr>
<td>4 + 0 =</td>
<td>4 + 1 =</td>
</tr>
<tr>
<td></td>
<td>5 + 0 =</td>
</tr>
</tbody>
</table>

Extension Activity: Ask your child to write and solve addition problems with answers of other numbers between 6 – 10 and tell what pattern he/she notices. For example, if your child selects 9, some addition problems would be: 7 + 2, 2 + 7, 6 + 3, 3 + 6. One pattern is that the addition problems with the same addends have the same answer when they are reversed (i.e., 6 + 3 and 3 + 6).
Day 5: Subtracting Tulips

Have your child solve subtraction problems below, using the tulips for counting, as needed. Then, write the answers in the chart below and say the problem aloud. If he/she notices any patterns. If so, ask your child to share his/her observations. For example, looking down the columns of problem, the first numbers of each addition problem are in the same order as counting backwards - 10, 9, 8, 7, etc. Your child may color the flowers, if desired.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 6 =</td>
<td>10 – 5 =</td>
</tr>
<tr>
<td>9 – 5 =</td>
<td>9 – 4 =</td>
</tr>
<tr>
<td>8 – 4 =</td>
<td>8 – 3 =</td>
</tr>
<tr>
<td>7 – 3 =</td>
<td>7 – 2 =</td>
</tr>
<tr>
<td>6 – 2 =</td>
<td>6 – 1 =</td>
</tr>
<tr>
<td>5 – 1 =</td>
<td>5 – 0 =</td>
</tr>
<tr>
<td>4 – 0 =</td>
<td></td>
</tr>
</tbody>
</table>

Extension Activity: Ask your child to write and solve subtraction problems with answers of other numbers between 6 – 10 and tell what pattern he/she notices. For example, if your child selects 9, some problems would be: 10 - 1, 9 - 0. One pattern noticed is that the first number of each subtraction problem is in order when counting backwards - 10, 9, 8, etc.
**Day 6: Adding and Subtracting Roses**

Have your child solve the addition and subtraction problems below, using the roses for counting, as needed. Then, write the answers in the chart below and say the problem aloud. Ask your child does he/she notice any patterns. If so, ask your child to share his/her observations. For example, 0 + 2 and 2 + 0 both equal 2. Another pattern is the numbers going down on the left side of each problem are in order from 0 to 4, etc. Your child may color the flowers, if desired.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 + 2 =</td>
<td>1 + 4 =</td>
</tr>
<tr>
<td>6 - 2 =</td>
<td>9 - 4 =</td>
</tr>
<tr>
<td>1 + 3 =</td>
<td>2 + 3 =</td>
</tr>
<tr>
<td>7 - 3 =</td>
<td>8 - 3 =</td>
</tr>
<tr>
<td>0 + 4 =</td>
<td>3 + 2 =</td>
</tr>
<tr>
<td>8 - 4 =</td>
<td>7 - 2 =</td>
</tr>
</tbody>
</table>

**Extension Activity:** Ask your child to write and solve addition and subtraction problems with answers of other numbers between 1 – 10 and tell what pattern he/she notices. For example, if your child selects 9, some of the addition and subtraction problems could be: 7 + 2, 2 + 7, 10 - 1, 9 - 0, 6 + 3, 3 + 6. One pattern noticed for the addition problems with the same addends have the same answer when they are reversed (i.e., 6 + 3 and 3 + 6). There are only two subtraction problems with answers that equal 9.
Student Name: _______________________  School Name:_____________________ Teacher Name:__________

**Activity 3: In the Sky**

**Day 7: Clouds in the Sky**
Have your child touch and count each cloud below and write the number on the line to complete each sentence. Then, help your child read each sentence aloud. Your child could color the clouds, if desired.

Sam saw _______ clouds.

Nia saw ______ clouds.

Jesse saw _______ clouds.

Kai saw _______ clouds.

Ryan saw ____________ clouds.

**Extension Activity:** Have your child look in the sky and count the clouds he/she sees. Then, have your child draw the clouds on paper and write the number that tells how many were seen. This activity may be repeated for 3 – 4 days.
**Day 8: Sunny Days**

Have your child solve each subtraction problem and write the answer on the line. Use the pictures of the sun to show your work. For example, 3 - 1 = 2. Have your child cross off one sun to show that it is being subtracted from the 3 suns. Your child may color the suns, if desired.

\[
\begin{align*}
4 - 2 & = \underline{\quad} \\
\begin{array}{c}
\text{sun} \\
\text{sun} \\
\text{sun} \\
\end{array}
\end{align*}
\]

\[
\begin{align*}
6 - 3 & = \underline{\quad} \\
\begin{array}{c}
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\end{array}
\end{align*}
\]

\[
\begin{align*}
8 - 2 & = \underline{\quad} \\
\begin{array}{c}
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\end{array}
\end{align*}
\]

\[
\begin{align*}
10 - 5 & = \underline{\quad} \\
\begin{array}{c}
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\text{sun} \\
\end{array}
\end{align*}
\]

**Extension Activity:** Have your child write and solve his/her own subtraction problems using numbers 1-10 and draw his/her own pictures on paper to match the problems.
Day 9: More or Less Rainbows
Have your child count the rainbows in each box and write the number to tell how many on the line in each box. Your child may color the rainbows, if desired.

How many in all? ________________
How many in all? ________________
How many in all? ________________
How many in all? ________________
How many in all? ________________
How many in all? ________________

Have your child circle the number in each row above that shows more and draw a triangle around the number that shows less. For example, if there are 7 rainbows in the first box and 6 in the second box, circle the number 7 because it is more and draw a triangle around number 6 because it is less.

Extension Activity: Using paper and pencil, have your child draw two groups of his/her favorite toys. Then, have your child write the number to tell how many of each toy was drawn. Then, have your child circle the number that is more and draw a triangle around the number that is less. Repeat this activity 2-3 times.
Day 10: Find the Numbers Game
Using the number mat below, have your child do the following activities:

- Have your child use both index fingers and touch two numbers at the same time. Have your child tell you which number is more.
- Beginning with 0, have your child touch and say the numbers in order to 10.
- Have your child select two numbers and use the two numbers to create an addition problem and solve it.
- Have your child use both index fingers and touch two numbers at the same time. Have your child tell you which number is less.
- Beginning with 10, have your child touch and say the numbers in reverse order from 10 to 0.
- Have your child select two numbers and use the two numbers to create a subtraction problem and solve it.

<table>
<thead>
<tr>
<th>4</th>
<th>2</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
Additional Digital Resources:
Check out these additional resources with your child to extend your child’s exploration of addition and subtraction! As you work through these resources, continue to ask your child open-ended questions, such as:

- How did you know whether to add or subtract?
- What tools could you use to help you solve the problem?
- Can you explain this to me?
- What strategy did you use? Why?
- Compare the numbers. Which is more? Which is less?
- What was your favorite activity? Why?

Illustrative Mathematics
https://tasks.illustrativemathematics.org/content-standards
- One More Concentration
  http://tasks.illustrativemathematics.org/content-standards/K/CC/A/2/tasks/980
- Number Tic Tac Toe
  http://tasks.illustrativemathematics.org/content-standards/K/CC/A/3/tasks/400
- Christina’s Candies
  http://tasks.illustrativemathematics.org/content-standards/K/OA/A/3/tasks/176

Open Middle
https://www.openmiddle.com/
- Caterpillar Counting
  https://www.openmiddle.com/caterpillar-counting/
- Adding and Subtracting Within 10

Math Learning Center - Math at Home and Activities of the Day
https://mathathome.mathlearningcenter.org/kindergarten
- Kindergarten Activities of the Day
  https://mathathome.mathlearningcenter.org/activities-of-the-day
# Kindergarten Science Project: Forces All Around Us

<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>K-PS2-1</td>
</tr>
<tr>
<td></td>
<td>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</td>
</tr>
<tr>
<td><strong>Caregiver Support Option</strong></td>
<td>Support is needed for the following:</td>
</tr>
<tr>
<td></td>
<td>● Reading and reviewing activity directions</td>
</tr>
<tr>
<td></td>
<td>● Engaging in discussion with the learner</td>
</tr>
<tr>
<td></td>
<td>● Building the final track</td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td>Pencil, packet, rolling object(s) non-rolling object(s), cardboard, paper, tape</td>
</tr>
<tr>
<td><strong>Question to Explore</strong></td>
<td>How does changing the way we push or pull on something affect how it moves?</td>
</tr>
<tr>
<td><strong>Student Directions</strong></td>
<td>Read and follow the directions below.</td>
</tr>
</tbody>
</table>
### Activity 1: Let’s get moving! (10 min)

A. Find an object that rolls.
   a. For example: a ball, a pencil, a cup, a roll of toilet paper or something else.
   b. How many different ways can you get an object to move?
   c. Explain in pictures or words below.

<table>
<thead>
<tr>
<th>Object:</th>
<th>One way I moved it:</th>
<th>Another way I moved it:</th>
</tr>
</thead>
</table>

B. Find some different objects.
   a. For example: a cotton ball, hair elastic, spoon, toy, or any other objects from part A.
   b. Explore some of the questions below:
      - Can you move your objects without touching them?
      - Can you make your objects go fast? Slow? How did you do that?
      - Can you make your objects go around a corner? How?
      - Which object was easiest to move? Which was hardest to move? Why?
      - Which objects move in similar ways? How do they move?

C. Pick one of the objects you explored in part B. Explain in pictures or words below two ways you made that object move.

<table>
<thead>
<tr>
<th>Object:</th>
<th>One way I moved it:</th>
<th>Another way I moved it:</th>
</tr>
</thead>
</table>
Activity 2: Talk like a scientist (20 min.)

When scientists and engineers talk about making things move, they use very special language. Read this book to learn more! (Book Source: Amplify Science Pushes and Pulls Unit)

A. Read: Talking about Forces, practice using the language of scientists and engineers as you do.

Talking About Forces
By Andrew Falk and Jennifer Tilson

It was a beautiful day at the park! Everywhere you looked, there were kids making things move.

We have many ways of talking about what happens when one thing makes another thing move.

Scientists and engineers have their own way of explaining what is happening. They talk about forces. They say that when one thing makes another thing move, it exerts a force on it.

Let’s see some examples!

Scott pushed Francis on the swing, and Francis moved. She sailed forward in the swing, high into the air.

What would a scientist or engineer say happened here?

Here is what a scientist or engineer would say:

“Francis moved because Scott exerted a force on her.”

Faheem jumped into the wagon and asked for a ride. Francis pulled on the handle of the wagon, and the wagon rolled up the hill with Faheem in it.

What would a scientist or engineer say happened here?

Here is what a scientist or engineer would say:

“The wagon and Faheem moved because Francis exerted a force on the wagon.”
Mia and Scott played catch in the field. When it was her turn to throw, Mia threw the ball and it flew away from her.

What would a scientist or engineer say happened here?

Here is what a scientist or engineer would say:

“The ball moved because Mia exerted a force on the ball.”

Another ball was sitting on the grass. Jess ran up and kicked the ball. Wham! The ball bounced away over the grass. Jess scored a goal!

What would a scientist or engineer say happened here?

Here is what a scientist or engineer would say:

“The ball moved because Jess exerted a force on the ball.”

The kids had fun playing in the park and making things move. A scientist or engineer would agree that they had fun playing in the park. A scientist or engineer might also say they exerted forces on lots of objects in the park!

Scientists and engineers know that any time you see an object start to move, it is because another object exerted a force on it. When you see one object start to move, look for the other object that made it move. Forces always happen between two objects.
B. Here are more pictures of objects exerting forces on other objects:
[Source: Amplify Science: Talking about Forces]

The snowplow shoved the snow, and the snow moved forward along the road.

The grandma pushed the grandpa's chair, and the chair rolled along the sidewalk.

The hammer pounded the nail, and the nail moved down into the wood.

The bird tugged on the worm, and the worm slid up out of the sand.

The dog dragged the sled, and the sled slipped across the snow.

● What is another way to say what happened in these pictures? How would a scientist or engineer say it?

● Look at each picture and think about these questions: What object moved? What object exerted a force on it, making it move?
C. Draw a picture of you making one of your objects from Activity 1 move. Can you describe what happened like a scientist or an engineer would?

Me moving the object:

A scientist or engineer would say:

The ___________________ moved because ______________________________
______________________________________________________________________
Activity 3: Neighborhood Force Scavenger Hunt (15 min.)

A. Go on a walk around your neighborhood or your home and look for forces.
B. In each box, draw evidence of a force you observed.
C. On the line below each box, label where you found the force.
A. Build a track for a ball, marble, or toy car. Use any available household materials, such as: paper towel rolls, cardboard, rolled up paper and tape, books, and so on.

   a. Building challenges:
      i. Can you make the object move with only one force from you?
      ii. Can you get the object to roll fast and slow?
      iii. Can you get the object to turn three corners?
      iv. Can you get the object to go down and then come back up to a higher point?

B. Tell someone in your home what your track does and how it works.

   a. Use words from the glossary below:

<table>
<thead>
<tr>
<th>Glossary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>direction:</td>
<td>the way something is facing or moving, such as left, right,</td>
</tr>
<tr>
<td></td>
<td>toward you, or away from you</td>
</tr>
<tr>
<td>dirección:</td>
<td>la forma en que algo se enfrenta o se mueve, como izquierda,</td>
</tr>
<tr>
<td></td>
<td>derecha, hacia usted, o lejos de usted</td>
</tr>
<tr>
<td>distance:</td>
<td>how far it is between two things</td>
</tr>
<tr>
<td>distancia:</td>
<td>la medida entre dos cosas</td>
</tr>
<tr>
<td>exert:</td>
<td>to cause a force to act on an object</td>
</tr>
<tr>
<td>ejercer:</td>
<td>hacer que una fuerza afecte a un objeto</td>
</tr>
<tr>
<td>force:</td>
<td>a push or a pull</td>
</tr>
<tr>
<td>fuerza:</td>
<td>un empuje o un jalón</td>
</tr>
<tr>
<td>object:</td>
<td>a thing that can be seen or touched</td>
</tr>
<tr>
<td>objeto:</td>
<td>una cosa que se puede ver o tocar</td>
</tr>
</tbody>
</table>

   b. What could you do to make your object go faster?

   c. What could you do to make your object go slower?

C. On a piece of paper, draw a picture of the track you built. Explain what it does and how it works, using words and/or pictures.
## 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>
</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.

### 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)

---

**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
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-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!
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.
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)           

Chicago Public Schools [inquirED]
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.

<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.

**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. [Link](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)

| This week we’re thinking about the question:  | Your challenge this week: |
| "How can we celebrate our everyday heroes?" | To create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero. |

| Today you will:                               | You will need:                                                   |
|                                               | ● Your work from previous activities                             |
| ● Reflect on your progress.                    | ● Paper or notebook                                              |
| ● Make a plan to improve your work.           | ● 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?

NAME: Patrick Mahomes II

Trait or Talent: Strength
Tool: Arm/football
Setting: Football field

Known for: He is so strong he can throw the football from one side of the universe to the other.
Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

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: &quot;How can we celebrate our everyday heroes?&quot;</th>
<th>Your challenge this week: To create a &quot;Tall-Tale Trading Card&quot; that describes the special traits and talents of your personal hero.</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

NAME:

TRAIT or TALENT:

TOOL:

SETTING:

KNOWN FOR:
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 an “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.