

Month: **Week:** 1 **Day:** 1

Age range: School Age

NAEYC Standards: 02G – 396 Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena

Activity:

1. The Penny Experiment
2. Researching the experiment
3. What's Your Name

Resources and materials needed:

The Penny Experiment

- old pennies - the older the better!
- 3 clear cups
- water
- dish soap
- salt
- vinegar

Researching the Experiment

- Computer/ cell phone/ tablet
- Pen/ pencils
- Paper or Science journal

What's Your Name

- Worksheet
- Ball

Procedures:

The Penny Experiment: Fill the 3 clear cups as follows: fill the 1st w/plain water & add 10 pennies, fill the 2nd w/water + dish soap & add 10 pennies, fill the 3rd w/1/2 cup vinegar + 2 teaspoons salt & add 20 pennies. After adding the salt & vinegar into the 3rd cup, take one dirty penny and dipped it into the cup halfway so that half the penny was in the mixture & half was not, after about 10-15 seconds take it out & let the children observe what had occurred. Leave all the pennies in their cups for 5 minutes. At that time, come back for a peek and take out 10 of the pennies from the salt & vinegar cup and placed them on a napkin (without rinsing or drying them). After an additional 5 minutes (10 minutes total for the experiment), come back to see the results.

Researching the Experiment: After the science experiment is completed, have children to go online answer the following questions: What metal are pennies made from? Why did the pennies turn blue-green when dipped into the salt and vinegar mixture? What other items are made from the metal that pennies are made from? Children should get into groups of 2 or 3 to answer the questions. Please make sure that kindergarteners and first graders are in groups with the older children.

What's Your Name: Spell out your full name and complete the activity listed for each letter for a greater challenge include your middle name & do each one twice for variety you can use a favorite character's name or a family member's name.

Fit activity for kids

what's your name!

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

A jump up & down 10 times

B spin around in a circle 5 times

C hop on one foot 5 times

D run to the nearest door and run back

E walk like a bear for a count of 5

F do 3 cartwheels

G do 10 jumping jacks

H hop like a frog 8 times

I balance on your left foot for a count of 10

J balance on your right foot for a count of 10

K march like a toy soldier for a count of 12

L pretend to jump rope for a count of 20

M do 3 somersaults

N pick up a ball without using your hands

O walk backwards 50 steps and skip back

P walk sideways 20 steps and hop back

Q crawl like a crab for a count of 10

R walk like a bear for a count of 5

S bend down and touch your toes 20 times

T pretend to pedal a bike with your hands for a count of 17

U roll a ball using only your head

V flap your arms like a bird 25 times

W pretend to ride a horse for a count of 15

X try and touch the clouds for a count of 15

Y walk on your knees for a count of 10

Z do 10 push-ups

Month:

Week: 1

Day: 2

Age range: School Age

NAEYC Standards: 02F – 340 Show or describe two examples of experiences or materials you provide that help children learn about number concepts.

Activity:

1. Paper Strip Easter Egg
2. Free Reading
3. How much is that?

Resources and materials needed:

Paper Strip Easter Egg

- 8.5×11 egg template
- 2 8.5×11 sheets of white or colored cardstock
- an assortment of colored and patterned paper cut into approx. 1/2" wide strips
- glue
- scissors

Free Reading

- Books

How much is that?

- List of items to look up
- Computer/ tablets/ cell phones
- Pencil

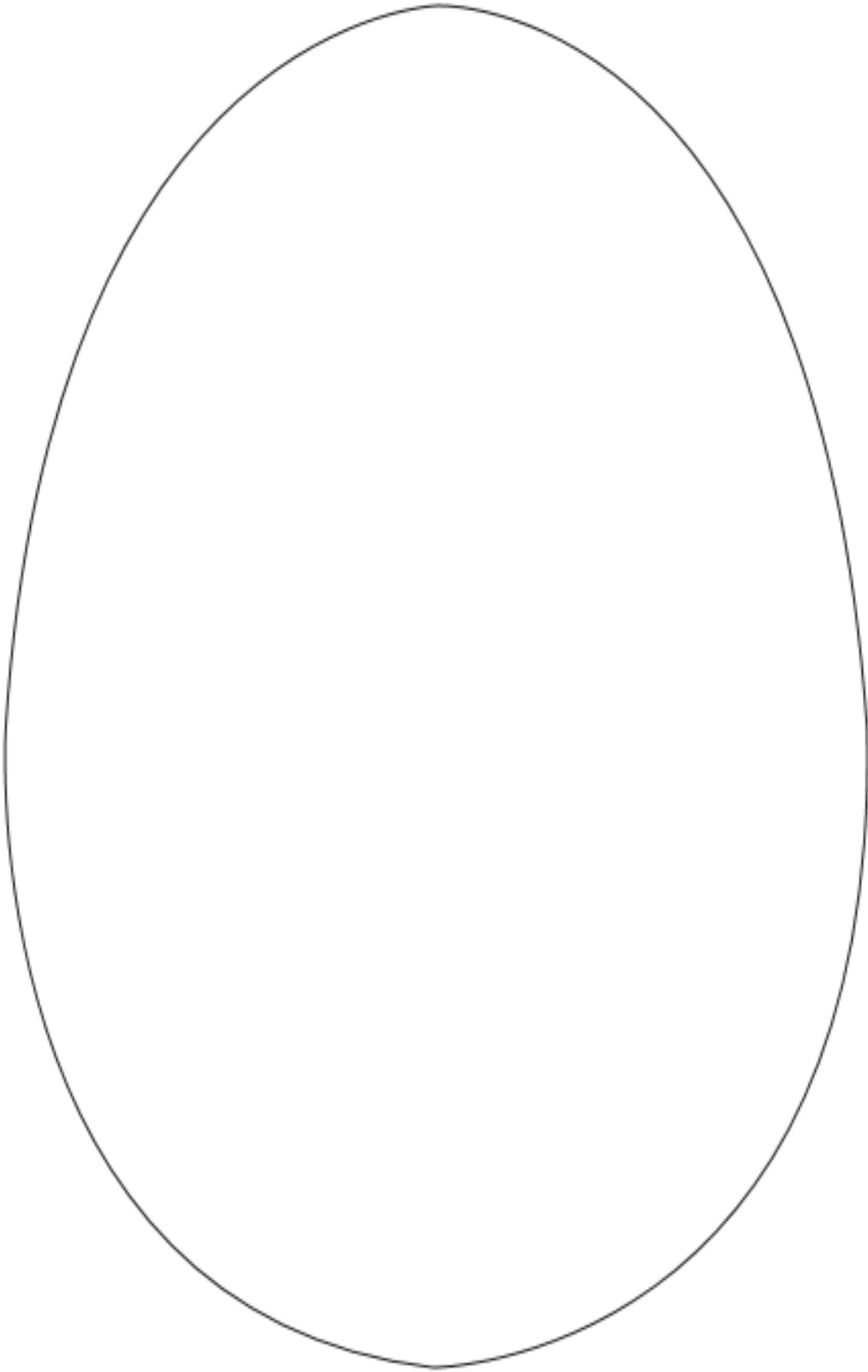
Procedures:

Paper Strip Easter Egg: Begin by printing out two copies of the egg template onto 8.5×11 card stock. Then, using an assortment of colorful and patterned paper, cut several strips of paper, approx. 1/2" wide. Have child place stripes of paper randomly over one of the egg templates. Cover entire egg with several strips of paper, gluing them down as you go. Using the other sheet of card stock cut out egg shape with scissors (adult should do this step). Now place the egg "frame" over the sheet covered in strips of paper. Secure with glue, glue dots or some sort of adhesive. Your colorful egg art is now complete!

Free Reading: Children will choose books to read based on their reading level. Children will receive 30 to 45 minutes of reading time. At the end of free reading, the teacher will ask for volunteers to talk about their favorite part of the book to the whole group.

How much is that? Put children into groups (mixed age groups) and give them a list of items to look up online and find the price. Items to look up: iPhone X, Echo Dot, Fire Stick, Fuji Flim Instax Mini 9, Play Station, Roku Stick, Beats by Dre, Jordan's (shoe).





Month:

Week: 1

Day: 3

Age range: School Age

NAEYC Standards: 02G – 396 Show two lesson plans in which you encourage children to ask questions or make predictions about natural and physical phenomena

Activity:

1. Orange Experiment
2. First Aid Kit
3. My Dream Job

Resources and materials needed:

Orange Experiment

- Unpeeled Orange
- Peeled Orange
- Deep bowl or pitcher of water

First Aid Kit

- First Aid Worksheet
- Worksheet for items in the first aid kit
- Scissors
- Crayons/ Markers/ Color Pencils
- Glue

My Dream Job

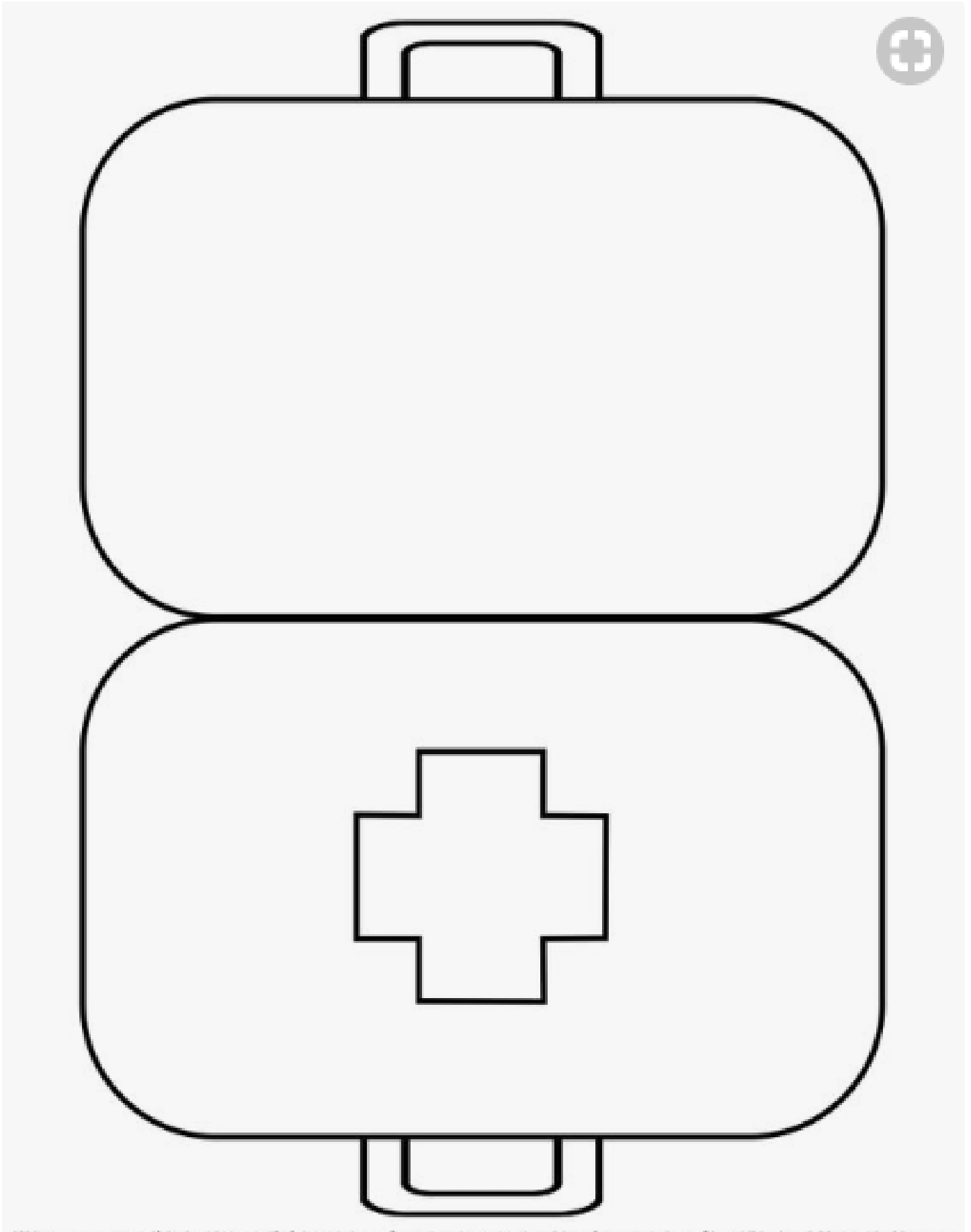
- Paper
- Pencil/ Pen
- Crayons/ Markers/ Pencils
- Computer/ cell phones/ tablets

Procedures:

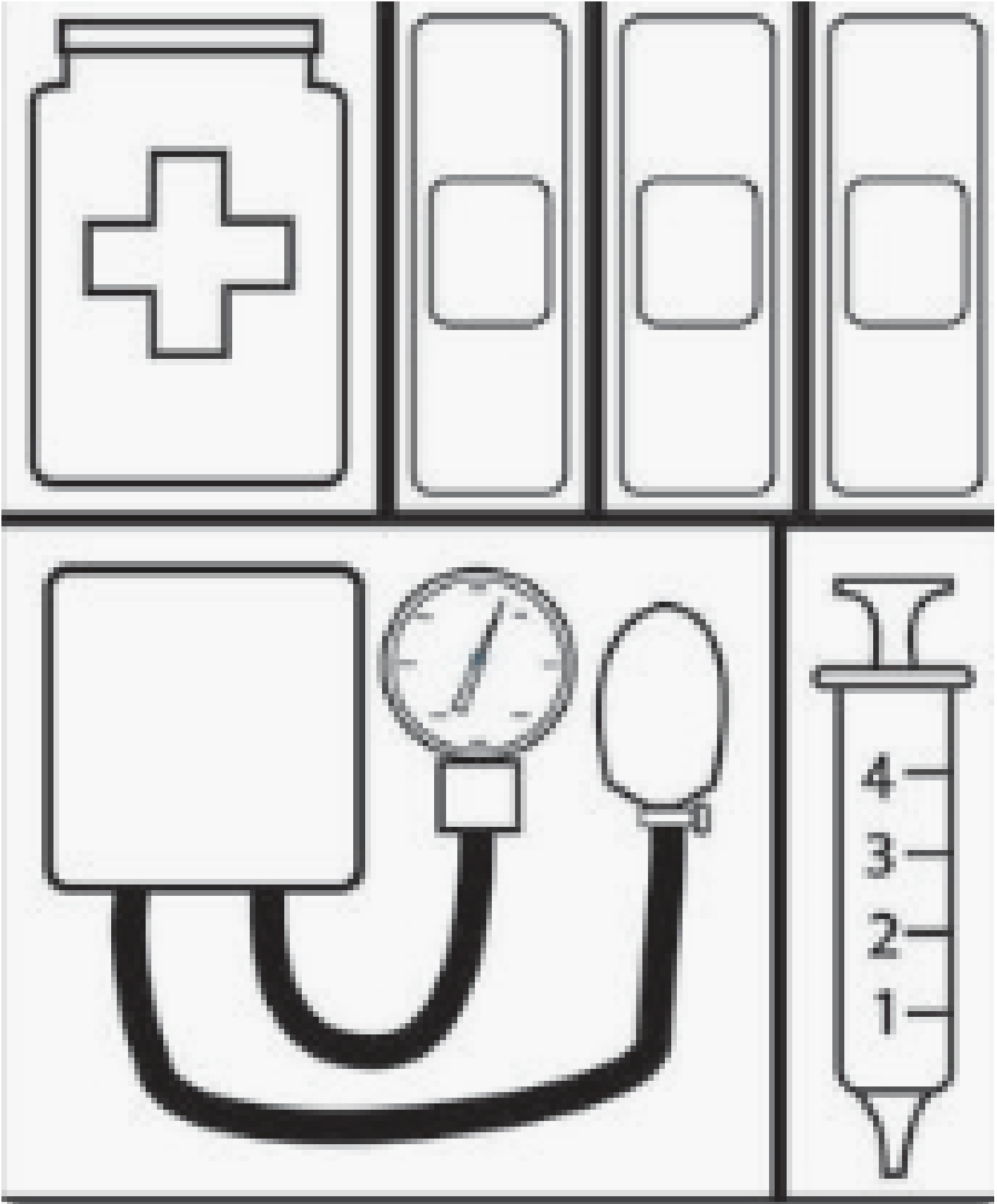
Orange Experiment: One of these oranges will sink and one will float. Which is which? You might be surprised by the results. Drop each orange into the water separately. While the orange with the peel is certainly heavier, it will float while the peeled orange sinks. This is because the orange rind retains air. The air bubbles give the orange a lower density than the surrounding water, causing it to float. This principle is called buoyancy.

First Aid Kit: Ask children if they know what a first aid kit is and then ask them if they know the contents that are in the first aid kit. After the discussion pass out the first aid worksheet and the items in the first aid kit to the children. Have them to color and cut and paste the items to the first aid kit.

My Dream Job: Have children think of their dream job. Have them to answer the following questions: what is the job, what are the daily job duties, how many years of school do they have to complete (if they have to go to school) and how much it pays. After they answer the questions have them to draw a picture of them at work. Kindergarteners will need help with spelling and finding the answer, teacher will need to help them find the answers.



SPRING BREAK



Month: **Week:** 1 **Day:** 4

Age range: School Age

NAEYC Standards: 02J – 428 Provide two examples showing or describing how you teach vocabulary and/or concepts related to drama.

Activity:

1. Designing and Performing the Skit
2. Writing a Skit
3. Prime/ Composite Sort

Resources and materials needed:

Designing and Preforming the Skit

- Written Skit
- Materials that each group will need

Writing a Skit

- Writing Journal/ Paper
- Pen/ Pencil

Prime/ Composite Sort

- Dominos
- Pencils
- Papers

Procedures:

Designing and Performing Out the Skit: Based upon the skit that was written by the group, the children will perform the skit in front of the group. The group will oversee designing the set, getting the props, and performing the skit. Each group will have 5 to 10 minutes to perform the skit.

Writing a Skit: Children will create a skit based upon the following themes: weird weather experiences, a new exciting sport, new social media site, showing respect, different occupations, newscasting, being safe and staying healthy. Children will be in groups of 3 but no more than 5 and must be in a mixture of younger and older children. The skit must be written down and list all the materials needed to create the skit. The skit must be at least 5 minutes long, but no more than 10 minutes. Children are responsible for getting the materials needed for the skit and designing the skit.

Prime Composite Sort: Teachers will go over prime and composite numbers. Teachers will pass out paper, pencils, and dominoes to the tables. Add, subtract, or multiply (depending on the grade) on the dominoes then sort the answer by prime or composite.

Month: **Week: 1** **Day: 5**

Age range: School Age

NAEYC Standards: 02J – 426 Provide two examples showing or describing how you teach vocabulary and/or concepts related to visual arts.

Activity:

1. Roman Mosaic
2. Research Roman Mosaic

Resources and materials needed:

Research Roman Mosaic

- Cell phone, computers, tablets
- Printer

Roman Mosaic

- Black construction paper
- Pencil
- Various colors of paper
- Scissors
- Glue stick

Procedures:

Research Roman Mosaic: Children will go online and look up Roman Mosaics to get ideas for their art project. Once they find what they are looking for, the children can print off the picture.

Roman Mosaic: Work out a mosaic design. Roman mosaics depicted gods and goddesses, gladiators, birds and a wide range of other designs. Teachers can tell children a few Roman myths and allow the children to draw the design in pencil on the black paper based on the myth. Cut the paper into small pieces. Education.com suggests about ¼ inch to one inch square pieces, depending on the child's preferences and age. Use appropriate child safety scissors for any children cutting the paper. Cut strips and then cut the strips down into squares. Glue the pieces of paper to the black construction paper. Allow the children to use a glue stick and put the paper on the background according to his or her preferred color combinations. Allow the glue to dry and the mosaic is complete.



Month: Week: 2 Day: 1

Age range: School Age

NAEYC Standards: 02F – 358 Show two lesson plans in which kindergartners and schoolagers make and record measurements of things

Activity:

1. Long Jump
2. Did you know?
3. Free Reading and Journaling

Resources and materials needed:

Free Reading and Journaling:

- Books
- Journal
- Pencil/ Pens

Did you know?

- Worksheet
- Pen/ pencil
- Computer, tablet, cell phone, or geography book

Long Jump

- Painter’s Tape
- Ruler
- Paper
- Pencil

Procedures:

Free Reading and Journaling: Children will read a book of their choosing based upon their reading level. After they have read the book, children will answer the following questions: what is the title, who is/are the authors and illustrators (if it had illustrations), who were the main characters, where did the book take place, what was the book about, did you enjoy the book (why or why not), what would you do to improve the story of the book? Kindergartners may need help with some of the questions, please have an older child to help them if the teacher cannot.

Did you know? The “Did You Know” worksheet will be passed out to each child. Each child will choose a state and answer the questions on the sheet. Kindergartners will need to help on some of the questions, teachers will need to assist the children in this project. (Tip: Kindergartners can work together on 1 state to answer the questions).

Long Jump: This activity can be played outside. Place a long piece of tape on the floor about 6 ft. Go over the words inches, feet, yard before the activity. Ask children how many inches they believe they can jump, have them to write it down, ask them how many feet would that be and how many yards. After they have written down their guesses have them to go to the line and jump as far as they can. With a ruler have the other children measure the length. Ask the child if they jumped more or less inches than what they guessed.


Name _____



Did You Know?

	State:
	Capital:
	Abbreviation:
	Year it became a state:

Find the state and color it in red.

Draw the State	3 Interesting Facts:
	1.
	2.
	3.

Challenge:

State Flower:	State Nickname:
State Bird:	Important Landmarks:
Time Zone:	
State's Population:	State Resources:
State Motto:	

SPRING BREAK

Month:

Week: 2

Day: 2

Age range: School Age

NAEYC Standards: 02G - 392 Show two lesson plans in which children collect data, then represent their findings (for example, drawing or graphing)

Activity:

1. Dish Soap Experiment
2. Color Your Feelings
3. Bicycle Safety

Resources and materials needed:

Dish Soap Experiment

- Pepper
- Dish soap
- Bowl of water

Color Your Feelings

- Color pencils, crayons, markers
- Template

Bicycle Safety

- Chalk
- Helmet
- Bicycle
- Cones
- Printed Road Signs



Procedures:

Dish soap experiment: Pour a generous amount of pepper into the bowl of water. Most of it should float on the top. Put a drop of dish soap on your finger and touch the surface of the water. The pepper will scatter to the edges of the bowl! This is due to surface tension — a property of water that allows it to resist outside forces. Common dish soap decreases water's surface tension, causing the water in your bowl to spread out and take the pepper with it.

Color Your Feelings: Teachers will copy the template attached to this lesson plan. Teachers will explain that their feelings are important and that it is good to express them in many ways. Children will be asked to write their feelings on the side where the lines are in the colors of their choice and then ask them to design their heart in the with the colors they used. Then at the end of the activity ask for volunteers to share their heart.

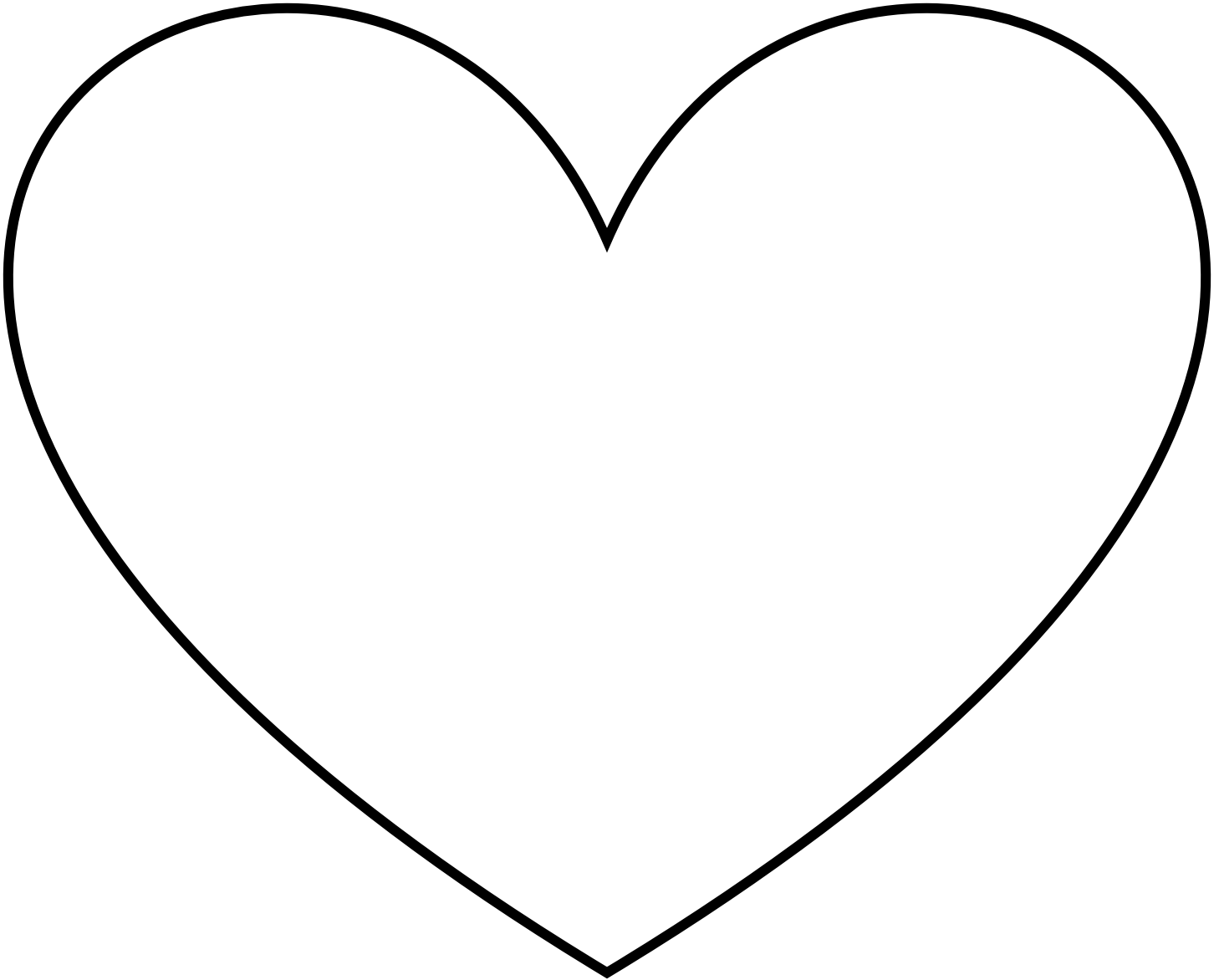
Bicycle Safety: It is the perfect opportunity to teach your child to safely ride his bicycle. Teach him bicycle safety tips, such as, always wear a helmet, watch for parked cars, ride with a buddy, etc. Then get to work creating a sidewalk bicycle course on your own driveway! All you need is chalk to make this entertaining and educational activity. Draw a simple grid pattern (like a square with a + sign in the middle) and color in the lines to resemble roads. Include stop signs at each intersection. Have your child practice riding his bicycle in a straight line. When he reaches an intersection, have him use the appropriate bicycle hand signal to indicate which direction he is turning, or if he is going straight. Teach him the importance of using hand signals, especially around traffic – it helps drivers to know which way he is turning and can help avoid potential accidents. Watch out for road hazards! Another important aspect of being able to ride a bicycle



SPRING BREAK

safely is to be able to maneuver around such things as bumps in the road or broken glass. Using Activity Cones, set up an obstacle course for your child to ride through on his bicycle. Bonus: the colorful and textured cones can be used to create a patterned course!

WHAT'S IN YOUR HEART



Month: Week: 2 Day: 3

Age range: School Age

NAEYC Standards: 03D – 630 Show two lesson plans that provide children with opportunities to learn from one another.

Activity:

1. Thumbprint Dandelion
2. Bone Identification Activity
3. Bones in the Body

Resources and materials needed:

Thumbprint Dandelion

- Free Template Printable
- White Cardstock
- Color Printer
- Paint
- Paper Plate
- Baby Wipes

Bone Identification Activity

- Labels
- Black/ Blue/ Red Marker
- Handout on Bones in the Human body

Bones in the Body:

- Computer/ Cell phone/ tablet
- Paper
- Pencil/ pen

Procedures:

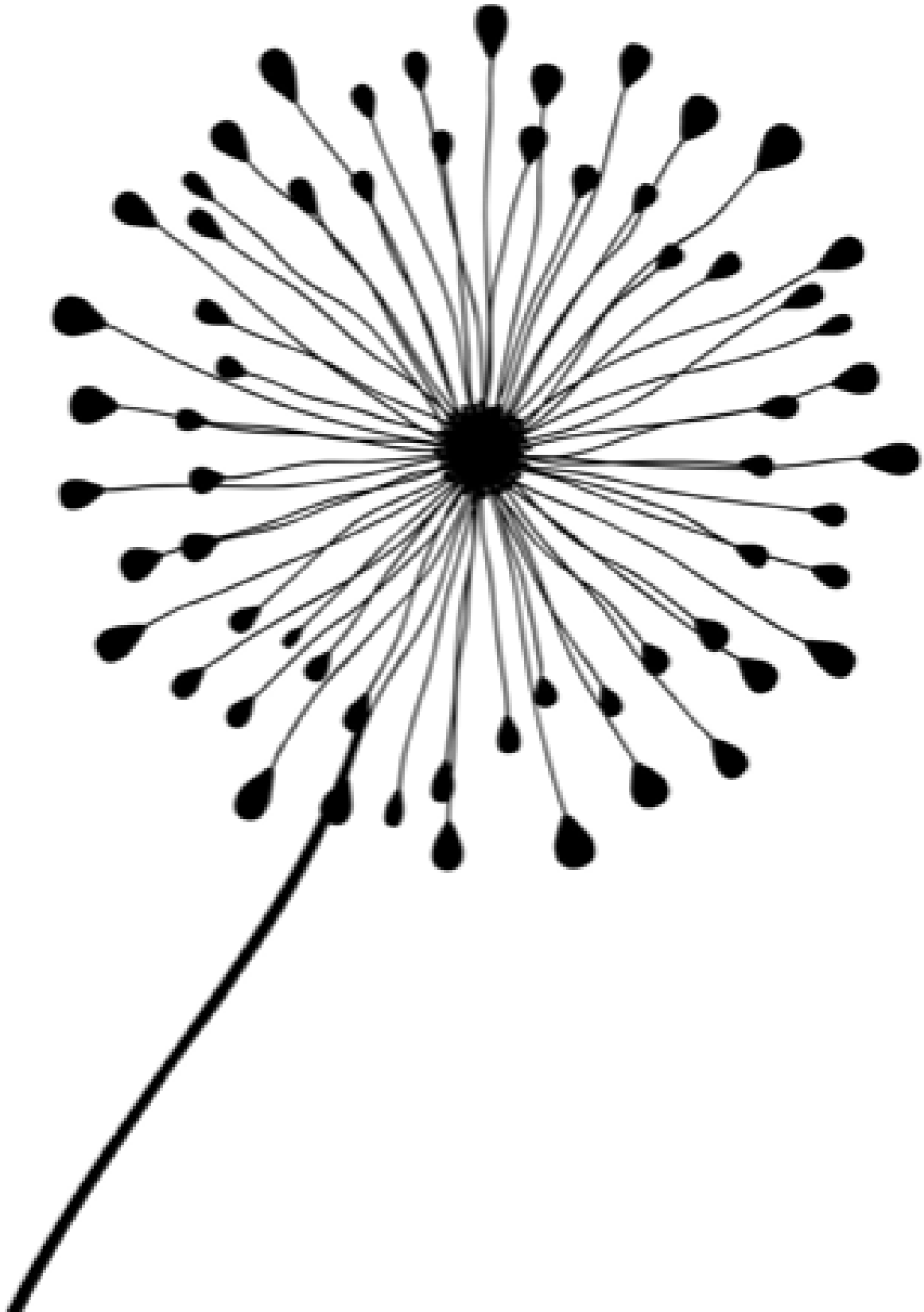
Thumbprint Dandelion: First download and print the free template printable on white cardstock. Put some paint on a paper plate. Have children dip their thumbs in the paint and then press it down on the tips of the dandelion in the printable. Repeat until you have the look you like of your dandelion.

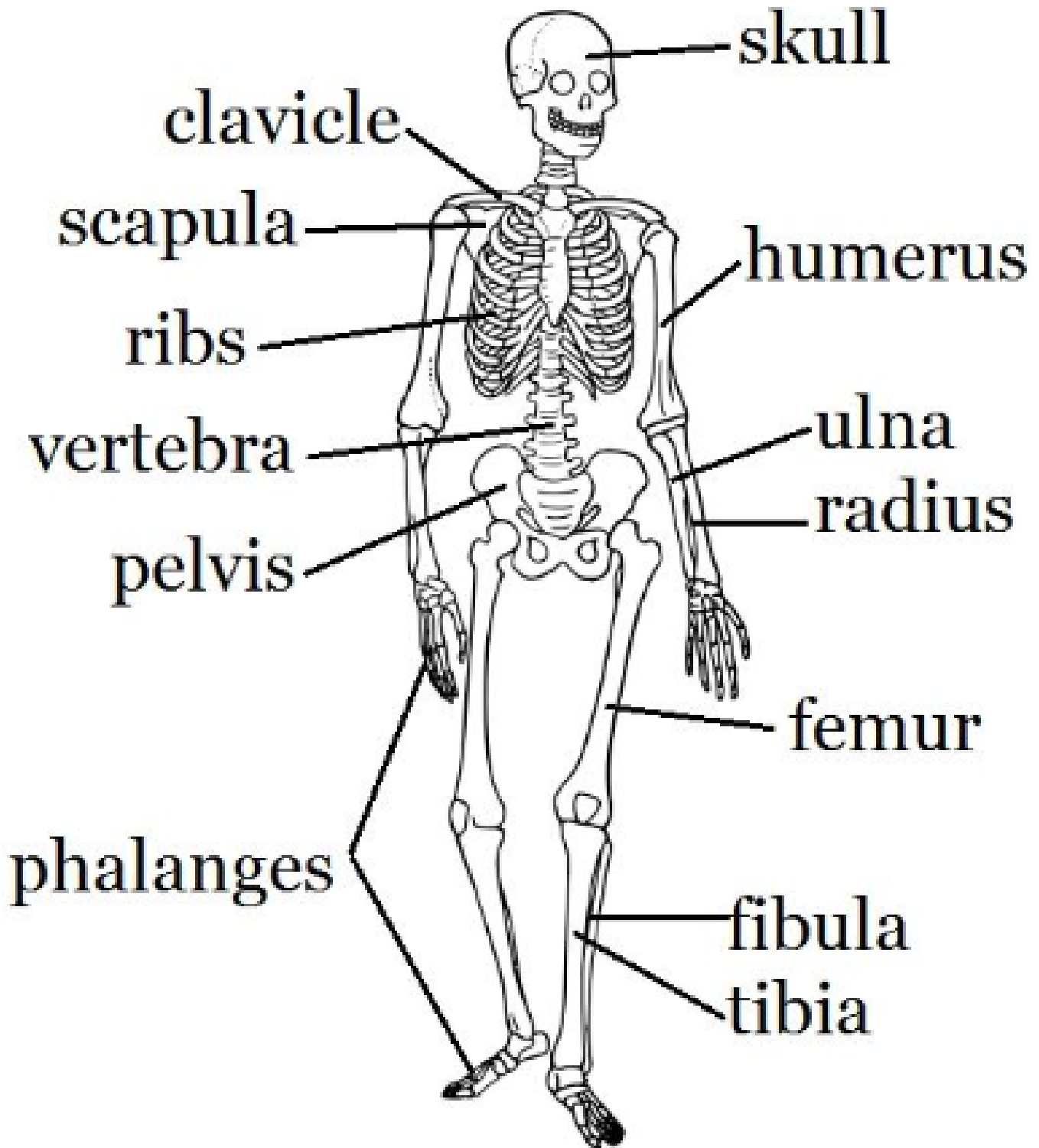
Bone Identification Activity: Grab the labels and a red marker and make a quick strip across the top and bottom of the labels and then write in black/ blue marker “Hello my name is” with the bones names. Have the children to place the labels on the specific body parts of their partner or on themselves by using the handout to guide them. The following bones will be on the labels: skull, clavicle, scapula, ribs, vertebra, pelvis, phalanges, humerus, ulna, radius, femur, fibula, tibia. Older children should be paired up with the younger children to help them with reading and pronouncing the bone name.

Organs in the Body: After the children have done the Bone Identification Activity, give each child an organ to research. Have them to research were the organ is located and the function of the organ and then have them to write it down. This can be done in groups of 2 or 3.

Kindergarteners and first grades will need to be paired with an older child.







Month: **Week: 2** **Day: 4**

Age range: School Age

NAEYC Standards: 02E – 320 Show one example of a lesson plan in which you play a game that encourages kindergarteners and school-agers to identify phonemes in words.

Activity:

1. Noun, Verb, Adjective Game
2. Dancing Oobleck Experiment
3. Who Am I?

Resources and materials needed:

Dancing Oobleck Experiment

- Large bowl
- Plastic wrap
- Masking tape
- Water (1 cup)
- Corn starch (2 cups)
- A subwoofer or large speaker
- A 40 Hz tone (via YouTube or audio file)
- A device to play the tone (an iPod, tablet or mobile phone)
- A stereo cable to connect your device to the speaker

Noun, Verb, Adjective Game

- Index Cards (3 different colors)
- 3 Pieces of paper
- Tape
- Marker

Who Am I?

- Index Cards
- History Book/ Computer
- Black Marker
- Bowl

Procedures:

Dancing Oobleck Experiment: Create the oobleck by mixing one part water with two parts corn starch. Test out its properties. If you punch it, the oobleck will act as a solid and repel your fist. When you greet the oobleck with a soft touch like you would an old friend, it acts like a liquid. Sound waves will have a similar effect. Stretch a piece of plastic wrap over the cone of the subwoofer or speaker and tape the edges on the side. Pour a bit of the oobleck over the plastic and let it settle into the cone. Connect your device and play the 40 Hz tone. You might have to turn the volume up pretty loud or adjust the tension of the plastic, but if you get it just right, your oobleck will start to dance! The sound waves cause enough pressure to give the oobleck solid properties.

Who Am I? Teachers will write a name of a person in history on index cards? Children will be broken up into groups and look up the in person history answering the questions: where they are from, when they were born, and what they did in history.



SPRING BREAK

Noun, Adjective, Verb Game: Teachers will write down on each index card a word that is either a noun, verb or adjective (have at least 50 words in total). Teachers will go over the definition of a noun, verb, and adjective and will give examples of each before the game starts. Children will be in 3 groups and each group will receive a group of words color coordinated for each group. Around the room 3 pieces of paper with the words nouns, adjective, or verb on each one will be taped to the wall. When the teacher says go, one person from each group will match the word to the correct part of speech and then once they are done they will tag somebody else who has another word (like a relay). At the end of the game the teacher will see which group had the most correct.

Month:

Week: 2

Day: 5

Age range: School Age

NAEYC Standards: 02J – 429 Provide two examples showing or describing how you teach vocabulary and/or concepts related to dance

Activity:

1. Line Dancing
2. Connect Four

Resources and materials needed:

Line Dancing

- Tablet, Cell phone, computer/ laptop

Connect Four

- Worksheet
- Dice
- Marker

Procedures:

Line Dancing: Find different line dances like (cupid shuffle) and have children learn the dances and dance to them. Children can also make up their own line dances.

Connect Four: Teachers will pass out a worksheet to each child and a marker. At each table make sure that there are 2 dice at each table. The children follow the rules on the worksheet. Kindergarteners will need help adding, make sure an older child can help them with this activity.

Connect Four!

Addition

8	2	7	11	3	9	6
4	10	5	12	9	2	11
7	3	8	10	5	8	4
9	11	4	2	6	12	9
6	10	7	5	3	8	9
10	7	2	11	6	3	12

How To Play:

1. Roll two dice
2. Add the numbers
3. Cover the sum with your marker.
4. First player to get 4 in a row wins!

Month:

Week: 3

Day: 1

Age range: School Age

NAEYC Standards: 02J – 1554 Show three examples of opportunities and materials you provide for children to create three-dimensional art.

Activity:

1. Paper Bag Butterfly
2. Dancing Circle
3. Hot or Not Hot

Resources and materials needed:

Hot or Not Hot:

- Worksheet
- Scissors
- Glue

Dancing Battle

- Music Player (cell phone, speaker, etc)

Paper Bag Butterfly

- white paper lunch bag
- acrylic paint (color of your choice)
- two 6-inch heart doilies
- Markers/ stamps
- paint brush
- pipe cleaner(cut in half)
- black marker
- large googly eyes
- tape
- glue



Procedures:

Paper Bag Butterfly: Start by painting your paper bag. Let it dry completely. While your bag dries, use your markers (stamps) to decorate your heart doilies. Fold over the end of your heart doily about an inch and glue it down to make a straight edge. Glue the doilies to the front of the inside flaps on the sides of the paper bag. Glue googly eyes onto your butterfly and draw a smile with your black marker. Curl the pipe cleaner halves around your finger and then tape them to the back of your paper bag to make antennae.

Dancing Battle: Children will stand in a circle and each child will do a difference dance in the circle. Children will have to pay attention to the dances being done because after everyone goes around doing their dance, they will have to call out someone with their dance. If the child calls out someone out with their dance, the child has to pay attention and call someone else with their dance. If anyone is not paying attention and it's their dance call out they are out. This game is like concentration, except they need to remember the dance.

Hot or Not Hot: Teachers will go over fire safety in the house and in school. Pass out the worksheet below, the scissors, and the glue. Explain that the items are either hot or not hot and that they need to place the items in the correct rectangle.



SORTING

HOT

NOT HOT



CHECK OUT **SPARKY.ORG** FOR MORE FUN!



SPRING BREAK

how to type on this website. Have them to click on the first activity which is the “fj” key activity and then let them go.

Month: **Week:** 3 **Day:** 3

Age range: School Age

NAEYC Standards: 02H – 407 Show two lesson plans in which you use technology to enrich your curriculum.

Activity:

1. All Roads Lead to Me
2. Healthy Food Word Search
3. Cool Math

Resources and materials needed:

All Roads Lead to Me

- Markers, Color Pencils
- White Paper

Healthy Food Word Search

- Word Search
- Pencil/ pen
- Crayons/ Markers/ Color Pencils

Cool Math

- Computer
- Pencil
- Paper



Procedures:

All Roads Lead to Me: Have children to write their names in the middle of the paper and have them to draw a shape around their name. Then have them to draw lines coming out of their names and ask them to words of phrases that describes them. Tell them they can be creative and put designs on their paper. At the end of the activity have them to share their work.

Healthy Food Word Search: Teachers can discuss what is a vegetable and what is fruit. Then pass out the worksheet (located below) and have them to do the word search. Kindergarteners will need help with finding the words, teachers and the older children can help them find the words.

Cool Math: Teachers will go to the following website <https://www.coolmath4kids.com/> and have children to do math games online depending on grade level. Some children may need to have scrap paper and pencil for calculations.



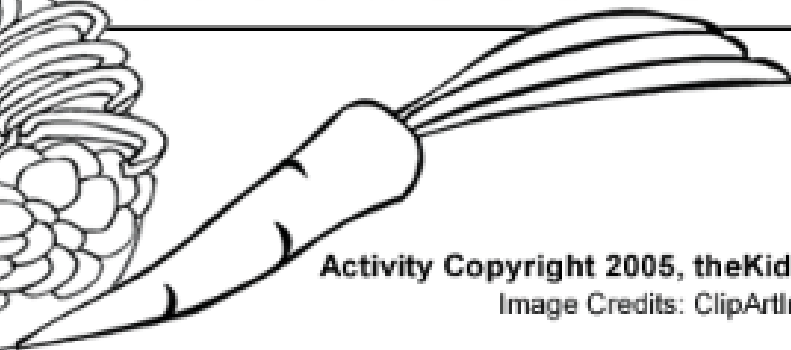
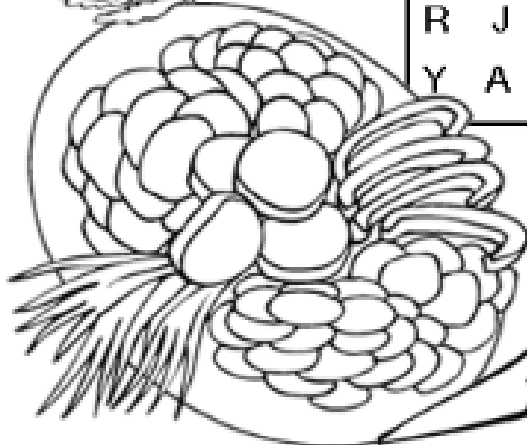
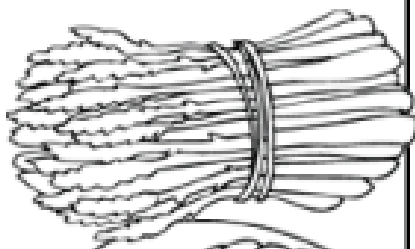
Vegetables Word Search

Search the puzzle for the words shown in the word list.
Circle each word that you find until you find all of the 24
vegetable-related words.

Word List

brussels sprouts	
potato	cucumber
pumpkin	lettuce
alfalfa	parsley
artichoke	pepper
asparagus	rhubarb
avocado	carrot
broccoli	radish
cabbage	beans
cauliflower	spinach
celery	zucchini
corn	yam
	pea

Y	A	M	B	R	O	C	C	O	L	I	R	B	A	G
C	A	U	L	I	F	L	O	W	E	R	D	Q	L	P
C	U	C	U	M	B	E	R	N	Z	T	T	C	F	A
Y	Y	N	S	P	I	N	A	C	H	S	J	O	A	R
Z	R	O	A	E	C	A	B	B	A	G	E	R	L	S
M	Z	O	R	A	D	I	S	H	M	V	B	N	F	L
K	A	A	S	P	A	R	A	G	U	S	G	X	A	E
R	F	A	Q	M	B	P	U	M	P	K	I	N	Y	Y
B	R	U	S	S	E	L	S	S	P	R	O	U	T	S
C	Q	O	P	N	A	L	E	T	T	U	C	E	L	M
E	K	G	O	S	N	A	R	T	I	C	H	O	K	E
L	O	U	T	I	S	R	H	U	B	A	R	B	D	T
E	B	F	A	L	Y	Z	U	C	H	I	N	I	H	
R	J	V	T	C	A	R	R	O	T	T	N	E	F	F
Y	A	V	O	C	A	D	O	G	P	E	P	P	E	R



Month:

Week: 3

Day: 4

Age range: School Age

NAEYC Standards: 02D – 231 Show or describe two examples of how you teach children to have discussions with each other to solve problems related to the physical world.

Activity:

1. Water Color Circle Art
2. Free Reading Time
3. Online scavenger hunt

Resources and materials needed:

Watercolor circle art:

- 8×10 canvas/ heavy duty paper
- Watercolors
- Brush
- Water
- Large roll of tape
- Permanent marker

Free Reading Time

- Books

Online scavenger hunt

- Worksheet
- Computer
- Pen/ pencil
- printer



Procedures:

Water Color Circle Art: Get a large roll of tape and use it to trace circles on a canvas/ paper using a permanent marker. You can make different sized circles by tracing either the outside or inside of the roll of tape. To add interest, overlap the circles. Make as many or few as you'd like in this circle art project. Some tips for using watercolor on canvas: Don't water them down too much. Add just the smallest amount of water to your watercolors and mix until you get color. If the watercolors are too thin and runny the paint will not adhere to the canvas. If the children add a lot of water to the watercolors, and paints on the canvas, you can always blot it with a paper towel and the color will still show.

Free Reading: Children will chose books to read based on their reading level. Children will receive 30 to 45 minutes of reading time. At the end of free reading, the teacher will ask for volunteers to talk about their favorite part of the book to the whole group.

Online Scavenger Hunt: Teachers will place children in groups and give each child a worksheet. (Teachers will need to make sure that children are in mixed age groups). Children will go online and complete the worksheet together.

ONLINE SCAVENGER HUNT



With your parents' permission find these things on the Internet. What else would you like to look up?

Find these things online. Check them off or write down the answers you find...

- Google your First & Last Name. Are you on the Internet? Is there Someone with the Same Name?
- Find your Address on a Map Site or Google Earth
- Find the Web Site for Your School. When is the Last Day of School? _____
- Look Up your Favorite Character from a Book
- Who is the Mayor of your Town or City? _____
- Find an activity you'd like to do on www.MyKidsAdventures.com
- Is there a Toy you really want? See how much it Costs online. _____
- What's your favorite Snack? Can you find a recipe for it?
- What happened in the world on the Day you were Born? _____
- Find pictures of a Place you'd like to Visit someday.

mykidsadventures.com

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Month: **Week:** 3 **Day:** 5

Age range: School Age

NAEYC Standards: 03D – 629 Show two lesson plans that provide children with opportunities to engage in group projects.

Activity:

1. Building Bridges
2. Bridge Vocabulary Words

Resources and materials needed:

Building Bridges:

- Tables (to connect with each other)
- Straws
- Rubber bands
- Tape
- Yarn
- Popsicle Sticks

Bridge Vocabulary Words

- Dictionary
- Tablet/ Cell phones/ computer
- Paper
- Pen
- Pencils

Procedures:

Bridge Vocabulary Words: Teachers will put children into groups of 3 but no more than 5 and will have one person to write down the vocabulary words and definitions. Children will look up in the dictionary or electronic device and define the following words: Arch bridge, beam bridge, cable-stayed bridge, suspension bridge, and truss bridge. They will write down the definition and then try to draw the bridge. Younger children will need help to complete this project. Make sure that the groups have a mixture of older and younger children.

Building Bridges: Teachers will let the children know that they are to stay in their groups to create a bridge that is sustainable. The children will pick what bridge they would like to build from their research and recreate their bridge by using the following items: rubber bands, straws, tape, yarn, and popsicle sticks. Children will receive a time limit to recreate the bridges. The bridges will need to expand from one table to another. Teachers will test the bridges by using a small ball or item of their choosing to see if it is sustainable. After the project ask questions: why did they decide to build the bridge, what challenges did they face, was your bridge sustainable (why or why not), what would you do to improve your bridge if you had more time?