

### ELEMENTARY STUDENT-CHOICE CHART 3

Here is your **7-day plan!** Your task is to choose one assignment per day from the student-choice chart below. From these twenty-eight options, you will need to select **ONLY SEVEN** assignments to complete for this last chart. The only requirement is that at the end of the seven days, you must have completed at least one assignment in each column. Provide evidence of your work for each task.

Extension activities are provided with older students (3-6) in mind. Please complete any extension activities as you are able. (Extras are just that...and are optional!) Begin this choice chart on 5/4/20.

| READING/WRITING   | MATH   | SOCIAL STUDIES/CHARACTER COUNTS   | SCIENCE  |
|---|--|---|--|
| <u>Read Independently</u><br>Read independently for 30 minutes or have an adult read you a story. (Maybe in the fort you created!) Talk with a grown-up about the problem in the story. How did the characters solve the problem?<br><br><i>Write a letter, or type an email, to your teacher about how you have been able to solve the problem of boredom at home.</i>   | <u>Make a Family Recipe</u><br>Make a recipe with a family member. Pay close attention to numbers and fractions. (Younger students can help count/read numbers, older students should identify and compare the size of fractions.)<br>What are the different measuring tools used?<br>Write about what you learned.<br><br><b>EXTRA:</b> Visit <a href="https://www.hmhco.com/webinar/math-meets-culinary-arts">https://www.hmhco.com/webinar/math-meets-culinary-arts</a> for a look into math in the culinary arts!  | <u>Help with the Census!</u><br>This is the year of the census! Right now, the government is asking for information on all the people living in our country. Help your parents collect your information! Record how many people live in your home. How many are adults? How many are children?<br>If you haven't already, go to: <a href="https://2020census.gov/">https://2020census.gov/</a> to enter your family's information!<br><br><i>Extension: Do some digging to see if you can figure out your family's ethnic heritage, or roots.</i> | <u>Observe Shadows</u><br>On a sunny day, find a shadow of something that does not move. Check it several times throughout the day and/or different days. Does the shadow move? Measure it. Did it get shorter, taller, or stay the same each time? How does it change as the sun moves across the sky? Keep a record of your observations, write, or take pictures!   |
| <u>Read Independently</u><br>Read independently for 30 minutes, or have an adult read an informational text to you. What is something you learned? What was your favorite photograph and caption?<br><br><i>Extension: Call a friend or family member and tell them what you have learned! Make sure you use the main idea and supporting details, in your own words.</i> | <u>Create a Schedule</u><br>Create a schedule as you go through your day. Record the time you eat breakfast, do schoolwork, eat lunch, play, get a bath/shower, or anything else you do in your day.   | <u>Create a Play</u><br>Using what you know about a historical moment put on a play or act out a scene. Ask a family member to record or take a picture of you acting out your scene!<br><br>Examples: Johnny Appleseed, The First Thanksgiving, Signing of the Declaration, Ben Franklin Discovering Electricity, etc.<br><br><b>EXTRA:</b> Write out your drama, do not forget stage directions!  | <u>Obstacle Course</u><br>Plan a backyard field day. First, draw out your obstacle course. Then, set it up in your backyard. Have a family member try it out with you.<br><br><i>Extension: Time each family member and create a graph showing who was fastest in your family!</i>   |
| <u>Create/Play Charades!</u><br>Make a list of verbs (action words) and emotions.<br><br>Take a picture of your list to share with your teacher.<br><br>Cut up the list and play charades! Pull a piece of paper and act it out for others to guess. Remember, no talking!  | <u>Good Old Fashion War</u><br>Challenge a family member to a game of war! Each of you have half the deck of cards. At the same time, flip over a card. Decide which of the two cards is bigger, the owner of that card gets to take/keep both cards and replace at the bottom of his/her pile. The goal is to capture all the cards! If you lay down the same card, challenge each other. Lay down 3 additional cards face down and flip the fourth. The owner of the largest card wins ALL the cards!<br><br>(Older students could practice racing the family member to be the first to add, subtract, or multiply the cards flipped in order to keep them.) | <u>West Virginia Symbol</u><br>Symbols are used to show pride in a person, group of people, state, territory, or country. Draw what you think would be a good symbol for our state, West Virginia.<br><br><i>Extension: Write why you chose this symbol and what it represents. What are some of the symbols our state uses already?</i>  | <u>Nutritionist at Work</u><br>Eating healthily means making sure you are eating from your 5 major food groups. Make a list, draw, or take pictures of all the food you eat for one day. Then sort the food into the food group it belongs. Did you have a food from each group? If not, make a goal to try to eat whatever you missed for the day tomorrow!<br><br><b>EXTRA:</b> For more information about the 5 food groups and nutrition, watch these!<br><a href="https://www.youtube.com/watch?v=L9ymkJK2QCU">https://www.youtube.com/watch?v=L9ymkJK2QCU</a><br><a href="https://www.youtube.com/watch?v=OMRX_G-rNaY">https://www.youtube.com/watch?v=OMRX_G-rNaY</a> |

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|---|--|--|---|
| <p><u><b>Continue a Journal</b></u><br/>Continue keeping a journal! You are living through history and are creating a primary source!<br/>Here are some sentence starters to help you begin:<br/>Today is _____. This is what I did. Today I feel _____ (add a word to describe how you feel, like happy, excited, bored, frustrated, or any other feeling). I feel this way because. . . .<br/><i>(Younger students can draw a picture each day. A grown-up can write for them.)</i></p> <p><b>EXTRA:</b> Learn about primary sources by visiting:<br/><a href="https://www.kidcitizen.net/episodes-blog/2017/10/21/what-are-primary-sources">https://www.kidcitizen.net/episodes-blog/2017/10/21/what-are-primary-sources</a></p> | <p><u><b>Number Munchers</b></u><br/>On the back of a cereal box, or any other food box, find as many numbers as you can and write them down.</p> <p>Younger students: After writing the numbers put them in order from least (smallest) to greatest (biggest).</p> <p>Older students: After writing the numbers, round them to the nearest 10.</p> <p><i>Extension: Try adding all the numbers you found for a total!</i></p> | <p><u><b>Family Tree</b></u><br/>Draw a tree, or create a web, to show your family tree. How far back in your family's history can you go? Start by looking at the family that lives in your house. Ask family members for help.</p> <p><b>EXTRA:</b> Watch this for more information about a family tree:<br/><a href="https://www.youtube.com/watch?v=3wdM1Rx0HdI">https://www.youtube.com/watch?v=3wdM1Rx0HdI</a></p> | <p><u><b>Living? Or non-living?</b></u><br/>Go outside for a walk, or find a place to sit, watch, and listen. Make a list or draw pictures of EVERYTHING you see and hear. When you go inside organize (or classify) your list, what did you see/hear that was a living thing? What was a non-living thing?</p>   |
| <p><u><b>Create a Scavenger Hunt!</b></u><br/>With parent permission, choose 5 items/toys and hide them inside, or outside. Then write clues, or specific directions that will lead a family to your hidden 'treasures'!<br/><br/>(Younger students can draw a map and provide oral directions.)</p>  | <p><u><b>Score Keeper</b></u><br/>Play any game, but you are the score keeper! Talk with an adult about how they would score: keep tallies, have a running total, etc.</p> <p>Keep the score card to give your teacher!</p>  | <p><u><b>World Traveler</b></u><br/>You and your family have been given a trip to any country in the world. Where would you choose to go? Why would you want to go there? What would you want to do?<br/><br/>(Younger students can draw pictures. A grown-up can write for them.)</p>   | <p><u><b>Weather Report</b></u><br/>Create a weather report for the day. What is the weather in the morning, afternoon, and night? Ask a family member to help if needed. What should people wear today? Will they need a rain jacket? Or sunscreen? Finally, ask a family member to record, or take a picture, of you giving your weather report!</p> <p><b>EXTRA:</b><br/><a href="https://watchandlearn.scholastic.com/videos/earth-and-space/weather/whats-the-weather.html">https://watchandlearn.scholastic.com/videos/earth-and-space/weather/whats-the-weather.html</a></p> |
| <p><u><b>Director's Challenge!</b></u><br/>Write directions to make a peanut butter and jelly sandwich. (Parents write exactly what younger students say.)</p> <p>Have a family member follow your directions exactly!</p> <p>Were there any problems? Go back and adjust your directions to fix any problems that have come up and try again!</p> <p><b>EXTRA:</b> Watch this after, or when frustrated, for a good laugh!<br/><a href="https://www.youtube.com/watch?v=Ct-IOOUqmyY">https://www.youtube.com/watch?v=Ct-IOOUqmyY</a></p>   | <p><u><b>Number Detective</b></u><br/>Have an adult think of a number from 1-100. Ask the adult to give you clues to help you figure out the number. For example, if the mystery number is 64, you may ask if it is greater or less than ____? Is the number even or odd? Keep asking until you figure out the number. Take turns being the guesser and number keeper.</p>   | <p><u><b>Do Your Part</b></u><br/>Help around the house: clean your room, fold laundry, wash the dishes, or sweep/vacuum.<br/><br/>If it is nice outside ask if there is anything you could clean outside. Rake grass pick up twigs, or stack wood.</p>  | <p><u><b>Build a Fort</b></u><br/>Using items you have around your house, build a fort where you, and maybe a family member, can read!</p> <p><i>Extension: Write/Draw your plan for your fort. Did it work on the first try? Or did you have to stabilize or reinforce parts of your fort? If so, what did you use?</i></p>  |
| <p><u><b>Acrostic Name Poem</b></u><br/>Write your first and last name vertically on paper. Use each letter in your name to begin a simple sentence about yourself.</p> <p><b>Example:</b><br/>Shares often.<br/>Always kind.<br/>Makes others smile!</p>   | <p><u><b>Shape Hunt</b></u><br/>Go on a geometric shape hunt around your home. What can you find that is shaped like a cube, pyramid, sphere, cylinder, or rectangular prism? Draw a picture of the shapes you find!</p>   | <p><u><b>Show Your Appreciation</b></u><br/>Make a large sign, or poster, to hang in your window or put in your lawn to thank those people working to help us during this time: truck drivers, grocery workers, doctors, or nurses just to name a few.</p>   | <p><u><b>Star Gazer</b></u><br/>After dark, with a family member, head outside and gaze at the sky. Find the moon, how much of it can you see, do you know the name of that stage? Can you see the North Star? What constellations can you find?</p> <p>Draw what you find!</p>   |