

Kindergarten Independent Projects

Hello Students, Families and Caregivers,

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

Additional enrichment activities are also available and organized into *Read, Write, Move, Design, and Solve* categories to engage students in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

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Read Write Move DESIGN Solve

Kindergarten Literacy Project: Goldilocks and the Three Bears

Estimated Time	Total Time 60 - 70 minutes
Grade Level Standard(s)	<p>RL./RI.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
Caregiver Support Option	<p>Help your child access additional books online via the CPS Virtual Library</p> <p>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.</p>
Materials Needed	<p>Goldilocks and the Three Bears Story (printed below)</p> <p>Online Options:</p> <ol style="list-style-type: none"> https://www.storyberries.com/fairy-tales-goldilocks-and-the-three-bears/ https://www.youtube.com/watch?v=kQgZXtCGIBI https://www.youtube.com/watch?v=-SjoZikYnbQ Spanish version: https://www.youtube.com/watch?v=dzN5E6N3yIA <ul style="list-style-type: none"> • Pencil • Blank paper • Blocks or boxes for chair building • Household objects (crayons, markers, colored pencils, tape)
Question to Explore	<p>How can I read the story? What is the setting? Who are the characters? What is the story about? What lesson is the story and each character teaching me? How can I use the story to make my own oatmeal recipe? How can I use the story to build a chair that is just right for me?</p>
Student Directions	See each activity below for instructions.

Goldilocks and the Three Bears



Written by Alyse Sweeney
Illustrated by David Crockcraft



Once upon a time, there lived a girl named Goldilocks. One day, she went for a walk in the woods. She found a house and knocked on the door. No one answered, so she walked in.



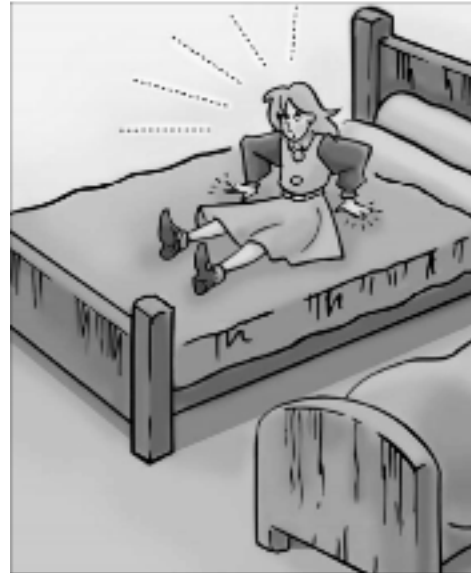
The three bowls of porridge sat on the table. She tasted the porridge from the big bowl. "This porridge is too hot," she said. She tasted the porridge from the medium bowl. "This porridge is too cold," she said. She tasted the porridge from the small bowl. "This porridge is just right," she said and ate it all.



Goldilocks saw three chairs. She sat in the big chair. "This chair is too big," she said. She sat in the medium chair. "This chair is still too big," she said.



She sat in the small chair. "This chair is just right," she said. Then the chair broke! "Oh well," she said.



Goldilocks was sleepy. She climbed the stairs looking for a bed. She laid down on the big bed. But it was too hard.



She laid down on the medium bed. But it was too soft. She laid down on the small bed and it was just right. "Zzzzzzzzzzzz."



The owners of the house returned. They did not like what they saw. "Someone's been eating my porridge," said Papa Bear. "Someone's been eating my porridge," said Mama Bear. "Someone's been eating my porridge," said Baby Bear. "And it's all gone!"



The hungry bears saw their chairs. "Someone's been sitting in my chair," said Papa Bear. "Someone's been sitting in my chair," said Mama Bear. "Someone's been sitting in my chair," said Baby Bear. "And it's broken!"



The hungry, angry bears went upstairs. "Someone's been sleeping in my bed," said Papa Bear. "Someone's been sleeping in my bed," said Mama Bear. "Someone's been sleeping in my bed," said Baby Bear. "And she's still there!" "Shhhh!" said Goldilocks.



When Goldilocks saw the three hungry, angry bears, she jumped out of bed. She ran all the way home. Goldilocks never again went to the home of the three bears.

Activity 2: Retell the Story

- A. Think about the characters and answer the questions below.
 - a. How would you feel if you were Goldilocks?
 - b. How would you feel if you were Baby Bear?
 - c. How would you feel if you were Mama Bear? Papa Bear?
- B. Retell the story using words or pictures on a blank piece of paper. Make sure you include the beginning, middle, and ending of the story.

Activity 3: Act It Out!

- A. Bring a group of family members together (brother, sister, grandparents, aunt, uncle, cousins, parents, etc.)
- B. Using the retelling from Activity 1, act out the story from beginning to end. Don't forget to use your face, voice, and body to act like the characters!

Activity 4: Making Connections

- A. In the story, Goldilocks eats the bears' porridge (a warm breakfast cereal that is similar to oatmeal) until she finds a bowl that is "just right." If you were Goldilocks, how would you like your porridge? What ingredients would you put in it (for example, raisins, brown sugar, strawberries)? How would you make it "just right?" Write your answers on a blank piece of paper.
- B. On the same piece of paper, draw a picture of your bowl of porridge. Don't forget to include any extra ingredients!

Activity 5: Create your own recipe!

- A. Now it's time for you to write your own recipe! You can write a recipe for porridge or for a different food that you love. Make sure to write and draw all of the ingredients and each step in the recipe. If you have all of the ingredients at home, you can even make the food with an adult!

Activity 6: Chair Building Challenge

- A. Using items around the house, build a chair that is "just right" for you.
- B. On a blank piece of paper, draw a picture of your chair. Think about what materials you are going to use.
- C. Build your chair! You can use cardboard boxes, blocks, paper, and more! Have an adult help you figure out what supplies you will need.

Activity 7: Reflection

- A. How did this project make you feel? Did you like the story? 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!

Cross Content Connection:

Social Studies - Using listening, consensus building, and other procedures to decide on and take action.

Math - Measuring the ingredients needed for the recipe.

Art - Using blocks and other materials to build a chair that is "just right."

Kindergarten Math Project: Springtime Math

Estimated Time	Total Time 60 - 70 minutes
Grade Level Standard(s)	<p>Counting and Cardinality K.CC.A: Know number names and the current sequence. K.CC.B: Count to tell the number of objects. K.CC.C: Compare numbers.</p> <p>Operations and Algebraic Thinking K.OA.A: Understand addition as putting together an adding to, and understand subtraction as taking apart and taking form.</p> <p>Number and Operations in Base Ten K.NBT.A: Work with numbers 11-19 to gain foundations for place value.</p>
Caregiver Support Option	Read and explain directions for activities. Assist with activities. Ask your child questions about what was learned in activity. (See Questions to Explore below.)
Materials Needed	Crayons, paper, pencil
Question to Explore	<ul style="list-style-type: none">• How many ways can you make a number?• Which number is missing?• How many more do you need?• What strategy did you use to figure out how many were hiding?• How can you represent teen numbers with animal feet?
Student Directions	Each activity below has directions for you to follow.

Activity 1: How many ways can you make a number?

Days 1 and 2

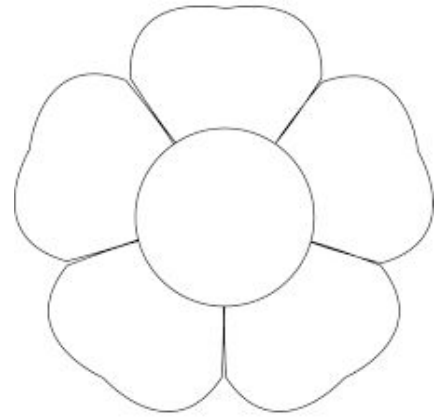
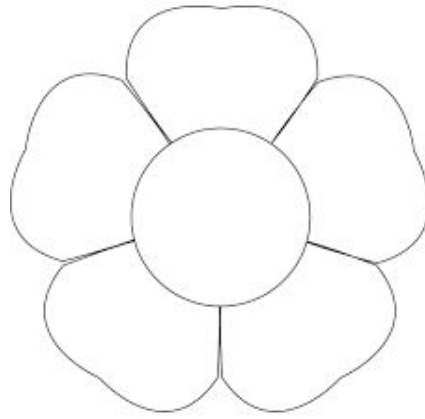
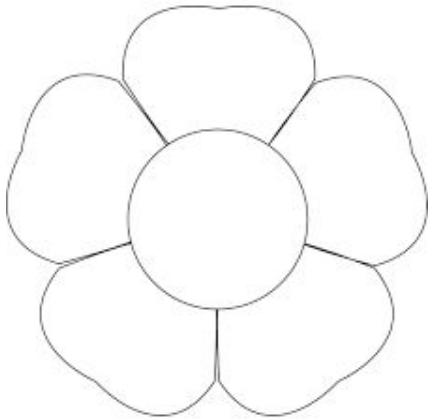
Instruct your child to count the total number of petals on the flower. Tell your child you want him/her to figure out how many different ways you can make a number. For example, the flower that has 5 petals can be made as $5 + 0$, $4 + 1$ and $3 + 2$. Have your child use 2 different colors to color each of the flower petals. Make sure each flower is colored differently. For example, if one flower has 2 pink petals and 3 yellow petals, the next flower should not have the numbers 2 and 3.

Ask your child the following questions:

- Can you write a number sentence to match the flower you colored?
- What did you notice when you were coloring the petals?
- Which number has the most combinations?
- Which number has the least combinations? Why do you think that is?
- Do any numbers have the same combination?

Extension Activity: Create flowers with paper instead of coloring. Find plants outside and count how many leaves/petals it has. Make up different number sentences that would match the leaves/petals on the plants.

five

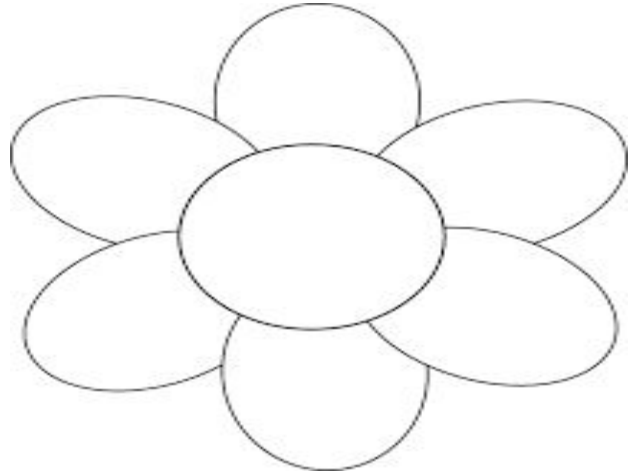
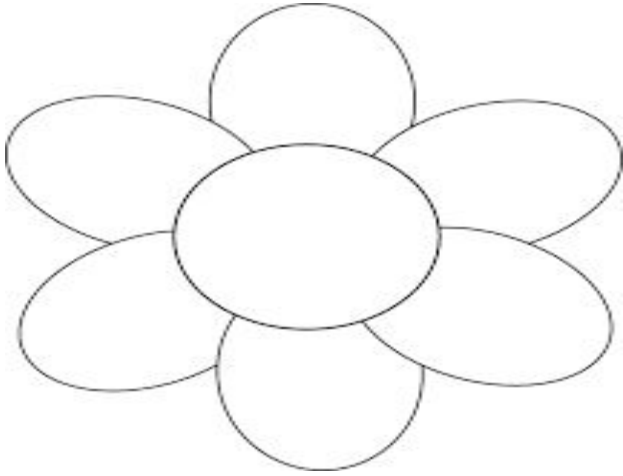


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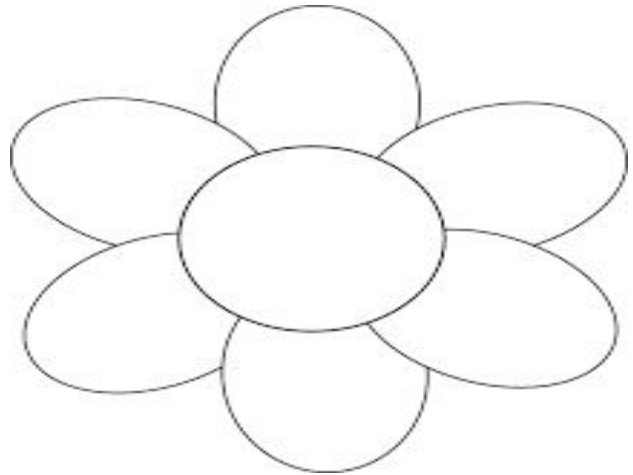
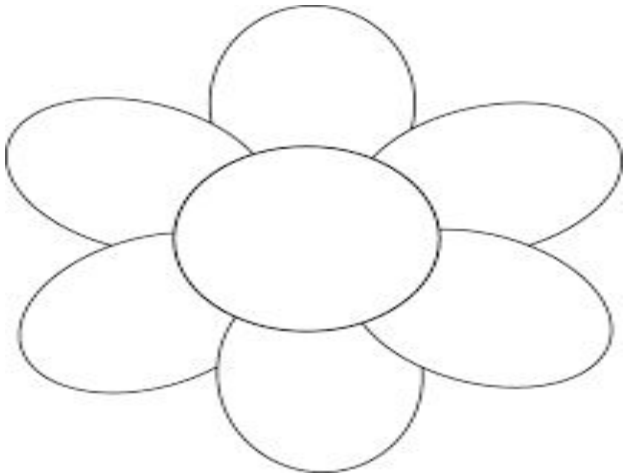
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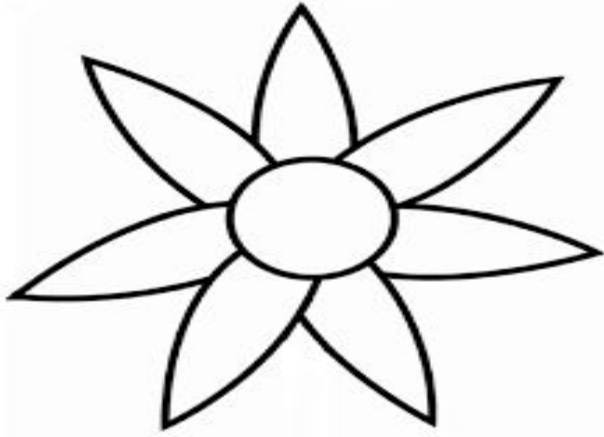
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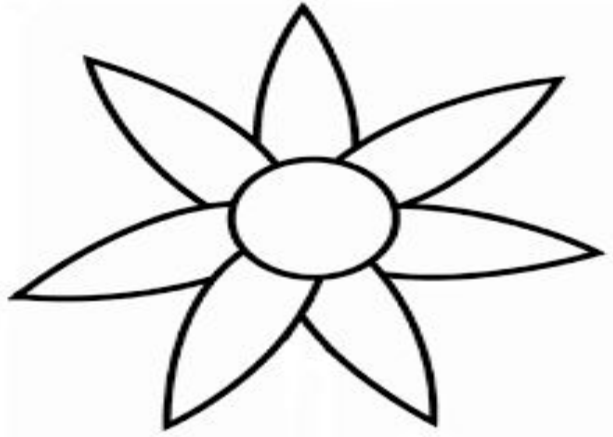
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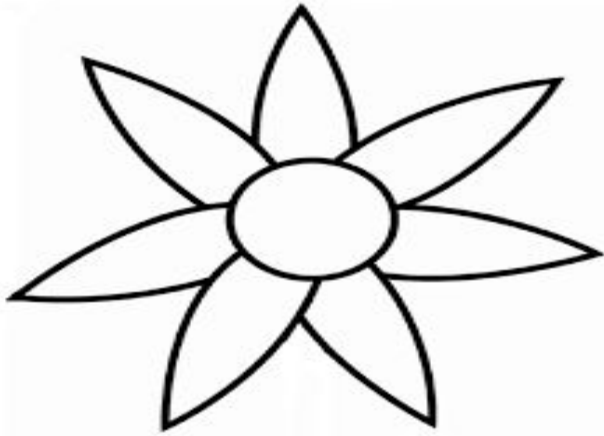
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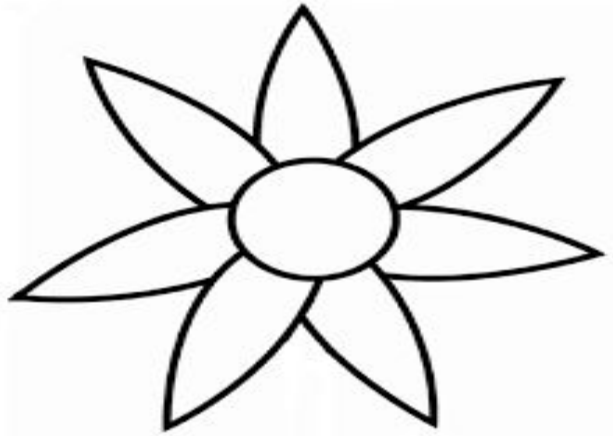
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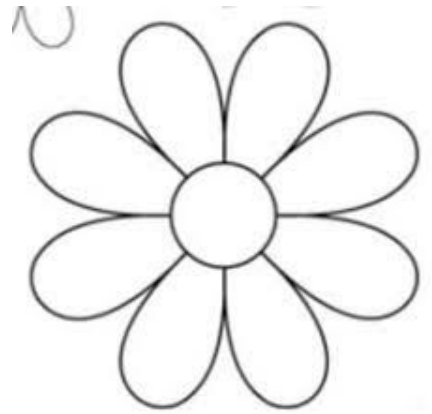
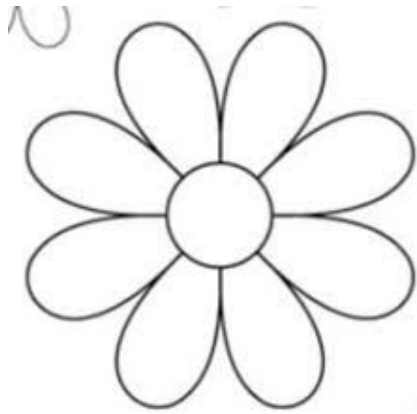
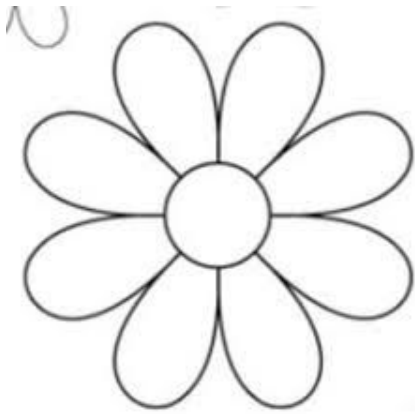


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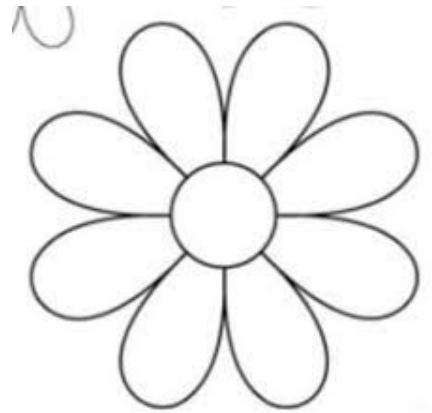
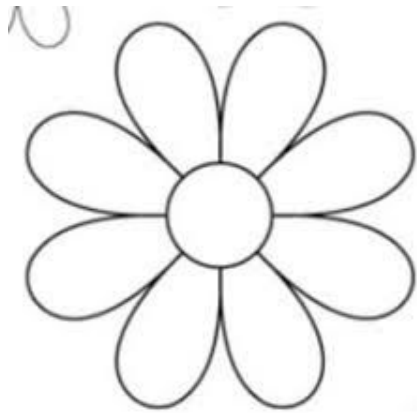
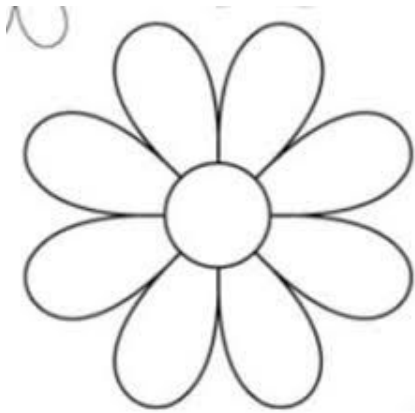
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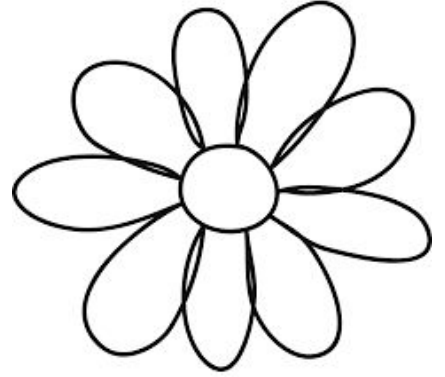
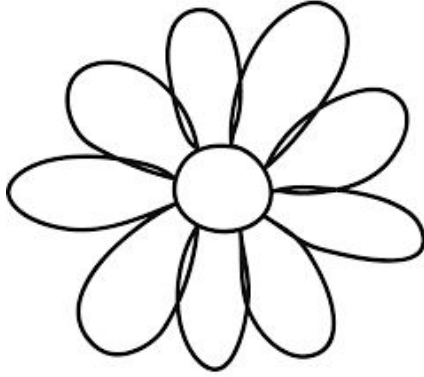
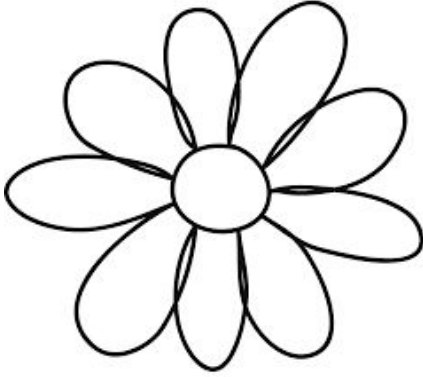


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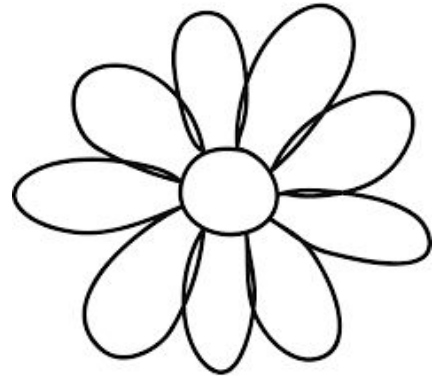
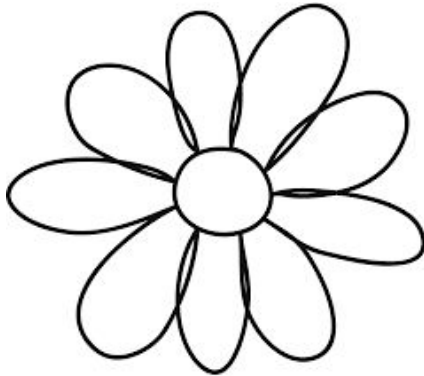
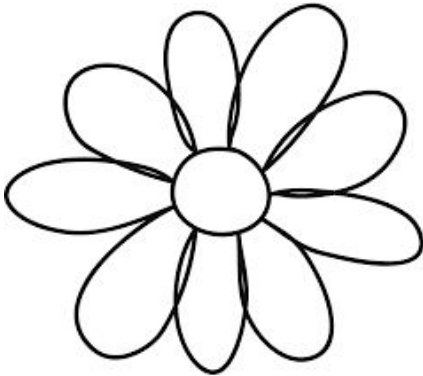
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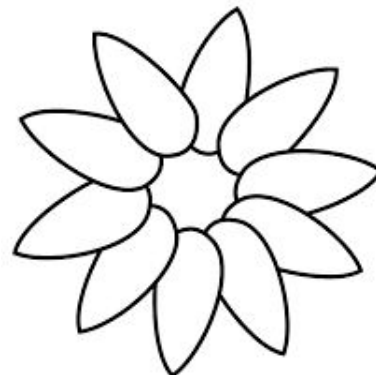
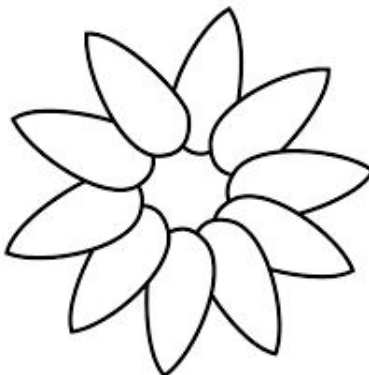
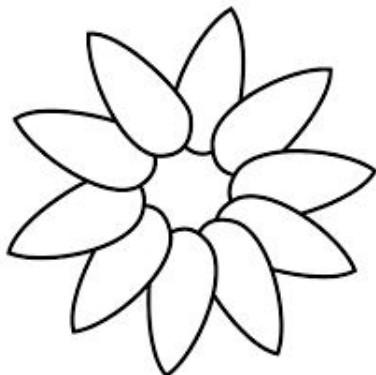


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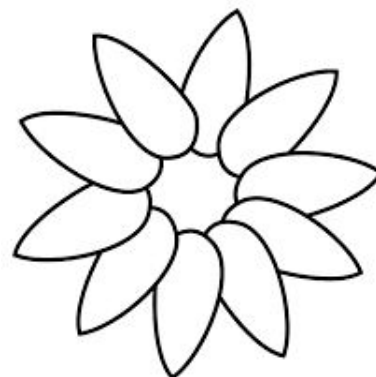
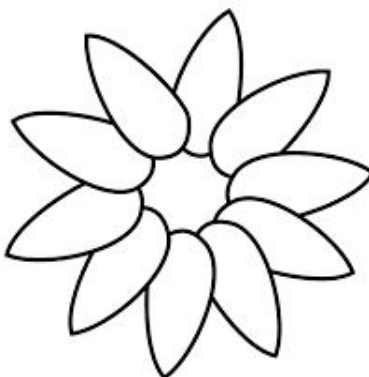
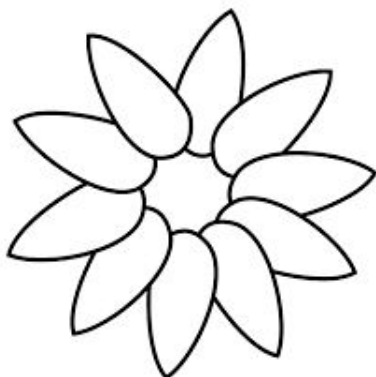
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Day 3: Nature Number Story

Use the template below. Make flowers or animals out of paper to go into the template, or use as is. Have your child tell a number story. On a separate sheet of paper, have your child draw a picture and number sentence to match.

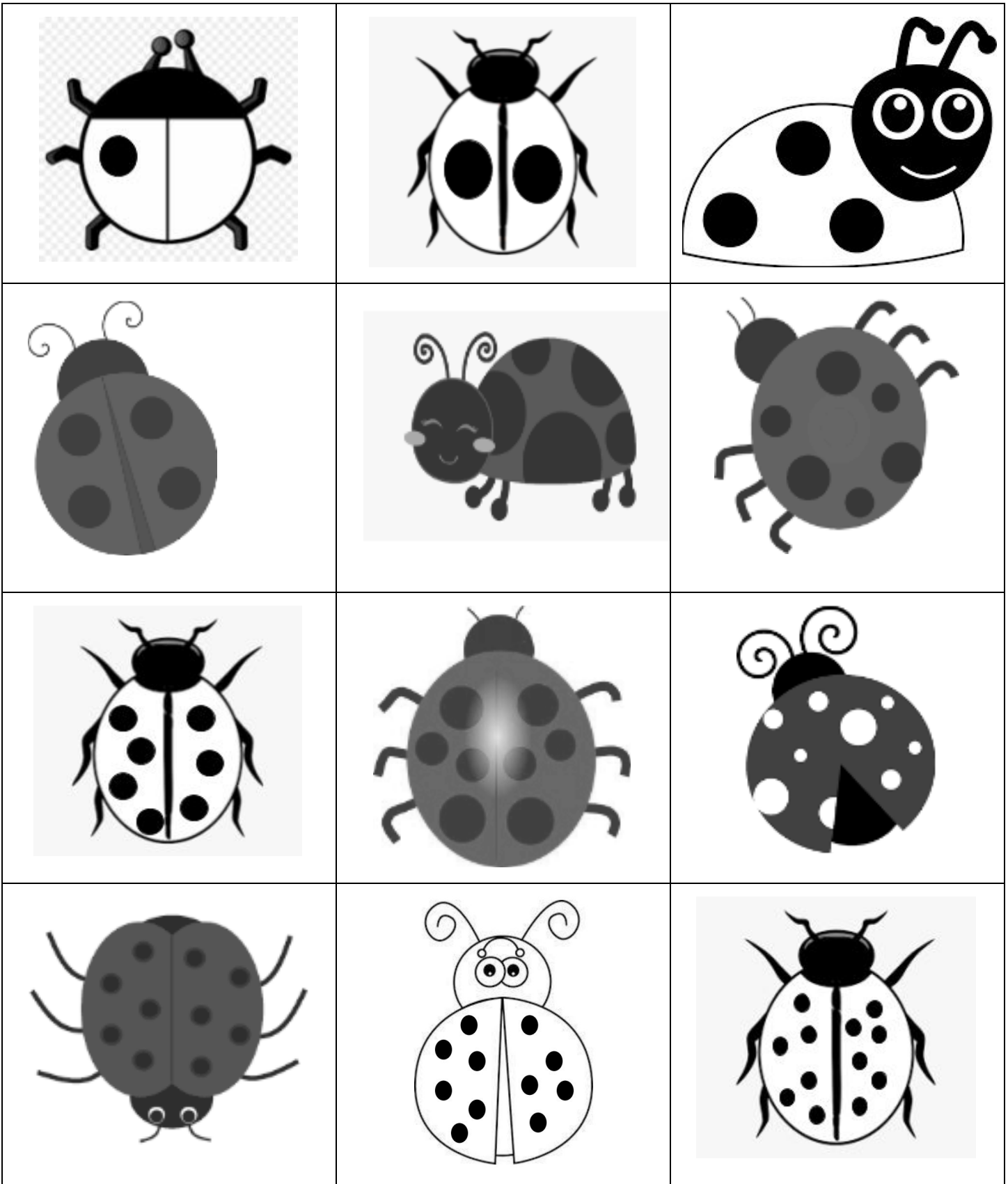
Extension Activity: Go outside or look out the window and look at the plants/animals in nature. Have your child create a number story by drawing a picture and number sentence to match. (i.e., 2 squirrels were on the tree, 3 squirrels were running in the street, there were 5 squirrels in all.) See if your child can create as many addition and subtraction number stories as possible.



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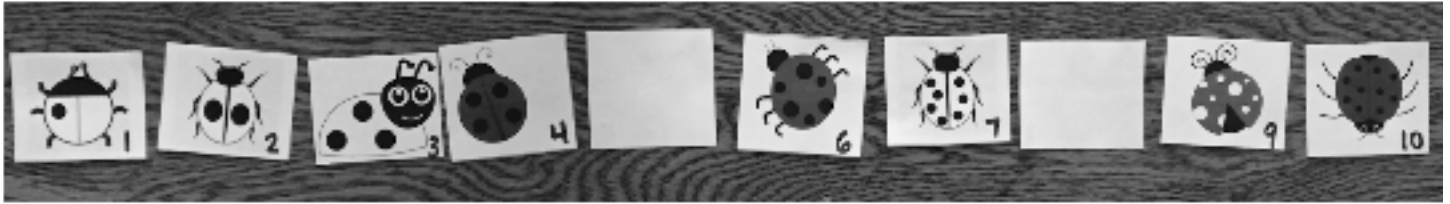
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Activity 2: Ladybug Dots (see next page for directions)



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Day 4: Ladybug Train: Instruct your child to cut out the ladybugs on the previous page, count the dots and put them in order from smallest to greatest OR greatest to smallest for a challenge. (Your child may want to write the number on the ladybug). Flip one ladybug over so the dots aren't showing. See if your child can guess which number is missing. For an extra challenge, flip over 2 numbers. (See the example below, the missing numbers are 5 and 8.)



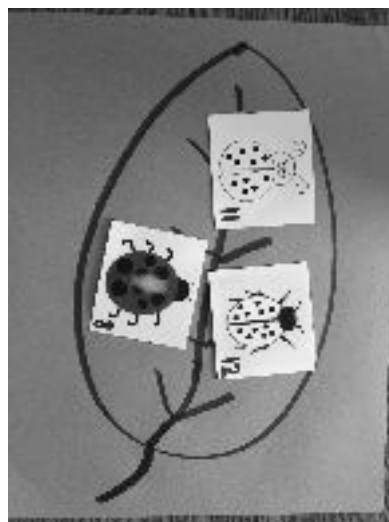
Day 5: I Wish I Had: Hold up a ladybug dot card for your child (i.e., 5). Your child says, "I wish I had..." and picks a number greater than or less than the number you have (i.e., 7). The child needs to state how many more/less dots you need to get to that number. For example, with the example of 5 and 7 above, you would need 2 more dots. Switch roles and repeat activity 3-5 times.

Day 6: How Many Ladybugs are Hiding?: Pick a number of ladybugs from 5-12. (If you choose 5 as the total, you need 5 ladybugs, not the number 5). Tell your child you are going to hide some of the ladybugs under the leaf, but the rest will be on top. You can make a cut out of a leaf, use a paper towel, washcloth, bowl, or anything that will hide the ladybugs!

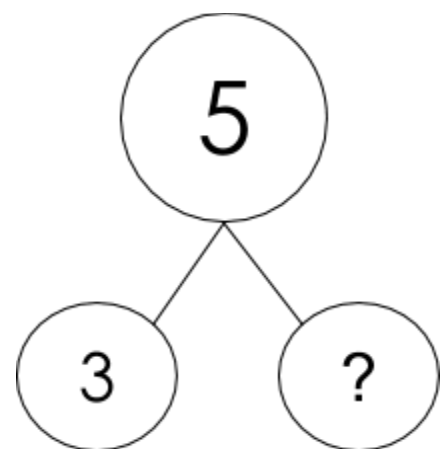
Your child needs to figure out how many ladybugs are hiding. For example, if you choose 5 ladybugs as your total, hide 2 under the leaf, and 3 stay on top of the leaf. Your child can figure out how many are hiding by counting on (3... 4, 5.), using his/her fingers, drawing a picture, or taking away (subtracting). Ask, "How did you know that many were hiding?". The greater the number of ladybugs, the greater the challenge. Challenge your child to fill in a number bond to match. (See example below for 3, ?, and 5; 2 is the ?)



Ladybugs on top



Ladybugs hiding



Number Bond

Extension Activity: Instruct your child to draw a ladybug (large circle for the body, small circle for the head, draw a line on the body from top to bottom). Challenge him/her to draw more than 12 dots (13-19) on each ladybug. Repeat the same activities above using teen numbers (11-19).

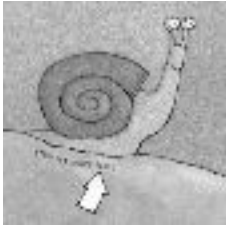
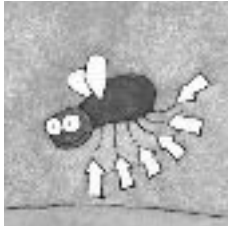


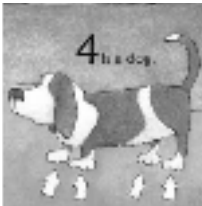
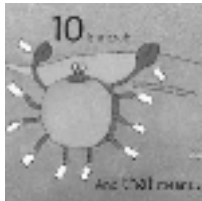
Activity 3: One is a Snail, 10 Is a Crab

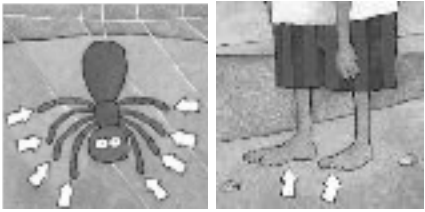
Additional digital read aloud can be found at <https://www.youtube.com/watch?v=zDjp7rTXtsk&t=63s>

Days 7-9:

(This activity can be done over 3 days.) Have a conversation with your child about all the different animals/insects they can see in nature. (Hint, think land, sky, and water.) Then, tell your child how some animals/insects have a different number of feet. See if your child can give you an example of 2 different animals/insects that have a different number of feet before showing him/her the table below. Feel free to add any other animals/insects that are not on the table. Then, tell your child you are going to represent the numbers 11-20 with animal feet. For example, number 10 could be represented as 1 crab, or a spider and a human.

Challenge your child to create a picture, number sentence, and statement for each teen number (11-19). See example below. 3-4 numbers should be completed per day. If your child is having difficulty, have him/her use only crabs and snails to represent each number.

Animal/Insect	Number of Feet	Animal/Insect	Number of Feet
 snail	1	 Insect	6
 human	2	 Spider	8
 dog	4	 crab	10

Number	Picture	Number Sentence	Statement
10		$8 + 2 = 10$	Ten is 1 spider and 1 human.
11			
12			
13			
14			
15			

16			
17			
18			
19			
20			

Enrichment Activity: Challenge your child to come up with more than 1 way to represent a number. For example, 11 can be 1 crab and 1 snail, but it can also be 2 dogs, and 3 snails. Maybe you might go as far as challenging him/her to represent a larger number, for example, 32, 44, etc. Count the feet in your family and draw a picture and number sentence to represent that number! Don't forget pets! Compare the number of feet in your house to the number of feet in a relatives house. Ask your child "Do you have more or less? How do you know?".

Day 10: Reflection

Ask your child:

- What did you enjoy about doing these activities?
- How were you practicing becoming a better mathematician?
- What did you learn about numbers?
- How can we see math during spring or in nature?

Let's Play a Game! Act It Out!

Tell your child you are going to say a number and he/she has to act like the animal or insect that has that many feet. For example, if you say 1, he/she should crawl very slowly on the ground to mimic how a snail moves. You may want to go over the animals and the movements before playing the game. It would also help to have the table of animals and the number of feet for your child to reference while playing. Once you have given the animal/insect with the numbers of feet (1, 2, 4, 6, 8 and 10), challenge your child to think of which two animals make that number. For example: 12 can be a crab and a bunny so your child would have to act like both animals.

Cross Content Connection:

ELA: Writing statements to match picture, reading "One is a Snail, Ten is a Crab," writing numbers,

Science: Identifying different animals/insects in nature, making observations in nature.

Art: Coloring petals, drawing a nature scene, ladybugs and other various animals/insects.

Physical: Moving like an animal/insect.

Kindergarten Science Project: How and Why Do Plants and Animals Change Their Environment?




Estimated Time	Total Time 60 - 70 minutes
Grade Level Standard(s)	K-ESS2-2 Construct an argument supported by evidence for how plants, animals and humans change their environment to fit their needs.
Caregiver Support Option	<ul style="list-style-type: none"> • Review activity directions • Read story to student • Assist students with writing • Engage in discussions with the student around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well)
Materials Needed	Paper, pencil, packet
Question to Explore	What do plants, animals, and humans need to live? How do plants, animals, and humans change the world around them to fit their needs?
Student Directions	Follow the directions provided for each activity.

Activity One: Plants, Animals, Humans and their Environment (20 minutes)

- A. Eliciting Student Ideas: Use the pictures **A**, **B**, and **C** below to start a discussion with your student about what plants, animals, and humans need to survive (possible answers: **water, food, light, soil, shelter, clothing, air**). Your student may record their thinking in the chart on the next page.



Chart: Plant, Animal, and Human Needs

Plants	Animals	Humans
		

B. Tell your student that today you're going to be reading a story and looking at the different ways animals change the environment around them to get what they need.

During reading: Stop to ask your student what they notice about the pictures in the story. Remind them to think about how animals change the environment around them.

Read the story, *Who Lives in that Hole?*, aloud:

Who Lives in that Hole?

By Sarah Jenevein

Desiree Lives in the Forest

My Name is Desiree. I just moved into a new house with my dad. Our new house is in the forest. There are a lot of trees! Dad and I go for a walk. I want to find animals in the forest!

Stop & Talk: What do you think Desiree should do to find animals in the forest?

I listen carefully to all the sounds around me. I hear loud sounds, like laughing and hammering! I look at where the sound is coming from. I see a bird! "What kind of bird is that?" I ask Dad. "It's a woodpecker," he says. "Why do you think it's called that?"



Stop & Talk: Why do you think this bird is called a woodpecker?



The Woodpecker

I watch the woodpecker fly to a big hole and put its head inside. I wonder what it's doing. It flies back to the small hole and hammers again. It gets something in its beak. Now I see! There are baby birds inside. This hole is big enough for a whole nest. "I think I know what it's doing!" I say. "It gets worms out of the little holes it makes. Then it takes the worms to its babies in the big hole."

"Good thinking," Dad says. "Woodpeckers are great at making holes. They make little holes to find food, and big holes for their nests."

Get Up & Move! Pretend you're a woodpecker. You have babies in a nest and a hole full of food. Fly back and forth to feed your babies.



Another Hole

"Look, there's another hole in that tree! I wonder if a woodpecker lives there, too." I listen carefully, but I don't hear a woodpecker pecking. I hear a new noise. Then I look closer. I see a smaller bird. The bird flies over to the hole. It flies away, and then comes back again, just like the woodpecker did. I look closely in the hole. More baby birds!

Stop & Talk: Do you think this bird made its own hole? Where else could the hole have come from?

"Maybe a woodpecker made the hole and then the little bird moved in," I say. "Good thinking," says Dad.

Who Lives in that Hole?

"Look, another woodpecker hole! I wonder who lives in that hole?" I listen. I don't hear anything. I look carefully. I don't see anything.

"Maybe nobody lives in that hole," I say. "There's only one way to find out!" Dad says. He lifts me onto his shoulders. A tiny mouse scurries out of the hole! "Wow! Birds aren't the only animals that live in woodpecker holes!" "That's right," Dad says. "Many birds and animals live in the holes that woodpeckers make."






A Handmade Home

I think about all the animals living in woodpecker holes. Big holes for big birds, and little holes for little mice. "I wonder if I could help make homes for animals," I say, "like the woodpecker does." Dad smiles. "I think you could." Dad and I get to work. We saw and nail boards together until... Our birdhouse is finished! It has a hole just the right size for... A whole family!



[Source: Mystery Science Plant and Animal Secrets Unit (Mystery 4). Full unit accessible at: <https://mysteryscience.com/secrets/plant-animal-needs>]

C. Complete the **After Reading** activity: Have your student draw or write one way an animal changes the environment to get what it needs. Also, discuss with your student one way they think humans and one way they think plants might change the environment to fit their needs.

Plants	Animals	Humans
		

Activity Two: Nature Observations (20 minutes)

Instructions:

- A. Choose **one** of the activities below, option A, B, or C, that is best for you and your student. In this activity, your student will be observing the way that plants, animals, and people change their environment to fit their needs. For any activity, **your student should use the Science Journal on the next page to record what they notice.**
 - a. Go on a **Nature Walk** in your neighborhood! Before leaving, tell your student to look for ways that plants, animals, and people are changing their environment to fit their needs. Some possible examples include: trees growing roots up through the sidewalk, birds building nests in trees, or squirrels digging up nuts.
Important Notice: On your nature walk, follow CDC social distancing guidelines.
 - b. Pick a window in your house to look out of. What do you notice about the way that living things just outside your window are changing the world around them to meet their needs?
 - c. Look at the pictures on the next page titled **Nature Observation Photos** and discuss with your student what they notice. How are different living things changing their environment?

Nature Observation Photos



My Science
Journal

How do plants and animals change the world around them to fit their needs?

I notice _____

How do plants and animals change the world around them to fit their needs?

I notice _____

Activity Three: Who Made the Change? (15 minutes)


Instructions:

A. In this activity, you and your student will look at each picture and determine who made the change: an animal, plant, or a human. Then, decide what 'need' the change is meeting: **shelter, food, sunlight, or water.**

a. Questions to think about during activity:

- i. Does this change meet any other needs the animal, plant or human might have?
- ii. Who else has the same need, and how is it met?

Example:



Who made the change? Circle one.

animal plant human

Making a hole to store nuts helps the animal meet its need for food.



Who made the change?

animal plant human

Digging a hole helps the _____
meet its need for _____.



Who made the change?

animal plant human

Moving the soil helps the roots
meet its need for _____.



Who made the change?

animal plant human

Building the house helps the _____
meet its need for _____.



Who made the change?

animal plant human

Building the dam helps the _____
meet its need for _____.



Who made the change?

animal plant human

Moving the sidewalk helps the roots
meet its need for _____.



Who made the change?

animal plant human

Planting crops help the _____
meet its need for _____.

Activity Four: Reflection (15 minutes)

Instructions: In this activity, your student will choose one living thing (an animal, plant, or human) and illustrate one way that this living thing can change its environment to meet its needs.

Project Recommendations:

Students can use the graphic organizer below titled **Plants, Animals, and Humans Change the Environment to Meet Their Needs!** Or, students can use that model and create their final project on a larger, separate piece of paper. For example, they can tape together multiple pieces of copy, construction, or lined paper to make a larger paper. They can reuse a cardboard box (e.g., a cereal box, a box for cans of soda) and create their project on the blank inside.

Project Must Haves:

The project should include one illustration and some words (labels to identify parts of the drawing and/or encourage them to write a sentence) to demonstrate one way they know an animal, plant, or person can change the environment to fit their needs.

Caregiver Project Suggestions:

- Have students draw first before writing.
- Have students participate in sounding out words.
- Take turns, you and your student, writing the words.

Plants, Animals, and Humans Change the
Environment to Meet Their Needs!

Grade K-2 Social Science Project: Here and Now SnapShots

Estimated Time	Total Time 70-80 minutes (average of 15-20 mins per activity)
Grade Level Standard(s)	<p>SS.IS.3.3-5. Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.6.3-5. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p>
Caregiver Support Option	<p>Notes on the structure:</p> <ul style="list-style-type: none"> • 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 can be done in a day. <p>Before giving the activities to students, caregivers might:</p> <ul style="list-style-type: none"> • Spend time reading and discussing the "student directions" together. • Encourage student(s) to ask any clarifying questions. • When reading the texts, students should circle or underline any unfamiliar words so you both can define them together. <p>In this particular lesson, it's important to note that:</p> <ul style="list-style-type: none"> • Student(s) will create a snapshot, with words and drawings, to represent their setting. • Consider making your own snapshot and share with your student. • Ask them to share and explain their snapshot to you. Consider using the examples provided on p.7 and p.8 to discuss and reflect on what can be better.
Materials Needed	Writing tool, paper.
Question to Explore	How can I capture where I am in time and place?
Student Directions	<p>Every moment we live is a moment of history! The things we write, the images we draw become the artifacts of our experience, the primary sources that will tell others about our lives. In this mini-inquiry, students learn about historical setting by examining images of the past. Throughout the week, they use their learning to create a "Here and Now SnapShot." Their creation will serve as an artifact that tells the story of their experience during this unique period of time.</p>

Day 1 (Activity 1): Examining Historical Setting (15-20 min)

This week we're thinking about the question:
"How can I capture where I am in time and place?"

Your challenge this week:

To create a "Here and Now Snapshot" to represent your setting in words and images.

Today you will:

- Look at images for details about their setting
- Identify your own setting

You will need:

- Paper or notebook
- Writing tool
- ["My Setting" handout \(optional\)](#)

Let's Get Started!

A. THINK

Have you ever thought about what someone 20, 30, or even 100 years from now will think about life today for kids your age?

Guess what? Someday, a long time from now, someone might look at the things you've created to wonder about you.

B. EXPLORE

Let's think like historians by looking at historical settings. Historical setting describes where and when something took place.



What can we learn about life in the past by looking at the historical setting of each picture below?



New York City

What can we guess about this picture's historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.

- Who: Who is in this picture? What are they wearing? How do you think they are connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What's in the background? Is this inside or outside?

	<ul style="list-style-type: none"> ● When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?
	<p>Birthday Party</p> <p>What can we guess about this picture's historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.</p> <ul style="list-style-type: none"> ● Who: Who is in this picture? What are they wearing? How do you think they are connected to each other? ● What: What objects do you see? What activities do you see? ● Where: What's in the background? Is this inside or outside? ● When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?
	<p>Jump Rope</p> <p>What can we guess about this picture's historical setting (where and when the picture took place)? Look for details that give you clues about where and when the photo was taken.</p> <ul style="list-style-type: none"> ● Who: Who is in this picture? What are they wearing? How do you think they are connected to each other? ● What: What objects do you see? What activities do you see? ● Where: What's in the background? Is this inside or outside? ● When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

C. DO

Your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time. Today, you will complete the first step of the challenge!

Record the who, what, where, and when of your historical setting on paper (or use the “My Setting” handout if you like).

You don't have to write about this exact moment – you can think back to a moment from your day that really captures your life right now.

WHO is with you?
WHAT is going on?
WHERE are you?
WHEN is it?

DAY 1
My Setting

WHO is with you?

WHAT is going on?

WHERE are you?

WHEN is it?

Day 2 (Activity 2): Representing Your Setting (15-20 min)

This week we're thinking about the question:
"How can I capture where I am in time and place?"

Your challenge this week:
To create a "Here and Now Snapshot" to represent your setting in words and images.

Today you will:

- Look at an image for details about its setting
- Create an image that represents your setting

You will need:

- Paper or notebook
- Writing tool
- Drawing materials (optional)
- ["Drafting Template" handout \(optional\)](#)

Let's Get Started!

A. THINK

We know that we can learn about other people's settings by looking at pictures. But are all pictures photographs?



B. EXPLORE

Let's think like historians!



Van Gogh

This is a sketch by the artist Vincent van Gogh. What can we learn about the setting?

- Who: Who is in the picture? What are they wearing? How are they connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What's in the background? Is this inside or outside?
- When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

C. DO

Keep in mind your challenge this week: Create a "Here and Now Snapshot" to represent your setting at this time. Today, you will complete the next step of the challenge, which is to make a first draft of your "Here and Now Snapshot"!

Use pictures and words to show your setting on paper (or use the "Drafting Template" handout if you like).

Your goal: Show your setting in words and pictures.

DAY 2
Drafting Template

Who:

What:

Where:

When:



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

This week we're thinking about the question:
"How can I capture where I am in time and place?"

Your challenge this week:
To create a "Here and Now Snapshot" to represent your setting in words and images.

Today you will:

- Reflect on your progress
- Make a plan to improve your work

You will need:

- Your work from previous activities
- Paper or notebook
- Writing tool

Let's Get Started!

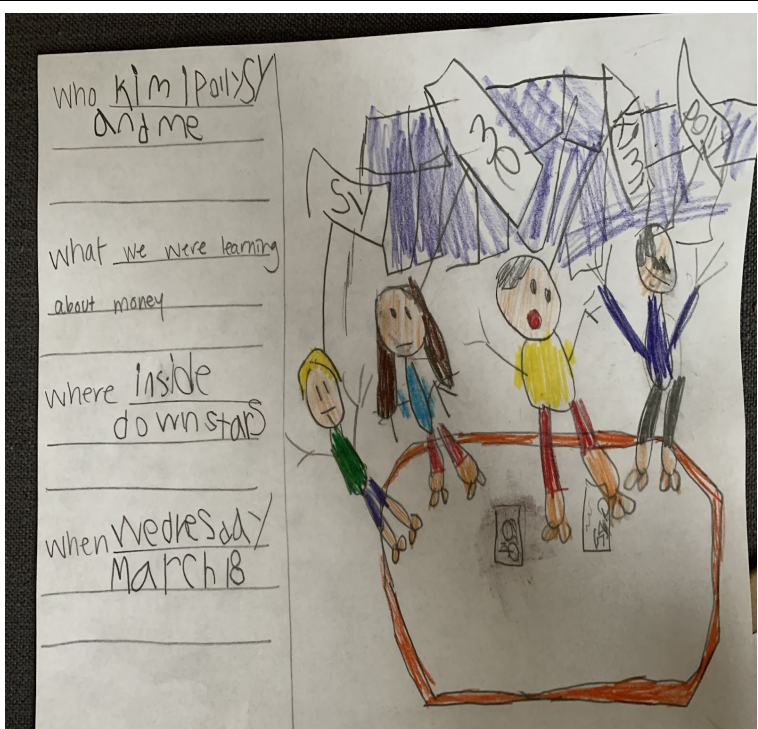
A. THINK

You've already created the first draft of a "Here and Now Snapshot" that shows your setting using words and pictures!

Pause to reflect on your work. When someone looks at your work, will they understand your setting?

B. EXPLORE

Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

	<p>Look at this student's "Here and Now Snapshot." How much does this image tell you about the setting?</p> <ul style="list-style-type: none">● What does this make you think or feel?● Which details show the Who?● Which details show the What?● Which details show the Where?● Which details show the When?
--	--



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

- The artist could add...
- The artist could try...
- The artist could adjust...

C. DO

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time.

Today, you will explore your own first draft to check if you are meeting your goal to show your setting in words and pictures.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
 - Which details show the Who?
 - Which details show the What?
 - Which details show the Where?
 - Which details show the When?
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...

Day 4 (Activity 4): Finalizing the Work (15-20 min)

This week we're thinking about the question:
"How can I capture where I am in time and place?"

Your challenge this week:
To create a "Here and Now Snapshot" to represent your setting in words and images.

Today you will:

- Finalize your "Here and Now Snapshot"

You will need:

- Your work from previous activities
- Drawing and coloring materials (optional)

Let's Get Started!

A. THINK

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?**

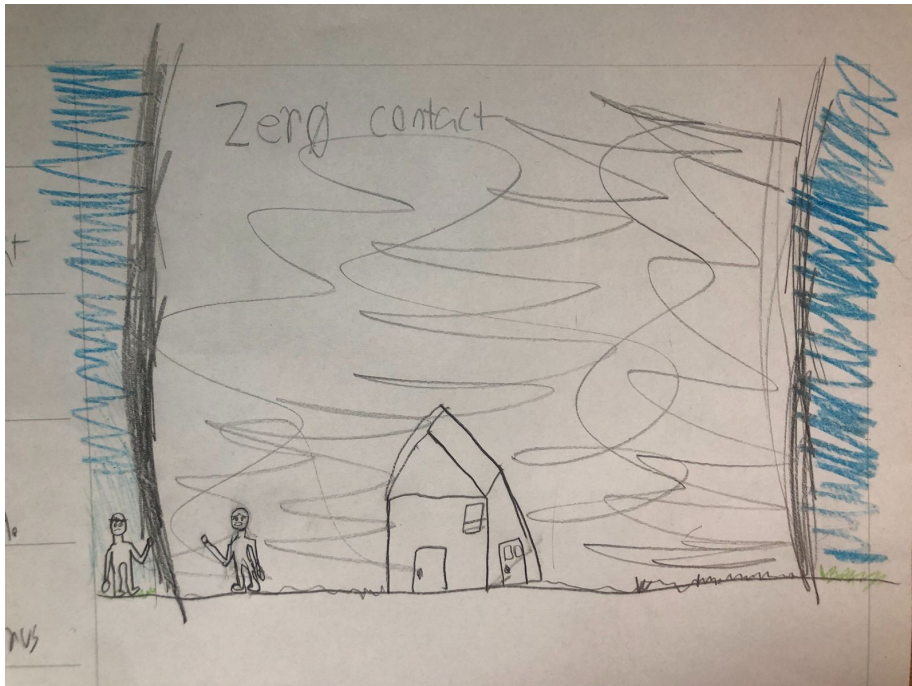
B. EXPLORE

Check out some "Here and Now Snapshots" by other students (next page).

- What changes did this artist make to their work?
- How do these changes help you understand more about their setting?



First Draft



Final Draft

C. DO

Today, you will work to finalize your “Here and Now Snapshot” to best represent your setting.

1. Get out your first draft and any other materials from previous activities.
2. Think about your work plan.
3. Decide: Do you need a fresh piece of paper to start over? Or will you just edit your first draft to make your final draft?
4. Get to work making your final draft!

Day 5 (Activity 5): Reflecting and Sharing (15-20 min)	
This week we're thinking about the question: "How can I capture where I am in time and place?"	Your challenge this week: To create a “Here and Now Snapshot” to represent your setting in words and images.
Today you will: <ul style="list-style-type: none">• Think about what your “Here and Now Snapshot” tells about you and your setting• Find a way to share your final work	You will need: <ul style="list-style-type: none">• Your finished “Here and Now Snapshot”• “Sharing” handout (optional)

Let's Get Started!

A. THINK

Someday, a long time from now, someone might look at the things you've created to wonder about you.

Today, someone in another household, another city, or another country might be wondering about you right now!

B. EXPLORE

Look at your finished “Here and Now Snapshot.”

Think about or discuss:

- Looking at my “Here and Now Snapshot,” what do I want viewers to think, feel, or wonder about me, my time, and my place?
- Which details tell about my time and place?



C. DO

Now that you've completed your "Here and Now Snapshot," it's time to share your work with others!

Here are some ideas for connecting with others:

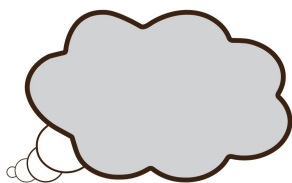
- Share with a family member and...
 - Help them to create their own.
 - Ask them what your work makes them think, feel, or wonder (or use the "Sharing" handout to get a written response).
- Ask an adult to help you share your work online with the hashtag #inquiredtogether.
- Hang your "Here and Now Snapshot" in the window.
- Keep your "Here and Now Snapshot" somewhere safe as a historical record that you and others can look back on later.

DAY 5 Sharing

Please take a look at my work and fill this out.

Thank you!

This work made me... (circle one)



think...



feel...



wonder...

Cross Content Connection:

This week we have spent a lot of time thinking and learning about historical settings by examining images of the past. You even created an artifact that tells the story of your experience during this unique period of time! How can we connect this learning to other content areas like math and science?

Science:

Have a conversation with one of your adult family members. How were things different for them back when they were a kid, especially when thinking about communicating with others? Did they have the internet back then? What about smartphones? Compare and contrast your lives together. How were things different when it comes to technology? How are things the same?

Math:

How has your family and neighborhood changed over time? Math can help us when we are collecting data about who we were and who we are because numbers matter. How many people are in your family? How many of your family members live nearby? Ask an adult to look up the population of your neighborhood in the year 2000 or the year you were born.

For older grades: Does your neighborhood have more or less people in it today than before? How do you know? How does the population of your neighborhood affect the way you live?