

Colorado Department of Education
Organizational Commitment

High Standards for what students must know and be able to do;

Challenging Assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children; and

Rigorous Accountability Measures that tie the accreditation of school districts to high student achievement.



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Intergenerational Literacy Activities

Dear Teachers and Directors;

Thank you for taking the important step to help your adult learners begin to connect their learning with that of their children or those young people whom they influence. As an adult educator, you are adept at taking students' needs and connecting them to prescribed curricula. Connecting adult learning with early childhood education will strengthen the parent's role as an educator and encourage the transfer of learned skills to the home environment. This notebook was created to serve as a catalyst for your creativity. The plans in this notebook can enhance a life-skills based curriculum with activities designed to be completed as either take-home or center-based. As you use the materials, your own skills as a teacher will shine through and adaptations will present themselves. Please be generous and share your ideas with others in the field. Great ideas can be passed along on the CLICK listserv or through conference and workshop presentations. Thank you again for your commitment to your families and their education.

Colorado Department of Education
Center for At-Risk Education

http://www.cde.state.co.us/index_adult.htm

Adult Education and Family Literacy
Even Start
Migrant Education Even Start

<http://www.cde.state.co.us/cdeadult/adultstaff.htm>

<http://www.cde.state.co.us/cdecare/evenstart.htm>

<http://www.cde.state.co.us/mees/index.htm>

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How to Use the Notebook

The IGL (Intergenerational Literacy) Notebook is divided into 17 sections. The first two consist of introduction, guidelines, and sample assessments. Section three is a cross reference table for the activities as they pertain to early childhood education, CASAS competencies, and adult basic education skills. The next 12 sections are the thematic activities. Each thematic unit has two sections, group and take home. Group activities are those that are recommended to be used in a classroom setting where the teacher may serve as a facilitator. The second set is designed to require minimal teacher support and would work well as take home activities. With sufficient support and instruction, both sets could be used interchangeably. The final two sections are activities specifically designed for science and social studies for ABE/GED learners and their children. These activities can also be used with ESL learners as well with additional support.

When preparing to use the activities, please take the time to read over the supplies needed, vocabulary and general directions. It is frustrating during limited class time to delay a project until adequate supplies of scissors are found.

Each activity has the following information at the top of the page for easy viewing:

- ◇ CASAS competencies for ESL learners if appropriate **OR**
- ◇ ABE skills which would be needed for the GED exam
- ◇ Early childhood developmental skills
- ◇ Preparation time needed
- ◇ Estimated time to complete the activities
- ◇ Colorado Model Content Standards in Reading/Writing and Math for children in grades K-4 when appropriate. These standards can be referenced at http://www.cde.state.co.us/index_std.htm
- ◇ Supplies needed for the activity
- ◇ Vocabulary for pre-teaching

Take home activities should be somewhat self-explanatory. It is a good idea to review with learners the vocabulary necessary for the activity prior to sending it home. Let the adult know in advance what type of response you would like to document activity completion. The notebook contains many sample evaluation forms that you can use, or you may create your own. A response journal is ideal but may be a challenge in large classes. Another popular evaluation activity involves adults interviewing each other about the take-home activities they completed with their children. Each take home activity sheet has a section designed to be cut off and given to the parent to help them make the connection to their child's learning. If there is time within your class, a discussion regarding the children's learning can be beneficial. Some of the information presented may be new or at odds with the adult's background knowledge.

Getting Ready for a Family Night!

Family nights or other opportunities when parents can bring their children to see their own classroom and then learn together are an excellent way to provide Intergenerational Literacy Activities.

The benefits include:

1. Parents modeling the importance of education to their children.
2. Instructors having the opportunity to see family dynamics in action.
3. The entire family having the chance to practice learned skills in a supportive environment.
4. Parents being affirmed as their child's first and most important teacher.

There are numerous other benefits that you will discover as you work with your families to help them discover the joy and importance of learning with their children.

Family nights are hard work! **Every** staff member should be available during family nights. Planning should take place a minimum of two weeks prior to the event. If possible, a different staff member or reliable volunteer should be in charge of each aspect. Establishing a three-ring binder which has sections for each family night and includes attendance rosters, activities, evaluations, and planning details may make the task progressively easier. As each program is different, you will soon discover what is needed for your family nights, however, here are some basic things to consider. Each will be discussed in detail on the identified pages.

- ✓ Invitations, advertisements, community connections (page 4)
- ✓ Food (pages 4-5)
- ✓ Set-up and table arrangements (page 5)
- ✓ Clean-up (page 5)
- ✓ Transportation (page 6)
- ✓ Materials (page 6)
- ✓ Copies (page 6)
- ✓ Children who may not be interested / able to participate (teens and infants) (pages 6-7)
- ✓ Debriefing (page 7)

Often there is much discussion among the staff as to the correct number of activities to offer during a family night. There are many factors that will influence this number. Keep in mind the space limitations, number of families attending, number of staff available, how frequently you offer family nights, and your budget. A recommended minimum number of activities would be three. Offer one creative, building type, one artistic activity, and one quieter activity such as book creation. On the upper end, more than six activities can be chaotic and stressful for staff and families to accomplish in one night.

Every family night should include a small library of books at various levels which relate to the theme being studied. Families can read between activities, read after the meal, or use the books as reference for some of the projects.

Invitations, Advertisements, and Community Connections:

Families need to be personally invited. A posted flier on a bulletin board has much less effect than the instructor explaining the fun activities and the importance of attendance. A sign-up sheet may be helpful in advance but families may not adhere to following it.

Local media should be contacted to attend and participate in the festivities. We've all enjoyed seeing pictures of holiday parties. This is an opportunity to really showcase the educational opportunities provided by your program.

Local schools should be given the information about your family nights. Many will provide short notices in weekly newsletters which will serve as free advertising for you. If you are fortunate enough to obtain sponsors for your family nights, they should be invited to witness the excitement and should be acknowledged in your advertisements.

Service organizations (Zontas, Kiwanis, Elks, RSVP, etc.) may serve as financial or personnel supporters. Reliable volunteers are great for sharing the wealth of work involved in a family night.

Food:

We all know that nothing brings a group together like food. Many family nights are scheduled around the dinner hour for that reason. Food is expensive and the costs for a large group can eat away a budget quickly. Here are some recommendations.

1. Avoid potlucks unless your families have proven to be reliable about attendance and food participation. Some alternatives which require everyone to bring a dish are: potato bar where everyone brings a topping and the program supplies the potatoes, stone soup (read the book) where the program has a base stock and limited vegetables, salad bar, and spaghetti bar where the pasta and tomato sauce are provided by the program.
2. Wholesale clubs such as Sam's and Costco can provide large serving trays of hearty eats such as lasagna, macaroni and cheese, and deli meats. These can serve many and are generally palatable.
3. Obtain a meal sponsor. Provided your family night is not on a Friday or Saturday, many restaurants will donate food to a good cause. Great donations include trays of rice, beans, shredded meats, cheese, casseroles, and soups. These are generally low cost to the restaurant and provide good public relations as long as you display a banner and send a thank-you card from the participants.
4. Local schools may provide cafeteria style meals at a slight charge if your family night is held in their building. Costs for the school may be offset as parent involvement if the agenda is sound and you can provide a list of parents attending.
5. Take-out items from local grocery stores or restaurants. Fried chicken, pizza, deli meats, and salads are relatively inexpensive if assembled into a meal by the program.
6. Ask families to provide a limited donation (less than \$5 per family) to offset costs. This option is possible, but can be awkward as well as a logistical challenge to track down payments.

Alternatives to providing a meal include scheduling the family nights after or before the dinner hour to avoid the meal, encouraging families to bring a picnic dinner to eat before the activities, or posing the problem to the adults and having them problem solve solutions.

Set-up and Table Arrangements

Having someone assigned to arrive early, set-up and greet families is crucial. Frequently this detail is left to the director or lead teacher who must balance it in addition to other tasks. A delay in set-up can throw the entire evening's schedule off. Advanced students with older children or reliable volunteers can be assigned this task. It is a good idea to draw a map or layout of where the tables should be placed.

Special consideration should be given to the type of activity and the table placement. Noisy group activities should not be placed adjacent to the portable library. Any activity that involves food should **NEVER** be next to an activity with play-dough, glue, or paint. Young children often have a difficult time differentiating between edible and non-edible items. Items that require immediate clean-up such as painting or sticky play-dough should be as close to a source of running water as possible. If running water is distant, a small wash basin with soapy water and paper towels nearby works well too.

Ideally, many of these activities should be conducted on non-carpeted surfaces. If that cannot be avoided, clean shower curtains work well as drop cloths. To protect tabletops and make clean-up easier, cover the tables with newspapers or disposable plastic table cloths. Do not dispose of them unless ripped; they can be wiped off. These can be purchased rather inexpensively after a holiday and follow thematic colors.

Station a greeter at the main entrance door to welcome families, answer any questions, and have them sign in. There should be a location for diaper bags, backpacks, and coats which will be protected from food and activity. Name tags may need to be available depending upon your program and its size.

Clean-Up

After a long, fun-filled event, clean-up is not always relished. Having someone pre-assigned to the task and rotating the nights can help. Ideally, this is not the same person who conducted the set-up or is responsible for transporting families. In many programs, families will take responsibility to clean-up tables and put items away. That's wonderful. However, the ultimate responsibility lies with the staff. Find out in advance what the requirements are for the room. Make certain there are appropriate cleaning supplies such as broom, dustpan, mop, sponge, soap, buckets, etc. Covering the tables in advance will make this job easier, but accidents happen. Be prepared and know that someone else may get the job next time.

Transportation

Always a challenge for families yet critical for their participation. If your program is in a position to offer it, then do so. If not, be creative. Before the event, solicit families who may be able to carpool. Plan the family night around the bus schedule. Recruit partner organizations to assist with transportation. Head Start or your local public school may have parents attending and may be persuaded to share their buses. As an “in kind” donation, a local assisted living or long term care facility may be able to drive participants within a limited area. You will know your area best and can find the most available resources.

Materials

This can be a substantial part of any budget. The key to keeping it reasonable is planning. Consumable supplies such as crayons, markers, and glue should be purchased at back-to-school sales or through school district purchasing warehouses if possible. Local newspapers are a great source for plain, off-white newsprint from the ends of rolls. Often they will be donated to worthy causes. Building materials can be found in a variety of environments including construction sites, teacher’s lounges, fast food restaurants, and such. After holiday sales are great for basic items such as table cloths in various colors, napkins, and construction paper. Be resourceful. Once families begin to see what items are used, they will help you collect.

To help reduce costs on materials, buy in bulk when available and re-package into smaller sizes. Plastic ice cube trays make great paint trays. Not too much paint is wasted and there are extra spaces for mixing colors. Squeeze type condiment bottles work well for glue and thicker paint. Empty spice bottles and glitter are a good combination. Old cookie sheets can be used to contain projects that tend to overflow. Scavenging is often the name of the game for slightly under-funded projects.

Copies

Sufficient numbers of handouts and activity sheets are a must for full participation. Anticipate the number of attendees and add a percentage. Extra handouts can be given away the next day in class and many families ask to take them home for family members unable to attend. Have someone double check to ensure that activity stations have an adequate amount of materials at all times.

Children who may not be interested / able to participate (teens and infants)

This is not to say that all teens or infants do not want to participate. Many do. Many were not given a choice. Adolescence in this country is about asserting independence and many teens while being proud of their parents for attending classes, may have other focuses in their life. They may still be learning while not actively participating. Provide a graceful way for them to stay close to the action without having to fully interact. Their natural curiosity may take over and engage them better than any parent encouragement. If not, have a relatively quiet area for homework completion and make sure that they are visited on a regular basis.

Infants, however, frequently do want to participate. Make sure that most of your activity materials are non-toxic. Have the poison control number ready just in case. Do not

allow babies to crawl unguarded on the floor. They will find every paper scrap, bead, and puddle of glue. If possible, provide a corralled area for infants to play in. Encourage parents to take turns interacting with all the infants enclosed. If parents carry their babies with them, help them to be mindful of little hands and small, chokable objects. You may want to become a surrogate child carrier for those who are fussy.

Debriefing

Frequently this is the most overlooked aspect of intergenerational literacy activities. The evening is winding down, children are getting tired, staff are fussy, but it's not quite time to go. Debriefing is the part that ties the whole evening together. Questions to ask include:

- What did they learn?
- What was the favorite activity? Why?
- What skills did it teach?
- What activity did not work well?
- What could be done to make it better?
- What was their child's favorite activity? Why?
- What did their child learn?
- What activity will they try to do at home?

You will create many more questions to be discussed. Try not to ask more than about five. The survey can be conducted in small groups, entire group, adults in one and children in another, or in writing. An alternative would be to have the questions posted on chart paper in advance and participants complete with comments as they go. A large graph where families cast their vote also works well. The next day in class, questions can be asked regarding information from the graph. While predictability of asking is important, the method of encouraging families to process their thoughts regarding the night should vary to avoid rote responses.

Important Last Note:

Many parents have had limited opportunities to play and interact with such fun objects and materials as you are sharing. They may find it difficult to focus on their young children while creating masterpieces themselves. Be aware of this and gently support them in making the transition to their child. You may want to have an activity day just for adults when they can experiment without being responsible for their children.

Alternatively, some adults may expect such perfection from their child's project that they feel compelled to complete it for them. Again, encourage the parent to let the child create and emphasize the process of learning rather than the finished product. A pictorial handout showing developmental stages of young children is enclosed for your assistance. Point out how the differences can show the child's growth throughout the year. Take plenty of pictures to demonstrate that growth.

Early Childhood Education (ECE) Dictionary

Classifying – being able to identify which items belong together (all animals). This is both a pre-reading and math skill. In reading, language needs to be sorted as to type (adjective, verb, etc.) for most effective use.

Eye-hand Coordination – making a purposeful connection between planned and actual actions

Fine Motor – involving small muscles generally in the hand and forearms. Examples include cutting, coloring, manipulating play dough. Critical for later writing development.

Following Directions – young children often can only focus on one direction at a time, through practice they may move to following 3-step directions by age 3.

Following a Pattern – making observations about a pattern and continuing it. Important pre-reading and pre-math skill. Useful and time-saving life skill.

Gross Motor – involving large muscles such as running, jumping, climbing, walking, arm circles, etc.

Observing – starting to notice difference and changes

One-to-one Correspondence – first steps in counting is rote counting (“I can count to 5, watch me.”). The second step of one-to-one correspondence indicates the connection between the actual number of objects.

Oral Language Development – practicing give-and-take interactions with others; conversational type of speaking; adding language in a natural fashion

Predicting – anticipating a result based on previous experience. Important element in story telling, reading, and science.

Problem Solving – using resources to devise a working solution to a problem

Repetitive Language – to cement neural connections, young children need to hear and/or experience over twenty times

Rhyme and Rhythm of Language – the flow of conversation, frequently in their native language; helps develop fluency

Sorting – separating items into different categories based on attributes; helps to develop internal categorizing of language and experiences

Spatial Relations – location of an object in relation to other objects; important early math concept as well as to assist in child-parent identity separation

Taking turns – skill that must be developed through repetition; not generally mastered until school age

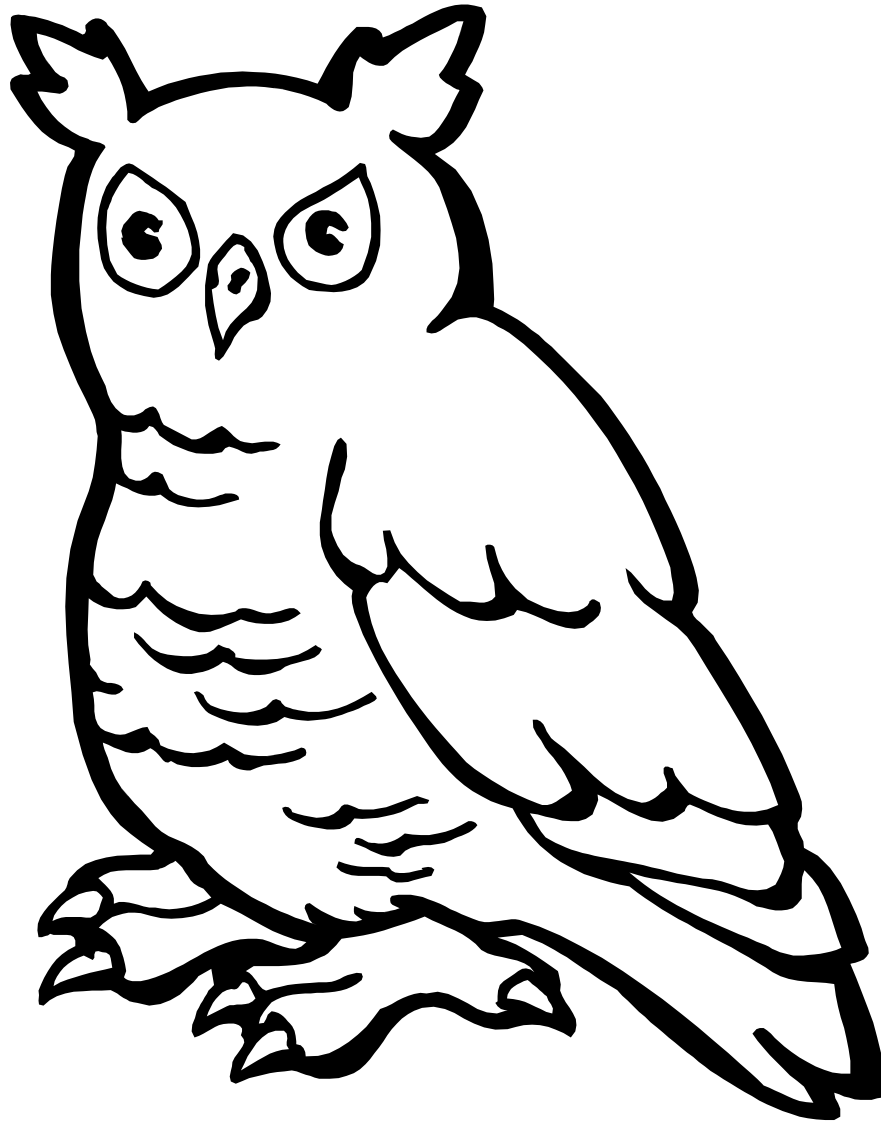
Using Tools – young children entering school are often confounded with unknown tools such as pencil sharpeners, rulers, tape dispenser, and even scissors; early exposure while aid in their pre-school knowledge

Visual Discrimination – being able to identify differences between objects; critical skill for pre-reading development (B vs. D)

Vocabulary Development – adding new language with an emphasis on natural utilization and not drilling

Written Language Skills – pre-writing skills in this area include scribbling, drawing of pictures with adult written captions, pretend letter formation, and repetitive letter writing

We want to encourage our adults to become owls.



O – Observe what their child is doing.

W – Wait to let their child take the lead. Give the child time to process.

L – Listen to the message, the emotion, and the body language. Conversations should be two-way.

Parent Survey on IGLA Effectiveness

Please rate the extent to which these activities ...

	Not at All	Very Little	Some- what	Very Much
... helped your child improve their literacy skills.				
... helped your child prepare for school.				
... helped your child improve their social skills.				
... helped you work towards your educational goals				
... helped you improve your reading and writing skills				
... helped you become more involved in your child's education				

Are there any specific activities that you would like to mention as being very helpful?

Are there any specific ideas you have for improving the Intergenerational Literacy aspect of this program?

Other comments:

Parent / Child Activity Evaluation

Title _____ Date _____

	<u>No</u>	<u>Somewhat</u>	<u>Yes</u>
I learned something useful I can do with my child.	1	2	3
I enjoyed doing the activity with my child.	1	2	3
I will do a similar activity at home with my child.	1	2	3

What did you like most about the activity?

If you were to do a similar activity, what would you do differently?

Overall, I thought the activity was: ☐ Excellent ☐ Good ☐ Poor

Other Comments:

	<u>No</u>	<u>Un poco</u>	<u>Si</u>
Aprendí algo útil puedo usar con mi hijo .	1	2	3
Me gusto compartir esta actividad con mi hijo.	1	2	3
Voy hacer una actividad similar en casa con mi hijo.	1	2	3

¿Qué le gusto más acerca de la actividad?

Si pudiera hacer una actividad parecida a ésta, ¿qué cambiaría?

La actividad fue: ☐ Excelente ☐ Bueno ☐ Deficiente

Otros Comentarios:

IGL Activities Evaluation / Evaluación de Actividades Entre Padres y Niños

Activities _____ Date _____

	No	Somewhat	Yes
I learned something useful I can do with my child.	1	2	3
I enjoyed doing the activities with my child.	1	2	3

What did you like most about these activities? _____

If I were to do these activities again, I would change _____

I thought the activities were: ☐ excellent ☐ good ☐ poor

My child thought the activities were: excellent good poor

	No	Un Poco	Sí
Aprendí algo útil que puedo usar con mi hijo.	1	2	3
Me gusto compartir estas actividades con mi hijo.	1	2	3

Qué le gusto más acerca de esas actividades? _____

Si pudiera hacer esas actividades otra vez, qué cambiaría? _____

Las actividades fue: ☐ excelente ☐ bueno ☐ deficiente

Para mi hijo, las actividades fue: excelente bueno deficiente



HOW DID YOU LIKE IT?

Name: _____

Child(ren): _____

Date: _____

How did you like _____?
(name of activity)

(Please circle one.)



I liked it!



It was okay.



I was confused/bored/_____.

What was the most interesting part?

What was the least interesting part?



HOW DID YOU LIKE IT?

Name: _____

Child(ren): _____

Date: _____

How did you like _____?
(name of activity)

(Please circle one.)



I liked it!



It was okay.



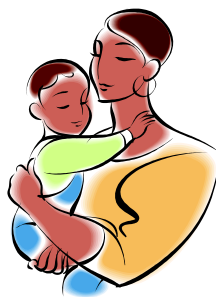
I was confused/bored/_____.

The best part of doing this activity was _____

Something my child liked about this activity was _____

Three new words that we practiced with this activity are

1. _____
2. _____
3. _____



HOW DID YOU LIKE IT?

Name: _____

Child(ren): _____

Date: _____

How did you like _____?
(name of resource)

(Please circle one.)



I liked it!



It was okay.



I was confused/bored/_____.

Checklist for Intergenerational Literacy Lesson Plans

Use the following memory prompts to ensure that lesson plans for IGL are meaningful for adults and relevant to their needs, educationally or developmentally sound for children, and fun.

- ☐ Specific vocabulary or topic to support adult literacy (ESL, ABE, ASE). What will they learn from spending their time on this activity?
- ☐ Direct connection to curriculum (Is there a question about this on the BEST-O, CASAS, or TABE?)
- ☐ Is this replicable or extend to another activity that adults could do at home with their children?
- ☐ Does this support a child academically (Colorado Model Content Standards) or developmentally (fine motor, gross motor, social skills, oral language development, problem solving, etc)?
- ☐ Are the materials and supplies readily available or highlighted so as to be prepared for the activity?
- ☐ Is there a vocabulary list for pre-teaching adults?
- ☐ Are the directions clear for others to understand?
- ☐ Are there extensions for the parent to complete at home or at a later time with extended family members?
- ☐ Is there a follow-up activity for the adult education classroom?
- ☐ Is there an assessment or method of determining if learning took place?

Colorado English as a Second Language Competencies

SPL-1 (relevant CASAS competencies listed)

Life Skills

Community Services (CS)

LBCE 1 Give and write own address. (0.2.1, 0.2.2)

LBCS 2 Read, say and dial emergency telephone numbers (2.1.2)

LBCS 3 Identify familiar community facilities and workers.
(school, post office, library, teacher, librarian, etc.)

Consumer Economics (CE)

LBCE 4 Identify familiar consumer economics facilities and workers. (bank, supermarket, discount store, cashier, teller, clerk, etc.)

LBCE 5 Provide proper ID to purchase an item.

LBCE 6 State basic food or clothing needs in simple terms. (1.3.9)

LBCE 7 Identify names of U.S. coins and bills and read simple money amounts. (1.1.6)

LBCE 8 Pay total amount required to purchase an item.

Employment (E)

LBE 9 Identify common entry-level jobs.

LBE 10 State own previous employment.

LBE 11 State current employment status.

LBE 12 Print or sign name on a time sheet. (0.2.2)

LBE 13 Ask if a task was done correctly.

LBE 14 Ask a supervisor or co-worker for help.

Health (H)

LBH 15 Identify major body parts.

LBH 16 Identify medical facilities and workers. (hospital, clinic, doctor, nurse, etc.)

LBH 17 State need for medical help in simple terms.

LBH 18 State own general condition in simple terms.

Housing (HO)

LBHO 19 Identify common household rooms and furniture. (1.4.1)

LBHO 20 Identify common types of housing. (1.4.1)

LBHO 21 Read exit signs in housing. (exit, stairs, emergency exit)

Transportation and Directions (TD)

LBTD 22 Identify common types of public and private transportation.
(2.2.3)

LBTD 23 Read a limited number of street and pedestrian signs. (stop, walk, don't walk, etc.)

LBTD 24 Ask for location of a place in the classroom.

LBTD 25 Follow simple directions to a place in the classroom.

Basic Language Skills

Listening

LBL 1 Demonstrate understanding of simple, words, phrases, and questions.

LBL 2 Demonstrate understanding of high frequency commands and expressions of courtesy.

Speaking

LBS 3 Express needs with simple words or phrases drawn from learned material.

LBS 4 Repeat words and phrases to improve pronunciation.

LBS 5 Answer questions with simple “yes”, “no”, or one-word responses.

LBS 6 Greet, show gratitude, express state of being.

Reading

LBR 7 Discriminate between upper and lower case letters.

LBR 8 Discriminate numerals.

LBR 9 Relate phonological sounds to letters (sound/symbol correspondence).

LBR 10 Recognize signs with one word or symbol. (men, women, stop, etc.)

Writing

LBW 11 Copy letters of the alphabet.

LBW 12 Write days of the week. (2.3.2)

LBW 13 Copy basic personal information. (name, address, phone)

LBW 14 Copy a list of words previously learned orally.

Workplace

LBWP 15 Use time efficiently. (7.1.2)

Colorado English as a Second Language Competencies

SPL-2 (relevant CASAS competencies listed)

Life Skills

Community Services (CS)

- ICS 1 Read simple, high frequency emergency words.
(fire, ambulance, exit, poison, police, etc.)
- ICS 2 Call 911 and report an emergency in simple terms. (2.5.1)
- ICS 3 Address an envelope or package including return address. (2.4.1)
- ICS 4 Ask for stamps at a post office. (2.4.4)

Consumer Economics (CE)

- ICE 5 Ask where items are located in a store and read aisle numbers. (1.3.7)
- ICE 6 Differentiate size by reading tags and request size or color for an item in simple terms. (1.1.9, 1.3.9)
- ICE 7 Locate and read expiration dates on food. (2.3.2)
- ICE 8 Ask for food using common weights and measures and read common abbreviations for weights and measures. (1.1.7)
- ICE 9 Endorse a check.

Employment (E)

- IE 10 Identify specific skills needed for entry level jobs. (4.1.8)
- IE 11 Fill out a simplified job application. (0.2.2)
- IE 12 Answer questions about work shifts, starting dates and hours. (4.1.6)
- IE 13 Read common, high frequency safety signs and work facility signs.
(emergency exit, no smoking, restrooms, etc) (4.3.1)
- IE 14 Respond to simple oral warnings or basic safety commands.
- IE 15 Follow simple one step instructions.

Health (H)

- IH 16 Identify major body parts and common illnesses or injuries. (3.1.1)
- IH 17 Make a doctor's appointment.
- IH 18 Read time and date on an appointment card. (3.1.2)
- IH 19 Identify oneself, appointment time, and doctor's name upon arrival at a clinic or doctor's office. (0.1.2, 0.2.1)
- IH 20 Follow simple, oral instructions during a health visit. (0.1.1)
- IH 21 Ask for and read names of generic non-prescription medicine (aspirin, cold medicine, antacids, sleeping pills, etc.) (3.3.1)
- IH 22 Ask for patient's room number in a hospital. (0.1.6)

Housing (HO)

- IHO 23 Identify types of housing and answer questions about needs. (1.4.1)
- IHO 24 Ask about rent.
- IHO 25 Report household problems in simple terms. (1.4.7)
- IHO 26 Read simple, high frequency housing signs.

Transportation and Directions (TD)

- ITD 27 Ask for and follow simple directions to a place. (2.2.1)
- ITD 28 Ask for bus destinations.
- ITD 29 Read street numbers and common, high frequency street signs. (stop, yield, one way, do not enter, etc.)

Basic Language Skills

Listening

- IL 1 Demonstrate comprehension of simple words in context of common, everyday situations.
- IL 2 Demonstrate comprehension of basic commands through physical action.
- IL 3 Demonstrate strategies to check for understanding.

Speaking

- IS 4 Make statements related to basic needs using previously learned words and phrases.
- IS 5 Answer questions with simple "yes", "no", or one-word responses.
- IS 6 Ask simple questions ("what", "where", "when", "who", "how")
- IS 7 Express simple commands.
- IS 8 Express satisfaction / dissatisfaction.

Reading

- IR 9 Recognize basic sight words.
- IR 10 Read sentences using vocabulary and structures previously learned orally.

Writing

- IW 11 Print letters of the alphabet and write numerals.
- IW 12 Write days of the week, months, and dates. (2.3.2)
- IW 13 Fill out simple personal information forms. (0.2.2)
- IW 14 Write simple sentences based on previously learned vocabulary and structures.

Workplace Skills

- IWP 15 Use time efficiently. (7.1.2)
- IWP 16 Participate in team activities. (4.8.1)
- IWP 17 Monitor own progress. (7.1.3)

Colorado English as a Second Language Competencies

SPL-3 (relevant CASAS competencies listed)

Life Skills

Community Services (CS)

- 2CS 1 Ask for correct postage for mailing. (2.4.2)
- 2CS 2 Fill out a change of address form. (2.4.3)
- 2CS 3 Locate telephone numbers in a phone book (white or yellow pages). (2.1.1)

Consumer Economics (CE)

- 2CE 4 Write a check or fill out a money order.
- 2CE 5 Ask for and read price of food, clothing, or other items in a store. (1.2.1)
- 2CE 6 Read common signs regarding hours/services in stores.
- 2CE 7 Identify correct change and ask for the right amount. (1.6.4)
- 2CE 8 Order and pay for food in a restaurant. (2.6.4)

Employment (E)

- 2E 9 Read simple want ads and identify entry level job requirements. (4.1.3)
- 2E 10 Fill out a simple job application. (0.2.2)
- 2E 11 Ask and answer simple questions at a job interview. (0.1.6, 0.2.1)
- 2E 12 Give reasons for lateness or absence from work.
- 2E 13 Read common, high frequency warnings, safety signs and facility signs at a work site. (4.3.1)
- 2E 14 State need for frequently used materials or tools. (4.5.1)
- 2E15 Follow simple two step instructions.

Health (H)

- 2H 16 Identify common symptoms, illnesses and health problems. (3.1.1)
- 2H 17 Change or cancel a doctor's appointment. (3.1.2)
- 2H 18 Read and follow simple instructions on a medicine label. (3.3.2)
- 2H 19 Follow simple oral instructions for treatment.
- 2H 20 Fill out simple personal information on a health form. (3.2.1)

Housing (HO)

- 2HO 21 Ask for information about location, rent, rooms, deposit, and utilities
- 2HO 22 Report a housing problem and ask for repairs. (1.4.7, 1.7.4)
- 2HO 23 Identify total amount due on utility bills. (1.4.4)
- 2HO 24 Describe own housing situation including cost, size, number of rooms, etc. (1.4.1)
- 2HO 25 Read common housing abbreviations used in ads. (1.4.2)

Transportation and Directions (TD)

- 2TD 26 Read common signs in airports or bus stations for traffic or pedestrians. (2.2.2)
- 2TD 27 Ask and answer questions about fares and buy travel tickets. (2.2.4)
- 2TD 28 Identify major streets and landmarks on a map. (2.2.5)

Basic Language Skills

Listening

- 2L 1 Demonstrate comprehension of basic directions.
- 2L 2 Recognize words that signal differences between present, past and future tenses.

- 2L 3 Demonstrate comprehension of simple questions.

Speaking

- 2S 4 Make simple statements and questions in the present, past and future tenses related to basic needs and common activities.

- 2S 5 Make simple clarification requests. (0.1.6)

Reading

- 2R 6 Demonstrate understanding of basic words, phrases and numerical information.

- 2R 7 Read and demonstrate comprehension of a simple paragraph containing familiar vocabulary.

Writing

- 2W 8 Write simple sentences.

- 2W 9 With assistance, write paragraphs based on personal experiences or simple themes.

- 2W 10 Fill out simple personal information forms. (0.2.2)

- 2W 11 Write a simple note. (0.2.3)

Workplace Skills

- 2WP 12 Use time efficiently. (7.1.2)

- 2WP 13 Participate in team activities. (4.8.1)

- 2WP 14 Monitor own progress. (7.1.3)

Colorado English as a Second Language Competencies

SPL-4 (relevant CASAS competencies listed)

Life Skills

Community Services (CS)

- 3CS 1 Locate telephone numbers and identify services in yellow pages of a phone directory. (2.1.1, 2.1.2)
- 3CS 2 Inquire about business over the phone. (2.1.8)
- 3CS 3 Interpret simplified telephone computer menu of services. (2.1.7)

Consumer Economics (CE)

- 3CE 4 Fill out a deposit/withdrawal slip..
- 3CE 5 Read unit pricing labels to compare products for value. (1.2.2)
- 3CE 6 State reasons for returning an item to a store. (1.3.3)
- 3CE 7 Explain a common problem with food service in a restaurant. (2.6.4)

Employment (E)

- 3E 8 Fill out a level-appropriate job application. (0.2.2)
- 3E 9 Ask and answer questions in a job interview. (0.1.6, 0.2.1)
- 3E 10 Respond to supervisor's comments about quality of work including mistakes, speed, incomplete work, etc. (4.6.1)
- 3E 11 Report specific problems encountered in completing work tasks. (4.3.4)
- 3E 12 Read warnings, storage directions and emergency instructions. (4.3.1, 4.3.2)
- 3E 13 Write a note to explain absence from work. (0.2.3)
- 3E 14 Read a paycheck stub. (4.2.1)

Health (H)

- 3H 15 Respond to simple questions about physical health. (3.1.1)
- 3H 16 Follow oral instructions during a medical exam or about treatment.
- 3H 17 Fill out a simple health history form. (3.2.1)
- 3H 18 Fill out a simplified health insurance form. (3.2.1)

Housing (HO)

- 3HO 19 Question errors on utility bills. (1.4.4)
- 3HO 20 Ask about and follow instructions for using and maintaining household equipment. (1.4.7, 1.7.4)
- 3HO 21 State housing needs and ask specific questions about cost, size, conditions for rental, etc. (1.4.2)
- 3HO 22 Report a housing problem and write a note requesting repairs. (1.7.5)

Housing (HO) continued

- 3HO 23 Arrange for installation of household utilities. (1.4.4)
- 3HO 24 Read housing ads and identify cost, size, rental conditions, etc. (1.4.1, 1.4.2)

Transportation and Directions (TD)

- 3TD 25
- 3TD 26 Read common signs in airports or bus stations for traffic or pedestrians. (2.2.2)
- 3TD 27 Ask and answer questions about fares and buy travel tickets. (2.2.4)

Basic Language Skills

Listening

- 3L 1 Follow simple directions to a place.
- 3L Follow directions in completing tasks.
- 3L 3 Follow multiple commands.

Speaking

- 3S 4 Ask and answer questions on basic personal information.
- 3S 5 Ask and answer questions about events in the present, past and future.
- 3S 6 Engage in problem solving activities. (7.3.1, 7.3.2, 7.3.4)
- 3S 7 Request information/clarification in person/by phone. (0.1.6)

Reading

- 3R 8 Scan life skill reading materials for specific information. (ads, schedules, rental agreements, etc.) (2.5.1)
- 3R 9 Demonstrate comprehension of a reading passage with familiar content (main idea, sequence, details, etc.)
- 3R 10 Use context to determine meaning.

Writing

- 3W 11 Write simple notes, messages, letters. (0.2.3)
- 3W 12 Write related sentences on a topic to form a paragraph.
- 3W 13 Edit and self correct writing for basic punctuation.
- 3W 14 Fill out simple forms.

Workplace Skills

- 3WP 15 Engage in basic social communication. (introduce self, express appreciation, apologize, explain, complain, etc.) (0.1.3, 0.1.4)
- 3WP 16 Use time efficiently. (7.1.2)
- 3WP 17 Participate as a member of a team. (4.8.1)
- 3WP 18 Monitor own progress. (7.1.3)
- 3WP 19 Teach others.

ECE Skills Index for IGL Activities

ECE Skills Index

IGL Activities		Group or Take Home																										
CS and Maps CS and Letters	G		1-1 Correspondence																									
CS and Singing CS and Rhyming	G		Basic Math Skills (+, -)																									
CS Tools	G		Being Part of a Team																									
CS Week	TH		Classifying																									
CS Poetry	TH		Compare and Contrast																									
CS Savings	G		Fine Motor																									
CS Coupons	G		Following a Pattern																									
CS Creative Writing	G		Following Directions																									
CE Recipes	G		Gross Motor																									
CE Clothing	G		Identifying Story Elements																									
CE Checkbook	G	X	Imaginative Play																									
CE Weather	TH		Observing																									
CE Bingo Hunt	TH		Oral Language																									
CE Coins	TH		Part to whole relationships																									
CE Temperature	TH		Predicting																									
CE Map Puzzle	TH		Problem Solving																									
E-Privacy	G		Reading a Calendar																									
E-Types of Jobs	G		Rhyming																									
E-Job Descriptions	G		Sequencing																									
E-Chores	TH		X																									Sorting
E-Trucking	TH																											Taking Turns
E-Career Storycards	TH																											Using Tools
Health Measuring	G																											Visual Discrimination
Health Directions	G																											Vocabulary Development
Health Story Elements	G																											Written Language
Health Adjectives	G		X																									
Health M&M Math	G	X	X																									

IGL Activities		Group/Take Home		1-1 Connection	Basic Math Skills	Teamwork	Classifying	Compare/Contrast	Fine Motor	Following a Pattern	Follow Directions	Gross Motor	Story Elements	Imaginative Play	Observing	Oral Language	Part to whole	Predicting	Problem Solving	Read a Calendar	Rhyming	Sequencing	Sorting	Taking Turns	Using Tools	Visual Discrim.	Vocab. Dev.	Written Language
Health Treat	TH																											
Health Creative Writing	TH																											
Health Sorting	TH																											
Housing Booklet	G																											
Housing Tangrams	G																											
Housing Sand Castles	G																											
Housing Snack	G																											
Housing Observation	TH																											
Housing Classifying	TH																											
Housing 1-1	TH																											
Housing Prepositions	TH																											
Housing Comparing	TH																											
Transportation Bingo	G																											
Transportation Train	G																											
Transportation Snack	G																											
Transportation Stories	G																											
Transportation Creation	G																											
Transportation Repetition	TH																											
Transportation Rhyming	TH																											
Transportation Cutting	TH																											
Transportation Shapes	TH																											
Trans. Vocabulary	TH																											
Transportation Visual	TH																											
Trans. Sequencing	TH																											
Science-Animals	G																											
Science-Constellation	G																											
Science-Inertia	G																											
Science-Paddle Boat	G																											
Science-Predictive Flying	G																											
Science-Observations	G																											
Science-Float or Sink	G																											
SS-Nutty Graph	G																											
SS-Tour the US	G																											
SS-Sandwich Fun	G																											
SS-Personal Timeline	G																											

CASAS Competency Index for IGL Activities

Consumer Economics (1.x.x) and Community Resources (2.x.x)

	Group/Home	1.1.1	1.1.3	1.1.4	1.1.5	1.1.6	1.3.5	1.3.9	1.4.1	1.4.8	1.6.4	1.7.4	1.8.2	2.1.1	2.2.1	2.2.2	2.2.3	2.3.2	2.3.3	2.4.1	2.4.4	2.7.5
CS and Maps	G														x					x	x	
CS and Letters	G													x								
CS Tools	TH											x										
CS Week	TH																	x				
CS Poetry	TH																					x
CE Savings	G			x		x																
CE Coupons	G						x															
CE Recipes	G	x																				
CE Clothing	G							x														
CE Checkbook	G												x									
CE Weather	TH																		x			
CE Bingo Hunt	TH				x	x	x			x	x											
CE Coins	TH					x																
CE Temperature	TH				x																	
CE Map Puzzle	TH		x																			
E-Trucking	TH																x					
Health Measuring	G			x																		
Housing Booklet	G																				x	
Housing Sand Castles	G	x																				
Housing Snack	G	x																				
Housing Classifying	TH								x													
Transportation Bingo	G															x	x					
Transportation Snack	G	x														x						

CASAS Competency Index for IGL Activities

Health (3.x.x), Employment (4.x.x), and Government and Law (5.x.x)

[illegible]

CASAS Competency Index for IGL Activities

Computation (6.x.x) and Learning to Learn (7.x.x)

[illegible]

ABE / GED Skills Index for IGL Activities

[illegible]

IGL Activities		Group/Take Home	
Health Creative Writing	TH	X	W- Structure
Health Sorting	TH	X	W-Organization
Housing Booklet	G	X	W-Usage
Housing Tangrams	G	X	W-Mechanics
Housing Sand Castles	G	X	SS-US History
Housing Snack	G	X	SS-World History
Housing Observation	TH	X	SS-Geography
Housing Classifying	TH	X	S-Life Science
Housing 1-1	TH	X	S-Earth/Space
Housing Prepositions	TH	X	S-Physical Science
Housing Comparing	TH	X	Read-Non Fiction
Transportation Bingo	G	X	Read-Fiction
Transportation Train	G	X	Read-Poetry
Transportation Snack	G	X	M-Operations
Transportation Stories	G	X	M-Data Analysis
Transportation Creation	G	X	M-Algebra
Transportation Repetition	TH	X	M-Geometry
Transportation Rhyming	TH	X	Comprehension
Transportation Cutting	TH	X	Application
Transportation Shapes	TH	X	Analysis
Trans. Vocabulary	TH	X	Evaluation
Transportation Visual	TH	X	Synthesis
Trans. Sequencing	TH	X	
Science-Animals	G	X	
Science-Constellation	G	X	
Science-Inertia	G	X	
Science-Paddle Boat	G	X	
Science-Predictive Flying	G	X	
Science-Observations	G	X	
Science-Float or Sink	G	X	
SS-Nutty Graph	G	X	
SS-Tour the US	G	X	
SS-Sandwich Fun	G	X	
SS-Personal Timeline	G	X	

Colorado Model Content Standards for Grades K-4

[illegible]

Colorado Model Content Standards for Grades K-4

[illegible]

Community Services and Maps

prep time = 10 minutes (copying)

activity time = 15 minutes

Colorado Reading/Writing Standard 4.7

CASAS Competencies:

2.2.1 – Ask for, give, follow, or clarify directions

Skills for Children:

Oral language development

Following directions

Taking turns

Supplies Needed:

1. multiple copies of game boards
2. place markers (coins, beans, etc)
3. game cards

Vocabulary:

sporting goods store

warehouse

hardware store

doughnut shop

Italian restaurant

Apartment building

bakery

hotel

jewelry store

movie theatre

toy store

post office

gas station

factory

restaurant

dress store

furniture store

five-and-dime store

General Directions:

Players take turns to move according to their directions on the card.

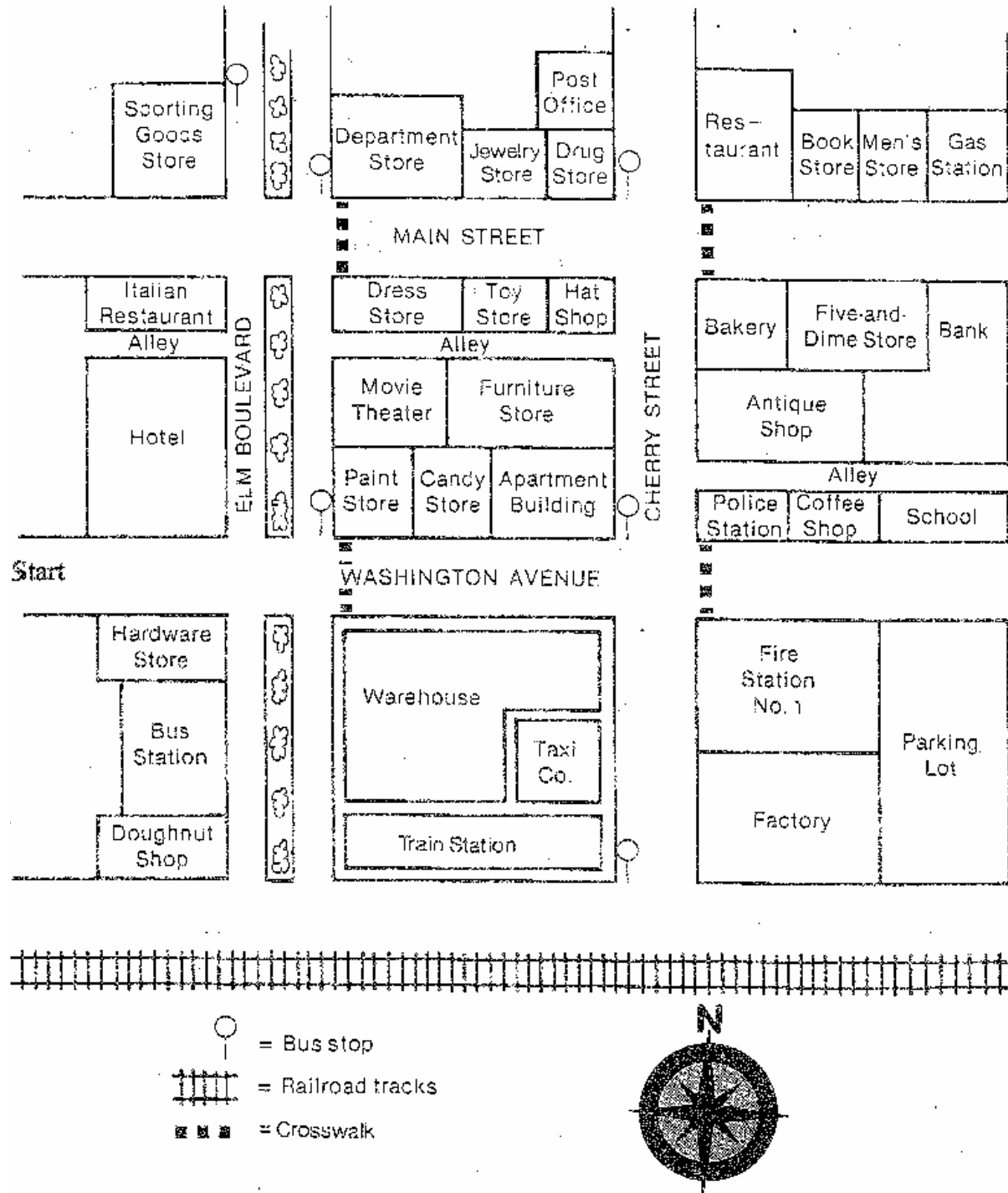
The finish can be adjusted each round to make the game more challenging. (hat shop, bank, etc.)

Young children may not be able to read the names of each business.

The game board can be mounted on tagboard or card board for longevity.

Walk 2 blocks East and enter the 1 st store on the right.	Walk 2 blocks East and enter the 3 rd store on the left.	Walk 1 block South and enter the 2 nd store on the right.	Walk 1 block North and enter the 1 st store on the left.	Enter the 2 nd store on the left.
Enter the 3 rd store on the right.	Enter the 1 st store on the left.	Walk 1 block East and enter the 2 nd store on the left.	Walk to the nearest bus stop.	Run to the farthest bus stop.
Enter the 1 st store on the right.	Enter the 2 nd store on the right.	Enter the 3 rd store on the left.	Enter the 4 th store on the right.	Enter the 4 th store on the left.
Walk to the corner of Elm Blvd and Main St.	Walk 1 block West and enter the 1 st store on the left.	Go to the parking lot.	Go to the gas station.	Go to the corner of Cherry St. and Washington Ave.
Take an extra turn.	Skip your turn.	Enter the 1 st store on the left.	Walk 1 block East, turn right, and enter the 1 st store.	Go to the railroad tracks on Cherry St.

Game Map for Community Services and Maps



Community Services and Letter Writing

prep time = 10 minutes (copying)

activity time = 15 minutes

Colorado Reading/Writing Standard 2.1

CASAS Competencies:

2.1.1 – Use the telephone directory and related publications to locate information

2.4.1 – Address letters and envelopes

2.4.4 – Purchase stamps and other postal items and service

Skills for Children:

Oral language development

Vocabulary development

Fine motor skills (writing and coloring)

Supplies Needed:

1. multiple copies of stationery or template
2. At least one size 10 (9" x 4.5") envelope per family group
3. Stamps for mailing envelopes

Vocabulary:

envelope

letter

address

return address

mailing address

stamp

telephone book

telephone directory

alphabetical order

purchase

General Directions:

Have families write or color a letter for either another family member at the same address or another person in their class.

Families should be instructed how to use the telephone book to find the address if it is not readily known.

A small table or booth can be created for selling stamps to the family. Play money can be used or just verbalizing which coins would be needed.

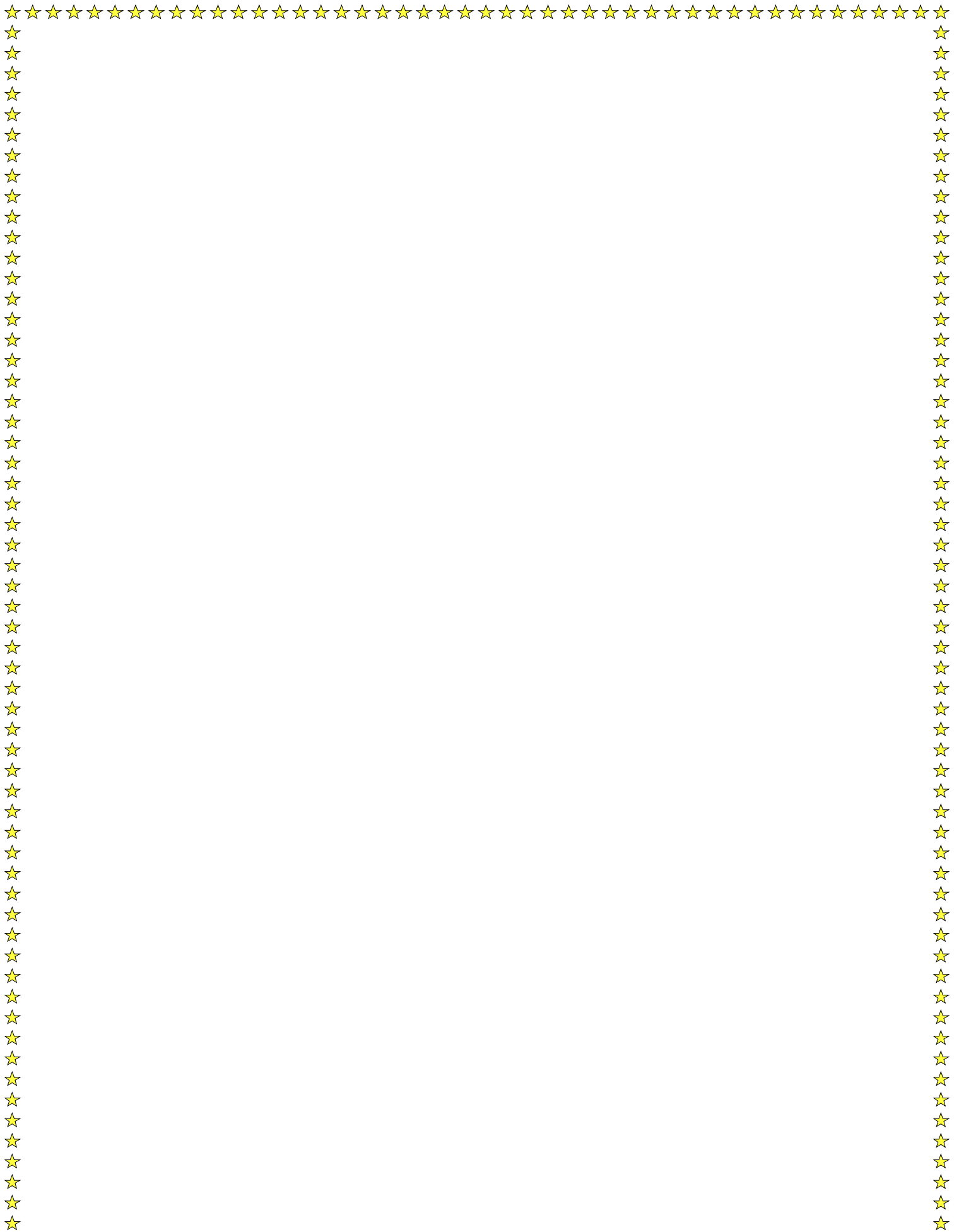
For extra impact, a short walk can be taken to the closest mailbox or post office.

For programs that can use a postal machine, students should still practice purchasing stamps but can be shown how the machine affixes postage.

_____ , _____

Dear _____,

Sincerely,



Community Services and Singing

prep time = 10 minutes (copying)

activity time = 10 minutes

CASAS Competencies:

No specific CASAS competencies are addressed with this activity.

Skills for Children:

Vocabulary development (types of workers and tools)

Oral language development

Supplies Needed:

multiple copies of song sheet

Vocabulary:

doctor	stethoscope
firefighter	water hose
mechanic	wrench
dentist	x-ray
police officer	radio

any other vocabulary pairs that your group can create

General Directions:

Practice the rhythm prior to presentation.

It is sung to the old “I Wish I Was an Oscar Mayer Weiner” song.

Solicit community helpers and their tools to create more verses.

If there are props available, children like to take turns playing the community helper role and standing up when their part comes.

Oh, I wish I were a helper like a [doctor]!

That is what I'd truly like to be.

'Cause if I were a helper like a [doctor],

I'd use a [stethoscope] so happily!

Substitute other helpers and tools for the underlined words.

Firefighter - water hose

Mechanic - wrench

Oh, I wish I were a helper like a [doctor]!

That is what I'd truly like to be.

'Cause if I were a helper like a [doctor],

I'd use a [stethoscope] so happily!

Substitute other helpers and tools for the underlined words.

Firefighter - water hose

Mechanic - wrench

Community Services and Rhyming

prep time = 10 minutes (copying)

activity time = 15 minutes

Colorado Reading/Writing Standard 1.1

CASAS Competencies:

No specific CASAS competencies are addressed with this activity.

Skills for Children:

Oral language development

Rhyming skills

Supplies Needed:

1. multiple copies of paintbrush template (each family group will need a paint brush with at least eight (8) bristles)
2. At least one paint can template per family

Vocabulary:

word families

paint can

paint brush

rhyming

General Directions:

This is a fun flip book that allows for both nonsense and standard words.

Families can select the word family and the initial sounds or you can provide guidelines.

Cut the squares apart and cut each brush from the bristles to the narrow part of the handle down the center line. Staple the brushes together at the top.

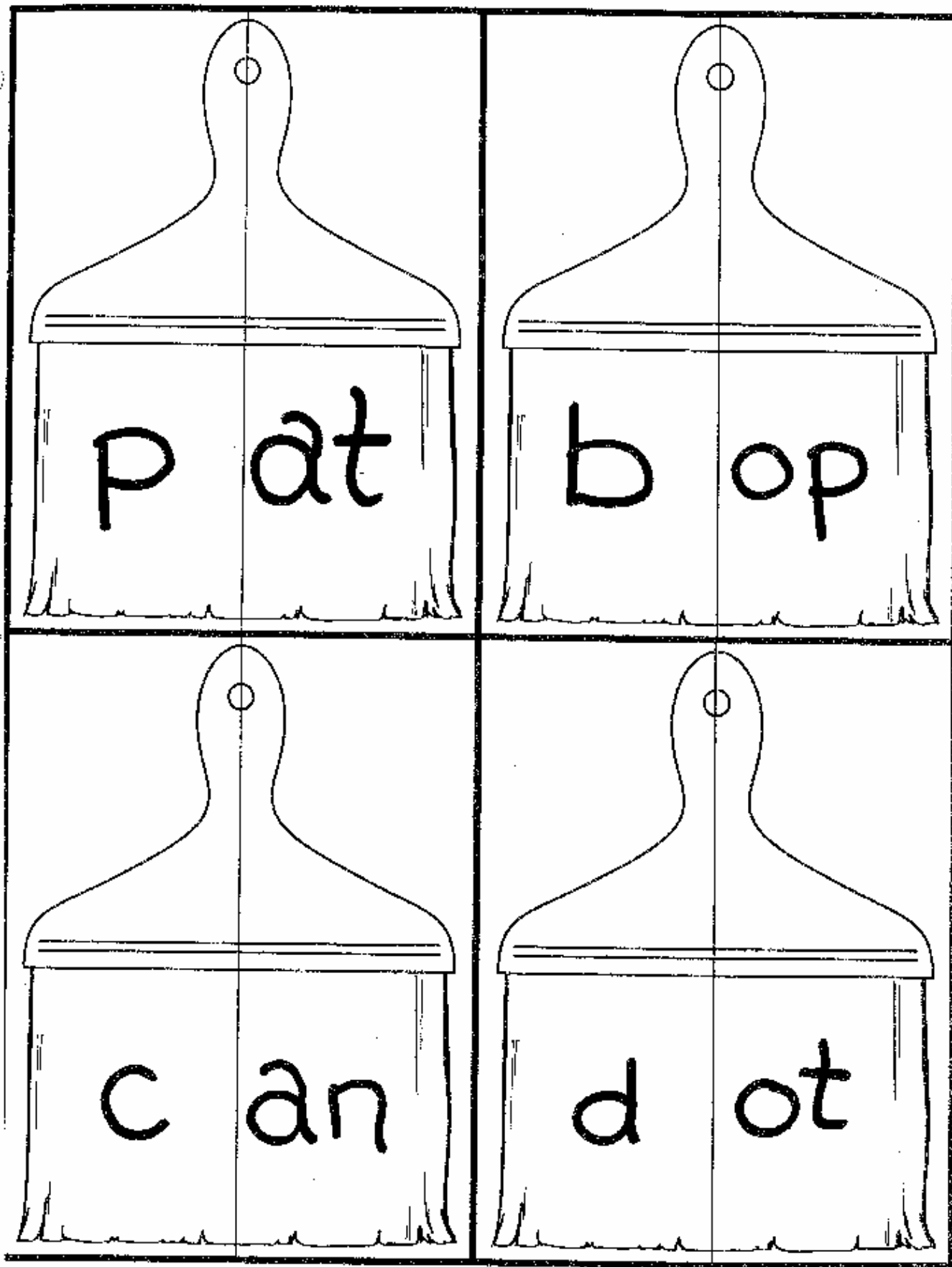
Make a sample copy of a paint brush as a demonstration. It doesn't need to be complete.

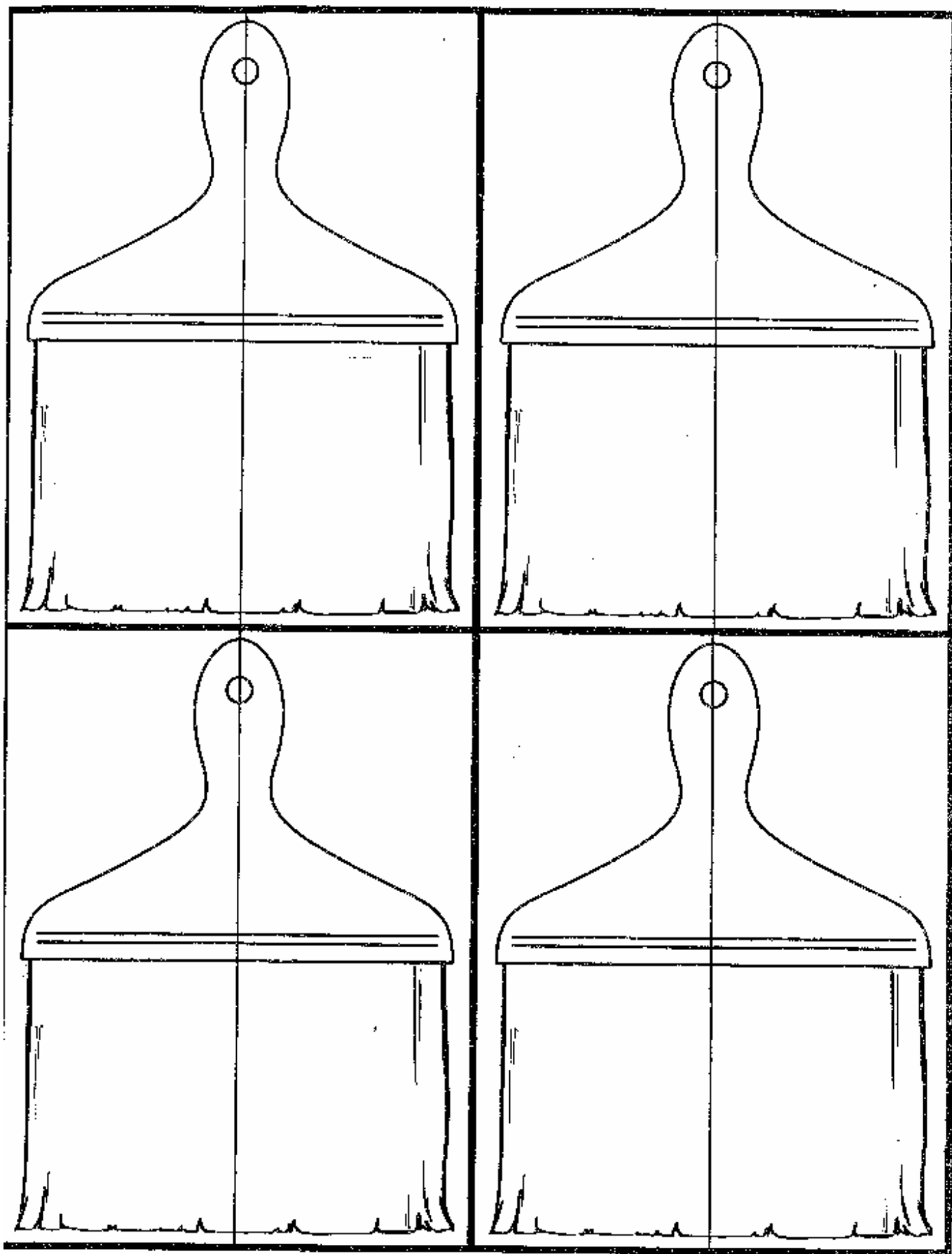
There are some odd words that can be created in this activity, be aware of potential rhymes.

Created words can be recorded on a family or group paint can. See how many words can be made.

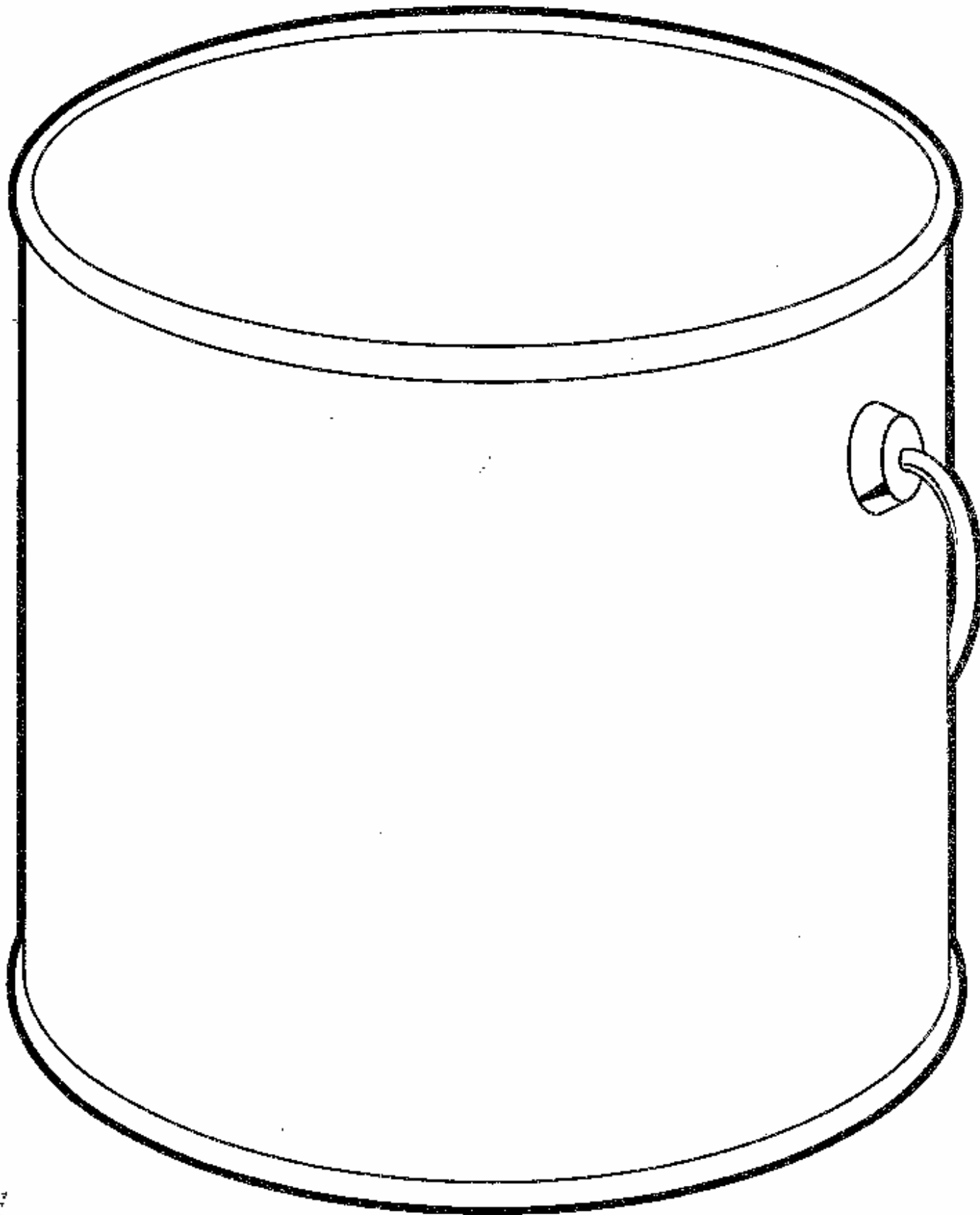
Word Families:

at	ed	eep
ell	en	et
ice	ick	ig
in	ip	og
ool	op	ot
ub	ug	um
unch	ut	

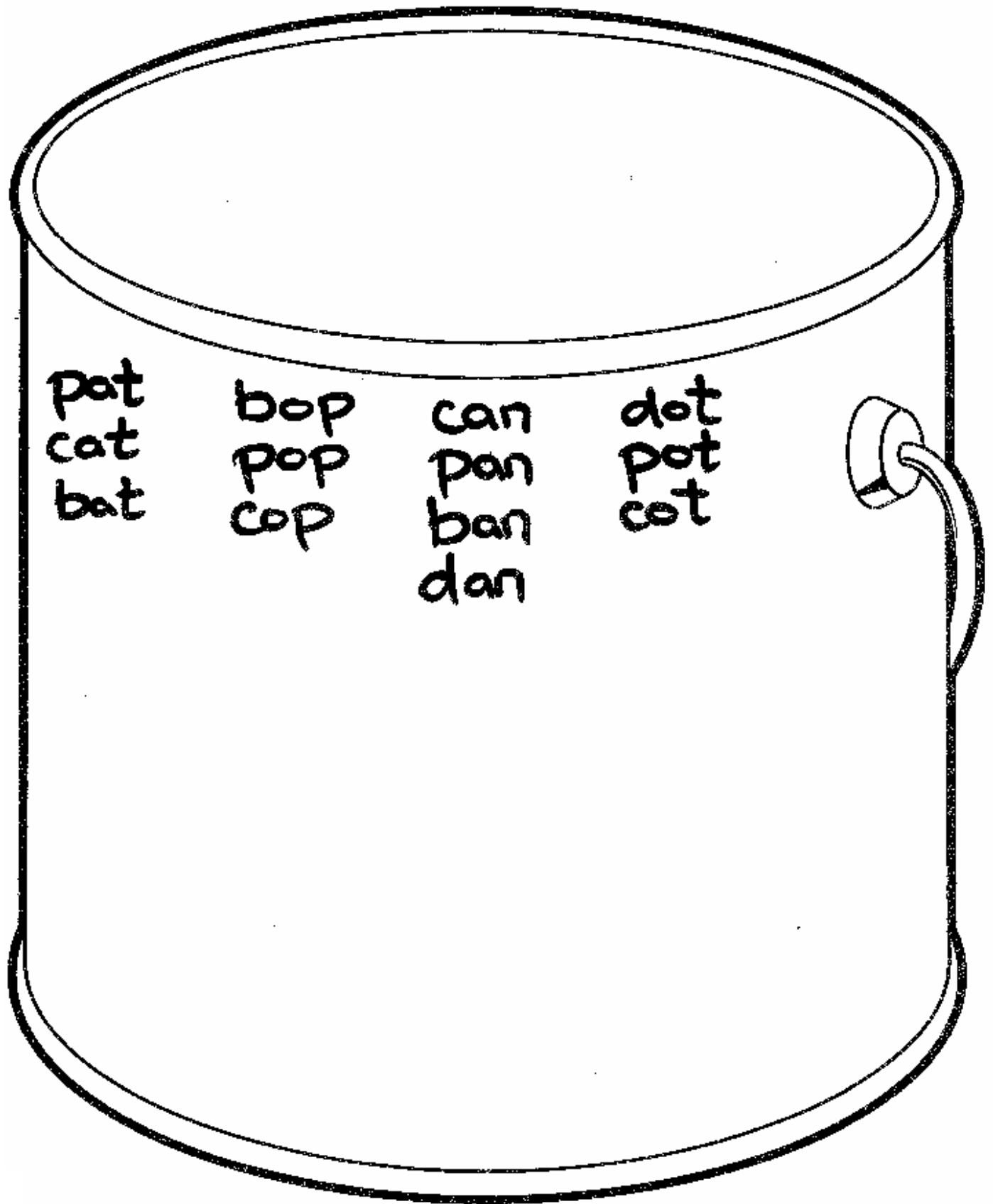




Can of Words



Can of Words



Community Resources Bingo

prep time = 45 minutes
activity time = 30 minutes

CASAS Competencies:

2.3.3 – Interpret information about weather conditions

Skills for Children:

Vocabulary development

Fine motor skills (manipulating beans or other markers)

One-to-one correspondence (one marker per picture)

Supplies Needed:

1. multiple player boards either blank and the students fill-in the words or with pictures in random order
2. word or picture cards
3. beans or other counters
4. small prizes if desired

To make the picture Bingo boards, cut apart the clip art and paste randomly on the boards. Make at least 10 sets.

OR

Use the drag feature of MS Word and drag each picture to an open square on the game board. Print. Make at least 10 sets.

To make the picture cards, cut apart one Bingo board and glue the pictures to index cards or cardboard.

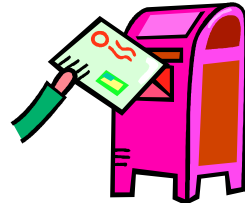
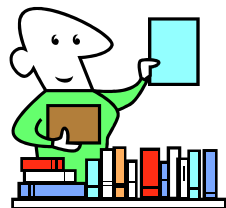
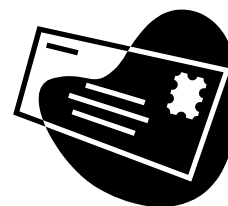
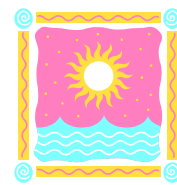
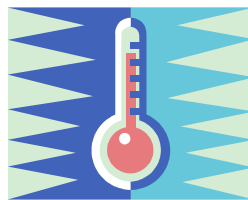
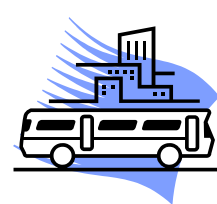
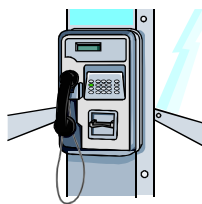
Vocabulary:

Police	Ambulance	Hospital	Doctor
Dentist	Nurse	Firefighter	Telephone Book
Map	Pay Phone	School Bus	Bus
Clock	Calendar	Thermometer	Rainy
Windy	Cloudy	Sunny	Envelope
Library	Mailbox	Restaurant	Church
Holiday	Childcare	Fine Arts	Bills

BINGO

Vocabulary to Use:

Police	Ambulance	Hospital	Doctor
Dentist	Nurse	Firefighter	Telephone Book
Map	Pay Phone	School Bus	Bus
Clock	Calendar	Thermometer	Rainy
Windy	Cloudy	Sunny	Envelope
Library	Mailbox	Restaurant	Church
Holiday	Childcare	Fine Arts	Bills



Take Home Intergenerational Literacy Activity – Community Services Tools

Skills for Children:

2-4 year olds – vocabulary development (tools)
fine motor skills (grasping and turning)
taking turns

4-7 year olds – same as above

CASAS Competencies:

1.7.4 – Interpret maintenance procedures for household appliances and personal possessions

Vocabulary for Parents:

carpenter	repair	tools	hammer
screwdriver	pliers	saw	level
tape measure	wrench	drill	paint brush
supervision	construction	site	power

General Instructions:

These can be used as flash cards or more preferably as a concentration game.

For children not at a reading level, the game can be played with a double set of pictures and the names said aloud.

Instructions for Parents:

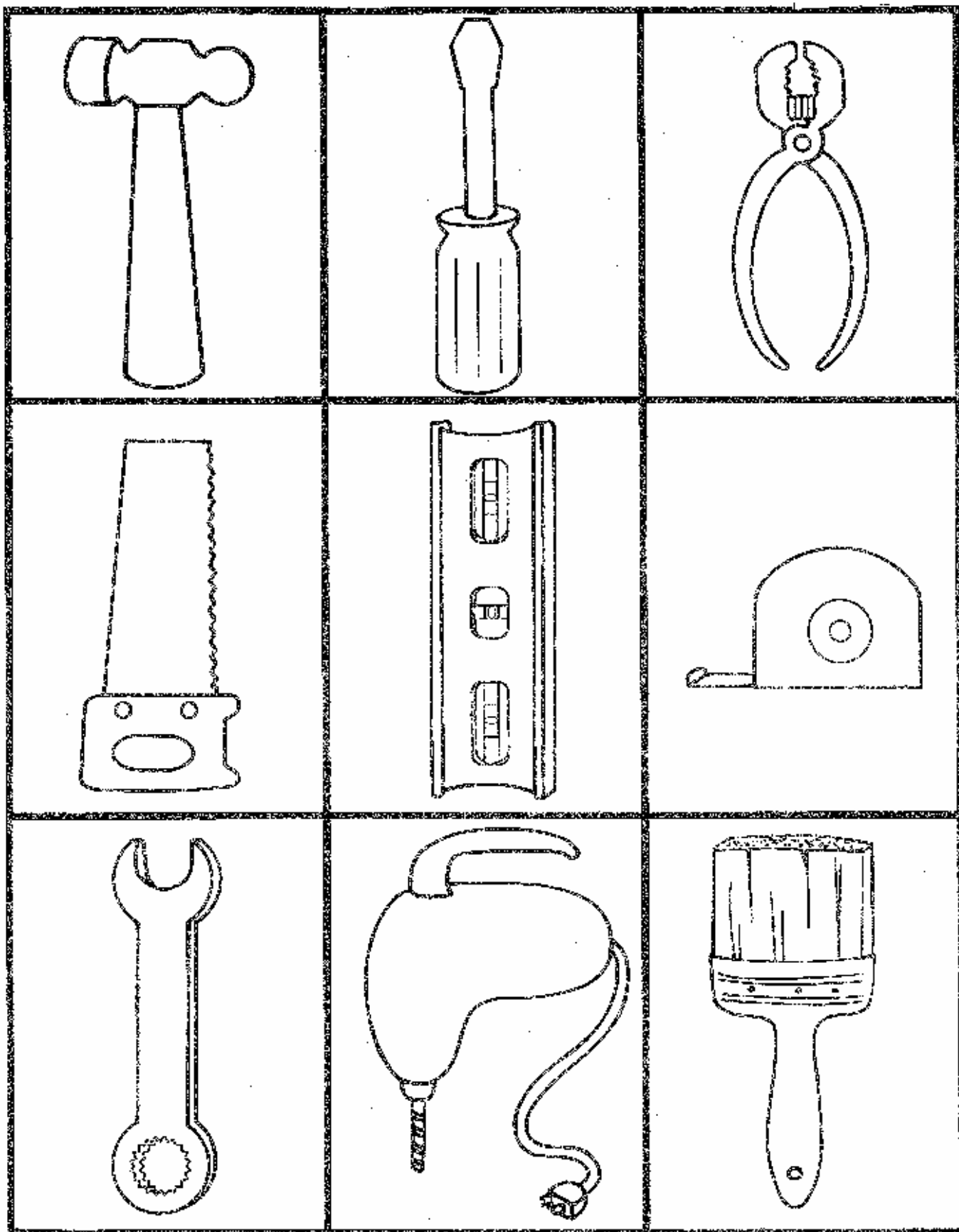
Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Fine motor skills**
- ✓ **Taking turns**

After the activity:

- **Discuss how each tool is used.**
- **Under supervision young children can use most tools (do not let children use power tools or saws).**
- **If there is a construction site nearby, take your child to see the tools in action.**



wrench	saw	hammer
drill	level	screwdriver
paint brush	tape measure	pliers

Take Home Intergenerational Literacy Activity – Community Services Week

Skills for Children:

2-4 year olds – vocabulary development (verbs, days of the week)
fine motor skills (coloring)
following a pattern
oral language development

4-7 year olds – same as above, writing skills

CASAS Competencies:

2.3.2 – Identify the months of the year and the days of the week

Vocabulary for Parents:

Sunday	Monday	Tuesday
Wednesday	Thursday	Friday
Sunday	pattern	

General Instructions:

This is a simple pattern book which families can read together and create their own.

There is a Spanish/English version provided to support first language skills.

Instructions for Parents:

Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Fine motor skills**
- ✓ **Following a pattern**
- ✓ **Oral language development**

After the activity:

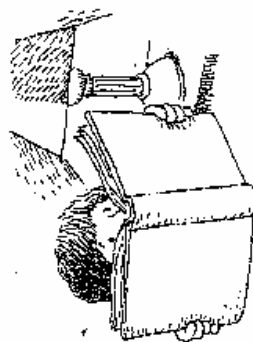
- **Read the book together frequently.**
- **Work with your child to make a book that shows your family's week. Have your child illustrate and write if possible.**
- **Use a calendar to point out the days of the week as you read them.**

El viernes,
duermo en casa
de un amigo.



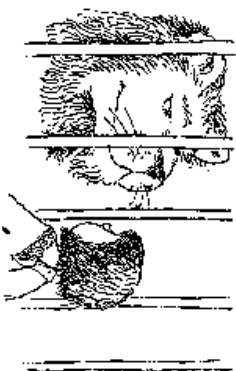
On Friday,
I sleep at my
friend's house.

On Thursday,
I read a book.



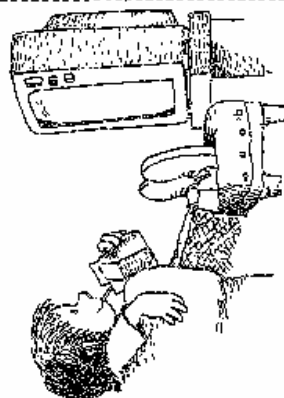
El jueves,
leo un libro.

El sábado, voy
al zoológico.



On Saturday,
I go to the zoo.

On Wednesday,
I watch t.v.



El miércoles,
veo television.

El domingo,
descanso



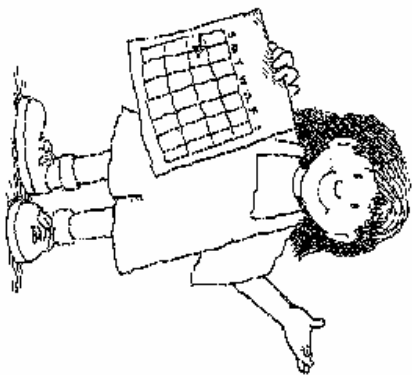
On Sunday,
I rest.

On Tuesday,
I play.



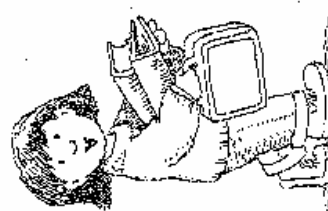
El martes,
juego.

Una Semana

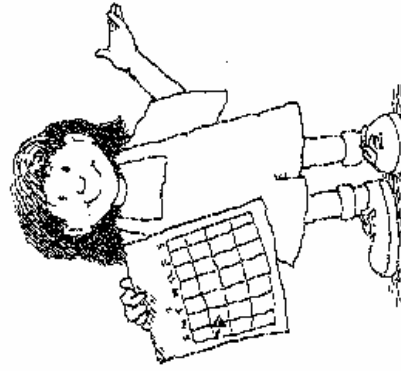


One Week

On Monday,
I go to school.

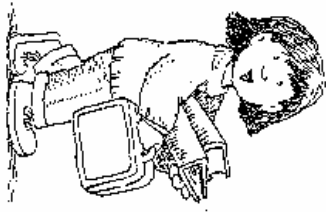


El lunes,
voy a la escuela.



One Week

On Monday,
I go to school.

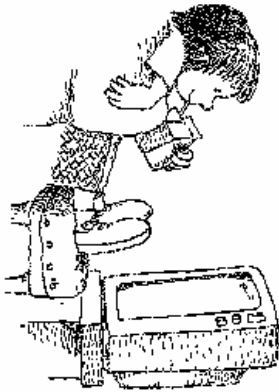


On Sunday,
I rest.

On Tuesday,
I play.



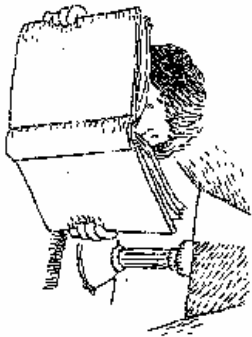
On Wednesday,
I watch t.v.



On Saturday,
I go to the zoo.



On Thursday,
I read a book.



On Friday,
I sleep at my
friend's house.



				On Monday,
			On Tuesday,	
		On Wednesday,		
	On Thursday,			
	On Friday,	On Saturday,	On Sunday,	One Week

Take Home Intergenerational Literacy Activity – Community Services Poetry

Skills for Children:

Colorado Reading/Writing Standard 1.1

2-4 year olds – vocabulary development
fine motor skills (coloring)
following a pattern
oral language development

4-7 year olds – same as above, writing skills

CASAS Competencies:

2.7.5 – Interpret literary materials such as poetry and literature

Vocabulary for Parents:

Specific for sample poems

General Instructions:

Supply parents with some simple to read poems to take home and share with their children.

Make sure that parents understand that poems do not need to rhyme and the exercise in creating is just as important as the finished poem.

Instructions for Parents:

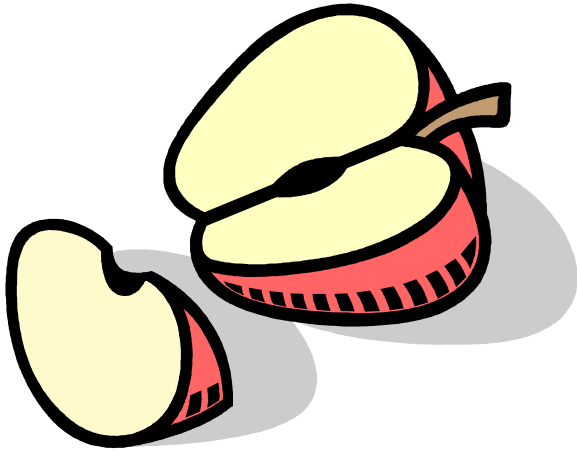
**Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:**

- ✓ **Vocabulary development**
- ✓ **Fine motor skills**
- ✓ **Following a pattern**
- ✓ **Oral language development**

The activity:

- **Read the sample poems together.**
- **Work with your child to make a poem.**
- **Read your own poem together frequently.**
- **This is a fun way to practice language skills with your child.**

Complete the poem as you enjoy a healthy snack.



An Apple a Day

Apple, apple, _____ and _____.

You are as sweet as _____.

You are juicier than _____.

And you feel _____ in my mouth.

I hear your _____ sound.

When I eat you, I think of _____.

I'd rather eat an apple than _____.





A is For Apple

**Apple, apple, yellow and ripe,
Juicier than rain—**

You taste as sweet as Kool-Aid

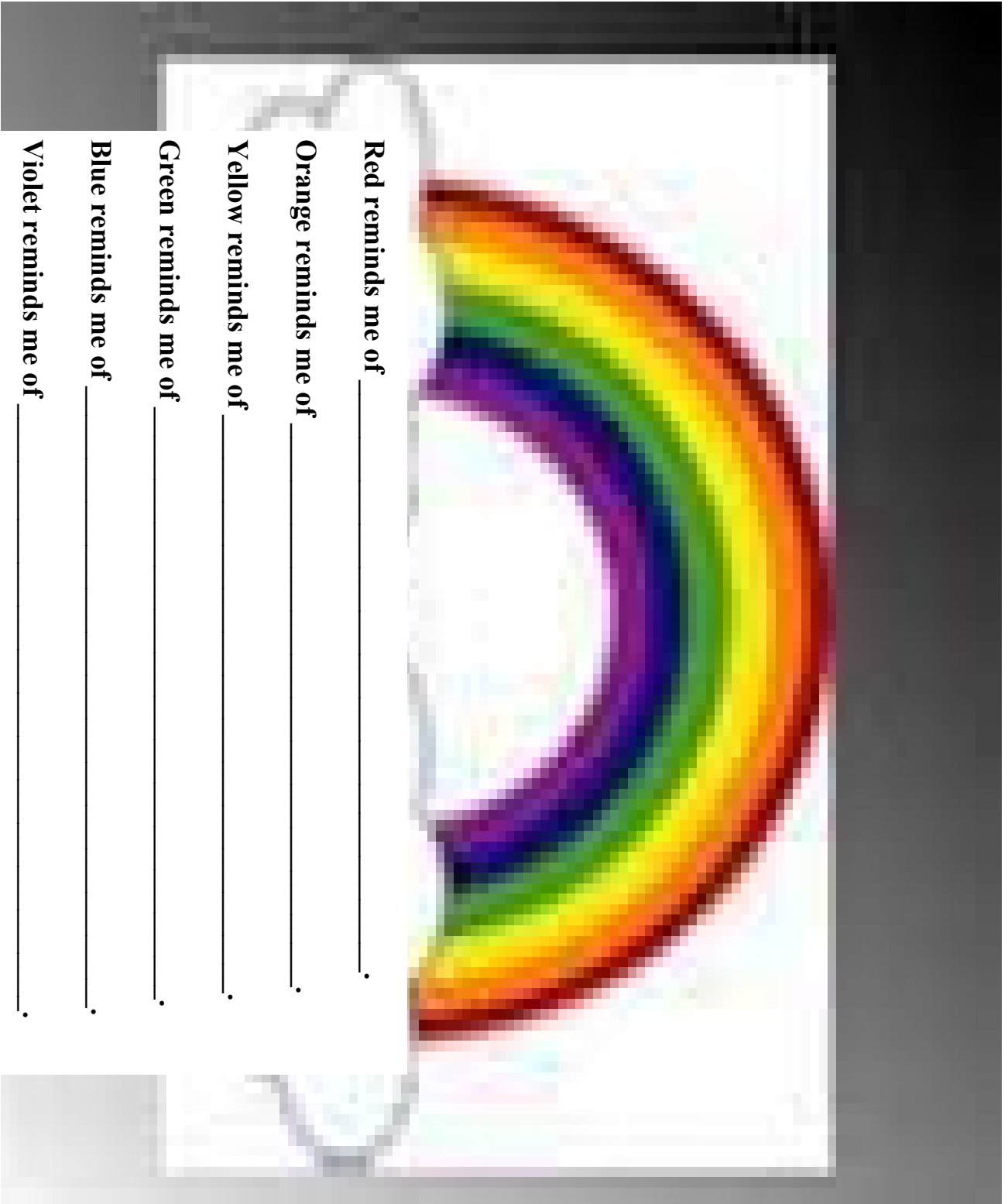
**You sound as squeaky as my
wagon wheels.**

**You make me think of a school
lunch.**

The Wrong Apple

**Apple, apple, soft and rotten,
Squishy and mushy,
You feel soft in my mouth like sawdust.
Your taste is not so sweet.
I should have picked a different apple.**





About Myself

I'm good at _____.

I'm not so good at _____.

I'm glad about my _____.

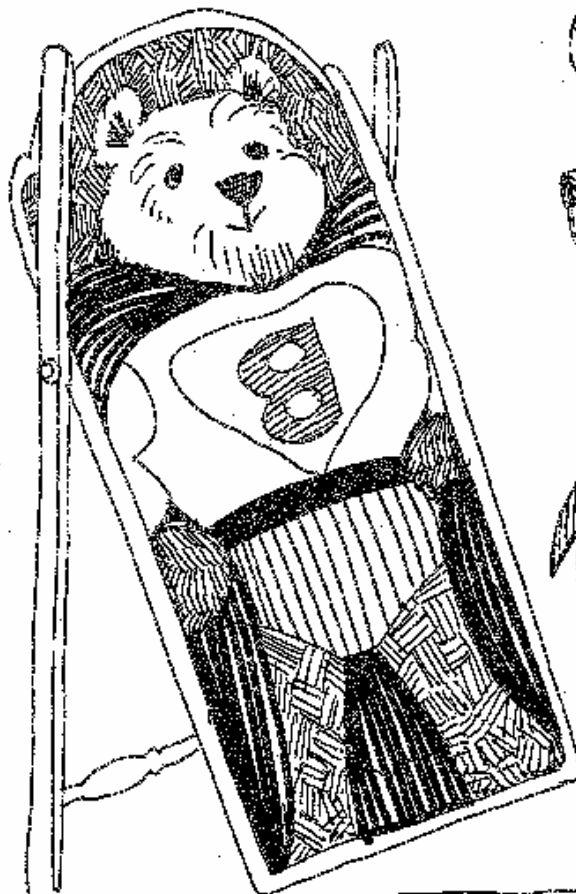
I'd be glad if _____.

I like _____.

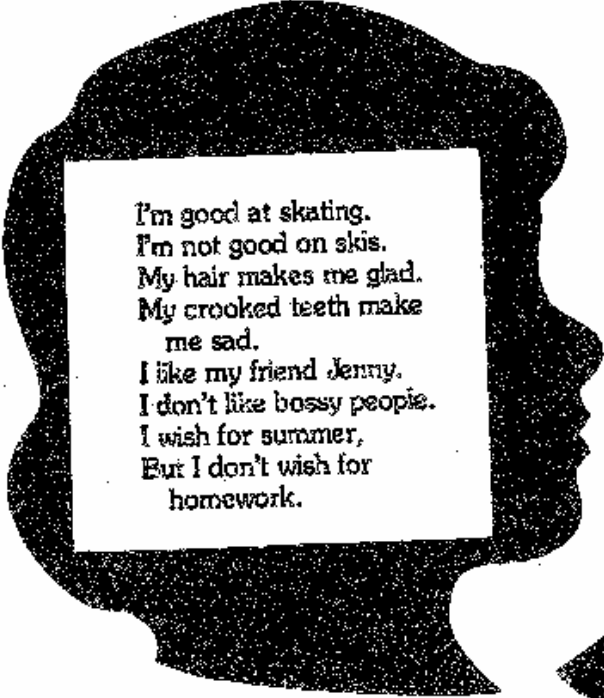
I don't like _____.

I wish _____.

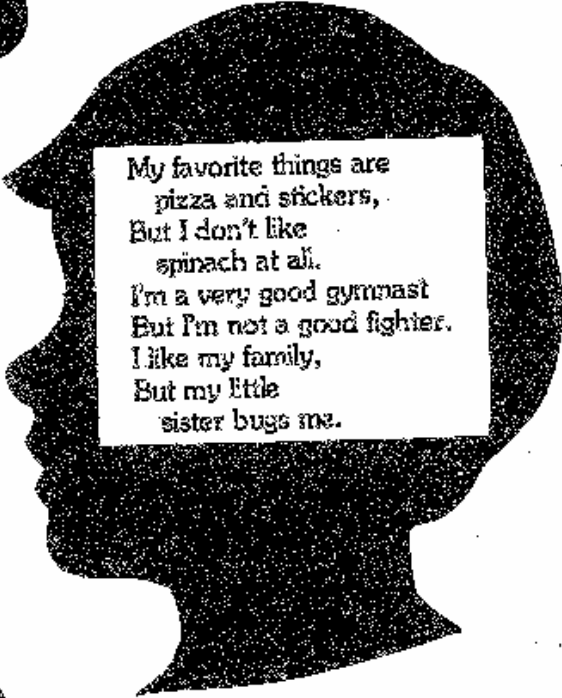
I don't wish for _____.



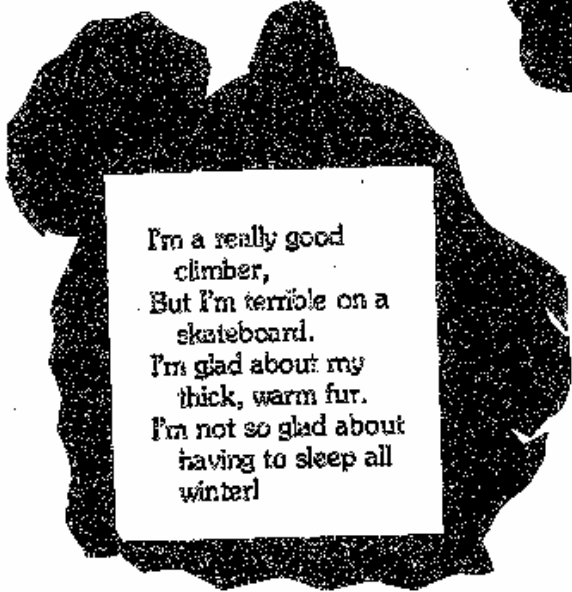
Poetry



I'm good at skating.
I'm not good on skis.
My hair makes me glad.
My crooked teeth make
me sad.
I like my friend Jenny.
I don't like bossy people.
I wish for summer,
But I don't wish for
homework.



My favorite things are
pizza and stickers,
But I don't like
spinach at all.
I'm a very good gymnast
But I'm not a good fighter.
I like my family,
But my little
sister bugs me.



I'm a really good
climber,
But I'm terrible on a
skateboard.
I'm glad about my
thick, warm fur.
I'm not so glad about
having to sleep all
winter!

Consumer Economics and Saving

prep time = 15 minutes + gathering materials

activity time = 25 minutes

Colorado Math Standard 5.1

CASAS Competencies:

1.1.4 – Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight

1.1.6 – Count, convert, and use coins and currency, and recognize symbols such as (\$) and (¢)

Skills for Children:

Fine motor skills (cutting and coloring)

Oral language development

Written language if able/interested in writing a paragraph about what they are saving for

Supplies Needed:

1. cans with removable lids (coffee, Kool-Aid, peanuts, Crystal Light, etc), at least one can per family – more is better
2. markers, crayons, or colored pencils
3. scissors
4. construction paper, wallpaper scraps, fabric scraps, yarn, other decorating materials
5. glue, paste, or hot glue gun (use caution)
6. multiple copies of coin patterns

Vocabulary:

piggy bank

decorate

savings

save

caution

construction paper

can

removable

lid

General Directions:

1. Cuts slits in the removable lids large enough for a quarter to fit.
2. Replace the lids on each appropriate can. **Note: a variety of cans makes the measuring more interesting**
3. Provide a sample of a decorated can with coins, paper, or whatever for families to see.
4. Encourage adults to let the children cut and paste as much as possible.
5. As the family creates their “piggy bank” can, encourage a discussion of the goals of their saving (video game rental, out to dinner, buying books, etc.)
6. Provide lined paper for families to write their savings goals.

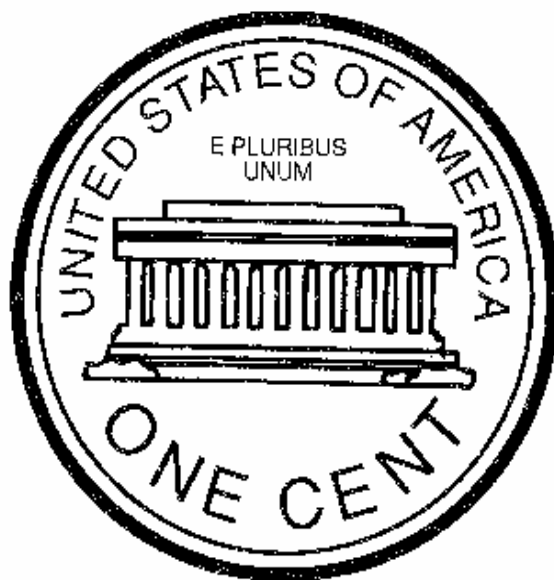
Extensions:

Family can graph their savings by nickels, dimes, quarters, etc.

Adults can compute the volume of their can.

Families can predict how much money their can will hold.

This leads well into a parenting discussion about allowances.





Consumer Economics and Coupons

prep time = 10 minutes
activity time = 20 minutes
Colorado Reading/Writing Standard 2.1

CASAS Competencies:

1.3.5 – Use coupons to purchase goods and services

Skills for Children:

Fine motor skills (coloring, cutting, writing)

Vocabulary development

Oral language skills

Supplies Needed:

1. multiple copies of blank coupons
2. crayons, markers, or colored pencils
3. scissors
4. stamp pads and stamps (optional)
5. sample completed coupon book

Vocabulary:

coupon	free	exchange	gift
helper	time	skills	task
value			

General Directions:

Help families brainstorm some simple tasks that they or their children could do.

Each family member can make their own coupon book to give as a gift.

Sample ideas for a child's gift to a parent could include coupons for:

Taking out the trash without being reminded
Washing the dishes one night
Folding the laundry
A hug

Sample ideas for a parent's gift to a child could include coupons for:

Reading a favorite book
Spending ½ hour with them and no interruptions
A hug
Sit down and watch their favorite TV show with them

Coupon

Good for _____

To: _____

From: _____

Coupon

Good for _____

To: _____

From: _____

Coupon

Good for _____

To: _____

From: _____

Coupon

Good for _____

To: _____

From: _____

Coupon
Coupon

Good for _____

To: _____

From: _____

Consumer Economics and Creative Writing

prep time = 5 minutes (copying)

activity time = 15 minutes

Colorado Reading/Writing Standard 2.2

CASAS Competencies:

7.2.6 – Generate ideas using divergent and convergent approaches, and also through creative imagination

Skills for Children:

Fine motor skills (cutting, drawing, and coloring)

Oral language development

Written language if able/interested

Supplies Needed:

1. multiple copies of blank flip book pages
2. dictionaries
3. scissors
4. staplers
5. sample book or ideas list

Vocabulary:

flip	creative	nonsense
describe	imagine	

General Directions:

Families may need direct instruction on how the book works.

Encourage creative sentences with plenty of adjectives.

Younger children can use the multiple part format to create silly creatures.

Older children may want to make their own book with a different focus.

Staple here. _____		Staple here. _____		Staple here. _____	
C		B		A	
Setting		Action		Name and Description	

Staple here. _____

Staple here. _____

Staple here. _____

A

My best friend, Tom,
and I

B

Found a \$100 bill
on the ground near
the dumpster

C

So we went out
to eat ice cream.

Staple here. _____

Staple here. _____

Staple here. _____

A

My entire family
who is visiting from
Los Angeles

B

Played "Bingo" last
Friday night.

C

but we had spent
it all in two hours.

Writing Ideas for Flip Book

Students use the writing format described on page 34 for the following activities:

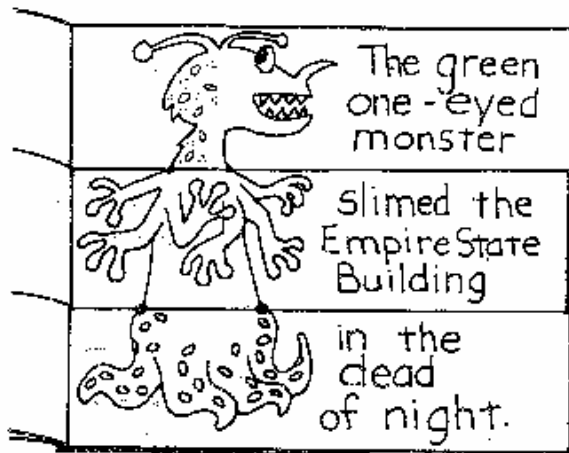
Colorful Clowns

Students make a Flip Book of clowns with different eyes, mouths, noses, feet, and so on.



Flipping Out Over Monsters

Where the Wild Things Are by Maurice Sendak is the story of a boy who dreams of a faraway land inhabited by wild monsters. Students make a Flip Book of monsters.



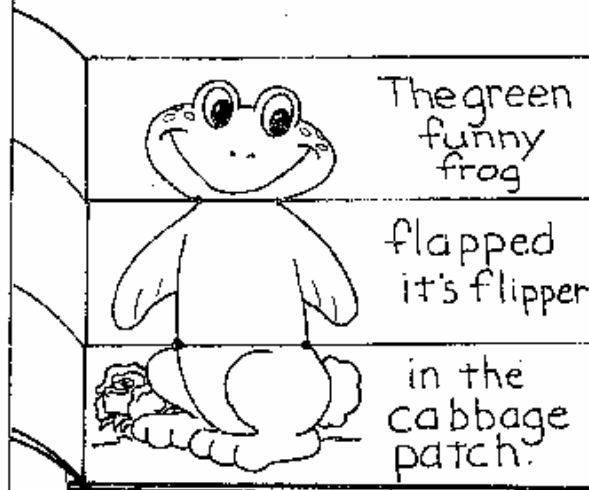
Fairy Tale Flips

Students make a Flip Book of fairy tale characters. *The Random House Book of Fairy Tales*, adapted by Amy Ehrlich, offers a good selection of stories.



Animal Antics

Students make a Flip Book of animals.

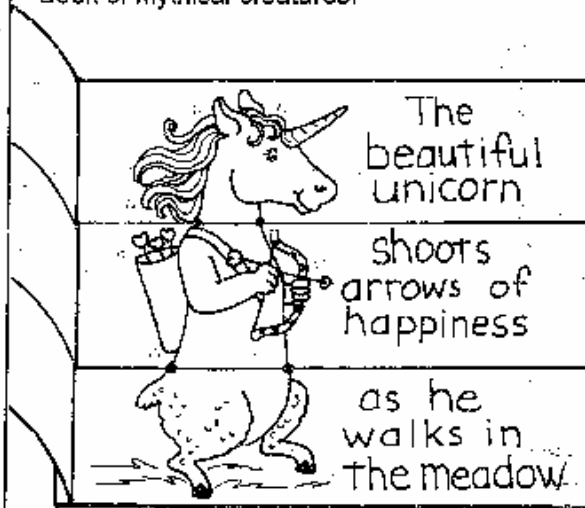


Which Witch?

Share some of the poems in *Best Witches: Poems for Halloween* by Jane Yolen or *Witch Poems*, edited by Daisy Wallace. Students make a Flip Book of witches.

Mythical Madness

After reading *d'Aulaires' Book of Greek Myths* by Ingri and Edgar d'Aulaire or *Theseus and the Minotaur* by Leonard Fisher, students make a Flip Book of mythical creatures.



Consumer Economics and Recipes

prep time = 10 minutes (shopping)

activity time = 20 minutes

Colorado Math Standard 1.1

CASAS Competencies:

1.1.1 – Interpret recipes

Skills for Children:

Fine motor skills (manipulating dough)

Vocabulary development (verbs, time)

Supplies Needed:

1. multiple copies of play dough recipe
2. 1 cup measuring cups
3. $\frac{1}{4}$ teaspoon measuring spoon
4. flour, salt, vegetable oil, access to warm water
5. Quart sized Ziploc freezer bags
6. food coloring or unsweetened Kool-Aid packets
7. popsicle sticks for cutting
8. (optional) mixing bowls and spoons
9. sample clock or large sized wall clock

Vocabulary:

flour	salt	vegetable oil	knead
warm	popsicle stick	telling time	seal
clock	vocabulary for telling time		

General Directions:

If funding and space permits, allow each family group to make their own recipe.

The dough can be mixed in freezer quality Ziploc bags or mixing bowls (clean-up needed).

If using food coloring or Kool-Aid, dissolve the coloring in the warm water before adding to the dry ingredients. A more uniform color is produced.

The play dough stays fresh for approximately three days if kept in a sealed bag.

Older children and adults can mold their dough into a clock face, make the five minute increments, and score-in the hour and minute hands, and quiz each other on what time it is.

Drawing clocks and time can be tedious, the play dough makes the process more responsive and the hour and minute hands can be erased easily with a finger.

Families can exchange different colors for marking 15 or 30 minute intervals.

Younger children can be encouraged to just manipulate the dough, make shapes, common foods, or the letters of their names.

No-Cook Play Dough Recipe

Ingredients: 1 cup flour
 $\frac{1}{2}$ cup salt
 $\frac{1}{2}$ cup warm water
 $\frac{1}{4}$ teaspoon vegetable oil
 5 drops of food coloring or $\frac{1}{2}$ packet of unsweetened Kool-Aid

Procedure: 1. Pour the flour and salt into a quart-sized freezer bag.
 2. Pour or drop the food coloring or Kool-Aid into the water.
 3. Add the water and oil to the bag with flour and salt.
 4. Seal the bag and knead it gently with hands.
 5. When the mixture is evenly colored, remove from bag and mix again with hands.
 6. The play dough will stay fresh for up to three days.

No-Cook Play Dough Recipe

Ingredients: 1 cup flour
 $\frac{1}{2}$ cup salt
 $\frac{1}{2}$ cup warm water
 $\frac{1}{4}$ teaspoon vegetable oil
 5 drops of food coloring or $\frac{1}{2}$ packet of unsweetened Kool-Aid

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 3. Add the water and oil to the bag with flour and salt.
 4. Seal the bag and knead it gently with hands.
 5. When the mixture is evenly colored, remove from bag and mix again with hands.
 6. The play dough will stay fresh for up to three days.

Consumer Economics and Clothing

prep time = 10 minutes (copying)

activity time = 15 minutes

CASAS Competencies:

1.3.9 – Identify common articles of clothing

Skills for Children:

Fine motor skills (cutting and coloring)

Vocabulary development (types of clothing)

Oral language development

Written language if able/interested in writing a paragraph about their “person”

Supplies Needed:

1. multiple copies of boy and girl paper dolls and clothing
2. markers, crayons, or colored pencils
3. scissors
4. larger pieces of paper to create backgrounds
5. lined paper for writing a paragraph or story about their “person”

Vocabulary:

paper doll	shorts	shirt
pants	skirt	dress
hat/cap	coat	sweatshirt
swimsuit	underclothes	overalls
pajamas	background	scenery
paragraph		

General Directions:

Encourage creative play and dialogue.

Older children may not be interested in this activity. They may be willing to create scenery for a simple theatre, write dialogues between the dolls, or write a brief description of their doll.

Avoid the use of the word “doll” around older children. They may prefer “person” or activity rather than doll which has a younger child connotation.

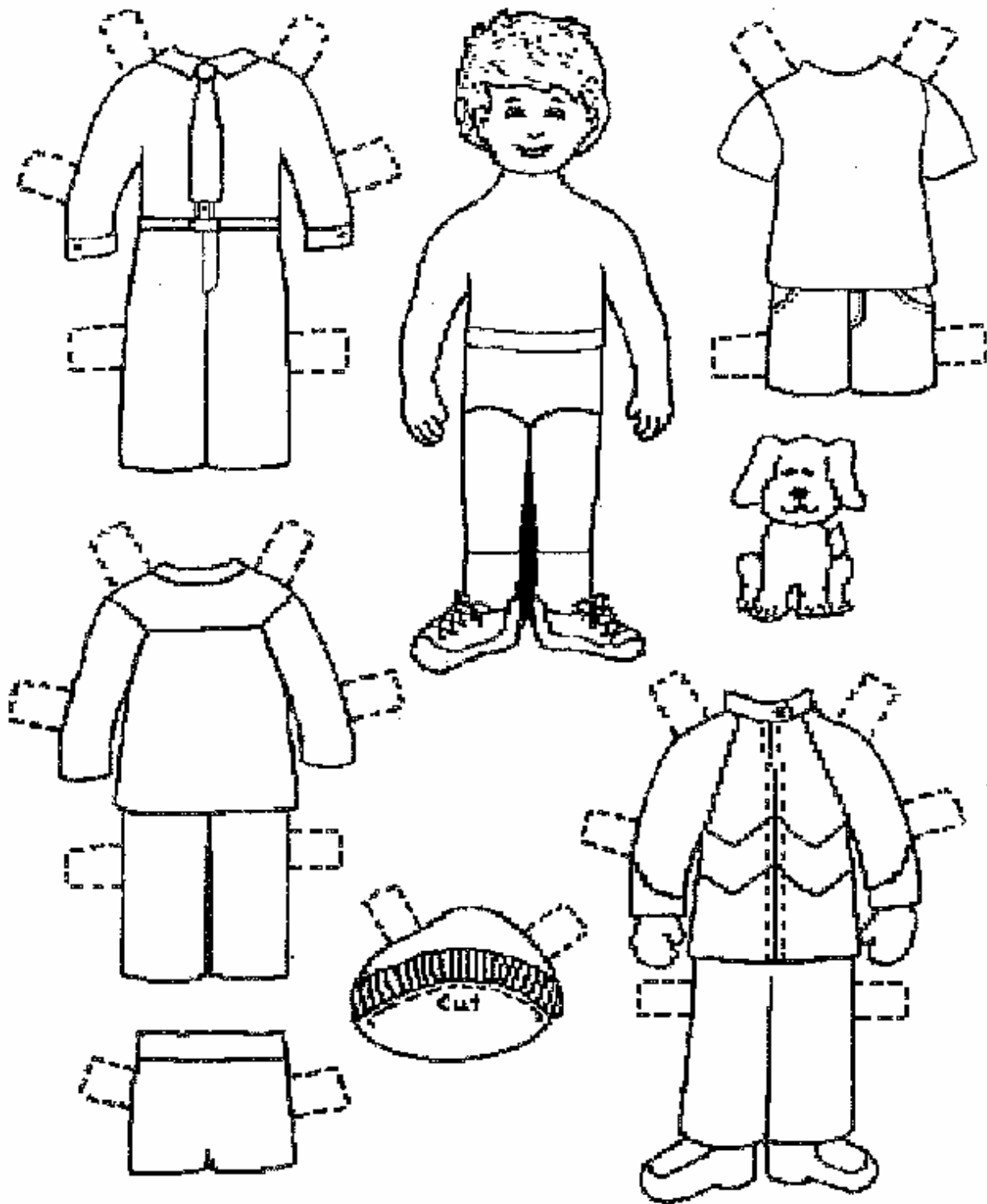
Berenstain Bear Paper Dolls along with many changes of clothing can be found at

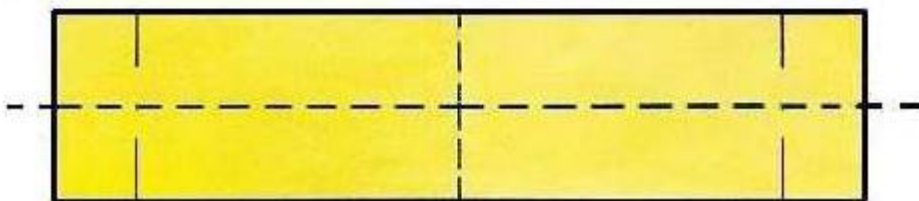
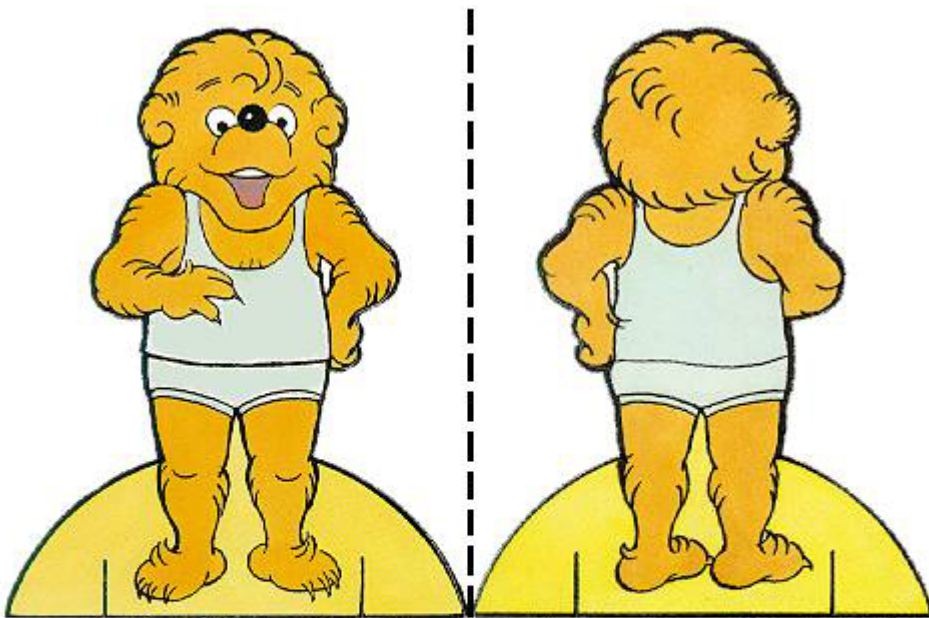
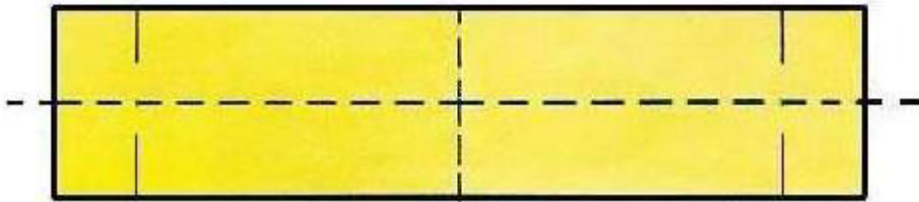
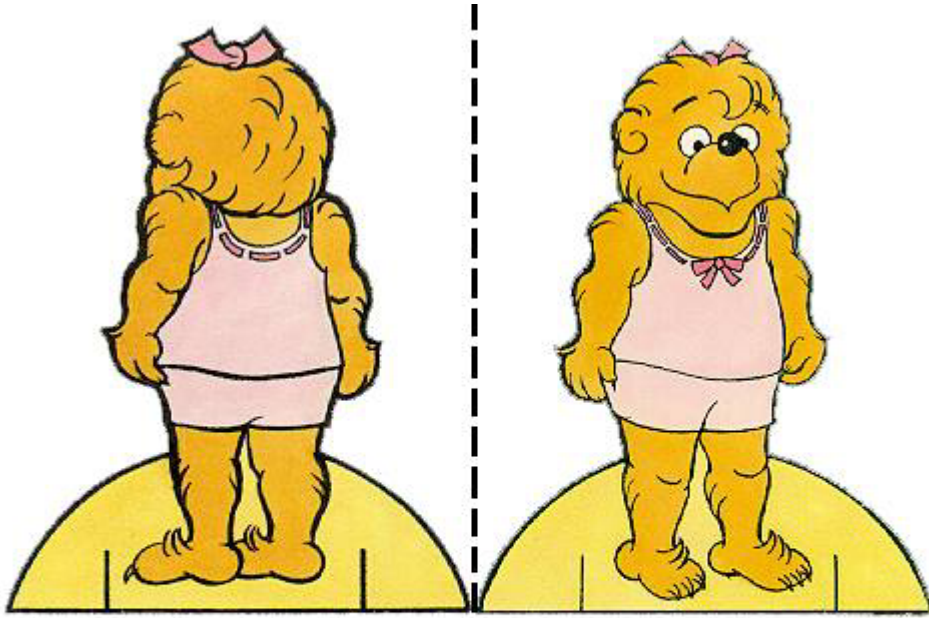
<http://www.berenstainbears.com>

Emily



Jonathan







Consumer Economics and Balancing a Checkbook

prep time = 10 minutes (copying)

activity time = 20 minutes

Colorado Math Standard 6.5

CASAS Competencies:

1.8.2 – Interpret the procedures and forms associated with banking services, including writing checks

6.1.1 – Add whole numbers

6.1.2 – Subtract whole numbers

6.2.2 – Subtracting decimal fractions

Skills for Children: (Not recommended for children in grades less than second)

Addition and subtraction skills

Reading a calendar

Taking turns

Writing skills (if checks are used and written)

Supplies Needed:

1. game board
2. copy of check register for each player or family group
3. beans or other place markers
4. spinner or number cube for movement
5. blank, sample checks if desired
6. calculator (if desired)
7. pencils

Vocabulary:

check

register

add

subtract

prescription

laundry

taking turns

General Directions:

Decide in advance if players need to write checks to spend their money.

If playing with younger children, play money could be used to practice counting and giving change.

A sample check register may be written and included to demonstrate how the register works.

Players roll a number cube or spin to move their marker on the calendar.

If players land on every square, their checkbook total will be negative.

The player who finishes the month with the most money in their account is the winner.

ABE Connection: Have students make a pie chart of how the money was spent for the month. Students can write questions and exchange charts with others for extra practice.

Check Register

Check Number	Date	To: Description:	Amount of Check (-)	Amount of Deposit (+)	Balance \$1,000.00

Computations:

My Name _____	00 ____
My Address _____	Date _____
Pay to the Order Of _____	\$ _____
_____ Dollars	
The Bank 3456 Line Street Any Town, CO 80987	
Memo _____ LI 000 8000 876 7**609 1142	

My Name _____	00 ____
My Address _____	Date _____
Pay to the Order Of _____	\$ _____
_____ Dollars	
The Bank 3456 Line Street Any Town, CO 80987	
Memo _____ LI 000 8000 876 7**609 1142	

My Name _____	00 ____
My Address _____	Date _____
Pay to the Order Of _____	\$ _____
_____ Dollars	
The Bank 3456 Line Street Any Town, CO 80987	
Memo _____ LI 000 8000 876 7**609 1142	

April Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Start with \$1,000.00	2 Shopping with kids. Spend \$154.12	3 Lemonade stand \$1.75	4 Doctor visit \$25.00	5 Need a prescription \$23.74	6 Pay for school lunches \$13.50
7 Stayed home didn't spend money	8 Paid utilities \$143.29	9 Purchased school pictures \$19.50	10 Rent due \$475.00	11 Found \$20 in jeans pocket	12 Movie night \$26.89	13 Lunch with family \$28.93
14 Order more checks \$13.75	15 Baby shower gift \$5.25	16 Grocery shopping \$74.12	17 Need a doughnut and coffee \$2.36	18 Books for school \$4.25	19 Rent videos \$11.90	20 Out with friends \$38.00
21 Farmer's market \$17.45	22 Flowers for mom \$6.36	23 Bonus at work for meeting deadline \$25.00	24 Grocery shopping \$32.36	25 Order lunch at work \$7.65	26 Find a big yard sale \$10.27	27 Gift from sister \$28.00
28 Stayed home and spent no money	29 Grocery shopping \$41.97	30 Phone bill due \$34.89	You made it! How much money do you have left?			

Take Home Intergenerational Literacy Activity – Consumer Economics Weather

Skills for Children:

Colorado Math Standard 3.2

2-4 year olds – vocabulary development
fine motor skills (coloring)
following a pattern (repetition)
predicting
observing

4-7 year olds – same as above

CASAS Competencies:

2.3.3 – Interpret information about weather conditions

Vocabulary for Parents:

weather	observation	sunny
rainy	windy	combination
flap		

General Instructions:

Make sure that families have scissors and glue at home for making the booklet. Otherwise, have parents make the booklet at school and take home to their children.

Instructions for Parents:
















Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Fine motor skills**
- ✓ **Following a pattern and repetition**
- ✓ **Predicting**
- ✓ **Observing**

After the activity:

- **Continue predicting and observing the weather.**
- **Encourage your child to decide which clothing to wear for the weather.**
- **Encourage your child to make other predictions. This helps with pre-reading skills.**

_____, Weather Watcher				
Monday's Weather Observation	Tuesday's Weather Observation	Wednesday's Weather Observation	Thursday's Weather Observation	Friday's Weather Observation
Add glue.				
Tuesday's weather will be...	Wednesday's weather will be...	Thursday's weather will be...	Friday's weather will be...	Saturday's weather will be...
 sunny	 sunny	 sunny	 sunny	 sunny
 rainy	 rainy	 rainy	 rainy	 rainy
 windy	 windy	 windy	 windy	 windy

Take Home Intergenerational Literacy Activity – Consumer Economics Bingo Hunt

Skills for Children:

2-4 year olds – vocabulary development
observation of environment
visual discrimination

4-7 year olds – same as above

CASAS Competencies:

1.1.5 – Interpret temperatures
1.1.6 – Count, convert, and use coins and currency, recognize symbols such as (\$) and (¢)
1.3.5 – Use coupons to purchase goods and services
1.4.8 – Recognize home theft and fire prevention measures
1.6.4 – Check sales receipts

Vocabulary for Parents:

percentage	traffic	advertisement	apartment
temperature	coupon	sign	fire extinguisher
bank	nutrition	label	receipt
mailbox	opinion	deadbolt	symbol
environment			

Instructions for Parents:

Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Observation of environment**
- ✓ **Visual discrimination**

After the activity:

- **Create your own bingo hunt card.**
- **Discuss what the items are and how they are used.**
- **Practice using the new vocabulary words each day.**

Consumer Economics Bingo Hunt

Find these items on your way home, at home, or in your neighborhood.

When you find them, put an “X” in the box.

A percentage sign (%)	The letter “T”	A traffic sign	An ATM	A clothing label in size Medium
An advertisement for food	An apartment or house for sale or rent	A sign with the temperature	A coupon	A fire extinguisher
A bank	A public telephone	A nutrition label	Someone using math	A sales receipt
Someone reading	Two or more people working	The symbol (\$)	A clock	Directions or instructions
The letter “M”	A mailbox or post office	Someone giving an opinion	A lock (slide, deadbolt, chain, etc.)	Someone writing

Take Home Intergenerational Literacy Activity – Consumer Economics Coins

Skills for Children:

2-4 year olds – vocabulary development (coins)
fine motor skills (rubbing and cutting)
following a pattern (repetition)

4-7 year olds – same as above, values of coins, and addition skills

CASAS Competencies:

1.1.6 – Count, convert, and use coins and currency, recognize symbols such as (\$) and (¢)

Vocabulary for Parents:

penny	nickel	dime	rubbing
quarter	coin	collection	tracing

General Instructions:

Make sure that families have scissors and staplers at home for making the booklet. Otherwise, have parents make the booklet at school and take home to their children.

Adults will need directions and explanations for creating the rubbing effect needed for this book.

Often parents enjoy making rubbings and this can be extended into a classroom activity of “Guess What This Is?”



Instructions for Parents:

Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Fine motor skills**
- ✓ **Following a pattern and repetition**

After the activity:

- **Read the book together frequently.**
- **Encourage your child to find other items that can be rubbed to produce a design. Make a book about them.**
- **Help your child recognize these coins and begin to understand their values.**

<p>_____ 's</p> <h1 style="text-align: center;">Coin Collection</h1> <p style="text-align: center; font-size: small;">©The Education Center, Inc.</p>	<p>A penny looks like this:</p> <div style="text-align: right;">1</div>
<p>A nickel looks like this:</p> <div style="text-align: right;">2</div>	<p>A dime looks like this:</p> <div style="text-align: right;">3</div>
<p>A quarter looks like this:</p> <div style="text-align: right;">4</div>	<div style="text-align: center;">  <h2 style="margin: 10px 0;">The End</h2>  </div> <div style="text-align: right;">5</div>

Let's Learn About Money

Every coin has a fixed value. Here are some coins that you use everyday.



penny

1¢



nickel

5¢



dime

10¢



quarter

25¢

Complete each problem.

One nickel equals
how many pennies?



=





Two quarters equals
how many dimes?



=



_____  = 

5  = _____ 

    +    = _____

    +    = _____

   +    = _____

Answers This worksheet was provided by [The Kid's Page Archive](http://TheKid'sPageArchive.com). www.tlsbooks.com

Take Home Intergenerational Literacy Activity – Consumer Economics Temperature

Skills for Children:

Colorado Math Standard 5.1

2-4 year olds – vocabulary development
fine motor skills (grasping and turning)
taking turns

4-7 year olds – same as above

CASAS Competencies:

1.1.5 – Interpret temperatures

Vocabulary for Parents:

weather	observation	sun
rain	snow	taking turns
Fahrenheit	Celsius	

General Instructions:

The cards can be used as a concentration game by matching the picture with the temperature on the thermometer.

Additionally, the pictures or thermometers can be sequenced from coldest to warmest.

Instructions for Parents:

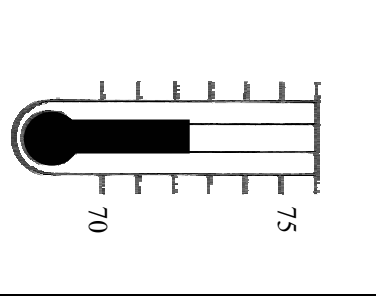
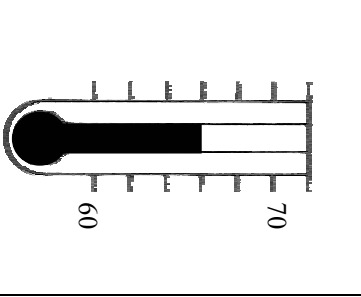
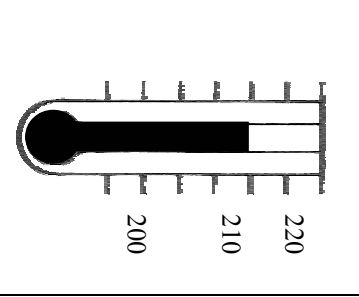
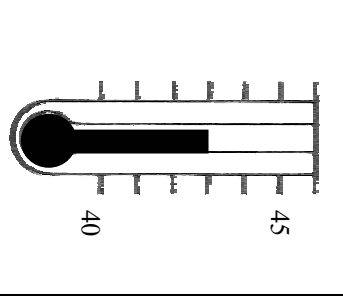
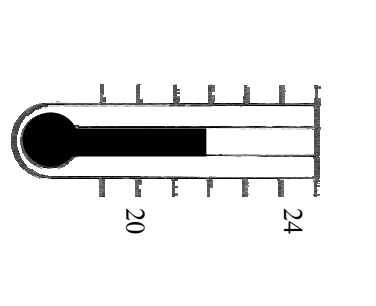
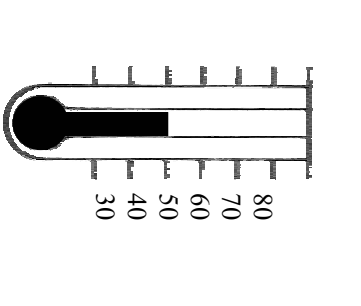
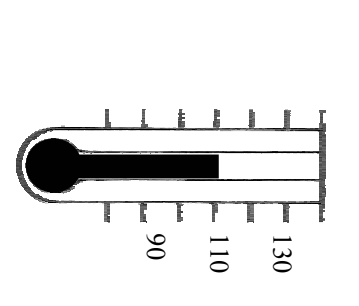
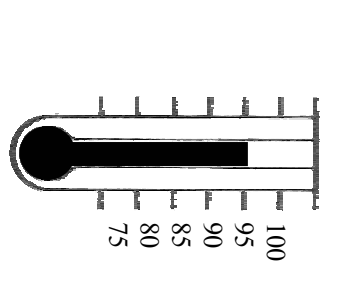
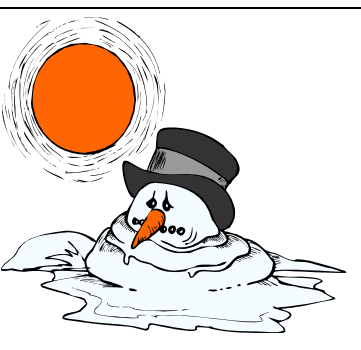
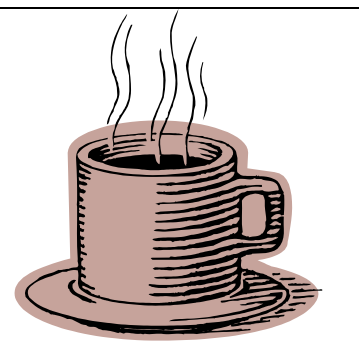
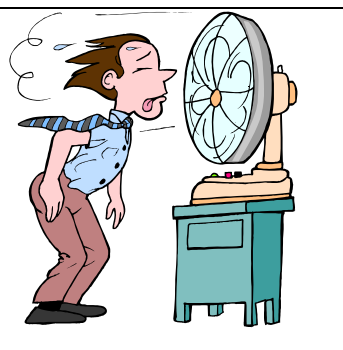
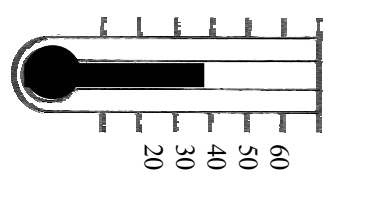
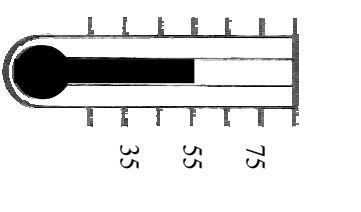
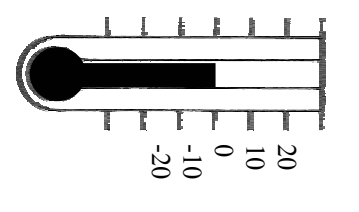
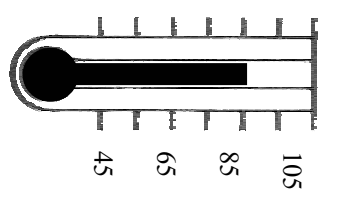
Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Fine motor skills**
- ✓ **Taking turns**

After the activity:

- **Continue describing and observing the weather.**
- **Point out to your child thermometers that you find.
(banks, restaurants, hospitals, etc.)**
- **Encourage your child to make predictions about the temperature.**



Take Home Intergenerational Literacy Activity – Consumer Economics Map Puzzle

Skills for Children:

2-4 year olds – fine motor skills (grasping and turning)
part to whole relationships

4-7 year olds – same as above

CASAS Competencies:

1.1.3 – Interpret maps and graphs

Vocabulary for Parents:

compass rose	North	South
East	West	intricate
part	whole	relationship

General Instructions:

Building puzzles is an important developmental skill for children. Puzzle pictures can be glued to the backs of cereal boxes or other cardboard and cut apart by the parents or older children.

To make the activity meaningful for adults, questions can be written which ask for specific answers from the map.

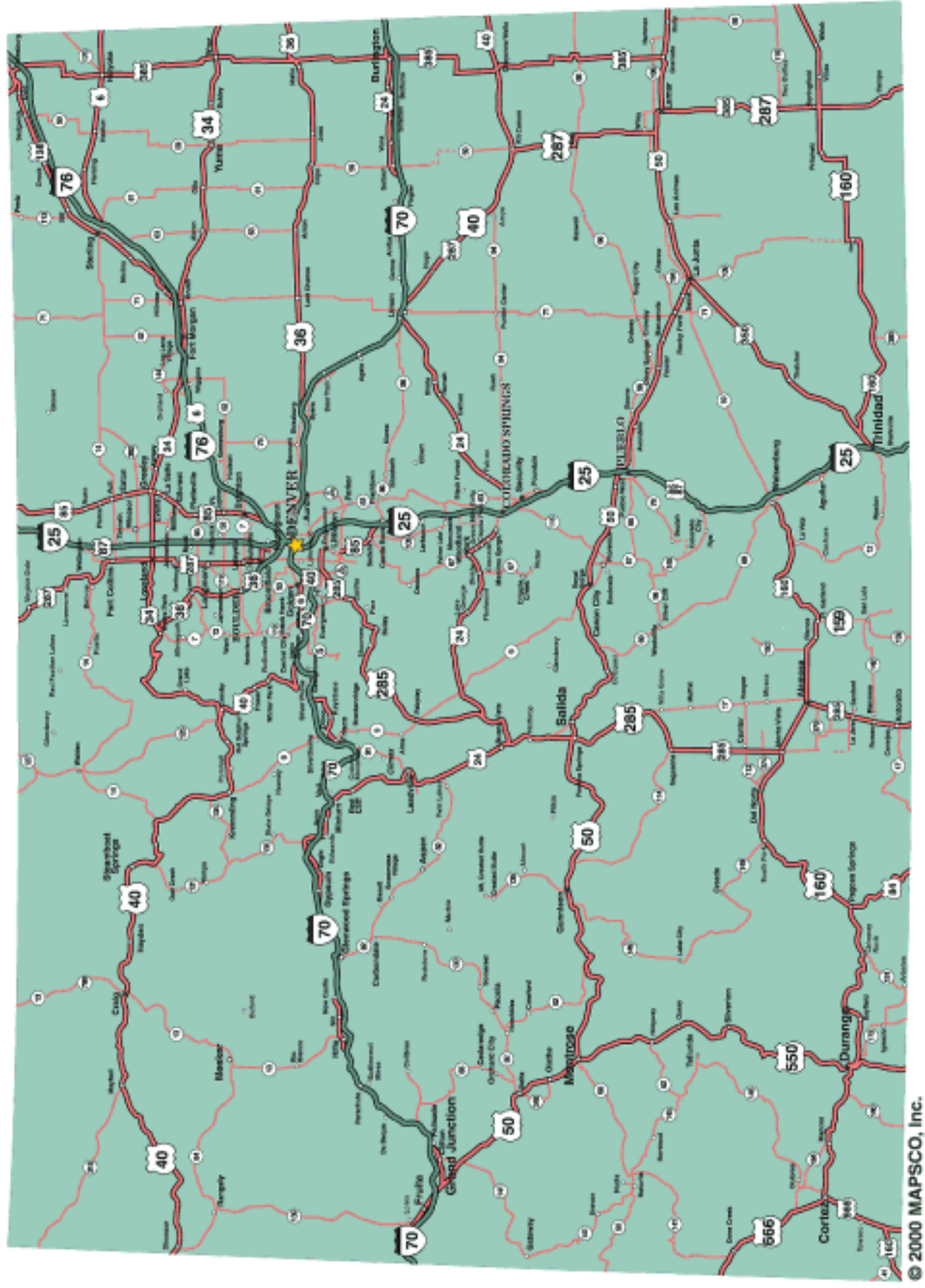
Instructions for Parents:

Parents: Please work with your child to complete this activity. Skills that your child is learning in this activity are:

- ✓ **Fine motor skills**
- ✓ **Part to whole relationships**

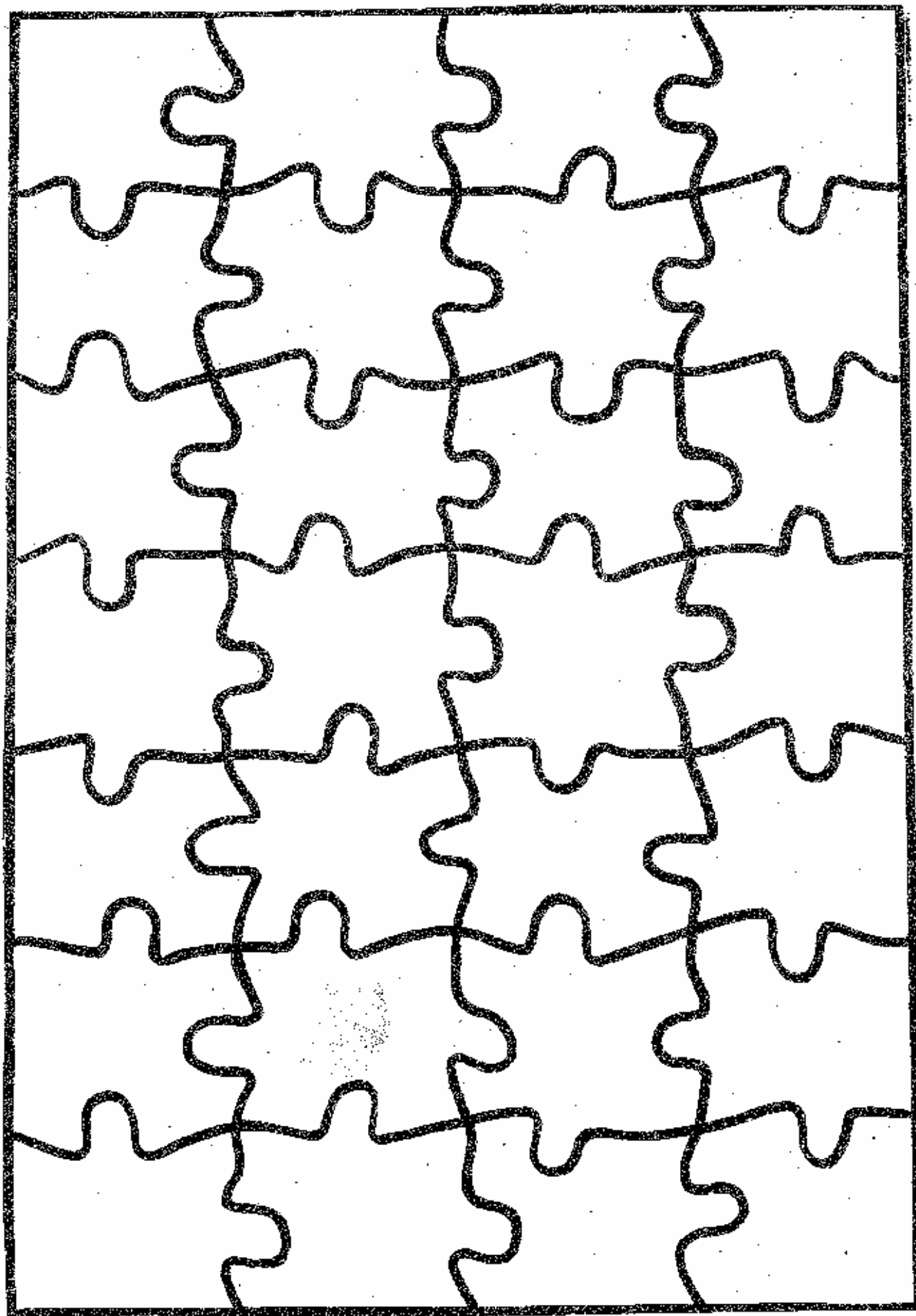
After the activity:

- **Make your own puzzle from magazine pictures glued onto the backs of cereal boxes or other cardboard.**
- **Help your child find other parts which fit together to create a whole. (fork, spoon, knife, plate, napkin fit to create a place setting)**
- **As your child gets older, puzzle pieces can become more intricate.**



Map of Colorado

What can you find?

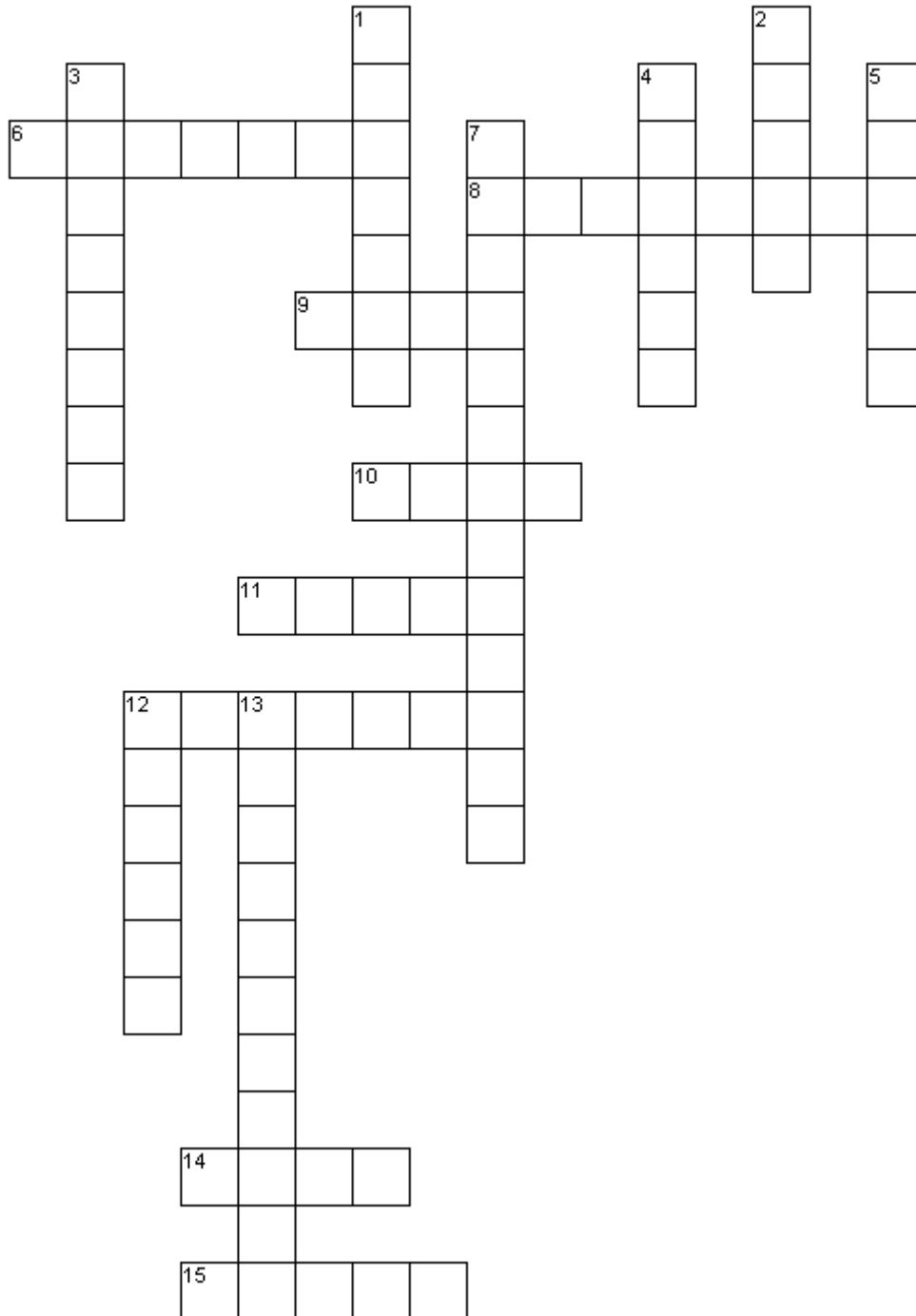


Time and Math Activities

Below are some math activities and telling-time activities you can do with your child at home.

- Measure a room together.
- Take a picture of your child. Write height and weight on back. Repeat once a month. Write problems to compare heights and weights.
- Look at a recipe. Have a child measure the ingredients.
- Write 25¢ five different ways.
- Draw a clock representing when he/she gets up in the morning.
- Figure out how many days there are until his/her birthday.
- Draw a clock representing when he/she goes to bed at night.
- Do 4 math activities using something in your kitchen. Example: 6 beans minus 4 beans equals?
- Use candy to make math activities or problems.
- Help your child measure his/her foot, hand, arm, etc. using a ruler.
- Draw a clock representing when he/she goes to school in the morning.
- Figure out how many hours he/she will be in school today.
- Do 4 math activities using coins. Example: 3 nickels plus 4 pennies equals?

Consumer Economics Crossword



Across

- 6. twenty-five cents
- 8. lower cost for items
- 9. ten cents
- 10. money made from metal
- 11. how much something costs
- 12. to evaluate two or more items
- 14. paper money
- 15. one cent

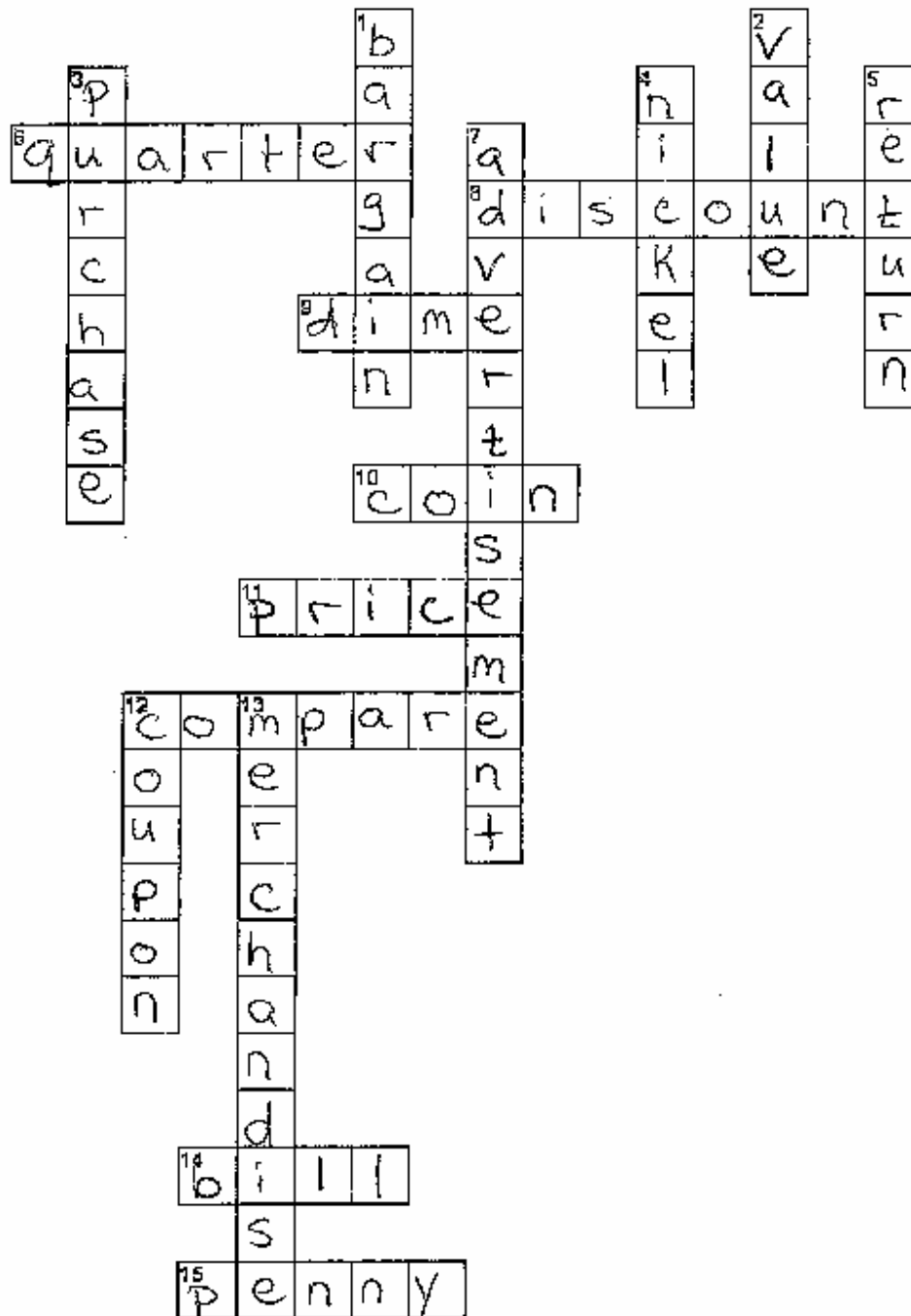
Down

- 1. to pay less than the usual price
- 2. getting the most for your money
- 3. to buy
- 4. five cents
- 5. to bring something back
- 7. paper or notice of lower cost
- 12. discount for specific items
- 13. items to purchase

Word Bank

Return
Advertisement
Price
Coin
Penny
Bill
Coupon
Merchandise
Value
Discount
Nickel
Bargain
Dime
Quarter
Purchase
Compare

Consumer Economics Crossword



Employment and Privacy

prep time = 5 minutes (copying)
activity time = 15 minutes
Colorado Reading/Writing Standard 2.1

CASAS Competencies:

4.6.3 – Interpret written workplace announcements and notices.

Skills for Children:

Vocabulary development (careers)
Fine motor skills (cutting and coloring)
Imaginative play

Supplies Needed:

1. Door hanger patterns
2. crayons, markers, colored pencils
3. magazines, dictionaries, or other visual models of types of work

Vocabulary:

Door hanger
_____At Work

Private
Working

Quiet
Caution

Do Not Enter

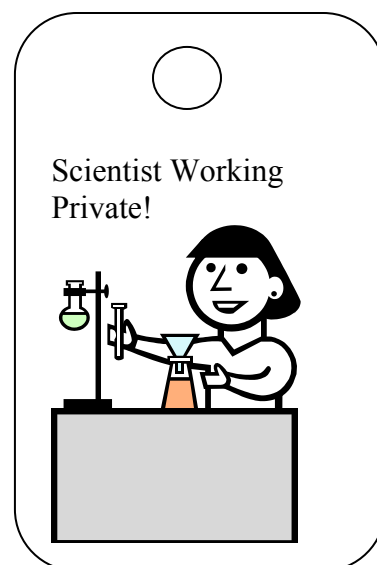
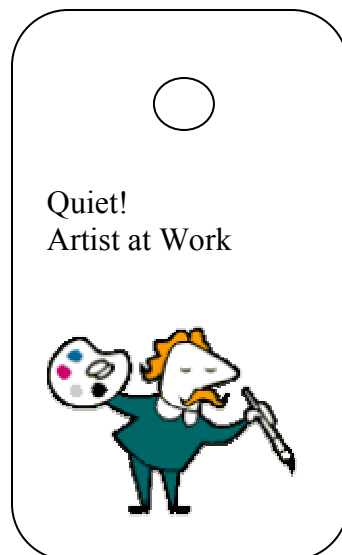
General Directions:

Have each family member brainstorm possible or ideal careers for themselves.

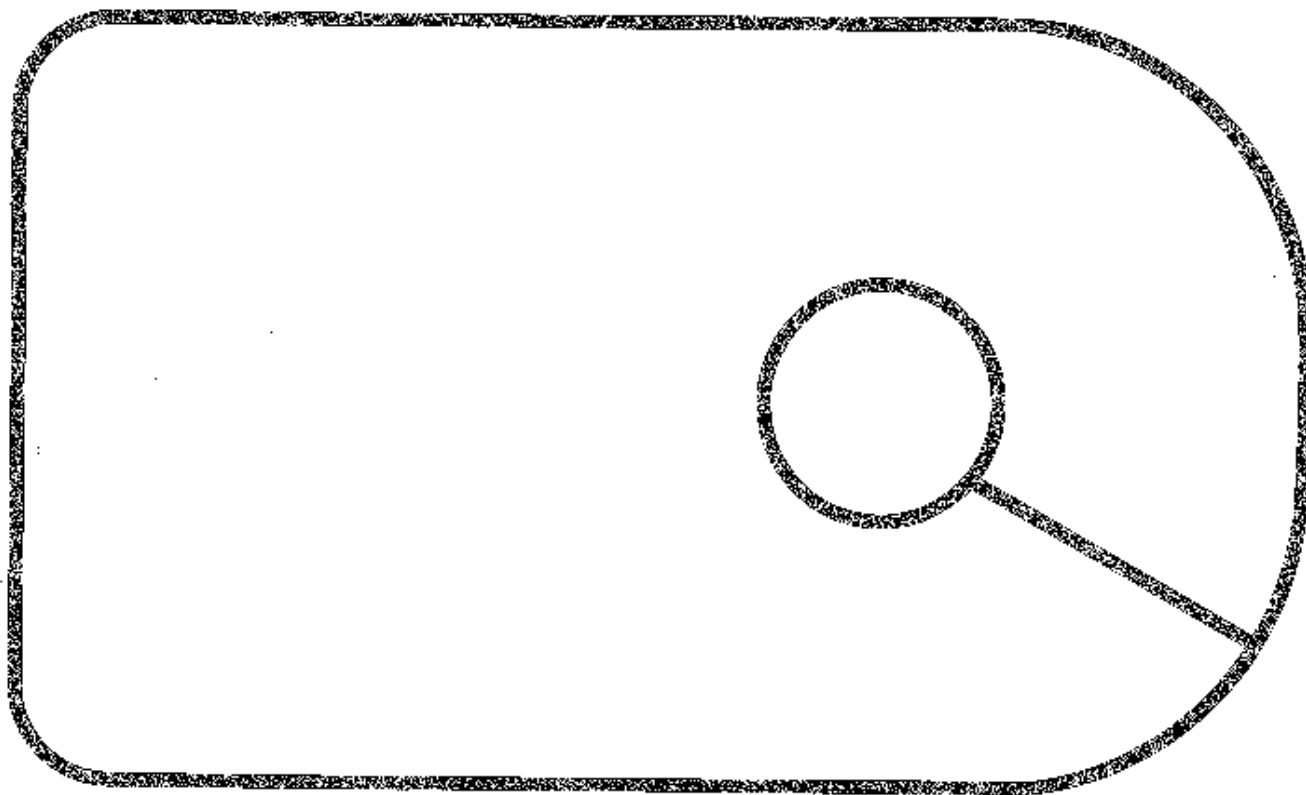
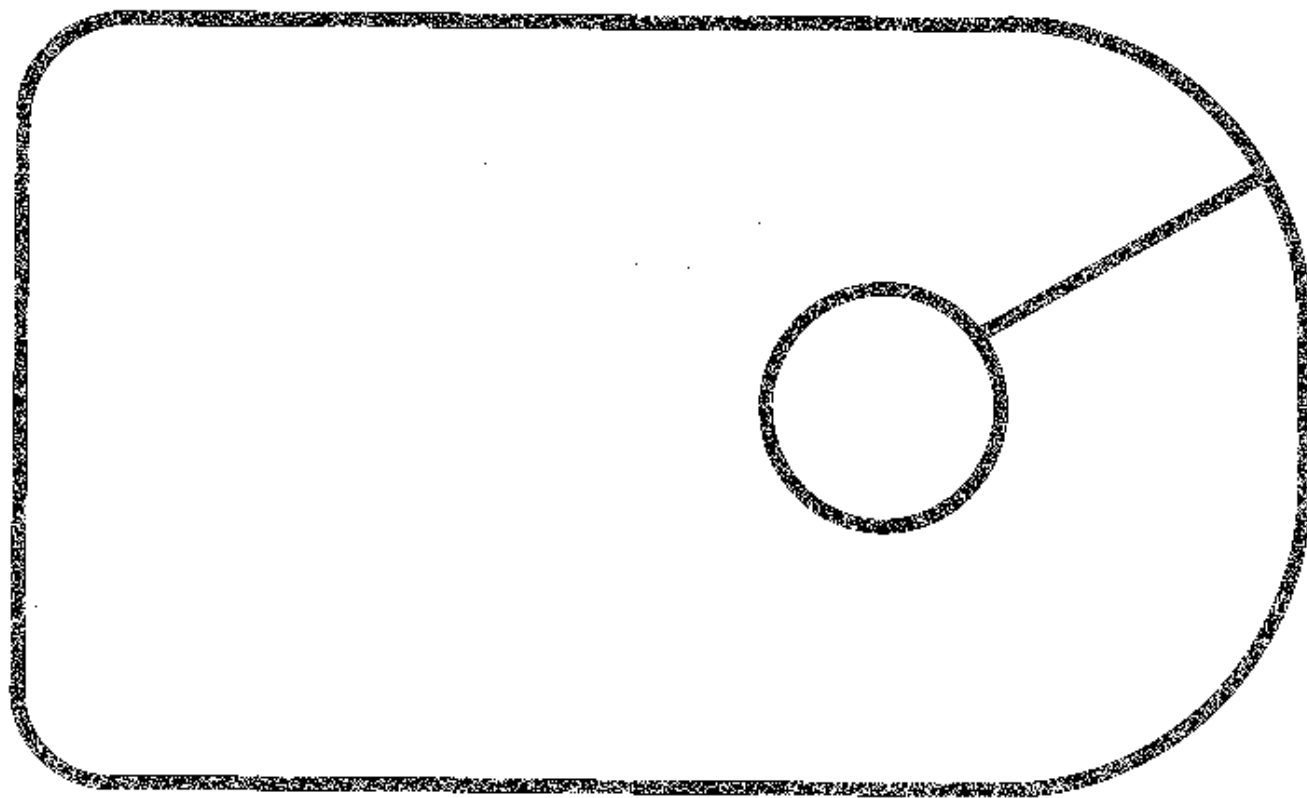
Have them decorate and label the door hanger showing the job and an appropriate message.

Discuss the need to respect privacy in families.

Examples:



Door Hanger Pattern



Employment and Different Types of Jobs

prep time = 5 minutes (copying)

activity time = 20 minutes

CASAS Competencies:

4.581 – Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals.

Skills for Children:

Vocabulary development

Fine motor skills (coloring)

Visual discrimination

Supplies Needed:

1. Hidden Pictures
2. Crayons, markers, or colored pencils for coloring
3. Blank paper for creating own hidden picture

Vocabulary:

Pot	Football	Ice cream cone	Magnet	Picture frame
Sickle	Glove	Crayon	Spool of thread	Hot dog
Comb	Heart	Ladder	Open book	Fish
Pitchfork	Hamburger	Shovel	Scissors	Teacup
Ring	Lollipop	Salt shaker	Fountain pen	Skateboard
Acorn				

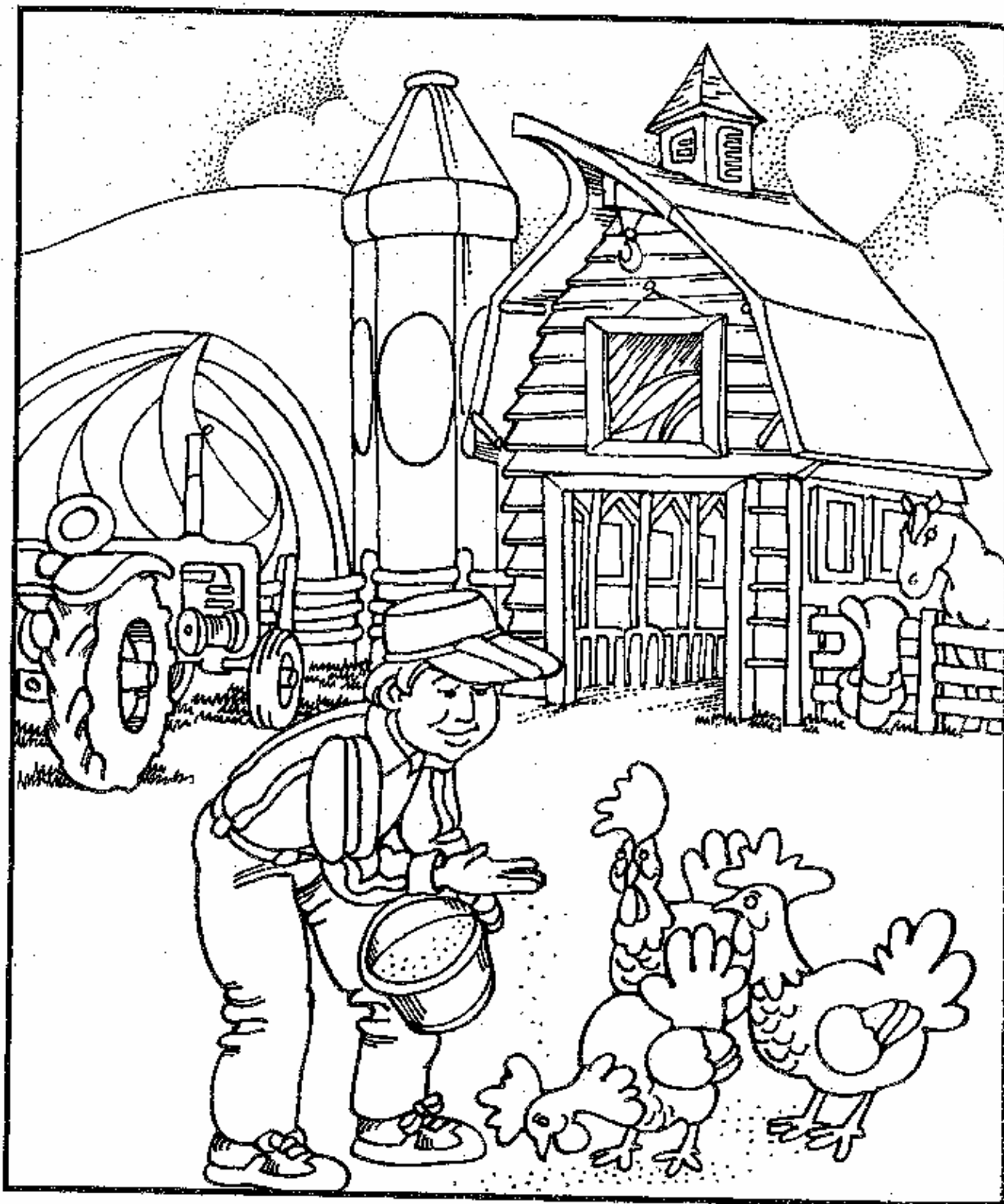
General Directions:

Have family members take turns finding and coloring objects on the same page.

Members can discuss both the hidden and big pictures.

Older children and adults may want to create their own hidden pictures.

For further pictures, contact Highlights Magazine for children. www.highlights.com
Some are available free of charge to download.



On the Farm

Completing all the farm chores sometimes takes a long time. But it shouldn't take you very long to find sixteen objects hidden in the farmyard: a pot, football, ice-cream cone, magnet, picture frame, sickle, glove, crayon, spool of thread, hot dog, comb, heart, ladder, open book, fish, and a pitchfork.



The House Painter

The painter has applied a fresh coat of paint, but there are still eleven objects hidden in this picture. Can you find a hamburger, shovel, scissors, teacup, ring, lollipop, saltshaker, fountain pen, skateboard, acorn, and a crayon?

Employment and Job Descriptions

prep time = 10 minutes (copying)

activity time = 20 minutes

CASAS Competencies:

4.5.1 – Identify common tools, equipment, machines, and materials required for one's job.

Skills for Children:

Vocabulary development (jobs, tools, skills)

Gross motor skills

Taking turns, following directions

Supplies Needed:

1. game board
2. beans or other place markers
3. spinner or number cube for movement

Vocabulary:

job	tool	skill
secretary	mechanic	teacher
cashier	pilot	dangerous
nurse	painter	custodian
police officer	chef	cook

General Directions:

Write guidelines for play to avoid conflicts.

Families can use a blank template to create their own employment related questions.

Start

What job
would you
LIKE to do?
Why?

Name 3 jobs
that use a
computer.

What are 3
tools that a
secretary
needs to do
his/her job?

What skills
does a cook
or chef
need?

Finish

What does a
mechanic do?

What does a
police officer
do?

Name 3 tools
that a
custodian
uses.

What skills
does a painter
need?

What are 4
tools that a
teacher
needs to do
his/her job?

What
does a
nurse
do?

What skills
does a
cashier need
to do his/her
job?

What does a
pilot do?

Name a
dangerous
job.

Name a
job that
is inside.

Take Home Intergenerational Literacy Activity – Employment Chores

Skills for Children:

Colorado Math Standard 3.1

2-4 year olds – vocabulary development
problem solving
being part of a team

4-7 year olds – same as above

CASAS Competencies:

4.7.3 – Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance.

Vocabulary for Parents:

problem solving
develop
encourage

chore
job
prompt

graph
chart

Notes:

Children respond better to performing chores if they are knowledgeable about the expectations in advance. Parents should work with their child to create a chore chart. Many children like to color the graph to demonstrate their helpfulness. A discussion of monetary (allowance) rewards could be held in the adult classroom to help parents clarify their own position.

Instructions for Parents:

Parents: Please work with your child to complete this activity. Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Problem solving**
- ✓ **Being part of a team**

During the activity:

- **Work with your child to find a job that they can do on a regular basis.**
- **Encourage your child to color in a square on the graph when the job is done.**
- **Point out how much work your child has done and praise his or her efforts.**

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Child's Name _____ Job _____							
Child's Name _____ Job _____							
Child's Name _____ Job _____							
Child's Name _____ Job _____							
Child's Name _____ Job _____							
Child's Name _____ Job _____							
Child's Name _____ Job _____							
Child's Name _____ Job _____							

Color each square as your job is finished.

Take Home Intergenerational Literacy Activity – Employment Trucking

Skills for Children:

Colorado Reading/Writing Standard 4.4

2-4 year olds – vocabulary development
problem solving
oral language development
fine motor skills (cutting)

4-7 year olds – same as above and writing

CASAS Competencies:

2.2.3 – Identify or use different types of transportation in the community, and interpret traffic information

Vocabulary for Parents:

problem solving
magazine

creative
trucking

catalog
dictate

If possible, supply parents with catalogs or magazines for cutting. Otherwise, children can draw pictures of the truck's contents.

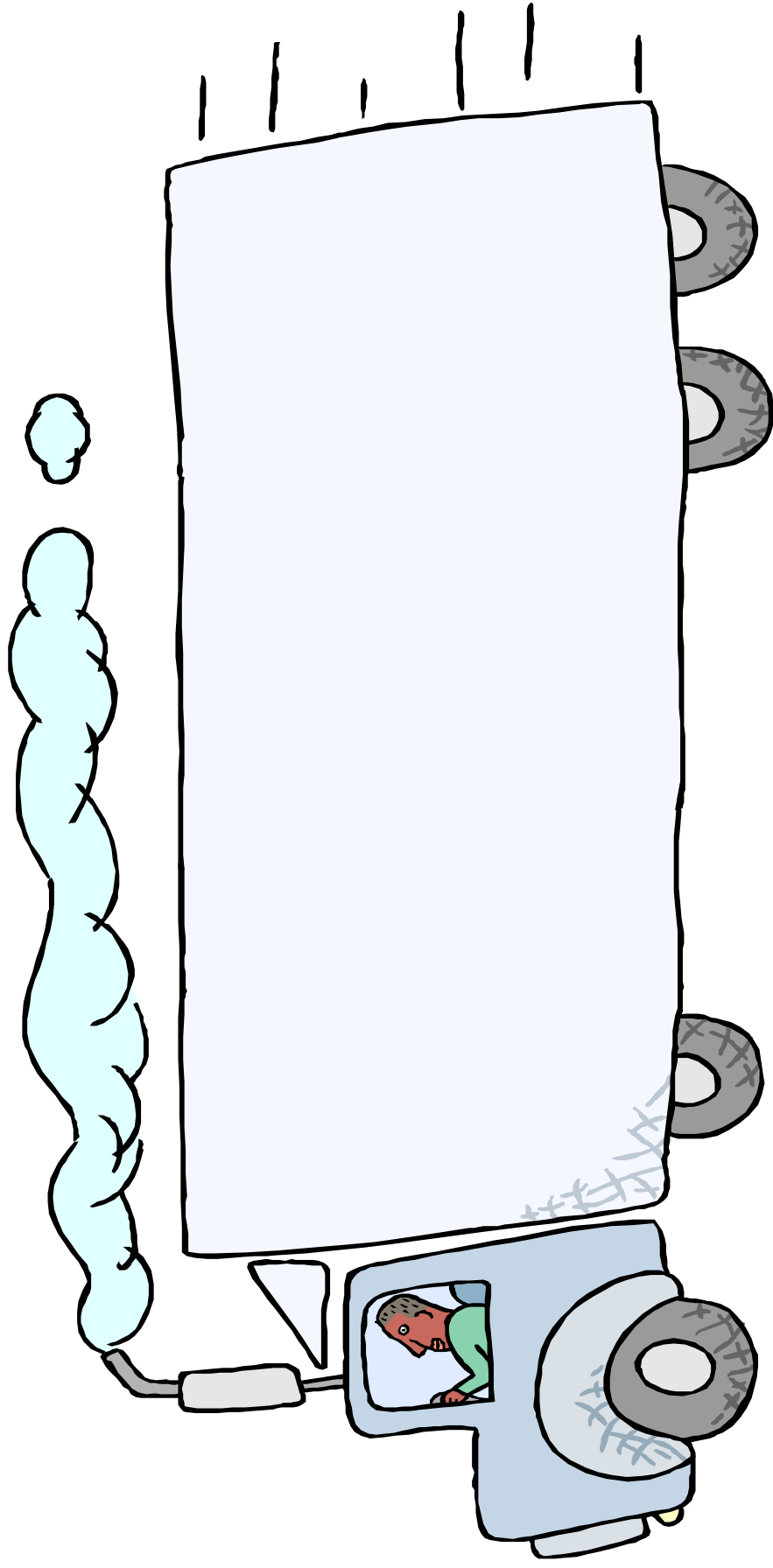
Instructions for Parents:

Parents: Please work with your child to complete this activity. Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Problem solving**
- ✓ **Oral language development**
- ✓ **Fine motor skills**

After the activity:

- **As you travel around town, help your child predict what is inside the trucks that you see.**
- **Practice telling a story about where you are going and what you are seeing.**
- **Provide other opportunities for your child to practice his or her cutting skills.**



You have this great big EMPTY truck and can take it anywhere you want.

- 1. What will you carry? Cut pictures from catalogs or magazines to show what is inside.**
- 2. Where will you go? Why? Write or dictate your truck story on the back of the paper.**

Take Home Intergenerational Literacy Activity – Careers Storycards

Skills for Children:

2-4 year olds – vocabulary development
problem solving
oral language development
fine motor skills (cutting)

4-7 year olds – same as above and writing

CASAS Competencies:

4.1.8 – Identify common occupations and the skills and education required for them.

4.5.1 – Identify common tools, equipment, machines, and materials required for one's job.

Vocabulary for Parents:

Measures	Outdoors	Gauge	Camera	Graph
Mechanic	Engineer	Pharmacist	Computer scientist	Plumber
Electrician	Carpenter	Reporter	Geologist	Construction project
Airport	Hospital	Shopping center	Skylab	Museum
Port	Laboratory	Office building	Highway	

Instructions: Have parents and children match the person, task, and job site cards. Many of the illustrated careers will have many tasks that they perform. Parents and children can discuss jobs together. Older children or parents can write sentences about the matchings.

Pictures from Family Math by Jean Kerr Stenmark, et al. ISBN #0-912511-06-0. Published by Lawrence Hall of Science: University of California at Berkeley.

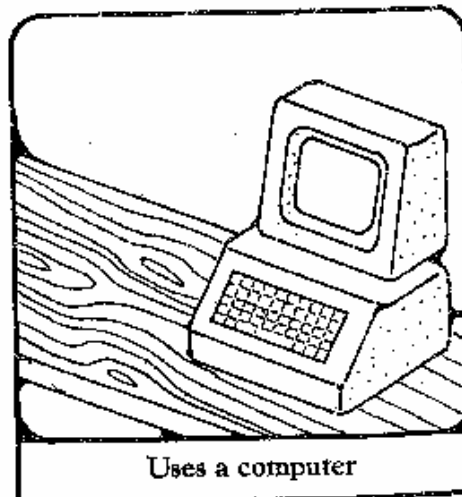
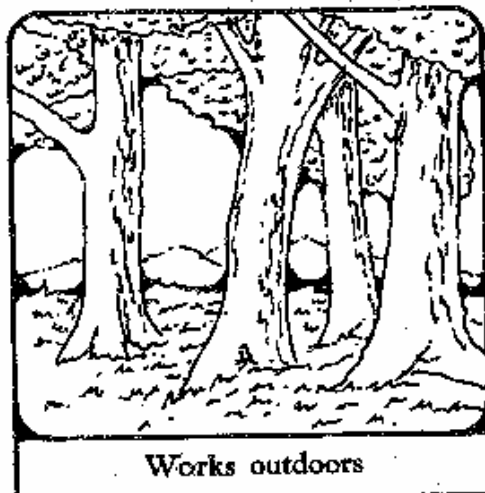
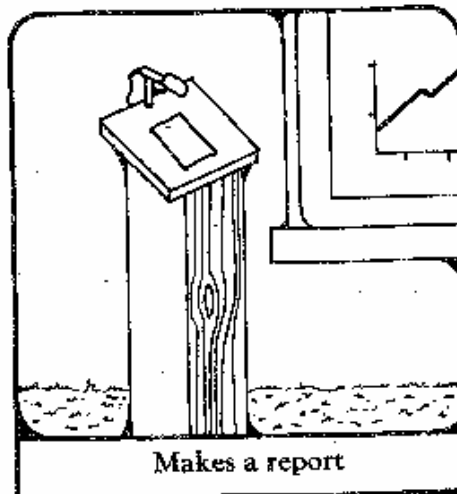
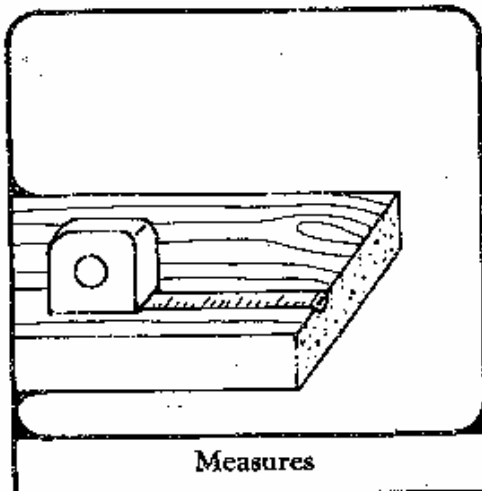
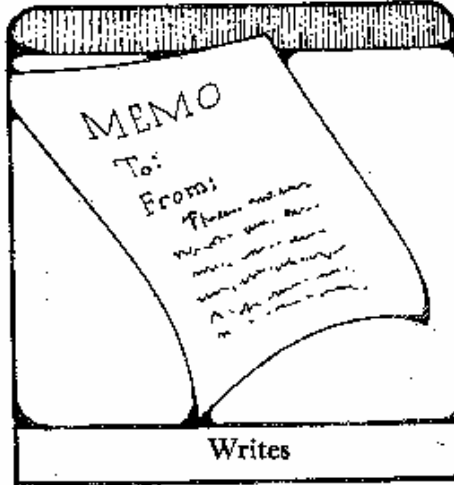
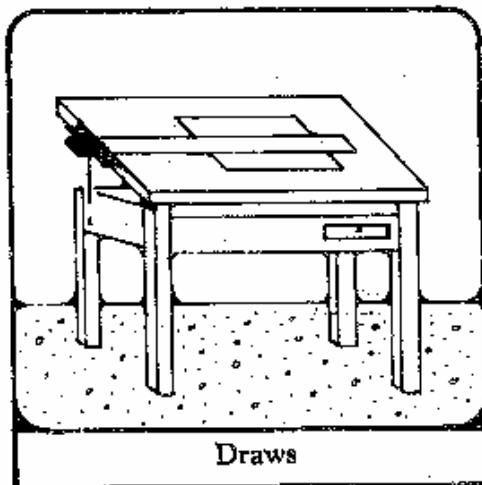
Instructions for Parents:

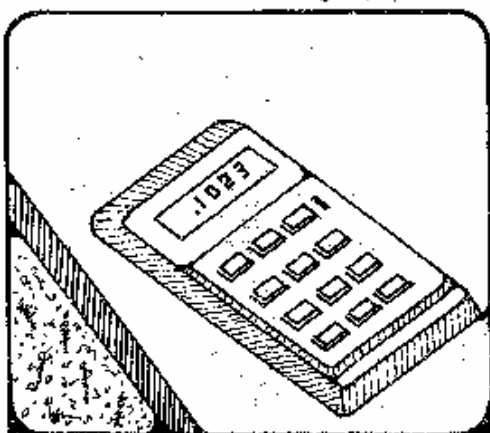
Parents: Please work with your child to complete this activity. Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Problem solving**
- ✓ **Oral language development**
- ✓ **Fine motor skills**

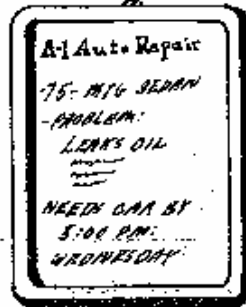
The activity:

- **Work with your child to match the person with the task, and job site.**
- **Help your child to think about tasks that are used in other jobs such as cashier, musician, or parent.**
- **Think of other tasks that are used in these jobs.**

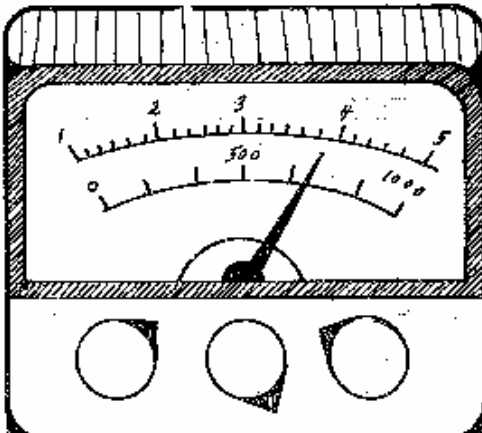




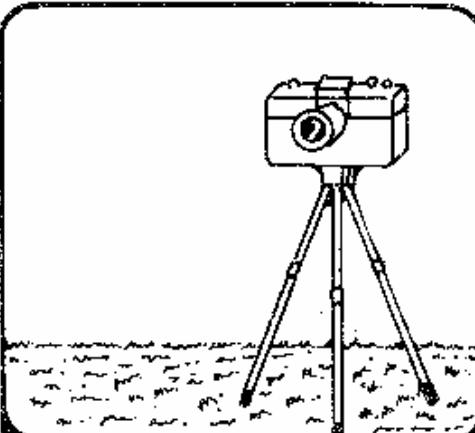
Uses a calculator



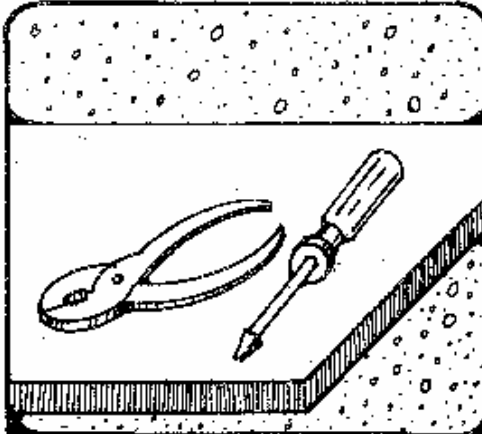
Solves problems



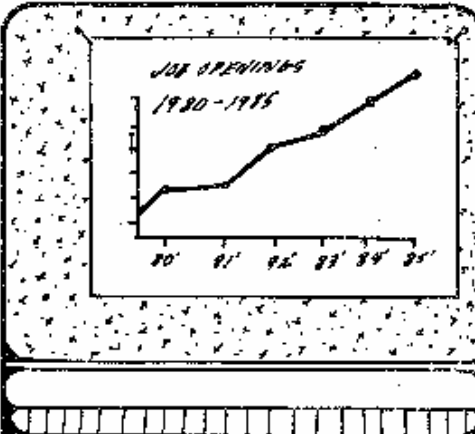
Reads a gauge



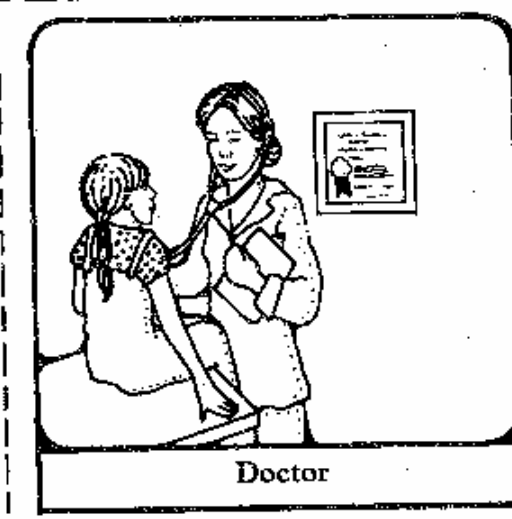
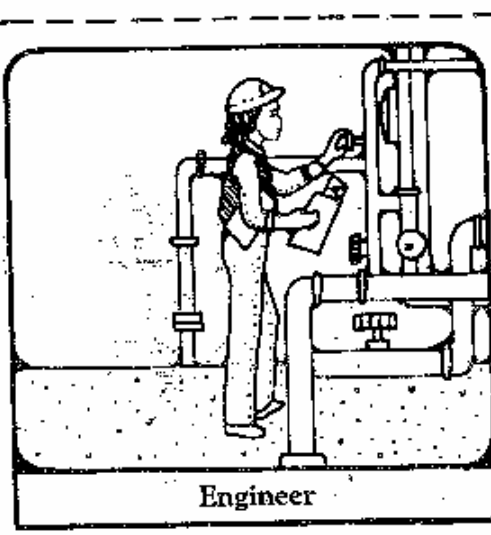
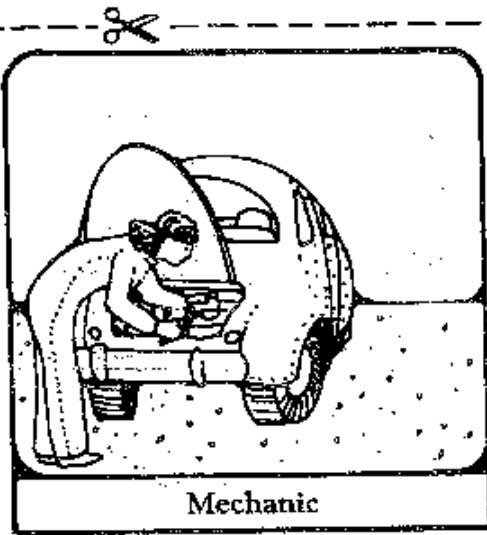
Uses a camera

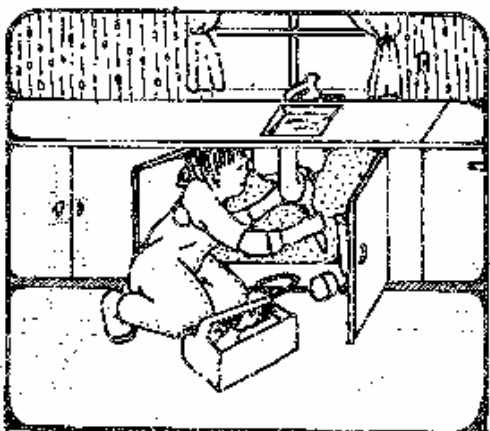


Uses tools

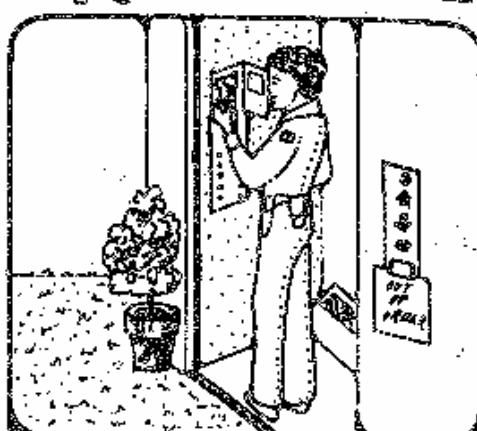


Reads a graph

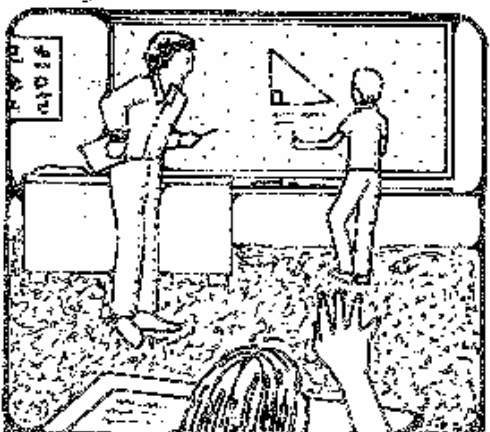




Plumber



Electrician



Teacher



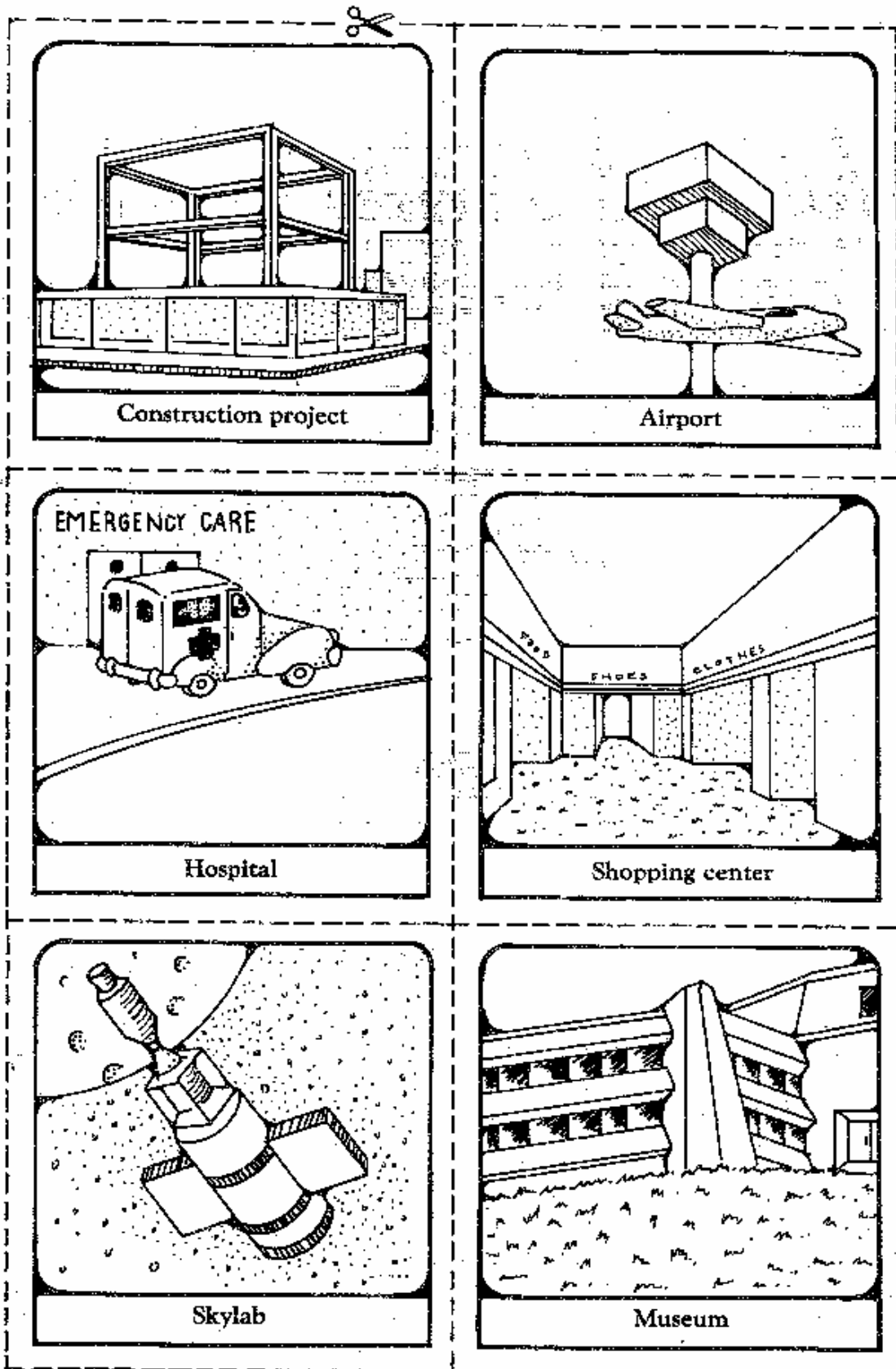
Carpenter



Reporter

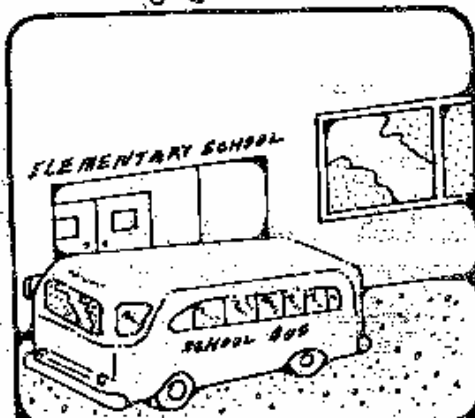


Geologist

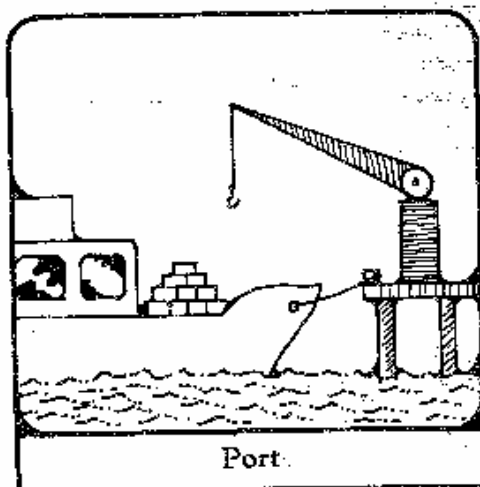




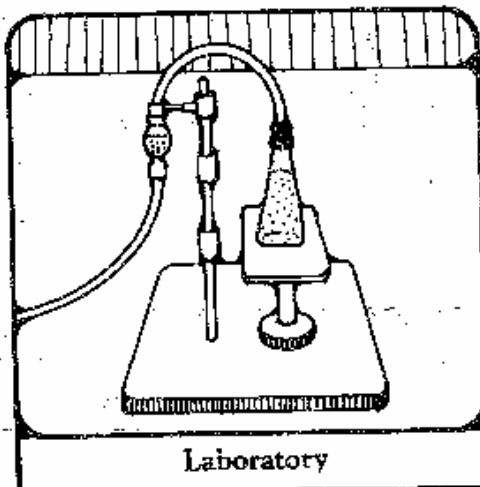
House



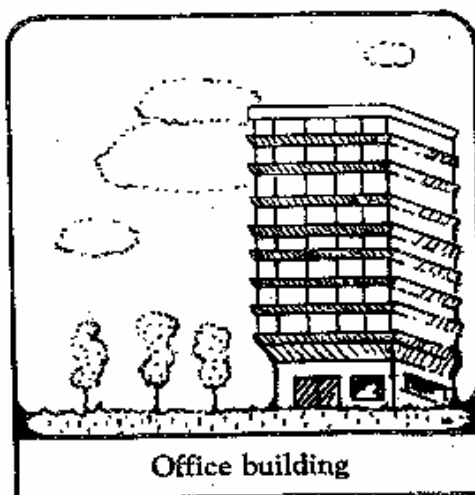
School



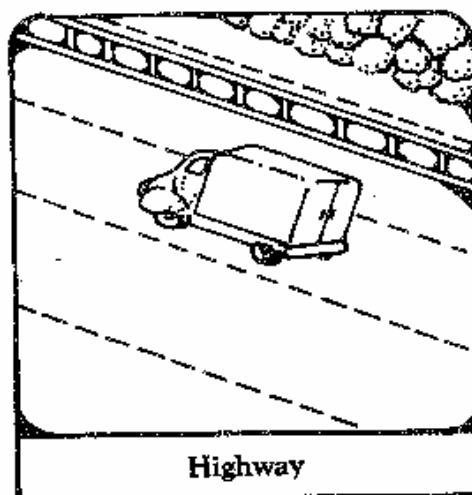
Port



Laboratory



Office building



Highway

Health and Measuring

prep time = 10 minutes (copying)

activity time = 15 minutes

Colorado Math Standard 5.1

CASAS Competencies:

1.1.4 – Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight.

6.6.4 – Use or interpret measurement instruments, such as rulers, scales, gauges, and dials

Skills for Children:

Vocabulary development (body parts, adjectives)

Fine motor skills (coloring, tracing)

Supplies Needed:

1. scale
2. yard or meter stick or tape measure adhered to wall
3. blank copies of “I Am Special” book
4. markers or colored pencils
5. ink pad for thumbprint or use a marker to “ink” the thumb for printing
6. chapstick or lipstick for lip prints

Vocabulary:

inch

centimeter

pounds

kilograms

thumb

print

lips

smear

General Directions:

Have materials available for families to complete the book with minimal assistance.

Provide a completed sample book as a model.

Encourage all members of the family to make a book or help with one group book.

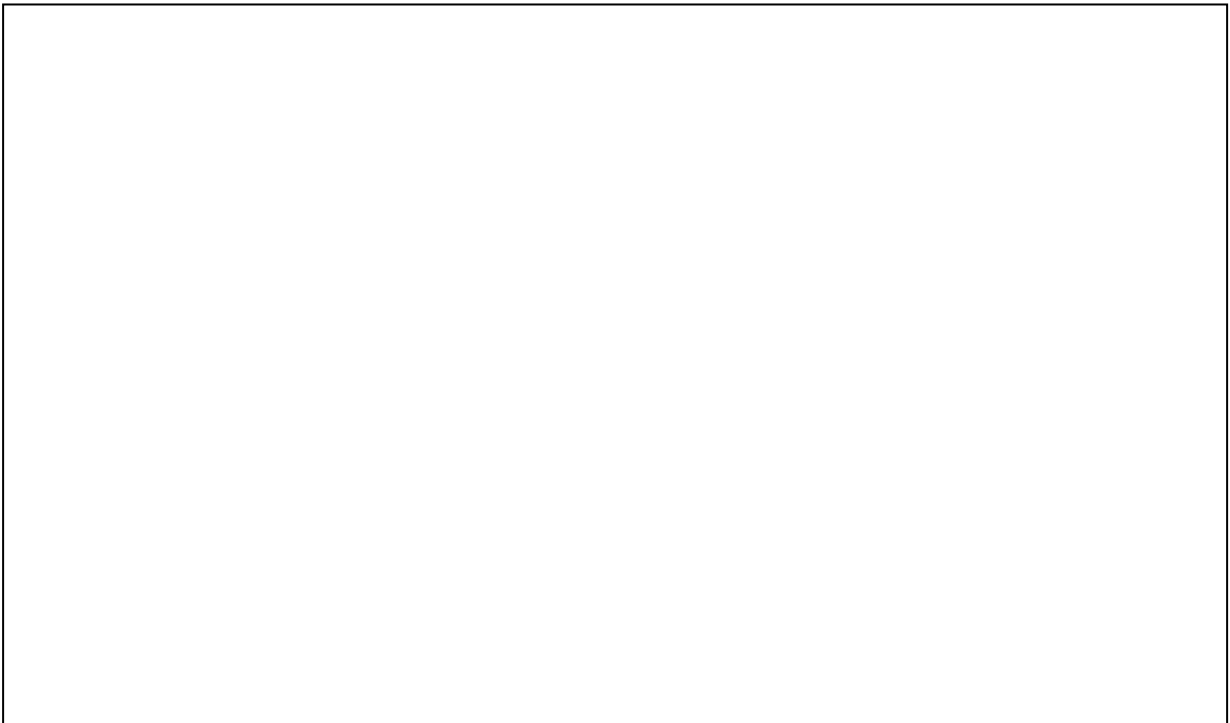
Help the family read the book together to improve fluency and rhythm of language.

My I Am Special Book

Written by _____

Illustrated by _____

Date _____



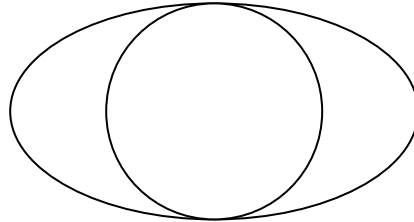
This is a picture of me.

My name is _____.

My hair is _____.



My eyes are _____.



I am _____ years old.

This is my thumbprint.



My smiling face

to say hello,

And my sweet lips ...



to kiss you goodbye!



My little hands ...
My little hands ...

to smear your windows!
to smear your windows!



I weigh _____ pounds.

I am _____ inches
tall.

I am special!

Health and Following Directions

prep time = 10 minutes (copying)
activity time = 20 minutes

CASAS Competencies:

3.5.9 – Identify practices that promote physical well being.

Skills for Children:

Vocabulary development (verbs, body parts)

Gross motor skills

Taking turns, following directions

Supplies Needed:

1. game board
2. action cards
3. beans or other place markers
4. spinner or number cube for movement

Vocabulary:

jump	skip	bend	touch
walk	forward	backwards	slide
stand	balance	count	hop
step	move	turn	taking turns
tiptoes	dance	elephant	frog
kangaroo	knees	toes	circle
heel	elbows	swing	arms
bird	snake		

General Directions:

Make certain there is adequate space for families to move and practice their physical skills.

Write guidelines for play to avoid conflicts.

Encourage families to write additional action cards for future play.

Hop on one foot 5 times.	Bend forward and touch your toes.	Stand on one foot and count to 10.	Turn around in circles 3 times.	Jump with 2 feet together
Skip 8 times.	Balance on 1 foot for 10 seconds.	Move like an elephant for 15 seconds.	Walk on your tiptoes for 6 steps.	Slide across the room as though you were skating.
Touch your elbows together.	Walk forward 9 steps.	Walk backward 5 steps.	Walk heel to toe for 4 steps.	Hop like a frog.
Dance for 15 seconds.	Clap your hands 10 times.	Move like a snake.	Jump like a kangaroo.	Bend and touch the front of your knees.

Swing your arms in circles over your head.	Walk on your tiptoes for 4 steps.	Move your arms like a bird.	Count to 10 with your eyes closed.	Move your arms like a fish.
Touch your ears to your shoulders.	Hop on both feet 5 times.	Balance on 1 foot for 5 seconds.	Count to 10 while walking backwards.	Touch the back of your knees.
Slide to the right 6 steps.	Slide to the left 7 steps.	Jump up and down 7 times.	Say 4 fruit names while walking forward.	Touch your back with both hands.
Pat your head and rub your stomach.	Walk like a duck for 5 seconds.	Run in place for 10 seconds.	Step carefully as though walking in mud.	Give yourself a great, big hug.



Finish

Health and Story Elements

prep time = 10 minutes (copying)

activity time = 15 minutes

Colorado Reading/Writing Standard 6.4

CASAS Competencies:

4.8.1 – Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

Skills for Children:

Vocabulary development (animals)

Repetitive language

Sequencing a story

Identifying story elements

Fine motor (cutting and coloring)

Supplies Needed:

1. one copy (or more) of the Little Red Hen story sheet
2. one copy per family of the story elements sheet
3. scissors
4. staplers
5. copies of the Little Red Hen in published text

Vocabulary:

Once upon a time

cat

wheat

hungry

beginning

story

setting

hen

duck

plant (v)

myself

middle

elements

rating

dog

lazy

bread

plot

end

characters

General Directions:

1. Have families cut along the solid black lines. The book is folded along the dotted lines.
2. Staple the book together and read it.
3. Using the Story Elements form, have families identify key elements of the plot, characters, and the setting (s).
4. Have families rate the book.
5. Illustrate the book as desired.
6. Encourage families to read the book often and point out the repetitive language.
7. The book can easily be adapted into a theater / play format with different family members playing each character.

Story Elements



Use words or pictures to complete this page.

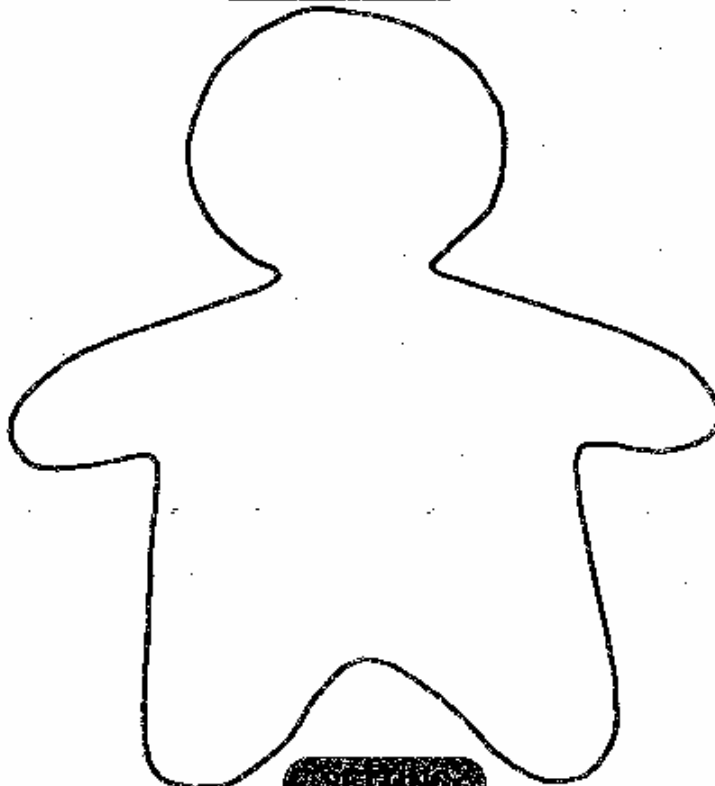
TITLE OF STORY _____

Beginning

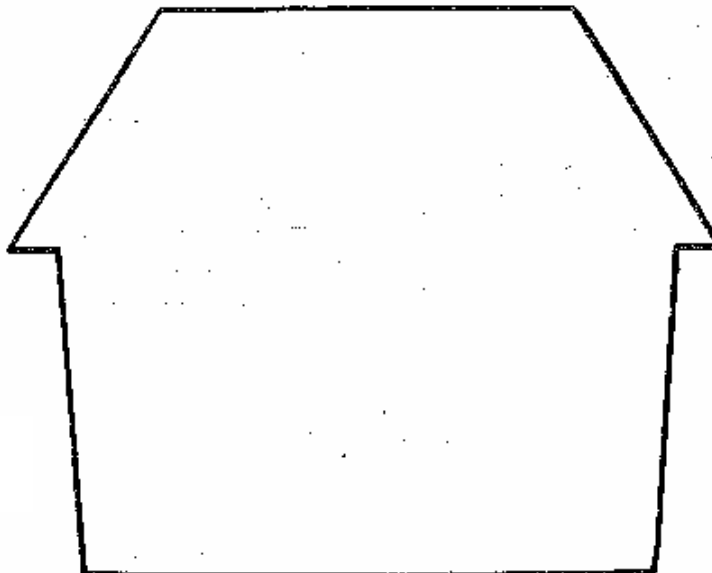
Middle

End

Character

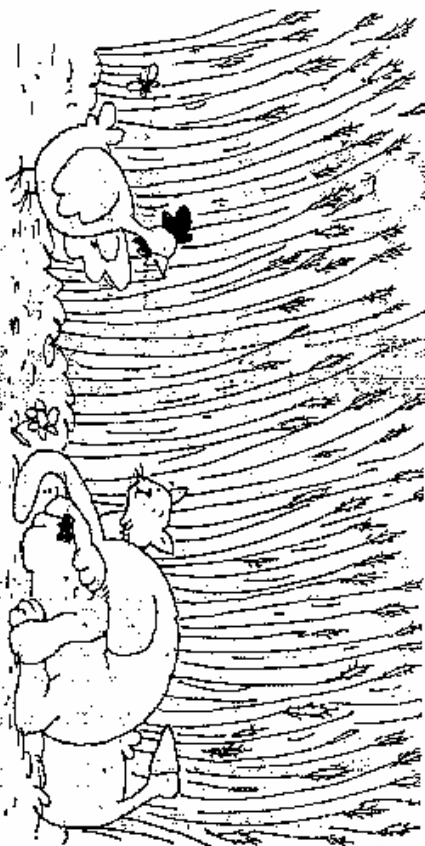


Setting

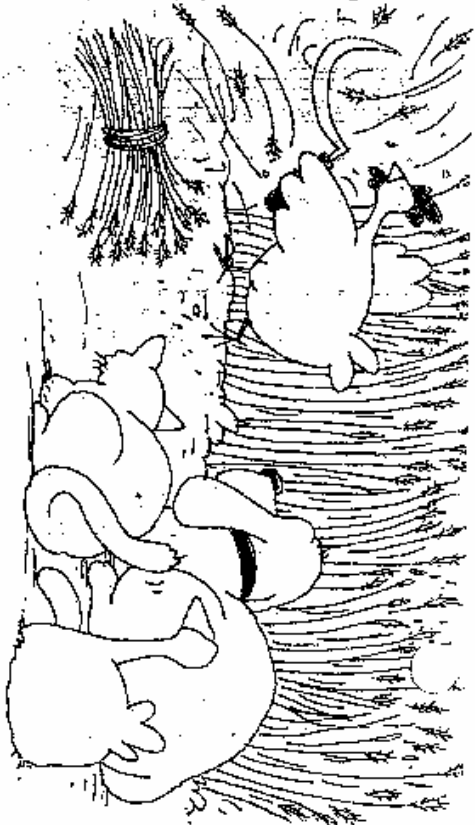


I give this book _____ magic wands.

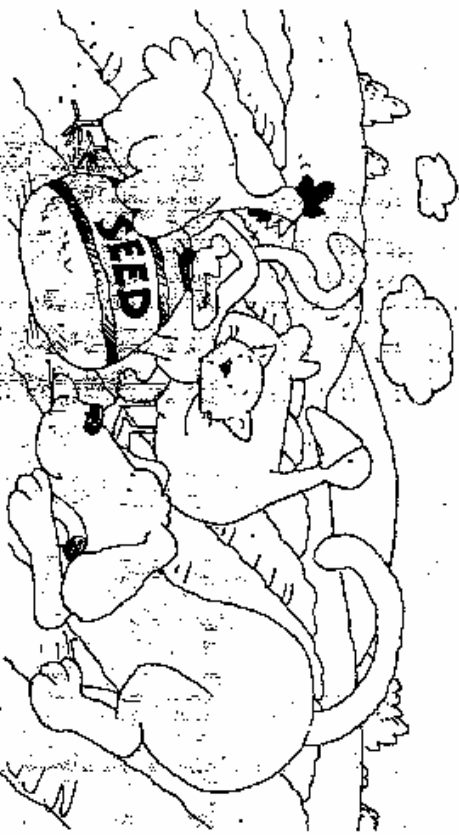




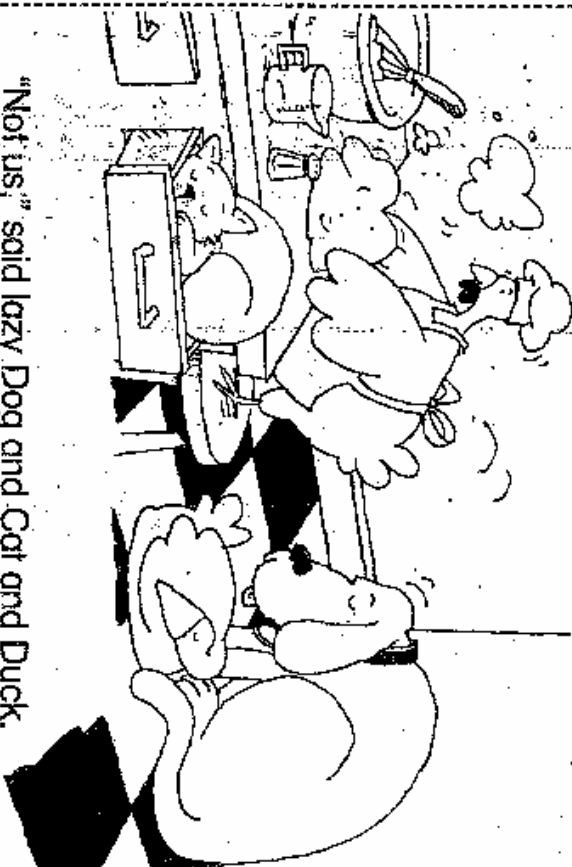
Before long, all the wheat was tall.
 "Who will help me cut this?" asked
 Little Red Hen.



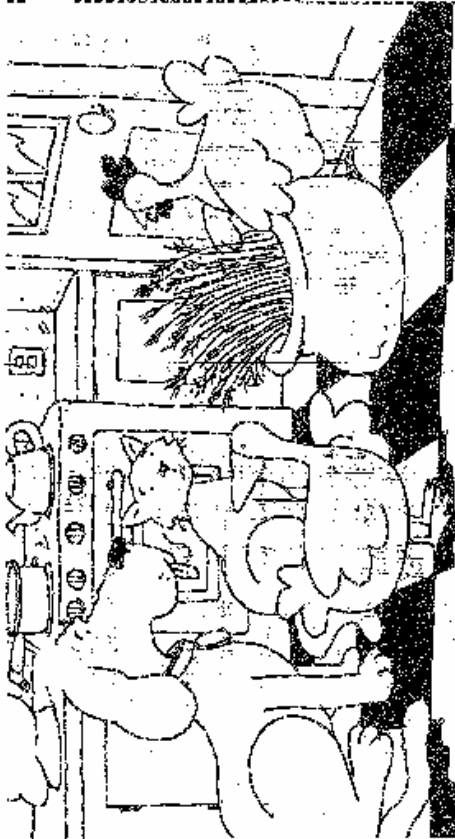
"Not us," said lazy Dog and Cat and Duck.
 "I will just have to do it myself," she said.



Once upon a time, the Little Red Hen
 decided to plant some wheat.
 "Who will help me plant this?" she asked.



"Not us," said lazy Dog and Cat and Duck.
 "I will just have to do it myself," she said.

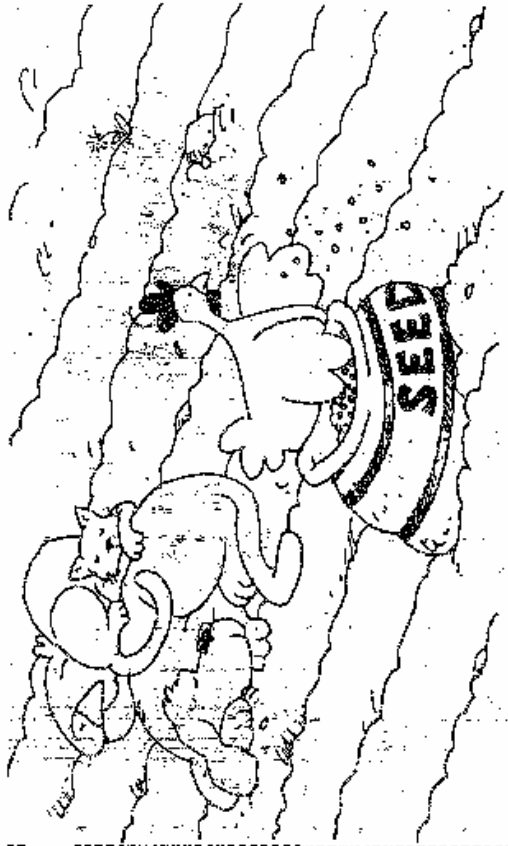


Before long, all the wheat was cut.

"Who will help me make this into bread?"

asked Little Red Hen.

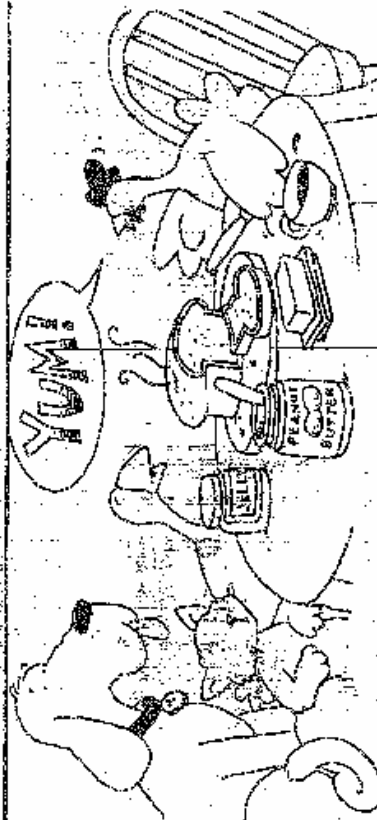
B



"Not us," said lazy Dog and Cat and Duck.

"I will just have to do it myself," she said.

2



Before long, all the bread was baked.

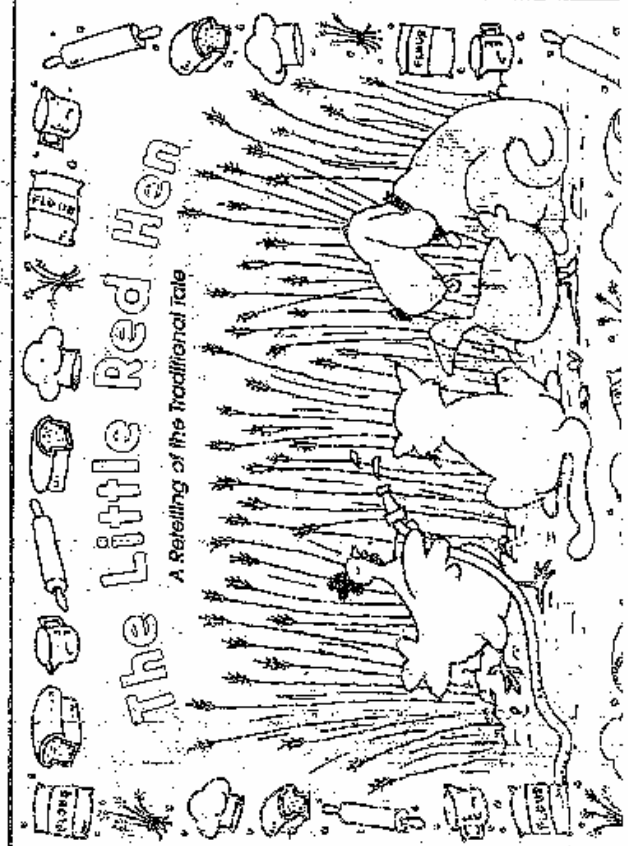
"Who will help me eat this?" asked Little Red Hen.

"Us!" said hungry Dog and Cat and Duck.

"Nope, I will just have to do it myself," she said.

so it is

A



The Little Red Hen

A Retelling of the Traditional Tale

Health Adjectives

prep time = 5 minutes + shopping
activity time = 15 minutes
Colorado Math Standard 2.1

CASAS Competencies:

7.2.3 – Make comparisons, differentiating among, sorting, and classifying items, information, and ideas
CCAs: no specific CCAs are addressed with this activity

Skills for Children:

Vocabulary development (fruits, vegetables, adjectives)
Gross motor skills of handling fruits and vegetables
Compare and contrast

Supplies Needed:

1. variety of fruits and vegetables (chart lists apple, carrot, banana, orange)
2. multiple copies of adjective chart
3. blank copies of adjective chart

Vocabulary:

apple	carrot	smooth
banana	orange	hard
round	long	soft
short	bumpy	compare
contrast	adjective	characteristics

General Directions:

1. Place a variety of fruits and vegetables in a box or on the table.
2. Encourage families to touch and examine the foods.
3. Have families describe the fruits in general terms.
4. Use the completed chart to compare and contrast specific characteristics.
5. Ask families to place an “X” in the appropriate boxes to describe their food.
6. Have blank charts available for families to complete with other fruits and vegetables.

Take a Closer Look

	Round	Long	Short	Bumpy
Apple				
Carrot				
Banana				
Orange				

Take a Closer Look

Health – M&M Math

prep time = 10 minutes + shopping
activity time = 15 minutes
Colorado Math Standards 3.3, 6.1

CASAS Competencies:

6.0.2 - Count and associate numbers with quantities, including recognizing number sequencing
6.1.1 – Add whole numbers
6.1.2 – Subtract whole numbers
6.1.3 – Multiply whole numbers
6.7.2 – Interpret data given in a bar graph
6.9.2 – Estimate answers
CCAs: no specific CCAs are addressed with this activity

Skills for Children:

Fine motor skills (handling M & Ms, coloring, using a spinner)
One-to-one correspondence (creating bar graph)
Sorting by color
Counting

Supplies Needed:

1. snack size bags of M & Ms or larger size bag divided into paper cups (approximately 1 Tablespoon of candy per cup)
2. crayons or markers
3. blank number lines
4. operations spinner (see sample) or cube (see pattern provided)
5. brass brads and jumbo sized paperclips to make the spinner
6. 2-3 copies of the direction page

Vocabulary:

blue	brown
red	orange
yellow	spinner or cube
green	operation
predict	spin or roll
subtract	multiply
divide	graph
count	compare
sort	guess

Notes:

Some programs may wish to avoid chocolate due to allergies. The game and graph chart can be modified to use Skittles or other colored food items.

For best pricing on individual bags of candy, shop the after holiday sales. Sealed, wrapped candy can be frozen for up to three months without loss of flavor.

ABE/GED students can write questions with multiple choice answers about their graphs and exchange them to solve with their classmates.

M & M Math

1. I estimate (guess) there are _____ M & Ms in my cup or bag. I predict there will be more _____ than any other color.
2. Sort the candies by color. Put the candies in the appropriate column on the color chart. Color the graph with one square per candy.
3. Write the total number of candies by color below the color word.
4. Use the operations spinner or cube to create math problems for people at your table. (If the problem is too hard for someone, have others help.)
5. Write the math problems created below. Be sure to write the answers too.
6. After 9 problems are written and solved, it's time to eat. Count the candies as you eat them.

Math Problems and Answers example: 8 (blues) + 3 (reds) = 11 candies

_____ = _____

_____ = _____

_____ = _____

_____ = _____

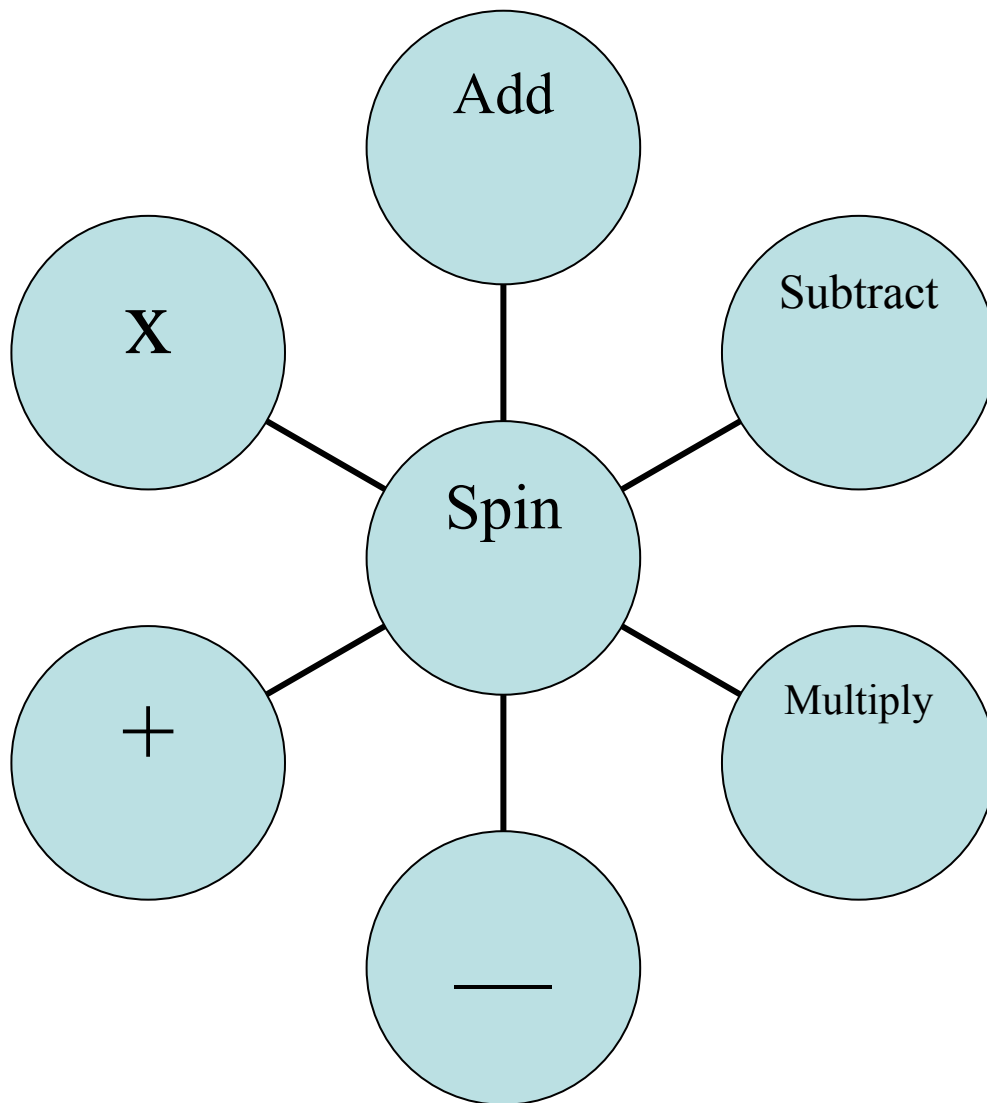
_____ = _____

_____ = _____

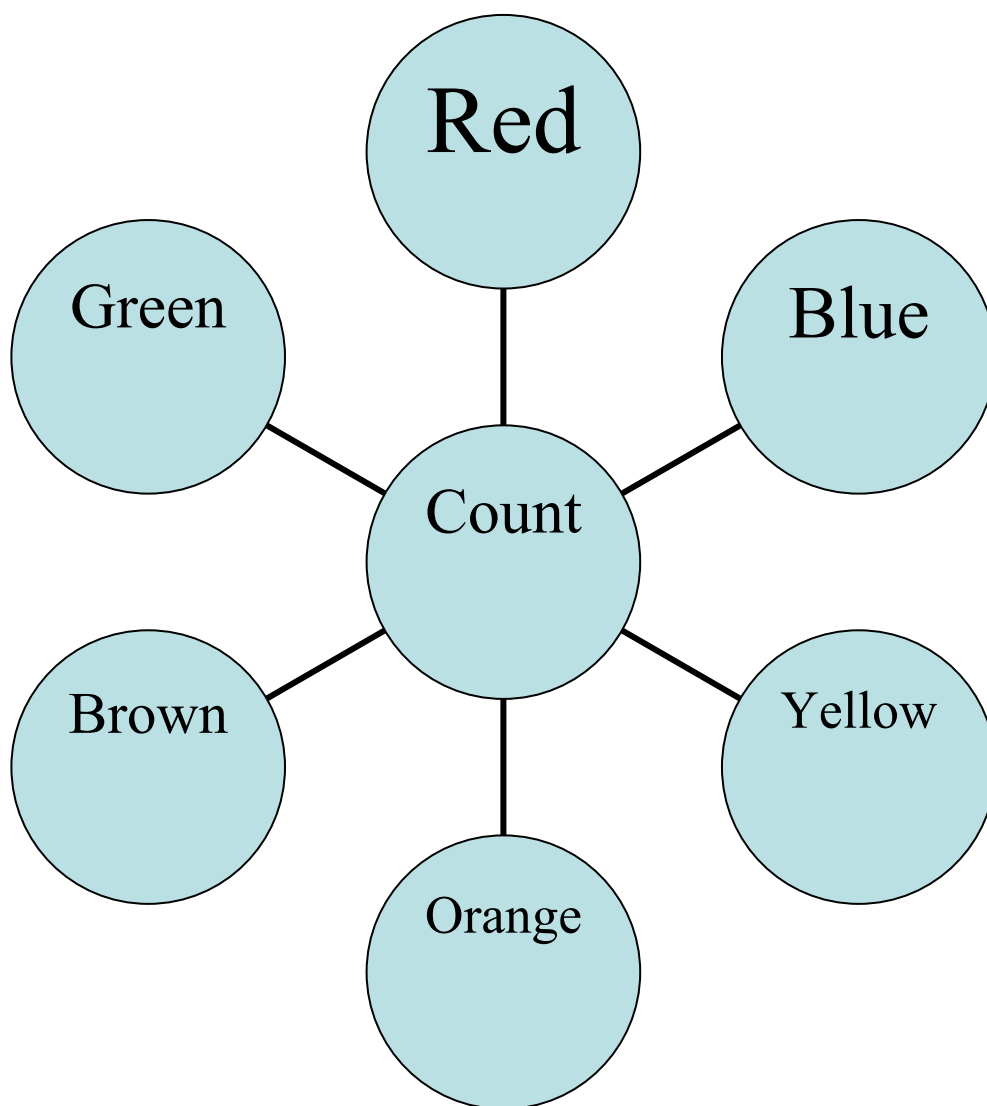
_____ = _____

_____ = _____

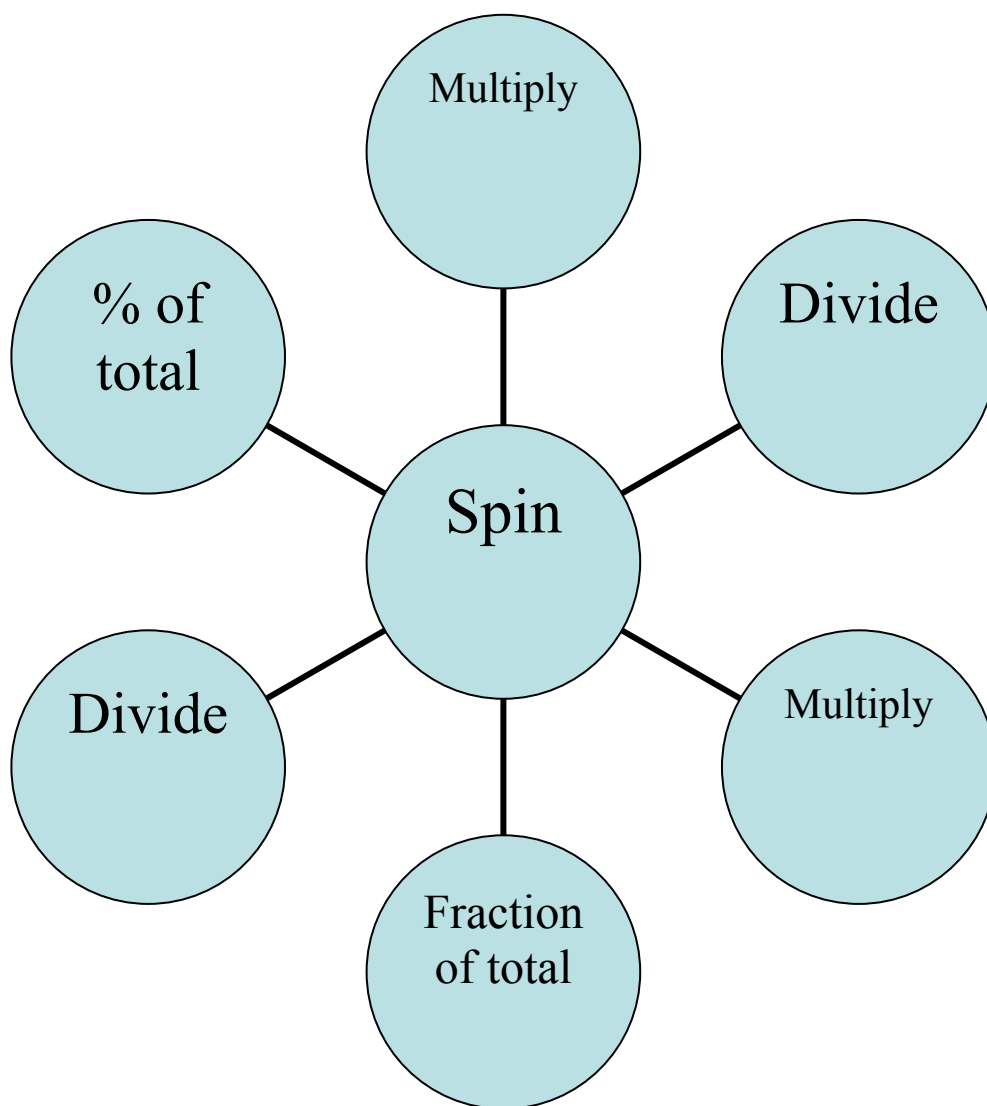
Medium level spinner

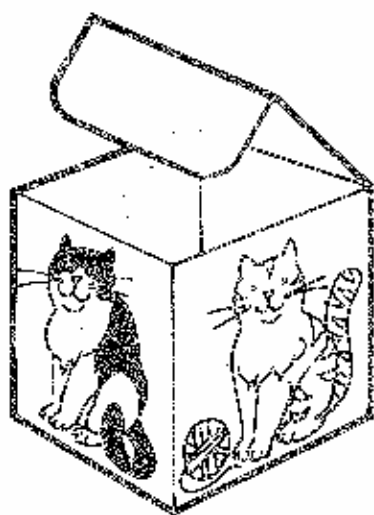


Beginning level spinner

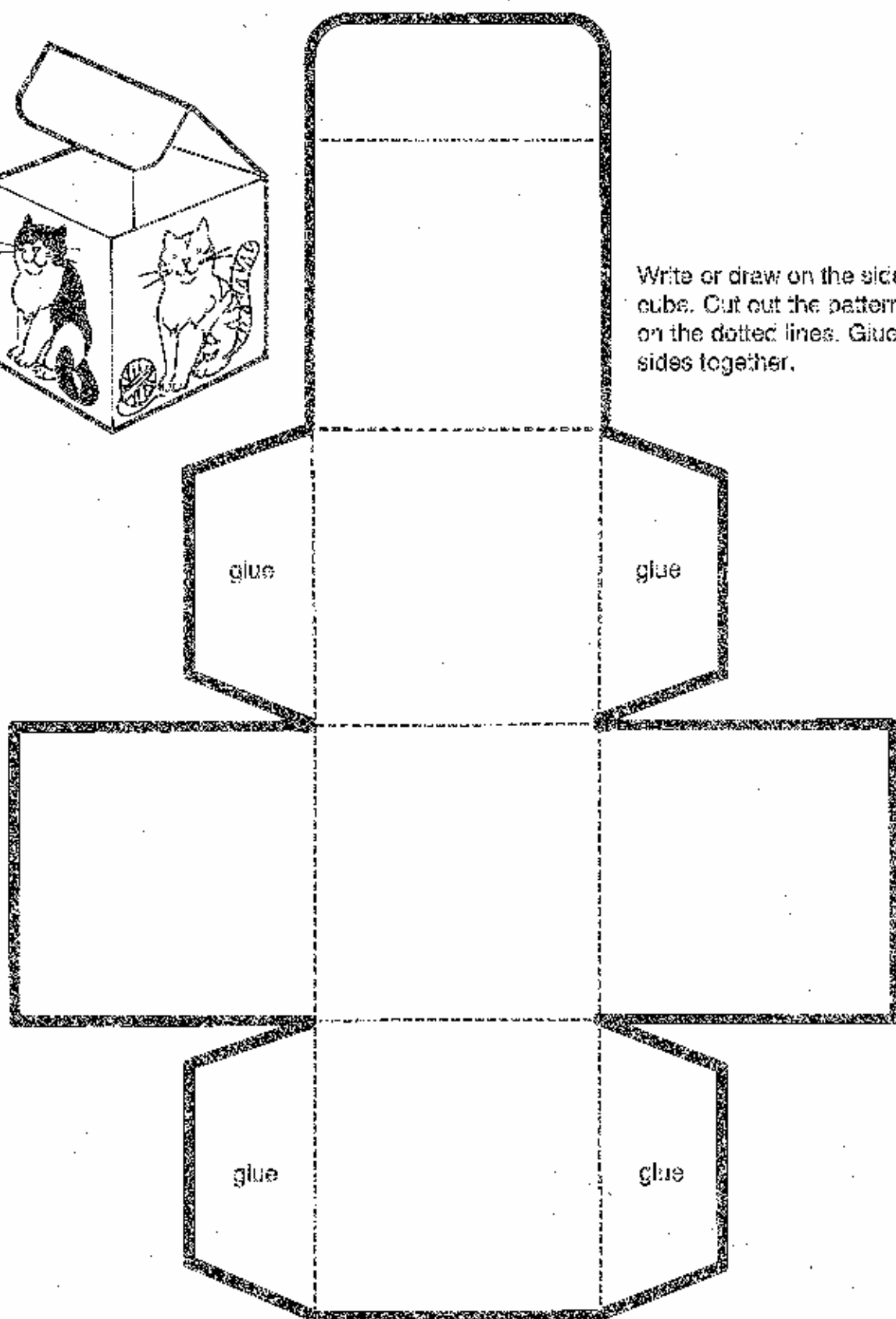


Advanced level spinner











Write or draw on the sides of the cube. Cut out the pattern. Fold on the dotted lines. Glue the sides together.



Name: _____

ABM's® Candy Color Chart

12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	 red	 blue	 yellow	 green	 brown	 orange

Take Home Intergenerational Literacy Activity – Health Fruits

Skills for Children:

2-4 year olds – vocabulary development (fruits, colors)
fine motor skills (coloring)
following a pattern (repetition)

4-7 year olds – same as above and recall of story

CASAS Competencies:

7.4.1 – Identify or utilize effective study strategies

Vocabulary for Parents:

apples	bananas	cherries
grapes	kiwis	oranges
pears	strawberries	watermelon
recall	repetition	pattern

Instructions for Parents:

Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

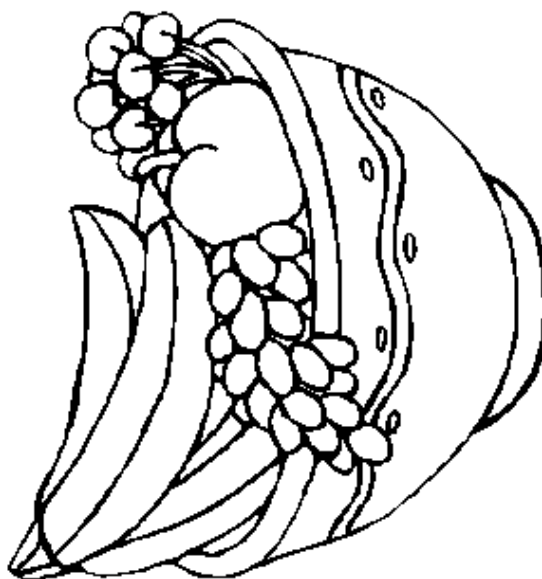
- ✓ **Vocabulary development**
- ✓ **Fine motor skills**
- ✓ **Following a pattern and repetition**

After the activity:

- **Read the book together frequently.**
- **Encourage your child to continue the pattern and find more foods that they like.**
- **Help your child recognize these fruits at the grocery store. Practice feeling and describing the texture.**

DLTK's Mini Books

Fruit

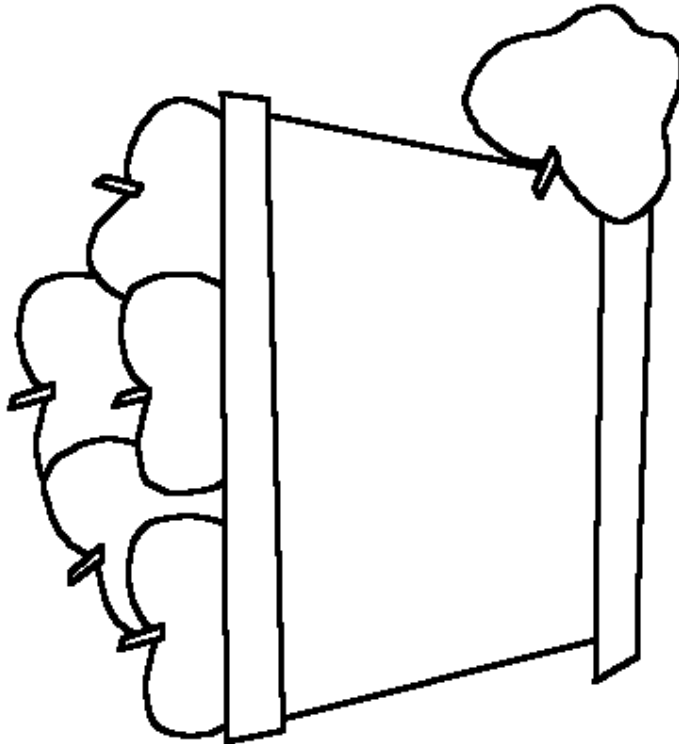


Created by: Leanne Guenther

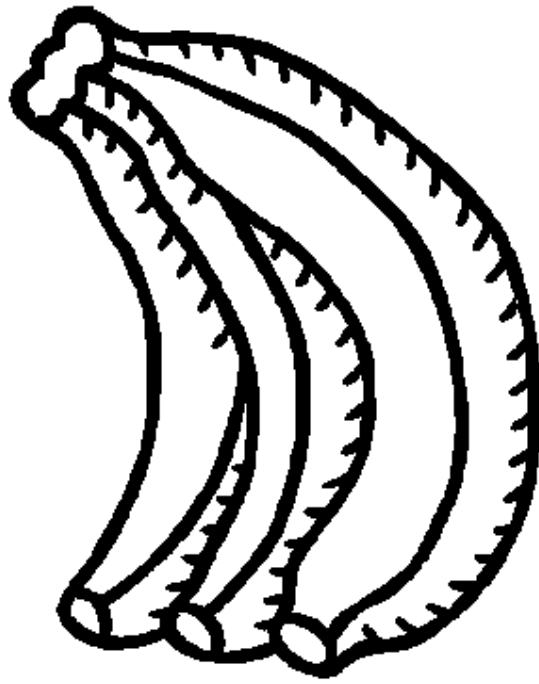
Helping Children Grow



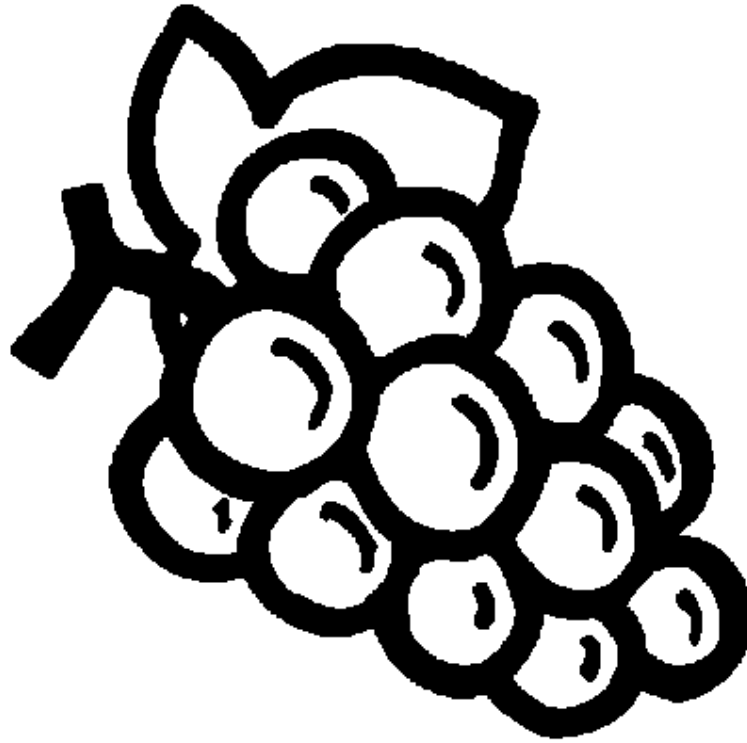
Free printables from <http://www.dltk-teach.com>



I like apples.



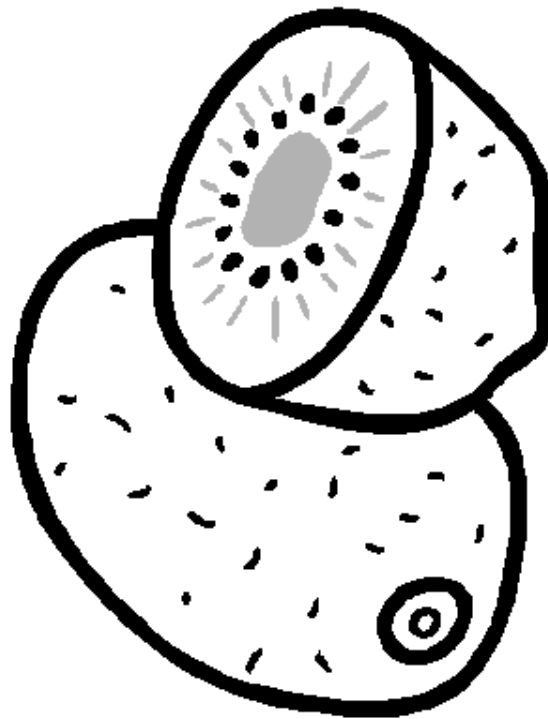
I like bananas.



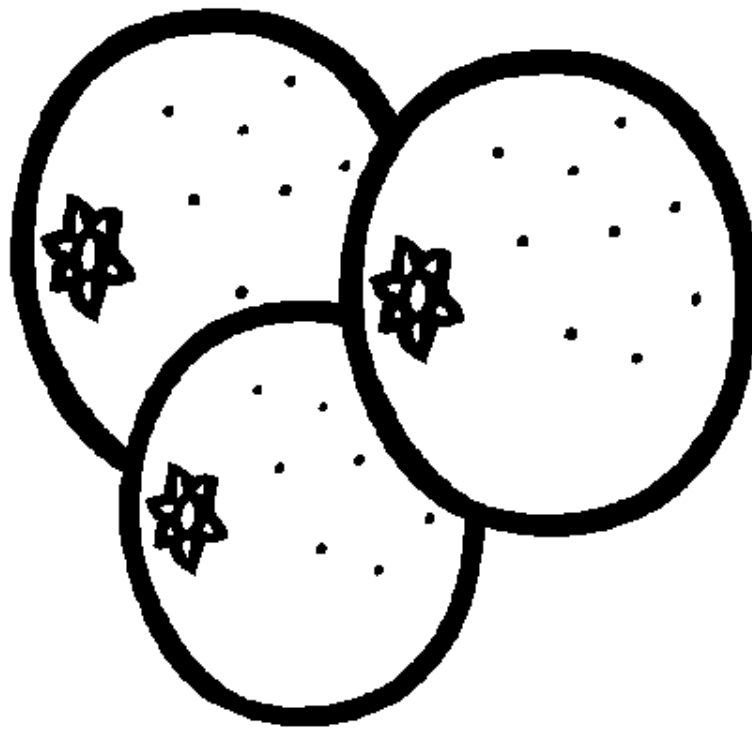
I like grapes.



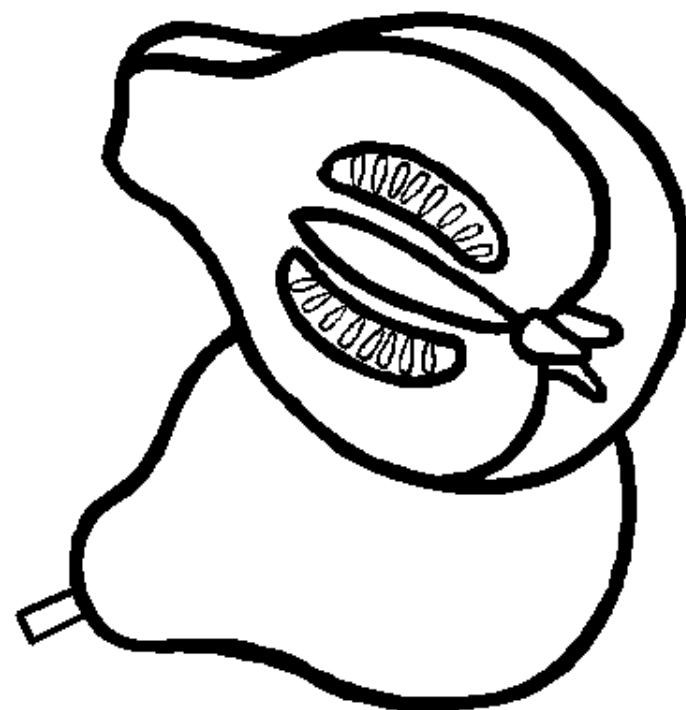
I like cherries.



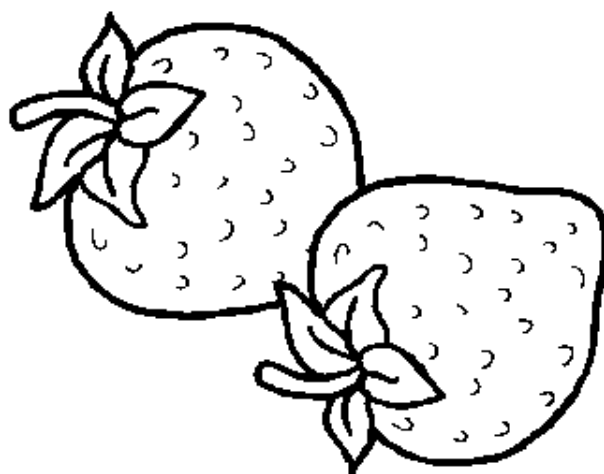
I like kiwis.



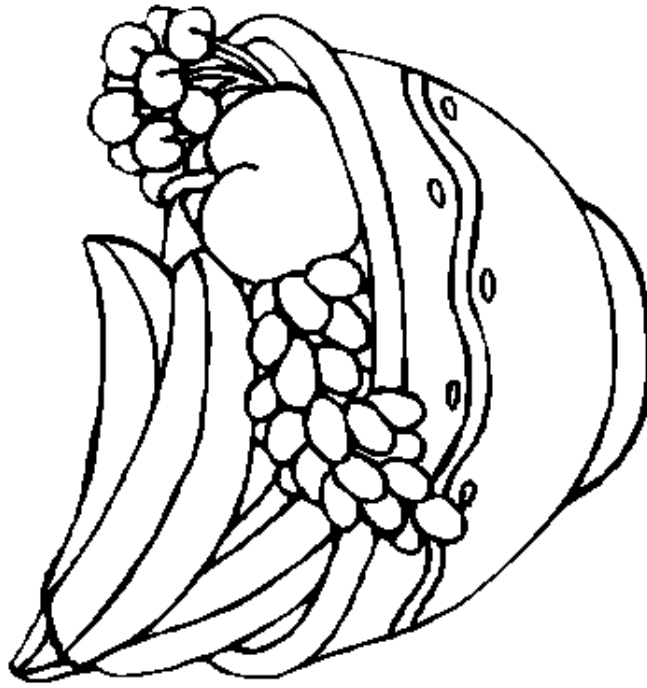
I like oranges.



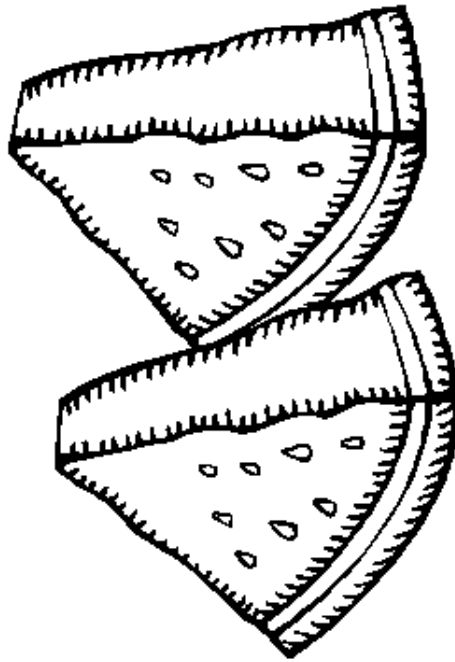
I like pears.



I like strawberries.



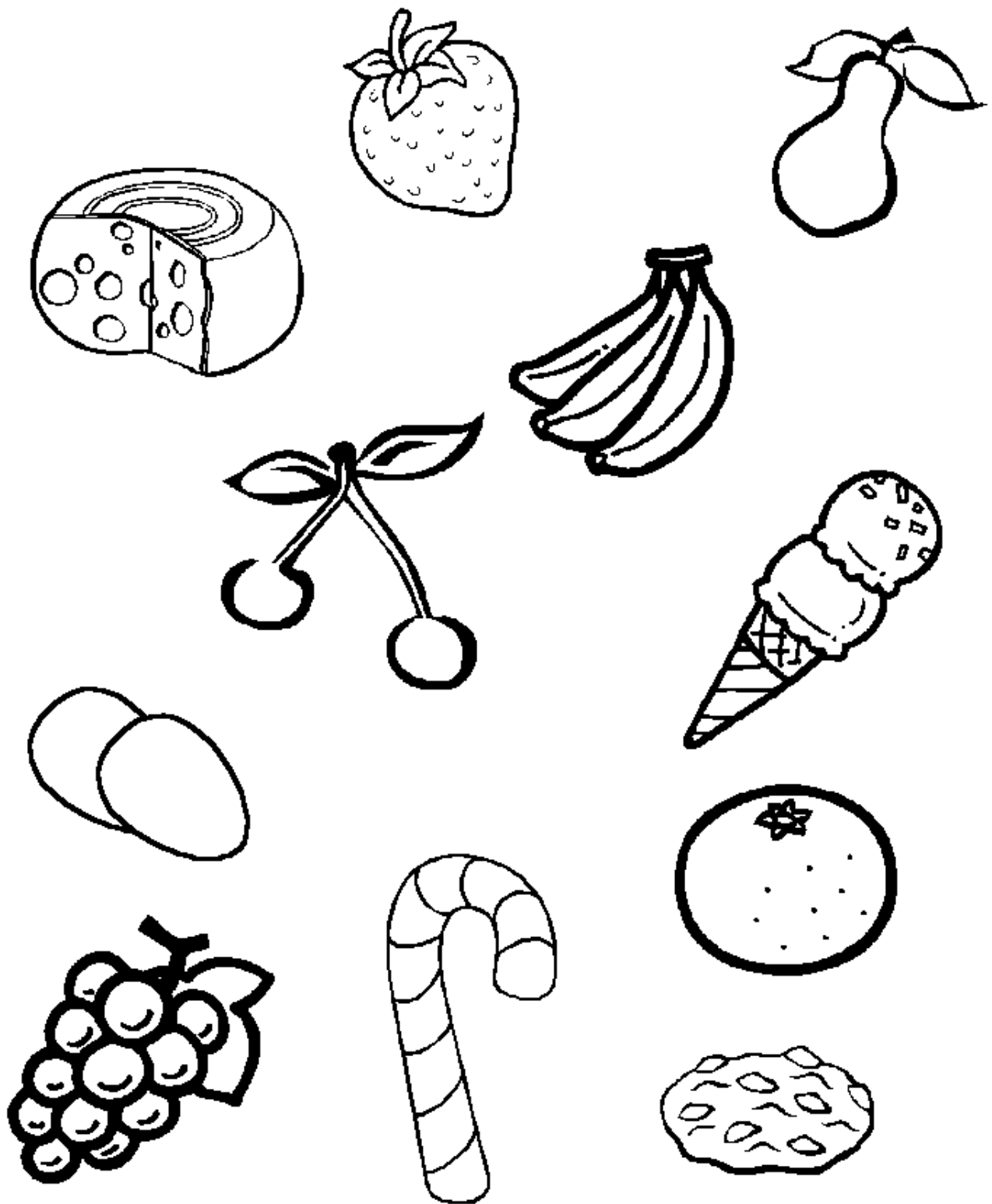
I like FRUIT!



I like watermelon.

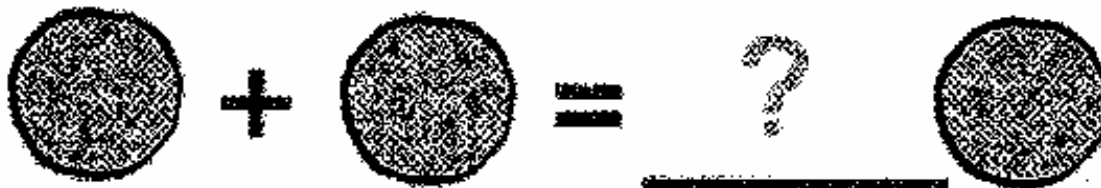
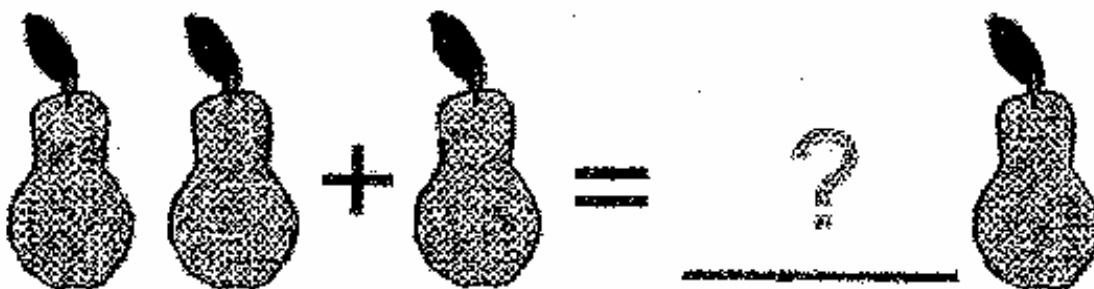
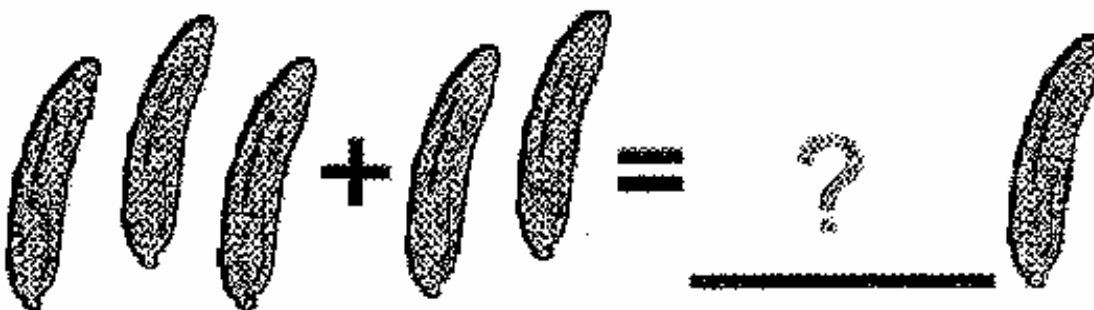
Color the foods that were in the story.

Hint: FRUIT



Adding Fruit

Add the fruit and write the correct number on the line.



Draw your favorite fruit here!

Take Home Intergenerational Literacy Activity – Health Designing a Treat

Skills for Children:

Colorado Reading/Writing Standard 2.3

2-4 year olds – vocabulary development
problem solving
fine motor (drawing and coloring)

4-7 year olds – same as above and writing development

CASAS Competencies:

7.2.6 – Generate ideas using divergent and convergent approaches, and also through creative imagination

Vocabulary for Parents:

creative	problem solving
develop	wrapper
encourage	prompt
rectangle	delicious
candy bar	

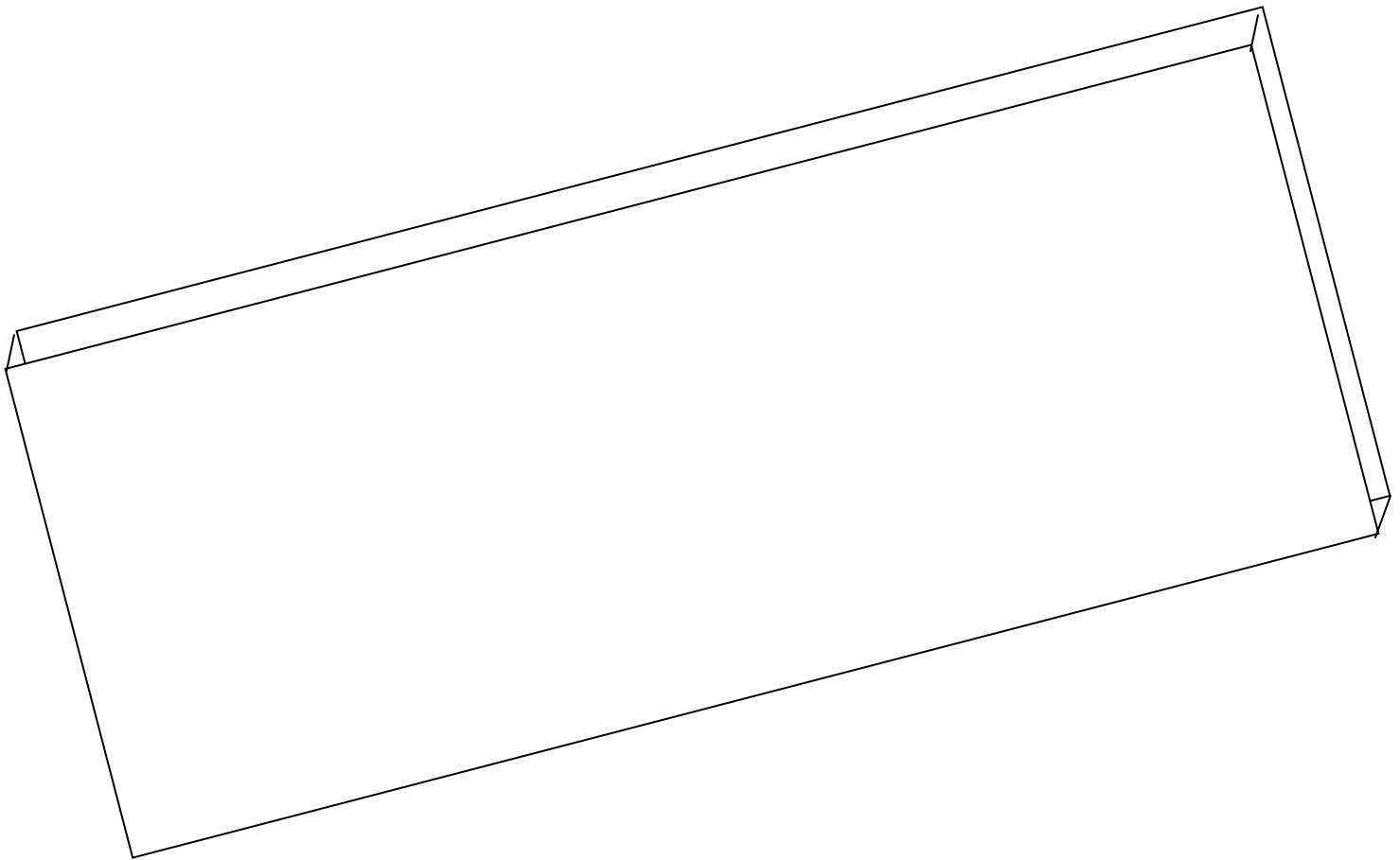
Instructions for Parents:

**Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:**

- ✓ **Vocabulary development**
- ✓ **Problem solving**
- ✓ **Writing and pre-writing skills**

After the activity:

- **Point out the shape of a rectangle. Help your child find rectangles around the house.**
- **Examine labels for foods in your house. Help your child recognize common words such as milk, cereal, etc.**
- **Help your child use food labels to find each letter of the alphabet.**



Design a wrapper and make up
a name for a delicious new
candy bar.

Take Home Intergenerational Literacy Activity – Health Creative Writing

Skills for Children:

Colorado Reading/Writing Standard 4.4

2-4 year olds – vocabulary development
problem solving

4-7 year olds – same as above and writing development

CASAS Competencies:

7.2.6 – Generate ideas using divergent and convergent approaches, and also through creative imagination

Vocabulary for Parents:

creative	problem solving
develop	pizza
encourage	prompt
pretend	triangle

Instructions for Parents:

Parents: Please work with your child to complete this activity.

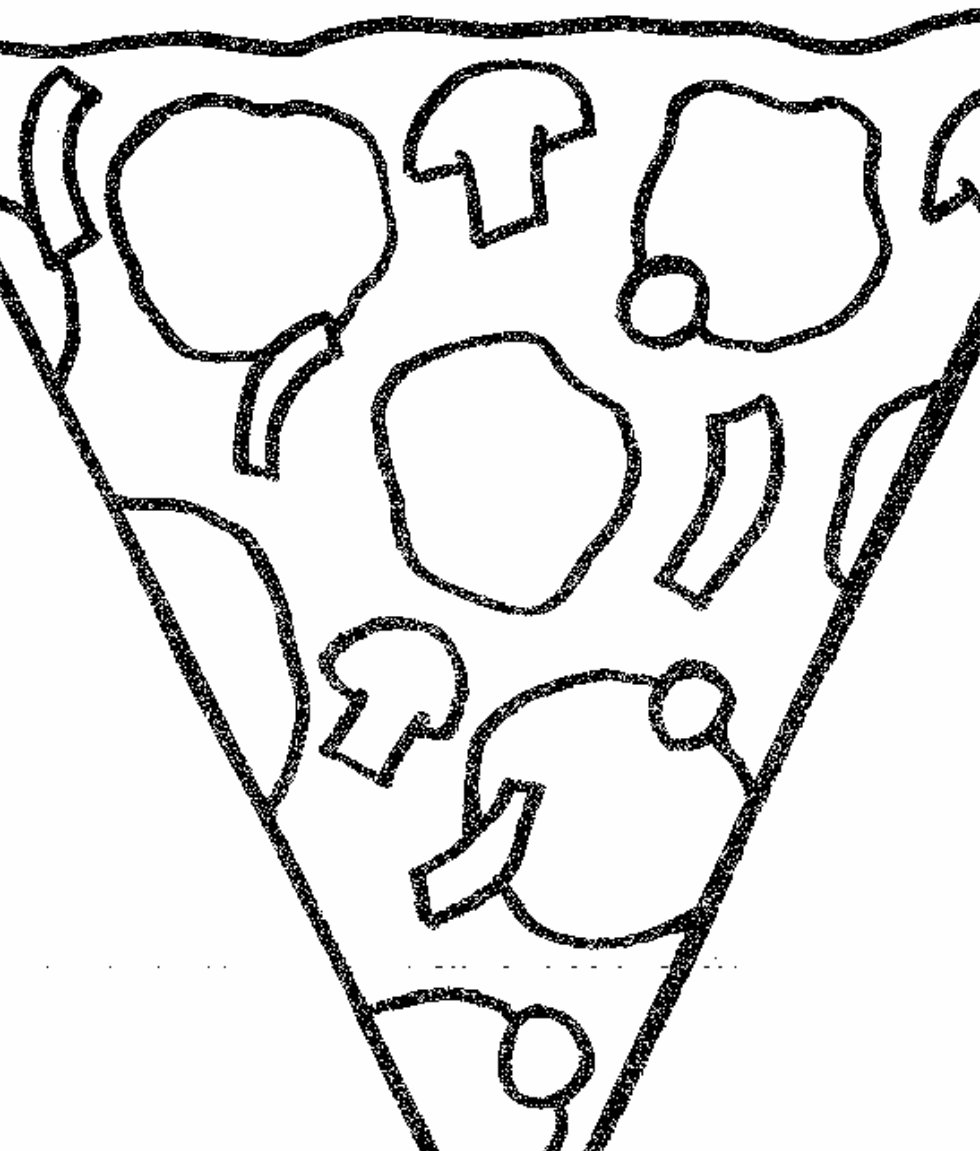
Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Problem solving**
- ✓ **Writing and pre-writing skills**

After the activity:

- **Pick a different food each day and pretend that is the only food for the day.**
- **Encourage your child to retell the story.**
- **Point out the shape of a triangle. Help your child find triangles around the house.**

What if we could only eat pizza?



© www.clozeacherstuff.com

© www.ciozteacherstuff.com

What if we could only eat pizza?

A large, hand-drawn style inverted triangle with a thick black border. Inside the triangle, there are approximately 20 horizontal lines, evenly spaced, providing a space for writing an answer to the question above.

Take Home Intergenerational Literacy Activity – Health Sorting and Sequencing

Skills for Children:

Colorado Math Standard 5.2

2-4 year olds – sequencing (pre-reading skill)
classifying (pre-math skill)
fine motor (cutting)
patterning (math skill)

4-7 year olds – same as above and letter recognition

CASAS Competencies:

7.2.3 – Make comparisons, differentiate among, sorting, and classifying items, information, or ideas.

Vocabulary for Parents:

sort	size	color	type
uppercase	lowercase	pattern	sequence
smallest	largest	size	bake
prick	baker	classify	cupcake
round	square	finger play	pat

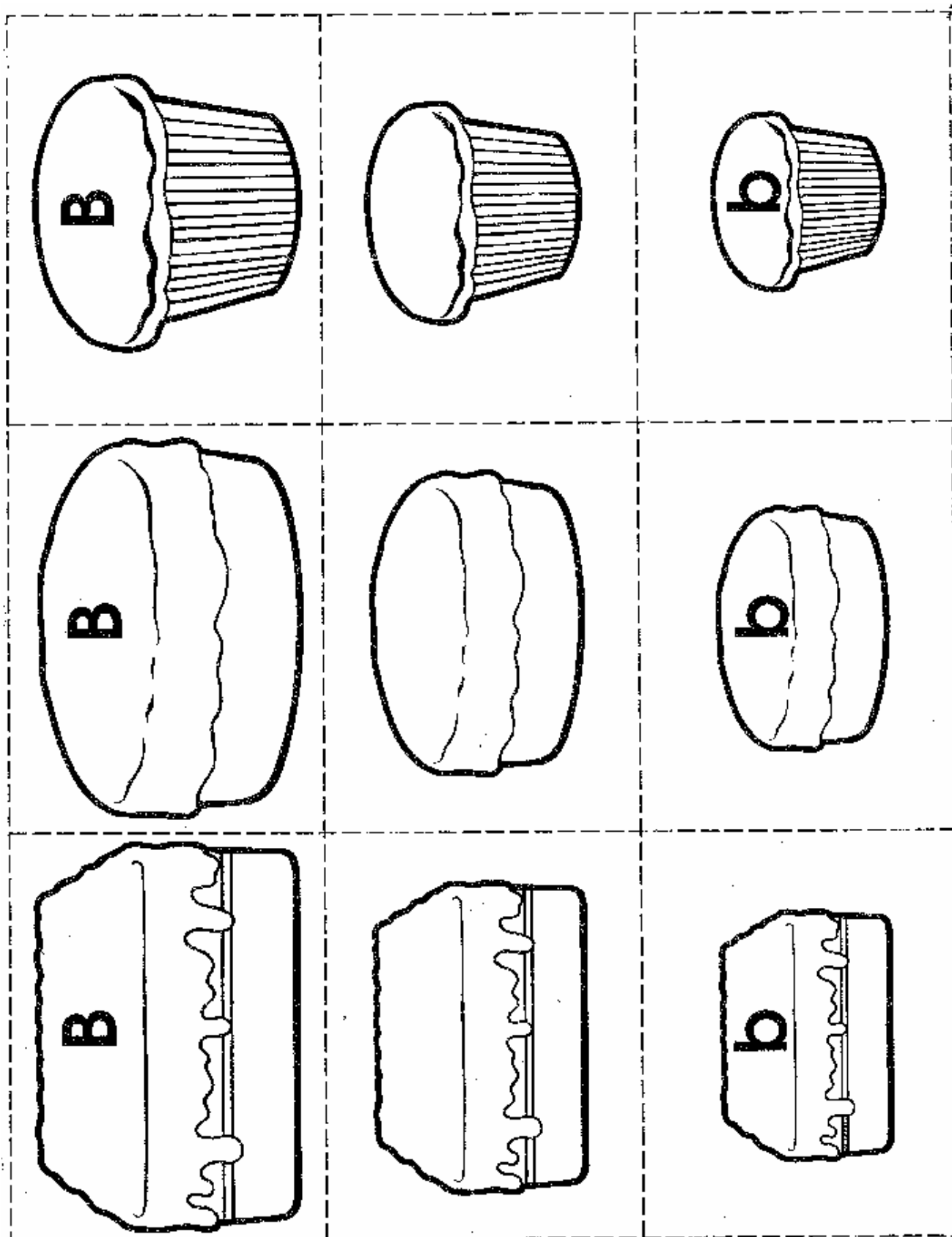
Instructions for Parents:

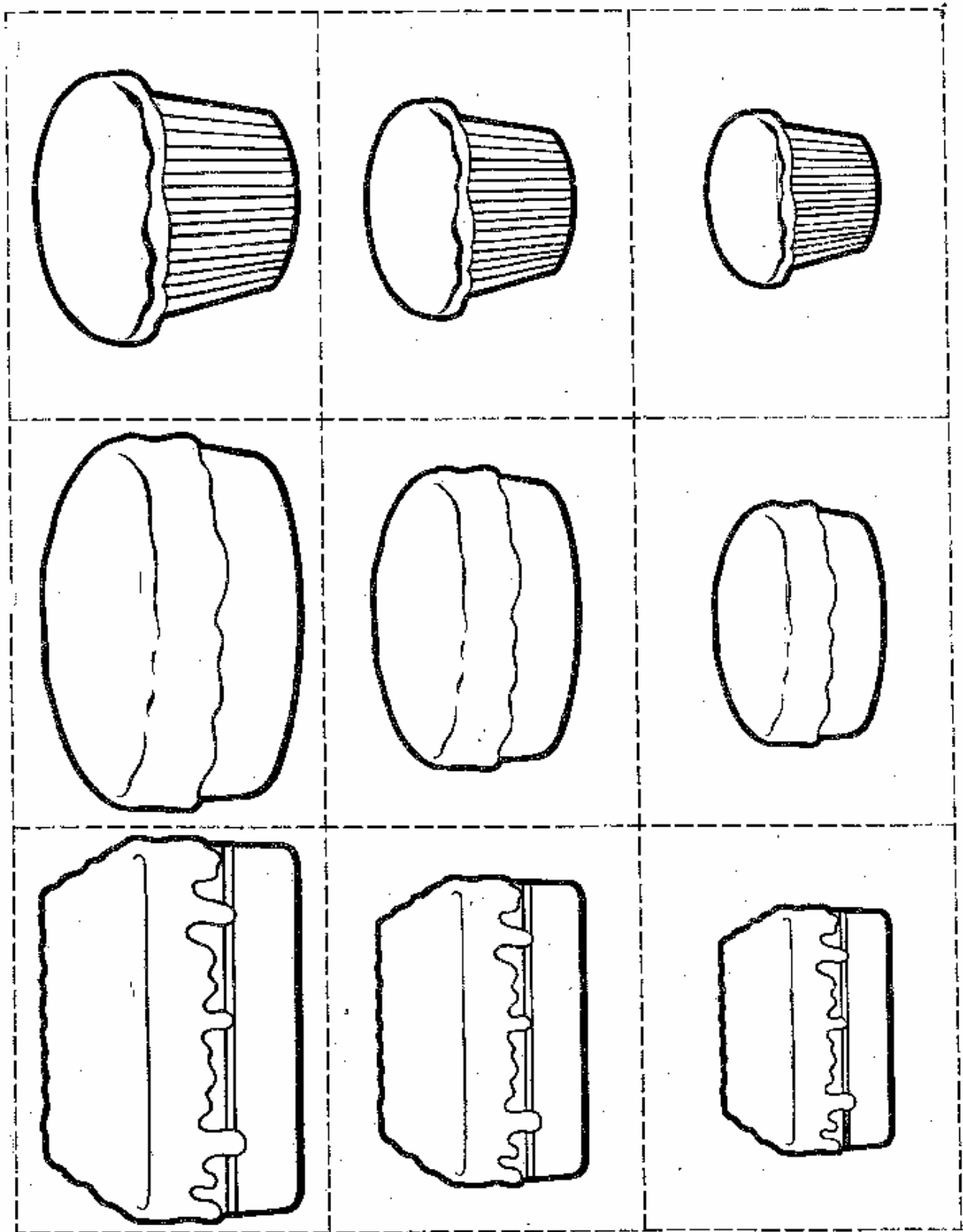
**Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:**

- ✓ **Sequencing**
- ✓ **Classifying**
- ✓ **Patterning**
- ✓ **Fine motor skills**

During the activity:

- **Help your child sort the cakes by size, color, type, and uppercase/ lowercase/ no letter.**
- **Have your child color the cakes to make a pattern.**
- **Help your child sequence the cakes by size from smallest to largest or largest to smallest.**
- **Read and act the finger play together.**







**Pat-a-cake, pat-a-cake, baker's man.
Bake me a cake as fast as you can.
Pat it and prick it and mark it with a B.
Put it in the oven for baby and me!**

A House is a House for Me Booklet

prep time = 10 minutes copying

activity time = 25 minutes

Colorado Reading/Writing Standard 6.1

CASAS Competencies:

2.7.5 – Interpret literary materials such as poetry and literature

7.4.5 – Use reference materials such as dictionaries and encyclopedias

CCAs: no specific CCAs are addressed with this activity

Skills for Children:

Vocabulary development

Fine motor skills (writing and coloring)

Eye hand coordination (coloring, writing, and page turning)

Rhyme and rhythm of language

Supplies Needed:

1. multiple copies of “A House is a House for Me” by MaryAnn Hoberman (ISBN # 0670380164)
2. bilingual or regular dictionaries as needed for vocabulary
3. a rhyming dictionary if available
4. blank template pages
5. staples
6. scissors
7. crayons or colored pencils for illustrating

Vocabulary:

house	snug	ant	mole
bug	spider	hill	hole
continue	pattern	hive	mouse
nest	web	bee	

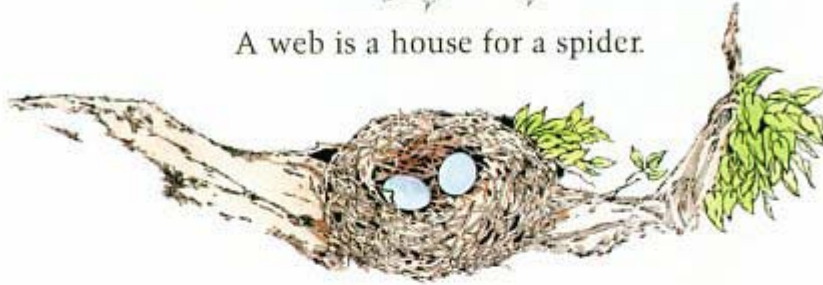
Have families read or listen to the story together. Each family member can create their own continuation of the story. Rhyming may be a challenge and the creative aspect is more important than enforcing the rhyme pattern. Older children (grades 2 and above) and more advanced adult learners can work on rhymes.

Note:

An e-books template is provided for programs that are able to provide computer time during this activity. For more information using e-books, please see their website at www.webbe.org or www.lllp.org



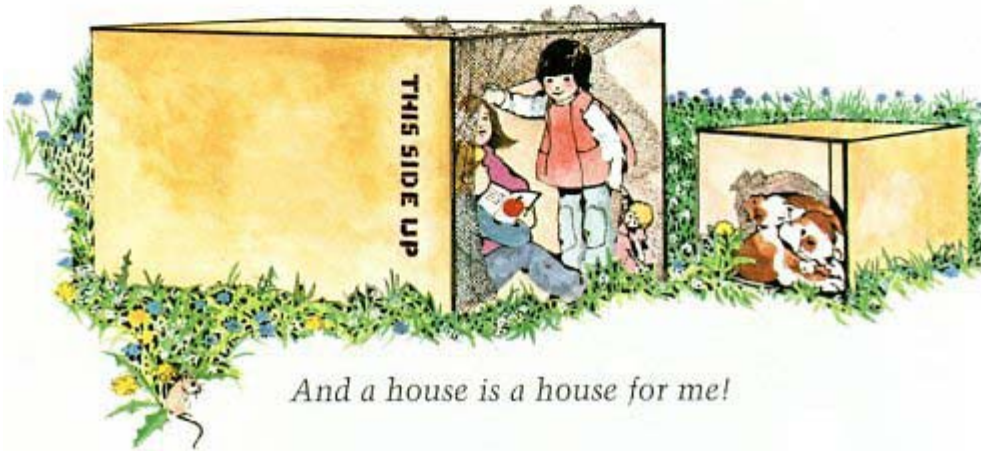
A web is a house for a spider.



A bird builds its nest in a tree.



There is nothing so snug as a bug in a rug



And a house is a house for me!

Sample page from “A House is a House for Me” By MaryAnn Hoberman

		A House is a House for Me	
C			T
		A _____ is a house for a _____.	
2			3
		A _____ is a house for a _____.	
4			5
		And a house is a house for me.	
6			7
		A _____ is a house for a _____.	
8			9
		A _____ is a house for a _____.	
10			11
		And a house is a house for me.	
12			13
		A _____ is a house for a _____.	
14			15
		A _____ is a house for a _____.	
16			17
		And a house is a house for me.	
18			19

Double-click for photo p. 10

A _____ is a house for a
_____.

Double-click for photo p. 4

A _____ is a house for a
_____.

Double-click for photo p. 12

A _____ is a house for a
_____.

Double-click for photo p. 18

A _____ is a house for a
_____.

Double-click for photo p. 8

And a house is a house for me.

Double-click for photo p. 2

And a house is a house for me.

Double-click for photo p. 14

And a house is a house for me.

14

7

Parent Page

4 ways to help your child learn how to read:

1. Find time to read together each day.
2. Make a special place to keep your books.
3. Talk about what you read.
4. Relax and have fun!

A House is a House for Me by

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Double-click for photo p. 6

A _____ is a house for a
_____.

Double-click for photo p. 16

A _____ is a house for a
_____.

16

5

Intergenerational Literacy Activities

BUILD STRONGER FAMILIES THROUGH:

- ❖ COMMUNICATION
- ❖ MEANINGFUL LEARNING
- ❖ FUN, LITERACY BASED
ACTIVITIES
- ❖ QUALITY TIME BETWEEN
FAMILY MEMBERS

A House is a House for Me

Tangram Houses

prep time = 20 minutes (copying)

activity time = 35 minutes

Colorado Math Standard 4.4

CASAS Competencies:

6.6.2 – Recognize, use, and measure linear dimensions, geometric shapes, or angles

CCAs: no specific CCAs are addressed with this activity

Skills for Children:

Fine motor (cutting, coloring, and manipulating pieces)

Eye hand coordination (cutting, coloring, moving pieces)

Spatial relations (small objects within a larger outline)

Vocabulary development (shapes)

Supplies Needed:

1. tangram template copies (at least one per family group)
2. crayons or markers
3. 2-3 copies each of the puzzle sheets
4. scissors
5. blank paper for tracing and creating own puzzles
6. pencils for tracing or drawing
7. envelopes for taking home small tangram pieces for continuation at home

Vocabulary:

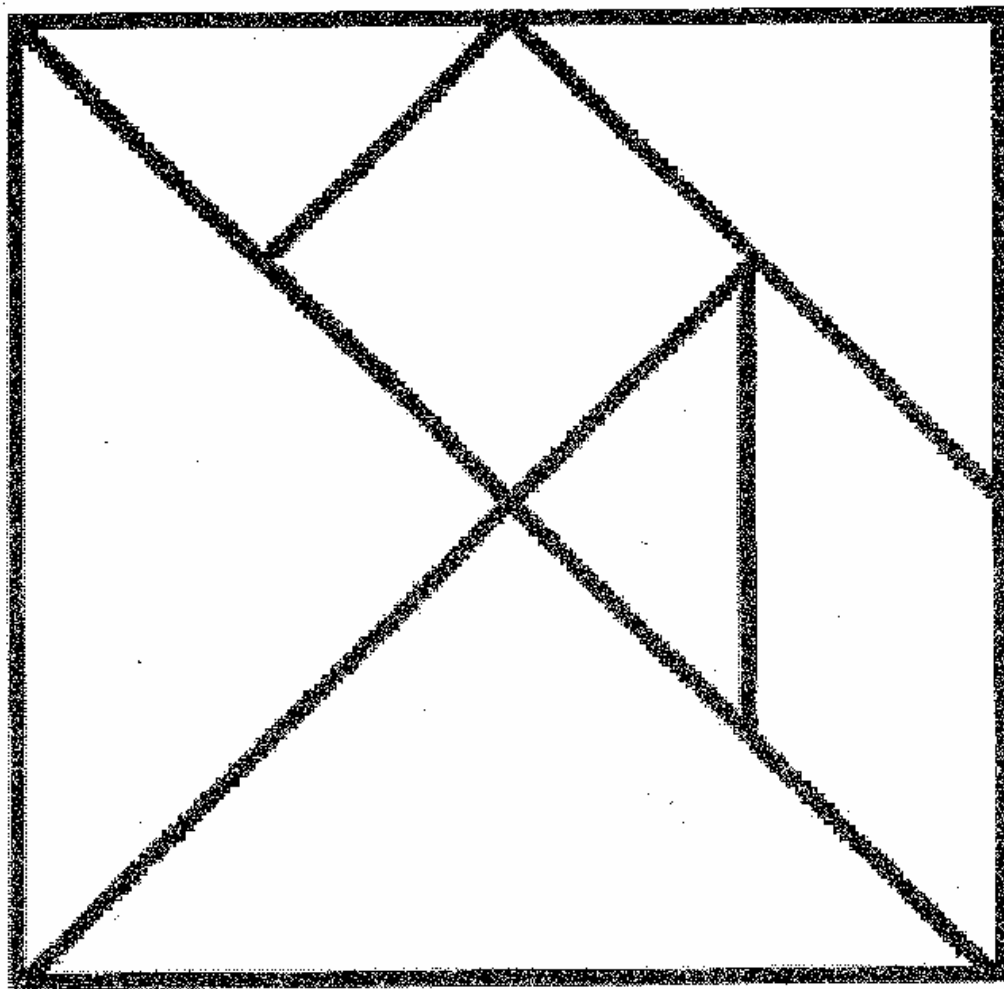
tangram	outline
shapes	triangle
square	rhombus
parallelogram	design
trace	

General instructions:

Have each family or group cut out the individual shapes to make the seven small tangram parts. Show how the individual pieces can be rearranged to make the puzzles. Encourage creation of their own houses or other designs using all seven of the small pieces. Have family members trace the outline of their new figure and exchange it with another group to figure the puzzle. Pieces can be colored by shape. Example, color all triangles red.

For more tangram puzzles, visit <http://www.myweb3000.com/tangramgame.html>

TANGRAM GRID



Cut the lines in the above square into five triangles, a square, and a rhomboid. Use these pieces to form the designs.



Chair

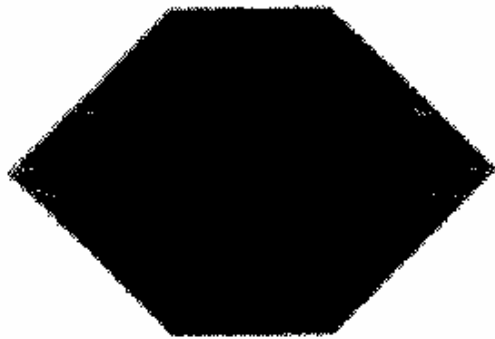


Candle

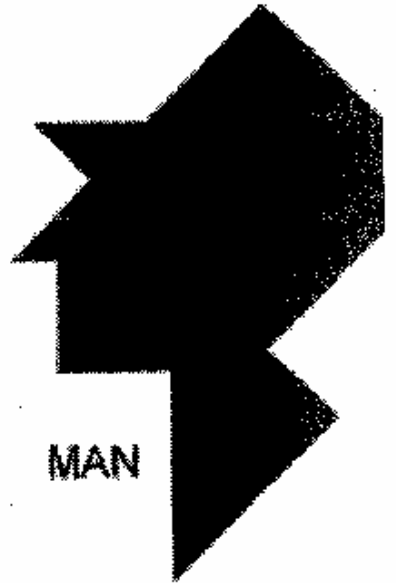
Bridge



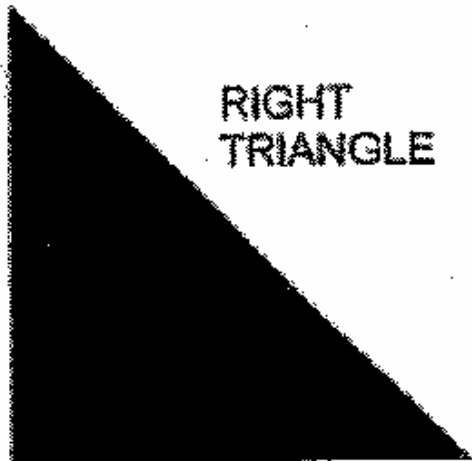
Use all the Tangram puzzle pieces to form each of these shapes



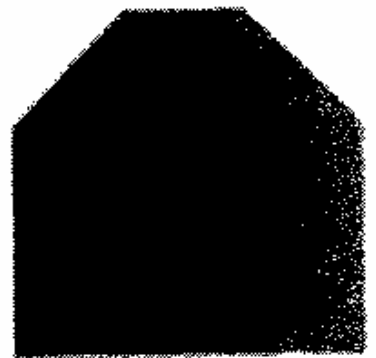
HEXAGON



MAN



RIGHT
TRIANGLE



BARN

Sand Castles or Houses

prep time = 10 minutes + shopping
activity time = 45 minutes
Colorado Math Standard 4.2

CASAS Competencies:

1.1.1 – Interpret recipes

CCAs: no specific CCAs are addressed with this activity

Skills for Children:

Fine motor skills (mixing and manipulating material)

Vocabulary development (recipe words, action verbs)

Supplies Needed:

1. newspaper to cover tables and make clean-up easier
2. 2-3 copies of recipe sheet
3. sawdust (free from lumber yards or construction companies)
4. wallpaper paste powder (hardware store or home supply store)
5. water
6. several one-cup measuring cups
7. bowls for mixing
8. basin for washing hands
9. towels for clean-up and drying
10. clean, empty tin cans, paper cups, sand box toys, plastic forks, spoons, and knives for sculpting
11. cardboard “trays” (from cases of soft drinks) for making, transporting, and drying houses
12. optional: seashells, feathers, small decorations

Vocabulary:

house	window	build	cardboard
door	castle	play	doubled
wall	roof	sculpt	decorate
measure	mix	design	mold
			pretend

Recipe Card:

Strong Sand Castles makes 1 cup of building material, recipe can be doubled

DO NOT EAT THIS BUILDING MATERIAL!

1. Mix together 1 cup of saw dust and $\frac{1}{2}$ cup of wallpaper paste in a bowl.
2. Add $\frac{1}{2}$ cup water and mix again with hands.
3. Use hands, cups, cans, spoons, knives, etc. to make a sand castle or house.
4. Build the house or castle on the cardboard tray.
5. Decorate if desired with shells, feathers, leaves, etc.
6. Wash hands after building.
7. Let it dry in a sunny spot for a few days.

A House for Me Snack

prep time = 15 minutes + shopping

activity time = 15 minutes

Colorado Math Standard 4.1

CASAS Competencies:

1.1.1 – Interpret recipes

3.5.5 - Identify practices that promote cleanliness and hygiene

CCAs: no specific CCAs are addressed with this activity

Skills for children:

Fine motor skills (spread, placing objects)

Vocabulary development (names of ingredients)

Supplies Needed:

1. 2-3 copies of instruction sheet
2. graham crackers or saltine crackers in large rectangles
3. butter knives or tongue depressors for spreading peanut butter (Note: many people are allergic to peanuts and should be warned of them in this activity)
4. M & Ms or Skittles for door knob
5. pretzel squares or Chex type cereal for windows
6. pretzel sticks for door frames
7. basin for washing hands
8. towels for clean-up and drying

Vocabulary:

house

door

wash

put / place

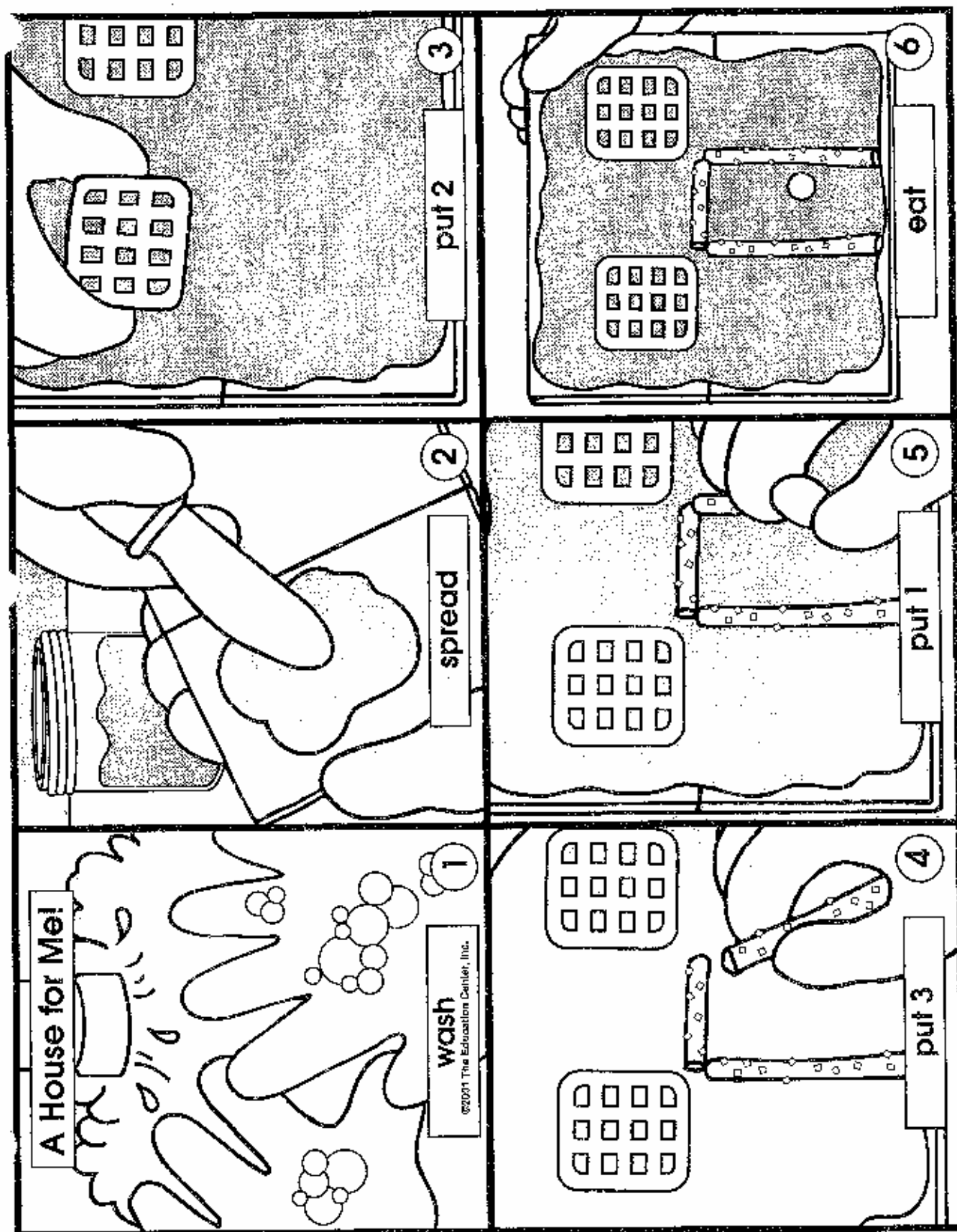
window

door knob

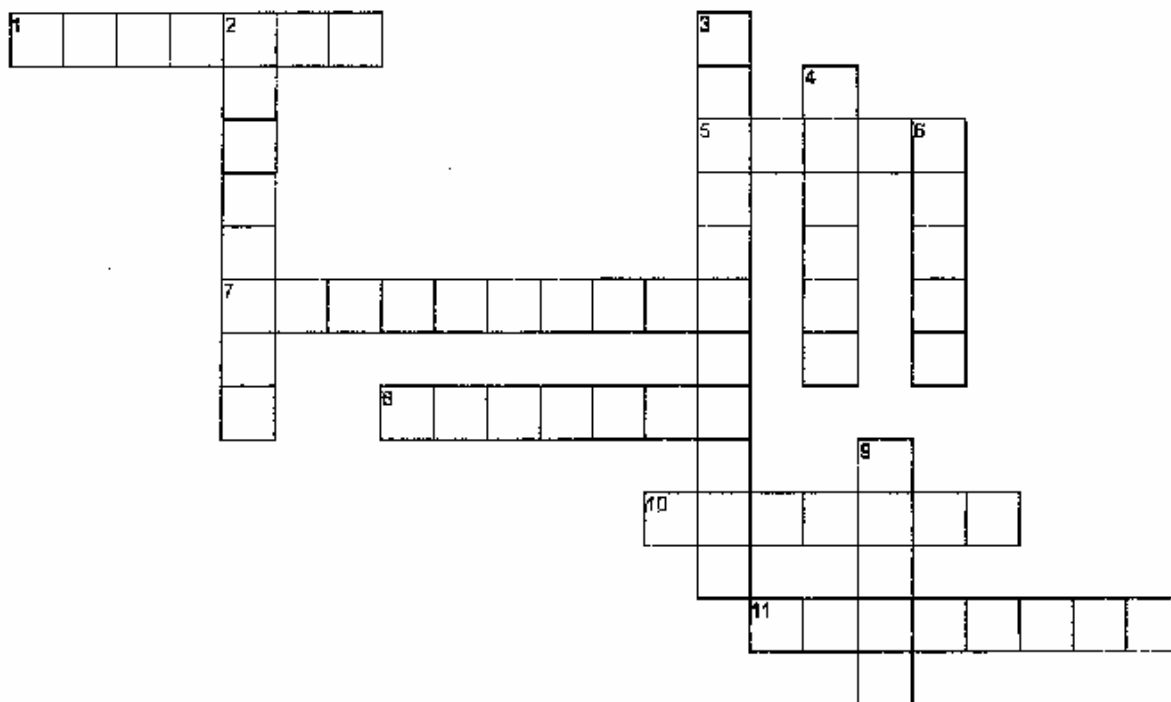
spread

Extension Activity:

Houses can be made in a three-dimensional model using small milk cartons (8 oz.) as a base. Additional ingredients can make walkways, chimneys, or other decorations. Families can be asked to draw their house before eating it.



Housing Crossword Puzzle



Across

- 1. pkg
- 5. sm
- 7. dw
- 8. mgr
- 10. br
- 11. ba

Down

- 2. incl
- 3. w/d
- 4. gar
- 6. lg
- 9. mo

Visit Puzzlemaker at DiscoverySchool.com

Housing Word Search

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

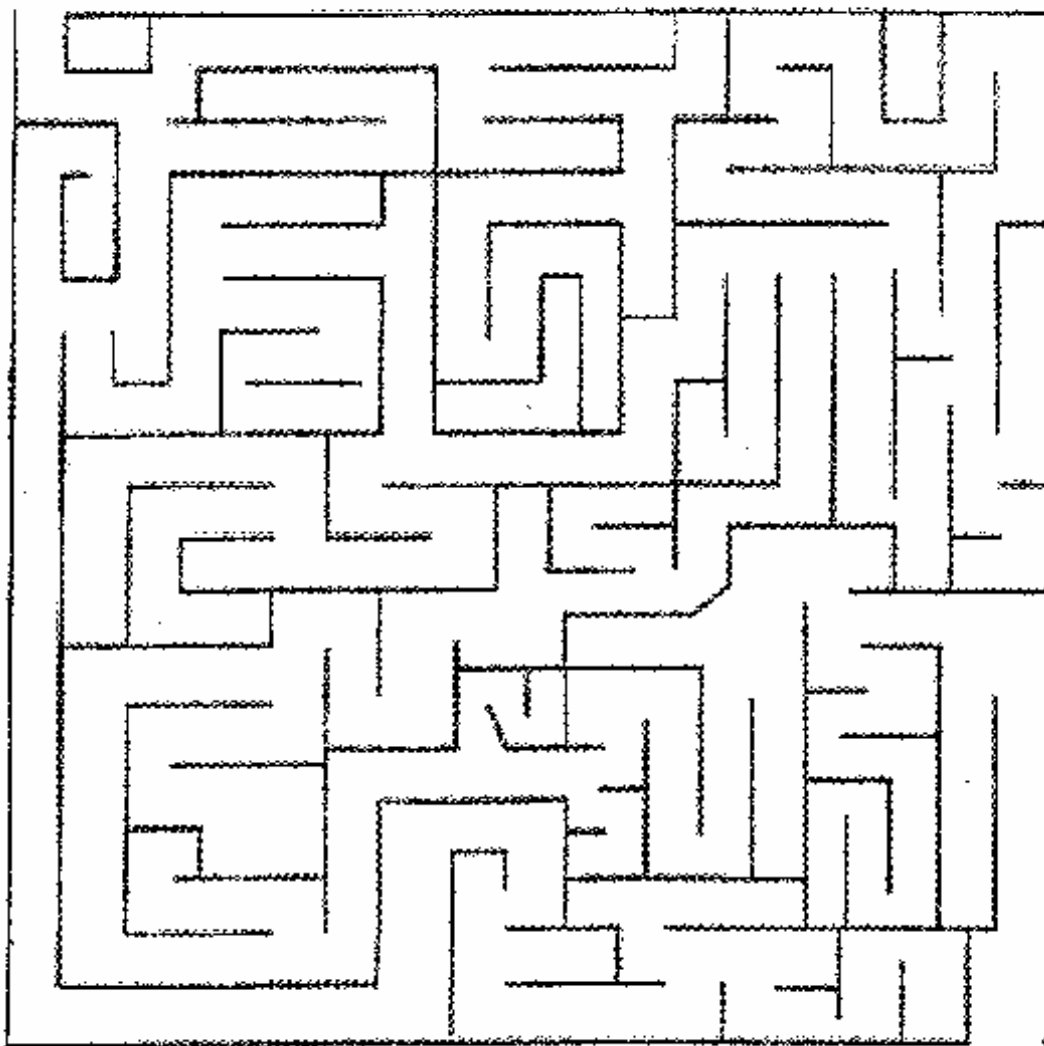
APARTMENT
BEDROOMS
HALL
KITCHEN
PARKING
TRAILER

BASEMENT
DUPLEX
HOME
LIVINGROOM
PORCH
UTILITIES

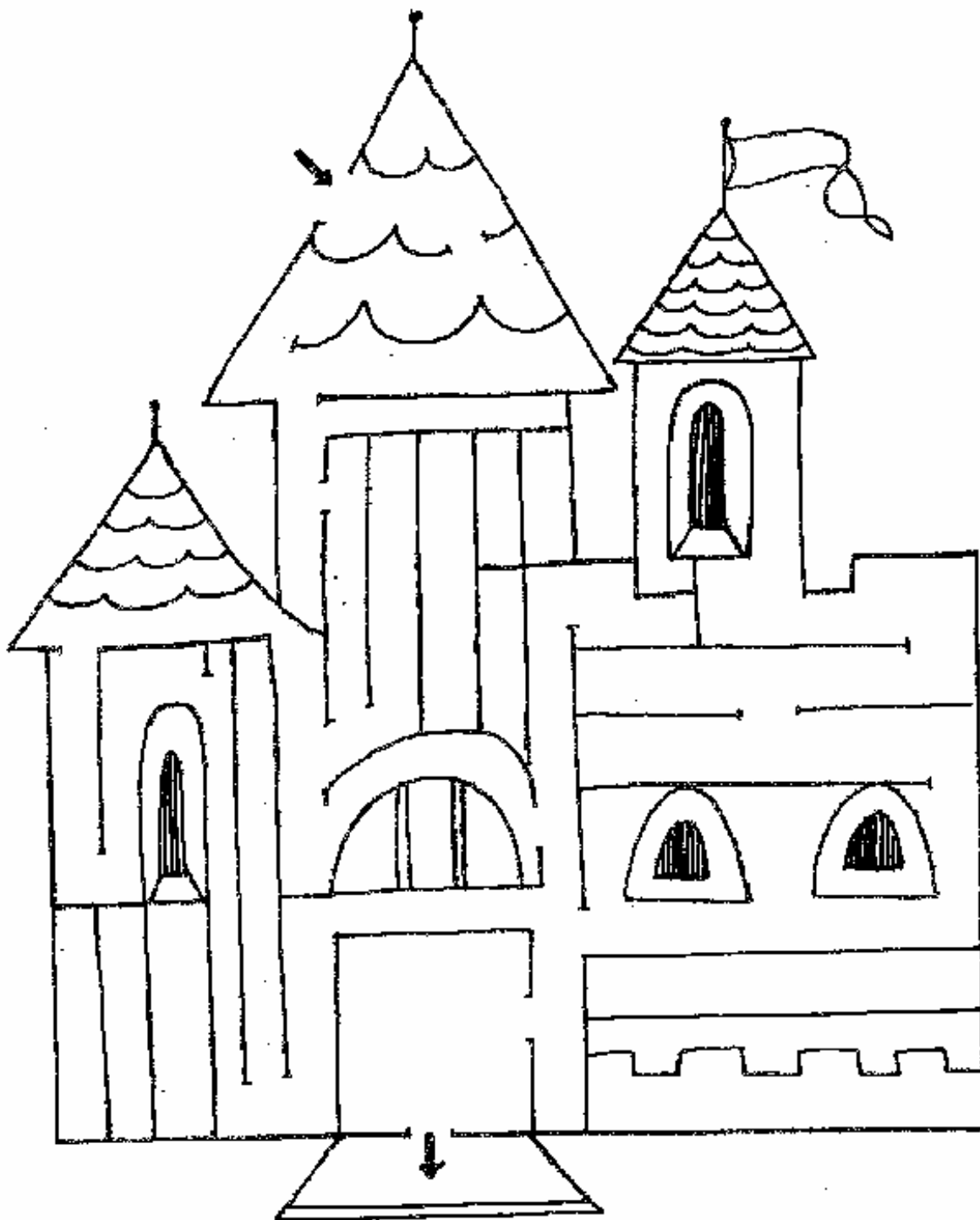
BATHROOM
GARAGE
HOUSE
MOBILEHOME
STAIRS

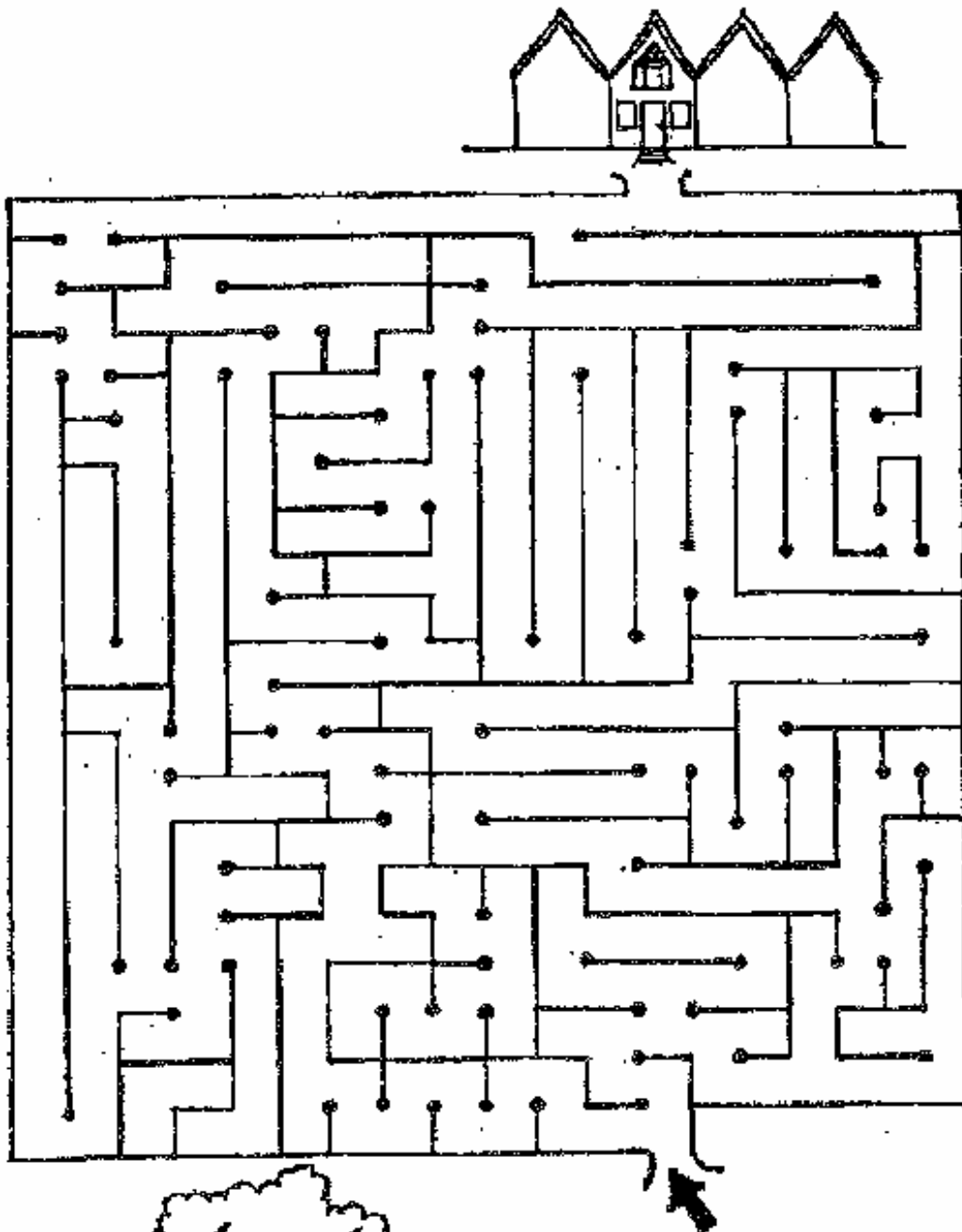


Help these children find their house



CASTLE MAZE





**There are two ways
from the park to home.
Can you find both?**

Take Home Intergenerational Literacy Activity – Home Observation

Skills for Children:

2-4 year olds – vocabulary development
observation

4-7 year olds – as above

CASAS Competencies:

3.4.2 – Identify safety measures that can prevent accidents and injuries

Vocabulary for Parents:

articles	stepladders	repair
handrail	repair	stairs
doorways	portable	fire extinguisher
handy	appliances	insulated
grounded	flammable	utensils
matches	containers	protective
bleach	dangerous	compounds
furniture	landings	fastened
securely	spark	fireplace
electrical	implements	racks
heating	basement	clutter
shellac	substantial	receptacles
firebox	flue	chimney
bathtub	suitable	poison
adequate	scuttle	orderly

Instructions for Parents:

Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

- ✓ **Vocabulary development**
- ✓ **Observing**

During the activity:

- **Please walk through your house with the checklist.**
- **Point out how areas are safe and make a check in that box on the checklist.**
- **Help your child look in their room for areas that may be unsafe. Example: toys in the doorway**

Home Safety Checklist

A full list of unsafe conditions in the home that may mean painful injuries or possibly death would fill hundreds of pages; however, the following list includes some of the major causes of home accidents. A thorough home check with the help of this chart should bring your attention to conditions which require correction.

General

- Stairs free of all articles ☐
- Stepladders in good repair and safe working order ☐
- Stairs provided with a sturdy handrail and in good repair ☐
- Stairs, walks, and doorways free of ice during the winter season ☐
- Portable fire extinguisher handy and in good working order ☐

Kitchen

- Gas appliances in good repair and safe operating condition ☐
- All electrical appliances in good repair, safe operating condition, and properly insulated and grounded ☐
- No storing of gasoline or other flammable liquids ☐
- Handles of hot utensils on the range out of reach of children ☐
- Matches and lighters stored in a metal container out of children's reach ☐
- Protective rack for knives, scissors, ice picks, etc ☐
- Dye, bleaches and dangerous chemicals stored out of children's reach ☐

Living, Dining and Bedrooms

- All furniture firm and solid ☐
- Carpet on stairs and landings fastened securely ☐
- Spark screen for fireplace ☐
- Electrical cords and appliances in good repair ☐
- Electrical cords out of traffic area ☐

Basement

- Oily rags not stored in living area ☐
- Hand tools and garden implements stored on racks ☐
- Heating unit in good repair and safe operating condition ☐
- All storage areas orderly ☐
- Basement stairs in good repair with hand rails and steps free of clutter ☐
- Paint, oil, shellac not stored in living area ☐
- Flues and chimneys in safe operating condition ☐

Attic

- Area used for storage has flooring☐
- Storage space orderly and free of unwanted or unnecessary articles☐
- Adequate lighting provided☐
- Sturdy ladder in safe condition if entrance has fold-down ladder☐

Bathroom

- Hand rails on or near the bathtub☐
- Non-slip mat in and out of bathtub or shower☐
- Medicines in suitable cabinet out of children's reach☐
- All poisons labeled and locked separately☐
- Proper first aid equipment provided☐
- Floors clear of soap, pools of water, and other objects or
conditions which cause falls☐

Garage

- Automatic motion sensors for automatic overhead doors☐
- Gasoline, paint, and poisons in locked metal cabinets☐
- Power tools disconnected when not in use☐
- Hand tools kept in a safe area away from children☐

Additional Areas

Make your own checklist areas

-☐
-☐
-☐
-☐
-☐
-☐

Take Home Intergenerational Literacy Activity – Housing Classifying

Skills for Children:

Colorado Math Standard 1.3

2-4 year olds – fine motor (coloring)
eye-hand coordination (coloring)
classifying (pre-math skill)
vocabulary development

4-7 year olds – as above

CASAS Competencies:

1.4.1 – Identify different kinds of housing, areas of the home, and common household items

Vocabulary for Parents:

kitchen	living room
bathroom	couch / sofa
bathtub	plates
tooth paste	tooth brush
banana	additional
sort	category

Instructions for Parents:

Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

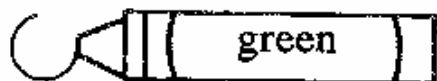
- ✓ **Fine motor (coloring)**
- ✓ **Eye-hand coordination (coloring)**
- ✓ **Classifying (sorting objects into categories)**
- ✓ **Vocabulary development**

After the activity:

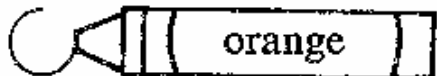
- **Draw or write on the back of the paper additional objects that belong in the kitchen, living room, or bathroom.**
- **Help your child think of other categories in the house.**
- **Have your child help with sorting laundry or putting away silverware. Identify the categories or have the child name some different ones.**

House Things

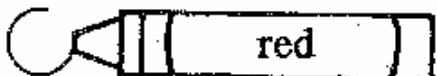
Circle and color the things in each group.



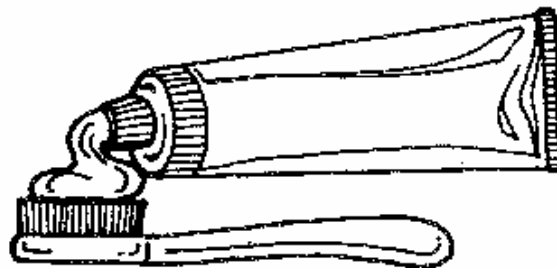
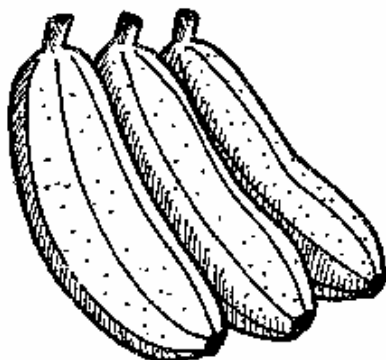
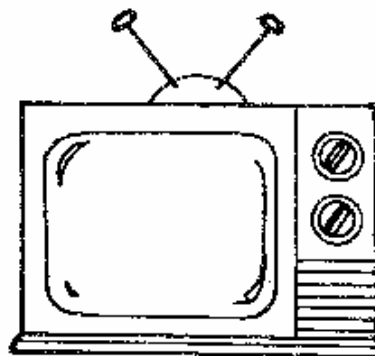
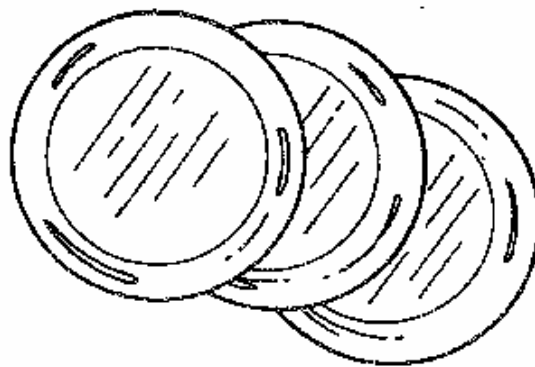
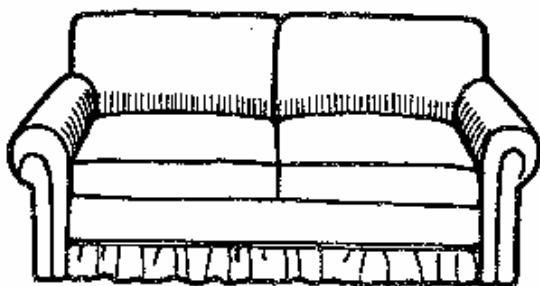
things in the kitchen



things in the living room



things in the bathroom



Take Home Intergenerational Literacy Activity – Housing One-to-One Correspondence

Skills for Children:

Colorado Math Standard 1.3

2-4 year olds – fine motor (coloring)
eye-hand coordination (coloring)
one-to-one correspondence (pre-math skill)
vocabulary development (types of lights)

4-7 year olds – as above and counting

CASAS Competencies:

6.0.2 – Count and associate numbers with quantities, including recognizing correct number sequencing

Vocabulary for Parents:

search	light
lamp	overhead light
night light	light bulb
light switch	one-to-one correspondence

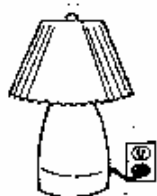
Instructions for Parents:

**Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:**

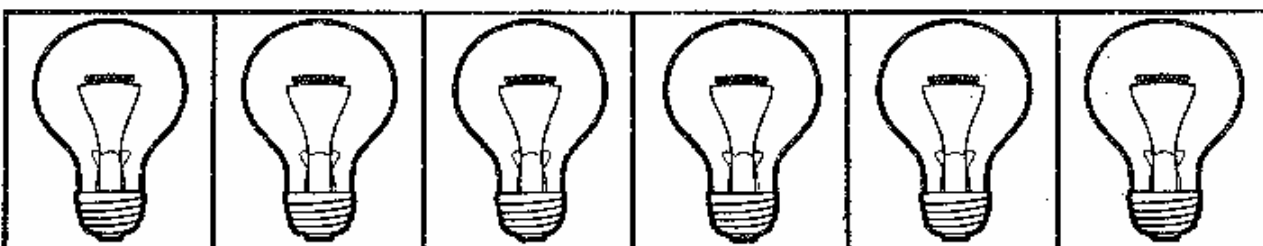
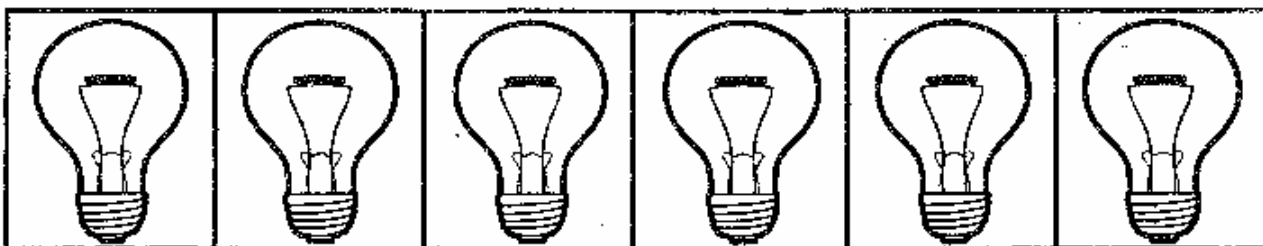
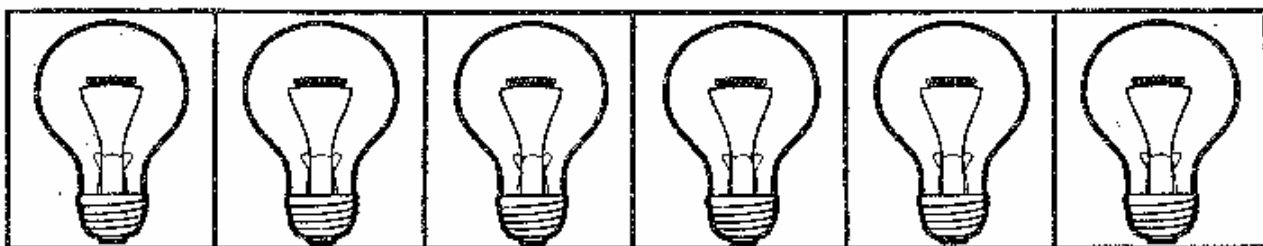
- ✓ **Fine motor (coloring)**
- ✓ **Eye-hand coordination (coloring)**
- ✓ **One-to-one correspondence (coloring one light bulb for each light)**
- ✓ **Vocabulary development (types of lights)**
- ✓ **Counting each light bulb colored (if appropriate)**

After the activity:

- **Practice counting other things in your house such as light switches, chairs, or mirrors.**
- **If your child is ready (kindergarten or older) compare the items counted and make simple math problems.
Example: Which is more, the number of lights, or the number of chairs?**



Go on a light search with your child. Have your child color one light bulb pattern for each light in your house, such as lamps, overhead lights, and night lights. If there are not enough patterns, have your child draw more on the back of the paper. Please bring this paper back to school when you are finished.



Take Home Intergenerational Literacy Activity – Housing Prepositions/Spatial Relations

Skills for Children:

2-4 year olds – fine motor (coloring)
eye-hand coordination (coloring)
spatial relations (pre-math skill)
vocabulary development

4-7 year olds – as above

Vocabulary for Parents:

spider	color	over
in	on	under
home	spatial relations	preposition

Note: This booklet can be anywhere from four to 20 pages long. Parents might like the opportunity to determine how many pages are in their book. Books can be cut and stapled at school.

Instructions for Parents:

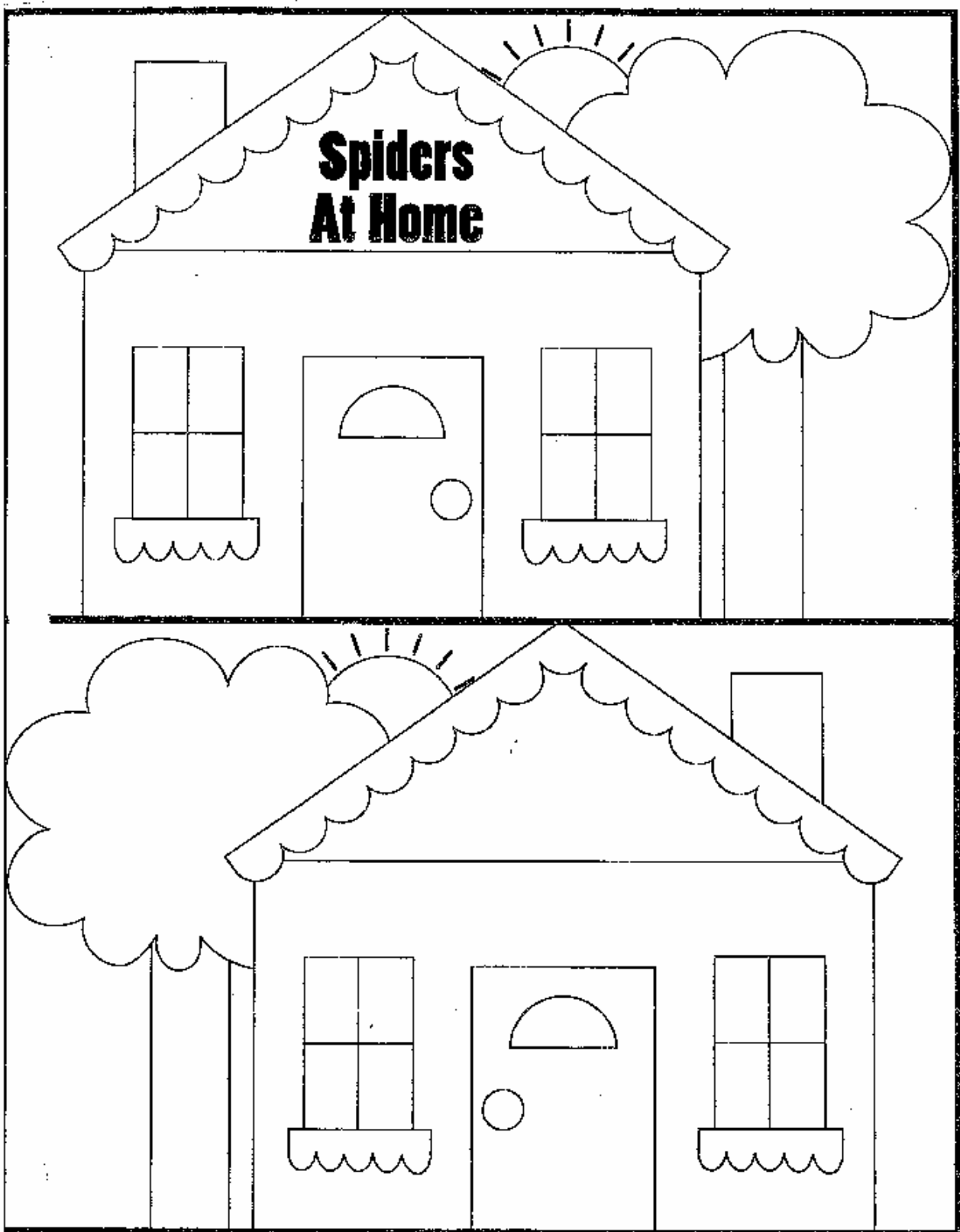
**Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:**

- ✓ **Fine motor (coloring)**
- ✓ **Eye-hand coordination (coloring)**
- ✓ **Spatial relations (where something is compared to another object)**
- ✓ **Vocabulary development**

After the activity:

- **Draw and cut out a small spider so your child can move the spider to the locations in the book.**
- **Pretend the spider is traveling. Where would the spider be if it was “in the airplane”?**
- **Help your child to create funny places for the spider to be. Example: The spider is on the moon.**

Front and Back Cover



A spider is **over** the _____.

A spider is **in** the _____.

A spider is **on** the _____.

A spider is **under** the _____.

Take Home Intergenerational Literacy Activity – Housing Comparing

Skills for Children:

Colorado Reading/Writing Standard 6.3

2-4 year olds – fine motor (coloring)
eye-hand coordination (coloring)
comparing
vocabulary development

4-7 year olds – as above

CASAS Competencies:

7.2.3 – Make comparisons, differentiate among, sorting, and classifying items, information, or ideas

Vocabulary for Parents:

Goldilocks	porridge
troublesome	compare
too	big
middle	small

Instructions for Parents:

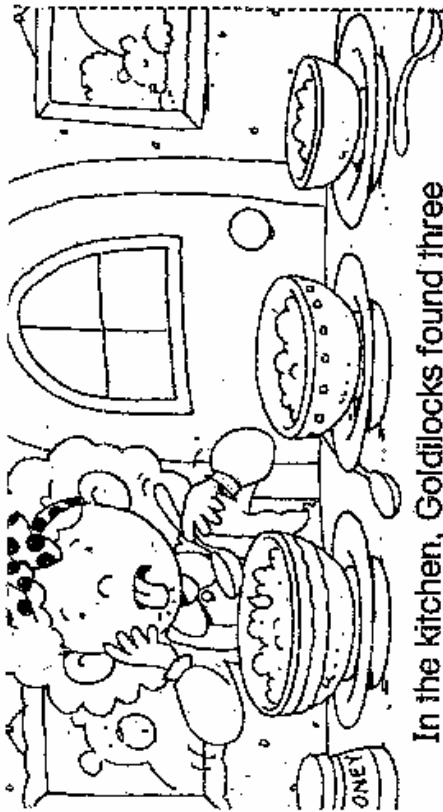
Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

- ✓ **Fine motor (coloring)**
- ✓ **Eye-hand coordination (coloring)**
- ✓ **Comparing (where something is compared to another object)**
- ✓ **Vocabulary development**

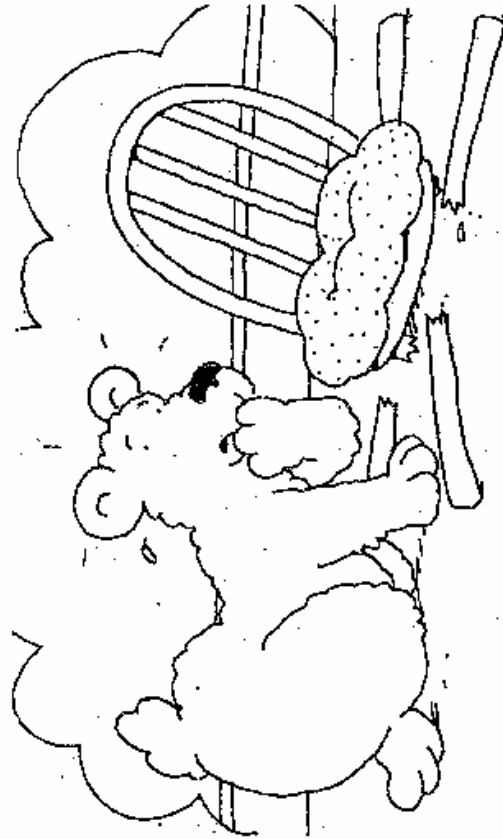
After the activity:

- **Help your child find objects in your house that are small, medium, and large.**
- **Throughout the day, help your child compare items.
Example: My socks are big and your socks are small.**
- **Read the book together as often as you can.**



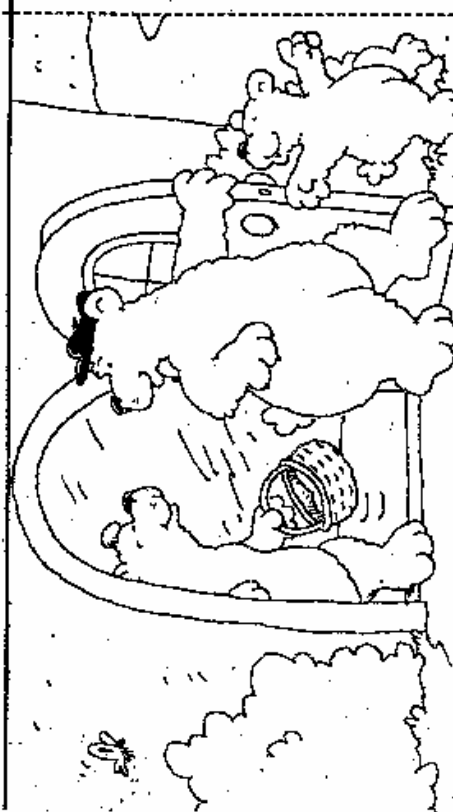
In the kitchen, Goldilocks found three fine bowls of porridge. She tried the big bowl. It was too hot. She tried the middle bowl. It was too cold.

3



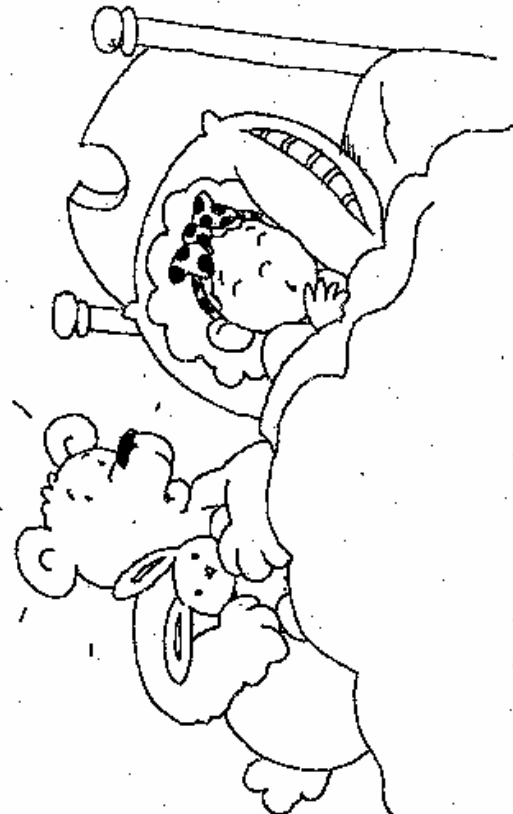
"And someone broke mine to bits!" growled Baby Bear.

12



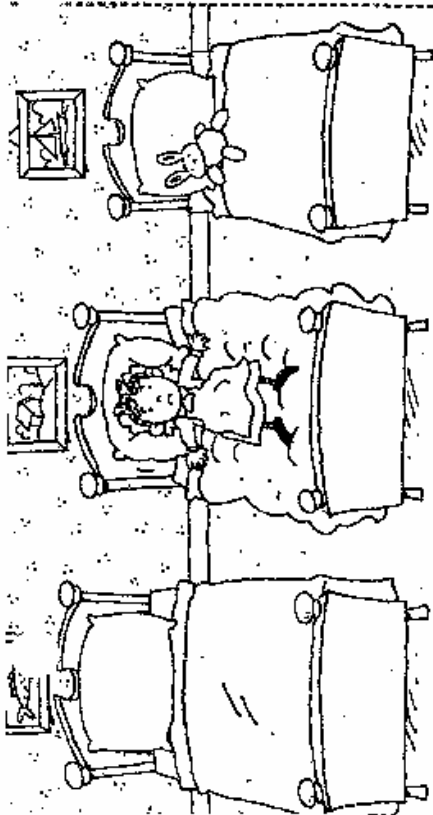
One bright day, the three bears decided to go for a walk. They closed the door of their tidy house and set out into the sunshine.

1

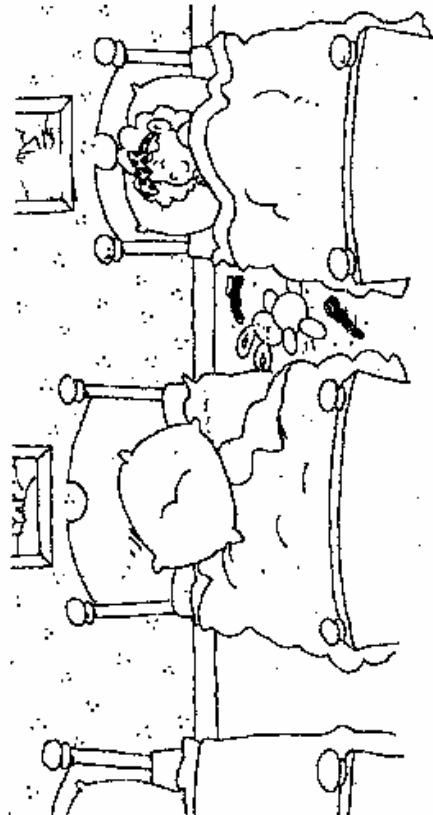


"And someone is still in mine!" growled Baby Bear.

14

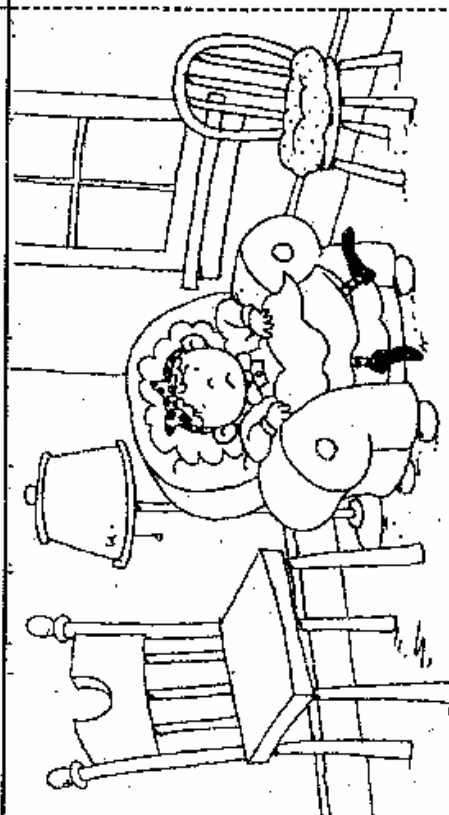


In the bedroom, Goldilocks found three fine beds. She tried the big one. It was too hard.
7 She tried the middle bed. It was too soft.

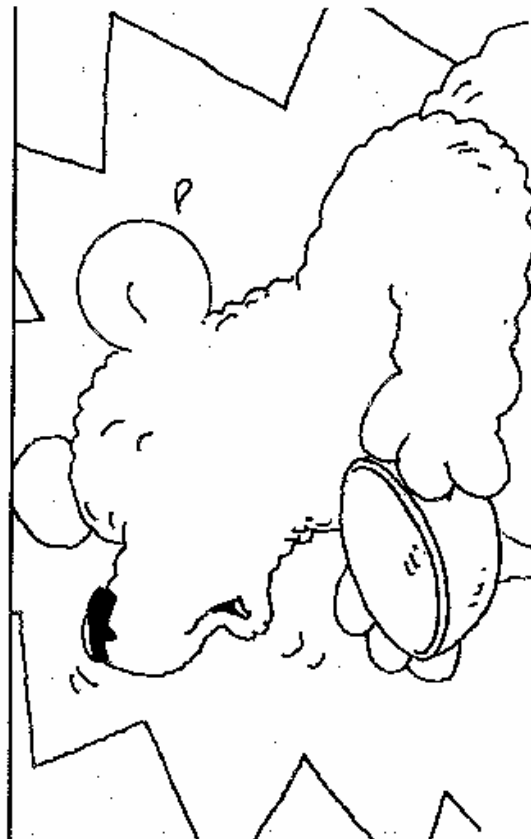


Finally, she tried the little bed. Why, it was just right, so she lay down and went to sleep. Zzzzzzz!

8

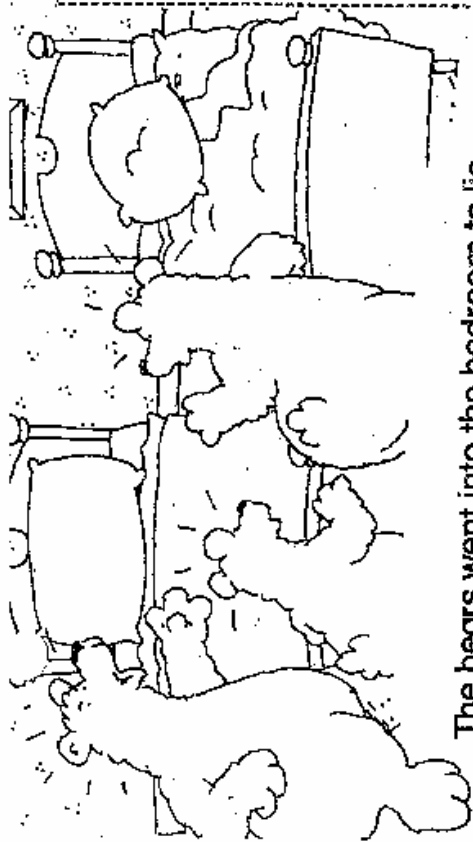


In the living room, Goldilocks found three fine chairs. She tried the big chair. It was too hard.
5 She tried the middle chair. It was too soft.



"And someone ate mine all up!" growled Baby Bear.

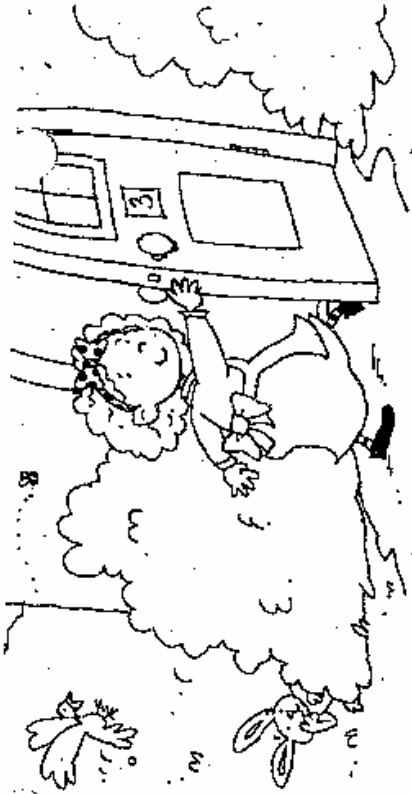
10



The bears went into the bedroom to lie down. "Someone has been sleeping in our beds!" growled Papa Bear and Mama Bear.

13

B



By and by, a girl named Goldilocks saw their house. "How cute!" she cried. Then she opened the door and went inside.

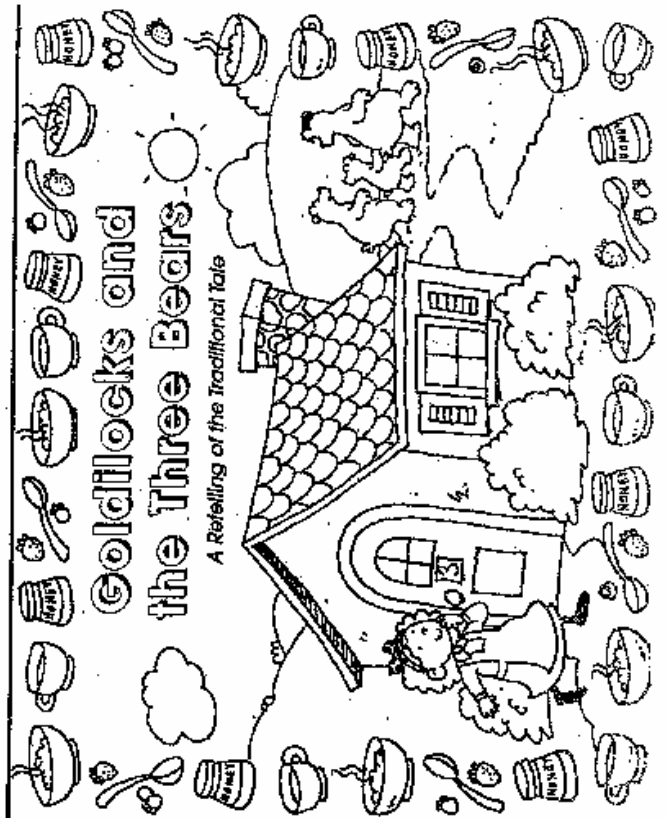
2



Just then, Goldilocks opened her eyes. Yikes! She was so scared that she jumped up and ran out the door. And the three bears never saw that troublesome girl again.

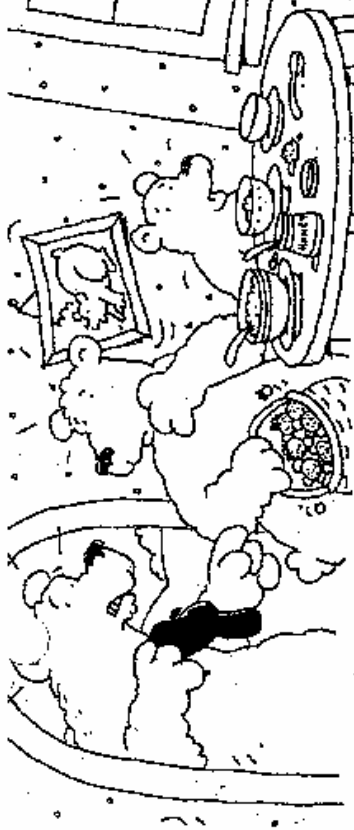
15

The End



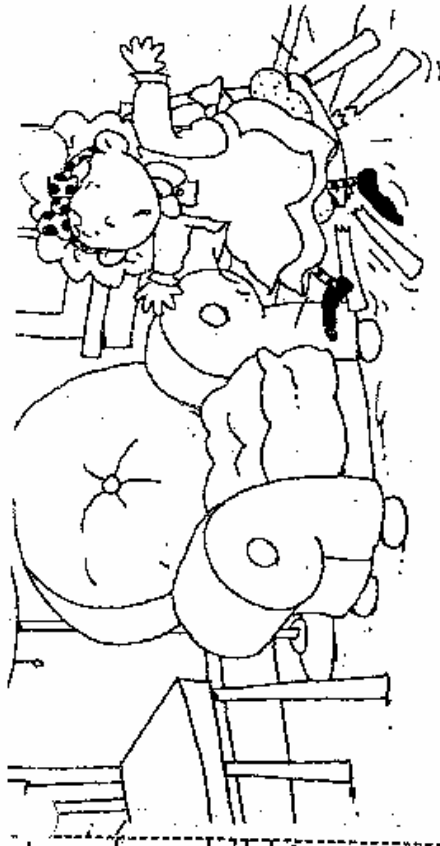
Goldilocks and the Three Bears

A Retelling of the Traditional Tale



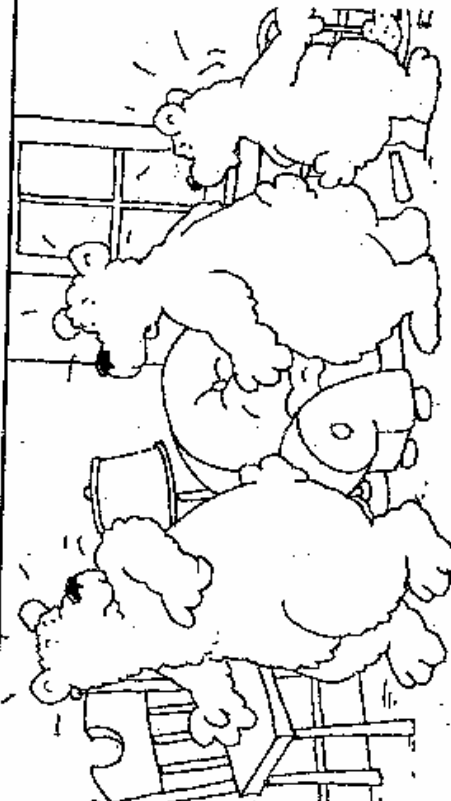
At noon, the bears returned from their walk and went into the kitchen to have lunch. "Someone has been eating our porridge!" growled Papa Bear and Mama Bear.

D



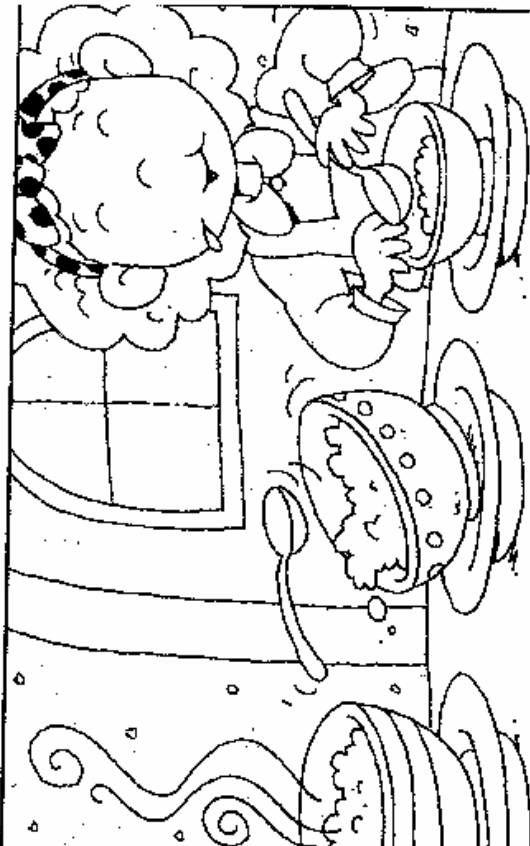
Finally, she tried the little chair. It was just right, so she sat right down. But the chair broke into bits. Crrrack!

6



The bears went into the living room to sit down. "Someone has been sitting in our chairs!" growled Papa Bear and Mama Bear.

C



Finally, she tried the little bowl. It was just right, so she ate it up. Slurrrp!

4

Transportation Bingo

prep time = 45 minutes
activity time = 30 minutes

CASAS Competencies:

2.2.2 – Recognize and use signs related to transportation

2.2.3 – Identify or use different types of transportation in the community and interpret traffic information

CCAs: LBTD 22, LBTD 23, 1TD 29, 2TD 26, 3TD 26

Skills for Children:

Vocabulary development (types of vehicles, signs)

Fine motor skills (manipulating beans or other markers)

One-to-one correspondence (one marker per picture)

Supplies Needed:

1. multiple player boards either blank and the students fill in the words or with pictures in random order
2. word or picture cards
3. beans or other counters
4. small prizes if desired

To make the picture Bingo boards, cut apart the clip art and paste randomly on the boards. Make at least 10 sets.

OR

Use the drag feature of MS Word and drag each picture to an open square on the game board. Print. Make at least 10 sets.

To make the picture cards, cut apart one Bingo board and glue the pictures to index cards or cardboard.

Vocabulary:

Motorcycle	Tow truck	Stop sign	One way sign
Stop light	Rocket ship	Keys	Bicycle
Airplane	Boat	Gas	Oil
School bus	Helicopter	Taxi	Speed limit
Car	Road curves sign	Slippery road	Driver's license
Helmet	Car seat	Railroad crossing	Yield
Seat belt	Car wash	Bus stop	Steering wheel

BINGO

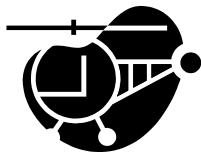
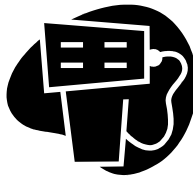
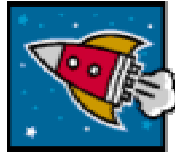
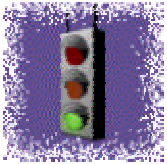
Vocabulary to Use:

Motorcycle
Stop light
Airplane
School bus
Car
Helmet
Seat belt

Tow truck
Rocket ship
Boat
Helicopter
Road curves sign
Car seat
Car wash

Stop sign
Keys
Gas
Taxi
Slippery road
Railroad crossing
Bus stop

One way sign
Bicycle
Oil
Speed limit
Driver's license
Yield
Steering wheel



Train Traffic

prep time = 10 minutes
activity time = 20 minutes
Colorado Math Standard 5.3

CASAS Competencies:

6.6.2 – Recognize, use, and measure linear dimensions, geometric shapes, or angles
CCAs: ABE CCA levels address measuring in inches, not centimeters

Skills for Children:

Fine motor skills (cutting, manipulating ruler and cut-out papers)
Vocabulary development (measured objects)
Using tools (rulers)

Supplies Needed:

1. train worksheets (one per family group)
2. rulers or tape measures
3. Unifix cubes, blocks, or other non-standard measuring device
4. scissors
5. chart markers
6. chart paper for recording additional items measured

Example of chart with family answers

Items as long as Train 1	Items as long as Train 2	Items as long as Train 3	Items as long as Train 4	Items as long as Train 5
Dad's finger	Juan's shoe "My Book About Trains"		My hand	

Vocabulary:

measure
length
caboose
compare
shortest
longest
chart

Train Traffic

Measure each train in centimeters.

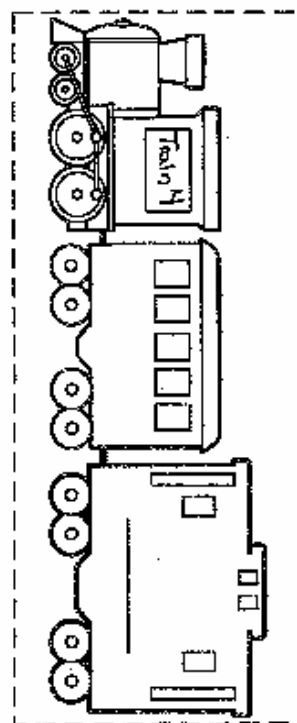
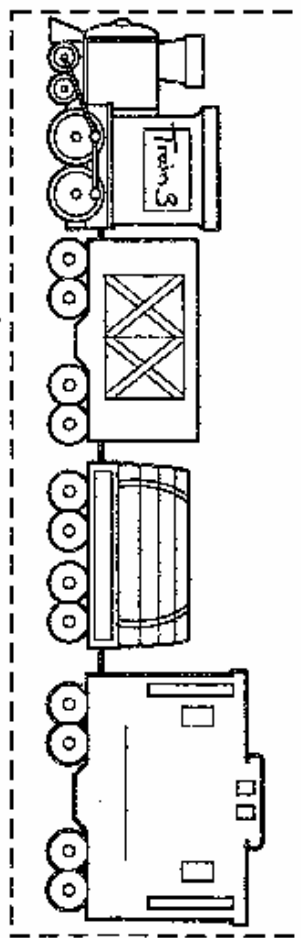
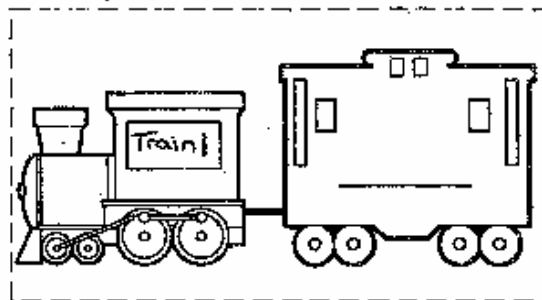
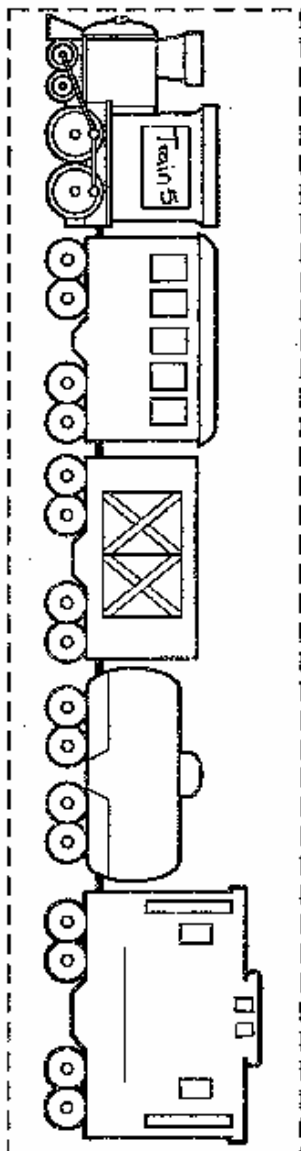
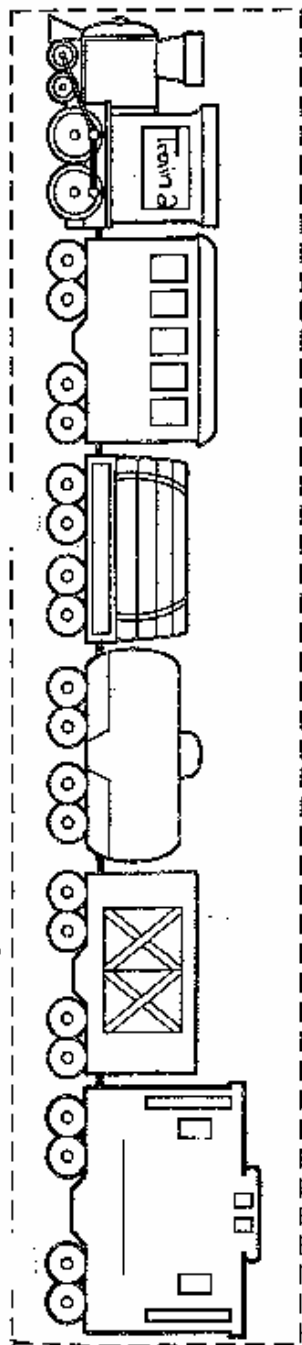
Write the length on the caboose.

Cut out the trains.

Find three things in the room that are the same length.

Write the name of the thing on the chart.

Put your trains in order from shortest to longest.



Traffic Light Lessons and Snack

prep time = 15 minutes + shopping
activity time = 15 minutes

CASAS Competencies:

1.1.1 – Interpret recipes

2.2.2 – Recognize and use signs related to transportation

CCAs: LBTD 23

Skills for Children:

Fine motor skills (cutting, coloring, spreading, placing items)

Vocabulary development (colors, action verbs)

Following multi-step instructions

Rhythm and rhyme of language

Supplies Needed: Booklet

1. copies of booklet
2. scissors
3. crayons or markers
4. staplers

Encourage families to read the booklet together before moving to the next part.

Supplies Needed: Snack

5. 2-3 copies of instruction sheet
6. graham crackers broken into small rectangles
7. butter knives or tongue depressors for spreading
8. frosting or cream cheese (Have at least 3 small bowls to allow for easier sharing. This will be a popular activity)
9. M & Ms or Skittles (Candy stores in larger malls allow purchasing of candy by color. Otherwise one must sort through the regular flavors.) **Note: many people are allergic to chocolate and should be warned of its use.**
10. basin for washing hands
11. towels for clean-up and drying

Vocabulary:

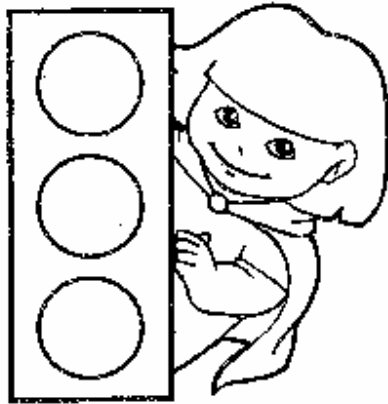
traffic light	spread	frosting	wash
red	yellow	graham cracker	go
green	tasty	stop	

Extension Activity:

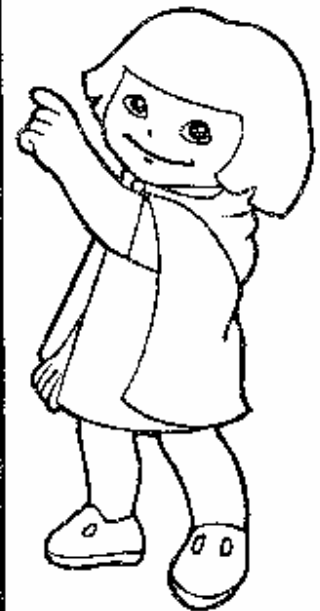
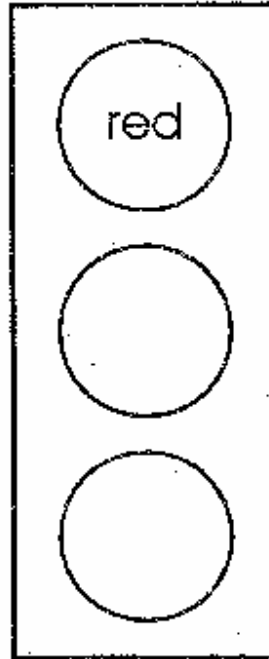
If the weather is nice or if there is access to a gym, teach the families how to play “Red Light, Green Light.”

- a. One person stands opposite everyone else with their back turned to the crowd. This person is “it.”
- b. The rest of the group stands in a line.
- c. When the person’s back is turned, he/she yells “Green light” and the group runs (walks, crawls, use any verb) to tag the “it” person.
- d. At random times, the “it” person turns to face the group and yells “Red light”. Everyone must freeze. If the “it” person sees someone moving, the mover is identified and must return to the starting line.
- e. The first person to tag the “it” person becomes the new “it” and everyone else returns to the starting line to start over.

Little Red Riding Hood's Traffic Light Lesson

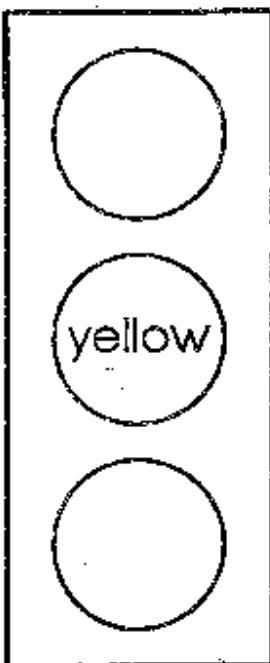


Illustrated by



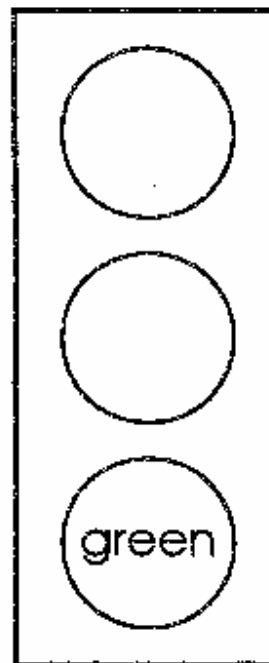
Red on top,
Stop! Stop! Stop!

1



Yellow in the middle,
Slow down a little.

2



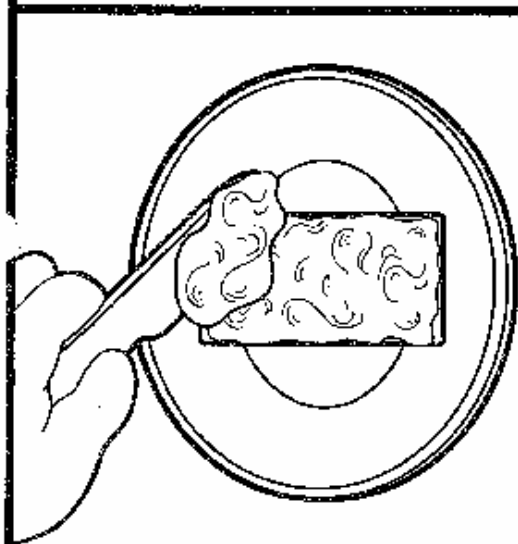
Green below,
Okay to go!

3

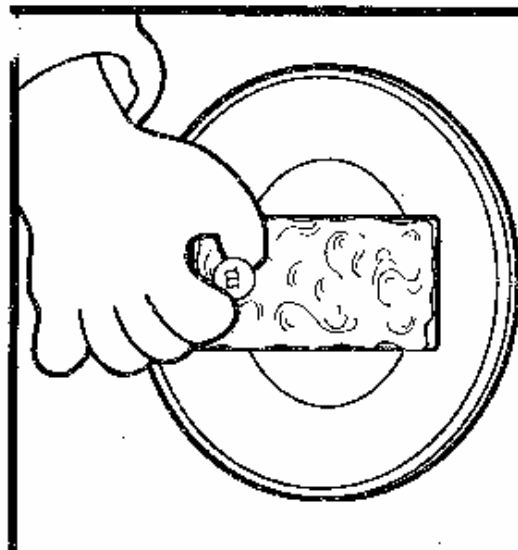
Tasty Traffic Light



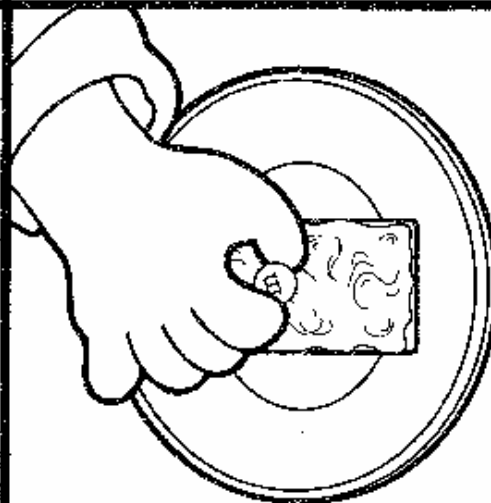
Name _____



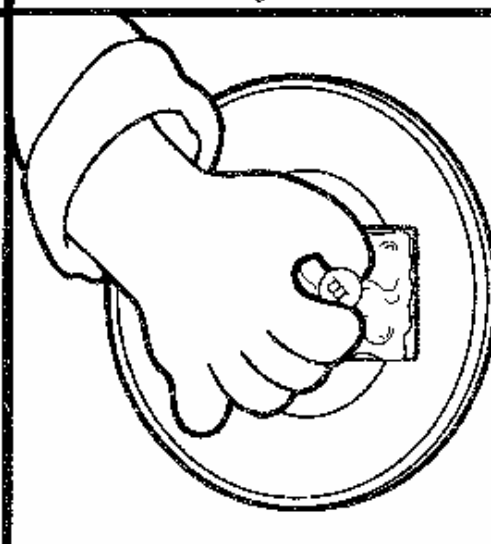
Spread frosting. 1



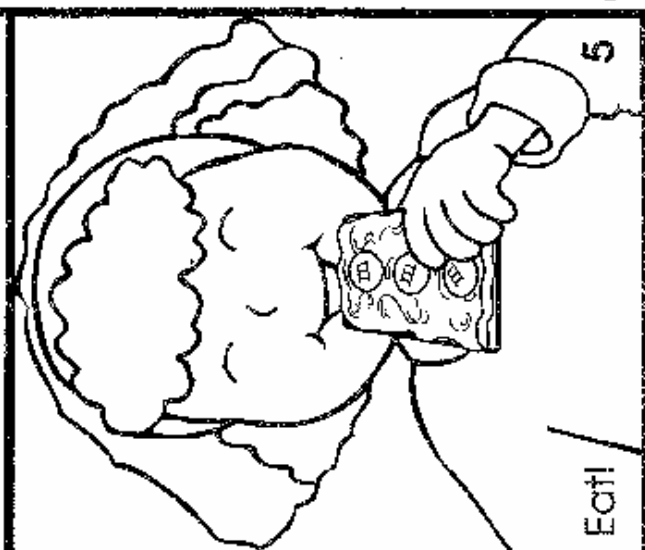
Add a red light. 2



Add a yellow light. 3



Add a green light. 4



Eat! 5

Transportation Stories (Writing Center)

prep time = 10 minutes

activity time = 40 minutes

Colorado Reading/Writing Standard 2.2

CASAS Competencies: no specific competencies

CCAs: no specific CCAs

Supplies Needed:

1. lined paper, transportation stationery, or blank books
2. sharpened pencils and access to sharpener
3. erasers
4. picture, bilingual, or regular dictionaries
5. word bank sheets or lists of common transportation words
6. markers or crayons for decorating cover
7. sample stories or published books

Word Banks or Word Lists are helpful at unsupervised writing areas. Here's how they can help:

Students have a variety of words readily available to them.

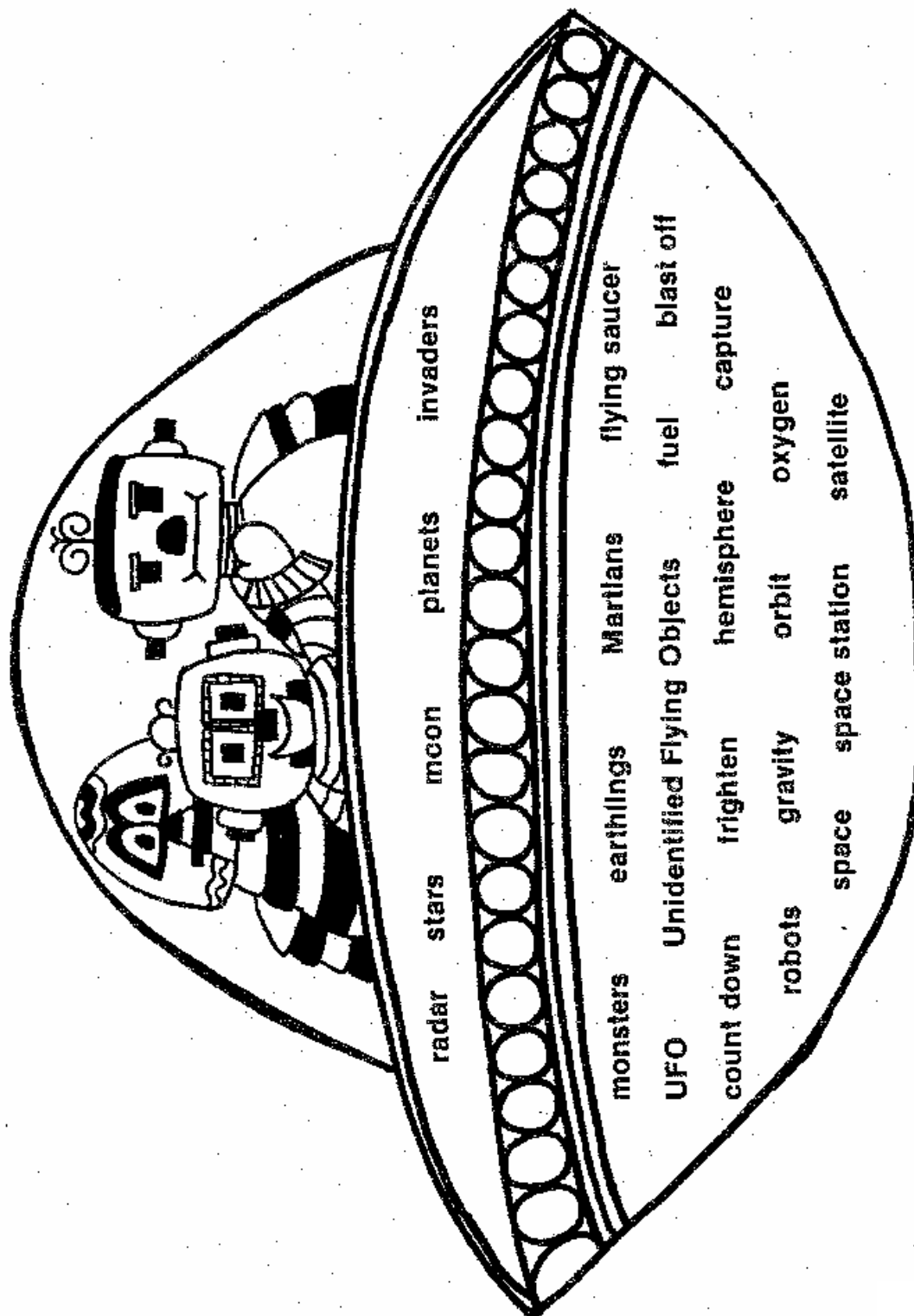
Spelling becomes less of an issue.

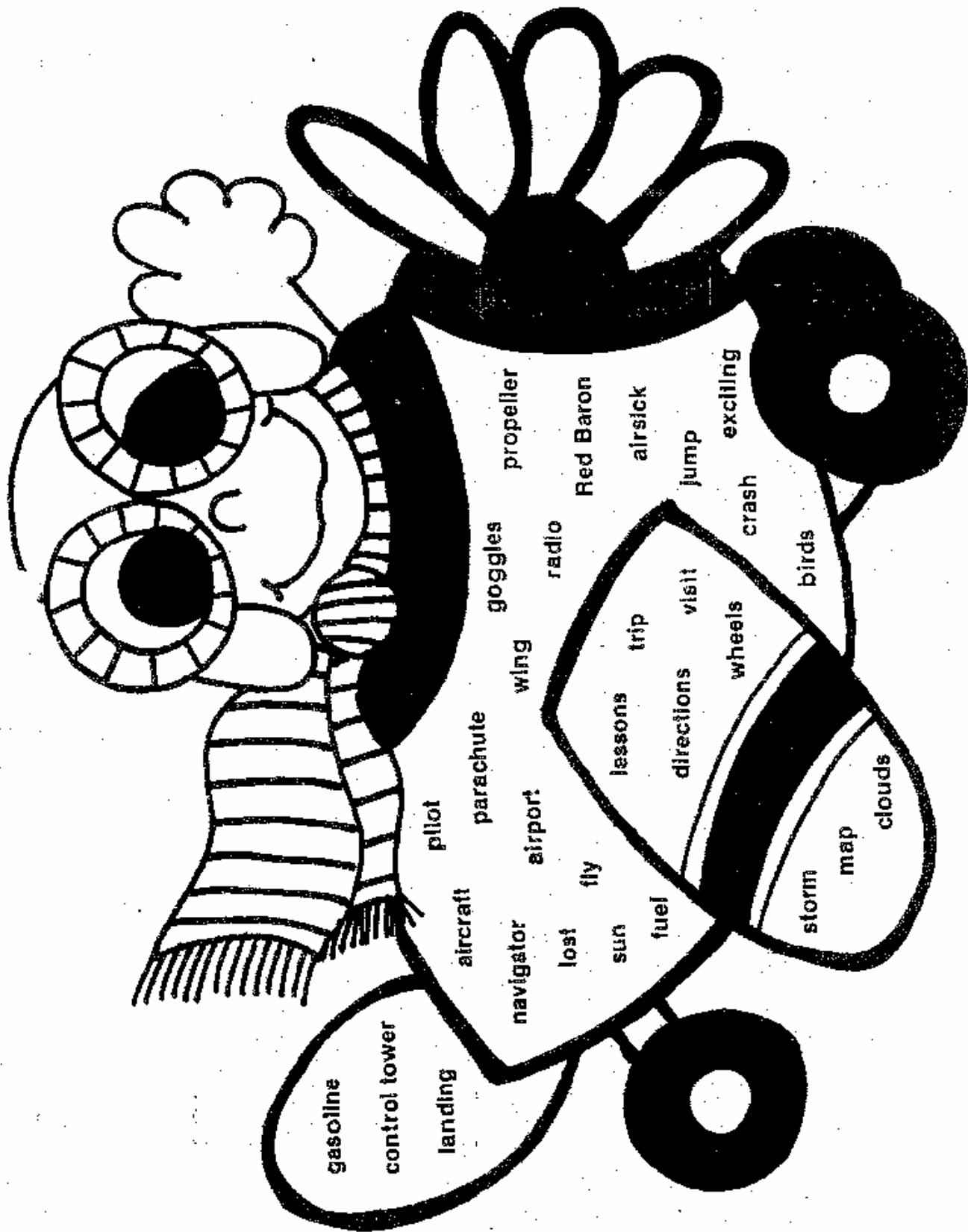
Students can self-select and look up words without the need for teacher support.

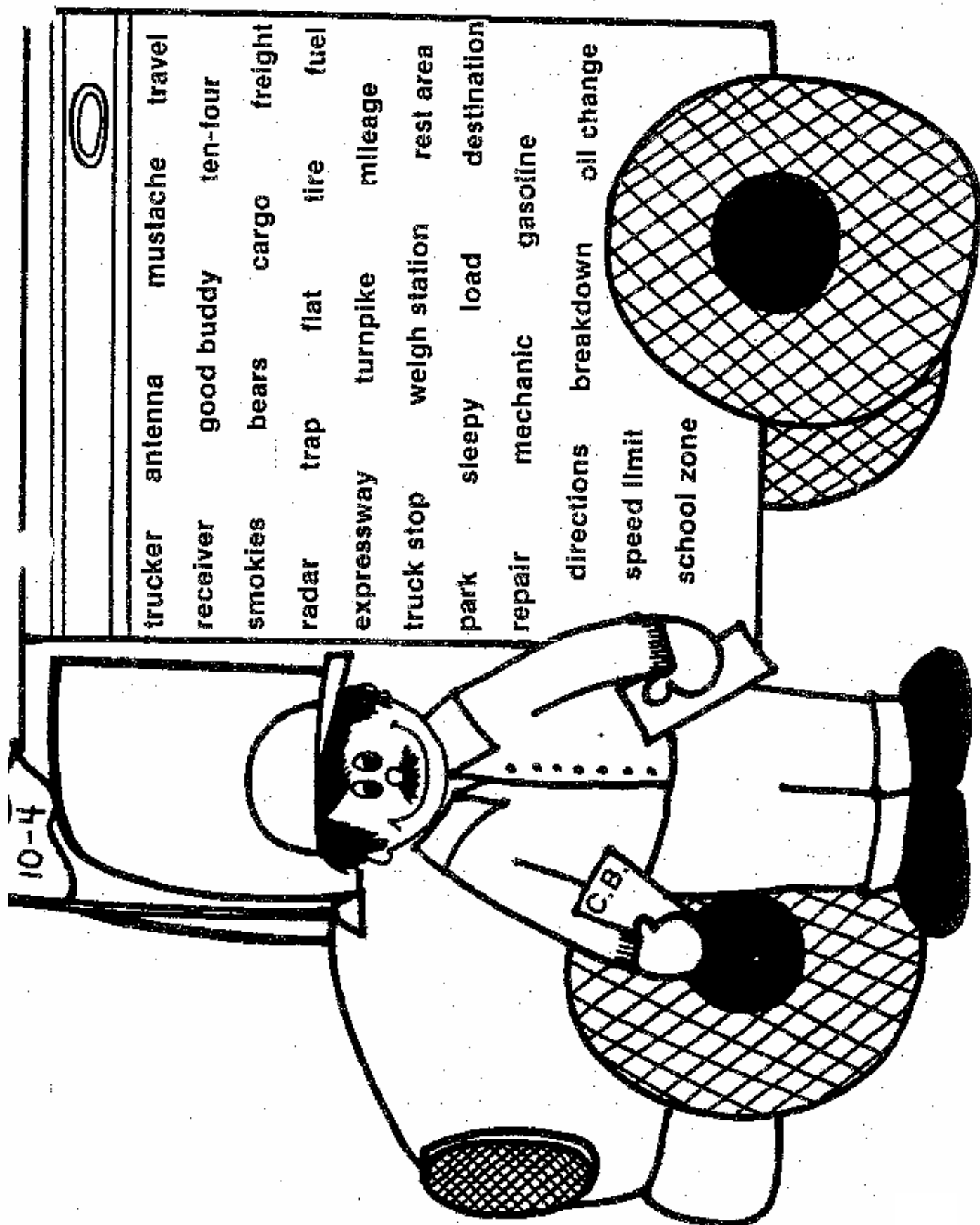
Students frequently feel motivated to use as many of the words provided as they can.

As parents and children are together working on this and younger children have less of an attention span, it is a good idea to provide similar activities for them. Samples of mazes, dot-to-dots, and coloring pages are provided.

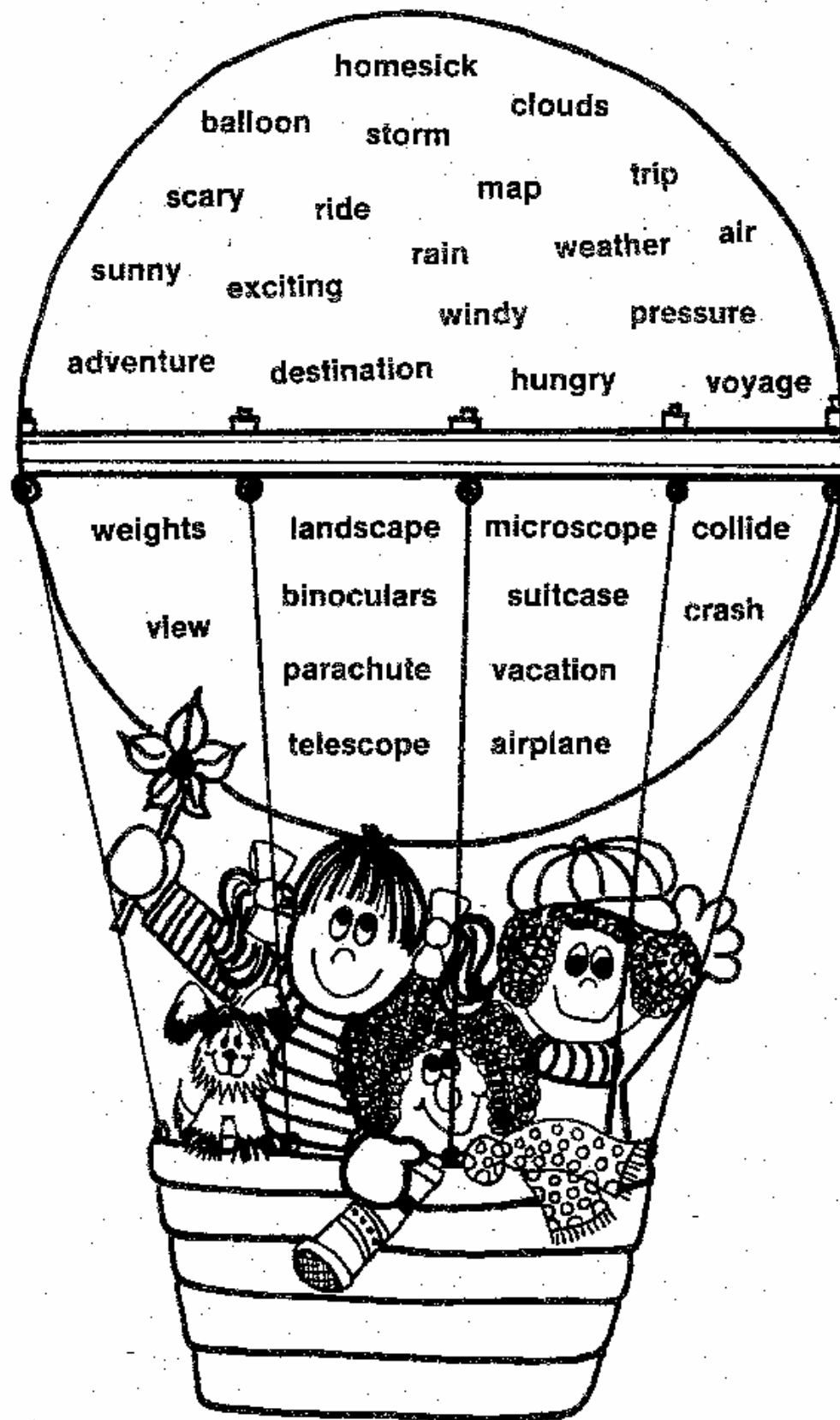
Make sure there is a way to display or share the final product. A bulletin board display or author's time at the end of the evening will allow presentation of efforts.





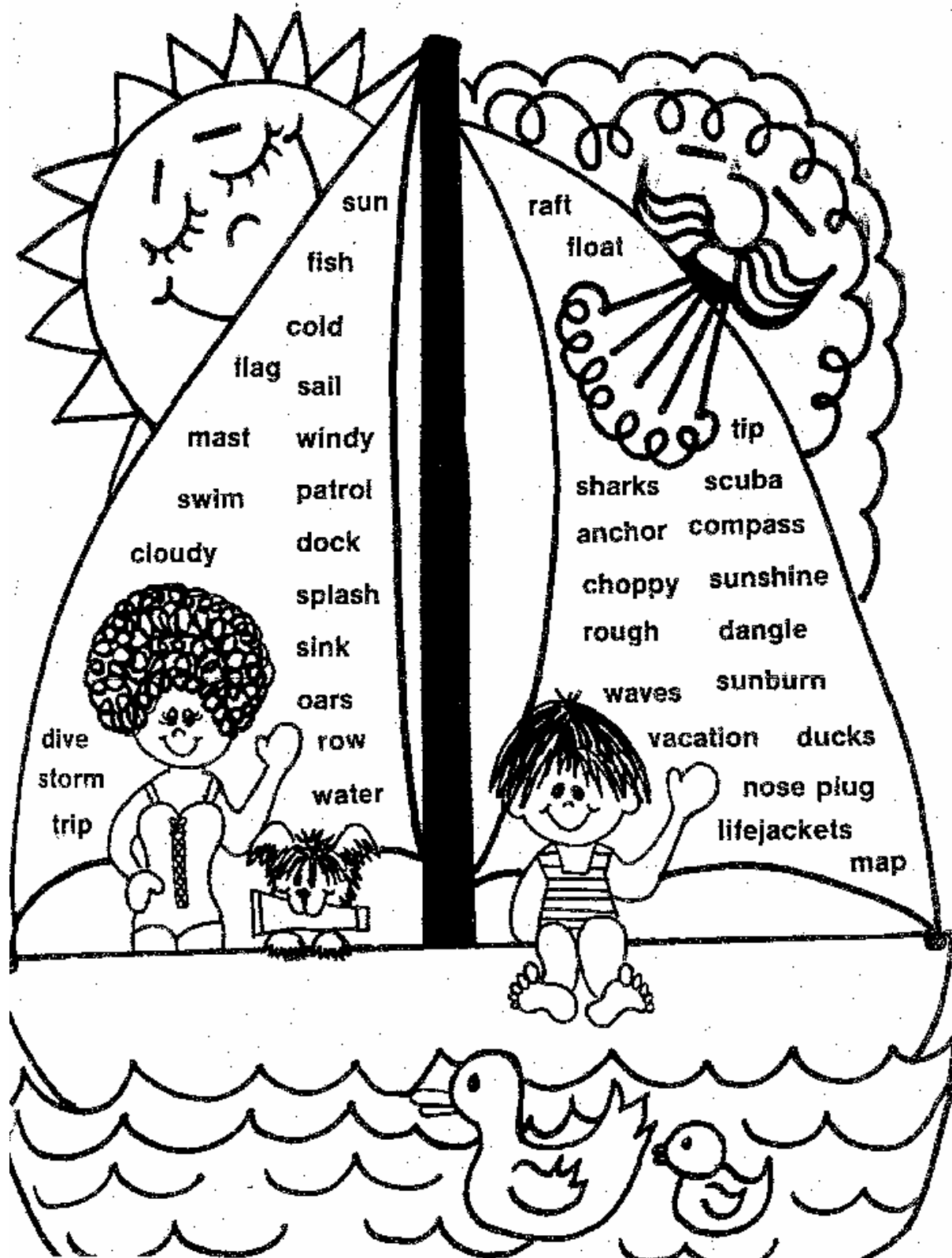


trucker	antenna	mustache	travel
receiver	good buddy	ten-four	
smokies	bears	cargo	freight
radar	trap	flat	tire
expressway	turnpike	mileage	
truck stop	welgh station	rest area	
park	sleepy	load	destination
repair	mechanic	gasoline	
directions	breakdown	oil change	
speed limit			
school zone			

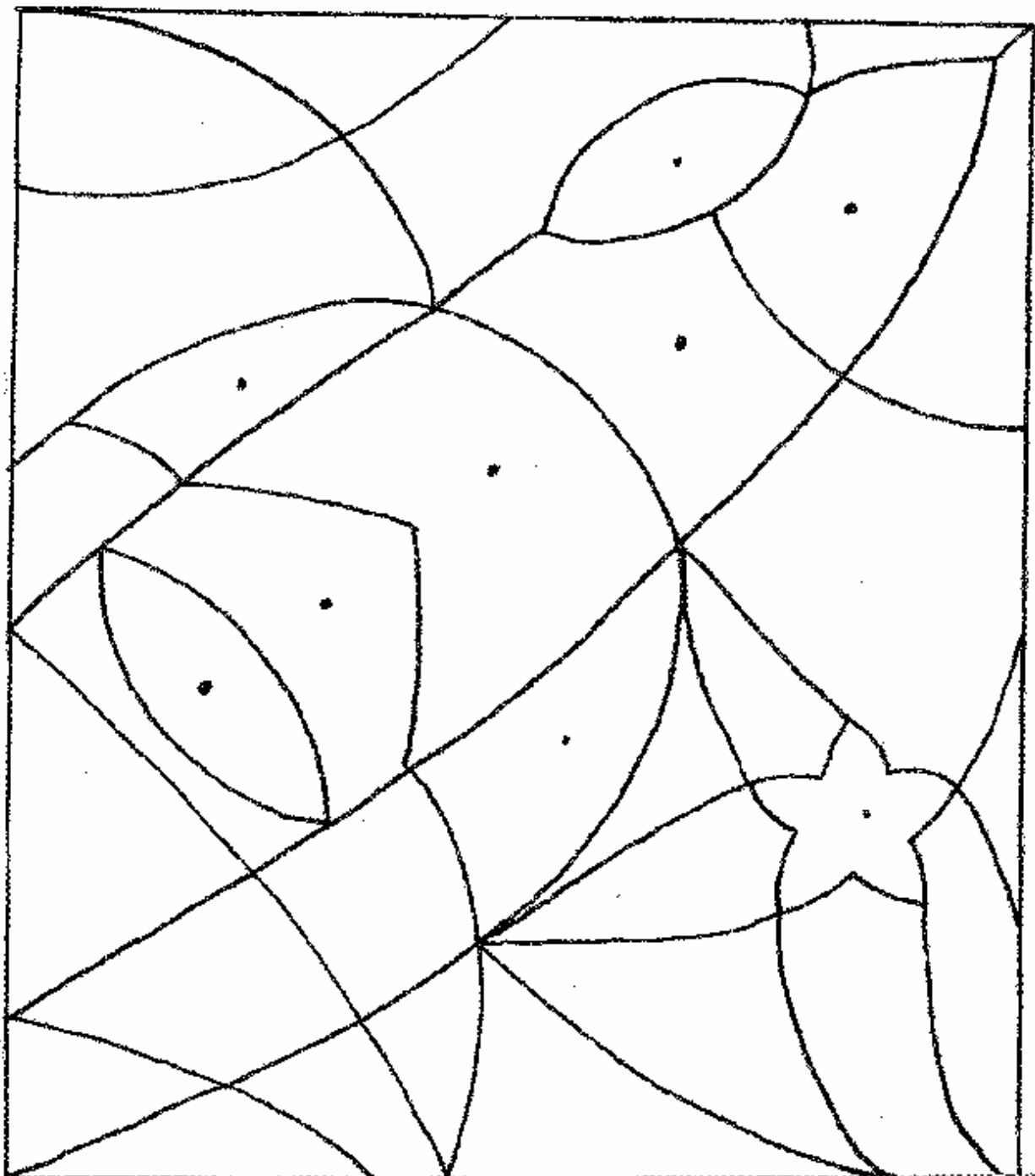


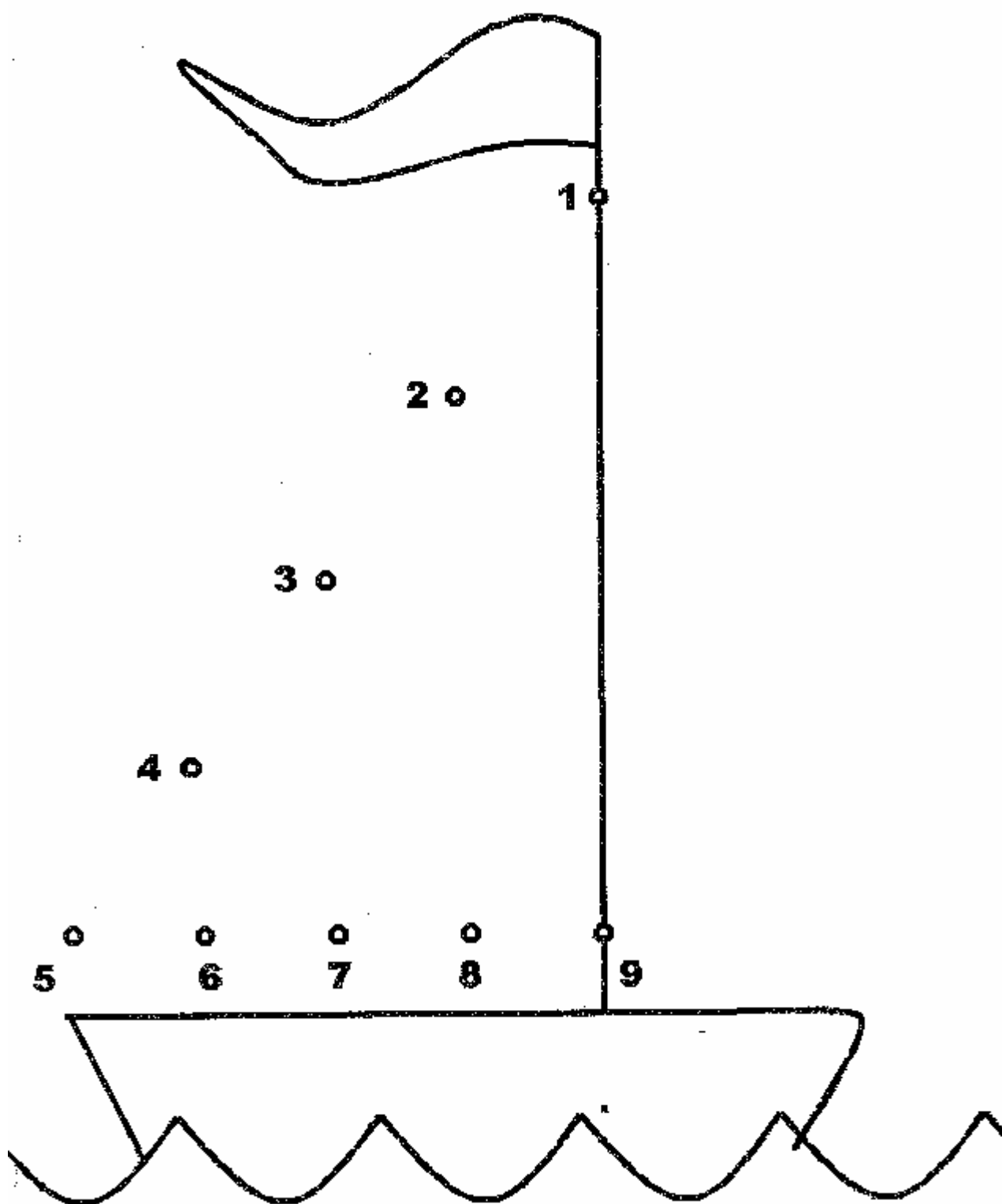
homesick
balloon storm clouds
scary ride map trip
sunny exciting rain weather air
windy pressure
adventure destination hungry voyage

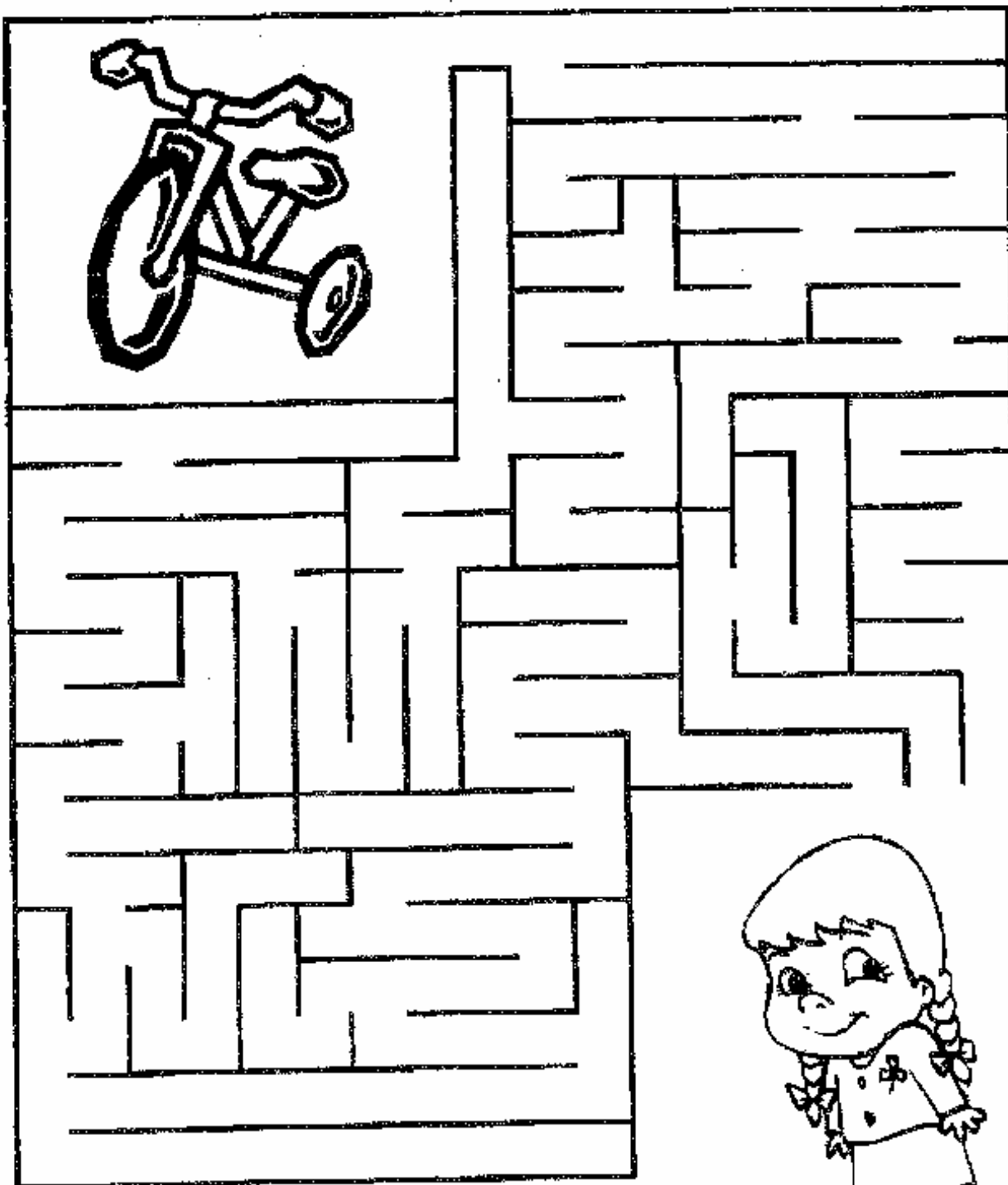
weights	landscape	microscope	collide
view	binoculars	suitcase	crash
	parachute	vacation	
	telescope	airplane	



Color the pieces without dots a dark color (like black or dark blue) to find the hidden image.

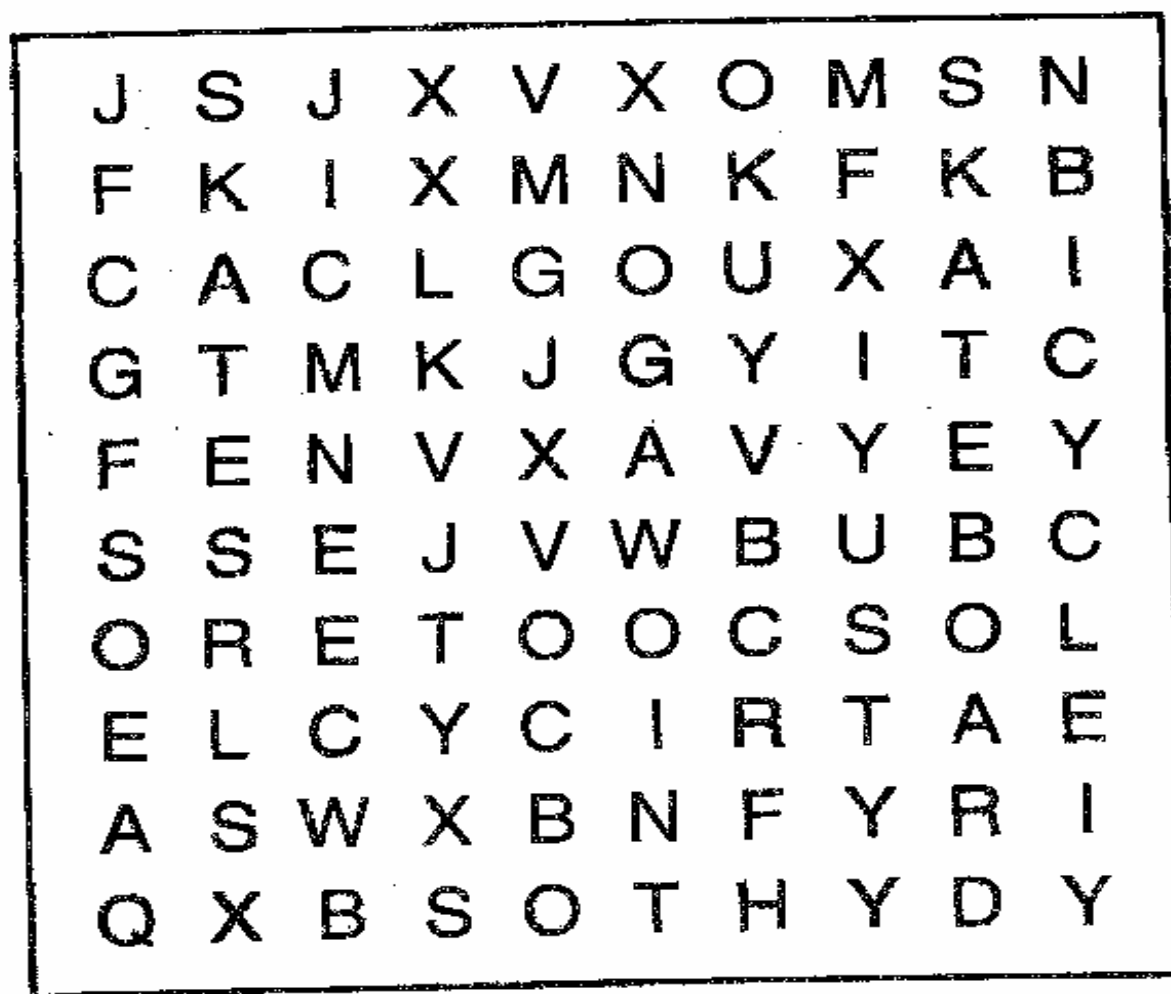






Show Amy the way to her tricycle.

FIND THE HIDDEN WORDS



SKATES
BICYCLE
SCOOTER

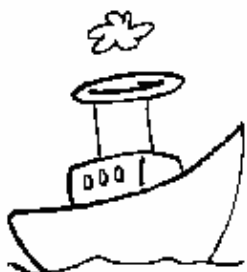
WAGON
TRICYCLE
SKATEBOARD



Name: _____

Circle the correct word to complete each sentence.

I see a



.

boat coat goat

I see a



.

car jar star

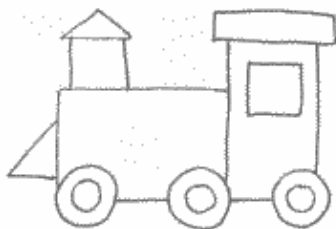
I see a



.

locket pocket rocket

I see a



.

gain pain train

I see a

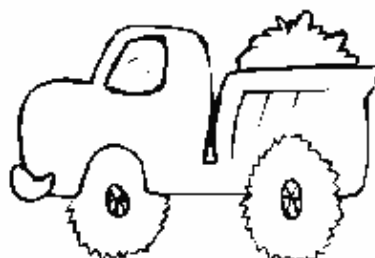
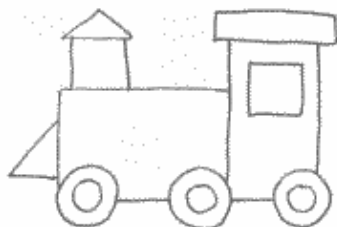
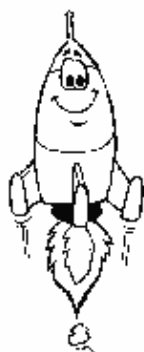
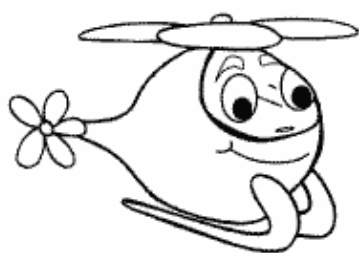
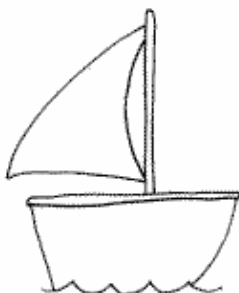


.

duck muck truck

Name: _____

Draw a line to match the vehicles with where you would find them.



Transportation Creation

prep time = 15 minutes + collecting items
activity time = 45 minutes
Colorado Math Standard 4.1

CASAS Competencies:

7.1.3 – Demonstrate personal responsibility and motivation in accomplishing goals

7.2.6 – Generate ideas using divergent and convergent approaches, and also through creative imagination

7.3.2 – Devise and implement a solution to an identified problem

CCAs: no specific CCAs

Skills for Children:

Fine motor skills (folding, manipulating, cutting, stapling, coloring)

Vocabulary development (action verbs, found objects, types of transportation)

Problem solving

Supplies Needed:

1. found objects (milk cartons, egg cartons, cereal boxes, juice lids, toilet paper rolls, etc)
2. pipe cleaners
3. construction paper, glue, scissors, staplers, brass fasteners, tape
4. newspapers to cover the table and make clean-up easier
5. markers, crayons, paint (if brave)
6. chart paper for recording verbs used in activity
7. markers stationed near the chart paper
8. bilingual or regular dictionaries for looking up verbs

Vocabulary:

Names of found objects (egg carton, juice lid, etc.)

Names of tools (scissors, staplers, pipe cleaners, glue, etc)

A variety of verbs: fold, cut, paste, bend, tear, flatten, straighten, staple, glue, fasten, tape

Types of transportation (car, truck, rocket ship, airplane)

Teacher Instructions:

- This project will use a considerable amount of space. It should not be placed near book or food activities.
- Make certain that newspapers are placed under the materials to assist in clean-up.
- Pile the found objects near the center of the tables.
- Explain the purpose is to create some type of model transportation using the found materials and tools.
- Explain that as families create their vehicles, they should record the actions (verbs) used in the creation. Make it a challenge to see how many different verbs get used.
- Families DO NOT need to create just one vehicle. Individuals can contribute to a group one or make their own.

This project works best if families and staff are asked to collect and bring in items in advance. Large, clean garbage bags can hold the items and keep up the mystery.

Take Home Intergenerational Literacy Activity – Transportation Repetition

Skills for Children:

2-4 year olds –repetitive language
vocabulary development
oral language
fine motor (coloring)
eye-hand coordination (coloring)

4-7 year olds – as above and fluency in language

CASAS Competencies:

7.4.1 – Identify or utilize effective study strategies

Vocabulary for Parents:

go	airplane	color
marker	crayon	colored pencil
fine motor	boat	eye-hand coordination
car	oral language	helicopter
jet	rocket	sailboat
train	truck	fluency

Instructions for Parents:

Parents: Please work with your child to complete this activity.

Skills that your child is learning in this activity are:

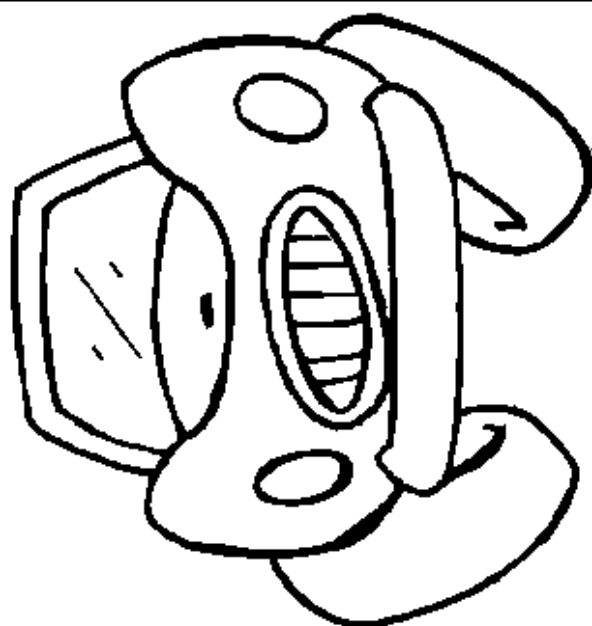
- ✓ **Repetition (practicing a sentence pattern to improve fluency)**
- ✓ **Eye-hand coordination (drawing and coloring)**
- ✓ **Fine motor (drawing and coloring)**
- ✓ **Oral language (practicing to say the rhyme)**

After the activity:

- **Read the story together.**
- **Practice naming each object.**
- **Continue the “I see a _____. Go _____ go!” pattern around your house with other objects.**
- **Encourage your child to color the pictures.**

DLTK's Mini Books

Go Car Go!

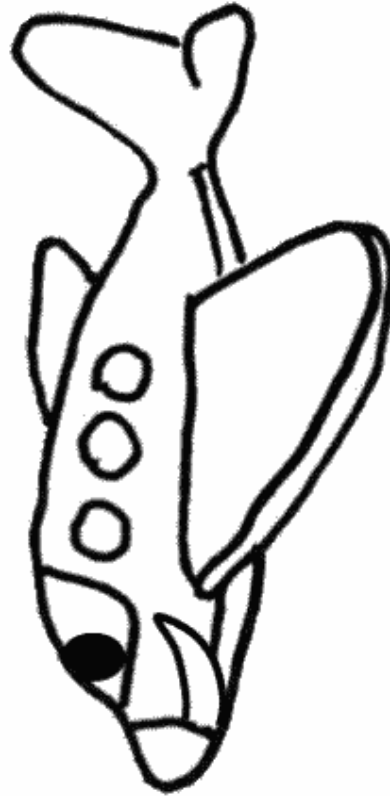
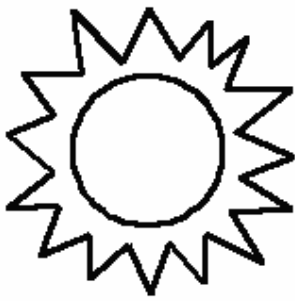


Created by: Leanne Guenther

Helping Children Grow

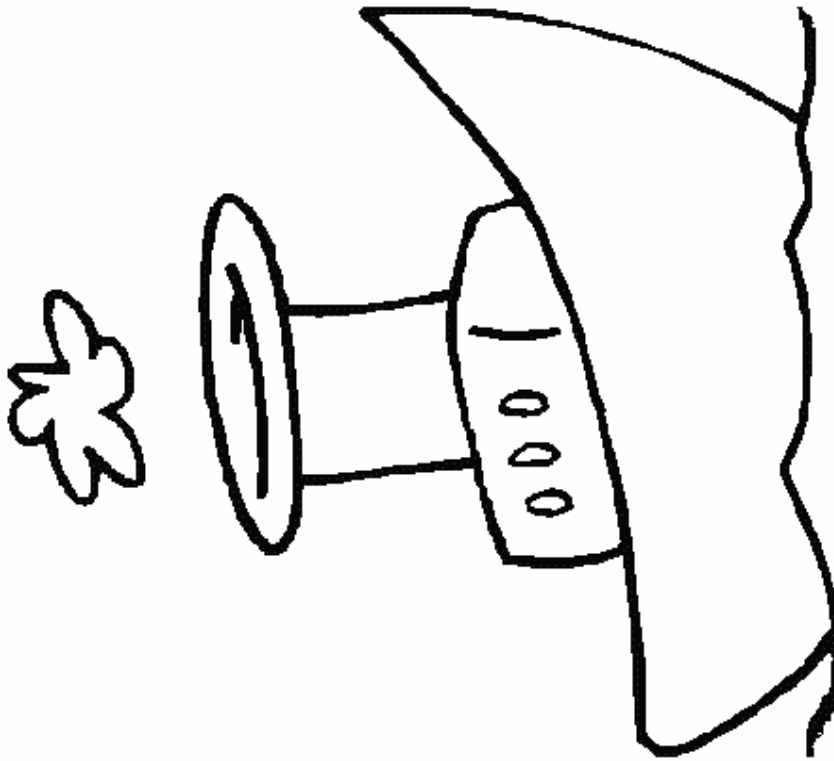


Free printables from <http://www.dltk-teach.com>



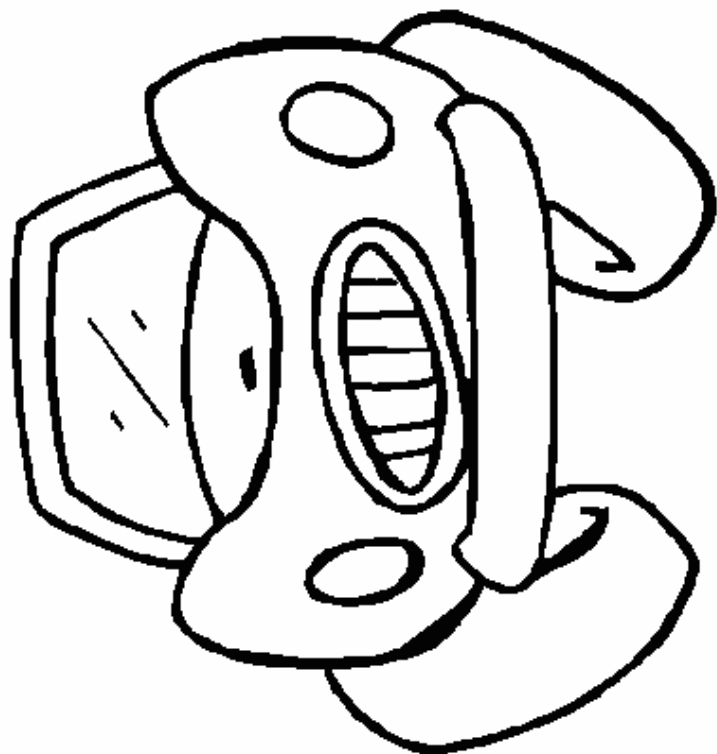
I see an airplane.

Go airplane go!



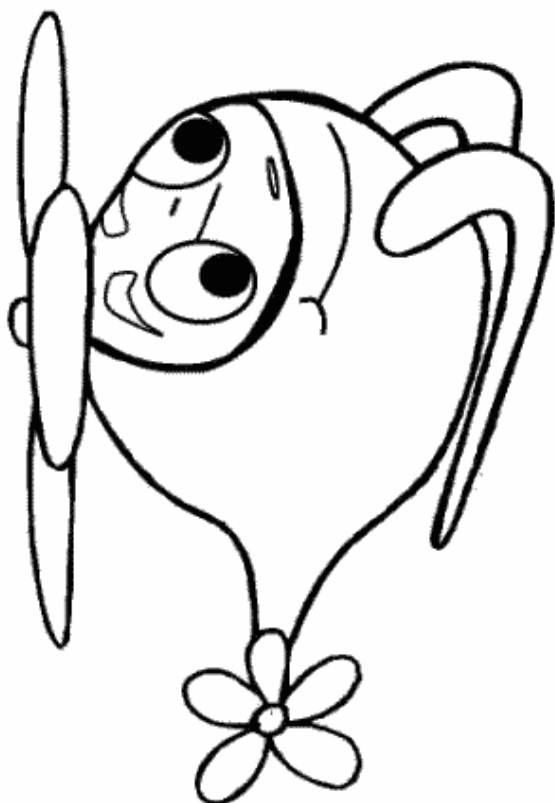
I see a boat.

Go boat go!



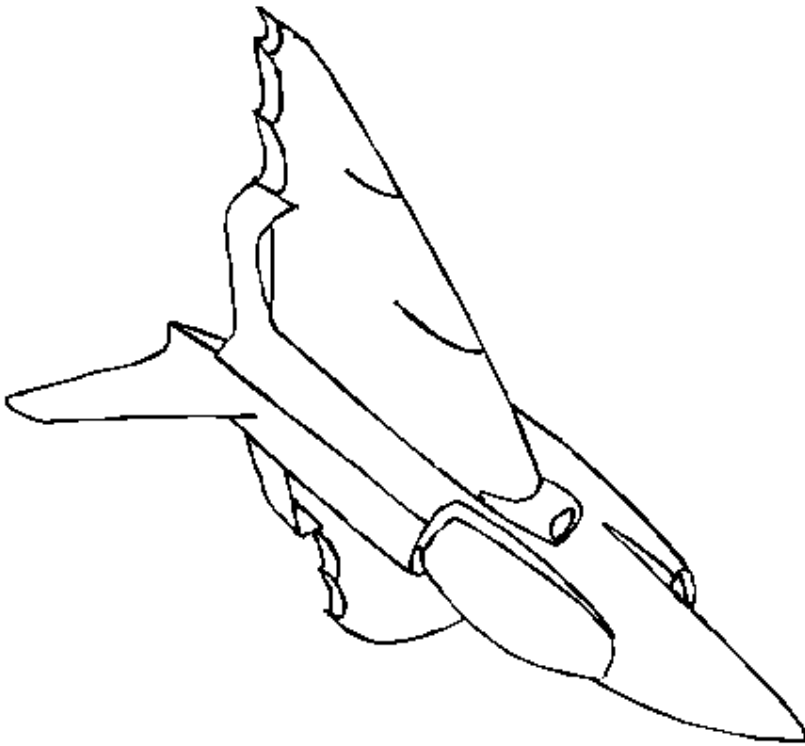
I see a car.

Go car go!



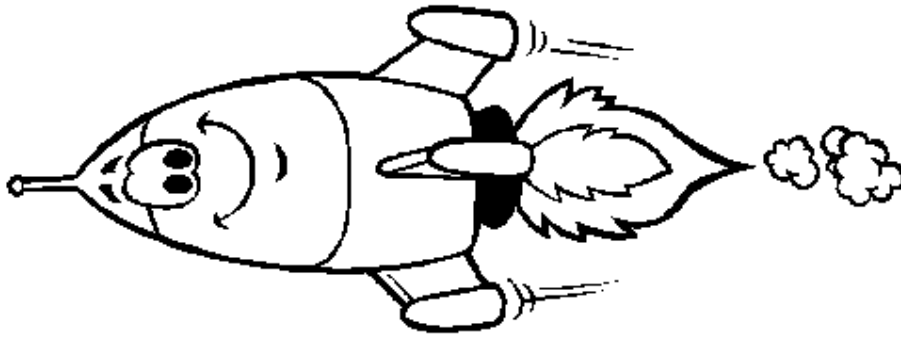
I see a helicopter.

Go helicopter go!



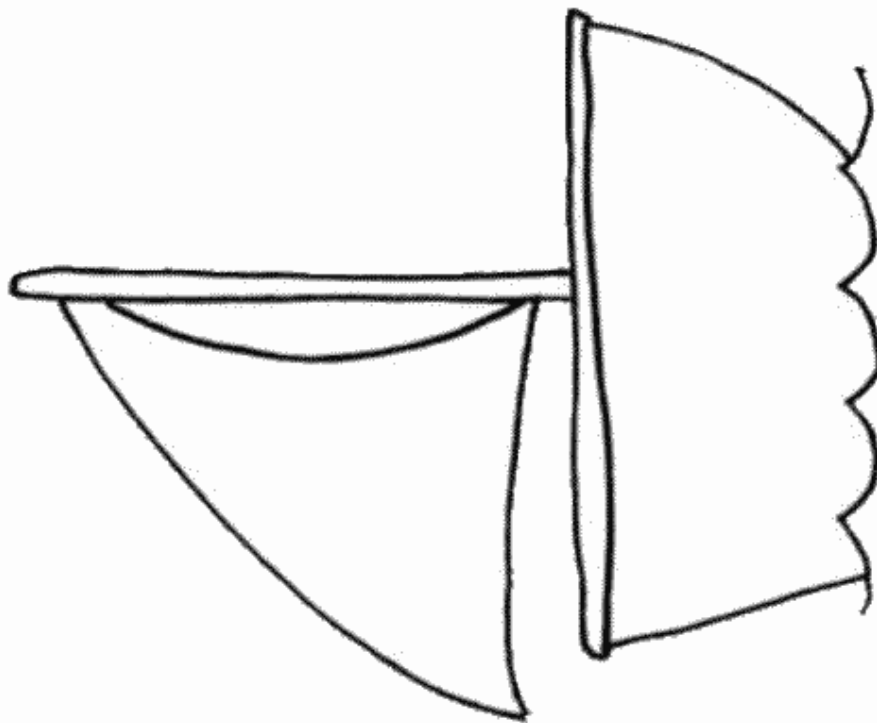
I see a jet.

Go jet go!



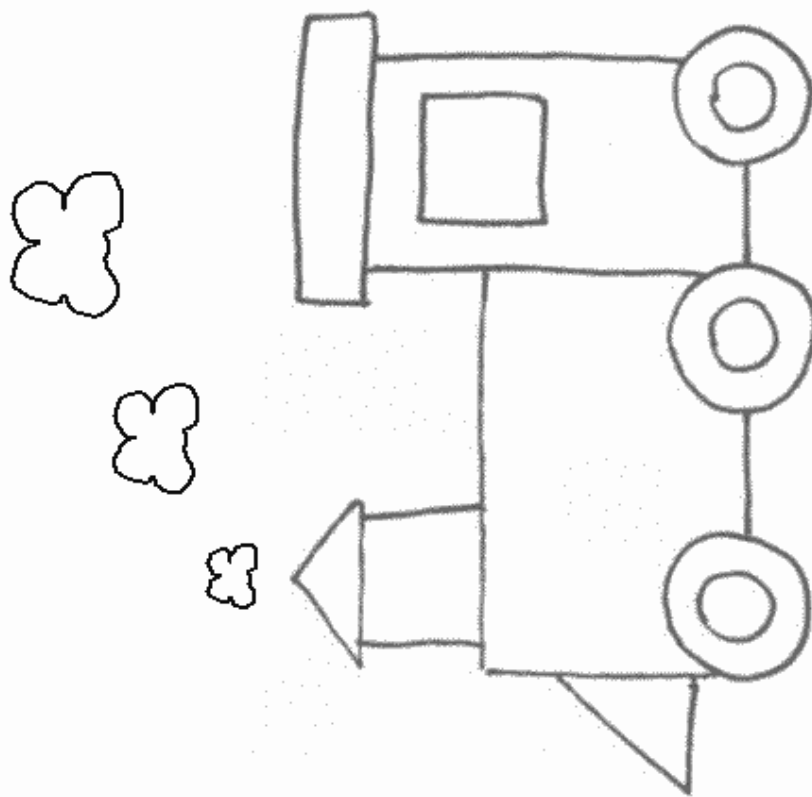
I see a rocket.

Go rocket go!



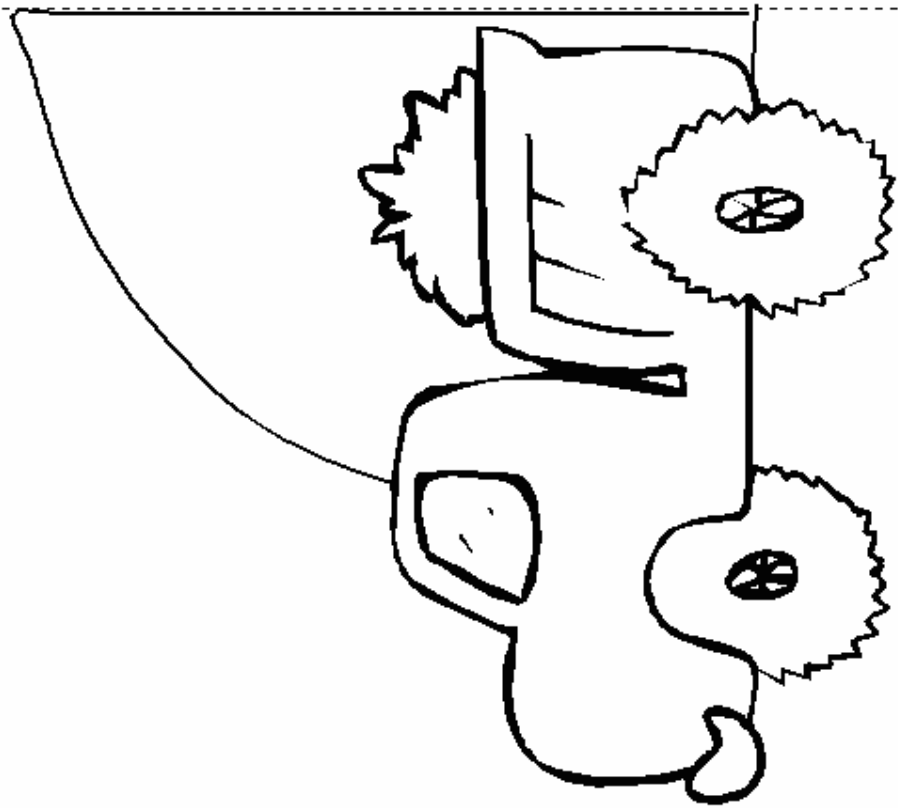
I see a sailboat.

Go sailboat go!



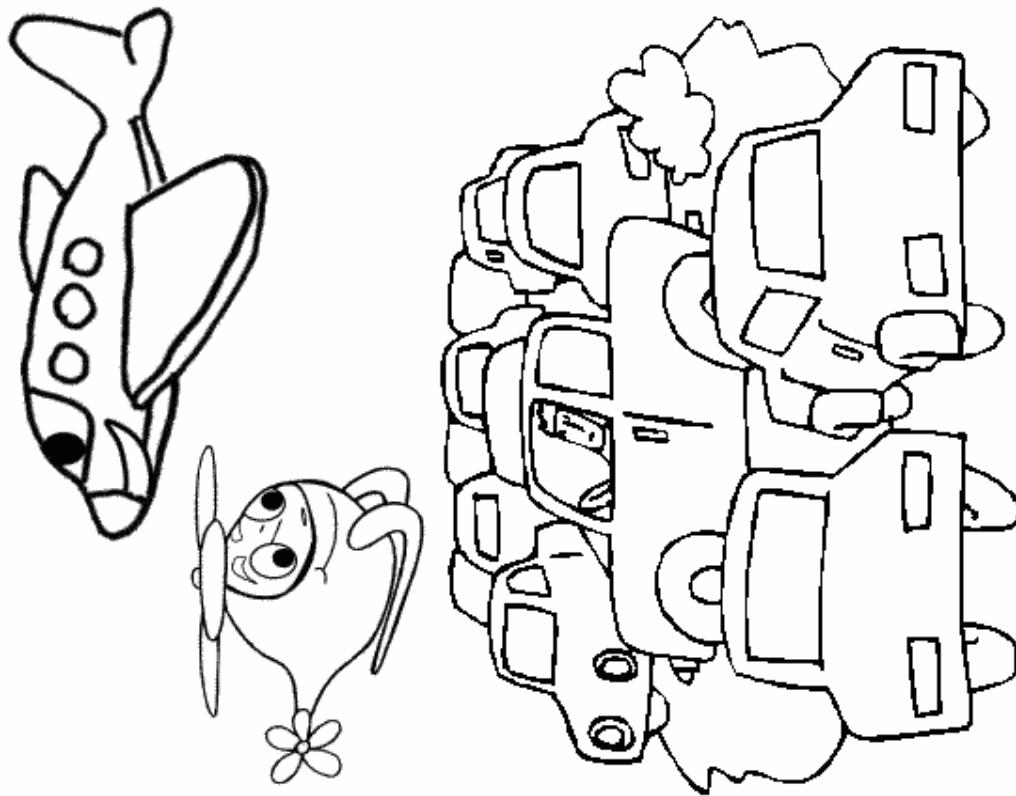
I see a train.

Go train go!



I see a truck.

Go truck go!



Go! Go! Go!

Take Home Intergenerational Literacy Activity – Transportation Vocabulary and Rhyming

Skills for Children:

Colorado Reading/Writing Standard 1.1

2-4 year olds – eye-hand coordination (coloring)
vocabulary
oral language development

4-7 year olds – as above and written language development

CASAS Competencies: No specific competencies are addressed with this activity

Vocabulary for Parents:

boat	airplane	rocket ship
space ship	travel	illustrate
expand	rhythm	rhyme

Have the parents cut the pages apart and staple them before taking home. Not all families will have scissors and staples at home.

Note: The child's picture can be cut from a photograph and place on the first page or the child can draw their own.

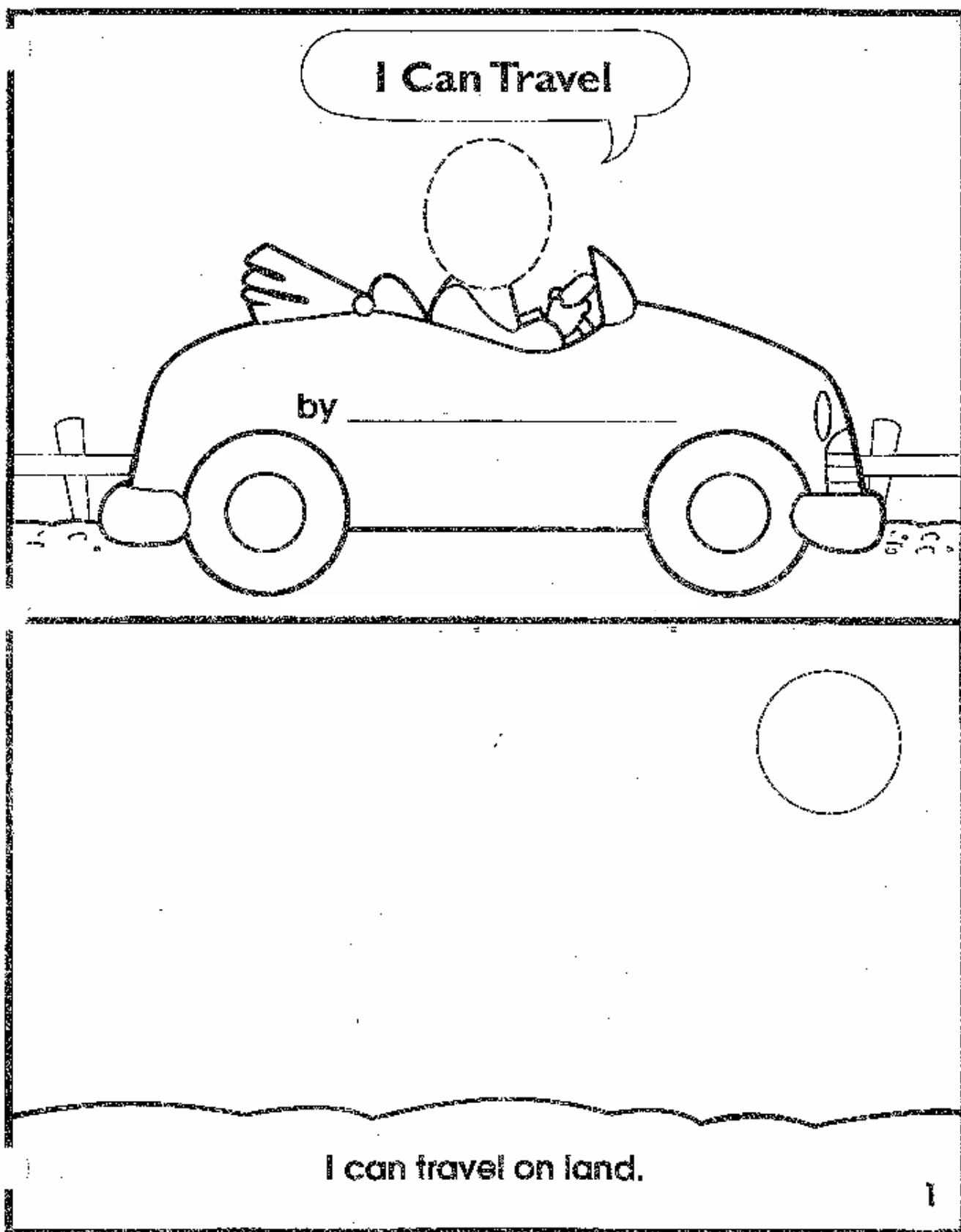
Instructions for Parents:

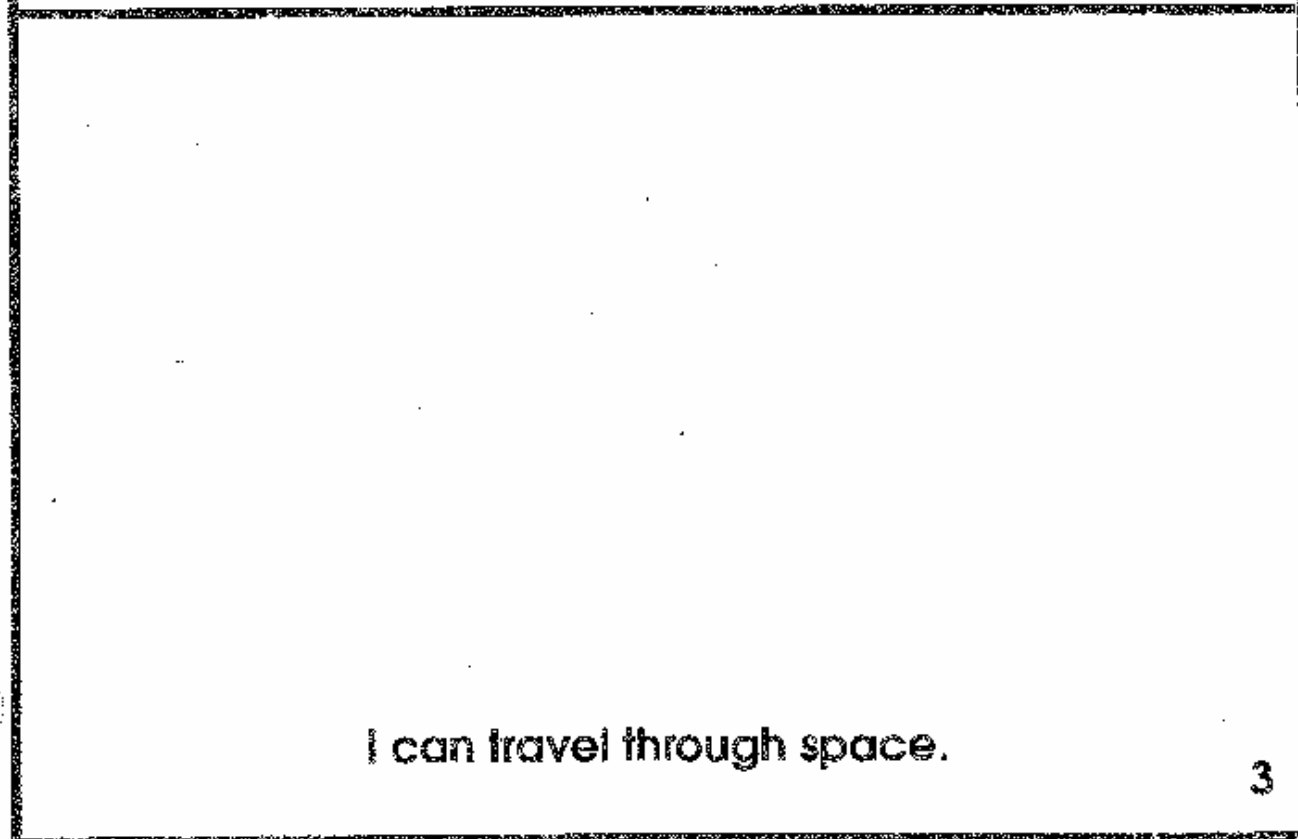
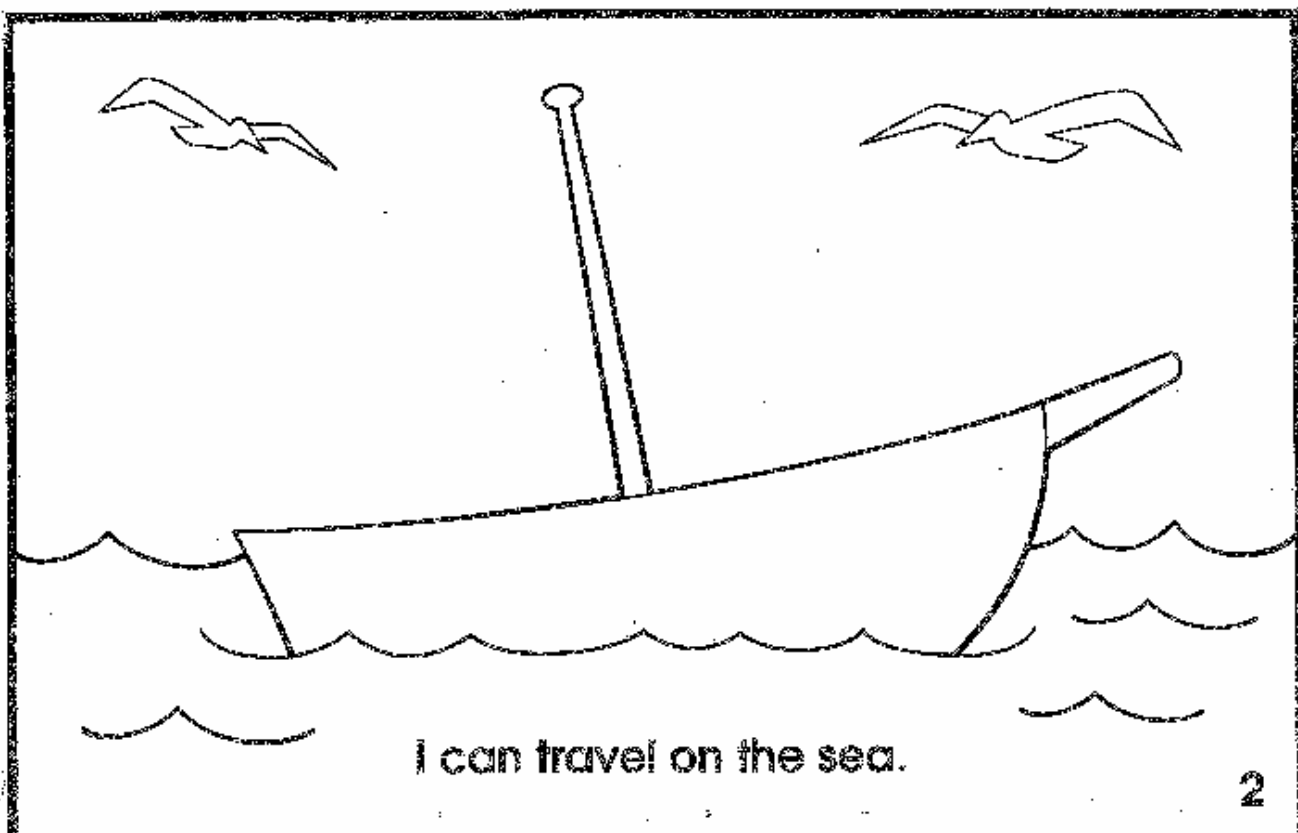
**Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:**

- ✓ **Eye-hand coordination (coloring)**
- ✓ **Fine motor (coloring)**
- ✓ **Rhyming**
- ✓ **Oral language development**
- ✓ **Expanding sentences with more information**

After the activity:

- **Practice reading the story together.**
- **Have your children expand the sentences to describe what they see when traveling. If the child can write, have he/she write about each picture.**







I can travel through the air.

4

**Land, sea, space, air...
I can travel everywhere!**

5

Take Home Intergenerational Literacy Activity – Transportation Cutting and Tracing

Skills for Children:

2-4 year olds – tracing (fine motor)
cutting (fine motor)
eye-hand coordination (cutting and tracing)
vocabulary of vehicles
comparing sizes (early math skill)

4-7 year olds – this activity is not appropriate for this age group

CASAS Competencies: no specific competencies are addresses in this activity

Vocabulary for Parents:

train	boat	airplane
van	trace	draw
cut	practice	transportation
small	bigger	compare

Instructions for Parents:

**Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:**

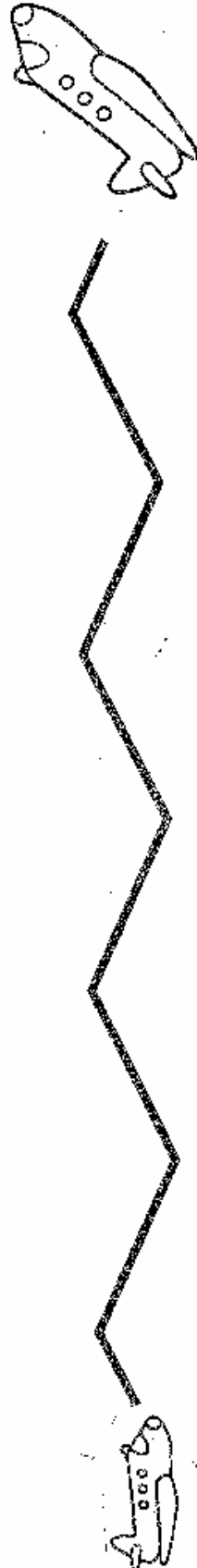
- ✓ **Eye-hand coordination (tracing and cutting)**
- ✓ **Fine motor (tracing and cutting)**
- ✓ **Naming different types of transportation**

After the activity:

- **Draw more lines for your child to practice cutting or tracing.**
- **Practice saying the vocabulary.**
- **Help your child find objects that are big and small.**

Vehicle Paths

Cut or trace from the small vehicle to the bigger one.



Take Home Intergenerational Literacy Activity – Transportation Shapes and Counting

Skills for Children:

Colorado Math Standard 4.2

2-4 year olds – visual discrimination (shapes)

counting

identifying colors

coloring (fine motor and eye-hand coordination)

4-7 year olds – as above and writing name

CASAS Competencies:

6.6.2 – Recognize, use, and measure linear dimensions, geometric shapes, or angles

Vocabulary for Parents:

train

crayon

triangle

square

blue

find

color

colored pencil

circle

rectangle

green

scavenger hunt

marker

fine motor

eye-hand coordination

red

yellow

Instructions for Parents:

Parents: Please work with your child to complete this activity.

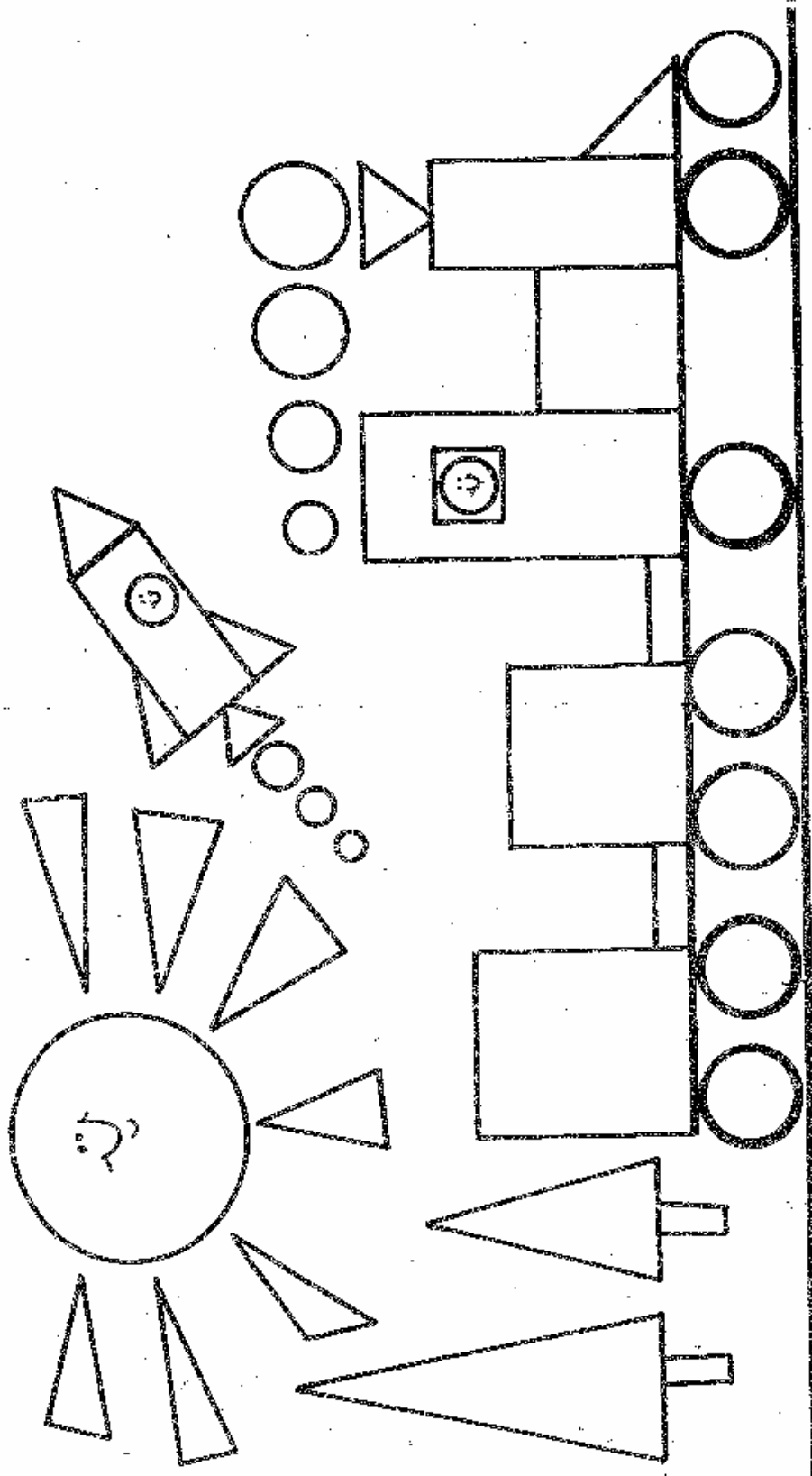
Skills that your child is learning in this activity are:

- ✓ **Eye-hand coordination (drawing and coloring)**
- ✓ **Fine motor (drawing and coloring)**
- ✓ **Counting**
- ✓ **Naming and using colors**
- ✓ **Naming and finding shapes**


After the activity:

- **Go on a shape hunt in your house.**
- **Help your child make another picture using shapes.**
- **Practice saying the vocabulary. Color names and shape names.**

Name _____



Color each shape. Count the shapes. Write the number on the line.

_____ Yellow s
 _____ Blue s
 _____ Green s
 _____ Red s

Take Home Intergenerational Literacy Activity – Transportation Vocabulary

Skills for Children:

Colorado Reading/Writing Standard 2.2

2-4 year olds – vocabulary development

oral language

rhyming and rhythm

fine motor (drawing and coloring)

eye-hand coordination (drawing and coloring)

4-7 year olds – as above

CASAS Competencies: no specific competencies are addressed in this activity

Vocabulary for Parents:

train

draw

color

marker

crayon

colored pencil

fine motor

rhyme

eye-hand coordination

rhythm

oral language

imagine

pretend

possible items seen from a train (cow, horses, car, tree, river, etc.)

Instructions for Parents:

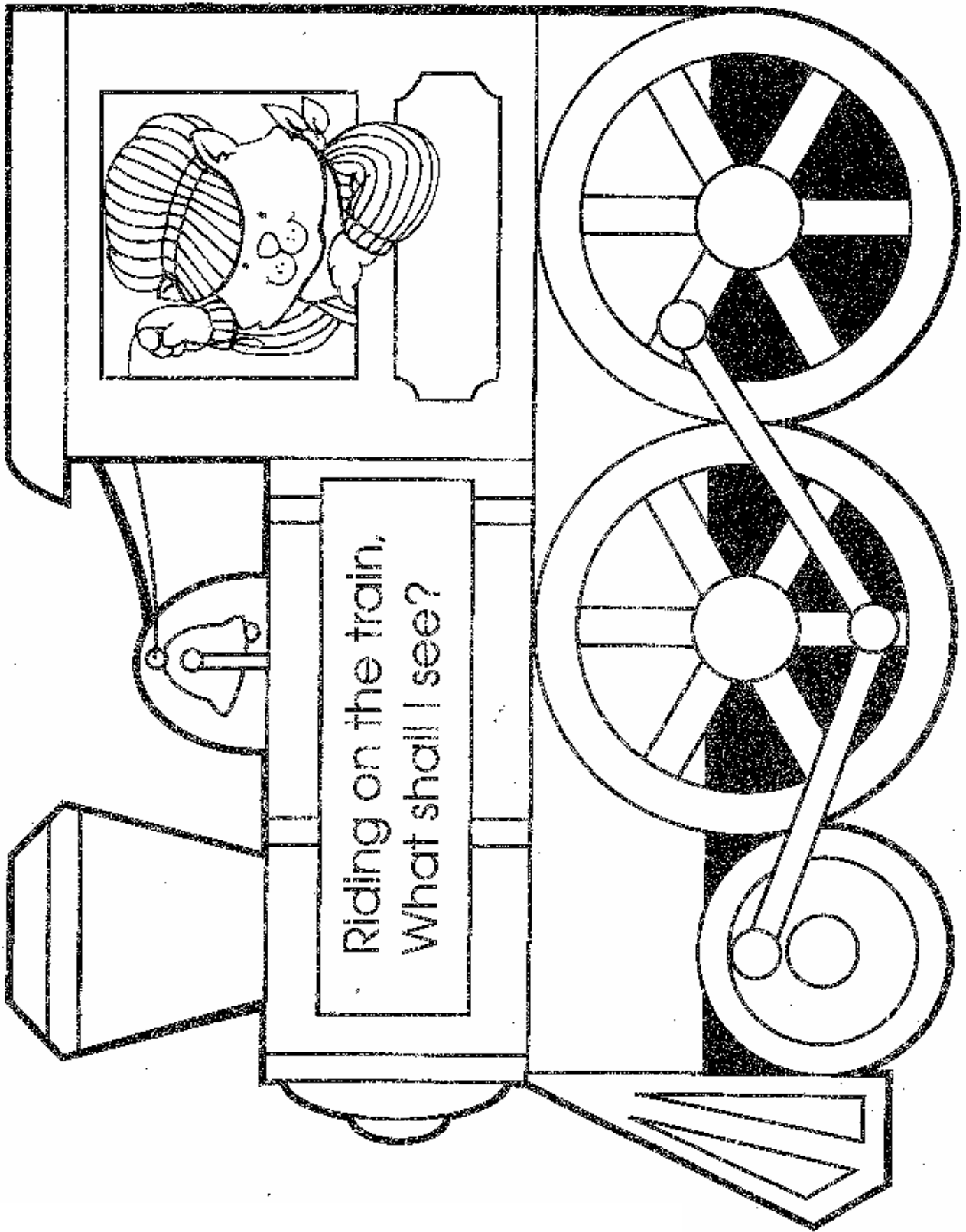
Parents: Please work with your child to complete this activity.

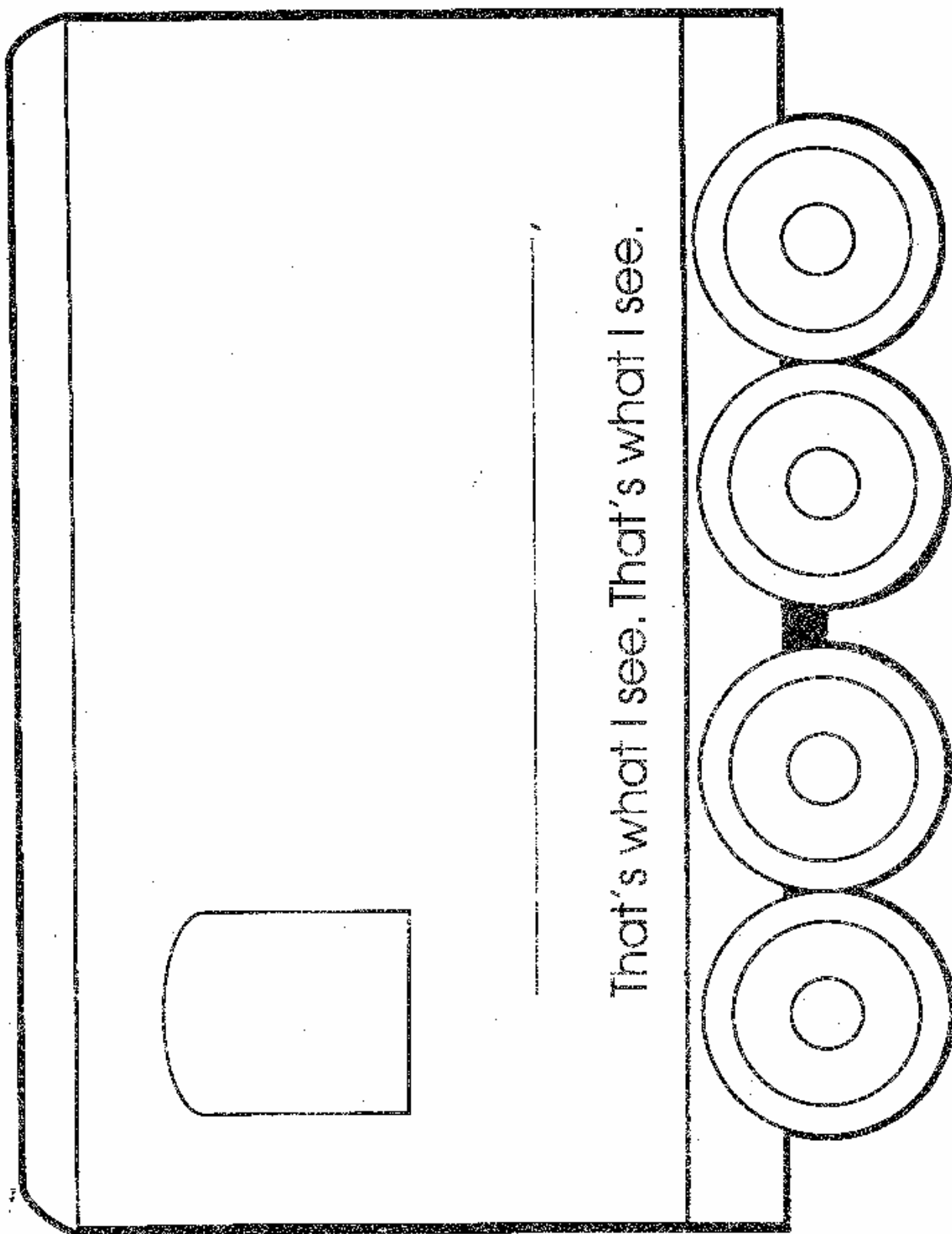
Skills that your child is learning in this activity are:

- ✓ **Eye-hand coordination (drawing and coloring)**
- ✓ **Fine motor (drawing and coloring)**
- ✓ **Vocabulary development (naming items to see from the train)**
- ✓ **Oral language (practicing to say the rhyme)**
- ✓ **Rhyming**

After the activity:

- **Read the story together.**
- **Practice naming each object.**
- **Pretend the train is a boat or an airplane. What would be different?**
- **Help your child imagine some unusual things that they would not see from a train window. Example: dinosaur**





Take Home Intergenerational Literacy Activity – Transportation Visual Discrimination

Skills for Children:

Colorado Math Standard 2.1

2-4 year olds – cutting (fine motor)

eye-hand coordination (cutting)

gluing (fine and sometimes gross motor)

visual discrimination (pre-reading and problem solving)

vocabulary development

4-7 year olds – as above

CASAS Competencies:

7.2.2 – Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships

Vocabulary for Parents:

cut	glue	paste	place
boat	airplane	train	van
visual	discrimination	notice	differences
problem solving	spelling	missing	vehicle
transportation			

Instructions for Parents:

Parents: Please work with your child to complete this activity.
Skills that your child is learning in this activity are:

- ✓ **Fine motor (cutting)**
- ✓ **Eye-hand coordination (cutting)**
- ✓ **Visual discrimination (which one is missing)**
- ✓ **Problem solving (which one is needed)**
- ✓ **Vocabulary development**

After the activity:

- **Practice naming each object.**
- **Count the number of each object. Example: How many boats are there?**
- **Color each vehicle.**

What's Missing?

Look at each row.

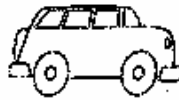
What's missing?

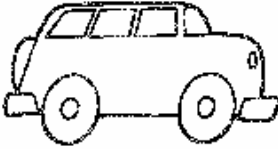

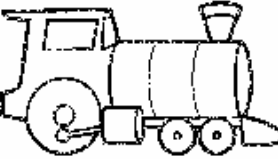

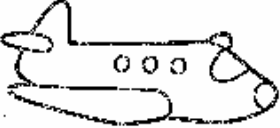





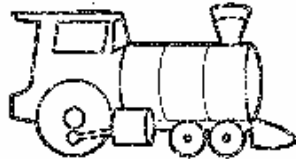



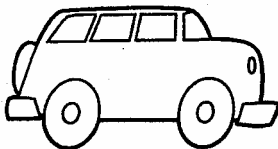
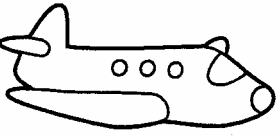

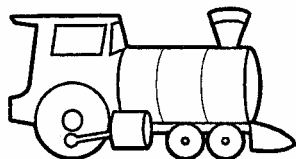
Cut and



glue.



			
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Take Home Intergenerational Literacy Activity – Transportation Sequencing

Skills for Children:

2-4 year olds – cutting (fine motor)
sequencing (pre-reading and math)
coloring (fine motor, eye-hand coordination)
telling the story (oral language, vocabulary building)

4-7 year olds – as above and writing skills

CASAS Competencies: no specific competencies are addresses in this activity

Vocabulary for Parents:

cut	order	sequencing
dirty	clean	wash
water	hose	bucket
soap	rag	sponge
car wash	beginning	middle
end		

Instructions for Parents:

Parents: Please work with your child to complete this activity.

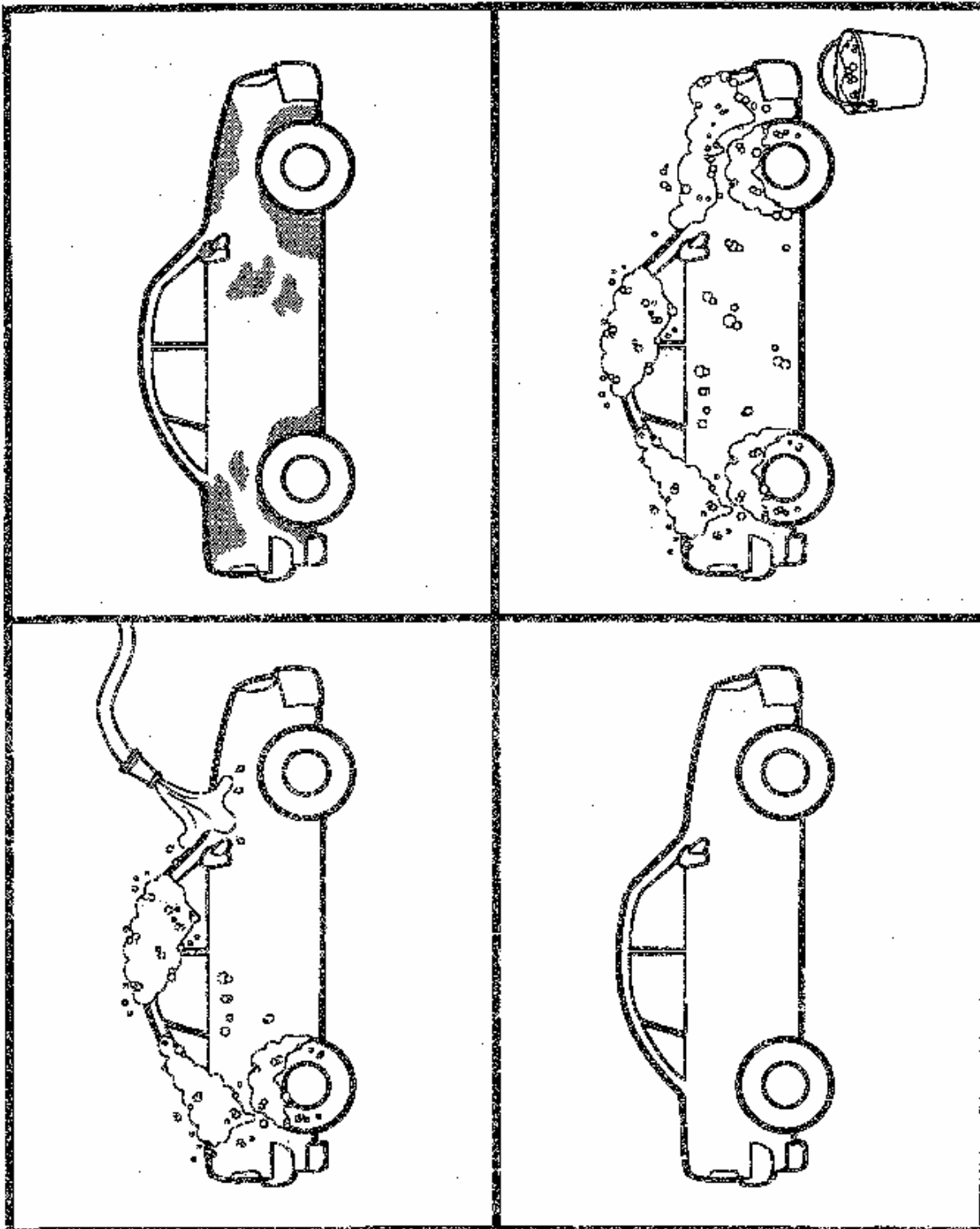
Skills that your child is learning in this activity are:

- ✓ **Fine motor (cutting and coloring)**
- ✓ **Eye-hand coordination (cutting)**
- ✓ **Sequencing (putting the story in order)**
- ✓ **Oral language (telling the story)**
- ✓ **Written language (writing a story)**

After the activity:

- **Practice reading the book together.**
- **Make another book together about something in your daily life. Have your child draw the pictures or write sentences and then put them in order.**
- **Ask your child if something happened at the beginning, middle or end of a story.**

**Cut the four pictures apart. Put the pictures in order.
Write a sentence about each picture.**



What's In Common - Animals?

prep time = 5 minutes (copies)

activity time = 20 minutes

Colorado Math Standard 4.2

ABE/GED Skills:

Venn Diagrams

Analysis

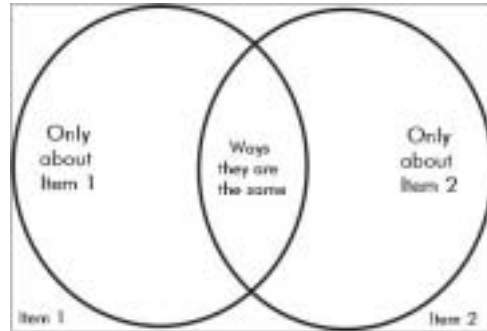
Life Science

Skills for Children:

Fine motor skills

Oral language development

Compare and contrast



My Venn Diagram

Supplies Needed:

1. animal worksheet
2. ~ 2' pieces of different colored yarns (minimum of 3 colors per group)
3. crayons, markers, or colored pencils

Vocabulary:

sort

similar

compare

classify

different

contrast

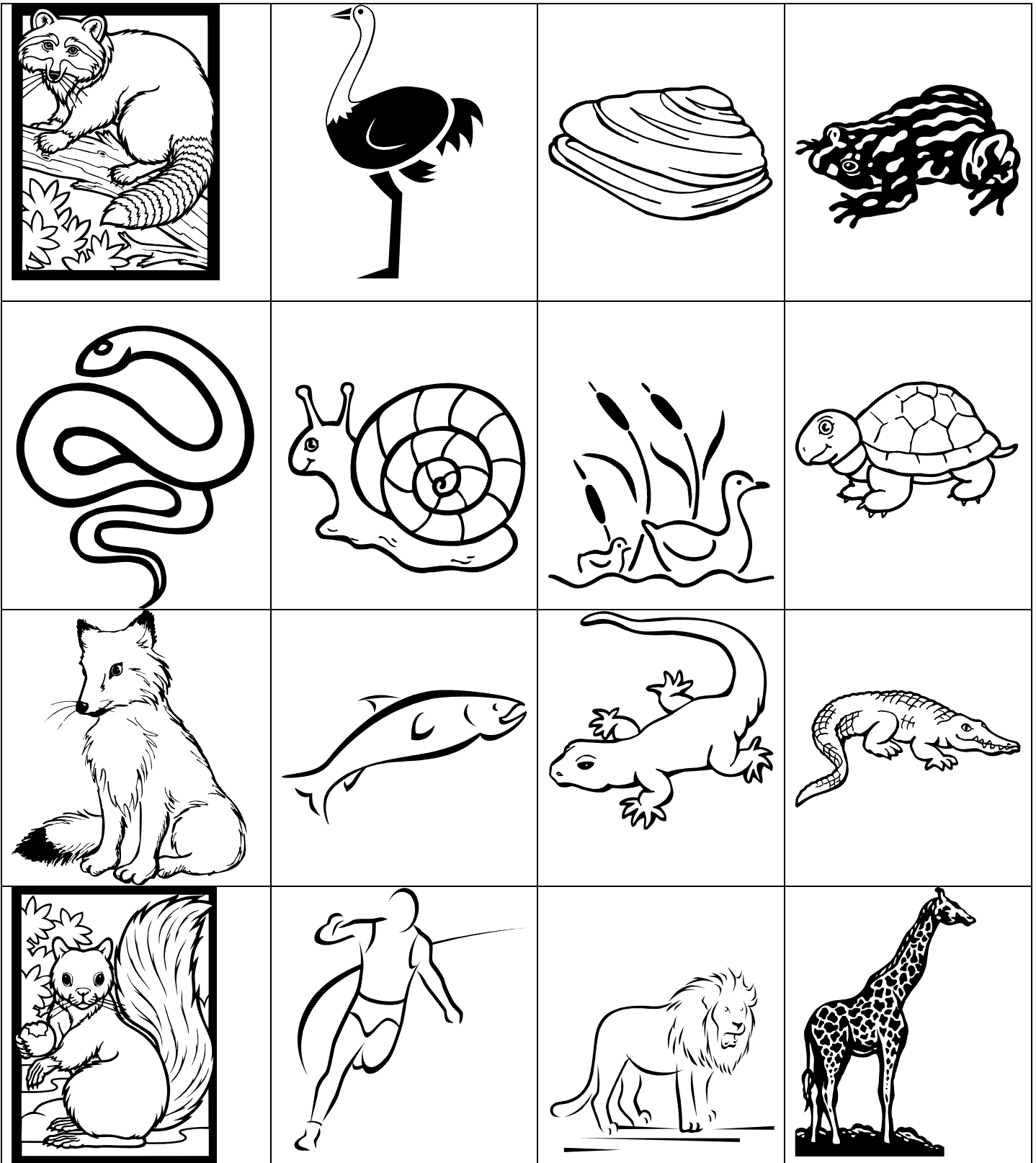
appendages

Venn diagram

habitat

General Directions:

1. Have students tie each piece of yarn so that it forms a large loop.
2. Have children or students cut apart the animal cards.
3. Ask students and children to sort the cards into different groups within each yarn loop. Emphasize that some of the animals will fit into multiple loops and that the loops can be overlapped. Drawing a sample Venn diagram on the board may make this easier.
4. Ask each group to discuss why the animals are in each group and give each yarn group a name or characteristic.
5. Children may color each animal card while adults or older children can make a matching word card for that animal.
6. After completed, children and adults can play "Go Fish" or "Concentration" with the cards.
7. As an adult extension activity, have adults think of as many different categories that the animal cards could be classified. Some examples include habitat, color, size, eating habits and more.
8. Additional adult student activities include creating a mnemonic device to learn the order of classifications of animals (kingdom, phylum, etc.)



frog	turtle	crocodile	giraffe
clam	duck	lizard	lion
ostrich	snail	fish	runner
raccoon	snake	fox	squirrel

Constellation Game

prep time = 5 minutes (copies)
activity time = 20 minutes
Colorado Reading/Writing Standard 6.2

ABE/GED Skills:

Application
Writing
Space Science
World History

Skills for Children:

Fine motor skills
Oral language development
Telling/writing stories

Supplies Needed:

1. constellation worksheet
2. chalk, colored markers, pencils, or crayons
3. Creation myth reading passage and questions

Vocabulary:

constellation	star	represent
grouping	observing	myth
pattern	history	

General Directions:

1. Ask students and families if they have noticed the night sky recently. If so, what do they see?
2. Explain that many people see patterns or pictures from the stars in the sky. Many times they made stories to accompany the pictures they saw in the skies. The pictures are called constellations.
3. Hand out the constellation worksheet and ask them to look for patterns or pictures. Have students outline the pictures that they see. Chalk works well for this.
4. Have young children dictate a short story about their constellation. Adults and older children can write their stories for the constellations.
5. Have family groups share their stories and constellations.
6. Provide some additional dot-to-dot practice for children using numbers, letters, or words needing to be alphabetized.
7. Adults can study further the constellations as they are commonly known as set by the International Astronomical Union.
8. Adults read the passage about a sky creation myth and answer questions.

Constellation Worksheet



1.



2.



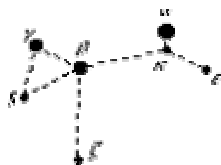
3.



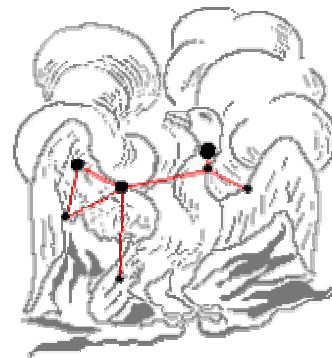
4.

Directions: Use a marker or colored pencil to trace a picture in the stars. Think of a name for your constellation. Create a story about your constellation.

The Constellation Phoenix



Mythology and History



- The Firebird.
- The Phoenix was a bird with a beautiful voice and feathers of gold and red. The bird lived for a long time, usually 500 years. When a phoenix reached the end of its life, it would build a nest of herbs and twigs, light it and throw itself into the flames. A new phoenix would be born from the ashes. The phoenix was associated with life, rebirth and immortality. The bird appeared on ancient Egyptian and Roman coins.
- Phoenix is one of the Southern Hemisphere constellations introduced by Johann Bayer in 1603. The constellation is in fact rather like a large bird, rising into the air.
- The constellation has been known as "The Boat" by the Arabs, then it became an eagle or other type of bird, so Bayer's decision to call it a phoenix does have some historical beginnings.

Discussion questions about the reading:

Why would some people have considered the phoenix immortal?

What other objects that you see in the sky could be associated with the burning phoenix?

What is a myth? What's the difference between a myth, a fable, and a tall tale?

Discuss other myths similar to that of the phoenix.

Using a globe or map, locate the southern hemisphere. Which continents are located all or in part of the southern hemisphere?

Newton's Laws and Inertia

prep time = 5 minutes

activity time = 30 minutes

Colorado Reading/Writing Standard 4.4

ABE/GED Skills:

Reading-Non Fiction

Physical Science

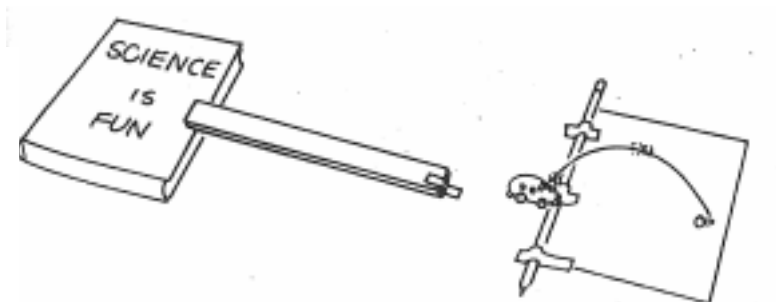
Evaluation

Skills for Children:

Fine motor skills

Oral language development

Cause and effect



Supplies Needed:

1. small "Matchbox" type cars that can roll on the ruler (1 per group)
2. rulers (2 per group)
3. tape
4. nickel sized ball of clay or play dough per group
5. books or notebooks
6. pencil
7. paper
8. reading passage and questions (adults and older children only)

Vocabulary:

inertia

impact

gravity

action

force

accelerate

reaction

equal

resistance

General Directions:

1. Raise one end of the ruler and place it on one of the books or notebooks.
2. Tape the other end to the table or floor to make a ramp.
3. Tape the pencil perpendicular to the ruler and about 2 car lengths from the end of the ruler.
4. Use the clay to make a snowman type figure.
5. Flatten the bottom and gently sit it on the hood of the car. It should be able to fall off on impact.
6. Position the car at the top of the ruler and allow it to roll down to collide with the pencil.
7. Use the second ruler to measure how far the clay figure flew from the car.
8. Experiment with different heights to determine how far the clay figure falls from the car.
9. Students complete a chart with their data. Students can also create a graph of their results.

Answers to Reading Passage and Questions:

1. D

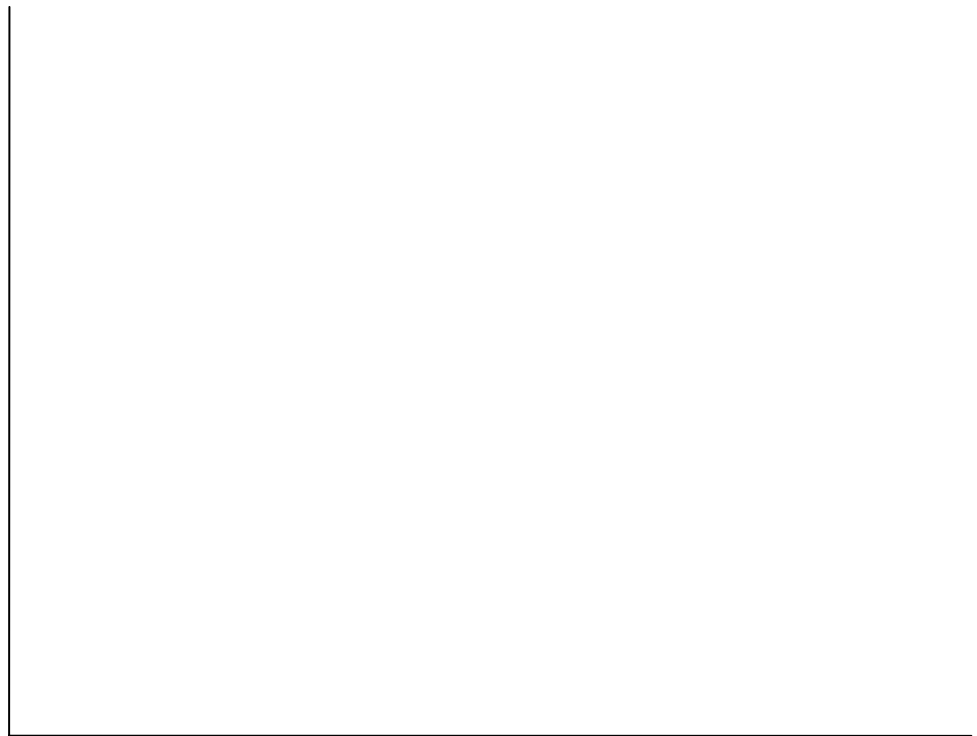
2. D

3. A

Parenting Note: This is a prime opportunity to have a discussion with parents (children not present in the room) about car seats and seatbelt usage. Unrestrained passengers act similar to the clay figure in a car accident.

Newton's Laws and Inertia Data Collection

Height of Ruler	Distance Figure Flew



On the back, write 3 questions that can be answered by your graph or chart.

Reading Passage with Questions

Here's how it works. As the car rolls down the ruler, its speed increases. The clay figure has the same speed as the car. When the car hits the pencil, the force of impact stops the car, but the clay figure is free to continue moving forward until some force stops it. The clay figure and the car both have inertia, a resistance to change in motion. The pencil stopped the car's motion. Air molecules slowed the clay figure's forward motion and gravity pulled the clay figure down.

Raising the height of the ruler causes the car and figure to reach a higher speed before hitting the pencil. The faster the clay figure moves, the farther it flies before the forces of gravity and the air molecules bring it to a stop.

This experiment illustrates Newton's First Law of Motion. It states that an object at rest stays at rest and an object in motion stays in motion unless acted upon by an unbalanced force. Gravity, air molecules, and the pencil all act as unbalanced forces.

- 1) Using Newton's First Law, explain how seatbelt works.
 - a) by concentrating the impact force on a small area of the body
 - b) by increasing forward motion and increasing impact force
 - c) by increasing forward motion and decreasing impact force
 - d) by decreasing forward motion and decreasing impact force
 - e) by decreasing forward motion and increasing impact force
- 2) When descending in an elevator and stopping suddenly,
 - a) blood rushes from your feet to your head
 - b) blood doesn't move
 - c) blood moves quickly around the body
 - d) blood rushes from your head to your feet
- 3) From the experiment, you could infer
 - a) inertia keeps the driver moving forward when the car is stopped in a collision
 - b) air bags cause as much harm as good in car crashes
 - c) the less the impact force on the driver, the more serious his injuries are likely to be

Newton's Laws and Paddle Boats

prep time = 15 minutes

activity time = 30 minutes

discussion time = 20 minutes

Colorado Reading/Writing Standard 4.7

ABE/GED Skills:

Reading-Non Fiction

Physical Science

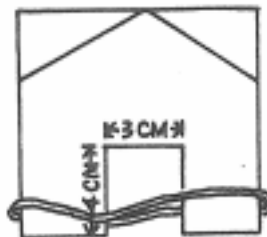
Analysis

Skills for Children:

Fine motor skills (winding)

Oral language development

Cause and effect



Supplies Needed:

1. corrugated cardboard (produce boxes have a waxy coating and hold up well to water)
2. rubber bands
3. scissors
4. rulers
5. rectangular cake pans or other trays at least 3" deep
6. water
7. reading passage and questions (adults and older children only)
8. crayons for decorating

Vocabulary:

paddle

Newton

opposite

action

force

accelerate

reaction

equal

reaction force

General Directions:

1. This activity is best done outside on a warm day or in a newspaper covered, tiled room.
2. Engage students by asking about any times they have been on motorized or paddle boats. Ask if they understood how the boats moved. Show a sample paddle boat moving in water.
3. Have students and children make their own boats from cardboard. If the cardboard is limited, have 4' square precut.
4. Show how the rubber band is applied to make a paddle.
5. Have students start by winding the paddle towards themselves before releasing the boat into the tray of water. Have students note the direction of movement.
6. Have students predict the direction of movement when the paddle is wound the other direction.
7. Have students experiment with different amounts of winding and direction.
8. Children can continue with the experiment while adults read the passage and answer questions.
9. Children may want to make and decorate a boat to take home for racing.

Answers to Reading Passage and Questions:

1. D - force = bird flapping wings, reaction force = air pushing up the wings/body to keep it aloft
2. A - force = gas escaping, reaction force = rocket moving forward
3. C - Trick question. The bug has a smaller mass, but the same force.

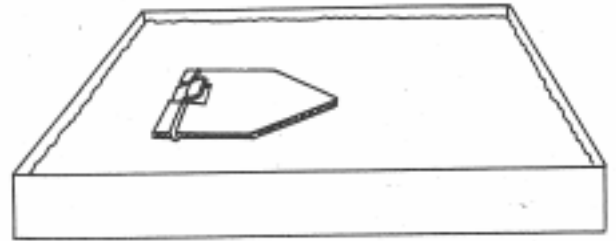
Make a Paddle Boat

1. Cut a 4 inch square from cardboard.
2. Shape the boat by cutting one side into a point. This is the bow.
3. On the opposite side, cut a 2 inch square from the edge.
4. Make a paddle that is 1 x 2 inches.
5. Loop a rubber band over the ends of the boat.
6. Insert the paddle between the sides of the rubber band.
7. Turn the cardboard paddle toward you to wind the rubber band.
8. Which way do you think the boat will move? Why?
9. Place the boat in the water and release it.

Which way does the boat move when the paddle was wound toward you?

Which way does the boat move when the paddle was wound away from you?

Can you make the boat move faster or slower? How?



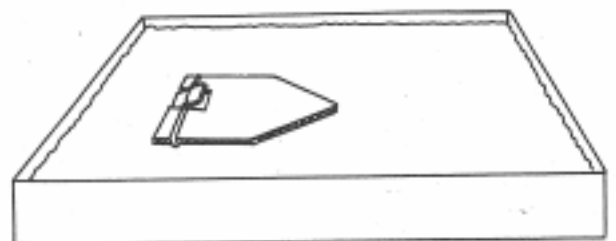
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6. Insert the paddle between the sides of the rubber band.
7. Turn the cardboard paddle toward you to wind the rubber band.
8. Which way do you think the boat will move? Why?
9. Place the boat in the water and release it.

Which way does the boat move when the paddle was wound toward you?

Which way does the boat move when the paddle was wound away from you?

Can you make the boat move faster or slower? How?



Reading Passage with Questions

Here's how it works. Newton's Third Law of Motion states that when an object is pushed, it pushes back with an equal and opposite force. Winding the paddle caused it to turn and hit the water (force). When the paddle pushed against the water, the water pushed back and the boat moved (reaction force). The boat moved in the opposite direction to the paddle. The boat changed direction when the paddle changed direction.

- 1) Which of the following is an example of a reaction force?
 - a) a basketball hitting a wall
 - b) wind blowing leaves from a tree
 - c) a duck floating in the water
 - d) a bird flying in calm air
 - e) air escaping from a balloon

- 2) Rockets are unable to accelerate in space because
 - a) False, the force exerted by gasses escaping the rear of the engine moves the rocket
 - b) True, there is no gravity in space
 - c) False, there is no air resistance in space so the rocket can easily accelerate
 - d) True, there is no air in space for the rocket to push against

- 3) While driving, a pale, green grasshopper hits your windshield. Using Newton's Third Law, the grasshopper hit the windshield and the windshield hit the grasshopper. Which of these forces is greater?
 - a) The grasshopper's force
 - b) The windshield's force
 - c) Neither

Predictive Flying

prep time = 10 minutes (copies)

activity time = 30 minutes

Colorado Math Standard 2.3

ABE/GED Skills:

Quantitative Observation

Analysis

Graphing

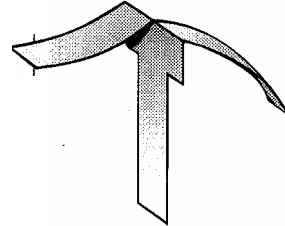
Writing

Skills for Children:

Oral language development

Fine motor skills

Cause and effect



Supplies Needed:

1. copies of helicopter pattern
2. scissors
3. ruler (if not using the template)
4. paperclips
5. crayons, colored pencils, or markers for decorating
6. stopwatches or clock with second hand (optional)

Vocabulary:

observation

counter-clockwise

record

compare

hypothesis

rotation

weight

measure

variables

prediction

clockwise

gravity

chart

conclusion

analyze

General Directions:

1. Warm-up the students and children by posing this question. "Can an object with no moving parts move without being moved?" Encourage group discussion of objects and methods.
2. Demonstrate the helicopter. Note: a similar activity can be done with paper airplanes.
3. Take predictions of whether it will fly better (longer, further, quicker rotation) with more weight.
4. Demonstrate how families will experiment by adding paperclips to the helicopter and record their observations on the recording chart.
5. Distribute the helicopter patterns or plain paper and rulers. Make sure there are enough for all family members interested.
6. Distribute the recording chart.
7. Encourage families to work together to create helicopters and test their own hypotheses of regarding weight and flying. Remind them that paperclips can be added anywhere on the helicopter.
8. Young children can decorate the helicopters while older children and adults can discuss their conclusions as a group.
9. Adults can make a graph of the results and write a short synopsis of the experiment.

Helicopter Observations and Chart

Prediction: I/We think _____ will happen when more weight (paperclips) are added to the helicopter.

Observations:

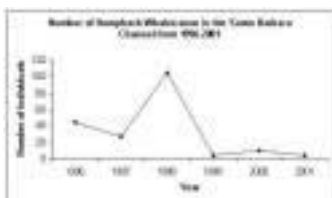
	Regular copter	Helicopter + _____	Helicopter + _____	Helicopter + _____	Helicopter + _____
How does it fly?					
What happened		<input type="checkbox"/>			
Clockwise or counter - clockwise					

Conclusion: My/Our helicopter _____
_____.

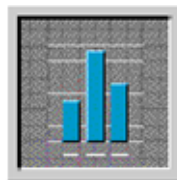
Adults:

On the back, make a bar or line graph showing the results of your helicopter experiment. Write three questions with multiple choice answers about the graph. Trade papers with someone else and have them answer your questions.

Line Graph:

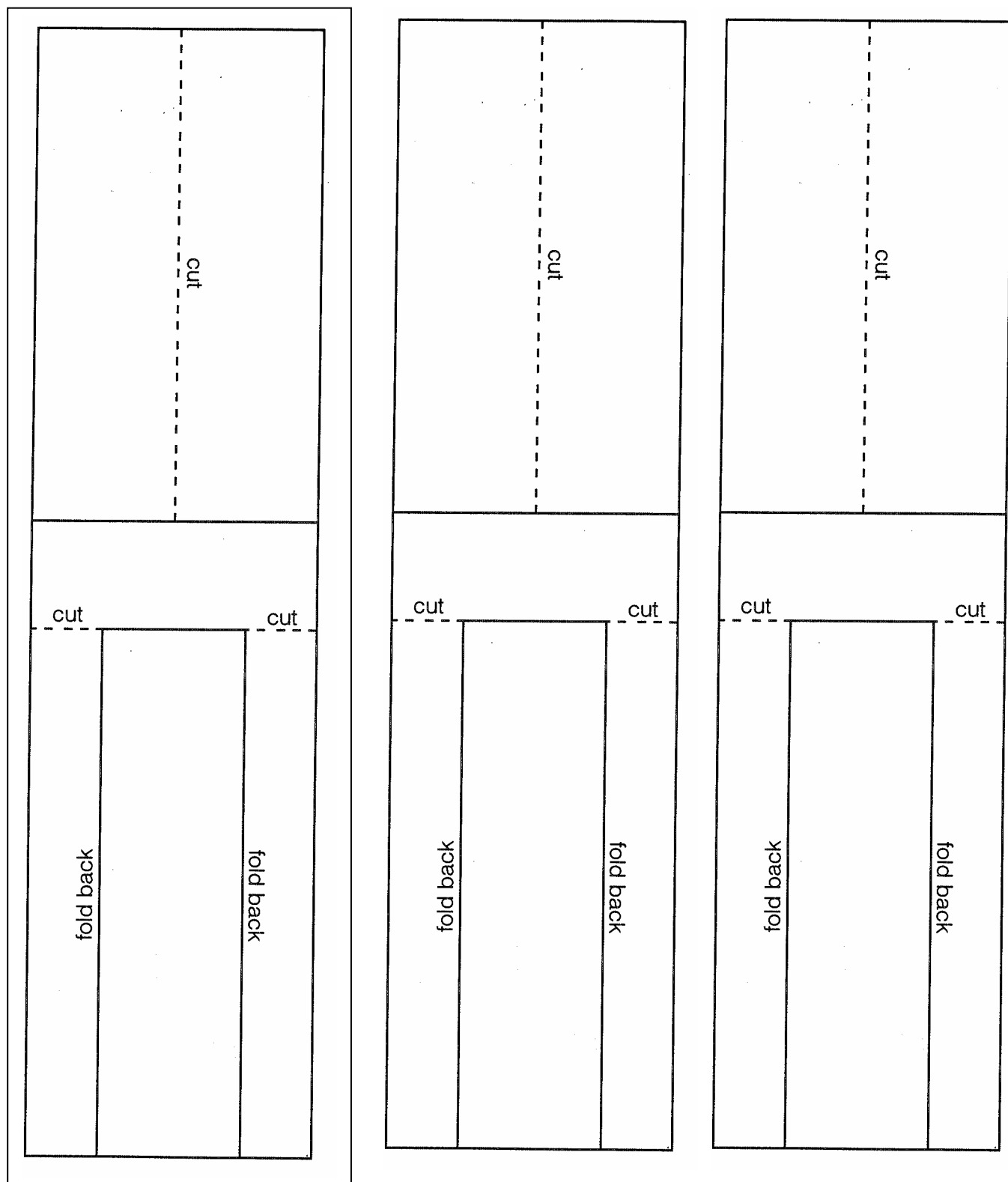


Bar Graph:



Helicopter Pattern – Makes 3 copters

May also be made on plain paper with these dimensions: 2" x 10"



- Directions:
1. Cut out each helicopter.
 2. Cut along dotted lines.
 3. Fold on solid lines in opposite directions to make propellers and balancing.

Scientific Observations

prep time = 5 minutes (with supplies ready)

activity time = 20 minutes

Colorado Reading/Writing Standard 2.3

ABE/GED Skills:

Writing

Qualitative Observation

Analysis

Skills for Children:

Vocabulary development (adjectives)

Fine motor skills

Supplies Needed:

1. different flavors of wrapped hard candy (This may pose a choking hazard to young children. Lifesavers or butter mints are a better choice for children.)
2. writing worksheet

Vocabulary:

senses

smell

adjective

slippery/dry

touch

sight

antonym

hard/soft

hearing

taste

rough/smooth

crackly/silky

General Directions:

1. Have students and children close their eyes and place their hand, palm up where you can reach it.
2. Place a piece of wrapped candy in their hand. Remind students to keep their eyes closed.
3. Have students focus on their senses of touch and hearing while opening the candy.
4. Once the candy is opened and in their mouth, they may open their eyes and begin recording their observations on the worksheet.
5. It may be easier for young children to have the first turn while their parent records the observation and then have the adult take a turn. Older children should be able to complete the worksheet with minor assistance.
6. After the observations have been recorded, lead a short discussion about these three questions. Adults could write their own opinions in journals as homework.

Discussion Questions:

1. Which of your five senses would you least like to live without? Why?
2. Does your sense of smell enhance the experience of eating? Explain.
3. Do you think you would enjoy your favorite food as much if you were unable to see it? Why or why not?

Qualitative Observation Worksheet for Adults

Sense of Touch: Describe what you feel.

Sense of Hearing: Describe what you hear.

Sense of Smell: Describe what you smell.

Sense of Taste: Describe what you taste.

Sense of Sight: You didn't see the candy. Describe what you think you would see.

Write a detailed paragraph describing the object. Do not mention the name of what you are describing. Use adjectives and details to help the reader experience the candy.

Qualitative Observation Worksheet for Children

1. What do you feel? Is it hard or soft? Is it smooth or rough? Is it dry or slippery? _____

2. What do you hear? Is it loud or soft? Do you know something else that sounds like it? _____

3. What do you smell? Does it smell like fruit or mint? _____

4. What do you taste? Have you had this before? Is it sweet or minty? _____

5. Look at your candy. What do you see? What color is it? What is the shape? _____

6. What kind of candy do you think it is? _____

7. Do you like it? _____

8. Draw a picture of your candy.

Float or Sink?

prep time = 5 minutes
activity time = 30 minutes
Colorado Math Standard 5.5

ABE/GED Skills:

Prediction
Analysis
Non-Fiction Reading

Skills for Children:

Oral language development
Predicting
Cause and effect

Supplies Needed:

1. variety of small objects (paper ball, aluminum foil, pencil stub, eraser, sponge, etc)
2. empty, clear 2 liter plastic bottles cut approximately half-way up to form a cylinder
3. ruler
4. water and pitcher to transport water to cylinders
5. predicting and recording worksheet
6. permanent marker

Vocabulary:

observation	predict	gravity
buoyancy	weight	Archimedes' Principle
hypothesis	displace	surface tension

General Directions:

1. Display a variety of small objects for students to see.
2. Select one at random and ask if it will sink or float and why.
3. Using the pitcher, fill the 2 liter cylinder half full with water. Use the permanent marker to mark the water level.
4. Demonstrate by gently placing the object in the water and observe the response. If it sinks, use the ruler to measure the amount of water displaced. If it floats, elicit responses as to why.
5. Hand out predicting and recording sheets and encourage groups to predict before testing. Make sure that students measure the amount of displaced water for objects that sink.
6. After some experimentation, ask students whether or not their predictions were accurate. What are traits that the “floaters” have in common? What are the traits that the “sinkers” have in common?
7. With adults and older children, discuss Archimedes' Principle: an object weighs less in water because the forces of buoyancy offsets the force of gravity acting upon the object.
8. Have adults read the non-fiction passage and answer the accompanying questions.

Will It Float? Will It Sink?

Object	Sink or Float?	Reason	Result	Displaced Amount

Here is the traditional story:

Hiero, king of Syracuse in the third century B.C., gave a jeweler a bar of gold and ordered the jeweler to make it into a crown. When the jeweler delivered the crown to the king, the king measured the mass of the crown and found that the crown had the same mass as the gold he had given the jeweler. Even so, Hiero was suspicious. He believed that the jeweler had cheated him and substituted some less precious metal for the gold. Hiero asked Archimedes, a natural philosopher, to find a way to demonstrate that the crown was not pure gold. According to legend, Archimedes struggled with the problem for a very long time. Then, one day, as he stepped into a bathtub filled with water, he saw that the water overflowed. He “noticed that the amount of water that overflowed the tub was proportional to the amount of his body that was submerged.” He had found the answer and ran from the bathhouse crying, “Eureka!” (“I have found it!”)

Remembering that Archimedes knew nothing of density, let us see if we can figure out how water splashing out of a bath tub led Archimedes to a solution of his problem: testing whether or not the jeweler had cheated the king.

Archimedes’ Reasoning

Archimedes reasoned that (1) if the gold bar and the crown had the same mass and (2) if both had the same volume, then the crown was pure gold. Archimedes reasoned that the volume of water displaced by the crown should be the same as the volume of water displaced by the bar of gold. However, if the gold bar and the crown were the same mass but had different volumes, then he reasoned the crown was not pure gold, and the jeweler was a fraud.

What Archimedes Measured

- Mass of the gold that Hiero had given the jeweler 1000 gmu (Greek mass units)
- Volume of water the gold displaced 50 gvu (Greek volume units)
- Mass of the crown 1000 gmu
- Volume of the water the crown displaced 100 gvu

What Archimedes Assumed

The gold crown should displace the same volume of water as the gold Hiero had given the jeweler.

What Archimedes Found

Archimedes found that the jeweler’s crown displaced more water than the gold block.

Archimedes’ Argument (Explanation)

Archimedes reasoned that a gold crown should displace the same volume of water as the as the gold Hiero had given the jeweler. However, if it was not pure gold, but a silver alloy as the king suspected, that would increase the **volume** of the crown and displace more water. He observed that the jeweler’s crown displaced twice the volume of water displaced by the gold and concluded that the jeweler’s crown was not made from gold.

Thus, Archimedes showed that water displacement was a good method for measuring the volume of irregular objects (as Archimedes certainly was!).

An object immersed in water will displace a volume of water equal to the volume of that object.



Questions to Accompany Reading Passage

- 1) The main idea of this piece of writing is:
 - a) Hiero was the king of Syracuse in the third century B.C.
 - b) The gold crown was a fake.
 - c) Archimedes used water displacement to solve a problem.
 - d) The mass and the volume of the crown was different than that of gold.
- 2) Which organizational pattern does the author use in this piece of writing?
 - a) time order
 - b) classification
 - c) comparison and contrast
 - d) hierarchy
- 3) Which of the following is the best description of the style in which the article is written?
 - a) dry and scholarly
 - b) complex and technical
 - c) formal and scientific
 - d) informal and casual
- 4) Which of these statements could be inferred from the reading?
 - a) Archimedes liked gold.
 - b) Archimedes was a king of Syracuse.
 - c) Archimedes studied science and math.
 - d) Archimedes was a jeweler and made a crown for the king.
- 5) If you wanted to learn more about Archimedes on the internet, what key words would you use?
 - a) Archimedes and crown
 - b) Hiero and gold
 - c) Volume and measurement
 - d) Syracuse and jeweler
- 6) After reading the article, a good conclusion would be:
 - a) Archimedes solved the king's problem.
 - b) Water displacement can find the volume of an object.
 - c) The jeweler's crown displaced more water than the gold block.
 - d) The king decided to hire Archimedes.

Write another multiple choice question. Exchange questions with a partner and answer theirs.

Nutty Graph

Note: Do NOT use this activity near persons with peanut allergies

prep time = 5 minutes (copies)
activity time = 20 minutes
discussion time = 20 minutes
Colorado Math Standard 3.1

ABE/GED Skills:

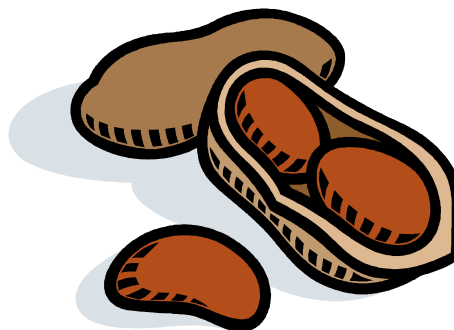
Graphing
Measuring
Analysis
Life Science
American History
Reading Non-fiction

Skills for Children:

Fine motor skills
Oral language development
Measuring

Supplies Needed:

1. 10 peanuts in shells for each group
2. centimeter ruler
3. Peanut graph worksheet



Vocabulary:

Centimeter
advantage
accurate
median

Millimeter
disadvantage
range
mode

average
variations
mean

General Directions:

1. Have students measure each peanut (in the shell) to the nearest millimeter and record the results on the table on their worksheet.
2. Have students complete the bar graph with the results from their tables.
3. Students and children make predictions about the number of individual peanuts in each shell.
4. Children can crack open the shells and complete the remainder of the chart with the number of individual peanuts in each shell. After completing the chart, everyone can eat peanuts.
5. During the snack, lead a short discussion about the advantages and disadvantages of growing long peanuts and growing short peanuts. It may be helpful to have a compare-contrast chart visible to record answers.
6. At a later time, when children are not present, provide instruction for adults to complete the remainder of the worksheet with average, mean, median, and mode.
7. Help adult students find other items to measure for practice using the statistical terms, mean, median, and mode.

A Nutty Graph

Chart It!

[illegible]

Graph It!

[illegible]

Math Time!

Definitions:

Mean: Mean is the average. To find the mean length of the peanuts, add all the length measurements. Divide this number by the number of peanuts measured (10).

Median: This is the middle measurement.

Mode: This is the most common measurement.

Practice Time!

1. What is the range from the shortest length to the longest length?
2. What is the median measurement?
3. What is the mean length?
4. How many peanuts are the same length as the average length?
5. What is the mode?

George Washington Carver



(1864-1943)

Educator, Agricultural/Food Scientist, Farmer

George Washington Carver devoted his life to research projects connected primarily with southern agriculture. The products he derived from the peanut and the soybean revolutionized the economy of the South by liberating it from an excessive dependence on cotton.

Born a slave on January 5, 1864 in Diamond Grove, Missouri, Carver was only an infant when he and his mother were abducted from his owner's plantation by a band of slave raiders. His mother was sold and shipped away, but Carver was ransomed by his master in exchange for a race horse.

While working as a farm hand, Carver managed to obtain a high school education. He was admitted as the first black student of Simpson College, Indianola, Iowa. He then attended Iowa Agricultural College (now Iowa State University) where, while working as the school janitor, he received a degree in agricultural science in 1894. Two years later he received a master's degree from the same school and became the first African American to serve on its faculty. Within a short time his fame spread, and Booker T. Washington offered him a post at Tuskegee.

Carver revolutionized the southern agricultural economy by showing that 300 products could be derived from the peanut. By 1938, peanuts had become a \$200 million industry and a chief product of Alabama. Carver also demonstrated that 100 different products could be derived from the sweet potato.

Although he did hold three patents, Carver never patented most of the many discoveries he made while at Tuskegee, saying "God gave them to me, how can I sell them to someone else?" In 1938 he donated over \$30,000 of his life's savings to the George Washington Carver Foundation and willed the rest of his estate to the organization so his work might be carried on after his death. He died on January 5, 1943.

Source: The African American Almanac, 7th ed., Gale, 1997.

Some of the synthetic products developed by Dr. Carver using peanuts: *

Adhesives	Axle grease	Bleach	Buttermilk
Cheese	Chili sauce	Cream	Creosote
Dyes	Flour	Fuel briquettes	Ink
Instant coffee	Insulating board	Linoleum	Mayonnaise
Meat tenderizer	Metal polish	Milk flakes	Mucilage
Paper	Rubbing oils	Salve	Soil conditioner
Shampoo	Shoe polish	Shaving cream	Sugar
Synthetic marble	Synthetic rubber	Talcum powder	Vanishing cream
Wood stains	Wood filler	Worcestershire sauce	

* Source: Hattie Carwell. *Blacks in Science: Astrophysicist to Zoologist*. (Hicksville, N.Y.: Exposition Press), 1977. p. 18.

Questions to accompany the passage:

1. Which statement best summarizes what this article is mainly about?
 - a. George Washington Carver was a slave when he was young.
 - b. George Washington Carver worked as a farm hand.
 - c. George Washington Carver helped the southern agricultural economy.
 - d. George Washington Carver created 300 products from peanuts.
2. In the sentence “Carver revolutionized the southern agricultural economy by showing that 300 products could be derived from the peanut.” What does revolutionized mean?
 - a. Carver lead a war to change the economy.
 - b. Carver changed what the southern economy was based upon.
 - c. Carver changed the economy to be northern.
3. This biography is an example of:
 - a. An African American who made his fame in the olden times.
 - b. Examples of the use of peanuts and the African American inventor.
 - c. An African American, born into slavery, who used education better himself.
 - d. None of these above.
4. The information for most of this passage is from:
 - a. The African American Almanac
 - b. Gale Magazine
 - c. G.W. Carver
 - d. Hicksville, N.Y.
5. George Washington Carver lived during:
 - a. the Revolutionary War
 - b. the early 20th Century
 - c. the late 20th Century
 - d. the Civil War
6. The proverb that best describes the story of George Washington Carver is:
 - a. You can’t make a silk purse out of a sow’s ear.
 - b. Necessity is the mother of invention.
 - c. The grass is always greener on the other side.
 - d. Time is money.

Group Discussion:

List all the products you can think of that contain peanuts.

Chart the events of George Washington Carver’s life discussed in the passage on a timeline.

Oil (the kind pumped out of the ground), like the peanut, is used to produce many different products like gasoline. What other things are made from oil? List other resources like peanuts and oil that are used to produce several different products.

Tour the US Game

prep time = 10 minutes (copying)

activity time = 20 minutes

Colorado Reading/Writing Standard 3.3

ABE/GED Skills:

U.S. Geography

Alphabetizing

Additional skills in math and writing with follow-up activity

Skills for Children:

Reading abbreviations

U.S. Geography

Children less than 1st grade will benefit with these skills:

Taking turns

Fine motor

Supplies Needed:

1. game board
2. U.S. map with abbreviation for states shown
3. beans or other place markers
4. number cube for movement
5. chart of U.S. states, capitals, and abbreviations

Vocabulary:

United States

abbreviation

map

locate

capital

General Directions:

Have players decide playing order. Some options for deciding include shortest person, birthday closest to today, rolling a number cube for lowest number, etc.

Players roll the number cube. Players count out to the next spot.

In order to move to the spot, the player must identify one of the following levels based on age and ability. This should be decided in advance of playing.

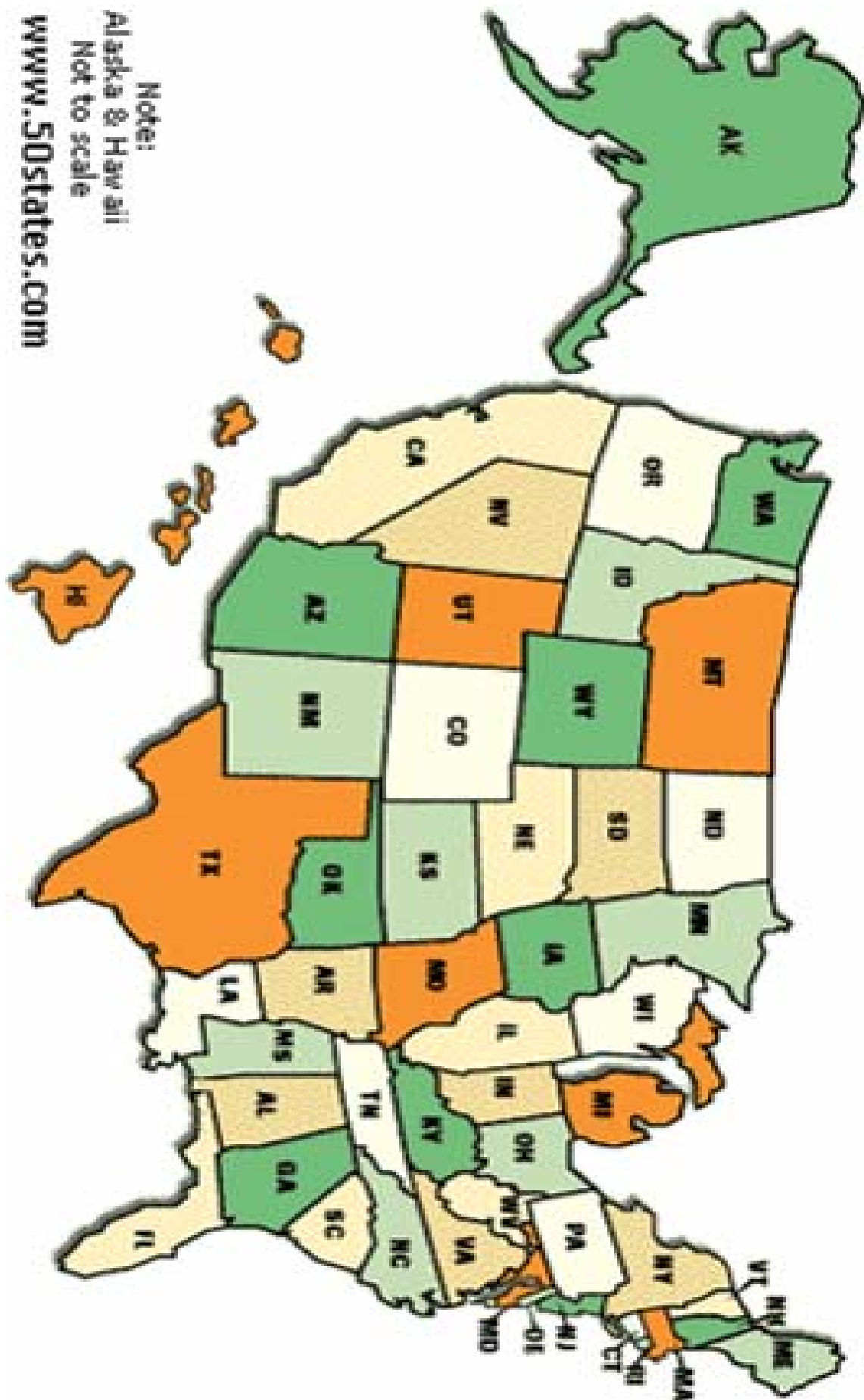
- ⊕ Level 1: The number on the number cube (or count it with parents)
- ⊕ Level 2: A letter in the word
- ⊕ Level 3: Whether the word is a state or capital
- ⊕ Level 4: Identify the location on a the U.S. map
- ⊕ Level 5: Name the state if the word is a capital or name the capital if the word is a state

Players should not change levels during the game. There is a chart provided to help find unknown answers.

If the player answers correctly, they can move to the counted spot.

If the player does not answer correctly, they remain on their initial spot.

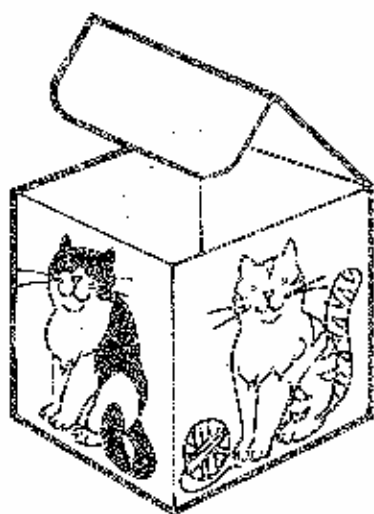
Have older children and adults practice alphabetizing with the state names and capitals.



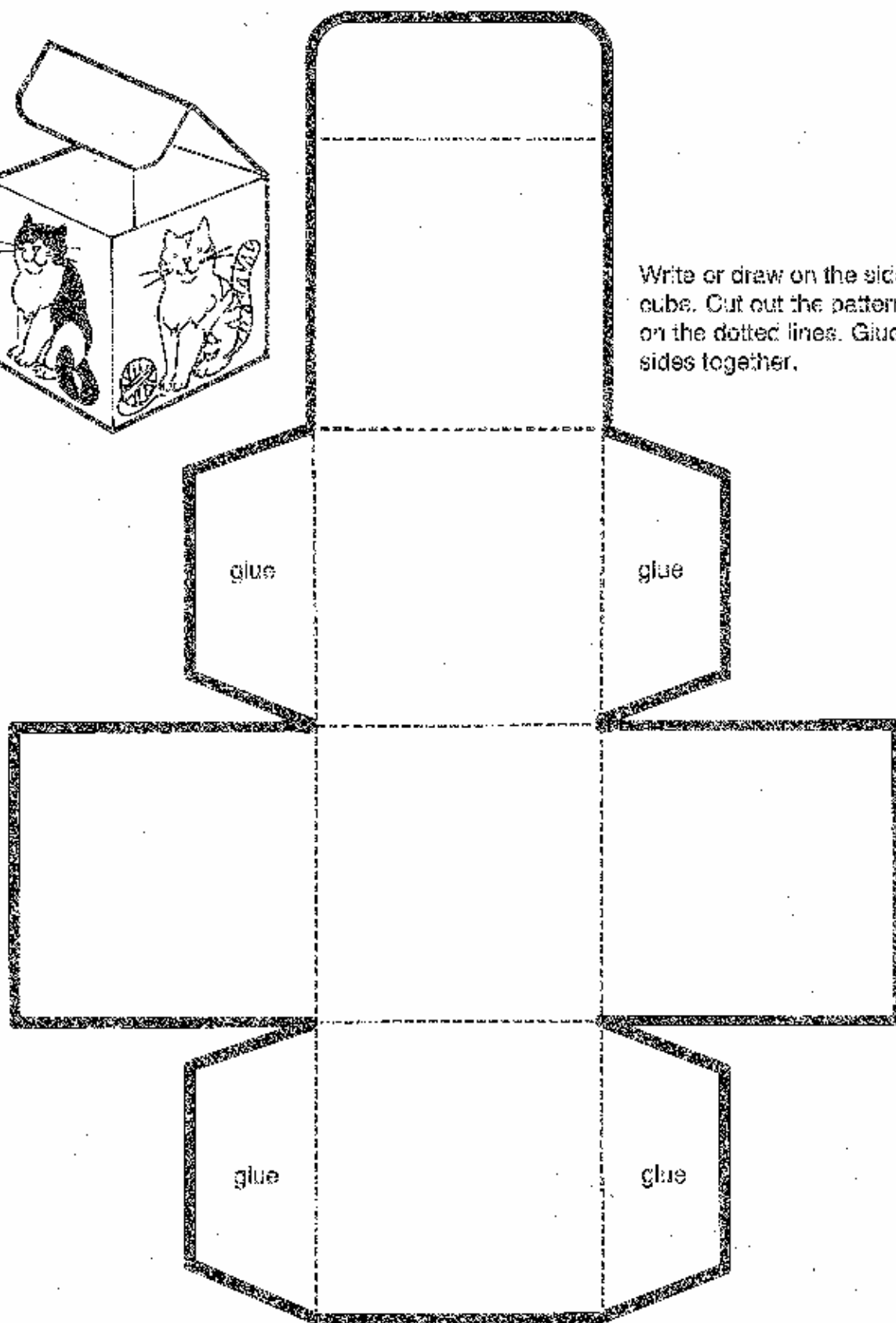


State Name	Capital	Abbreviation
Alabama	Montgomery	AL
Alaska	Juneau	AK
Arizona	Phoenix	AZ
Arkansas	Little Rock	AR
California	Sacramento	CA
Colorado	Denver	CO
Connecticut	Hartford	CT
Delaware	Dover	DE
Florida	Tallahassee	FL
Georgia	Atlanta	GA
Hawaii	Honolulu	HI
Idaho	Boise	ID
Illinois	Springfield	IL
Indiana	Indianapolis	IN
Iowa	Des Moines	IA
Kansas	Topeka	KS
Kentucky	Frankfort	KY
Louisiana	Baton Rouge	LA
Maine	Augusta	ME
Maryland	Annapolis	MD
Massachusetts	Boston	MA
Michigan	Lansing	MI
Minnesota	St. Paul	MN
Mississippi	Jackson	MS
Missouri	Jefferson City	MO
Montana	Helena	MT
Nebraska	Lincoln	NE
Nevada	Carson City	NV
New Hampshire	Concord	NH
New Jersey	Trenton	NJ
New Mexico	Santa Fe	NM
New York	Albany	NY
North Carolina	Raleigh	NC
North Dakota	Bismarck	ND
Ohio	Columbus	OH
Oklahoma	Oklahoma City	OK
Oregon	Salem	OR
Pennsylvania	Harrisburg	PA
Rhode Island	Providence	RI
South Carolina	Columbia	SC
South Dakota	Pierre	SD
Tennessee	Nashville	TN
Texas	Austin	TX
Utah	Salt Lake City	UT
Vermont	Montpelier	VT
Virginia	Richmond	VA
Washington	Olympia	WA
West Virginia	Charleston	WV
Wisconsin	Madison	WI
Wyoming	Cheyenne	WY

Start	Vermont			
	Madison	Salt Lake City	Olympia	Hawaii
				Alaska
Michigan	Maine	Trenton		Nevada
Oregon		New Mexico	Florida	Dover
Denver				
Little Rock	Jackson	Tennessee	California	Phoenix
				Boise
Columbus	St. Paul	South Dakota		
Kentucky		Nebraska		
Oklahoma		Boston		
Raleigh		New York		
Illinois		Topeka		
Finish		Missouri	Atlanta	Virginia



Write or draw on the sides of the cube. Cut out the pattern. Fold on the dotted lines. Glue the sides together.



Follow-up activity

Adapted from Cross Country Travel by KayLynn Hamilton

1. Have teams of 2-4 students plan a trip around the U.S. visiting at least five state capitals in two different regions.
2. Each team will design a mileage chart between the capitals using a U.S. atlas or internet site such as www.mapquest.com.
3. Teams can computer the costs of the trip using the current price per gallon for gasoline. A good average for traveling speed is 60 mph with gasoline usage of 23 miles per gallon.
4. Teams can computer costs for meals and lodging during the trip using the following figures.
 - Breakfast = \$4.50 per person
 - Lunch = \$5.50 per person
 - Dinner = \$7.50 per person
 - Lodging = \$60.00 per night
5. Teams can identify and briefly research interesting spots to visit within each capital city or along the route.
6. Each team can make a presentation to the class about their trip. Information about the costs, time needed to make the trip, and highlights of spots to visit. For extra interest, the presentation could include visuals or be made as a power point presentation.

Sandwich Fun

prep time = 5 minutes (copying)
activity time = 25 minutes
Colorado Math Standard 3.4

ABE/GED Skills:

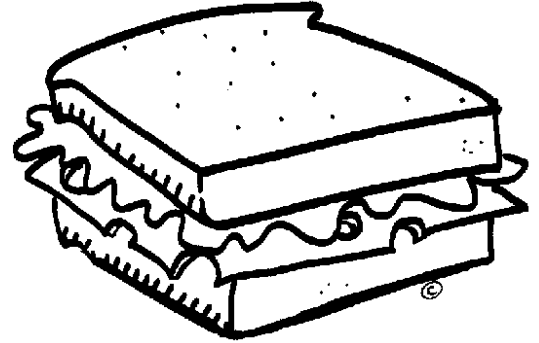
History
Writing
Math

Skills for Children:

Creating mathematical combinations and graphs
Using the food pyramid
Creative writing
Oral language development

Supplies Provided:

1. reading passage about the Earl of Sandwich
2. trivia about sandwiches
3. sample mathematical combinations chart
4. copy of poem, "Recipe for Hippopotamus Sandwich"
5. sandwich pattern for mini book



Vocabulary:

Will depend on activities chosen

General Directions:

Select appropriate activities from the following suggestions.

1. Conduct a poll of other students to determine favorite types of sandwiches. Create a graph of the results. Create questions to accompany the graph.
2. Have the group sit in a circle. The leader begins by saying "I'm making a sandwich, and I need a slice of bread." The next person repeats what has been said and adds something to the sandwich. Encourage creativity with fillings. When the game has come full circle, create a name for the sandwich. Ask children to draw the sandwich.
3. Using the created sandwich above, or a different sandwich, use the food pyramid to sort the ingredients into the appropriate categories.
4. Challenge students to come up with ideas for new sandwiches and crazy names for them. (Example: A peanut butter and banana sandwich could be called "Monkey's Delight" or "George Washington Carver on a Tropical Island.") Ask each student to describe the sandwich, then write its name on the board. When everyone has come up with a new sandwich, work together as a group to create a menu of all the sandwiches. Make copies of the menu for the students to take home

5. Adults can discuss and research the other uses for the word sandwich. Examples are
 Someone “sandwiched” between two people
 A “sandwich” board for advertising
 A knuckle sandwich
 Sandwich Islands
6. Using favorite ingredients (at least 3), determine how many possible combinations can be made with various condiments, breads, and fillings. See chart for sample.

Sample chart:

Outside	Filling One	Filling Two	Condiment
Wheat bread	Cheese		Mayonnaise
Wheat bread	Cheese	Ham	Mayonnaise
Wheat bread	Cheese	Turkey	Mayonnaise

7. Read “Recipe for a Hippopotamus Sandwich” from *Where the Sidewalk Ends* by Shel Silverstein. Using the sandwich pattern provided, have students and children create their own unusual sandwiches and how to make them.
8. Adults can read the history of the sandwich and sandwich trivia and answer questions about the passage. Use a map or globe to find the locations mentioned.
9. Of course, make sandwiches together. Practice clean and safe food techniques.
10. Have adults write detailed paragraphs to include the exact steps for making a sandwich. Many steps are left out as writers assume the reader can “see” what the writer is doing.
11. Using simple picture cards (not included) have children sequence the sandwich making process.
12. Make a list of multicultural styles of sandwiches. What are the outsides? What are the fillings?

For further ideas and to reference many of the above suggestions, please visit the University of Missouri-Kansas City website at <http://www.umkc.edu/imc/sandwday.htm>

A New Creation

English nobleman John Montague, born in 1718, was a notorious gambler who would often go from pub to pub in gambling marathons. Once in 1762 he played cards at a men's club in London for 24 hours straight. He didn't want to risk his luck by leaving the table to eat, so while gambling at London's Beef Steak Club, he asked that some roasted meats and cheeses be brought to him between 2 slices of bread so that he could hold his food in one hand and his cards in the other. The new food, the sandwich, was named for him, the Earl of Sandwich. Montague's timesaving nourishment idea caught on quickly with others ordering "the same as Sandwich." The sandwich was introduced to America in 1827 in a cookbook by Elizabeth Leslie. This convenient idea has changed the eating habits of people forever. Sandwich day is November 3rd each year.

Sandwich Trivia

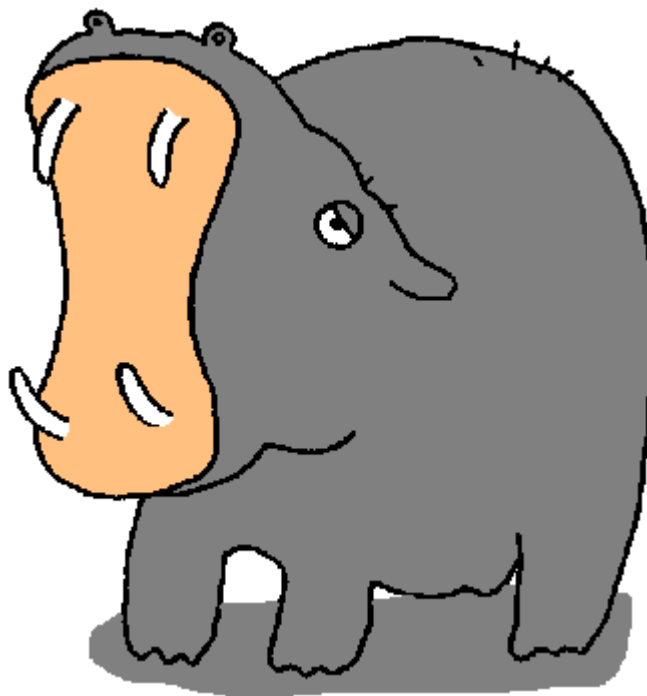
- ◇ During the Depression, out-of-work Philadelphian Al DePalma went to Hog Island near the naval shipyards in South Philadelphia to find work. When he saw the shipyard workers, many of whom were Italian immigrants, on lunch break wolfing down their giant sandwiches, his first thought was ***"Those fellas look like a bunch of hogs."*** Instead of applying for a job at the shipyard, DePalma opened a luncheonette that served big cold cut sandwiches, listed on the menu as "hoggies".
- ◇ President Franklin D. Roosevelt and his wife Eleanor, wanting to introduce something truly American to the visiting King George VI of England and his queen, served the royal guests Nathan's hot dogs at a picnic at their estate in Hyde Park, New York on June 11, 1939. The King was so pleased with "this delightful hot-dog sandwich" that he asked Mrs. Roosevelt for seconds.
- ◇ The average American consumes 60 hot dogs a year.
- ◇ One out of every 15 people in the U.S. got his or her first job with McDonald's.
- ◇ The story of the Club Sandwich. Years ago train travel was the most popular way to go long distances. Many trains even had sleeping berths and dining cars on them as well as club cars where people could gather to relax, talk with friends, play cards, and have a drink and a snack. The sandwiches served in club cars consisted of 3 slices of bread with 2 layers of various meats, usually ham, chicken, or turkey, as well as lettuce, tomato, and mayonnaise. The sandwich became so popular that today you can get it in almost any restaurant without ever getting on a train.
- ◇ The hobo history. During the 1920s and 1930s in the U.S., many unemployed homeless people traveled in freight cars on the railroads. They were called hoboes. They usually ate whatever was available. In a similar way, the submarine-style sandwich called a hobo is made from whatever is available: cold cuts such as baloney, cheese, pickles, onions, etc.
- ◇ The hamburger traces its beginnings to Hamburg, Germany, where people used to eat the "Hamburg steak." Eventually the meat patty made its way to the U.S., had its name shortened to "hamburger," and was put inside a round roll. Its popularity began to rise in the U.S. just before World War II (1939-1945).
- ◇ Frenchman Philippe Mathieu owned the still existing delicatessen and sandwich shop called "Philippe the Original" in Los Angeles. According to the story at the restaurant, in 1918 Philippe was preparing a sandwich for a policeman and accidentally dropped the sliced French roll into the drippings of a roasting pan. The policeman liked the sandwich and came back the next day with some friends to order the sandwich "dipped" in the meat pan.

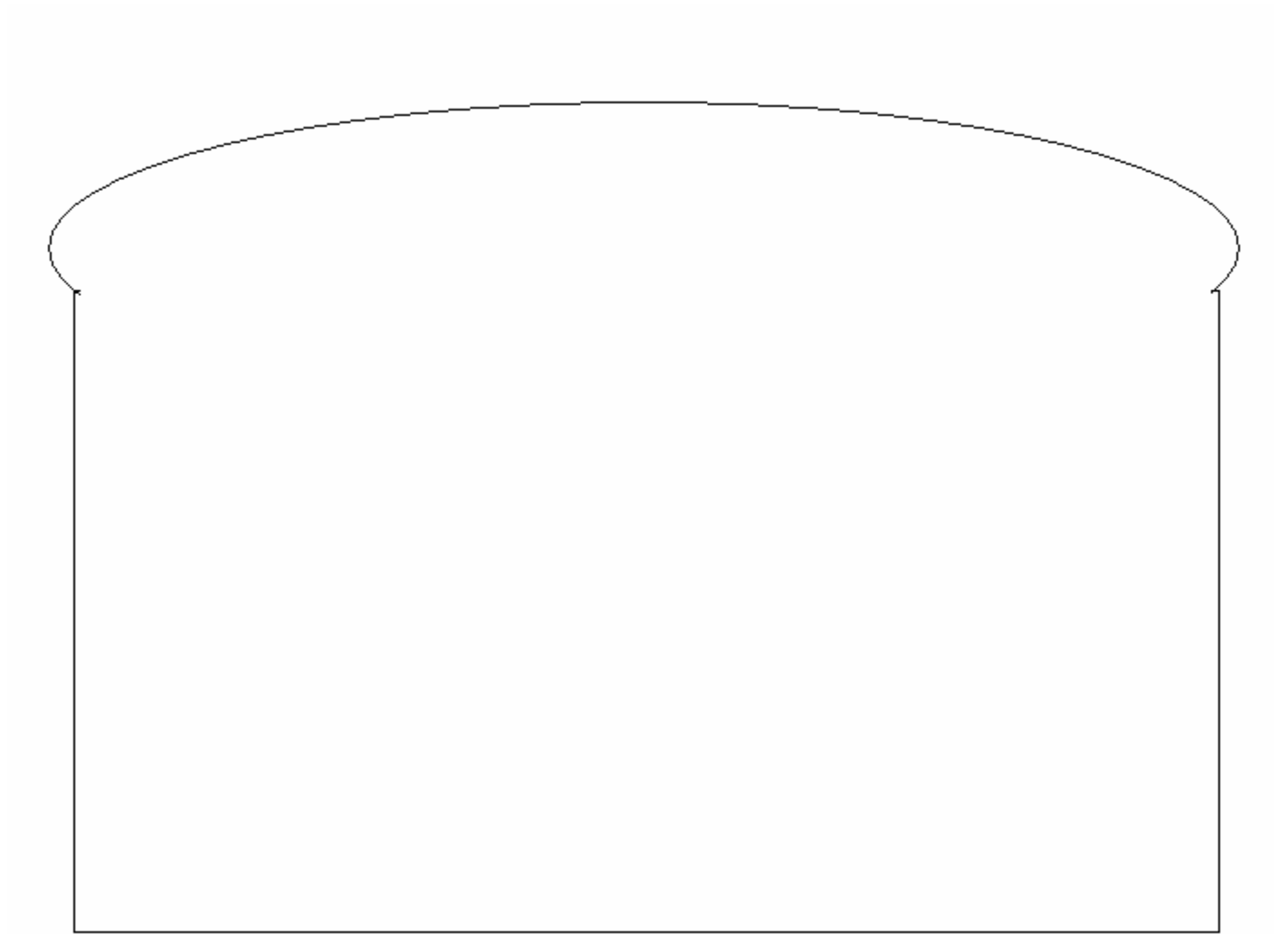
Recipe for a Hippopotamus Sandwich

By Shel Silverstein from the book *Where the Sidewalk Ends*

A hippopotamus sandwich is easy to make
All you do is simply take
One slice of bread,
One slice of cake,
Some mayonnaise,
one onion ring
One hippopotamus,
One piece of string,
A dash of pepper,
That ought to do it
Now comes the problem

Biting into it!





Slice of bread pattern

Personal Timelines

prep time = 5 minutes
activity time = 25 minutes
Colorado Reading/Writing Standard 2.1

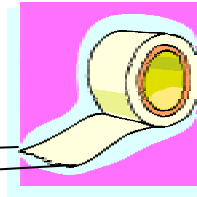
ABE/GED Skills:

History
Writing

Skills for Children:

Sequencing
Oral language development
Using a timeline

My Timeline



Supplies Needed:

1. rolls of adding machine tape (one role per four family groups)
2. picture books with strong sequential plots (see suggested list below)
3. markers or colored pencils
4. sample timeline on adding machine tape
5. parents who have “baby books” for their children should bring them to school

Vocabulary:

sequence
order

adding machine
plot

timeline

General Directions:

1. Display a sample timeline on adding machine tape. Discuss how the story can almost be “read” from the timeline.
2. Hand out strips of adding machine tape.
3. Have students read picture books either by themselves or with children. Emphasize jotting notes or remembering the order of events in the story.
4. Have students and children create a timeline of their story on the tape.
5. Family groups can share their stories with other groups.
6. Have each family group create a personal timeline. Examples could include a recent trip, baby’s first year, a week in school, their day, etc.
7. When finished, have the timelines displayed around the room for others to admire.
8. For adults, use the timelines to create comprehension questions.
9. Read biographical passages and have adults create timelines and questions about them.

Suggested Book List – Please use any appropriate books with strong sequential plots.

Gingerbread Man
Aesop’s fables
Make Way for Ducklings

Humpty Dumpty
Grimm’s fairy tales
The Very Hungry Caterpillar

Tortoise and the Hare
George and Martha
The Doorbell Rang

----- ----- ----- ----- ----- ----- ----- ----- -----									
7:00		7:30		8:30					
Wake		Eat		Leave					
Up				for					
				school					

