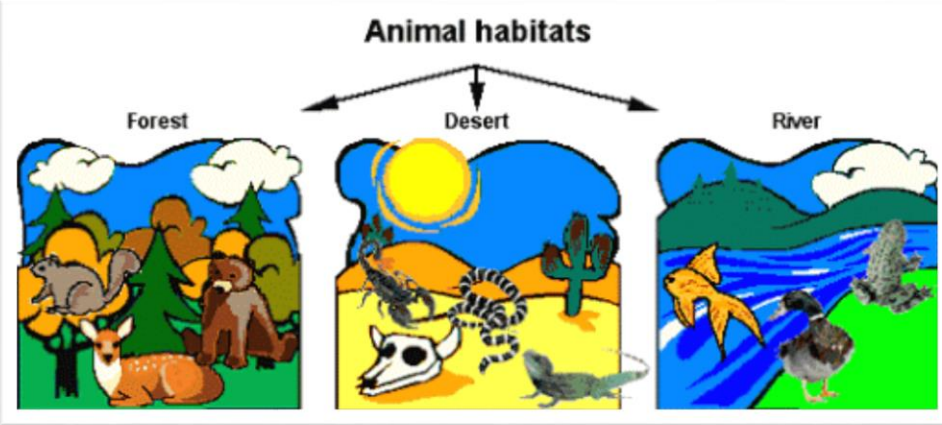


**WEEK: June 2<sup>nd</sup>-June 9<sup>th</sup> (K-4 Calendar)**

<p>Tuesday June 2<sup>nd</sup></p>	<p><b>AM ACTIVITY: Home Sweet home</b></p>	<p><b>PM ACTIVITY: Picasso Prints</b></p>
<p><b>INSTRUCTIONS:</b></p> <p><b>Challenge:</b> Create a home that is best for an imaginary animal, and provide a list of what makes it the best home for this imaginary animal</p> <p><b>Materials:</b> paper, cardboard, playdough, yarn or string, cotton balls or balled up paper towel, craft sticks or something similar to craft sticks</p> <p>Before you get started think about the homes of different animals. Why do different animals have different homes?</p> <p><b>Questions to consider:</b></p> <ol style="list-style-type: none"> <li>1. How is the habitat (home that you created) adapted for your animal? Does your animal need to be warm? Does your animal need to hide? Is it safe in the house you created?</li> <li>2. What other materials could improve your habitat? Find other items from around your house that will make your habitat better</li> </ol>		<p><b>INSTRUCTIONS:</b></p> <p><b>Challenge:</b> Find a way to make an art print using only the power of the sun</p> <p><b>Materials:</b> coins, yarn, dark construction paper, blocks or pattern blocks</p> <p><b>What to do:</b></p> <ol style="list-style-type: none"> <li>1. Take a piece of construction paper</li> <li>2. Place different objects on the construction paper (e.g. coins, string, blocks or pattern blocks)</li> <li>3. Leave the piece of paper with the objects on it in a sunny spot</li> <li>4. Make observations about what happens to the paper after two days, five days, and 10 days.</li> </ol>
<p><b>Animal habitats</b></p> 		<p><b>Questions to consider</b></p> <ul style="list-style-type: none"> <li>- Can you make a print that has several shades of colour? Try adding and removing objects at different times to see if you can make different colours appear.</li> <li>- How long did it take for the sun to fade the paper? Make a chart showing the colour of the paper after different amounts of time.</li> </ul>



**WEEK: June 2<sup>nd</sup>-June 9<sup>th</sup> (K-4 Calendar)**

**Wednesday June 3<sup>rd</sup>**

**AM ACTIVITY: Rocket to the moon**

**INSTRUCTIONS:**

**Challenge:** Create a paper “rocket” that will fly without being touched.

**Material:** Plastic straw, tape, paper

**What you need to do:**

1. Using the materials provided create a “rocket” that will fly
2. Draw a sketch of your rocket and label the parts
3. Make a prediction whether you believe your rocket will take flight on the first launch



4. If your rocket does not launch on the first try what changes can you make to help it take flight?
5. Challenge your family or siblings to see whose rocket can fly the highest.

**PM ACTIVITY: Explore memory pathways**

**INSTRUCTIONS:**

**What You Need:** 3 or more players, sidewalk chalk, writing materials such as a clipboard, pencil, and paper or dry erase board and pen, flat area

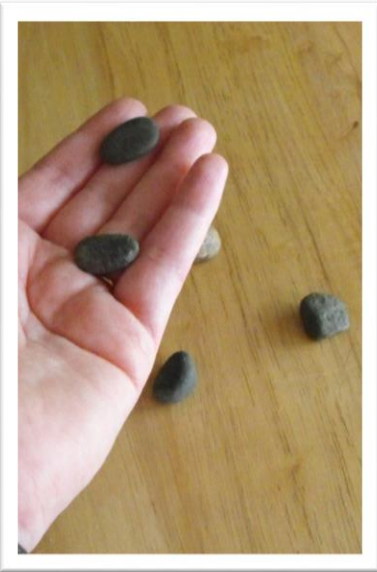

**What You Do:**

1. Have your child draw circles on the ground with the sidewalk chalk in a grid formation, with the circles spaced one foot apart from each other. The circles should be uniform in size and shape.
2. Designate one child as the "clipboard holder." Their job is to copy the circle grid onto the paper or dry erase board, then create a secret path that connects all the circles. They can draw directional arrows onto the grid or number each circle to indicate the path. Only the clipboard holder may view the secret path.
3. Before beginning the game, explain to the other players that the object of the game is to walk the secret path that the clipboard holder has drawn on their paper by stepping on each circle in the correct order.
4. To begin the game, have a player choose a circle to step on. Have the clipboard holder answer "yes" if this is the correct first circle and "no" if it is not. If yes, the player gets to take another step. If no, that player's turn ends and the next player takes a turn choosing a circle.
5. Have the players continue taking turns stepping on circles to try to figure out the secret path. After each step, the clipboard holder should answer "yes" or "no" to tell a player if they're going in the right direction.
6. The round ends when one player successfully walks the secret path from start to finish.
7. Before beginning the second round, designate a new clipboard holder and have them draw a new secret path for the players to find.


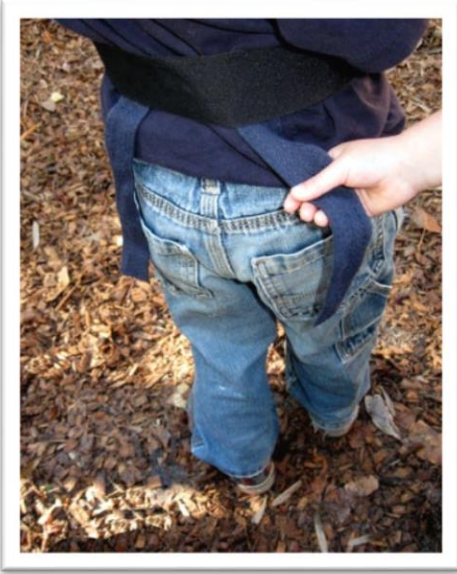


Continue playing rounds until each player has taken a turn as the clipboard holder.

**WEEK: June 2<sup>nd</sup>-June 9<sup>th</sup> (K-4 Calendar)**

<p>Thursday June 4<sup>th</sup></p>	<p><b>AM ACTIVITY: Five Stones</b></p> <p><b>INSTRUCTIONS:</b> <b>What You Need:</b> A hard, flat floor, five smooth stones <b>What You Do:</b></p> <ol style="list-style-type: none"><li>1. The first player tosses the markers into the air, trying to catch them on the back of their hand. Whether they catch one or five, they toss them again to catch them in their palm. If they miss completely, the next player starts at step 1. If the original player catches at least one marker, they go to step 2.</li><li>2. The player tosses four markers to the floor, holding the fifth in one hand. They toss this marker into the air, picks up a marker from the floor, and catches the tossed marker before it hits the floor. Setting this marker aside, they repeat until they miss or all the markers have been picked up. If they miss, it is the next player's turn. If not, they go to step 3.</li><li>3. The player repeats step 2, picking up two markers at once. If they miss, it is the next player's turn to play, starting wherever they left off. If not, they go to step 4.</li><li>3. The player repeats step 2, picking up three markers the first time and one marker the second time. If they miss, it is the next player's turn to play, starting wherever they left off. If not, they go to step 5.</li></ol> <p>The player repeats step 2, picking up all four markers at once. If they succeed, they are the winner. If they fail, it is the next players turn to resume wherever they left off.</p> 	<p><b>PM ACTIVITY: Create a Nature journal</b></p> <p><b>INSTRUCTIONS:</b> <b>What You Need:</b> Access to the library or Internet, Notebook, Pen, Pencil <b>What You Do:</b></p> <ol style="list-style-type: none"><li>1. Do the Research. Visit your local library or use the Internet to research several species that are indigenous to your area. Examples of search topics might be "Manitoba wildflowers" or "bird species of Powerview-Pine Falls." Choose at least two species—one plant and one animal—that you're fairly certain you can easily find in your area. Use the first few pages of your notebook to record what you've learned, including drawings of the species, details on its habits, and information about where it can be found.</li><li>2. Create an Observation Chart. In your notebook, set up a chart for observing your species in nature. Create one chart for each species you've chosen. Create five columns, and label the first column of your chart with the heading "Date and Time." Label the remaining columns with these headings: "Location," "Weather Conditions," "Species Sighted?" and "Observations." Make sure to leave extra room at the bottom for any additional notes.</li><li>3. Plan Your Observations. Choose a few spots where you'll go to observe your species. Make sure that these spots are easily accessible, and that you'll be able to return to them at least a few times in the coming weeks. Plan your observation schedule by deciding how often you'll visit your chosen spots, and over what time period your observations will take place. An ideal schedule might be to visit your spots once per week for three consecutive weeks, though visiting your spots daily over several days would also work fine.</li><li>4. Complete Your Observations. Following your observation schedule, begin your research. Bring your notebook and visit each spot you've chosen. Make sure to fill in every column, recording as much detail as possible.</li><li>5. Compile Your Notes take the time to read your notes carefully, looking for general trends. When you review the results, note how your species' behave and how they seem to have adapted to their settings.</li></ol> 
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**WEEK: June 2<sup>nd</sup>-June 9<sup>th</sup> (K-4 Calendar)**

<p><b>Friday June 5<sup>th</sup></b></p>	<p><b>AM ACTIVITY: Equation Card Game</b></p> <p><b>INSTRUCTIONS:</b> <b>What You Need:</b> Deck of playing cards with the face cards (jacks, queens, and kings) removed Paper Pencil Calculator (optional) <b>What You Do:</b></p> <ol style="list-style-type: none"><li>1. Have your child shuffle the cards and arrange 12 of them face up in a 4 x 4 grid.</li><li>2. Deal 2 more "Equation Cards", face up to the side of the grid. The remaining cards should be placed face down.</li><li>3. Have them look at the cards in the grid. Then, create an equation with the two extra cards which equal the number of one of the cards in the grid. Here's an example of what happened when we played: The equation cards are 3 and 4. We added <math>3 + 4</math> removed any cards in her grid that equal 7.</li><li>4. Each round should begin with them replacing any cards they removed from the grid, as well as the two equation cards.</li><li>5. When all cards have been removed from the grid, the game is complete!</li></ol> 	<p><b>PM ACTIVITY: Play Flag Tag</b></p> <p><b>INSTRUCTIONS:</b> <b>What You Need:</b> 4 or more players, 1 flag per player, Large flat area For do-it-yourself flags: Roll of 1 1/2" wide grosgrain ribbon ,Adhesive-backed Velcro strips (optional), Scissors, Fabric markers (optional) <b>What You Do:</b></p> <ol style="list-style-type: none"><li>1. Cut two or three 12" lengths of ribbon and tuck the fabric into your waist band.</li><li>2. Have your child decorate his flag belt with fabric markers (optional).</li><li>3. Repeat until each player has a flag belt.</li><li>4. To start the game, have each player put on their flag belt.</li><li>5. Divide the players into teams. To make it easier to distinguish one team from another, have the teams wear different colors. Alternatively, you can play without teams and have each player on their own.</li><li>6. Explain the rules of the game to the players: each player must try to pull the flags from other players' belts. If a player loses a flag, it must remain removed from their belt until the end of the round. When a player loses all their flag, they are eliminated from the round.</li><li>7. Begin play. Let play continue until all the players from one team are eliminated. If you aren't playing with teams, play until only one person with a flag remains. Your DIY flags are good for many different uses other than tag—use them for Capture the Flag, flag football, or another similar team based game.</li></ol> 
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WEEK: June 2<sup>nd</sup>-June 9<sup>th</sup> (K-4 Calendar)

Monday June 8<sup>th</sup>

AM ACTIVITY: Adverb Acting Game

**INSTRUCTIONS:**

**What You Need:** 20 small slips of paper, 20 flashcards, 2 paper bags, Pen

**What You Do:**

1. Start by helping your kids remember what adverbs are and some examples of adverbs. Help them write down 20 different adverbs, one on each flashcard. If they need more ideas, you can suggest examples
2. Put the 20 flashcards into one of the paper bags.
3. Take the strips of paper and have your kids write one sentence on each piece of paper about tasks they do throughout the day.



4. Place the strips of paper into the other bag.
5. Next, have your kids choose one flashcard and one slip of paper from each of the bags without showing you. Ask them to act out the sentence while incorporating the adverb. For instance, they could act out getting ready for school quickly or slowly.
6. Try to guess what action and adverb they are acting out. When you have gone through all the cards, you can add new or more complex adverbs for an additional challenge!

PM ACTIVITY: Hit the target

**INSTRUCTIONS:**

**What You Need:** Deck of playing cards with the face cards (jacks, queens, and kings) removed, Scrap paper, Pencil, 2 or more players

**What You Do:**

1. Have your child remove the face cards from the deck and set them aside. 2. Ask them to shuffle the deck and deal out four cards to each player. Make sure they deal them face down, so nobody can see the hand they were dealt. No peeking!
2. Place the remaining deck face down in the center of the table.
3. Have one of the players flip over the top card and place it face up on the table. This is the target number. 5. Announce that aces = 1.
4. Count to three and have all players turn their cards over at the same time.
5. Encourage players to add, subtract, multiply or divide the numbers in any combination to try to reach the target number. Make sure that players use all four of their cards. Have players use scrap paper to verify their math.
6. Whoever can create an equation that hits the target number first gets one point.
7. The player to reach 3 points first wins!
8. When four cards become too easy, try playing with five cards instead. Helpful Tip: Tell players to keep rearranging the layout of the cards to see new equation possibilities.



