

Technology-Free Resources for Middle School and High School Educators



Literacy and English Language Arts

No-Tech Learning Activities

Resources and materials provided are for all students. Educators are encouraged to collaborate with the special educators who serve children with disabilities at their school to ensure support and guidance related to individual children can be maximized.

(The sample activities below are written, on average, to match 8th – 10th grade WV College- and Career-Readiness Standards for ELA. Please change the verbs or type of content as needed to fit grade level expectations and/or to modify or make accommodations for student needs.)

- » Extra, Extra Read All About It! – Design the front page of a newspaper using the text you’ve read for inspiration. The front page should have (1) a title for the newspaper, (2) a headlining story about a major event in the text, (3) a shorter feature story (2 paragraphs) about one of the characters in the text, and (4) one picture to go with either the headline or the character feature.
- » Character Sketch – Create a hand-drawn sketch of one of the characters from a text. Try to be neat and think what colors you should use or if you should use grayscale based on the mood of your character or setting of your text. On the back of the sketch, explain why you drew the character as you did – use information from the text to support your decisions.
- » Tweet War – Select two characters from the text you are reading who are having a conflict (like the protagonist and antagonist). Compose an exchange of tweets back and forth between the characters which give the reader insight into their conflict as it is described in the text. Remember to follow the limitations for characters per tweet and use hashtags to create trends.
- » Story Board – Imagine that the text you’re reading is being turned into a movie. Unfortunately, the producers can only afford to tell the story in eight scenes. Create a story board on paper, cardboard, or something else (be creative). Try to make at least eight boxes and tell the story in the same sequence as it is found in the text. Inside the boxes draw a picture representing a key part of the story and then write two or three sentences about what is going on below the picture. On the back of each board, write a paragraph or two explaining why you chose those events to appear in the movie and why you left some events out of the movie. For an extra challenge, label the scenes as part of the exposition, rising action, climax, falling action, or resolution.
- » Genre Analysis Essay – First, determine the genre of your text (romance, comedy, suspense, fantasy, etc...). Next, look up the traits of that genre. Then, compose an essay in which you discuss how your text fits within that genre’s requirements. Make sure to use evidence from the text to support your analysis.
- » Character Interview – Imagine that you are a journalist for celebrity magazine. You have been assigned by your editor to interview at least two characters from your text. Try to create at least eight questions that you will ask the characters. Then, create an Entertainment Weekly style interview article which contains a brief introduction (who the characters are and what text they are from) followed by your interview questions and answers that you think they would give based on how their characters think, act, and interact in the story.
- » Text in a Bag/Box – Create a presentation about your text. To do this, you will need to prepare a short presentation as well as visuals. First, find a large paper bag, gift bag, or cardboard box to decorate. Decorate the outside of the bag/box on the front with a picture that represents your text and the title of the text and author’s name. On one side, list five words that you found challenging or interesting and their definitions based on the context of the text. On the other side, write a summary of the text in your own words. Next, fill the bag with 7-10 artifacts that represent an element of the text (character, setting, plot, item from the tale, theme, etc...). For your presentation, explain to someone else the choices you made when decorating the bag and then pull out the artifacts from inside the bag and share what each one has to do with the text and why you chose it.

No-Tech Learning Activities that Do Not Require a Text for Re-teaching, Review, and/or Enrichment

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- » Daily Journal – Take time each day to record your thoughts and experiences. Try different techniques each day: write in 1st person and then in 3rd, use figurative language one day and another day be really technical, be very descriptive one day and the next day be purposefully vague, try writing in poetic verse or in all passive voice. Keep trying out new techniques and styles each day or settle into the ones that really make your voice feel heard.
- » Interview Friends and Family – Get to know your friends and families better and share their interesting life stories! Ask them to share memorable times in their lives and then record it in a log or family/friend memory book. For extra fun, ask your family if you can add old photos to the book or you can draw some pictures and showcase your own artistic ability.
- » Write Your Own Novel – You don't have to wait for November and National Novel Writing Month to begin your masterpiece. Brainstorm some ideas for a great story and just start writing. It's ok if it's not perfect; that's what editing and revision is for. Draft a little bit each day and before long you'll have great story to share with others!
- » Creative Writing – Start a portfolio of poetry or short narrative writing. Write something new each day. Find inspiration in the things around you like: a day in the life of a smartphone, what your pet would say if it could talk, an ode to toilet paper, and so much more!
- » Friendly Debate – Have a friendly debate with your friends and family. Remember that the point of a debate isn't to win, it is for everyone to feel heard and to work toward understanding each other's point of view. It's an activity of reasoning. Some friendly topics to get you started: If you could only eat one type of fruit, which one should you eat? What's the best for gaming: Xbox, PS4, PC, or Nintendo? Which sport is the most fun to play?

Project Ideas that Can Be as No-Tech, Low-Tech, or Tech-Loaded as Your Students Need

- » Make a learning menu using a combination of the activities described above or tried and true classroom favorites of your own. Have fun with the menu design. In addition to the Breakfast, Lunch, Dinner, format consider a Bingo, Tic Tac Toe, Baseball Game (label activities singles, doubles, triples, or home runs by complexity), Football Game (yardage earned based on complexity of task), or other fun format. To help students continue growing their literacy skills, provide a rubric for the activities to share your expectations.
 - *No-Tech – students keep a portfolio of what they make, do presentations to at-home audience, and self-reflect on their performance.*
 - *Low-Tech – throw in a few tech options like posting online book reviews to your online classroom or sending you emails from time to time on their progress.*
 - *Tech-Loaded – have students post their work to your online classroom and present to you or to the class using video features.*
- » Share a reading log template with students and ask them to read anything they want (or an assigned text) for at least 20 minutes a day.
 - *No-Tech – students keep the log themselves at home and self-reflect on their progress.*
 - *Low-Tech – students send you updates on what they're reading or learning once a week via email or phone call*
 - *Tech-Loaded – students keep their logs online where you can chat back and forth about it in the classroom or start a class discussion on the message board of your classroom and ask students to share what they're reading and learning several times per week*

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Math 6-8

- » Learning Menu Idea 1:
Using the food labels on boxes of cereal or other food items, determine the number of calories in multiple servings of that item. How many calories in half a serving, $\frac{1}{4}$ of a serving, etc.? What if you were feeding 20 people? 35 people? Your school?
- » Learning Menu Idea 2:
Graph the temperature every hour for multiple days. How does the temperature change over time? What do you notice? What do you wonder?
- » Learning Menu Idea 3:
What is the probability of flipping a coin and landing on “heads?” Flip a coin 30 times and record whether it lands on “heads” or “tails” each time. Does your experimental probability (the number of times you landed on “heads” compared to the total number of flips) match the theoretical probability (what “should” happen)? Why do you think the results ended up the way they did?
- » Learning Menu Idea 4:
Draw or print a picture. Draw the image in a rotation, reflection, and translation.
- » Learning Menu Idea 5:
Find the area of each room in your current location. What would fit in your room if the area was $\frac{1}{4}$ of the original size? What would the area be if you doubled the length of each wall? If you used a room for storage, how many chairs could you fit into the room?
- » Learning Menu Idea 6:
From Alex Gardner: With one straight cut you can slice a pie into two pieces. A second cut that crosses the first one will produce four pieces, and a third cut can produce as many as seven pieces. What is the largest number of pieces that you can get with six straight cuts?

Activities Requiring Step-by-step guidance/external resource (can be hard copy)

- » From <https://www.youcubed.org/>: Seeing and Describing Linear Functions
- » From <https://youcubed> (requires a square piece of paper):
 - Construct a square with exactly $\frac{1}{4}$ the area of the original square. Convince yourself and then someone else that it is a square and has $\frac{1}{4}$ of the area.
 - Construct a triangle with exactly $\frac{1}{4}$ the area of the original square. Convince yourself and then someone else that it has $\frac{1}{4}$ of the area.
 - Construct another triangle, also with $\frac{1}{4}$ the area that is not congruent to the first one you constructed. Convince yourself and then someone else that it has $\frac{1}{4}$ of the area.
 - Construct a square with exactly $\frac{1}{2}$ the area of the original square. Convince yourself and then someone else that it is a square and has $\frac{1}{2}$ of the area.
 - Construct another square, also with $\frac{1}{2}$ the area that is oriented differently from the one you constructed in #4. Convince yourself and then someone else that it has $\frac{1}{2}$ of the area.

Math 9-12

» Learning Menu Idea 1:

Create a catapult using items found in your current location. Fling a small object (gummy bear, coin, etc.) and draw a picture representing its movement through the air. Add and label an x- and y-axis to your drawing. How can you make your object go higher/farther? How does the graph change?

» Learning Menu Idea 2:

Adapted from Mathematics Vision Project:

- *You and your friend are starting a pet-sitting company, taking care of cats and dogs. You have up to 360 square feet available to use.*
 - » Cat pens require 6 square feet of space, and dog runs require 24 square feet of space.
 - » You have \$1280 in start-up funds, and it costs \$80 for each dog run and \$35 for each cat pen.
 - » You plan to charge \$8 per day for boarding each cat and \$20 per day for each dog.
- *How many of each type of pet should you plan for? Why do you think this is the best plan? Based on your plan, how much money would you make in a year?*

» Learning Menu Idea 3:

Find right triangles in the world around you. Determine the length of each side of the triangle using the distance formula, Pythagorean Theorem, and trigonometric ratios.

» Learning Menu Idea 4: (from <https://www.youcubed.org/>)

Can you find every number between 1 and 20 using only four 4's and any operation?

- *Example: + + + = 5*

» Learning Menu Idea 5: (from <https://www.openmiddle.com/>):

- *Make a table with three points on the same line with:*
 - » A slope not equal to zero
 - » A y-intercept is not a whole number
- *Write the equation for the line.*

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- » Interviews - Have students interview a grandparent with specific questions about significant events and people they experienced from history.
- » Timeline - Create a timeline of a current event using newspapers and news outlets on TV.
- » Scavenger Hunt - Engage in a scavenger hunt around the house. Each item on the scavenger hunt may require children to tell the story of its history. For example: grandma's quilt – interview an adult in the home who knows all about this piece of history.
- » Representative Letters - Write a letter to a representative about a topic of passion or concern.
- » COVID-19 - Organize information about COVID-19 from different viewpoints.
- » Census Importance - Call 10 adults in your family and explain the importance of completing the Census on April 1st. The information packet will appear in your mail with all the instructions.
- » Veterans - Write letters to nursing home veterans.
- » Community - Create a list of all the local services in your community. For example: grocery stores, banks, fire station, restaurants, local vendors, etc.
- » Maps- Create a detailed map of your community
- » Directions - Create directions to your house using correct routes for a relative to come visit in a few months.
- » Community Service - Plan a community service project as a family.
- » Press Conference - Watch a news press conference by the Governor. Write down the important details of his speech/ report.
- » “Made In” - Create a list of 50 items in your house and write down where the item was made.
- » Elections - Create a list of all the individuals running for office from a newspaper, on TV, or from campaign signs along the road. Locate their contact information and call one or two with questions and concerns
- » Media - Assess the influence of the media on the public regarding COVID-19. Consider bias, reporting news out of context, and citizen opinion.
- » Expenses - Create a list of every expense of your household for 7 days.
- » Pay Stub - Explain your most recent pay stub to your middle or high school child.
- » Budget - Create a budget with your family.
- » Resume - Create a job resume.
- » Income Tax - Walk your high school child through the income tax process. Discuss your W2, federal and state filing, and certain tax credits your family applied for this year to obtain a return.
- » Credit Cards - Talk to your child about credit cards. Show them your statement and talk about interest. Discuss how a credit card can improve or harm one's credit score. Explain to them the importance of maintain good credit.
- » Personal Finance - Introduce your child to checking, savings, and the use of debit cards.
- » Census - Complete the Census with your child on April 1st.
- » Checkbooks - Balance your checkbook with your child present.

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APRIL LYRID METEOR SHOWER

Every April 16-25, there's an astronomical event known as the Lyrid Meteor Shower — or the April Lyrids. During this meteor show, expect to routinely see 10-20 meteors an hour, with peak activity anticipated in the early morning hours of April 22. But every few decades, the shower unexpectedly produces surges of up to 100 meteors per hour! The last recorded Lyrid surge was in April of 1982, so we're due for another surge at any time.

Best of all, the skinny and almost-new lunar crescent won't obtrude on this year's production. In a dark sky, you might see as many as 10 to 15 meteors per hour at its peak. Before dawn on Wednesday will probably feature the greatest number of meteors.

Some Lyrid meteors are expected to fly between late evening on Sunday (April 19) until dawn Monday (April 20). A greater number of meteors are anticipated from late night Monday (April 20) until dawn Tuesday (April 21). **Before dawn Wednesday – April 22, 2018 – will probably be best but try again from Wednesday night (April 22) until dawn Thursday (April 23) if you're game.** Generally, the greatest number of meteors fall in the few hours before dawn. That's when the radiant point – near the star Vega in the constellation Lyra – is highest in the sky, and when you're likely to see the most meteors.

Check for clear skies and plan to get up early to watch for meteors.

PREPARE DINNER

When children read recipes, follow directions, gather ingredients and cooking tools, measure ingredients, and get results, they use many science and math practices. These skills serve them well in the science classroom and in the home. Recipes are available in cookbooks and online. Some recipes are more complex than others, so choose recipes that match your chef's skills and experience as well as your pantry supplies.

Perhaps, you or someone in your family has a recipe that has been handed down for generations with an ingredient list that includes a pinch this and a handful. This might be a goodtime for you and your child to convert the ingredients list to more standard measurements. Help your child list the ingredients and quantities and write the directions needed to make the traditional family food.

MAKE HOMEMADE ICE CREAM IN A BAG

You will need:

- » 1 tablespoon sugar
- » ½ cup whole milk, cream, or half and half
- » ¼ teaspoon vanilla extract (or other flavoring)
- » 6 tablespoons salt (Ordinary table salt will work, but salt that has larger crystals, such as kosher salt or rock salt,)
- » Enough ice to fill the gallon-sized bag halfway
- » 1 gallon-sized Ziploc bag (or similar leak-proof plastic bag)
- » 1 pint-sized Ziploc bag (or similar leak-proof plastic bag)

Directions:

1. Pour ½ cup of whole milk, cream, or half and half into a small Ziploc bag (or similar leak-proof plastic bag).
2. Add ¼ teaspoons of vanilla extract and 1 tablespoon of sugar.
3. Seal the bag firmly and get any excess air out.
4. In the larger Ziploc bag (or similar leak-proof plastic bag), fill it about 1/2 way with ice. Add 6 tablespoons salt.
5. Then put your small bag into the large bag and fill with extra ice on top. Seal the large bag.
6. Get gloves for shaking and shake for 6 minutes. *Gloves are needed since the salt makes the ice extra cold.
7. Take the small bag out of the large bag and rinse the outside of the small bag with cold water. Make sure to rinse out the top part of the bag also (above the seal), so your ice cream doesn't get salt on it when you take it out.
8. Once done rinsing, carefully open the small bag to not get any remaining salt from the outside of the bag inside the bag.
9. The ice cream will be a little icy looking to start. Use a spoon to mix it around and soften it up a bit. Scoop out and enjoy!
10. If you have enough ingredients to make more ice cream, change your recipes just a bit by adding fruits, jellies, crushed candies, or other food items to make different flavored ice creams.

Great-grandparents and older neighbors may be able to share stories about using ice cream machines that had to be cranked. This might be a good time to pick up the phone share stories about how ice cream making was done back in the days.

BLOW UP A BALLON WITH YEAST

You will need:

- » A packet of yeast (available in the grocery store)
- » A small, clean, clear, plastic soda bottle (16 oz. or smaller)
- » 1 teaspoon of sugar
- » Some warm water
- » A small balloon

What to do

1. Fill the bottle up with about one inch of warm water. (When yeast is cold or dry the microorganisms are resting.)
2. Add all the yeast packet and gently swirl the bottle a few seconds. (As the yeast dissolves, it becomes active – it comes to life! Don't bother looking for movement, yeast is a microscopic fungus organism.)
3. Add the sugar and swirl it around some more. (Like people, yeast needs energy (food) to be active, so we will give it sugar. Now the yeast is "eating!")
4. Blow up the balloon a few times to stretch it out then place the neck of the balloon over the neck of the bottle.
5. Let the bottle sit in a warm place for about 20 minutes
If all goes well the balloon will begin to inflate!

The activity above is a DEMONSTRATION. To make it a true experiment, you can design and do an experiment to help you answer these questions:

1. How does the amount of sugar effect the growth of the yeast?
2. How does the temperature of the water effect the growth of the yeast?

RUBBER CHICKEN BONE

You will need:

- » Vinegar
- » Chicken bone
- » Jar big enough you can cover the bone with vinegar

While you can use any bone for this experiment, a leg (drumstick) is a particularly good choice because it's normally a strong and brittle bone. Any bone will work, though, and you can compare bones from different parts of a chicken to see how flexible they are initially compared with how they change when calcium is removed from them.

What to do:

1. Try to bend a chicken bone without breaking it. Get a sense of how strong the bone is.
2. Soak chicken bones in vinegar.
3. Check on the bones after a few hours and days to see how easy they are to bend. If you want to extract as much calcium as possible, soak the bones in vinegar for 3-5 days.
4. When you are done soaking the bones, you can remove them from the vinegar, rinse them in water and allow them to dry.

How It Works

- » The acetic acid in the vinegar reacts with the calcium in the chicken bones. This weakens them, causing them to become soft and rubbery as if they had come from a rubber chicken.

ENGINEERING- BUILD A PARACHUTE FOR A LIGHT WEIGHT TOY

Use household items to build the parachute; items may include but are not limited to:

- » plastic bag- cut the handles off a grocery bag and it will do nicely
- » lightweight unbreakable cup,
- » string, yarn, pipe cleaners – fasten the cup to the parachute
- » tape,
- » small toy.

Throw your parachute from a high spot or just grab it by the cup and fling it up as high as you can. If your toy does not stay in the cup or if your parachute does not open, make changes to improve you design and try again.

CATAPULT- FORCE & MOTION

Create a catapult using items found in your current location. Fling a small object (gummy bear, coin, etc.) and draw a picture representing its movement through the air. Add and label an x- and y-axis to your drawing. How can you make your object go higher/farther? How does the graph change?

BEND WATER WITH STATIC ELECTRICITY

You will need:

- » A dry plastic comb
- » An indoor faucet
- » A head full of clean dry hair.

What to do:

1. Turn on the faucet and slowly turn down the water until you have a VERY thin stream of water flowing.
2. Take the plastic comb and brush it through your hair ten times.
3. Now slowly bring the comb close the flowing water, (without touching the water). If all goes well, the stream of water should bend towards the comb! Magic you ask? Not really.

MAKE AN ELECTROMAGNET

You will need:

- » A large iron nail (about 3 inches)
- » About 3 feet of THIN COATED copper wire
- » D size battery
- » Some paper clips or other small magnetic objects

What to do

1. Leave about 8 inches of wire loose at one end and wrap most of the rest of the wire around the nail. Try not to overlap the wires.
2. Cut the wire (if needed) so that there is about another 8 inches loose at the other end too.
3. Now remove about an inch of the plastic coating from both ends of the wire and attach the one wire to one end of a battery and the other wire to the other end of the battery. See picture below. (It is best to tape the wires to the battery – be careful though, the wire could get very hot!)
4. Now you have an ELECTROMAGNET! Put the point of the nail near a few paper clips and it should pick them up!

NOTE: Making an electromagnet uses up the battery somewhat quickly which is why the battery may get warm, so disconnect the wires when you are done exploring.

How does it work?

Most magnets, like the ones on many refrigerators, cannot be turned off, they are called permanent magnets. Magnets like the one you made that can be turned on and off, are called ELECTROMAGNETS. They run on electricity and are only magnetic when the electricity is flowing. The electricity flowing through the wire arranges the molecules in the nail so that they are attracted to certain metals. NEVER get the wires of the electromagnet near at household outlet! Be safe – have fun!

Make it an Experiment-

The project above is a DEMONSTRATION. To make it a true experiment, you can try to answer these questions:

1. Does the number of times you wrap the wire around the nail affect the strength of the nail?
2. Does the thickness or length of the nail affect the electromagnets strength?
3. Does the thickness of the wire affect the power of the electromagnet?

MAKING MUSIC WITH WATER GLASSES

What you'll need:

- » 5 or more drinking glasses or glass bottles
- » Water
- » Wooden stick such as a pencil

What to Do:

1. Line the glasses up next to each other and fill them with different amounts of water. The first should have just a little water while the last should almost full, the ones in between should have slightly more than the last.
2. Hit the glass with the least amount of water and observe the sound, then hit the glass with the most water, which makes the higher sound?
3. Hit the other glasses and see what noise they make, you may need to add or remove water from some of the glasses to get a desired tone.
4. See if you can you make the tune to a song. Can a family member can recognize the song you are playing?

ADDITIONALLY

- » Build a container for an egg that protects it from breaking and then test it out by dropping it from on high.
- » Change how an egg floats or sinks in a glass by adding salt or sugar to the water.
- » Grow a bean in a clear cup to watch the roots grow down and the stem

Foreign Language

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1. Students should teach a family member basic vocabulary (greetings, numbers, colors, etc.)
2. Students should label items they find in their home.
3. Students should look for directions or an owner's manual from something purchased recently that is written in the language they study. They should note the words they recognize.
4. Students should list words in English that have been borrowed from the target language.
5. Students should watch the local news. Are any of the countries where the language they study mentioned? What is happening there? Students should reproduce the local weather report in the target language.
6. Does your TV or radio have international stations or stations where the language studied is spoken? Students should listen for 15 minutes and not any words that they recognize.
7. Students should list famous people who speak the language they are studying. Consider sports figures, musicians and historic figures.
8. Call a friend from class and greet him/her in the language being studied.
9. Students should consider signs that they have seen written in the language that they study. Where? What did they say?
10. Students should create a brochure that provides information on how a world language can help in a particular career choice and job search.
11. Students should write a children's picture dictionary using words that they learned in their language class.

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Nutrition Label Mathematics:

Using the food labels on boxes of cereal or other food items, determine the number of calories in multiple servings of that item. How many calories in half a serving, $\frac{1}{4}$ of a serving, etc.? What if you were feeding 20 people? 35 people? Your school?

My COVID-19 Journal

A journal activity for students to complete during their time out of school.

Habit 1: Being Proactive

Part of being proactive means anticipating challenges and preparing for them. In anticipation of quarantines, many people began proactively preparing by stocking up on “essential” items they would need.

- » What items have been in high demand?
- » How have stores responded to these demands?
- » What items do you think are most important to have on hand during a multi week quarantine?
- » Did you or your family do anything to prepare for potential closures?

Habit 2: Begin With the End in Mind

Begin with the end in mind. With fewer commitments to attend in the next few weeks, what can you accomplish? What are 3 personal goals you can accomplish in the next few weeks?

- » Write them in SMART goal format. (Perhaps this extra time away from school could allow you to finally focus on getting your split, organize your closet, finish a book, or learn to make something from scratch!) Use bullets to describe the steps you will need to take to accomplish your goal.

Habit 3: Put First Things First

Habit 3 reminds us about priorities. Sometimes, our priorities get a little out of whack in the hustle and bustle of daily life. A larger event like this can sometimes remind us what is most important in life. With more time at home, your priorities may have changed recently.

- » How is your daily routine different than normal?
- » How have the routines of your family members changed?
- » What have you had more time to do that you really enjoy?
- » What is something you really miss and you look forward to returning to?

Habit 4: Think Win-Win

This unique situation may provide opportunities to work together or help others in ways you never thought of. Mr. Rogers once said, “When I was a boy and would see scary things in the news, my mother would say to me, ‘Look for the helpers. There are always people who are helping.’” Please choose one of the options below...

- » Option 1: Share your personal story of how you have experienced people working together, sharing, and supporting one another in recent days.
- » Option 2: Find social media stories in which other people have shared how they are caring for and supporting one another. Retell what you read/heard in your own words. Be sure to tell us the source of your story.

Habit 5: Seek first to Understand then to Be Understood

News outlets and social media are flooding us with information about Coronavirus, much of which is not factual. Seek first to understand 3 claims that have been reported and determine if you think each is reliable. Then, seek to be understood and explain why you think this claim should or shouldn't be trusted.

- » Create a chart in one column Source/Claim/Is it reliable? Why or Why not?

Habit 6: Synergize

Synergize means to work together to accomplish a task. Our common goal is to slow the spread of Coronavirus so that the healthcare system can keep up with caring for those in need. Individuals have had to make sacrifices and many have been inconvenienced for the greater good.

- » Explain some of the steps our society/government/schools have taken so that we can synergize to slow the spread of this virus.
- » What “protective measures” have recently been put into place?
- » Create a timeline below of 5 events by writing the date, and the new rule/restriction that was put into place. You may use a variety of sources to help in your search.

Habit 7: Sharpen the Saw

Sharpen the Saw is about giving yourself a chance to rest, relax, and recharge your batteries, so that you may efficiently prepare for upcoming challenges without getting burned out.

- » How can you use this time to practice better self-care so that your immune system is in tip-top shape?
- » How have you been caring for your body while adapting to a new routine? (Hygiene, exercise, nutrition, cleaning, etc.)
- » How are you caring for your mental/emotional health? (Hobbies you have been enjoying more, talking about concerns/worries)
- » How have you been maintaining social connections? Did any of your plans change?

Physical Education

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Physical Activity: Complete a minimum of 30 minutes of physical activity each day. What are you doing to support your immune system (Explain in detail using examples)?

Type: _____

» Time: _____

» Intensity (scale of 1-10): _____

» Has the time gone down or up with more free time? _____

Time spent on electronics: _____.

Has this gone down or up with more free time? _____

Rate your nutrition: Healthy Average Unhealthy

Rate your mood (scale of 1-10): _____

Wellness Triangle: What strategies are you implementing to help or keep your Wellness Triangle balanced (Physical, Mental/Emotional, and Social) through this disruption of your lifestyle? (Explain in detail using examples)

Exercise Dice Game: Pick six exercises. Write the name and draw a picture of the exercise on a sheet of paper. Number the exercises 1 through 6. Roll the dice to see which exercise to complete, roll the dice again to see how many times to complete the exercise.

The Arts

No-Tech Learning Activities

Resources and materials provided are for all students. Educators are encouraged to collaborate with the special educators who serve children with disabilities at their school to ensure support and guidance related to individual children can be maximized.

Students are encouraged to engage in the arts or a specific arts discipline independently. This could be: a) practicing your instrument or even singing warm-ups; b) drawing, painting, or sculpting focusing on a specific technique to create a new piece of art; c) compiling your favorite monologues into a themed based soliloquy or taking a favorite role you've played and rewriting it showing what the character might say or feel differently and then prepare that for performance; or d) creating a new dance piece from an impromptu or stylistic point of view. Doing these types of activities, we sometimes refer to as keeping your skills "honed" or at their peak! Think "outside the box" as this is a great time to show your creativity. Be sure to document what you are doing. Keeping a performance journal is always a great idea!

No-Tech Learning Activities

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- » Create an app - Create an imaginary smartphone app that meets the needs of someone in your family. What would your app do? What buttons would it need? What functions would it need? Design the app on paper (draw it out!). Create a new drawing for each action of the app. Test it out with someone in your family. How would you modify it? Can you make it better?
- » Writing directions - Choose something in your house that you can hide. Hide it in a room. Write the directions to find the object -- remember to tell what the object is! Give the directions to someone in your house and have them find it! If they don't find it, revise the directions -- include starting point, which room, etc.
- » Writing directions and debugging - Write out the directions to build a paper airplane. Have someone in your household follow the directions. If their paper airplane looks different than yours, modify the directions. Keep modifying, or "debugging," the directions until the airplanes are the same.
- » Writing directions and debugging - Create a set of directions for someone else to draw a specific monster. For example, draw a circle for the head, or a square for the body. Be very specific. Share your directions with a family member or a friend over the phone. Compare monsters. Is the drawing what you intended? Debug your instructions and try again. Keep modifying and "debugging" your instructions until the monsters match.
- » A binary question game - Play 20 questions with a family member or a friend over the phone. Chose a person, place, or thing. The other player takes turns asking "yes" or "no" questions in an attempt to figure out the identity of the person, place, or thing. All questions must be answered with simply "Yes" or "No." After each guess, keep track of the number of guesses that are used until it reaches the limit of 20.
- » Develop your own secret code – Develop a secret code for the alphabet. You could substitute other letters for the letters in the alphabet, or substitute numbers for letters. You decide, it's your code! Once you've created the secret code, write a message. Give someone in your family the message and the key to the secret code. See if they can decode your message!

No-Tech Learning Activities

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STEM 6-8

- » Design a new instrument. Using household items, build an instrument. Test it and make it better. When you're happy with it, draw a picture of it that will allow someone else to replicate it. Include measurements and specific instructions.
- » Create a marble run using toilet paper tubes, paper tower tubes, rolls of paper, or whatever you can find around the house. Measure each section of the marble run. What is the total distance the marble will travel? When you're finished, time the marble. How fast did the marble complete the marble run? Were there places where the marble went faster or slower?
- » A Rube Goldberg machine is one that takes a simple task and makes it much harder. Rube Goldberg machines include the simple machines. Using items around the house, create a Rube Goldberg machine that uses all simple machines, has many steps, and accomplishes a simple task. Create a diagram of your machine, including measurements. Time how long it takes the machine to run. Can you adapt it to make the machine faster or slower?
- » Have you ever read a popup book? Can you make one? What story will you tell? Using paper and other materials you find around your home, design and build a pop-up book. After you create your popup book, make it better. Remake parts of your book. When you are happy with the design of your popup book, share your book with a family member.
- » Design a small boat using common household items, such as food packaging that is ready to be recycled, aluminum foil, or toilet paper rolls. Create a boat that is no longer than 6 inches and no wider than three inches. Place your boat in a large bowl, pan, or bucket of water. Determine how much weight your boat can hold. Use something like pennies to measure how much weight your boat can hold. Once your boat sinks, make improvements to your design. When you think you've made the boat better, test it again. Perform the test and improvement process 5 times. When you're satisfied with your design, draw a diagram of your boat, including measurements.
- » Design a better thermos. Choose two containers, one large and one smaller. Place the smaller container inside the larger. Look for the best insulation material(s) you can find around your house (i.e. cotton balls, newspaper, etc.). Add ice cubes to the inside container. Perform multiple tests with different insulation materials. What kept the ice cubes from melting the longest? Which insulation material worked best?
- » Find something in your home that is broken and heading to the trash. Ask if it is OK to take it apart. Take it apart. This is called reverse engineering. Take notes and draw pictures to describe how it is constructed. Share your discoveries with someone else.

STEM 9-12

- » Bridge Design. Using common household materials, design a small bridge between two chairs. Choose your materials, and draw a design before beginning. Create your bridge. Determine what you'll use to measure how much weight it can hold. For example, how many cans, or closed bottles of water, can it hold? When the bridge fails, go back to your design and change it. How can you make it better? Re-build your bridge and test it again. Was it better?
- » Object re-use. Choose something that is about to be recycled or headed to the trash, like a water bottle, or a used K-cup. What can you do with it to give it a new purpose? Design a new product or a new use for the object. Create a set of instructions for making your new product.
- » Reduce community spread. Look at your home or your neighborhood. What problem has arisen due to the fact that we can't be within 6 feet of each other? How can you engineer a solution to that problem? You don't actually have to build the solution, but you can design it. Think like an engineer. How can you make life better?
- » Design a water collection system. It is spring and we know the rain will come. Design a rain water collection system that can be used to harvest rain for the purposes of watering a garden (not for drinking). What can you use around your house to collect rain? Can you build it before it rains again? Once you build it, test it. How did work? What can you do to improve it?
- » Product re-design. Choose a product in your house. How can you make it better? Design a better product and create an ad campaign for that product that explains why it is better and why consumers should use it.