

Prevent Summer Brain Drain!

S.R.E.
KINDERGARTEN

SUMMER Ideas & Activities Meeting

Research says:

The U.S. Dept. of Education says that spending those lazy hazy days of summer just playing, sleeping in, swimming and watching television cause children to forget up to 25% of their reading and math skills.

The Center for Summer Learning at Johns Hopkins University states that all

students experience significant learning losses during the summer months.

Reading is Fundamental (RIF), the nation's oldest and largest literacy organization, believes there is no better time than the summer to bridge the gap between the end of one school year and the beginning of the next one.

Teachers spend from 4 to 6 weeks reteaching material that students have forgotten over the summer. Janice Hofstra director of Hofstra University's Saturday Classes for Young People, states The best way for students to retain skills they learned is to make learning enjoyable, not an obligation. Then they won't even know they are learning when it is fun. Start with their interests. Have a family or one on one meeting to choose fun activities to do together. This is a parent and child **TEAM EFFORT!!**

Parents can:

- Help your child retain educational skills over the summer.
- Take your child to the library for children's programs and books.
- Be positive, enthusiastic, interested, and innovative!

For an exciting summer, read parent tips:

1. *Establish summer rules, routines, and procedures.*
2. *Assign responsibilities.*
3. *Be consistent.*
4. *Provide incentives.*
5. *Fulfilled responsibility is directly related to positive self esteem.*
6. *Discuss consequences—good and bad.*
7. **READ ALOUD FOR 10 min. EVERYDAY!**

NAME _____ DATE _____

READING INTEREST INVENTORY

What is your favorite animal?

What do you want to be when you grow up?

What is your favorite TV show?

Who is your favorite TV character?

Do you like to read about pretend situations or facts?

What is your favorite book?

Who is your favorite author?

What topics would you like to know more about?

What is your favorite bird, bug, or sea animal?

Do you like science subjects like space, weather, health, inventors, etc?

JUNE

- JUNE 1 – Finger paint with Jello, pudding, or Cool Whip on a paper plate
- 2 - Create a sculpture using toothpicks and mini-marshmallows
- 3 - Write letters on the driveway using a squirt water bottle
- 4 - Have a cotton ball race across the kitchen table remember no hands!
- 5 - Have your child write your shopping list
- 6 - Write words using french fries.
- 7 - Write letters on paper with q-tip dipped in vegetable oil.
- 8 - Decorate a dark colored t-shirt or jean shorts with a q-tip dipped in dishwasher detergent (it will bleach the cloth permanently)
- 9 - Fingerpaint on the counter top with shaving cream. Write words.
- 10 – Trace a letter on your child’s back, have him or her guess the letter
- 11 – Make peanut butter playdough and roll to make letters
- 12 – Bake cookie or biscuit letters, shake cinnamon and sugar on top then eat.
- 13 – Use a flashlight to make letters on the wall. Have family guess the letter.
- 14 – Save coins in a jar or piggy bank.
- 15 – Cut different colors from a magazine and sort to make a rainbow.
- 16 – Put 5 items on the table, ask the child to look at the group for a five seconds, ask child to close their eyes, remove and hide one piece and ask them to name the missing item. Variations: put 10 different items on the table and remove 2 or 3 at a time. This will increase memory skills.
- 17 – Count the number of steps it takes to walk to a neighborhood landmark or just to the corner of the block.
- 18 – Peel a carrot and count how many peels it took to clean it. Ask mom to cut the carrot into circles and then ask the child to reorder the circles to reassemble the carrot into a cone shape.
- 19 – Teach your child how to set the table. Assign daily responsibilities for the summer.
- 20 – Look up events that occurred on the day your child was born.
- 21 – Get a library card for your child.
- 22 – Tell your child a story of the first time you went trick or treating.
- 23 – Organize a neighborhood Halloween party in June. Everyone wears a costume, and walks in a parade in the neighborhood.
- 24 – Have your child find your town on a map. Draw a map of the backyard. Use directions: north, south, east, and west.
- 25 – Measure how many steps it is across the backyard and across the front yard. Compare the numbers.
- 26 – Watch Animal Planet. Draw a picture of the animal on the TV.
- 27 – Dig a worm from the ground. Measure its length. Time how long it takes to go back into the ground.
- 28 – Cut pieces of paper into shapes and glue them into a quilt pattern.
- 29 – Ask child to make own peanut butter sandwich and clean up the mess.
- 30 – Take a nature walk. Bring back 3 pieces of nature to create an art project.

June 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Make a poster of summer safety tips. Discuss play it where you will refer to it.	3 Make cookies or something else. Help measure the ingredients.	4 Start a summertime journal. Write in it everyday.	5 Go on a walk. Find as many things as you can that are squares.	6 Share family history and photos with your child. Write a story to go with a picture.	7
8	9 Plant something. Watch it grow, then draw a picture of it.	10 Watch an educational TV show with your child and discuss it.	11 Visit the library. Look for make-believe stories. Choose one to read.	12 Draw a picture of what you do at 8:00, 12:00, 6:00, and 8:00.	13 Flag Day is tomorrow! Design a flag of your own!	14
15	16 Look for bugs. How many different kinds of bugs did you find? Color? Size?	17 Cut pieces of paper into shapes and glue them in a quilt pattern.	18 Play concentration with a deck of cards. Try to get equal pairs of numbers that equal 10.	19 List all uses of math around the house. Enlist the help of an adult or older sibling.	20 Play store with a friend. Make price tags and use real coins.	21
22	23 Put an ice cube outside. How long until it melts? Until it evaporates?	24 Play "Hangman" with a friend.	25 Look in a magazine. Find: longest word, shortest word, and funniest word.	26 Play "Poison". Use 20 things and 1 of something else. Take turns taking 1, 2, or 3. Try not to get different item.	27 Draw a picture of your room. Label the furniture.	28
29	30 Write and illustrate a story. Share it with someone else.					

JULY

- July 1 – Read a book out loud to a parent, sibling, pet, or stuffed animal.
- 2 – Make fingerpaint with soap flakes, water, and food color.
- 3 – Make 4th of July decorations for the holiday.(red, white, & blue paper chains)
- 4 – Paint your face with food coloring and lotion with a US flag.
- 5 – Clean a toy shelf, sort and group toy parts.
- 6 – Draw a picture, then cut it into 1 inch strips, then glue it on another piece of paper leaving space in between to re assemble in the correct order
- 7 - Use a shoebox to make a habitat for an animal.
- 8 – Read a book about your animal
- 9 – Write a report with 4 sentences about your animal.
- 10 – Make your animal out of flour and salt dough. Let dry, paint with watercolors.
- 11 –Watch the moon, draw it and add the stars.
- 12 – Collect lightning bugs, be sure to let them go before the night is over.
- 13 – Turn over a large rock and count the bugs you see.
- 14 – Read a book about bugs.
- 15 – Write a story about a bug who lives in your room.
- 16 – Taste honey. Fingerpaint with honey. Compare with pudding or cool whip.
- 17 – Make green eggs and ham. Read the book and enjoy the breakfast.
- 18 – Have mom read a book, then retell the story back to mom.
- 19 – Make a book mark, cut out, decorate, and use in favorite book.
- 20 – Show your child how to make a telephone call. Let them call a friend, grandma, etc.
- 21 – Mix a solution of milk and chocolate syrup. How did you measure the parts?
- 22 – Write a limerick together. For example:
Roses are red,
Violets are blue
Sugar is sweet
And I love you!
- 23 – Talk about “stranger danger” and what to do in case of need.\
- 24 – Talk about what to do if your child gets lost.
- 25 – Practice a fire drill at home or with grandma. Set off the smoke alarm.
- 26 - Practice a tornado drill. Be sure you have a battery operated radio, flashlight, bicycle helmet, a bag of m&ms, and a good chapter book to read.
- 27 – Practice bicycle safety. Use hand signals, ride on the right side of the street.
- 28 – Go on a field trip to the Overland Park Farmers Market. Open Wednesday and Saturday mornings. Talk about the fruits and vegetables.
- 29 – Read “Tops and Bottoms” by
- 30 – Have a neighborhood “SWAP” day party. Everyone is invited to bring one or two items they are willing to swap. Be sure you define the word swap.
- 31 – Set up a lemonade stand. Use real money. Design flyers to advertise.

July 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Count 100 of something. Put them into groups of 10. How many groups do you have?	2 Make edible finger-paint: 2 tablespoons instant clear gelatin, 1/4 c. sugar, 1 pkg. KoolAid, and 3/4 c. water.	3 Find as many words as you can read in the newspaper headlines.	4 Decorate your bike (or another outdoor toy) for 4th of July! Make your own parade.	5
6	7 Cut and glue pictures of people from magazines. Make up what they are saying.	8 Make a musical instrument with glasses, water, and a spoon. Fill glasses with various levels of water. Gently tap with spoon!	9 Ask for a baby picture of you. Write a story of what is happening.	10 Make the tallest tower you can using legos, blocks, or something else.	11 Read <i>If You Give a Mouse a Cookie</i> by Laura Numeroff. Make your own version.	12
13	14 Hide a treasure. Draw a map to have a friend find it!	15 Make Bumps on a Log: spread peanut butter (or cheese) on celery. Set raisins on top!	16 Using newspaper headlines, make a sentence about your summer.	17 Make craft stick puppets for a favorite story. Give a puppet show.	18 Go to the library. Find a picture book. Make up words to go along with it.	19
20	21 Write a letter and draw a picture of something you've done this summer. Mail it to someone.	22 Make popsicles! Pour fruit juice into small cups. Place a wooden stick in each cup and freeze for 3-6 hours.	23 Find coins around the house. Organize them in a coin jar and try to count how many of each kind you have.	24 Write a story all about you. Keep it to give to your new teacher.	25 Write and draw pictures of a healthy meal. Make it for dinner tonight with your family!	26
27	28 Make colored celery! Put 1/4 cup water in a cup and add 10-20 drops of food coloring. Place celery stalk with leaves in water!	29 Plan a slumber party for your stuffed animals. What would each of them bring?	30 Make a list of animals that start with each letter of the alphabet. Make it into a book.	31 Read your favorite story to a friend. Then try to act out your favorite part.		

AUGUST

- 1 - Write on the hot sidewalk with an ice cube.
- 2 – Sort and count the coins that you have saved in your jar or piggy bank.
- 3 – List 5 numbers with commas between. Ask you child to put them in numerical order from smallest to biggest and biggest to smallest.
- 4 – Play domino addition. Highest number takes all.
- 5 – List all the major holidays and match them to the correct month and or season.
- 6 – Learn a tongue twister. For example: Sally sold seashells at the seashore.
- 7 – Make a door knob hanger that says “STOP – I AM READING!”
- 8 – Clean out closet and donate cruddy and small clothes to the needy.
- 9 – Use recycled materials and create a work of art.
- 10 – Go to a storytelling at an area book store or library.
- 11 – Use the library for a special children’s program from the magician or other guests. Watch flyers.
- 12 – Ask your child to read a recipe to you while you cook or bake.
- 13 – String a macaroni necklace, count the pieces, and make a pattern, too.
- 14 – Help your child organize their own books into a useful library.
- 15 – Review kindergarten sight words, play go fish, bingo, or concentration.
- 16 – Play cards with your child. Maybe crazy eights, uno, high/low.
- 17 – Have a “read in” party to celebrate that your child has not experienced the summer brain drain that could have happened if you didn’t care enough to help make summer a fun learning time. Invite grandmas and grandpas to your celebration. Bake and make special “brain” food, too!

CONGRATULATIONS ON A SUPER SUMMER FULL
OF LEARNING FUN AND FRIVOLITY!

Remember to do every day!

- Give your child a hug and say “I love you!”
- Praise your child, there are over 101 ways!
- Talk with and listen to your child.
- Share news with your child.
- Listen to music together.
- Count with your child. Remember to start at various places.
- READ, READ, READ, WRITE, WRITE, WRITE.....EVERYDAY!!

August 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
3	4 Be a pet detective! Observe an animal and then write about it.	5 Make a macaroni necklace. Try to make a pattern. Count the number of noodles.	6 Measure objects in a room. Make a floor plan, or map.	7 Take a nature walk. What do you see? Make a collage with things you collect.	8 Create an indoor fort! Use sheets, blankets, chairs, etc. Have fun playing in it!	9
10	11 Turn off the TV for family reading time. Share your favorite part of what you read.	12 Make a time capsule of your favorite things from this summer. Save it for a year or two.	13 Make s'mores! Break a graham cracker in 1/2, add chocolate squares and marshmallow crème!	14 Lay on the ground and watch the clouds. Imag- ine the clouds are peo- ple or creatures.	15 Organize your own li- brary in your bedroom.	16 SUMMER IS OVER! HOPE YOU HAD FUN!
17 LOOKING FOR- WARD TO SEEING YOU TOMORROW!	18	19	20	21	22	23
24	25	26	27	28	29	30

Specific Reading Activities Parents Can Do At Home

- * Look through books or the newspaper to locate items that have similar qualities and those that are different.
- * Pick up some jigsaw puzzles from the toy store and help your child assemble them.
- * Read a story to your child but leave out an occasional word. Ask your child to supply a word that makes sense.
- * Make up some word/picture cards and play a game of concentration with your child.
- * Write several letters on index cards and have your child assemble them into words.
- * Put your child in charge of a calendar, recording and keeping track of family events.
- * If there is a typewriter at home, provide your child with opportunities to use it, perhaps to copy sentences from a favorite story.
- * Have your child locate favorite pictures in old magazines. Ask him/her to cut them out and provide captions for them.
- * Take some time to sing songs or old nursery rhymes with your child. Ask your child to repeat favorite children's songs to you.
- * Cut out comic strips from the newspaper and ask your child to place the "boxes" in the correct order.
- * Work with your child in creating a picture dictionary using words from old magazines or newspapers.
- * As you are driving with your child, point out things along the road and ask your child to identify the first or last letter of each item.
- * Ask your child for words that he/she would like to learn. Write these on index cards and have your child place them alphabetically in a special box.
- * Have your child collect special words in a folder. Ask him/her to use one of these new words in a sentence every day.
- * As you read a story to your child, record it on a cassette tape. Your child may want to listen to it at a later date.
- * As you are preparing a meal, ask your child to help by reading portions of the recipes or creating a special menu.
- * Before the family takes a trip, involve your child in helping with the preparations--a list of items to take, specific directions on a map, or writing for travel brochures.
- * Read a story to your child and have him/her make up a new title.
- * Read part of a story to your child but omit the ending. Ask your child to develop a new ending.
- * Ask your child lots of "why" questions, not only about the stories he/she reads but also about everyday occurrences in the home or neighborhood.
- * Provide your child with a subscription to a children's magazine or to a book club.
- * Read to your child from a wide variety of literature.
- * As you are watching TV with your child, ask him/her to predict the ending to a particular program.
- * Ask your child about his/her favorite part of a book or story he/she has just read.
- * Use the newspaper as a reading textbook. Ask your child to locate specific articles in various sections of the paper.
- * Help your child start some sort of collection that can provide an opportunity for categorizing, labeling and perhaps some informal research.

MATH GAMES

Below you will find some math games to do with your child over the summer. Some of these suggestions involve concepts that were not introduced in kindergarten (telling time, counting money). Please pick and choose activities appropriate for your child's ability and interest level. HAVE FUN!!

- Roll two, three, or more dice and add them
- Roll two dice and subtract one from the other
- Draw two cards from a deck and add them
- Draw two cards from a deck and subtract one from the other
- Count by 2's, 5's, and 10's while driving in the car
- Count the change in your mom or dad's pocket at the end of a day
- Count a handful of change (from a change jar) every day
- Keep a calendar for each of the summer months
- Tell time during the day (to the hour and half-hour)
- Do "time" problems: What time will it be in 30 minutes? What time will it be in 2 hours? If it is 2:00 now, and it takes you thirty minutes to clean your room, what time will it be then? (Use your imagination to create learning situations for your child.)
- Use comparison words like greater than, less than, equal to, larger, smaller.
- Create a "Guessing Jar" at home. Use bean, noodles, rocks, candy...anything that you might have around the house. Take guesses, then check to see how close you get by counting. Put the objects into groups of ten. Remember when you are guessing there are NO wrong answers. It takes practice to eye something and make an educated guess. "Practice makes perfect."
- Practice adding two numbers or sets of objects together. (Most young children still need concrete objects to manipulate, so allow your child to use pennies, Skittles, erasers, etc. to count.) As your child develops, then begin to do oral problems. "What does $8 + 2$ equal?"

ALFIE'S SUMMER IDEAS



Clap your hands and count to 20.

Go to the public library and get their summer schedule for activities.

Read the book that you got from the library.

Bounce a ball while you count from 1 to 50.

Say the days of the week.

Make a bookmark today.

Go outside and listen for sounds. What did you hear?

Get out your crayons or paints and make a summer picture.

Read the letters on your breakfast cereal box.

Write your phone number: _____

Learn your favorite story.

Ask a neighbor if you can tell her/him your story.

Watch a TV program. How many commercials are there? Time them.

Practice writing the alphabet from A to Z.

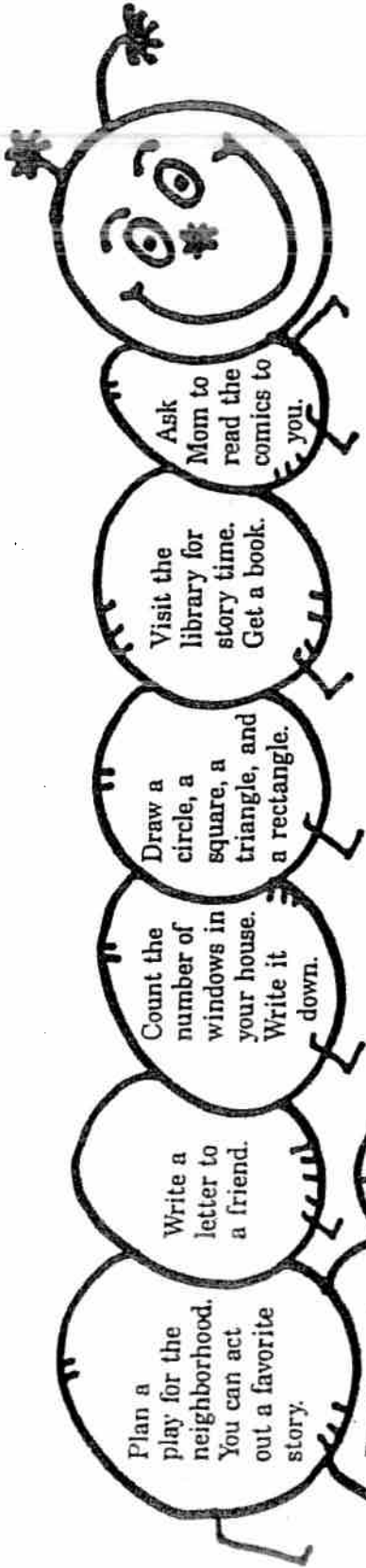
Count to 100 by 5s. WRITE to 100 by 2s.

Bounce a ball outside while you count from 1 to 100.

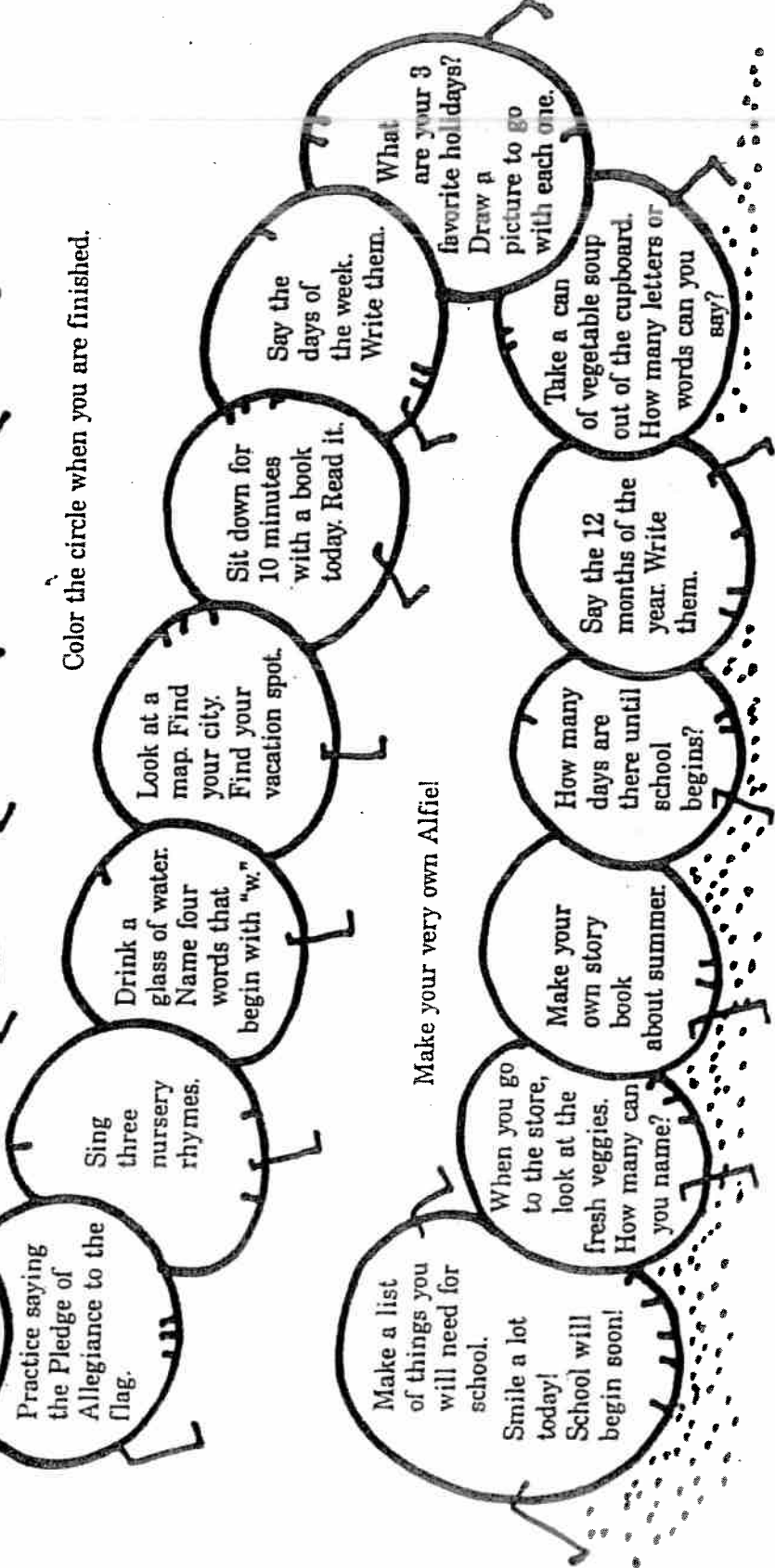
Name THREE words that rhyme with bat.

Color the circle when you are finished!

KEEP LEARNING WITH ALFIE



Color the circle when you are finished.



Make your very own Alfie!

Website Recommendations for Kindergartners



<https://www.weeklyreader.com/kids/>

Here you will find some fun online activities, including a character education section called "Speak Out" that you can read and discuss with your child to talk about what they would do if they were in a similar situation.

<http://www.starfall.com/>

Check out this wonderful interactive site. The Starfall learn-to-read program was created to meet the needs of the emergent reader by incorporating rhyming games and high-interest books that teach phonemic awareness (sounds in words), phonics, decoding skills, and comprehension. The program is designed to instill confidence and enable the child to proceed as quickly as possible to a balanced reading program.

<http://www.pmsd.org/bec/computerlab.html>

Here you will find a list of tried and true interactive web sites that students enjoy visiting over and over.

<http://www.learningplanet.com/index.asp>

Check out this interactive site. You'll find a concentration style memory game, alphabet and counting games, crossword puzzles, word searches, and more. (You must have Shockwave installed on your computer.)

<http://www.funbrain.com/>

This site will keep students, parents, and teachers busy for hours! It includes games to sharpen your math and language arts skills. Have fun!

http://www.kidscomjr.com/home_flash.html

KidsCom Jr., the Web site for kids and preschoolers. They have kids' games, educational and learning games, online coloring books, preschool activities and other games for preschoolers.

<http://yahooligans.yahoo.com/>

A super search engine for kids.

<http://www.theideabox.com/>

Teachers, parents, and children are going to love this site! It has lots of activities including crafts, songs, and chats.

<http://www.janbrett.com/>

A wonderful author and illustrator of children's books.

<http://pbskids.org/>

Includes Arthur, Teletubbies, Kratts' Creatures, and more!

<http://www.nickjr.com/>

Nickelodeon's site for kids featuring Blue Clues, Franklin, and Little Bear.

<http://www.scholastic.com/kids/games.htm>

Great games that include Clifford, I Spy, Harry Potter, and Ms. Frizzle and the Magic School Bus.

<http://www.kinderhive.net/techgames.html>

This page is created by a Kindergarten teacher. It offers links to websites that have games to reinforce Kindergarten skills.

Blue Valley Kindergarten Sight Word List

I	Have
See	White
Red	That
You	One
Blue	Said
My	Two
Yellow	The
Like	Three
Your	Do
It	Be
Was	Play
A	Four
We	She
To	Five
Yes	Who
Did	Six
No	Seven
And	Are
Green	He
Of	Eight
Go	Nine
Orange	Where
In	Ten
Is	
Can	
Here	
Purple	
For	
Brown	

Word Families

-at

bat mat
cat pat
fat rat
hat sat

-ap

cap nap
sap rap
lap tap
map zap

-an

can ran
fan tan
man van
pan

-ad

bad mad
dad sad
had pad

-et

bet pet
jet set
net vet
wet get

-ed

bed led
fed Ted
red wed

-en

Ben men
den pen
hen ten

-in

bin tin
fin win
pin

-it

bit pit
fit hit
sit

-ig

big pig
dig wig
fig

-op

bop mop
cop pop
hop top

-og

bog dog
log hog
frog

-ot

dot hot
got pot
hot rot

-ug

bug mug
pug dug
tug hug

-un

bun run
fun gun
sun

-ut

cut hut
nut rut
put



Name _____

Reading Log

Title

Date

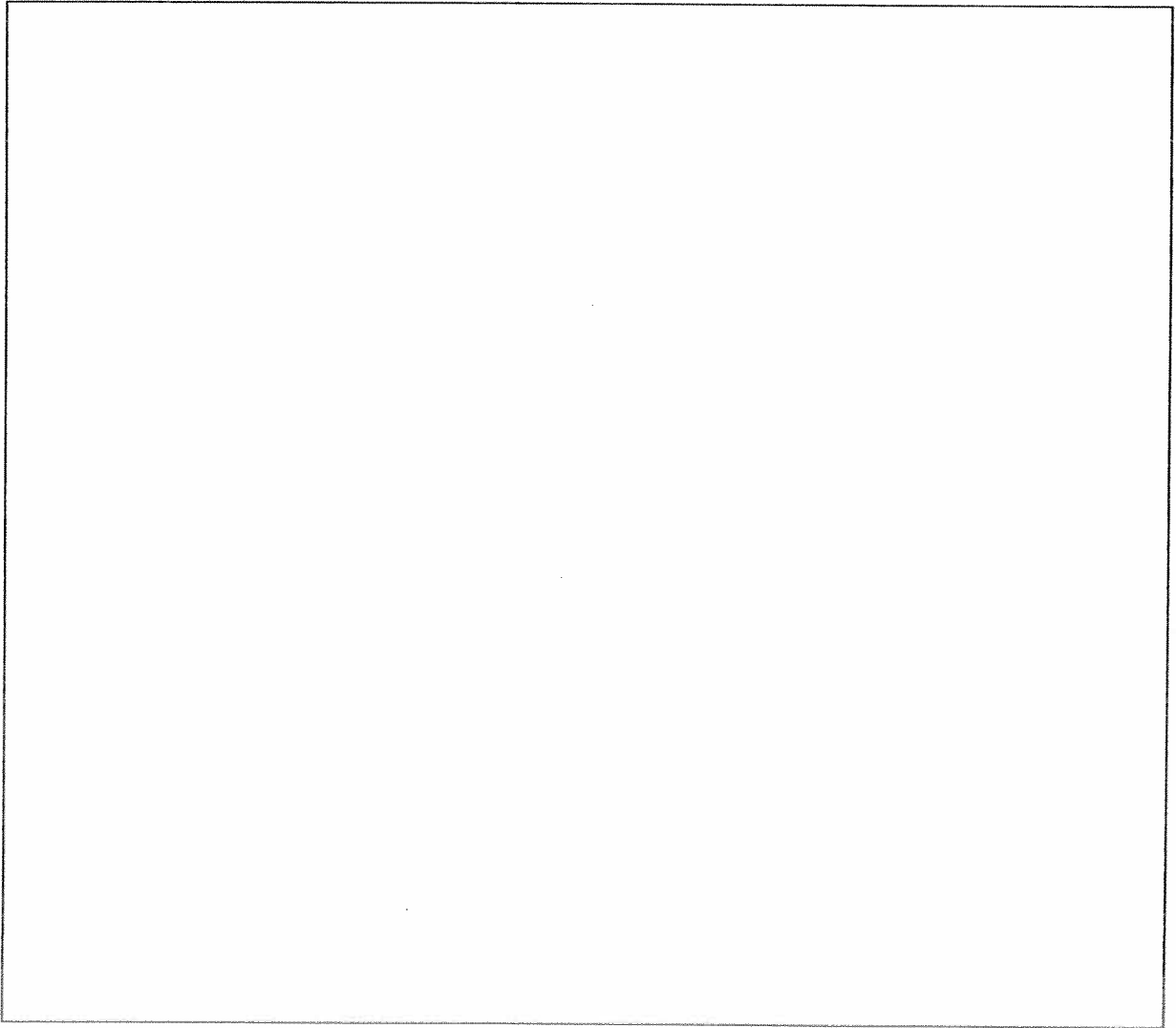
1		
2		
3		
4		
5		
6		
7		
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21		

A decorative border of small pencil icons surrounds the entire page. The pencils are arranged in a slightly irregular, hand-drawn style pattern.

BOOK Study

Title: _____

The cover of the book looks like this:

A large, empty rectangular box with a thin black border, intended for drawing the cover of the book.

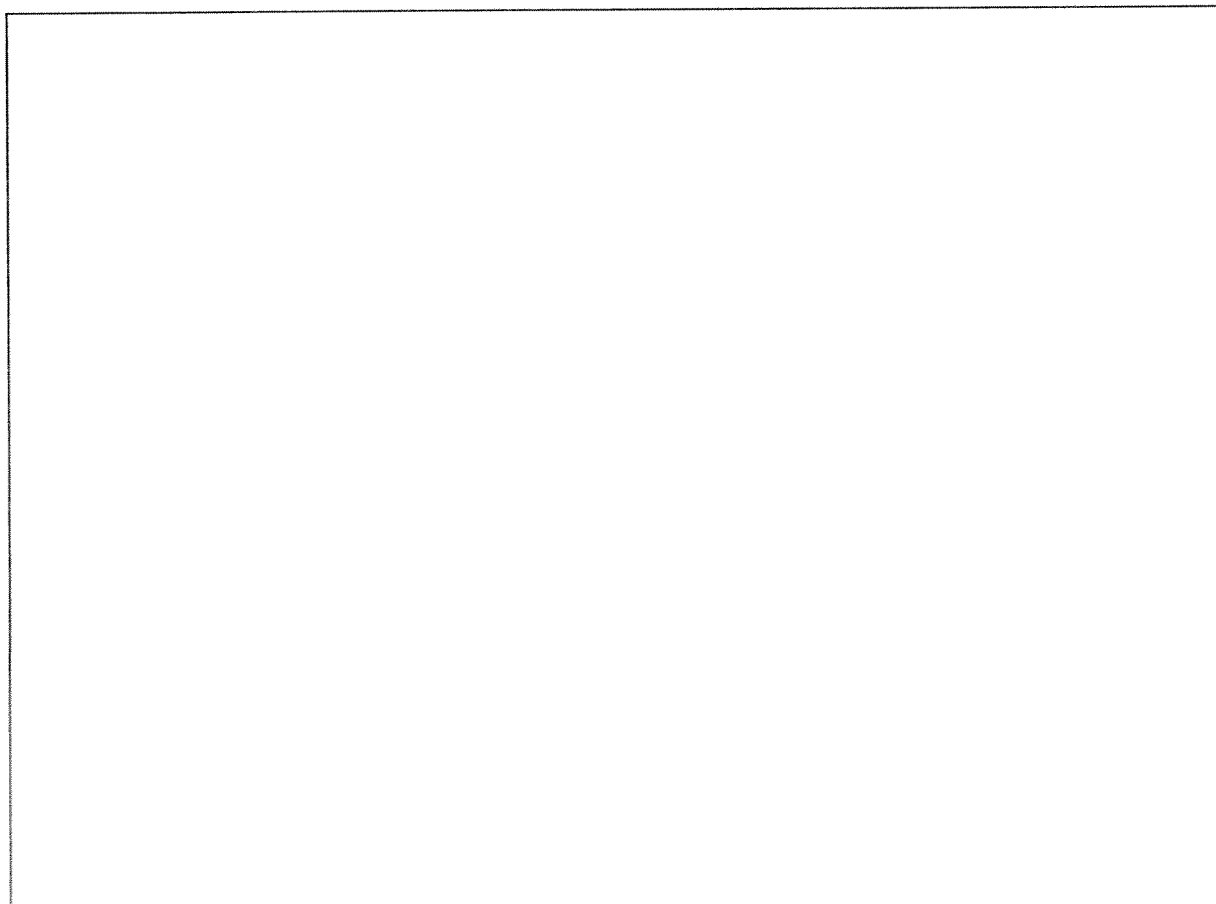
The setting of the story was:

The author is: _____

The illustrator is: _____

Characters:

My favorite page looked like this:



Sight words:

Rhyming words:

_____ & _____
_____ & _____
_____ & _____
_____ & _____
_____ & _____
_____ & _____

Letter of the week words:

Punctuation used (circle):

? . , “” !

Name _____

Characters:

Setting:

Main Event:

Name _____

Beginning:

Middle:

End:

25 LINES AND DOTS

Materials needed

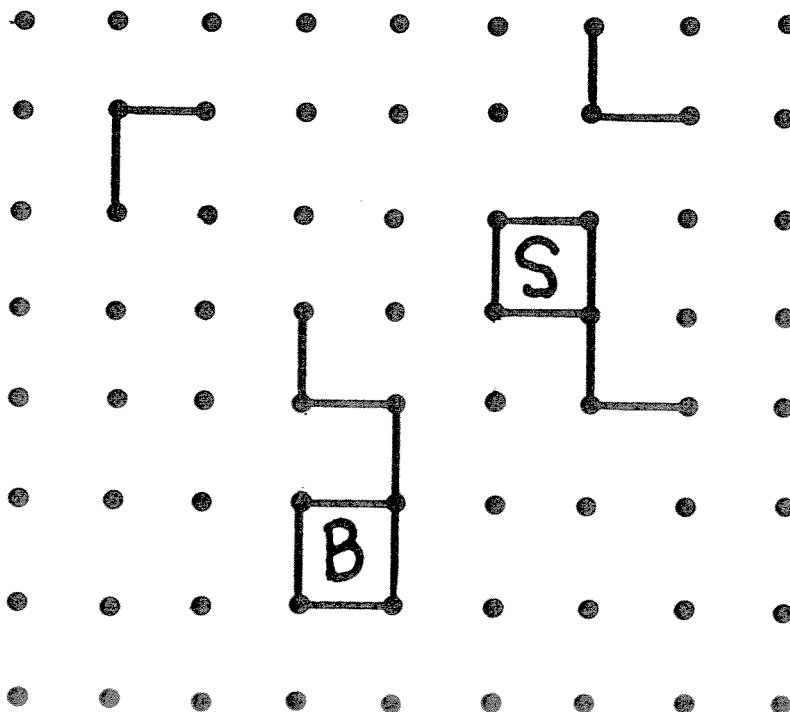
unlined paper
pencil
Optional: ruler

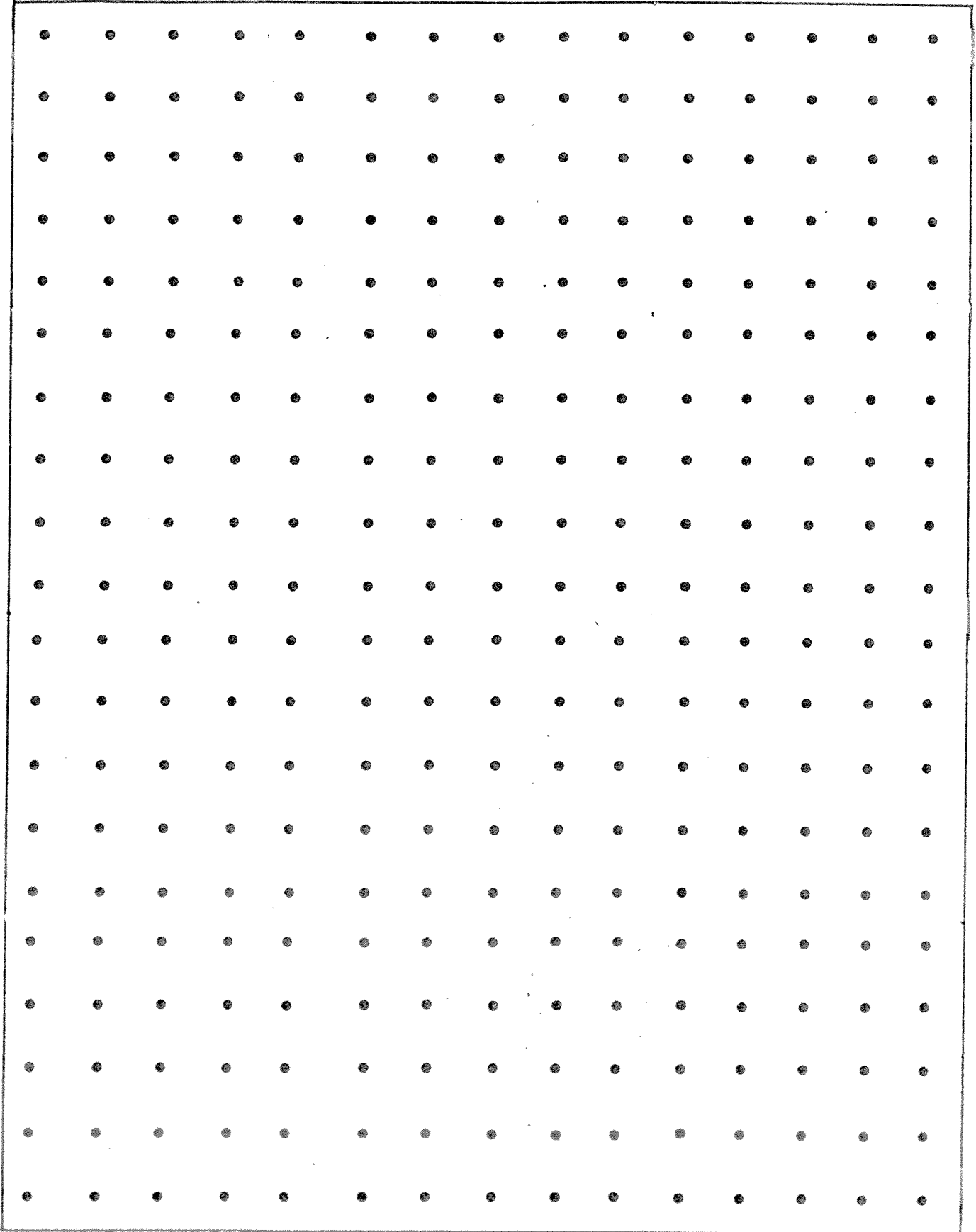
- total group activity
- individual activity
- partner activity

Partner Activity

This activity provides practice in developing strategy. Have one of the students draw a series of dots in evenly spaced rows. The number of rows is optional. Partners should then take turns drawing a horizontal or vertical line between two dots. When a student draws a line which completes a box, his or her first initial is written in the box and the player gets another turn. When all dots have been connected, the players count the number of boxes that have their initials. The player with the highest score wins.

Variation: An alternate way to play this game is to have students use colors to make their boxes. Each player selects one color for drawing lines. When a student completes a box in his or her color (with all four sides the same color), his or her first initial is written in the box and the player receives another turn. The player with the most initialed boxes wins.





50 INSIDE/OUTSIDE

Materials needed

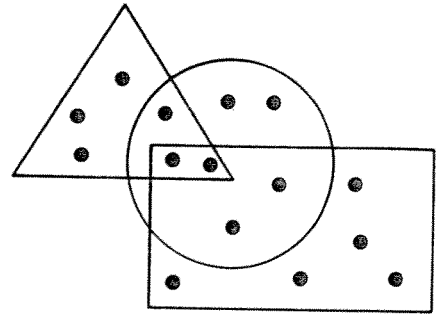
chalkboard
chalk
eraser
½ sheet of paper for each student
pencil for each student

- total group activity
- individual activity
- partner activity

Total Group Activity

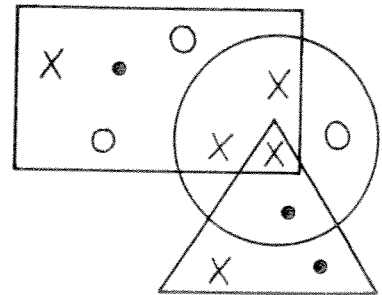
Draw overlapping shapes on the chalkboard like the ones shown here. Put dots or a combination of dots, x's, and/or circles inside the shapes. Then ask interpretive questions such as these in the following example:

1. How many dots are in the circle? (7)
2. How many dots are in both the circle and the rectangle? (4)
3. How many dots are in the circle, rectangle, and triangle? (2)
4. How many dots are outside the circle? (8)
5. How many dots are in the rectangle, but not in the circle or triangle? (5)



If students are uncertain of how the answers were derived, have one student come to the chalkboard and trace the designated shape(s) with a finger and then identify the number of dots within the specified areas.

Once students understand the process, ask them to number a half sheet of paper from one to ten. Draw a new set of overlapping shapes on the chalkboard and ask similar questions, having the students record their answers on paper. Another sample is shown here.



15 UNKNOWN OBJECT

Materials needed

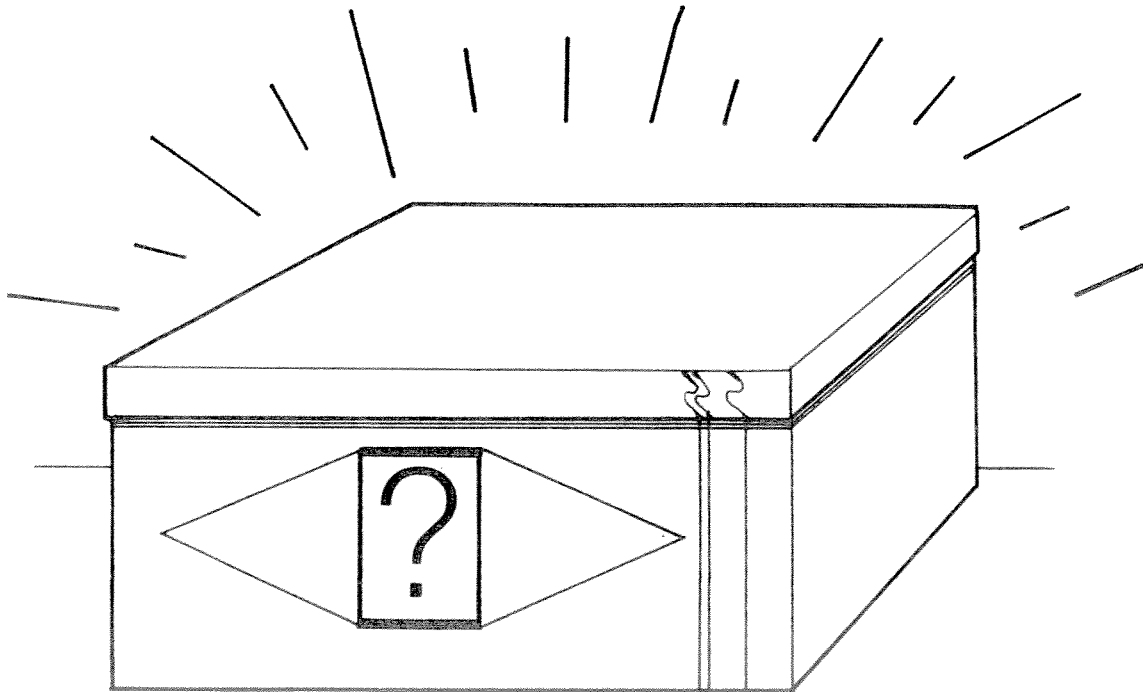
small box
an object that will fit into the box

- total group activity
- individual activity
- partner activity

Total Group Activity

Secretly place an object, such as a pencil, piece of chalk, or pair of scissors, in a small box. Show the box to the students and tell them there is something inside of it. They are to try to discover its identity by asking questions that you can answer with “yes”, “no”, or “partly”. The students continue questioning until the object is guessed. Confirm their guesses by unveiling the “mystery object.”

Variation: An alternate version of this game involves establishing the rule that no one may ask a question using the name of the object, i.e., “Is it a pencil?” If someone does, say, “Sorry, I can’t answer that.” Have students continue to ask questions that give hints about the object until it seems that almost everyone has discovered the identity of the object. Then tell them that if they have listened carefully to the clues, they should know what is in the box, but they should *not* reveal the object. Descriptive questions may still be asked by the whole class until everyone knows what is in the box. This may sound frustrating, but students love this version and become very involved. Besides, you’ll be amazed to see how intently they listen when they know the answer will not be given!



2 MISMATCH**Materials needed**

none

- total group activity
 individual activity
 partner activity

Total Group Activity

Read a group of four or five words from the following list and have the students pick out the one word that does not fit with the others. Read the words in each group slowly the first time, then repeat them slowly. The repetition and slow pace are important because the students need to listen carefully and check the validity of their original answers. Ask students to raise their hands to give the answer *after* you have read the words twice. When answers are given, students should explain their reasoning to provide examples for those who are less secure. Any answer backed by logical reasoning should be accepted whether or not it appears in this book as the answer.

This is a good activity to use when you want children to settle down after an active period.

Adaptation for an Individual Student**Materials needed**

lined paper (6" x 9" for class book)
pencil

The student lists five words on a piece of paper, four of which go together in some logical way. One of the words should not fit with the others but should have some common elements. Explain that if the mismatched word is too different there will be no challenge in solving the puzzle.

The answer and its explanation should be written on the reverse side of the paper. For example: (front side) dog, gopher, cat, guinea pig; (reverse side) gopher. It is not a pet.

When a sufficient number of these papers have been collected, they can be assembled into an interesting and stimulating class puzzle book to be used individually or as a total group activity.

Find the Mismatch

- | | |
|---|--|
| 1. store, bank, furniture, grocery | (furniture—not a building) |
| 2. kitten, cow, canary, dog | (cow—not a household pet) |
| 3. carrot, peach, potato, green bean | (peach—not a vegetable) |
| 4. lion, giraffe, cat, monkey | (cat—not a zoo animal) |
| 5. chicken, turkey, duck, canary | (canary—not raised for food) |
| 6. swings, blocks, slides, teeter-totters | (blocks—not playground equipment) |
| 7. wrench, hammer, nail, screwdriver | (nail—not a tool) |
| 8. baseball, bingo, football, basketball | (bingo—not a game using a ball) |
| 9. stop, start, end, finish | (start—not a word that means “to stop”) |
| 10. shutter, carpet, chimney, door | (carpet—not a part of a house’s structure) |
| 11. person, shoulders, knees, neck | (person—not a part of a person) |
| 12. inch, foot, ruler, yard | (ruler—not a unit of measurement) |

Thinking and Reasoning

13. ice cream, milk, cake, pudding (milk—not a dessert)
14. sledding, snow, rain, sleet (sledding—not a form of precipitation)
15. bird, plane, car, balloon (car—does not fly or float in the air)
16. road, sidewalk, freeway, street (sidewalk—cars do not travel on it)
17. slice, chop, ax, carve (ax—not a method of cutting food)
18. gutter, sidewalk, river, curb (river—not part of a paved area)
19. kitten, cat, fawn, gosling (cat—not a baby animal)
20. book, pamphlet, pencil, newspaper (pencil—not material to be read)
21. ant, snail, beetle, bee (snail—not an insect)
22. whale, octopus, kangaroo, dolphin (kangaroo—not an aquatic animal)
23. excited, frightened, scared, terrified (excited—not a word that describes being frightened)
24. parakeet, robin, canary, cockatoo (robin—a bird that has not been domesticated)
25. ocean, beach, pond, lake (beach—not a body of water)
26. quarterback, catcher, shortstop, pitcher (quarterback—not a player on a baseball team)
27. sword, armor, rifle, cannon (armor—not a weapon)
28. Florida, Chicago, Illinois, California (Chicago—not a state)
29. huge, horrendous, enormous, gigantic (horrendous—not a word that describes something large)
30. dog, gopher, cat, guinea pig (gopher—not a domesticated animal)
31. cargo ship, canoe, wharf, sailboat (wharf—not a boat)
32. guitar, clarinet, piano, violin (clarinet—not a stringed instrument)
33. orchid, ivy, carnation, tulip (ivy—not a flowering plant)
34. orange, grapefruit, peach, lemon (peach—not a citrus fruit)
35. paint, brush, palette, artist (artist—not a tool or material used by a painter)
36. Pekingese, dachshund, Siamese, Dalmatian (Siamese—not a breed of dog)
37. jewels, sparkling, glittering, shining (jewels—not a word that means “shining”)
38. ruby, emerald, gold, sapphire (gold—not a jewel)
39. water, lemonade, ice cube, orange juice (ice cube—not a beverage)
40. department store, motel, condominium, apartment (department store—not a place where people live)
41. request, demand, beg, ask (demand—not a word that means “to ask”)
42. tote, transport, carry, hoist (hoist—not a word that means “to carry”)
43. iceberg, water, glacier, ice cube (water—not frozen)
44. pickles, jam, potato chips, olives (potato chips—not a food commonly found in jars)
45. forest, plateau, valley, mountain (forest—not a landform)

4 A TYPE OF —

Materials needed
none

- total group activity
 individual activity
 partner activity

Total Group Activity

Name an object from the following list and have students tell you what category it belongs in. For example: “Apple is a type of . . .” (**fruit**); “A sword is a type of . . .” (**weapon**).

Encourage students to be as specific as possible when naming categories. This, of course, will vary according to the age and ability level of your students. If *apple* is identified as a kind of food, acknowledge the answer, but ask if the student can give a word that describes the category more precisely. Possible answers have been listed below; however, in many cases there will be more than one correct response. Accept all responses that seem appropriate.

Adaptation for an Individual Student

Materials needed
lined paper
pencil

The student makes a list of as many objects as he or she can think of and indicates the category or categories in which each belongs.

This Is a Type of —

- | | |
|----------------------------|---------------|
| 1. carrot is a type of | (vegetable) |
| 2. desk is a type of | (furniture) |
| 3. water is a type of | (liquid) |
| 4. lion is a type of | (wild animal) |
| 5. shirt is a type of | (clothing) |
| 6. grocery is a type of | (store) |
| 7. checkers is a type of | (game) |
| 8. blocks are a type of | (toy) |
| 9. canary is a type of | (bird) |
| 10. purple is a type of | (color) |
| 11. hammer is a type of | (tool) |
| 12. daffodil is a type of | (flower) |
| 13. dog is a type of | (pet) |
| 14. rooster is a type of | (farm animal) |
| 15. dandelion is a type of | (weed) |
| 16. football is a type of | (sport) |
| 17. lemonade is a type of | (drink) |

Thinking and Reasoning

18. inch is a type of (measurement)
19. trout is a type of (fish)
20. barn is a type of (building)
21. rain is a type of (weather)
22. pheasant is a type of (bird)
23. canoe is a type of (boat)
24. fawn is a type of (baby animal)
25. tractor is a type of (farm equipment)
26. weeping willow is a type of (tree)
27. cake is a type of (dessert)
28. dime is a type of (coin)
29. mosquito is a type of (insect)
30. poodle is a type of (dog)
31. pancakes are a type of (breakfast food)
32. bus is a type of (transportation)
33. crying is a type of (emotion)
34. cottage cheese is a type of (dairy product)
35. newspaper is a type of (reading material)
36. thistle is a type of (weed)
37. octopus is a type of (sea animal)
38. cello is a type of (instrument)
39. chrysanthemum is a type of (flower)
40. emerald is a type of (jewel/precious stone)
41. being frightened is a type of (emotion)
42. copperhead is a type of (snake)
43. jigsaw is a type of (tool)
44. spatula is a type of (kitchen utensil)
45. magenta is a type of (color)
46. slide is a type of (playground equipment)
47. cannon is a type of (weapon)
48. snake is a type of (reptile)
49. cactus is a type of (desert plant)
50. gold is a type of (precious metal)
51. persimmon is a type of (fruit)
52. salamander is a type of (amphibian)
53. pencil is a type of (writing instrument)
54. rugby is a type of (sport)
55. piranha is a type of (fish)
56. venison is a type of (meat)
57. chalet is a type of (house)
58. clavicord is a type of (instrument)
59. spaghetti is a type of (pasta)
60. mountain is a type of (geological feature)

9 THINGS YOU CAN CHANGE OR CANNOT CHANGE**Materials needed**

none

- total group activity
 individual activity
 partner activity

Total Group Activity

Read the following list of phrases describing situations to the students. They have the power or ability to change some of the situations on the list, such as the brightness of a lamp, but cannot change others, such as how tall they are. Have them put their thumbs up if you read something they can change and point their thumbs down if it is something they cannot change.

Variations: Students may respond by sitting/standing or putting hands up/hands down.

Remind them to think before responding. To provide ample thinking time, after you read the word hold up your opened hand and silently count to five. They should respond when you close your fist.

Adaptation for an Individual Student**Materials needed**lined paper
pencil

The student draws a line down the middle of a piece of paper and labels the two sections “Can Change” and “Cannot Change.” In the appropriate column, he or she lists as many items as possible for each of the categories.

Is It Something You Can Change or Cannot Change?

- | | |
|---|-----------------|
| 1. the clothes you wear | (can change) |
| 2. the color of your eyes | (cannot change) |
| 3. the weather | (cannot change) |
| 4. how neat your room is | (can change) |
| 5. the day of the week | (cannot change) |
| 6. the people you play with | (can change) |
| 7. the plants in your garden | (can change) |
| 8. having to go to school | (cannot change) |
| 9. the correct spelling of a word | (cannot change) |
| 10. the food you eat | (can change) |
| 11. how much something costs at the grocery store | (cannot change) |
| 12. the games you play | (can change) |
| 13. the number of hours in a day | (cannot change) |
| 14. how well you write your name | (can change) |
| 15. the books you read | (can change) |
| 16. the sound made by thunder | (cannot change) |
| 17. the color you use to draw a picture | (can change) |
| 18. the things in your desk | (can change) |

Thinking and Reasoning

- | | |
|---|-----------------|
| 19. what time the sun rises | (cannot change) |
| 20. how well you listen | (can change) |
| 21. the day of your birthday | (cannot change) |
| 22. the number of people in your class | (cannot change) |
| 23. how you treat other people | (can change) |
| 24. the day the fair comes to town | (cannot change) |
| 25. how you spend your allowance | (can change) |
| 26. the expression on your face | (can change) |
| 27. how old you are | (cannot change) |
| 28. how fast you eat | (can change) |
| 29. where an elevator stops | (can change) |
| 30. when it rains | (cannot change) |
| 31. the kind of music you listen to | (can change) |
| 32. the colors of the rainbow | (cannot change) |
| 33. the temperature of an oven | (can change) |
| 34. when summer will start | (cannot change) |
| 35. the song robins sing | (cannot change) |
| 36. how strong you are | (can change) |
| 37. what time of day it is | (cannot change) |
| 38. the number of games you know | (can change) |
| 39. how cold it is outside | (cannot change) |
| 40. the loudness of the radio | (can change) |
| 41. when a volcano will erupt | (cannot change) |
| 42. the smell of a rose | (cannot change) |
| 43. how fast you walk | (can change) |
| 44. the depth of the ocean | (cannot change) |
| 45. the length of a pair of pants | (can change) |
| 46. the direction the wind is blowing | (cannot change) |
| 47. the size of a campfire | (can change) |
| 48. how much you weigh | (can change) |
| 49. when the tide comes in or goes out | (cannot change) |
| 50. the number of people you will invite to your birthday party | (can change) |
| 51. the shape of an egg | (cannot change) |
| 52. how well you know your math facts | (can change) |
| 53. the kind of plant a seed will grow into | (cannot change) |
| 54. the television programs you watch | (can change) |
| 55. the location of a mountain | (cannot change) |
| 56. the way you treat your friends | (can change) |
| 57. how fast your bicycle goes | (can change) |
| 58. the shape of the moon | (cannot change) |
| 59. the amount of sleep you get at night | (can change) |
| 60. the rotation of the earth | (cannot change) |

12 SEASONS IN HIDING

Materials needed
none

- total group activity
 individual activity
 partner activity

Total Group Activity

Review the seasons of the year with students. Remind them that the first day of each season begins between the twenty-first and the twenty-third of December, March, June, and September. You may want to put the following on the chalkboard to be used as a reference.

Winter: December, January, February
Spring: March, April, May
Summer: June, July, August
Fall: September, October, November

Read the following list of comments that students might hear during the different seasons of the year. They are to try to identify the season. Randomly call on students to give answers. After each response you may want to have the other students raise their hands to indicate whether they agree or disagree.

Variation: You can increase the difficulty of this activity by having the students also tell the season that *precedes* or *follows* the one described.

When Would You Hear This?

- | | |
|--|----------|
| 1. Did you see the beautiful pink blossoms on the tree next door? | (spring) |
| 2. It's been so hot that we've gone swimming almost every day! | (summer) |
| 3. I love to walk through the leaves and hear them crunch under my feet. | (fall) |
| 4. We're all going to Grandma's house for Thanksgiving dinner. | (fall) |
| 5. We should plant our vegetable garden this weekend. | (spring) |
| 6. Did you see the birds building a nest in our apple tree? | (spring) |
| 7. Everything looks like it's covered with a blanket of white. | (winter) |
| 8. Oh boy! Tomorrow is Christmas! | (winter) |
| 9. The entire hill is covered with wildflowers! | (spring) |
| 10. Mom, I'm bored. When will school start? | (summer) |
| 11. This March wind is great for flying kites. | (spring) |
| 12. I haven't seen the toad in our yard for a while. He must be hibernating. | (winter) |
| 13. Did you stay up to watch the fireworks last night? | (summer) |
| 14. That's the funniest snowman I've ever seen! | (winter) |
| 15. Let's go trick or treating as soon as it gets dark. | (fall) |
| 16. Are you going ice skating at the pond after school? | (winter) |
| 17. Last night was the first frost of the year. | (fall) |
| 18. This morning I saw some little leaves on the tree in the backyard. | (spring) |
| 19. That's the lowest I've ever seen the thermometer! | (winter) |

Thinking and Reasoning

20. The ducks are starting to leave the lake and migrate south. (fall)
21. It's so hot. Let's go on a picnic. (summer)
22. The fields are all plowed and ready to be planted. (spring)
23. School starts tomorrow! (fall)
24. It seems like every animal we see has a new baby. (spring)
25. The squirrels sure are busy hiding nuts. (fall)
26. Are you going to have a New Year's Eve party? (winter)
27. The temperatures are certainly starting to get cooler. (fall)
28. Yesterday was the hottest day on record. (summer)
29. All the trees look so bare. (winter)
30. I think it's time to put my heavy coat away. (spring)
31. There must have been a thousand people at the beach yesterday! (summer)
32. I love it when the days are so nice and long. (summer)
33. We should go shopping tomorrow and get the things you'll need for the start of school. (fall)
34. I think we'll need chains for the car today. (winter)
35. Please pick some tomatoes out of the garden for me. (summer)
36. The daffodils look so pretty out front. (spring)
37. Last night was the longest night of the year. (winter)
38. Let's go to the swimming pool first thing tomorrow morning. (summer)
39. Are you going skiing in the mountains this weekend? (winter)
40. I don't think I've ever seen so many flowers on the rosebush. (summer)

17 HOW ARE THESE ALIKE?

Materials needed
none

- total group activity
 individual activity
 partner activity

Total Group Activity

Ask students how the following pairs of items are alike. Encourage them to think beyond the items' obvious similarities and to look for interrelationships that may never have occurred to them before.

How Are These Alike?

1. sweater/blanket (both used for warmth; both used by people; both used as a cover...)
2. puppy/baby (both are offspring; both are wiggly; both cry or whimper when they are unhappy...)
3. rain/tears (both are transparent; both trickle or run; both associated with sadness...)
4. scissors/lawn mower (both have blades; both must move in order to work; both are used by people...)
5. newspaper/book (both convey thoughts/knowledge; both use words as written symbols; both are printed...)
6. barn/motel (both provide shelter; both have similar shapes; both have inhabitants...)
7. saw/comb (both have teeth; both have pointed edges; both are held in people's hands...)
8. wind/water (both can be used as energy sources; both can be destructive; both can move objects...)
9. volcano/fireworks (both can be dangerous; both can be spectacular to watch; both shoot out sparks...)
10. fish/soap (both can float; both go in water; both are slippery when wet...)
11. ice skates/stilts (a person can easily fall when learning to use both of them; both become appendages of people; both are used for recreation...)
12. candle/pencil (both have elongated shapes; both have an interior part which differs from the outside; both get shorter with use...)
13. dragon/volcano (both shoot sparks; both create fear and fascination; both could be dangerous or destructive...)
14. kite/sailboat (both are moved by wind; both are used for recreation; both sail...)
15. jet/bird (both fly; both have wings; both utilize air currents...)
16. river/rainstorm (both move; both can be destructive; both can be helpful...)
17. bread/oatmeal (both are grains; both are eaten for breakfast; both are cooked...)
18. Fall/old age (both are part of a cycle; both are symbols of approaching the end of life; both can be a time of slowing down and peace...)
19. eagle/lion (both are symbols of power; both are predators; both have been hunted by man...)
20. hairpin/rolling pin (both have elongated shapes; both are used for controlling a material; both are man-made...)

104 NAME THE OPPOSITE

Materials needed

none

 total group activity individual activity partner activityTotal Group Activity

Name a word on the following list and ask the students to think of its antonym (opposite). Emphasize that in some cases there may be more than one correct answer. Ask them to raise a hand if they have an answer and to put it down as soon as someone else says the word they were thinking of. Call on anyone whose hand remains up. Besides providing needed practice with antonyms, this activity enables you to locate the students who are confused about antonyms and synonyms.

Accept any answer the student can back with good logic. Sample answers are provided here.

Name the Opposite for—

- | | | | | | |
|---------------|-----------|------------|------------|---------------|-------------|
| 1. come | (go) | 25. old | (new) | 49. few | (many) |
| 2. brother | (sister) | 26. female | (male) | 50. tame | (wild) |
| 3. young | (old) | 27. strong | (weak) | 51. ceiling | (floor) |
| 4. beginning | (end) | 28. catch | (throw) | 52. friend | (enemy) |
| 5. dead | (alive) | 29. in | (out) | 53. land | (water) |
| 6. up | (down) | 30. hello | (goodbye) | 54. smooth | (rough) |
| 7. happy | (sad) | 31. glad | (sad) | 55. war | (peace) |
| 8. easy | (hard) | 32. uncle | (aunt) | 56. top | (bottom) |
| 9. noisy | (quiet) | 33. soft | (hard) | 57. same | (different) |
| 10. clean | (dirty) | 34. over | (under) | 58. high | (low) |
| 11. sit | (stand) | 35. laugh | (cry) | 59. find | (lose) |
| 12. inside | (outside) | 36. night | (day) | 60. fat | (thin) |
| 13. yes | (no) | 37. wide | (narrow) | 61. loose | (tight) |
| 14. take | (give) | 38. summer | (winter) | 62. asleep | (awake) |
| 15. back | (front) | 39. deep | (shallow) | 63. full | (empty) |
| 16. beautiful | (ugly) | 40. large | (small) | 64. humility | (pride) |
| 17. father | (mother) | 41. add | (subtract) | 65. play | (work) |
| 18. smile | (frown) | 42. start | (stop) | 66. long | (short) |
| 19. big | (small) | 43. late | (early) | 67. fair | (unfair) |
| 20. woman | (man) | 44. short | (tall) | 68. hot | (cold) |
| 21. found | (lost) | 45. buy | (sell) | 69. rich | (poor) |
| 22. sick | (well) | 46. Mr. | (Mrs.) | 70. good | (bad) |
| 23. boy | (girl) | 47. lie | (admit) | 71. difficult | (easy) |
| 24. white | (black) | 48. wise | (foolish) | 72. sweet | (sour) |