

Health and Measuring

prep time = 10 minutes (copying)

activity time = 15 minutes

Colorado Math Standard 5.1

CASAS Competencies:

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

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

Skills for Children:

Vocabulary development (body parts, adjectives)

Fine motor skills (coloring, tracing)

Supplies Needed:

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

Vocabulary:

inch

centimeter

pounds

kilograms

thumb

print

lips

smear

General Directions:

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

Provide a completed sample book as a model.

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

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

My I Am Special Book

Written by _____

Illustrated by _____

Date _____



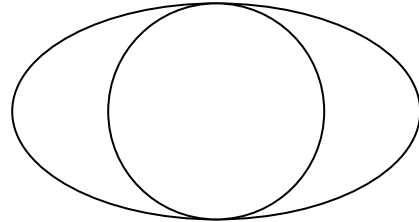
This is a picture of me.

My name is _____.

My hair is _____.



My eyes are _____.



I am _____ years old.

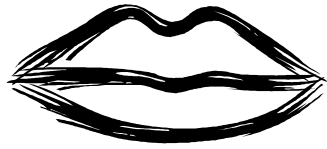
This is my thumbprint.



My smiling face

to say hello,

And my sweet lips ...



to kiss you goodbye!



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

to smear your windows!
to smear your windows!



I weigh _____ pounds.

I am _____ inches
tall.

I am special!

Health and Following Directions

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

CASAS Competencies:

3.5.9 – Identify practices that promote physical well being.

Skills for Children:

Vocabulary development (verbs, body parts)

Gross motor skills

Taking turns, following directions

Supplies Needed:

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

Vocabulary:

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

General Directions:

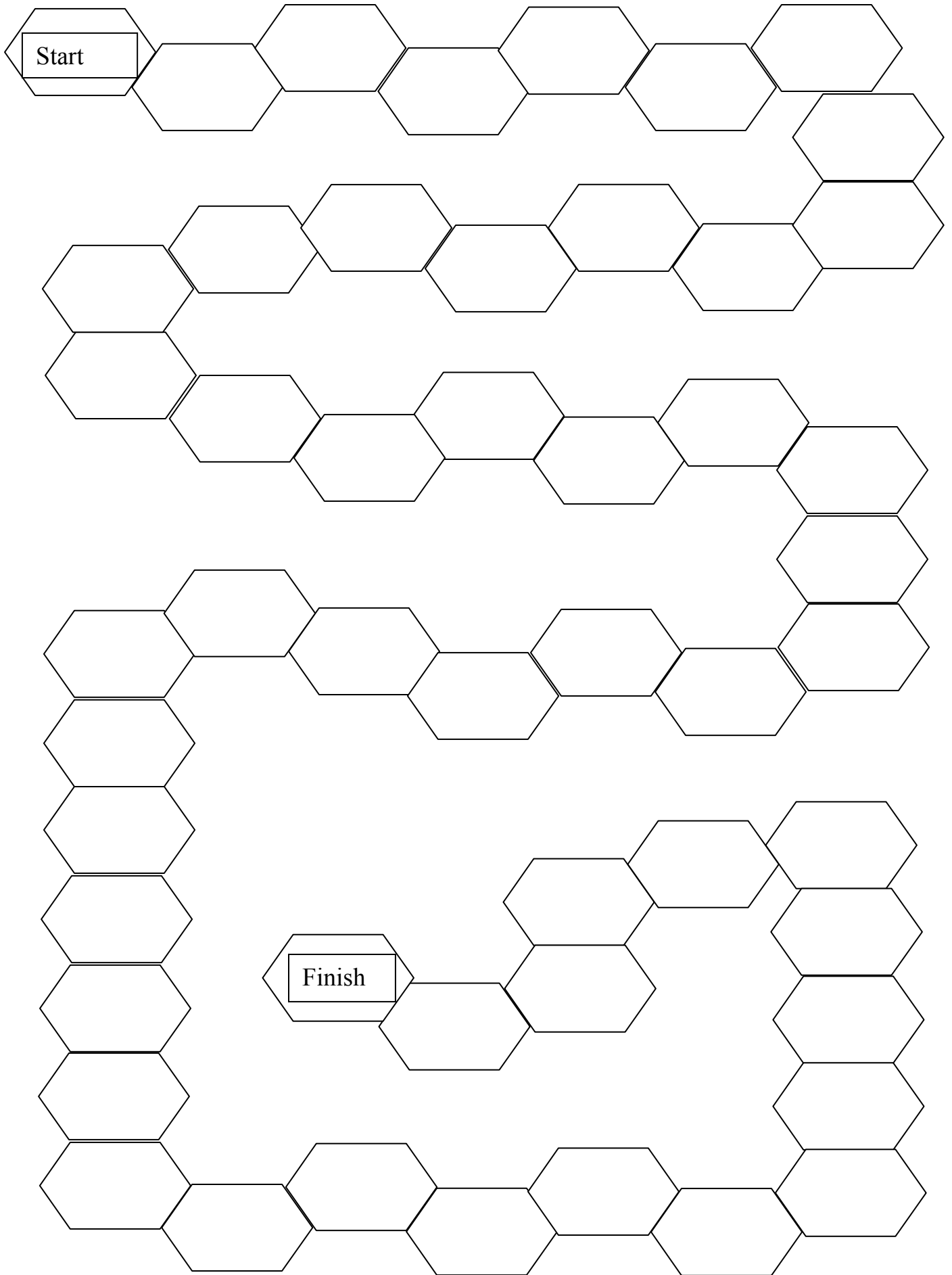
Make certain there is adequate space for families to move and practice their physical skills.

Write guidelines for play to avoid conflicts.

Encourage families to write additional action cards for future play.

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

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



Health and Story Elements

prep time = 10 minutes (copying)

activity time = 15 minutes

Colorado Reading/Writing Standard 6.4

CASAS Competencies:

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

Skills for Children:

Vocabulary development (animals)

Repetitive language

Sequencing a story

Identifying story elements

Fine motor (cutting and coloring)

Supplies Needed:

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

Vocabulary:

Once upon a time

cat

wheat

hungry

beginning

story

setting

hen

duck

plant (v)

myself

middle

elements

rating

dog

lazy

bread

plot

end

characters

General Directions:

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

Story Elements



Use words or pictures to complete this page.

TITLE OF STORY _____

BEGINNING

Beginning

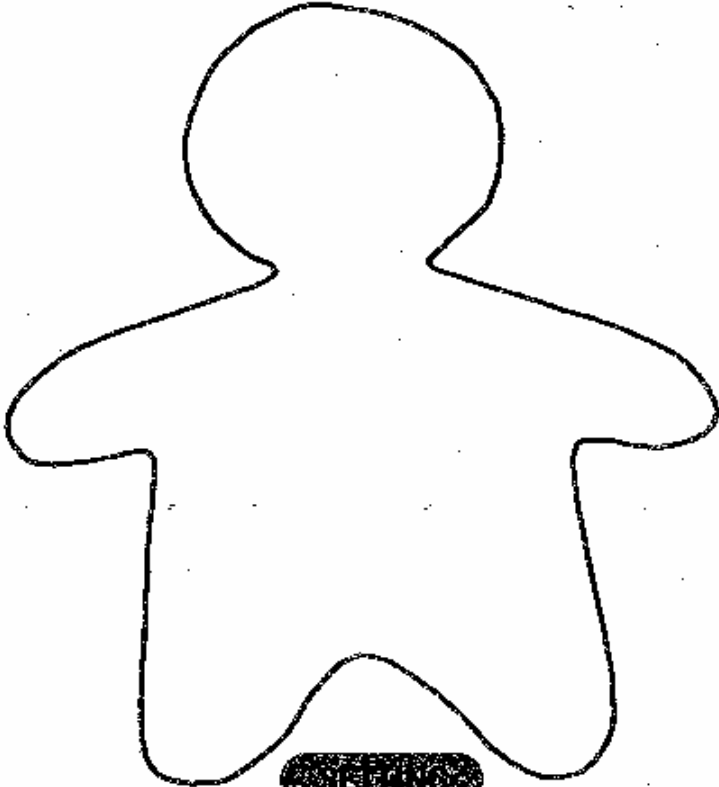
Middle

Middle

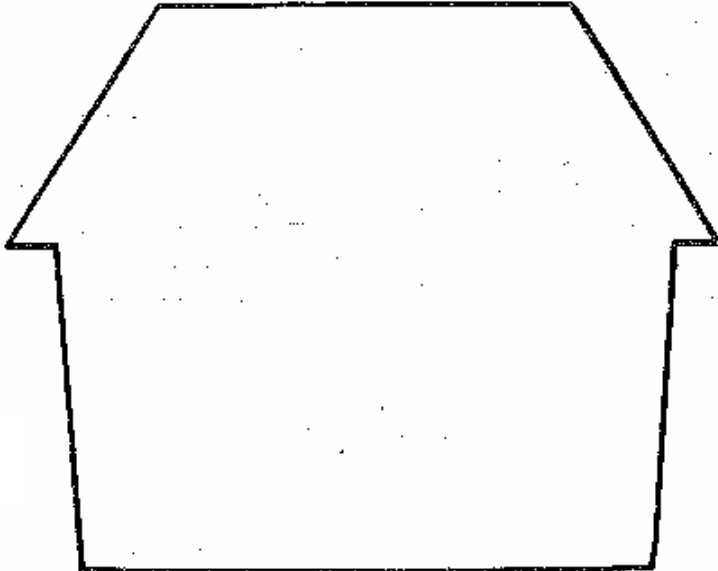
End

End


CHARACTERS

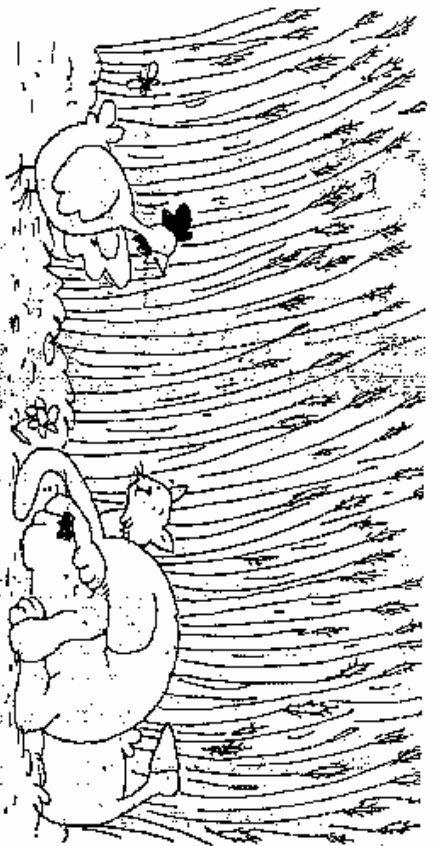


SETTING

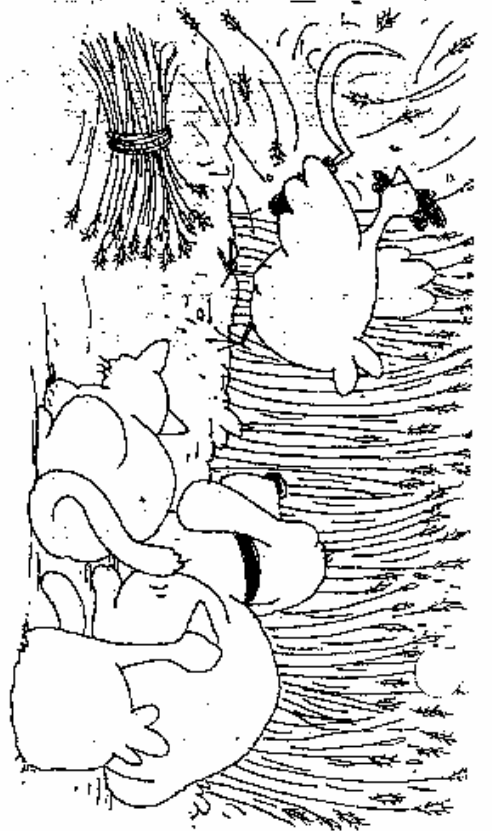


I give this book _____ magic wands.

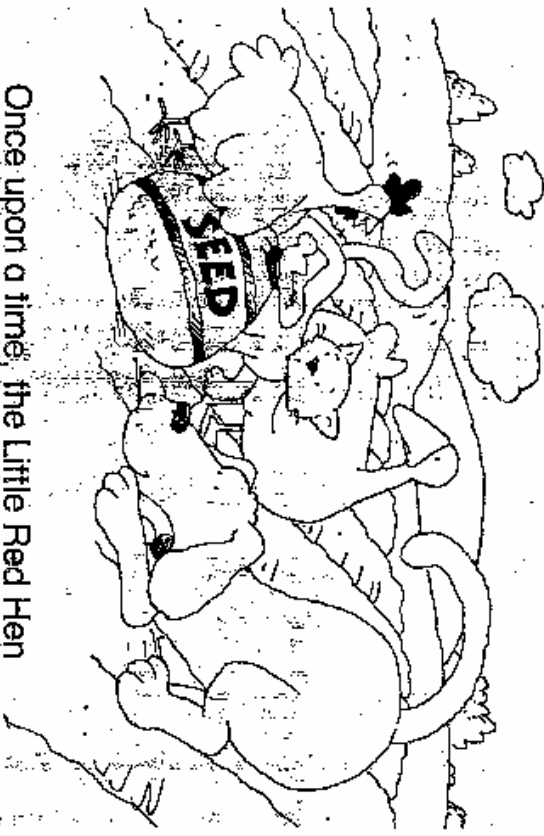




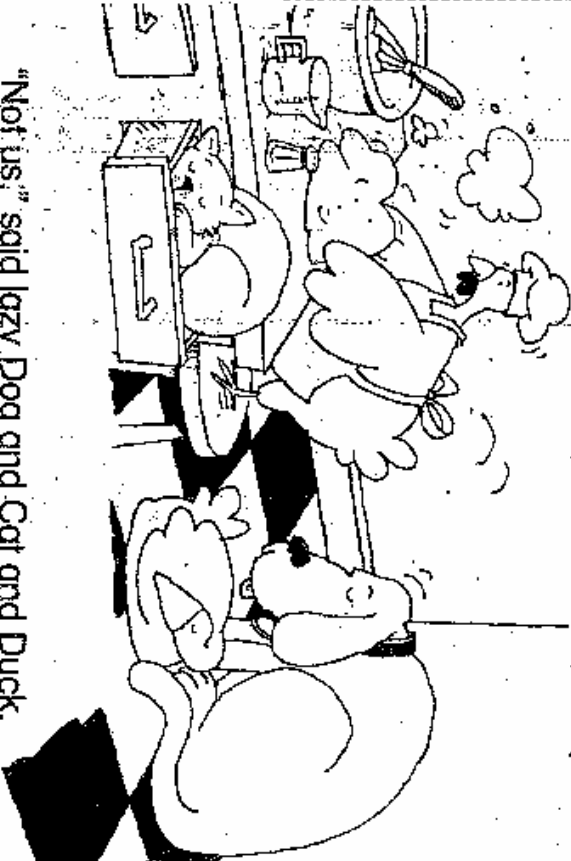
3 Before long, all the wheat was tall.
"Who will help me cut this?" asked
Little Red Hen.



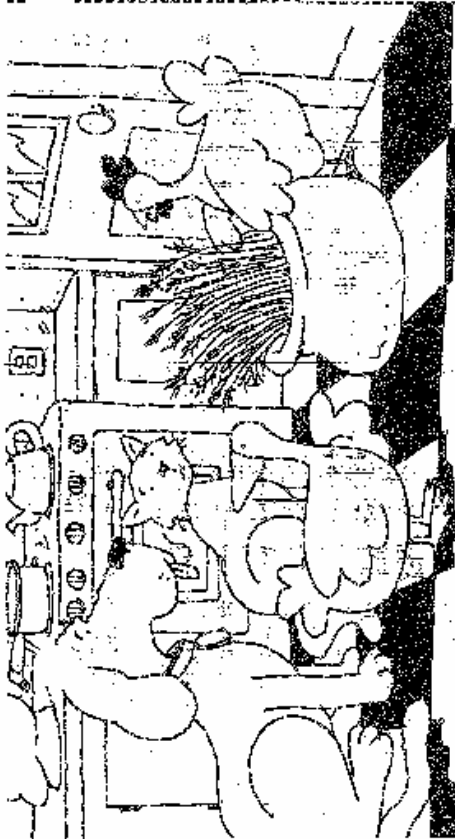
4 "Not us," said lazy Dog and Cat and Duck.
"I will just have to do it myself," she said.



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



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

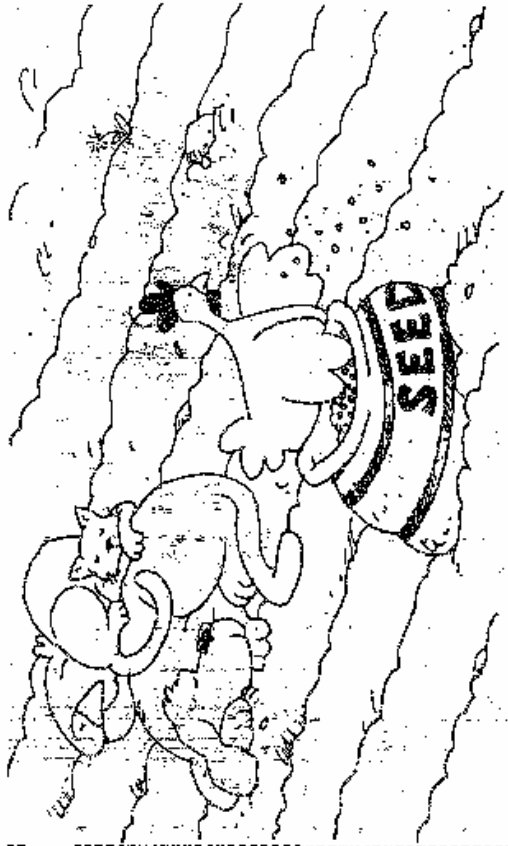


Before long, all the wheat was cut.

"Who will help me make this into bread?"

asked Little Red Hen.

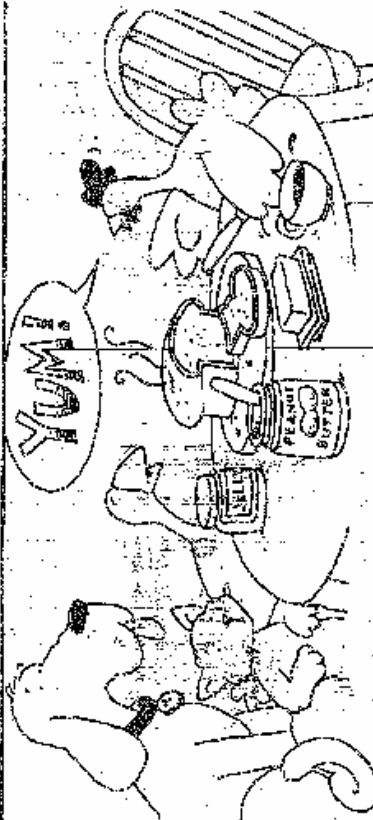
B



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

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

2



Before long, all the bread was baked.

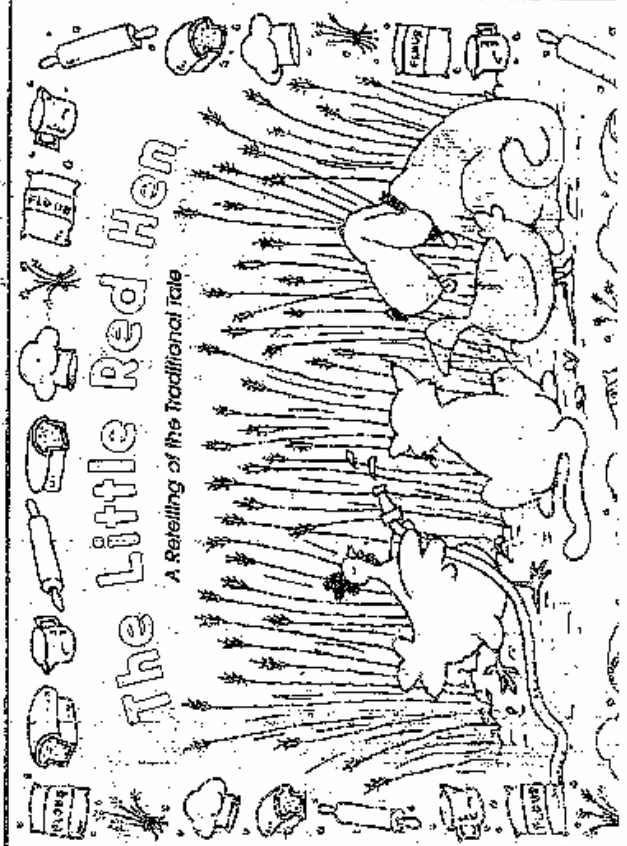
"Who will help me eat this?" asked Little Red Hen.

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

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

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A



Health Adjectives

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

CASAS Competencies:

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

Skills for Children:

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

Supplies Needed:

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

Vocabulary:

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

General Directions:

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

Take a Closer Look

	Round	Long	Short	Bumpy
Apple				
Carrot				
Banana				
Orange				

Take a Closer Look

Health – M&M Math

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

CASAS Competencies:

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

Skills for Children:

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

Supplies Needed:

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

Vocabulary:

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

Notes:

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

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

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

M & M Math

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

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

_____ = _____

_____ = _____

_____ = _____

_____ = _____

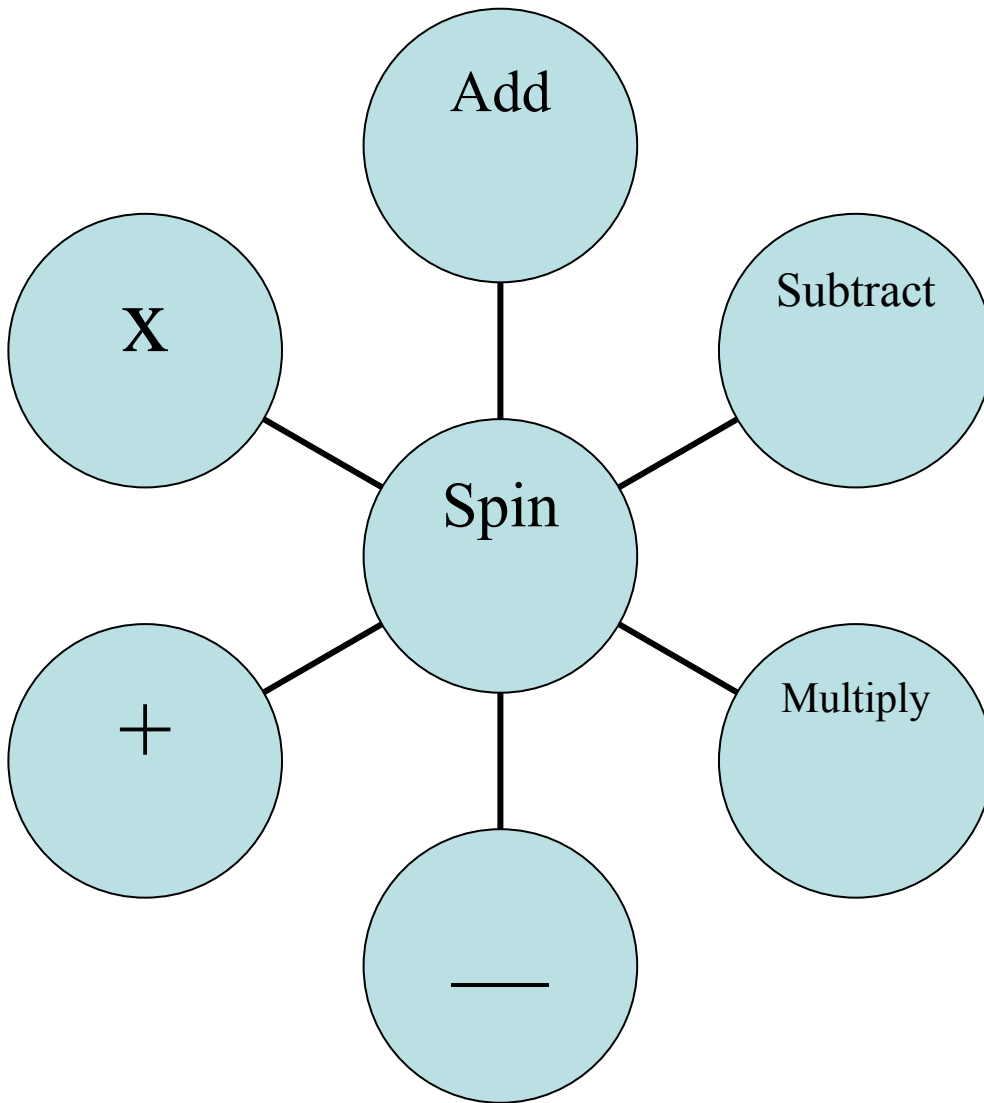
_____ = _____

_____ = _____

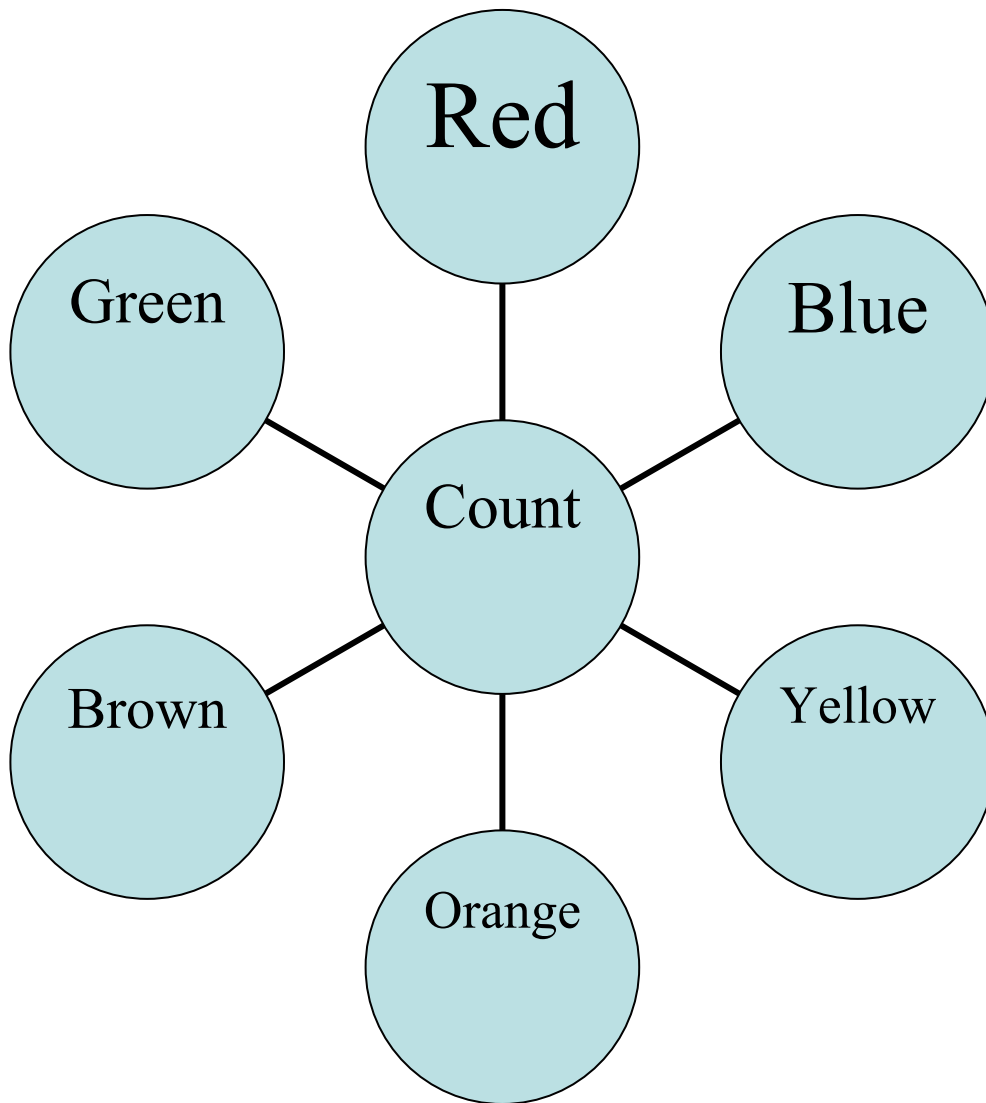
_____ = _____

_____ = _____

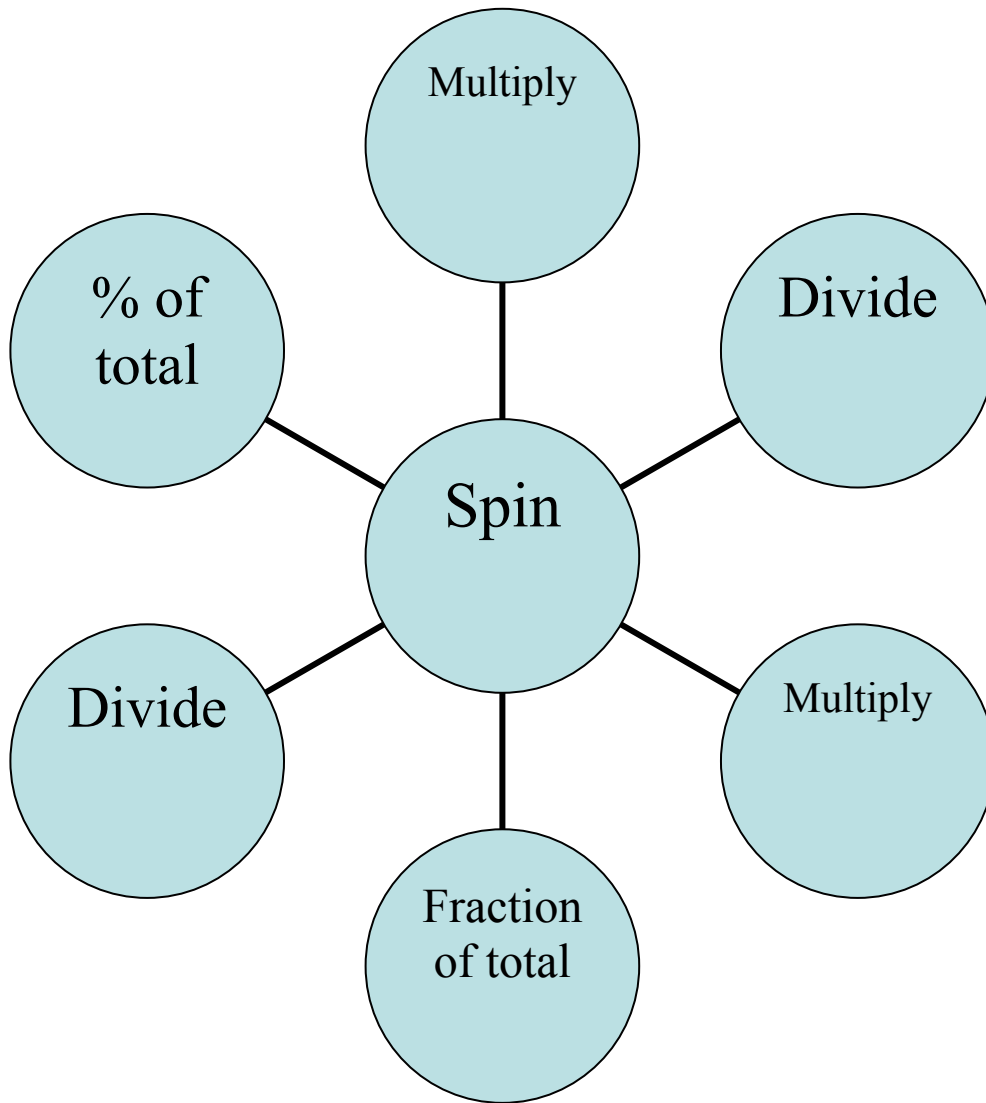
Medium level spinner

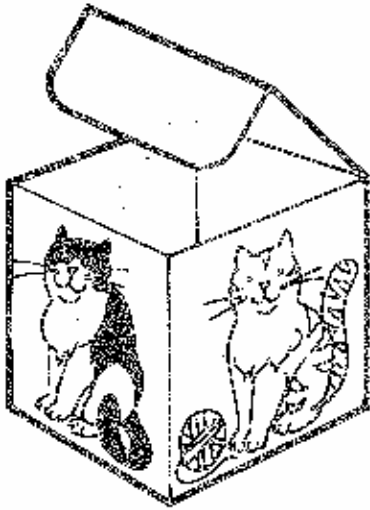


Beginning level spinner

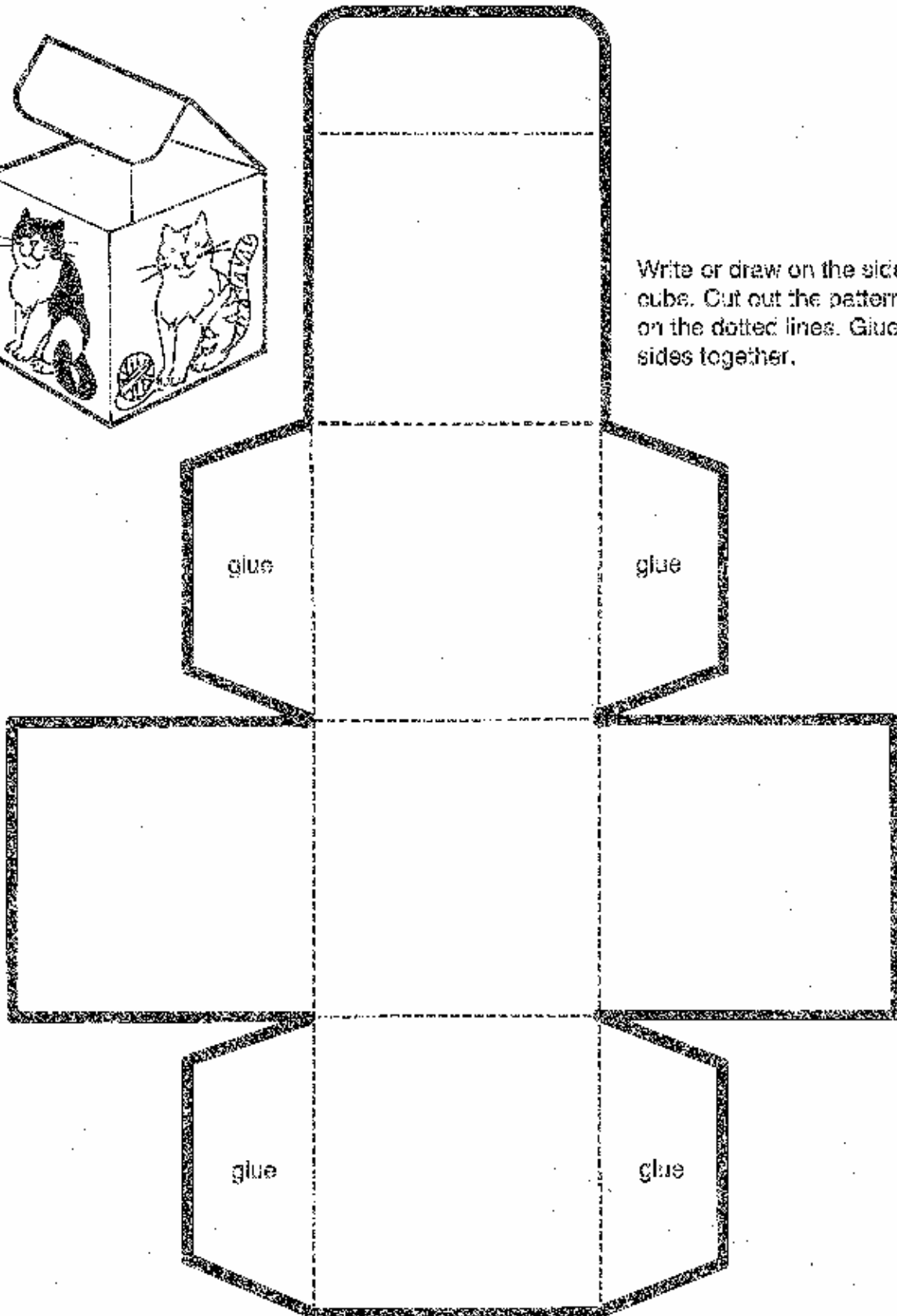


Advanced level spinner











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



ABM 50 Candy Color Chart

Name: _____

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