Colorado Department of Education
Organizational Commitment

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

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

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

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

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Intergenerational Literacy Activities

Dear Teachers and Directors;

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

Colorado Department of Education
Center for At-Risk Education http://www.cde.state.co.us/index_adult.htm
Adult Education and Family Literacy http://www.cde.state.co.us/cdeadult/adultstaff.htm
Even Start http://www.cde.state.co.us/cdecare/evenstart.htm
Migrant Education Even Start http://www.cde.state.co.us/mees/index.htm

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Bill Furney, Adult Education and Family Literacy
Frank Fielden, Even Start
Doug Glynn, Adult Education and Family Literacy
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Libby Culver, Durango Even Start
JoAnne Haislip, Boulder Valley Family Literacy
Veronica Ibarra, Pueblo
Robin Leist, San Luis Valley Even Start
How to Use the Notebook

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Food:

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

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

**Set-up and Table Arrangements**

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

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

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

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

**Clean-Up**

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

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

Materials

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

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

Copies

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

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

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

Infants, however, frequently do want to participate. Make sure that most of your activity materials are non-toxic. Have the poison control number ready just in case. Do not
allow babies to crawl unguarded on the floor. They will find every paper scrap, bead, and puddle of glue. If possible, provide a corralled area for infants to play in. Encourage parents to take turns interacting with all the infants enclosed. If parents carry their babies with them, help them to be mindful of little hands and small, chokable objects. You may want to become a surrogate child carrier for those who are fussy.

Debriefing

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

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

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

Important Last Note:

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

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

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

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

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

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

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

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

Observing – starting to notice difference and changes

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

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

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

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

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

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

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

Spatial Relations – location of an object in relation to other objects; important early math concept as well as to assist in child-parent identity separation
Taking turns – skill that must be developed through repetition; not generally mastered until school age

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

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

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

Written Language Skills – pre-writing skills in this area include scribbling, drawing of pictures with adult written captions, pretend letter formation, and repetitive letter writing
We want to encourage our adults to become owls.

O – Observe what their child is doing.

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

L – Listen to the message, the emotion, and the body language. Conversations should be two-way.
### Parent Survey on IGLA Effectiveness

Please rate the extent to which these activities …

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at All</th>
<th>Very Little</th>
<th>Somewhat</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>… helped your child improve their literacy skills.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>… helped your child prepare for school.</td>
<td></td>
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<tr>
<td>… helped your child improve their social skills.</td>
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<tr>
<td>… helped you work towards your educational goals</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>… helped you improve your reading and writing skills</td>
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<tr>
<td>… helped you become more involved in your child’s education</td>
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</tbody>
</table>

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

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

Other comments:
Parent / Child Activity Evaluation

Title ________________________________ Date _______________

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned something useful I can do with my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I enjoyed doing the activity with my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I will do a similar activity at home with my child.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
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What did you like most about the activity?

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

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

Other Comments:

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

¿Qué le gusto más acerca de la actividad?

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

La actividad fue: □ Excelente □ Bueno □ Deficiente

Otros Comentarios:

Colorado Department of Education – CARE – AEFLA 2004 Assessment -2-
IGL Activities Evaluation / Evaluación de Actividades Entre Padres y Niños

Activities ___________________________ Date ____________

I learned something useful I can do with my child.  1   2     3
I enjoyed doing the activities with my child.  1   2     3

What did you like most about these activities? ______________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

If I were to do these activities again, I would change __________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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

My child thought the activities were:  excellent    good    poor

Aprendí algo útil que puedo usar con mi hijo.  1   2     3
Me gusto compartir estas actividades con mi hijo.  1   2     3

Qué le gusto más acerca de esas actividades? ______________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Si pudiera hacer esas actividades otra vez, qué cambiaría?______________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Las actividades fue:  □ excelente    □ bueno    □ deficiente

Para mi hijo, las actividades fue:  excelente    bueno    deficiente
HOW DID YOU LIKE IT?

Name: ____________________________________

Child(ren): __________________________________

Date: _____________________

How did you like ___________________________?
(name of activity)
(Please circle one.)

I liked it!        It was okay.        I was confused/bored/________.

What was the most interesting part?

What was the least interesting part?
HOW DID YOU LIKE IT?

Name: ____________________________________

Child(ren): _________________________________

Date: _____________________

How did you like ___________________________?
   (name of activity)

(Please circle one.)

I liked it!        It was okay. I was confused/bored/________.

The best part of doing this activity was ______________________________________
   __________________________________________________________________________

Something my child liked about this activity was __________________________________
   __________________________________________________________________________

Three new words that we practiced with this activity are
1.  __________________________  2.  ____________________________
3.  __________________________
HOW DID YOU LIKE IT?

Name: ____________________________________
Child(ren): ____________________________________
Date: _____________________

How did you like ___________________________?
(Please circle one.)

(name of resource)

I liked it! It was okay. I was confused/bored/________.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Learning Time</th>
<th>Learning Activity</th>
<th>Members Present</th>
<th>Eval</th>
<th>Completed</th>
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Learning Log for the __________________________ Family
Checklist for Intergenerational Literacy Lesson Plans

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

☐ Specific vocabulary or topic to support adult literacy (ESL, ABE, ASE). What will they learn from spending their time on this activity?

☐ Direct connection to curriculum (Is there a question about this on the BEST-O, CASAS, or TABE?)

☐ Is this replicable or extend to another activity that adults could do at home with their children?

☐ Does this support a child academically (Colorado Model Content Standards) or developmentally (fine motor, gross motor, social skills, oral language development, problem solving, etc)?

☐ Are the materials and supplies readily available or highlighted so as to be prepared for the activity?

☐ Is there a vocabulary list for pre-teaching adults?

☐ Are the directions clear for others to understand?

☐ Are there extensions for the parent to complete at home or at a later time with extended family members?

☐ Is there a follow-up activity for the adult education classroom?

☐ Is there an assessment or method of determining if learning took place?
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<thead>
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<th>Community Services (CS)</th>
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<tbody>
<tr>
<td>LBCS 1</td>
<td>Give and write own address. (0.2.1, 0.2.2)</td>
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<tr>
<td>LBCS 2</td>
<td>Read, say and dial emergency telephone numbers (2.2.2)</td>
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<tr>
<td>LBCS 3</td>
<td>Identify common facilities and workers. (school, post office, library, teacher, librarian, etc.)</td>
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<tbody>
<tr>
<td>LBL 1</td>
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<td>LBS 4</td>
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<td>LBR 8</td>
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<td>LBR 9</td>
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<td>LBW 11</td>
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<td>LBW 12</td>
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<td>LBW 13</td>
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<td>LBW 14</td>
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<table>
<thead>
<tr>
<th>Transtrain and Directions (TD)</th>
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</thead>
<tbody>
<tr>
<td>SPL-1 (relevant CAAS competencies listed)</td>
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</table>
Colorado English as a Second Language Competencies

**Workplace Skills**

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Description</th>
<th>CASAS Competencies</th>
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</thead>
<tbody>
<tr>
<td>1W P 17</td>
<td>Monitor own progress. (7.1.3)</td>
<td></td>
</tr>
<tr>
<td>1W P 16</td>
<td>Participate in team activities. &lt;4.8.1)</td>
<td></td>
</tr>
<tr>
<td>1W P 15</td>
<td>Use time efficiently. (7.1.2)</td>
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**Reading**

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Description</th>
<th>CASAS Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1R 10</td>
<td>Read sentences using vocabulary and structures previously learned.</td>
<td></td>
</tr>
<tr>
<td>1R 6</td>
<td>Recognize basic sight words.</td>
<td></td>
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</table>

**Listening**

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Description</th>
<th>CASAS Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1L 1</td>
<td>Demonstrate comprehension of simple words in context of everyday situations.</td>
<td></td>
</tr>
<tr>
<td>1L 2</td>
<td>Demonstrate understanding of basic commands through physical action.</td>
<td></td>
</tr>
<tr>
<td>1L 3</td>
<td>Demonstrate comprehension of basic commands through physical action.</td>
<td></td>
</tr>
<tr>
<td>1L 4</td>
<td>Demonstrate comprehension of basic commands through physical action.</td>
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**Speaking**

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Description</th>
<th>CASAS Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S 4</td>
<td>Make statements related to basic needs using previously learned words.</td>
<td></td>
</tr>
<tr>
<td>1S 5</td>
<td>Answer questions with simple “yes”, “no”, or one-word responses.</td>
<td></td>
</tr>
<tr>
<td>1S 6</td>
<td>Ask simple questions (“what”, “where”, “when”, “who”, “how”).</td>
<td></td>
</tr>
<tr>
<td>1S 7</td>
<td>Express simple commands.</td>
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**Writing**

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<thead>
<tr>
<th>ID</th>
<th>Task Description</th>
<th>CASAS Competencies</th>
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</thead>
<tbody>
<tr>
<td>1W 11</td>
<td>Print letters of the alphabet and write numerals.</td>
<td></td>
</tr>
<tr>
<td>1W 12</td>
<td>Write days of the week, months, and dates.</td>
<td></td>
</tr>
<tr>
<td>1W 13</td>
<td>Write simple sentences in context of daily life.</td>
<td></td>
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**Transportation and Directions (TD)**

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Description</th>
<th>CASAS Competencies</th>
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<tbody>
<tr>
<td>1TD 27</td>
<td>Ask for and follow simple directions to a place.</td>
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<td>1TD 28</td>
<td>Ask for and follow simple directions to a place.</td>
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<td>1TD 29</td>
<td>Ask for and follow simple directions to a place.</td>
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**Life Skills**

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<tbody>
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<td>1L H</td>
<td>Follow simple oral directions and instructions.</td>
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<tr>
<td>1L H</td>
<td>Follow simple oral directions and instructions.</td>
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<tr>
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**Health (H)**

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<tr>
<th>ID</th>
<th>Task Description</th>
<th>CASAS Competencies</th>
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<tbody>
<tr>
<td>1H 16</td>
<td>Identify major body parts and common illnesses of influence.</td>
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</tr>
<tr>
<td>1H 15</td>
<td>Make a doctor’s appointment.</td>
<td></td>
</tr>
<tr>
<td>1H 14</td>
<td>Read time and date on an appointment card.</td>
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</tr>
<tr>
<td>1H 13</td>
<td>Read a simple job application.</td>
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**Employment (E)**

<table>
<thead>
<tr>
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<th>Task Description</th>
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<tbody>
<tr>
<td>1E 10</td>
<td>Identify specific skills needed for entry level jobs.</td>
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<tr>
<td>1E 11</td>
<td>Identify specific skills needed for entry level jobs.</td>
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<tr>
<td>1E 12</td>
<td>Identify specific skills needed for entry level jobs.</td>
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<td>1E 13</td>
<td>Identify specific skills needed for entry level jobs.</td>
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**Employee Skills**

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<tr>
<th>ID</th>
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<tbody>
<tr>
<td>1E 1</td>
<td>Follow simple oral directions and instructions.</td>
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<tr>
<td>1E 2</td>
<td>Follow simple oral directions and instructions.</td>
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<tr>
<td>1E 3</td>
<td>Follow simple oral directions and instructions.</td>
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<tr>
<td>1E 4</td>
<td>Follow simple oral directions and instructions.</td>
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**Housing (HO)**

<table>
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<tr>
<th>ID</th>
<th>Task Description</th>
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</thead>
<tbody>
<tr>
<td>1HO 23</td>
<td>Identify major body parts and common illnesses of influence.</td>
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<tr>
<td>1HO 22</td>
<td>Make a doctor’s appointment.</td>
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</tr>
<tr>
<td>1HO 21</td>
<td>Read time and date on an appointment card.</td>
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**Consumer Economics (CE)**

<table>
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<tr>
<th>ID</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>1CE 9</td>
<td>Assess general comprehension of basic commands.</td>
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<tr>
<td>1CE 8</td>
<td>Assess general comprehension of basic commands.</td>
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</tr>
<tr>
<td>1CE 7</td>
<td>Assess general comprehension of basic commands.</td>
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</tr>
<tr>
<td>1CE 6</td>
<td>Assess general comprehension of basic commands.</td>
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**Community Services (CS)**

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<td>Follow simple oral directions and instructions.</td>
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<td>1CS 3</td>
<td>Follow simple oral directions and instructions.</td>
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<td>1CS 4</td>
<td>Follow simple oral directions and instructions.</td>
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**Community Services (CS)**

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<td>1CS 3</td>
<td>Follow simple oral directions and instructions.</td>
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<td>1CS 4</td>
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**Employment Skills**

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<tr>
<td>1E WP 15</td>
<td>Use time efficiently.</td>
<td></td>
</tr>
<tr>
<td>1E WP 16</td>
<td>Participate in team activities.</td>
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</tr>
<tr>
<td>1E WP 17</td>
<td>Use time efficiently.</td>
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**Housekeeping (HO)**

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Colorado English as a Second Language Competencies

SPL-3 (relevant CASAS competencies listed)

Life Skills

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

Consumer Economics (CE)
2CE 4    Write a check or fill out a money order. (1.2.1)
2CE 5    Ask for and read price of food, clothing, or other items in a store. (1.6.4)
2CE 6    Read common signs regarding hours/services in stores. (2.6.4)

Employment (E)
2E 9      Read simple want ads and identify entry level job requirements. (4.1.3)
2E 10  Fill out a simple job application. (0.2.2)
2E 11  Ask and answer simple questions at a job interview. (0.1.6, 0.2.1)
2E 12    Give reasons for lateness or absence from work. (4.3.1)
2E 13    State need for frequently used materials or tools. (4.5.1)
2E 14  Follow simple two step instructions. (4.6.1)

Health (H)
2H 16    Identify common symptoms, illnesses and health problems. (3.1.1)
2H 17  Change or cancel a doctor's appointment or refill a prescription. (3.2.1)
2H 18  Read and follow simple instructions on a medicine label. (3.3.2)
2H 19    Follow simple oral instructions for treatment. (3.4.1)
2H 20    Fill out simple personal information forms. (3.1.2)

Housing (HO)
2HO 21    Identify common housing abbreviations used in ads. (1.4.2)
2HO 22  Describe own housing situation including cost, size, number of rooms, etc. (1.4.3)
2HO 23  Identify local amount due on utility bills. (1.4.4)
2HO 24  Read and follow simple instructions for loan or mortgage. (1.4.7, 1.7.4)
2HO 25    Ask for information about location, rent, rooms, deposit, utilities. (1.4.8)

Transportation and Directions (TD)
2TD 14  Recognize directions on a map. (2.2.1)
2TD 15  Ask and answer questions about buses and bus routes. (2.2.2)
2TD 16  Read common signs in airports or bus stations for rail or airline travel. (2.2.3)

Workplace Skills

Reading
2R 6    Demonstrate understanding of basic words, phrases and number
2R 7    Read and demonstrate comprehension of a simple paragraph containing
       information
2R 8    Make simple statements and questions in the present, past and future
2R 9    Write simple sentences based on personal experiences or simple
       stories

Writing
2W 1     Write a simple note. (0.2.3)
2W 2     Write a simple letter. (0.2.4)
2W 3     Write a simple report. (0.2.5)

Listening
2L 1     Demonstrate comprehension of basic directions.
2L 2     Demonstrate comprehension of simple questions.
2L 3     Recognize words that signal differences between present, past and future

Speaking
2S 4     Make simple statements and questions in the present, past and future
2S 5     Demonstrate comprehension of simple questions.
2S 6     Demonstrate comprehension of basic directions.
2S 7     Demonstrate comprehension of basic numbers.

Basic Language Skills
Colorado English as a Second Language Competencies

**SPL-4**
(relevant CASAS competencies listed)

---

**Life Skills**

**Community Services (CS)**

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

---

**Consumer Economics (CE)**

3CE 4 Fill out a deposit/withdrawal slip. (1.1.7)
3CE 5 Read unit pricing labels to compare products for value. (1.2.2)
3CE 6 State reasons for returning an item to a store. (1.3.3)
3CE 7 Explain a common problem with food service in a restaurant. (2.2.4)

---

**Employment (E)**

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

---

**Health (H)**

3H 15 Respond to simple questions about physical health. (3.1.1)
3H 16 Follow oral instructions during a medical exam or about treatment. (3.1.2)
3H 17 Fill out a simple health history form. (3.2.1)
3H 18 Fill out a simplified health insurance form. (3.2.1)

---

**Housing (HO)**

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

---

**Transportation and Directions (TD)**

3TD 22 Explain a common problem with local service in a restaurant. (2.2.4)
3TD 23 Describe reasons for returning an item to a store. (1.3.3)
3TD 24 Read unit pricing labels to compare products for value. (1.2.2)
3TD 25 Fill out a deposit/withdrawal slip. (1.1.7)

---

**Basic Language Skills**

**Listening**

3L 1 Follow simple directions to a place.
3L 2 Follow directions in completing tasks.
3L 3 Follow multiple commands.

**Speaking**

3S 4 Ask and answer questions on basic personal information.
3S 5 Ask and answer questions about events in the present, past and future.
3S 6 Engage in problem solving activities, e.g., 1.7.3, 1.7.4.

**Reading**

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

**Writing**

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

---

**Workplace Skills**

3WP 15 Engage in basic social communication (introduce self, express feelings, etc.) (0.1.3, 0.1.4)
3WP 16 Use, interpret, and provide instructions. (1.1.4, 1.2.2, 1.3.2, 1.7.3)
3WP 17 Report housing problems and write a note requesting repairs. (1.4.7)
3WP 18 Participate as a member of a team. (4.8.1)
3WP 19 Understand and apply time management. (7.1.2)
3WP 20 Identify productive skills. (7.1.3, 7.1.4)

---

**Household Equipment (HO)**

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

---

**Community Services (CS)**

3CS 1 Locate telephone numbers and identify services in yellow pages of a phone directory. (1.4.4)
3CS 2 Participate as a member of a team. (4.8.1)
3CS 3 Fill out a deposit/withdrawal slip. (1.1.7)
3CS 4 Read a paycheck stub. (4.2.1)

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<thead>
<tr>
<th>ECE Skills Index</th>
<th>IGL Activities</th>
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<tbody>
<tr>
<td>ECE Skills Index</td>
<td>Group or Take Home</td>
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<tr>
<td>IGL Activities</td>
<td>1-1 Correspondence</td>
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<tr>
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<td>Being Part of a Team</td>
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<td>Compare and Contrast</td>
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Housing Sand Castles G
Housing Booklet G
Health Measuring G
E-Treading TH
CE Map Puzzle TH
CE Temperature TH
CE Coins TH
CE Bingo Hunt TH
CE Weather TH
CE Checkbook G
CE Clothing G
CE Recipes G
CE Coupons G
CE Savings G
CE Poetry TH
CE Week TH
CE Tools TH
CE and Maps G

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**E-Privacy**

**E-Chores**

**E-Types of Jobs**

**E-Career Storycards**

**Health**

**Housing Observation**

**Science**

- Float or Sink
- Paddle Boat
- Career Storycards
- Trucking
- Tour the US
- Nutty Graph
- Inertia
- Science

**SS**

- Health Measuring
- Elements
- Directions
- Snack
- Observation
- Narrative

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<tr>
<td>Math 6.1</td>
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<td>Math 6.3</td>
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<td>Math 6.4</td>
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<td>Math 6.5</td>
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</tbody>
</table>
Community Services and Maps

**CASAS Competencies:**
2.2.1 – Ask for, give, follow, or clarify directions

**Skills for Children:**
- Oral language development
- Following directions
- Taking turns

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

**Vocabulary:**
- sporting goods store
- bakery
- gas station
- warehouse
- hotel
- factory
- hardware store
- jewelry store
- restaurant
doughnut shop
- movie theatre
dress store
Italian restaurant
- toy store
- furniture store
Apartment building
- post office
- five-and-dime store

**General Directions:**

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

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

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

The game board can be mounted on tagboard or card board for longevity.
<table>
<thead>
<tr>
<th>Walk 2 blocks East and enter the 1&lt;sup&gt;st&lt;/sup&gt; store on the right.</th>
<th>Walk 2 blocks East and enter the 3&lt;sup&gt;rd&lt;/sup&gt; store on the right.</th>
<th>Walk 1 block South and enter the 2&lt;sup&gt;nd&lt;/sup&gt; store on the left.</th>
<th>Walk 1 block North and enter the 1&lt;sup&gt;st&lt;/sup&gt; store on the left.</th>
<th>Enter the 2&lt;sup&gt;nd&lt;/sup&gt; store on the left.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter the 3&lt;sup&gt;rd&lt;/sup&gt; store on the right.</td>
<td>Enter the 1&lt;sup&gt;st&lt;/sup&gt; store on the left.</td>
<td>Walk 1 block East and enter the 2&lt;sup&gt;nd&lt;/sup&gt; store on the left.</td>
<td>Walk to the nearest bus stop.</td>
<td>Run to the farthest bus stop.</td>
</tr>
<tr>
<td>Enter the 1&lt;sup&gt;st&lt;/sup&gt; store on the right.</td>
<td>Enter the 2&lt;sup&gt;nd&lt;/sup&gt; store on the right.</td>
<td>Enter the 3&lt;sup&gt;rd&lt;/sup&gt; store on the left.</td>
<td>Enter the 4&lt;sup&gt;th&lt;/sup&gt; store on the right.</td>
<td>Enter the 4&lt;sup&gt;th&lt;/sup&gt; store on the left.</td>
</tr>
<tr>
<td>Walk to the corner of Elm Blvd and Main St.</td>
<td>Walk 1 block West and enter the 1&lt;sup&gt;st&lt;/sup&gt; store on the left.</td>
<td>Go to the parking lot.</td>
<td>Go to the gas station.</td>
<td>Go to the corner of Cherry St. and Washington Ave.</td>
</tr>
<tr>
<td>Take an extra turn.</td>
<td>Skip your turn.</td>
<td>Enter the 1&lt;sup&gt;st&lt;/sup&gt; store on the left.</td>
<td>Walk 1 block East, turn right, and enter the 1&lt;sup&gt;st&lt;/sup&gt; store.</td>
<td>Go to the railroad tracks on Cherry St.</td>
</tr>
</tbody>
</table>
Game Map for Community Services and Maps

- = Bus stop
- = Railroad tracks
= Crosswalk
Community Services and Letter Writing

prep time = 10 minutes (copying)
activity time = 15 minutes
Colorado Reading/Writing Standard 2.1

CASAS Competencies:
2.1.1 – Use the telephone directory and related publications to locate information
2.4.1 – Address letters and envelopes
2.4.4 – Purchase stamps and other postal items and service

Skills for Children:
Oral language development
Vocabulary development
Fine motor skills (writing and coloring)

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

Vocabulary:

<table>
<thead>
<tr>
<th>envelope</th>
<th>letter</th>
<th>address</th>
</tr>
</thead>
<tbody>
<tr>
<td>return address</td>
<td>mailing address</td>
<td>stamp</td>
</tr>
<tr>
<td>telephone book</td>
<td>telephone directory</td>
<td>alphabetical order</td>
</tr>
<tr>
<td>purchase</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Directions:

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

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

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

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

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

Sincerely,

_______________________ ____, ________

Dear ____________________________,

Sincerely,
Community Services and Singing

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

CASAS Competencies:
No specific CASAS competencies are addressed with this activity.

Skills for Children:
Vocabulary development (types of workers and tools)
Oral language development

Supplies Needed:
multiple copies of song sheet

Vocabulary:

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

any other vocabulary pairs that your group can create

General Directions:

Practice the rhythm prior to presentation.

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

Solicit community helpers and their tools to create more verses.

If there are props available, children like to take turns playing the community helper role and standing up when their part comes.
Oh, I wish I were a helper like a [doctor]!

That is what I’d truly like to be.

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

I’d use a [stethoscope] so happily!

Substitute other helpers and tools for the underlined words.

<table>
<thead>
<tr>
<th>Helper</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firefighter</td>
<td>water hose</td>
</tr>
<tr>
<td>Mechanic</td>
<td>wrench</td>
</tr>
</tbody>
</table>

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

That is what I’d truly like to be.

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

I’d use a [stethoscope] so happily!

Substitute other helpers and tools for the underlined words.

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<tr>
<th>Helper</th>
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</thead>
<tbody>
<tr>
<td>Firefighter</td>
<td>water hose</td>
</tr>
<tr>
<td>Mechanic</td>
<td>wrench</td>
</tr>
</tbody>
</table>
Community Services and Rhyming

prep time = 10 minutes (copying)
activity time = 15 minutes
Colorado Reading/Writing Standard 1.1

CASAS Competencies:
No specific CASAS competencies are addressed with this activity.

Skills for Children:
Oral language development
Rhyming skills

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

Vocabulary:

word families       paint brush
paint can           rhyming

General Directions:

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

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

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

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

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

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

Word Families:

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

pot  cat  bat
bop  pop  cop
  can  pan  ban
  dot  pot  cot
Community Resources Bingo

prep time = 45 minutes
activity time = 30 minutes

CASAS Competencies:
2.3.3 – Interpret information about weather conditions

Skills for Children:
Vocabulary development
Fine motor skills (manipulating beans or other markers)
One-to-one correspondence (one marker per picture)

Supplies Needed:

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

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

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

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

Vocabulary:

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

<table>
<thead>
<tr>
<th>Police</th>
<th>Ambulance</th>
<th>Hospital</th>
<th>Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentist</td>
<td>Nurse</td>
<td>Firefighter</td>
<td>Telephone Book</td>
</tr>
<tr>
<td>Map</td>
<td>Pay Phone</td>
<td>School Bus</td>
<td>Bus</td>
</tr>
<tr>
<td>Clock</td>
<td>Calendar</td>
<td>Thermometer</td>
<td>Rainy</td>
</tr>
<tr>
<td>Windy</td>
<td>Cloudy</td>
<td>Sunny</td>
<td>Envelope</td>
</tr>
<tr>
<td>Library</td>
<td>Mailbox</td>
<td>Restaurant</td>
<td>Church</td>
</tr>
<tr>
<td>Holiday</td>
<td>Childcare</td>
<td>Fine Arts</td>
<td>Bills</td>
</tr>
</tbody>
</table>
Take Home Intergenerational Literacy Activity – Community Services Tools

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

4-7 year olds – same as above

CASAS Competencies:
1.7.4 – Interpret maintenance procedures for household appliances and personal possessions

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>carpenter</th>
<th>repair</th>
<th>tools</th>
<th>hammer</th>
</tr>
</thead>
<tbody>
<tr>
<td>screwdriver</td>
<td>pliers</td>
<td>saw</td>
<td>level</td>
</tr>
<tr>
<td>tape measure</td>
<td>wrench</td>
<td>drill</td>
<td>paint brush</td>
</tr>
<tr>
<td>supervision</td>
<td>construction</td>
<td>site</td>
<td>power</td>
</tr>
</tbody>
</table>

General Instructions:

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

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

Instructions for Parents:

---

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

✓ Vocabulary development
✓ Fine motor skills
✓ Taking turns

After the activity:

- Discuss how each tool is used.
- Under supervision young children can use most tools (do not let children use power tools or saws).
- If there is a construction site nearby, take your child to see the tools in action.
<table>
<thead>
<tr>
<th>wrench</th>
<th>saw</th>
<th>hammer</th>
</tr>
</thead>
<tbody>
<tr>
<td>drill</td>
<td>level</td>
<td>screwdriver</td>
</tr>
<tr>
<td>paint brush</td>
<td>tape measure</td>
<td>pliers</td>
</tr>
</tbody>
</table>
Take Home Intergenerational Literacy Activity – Community Services Week

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

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

CASAS Competencies:
2.3.2 – Identify the months of the year and the days of the week

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>Sunday</td>
<td>pattern</td>
<td></td>
</tr>
</tbody>
</table>

General Instructions:

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

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

Instructions for Parents:

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

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

After the activity:

- Read the book together frequently.
- Work with your child to make a book that shows your family’s week. Have your child illustrate and write if possible.
- Use a calendar to point out the days of the week as you read them.
El viernes, duermo en casa de un amigo.

El sábado, voy al zoológico.

El domingo, descanso.

On Monday, I go to school.

On Tuesday, I play.

On Wednesday, I watch t.v.

On Thursday, I read a book.

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

El lunes, voy a la escuela.

El martes, luego.

El miércoles, veo televisión.

El jueves, leo un libro.

One Week

Una Semana
On Monday, I go to school.

On Tuesday, I play.

On Wednesday, I watch TV.

On Thursday, I read a book.

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

On Saturday, I go to the zoo.

On Sunday, I rest.
<table>
<thead>
<tr>
<th>On Monday</th>
<th>On Tuesday,</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Sunday,</td>
<td>On Wednesday,</td>
</tr>
<tr>
<td>On Saturday,</td>
<td>On Thursday,</td>
</tr>
<tr>
<td>On Friday,</td>
<td></td>
</tr>
</tbody>
</table>
Take Home Intergenerational Literacy Activity – Community Services Poetry

Skills for Children:                    Colorado Reading/Writing Standard 1.1
2-4 year olds – vocabulary development
   fine motor skills (coloring)
   following a pattern
   oral language development

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

CASAS Competencies:
2.7.5 – Interpret literary materials such as poetry and literature

Vocabulary for Parents:

Specific for sample poems

General Instructions:

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

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

Instructions for Parents:

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

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

The activity:
   o  Read the sample poems together.
   o  Work with your child to make a poem.
   o  Read your own poem together frequently.
   o  This is a fun way to practice language skills with your child.
_______________________________

Title

Red is ____________________ and ______________

and the feeling of ________________________________.

Red is the taste of ________________________________.

__________________________ and _________________ smell red.

__________________________ makes me feel red.

Red is the sound of ____________ and ____________.

_________________________ , ______________________

and ________________________________ are red.

Red is _____________________________.
Complete the poem as you enjoy a healthy snack.

An Apple a Day

Apple, apple, ___________________ and ____________________.

You are as sweet as ________________________________.

You are juicier than ________________________________.

And you feel ________________________________ in my mouth.

I hear your ________________________________ sound.

When I eat you, I think of ________________________.

I’d rather eat an apple than _______________________.
A is For Apple
Apple, apple, yellow and ripe,
Juicier than rain—
You taste as sweet as Kool-Aid
You sound as squeaky as my wagon wheels.
You make me think of a school lunch.

The Wrong Apple
Apple, apple, soft and rotten,
Squishy and mushy,
You feel soft in my mouth like sawdust.
Your taste is not so sweet.
I should have picked a different apple.
Red reminds me of ________________________________________.

Yellow reminds me of ________________________________________.

Green reminds me of ________________________________________.

Blue reminds me of ________________________________________.

Violet reminds me of ________________________________________.
About Myself

I'm good at ____________________________

I'm not so good at ____________________________

I'm glad about my ____________________________

I'd be glad if ____________________________

I like ____________________________

I don't like ____________________________

I wish ____________________________

I don't wish for ____________________________
Poetry

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

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

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

prep time = 15 minutes + gathering materials
activity time = 25 minutes
Colorado Math Standard 5.1

CASAS Competencies:
1.1.4 – Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight
1.1.6 – Count, convert, and use coins and currency, and recognize symbols such as ($) and (¢)

Skills for Children:
Fine motor skills (cutting and coloring)
Oral language development
Written language if able/interested in writing a paragraph about what they are saving for

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

Vocabulary:
piggy bank decorate savings save caution
construction paper can removable lid

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

Extensions:
Family can graph their savings by nickels, dimes, quarters, etc.
Adults can compute the volume of their can.
Families can predict how much money their can will hold.
This leads well into a parenting discussing about allowances.
Consumer Economics and Coupons

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

CASAS Competencies:
1.3.5 – Use coupons to purchase goods and services

Skills for Children:
Fine motor skills (coloring, cutting, writing)
Vocabulary development
Oral language skills

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

Vocabulary:
coupon free exchange gift
helper time skills task
value

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

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

Sample ideas for a child’s gift to a parent could include coupons for:
Taking out the trash without being reminded
Washing the dishes one night
Folding the laundry
A hug

Sample ideas for a parent’s gift to a child could include coupons for:
Reading a favorite book
Spending ½ hour with them and no interruptions
A hug
Sit down and watch their favorite TV show with them
<table>
<thead>
<tr>
<th>Coupon</th>
<th>Good for ____________________________</th>
<th>To: _______</th>
<th>____________________________</th>
<th>From: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coupon</td>
<td>Good for ____________________________</td>
<td>To: _______</td>
<td>____________________________</td>
<td>From: __________</td>
</tr>
<tr>
<td>Coupon</td>
<td>Good for ____________________________</td>
<td>To: _______</td>
<td>____________________________</td>
<td>From: __________</td>
</tr>
<tr>
<td>Coupon</td>
<td>Good for ____________________________</td>
<td>To: _______</td>
<td>____________________________</td>
<td>From: __________</td>
</tr>
<tr>
<td>Coupon</td>
<td>Good for ____________________________</td>
<td>To: _______</td>
<td>____________________________</td>
<td>From: __________</td>
</tr>
</tbody>
</table>
Consumer Economics and Creative Writing

 prep time = 5 minutes (copying)
 activity time = 15 minutes
 Colorado Reading/Writing Standard 2.2

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

Skills for Children:
Fine motor skills (cutting, drawing, and coloring)
Oral language development
Written language if able/interested

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

Vocabulary:
flip  creative  nonsense
describe  imagine

General Directions:
Families may need direct instruction on how the book works.
Encourage creative sentences with plenty of adjectives.
Younger children can use the multiple part format to create silly creatures.
Older children may want to make their own book with a different focus.
So we went out to eat ice cream.

I found a $100 bill on the ground near the dumpster.

My best friend, Tom, and I...
it all in two hours.
but we had spent

Friday night
played "Bingo" last

Los Angeles
who is visiting from
My entire family
Writing Ideas for Flip Book

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

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

- A goofy laughing clown
- Brought flowers for his girlfriend
- Under the big top

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

- The green one-eyed monster
- Slimed the Empire State Building
- In the dead of night

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

**Animal Antics**
Students make a Flip Book of animals.

- The green funny frog
- Flapped it's flipper
- In the cabbage patch

**Which Witch?**

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

- The beautiful unicorn
- Shoots arrows of happiness
- As he walks in the meadow
Consumer Economics and Recipes

prep time = 10 minutes (shopping)
activity time = 20 minutes
Colorado Math Standard 1.1

CASAS Competencies:
1.1.1 – Interpret recipes

Skills for Children:
Fine motor skills (manipulating dough)
Vocabulary development (verbs, time)

Supplies Needed:
1. multiple copies of play dough recipe
2. 1 cup measuring cups
3. ¼ teaspoon measuring spoon
4. flour, salt, vegetable oil, access to warm water
5. Quart sized Ziploc freezer bags
6. food coloring or unsweetened Kool-Aid packets
7. popsicle sticks for cutting
8. (optional) mixing bowls and spoons
9. sample clock or large sized wall clock

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

General Directions:
If funding and space permits, allow each family group to make their own recipe.
The dough can be mixed in freezer quality Ziploc bags or mixing bowls (clean-up needed).
If using food coloring or Kool-Aid, dissolve the coloring in the warm water before adding to the dry ingredients. A more uniform color is produced.
The play dough stays fresh for approximately three days if kept in a sealed bag.
Older children and adults can mold their dough into a clock face, make the five minute increments, and score-in the hour and minute hands, and quiz each other on what time it is.
Drawing clocks and time can be tedious, the play dough makes the process more responsive and the hour and minute hands can be erased easily with a finger.
Families can exchange different colors for marking 15 or 30 minute intervals.
Younger children can be encouraged to just manipulate the dough, make shapes, common foods, or the letters of their names.
No-Cook Play Dough Recipe

Ingredients:
- 1 cup flour
- ½ cup salt
- ½ cup warm water
- ¼ teaspoon vegetable oil
- 5 drops of food coloring or ½ packet of unsweetened Kool-Aid

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

prep time = 10 minutes (copying)
activity time = 15 minutes

CASAS Competencies:
1.3.9 – Identify common articles of clothing

Skills for Children:
Fine motor skills (cutting and coloring)
Vocabulary development (types of clothing)
Oral language development
Written language if able/interested in writing a paragraph about their “person”

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

Vocabulary:

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

General Directions:
Encourage creative play and dialogue.

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

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

Berenstain Bear Paper Dolls along with many changes of clothing can be found at http://www.berenstainbears.com
Jonathan
Consumer Economics and Balancing a Checkbook

prep time = 10 minutes (copying)
activity time = 20 minutes
Colorado Math Standard 6.5

CASAS Competencies:
1.8.2 – Interpret the procedures and forms associated with banking services, including writing checks
6.1.1 – Add whole numbers
6.1.2 – Subtract whole numbers
6.2.2 – Subtracting decimal fractions

Skills for Children:  (Not recommended for children in grades less than second)
Addition and subtraction skills
Reading a calendar
Taking turns
Writing skills (if checks are used and written)

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

Vocabulary:
check register add subtract
prescription laundry adding turns

General Directions:

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Check Number</th>
<th>Date</th>
<th>To: Description:</th>
<th>Amount of Check (-)</th>
<th>Amount of Deposit (+)</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,000.00</td>
</tr>
</tbody>
</table>

Computations:
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Start with $1,000.00</td>
<td>2 Shopping with kids. Spend $154.12</td>
<td>3 Lemonade stand $1.75</td>
<td>4 Doctor visit $25.00</td>
<td>5 Need a prescription $23.74</td>
<td>6 Pay for school lunches $13.50</td>
</tr>
<tr>
<td>7</td>
<td>Stayed home didn’t spend money</td>
<td>8 Paid utilities $143.29</td>
<td>9 Purchased school pictures $19.50</td>
<td>10 Rent due $475.00</td>
<td>11 Found $20 in jeans pocket</td>
<td>12 Movie night $26.89</td>
</tr>
<tr>
<td>14</td>
<td>Order more checks $13.75</td>
<td>15 Baby shower gift $5.25</td>
<td>16 Grocery shopping $74.12</td>
<td>17 Need a doughnut and coffee $2.36</td>
<td>18 Books for school $4.25</td>
<td>19 Rent videos $11.90</td>
</tr>
<tr>
<td>21</td>
<td>Farmer’s market $17.45</td>
<td>22 Flowers for mom $6.36</td>
<td>23 Bonus at work for meeting deadline $25.00</td>
<td>24 Grocery shopping $32.36</td>
<td>25 Order lunch at work $7.65</td>
<td>26 Find a big yard sale $10.27</td>
</tr>
<tr>
<td>28</td>
<td>Stayed home and spent no money</td>
<td>29 Grocery shopping $41.97</td>
<td>30 Phone bill due $34.89</td>
<td>You made it! How much money do you have left?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Take Home Intergenerational Literacy Activity – Consumer Economics Weather

Skills for Children:

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

4-7 year olds – same as above

CASAS Competencies:

2.3.3 – Interpret information about weather conditions

Vocabulary for Parents:

weather observation sunny
rainy windy combination
flap

General Instructions:

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

Instructions for Parents:

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

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

After the activity:

o Continue predicting and observing the weather.

o Encourage your child to decide which clothing to wear for the weather.

o Encourage your child to make other predictions. This helps with pre-reading skills.
<table>
<thead>
<tr>
<th>Monday's Weather Observation</th>
<th>Tuesday's Weather Observation</th>
<th>Wednesday's Weather Observation</th>
<th>Thursday's Weather Observation</th>
<th>Friday's Weather Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunny</td>
<td>sunny</td>
<td>sunny</td>
<td>sunny</td>
<td>sunny</td>
</tr>
<tr>
<td>rainy</td>
<td>rainy</td>
<td>rainy</td>
<td>rainy</td>
<td>rainy</td>
</tr>
<tr>
<td>windy</td>
<td>windy</td>
<td>windy</td>
<td>windy</td>
<td>windy</td>
</tr>
</tbody>
</table>

Add glue.
Take Home Intergenerational Literacy Activity – Consumer Economics Bingo Hunt

Skills for Children:
2-4 year olds – vocabulary development
observation of environment
visual discrimination

4-7 year olds – same as above

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

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

Instructions for Parents:

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

✓ Vocabulary development
✓ Observation of environment
✓ Visual discrimination

After the activity:
  o Create your own bingo hunt card.
  o Discuss what the items are and how they are used.
  o Practice using the new vocabulary words each day.
**Consumer Economics Bingo Hunt**

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

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

<table>
<thead>
<tr>
<th>A percentage sign (%)</th>
<th>The letter “T”</th>
<th>A traffic sign</th>
<th>An ATM</th>
<th>A clothing label in size Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>An advertisement for food</td>
<td>An apartment or house for sale or rent</td>
<td>A sign with the temperature</td>
<td>A coupon</td>
<td>A fire extinguisher</td>
</tr>
<tr>
<td>A bank</td>
<td>A public telephone</td>
<td>A nutrition label</td>
<td>Someone using math</td>
<td>A sales receipt</td>
</tr>
<tr>
<td>Someone reading</td>
<td>Two or more people working</td>
<td>The symbol ($)</td>
<td>A clock</td>
<td>Directions or instructions</td>
</tr>
<tr>
<td>The letter “M”</td>
<td>A mailbox or post office</td>
<td>Someone giving an opinion</td>
<td>A lock (slide, deadbolt, chain, etc.)</td>
<td>Someone writing</td>
</tr>
</tbody>
</table>
Take Home Intergenerational Literacy Activity – Consumer Economics Coins

Skills for Children:
2-4 year olds – vocabulary development (coins)
   fine motor skills (rubbings and cutting)
   following a pattern (repetition)

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

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

Vocabulary for Parents:
penny   nickel   dime   rubbing
quarter   coin   collection  tracing

General Instructions:

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

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

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

Instructions for Parents:

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

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

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

A penny looks like this:

A nickel looks like this:

A dime looks like this:

A quarter looks like this:

The End
Let's Learn About Money

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

- **penny**: 1¢
- **nickel**: 5¢
- **dime**: 10¢
- **quarter**: 25¢

Complete each problem.

**One nickel equals how many pennies?**

- **Two quarters equals how many dimes?**

- **5 dimes equals how many quarters?**

- **4 dimes + 5 nickels equals**

- **2 quarters + 3 nickels equals**

- **3 dimes + 2 quarters equals**

Answers This worksheet was provided by The Kid's Page Archive. www.tlsbooks.com
Take Home Intergenerational Literacy Activity – Consumer Economics Temperature

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

4-7 year olds – same as above  

CASAS Competencies:  
1.1.5 – Interpret temperatures  

Vocabulary for Parents:  
weather  observation  sun  
rain  snow  taking turns  
Fahrenheit  Celsius  

General Instructions:  
The cards can be used as a concentration game by matching the picture with the temperature on the thermometer.  
Additionally, the pictures or thermometers can be sequenced from coldest to warmest.  

Instructions for Parents:  

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

✔ Vocabulary development  
✔ Fine motor skills  
✔ Taking turns  

After the activity:  
  o Continue describing and observing the weather.  
  o Point out to your child thermometers that you find. (banks, restaurants, hospitals, etc.)  
  o Encourage your child to make predictions about the temperature.
Take Home Intergenerational Literacy Activity – Consumer Economics Map Puzzle

**Skills for Children:**
2-4 year olds – fine motor skills (grasping and turning)
   part to whole relationships

4-7 year olds – same as above

**CASAS Competencies:**
1.1.3 – Interpret maps and graphs

**Vocabulary for Parents:**

<table>
<thead>
<tr>
<th>compass rose</th>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>West</td>
<td>intricate</td>
</tr>
<tr>
<td>part</td>
<td>whole</td>
<td>relationship</td>
</tr>
</tbody>
</table>

**General Instructions:**

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

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

**Instructions for Parents:**

---

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

✓ Fine motor skills
✓ Part to whole relationships

**After the activity:**

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

What can you find?
Time and Math Activities

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

• Measure a room together.

• Take a picture of your child. Write height and weight on back. Repeat once a month. Write problems to compare heights and weights.

• Look at a recipe. Have a child measure the ingredients.

• Write 25¢ five different ways.

• Draw a clock representing when he/she gets up in the morning.

• Figure out how many days there are until his/her birthday.

• Draw a clock representing when he/she goes to bed at night.

• Do 4 math activities using something in your kitchen. Example: 6 beans minus 4 beans equals?

• Use candy to make math activities or problems.

• Help your child measure his/her foot, hand, arm, etc. using a ruler.

• Draw a clock representing when he/she goes to school in the morning.

• Figure out how many hours he/she will be in school today.

• Do 4 math activities using coins. Example: 3 nickels plus 4 pennies equals?
Across
6. twenty-five cents
8. lower cost for items
9. ten cents
10. money made from metal
11. how much something costs
12. to evaluate two or more items
14. paper money
15. one cent

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

Word Bank
Return
Advertisement
Price
Coin
Penny
Bill
Coupon
Merchandise
Value
Discount
Nickel
Bargain
Dime
Quarter
Purchase
Compare
Consumer Economics Crossword

5. quarter
6. price
7. discount
8. time
9. coin
10. compare
11. coupon
13. value
14. like
15. return
16. bill
17. penny
18. rare
Employment and Privacy

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

CASAS Competencies:
4.6.3 – Interpret written workplace announcements and notices.

Skills for Children:
Vocabulary development (careers)
Fine motor skills (cutting and coloring)
Imaginative play

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

Vocabulary:
<table>
<thead>
<tr>
<th>Door hanger</th>
<th>Private</th>
<th>Quiet</th>
<th>Do Not Enter</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Work</td>
<td>Working</td>
<td>Caution</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Discuss the need to respect privacy in families.

Examples:

Quiet!  
Artist at Work

Scientist Working  
Private!
Door Hanger Pattern
Employment and Different Types of Jobs

prep time = 5 minutes (copying)
activity time = 20 minutes

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

Skills for Children:
Vocabulary development
Fine motor skills (coloring)
Visual discrimination

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

Vocabulary:

<table>
<thead>
<tr>
<th>Pot</th>
<th>Football</th>
<th>Ice cream cone</th>
<th>Magnet</th>
<th>Picture frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sickle</td>
<td>Glove</td>
<td>Crayon</td>
<td>Spool of thread</td>
<td>Hot dog</td>
</tr>
<tr>
<td>Comb</td>
<td>Heart</td>
<td>Ladder</td>
<td>Open book</td>
<td>Fish</td>
</tr>
<tr>
<td>Pitchfork</td>
<td>Hamburger</td>
<td>Shovel</td>
<td>Scissors</td>
<td>Teacup</td>
</tr>
<tr>
<td>Ring</td>
<td>Lollipop</td>
<td>Salt shaker</td>
<td>Fountain pen</td>
<td>Skateboard</td>
</tr>
<tr>
<td>Acorn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Directions:

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

Members can discuss both the hidden and big pictures.

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

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

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

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

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

**CASAS Competencies:**
4.5.1 – Identify common tools, equipment, machines, and materials required for one’s job.

**Skills for Children:**
Vocabulary development (jobs, tools, skills)
Gross motor skills
Taking turns, following directions

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

**Vocabulary:**

<table>
<thead>
<tr>
<th>job</th>
<th>tool</th>
<th>skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>secretary</td>
<td>mechanic</td>
<td>teacher</td>
</tr>
<tr>
<td>cashier</td>
<td>pilot</td>
<td>dangerous</td>
</tr>
<tr>
<td>nurse</td>
<td>painter</td>
<td>custodian</td>
</tr>
<tr>
<td>police officer</td>
<td>chef</td>
<td>cook</td>
</tr>
</tbody>
</table>

**General Directions:**

Write guidelines for play to avoid conflicts.

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

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

What does a mechanic do?

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

What skills does a cook or chef need?

What does a police officer do?

Name 3 tools that a custodian uses.

What skills does a painter need?

Name a dangerous job.

What does a pilot do?

Name a job that is inside.

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

What does a police officer do?

Name 3 jobs that use a computer.

What job would you LIKE to do? Why?

What does a nurse do?

What skills does a cook or chef need?

Finish

What job would you LIKE to do? Why?

Name a job that is inside.
Take Home Intergenerational Literacy Activity – Employment Chores

Skills for Children:  
2-4 year olds – vocabulary development  
               problem solving  
               being part of a team  

4-7 year olds – same as above  

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

Vocabulary for Parents: 
problem solving  chore  graph  
develop  job  chart  
encourage  prompt

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

Instructions for Parents:  

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

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

During the activity: 
  o Work with your child to find a job that they can do on a regular basis.
  o Encourage your child to color in a square on the graph when the job is done.
  o Point out how much work your child has done and praise his or her efforts.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job _______</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s Name</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>_________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job _______</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child’s Name</td>
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<tr>
<td>_________</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job _______</td>
<td></td>
<td></td>
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<tr>
<td>Child’s Name</td>
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<td>_________</td>
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<tr>
<td>Job _______</td>
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<td></td>
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<tr>
<td>Child’s Name</td>
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<tr>
<td>Job _______</td>
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</tr>
</tbody>
</table>

Color each square as your job is finished.
Take Home Intergenerational Literacy Activity – Employment Trucking

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

4-7 year olds – same as above and writing

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

Vocabulary for Parents:
problem solving    creative    catalog
magazine           trucking    dictate

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

Instructions for Parents:

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

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

After the activity:
- As you travel around town, help your child predict what is inside the trucks that you see.
- Practice telling a story about where you are going and what you are seeing.
- Provide other opportunities for your child to practice his or her cutting skills.
You have this great big EMPTY truck and can take it anywhere you want.

1. What will you carry? Cut pictures from catalogs or magazines to show what is inside.
2. Where will you go? Why? Write or dictate your truck story on the back of the paper.
Take Home Intergenerational Literacy Activity – Careers Storycards

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

4-7 year olds – same as above and writing

CASAS Competencies:
4.1.8 – Identify common occupations and the skills and education required for them.
4.5.1 – Identify common tools, equipment, machines, and materials required for one’s job.

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>Measures</th>
<th>Outdoors</th>
<th>Gauge</th>
<th>Camera</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanic</td>
<td>Engineer</td>
<td>Pharmacist</td>
<td>Computer scientist</td>
<td>Plumber</td>
</tr>
<tr>
<td>Electrician</td>
<td>Carpenter</td>
<td>Reporter</td>
<td>Geologist</td>
<td>Construction project</td>
</tr>
<tr>
<td>Airport</td>
<td>Hospital</td>
<td>Shopping center</td>
<td>Skylab</td>
<td>Museum</td>
</tr>
<tr>
<td>Port</td>
<td>Laboratory</td>
<td>Office building</td>
<td>Highway</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Instructions for Parents:

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

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

The activity:

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

Solves problems

Reads a gauge

Uses a camera

Uses tools

Reads a graph
Mechanic

Engineer

Truck Driver

Pharmacist

Computer scientist

Doctor
Construction project
Airport
Emergency care
Hospital
Shopping center
Skylab
Museum
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:**  
inches   centimeters   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 ...

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:

<table>
<thead>
<tr>
<th>Movement</th>
<th>Movement</th>
<th>Movement</th>
<th>Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump</td>
<td>skip</td>
<td>bend</td>
<td>touch</td>
</tr>
<tr>
<td>walk</td>
<td>forward</td>
<td>backwards</td>
<td>slide</td>
</tr>
<tr>
<td>stand</td>
<td>balance</td>
<td>count</td>
<td>hop</td>
</tr>
<tr>
<td>step</td>
<td>move</td>
<td>turn</td>
<td>taking turns</td>
</tr>
<tr>
<td>tiptoes</td>
<td>dance</td>
<td>elephant</td>
<td>frog</td>
</tr>
<tr>
<td>kangaroo</td>
<td>knees</td>
<td>toes</td>
<td>circle</td>
</tr>
<tr>
<td>heel</td>
<td>elbows</td>
<td>swing</td>
<td>arms</td>
</tr>
<tr>
<td>bird</td>
<td>snake</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hop on one foot 5 times.</td>
<td>Bend forward and touch your toes.</td>
</tr>
<tr>
<td></td>
<td>Stand on one foot and count to 10.</td>
</tr>
<tr>
<td></td>
<td>Turn around in circles 3 times.</td>
</tr>
<tr>
<td></td>
<td>Jump with 2 feet together</td>
</tr>
<tr>
<td>Skip 8 times.</td>
<td>Balance on 1 foot for 10 seconds.</td>
</tr>
<tr>
<td></td>
<td>Move like an elephant for 15 seconds.</td>
</tr>
<tr>
<td></td>
<td>Walk on your tiptoes for 6 steps.</td>
</tr>
<tr>
<td></td>
<td>Slide across the room as though you were skating.</td>
</tr>
<tr>
<td>Touch your elbows together.</td>
<td>Walk forward 9 steps.</td>
</tr>
<tr>
<td></td>
<td>Walk backward 5 steps.</td>
</tr>
<tr>
<td></td>
<td>Walk heel to toe for 4 steps.</td>
</tr>
<tr>
<td></td>
<td>Hop like a frog.</td>
</tr>
<tr>
<td>Dance for 15 seconds.</td>
<td>Clap your hands 10 times.</td>
</tr>
<tr>
<td></td>
<td>Move like a snake.</td>
</tr>
<tr>
<td></td>
<td>Jump like a kangaroo.</td>
</tr>
<tr>
<td></td>
<td>Bend and touch the front of your knees.</td>
</tr>
<tr>
<td>Activity</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Swing your arms in circles over your head.</td>
<td>Walk on your tiptoes for 4 steps.</td>
</tr>
<tr>
<td>Touch your ears to your shoulders.</td>
<td>Hop on both feet 5 times.</td>
</tr>
<tr>
<td>Slide to the right 6 steps.</td>
<td>Slide to the left 7 steps.</td>
</tr>
<tr>
<td>Pat your head and rub your stomach.</td>
<td>Walk like a duck for 5 seconds.</td>
</tr>
</tbody>
</table>
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         hen         dog
cat                      duck         lazy
wheat                    plant (v)    bread
hungry                   myself        plot
beginning                middle        end
story                    elements      characters
setting                  rating

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

Use words or pictures to complete this page.

TITLE OF STORY ________________________________

Beginning

Middle

End

I give this book ______ magic wands.
Once upon a time, the Little Red Hen.

"Who will help me plant this?" she asked.

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

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

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

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

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.
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

<table>
<thead>
<tr>
<th></th>
<th>Round</th>
<th>Long</th>
<th>Short</th>
<th>Bumpy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrot</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Banana</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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

Spin

Add
Multiply
Subtract

X
+
-
Beginning level spinner

Red

Green

Blue

Count

Brown

Yellow

Orange
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.
<table>
<thead>
<tr>
<th>Orange</th>
<th>Brown</th>
<th>Green</th>
<th>Yellow</th>
<th>Blue</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Malawi Candy Color Chart

Name: ____________________________
Take Home Intergenerational Literacy Activity – Health Fruits

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

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

CASAS Competencies:
7.4.1 – Identify or utilize effective study strategies

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>apples</th>
<th>bananas</th>
<th>cherries</th>
</tr>
</thead>
<tbody>
<tr>
<td>grapes</td>
<td>kiwis</td>
<td>oranges</td>
</tr>
<tr>
<td>pears</td>
<td>strawberries</td>
<td>watermelon</td>
</tr>
<tr>
<td>recall</td>
<td>repetition</td>
<td>pattern</td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

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

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

Created by: Leanne Guenther
I like apples.

I like bananas.
I like grapes.

I like cherries.
I like oranges.

I like kiwis.
I like strawberries.

I like pears.
I like watermelon.

I like FRUIT!
Color the foods that were in the story.

Hint: FRUIT
Adding Fruit

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

Apple + Apple = ?

Banana + Banana = ?

Pear + Pear = ?

Draw your favorite fruit here!
Take Home Intergenerational Literacy Activity – Health Designing a Treat

Skills for Children: 

Colorado Reading/Writing Standard 2.3
2-4 year olds – vocabulary development
   problem solving
   fine motor (drawing and coloring)

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

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

Vocabulary for Parents:

| creative    | problem solving |
| develop     | wrapper         |
| encourage   | prompt          |
| rectangle   | delicious       |
| candy bar   |                 |

Instructions for Parents:

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

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

After the activity:

- Point out the shape of a rectangle. Help your child find rectangles around the house.
- Examine labels for foods in your house. Help your child recognize common words such as milk, cereal, etc.
- Help your child use food labels to find each letter of the alphabet.
Design a wrapper and make up a name for a delicious new candy bar.
Take Home Intergenerational Literacy Activity – Health Creative Writing

Skills for Children: Colorado Reading/Writing Standard 4.4
2-4 year olds – vocabulary development
    problem solving
4-7 year olds – same as above and writing development

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

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>creative</th>
<th>problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>develop</td>
<td>pizza</td>
</tr>
<tr>
<td>encourage</td>
<td>prompt</td>
</tr>
<tr>
<td>pretend</td>
<td>triangle</td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

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

After the activity:

○ Pick a different food each day and pretend that is the only food for the day.
○ Encourage your child to retell the story.
○ Point out the shape of a triangle. Help your child find triangles around the house.
What if we could only eat pizza?
Take Home Intergenerational Literacy Activity – Health Sorting and Sequencing

Skills for Children:  Colorado Math Standard 5.2
2-4 year olds – sequencing (pre-reading skill)
   classifying (pre-math skill)
   fine motor (cutting)
   patterning (math skill)

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

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

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>sort</th>
<th>size</th>
<th>color</th>
<th>type</th>
</tr>
</thead>
<tbody>
<tr>
<td>uppercase</td>
<td>lowercase</td>
<td>pattern</td>
<td>sequence</td>
</tr>
<tr>
<td>smallest</td>
<td>largest</td>
<td>size</td>
<td>bake</td>
</tr>
<tr>
<td>prick</td>
<td>baker</td>
<td>classify</td>
<td>cupcake</td>
</tr>
<tr>
<td>round</td>
<td>square</td>
<td>finger play</td>
<td>pat</td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

✓ Sequencing
✓ Classifying
✓ Patterning
✓ Fine motor skills

During the activity:

- Help your child sort the cakes by size, color, type, and uppercase/lowercase/no letter.
- Have your child color the cakes to make a pattern.
- Help your child sequence the cakes by size from smallest to largest or largest to smallest.
- Read and act the finger play together.
Pat-a-cake, pat-a-cake, baker's man.
Bake me a cake as fast as you can.
Pat it and prick it and mark it with a B.
Put it in the oven for baby and me!
**A House is a House for Me Booklet**

prep time = 10 minutes copying  
activity time = 25 minutes  
Colorado Reading/Writing Standard 6.1

**CASAS Competencies:**

2.7.5 – Interpret literary materials such as poetry and literature  
7.4.5 – Use reference materials such as dictionaries and encyclopedias  
CCAs: no specific CCAs are addressed with this activity

**Skills for Children:**

Vocabulary development  
Fine motor skills (writing and coloring)  
Eye hand coordination (coloring, writing, and page turning)  
Rhyme and rhythm of language

**Supplies Needed:**

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

**Vocabulary:**

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

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

**Note:**

An e-books template is provided for programs that are able to provide computer time during this activity. For more information using e-books, please see their website at [www.webbe.org](http://www.webbe.org) or [www.lllp.org](http://www.lllp.org)
A web is a house for a spider.

A bird builds its nest in a tree.

There is nothing so snug as a bug in a rug.

And a house is a house for me!
A House is a House for Me

A _____________ is a house for a ___________.

A _____________ is a house for a ___________.

And a house is a house for me.

A _____________ is a house for a ___________.

A _____________ is a house for a ___________.

And a house is a house for me.

A _____________ is a house for a ___________.

A _____________ is a house for a ___________.

And a house is a house for me.
A _______ is a house for a ________.
A ______ is a house for a _______.

A ______ is a house for a _______.

Double-click for photo p. 12

Double-click for photo p. 18
And a house is a house for me.
A House is a House for Me

4 ways to help your child learn how to read:

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

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A ___________ is a house for a ___________.

Double-click for photo p. 6
A ___________ is a house for a ____________

Intergenerational Literacy Activities

BUILD STRONGER FAMILIES THROUGH:

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

A House is a House for Me
Tangram Houses

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

Vocabulary:
tangram
shapes
square
parallelogram
trace
outline
triangle
rhombus
design

General instructions:

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

For more tangram puzzles, visit http://www.myweb3000.com/tangramgame.html
Cut the lines in the above square into five triangles, a square, and a rhomboid. Use these pieces to form the designs.
Chair

Candle

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

HEXAGON

MAN

RIGHT TRIANGLE

BARN
Sand Castles or Houses

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

CASAS Competencies:
1.1.1 – Interpret recipes
CCAs: no specific CCAs are addressed with this activity

Skills for Children:
Fine motor skills (mixing and manipulating material)
Vocabulary development (recipe words, action verbs)

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

Vocabulary:

<table>
<thead>
<tr>
<th>House</th>
<th>Window</th>
<th>Build</th>
<th>Cardboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Door</td>
<td>Castle</td>
<td>Play</td>
<td>Doubled</td>
</tr>
<tr>
<td>Wall</td>
<td>Roof</td>
<td>Sculpt</td>
<td>Decorate</td>
</tr>
<tr>
<td>Measure</td>
<td>Mix</td>
<td>Design</td>
<td>Mold</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pretend</td>
</tr>
</tbody>
</table>

Recipe Card:

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

DO NOT EAT THIS BUILDING MATERIAL!

1. Mix together 1 cup of saw dust and ½ cup of wallpaper paste in a bowl.
2. Add ½ cup water and mix again with hands.
3. Use hands, cups, cans, spoons, knives, etc. to make a sand castle or house.
4. Build the house or castle on the cardboard tray.
5. Decorate if desired with shells, feathers, leaves, etc.
6. Wash hands after building.
7. Let it dry in a sunny spot for a few days.
A House for Me Snack

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

Colorado Math Standard 4.1

CASAS Competencies:

1.1.1 – Interpret recipes
3.5.5 - Identify practices that promote cleanliness and hygiene

CCAs: no specific CCAs are addressed with this activity

Skills for children:

Fine motor skills (spread, placing objects)
Vocabulary development (names of ingredients)

Supplies Needed:

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

Vocabulary:

house    window
door    door knob
wash    spread
put / place

Extension Activity:

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

1. Wash

2. Spread

3. Put 2

4. Put 1

5. Ect

6. Put 3
Housing Crossword Puzzle

Across
1. pkg
5. sm
7. dw
9. mgr
10. br
11. ba

Down
2. incl
3. w/d
4. gar
6. lg
9. no

Visit Puzzlemaker at DiscoverySchool.com
Housing Word Search

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

APARTMENT
BEDROOMS
HALL
KITCHEN
PARKING
TRAILER

BASEMENT
DUPLEX
HOME
LIVINGROOM
PORCH
UTILITIES

BATHROOM
GARAGE
HOUSE
MOBILEHOME
STAIRS
Help these children find their house
There are two ways from the park to home. Can you find both?
Take Home Intergenerational Literacy Activity – Home Observation

Skills for Children:
2-4 year olds – vocabulary development
    observation

4-7 year olds – as above

CASAS Competencies:

3.4.2 – Identify safety measures that can prevent accidents and injuries

Vocabulary for Parents:

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

Instructions for Parents:


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

✓ Vocabulary development
✓ Observing

During the activity:

o Please walk through your house with the checklist.

o Point out how areas are safe and make a check in that box on the checklist.

o Help your child look in their room for areas that may be unsafe. Example: toys in the doorway
# Home Safety Checklist

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

## General

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

## Kitchen

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

## Living, Dining and Bedrooms

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

## Basement

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

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

Bathroom

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

Garage

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

Additional Areas

Make your own checklist areas

........................................................................................................□
........................................................................................................□
........................................................................................................□
........................................................................................................□
........................................................................................................□
Take Home Intergenerational Literacy Activity – Housing Classifying

Skills for Children:

<table>
<thead>
<tr>
<th>2-4 year olds – fine motor (coloring)</th>
<th>Colorado Math Standard 1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>eye-hand coordination (coloring)</td>
<td></td>
</tr>
<tr>
<td>classifying (pre-math skill)</td>
<td></td>
</tr>
<tr>
<td>vocabulary development</td>
<td></td>
</tr>
</tbody>
</table>

4-7 year olds – as above

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

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>kitchen</th>
<th>living room</th>
</tr>
</thead>
<tbody>
<tr>
<td>bathroom</td>
<td>couch / sofa</td>
</tr>
<tr>
<td>bathtub</td>
<td>plates</td>
</tr>
<tr>
<td>tooth paste</td>
<td>tooth brush</td>
</tr>
<tr>
<td>banana</td>
<td>additional</td>
</tr>
<tr>
<td>sort</td>
<td>category</td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

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

After the activity:

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

Circle and color the things in each group.

- **green** things in the kitchen
- **orange** things in the living room
- **red** things in the bathroom

![Color-coded items]

- Sofa (green)
- Plates (green)
- Bathtub (orange)
- Television (orange)
- Bananas (red)
- Toothpaste and toothbrush (red)

Colorado Department of Education – CARE – AEFLA
Take Home Intergenerational Literacy Activity – Housing One-to-One Correspondence

Skills for Children:                             Colorado Math Standard 1.3
2-4 year olds – fine motor (coloring)            
   eye-hand coordination (coloring)               
   one-to-one correspondence (pre-math skill)    
   vocabulary development (types of lights)      

4-7 year olds – as above and counting

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

Vocabulary for Parents:                        
search   light                                  
lamp     overhead light                         
night light  light bulb                 
light switch  one-to-one correspondence

Instructions for Parents:

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

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

After the activity:
  o Practice counting other things in your house such as light switches, chairs, or mirrors. 
  o If your child is ready (kindergarten or older) compare the items counted and make simple math problems. Example: Which is more, the number of lights, or the number of chairs?
Go on a light search with your child. Have your child color one light bulb pattern for each light in your house, such as lamps, overhead lights, and night lights. If there are not enough patterns, have your child draw more on the back of the paper. Please bring this paper back to school when you are finished.
Take Home Intergenerational Literacy Activity – Housing Prepositions/Spatial Relations

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

4-7 year olds – as above

Vocabulary for Parents:
spider    color    over
in       on       under
home    spatial relations   preposition

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

Instructions for Parents:

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

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

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

A spider is **in** the __________.

A spider is **on** the __________.

A spider is **under** the __________.
Take Home Intergenerational Literacy Activity – Housing Comparing

Skills for Children:  
Colorado Reading/Writing Standard 6.3
2-4 year olds – fine motor (coloring)  
  eye-hand coordination (coloring)  
  comparing  
  vocabulary development

4-7 year olds – as above

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

Vocabulary for Parents:  
Goldilocks  
troublesome  
too  
middle  
porridge  
compare  
big  
small

Instructions for Parents:

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

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

After the activity:
  o Help your child find objects in your house that are small, medium, and large.
  o Throughout the day, help your child compare items. Example: My socks are big and your socks are small.
  o Read the book together as often as you can.
In the kitchen, Goldilocks found three fine bowls of porridge. She tried the big bowl. It was too hot. She tried the middle bowl. It was too cold.

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

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

"And someone is still in mine!" growled Baby Bear.
In the bedroom, Goldilocks found three fine beds. She tried the big one. It was too hard.
She tried the middle bed. It was too soft.

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

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

"And someone ate mine all up!" growled Baby Bear.
The bears went into the bedroom to lie down. "Someone has been sleeping in our beds!" growled Papa Bear and Mama Bear.

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

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

The End

Goldilocks and the Three Bears
A Retelling of the Traditional Tale
At noon, the bears returned from their walk and went into the kitchen to have lunch. "Someone has been eating our porridge!" growled Papa Bear and Mama Bear.

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

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

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

prep time = 45 minutes  
activity time = 30 minutes

CASAS Competencies:  
2.2.2 – Recognize and use signs related to transportation  
2.2.3 – Identify or use different types of transportation in the community and interpret traffic information  
CCAs: LBTD 22, LBTD 23, ITD 29, 2TD 26, 3TD 26

Skills for Children:  
Vocabulary development (types of vehicles, signs)  
Fine motor skills (manipulating beans or other markers)  
One-to-one correspondence (one marker per picture)

Supplies Needed:

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

To make the picture Bingo boards, cut apart the clip art and paste randomly on the boards. Make at least 10 sets.  
OR  
Use the drag feature of MS Word and drag each picture to an open square on the game board. Print. Make at least 10 sets.

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

Vocabulary:

<table>
<thead>
<tr>
<th>Motorcycle</th>
<th>Tow truck</th>
<th>Stop sign</th>
<th>One way sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop light</td>
<td>Rocket ship</td>
<td>Keys</td>
<td>Bicycle</td>
</tr>
<tr>
<td>Airplane</td>
<td>Boat</td>
<td>Gas</td>
<td>Oil</td>
</tr>
<tr>
<td>School bus</td>
<td>Helicopter</td>
<td>Taxi</td>
<td>Speed limit</td>
</tr>
<tr>
<td>Car</td>
<td>Road curves sign</td>
<td>Slippery road</td>
<td>Driver’s license</td>
</tr>
<tr>
<td>Helmet</td>
<td>Car seat</td>
<td>Railroad crossing</td>
<td>Yield</td>
</tr>
<tr>
<td>Seat belt</td>
<td>Car wash</td>
<td>Bus stop</td>
<td>Steering wheel</td>
</tr>
</tbody>
</table>
BINGO

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Vocabulary to Use:

- Motorcycle
- Stop light
- Airplane
- School bus
- Car
- Helmet
- Seat belt

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

- Stop sign
- Keys
- Gas
- Taxi
- Slippery road
- Railroad crossing
- Bus stop

- One way sign
- Bicycle
- Oil
- Speed limit
- Driver’s license
- Yield
- Steering wheel
Train Traffic

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

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

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

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

Example of chart with family answers

<table>
<thead>
<tr>
<th>Items as long as Train 1</th>
<th>Items as long as Train 2</th>
<th>Items as long as Train 3</th>
<th>Items as long as Train 4</th>
<th>Items as long as Train 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad’s finger</td>
<td>Juan’s shoe</td>
<td></td>
<td>My hand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“My Book About Trains”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vocabulary:
measure
length
caboose
compare
shortest
longest
chart
Train Traffic
Measure each train in centimeters.
Write the length on the caboose.
Cut out the trains.
Find three things in the room that are the same length.
Write the name of the thing on the chart.
Put your trains in order from shortest to longest.
Traffic Light Lessons and Snack

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

CASAS Competencies:
1.1.1 – Interpret recipes
2.2.2 – Recognize and use signs related to transportation
CCAs: LBTD 23

Skills for Children:
Fine motor skills (cutting, coloring, spreading, placing items)
Vocabulary development (colors, action verbs)
Following multi-step instructions
Rhythm and rhyme of language

Supplies Needed: Booklet
1. copies of booklet
2. scissors
3. crayons or markers
4. staplers

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

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

Vocabulary:

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

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

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

Note: many people are allergic to chocolate and should be warned of its use.
Little Red Riding Hood's Traffic Light Lesson

Red on top, Stop! Stop! Stop!

Yellow in the middle, Slow down a little.

Green below, Okay to go!
1. Spread frosting.

2. Add a red light.

3. Add a yellow light.

4. Add a green light.

5. Eat!
Transportation Stories (Writing Center)  
prep time = 10 minutes  
activity time = 40 minutes  
Colorado Reading/Writing Standard 2.2  

CASAS Competencies: no specific competencies  
CCAs: no specific CCAs  

Supplies Needed:  

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

Word Banks or Word Lists are helpful at unsupervised writing areas. Here’s how they can help:  
Students have a variety of words readily available to them.  
Spelling becomes less of an issue.  
Students can self-select and look up words without the need for teacher support.  
Students frequently feel motivated to use as many of the words provided as they can.  

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

Make sure there is a way to display or share the final product. A bulletin board display or author’s time at the end of the evening will allow presentation of efforts.
Color the pieces without dots a dark color (like black or dark blue) to find the hidden image.
Show Amy the way to her tricycle.
FIND THE HIDDEN WORDS

SKATES
BICYCLE
SCOOTER

WAGON
TRICYCLE
SKATEBOARD
Circle the correct word to complete each sentence.

I see a boat coat goat

I see a car jar star

I see a locket pocket rocket

I see a gain pain train

I see a duck muck truck
Draw a line to match the vehicles with where you would find them.
Transportation Creation

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

CASAS Competencies:
7.1.3 – Demonstrate personal responsibility and motivation in accomplishing goals
7.2.6 – Generate ideas using divergent and convergent approaches, and also through creative imagination
7.3.2 – Devise and implement a solution to an identified problem
CCAs: no specific CCAs

Skills for Children:
Fine motor skills (folding, manipulating, cutting, stapling, coloring)
Vocabulary development (action verbs, found objects, types of transportation)
Problem solving

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

Vocabulary:
Names of found objects (egg carton, juice lid, etc.)
Names of tools (scissors, staplers, pipe cleaners, glue, etc)
A variety of verbs: fold, cut, paste, bend, tear, flatten, straighten, staple, glue, fasten, tape
Types of transportation (car, truck, rocket ship, airplane)

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

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

Colorado Department of Education – CARE – AEFLA 2004 -186-
Take Home Intergenerational Literacy Activity – Transportation Repetition

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

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

CASAS Competencies:
7.4.1 – Identify or utilize effective study strategies

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>go</th>
<th>airplane</th>
<th>color</th>
</tr>
</thead>
<tbody>
<tr>
<td>marker</td>
<td>crayon</td>
<td>colored pencil</td>
</tr>
<tr>
<td>fine motor</td>
<td>boat</td>
<td>eye-hand coordination</td>
</tr>
<tr>
<td>car</td>
<td>oral language</td>
<td>helicopter</td>
</tr>
<tr>
<td>jet</td>
<td>rocket</td>
<td>sailboat</td>
</tr>
<tr>
<td>train</td>
<td>truck</td>
<td>fluency</td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

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

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

I see a boat.
Go boat go!
I see a helicopter.
Go helicopter go!

I see a car.
Go car go!
I see a jet.
Go jet go!

I see a rocket.
Go rocket go!
I see a sailboat.

Go sailboat go!

I see a train.

Go train go!
I see a truck.

Go truck go!

Go! Go! Go!
Take Home Intergenerational Literacy Activity – Transportation Vocabulary and Rhyming

**Skills for Children:**

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

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

**CASAS Competencies:** No specific competencies are addressed with this activity

**Vocabulary for Parents:**

- boat
- airplane
- rocket ship
- space ship
- travel
- illustrate
- expand
- rhythm
- rhyme

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

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

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**Instructions for Parents:**

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

**Skills that your child is learning in this activity are:**

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

**After the activity:**

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

by

I can travel on land.
I can travel on the sea.

I can travel through space.
I can travel through the air.

Land, sea, space, air...
I can travel everywhere!
Take Home Intergenerational Literacy Activity – Transportation Cutting and Tracing

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

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

CASAS Competencies: no specific competencies are addresses in this activity

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>train</th>
<th>boat</th>
<th>airplane</th>
</tr>
</thead>
<tbody>
<tr>
<td>van</td>
<td>trace</td>
<td>draw</td>
</tr>
<tr>
<td>cut</td>
<td>practice</td>
<td>transportation</td>
</tr>
<tr>
<td>small</td>
<td>bigger</td>
<td>compare</td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

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

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

Cut or trace from the small vehicle to the bigger one.
Take Home Intergenerational Literacy Activity – Transportation Shapes and Counting

Skills for Children:  Colorado Math Standard 4.2
2-4 year olds – visual discrimination (shapes)
  counting
  identifying colors
  coloring (fine motor and eye-hand coordination)

4-7 year olds – as above and writing name

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

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>train</th>
<th>color</th>
<th>marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>crayon</td>
<td>colored pencil</td>
<td>fine motor</td>
</tr>
<tr>
<td>triangle</td>
<td>circle</td>
<td>eye-hand coordination</td>
</tr>
<tr>
<td>square</td>
<td>rectangle</td>
<td>red</td>
</tr>
<tr>
<td>blue</td>
<td>green</td>
<td>yellow</td>
</tr>
<tr>
<td>find</td>
<td>scavenger hunt</td>
<td></td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

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

After the activity:
  o Go on a shape hunt in your house.
  o Help your child make another picture using shapes.
  o Practice saying the vocabulary. Color names and shape names.
Color each shape. Count the shapes. Write the number on the line.

Yellow $\bigcirc$'s

Blue $\Box$'s

Green $\triangle$'s

Red $\Box$'s
Take Home Intergenerational Literacy Activity – Transportation Vocabulary

Skills for Children: Colorado Reading/Writing Standard 2.2
2-4 year olds – vocabulary development
   oral language
   rhyming and rhythm
   fine motor (drawing and coloring)
   eye-hand coordination (drawing and coloring)

4-7 year olds – as above

CASAS Competencies: no specific competencies are addressed in this activity

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>train</th>
<th>draw</th>
<th>color</th>
</tr>
</thead>
<tbody>
<tr>
<td>marker</td>
<td>crayon</td>
<td>colored pencil</td>
</tr>
<tr>
<td>fine motor</td>
<td>rhyme</td>
<td>eye-hand coordination</td>
</tr>
<tr>
<td>rhythm</td>
<td>oral language</td>
<td>imagine</td>
</tr>
<tr>
<td>pretend</td>
<td>possible items seen from a train (cow, horses, car, tree, river, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

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

After the activity:

- Read the story together.
- Practice naming each object.
- Pretend the train is a boat or an airplane. What would be different?
- Help your child imagine some unusual things that they would not see from a train window. Example: dinosaur
Riding on the train, what shall I see?
That's what I see. That's what I see.
Skills for Children:  Colorado Math Standard 2.1

2-4 year olds – cutting (fine motor)
    eye-hand coordination (cutting)
    gluing (fine and sometimes gross motor)
    visual discrimination (pre-reading and problem solving)
    vocabulary development

4-7 year olds – as above

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

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

Instructions for Parents:

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

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

After the activity:
  o  Practice naming each object.
  o  Count the number of each object. Example: How many boats are there?
  o  Color each vehicle.
What’s Missing?

Look at each row.

What’s missing?

Cut and glue.

<table>
<thead>
<tr>
<th>Car</th>
<th>Ship</th>
<th>Train</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td>Plane</td>
<td>Car</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ship</td>
<td>Car</td>
<td>Plane</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plane</td>
<td>Train</td>
<td>Ship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Colorado Department of Education – CARE – AEFLA
Take Home Intergenerational Literacy Activity – Transportation Sequencing

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

4-7 year olds – as above and writing skills

CASAS Competencies: no specific competencies are addresses in this activity

Vocabulary for Parents:

<table>
<thead>
<tr>
<th>cut</th>
<th>order</th>
<th>sequencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>dirty</td>
<td>clean</td>
<td>wash</td>
</tr>
<tr>
<td>water</td>
<td>hose</td>
<td>bucket</td>
</tr>
<tr>
<td>soap</td>
<td>rag</td>
<td>sponge</td>
</tr>
<tr>
<td>car wash</td>
<td>beginning</td>
<td>middle</td>
</tr>
</tbody>
</table>

Instructions for Parents:

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

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

After the activity:
- o Practice reading the book together.
- o Make another book together about something in your daily life. Have your child draw the pictures or write sentences and then put them in order.
- o Ask your child if something happened at the beginning, middle or end of a story.
Cut the four pictures apart. Put the pictures in order. Write a sentence about each picture.
What’s In Common - Animals?

prep time = 5 minutes (copies)
activity time = 20 minutes
Colorado Math Standard 4.2

ABE/GED Skills:
Venn Diagrams
Analysis
Life Science

Skills for Children:
Fine motor skills
Oral language development
Compare and contrast

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

Vocabulary:
sort    classify    appendages
similar different Venn diagram
compare contrast habitat

General Directions:
1. Have students tie each piece of yarn so that it forms a large loop.
2. Have children or students cut apart the animal cards.
3. Ask students and children to sort the cards into different groups within each yarn loop. Emphasize that some of the animals will fit into multiple loops and that the loops can be overlapped. Drawing a sample Venn diagram on the board may make this easier.
4. Ask each group to discuss why the animals are in each group and give each yarn group a name or characteristic.
5. Children may color each animal card while adults or older children can make a matching word card for that animal.
6. After completed, children and adults can play “Go Fish” or “Concentration” with the cards.
7. As an adult extension activity, have adults think of as many different categories that the animal cards could be classified. Some examples include habitat, color, size, eating habits and more.
8. Additional adult student activities include creating a mnemonic device to learn the order of classifications of animals (kingdom, phylum, etc.)
<table>
<thead>
<tr>
<th>raccoon</th>
<th>ostrich</th>
<th>clam</th>
<th>frog</th>
</tr>
</thead>
<tbody>
<tr>
<td>snake</td>
<td>snail</td>
<td>duck</td>
<td>turtle</td>
</tr>
<tr>
<td>fox</td>
<td>fish</td>
<td>lizard</td>
<td>crocodile</td>
</tr>
<tr>
<td>squirrel</td>
<td>runner</td>
<td>lion</td>
<td>giraffe</td>
</tr>
</tbody>
</table>
Constellation Game

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

ABE/GED Skills:
Application
Writing
Space Science
World History

Skills for Children:
Fine motor skills
Oral language development
Telling/writing stories

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

Vocabulary:
constellation star represent
grouping observing myth
pattern history

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

Mythology and History

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

Discussion questions about the reading:

Why would some people have considered the phoenix immortal?

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

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

Discuss other myths similar to that of the phoenix.

Using a globe or map, locate the southern hemisphere. Which continents are located all or in part of the southern hemisphere?
**Newton’s Laws and Inertia**

**ABE/GED Skills:**
- Reading-Non Fiction
- Physical Science
- Evaluation

**Skills for Children:**
- Fine motor skills
- Oral language development
- Cause and effect

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

**Vocabulary:**

- inertia
- action
- reaction
- impact
- force
- equal
- gravity
- accelerate
- resistance

**General Directions:**

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

**Answers to Reading Passage and Questions:**

1. D  
2. D  
3. A

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

<table>
<thead>
<tr>
<th>Height of Ruler</th>
<th>Distance Figure Flew</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

1) Using Newton’s First Law, explain how seatbelt works.
   a) by concentrating the impact force on a small area of the body
   b) by increasing forward motion and increasing impact force
   c) by increasing forward motion and decreasing impact force
   d) by decreasing forward motion and decreasing impact force
   e) by decreasing forward motion and increasing impact force

2) When descending in an elevator and stopping suddenly,
   a) blood rushes from your feet to your head
   b) blood doesn’t move
   c) blood moves quickly around the body
   d) blood rushes from your head to your feet

3) From the experiment, you could infer
   a) inertia keeps the driver moving forward when the car is stopped in a collision
   b) air bags cause as much harm as good in car crashes
   c) the less the impact force on the driver, the more serious his injuries are likely to be
Newton’s Laws and Paddle Boats

prep time = 15 minutes
activity time = 30 minutes
discussion time = 20 minutes
Colorado Reading/Writing Standard 4.7

ABE/GED Skills:
Reading-Non Fiction
Physical Science
Analysis

Skills for Children:
Fine motor skills (winding)
Oral language development
Cause and effect

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

Vocabulary:
paddle action reaction
Newton force equal
opposite accelerate reaction force

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

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

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

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

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

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

Colorado Department of Education – CARE – AEFLA
Reading Passage with Questions

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

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

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

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

prep time = 10 minutes (copies)
activity time = 30 minutes
Colorado Math Standard 2.3

ABE/GED Skills:
Quantitative Observation
Analysis
Graphing
Writing

Skills for Children:
Oral language development
Fine motor skills
Cause and effect

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

Vocabulary:
observation rotation clockwise
counter-clockwise weight gravity
record measure chart
compare variables conclusion
hypothesis prediction analyze

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

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

Observations:

<table>
<thead>
<tr>
<th></th>
<th>Regular copter</th>
<th>Helicopter + ______</th>
<th>Helicopter + ______</th>
<th>Helicopter + ______</th>
<th>Helicopter + ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does it fly?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened</td>
<td></td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clockwise or counter - clockwise</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Conclusion: My/Our helicopter ____________________________________________

________________________________________________________________________.

Adults:

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

Line Graph: ❄

Bar Graph: ☃
Helicopter Pattern – Makes 3 copters
May also be made on plain paper with these dimensions: 2” x 10”

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

prep time = 5 minutes (with supplies ready)
activity time = 20 minutes
Colorado Reading/Writing Standard 2.3

**ABE/GED Skills:**
Writing
Qualitative Observation
Analysis

**Skills for Children:**
Vocabulary development (adjectives)
Fine motor skills

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

**Vocabulary:**

<table>
<thead>
<tr>
<th>senses</th>
<th>touch</th>
<th>hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>smell</td>
<td>sight</td>
<td>taste</td>
</tr>
<tr>
<td>adjective</td>
<td>antonym</td>
<td>rough/smooth</td>
</tr>
<tr>
<td>slippery/dry</td>
<td>hard/soft</td>
<td>crackly/silky</td>
</tr>
</tbody>
</table>

**General Directions:**

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

**Discussion Questions:**

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

Sense of Touch: Describe what you feel.

___________________________________________________________________________
___________________________________________________________________________

Sense of Hearing: Describe what you hear.

___________________________________________________________________________
___________________________________________________________________________

Sense of Smell: Describe what you smell.

___________________________________________________________________________
___________________________________________________________________________

Sense of Taste: Describe what you taste.

___________________________________________________________________________
___________________________________________________________________________

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

___________________________________________________________________________
___________________________________________________________________________

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

___________________________________________________________________________
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___________________________________________________________________________
___________________________________________________________________________
Qualitative Observation Worksheet for Children

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

_____________________________________________________________________
_____________________________________________________________________

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

_____________________________________________________________________
_____________________________________________________________________

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

_____________________________________________________________________
_____________________________________________________________________

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

_____________________________________________________________________
_____________________________________________________________________

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

_____________________________________________________________________
_____________________________________________________________________

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

_____________________________________________________________________
_____________________________________________________________________

7. Do you like it?  ____________________________________________________________

_____________________________________________________________________

8. Draw a picture of your candy.
Float or Sink?

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

**ABE/GED Skills:**
Prediction
Analysis
Non-Fiction Reading

**Skills for Children:**
Oral language development
Predicting
Cause and effect

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

**Vocabulary:**

- observation
- predict
- gravity
- buoyancy
- weight
- Archimedes’ Principle
- hypothesis
- displace
- surface tension

**General Directions:**

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

<table>
<thead>
<tr>
<th>Object</th>
<th>Sink or Float?</th>
<th>Reason</th>
<th>Result</th>
<th>Displaced Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Here is the traditional story:

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

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

**Archimedes’ Reasoning**

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

**What Archimedes Measured**

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

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

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

**Archimedes’ Argument (Explanation)**

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

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

*An object immersed in water will displace a volume of water equal to the volume of that object.*
Questions to Accompany Reading Passage

1) The main idea of this piece of writing is:
   a) Hiero was the king of Syracuse in the third century B.C.
   b) The gold crown was a fake.
   c) Archimedes used water displacement to solve a problem.
   d) The mass and the volume of the crown was different than that of gold.

2) Which organizational pattern does the author use in this piece of writing?
   a) time order
   b) classification
   c) comparison and contrast
   d) hierarchy

3) Which of the following is the best description of the style in which the article is written?
   a) dry and scholarly
   b) complex and technical
   c) formal and scientific
   d) informal and casual

4) Which of these statements could be inferred from the reading?
   a) Archimedes liked gold.
   b) Archimedes was a king of Syracuse.
   c) Archimedes studied science and math.
   d) Archimedes was a jeweler and made a crown for the king.

5) If you wanted to learn more about Archimedes on the internet, what key words would you use?
   a) Archimedes and crown
   b) Hiero and gold
   c) Volume and measurement
   d) Syracuse and jeweler

6) After reading the article, a good conclusion would be:
   a) Archimedes solved the king’s problem.
   b) Water displacement can find the volume of an object.
   c) The jeweler’s crown displaced more water than the gold block.
   d) The king decided to hire Archimedes.

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

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

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

ABE/GED Skills:
Graphing
Measuring
Analysis
Life Science
American History
Reading Non-fiction

Skills for Children:
Fine motor skills
Oral language development
Measuring

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

Vocabulary:
Centimeter Millimeter average
advantage disadvantage variations
accurate range mean
median mode

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

**Chart It!**

<table>
<thead>
<tr>
<th>Peanut</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length (cm)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicted # of Peanuts</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual # of Peanuts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Graph It!**

<table>
<thead>
<tr>
<th>Number of Peanuts</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of peanut in millimeters</td>
<td>1</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>32</td>
<td>33</td>
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<td>34</td>
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<td>41</td>
<td>42</td>
<td>43</td>
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<tr>
<td></td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
</tr>
</tbody>
</table>

**Math Time!**

**Definitions:**

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

**Median:** This is the middle measurement.

**Mode:** This is the most common measurement.

**Practice Time!**

1. What is the range from the shortest length to the longest length?

2. What is the median measurement?

3. What is the mean length?

4. How many peanuts are the same length as the average length?

5. What is the mode?
George Washington Carver

(1864-1943)

Educator, Agricultural/Food Scientist, Farmer

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

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

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

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

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


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

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

Questions to accompany the passage:

1. Which statement best summarizes what this article is mainly about?
   a. George Washington Carver was a slave when he was young.
   b. George Washington Carver worked as a farm hand.
   c. George Washington Carver helped the southern agricultural economy.
   d. George Washington Carver created 300 products from peanuts.

2. In the sentence “Carver revolutionized the southern agricultural economy by showing that 300 products could be derived from the peanut.” What does revolutionized mean?
   a. Carver lead a war to change the economy.
   b. Carver changed what the southern economy was based upon.
   c. Carver changed the economy to be northern.

3. This biography is an example of:
   a. An African American who made his fame in the olden times.
   b. Examples of the use of peanuts and the African American inventor.
   c. An African American, born into slavery, who used education better himself.
   d. None of these above.

4. The information for most of this passage is from:
   a. The African American Almanac
   b. Gale Magazine
   c. G.W. Carver
   d. Hicksville, N.Y.

5. George Washington Carver lived during:
   a. the Revolutionary War
   b. the early 20th Century
   c. the late 20th Century
   d. the Civil War

6. The proverb that best describes the story of George Washington Carver is:
   a. You can’t make a silk purse out of a sow’s ear.
   b. Necessity is the mother of invention.
   c. The grass is always greener on the other side.
   d. Time is money.

Group Discussion:

List all the products you can think of that contain peanuts.
Chart the events of George Washington Carver’s life discussed in the passage on a timeline.
Oil (the kind pumped out of the ground), like the peanut, is used to produce many different products like gasoline. What other things are made from oil? List other resources like peanuts and oil that are used to produce several different products.
Tour the US Game

prep time = 10 minutes (copying)  
activity time = 20 minutes 
Colorado Reading/Writing Standard 3.3

ABE/GED Skills:
U.S. Geography  
Alphabetizing  
Additional skills in math and writing with follow-up activity

Skills for Children:
Reading abbreviations  
U.S. Geography

Children less than 1st grade will benefit with these skills:
Taking turns  
Fine motor

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

Vocabulary:
United States map capital  
abbreviation locate

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

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

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

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

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

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

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

Have older children and adults practice alphabetizing with the state names and capitals.
<table>
<thead>
<tr>
<th>State Name</th>
<th>Capital</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Montgomery</td>
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<td>Juneau</td>
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<td>WY</td>
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<td>City</td>
<td>State</td>
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<tr>
<td>Vermont</td>
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<td>Topeka</td>
</tr>
<tr>
<td>Finish</td>
<td>Missouir</td>
<td>Atlanta</td>
</tr>
</tbody>
</table>
Write or draw on the sides of the cube. Cut out the pattern. Fold on the dotted lines. Glue the sides together.
Follow-up activity
Adapted from Cross Country Travel by KayLynn Hamilton

1. Have teams of 2-4 students plan a trip around the U.S. visiting at least five state capitals in two different regions.

2. Each team will design a mileage chart between the capitals using a U.S. atlas or internet site such as www.mapquest.com.

3. Teams can computer the costs of the trip using the current price per gallon for gasoline. A good average for traveling speed is 60 mph with gasoline usage of 23 miles per gallon.

4. Teams can computer costs for meals and lodging during the trip using the following figures.
   - Breakfast = $4.50 per person
   - Lunch = $5.50 per person
   - Dinner = $7.50 per person
   - Lodging = $60.00 per night

5. Teams can identify and briefly research interesting spots to visit within each capital city or along the route.

6. Each team can make a presentation to the class about their trip. Information about the costs, time needed to make the trip, and highlights of spots to visit. For extra interest, the presentation could include visuals or be made as a power point presentation.
Sandwich Fun

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

ABE/GED Skills:
History
Writing
Math

Skills for Children:
Creating mathematical combinations and graphs
Using the food pyramid
Creative writing
Oral language development

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

Vocabulary:
Will depend on activities chosen

General Directions:

Select appropriate activities from the following suggestions.

1. Conduct a poll of other students to determine favorite types of sandwiches. Create a graph of the results. Create questions to accompany the graph.

2. Have the group sit in a circle. The leader begins by saying “I’m making a sandwich, and I need a slice of bread.” The next person repeats what has been said and adds something to the sandwich. Encourage creativity with fillings. When the game has come full circle, create a name for the sandwich. Ask children to draw the sandwich.

3. Using the created sandwich above, or a different sandwich, use the food pyramid to sort the ingredients into the appropriate categories.

4. Challenge students to come up with ideas for new sandwiches and crazy names for them. (Example: A peanut butter and banana sandwich could be called "Monkey’s Delight" or "George Washington Carver on a Tropical Island.") Ask each student to describe the sandwich, then write its name on the board. When everyone has come up with a new sandwich, work together as a group to create a menu of all the sandwiches. Make copies of the menu for the students to take home.
5. Adults can discuss and research the other uses for the word sandwich. Examples are:
   - Someone “sandwiched” between two people
   - A “sandwich” board for advertising
   - A knuckle sandwich
   - Sandwich Islands

6. Using favorite ingredients (at least 3), determine how many possible combinations can be made with various condiments, breads, and fillings. See chart for sample.

Sample chart:

<table>
<thead>
<tr>
<th>Outside</th>
<th>Filling One</th>
<th>Filling Two</th>
<th>Condiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheat bread</td>
<td>Cheese</td>
<td></td>
<td>Mayonnaise</td>
</tr>
<tr>
<td>Wheat bread</td>
<td>Cheese</td>
<td>Ham</td>
<td>Mayonnaise</td>
</tr>
<tr>
<td>Wheat bread</td>
<td>Cheese</td>
<td>Turkey</td>
<td>Mayonnaise</td>
</tr>
</tbody>
</table>

7. Read “Recipe for a Hippopotamus Sandwich” from *Where the Sidewalk Ends* by Shel Silverstein. Using the sandwich pattern provided, have students and children create their own unusual sandwiches and how to make them.

8. Adults can read the history of the sandwich and sandwich trivia and answer questions about the passage. Use a map or globe to find the locations mentioned.

9. Of course, make sandwiches together. Practice clean and safe food techniques.

10. Have adults write detailed paragraphs to include the exact steps for making a sandwich. Many steps are left out as writers assume the reader can “see” what the writer is doing.

11. Using simple picture cards (not included) have children sequence the sandwich making process.

12. Make a list of multicultural styles of sandwiches. What are the outsides? What are the fillings?

For further ideas and to reference many of the above suggestions, please visit the University of Missouri-Kansas City website at [http://www.umkc.edu/imc/sandwday.htm](http://www.umkc.edu/imc/sandwday.htm)
A New Creation

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

Sandwich Trivia

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

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

Biting into it!
Slice of bread pattern
Personal Timelines

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

**ABE/GED Skills:**
History
Writing

**Skills for Children:**
Sequencing
Oral language development
Using a timeline

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

**Vocabulary:**
sequence                adding machine                timeline
order                  plot

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

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

<table>
<thead>
<tr>
<th>Gingerbread Man</th>
<th>Humpty Dumpty</th>
<th>Tortoise and the Hare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesop’s fables</td>
<td>Grimm’s fairy tales</td>
<td>George and Martha</td>
</tr>
<tr>
<td>Make Way for Ducklings</td>
<td>The Very Hungry Caterpillar</td>
<td>The Doorbell Rang</td>
</tr>
</tbody>
</table>

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

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