



Kearsley Community Schools

Where Pride, Tradition, and Excellence Meet

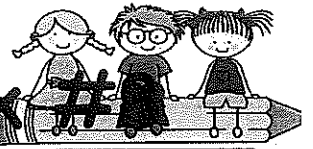
Kindergarten

Instructional Packet

Student Name: _____

First Name, Last Name, Room #

Week of June 1



KDG Home Learning Menu Week

	Monday, 6/1	Tuesday, 6/2	Wednesday, 6/3	Thursday 6/4	Friday 6/5
<p>Language Arts</p> <p>Sight Words: of what</p> <p>Review: come here have said are you</p>	<p><u>Benchmark Universe</u> *Read "Our Needs & Wants" *Tell an adult 3 important details you learned * Play Long vowel phonics games. * Listen to the 2 Heidi Songs * Read "Clothes" *Sight word practice: Write your words with sidewalk chalk.</p> <p><u>Reading Eggs</u> * Read for at least 15 minutes.</p>	<p><u>Benchmark Universe</u> *Re-read "Our Needs & Wants" * Write an opinion about something that you want. You can start by saying, "I want....." and then tell why you want it. Here is my opinion about something that I want! * Play Long vowel phonics games. * Listen to the 2 Heidi Songs * Read "Clothes" Count how many sight words you know. *Sight word practice: Write sight words on a sticky note, large piece of paper, on sidewalk in chalk, have someone call out a word and swat the word as fast as you can with a fly swatter.</p> <p><u>Raz-Kids</u> * Spend at least 15 minutes on this site.</p>	<p><u>Benchmark Universe</u> *Re-Read "Our Needs & Wants" * Tell an adult a connection you noticed between the words and pictures. How are the words and pictures similar? * Play long vowel phonics games. * Listen to the 2 Heidi Songs * Read "Clothes" Name the punctuation used in the story. *Sight word practice: Play tic-tac-toe, instead of using an x or o write one of your sight words.</p> <p><u>Reading Eggs</u> * Read for at least 15 minutes.</p>	<p><u>Benchmark Universe</u> * Read your opinion writing from Tuesday. Does it make sense? Are your sight words spelled right? Do you have punctuation at the end? Be a detective today- find your mistakes and correct them with a different colored pen! When you're finished, add more detail to your writing- tell us more! * Play long vowel phonics games. * Listen to the 2 Heidi Songs * Read "Clothes" *Sight word practice- Open a book and write down all of the sight words you can find. Count how many you found.</p> <p><u>Raz-Kids</u> * Spend at least 15 minutes on this site.</p>	<p><u>Benchmark Universe</u> * Catch-up day: Finish anything you still need to do *Go to your Benchmark bookshelf and choose a decodable reader to read. *Make sure you have completed all the pages in your packet.</p> <p><u>Reading Eggs</u> * Read for at least 15 minutes.</p>
	<u>Bridges in Mathematics: Unit 8, Module 2</u>				
Math	<p><u>Moby Max</u> * Spend at least 20 minutes on this site.</p>	<p><u>Moby Max</u> * Spend at least 20 minutes on this site.</p>	<p><u>Moby Max</u> * Spend at least 20 minutes on this site.</p>	<p><u>Moby Max</u> * Spend at least 20 minutes on this site.</p>	<p><u>Moby Max</u> * Spend at least 20 minutes on this site.</p>

This week's Scavenger Hunt:

In your home, find an item that rhymes with each word:

red bat night bear look boat

Send us your pictures on Remind/Bloomz/Class Dojo!

ECONOMICS

Our Needs and Wants



Pictures to Think About

ECONOMICS

Social Studies

Content Objectives

- Understand the differences between needs and wants
- Explain how people make and different ways people meet their needs and wants

Skills at a Glance

Comprehension

- Analyze text and discuss its organization and organization

Content Vocabulary

- save, shelter, wants

Vocabulary Strategy

- Use direct definitions to determine word meaning

Compare and Contrast

- Compare and contrast needs and wants

Captions

- Photographs

Shared Writing and Wants alike?

How are they different?

Content CONNECTIONS™

For Bell & Howell

Our Needs and Wants
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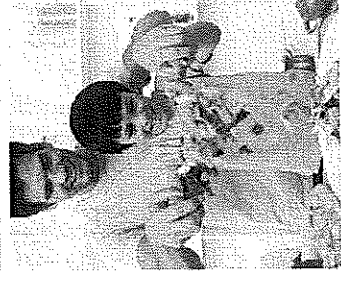
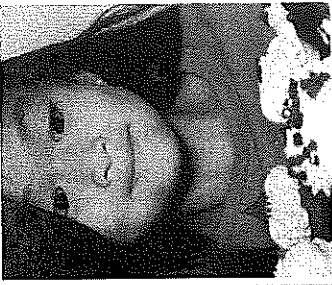
Our Needs and Wants

by Amy Hutchings



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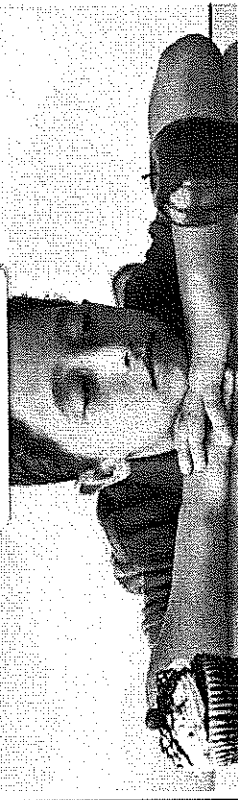
Words to Think About

afford



She can afford to buy something for three dollars.

choices



We make choices every day.

needs



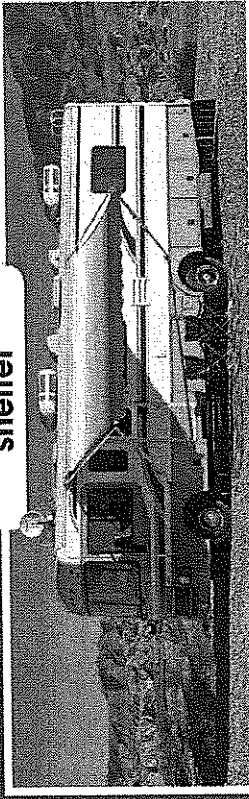
Needs are things we must have to live.

save



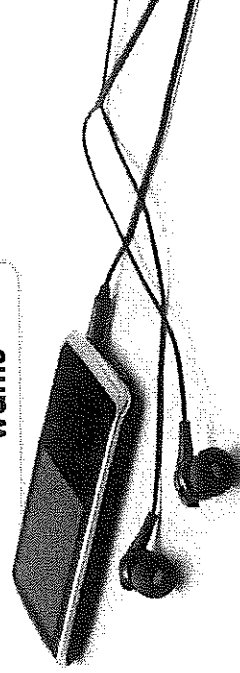
People can save money in a bank.

shelter



A mobile home is a type of shelter.

wants



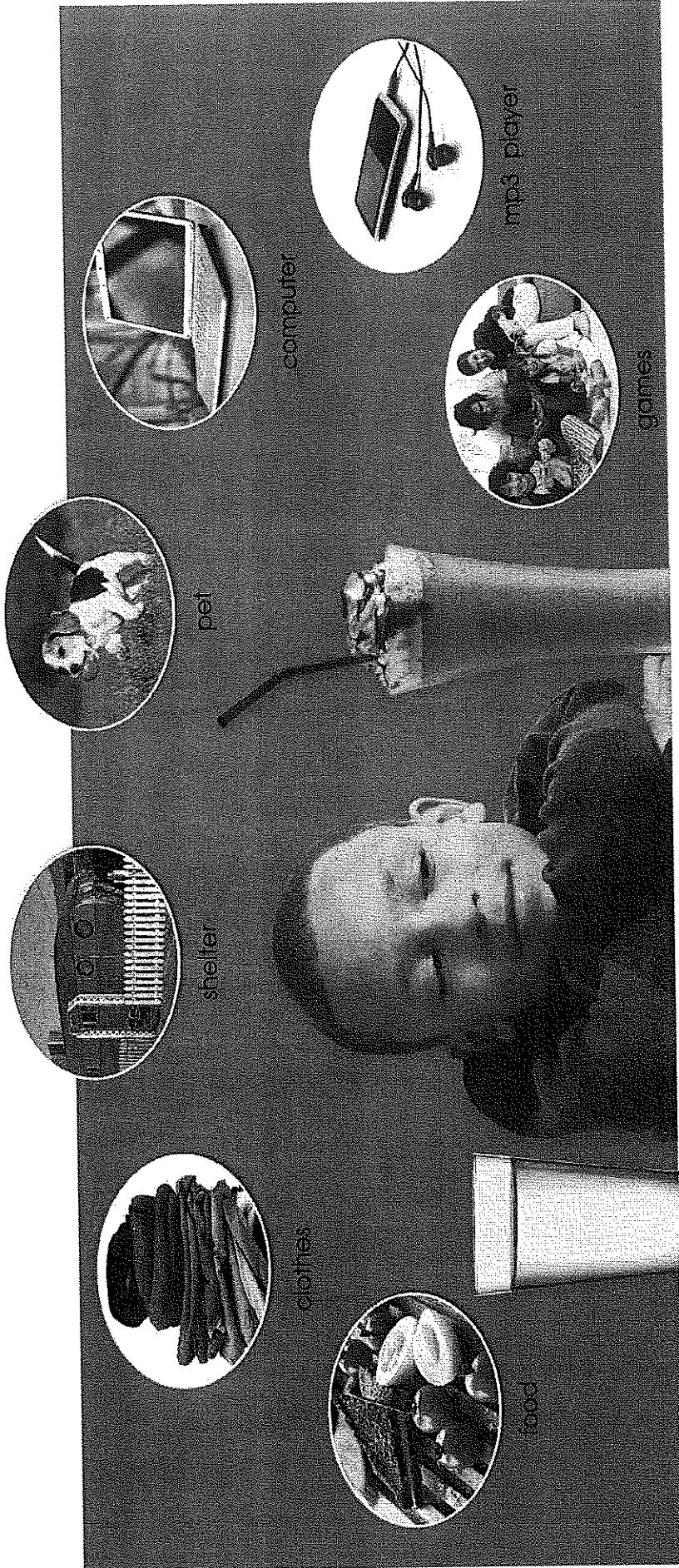
Wants are things we may like but do not need.

Introduction

We all have **needs** and **wants**.

Needs are the things that all people must have to stay alive, or survive.

Wants are the things that we may like to have but we do not need. We can live without them.

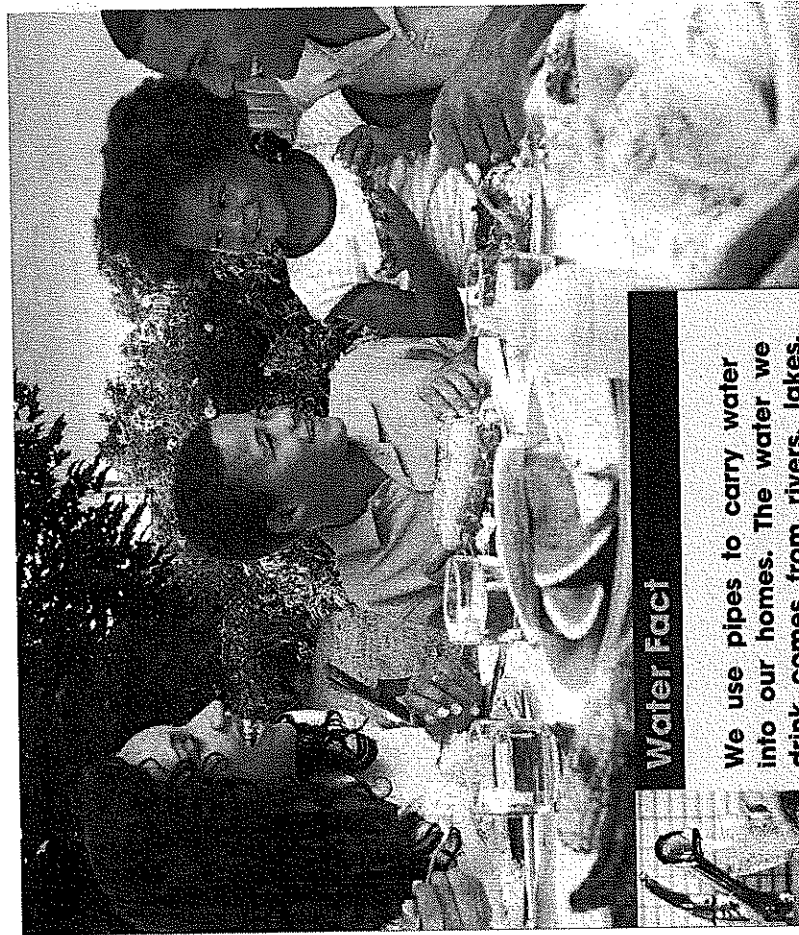


▲ Do you need water to live?

▲ Do you need milkshakes to live?

What Are Our Needs?

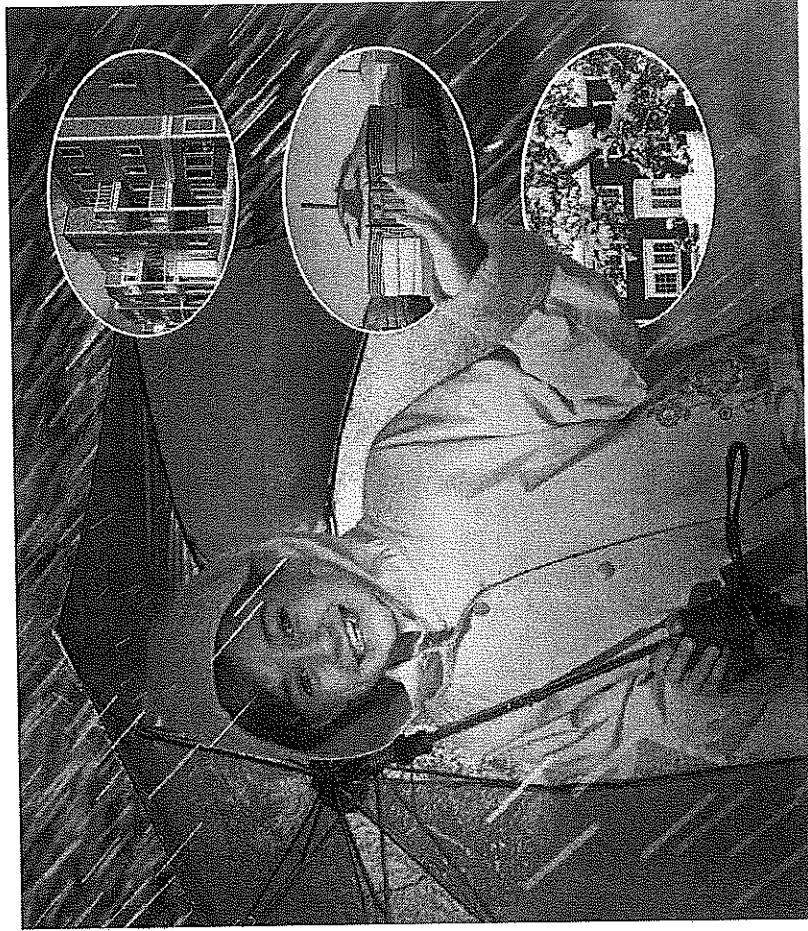
We all need air, food, and water to live. These are the things that help our bodies grow and stay healthy.



Water Fact

We use pipes to carry water into our homes. The water we drink comes from rivers, lakes, reservoirs, and glaciers.

Shelter is where we live and clothes are what we wear. Our homes and clothes protect us from hot and cold weather and keep us safe.



▲ All people have the same basic needs.

What Are Our Wants?

Wants are the things we like but do not need to survive. Wants are things that make life easier or more fun!



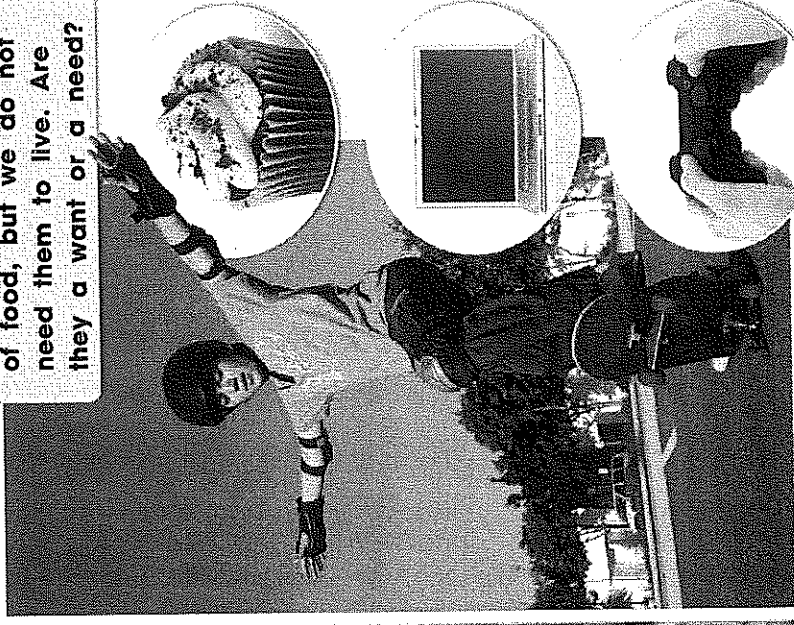
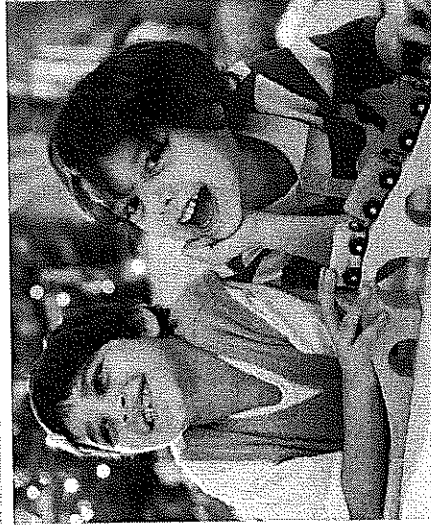
LOOK AT TEXT STRUCTURE

Compare and Contrast
The author uses the word "but" to contrast between wants and needs.

People want many different things, like computers, pets, bicycles, and trips to the amusement park. What are some things you want?

Think About It

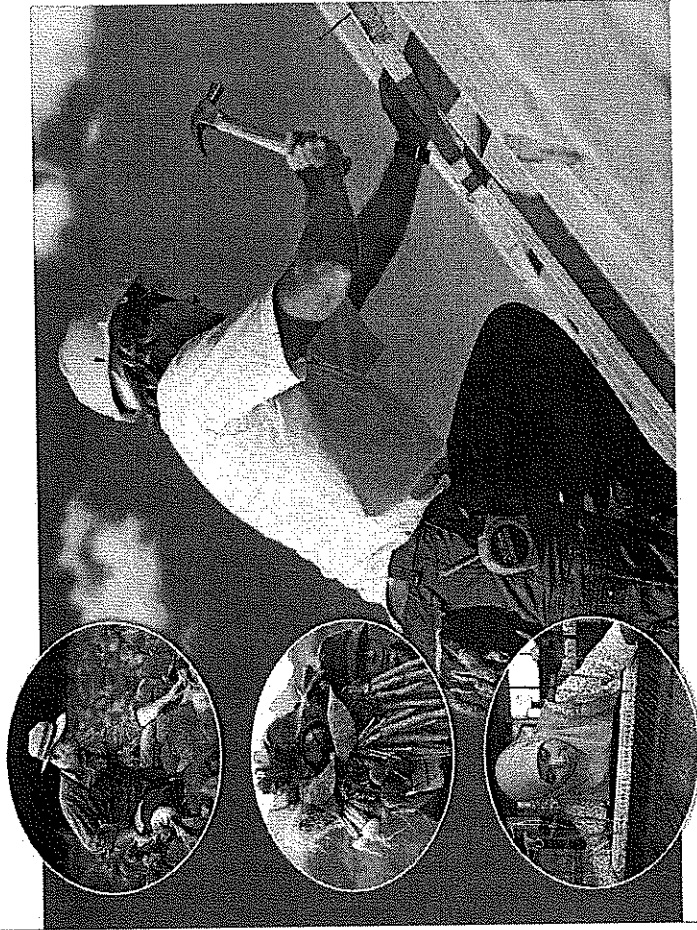
Cupcakes are a type of food, but we do not need them to live. Are they a want or a need?



▲ How are wants different from needs?

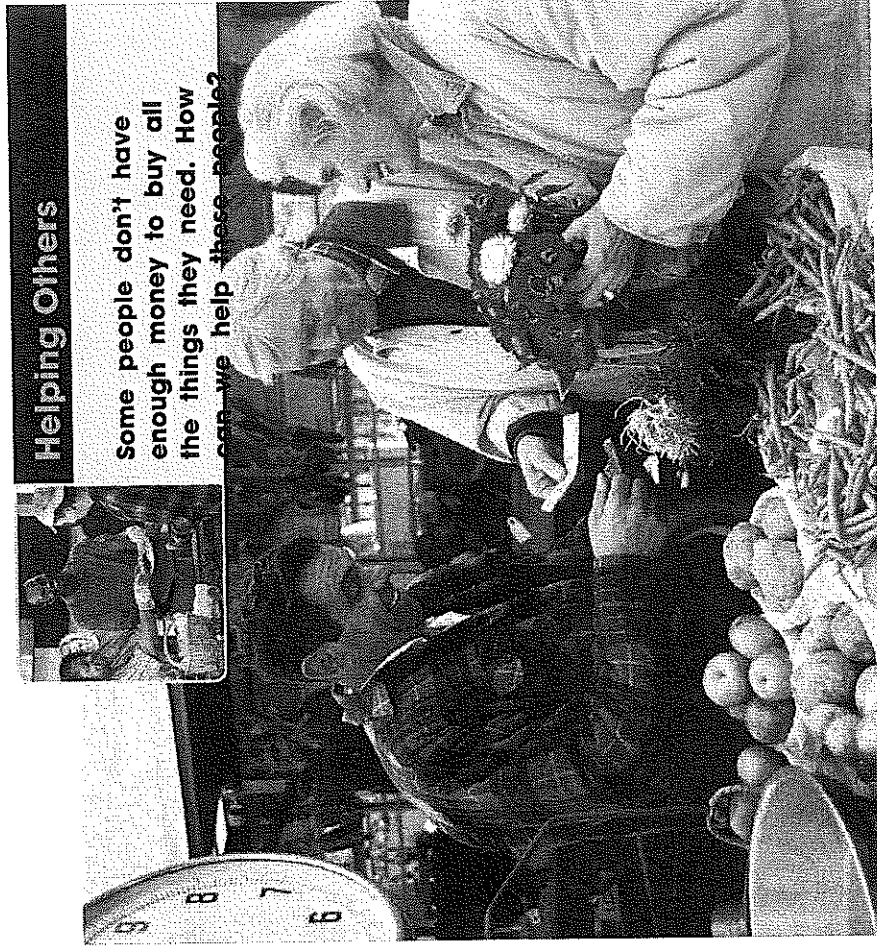
How Do We Meet Our Needs and Wants?

People work to meet their needs and wants. People grow food to eat. They make clothes and build homes to live in.



▲ People make and grow goods to use, sell, or trade.

People also work at jobs to earn money. People use the money they earn to pay for the things they need and want.



Helping Others

Some people don't have enough money to buy all the things they need. How can we help these people?

▲ People use money to buy things they need or want.

Most people do not have enough money to buy everything. They cannot **afford** all the things they need and want. So they have to make **choices**.

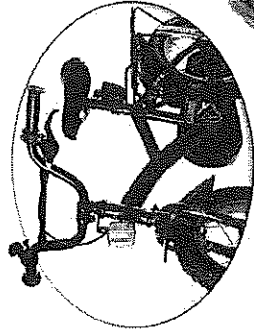
Often people choose to buy the things they need first and **save** the money they have left over. They save until they can afford to pay for the things they want.



▼ The price, or cost, of things can affect what people choose to buy.

Supply and Demand

When many people buy something that is in scarce supply, the price goes up. When the demand goes down, the price goes down, too.



What About You?

What would you like to save money for?



▲ This boy will save his money.

Conclusion

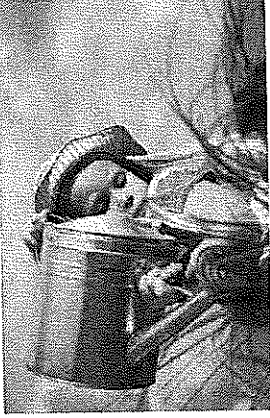
We all have needs and wants. Needs are things we must have to live. Wants are things we do not need to survive.

Each day we choose between our needs and wants. By working and saving, we can meet most of our needs and wants.



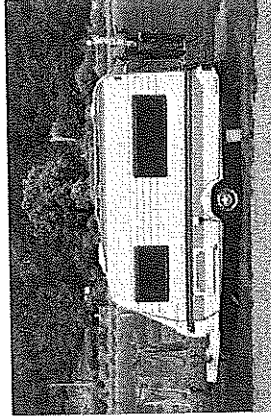
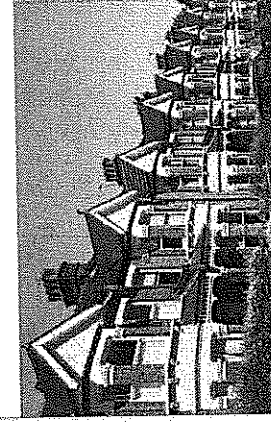
Facts About Needs and Wants

Q: Do all living things have the same needs?



A: No. All living things do not have the same exact needs. While all living things need light, air, water, and space to grow, animals and humans also require shelter. But plants and animals don't need clothes!

Q: Are all types of shelter the same?



A: No. There are many different types of shelter. Houses, apartments, and mobile homes are just some types of shelter. Even houseboats are a type of shelter!

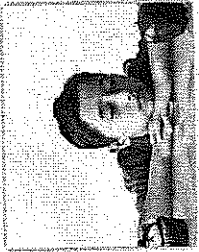
Now It's Your Turn

Do you have a favorite pet or animal? Draw a picture of it. What needs does this animal have? What wants does it have? Tell about its needs and wants.

Glossary



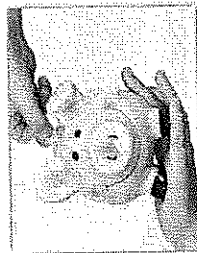
afford to have enough money to pay for something
See page 12.



choices decisions we make
See page 12.



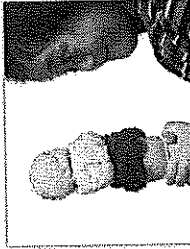
needs things we must have to live
See page 4.



save to not spend; to keep
See page 13.



shelter a home or building that protects us
See page 7.



wants things we like to have, but do not need
See page 4.

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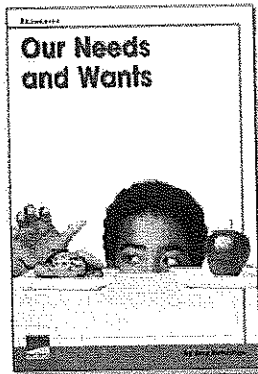
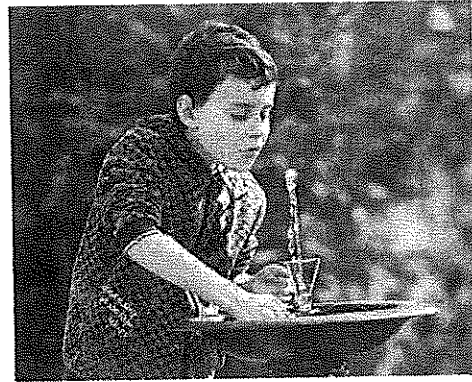
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Content CONNECTIONSSM

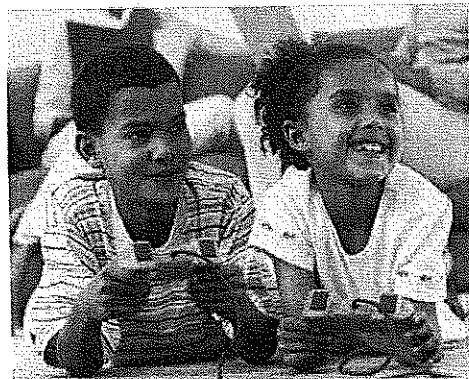
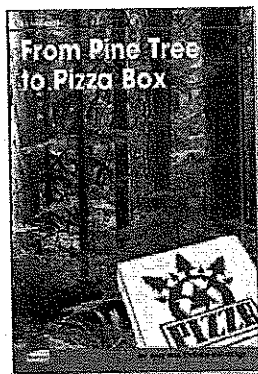
BIG BOOKS

Our Needs and Wants

What are people's needs? What are people's wants? Learn about needs and wants in this book.



Theme:
Economics



ABOUT THE AUTHOR

Amy Hutchings has been writing books for children for over forty years. She lives in Rhinebeck, New York.



Look!

This man had a hat, too.



16

This boy had a hat, too.

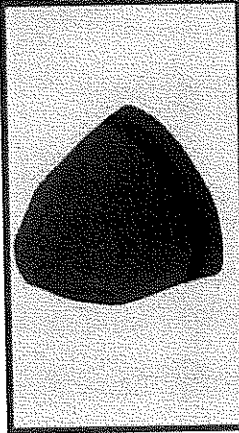
14

Clothes



by Cynthia Swain

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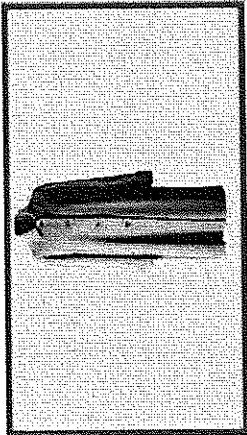
hat



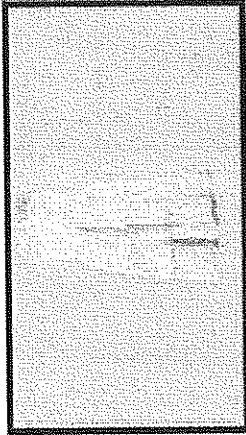
shoes

3

I need to know these words.



coat



dress

2



15



13

This girl has a dress.

4

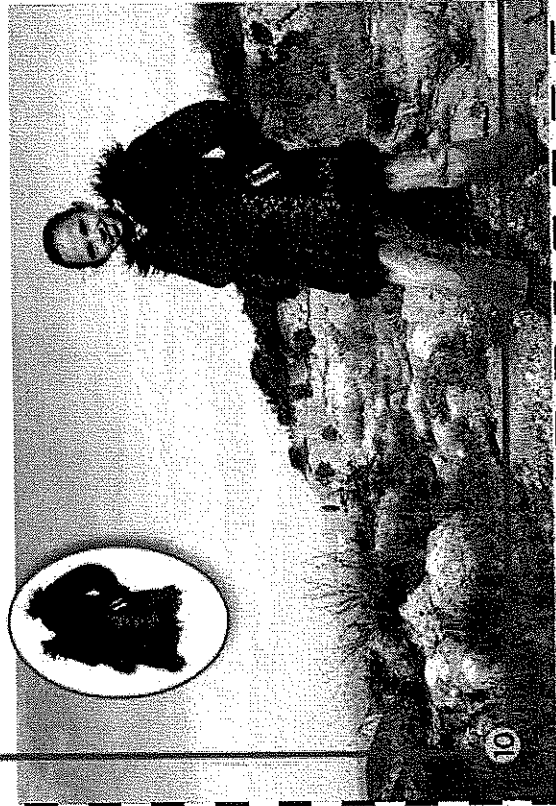
This boy has a hat.

12

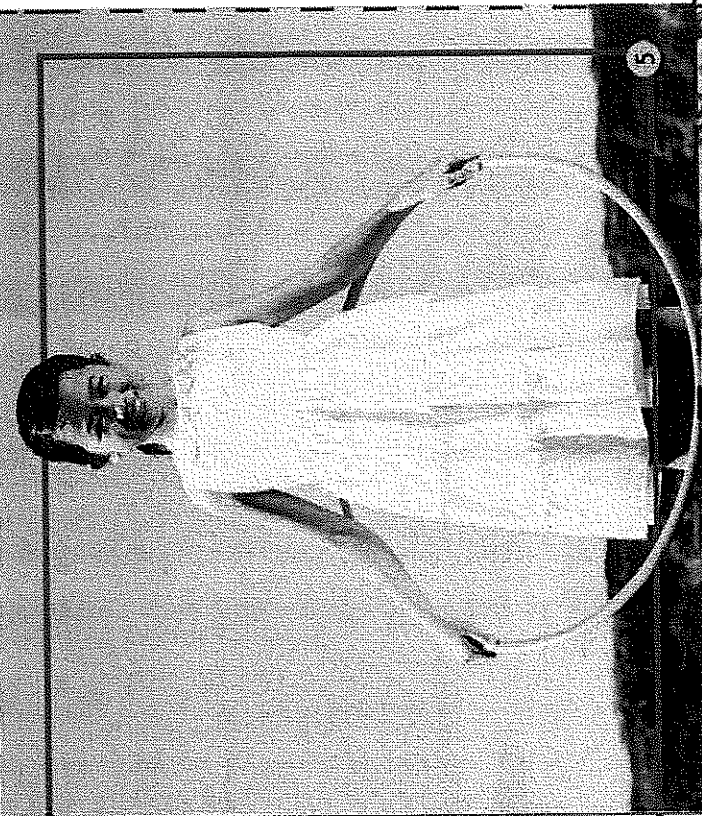
This girl has a coat.



10



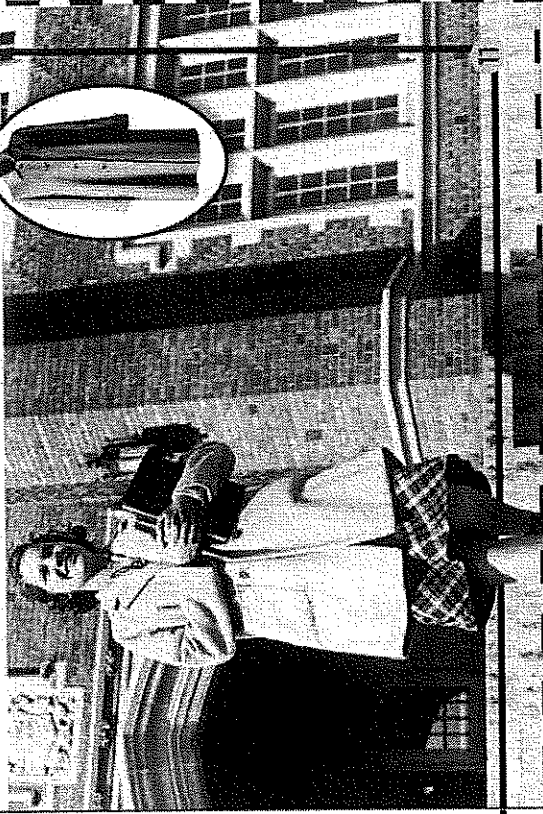
9



5

Look!

This girl had a dress, too.



6

This boy has shoes.



8

This girl had a coat, too.



Look!

This boy had shoes, too.



9

What Will I Take?

Jake will bake a party cake.

Jane will take a plane.

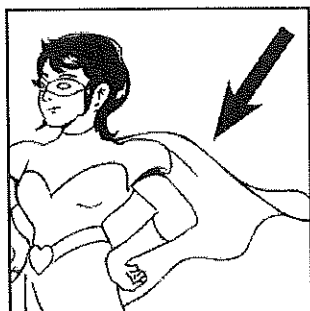
Kate will make a pretty vase.

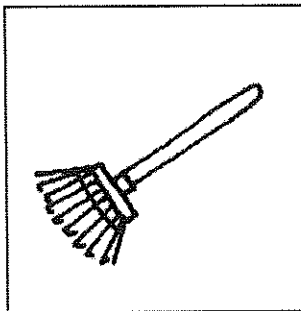
I'll take a candy cane.

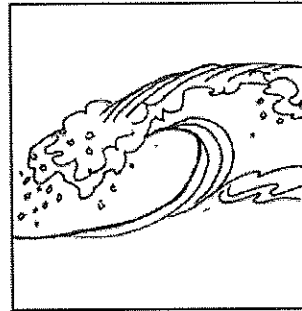


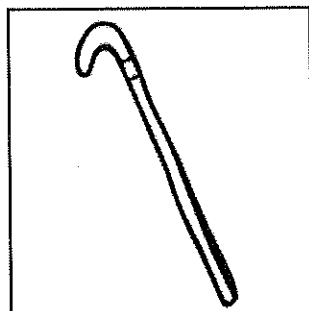
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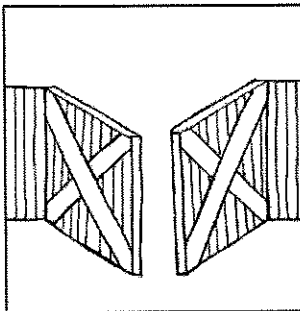
Phonics: Long a (final -e)

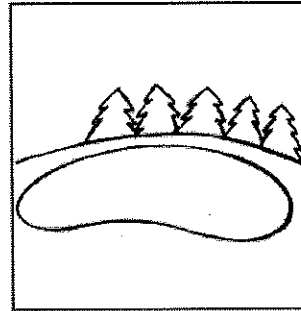












Directions: Trace the letters **a** and **e**. Say the name of each picture. Each picture has the /ā/ sound made by **a** and **e**. Write the picture name under each picture.

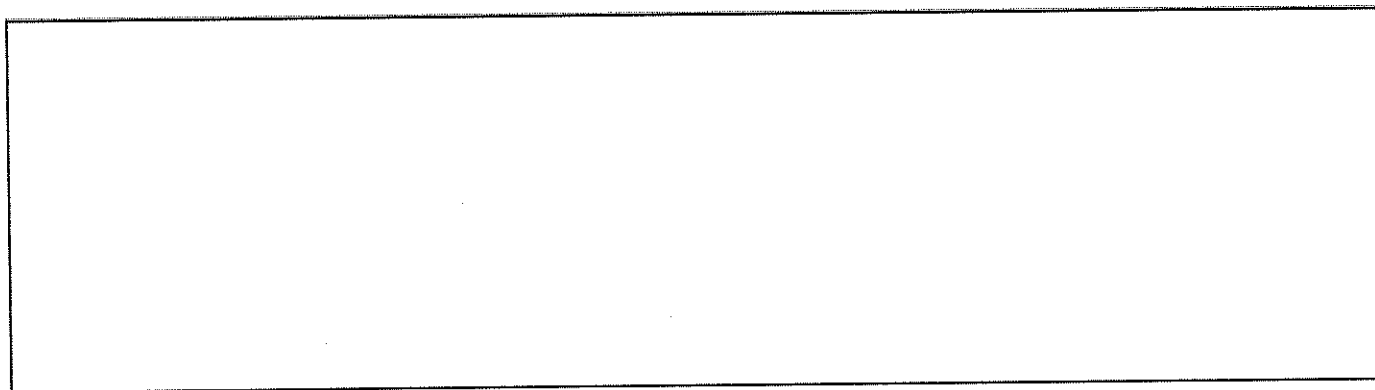
Name: _____ Date: _____

High-Frequency Words

of

what

1. The little hut is made _____ mud.
2. _____ did Kate see in the cave?
3. Jane gave Nate a box _____ figs.
4. Look at _____ my pup has!



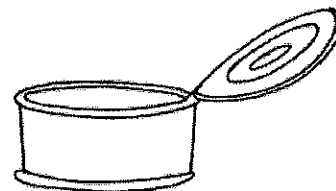
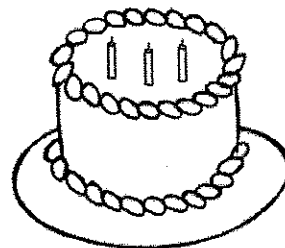
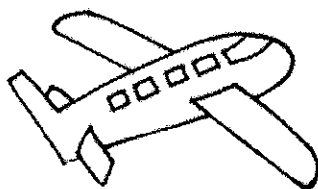
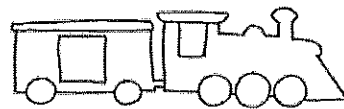
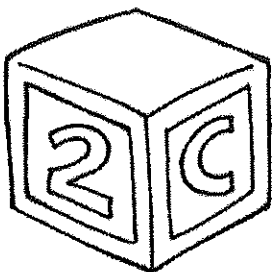
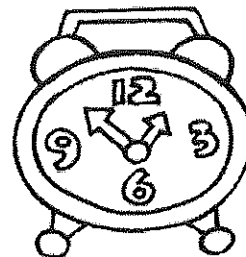
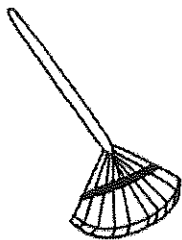
Directions: Trace the high-frequency words **of** and **what**. Then write one of the words to complete each sentence. Draw a picture for one sentence.

Name: _____



Match Rhyming Pictures

Match Rhyming Pictures



Parent Directions: Ask your child to draw a line between pictures whose names rhyme.



Name _____ Date _____

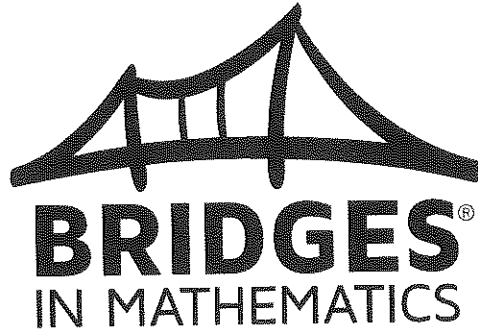
Spelling and Vocabulary

Fill in the missing word. Use one of the words from the box.

of	what	came	take
----	------	------	------

1. _____ is your name?
2. _____ the bag to Dad.
3. I _____ to play with you.
4. I need a box _____ crayons.

Draw a picture to match one of the sentences above.
Then write the sentence.



Kindergarten Unit 8 Module 2 Practice Pages for Math at Home

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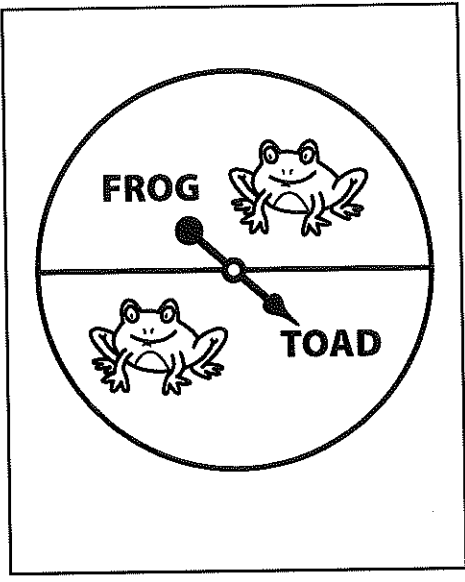
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NAME _____

DATE _____

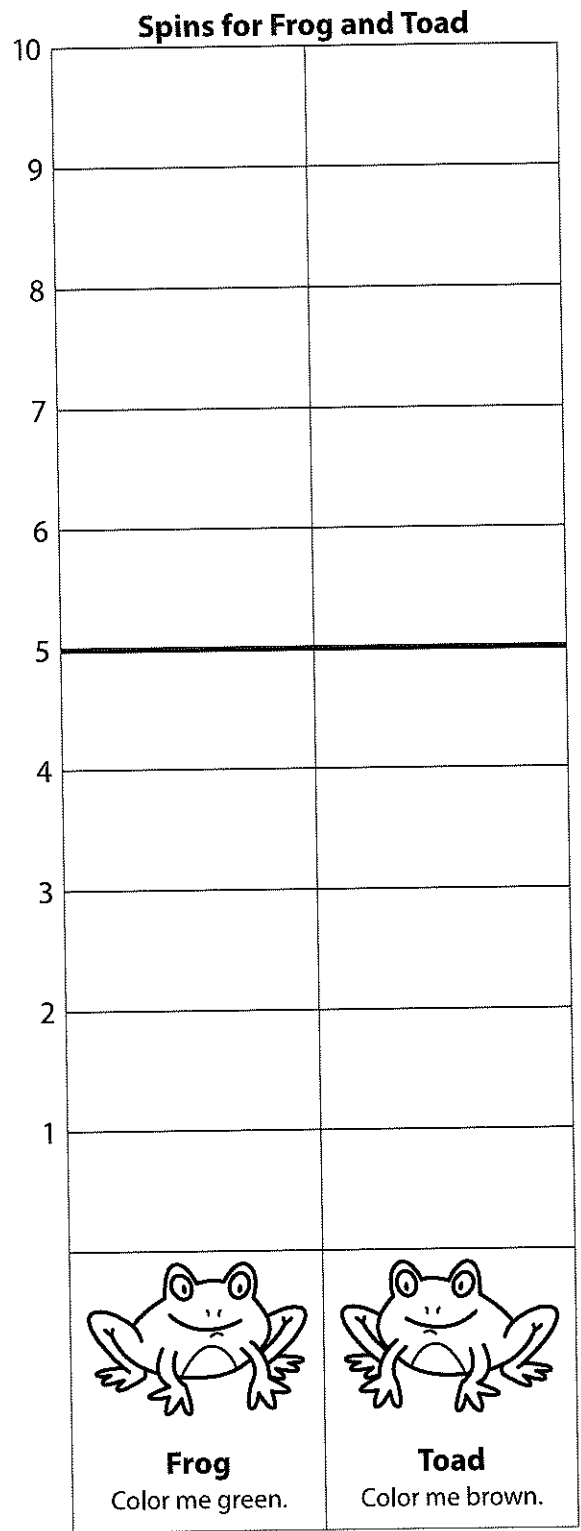
 **Frog & Toad Probability** page 1 of 2

1 On the spinner below, Frog got 6 spins. Toad got 4 spins. Color the graph to show.



2 How many more spins did Frog get than Toad?

3 How many spins did Frog and Toad get in all?



(continued on next page)

NAME _____

DATE _____

Frog & Toad Probability page 2 of 2

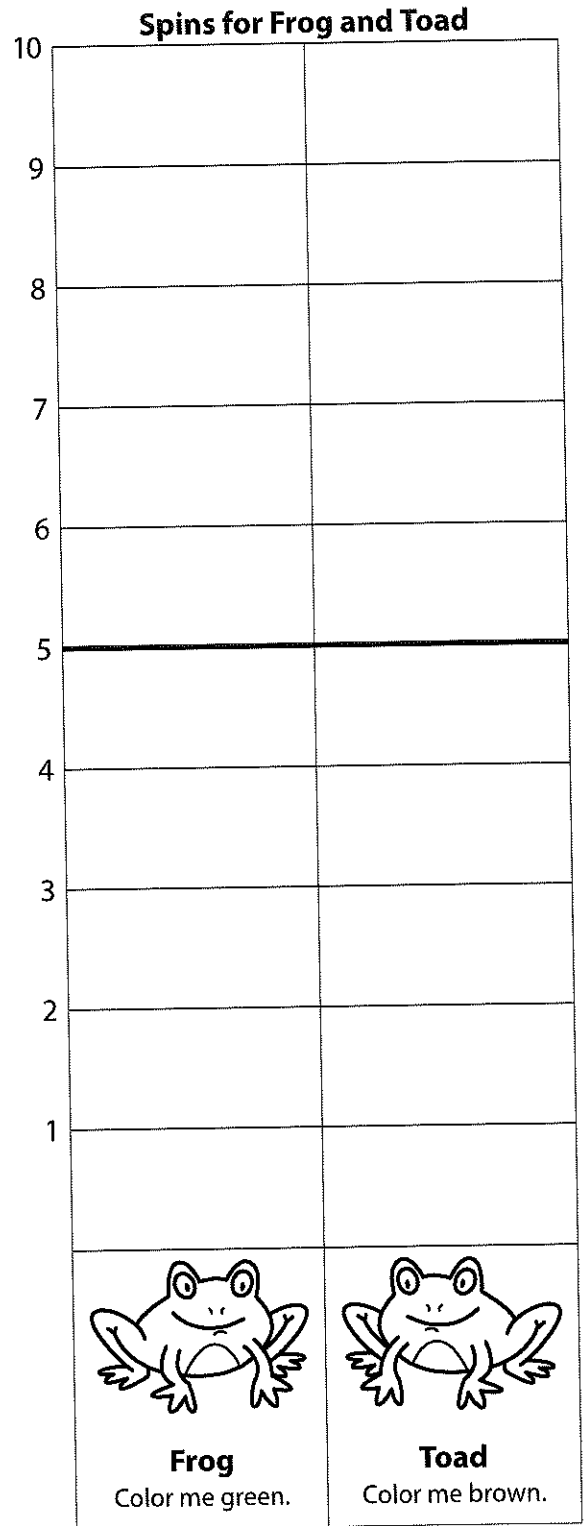
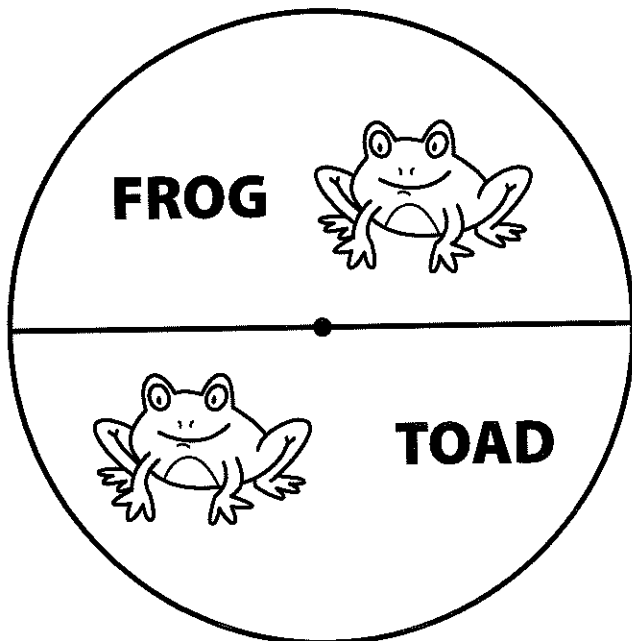
You will need a pencil and a paperclip for the spinner below, and green and brown crayons.

- 4** Spin the spinner 10 times.
- a** Each time it lands on Frog, color one of Frog's boxes on the graph green, starting at the bottom.
 - b** Each time it lands on Toad, color one of Toad's boxes on the graph brown.

- 5** Who got more spins?
- Frog Toad

How many more? _____

- 6** How many spins did Frog and Toad get in all? _____
- a** How many more would Frog need to get 10? _____
 - b** How many more would Toad need to get 10? _____



NAME _____

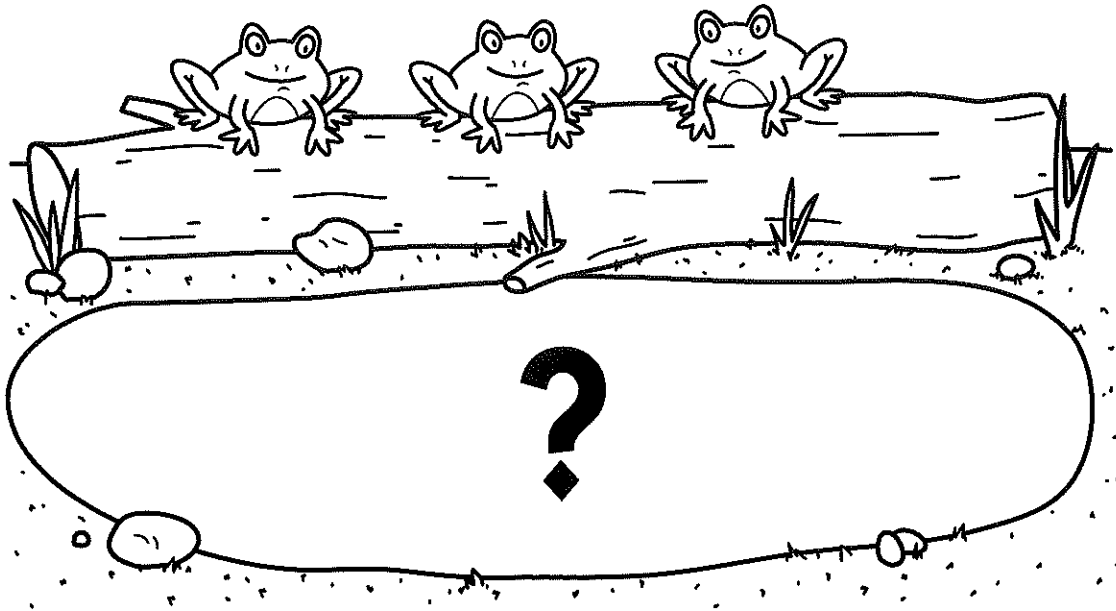
DATE _____



Frog Story Problems page 1 of 2

Use pictures and numbers to show how you solve the problem.

**There were 6 frogs
but some jumped into the pond.
How many jumped into the pond?**



(continued on next page)

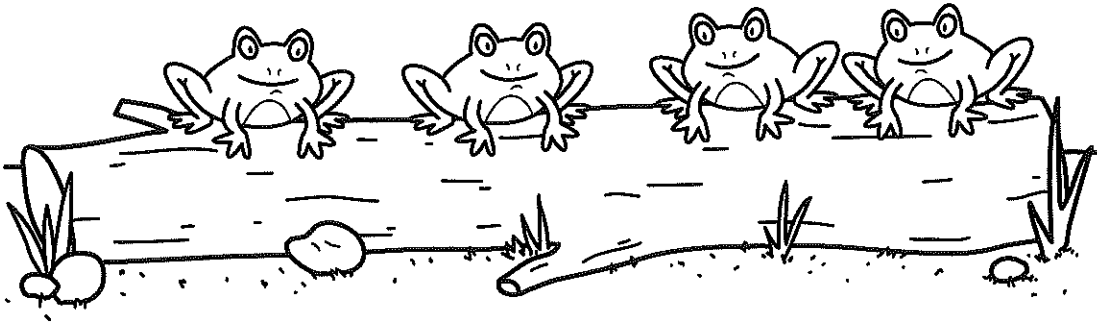
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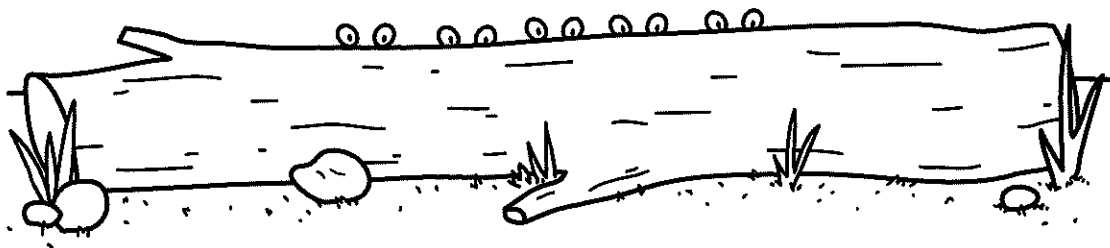
Frog Story Problems page 2 of 2

Use pictures and numbers to show how you solve each problem.

4 frogs. How many eyes?



10 eyes. How many frogs?

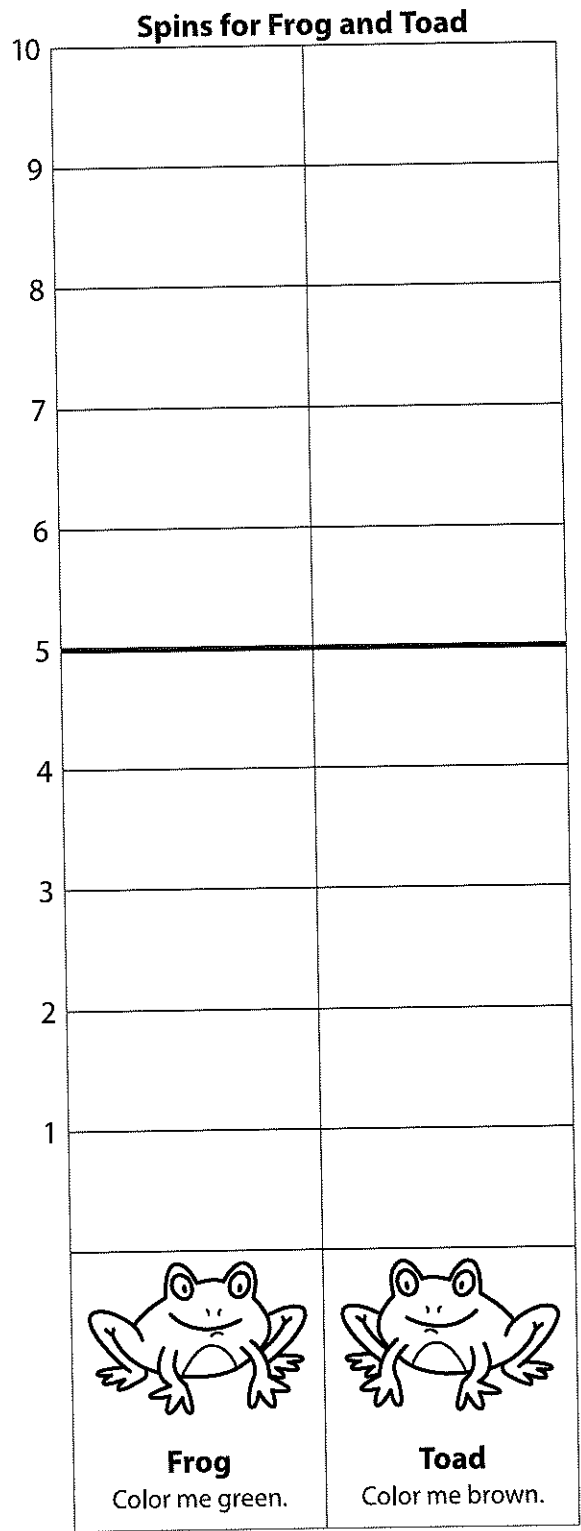
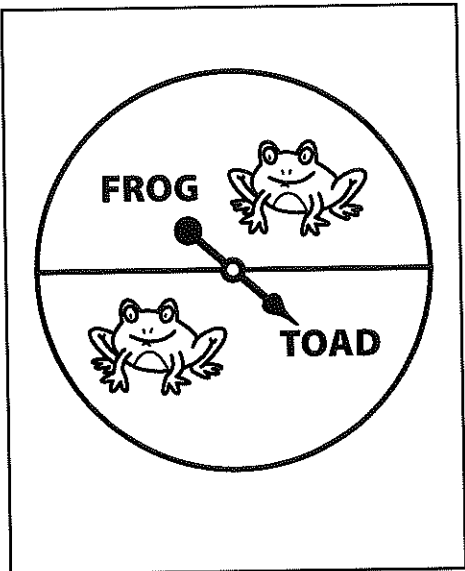


Answer Keys

NAME _____ | DATE _____

 **Frog & Toad Probability** page 1 of 2

1 On the spinner below, Frog got 6 spins. Toad got 4 spins. Color the graph to show.



2 How many more spins did Frog get than Toad?

2

3 How many spins did Frog and Toad get in all?

10

(continued on next page)

NAME _____

DATE _____

Frog & Toad Probability page 2 of 2

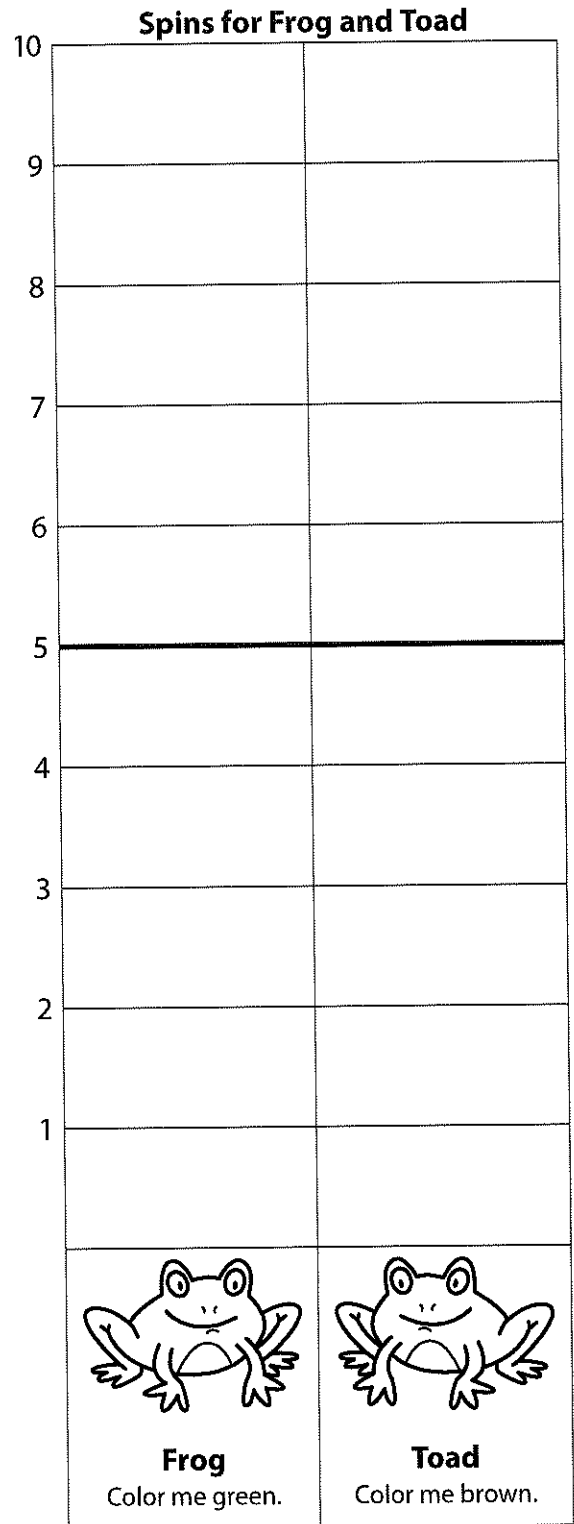
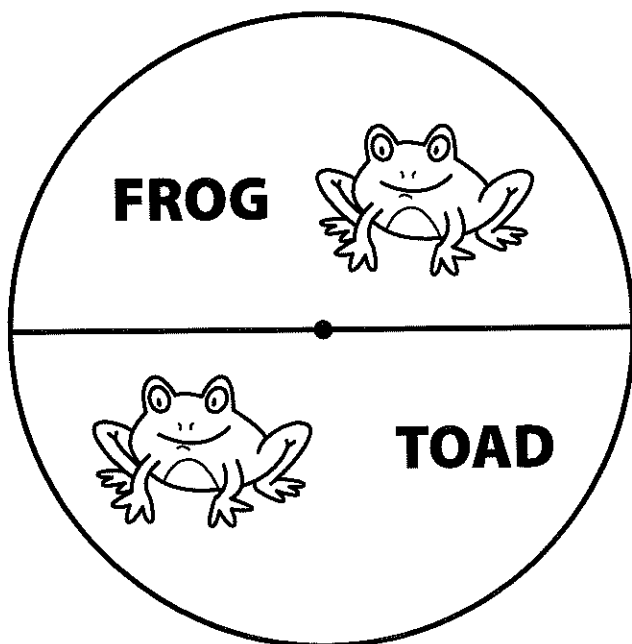
You will need a pencil and a paperclip for the spinner below, and green and brown crayons.

- 4** Spin the spinner 10 times.
- a** Each time it lands on Frog, color one of Frog’s boxes on the graph green, starting at the bottom.
 - b** Each time it lands on Toad, color one of Toad’s boxes on the graph brown.

- 5** Who got more spins?
- Frog Toad

How many more? _____

- 6** How many spins did Frog and Toad get in all? _____
- a** How many more would Frog need to get 10? _____
 - b** How many more would Toad need to get 10? _____



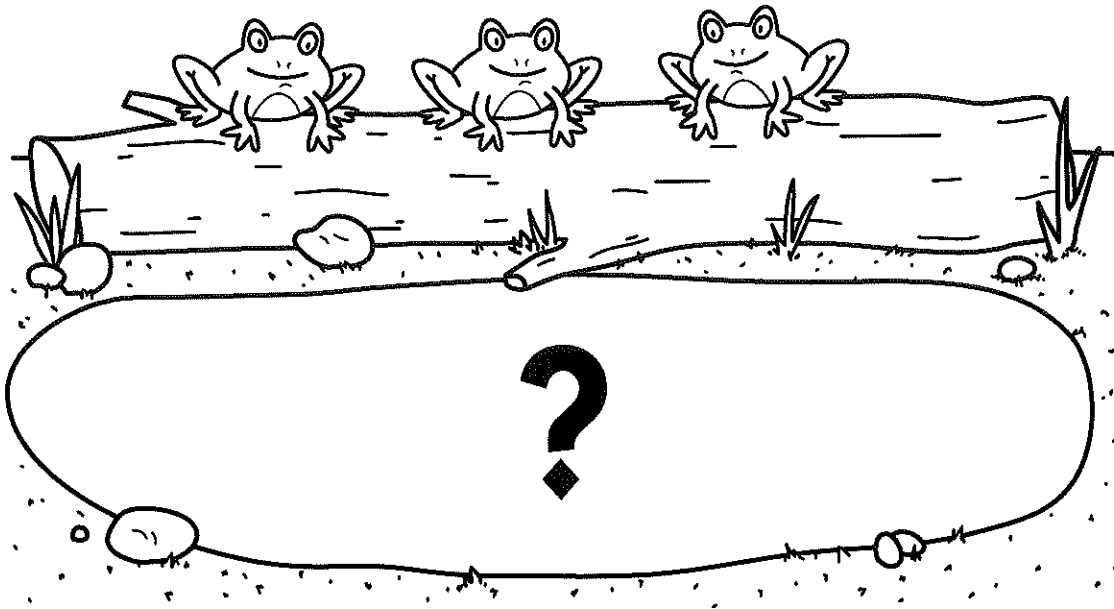
NAME _____

DATE _____

**Frog Story Problems** page 1 of 2

Use pictures and numbers to show how you solve the problem.

**There were 6 frogs
but some jumped into the pond.
How many jumped into the pond?**



**Student work will vary.
3 frogs jumped into the pond.**

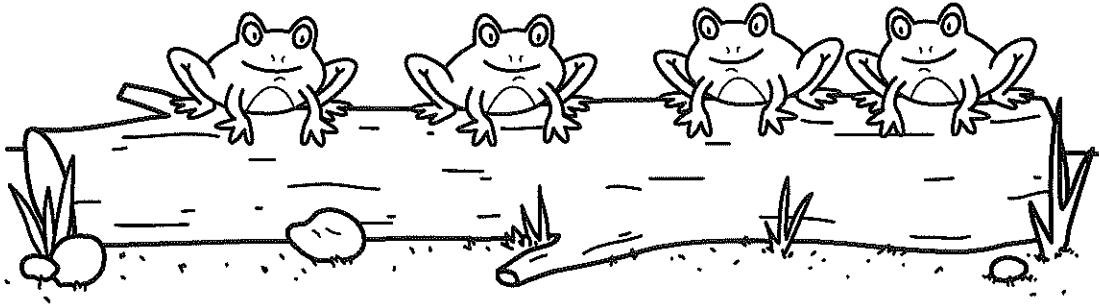
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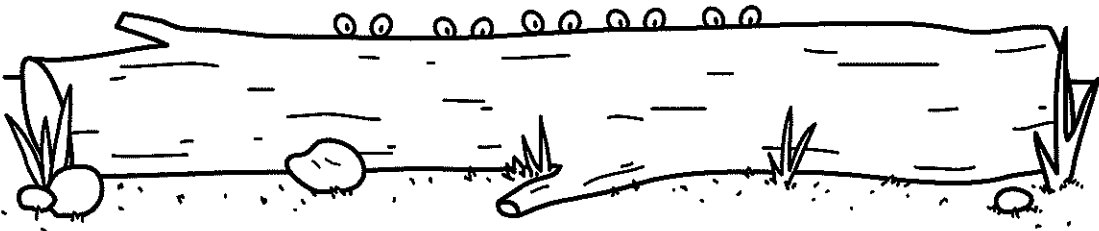
DATE _____

Frog Story Problems page 2 of 2

Use pictures and numbers to show how you solve each problem.

4 frogs. How many eyes?

Student work will vary.
8 eyes in all.

10 eyes. How many frogs?

Student work will vary.
5 frogs.

June 1, 2020

Dear Families,

It's hard to believe this year has already come to an end. Although it is ending in a very different way than ever before, please know what a joy it has been to have your child in my class – if only for specials a few times each week. I've come to not only enjoy, but treasure each child and the special, unique qualities each one brought to our time together! Parents, please know how much I appreciate all you have done especially during the past few months to keep the learning going! I'm awed, impressed and encouraged by the way you have stepped into this new role as distance learning teachers. You are amazing!

Hopefully things will be more or less back to normal in the fall! I'm looking forward to seeing my precious kindergarteners again as school leaders in first grade! My beloved first graders will be moving on to greater things at Dowdall, but will hold a special place in my heart forever. I hope you will bring the kids back to Weston on occasion to visit. I always love seeing "my" kids again!

Okay, we still have one more week of learning to do!

Here's the scoop:

First **watch this Wild Kratts video The Real Ant Farm**. You can find it here!
<https://www.youtube.com/watch?v=kuWWJhad-XA>

Then draw an ant! You can follow the directions here.

http://www.hellokids.com/c_17878/drawing-for-kids/drawing-lessons-for-kids/how-to-draw-animals/how-to-draw-insects/ant

Be sure to add details from the facts you learned in the video!

I hope you are still watching the Cincinnati Zoo Facebook Live feed every day as they teach you about the animals there! I am loving seeing the journals kids have made. Wow! The writing progress is amazing as are the pictures your children are drawing of the animals!

Plants

So many of you are showing me pictures of how your lima bean seeds are growing! I hope you have transferred them to the soil in order to watch them grow. Perhaps your family will enjoy tasting some of the lima beans you grew yourself!

Creative Expressions

This week, I want you to make some puppets! You can either make a paper bag puppet using a brown lunch bag or make a puppet using the directions here.

<https://www.youtube.com/watch?v=HYrVAIJZjTw>

Either way, add googly eyes, buttons, yarn, fabric scraps or whatever you choose!

When you are finished, put on a puppet show for your family!

I am Glad I was your Teacher!

**I'm glad I was your teacher
I've come to love you so.
I can't believe the end is here.
I hate to see you go.**

**Remember all the fun we had
and all the things we did
But most of all remember...
You're a Very Special Kid**

I'm so proud of you and wish you all a wonderful summer! Stay safe and healthy and have lots of family fun together! I can't wait to see you all in August! 😊

Love,

Miss Patty Jones

Proud teacher of the AWESOME Weston Wonders

DK-1st Music Lesson: Week of June 1

Hi Weston Wonders!

I can't believe it...this is our last lesson for the school year!

Let's Rhyme and Jump Rope!

- Practice saying and learning the rhyme to the beat, then say the rhyme while jumping to the beat.

Add these two rhymes to your list:

I love this one especially, because at my house we have bluebirds that fly up to our deck and I can look out and watch them. 😊

Sixteen Bluebirds

Sixteen bluebirds sitting on a fence.
Flapped their wings and started to dance.
Upward, downward,
All along the line,
Brightly preened and looking fine!
Count 1, 2, 3

Cookies, Candies in a Dish

Cookies, candy in the dish;
How many pieces do you wish?
1, 2, 3, 4,

Watch this - "Sesame Street: Jumprope Alphabet":
<https://www.youtube.com/watch?v=bE5wiWOGcKM>

These are from last week:

Bubble Gum

Bubble gum, bubble gum, chew and blow,
Bubble gum, bubble gum, scrape your toe,
Bubble gum, bubble gum, tastes so sweet,
Get that bubble gum off your feet!

Down by the Riverside

Down by the riverside the green grass grows,
Where someone walks, some tiptoe.
She sings, she sings so sweet,
She calls over to someone across the street.
Tea cakes, pancakes, everything you see,
Meet me at the park at half past three!

If you can, please send a short message, picture, or video of you doing an activity. I would love to hear from you! Send to:

cshetron@kearsleyschools.org

I miss you so much and look forward to **seeing you** all next year! Have a wonderful summer... get out and enjoy the warm weather, play, and have fun!

Mrs. Shetron

Welcome Kearsley Elementary Students



to your first ever Virtual Field Day 2020!



Two Weeks of Field Day this year...yes not one day, but *TWO WEEKS OF IT!* Could it get any better????

All games/activities are to be played at home. See how fast you can complete the game, play again and try to beat your score. Or compete against someone else at home?

What are the events?!?!?!?

Drum roll please.....here is the EVENT SCHEDULE (click)

How do I play the above events? Here is a link (click) to all the "*how to videos*" for the events...just find the name of the activity and watch the video.

This is only week 1! Compete, work hard, and try as many as you can...If you don't get to all of the activities save them for the following week.

*Snap some photos or videos of activities and send to Mr. Johnson: wjohnson@kearsleyschoosl.org

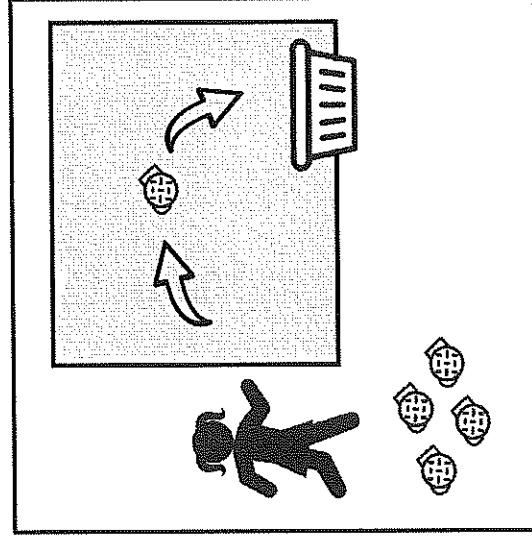
BACKBOARD BANK IT

Get Ready: 5 Large Sock Balls, Laundry Basket or Bucket, A Wall

Get Set: Roll up the socks to make sock-balls. Place the basket or bucket against the wall. Mark a distance 5' – 10' from the basket.

GO!

- This event is called Backboard Bank It.
- The object of this game is to score as many points as you can in 1 minute.
- Do that by tossing the sock balls off of the wall and into the basket. You **MUST** use the wall as your backboard and bank it into the basket.
- Score a point for every sock that is banked into the basket.
- Write your score down on the official Field Day Score Card.



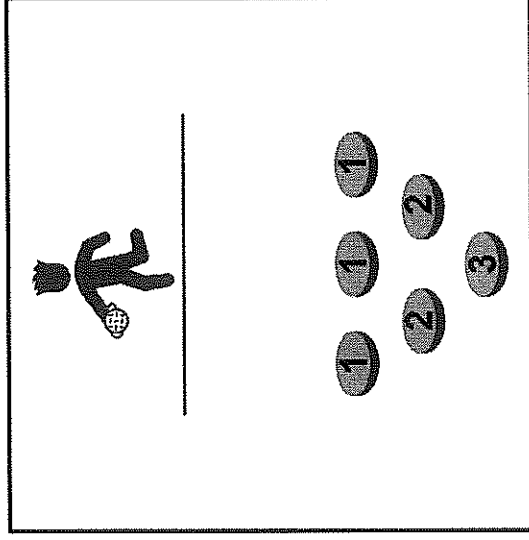
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BOWL BALL

Get Ready: 6 Bowls, 1 Sock Ball, Paper & Pencil to Tally Score

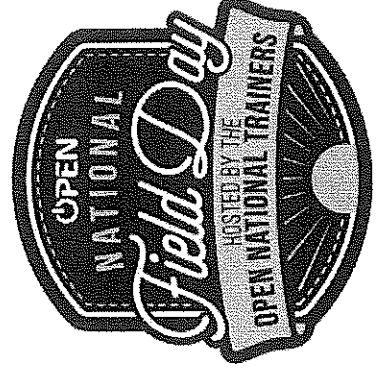
Get Set: Set the bowls on the floor in a triangle pattern 3-4 inches apart. Put a piece of paper with the point total in the bottom of each bowl. Mark a throwing line 6-8 ft. away.

Hint: Big bowls are easier than small bowls!



GO!

- The object of the game is to see how many points you can score in 1-minute.
- You do this by tossing the sock ball into the bowls and scoring points based upon where they land.
- After each throw, retrieve the sock ball and hustle back and throw again.
- If the sock lands in a bowl, use the pencil and paper to tally the points for that bowl.
- After 1-minute, calculate your tally and write your total number of points on the official Field Day Score Card.



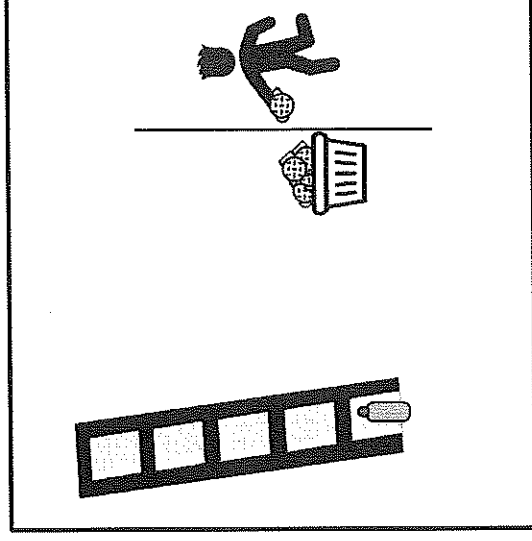
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Find more resources at www.OPENPhysEd.org/nationalfieldday

CLIMB THE LADDER

Get Ready: 6' Ladder, 6-12 Sock Balls, Laundry Basket, Empty Water Bottle

Get Set: Set up the ladder. Place the water bottle on the floor under the first rung. Mark a throwing line 10-15 ft. away. Place the laundry basket on the throwing line. Put all the sock balls inside the basket.



GO!

- “Climb the ladder” using the fewest throws.
- Start with the bottle on the floor under the first rung.
- Throw sock balls at the bottle until you knock it over. Take your time, this is not a race.
- Move the bottle up one rung each time you knock it off the ladder.
- If you run out of sock balls, collect them and continue.
- Count all of your throws on every step of the ladder. How many throws does it take to knock the bottle off of the top rung of the ladder?
- Write the total throws on the official Field Day Score Card.



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Find more resources at www.OPENPhysEd.org/nationalfieldday

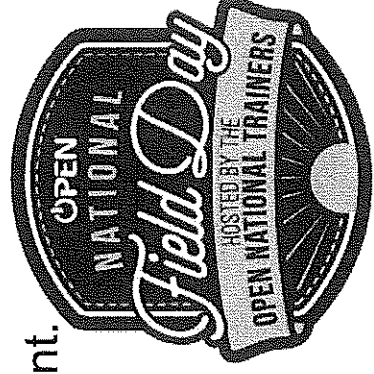
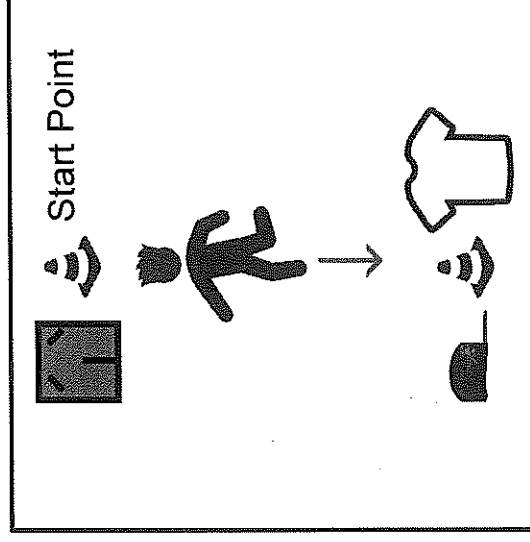
CLOTHES RELAY

Get Ready: Oversized Tee Shirt, Oversized Shorts, and a Hat; Items to Mark Start/Check Points (cones, socks, plastic cups, etc.); Clock or Stopwatch

Get Set: Set up an area to move in by making a starting point and a check point. Distance can be 15 to 30 walking steps from point to point. Put the shirt and hat on the check point opposite from the start point, put the shorts on the start point.

GO!

- This event is called the Clothes Relay. The object of this game is to see how fast you can go from point to point putting on the clothes and then finishing at the starting point.
- On the start signal, jog down to the check point and put on the t-shirt, then jog back to the start point and put on the shorts, then jog back to the check point and put on the hat, then jog back to finish at the start point.
- Start the Clock on "Go" and stop when you cross the finish with all the clothes on.



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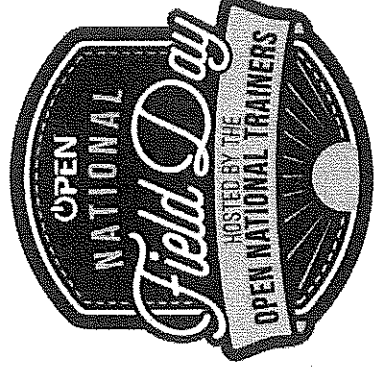
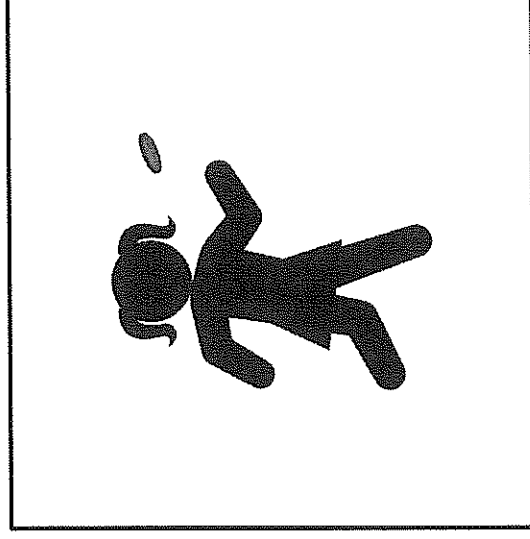
COIN FLIP 400-METER DASH

Get Ready: 1 Coin

Get Set: Find an open space with enough room to run in place safely. Hold the coin in your hand – be ready to flip it.

GO!

- This event is the Coin Flip 400-Meter Dash!
- The object is to run 400 running steps as fast as you can. Remember, you're running in place. Your feet move, but you stay in one spot.
- On the start signal, flip the coin. Let it land flat on the floor. If it lands on "heads" run 20 running steps and then flip the coin again.
- If the coin lands on "Tails" do not run. Flip again until it lands on heads.
- Count your steps out loud. When you get to 400, time stops, and the dash is over.
- Record your time on the official Field Day Score Card.



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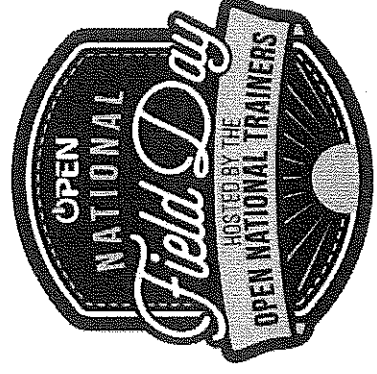
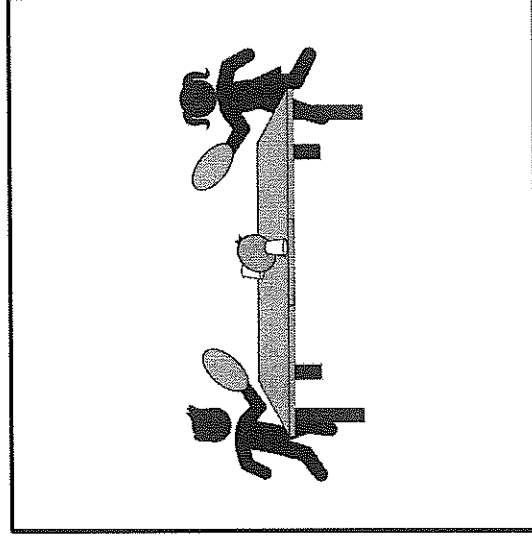
FAN-A-WAR

Get Ready: 1 Paper Plate (Piece of Cardboard or a School Folder) per Player, Center Line (2 Shoes or Cups will work) 1 Ping Pong Ball or a Balloon

Get Set: Create a center line on a table or the floor. Place the balloon or ball on the center line. Both players across from each other with the centerline in between them.

GO!

- This event is called Fan-a-War.
- The object of this game is to keep the ball on the opponent's side of the center line. You will have 1 minute.
- On the start signal, begin fanning the ball toward your opponent's side of the center line and away from your side.
- Continue for 1 minute. Score 5 points if the ball is on your opponent's side.
- Play and score 2 rounds and then write your score down on the official Field Day Score Card.



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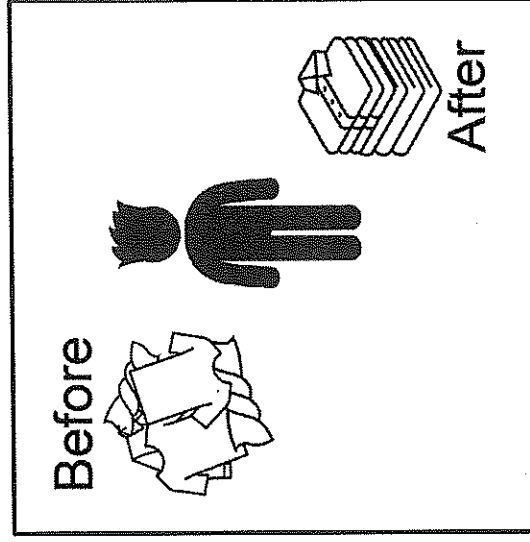
FAST FOLDER

Get Ready: 10 Clothing Items from a Laundry Basket for Each Player

Get Set: Place 10 items from your laundry basket in a pile next to you.

GO!

- This event is called Fast Folder.
- The object of this game is to score points by folding each item (shirt, pants, shorts, etc.). You have 1 minute to fold as many as possible.
- On the start signal, begin folding each piece of laundry.
- Score 1 point for each piece of laundry folded in one minute. Max 10 points.
- Write your score down on the official Field Day Score Card.



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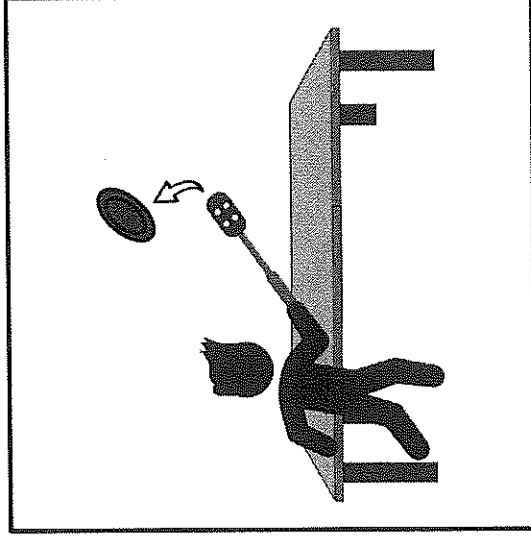
FLIP YOUR LID

Get Ready: Kitchen Spatula, 1 Tupperware/Plastic Lid

Get Set: Place the lid facing up on a table or floor.
Get your spatula ready for some lid flipping!

GO!

- This event is called Flip Your Lid.
- The object of this game is to flip your Tupperware lid upside down to earn points.
- Place the lid facing up on the table or floor, then slide the spatula under and flip the lid in the air. Let it land flat on the table or floor.
- Score a point for every lid that you flip upside down (0 points if it lands right-side up).
- Quickly reset the lid each time you flip it.
- You will have 1 minute to see how many times you can flip the lid upside down.
- Write your score down on the official Field Day Score Card.



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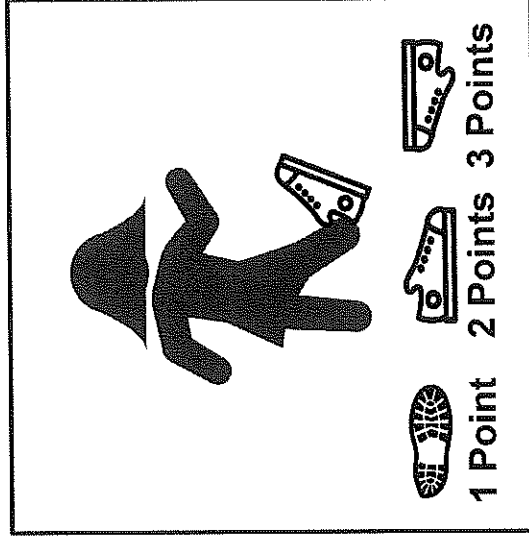
IF THE SHOE FITS

Get Ready: 1 Tennis Shoe, Spacious Area, Clean Feet

Get Set: Make sure you have plenty of unobstructed space around you.

GO!

- How many points you can score in 1-minute?
- Put your foot partially into the tennis shoe.
- On the start signal, flip the shoe into the air.
- Score as follows:
 - 1 point = shoe lands on its side
 - 2 points = shoe lands right side up (sole of the shoe on the ground)
 - 3 points = shoe lands *perfectly* upside down (no sides touching the ground)
- 0 points = if the shoe hits you in the head or knocks over a lamp.
- Write your total number of points on the official Field Day Score Card.
- Go wash your foot.



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Find more resources at www.OPENPhysEd.org/nationalfieldday

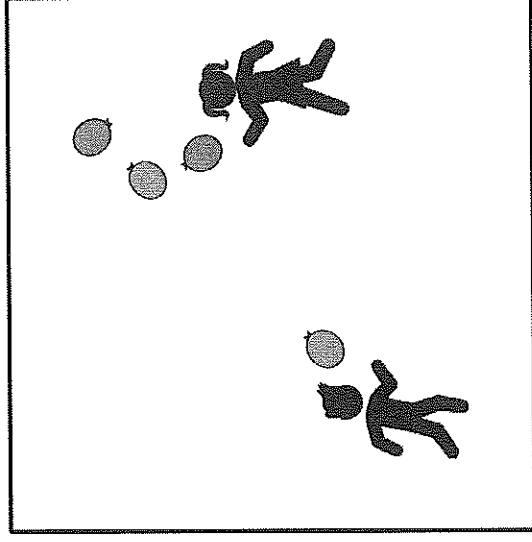
KEEP IT UP

Get Ready: 1–3 Balloons Per Player – Blow Them Up

Get Set: Clear a 10' indoor or outdoor space. Start with 1, 2 or 3 balloons.

GO!

- This is Keep It Up. The object is to strike the ball(s) up using your hands as many times as you can in 1 minute.
- Don't let it (them) hit the floor.
- On the start signal, strike the balloon(s) upward with your hands and count how many hits you can score in 1-minute.
- If using multiple balloons, alternate striking each balloon. Don't strike the same balloon twice.
- If the balloon hits the floor, pick it back up and continue.
- On the stop signal, record your score on the official Field Day Score Card.



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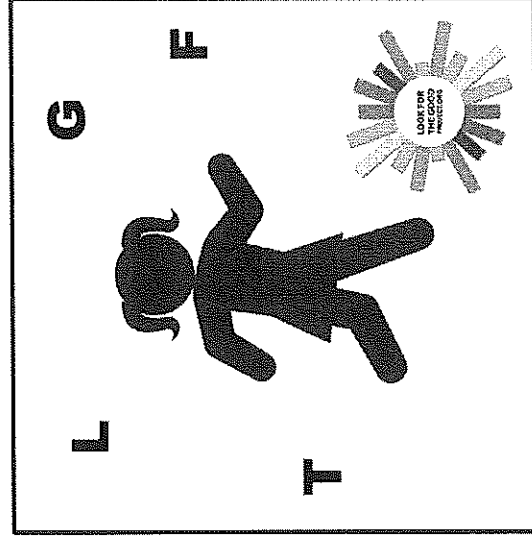
LOOK FOR THE GOOD

Get Ready: An Object to Mark Your Home Base

Get Set: Mark a Home Base anywhere in your house. You will be bringing objects back to this spot.

GO!

- This event is called Look for the Good!
- The object is score points by finding 4 objects in your house (1 at a time) that start with the letters L-F-T-G (Look For The Good).
- You have 1 minute to find them all.
- Score 1 point for each object and a bonus point if you find all 4 (maximum 5 possible points).
- On the start signal, leave home base and go find an object that starts with the letter L. When you find it, return the object to home base before looking for the next object. Continue until you find all 4 items, or time runs out.
- Record your score on the official Field Day Score Card.

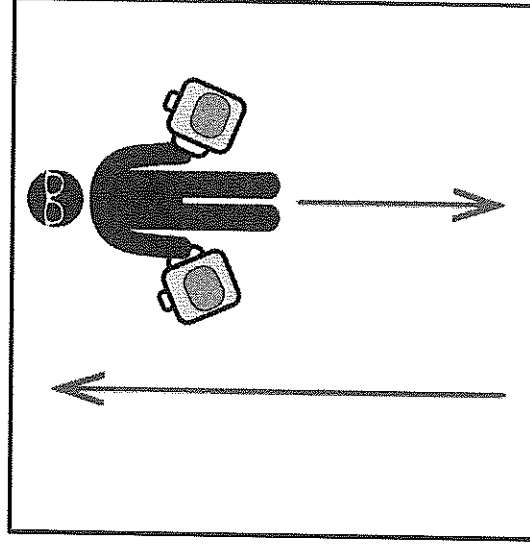


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MILK JUG RELAY

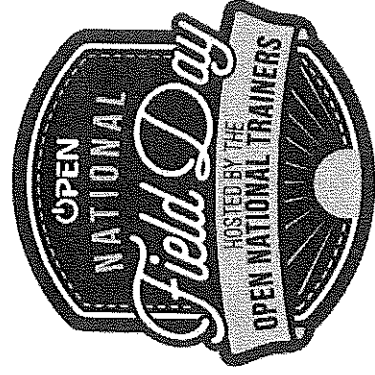
Get Ready: Two 1-Gallon Milk Jugs, Items to Mark Start/End Points (cones, socks, plastic cups, etc.), Clock or Stopwatch

Get Set: Set up an area to move in by making a starting point and ending point. Distance can be 15 to 30 walking steps from beginning to end. Fill two used 1-gallon milk jugs with water ($\frac{1}{4}$, $\frac{1}{2}$, or full) and place at a start spot.



GO!

- This event is called the Milk Jug Relay. The object of this game is to carry the milk jug across the room as many times as you can.
- You get 1 point for each full length you travel.
- Add extra challenge by carrying two milk jugs at once.
- You have 1 minute to complete the challenge.
- Write your score down on the official Field Day Score Card.



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