

# E-Learning Activities for High School LIFT and PACC Students

April 1

	Math	Reading and Writing	Science	Social Science	Transition
<b>Activity Title:</b>	Build a Tower	Read a book	Float or Sink?	Pop Art Collage	Resume
<b>Objective:</b>	To brainstorm a way to make the tallest towers and measure them.	To answer questions to support student understanding	Determine if an object will float or sink. (predict)	Use creative thinking to make a piece of art.	Practice essential information needed for a resume.
<b>Materials:</b>	Cups, paper, pencil, ruler or tape measure.	Book	Bowl, water, different household objects/items, pencil paper	Magazines, paper, glue	Pencil paper
<b>Activities and Instructions:</b>	Have students brainstorm ways to build the tower. Have them tell you their idea. Have them build their tower and measure it and record the height.	Read for 20 minutes and answer the following questions: How did the story end? Who is your favorite character? Is the book like any other book you have read? Which one?	Put water in a bowl. Have students locate objects (some that will float and sink). Ask the student if they think the object will float or sink. Have the student write the prediction and what actually happened on a piece of paper.	Take the paper and fold it in half. One half should be one color and the other side should be another color. Tear out pieces of a magazine that match the 2 colors chosen. Glue one color at a time to each side. After both sides are complete, the student will have a contemporary art piece of their own.	Have the student write the following information: Full name Address City State Zip Code SSN
<b>Independent Practice:</b>	Have the student build at least one more tower and compare the height with the first one.	Read a magazine or internet article if available.	Gather more items in the house to practice with.	Color items that they would like. Build something creative.	Practice other elements such as reference or emergency contact.
<b>Check for Understanding:</b>	Ask what worked well? What didn't work well? What could you change about the tower to make it taller. Student observation.	Identify unfamiliar words and practice on pronunciation. Student observation.	Ask students how they came up with their prediction. Talk about the weight of objects and how it correlates with water. Student observation.	Ask what did you make? Why did you choose the colors you did? Did the student follow directions? Fold it in half and write a special message to someone special.	Student Observation. Make sure spelling is correct.

**Every Day:** Read for minutes. Write 3 sentences. **Parent Signature:** \_\_\_\_\_

# E-Learning Activities for High School LIFT and PACC Students

PACC - April 2

	Math	Reading and Writing	Science	Social Science	Transition
<b>Activity Title:</b>	Graph It	Journal Entry	Making Music	Chalk Walk	Job Interest Survey
<b>Objective:</b>	Graph and compare information on a chart.	To practice writing sentences with proper sentence structure	Make a prediction about water and sound and record data.	Use creativity to create artwork with chalk.	Identify job interest by identifying things they like to do or things that are interesting.
<b>Materials:</b>	Various household items that there are multiples of, pencil or crayons, paper	Pencil, paper	Cups, water, pencil, paper, measuring cup	Chalk, sidewalk	Pencil, Paper
<b>Activities and Instructions:</b>	Locate 5 different objects in the house that there are multiples of, such as silverware, socks, cups, etc. Write the name of the object and how many of each there are. Make a graph of the information.	Start a journal. Write about what you did today.	Fill 5 cups of water with ½ cup, 1 cup, 1 ½ cup, 2 cups, and 2 ½ cups of water. Predict if the sound of the cups will be high or low. Tap each cup in the middle. Put them in order from lowest to highest. Record the pitch you hear from each glass.	Design artwork outside (in your own yard) to create your own piece of artwork. Go for a walk and observe what is around you.	List 3 interest List 3 jobs they would like to do List what the job duties are. If possible, research what education is needed and what the income is for the position.
<b>Independent Practice:</b>	See if there are any graphs on TV, magazines or computer. Practice making inferences about the data in the graphs.	Write about other things that are interesting to you or something that is on your mind.	Practice other ways that you change sound, such as whispering or muffling your voice.	Color, draw pictures, use your imagination to create artwork.	Think about other jobs you see in the community. Are any of them interesting?
<b>Check for Understanding:</b>	Ask questions such as how many there were of each object? Which object had more? Which object had less? Were there any that had the same amount? Student observation.	How many sentences did the student write? Was there proper punctuation, spelling and capitalization? Student observation.	Ask the following questions: Does the amount of water change the sound when tapping the glass? How did the pitch change when there was more water in the glass? Was your guess correct?	Ask prompting questions that encourage social interactions. Student observation.	Student observation. Ask them what jobs they are interested in. Do the requirements match the jobs they choose? Is it realistic?

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# E-Learning Activities for High School LIFT and PACC Students

PACC - April 3

	Math	Reading and Writing	Science	Social Science	Transition
<b>Activity Title:</b>	What Comes Next?	Read a Book	Blubber	Red Light Green Light	Is it OK to hug me?
<b>Objective:</b>	Student determines what comes next in the number pattern	To answer questions to support student understanding	To observe how "blubber" or layers of skin keep animals warm.	Engage in a social activity.	Identify social appropriate behaviors.
<b>Materials:</b>	Pencil, paper	Book	Water, bowl, ice, gloves, surgical glove, crisco	Self and family	Self and parent
<b>Activities and Instructions:</b>	Have student solve the following: 2, 4, 6, 8, ___ 5, 10, 15, 20, ___ 3, 6, 9, 12, ___ 10, 20, 30, 40, ___ 20, 40, 60, 80, ___	Read for 20 minutes and answer the following questions: How does the main character feel in the book? Which words in the book were tricky? Where does the story take place?	After the ice bowl is prepared, have the student put their hand in the water. Then, put on gloves and scoop the crisco on their hand. Stick their hand in the water now. Notice the temperature change.	Play the game red light, green light. Run on green, stop on red. Talk about how this sounds like what a stop light is like. Engage in a conversation. Have fun!	Ask the following question: Is it ok to hug..... Your mother Your teacher Your father Your boss Your principal Your grandma
<b>Independent Practice:</b>	Use manipulatives to practice different number patterns.	Read a magazine or internet article if available.	Talk about animals or look for animals that have blubber that live in the arctic cold.	Look outside and see if you see a stoplight or look for objects that are green and red.	Discuss others that are ok and not ok to hug.
<b>Check for Understanding:</b>	Ask questions such as: How did you add in each problem? How did you know what number came next? Student observation.	Identify unfamiliar words and practice on pronunciation. Student observation.	Ask why they think their hand was warmer with blubber on it? Did they know what animals live in the arctic with blubber and describe why they can live there and swim in cold water.	Student participation. Did the student make the correlation between the game and a stop light?	Ask students why it is not ok to hug certain people and it is ok to hug others.

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# E-Learning Activities for High School LIFT and PACC Students

PACC - April 6

	Math	Reading and Writing	Science	Social Science	Transition
<b>Activity Title:</b>	Write to 100	Journal Entry	5 senses	Simon Says	Using the phone
<b>Objective:</b>	Practice Addition facts up to 100	Identify unfamiliar words and practice on pronunciation. Student observation.	Identify the 5 senses	Cooperative Play	Practice phone skills
<b>Materials:</b>	Paper, pencil, dice	Pencil, paper	Magazine	Self, family	phone
<b>Activities and Instructions:</b>	Make a chart on a piece of paper with 100 small boxes. In each box, write 1-100. Play with a partner and take turns. Roll 2 dice and add the 2 numbers together. For example, if you roll a 3 and 4, you will cross off 1, 2, 3, 4, 5, 6, and 7. Continue this until all 100 boxes are crossed off. First person to 100, wins.	Start a journal. Write about what you did today.	Identify senses and body parts. Show pictures of nose, mouth, ear, eyes, hands and have students work aloud to identify the correct senses that correlate with body parts found in pictures or magazines.	Play simon says. In this activity, they will follow the prompt...Simon says touch your ear, head, etc.	Practice with the student how to correctly dial the phone number, depending on house phone or cell phone. Practice how you answer the phone or how you greet someone when you call. Practice if it is a family member you are calling or a business for an appointment.
<b>Independent Practice:</b>	Practice counting various objects in the house. Modify as needed. Practice other basic addition, subtraction, multiplication and division facts.	Write about other things that are interesting to you or something that is on your mind. For example, how was the weather? Do you miss school? Why or why not?	Have student close their eyes and listen to sounds or feel different objects to determine sound and what is being touched.	Find different pictures in magazines that have body parts of items that you use your senses with such as food.	Use the phone to make an actual phone call to call someone you know and practice how you would greet them and maintain a conversation.
<b>Check for Understanding:</b>	Ask various simple single digit math facts. Student observation.	How many sentences did the student write? Was there proper punctuation, spelling and capitalization? Student observation.	Guided questions, student observation.	Ask questions such as what do you use your ears for? Your eyes? Student participation.	Did the student dial the phone number correctly? Student observation.

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## E-Learning Activities for High School LIFT and PACC Students

PACC - April 7

	Math	Reading and Writing	Science	Social Science	Transition
<b>Activity Title:</b>	We paid how much?	Read a Book	Weather in a Bottle	Emotion Charades	Meal Preparation
<b>Objective:</b>	Students will use a receipt to determine least and most expensive items.	To answer questions to support student understanding	Students will discuss weather and create a tornado in a bottle.	Identify different emotions.	Plan a one day meal plan.
<b>Materials:</b>	2 Itemized receipts from store purchases	Book	Pictures of weather, clear bottle, glitter and dish washing soap	Paper, pencil, student	Pencil, paper
<b>Activities and Instructions:</b>	Discuss the purpose of a receipt. Use one receipt to locate important information (time, date, store, total, tax, etc.). Then have the student locate different items that were purchased on the receipt. Determine which items are the cheapest, most expensive, most important, least important, and best deal.	Read for 20 minutes and answer the following questions: What is your favorite part of the story? What is the problem in the story and how was it solved? What did you learn from reading this book?	Show pictures of different weather. Fill a bottle $\frac{3}{4}$ full of water. Add 3-4 drops of dish soap. Sprinkle glitter in the bottle. Seal the cap and move the bottle in a circular motion as fast as possible. Have them describe what the tornado looks like.	Write down different feeling words on a piece of paper. Cut them and turn them over. Take turns picking a "card" and act them out. You can substitute words for pictures if available. If the student prefers, they can draw the emotion instead of acting it out.	Have the student write a one day meal plan. Encourage students to have servings of all the food groups. The plan should include breakfast, snack, lunch and dinner.
<b>Independent Practice:</b>	Use another receipt and ask the student to find 3 pieces of information discussed above.	Read a magazine or internet article if available.	Students can look for items that would go in an emergency kit. Talk about an emergency plan.	Look in a magazine or books and find people with different emotions.	Look for pictures of food in magazines of various foods and identify which food group it belongs to.
<b>Check for Understanding:</b>	Ask the student why the receipt is important. Locate price, date, and store location. Student observation.	Identify unfamiliar words and practice on pronunciation. Student observation.	Identify specific types of weather and create a tornado in a bottle. Student observation.	Student observation. Were they able to recognize different emotions?	Did the student include all meals and snacks? Was it a healthy meal plan? Student observation.

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## E-Learning Activities for High School LIFT and PACC Students

PACC - April 8

	Math	Reading and Writing	Science	Social Science	Transition
<b>Activity Title:</b>	Multiplication Facts	Journal Entry	Getting Rid of Germs	Uno	Job Skills
<b>Objective:</b>	Demonstrate knowledge of basic multiplication facts.	Identify unfamiliar words and practice on pronunciation. Student observation.	Identify how germs are spread	To increase social skills and taking turns	Identify various work skills
<b>Materials:</b>	Pencil, paper	Pencil, paper	Glitter, water, bowl, pencil, paper	Uno or any other card game in the home.	Books, Magazines, TV show, Youtube pictures,
<b>Activities and Instructions:</b>	Answer the following multiplication problems: 3 x 5= 6x 4= 5 x 9= 6 x 7= 10 x 5=	Start a journal. Write about what you did today.	Talk about how germs are spread. Glitter or something that will stick to hands will be the germs. Have students touch the table, shake hands with someone in the house and record the results.	Pick a card game you have in the home. Read directions and play the game.	Student will be able to identify (name) Teacher, Policeman, Mailman, Fireman, Store Clerk, Fast Food employee
<b>Independent Practice:</b>	Students can practice other multiplication facts. Use manipulatives to work out multiplication problems.	Write about other things that are interesting to you or something that is on your mind. For example, how was the weather? Do you miss school? Why or why not? Are you enjoying your vacation?	Draw a virus, write how to prevent the common cold. Find pictures of things such as soap, hand sanitizer, gloves, etc. Practice washing proper hand washing.	Play another game or the same game with another sibling.	Student will find pictures of different Career People (listed above) in books, magazines, videos
<b>Check for Understanding:</b>	Ask students if they see a correlation between multiplication between multiplication and addition. Try to get them to explain this to you	How many sentences did the student write? Was there proper punctuation, spelling and capitalization? Student observation.	Ask students to explain how germs are spread and see if they understand that even a small germ can spread to people and surfaces.	Ask the student if they liked the game. Ask them what their favorite part was. Ask them if they want to play again or a different game. Student participation.	Was the student able to identify different jobs and what they do? Student Observation.

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# E-Learning Activities for High School LIFT and PACC Students

PACC - April 9

	Math	Reading and Writing	Science	Social Science	Transition
<b>Activity Title:</b>	Is it a square number?	Read a Book	Critter Hide and Seek	Hide and Seek	Grilled Cheese
<b>Objective:</b>	To demonstrate knowledge of square numbers.	To answer questions to support student understanding.	Identify how camouflage affects the ability to survive.	Cooperative Play	Make a grilled cheese sandwich
<b>Materials:</b>	Pencil, paper,	Book	Pencil, paper, magnifying glass	Student, family	Bread, cheese, butter, pan
<b>Activities and Instructions:</b>	Answer the following problems: $7 \times 7 =$ $7 \times 2 =$ $3 \times 3 =$ $5 \times 5 =$ $10 \times 5 =$ After they solve the problems, ask if they are square numbers.	Read for 20 minutes and answer the following questions: What is your favorite picture in the book? When does the story take place? What surprised you in the book?	Go outside and write down what they see. They can draw pictures, take pictures or write descriptions. Describe any animals or insects that were observed that use camouflage.	Go outside and play hide and seek. Explain the rules if they do not know. One person is "IT" and the other people hide. Ask why they choose their hiding spot or how they found others.	Have the student make a grilled cheese sandwich following the correct steps: get the pan out, turn the stove on medium, butter the bread, put in pan, put cheese on, put another piece of bread on. Flip when ready. Take out the pan. Turn off the stove.
<b>Independent Practice:</b>	They can use manipulatives or objects to practice multiplication facts and determine if they are square numbers.	Read a magazine or internet article if available.	Look for additional pictures in magazines, books or the internet of animals that use camouflage.	Draw pictures of people or animals hiding. Search this on the internet if available.	Practice making other simple meals such as peanut butter sandwiches or ramen noodles.
<b>Check for Understanding:</b>	Ask them how they figured out if they were square numbers. Students observation.	Identify unfamiliar words and practice on pronunciation. Student observation.	Ask why a critters camouflage is important to survival. Student observation.	Ask students why they think animals play hide and seek? Student participation.	Student observation. Did the student follow the correct steps? Did they put the butter side on the outside? Was it cooked properly or burnt?

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