

Summer Enrichment Club 2020 Lesson Plans

- **Create a Fossil with Play Doh!** - Learning how fossils were created, youth will be able to create their own fossils using an object in their home. Ask youth to find an object with a unique shape. First step is having the youth make the playdoh as flat as possible. Have them smash it until it gets as flat as possible. An example of an object they could use is a coin, small toy or something that has a unique print. They should then smash the object in the playdoh to make a print. They should then remove the object and let the clay sit. Next day each youth should display their object and write a short story about it. **Note: While the clay is sitting it will become hard, similar to a fossil.**

Materials: Play Doh and Unique Object

- **Categories –** Youth will be able to get creative. This can be played as a group or individually. Staff should create categories using their white board. They should then hold it in front of the screen and have each youth name an animal, color food etc. based on the categories. Make it fun and have all the youth take turns to create a category. If you aren't using a virtual method, you can hold a group call and give youth a time limit to answer.

Materials: White Board and Marker

- **Release The Stress!** Have something to help them focus on other things – if the youth have a sensory ball in their hand, then it can be easier for them to focus in on what someone is saying, reading or writing. It will also help them to relieve stress. In this activity youth should express how they feel when they squeeze the ball. Ask them what they think about stress and how they deal with it at home. Explain the importance of relieving stress.

Materials: White Board and Marker

- **Journal Expressions-** Youth should decorate their journals expressing themselves artistically. They should create slogans, pictures etc. to describe what they look forward to this summer. Youth should use crayons; paint any materials they want to use on their journals. The first journal entry should be after they create the artwork on their journals explaining the meaning. **Note: Using the journals to begin and end each day with group or individual session helps youth with writing skills and public speaking..**

Materials: Journals, Pencils and Craft Supplies

- **Rubik Cube Game-** Youth should work daily on the Rubik cube to create Mosaic artwork on each side. Normally you would require youth to line up all colors but, let's have them get creative and get their brains moving. This project can last the entire summer or weekly, have youth display their work to each other.

Materials: Rubik Cube

- **Lengthy Scavenger Hunt!** – Youth will be given a list of objects commonly found around a household, or the objects could be supplies that are in their supply bags. The list should vary in lengths (inches or centimeters). For an example, objects that could be on the list could be a fork, door bell, popsicle stick, sandwich bag etc. Youth will use their rulers to find the length of objects on the list, or to increase difficulty you can provide youth with a list of measurements before, and have them search for the various objects.

Materials: Ruler, Paper and Pencil

- **Guess the Number!** – One person will think of a number. Youth will then try to guess the number by asking questions such as , is it less than , greater than , even , odd, multiple of... etc. Whoever guesses the number will choose a new number for everyone to guess. To eliminate youth shouting out random numbers, allow them once question and one guess at a time.

Materials: White board or Paper and Pencil

- **Pay Attention!** – This activity is great to increase the engagement of your youth throughout, or before you start an activity. This activity will also ensure they are paying attention, and encourage listening skills. The Instructor will inform the youth that they will be given a number of instructions. The instructor will also inform the youth that the direction can only be given once, and you are not able to repeat. Directions for youth could vary and you can make as difficult as you like. Draw a star on the top right corner of your whiteboard; draw a large circle in the center of your board, place your age in the center of the large circle. Draw a smiley face in the direction pointing west ... The instructor can give as many directions as he/she desires. At the end of this activity, youth should have a board or paper full of random words, colors, numbers, and shapes, lines etc. And if they payed attention, their work will look similar to their peers.

Materials: White board/ or Paper and Pencil

- **Shape Building!** – Have youth use popsicle sticks to build various shapes. For example, the instructor will tell youth to use the popsicle sticks to build a triangle, pentagon, etc. Encourage discussions by asking youth questions .There are a number of questions you can ask that can go beyond shape building. How many sides does their shape have, how many angles, what happens if I put these 2 shapes together? To add a competitive component to this activity, you can set a timer for youth. To incorporate critical thinking, ask them questions like, if you add/multiple/subtract the sides of a triangle and an octagon how many sides would you have.

Materials: Popsicle sticks

- **The Cincinnati Zoo!** - The Cincinnati zoo is closed to the public due to the pandemic. The zoo is currently offering a Facebook live segment that teaches viewers how zoologists care for zoo animals. Log into the Zoologist live sessions any day at 3 PM. Screen share the lesson with youth and ask them questions about facts given by the Zoologist.

Materials: Website Link

Link: https://www.facebook.com/cincinnati_zoo/live_videos/

- **Smithsonian National Zoo!** – The national zoo is offering animal exhibit live streaming anytime of the day. Before you share with youth, visit the link and research facts about the different animals listed. Using any exhibit live stream you choose, screen share with participants. While screen sharing, give participants facts about the animal. At the end of the activity, quiz the participants.

Materials: Website Link

Link: <https://nationalzoo.si.edu/webcams>

- **Smithsonian National Zoo Activities!** – The national zoo is offering educational activities and videos on topics ranging from backyard animals to wildlife career. The website link offers educational games, videos, and trivia all related to animal topics.

Materials: Website Link

Link : <https://nationalzoo.si.edu/education/educational-activities-you-can-do-home>

- **Get Active!** – Keep youth active and engaged. YouTube search “kid friendly exercise sessions”. When you find your perfect video, screen share with youth. Have youth complete the exercises as physical education activities. Below are two example links.

Materials: Website Link

Link: https://www.youtube.com/watch?v=L_AHjHZxfl

<https://www.youtube.com/watch?v=dhCM0C6GnrY>

- **Quarantine Virtual Scavenger Hunt!** - Have youth complete an indoor scavenger hunt, quarantine themed. Have youth find these in house items and bring them to the camera. The first person back earns 3 points, the second person earns 2 points, and the third person earns 1 point. Add up all points at the end to find the winner.

Quarantine Items to find:

Pajamas

DIY projects

Homework assignment or drawing

A to-go menu (EX- pizza, Chinese food)

Plant

Self-care item (EX- Brush, Comb, Toothbrush)

Leftover food

Flowers

Quarantine snack

Hand Sanitizer

Face mask

Roll of toilet tissue

Family picture

A shoe

- **Stem & Roots! How do plants stay hydrated?** - Start by asking youth in an open discussion, how do plants drink all of that water when it rains outside? How do they survive when they do not have rain? Roots and stems work kind of like a straw, and they are the best friend of a thirsty plant. When plants do not have enough water they use methods, like me and you use such as, (sweating) however, plants are able to store their water in vessels in order for them to survive and preserve enough water until it rains again. **Note : Screen Sharing (if you are using google meets platform) would be helpful throughout this activity so youth are able to watch the slideshow, and stay engaged. Have youth complete the short quiz after to see what they have learned!**

Materials: Website Links and/or Slideshow

PDF OF SLIDE SHOW : [\https://studyjams-assets.scholastic.com/jams/pdfs/roots-stems_slideshow.pdf](https://studyjams-assets.scholastic.com/jams/pdfs/roots-stems_slideshow.pdf)

LINK FOR SLIDESHOW & QUIZ:

<http://studyjams.scholastic.com/studyjams/jams/science/plants/roots-stems.htm>

- **Heredity! Why do we look the way we look?** - Ever wonder how you ended up with your hair or eye color? The answer is all in heredity. Heredity is the passing of traits, or features, from parents to offspring through genes. Genes, which are found inside cells, are shared from one generation to the next, passing on all kinds of characteristics and traits like eye color, dimples, freckles, and height. Traits are expressed by genes, which are small sections of DNA that are coded for specific traits. We are all unique. Even though we share some characteristics with our peers and our family members, every one of us has a unique combination of traits. Some traits are controlled by genes that pass from parent to child. Others are acquired through learning. But most are influenced by a combination of genes and environmental factors. Below are some examples of variable traits that are easy to observe. **Note: This could be a 2 part activity . Also , screen sharing (if you are using google meets platform) would be helpful throughout this activity so youth are able to watch the video and stay engaged. Have them complete the short quiz after to see what they learned!**

Materials: Video Link, List of Character Traits, Table of traits (worksheet) , Pencil, Paper

VIDEO LINK: <http://studyjams.scholastic.com/studyjams/jams/science/human-body/heredity.htm>

List of Traits: Read the following traits, and have youth observed which characteristic they have.

1. Earlobe attachment: Ask, Are you earlobes attached or do they hang free? If they connect directly to the sides of your head, they are attached.
2. Tongue Rolling: Some people can curl up the sides of their tongue to form a tube shape (show them if possible). Here's a Fun fact , only 70% of people of European ancestry could roll their tongues and the remaining 30% could not.
3. Dimples: Dimples are small, natural indentations on the cheeks. They can appear on one or both sides and they often change with age. Some people are born with

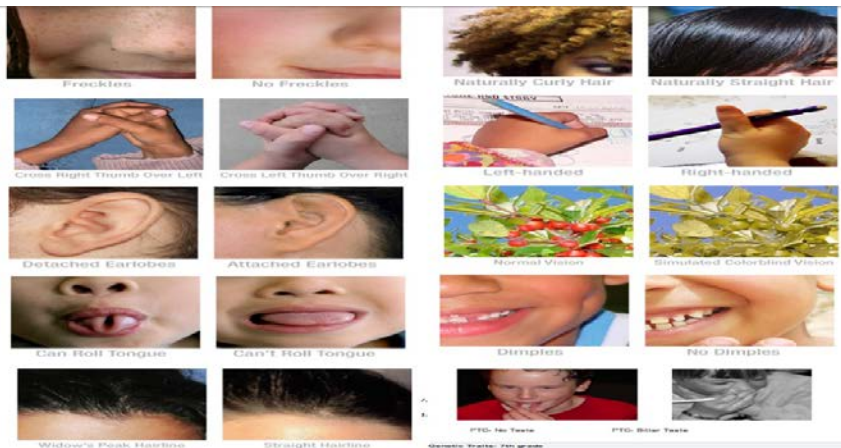
dimples that disappear when they're adults; others develop dimples later in childhood.

4. Handedness Left or Right Handed: Are you left or right handed ?
5. Freckles: Freckles are small, concentrated spots of a skin pigment called melanin. Most fair-skinned, red-haired people have them.
6. Curly Hair: Is your hair curly or straight ?
7. Hair Line Shape: If your hairline forms a point at the center of the forehead, you have a widow's peak. If not, you have a straight hairline. Widow's peak is a dominant trait controlled by one gene, no scientific study supports this claim.

Part 2: Give youth 10 minutes to copy the chart (or just write which applies) below in their journal. You will then discuss your charts amongst each other, comparing similarities and differences. Make this assignment interesting by having them record traits from members in their household.

Trait	Present : (Circle One)	
	Attached	Unattached
Earlobe Attachment		
Tongue Rolling	Yes	No
Dimples	Yes	No
Handiness	Left	Right
Freckles	Yes	No
Curly Hair	Yes	No
Hand Claspng	Left thumb on top	Right thumb on top

Images of how this would look:



- **Story Problems!** – Have youth complete at least 1 Problem of the Day word problems contain real-world application of the standards and are intended to be rigorous guided and independent practice activities with varying levels of difficulty. Some problems can be completed by students independently, while others are intended for students to experience a productive struggle as they work to apply what they know. The purpose of varying the difficulty of the skills is to build confidence in students' problem solving strategies, while also pushing them to try new strategies independently. Some problems include many steps to reach the solution while others require students to explain their work. *Have youth use whiteboards to draw and work through their problems.*

Materials: White board, Pencil, Paper, Problem sets

For more word problem sets like the ones below, use this link:

<https://www.mathplayground.com/wpdatabase/wpindex.html>

One Step Problems:

1. Ned rode his bike 7 miles to the library. He took a shortcut on the way home which was only 5 miles long. How many miles did Ned ride altogether?- **12**
2. Anne ate 6 cookies. Samantha ate 4 more cookies than Anne. How many cookies did Samantha eat? -**10**
3. Henry gave 5 stickers to his younger brother. Now he only has 9 stickers. How many stickers did Henry have at first?- **14**

2 Step Problems:

1. Roger had 12 baseball cards. He gave 5 cards to his friend, Mark. Then he bought 8 more. How many baseball cards did Roger have then?-**15**
2. There were 15 prizes on the shelf at the game booth. 6 children won prizes. Then 4 more children won prizes. How many prizes were left?-**5**
3. Joshua bought 14 tickets for rides. He used 9 of them. Then he bought 7 more. How many tickets did Joshua have then?-**12**

Challenge Problems:

1. Ricky has a magic money box. Every day the box doubles the number of coins placed inside of it. Ricky put in 3 pennies on Monday. He looked inside his box on Friday. How many pennies did Ricky see?-**48 pennies**
2. A number machine changes the value of the numbers placed inside it. My number machine will add 15 to a number and then subtract 6 from the sum. If I put in the number 68, what number will come out of the machine?- **77**
3. I put another number into my machine. The machine added 15 and then subtracted 6. The number 35 came out of the machine. What number did I put in?- **26**

- **True or False! Object Edition** - Start by giving youth 2 minutes to locate 2 objects that can be found around their homes. Designate one object as true, and one object as false. The questions can vary from informative, or can trivial. For youth to answer, they will hold whichever object that applies to the questions. *Tip: Use music that can play through speakers as a timer for youth while they are finding their objects.*

Example:

True – Yellow colored object

False- Blue colored object

*Example question for youth: There are 45 states in America, true or false? - *Youth will then hold Up Blue colored object to show that the answer is FALSE **

Materials: 2 common household object. Video Camera, and List of true and false questions

- **Virtual Simon Says!** - Designate one person as Simon and the others as players. Simon stands in front of the players and tells them what they must do. Use the list below to get some funny Simon Says Ideas or use your own. Important: the players must only obey commands that begin with the words "Simon says"

Example Commands:

Simon says roll over

Simon says waddle like a penguin

Simon says cry like a baby.

Simon says be scissors.

Simon says wink with your left eye.

Simon says hug yourself.

Materials: List of Simon says commands, Video Camera .

- **Sip & Paint!** – Host a virtual sip & paint- kid's edition. Please limit drink types to juice, water, or milk. Have youth pour a cup of the drink of their choice. Google search the photo you would like youth to mimic in their drawing. After you have picked the photo, screen share the photo with youth. After everyone finished their painting, have youth show their paintings.

Materials: Paint & Canvas or Paper

- **Color Poetry!** - You can write these poems for any color you'd like. Make a whole rainbow! Once you write your poem, you can also decorate the pages with markers and crayons, glitter, ribbon, scrapbook paper, or any colorful craft supplies you have lying around! Have youth create poems using the writing prompt below.

Materials: Paper, Pencil

Here's the format:

Red is...

Red looks like...

Red sounds like...

Red smells like...

Red feels like...

Red tastes like...

Red is...

Colorful Shirt Fridays

Monday- Purple

Tuesday- Yellow

Wednesday- Red

Thursday- Blue

Friday- Green