

	Monday	Tuesday	Wednesday	Thursday	Friday
*Markers, crayons, colored pencils, scissors, glue, and paper should be placed out everyday.					
1 Creative Arts	Location: Cafeteria Activity: Paper Plate Creations Materials: paper plates, scrap paper	Location: Cafeteria Activity: Sponge Painting Materials: sponges of various sizes, copy paper, paint	Location: Cafeteria Activity: Tissue Paper Art Materials: tissue paper, copy paper	Location: Cafeteria Activity: Bead Creations Materials: pony beads, pipe cleaners, string	Location: Cafeteria Activity: Magazine Collages Materials: magazine pages *Encourage students to create a silly face using features from different individuals..
2 Organized Recreation	Location: Gym Activity: Prey/Predator *Give each student a tail (string/streamer) for them to put in their back pocket. Choose 2 students to be the predators that will try and collect the tails. When their tail is taken, the prey turn into predators and may help collect tails.	Location: Gym Activity: Don't get Caught with the Cookie *Taggers try to tag all players with a ball (cookie) If you have a ball and get tagged, return it to the jar (bag outside of playing area) If tagged with a ball, players must stand on the sideline and complete an exercise to go back in the game. Players may pass the cookie to other players to avoid getting out.	Location: Gym Activity: Magic Ball *Primarily for group A. Other groups may play their favorite gym game. *Sit in a circle and come up with 3 magic words with the students. Brainstorm what the magic ball will turn into when you say the magic words. (sticky, heavy, light, an apple) When you say the magic words, pass the ball according to what it turned into. (pass like it is sticky ect.) Pass around the circle and then change what the ball turns into.	Location: Gym Activity: The Maze Game *Attached	Location: Gym Activity: Steal the Bacon Basketball Divide students into two to four groups; each team sits on a boundary line. Give each student a number. Each group should have a one a two etc. Assign each team one ball, which is placed in the center of the court. The leader calls out a number. All students with that number run to pick up their team's ball. The students run back to the basketball hoop/s and attempt to make a shot. If a student makes the basket s/he earns a point for her/his team, then s/he returns the ball back to the designated area in the center of the court. For older students, use addition/subtraction or multiplication/division to call out the numbers.
3 STEM	Location: Cafeteria Activity: Bridge Building *Using large building blocks, challenge students to replicate bridge structures that are shown in pictures.	Location: Cafeteria Activity: Craft stick, binder clips, clothespin *Challenge students to build structures using the supplies given.	Location: Cafeteria Activity: KNEX *Challenge students to build a vehicle using the materials. Encourage students to put their projects in the office to continue progress throughout the week.	Location: Cafeteria Activity: Magnatiles *Challenge students to create a piece of playground equipment that they enjoy or would like to use in the future!	Location: Cafeteria Activity: Brain Flakes *Challenge students to create an item that reminds them of spring.
4 Free Play	Location: Playground Activity: Free Play	Location: Playground Activity: Free Play	Location: Playground Activity: Free Play	Location: Playground Activity: Free Play	Location: Playground Activity: Free Play

<p style="text-align: center;">5</p> <p style="text-align: center;">Academic Enrichment</p>	<p>Location: Commons/201 Activity: A: Find and Sort *Attached B-E: 100s Have students sit in a circle and count by multiples of 1-20. They will take turns counting in that multiple around the circle. The person who says or passes 100 will be able to go play board games or other activities around the room. Play continues until 1 student is left.</p>	<p>Location: Commons/201 Activity: Jelly Bean Geometric Building Materials: 12 jelly beans per students, tooth picks *challenge students to make 2D and 3D shapes using the materials. Set out challenge cards for direction.</p>	<p>Location: Commons/201 Activity: Materials: A-B: Race to fill the Cup *Give each player a cup and a die. Students are racing to fill the cup by rolling the die and placing that many objects in their cup. Group B may use 2 die and paper to write the addition equation out before adding it to their cup.</p> <p>B-E: Math Facts Race *Attached</p>	<p>Location: Commons/201 A: Build and Measure *Supply students with different building materials. Challenge students to build a tower that you will then measure as a class. Try graphing the results to see who made the shortest/tallest/widest tower. Continue by having students lay building materials flat on the table and measuring how tall they are using blocks. Whose is the most blocks tall? What else can they measure with the blocks?</p> <p>B-E: Telling Time Connect Four *Using analog clocks is a skills that is important to practice with all age groups since it is a skill that is pushed to the side in the digital age. Help students practice or learn these skills!</p>	<p>Location: Commons/201 Activity: Student/ Teacher Choice *Replay one of the math games from the past 2 weeks that students enjoyed the most. For older groups, allow students to try leading the game. *Have math board games and card games available for when finished or for students that do not want to participate.</p>
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The Maze Game

- Number players from one up.
- Create a 5x5 (or larger) grid for the maze with designated start and end squares. On a small piece of paper, create a map of the correct path the group must travel that only the leader will be able to see.
- As a group, their goal is to find the secret path and get everyone from the start point to end.
- Students take turns according to their number and they each get a chance to guess where the path is.
- When it is their turn, they will step into the maze at the start and begin to choose an adjacent square - either forward, to the side or diagonal to the one they are standing on.
- The player may look to his/her classmates for help.
- The others may signal silently, such as: signal yes by giving a thumbs up, signal maybe by giving thumbs in the middle, and signal no by giving a thumbs down.
- If the square the student has stepped into is on the path, let them know by saying "Yes." If it is a square that is not on the path, tell them "No." Or use silent signals, too.
- Players continue their turn if they are right.
- Once they step into an incorrect square, it is the next person's turn.
- As they begin to discover the path, they can mark it with markers to help the rest of the group.
- Once they have uncovered the secret path each person needs to go through from start to end, while everyone continues to remain silent.
- Squares can be repeated in the course of the path.
- Do not inform students of the markers, just have them by the side of the maze and see if they notice.
- Let students make up their own silent signals instead of using the thumb method.
- Challenge students by not letting them use facial expressions.

Math Facts Race - Divide students into teams at the back of the class, posting a grid sheet at the front for each group. One student from each team will run to the sheet, writing an answer in the appropriate grid. To practice multiplication, for example, a student would have to write 12 in the grid where the third row and fourth column meet. The student returns to his or her team after answering, allowing a group member to run to the sheet. The group member can fill another grid or, if needed, correct a previous answer. This process repeats itself until a team wins by correctly filling its sheet.

Find and Sort - Place counting dinosaurs randomly around the room for students to find. Set out colored paper that match the dinosaurs for the students to place and sort the dinosaur when they find them. Have students sort the dinosaurs 1 at a time as they find them. When all dinosaurs have been found and sorted, work as a class to graph the results. What color had the most? Least? How do you know? Allow students to aid in the graphing and counting process.