

4th Grade Project Guide

During the next two weeks of learning, your child will be working with nonfiction texts to:

- ❖ Determine main ideas
- ❖ Use details from a text to draw inferences
- ❖ Develop a project to report on my learning which includes facts and details from my reading.

Please print the following pages or complete on regular paper to show your progress: **pgs. 4,13,15,16,18,19 optional Pgs. 21,22** . You may submit by email, picture or paper.

Please email journal entries to your child's teacher.

If you would like to complete the assignments on regular paper and submit that works great.

If you have questions/concerns please contact your child's teacher. Thank you for your support!

Here are the tasks that will help them create this project to share with their classmates:

Suggested activities for May 4-8th:

Reading & Writing:

- Find an article in the newspaper or online and read. Does the headline reference the main idea of the article? Use details to explain. Resources: Main idea Information Pgs. 1-2

Brain pop username: lcrowe password: lcrowe924

<https://www.brainpop.com/english/studyandreadingskills/mainidea/>

- Make an inference about each picture on the "*What is my job*" organizer. Resources: inference anchor chart and pictures from packet Pgs.3-4 (**print pg. 4 to turn in**)

<https://jr.brainpop.com/readingandwriting/comprehension/makeinferences/>

- Read the inference story cards 1 and 2 and make an inference about each situation. Resources: Inference Story Cards 1 & 2 from packet Pg. 5
- Complete a journal entry after listening to an online reading of *The Camping Trip That Changed America*. (complete your work on plain paper via text or email) How do you think the United States would have been different if the National Parks weren't created? (online reading of *The Camping Trip that Changed America*) [The Camping Trip that Changed America](#) If you do not have internet access read *National Park History* article from the packet. Pgs. 6-7 Online National Park History [National Park History](#)
- What animals might you find in the parks you chose to visit? [Animal Track Detective](#) [Name That Poop!](#) If you do not have internet access read *National Park Endangered Species* from the packet. Pgs. 8-12

Math

- Calculate the cost of your family's lodging. Pgs. 13-14 (**print pg. 13 to turn in**)
- Calculate the cost of your family's food. Pgs. 15-17 (**print pgs. 15,16 to turn in**)
- Using the totals from lodging (pgs. 13-14), food (pgs. 15-16) , activities (**totals from session 1**), airfare (**totals from session 1**) and transportation (**totals from session 1**), calculate the total cost of your family's trip. Pg. 18 (**print pg. 18 to turn in**)
- Which expense is greatest, airfare, lodging, transportation, activities or food? What is the difference between the highest and lowest expenses on your trip? (complete your work on plain paper, submit via text or email)

Social Studies/Science

- Label on a map where you will begin your trip, the 3 parks you visit and from where you will fly home. Please include a compass rose. Resources: Map from packet Pg. 19 (**print pg. 19 to turn in**) [Map Skills](#)
- Complete mystery and activity. [Will a mountain last forever?](#) Do any of the parks you chose have mountains? Will they last forever? Resources: Mystery Science materials from packet for **optional** investigation Pgs. 20-22 (**print 21-22 to turn in**)
- Go on a walk with your family and try to find animal scat and tracks.

Suggested activities for May 11-15th:

All Subjects

- Organize information about your trip for presentation. Use the presentation components and citing information pages as a guide for what to include. Materials from packet Pgs. 23-24
- Present your project: Send photo, video, email or Zoom of presentation.

Social Emotional

- COVID time capsule
- What was the best part of this project?
- If you could visit any of the National Parks, which one would you visit? Who would you take with you?



Main Idea ②



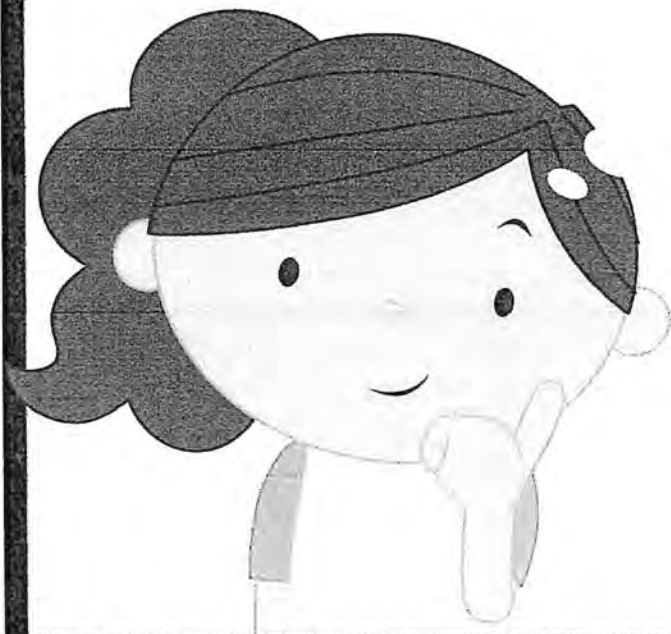
Main idea- the point an author is trying to make, the overall message of a text

The main idea is what the story is mostly about.

It is supported by key details within the text.

Inferences (3)

Sometimes, authors of texts don't tell you everything that they want you to understand. They give you clues, so that you can read between the lines and figure it out. This is called **drawing an inference**!



1 Evidence	2 Schema	3 Inference
What I directly read in the text	What I already know about the topic	What I figure out about the text

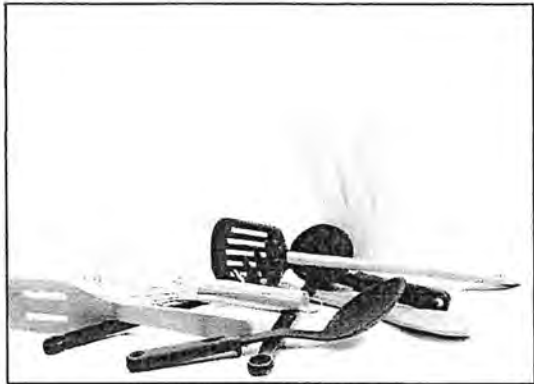
Observations

Name: _____

4

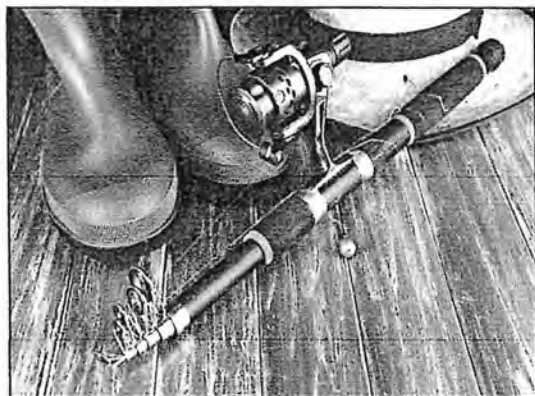
Inferences: What is My Job?

Use the photo evidence to answer the question: What is my job? Record your observations and your inferences on the lines.



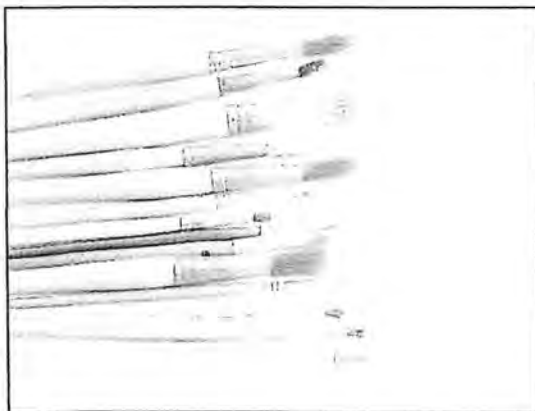
Observations:

Inference:



Observations:

Inference:



Observations:

Inference:

Story Card # 1

5

There was a colorful rainbow on the wall of the room. Markers and paint lay on the floor next to the artwork.

Mom's face looked very upset. My little brother, Owen, was nowhere in sight. I knew exactly what was going to happen next.

Story Card # 2

Yes! Today is the day. As we walked into the building, I could barely contain my excitement! My dad handed me the form and I confidently filled out each line. I studied hard for this and practiced parallel parking for an extra 30 minutes last night with my dad. "Hannah, are you ready for your exam?"

Quick History of the National Park Service

By the [Act of March 1, 1872](#), Congress established Yellowstone National Park in the Territories of Montana and Wyoming "as a public park or pleasuring-ground for the benefit and enjoyment of the people" and placed it "under exclusive control of the Secretary of the Interior." The founding of Yellowstone National Park began a worldwide national park movement. Today more than 100 nations contain some 1,200 national parks or equivalent preserves.

In the years following the establishment of Yellowstone, the United States authorized additional national parks and monuments, many of them carved from the federal lands of the West. These, also, were administered by the Department of the Interior, while other monuments and natural and historical areas were administered by the War Department and the Forest Service of the Department of Agriculture. No single agency provided unified management of the varied federal parklands.



Roosevelt Arch at Yellowstone National Park

NPS/Neal Herbert

5 ways you can help endangered species in national parks



National parks are home to some amazing plants and animals, but unfortunately many of these are "at-risk" species. This means that their population numbers have dropped so low that scientists are concerned – some have even been listed under the Endangered Species Act as "threatened" or "endangered". **Endangered species are at risk for extinction without your help.**

Share the space

Endangered species use park lands and waters to find food, raise their young, and rest. Some endangered species are migratory and travel in and out of different parks and some are only found inside a single national park. Do you know Hawaiian monk seals, like the one pictured, are only found in the state of Hawaii? Kalaupapa National Historical Park partners with the National Oceanographic and Atmospheric Administration (NOAA) to monitor monk seals that come to the park to have their pups. Monk seals need plenty of room - about 150 feet to rest - and mama monk seals can be very protective!



NPS photo

Parks manage habitat to protect species, especially endangered and threatened species. National seashores like Point Reyes National Seashore set aside beach habitat for endangered nesting shorebirds and limit the activities that can occur there to help protect the birds while they are raising their offspring. For example, they limit when dogs can be on the beach and require a leash during the times of year that dogs are allowed. Earlier this month, an off-leash dog entered the seasonal restricted area. The dog attacked and killed a threatened Guadalupe fur seal pup that had come ashore to rest. Cape Cod National Seashore is closed seasonally to beach driving to protect endangered plover nests and has recently seen habitat destruction from unauthorized use. Endangered species rely on parks for safe spaces - for them to eat, sleep, play, and be wild. It is up to us to share the space responsibly.

Park rules are there to keep visitors and resources safe. One selfie may not seem as though it is having an impact, but remember that national parks see more than 330 million visitors annually. Getting too close to wildlife can disturb their natural behaviors and cause unnecessary stress. Always watch from a distance for your safety and theirs!

Stay about 75 feet, or two bus-lengths, from wildlife in national parks.

NPS graphic



The Key Deer isn't Your Lunch Date

Did you know that federal agencies work together to protect wildlife? The Key deer are endemic, meaning they are found only in the Florida keys, and are endangered. National Park staff from south Florida parks help the Key Deer National Wildlife Refuge with habitat management projects and by sharing the message that feeding wildlife is dangerous. Key deer who have been fed often approach roadways and are more likely to be hit by cars. Please help us keep them healthy and wild by not feeding them.

It's illegal to feed all wildlife in a national park or wildlife refuge, as doing so can be dangerous for you and the wild animal. You might want to see the animal up-close or think that feeding just one animal, one time doesn't do any harm. Feeding wild life can be deadly. For more information, check out seven ways to safely watch wildlife.

Aggression towards humans - in the form of a bite or a scratch - could put you at risk for bubonic plague, hantavirus, or rabies. A bite or attack from a food-conditioned black bear could be downright deadly. Wildlife fed by humans can become nuisance animals, breaking into tents, cars, and even homes - causing damage long after you have gone home.

So what should you do when you encounter wildlife or take your picnic to a national park?

1. **Keep your distance.** If a wildlife animal approaches you, back up and give it space. Keep your food and belongs with you if you need to back away. Report any aggressive wildlife to the nearest park ranger.
2. **Keep your food secured.** Some parks have bear boxes to secure food - if they don't make sure you keep your food and other items secure. This might mean renting a bear-safe container or hanging a bear bag if you'll be out overnight. Always check around your picnic area or campsite to make sure no litter has fallen or crumbs are left behind. Dispose of any trash properly, making sure the trash can lids are secure, or pack it out.
3. **Check the park's website before you go.** Many parks - like Sleeping Bear Dunes National Seashore and Rocky Mountain National Park post great advice for enjoying wildlife viewing safely in the park.
4. **Be a role model!** Pick up trash or crumbs others have left behind. Maintain a safe distance and teach your children to do the same.

Don't Shoplift from Salamanders

Some parks in the Southwest experience super-bloom events when rains activate carpets of wildflowers. The sight can be breathtaking and many visitors travel to places like the Santa Monica Mountains National Recreation Area and Death Valley National Park to see the splendor. Please remember the perfect Instagram shot is NOT worth stepping on a few flowers, because when thousands of visitors trample or pick the flowers the seed bank is destroyed and it will take years for the flowers in that area to recover.

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This Endangered Species Day, we challenge you to learn a new fact about an endangered plant or animal. A recent report by the United Nations warned that nature is declining at an unprecedented rate and 1-8 million plant and animal species are at risk of extinction. While that might seem like an impossible obstacle - many of these species are at risk because of humans, which means we can make changes to see them recover. Reducing plastic pollution, toxic runoff from urban lawns, unsustainable fishing practices, or energy consumption can go a long way. What does that mean at home or in a park?

1. Look for ways to reduce or reuse items at home. Replace light bulbs with more energy efficient ones and turn lights off when leaving a room. Put on a sweater instead of turning up the heat. Buy less and learn to repair items when they become broken or worn out. Buy secondhand.
2. Create more wildlife habitat at home by planting native plants and pollinator friendly plants. Avoid using pesticides. Time your lawn work so you don't disturb nesting birds or mammals raising their young. Turn lights off in the evening to reduce light pollution. Plant a garden or support a local farmer so your food doesn't need to travel as far (saving fuel).
3. Be an example in a park - stay on the marked trails, follow the rules, and pick up trash (even if it isn't yours). If you live near a park, see if you can volunteer to help with a restoration project. Report your sightings in iNaturalist or a citizen science app of your choice. Take only photographs of your found treasures.

Actions can make a difference. Many species that are thriving today thanks to recovery and protection efforts including the lesser long-nosed bat, the island fox, Deseret milk-vetch, and the Maguire daisy. If you haven't heard of any of those, then that's your first challenge!

PUT US UP for the night

How much will your family pay for lodging while on your national parks adventure? Look over the Road Trip Lodging Pricing Planner and decide what type of lodging you will stay in each night. Then, fill in the boxes below with the type of lodging you will stay in each night. Keep in mind that some types of lodging may only sleep 4 people. If there are more than this number of people in your family, you will need more than one tent/room/cabin each night.

CHOICE OF LODGING	CHOICE OF LODGING	CHOICE OF LODGING	CHOICE OF LODGING	CHOICE OF LODGING	CHOICE OF LODGING	CHOICE OF LODGING	TOTAL COST PER ROOM/CABIN/TENT FOR ALL SEVEN NIGHTS
1 ST NIGHT	2 ND NIGHT	3 RD NIGHT	4 TH NIGHT	5 TH NIGHT	6 TH NIGHT	7 TH NIGHT	
COST PER NIGHT	COST PER NIGHT	COST PER NIGHT	COST PER NIGHT	COST PER NIGHT	COST PER NIGHT	COST PER NIGHT	WE WILL NEED THIS MANY ROOMS/CABINS/TENTS.
							THE TOTAL AMOUNT WE WILL SPEND ON LODGING FOR OUR NATIONAL PARK ROAD TRIP

ROAD TRIP LODGING PRICING PLANNER

TENT CAMPING + GEAR RENTAL

Description

IF YOU LOVE BEING ONE WITH THE GREAT OUTDOORS, THIS ONE IS FOR YOU. THE PARK WILL PROVIDE A 4-MAN TENT, SLEEPING BAGS, AND A CAMPSITE!

Price Per Night

\$138

SMALL CABIN RENTAL

Description

THIS IS YOUR CHANCE TO STAY IN A BEAUTIFUL CABIN. CABINS. SLEEP UP TO 4 AND COME WITH A TV, A PRIVATE BATHROOM WITH A TUB AND SHOWER, NICE BEDDING, A FULL KITCHEN, AND A WASHER/DRYER.

Price Per Night

\$314

RV CAMPING

Description

IF YOUR FAMILY IS TAKING A ROAD TRIP IN AN RV, ALL YOU NEED IS AN RV CAMPSITE WITH THE PROPER HOOKUPS AND YOU ARE ALL SET!

Price Per Night

\$104

LOCAL HOTEL

Description

IF YOU ARE GOING TO VISIT THE NATIONAL PARKS BUT CAMPING IS NOT REALLY YOUR THING, YOU MIGHT CHOOSE TO STAY IN A LOCAL HOTEL. HOTEL ROOMS SLEEP 4 PEOPLE PRIVATELY AND COME WITH A TV, A COFFEE POT, AND A PRIVATE BATHROOM WITH TUB/SHOWER.

Price Per Night

\$186

GLAMPING EXPERIENCE

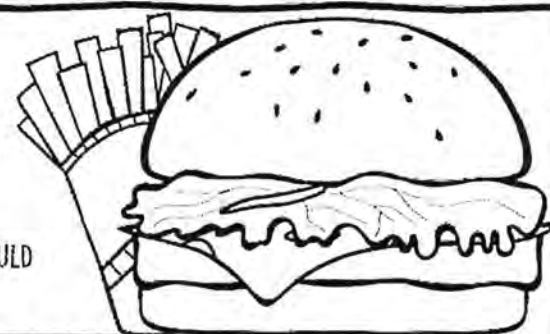
Description

CAMPING IN LUXURY IS WHAT YOU WILL GET WHEN YOU ELECT TO GO GLAMPING! A GLAMPING EXPERIENCE INCLUDES A LARGE MULTI-ROOM TENT THAT SLEEPS UP TO 4. THEY COME WITH A BATHTUB, A FLUSH TOILET, REAL BEDS WITH MATTRESSES, A SMALL SITTING AREA, ELECTRICITY, A TV, AND WIFI ACCESS.

Price Per Night

\$687

Grab me some GRUB



YOU NEED TO CALCULATE THE APPROXIMATE AMOUNT YOU WILL PAY FOR FOOD ON YOUR VACATION. USE THE "I'M HUNGRY! WHAT CAN I EAT?" PAGE TO HELP YOU ESTIMATE COSTS FOR YOUR MEALS. THEN, RECORD THE TYPE OF RESTAURANT YOU WOULD LIKE TO EAT IN FOR BREAKFAST, LUNCH, AND DINNER EACH DAY. RECORD A TOTAL PER PERSON COST FOR FOOD EACH DAY.

DAY 1		
	TYPE OF MEAL	COST FOR MEAL
B		
L		
D		
TOTAL COST PER PERSON		

DAY 3		
	TYPE OF MEAL	COST FOR MEAL
B		
L		
D		
TOTAL COST PER PERSON		

DAY 2		
	TYPE OF MEAL	COST FOR MEAL
B		
L		
D		
TOTAL COST PER PERSON		

DAY 4		
	TYPE OF MEAL	COST FOR MEAL
B		
L		
D		
TOTAL COST PER PERSON		

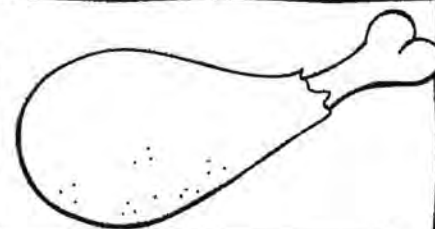
Name _____

16

Date _____

Grab me some

GRUB



DAY 5

	TYPE OF MEAL	COST FOR MEAL
B		
L		
D		
TOTAL COST PER PERSON		

DAY 7

	TYPE OF MEAL	COST FOR MEAL
B		
L		
D		
TOTAL COST PER PERSON		

DAY 6

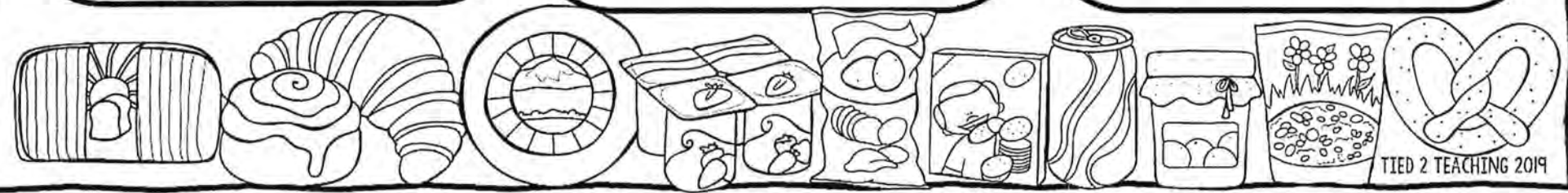
	TYPE OF MEAL	COST FOR MEAL
B		
L		
D		
TOTAL COST PER PERSON		

TOTAL COST OF
FOOD PER PERSONTOTAL NUMBER OF
PEOPLE ON TRIPTOTAL COST OF FOOD FOR
ALL PEOPLE ON TRIP.

I'M HUNGRY. What can I eat?

Use the guide below to help you figure out approximately how much food will cost on your National Park Road Trip.

Breakfast	Lunch	Dinner
SKIP BREAKFAST FREE	PICNIC \$6 PER PERSON	FAST FOOD \$10 PER PERSON
CONVENIENCE STORE \$4 PER PERSON	FAST FOOD \$6 PER PERSON	DINER \$14 PER PERSON
FAST FOOD \$8 PER PERSON	SANDWICH SHOP \$11 PER PERSON	CAMPFIRE COOKOUT \$15 PER PERSON
DINER \$13 PER PERSON	WALK IN RESTAURANT \$15 PER PERSON	WALK IN RESTAURANT \$24 PER PERSON



Name _____

18

Date: _____

OUR NATIONAL PARK ROAD TRIP

USE YOUR CALCULATIONS TO FIGURE OUT THE TOTAL ESTIMATED COST OF YOUR ROAD TRIP.

TOTAL
COST OF
AIRFARE

EXTRA
MONEY
BUDGETED
FOR SNACKS

TOTAL
COST OF
LODGING

EXTRA MONEY
BUDGETED FOR
SOUVENIRS

TOTAL
COST OF
MEALS

EXTRA MONEY
BUDGETED FOR
TIPPING

TOTAL
COST OF
TRANSPORTATION

EXTRA MONEY
BUDGETED
FOR MISC.
EXPENSES.

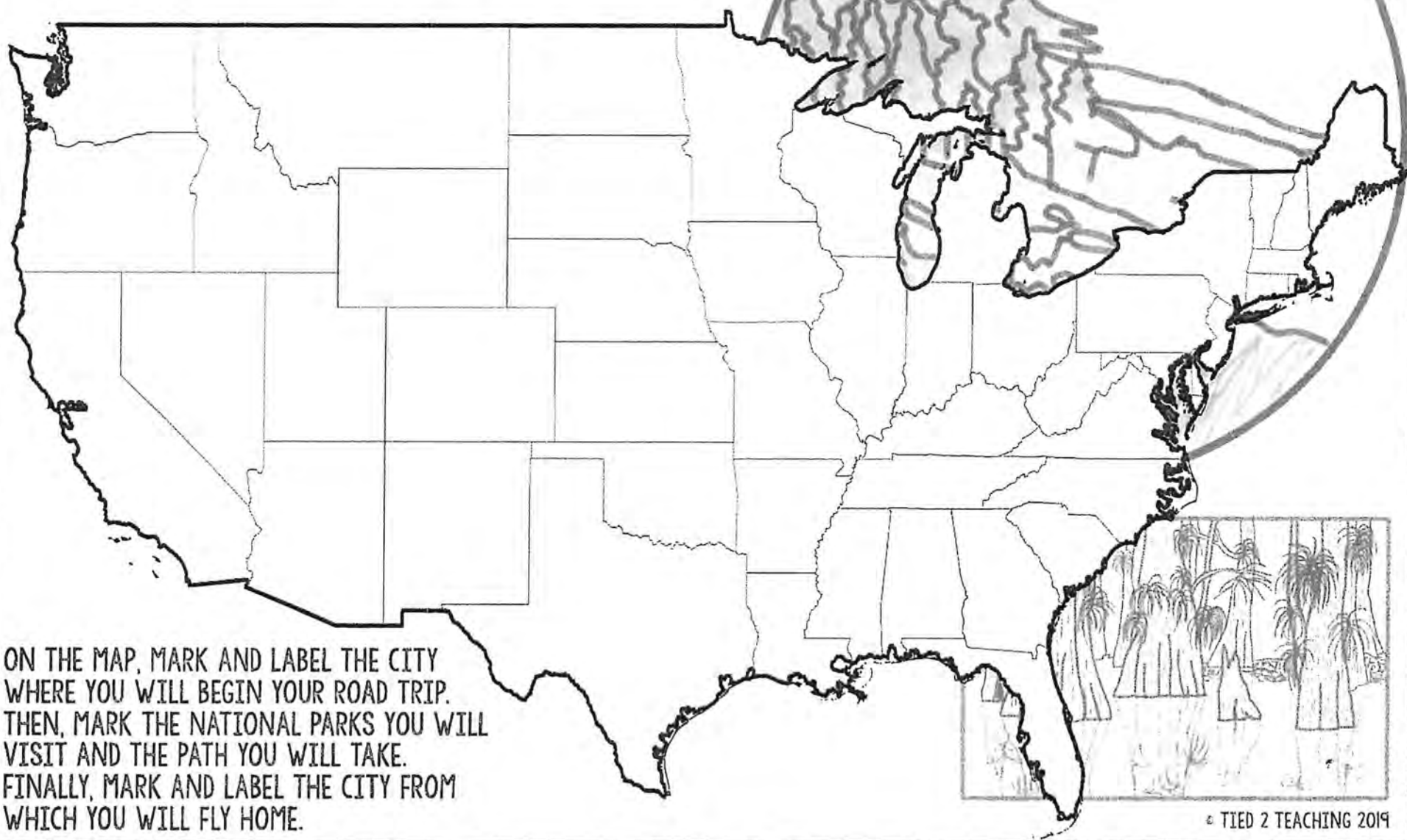
TOTAL
COST OF
ACTIVITIES

GRAND TOTAL

WE NEED TO BUDGET ABOUT
THIS AMOUNT FOR OUR
NATIONAL PARK ROAD TRIP.

TOTAL COST OF
**THE BIG
FIVE**

MAP YOUR ROUTE



ON THE MAP, MARK AND LABEL THE CITY WHERE YOU WILL BEGIN YOUR ROAD TRIP. THEN, MARK THE NATIONAL PARKS YOU WILL VISIT AND THE PATH YOU WILL TAKE. FINALLY, MARK AND LABEL THE CITY FROM WHICH YOU WILL FLY HOME.

Exploration 20 min
Hands-On Activity 45 min



Activity Prep

In this Mystery, students will explore how solid rock breaks apart into smaller pieces through a process called weathering (including root-wedging and ice-wedging). In the activity, Sugar Shake, students use sugar cubes as a model for rocks. They perform an experiment with this model to understand the process of weathering and how this process explains why rocks at the tops of mountains are jagged, while those at the bottom are rounded.

Number of students: 30

Markers

Details

Washable. Do not use permanent marker.

Paper Plates

15 plates

Plastic Containers w/ Lids

15 containers

Sugar Cubes

75 cubes

Sugar Shake Data printout

Print 30 copies

Prep Instructions



We suggest students work in pairs. Homeschool students can work on their own.

Each pair of students will experiment with 5 sugar cubes. You may want to count out 5 sugar cubes and place each on a paper plate prior to class for easier distribution.

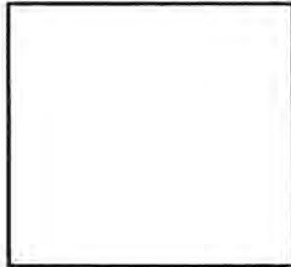
(21)

Name: _____

Sugar Shake Data Sheet

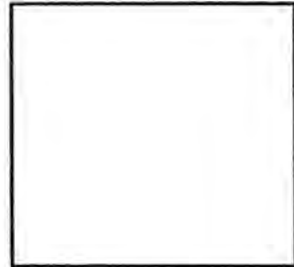
1

Draw what your sugar cube looks like here:



2

What will it look like after 200 shakes?
Draw your best guess here:



3

How many edges does a sugar cube have? _____

4

Trial #	Shake this many times:	Describe the shape of the sugar cubes you shook. How did they change?	How many edges still have some color?
#1	40		
#2 switch jobs	40		
#3 switch jobs	40		
#4 switch jobs	40		
#5 switch jobs	40		

5

You've done 5 trials of 40 shakes each. That's 200 shakes!
What do the sugar cubes look like now? Draw one in the box:



6

Does your drawing match your guess in question 2? Yes No



- 7 What happened to the sugar cubes when they bashed together in the container?
How are they different from the one you didn't shake?
-
-
- 8 When you take the sugar cubes out of the container, what's left in the container?
Where did that come from?
-
-
- 9 What do you think would happen if you shook rocks instead of sugar cubes?
-
-
- 10 How many more shakes do you think it would take to make the sugar cubes **really** round
(like a marble)? _____ If you have time, try it out!

Citing Information

When doing research, you must always give proper credit for information gathering.

Direct Quotes	<ul style="list-style-type: none">-within your paper-you'll use quotation marks to copy directly what a specified person says
Paraphrasing	<ul style="list-style-type: none">-within your paper-summarizing what someone has said in your own words
Citing Sources	<ul style="list-style-type: none">-at the end of your paper-list of where your information came from-must list all resources used

If you do not give credit to the authors and sources you used, that is called plagiarism, or stealing other people's writing.

National Parks Presentation Components

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Required Information

- ✓ The names of the three parks you visited.
- ✓ Physical features (mountains, lakes, rivers, volcanoes, etc.)
- ✓ What the parks are famous for.
- ✓ All expenses: airfare, transportation, activities, lodging, food and total cost of your trip.
- ✓ One use of citation: a quotation, paraphrasing or citing sources.

- ☺ Remember to use eye contact to connect to your audience.
- ☺ Speak clearly and loudly enough for your audience to hear you.
- ☺ Use what resources you have to make your project creative and interesting for your audience.
- ☺ Have fun!

2020 COVID-19 Time Capsule Project

Project description: over the next several weeks, students will collect items and document favorite details, memories, events, etc. to be preserved and set aside. The time capsule is intended to be opened upon high school graduation. There will be a total of 11 pages to be completed with 2-4 pages coming per session. *These pages do not need to be returned; they are intended to be set aside until you are ready to complete the project.*

Two options for completing: ***If you only do the worksheets***, you could easily roll the sheets and place them into a ***paper towel tube***. Carefully wrap the tube, title it on the outside, and save in a safe place. ***If you want to extend this project***, collect small items, trinkets, coins, small toys, family photos, school picture, etc. and place everything inside a ***shoebox***. Afterward, wrap the box, title it and save your time capsule in a safe place.

Once you graduate high school, open your time capsule to meet the fourth-grade person you are today. Relish the enclosed items and relive the memories that are important to you now.

Best wishes,

Your fourth-grade teachers

Mrs. Abendroth, Mrs. Crowe, Mrs. Hudson, Mr. Lynch, & Mr. Matthews

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



LETTER FROM YOUR PARENTS

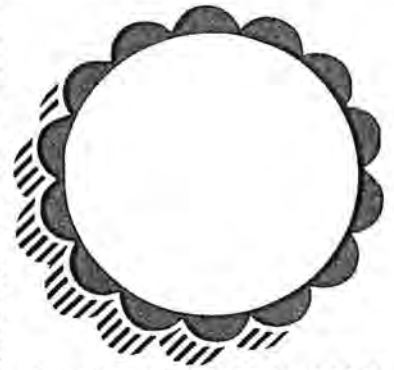
DEAR,

LOVE,

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER TO MYSELF

DEAR,

LOVE,

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

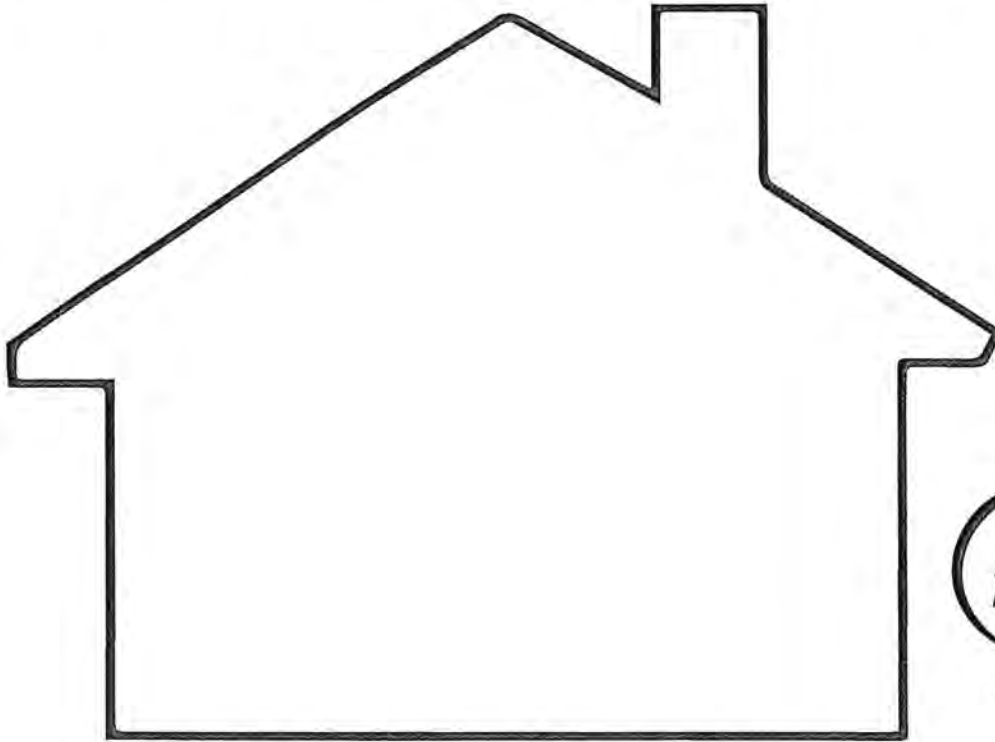
EVENT	DATE	HOW YOU CELEBRATED

YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING
TO KEEP BUSY:

MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:

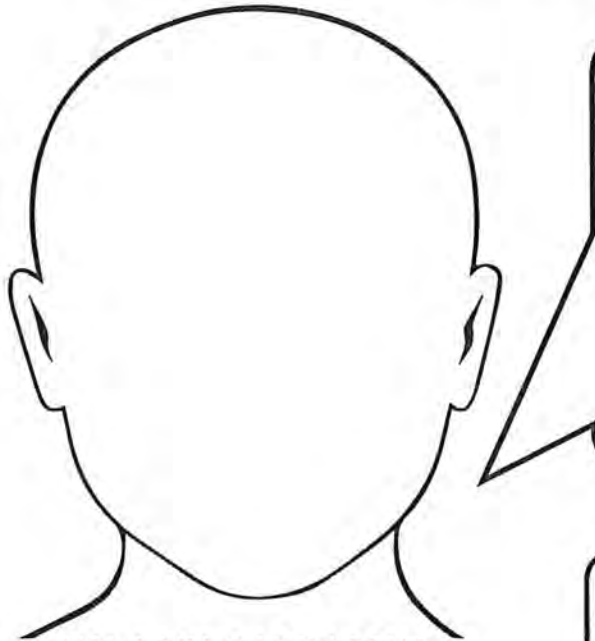


WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

♥♥ ALL ABOUT ME ♥♥

I AM _____
YEARS
OLD

I STAND _____
INCHES
TALL

I WEIGH _____
POUNDS

SHOE SIZE _____

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

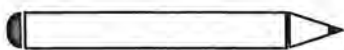
WHEN I GROW UP I WANT TO BE:

DATE: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

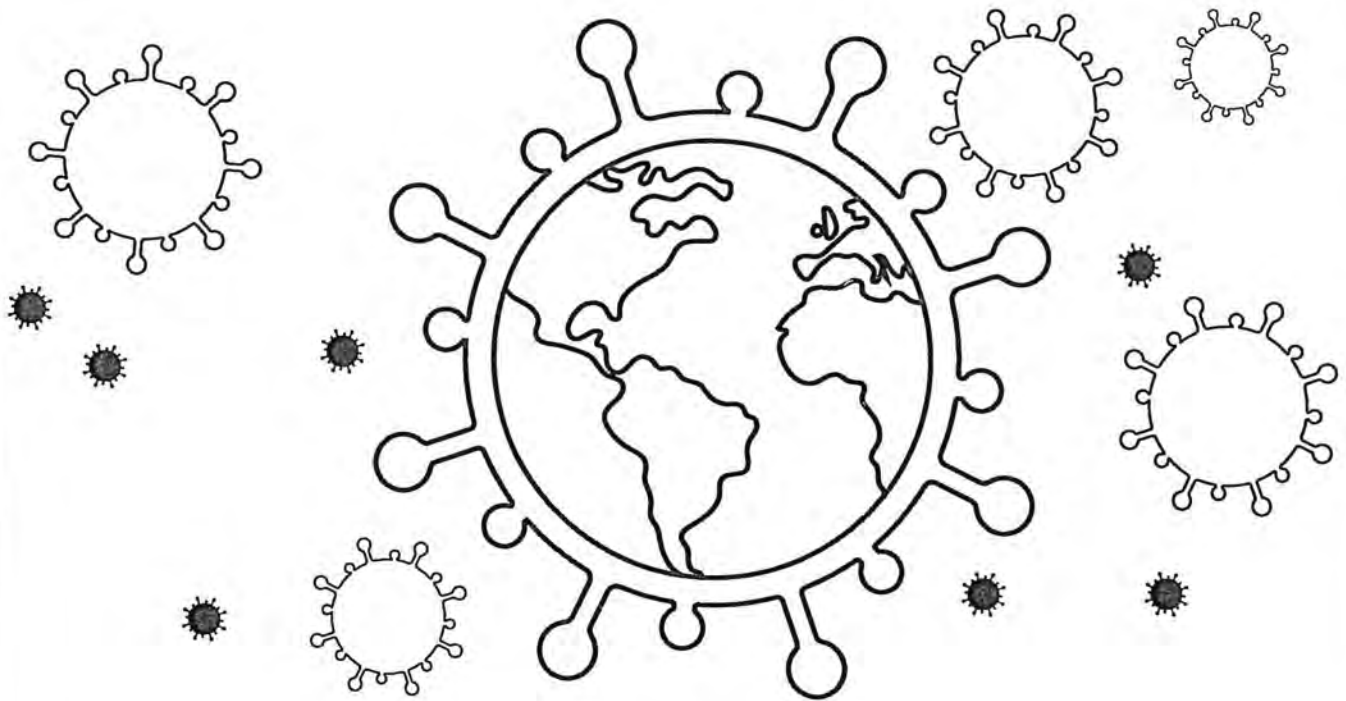
TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS | <input type="checkbox"/> FAMILY / PET PICTURES |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

MY 2020 COVID-19 TIME CAPSULE



BY: _____