With a grown-up do this learning activity: Species, Kinds, and Behaviors Walk Talk with a grown-up about how different plants and animals survive in their environments. How do humans, plants, and animals affect each other? Include other people through a phone/video call!	Watch and read about baby and adult octopus. Take pictures or draw in a notebook examples of how **young plants and animals** are similar and different to **grown plants and animals**. What is in your pictures? Where did you take the pictures? How do these pictures show similarities and differences between young and old?	Listen to Walking on walls: How ants and spiders do it. Take pictures or draw in a notebook to document in your home examples of balanced forces. What is in your pictures? Where did you take the pictures? How do these pictures show balanced forces? What happens when forces are not balanced?	**Connect** - Take a break from your technology (computer, phone, tablet, TV). Take 15 minutes to appreciate nature. Go outside or find a window, take a deep breath, and enjoy the moment. Draw something that you see. It can be something big or small. *Tip: Wear sunscreen if you will be outdoors.*	Look at pictures of: Silversword alliance plants and/or Hawaiian honeycreepers How do you think either the plants or the honeycreepers are related based on the pictures? How do you think the similarities or differences might connect to the environments in which they live?
With an adult, pick three to five citizen science projects that interest you. Learn about the projects. If possible, pick one or more to try! Summarize what you've learned and share with someone!	Explore careers in STEM using one or more of these resources: Exploring Careers in Science The Secret Life of Scientists and Engineers SciGirls Hawaii Women in STEM Hawaii Career Explorer Write a reflective journal or share with a friend or family member: Are there any STEM careers that interest you? Why? What do you think a day in the life of a scientist or engineer is like?	Get Active! Dance along to this Think Like a Scientist video from Go Noodle.	Draw a sign that represents one of these jobs: • Physicist • Chemist • Biologist • Geologist • Oceanographer • Engineer Share with someone and explain what you drew.	How healthy are Hawai'i stream ecosystems? Use sample data to: Interpret sample data collected on the same date but in different locations Interpret sample data collected at the same site over time Answer questions about your data (adapted from Nā Wai 'Ekolu)

Do the Big Kids activity in: Draw a Picture of a Bird. Write your answers converted to the largest unit (e.g. instead of 15 inches, say 1 foot 3 inches). Check this out: Pictures That Stick. Then do the Big Kids bonus problem. Need a challenge? Try Mystic Numbers.	Collect things around your home that are red, yellow, blue, orange, green, and purple. Create a "rainbow" using the color group things. Draw the "rainbow" you created and write a short description of what you notice about the "rainbow" that is created	Watch Pointillism for Kids and Pointillism. Draw an image from nature and use dots to outline the image. You may use pencils, markers, or pens to create your dots. Write a compare and contrast on pointillism and Aboriginal Dot Paintings.	Write a haiku. A haiku is a short 3 line poem. First line has 5 syllables Second lines has 7 syllables Third line has 5 syllables Haikus are often written about seasons, nature or animals. They don't need to rhyme. Here is an example: Sand scatters the beach Waves crash on the sandy shores Blue water shimmers	Go to (Free Newsela account) Search for *"Kids are using their poetry in new ways to make their voices heard"* Read the article. **Post Reading:** How did the students use poetry to express themselves? How can poetry help students express their feelings in a positive way?
Brainstorm A-Z weather related words. Maybe you can race someone in your house to see how many you can each get in 15 minutes. A - air, altitude B - barometer C - Celsius D - dry E - eddy F- flurry Create a "What am I" game. Give someone the definition of a weather word and see if they can guess the answer!	Observe the weather over the course of a week AND watch the weather forecast on TV. What factors does the meteorologist mention? Track the movement of high- and low-pressure fronts. Describe the patterns you notice. Why does the weather change?	Watch Ready and the Hawaiian Electric Emergency Preparedness Videos, and read Maka, the Safety Superhero. Take pictures or draw in a notebook to document in your home ways that you are **prepared for an emergency**. What is in your pictures? Where did you take the pictures? How do these pictures show how your family is prepared for an emergency?	**Refresh** - Rest your eyes and listen to the sounds around you. What do you hear? Focus on one sound and relax with the rhythm. If your mind wanders, it's okay. Gently bring your attention back to the sound.	*Read*: "Why Does Wind Blow?" Why does the wind blow? Write a sentence about the Wind. Expand your sentence into three sentences using but, because, and so. 1. The wind is ____because____. 2. The wind is _____, but_____. 3. The wind is _____, so _____.

Take pictures or draw in a notebook examples of how **living and nonliving components** of the environment interact. What is in your pictures? Where did you take the pictures? How do these pictures show how living and nonliving components of the environment interact? How do matter and energy flow in ecosystems?	Read about fresh water in the Marshall Islands, which lie north of Kiribati. Discuss these questions with someone: • How do weather and climate affect people differently in different parts of the world? • How do people use engineering to solve human problems?	What might be one of the first countries to disappear because of environmental reasons? If you guessed Kiribati, you would be correct! Watch this video about Kiribati to see what is in store for them in the future. What are some ways they are trying to find a solution to their big problem? What ideas might you have?	**Connect** - Start your day with nature. Stand outside or look out a window for a few minutes. Calmly notice the sights and sounds. Take a few deep breaths and do a few stretches that feel good to your body.	With a grown-up do this learning activity: Human Decision-making walk Think about the decisions people made have been helpful, harmful, or just neutral to people and their environment? Why do you say that? To see what Kailua looked like in the past, look at the pictures in this article.
Let's learn about *landforms!* Landforms are things like mountains, valleys, and rivers, etc. Watch this video about landforms. What kind of landforms can you name that are here in Hawaii? Draw a picture of some of them.	Explore Hawaii Island's National Historic Parks and sites in this documentary. Watch between 4-6 minutes each day. Keep a notebook while you watch it. Each day, write down at least two things you learned and two you are still curious about, or questions you have. When you have finished watching everything, show your notebook to a grownup or friend and tell him/her about these places.	Learn about Hawai'i's streams! Explore Hawaiian Stream Animals and take the quiz Learn about native and invasive stream fauna Take a field trip to Kānewai Lo'i or Kaimukī High Study site Take a Kahoot Quiz Share what you learned with a friend or family member!	There are many 'olelo no'eau about the fish in Hanauma Bay. - *'A'ohe e loa'a, he uhu pakelo* – He will not be caught, for he is a parrotfish, slippery with slime. - *A'ohe ia e loa'a aku, he ulua kāpapa no ka moana* – He cannot be caught for he is an ulua fish of the deep ocean. What do you think these 'olelo no'eau mean? What do they tell you about the fish? What might a person who is like a *uhu* (parrotfish)or *ulua* be like? Share your thoughts in writing or discuss with a partner.	There are two 'olelo no'eau about *limu*, or seaweed. - Ka i'a lauoho loloa o ke kai – The long haired fish of the sea - Ka i'a māewa i ke kai – The fish that sways in the sea What do you think those 'olelo no'eau mean? How does limu move similarly to fish or to hair? How is limu different than fish or hair? Share your thoughts in writing or discuss with a partner.