

Primary Homeschooling Master List by Subject, Volumes 1-4

Practical Life

Purposeful work with the hands and body.

- Tying shoes – show your child all the places in the house you have opportunities to tie and let them practice (i.e. shoes, dresses, sweater pulls, curtain ties, etc)

Kitchen

- You can make it a goal that your children are completely independent in at least one portion of preparing one of their meals. For older children, work towards having them prepare their lunch entirely on their own! This gives them an incredible boost in self-confidence to see what they are capable of.
- Provide food and tools at their level that you feel comfortable with them using independently
- Pull out recipe books that you may not have used in a while and let them choose.
- Chop many different kinds of fruits and vegetables.
- Squeeze lemons or oranges
- Grind cinnamon or other spices
- Biscuits/pancakes/simple baking
- Show them how to set the table for a “fancy” dinner and incorporate them in the meal prep
- Make clove apples or oranges. Bonus is the added sensory experience of delightful smells!
- Make trail mix. Put out a variety of ingredients (dried fruit, nuts, cereal) with a measuring scoop. Or you can write out the simple recipe for older children who are reading.
- Prepare and enjoy a picnic in a different room of your house than the kitchen or dining room!
- Peel hard-boiled eggs. You can extend the activity by grinding the shells to use as fertilizer in potted plants.
- Flower arranging. Invite your children to either collect specimens from the yard or on a walk and arrange in vases for your home.
- Make a cup of tea. Use a nice cloth napkin, lovely cup and saucer and a small spoon. Enjoy it yourself or serve to a family member. Variations on tea: hot water with lemon or mint.
- Make eggs for breakfast every day! Experiment with all the different ways to cook an egg each day of the week: fried, scrambled, poached, etc.

Cleaning/home care

- Look up simple homemade cleaning recipes and have them polish metal or wood items in your home.
- Glass/window cleaning – use a spray bottle, squeegee and towel. Incorporate a mat if you're worried about spills (they love this activity in the class)
- Water the plants, feed pets, sweep, dust (they love taking things off shelves and dusting thoroughly!)
- Clean and re-organize your room!
- Use a small paintbrush to dust small knick-knacks.
- Organize a drawer in your house or your room. Empty the drawer on the table and sort everything out. You can craft boxes and containers to store each item when replacing in the drawer. If it's a drawer of clothes, you can sort them by color!

Sewing and Fiber Arts

- Finger knitting – you only need your hand and a skein of yarn and you can make long chains to be used for whatever their hearts desire!
- Knitting, crocheting – this is best for the older primary children, but not outside their grasp, especially if you are looking for a challenge
- Button sewing, sewing pillows or small bags, embroidery – these are all options for the children in our class, so they will have experience with this and may find it comforting. They also really enjoy this exercise.
- Discover if a piece of clothing needs a simple sewing repair (Examples: reinforce a loose button by practicing the button sewing skills that are practiced at school. Sew on a missing button on your own clothing or a family member's clothing.
- Sew extra buttons onto clothing to decorate it in a fun and unique way.
- Hand-stitch an open or loose seam on a piece of clothing by practicing the line sewing skills that are practiced at school.
- Hand-stitch a small hole to close it on a piece of clothing by practicing sewing skills that are practiced at school.
- Create clothing and accessories using sewing skills for dolls, stuffed animals, and other favorite toys!
- Make your own heating pad or beanbag! Simply sew a small pillow but fill with rice instead of batting.
- Make your own loom with an old picture frame or a piece of cardboard. String yarn in rows across, tying each end. Then weave yarn or ribbon through the yarn.

Art

The list is endless. Simply know that any art activity that works their pincer grip, wrist flexibility, and hand strength while engaging their mind with focus is a wonderful option!

- Painting (upright or on table, with different brushes and kinds of paint),
- Clay (show them all the different tools they can use to sculpt, challenge them to make replicas of different items/statues in your house)
- Pastels/charcoals – change colors and sizes of paper
- Rubbings – of different textures in the house
- Sketch the family, pets, items in the home
- Make a book – primary children love to make books of their work once they have done a few pages. Offer colored paper, ribbon and a two-hole punch to get the job done
- Make your own clay, putty, or play dough (lots of recipes on-line!)
- Show your child how to mix colors while painting, experimenting to see what other colors they can make.
- Shadow art: Your child can put toys or shapes on a piece of paper in front of a sunny window and trace them. Then they can color in their design!
- Acrylic paint marbling. <https://nysci.org/tutorial-acrylic-paint-marbling>
- Stencils (like the metal insets at school) – Your child can trace around the shape and then carefully color them in
- Tracing/rubbings of different objects in the house
- Cut old greeting cards into pieces then store them in a container to use for collage activities now or later.
- Our mail carriers are still working hard for us! Before recycling envelopes and advertising, put them on a tray, in a container or in a basket. Then try cutting the stamps off the envelopes, cutting out the pictures on store ads or cutting out pictures on letters to eventually use for gluing activities.
- Share artwork by putting it in a window for others to see when they are walking outside, or by putting it in an envelope addressed to your mail carriers as a thank you for their continual hard work. Mail pictures and notes to relatives and friends (This is a nice way to continue the connection with classmates!).
- Make homemade bubbles and experiment with different hoops to blow them (cookie cutters, whisk, rubber bands, etc.).
- Make a “design and construct area.” Have a space in your work area set up with a variety of odds and ends (toilet paper rolls, scraps of paper or fabric, bits of ribbon or yarn, lids from food containers, envelopes from letters, etc.). When you’re feeling creative, use those materials to build something. It’s a great way to recycle items in your home!
- Make potato or apple stamps. Cut the fruit or vegetable in half and carve out a shape or design. Dip in paint to create stamp designs.

- Make your own stationery to use when writing letters. Decorate the borders of blank or lined paper and keep a collection for when you would like to write letters.

Grace and Courtesy

Take little moments to show them “this is how we...” And let them practice. The more you can make it a formal “lesson” and encourage them to try it, the more they will enjoy it. Have your whole family do it together and see how everyone puts it into practice in daily life. If ever you see something happening in your house you don’t like (i.e. yelling across the room), you can, in a neutral time, offer a lesson on “this is how we get someone’s attention” or “this is how we talk inside”.

Some ideas: “This is how we...”

- Say please/thank you
- Offer something to someone
- Push in our chair
- Open/close the door
- Say excuse me
- Offer/accept help
- Greet someone at the door
- Carry a pitcher/tray/glass/vase/board game/etc.
- Say “I don’t like that” (when conflicts arise between people)
- Interrupt someone (stand and wait)
- Stand and wait for a family member’s attention.
- Ask someone to pass an item at the dinner table.
- Hold the door for someone to let them pass.
- Wipe our feet on the mat when we come inside.

Music and Movement

Music

- Introduce different kinds of music and invite your child’s thoughts or free movement
- Look up different composers and expose them to their music
- Offer instruments and how to properly play them
- Look up folksongs or simple songs and sing them together. Primary children, loving repetition, will enjoy hearing a familiar song over and over that they can sing themselves (“5 Little Ducks” is a favorite at school)
- Explore the music of a certain country or continent from a map your child is studying
- Your child can write the words to a song, and then compose music to go with it. Then put on a concert for the family!

- Play clapping games. One child claps a rhythm and a sibling repeats it. Challenge each other to do longer and longer sequences. Older children can write these out for another to perform. For example “two fast claps, one stop, three slow claps.”
- In conjunction with practicing known songs, create and sing new tunes for known nursery rhymes, poems, and favorite passages in books.
- Challenge your child to remember all the names of the children in their class. We sing a song at school to the tune “Here We Go Round the Mulberry Bush”.
 - “This is a game to say your name, say your name, say your name. This is a game to say your name and this is a boy/girl named....”
 - You can play along with the class picture and point to each person in turn as you sing.
- Make your own musical instruments: a drum from an oats container, a guitar from a tissue box and rubber bands, rhythm sticks with chopsticks.

Movement

- We have “The Line” at school, which is exactly that – a line in the shape of an ellipse, providing a target for children to aim for while walking with control and coordination. You can provide something of the same at home – challenge them to walk on a line of tile or create an obstacle course with hula hoops to jump to or blocks to balance on
- Movement can be so simple with primary children, as they are still perfecting their gross motor skills – they love to be challenged with directions like:
 - Hop across the room on just one foot
 - Stand on your right leg for as long as you can
 - Take the biggest steps you can to reach that tree
 - Yoga/stretching – guide them or give them some ideas of yoga poses or stretching. You can even offer it to them to practice on their own each morning and see if they improve day by day.
- Create obstacle courses for siblings. Older children can write out the course and challenge everyone to longer and longer courses!
- Create a scavenger hunt for family or siblings
- Duck Duck Goose
- Musical Chairs
- Drop the clothespin in the bottle
- Set out objects in a line your child must leap over
- Hopscotch
- Scavenger hunt
- Simon Says
- Hula hoop
- Jump rope

- Stepping stones
- Put a puzzle together at a distance. Put all the pieces on one table. Then at another table across the room, start building the puzzle, carrying one piece at a time.
- Walk and touch. Leader directs the group to “walk and touch...” Items in the room, trying to give very specific vocabulary they might not know. Ex: “something made of cotton” or “the ottoman”.
- Practice different kinds of movement like we do on the line: walking, skipping, galloping, marching. Try them to different kinds of music. Which music is best for skipping? Marching?
- Exercise Circuit. Set up 5 stations with signs for: jumping jacks, crab walks, starfish jumps, somersaults and running in place. Set up a timer and do each station for 1 minute each. Switch up the exercises and try to do it a few times a week. Involve family members and challenge each other!
- Charades. Incorporate reading by writing down ideas and having children read the idea before acting it out. For early readers, use simple action words like: jump, hop, skip, spin, etc.

Sensorial

This area is all about classification, ordering, and sorting things in the environment by one characteristic. Get creative with the objects in your home!

General

- Size – grade blocks, kitchen items, toys, etc. from smallest to largest
- Weight – sort items by weight. Make a collection and use a scale or just go by feel
- Color – find everything red in the room, make a collection; find all the different shades of red and grade from darkest to lightest
- Length – get out a ruler and make a study of the books in their room or the furniture in the living room. If they are writing, encourage them to write down their discoveries
- Texture – Find rough things in the house. Find smooth things in the house. If your child can write, they can label them or create a list of what they find

As much as possible, turn activities into "games" to create a new level of interest. Some activities can be done with eyes closed, such as tracing (with the first two fingers) a letter sound or a numeral that has been written on an index card or feeling an object or material to determine what it is without looking.

- Go on "treasure hunts" and "scavenger hunts" to find a category of objects that are a certain shape or a certain size or a certain weight.
- Explore a group of objects with a blindfold, naming each one without looking.

- Listening game. Leader holds a bell, jar of popcorn kernels, two sticks, or other device to make a sound. Everyone else closes their eyes. Leader directs the others to point to where they hear the sound. Leader goes to different places in the room and makes the sound, others point to where they hear it.
- Mystery game. Collect a few different objects from around the house and place under a blanket or scarf. Close your eyes and try to figure out what each one is just by feeling it, without looking.
- Distance game. Put all the pots from your kitchen on a table in one room. Put all the lids from the pots in a separate room. Pick a pot to start with. Go try to find the exact lid for the pot *on the first* try. You can only carry one lid at a time! Try it with other objects in your house, like Tupperware or different containers and boxes.
- Smelling exploration. Choose a few different spices from the kitchen. Using a blindfold or scarf, cover your eyes and smell each spice. Try to identify what spice it is without looking.
- Sound exploration. Fill cups or small jars with different materials (beads, rice, sand, flour, buttons, etc.). Make two of each. Tape the cups or be sure there is a lid on each. Mix them up and try to match the two with the same material inside.

Geometry

- Make a set of shapes and learn the names, find them in your house
- Think beyond circle, square, triangle – the different kinds of triangles and polygons, curved shapes, quadrilaterals, etc.
- Show your child how to make a list of all the geometric shapes they can find in the house.
- Challenge your child to find 10 triangles in the house, or 3 pentagons, or 7 rectangles, etc.
- Recall a few geometric solids (sphere, cube, cylinder). Make a collection of different items in the house in these shapes.
- Measure all the rectangles you can find – books, windows, floor tiles, doors, cards, etc. Try triangles or squares too. Record your findings.

Botany

- What plants are in your home? Do any of them have the same kind of leaf?
- Make a book of all the different leaf shapes, and look them up in books.
- Observe and record the trees and plants outside – how are they changing daily as the weather gets warmer?
- Take a walk and collect leaves you find on the ground. See how many leaf shapes your child can find. Look up the names of the shapes!
- Prepare the tools you will need for gardening. Make a list and organize them.
- Plant seeds from fruits or vegetables you have in your house!

- Start a compost pile in your backyard with scraps from meals.
- Classify items in your house as living or non-living.
- Specimen Study: bring in an item from nature and examine it. Draw a picture of it, write about its attributes, look it up in a book.
- Find a leaf that is intact. Examine all the different parts. Can you find the petiole? The stem? The blade? The veins? Make a leaf rubbing by putting paper over the leaf and rubbing with a colored pencil or crayon. Try it with different kinds of leaves.
- Sprout or root an item from your kitchen – beets, lettuce, garlic, onion, green onion, fennel and celery are great ones to start with.

Geography

This is a fantastic area of exploration that can always be happening at home!

- Have maps of each continent accessible to your children. Continue to engage them in learning the names of each country (the 5- and 6-year-olds especially, as they do maps every day and need lots of repetition to get through each continent)
- Make your own maps – draw, paint, color, make a book or a big map, write the names of the countries
- Study the food of an area and try it out in your kitchen
- Point out oceans, rivers, lakes, mountains and study them
- Incorporate the news (in a gentle and non-frightening way) in their work with maps – Children will be hearing and seeing many pieces of information about what is going on in the world. Point out the different countries, their sizes, how to get there, etc.
- Make a matching game of matching up countries to their correct continents
- Show your child how to make a book of animals native to a country/continent
- See how many countries you can remember and write them down!
- Practice the names of continents, oceans, countries, and capital cities with pictures of maps in books and atlases.
- Practice the directions North, South, East and West with pictures of maps.
- Practice the names Eastern Hemisphere and Western Hemisphere.
- Land and Water Forms
 - Look at maps or pictures (*National Geographic*) to find examples of:
 - island (land with water all around it)
 - lake (water with land all around it)
 - peninsula (land with water around most of it but not all of it)
 - gulf (water with land around most of it but not all of it)
 - cape (like a peninsula but the land does not extend as far into the water)
 - bay (like a gulf but the land does not project out into the water as much)

- While out in nature, notice small examples of land and water forms. Make these land and water forms with sand, dirt, clay, small pebbles, etc.
- Name what you discover outside.
- Look through National Geographic or an atlas and find pictures of the following: plants, animals, transportation, families, celebrations and work that people do in different countries. Look at the different plants that grow in each country or region of the world. Compare the kinds of work people do in different parts of the world. Maybe focus on one aspect and do a comparison of the kinds of animals in many different countries, for example.
- Make the land and water forms with clay and fill in with water. (island, lake, gulf, peninsula, bay, cape, strait, isthmus, system of lakes, archipelago)

Language

Read daily with them, even if they can read to themselves! Children comprehend at a higher level than they can interpret on their own. Allow them time for daily reading or looking at books on their own (whether or not they can read).

Tips while reading together:

- If a child is losing interest in the story in a picture book, practice counting by counting the numbered pages in the book.
- Look for words in books that have the phonetic sounds a-z.
- Look for words in books that can be sounded out phonetically.
- Look for words in books that rhyme.
- Look for words in books that cannot be sounded out phonetically and point out the phonogram (ex: “sh”).
- Look for words and numbers in books that repeat on different pages.
- Look for puzzle words (sight words) in books.
- Look for compound words (two separate words that come together to make one complete word), antonyms, synonyms, homophones, and contractions.
- Look for words that are naming words (as the child gets older, he will learn that naming words are nouns).
- Look for words in books that are describing words (adjectives).
- Look for words in books that are action words (verbs).

3-4 year olds

- Sound games – say the phonetic sounds of words slowly, like a game “this is a ball! B - O L!” or play I Spy, “who can find something that begins with the sound ‘b’?”
- Enforce letter recognition – do they know “d” if they see it? In cursive? Print? (Recognition of the SOUND of the letter, not the letter name.)

- Forming phonetic words – if you have the letters of the alphabet (e.g., magnetic or cut out) allow their exploration in forming words, as they would with the moveable alphabet (making the sounds phonetically). If this is interesting for your child, you can go to the Maitri Learning website and purchase downloadable letters.
- Writing – only encourage this practice if they are able to form letters in cursive; we recommend doing this on a chalkboard as they can easily erase their errors if they want to.
- Vocabulary – they love picture cards and learning the names of things – these are classified sets of about 10 pictures (i.e. different kinds of fruits, or dogs or transportation). Keep their interest and curiosity up by offering the names of items in pictures they are drawn to.
- Tell stories (something simple that happened to you or even news stories), read poetry, have conversations
- Trace the letters (in cursive) in sand, shaving cream, finger paint, etc.
- Make a sound game box of little objects and have them practice sounding out the phonetic sounds in the word, finding the beginning sound for each
- Go on a hunt through house (books/labels/signs) for a certain letter
- For Early Readers:
 - Play the action game. Write an action word out on a piece of paper for your child to read and perform. For an extra challenge, add an adverb. For example, run slowly, dance gracefully dance, clap quickly.
 - Write a label for an object in the room. Point out phonograms and let your child sound out the word and label. They can write their own labels, too!
- Have an older sibling or an adult write each lower case letter of the alphabet in cursive on separate index cards to practice with their younger siblings.
- Practice tracing your name! Have an older sibling work with a young child to find scraps of sandpaper, cardstock or heavy fabric. Then cut out and glue individual letters of a child's name on sturdy cardboard. Variation: Write their name in glue on a piece of cardboard and before it dries, sprinkle sand or dried grains (rice, split peas, small beans, etc.).
- Use individual handwritten sound cards to find beginning sounds, middle sounds and ending sounds in words.
- Make individual letter cards on index cards, one set in cursive, one in print. Then, match the cursive cards to the print cards to help a child bridge the connection between what he writes and what he sees in books.
- Use individual letter cards to make words – mom, dog, bat, etc.
- Memorize a poem or a new song! Listen to it every day, maybe before lunch or when you wake up. When you know it you can recite it for your family.

- Fetching Game. Have an older child or adult give a direction, like “bring me 6 red legos” or “bring me 3 colored pencils.” Then go to find that many and bring them back. Try to remember the number and all the details the first time.

5-6 year olds

- Phonograms (blends, like “sh”, “ch”, etc.) point these out in books, see how many they can remember and write, make lists of words beginning or ending with a certain phonogram
- Puzzle words (sight words, like “the”, “friend”, “neighbor”), simply exposing them to the words in books or even having cards with the words written on them
- Writing – encourage writing in cursive in whatever medium works best – chalkboard, blank paper, lined paper, little journal, etc.
- Make studies of things they are interested in; have an older child help with reading but encourage them to share their own thoughts and piece together the information
- Write stories, make a collection of their stories – make a book
- Find puzzle words in books and write them down on index cards. Use them as flashcards to learn. See how many puzzle words you can find in the home.
- Find phonograms in books. Write them down and think of other words that have that phonogram them. Make lists or books with that specific phonogram.
- Play the preposition game. Write down or tell your child a prepositional statement. For example, “place the cup on the table,” “place the cup under the table,” “Place the cup beside the table.”
- Write letters to your family members far away
- Make lists: items in the kitchen/living room/etc., all the books/games/pictures in your home, the shapes in their bedroom, the pets and family members, animals, food, candy, flowers, etc.
- Make a book of recipes or “how-to” write-ups (i.e. write out the steps in baking bread or playing a favorite game, etc.)
- Make your own set of phonogram or puzzle word cards
- Decorate everything: Make every piece of work lovely – offer colored pencils and simple design ideas. Your child can draw borders of lines/shapes/vines/flowers/etc.
- Dictation – you say a word and they write it
- Punctuation – introduce a new punctuation mark and go on a hunt in books to find it or practice using it in sentences
- Spelling – You can do this with words on cards (turn the card over, try to write it) or you can dictate (Note: Be gentle with this! Spelling comes naturally as your child learns to read more and more. This game is meant to be fun, and not a chore.)
- Study different kinds of poems, haiku, limericks, write some of your own.
- Label anything and everything in different rooms of the house, including food!

- Write the family grocery list.
- Write a story using one of these prompts: first time on an airplane, first time at the beach, favorite vacation, favorite birthday, favorite thing to do.
- Write your own command cards. For example: rest on a rug, smell a flower, hop on a leg, etc.
- Write a story guided by the “Question Game.” Write separate cards for *who*, *what*, *when*, *where*, *why* and *how*. Think of something fun you did recently. *Who* was with you? *Where* were you? *What* did you do? *Why* did you choose that? Use these questions to guide any story you would like to write.
- Find a picture on the wall of your house that you really like. Bring your paper and pencil and write about what you think is happening in the picture or about why you like it.
- Write down the words to your favorite song! Write one song per page and decorate it. Make it into a book that you can keep on your shelf to sing whenever you would like. (See YCC Homeschool Schedule/Reference for song ideas)

Mathematics

Make this as real and practical as possible – counting, adding, subtracting, dividing real items in the home. Incorporate their help with groceries, using addition/subtraction.

3-4 year olds

- Count everything! Keep reinforcing those habits of counting, beyond ten and also backwards
- Continue enforcing number recognition
- Show a number and have them get that many. Practice number recognition out of sequence (i.e. show a “3” and see if they can count 3 pencils. Then show “7” and see if they can count 7 pencils)
- Make your own spindle box and change out the objects (This is a box with 10 containers in a row. The first has a 0 on it, and your child places no spindles here. The second has a 1, and your child places 1 spindle. And so on until 9.)
- Trace the numbers in shaving cream, sand, etc.
- Prepare individual number cards for each numeral 0-10.
- Practice associating quantities and symbols by matching objects (puzzle pieces, crayons, colored pencils, marbles, beads, buttons, dried beans, etc.) to their corresponding symbol cards 0-10.
- Practice the concept of greater than/less than/equal to using buttons/beans/rice/beads/etc. Get two bowls and place two different (or equal) amounts of the objects in each bowl. Count each and tell which is greater, which is less (or if they are equal).
- Print two sets of phonetic word cards and play Go Fish with some of your siblings. Put all the cards upside down in the center and have each player draw 5 cards. Take turns asking

if another player has one of the cards you have. If they do, you get to keep it – you have a match! If not, go fish! Ex: “Do you have the word ‘hop’?” “Go fish!”

5-6 year olds

- Encourage practice with math facts in all operations
- Challenge them with word problems (i.e. tell a story about two children who each had a certain number of seashells. When they put them together, how many did they have?)
- Practice writing numbers correctly
- Reinforce placement of units, tens, hundreds, thousands. 1,325 (emphasizing we have 1 thousand, on the left, 3 hundreds, 2 tens and 5 units, on the right)
- Emphasize meaning of each operation
- Addition = putting things together
- Subtraction = taking something away
- Multiplication = taking the same number many (multiple) times
- Division = sharing equally
- Skip count by different numbers every chance you get (i.e. driving in the car, “let’s count by 4s! 4, 8, 12, 16....”)
- You can talk about units of measurement when baking. For example, how many fourths of a cup would you need to make a whole? How many thirds of a cup? How many ounces are in a teaspoon? How many ounces are in a tablespoon.
- You can also do fraction work when you cut fruit. You can cut an apple into halves, third, sixths, etc.
- Make your own book of math equations – these can be all one operation or mixed up. Bind together and make it beautiful.
- See how far you can count by 3s, 4s, 10s, etc.
- Make your own finger charts and control charts for verifying your answers.
- Make your own set of golden bead material/chains/stamp game/snake game.
- See how fast you can go through your math facts. How many can you do in three minutes, five minutes, 10 minutes.
- Make your own math facts using index cards. Quiz your siblings.
- Telling time – print or draw clock faces, placing the hands at different times, write the time. Make a “timeline” of your day – look at the clock and write/draw the time, then write/draw what you are doing.
- Currency – match coins to their value, do addition/subtraction with them, trace and color
- Count items in your house and write the numbers as well as what you counted.
- Explore currency further by reading stories about why the people and symbols were chosen to be represented on the different types of coins and currency that are used not only in the United States but in other countries as well.

- Play multiplication with your family members, pets or stuffed animals. Give each player the same amount of something (legos, pencils, puzzle pieces, cards). Gather all of the objects up and count them out, remembering the importance of getting to 10 and moving into the next category! Record each game: Mary, John and George each got 17 cards. When they put them all together, they had 51 cards! $17 \times 3 = 51$. Try it with small numbers, try it with big numbers!
- Play the same game as above with addition, subtraction and division.
- Make a bar graph of items in your living room. How many books? How many pillows? How many rugs? How many windows? Use a different color for each item and record on graph paper.
- Record the temperature every day and make a line graph.