

Summer Learning for Incoming 2nd Grade Scholars

We embrace our families and caregivers as vital partners in the education of all our scholars, as reflected in our strategic plan commitment of "schools can't do it alone". We care deeply about your child's academic and social emotional learning.

Summer Learning Support for Families and Scholars

This summer we will be providing resources and support for scholars to ramp up their learning to prepare for returning next school year. The purpose of this work is to prepare your child for the upcoming grade level and get practice with the upcoming grade level's skills. You can support your child's learning by doing the following:

- Share the importance of studying and completing schoolwork so they continue their learning growth
- Provide space/location to allow for quiet practice of skills
- Celebrate the completion of work
- Read together/talk about books

Using the suggested grade level weekly schedule below, scholars will maintain their daily learning practice in reading and math.

Schedule	Monday	Tuesday	Wednesday	Thursday
Literacy	20 min on Wonders			
	ConnectEd Resources	ConnectEd Resources	ConnectEd Resources	ConnectEd Resources
Pg. 3	OR	OR	OR	OR
	Reading/Writing menu	Reading/Writing menu	Reading/Writing menu	Reading/Writing menu
Physical/Social Emotional Activity Pg. 28/29	15 min Activity Menu			
Math Pg. 21	20 min Math Menu or Math Task Or iReady MyPath			
Reading	20 minutes of	20 minutes of	20 minutes of	20 minutes of
	independent reading	independent reading	independent reading	independent reading

Online Resources: Login to FWPS Launchpad for access to the following programs: learn.fwps.org

- iReady MyPath Math Lessons (K-8)
- Typing Agent
- Imagine Learning
- Wonders ConnectEd Resources



Incoming 2nd Grade Summer Learning

Directions: The following packet of learning activities is provided to help prepare you for 2nd grade. Practicing these essential skills and keeping your mind engaged will help you hit the ground running upon returning to the classroom in the Fall. If you do a little each day, it will keep the concepts fresh in your mind. We look forward to seeing you back in class!

Weekly Activity Overview

_____ Read a book of your choice for 30 minutes every day

Complete 20 minutes of Reading on Wonders ConnectEd or choose from assigned tasks in the Reading/Writing menu

_ Complete 20 minute of iReady online math lessons or choose from the Math Menu. Each week complete one math task

_ Do something active every day from the Activity/Health or Social Emotional menu

Here is a suggested schedule for times:

Schedule	Monday	Tuesday	Wednesday	Thursday
	20 min on Wonders	20 min on Wonders	20 min on Wonders	20 min on Wonders
Literation	ConnectEd Resources	ConnectEd Resources	ConnectEd Resources	ConnectEd Resources
Literacy	OR	OR	OR	OR
	Reading/Writing menu	Reading/Writing menu	Reading/Writing menu	Reading/Writing menu
Physical/Social				
Emotional	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu
Activity				
	20 min Math Menu or	20 min Math Menu or	20 min Math Menu or	20 min Math Menu or
Math	Math Task	Math Task	Math Task	Math Task
Iviatii	Or	Or	Or	Or
	iReady MyPath	iReady MyPath	iReady MyPath	iReady MyPath
Deading	20 minutes of	0 minutes of independent	20 minutes of	20 minutes of
Reading	independent reading	reading	independent reading	independent reading

Math: iReady My Path - access on your launchpad Wonders ConnectEd Resources: access on your launchpad



English Language Arts

English Language Arts

Standards addressed:

Stanuarus addressed.		
2.RI.1 and 2. RL1: ask and answer	2.RL.3: Describe how characters in a	2.RL.2: Recount stories, including fables
questions about text (fiction and non	story respond to major events and	and folktales from diverse cultures, and
fiction)	challenges.	determine their central message, lesson,
		or moral.
2.W.8: Recall information from	2.RF.3 Know and apply grade-level	2.RF.4 Read with sufficient accuracy and
experiences or gather information from	phonics	fluency to support comprehension.
provided sources to answer a question.		

Directions: Each day, practice 20 reading independently **OR** choose a reading/writing activity from the menu. Online resources for reading books and articles are listed below the menu. Some articles have also been included in this packet. Think of the menu like BINGO and try to get a blackout or repeat your favorites as many times as you want!



Wonders ConnectEd Directions: Access on your launchpad. Spend at least 20 minutes reading. Once you're finished you can explore the games available there, too.

Helpful ELA Sites - The following websites provide online books and reading/writing practice:

Reading

King County Library Summer Reading: https://kcls.org/summer/ Summer reading information video: https://www.timeforkids.com/support/learnathome.html Time for Kids: https://www.timeforkids.com/support/learnathome.html Scholastic: https://classroommagazines.scholastic.com/support/learnathome.html Tween Tribune: https://www.tweentribune.com/ Read Aloud Stories: https://www.storylineonline.net/ Funbrain: https://www.storylineonline.net/ Books in English and Spanish: https://www.uniteforliteracy.com/ International Digital library for kids: http://es.childrenslibrary.org/

Collection of Reading activites: <u>https://www.bbc.co.uk/teach/primary/zd7p47h</u>

Writing:

Scribble and Ink Stories and Games: <u>https://pbskids.org/scribblesandink/draw</u>

Story Cube: <u>https://www.pbs.org/parents/crafts-and-experiments/play-a-storytelling-game</u>

Story Maker: <u>https://pbskids.org/pinkalicious/games/pinkcredible-story-maker</u>

Magnetic Poetry: <u>http://play.magneticpoetry.com/poem/Original/kit/</u>

Create your own comic: <u>https://www.makebeliefscomix.com/</u>

ES Prompts: <u>http://canteach.ca/elementary/prompts.html</u>



English Language Arts Menu

	3	lish Language Arts Mi		P
Read a book of your choice 20 min. and draw a picture of the setting.	Write or draw - What is the best birthday present you could receive?	Read 20 min. in the book of your choice. Then build as many words as you can with that include the word	Read 20 minutes under a blanket with a flashlight. Write or draw about reading in fort.	Read 20 min. in the book of your choice. Write or draw your main character as a superhero/villain who would they be?
Draw the main character from a book you read. Show them as a baby and an older person.	Use Flip or another recording app to record yourself reading aloud for 20 minutes. Share the video with a family member.	Read one of the online articles. Draw pictures of 3-5 new vocabulary words.	What would happen if you could fly whenever you wanted? Draw a picture or write a story about it.	Read 20 min. in the book of your choice. Then build as many words as you can with that include the word
Read 20 min. in the book of your choice. Then build as many words as you can with that include the word	Read 20 min. in a book of your choice. Act out the story for someone in your family.	Read outside for 20 minutes. When done, design a new book cover for the book you are reading.	Read an attached or online article. Write or draw 3 things you learned.	Read a book of your choice for 20 min. Write a review either recommending or not recommending the book. Use evidence.
Read 20 min. in the book of your choice. Write or draw the beginning, middle and end of the story.	Read one of the attached articles and respond to the prompt.	Read 20 min. in the book of your choice. Then build as many words as you can with that include the word 1 N	Pretend you discovered a new kind of insect. Draw it. Describe it in words. Name it!.	Read 20 minutes out loud to your pet or stuffed animal. Draw or write what your pet would say.



Complete one weekly Reading and Writing Activity

Week	
1	Recounting Stories – How the Elephant Got Its Long Nose Video: https://www.youtube.com/watch?v=bGrswrRZZ4I
2	Recounting Stories – The Lion and the Mouse
	Video: <u>https://www.youtube.com/watch?v=iPybpc-xuG0</u>
3	Recounting Stories – Wolf in Sheep's Clothing
	Video: https://www.youtube.com/watch?v=NLGkwM1Wb8g
4	Describing How Characters Act – A Puppy for Oscar
	Video: <u>https://www.youtube.com/watch?v=0q480zdz9-M</u>



🍪 Introduction

Lesson 7 Recounting Stories

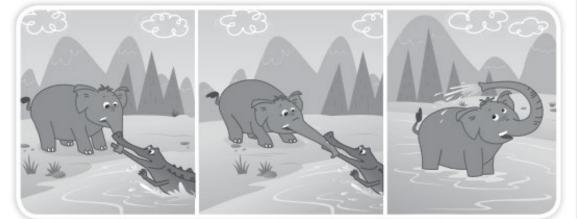


Retelling stories will help you understand the order of events and how these events happen.

Read Good storytellers take care to retell, or recount, the important events of the story in the order they happen. You can recount a story by telling the important events from the beginning, middle, and end.

Read this story. Think about what happens at the beginning, in the middle, and at the end.

How the Elephant Got Its Long Nose



A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose. The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer. When he pulled free, his nose was five feet long! He didn't like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!



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eginning			
Middle			
End			
	tory "How the Elephan e the events from your o	″ to	¢

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Read



A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a



Genre: Fable

small hill of warm, soft grass. He had really crawled up onto a sleeping lion!

- 2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, "Forgive me! I didn't mean to wake you. If you let me go, I'll do something to help you someday."
- The lion laughed at the idea that the little mouse could ever help him. "What could a tiny thing like you ever do for me?" the lion said. But he let the mouse go.
- 4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.
- 5 The lion couldn't move. Just then, the little mouse appeared. "Don't worry, my friend," he said. "I'll help you!" The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, "You were right, little one! Already you have helped me and have saved the King of the Beasts!"

Close Reader Habits

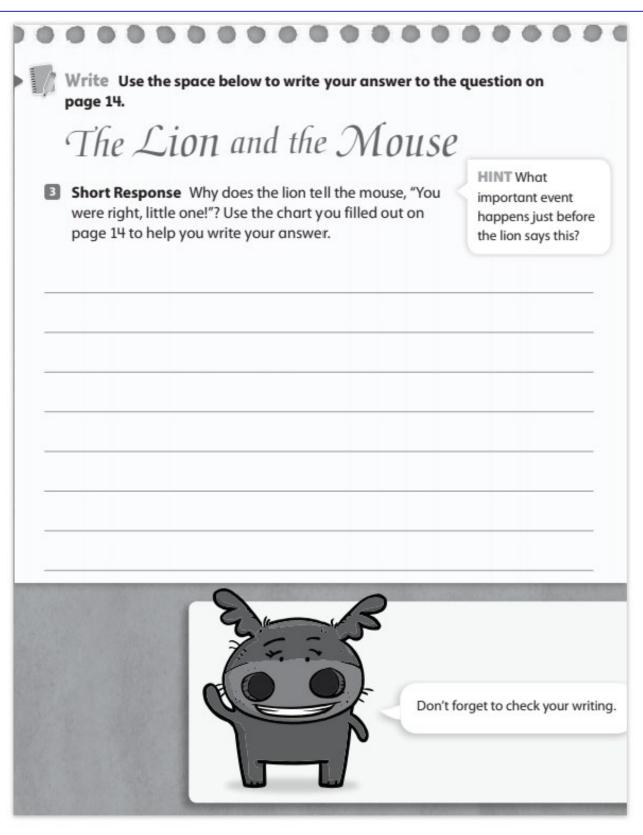
Underline sentences that tell important events. As you reread, think how you would retell those events in your own words.



Explo		ant events should you include when you story "The Lion and the Mouse"?	
> Thi	Complete the chart	by writing the important events in order. That Happens in the Story?	As you recount a story, be sure to tell what the important events make the characters do.
	Beginning		
	Middle		
	End		
▶ Tal			
2	L	story to your partner in your own words.	
3	right, little one!"? U	Why does the lion tell the mouse, "You were lse the chart to help you write your answer. in the space on page 15.	HINT What important event happens just before the lion says this?

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Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

fleece

delicious

in Sheep's Clothing

an Aesop fable

Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.

2 Then one night, the wolf found a sheep's fluffy, white fleece. The shepherd had forgotten it. "Aha!" cried the wolf. "I think this fleece might solve my problem."

With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.

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Grade 2 - Packet 1, Section 1 23

Genre: Fable

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- The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn't chase him away.
- 5 That very night, the wolf carried off a large sheep to have for his dinner.
- 6 The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, "That looks like a fine sheep for my stew tonight."
- 7 Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.

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Independent Practice

Part B. Part A How did the wolf fool the shepherd? A He made a noise like a sheep. B He hid in the forest.	 the forest. /hy is this event important to the beginning of the story? A It tells why the wolf can't get near the sheep. B It tells why the sheep are not afraid of the wolf. C It tells why the wolf wanted to eat the sheep.
 A It tells why the wolf can't get near the sheep. B It tells why the sheep are not afraid of the wolf. C It tells why the wolf wanted to eat the sheep. D It tells why the shepherd forgot the fleece. 2 This question has two parts. First, answer Part A. Then answer Part B. Part A How did the wolf fool the shepherd? A He made a noise like a sheep. B He hid in the forest. 	 A It tells why the wolf can't get near the sheep. B It tells why the sheep are not afraid of the wolf. C It tells why the wolf wanted to eat the sheep.
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Part B. Part A How did the wolf fool the shepherd? A He made a noise like a sheep. B He hid in the forest.	D It tells why the shepherd forgot the fleece.
How did the wolf fool the shepherd?A He made a noise like a sheep.B He hid in the forest.	
B He hid in the forest.	
	A He made a noise like a sheep.
C He waste downtil the scheme hand lefts	B He hid in the forest.
C He waited until the snephera left.	C He waited until the shepherd left.
D He wore the fleece of a sheep.	D He wore the fleece of a sheep.
Part B	art B
Write the sentence from the text that explains why the wolf	/rite the sentence from the text that explains why the wolf
trick worked.	ick worked.

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Recounting Stories Le	esson	7
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Look at the chart. It tells the order of some of the events in the story.

1	2	3
The wolf puts on a sheep's fluffy, white fleece.		The wolf carries off a sheep for his dinner.

Which sentence belongs in the empty box?

- A The shepherd chases the wolf into the forest.
- B The wolf walks into the herd of sheep.
- C The shepherd notices the wolf.
- D The shepherd cooks a delicious stew.
- Which choice **best** shows what "strolled" means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

- A He ran through the herd of sheep.
- B He walked slowly among the sheep.
- C He stayed away from the sheep.
- D He chased the sheep in the meadow.



🌡 Independent Practice

3	Plan Your Response List important events from the beginning, middle, and end of the story.
3	Short Response Recount the whole story. Be sure to use your
	own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.

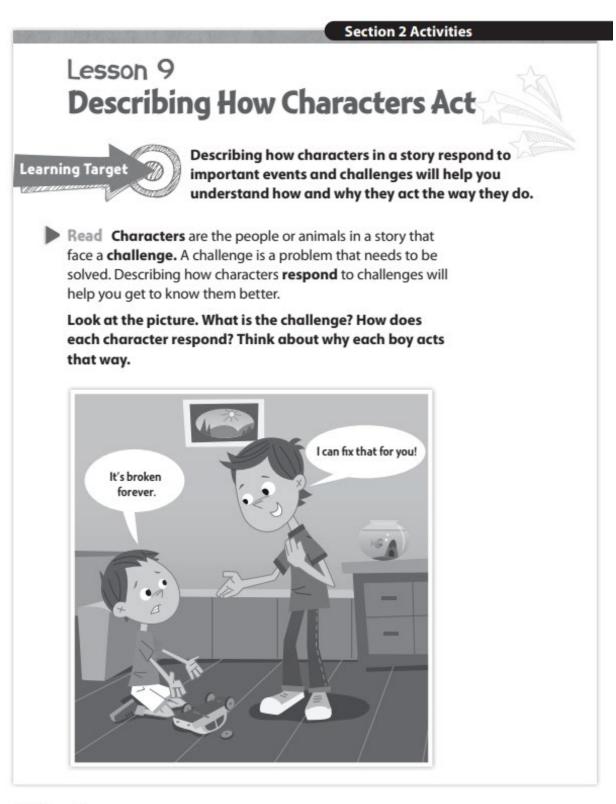
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Recounting Stories Le	sson
Learning Target	
Now you know how to recount a story. Why is it important	
to tell the important events in order?	
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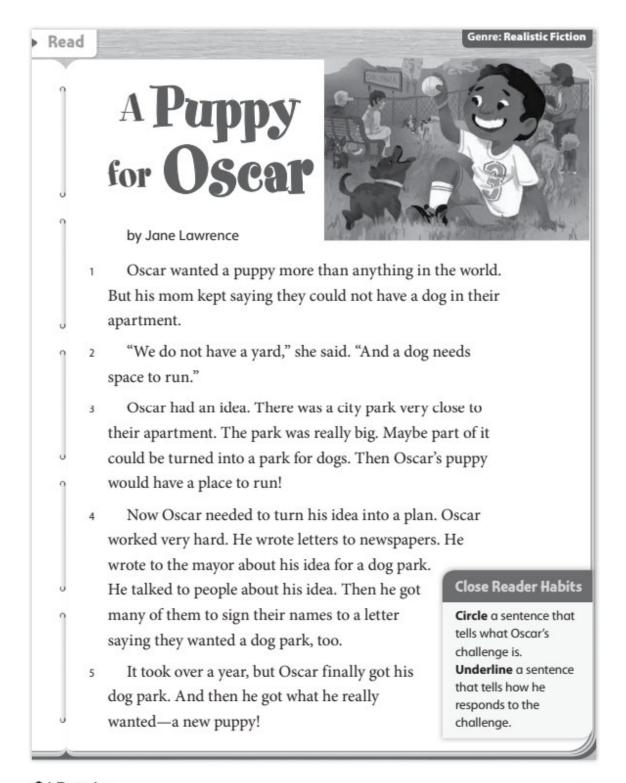




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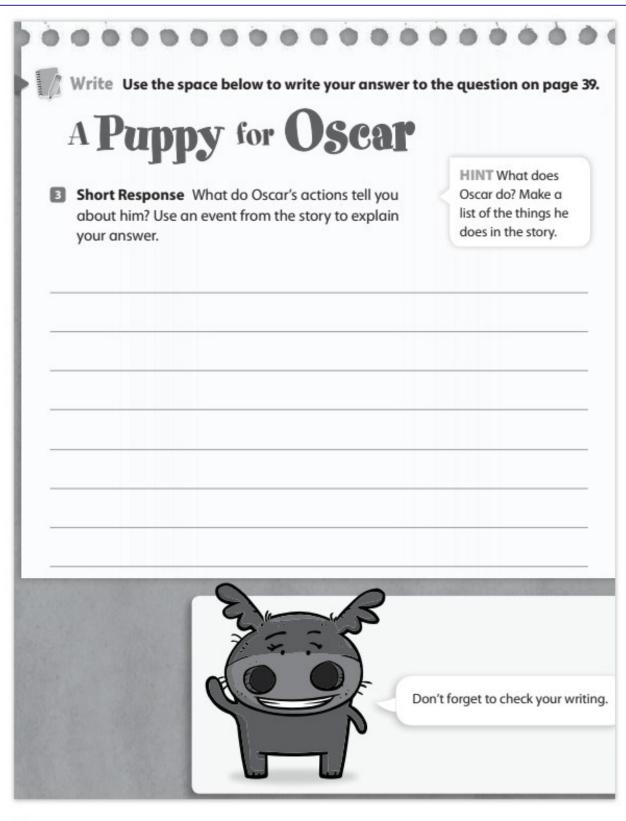


Exp	What is the challenge in this Oscar respond to it?	s story, and how does	
) T E	hinkComplete the chart to help you und and how he responds to the challen	Rereading the story will help you figure out how Oscar responds to his challenge.	
	Oscar's Challenge	How Oscar Responds t	to the Challenge
Т	alk		
٢	What is the main thing Oscar does t Describe an event from the story to	· •	
-	/ Write		
3	Short Response What do Oscar's a Use an event from the story to explo	HINT What does Oscar do? Make a list of the things he	

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Math Activities

Math Menu or iReady Lesson and Weekly Math Task

The following math domains/standards for math practice will be covered in these menu's and online learning:

Numbers and Operations in Base Ten	Operations and Algebraic Thinking	Measurement & Data
Geometry	Model with Mathematics	Make sense of problems and persevere in solving them



iReady Directions: Sign into Launchpad to access your iReady My Path lessons. Spend at least 20 minutes working on MyPath or a teacher assigned lesson. Once you're finished you can explore the games available there, too.



Math Menu Directions: Choose one activity from the Math Menu on the next page. Once you have done an activity you can color it in or cross it off the chart. Think of the menu like BINGO and try to get a blackout or repeat your favorites as many times as you want!



Math Task Directions: There are math tasks aligned to next years learning that you can complete. Try to complete one task each week!

For further practice try one of these sites:

Starfall: https://www.starfall.com	PBS Kids: https://pbskids.org/games/math/
Math Playground: <u>https://www.mathplayground.com/</u>	Sheppard Games: <u>http://www.sheppardsoftware.com/math.htm</u>
Highlight Games: <u>https://www.highlightskids.com/games</u>	Cool math for kids https://www.coolmath4kids.com/

Tens Frame

Use the tool below to help with counting, addition, subtraction, and making groups!



MATH MENU

Say the days of the week and the months of the year.	Do a maze	Make an obstacle course in your house or yard. Time how long it takes people to finish.	Practice writing numbers up to 100.	What are three things that are smaller than you? What are three things that are bigger than you?
Build with blocks. Using 20 blocks, what is the tallest tower you can build? What about with only 10 blocks?	Build a fort with chairs, blankets and pillows.	Draw your own puzzle and cut it out. Can you put it back together?	Play a game like: Candy Land, Schutes & Ladders, Monopoly, Dominoes, or Yahtzee.	How many can you name in each category? • Vegetables • Animals • Movies
Find a shoe. Use it to measure your bed. How many shoes long is your bed?	Practice writing numbers in rainbow writing (using different colors)	Practice counting by tens as high as you can. Write the numbers down.	Do a puzzle	Practice skip counting and record the numbers you write down
Set a timer and see how long it takes to do chores, get dressed, eat your dinner, etc. Keep track and see if you can beat your best time on a different day.	Play Tic Tac Toe	Use measuring cups to bake something. What do you notice about all of the different scoops?	Practice serving food to your family, how much should each person get? How do you know? Will there be any left over?	Sing songs from "calendar" time that you remember. • Days of the week • Monthly song • Numbers/Counting
Write a story problem about 5 green markers and 3 blue markers.	Play card games like: War, Speed, Memory, or Crazy Eights.	Dump out a bin of toys and count them. How did you group them to make counting easier?	Practice writing all the numbers that have a 5 in them. How many could you think of?	Using blocks, try to build a tower that's the same size as something else you see.
Make flash cards for addition facts and quiz someone in your house.	Play games with dice, try to roll doubles, count on and see who gets to 50 first.	How many can you name in each category? • Shapes • Colors • Books	Sort toys using a rule and have someone try to guess what the rule is. (color, size, shape, type)	Choose 2 numbers and practice making up a story problem for someone to solve



Week 1 Task: Mental Math Models

- 1. Read the equation in the first box and solve it in your head.
- 2. Record your strategy by drawing what you pictured in your head in the box.
- 3. Do this for each problem until you've filled the boxes. Did you try new strategies? If not, think of another way you could have solved it!

Warm up with these mental math problems first:

6	40 + 60
3	70 + 30
-	
9	10 + 90

Problem One: 12 + 7	Problem Two: 14 + 4
Problem Three: 20 + 15	Problem Four: 20 + 22



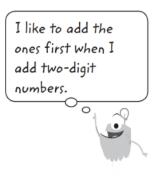
Week 2 Task: Make a 2-Digit Number to Add

What You Need

- 10 counters or make tally marks
- Digit Cards 0-5 (2 sets)

What You Do

- 1. Take turns. Shuffle the **Digit Cards** and place them facedown in a pile.
- 2. Take 2 cards and make a two-digit number. Take 2 more cards and make a different two-digit number.
- 3. Add the 2 two-digit numbers.
- 4. Your partner checks your answer.
- 5. If the sum is less than 60, take a counter. or make a tally lf the sum is 60 or greater, then do not take a counter.
- 6. Return cards to the bottom of the pile. Repeat.
- 7. The first partner to get 5 counters wins.



Go Further!

Each partner makes 2 two-digit numbers and finds the sum. Take a counter when you have a sum less than 50.



This page will be cut to make digit cards





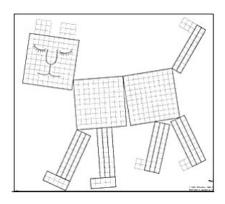


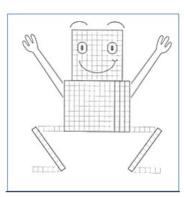
Week 3 Task: Base Ten Pictures

Use base ten shapes of unit cubes, sticks, and flats to make a picture. Then count up how many cubes are in your picture.

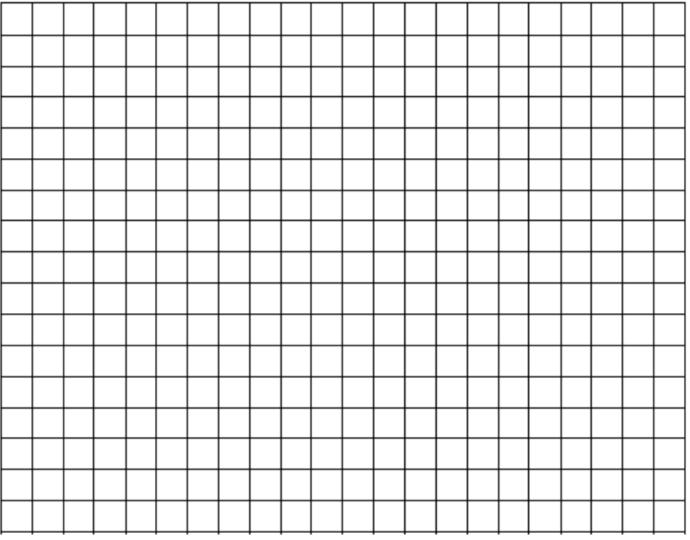
Here's some picture ideas!

Some parts of your picture might not use Base Ten Blocks.



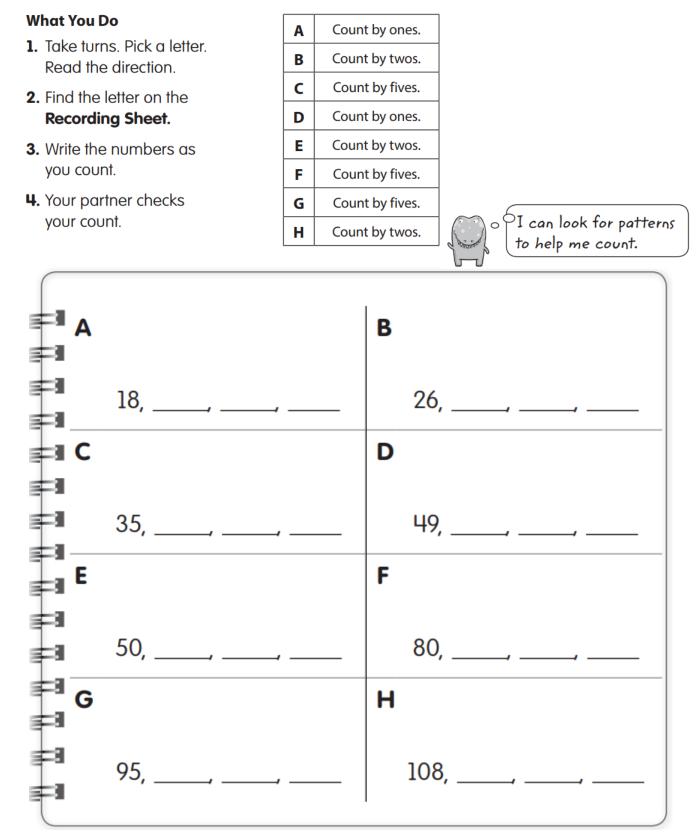


unit	stick	flat





Week 4 Task: Pattern Counting





ACTIVITY & HEALTH MENU

Move It Monday	Take Out Tuesday	Wellness Wednesday	Thumpin' Thursday	Fitness Friday
Play Catch Get any kind of ball or crumpled up piece of paper and play catch with a family member. Start close to each other, then take a step backward	Mindful Snack When eating a snack today, pay attention to the taste, feel, sound, smell, and look of the snack. What do you notice? Is the snack healthy	Shape Breathing Draw any shape or design on a piece of paper. Slowly breathe in and breathe out as you trace your finger along the shape. This can	Chicken Dance 24-7 Did you know you can do the moves to the chicken dance to ANY song. If you can hear 8 beats in a song, you can do the Chicken Dance to it. Try	Alphabet Walk Ask a parent or family member to go on a walk with you. See if you can find things along your walk that start with each letter of the
every time a catch is made. How far apart can you get?	or a "sometimes food". What is a healthy snack that you enjoy?	help you calm your mind when you are feeling anxious.	it! This is an oldie! https://youtu.be/I5sIspLfmXM	alphabet. For example: A = airplane B = bus stop
Steady! Walk from room to room in your house while balancing a book on your head. How many minutes can you go without using your hands to keep the book in place or without the book falling? On your tiptoes?	Opposites Can you eat an entire meal using your opposite hand? So – if you're right-handed, can you eat a meal using mostly your left hand?	Warm Hands Rub your hands together until they are warm. Place them over your closed eyes and breathe in and out. Try this again later when you are in bed and getting ready to sleep.	Fortnite Pick different dances from the Fortnite characters and try and master them. How many can you learn before the end of summer? <u>https://youtu.be/cgMcfS8Z6sw</u>	S-T-R-E-T-C-H Pick five different muscles to stretch. Hold each stretch for 20 seconds. Remember – feeling a little stretch is ok – pain means you are going too far and you need to back off a little.
Strike It Get any kind of ball or crumpled up piece of paper and strike it (hit it) with your hands and arms to keep it up in the air. How many times can you strike it before it hits the ground? Try with a partner.	Water Count how many glasses of water you drink in a day. Do you know how much water you should drink? How can you find out? How does water help your body?	Mindful Senses What do you notice around you? Find: 5 things you see, 4 things you feel, 3 things you hear, 2 things you smell, and 1 thing you tste.	Cha Cha Slide Do you know how to do the Cha- Cha Slide? If yes – teach someone in your house. If no – watch to move along with the cues. <u>https://youtu.be/wZv62ShoStY</u>	Strong Arms Crab walk around the room during a commercial of your favorite TV show. Can you go the whole time?
Obstacle Course Can you make an obstacle course inside your house or in your yard? Try going over, under, through, around How quickly can you complete the course safely? Can you beat yourself? Race someone?	Colors Try to eat three different colors of fruits and vegetables today. Why is eating different colored foods important? If you don't know, where can you go to find out?	Positive Self-Talk Be sure to talk to yourself today like you would talk to someone you love – be kind. Notice if there are times you aren't talking kindly to yourself and thin of a different way to say it.	Git Up Can you learn this dance by Blanco Brown? https://youtu.be/wExuLoDzRIM	Random Pick six exercises. Number them and write them on a paper. Roll one dice (di) to see which exercise to do. Roll two dice to see how many times to do it!
Helper Do something to help around the house or yard today. What muscles are you using to do the work? What kind of fitness are you working on? How does it feel to help out?	Shopping Search The next time you go with someone to the grocery store, look closely at the different vegetables in the vegetable aisle. Are there any that you don't know the names of? See if you can find three of those and learn their names.	Cool Off the Pizza Imagine you have a hot slice of pizza in front of you. Slowly breathe in like you are smelling the pizza. Then, slowly breathe out to cool it off.	Dance it Out Play your favorite song. Listen to see if you can hear 8 beats in the song. Make up a dance that has four moves that you can do to the beat. Can you do it for the whole song? Can you teach it to someone?	Alphabet Push-Ups Get in a push-up position. Lift one hand off the floor and tap your opposite shoulder while saying the first letter of the alphabet. Then touch the other shoulder and say the second letter. Can you get to Z?



Social Emotional Learning

Social Emotional Learning-15 minutes each week

Directions: Each week choose one or more activities from the menu to do. Once you have done an activity you can color it in or cross it off the chart. You can also repeat your favorites as many times as you want!

Helpful Sites – If you have technology available, the following sites can be used to support social emotional learning at home too!



How We Feel App: Scan QR code to download the app.





Free Mindfulness Videos on YouTube:

- English: <u>https://www.youtube.com/playlist?list=PLiaUKiwbiHMQDQLCXoPaMMYotldKIUQCw</u>
- Spanish: <u>https://www.youtube.com/playlist?list=PLiaUKiwbiHMSzAac5smgxc98Huui9KwC-</u>

Second Step Activities and Resources for Families https://www.secondstep.org/free-sel-resources/families

Bullying Prevention Resource Captain Compassion: You Have the Power to Prevent Bullying!





				ſ	MO Hov	OD w are ye	~ ~ ~ ~ ~		qu		e yellow high in energy easantness.					
	1	ENRAGED	PANICKED	STRESSED	ATTERY	SHOCKED	SUPRISED	UPBEAT	FESTIVE	EXHILARATED	ECSTATIC					
Feelings in the red		LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPER	CHEERFUL	MOTIVATED	INSPIRED	ELATED					
quadrant are	RGY						FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED
high in energy and low in		ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	НАРРУ	FOCUSED	PROUD	THRILLED					
pleasantness.		RGY	RGY	RGY	RGY	ENERGY	REPULSED	TROUBLED	CONCERNED	UNEASY	PEEVED	PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLISSFUL
	ENE	DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC	AT EASE	EASYGOING	CONTENT	LOVING	FULFILLED					
Feelings in	L	PESSIMISTIC	MOROSE	DISCOURAGED	SAD	BORED	CALM	SECURE	SATSIFIED	GRATEFUL	TOUCHED					
the blue quadrant are			ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIRED	RELAXED	CHILL	RESTFUL	BLESSED	BALANCED				
low in energy and low in			DESPONDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELLOW	THOUGHTFUL	PEACEFUL	COMFY	CAREFREE				
pleasantness.	ţ	DESPAIR	HOPELESS	DESOLATE	SPENT	DRAINED	SLEEPY	COMPLACENT	TRANQUIL	COZY	SERENE					
		+				PLEASA	NTNESS									

To use the Mood Meter...

- 1. Think about how much energy your body has and if you're feeling pleasant or unpleasant feelings and try to identify which quadrant you are in.
- 2. Then try to find a word that best names how you feel.

Example: I feel like my body has energy, but it's kind of an unpleasant feeling. I think I'm feeling annoyed because I have to wait until it's my turn to play...

Feelings in the green quadrant are low in energy and high in pleasantness.



		Social Emotional Learning Menu	
Self-Awareness	Track Your Feelings for a Day:	How Would You Feel If?	Calm Down Strong Feelings: 1. Stop
Getting Into Our Feelings, or emotions provides us with information about what we think and how we may act. Feelings are not good or bad, and naming our emotions is a superpower!	 Keep track of your feelings for one whole day on the worksheet provided (see worksheet below menu). Write or draw what was happening when you had those feelings for each part of the day. Keeping track of your feelings can help you be more aware of how they're affecting you. If you name a strong feeling, or emotion, it engages your thinking brain and helps you begin to calm down. Reflect at end of day, or next morning. What types of feelings did you have? Did you have more positive emotions at any times of day? Why? 	 Read each scenario below and use the Mood Meter or feelings chart above to identify how you would feel if you were in each situation. Scenarios: Getting to watch your favorite show. You get hurt playing at the park A birthday party gets canceled because the family is sick. Your parents or caregiver stop to get you ice cream or a treat. You lost in a video game or board game. It's raining and you can't go play outside. You are learning something new (how to ride a bike or play a game or instrument). You get to go to a friends' or families for a sleepover. 	 Stop Name your feeling Take deep breaths (put your hands on your belly to feel yourself breathing) Say "Stop" and name your feelings to begin calming down. When did you use calm down strategies this week? Why? What was your strong feeling? Draw. Write. Share your strategy with one other person.
Self- Management Mindfulness is both a practice and a way of relating to life. It is being present in the moment with kindness and curiosity.	 Loving-Kindness Buddy Wishes Close your eyes. Sit up tall. Take a deep breath in and a deep breath out. Think of one kind wish to send to yourself. It can be sending yourself Peace, Love, Courage, Hope or the chance to just be. Breathe in the kind wish deep into your heart and slowly breathe out. Take a deep breath in and a deep breath out. Take a moment and think of a kind wish to send to a person who could use a bit of love. This could be a grandparent, sibling, friend, or it can be someone in need. If you have a chance, share your kind wish with the person. How do you feel after a mindfulness exercise? Use the feelings chart. 	Practice Using Your 5 Senses Have your child look around their room to find: • 1 thing they can see • 1 thing they can touch • 1 thing they can hear • 1 thing they can smell • 1 thing they can smell • 1 thing they can taste This is an exercise that can help manage strong emotions by focusing on what is around you. How do you feel after focusing on your 5 senses? Use the feelings chart.	Be Like Nature Go outside, ideally in nature (park, yard) with a trusted adult or friend who can read the practice below. Think and share: What is your favorite part of nature? How does being in nature make you feel? Practice: Sit or stand. Close your eyes. We can be like beautiful parts of nature. Our body is like a tree- it grows and it is strong. Sit tall like a tree and stretch your hands and fingers out like branches. Our breath is like the wind blowing- take two big, slow breaths. Breathing inbreathing out, blowing out the wind. The sun is like the part of us that is warm and kind. As the sun shines on the tree, we feel our body. What body parts do you feel- just by noticing? Smile like the sun and say, "May I be happy." Open your eyes and look around- You are amazing!



Self & Social Awareness Gratitude is noticing the good things in life and saying thank you for them.	A Time I Felt Grateful We can feel gratitude for things we have, things that someone gives us, or things that are part of our daily life that we may not give much thought to. We can also feel grateful for things in nature (rain) or other important things in our lives. Write or draw a picture about a time that you felt grateful and what you were grateful for, or who you were grateful to. If you can, tell the person.	Gratitude Journal A gratitude journal helps us notice the good things happening in our lives and say thank you for them. Expressing gratitude can change your mood and help you feel more connected to others. It also trains your brain to focus on the positive. Each day, for one week, write or draw at least one thing you are grateful for. Why are you grateful for that thing? (see last page for gratitude journal)	Practicing Gratitude: Think about something that brought you happiness this week. It can be something simple! Remember that happy thing. Notice how you feel when you think about it. Silently, say thank you. Notice how it feels to say thank you.
Self & Social Management Safe & Healthy Summer skills and strategies.	Follow Directions: Listening helps you have fun AND stay safe. What Skills for Learning do you use to follow directions? Think about a time that you followed directions this week. • How did it keep you safe?	 Info to Remember or Learn! Do you know the address where you are living? Do you know your parent/ caregiver's first and last names and phone numbers? If yes, share it with an adult family member or older sibling to practice and help you remember. If no, ask your family to help you learn it this summer. Reflect: Who are safe adults that you can talk to? Where are safe places that you can go near where you live? Draw. Write. Hang it up to remind you! 	Safety, It Rules! (by Jenny Pritchett, Common Sense Media) We need to be safe whenever we're online So we follow these rules, to have a good time! 1. Always ask your parents/ caregivers first. 2. Only talk to people you know. 3. Stick to sites just right for you! And we'll be safe wherever we go! Reflect: Write or Draw. What did you do online this week that was fun? Did you follow the online safety rules? • Share with your home adult.



*Self & Social	Be Assertive:	Play Fair:	Solve Problems	
Management*	Respectfully say what you need or stand up for	It is fun to play with our friends, family, and new kids	"How should I do this?" Finding solutions to problems.	
Management	others, without being mean or hurtful.	in person and online!	Say the Problem Without Blame	
			Think of Solutions that are Safe & Respectful.	
	Brainstorm: What is the difference between being	Remember when you play with others to	Explore Consequences (What would happen if)	
	assertive, aggressive, and passive when you talk to others?	Take turns	Pick the Best Solution and Make Your Plan	
	others?	Trade or share items	Pick a problem that you have Problem-Solving Steps	
You can be	Practice:	Invite others to play	had this summer. Practice the 4	
assertive, play fair	• Ask an adult for help in an assertive way ("Can	Use your words to tell someone what you	STEPs above with your	
and problem-solve	you please help me?).	need or want	problem.	
to stay safe, get	• Face the person you're talking to.	Be an upstander to bullying in your	How can this problem-solving	
along with others and keep having	Keep your head up and shoulders back.	neighborhood or online	process help you at home? In	
fun.	Use a calm, firm voice.		your neighborhood? At school?	
	Use respectful words.	Write or Draw: What did I do to play fair this week?	Say the solutions happen if your	
		How did it make me feel? How did others feel?	blame respectful part	
Self-Efficacy	Note to Self	Courage Creatures	Goal-Setting for a New School Year	
	Draw or write about three things that went well today	What is courage?	What is something that you are good at now because you	
	or this week. What were you thinking? How were	"Being brave isn't about not feeling scared. Being brave is about what you do even when you do feel	worked hard and practiced a lot?	
Looking Ahead!	you feeling? What did you do?	scared."		
How will you keep growing your brain	Draw or write about your best possible future self.	Courage can be loud (easy to see and looks brave)	Think about this coming school year and fill out the	
this year?	Who will you be when you grow up? What will you	or quiet (something inside- reading what you wrote	following:	
the year.	do? What do you like about that future person? Why	in front of the class).	<u>My goal is:</u> Steps to reach my goal:	
	are those things important to you?	Imagine you have a courage creature living inside	1.	
		your heart. On a paper, draw what you think your	2.	
		courage creature would look like with detail. Think	3.	
		of what being courage or bravery means to you as you draw your creature.	Two things that will help me reach my goal:	
Caro			1.	
46		What does your courage creature need courage for?	2.	
		What does courage feel like in your body or your courage creature's body?	I will know I have reached my goal because:	
		Share with a family member or friend!	Date when I reach my goal:	



Feelings TrackerDate: _____

Instructions: Keep track of your feelings for a day. Try to use specific feelings words. Take notes or draw about what happened when you had each feeling.

Нарру	Sad	Scared	1	Surprised	Angry	Disgusted
Time	Feeling(s)		What was happening			
Wake up						
Morning						
Midday						
Afternoon						
Evening						
Before bed						



Gratitude Journal Week:

Instructions: Each day this week, list one thing you're grateful for. Use the ideas at the top of the journal to help you think of something if you get stuck. Then explain why you're grateful for that thing. We can be grateful for big and little things! Think of something small or big that you are grateful for and why. **Some Ideas**: Friends Teachers Family Food Health Body Pets School Summer Sunlight Doctors Books Toys Games

Day	What are you grateful for?	Why?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		