

### Summer Learning for Incoming 5<sup>th</sup> 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.

5 <sup>th</sup> Grade Schedule	Monday	Tuesday	Wednesday	Thursday
Literacy Pg. 3	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu
Physical/Social Emotional Activity Pg. 19/20	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu
<b>Math</b> Pg. 13	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath
Reading	30 minutes of independent reading	30 minutes of independent reading	30 minutes of independent reading	30 minutes of 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



**Directions:** The following packet of learning activities is provided to help prepare you for 5<sup>th</sup> 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	<b>Overview</b>

\_\_\_\_ Read a book of your choice or myON or Arc Bookshelf 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:

5 <sup>th</sup> Grade Schedule	Monday	Tuesday	Wednesday	Thursday
	20 min on Wonders			
Literacu	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 Activity	15 min Activity Menu			
	20 min Math Menu or			
Math	Math Task	Math Task	Math Task	Math Task
	Or	Or	Or	Or
	iReady MyPath	iReady MyPath	iReady MyPath	iReady MyPath
Reading	30 minutes of	30 minutes of	30 minutes of	30 minutes of
iveauling	independent reading	independent reading	independent reading	independent reading

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



### English Language Arts

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5.RI.1 and RL1: ask and answer	5.RF.3 Know and apply grade-level	5.W.2 Write informational text
questions about text (fiction and non	phonics	
fiction)		
5.W.1 Write opinion	5.RF.4 Read with sufficient accuracy and	5.L.4 Determine meaning of unknown
	fluency to support comprehension.	words and phrases

**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://w3.kcls.org/srp/KCLS%202020%20Summer%20Reading%20Program.mp4 Time for Kids: https://www.timeforkids.com/ Scholastic: https://classroommagazines.scholastic.com/support/learnathome.html Tween Tribune: https://www.tweentribune.com/ Read Aloud Stories: https://www.storylineonline.net/ Funbrain: https://www.funbrain.com/books Books in English and Spanish: https://www.uniteforliteracy.com/ International Digital library for kids: http://es.childrenslibrary.org/ Collection of Reading activites: https://www.bbc.co.uk/teach/primary/zd7p47h Writing: Scribble and Ink Stories and Games: https://pbskids.org/scribblesandink/draw Story Cube: https://www.pbs.org/parents/crafts-and-experiments/play-a-storytelling-game

Story Maker: <u>https://pbskids.org/pinkalicious/games/pinkcredible-story-maker</u> Magnetic Poetry: http://play.magneticpoetry.com/poem/Original/kit/

Create your own comic: https://www.makebeliefscomix.com/

ES Prompts: http://canteach.ca/elementary/prompts.html



# English Language Arts Menu

				1
Read a book of your choice 20 min. and draw a picture of the setting. Include images to show time and place.	Read one of the attached articles and respond to the prompt.	Read 20 minutes out loud to your pet from a reading of your choice. Write a tweet your pet would say in response to the reading.	Read 30 minutes under a blanket with a flashlight. Write about how your location impacts your reading experience.	Read 20 minutes in a book of your choice. Create a bookmark with images that represent the theme of the book.
Read one of the online articles. Make a one-pager that summarizes the central idea with images and at least one quote.	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. Write down 3-5 unknown vocabulary words. Predict what they mean from context clues then look them up	Read 20 min in a book of your choice and create a comic strip for the section you read today. Try using the comic creater below.	Read 20 minutes in a book of your choice. Create a collage of items the main character would love.
Set up a time to meet virtually with a friend. Each of you read 20 min. in the book of your choice ahead of time. Discuss what you read.	Read 20 min. in a book of your choice. Create a poem about the main character. Try using the magnetic poetry link below how her her has man mad like lii	Read outside for 20 minutes. When done, design a new book cover for the book you are reading.	Read an online article from one of the websites below. Write a summary paragraph of the article and share it with a family member.	Read a book of your choice for 20 min. Write a review either recommending or not recommending the book. Use evidence.
Read one of the online articles out loud to a family member. Discuss if you agree with the author or not and why.	Read 20 min. in the book of your choice. If your main character was a super hero/villain who would they be? Write your response.	Read one of the online or attached articles. What is one cause/effect relationship you notice?	Read 20 minutes in a book of your choice. Write about how the story would change if you could completely change the setting.	Read 20 min. in the book of your choice. Write a short script, changing the dialogue between two characters.



# Complete one weekly Reading and Writing Activity

Week	
1	<ul> <li>Are Youth Sports Too Intense? After reading write a 2-sentence summary of the gist of the article. List key details from the article (at least 4) that you may want to use in your writing</li> <li>For fun, go to this link to find the perfect sport for you: https://www.tate.org.uk/kids/games-quizzes/quiz-which-arty-sport-</li> </ul>
	should-you-play
	What do you think? Write your opinion with three reasons to support.
2	Cheerleading: The Most Dangerous Sport         After reading write a 2-sentence summary of the gist of the article.         List key details from the article (at least 4) that you may want to use in your writing         Read (article below) and form your own opinion:
	Dangers of cheerleading:
	https://www.msnbc.com/today/watch/big-stunts-scary-
	falls-the-dangers-of-cheerleading-44499523540
3	Heads Up         After reading write a 2-sentence summary of the gist of the article. List key details from the article (at least 4) that you may want to use in your writing         • Protecting Your Head: <a href="https://www.youtube.com/watch?v=L1I7Z5-Onxl">https://www.youtube.com/watch?v=L1I7Z5-Onxl</a>
4	Writing Assignment: You are writing an opinion essay about how important it is to protect your head when playing sports.
	Using the sources you already read, develop a main idea about how important it is to protect your head when playing sports. Choose the most important information from the sources to support your main idea. Then, write an opinion article that is several paragraphs long. Clearly organize your article and support your opinion with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.



# A Safer Sport

March 8, 2019, Brian S. McGrath (https://www.timeforkids.com/g34/safer-sport/)



GAME CHANGER Football is rough. More and more kids are playing a safer version of America's favorite sport.NATIONAL FOOTBALL ASSOCIATION

Danny Lee

wanted to play tackle football in fifth grade. His dad

had other ideas. "He said if I got hurt now, it could end my football career," Danny told *TIME for Kids*.

Peter Lee advised his son to stick with flag football. It does not involve tackling. Lee was a football player. Now he coaches Danny's flag football team, in Wilmette, Illinois. "I have friends and former teammates who have decided they never want their kids playing tackle football," he says. "There's certainly no rush to start in the fifth grade."



PLAY IT SAFE There is no blocking or tackling in flag football. Still, players wear mouth guards, and some leagues even require helmets. - *NATIONAL FLAG FOOTBALL ASSOCIATION* 



A kid's brain is more at risk for injury than an adult's. So experts say kids shouldn't play tackle football until age 14. That's why flag football is the fastest-



growing team sport in the country. The Sports & Fitness Industry Association studies trends. It reports that 1.5 million kids ages 6 to 12 play flag football. That's more than those playing tackle football. "All my friends are playing flag," says Danny.

## Protecting Players

Players do not tackle one another in flag football. They try to grab a flag from an opponent's waist instead. Cole Reed started a youth athletics group in Las Vegas, Nevada. It is called 200% Sports. "Accidents are fewer and far between in flag football," he says.

Repeated jolts to the head and body do the most damage. Researchers at Boston University published a study in 2017. It found that playing tackle football before age 12 was linked to early memory and behavior problems.

Safety is a concern in flag football too. Gerard Gioia is a brain injury specialist. He works for Children's National Health System, in Washington, D.C. He tells parents to choose a coach who is trained to recognize concussions (see "Hard Knocks"). "The same questions about safety should be asked of a flag football league as of a tackle league," Gioia says.

## Football's Future

Is this the end of tackle football? Flag football may actually be saving the sport. Coaches say it teaches skills that players need to go on to tackle football. That's why the National Football League (NFL) sponsors flag football leagues around the country. It hopes to inspire new generations of fans and players.

Sophie Day is 13. She plays in the 200% Sports league. It is sponsored by the NFL. She was going to join her school's football team. Then she discovered flag football. "It gives me the same excitement as tackle," she says. "It's actually harder. You have to focus on that one flag."

Her mom is relieved. "In regular football, you have to be big, you have to be bad, and you have to win," says Michelle Day. "Not with flag football. It's known as the friendly sport."



Cheerleading: The Most Dangerous Sport (<u>https://www.activekids.com/cheerleading/articles/cheerleading-</u> <u>the-most-dangerous-sport</u>)



When you think of sports injuries, full contact sports like football probably come to mind. However, one of the most dangerous sports in terms of serious injury is not football, soccer, or basketball...it's cheerleading.

Cheerleading has become so much more than shouting encouraging phrases from the sidelines. Modern day cheerleading features amazing feats of gymnastics and flexibility along with dance and of course, stunts. A basket toss can send a cheerleader flying 20 feet in the air, only to land in the arms of her teammates, if everything goes right. It's not hard to see how cheerleading can be dangerous.

### **Most Common Injuries**

From 1980 to 2013, cheerleading injury rates went up 440 percent. Cheerleading injuries affect all areas of the body. The wrists, shoulders, ankles, head, and neck are most commonly injured. Sprains account for more than half of all cheerleading injuries. While ankle sprains are most common, sprains can also occur in the knees, wrists, neck and back.

Concussions are also becoming increasingly more common in cheerleading. With more evidence of the damage head injuries like concussions can cause, there has now been a heightened awareness of cheerleading related injuries overall.

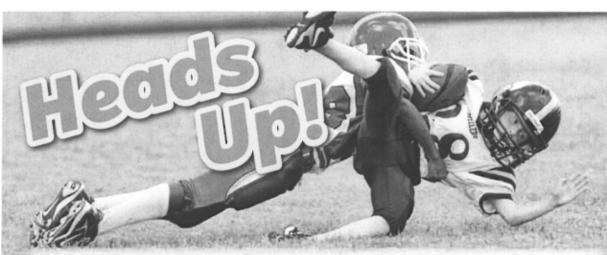
## Prevention

Some of the causes for cheerleading injuries are lack of training (especially with stunts), lack of conditioning and that there is no protective gear for the sport. The best way to avoid injury is to prevent them from happening.

## **Stunt restrictions**

It's no surprise that stunting causes the most serious injuries in cheerleading. Stunting accounts for 42 to 60 percent of all cheerleading injuries. In addition, 96 percent of concussions and head injuries in cheerleading are caused by stunts. Without the proper training on how to toss and catch the flyer, along with practice, these injuries will continue to occur.





David Grundy, 11, of New York loves playing football. But he knows it can be a rough sport. During one practice, he got tackled very hard. He was knocked off his feet. His head hit the ground.

"I was dizzy when I tried to get up," David tells Scholastic News.

Luckily, he was OK. But hits like that can be dangerous. They can cause a serious brain injury called a concussion.

New studies show that concussions may **damage** the brain more than people once thought. And they are especially dangerous for kids. That's because kids' brains are still growing.

Now the country's largest youth-football organization, Pop Warner, is taking action. It recently made new rules to help prevent concussions.

#### **Playing It Safe**

Most concussions that young football players get happen in practice. So now, during practice, Pop Warner football players who are more than nine feet apart can't charge at each other headfirst. There will also be fewer tackling drills.

Kids are also being taught to recognize the **symptoms** of a concussion. But those signs don't always show up right away. Experts say that kids should stop playing after any hard hit to the head. They should also tell an adult, like a coach or a parent.

When it comes to possible brain injuries, it's best to play it safe. Dr. Julian Bailes works with Pop Warner. He says kids should follow a simple rule: When in doubt, sit out.

Words to Know

damage: harm organization: group symptoms: signs of being sick or injured

## **Know the Signs**

Football players aren't the only ones who can get concussions. Kids can get them playing other sports, like soccer. No matter what you're playing, here's what you should watch out for.

COMMON SYMPTOMS INCLUDE:			
• Headache	Sleeping problems		
Confusion	Trouble paying attention		
<ul> <li>Forgetfulness</li> </ul>	Blurry or double vision		
Dizziness	Feeling foggy		
Stomach ache	Fainting or blacking out		



# **Word Learning Routine**

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

# 1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

# 2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

# 3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

# 4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

# 5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"



🍪 Introduction

# Lesson 11 Unfamiliar Words



Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

Read When you read, you probably come across words you do not know. Some of these unfamiliar words may be academic vocabulary, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular subject area, such as science, social studies, or economics. A subject area can have many topics. For example, money is one topic in the subject area of economics.

Read the poster below. Underline any words you might not know.

# The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!





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Think Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find context clues that tell you about the word's meaning, and write them in the "Clues" column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	" build a new <u>shelter</u> to protect our pets?"		
Donation	"Please make a <u>donation</u> "		
Benevolence	" each act of <u>benevolence</u> counts!"		

Talk Share your chart with a partner.

- Did you come up with similar meanings?
- Did you find the same clues to the words' meanings?
- Are there any school subjects for which figuring out words is especially important? If so, which subjects?

Academic Talk Use this word and these phrases to talk about the text.

academic vocabulary
 subject area

topic

context clues



### Math

The following math domains/standards for m	nath	practice will be covered in these menu's	s and online learning:
Numbers and Operations in Base Ten		Operations and Algebraic Thinking	Measurement & Data

Numbers and Operations in Dase Ten		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.



MENU

**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 year's learning that you can complete. Try to complete one task each week!

### For further practice try one of these sites:

Khan Academy: http://khanacademy.org	PBS Kids: https://pbskids.org/games/math/
Math Playground: https://www.mathplayground.com/	Sheppard Games: <u>http://www.sheppardsoftware.com/math.htm</u>

### **Multiplication Facts:**

Fill in the following multiplication table to help you practice your facts! (HINT: Practice skip counting to fill it in)

1	2	3	4	5	6	7	8	9	10	11	12
2											
3											
4											
5											
6											
7											
8											
9											
10											



### MATH MENU

Build something with blocks. What's the tallest tower you can make using only 20 blocks. How tall is it? Could you change your design and make it even taller?	make \$2, using only	Have a scavenger hunt to find different shapes with the same number of sides. How are they the same or different?		Create a "guess the measurement" game. In the game players will need to estimate and measure the lengths of certain items. Be creative designing your game.
Plan a meal for your family or friend. Find recipes with fractions in the ingredient list. With an adult make the meal/recipe.	Fold a piece of paper in half 2 times. Open it. How many rectangles? Now fold it in half again. How many rectangles? Predict how many rectangles you'd have if you folded it once more.	minutes. Record what you see. Create a bar graph	Make the largest and smallest numbers you can using the digits: 4, 1, 7, 8, and 2. Find the difference and sum of these two numbers.	When you're shopping, add up all the costs as you go. Try to estimate the total. Check your answer at the register.
Would you rather have one dozen cookies or 2 cookies every night for one week? Why?	Create a code using letters and numbers and write a message to someone. Give them the key and see if they can crack the code.	FREE SPACE	Find a partner. Have them use a calculator and ask you math problems. You do mental math, they use the calculator and see who can get the correct answer first!	Draw a map of your house, to scale. Include a key that shows what everything is.
Practice your multiplication facts using flash cards or by skip counting.	Make an array using any objects. See if someone can figure out how many there are without counting. If they can't think of a way to figure it out, show them a strategy.	Complete a jigsaw puzzle of at least 500-pieces. Try 1000 or bigger!		How many days until the first day of school? (Sept. 2) How many hours is that?
Play Connect Four, Monopoly, or Checkers	Using a calendar, figure out how many days are left in this year. Can you figure out a short cut so you don't have to count every day?	Find a measuring tool (like a ruler or tape measure) and record measurements of objects in your house (shelves, chairs, people)	Teach someone at home your favorite shortcut for some multiplication facts you know.	Play a card game like War or make up your own!



## Week 1 Task: Art Supplies

Pia takes some money to the store to buy art supplies for an art party. After she buys these supplies, she has \$7 left. How much money did Pia bring to the store? Show your work.

\*Hint: First figure out how much she spent on supplies in total.

Item	Price	Quantity Purchased (how many)
Packs of Paper	\$3.00	2
Packs of markers	\$2.00	7
Paints	\$4.00	5
Paint brushes	\$0.50	4



### Week 2 Task: Decimal Vegetable Garden

- 1. Use the bar below to design a vegetable garden. For example use red for tomatoes, yellow for corn, and green for green beans.
- 2. Record it on the grid below by coloing in the colors.

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- 3. Use the table below to record your garden colors. Then fill in the complete garden on the next page.
- 4. Once you've filled in your complete garden, figure out the fraction each vegetable represents in your garden and write that number as a decimal. Record both on the table below.

Color	Vegetable	Fraction	Decimal

### **Vegetable Garden**




## Week 3 Task: Carnival Tickets

Every year a carnival comes to Hallie's town. The price of tickets to ride the rides has gone up every year.

a. If Hallie's allowance is \$9.00 a month, how many carnival tickets could she buy in 2016 with one month's allowance?

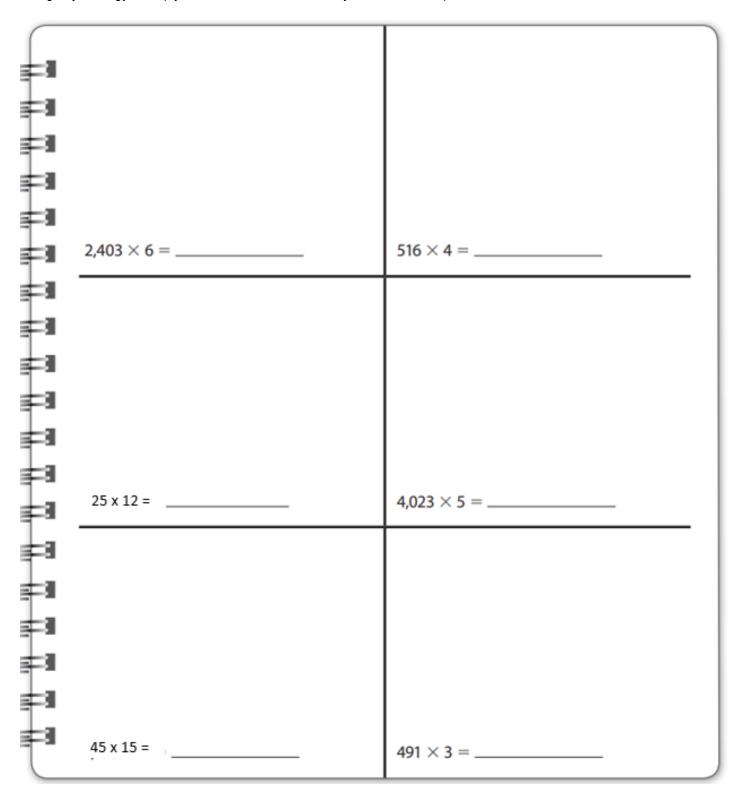
Year	Ticket Price
2016	\$1.75
2017	\$2.50
2018	\$3.00
2019	\$3.75
2020	\$4.25

- b. In 2020, Hallie's allowance was \$27.00 per month. How much did her monthly allowance increase between 2016 and 2020?
- c. How much more did a carnival ticket cost in 2020 than it did in 2016? Show your work using a model or equation.
- d. Was Hallie able to buy more carnival tickets in 2016 or in 2020 with one month's allowance?
- e. Using a pattern, how much do you predict tickets will cost in 2021? Why do you think that?



# Week 4 Task: One Digit Multiplication

Using any strategy, multiply the numbers below. Check your work and explain it to someone at home!





# 3-5 Health and Physical Activity Menu

Activity & Health Menu Directions: Choose one activity from the menu on the next page to complete each day. 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!

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 every time a catch is made. How far apart can you get? 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	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 or a "sometimes food". What is a healthy snack that you enjoy? 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?	<ul> <li>Shape Breathing</li> <li>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 help you calm your mind when you are feeling anxious.</li> <li>Warm Hands</li> <li>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.</li> </ul>	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 it! This is an oldie! <u>https://youtu.be/I5sIspLfmXM</u> 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>	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 alphabet. For example: A = airplane B = bus stop 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
the book falling? On your tiptoes? <b>Strike It</b> 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 taste.	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>	off a little. <b>Strong Arms</b> 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?	<b>Colors</b> 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?	<b>Positive Self-Talk</b> 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?	<b>Shopping Search</b> 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.	<b>Cool Off the Pizza</b> 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: https://www.youtube.com/playlist?list=PLiaUKiwbiHMQDQLCXoPaMMYotldKIUQCw
- 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!



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				ľ		OD w are ye		ng?	qu	eelings in the adrant are f id high in ple	nigh in energy							
	t	ENRAGED	PANICKED	STRESSED	ATTERY	SHOCKED	SUPRISED	UPBEAT	FESTIVE	EXHILARATED	ECSTATIC							
Feelings in the red	RGY	RGY							LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPER	CHEERFUL	MOTIVATED	INSPIRED	ELATED
quadrant are			FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED						
high in energy and low in			RGY -	RGY -	ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	НАРРУ	FOCUSED	PROUD	THRILLED				
pleasantness.					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	T	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 pleasantness.		DESPONDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELLOW	THOUGHTFUL	PEACEFUL	COMFY	CAREFREE							
pleasantitess.	Ţ	DESPAIR	HOPELESS	DESOLATE	SPENT	DRAINED	SLEEPY	COMPLACENT	TRANQUIL	COZY	SERENE							
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# PLEASANTNESS

NAOOD NAETED

### 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: Keep track of your feelings for one whole day on the worksheet provided (see worksheet below menu).	How Would You Feel If? Read each scenario below and use the Mood Meter or feelings chart above to identify how you would	Calm Down Strong Feelings:         1.       Stop         2.       Name your feeling         3.       Take deep breaths (put your hands on your belly
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!	<ul> <li>Write or draw what was happening when you had those feelings for each part of the day.</li> <li>Keeping track of your feelings can help you be more aware of how they're affecting you.</li> <li>If you name a strong feeling, or emotion, it engages your thinking brain and helps you begin to calm down.</li> <li>Reflect at end of day, or next morning. <ul> <li>What types of feelings did you have?</li> <li>Did you have more positive emotions at any times of day? Why?</li> </ul> </li> </ul>	<ul> <li>feel if you were in each situation.</li> <li>Scenarios: <ul> <li>Getting to watch your favorite show.</li> <li>You get hurt playing at the park</li> <li>A birthday party gets canceled because the family is sick.</li> <li>Your friend makes fun of you.</li> <li>Your parents or caregiver stop to get you ice cream or a treat.</li> <li>You lost in a video game or board game.</li> <li>It's raining and you can't go play outside.</li> <li>You are learning something new (how to ride a bike or play a game or instrument).</li> </ul> </li> <li>You get to go to a friends' or families for a</li> </ul>	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	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.	sleepover. 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 taste	Be Like Nature         Go outside, ideally in nature (park, yard) with a trusted adult or friend who can read the practice below. <u>Think and share</u> : What is your favorite part of nature? How does being in nature make you feel? <u>Practice</u> : 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
is both a practice and a way of relating to life. It is being present in the moment with kindness and curiosity.	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.	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.	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?	<ul> <li>Info to Remember or Learn!</li> <li>Do you know the address where you are living? Do you know your parent/ caregiver's first and last names and phone numbers?</li> <li>If yes, share it with an adult family member or older sibling to practice and help you remember.</li> <li>If no, ask your family to help you learn it this summer.</li> <li>Reflect:</li> <li>Who are safe adults that you can talk to?</li> <li>Where are safe places that you can go near where you live? Draw. Write. Hang it up to remind you!</li> </ul>	<ul> <li>Safety, It Rules! (by Jenny Pritchett, Common Sense Media)</li> <li>We need to be safe whenever we're online So we follow these rules, to have a good time! <ol> <li>Always ask your parents/ caregivers first.</li> <li>Only talk to people you know.</li> <li>Stick to sites just right for you!</li> </ol> </li> <li>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.</li></ul>



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

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