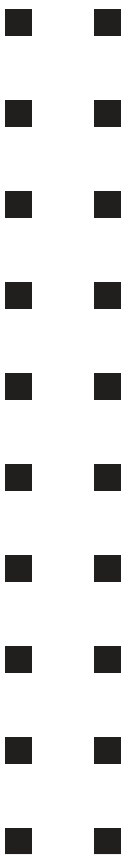




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

## Continuous Learning **LEARNING MENUS**



**MATH**

**LITERACY**

**SPECIALS**

**Printables**

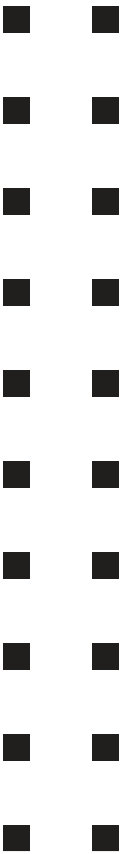




# RSU 57

- Waterboro
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- Massabesic High

# MATH



**Printables**



# LEARNING MENU MATH & STEM

Kindergarten

★ = EVERYDAY ITEMS

May 4 - May 8

1 ★



**IXL:**  
Math skill practice for 20 minutes.



2

## Geometry:

Make a map of a room in your house. Describe the shapes you used in your map. Use positional words to explain where things are in the room (ex: above, below, beside).



3

## Operations and Algebraic Thinking:

Tell 3 number stories about people in your family. For an example, [click here](#).



4

## Numbers and Base-Ten:

Make your own Number Line! Use it to skip count and play other number games. Please see instructions for this activity in your teacher's Seesaw.



5

## Measurement and Data:

Draw your family member's height.

Who is tallest? Who is shortest? Line up your family members from tallest to shortest.



## 6 Counting & Cardinality: Greater Than/Less Than/Equal To.

Gather a group of objects such as beads, stuffed animals or blocks. Have a family member take some and you take the rest. Who has the collection that is greater? Who has the least? Put them all back and play again!



7

## Enrichment:

Counting Nickels and Dimes  
This activity will be assigned to you by your teacher in Seesaw.



8

**STEM:** Watch [this 2-minute video](#) about Animal Families from PBS. Then, write or record yourself telling your teacher about how your family is the same as and different from animal families. Send your writing or recording to your teacher. [bit.ly/2zLIKKp](https://bit.ly/2zLIKKp)



## 9 STEM:

Talk to someone in your family (mom, dad, grandparent, aunt, uncle, etc) about a family recipe. Make the recipe with your grown-up at home. Share pictures with your teacher on Seesaw. Tell your teacher about what kinds of numbers and measurements you had to use to make the recipe.







# K Math Learning Board Activity Instructions/Examples

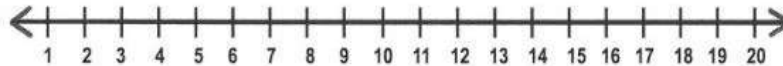
## Week 5 (May 4-8, 2020)

### Make Your Own Number Line! (Math Box #7 - Week 5 - May 4-8, 2020)

In this activity, you will make your own number line and play (or invent) your own game to play on it!

What is a number line?

- A number line is a horizontal line that has smaller vertical lines on it that mark the places of numbers. It helps us to count, solve number sentences, and more! It looks like this:



Step 1: Make your own number line that you can move on! It should start at 0 and go up to at least 20, but can go as high as 100 -- it's up to you!

- You can do this using chalk:



- You can do this using masking tape and paper:



- You can do this using any creative ideas, materials, and inspirations you have at home!

# K Math Learning Board Activity Instructions/Examples

## Week 5 (May 4-8, 2020)

Step 2:

- Play a number line game! Choose a game from this list OR invent your own!
  - Example 1: Match each number on the number line to that same number of objects (like the child pictured above using shoes)
  - Example 2: Practice skip counting! Starting at 0, jump-count your 10s and your 5s! For an extra challenge, try jumping your 2s!
  - Example 3: Match dominoes to the numbers! Kids count the dots on dominoes, or add the two numbers they see to get the sum, and place them by the corresponding number on the line. You could do this with subtraction, too.

---

### Tell Number Stories (Math Box #3 - Week 5 - May 4-8, 2020)

**Activity: Tell 3 number stories about people in your family**

Example of a Number Stories:

- Mom had 6 cans of tuna, but I ate 1. How many cans of tuna are left?
- My sister, Lily, was three feet tall. She then grew one more foot. How many feet tall is Lily?

Different levels of difficulty based on your child's ability:

**E:** Use mental images, fingers or drawing to solve addition and subtraction number stories with sums up to 5.

**D:** Use mental images, fingers or drawing to solve addition and subtraction number stories with sums up to 10.

**M:** Write number sentences or equations for some of your number stories using numbers and symbols (+, -, =) Example:  $6 - 1 = 5$

Sam had 4 cookies. He gave 2 to his sister.  
How many cookies does Sam have now?



$$4 - 2 = 2$$

# Comparing Heights

## Home Link 6-2

NAME \_\_\_\_\_

DATE \_\_\_\_\_

### Family Note

Your child is developing an understanding of measurement by comparing and ordering objects of different sizes from shortest to longest. Build on classroom experiences at home by helping your child record the heights of family members on a doorframe or a large sheet of paper. Measure and mark the same people's heights again in a few months and note whether anyone has grown taller.

Have a family member measure and mark your height. Label it with your initials and the date.

Help measure, mark, and label the heights of other family members.

Compare heights:

*Who is tallest?*

*Who is shortest?*

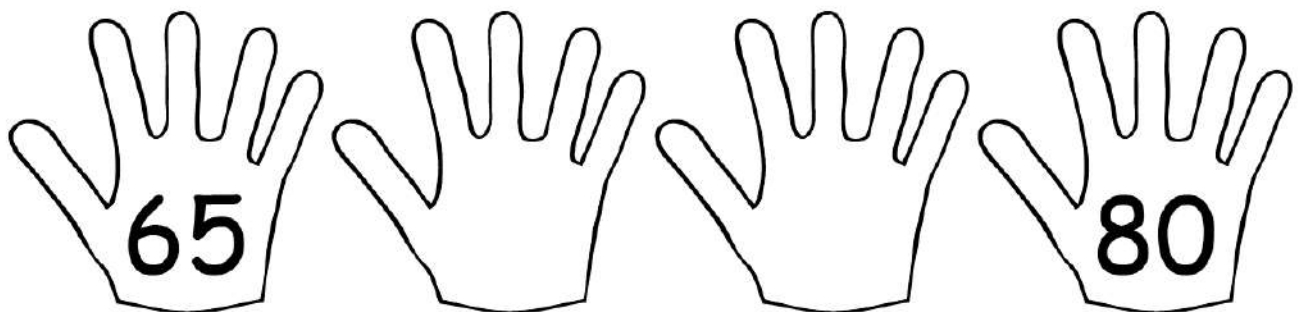
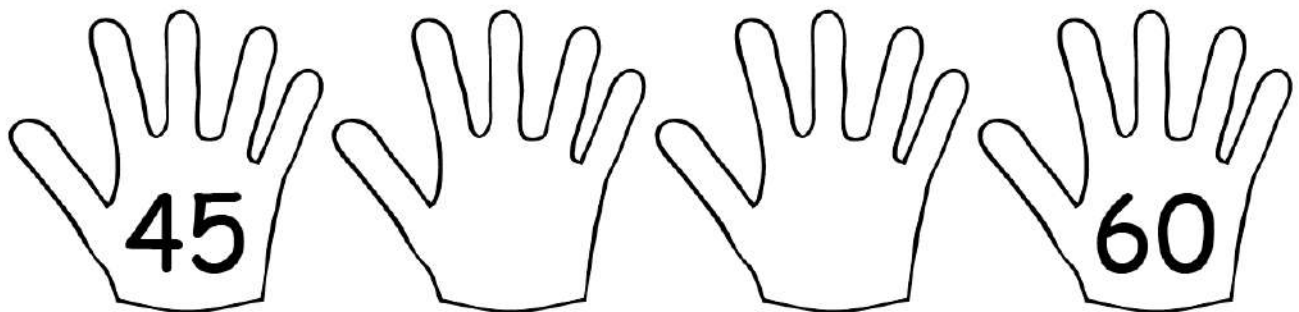
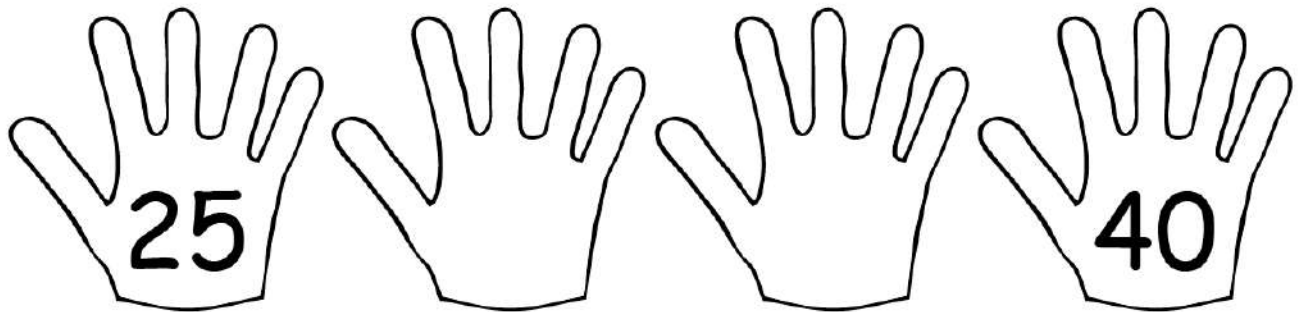
*Which family members are closest in height?*

Line up your family members in order from shortest to tallest.

Mark and label everyone's heights again in a few months and compare them with today's heights.

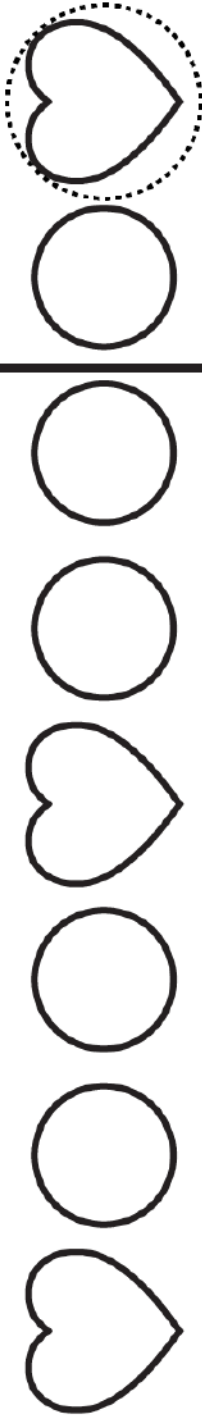


# Count by 5s



# Pattern

Circle the shape that comes next.





## Single digit addition (sums to 10)

---

### Kindergarten Addition Worksheet

Add the two numbers:

1. 
$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 0 \\ + 4 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$



## Single digit addition (sums to 10)

---

### Kindergarten Addition Worksheet

Add the two numbers:

$$\begin{array}{r} 1. \quad 2 \\ + 4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 2. \quad 1 \\ + 4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 3. \quad 3 \\ + 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 4. \quad 6 \\ + 1 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 5. \quad 1 \\ + 7 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 6. \quad 2 \\ + 6 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 7. \quad 0 \\ + 4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 8. \quad 4 \\ + 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 9. \quad 6 \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 10. \quad 3 \\ + 5 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 11. \quad 7 \\ + 2 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 12. \quad 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 13. \quad 2 \\ + 1 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 14. \quad 4 \\ + 5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 15. \quad 8 \\ + 2 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 16. \quad 3 \\ + 6 \\ \hline 9 \end{array}$$



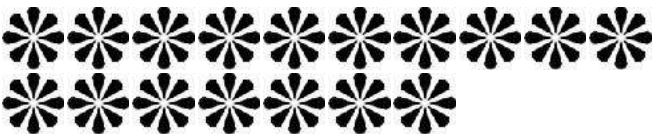
## Counting Numbers up to 20

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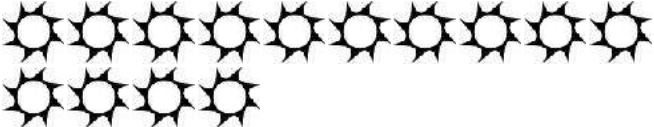
### Kindergarten Counting Worksheet

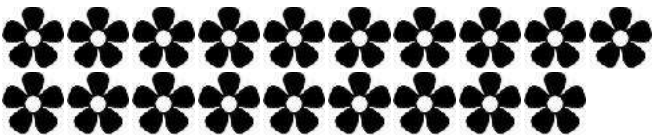
Count the objects and write the number in the box.

1)  =


2)  =

3)  =

4)  =

5)  =

6)  =

7)  =

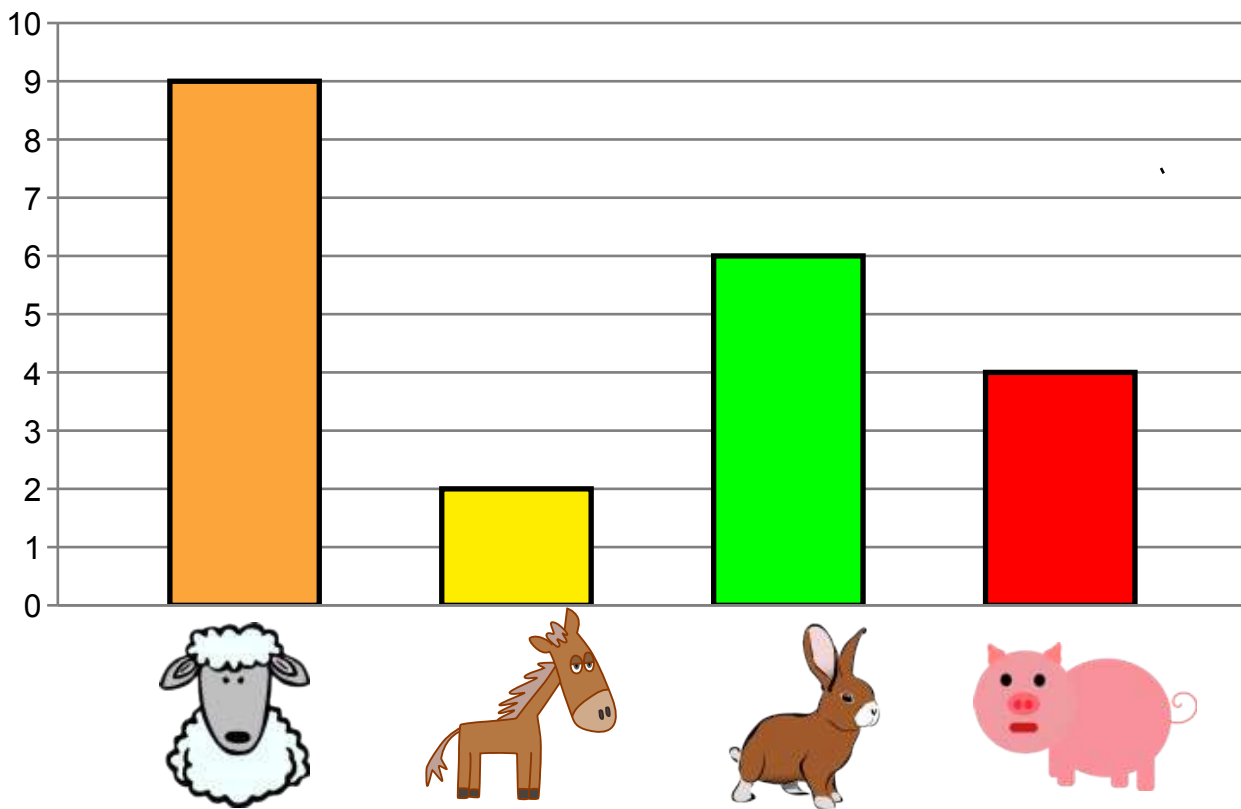


# Reading Bar Charts

## Kindergarten Graphing Worksheet

Read the bar graph and answer the questions.

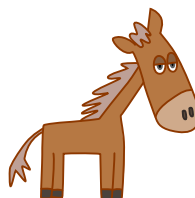
Petting Zoo Animals



How many of each animal were at the zoo ?.....



Sheep \_\_\_\_?



Horses \_\_\_\_?



Bunnies \_\_\_\_?



Pigs \_\_\_\_?



## Subtract within 5

---

### Kindergarten Subtraction Worksheet

1.  $3 - 3 =$  \_\_\_\_\_

7.  $3 - 0 =$  \_\_\_\_\_

2.  $4 - 1 =$  \_\_\_\_\_

8.  $4 - 2 =$  \_\_\_\_\_

3.  $1 - 0 =$  \_\_\_\_\_

9.  $2 - 1 =$  \_\_\_\_\_

4.  $2 - 2 =$  \_\_\_\_\_

10.  $4 - 0 =$  \_\_\_\_\_

5.  $5 - 0 =$  \_\_\_\_\_

11.  $3 - 2 =$  \_\_\_\_\_

6.  $5 - 2 =$  \_\_\_\_\_

12.  $2 - 0 =$  \_\_\_\_\_



## Subtract within 5

---

### Kindergarten Subtraction Worksheet

1.  $3 - 3 = \underline{0}$

7.  $3 - 0 = \underline{3}$

2.  $4 - 1 = \underline{3}$

8.  $4 - 2 = \underline{2}$

3.  $1 - 0 = \underline{1}$

9.  $2 - 1 = \underline{1}$

4.  $2 - 2 = \underline{0}$

10.  $4 - 0 = \underline{4}$

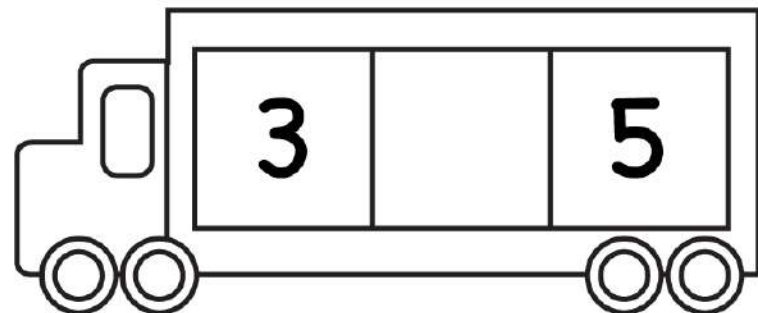
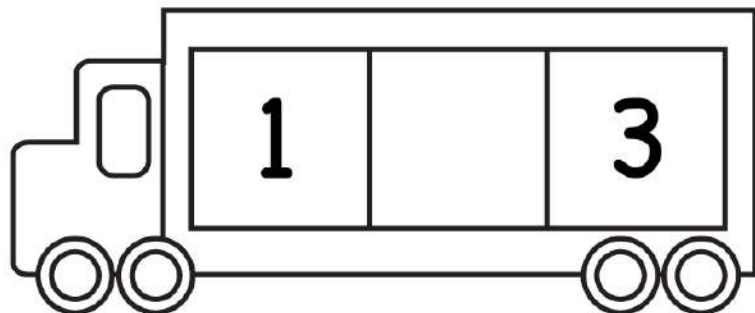
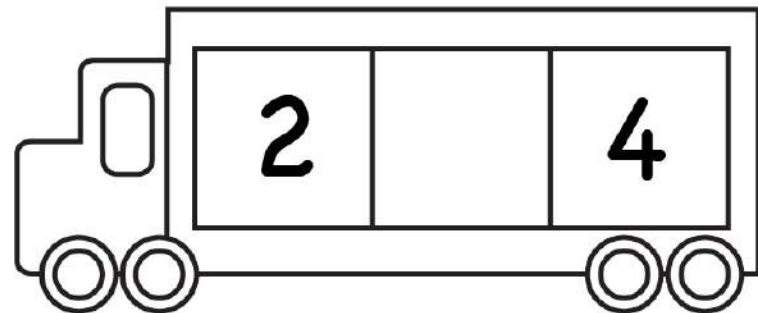
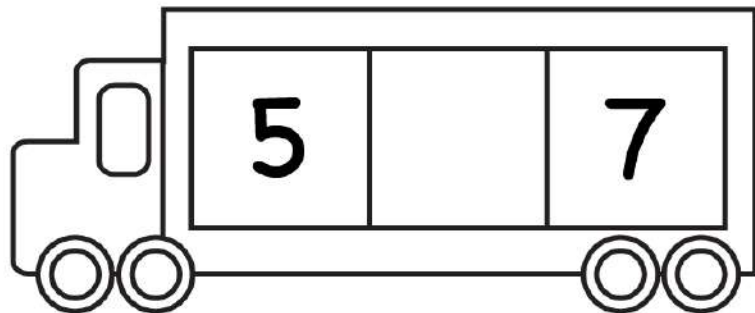
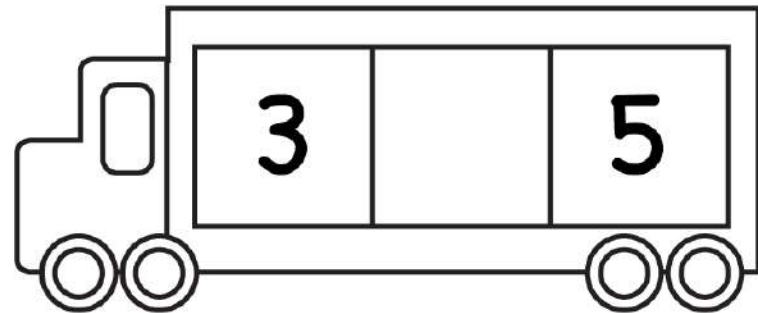
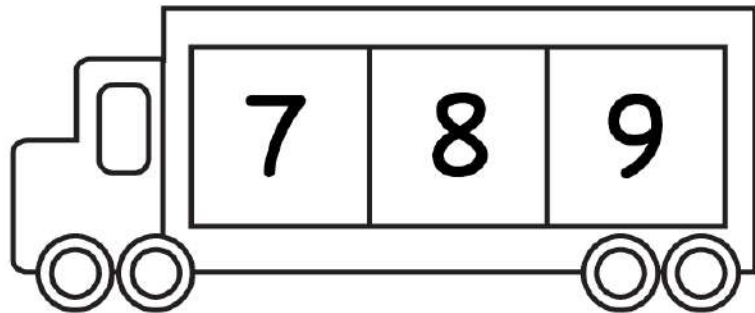
5.  $5 - 0 = \underline{5}$

11.  $3 - 2 = \underline{1}$

6.  $5 - 2 = \underline{3}$

12.  $2 - 0 = \underline{2}$

# What comes between?



Count the Coins and Draw a Line to the Correct Amount



25¢



15¢



30¢



10¢



60¢



40¢



30¢



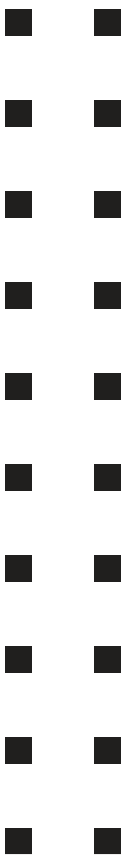
50¢



# RSU 57

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# LITERACY



**Printables**



# LEARNING MENU LITERACY

Kindergarten

★ = EVERYDAY ITEMS

May 4 - May 8

## 1 Reading Literature

**Listen to the story Abiyoyo:**  
[safeYouTube.net/w/qPs9](https://www.youtube.com/watch?v=qPs9)

Retell the story using materials you have at home. Video tape your story and send it to your teacher!



2

**Listen to a Story read by your teacher or librarian.** (2x a week)



3

### Phonics

See teacher's phonics activity posted in Seesaw for you. 2x



4

**Word Recognition**  
Use the sight word menu to practice reading and spelling your sight words. (Ex. Practice writing your words with sidewalk chalk.) Choose one box twice a week.

[Sight Word Choices](#)



5 ★

Find a book at home or one of the online resources (RAZ, Epic, Scholastic) and read to self. Retell the story by either a video on SeeSaw, drawing a picture of the events on SeeSaw or talk to an adult at home.



6

### Print Concepts:

This box is a Seesaw Activity:

Read the poem, illustrate, and follow the directions posted in this Seesaw activity.



7

### Phonemic Awareness:

Let's play a game with sounds and words! Please be sure to turn up the volume on your iPad.

Phonemic Awareness Video:  
[safeYouTube.net/w/S6F8](https://www.youtube.com/watch?v=S6F8)



8

### Writing Prompt:

Write a small moment, true story, about you and your family. You could write about a special trip your family took, or a fun adventure you have done together!

[How to write a true story 5 Tips for Parents](#)



9

### Writing prompt:

Write a letter to someone in your family telling them why they are special to you! Give at least three reasons why. Make sure to include an illustration to go with your letter!! Family Song to listen to: [safeYouTube.net/w/IBA9](https://www.youtube.com/watch?v=IBA9)





Name: \_\_\_\_\_

# Families

By Sarah Griffin

Families are big,  
and families are small.

Families are different, and we love them all.

Some have mothers.

Some have fathers.

Some have sisters, and some have brothers.

I love my family!

Illustration

Name: \_\_\_\_\_

# Families

By Sarah Griffin

Families are big,  
and families are small.

Families are different, and we love them all.

Some have mothers.

Some have fathers.

Some have sisters, and some have brothers.

I love my family!

Circle the first and last words in the poem

Underline words that rhyme.

How many letters are in the title of the poem? \_\_\_\_\_

Find 4 sight words. Write them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



LEVELED BOOK • F

# The Giant Turnip

Written by Edie Evans • Illustrated by Dream (Mengqian) Chen

[www.readinga-z.com](http://www.readinga-z.com)

## The Giant Turnip

A Reading A-Z Level F Leveled Book • Word Count: 118

### Connections

#### Writing and Art

What is your favorite vegetable? Why? Draw a picture and write three sentences about it.

#### Science and Art

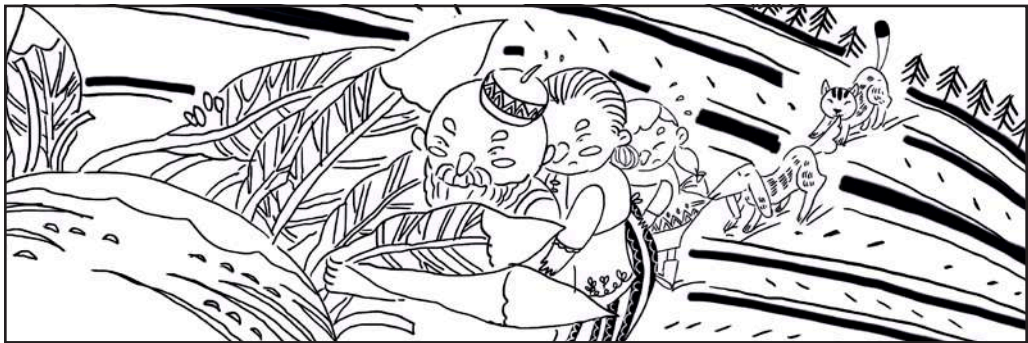
Draw a picture of a turnip growing in the ground and make a list of what it needs to grow.

Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com) for thousands of books and materials.



# The Giant Turnip



Written by Edie Evans  
Illustrated by Dream (Mengqian) Chen  
[www.readinga-z.com](http://www.readinga-z.com)

Focus Question

How did Grandpa get a giant turnip?

Correlation	
LEVEL F	
F	Fountas & Pinnell
9-10	Reading Recovery
10	DRA

The Giant Turnip  
Level F Leveled Book  
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Written by Edie Evans  
Illustrated by Dream (Mengqian) Chen  
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[www.readinga-z.com](http://www.readinga-z.com)

Words to know

budge

burst

grabbed

heap

sprouted

turnip



One day late in spring, Grandpa planted  
a turnip seed.

The Giant Turnip • Level F

3

h

In summer, turnip leaves sprouted.  
The turnip grew and grew.







Grandpa grabbed the leaves and pulled.  
The giant turnip didn't budge.

The Giant Turnip • Level F

5

9

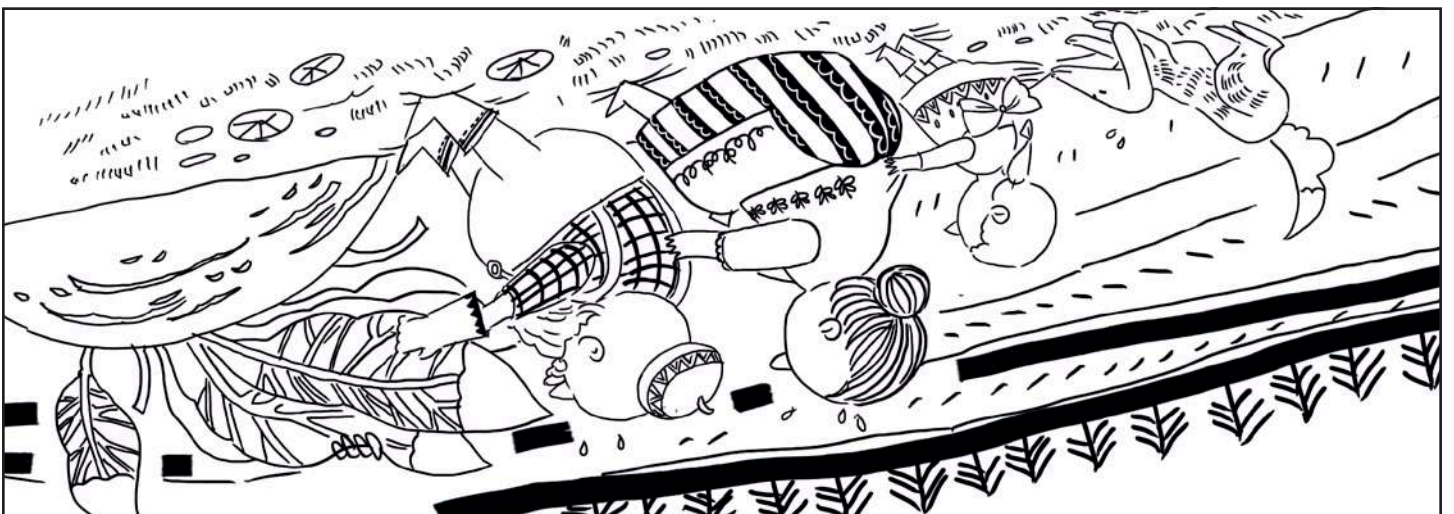
Grandma walked by.  
"You need help!" she said.  
Grandma grabbed Grandpa and pulled.  
The giant turnip didn't budge.





Granddaughter walked by.  
 “You need help!” she said.  
 Granddaughter grabbed Grandma and pulled.  
 The giant turnip didn’t budge.

Dog walked by.  
 “You need help!” he said.  
 Dog grabbed Granddaughter and pulled.  
 The giant turnip didn’t budge.







Cat walked by.

“You need help!” she said.

Cat grabbed Dog and pulled.

The giant turnip didn’t budge.

Mouse walked by.  
 “You need help!” he said.  
 Mouse grabbed Cat and pulled.  
 The giant turnip budged.  
 Then it burst forth from the ground.







Grandpa, Grandma, Granddaughter,  
Dog, Cat, and Mouse fell backward in a heap.  
Before them lay the biggest turnip they had  
ever set eyes on.















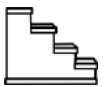














From then on, they had turnip  
for breakfast, lunch, and dinner!



Read the words:

all	girl	not	she
are	got	now	sit
as	had	of	then
ball	has	or	they
be	her	out	this
boy	him	play	too
by	his	put	us
come	how	ran	was
day	if	read	went
did	jump	run	will
eat	look	sat	yes
for	man	saw	
get	mom	say	

# Sight Words Mat: Pick a Challenge & Learn

<p>Let's learn! Practice writing your sight words outside using sidewalk chalk.</p> 	<p>Let's learn! Write your sight words on pieces of paper. Attach the sight words under the table. Lay on your back to read the words.</p> 	<p>Let's learn! Using a device of choice, type each of your sight words 2-3 times per word.</p> 	<p>Let's learn! Write your sight words on paper pieces. Read the word on the piece of paper, crunch it up, and shoot it into a bowl or basket.</p> 	<p>Let's learn! Write your sight words using blue for the consonants and red for the vowels.</p> 	<p>Let's learn! Write your sight words using rainbow colors. Use a different color for each letter in the word.</p> 	<p>Let's learn! Look at your sight word for 3 seconds. Close your eyes and then spell the sight word aloud by memory.</p> 	<p>Let's learn! Build and spell each of your sight words using objects in your house (e.g., blocks or toys).</p> 
<p>Let's learn! Choose a sight word from your list. Hunt for the sight word in books, magazines, and newspapers or on t.v.</p> 	<p>Let's learn! Write your sight words on paper. An adult will attach them to the wall. Turn off the lights, shine each word with a flashlight and shout the words.</p> 	<p>Let's learn! Write letters on bottlecaps. Use the bottlecaps to build each of your sight words.</p> 	<p>Let's Learn!</p> 		<p>Let's learn! Make a cheer for each of your sight words. (For example: l-i-k-e, like, like, like).</p> 	<p>Let's learn! Use a magazine, newspaper, or brochure to cut out the letters needed to build each of your sight words.</p> 	<p>Let's learn! Write your sight words on paper. Place a word on each step. Read each word aloud as you go up each step.</p> 
<p>Let's learn! Use each of your sight words in a sentence. Underline the sight word in the sentence.</p> 	<p>Let's learn! Make a song up for each of your sight words using a favorite tune you already know.</p> 	<p>Let's learn! Write your sight words into a hopscotch game. Shout the sight words as you jump onto each square.</p> 			<p>Let's learn! Skywrite your sight words. Skywrite your words with big motions. Skywrite your words with tiny motions.</p> 	<p>Let's learn! Spell and shout each of your sight words aloud as you do jumping-jacks.</p> 	<p>Let's learn! Light up your sight words with a highlighter. Write your sight words and then use a highlighter to trace the words.</p> 
<p>Let's learn! Spiral write each of your sight words. Use a new color for each time you write the sight word.</p> 	<p>Let's learn! Magic write your sight words. Write your words with a white crayon. Color over the words with marker.</p> 	<p>Let's learn! Write and spell each of your sight words in shaving cream. Place the shaving cream on a plate or pan for less mess.</p> 	<p>Let's learn! Write your sight word list in alphabetical order.</p> 	<p>Let's learn! Write your sight words on paper. An adult will place the words around the house. Go for a sight word hunt and read each word you find.</p> 	<p>Let's learn! Write your sight words on paper. Place the sight words on the ground. Swat each word and read it aloud.</p> 	<p>Let's learn! Build each of your sight words using dough. Create dough "snakes" to build each of the words.</p> 	<p>Let's learn! Play tic-tac-toe with a helper. Each player will choose one word they'll use for their "X" or "O." Repeat with new words.</p> 

# English Kindergarten

## Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Rhyme Production</b>	<b>Rime: -eck</b>		<b>Rime: -ance</b>		<b>Rime: -end</b>		<b>Rime: -est</b>		<b>Rime: -ump</b>	
Teacher says the rime listed for each day and provides an example of a rhyming word. Students respond individually with additional words that rhyme. Teacher can repeat the series of rhyming words provided by students.	<i>Teacher example:</i> neck Possible Student Response: deck wreck check peck		<i>Teacher example:</i> dance Possible Student Response: France chance glance prance		<i>Teacher example:</i> bend Possible Student Response: spend send lend blend		<i>Teacher example:</i> west Possible Student Response: chest rest best test		<i>Teacher example:</i> jump Possible Student Response: lump bump stump pump	
<b>Onset Fluency</b>	aim	/ā/	unify	/ū/	able	/ā/	random	/r/	silver	/s/
Teacher says the word. Students repeat the word and isolate the onset.	united	/ū/	oak	/ō/	eastern	/ē/	obey	/ō/	locate	/l/
Ex. T: owner S: owner, /ō/	eve	/ē/	ate	/ā/	oath	/ō/	humble	/h/	oatmeal	/ō/
	island	/ī/	eating	/ē/	using	/ū/	even	/ē/	museum	/m/
	own	/ō/	ideal	/ī/	icicle	/ī/	journal	/j/	erase	/ē/
<b>Blending Phonemes</b>	h - ū - j	huge	r - ā - z	raise	g - ā - m	game	f - ī - t	fight	m - ī - t	might
Teacher says the phonemes for each word. Students repeat the phonemes and blend the sounds to say the whole word.	k - ē - p	keep	s - ī - t	sight	r - ī - t	right	h - ē - t	heat	b - ā - l	bale
Ex. T: b - ē - d S: b - ē - d, bead	w - ō - k	woke	n - ō - t	note	h - ē - p	heap	t - ī - d	tide	n - ē - t	neat
	s - ē - t	seat	t - ō - d	toad	f - ī - v	five	k - ō - t	coat	f - ā - k	fake
	g - ā - t	gate	j - oo - n	June	r - oo - l	rule	b - ē - d	bead	l - ē - p	leap
	d - ī - s	dice	f - ē - t	feet	l - ē - s	lease	r - ā - s	race	w - ī - f	wife
	t - ī - t	tight	n - ī - t	night	k - ō - d	code	w - ē - v	weave	t - ō - t	tote
	g - ō - l	goal	l - ē - k	leak	t - ā - k	take	l - ī - t	light	p - ē - k	peak
	l - ā - s	lace	t - ī - p	type	d - ō - m	dome	m - ē - n	mean	f - ā - s	face
*Say sound, not letter name	t - oo - b	tube	m - ū - l	mule	p - ā - n	pain	j - ō - k	joke	c - ū - b	cube
<b>Blending hand motion:</b> Place palms together to create "choppers." As the teacher, you will chop your hands from right to left, 1 chop per phoneme. Then slide your hands right to left to say the whole word. Students mirror the teacher.										
<b>Isolating Medial Sounds</b>	not	/ō/	dim	/ī/	hop	/ō/	hid	/ī/	man	/ā/
Teacher says the word. Students repeat the word using the roller coaster hand motion, and isolate the medial sound.	note	/ō/	dime	/ī/	hope	/ō/	hide	/ī/	mane	/ā/
Ex. T: van S: van, /ā/	mad	/ā/	tap	/ā/	fin	/ī/	cut	/ū/	led	/ē/
	made	/ā/	tape	/ā/	fine	/ī/	cute	/ū/	lead	/ē/
	kit	/ī/	red	/ē/	can	/ā/	set	/ē/	rod	/ō/
	kite	/ī/	read	/ē/	cane	/ā/	seat	/ē/	rode	/ō/
<b>Roller coaster hand motion:</b> Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word; top of the hill is the vowel sound; bottom of the hill is the end of the word.										



## English Kindergarten

### Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday		Tuesday		Wednesday		Thursday		Friday	
<b>Segmenting Phonemes</b>	game	g - ā - m	fight	f - ī - t	might	m - ī - t	huge	h - ū - j	raise	r - ā - z
Teacher says the word. Students repeat the word and segment it into individual phonemes. Ex. T: heat S: heat, h-ē-t	right	r - ī - t	heat	h - ē - t	bale	b - ā - l	keep	k - ē - p	sight	s - ī - t
	heap	h - ē - p	tide	t - ī - d	neat	n - ē - t	woke	w - ō - k	note	n - ō - t
	five	f - ī - v	coat	k - ō - t	fake	f - ā - k	seat	s - ē - t	toad	t - ō - d
	rule	r - oo - l	bead	b - ē - d	leap	l - ē - p	gate	g - ā - t	June	j - oo - n
	lease	l - ē - s	race	r - ā - s	wife	w - ī - f	dice	d - ī - s	feet	f - ē - t
	code	k - ō - d	weave	w - ē - v	tote	t - ō - t	tight	t - ī - t	night	n - ī - t
	take	t - ā - k	light	l - ī - t	peak	p - ē - k	goal	g - ō - l	leak	l - ē - k
	dome	d - ō - m	mean	m - ē - n	face	f - ā - s	lace	l - ā - s	type	t - ī - p
*Say sound, not letter name	pain	p - ā - n	joke	j - ō - k	cube	k - ū - b	tube	t - oo - b	mule	m - ū - l

**Segmenting hand motion:** Students place palms together to create "choppers." The students will make a chopping motion when saying each phoneme in the word. Teachers will chop from right to left so that students mirror your movements.

Adding Phonemes	Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:			Adding to the beginning:		
Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?" Ex. T: ace S: ace T: Add /f/ at the beginning and the word is? S: face *Say sound, not letter name	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response	Rime	Add	Response
	-eed	/n/	need	-ate	/w/	wait	-eep	/b/	beep	-oke	/p/	poke	-āit	/b/	bait
	-ade	/f/	fade	-ome	/h/	home	-ime	/l/	lime	-ēan	/b/	bean	-ōan	/l/	loan
	-ize	/w/	wise	-eet	/f/	feet	-ace	/v/	vase	-ane	/k/	cane	-ēam	/t/	team
	-ōat	/g/	goat	-ipe	/r/	ripe	-ode	/k/	code	-eep	/j/	jeep	-oon	/j/	June
	-ūte	/k/	cute	-eep	/k/	keep	-eed	/s/	seed	-ite	/n/	night	-ize	/r/	rise

**Adding hand motion:** Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes	Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:			Deleting from the beginning:		
Teacher says the word. Students repeat the word. Teacher says, "Without /*/, what's left is?" Ex. T: gate S: gate T: Without /g/, what's left is? S: ate *Say sound, not letter name	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response	Word	Without	Response
	beep	/b/	eep	poke	/p/	oke	bait	/b/	āit	need	/n/	eed	wait	/w/	ate
	lime	/l/	ime	bean	/b/	ēan	loan	/l/	ōan	fade	/f/	ade	home	/h/	ome
	yase	/v/	ace	cane	/k/	ane	team	/t/	ēam	wise	/w/	ize	feet	/f/	eet
	code	/k/	ode	jeep	/j/	eep	June	/j/	oon	goat	/g/	ōat	ripe	/r/	ipe
	seed	/s/	eed	night	/n/	ite	rise	/r/	ize	cute	/k/	ūte	keep	/k/	eep

**Deleting hand motion:** Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.



## English Kindergarten

### Phonemic Awareness Training Lesson Plan for Week 20

Skills	Monday			Tuesday			Wednesday			Thursday			Friday		
Substituting Initial Phonemes	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response	Word	Change to	Response
Teacher says the word. Students repeat the word. Teacher says, "Change / <u>s</u> / to / <u>z</u> / and the word is?"	<u>n</u> eed	/s/	seed	<u>f</u> ace	/p/	pace	<u>j</u> oke	/p/	poke	<u>l</u> ike	/b/	bike	<u>b</u> oom	/z/	zoom
	<u>s</u> eed	/l/	lead	<u>p</u> ace	/l/	lace	<u>p</u> oke	/w/	woke	<u>b</u> ike	/h/	hike	<u>z</u> oom	/l/	loom
	<u>l</u> ead	/b/	bead	<u>l</u> ace	/r/	race	<u>w</u> oke	/y/	yoke	<u>h</u> ike	/p/	pike	<u>l</u> oom	/r/	room
Ex. T: read S: read T: Change /r/ to /f/ and the word is? S: feed	<u>b</u> ead	/r/	read	<u>r</u> ace	/ch/	chase	<u>y</u> oke	/s/	soak	<u>p</u> ike	/m/	Mike	<u>r</u> oom	/d/	doom
	<u>r</u> ead	/n/	need	<u>c</u> hase	/f/	face	<u>s</u> oak	/j/	joke	<u>M</u> ike	/l/	like	<u>d</u> oom	/b/	boom
*Say sound, not letter name															
Substituting hand motion: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the fist away that represents the part being substituted, and lightly pound your fists together when you say the new word.															
Letter Naming	Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only lower case letters, if possible.			Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."			Card Pack: Letters A - Z 1. Letter names only 2. Sounds only (for speed and accuracy) Show only upper case letters, if possible.			Card Pack: Letters A - Z Show the flashcards and say, "Letter(s) is/are ____; Sound is / Sounds are ____."		
Language Awareness	Jack Be Nimble														
Nursery Rhyme Practice: Students recite nursery rhymes line by line, echoing the teacher. Teacher can have the rhyme written out and track print while the rhyme is said together. Review rhyme and highlight rhyming words on Friday.	Jack be nimble, Jack be quick			Jack be nimble, Jack be quick Jack jump over the candlestick.			Jack be nimble, Jack be quick Jack jump over the candlestick.			Jack be nimble, Jack be quick Jack jump over the candlestick.			Jack be nimble, Jack be quick Jack jump over the candlestick.		

## 5 Tips for Parents:

1. Have your child plan out their story first.
  - a. Your child will orally tell you what they are planning on writing.
2. Finger Spacing between words.
  - a. Your child will write a word, put a finger space, and then begin writing the next word.
3. Write the letters for the sounds that you hear.
  - a. Your child will write words independently by stretching the word to use as many sounds as they can.
4. Uppercase letter to start a sentence, lowercase letter for the rest.
  - a. Your child should be writing with lowercase letters, with the exception of the first letter of a sentence and special names.
5. Sentence Stoppers!
  - a. Your child should end their sentences with punctuation.

Happy Writing!

# How to Write a True Story

## 1. Think...

- Something that happened



- Something you did

## Choose a small moment

Watermelon

seed



- building a sandcastle

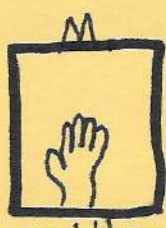
- eating pizza

My family vacation

## 2. Make a Plan!



First



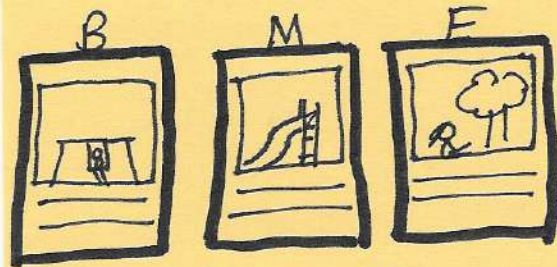
and then



So

Touch & Tell

## Sketch Across Pages



## 3. Write

Pictures and Words



Who



where



what

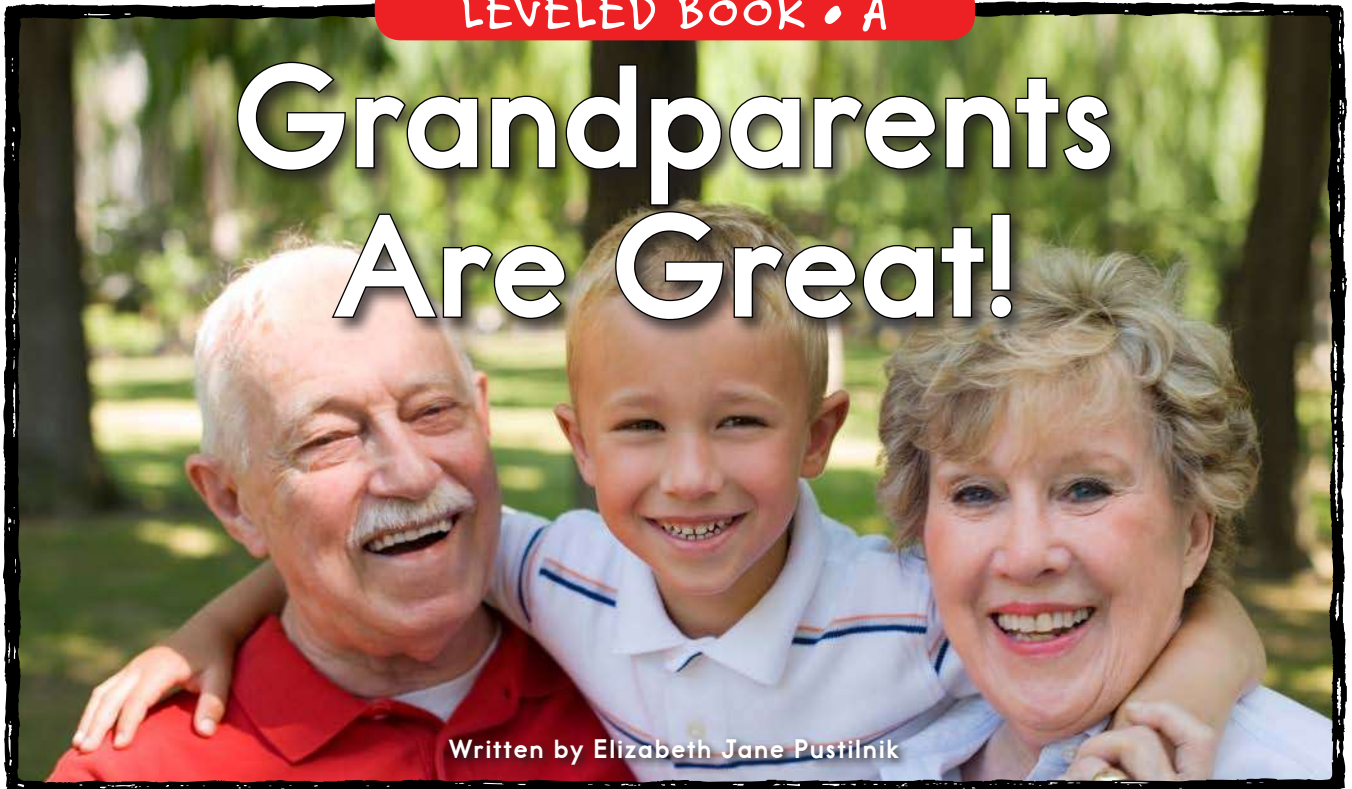
## Use Speech Bubbles





LEVELED BOOK • A

# Grandparents Are Great!



Written by Elizabeth Jane Pustilnik

[www.readinga-z.com](http://www.readinga-z.com)

## Grandparents Are Great!

*A Reading A-Z Level A Leveled Book • Word Count: 24*

### Connections

#### Writing and Art

What can kids do with their grandparents?

Make another page for the book.

#### Social Studies

What can kids learn from grandparents?

Share your ideas with a partner.

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# Grandparents Are Great!

Written by  
Elizabeth Jane Pustilnik

## Focus Question

What makes grandparents great?

Correlation	
LEVEL A	Fountas & Pinnell
A	Reading Recovery
A-1	DRA

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Level A leveled book  
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Written by Elizabeth Jane Pustilnik

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garden  
golf  
grandparents  
hike  
paint  
sew

## Words to Know





Some grandparents cook.

Grandparents Are Great! • Level A

3

h

Some grandparents swim.







Some grandparents hike.

Grandparents Are Great! • Level A

5

9

Some grandparents golf.







Some grandparents sew.

Grandparents Are Great! • Level A

7

8

Some grandparents garden.







Some grandparents paint.

Grandparents Are Great! • Level A

9

Some grandparents read.

10



Name \_\_\_\_\_

## Author's purpose for *Grandparents Are Great!*

to entertain

to inform

to persuade

Grandparents Are Great! • Level A • 1

Skill: Author's Purpose

**Instructions:** Have students choose and circle the author's purpose. Then, have them draw and label one example of the author's purpose from the story in the box.



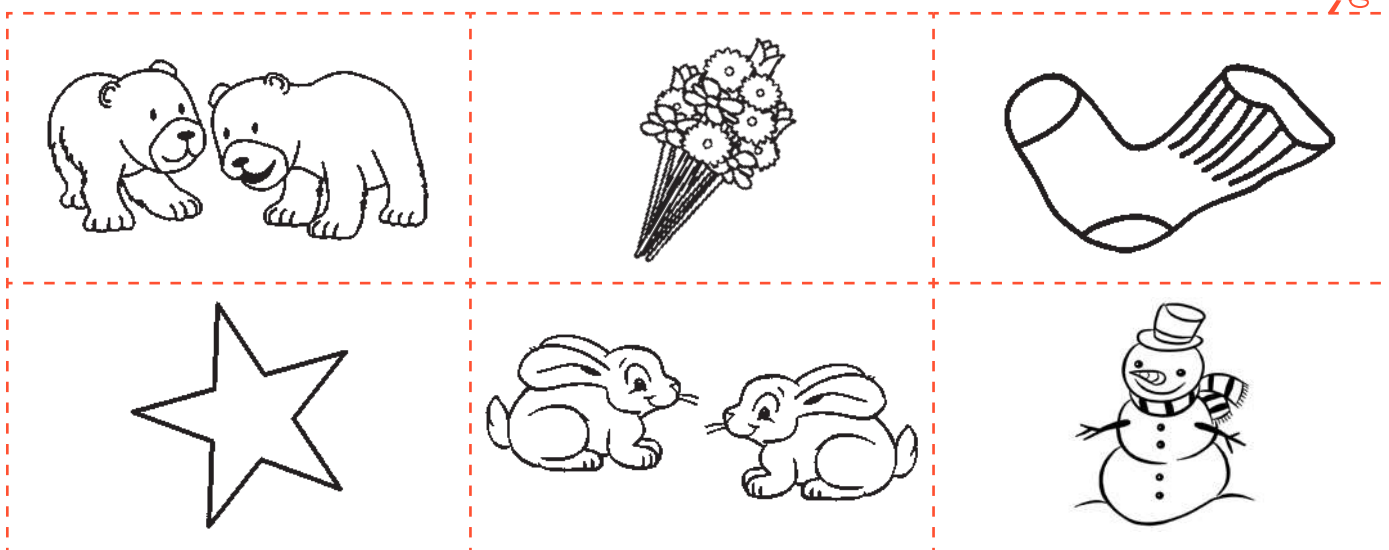
Name \_\_\_\_\_

Initial /s/

Final /s/

--	--

Grandparents Are Great! • Level A • 2



Skill: Initial and Final Consonant Ss

**Instructions:** Name the pictures with students. Then, have students cut out the picture cards. Finally, have them sort the picture cards into the correct column.

Name \_\_\_\_\_

- ① Some grandparents cook.
- ② Some grandparents hike.
- ③ Some grandparents sew.
- ④ Some grandparents garden.

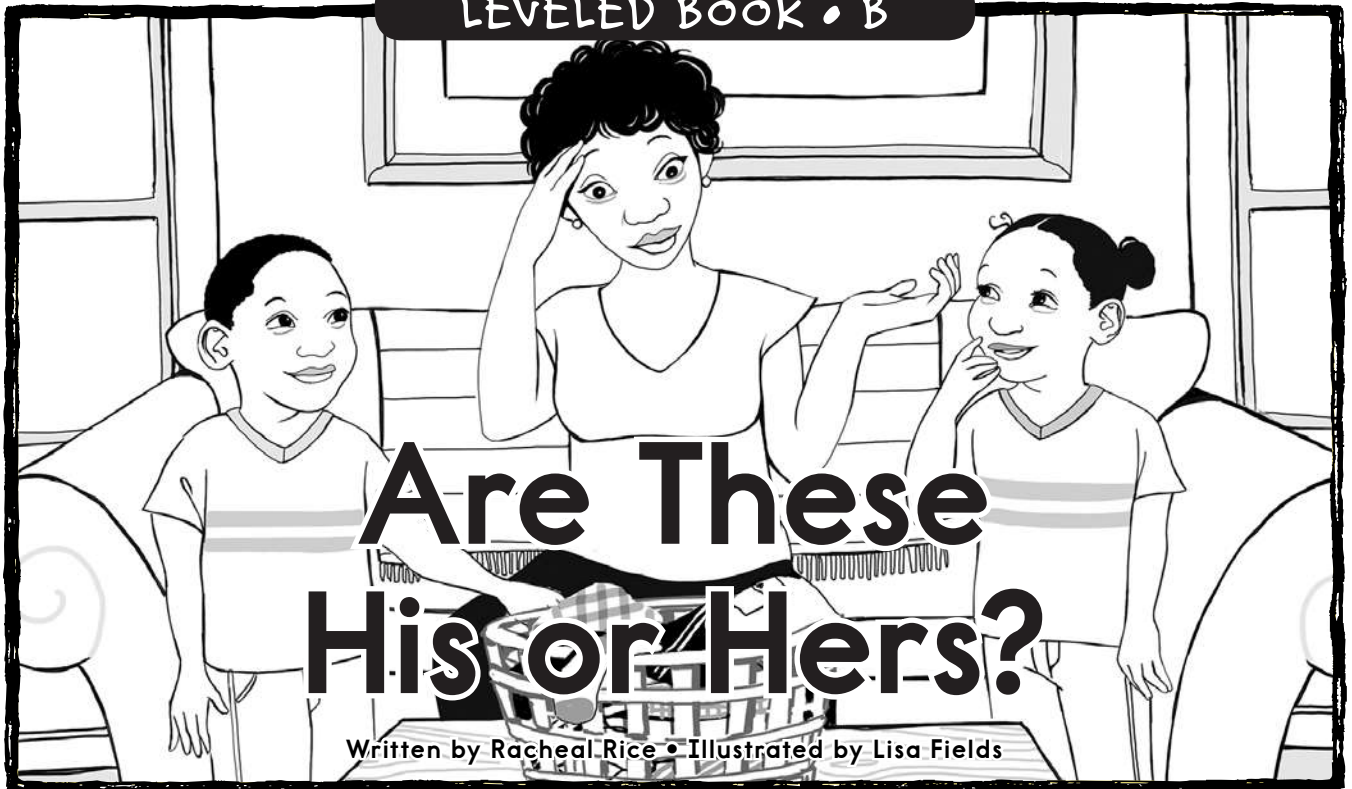


**My Sentence:**

---

**Instructions:** Read each sentence aloud with students. Have students circle the verb in each one. Then, have students write their own sentence using a verb on the lines provided.

LEVELED BOOK • B



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# Are These His or Hers?

*A Reading A-Z Level B Leveled Book • Word Count: 41*

## Connections

### Writing and Art

What are your favorite clothes to wear?  
Draw a picture and label it.

### Social Studies

Why is it important to help with chores  
at home? Share your ideas with a partner.

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# Are These His or Hers?



Written by Racheal Rice  
Illustrated by Lisa Fields

[www.readinga-z.com](http://www.readinga-z.com)

## Focus Question

Why is the family doing the chore in the story?

Correlation	
LEVEL B	
Fountas & Pinnell	B
Reading Recovery	2
DRA	2

Are These His or Hers?  
Level B Leveled Book  
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Illustrated by Lisa Fields  
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## Words to Know

clothes	jeans
jackets	
pajamas	shorts
shirts	



Are these clothes his or hers?

Are These His or Hers? • Level B

3

h

These socks are his.







These shorts are hers.

Are These His or Hers? • Level B

5

9

These pajamas are his.





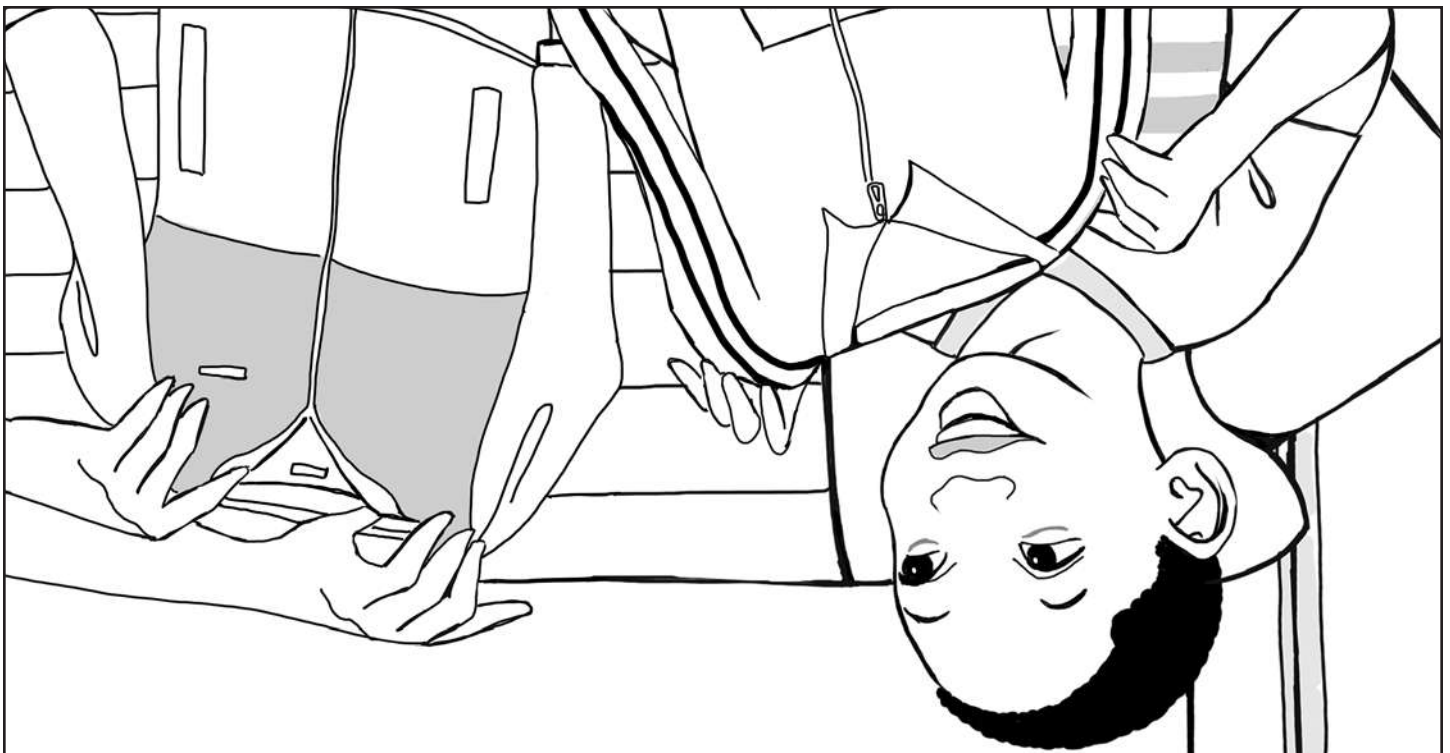
These shirts are hers.

Are These His or Hers? • Level B

7

8

These jackets are his.





These hats are hers.

Are These His or Hers? • Level B

9

Are these jeans his or hers?  
They are his and hers.

10





Name \_\_\_\_\_

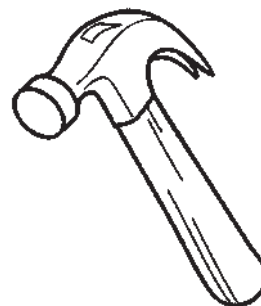
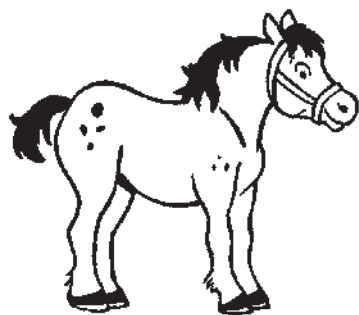
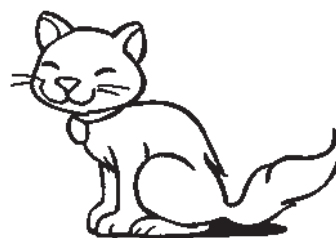
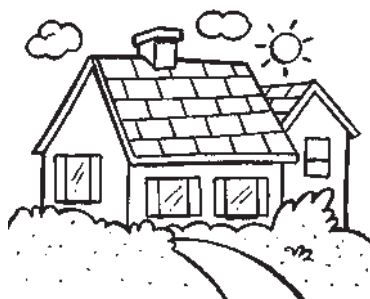
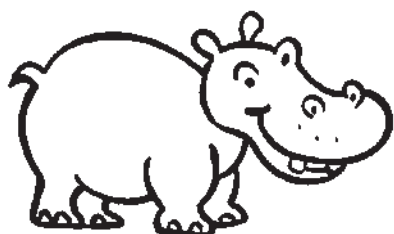
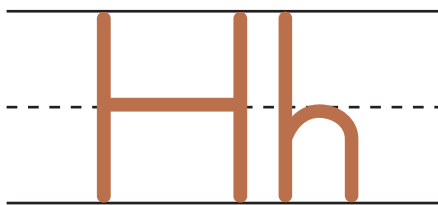
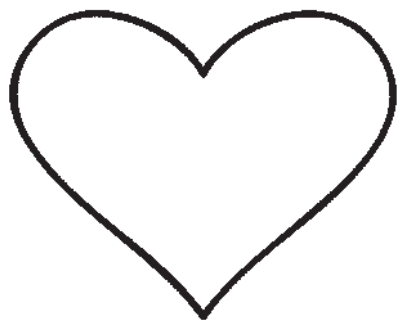


Are These His or Hers? • Level B • 1

Skill: Classify Information

**Instructions:** Name each picture with students. Then, have them cut apart the pictures and sort them into groups. Ask students to explain how they sorted the pictures.

Name \_\_\_\_\_



Are These His or Hers? • Level B • 2

Skill: Initial Consonant Hh

**Instructions:** Identify the pictures in each row with students. Have them color all of the pictures that start with the letter *Hh*. Then, have them write the upper- and lowercase *Hh* on the line under the pictures whose names begin with the /h/ sound.



Name \_\_\_\_\_

① are these clothes his or hers?

-----  
\_\_\_\_\_

② these socks are his.

-----  
\_\_\_\_\_

③ these shorts are hers.

-----  
\_\_\_\_\_

④ these pajamas are his.

-----  
\_\_\_\_\_

⑤ are these jeans his or hers?

-----  
\_\_\_\_\_



**Instructions:** Read each sentence aloud to students. Have them circle the first word in each sentence. Then, have them rewrite the word in the space provided using correct capitalization.

# Moms Do So Much

A Reading A-Z Level C Leveled Book

Word Count: 54

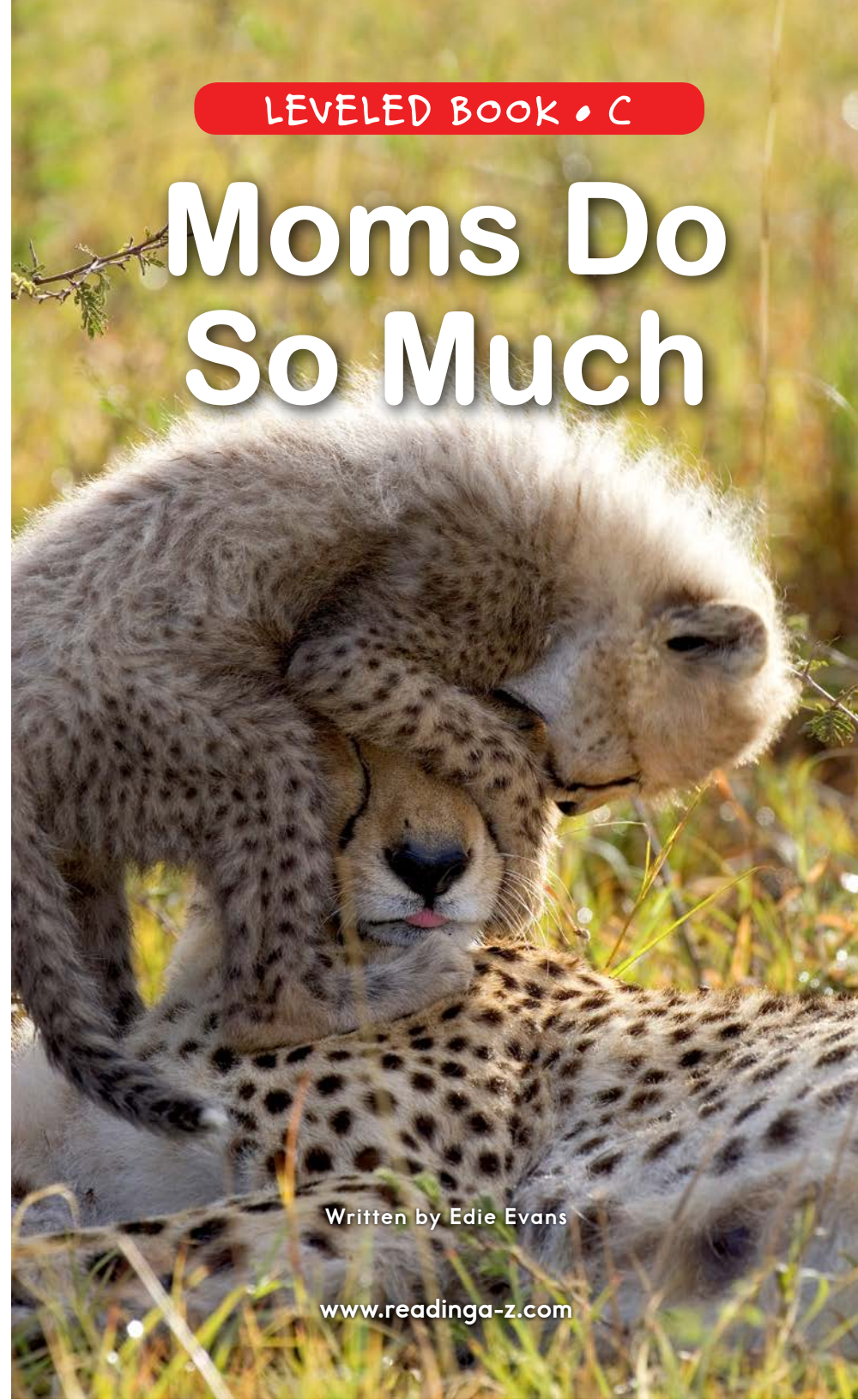


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LEVELED BOOK • C

# Moms Do So Much



Written by Edie Evans

[www.readinga-z.com](http://www.readinga-z.com)



# Moms Do So Much



Written by Edie Evans

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Moms Do So Much  
Level C Leveled Book  
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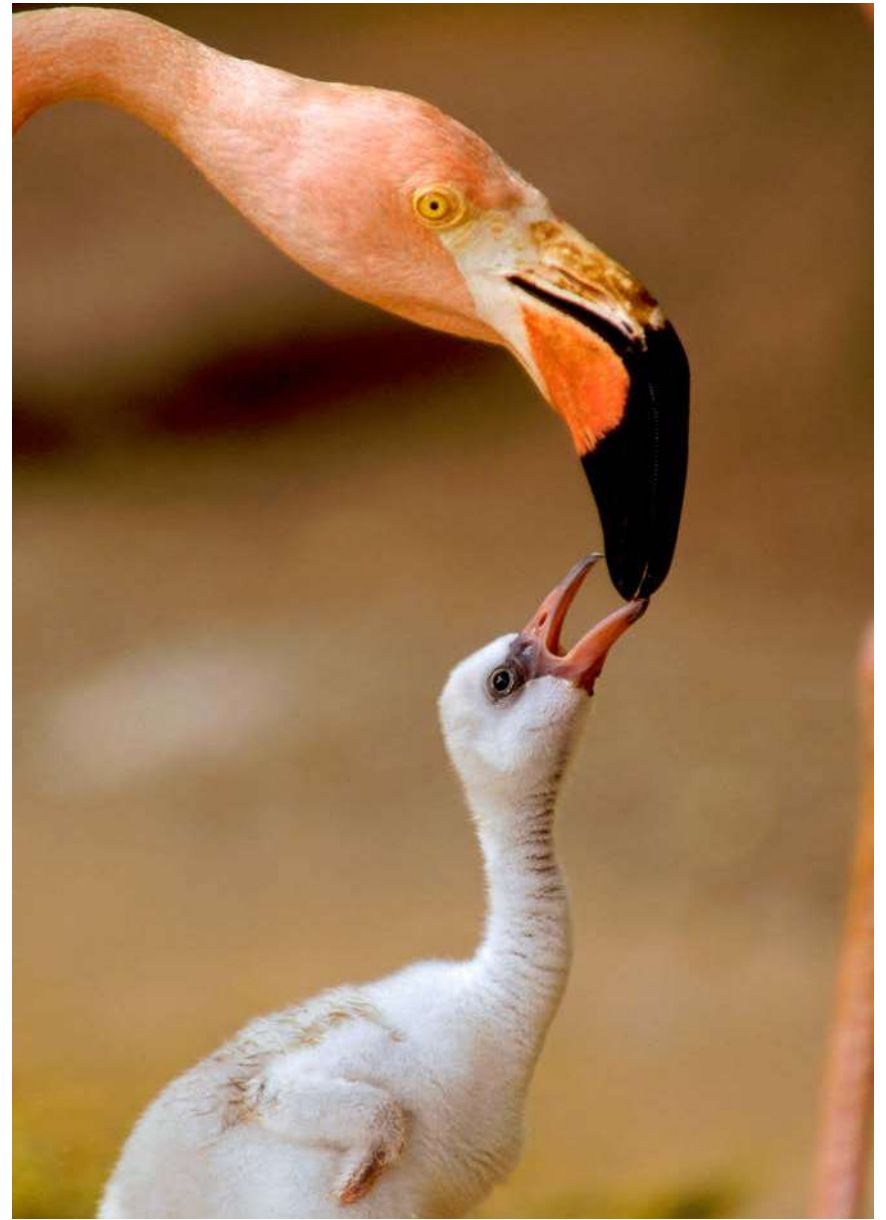
## Correlation

### LEVEL C

Fountas & Pinnell	C
Reading Recovery	3-4
DRA	3-4



What do moms do?  
Moms do so much!

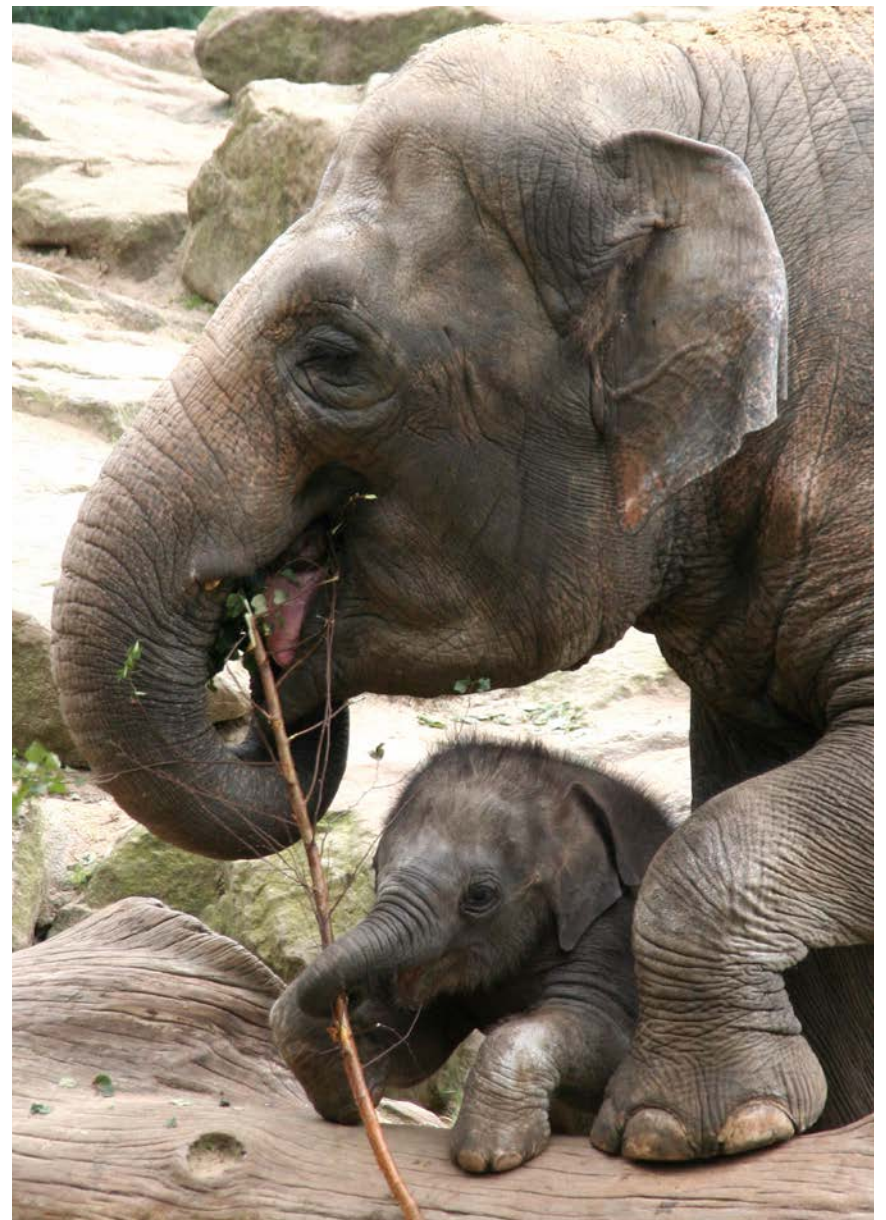


This mom is feeding  
her baby.





This mom is washing  
her baby.



This mom is teaching  
her baby.





This mom is singing  
to her baby.

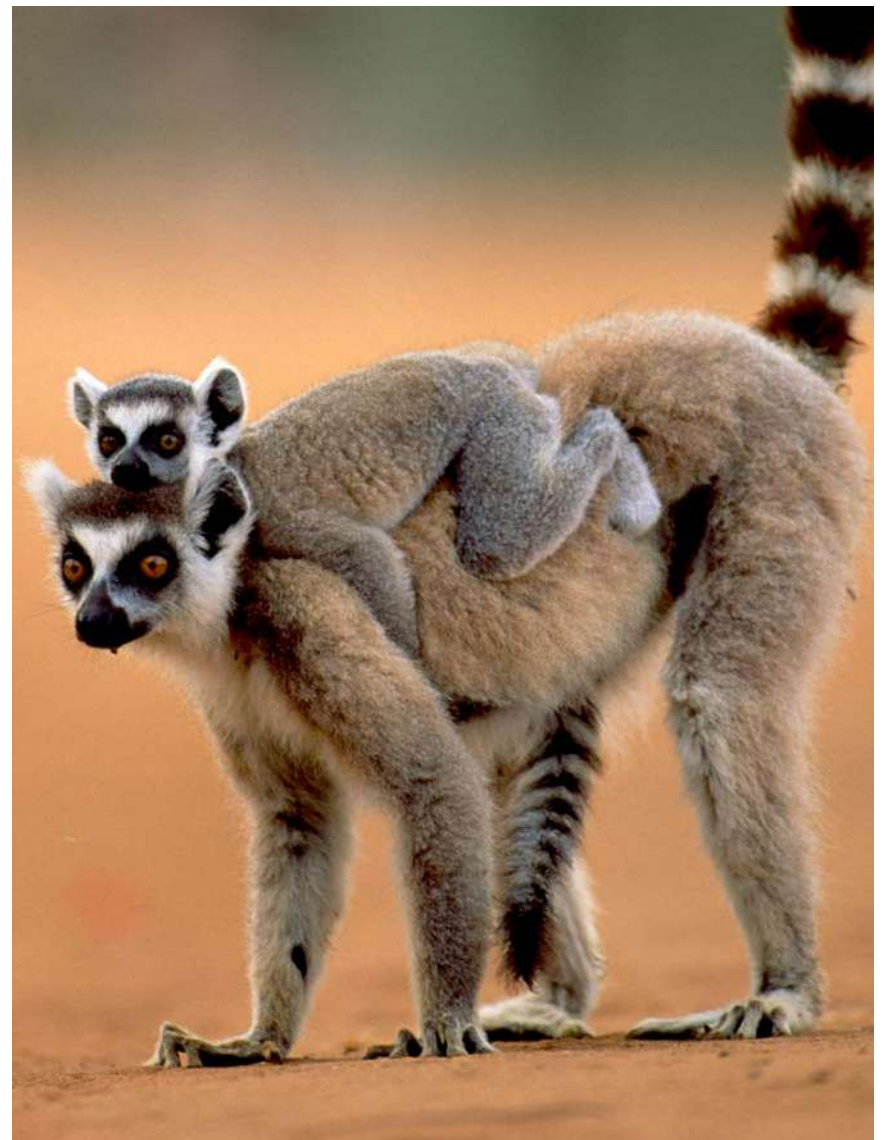


This mom is cuddling  
her baby.





This mom is protecting  
her baby.



Moms do so much!  
What does your  
mom do?

Name \_\_\_\_\_

## Author's Purpose

to entertain

to inform

to persuade

Moms Do So Much • Level C • 1

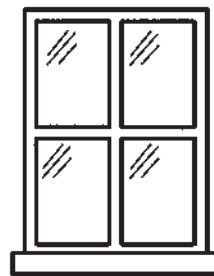
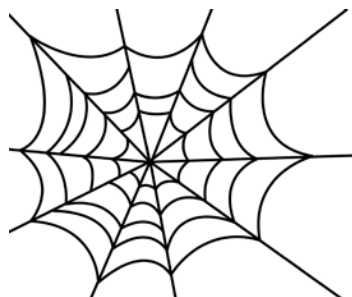
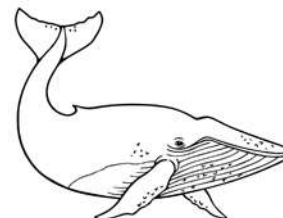
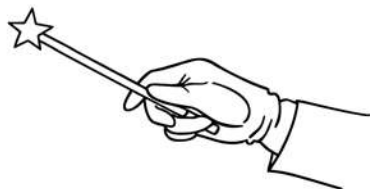
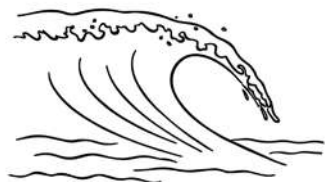
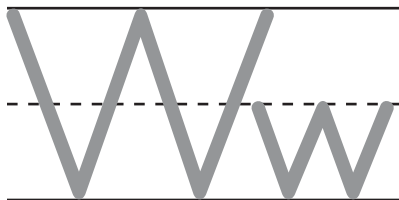
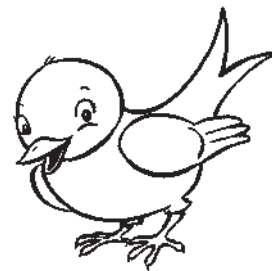
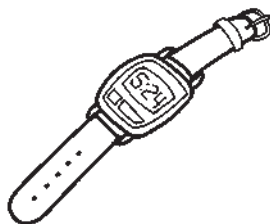
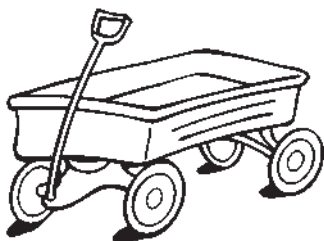
Skill: Author's Purpose



**Instructions:** Have students choose and circle the author's purpose. Then, have students write or draw four examples that show the author's purpose from the story in the boxes provided.



Name \_\_\_\_\_



**Instructions:** Name the pictures in each row with students. Have students color the pictures that begin with the /w/ sound. Then, have them write the letter *Ww* on the line under the pictures that begin with the /w/ sound.

Name \_\_\_\_\_

- ① The bird is feeding her baby.
- ② The panda is washing her baby.
- ③ The elephant is teaching her baby.
- ④ The penguin is singing to her baby.
- ⑤ The bear is cuddling her baby.
- ⑥ The bird is protecting her baby.

My Sentence:



**Instructions:** Read the sentences with students. Have them underline the verb in each sentence. Then, have them write an original sentence about the story on the lines provided using one of the verbs.

# My Family

A Reading A-Z Level aa Levelled Book  
Word Count: 17



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# My Family



Written by Cheryl Ryan • Illustrated by Nora Voutas

BRITISH ENGLISH

[www.readinga-z.com](http://www.readinga-z.com)

# My Family



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My Family  
Level aa Levelled Book  
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My mother.



My father.



My brother.



My sister.





My grandfather.



My grandmother.



Me.



My family and me.



Name \_\_\_\_\_

# Family in the Book

# My Family

**Instructions:** Have the children draw and label the people from the family in the book in the top box. Have them draw and label the people in their own family in the bottom box. Have them circle any family members that are the same in both families.

Name \_\_\_\_\_



brother	mother	grandmother
grandfather	sister	father

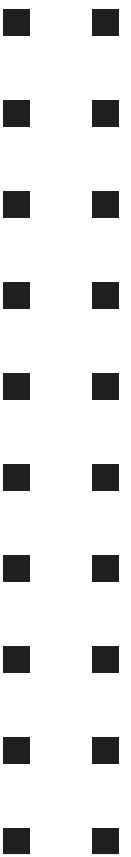
**Instructions:** Have the children cut out and paste the naming words, or nouns, under the correct pictures. Have them use the book for reference as necessary.



# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

# SPECIALS



**Printables**





# LEARNING MENU SPECIALS

Kindergarten

May 4 - May 8

1

**PE**

[Make Your Own P.E Equipment](#)



2

**PE**

W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00: [rsu57.zoom.us/j/298414629](https://rsu57.zoom.us/j/298414629)



3

**PE**

Sweat Box Challenge, click this link to try it: [Sweat Box Challenge.mp4](#)



4

**Art**

**My Dream House**

[Click here for directions](#)



5

**Art**

**Kandinsky Abstract Art**

[Click here for directions](#)



6

**Art**

**Collagraph**

[Click here for directions](#)



7

**Music - Steady Beat**

Listen to a song and help your stuffy keep a steady beat! What song did you listen to?



8

Share and **teach** a song you remember from music class with a family member. Think about how your music teacher taught you songs, how can you help teach your song to your family? Let your teacher know which song you taught and send a video if you can!



9

Kandinsky Lab: Make your artwork come alive with sound! Draw high on screen, make a scribble, a low shape, try lots of ideas. Press play to hear your creation!

[musiclab.chromeexperiments.com/Kandinsky/](https://musiclab.chromeexperiments.com/Kandinsky/)



**10** tend you are on the news! Read/listen to a story about an animal you don't know much about using Epic or another reading app. Complete the attached [worksheet](#) to help you interview your animal and share it with your librarian. [Interview example](#)



11

**SEL**

[Coping with Social Distancing Part 2](#)



**12 SEL**

The Story of the Oyster and the Butterfly: The Corona Virus and Me: Booklet and Activities

**Click here:** [Oyster and Butterfly](#)



Check our website daily for additional remote learning supports: [bit.ly/rsu57remote](https://bit.ly/rsu57remote)

Name: \_\_\_\_\_

## Make Your Own P.E Equipment

**Objective:** Create a piece of equipment you can manipulate; throw, kick, strike, catch, possibly even jump over or around.

Your P.E teachers want to see creative equipment, we want to hear about how you used your equipment, and we would like to know if you created a game, please share with your P.E teacher:

[Samanthaperson@rsu57.org](mailto:Samanthaperson@rsu57.org)

[Brianpenley@rsu57.org](mailto:Brianpenley@rsu57.org)

[Janelfearon@rsu57.org](mailto:Janelfearon@rsu57.org)

**Examples:**

**Sock Ball:** Stuff a sock full of other socks or stuffing and use it to kick, throw at a target, or shoot in a basket.



**Bottle Bat:** Create your very own bat with a 2 liter bottle, can you strike a sock ball off of a chair, maybe in the air.



**Dancing ribbon:** Use a stick, popsicle stick, pencil, ruler, and attach ribbon or shoe strings to one end. Create a rhythmic dance or routine.



**DISCLAIMER:** When you are building this equipment please take every precaution to make sure it is safe. Please make sure there aren't any sharp edges and please test in a safe place. Use good judgement when striking objects with your homemade P.E equipment. RSU 57 Physical Educators cannot be held responsible for the improper use or construction of the homemade equipment ideas provided above.

Please choose from **ONE** of the following lessons to work on over the course of two or three half-hour weekly sessions.

### **My Dream House**

**Week 1:** Collect your materials!

#### **Materials:**

- Small paper bag
- newspaper or scrap paper filling
- construction paper
- cardboard
- scissors
- glue
- stapler or tape
- crayons or markers

Watch the video about Ellery, a boy who wants to be an architect:

<https://safeYouTube.net/w/9ZS5>

Make a 3-Dimensional dream house! Use a piece of cardboard as your base. You can turn this base into your yard. Color the paper bag the color that you want your house to be. Fill the paper lunch bag with a wadded up newspaper about  $\frac{2}{3}$  full, fold the top over and staple or tape closed. Glue or tape your house to your base.



**Week 2:** Cut and glue construction paper or cardboard scraps to the outside of the bag, add a roof, windows, a door and other details to make it look like your dream house



## Wassily Kandinsky Abstract Art

Kandinsky was an artist who created abstract paintings often while listening to music. An abstract artwork is one in which the subject matter is not recognized immediately. Kandinsky used color, line, and shape in his work. Your abstract artwork will use color, line, and shape also.

**Week 1 & 2:** (This may take more than a half hour, which is your weekly expectation for time on Art. You can choose to stop after a half hour and continue to work on your art piece the following week.)

You may use crayons, markers, or paint for your colors.

1. On your paper either trace one geometric shape five times on your paper, the shapes can overlap, not touch, go off the paper partially, etc. It is your choice.
2. Add four lines that go across the paper, they can touch, overlap the shapes, but they must go across the paper. Remember all the line types that we have learned about in class: zig zag, curved, wavy, straight, spiral, curly, broken, thick, thin, jagged.
3. Outline the lines and shapes that you have drawn with a black marker or crayon.
4. Color in three shapes and leave two shapes white!
5. Add color to the background, think about soft and loud colors!



## **Collagraph Printmaking**

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:



Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a “stamp”. Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph stamp. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.



# My Animal Interview



IMAGINE

YOU are a reporter for a newspaper or TV news station. You have been asked to interview a rare animal. Read or listen to a nonfiction book on epic or another reading app about an animal you do not know a lot about.

Fill in the blanks on the interview questions below and then find the answers. Have someone in your home ask you the questions and you answer as if you were the animal, with the information you learned. Answers will start with "I \_ \_ \_". Record your interview to share it with your librarian.

\*\*\*An interview is when you ask someone questions to find out more about them.

Name of Animal: \_ \_ \_ \_ \_

Question

What do you  like ?

Answer

Question

Where do you  ?

Answer

Question

What is  about you?

Answer

# Animal Interview Research

Every great reporter knows that the key to a good interview is to research their subject (the person they are interviewing) before they ask them questions. If you can't use a reading app to research an animal, you can use this article about the Glass Frog!

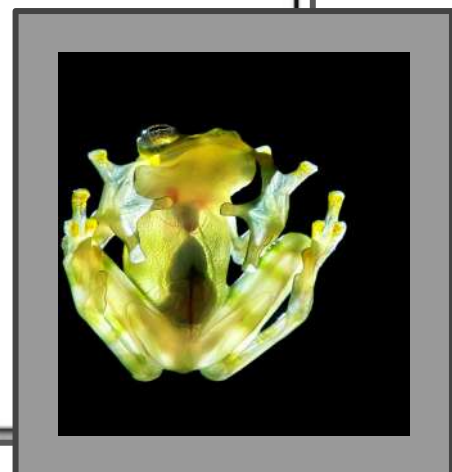


## Glass Frogs

When you think of frogs, you might **imagine** a green one. You might even think of colorful ones. How about a **see-through** one? Believe it or not, some frogs have see-through skin. They are called glass frogs.

Glass frogs live in the **rainforests** of South America. They get their weird name from their skin. That's because the underside of a glass frog's body is see-through.

What would it be like to see inside your **belly**? A glass frog might be able to tell you. You can see what's inside a glass frog's belly. You can even see its **heart**!





# What is going on?

## How to Cope with Social Distancing

Elizabeth Eisner OTR/L, Janelle Jarvis OTR/L and Samantha Ichikawa OTR/L



Adapted





Life is a little different right now. One day I was going to school and playing with my friends, and now I have to stay home all day because of this new virus that everyone is talking about! We're practicing something called "social distancing" which means I'm doing school at home and I don't get to go play with my friends as much as I used to.

This is only temporary and I'll get to see my friends again soon.





I've been feeling kind of bored and confused. I don't remember what day it is. To make me feel less confused, I can write down everything I'm going to do, and cross it off as I go. Seeing all the things I have done will make me feel better about my day.

*Breakfast*



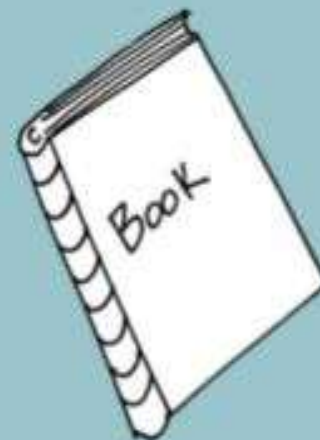
*School Work*



*Dance Break*



*Reading Time*



*Tablet Break*





Now that I'm doing school at home, I miss my classmates and teacher. Sometimes it's hard for me to concentrate. I need to find a comfortable space to work in with enough light to help me focus.



Sometimes I'll need quick breaks. Here are some things I can do:

- Call my classmate to talk about our work
- Dance to my favorite song
- 5 stretches or yoga poses\*\*

- \_\_\_\_\_

- \_\_\_\_\_



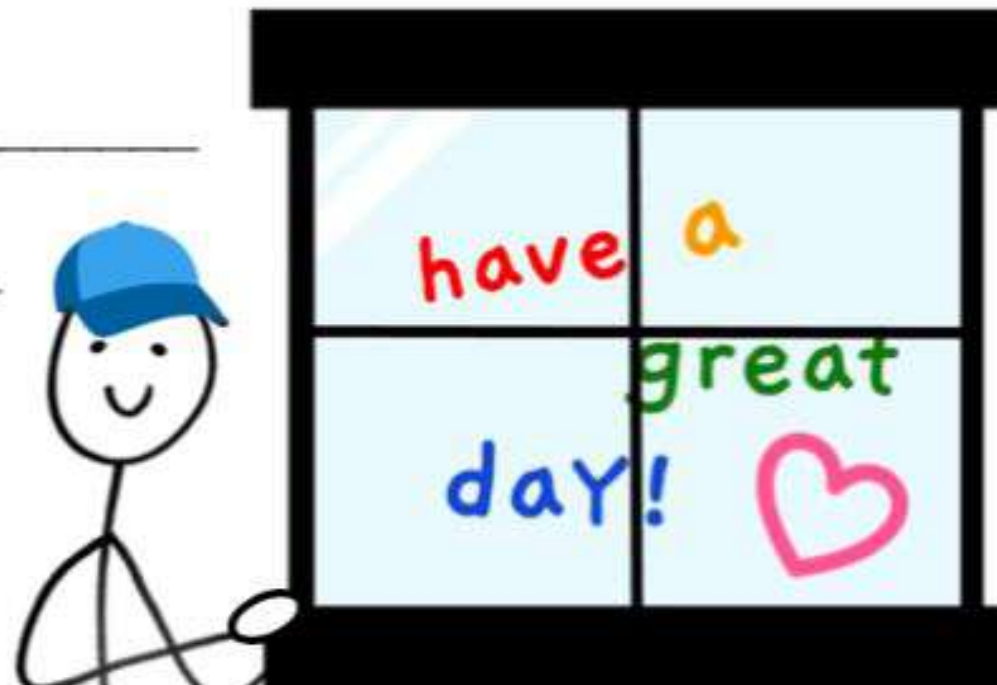


Sometimes the people around me act worried or scared about the virus. I see people wearing masks and gloves, but I know this is not scary and they are just trying to stay healthy.

To make people feel better, here are some things I can do:

- Write letters to people who are helping us, like nurses, doctors, mail carriers, and grocery store workers.
- Decorate my window with my art to cheer up my neighbors
- Decorate my driveway/sidewalk with messages and drawings in chalk

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_







I worry about my friends and faraway family since I don't get to see them, and I hope they are okay. Even though I miss them, I know that staying home is going to keep them safe.

I can call or video chat them to see how they are doing. If I know where they live I can even write them a letter!





Even though life is different right now, there are some cool things about it. I am thankful that I....

- Get to spend more time with my family
- Have more time for games and crafts

- ---
- ---
- ---
- ---
- ---
- ---

THE END



# THE STORY OF THE OYSTER AND THE BUTTERFLY: THE CORONA VIRUS AND ME



ANA M GOMEZ  
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DESIGNED BY SERGIO AGUIRRE

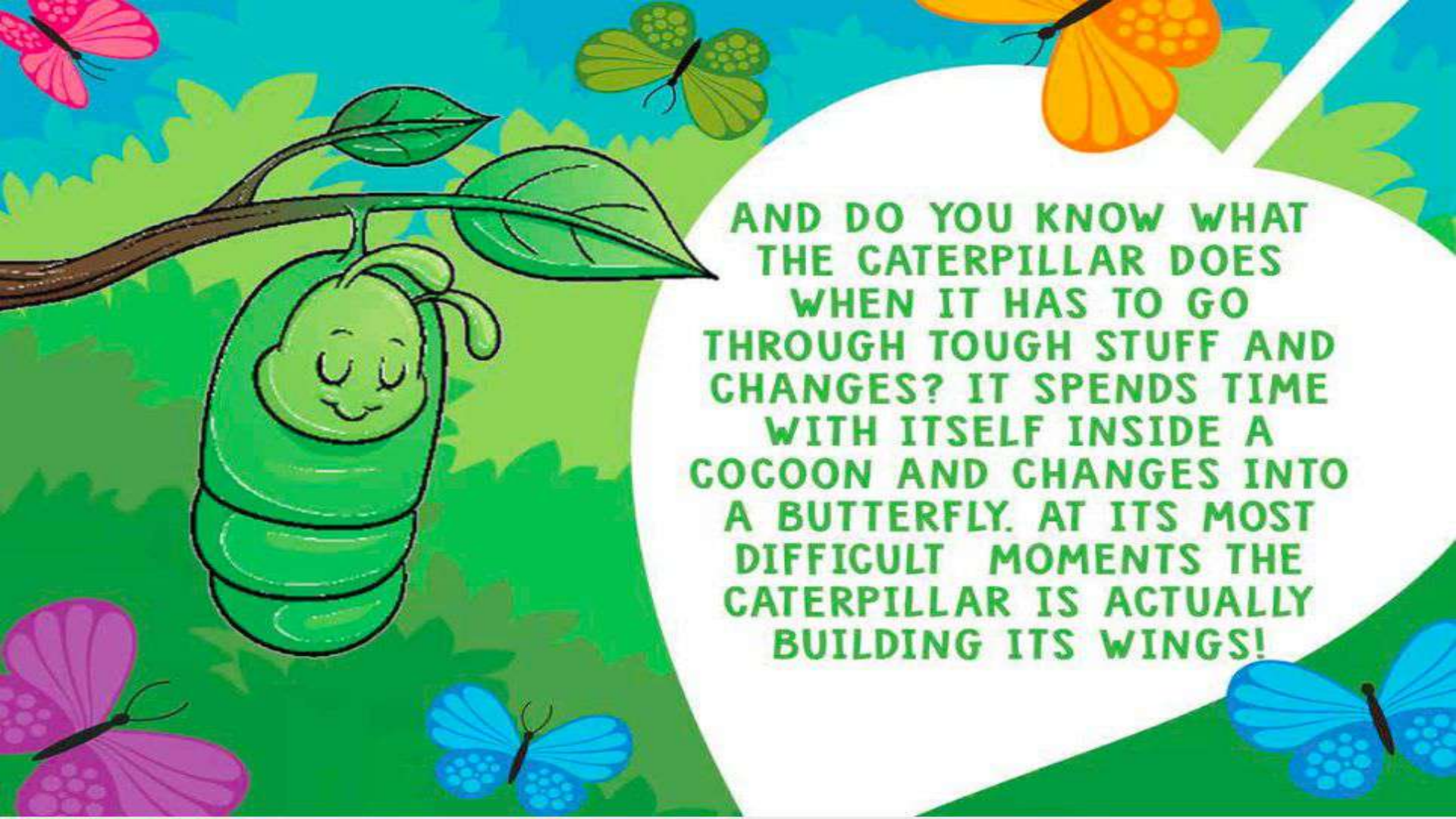


**DO YOU KNOW WHAT  
OYSTERS DO WHEN  
SOMETHING THAT  
BOTHERS AND IRRITATES  
THEM COMES INTO  
THEIR LIVES?**



THEY USE THEIR SPECIAL POWERS  
TO COVER THE "BOTHERING"  
STUFF WITH LAYER AND LAYERS  
OF "POWERFULL STUFF" UNTIL  
THEY TURN IT INTO A PEARL!





AND DO YOU KNOW WHAT  
THE CATERPILLAR DOES  
WHEN IT HAS TO GO  
THROUGH TOUGH STUFF AND  
CHANGES? IT SPENDS TIME  
WITH ITSELF INSIDE A  
COCOON AND CHANGES INTO  
A BUTTERFLY. AT ITS MOST  
DIFFICULT MOMENTS THE  
CATERPILLAR IS ACTUALLY  
BUILDING ITS WINGS!





THE CORONA VIRUS HAS  
COME INTO OUR LIVES,  
NOT ONLY FOR YOU, BUT  
FOR PEOPLE ALL OVER  
THE WORLD. HOWEVER,  
WE CAN DO WHAT THE  
OYSTER DOES AND CREATE  
A PEARL FROM IT OR  
WHAT THE CATERPILLAR  
DOES AND BUILD OUR  
WINGS.

**HAVING TO DEAL WITH  
"YUCKY" THINGS CAN  
BRING LOTS OF  
FEELINGS, THOUGHTS  
AND SENSATIONS IN  
OUR BODIES.**

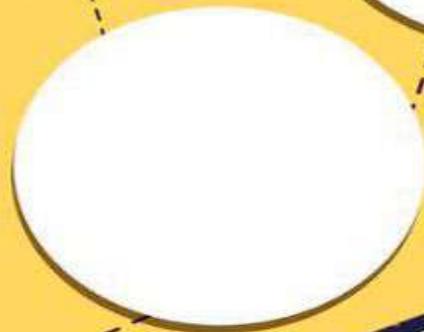
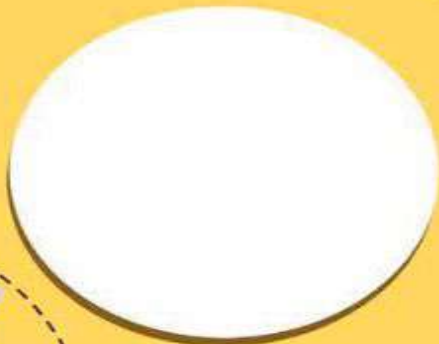
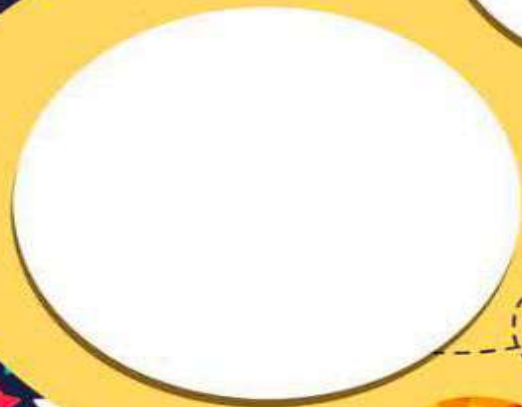
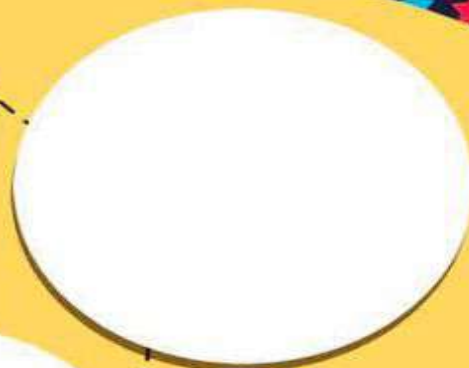
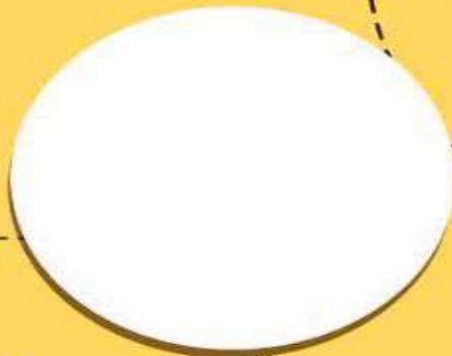
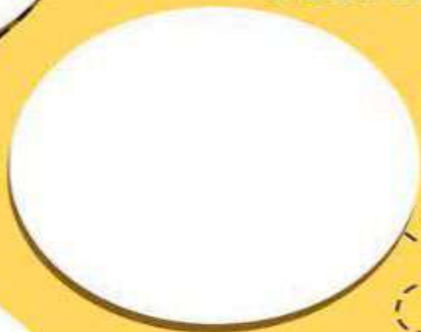
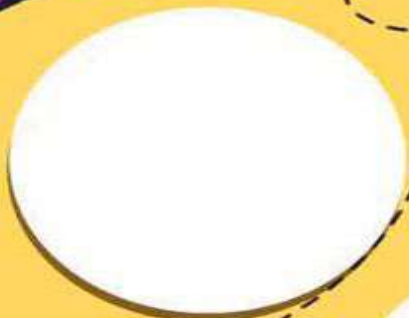




WE MAY FEEL LONELY, SCARED, ANGRY OR FRUSTRATED.  
WE MAY FEEL SAD BECAUSE WE MISS FRIENDS OR  
FAMILY. WE MAY HAVE MIXED-UP THOUGHTS AND OUR  
BODIES MAY FEEL REALLY TENSE.



**FEELINGS NEED TO COME  
OUT AND TELL THEIR  
STORIES. CAN YOU DRAW  
A PICTURE OF YOUR  
FEELINGS NOW?**



**LET'S WRITE OR DRAW  
PICTURES OF THE  
THOUGHTS THAT YOU ARE  
HAVING:**





**LET'S DRAW A PICTURE OF  
THE FEELINGS AND  
SENSATIONS YOU ARE  
HAVING IN YOUR BODY.  
DOES YOUR BODY FEEL LIKE  
A NOODLE OR HARD LIKE A  
ROCK? DOES IT FEEL LIGHT  
OR HEAVY? LET'S LISTEN TO  
WHAT THE BODY IS SAYING!**

