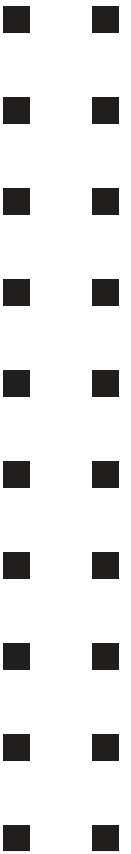




RSU 57

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

Continuous Learning **LEARNING MENUS**



MATH

LITERACY

SPECIALS

Printables

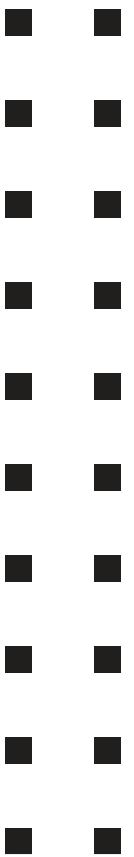




RSU 57

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

MATH



Printables



LEARNING MENU MATH & STEM

GRADE 1

★ = EVERYDAY ITEMS

1 ★

Skip count practice

Practice orally skip counting by 2's, 5's, and 10's to 120. Lightly toss your favorite stuffy in the air or jump rope as you skip count. [Click here for optional challenges.](#)

2 ★



IXL

IXL Recommendations section for 15 minutes.

3

Fact Fluency

with flashcards (addition and subtraction to 20)



4 Computation & Algebraic Thinking



Show you know what the = sign means by building equivalent (balanced) facts. The fact on each side has to equal the same number. [View example here.](#)

Complete the Balanced Equations activity on Seesaw.



5 Fraction- Halves



bit.ly/Fractionsmenu

1. Click the link above for a BrainPopJr. video on fractions. Login Info: Username- bernerteacher Password- teacher1

2. Complete the 'Fraction Halves' activity in Seesaw.



6 Symmetry Equal vs. Unequal



1. Complete the 'Equal or Unequal' activity on Seesaw.

2. Then, on a piece of paper or with playdough, make 5 different shapes and make a line down the middle to show the shape in 2 equal halves.



7



Star Wars Fact Sort

Complete the 'Jedi Math Fact Sort' activity in Seesaw. **MAY THE 4TH BE WITH YOU**



8

STEM: Grab a snack and enjoy it with Clover! Clover is a woodchuck who lives at Chewonki in Wiscasset, Maine. What do you already know about woodchucks? [Click to learn more.](#)



9

STEM: Plants have special parts that keep animals from eating them.

[Click for more instructions.](#)



May 4 - May 8

Name: _____

Skip count practice

Practice orally skip counting by 2's, 5's, and 10's to 120. Lightly toss your favorite stuffy in the air or jump rope as you skip count.

Optional Challenges:

1. Skip count by 25's
(25, 50, 75, 100).

2. On a piece of paper write the following 7 double fact equations and write the answer:

$$4 + 4 = \underline{\quad}$$

$$5 + 5 = \underline{\quad}$$

$$6 + 6 = \underline{\quad}$$

$$7 + 7 = \underline{\quad}$$

$$8 + 8 = \underline{\quad}$$

$$9 + 9 = \underline{\quad}$$

$$10 + 10 = \underline{\quad}$$

Name: _____

Computation & Algebraic Thinking

Show you know what the = sign means by building equivalent (balanced) facts. The fact on each side has to equal the same number. View example here.

Complete the Balanced Equations activity on Seesaw.

For example:

$$8+3 = 5+6 \text{ (both = 11)}$$

$$2+3 = 10-5 \text{ (both = 5)}$$

Balanced Equations

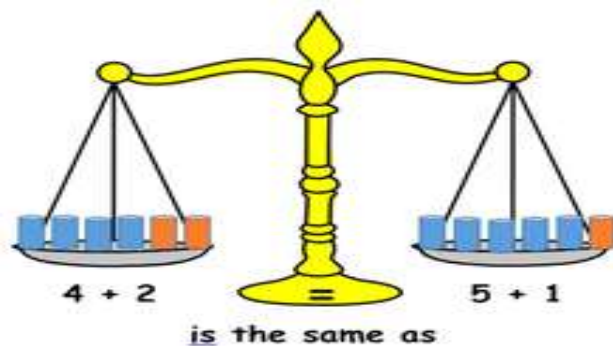
Instructions: Look at the equation on the left.
Write an equation on the right that has the same result.
It can be addition or subtraction.

Equation	=	Equation
Example: $5 + 3$	=	$1 + 7$
$7 + 3$	=	
$8 - 2$	=	
$6 + 4$	=	
$10 - 6$	=	
$5 + 9$	=	
$3 + 12$	=	
$4 - 2$	=	

CHALLENGE

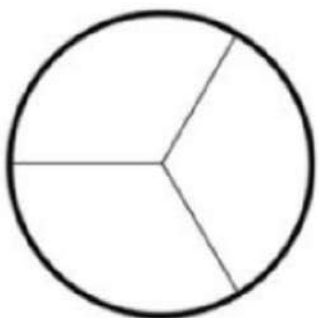
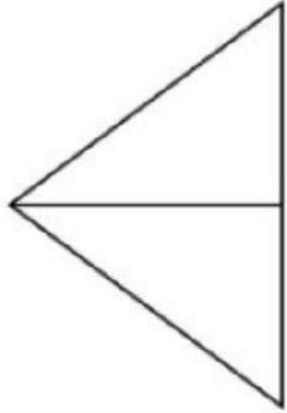
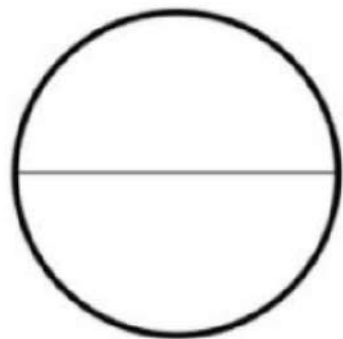
Create your own balanced equations.

Equation	=	Equation
	=	
	=	
	=	
	=	
	=	
	=	

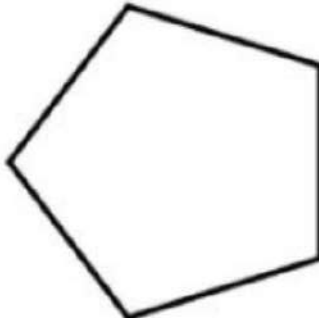
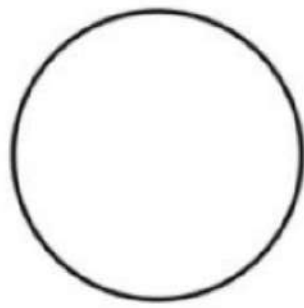
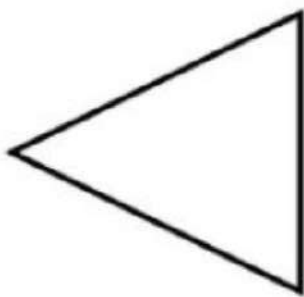


Name: _____

Circle the shapes that show halves.



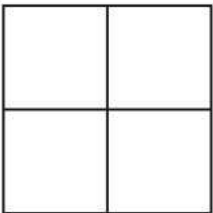
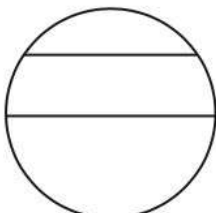
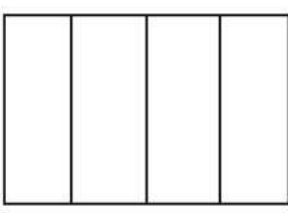
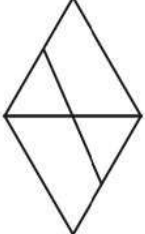
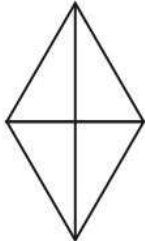
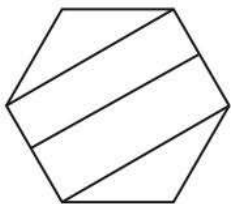
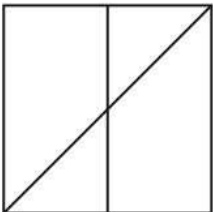
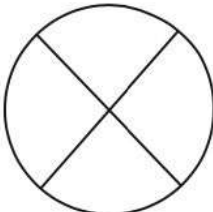
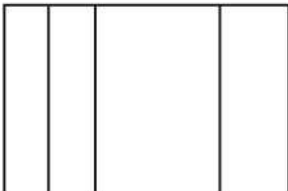
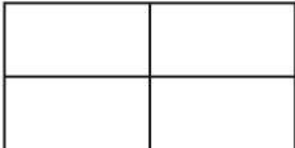
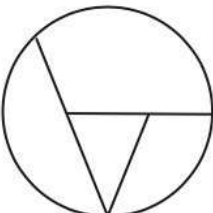
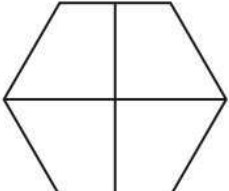
Draw a line on each shape to show halves.



Name: _____



Four Equal Quarters

Cut out each shape and decide if it is divided into four equal quarters. Put each shape into the matching column.

Equal		Unequal	
			
			
			

Name: _____

Instructions: Cut out the number sentences in the bottom and sort them in the correct column.

LIGHT SIDE (TRUE)	DARK SIDE (FALSE)
	

$18 - 4 = 14$	$15 + 5 = 20$	$20 - 10 = 5$	$9 + 4 = 13$	$12 - 6 = 5$
$8 - 4 = 15$	$11 + 6 = 17$	$9 + 9 = 17$	$3 + 4 = 8$	$6 - 2 = 4$

Name: _____

Grab a snack and enjoy it with Clover! Clover is a woodchuck who lives at Chewonki in Wiscasset, Maine. What do you already know about woodchucks? What do you think they eat? What special body parts do you think Clover has to help her survive in the wild? Make a list of 3-5 special parts you think woodchucks have and next to each part you list, say how you think they help her survive and grow. Watch this [10 minute recording](#) to learn more about Clover's special body parts. What new things do you notice? What do you wonder? How could you find out more?

bit.ly/35l0pVc

Name: _____

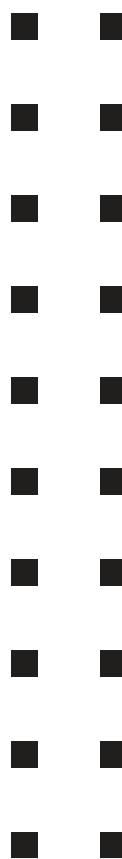
Plants have special parts that keep animals from eating them. For example, a cactus has very sharp spiky leaves that many animals don't like. While we don't have cacti in Maine, the plants here do have special parts to help protect them from being eaten. Take a walk around your neighborhood, use your eyes to look carefully at the special parts different plants have to protect them. What do you notice? What do you wonder? Draw a picture of the most interesting special part you find. Be sure to draw it with detail and write how the special part you noticed keeps animals from eating it! How could humans use the way the plant solved the problem to solve a human problem? In other words, what could people learn from how the plant solved the problem?



RSU 57

- Waterboro
- Alfred
- Lyman
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- Massabesic Middle
- Massabesic High

LITERACY



Printables



LEARNING MENU LITERACY

GRADE 1

★ = EVERYDAY ITEMS

1 ★ Read and Write:

Choose a picture book or one chapter from your book and read it to yourself, a family member, a pet, or stuffed animal.

Choose one reading response and complete it after reading the book.

[Reading Response Sheets](#)

2

Listen to a Story

Hear a story read by your teacher, family member, or librarian.

3



Phonics Practice

See your teacher for specific lessons.

4



Phonics Practice

See your teacher for specific lessons.

5



IXL Language Arts

Complete 2 categories from the recommendations.

Link shows how to access:

[IXL Language](#)

6



Kids A-Z/Raz Kids

Choose a story.

Listen to it

Read it to yourself and make a recording.

Answer the questions after you read.

7 Word Work: Choose 10 sight words and choose a sight word activity.

1. Write sentences using each of your 10 sight words

-or- 2. [Ghost Words](#)

-or- 3. Spell your words with materials found at home i.e. toothpicks, q-tips, beans, magnetic letters, sticks.

8

Writing Prompt: Take a picture of your favorite nonliving thing (a stuffed animal, a desk, a toy). Label the details in the picture. In 3-5 sentences, write about the picture. Make sure to use capital letters to start your sentences and punctuation to end your sentences.

[Ways To Describe](#)

9

Writing Prompt

Make a list of things that are fun to do at home using the template. Draw a picture of you doing an activity during your favorite season.

[Writing Template](#)

May 4 - May 8

name: _____

Character

Today I read: _____

Author: _____

Draw a picture of the characters in the story:

My favorite character was: _____

This was my favorite character because:

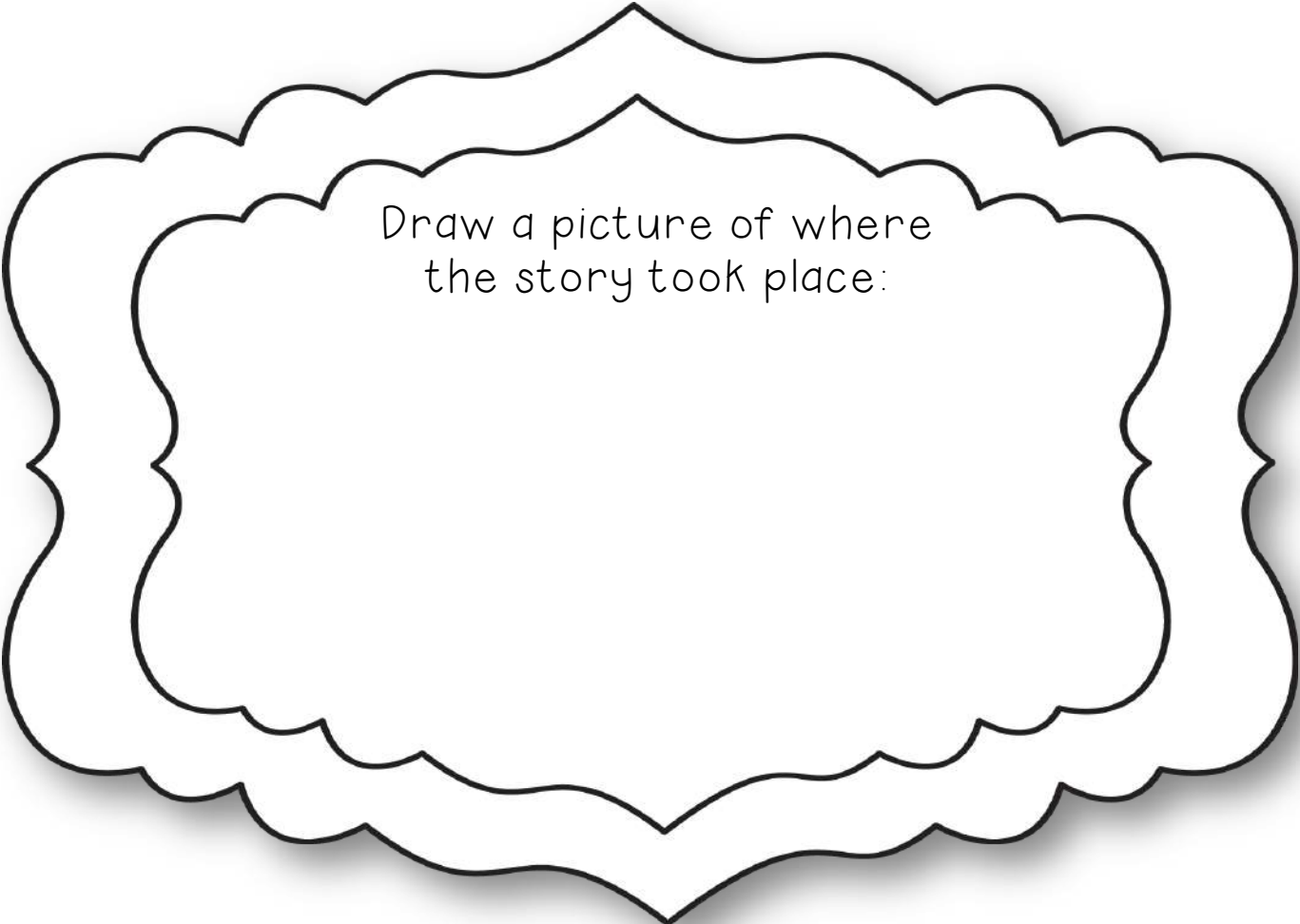
name: _____

SETTING

Today I read: _____

Author: _____

Draw a picture of where
the story took place:



My favorite part of the setting was:

name: _____

PROBLEM AND SOLUTION

Today I read: _____

Author: _____

Draw a picture of the
problem in the story:



The problem in the story was solved when:

name: _____

BEGINNING, MIDDLE, and END

Today I read: _____

Author: _____

Draw a picture of what happened...

First:

Next:

Last:

name: _____

MAIN IDEA

Today I read: _____


Author: _____


Main Idea:


What details in the story helped you better understand the main idea?


Name: _____


ai			ay		


 snail


 play


 mail


 spray


 brain


 pay


 way

 rain

 say

 train

 ray

 sail

Name: _____

__oke	__ole	__ope	__one	__ose		
chose	tone	hope	hole	nose	cone	zone
mope	joke	poke	shone	cope	broke	
bone	hose	rose	yoke	pose	whole	
mole	pole	woke	rope	role	dope	

Name: _____

Name _____ Date _____

Sorting Words With -ed and -ing

mixing	running	jogged
grabbed	singing	showed
colored	used	pleased
moving	walking	begged
writing	bored	sleeping

-ed		-ing	

Name: _____

Peep

Sort the
words below

Treat

bee	weak	seal	reef	tea	week	beat
real	need	leaf	peel	feed		

LITERACY BOX #7

Name: _____

L.1-4

ake	ale	ane	are	ave

are quake cane dare rave wave
plane sale cake lane gave tale hare
rake pave pale whale mane vane share

Name: _____

Words With and Without -es Word Sort

Sort each word into the right column.

Words with -es

Words Without -es

boxes bogs dresses desks foxes kicks wishes rocks

mops pushes nuts catches lands buses hops mixes

Amazing Beaches

A Reading A-Z Level I Leveled Book

Word Count: 285

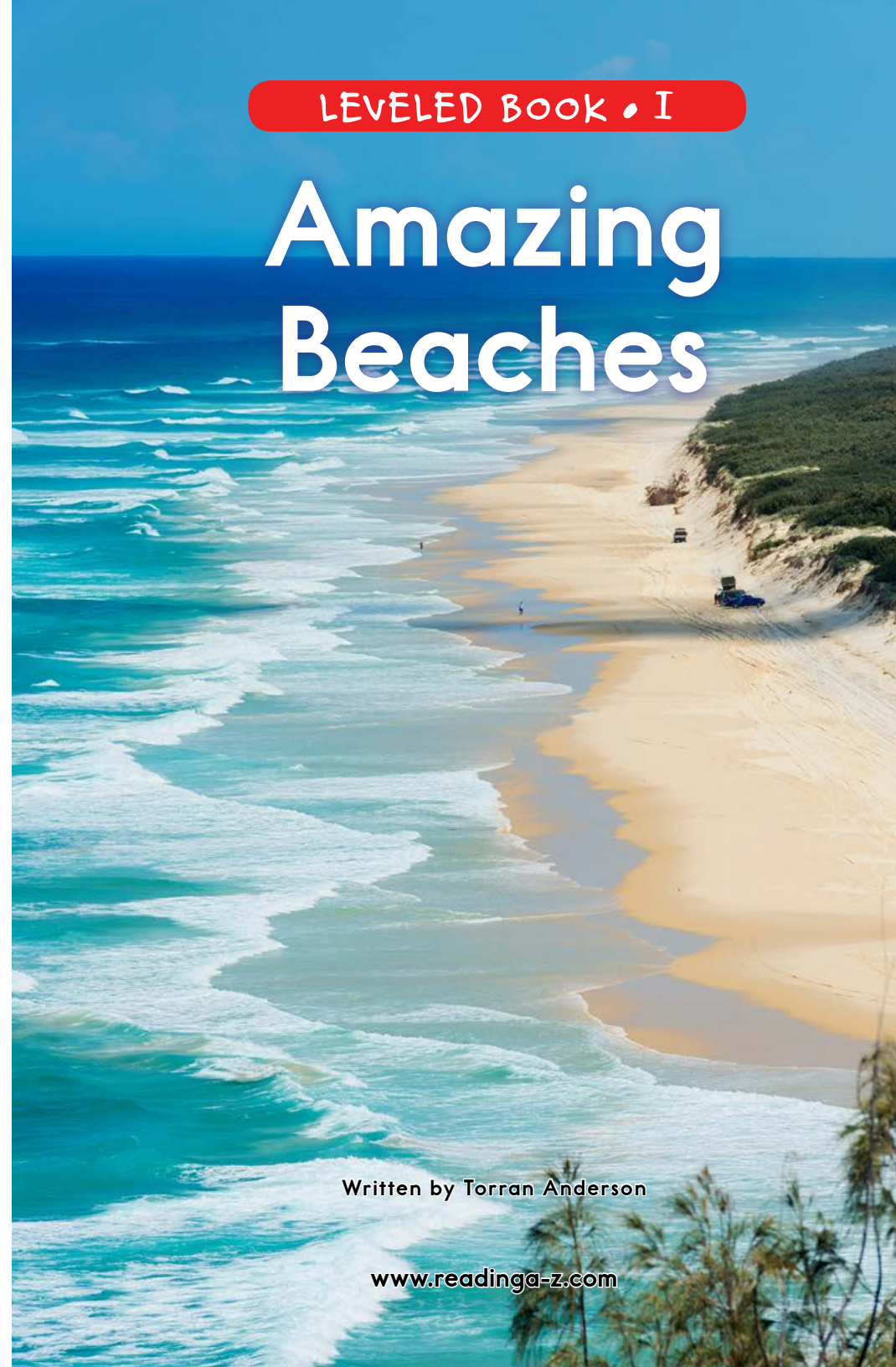


**Reading A-Z**

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for thousands of books and materials.

LEVELED BOOK • I

Amazing Beaches



Written by Torran Anderson

www.readinga-z.com

Amazing Beaches



Written by Torran Anderson

www.readinga-z.com

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Names and locations of beaches in this book:

Front cover, page 14	75 Mile Beach	Fraser Island, Queensland, Australia
Back cover, page 9	Schooner Gulch State Beach	California
Title page	Red Beach	Santorini, Greece
page 4	Maho Beach	St. Maarten
page 5	Hot Water Beach	Coromandel, New Zealand
page 6	Glass Beach	Fort Bragg, California
page 7	Playa de Gulpiyuri	Llanes, Spain
page 8	Iriomote Island	Okinawa, Japan
page 10	Punalu'u Beach	Big Island, Hawaii
page 11	Elbow Beach	Bermuda
page 12	Boulders Beach	Simon's Town, South Africa
page 13	Hyams Beach	Jervis Bay, Australia
page 15	Papakolea Beach	Big Island, Hawaii

Amazing Beaches
Level I Leveled Book
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Written by Torran Anderson

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www.readinga-z.com

Correlation

LEVEL I	
Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



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Wow! What a Beach

The world has many different types of **beaches**.

Some of them are surprising or amazing.



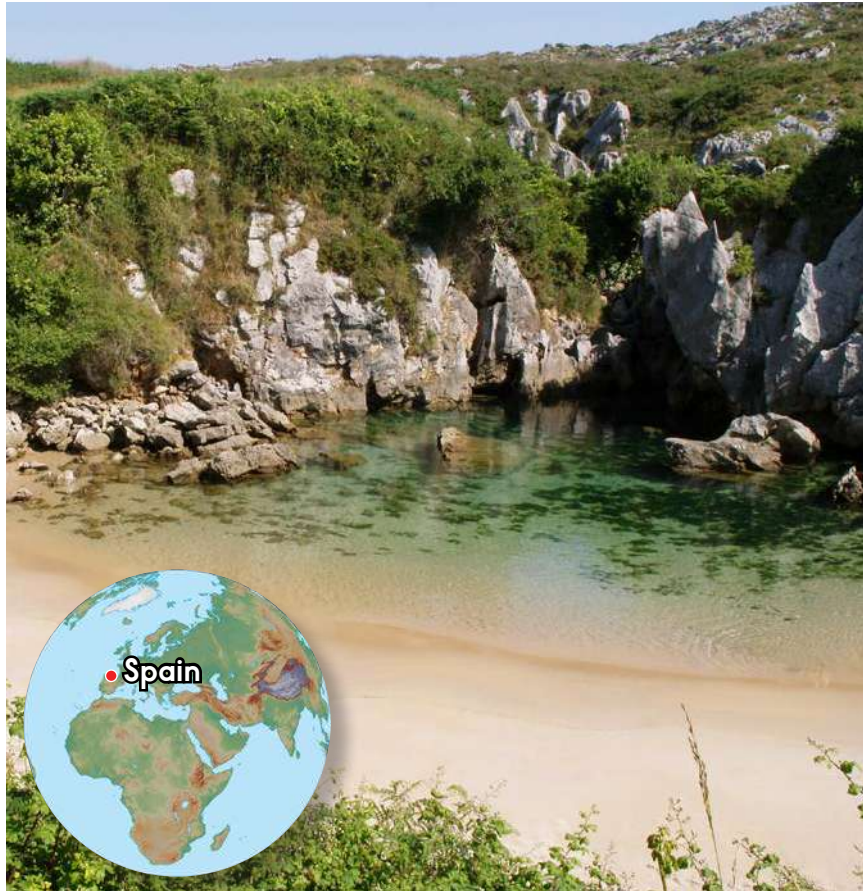
Hot Water Beach

Visitors to this beach dig holes in the sand. They're not making sand castles. They want to sit in the warm water that comes up from beneath the sand.



Glass Beach

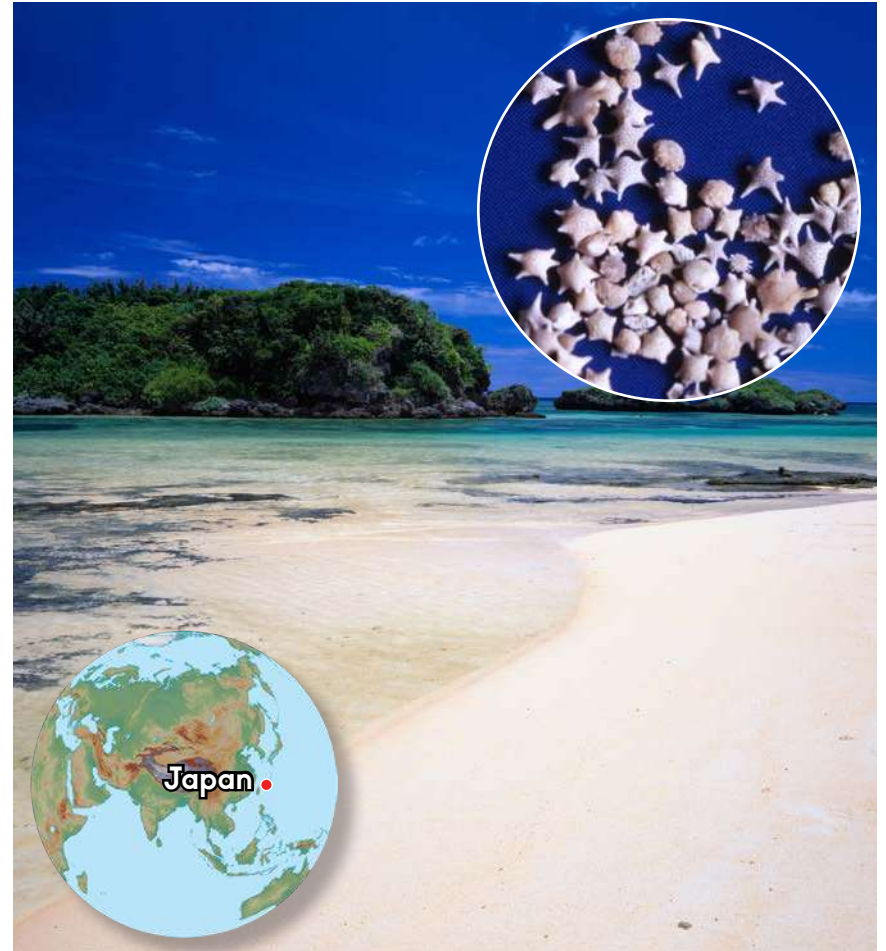
Glass items were dumped into the ocean as trash for many years at this beach. The waves and rocks made the glass smooth over time. Today, the glass looks like **gems**.



Beach in a Field

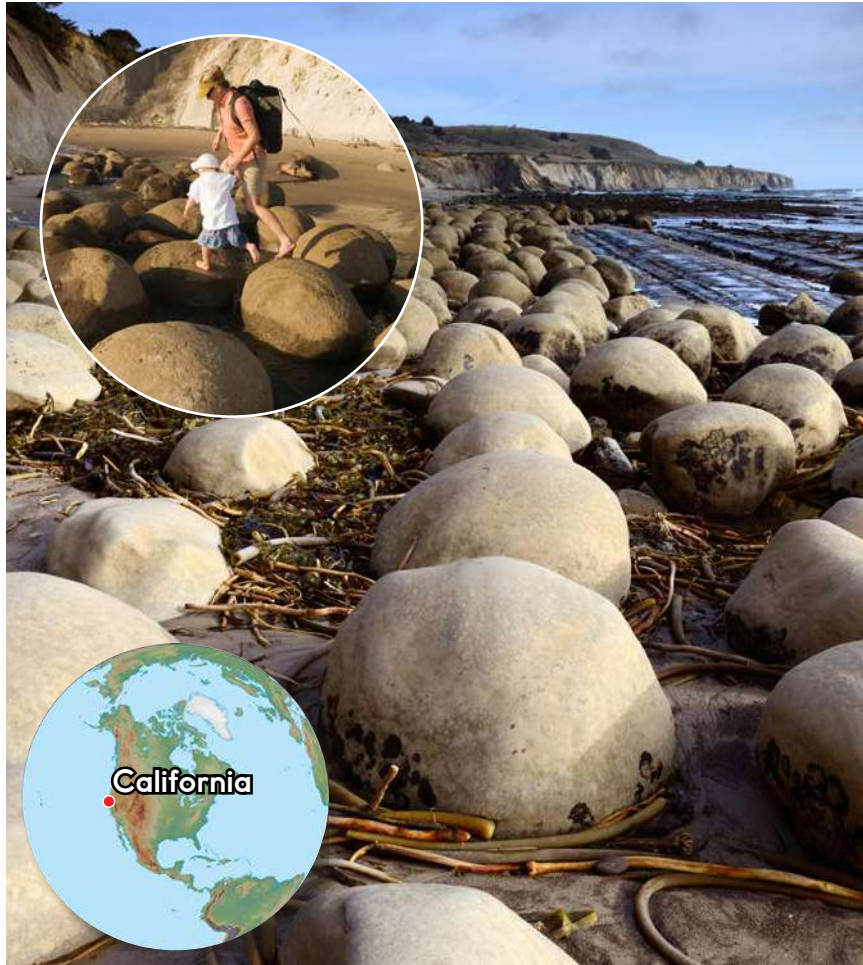
Not all beaches are found along the **shore**.

This beach is surrounded by land.
The water reaches the beach from underground tunnels.



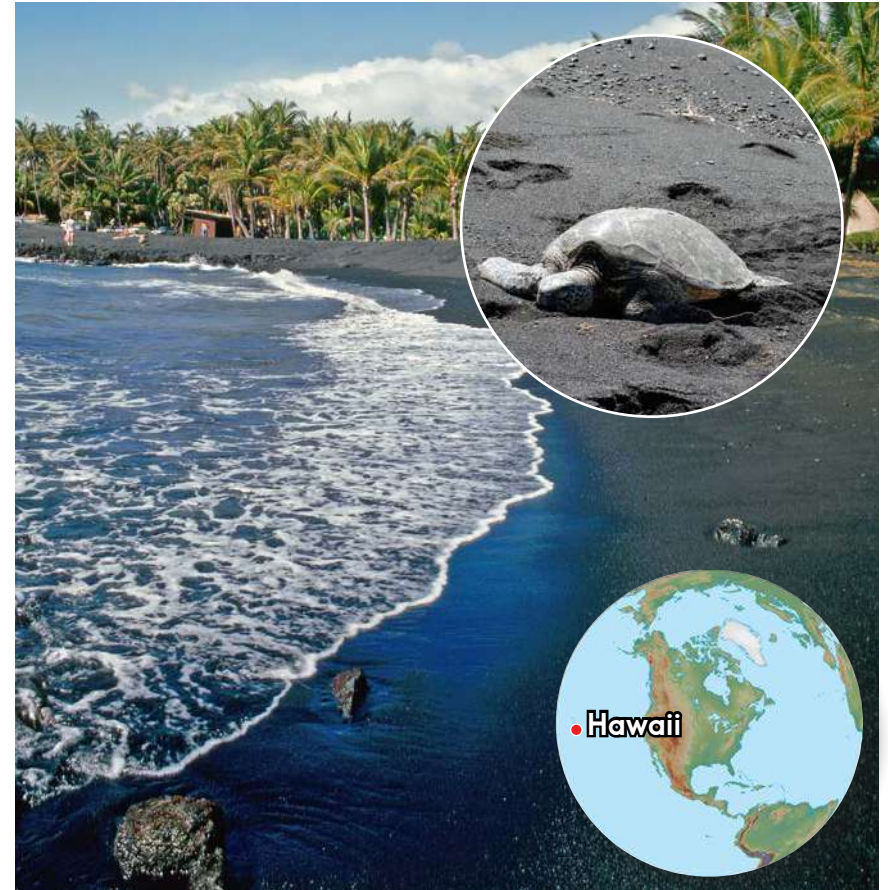
Tiny Star Beach

The **grains** of sand at this beach are shaped like tiny stars.
They're really shells that have been worn down into these shapes.



Bowling Ball Beach

The round rocks at this beach look like bowling balls.
You can visit these amazing rocks during low **tide**.



Black Sand Beach

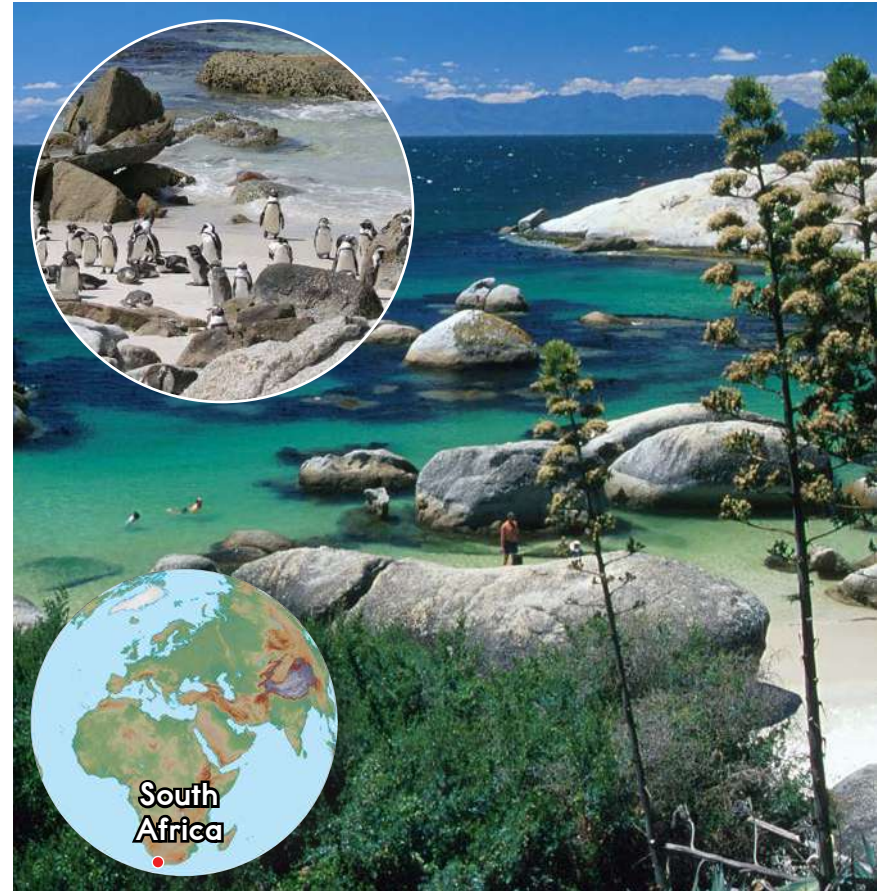
Rare turtles come to this black sand beach.
The sand is black because it's made of tiny pieces of rock from a volcano.



Pink Sand Beach

The sand at this beach is the color of cotton candy.

The white sand mixes with pieces of red shells to make the sand pink.



Giant Rock Beach

This beach is full of giant rocks.

People aren't the only visitors to this beach.

About three thousand penguins live here.



White Sand Beach

Have you ever been to a white sand beach?

This beach holds the record for being the whitest beach in the world.



75 Mile Beach

This beach is so long that it's used as a runway for planes.

Be careful when swimming here, though.

The water is full of sharks.



Amazing Beaches

The sand at beaches can be white, black, red, and even green.

Some amazing beaches look as though they're from other planets. What type of beach would you like to visit?

Glossary

- beaches** (*n.*) places where oceans or lakes meet the land (p. 4)
- gems** (*n.*) mineral or organic materials that can be cut and polished for use in jewelry (p. 6)
- grains** (*n.*) small pieces of something hard, such as rice or sand (p. 8)
- rare** (*adj.*) not happening very often; uncommon (p. 10)
- shore** (*n.*) the land along the edge of an ocean, sea, lake, or river (p. 7)
- tide** (*n.*) the rise and fall of the ocean caused by the gravity of the Moon and Sun (p. 9)

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. Why did the author write this book?
 - Ⓐ to persuade the reader to visit more beaches
 - Ⓑ to inform the reader about amazing beaches
 - Ⓒ to entertain the reader with beach stories
2. Which two beaches belong in a group of beaches with unusually shaped sand?
 - Ⓐ the tiny star beach and the glass beach
 - Ⓑ the hot water beach and the beach in a field
 - Ⓒ the 75 mile beach and the white sand beach
3. How is the pink sand beach different from the black sand beach?
 - Ⓐ It has black sand.
 - Ⓑ It has waves and sand.
 - Ⓒ It has pink sand.
4. What detail about the beaches can only be found in the maps?
 - Ⓐ the animals who live there
 - Ⓑ the location of the beaches
 - Ⓒ the color and shape of the sand
5. *Rare turtles come to the black sand beach.* Which word means almost the same as **rare**?
 - Ⓐ ridiculous
 - Ⓑ normal
 - Ⓒ uncommon
6. **Extended Response:** What do the beaches in this book all have in common? Pick another environment, such as the forest or a mountain. How does it compare and contrast to a beach?

Quick Check Answer Sheet**Amazing Beaches**

Main Comprehension Skill: Compare and Contrast

1. Ⓑ Author's Purpose
2. Ⓐ Classify Information
3. Ⓒ Compare and Contrast
4. Ⓑ Main Idea and Details
5. Ⓒ Vocabulary
6. Answers should identify at least one trait that all beaches share. For example, the ocean, the tide, waves, sand, and so on. Then, answers should compare the beach to a new location, chosen by the student. Students should describe at least one difference and one similarity.

Name _____ Date _____

1. How is the snail shell different from the oyster shell?
 - Ⓐ A snail shell is swirled.
 - Ⓑ A snail shell can open.
 - Ⓒ A snail shell is flat.
2. Which of the following is a fact?
 - Ⓐ An armadillo shell looks bumpy.
 - Ⓑ Tortoises make the best pets.
 - Ⓒ An oyster shell is pretty.
3. Why did the author put pictures of different shells in this book?
 - Ⓐ to show that all shells are striped
 - Ⓑ to show that animals live in all shells
 - Ⓒ to show how shells look
4. In which group would animal shells belong?
 - Ⓐ things that decorate
 - Ⓑ things that protect
 - Ⓒ things that are soft
5. Which word means *a turtle that lives on land*?
 - Ⓐ hermit crab
 - Ⓑ oyster
 - Ⓒ tortoise
6. **Extended Response:** Have students choose one shell from the book. Ask them to write two details about the shell.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

Quick Check Answer Sheet

What's in That Shell?

Main Comprehension Skill: Compare and Contrast

1. Ⓐ *Compare and Contrast*
2. Ⓐ *Fact or Opinion*
3. Ⓒ *Author's Purpose*
4. Ⓑ *Classify Information*
5. Ⓒ *Vocabulary*
6. Answers will vary but should include two statements drawn from the details in the picture of the shell they choose.

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

What's in That Shell?

A Reading A-Z Level F Leveled Book
Word Count: 95

LEVELED BOOK • F

What's in That Shell?

Connections

Writing

Write a poem about shells.
Include at least four words
that describe them.
Read your poem to your class.

Science

Why do some animals
have shells?
Share your ideas with a partner.

Reading A-Z

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Written by Sarah Ghusson

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What's in That Shell?



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Focus Question

What can be found inside a shell?

Words to Know

armor	pearl
hermit crab	swirled
oyster	tortoise

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What's in That Shell?
Level F Leveled Book
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Written by Sarah Ghusson

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www.readinga-z.com

Correlation

LEVEL F

Fountas & Pinnell	F
Reading Recovery	9-10
DRA	10



This shell is covered in spots.
What do you think is inside?



A tortoise is inside that shell.



This shell looks like
bumpy armor.
What do you think is inside?



An armadillo is inside that shell.



This shell is striped and pointy.
What do you think is inside?



A hermit crab
is inside that shell.



This shell has a swirled shape.
What do you think is inside?



A snail is inside that shell.



This shell looks
like a sandy rock.
What do you think is inside?



An oyster is inside that shell.
So is a pearl!

Name: _____

Ghost WORDS

DIRECTIONS: Write your words in the boxes with a white crayon. Then use a marker to color in the boxes and reveal your ghost words.

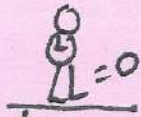
1**2****3****4****5****6****7****8****9****10****11****12****13****14****15****16**

Ways to Describe

Think about...



who



how



why



where



when

Size ○○○○

shape □△○

Color   


Make a Comparison



teeth

=

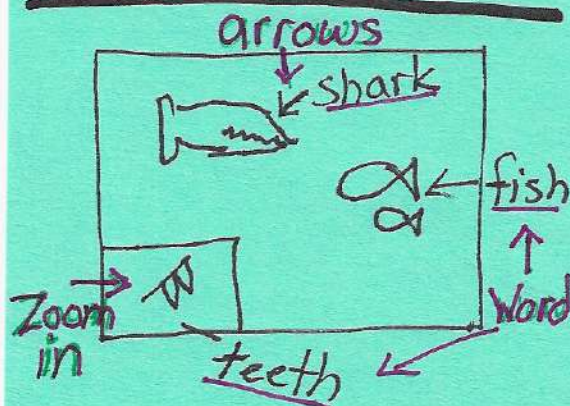


knife
blade

Use Exact Words

Tiger Shark
← bold

Pictures



Name _____


Date _____

Name _____

Date _____

Name _____

Date _____


[illegible]

Name _____

Date _____


Name _____

Date _____

[illegible]

Name _____

Date _____

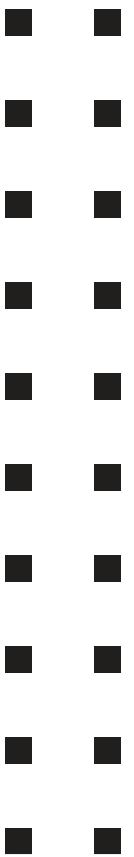
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RSU 57

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

SPECIALS



Printables



LEARNING MENU SPECIALS

GRADE 1

May 4 - May 8

1

PE: Make Your Own P.E
Equipment: [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



3

PE: Sweat Box Challenge, click this link to try it:
bit.ly/2yekccv



4

Art: My Dream House
[Click here for directions](#)



5

Art: Kandinsky Abstract Art
[Click here for directions](#)



6

Art: Thiebaud Cakes
[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/



10

Pretend you are on the news! Find a NONFICTION book 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](#)



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

Brianpenley@rsu57.org

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!



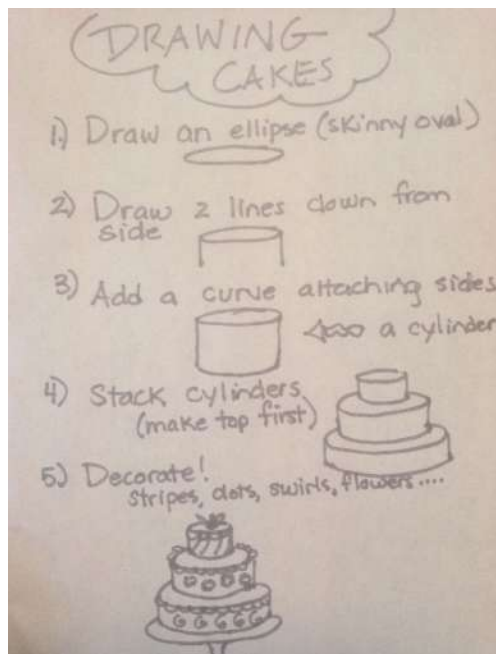
Wayne Thiebaud Inspired Cake Drawings!

Wayne Thiebaud, an artist from California, got his inspiration for some of his paintings from the luscious cakes, pies, and pastries in the windows of bakeries. He became famous for these paintings. Your cake drawing will look three dimensional if you follow the directions below.

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.)

<https://safeYouTube.net/w/1xT5>

1. Sketch the cake with pencil
2. Add layers, details such as frosting, decorations, candles etc.,
3. Carefully add color, pay attention to detail and careful work! You may use markers, paint, crayons, colored pencils..your choice
4. Take a picture of your cake and post it for your art teacher to see!



Name: _____

My Animal Interview



YOU are a reporter for a newspaper or TV news station. You have been asked to interview a rare animal. Read 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 to

?

Answer

Question

Where do you

?

Answer

Question

How

are you?

Answer



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



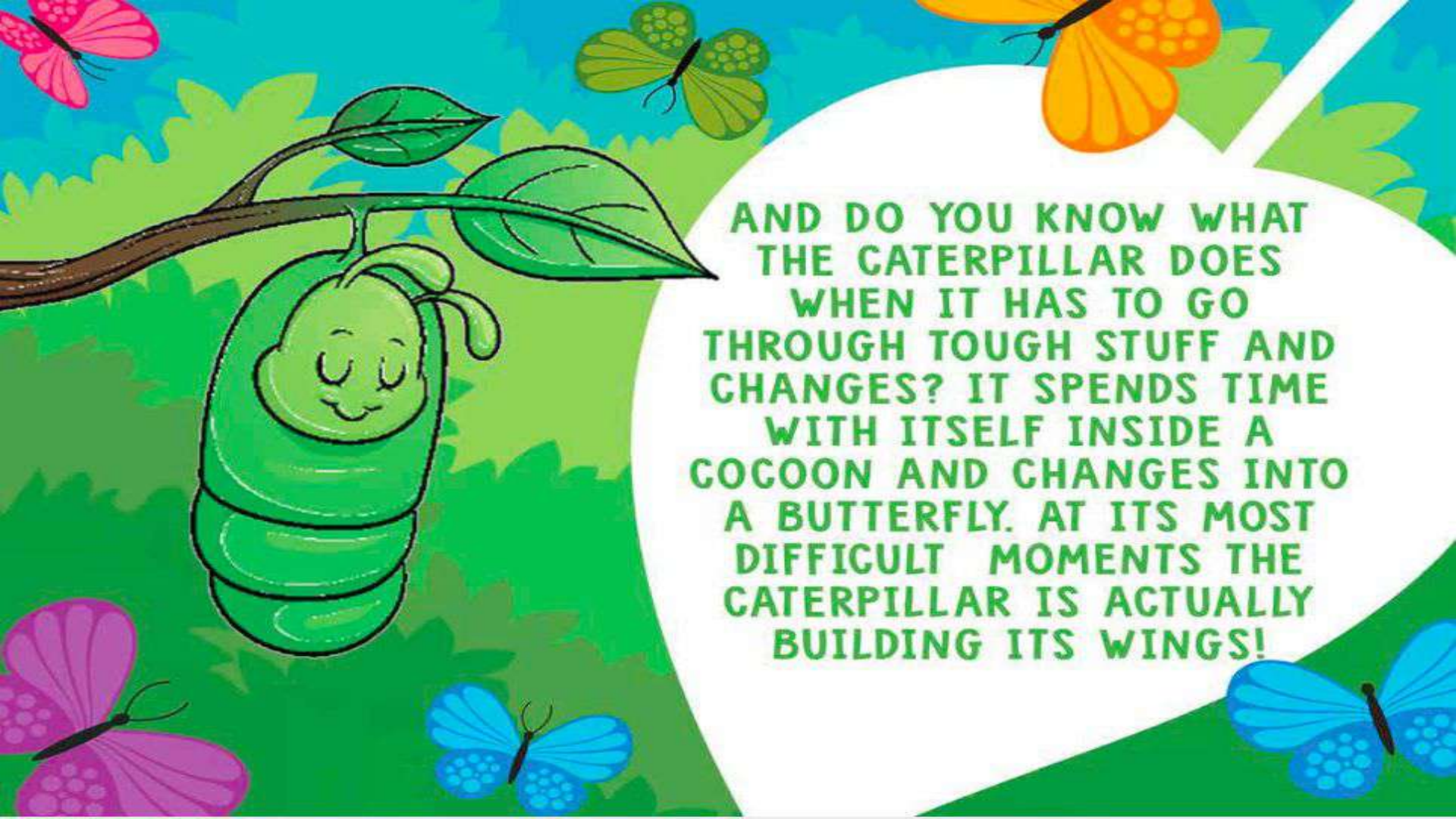
ANA M GOMEZ
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DESIGNED BY SERGIO AGUIRRE



**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.

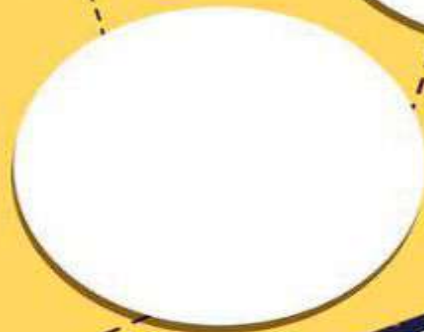
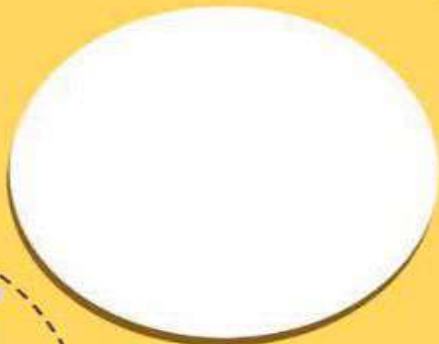
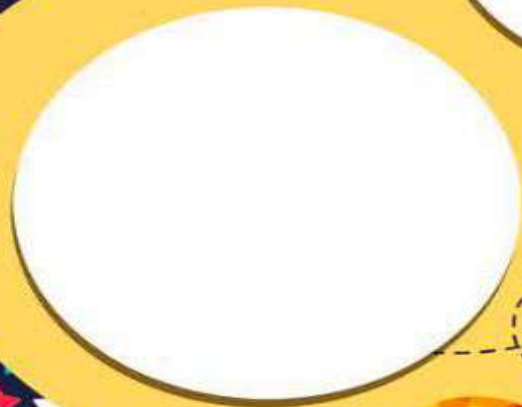
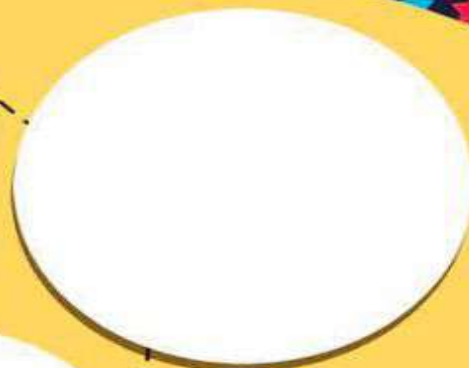
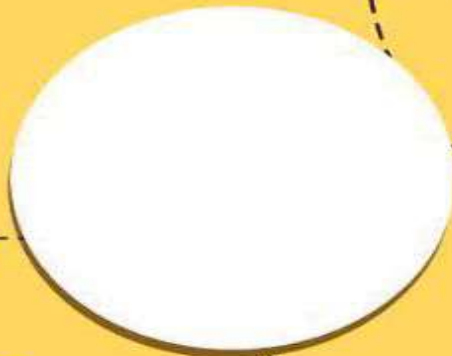
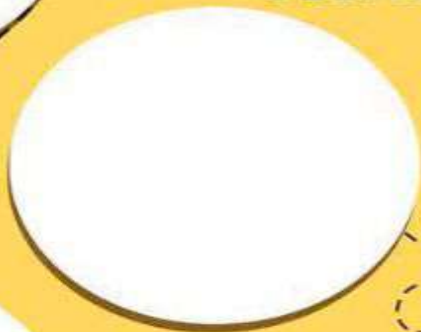
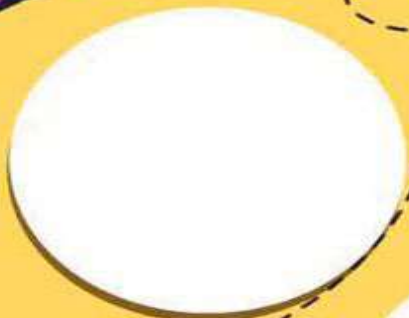
**HAVING TO DEAL WITH
"YUCKY" THINGS CAN
BRING LOTS OF
FEELINGS, THOUGHTS
AND SENSATIONS IN
OUR BODIES.**



**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!**

