

Summer School Program Guide



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Welcome

Dear Educators,

The Amplify CKLA with Amplify Reading summer school program for K–2 students is designed to focus on increasing reading proficiency through intensive foundational skills instruction, practice, and knowledge-building. Summer school provides the extra instruction, practice, and time each student needs to become a successful reader. The summer school curriculum strengthens skills students have learned during the school year, prepares them for the next grade level, and helps to prevent summer loss.

The main components of the summer school program are:

- Amplify CKLA Skills: explicit, systematic phonics instruction prioritized based on student assessment data (whole class and small group).
- Amplify CKLA Knowledge: background knowledge development, vocabulary building, comprehension skills (whole class and small group)
- Amplify Reading: independent skills practice through digital games that helps skills transfer to text (independent)
- Amplify CKLA trade books: engaging Read-Alouds with a focus on comprehension through guided discussion (whole class)

This guide provides important information about each element of the program, including detailed information about daily lessons.

Thank you for your participation in this vital program!

Sincerely,

Amplify Education

Summer School Schedule

The program is flexible to accommodate a variety of summer school schedules. Below is a sample schedule for all grades. Please note that the instructional time for CKLA Skills and Knowledge segments are required; the rest of the time segments can be adjusted.

Sample Daily Schedule	
Breakfast	30 min
Amplify CKLA Skills Instruction	60 min
Differentiated Group Time (with Amplify Reading)	45 min
Snack/Break	15 min
Amplify CKLA Knowledge	30 min
Total Daily Time: 180 min (3 hours)	

During the course of a four-day week, daily instruction is as listed below. If your program has a five-day weekly schedule, the fifth day will follow the same format, or you can use that day for additional activities of your choice. Details about each segment of the day are outlined in this guide.

Monday	Tuesday	Wednesday	Thursday
Amplify CKLA Skills Instruction (60 min)	Amplify CKLA Skills Instruction (60 min)	Amplify CKLA Skills Instruction (60 min)	Amplify CKLA Skills Instruction (60 min)
Differentiated groups (45 min) which includes Amplify Reading (15 mins daily)	Differentiated groups (45 min) which includes Amplify Reading (15 mins daily)	Differentiated groups (45 min) which includes Amplify Reading (15 mins daily)	Differentiated groups (45 min) which includes Amplify Reading (15 mins daily)
Amplify CKLA Knowledge: Read-Aloud (30 min)	Amplify CKLA Knowledge: Application (30 min)	Amplify CKLA Knowledge: Read-Aloud (30 min)	Amplify CKLA Knowledge: Application (30 min)

Amplify CKLA Skills

- 60 minutes per day
- Materials: Teacher Guide, Student Readers, Student Activity Books, materials from the Ancillary Box, online digital resources on the Amplify CKLA Teacher Resource site. Go to ckla.amplify.com, then choose 2nd Edition.
 - **Username:** cklasummerschool
 - **Password:** 1234
- See the Teacher Guide for details on instruction and specific materials for each lesson.

The focus of these units is to build phonological awareness, sound/letter correspondences, blending and segmenting skills, phonics, comprehension, and fluency. In addition, some lessons include spelling, writing, and/or grammar.

During summer school, you will teach two units from Amplify CKLA Skills units. Each unit will last ten days. Because of the summer schedule, some lessons in the Teacher Guide will not be used: the summer school lessons that are required for the session are listed below:

Grade	Units and Lessons	Unit and Lessons
Kindergarten	Unit 6 Lessons: L1, L2, L3, L5, L6, L8, L10, L11, L12, L14	Unit 7 Lessons: L6, L7, L8, L9, L10, L11, L12, L13, L14, L16
Grade 1	Unit 2 Lessons: L1, L2, L3, L5, L6, L8, L10, L12, L13, L14	Unit 3 Lessons: L1, L2, L3, L4, L5, L7 (skip writing segment), L9, L12, L14, L15
Grade 2	Unit 2 Lessons: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10	Unit 3 Lessons: L1, L2, L3, L6, L7, L8, L9, L11, L12, L13

Tips for teaching Amplify CKLA Skills:

- One complete lesson is taught each day.
- Teach the units in order.
- Teach the lessons in order.
- Read the unit introduction.
- Read the lesson introduction, especially the Advanced Preparation section. Locate any materials needed prior to instruction (See Curriculum Maps for list of all materials).
- During instruction, keep the pace quick and lively to ensure student engagement and that all lessons will be completed during the program.
- Make sure all lesson segments are taught each day. Keep an eye on the time allotted for each lesson segment. If you are taking too long in a segment, you can reduce the number of questions/ examples in that segment to save time. It is better to skip a few examples than to run out of time and skip another segment of the lesson.

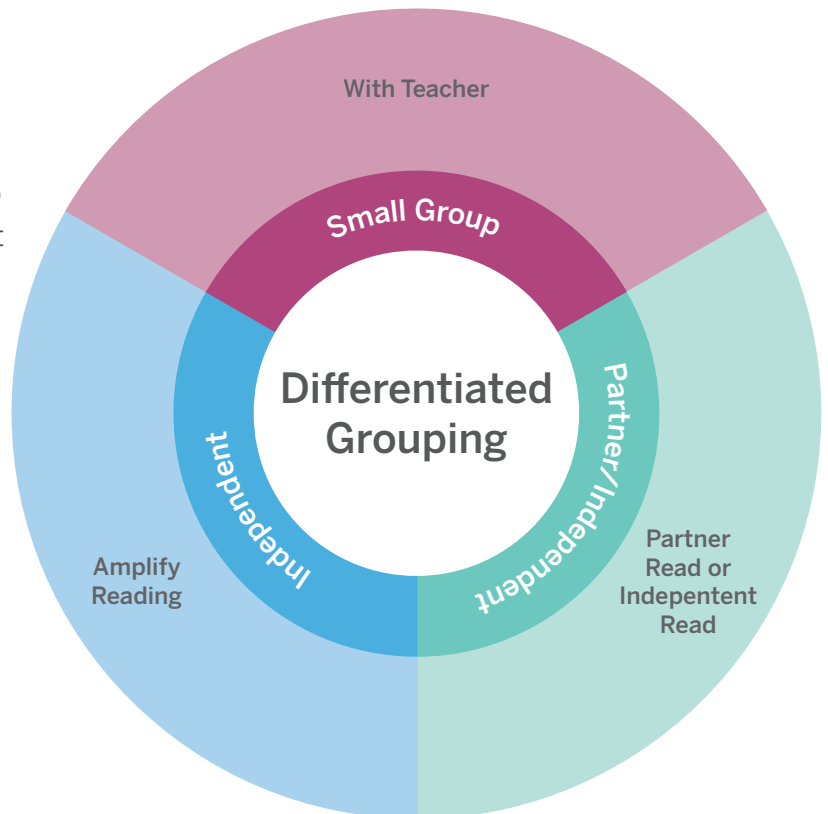


Differentiated Group Time

- 45 minutes per day (time can be adjusted according to your schedule).
- Three groups that rotate to three activities for 15 minutes each day:
 - small group time (with teacher)
 - partner/independent reading
 - Amplify Reading
- Materials: Teacher Guide, Student Readers, Student Activity Books, online digital resources on the Amplify CKLA Teacher Resource site, the Amplify Reading program, and student devices with headphones. computers or tablet devices, and headphones for each student.

Differentiated Grouping

- If possible, use available data (such as mCLASS or NWEA) to form groups based on skills need and/or ability.
- Create three groups of students. Try to keep the number of students in each group about the same for better group management.
- Assign each group a number: 1, 2, or 3.
- Determine the level of support needed by each group. This will assist you in planning for group work.
- You may find a student needs to move to a different level of support in the course of the summer school session. In that case, move the student to a more appropriate group.



Grouping Rotation

- It is highly recommended that you spend the first few days practicing Differentiated Group Time in whole groups. Practice and rule setting should cover the following:
 - How to do the activity in each rotation
 - How to transition to each activity
 - What to do if you need help
 - What to do if you're done with an activity before time is up
- It may be beneficial to practice each activity as a whole group in 15 minute rotations to mirror the actual rotation schedule. This will help students better acclimate to transitioning between activities each day.
- Use a timer to keep rotations on track.
- If students are having difficulty working independently, you may cut back the rotation time by 5 minutes (10 minutes for each rotation instead of 15 minutes) and then gradually add the time back as they become more capable.

		Monday	Tuesday	Wednesday	Thursday
Small Group with Teacher	1st 15 min	Group 1	Group 1	Group 1	Group 1
	2nd 15 min	Group 3	Group 3	Group 3	Group 3
	3rd 15 min	Group 2	Group 2	Group 2	Group 2

Partner/Independent Read	1st 15 min	Group 2	Group 2	Group 2	Group 2
	2nd 15 min	Group 1	Group 1	Group 1	Group 1
	3rd 15 min	Group 3	Group 3	Group 3	Group 3

Amplify Reading	1st 15 min	Group 3	Group 3	Group 3	Group 3
	2nd 15 min	Group 2	Group 2	Group 2	Group 2
	3rd 15 min	Group 1	Group 1	Group 1	Group 1

Small Group with Teacher

- Choose an activity in the Additional Support section at the end of every Amplify Skills lesson in the Teacher Guide.
- You may choose one activity for Group 1, and different activity for Group 2, or Group 3. The activity you choose for each group should match that group's specific needs.
- You may use one activity for all three groups, but vary the level of guidance and support you provide. For example, some groups may need more step-by-step guidance or prompting, while others need less.
- There may be additional materials needed for the activity, such as game pieces, word cards, or a worksheet. The materials are listed in Additional Support and are located in the back of the Teacher Guide under "Teacher Resources." These pages are labeled with a TR in front of a number, such as TR.3.1. Some may need to be copied or prepared in advance.
- If there is extra time after the Additional Support activity, have students read aloud from their Readers. Choral Reading is better than a round-robin approach to keep students engaged. Provide support as is appropriate to the needs of each group.

Additional Support example from the Teacher Guide in Grade 1

Lesson 3: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

- Write the phrases and sentences in the box on **index cards** or the board/chart paper. You may wish to add more: each should describe a motion or activity that students can act out or illustrate.

- | | |
|-------------------------|--------------------------------------|
| 1. sweet grapes | 9. All cranes have long necks. |
| 2. a hot flame | 10. We went in a deep cave. |
| 3. a blade of grass | 11. Once I swam in a lake. |
| 4. Shake hands. | 12. Will he wave at me from the bus? |
| 5. fun and games | 13. We ate lunch in the shade. |
| 6. Take the cake. | 14. She got lost in a maze once. |
| 7. late to bed | 15. The skates are on sale. |
| 8. the name of the game | 16. Who ate Dave's cake? |

Partner/Independent Reading

- Assign partners in advance.
- Students will take turns reading aloud from the Student Reader. This is a **Must Do**.
- Students should read the story that was covered during that day's Amplify Skills lesson.
- When students are done reading with their partner, there are several **May Do** options.
- Ensure that students know what they need to do first and after, using the **"Must Do, May Do"** outlined below during initial rotation practice.
- If students have difficulty reading independently, you may consider having two rotations instead of three in which half the students read with you in a small group and the other half work on Amplify Reading.

Must Do:

- Read the story from the Student Reader aloud with a partner.
 - Partner reading options may include:
 - Take turns reading the entire story.
 - Have one student be the leader, reading one line at a time for the partner to echo.
 - Read chorally, keeping voices together to read the story

May Do:

- Reread the story in the Student Reader independently.
- Read a book from the classroom library independently.
- Draw/write something about the story they read.



If individual student devices are available, additional **May Do** options are possible, including:

- View Sound Videos or listen to Sound Songs on the Amplify CKLA Teacher Resource site.
- Listen to the audiobooks on the Teacher Resource site while they follow along in the Student Readers.

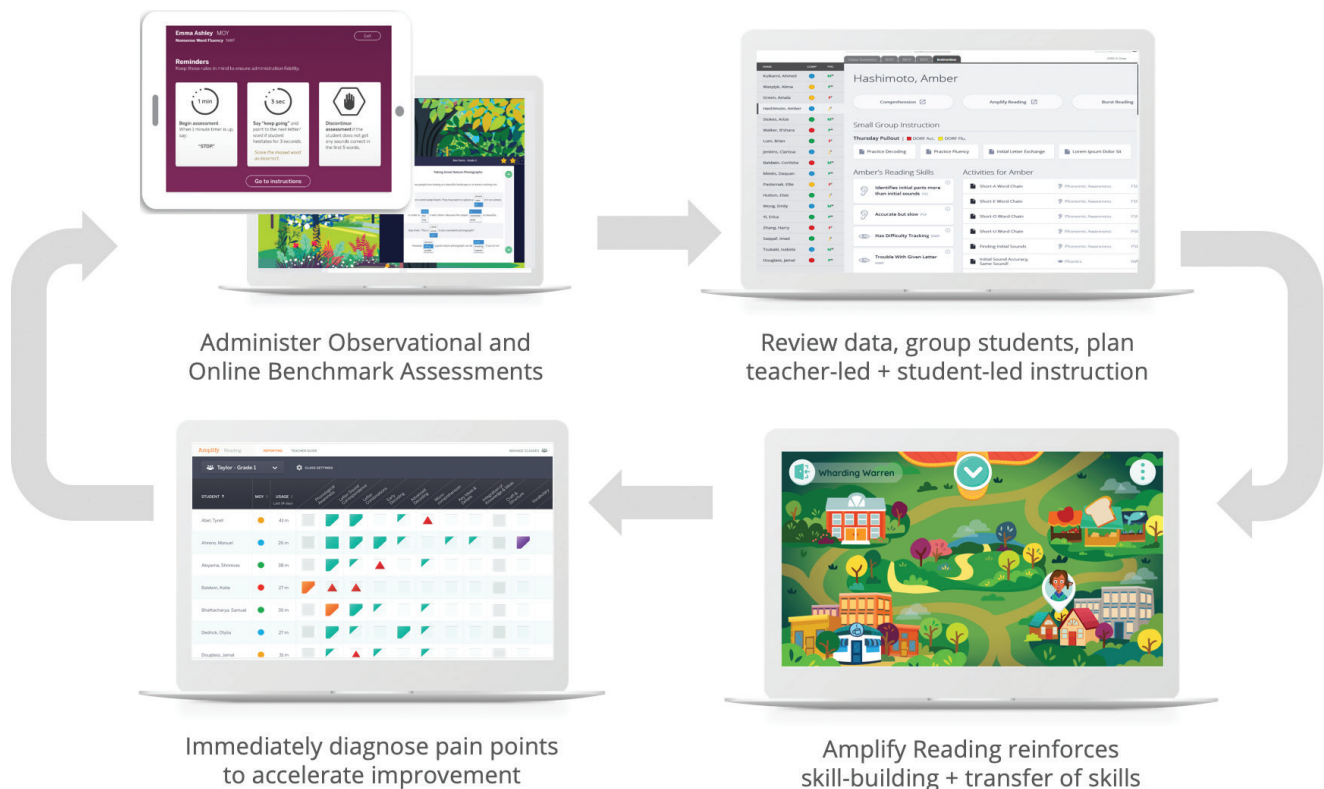
Students will need the teacher's login to access the digital components on the site at ckla.amplify.com, and may need assistance in navigating to the appropriate resource (UN: ckla.summerschool PW: 1234).

The digital materials for Amplify CKLA can be found on the Multimedia tab.



Amplify Reading

- Students work independently using Amplify Reading on individual devices.
- Students are placed into appropriate games and levels based on available data, or based on grade and time of year. (Please refer to your Amplify Reading materials in the Launch Pack for details.)



Tips for Amplify Reading

- Practice logging in, game navigation, center rules, and transitions between rotations during the first few days of the session during Differentiated Group Time.
- Students will need assistance learning to log in. Please refer to your Amplify Reading Launch Pack for device set-up and student login instructions.
- Provide a short list of rules to follow while you are engaged with a small group. These rules could also be used for students in the Partner/Independent Reading Group. Here is one example:
 - 1 Stay in your seat.
 - 2 Do your best work.
 - 3 Ask others in your group for help instead of the teacher.
 - 4 If you need the teacher, raise your hand.
 - 5 Work quietly.
 - 6 Treat the devices with care.



It is unlikely that students will have additional time before the end of the rotation, but if they do, have them choose any of the activities in the May Do section of Partner/Independent Reading.

Amplify CKLA Knowledge

- 30 minutes per day
- **Materials:** Teacher Guide, Activity Pages (blackline masters in the back of this guide.), Digital Flip Book on the Amplify CKLA Teacher Resource site, Image Cards, and the trade book for the domain (included).
- See the Teacher Guide for details on instruction and specific materials for each lesson.

The focus of each unit is to build background knowledge, vocabulary, listening comprehension, and speaking fluency for students.

During summer school, you will teach one unit from Amplify Knowledge over 20 days. The Knowledge lessons will be taught in two parts: Day 1 will be the Read-Aloud, and Day 2 will be the Application section of the same lesson. Because of the summer schedule, some lessons in the Teacher Guide will not be used; the summer school lessons that are required for the session are listed below:

Grade	Units (Domains) and Lessons
Kindergarten	Knowledge 2 Lessons: L1, L2, L3, L4, L5, L6, L7, L8, L9
Grade 1	Knowledge 2 Lessons: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10
Grade 2	Knowledge 10 Lessons: L1, L2, L3, L6, L7, L8, L9, L11, L12, L13

Special Note: Kick off the beginning of the unit by reading aloud the trade book you received with your materials. **Knowledge Builder videos**, created especially for the units, can be accessed on the Teacher Resource site, on the Multimedia tab. The videos are three to four minutes long and are designed to raise student interest in the unit topic. If time allows, you may choose to do one of the activities outlined in the video guide.

Amplify CKLA Knowledge Builder Video and Video Guide (online)

- *The Five Senses* (GK)
 - This unit's Knowledge Builder video (online) depicts a scientist who uses her knowledge of the five senses to invent a sophisticated robot.
- *The Human Body* (G1 and G2)
 - This video is used in Grade 1 and Grade 2. This unit's video explains how amazing the human body is and explains that with the right care, the body can stay healthy for years to come.

Tips for teaching Amplify CKLA Knowledge:

- One complete lesson is taught over two days: Read-Aloud on Day 1, Application on Day 2. The break in the lesson parts is clearly indicated in the Lesson at a Glance chart at the beginning of each lesson.
- Teach the lessons in order.
- Read the unit introduction.
- Read the lesson introduction, especially the Advanced Preparation section. Locate any materials needed prior to instruction.
- During instruction, keep the pace quick and lively to ensure student engagement and that all lessons will be completed during the program. Read-Alouds are meant to be interactive, so please be sure to ask the questions in the highlighted part of the text.
- Make sure all lesson segments are taught each day. Keep an eye on the time allotted for each lesson segment. If you are taking too long in a segment, you can reduce the number of questions/ examples in that segment to save time. It is better to skip a few examples than to run out of time and skip another segment of the lesson.



Teacher Resources

Curriculum Maps and Details

- Kindergarten Curriculum Maps and Details
- Grade One Curriculum Maps and Details
- Grade Two Curriculum Maps and Details

Activity Pages

- Kindergarten Knowledge Activity Pages
- Grade 1 Knowledge Activity Pages
- Grade 2 Knowledge Activity Pages



Summer School | Kindergarten

Skills Unit 6

<h2>Unit Summary</h2> <p>Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.</p>		<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none">- Orally blend sounds to form words- Identify sound pictures by their letter names- Identify and create rhyming words- Blend and read words with consonant clusters of up to five sounds- Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words <i>I, are, and little</i>- Read stories in the decodable Reader- Demonstrate comprehension by answering story questions	
Unit Length: 10 days	Lessons Used for Summer School: L1, L2, L3, L5, L6, L8, L10, L11, L12, L14		
<p>Anchor Text: <i>Kit</i>:The decodable Reader Kit narrates a series of events in the titular character’s life. Two chapters, “Mumps” and “Up,” include Kit’s diverse group of friends. This unit was chosen because it is the first Kindergarten unit that features a Student Reader and because there is a review of basic code sounds and spellings and instruction in letter names.</p> <p>Text Type: Literary</p> <p>Lexile: 330L</p>		<h2>Big Ideas</h2> <ul style="list-style-type: none">- Students use their own decodable Reader to practice reading previously learned sound spellings and punctuation and to reinforce print concepts.- Sound pictures are called letters, and each one has a name.- Letters make up the alphabet and are arranged in alphabetical order.- Sentences begin with a capital letter (sound picture) and end with a period.	
<h3>Program Components (in the kit)</h3> <ul style="list-style-type: none">- Teacher Guide- Big Book: <i>Kit</i>- Student Readers: <i>Kit</i>- Chaining Folders- Picture Readers- Student Activity Books- Large Letter Card set- Small Letter Card set- Sound Posters and Sound Cards- Digital Components (on the Teacher Resource site)		<h3>Additional Materials Needed (not in kit)</h3> <ul style="list-style-type: none">- pocket chart- yellow index cards and white (or green) index cards are listed as materials in the TG but are not required for summer school. Teachers will not be creating a Tricky Word Wall. Teachers will need blank index cards (3x5) to create pocket chart letters- display size lowercase alphabet strip- unlined large index cards or card stock (for Wiggle Cards in Additional Support section)- primary writing paper, pencils	
<h3>Standards Instructed</h3>			
Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.3 RL.K.7 RL.K.10 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2a RF.K.2c RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.2a SL.K.3 SL.K.5	L.K.1a L.K.1c L.K.1d L.K.1e L.K.1f L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.5d

Summer School | Kindergarten

Skills Unit 7

<h2>Unit Summary</h2> <p>Introduces students to digraphs. Students develop automatically in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.</p>		<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none">- Orally segment words with consonant clusters- Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/- Read and spell words with consonant clusters- Read Tricky Words <i>down, out, of</i>- Read stories in the decodable Reader- Demonstrate comprehension by answering story questions- Student Performance Assessment	
Unit Length: 10 days	Lessons Used for Summer School: L6, L7, L8, L9, L10, L11, L12, L13, L14, L16		
Anchor Text: <i>Seth</i> : Students practice consonant digraphs in the Reader <i>Seth</i> . Seth, his mom, and his dad are featured in the book’s chapters. This unit was chosen as a continuation of the basic code sequence, including consonant digraphs and clusters. Text Type: Literary Lexile: 450L		<h2>Big Ideas</h2> <ul style="list-style-type: none">- Students use the decodable Reader Seth to practice fluency and print concepts.- Seth is a series of chapters about a young boy his family, and friends.- Digraphs are two letters that make a single sound.- Consonant clusters are blended so two individual sounds are heard.	
<h3>Program Components (in the kit)</h3> <ul style="list-style-type: none">- Teacher Guide- Big Book: <i>Seth</i>- Student Readers: <i>Seth</i>- Chaining Folders- Picture Readers- Student Activity Books- Large Letter Card set- Small Letter Card set- Sound Posters and Sound Cards- Digital Components (on the Teacher Resource site)		<h3>Additional Materials Needed (not in kit)</h3> <ul style="list-style-type: none">- pocket chart- yellow index cards and white (or green) index cards are listed as materials in the TG but are not required for summer school. Teachers will not be creating a Tricky Word Wall. Teachers will need blank index cards (3x5) to create pocket chart letters- display size lowercase alphabet strip- unlined large index cards or card stock (for Wiggle Cards in Additional Support section)- primary writing paper, pencils	
<h2>Standards Instructed</h2>			
Reading	Writing	Speaking & Listening	Language
RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1e L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.5 L.K.5b

Summer School | Kindergarten

Knowledge Domain 2: The Five Senses

Unit Summary <p>Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.</p>		Overall Learning Outcomes <ul style="list-style-type: none"> - Demonstrate understanding of key vocabulary - Use graphic organizers to categorize and sort information about the senses - Create timelines recording important events in the lives of Helen Keller and Ray Charles - Write and draw information detailing each of the five senses
Unit Length: 20 days	Lessons Used for Summer School: L1, L2, L3, L4, L5, L6, L7, L8, L9	Big Ideas <ul style="list-style-type: none"> - Everything we know about the world comes through our five senses. - Each sense uses a unique body part to take in information. - Conducting observations and using language to describe those observations are key skills in the scientific process.
Anchor Text: <p>Trade Book: <i>Rainbow Joe and Me</i> by Maria Diaz Strom. Eloise is a young artist who loves to mix colors. Sitting on the front stoop of her house, she tells her neighbor, Rainbow Joe, how she combines red and white to make fish, and red and blue to make monkeys. Rainbow Joe explains that even though he is blind he can imagine colors. Not only that, he can make them sing.</p> <p>Knowledge Read-Alouds: This unit includes a biography of Ray Charles as part of its instruction around blindness.</p> <p>Text Type: Literary</p>		
Program Components (in the kit) <ul style="list-style-type: none"> - Knowledge 2 Teacher Guide - Knowledge 2 Flip Book (also online) - Knowledge 2 Image Cards - Trade book: <i>Rainbow Joe and Me</i> by Maria Diaz Strom 		Additional Materials Needed (not in kit) <ul style="list-style-type: none"> - blindfold (optional) - cotton balls, various extracts (scents), plastic bags that seal (optional) - finger puppets (paper or fabric, see Advance Preparation in Teacher Guide) - food samples for tasting - index cards - objects for students to identify using their senses (various) - gum ball or marble - items with specific sounds (optional) - items with different textures/temperatures (optional)

Summer School | Grade 1

Skills Unit 2

<h2>Unit Summary</h2> <p>Introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as <i>a</i> and <i>e</i> in <i>cake</i>). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.</p>		<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none">- Read and write long vowel sounds, including separated vowel digraphs (CVCe words)- Identify and use common and proper nouns- Identify and spell Tricky Words <i>he, she, we, be, me, we, they, their, my, by, you, your</i>- Spell dictated words	
Unit Length: 10 days	Lessons Used for Summer School: L1, L2, L3, L5, L6, L8, L10, L12, L13, L14		
Anchor Text: <i>Gran</i> : The titular character, Gran, a spunky grandma, has several exciting adventures including scuba diving, hang gliding, and travels to faraway lands. Text Type: Literary Lexile: 400L		<h2>Big Ideas</h2> <ul style="list-style-type: none">- Students read the decodable Reader “Gran” to practice fluency.- The stories follow the character Gran, a well-traveled grandmother who visits her grandchildren, Josh and Jen.- Students answer comprehension questions orally and/or in writing after reading each story.	
<h3>Program Components (in the kit)</h3> <ul style="list-style-type: none">- Teacher Guide- Big Book: <i>Gran</i>- Student Readers: <i>Gran</i>- Student Activity Books- Individual Code Charts- Vowel Code Flip Book- Sound Card set- Large Letter Card set- Digital Components (on the Teacher Resource site)		<h3>Additional Materials Needed (not in kit)</h3> <ul style="list-style-type: none">- green fine-tipped markers for Individual Code Charts- yellow index cards are listed as materials in the TG but are not required for summer school. Teachers will not be creating a Tricky Word Wall.- unlined large index cards or card stock for Wiggle Cards- primary writing paper, pencils	
<h2>Standards Instructed</h2>			
Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.4 RF.1.3b RF.1.3c RF.1.3g RF.1.4 RF.1.4a RF.1.4b		SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1b L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.5a L.1.5c L.1.6

Summer School | Grade 1

Skills Unit 3

<h2>Unit Summary</h2> <p>Introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.</p>		<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none">- Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/- Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/- Identify and spell Tricky Words <i>should, could, would, down, because</i>- Spell grade-level words correctly- Identify and use verbs and verb tenses- Use the writing process to compose a narrative	
Unit Length: 10 days	Lessons Used for Summer School: L1, L2, L3, L4, L5, L7 (skip Writing), L9, L12, L14, L15	<h2>Big Ideas</h2> <ul style="list-style-type: none">- Students read the decodable Reader <i>Fables</i> to practice fluency.- The Reader has versions of famous fables, most of which are attributable to the ancient Greek storyteller Aesop.- Fables are special types of stories that teach important lessons or morals.- Fables often feature talking animals as main characters.- Students answer comprehension questions orally and/or in writing after reading each story.	
<p>Anchor Text: <i>Fables</i>: This Reader is comprised of decodable versions of famous fables, most of which are originally attributable to the ancient Greek storyteller Aesop. Fables are special types of stories that teach important lessons or morals. Fables often feature talking animals as main characters.</p> <p>Text Type: Literary</p> <p>Lexile: 480L</p>		<h2>Program Components (in the kit)</h2> <ul style="list-style-type: none">- Teacher Guide- Big Book: <i>Fables</i>- Student Readers: <i>Fables</i>- Student Activity Books- Individual Code Charts- Vowel Code Flip Book- Sound Card set- Large Letter Card set- Digital Components (on the Teacher Resource site)	
		<h2>Additional Materials Needed (not in kit)</h2> <ul style="list-style-type: none">- green fine-tipped markers for Individual Code Charts- yellow index cards are listed as materials in the TG but are not required for summer school. Teachers will not be creating a Tricky Word Wall.- unlined large index cards or card stock for Wiggle Cards- chart paper- primary writing paper, pencils	
<h2>Standards Instructed</h2>			
Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1e L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e

Summer School | Grade 1

Knowledge Domain 2: The Human Body

Unit Summary <p>Students are introduced to the systems of the human body and the functions of major organs. They learn about care of the body, germs and disease, vaccines, and keys to good health.</p>		Overall Learning Outcomes <ul style="list-style-type: none"> - Demonstrate understanding of key vocabulary - Deepen comprehension through “Somebody Wanted But So Then” strategy - Set a purpose for listening and identify important information in a text - Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet
Unit Length: 20 days	Lessons Used for Summer School: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10	Big Ideas <ul style="list-style-type: none"> - The body is a network of systems comprised of organs that work together to perform vital jobs. - There are many parts and functions related to the skeletal, muscular, digestive, circulatory, and nervous systems. - Germs can cause disease; some activities will help stop the spread of germs. - The five keys of good health are: eat well, exercise, sleep, keep clean, and have regular checkups.
Anchor Text: Trade Book: <i>The Busy Body Book: A Kid’s Guide to Fitness</i> by Lizzy Rockwell Knowledge Read-Alouds: Pediatrician Dr. Welbody is introduced as the narrator in this domain to help students understand their bodies and how they work. Text Type: Informational		
Program Components (in the kit) <ul style="list-style-type: none"> - Knowledge 2 Teacher Guide - Knowledge 2 Flip Book (also online) - Knowledge 2 Image Cards - Trade book: <i>The Busy Body Book: A Kid’s Guide to Fitness</i> by Lizzy Rockwell 		Additional Materials Needed (not in kit) <ul style="list-style-type: none"> - images of car, telephone, and a washing machine (optional) - images body parts related to five senses, bones, x-ray images (optional) - images of liquids and solids (optional) - images of nutritious and non-nutritious foods

Summer School | Grade 2

Skills Unit 2

<h2>Unit Summary</h2> <p>Focus is on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions.</p>		<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none">- Review letter-sound correspondences- Read one and two-syllable words with short and long vowels, including vowels with spelling alternatives- Read contractions and identify their non-contracted equivalents- Read and spell high-frequency Tricky Words- Spell grade-level words correctly- Use quotation marks in writing- Use the writing process to compose a narrative	
Unit Length: 10 days	Lessons Used for Summer School: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10		
<p>Anchor Text: <i>Bedtime Tales</i>: A series of folktales and fables are told to Mike by his dad during the course of the book. Stories include “The Milk,” “The Hare and the Hedgehog,” and “The Frog Race.”</p> <p>Text Type: Literary</p> <p>Lexile: 430L</p>		<h2>Big Ideas</h2> <ul style="list-style-type: none">- The Reader for this unit is <i>Bedtime Tales</i>. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories.- Close reading lessons are introduced in this unit using chapters from the Reader.- Students answer comprehension questions orally and/or in writing after reading each story.	
<h3>Program Components (in the kit)</h3> <ul style="list-style-type: none">- Teacher Guide- Student Readers: <i>Bedtime Tales</i>- Student Activity Books- Individual Code Charts- Vowel Code Flip Book- Sound Card set- Digital Components (on the Teacher Resource site)		<h3>Additional Materials Needed (not in kit)</h3> <ul style="list-style-type: none">- green fine-tipped markers for Individual Code Charts- yellow index cards are listed as materials in the TG but are not required for summer school. Teachers will not be creating a Tricky Word Wall.- unlined large index cards or card stock for Wiggle Cards (from Additional Support activities)- primary writing paper, pencils	
<h2>Standards Instructed</h2>			
Reading	Writing	Speaking & Listening	Language
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.10 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.4 W.2.5 W.2.6 W.2.8 W.2.10	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1d L.2.1e L.2.1f L.2.2 L.2.2c L.2.2d L.2.3 L.2.4 L.2.4a L.2.5 L.2.5a L.2.5b

Summer School | Grade 2

Skills Unit 3

<h2>Unit Summary</h2> <p>Introduces spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound). Students practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. Students are also introduced to antonyms and synonyms.</p>		<h2>Overall Learning Outcomes</h2> <ul style="list-style-type: none">- Review letter-sound correspondences- Read words with short and long vowels, including vowels with spelling alternatives- Read and write words with Tricky Spellings- Read and spell high-frequency Tricky Words- Use capitalization, quotation marks, and ending punctuation correctly- Identify and use common and proper nouns, antonyms, synonyms, and verbs- Use the writing process to compose a personal narrative		
Unit Length: 10 days	Lessons Used for Summer School: L1, L2, L3, L6, L7, L8, L9, L11, L12, L13	<h2>Big Ideas</h2> <ul style="list-style-type: none">- The Reader for this unit is <i>Kids Excel</i>. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, and rock skipping. Each profile progresses across several selections.- Close reading lessons in this unit use chapters from the Reader.- Students answer comprehension questions orally and/or in writing after reading each story.		
<h3>Anchor Text:</h3> <p><i>Kids Excel</i>: In this Reader, a character named Mark Deeds is the publisher of a fictional magazine titled “Kids Excel.” During the course of the chapters, Mark describes his visits with kids who excel at things like spelling, swimming, playing soccer, jump roping, and math.</p> <p>Text Type: Literary</p> <p>Lexile: 510L</p>		<h3>Additional Materials Needed (not in kit)</h3> <ul style="list-style-type: none">- brown, green, and yellow paper for Spelling Trees (optional, could also be drawn on chart paper)- green fine-tipped markers for Individual Code Charts- yellow index cards are listed as materials in the TG but are not required for summer school. Teachers will not be creating a Tricky Word Wall.- unlined large index cards or card stock for Wiggle Cards (in Additional Support)- chart paper- primary writing paper, pencils		
<h3>Program Components (in the kit)</h3> <ul style="list-style-type: none">- Teacher Guide- Student Readers: <i>Kids Excel</i>- Student Activity Books- Individual Code Charts- Vowel Code Flip Book- Sound Card set- Digital Components (on the Teacher Resource site)				
<h2>Standards Instructed</h2>				
Reading		Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c		W.1.1 W.1.3 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1e L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e

Summer School | Grade 2

Knowledge Domain 10: The Human Body

Unit Summary <p>Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health.</p>		Overall Learning Outcomes <ul style="list-style-type: none"> - Demonstrate understanding of key vocabulary - Cite evidence from the text when answering questions - Make connections and sequence information to deepen comprehension - Identify and record relevant information in <i>My Human Body Journal</i>
Unit Length: 20 days	Lessons Used for Summer School: L1, L2, L3, L4, L5, L6, L7, L8, L9	Big Ideas <ul style="list-style-type: none"> - Cells form the building blocks of life on Earth. - Collections of cells form tissues, tissues form organs, and organs form systems within the body. - Anton van Leeuwenhoek was important in science for his work with microscopes and the discovery of one-celled bacteria. - The five keys to good health are: eat well, exercise, sleep, keep clean, and have regular checkups.
Anchor Text: Trade Book: <i>Baby Doctor's Guide to Anatomy and Physiology</i> by Baby Professor Knowledge Read-Alouds: The Read-Alouds feature a nutritionist, Nick Nutri, explaining how children can stay healthy through exercise and nutrition. Text Type: Informational		
Program Components (in the kit) <ul style="list-style-type: none"> - Knowledge 10 Teacher Guide - Knowledge 10 Flip Book (also online) - Knowledge 10 Image Cards - Trade book: <i>Baby Doctor's Guide to Anatomy and Physiology</i> by Baby Professor 		Additional Materials Needed (not in kit) <ul style="list-style-type: none"> - clear plastic bottle, dry erase markers (optional) - container with six cups of liquid - magnifying glasses - penny, five-dollar bill - tubs of small cubes in four different colors - world map or globe (could use a projection)

Kindergarten

The Five Senses

Activity Pages

NAME: _____

DATE: _____

1.1

Take-Home

Dear Family Member,

Over the next several days, your child will be learning about the five senses. Over the course of the domain, your child will learn about each of the five senses and the respective body parts.

Below are some suggestions for activities that you can do at home to continue learning about the five senses.

1. “My Senses Are Amazing” Poem

Read the following poem to your child. Point to each body part as you read.

My Senses Are Amazing

My senses are amazing,
They help me do so much.
My eyes can see, my ears can hear,
My skin and hands can touch.
My senses are amazing,
They make me happy, too.
My tongue can taste the food I eat,
My nose can smell perfume.
My senses are amazing,
They keep me safe from harm.
My nose smells smoke, my skin feels heat,
My ears hear fire alarms.
My senses are amazing,
And now you know them well.
Let's say all five together now:
Sight, hearing, taste, touch, smell.

2. Sensory Walk

Take a walk with your child, and encourage him/her to talk about what s/he sees, hears, smells, etc. Have your child identify which body part is associated with each sense.

3. Texture Hunt

Your child will learn that objects have many different types of textures. Walk around the house or outside with your child and touch a variety of objects. Talk with your child about the texture of each of the objects. Use the word *texture* as often as possible.

4. Words to Use

Below is a list of some of the words that your child will be using at school. Try to use these words as they come up in everyday speech with your child.

- *harm*—Don't get too close to the fire; it could harm you.
- *protect*—We use an umbrella to protect us from the rain and keep us dry.
- *invisible*—The wind is invisible.
- *scents*—What kind of scents do you smell in your neighborhood?

5. Sayings and Phrases: Look Before You Leap, Better Safe Than Sorry

Your child will learn the well-known sayings “look before you leap” and “better safe than sorry.” You may want to use these sayings the next time you and/or your child think ahead before acting.

6. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many books on the five senses and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

Recommended Resources for The Five Senses

The Five Senses (It's Science), by Sally Hewitt (Scholastic, 2002) ISBN 978-0516238623

Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses, by Pamela Hill Nettleton (Picture Window Books, 2006) ISBN 978-1404805088

My Senses Help Me, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 978-0778794721

You Can't Smell a Flower with Your Ear! All About Your 5 Senses, by Joanna Cole (Penguin Young Readers, 1994) ISBN 978-0448404691

You Can't Taste a Pickle with Your Ear: A Book About Your 5 Senses, by Harriet Ziefert, illustrated by Amanda Haley (Blue Apple, 2002) ISBN 978-1929766680

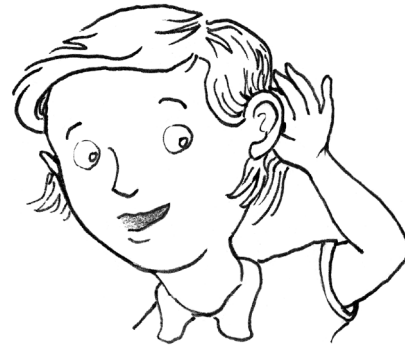
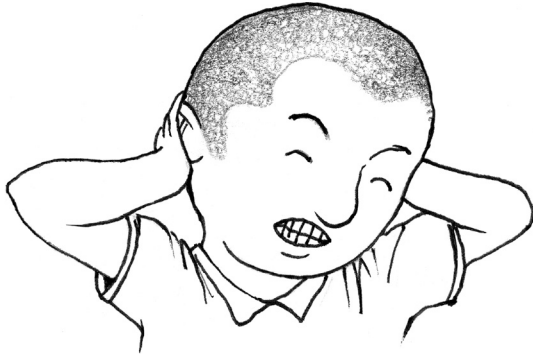
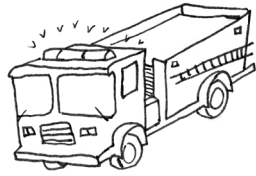
NAME: _____

DATE: _____

3.1

Activity Page

Directions: Draw examples of loud sounds in the column with the fire engine. Draw examples of soft sounds in the column with the mouse.



Knowledge 2

NAME: _____

DATE: _____

7.1

Take-Home

Dear Family Member,

Over the next few days, your child will be learning more about the five senses. S/he will learn about Helen Keller and Ray Charles, two people who overcame disabilities. Ray Charles was a world-renowned musician in spite of the fact that he was blind. Helen Keller, who was both deaf and blind, nonetheless learned how to communicate both by talking and through sign language, as well as how to read and write.

Below are some suggestions for activities that you can do at home to reinforce your child's learning about the five senses.

1. Ray Charles

If possible, buy, borrow, or download some of Ray Charles' songs and listen to them with your child. Suggested titles include:

- "Georgia on My Mind"
- "Hit the Road, Jack"
- "You Are My Sunshine"

2. Helen Keller

If possible, buy, borrow, or download one of the many videos that recount Helen Keller's life and her work with her teacher, Anne Sullivan. Watch the video with your child and talk about the challenges Helen learned to overcome.

3. Words to Use

Below is a list of some of the words that your child will be using at school. Try to use these words as they come up in everyday speech with your child.

- *remarkable*—That is a remarkable drawing!
- *sensations*—Sipping hot chocolate on a cold winter day is one of my favorite sensations.

4. Read Aloud Each Day

It is very important that you read to your child each day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to the five senses.

Be sure to praise your child whenever he/she shares what has been learned at school.

Grade 1

The Human Body

Activity Pages

NAME: _____

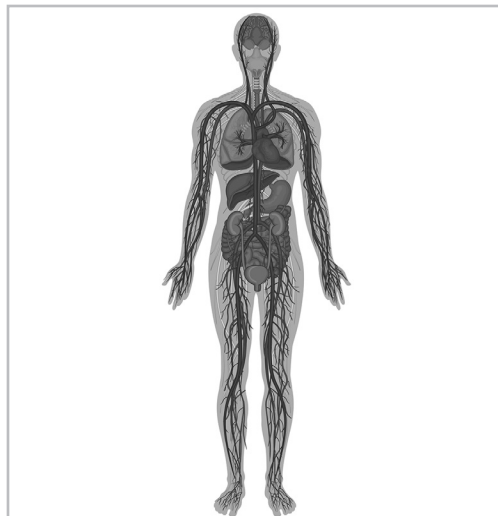
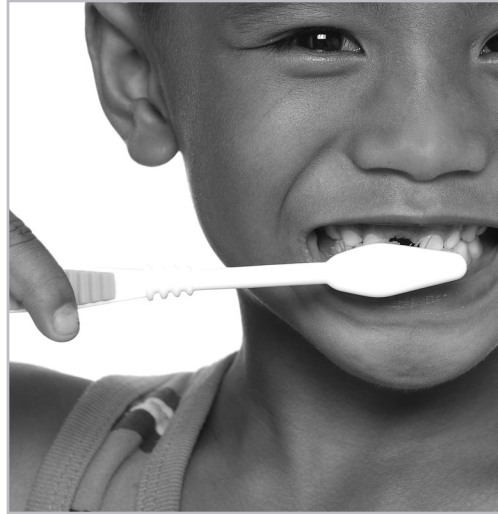
DATE: _____

1.1

Activity Page

Knowledge 2

Directions: Circle the image that represents a network of systems.



NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your child will be learning about the human body. S/he will learn about five important body systems: skeletal, muscular, digestive, circulatory, and nervous. Below are some suggestions of activities to do at home to reinforce what your child is learning about how our bodies work to keep us alive.

1. What's Inside My Body?

Ask your child to describe a body organ that s/he learns about each day. Have her/him tell you why the organ is important and the name of the body system to which it belongs.

2. Systems at Work

Ask your child which body systems are at work as you walk, talk, eat, and read together. Encourage the use of vocabulary being learned at school by asking your child to explain how the systems are working together.

3. Draw and Write

Have your child draw and/or write about what has been learned about each of the body systems and then share the drawing and/or writing with you. Ask questions to keep your child using the vocabulary learned at school.

4. Words to Use

Below are several of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *systems*—Human body systems include the digestive system and the circulatory system.
- *support*—The beams of the house support the roof.
- *voluntary*—His participation in the race was voluntary.
- *digestion*—The digestion of food takes the body several days to complete.
- *heart*—The heart is an involuntary muscle.
- *nerves*—The tips of your fingers are full of nerves that allow you to feel.

5. Read Aloud Each Day

It is very important to read with your child each day. Please refer to the list sent home with this family letter of recommended trade books related to the human body that may be found at the library, as well as informative websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Recommended Resources for *The Human Body*

The following is a list of resources relevant to *The Human Body* that you may want to share with your child. The librarian at your local library would be able to direct you to additional resources.

Trade Books

- It's Catching: Colds*, by Angela Royston (Heinemann Library, 2001) ISBN 978-1588102270
- Louis Pasteur: A Photo Illustrated Biography*, by Kremena T. Spengler (Capstone Press, 2003)
ISBN 978-0736834414
- The Magic School Bus Inside the Human Body*, by Joanna Cole and Bruce Degen (Scholastic Press, 1990) ISBN 978-0590414272
- My First Visit to the Doctor*, by Eve Marleau and Michael Garton (QEB Publishing, 2009)
ISBN 978-1595669872
- Oh, the Things You Can Do That Are Good For You!*, by Tish Rabe, illustrated by Aristides Ruiz (Random House Books for Young Readers, 2001) ISBN 978-0375810985

Websites and Other Resources

Student Resources

- Children's Museum of New York
http://www.cmom.org/explore/exhibits/eat_sleep_play_building_health_every_day
- Digestive System Video
http://kidshealth.org/kid/htbw/_bfs_DSmoviesource.html
- Food Plate "Blast Off Game"
http://www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html
- Kids' Biology
http://www.kidsbiology.com/human_biology/index.php
- "A Kid's Guide to Shots"
http://kidshealth.org/kid/stay_healthy/body/guide_shots.html
- Kids' Health Skeletal System Video
http://kidshealth.org/kid/htbw/_bfs_SSmoviesource.html
- Muscular System Video
http://www.makemegenius.com/video_play.php?id=100
- Nervous System Video
http://kidshealth.org/kid/htbw/_bfs_NSmoviesource.html

Family Resources

- The Human Brain
http://www.learner.org/series/discoveringpsychology/brain/brain_flash.html

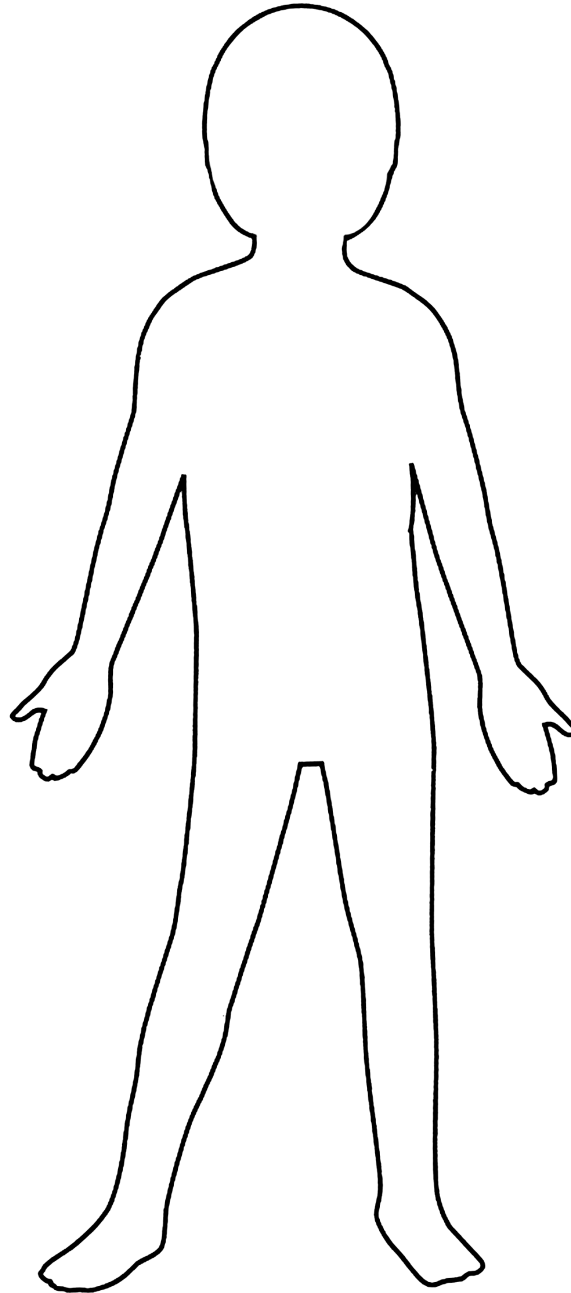
NAME: _____

DATE: _____

2.1

Activity Page

My _____ System



Directions: Complete the title line with the name of the system being reviewed. Next, draw the organs included in that system within the body form. Use the lines at the bottom of the page to write a sentence about the system.

NAME: _____

DATE: _____

6.1

Take-Home

Dear Family Member,

I hope your child has enjoyed learning about her/his body and how its systems work together to keep us alive. Over the next several days, s/he will learn about health, nutrition, and ways to keep her/his body at its best. Below are some suggestions for activities that you may do at home to reinforce the healthy habits s/he is learning about at school.

1. Healthy Eating

Visit the USDA website to learn more about a healthy diet: www.choosemyplate.gov. Play one of the learning games with your child, asking questions to encourage the use of vocabulary learned at school.

2. Menu Planning, Shopping, and Cooking

Have your child help you plan a well-balanced meal for the family's dinner using foods from a variety of food groups. Then, go to the grocery store together to buy the ingredients. Have him/her help in the preparation of the food.

3. Words to Use

Below are several of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *diseases*—Scientists work hard to cure diseases that make people sick.
- *nutritious*—Every day, Luke ate a nutritious lunch with fruits and vegetables.
- *complicated*—The recipe was extremely complicated and had many steps to follow.

4. Read Aloud Each Day

It is important to read to your child each day. Please refer to the list sent home with the previous family letter of recommended trade books related to the human body that may be found at the library. That list also contains informative websites.

5. Sayings and Phrases: An Apple a Day Keeps the Doctor Away

Your child will learn the saying, “an apple a day keeps the doctor away.” Talk with your child about its meaning. Discuss the importance of going to the doctor for regular checkups and vaccinations.

Be sure to praise your child whenever s/he shares what has been learned at school.

NAME: _____

DATE: _____

Directions: Think about what you heard in the read-aloud, and then fill in the chart using words or sentences.

<i>Somebody</i>	
<i>Wanted</i>	
<i>But</i>	
<i>So</i>	
<i>Then</i>	

NAME: _____

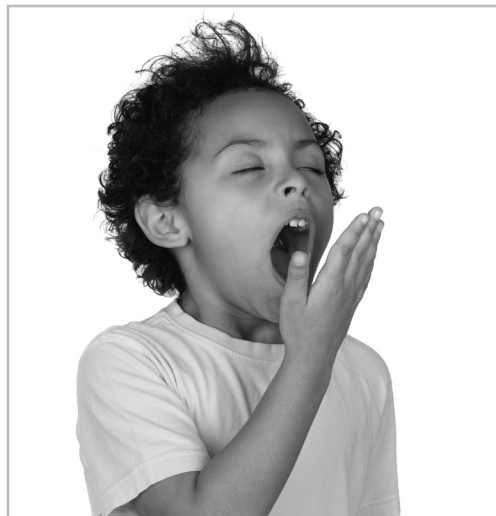
DATE: _____

7.2

Activity Page

Knowledge 2

Directions: Circle the image that shows how you can help prevent disease.



NAME: _____

DATE: _____

8.1

Activity Page

Directions: Draw a picture about one of Dr. Welbody's five keys to health. Use the lines at the bottom to write a sentence about the key to health you drew.

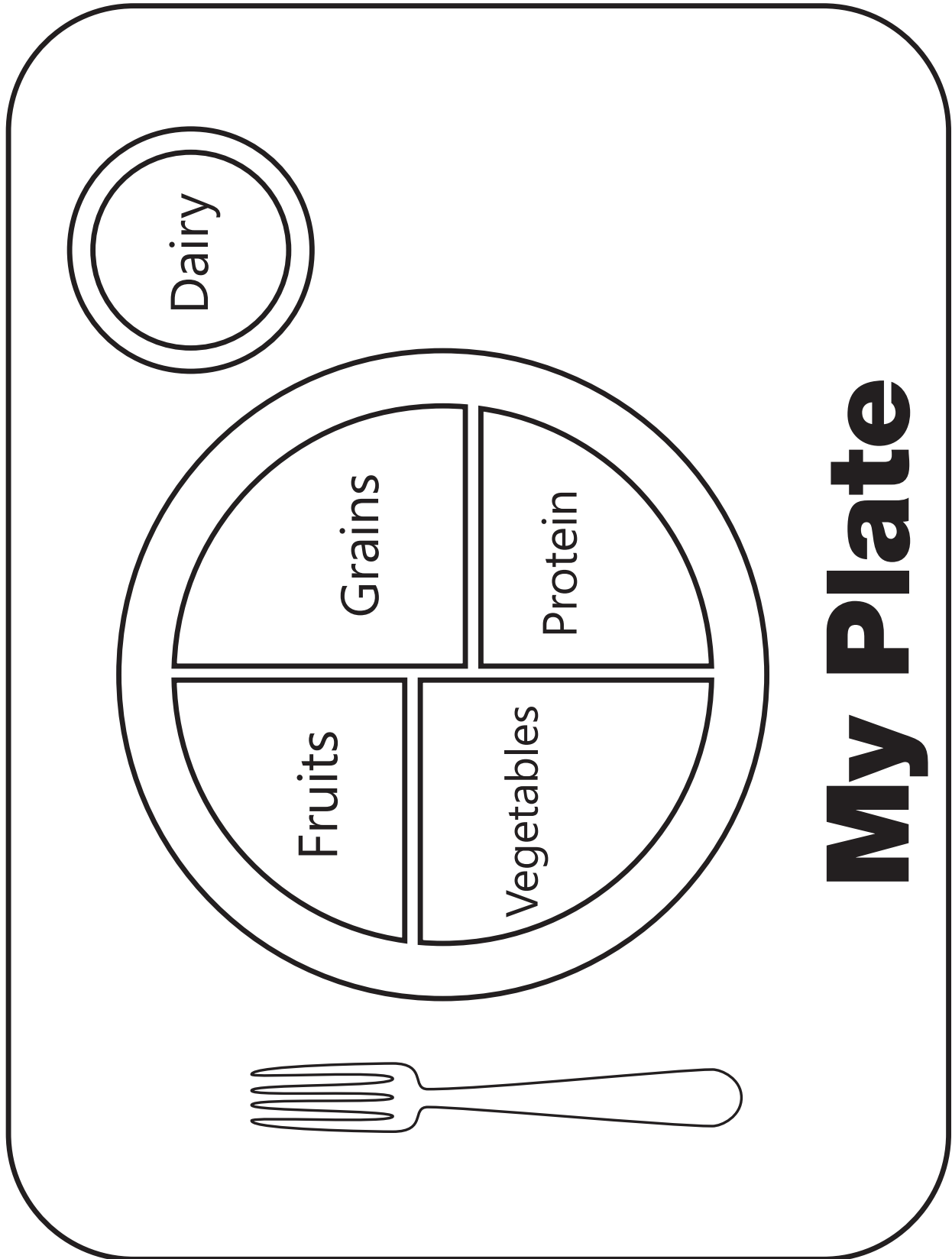
NAME: _____

DATE: _____

9.1

Activity Page

Directions: Color the “vegetable” section green; the “fruit” section red; the “grains” section orange; the “protein” section purple; and the “dairy” section blue.

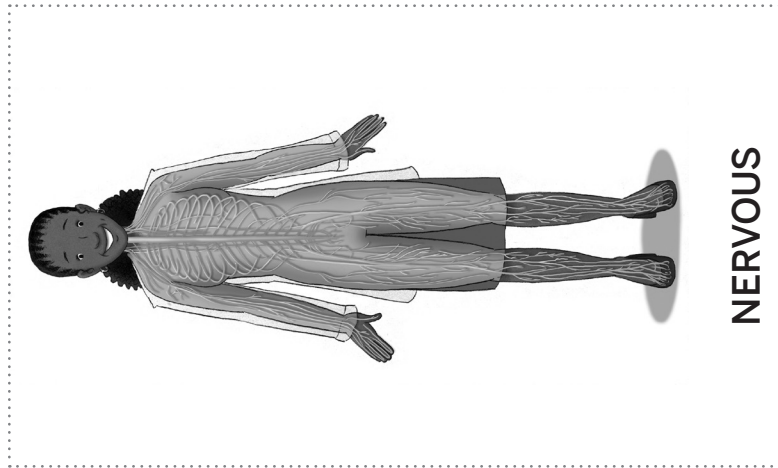


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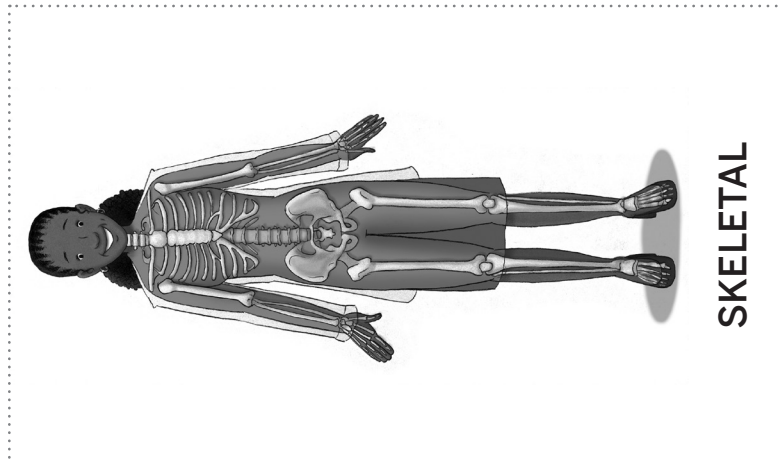
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10.1

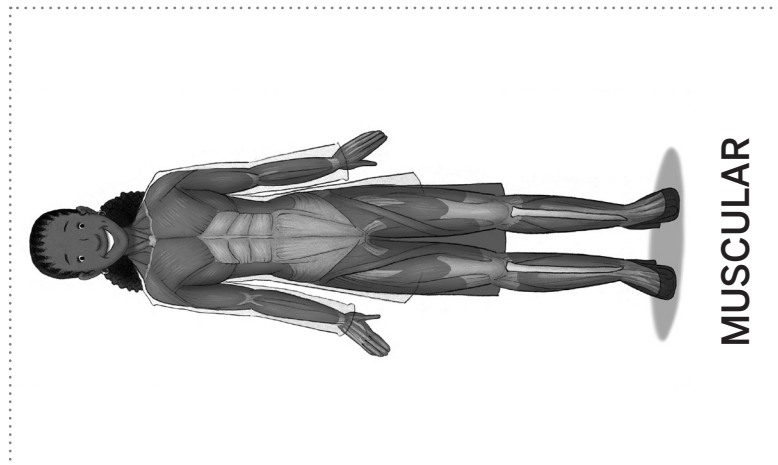
Activity Page



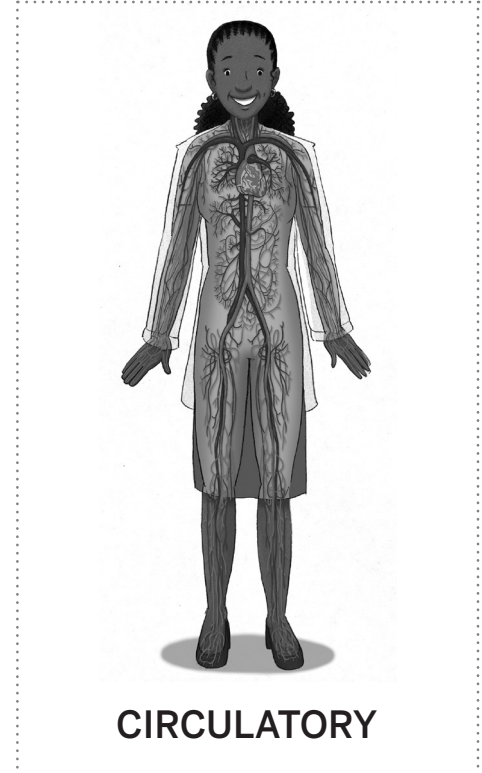
NERVOUS



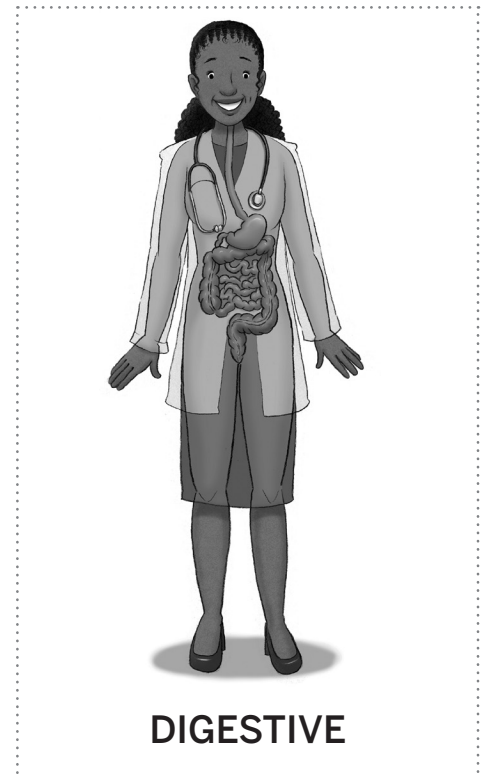
SKELETAL



MUSCULAR



CIRCULATORY



DIGESTIVE

Directions: Cut out the pictures. Follow the teacher's instructions.

Grade 2

The Human Body: Building Blocks and Nutrition

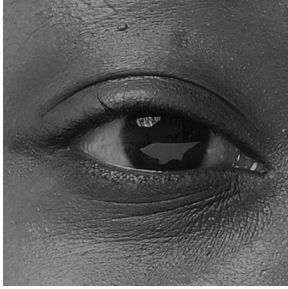
Activity Pages

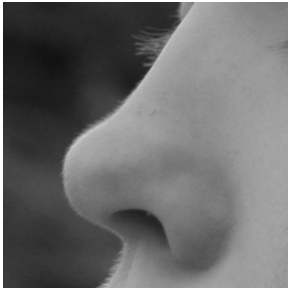
NAME: _____

DATE: _____

1.1

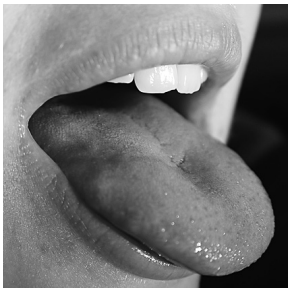
Activity Page











NAME: _____

DATE: _____

Dear Family Member,

Over the next few days, your child will be learning about the human body systems and their important parts—organs, tissues, and cells. He/she will learn about the discovery of human cells. Below are some suggestions for home activities to reinforce your child's own observations and discoveries.

1. Sense Organs

Reinforce your child's previous knowledge of the five senses by talking about the organs responsible for each one: eyes, nose, tongue, ears, and skin. Ask your child to tell you which organ is the largest body organ (skin).

2. Examining Objects Closely

If possible, provide your child with a magnifying glass. Encourage him/her to examine, draw, and label common objects in the environment.

3. Words to Use

Below is a list of some of the words that your child will be using at school. Try to use these words as they come up in everyday speech with your child.

- *Nutrition*—Reading nutrition labels can help you select the right foods to eat.
- *Magnify*—Microscopes magnify, or enlarge, microscopic organisms.
- *Stomach*—When the digestive system is upset, your stomach may ache.
- *Vaccinations*—Vaccinations prevent many children from getting once-common diseases.

4. Finding Everyday Lenses

Talk about the everyday use of lenses, and look for different kinds of lenses together: eyeglasses, contact lenses, telescopes, microscopes, binoculars, cell phone/cameras, digital cameras, and car headlights.

5. Read Aloud Each Day

It is very important that you read to your child each day. The local library has numerous books on the human body and nutrition that you may share with your child. A list of books and other relevant resources is included in this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

Recommended Resources

The Brain, Our Nervous System, by Seymour Simon (HarperCollins, 2006) ISBN 978-0060877194

The Digestive System, by Christine Taylor-Butler (Children's Press, 2008) ISBN 978-0531207314

Good Enough to Eat: A Kid's Guide to Food and Nutrition, by Lizzy Rockwell (HarperCollins, 2009)
ISBN 978-0064451741

Gurgles and Growls: Learning About Your Stomach, by Pamela Hill Nettleton (Picture Window Books, 2004) ISBN 978-1404805040

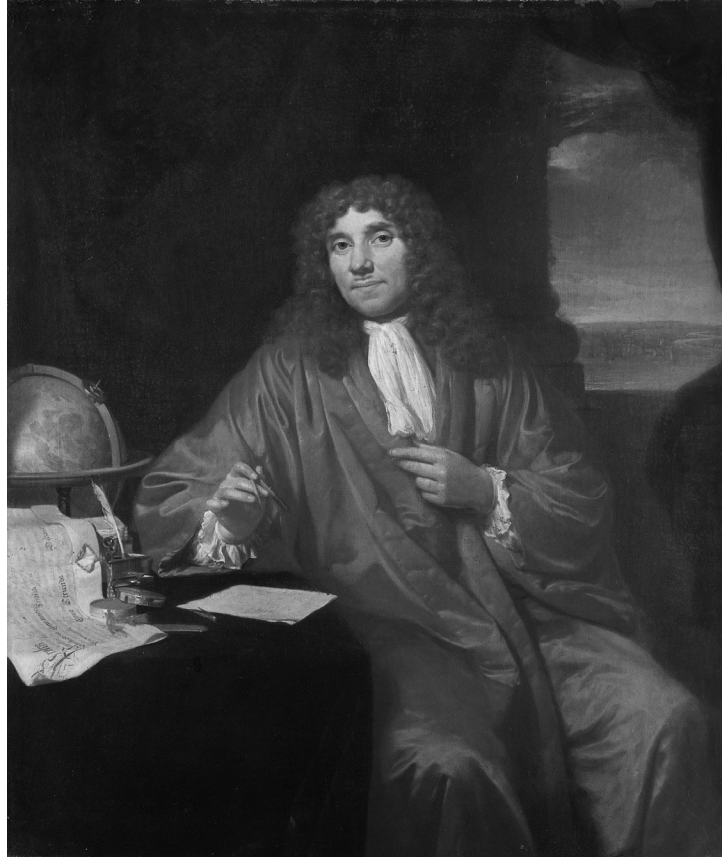
The Magic School Bus: Inside the Human Body, by Joanna Cole, illustrated by Bruce Degen
(Scholastic Audio Books, 2011) ISBN 978-0545240833

NAME: _____

DATE: _____

2.1

Activity Page



Anton van Leeuwenhoek _____

NAME: _____

DATE: _____

2.2

Activity Page

Using a Magnifying Glass

What I See With My Eyes Alone



What I See Through the Magnifying Glass



Directions: Look at the fabric swatch you have been given without using the magnifying glass. Draw what you see under the heading "What I See With My Eyes Alone." Then, look at the fabric swatch using the magnifying glass, and draw what you see under the heading "What I See Through the Magnifying Glass."


NAME: _____

DATE: _____

3.1

Activity Page

Cells and Tissue



NAME: _____

DATE: _____

4.1

Activity Page

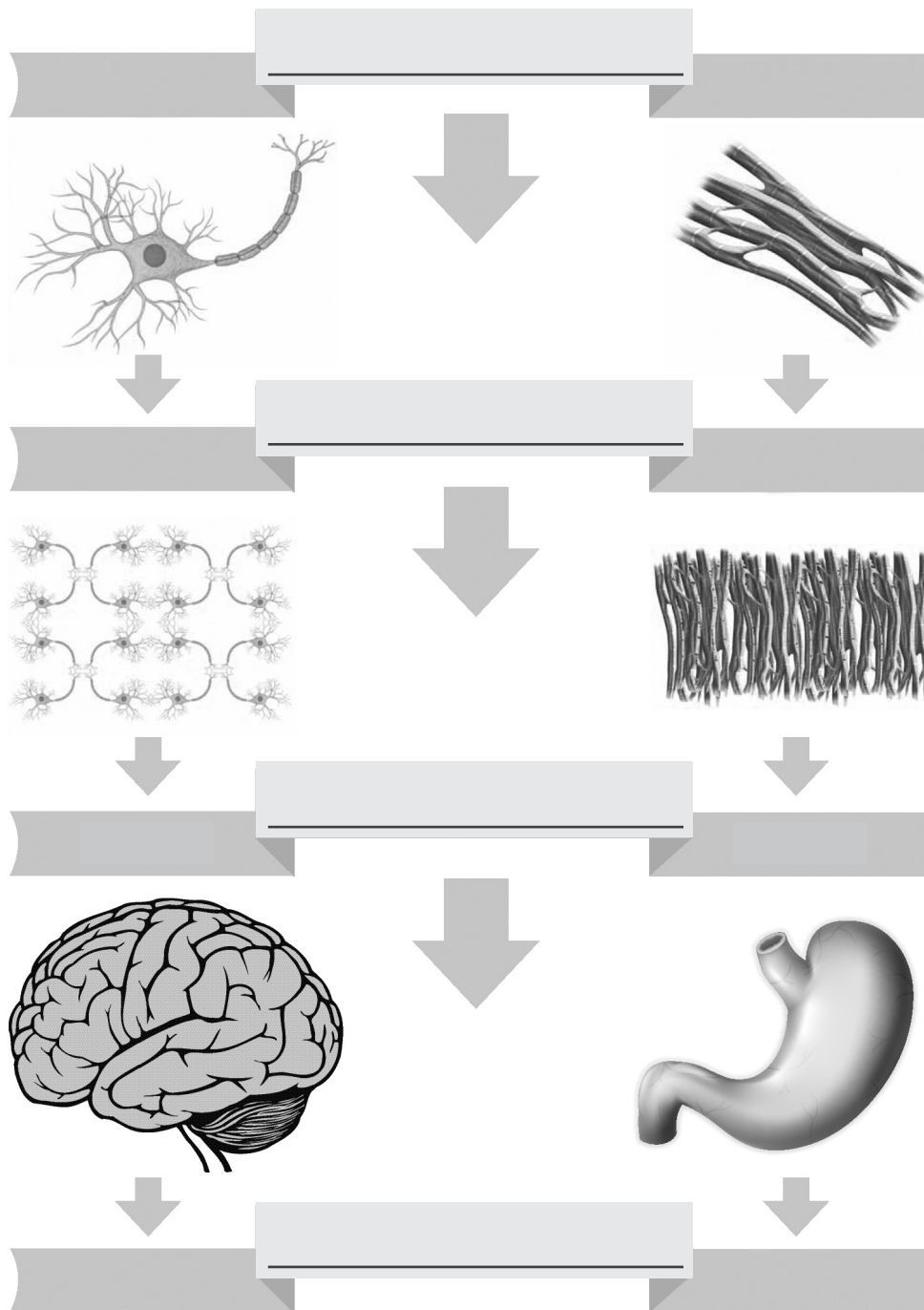
What's the Connection?

systems

cells

tissues

organs



Directions: Choose the correct word from the word bank to write in each blank, starting with the smallest unit and building up to the largest.


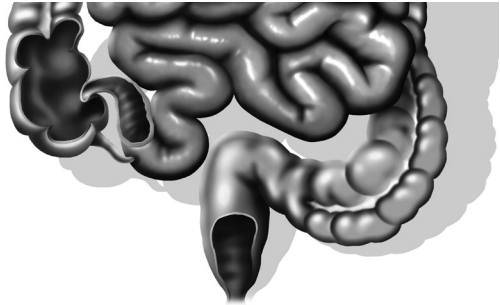
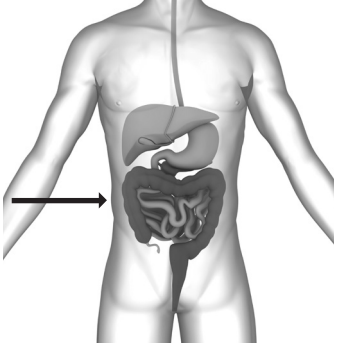
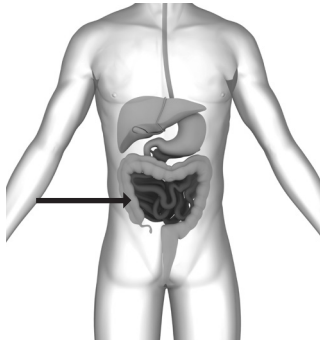
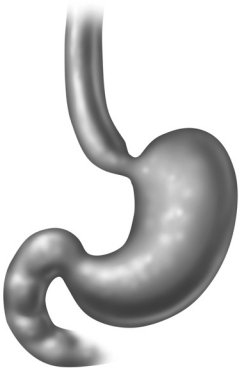
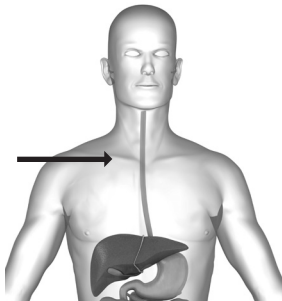
NAME: _____

5.1

Activity Page

DATE: _____

Directions: The following pictures show the different steps in the process of digestion. Number each one in the correct order from 1–6, following food from the mouth to the anus.

 <p><input type="checkbox"/> Teeth crush the food, and saliva softens it into a mashed up lump of food.</p>	 <p><input type="checkbox"/> Feces, or waste, is stored in the rectum until it is ready to be passed out of the body through the anus.</p>
 <p><input type="checkbox"/> Food enters the large intestine, where water is absorbed from the waste and passed into the blood-stream.</p>	 <p><input type="checkbox"/> Food enters the small intestine, where millions of tiny villi absorb its nutrients.</p>
 <p><input type="checkbox"/> Food enters the stomach, where it is broken down by gastric juices into a paste-like substance.</p>	 <p><input type="checkbox"/> The lump of food travels down a stretchy tube called the esophagus.</p>

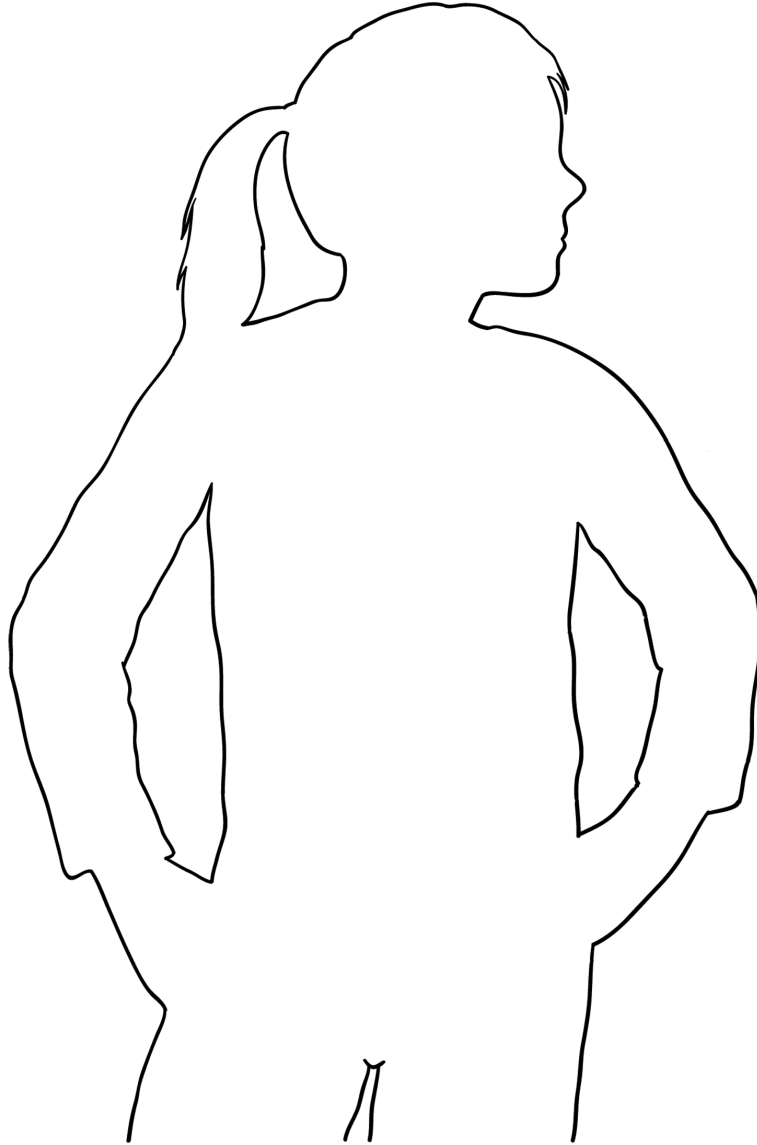
NAME: _____

DATE: _____

5.2

Activity Page

The Digestive System



NAME: _____

DATE: _____

Dear Family Member,

Your child is learning about the digestive system and the excretory system, the two body systems that process our food and help us get rid of wastes. Over the next few days s/he will learn the importance of keeping bodies healthy by eating nutritional foods. Below are some suggestions for activities that you can do at home to reinforce your child's learning about these important systems and the foods that supply our bodies with the most nutrients.

1. How Long Are My Intestines?

The large and small intestines combined are about 25 feet long. Using a tape measure, help your child find objects or measure distances that are of a similar length. This will reinforce an incredible fact about this lengthy digestive organ!

2. A Fact-Finding Trip to the Grocery Store

Spend additional time in the produce section during a regular visit to the grocery store. Ask your child to find a fruit or vegetable that is unfamiliar to him/her. Identify the item, and, if it is not too expensive, buy one to try. Find out more about its origins and nutritional value by looking it up in a book or online. Another fun and informative grocery store activity for you and your child is to read package labels, making healthy meal selections based on good nutritional content—those foods that are low in sodium, sugars, and fats.

3. Words to Use

Your child has learned technical terms for discussing the body. Try to use these words as they come up in everyday speech with your child.

- *Excrete*—One way our bodies excrete, or get rid of, waste is through our skin.
- *Digest*—It is important to eat slowly in order to digest our food well.
- *Perspire/perspiration*—I perspire, or sweat, on a hot day.
- *Urine/urination*—Urine is made up largely of water.

4. Read Aloud Each Day

It is very important that you read to your child each day. The local library has numerous books on nutrition that you may share with your child. A list of books and other relevant resources is included in the previous letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

NAME: _____

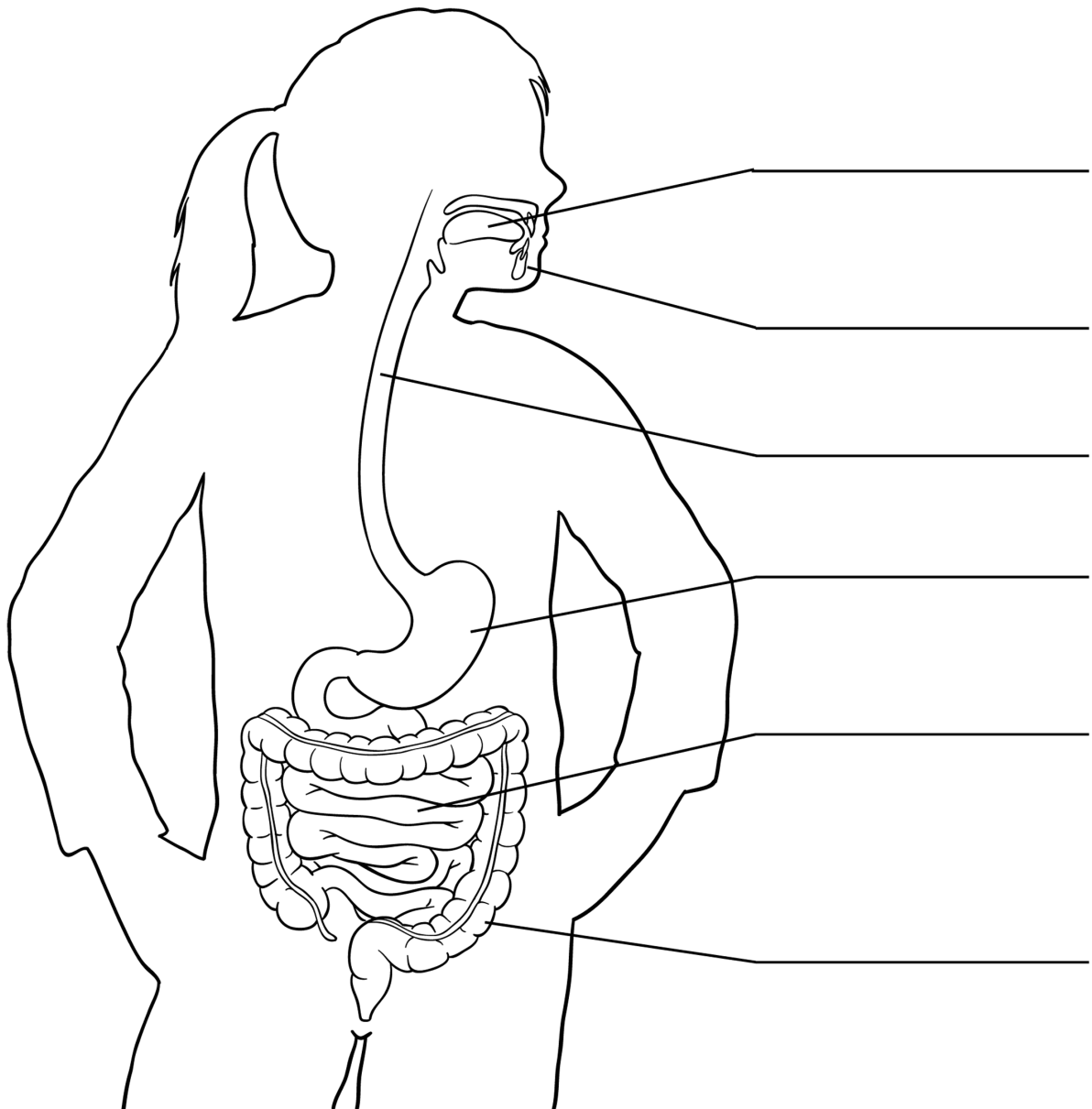
DATE: _____

6.1

Activity Page

Digestive System Matchup

stomach	large intestine	esophagus
tongue	small intestine	teeth



Directions: Label the parts of the digestive system using the terms provided in the word bank.

NAME: _____

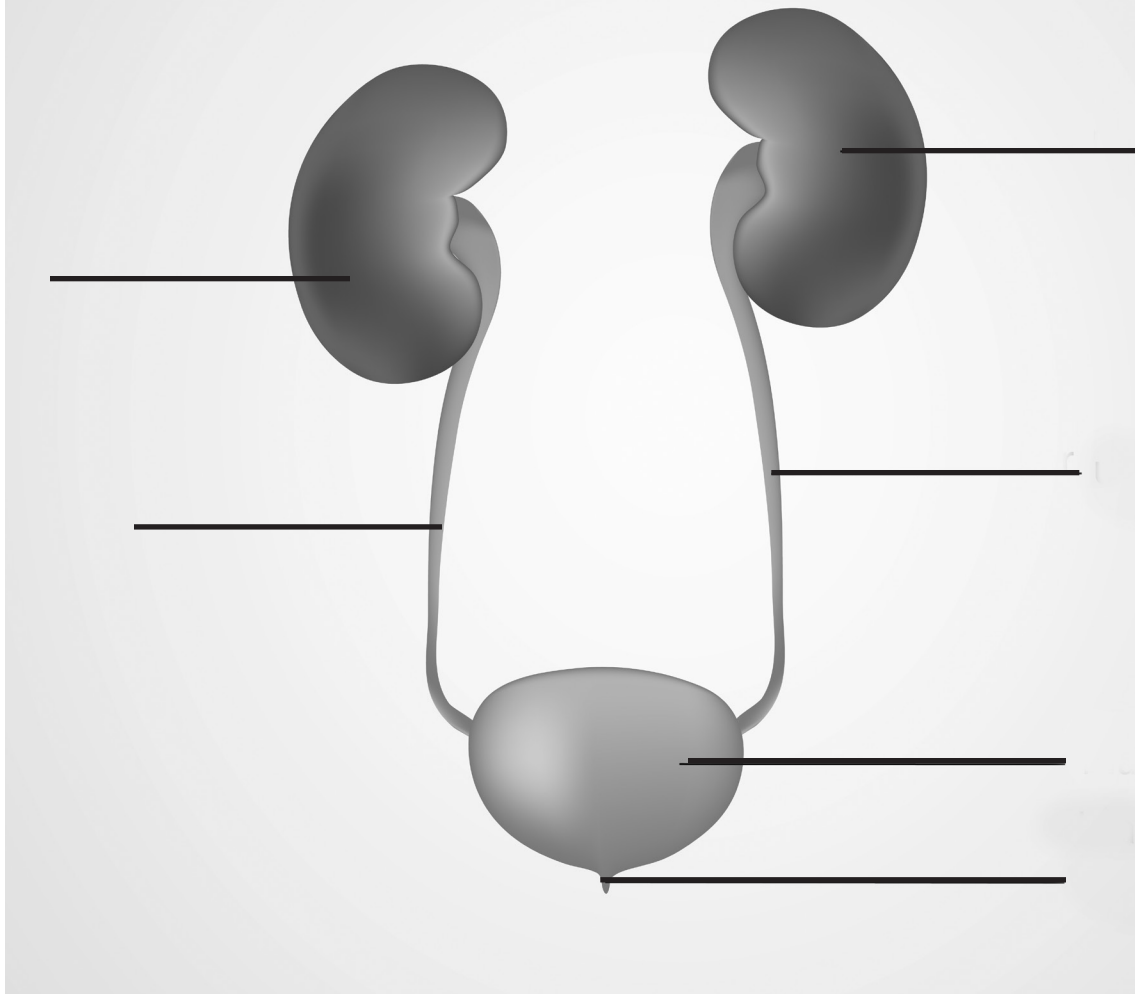
DATE: _____

6.2

Activity Page

Excretory System Matchup

HUMAN URINARY SYSTEM



ureter

bladder

kidney

urethra

Directions: Use the words at the bottom of the page to label each part correctly. The words kidney and ureter are each used twice.

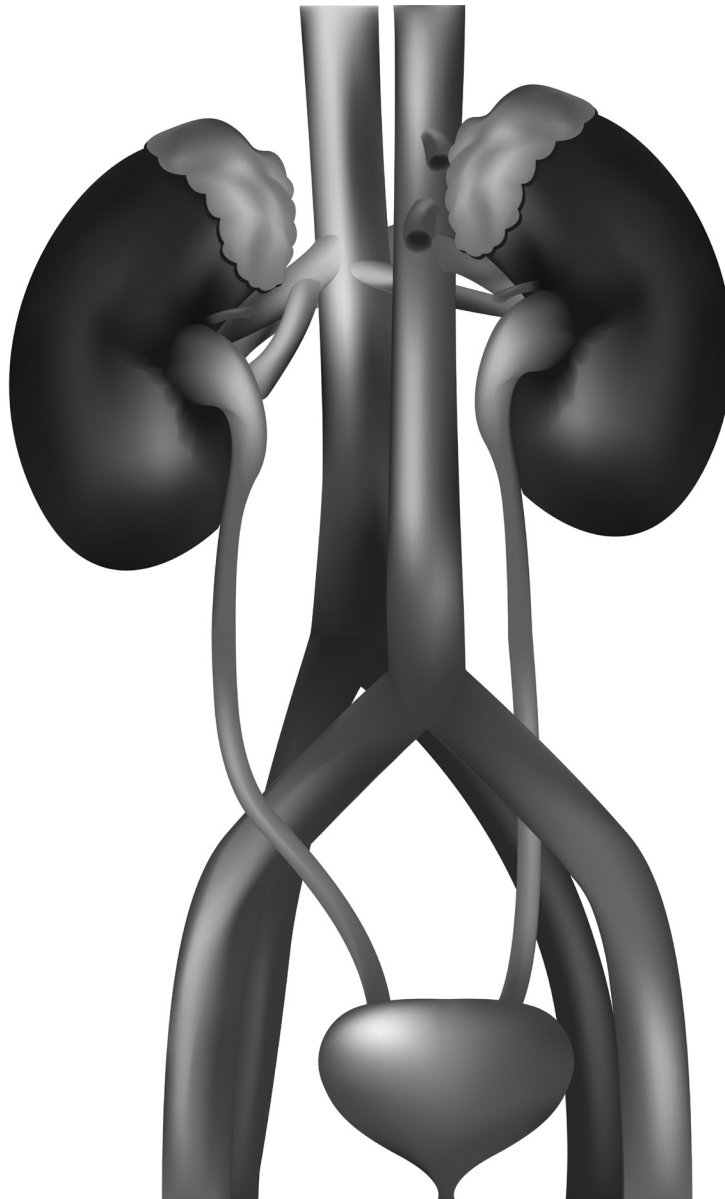
NAME: _____

DATE: _____

6.3

Activity Page

The Excretory System



NAME: _____

DATE: _____

7.1

Activity Page

water

proteins

carbohydrates

fats

NAME: _____

DATE: _____

9.1

Activity Page

Directions: Place a checkmark next to the picture of each healthy habit you practice. Then write a sentence next to each picture you checked describing what you do to practice that healthy habit.

☐

☐

☐

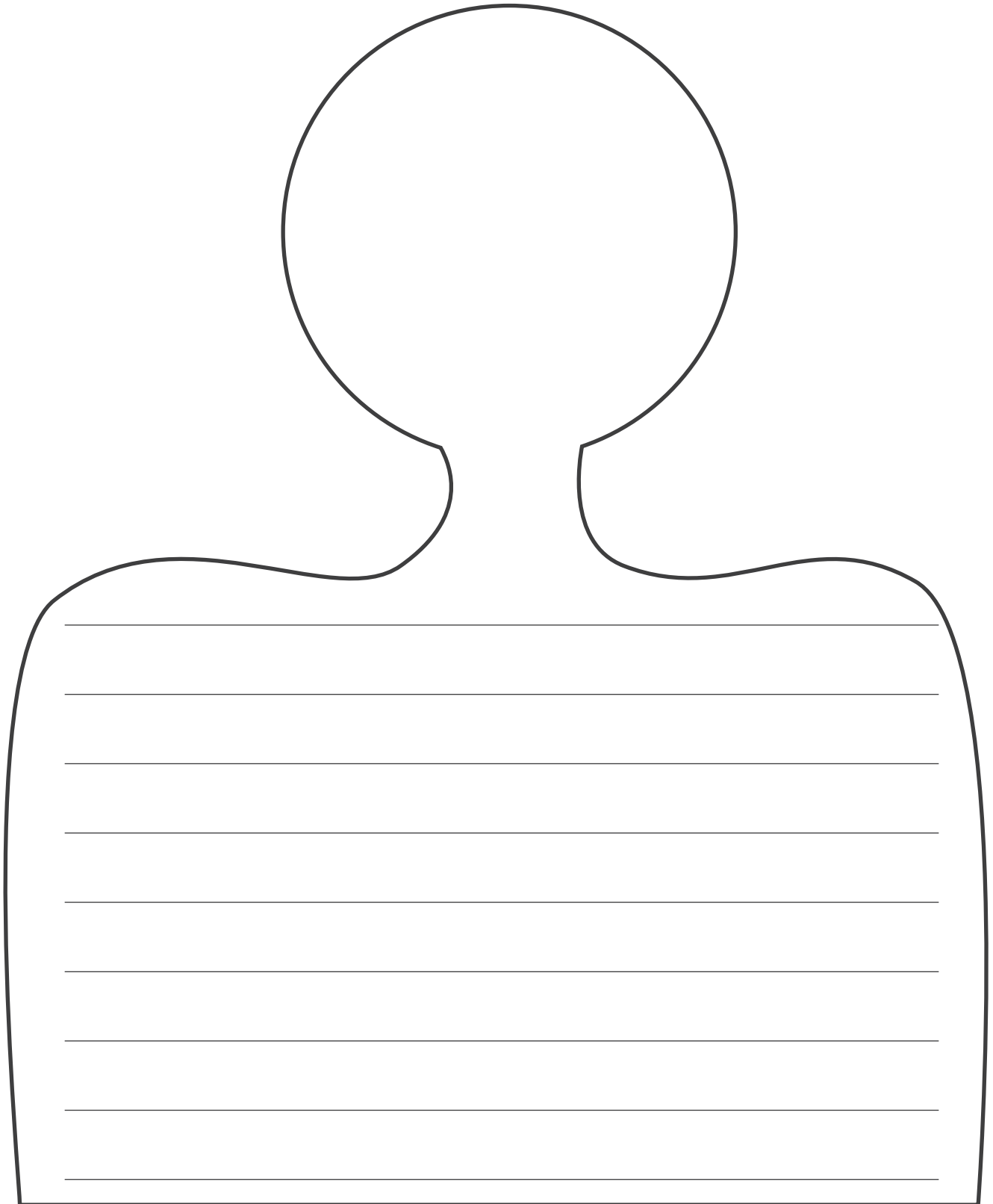
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NAME: _____

DATE: _____

9.2

Activity Page



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