

At-Home Summer Guide for School-Age (Kindergarten-6th Grade)

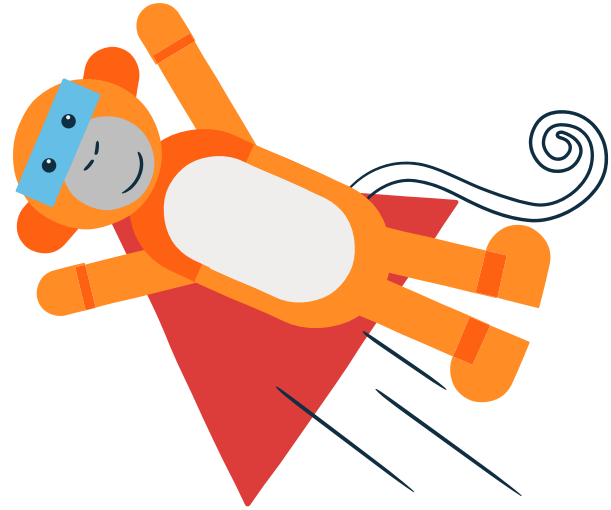
Week of July 6, 2020

Welcome to the second
week of learning how to
be a...

Superhero!

To keep your brain working, a creative writing project will challenge you to come up with a **mystery story**. You'll work with friends and family to add to your story—with no one knowing just how it will end! And to keep your math knowledge fresh, play a math game with your friends and family.

The activities this week focus on finding ways to **impact the world around you**, just like superheroes do every day. More than ever, the world needs kids like you to have empathy (new word? Look it up!) and be able to identify the needs of others and find ways to help. Often, superheroes do good deeds and no one even knows who they really are!



Families with Kindergarteners:

Our summer school-age guide incorporates **first grade readiness activities** to keep your kindergartener's mind sharp through the summer!



This Week's Theme: Becoming a Hero



SUPERHEROES

[Use Your Senses Obstacle Course](#)

Call upon your senses and superpowers to make it through an obstacle course with your sidekick's help.

[Personal Heroes](#)

Heroes can be found around us every day. Think about heroic acts you've seen or experienced and remember the heroic acts you've done for others.

[Sink the Shield](#)

Take this spin on a carnival game to tune your hero skills with this shield tossing game.

[Hero Scenarios](#)

Find your heroic calling in the world around you. In this activity you'll think about challenges you see happening around you and come up with ways to help make a difference.

[Signs of Encouragement](#)

Sometimes the people most in need don't express what they're struggling with. Use this activity to identify things your friends and family do well, then make signs to call out these qualities and help remind them how much they matter.

PREVENTING LEARNING LOSS

[Group Story-Writing](#)

Work together with partners to create a brand new story from scratch—without knowing what your partners wrote!

[Push Your Luck](#)

Practice quick addition in this dice-rolling test of luck!

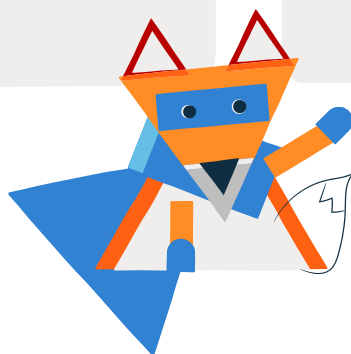
FIRST GRADE READINESS

[Phonics Activity: Sight Word Bingo](#)

This reading bingo game reviews thirty of the most common words in the English language!

[Math Activity: Estimation and Addition](#)

This activity combines real-world estimation skills with addition to help your child practice estimating sums.



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Getting Ready for the Week: Materials to Gather

For Superhero Activities:

- ❑ Blindfold, scarf, or eye mask
- ❑ Soft toys such as dolls, a Frisbee, or cones
- ❑ Paper
- ❑ Writing and drawing tools
- ❑ [Personal Hero Cards](#)
- ❑ Scissors
- ❑ 3 Containers of different sizes, such as boxes, baskets, or buckets (all large enough to hold a Frisbee® disc)
- ❑ Frisbee® disc

For Preventing Learning Loss Activities:

- ❑ Paper
- ❑ Writing and drawing tools
- ❑ 2 dice

For First Grade Readiness:

- ❑ Bingo game markers, like coins, poker chips, or other small objects

If you have access to a printer:

- ❑ [Bingo game tiles sheet](#) (printed)
- ❑ [Bingo game board](#) (printed)
- ❑ Child-size scissors

If you don't have access to a printer:

- ❑ [Bingo game tiles sheet](#) (viewed on a device)
- ❑ [Bingo game board](#) (copied onto a sheet of paper by hand)
- ❑ Index cards
- ❑ Pencil
- ❑ Plastic resealable bags
- ❑ Sets of small items to count, such as small blocks
- ❑ Paper
- ❑ Pencil

Tip: At the beginning of your week, gather materials and place them in a container so you're ready to go!



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Superheroes: Use-Your-Senses Obstacle Course

Call upon your senses and superpowers to make it through an obstacle course with your sidekick's help.

Length of activity:
20 minutes



**Level of Engagement
Required by Adult: High**



Level of Prep Required: Medium

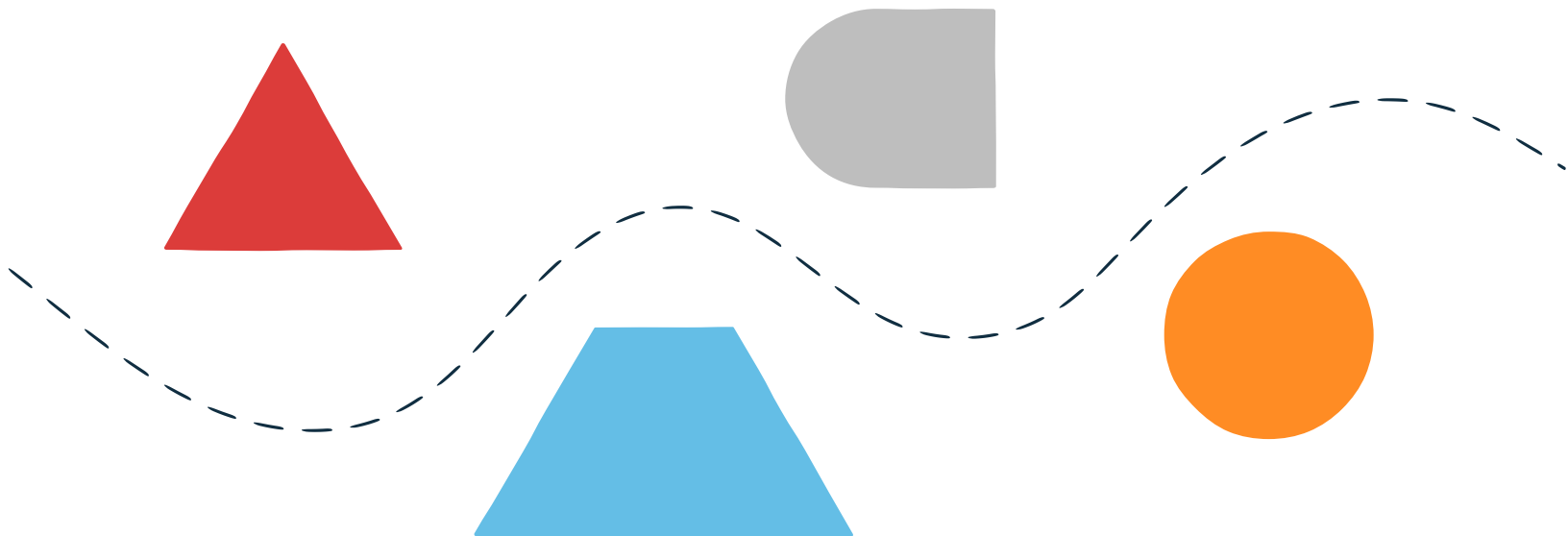


What you need:

- Blindfold, scarf, or eye mask
- Soft toys such as dolls, a Frisbee, or cones

What you will do:

Find an open area in your house or in a grass area outside to create an obstacle course to test your senses. You'll play in pairs. Mark a start line and a finish line then have one player stand at the starting line and have them cover their eyes with their hands or a blindfold. The second teammate will set out obstacles between the start and finish lines to guide their teammate through. The teammate without the blindfold can't touch the blindfolded teammate and must guide them to the finish using only verbal commands. After successfully reaching the finish line, switch roles and let the new guiding teammate change the course.



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Superheroes: Personal Heroes

Heroes can be found around us every day. Think about heroic acts you've seen or experienced and remember heroic acts you've done for others.

Length of activity:

20 minutes



Level of Engagement Required by Adult: Low



Level of Prep Required: Low



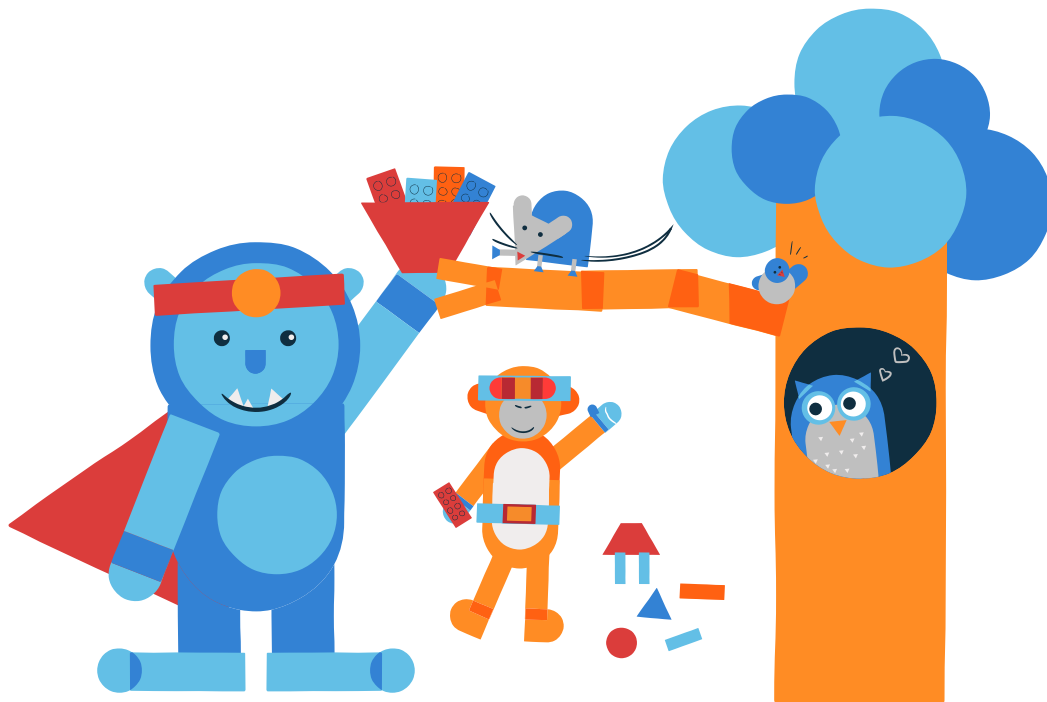
What you need:

- [Personal Hero Cards](#)
- Scissors
- Writing and drawing tools

What you will do:

Heroes aren't only found in comics and movies—they're real people around us every day who put others' needs before their own. From small acts of compassion to great sacrifices, these real superheroes' deeds define our world.

Think of a time when someone did something nice for you, not to gain anything for themselves, but something meant to benefit only you. When have you done something nice for someone else simply to help them, getting nothing out of it for yourself? In this activity you'll find example situations that someone might face and for each one you'll think of ways you can be that person's hero by helping them in their time of need without worrying about what you get for yourself. Look at each of the Personal Hero Cards and share ideas on how you can help the person in need.



Personal Hero Cards

A person is playing with a ball alone. You see another person grab the ball and run off with it. When the first person complains, the person who grabbed the ball claims that no one was playing with it.

What do you do?

You're playing with a group of four people when one person in the group decides that the game would be best played with only three. That person decides that one person will have to leave, and you can tell that feelings are going to be hurt.

What do you do?

A person in class hurt another person. You are the only one who saw it happen.

What do you do?

No one likes to work with a certain person in your class, because sometimes he or she behaves in a way that annoys others. This person is often left without a partner.

What do you do?

You've heard some rumors about someone in your class that you know aren't true.

What do you do?

One of your friends likes to tease others. It doesn't bother you because you're friends, but you can tell that it bothers some of your classmates.

What do you do?

You notice that one person is always picking on others when the teacher is not watching. He or she always seems to get away with this behavior.

What do you do?

During a class discussion, one person misunderstands a question and gives an answer that doesn't make any sense. The teacher gently corrects them and now the other people are giggling and making fun of this person.

What do you do?

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Week of July 6, 2020

Superheroes: Sink the Shield

Take this spin on a carnival game to tune your hero skills with this shield tossing game.

Length of activity:
20 minutes



Level of Engagement
Required by Adult: Medium



Level of Prep Required: Medium



What you need:

- 3 Containers of different sizes, such as boxes, baskets, or buckets (all large enough to hold a Frisbee® disc)
- Frisbee® disc
- White paper (3 sheets)
- Writing and drawing tools

What you will do:

- Write three different point totals on three pieces of paper: 10, 20, and 30.
- Place three containers in a line in an open area, a yard, or a patio with the largest container in the front working to the smallest one in the back.
- Hang the points sheets on the containers with 10 at the front and 30 at the back.
- Mark off a throwing line around 20 feet away from the first box with a piece of tape or string.

Each player will take turns standing on the line and throwing a Frisbee® at the containers, aiming to get it into any one of them. Each player takes turns throwing three times with the highest score winning. If you find the players are having a hard time getting the Frisbee® in any of the containers, move the line forward. For additional challenges, move the line back or have all players throw at the same time.



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Superheroes: Hero Scenarios

Find your heroic calling in the world around you. In this activity you'll think about challenges you see happening around you and come up with ways to help make a difference.

Length of activity:
15 minutes



**Level of Engagement
Required by Adult:** Low



Level of Prep Required: Low



What you need:

- Paper
- Writing and drawing tools

What you will do:

Reflect on the Personal Heroes activity from before. You looked at experiences that others might be facing and considered ways you could come to their aide. Now, take some time to think about some common challenges that you see others in the world around you facing. Come up with 3 issues, large or small, that you've heard of or seen yourself. For each situation you identify, think of a solution, or solutions, that might help. Be sure to talk to friends and family and ask them ways they can or do help people in each of those challenges. After finding solutions to the issues, present a plan to your family that explains how you can help others in need and listen to their feedback on the plan.



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Week of July 6, 2020

Superheroes: Signs of Encouragement

Sometimes the people most in need don't express what they're struggling with. Use this activity to identify things your friends and family do well, then make signs to call out these qualities and help remind them how much they matter.

Length of activity:
15 minutes



**Level of Engagement
Required by Adult:** Low



Level of Prep Required: Low

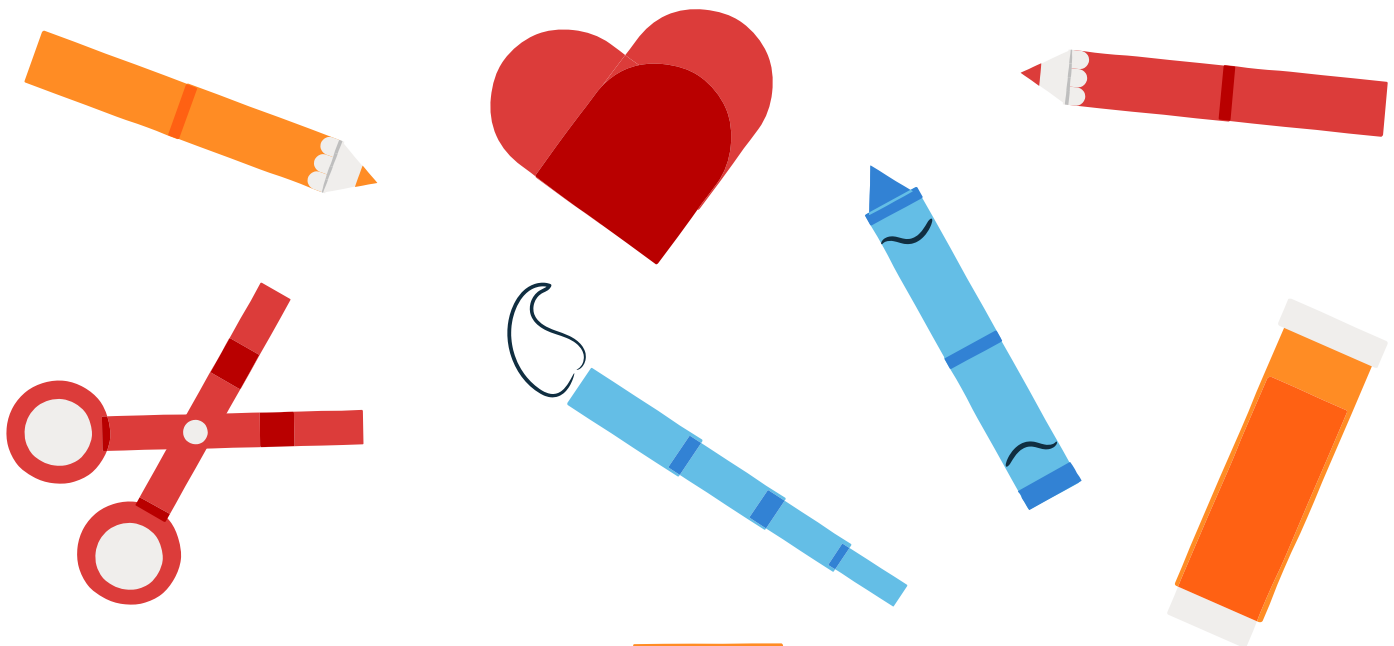


What you need:

- Paper or poster
- Writing and drawing tools

What you will do:

You can be a hero in your own home to your siblings, parents, other family members, and friends. Often those around us will face uncertainty or stress without voicing their challenges to others. Support is an important way to be a hero for others who are facing difficulties. In this activity, create a positive sign or poster that can be hung in a family members room, on the door, or be given to a friend. You may not know what they're going through, and that's ok, but you can support them by creating a sign of encouragement that praises what you think they do well and why they're important. Encouragement means the most when you call out a trait the person has that makes an impact on others. Instead of "I love you," think of a message that calls out a great feature like, "You always make me laugh." Add art to the sign and give it to your family member or friend. You don't need to stop at just one!



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Preventing Learning Loss: Group Story-Writing (2nd–6th grade)

Work together with partners to create a brand new story from scratch—without knowing what your partners wrote!

Length of activity:
15 minutes



**Level of Engagement
Required by Adult: High**



Level of Prep Required: Low



What you need:

- Paper
- Writing and drawing tools

What you will do:

- The first part of this activity is silent. Three people (ask your family members to be part of your group) take turns writing different parts of a story. This can be done together with paper, through email, or on a digital call.
- Have the first writer in each group write a sentence establishing who the story is about. They can begin the story with “Once upon a time...” or “Once, there was...,” but the first writer needs to establish who the story is about (for example, “Once upon a time, there was a very old owl that lived in a forest...” or “Once, there was a girl who loved to look at the stars...”).
- Have the first writer in each group fold the paper over so the sentence is covered and pass the paper to the next writer in the group.
- The next writer in each group should write a sentence about where the story is taking place. Then they should fold the paper and pass it to the last writer in the group.
- The last writer will write a sentence about what the main character is doing. Have writers use the pronoun *they* instead of *he* or *she* when referring to characters, so the story will be consistent.
- After the last writer in each group has finished the sentence, have them the paper and pass it to the writer who wrote the first sentence.
- The first writer should then write a problem for the main character to encounter, then fold the paper and pass it to the next writer.
- The next writer will write a sentence about how the problem is solved, then fold the paper and pass it to the last writer in the group.
- The last writer should write a sentence about how the story ends. After all members have written their final sentences, pass the paper to someone else to read aloud.
- Until the full story is written, no teammate should see what was written by the others.

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Preventing Learning Loss: Push Your Luck (3rd-6th grade)

Practice quick addition in this dice-rolling test of luck!

Length of activity:
20 minutes



**Level of Engagement
Required by Adult:** Medium



Level of Prep Required: Low



What you need:

- 2 dice
- Paper
- Writing and drawing tools

What you will do:

The goal of the game is to be the first person to score 100 points or higher. Points are scored by rolling the dice and adding the sums.

Tell players the following rules:

- Players can roll as many or as few times as they choose, unless a 1 is rolled.
- On the first turn, each player will roll the dice and add the two numbers together. The child can choose to end their turn and record their score or “push their luck” and keep rolling.
- If a player chooses to push their luck and keep rolling, they may roll the dice as many times as they want, mentally keeping a running total of the sums they roll. If the player finds it challenging to keep the tally in their head, let them know it’s ok to write each roll down and add them up at the end of the round.
- If a player rolls a 1 before deciding to stop rolling, they score a 0 for the round and it becomes the next player’s turn.
- If a player rolls a 1 on both dice, the child’s entire score drops to 0 and it’s the next player’s turn.
- As long as a 1 isn’t rolled, the player will decide when to stop rolling. The player records the total sum for the round, and it’s the next player’s turn.
- If each player in the group makes it through their turn without rolling a 1, play continues with the first player, who adds newly-rolled numbers to their previous total, trying to score 100 points or more.
- The first player to score 100 or higher wins.

Variation:

- Have younger players use one die and try to score 25 points or more.

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Week of July 6, 2020

First Grade Readiness

Our summer school age guide incorporates **first grade readiness activities** to keep your kindergartener's mind sharp through the summer.

Phonics Activity: Sight Word Bingo

This reading bingo game reviews thirty of the most common words in the English language!



Length of activity:
10-15 minutes*

**Level of Engagement
Required by Adult: High**



Level of Prep Required: Medium



What you need:

- ❑ Bingo game markers, like coins, poker chips, or other small objects

If you have access to a printer:

- ❑ [Bingo game tiles sheet](#) (printed)
- ❑ [Bingo game board](#) (printed)
- ❑ Child-size scissors

If you do not have access to a printer:

- ❑ [Bingo game tiles sheet](#) (viewed on a device)
- ❑ [Bingo game board](#) (copied onto a sheet of paper by hand)
- ❑ Index cards
- ❑ Pencil

What your child is learning:

- To recognize and read the most common English words by sight
- To translate between spoken words and written words

What you will do: Look at the [bingo game tiles sheet](#) with your child. See if your child can read all the words aloud. If you printed the sheet, have your child cut out the words so each word is on a separate small piece of paper. If you are looking at the sheet on your device, have your child copy the words from the device onto small pieces of paper or index cards. Shuffle the words together into a stack of bingo tiles. These will be the draw pile for your bingo game.

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Now look at the [bingo game board](#) with your child. Tell them you'll draw words from the stack of tiles and read them aloud. They should look at their game board. If the word you read is on their game board, they should place a game marker over the word. If they cover five words in a row, either vertically, horizontally, or diagonally, then they have a bingo and win the game! The middle space is a "free" space, and they can cover it with a marker to start the game.

If your child is ready: We included three game boards with this activity in case your child is interested and wants to play more than once. Or, other family members can join in the fun!

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Sight Word Bingo Tiles

the	and	to	in	is
on	you	it	of	said
can	for	my	but	all
we	are	up	at	with
me	they	have	he	big
out	that	one	go	was

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Sight Word Bingo Game Board #1

B	I	N	G	O
you	is	up	they	with
me	all	have	but	at
for	that	FREE	we	are
out	on	of	was	and
to	one	he	my	said

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Sight Word Bingo Game Board #2

B	I	N	G	O
go	they	and	at	my
but	one	big	you	out
all	me	FREE	up	in
the	can	with	have	he
are	it	that	we	on

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Sight Word Bingo Game Board #3

B	I	N	G	O
in	go	you	with	they
but	is	that	it	up
are	one	FREE	all	have
out	said	big	me	my
for	on	to	can	at

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Math Activity: Estimation and Addition

This activity combines real-world estimation skills with addition to help your child practice estimating sums.

Length of activity:
15–20 minutes



**Level of Engagement
Required by Adult: High**



Level of Prep Required: Medium



What you need:

- Plastic resealable bags
- Sets of small items to count, such as small blocks
- Paper
- Pencil

What your child is learning:

- How to estimate and add up small amounts
- To count
- To add two numbers together

What you will do:

Ask your child if they know what it means to estimate. Explain that estimation is a form of guessing. People use estimation every day to make their best guess about quantities like how much items might cost in the grocery store, or how long it might take to drive from one place to another. See if you and your child can come up with some other situations where someone might need to estimate something.

Then tell them you are going to show them an empty bag and you want them to guess how many objects might fit in it. For example, hold up an empty resealable plastic bag and ask them to guess how many cookies might fit in the bag. After they take a guess, say, “let’s figure out if that guess is reasonable.” Talk about the size of an average cookie and look at the size of the bag. Was their guess too high, too low, or about right?

Next, tell them you are going to show them a bag with objects in it. “I’m going to hold up a bag and I want you to guess how many objects are in the bag. We will count them later, but right now I want you to look at the bag and guess how many.” Hold up a resealable plastic bag with 5–9 counters. Let your child look at the bag for about ten seconds. Then ask how many objects they think are in the bag. Ask them to write that number down on a sheet of paper.

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Show them another plastic baggie with objects in it and ask them to guess how many objects are in this bag. Tell them it's okay if they have a different guess or if their guess is the same. Ask them to write a plus sign after the first number on their paper, then write their new guess. Have them write an equal sign at the end and solve the number sentence. This is their estimate for how many total objects there are in the two baggies!

Now, have them check their work. Take the first baggie out again. Remind them of their guess for this baggie. Now, pour the objects out and count them. Have them write down this new number at the start of a new number sentence. Repeat the process for the second baggie. Have them finish the number sentence and add the total together. How many objects were there total? Was their estimate close or far off? Repeat this activity for as long as they're interested.

If your child is ready: For more of a challenge, repeat this activity with objects of different sizes. For example, once they've gotten good at estimating and adding blocks, can they do the same for smaller items like pennies? Or larger items like socks? You can also add challenge by increasing the number of counters in each baggie, to make a more difficult addition problem.

