

Lesson 1 Chasing Squirrels - *Setting Reachable Goals*

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Think – to use your mind to form an idea or thought

Goal – something you aim to do

Achieve – to do something successfully after trying

Celebrate – to do something special to mark a happy occasion

Language Arts Extender

Write the following goal starters on a piece of paper.

The clown will learn...

The baseball batter will hit...

The superhero will help...

The magician will make...

Help your child finish each sentence by completing the goal for each person. Then underline the common nouns and verbs in each sentence.

Art Extender

The second step to reaching a goal is to Picture It. Ask your child to close their eyes and picture reaching their goal. Then ask your child to draw a picture of themselves reaching their goal.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Decision – the act of making up your mind about something

Consequence – the result of an action or decision

Stop – to prevent something from moving or continuing

Link – a connection or relationship between people or things

Social Studies Extender

Find a map of the United States. Mark your location on the map with a star. Ask your child to make decisions about where to go on the map. For example, if your child decides to go to Texas, which direction must they travel? What should they pack? Ask your child if Mississippi is east or west of your location? What should they pack if they decide to go to Mississippi? Is Minnesota north or south of your location? What should they pack if they go to Minnesota?

Art Extender

Create decision and consequence cards. Give your child an 8 ½ x 11-inch sheet of paper and instruct them to fold it in half horizontally and then open it up again. On the top half of the paper, have them draw a picture of a decision. On the bottom half of the paper, have them draw a picture of the consequence of that decision. For example, if someone decides to stay up late watching TV, the consequence is they will be tired the next day. So, they would draw a picture of themselves watching TV on the top half of the paper. On the bottom half of the paper, they would draw a picture of them sleeping at their desk.

Science Extender

Have a discussion with your child about decisions animals make. Begin the discussion by asking questions such as, “Did you know animals make decisions too?” Imagine you are a frog living in a large pond. What decisions will you have to make throughout your day? What will you eat? Who do you talk to? Where can you hide from predators? Where do you spend most of your time? What do you spend your time doing? What could be some of the good and bad consequences of your decisions?

Making Connections

Every day, your child makes decisions that affect the climate of the school. With your child, make a list of the decisions they can make to promote a positive school climate. Ask your child to draw pictures of what it looks like to be part of a school where people get along, are respectful to each other, and make responsible decisions.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Feelings – a general emotional state

Furious – showing or caused by great anger

Heartbroken – extremely sad

Expression – the look on someone’s face that shows what he or she is feeling or thinking

Language Arts Extender

Read the following situation and ask your child to draw a picture of how the situation makes him or her feel.

You are at the fair and see a balloon seller with bright and colorful balloons. He hands you a small grey balloon. Draw a picture of how that makes you feel. Ask your child to explain their drawing to you.

Here is the rest of the story. The balloon seller winks at you and says, “Have fun. You see, this balloon is magic!” Turn your paper over and draw a picture of how you feel now. Ask your child to explain their drawing to you.

Music Extender

Explain that you are going to listen to some music. As the music plays, instruct you child to move his or her body to express how the music makes them feel. Afterward, encourage your child to talk about the feelings they experienced as the music played.

Suggested music selections:

I feel sad music:

Anton Dvorak, Symphony No. 5 in E Minor

Peter Ilick Tchaikovsky, Symphony No. 6 in B Minor (Pathetique)

I feel angry music:

Modest Mussorgsky, Night on Bare Mountain

Edvard Grieg, March on the Mountain King

Paul A. Dukas, The Sorcerer's Apprentice

Claude Debussy, The Sea (La Mer)

I feel afraid music:

Gustov Holst, "Mercury" from The Planets

Edvard Grieg, Peer Gynt

I feel happy music:

Camille Saint-Saena, Carnival of the Animals

Sergio Prokofiev, Peter and the Wolf

Art Extender

Explain that you are going to listen to some music. Ask your child to draw what he or she is feeling as they listen to the music. Use music selections from the list above.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Communicate – to share information, ideas, or feelings with another person through language, eye contact, or gestures

Blame – to feel or say that something is someone’s fault

Request – to ask politely or formally for something

Listen – to make a conscious effort to hear and understand something

Math Extender

Your child will use his or her math skills to answer the following questions. Read each question aloud to your child.

1. Mr. Fredrick’s class has 24 students. Nine of the students were whispering to each other while Mr. Fredrick explained the science lesson. The rest of the students made eye contact and paid attention to Mr. Fredrick. How many students listened to Mr. Fredrick’s science lesson? *Answer: 15*
2. In Ms. Smith’s reading group, there were nine students who were listening to her read and six students who were distracted watching the squirrels outside the window. How many students are in Ms. Smith’s reading group? *Answer: 15*
3. There are three classes of second grade students at Bell Elementary School. The principal called six students from each class to her office because they weren’t listening and paying attention to their teacher. How many students did the principal call to her office?
Answer: 18

Science Extender

Birds use songs, calls, squawks, clicks, honks, and many other sorts of sounds to communicate. Take your child on a field trip outside. While you are outside, listen to the different sounds the birds make. Then ask your child to decide if the birds are communicating politely by speaking and listening to each other or if they think they “have a bone” to pick with each other. If your child thinks one of the birds has a bone to pick with another bird, use your imaginations to create an I-message to help the frustrated bird tell the other bird how it feels.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Friend – someone you like and know well

Honest – truthful; and never stealing or cheating

Kind – having or showing a caring and generous nature

Helpful – willing to help or make a situation better or easier

Language Arts Extender

Select a variety of books for your child to read and look through to find compound words. Explain that when two words come together to form a compound word, it is like two friends who come together to form a friendship. Note: friendship is not a compound word. “Ship” is a suffix that refers to the state or condition of something.

A compound word is a combination of two or more words that function as a single unit of meaning. For example, snowball, eggplant, jellyfish, and armpit are compound words. Look through the books with your child to find other compound words.

Art Extender

Cut a heart out of red construction paper. Use scissors to cut the heart into two parts with a zig-zag line. Poke a hole in the top of each half. Provide string or yarn to create the necklace. Tell your child they are going to make a friendship necklace to share with a friend. One half of the heart is for your child to give to a friend, and the other half is for your child to keep. Explain that on the half they will give to their friend, they will write down one healthy friendship quality their friend shows them and decorate the half of the heart. On the half they will keep, have your child write down one healthy friendship quality they show their friend and decorate it.

Making Connections

Your child may have friends at school, in the neighborhoods, at after-school activities, or at other places within your community. With your child, make a list of ways people can give friends a helping hand. Then, give your child a sheet of paper. Instruct them to trace their hand and cut it out. On the hand, ask your child to write a friend's name and a sentence about how they could help that friend.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Peer – an equal; a person of the same age

Pressure – a strong influence, force, or persuasion

Ignore – to pay no attention to something

Refuse – to say you will not do something

Language Arts Extender

Homophones are words that sound the same but are spelled differently and have different meanings. The word “peer” is a homophone. The peer we learned about in our Too Good lesson is spelled P - E - E - R, but there is also another pier spelled P - I - E - R. This pier is a dock or platform that extends over a body of water. Ask your child if they can name any other homophones. Write your child’s answers on a sheet of paper. If they don’t know any homophones, write the following examples on the paper; flower/flour, two/too, right/write, sea/see. Help your child define each word on the list of homophones. With your child, write a sentence using each word correctly. For example:

The flowers in the garden smell delightful.

My mom and I used three cups of flour when we made chocolate chip cookies.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Mistake – an error in action or judgement

Approach – to take steps toward accomplishing something

Statement – a report of fact or opinion

Support – to give help, comfort, or encouragement to someone or something

Social Studies Extender

Ask your child if he or she has ever wondered what it would be like to live a long time ago? Say the following information. If it weren't for some mistakes that were made in history, our lives today might be very different. Plastic was created a long time ago by two scientists who both made mistakes when mixing and heating chemicals. Think of the things we use today that are made of plastic. You get up in the morning and brush your teeth. The handle of your toothbrush is made of plastic. Without the mistake of plastic, you might be holding onto a toothbrush handle made of wood. What are some other things you use that are made of plastic? What could the objects be made from if we didn't have plastic? Ask your child to name items made of plastic and think about what alternative materials they could be made with. For example, what could you eat with if you didn't have plastic flatware? What could you carry milk in if we didn't have plastic jugs?

Art Extender

Your child will create their own superhero to help them handle mistakes. Have them start by drawing a picture of what the superhero looks like. Ask your child to think about how the superhero is dressed. Does the superhero wear a cape? Can you see your superhero's face or is it covered with a mask? Tell your child to give the hero a name and superpowers. Ask your child to explain how the superhero helps them handle mistakes in a positive way.

Making Connections

It can be difficult to know what to say when someone makes a mistake. Some people laugh. Other people make comments about the person who made the mistake. Wouldn't it be great if people were more accepting of other people's mistakes? Knowing that we all make mistakes and how to respond positively can help foster compassion and forgiveness. With your child, come up with a variety of statements and phrases people can say to each other to offer support and understanding when someone makes a mistake.

Lesson 8 A Prescription for Health

Understanding the Safe Use of Prescription and OTC Medicines

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Medicine – a substance that is used to treat an illness

Symptom – a sign of an illness

Prescription – an order for medicine written by a doctor or pharmacist

Math Extender

Your child will use his or her math skills to answer the following questions. Read each question aloud to your child.

1. The label on Martin's prescription medication says to take one pill at breakfast, two pills at lunch, and one pill at dinner. How many pills will Martin's step-dad give him in one day?
Answer: 4
2. Alex went to the doctor for a sore throat. His doctor wrote him a prescription for 21 pills. He is supposed to take one pill three times a day. How many days does Alex have to take the medicine before it is gone? *Answer: 7*
3. Carrie has a bad cough. The label on the bottle of the over-the-counter cough medicine says to take two teaspoons every six hours. How many teaspoons will Carrie's mom give her in 12 hours? *Answer: 4*

Lesson 8 A Prescription for Health

Understanding the Safe Use of Prescription and OTC Medicines

Language Arts Extender

Write the following words on a sheet of paper: **wrong, dog, old, you, patient, brother, child, big, well, and rest**. Explain that an antonym is a word that means the opposite of another word. Say the bold word, and ask your child to choose its antonym from the list on the paper. The answers are in italics.

Sick	<i>Well</i>
Young	<i>Old</i>
Cat	<i>Dog</i>
Sister	<i>Brother</i>
Exercise	<i>Rest</i>
Little	<i>Big</i>
Adult	<i>Child</i>
Me	<i>You</i>
Correct	<i>Wrong</i>
Doctor	<i>Patient</i>

Making Connections

It can be difficult and challenging for people of all ages to be sick and have to stay in the hospital. Identify a local hospital or children's hospital in your community. Ask your child make Get Well Cards to send to the patients in the hospital.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Substance – something that has weight and takes up space; matter

Harm – to hurt, injure, or damage someone or something

Curious – eager to know or learn about something

Inhale – to breathe in

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Healthy – strong and less likely to become sick

Choice – something that is chosen; a selection

Exercise – the activity of using your muscles in various ways to keep fit

Sleep – to rest with the eyes closed, the muscles relaxed, and no conscious thought or movement

Math Extender

Your child will use his or her math skills to answer the following questions. Read each question aloud to your child.

1. Camilla rode her bike to school for 25 minutes. Then she played soccer for 45 minutes during PE class. She played kickball with her friends at recess for 15 minutes. At the end of the school day, she rode her bike home for 25 minutes. How long did Camilla exercise throughout the day? *Answer: 110 minutes*
2. Jackson went to bed at 8:30 pm and woke up at 6:00 the next morning. How many hours of sleep did Jackson get? *Answer: 9 ½ hours*
3. Bryton drank 1 cup of milk with his breakfast. He ate half a cup of yogurt with his lunch. Bryton also ate 1 cup of cottage cheese with his dinner. How many cups of dairy products did Bryton eat? *Answer: 2 ½*
4. Hester ate 3 servings of fruits throughout the day. She also ate 2 servings of vegetables at lunch and 2 servings of vegetables at dinner. Did Hester eat more servings of fruits or of vegetables? *Answer: vegetables*

Art Extender

It helps to have a reminder to eat healthy. With your child, make placemats to help remind you to make healthy food choices. At the top of the paper, write down, "Healthy Food Choices." Now draw pictures of healthy foods you would choose to eat. Include drawings of fruits, vegetables, and things to drink like water and milk. Don't forget about protein-rich foods like meat, eggs, or nuts. Remember to include whole grains, like whole wheat bread and brown rice.

Language Arts Extender

Exercise includes any physical activity you do that moves your body and helps you stay strong and healthy. With your child, make up your own physical activity that you can do during a five-minute break. As you think of your activity, remember to describe exactly what steps you must take and what actions you must do to participate in the physical activity. You also need to think of a name for your new physical activity and make a list of anything you need to do the activity.

Making Connections

Select several restaurants from your area and print out their menus. With your child, identify the healthiest food choices from the menus. Be sure to identify a variety of healthy foods including proteins, fruits, vegetables and whole grains. Remember to help your child identify healthy beverages. Does the restaurant offer any healthy dessert choices?