



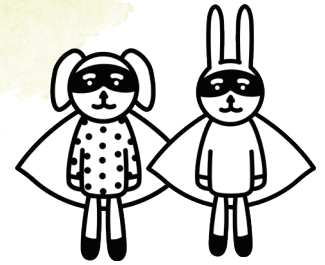
Kindergarten Heroes™

Week 2 Printables

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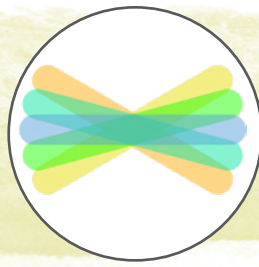
Kindergarten Heroes™

Getting Started Tips



Welcome to the Kindergarten Heroes curriculum! This program was designed for working parents and new and veteran homeschoolers or teachers working with young children. These are a few things to prepare or know in advance:

- ❑ **Teacher H.E.R.O. Binder** - This resource provides many overviews and blank forms for schedules, goals, anecdotal notes and much more. This may be a good resource to prep in advance.
- ❑ **Week 1 Packet is Bigger** - Week 1's packet will be bigger because it includes some supplements, decor and other elements that will be used throughout the year or semester. Don't be overwhelmed. The weeks that follow will be more condensed.
- ❑ **Seesaw Activities** - This program uses Seesaw to provide you with weekly reading comprehension questions and reading response journals for your students. You'll need to sign up for a teacher and student account at seesaw.me. See the tutorial video suggestions at the end of this packet to learn how to "assign" our Seesaw activities to your student(s).
- ❑ **Boom Card Activities** - Some of the learning activities are provided digitally in Boom. Please email ashley@homeceoacademy.com to get student logins to access Home CEO Academy's Boom cards free. Due to limitations in Boom, if you wish to access these with a Boom teacher account, then you will have to purchase these activities separately (we can provide you the purchase links if desired). But please know that we can provide you free student access credentials at any time.
- ❑ **SafeShare** - We are using SafeShare to deliver most of the suggested videos in the curriculum. This removes distracting and inappropriate content so students can focus solely on their work. These links are included within the Weekly Activities grid. It may take a few moments to load.
- ❑ **Reading Bins** - For independent reading time, students will need a bin of books to peruse. We have provided weekly digital reading response journals in Seesaw for students to record their thoughts on the books they read (or read with you). The links to these Seesaw activities are included in the Weekly Activities grid. You can assign one or more pages a day. If you prefer, we also provide a printable version available in the Supplements section of your library (look for the Reading Notebook). The printable version also includes some charts to track reading stamina if you need this.
- ❑ **Writing** - This program provides creative writing prompts, but we recommend creating blank books as well (or lieu of prompts). The Week 4 Independent Literacy packet provide valuable lessons and printables on how to establish a Writing Center, including the setup of a Writing Resource folder for students. This would be a good document to peruse at the start of the year when using this program.
- ❑ **Caught in Character Notebook** - To "catch" and record evidence of your students' use of the weekly character traits, you can setup the Caught in Character notebook before school starts. See the Supplements section of your library. This notebook provides note pages for all 36 character traits. It can be used at a Friday share time and take-home journal at the end of the year.
- ❑ **Character Quest Adventure Map** - This fun optional foldable gives students a "map" for the entire year. Each week you provide your students with a cutout (or sticker) to place on the week they've completed. This is super cute and a great way to remember the heroes throughout the year. See the supplements section of your library.
- ❑ **Trouble Spots / Escape Routes** - These are used weekly in the SEL activities. Prep in advance by printing the posters and discussion guides and securing on a metal ring. You will go through one escape route each week and one or more trouble spots. The posters and discussion guides are found in two separate documents located in the Supplements section of your curriculum library.
- ❑ **Read Aloud Books** - You will need to secure your own copy of the read-aloud book in digital or printed format. Due to copyright reasons, we do not provide a link to a recorded read-aloud within the Seesaw comprehension questions.
- ❑ **Support:** Lastly, if you encounter any issues or need help finding a resources, email us anytime at support@homeceoacademy.com and one of our team members will get back to you within 24 hours.



NEW TO SEESAW?

If you are a homeschool educator, you can get started with a free Seesaw account!** Seesaw allows you to keep a digital portfolio of your students' work as well as complete paperless activities. You'll need a teacher account and we also recommend setting up one sign-in per student.

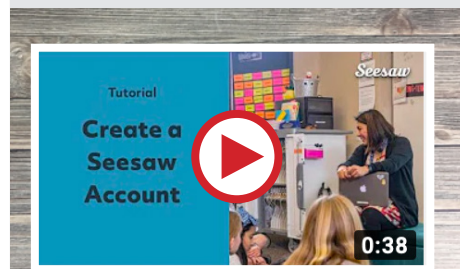
You and your students can easily access Seesaw on any internet browser or through the free Seesaw apps available for iOS, Android and Kindle Fire devices. Stay tuned as Home CEO Academy makes our Kindergarten curriculum resources available on Seesaw for your students to complete digitally! Links to these activities will be provided in your Home CEO Academy curriculum library as they become available (or your TpT download file depending on where you purchased your resources). Through these links you'll be able to add our digital Seesaw resources to your teacher Seesaw library and then "assign" them to your students to view and complete within their student account.

Below are some selected videos to help orient you to Seesaw. Start with setting up your free teacher account. Then, create your "class" and add your students.

**For more information geared to traditional classroom settings, check out the [Seesaw YouTube channel](#)

SELECTED TUTORIAL VIDEOS (CLICK EACH IMAGE TO ACCESS VIDEO)

CREATE TEACHER ACCOUNT



Video Provided by <https://web.seesaw.me>

CREATE CLASS



Video Provided by <https://web.seesaw.me>

ASSIGN ACTIVITY



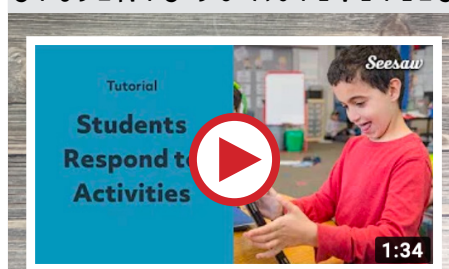
Video Provided by <https://web.seesaw.me>

STUDENT ACCOUNT / SIGN IN



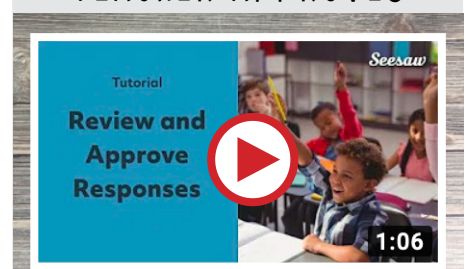
Video Provided by <https://web.seesaw.me>

STUDENTS DO ACTIVITIES



Video Provided by <https://web.seesaw.me>

TEACHER APPROVES



Video Provided by <https://web.seesaw.me>

WEEK
2

HEROES EXPLORE (LIKE AMELIA EARHART)

ACTIVITIES AT A GLANCE

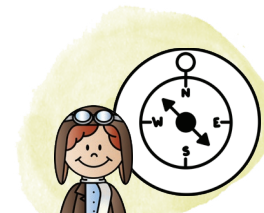
Sub-Theme: Flight

ESSENTIAL QUESTIONS

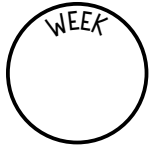
SEL: What places, activities and friendships do I want to explore?

Math: What is counting and how can it be used?

Phonics: Do you hear the beginning sound in a word?



DAY	SEL/CHARACTER	PHONICS & FLUENCY	READING / WRITING / READ-ALoud	MATH	SOCIAL STUDIES / SCIENCE / ART SUGGESTIONS
1	TOGETHER (HERO) <input type="checkbox"/> Review hero and trait posters. <input type="checkbox"/> Read hero one-page bio. <input type="checkbox"/> Discuss: Amelia was interested in flying from an early age. What is something you've been interested in for a while?	TOGETHER <input type="checkbox"/> Read Character Connection <input type="checkbox"/> Review sight words <input type="checkbox"/> Review weekly reading strategy <input type="checkbox"/> Find letters in environmental print	TOGETHER (SEESAW) <input type="checkbox"/> Read the weekly book <input type="checkbox"/> Comprehension within the Text. INDEPENDENT (SEESAW) <input type="checkbox"/> Independent Reading Journal	TOGETHER <input type="checkbox"/> Read Character Connection <input type="checkbox"/> Review counting poster <input type="checkbox"/> Count groups of manipulatives. INDEPENDENT <input type="checkbox"/> Cloudy Skies printable	TOGETHER (SOCIAL STUDIES) Read Character Connection INDEPENDENT (SEESAW) <input type="checkbox"/> Map video and journal entry (draw a map of your neighborhood with symbols and a legend.)
2	TOGETHER (CHARACTER TRAIT) <input type="checkbox"/> Fill in character trait definition. <input type="checkbox"/> Review Character Scenarios <input type="checkbox"/> Optional Activity: exploration expedition	INDEPENDENT <input type="checkbox"/> Letter C printable <input type="checkbox"/> Letter M printable	TOGETHER (SEESAW) <input type="checkbox"/> Reread the weekly book. <input type="checkbox"/> Comprehension About the Text. INDEPENDENT (SEESAW) <input type="checkbox"/> Independent Reading Journal	INDEPENDENT <input type="checkbox"/> Bag Check printable <input type="checkbox"/> Head Count printable	TOGETHER (SOCIAL STUDIES) <input type="checkbox"/> Know Your Globe video <input type="checkbox"/> Activity: Find on a globe all seven continents and name them. Show your continent.
3	TOGETHER (TROUBLE SPOTS) <input type="checkbox"/> Review Trouble Spot with Trouble Spot discussion guide. **Context: Amelia's last flight was done in a rush, overtired. <input type="checkbox"/> Optional: Prepare, Air, There, Goal Sequencing Worksheets	INDEPENDENT <input type="checkbox"/> Letter A printable <input type="checkbox"/> Letter T printable	TOGETHER (SEESAW) <input type="checkbox"/> Reread the weekly book. <input type="checkbox"/> Comprehension Beyond the Text. INDEPENDENT (SEESAW) <input type="checkbox"/> Independent Reading Journal	INDEPENDENT <input type="checkbox"/> Feathered Friends printable <input type="checkbox"/> Traveling Numbers printable	TOGETHER (SCIENCE) <input type="checkbox"/> Read Character Connection <input type="checkbox"/> Review forces posters. <input type="checkbox"/> Fold, practice flying paper plane. INDEPENDENT (SEESAW) <input type="checkbox"/> Push/Pull video + journal entry
4	TOGETHER (ESCAPE ROUTE) <input type="checkbox"/> Review Escape Route w/ Discussion Guide. <input type="checkbox"/> Activity: Eagle Vision.	INDEPENDENT <input type="checkbox"/> Letter S printable <input type="checkbox"/> Letter R printable	INDEPENDENT (SEESAW) <input type="checkbox"/> Independent Reading Journal <input type="checkbox"/> Creative Writing (free write or use Weekly Writing Prompts)	INDEPENDENT <input type="checkbox"/> See, Circle and Count activity <input type="checkbox"/> What Comes Next printable	TOGETHER (SCIENCE) <input type="checkbox"/> Aeronautical Engineer activity. <input type="checkbox"/> Flight Races Test sheet
5	TOGETHER (CLOSURE) <input type="checkbox"/> Update Caught in Character. <input type="checkbox"/> Update Character Quest Map. INDEPENDENT (PRINTABLE) <input type="checkbox"/> Hero coloring page	INDEPENDENT (PRINTABLE) <input type="checkbox"/> Letter Sounds I Know booklet <input type="checkbox"/> Review handwriting posters <input type="checkbox"/> Handwriting Practice Letter A <input type="checkbox"/> Sight words practice printable <input type="checkbox"/> Weekly Assessment	INDEPENDENT (SEESAW) <input type="checkbox"/> Independent Reading Journal <input type="checkbox"/> Creative Writing (free write or use Weekly Writing Prompts)	INDEPENDENT <input type="checkbox"/> Weekly Assessment MATH CENTERS <input type="checkbox"/> Weekly Math Mat: Passenger Count	CRAFT SUGGESTION <input type="checkbox"/> Push & Pull Foldable Craft <input type="checkbox"/> Amelia Earhart aviator goggles
FOCUS	Heroes Explore Rushing Rapids (Carelessness) Engage Your Superhero Vision	Letters C, M, A, T, S, R Sight Words in, is, you, it, he Reading Strategies: Look Say & Listen, Picture Power	<i>After the Fall</i> by Dan Santat	Count and write numbers 1-10	Maps Forces (Push, Pull) and Flight Themed arts and craft suggestions
STANDARDS					



HERO NAME: _____

THEME: _____

ACTIVITIES AT A GLANCE

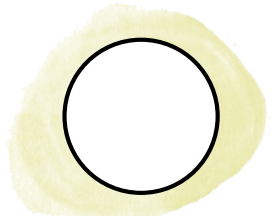
Sub-Theme: _____

ESSENTIAL QUESTIONS

SEL: _____

Math: _____

Language: _____



DAY	SEL/CHARACTER	PHONICS & FLUENCY	READING / WRITING / READ-ALoud	MATH	SOCIAL STUDIES / SCIENCE / ART SUGGESTIONS
1					
2					
3					
4					
5					
FOCUS					
STANDARDS					

SEL/Character Printables

Refer to the weekly Activities at a Glance PDF for additional clickable videos, digital activities and set up instructions for...

- » SEL CHARACTER TRAIT SCENARIOS
- » INFORMATIVE VIDEOS

Notes for this Section...

- » There are several pages in the SEL section of printables that are intended to be posters for display during this week or throughout the year, if you have the space. For durability, we recommend you print any pages that you plan to display onto cardstock and/or laminate the pages (whether or not you choose cardstock or plain paper for printing).
- » The weekly **Character Trait Posters, Hero Posters, Trouble Spots & Escape Routes** posters, and pages that show rules or instructions are examples of pages you may want to make more durable. This will be the case for each week of the Kindergarten Heroes™ curriculum and each section will have notes on which pages we recommend should be printed on cardstock.

CHARACTER CONNECTION



LANGUAGE	MATH
<p>HERO CONNECTION Amelia wrote books about her experiences and she made many speeches in person and on the radio. She even wrote poetry.</p> <p>CHARACTER TRAIT CONNECTION You can be EXPLORERS in language arts by...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exploring the books you look at this week to identify your sight words. <input type="checkbox"/> Exploring your classroom for printed words. <input type="checkbox"/> Exploring your world for environmental print (signs, etc). <input type="checkbox"/> Exploring the pictures on the pages of books and activities to understand the meaning of the words that go along with them. 	<p>HERO CONNECTION Modern planes use a lot of math! Many mathematical equations go into designing a plane and a plane's navigational systems all use math to calculate where the plane is in relation to where it wants to go. Before modern GPS, the navigation Amelia used was based on the position of the sun and stars.</p> <p>CHARACTER TRAIT CONNECTION Good mathematicians explore like our hero Amelia Earhart. They try new things without fear! Sometimes, explorers make mistakes because they are unfamiliar with what they are exploring, but that's okay! If not for explorers, we wouldn't know a lot of the things we know today! We're going to be counting explorers today! We're going to explore counting with different things we can touch today! We'll Engage our Superhero Vision to learn why we count the way we do. We might make some mistakes, but that's okay. Mistakes help us learn and that's why we're here today. Are you ready to begin exploring? You can be EXPLORERS in math by...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exploring books to identify numbers within the pages. <input type="checkbox"/> Exploring the classroom for numbers. <input type="checkbox"/> Exploring the pictures within books, posters and other visual media to find groups of objects to count.
SOCIAL STUDIES	SEL (ADDITIONAL CONTEXT AND NOTES)
<p>HERO CONNECTION Amelia was active in her community in many ways. She did several public speaking tours and was the first President of a women's pilot club/association called the Ninety Nines. She also tried her hand in business by starting a flight school for a short period of time and once even had a photography business.</p> <p>CHARACTER TRAIT CONNECTION You can be EXPLORERS in social studies by...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observing how people work together in your school, family and neighborhood. <input type="checkbox"/> Reading (or interpreting) signs in your school and neighborhood. <input type="checkbox"/> Looking at a map. 	<p>HOW AMELIA EXPLORED In addition to exploring the skies, Amelia explored possibilities. She explored professions (such as piloting and photography) which, at the time, weren't typical for females. She also explored what was possible for long-distance flights as well as how high people could fly.</p> <p>TROUBLE SPOT CONNECTION / CONTEXT: When using the Trouble Spot Discussion Guide, refer to the hero bio as well as these points:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Rushing Rapids</u>: Amelia's last flight, where she disappeared, was done under time pressure. She was rushing to get back to the United States for a publicity event. There were mechanical issues at one stop that were fixed hastily. She and her navigator were overtired and had been up at one point for over 18 hours. Many people believe that these conditions contributed to the failed flight.
SCIENCE	
<p>HERO CONNECTION Amelia's many airplanes used technology created by engineers and scientists.</p> <p>CHARACTER TRAIT CONNECTION You can be EXPLORERS in science by...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observing how something works. <input type="checkbox"/> Looking at things from many angles. 	

WEEK 2

Social Emotional



Heroes Explore

WEEKLY CHARACTER
TRAIT

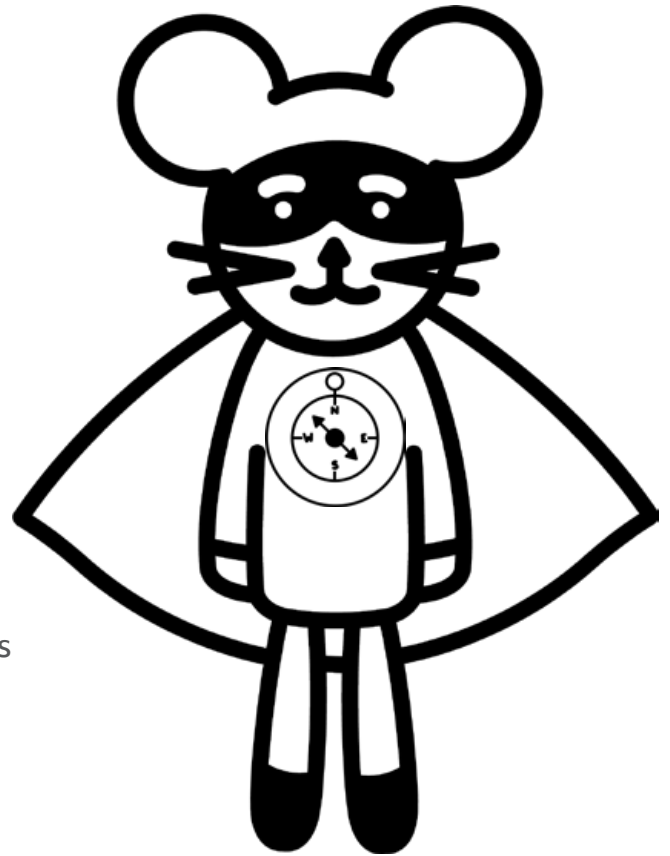
THIS WEEK'S CHARACTER FOCUS

Explore

DEFINITION: (adapted from Merriam-Webster Learner's Dictionary) *verb* - (1) to look at (something) in a careful way to learn more about it (2) To travel over or through (a place) in order to learn more about it or to find something

SIMPLE DEFINITION: Explorers are curious learners. Explorers gather information about what they're interested in by looking at something closely, trying new things or visiting new places.

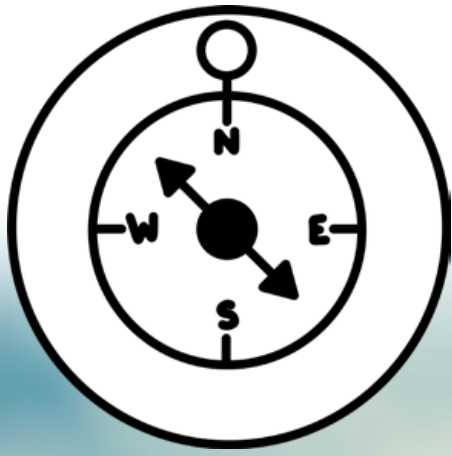
SIGNIFICANCE: Explorers, such as scientists, inventors, or travelers have discovered things that help people understand the world around them. When we better understand our world, we can make wiser choices about how to live in it.



IN AMELIA'S WORDS:

QUOTES FROM AMELIA EARHART

- » The most effective way to do it is to do it.
- » There's more to life than being a passenger.
- » Never interrupt someone doing something you said couldn't be done.
- » The more one does and sees and feels, the more one is able to do.
- » Some of us have great runways already built for us. If you have one, take off! But if you don't have one, realize it is your responsibility to grab a shovel and build one for yourself and for those who will follow after you.
- » No kind action ever stops with itself. One kind action leads to another. Good example is followed. A single act of kindness throws out roots in all directions, and the roots spring up and make new trees. The greatest work that kindness does to others is that it makes them kind themselves.
- » Experiment! Meet new people... By adventuring; about, you become accustomed to the unexpected. The unexpected then becomes what it really is . . . the inevitable.



Heroes ...

EXPLORE



Scientists
explore THE WORLD TO
UNDERSTAND IT.

Mathematicians
explore STRATEGIES TO
SOLVE PROBLEMS.

Readers
explore BOOKS TO FIND
THEIR TREASURES.

Writers
explore IDEAS BY
MAKING LISTS.

AMELIA EARHART

Famous airplane pilot, United States

"The most effective way to do it is to do it!"



MY *superhero service* WAS TO...

EXPLORE! I traveled all over the world and I want you to follow your dreams, too. Even if you're one of the first to try, give it a go! Because there might be something the world needs that only *you* can do!

Hi!

I'M AMELIA!*"The only way to do it is to do it!" -AMELIA EARHART*

VOCABULARY: pilot, aviator, encourage, canary

Amelia Earhart was a famous pilot from the United States. During the time she grew up, there were hardly any women flying airplanes, let alone working outside the house!

But that never stopped Amelia.

Amelia discovered her love of flying when her father took her to an air show. An airplane swooped down right over Amelia's head but she was a brave girl who stood her ground!

Soon after that, Amelia began taking flying lessons. She became a great aviator and even bought her own plane! Since it was yellow, Amelia named it Canary!



Starting with Canary, and later with other planes, Amelia broke many records for flying far and high! Because of this, a lot of people knew her name and what she'd done. This gave Amelia the chance to talk on the radio to many people.

She would encourage people, especially women, to try new things, even if it meant failing sometimes. She said that "one person's failure is another person's challenge." That means in life, sometimes it takes several tries to get it right. Although Amelia never flew all the way around the world, she inspired others to try and 27 years later another woman would finally do it.



AMELIA AS AN ADULT

Amelia inspires all of us to explore our interests - whatever they may be - and pursue our dreams. Just because someone hasn't done it before doesn't mean *you* can't be the first. After all, the best way to do it is to do it!

Explore

LIKE
A

HERO

Our thoughts on...



Amelia Earhart
(Aviator, USA)

WHAT IT MEANS TO EXPLORE:



PLACES TO EXPLORE



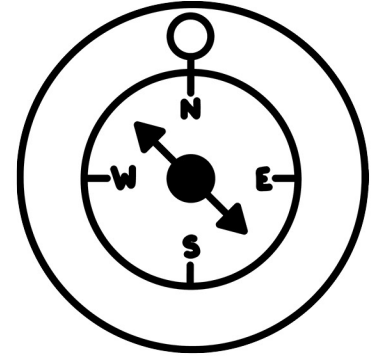
ACTIVITIES TO EXPLORE



FRIENDSHIPS TO EXPLORE



Exploration



DEFINITION

Explorers are curious learners. Explorers gather information about what they're interested in by looking at something closely, trying new things or visiting new places.

AN EXAMPLE - TRAVEL

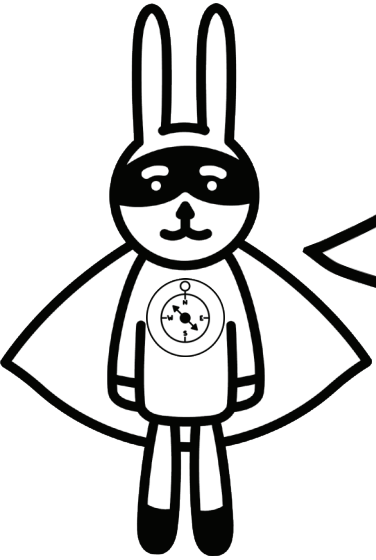
Visiting someplace new is a great way to explore. Even when you think you've seen everything, there's always something new to notice and discover. For example, did you know that new, unknown islands are still being discovered by explorers? The latest was discovered in 2019! When you go to any new place, notice what you see, hear, think and feel.

SIGNIFICANCE

Explorers, such as scientists, inventors, or travelers have discovered things that help people understand the world around them. When we better understand our world, we can make wiser choices about how to live in it.

THIS WEEK

This week find ways to explore. You can explore the world around you, explore information in books, explore new friendships and even explore opportunities to do things you're interested in! At the end of the week, find a time to share what you've learned with your class or family.



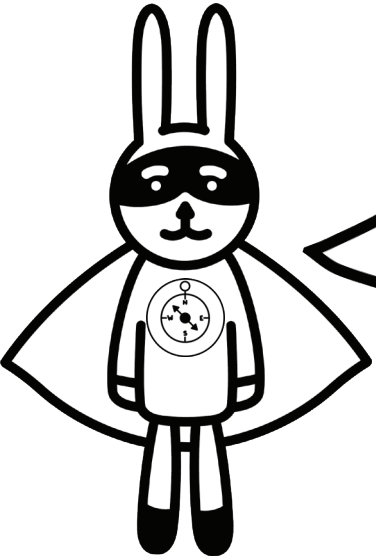
Discuss It:

What can we learn about the world by exploring the Earth from an airplane?



Draw It: Draw what a bird would see from the sky in your neighborhood.





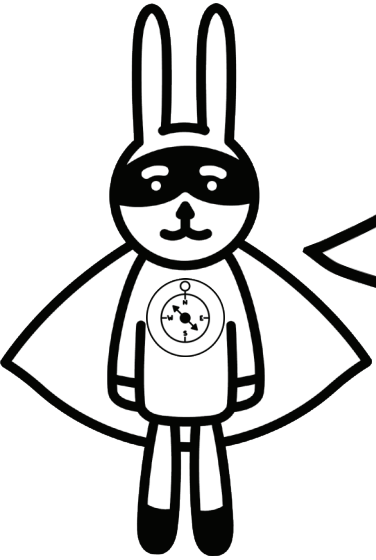
Discuss It:

What can we learn about the world by exploring the rocks and minerals found beneath the surface of the Earth?



Draw It: Draw YOUR CHOICE of a secret underground cave full of water, ancient ruins OR buried treasure!



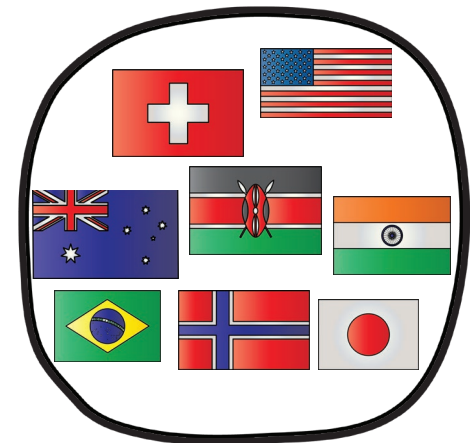


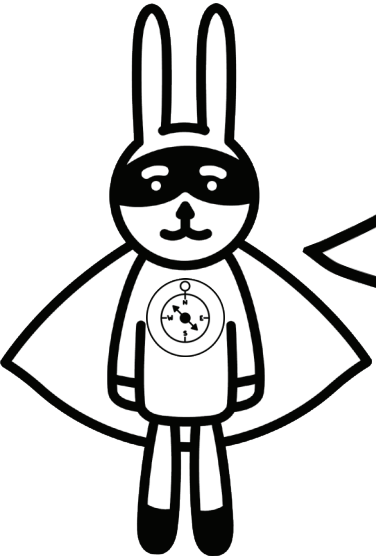
Discuss It:

How can we gather information by visiting another place (a new country, city or place in your community) for the first time?



Draw It: Draw something interesting you saw on a recent trip to someplace new.





Discuss It:

What can we learn by exploring books?



Draw It: Draw something you recently learned in a book.



SEL: Shared Writing Exploration Trip



Directions: Recreate on chart paper if desired. Draw simple pictures with labels to depict what you discovered while exploring the school, library or neighborhood. Did your students notice something that led to additional questions? Write those down too and follow up on them.

We Explored and Found...

EXPLORE MORE!
Questions & Follow Ups

.....

.....

.....

.....

.....

A Hero's Path Has Trouble Spots & Escape Routes

OVERVIEW

Heroes are known for going on daring and challenging quests to solve problems and make a difference. Along the way, though, these same heroes hit trouble spots along the way! When things don't go according to plan - when obstacles arise - heroes have to deal with them.

Heroes have a way of using what they know in their head and what they know in their heart and what they observe all around them to find the way through - to find a way out.

Once a week you and your students will look at one or more Trouble Spots that the hero of the week encountered. You'll also think and talk about one Escape Route (SEL Strategy) that heroes take to overcome.

Display the posters prominently and find ways to use the SEL strategy throughout the week in all subjects. At the close of the week, gather students and discuss how they used the strategy. Understandings will evolve and the entire classroom community will learn from each other.

You will have plenty of opportunity to spiral back with all the strategies throughout the year. There are 25 Trouble Spots and some are covered in multiple weeks. There are 35 Escape Routes covered in Weeks 1-35, with Week 36 being a review week.

This packet includes hands-on activity or discussion suggestions to help students understand each trouble spot and escape route.

Are you ready to take off? Let's get started on our journey!



A HERO'S JOURNEY HAS

Trouble Spots & Escape Routes



TROUBLE SPOTS

-An obstacle along a hero's journey.

1. Mad Marshlands (*anger*)
2. Sadness Sinkhole (*sadness*)
3. Anxious Alley (*fear*)
4. Weeds of Worry (*ruminatation*)
5. Too Much Mountain (*overwhelm*)
6. Not Enough Rut (*inadequacy*)
7. Distraction Ditch (*distraction*)
8. Frustration Falls (*frustration*)
9. Maze of Confusion (*confusion*)
10. Desert of Disappointment (*disappointment*)
11. Rushing Rapids (*hastiness, being unprepared*)
12. Quality Quicksand (*carelessness*)
13. Grumpy Dump (*rudeness*)
14. Boredom Badlands (*boredom or apathy*)
15. Lonely Landslide (*loneliness*)
16. Broken Bridges (*broken relationships or illness*)
17. Proudful Blindfold (*self-occupation*)
18. Lemming Drop (*peer pressure*)
19. Bossy Bumps (*controlling*)
20. Clueless Canyon (*lacking knowledge or know-how*)
21. Messy Mud (*disorganization*)
22. Jealous Edge (*jealousy*)
23. Greedy Gorge (*greed, stinginess*)
24. Thoughtless Thorns (*insensitivity*)
25. Seasons of Change (*going through changes*)

ESCAPE ROUTES

-A resource, a way out, or a way through.

SELF AWARENESS

1. Superhero Vision (*identifying emotions & problems*)
2. Be-YOU-tiful Boulevard (*self-perception, confidence*)
3. Gratitude Gate (*recognizing strengths, resources*)
4. Bounce Back Ball (*confidence, efficacy*)
5. Sea of Possibility (*self-efficacy, optimism*)
6. Hope Float (*optimism*)
7. Wonder Way (*optimism*)
8. Journal Junction (*reflection, stress-mgmt, emotions*)

SELF MANAGEMENT

9. Laughter Lane (*maintaining sense of humor*)
10. Lens of Focus (*goal-setting, stress management*)
11. Ladder of Learning (*self-efficacy, self-motivation*)
12. Pit Stop of Rest (*stress management*)
13. Calm Down Castle (*stress management*)
14. Muddy Puddles (*stress management*)
15. Just Start Surprise (*self-discipline, goal-setting*)
16. Path of Perseverance (*self discipline, goals*)
17. Inspiration Vacation (*self-motivation*)
18. Pack of Preparation (*goal-setting, discipline*)
19. Chunka Chunka Choo Choo (*organizational skills*)
20. Find a Superhero Soft-Landing (*diffusing triggers*)

SOCIAL AWARENESS

21. Super Hearing (*listening and perception skills*)
22. Carousel of Perspective (*perspective-taking, empathy*)
23. Common Ground (*diversity, perspective-taking*)
24. Dance of Diversity (*teamwork, respect for differences*)
25. Superhero Soft Landing (*handling trigger situations*)

RELATIONSHIP SKILLS

26. Talk-It Rocket (*communication*)
27. Collaboration Station (*social engagement, teamwork*)
28. Wise Words (*listening, perspectives, communication*)
29. Smile Island (*relationship building, reflection*)
30. Fairness Fairway (*relationship building, teamwork*)

RESPONSIBLE DECISION-MAKING

31. Painter's Palette of Choices (*responsible decisions*)
32. Firm Foundation (*problem-solving, analyzing, motives*)
33. Reflection River (*analyzing, evaluating - also self mgmt*)
34. Healthy Hovercraft / Healthy Start (*healthy choices*)
35. Measurement Moxie (*evaluating, goal-setting*)

Get excited!

EACH WEEK YOU AND YOUR HEROES WILL FOCUS ON ONE ESCAPE ROUTE WHILE SPIRALING BACK AND REINFORCING PREVIOUS ONES THROUGHOUT THE YEAR.

RUSHING *Rapids*

WHEN YOU RUSH AND MAKE
MISTAKES.



HASTINESS

SELF-TALK
SUGGESTION:

I can slow down and do it one step at a time.

TROUBLE SPOT

Discussion Guide

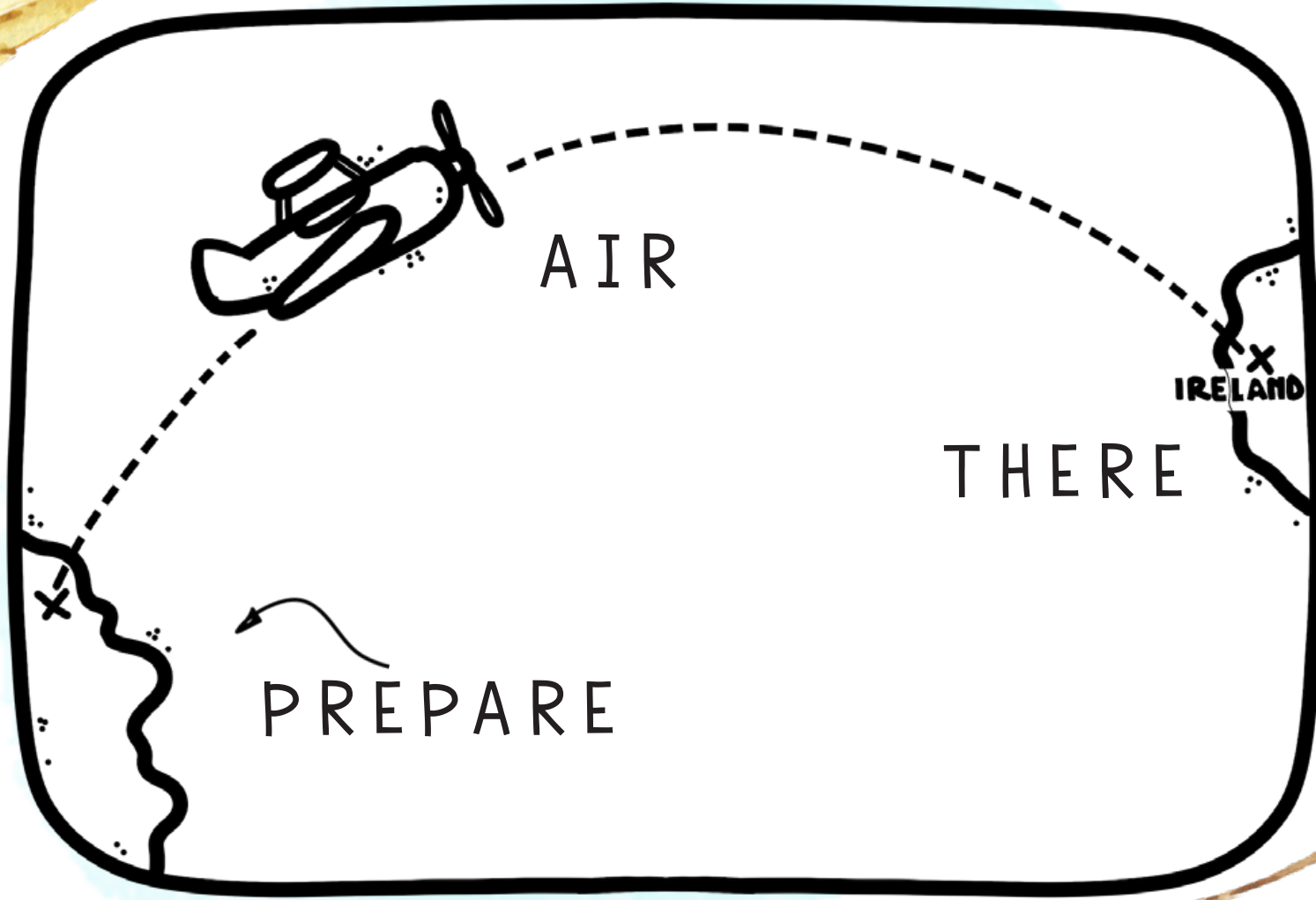
For use with all Trouble Spots. For the first discussion, read the “A Hero’s Path Has Trouble Spots and Escape Routes” overview.

- ✓ **INTRODUCE IT:** Read the title, description and issue it describes. Review any unknown terms / vocab. (Don’t read self-talk).
- ✓ **DESCRIBE IT:** Describe how the child looks (body language, expressions, surroundings). What do you think he or she is feeling?
- ✓ **CONNECT IT:** When did the hero or people in the hero’s life feel this way? When was a time you felt this way? What was going on? How did you feel?
- ✓ **CHART IT:** Chart a brainstorm of how you can overcome the challenges (as more SEL Life strategies are introduced, include specific strategies that can be used).
- ✓ **SAY IT:** When you feel this way, one thing you can say to yourself is... (read the self-talk suggestions).
- ✓ **SHARE IT:** We’ll gather together at the end of the week and share times we’ve remembered to use this self-talk and what we learned about this Trouble Spot.



PREPARE → AIR → THERE

THREE STEPS IN ANY GOAL



Name: _____

Directions: Amelia Earhart couldn't take off without first traveling down the runway. Similarly, heroes take steps to achieve their goals. Read the goal. Cut out the steps and paste them on the time line. Color the pictures. Paste the completed page in your Character Ed Notebook.



Goal: Jordan wants to read a book.

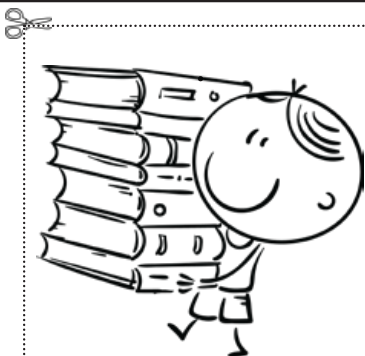
1

2

3

4

TIME LINE



Check out
the book



Find
the book.



Pick a
book topic.



Read
the book.

Name: _____

Directions: Amelia Earhart couldn't take off without first traveling down the runway. Similarly, heroes take steps to achieve their goals. Read the goal. Cut out the steps and paste them on the time line. Color the pictures. Paste the completed page in your Character Ed Notebook.



Goal: Jenny wants to mail a picture to her pen pal.

1

2

3

4

A large rectangular area divided into four vertical sections by dotted lines, corresponding to the numbered steps above. This is the timeline for sequencing the goal.

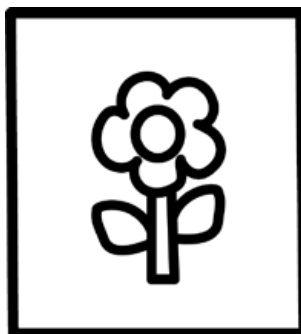
TIME LINE



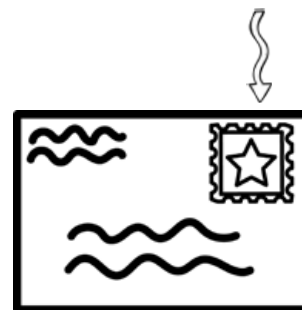
Mail the letter.



Get supplies.



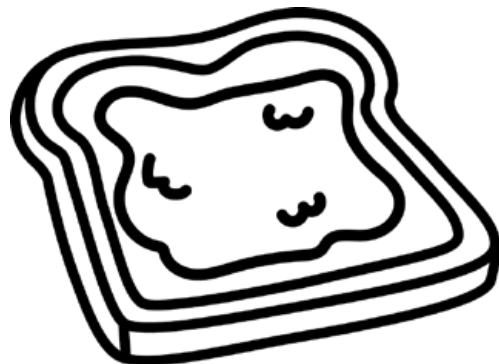
Draw a picture.



Stamp the envelope.

Name: _____

Directions: Amelia Earhart couldn't take off without first traveling down the runway. Similarly, heroes take steps to achieve their goals. Read the goal. Cut out the steps and paste them on the time line. Color the pictures. Paste the completed page in your Character Ed Notebook.



Goal: Jose wants to make some toast for a snack.

1

2

3

4

A large horizontal timeline consisting of four empty rectangular boxes, each corresponding to a step number above it. The boxes are separated by vertical dotted lines and have a dotted border.

TIME LINE



Spread jelly on toast.



Eat the toast.



Put toast in toaster.



Gather supplies.

SEL: Goal Setting & Planning Practice

Directions: Read the quote to students. Draw three goals. With support write in first step to take. Check when complete.



Prepare Your Runway!

Draw three goals.

HAVE

DO

BE

NEXT STEP

NEXT STEP

NEXT STEP

Working Done
On it

Working Done
On it

Working Done
On it

Some of us have great runways already built for us. If you have one, take off! But if you don't have one, realize it is your responsibility to grab a shovel and build one for yourself and for those who will follow after you. - AMELIA EARHART

ENGAGE YOUR...

SUPERHERO *Vision*

I CAN LOOK TO SEE WHAT'S ON THE SURFACE AND WHAT'S UNDERNEATH.



- » Try When: You're starting something new or when you want to understand.
- » Strategy: Think about the situation. Ask yourself how you feel. Guess how others might feel. Think about what else might be going on and what the motivations are.

Escape Route Discussion Guide Cards

ENGAGE YOUR...

SUPERHERO *Vision*

I CAN LOOK TO SEE WHAT'S ON THE SURFACE AND WHAT'S UNDERNEATH.



» **TRY WHEN:** You're starting something new or when you want to understand.
» **STRATEGY:** Think about the situation. Ask yourself how you feel. Guess how others might feel. Think about what else might be going on and what the motivations are.
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Engage Your Superhero Vision

WEEK
2

SEL / LIFE SKILLS

- Analyzing situations
- Identifying problems
- Evaluating

MATERIALS

- N/A
- Optional Exploring Eagle printables in Week 2 SEL packet.

ACTIVITY SUGGESTION (EAGLE VISION):

Imagine you are an eagle. First you are way in the sky, high over the treetops. What do you see from this view? Now you come closer and land in the top of the tree. What do you see in the treetops? Now land on the ground. What do you see now?

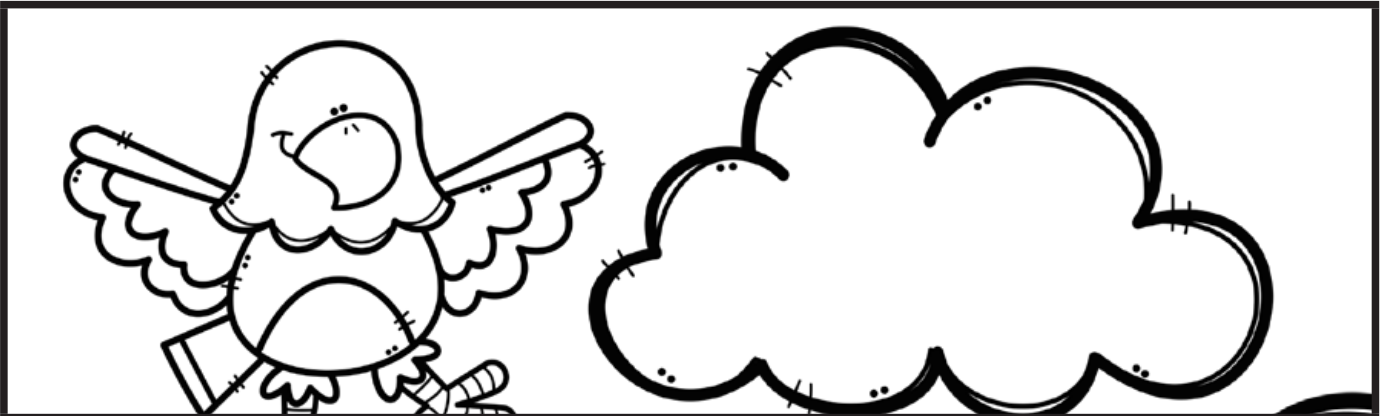
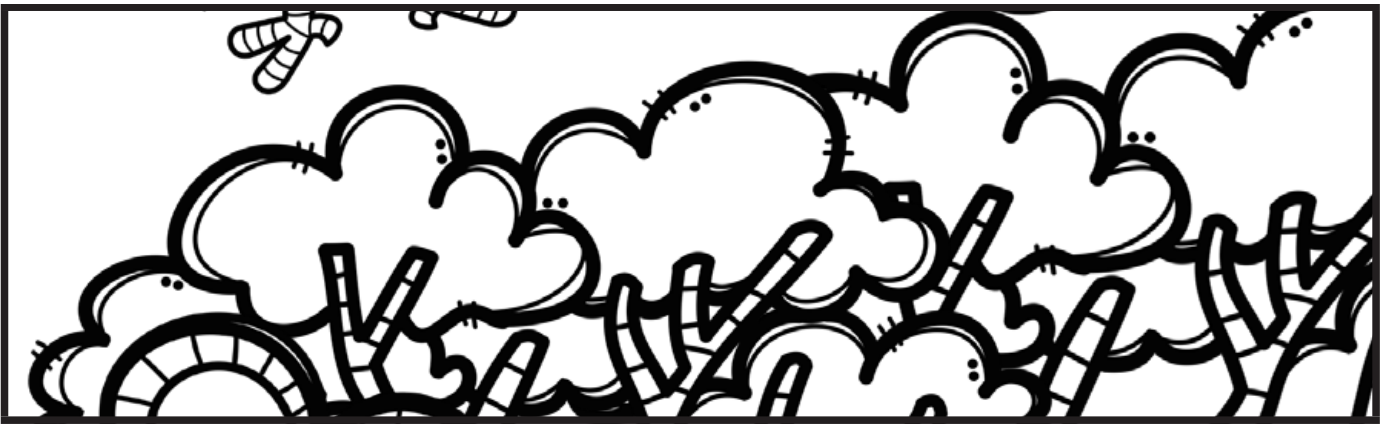
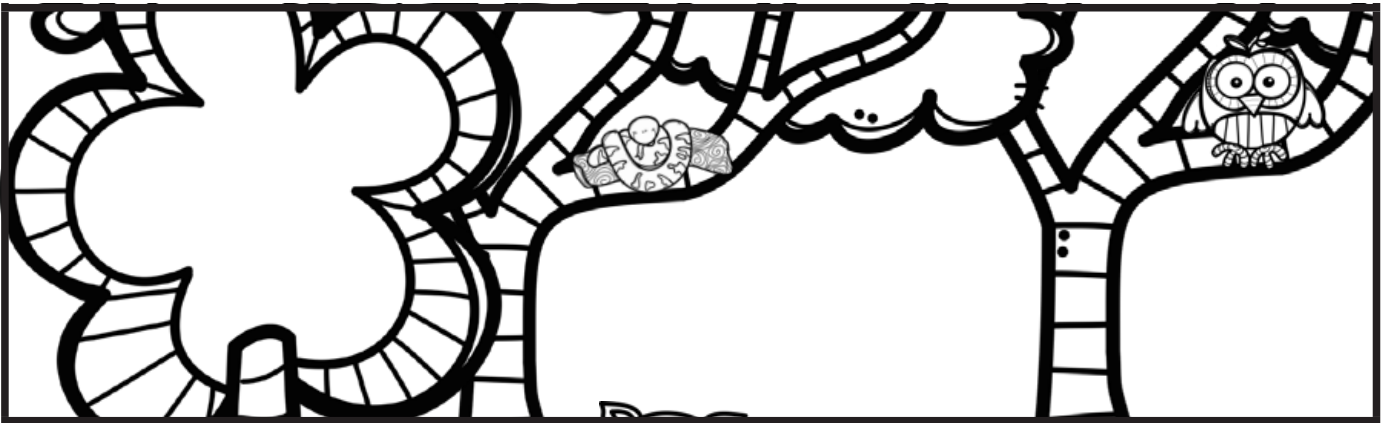
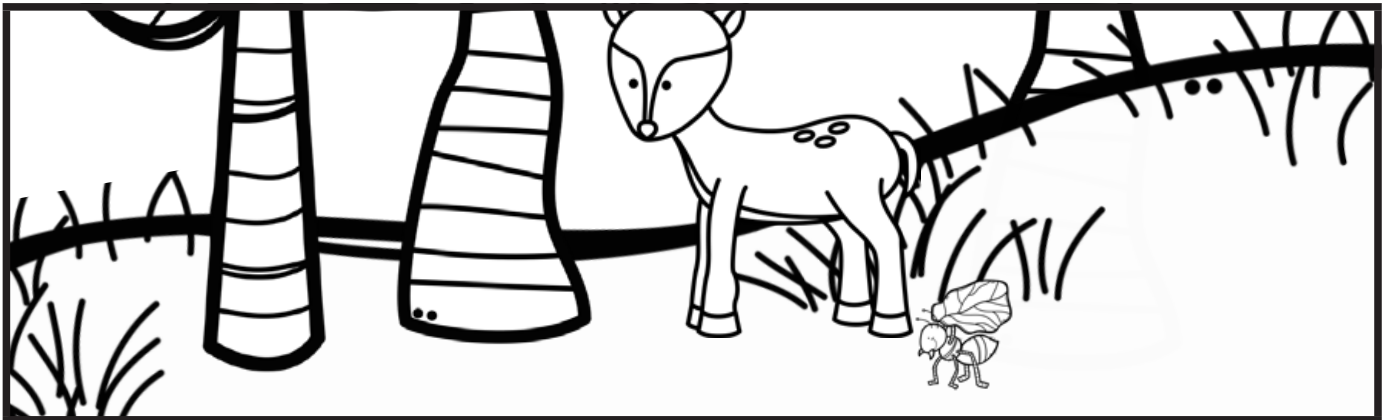
DISCUSSION IDEAS

- How was your view different from the sky, treetops and ground?
- Why do you think it's important to look more closely at things? What can you miss if you don't?
- How can you use this strategy in your life?

NOTES:

SEL: Exploring Eagle Layers (Small - BW)

Directions: Eagles look from above to see what's on the surface and then use their super sharp vision to explore the surface below. Cut out the following sections and paste them on the following sheet in order.



SEL: Engage Your Superhero Vision

Directions: Paste the forest scene in order using the scene strips on the previous page. Paste into your Character Ed Notebook.

Superhero Vision: An eagle uses its sharp vision to see from the sky to the forest floor. Similarly, when you face situations, remember to look deeper and notice more about them before you respond. Taking the time to notice more can help you understand any situation better and respond wisely.

Sky and Clouds

Tree Tops

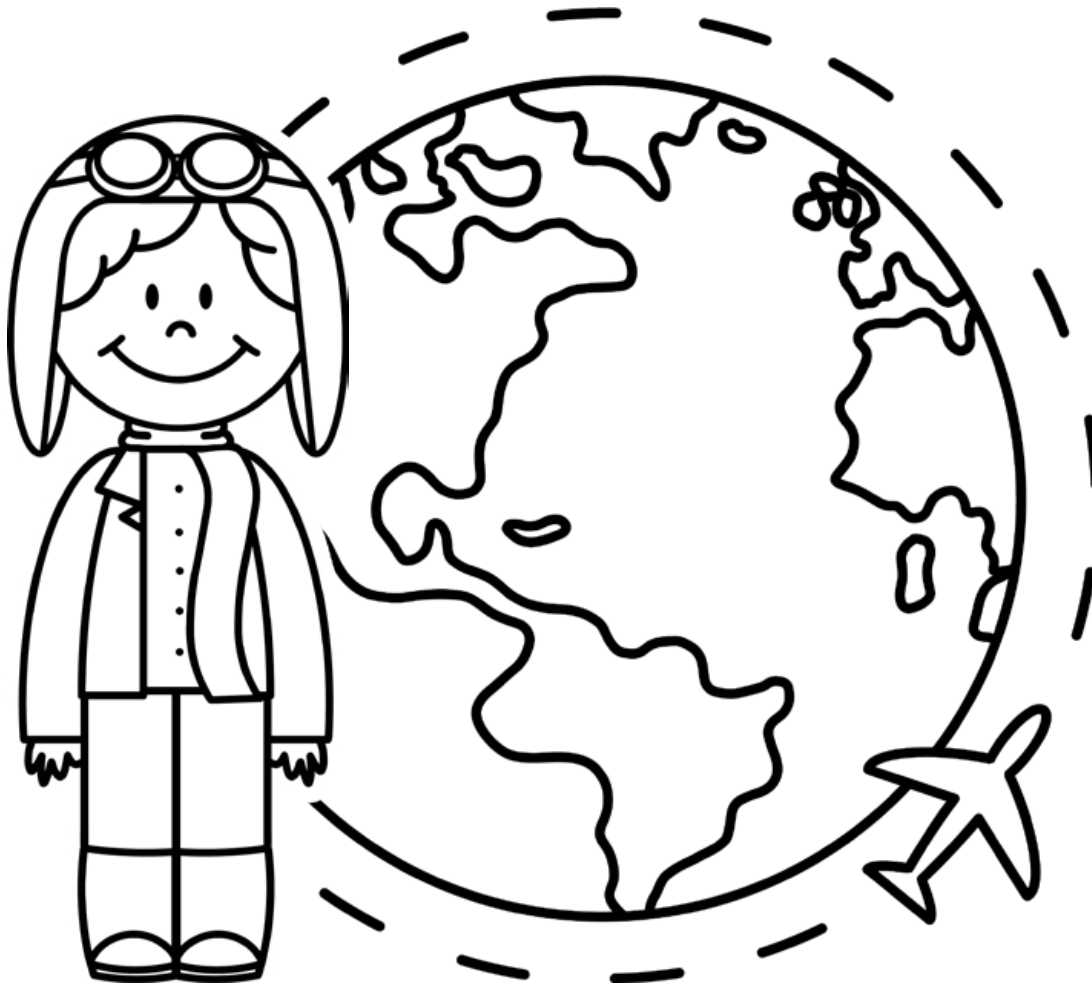
Branches

Ground

Name: _____

Directions: Trace the word. Answer the question. Color the picture.

Getting to Know Amelia Earhart



I can explore

...like Amelia Earhart!

I want to explore... (teacher to write in student response)

Language Printables

Refer to the weekly Activities at a Glance PDF for additional clickable videos, digital activities and set up instructions for...

- » WEEKLY READING RESPONSE JOURNAL
- » WEEKLY READ ALOUD COMPREHENSION QUESTIONS
- » WEEKLY CREATIVE WRITING PROMPTS
- » PHONICS PRACTICE BOOM CARDS
- » OPTIONAL BOOK SUGGESTION

Notes for this Section...

- » *Print the following pages on cardstock: the Reading Strategies Posters: **Picture Power!** and **Look, Say & Listen**, as well as the **Week 2 Sight Words** and any other instructional posters. For additional durability, the posters can be laminated but the **Sight Word Book** pages do not necessarily need to be. You will be reusing some of the **Reading Strategies Posters** in later weeks so be sure to keep them handy!*
- » Weeks 2 through 6 contain **Letter Signal Cards**, which are posters and movements, used to assist with teaching the association letters to their sounds. Refer to the instructional page for information on how to use these.
- » The **Beginning Sound Room Labels** in this section can be used as vocabulary cards to place around your home or school room to help your student(s) begin associating words with objects. See the directions on the pages for prep and usage information.
- » *Assembly Instructions for the **Letter Quest Review Reader Booklet**: Cut through the center of the booklet (not necessarily the center of the paper) with a paper cutter or scissors. Then, assemble with front cover (Letter Quest) on top, followed by pages 1-6, and with the back cover (Letter Sounds I Know) on bottom. Staple all pages together on the left-hand side. If you find the pages are not the same size trim along the outer solid rectangle for best results.*

Week 2

Instructional Schedule

Use the following activities to practice phonics and reading fluency skills this week.

ESSENTIAL QUESTION: Do you hear the beginning sound in a word?

	SIGHT WORDS / INTRODUCE	MATERIALS
DAY 1	<p>TEACHING POINT: Letters are found everywhere.</p> <ol style="list-style-type: none"> 1. Read aloud the Character Connection. 2. Introduce the sight words for the week: in, is, you, it, he 3. As an example of letters being found EVERYWHERE, look for and identify letters in environmental print. 4. During your search, point out different fonts, etc. 	<ul style="list-style-type: none"> ★ Character Connection Notes ★ Examples of print in student's environment: magazine, fliers on the fridge, church/community bulletins, mail, etc.
DAY 2	<p>LETTERS C & M</p> <p>TEACHING POINT: The sound of letter C as in car. The sound of letter M as in mix.</p> <ol style="list-style-type: none"> 1. Suggested Sight Word Practice: Create flashcards to practice sight words, 2. Introduce the Look, Say & Listen strategy poster, 3. Use the Alphabet Letter Sound Signal Cards to (1) Discuss ONE sound of C, the sound as in car - PUT HANDS UP LIKE DRIVING A CAR and (2) Review the sound of M as in mix - HOLD ONE ARM LIKE A BOWL AND USE OTHER ARM TO STIR. 4. Post the Letter C & M Room Labels, if desired. 5. Complete the Focus on Phonics practice pages for the letters C and M. 	<ul style="list-style-type: none"> ★ Index cards, cut paper, sticky notes ★ Look, Say & Listen poster ★ Alphabet Letter Sound Signal Cards ★ Letter C Focus on Phonics printable ★ Letter M Focus on Phonics printable ★ Room labels printables
DAY 3	<p>LETTERS A & T & READING STRATEGY</p> <p>Teaching Point: The sound of letter A as in achoo. The sound of letter T as in time.</p> <ol style="list-style-type: none"> 1. Suggested Sight Word Practice: Ask student to say a sentence with each of the weekly sight words. 2. Review the Picture Power reading strategy. 3. Use the Alphabet Letter Sound Signal Cards to (1) discuss ONE sound of A is the short sound as in achoo - make ACHOO SNEEZING MOTION and (2) the sound of T as in time. -TAP YOUR WRIST LIKE A WATCH. 4. Post the Letter A & T Room Labels, if desired. 5. Complete the Focus on Phonics practice pages for A and T. 	<ul style="list-style-type: none"> ★ Picture Power! poster ★ Alphabet Letter Sound Signal Cards ★ Letters A Focus on Phonics printable ★ Letters T Focus on Phonics printable ★ Room labels printables

Week 2 (continued)

Instructional Schedule

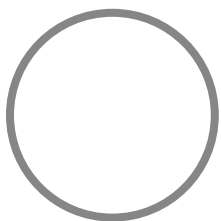
Use the following activities to practice phonics and reading fluency skills this week.

ESSENTIAL QUESTION: Do you hear the beginning sound in a word?

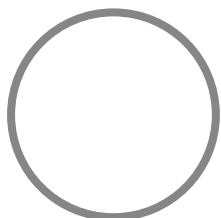
	LETTERS S & R & READING STRATEGY	MATERIALS
DAY 4	<p>Teaching Point: The sound of the letter S as in saw. The sound of the letter R as in robot.</p> <ol style="list-style-type: none"> Review the Look, Say & Listen reading strategy poster. Use the Alphabet Letter Sound Signal Cards to (1) discuss the sound of S as in saw -MOVE YOUR HAND BACK AND FORTH ON YOUR OTHER ARM and (2) the sound of R as in robot - MOVE YOUR ARMS LIKE A ROBOT. Post the Letter S & R Room Labels, if desired. Complete the Focus on Phonics pages for S and R. 	<ul style="list-style-type: none"> ★ Alphabet Letter Sound Signal Cards ★ Letters S & R Focus on Phonics printables ★ Look, Say & Listen! poster ★ Room labels printables
	REVIEW	MATERIALS
DAY 5	<p>TEACHING POINT: Review</p> <ol style="list-style-type: none"> Browse the Letter Quest/Letter Sounds I Know booklet and complete with your student. Complete the Sight Word practice page. Complete the handwriting practice page. Complete any unfinished assignments. Complete the weekly Phonics & Fluency assessment printables. 	<ul style="list-style-type: none"> ★ Any unfinished activities ★ Letter Quest/Letter Sounds I Know booklet/printable ★ Handwriting practice Letter A printable ★ Sight Words in a Snap printable ★ Weekly Phonics Assessment printables

Sight Word Books (Week 2 Words)

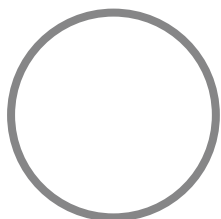
WEEK 2 SIGHT WORDS



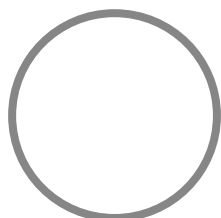
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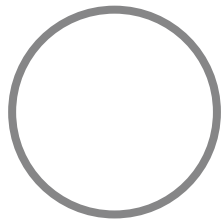
is



you



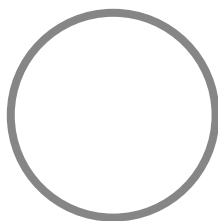
it



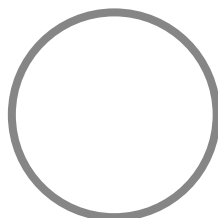
he



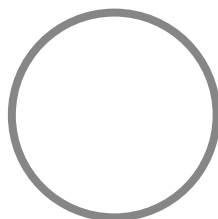
WEEK 2 SIGHT WORDS



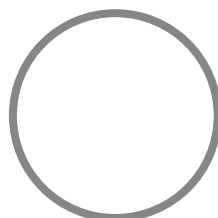
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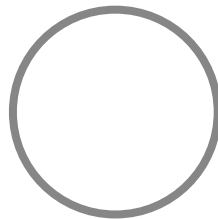
is



you



it



he



Reading Strategies Overview

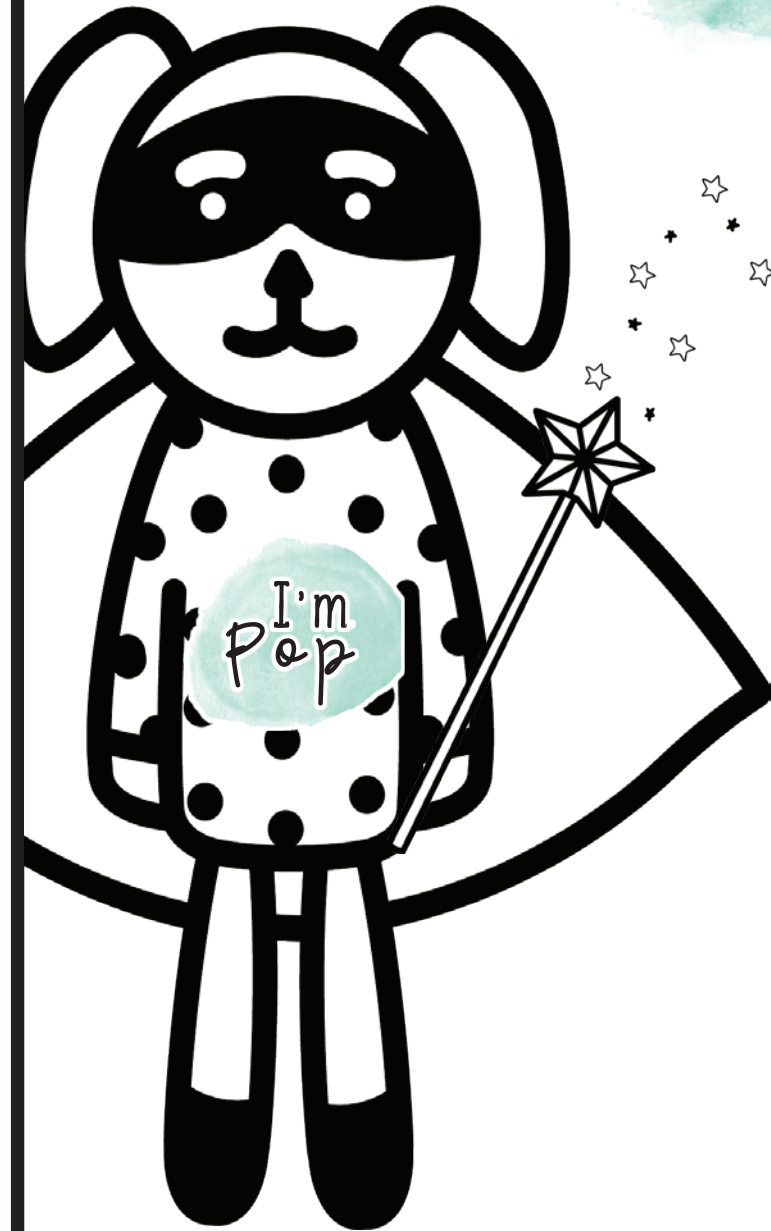
Below is a list of 20 reading strategies for use them with your students. These strategies are designed to help your students though trouble spots as they develop and master different reading skills as well as a knowledge of letter sounds. They cover a wide range of skills from developing confidence and stamina, basic concepts of print, word families, context clues and so much more. These strategies will help meet the needs of a wide rage of ability levels within your class.

How to Use: Review the strategies and select the ones your students need. Review with students in whole group, small groups or individually on in the weeks suggested or as needed. You may print each strategy full size or create card-sized versions by adjusting your print settings (many printers allow you to print 2-4 pages per page). If you have any questions on these strategies, reach out to us at support@homeceoacademy.com. [You may also pair these strategies with our language mascot Hop the Bunny!](#)

STRATEGY	DESCRIPTION	BUILDS	INTRODUCED
Ready Reader! 	Helps students remember that the words in the story will always go left to right.	Readiness	Wk 1 or as needed Actual: _____
Look Say and Listen 	Helps students remember to listen carefully for the sounds they hear in spoken words. (Note: This is introduced in Week 2's lesson plans accompanied with the star wand visual aid.)	Readiness, Phonemic Awareness	Wk 2 or as needed Actual: _____
Picture Power! 	Reminds students that pictures are connected to words which can help them identify the beginning sound of words.	Readiness	Wk 2 or as needed Actual: _____
Go on a Picture Journey! 	Reminds students they can read a book using only pictures.	Readiness and Confidence	Wk 3 or as needed Actual: _____
Go on a Word Journey! 	Reminds students they can read a book by reading the words.	Readiness	Wk 4 or as needed Actual: _____

PICTURE POWER!

PICTURES AND WORDS GO
HAND IN HAND. "POP" THE
FIRST SOUND TO HELP YOU
UNDERSTAND.



LOOK, SAY & LISTEN

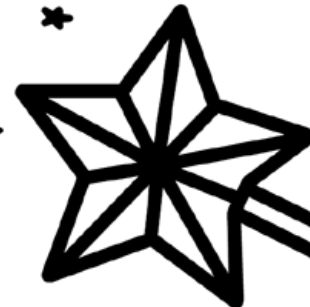


LETTERS, LETTERS EVERYWHERE.

HEAR THEIR SOUND IN THE AIR.

WAVE YOUR WAND AND LOOK AROUND.

SAY THE WORD AND HEAR THEIR SOUND.



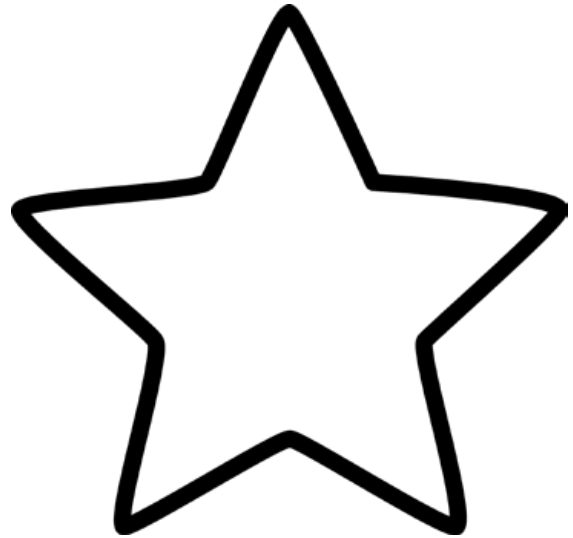
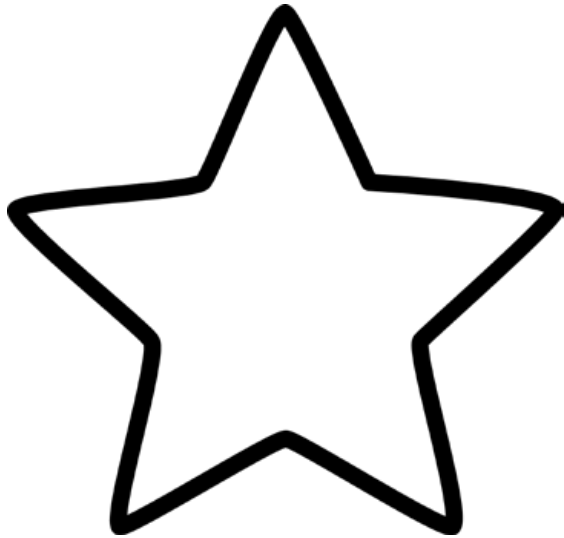
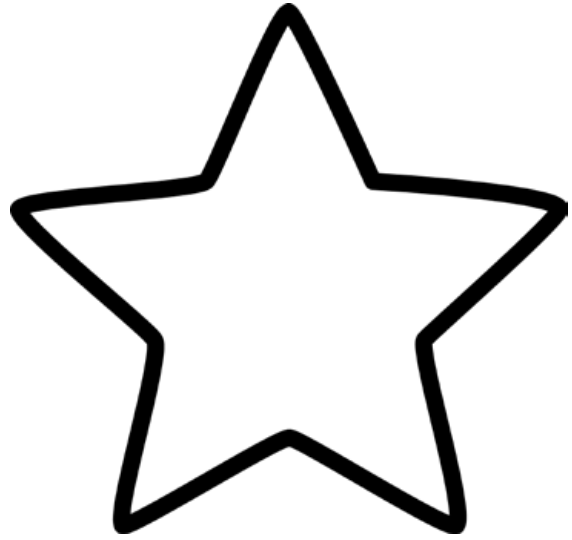
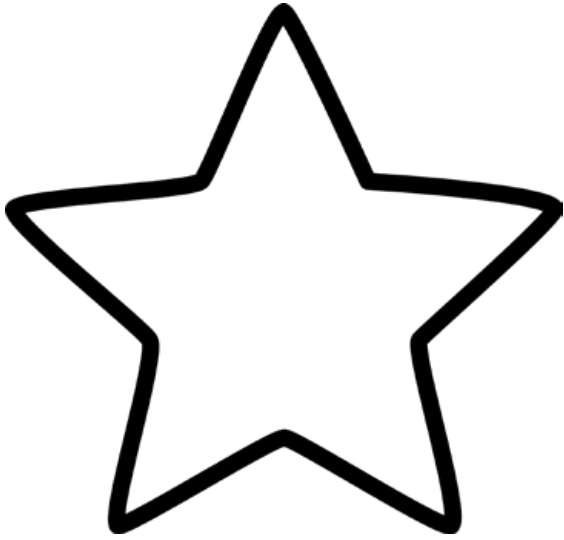
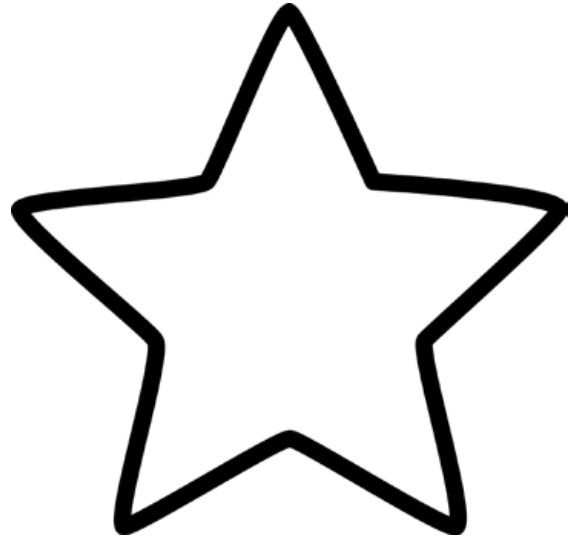
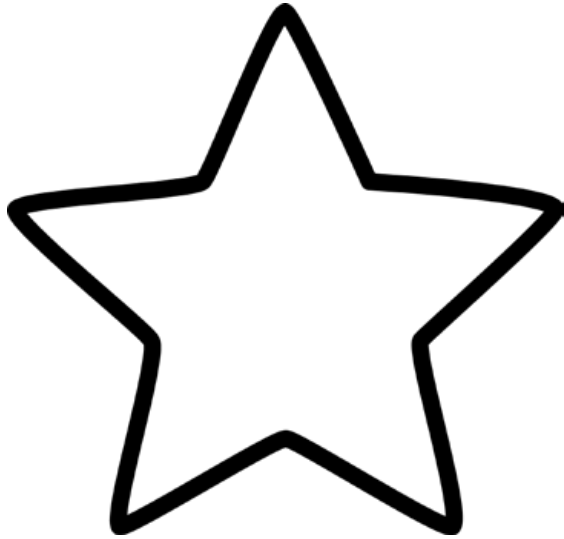
Phonics & Fluency Star Cutouts

Directions: These star wands can be used with the **Look Say and Listen** lesson plans (see Week 2 Phonics and Fluency lesson plans) or as reading pointers. Print enough copies so that each student will have their own star. Allow them to color, decorate and glue to a Popsicle stick. Another option is to have them already made by using hot glue to attach to a Popsicle stick. Then you can let them decorate from there.



Directions: Use these star cutouts create Wands for searching for letters and letter sounds in books and in the classroom. Print enough copies so that each student will have their own star. Allow them to color, decorate and glue to a Popsicle stick. Another option is to have them already made by using hot glue to attach to a Popsicle stick. Then you can let them decorate from there.

Phonics & Fluency Star Cutouts



Directions: Print on card stock and laminate for durability. Use sticky tack to hang up. Use these classroom labels to connect their learning environment to the letter sounds learned each week. Items can be worn by you or your students if you do not have this item in your classroom. To do this, punch two holes and attach with yarn to make a necklace.

WEEK 2: HEROES EXPLORE (LIKE AMELIA EARHART)

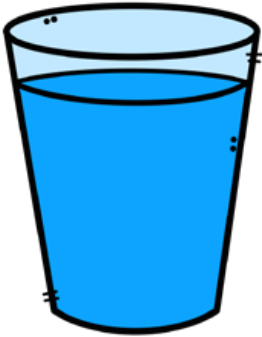
Phonics & Fluency: Beginning Sound Room Labels



computer



coat



cup

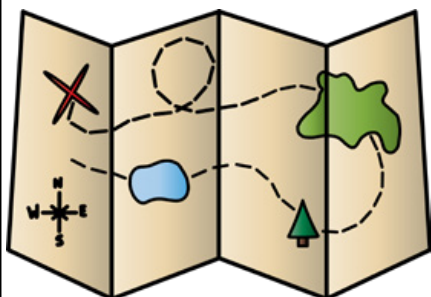


candy

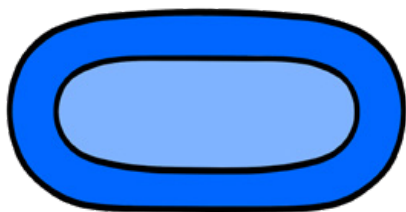
Directions: Print on card stock and laminate for durability. Use sticky tack to hang up. Use these classroom labels to connect their learning environment to the letter sounds learned each week. Items can be worn by you or your students for the day instead of hanging on the wall. To do this, punch two holes and attach with yarn to make a necklace.

WEEK 2: HEROES EXPLORE (LIKE AMELIA EARHART)

Phonics & Fluency: Beginning Sound Room Labels



map



mat



markers

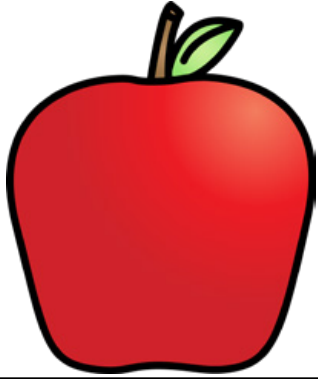


magnets

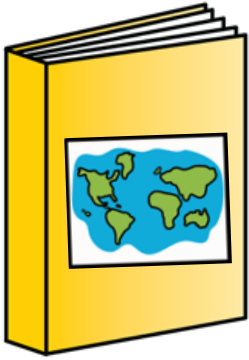
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WEEK 2: HEROES EXPLORE (LIKE AMELIA EARHART)

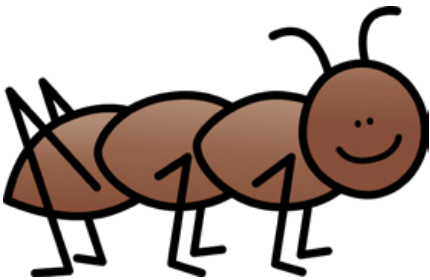
Phonics & Fluency: Beginning Sound Room Labels



apple



atlas



ant

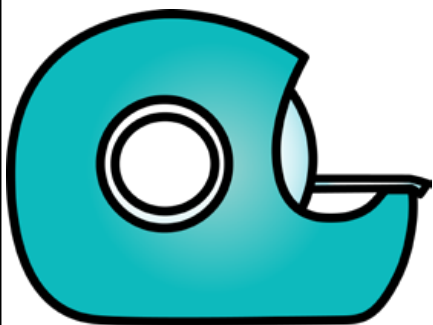


astronaut

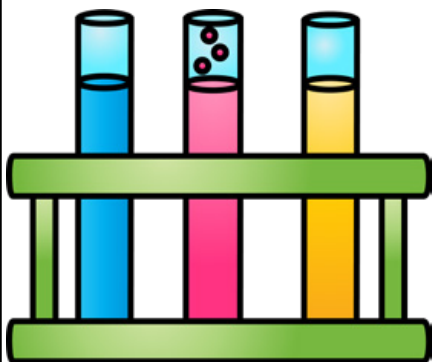
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WEEK 2: HEROES EXPLORE (LIKE AMELIA EARHART)

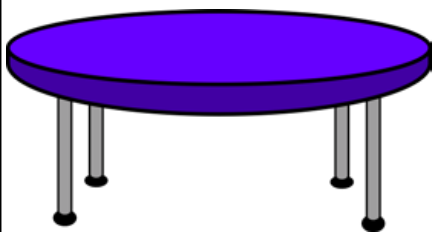
Phonics & Fluency: Beginning Sound Room Labels



tape



test tube



toy

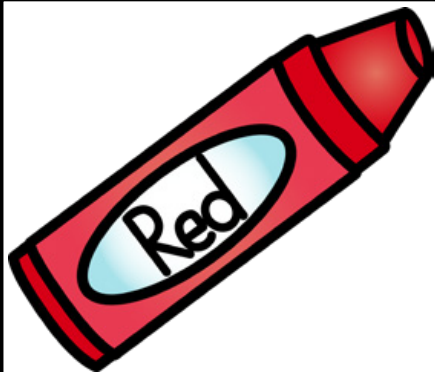


toilet

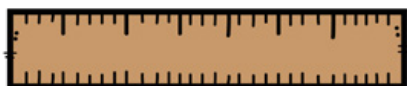
Directions: Print on card stock and laminate for durability. Use sticky tack to hang up. Use these classroom labels to connect their learning environment to the letter sounds learned each week. Items can be worn by you or your students if you do not have this item in your classroom. To do this, punch two holes and attach with yarn to make a necklace.

WEEK 2: HEROES EXPLORE (LIKE AMELIA EARHART)

Phonics & Fluency: Beginning Sound Room Labels



red



ruler



rice



run

Directions: Print on card stock and laminate for durability. Use sticky tack to hang up. Use these classroom labels to connect their learning environment to the letter sounds learned each week. Items can be worn by you or your students for the day instead of hanging on the wall. To do this, punch two holes and attach with yarn to make a necklace.

WEEK 2: HEROES EXPLORE (LIKE AMELIA EARHART)

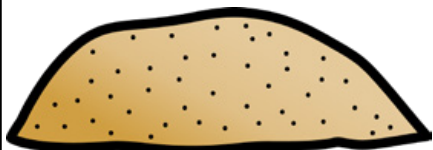
Phonics & Fluency: Beginning Sound Room Labels



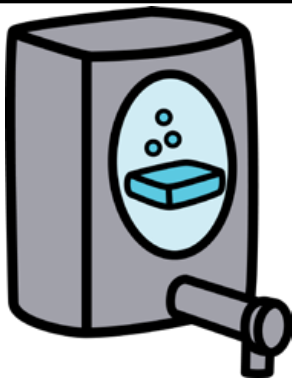
sink



sit



sand



soap

LETTER SIGNALS *Explained*

Letter signals are simply hand motions that accompany the sound each letter makes. By adding a motion to each sound your student(s) will begin to associate the letter, sound and word together. Consider this activity like a memory aid. This will help them in memorizing the sounds each letter makes. Simply say each letter name, repeat the sound three times while doing the movement and then end by saying the word. For example: Aa says /a/ (*sneezing motion*) /a/ (*sneezing motion*) /a/ (*sneezing motion*) achoo.

Aa: ACHOO- SNEEZING MOTION

Bb: BANANA- PEELING A BANANA

Cc: CAR- PUT HANDS UP LIKE DRIVING A CAR

Dd: DUCK- OPEN AND CLOSE HAND LIKE A BEAK

Ee: ELEPHANT: MOVE ARM LIKE A SWAYING TRUNK

Ff: FIRE: RUB HANDS BACK AND FORTH

Gg: GUITAR- PLAY GUITAR

Hh: HOT- BREATH HOT AIR ON YOUR HANDS

Ii: ITCH- MOVE FINGERS TO SCRATCH YOUR ARM

Jj: JUMP- MOVE HAND UP AND DOWN

Kk: KICK- MOVE INDEX AND MIDDLE FINGER BACK AND FORTH LIKE KICKING

Ll: LOVE- MAKE HEART WITH HAND AND BEAT

Mm: MIX- HOLD ONE ARM LIKE A BOWL AND USE OTHER ARM TO STIR

Nn: NOSE- TAP YOUR NOSE

Oo: OCTOPUS- WIGGLE ARMS AT YOUR SIDE

Pp: POP- MAKE HANDS OPEN AND CLOSE LIKE A POP!

Qq: QUEEN- PUT ON A CROWN

Rr: ROBOT- MOVE YOUR ARMS LIKE A ROBOT

Ss: SAW- MOVE YOUR HAND BACK AND FORTH ON YOUR OTHER ARM

Tt: TIME- TAP YOUR WRIST LIKE A WATCH

Uu: UMBRELLA- MOVE BOTH ARMS UP AND OUT LIKE YOU ARE OPENING ONE

Vv: VACUUM MOVE YOUR ARM LIKE VACUUMING

Ww: WORM- WIGGLE YOUR FINGER LIKE A WORM

Xx: X-RAY- CROSS YOUR ARMS IN FRONT OF YOU

Yy: YO-YO- PRETEND TO MOVE A YO-YO UP AND DOWN

Zz: ZIPPER- ZIP UP A COAT

Cc

car



Mm

mix



A a

achoo



Tt

time



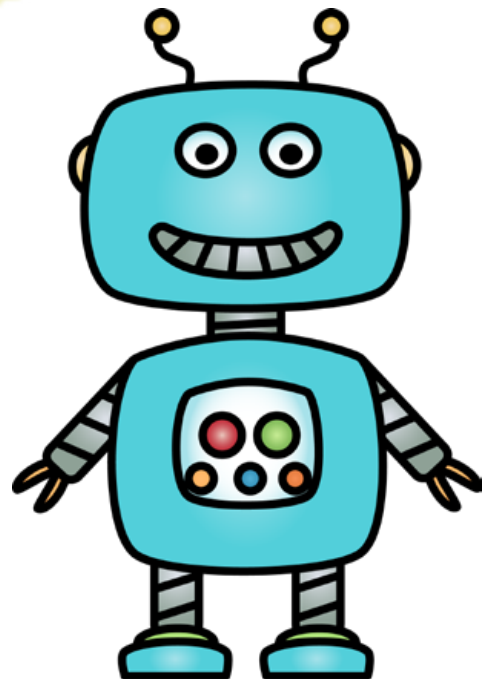
Ss

saw



Rr

robot



Name: _____

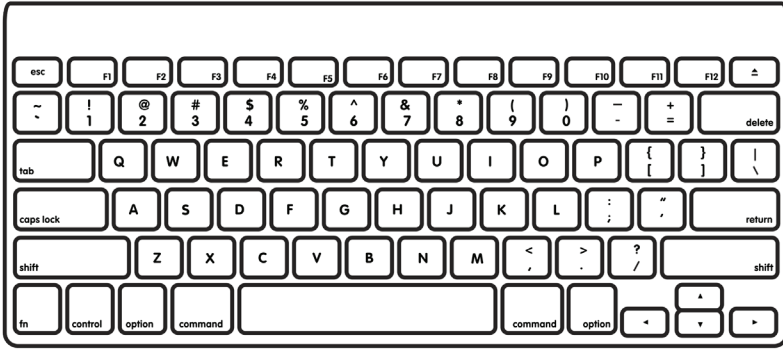
1 SAY IT! Say the letter C sound and track with your finger.

C, c, C, c, car. →

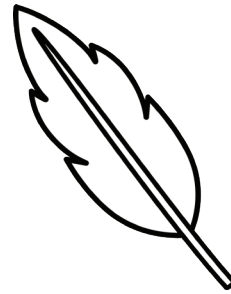
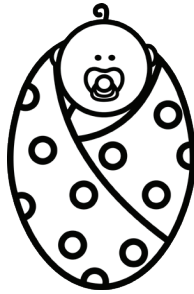
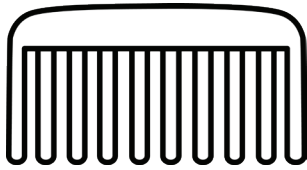
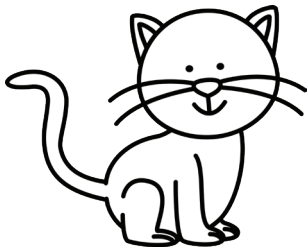


FOCUS ON
phonics

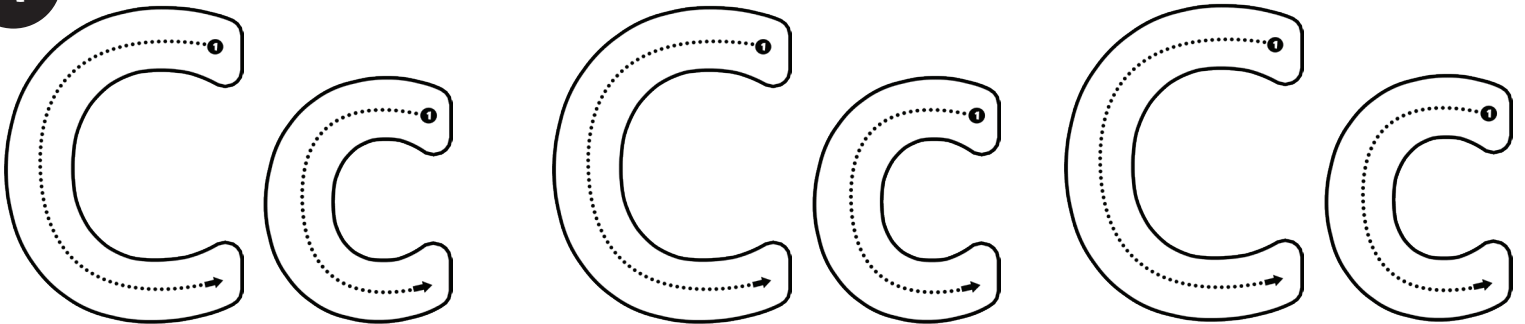
2 TYPE IT! Find the letter Cc on the keyboard and color it in.



3 LISTEN FOR IT! Color in the pictures that begin with the letter /c/ sound.



4 TRACE IT! Trace over the letter a to see how it is written.



5 SPOT IT! Circle all the uppercase and lowercase letter Cc.

r C A c T s C S M
C M A r a C R C C
C M A r a m C R

Name: _____

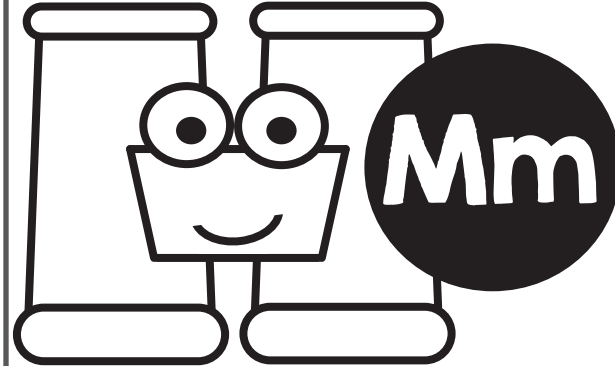
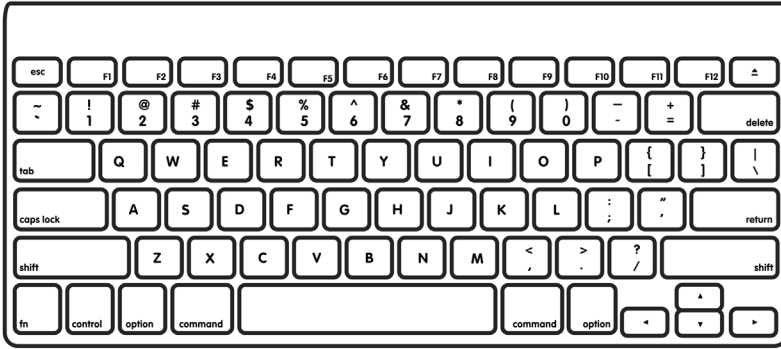
1 SAY IT! Say the letter M sound and track with your finger.

M, m, m, m, mix.

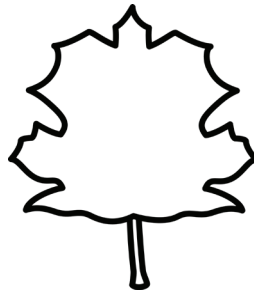
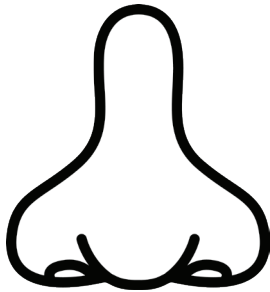
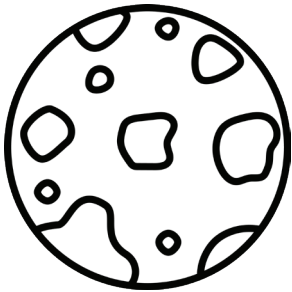


FOCUS ON
phonics

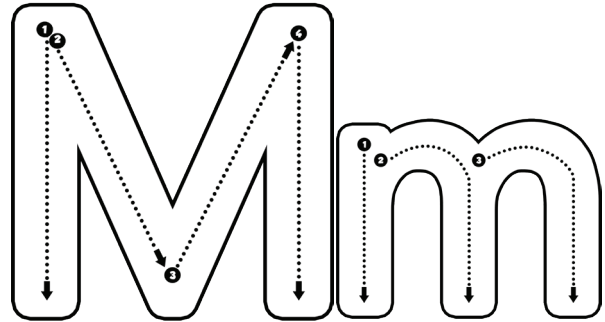
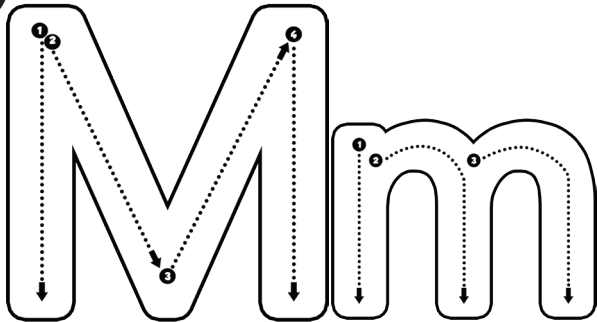
2 TYPE IT! Find the letter Mm on the keyboard and color it in.



3 LISTEN FOR IT! Color in the pictures that begin with the letter /m/ sound.



4 TRACE IT! Trace over the letter a to see how it is written.



5 SPOT IT! Circle all the uppercase and lowercase letter Mm.

r m S m a M T a M
C c c t A C
C S M r m a M m

Name: _____

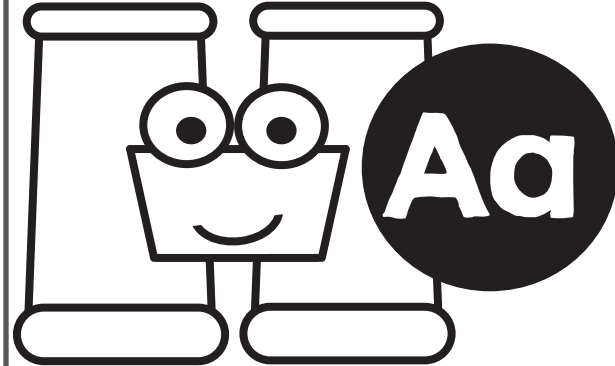
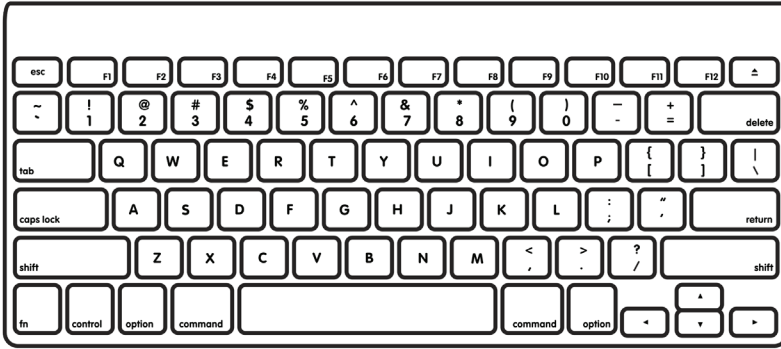
1 SAY IT! Say the letter A sound and track with your finger.

A, a, a, a, achoo!

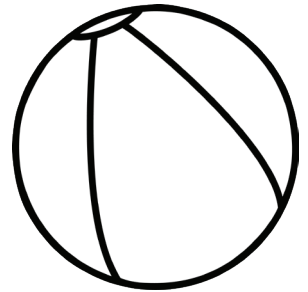
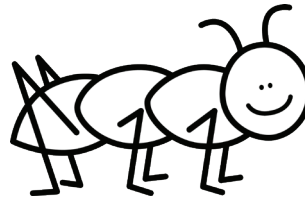
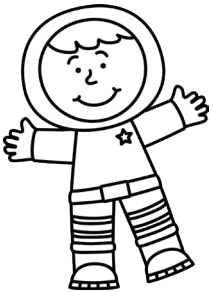


FOCUS ON
phonics

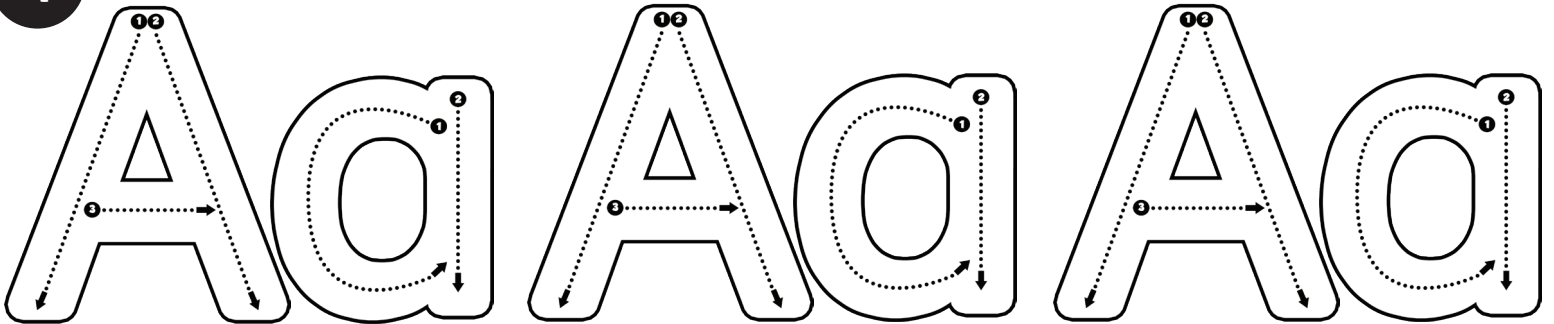
2 TYPE IT! Find the letter Aa on the keyboard and color it in.



3 LISTEN FOR IT! Color in the pictures that begin with the letter /a/ sound.



4 TRACE IT! Trace over the letter a to see how it is written.



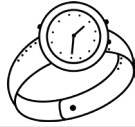
5 SPOT IT! Circle all the uppercase and lowercase letter Aa.

a m **A** c t a s A s M
S T A r a T R C
A M A

Name: _____

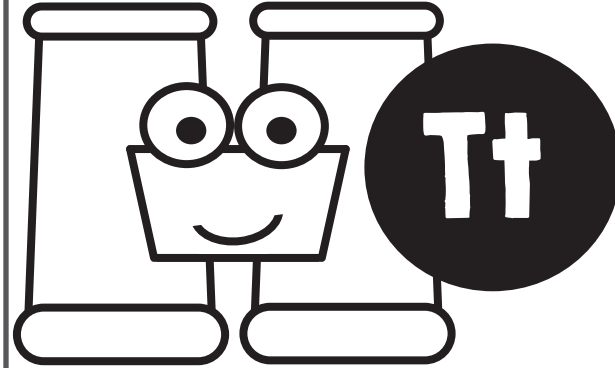
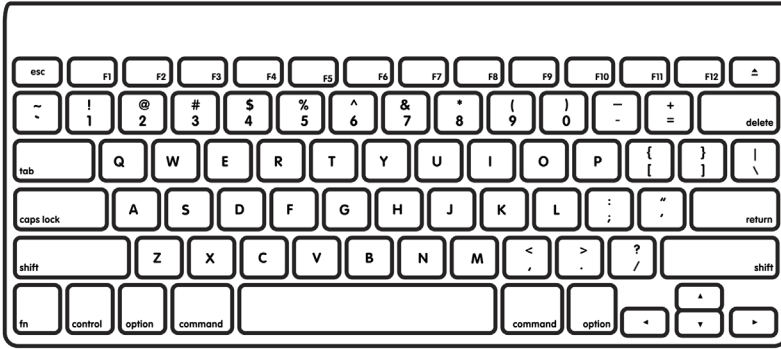
1 SAY IT! Say the letter T sound and track with your finger.

T, t, t, t, time.

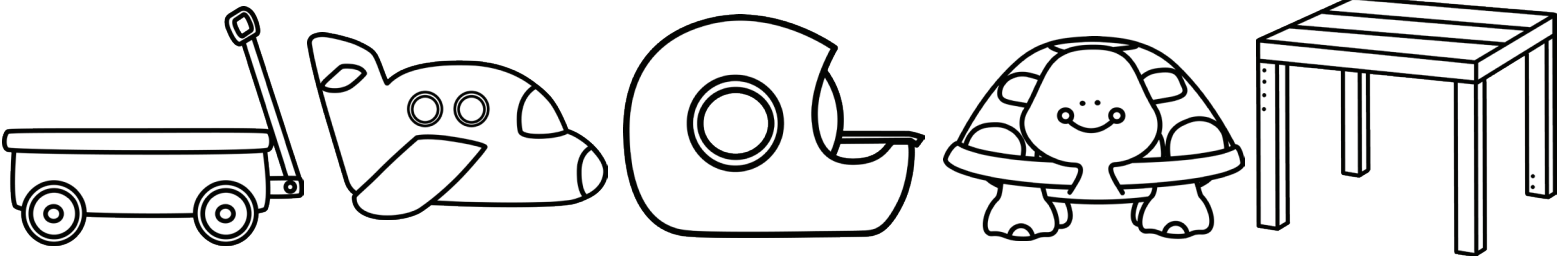


FOCUS ON
phonics

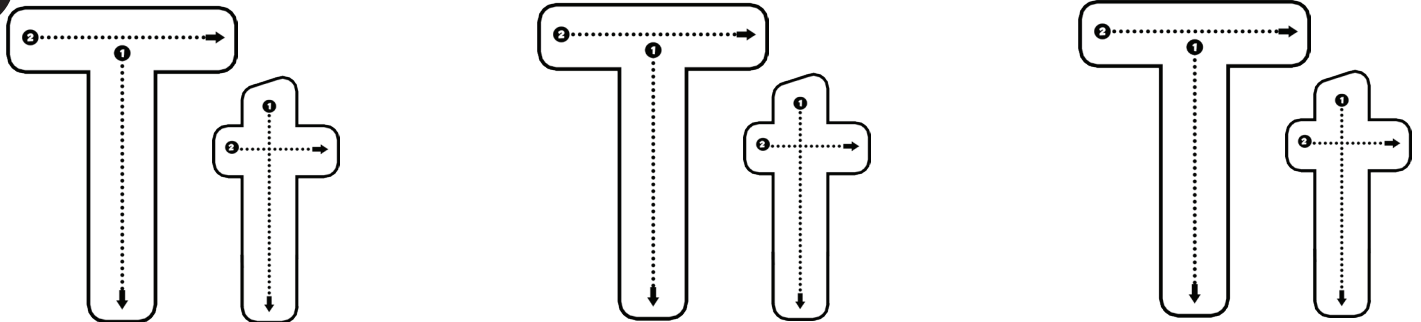
2 TYPE IT! Find the letter Tt on the keyboard and color it in.



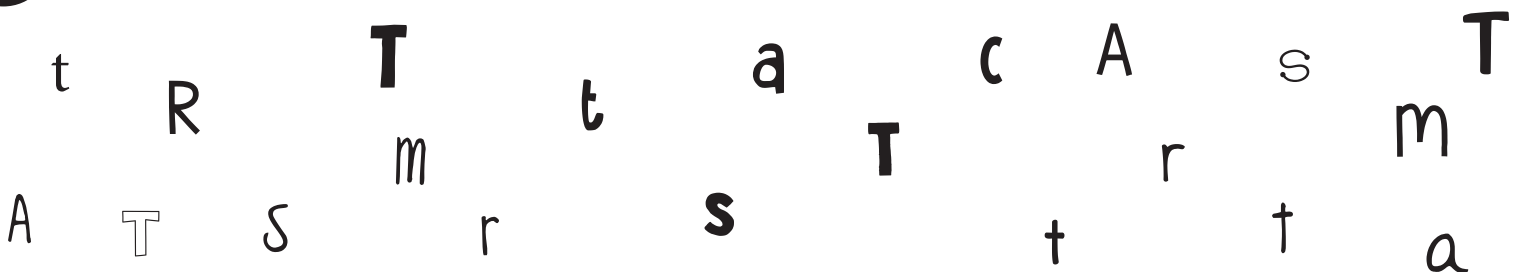
3 LISTEN FOR IT! Color in the pictures that begin with the letter /t/ sound.



4 TRACE IT! Trace over the letter a to see how it is written.



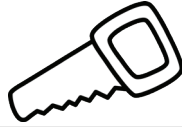
5 SPOT IT! Circle all the uppercase and lowercase letter Tt.



Name: _____

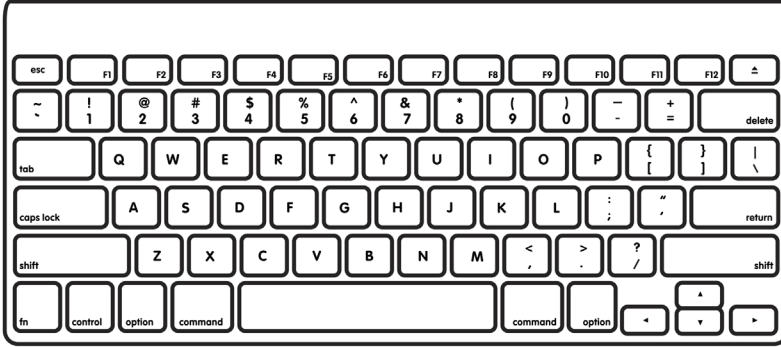
1 SAY IT! Say the letter S sound and track with your finger.

S, s, S, s, saw →

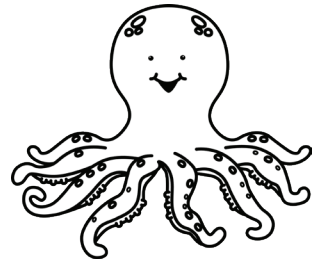
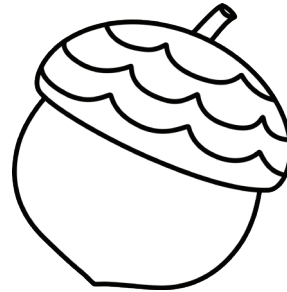
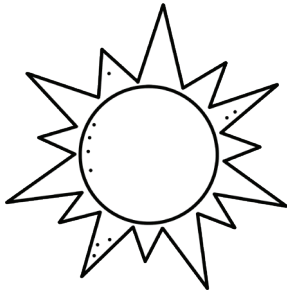


FOCUS ON phonics

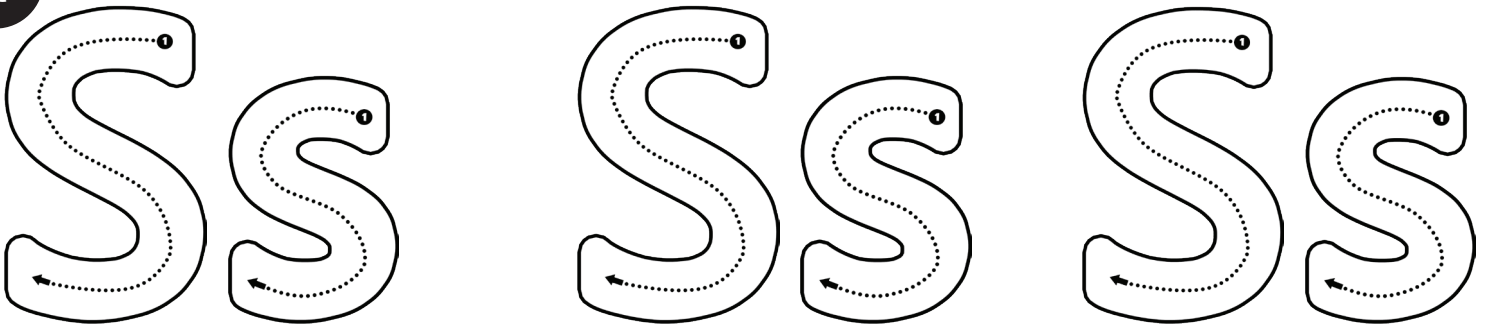
2 TYPE IT! Find the letter Ss on the keyboard and color it in.



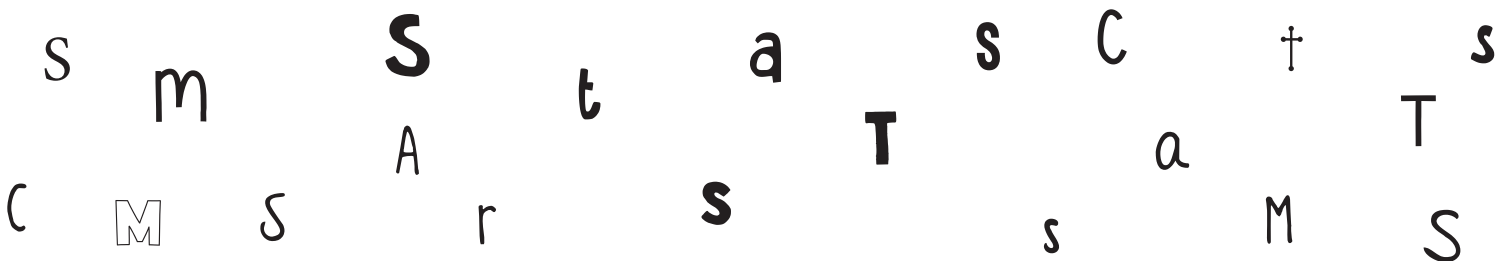
3 LISTEN FOR IT! Color in the pictures that begin with the letter /s/ sound.



4 TRACE IT! Trace over the letter a to see how it is written.



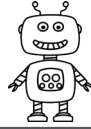
5 SPOT IT! Circle all the uppercase and lowercase letter Ss.



Name: _____

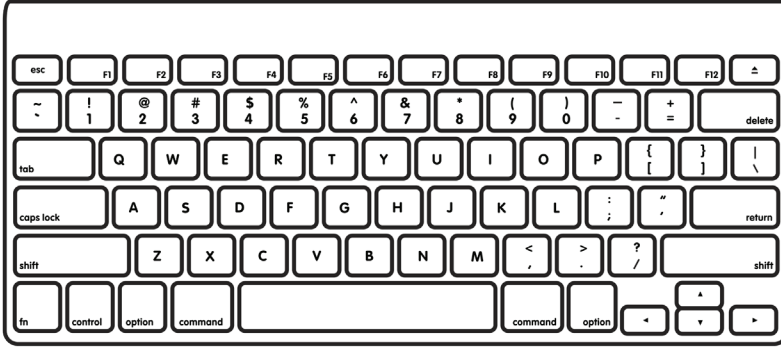
1 SAY IT! Say the letter R sound and track with your finger.

R, r, r, r, robot.

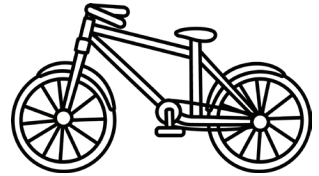
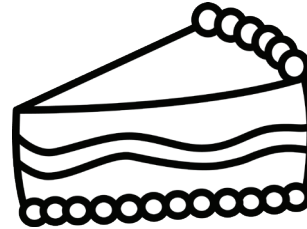
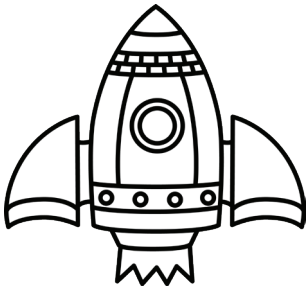


FOCUS ON
phonics

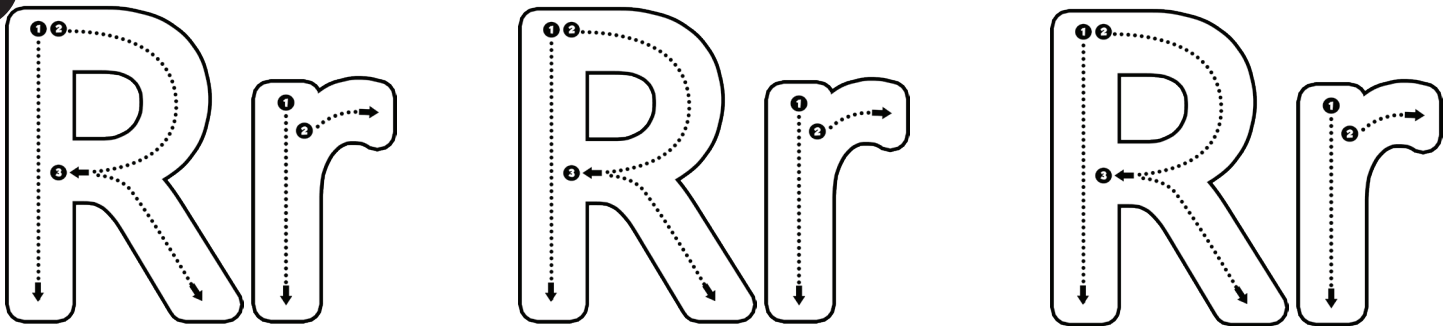
2 TYPE IT! Find the letter Rr on the keyboard and color it in.



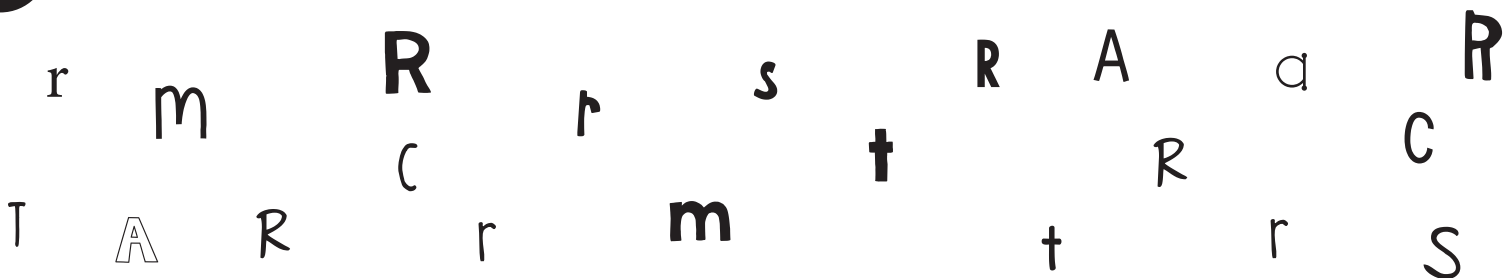
3 LISTEN FOR IT! Color in the pictures that begin with the letter /r/ sound.

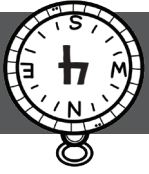


4 TRACE IT! Trace over the letter a to see how it is written.

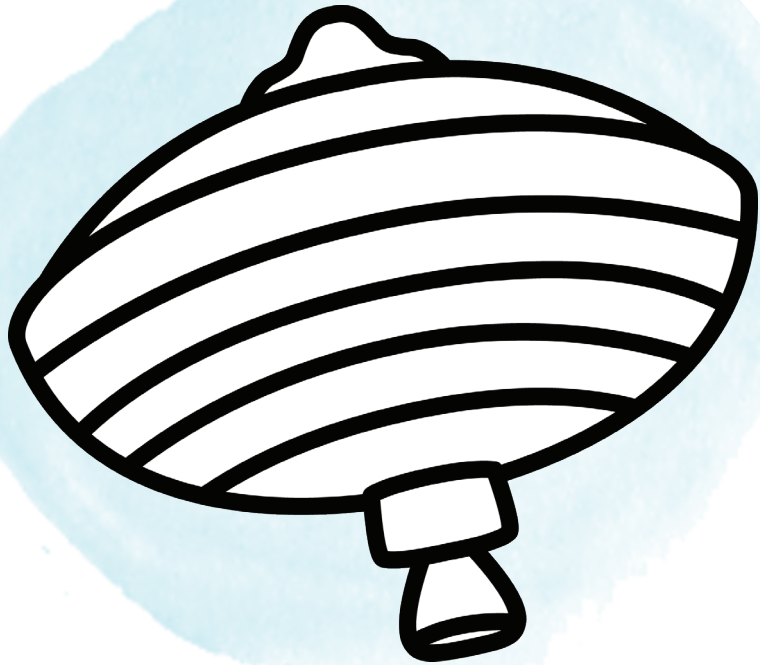


5 SPOT IT! Circle all the uppercase and lowercase letter Rr.





← dot 'i 'i 'i



The letter **Tt** says *shs*

LETTER *Quest*

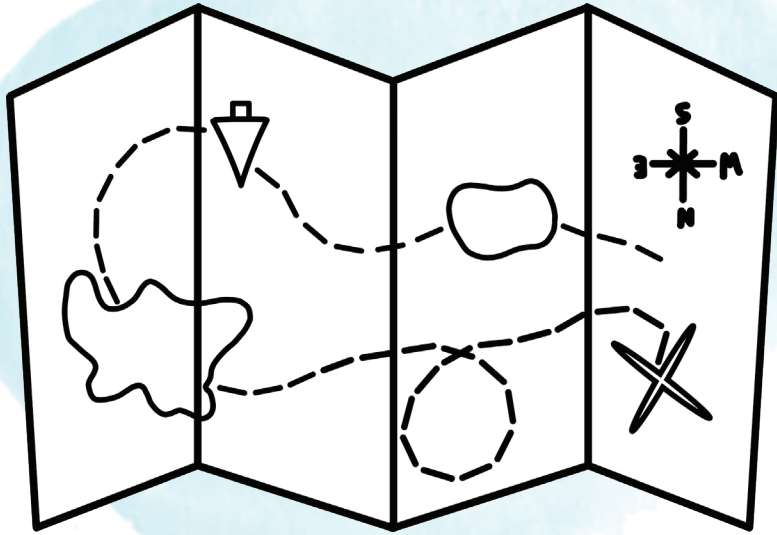
Aa Tt Ss
Cc Mm Rr



REVIEW READER

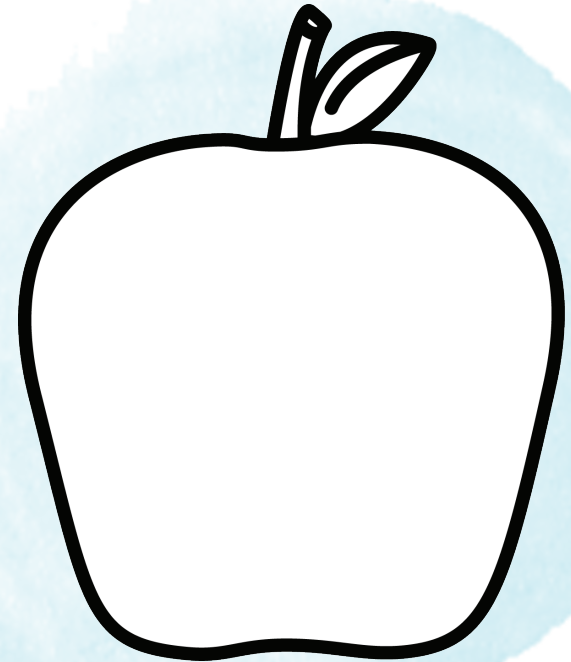


←
dow 'w 'w 'w



says **Mm Mm**

The letter **Aa** *says*

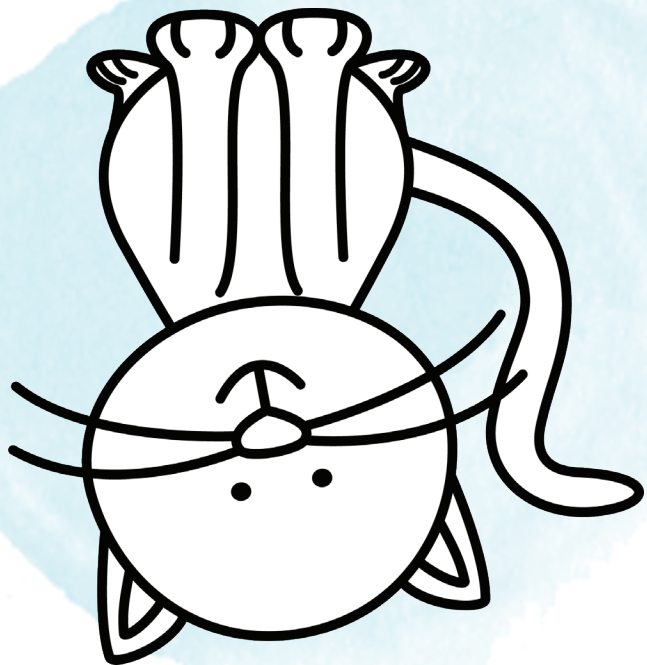


A, a, a, apple. →





← c, c, cat.



The letter Cc says

The letter Rr says



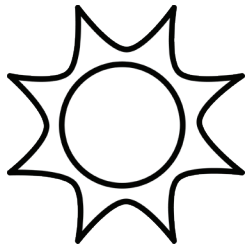
R, r, r, rat. →



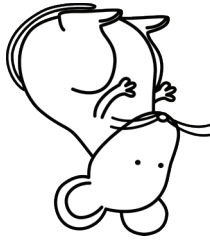
YOU'RE A SUPER LETTER EXPLORER!



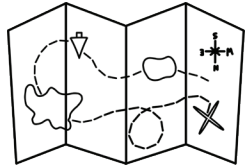
Tt: top



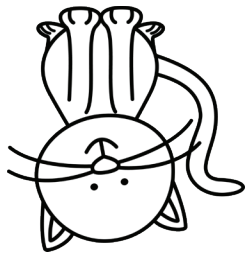
Ss: sun



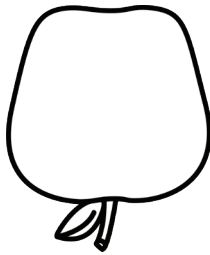
Rr: rat



Mm: map



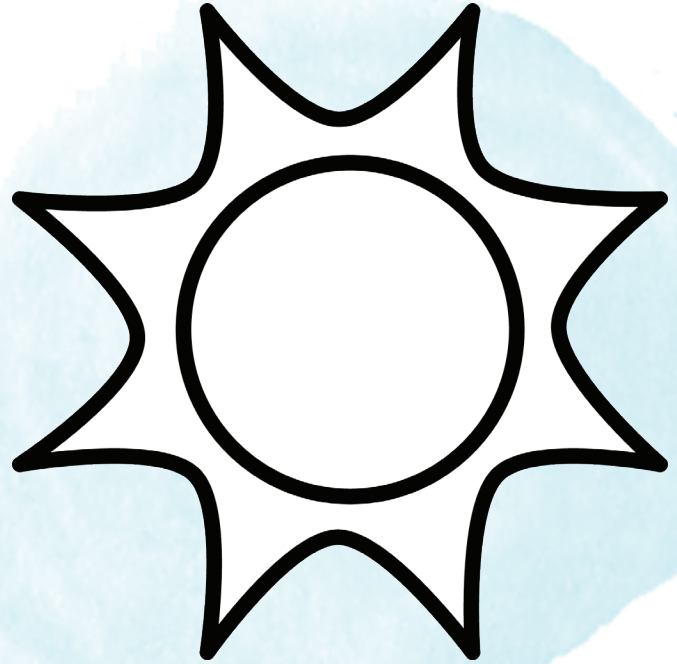
Cc: cat



Aa: apple

LETTER SOUNDS & Rhymes

The letter Ss says



S, s, s, sun.
• • • →



MY Handwriting PRACTICE WORKBOOK

TEACHING ALL STUDENTS TO WRITE
THROUGH SIMPLE TERMS AND MOVEMENTS.



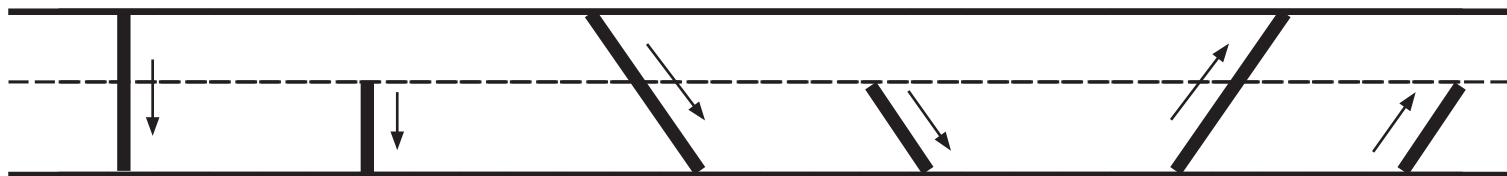
NAME:

SCHOOL YEAR:

Letter Writing Formation Terms

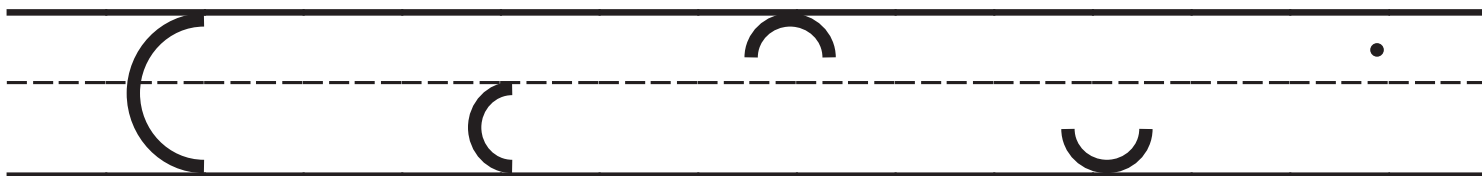


Teaching all students to write through simple terms and movements.



BIG LINE DOWN LITTLE LINE DOWN BIG SLIDE DOWN LITTLE SLIDE DOWN BIG SLIDE UP LITTLE SLIDE UP

** Handwriting Tip: The diagonal **slide lines** may go up or down in either left or right direction depending on the letter being written. The important detail is the **direction and size**. If writing direction is down you will be moving towards the middle or bottom line and if the writing direction is up you will be moving towards the top or middle line.



BIG CURVE

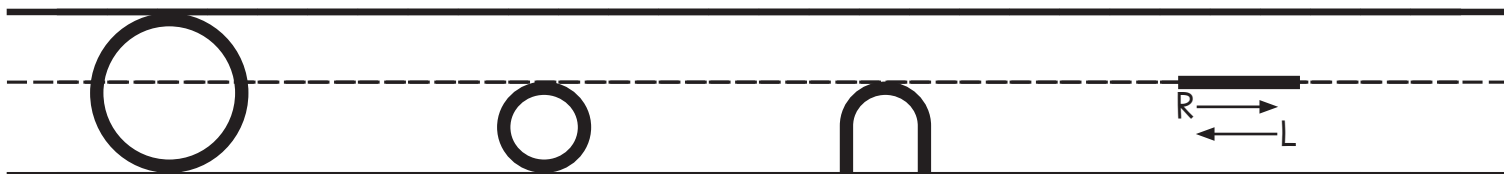
LITTLE CURVE

TOP CURVE

BOTTOM CURVE

LITTLE DOT

** Handwriting Tip: The **big and little curves** may go in either the left or right direction depending on the letter being written. The important detail is the **size**.



BIG CIRCLE AROUND

LITTLE CIRCLE AROUND

LITTLE HUMP

LITTLE LINE ACROSS

** Handwriting Tip: When students are writing the **little line across** it is important to know whether the student is right or left handed. Right handed students will write this line from right to left while left handed students will write this left to right.

PENCIL GRIP

Steps for working towards a great grip!

RIGHT HAND



START WITH THE CORRECT FINGERS!

Tap your writing fingers to start the right way.

Now you know that you're a-okay!

LEFT HAND



Thumb and Pointer grip
A
Pencil

CORRECT GRIP CHECKS!

RIGHT HAND



Your thumb and pointer are gripping the base of the pencil.

The top of the pencil rests on your hand like a pillow.

LEFT HAND



Your middle finger helps to hold the pencil up.

WRITING WARM-UP



Get Ready, Get Set, Write!



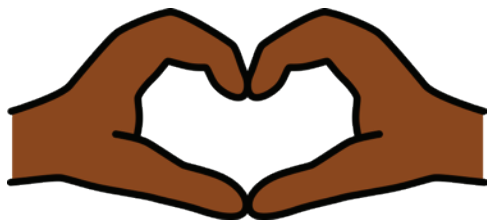
TOUCH THE TIPS

One at a time, starting with your pinky, touch each finger to your thumb.



FINGER CURLS

Start with a flat hand facing up. Role all your fingers in until they make a fist.



I LOVE TO WRITE

Using both hands make a heart.
Point each thumb down and curve your fingers together.



GET A GRIP

Remember to TAP your starting fingers and practice getting your great grip.

I CAN WRITE MY NAME



MY FIRST AND LAST NAME

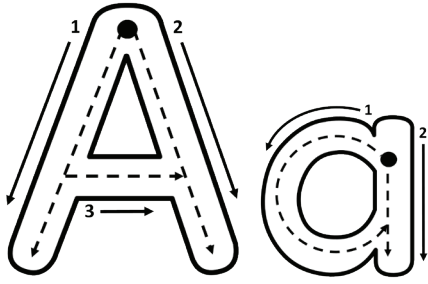
WRITE WITH PENCIL. 

WRITE WITH MARKER. 

WRITE WITH CRAYON. 

WRITE WITH PEN. 

Name: _____



is for

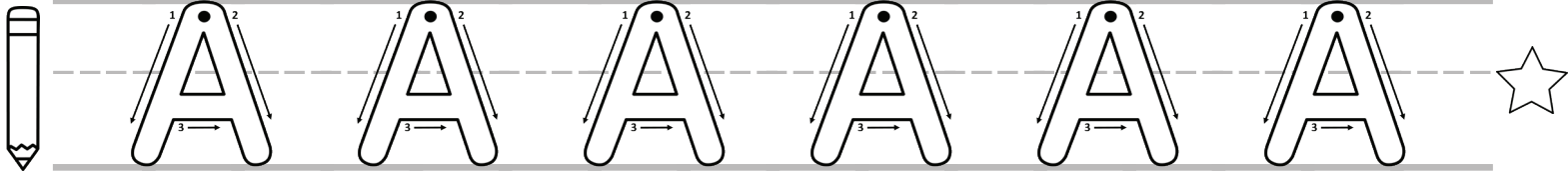


BE AN ADVOCATE.

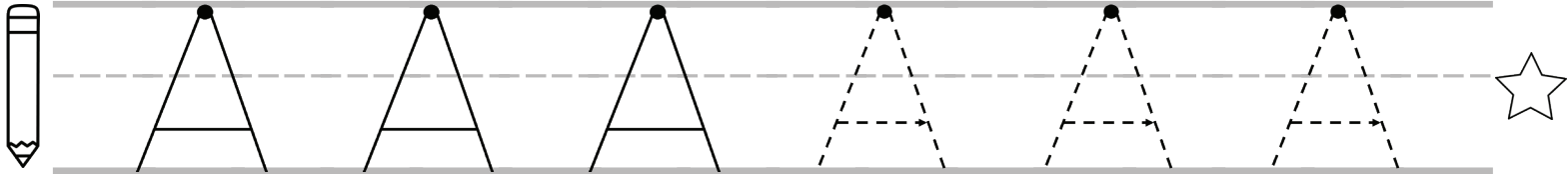


It's time to write the *uppercase letter A*. Start at the dot. Write a **big slide down**. **Stop**. Come back to the top and write a **big slide down**. **Stop**. Last, write a **little line across the middle**. Now put your pencil down. Great job. Keep practicing the *uppercase letter A*

Write within borders.



Write on lines.

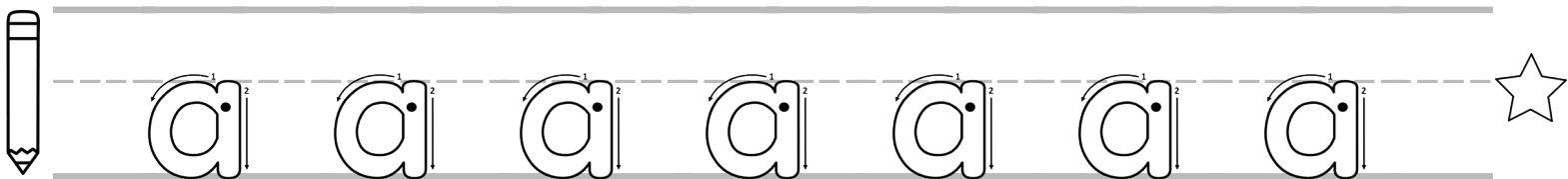


Write on your own.



It's time to write the *lowercase letter a*. Start at the dot. Write a **little circle**. **Stop**. Come up to the middle and write a **little line down**. Now put your pencil down. Great job. Keep practicing the *lowercase letter a*.

Write within borders.



Write on lines.



Write on your own.



Name: _____

WEEK



SIGHT WORDS

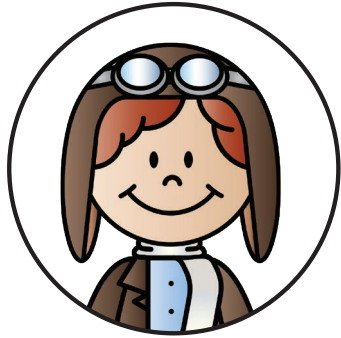
In a **SNAP!**



	<p>Write on lines.</p> <p>in in in in in in</p> <p>Write on your own.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> </div>
	<p>Write on lines.</p> <p>is is is is is is</p> <p>Write on your own.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> </div>
	<p>Write on lines.</p> <p>you you you you</p> <p>Write on your own.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> <div style="border: 1px solid black; width: 40px; height: 40px; position: relative;">•</div> </div>
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Chance

HERO CONNECTION



WORD BANK



food



roller coaster



skateboarding



roller skating



friendship



marathon

Amelia grew up wanting to study medicine until she took a chance and went on her first flight in the air. Write about a time that you took a chance and did something you didn't know if you were going to like.

 DRAW IT:

T WRITE IT:

 CHECK IT:

Start with a capital?



End with punctuation?

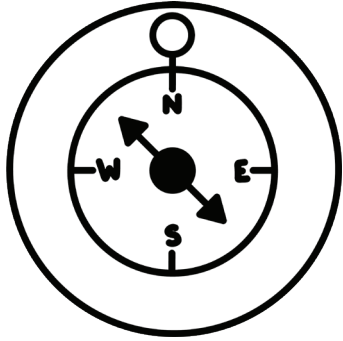


Sight words spelled correctly?



Explore

CHARACTER CONNECTION



WORD BANK



backyard



park



forest



city



state



country

Our world is filled with places to explore. These places can be near or far. You never know what you might find when you explore somewhere new. Write a story about a place that you were able to explore.

 DRAW IT:

T WRITE IT:

 CHECK IT:

Start with a capital?



End with punctuation?



Sight words spelled correctly?



Flight

THEME CONNECTION



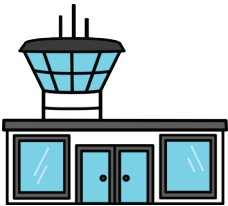
WORD BANK



suitcase



ticket



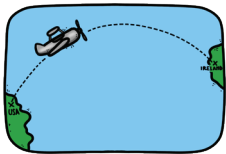
airport



passport



flight attendant



trip

On December 28, 1920 Amelia and her father visited an air show in California. Amelia went on her first plane **flight** that day. Write a story about a time you have been on a **flight** or if you would fly on a plane.

 DRAW IT:

T WRITE IT:

 CHECK IT:

Start with a capital?

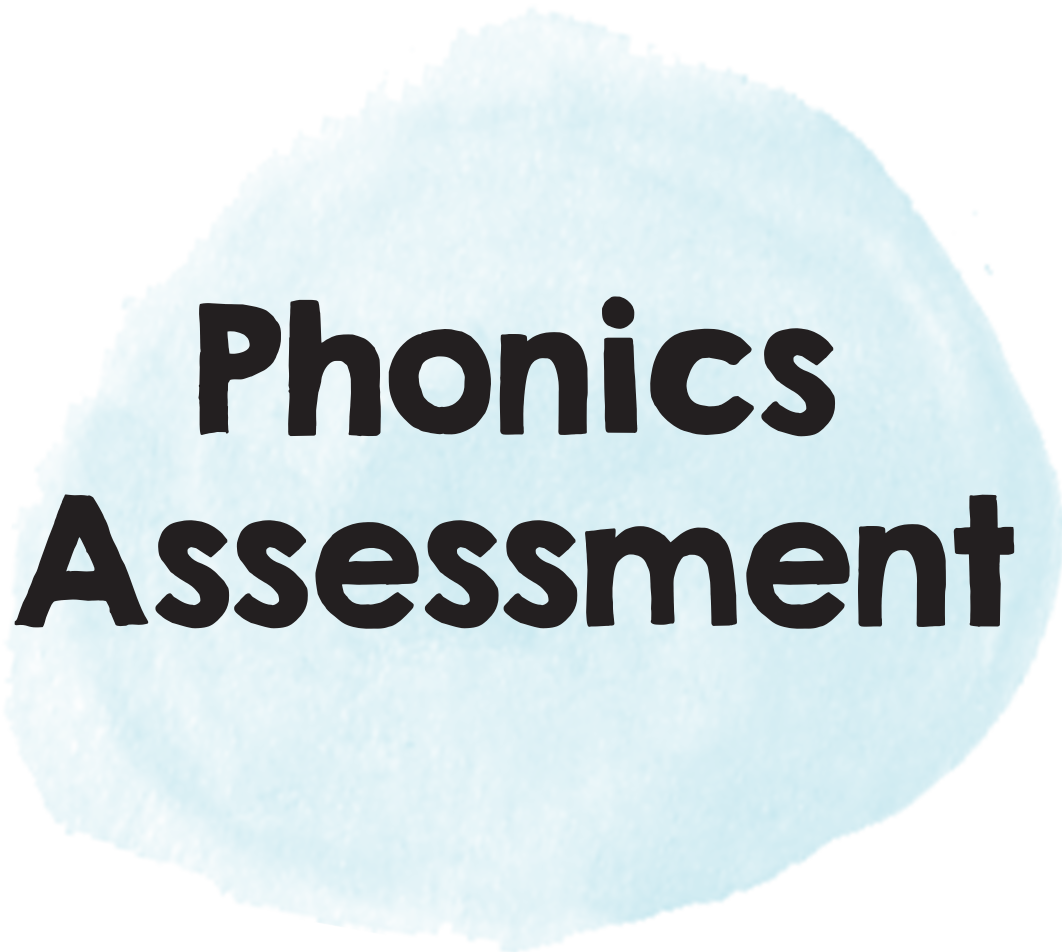


End with punctuation?



Sight words spelled correctly?





Phonics Assessment

Name: _____

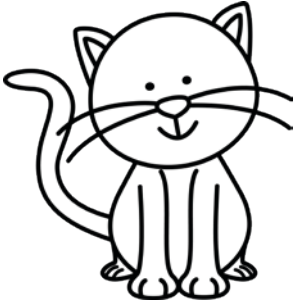
WEEK 2: HEROES EXPLORE (LIKE AMELIA EARHART)

Phonics: C, M, A, T, S, R Assessment (1 of 2)

Follow the directions in the boxes below to complete the assessment.

1

Write the beginning sound.



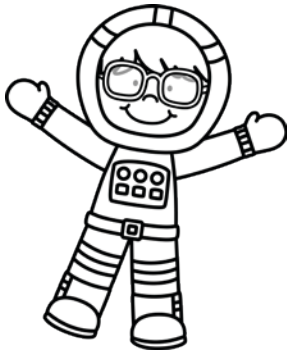
2

Write the beginning sound.



3

Write the beginning sound.



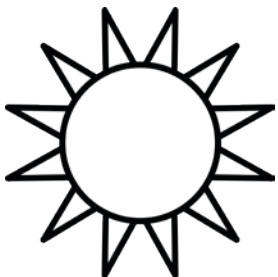
4

Write the beginning sound.



5

Write the beginning sound.



6

Write the beginning sound.




Name: _____

Phonics: C, M, A, T, S, R Assessment (2 of 2)


Follow the directions in the boxes below to complete the assessment.

7 Circle the picture that starts with A.



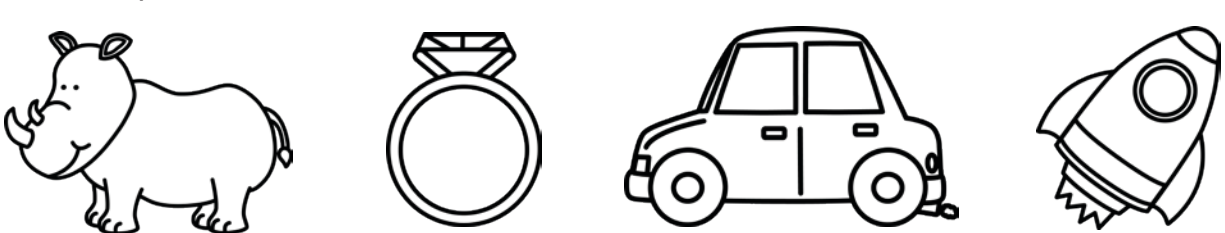
This box contains four line drawings: an elephant, a cat, an alligator, and a baby wrapped in a blanket.

8 Circle the picture that starts with S.




This box contains four line drawings: an octopus, a mouse, a nose, and a sock.

9 Circle the picture that does NOT start with R.



This box contains four line drawings: a rhino, a diamond ring, a car, and a rocket.

10 Circle the picture that does NOT start with T.

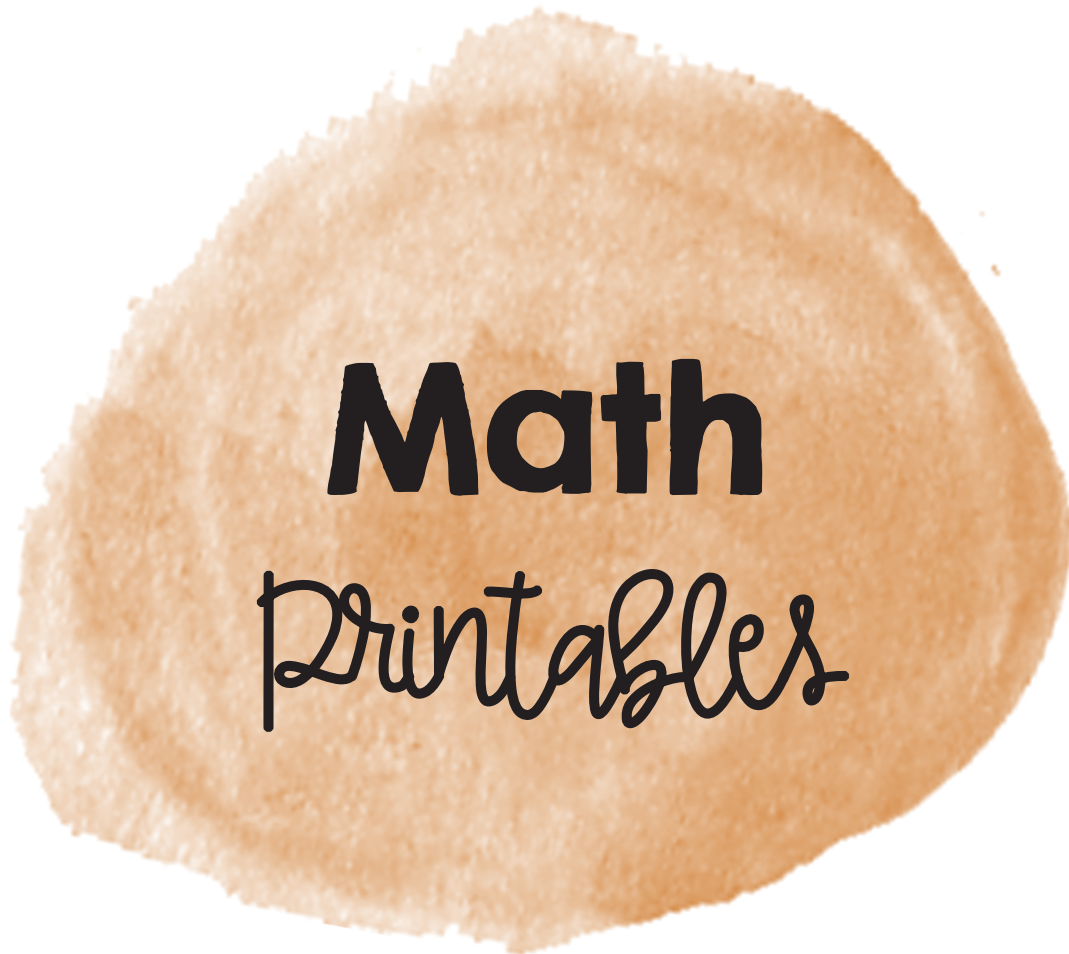


This box contains four line drawings: a table, a mailbox, a turtle, and a tent.

NOTES For instructor to follow up with student.

ASSESSMENT SCORE
For instructor to fill out.

 / 10



Notes for this Section...

- » *Print the following page on cardstock: **Count the Right Amount!** poster. Laminate pages for durability and prepare for lessons this week.*
- » The **Math Mat** pages for this week, ***Passenger Count Airplane***, should be printed on cardstock. Please ensure that you have prepared the Mat activity according to the instructions below.
- » *To Prepare and Use:* Laminate airplane page or place in a sheet protector for durability. Laminate and cut the numeral cards apart (round the corners for safety) and shuffle. Use teddy bear manipulatives or a manipulative of your choice to represent the passengers. Instruct students to choose a numeral card, place it on the box on the mat and say the number aloud. Then they will count and add that many “passengers” to the plane using the chosen manipulatives. Allow students to do this activity for all numeral cards.

Week 2

Instructional Schedule

Below is a suggested sequence of practice activities.

ESSENTIAL QUESTION: What is counting and how can it be used?

DAY	Category	Topic	Materials
DAY 1	Concrete	COUNT AND CIRCLE NUMBERS	
		<p>TEACHING POINT: While counting a group of objects, count each object ONE time.</p> <ol style="list-style-type: none"> 1. Read the Character Connection for this week. 2. Introduce the Count the Right Amount poster. 3. Explain cardinality / one-to-one correspondence: each object counted should be counted ONE time; the last number stated is the quantity of objects or total; each number counted is one more than the previous stated. 4. Model counting objects and ask questions. 	<ul style="list-style-type: none"> ★ Character Connection ★ Count the Right Amount poster ★ Manipulatives (objects to count) ★ Cloudy Skies printable
DAY 2	Pictorial	COUNT AND CIRCLE NUMBERS	
		<p>TEACHING POINT: While counting, each number is one more than the previous number.</p> <ol style="list-style-type: none"> 1. Continue observing counting skills and cardinality skills. 2. Review Count the Right Amount poster. 3. Demonstrate hand motions (point from left to right, cup hands around mouth, point as if touching individual objects, make an X with arms) 	<ul style="list-style-type: none"> ★ Count the Right Amount poster ★ Bag Check printable ★ Head count printable
DAY 3	Abstract	COUNT AND CIRCLE NUMBERS	
		<p>TEACHING POINT: We use strategies to help count a group of objects.</p> <ol style="list-style-type: none"> 1. Review cardinality principles (see Lesson 1). 2. Review using the four steps on the Count the Right Amount poster. 3. Practice counting objects in different arrangements. 	<ul style="list-style-type: none"> ★ Count the Right Amount poster. ★ Feathered Friends printable ★ Traveling Numbers printable
DAY 4	Real-world	COUNT AND CIRCLE NUMBERS	
		<p>Teaching Point: Moving objects in a group into different arrangements doesn't change the total number objects.</p> <ol style="list-style-type: none"> 1. Review - Continue observing counting skills and cardinality skills. 	<ul style="list-style-type: none"> ★ See, Circle and Count activity ★ What Comes Next printable
DAY 5	Review	REVIEW	
		<p>TEACHING POINT: N/A - Review counting strategies.</p> <ol style="list-style-type: none"> 1. Complete the Weekly Math Mat. 2. Complete the Math Assessment printables. 3. Complete any unfinished worksheets/activities. 	<ul style="list-style-type: none"> ★ Any unfinished activities ★ Assessment printables ★ Airplane Math Mats ★ Manipulatives (such as teddy bear counters)

Count the right amount!



1

MOVE FROM
LEFT TO RIGHT.



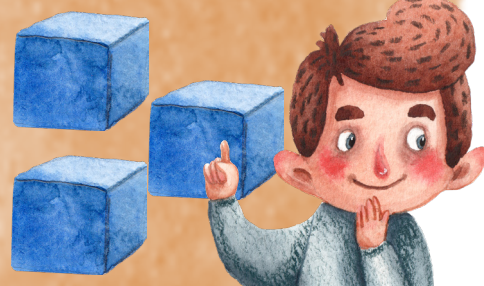
2

SAY THE NUMBERS
OUT LOUD.



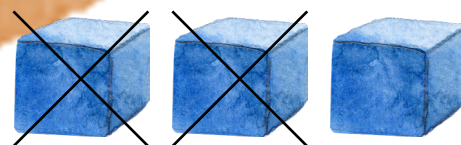
3

TOUCH IT AS YOU
COUNT IT.



4

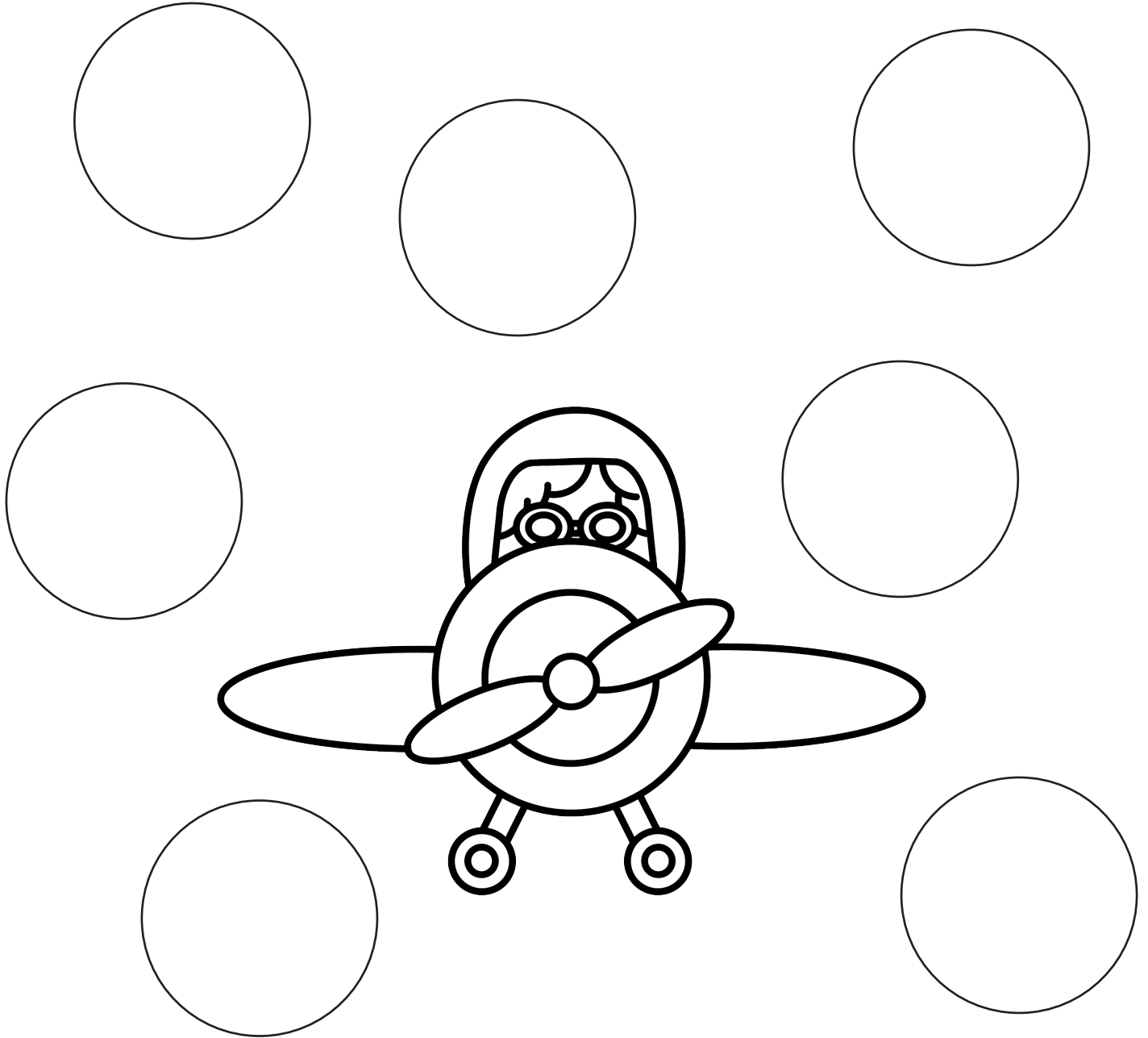
COLOR OR CROSS
IT OFF AS YOU
COUNT IT.



Name: _____

Math: Cloudy Skies

Directions: Glue one cotton ball (cloud) on each circle next to Amelia Earhart's plane below. Count how many clouds are in the sky and circle that number.

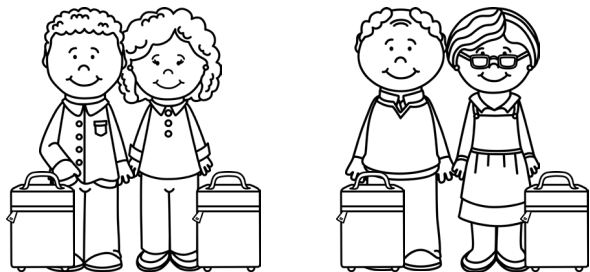
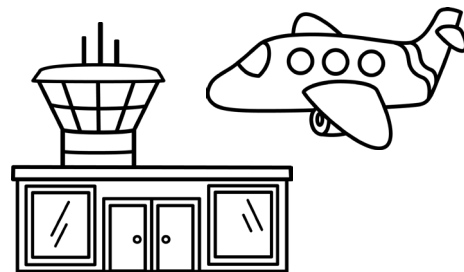


1 2 3 4 5 6 7 8 9 10

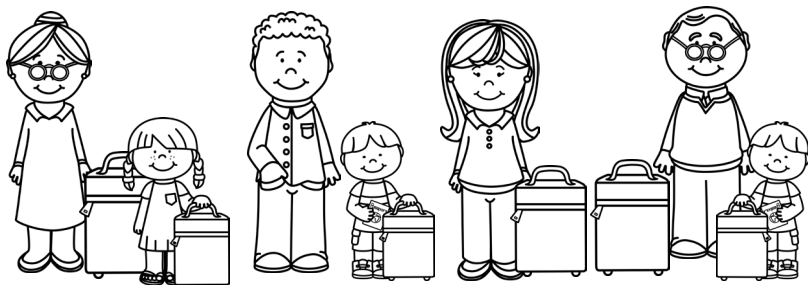
Name: _____

Math: Bag Check

Directions: People are waiting to board their airplanes at the airport! Count the number of people in each line and circle that number with a blue crayon. Then, count the number of suitcases in each line and circle that number with a red crayon. Are the numbers the same or different?



1 2 3 4 5
6 7 8 9 10



1 2 3 4 5
6 7 8 9 10



1 2 3 4 5
6 7 8 9 10



1 2 3 4 5
6 7 8 9 10

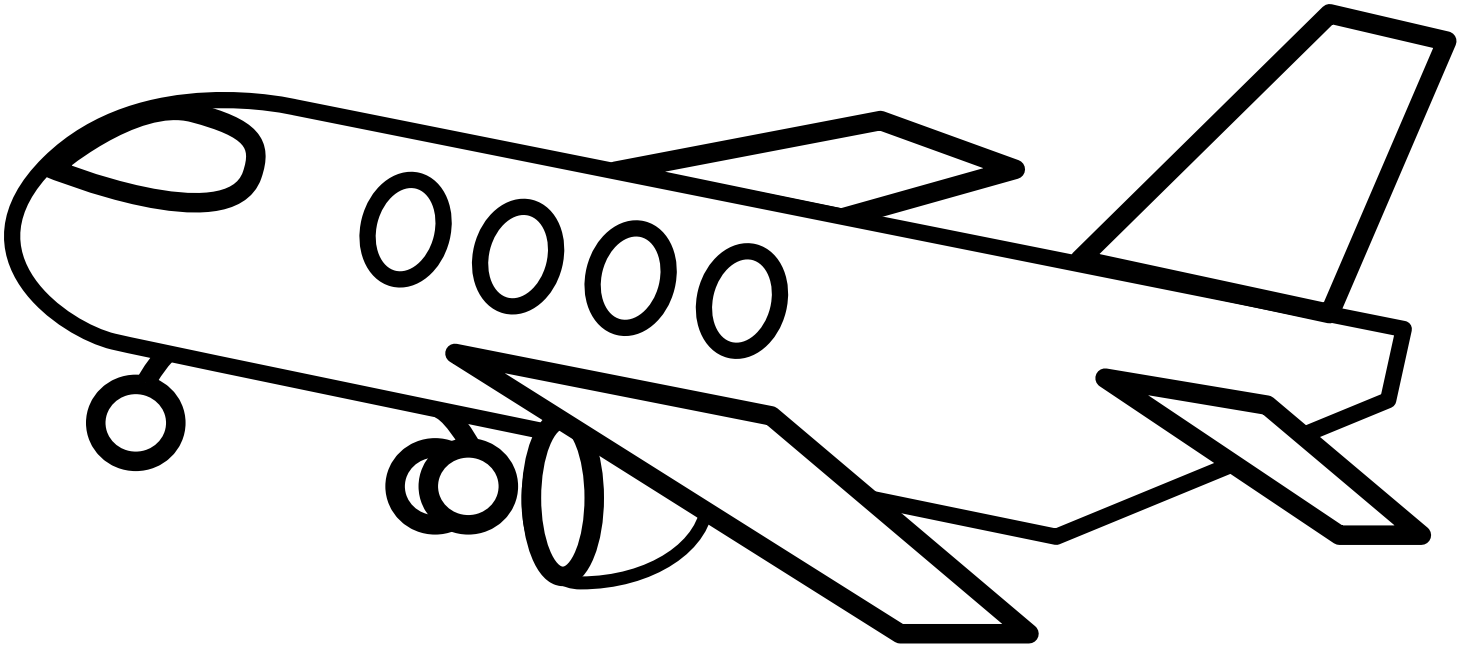


1 2 3 4 5
6 7 8 9 10

Name: _____

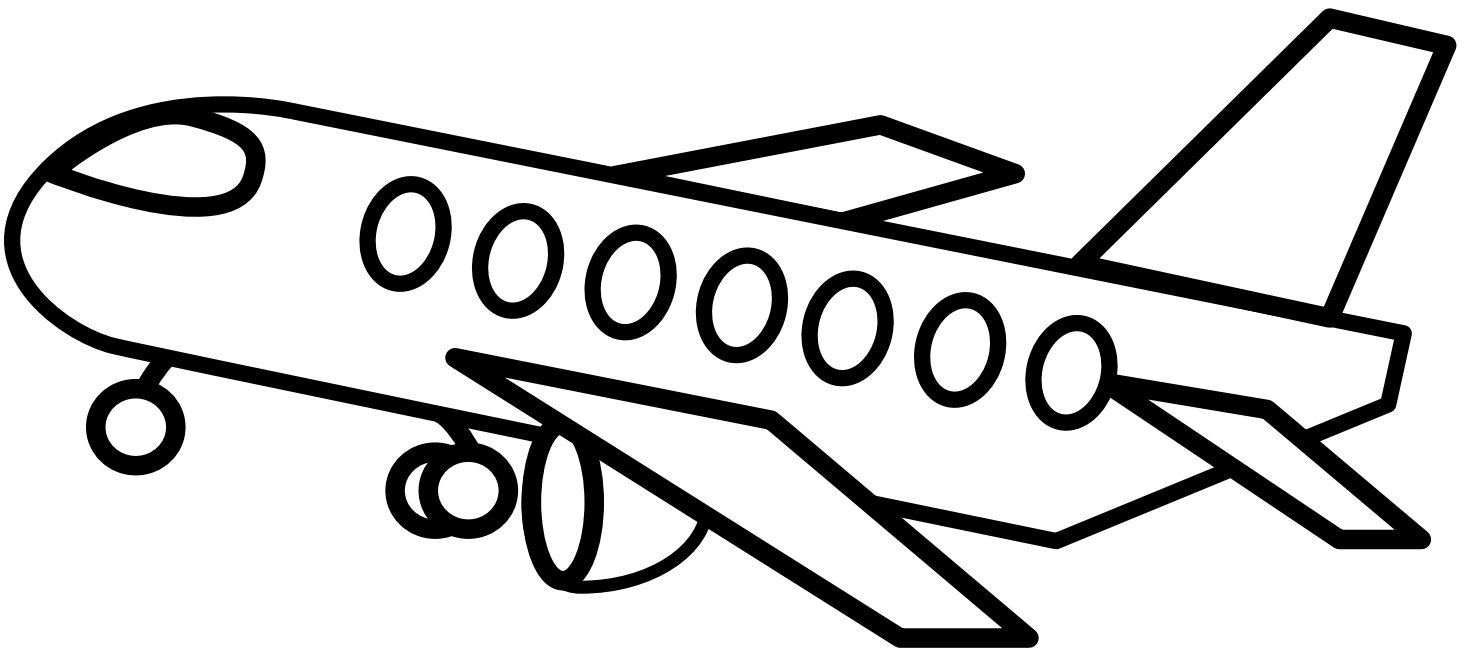
Math: Head Count

Directions: Draw one face in the windows of each plane. Don't forget the pilot up front! Count the number of faces you drew and circle that number below the airplane.



1 2 3 4 5 6 7 8 9 10

.....

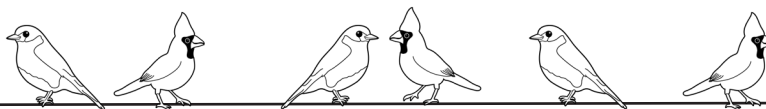


1 2 3 4 5 6 7 8 9 10

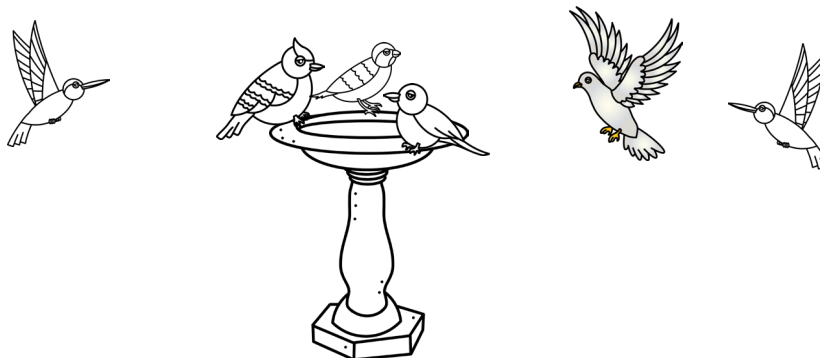
Name: _____

Math: Feathered Friends

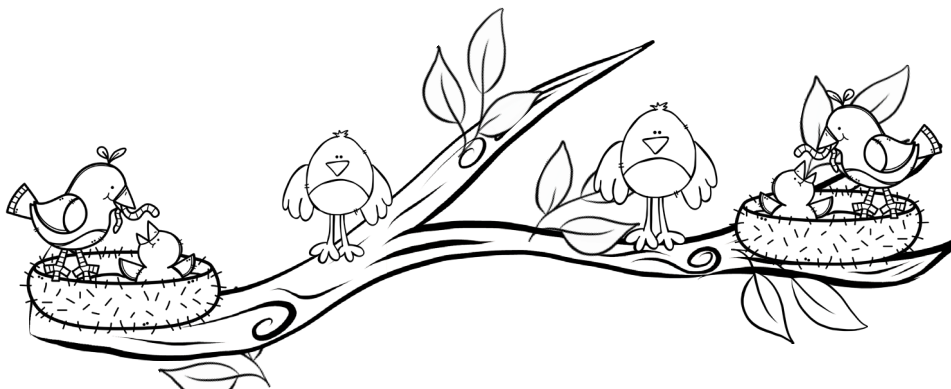
Directions: Count the birds, then circle your answers below.



1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10



1 2 3 4 5 6 7 8 9 10

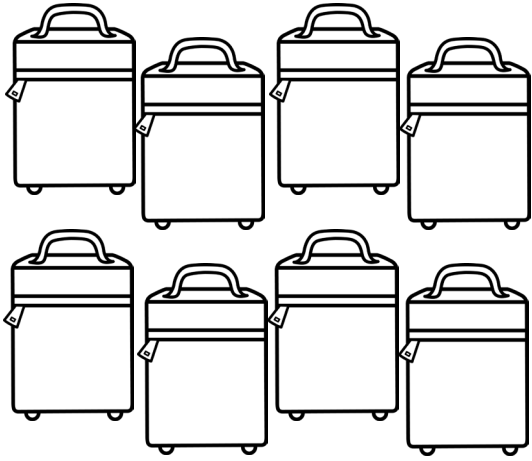


1 2 3 4 5 6 7 8 9 10

Name: _____

Math: Traveling Numbers

Directions: Count each group of objects below. Then, draw a line to the correct number.



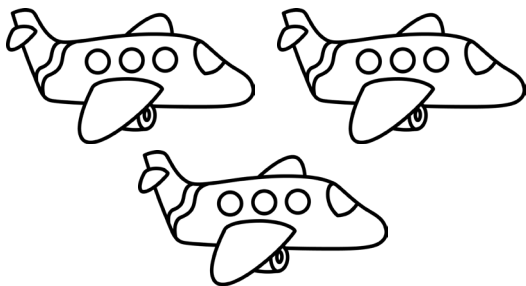
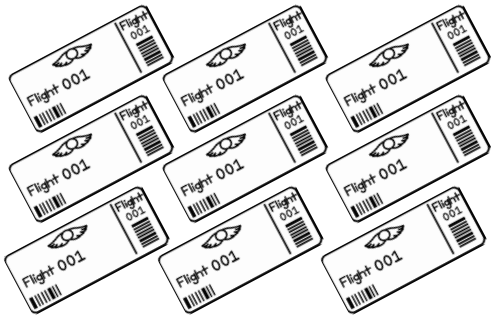
2

9

3

8

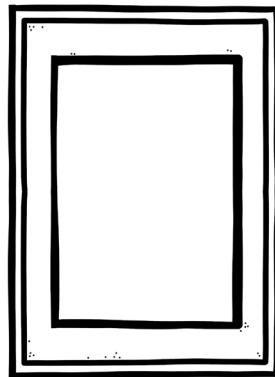
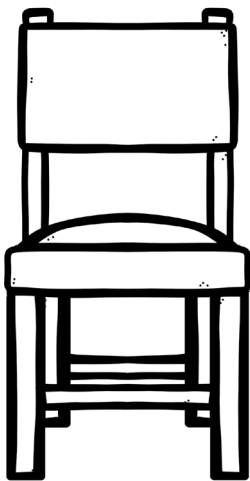
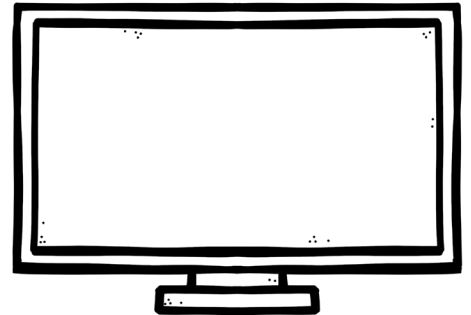
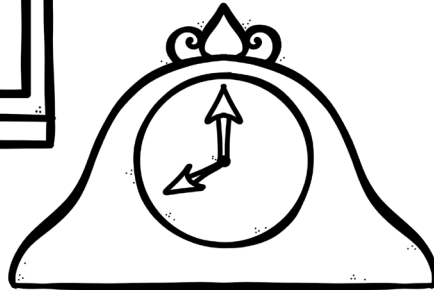
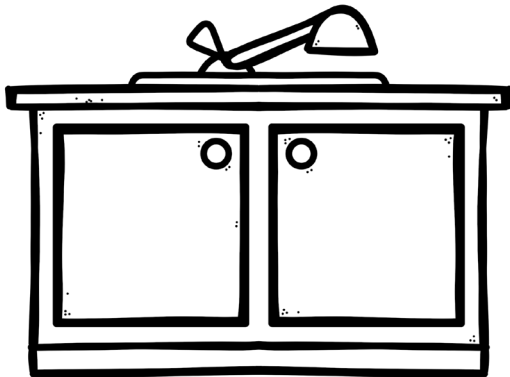
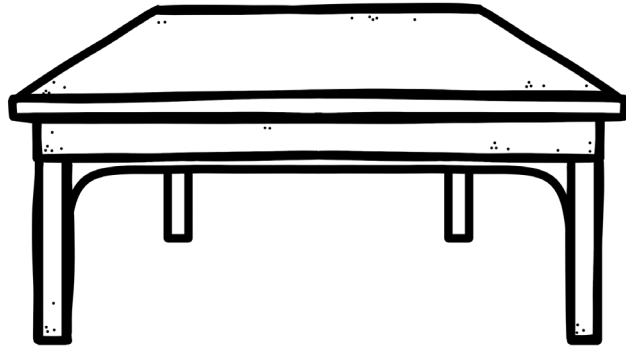
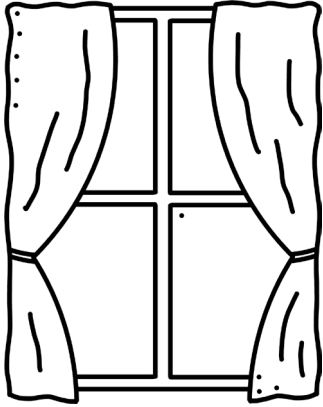
4



Name: _____

Math: See, Circle, Count

Directions: Look around the room you are in. Circle the objects below that you can see. Then, count how many you found and circle that number at the bottom of the page. (Objects shown are window, table, sink, rug, clock, television, chair, globe, mirror, and a trash can.)



1

2

3

4

5

6

7

8

9

10

Name: _____

Math: What Comes Next?

Directions: Read the numbers in each sequence. Then, circle what comes next.

**3, 4, 5, 6, _____**

1 2 3 4 5

6 7 8 9 10

5, 6, 7, 8, _____

1 2 3 4 5

6 7 8 9 10

1, 2, 3, 4, _____

1 2 3 4 5

6 7 8 9 10

6, 7, 8, 9, _____

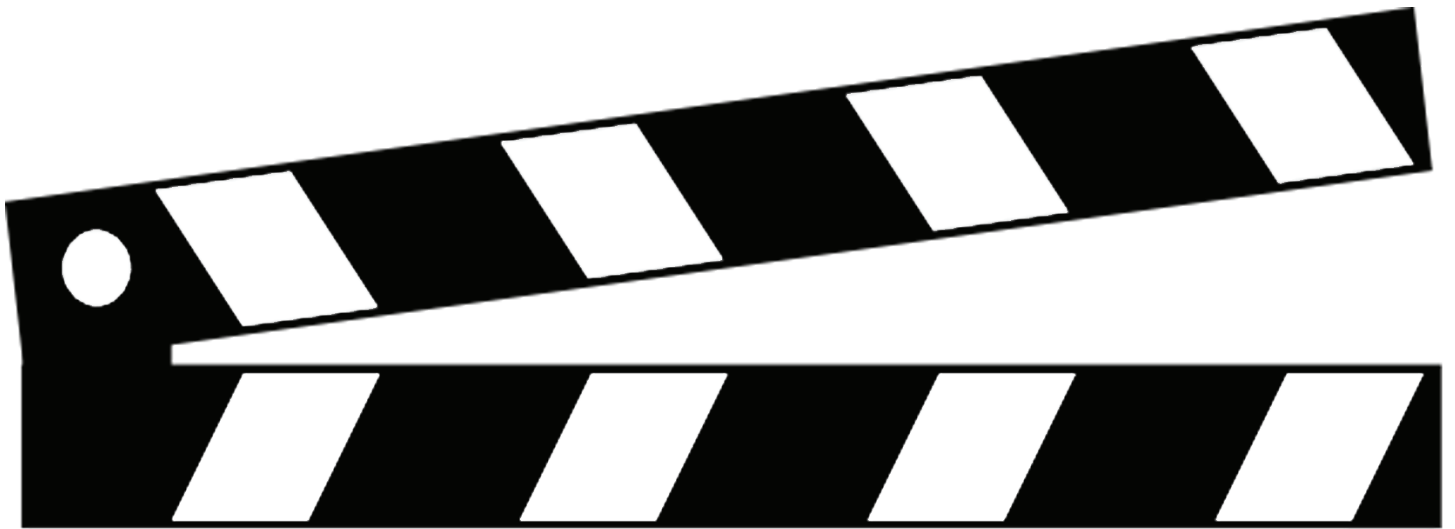
1 2 3 4 5

6 7 8 9 10

4, 5, 6, 7, _____

1 2 3 4 5

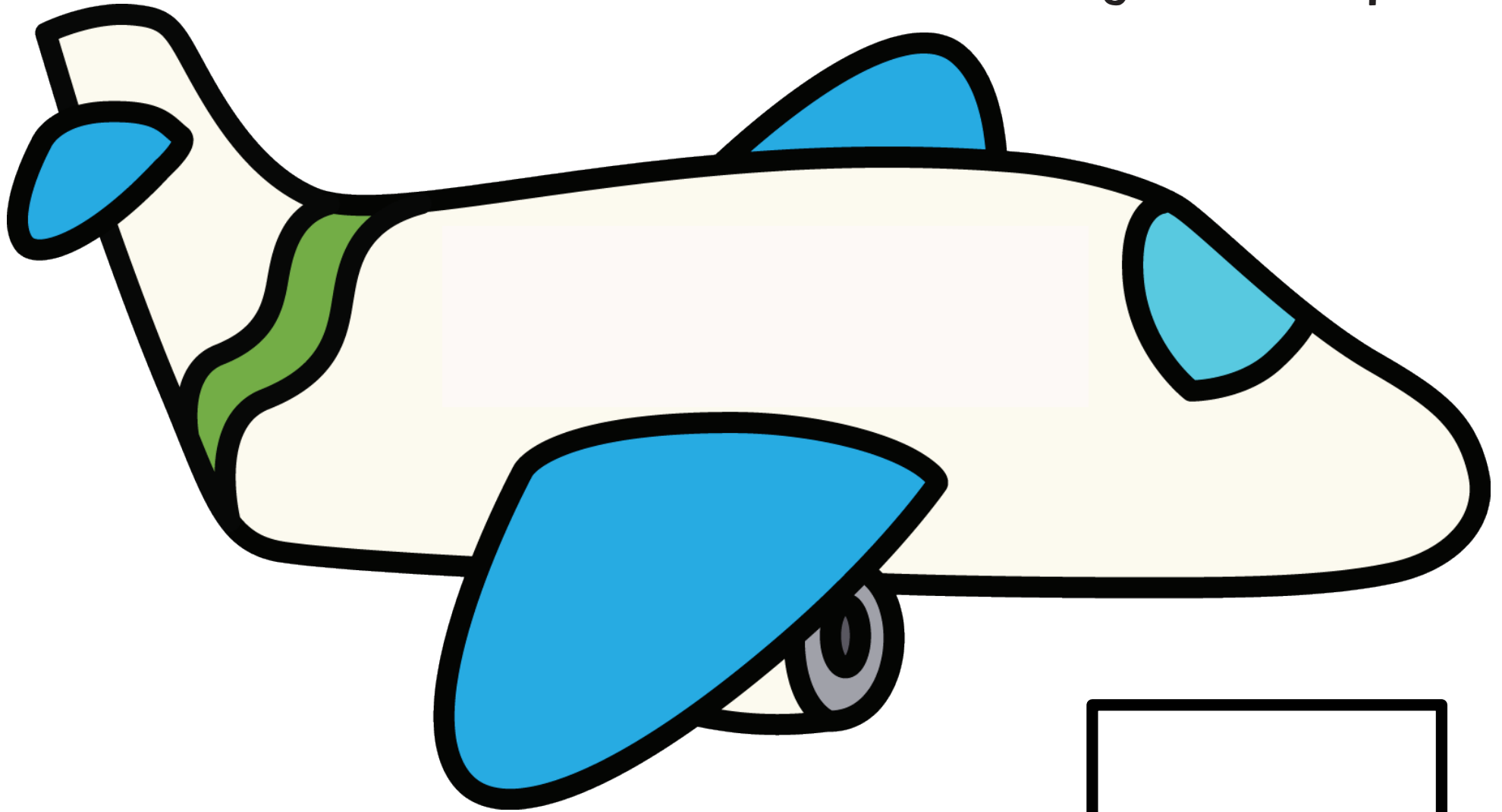
6 7 8 9 10



Math Mats

Passenger Count

Math Centers: Math Mat Passenger Count Airplane



Math Centers: Math Mat

Passenger Count Numeral Cards

0

1

2

3

4

5

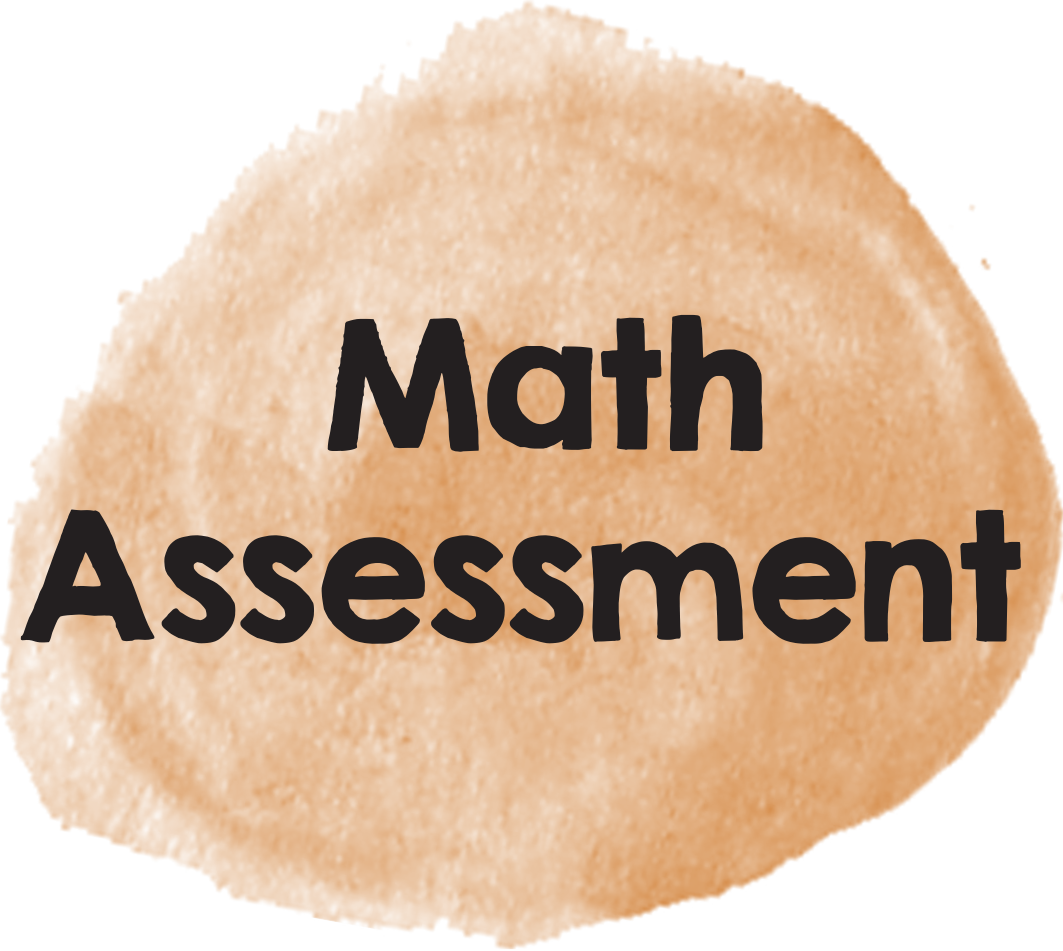
6

7

8

9

10



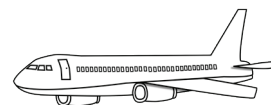
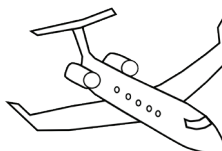
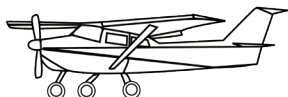
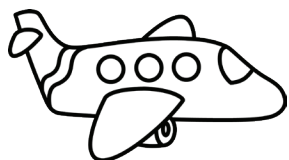
Math Assessment

Name: _____

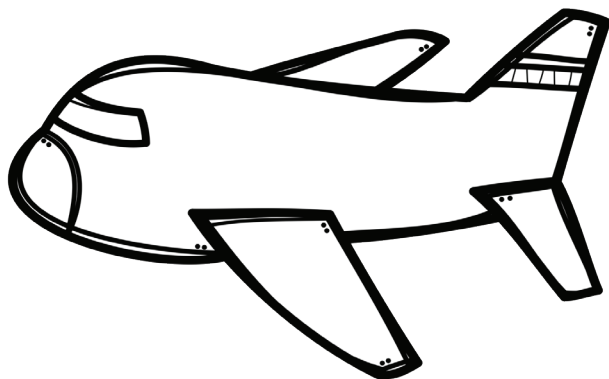
Math: Counting within 10 Assessment (1 of 2)

Follow the directions in the boxes below to complete the assessment.

1 CIRCLE IT Circle 3 airplanes.



2 DRAW IT Draw 7 windows on the plane.



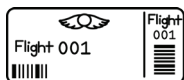
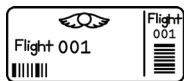
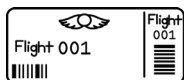
3 COMPLETE IT What is missing below? Fill in the blank.

2 3 4 _ 6

5 WRITE IT Count the passports below and write the number in the box.



4 SOLVE IT There are 4 tickets below. Draw 4 more tickets. Then count how many tickets there are altogether.



ASSESSMENT SCORE
For instructor to fill out.

_____/10

Name: _____

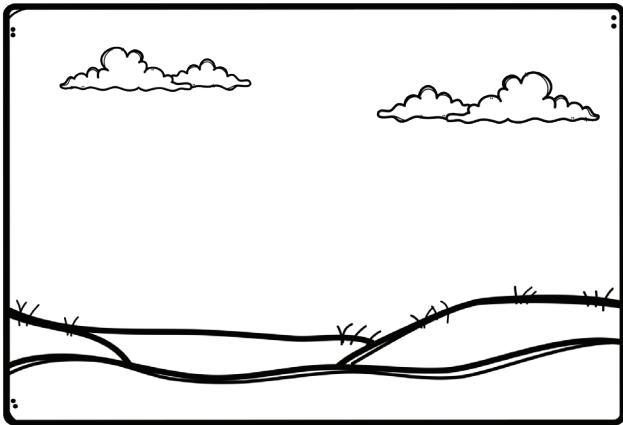
Math: Counting within 10 Assessment (2 of 2)

Follow the directions in the boxes below to complete the assessment.

6 CIRCLE IT Circle 2 backpacks.



7 DRAW IT
Draw 4 birds flying in the sky.

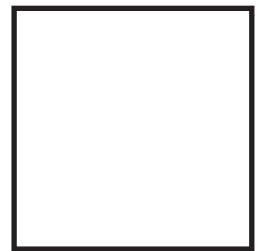
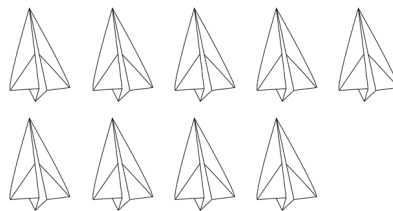


8 COMPLETE IT
What is missing below? Fill in the blank.

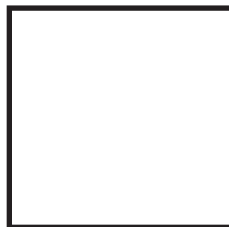
6 7 8 9



10 WRITE IT
Count the airplanes below and write the number in the box.



9 SOLVE IT
There is 1 suitcase below. Draw 5 more suitcases. Then, count how many suitcases there are altogether.



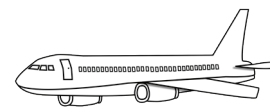
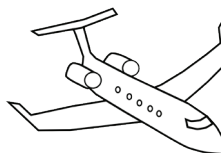
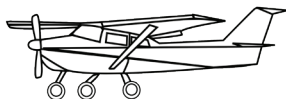
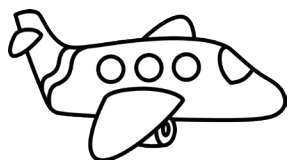
NOTES For instructor to follow up with student.

Name: _____

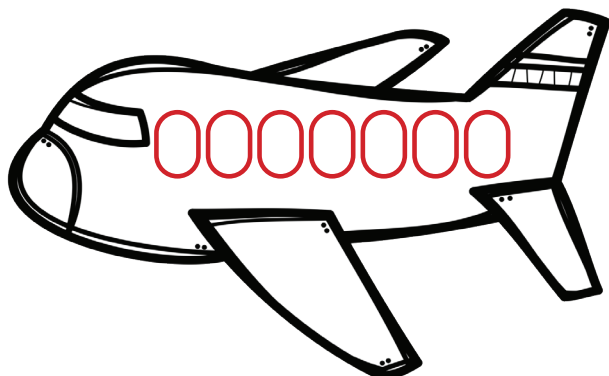
Math: Counting within 10 **KEY** Assessment (1 of 2)

Follow the directions in the boxes below to complete the assessment.

1 CIRCLE IT Circle 3 airplanes. (any three can be circled)



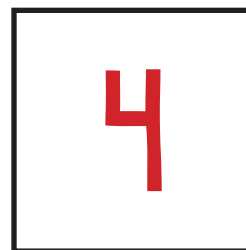
2 DRAW IT Draw 7 windows on the plane.



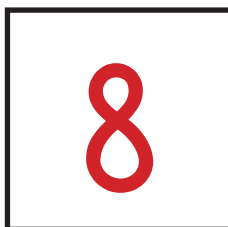
3 COMPLETE IT What is missing below? Fill in the blank.

2 3 4 5 6

5 WRITE IT Count the passports below and write the number in the box.



4 SOLVE IT There are 4 tickets below. Draw 4 more tickets. Then count how many tickets there are altogether.



ASSESSMENT SCORE
For instructor to fill out.

_____/10

Name: _____

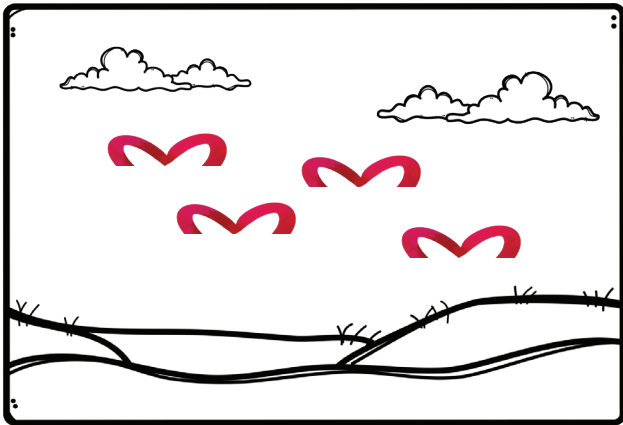
Math: Counting within 10 KEY Assessment (2 of 2)

Follow the directions in the boxes below to complete the assessment.

6 CIRCLE IT Circle 2 backpacks. (any two can be circled)



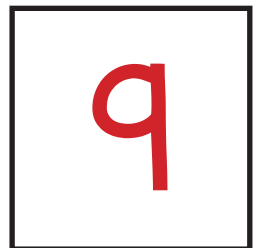
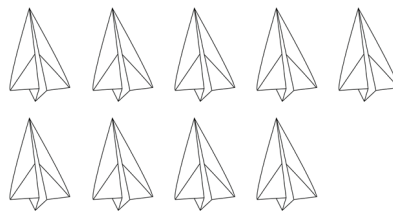
7 DRAW IT Draw 4 birds flying in the sky.



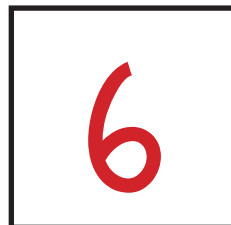
8 COMPLETE IT What is missing below? Fill in the blank.

6 7 8 9 10

10 WRITE IT Count the airplanes below and write the number in the box.



9 SOLVE IT There is 1 suitcase below. Draw 5 more suitcases. Then, count how many suitcases there are altogether.



NOTES For instructor to follow up with student.



Science & Social Studies

Printables

Refer to the weekly Activities at a Glance PDF for additional clickable videos, digital activities and set up instructions for...

- » SCIENCE VIDEOS & JOURNALING
- » SOCIAL STUDIES VIDEOS & JOURNALING

Notes for this Section...

- » *There may be pages within this section that should be printed on cardstock. As with the SEL printables, any posters or instructional pages should be printed on cardstock and, also, any flash cards or other pages that might need to be made more durable. For additional durability, laminate the pages you wish to. If you cut pages after laminating, be sure to round the corners for safety.*
- » If any link to the videos and activities for the Science and Social Studies activities are not working, please visit our [Digital Resources](#) site to find the most updated version of that link. Please contact us at support@homeceoacademy.com if you cannot access the activity from that site.



flight:

WHEN AN OBJECT IS ABLE TO FLY THROUGH
THE AIR WITH THE HELP OF FORCES



force:

A PUSH OR PULL ON SOMETHING TO CAUSE
IT TO MOVE



push:

A FORCE TO MOVE SOMETHING AWAY

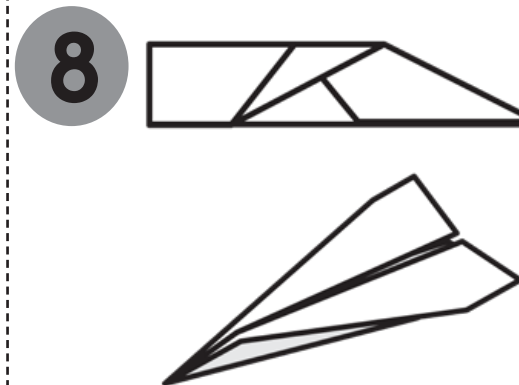
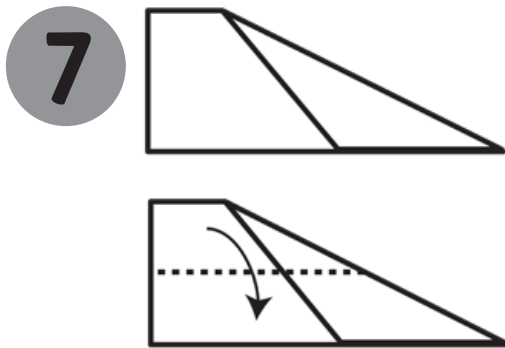
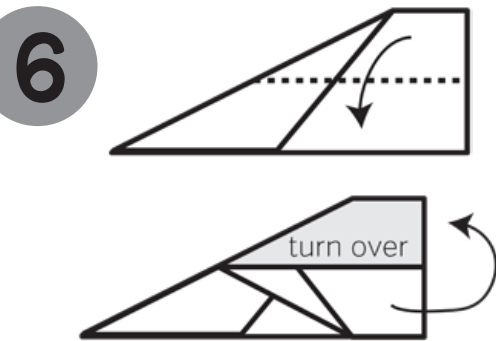
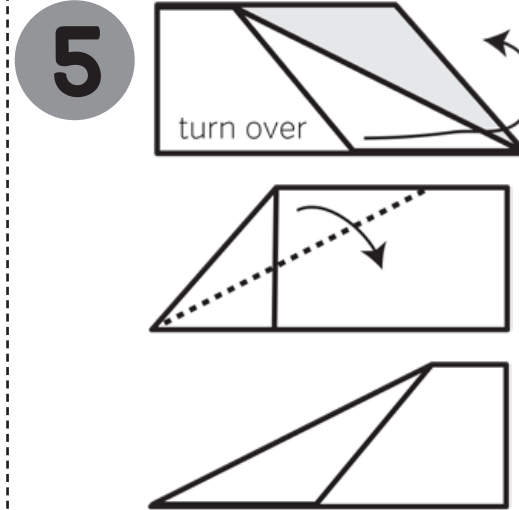
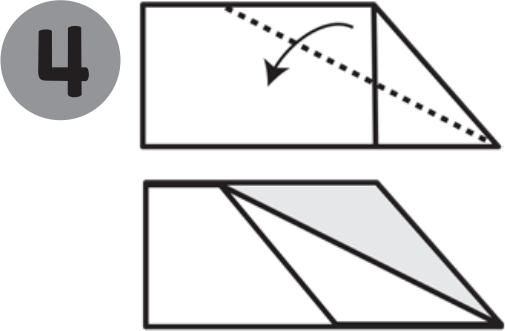
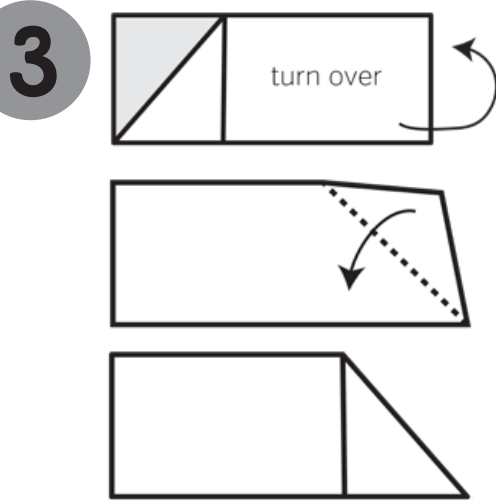
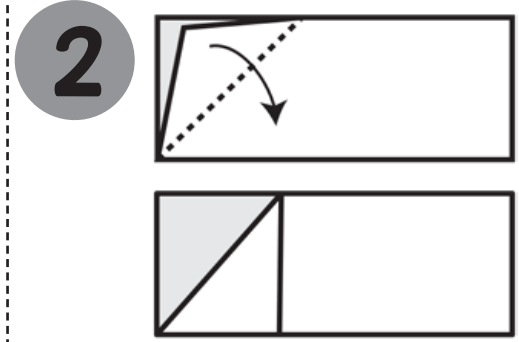
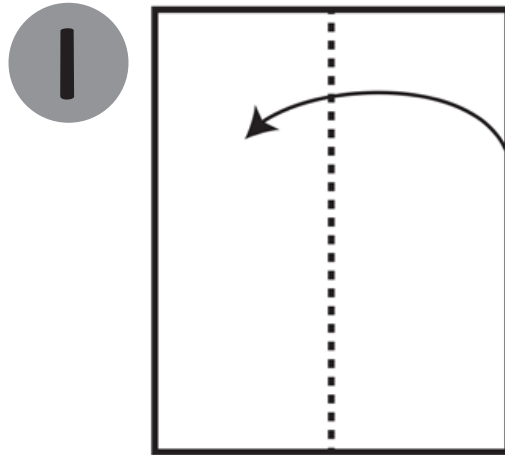


pull:

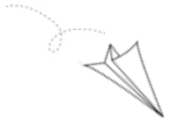
A FORCE TO MOVE SOMETHING TOWARD

Science: Day 1, How to Fold a Paper Airplane

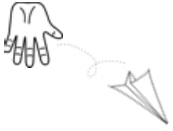
How to Fold a Paper Airplane



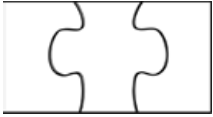
Step 2



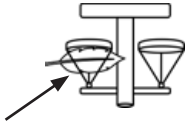
Flies a good distance



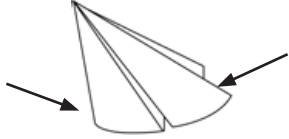
easy to throw



holds together



light-weight



wings

Paper Airplane Design Checklist

Step 1

My airplane details

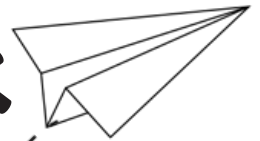
My airplane shape

Paper Airplane Sketch Design

Final Design in Color

Step 3

AERONAUTICAL Engineer Design Book



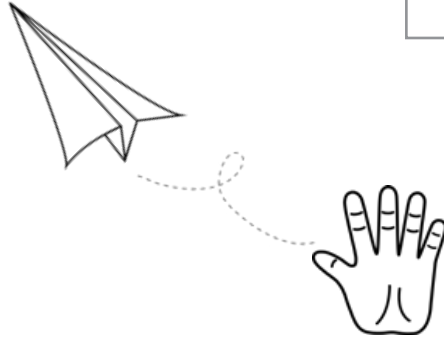
name: _____

Flight Races

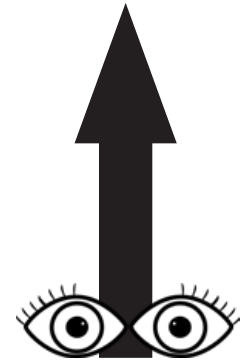
Getting Ready: Before you test, check off, and then do your best!



I have a good grip.



I know how to throw.



I can aim straight.

Practice Tests: Before you race, test 3 times and set your pace!

test 1

Did it fly?

yes

no

How far did it fly?

0 1 2 3 4 5 6

7 8 9 10 10+

Can I change my...



grip



throw



aim

test 2

Did it fly?

yes

no

How far did it fly?

0 1 2 3 4 5 6

7 8 9 10 10+

Can I change my...



grip



throw



aim

test 3

Did it fly?

yes

no

How far did it fly?

0 1 2 3 4 5 6

7 8 9 10 10+

Can I change my...



grip

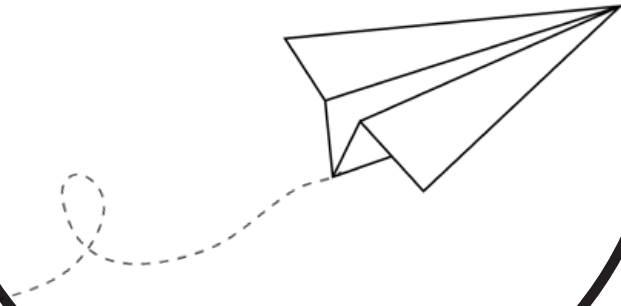


throw

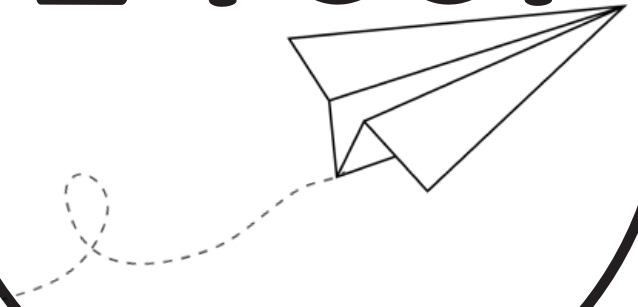


aim

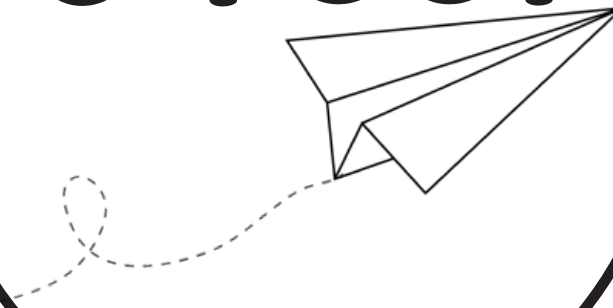
1 foot



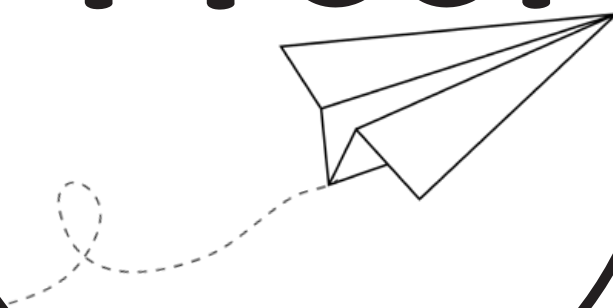
2 feet



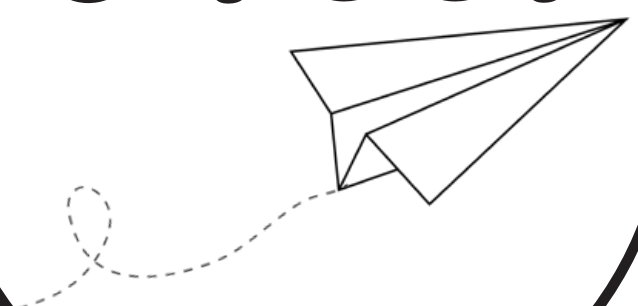
3 feet



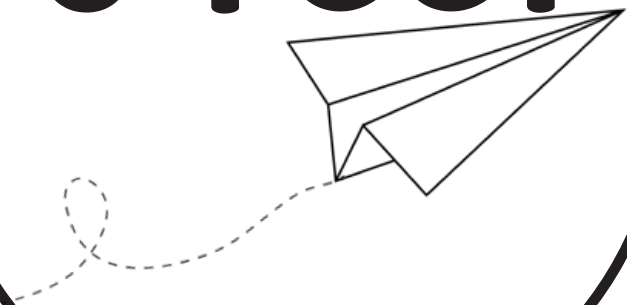
4 feet



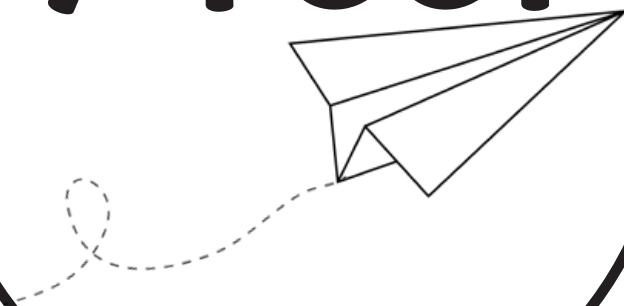
5 feet



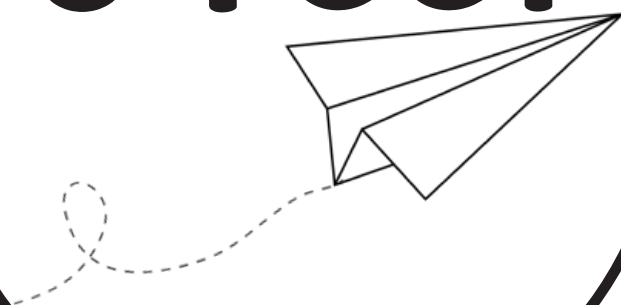
6 feet



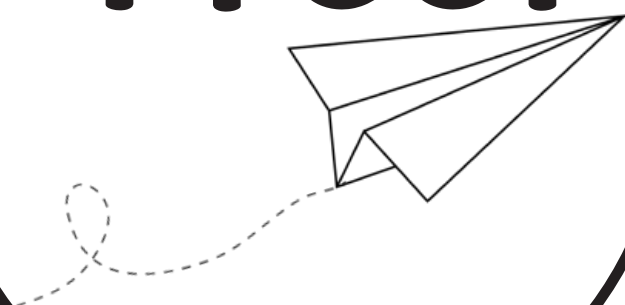
7 feet



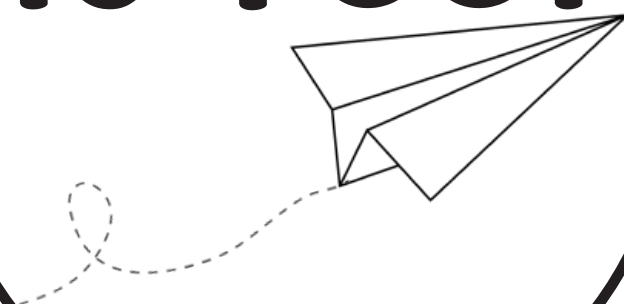
8 feet



9 feet



10 feet



WEEK 2 DAY 5

Science



LESSON DATE

EVALUATE

SHARE AND SHOW
WHAT YOU KNOW

LESSON OVERVIEW

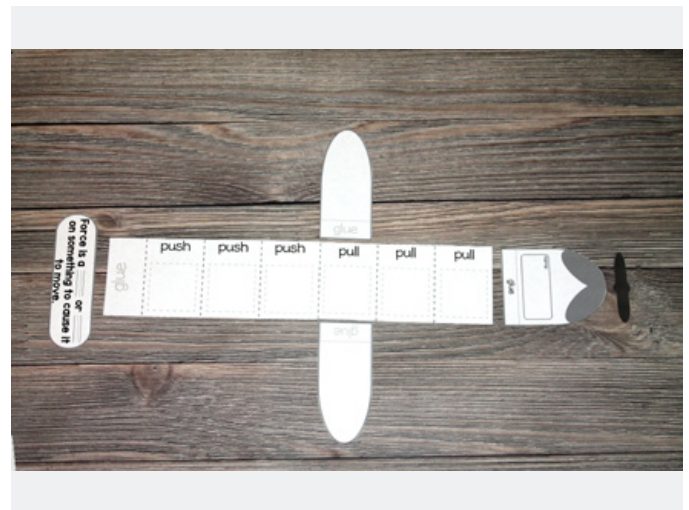
The purpose of this lesson is for students to create an airplane foldable that correctly shows examples of the forces push and pull. They will also need to fill in the blank to complete the definition of force.

LESSON PHOTOS

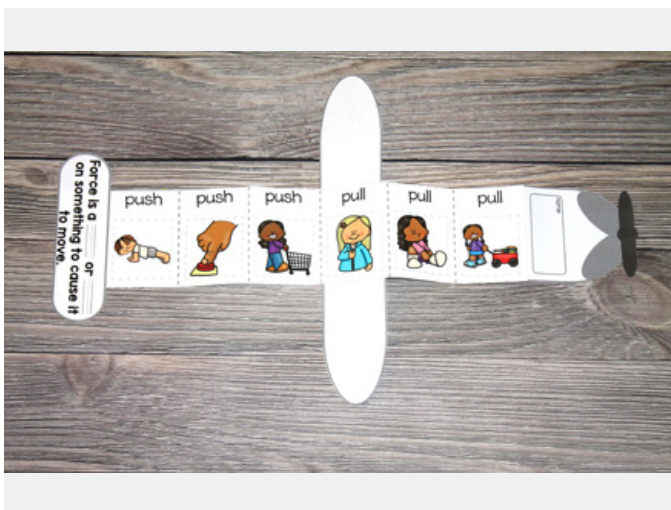
MATERIALS



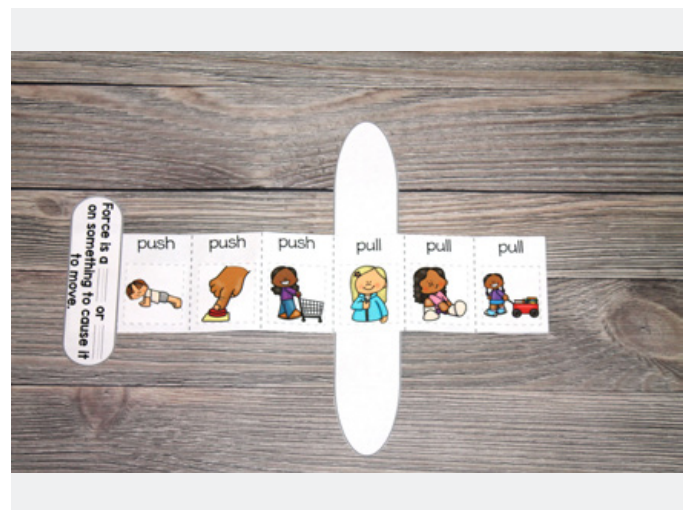
LAYOUT OF PIECES



FOLDABLE TOGETHER



THE FIRST FOLD



WEEK 2 DAY 5

Science



EVALUATE

SHARE AND SHOW
WHAT YOU KNOW

LESSON PHOTOS (CONTINUED)

ACCORDION FOLD



AIRPLANE ALL FOLDED



FOLDABLE RUBRIC



push

push

push

glue



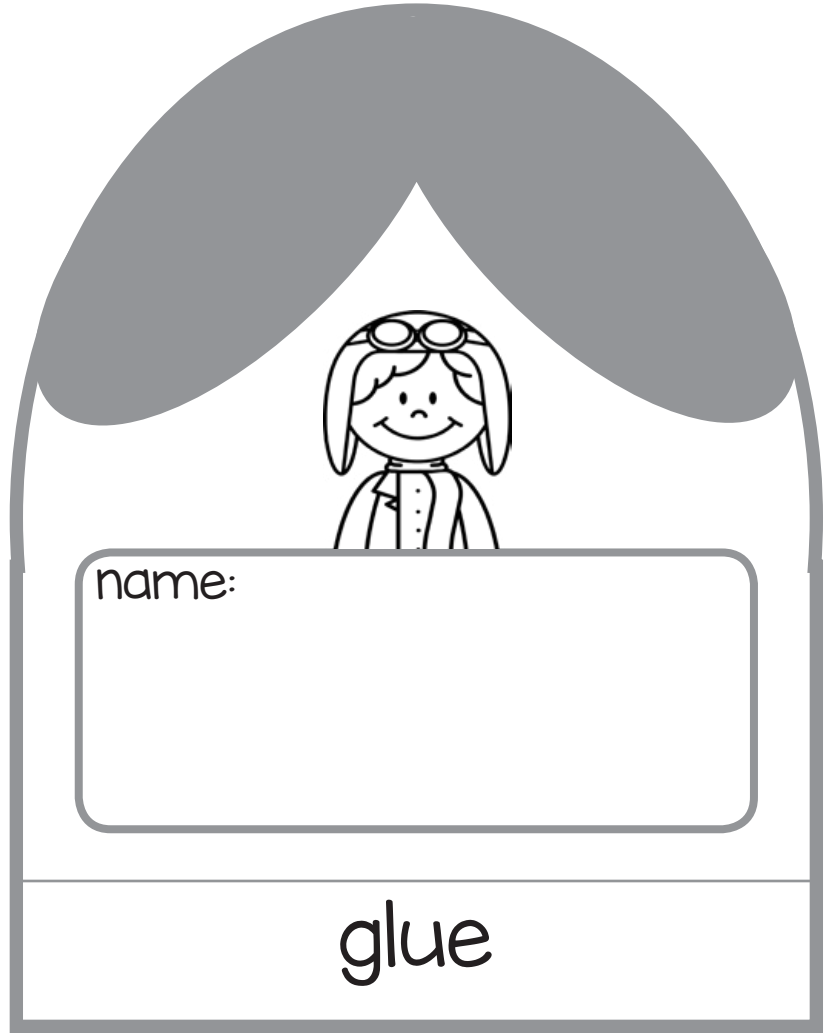
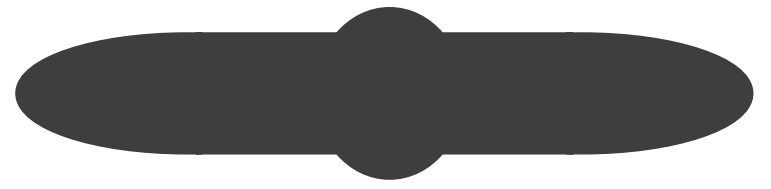
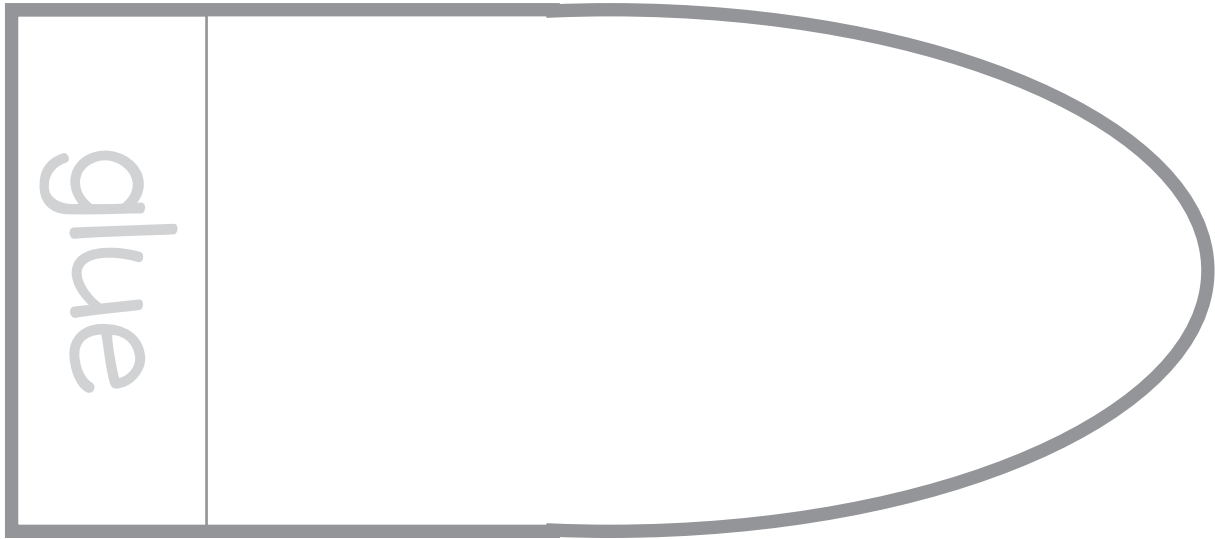
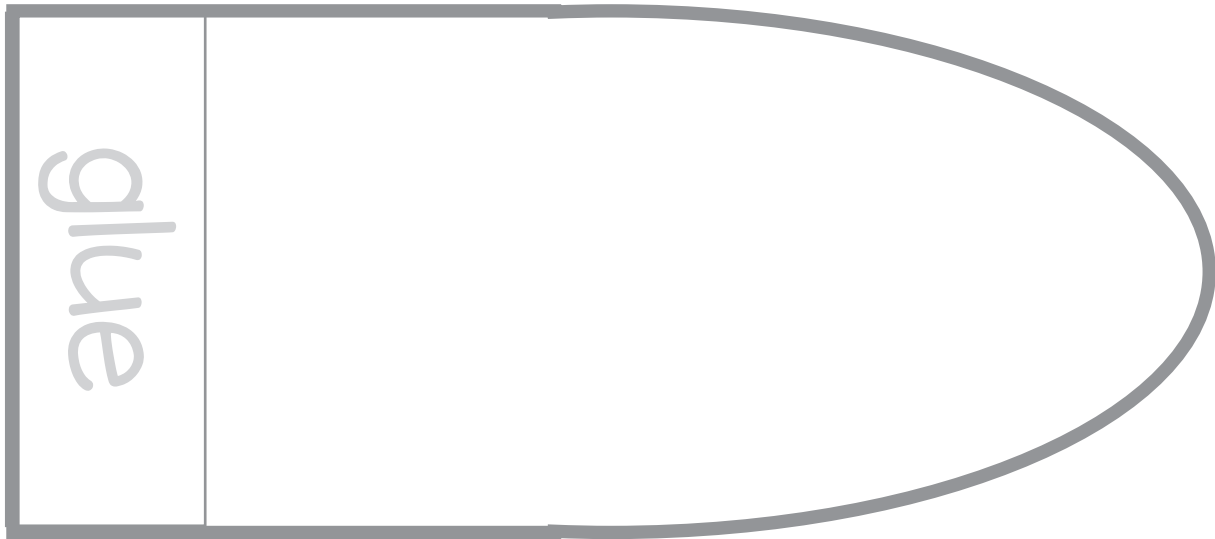
pull

pull

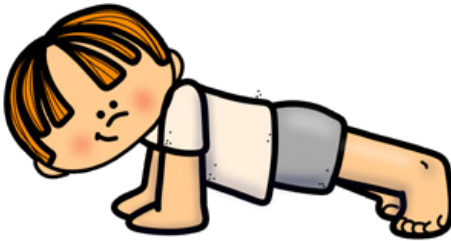
pull

glue





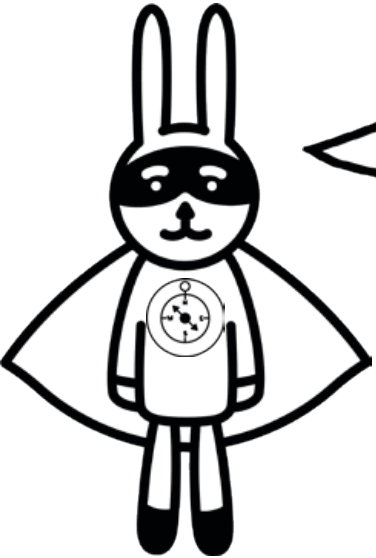
Science: Day 5, Push and Pull Foldable



Force is a _____ or _____
on something to cause it
to move.

Physical Science

PUSH AND PULL



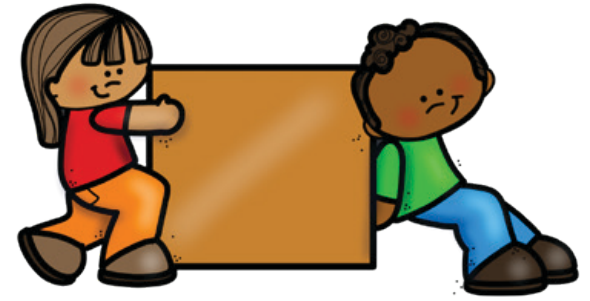
Discuss It:

Describe the difference between a push and a pull.



PUSH

See curriculum library for video links.



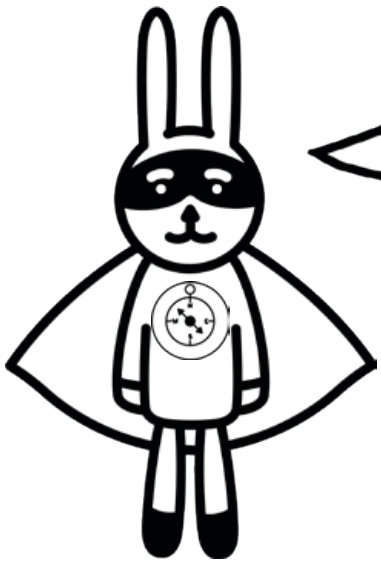
PULL



Draw It: Draw an example of a push. Draw an example of a pull.

Geography

EXPLORING MAPS



Discuss It:

What type of information is shown on a map?



Draw It: Draw a map of your neighborhood with symbols and a legend.



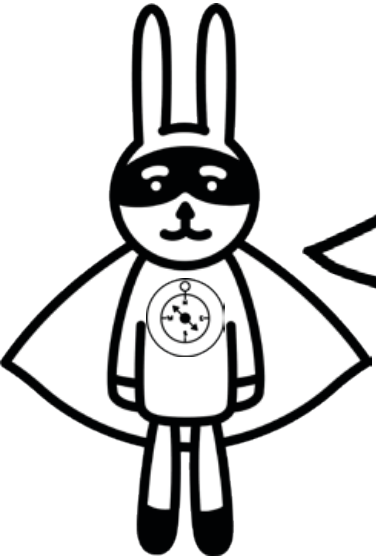
See curriculum library for video links.

SE-W2-Heroes Explore

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Maps

MAP DRAWING



Discuss It:

Name the seven continents.



Draw It: Draw the continent where you live



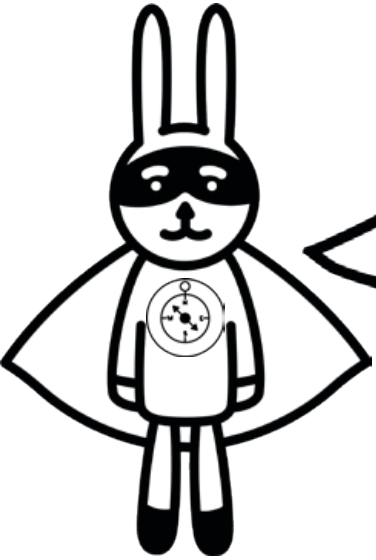
See curriculum library for video links.

SE-W2-Heroes Explore

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Maps

MAP DRAWING

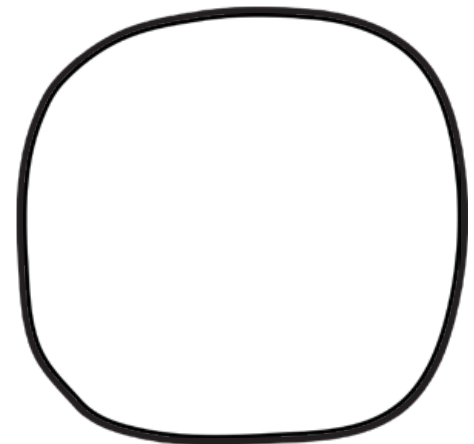


Discuss It:

Name the seven continents.



Draw It: Draw the continent where you live





Additional Printables

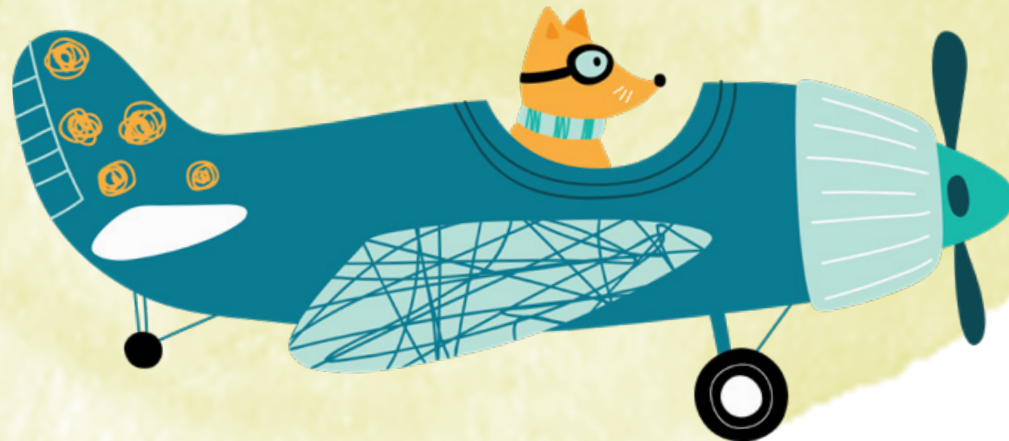
Notes for this section...

- » The pages found in this section can be used for additional activities during this week or at any other time, if your student wishes to do them.
- » Not all subjects will have extra pages each week, so you may find these pages useful during review or assessment weeks, when you can combine multiple weeks of these additional activities.
- » *There may be pages within this section that should be printed on cardstock. As with the SEL printables, any posters or instructional pages should be printed on cardstock and, also, any flash cards or other pages that might need to be made more durable. For additional durability, laminate the pages you wish to. If you cut pages after laminating, be sure to round the corners for safety.*

THOUGHT *of the* WEEK

A SETBACK CAN
EITHER STOP YOU
OR STEER YOU!

-Home CEO Academy



Active

LISTENING

Listen with your whole body!

Brain thinking.

Eyes looking.

Ears listening.

Mouth closed. ...

Heart caring.

Body facing.

Hands still.

Feet still.



Name: _____

Speaking and Listening: Active Listening

Active Listening How Did it Go?



Directions: Have the partners discuss their turn and talk today. Read (or read to students) each one. If you listened with that part of your body, color in the checkmark next to that step. If you didn't practice, leave it blank for now. Then plan with your partner to practice all the parts the next time you turn and talk. Paste into the Reading Skills and Strategies section of your Reader's Notebook.



Brain thinking.



Eyes looking.



Ears listening.



Mouth closed.



Heart caring.



Body facing.



Hands and feet still.



Our Library

RULES!

We are grateful for our books .



Handle books with care.



Put them where they go.



Use the book hospital.



Read quietly.



Care - keep it tidy.



HEROES

R REASON

HEROES READ WITH A REASON IN MIND.



E ENJOY

HEROES READ BOOKS THEY ENJOY AND ARE INTERESTED IN.



A ATTENTION

HEROES READ WITH ATTENTION TO WORDS IN BOOKS.



D DETAILS

HEROES READ TO REMEMBER AND UNDERSTAND DETAILS IN THE STORY.

