



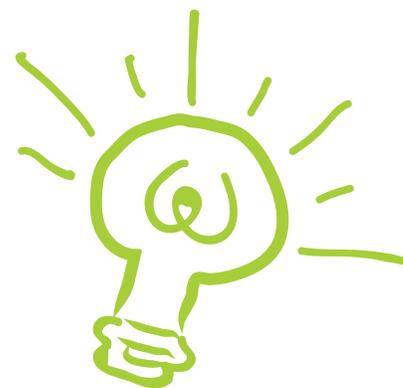
AT-HOME SUMMER GUIDE

for **SCHOOL-AGE** (Kindergarten–6th Grade)

Week of June 22, 2020

Ready to learn some big words? This week, explore how stories are constructed through character development, the relationship between **protagonists** and **antagonists**, and the environments that surround the story (setting). You will view familiar characters in new ways by mixing them into different worlds and creating new challenges for them to solve.

We've also included a few fun math and reading activities to keep your mind engaged and ready for the next school year!



FAMILIES WITH KINDERGARTENERS:

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

This Week's Theme:

Sharing Fairy Tales

FAIRLY TALES

[Twenty Questions](#)

Play a word game to identify a mystery component of a story by using deductive skills to make an educated guess.

["I Am" Poems](#)

Put yourself in the shoes of a character from a story you've read. Complete this poem with your understanding of their motivations and [perspectives](#).

[Twenty-First-Century Fairy Tales](#)

Most fairy tales come from older stories written and told centuries ago, but sometimes writers and movie studios will adapt them for modern times. See how you can adjust a favorite fairy tale for modern audiences.

[Fairy Tale Improv](#)

Stories are a great way for a writer to create and express their perceptions of the world around them. Use improv to create new interpretations of fairy tales.

[Apology Letter from an Antagonist](#)

Stories typically consist of a protagonist and a antagonist. In this activity, you'll create an apology letter from an antagonist interpreting their viewpoints and sharing a message that matches a character's tone.

PREVENTING LEARNING LOSS

[Greater Than/Less Than](#)

Play this fast-paced math game using a deck of cards to increase your reaction time and practice number sense.

[\\$100 Word Challenge](#)

Test your budget and word knowledge in this activity by creating words without breaking the bank.

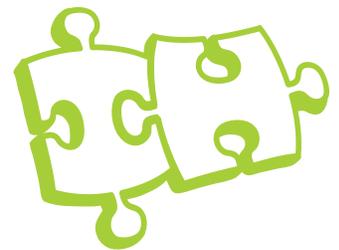
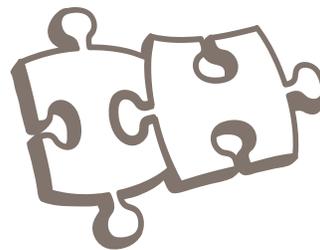
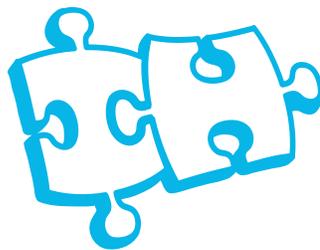
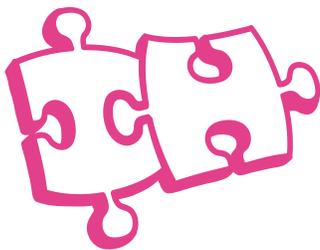
FIRST GRADE READINESS

[Phonics Activity: Teacher for a Day](#)

Some say the best way to learn is to teach! This activity lets your learner be the teacher for a day, as they show you how much they've learned about reading during kindergarten.

[Math Activity: Pattern Bracelets](#)

Math and art go hand in hand in this activity! Your child will use their knowledge of patterns to make a bead bracelet.



FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Help your child develop important social-emotional skills by working on your family project! This week, we invite your family to explore the theme **What is Essential?**

At-Home Summer Guide for School-Age

Week of June 22, 2020

Getting Ready for the Week: Materials to Gather

Every day of this week involves fairy tale activities that will use stories from books at homes, stories heard or told, or even fantasy movies and television you've already seen. You can also visit digital resources to find additional stories to explore that will increase your understanding of new characters and new challenges. Additional sources for stories that can bring new perspectives and experiences can be found using some of the links below:

- ❑ [Happily Ever After: 17 Multicultural Fairy Tales to Delight Every Child](#)
- ❑ [11 Fairy Tales With Characters of Color](#)
- ❑ [Books by Rachel Isadora](#)

For Fairy Tale Activities:

- ❑ Colored index cards
- ❑ [Fairy Tale Improv cards](#)
- ❑ Paper
- ❑ [Twenty-First-Century Fairy Tales Planning Sheet](#)
- ❑ Writing and drawing tools

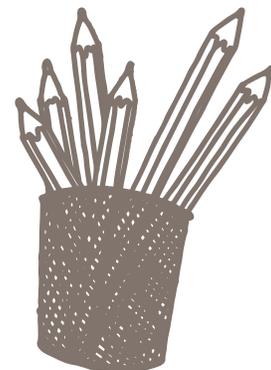
For Preventing Learning Loss Activities:

- ❑ Deck of playing cards (remove the face cards)
- ❑ [Letter Values chart](#)
- ❑ Paper
- ❑ Writing and drawing tools

For First Grade Readiness:

- ❑ A favorite book your child can read on their own
- ❑ Beads
- ❑ Yarn
- ❑ Tape
- ❑ Colorful markers similar to the colors of your beads
- ❑ Paper
- ❑ Scissors, child-size

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



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Week of June 22, 2020

Fairy Tales: Twenty Questions

Play a word game to identify a mystery component of a story by using deductive skills to make an educated guess.

Length of activity:
15 minutes



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



Level of Prep Required: Low



What you need:

- Your beautiful mind!

What you will do:

Think of a character from a story you've read or explored, and that your family is familiar with, and play a game of twenty questions with them. After they've guessed your secret character, switch roles and ask them to pick a character so you can guess which person they selected.

Note: Twenty questions is a game that creates a puzzle for someone to solve. One person is chosen as the leader and they will pick an item, character, setting, or story from a fairy tale that everyone knows. The other players will ask questions to narrow down what the item is and attempt to guess the secret story element. The players only get to ask twenty questions and after the last one, they need to make a guess based on the answers they received. For example, one question might be, "Is it alive?" to help narrow down a living thing or a location or item.



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Fairy Tales: “I Am” Poems

Put yourself in the shoes of a character from a story you’ve read. Complete this poem with your understanding of their motivations and perspectives.

Length of activity:
15 minutes



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



Level of Prep Required: Low

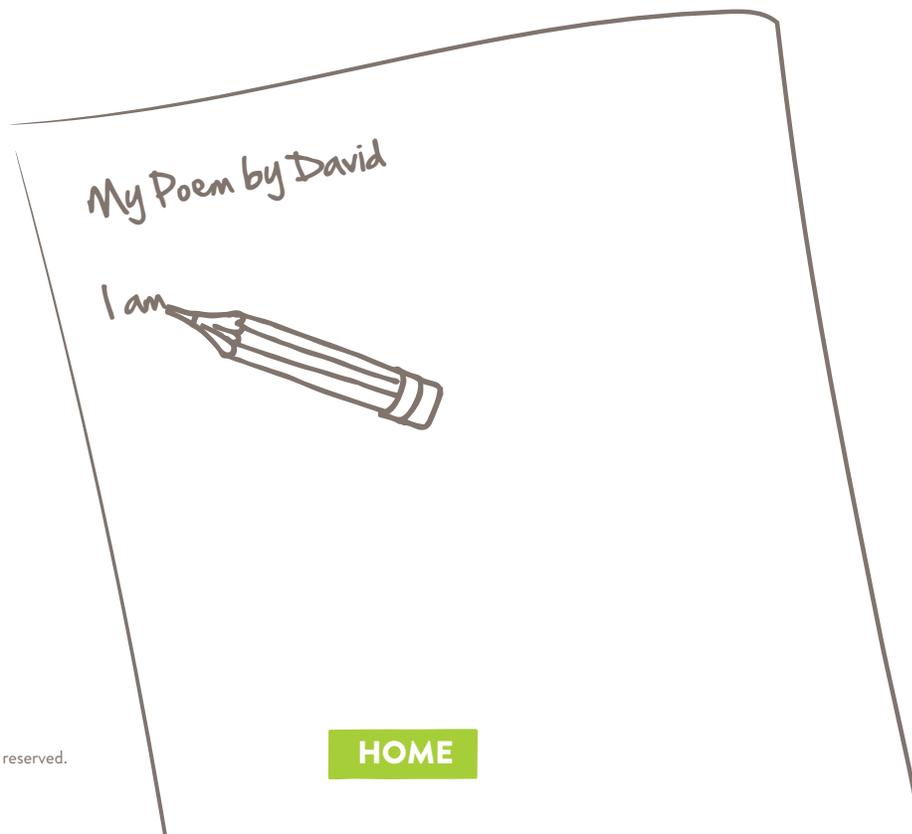


What you need:

- Paper
- Writing and drawing tools

What you will do:

Create an “I Am” poem using the [outline](#) on the next page. Next, mix it up and think of a favorite fairy tale you’ve read, watched, listened to, or even written and pick your favorite character from the story. Try to complete the poem from their perspective. Think about how they would view themselves. After writing the poem, share the story and poem with your family members to see if they can guess who the poem is about.



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I am _____ and _____. (two special characteristics)

I wonder _____.

I hear _____.

I see _____.

I want _____.

I am _____ and _____. (the first line of the poem restated)

I pretend _____.

I feel _____.

I touch _____.

I worry _____.

I cry _____.

I am _____ and _____. (the first line of the poem restated)

I understand _____.

I say _____.

I dream _____.

I try _____.

I hope _____.

I am _____ and _____. (the first line of the poem restated)

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Fairy Tales: Twenty-First-Century Fairy Tales

Most fairy tales come from older stories written and told centuries ago, but sometimes writers and movie studios will adapt them for modern times. See how you can adjust a favorite fairy tale for modern audiences.

Length of activity:
15 minutes



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



Level of Prep Required: Low



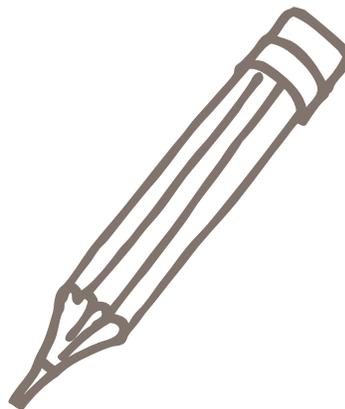
What you need:

- Paper
- [Planning Sheet](#)
- Writing and drawing tools

What you will do:

Stories like *Cinderella*, *Hansel and Gretel*, *Snow White*, *The Frog Prince*, and *Sleeping Beauty* were originally written in the early 1800's, so their characters, environments, and even forms of speech reflect that period of time. Since then, many of the stories have been rewritten to reflect the current time period.

Think of fairy tales you've heard and complete the traditional segments of the [guide](#) on the next page. Now think about how the stories would be different today. Pick a story you'd like to see updated from a land of fantasy to a modern setting. Ask yourself what technology, culture, landmarks, and methods of communication would need to be changed in order to bring an old tale to the modern world. Fill out the Planning Sheet from last week to take an old tale and turn it into a modern day, or even a futuristic, story. Read the new story you created to your friends and family and see if they can guess its origin.



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Twenty-First-Century Fairy Tales Planning Sheet

Traditional Fairy-Tale Title:

Mixed-Up Fairy-Tale Title:

Traditional Point of View
(Who is telling the story?):

Mixed-Up Point of View
(Who is telling the story?):

Traditional Characters:

Mixed-Up Characters:

Traditional Plot:

Mixed-Up Plot:

Traditional Ending:

Mixed-Up Ending:

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Week of June 22, 2020

Fairy Tales: Fairy Tale Improv

Stories are a great way for a writer to create and express their perceptions of the world around them. Use improv to create new interpretations of fairy tales.

Length of activity:
20 minutes



Level of Engagement
Required by Adult: Medium



Level of Prep Required: Medium



What you need:

- [Fairy Tale Improv cards](#)
- Colored index cards
- Writing and drawing utensils

What you will do:

Improv is the act of creating a story on the spot from unplanned suggestions. In traditional improv shows the actors will receive suggestions for things like characters or setting from their audience. In this activity you will write a few story elements and improv a story with your family.

On three different colored index cards or pieces of paper, copy the examples of story elements below. Make all character cards one color, the settings another color, and the plot the final color. Remember that the character is a person, animal, or thing in the story, the setting is where the story takes place, and the plot is the events in the story that occur and cause a change in the characters' lives.

Next, pick one plot card and one setting card for all the actors to use. Then, each person will pick their own character card. After reviewing all the cards drawn (your character, the setting and the plot), everyone begins to act out the story and react to the actions of the other actors (remember to stay in "character" which means you are going to act as you think the character you selected will act). Be dramatic and make large movements to create a more engaging story as the actors create a brand-new story from scratch.

For an additional challenge, you can create new characters, plots, or settings on the spot. For example, draw new plot and setting cards then make-up a completely new character to live in this world.

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Fairy Tale Improv Cards

| | | |
|---|--|--|
| Character: Snow White | Setting: Forest, cottage | Plot: The character escapes her evil stepmother and arrives at a cottage where seven dwarfs live. |
| Characters: Hansel and Gretel | Setting: Forest, candy house | Plot: The characters explore a forest and find a candy house. They discover a witch living there. |
| Character: Cinderella | Setting: Castle | Plot: The character is mistreated by her stepmother and stepsisters. She meets a fairy godmother, who treats her to a night at a palace ball, where she meets a prince. |
| Characters: The Three Little Pigs | Setting: Houses made of straw, sticks, and bricks | Plot: The characters set out on their own to build their houses and start new lives. A big, bad wolf tries to blow their houses down and they must try to trick him to keep from being eaten. |
| Character: Little Red Riding Hood | Setting: Forest, Grandmother's house | Plot: The character travels through the forest to her grandmother's house to deliver treats. She arrives to find a wolf pretending to be her grandmother. |
| Character: Jack | Setting: Beanstalk, giant's castle | Plot: The character plants magic beans that grow into a beanstalk. When he climbs the beanstalk, he finds a giant's castle at the top. |

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Fairy Tales: Apology Letter from an Antagonist

Stories typically consist of a protagonist and an antagonist. In this activity, you'll create an apology letter from an antagonist interpreting their viewpoints and sharing a message that matches a character's tone.

Length of activity:

15 minutes



Level of Engagement Required by Adult: Low



Level of Prep Required: Low



What you need:

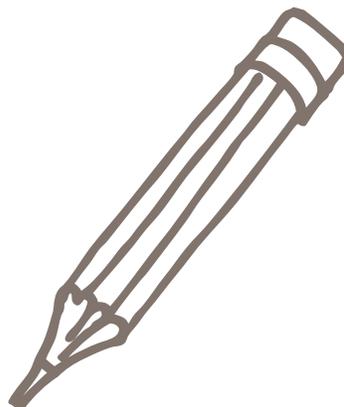
- Paper
- Writing and drawing utensils

What you will do:

Remember: A *protagonist* is the main character of the story and often written as the hero. Sometimes the protagonist will have flaws and will often resist being the hero of the story. Traditionally, their morals and views are different or go against the wants of the *antagonist* who is the “villain” of the story. The antagonist traditionally has a clear goal that causes the protagonist to act against them.

Think of some of the antagonists you've seen in the fairy tales you've read or seen in the past: what are some traits they have in common and what are some of their differences?

Pick an antagonist that you feel you have a deep understanding of and think about what they wanted and what drove them. Write an apology letter on their behalf to the protagonist. As the antagonist you need to outline what you did, why you did it, what you learned, why you are sorry, and why you won't do it again. Share your apology letter with friends and family and see if they feel it is genuine and addresses all the issues between the two characters.



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Preventing Learning Loss: Greater Than/Less Than

This game provides a fun method of testing reactions, problem-solving skills, and phonics skills that can be played with friends or family.

Length of activity:

15 minutes



Level of Engagement Required by Adult: High



Level of Prep Required: Low



What you need:

- Deck of playing cards (remove the face cards)

What you will do:

- Remove all face cards from the deck, keeping only aces through tens. Shuffle the deck then distribute the cards equally between the players. Aces count as a 1.
- The players will take turns trying to guess a secret card. Determine who will be the dealer and who will be the guesser in the first round.
- The dealer will look at a card from his or her pile and place it face down on the table. This will be the secret card.
- The guesser will select a card from his or her pile and place it face up on the table. The dealer will tell the guesser if the value of the secret card is greater than or less than the value of the card shown.
- Next, the guesser will try to guess the value of the secret card.
- If the guesser is correct, the reshuffle the cards and switch roles. If the guesser is wrong, they will flip over another card from their pile and the dealer will say if the value of the new card is greater than or less than the value of the secret card.
- Play continues until the guesser has correctly guessed the value of the secret card.
- After the guesser has correctly identified the value of the card, the players switch roles.

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Preventing Learning Loss: \$100 Word Challenge

Test your budget and word knowledge in this activity by creating words without breaking the bank.

Length of activity:
15 minutes



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



Level of Prep Required: Low



What you need:

- Letter Values chart (below)
- Paper
- Writing and drawing tools

What you will do:

- Review the letter values below.
- Try to complete the following tasks:
 - What words can you make that are worth exactly \$100?
 - What is the lowest-value word you can make using at least three letters?
 - What is the highest-value word you can make?
- As you make words, write each word and its value on a piece of paper.
- Change the values or add a timer to increase the challenge.

| | | |
|-----------------|-----------------|----------------|
| A - \$26 | J - \$17 | S - \$8 |
| B - \$25 | K - \$16 | T - \$7 |
| C - \$24 | L - \$15 | U - \$6 |
| D - \$23 | M - \$14 | V - \$5 |
| E - \$22 | N - \$13 | W - \$4 |
| F - \$21 | O - \$12 | X - \$3 |
| G - \$20 | P - \$11 | Y - \$2 |
| H - \$19 | Q - \$10 | Z - \$1 |
| I - \$18 | R - \$9 | |

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Week of June 22, 2020

First Grade Readiness

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

Phonics Activity: Teacher for a Day

Some say the best way to learn is to teach! This activity lets your learner be the teacher for a day, as they show you how much they've learned about reading during kindergarten.

Length of activity:
20-30 minutes*



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



Level of Prep Required: Low



What you need:

- A favorite book your child can read on their own

What your child is learning:

- To recognize and read familiar words
- To review kindergarten phonics concepts like sounding out and blending letters
- Confidence and leadership

What you will do: Ask your child to play school with you, but tell them that this time, they are going to be the teacher and you are going to be the kindergartener! Explain that they will be teaching you to read. Do story time together, having them read you their favorite book as though you are a child new to kindergarten and they are your teacher. After the first time through the book, ask them to read it again. Ask questions about the words on the page like, "What is that word?" "Can you teach me to read this?" Use your questions to encourage them to teach you things like how to recognize letters and how to sound out words. Make intentional mistakes, such as mistaking "d" for "b" or using the wrong vowel sound as you sound out words.

If you prefer to not do a full role switch with your child, you can adapt this activity to have them teach a "class" to dolls and stuffed animals. In this version of the activity, you should still ask the same types of questions, but pretend that the questions are coming from the dolls and stuffed animals.

After the "lesson" is finished, point out all the things they've learned and how far they've come since the beginning of kindergarten. Tell them how proud you are of them.

If your child is ready: If your child is excited by the imagination aspects of this game, you can extend the play by letting them set up their own "classroom" ahead of time with any props they find. If your child gets into role playing as the teacher, they may have their own ideas about how they want the lesson to go and other things they want to teach you or their "class." Follow their lead!

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Math Activity: Pattern Bracelets

Math and art go hand in hand in this activity! Your child will use their knowledge of patterns to make a bead bracelet.

Length of activity:
20-30 minutes*



Level of Engagement
Required by Adult: Medium



Level of Prep Required: Medium



What you need:

- Beads
- Yarn
- Tape
- Colorful markers similar to the colors of your beads
- Paper
- Scissors, child-size

What your child is learning:

- Complex patterning
- How to turn creative ideas and plans into art
- Precise control of hand muscles

What you will do:

Cut the yarn in a few seven-inch pieces and wrap one end with tape to use for stringing. Tie a bead on the other end of the yarn to prevent beads from falling off the yarn. Tell your child that you will be designing bead bracelets together using patterns. They may have done this before using simple patterns, choosing two colors and alternating between them (for example, yellow, pink, yellow, pink). Now that they are going to be first graders, they are ready to practice more complicated patterns like yellow, yellow, pink, pink, pink, or yellow, yellow, pink, blue.

Tell them that before you start, you will create some ideas for bead patterns together using the paper and markers. Ask them to help you pick three bead colors and find the markers that most closely match those colors. Now on your paper, use the markers to draw dots in a pattern: color one, color one, color two, color three. For example, if they chose red, blue, and green, you would draw red, red, blue, green. Explain that you could make a bracelet with this pattern by taking beads of this color and stringing them onto the yarn using this pattern over and over until the bracelet is done. Ask your child to use the markers to draw the four colors that would come next on the bracelet.

Say that this is one pattern you could use for your bracelet, but there are other patterns you can make with the same three colors. Ask them to help you create their own new pattern. In this new pattern, each color should be repeated 1, 2, or 3 times. How many times do they want to repeat color 1? How many times do they want to repeat color 2? How many times do they want to repeat color 3? For example, you might create a pattern like red, red, blue, blue, blue, green, green. Use the marker to draw the pattern on the paper and ask your child to draw the colors that would come next in the pattern.

Ask your child to try making new patterns. They can use the same three colors of beads and markers or can try new colors. They can also try patterns with just two markers. After they create each pattern on paper, ask them to look at it

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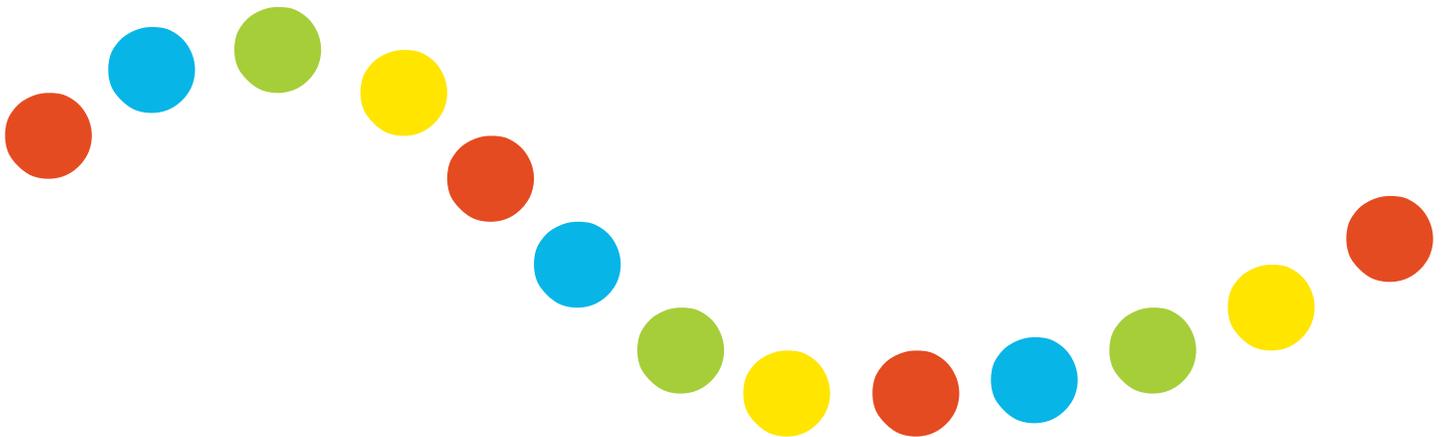
Week of June 22, 2020

and decide whether they want to make a bracelet using this pattern. If they do, show them how to string beads onto the yarn in the pattern they've created. Help them tie the string of beads into a bracelet.

They can make as many bracelets as time, materials, and interest allow.

If your child is ready:

To make this more challenging, you can create more complicated patterns. For example, the pattern red, blue, green, blue is more challenging than the pattern red, red, blue. If your child loves making bracelets, they might also enjoy making a necklace out of a favorite pattern. You can also extend this activity into social learning by seeing whether your child wants to give any of the bracelets they've made as a gift to a loved one. Or ask if they want to make a new one for a loved one and challenge them to keep that person in mind as they make the bracelet. For example, if they know what grandma's favorite colors are, they should use those colors in their gift bracelet.



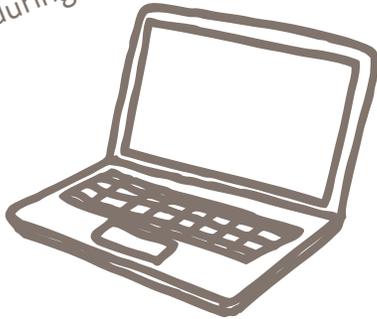
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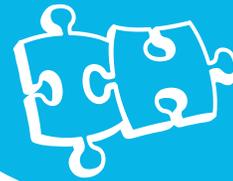
Focus on Social and Emotional Learning: Family Project

Help your child develop important social-emotional skills by working on your family project!

GOAL: Create a project for historical record to document and reflect on your family's experience during the COVID-19 pandemic.



For the past few weeks, your family has been working through different themes for your family project. This week, we invite your family to explore the theme **What is Essential?**



What is Essential?

Summer is finally here! Without a doubt, this is the most surreal transition into the season we've ever collectively experienced. For several months now, we've been forced to think about what is truly essential in our lives. We've adapted and discovered new things about ourselves, our families, and our communities. Hopefully, we've realized we are stronger, more creative, and more empathetic than we previously thought. And now, we're facing a summer at home.

Try this!

In spite of the challenges we're still experiencing, this summer can be one families look back on to find **meaning**. Just like these past months, it's within our power to turn challenging conditions into a season of **growth**, **fun experiences**, and **fond memories**. For this week's Our Stay-at-Home Story prompt, discuss as a family what essentials you'll need to make this summer **meaningful for you**. Add another layer to your family project that represents what you hope to experience together.

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Note: In case you missed it, we released [Our Stay-at-Home Story: A KinderCare Family Project](#) in May. By working on your project together, you're helping your child develop important social-emotional skills in fun new ways, while building their communication skills, creativity, and confidence! Many of the project suggestions require little preparation and are perfect to weave into your regular day.

If you've opted out of the project, just talking about your common experiences is a great way to build your child's skills and come closer together as a family. Use the themes below as a conversation starter with your child. The most important part of social-emotional learning is creating an opportunity for sharing feelings and building community with others.

THEMES:

- **All the Feels:** Explore and identify your hopes, worries, gratitude, or frustrations.
- **Building Connections:** Find a way to embrace your family and community from a distance.
- **What Is Essential:** Redefine what essential means through your everyday actions.
- **Flexible Mindsets:** How are you learning and growing together as a family?
- **Who Are the Helpers:** Who is helping us? How are we helping others?

