



AT-HOME SUMMER GUIDE

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

Week of June 29, 2020

Welcome to the latest installment of the At-Home Summer Guide! We've selected six of our most popular two-week summer themes for use at home. The week kicks off a new theme: **Superheroes!**

FAMILIES WITH KINDERGARTENERS:

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



Develop a superhero personality and think about what you would like your hero's costume to look like. Additionally, the activities call on you to explore the needs of the world around you to determine things that you, as heroes, can do to make the world a better place.

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

This Week's Theme:

Superhero Stories

SUPERHEROES

[Disguises](#)

Superheroes are often best known for their disguises and personality. Create your own superhero mask in this activity.

[Shrink-Ray Art](#)

A shrink-ray is a staple of science-fiction and comics, in this activity you will create a work of art then use your artistic superpowers to shrink it!

[Creating Comic Strips](#)

Comic strips are a visual storytelling medium that have existed for years as a method of storytelling that leverages images to tell a story. In this activity, create a comic strip of your own to share with friends and family.

[Wishes for the World](#)

Being a hero is all about helping those around you. In this activity, you will identify something that you dream of doing to help improve the world.

[Onomatopoeia that Pops!](#)

Words are powerful tools to share a message. In this activity, use a picture to convey a word and see if your family can guess the word.

PREVENTING LEARNING LOSS

[Picture Telephone](#)

In this fun game meant to be played with family and friends, everyone uses their observation and problem-solving skills to see how well they can communicate a message when all they get is the previous player's interpretation of the message!

[Domino War](#)

Test your reaction time and math prowess with Domino War.

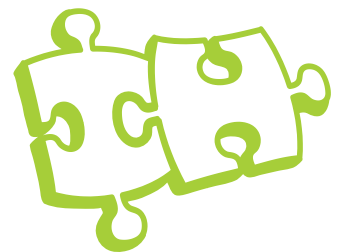
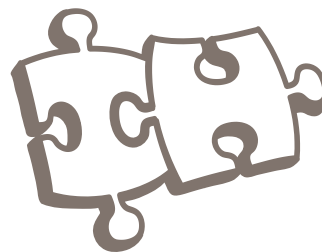
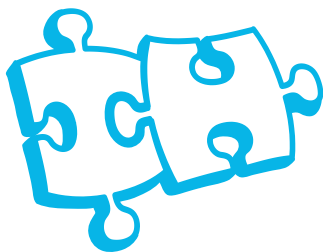
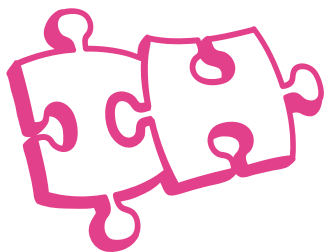
FIRST GRADE READINESS

[Phonics Activity: I Spy](#)

Use phonics clues in this guessing game to help your child practice listening for the sounds that letters make in words.

[Math Activity: Practice Clocks and The Thirsty Thief](#)

Assemble a practice clock and then follow along with a story about a garden thief who comes at different times of the day.



FOCUS ON SOCIAL AND EMOTIONAL LEARNING

Stay-at-Home Story family project wrap up! For the last eight weeks we've presented prompts as a healthy way for families to process the ongoing pandemic. See it all here!

At-Home Summer Guide for School-Age

Week of June 29, 2020

Getting Ready for the Week: Materials to Gather

For Superhero Activities:

- [Mask template](#)
- Paper
- String or ribbon
- Tape
- Writing and drawing tools
- [Large](#) and [small](#) graph charts
- White paper
- Pencil
- Ruler

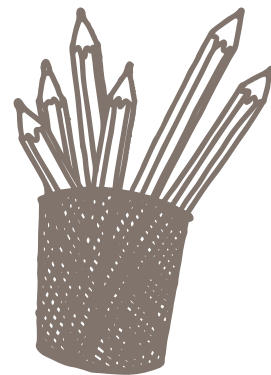
Tip: At the beginning of your week, gather materials and place them in a container so you're ready to go!

For Preventing Learning Loss Activities:

- Paper
- Writing and drawing tools
- Dominoes

For First Grade Readiness:

- Books with busy pictures, like an *I Spy* or *Where's Waldo?* book (optional)
- Child-size scissors
- Fastener, such as a brass fastener, paper clip, or pipe cleaner
- [Practice Clock sheet](#) (printed, or if you don't have a printer, you can create your own using construction paper and a marker)
- [The Thirsty Thief story](#)



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Week of June 29, 2020

Superheroes: Disguises

Superheroes are often best known for their disguises and personality. Create your own superhero mask in this activity.

Length of activity:
20 minutes



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



Level of Prep Required: Medium



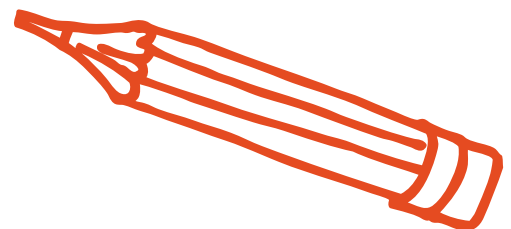
What you need:

- [Mask template](#)
- Paper
- String or ribbon
- Tape
- Writing and drawing tools

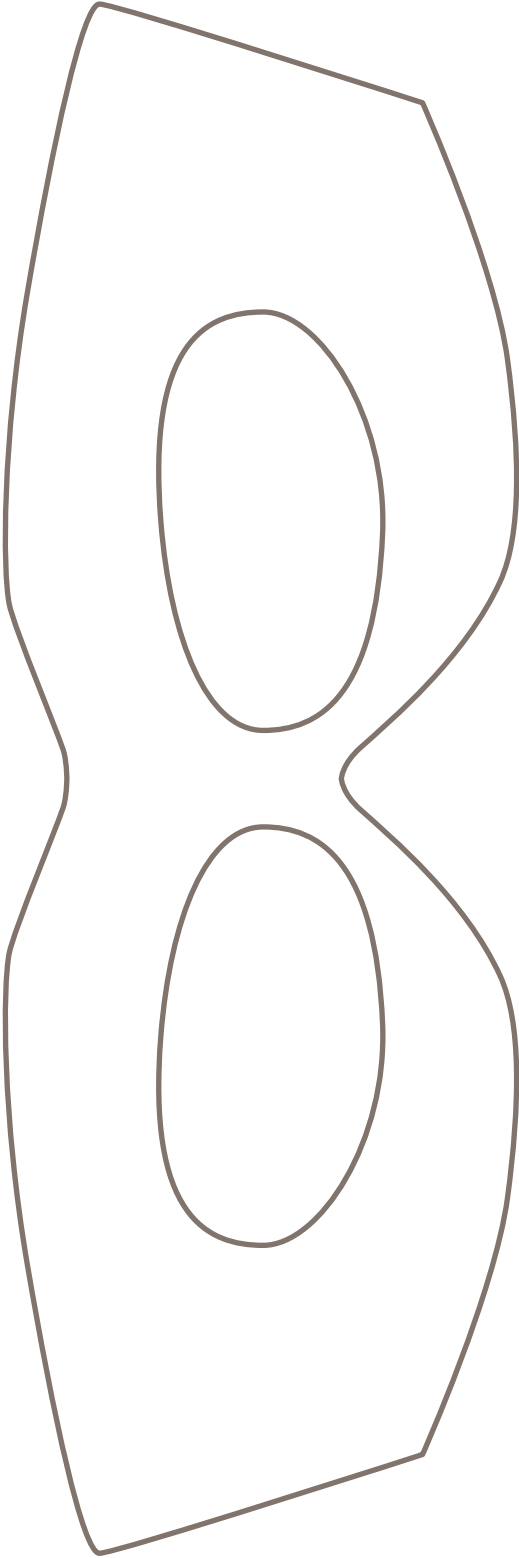
What you will do:

If you became a superhero tomorrow, what would your superhero name be? How would you disguise yourself? What type of costume would you wear? What colors would it be? Would there be any special designs on the costume? What would your logo or your heroic symbol be? Use your answers to these questions to create a superhero mask you can wear throughout your superhero adventures over the next two weeks!

Use the mask template provided or design your own on a sheet of paper. Decorate your mask with the colors, designs, logo, or symbols of your heroic alter-ego. If you have access to art and craft materials, such as beads, fabric, glitter, sequins, or feathers, you can use them to add extra details to your mask. After you've finished decorating your mask, cut it out using care to cut out the eyeholes. Use tape to secure string or ribbon to each side of the mask, making the string or ribbon long enough that it fits around your head.



Mask Template



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Superheroes: Shrink-Ray Art

A shrink-ray is a staple of science-fiction and comics, in this activity you will create a work of art then use your artistic superpowers to shrink it!

Length of activity:
20 minutes



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



Level of Prep Required: Medium



What you need:

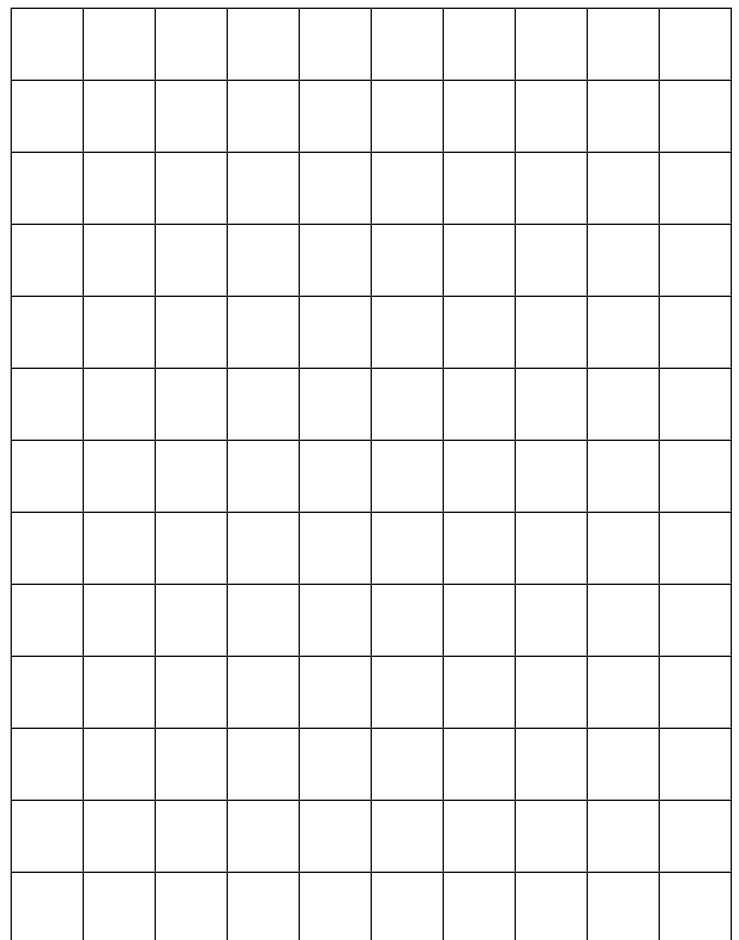
- [Large graph chart](#)
- Small graph chart (below)
- Writing and drawing tools

What you will do:

A popular element of science-fiction stories is a “shrink-ray device,” which is a device that changes the size of objects. Have you heard of stories or heroes with the power to change their size or the sizes of other people and objects? How can heroes use this ability to save people?

Using the [graph paper with the larger squares](#), draw a detailed picture. The picture can be anything you want but needs to include a variety of details and colors. Be sure to use more than one color!

After finishing your drawing, it’s time to shrink it! Use the graph paper with the smaller squares (on the right) to recreate your art on a smaller scale. To shrink your drawing, recreate each square of your original drawing in the corresponding squares of the smaller graph paper. Share your drawings with your family to see if they can tell which drawing you made first.



Small Graph Chart

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Superheroes: Creating Comic Strips

Comic strips are a visual storytelling medium that have existed for years as a method of storytelling that leverages images to tell a story. In this activity, create a comic strip of your own to share with friends and family.

Length of activity:
30 minutes



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



Level of Prep Required: Low



What you need:

- Pencil
- Ruler
- White paper
- Writing and drawing tools

What you will do:

Comics are stories told one picture at a time with dialogue and actions as the only text included. They have appeared in comic books and newspapers for decades as a means of visual storytelling. People who create comics are known as *cartoonists*.

Comic books have multiple pages and tend to tell longer connected stories. A comic book often occurs in a series of story arcs that span multiple issues or are combined in one larger graphic novel.

Unlike comic books, comic strips often tell one story or joke, such as the single run comic strips you see in newspapers. Comic strips typically have two types of text: *impact text* and *dialogue bubbles*. Impact text uses words that represents sounds, like BAM! or POW!, in large bold colors to act as a sound effect. Dialogue bubbles contain a few words of the characters speech (speech bubble) or thoughts (thought bubble). It's important to remember that each square of a comic strip, called a panel, is mostly told through drawing, not through text.

Because comic strips are short, it's important to plan your story before making your comic. Think of a story you can tell in 1–2 sentences with 2–3 characters, maybe even include your own superhero alter ego! Divide your story into six to eight key events, using no more than one dialogue bubble per event. Create your comic strip by using your ruler and a pencil to draw the number of square or rectangular panels you'll need to tell your story on a single sheet of paper. Then draw each of the key events in its own panel, adding color and impact text or dialogue bubbles. When you're finished, share your comic strip with your family and friends to get feedback and suggestions for additional stories you could tell to turn your comic strip into a comic book!

BOOM!
impact text



speech bubble



thought bubble

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Superheroes: Wishes for the World

Being a hero is all about helping those around you. In this activity, you will identify something that you dream of doing to help improve the world.

Length of activity:

15 minutes



Level of Engagement Required by Adult: Low



Level of Prep Required: Low



What you need:

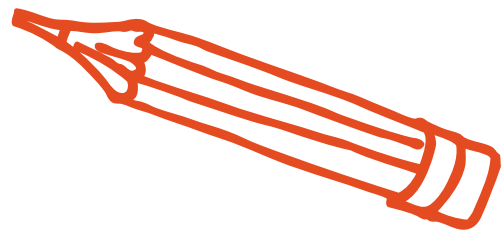
- Paper
- Writing and drawing tools

What you will do:

Think about one problem in the world that you want to see fixed. That is, what is something you want to make better for the entire world? Think of a shape that represents the problem you wish to be fixed. For example, if providing everyone in the world with clean drinking water is the problem you want to fix, then you might draw a drop of water. Draw a large outline of the shape you have chosen, but don't add details or color just yet.

Next, write your wish inside the shape, such as, "My wish is for everyone in the world to have clean drinking water." Fill-in the area around your wish with pictures of what it means to achieve your wish, such as glasses and bottles of water, streams, and a faucet.

For an additional challenge, after you've finished your design, you can elaborate on your idea and write out what it would look like and ways that you might achieve that wish, as well as writing open-ended questions for others to consider when thinking about how they can help your wish come true.



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Superheroes: Onomatopoeia that Pops!

Words are powerful tools to share a message. In this activity, use a picture to convey a word and see if your family can guess the word.

Length of activity:
15 minutes



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



Level of Prep Required: Low



What you need:

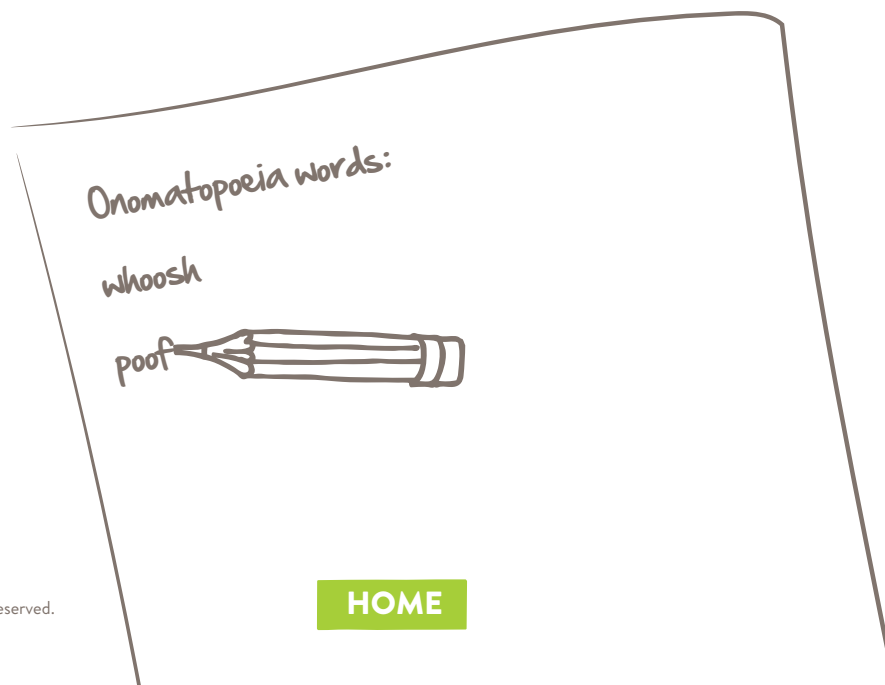
- Paper
- Writing and drawing tools

What you will do:

Have you heard the term *onomatopoeia* (pronounced ah-nah-mah-tah-PEA-ah) before? It refers to words that sound like what they are describing, such as *buzz*, *hiss*, *plop*, and *whoosh*.

In the comic strips you made earlier, each word is important because there's not much space in a panel. Because of this, a cartoonist uses onomatopoeia words to create an engaging story and convey an event in just one word, such as *whoosh* to show that something went by fast or *poof* to indicate something disappearing.

What are some common action events that can be summed up in one word? Make a list of onomatopoeia words that could be used in comic strips, using the examples above to get the list started. Select one word from your list and draw only a picture, no words, to demonstrate or define the word. Share your list of words and your picture with others and see if they can guess the word your picture demonstrates.



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Preventing Learning Loss: Picture Telephone

In this fun game meant to be played with family and friends, everyone uses their observation and problem-solving skills to see how well they can communicate a message when all they get is the previous player's interpretation of the message!

Length of activity:
15 minutes



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



Level of Prep Required: Low

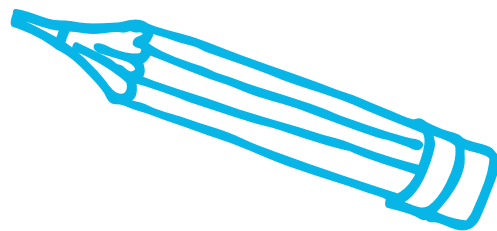


What you need:

- Paper
- Writing and drawing tools

What you will do:

- This game is similar to the game "Telephone," but instead of whispering, players will interpret words and drawings. Play with family and friends in groups of 4–8.
- The first player writes a sentence on a sheet of paper. Be creative when writing the sentence, for example, "Two dogs sat on a beach under an umbrella."
- The next player reads the sentence silently and then draws a picture of what the sentence says. Tell players the pictures they draw should be small, because multiple pictures will end up being drawn on the page. Then have the player fold the paper so the sentence is no longer visible, but the picture is, and pass it to the next player.
- Have the next player look at the picture and write a caption or sentence for the picture. Have the player fold the paper again so only the sentence they just wrote is visible and pass it to the next player.
- Continue in this manner until each player has had a turn.
- After all of the players have had a turn, unfold the paper and see how well the last picture or sentence reflects the original sentence.



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Preventing Learning Loss: Domino War (3rd-6th grade)

Test your reaction time and math prowess with Domino War.

Length of activity:
20 minutes



Level of Engagement
Required by Adult: Medium



Level of Prep Required: Low



What you need:

- Dominoes

What you will do:

- Play in groups of 2-4 with friends and/or family.
- Distribute an equal number of dominoes to each player. Players should keep their dominoes face down.
- Tell players they will each select a domino and, on the count of three, they will turn their domino over.
- As soon as they turn their domino over, they will multiply the number of dots on each side. For example, if a player has a domino with four dots on one side and six dots on the other side, they would multiply four by six, for a product of 24. The player with the highest product wins all dominoes played that round.
- The winner of the round places the dominoes they won face down and mixes them in with their other dominoes.
- Play continues until one player has all of the dominoes

Variations:

- For younger players, use addition instead of multiplication, and compare the sums of the domino dots (K-3rd grade).
- For younger players, read the domino left to right as a two-digit number and compare player's two-digit numbers (K-3rd grade).
- For older players, turn the domino into a fraction and compare player's fractions (4th-6th grade).
- For older players, turn the domino into a decimal and compare player's decimal numbers (4th-6th grade).

Note: When you're reading the domino from left to right, as a fraction, or as a decimal, rotate the domino and determine which way represents the largest number.

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Week of June 29, 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: I Spy

Use phonics clues in this guessing game to help your child practice listening for the sounds that letters make in words.

Length of activity:
15-20 minutes*



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



Level of Prep Required: N/A



What you need:

- Book with busy pictures, like an *I Spy* or *Where’s Waldo?* book (optional)

What your child is learning:

- To recognize beginning and ending sounds of words
- What sounds letters make

What you will do: Take turns with your child picking an object that’s visible either in your surroundings or on the page of a picture book. You will direct each other to guess the object using phonics clues. Some sample phonics clues you could use include: the first or last letter of the object (for example, “starts with the letter r”), the starting or ending sound of the object (for example, “ends with the /sh/ sound”), or a rhyme for the object (for example, “rhymes with cook”). We recommend picking one type of clue to focus on during a game—so, if you’re focusing on starting letters, use starting letter clues for every turn. You can always try a new type of clue in a later game.

Say, “I spy with my little eye something that...” and then give the phonics clue. For example, if you’re looking at a cat, you could say, “I spy with my little eye something that starts with the letter c.” Once the object has been guessed, it’s the guesser’s turn to become the spy. You can play this game for a few rounds, or keep playing as long as your child is interested!

If your child is ready: Choose clues that are the right level of challenge for your child. In general, recognizing letters is more challenging than recognizing sounds. And identifying sounds and letters at the end of words is more challenging than identifying sounds and letters at the beginning of words. You know best what they are ready to try. But if you’re not sure, start with simpler clues and then try progressively harder clues if the simpler clues seem too easy.

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Math Activity: Practice Clocks and *The Thirsty Thief*

Craft a practice clock and then follow along with a story about a garden thief who comes at different times of the day.

Length of activity:
20-30 minutes*



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



Level of Prep Required: Medium



What you need:

- ☐ Child-size scissors
- ☐ Fastener, such as a brass fastener, paper clip, or pipe cleaner
- ☐ [Practice Clock sheet](#) (printed, or if you don't have a printer, you can create your own using construction paper and a marker)
- ☐ [The Thirsty Thief story](#)

What your child is learning:

- How to tell time using an analog clock
- To listen to details of a story

What you will do:

Ask your child to cut out the [clock face and hands](#). Assist them in fastening the pieces of the clock together so the hour and minute hands can be moved around the clock face. Use a brass fastener if you have one. Otherwise, you can fasten the clock together using anything that can be pushed through the paper and secured, like an unfolded paperclip or a pipe cleaner. This will be their practice clock!

Ask your child if they know which is the hour hand of the clock and which is the minute hand. The hour hand is the shorter hand, and the number it points to shows what hour of the day it is. The minute hand is the longer hand, and the number it points to shows which minute in the hour it is. Ask if they can show you 5 o'clock on the practice clock. If they need help, remind them that the minute hand begins the hour pointing straight up at the 12 on the clock, and the hour hand points to the number for the hour. Practice a few more times with different hours.

Then, tell your child you'll read a story where things happen at different times of the day. Read [The Thirsty Thief](#) aloud. The story contains recommended places to pause and practice showing time using the practice clock.

If your child is ready:

For more of a challenge, add some practice with the minute hand by asking your child to show you times that are not on the hour, such as showing time in half-hours, like 1:30 or 4:30, or quarter hours, like 12:45 or 9:15. And for even more of a challenge, use five-minute increments like 2:05 or 3:20. Feel free to change the times listed in the text of the story to match the level of challenge that's best for your child!

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The Thirsty Thief

It was a hot, dry day in the hills above Mrs. Wiggins' garden. Eugene the mouse, Gerty the turtle, and Snug the snail were sleeping in the shade of the big elm tree.

Mrs. Wiggins woke up at 6 o'clock in the morning and watered the garden. She placed her garden shoes with the shiny, silver-toned buckles, under a hammock by the back porch. She climbed carefully into the hammock and was fast asleep by 7 o'clock.

(Pause for your child to practice showing 6 o'clock and 7 o'clock on the practice clock)

While they slept, no one heard the small rustling noise in the pumpkin patch at the edge of the garden. No one heard the swaying corn stalks in the middle of the garden. And, not one occupant of the garden heard the teeny, tiny slurping sounds at the edge of Horsefeathers Pond.

So, of course, no one noticed Mrs. Wiggins' garden shoe moving across the lawn and disappearing into the field on the other side of the garden fence. At 8 o'clock, Mrs. Wiggins woke up from her nap. And what do you suppose she said? "Oh, my goodness!" said Mrs. Wiggins. "That silly little mouse Eugene has run off with my shoe!" She wobbled to the shed, looked all around, but did not find her shoe. It was a mystery!

(Pause for your child to practice showing 8 o'clock on the practice clock)

The next day was just as hot as the one before, so at 1 o'clock in the afternoon everyone took a nap in the shade again. This time, Mrs. Wiggins left her shoes on, but she took her watch off and placed it on the small table next to the hammock.

(Pause for your child to practice showing 1 o'clock on the practice clock)

Once again, no one heard the rustling noise in the pumpkins, no one heard the swaying of the corn, and not one person heard the teeny, tiny slurping sounds at the edge of Horsefeathers Pond. They also didn't see Mrs. Wiggins' watch glistening in the sun as it moved across the lawn and disappeared into the field on the other side of the garden fence. When Mrs. Wiggins woke from her nap at 2 o'clock, what do you suppose she said? "Oh, my goodness!" said Mrs. Wiggins. "That silly little mouse Eugene has taken my watch!" She stomped to the shed, looked all around, but did not find her watch. It was a mystery!

(Pause for your child to practice showing 2 o'clock on the practice clock)

The next day Mrs. Wiggins thought all day long to come up with a plan to catch the thief. By 4 o'clock in the afternoon, she had her plan.

(Pause for your child to practice showing 4 o'clock on the practice clock)

She carefully placed her remaining garden shoe with the shiny buckle under the hammock. She put an old, broken gold watch on the small table beside the hammock. Then, out of her pocket, Mrs. Wiggins pulled a shiny, sparkling necklace. She carefully arranged the necklace so that part of it was on the table, and part of it was hanging over the edge. Oh, how its golden beads glittered in the sun! "This necklace," said Mrs. Wiggins, "would be a treasure for any thief."

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Mrs. Wiggins climbed into the hammock, closed her eyes, but did not go to sleep. Today she would listen carefully and catch the thief.

Mrs. Wiggins waited patiently, and at 5 o'clock she heard a rustling in the pumpkins. Soon she heard the swaying of the corn. Next, she heard teeny, tiny slurping sounds at the edge of Horsefeathers Pond.

(Pause for your child to practice showing 5 o'clock on the practice clock)

Mrs. Wiggins knew the thief was now headed for the hammock to see what could be taken today. She was very quiet. She was very still. She didn't open her eyes... until... she heard the necklace slip off the table.

Then, Mrs. Wiggins very carefully and very slowly opened her eyes. Who do you think she saw? What kind of animal might like to take bright, shiny objects to its home?

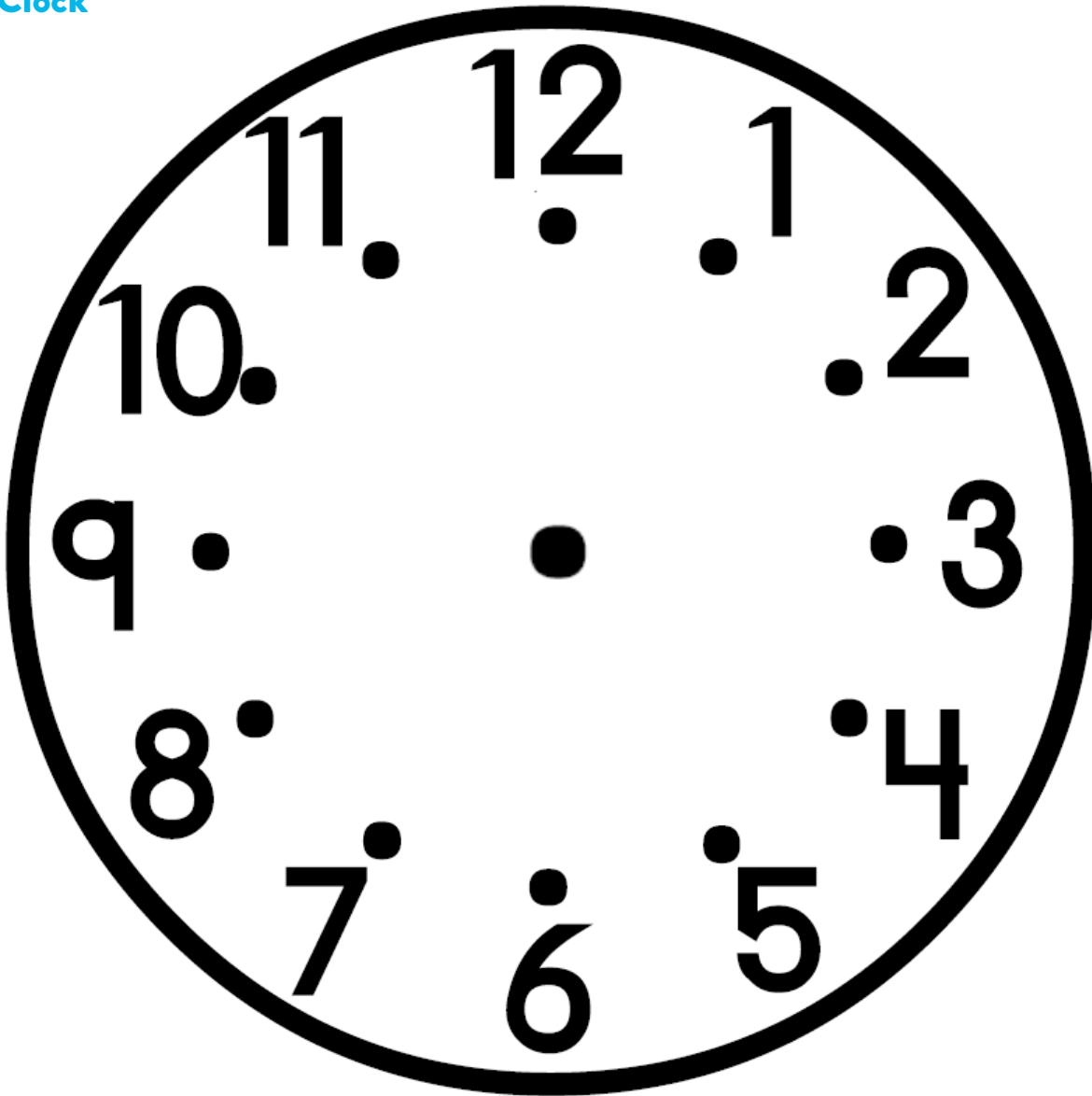
Mrs. Wiggins watched with a smile as a small possum waddled across the lawn, dragging the sparkling necklace in its mouth. She followed the possum to the edge of the garden fence and waited a bit. Then she crept up to the fence, and just on the other side of the fence Mrs. Wiggins saw a small, straw-lined nest. In the nest was a garden shoe with a shiny silver buckle, a gold watch, and a shiny bead necklace—but no possum.

So, the garden shoe and the watch went back to the house with Mrs. Wiggins. But the necklace, which was only made of plastic beads painted gold, she left as a gift to the thirsty little thief.

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Practice Clock



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Focus on Social and Emotional Learning: Family Project

Eight weeks ago we launched [Our Stay-at-Home Story family project](#) to provide a constructive and emotionally healthy way for families to process the ongoing pandemic. Now, with summer underway and communities reopening, it's time to wrap up Our Stay-at-Home Story as families focus on finding their new normal.

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



We hope that through each of our weekly prompts you've learned things about each other, your neighbors and family, that give you a deeper sense of community and security. In times of uncertainty, they can become your greatest resources to see you safely through.



If you'd like to revisit the prompts we explored, we've compiled them [here](#). You can start, stop, and start again anytime you need fun and creative ways to process what's happening around you. Just take a step back and use these **five themes** to guide you:

- **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?



As always, we'd love to see what you came up with! Please visit our [Champions Facebook page](#) to share any part of your family project so others can learn from and appreciate your experience.