

READING

Kindergarten Home Packet and Instructions for April 27-May 8, 2020

The packet is in the correct order to follow day by day.

4/27 Monday: How the Camel Got His Hump (Read story and talk about the Identifying Characters page).

4/28 Tuesday: How the Camel Got His Hump (Reread the story and answer questions 1-3, turn in questions 1-3).

4/29 Wednesday: How the Camel Got His Hump (Reread the story and answer questions 4-6, turn in questions 4-6).

4/30 Thursday: How the Camel Got His Hump (Reread the first 3 pages of the story and with a yellow crayon, color in all the sight words or words that you could read by yourself, turn in these 3 pages).

5/1 Friday: How the Camel Got His Hump (Reread the last 3 pages of the story and with a yellow crayon, color in all the sight words or words that you could read by yourself, turn in these 3 pages).

5/4 Monday: How the Rhinoceros Got His Skin (Read story and talk about the Identifying Characters page).

5/5 Tuesday: How the Rhinoceros Got His Skin (Reread the story and answer questions 1-4, turn in questions 1-4).

5/6 Wednesday: How the Rhinoceros Got His Skin (Reread the story and answer questions 5-8, turn in questions 5-8).

5/7 Thursday: How the Rhinoceros Got His Skin (Reread the first 3 pages of the story and with a yellow crayon, color in all the sight words or words that you could read by yourself, turn in these 3 pages).

5/8 Friday: How the Rhinoceros Got His Skin (Reread the last 3 pages of the story and with a yellow crayon, color in all the sight words or words that you could read by yourself, turn in these 3 pages).

Listen and Learn

Identifying Characters

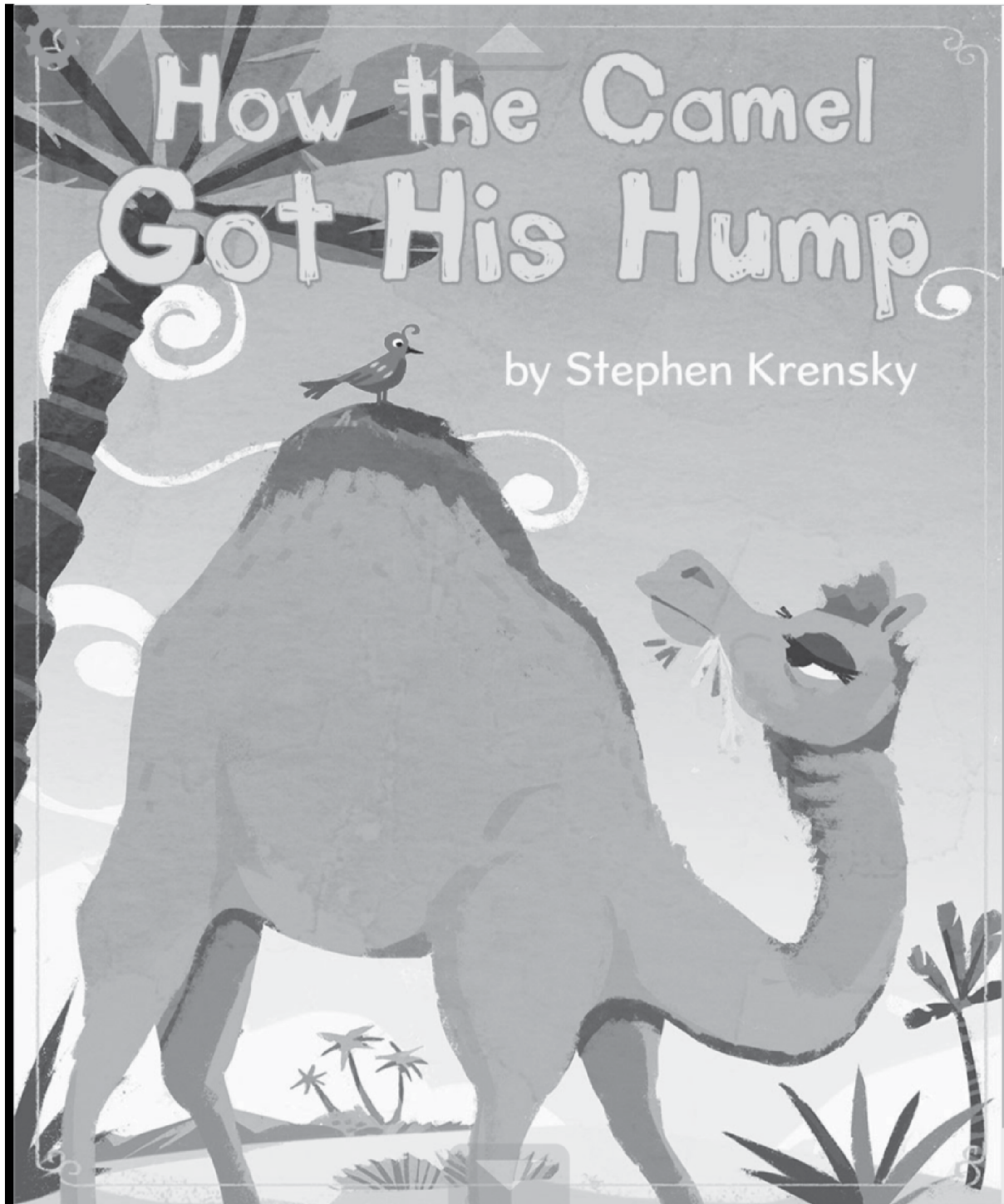


A **character** is a person or an animal in a story.

When you are reading or listening to a story, ask:

- What do the characters say?
- What do the characters do?
- How do the characters feel?

Asking questions about characters helps you understand the story.



There was once a lazy camel that lived near the desert. He did not live alone.

“Help us **gather** the hay,” said a horse. “If we wait too long, the wind will blow it away.”

“Humph!” said the camel. He did nothing.



“Help us **collect** sticks for the fire,” said a dog. “Cold nights are coming.”

“Humph!” the camel said again.

“Help us plow the field,” said an ox. “We need to grow food.”

“Humph!” said the camel. He did nothing.





The next day, a genie came. He said, “I feel something is wrong. What is it?”

“The camel doesn’t help,” said the horse.

“We do all the work,” said the dog.

The ox nodded. “He just stands around.”

The genie said, “Let’s see about that.”





Then the genie appeared next to the camel.

“You need to change your ways,” he said.

“Humph!” said the camel.





“Is ‘humph’ all you can say?” the genie asked.

“Humph! Humph! Humph!”

“Very well. I will give you a ‘humph’ that you will always remember!” the genie yelled.

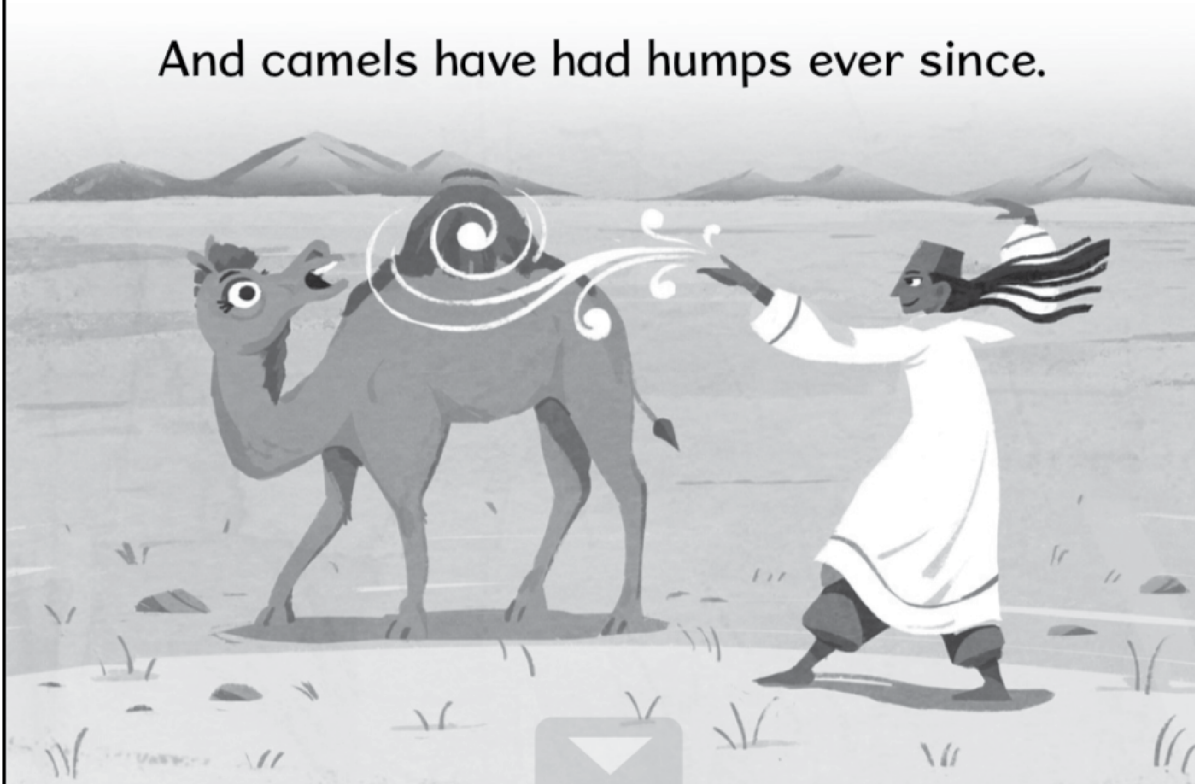




The genie waved his arms. The camel's back began to puff up. Soon, a big “humph,” or hump, stuck out.

“From now on, your hump will remind you of one thing,” the genie said. “You care only for yourself.”

And camels have had humps ever since.



After-Reading Questions

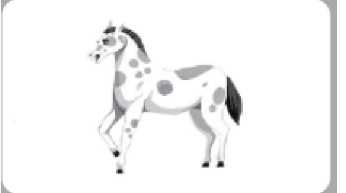
Question 1 (from p. 1 of passage)

Who gathers hay?

a.



b.



c.



Question 2 (from p. 2 of passage)

The character is the camel in the story? What does the camel do?

- a. The camel plows the field.
- b. The camel collects sticks.
- c. The camel does nothing.

Question 3 (from p. 3 of passage)

What do the animals tell the genie about the camel?

- a. The camel does not help with the work.
- b. The camel will not stand near them.
- c. The camel is not feeling well.

Question 4 (from p. 4 of passage)

Read the underlined sentence. What does the genie want the camel to do?

Then the genie appeared next to the camel.

"You need to change your ways," he said.

"Humph!" said the camel.



- a. He wants the camel to appear near the animals.
- b. He wants the camel to get mad at the animals.
- c. He wants the camel to help the animals.

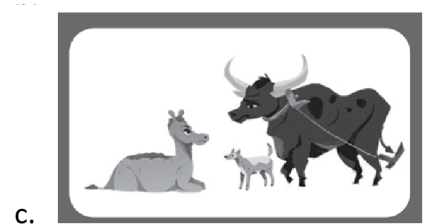
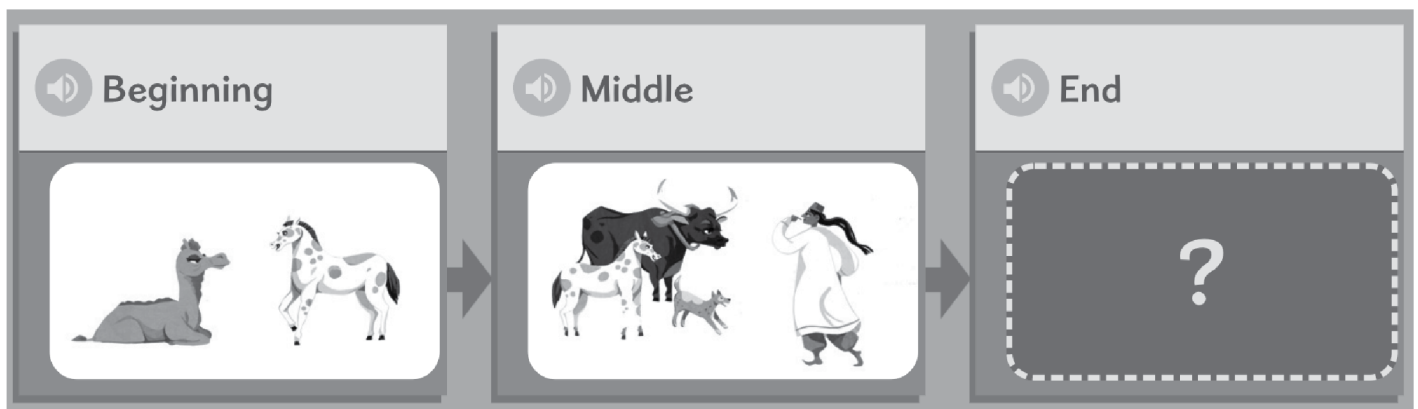
Question 5 (from p. 5 of passage)

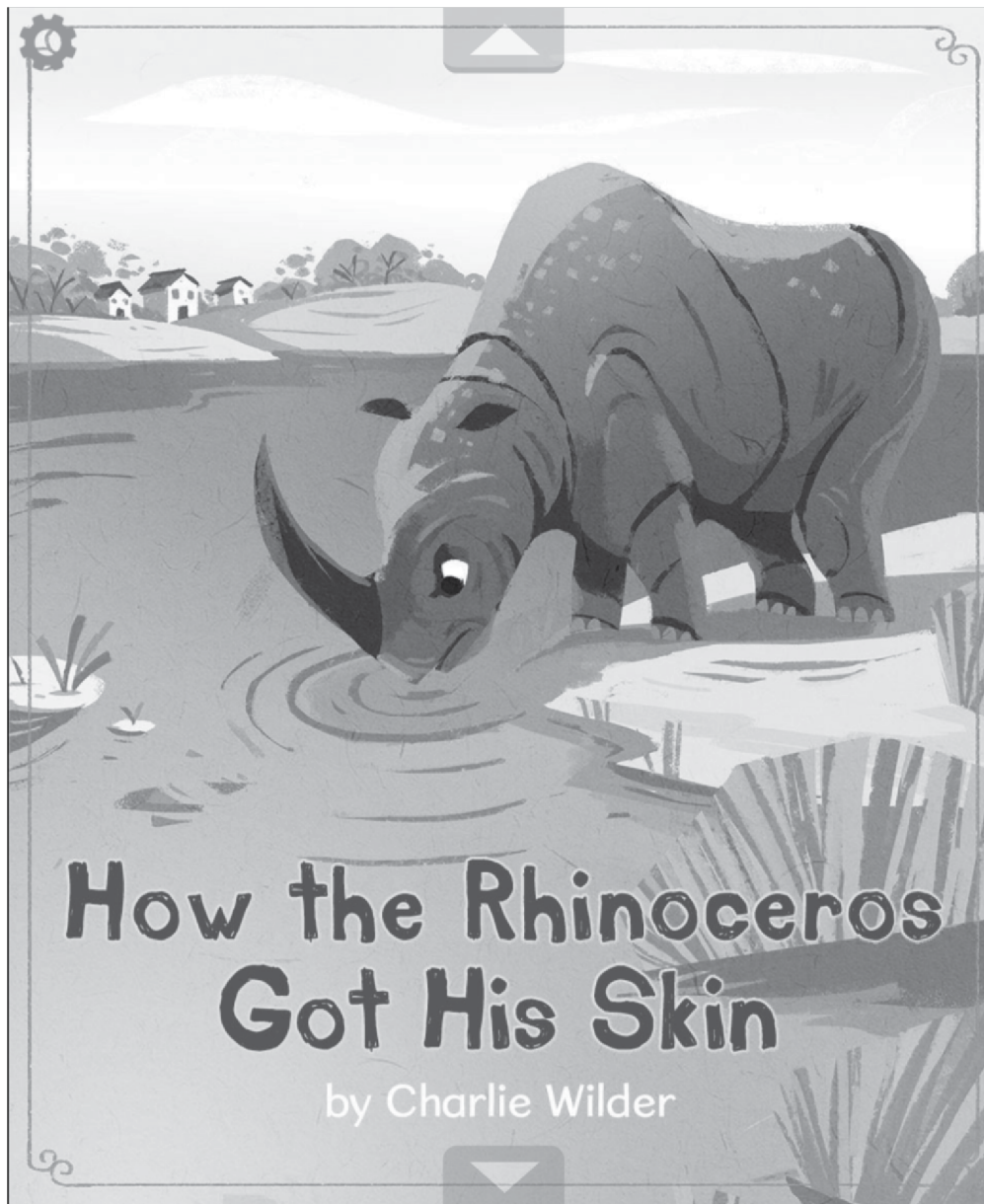
How does the genie feel when the camel says “humph”?

- a. The genie is afraid.
- b. The genie is mad.
- c. The genie is sad.

Question 6 (from p. 6 of passage)

Look at the chart. What happens at the end of the story? Choose the correct picture.







One day a baker made a plum cake. "I'm so happy!" he cried. "It's perfect!"

But just then, a rhinoceros came along. He was big and did whatever he wanted. So he gobbled up the cake and moved on.

Only a few crumbs were left.





“You destroyed my perfect cake!” the baker shouted after him. “You will pay!”





The next morning was hot, and the rhinoceros went down to the river. In those days, rhinos had **smooth** skin with buttons.

The rhino undid the buttons and took off his skin. Then he went swimming.





The baker saw the rhinoceros's skin lying on the ground.

"Hee, hee!" he laughed. He had an idea.

The baker gathered the cake crumbs from the perfect plum cake. He dropped them inside the rhino's smooth skin.





When the rhino came out of the river, he put his skin back on. His skin tickled. And it itched!

The rhinoceros rolled around. He rubbed against a tree. His skin got rumped and wrinkled.

But the itching did not stop.





Soon, his rubbing broke off the buttons.
The rhinoceros couldn't take off his skin
anymore.

From that day on, every rhinoceros has
had folds in its skin – and a bad temper, too.



After-Reading Questions

Question 1 (from p. 1 of passage)

What does the rhinoceros do?

- a. He steps on the cake.
- b. He bakes the cake.
- c. He eats the cake.

Question 2 (from p. 2 of passage)

How does the baker feel in this part of the story?

- a. The baker is surprised.
- b. The baker is mad.
- c. The baker is scared.

Question 3 (from p. 3 of passage)

What does the rhinoceros do at the river?

- a. He takes off his skin to swim.
- b. He washes his skin in the water.
- c. He pulls the buttons off his skin.

Question 4 (from p. 3 of passage)

What is the skin of the rhino like?

- a. His skin is dirty.
- b. His skin is small.
- c. His skin is smooth.

Question 5 (from p. 4 of passage)

What does the baker do in this part of the story?

- a. He gathers crumbs to make a cake.
- b. He puts crumbs inside the skin.
- c. He drops crumbs on the ground.

Question 6 (from p. 5 of passage)

How does the rhino feel after he puts on his skin?


- a. He feels hot.
- b. He feels itchy.
- c. He feels wet.




Question 7 (from p. 5 of passage)

What happens to the rhino's skin? Choose the picture that shows what happens to the rhino's skin.



Question 8 (from p. 6 of passage)

 Look at the chart. What happens at the end of the story? Choose the correct picture.

Beginning	Middle	End
		



MATH

Kindergarten Home Packet and Instructions for April 27- May 8, 2020

The packet is in the correct order to follow day by day.

4/27 Monday: Have an adult read the School-Home Letter. Complete Lesson 6.1, pages 109-110 Turn in both pages.

4/28 Tuesday: Complete Lesson 6.2, pages 111-112, turn in both pages.

4/29 Wednesday: Complete Lesson 6.3, pages 113-114, turn in both pages.

4/30 Thursday: Complete Lesson 6.4, pages 115-116, turn in both pages.

5/1 Friday: Complete Lesson 6.5, pages 117-118, turn in both pages.

5/4 Monday: Complete Lesson 6.6, pages 119-120, turn in both pages.

5/5 Tuesday: Complete Lesson 6.7, pages 121-122, turn in both pages.

5/6 Wednesday: Complete Chapter 6 Extra Practice, pages 123-124 turn in both pages.

5/7 Thursday: Complete addition and subtraction worksheets, turn in both pages.

5/8 Friday: Complete addition and subtraction worksheets, turn in both pages.

Name _____

Lesson 6.1

Subtraction: Take From



COMMON CORE STANDARD MACC.K.OA.1.1

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



— — — — —

take away

— — — — —

— — — — —

DIRECTIONS 1. Tell a subtraction word problem about the children. Write the number that shows how many children in all. Write the number that shows how many children are leaving. Write the number that shows how many children are left.

Lesson Check (MACC.K.OA.1.1)



3 take away 1

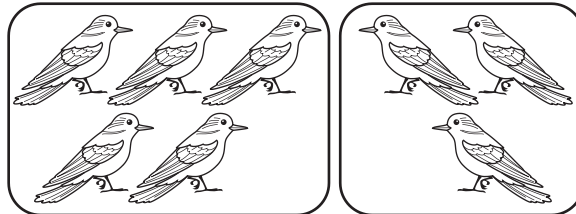
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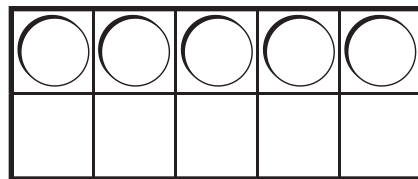
Spiral Review (MACC.K.CC.2.5, MACC.K.OA.1.2)



_____ + 3 = 8

2 3 4 5

☐ ☐ ☐ ☐



☐ ☐ ☐ ☐

DIRECTIONS 1. Which number shows how many frogs are left? Mark under your answer. (Lesson 6.1) 2. Which number completes the addition sentence about the sets of birds? Mark under your answer. (Lesson 5.7) 3. How many more counters would you place to model a way to make 8? Mark under your answer. (Lesson 3.5)

Name _____

HANDS ON

Lesson 6.2

Subtraction: Take Apart



COMMON CORE STANDARD MACC.K.OA.1.1

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



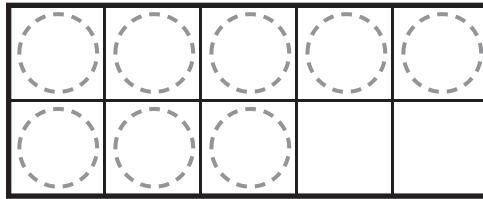
9 minus 3

_____		_____
— — — — —	■ ■ ■	— — — — —
_____		_____

	— — — — —	

DIRECTIONS 1. Listen to the subtraction word problem. Jane has nine counters. Three of her counters are red. The rest of her counters are yellow. How many are yellow? Place nine counters in the ten frame. Draw and color the counters. Write the number that shows how many in all. Write the number that shows how many are red. Write the number that shows how many are yellow.

Lesson Check (MACC.K.OA.1.1)



$$8 - 2$$

5

☐

6

☐

7

☐

8

☐

Spiral Review (MACC.K.CC.3.6)



2

☐

3

☐

4

☐

5

☐

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☐
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☐

DIRECTIONS 1. Clyde has eight counters. Two of his counters are yellow. The rest of his counters are red. How many are red? Mark under your answer. (Lesson 6.2) 2. Mark under the number that is greater than the number of objects. (Lesson 2.5) 3. Compare the cube trains. Mark under the cube train that has a greater number of cubes. (Lesson 4.5)

Name _____

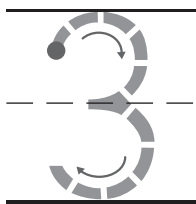
PROBLEM SOLVING

Lesson 6.3

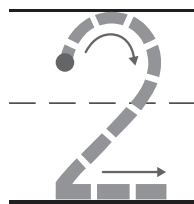
Problem Solving • Act Out Subtraction Problems



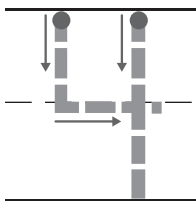
COMMON CORE STANDARD MACC.K.OA.1.1
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



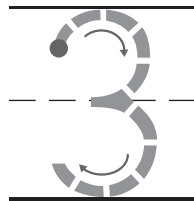
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DIRECTIONS 1. Tell a subtraction word problem about the beavers. Trace the numbers and the symbols. Write the number that shows how many beavers are left. 2. Draw to show what you know about the subtraction sentence. Write how many are left. Tell a friend about your drawing.

Lesson Check (MACC.K.OA.1.1)



$$5 - 4 = \underline{\quad}$$

1

2

3

4



Spiral Review (MACC.K.CC.1.3, MACC.K.CC.2.5)

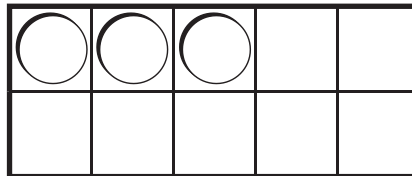


6

7

8

9



DIRECTIONS 1. Which number shows how many birds are left? Mark under your answer. (Lesson 6.3) 2. Count and tell how many bees. Mark under your answer. (Lesson 3.8) 3. How many more counters would you place to model a way to make 7? Mark under your answer. (Lesson 3.3)

Name _____

HANDS ON Lesson 6.4

Algebra • Model and Draw Subtraction Problems

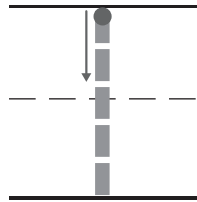
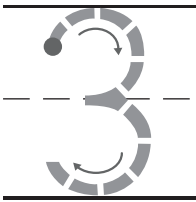


COMMON CORE STANDARD MACC.K.OA.1.5
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

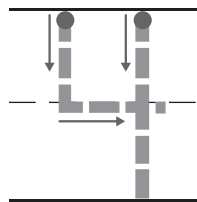
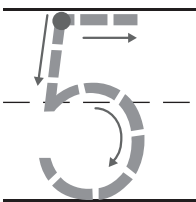


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R

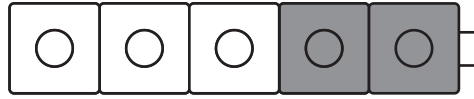


Y



DIRECTIONS **1.** Model a three-cube train. Two cubes are red and the rest are blue. Take apart the cube train to show how many cubes are blue. Draw and color the cube trains. Trace and write to complete the subtraction sentence. **2.** Model a five-cube train. One cube is yellow and the rest are green. Take apart the train to show how many cubes are green. Draw and color the cube trains. Trace and write to complete the subtraction sentence.

Lesson Check (MACC.K.OA.1.5)



☐ $5 - 1 = 4$

☐ $4 - 3 = 1$

☐ $5 - 2 = 3$

☐ $4 - 2 = 2$

Spiral Review (MACC.K.CC.1.2, MACC.K.OA.1.3)



5 _____ 7 8 9 10

3

4

5

6



☐ $5 = 3 + 2$

☐ $8 = 5 + 3$

☐ $5 = 4 + 1$

☐ $8 = 6 + 2$

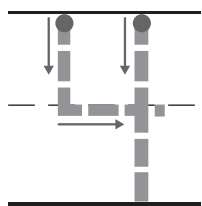
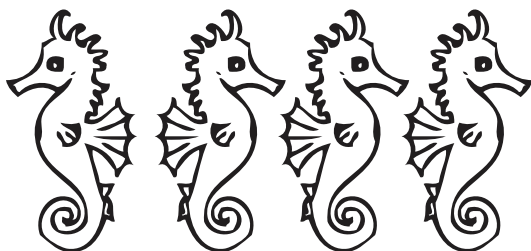
DIRECTIONS 1. Ellie makes the cube train shown. She takes the cube train apart to show how many cubes are gray. Mark beside the subtraction sentence that shows Ellie's cube train. (Lesson 6.4) 2. Begin with 5. Count forward. Mark under the number that fills the space. (Lesson 4.4) 3. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.10)

Algebra • Write Subtraction Sentences

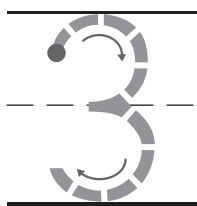


COMMON CORE STANDARD MACC.K.OA.1.5

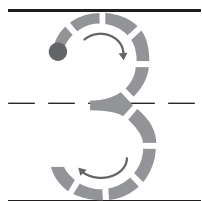
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



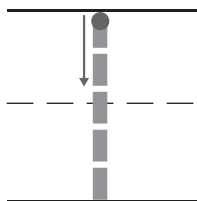
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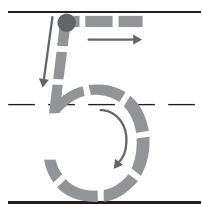
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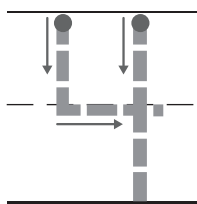
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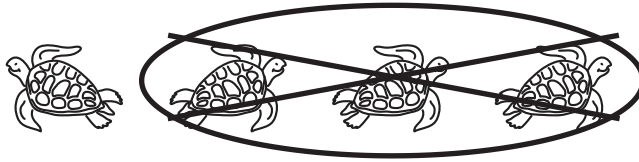
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DIRECTIONS 1–3. Listen to the subtraction word problem about the animals. There are _____. Some are taken from the set. Now there are _____. How many were taken from the set? Circle and mark an X to show how many are being taken from the set. Trace and write to complete the subtraction sentence.

Lesson Check (MACC.K.OA.1.5)



$$4 - \underline{\quad} = \underline{\quad}$$

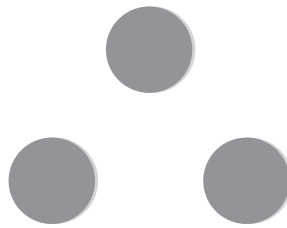
1
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Spiral Review (MACC.K.CC.2.5, MACC.K.CC.3.6)

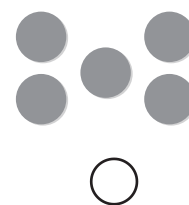
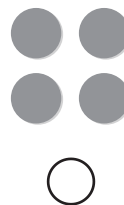
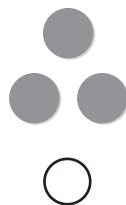
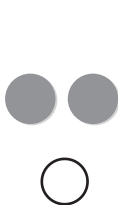
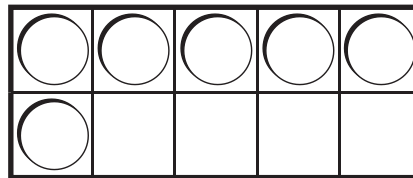


1
☐

2
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3
☐

4
☐



DIRECTIONS 1. Mark under the number to show how many are being taken from the set. (Lesson 6.5) 2. Mark under the number that is greater than the number of counters. (Lesson 2.2) 3. How many more counters would you place to model a way to make 9? Mark under your answer. (Lesson 3.7)

Name _____

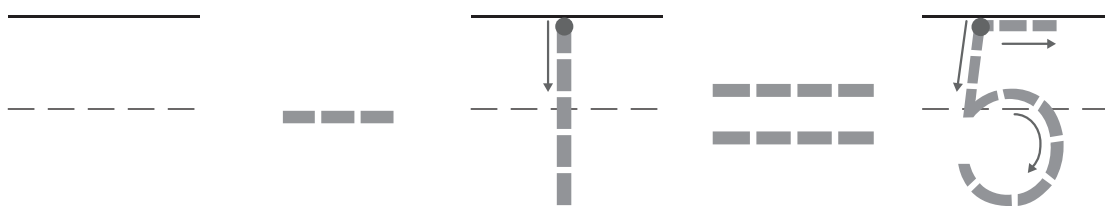
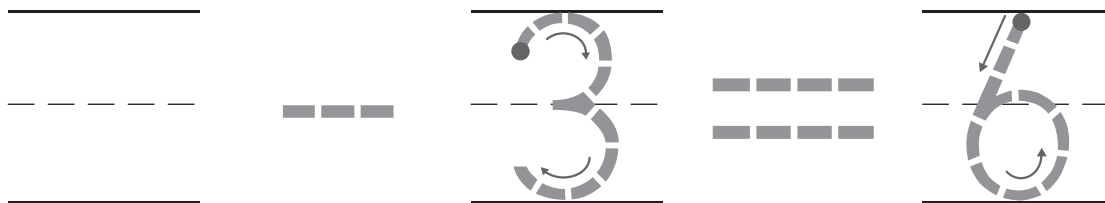
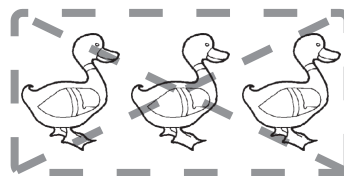
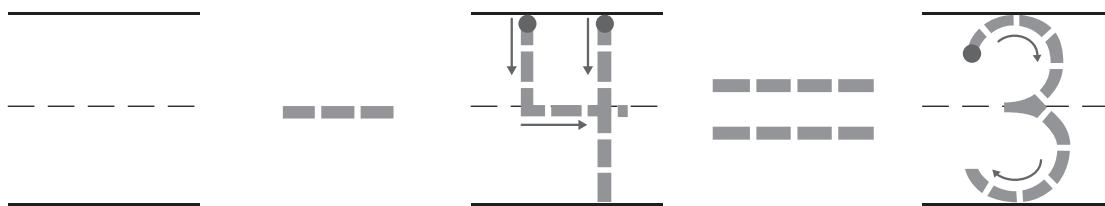
Lesson 6.6

Algebra • Write More Subtraction Sentences



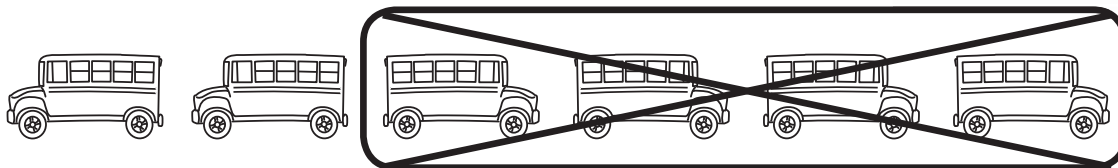
COMMON CORE STANDARD MACC.K.OA.1.2

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



DIRECTIONS 1–3. Listen to a subtraction word problem about the birds. There are some birds. _____ birds are taken from the set. Draw more birds to show how many you started with. How many birds did you start with? Write the number to complete the subtraction sentence.

Lesson Check (MACC.K.OA.1.2)



$$\underline{\quad} - 4 = 2$$

5

☐

6

☐

7

☐

8

☐

Spiral Review (MACC.K.CC.1.3, MACC.K.CC.2.4c)



4

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5

☐

6

☐

7

☐


☐ 1, 2, 3, 4, 5

☐ 2, 4, 3, 5, 1

☐ 1, 3, 4, 2, 5

☐ 3, 2, 1, 4, 5

DIRECTIONS 1. Mark under the number that would complete the subtraction sentence. (Lesson 6.6) 2. How many lunch boxes are there? Mark under your answer. (Lesson 3.4) 3. Which set of numbers is in order? Mark beside your answer. (Lesson 1.8)

Name _____

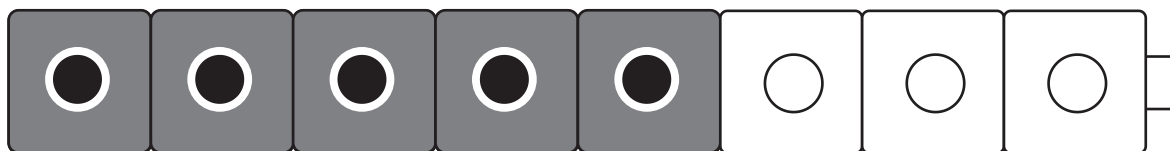
HANDS ON Lesson 6.7

Algebra • Addition and Subtraction

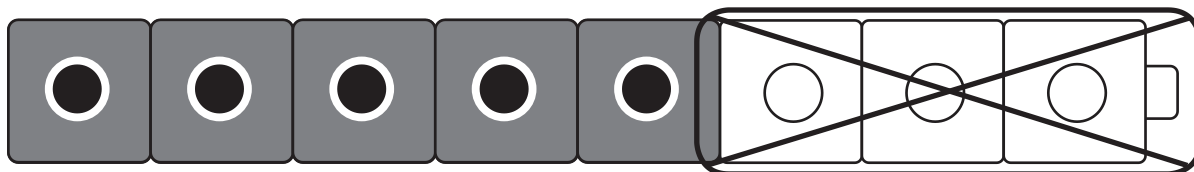


COMMON CORE STANDARD MACC.K.OA.1.2

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.



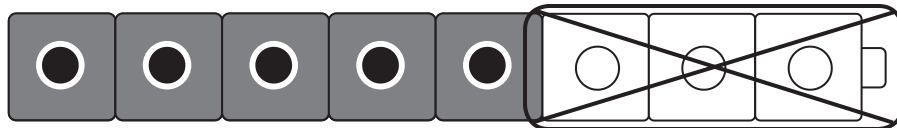
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_____		_____	=====	_____

DIRECTIONS 1–2. Tell an addition or subtraction word problem. Use cubes to add or subtract. Complete the number sentence.

Lesson Check (MACC.K.OA.1.2)



☐ $3 + 5 = 8$

☐ $8 - 3 = 5$

☐ $5 + 3 = 8$

☐ $8 - 5 = 3$

Spiral Review (MACC.K.CC.3.7, MACC.K.OA.1.3)



☐ $10 = 7 + 3$

☐ $8 = 6 + 2$

☐ $10 = 4 + 6$

☐ $8 = 5 + 3$



8

7

1

9

5



DIRECTIONS 1. Mark beside the number sentence that matches the picture. (Lesson 6.7)
2. Which addition sentence shows a pair of numbers that matches the cube train? Mark beside your answer. (Lesson 5.12) 3. Which number is greater than 8? Mark under your answer. (Lesson 4.7)

Chapter 6 Extra Practice

Lessons 6.1 - 6.2 (pp. 225–232) -----



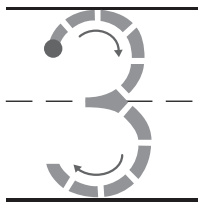
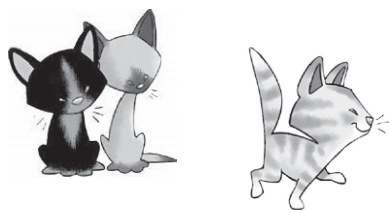
take away

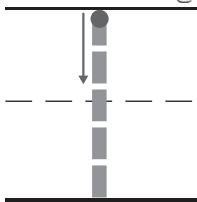




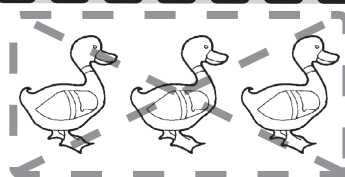
DIRECTIONS 1. Tell a subtraction word problem about the children. Write the number that shows how many children in all. Write the number that shows how many children are leaving. Write the number that shows how many children are left. 2. Listen to the subtraction word problem. Jamal has eight counters. Two of his counters are yellow. The rest of his counters are red. How many counters are red? Draw and color eight counters in the ten frame. Write the number that shows how many in all. Write the number that shows how many are yellow. Write the number that shows how many are red.

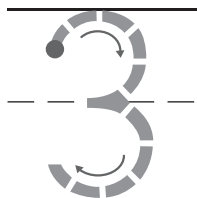
Lessons 6.3 - 6.7 (pp. 233-252)



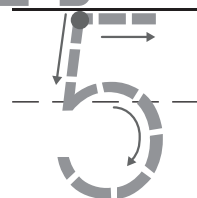


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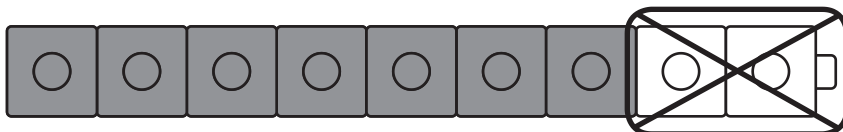


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DIRECTIONS 1. Tell a subtraction word problem about the kittens. Trace the numbers and the symbols. Write the number that shows how many kittens are left. 2. Tell a subtraction word problem about the ducks. Draw more ducks to show how many you started with. Write the number to complete the subtraction sentence. 3. Tell addition and subtraction word problems. Use cubes to add and subtract. Complete the number sentences.

Name _____

PK-5 Art Lesson Plans

IMPORTANT!!! *PLEASE TAKE A PICTURE OF YOUR PROJECT AND EMAIL Mrs. Brittingham at: jenniferbrittingham@semtribe.com to receive credit. PLEASE include your child's name and grade in the email. Your attendance will be based upon completion and submittal of work. Work is due on FRIDAYS by 2pm.

Week of APRIL 27th 2020: Lesson / Instruction: "Spring Drawings" We have FOUR seasons in each year. Winter, Spring, Summer and Fall. It is now **SPRING!** Amazing things happen in the Spring. We start to see new green leaves on the trees, colorful flowers, butterflies, bees, baby animals and birds building nests! You will create a Springtime drawing using some of the examples above. Use lots of color! Have fun!!!

Students will use simple shapes, patterns and lines. Students will brainstorm ideas to use in their Spring illustration.
Standards: VA.2.C.1.Su.a, VA.3.C.1.Su.a, VA.4.C.1.Su.a, VA.5.C.1.Su.a Standards: VA.3.0.2IN.A, VA.4.5.1.3, VA.5.C.1.2



Week of May 4th Lesson / Instruction: "Collage Faces" What you need: Paper, Glue, scissors & old magazines, newspapers, photos etc. You will cut out eyes, a nose and a mouth. Draw a head on your paper and glue on the eyes, nose and mouth. Then you can draw a body and arms and legs. You can cut out other pictures and put them in your collage. Maybe your person is holding something. Make it funny! Feel free to add color! Be creative! I have included an example of a finished drawing. Use whatever materials you may have. You are all doing such a GREAT job! I am proud of you!

Xo Mrs. B



PLEASE WRITE YOUR NAME AND GRADE ON YOUR PAPER ☺

Standards VA.2.S.1.In.a, VA.3.S.1.In.a, VA.4.S.1.In.a, VA.5.S.1.In.a, VA.K.S.2.Su.a

Media Special

Fiction Book Report Directions

Pre-K and Kindergarten

1. Choose a fiction book to read and discuss with your family for each week (May 4-May 8).
2. Write your name and date at the top of the book report form.
3. Complete the book report form.
4. Take a picture of your finished product and send it to Mrs. Horrell at MicheleHorrell@semtribe.com.

Happy Reading!

Mrs. Horrell and Mrs. Dixon

Name: _____		Book Report	
Title: _____			
Author: _____			
Character		Setting	
Beginning	Middle	End	
Did I like this book? Yes 😊 No ☹️			

Media Special

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Name: _____		Book Report	
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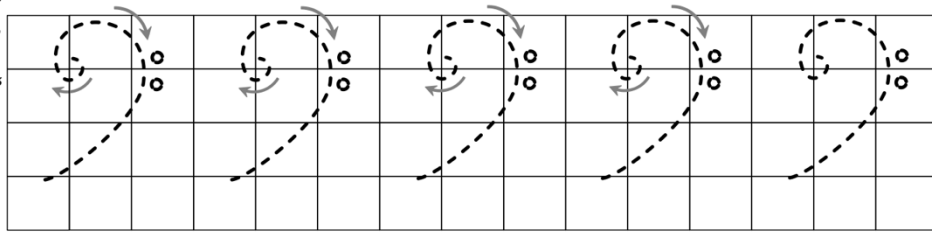
Music PreK-2

1. Below is an activity that teaches you how to draw 2 of the most common music symbols: Treble Clef and Bass Clef.
2. Take your time and have fun! How many can you make on your own?

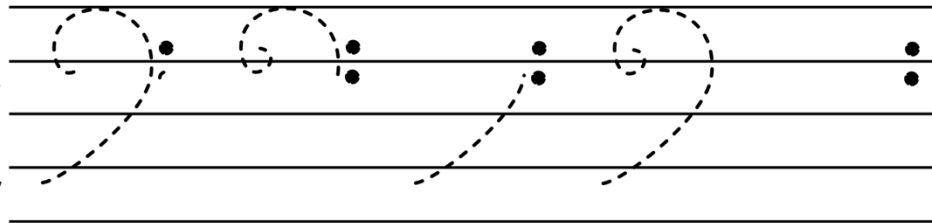
Trace the Bass Clef

preview

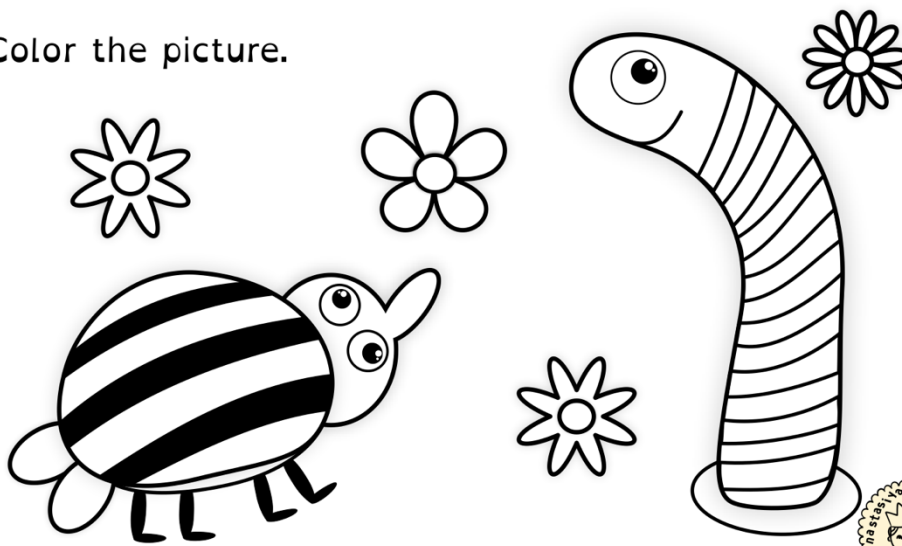
name _____



These Bass clefs have parts missing.
Complete them and then trace and color them.



Color the picture.



May 2020 Family Newsletter

Welcome to the School Counselor's Corner



Mindfulness Starts Here

What is mindfulness? It is to be in the moment and to be aware of one's thoughts, feelings, emotions, body, and environment. Mindfulness is living in the present. Mindfulness meditation can help with depression and anxiety. It can help us by reducing our stress level and increasing our overall health. Mindfulness practice can increase our attention span, improve our relationships, and strength our level of compassion. **Pause. Breathe. Smile.**

Mindfulness activities to practice at home:

Connect with Nature. Take a nature walk to help kids breathe in fresh air and experience the outdoors for a change. While you are out there, encourage kids to look around and take in the environment with their senses.

Mindfulness 5-4-3-2-1. This is an especially great activity to help kids manage anxiety or anger. Have students look around their current surroundings and find five things they can see, four things they can touch, three things they can hear, two things they can smell, and one thing they can taste. This will help them remain calm and peaceful.

CONTACT INFORMATION:

MY EMAIL IS YVONNETHOMAS@SEMTRIBE.COM

CELL PHONE : (754)245-9438

SEMINOLE TRIBE OF FLORIDA



AWARE Wellness Program

6365 Taft Street, Suite 3008, Hollywood, FL 33024

Office: (954) 985-2320 Fax: (954) 963-4974

Remote Learning Activity

Week 1

Weekly Topic Feeling "Worried"

As children grow they develop different worries and fears, oftentimes for irrational things such as falling in the toilet, a loud vacuum, fireworks, etc. Young children might develop a fear/worry of being separated from their parent, siblings, or other family members. This is especially common when children attend school for the first time. When in school, young children find themselves with the added pressure of developing friendships. Worry/fear of not being liked or not having friends is a common issue. It's important to note that some young children feel anxious or worried about something at some point in the day.

Conducting the Lesson

Show your child the attached images of what it looks like to be worried or scared.

You may ask them the following questions:

Parent: *What feeling do you think this individual is feeling?* **Have your child correctly label the feeling.**

Parent: *How do you know?* **Have your child look at the different facial expressions and body language for clues.**

Parent: *What do someone's eyes look like when they are worried? What about their eyebrows? What about their mouth? Sometimes children fiddle with their hands, bite their nails, pick at skin, twirl their hair.*

Parent: *What do you think happened to make them feel that way?* **Let your child's imagination make up a story for the characters. Sometimes children use their own experiences to come up with these stories.**

Parent: *Is it OK to feel worried?* **It is extremely important to validate and acknowledge that worry is an OK feeling although it is an UNCOMFORTABLE feeling. There is no such thing as a BAD feeling or a WRONG feeling.**

Transition Activity

Click on the following link:

<https://www.youtube.com/watch?v=oey8opunHZc&feature=youtu.be> to watch the read aloud story "Tamara Feels Worried" by Dr. Carol A. Kusche, which tells the story of a little girl who feels worried and how she handles her feelings, with the help of her mother.

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Remote Learning Activity

Week 1

The purpose of the following activity is to help children understand that everyone feels worried sometimes and in the end the feeling usually passes and happiness can be found.

The following dialogue can be used to engage with your child after viewing the story.

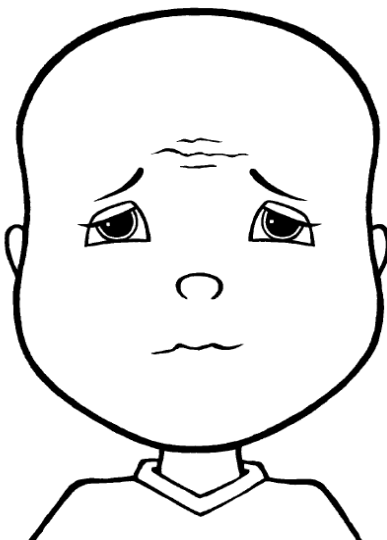
Parent: *Can you tell me what happened in the story?*

Parent: *What feeling did Tamara feel? Was she feeling happy?*

Parent: *How did you know Tamara was feeling worried? Remember the pictures we looked at before.*

Parent: *What did Tamara's mom do to make her feel better?*

Parent: *Did Tamara still feel worried after her mommy made her feel better?*



Worried



Worried

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Remote Learning Activity Week 2

Weekly Topic Identifying Feelings

Learning to identify and express feelings in a positive way helps children develop the skills they need to manage them effectively. Children experience complex feelings just like adults. They get frustrated, excited, nervous, sad, jealous, frightened, worried, angry and embarrassed. However, younger children usually don't have the vocabulary to talk about how they are feeling. Instead they communicate their feelings in other ways. Children can express their feelings through facial expressions, through their body, their behavior and play. Sometimes they may act out their feelings in physical, inappropriate or problematic ways.

Conducting the Lesson

Show your child the attached feelings thermometer with the different emoji. You can use the feelings thermometer as a visual to explain the different feelings and colors ranging from comfortable to uncomfortable feelings.

Ask your child the following questions and ask them to point to the correct emoji.

How do you look when you are happy? What does happy feel like?

How do you know you are happy?

How do you look when you are mad? What does mad feel like?

How do you know you are mad?

How do you look when you are sad? What does sad feel like?

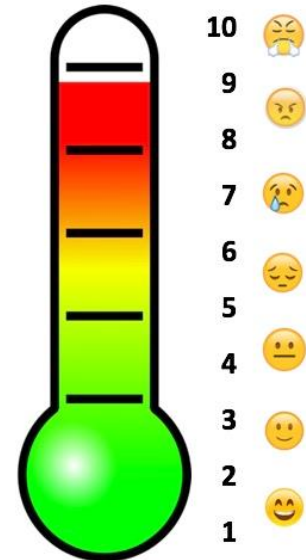
How do you know you are happy?

How do you look when you are scared? What does scared feel like?

How do you know you are scared?

This will help them learn different facial expressions that signal the different emotions (eyes, mouth, smiling, frowns, etc.) Discuss with the child things that make you as a parent experience

FEELINGS THERMOMETER



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Remote Learning Activity

Week 2

different feelings. Discuss how adults and children both have feelings. Make it clear that it is ok to feel any feeling and that all feelings are normal.

Transition Activity

The purpose of the following activity is to help children identify and express their own feelings by creating their personalized feelings thermometer. It will serve as a visual for them to be able to gauge what they are feeling and what they can do to get from uncomfortable feelings to comfortable feelings. *What can I do to help you feel happy again? What can you do to feel better? What will make you happy instead of mad?*

Materials Needed

- Plain paper
- Scissors
- Markers and/or Crayons
- Assistance with writing the different feelings.

Description of the Activity

Begin the activity by drawing a long oval shape and making 4 marks indicating the 4 common feelings. Start at the bottom with the feeling happy and move up the scale to include sad, scared, and mad at the very top. Then, have your child color the different sections of the thermometer with whatever color they associate for the feelings (*ex. happy=green, sad=yellow, scared=orange, and mad=red*). Lastly, have your child hang the thermometer in their room or on the refrigerator for easy reference.

Ask your child throughout the day how they're feeling and use the thermometer to help them identify and express! You can also use the thermometer yourself to show your child how you're feeling.

Give positive praise and celebrate whenever they correctly label their feelings. Whether it is a positive or negative feeling, they are learning how to properly identify what they feel!