Lesson 1 A Great Day - Setting Reachable Goals

Language Arts Extender

Write the following words on a piece of paper in two columns.

<table>
<thead>
<tr>
<th>Cat</th>
<th>Fiddle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skate</td>
<td>Burn</td>
</tr>
<tr>
<td>Goal</td>
<td>Bat</td>
</tr>
<tr>
<td>Fish</td>
<td>Bowl</td>
</tr>
<tr>
<td>Riddle</td>
<td>Gate</td>
</tr>
<tr>
<td>Learn</td>
<td>Dish</td>
</tr>
</tbody>
</table>

You will say a word in the first column and then read the words in the second column. Ask your child to decide which word in the second column rhymes with the word in the first column. Then draw a line to match the rhyming words.

Physical Education Extender

When you reach your goal, you should celebrate your success. You worked hard and deserve a celebration. With your child, create your own celebration dance. You can add as many or as few movements as you want. Encourage your child to add skips, jumps, bends, twists, and turns into their dances.
Math Extender

Read the short stories below. Ask your child to count the number of goals in each story.

1. Cliff wants to learn how to play ping pong by the end of the summer. He also wants to learn how to say, “How are you?” using sign language, make two free throws in a row, and do a cartwheel. How many goals does Cliff want to reach before the end of the summer? **Answer: 4**

2. Mr. Piper set goals with his class. By the end of the week, his class wants to finish reading their story book, make a Get-Well card for the sick custodian, and earn a good report from the substitute teacher they will have on Friday. How many goals does Mr. Piper’s class want to reach this week? **Answer: 3**

3. Biscuit and his family are going on a vacation to the beach. Before he leaves on vacation, Biscuit wants to learn how to float in the water. He also wants to learn how to hold his breath under water. He will ask his mom to take him to the bookstore so he can buy a book about shells. He also wants to save money to buy his own bucket and shovel set. How many goals does Biscuit want to reach before he leaves on vacation? **Answer: 4**
Lesson 2 Thinking Caps On - Making Responsible Decisions

Art Extender

Ask your child to imagine he or she is going to stay at a family member's house for the weekend. All they can take is their backpack. Your child needs to decide what to bring. Remind your child that everything won't fit in the backpack, so think carefully about what to bring. Think about the possible consequences of bringing or leaving each item. Have your child draw a picture of the items he or she will pack in the backpack.

Social Studies Extender

Make a list with your child of foods we eat and things we drink that come from a farm. Be sure they include things such as cheese, bread, eggs, milk, meat, fruits, and vegetables. Next, ask your child to consider the good and bad things about growing or raising different crops or animals. For example, what could be good about raising cows? What could be bad about raising cows? What could be good about growing corn? What could be bad about growing corn? Then ask your child to imagine he or she is a farmer and that they must choose only one thing to grow or raise on their farm.
Lesson 3 Catattitude - Identifying and Managing Emotions

Language Arts Extender

Read the following sentences aloud to your child. Then ask them to choose the correct feeling word to describe how the person feels.

1. Felix can’t wait for the first day of school. Is Felix excited or furious?
2. Max lost his favorite stuffed animal. Is Max heartbroken or thrilled?
3. Lula's ball is stuck in the tree. Is Lula frustrated or excited?
4. As the teacher reads the nice report from the substitute teacher, she smiles and puts her shoulders back. Does the teacher feel proud or disgusted?
5. Katie's brother jumps out from behind the door and screams. Is Katie terrified or sad?

Science Extender

Take your child for a walk outside. As you walk, ask your child to imagine the emotions that things in nature might feel. For example, what emotion do you think grass feels when it rains? What emotion do you think the trees feel in the wintertime? What emotion do you think the birds feel when it storms? What emotion do you think the squirrels feel when they see someone throw trash on the ground? What emotion do you think the flowers feel when it is nighttime? What emotion do you think the bugs feel when the sun is shining?

Art Extender

Read the short story below. Afterwards, ask your child to draw a picture of how the story makes them feel.

You are on a walk in a magical forest filled with twinkling lights and friendly animals. You enter a clearing in the forest that has a huge castle. You walk up to the front door and knock. The door opens and a giant dragon greets you.
Language Arts Extender

Play a listening activity with your child using long vowel sounds. Say a vowel and have your child say words that have that long vowel. For example, if the vowel was “ā” they could say, make, bake, lake, etc. For each long vowel sound, have your child say 5-6 words.
Language Arts Extender

Write the following words on a piece of paper in two columns

<table>
<thead>
<tr>
<th>Nice</th>
<th>Playful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honest</td>
<td>Kind</td>
</tr>
<tr>
<td>Fun</td>
<td>Useful</td>
</tr>
<tr>
<td>Helpful</td>
<td>Truthful</td>
</tr>
</tbody>
</table>

Say a word from the first column and then read the words in the second column. Ask your child to decide which word in the second column means the same thing as the word from the first column. Draw a line from the word in the first column to the word that means the same in the second column.

Social Studies Extender

Ask your child to think about your community. Then ask what is their favorite thing to do with their friends in your community? Have your child draw a picture themselves with their friend at their favorite place in your community.
Lesson 6 Leading by Example – Respect for Self and Others

Language Arts Extender

Explain that to respect yourself you need to eat good food, exercise, and have a positive attitude. Explain that the words good and positive are adjectives. To practice thinking of adjectives, ask your child to name good foods to eat. When he or she names the food, include an adjective to describe the food. For example, your child might say a red apple or crunchy carrots.

Making Connections

To show respect to those who have served our country or to those who protect and keep us safe every day, ask your child to make thank you cards for veterans, firefighters, EMTs, and/or police officers in your community. Identify a local VA hospital, fire house, or police station to send the cards to.
Language Arts Extender

Collect an assortment of reading books, magazines, or other print materials for your child to look through. Have your child look through the books to find ways to calm themselves down. Write down the ways to calm down on a piece of paper. Display the paper in an area where your child can see and refer to it when they are angry.

Physical Education Extender

Talk to your child about taking a deep breath as a way to manage their anger. Have your child sit or stand in a comfortable position. Walk through the following steps of a deep breathing exercise.

1. Place one hand on your chest and the other on your belly.
2. Breathe in deeply through your nose allowing your belly to rise but not your chest.
3. Exhale slowly.
4. Repeat steps 1-3 6-10 times
Language Arts Extender

Write the word PEACEMAKER on a piece of paper. With your child, define the word peacemaker. Write your definition under the word. Then ask your child to brainstorm the qualities of a peacemaker. As your child comes up with the qualities of a peacemaker, randomly write them on the paper.

Making Connections

Ask your child to make Thinking of You cards for people who have been involved in a situation involving a conflict. Your child can draw pictures to bring a smile to the person who receives the card. Give your child’s cards to children or families experiencing some form of conflict in their life. Contact someone from your local Child Protective Services or Law Enforcement Agency to identify whom to send the cards to.
Lesson 9 Sticks and Stones – Identifying and Managing Teasing

Language Arts Extender

Fold a piece of paper in half. Label one side of the paper PLAYFUL and the other side HURTFUL. Ask your child to think of their own definitions for each word. Write the definition under each word. Discuss each word and suggest characteristics for each word to help your child differentiate playful and hurtful teasing. For example, for playful you might say, “Everyone laughs,” or for hurtful you might say, “One person’s feelings are hurt.” Write the characteristics for each word on the paper.

Art Extender

Write SAY, “STOP”, MOVE AWAY, and ASK A QUESTION on a piece of paper for your child to copy. In this activity you will help your child create works of art using words. Ask your child to choose one of the three ways to handle teasing and write it down on a piece of paper. Explain that they may write the letters any way they want. The letters don’t have to be spaced out correctly or even written on the same line. Next, tell your child to color the space or area around the letters, between the letters, or in any white space created by the letters. Allow your child to use any colors, techniques, or patterns they choose to color the white space of the paper.
Language Arts Extender

Ask your child to think about your home and all of the things in it. Tell your child there are so many things here we can use to solve problems. Help your child to make a list of things around your home that you can use to solve problems. Write down each item on a piece of paper. Once you have 15 items, you will use them to solve five problems.

Use the list you created with your child to solve the following problems:

1. Your pencil box is glued shut.
2. Your jacket zipper is caught on your shirt.
3. You spilled water all over your notebook.
4. You run out of tape to hang your pictures on the wall.
5. Your scissors break as you are making your aunt a birthday card.

Music Extender

Teach your child a problem solving song. The song is sung to the tune of “Head Shoulders, Knees, and Toes.” Help your child to create movements that go along with each line of the song.

What’s the problem? Do you know? Do you know?
What’s the problem? Do you know? Do you know?
Think, think, think of helpful things to do!
Now choose the one that’s best for you!