

June 2024

Greetings St. Philip's Parents and Students!



Mrs. Kellee Murrell  
*Principal*

Thank you for another wonderful year at 1600 Pennsylvania Avenue! Enclosed you will find a summer reading list, math activity packets, school supply information, uniform policy, class trip information (2nd through 8th grades), a 2025-2026 school year calendar, and several other important items. Many of these items, along with the full year calendar, will remain posted in the parent portal of our school website, [www.stphilips1600.org](http://www.stphilips1600.org). If any of the above items are missing please contact the Office of Admissions and Enrollment Management at [admissions@stphilips.com](mailto:admissions@stphilips.com). Records may be withheld if your child has missing books (library or textbooks) or if there is a need to reconcile with the business office for any reason.

The Summer Reading and Math requirements can be found throughout this document based on your students 2025-2026 grade level.

Plan to join us for our “Back to School Bash” event on Sunday, August 18, 2025, time TBD. This is also an opportunity for you to bring your labeled school supplies to the classroom before the first day of school. Look for a special message from your homeroom teacher or advisor in early August.

The first day of classes will be Wednesday, August 21st with **chapel service beginning at 8 :25 AM.**

There will be no before or after school care until , Monday, August 25th .

Parents, we will be looking for volunteers to assist in AM carpool – coined, K.S.S. (Keeping Saints Safe) each day. A sign-up link will be shared prior to the start of the school year for you to sign-up for your homeroom or grade levels week. Let us know if the students can count on seeing your smiling face as they arrive to school next year. If you can commit to one day or more, it will truly help. The shift is 7:40 until 8:00 AM. Thanks to all who stepped in to make our student arrivals happy and safe this past year. We truly appreciated your ‘sunshine or rain’ sacrifice.

Enjoy a wonderfully blessed summer!

Sincerely,

Kellee Murrell, George T. Lee Principal  
[kmurrell@stphilips.com](mailto:kmurrell@stphilips.com)

**If it is to be, it's up to me!**

1600 Pennsylvania Avenue • Dallas, Texas 75215 • (214) 421-5221 • [www.stphilips1600.org](http://www.stphilips1600.org)



# EARLY CHILDHOOD SUMMER PROJECT

## Your Mission

### Reading in Fun Places!

This summer, we want to **SEE** our students in action! Snap photos of your child reading in creative, fun, and unusual places – on a picnic blanket, in a tent, under a tree, with a pet, in a fort, at the park, or even by the pool! Let their imagination lead the way!

Your child will collect these pictures in a small photo album, scrapbook, or digital collage (printed out). This will become a special keepsake and a great way to share their summer reading journey with their classmates!

## Grade-Level Reading Lists

Each grade level (PK3, PK4, and Kindergarten) will have their summer reading list filled with age-appropriate, engaging books. Families can find the list attached on the next few pages.

## Keep Learning Going

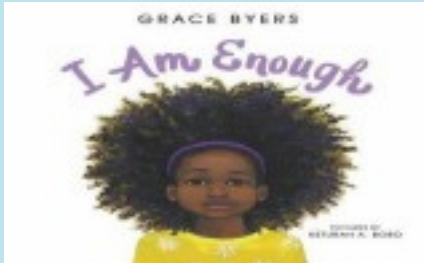
In addition to the Reading Photo Album, we are asking students to complete activities from the ELAR and Math Summer Calendar. These calendars are filled with quick, fun, and meaningful tasks to keep brains growing all summer long.

# Pre-K 4 Summer Reading List

Read at least 10 books

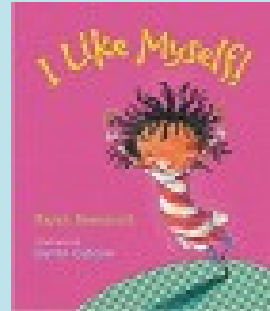
## **I Am Enough**

by Grace Byers



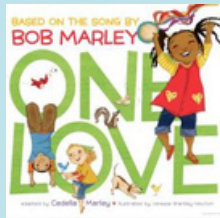
## **I Like Myself**

by Karen Beaumont



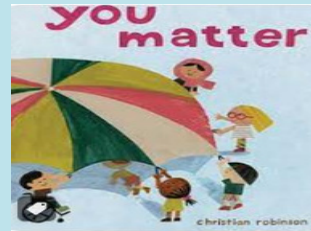
## **One Love**

by Cedella Marley



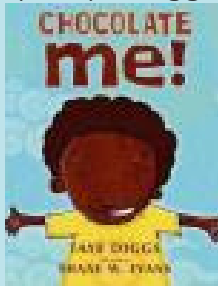
## **You Matter**

by Christian Robinson



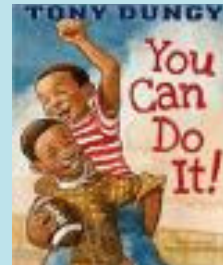
## **Chocolate Me**

by Taye Diggs



## **You Can Do It!**

by Tony Dungy



## ***Marisol Doesn't Match***

by Monica Brown



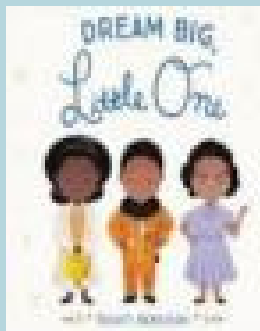
## ***Full, Full, Full of Love***

by Trish Cooke



## ***Dream Big, Little One***

by Vashti Harrison



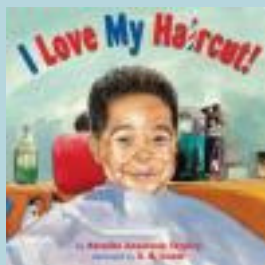
## ***Monster Trouble***

by Lane Fredrickson and  
Michael Roberston



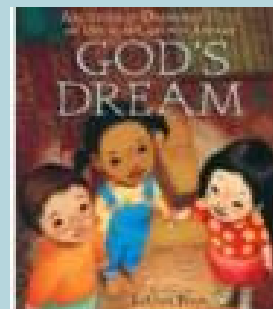
## ***I Love My Haircut***

by Natasha Anastasia Tarpley  
(originally titled *Bippity Bop*,  
*Barbershop*)



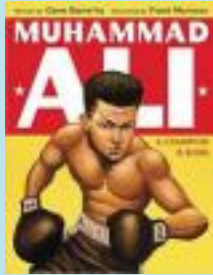
## ***God's Dream***

by Desmond Tutu &  
Douglas Carlton Abrams

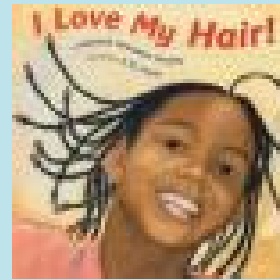




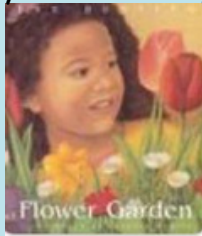
**Muhammed Ali**  
by Gene Baretta



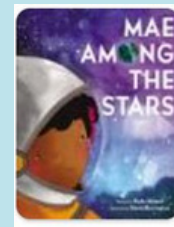
**I Love My Hair!**  
by Natasha Anastasia Tarpley



**Flower Garden**  
by Eve Bunting



**Mae Among the Stars**  
by Stashia Burrington



# Summer ELAR Skills Calendar



## June–PK4 ELAR



1	2	3 Practice initial sounds—name a word that starts with first letter of their name	4 Read a story and answer “Who was in the story?”	5 <b>READ</b>	6 Find and circle sight words “in”, “the”, “as”, “I” and “and” in a book.	7
8	9 Practice taking turns and sharing	10 <b>READ</b>	11 Clap out syllables in words (2-3 syllable words)	12	13 Play a rhyming game (use pictures)	14
15	16 Listen to a story and follow a 2 step direction	17	18 Draw different facial expressions and talk about feelings	19 <b>READ</b>	20 Identify and name letters and sounds	21
22	23	24 Read a story, ask “What happened first?”	25	26 Look a picture and tell a story about it.	27 <b>READ</b>	28
29	30 Spell your name aloud and write it 5 times	31 <b>READ</b>				

- Play Literacy Games
- Read A Book From The Suggested List
- Choose Your Own Activity

### June Focus: Phonics/Reading/ Social Growth

- Phonics
- Reading
- Language
- Expressing Ideas
- Comprehension
- Conversation

### Literacy Games:

ABCYA

Khan Academy

A–Z Reading

ABC Kids

Pocket worlds

Preschool & Kindergarten Learning Games

Splash Learn

Reading Eggs

# Summer ELAR Skills Calendar



## July-PK4 ELAR



1	2 <b>READ</b>	3 Draw a picture of your favorite animal.	4 Practice tracing letters with a thick marker	5 Cut along a straight line using child-safe scissors	6 Use tongs or tweezers to move small objects	7
8	9 Practice saying "Please" and "thank you"	10 <b>READ</b>	11 Play Simon Says	12	13 Use facial expressions to show, happy, sad or excited.	14
15	16 Work on puzzle and practice patience	17	18 Use a spoon to transfer cotton balls to a bowl	19 Identify and match rhyming words	20 <b>READ</b>	21
22	23	24 Practice putting on clothes independently	25 Take turns sharing	26	27 Practice opening food containers/bags	28
29	30 Practice cleaning up when a timer goes off.	31 <b>READ</b>				

- Play Literacy Games**
- Read A Book From The Suggested List**
- Choose Your Own Activity**

### July Focus: Fine Motor/Social Emotional Skills

- Motor Focus
- Social/Emotional Skills
- Fine Motor
- Listening Skill
- Independence

### Literacy Games:

**ABCYA**

**Khan Academy**

**A-Z Reading**

**ABC Kids**

**Pocket worlds**

**Preschool & Kindergarten Learning Games**

**Splash Learn**

**Reading Eggs**

# SUMMER MATH REQUIREMENT



Dear Parents/Guardians and Students,

Let's keep the Mathematical thinking going all summer long. Regular practice over the summer with math facts, computation and problem solving will help students maintain and strengthen gains made over the school year. I have attached a math calendar filled with daily problems and activities to keep students learning all summer long. The goal is for you to have fun, thinking and working together with mathematical ideas. Discuss with your student how they got the solution and what strategy they used.

Even though the calendar has certain activities for each day, you can choose which day you complete each one. **The goal is to complete 15 math activities each month (June, July).** Complete each activity in your Summer Math Notebook, explaining your thinking, showing your work, or saving your artifact and placing it in your journal. Color the boxes on the calendar to show which activities you complete. **Bring your calendar and math notebook on the first day of school.**

Thank you for your support and have a wonderful summer vacation!



# SUMMER MATH REQUIREMENT

PK4

# June



St. PHILIP'S  
SCHOOL & COMMUNITY CENTER

**Monday**

All ABCYA activities can be accessed on any computer for free at <https://www.abcya.com/>

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

- Roll 2 dice.
- Say the number dots



Scissor Skills

[https://drive.google.com/file/d/1AAB2u53UpRLR6BawXCFM5B\\_Sn18BQ/view2usp=sharing](https://drive.google.com/file/d/1AAB2u53UpRLR6BawXCFM5B_Sn18BQ/view2usp=sharing)

Identify and write numbers 1-20

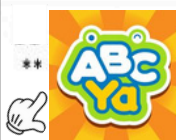


Play number bingo

Build, draw or sing your own pattern.



Play a board game that has dice or a spinner with numbers.



Play FUZZ bugs



Make a pattern with something collected in nature. Glue to a paper or draw a picture of it.



Line up at least 3 different figures or stuffed animals. Put them in order from shortest to tallest.

Play Go Fish

- Keep track of the weather this week. How many sunny days? How many rainy days? How many cloudy days?



Scissor Skills

[https://drive.google.com/file/d/1AAB2u53UpRLR6BawXCFM5B\\_Sn18BQ/view2usp=sharing](https://drive.google.com/file/d/1AAB2u53UpRLR6BawXCFM5B_Sn18BQ/view2usp=sharing)

- Roll 2 dice.
- Say the number of dots



Choose your own!



Play number bingo

Count up to 10 objects and write how many there are



Help set the table for a meal. How many people are there? How many forks do you need?

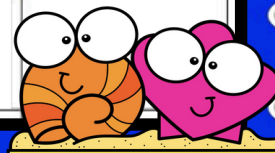
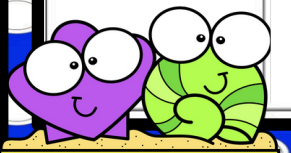


Play Number match

Practice saying your phone number.

123456789

Identify and write numbers 1-20





# SUMMER MATH REQUIREMENT

PK4 July

All ABCYA activities can be accessed on any computer for free at <https://www.abcy.com>

Monday

Tuesday

Wednesday

Thursday

Friday

Make bowling pins out of plastic bottles. Label with the numbers 1-10. Roll a ball and knock them down. Which numbers are left?



Play number bingo

Count to 30 or higher.

12345678910



Play Number match

Practice saying your phone number.

123456789

Make a list of all the shapes you can think of. Go on a scavenger hunt looking for those shapes. Check off the shapes you find. Did you find them all?



Play a board game that has dice or a spinner with numbers.

Do a puzzle. How many pieces were in your puzzle?



Scissor skills

[https://drive.google.com/file/d/1AAB7u53UpRLR68jgwXCFMSR\\_3Sn18BQ/view?usp=sharing](https://drive.google.com/file/d/1AAB7u53UpRLR68jgwXCFMSR_3Sn18BQ/view?usp=sharing)



Collect, count and match the correct number of items to a number.

Practice saying your phone number.

123456789



Choose your own!

- Roll 2 dice.
- Say the number dots



Play number bingo

Make bowling pins out of plastic bottles. Label with the numbers 1-10. Roll a ball and knock them down. Which numbers are left?

Count to 30 or higher.

12345678910



Play FUZZ bugs

Keep track of the weather this week. How many sunny days? How many rainy days? How many cloudy days?



Play a board game that has dice or a spinner with numbers.



## PK4 School Supply List

2025-26

### Back Pack

(Large enough to hold the nap towel and a folder, but preferably not too large for the child to walk with; mainly, no baby back packs and no rolling bags)

**2 green plastic/vinyl folder with brads and pockets**

**1 pack of baby wipes (minimum 80 count)**

**10 glue sticks**

**1 Gallon Size zip lock bags**

**1 Quart size zip lock bags**

**1 snack size zip lock bags**

**1 pack dry erase markers**

**Construction paper**

**2 boxes of 24 count crayons**

**2 Boxes of Tissue**

**2 hand soaps**

**1 bottle of hand sanitizer**

**\*PK4 students are required to wear laced school shoes. No more Velcro and no loafers!**

**Two thumbs up and a double fist bump to the little ones who can tie their shoes! For those just starting or in the 'working on it' stage, patience always wins. Keep them working on it, and before you know it, they'll be there! You have to work on it consistently. \***

### PE Days:

**Gym shoes are needed on PE days (scheduled days will be noted by teacher once school starts)**

**PK4 has the option of lace or non-lace gym shoes (PE days Only)**

**Towel for nap – NO BLANKETS, NO NAP MATS, NO SLEEPING BAGS, etc. (These will be returned home if sent to school for use at nap.)**

**Emergency uniform change for accidents – ex. blue bottoms; white top, socks, modesty shorts (girls), underwear – placed inside a labeled Ziplock bag. (Accidents vary from spills during lunch, illnesses, or simply having too much fun and waiting too late to go to the restroom, so please refrain from not seeing the importance of the change of clothes.)**

*We look forward to an awesome school year! Make marvelous summer moments as you travel, chill, give, love, live and learn! The summer reading packets you will receive are filled with amazing reads and great activities! HAVE FUN!*

*Much Love,  
The Early Childhood Team*



# Early Childhood Learning Outcomes

## (PK-3, PK-4, Kindergarten)

Outcomes are from Texas PreK Guidelines, Common Core and Texas Education State Standards

<https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>

[Home | Common Core State Standards Initiative \(thecorestandards.org\)](#)

[Texas Essential Knowledge and Skills | Texas Education Agency](#)

Document Prepared: May 2025

**The learning outcomes below are not an exhaustive list but provide good summary of the major skills taught and assessed at each level. For a more complete list, please visit the websites listed above.**

## **PK-3 Learning Objectives**

### **PHONICS/READING**

Identifies 90% of letters and sounds of letters  
Identifies initial sound in words  
Segments words/identifies number of syllables  
Identifies PK-3 Identified Sight Words (in, the, as, I, and)  
Answers questions about stories  
Identify words and pictures that rhyme  
Differentiate between letters, words and sounds  
Have print awareness when reading  
Reads leveled readers (B)

### **MATH**

Uses words to rote count from 1 to 30  
Counts 1- 10 items, with one count per item  
Recognizes numerals and number words 0 – 10  
Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different  
Recognizes and continues a given pattern  
Student names common shapes  
Recognizes and compares heights or lengths of people or objects  
Recognizes how much can be placed within an object

### **FINE MOTOR SKILLS**

Picks up small objects  
Comfortably grips markers, crayons and pencils  
Can express themselves with “writing” and illustrations  
Uses scissors to cut  
Uses tools to pick up objects

### **SOCIAL/EMOTIONAL SKILLS & HABITS**

Expresses emotions properly  
Accepts consequences for actions  
Demonstrates increasing capacity to pay attention, focus, concentrate, be involved  
Follows 2 to 3 step directions  
Stays on task  
Completes task independently  
Demonstrates appropriate listening skills

Follows classroom rules/routines  
Works and plays well with others  
Eager to learn daily

## **PK-4 Learning Objectives**

### **PHONICS/READING**

Identifies all upper and lower case letters and sounds  
Recognize and produce rhyming words  
Associate short vowel sounds with the common spellings for the five major vowels  
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words  
Count, pronounce, blend and segment syllables  
Spell simple words phonetically  
Reads common high frequency words by sight  
Asks and answers questions about stories (with support)  
Identify characters, setting, and major events in a story with prompting and support  
Blend and segment onset and rhyme of single syllable words  
Identify front cover, back cover, and title page  
Uses frequently occurring nouns and verbs  
Names the author and illustrator of a story and tells the role of each  
Reading level D

### **MATH**

Count to 100 by ones and tens  
Writes numbers from 1 to 30. Represent a number of objects in one group is greater than, less than or equal to the number of objects in another group  
Compare two numbers between 1 and 10 presented as written numerals  
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from  
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, equations  
For any number 1 to 9, find the number that makes 10 when added to the given number  
Describe and compare two objects with a measurable attribute in common to see which object has “more of”/“less of” the attribute and describe the difference  
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms  
Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).  
Subitize up to 6 with common arrangements (dice, dominoes, ten frame)  
Uses manipulative tools to represent and solve problems

### **WRITING/FINE MOTOR SKILLS**



Writes letters and numbers

Can express themselves with “writing” and illustrations (1-2 complete sentences)

Grips writing tools correctly

Uses scissors to cut

Able to trace

Appropriately developed fine motor skills (cutting, gripping, manipulating)

### **SOCIAL/EMOTIONAL SKILLS & HABITS**

Expresses emotions properly

Accepts consequences for actions

Speaks audibly to express thoughts and feelings

Follows directions

Stays on task

Completes work independently

Demonstrates appropriate listening skills

Follows classroom rules/routines

Works and plays well with others

Ready to learn daily

## **Kindergarten Learning Objectives**

### **PHONICS/READING**

Distinguish long from short vowel sounds in spoken single-syllable words

Determine the number of syllables in a printed word

Orally produce single-syllable words by blending sounds (phonemes) including consonant blends

Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words

Know the spelling-sound correspondences for common consonant digraphs

Decode regularly spelled one-syllable words

Use common, proper and possessive nouns

Correctly use personal and possessive pronouns

Correctly identifies and uses common adjectives

Read grade level text orally with accuracy and fluency to support comprehension

Reading level F

Recognizes and reads unit sight word lists

Spell untaught words phonetically drawing on phonemic awareness and spelling conventions

Retell stories, including key details and demonstrate understanding of their central message or lesson

Describe characters, settings, and major events in a story, using key details

Ask and answer questions about key details in a text

Identify the main topic and retell key details of a text

Use the illustrations and details in a text to describe its key ideas

## **MATH**

Represent and solve problems involving addition and subtraction within 20. (using objects, drawings, and equations.)

Demonstrate fluency for addition and subtraction within 10

Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral

Understand that the two digits of a two-digit number represents tens and ones

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbol  $<$ ,  $=$ ,  $>$

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

Order three objects by length; compare the lengths of two objects indirectly by using a third object

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the span with no gaps or overlaps

Tell and write time in hours and half hours using analog and digital clocks

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes

Subitizing up to 10 with common arrangements (dice, dominoes, ten frame)

Use manipulatives to solve problems (counters, coins, part/whole mat, 100s chart, number line, ruler, clock, base 10 blocks)

Identify coins based on attributes

Read number words zero to twenty

## **WRITING/FINE MOTOR SKILLS**

Writes neatly (correct spacing, letter formation, line position)

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

Expresses thoughts through writing one paragraph (4 complete sentences) response of informative piece

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

### **SOCIAL/EMOTIONAL SKILLS & HABITS**

Follows directions

Stays on task

Completes work during time allotted

Demonstrates appropriate listening skills

Follows classroom routine

Works and plays well with others

Exhibits self-control

Expresses emotions properly

Accepts consequences for actions



## SUMMER READING LIST FOR SOCIAL EMOTIONAL LEARNING (SEL)

Many of these books may be available for check out at your local library.  
Some books have not been curated by St. Philip's School & Community Center;  
therefore, parents should read to ensure content meets your family's standards

### DEVELOPING SELF-AWARENESS

- [Giraffes Can't Dance by Giles Andreae](#)
- [Chrysanthemum by Kevin Henkes](#)
- [The Name Jar by Yangsook Choi](#)
- [Hooray for You! A Celebration of You-ness by Marianne Richmond](#)

### BUILDING CONFIDENCE

- [I'm Gonna Like Me by Jamie Lee Curtis](#)
- [Amazing Grace by Mary Hoffman](#)
- [Exclamation Mark by Amy Krouse Rosenthal](#)
- [I Like Me! By Nancy Carlson](#)
- [Zero by Kathryn Otoshi](#)

### UNDERSTANDING EMOTIONS

- [Visiting Feelings by Lauren Rubenstein](#)
- [Jabari Jumps by Gaia Cornwall](#)
- [The Way I Feel by Jonan Cain](#)
- [The Color Monster by Anna Llenas](#)
- [In My Heart: A Book of Feelings by Jo Witek](#)

### HOPES AND DREAMS

- [Hiromi's Hands by Lynne Barasch](#)
- [Rosie Revere, Engineer by Andrea Beaty](#)
- [Big Al by Andrew Clements](#)
- [Matthew's Dream by Leo Lionni](#)
- [The Wonderful Things You Will Be by Emily Winfield Martin](#)



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therefore, parents should read to ensure content meets your family's standards

### STUDY HABITS

- [Farmer Duck by Martin Waddell](#)
- [Planning Isn't My Priority by Julia Cook](#)
- [Don't Forget the Bacon by Pat Hutchins](#)
- [See You Later, Procrastinator! By Pamela Espeland and Elizabeth Verdick](#)

### SELF-CONTROL

- [Interrupting Chicken by David Ezra Stein](#)
- [How to Be a Superhero Called Self-Control by Lauren Brukner](#)
- [What If? by Colleen Doyle Bryant](#)
- [What Were You Thinking? Learning to Control Your Impulses by Brian Smith](#)

### PERSEVERANCE & RESILIENCE

- [Salt in His Shoes by Deloris Jordan](#)
- [Brave Irene by William Steig](#)
- [Apples to Oregon by Deborah Hopkinson](#)
- [Unstoppable Me! By Dr. Wayne W. Dyer](#)
- [Wilma Unlimited by Kathleen Krull](#)
- [The Most Magnificent Thing by Ashley Spires](#)

### RESPECT

- [David Goes to School by David Shannon](#)
- [The Way I Act by Steve Metzger](#)
- [Respect and Take Care of Things by Cheri J. Meiners](#)





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therefore, parents should read to ensure content meets your family's standards

### EMPATHY

- [The Invisible Boy by Trudy Ludwig](#)
- [The Bicycle Man by Allen Say](#)
- [Do Unto Otters by Laurie Keller](#)
- [Stand In My Shoes by Bob Somson](#)
- [Zen Ties by Jon J. Muth](#)

### KINDNESS

- [Each Kindness by Jacqueline Woodson](#)
- [Those Shoes by Maribeth Boelts](#)
- [Pinduli by Janell Cannon](#)
- [Good People Everywhere by Lynea Gillen](#)
- [Kindness Starts with You by Jacquelyn Stagg](#)
- [A Chair for My Mother by Vera B. Williams](#)

### FRIENDSHIP SKILLS

- [How to Lose All Your Friends by Nancy Carlson](#)
- [Making Friends is an Art by Julia Cook](#)
- [Love Monster and the Last Chocolate by Rachel Bright](#)
- [Jessica's Box by Peter Carnavas](#)
- [Louise and Andie: The Art of Friendship by Kelly Light](#)

### INCLUDING OTHERS

- [The Boy Who Wouldn't Share by Mike Reiss](#)
- [Rulers of the Playground by Joseph Kuefler](#)
- [A Sick Day for Amos McGee by Philip C. Stead](#)
- [The Invisible Boy by Patrice Barton](#)
- [Same Same But Different by Jenny Sue Kostecki-Shaw](#)



## SUMMER READING LIST FOR SOCIAL EMOTIONAL LEARNING (SEL)

Many of these books may be available for check out at your local library.  
Some books have not been curated by St. Philip's School & Community Center;  
therefore, parents should read to ensure content meets your family's standards

### CONFLICT RESOLUTION

- [Eat Your Peas by Kes Gray](#)
- [Sharing a Shell by Julia Donaldson](#)
- [There's a Bear on my Chair by Ross Collins](#)
- [Where the Wild Things Are by Maurice Sendak](#)
- [Iris and Isaac by Cheterine Rayner](#)

### BEING RESPONSIBLE

- [The Paperboy by Dav Pilkey](#)
- [I Just Forgot by Mercer Mayer](#)
- [Arthur's Pet Business by Marc Brown](#)
- [The Emperor's Egg by Martin Jenkins](#)
- [The Way I Act by Steve Metzger](#)

### MAKING GOOD CHOICES

- [What If Everybody Did That? By Ellen Javernick](#)
- [Do Unto Otters by Laurie Keller](#)
- [Making Smart Choices by Lucia Raatma](#)
- [Land of Or by Katie Mullaly](#)

### PEER INFLUENCE

- [The Juice Box Bully by Bob Somson and Maria Dismondy](#)
- [One by Kathryn Otoshi](#)
- [The Hueys in the New Sweater by Oliver Jeffers](#)
- [A Bad Case of the Stripes by David Shannon](#)
- [Bully on the Bus by Carl W. Bosch](#)



## SUMMER READING LIST FOR SOCIAL EMOTIONAL LEARNING (SEL)

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### REFLECTING ON CHOICES

- [David Gets in Trouble by David Shannon](#)
- [Lilly's Purple Plastic Purse by Kevin Kenkes](#)
- [Beautiful Oops! By Barney Saltzberg](#)
- [After the Fall by Dan Santat](#)



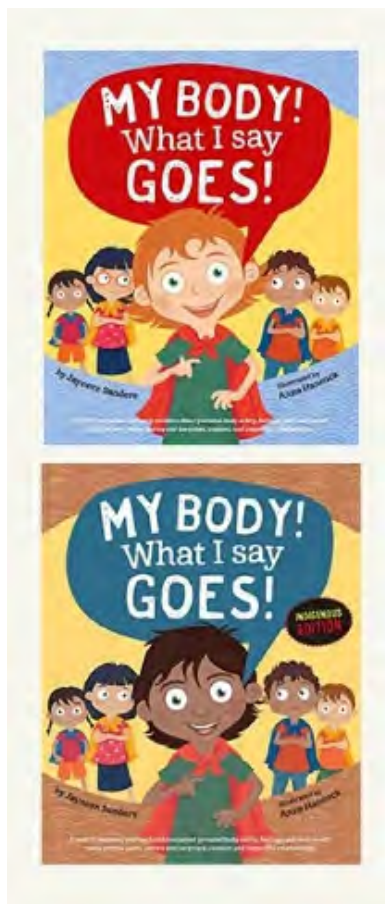
# SEL BOOKLIST

## PERSONAL SPACE, BOUNDARIES, MY BODY

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### **“Body Safety: Book for Kids by Tim”** by Adrian Laurent

I love this book to guide conversations at home between the child and their parent! This book dives into the topics of body safety, personal space, consent, and body confidence. I will definitely plan to use this book with my own children when it's time!

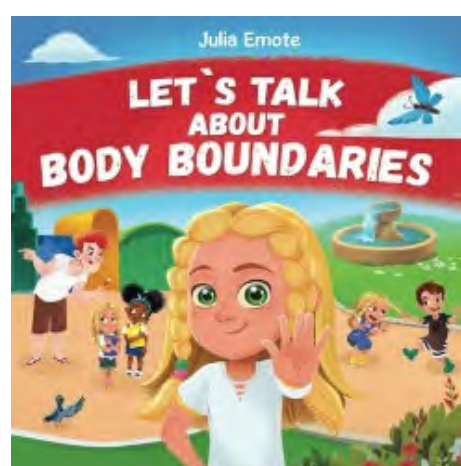


### **"My Body! What I Say Goes!"** by Jayneen Sanders

This is an excellent book on body safety that highlights a child's thoughts, feelings and reactions as it relates to body boundaries. I especially recommend this book for parents to navigate this conversation.

### **“Hands Are Not For Hitting”** by Martine Agassi

Love, love, love this book for ages 3-8 years old! The book sets the clear the limit while providing a narrative of positive coping skills and actions. Great book!



**Let's Talk about Body Boundaries: Body Safety Book for Kids about Consent, Personal Space, Private Parts and Friendship, that helps toddlers and children recognize their own emotions and feelings**



***Don't Hug Doug (He Doesn't Like It)*** by Carrie Finison

***It's OK: Being Kind to Yourself When Things Feel Hard*** by Wendy Leary



# SEL BOOKLIST

## PERSONAL SPACE, BOUNDARIES, MY BODY

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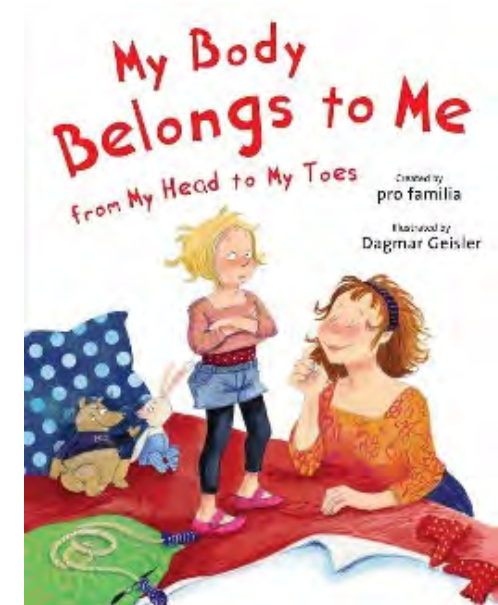
*Where Hands Go: The Power of No, Where Hands Go: An Introduction to Safe and Unsafe Touch, Where Hands Go: Body Safety Rules, and The ABCs of Consent.*

***My Body Is Safe: Tricky People and Safe People by Crystal Hardstaff***



***Slumberkins' Lynx, Trust Yourself Storybook Set by Kelly Oriard and Callie Christensen***

***My Body Belongs to Me by The International Center for Assault Prevention***



### **RESOURCES FOR BOOK DETAILS:**

[10 Must-Have Books About Body Safety & Personal Boundaries For Kids](#)

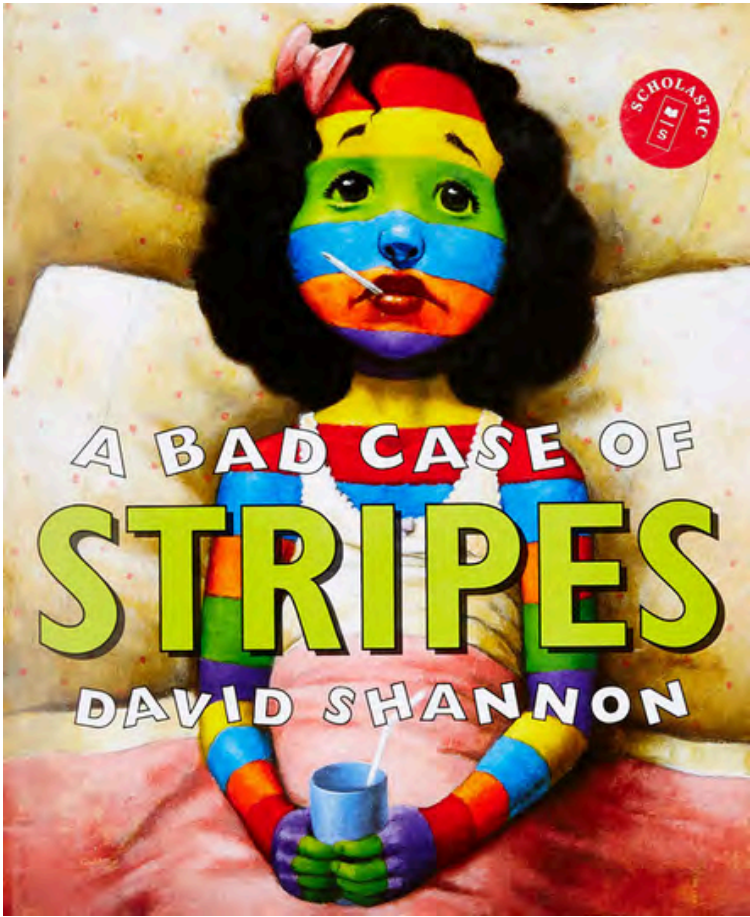
[Four Books For Talking About Body Boundaries | Momentous Institute](#)

[Picture Books about Boundaries and Consent | The Indianapolis Public Library | BiblioCommons](#)

[Consent and Boundaries Books for Kids and Teens | Charis Books & More and Charis Circle](#)

[9 Children's Books About Body Boundaries – Feminist Books for Kids](#)





***A Bad Case of Stripes* | David Shannon**

When Camilla gives up something she loves to be like everyone else, she comes down with a bizarre illness—a bad case of the stripes! How will Camilla get back to her true, unstriped self?

**LEXILE:** 610

**THEMES:** Emotion Management, Feelings, Problem Solving

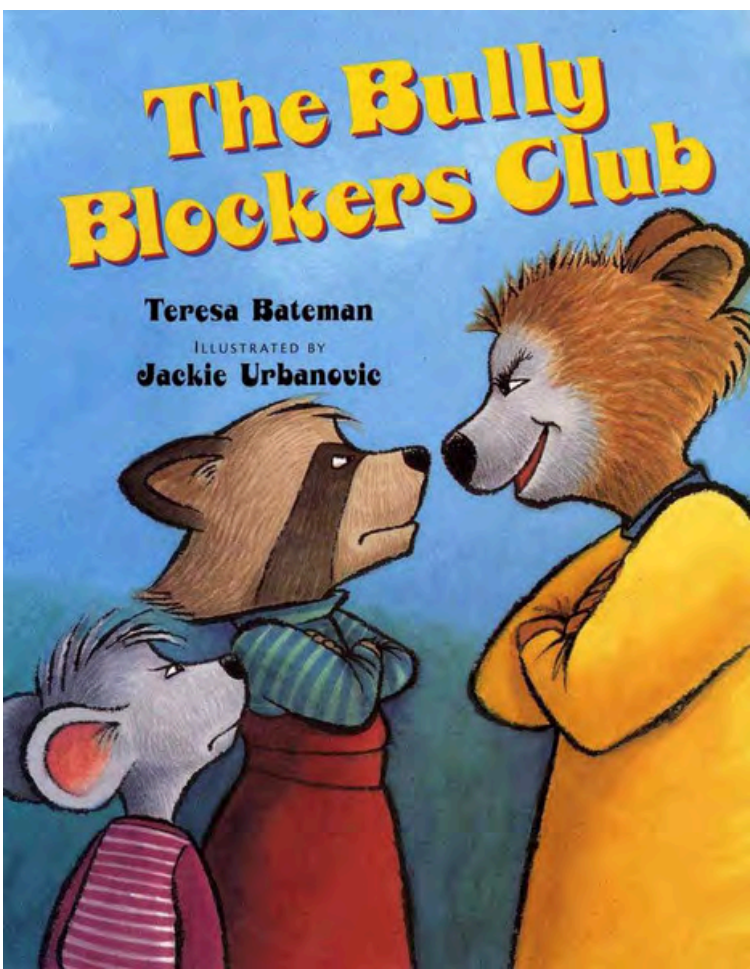


***Be Kind* | Pat Zietlow Miller**

“Be kind” is nice advice, but how do you do it? A child navigates her school day trying, and sometimes failing, to be as kind as possible.

**LEXILE:** ≈ 600

**THEMES:** Being Assertive, Compassion, Empathy, Feelings, Friendship, Problem Solving, Understanding Perspectives

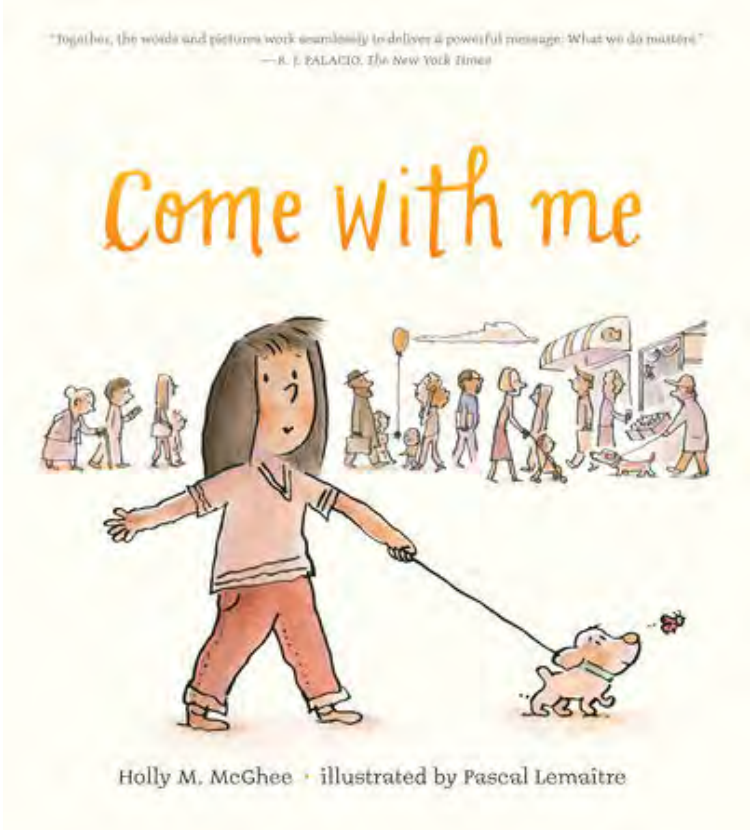


***The Bully Blockers Club* | Teresa Bateman**

Lotty Raccoon loves school—until a bully ruins her fun. Adults offer advice, but she comes up with a solution of her own: She and her friends form a club to stop the bullying.

**LEXILE:** 560

**THEMES:** Being Assertive, Feelings, Problem Solving



***Come With Me* | Holly McGhee**

A little girl, frightened by what she sees in the news, asks her parents what she can do. Their simple, perfect solution is to say, “Come with me.” Hand-in-hand, they face the world.

**LEXILE:** 550

**THEMES:** Compassion, Empathy, Understanding Perspectives



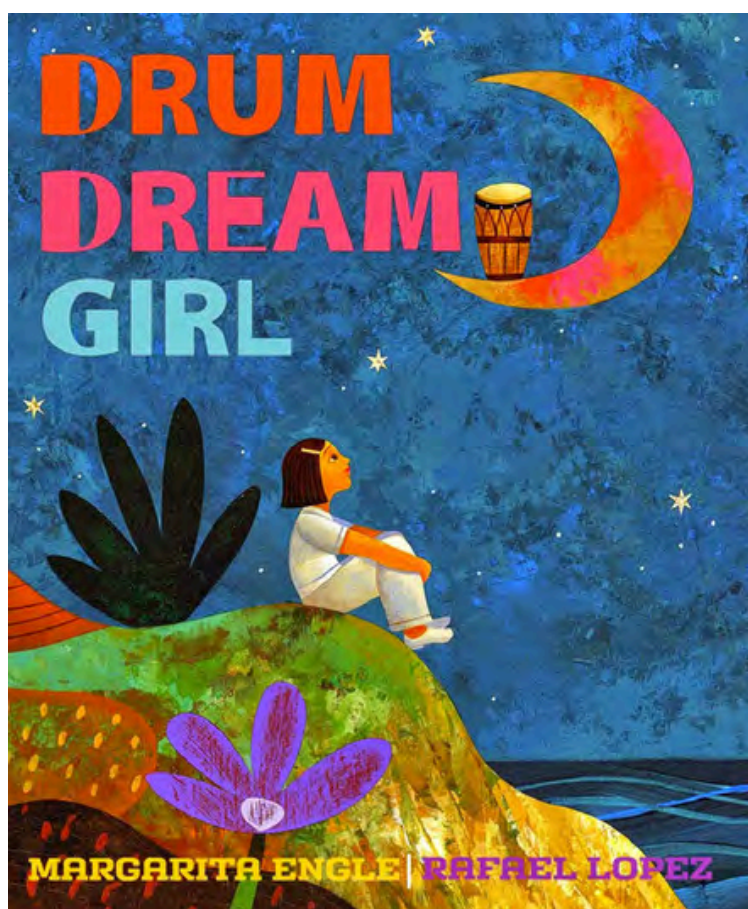


### ***The Day the Crayons Quit* | Drew Daywalt**

When Duncan opens his crayon box, he finds letters—and nothing to color with. Each color has a different complaint! What can Duncan do to smooth things over to get them working again?

**LEXILE:** 730

**THEMES:** Being Assertive, Feelings, Problem Solving, Understanding Perspectives

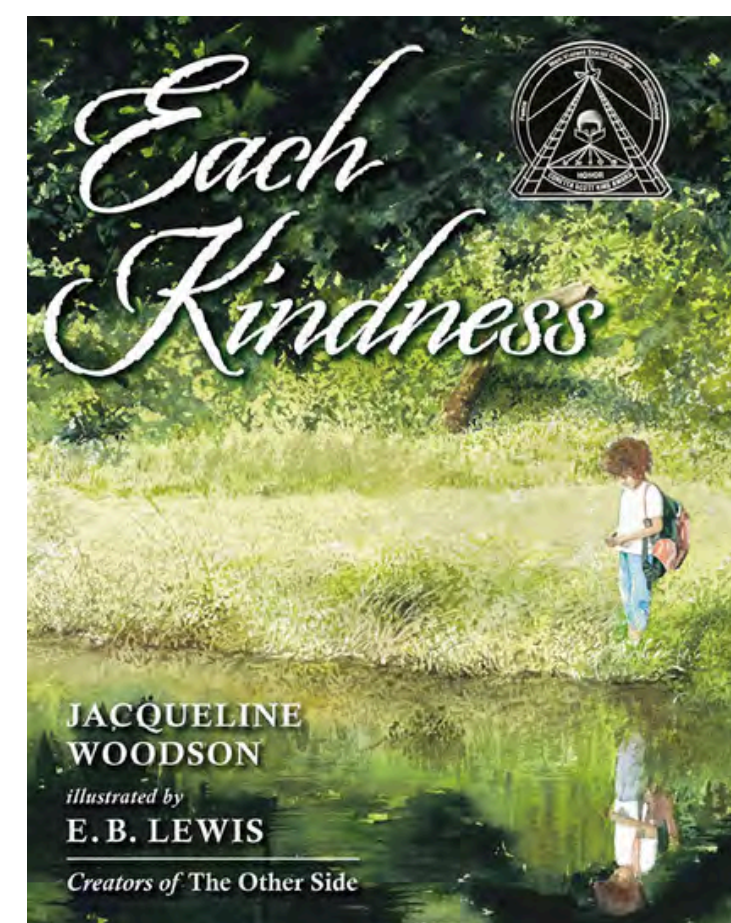


### ***Drum Dream Girl* | Margarita Engle**

A Chinese-African-Cuban girl secretly plays the congas, bongos, and timbales. But on her island, only boys are allowed to play drums. What happens when she lets her secret out is poetic, magical—and inspired by a true story.

**LEXILE:** NP (non-prose)

**THEMES:** Being Assertive, Problem Solving

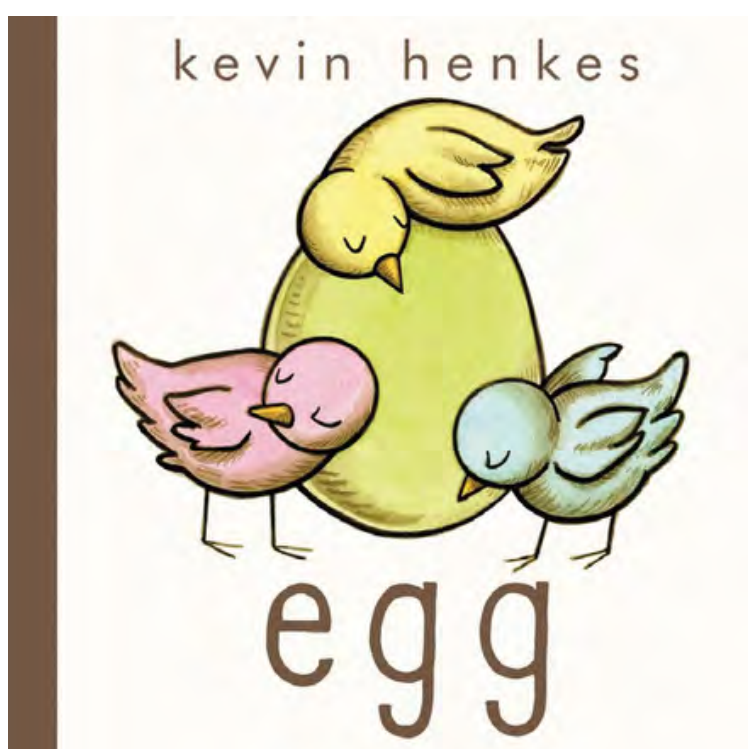


### ***Each Kindness* | Jacqueline Woodson**

Chloe and her friends tease Maya, the new girl, for her old clothes and toys. One day, Maya's seat in class is empty, and Chloe learns a harsh lesson in missed opportunity.

**LEXILE:** 640

**THEMES:** Compassion, Consequences, Understanding Perspectives



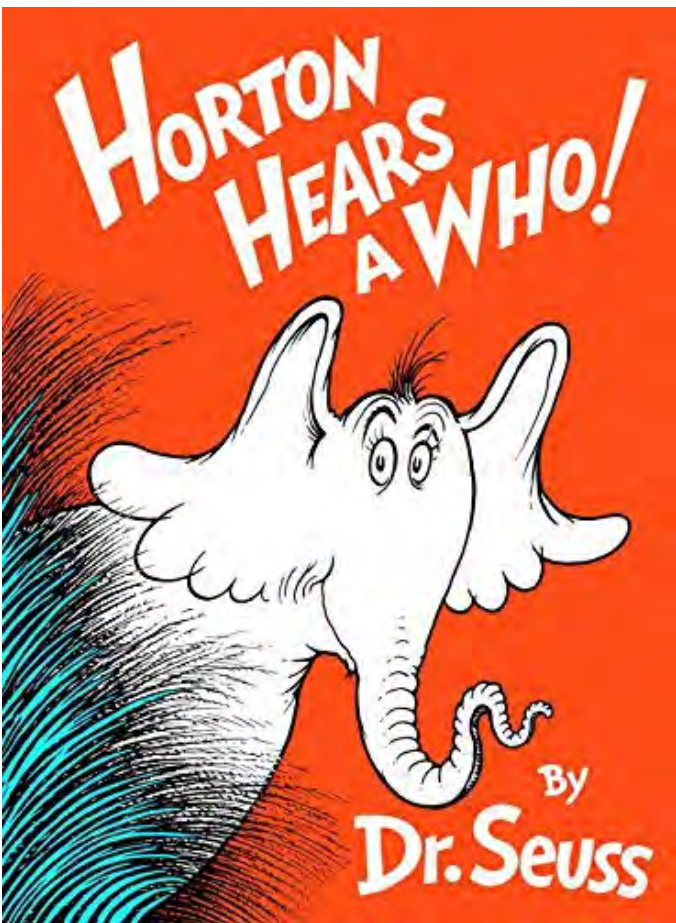
### ***Egg* | Kevin Henkes**

There are four eggs—one pink, one yellow, one blue, and one green. Pink, yellow, and blue baby birds hatch right away, but the green egg takes its time—and reveals a big surprise.

**LEXILE:** ≈300

**THEMES:** Feelings, Friendship



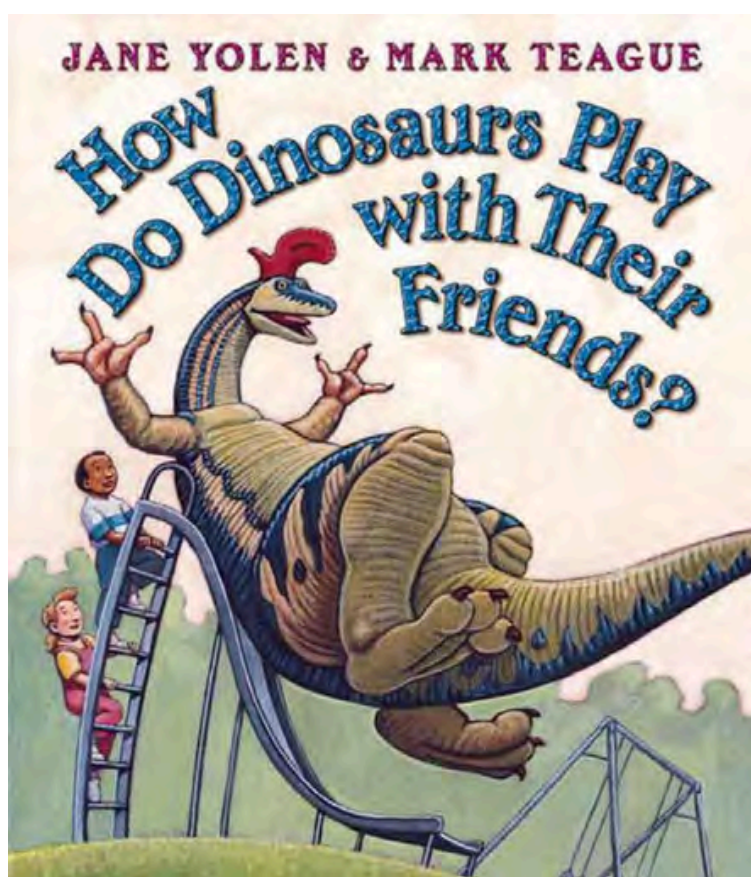


***Horton Hears a Who!* | Dr. Seuss**

Horton the elephant hears a tiny voice coming from a speck of dust. The speck turns out to be Whoville, a tiny planet full of tiny people. Horton faces a lot of teasing in his gentle, sweet quest to protect the miniature community.

**LEXILE:** ≈300

**THEMES:** Feelings, Friendship

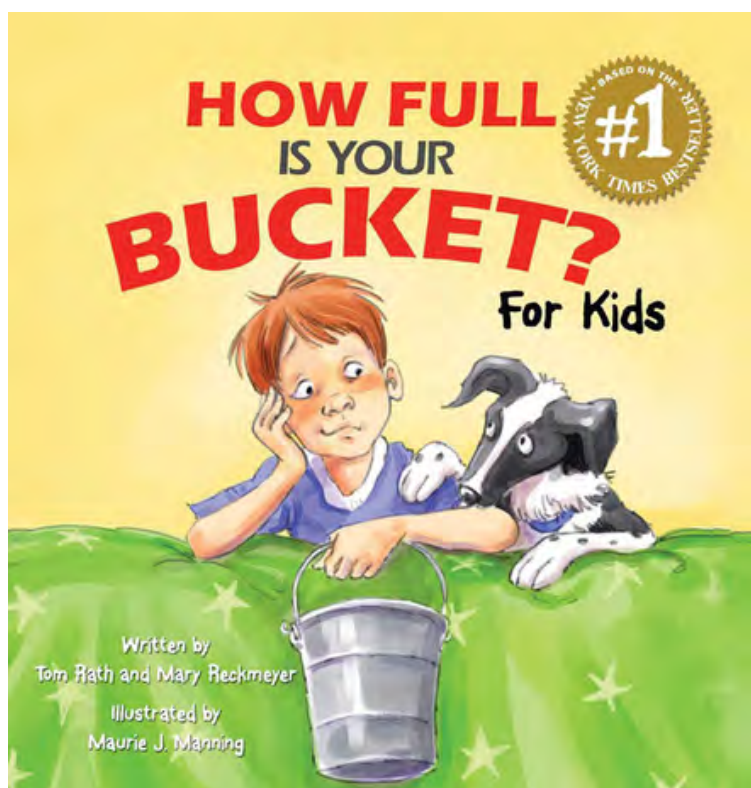


***How Do Dinosaurs Play with Their Friends?* | Jane Yolen**

Would a stegosaurus hog the toys? Would a triceratops take over the whole swing set? Or would a T. rex be a good friend and give you a boost or his turn at the slide? Even the most intimidating dinosaur can play nice.

**LEXILE:** 480

**THEMES:** Friendship, Problem Solving



***How Full Is Your Bucket?* | Tom Rath and Mary Reckmeyer**

One morning, Felix wakes up with an invisible bucket floating above him. Every time someone is unkind, it empties out a little more, but every time someone is thoughtful, it fills a little. And Felix learns how words and small actions affect the people around him.

**LEXILE:** 560

**THEMES:** Compassion, Consequences, Feelings



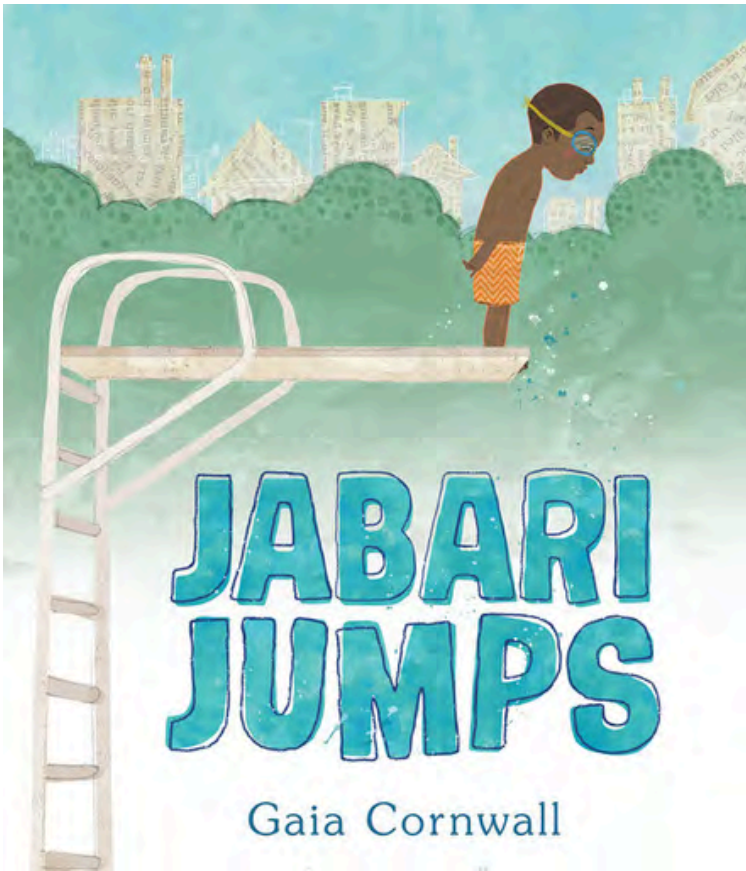
***It's Okay to Make Mistakes* | Todd Parr**

This little book is like a reassuring pep talk. Did you color outside the lines? Then you were creative! Were you clumsy, or did you invent a new move? This cheerful book will have you looking on the bright side of everything.

**LEXILE:** 390

**THEMES:** Feelings, Skills for Learning



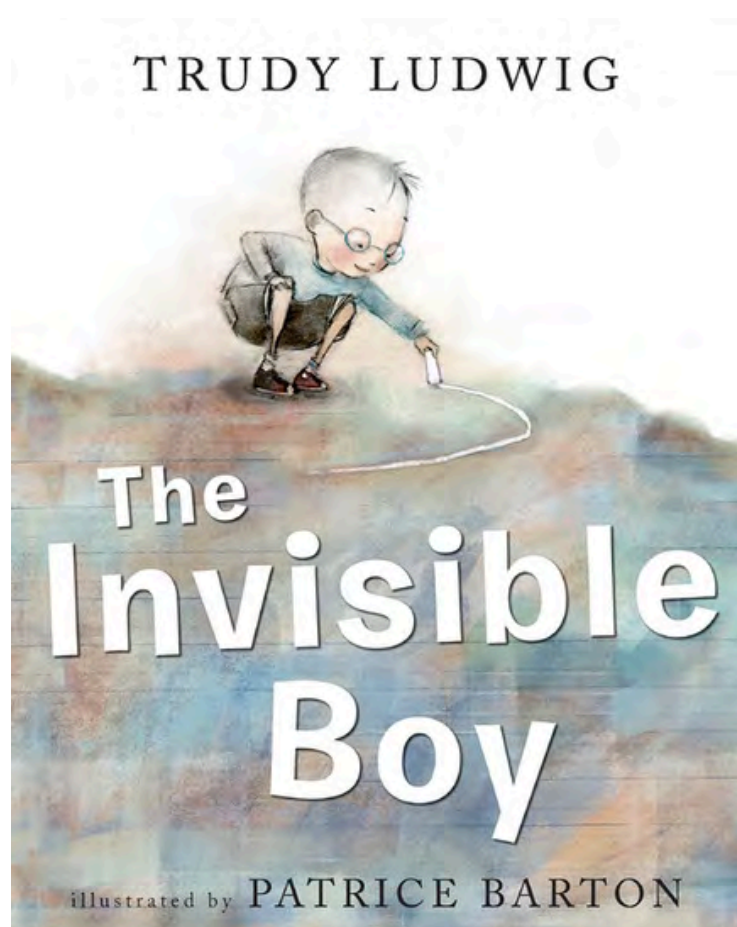


***Jabari Jumps* | Gaia Cornwall**

Jabari thinks he’s totally ready to jump off the diving board—until he starts to climb the ladder. After some helpful talk from his dad, he does some stretches, takes some deep breaths, and surprises himself.

**LEXILE:** 490

**THEMES:** Emotion Management, Feelings



***The Invisible Boy* | Trudy Ludwig**

Brian is a quiet kid, and he feels invisible. But the new kid in class might have it worse—he gets teased on his first day. Brian draws him a picture, and that little act of kindness changes everything.

**LEXILE:** 680

**THEMES:** Empathy, Feelings, Friendship, Problem Solving, Understanding Perspectives

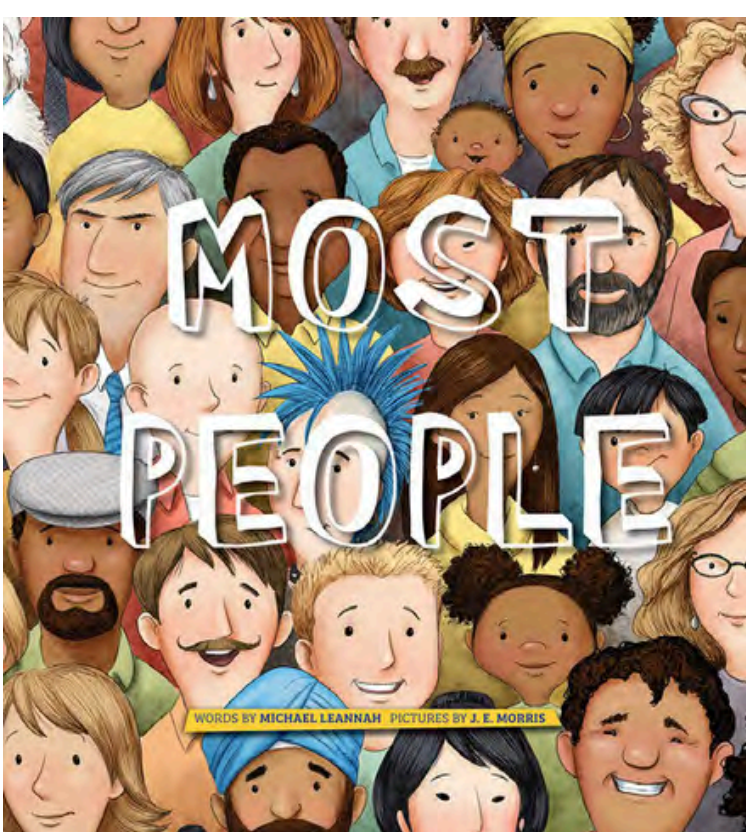


***Last Stop on Market Street* | Matt de la Peña**

CJ complains about the rain, taking the bus, and not having the same cool toys other kids have. But with some gentle humor and encouragement from his grandmother, he begins to see the beauty all around him.

**LEXILE:** 610

**THEMES:** Compassion, Feelings, Understanding Perspectives



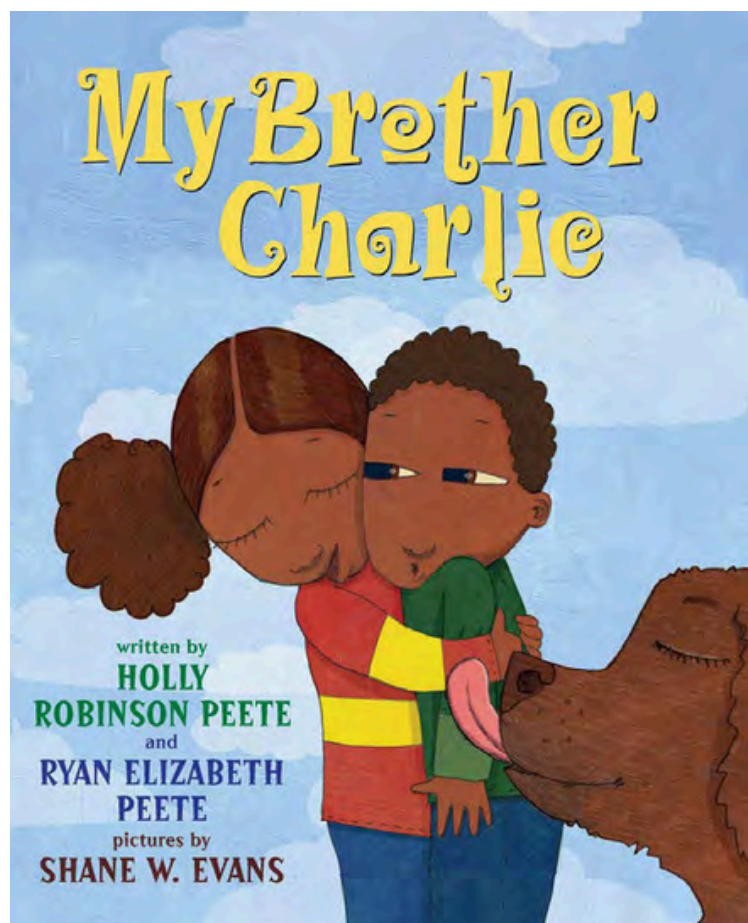
***Most People* | Michael Leannah**

When the world looks scary, it’s reassuring to remember that most people want to be kind, helpful, loving, and funny. This book meanders through a busy city showing all kinds of people helping, playing, and sharing.

**LEXILE:** ≈600

**THEMES:** Compassion, Feelings



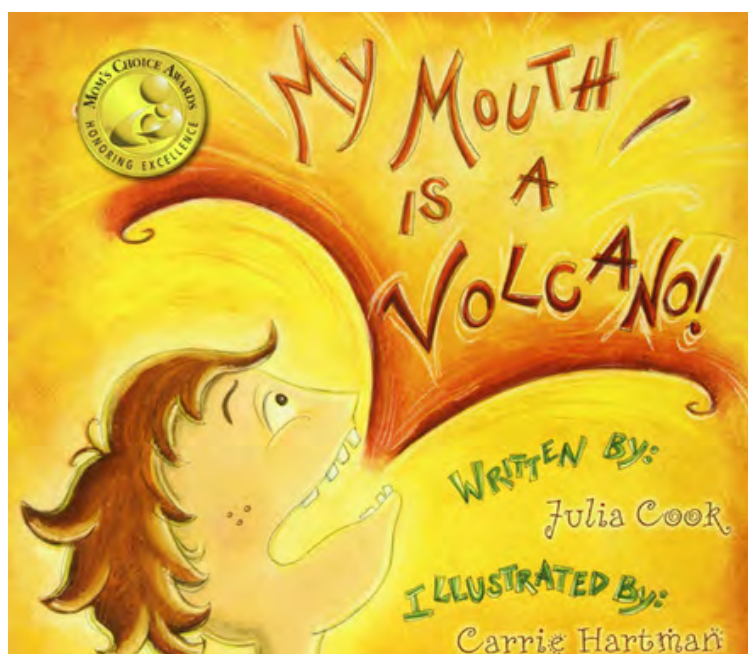


***My Brother Charlie* | Holly Robinson Peete  
and Ryan Elizabeth Peete**

Callie and Charlie are twins, and they have a lot in common. But Callie also notices that there are quite a few differences between them. Sometimes it's hard for Callie to play with Charlie, but she focuses on her brother's strengths.

**LEXILE:** ≈600

**THEMES:** Compassion, Feelings

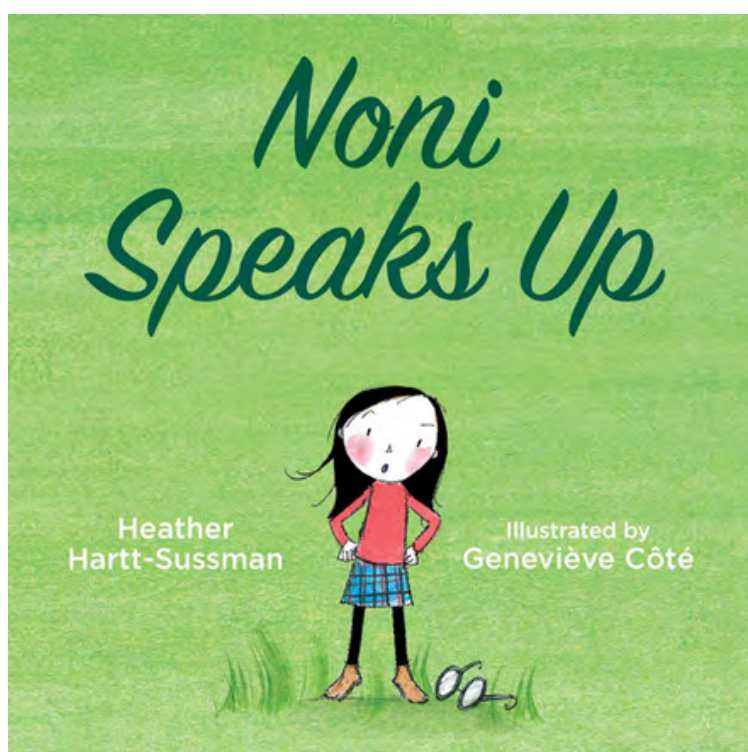


***My Mouth Is a Volcano!* | Julia Cook**

Louis has a lot of important things to say, and the words just erupt out of his mouth. Then, one day in school, he realizes that other people have volcanoes for mouths, too.

**LEXILE:** 600

**THEMES:** Emotion Management, Empathy, Skills for Learning

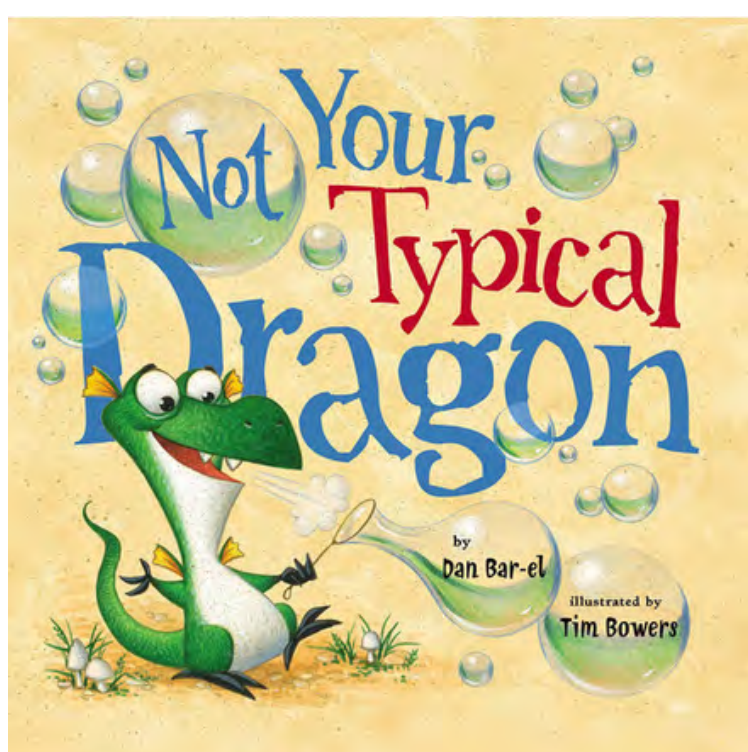


***Noni Speaks Up* | Heather Hartt-Sussman**

Noni tries to be thoughtful, but she loses her nerve when she sees another kid being bullied in front of her. But things change, quickly, when she decides to use her words.

**LEXILE:** ≈600

**THEMES:** Being Assertive, Compassion, Emotion Management, Problem Solving



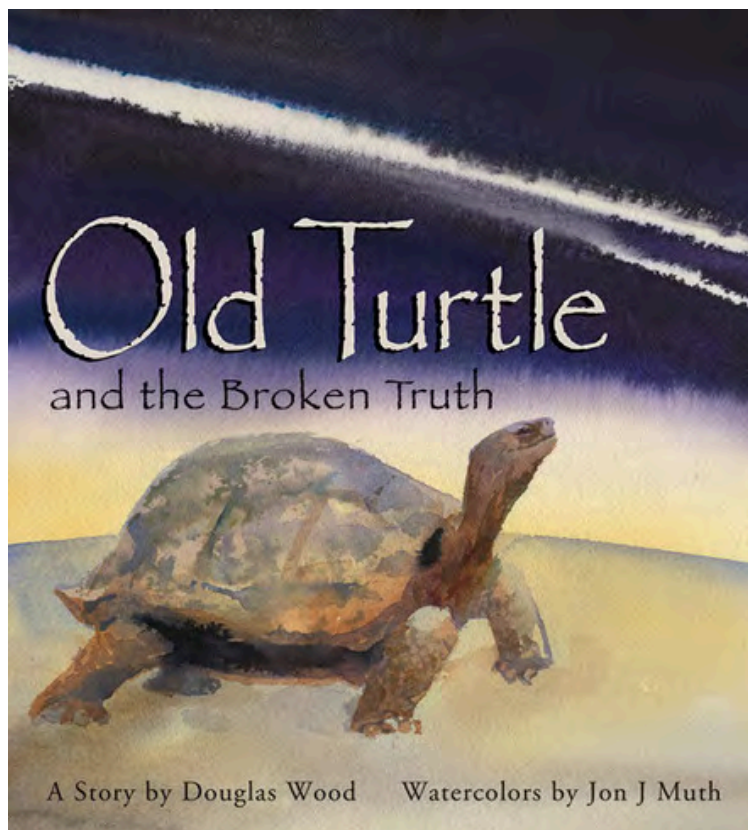
***Not Your Typical Dragon* | Dan Bar-el**

Dragons are supposed to breathe fire. But Crispin's breath produces anything but: beach balls, marshmallows, whipped cream, and other surprises come out of his mouth. Crispin is sad, until the day his unusual ability comes in handy.

**LEXILE:** 570

**THEMES:** Feelings, Friendship, Understanding Perspectives



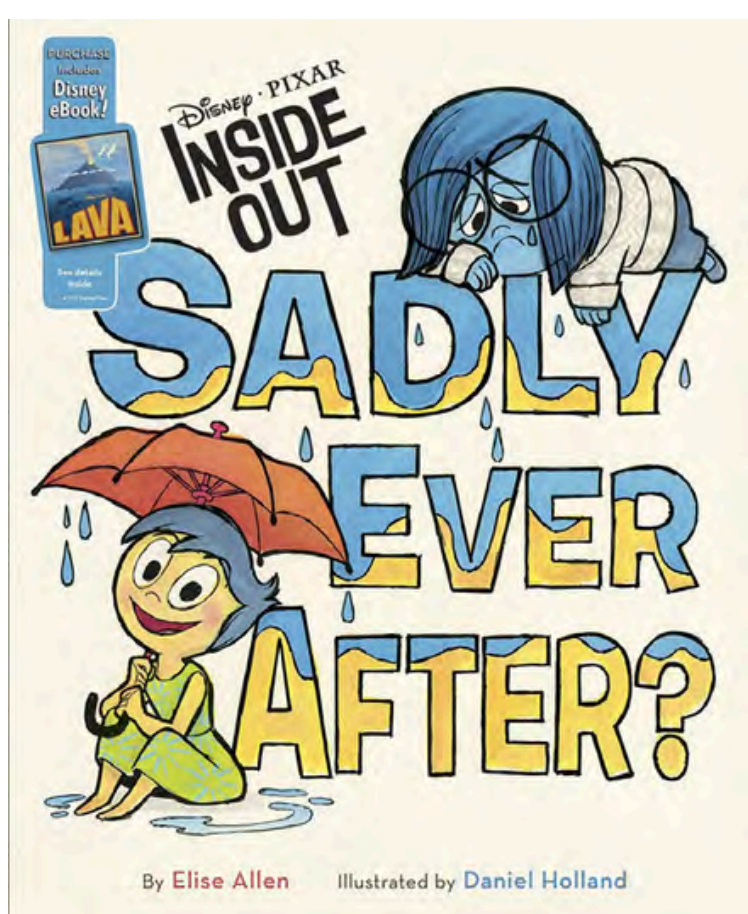


### ***Old Turtle and the Broken Truth* | Douglas Wood**

In a place where people have only part of the truth, life becomes very difficult. A little girl goes on a journey to see her friend, Old Turtle, who helps her replace the missing piece, and bring peace back to the community.

**LEXILE:** 620

**THEMES:** Consequences, Empathy, Problem Solving

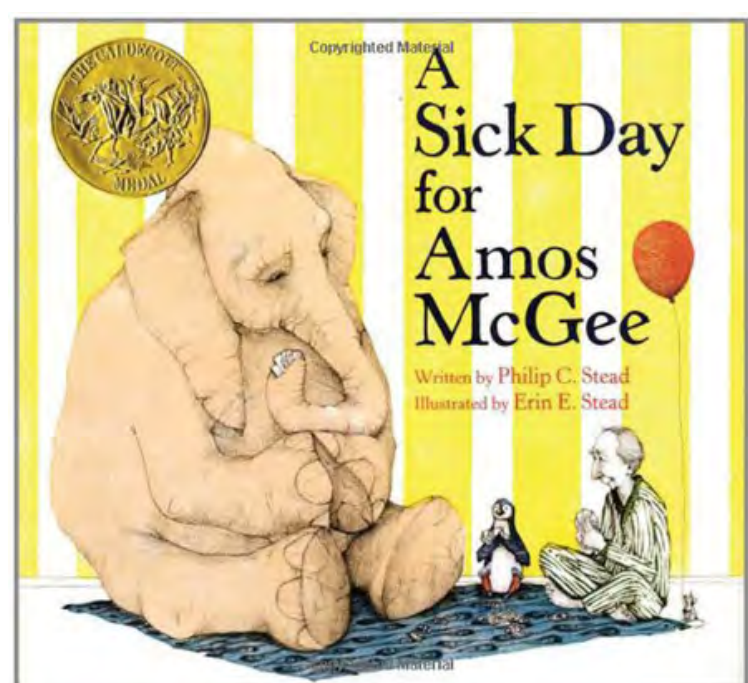


### ***Sadly Ever After?* | Elise Allen**

Set in the world of the Pixar movie *Inside Out*, this story shows how each of Riley's emotions remembers an ordinary day very differently. All of the other emotions try to lift Sadness up out of her mood.

**LEXILE:** ≈625

**THEMES:** Being Assertive, Compassion, Feelings

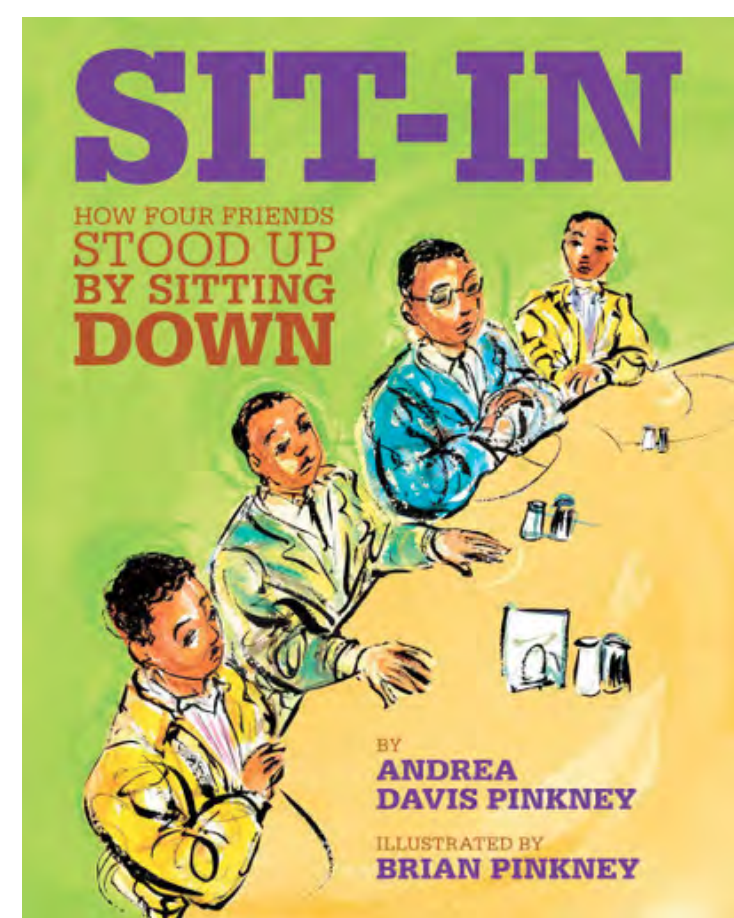


### ***A Sick Day for Amos McGee* | Philip C. Stead**

Amos takes the bus to the zoo every day to spend time with his friends, Elephant, Tortoise, Penguin, Rhinoceros, and Owl. One day he wakes up with a cold and can't make the trip, so his friends return his kindness—and leave the zoo to go check on him.

**LEXILE:** 580

**THEMES:** Compassion, Empathy, Feelings, Friendship, Understanding Perspectives



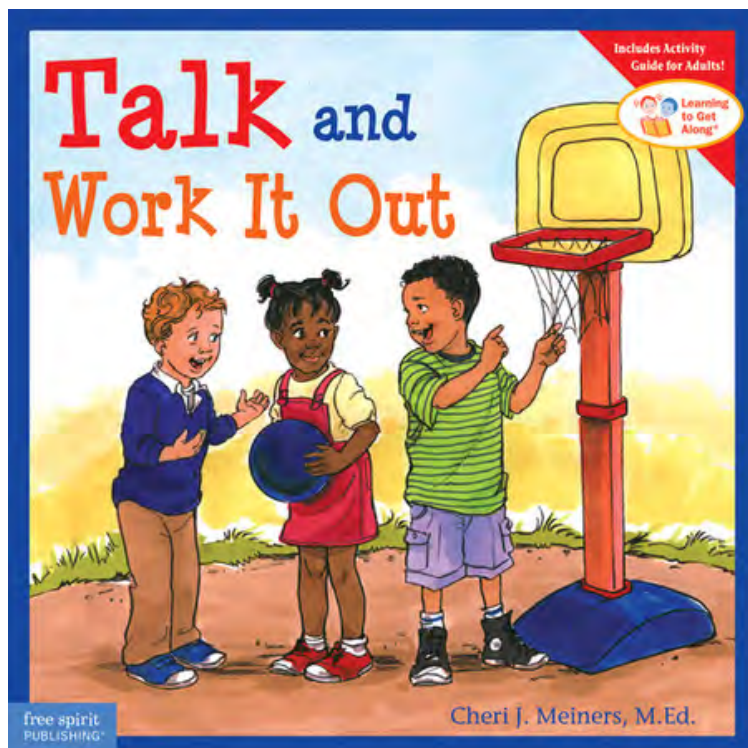
### ***Sit-In: How Four Friends Stood Up by Sitting Down* | Andrea Davis Pinkney**

This book tells the story of the Woolworth's lunch counter sit-in in 1960: Four students who took Dr. Martin Luther King Jr.'s call for nonviolent protest to heart calmly and bravely made history.

**LEXILE:** 500

**THEMES:** Being Assertive, Emotion Management, Problem Solving



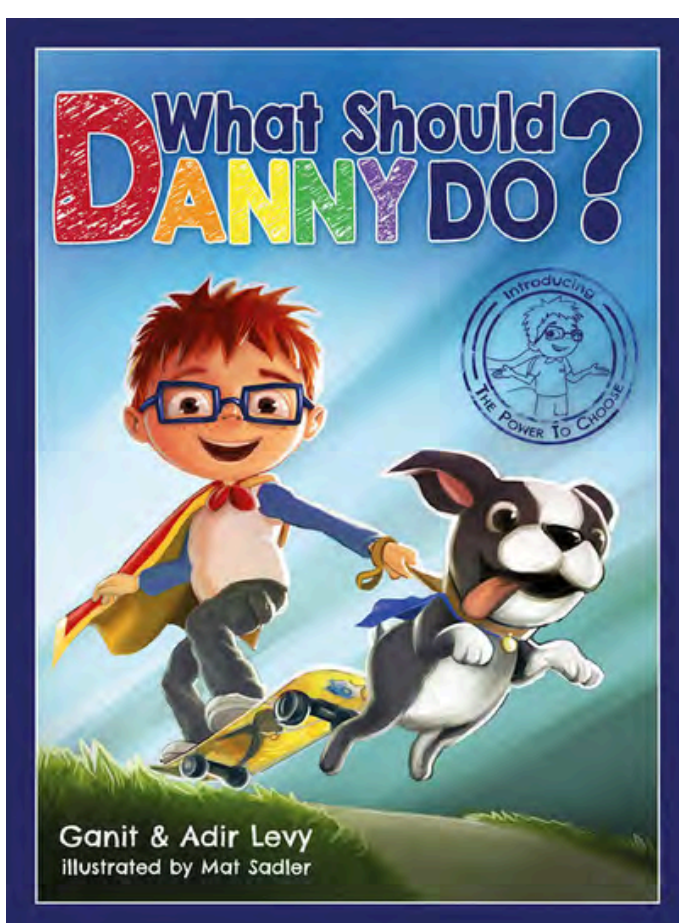


***Talk and Work It Out* | Cheri J. Meiners**

Kids share their strategies for working out problems with other people. They use empathy, imagination, and calming strategies—and they play!

**LEXILE:** 510

**THEMES:** Being Assertive, Emotion Management, Feelings, Problem Solving

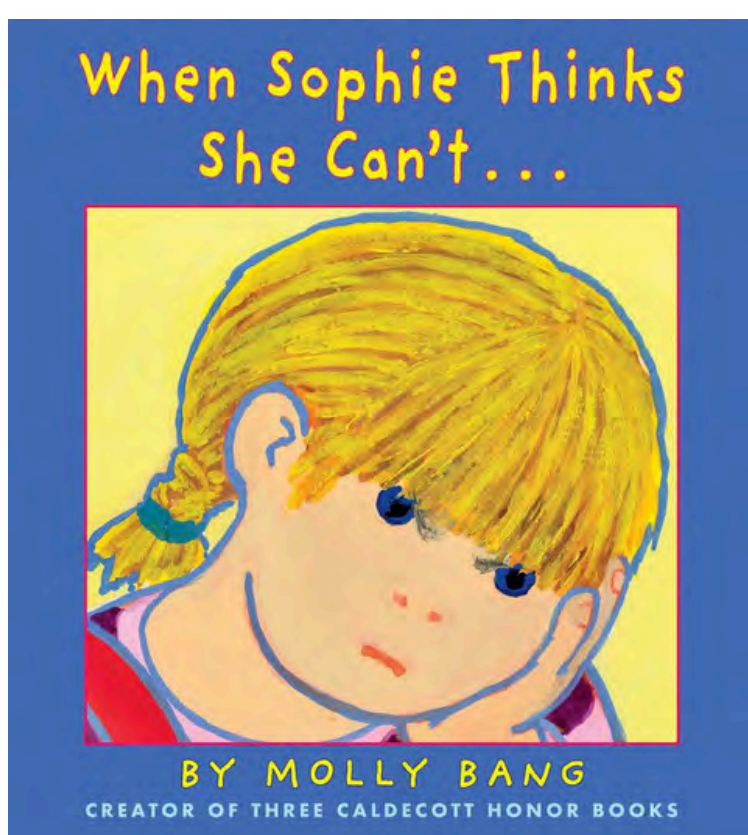


***What Should Danny Do?* | Ganit and Adir Levy**

Danny is training to be a superhero, and he faces a lot of choices. Make them with him: There are nine possible stories in this slim book. Each one shows how decisions can shape a life.

**LEXILE:** ≈ 600

**THEMES:** Consequences, Empathy, Skills for Learning



***When Sophie Thinks She Can't* | Molly Bang**

When Sophie feels like she can't do puzzles or math, she learns the most important word: "Yet." She learns that when she tries and grows, she gets smarter every day. She just hadn't figured out puzzles...yet.

**LEXILE:** 520

**THEMES:** Problem Solving, Skills for Learning



# Children's Book List

## Being a Friend

***A Rainbow of Friends*** by P.K. Hallinan (Ages 4-8) ***Best Friends*** by Charlotte Labaronne (Ages 3-5) ***Can You Be a Friend?*** by Nita Everly (Ages 3-6) ***Can You Talk to Your Friends?*** by Nita Everly (Ages 3-6) ***Care Bears Caring Contest*** by Nancy Parent (Ages 3-6) ***Care Bears The Day Nobody Shared*** by Nancy Parent (Ages 3-6) ***Fox Makes Friends*** by Adam Relf (Ages 3-5) ***Gigi and Lulu's Gigantic Fight*** by Pamela Edwards (Ages 3-7) ***Heartprints*** by P.K. Hallinan (Ages 3-6) ***How Do Dinosaurs Play with Their Friends*** by Jane Yolen and Mark

Teague (Ages 3-5)

***How to be a Friend*** by Laurie Krasny Brown and Marc Brown (Ages 4-8)

***Hunter's Best Friend at School*** by Laura Malone Elliot (Ages 4-7)

***I'm a Good Friend!*** by David Parker (Ages 3-5)

***I Can Share*** by Karen Katz (Ages infant-5)

***I Can Cooperate!*** by David Parker (Ages 3-5)

***I am Generous!*** by David Parker (Ages 2-5)

***I'm Sorry*** by Sam McBratney (Ages 4-7)

***It's Hard to Share My Teacher*** by Joan Singleton Prestine (Ages 5-6)

***Jamerry*** by Bruce Degan (Ages 2-5)

***Join In and Play*** by Cheri Meiners (Ages 3-6)

***The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*** by Don &

Audry Wood (Ages 2-5)

***Making Friends*** by Fred Rogers (Ages 3-5)

***Making Friends*** by Janine Amos (Ages 4-8)

***Matthew and Tilly*** by Rebecca C. Jones (Ages 4-8)

***Mine! Mine! Mine!*** By Shelly Becker (Ages 3-5)

***Mine! A Backpack Baby Story*** by Miriam Cohen (Ages infant-2)

***My Friend Bear*** by Jez Alborough (Ages 3-8)

***My Friend and I*** by Lisa John-Clough (Ages 4-8)

***One Lonely Sea Horse*** by Saxton Freymann & Joost Elffers (Ages 4-8)

***Perro Grande...Perro Pequeno/Big Dog...Little Dog*** by P.D. Eastman (Ages 4-8)

***The Rainbow Fish*** by Marcus Pfister (Ages 3-8)

***Share and Take Turns*** by Cheri Meiners (Ages 5-8)

***Sharing How Kindness Grows*** by Fran Shaw (Ages 3-5)

***The Selfish Crocodile*** by Faustin Charles and Michael Terry (Ages 4-7)

***Simon and Molly plus Hester*** by Lisa Jahn-Clough (Ages 5-8)

***Sometimes I Share*** by Carol Nicklaus (Ages 4-6)

***Strawberry Shortcake and the Friendship Party*** by Monique Z. Sephens (Ages 2-5)

***Sunshine & Storm*** by Elisabeth Jones (Ages 3-5)

***Talk and Work it Out*** by Cheri Meiners (Ages 3-6)

***That's What a Friend Is*** by P.K. Hallinan (Ages 3-8)

***We Are Best Friends*** by Aliki (Ages 4-7)



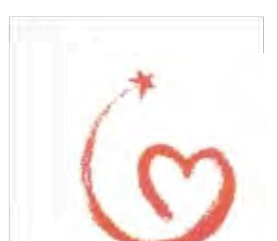
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Administration for  
Children & Families



Office of  
Head Start



Child Care  
Bureau



## Accepting Different Kinds of Friends

***And Here's to You*** by David Elliott (Ages 4-8)  
***Big Al*** by Andrew Clements (Ages 4-8)  
***The Brand New Kid*** by Katie Couric (Ages 3-8)  
***Chester's Way*** by Kevin Henkes (Ages 5-7)  
***Chrysanthemum*** by Kevin Henkes (Ages 4-8)  
***Franklin's New Friend*** by Paulette Bourgeois (Ages 5-8)  
***Horace and Morris But Mostly Dolores*** by James Howe (Ages 4-8)  
***I Accept You as You Are!*** by David Parker (Ages 3-5)  
***It's Okay to Be Different*** by Todd Parr (Ages 3-8)  
***Margaret and Margarita*** by Lynn Reiser (Ages 5-8)



## General Feelings

***ABC Look at Me*** by Roberta Grobel Intrater (Ages infant-4)  
***"Baby Faces"*** books (most are by Roberta Grobel Intrater) (Ages infant-4)  
***Baby Faces by Margaret Miller*** (Ages infant-3)  
***Baby Senses Sight*** by Dr. S. Beaumont (ages infant -3)  
***Can You Tell How Someone Feels?*** (Early Social Behavior Book Series) by Nita Everly (Ages 3-6)  
***Double Dip Feelings*** by Barbara Cain (Ages 5-8)  
***The Feelings Book*** by Todd Parr (Ages 3-8)  
***Feeling Happy*** by Ellen Weiss (Ages infants -3)  
***Glad Monster, Sad Monster*** by Ed Emberley & Anne Miranda (Ages infant-5)  
***The Grouchy Ladybug*** by Eric Carle (Ages 1-6)  
***The Pout Pout Fish*** by Deborah Diesen (Ages 3-5)  
***The Three Grumpies*** by Tamra Wight (Ages 4-8)  
***Happy and Sad, Grouchy and Glad*** by Constance Allen (Ages 4-7)  
***How Are You Peeling: Foods with Moods/Vegetal como eres: Alimentos con sentimientos*** by Saxton Freymann (Ages 5-8)  
***How Do I Feel?*** by Norma Simon (Ages 2-7)  
***How Do I Feel? Como me siento?*** by Houghton Mifflin (Ages infant-4)  
***How I Feel Proud*** by Marcia Leonard (Ages 2-6)  
***How I Feel Silly*** by Marcia Leonard (Ages 2-6)  
***How Kind*** by Mary Murphy (ages 2-5)  
***I Am Happy*** by Steve Light (Ages 3-6)  
***If You're Happy and You Know it!*** by Jane Cabrera (Ages 3-6)  
***Little Teddy Bear's Happy Face Sad Face*** by Lynn Offerman (a first book about feelings)  
***Lizzy's Ups and Downs*** by Jessica Harper (Ages 3-9)  
***My Many Colored Days*** by Dr. Seuss (Ages 3-8)  
***On Monday When It Rained*** by Cherryl Kachenmeister (Ages 3-8)  
***Proud of Our Feelings*** by Lindsay Leghorn (Ages 4-8)  
***See How I Feel*** by Julie Aigner-Clark (Ages infant-4)  
***Sometimes I Feel Like a Storm Cloud*** by Lezlie Evans (Ages 4-8)  
***Smudge's Grumpy Day*** by Miriam Moss (Ages 3-8)  
***The Way I Feel*** by Janan Cain (Ages 4-8)  
***Today I Feel Silly & Other Moods That Make My Day*** by Jamie Lee (Ages 3-8)  
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Administration for  
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Bureau



***What Makes Me Happy?*** by Catherine & Laurence Anholt (Ages 3-6)  
***What I Look Like When I am Confused/Como me veo cuando estoy confundido***  
***(Let's Look at Feeling Series)*** by Joanne Randolph (Ages 5-8)  
***When I Feel Frustrated*** by Marcia Leonard (Ages 2-6)  
***When I Feel Jealous*** by Marcia Leonard (Ages 2-6) feelings)  
***Lizzy's Ups and Downs*** by Jessica Harper (Ages 3-9)  
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***The Way I Feel*** by Janan Cain (Ages 3-6)  
***What Makes Me Happy?*** by Catherine & Laurence Anholt (Ages 3-6)  
***What I Look Like When I am Confused/Como me veo cuando estoy confundido***  
***(Let's Look at Feeling Series)*** by Joanne Randolph (Ages 5-8)  
***When I Feel Frustrated*** by Marcia Leonard (Ages 2-6)  
***When I Feel Jealous*** by Marcia Leonard (Ages 2-6)

## Happy Feelings

***Amadeus is Happy*** by Eli Cantillon (Ages 2-5)  
***Feeling Happy*** by Ellen Weiss (ages 2-5)  
***If You're Happy and You Know it!*** by David Carter (Ages 2-6)  
***If You're Happy and You Know It*** by Scholastic/Taggies book (Ages infant-2)  
***The Feel Good Book*** by Todd Parr (Ages 3-6)  
***Peekaboo Morning*** by Rachel Isadora (Ages 2-5)  
***When I Feel Happy*** by Marcia Leonard (Ages 2-6)  
***"What Went Right Today?"*** by Joan Buzick and Lindy Judd (Ages 3 – 8)

## Sad Feelings

***Let's Talk About Feeling Sad*** by Joy Wilt Berry (Ages 3-5)  
***Franklin's Bad Day*** by Paulette Bourgeois & Brenda Clark (Ages 5-8)  
***How I Feel Sad*** by Marcia Leonard (Ages 2-6)  
***Hurty Feelings*** by Helen Lester (Ages 5-8)  
***Knuffle Bunny*** by Mo Willems (Ages 3-6)  
***Sometimes I Feel Awful*** by Joan Singleton Prestine (Ages 5-8)  
***The Very Lonely Firefly*** by Eric Carle (Ages 4-7)  
***When I'm Feeling Sad*** by Trace Moroney (Ages 2-5)  
***When I Feel Sad*** by Cornelia Maude Spelman (Ages 5-7)



The Center on the Social and Emotional  
Foundations for Early Learning



Administration for  
Children & Families



Office of  
Head Start



Child Care  
Bureau

## Angry or Mad Feelings

***Alexander and the Terrible, Horrible, No Good, Very Bad Day*** by Judith Viorst  
(Ages 4-8)

***Andrew's Angry Words*** by Dorothea Lackner (Ages 4-8)

***Bootsie Barker Bites*** by Barbara Bottner (Ages 4-8)

***The Chocolate Covered Cookie Tantrum*** by Deborah Blementhal (Ages 5-8)

***How I Feel Frustrated*** by Marcia Leonard (Ages 3-8)

***How I Feel Angry*** by Marcia Leonard (Ages 2-6)

***Llama Llama Mad at Mama*** by Anna Dewdney (Ages 2-5)

***Sometimes I'm Bombaloo*** by Rachel Vail (Ages 3-8)

***That Makes Me Mad!*** by Steven Kroll (Ages 4-8)

***The Rain Came Down*** by David Shannon (Ages 4-8)

***When I'm Angry*** by Jane Aaron (Ages 3-7)

***When I'm Feeling Angry*** by Trace Moroney (Ages 2-5)

***When I Feel Angry*** by Cornelia Maude Spelman (Ages 5-7)

***When Sophie Gets Angry – Really, Really Angry*** by Molly Garrett (Ages 3-7)

***Lily's Purple Plastic Purse*** by Kevin Henkes. (Ages 4-8)

## Scared or Worried Feelings

***Creepy Things are Scaring Me*** by Jerome and Jarrett Pumphrey (Ages 4-8)

***Franklin in The Dark*** by Paulette Bourgeois & Brenda Clark (Ages 5-8)

***How I Feel Scared*** by Marcia Leonard (Ages 2-6)

***I Am Not Going to School Today*** by Robie H. Harris (Ages 4-8)

***No Such Thing*** by Jackie French Koller (Ages 5-8)

***Sam's First Day*** (In multiple languages) by David Mills & Lizzie Finlay (Ages 3-7)

***Sheila Rae, the Brave***, by Kevin Henkes (Ages 5-8)

***Wemberly Worried*** by Kevin Henkes (Ages 5-8)

***When I'm Feeling Scared*** by Trace Moroney (Ages 2-5)

***When I Feel Scared*** by Cornelia Maude Spelman (Ages 5-7)

## Caring About Others and Empathy

***Bear Feels Sick*** by Karma Wilson and Jane Chapman (Ages 3-5)

***Can You Tell How Someone Feels*** by Nita Everly (Ages 3-6)

***Understand and Care*** by Cheri Meiners (Ages 3-6)

***When I Care about Others*** by Cornelia Maude Spelman (Ages 5-7)

## Problem Solving

***Don't Let the Pigeon Drive the Bus*** by Mo Willems (Ages 2-7)

***Don't Let the Pigeon Stay Up Late!*** by Mo Willems (Ages 2-7)

***I Did It, I'm Sorry*** by Caralyn Buehner (Ages 5-8)

***It Wasn't My Fault*** by Helen Lester (Ages 4-7)

***Talk and Work it Out*** by Cheri Meiners (Ages 4-8)



The Center on the Social and Emotional  
Foundations for Early Learning



Administration for  
Children & Families



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## Self Confidence

***ABC I like Me*** by Nancy Carlson (Ages 4-6)  
***Amazing Grace*** by Mary Hoffman (Ages 4-8)  
***Arthur's Nose***, by Marc Brown (Ages 3-8)  
***The Blue Ribbon Day*** by Katie Couric (Ages 4-8)  
***Can You Keep Trying*** by Nita Everly (Ages 3-6)  
***I Can Do It Myself*** (ASesame Street Series) by Emily Perl Kingsley (Ages 2-4)  
***I'm in Charge of Me!***, by David Parker (Ages 3-5)  
***I am Responsible!***, by David Parker (Ages 3-5)  
***The Little Engine that Could*** by Watty Piper (Ages 3-7)  
***Susan Laughs*** by Jeanne Willis (Ages 4-7)  
***Too Loud Lilly*** by Sophia Laguna (Ages 4-7)  
***Try and Stick With It*** by Cheri Meiners (Ages 4-8)  
***26 Big Things Little Hands Can Do*** by Coleen Paratore (Ages 1-6)  
***The Very Clumsy Click Beetle*** by Eric Carle (Ages 3-7)  
***Whistle for Willie/Sebale a Willie*** by Erza Jack Keats (Ages 4-7))  
***You Can Do It, Sam*** by Amy Hest (Ages 2-6)

## Good Behavior Expectations

***Can You Listen with Your Eyes?*** by Nita Everly (Ages 3-6)  
***Can You Use a Good Voice?*** by Nita Everly (Ages 3-6)  
***David Goes to School*** by David Shannon (Ages 3-8)  
***David Gets in Trouble*** by David Shannon (Ages 3-8)  
***Excuse Me!: A Little Book of Manners*** by Karen Katz (Ages infant-5)  
***Feet Are Not for Kicking*** (available in board book) by Elizabeth Verdick (Ages 2-4)  
***Hands are Not for Hitting*** (available in board book) by Martine Agassi (Ages 2-8)  
***Hands Can*** by Cheryl Willis Hudson (ages 1-5)  
***I Tell the Truth!*** by David Parker (Ages 3-5)  
***I Show Respect!*** by David Parker (Ages 3-5)  
***Know and Follow Rules*** by Cheri Meiners (Ages 3-6)  
***Listen and Learn*** by Cheri Meiners (Ages 3-6)  
***No Biting*** by Karen Katz (Ages infant-5)  
***No David*** by David Shannon (Ages 3-8)  
***No Hitting*** by Karen Katz (Ages infant-5)  
***Please Play Safe! Penguin's Guide to Playground Safety*** by Margery Cuyler (Ages 2-5)  
***26 Big Things Small Hands Can Do*** by Coleen Paratore (Ages 3-5)  
***Quiet and Loud*** by Leslie Patricelli (Ages 1-3)  
***Words Are Not for Hurting*** by Elizabeth Verdick (Ages 3-6)



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Foundations for Early Learning



Administration for  
Children & Families



Office of  
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Child Care  
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## Family Relationships

***Are You My Mother?***by P.D. Eastman and Carlos Rivera (Ages infant-5)  
***Baby Dance***by Ann Taylor (Ages infant-4)  
***Because I Love You So Much*** by Guido van Genechten (Ages 2-5)  
***Counting Kisses***by Karen Katz (Ages infant-5)  
***Full, Full, Full of Love*** by Trish Cooke (Ages 4-6)  
***Don't Forget I Love You*** by Mariam Moss (Ages 2-7)  
***Guess How Much I Love You***By Sam McBratney (Ages infant-5)  
***Guji Guji***by Chih-Yuan Chen (Ages 5-8)  
***How Do I Love You?***by P.K. Hallinan (Ages infant-5)  
***I Love it When You Smile*** by Sam McBratney (Ages 3-5)  
***I Love You All Day Long*** by Francesca Rusackas (Ages 3-5)  
***I Love You: A Rebus Poem***, by Jean Marzollo (Ages 1-6)  
***I Love You the Purplest***, by Barbara M. Joosse (Ages 4-8)  
***I Love You Through and Through*** by Bernadette Rossetti-Shustak (Ages 1-5)  
***The Kissing Hand***by Audrey Penn (Ages 3-8)  
***Koala Lou*** ByMem Fox (Ages 4-7)  
***Mama, Do You Love Me?/Me quieres, mama?***By Barbara Joosse (Ages 3-6)  
***More, More, More, Said the Baby: Three Love Stories***By Vera B. Williams Morrow

(Ages infant-3)

***No Matter What***by Debi Gliori (Ages 2-5) ***Owl Babies***by Martin Waddell (Ages 3-7) ***Please, Baby, Please***by Spike Lee (Ages infant-5) ***Te Amo Bebe, Little One***by Lisa Wheeler (Ages infant-3) ***You're All My Favorites***by Sam Mc Bratney (Ages 5-7)

## Bullying/Teasing

***A Weekend with Wendell***,by Kevin Henkes (Ages 4-8)  
***The Berenstain Bears and the Bully***by San and Jan Berenstain (Ages 4-7)  
***Big Bad Bruce***by Bill Peet (Ages 4-8)  
***Chester's Way***by Kevin Henkes (Ages 5-7)  
***Coyote Raid in Cactus Canyon***J. Arnosky (Ages 4-8)  
***Gobbles!***By Ezra Jack Kets (Ages 4-8)  
***Hats***by Kevin Luthardt (Ages 3-6)  
***Hooway for Wodney Wat!***by Helen Lester (Ages 5-8)  
***Hugo and the Bully Frogs***by Francesca Simon (Ages 3-7)

## Grief and Death

***The Fall of Freddie the Leaf*** by Leo Buscaglia (Ages 5-adult)  
***Goodbye Mousie*** by Robert Harris (Ages 3-8)  
***I Miss You***by Pat Thomas (Ages 4-8)  
***The Next Place*** by Warren Hanson (Ages 5-adult)  
***Sad Isn't Bad***:Grief Guidebook for Kids Dealing with Loss Series by Michaelene Mundy (Ages 5-8)



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Foundations for Early Learning



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## 2025-2026 St. Philip's School & Community Center Calendar

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August	
17	Back to School Bash/ Meet the Teacher
20	First Day of School
20	Quarter 1 Begins
21-22	Middle School Leadership Retreat
25	Before/After School Care Begins

September	
1	Labor Day - No School
5	New Parent Pastries w Principal In-person
15	Picture Day
16	PSA Meeting 5:45pm (In-Person)
18	North TX Giving Day
24	L.A.S.P. High School Fair
26	Private School Fair Day- No School

October	
10	Student Holiday/Staff Development
13	Indigenous People Day-Student & Staff Holiday
14	Parent University
22/23	Quarter 1 Ends/ Quarter 2 Begins
27-31	Parent/Teacher Conferences

November	
7	Pastries w/ Principal (Virtual)
11	Veterans Day/ Veterans Day Chapel
21	Grandparents Day/Early Release 12PM
24-28	Thanksgiving Break- No School

December	
1	Student Holiday/Staff Development
11	Early Childhood Christmas Program 6pm
17	Christmas Chapel
18	1st-8th Christmas Musical 6pm
19	No Afterschool Care- 3:30/3:45-4:00 Dismissal
21-29	Christmas Break-No School

January	
1-3	Christmas Break-No School
5	Student Holiday/Staff Development
7/8	Quarter 2 Ends/ Quarter 3 Begins
19	Martin Luther King Jr. Day- No School
30	Mid-Year Awards

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February	
4	Real Men Pray Chapel
13	Winter Break-Student Holiday/Staff Development
15	Continuous Enrollment Opt-out Period Begins
16	Winter Break-Student & Staff Holiday
27	Heritage Program

March	
1	Continuous Enrollment Opt-out Period Ends
11	Quarter 3 Ends
12	Quarter 4 Begins
16-20	Spring Break-No School
23	Student Holiday/Staff Development
30-31	Parent Conferences

April	
1--2	Parent Conferences
3	Good Friday- No School
6	Easter Break- No School
10	High School Signing Day
20-24	ERB Testing Week

May	
4--8	Teacher Appreciation Week
7	Blazer Ceremony/Passing of the Torch 8:30am
18	Field Day
19	Early Childhood Awards 9am
20	Lower School Awards 9am
21	Middle School Prep & Middle School Awards 9am
21	8th Graduation 6pm
22	Last Day of School/ Early Release 12PM

June	
2	Summer Packets Available in Parent Portal
14	Flag Day
21	Father's Day

July	
4	Independence day
	Student Holiday/Staff Development
	PSA/Parent University
	Student & Staff Holiday
	Parent Meeting Requirement Opportunity(4 is need

# UNIFORM GUIDELINES

Girl's 6th-8th grade





# UNIFORM GUIDELINES

Girl's 4th-5th Grade



# UNIFORM GUIDELINES

Girl's K4-3rd Grade





# UNIFORM GUIDELINES

Girl's K2-K3 Grade





# UNIFORM GUIDELINES

\*Boy's 6th-8th grade



\*Tie is a men's tie. No clip-ons in middle school.

# UNIFORM GUIDELINES

Boy's K2-5th Grade





# PE UNIFORM GUIDELINES

1st-8th Grade





## Medical Office Summer Information and Resources

### Student vision:

<https://centerforvisionhealth.org/wp-content/uploads/2023/06/Childrens-Resource->

### Student dental:

<https://www.dcds.org/for-the-public/low-cost-services>

### Student summer safety resources:

Swim classes <https://ymcadallas.org/programs/swimming/swim-lessons>

Yoga for kids <https://dallaslibrary.librarymarket.com/index.php/event/yoga-kids-342375>

Health Information Resources for parents: search Children's health network resources for information regarding to student health and wellness. Audio books, printable books, activity and coloring sheets are available.

<https://www.childrens.com/patient-families/parent-resources/family-resource-library/audio-e-books-print-books>

### Student Immunization requirements:

#### Early childhood Pk3 & Pk4

[https://www.dshs.texas.gov/sites/default/files/LIDS-Immunizations/pdf/pdf\\_stock/6-15.pdf#page=1](https://www.dshs.texas.gov/sites/default/files/LIDS-Immunizations/pdf/pdf_stock/6-15.pdf#page=1)

#### Kinder- 8<sup>th</sup> grade

[https://www.dshs.texas.gov/sites/default/files/LIDS-Immunizations/pdf/pdf\\_stock/6-14.pdf#page=1](https://www.dshs.texas.gov/sites/default/files/LIDS-Immunizations/pdf/pdf_stock/6-14.pdf#page=1)

I have also included a student activity for the students to complete over the summer. Kindness promotes better mental wellness. Let's be kind and healthy together.

Thank you for allowing me to assist in keeping our students happy, healthy, and well.

Adreinne Freeney

School Medical Administrator



**Want to make this the best summer ever? Spreading kindness is a great place to start! Not only will you be helping other people, you'll also be helping yourself feel happier at the same time.**

This is your own special Kindness Calendar. You can use it to record your acts of kindness during the summer...we've added a few suggestions and left lots of blank spaces for you to add your own ideas.

What colour will you make your hearts? Use our colour key to decide!

*Green Heart* - Acts that are kind to the planet

*Yellow Heart* - Acts that are kind to ourselves

*Red Heart* - Acts that are kind to other people

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Write a kind note for someone ♡	♡	♡	Have a screen-free day ♡	♡	♡	Help tidy up without being asked to ♡
♡	♡	Ask someone how they are and really listen to their answer ♡	♡	♡	Write down 3 things you love about yourself ♡	♡
♡	Spend time doing something that you love ♡	♡	♡	Give a loved one a hug ♡	♡	♡
♡	♡	Spend at least an hour out in nature ♡	♡	♡	Do something kind for someone in your household ♡	♡
Have a sort out of your clothes, toys and books and donate anything you don't need to charity. ♡	♡	♡	♡	Plant some bee-friendly flowers ♡	♡	Write a thank you note for someone who has helped you ♡