

millie's bath battle



EDUCATOR'S GUIDE

Made with Jayne Clare at Teachers With Apps



WELCOME, EDUCATORS!

“With its universal humor and adorable star, Millie deserves space on any family’s iPad.”

- Parents’ Choice



KIRKUS

A Best App of the Year

WAP

Best Apps to Give and Get

Children’s Technology Review

Editors’ Choice

About the Millie Was Here Series

Meet Millie, the adorable but mischievous pup who turns real life into **real adventure!** These original and inventive books combine everyday photographs of an average dog with outrageously silly, action-packed stories to create interactive, modern day fairytales for kids.

The teacher-loved Millie series is currently used in thousands of U.S. schools and appeals to kids of all ages and developmental abilities.



Meet Millie



Millie and The Lost Key



Millie’s Crazy Dinosaur Adventure



Millie’s Tricks and Treats



Millie’s Bath Battle

Accolades

Millie has a **5 STAR** rating on The App Store and has received awards and praise from:

- ★ Kirkus Book Reviews
- ★ The Horn Book Review
- ★ Parents’ Choice Awards
- ★ Common Sense Media
- ★ The Washington Post
- ★ The Globe & Mail (Canada)
- ★ Children’s Technology Review
- ★ The Coony Center
- ★ Pop Sugar
- ★ CoolMom Picks
- ★ App Advice
- ★ 148Apps
- ★ Digital Storytime
- ★ And many more!

The Team

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Written, Illustrated & Animated by Randy Lowenstein

Educational Director Jayne Clare

HOW TO USE THIS GUIDE

Dear Educators,

Over the years it's been thrilling to hear from so many of you who've made your very own extension materials to use along with the Millie apps—from classroom teachers, to SLPs, to other educators. So we finally took the hint! We teamed up with the experts at Teachers With Apps and made this guide. In it you'll find fun, common core-aligned activities which can be used in classrooms as well as in individualized teaching/therapy sessions.

Because the apps live in the digital world, we focused this guide on real-world skills and face-to-face interaction. Students will do everything from practicing empathy in Doggy Charades (SEL) to investigating the sense of smell in Millie's Stink Lab (STEM)—and we've made sure to give you everything you need to keep preparation simple.

The activities are each leveled and color-coded as follows:

- Blue = Beginner Activities
- Orange = Intermediate Activities

While the activities are designed to meet core standards from K-4, any activity can be modified for use with older kids as well as younger. And, as always, we tried to instill a sense of humor into the activities so everyone can have a laugh while developing their love of learning.

Educational Subjects/Skills



Language & Literacy (ELA)

- Listening & Speaking
- Writing, Pre-writing
- Reading & Literacy
- Vocabulary



STEM

- Experimentation
- Biology & The Senses
- Scientific Method
- Cause & Effect



Emotional Intelligence/SEL

- Empathy
- Perspective-taking
- Teamwork
- Identifying Emotions



Creative & Critical Thinking

- Flexibility & Elaboration
- Originality & Ideation
- Analysis & Evaluation
- Problem-Solving



Fine Arts & Creative Development

- Real World Creation
- Visual Literacy
- Spatial Reasoning
- Communication



Executive Function

- Attention & Focus
- Working Memory
- Logic & Reasoning
- Decision Making



Physical Education

- Movement
- Gross Motor Skills
- Fine Motor Skills
- Eye-Hand Coordination

TABLE OF CONTENTS

PARENTS

Home Learning Guide

This special section, created just for parents & caregivers, explains how to adapt these classroom activities to home learning.



TEACHERS

Remote Teaching Guide

This special section, created just for teachers, gives tips and tricks for using this guide through Remote Learning.



1

Let's Make Millie Origami! . . . 1

Kids make their own Millie origami with the help of our step by step instructions and printable templates.



2

Millie's Stink Lab 12

In this fun sensory experiment, kids will get sniffing like Millie! Students will try to identify everyday objects using only their sense of smell.



3

Dirty Dog or Clean Canine? . . 24

Imagining themselves as dogs, students decide if they would be Dirty Dogs or Clean Canines, then creatively explain their logic through illustration or writing.

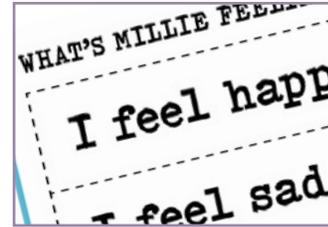


TABLE OF CONTENTS (cont.)

4

Doggy Charades29

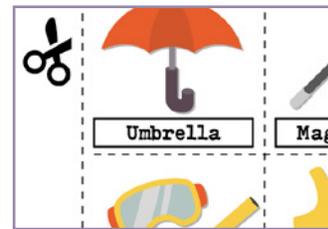
Get kids moving in this empathy-focused variation of charades, where students try to guess what someone is feeling based on body language and facial expressions.



5

Millie's Bath Mix-Up36

In this English Language Arts sorting activity, kids will categorize words into things you need for an Ordinary Doggy Bath, and things you need for a Bath Battle.



6

Retell the Bath Battle Story . . 41

In this activity, kids use fun pictures of Millie to retell the Bath Battle story and practice story macrostructure (First, Next, Then & Last).



7

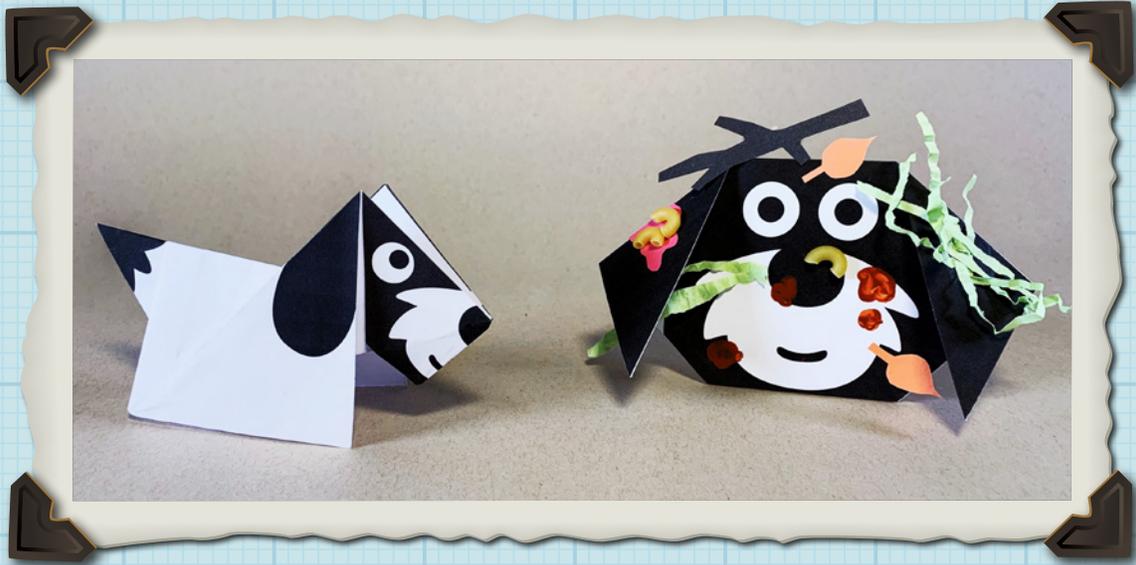
Bath Battle Story-Maker47

Kids act out the story of Millie's Bath Battle using a Millie puppet and lots of fun props in this activity that develops core literary and memory skills.



LET'S MAKE MILLIE ORIGAMI!

Kids make their own Millie origami with the help of our step by step instructions and printable templates. Includes: two levels of step-by-step folding instructions, and printable templates.



Cross-Curricular Subject/Skills

- STEAM (geometry, engineering, art)
- sequencing
- spatial skills
- concentration/patience
- creative thinking
- eye-hand coordination

Purpose

Origami, the ancient Japanese art form of paper folding, engages students with its inherent allure while it teaches a variety of skills and subjects through hands-on learning. Origami develops eye-hand coordination, logic and sequential thinking, math reasoning (geometry, fractions), and spatial visualization skills. It also stimulates creativity and the imagination and builds patience, and attention skills.

A perfect example of STEAM, the art of origami is actually all around us: from the engineering of cardboard boxes and envelopes to the technological application of airbags in cars.

TEACHER'S NOTES

Everything you need to know to get started on the "Millie Origami" activity.

What You Need

- Millie Origami Templates
- Step-by-step Folding Instruction Sheets
- A Printer
- Scissors
- Coloring supplies (optional)

Bonus "Make Millie Dirty" Supplies

- Acrylic paint
- Dried elbow pasta (This is Millie we're talking about! She likes pasta in her fur.)
- Colored construction paper (to make leaves, strips of grass, blotches & blobs)
- Glue

Teacher Prep

- Choose one of our 2 templates:

Standard Millie Template (p.5) . In this template, Millie's black hair is colored in. She looks great plain, and even better when kids make her "dirty" after folding.

Color in Millie Template (p.6). A blank template kids can color in themselves. The lines are dotted so kids can practice their drawing skills by connecting them.

- Before class, print out enough Millie Origami Templates and Folding Instructions (p.4) for each child in your group.
- To make Dirty Millies, gather the bonus supplies listed above.

Instructions

In this simple yet satisfying pre-origami project, kids can creatively personalize their origami, from coloring in the templates themselves, to cutting objects like grass and leaves out of construction paper and pasting them onto their folded Millies.

Pre-readers can practice following directions and reading diagrams while teachers guide them through the written and illustrated folding instructions. Emerging readers can read the steps themselves.

- 1 Have kids color in their Millies (if you've chosen that option).
- 2 Next, have kids cut out the square template
- 3 Guide your class through the illustrated "Folding Instructions" page
- 4 After the kids have folded their Origami Millie's, you can end this activity here.
- 5 Or, you can make Millie "dirty" by encouraging students to paint her with acrylic paint (watercolors won't show on the printed black version), and add messy items like macaroni and things cut out of construction paper, like grass, leaves, and other dirty stuff.

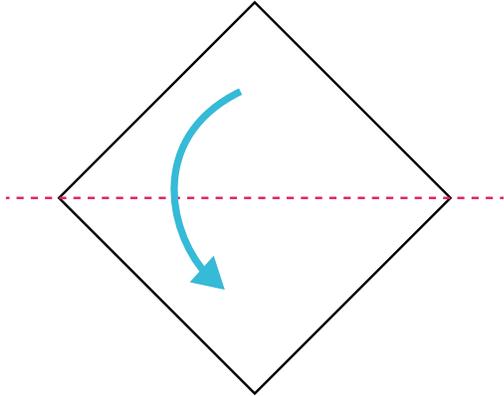
1 Millie Origami: You Can Make this!



Millie Origami: Folding Instructions

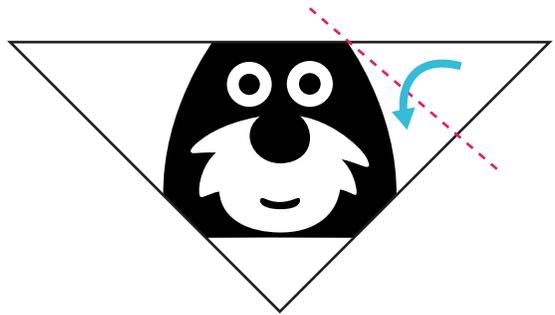
1

Fold your paper square in half diagonally, with the blank side facing up. Crease the folds to make them nice and crisp.



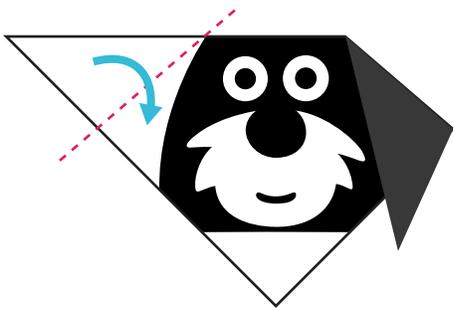
2

Now, fold one corner down. To get the position of the ear right, peek at the back to find the line you should fold along.



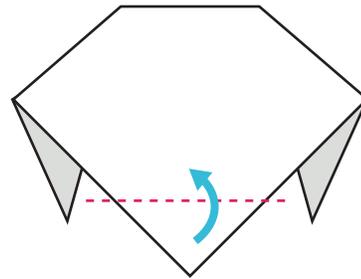
3

Now fold the other ear down.



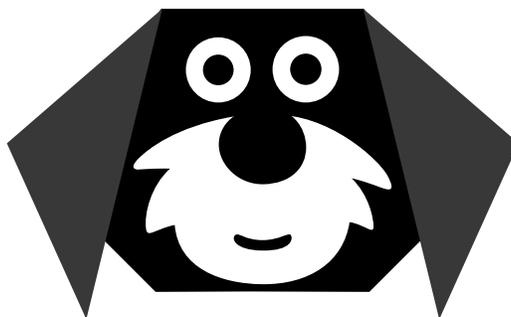
4

Turn your Millie origami over so the back is facing you. Now fold the very bottom point up to create Millie's chin.



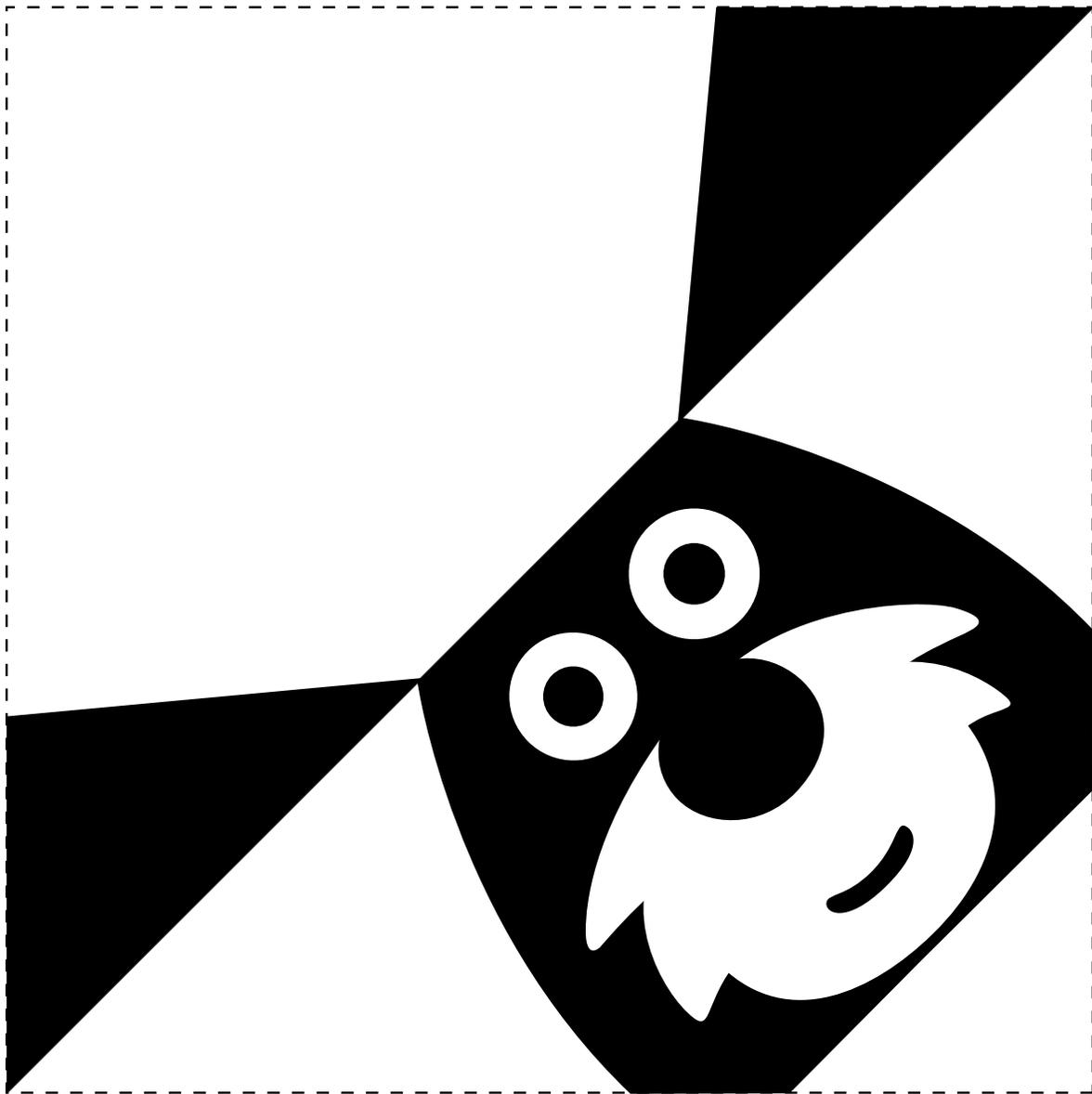
5

Now you can even make your Millie origami stand on its own by using the last fold you made to prop it up.



1 Millie Origami: Standard Template

- ① Cut this square out.
- ② Optional: Make Millie “dirty” with paints, markers, paper, and whatever else you can find!

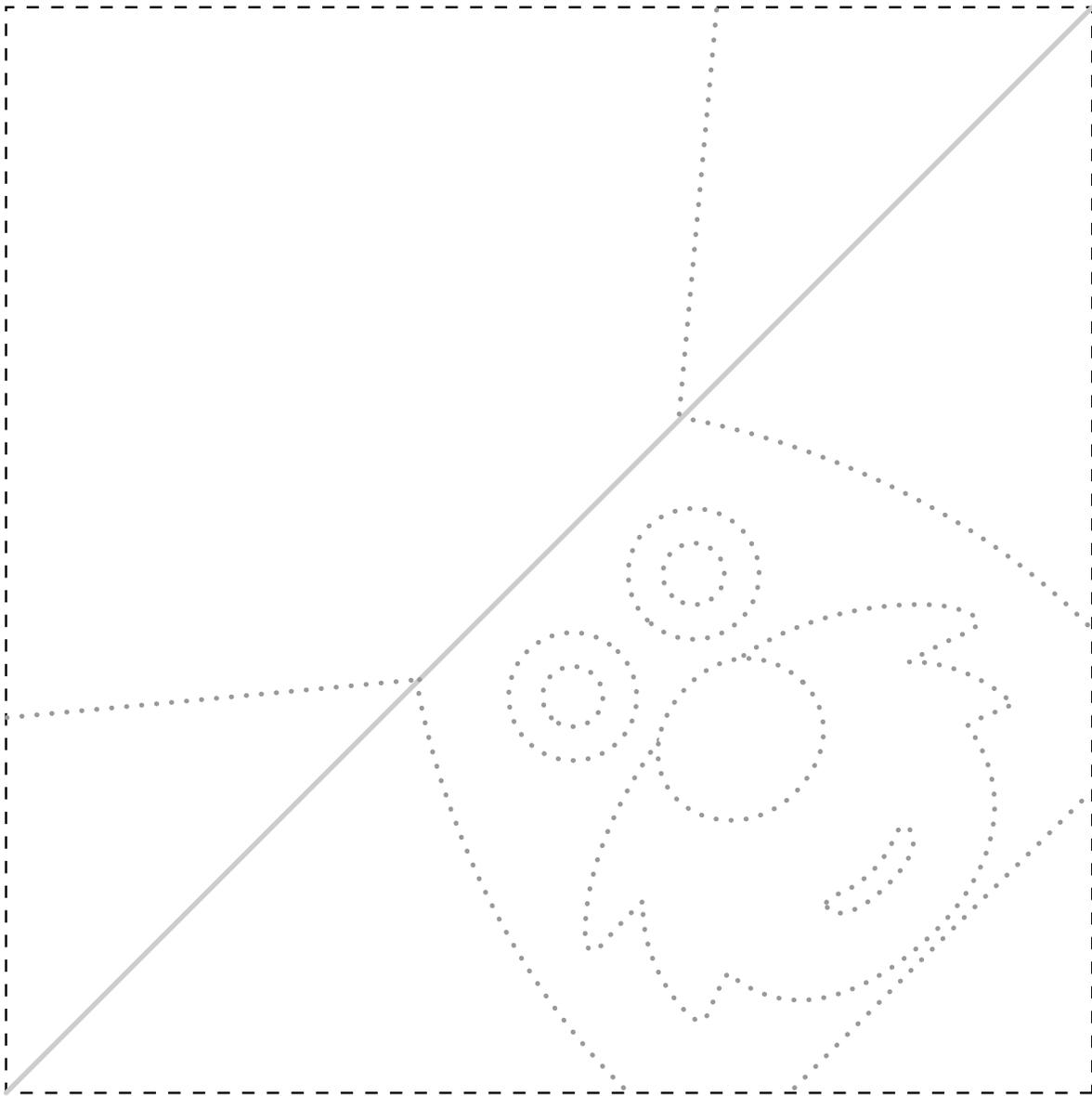


1 Millie Origami: Color-In Template

- ① Cut this square out.
- ② Color millie however you like. Go ahead and make her as dirty as you want!

Key

- Cut Line
- Draw Line for drawing and coloring
- Fold Line



TEACHER'S NOTES

Everything you need to know to get started on the "Millie Origami" activity.

What You Need

- Millie Origami Template
- Step-by-step Folding Instruction Sheets
- A Printer
- Scissors

Teacher Prep

Before class, print out enough Millie Origami Templates and Folding Instructions (p.9) for each child in your group.

Instructions

This origami project is a great introduction to Origami for kids in 2nd-4th grades. They can practice following instructions and reading diagrams as they guide themselves through this project using the illustrated instructions provided.

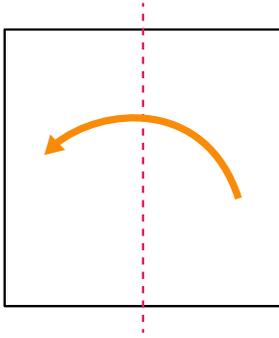
- 1 Hand out the Millie Origami Templates and Folding Instructions.
- 2 Have your students cut out the square on the Millie Origami Template page.
- 3 Encourage your class to try to work out the illustrated "Folding Instruction" page as much as they can on their own.

Millie Origami: You Can Make This!

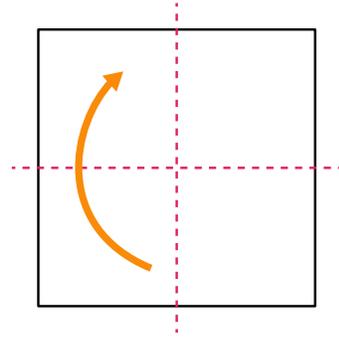


Millie Origami: Folding Instructions (Page 1)

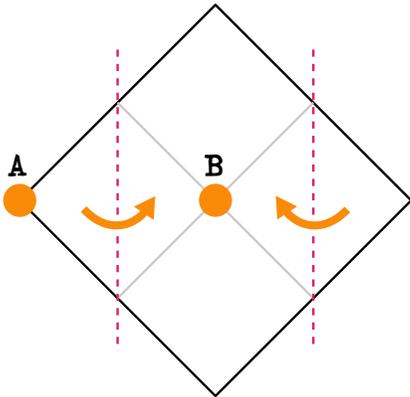
- 1** Flip your paper square over, fold it in half, and then unfold it.



- 2** Now, fold it in half the other way and unfold it. By doing this, you've divided your paper in four and established your center.

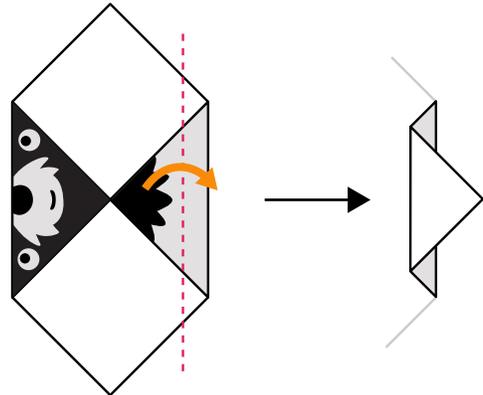


- 3** Next, rotate the paper so that the square looks like a diamond. Now, making sure that Millie's face is on the lefthand side, fold the left side in so that point "A" touches the center ("B"). Repeat on the right hand side.

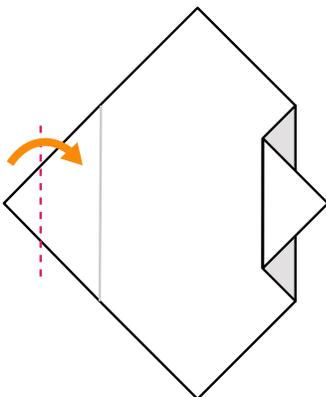


on the lefthand side, fold the left side in so that point "A" touches the center ("B"). Repeat on the right hand side.

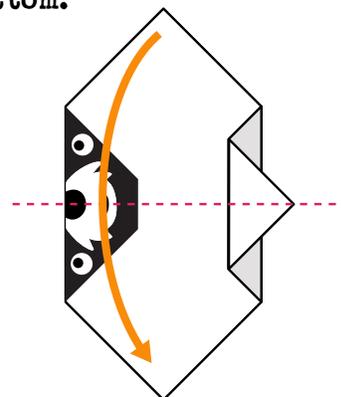
- 4** Fold the triangular flap on the right back on itself where you see the dotted line below.



- 5** Open up the triangular flap on the left, and then fold the tip of the flap underneath itself where you see the dotted line, below.



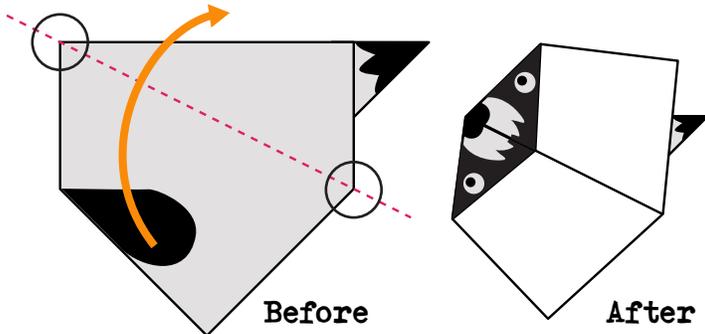
- 6** Close the left flap back up along the fold. Then fold the entire thing in half from top to bottom.



Millie Origami: Folding Instructions (Page 2)

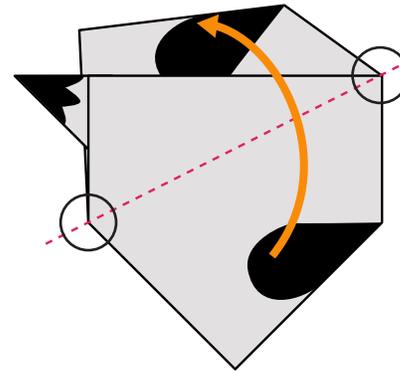
7

Put your fingers on the marks shown below and fold up diagonally along the dotted line.



8

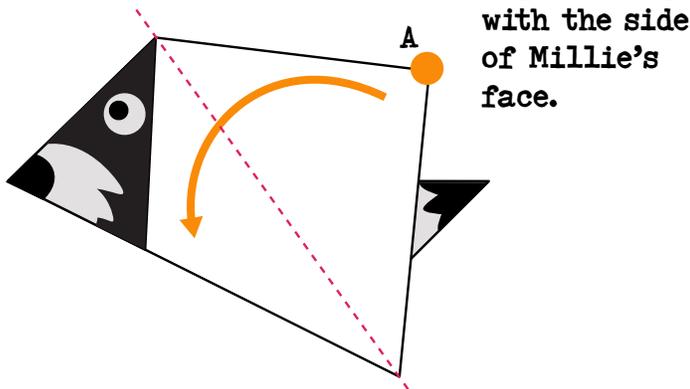
Flip it over and do the same thing: put your fingers on the marks shown and fold up diagonally along the dotted line.



Try to line up this fold with the last one. Kind of like a paper airplane.

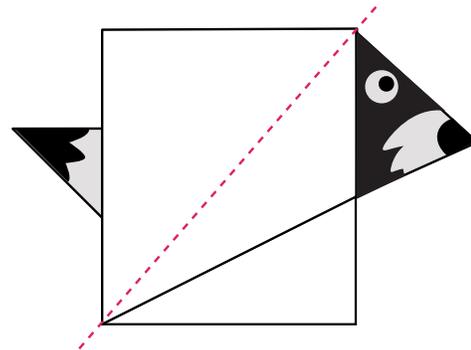
9

Flip it over so that the nose is on the left and the tail is on the right. Now fold point "A" down so that the edge of the flap lines up with the side of Millie's face.



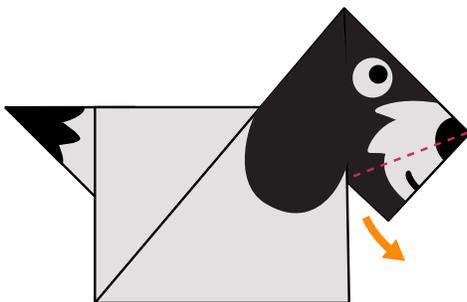
10

Flip it over again and do the same thing on the other side.



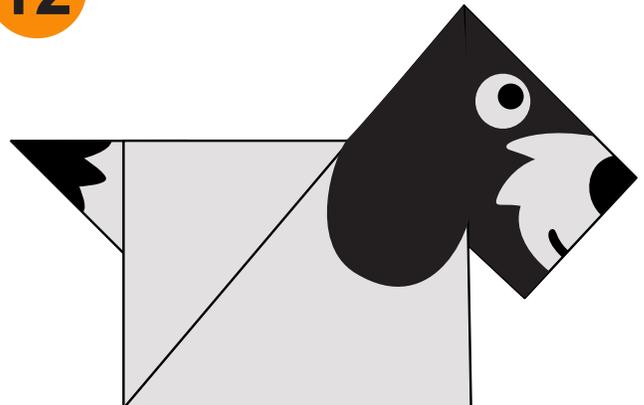
11

Finally, pull out the little hidden paper that's folded up in the chin.



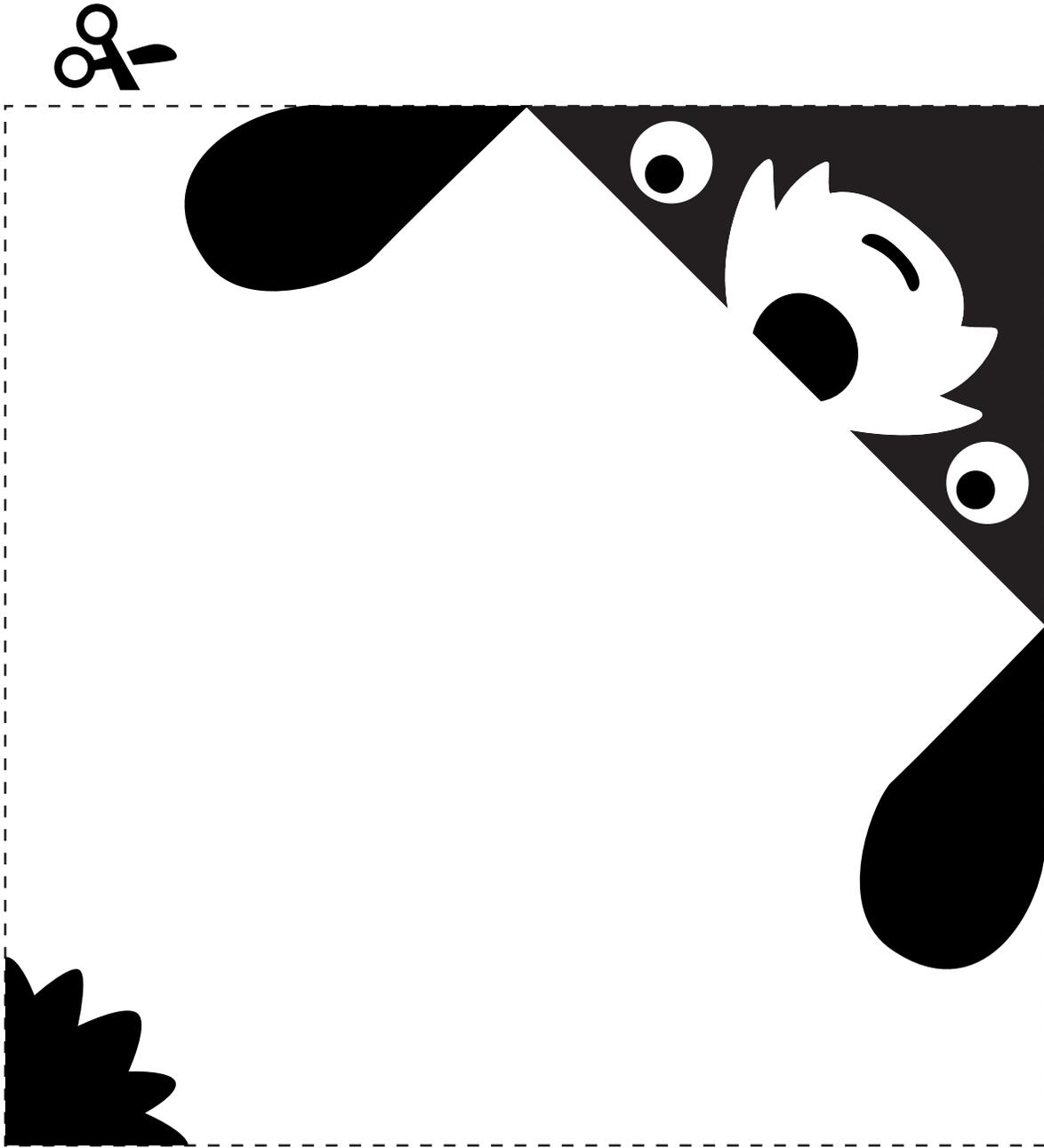
12

Nice job! You're done!



Millie Origami: Template

- ① Cut this square out.
- ② Follow the folding instructions for the level 3 Millie Origami



MILLIE'S STINK LAB

In this fun sensory experiment, kids will get sniffing like Millie! Students will be presented with Special Smelling cups containing hidden everyday objects and try to identify those objects using only their sense of smell. Includes: "Stink Lab" worksheets, "Smelly Stuff" printable cards, "Secret Scent" cup labels.



Cross-Curricular Subject/Skills

- Science
 - Biology: The 5 Senses
 - Scientific Methodology
 - Experimentation
- Sensory Skills
 - Responding to external stimuli
- Writing (pre-writing for younger kids)

Purpose

Students will focus on their sense of smell as a way to observe & understand the world around them.

In this sensory experiment, kids will practice foundational science skills related to experimentation, such as: asking questions, making observations & predictions, recording data, identifying & classifying objects, and revising work.

Kids will also learn basic information about the olfactory system, use writing and images to record data, and learn new vocabulary words.



TEACHER'S NOTES

Everything you need to know to get started on the "Millie's Stink Lab" activity.

What You Need

- A Printer
- Sealable plastic bags
- "Millie's Stink Lab" worksheets (p.16)
- "Smelly Stuff" printable cards (p.17)
- "Secret Scent" printable cup labels (p.18)
- 6-8 small, opaque cups with lids (e.g. coffee cups) Tip: ask your local Starbucks for "short" cups with lids, as our labels work perfectly on them)

Alternative: paper/plastic cups covered in tin foil secured with a rubber band)

- A small nail or corkscrew to punch holes in the lids (or pierce with tac then widen hole with pen)
- Scissors
- Tape
- 6-8 Glue Sticks

6-8 of These Scented Items:

- Lemon —or— Orange Slices
- Coffee Beans or Grounds
- Grass —or— Pine needles
- Peppermint Candy —or— Fresh Mint
- Onion (peeled & quartered)
- Pickles —or— Vinegar on cotton balls
- Chocolate —or— Vanilla Beans/Vanilla Extract (on cotton balls)
- Flowers —or— Flowery Perfume/Lavender essential oil on cotton balls

Teacher Prep

Make Scent Cups.

- Collect the scented items and place them in plastic bags until you're ready to use them.
- Print the "Secret Scent" cup labels, cut them out, and tape them to the cups.
- Punch small "smelling holes" in the lids with a nail, corkscrew, or safety pin & pen/pencil. The goal is to release a scent without making the holes large enough to see through.

Alternative: If the cups don't have lids, cover them with tin foil secured with rubber bands & punch small holes in tin foil.

Print the Materials.

- One "Millie's Stink Lab Journal" worksheet per student
- One set of "Millie's Smelly Stuff" object cards per student. NOTE: print a few extra sets so students can correct incorrect answers at the end of the activity.

TEACHER'S NOTES (cont.)

Everything you need to know to get started on the “Millie’s Stink Lab” activity.

Instructions

Pre-Experiment Discussion:

- 1 In the book, Millie doesn’t want to take a bath because she doesn’t want her humans to wash off her very special doggy scent! Ask the kids:
 - What is a **scent**? How do you think humans and dogs smell things? We use our noses, or what’s called our **sense of smell**.
- 2 Discuss the human sense of smell. When you breathe, you pull in smells through your **nostrils**, the two holes at the bottom of your nose. Your nose sends messages to your brain and your brain tells you what you’re smelling.
- 3 Tell your students that they will be using their sense of smell today. Explain that the sense of smell is one of our 5 **senses**: sight, hearing, taste, touch and smell. Discuss how smelling makes you **aware** of what’s going on in the world around you—just like seeing and hearing.
- 4 Ask the kids who’s ready for a fun smell experiment.

Experiment:

- 1 Transfer your “stinky” items from the baggies into the cups. Place your numbered Secret Scent Cups in a circuit of 6-8 Smelling Stations around the room. Place a glue stick at each station.
- 2 Tell your group it’s time for a fun smell experiment where they will sniff secret smells and try to guess what they are—using JUST their sense of smell!
- 3 Give each student:
 - a “Millie’s Stink Lab Journal” worksheet
 - 6-8 “Smelly Stuff” picture cards that represent the items in the 6-8 Secret Scent Cups
- 4 Go over the Smelly Stuff picture cards to make sure everyone is familiar with the smelly objects and what they look like.
- 5 Demonstrate how the experiment will work:
 - Students will take turns visiting the Smelling Stations. They should take their worksheets and picture cards with them.
 - At each Smelling Station, they will sniff a numbered Scent Cup and try to guess what item is in the cup. (Demonstrate how to sniff carefully, so kids don’t breathe in anything too deeply.)
 - While at the Smelling Station, they will **record** their guesses by gluing the picture of the item they think is in the Scent Cup into the corresponding box on their worksheets.
- 6 Have students follow a rotation around the room until they’ve all visited each Smelling Station.
- 7 Next, go through each item and ask students for their guesses.
- 8 Reveal what was in each scent cup and ask which objects they guessed properly and which they missed. Allow students to smell any Scent Cups they missed so they learn the smells.
- 9 Students can correct any missed guesses by placing new object cards over incorrect answers.

TEACHER'S NOTES (cont.)

Everything you need to know to get started on the "Millie's Stink Lab" activity.

Instructions (cont.)

Post-Experiment Discussion:

Ask the students how they guessed the scents and talk about the distinctive smells. Ask them to describe the scents and encourage them to go beyond adjectives like "good" or "bad" and use descriptive vocabulary words like:

- Flowery
- Sweet
- Fruity
- Spicy
- Sour
- Stinky
- Fresh
- Rotten
- Spoiled
- Clean
- Strong

Vocabulary in This Lesson:

Scent - A distinctive smell, especially one that is pleasant

Nostrils - The two openings in the bottom of the nose, through which humans smell and breathe

Senses - ways we can experience our world; we learn about our world by seeing, touching, hearing, smelling, and tasting things

Aware - to know about something

Record - to draw or write about what you see, touch, smell, hear, and taste

Millie's Stink Lab



After you sniff a Secret Scent, find the picture of what you think you just smelled. Then, glue it to this page. (Make sure the number on your Secret Scent cup matches the number on this page.)

Smell Number	Stinky Thing	Smell Number	Stinky Thing
1		5	
2		6	
3		7	
4		8	

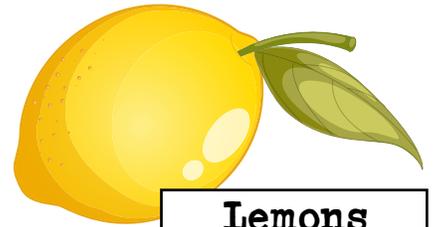
Smelly Stuff Cards

Cut out these smelly items and use them on the "Millie's Stink Lab Journal"

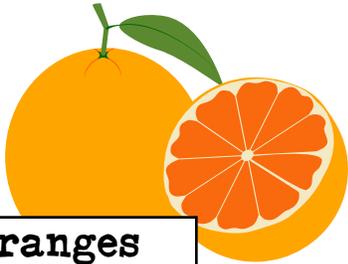


Grass

Pine Needles



Lemons



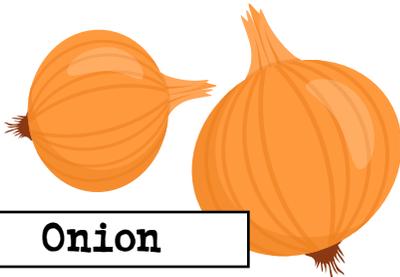
Oranges



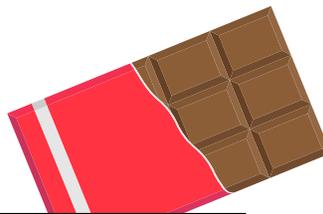
Vinegar



Mint



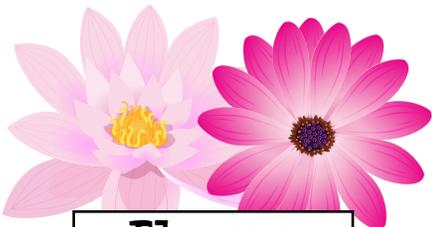
Onion



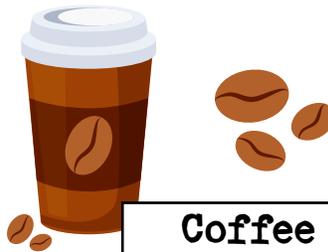
Chocolate



Vanilla



Flowers



Coffee



Pickles

Secret Scent Cup Labels

After you smell each Secret Scent, find the Smelly Stuff card that matches and glue it to your Millie's Smell Scientist worksheet.



TEACHER'S NOTES

Everything you need to know to get started on the "Millie's Stink Lab" activity.

What You Need

- A Printer
- Sealable plastic bags
- "Millie's Stink Lab Journal" worksheets (p.22)
- "Secret Scent" printable cup labels (p.23)
- 6-8 small, opaque cups with lids (e.g. coffee cups) Tip: ask your local Starbucks for "short" cups with lids, as our labels work perfectly on them)

Alternative: paper/plastic cups covered in tin foil secured with a rubber band, etc.

- A small nail or corkscrew to punch holes in the lids (or pierce with tac then widen hole with pen)
- Scissors
- Tape

6-8 of These Scented Items:

- Lemon —or— Orange Slices
- Coffee Beans or Grounds
- Grass —or— Pine needles
- Peppermint Candy —or— Fresh Mint
- Onion (peeled & quartered)
- Pickles —or— Vinegar on cotton balls
- Chocolate —or— Vanilla Beans/Vanilla Extract (on cotton balls)
- Flowers —or— Flowery Perfume/Lavender essential oil on cotton balls

Teacher Prep

Make Scent Cups.

- Collect the scented items and place them in plastic bags until you're ready to use them.
- Print the "Secret Scent" cup labels, cut them out, and tape them to the cups.
- Punch small "smelling holes" in the lids with a nail, corkscrew, or safety pin & pen/pencil. The goal is to release a scent without making the holes large enough to see through.

Alternative: If the cups don't have lids, cover them with tin foil secured with rubber bands & punch small holes in tin foil.

Print the Worksheets.

- Print One "Millie's Stink Lab Journal" worksheet per student

Everything you need to know to get started on the "Millie's Stink Lab" activity.

Instructions

Pre-Experiment Discussion:

- 1 In the book, Millie doesn't want to take a bath because she doesn't want her humans to wash off her very special doggy scent! Ask the kids:
 - What is a **scent**? Right; it's a smell or odor.
 - How do you think humans and dogs smell things? Right! We use our sense of smell.
 - What are The 5 Senses? Right: sight, hearing, touch, taste, and smell.
 - How do our 5 Senses help us? Yes! They help make us **aware** of what's going on in the world around us.
- 2 Discuss the human sense of smell.
 - The sense of smell is called **olfaction**.
 - When you breathe, you pull in air and **odors** through your **nostrils**, the two openings at the bottom of your nose.
 - A part of your nose, called the **olfactory bulb**, sends messages to your brain and your brain interprets what you are smelling.
 - Sometimes our sense of smell keeps us safe (e.g., if food smells rotten, we know not to eat it. Or if we smell smoke from a fire, we know to get away).
- 3 Invite your students to do a fun experiment where they sniff secret smells and try to guess what they are—using just their sense of smell!

Experiment:

- 1 Place your Secret Scent Cups in a circuit of 6-8 Smelling Stations around the room.
- 2 Give each student a "Millie Stink Lab Journal" worksheet and have them get out their pencils.
- 3 Explain/Demonstrate how the experiment will work:
 - Students will take turns visiting the Smelling Stations. They should take their worksheets and pencils with them.
 - At each Smelling Station they will sniff a numbered Scent Cup and **predict** what item is in the cup — using **ONLY** their sense of smell. (Demonstrate how to sniff carefully.)
 - Once they have their predictions, they will **record** them on their worksheets.
- 4 Have students follow a rotation around the room until they've all visited each Smelling Station.
- 5 Next, go through each item and ask students to volunteer their guesses.
- 6 Reveal what was in each scent cup and ask which objects they guessed properly and which they missed.
- 7 Allow students to correct any missed guesses and smell the Scent Cups again so they can learn the smells.

TEACHER'S NOTES (cont.)

Everything you need to know to get started on the "Millie's Stink Lab" activity.

Instructions (cont.)

Post-Experiment Discussion:

Ask the students how they guessed the scents and talk about the distinctive smells. Ask them to describe the scents and encourage them to go beyond adjectives like "good" or "bad" and use descriptive vocabulary words like:

- Flowery
- Sweet
- Mild
- Strong
- Fruity
- Spicy
- Sour
- Stinky
- Fresh
- Rotten
- Clean
- Smoky
- Musty
- Earthy

Vocabulary in This Lesson:

Scent - a distinctive smell, especially one that is pleasant

Odor - a distinctive smell, especially one that is unpleasant

Nostrils - the two openings in the bottom of the nose, through which humans smell and breathe

Olfactory Bulb - The olfactory bulb sends messages to other parts of the brain to be interpreted as a smell.

Senses - ways we can experience our world; we learn about our world by seeing, touching, hearing, smelling, and tasting things

Aware - to know about something

Predict - to say what you think is going to happen in an experiment or investigation

Record - to draw or write about what you see, touch, smell, hear, and taste

Millie's Stink Lab



After you sniff a Secret Scent, try to guess what you just smelled. Write your guess in the “Stinky Thing” column. Next, describe the smell in the “Type of Smell” Column.

Smell Number	Stinky Thing	Type of Smell
1		
2		
3		
4		
5		
6		
7		
8		

Secret Scent Cup Labels

After you smell each Secret Scent, find the Smelly Stuff card that matches and glue it to your Millie's Smell Scientist worksheet.



DIRTY DOG OR CLEAN CANINE?

Imagining themselves as dogs, students decide if they would be Dirty Dogs or Clean Canines, then creatively explain their logic through illustration or writing. Includes: a pre-writing activity with worksheet, and a writing activity with worksheet.



OR



Cross-Curricular Subject/Skills

- Social Emotional Learning (SEL)
- Perspective Taking
- English Language Arts
- Creative Thinking
- Decision Making

Purpose

In this persuasive thinking & writing exercise, kids will practice expressing an arguable point of view and then support that point of view with specific reasons for their opinions. In the intermediate level, kids will write out their answers, and in the beginner level they can illustrate and write their answers.

TEACHER'S NOTES

Everything you need to know to get started on the "Dirty Dog or Clean Canine" activity.

What You Need

- "What Kind of Dog Would YOU Be?" worksheets
- A printer
- Crayons or colored pencils

Teacher Prep

For this exercise, simply print out the "What Kind of Dog Would YOU Be?" worksheets on the next page.

Instructions

Pre-Activity Discussion

One thing we know for sure is that Millie loves being a dirty dog.

- 1 You can ask your students:
 - Millie thinks that mud looks great on her face and there's nothing wrong with having spaghetti in her hair. What do you think?
 - If you were a dog, would you be a dirty dog or a clean dog?

- 2 Have a group discussion about the benefits of each choice. For example:

Benefits of being a dirty dog:

- If you have spaghetti in your fur, you always have a tasty snack with you
- You can play in the mud as much as you want without ever having to take a bath
- If your fur gets messy enough, a bird might build a nest on you
- You're special stink makes you easy to find in a crowd
- You're more like a wild wolf if you are dirty dog

Benefits of being a clean dog:

- You smell good to humans, so they let you sleep in their beds, which are very cozy
- You can spend less time biting bugs off your bottom.
- The garbage man doesn't mistake you for a furry pile of trash
- When people pet you they don't say "eeew, yuck!"
- You could win first prize in a dog show

Activity

Once the kids have made their decisions, have them draw themselves as clean or dirty dogs on the provided worksheet.

1 What kind of dog would YOU be?

One thing we know for sure is that Millie loves being a dirty dog. If you were a dog, would you be a clean dog or a dirty dog? Draw yourself as whichever sort of dog you would be.



OR



If I were a dog, I would be _____

TEACHER'S NOTES

Everything you need to know to get started on the "Dirty Dog or Clean Canine" activity.

What You Need

- Millie worksheets printed out for each student in advance
- A printer
- Pen or pencil

Teacher Prep

For this exercise, simply print out the "What Kind of Dog Would You Be" worksheets on the next page.

Instructions

Pre-Activity Discussion

One thing we know for sure is that Millie loves being a dirty dog.

- 1 You can ask your students:
 - Millie thinks that mud looks great on her face and there's nothing wrong with having spaghetti in her hair. What do you think?
 - If you were a dog, would you be a dirty dog or a clean dog?
- 2 While students are mulling over their choices, encourage them to consider the benefits of being a fancy, clean dog and those of being a stinky, dirty dog.

Benefits of being a dirty dog:

- If you have spaghetti in your fur, you always have a tasty snack with you
- You can play in the mud as much as you want without ever having to take a bath
- If your fur gets messy enough, a bird might build a nest on you
- Your special stink makes you easy to find in a crowd
- You're more like a wild wolf if you are a dirty dog

Benefits of being a clean dog:

- You smell good to humans, so they let you sleep in their beds, which are very cozy
- You can spend less time biting bugs off your bottom
- The garbage man doesn't mistake you for a furry pile of trash
- When people pet you they don't say "eeew, yuck!"
- You could win first prize in a dog show

Activity

Once the kids have discussed this as a group, pass out the "What Kind of Dog Would You Be" worksheets and let them get creative with their responses.

2 What kind of dog would YOU be?

Millie loves being a dirty dog. If you were a dog, would you want to be clean or dirty? Would you rather always have old pasta in your hair for snacking, or be so clean that your humans let you sleep in their bed? Give your reasons below.



OR



Opinion: Would you be a clean canine or a dirty dog?

If I were a dog, _____

Reasons to support my opinion:

1. _____

2. _____

3. _____

DOGGY CHARADES

Get kids moving in this empathy-focused variation of charades, where students try to guess what someone is thinking and feeling based on body language and facial expressions. Includes: two levels of "Doggy Charade Prompts."

YOU WANT
BACON!

YOU
FEEL
HUNGRY!



GIVE YOU
TREATS!

Cross-Curricular Subject/Skills

- Social Emotional Learning
 - Empathy
 - Reading Body Language
 - Perspective Taking
 - Reading Facial Expressions
- Communication
- Collaboration
- Drama
- Creative Thinking
- Motor Skills

Purpose

In this game of "feelings charades," kids will practice identifying the emotions behind facial expressions and body language, developing their SEL skills, particularly empathy. According to the Greater Good Science Center at UC Berkeley, empathy is: "The ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling." Young people who have empathy not only display more kindness and positive relationships, but they also have higher academic achievement, and better communication skills.

In this activity, students will also have to be creative and flexible in their thinking as they try a range of methods to convey their points. Also, collaboration is essential in this activity, as students must work together to accomplish a shared goal.

YOU
NEED A
DRINK?

TEACHER'S NOTES

Everything you need to know to get started on the “Doggy Charades” activity.

What You Need

- A printer
- Our “Doggy Charade Prompts”
- Scissors
- A hat, bag, or container

Teacher Prep

Before class, print the provided Doggy Charade Prompts (a pre-made set of Millie’s emotions and wants) and cut them out into individual prompts which can be placed in a container.

Instructions

Pre-Activity Discussion

- 1** Talk with your class about the importance of recognizing what other people or animals are thinking or feeling—not just through what they say—but by how they act. Then point out that dogs are a great example of nonverbal communication. Because dogs can’t talk, we have to pay close attention to their body language and facial expressions to figure out what they want from us.
- 2** Invite discussion with questions like these:
 - Raise your hand if you have a dog at home. Who has a dog who can talk? (Ha!) No one? But how can you tell what your dog wants?
 - What are the clues that help you figure out what a dog is feeling? How do you know when a dog is happy? (Wagging tail, licking you) How about hungry? (Looking longingly at your food, scratching at their food bowl)
 - Can we also figure out what people are thinking or feeling when they aren’t talking? How can you tell if someone is happy? How about sad?
- 3** Invite the kids to play a game of Doggy Charades, where one student will silently act out what Millie is feeling or wanting, and the rest of the group will guess what’s being acted out. You can have them raise hands to guess or just shout out responses.

TEACHER'S NOTES (cont.)

Everything you need to know to get started on the "Doggy Charades" activity.

Instructions (cont.)

Activity Directions

- 1 Explain the object of the game: one student will pick a written prompt from a hat and silently act it out while the class tries to guess what "Millie" is feeling or thinking.
- 2 Demonstrate how the game works by silently acting out a prompt and having them guess what "Millie" is feeling.
- 3 Place the Doggy Charade Prompts in a hat, bag, or container.
- 4 Invite a child to come to the front of the group and choose a Charade Prompt. If she cannot read the phrase, offer assistance and whisper the word/phrase into her ear, so no one hears. Then invite her to act out the Charade.
- 5 The student will then face the rest of the class and act out the Doggy Charade Prompt using facial expressions and body language, while the other children try to guess what it is.
- 6 The classmate who guesses correctly will get to go next.

DOGGY CHARADES PROMPTS

Print these and cut them out to use in your game of Doggy Charades!

WHAT'S MILLIE FEELING?



I feel happy

I feel afraid

I feel sad

I feel love

I feel angry

I feel silly

WHAT'S MILLIE TRYING TO SAY?

I am hungry

I am hot

I am thirsty

I am cold

I am sleepy

I am itchy

My tummy hurts

TEACHER'S NOTES

Everything you need to know to get started on the "Doggy Charades" activity.

What You Need

- A printer
- Our "Doggy Charade Prompts"
- Scissors
- A hat, bag, or container

Teacher Prep

Before class, print the provided Doggy Charade Prompts (a pre-made set of Millie's emotions and wants) and cut them out into individual prompts which can be placed in a container.

Instructions

Pre-Activity Discussion

- 1** Talk with your class about the importance of recognizing what other people or animals are thinking or feeling—not just through what they say—but by how they act. Then point out that dogs are a great example of nonverbal communication. Because dogs can't talk, we have to pay close attention to their body language and facial expressions to figure out what they want from us.
- 2** Invite discussion with questions like these:
 - Raise your hand if you have a dog at home. Who has a dog who can talk? (Ha!) No one? But how can you tell what your dog wants?
 - What are the clues that help you figure out what a dog is feeling? How do you know when a dog is happy? (Wagging tail, licking you) How about hungry? (Looking longingly at your food, scratching at their food bowl)
 - Can we also figure out what people are thinking or feeling when they aren't talking? How can you tell if someone is happy? How about sad?
- 3** Invite the kids to play a game of Doggy Charades, where one student will silently act out what Millie is feeling or wanting, and the rest of the group will guess what's being acted out. You can have them raise hands to guess or just shout out responses.

TEACHER'S NOTES (cont.)

Everything you need to know to get started on the "Doggy Charades" activity.

Instructions (cont.)

Activity Directions

- 1 Explain the object of the game: one student will pick a written prompt from a hat and silently act it out while the class tries to guess what "Millie" is feeling or thinking.
- 2 Demonstrate by silently acting out one prompt yourself and having them guess what "Millie" is feeling.
- 3 Place the Doggy Charade Prompts in a hat, bag, or container.
- 4 Invite a child to come to the front of the group, choose a Charade Prompt, and read it to herself. Then invite her to act out the Charade.
- 5 The student will then face the rest of the class and act out the Doggy Charade Prompt using facial expressions and body language, while the other children try to guess what it is.
- 6 The classmate who guesses correctly will get to go next.

Print these and cut them out to use in your game of Doggy Charades!

WHAT'S MILLIE FEELING?



I feel happy	I feel calm
I feel sad	I feel proud
I feel angry	I feel excited
I feel afraid	I feel confused
I feel love	I feel curious
I feel silly	I feel brave
I feel surprised	I feel shy
I feel grossed out	I feel bored

WHAT'S MILLIE TRYING TO SAY?

I'm hungry	I smell something good!
I'm thirsty	Will you pet me?
I'm sleepy	Let's play catch!
I'm hot	Let's go for a walk!
I'm cold	I have to pee.
I'm itchy	Let's ride in the car!
I won't take a bath!	Will you rub my tummy?
My tummy hurts	I want what you have!

MILLIE'S BATH MIX-UP

In this English Language Arts sorting activity, kids will categorize words into two groups: 1) things you need for an Ordinary Doggy Bath, and 2) things you need for a Bath Battle. Includes: activity instructions, "Bath Mix-Up" worksheets, printable "Ordinary Doggy Bath" & "Bath Battle" Word Cards (with corresponding illustrations).



Cross-Curricular Subject/Skills

- English Language Arts
 - Reading
 - Comprehension & Memory
 - Vocabulary
 - Spelling
 - Writing (in level 2)
- Critical Thinking
 - Categorization

Purpose

Students will use critical thinking skills to analyze vocabulary words used in *Millie's Bath Battle* and sort them into meaningful categories.

Students will call upon past learning to inform their choices about what items are needed for a bath. They will also test their memory of the *Millie's Bath Battle* book to recall which objects were part of Millie's Bath Battle (as well as their reasoning skills to work out any items they don't recall). And of course, kids will practice reading, spelling and writing.

TEACHER'S NOTES

Everything you need to know to get started on the "Millie's Bath Mix-Up" activity.

What You Need

- A Printer
- "Millie's Bath Mix-Up" printable worksheet (p.39)
- Printable "Bath Mix-Up" Word Cards (p.40)
- Scissors (teacher)
- Glue Sticks (for each student)
- Paper Clips

Teacher Prep

1 Print for each student:

- 1 "Millie's Bath Mix-Up" worksheet
- 1 "Millie's Bath Mix-Up Word Cards" printable
- Several extra copies of the Millie's Bath Mix-Up Word Card sheet (for correcting missed answers later)

- ### 2
- Cut out the 16 "Ordinary Doggy Bath" and "Bath Battle" Word Cards. Make one set of mixed up words for each kid to sort. Paper clip them to keep full sets together.

Instructions

Pre-Activity Discussion:

You can begin the activity by reminding your students: "In Millie's Bath Battle, Millie does some pretty silly things to avoid taking a bath! Can anyone remember what Millie did?" Some examples:

- She blocks the shower spray with an umbrella!
- She turns the bar of soap into a rocket!
- She shakes off the shampoo with a crazy dance!

TEACHER'S NOTES (cont.)

Everything you need to know to get started on the "Millie's Bath Mix-Up" activity.

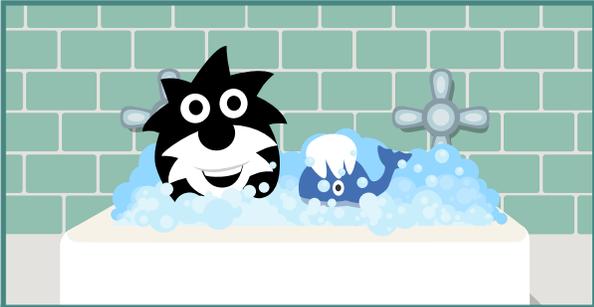
Instructions (cont.)

Activity:

- 1 Begin by giving each student:
 - 1 "Millie's Bath Mix-Up" worksheet
 - A pre-cut & paper-clipped set of 16 (total) Word Cards
- 2 Tell your group that Millie was about to teach a lesson at her Puppy School, but she mixed up her "Bath Battle" word cards with her "Ordinary Doggy Bath" word cards! Oh no!
- 3 Ask the kids if they can help sort the words so Millie can give her Bath Battle Lesson in Puppy School.
- 4 Briefly discuss the categories:
 - **"Things You Need for an Ordinary Doggy Bath"** are the usual sorts of things that you would need for an everyday, average, normal dog bath.
 - **"Things You Need for a Bath Battle"** are the silly things that Millie used in the book to avoid taking a bath. They are also objects that do not usually belong in any sort of bath! So, if kids can't remember the app, they can use logic and past knowledge to determine what might not belong in an Ordinary Doggy Bath.
- 6 Briefly discuss the Word Card items to introduce (or reiterate) the words' definitions. You can also use this time to examine spelling, letter blends, vowel sounds, etc.
- 6 Now the kids can begin sorting their illustrated Word Cards.
- 7 Once they have their answers sorted, they can glue the word cards under the appropriate categories on their worksheets.
- 8 When they're finished, you can go over their answers as a group.

Millie's Bath Mix-Up

Millie needs to teach a lesson at her Puppy School, but she mixed up her "Bath Battle" word cards with some "Ordinary Doggy Bath" word cards! Egads! Can you help Millie sort the words?



**Things You Need For
an Ordinary Bath**

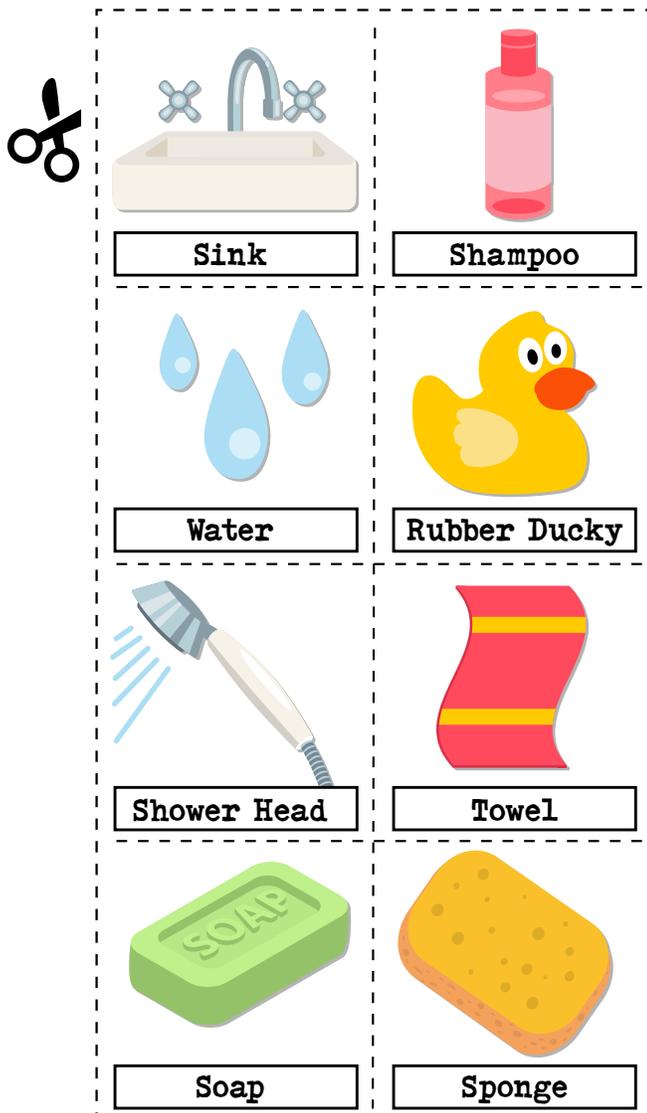


**Things You Need For
a Bath Battle**

Millie's Bath Mix-Up Word Cards

Cut out these "Things You Need for an Ordinary Doggy Bath" and "Things You Need for a Bath Battle" Word Cards to use with the "Millie's Bath Mix-Up" worksheet.

Ordinary Doggy Bath Items



Bath Battle Items



RETELL THE BATH BATTLE STORY

In this activity, kids use fun pictures of Millie to retell the Bath Battle story and practice story macrostructure (First, Next, Then & Last). Includes: activity instructions, printable "Bath Battle Story Structure Cutouts," and printable "Retell the Bath Battle Story" worksheets (in two levels of difficulty).



Cross-Curricular Subject/Skills

English Language Arts (ELA)

- Narrative Retelling
- Sequencing
- Reading Comprehension
- Summarization
- Organizational thinking
- Memory
- Story Structure

Purpose

In this hands-on activity, students will orally and/or visually retell a story to help develop reading comprehension, story macroelement understanding, and core literary skills. Kids will examine the basic components of story structure (First, Next, Then, Last), as well as practice the skills of summarizing and organizing information and ideas. In the more advanced version, students can add many more detailed components (character, setting, events) to their story retelling. This activity can also easily be used for picture description.

TEACHER'S NOTES

Everything you need to know to get started on the "Retell the Bath Battle Story" activity.

What You Need

- A Printer
- Printable "Bath Battle Story Structure Cutouts" pictures
- Printable "Retell the Bath Battle Story" worksheet
- Scissors
- (Optional) glue sticks
- (Optional) Laminator
- (Optional) Velcro & Velcro Board, Felt Board

Teacher Prep

Reusable Laminated Version (great for one-on-one instruction)

- Print out the "Retell the Bath Battle Story" pictures
- Print out one or both of the "Retell the Bath Battle Story" worksheet.
- Cut out the 4 images on on the story steps page, as well as the text boxes.
- Laminate the pieces and the worksheet
- Attach Velcro to the backs of the images and text and to the front of the worksheets.

Classroom Take Home (non-laminated) version:

- Choose which worksheet you'd like to use: the one with text where kids place pictures only, or the one which requires students to place both pictures and text.
- For each student, print out a "Bath Battle Story Structure Cutouts" picture sheet, 1 "Retell the Bath Battle Story" worksheet.
- Cut out the pictures and (optional) text blurbs.
- Make sure the kids have glue sticks.

TEACHER'S NOTES (cont)

Everything you need to know to get started on the "Retell the Bath Battle Story" activity.

Instructions

Class Activity:

- 1 Begin by giving each student:
 - 1 "Millie's Bath Battle Story Structure Cutouts" worksheet
 - A set of 4 story steps
 - (Optional) 4 Millie Story Step text blurbs
- 2 Discuss story basic story structure (First, Next, Then, Last) and ask if your students remember the Millie's Bath Battle Story.
- 3 Have your students use the pictures (and text if appropriate) to retell the story of Millie's Bath Battle by placing the pictures in order: First, Next, Then, and Last. Kids can use glue stick to place the story steps on their worksheets.

Individual or Laminated Version:

- 1 Use the worksheets and cutouts in whatever manner best suits your student: there's a worksheet for pictures only, and one for pictures and text.
- 2 Add as many story detail components as are suitable for your student. Use the Millie puppet and props to discuss character and retell story events in more detail.

Bath Battle Story Structure Cutouts

Cut out the four sequencing images & text boxes, as well as the Detail Components to use with the worksheet.

First



Millie the dog gets very dirty.

Next



Millie the dog takes a bath.

Then



Millie the dog gets brushed and dried.

Last

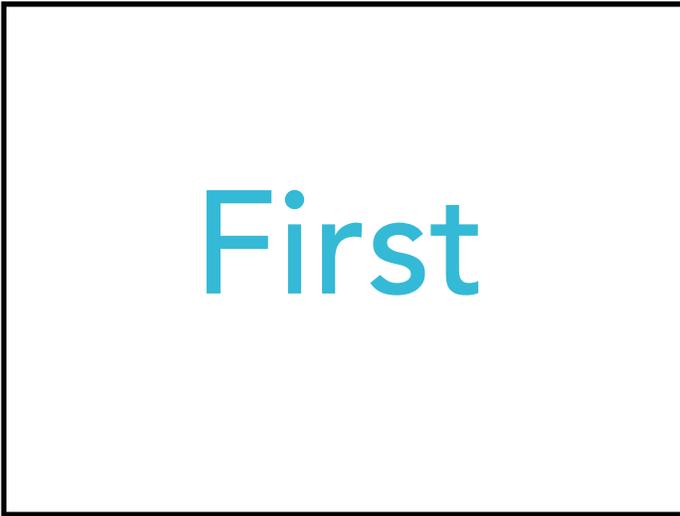


Millie the dog goes to sleep.

Retell the Bath Battle Story

Do you remember what happened in Millie's Bath Battle? Can you retell the story here using the picture cards?

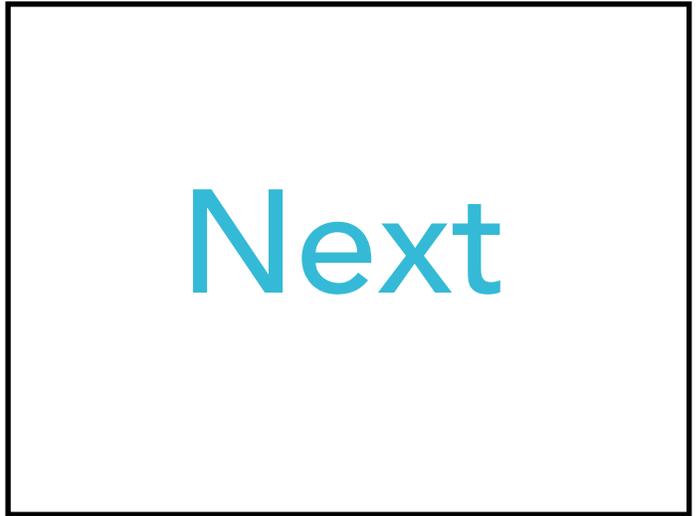
First



First

Millie the dog gets very dirty.

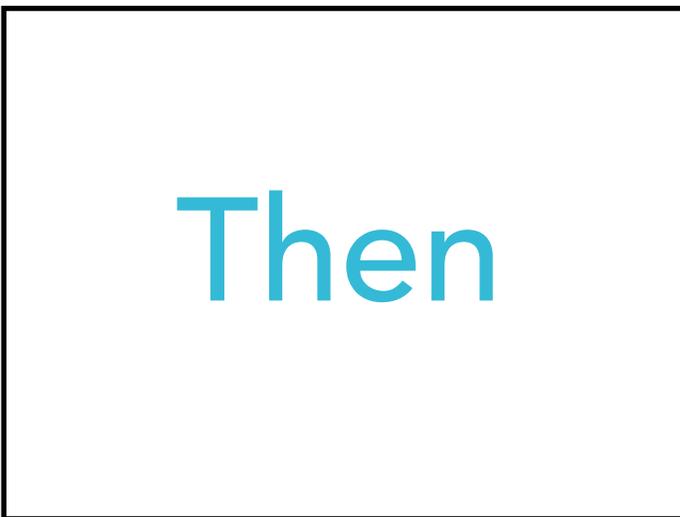
Next



Next

Millie the dog takes a bath.

Then



Then

Millie the dog gets brushed and dried.

Last



Last

Millie the dog goes to sleep.

1 Retell the Bath Battle Story

Do you remember what happened in Millie's Bath Battle? Can you retell the story here using the picture cards and text?

First

First

Next

Next

Then

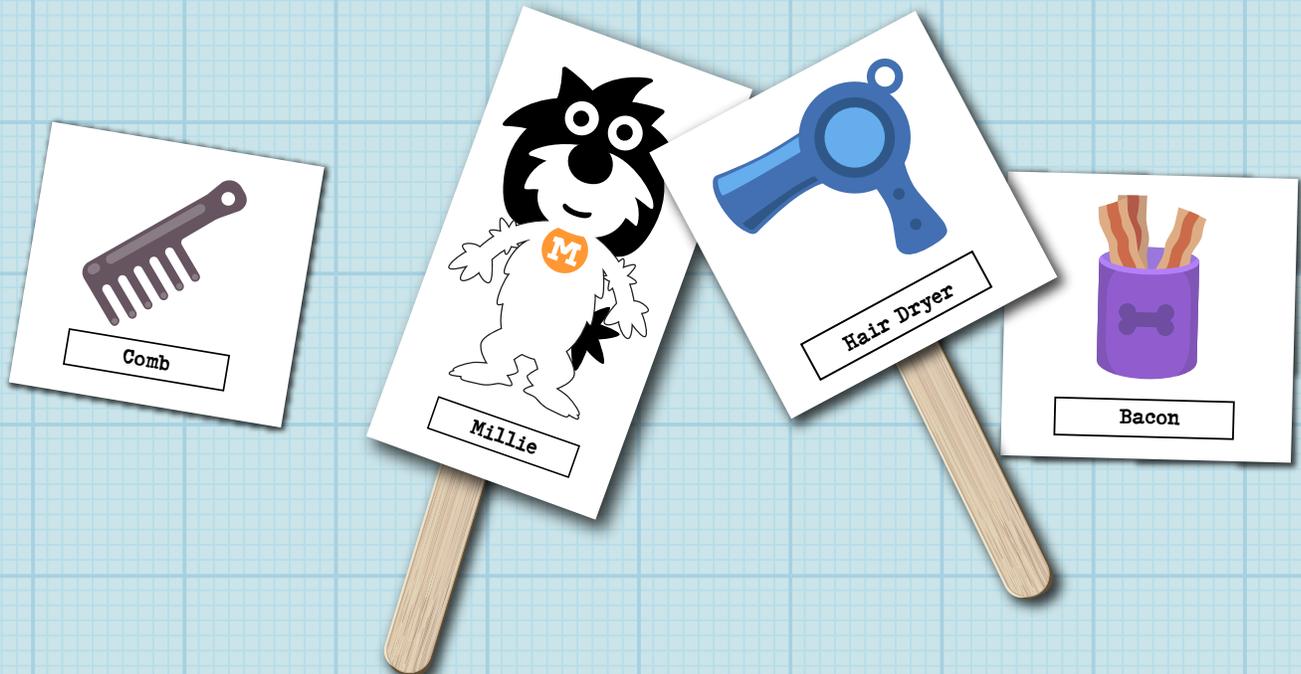
Then

Last

Last

BATH BATTLE STORY-MAKER

Encourage kids to use these tangibles which include a Millie puppet and a variety of story props to retell the Bath Battle story. You'll find everything from elements of the bath like spa and shampoo and even a sink in which to place Mille. Also included are fun elements to make Millie dirty like grass and spaghetti. Students can fill in Detail Components of the story and use the Millie puppet and props to describe the story's character, setting, and events. Includes: activity instructions, "Millie's Bath Battle Detail Components" printables.



Cross-Curricular Subject/Skills

English Language Arts (ELA)

- Narrative Retelling
- Reading Comprehension
- Summarization
- Organizational thinking
- Memory
- Story Structure

Purpose

In this hands-on activity, students will orally and/or visually retell a story to help develop reading comprehension, story macroelement understanding, and core literary skills. Kids will practice the skills of summarizing and organizing information and ideas. Students can use the detailed components (character, setting, props) to retell the Bath Battle story, or invent their own stories. This particular activity was created by an experienced Speech Language Pathologist to be used in one-on-one instruction, but could be modified to be used with a small group if you'd like to print several sets of tangibles so each child has one Millie and a set of props.

TEACHER'S NOTES

Everything you need to know to get started on the "Bath Battle Story Kit" story activity.

What You Need

- A Printer
- Printable "Millie's Bath Battle Detail Components" (props which can be cut out and used in their plain paper form, or laminated/attached to popsicle sticks/tongue depressors, etc.)
- Scissors
- Glue sticks
- (Optional) Tape
- (Optional) Laminator
- Popsicle sticks/Tongue depressors

Teacher Prep

Reusable Laminated Version (great for one-on-one instruction)

- Print out the "Detail Components" worksheets.
- Cut out the Millie puppet, the props, and the sink setting back and front pieces.
- Attach appropriate props to popsicle sticks using either glue or tape.
- Tape the sink front over the sink back, so that Millie can be placed between the two pieces and appear to be in the bath. (Fun!)

TEACHER'S NOTES (cont.)

Everything you need to know to get started on the "Bath Battle Story Steps" activity.

Instructions

1. After reading Millie's Bath Battle and playing with the app, place the Millie puppet and set of props on the desk in front of your student.
2. Invite the child think about what happened in the story and encourage them to re-create it.
3. Give appropriate prompts and clues for the beginning of the story:
 - a. Who is the main character in the story?
 - b. In the beginning of the story, what happens? That's right! Millie gets dirty!
 - c. Show me what makes Millie messy and dirty. That's right! Grass and leaves and mud and Spaghetti!
 - d. Why does Millie like to get dirty? That's right! She likes how her stinky smell and her messy look! Isn't that silly?!
4. Once Millie is so dirty, what does She have to do? That's right! She has to take a bath!
 - a. Where does Millie take her bath? Right! A sink!
 - b. How does Millie get clean? Right! With soap and shampoo!
 - c. Does Millie like getting a bath? Why not?
 - d. But Millie gets a bath anyway, right? Why is it important to stay clean?
5. Encourage your student to explain the next phase of the story:
 - a. Show me what happens after Millie gets cleaned in the bath? That's right, she gets her hair dried/combed/cut.
 - b. If focusing on memory or reading comprehension, you can ask: do you remember any of the silly things Millie does to stop her human from combing, drying, or cutting her hair?
6. Finally ask the child if they remember what happened at the end of the story.
 - a. Can you show me what happened at the end of the story after Millie was all clean and dry? That's right! She went to bed!
 - b. Show me what Millie did to get ready for bed. That's right she put on her pajamas / brushed her teeth / took a drink of water!
7. If you'd like, ask the child to make up their own story using all of the props.
8. Note: these props can also be used in conjunction with the narrative retell activity, "Tell the Bath Battle Story."

Bath Battle "Detail Components" 1



Soap



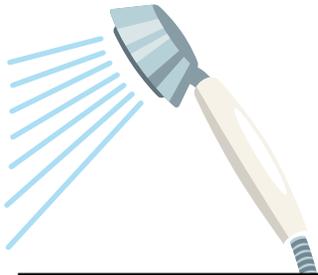
Shampoo



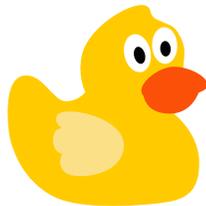
Leaves



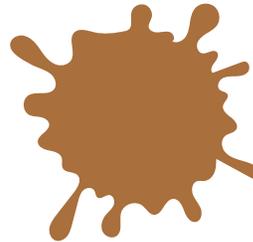
Grass



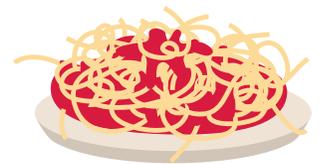
Shower Head



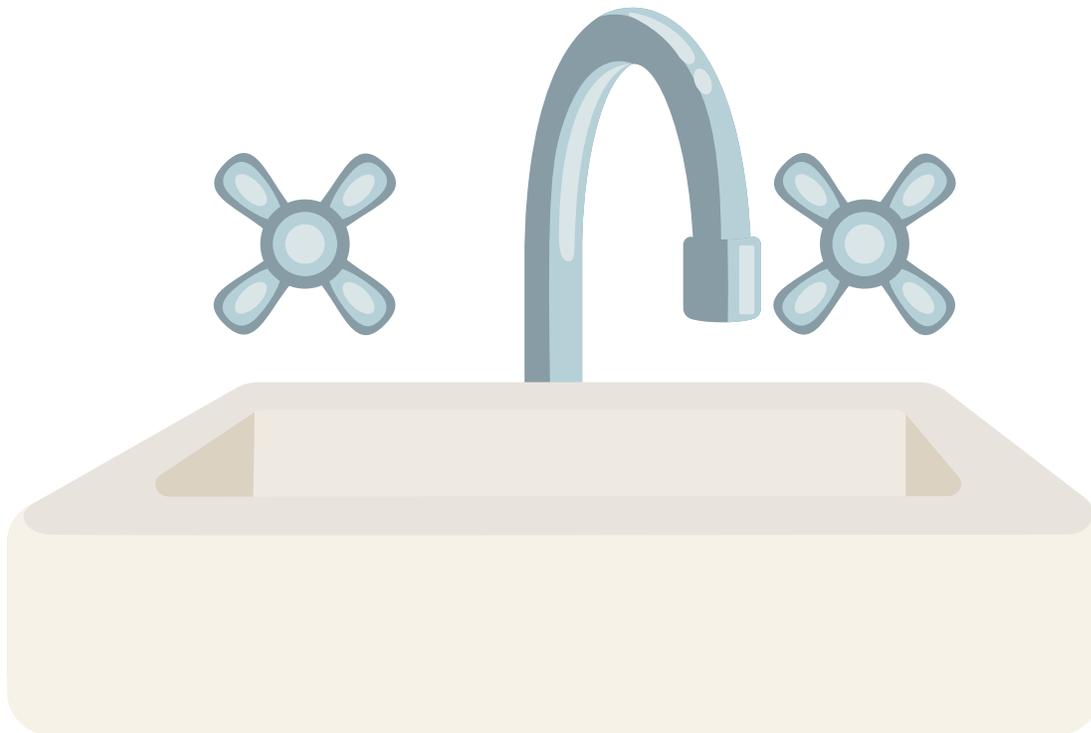
Rubber Ducky



Mud



Spaghetti



Sink

Bath Battle "Detail Components" 2



Comb



Scissors



Hair Dryer



Bacon



Millie



Pajamas



Kitty



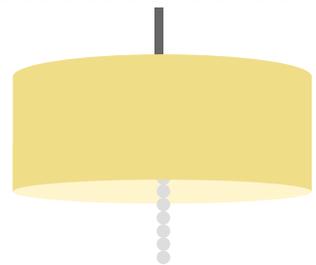
Doll



Toothbrush

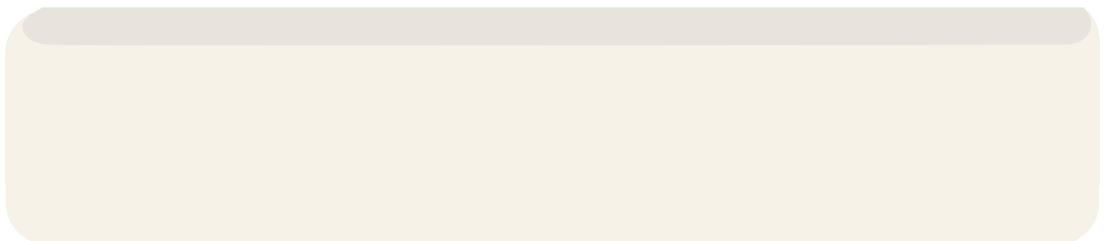


Glass of Water



Lamp

Tape this sink front over the sink back, so that Millie can be placed into the sink.



HOME LEARNING GUIDE

Contributed by Jo Booth, Educator and OT Specialist.

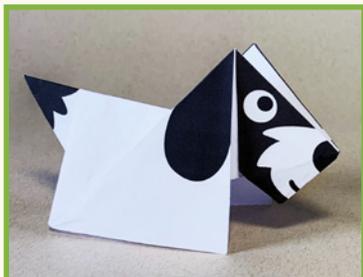
Dear Parents & Caregivers,

There's no doubt about it, Millie's Bath Battle is an awesome app and the educator's exercises are just the ticket for making the concepts applicable. **But what if you are not a teacher? What if you don't have all the materials?** What if you are a parent or a tele-teacher caught in the isolation of this pandemic with nothing but household items? No problem!

Below is a list of how to do some of the activities in this guide using everyday household items with an audience of 1-2 kids. It might help to skim the entire Educator's Guide before you read these adaptations for home use, below. Also, it's always good to try a project yourself before you present it to the kids. That way you will have worked out any kinks in the projects first.

The genius behind Millie's Bath Battle is that it teaches kids how to think. Each of the activities builds from the one before it in terms of expanding logical sequence and reasoning. You don't, however, have to do them in order. See what appeals to you and your child.

Let's Make Millie Origami!



Creating origami structures is both exciting and rewarding. Don't get overly complicated or demand perfection. The fun is in the process. Kids come with a wide range of abilities. When or if they become frustrated, help them out or have them do a portion of the step. Feel free to pre-cut, pre-draw or even pre-crease/fold portions of the activity so that your child is successful.

Sometimes it's helpful to make a project alongside your child so they can imitate what needs to be done. An older sibling can also work with the younger ones in helping to read the directions and follow the sequence too.

The Millie Origami activity comes with templates you can print at home. If you have a printer and can print out the template, great! Begin by **printing** the page range you need

HOME LEARNING GUIDE (cont.)

Let's Make Millie Origami (cont.)

from the guide. For example, printing pages 8-11 will give you the beginner level cover sheet, activity instructions, and templates.

No printer? No problem! If you don't have a printer on hand, all you really need is some **paper** – it doesn't have to be construction paper – it can be printer paper, newspaper, or even discarded mail. Pre-draw a square on the paper. Looking at the template in the Guide, roughly outline Millie's features in black **crayon** (don't worry, it's just simple shapes!). The crayon will give kids a sense of boundaries when coloring, painting, or marking to help them stay in the lines. It will also serve as a cue for where to fold it.

The next step in Millie's Origami involves having children cut out the printed template (or homemade template). Have the kids cut down the line with **scissors** and try to stay on their mark. (No scissors? The outlines can be folded and/torn to make a square.)

Decoration. When it's time to decorate your Millie, although the guide suggests painting Millie with paint to make her look covered in spaghetti sauce or mud, using strips of construction paper to look like grass, etc., there are many ways to make Millie dirty! Decorate with **found objects** around the house, both inside or out, like small leaves, yarn scraps, or tissue. Anything can be used to make Millie dirty. She's not picky!

If you've pre-folded the origami Millie, have the child pursue the steps as independently as possible whilst you cheer them on.

Tip: Display your child's creation proudly. It will foster self-confidence.

Millie's Stink Lab



In this experiment kids are exposed to scientific methodology by looking at the data from smelling and recording what they believe to be certain scents.

Alternatives to placing scents in cups can be using paper or plastic bags or saved boxes from food (mac n' cheese boxes, cereal boxes, etc.). You can also use a blindfold if none of these options are available or you'd prefer it. Feel free to use a combination of any of these scent ideas as long as there is a logical order for presenting the scents. The idea is to stay organized because that's what scientists do! Tag or number each of the different scents so you will know how to present it consistently.

HOME LEARNING GUIDE (cont.)

Millie's Stink Lab (cont.)

To adapt this activity for younger kids, go on a "scent hunt" where they help pick out what scents to include. Rehearse the smelling and naming of the scents so your child will be more apt to recognize scents and be successful with guessing scents later.

If you don't have a printer, make your own worksheet on a piece of paper. Draw 2 columns with the headings "Smell Number" and "Stinky Thing." You will determine the smell number for your child and your child will guess the item by scent. If your child can write, have them record their own answers, if not, you can write in their theories.

Your child could even quiz other members of the household and take notes, like a real scientist. Talk about the sense of smell. Speculate how it is important...as a warning of danger (fire or spoiled food) or helping us survive by smelling good things to eat.

Show your child how to record data and make check marks. Oftentimes kids do not know how to do things like making a list and checking off items or recording responses. We need to show them. Make a few wrong guesses so that you can model making mistakes. Again, that's what scientists do sometimes! Let them know if we make mistakes; we learn what didn't work and then know better how to correct it. "No Big Deal!"

Tip: Take your time with this activity. The sense of smell is a primitive sense meaning it's wired directly to the brain. It's easy for some children to become overwhelmed with smell. If you do feel it's too much, just step back and regroup. Bring out the scents for Part II later on. There is nothing wrong with taking a break or being really silly and shaking it all off like a doggy. Millie would love it!

Dirty Dog or Clean Canine?



In this exercise, kids get to flex some creative muscle. They imagine themselves as a Dirty Dog or a Clean Canine. Not only is it learning to voice your own thoughts and feelings, it's also an exercise in fostering empathy by stretching our minds to take in what someone else is experiencing.

Read through the benefits of being a dirty dog or a clean canine. Have your child pick whether they would like to be clean or dirty if they were a dog. It's hard not to try to influence their decision but allow them to voice their opinions without comment.

Then, color a picture, make a collage, or if old enough, explore websites that address doggie health and hygiene.

HOME LEARNING GUIDE (cont.)

Dirty Dog or Clean Canine? (cont.)

Show your kids how to identify good sources for facts online and make informed choices.

Secret info Millie wouldn't want you to know: in real life, she gets a bath with shampoo and conditioner every week (that might not sound like much for a kid, but that's pretty often for a dog).

No Paper? No problem. Rehearse your child's reasoning, then film your child using your phone. Little ones get the opportunity to express why they would be a dirty dog or clean canine. Older kids can go into more persuasive detail.

Tip: Expansion activities can include dirtying and bathing washable toys.

Doggy Charades



Doggie Charades is a game that's complete doggie fun while covering the very serious topic of how others communicate their wants and needs. Reading nonverbal cues promotes communication, empathy, and a willingness to act on another's behalf.

Use the prompts in the pre-activity discussion to discuss feelings and how we know when people are happy, sad, scared, or mad. Then take turns acting out how Millie may feel or what she wants.

Have a printer? Then print the prompt sheets out and have a round of charades with siblings. If there are only two of you, take turns acting out whatever it is you would like. A lot of times, it is hard for kids to come up with both an idea and a plan of action. Give children choices from which to pick if they have trouble coming up with an idea. Make this game about **fun** and that will be the key to fostering empathy and understanding. Games don't need to be played within a scheduled time frame. They can be a spontaneous occurrence – such as "What do you think is happening?" as I hold my nose and go "Phew!"

Tip: Kids learn by imitating their parents. You are your child's rock star. Model how you want them to respond as well as tell them what you want them to do.

HOME LEARNING GUIDE (cont.)

Millie's Bath Mix-Up



This activity focuses on practicing those important executive functioning skills. It stimulates working memory, organization, and the ability to inhibit impulsivity by making conscious choices and categorizing groups of words as collective ideas.

Read through the activity and introduce it to your child.

No Printer? No problem! Remember the data sheet from Millie's Stink Lab? Here is a chance to carry over that concept. Make a sheet with **Things you Need for an Ordinary Doggy Bath** and **Things you Need for a Bath Battle** at the top. Then make your list. If you have a printer, print out the bath cards and have the kids cut them out. Sort them. It doesn't have to be perfect.

Tip: For kids learning to cut, you can also highlight the cutting line with a magic marker so that it is more apparent and wider. This will improve accuracy.

Tip: Position a student beginning to cut away from the table. This puts their arms and hands in just the right spot for scissor use.

A Note From Jen & Randy:

Hello in a crazy time. We hope you and your kids enjoy the app as well as the activities. We tried to make the activities as fun as possible so they don't set off kids' "educational radar" and send them running (Randy used to be able to smell educational worksheets from a mile away as a child). We hope that our irreverence and adorable star keep things fun.

We also know that this is a stressful time for everyone. For parents, the notion of "screen time" has gone out the window and we humbly hope that "Millie screen time" is time you can feel good about.

Anxiety is a part of life for all of us now, and that includes kids. Luckily humor is a perfect stress reliever. While anxiety triggers our bodies to release "stress hormones" like cortisol and adrenaline and tenses up our muscles, laughter creates feel-good endorphins and relaxes our bodies. If the Millie apps are half as funny as real Millie, you guys will all be giggling your way to relaxation in no time!

Stay safe and be well,
Jen, Randy + Millie

P.S. As we read Jo's note to parents, above, we thought about the fact that our guide, which was originally designed for schools, was now going to be used largely at home. We know these are difficult times, and not everyone has access to a printer at home – so if you would like any portions of the guide printed out just email us at contact@megapops.com, tell us what you need, and we will do our best to personally print them ourselves and mail them to you. These are tough times and we're all in this together.

REMOTE TEACHING GUIDE

Contributed by Lisa Carew, a tech-savvy teacher in the trenches.

The New Normal

The new normal in education has forced parents and educators across our nation and around the world to adapt to a new, evolving teaching model, that includes transitioning from brick and mortar schools to Remote Learning — or some hybrid of the two. Teachers and parents are now more than ever partners in their child's education. While virtual schooling is not a one-stop-shop for all learning needs, we want to assist you in supporting this change in how our students are learning.

Zoom and **Google Classroom** have become the most common modality of connecting teachers, students and parents with a Remote Learning Plan. As an elementary school teacher I have shared numerous apps with my students remotely. The student doesn't even need to have the app downloaded on their device! **They don't even need a mobile device at all**, making the app accessible to more children. Here are some of the ways that **Millie's Bath Battle** (and all of the other Mille Was Here apps) can be adapted to continue academic growth while keeping students safe at home.

Zoom

Zoom is a modality that provides video conferencing with real-time message content. It has built in collaboration tools that allow multiple participants to share their screens simultaneously and co-annotate for a more interactive learning experience. **Teachers can share the Millie's Bath Battle App through a shared content screen and display the app in its entirety for all students to see.** Students can be fully engaged in the learning fun and participate through hand-raising, "thumbs up," reaction polls, and video sharing to experience all the app has to offer.

All of the books in the **Millie Was Here Series** can be read as interactive read-alouds. Teachers, parents and caregivers can engage students in "before, during and after" reading strategies such as predicting, questioning, introducing and familiarizing story elements and even higher level thinking skills of drawing conclusions and inferencing, all while fostering a love for reading.

REMOTE TEACHING GUIDE (cont.)

Zoom (cont.)

Also, the activities in this Guide offer plenty of fun and funny materials that are perfect for Zoom-based lessons. For example, teachers can live stream themselves doing the **“Let’s Make Millie Origami!”** activity. Students at home can practice following directions and reading diagrams while teachers guide them through the written and folding instructions just as if they were in the classroom.

Remote Learning on Zoom also allows for interactive tools where students can write, draw, share comments, read and actively participate:

1. In **“Millie’s Stink Lab”** the students can draw and annotate right on the Data Collection Charts.
2. Students can go on a **scavenger hunt** to collect the items listed on the Smelly Stuff cards.
3. Students can **work collaboratively** in small group chats or breakout sessions to gather, sort and present their evidence.

All of these modifications can easily be implemented and adapted to the many varied learning opportunities in the Guide.

Google Classroom

Google Classroom is the other popular modality teachers and parents are utilizing for creating and sharing actively engaging learning activities. All of the documents created in the **Bath Battle Educator’s Guide** can be easily modified, adapted, reproduced, and shared to accommodate the needs of all learners in their remote learning plans. This is an excellent feature of the app! Because the Bath Battle Guide is a PDF, teachers can easily bring it into Google Classroom, and assign activities from this Guide as independent, collaborative, and shared documents. Students can work at their own pace and submit according to guidelines and due dates established by their teachers.

These are some of the ways that **Millie’s Bath Battle** can be adapted to a Remote Learning/Covid-19 plan for students. Whether in the classroom or on a computer we are still focused on Real-World Skills, and Social Emotional Learning while implementing the Core Standards K-4.