

Third Grade Learning Resources

May 2020

Dear Families,

Enclosed is our final set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Estimadas familias,

Adjunto se encuentra última de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập sau cùng với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bổ túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmadeena ugu danbeysa ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyeedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qiimaynta dheeriga ah. Waxaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybteena koowaad ee khayraadka iyo kordhinta la heli karo, fadlan booqo bartayada internetka:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

የተከበራች ቤተሰቦች፣

እሽጉ የእርስዎ ተማሪ በዚህ የትምህርት ዘመን ቀደም ብሎ የተማራቸውን ችሎታዎችን ለመለማመድ ሊጠቀምባቸው የሚችል አማራጭ የመማሪያ ግብዓቶቻችንን የመጨረሻ ስብስብ ናቸው። እነዚህም ተግባራት የተሰጡ ስራዎችን ለሚሟላት የታሰቡ እና በቀጥታ በልጅዎ መምህር የቀረቡ ተግባራት ናቸው። ይህ ከ 2-3 ሳምንታት የሚሆን ተጨማሪ ትምህርት ለመደገፍ የተቀረበው ነው። ተማሪዎች ከዚህ እሽግ ውስጥ ከአንድ የሂሳብ ተግባር እና ከአንድ የማንበብ ተግባር ያልበለጠ በየቀኑ እንዲያጠናቅቁ እንመክራለን። ለተጨማሪ የትምህርት እና የልምምድ እድሎች፣ የመጀመሪያዎቹን የሀብቶች ስብስቦችን እና የሚገኙን ቅጥያዎችን ጨምሮ ለማግኘት፣ እባክዎ ድር ጣቢያችንን እዚህ ላይ ይጎብኙ፡

www.highlineschools.org/coronavirus/learning-support/home-learning-southwest.

3rd Grade Math

To access the online resources in this packet as well as lessons from other grade levels, visit **<https://bit.ly/homemathresources>**

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Grade 3 Day 6: Multiplication Problems

Grade	3
Day	6
Math	Multiplication Problems
Audience	Teachers
Language of Instruction	English
Objective	Solve problems with multiplication
Standard	Operations and Algebraic Thinking Represent and solve problems involving multiplication and division. 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Links to printable materials (Student facing)	Grade 3 Math Day 6: Multiplication Problems
Online / Blended Resources	Visualize equal groups with the Counters Learning Environment The Array : Use arrays to solve multiplication problems.

	Worksheets	Online
Launch	Draw equal groups or an array for multiplication situations. Then write an equation.	Visualize equal groups with the Counters Learning Environment
Explore	Practice multiplication as hops on a number line.	The Array : Use arrays to solve multiplication problems.
Summarize	What patterns do you see?	What patterns do you see?

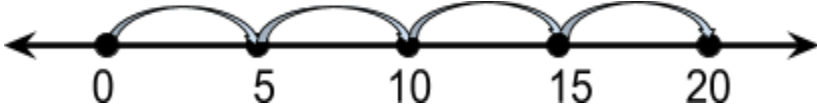
Part 1: Situations, Groups, Arrays, and Equations,

For each situation, draw equal groups or an array. Then write an equation

situation	group or array?	equation
4 boxes. 5 apples in each box.		$4 \times 5 = 20$
2 rows of chairs. 4 chairs in each row.		$2 \times 4 = 8$
4 packs of juice. 4 cans in each pack.		
3 bags of balls. 4 balls in each bag.		
5 rows of plants. 3 plants in each row.		
4 people. Each person eats 2 oranges.		
5 dogs. Each dog has 4 legs.		

Part 2: Patterns with number lines

Draw each multiplication equation as jumps on a number line

equation	Jumps on a number line
$4 \times 5 = 20$	4 jumps. Each jump is 5 long.  A horizontal number line with arrows at both ends. It has five tick marks labeled 0, 5, 10, 15, and 20. There are four curved arrows above the line, each starting at a tick mark and ending at the next one to the right: from 0 to 5, 5 to 10, 10 to 15, and 15 to 20.
$2 \times 4 = 8$	
$4 \times 4 = 16$	
$3 \times 4 = \underline{\quad}$	
$5 \times 3 = \underline{\quad}$	



What patterns do you see?




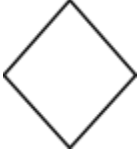



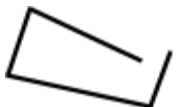



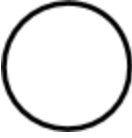

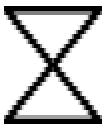

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Grade 3 Day 7: Polygons

Grade	3
Day	7
Math	Polygons
Audience	Teachers
Language of Instruction	English
Objective	Sort and categorize polygons
Standard	Geometry Reason with shapes and their attributes. 3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Links to printable materials (Student facing)	Grade 3 Day 7: Polygons
Online / Blended Resources	The Geoboard app is a tool for creating virtual shapes on a geoboard. Students “stretch” bands around the pegs to form line segments and polygons. The MathPlayground Geoboard is a similar tool with a larger surface.

	Worksheets	Online
Launch	Sort shapes into Polygon and Not Polygon	This Geoboard app or this virtual Geoboard are tools for creating virtual shapes on a geoboard.
Explore	Draw and describe quadrilaterals	
Summarize	How do you know that this is a _____?	How do you know that this is a _____?

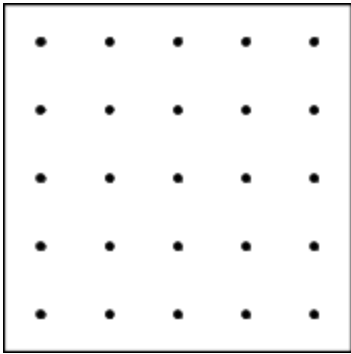
Part 1: Sort the shapes into polygons and not polygons:

				
				
				
Polygons	Not Polygons			

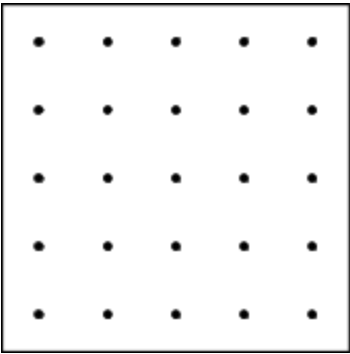


Pick one shape and tell how you know that it is a polygon.

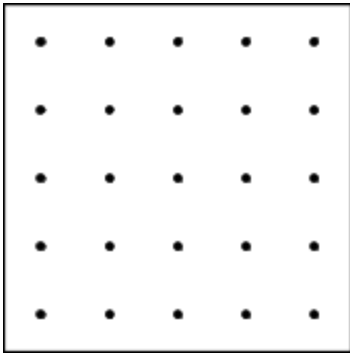
Part 2: Draw each shape on the Geoboard:



rhombus



rectangle



square



Pick one shape and tell how you know what it is:

Part 3: Describe this shape. Tell about its sides and angles.



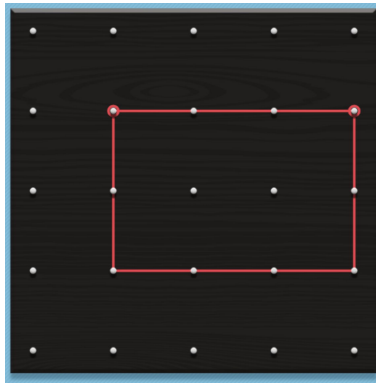
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Grade 3 Day 8: Perimeter

Grade	3
Day	8
Math	Perimeter
Audience	Teachers
Language of Instruction	English
Objective	Solve problems involving perimeters of polygons.
Standard	Measurement and Data Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Links to printable materials (Student facing)	Grade 3 Day 8: Perimeter
Online / Blended Resources	The Geoboard app is a tool for creating virtual shapes on a geoboard. Students “stretch” bands around the pegs to form line segments and polygons. The MathPlayground Geoboard is a similar tool with a larger surface.

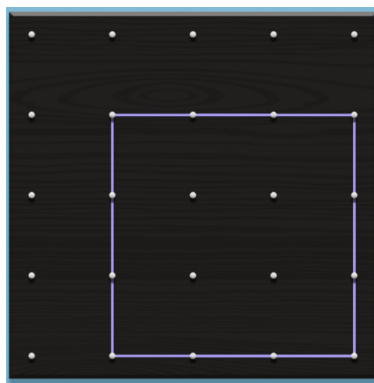
	Worksheets	Online
Launch	Find the perimeter of polygons	This Geoboard app or this virtual Geoboard are tools for creating virtual shapes on a geoboard.
Explore	Find the missing length when the perimeter is known.	
Summarize	Pick one shape and tell how you found its perimeter or the missing length.	Pick one shape and tell how you found its perimeter or the missing length.

Part 1: Find the perimeter of each shape:

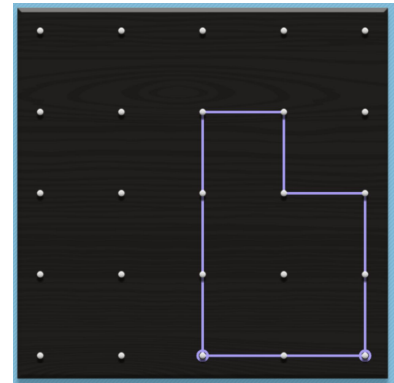


Perimeter:

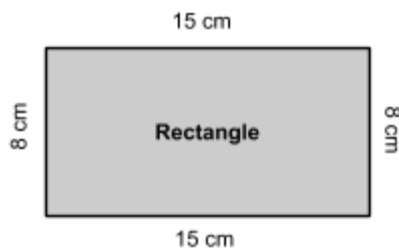
$$3 + 2 + 3 + 2 = 10$$



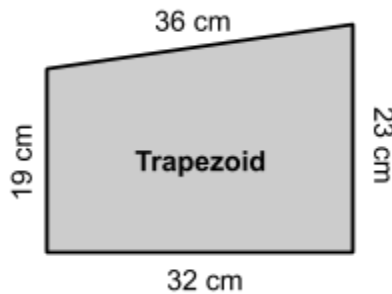
Perimeter:



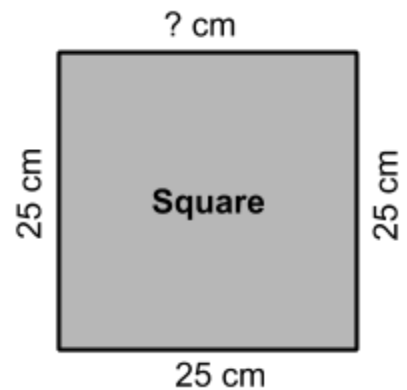
Perimeter:



Perimeter:



Perimeter:

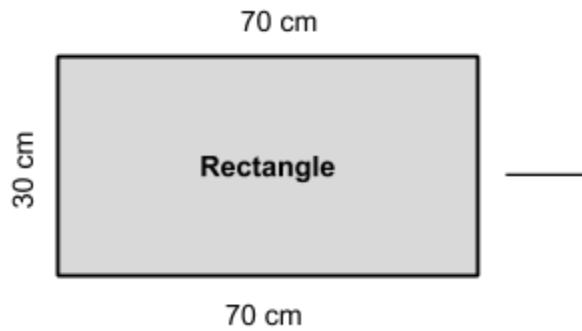


Perimeter:



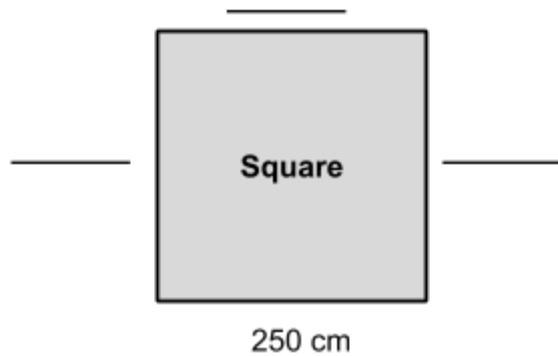
Pick one shape and tell how you found its perimeter.

Part 2: Find the missing length and/or perimeter:



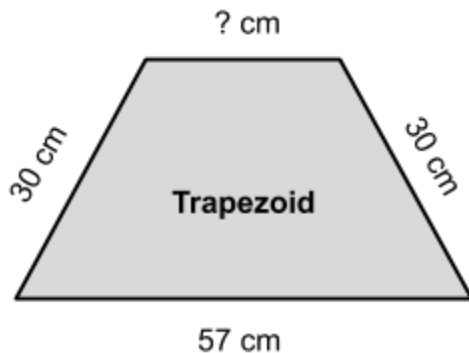
The missing length is _____

The perimeter is _____



The missing length is _____

The perimeter is _____



The perimeter is 130 cm.

The missing length is _____



Pick one shape and tell how you found the missing length.



Grade 3 Day 9: Factors and Multiples

Grade	3
Day	9
Math	Build arrays of a given product
Audience	Teachers
Language of Instruction	English
Objective	Develop greater fluency with multiplication
Standard	Operations and Algebraic Thinking Represent and solve problems involving multiplication and division. 3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>
Links to printable materials (Student facing)	Student Page Grade Three Day 9: Factors and Multiples
Online / Blended Resources	Visually explore the concept of factors by creating rectangular arrays. https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/

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	Worksheets	Online
Launch	Make all the possible arrays with 24 pennies (or other objects that can be easily arranged) and record the factors.	Visually explore the concept of factors by creating rectangular arrays. https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/
Explore	Make all the possible arrays with 36 pennies (or other objects that can be easily arranged) and record the factors.	This Product Game site will support the ideas of multiplication and division through the understanding of factors and multiples: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/
Summarize	List the multiples of 2, 4, 8. Are there numbers that are multiples of 2 and of 4 and of 8. In other words these numbers are in all three rows.	

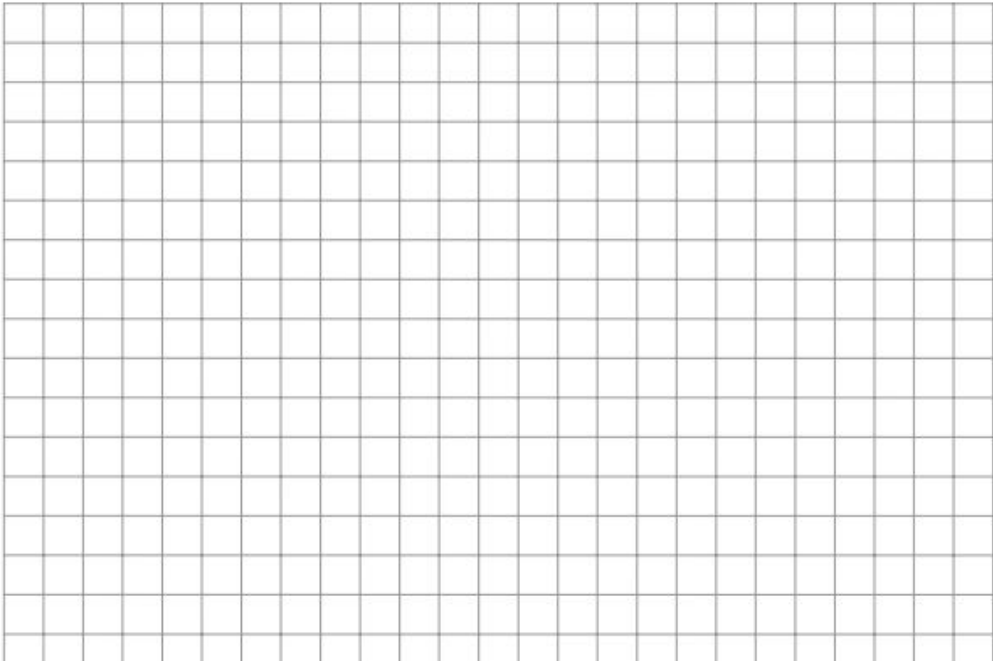
Use 24 pennies (or other objects) and make all the possible arrays. Record the number of rows and columns in the table below.



Number of Rows	Number of Columns	Factors	Product
1	24	1, 24	24
			24
			24
			24
			24
			24
			24
			24

List all the factors of 24: _____

Choose 1 of the arrays you created with pennies and draw it below.

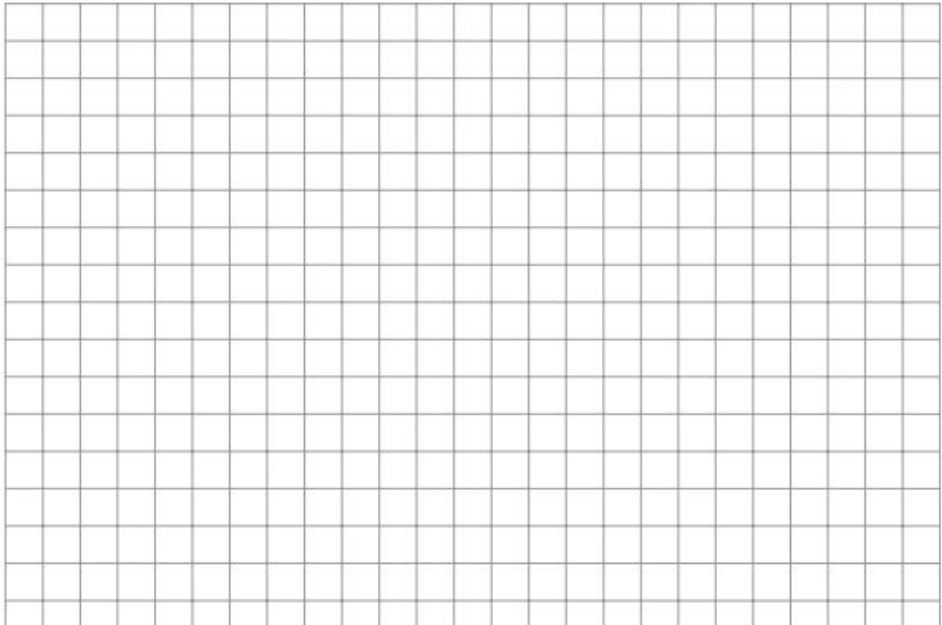


Use 36 pennies or other small objects and make all the possible arrays.

Number of Rows	Number of Columns	Factors	Product

List the factors of 36: _____

Choose 1 of the arrays you created with pennies and draw it below.



The multiples of a number are the numbers you get when you multiply by that number. For example:

The multiples of 2 are:

2, 4, 6, 8, 10, 12, 14, 16, 18, 20 _____

List the multiples of 4:

List the multiples of 8:

Are there numbers that are multiples of 2 and of 4 and of 8. In other words these numbers are in all three rows.



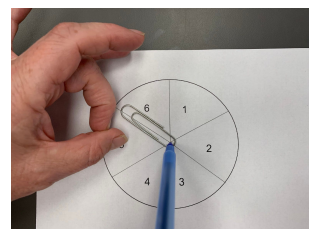
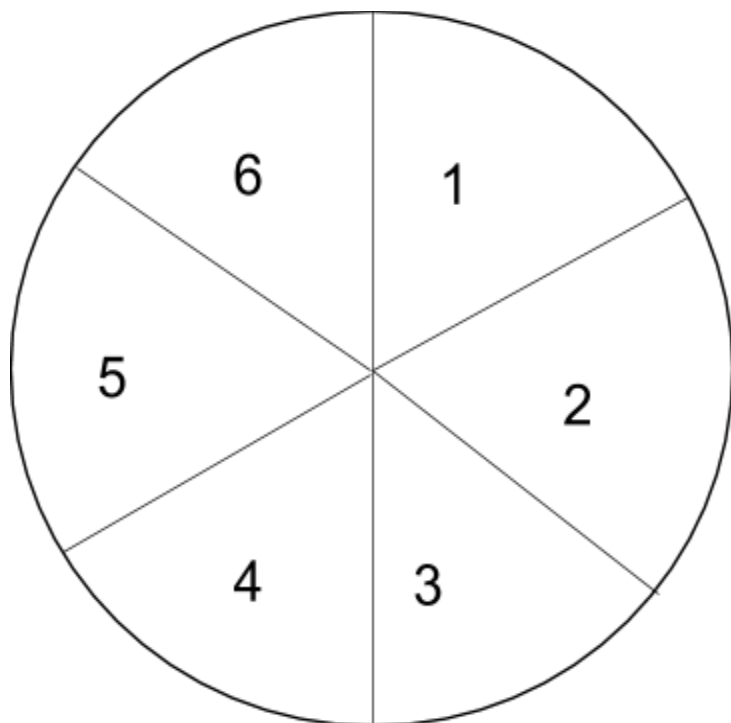
Grade 3 Day 10: Multiplication and Array

Grade	3
Day	10
Math	Developing multiplication fluency by working with arrays.
Audience	Teachers
Language of Instruction	English
Objective	Develop greater fluency with multiplication
Standard	<p>Operations and Algebraic Thinking Represent and solve problems involving multiplication and division. 3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p>Operations and Algebraic Thinking Represent and solve problems involving multiplication and division. 3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>
Links to printable materials (Student facing)	Student Page Grade 3 Day 10: Multiplication and Arrays
Online / Blended Resources	Visually explore the concept of factors by creating rectangular arrays. https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/

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	Worksheets	Online
Launch	Play How Close to 100. This game can be played individually or with a partner.	Visually explore the concept of factors by creating rectangular arrays. https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/
Explore	Explore square numbers by drawing the arrays that have an equal number of rows and columns.	This Product Game site will support the ideas of multiplication and division through the understanding of factors and multiples: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/
Summarize	What patterns do notice in these arrays. Without making it what do you know about an 8 x 8 array.	

Part 1: How Close to 100



1. Use the spinner to generate two factors for the array.

2. Next draw the array on the grid and record the multiplication equation.



The goal is to get as close to 100 as possible by filling in the entire grid with your arrays.



How Close to 100

1. _____ × _____ = _____

6. _____ × _____ = _____

2. _____ × _____ = _____

7. _____ × _____ = _____

3. _____ × _____ = _____

8. _____ × _____ = _____

4. _____ × _____ = _____

9. _____ × _____ = _____

5. _____ × _____ = _____

10. _____ × _____ = _____

Exploring arrays

Use the 100 grids on the next two pages to draw these array:

1×1

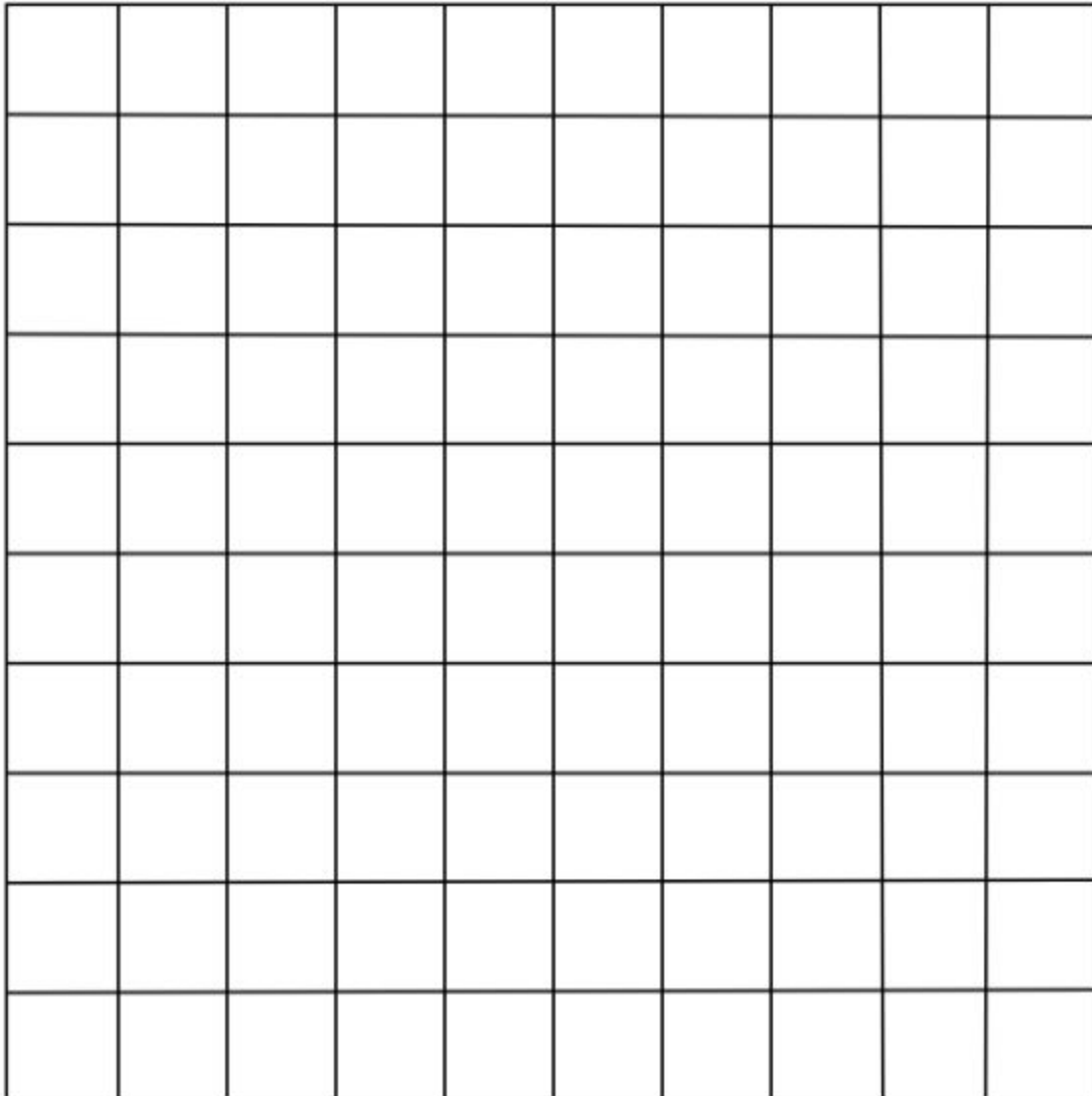
3×3

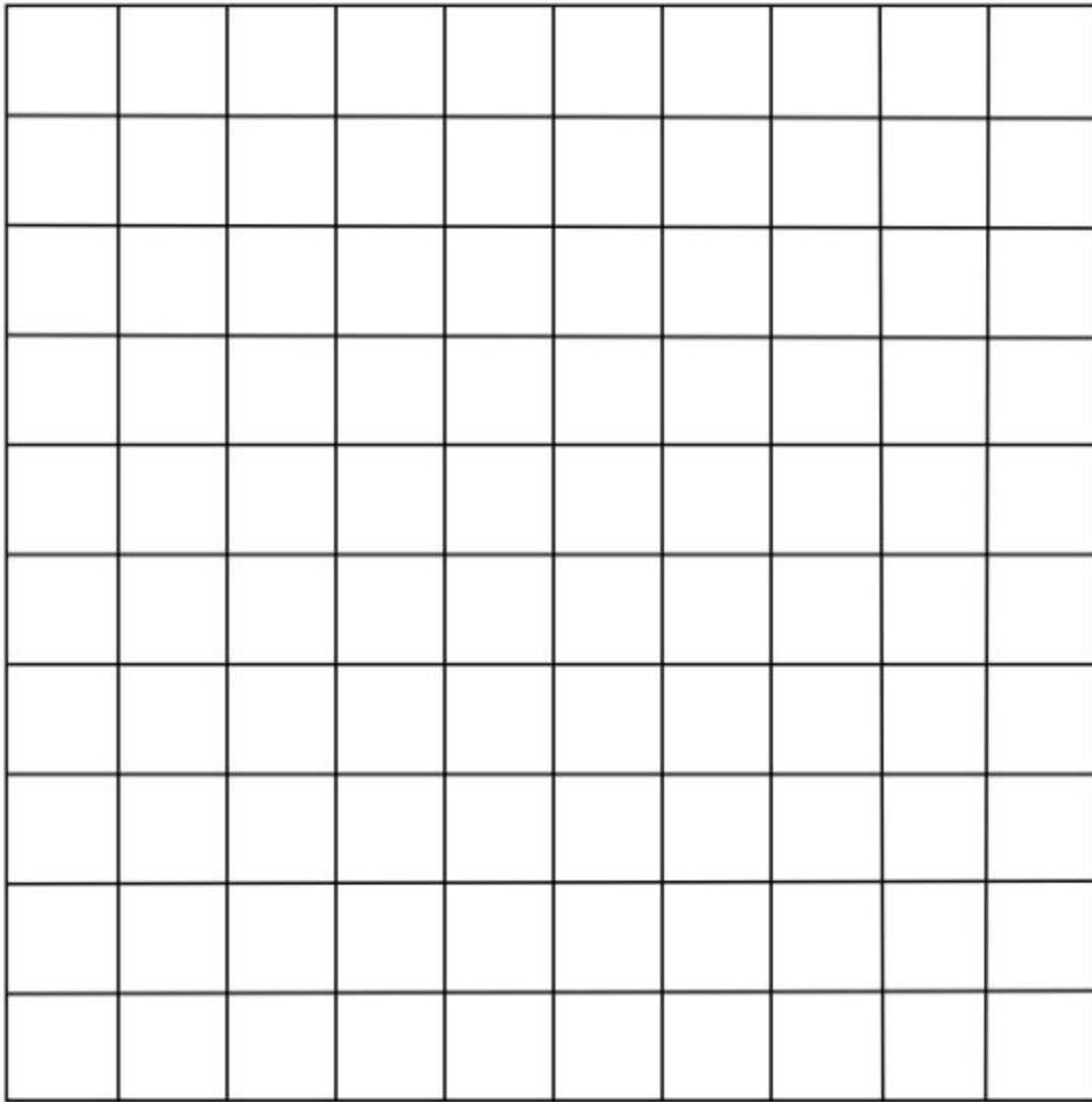
5×5

2×2

4×4

6×6





What patterns do notice in these arrays. Without making it what do you know about an 8 x 8 array.



Dear Third Grade Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace. In this packet, you will find:

- Ideas for activities to try each day
- Two Articles: “Kingdom of Happiness” and “Animals Feel Emotions”
- A sheet to help you think about each article

In addition to the activities in the packet, here are some suggestions to keep growing as a reader and writer.

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.
- Write a “tweet” about your reading. Create a tweet (thought) about your reading in 30 words or less. You can tweet about:
 - *What you are thinking or wondering about your book right now?*
 - *How has one of the characters in your book changed since you started reading?*

We are thinking about you every day!

Sincerely,

Your Teachers

Estimados estudiantes y familias del tercer grado,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo. En este paquete, encontrarán:

- Ideas de actividades para hacer cada día
- Dos artículos: “Kingdom of Happiness” y “Animals Feel Emotions”
- Una hoja de papel para ayudarte a pensar sobre cada artículo

Además de las actividades en el paquete, he aquí algunas sugerencias para mantenerlos creciendo como lector y escritor.

- Haz que un adulto te lea cada día
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Tórnense para inventar lo que viene después en la historia.
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias
- Escribe un “tweet” sobre lo que leíste. Crea un tweet (idea) sobre lo tu lectura en 30 palabras o menos. Puedes escribir un tweet sobre:
 - *¿Qué estás pensando o preguntándote sobre el libro?*
 - *¿Cómo ha cambiado uno de los personajes de tu libro desde que empezaste a leer?*

¡Estamos pensando en ti todos los días!

Sinceramente,

Tus maestros

Thư gửi học sinh Lớp Ba và Gia Đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho học sinh với những hoạt động vui thích để duy trì việc học tập trong thời gian không tới trường học. Xin sử dụng những tài liệu học tập này với nhịp độ của riêng mình. Trong tập hồ sơ này học sinh và phụ huynh sẽ thấy:

- Gợi ý cho các hoạt động để thử mỗi ngày
- Hai Tựa Đề “ Kingdom of Happiness “ và “ Animals Feel Emotions”
- Tờ giấy làm bài (worksheet) này để giúp bạn suy nghĩ về mỗi đề tài

Bổ túc cho những hoạt động trong tập hồ sơ này, sau đây là một số đề nghị nhằm duy trì việc đọc và viết.

- Có sự tăng trưởng việc đọc sách mỗi ngày cho học sinh.
- Học sinh tự đọc sách mỗi ngày.
- Kể lại truyện đọc cho một vài người nào đó. Thay phiên nhau để tiên đoán những sự kiện kế tiếp sẽ xảy ra trong câu truyện.
- Vào cuối ngày, nói với một người nào đó về những gì đã xảy ra trong ngày với bạn. Nói cho người này biết là bạn đã làm gì, và hỏi người này đã làm gì. Hỏi lẫn nhau những câu hỏi.
- Viết và vẽ hình cho những câu truyện của bạn.
- Viết một bản báo tin qua (tweet) về việc đọc sách của bạn. Tạo một bản văn qua tweet nói về đọc sách của bạn, bản văn dài khoảng 30 chữ hoặc ít hơn. Bạn có thể viết trong bản văn (tweet) về:
 - Bạn nghĩ gì hoặc quan tâm điều gì về sách của bạn bây giờ ?
 - Một trong những nhân vật trong sách có thay đổi như thế nào kể từ khi bạn bắt đầu đọc

Chúng tôi nghĩ về bạn mỗi ngày!

Thân,

Các giáo viên của bạn

Mudanayaal Ardayda iyo Qoysaska Fasalka Sadexaadaw,

Bogaga waraaqahan waxa aad ka heli doontaa hawlo madadaalo oo aad waxka baran doonto inta laga maqan yahay dugsiga. Waxa aad u isticmaashaa waraaqahan sida aad awoodo. Waraaqahan, waxa aad ka heleysaa:

- Fikiro la isku dadayo maalin kasta.
- Laba Maqaal: “Kingdom of Happiness” iyo “Animals Feel Emotions”
- Xaashidu waxa ay kaa caawinaysaa inaad ka fikirto maqaal kasta

Marka laga tago hawlaha ku jira waraaqaha, waa kuwan waxoogaa talooyin ah oo markaa aad ku korin karto qoraalkaaga iyo akhriskaaga.

- Qof waynu hakuu akhriyo maalin kasta.
- Akhri sheekadaada maalin kasta.
- Uga sheekee qof kale. Waxa aad kolba midkiin mala awaashaan waxa soo socda.
- Kadibna, waxa aad ka sheekeysaa wax aad maalintaas la kulantay. Waxa aad qof uga sheekeysaa waxa aad samaysay, oo waxa aad waydiisaa waxa uu sameeyay. Iswaydiiya.
- Qor oo ka sheekee sheekadaada.
- Ka qor "tweet" waxa aad akhriday. Waxa aad abuurtaa tweet (fikir) ilaa 30 kalmadood oo la akhriyayo ama ka yar ah. Waxaad ka tweet garan kartaa:
 - *Waxa aad ka fikirayso ama aad iska waydiisay buuga wakhti xaadirkan?*
 - *Sida mid kamid ah cida sheekadu ku saabsanayd ay isku badashay ilaa intii aad bilawday akhrisa?*

Maalin kasta waanu kaa fikirnaa!

Mahadsanid,

Macallinkaaga



ውድ የሶስተኛ ክፍል ተማሪዎች እና ቤተሰቦች፤

በዚህ ጥቅል ላይ ያሉት ገጾች ከትምህርት ውጪ በምትሆኑበት ወቅት መማራችሁን እንዲቀጥል የሚረዱ አስደሳች የሆኑ ተግባራትን ለእናንተ ይሰጣሉ። እባክዎ ቁሳ-ቁሶችን በራስዎ ፍጥነት ይጠቀሙ። በዚህ ጥቅል ውስጥ፤ የምታገኙት፡

- በየቀኑ ስለሚሞከር ተግባራት ሃሳቦች
- ሁለት አናቅጽት፡ “Kingdom of Happiness” እና “Animals Feel Emotions”
- ስለእያንዳንዱ አንቀጽ እንዲያስቡ የሚረዱ ወረቀት

በዚህ ጥቅል ውስጥ ካሉ ተግባራት በተጨማሪ፤ እንደ አንባቢ እና ፀሃፊ ማደግ እንዲቀጥሉ አንዳንድ ምክሮች በዚህ ውስጥ አሉ።

- በእያንዳንዱ ቀን የሚያነብላቸው አዋቂ ይኑራችሁ።
- ለራሳችሁ በየቀኑ አንብቡ።
- ታሪኮችን ከሆነ ሰው ጋር አውሩ። በታሪኩ ውስጥ ቀጥሎ የሚመጣውን ነገር የሚይዝ ተራ በተራ አድርጉ።
- በቀኑ ማብቂያ፤ በቀንዎ ላይ ስለፈጠረው ነገር ከሆነ ሰው ጋር ተነጋግሩ። ለዚያ ግለሰብ ምን እንዳደረጋችሁ ተናገሩ እና እነሱም ምን እንዳደረጉ ጠይቋቸው። እርስ በእርሳችሁ ጥያቄዎችን ተጠያቂ።
- የራሳችሁ የሆኑትን ታሪኮች ፃፉ እና አብራሩ።
- ስለንባብዎ “ትዊት” ይጻፉ። ስለንባብዎ በ30 ወይም ባነሱ ቃላት ትዊት (ሃሳብ) ይፍጠሩ። ስለሚከተሉት ትዊት ሊደረጉ ይችላሉ፡
 - አሁን ስለመጽሃፍዎ ምን እያሰቡ ወይም እየተገረሙ ነው?
 - ማንበብ ከጀመሩ በኋላ መጽሃፉ ውስጥ ካሉት ገጸ ባህሪያት አንዱ እንዴት ተቅይሯል?



በየቀኑ ስለእርስዎ እያሰብን ነው!

ከልባዊ ምስጋና ጋር፤

የእርስዎ መምህራን


3rd-5th English Weeks 5-6

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.	Look at the food in your home. Create a pretend menu for lunch. Example: Pretzel and jelly sandwich with a side of tuna fish: \$4.67 Chocolate chip scrambled eggs with salsa ice cream: \$5.99	Unscramble these animal names, then draw the animal. caro rwmo cnaotu rumle	Make a t-chart of healthy and unhealthy foods in your home. 	Create your own superhero. Draw and label a costume and superpowers. Write about a time the superhero saved someone.
Monday	Tuesday	Wednesday	Thursday	Friday
Use boxes or books to create a ramp. Find five things to roll down the ramp. What rolls the farthest? What rolls the shortest?	Design a plan for your dream neighborhood. Draw and label a map of the homes, streets, and businesses you would have.	Create a commercial for your new neighborhood. Tell what makes it special and why people should move there.	Listen to any song. Write down any similes you hear. Ex: "I came in LIKE a wrecking ball." 	Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it, and write about its habitat, predators, and prey.

3rd-5th English Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters:</p> <p>S A T</p>	<p>Go on a shape hunt. Find five things in your house for each shape:</p> <p>Rhombus Trapezoid Equilateral</p>	<p>How many words can you make from this word?</p> <p>educational</p>	<p>List 5 things in your home that are solids.</p> <p>List 5 things in your home that are liquids.</p> <p>List 5 things in your home that are gases.</p>	<p>Imagine two of your friends went to your school when no one was there. Write or draw their adventure.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Hide something in your home. Make a treasure map and let a family member try to find it.</p>	<p>Find four things in your home that are magnetic.</p> <p>Find four things in your home that are mixtures.</p> <p>Find four things in your home that are transparent.</p>	<p>Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo.</p> 	<p>Line up all the soap, shampoo, and lotion in your house from smallest to tallest.</p>	<p>Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.</p>

The Kingdom of Happiness

A Reading A-Z Level Q Leveled Book
Word Count: 820

Connections

Writing

Choose four things in your life that make you happy, such as your health or time at home or school. In a paragraph, give examples of how each thing makes you happy.

Social Studies

Research Bhutan and create a poster that shows your findings. Provide facts about the country, including population size, language, religion, currency, and government leaders.

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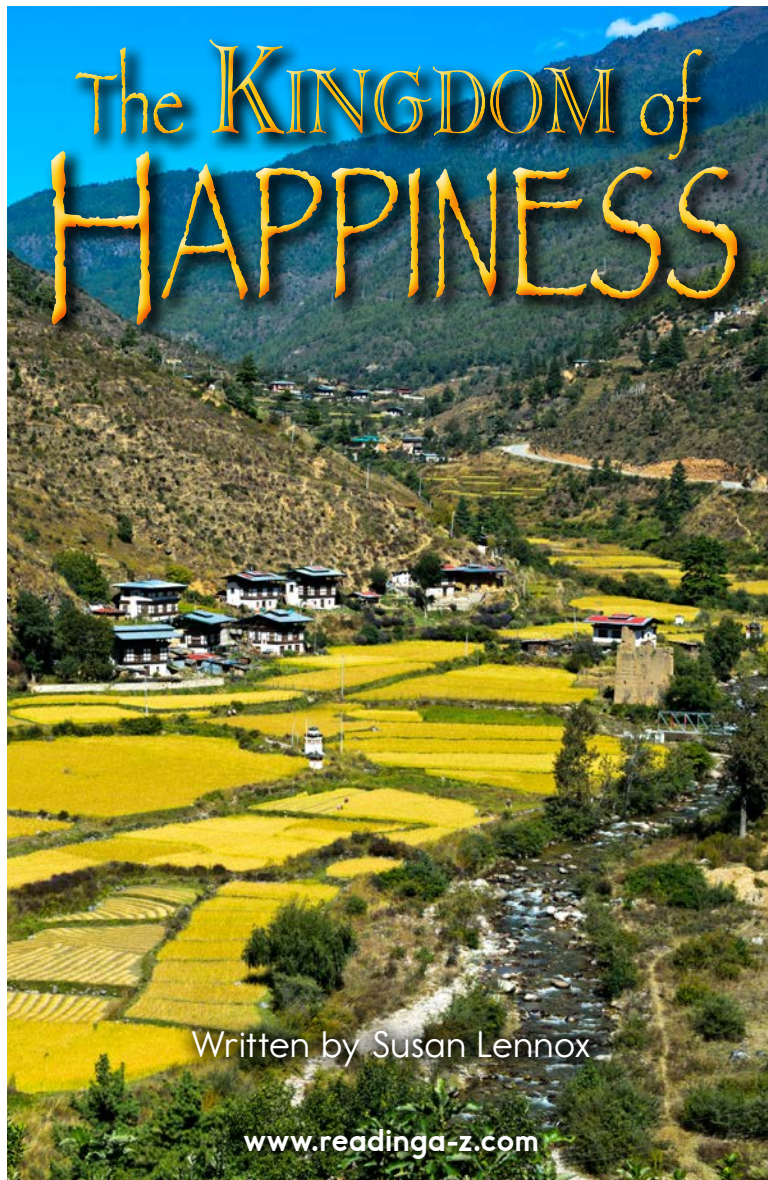
LEVELED BOOK • Q

The KINGDOM of HAPPINESS

**Multi
level
Q•T•W**

Written by Susan Lennox

www.readinga-z.com



Focus Question

Is it important to measure happiness?

Words to Know

analyzed	index
balance	survey
borders	tracking
Buddhists	traditions
festivals	

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Introduction

What is happiness? Happiness can mean many different things to different people. The people of Bhutan (boo-TAHN) think of happiness as being content.

The government of Bhutan wants its citizens to be happy. It thinks happiness is more important than money. That is why the government of Bhutan asks people questions every few years to see how happy they are. This information is used to improve life for everyone in “The Kingdom of Happiness.”

Four Fast Facts About Bhutan

1. Bhutan is in the Himalaya Mountains.
2. The native language is Dzongkha (ZOHNG-kah). Many also speak English.
3. For centuries, Bhutan defended its borders with bows and arrows. Today, archery is the national sport.
4. Bhutan has a king but also has leaders who are elected.



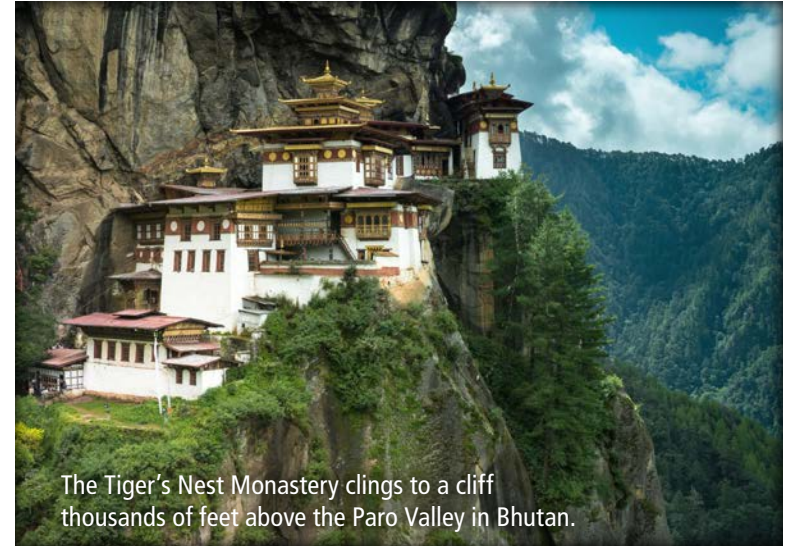


Bhutan's landscape ranges from low plains in the south to the towering Himalaya Mountains in the north.

Growth and Happiness

Bhutan's first happiness interviews took place in 2007. However, the idea of **tracking** happiness came about long before that.

In 1972, a new king was crowned in Bhutan. King Wangchuck was just sixteen years old. The young king loved his country. He wanted it to grow and be successful.



The Tiger's Nest Monastery clings to a cliff thousands of feet above the Paro Valley in Bhutan.

King Wangchuck knew that other countries measure success by money alone. They add up the cost of goods they make and sell. The king did not believe that was right for Bhutan. Most of its citizens were **Buddhists**. They believe that happiness is an important step to leading a good life. Money was only a small part of that.

King Wangchuck wanted his country to be a happy place. Only then would it succeed. He came up with a plan for Bhutan called Gross National Happiness (GNH). It had four key ideas about happiness that would help Bhutan's growth.

Four Pillars of Happiness

Bhutan's government believes that happiness is based on four ideas, or "pillars." These are

government rule, social and work matters, culture and **traditions**, and nature and the environment. The king and his government considered all four pillars when creating new laws.



King Jigme Singye Wangchuck

Gross National Happiness

The measurement for Gross National Happiness is based on things that Bhutanese people value:

1. Good governing
2. Wise handling of money and growth of society
3. Strong support for the Bhutanese way of life
4. Care of the natural world



At first, the four pillars were only guides for people's happiness. There was no real **survey**. Bhutan was a quiet country protected from the modern world. Its people led simple lives and were mostly content. People dressed in Bhutanese clothing. They took time each day to sit quietly with their thoughts. They enjoyed nature. Families spent time together. Then things slowly began to change.



Giant prayer wheels can be found all over Bhutan.



In 1999, Bhutan let television and the Internet into the country for the first time. Bhutan's citizens began to learn more about the world outside their **borders**. The world also began to learn more about Bhutan. People were drawn to its natural beauty and peaceful lifestyle. Many came to visit.

The quiet kingdom now had one foot in the past and one in the modern world. Bhutanese children watched television and played video games. People began using cell phones. Bhutan's leaders became worried. They were afraid that traditions would be lost, and along with them the happiness of Bhutan's people.

Do You Know?

There are no stoplights in Bhutan. One was put up in the capital city of Thimphu, but it was removed. Citizens felt that a stoplight was just too modern. Instead, a traffic officer directs cars through the city's downtown.



Measuring Happiness

The government decided it needed a way to keep track of happiness. It needed something more exact than just the four pillars.

Planners created nine areas, or “domains,” that were based on the four pillars. The domains were then broken down into categories. All the domains and categories made up the Gross National Happiness (GNH) **Index**. The GNH Index gave a more complete picture of happiness.

Next, the government wrote survey questions about GNH. The survey asked about people's lives. Each answer had a number. The numbers were added up to get a happiness score for each person.



In 2007, the government tested the survey. In 2010, the survey was ready to be given across all of Bhutan. Survey teams traveled to mountain villages, valley farms, and cities. More than seven thousand people out of over seven hundred thousand gave information about their lives. This information was **analyzed** using the GNH Index. The happiest people had the highest numbers. The survey found that women, farmers, uneducated people, and senior citizens were the least happy.

The government began to improve health care and daily life. Then another survey was done in 2015. Bhutan learned that its citizens' happiness grew by 1.8 percent!



Prayer flags are a common sight all over Bhutan. They stand for peace and balance.

Is Everybody Happy?

One group of people in Bhutan who were not included in the survey were the Lhotshampa (loh-TSUHM-puh). They first came from Nepal as farmers in the nineteenth century. The Lhotshampa wore different clothes, had different ways of living, and were not Buddhists. In the 1980s the Bhutanese government required all citizens to wear Bhutanese clothing, speak Dzongka, and practice Buddhism.

During the 1990s, tens of thousands of Lhotshampa left Bhutan. Many hope to return someday.

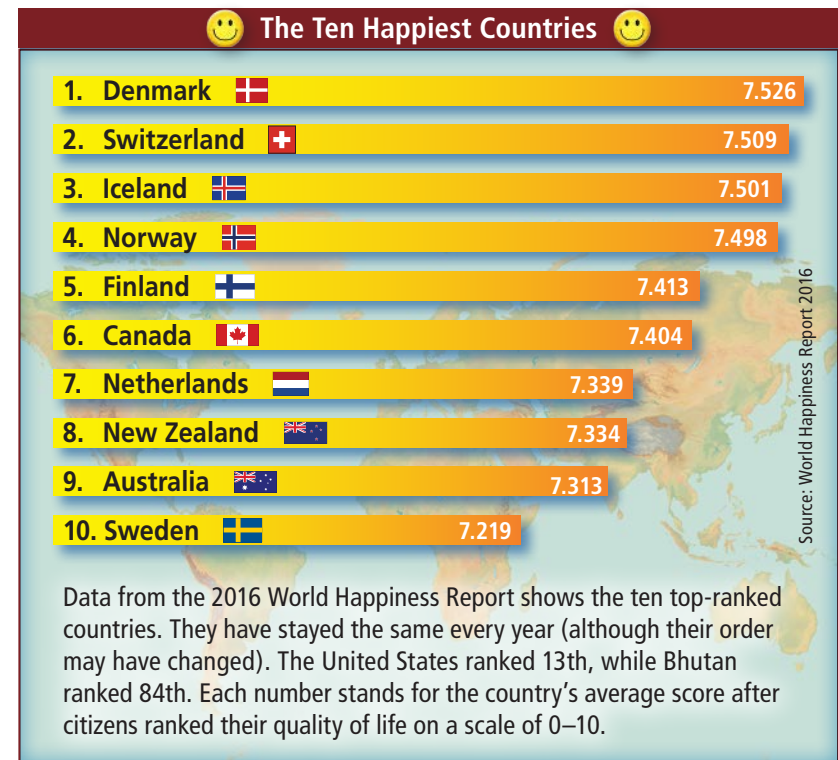


A Lhotshampa woman holds her child while working on a road-building project in Thimphu, Bhutan.

There were some areas, though, where it dropped. People did less volunteer work. Not as many people thought traditions were important. Bhutan will work with its communities to improve in those areas. They may hold **festivals** that include national traditions. The goal is to someday have a population that is 100 percent happy.

A World of Happy People

Other countries around the world heard about Bhutan's GNH Index. Some have made their own index to track their citizens' happiness. In 2007, Thailand created a national happiness index like Bhutan's. South Korea and Great Britain also developed tools based on Bhutan's GNH. In 2009, a big company took a happiness survey of people in the United States.





Money is not as important as personal happiness in Bhutan.

In 2011, the United Nations, an organization of countries around the world, did a study of world happiness. The United Nations put out its first World Happiness Report in 2012. The report listed countries based on their happiness score.

That same year, the United Nations named March 20 the International Day of Happiness. Why March 20? On that day, day and night are equally long. This day stands for the Bhutanese king's belief that **balance** is the key to national happiness.

Glossary

analyzed (<i>v.</i>)	examined closely (p. 12)
balance (<i>n.</i>)	a state in which different parts are equal or in the right proportion to one another; harmony or equilibrium (p. 15)
borders (<i>n.</i>)	lines that divide one country or area from another (p. 9)
Buddhists (<i>n.</i>)	followers of Buddhism, a religion based on the teachings of Siddhartha Gautama in ancient India (p. 6)
festivals (<i>n.</i>)	celebrations or organized series of related events (p. 13)
index (<i>n.</i>)	a number that is used as a measure of something or to show a change in the level of something (p. 10)
survey (<i>n.</i>)	a way of collecting information about something by asking questions of a group of people (p. 8)
tracking (<i>v.</i>)	watching the progress of something; following (p. 5)
traditions (<i>n.</i>)	beliefs or customs that are passed down from year to year and generation to generation (p. 7)

Name: _____

Title: _____

Author: _____

Nonfiction Notes

The topic is

_____.

What I already know
about the topic:

1. _____

2. _____

3. _____

What I learned as I read:

1. _____

2. _____

3. _____

My reactions to what I read:

1. _____

2. _____

3. _____

Animals Feel Emotions

A Reading A-Z Level S Leveled Book
Word Count: 1,167




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Animals Feel Emotions



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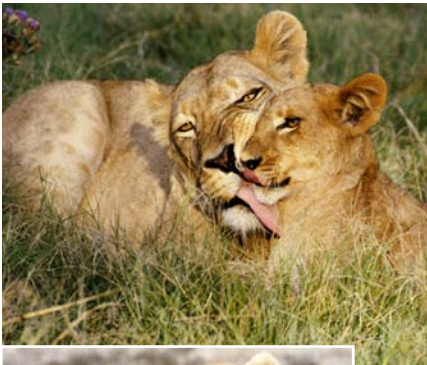


Introduction

Do you think animals are capable of feeling love? I am convinced that animals feel love, as well as many other emotions. Many pet owners and people who work with animals agree with me.

However, many scientists do not go along with this idea. To them, what you and I consider animal emotions are really **instincts**. Instincts are built-in behaviors animals do without thinking that are designed to keep them alive.

In this book, you'll read amazing stories about animals that I believe show that they aren't just behaving on instinct. The stories include tales of **loyalty**, friendship, tenderness, **compassion**, and parental care. As you read, think about how humans would behave in similar situations. When you finish reading, I'm convinced you'll agree that animals can and do feel love.



Echo with members of her herd

An Elephant's Dilemma

Echo was the highest-ranking female in a herd of African elephants being filmed for a wildlife movie. Soon after she gave birth to a male calf, it became clear that the baby was unable to stand. His front legs were bent at the wrist joints, and he couldn't straighten them. He kept raising himself up on his hind legs but couldn't get his front legs to work properly. Echo tried to lift the calf with her trunk, but he simply couldn't walk.

An elephant herd depends on its head female for leadership. It was soon time for the herd to move on to search for food, but the young calf would never be able to keep up since he couldn't walk. Echo didn't want to be separated from the herd, but she refused to **abandon** her new son, Ely. Elephants can survive for several days without food and water, but it's a big risk to stay in one place for too long. Echo had to choose between the herd and her son.



Elephants on the move



A baby elephant sleeps under its mother's legs.

While most of the herd left to search for a new watering hole, Echo and her daughter Enid stayed with Ely. It was hot, and they were soon out of food and water. Echo and Enid managed to move Ely to a small mud hole to splash themselves and the calf with water. Again Echo tried to get Ely to his feet, but he screamed. Because he couldn't stand, Ely was unable to nurse properly. The little guy was soon close to starving. Echo still did not abandon him.

Somehow, the calf survived for two days. On the third day he started putting the bottoms of his feet on the ground and trying to stand up. He kept standing, falling, and trying again. Amazingly, Ely was **eventually** able to walk, and the three found and met up with the rest of their herd.



Elephants at a watering hole

The filmmakers figured that the calf was so large that his front legs were locked in an unnatural position while inside his mother. Somehow Echo knew that Ely just needed time to stretch his legs and get them moving properly. His patient, loving mother risked her life to give the calf just what he needed to survive. In my opinion, Echo clearly felt love for her son.



Ely at age 10 in 2000



Owen and Mzee are close companions..

Mom and Baby?

During the 2004 Asian tsunami, a young hippopotamus named Owen became separated from his mother and was carried far from his home by the ocean's waves. A wildlife ranger rescued him and arranged for Owen to be taken to a wildlife park. Missing his mother, Owen found a substitute mom in a 100-year-old tortoise named Mzee. The unlikely pair are now devoted and inseparable companions.



On the way to the nesting ground

Penguin Parenting

Emperor penguins live in Antarctica, which has one of the harshest climates on Earth. In March, these penguins migrate one hundred miles—on foot or by belly sliding—to their nesting ground. After arriving, the colony huddles together to survive freezing temperatures and high winds. Each penguin also chooses a mate.

In May or early June, the female, whom we'll call Snow, lays an egg. She places it on her feet to prevent it from touching the ground and freezing. As soon as the male—let's call him Ice—sees the egg, he begins singing **ecstatically**. Snow joins him in song, and the pair sing together for as long as an hour as they stare at the egg.



An Emperor penguin holds an egg on its feet to keep it off the ground.

After singing, Snow carefully passes the egg to Ice. He supports it on his feet and covers it with a flap of belly skin to keep it warm. Ice protects the egg from harm while Snow treks back to the ocean to feed. In her absence, Ice eats nothing for nearly four months through a brutal winter while balancing the egg on his feet and barely moving.

The egg hatches in August. When Snow returns from the sea, she sings and dances when she locates Ice. She is even more excited to hear her chick peeping and quickly takes it onto her feet. Ice takes off for the ocean and the promise of a good meal after a long, hard winter of babysitting.



Emperor penguins keep their hatchlings warm and safe.

Snow and Ice give new meaning to “going the extra mile” for their child. During the next few months, Mom and Dad take turns traveling up to 50 miles back to the ocean to feed. The penguin chick is always in the watchful, loving care of one of its parents, who show their love by always keeping their chick safe.



Malamute Mates

Kobuk and Tika, two champion malamute show dogs, were a breeding pair enjoying their doggie retirement. Kobuk, the male, was dominant and demanding of attention from Anne, his owner. He was quick to make his needs known, whether a belly scratch, a meal, or a trip outside. Tika, the female, was much quieter and more **passive**. If someone tried to pay attention to her, Kobuk would grab the attention for himself. He also insisted on going out the door first for daily walks. If Tika was in the way, he'd often knock her down.



Kobuk worried about his companion.

One day, Anne discovered a tumor on Tika's leg that turned out to be **malignant**. Somehow Kobuk knew, and his behavior toward Tika immediately changed. He insisted on staying by her side day and night, and frequently groomed her face and ears. After Tika's leg was **amputated** to remove the cancer, Kobuk watched over her attentively. Anne could tell Kobuk was terribly worried to see Tika suffer.

One night Kobuk woke up Anne with great urgency. He ran over to Tika, and Anne took them both outside. Anne discovered that Tika's belly was swollen and huge. Tika's stomach had filled with air, a condition that can be life-threatening. A visit to an emergency veterinary clinic saved Tika's life, but only because of Kobuk's alert warning. Tika recovered from her surgeries and learned to walk on three legs. Kobuk went back to being his **rambunctious** self—but only after he had proven his **devotion** to his beloved mate.



Tika learned how to get around on three legs.



Marc with Jethro, left, and Zeke.

A Dog with a Big Heart

Jethro was a large, gentle dog who came to his owner, Marc Bekoff, from the Humane Society. Jethro didn't chase animals, even though that behavior is instinctual to most dogs. He preferred to peacefully watch the world around him. One day Jethro brought Marc a baby rabbit that didn't have parents to care for it. While Marc nursed the rabbit over the next two weeks, Jethro insisted on staying right next to the baby's box to watch over her. For months after the rabbit was released back into the wild, Jethro would run to the spot where Marc had let the rabbit go, hoping for a reunion with the rabbit whose life he'd saved.

Conclusion

This book contains just a few of the many inspiring stories of animal love and devotion. These kinds of interactions take place all the time in the animal kingdom when people aren't watching. Each interaction provides **evidence** that animals can and do feel love.

The next time you see animals interacting, consider the fact that they are family to each other. Just because they can't speak the words *I love you*, as humans do, doesn't mean they don't feel the emotion behind the words. Their loyalty, devotion, and compassion for each other leave no doubt that animals are capable of love.



Glossary

abandon	leave behind (p. 7)
amputated	cut off (p. 16)
compassion	feeling for the suffering of others and wanting to help (p. 5)
devotion	great love and commitment (p. 17)
ecstatically	extremely joyfully (p. 13)
eventually	finally, after a long delay (p. 9)
evidence	information that proves something is true or false (p. 19)
instincts	patterns of behavior animals do without thinking about them (p. 4)
loyalty	being committed (p. 5)
malignant	dangerous, deadly (p. 16)
passive	not active (p. 15)
rambunctious	noisy, active, and full of excitement (p. 17)

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What are one fact and
one opinion in
“An Elephant’s Dilemma”?


 Reading a-z

Fact or Opinion

What is the introduction
mainly about?


 Reading a-z

Main Idea and Details

What does the father
penguin do after the
egg hatches?


 Reading a-z

Sequence Events

How does Kobuk’s
behavior change after
Tika becomes ill?


 Reading a-z

Compare and Contrast

What effect does the
author’s tone have
on the reader?


 Reading a-z

Evaluate

Do you agree with the
author or the scientists
about animal emotions?
Why?


 Reading a-z

Evaluate

Social Emotional Learning

Highline families,

In this packet, you will find several resources to use with your student. First, you will notice a lesson on establishing a family charter. The purpose of this activity is to create a document in which everyone in the home has an opportunity to express how they want to feel in this time of shared space and time. Each household member also then shares what actions each person can do to help each person feel that way. Additionally, you will find a series of lessons on mindful breathing and movement. These types of strategies are proven to support reduced stress and increased calming when practiced. Give them a try with your student!

Highline Schools Social Emotional Learning Team

Familias de Highline,

En este paquete, encontrará varios recursos para usar con su estudiante. Primero, verá una lección para establecer un acuerdo familiar. El propósito de esta actividad es crear un documento en el que todos en casa tengan la oportunidad de expresar cómo quieren sentirse en estos momentos de espacio y tiempo compartidos. Luego, cada uno comparte que pueden hacer para ayudar a sentirse de esa manera. Adicionalmente, encontrará una serie de lecciones sobre como estar consciente de la respiración y el movimiento. Se ha demostrado que estos tipos de estrategias reducen el estrés y aumentan la tranquilidad cuando se practican. ¡Póngalas a prueba con su estudiante!

Equipo de Aprendizaje Socioemocional de las Escuelas de Highline

Thân gửi gia đình học sinh thuộc học khu Highline,

Trong tập tài liệu này, quý vị sẽ thấy một số tài nguyên sử dụng cho học sinh con em của quý vị. Trước hết, quý vị sẽ nhận thấy một bài học về việc thiết lập một điều lệ gia đình. Mục đích của hoạt động này là tạo một tài liệu mà trong đó mọi người ở nhà có cơ hội diễn tả họ muốn cảm thấy như thế nào trong thời gian và không gian chung này. Mỗi thành viên trong gia đình cũng chia sẻ công việc gì mà mỗi người thực hiện để giúp mỗi người cảm thấy như vậy. Hơn thế nữa, quý vị sẽ thấy một loạt các bài học thư giãn về thở hít và chuyển động. Những phương cách này đã được chứng minh để hỗ trợ việc giảm sự căng thẳng và gia tăng sự trầm tĩnh khi được thực tập. Xin hãy thử cùng với học sinh con em của quý vị!

Nhóm Học Tập Cảm Xúc Xã Hội Học Khu Highline

Qoysaska Highline,

Bushqadan, waxa aad ka heli doontaa dhawr macluumaad oo uu ardaygu isticmaali karo. Marka kowaad, waxa aad ogaan doontaa daris kusaabsan dejinta caqdiga qoyska. Ujeedada hawshani waa in la sameeyo waraaqo uu qof kasta oo guriga jooga uu fursad ugu heli karo uu makraa ku sheegayo dareenkooda wakhtigan meelaha iyo wakhtiga la wadaago. Xubin kasta oo qoyska ah waxa ay sidoo kale sheegi doontaa talaabooyinka qof kasta uu samayn karo si uu markaa qof kastaa u dareemo sidaa. Sidoo kale, waxa aad heli doontaa duruus taxane ah oo neefsiga iyo dhaqaaqa maskax furnida ah. Noocyadan khidadaha ahi waxaa la xaqiijiyay inay taageeraan yaraynta warwarka oo ay kordhiyaan xasiloonaada marka lagu celceliyo. Waxa aad isku wada daydaan ardaygaaga!

Kooxda Waxbarashada Dareenka Bulshada Dugsiyada Highline

የHighline ቤተሰቦች

በዚህ ፓኬት ውስጥ ከልጅዎ ጋር የሚጠቀሙባቸውን በርካታ መገልገያዎች ያገኛሉ። በመጀመሪያ ፣ የቤተሰብ ቻርተር ስለ መመሥረት ትምህርት ያገኛሉ። የዚህ ልምምድ ዓላማ በቤት ውስጥ ያለ ሰው በሙሉ በዚህ የጋራ ቦታ እና ጊዜ ውስጥ ምን ሊሰማው እንደሚችል ለመግለጽ እንዲችል ዕድል ለመፍጠር የሚያስችለውን ሰነድ መፍጠር ነው። እያንዳንዱ የቤተሰብ አባል የሆነ ሰው እንዲህ ዓይነት ስሜት እንዲሰማው ለማድረግ እያንዳንዳቸው ሰዎች ሊያደርጓቸው የሚችሏቸውን እርምጃዎች ያካፍላል። በተጨማሪም፣ በማስተዋል ስለሚደረግ አተነፋፈስ እና እንቅስቃሴ ላይ ተከታታይ ትምህርቶችን ያገኛሉ። እነዚህ ዓይነቶች ዘዴዎች ተግባራዊ በሚሆኑበት ጊዜ ጭንቀትን ለመቀነስ እና መረጋጋትን ለመጨመር እንደሚረዱ ተረጋግጧል። ከእርስዎ ልጅ ጋር ይሞክሩዋቸው!

የHighline ትምህርት ቤት ማኅበራዊ ስሜት ትምህርት ቡድን

The Charter

What is it?

The Classroom Charter is a tool that can help us create the positive, supportive social-emotional environments that we know are best for learning. The Charter is like a promise we make to one another, or an agreement.

How it Works:

The Charter describes how we want to feel at school and what we can do to ensure that everyone has those feelings more consistently.

Everyone has a voice in its creation and plays an active role in bringing it to life.

The Charter is considered a “living” document – meaning once it’s created, teachers and students make a habit of checking-in with the Charter throughout the school year.

Why it Matters:

When there is a climate of emotional support and warm relationships between teachers and students, and students among one another, there is an increase in productivity and wellbeing, greater likelihood of academic success, and better outcomes for students as they become adult community members. The same is true for families.

Family Charter

As a family, we want to feel...
Trusting
Valued
Understood
Happy
Loved
Safe

Behaviors that could help us have these feelings more often are:

The Charter is guided by two questions:

1. How do you want to feel when we’re together?
2. How will we help each other have these feelings more often?

Charters are created and used effectively by members of classrooms, schools, businesses, organizations, and homes.

RULER ANCHOR

THE CHARTER

THIRD GRADE

MY NAME _____

DATE _____

Duration: 20 minutes on first day, and 5 minutes on each following day for a week.

1

Family members and grown ups, please read this first before your child leads the activity.

Key Ideas:

- The quality of how we interact socially in the classroom – among students and teachers – creates the emotional climate of the classroom and influences how we feel about ourselves and one another.
- Research shows that when we feel emotionally connected and respected, we are more successful learners.

Activity Goals:

The goal of this assignment is for your third grader to:

- Cultivate goodwill toward oneself and others as a daily practice.
- Notice if this practice is contributing to feeling warmly toward others and to a positive emotional climate at home.

Activity Steps:

1. Your third grader should ask each family member for three specific words to describe how they want to feel at home, and write them down on the Activity Sheet.
2. The remainder of the activity will be a silent daily practice and reflection for your third grader.

Word Bank

Our experience has been that families often like to use words like these. Which words do you like? Feel free to include other emotion words that may not be listed.

Belonging	Loved	Safe	Welcomed	Warm
Supported	Respected	Comfortable	Empowered	Content
Excited	Nurtured	Encouraged	Appreciated	Happy
Grateful	Relaxed	Connected	Peaceful	Understood

2

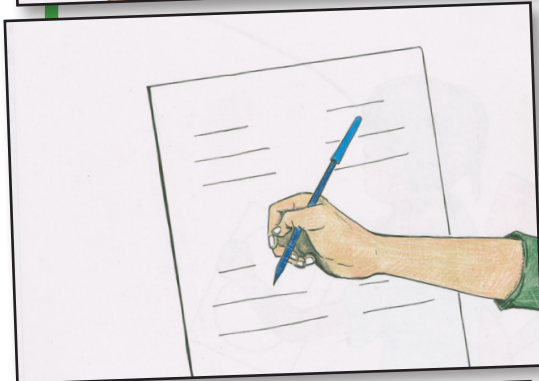
Student, follow the first steps and then have fun doing the activity!

First Step

Student, do this first in your own words, then go to the activity.

Tell your family about the Classroom Charter and how it works at school.

The Activity



With Your Family:

1. Ask each person in your family to share three emotions they'd like to feel more often at home.
2. Write a list of those words on Activity Sheet 1. Remember to include yourself.

On Your Own:

1. Find a quiet place within yourself or your environment. Think about the 3 feelings you'd most like to have at home and send yourself a wish for each. For example, if you chose loved, you can say, "May I feel loved." Put your whole heart into it.
2. Repeat this for all 3 feelings.
3. Then, think of each family member. One at a time, wish them the 3 feelings they would most like to have. For example, if your brother says he'd like to feel "respected," "happy" and "funny" then thinking of him, you would say to yourself, "May you feel respected. May you feel happy. May you feel funny." Repeat this for each member of your family. Put your whole heart into it.
4. Remember, this activity sheet is just for you to see – no one else needs to look at it – but you can share it if you want.



3

Interview family members!

ACTIVITY SHEET 1

HOW WE WANT TO FEEL AT HOME

INSTRUCTIONS:

Write down the name of your family member and three ways they want to feel at home.

Name _____

How I'd like to feel at home:

1

2

3

Name _____

How I'd like to feel at home:

1

2

3

Name _____

How I'd like to feel at home:

1

2

3

Name _____

How I'd like to feel at home:

1

2

3

Name _____

How I'd like to feel at home:

1

2

3

Name _____

How I'd like to feel at home:

1

2

3

4

Reflect on how you felt.

ACTIVITY SHEET 2
SENDING FEELING WORD WISHES

Draw a picture of yourself sending feeling word wishes to yourself and family members.

Write down how you felt after sending wishes to each of your family members for one week:

Creating a Family Charter

The Family Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our home. Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.

Getting Started

Planning:

- Find a time when everyone is feeling calm, focused, and ready to work together.
- Use a comfortable area like the living room or the dinner table.

Materials:

- Construction paper or blank sheets of paper, and colored pencils or markers or computer.



Step 1: How do we want to feel in our family?

- Ask everyone to think about how they would like to feel at home.
- Ask everyone to write down 5-8 feelings they want to have at home more often.
- Combine all the feeling words on one master list.
- Discuss each word and notice which feeling words have similar meanings. For example, if you have both "appreciated" and "valued" on the list, can you choose just one?
- Narrow the list down to the top 5 emotions you want to feel more often, and write them down a new piece of paper.

Step 2: What can we do in order to have those feelings?

- For each word, discuss one or two specific, observable behavior(s) that each family member would need to exhibit in order to have the feeling as often as possible.
- For example, 'being nice' is not a real behavior. Smiling or saying 'good morning' to each other are behaviors that everyone can see.

Putting it all together!

- Now it's time to pull all the pieces together and create your own living document.
- Be creative! Use your family's talent and have fun together.
- There are no limits: it can be big or small, colorful, or filled with drawings. What's most important is that you have a final document that includes the top 5 feelings, and the specific and observable behaviors that promote the feelings
- Once the Family Charter is complete, everyone must sign it! Everyone's voice matters!
- Display your Charter prominently in your home so everyone can keep these feelings and behaviors in mind throughout the day.

Keeping the Family Charter Alive

- Schedule weekly or monthly family meetings to review the Charter. What's working? What's not?
- Revise the Family Charter as needed. It should be a living agreement.
- Have each family member set a daily or weekly goal related to part of the Charter that he or she finds the most challenging to honor.
- Be creative - post weekly quotes, send out family emails, perform spontaneous acts to demonstrate the feelings in the Charter and show appreciation for your family members.
- Celebrate your accomplishments!

VISUAL & PERFORMING ARTS

Learning Activities Grades 2-3

Home Packet #3, May 2020

MUSIC

- Bounce a ball to the beat of a favorite or familiar song. Try: Bounce High, Bounce Low
- Create your own hand clap game to play along with a song. You can include: High-Fives, Stomps, Pats, Claps, Snaps. What pattern can you make and perform?
- Think of and share times you hear music that is always quiet (like a lullaby). Think of and share when you hear music that is always loud (such as a parade or sporting event). When do you hear music that has moments of both loud and quiet?
- Make up a lullaby to help someone (or a pretend character like a stuffed animal) go to sleep. OR make up a song that would be used like an alarm clock to wake someone up!
- Draw a picture of something that makes a loud sound.
 - In music, we call loud sounds *forte*.
- Draw a picture of something that makes a soft sound.
 - In music, we call soft sounds *piano*.

THEATRE

- Perform a play using finger puppets.
- Act out your favorite fairytale.
- Act out your favorite storybook and put on a play for your family.

VISUAL ART

- **Recyclable projects:** Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape and/or glue and make a sculpture.

Drawing & Painting/writing prompts:

- Go to a window in your home. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, too!
- Trace around something small and circular, such as a toilet paper tube, or yogurt container. Trace 20 circles. Make each circle into something different- a pizza, a flower, a happy face, etc.
- Take a box or can from your cupboard. Wrap paper around the outside to cover the label. Then draw your own new label. Think of something new, funny, disgusting or delightful that you wish were in the box or can. Advertise it well on the outside so people will want it! (ex. Noodle Worm Soup with Muddy Meatballs)

Invent:

- What can this become? Start with any shape (hand, circle, square, even just a mark) and use your imagination to turn the shape or mark into something

ARTES DRAMATICAS Y VISUALES

Actividades de aprendizaje grados 2-3

Materiales de actividades para hacer en casa #3, mayo del 2020

MUSICA

- Rebota una pelota al ritmo de una canción favorita. Trata: Rebote alto, rebote bajo
- Crea tu propio juego aplaudiendo al ritmo de una canción. Puedes incluir: High-Fives, Stomps, Pats, Claps, Snaps. ¿Qué patrón se puede crear y hacer?
- Piensa y comparte momentos en los que escuchas música tranquila (como una canción de cuna). Piensa y comparte momentos en los que escuchas música alta (como un desfile o un evento deportivo). ¿Cuándo escuchas música que tiene momentos de alto y bajo?
- Inventa una canción de cuna para ayudarle a alguien (o a un personaje de mentira como un animal de peluche) a dormir. O ¡inventa una canción que se utilizaría como un reloj despertador para despertar a alguien!
- Dibuja algo que haga un sonido fuerte.
 - En la música, llamamos a los sonidos fuertes *forte*.
- Dibuja algo que haga un sonido suave.
 - En la música, llamamos a los sonidos suaves *piano*

TEATRO

- Haz una obra de teatro con títeres de dedo.
- Dramatiza tu cuento de hadas favorito.
- Dramatiza tu libro favorito de cuentos y haz una obra de teatro para tu familia.

ARTE VISUALES

- **Proyectos reciclables:** Toma artículos cotidianos como tubos de cartón, tapas, cartones de huevos, cajas y envases de plástico, cinta adhesiva y/o pegamento y haz una escultura.

Instrucciones para dibujar/pintar y escribir:

- Ve a una de las ventanas de tu casa. Dibuja todo lo que veas por la ventana. Recuerda que las cosas de cerca se ven más grandes que las cosas que están lejos. ¡Acuérdete también la superposición!
- Traza alrededor de algo pequeño y circular, como un tubo de papel higiénico o un recipiente de yogur. Traza 20 círculos. Haz que cada círculo luzca diferente - una pizza, una flor, una cara feliz, etc.
- Toma una caja o lata. envuélvela en papel para cubrir la etiqueta. A continuación, dibuja una nueva etiqueta. Piensa en algo nuevo, divertido, repugnante o encantador que desearías que estuviera en la caja o en la lata. ¡Anúncialo bien para que la gente lo desee! (por ejemplo, Sopa de gusano de fideos con albóndigas de barro)

Inventa:

- ¿En qué se podría convertir esto? Comienza con cualquier forma (mano, círculo, cuadrado, incluso sólo una raya) y utiliza tu imaginación para convertir la forma o raya en algo

Thể hiện & Nghệ thuật trình diễn

Những hoạt động học tập Lớp 2-3

Tập hồ sơ tại nhà # 3, tháng Năm 2020

Âm nhạc

- Đập một trái banh để nảy lên theo nhịp với bài hát mà bạn ưa thích hoặc quen biết. Thử: đập để nảy lên cao, nảy thấp
- Tạo một trò chơi vỗ tay để chơi theo nhịp với bài hát. Bạn có thể gồm có Chạm Tay: (High-Fives), Dậm Chân, Vỗ Nhẹ, Vỗ Tay, Tạo Âm Thanh Nhẹ (Snaps). Bất cứ kiểu nào bạn có thể làm và thực hiện được?
- Nghĩ về và chia sẻ những lần bạn nghe nhạc luôn êm dịu nhẹ nhàng (như nhạc ru trẻ (lullaby). Nghĩ và chia sẻ khi bạn nghe âm nhạc luôn có âm thanh lớn (như khi diễn hành hoặc thể thao). Khi nào thì bạn nghe thấy nhạc chỉ trong giây lát có cả hai âm thanh lớn và nhẹ nhàng?
- Tạo một bài hát ru em (lullaby) để giúp ai đó (hoặc giả dụ nhân vật là một con thú nhồi bông) đi vào giấc ngủ. Hoặc tạo một bài hát để sử dụng giống như đồng hồ báo thức để đánh thức ai đó trở dậy!
- Vẽ hình của vật thể mà vật thể này tạo ra âm thanh lớn.
 - Trong âm nhạc, chúng ta gọi âm thanh lớn là dữ dội (*forte*).
- Vẽ hình của một vật thể, mà vật thể này tạo ra âm thanh êm dịu.
 - Trong âm nhạc, chúng ta gọi âm thanh êm dịu là nhẹ nhàng (*piano*)

Kịch trường

- Trình diễn một vở kịch bằng cách sử dụng ngón tay để điều hành búp bê múa rối (finger puppets.)
- Diễn tả qua hành động về một câu chuyện cổ tích mà bạn ưa thích.
- Diễn tả qua hành động về tập truyện yêu thích của bạn và trình diễn cho gia đình của bạn.

Nghệ thuật qua thị giác (VISUAL ART)

- **Dự án tái chế (Recyclable projects):** Lấy mọi thứ hằng ngày như ống các tông, nắp đậy, hộp đựng trứng, hộp và bao bì nhựa, băng và/hoặc keo dán và làm một tác phẩm điêu khắc.

Vẽ & Vẽ tranh / Viết lời chú thích:

- Đi tới cửa sổ của nhà bạn. Vẽ mọi thứ mà bạn nhìn thấy ở ngoài cửa sổ. Nhớ là những thứ ở gần thì lớn hơn những thứ ở xa. Nhớ có những thứ chồng chéo lên nhau!
- Đồ (trace) chung quanh những vật nhỏ và tròn như cái ống (tube) của cuộn giấy vệ sinh, hoặc hũ đựng yogurt. Đồ 20 hình thể vòng tròn. Tạo mỗi vòng tròn khác nhau – như một bánh pizza, một bông hoa, một khuôn mặt vui vẻ, vân vân ...
- Lấy một cái hộp hoặc cái lon ở trong tủ. Bọc giấy ở ngoài để che nhãn hiệu đi. Rồi bạn vẽ một nhãn hiệu mới! Nghĩ về một số thứ mới như tức cười, khủng khiếp hoặc vui vẻ mà bạn muốn có ở trên hộp hoặc trên lon. Quảng cáo tốt ở bên ngoài để người ta thích nó! (thí dụ: Canh Mỳ Sợi với những miếng thịt thật mềm dẻo).

Phát minh:

- Cái này có thể trở thành gì? Bắt đầu với bất cứ hình thể nào (tay, tròn, vuông, ngay cả chỉ là một dấu) và dùng sự tưởng tượng của bạn để đổi hình thể hoặc dấu thành một vài thứ khác.

FARSHAXAN MUUQAAL& BANDHIGA

Hawlaha Waxbarasho ee Fasalka 2-3

Bushqada Guriga Lambar 3, Maajo 2020

MUUSIG

- Waxad aad dhulka la dhaxdaa kubad si aad u samayso codka hees aad jeceshahay ama aad garayso. Isku day: Inaad Kor u Tuurto Kubada, Inaad Yaar U Tuurto kubada
- Waxa aad samaysataa geem sacab ah oo kuu gaar ah oo aad ciyaarto inta ay heestu socoto. Waxaa ku dari kartaa: Shan Sacab Oo Cod Dheer, Joogsi, Uruurin, Sacab, Suul Dhabaalayn. Maxaad doonaysaa inaad samayso oo aad so bandhigto?
- Ka fikir oo waxaad eegtaa wakhti aad maqashay muusiga markasta aamusan (sida lullaby). Ka fikir oo waxaad sheegtaa wakhti aad maqashay muusig mar kasta cod dheer (sida maarajaanka ama munaasabada isboortiga). Goorma ayaa maqashay muusig leh wakhti uu aamusan yahay iyo mar uu dheer yahay?
- Waxaad samaysaa lullaby si aad cid ugu caawiso (ama waxa aad canjishaa waxyaabaha sida caruusadaha) si uu u seexdo. AMA waxa aad samaysaa hees aad doonayso in jalaska ku toosinaya aad u isticmaasho!
- Waxaad sawirtaa sawir wax sameeya cod dheer.
 - Muusiga, waxaanu ugu yeedhnaa cod dheer codka *foorteembo*.
- Waxaad sawirtaa sawir wax sameeya cod dabacsa.
 - Muusiga, waxa aad ugu yeedhnaa cod jilicsan codka *binaayo*.

TIYAATARKA

- Waxaad soo bandhigtaa bandhig adiga oo isticmaalaya caruusadaha faraga la gashado.
- Waxa aad matashaa sheekada aad jeceshahay.
- Waxa aad matashaa buuga sheeko ee aad ugu jeceshahay oo waxa aad usoo bandhigtaa qoyskaaga.

FARSHAXANKA MUUQAALKA AH

- **Mashruuca wixii dib loo isticmaalayo ee alaab ah:** Waxaad soo qadataa alaabaadka maalin kasta aad isticmaaho sida kaadh la duubay, fur, kartoona beedka, kartoona, iyo bushqada caag ah, xabagee iyo/ama xabagta dareeraha ah iskugu dhaji oo waxa aad ka samaysaa taalo.

Sawir & Wax ku Sawir/tilmaamona ku qor:

- Waxaad qabataa daaqada gurigaaga. Waxa aad sawirtaa wax kasta oo aad daaqada ka aragtay. Waxaad xasuusataa in waxyaabaha soo dhawi ay ka cad yihiin waxyaabah fog. Xasuuso is dul saarka, agab
- Waxaad la socotaa wax yar iyo goobaabta, sida kilinikis la duubay, ama weelka yoogarka. Waxaad la socotaa 20 wareeg. Waxa aad goobaab kasta ka dhigtaa wax ka duwan - biisa, daqiiq, waji faraxsan, iwm.
- Waxa aad kartoona ama daasad kasoo kaartaa kartoona. Waxaad duubtaa dushiisa si aad u qariso calaamada. Kadibna calaamadaada ku sawir. Waxa aad ka fikirtaa wax cusub, qosol ah, wiswis leh ama lala yaabo oo aad dooni lahayn in uu kartoona ama

daasada uu kuugu jiro. Waxaad si wanaagsan ugu xayaysiisaa dadka kale ee banaanka ee aad doonayso ! (tusaale, Maraq Noodle oo Leh Fud Hilib ah oo Ciid Leh}

Ikhtiraac:

- Muxuu kani noqon karaa? Waxa aad ku bilawdaa qaabab (gacan, goobaab, afar gees, xataa kaliya calaamad) oo waxa aad isticmashaa fikirkaaga si aad qaabka ama calaamadaa wax ugu badali lahayd

የእይታ እና የስነ-ጥበብ ትወናዎች የመማሪያ እንቅስቃሴዎች ከ 2 -3 ክፍሎች

የቤት ፖክ#3፣ግንቦት 2020

ሙዚቃ

- በሚወዱት ወይም በሚያውቁት ዘፈን ምት ኪሱን ያንጥሩ። ይሞክሩት፡ ከፍ ፣ ዝቅ አድርጎ ማንጠር
- ከዘፈን ጋር አብረው ለመጫወት የራስዎን የእጅ ማጫገጫገጠ ጭዋታ ይፍጠሩ። የሚከተሉትን ሊያካትቱ ይችላሉ፡ ከፍተኛ-ወለሎች፣ በማጫህ፣ በዝግታዎች፣ ጭገጫዎችን፣ በማቆራረጥ። ምን ዓይነት ንድፍ መስራት እና ማከናወን ይችላሉ?
- ሁሌም ፀጥ ያለ ሙዚቃ (ለምሳሌ እንደ አሎቢቢ) የሚሰሙበትን ጊዜ ያስቡ እና ያጋሩ። ሁልጊዜ ከፍ ያለ ሙዚቃ (እንደ ሰልፍ ወይም የስፖርት ዝግጅት) ሙዚቃ የሚሰሙበትን ጊዜ ያስቡ እና ያካፍሉን። ጭኸት እና ፀጥ ያለ ሙዚቃዎች መቼ መቼ ይሰማሉ?
- የሆነ ሰው እንዲተኛ (ወይም እንደ የተጠቀሰ እንስሳ የሚመስል ገፀ ባህሪ) ለመርዳት አንድ አምድ ያዘጋጁ። የሆነሰው ከእንቅልፉ ለማንቃት ወይም እንደ የማንቂያ ሰዓት የሚያገለግል ዘፈን ያዘጋጁ!
- ከፍተኛ የሆነ ድምፅ የሚንመስል ስዕል ይሳሉ።
 - በሙዚቃ ውስጥ፣ ከፍተኛ ድምጾች ፈርቴ ብለን እንጠራቸዋለን.
- ለስላሳ ድምፅ የሚያመጣ ነገር ስዕል ይሳሉ።
 - በሙዚቃ ውስጥ፣ ለስላሳ ድምጾችን ፒያኖ ብለን እንጠራቸዋለን.

ቴያትር

- የጣት አሻንጉሊቶችን በመጠቀም ጭዋታ ያከናውኑ።
- የምትወደውን ተረትተረት ተዉን።
- የእርስዎን ተወዳጅ የታሪክ መጽሐፍ ያውጡ እና ለቤተሰብዎ በመተወን ይጫወቱ።

የእይታ ስነ-ጥበብ

- **ድጋሚ ጥቅም ላይ የሚውሉ ፕሮጀክቶች፡** እንደ ካርቶን ቱቦዎች፣ ክዳኖች፣ የእንቁላል ካርቶን፣ ሳጥኖች እና የፕላስቲክ ማሸጊያዎች፣ ፕላስቲክ እና/ወይም ሙጫዎች ያሉ የዕለት ተዕለት ነገሮችን ይውሰዱ እና የቅርፃ ቅርጽ ስራ ይስሩ።

ስዕል እና የቀለም ስዕል/የጽሑፍ ጥያቄዎች።

- በቤትዎ ውስጥ ወደ አንድ መስኮት ይሂዱ ። በመስኮቱ ከውጭ በኩል የሚያዩትን ሁሉ ይሳሉ። ያስታውሱ ቅርብ ያሉ ነገሮች በጣም ሩቅ ከሆኑት ነገሮች እንደሚበልጡ ያስታውሱ። ስለተደራረቢ መሳሪያም፣ ያስታውሱ!
- እንደ የመጻፃጃ ወረቀት ቱቦ፣ ወይም የእርጎ መያዣ ያለ ትንሽ እና ክብ ነገር ዙሪያ ይፈልጉ። 20 ክቦችን ይሳሉ። እያንዳንዱን ክብ ወደ አንድ የተለየ ነገር ይቀይሩ - ፒዛ፣ አበ ፣ ደስተኛ ፊት፣ ወዘተ።
- ሳጥን ወይም የቆርቆሮ እሽግ ከቁምሳጥንዎ ውስጥ ይውሰዱ ። ምልክቱን ለመሸፈን በውጭው ዙሪያ ወረቀት ይጠቅላሉ ። ከዚያ የራስዎን አዲስ ምልክት ይሳሉ። በሳጥኑ ውስጥ ወይም በ ቆርቆሮው እሽግ

የእይታ እና የስነ-ጥበብ ትወናዎች

የመማሪያ እንቅስቃሴዎች ከ 2 -3 ክፍሎች

እንዲኖር የሚፈልጉት አዲስ፣ አስቂኝ፣ አስጸያፊ ወይም ደስ የሚል ነገር ያስቡ። ሰዎች እንዲፈልጉት በሽፋኑ ላይ በደንብ ያስተዋውቁት! (ለምሳሌ፡- ኑድል የትል ሾርባ ከጭቃማ ክብ ክብ ስጋዎች ጋር)

ፈጠራ፡

- ይህ ምን ሊሆን ይችላል? በማንኛውም ቅርጽ (እጅ፣ ክብብ፣ ካሬ፣ ምልክት ብቻ) ይጀምሩ እና የራሱን ሃሳብ ይጠቀሙ ቅርጹን ወይም ምልክቱን ወደ አንድ ነገር ለመቀየር