

## Summer Learning for Incoming 3<sup>rd</sup> Grade Scholars

We embrace our families and caregivers as vital partners in the education of all our scholars, as reflected in our strategic plan commitment of “schools can’t do it alone”. We care deeply about your child’s academic and social emotional learning.

### Summer Learning Support for Families and Scholars

This summer we will be providing resources and support for scholars to ramp up their learning to prepare for returning next school year. The purpose of this work is to prepare your child for the upcoming grade level and get practice with the upcoming grade level’s skills. You can support your child’s learning by doing the following:

- Share the importance of studying and completing schoolwork so they continue their learning growth
- Provide space/location to allow for quiet practice of skills
- Celebrate the completion of work
- Read together/talk about books

Using the suggested grade level weekly schedule below, scholars will maintain their daily learning practice in reading and math.

3 <sup>rd</sup> Grade Schedule	Monday	Tuesday	Wednesday	Thursday
<b>Literacy</b> Pg. 3	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu
<b>Physical/Social Emotional Activity</b> Pg. 22/23	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu
<b>Math</b> Pg. 16	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath
<b>Reading</b>	30 minutes of independent reading	30 minutes of independent reading	30 minutes of independent reading	30 minutes of independent reading

**Online Resources:** Login to FWPS Launchpad for access to the following programs: [learn.fwps.org](http://learn.fwps.org)

- iReady MyPath Lessons (K-8)
- Typing Agent
- Imagine Learning
- Wonders ConnectEd Resources

## Incoming 3<sup>rd</sup> Grade Summer Learning

**Directions:** The following packet of learning activities is provided to help prepare you for 3<sup>rd</sup> grade. Practicing these essential skills and keeping your mind engaged will help you hit the ground running upon returning to the classroom in the Fall. If you do a little each day, it will keep the concepts fresh in your mind. We look forward to seeing you back in class!

### Weekly Activity Overview

- \_\_\_\_\_ Read a book of your choice for 30 minutes every day
- \_\_\_\_\_ Complete 20 minutes of Reading on Wonders ConnectEd or choose from assigned tasks in the Reading/Writing menu
- \_\_\_\_\_ Complete 20 minute of iReady online math lessons (MyPath) or choose from the Math Menu. Each week complete one math task
- \_\_\_\_\_ Do something active every day from the Activity/Health or Social Emotional menu

Here is a suggested schedule for times:

Schedule	Monday	Tuesday	Wednesday	Thursday
<b>Literacy</b>	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu	20 min on Wonders ConnectEd Resources OR Reading/Writing menu
<b>Physical/Social Emotional Activity</b>	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu	15 min Activity Menu
<b>Math</b>	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath	20 min Math Menu or Math Task Or iReady MyPath
<b>Reading</b>	30 minutes of independent reading	30 minutes of independent reading	30 minutes of independent reading	30 minutes of independent reading

Math and Reading: iReady My Path: access on your launchpad  
Wonders ConnectEd Resources: access on your launchpad

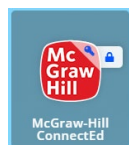


## English Language Arts

Standards addressed:

3.RI.1 and 3. RL1: ask and answer questions about text (fiction and non fiction)	3. RL.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3.RF.3 Know and apply grade-level phonics
3.W.8: Recall information from experiences or gather information from print and digital sources	3.RF.4 Read with sufficient accuracy and fluency to support comprehension.	3.L.4 Determine meaning of unknown words and phrases

**Directions:** Each day, practice 20 reading independently **OR** choose a reading/writing activity from the menu. Online resources for reading books and articles are listed below the menu. Some articles have also been included in this packet. Think of the menu like BINGO and try to get a blackout or repeat your favorites as many times as you want!



**Wonders ConnectEd Directions:** Access on your launchpad. Spend at least 20 minutes reading. Once you're finished you can explore the games available there, too.

**Helpful ELA Sites** - The following websites provide online books and reading/writing practice:

### Reading

King County Library Summer Reading: <https://kcls.org/summer/>

Summer reading information video: <https://w3.kcls.org/srp/KCLS%202020%20Summer%20Reading%20Program.mp4>

Time for Kids: <https://www.timeforkids.com/>

Scholastic: <https://classroommagazines.scholastic.com/support/learnathome.html>

Tween Tribune: <https://www.tweentribune.com/>

Read Aloud Stories: <https://www.storylineonline.net/>

Funbrain: <https://www.funbrain.com/books>

Books in English and Spanish: <https://www.uniteforliteracy.com/>

International Digital library for kids: <http://es.childrenslibrary.org/>

Collection of Reading activities: <https://www.bbc.co.uk/teach/primary/zd7p47h>

### Writing:

Scribble and Ink Stories and Games: <https://pbskids.org/scribblesandink/draw>

Story Cube: <https://www.pbs.org/parents/crafts-and-experiments/play-a-storytelling-game>









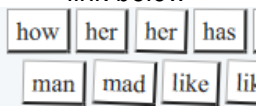


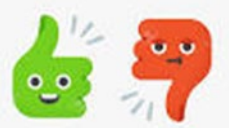




Story Maker: <https://pbskids.org/pinkalicious/games/pinkcredible-story-maker>

Magnetic Poetry: <http://play.magneticpoetry.com/poem/Original/kit/>

Create your own comic: <https://www.makebeliefscomix.com/>

ES Prompts: <http://canteach.ca/elementary/prompts.html>

## English Language Arts Menu



<p>Read a book of your choice 20 min. and draw a picture of the setting. Include images to show time and place.</p> 	<p>Read one of the attached articles and respond to the prompt.</p> 	<p>Read 20 minutes out loud to your pet from a reading of your choice. Write a tweet your pet would say in response to the reading.</p> 	<p>Read 30 minutes under a blanket with a flashlight. Write about how your location impacts your reading experience.</p> 	<p>Read 20 minutes in a book of your choice. Create a bookmark with images that represent the theme of the book.</p> 
<p>Read one of the online articles. Make a one-pager that summarizes the central idea with images and at least one quote.</p> 	<p>Use Flip or another recording app to record yourself reading aloud for 20 minutes. Share the video with a family member.</p> 	<p>Read one of the online articles. Write down 3-5 unknown vocabulary words. Predict what they mean from context clues then look them up</p>	<p>Read 20 min in a book of your choice and create a comic strip for the section you read today. Try using the comic creator below.</p>	<p>Read 20 minutes in a book of your choice. Create a collage of items the main character would love.</p>
<p>Set up a time to meet virtually with a friend. Each of you read 20 min. in the book of your choice ahead of time. Discuss what you read.</p> 	<p>Read 20 min. in a book of your choice. Create a poem about the main character. Try using the magnetic poetry link below</p> 	<p>Read outside for 20 minutes. When done, design a new book cover for the book you are reading.</p> 	<p>Read an online article from one of the websites below. Write a summary paragraph of the article and share it with a family member.</p> 	<p>Read a book of your choice for 20 min. Write a review either recommending or not recommending the book. Use evidence.</p> 
<p>Read one of the online articles out loud to a family member. Discuss if you agree with the author or not and why.</p> 	<p>Read 20 min. in the book of your choice. If your main character was a super hero/villain who would they be? Write your response.</p> 	<p>Read one of the online or attached articles. What is one cause/effect relationship you notice?</p> 	<p>Read 20 minutes in a book of your choice. Write about how the story would change if you could completely change the setting.</p>	<p>Read 20 min. in the book of your choice. Write a short script, changing the dialogue between two characters.</p> 



# FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.

## Complete one weekly Reading and Writing Activity

Week		
1	<p><b>Central Message – The Boy on the Bike</b> Learn about the lesson learned by the boy on the bike in the text below</p> <ul style="list-style-type: none"> <li>Video: <a href="https://www.youtube.com/watch?v=GDKp8m5YnWc">https://www.youtube.com/watch?v=GDKp8m5YnWc</a></li> </ul>	
2	<p><b>Central Message – The Girl and the Apples</b> Identify the key details and the central message in the text below</p> <ul style="list-style-type: none"> <li>Video: <a href="https://www.youtube.com/watch?v=TxWF2ivgGZc">https://www.youtube.com/watch?v=TxWF2ivgGZc</a></li> </ul>	
3	<p><b>Recounting Stories – A Bundle of Sticks</b> Retell the story below by telling the key events in order</p> <ul style="list-style-type: none"> <li>Video: <a href="https://www.youtube.com/watch?v=w33-m8-geuM">https://www.youtube.com/watch?v=w33-m8-geuM</a></li> </ul>	
4	<p><b>Recounting Stories – Brother and Sister</b> Retell the story below by adding key details and identifying the most important ones.</p> <p>Video: <a href="https://www.youtube.com/watch?v=bGrswrRZZ4I">https://www.youtube.com/watch?v=bGrswrRZZ4I</a></p>	



**Section 1 Activities**

**Introduction**

## Lesson 8 Determining the Central Message



**Learning Target**

Use the key details and events of a story to figure out the central message, or lesson, that the author wants to share with readers.

- **Read** Many stories have a **central message**, or lesson, the author wants to share. The story teaches the lesson through the characters, the events that happen, and what the characters learn.

As you read, looking for the **key details** will help you to find the central message and understand what you read.

**Look at the cartoon. Think about a lesson the boy learns by the end.**





Theme: Tales of Wisdom Lesson 8

**Think** The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

### Key Detail

### What Is the Central Message?

► **Talk** Using the key details in the chart, talk about the central message of the cartoon.



Use these phrases to talk about the text.

- central message
- key details





Read

Genre: Fable

# The Girl and the Apples

by Tala Rutchel

- 1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.
- 2 The girl asked the farmer, "Quick, tell me how long you think it will take me to get back home."
- 3 The farmer thought carefully. Then he said, "Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It's your choice."
- 4 The girl thought, "How can that be? How can it take so long if I go fast?"
- 5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.
- 6 And suddenly . . . bump! Off fell some apples.
- 7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.



## Close Reader Habits

**Underline** key details that help you figure out the central message.





**Explore**

**How can key details help you figure out what lesson the girl in the story learns?**



To find the central message, think about what each key character says and does.

**Think**

- 1 Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

**Key Details (the Girl)**

**Key Details (the Farmer)**

**What Is the Central Message?**

**Talk**

- 2 Think about the message of the story. Talk about what the girl learned.



**Write**

- 3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 14 to write your answer.

**HINT** What might the girl think about the farmer's advice by the end of the story?



**Write** Use the space below to write your answer to the question on page 13.

## The Girl and the Apples

- 3 Short Response** What is another lesson the girl might learn from what happened?

**HINT** What might the girl think about the farmer's advice by the end of the story?

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Don't forget to check your writing.



## Lesson 7

# Recounting Stories



### Learning Target

**Retell or recount stories from around the world by telling key events in the order in which they happened.**

- **Read** When you **recount** a story, you are retelling the story in your own words. Be sure that you include the key details and **events** that happened in the beginning, middle, and end. Tell the events in the **sequence**, or order, in which they happened.

**Read this story. Think about what happens at the beginning, middle, and end. Then reread the story. What are the most important details?**

## A Bundle of Sticks

Long ago, a mother had three children who were always arguing. "Your arguing sounds worse than the clucking of all the hens in the world," their mother told them. She wanted them to stop!

One day she got an idea. She gathered the children around her. Then she took a stick and broke it. "See how easy it is to break one stick?" she asked. Then she tied three sticks together. She asked each child to try to break the sticks. None of the children could break the bundle.

The mother told the children, "We're just like the sticks. When we don't stay together, our family is weak. When we stay together, nothing can break us apart."

The children understood! From that day forward, they didn't argue (as much).





Theme: Stories from Around the World Lesson 7

## Lesson 7

## Beginning

### Middle

**End**



## Academic Talk

Use these words to talk about the text.

- recount
- setting
- sequence
- events
- character



# Brother and Sister

a folktale from Korea

- 1 Long ago, a brother and sister grew rice to sell. Through the long summer, they worked together to care for the rice paddies. In the fall, they harvested all the rice and put the rice into bags. Each got the same number of bags.
- 2 After one harvest, the brother announced he was soon to be married. The sister knew her brother would need money to buy a new house for his bride. She didn't feel the rice was divided fairly, so that night, she took an extra bag of rice to her brother's house in secret.
- 3 The brother, too, felt the rice was not divided fairly. His sister had a large family. She would need more rice. So that night, the brother took an extra bag to his sister's house in secret.
- 4 The next day, the brother and sister counted their rice bags. Strange! Both had the same number as before. So that night, when the moon was full, they made another attempt. In the moonlight, the brother and sister each saw the other carrying a bag of rice! They laughed. The mystery was solved.



## Close Reader Habits

**Underline** the sentences that tell the key events.



**Explore**

**How do you choose which details to include when you recount a story?**



To decide whether a detail is important, think about whether the story makes sense without it.

**Think**

- 1** Recount the folktale "Brother and Sister" by adding key details to the chart below.

<b>Beginning</b>	<i>A brother and sister grow and sell rice. They each get the same number of bags of rice.</i>
<b>Middle</b>	<i>Sister</i> <i>Brother</i>
<b>End</b>	

**Talk**

- 2** Using the details from your chart, take turns retelling the story with your partner.



**Write**

- 3 Short Response** Which details from the chart do you think are most important? List them and tell why you chose them. Use the space provided on page 37 to write your answer.

**HINT** What details would you need to help a friend understand what happens in the story?





**Write** Use the space below to write your answer to the question on page 36.

## Brother and Sister

- 3 Short Response** Which details from the chart do you think are most important? List them and tell why you chose them.

**HINT** What details would you need to help a friend understand what happens in the story?

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Don't forget to check your writing.



## Math

The following math domains/standards for math practice will be covered in these menu's and online learning:

Numbers and Operations in Base Ten	Operations and Algebraic Thinking	Measurement & Data
Geometry	Model with Mathematics	Make sense of problems and persevere in solving them



**iReady Directions:** Sign into Launchpad to access your iReady My Path lessons. Spend at least 20 minutes working on MyPath or a teacher assigned lesson. Once you're finished you can explore the games available there, too.



**Math Menu Directions:** Choose one activity from the Math Menu on the next page. Once you have done an activity you can color it in or cross it off the chart. Think of the menu like BINGO and try to get a blackout or repeat your favorites as many times as you want!



**Math Task Directions:** There are math tasks aligned to next years learning that you can complete. Try to complete one task each week!

**For further practice try one of these sites:**

Khan Academy: <a href="http://khanacademy.org">http://khanacademy.org</a>	PBS Kids: <a href="https://pbskids.org/games/math/">https://pbskids.org/games/math/</a>
Math Playground: <a href="https://www.mathplayground.com/">https://www.mathplayground.com/</a>	Sheppard Games: <a href="http://www.sheppardsoftware.com/math.htm">http://www.sheppardsoftware.com/math.htm</a>

### Multiplication Facts:

Fill in the following multiplication table to help you practice your facts! (HINT: Practice skip counting to fill it in)

1	2	3	4	5	6	7	8	9	10	11	12
2											
3											
4											
5											
6											
7											
8											
9											
10											



## MATH MENU

Build something with blocks. What's the tallest tower you can make using only 20 blocks. How tall is it? Could you change your design and make it even taller?	How many ways can you make \$2, using only coins? What if you had to use at least three different coin values?	Have a scavenger hunt to find different shapes with the same number of sides. How are they the same or different?	Play a dice game like Yahtzee or Farkle	Create a "guess the measurement" game. In the game players will need to estimate and measure the lengths of certain items. Be creative designing your game.
Plan a meal for your family or friend. Find recipes with fractions in the ingredient list. With an adult make the meal/recipe.	Fold a piece of paper in half 2 times. Open it. How many rectangles? Now fold it in half again. How many rectangles? Predict how many rectangles you'd have if you folded it once more.	Find a place outside where you can observe creatures. Watch for 10 minutes. Record what you see. Create a bar graph to show what you discover.	Make the largest and smallest numbers you can using the digits: 4, 1, 7, 8, and 2. Find the difference and sum of these two numbers.	When you're shopping, add up all the costs as you go. Try to estimate the total. Check your answer at the register.
Would you rather have one dozen cookies or 2 cookies every night for one week? Why?	Create a code using letters and numbers and write a message to someone. Give them the key and see if they can crack the code.	<b>FREE SPACE</b>	Find a partner. Have them use a calculator and ask you math problems. You do mental math, they use the calculator and see who can get the correct answer first!	Draw a map of your house, to scale. Include a key that shows what everything is.
Practice your multiplication facts using flash cards or by skip counting.	Make an array using any objects. See if someone can figure out how many there are without counting. If they can't think of a way to figure it out, show them a strategy.	Complete a jigsaw puzzle of at least 500-pieces. Try 1000 or bigger!	Figure out how many hours of sleep you got last night. If you got that much sleep every night, how many hours would you sleep in a week? What about a month?	How many days until the first day of school? (Sept. 2) How many hours is that?
Play Connect Four, Monopoly, or Checkers	Using a calendar, figure out how many days are left in this year. Can you figure out a short cut so you don't have to count every day?	Find a measuring tool (like a ruler or tape measure) and record measurements of objects in your house (shelves, chairs, people)	Teach someone at home your favorite shortcut for some multiplication facts you know.	Play a card game like War or make up your own!



## Week 1 Task: Add Within 1,000 Using Strategies I Know

### What You Do

1. Take turns. Pick a letter and read the addition statement next to it.
2. Find the matching letter on the **Recording Sheet**. Then solve the problem in that space. Explain the strategy you use.
3. Your partner checks by modeling the problem or by using a different strategy.
4. Repeat until all the letters are used.

<b>A</b>	$328 + 143$
<b>B</b>	$480 + 62$
<b>C</b>	$574 + 240$
<b>D</b>	$164 + 586$
<b>E</b>	$400 + 116$
<b>F</b>	$306 + 213$

I can use place value, base-ten blocks, and a number line to help me add.



<b>A</b>  $328 + 143 = \underline{\hspace{2cm}}$	<b>B</b>  $480 + 62 = \underline{\hspace{2cm}}$
<b>C</b>  $574 + 240 = \underline{\hspace{2cm}}$	<b>D</b>  $164 + 586 = \underline{\hspace{2cm}}$
<b>E</b>  $400 + 116 = \underline{\hspace{2cm}}$	<b>F</b>  $306 + 213 = \underline{\hspace{2cm}}$



## Week 2 Task: Model Subtraction

You'll need a number cube  or a way to randomly choose a number between 1-6.

1. Toss the number cube three times to make a three digit number.
2. Write the three digit number in the second row of one of the grids below.
3. Then write a number in the third row to make the difference 100. Each answer should be 100.
4. Draw a model to support your thinking. Repeat the process with every section.

*The ones and tens digits  
have a difference of 0.  
The hundreds digits have  
a difference of 1.*



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### Week 3 Task: Mental Math Models

1. Read the equation in the first box and solve it in your head.
2. Record your strategy by drawing what you pictured in your head in the box.
3. Do this for each problem until you've filled the boxes. Did you try new strategies? If not, think of another way you could have solved it!

Warm up with these mental math problems first:

$30 + 30$	$7 + 3 + 8 + 2$	$40 + 60$
$29 + 29$	$6 + 1 + 4 + 9$	$70 + 30$
$29 + 28$	$5 + 2 + 5 + 8$	$10 + 90$

Problem One:  $150 + 70$

Problem Two:  $240 + 60$

Problem Three:  $690 + 170$

Problem Four:  $500 - 120$





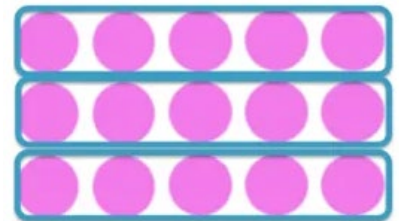
### Week 4 Task: Making Groups with Arrays

Draw a line to match the arrays to the descriptions. Then come up with your own array in groups at the end. Draw the groups and write the numbers that match.

3 groups of 2



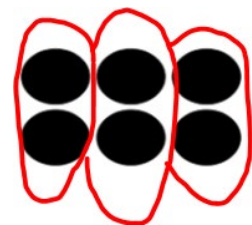
3 groups of 5

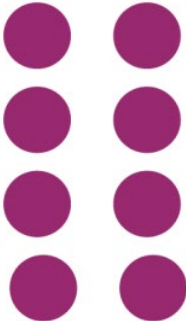
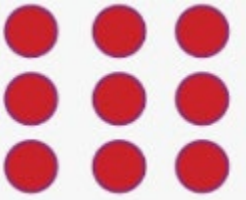


3 groups of 4



4 groups of 5



 _____ groups of _____	 _____ groups of _____
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## 3-5 Health and Physical Activity Menu

**Activity & Health Menu Directions:** Choose one activity from the menu on the next page to complete each day. Once you have done an activity you can color it in or cross it off the chart. Think of the menu like BINGO and try to get a blackout or repeat your favorites as many times as you want!

Move It Monday	Take Out Tuesday	Wellness Wednesday	Thumpin' Thursday	Fitness Friday
<b>Play Catch</b> Get any kind of ball or crumpled up piece of paper and play catch with a family member. Start close to each other, then take a step backward every time a catch is made. How far apart can you get?	<b>Mindful Snack</b> When eating a snack today, pay attention to the taste, feel, sound, smell, and look of the snack. What do you notice? Is the snack healthy or a "sometimes food"? What is a healthy snack that you enjoy?	<b>Shape Breathing</b> Draw any shape or design on a piece of paper. Slowly breathe in and breathe out as you trace your finger along the shape. This can help you calm your mind when you are feeling anxious.	<b>Chicken Dance 24-7</b> Did you know you can do the moves to the chicken dance to ANY song. If you can hear 8 beats in a song, you can do the Chicken Dance to it. Try it! This is an oldie! <a href="https://youtu.be/l5slspLfmXM">https://youtu.be/l5slspLfmXM</a>	<b>Alphabet Walk</b> Ask a parent or family member to go on a walk with you. See if you can find things along your walk that start with each letter of the alphabet. For example: A = airplane B = bus stop
<b>Steady!</b> Walk from room to room in your house while balancing a book on your head. How many minutes can you go without using your hands to keep the book in place or without the book falling? On your tiptoes?	<b>Opposites</b> Can you eat an entire meal using your opposite hand? So – if you're right-handed, can you eat a meal using mostly your left hand?	<b>Warm Hands</b> Rub your hands together until they are warm. Place them over your closed eyes and breathe in and out. Try this again later when you are in bed and getting ready to sleep.	<b>Fortnite</b> Pick different dances from the Fortnite characters and try and master them. How many can you learn before the end of summer? <a href="https://youtu.be/cgMcfS8Z6sw">https://youtu.be/cgMcfS8Z6sw</a>	<b>S-T-R-E-T-C-H</b> Pick five different muscles to stretch. Hold each stretch for 20 seconds. Remember – feeling a little stretch is ok – pain means you are going too far and you need to back off a little.
<b>Strike It</b> Get any kind of ball or crumpled up piece of paper and strike it (hit it) with your hands and arms to keep it up in the air. How many times can you strike it before it hits the ground? Try with a partner.	<b>Water</b> Count how many glasses of water you drink in a day. Do you know how much water you should drink? How can you find out? How does water help your body?	<b>Mindful Senses</b> What do you notice around you? Find: 5 things you see, 4 things you feel, 3 things you hear, 2 things you smell, and 1 thing you taste.	<b>Cha Cha Slide</b> Do you know how to do the Cha-Cha Slide? If yes – teach someone in your house. If no – watch to move along with the cues. <a href="https://youtu.be/wZv62ShoStY">https://youtu.be/wZv62ShoStY</a>	<b>Strong Arms</b> Crab walk around the room during a commercial of your favorite TV show. Can you go the whole time?
<b>Obstacle Course</b> Can you make an obstacle course inside your house or in your yard? Try going over, under, through, around . . . How quickly can you complete the course safely? Can you beat yourself? Race someone?	<b>Colors</b> Try to eat three different colors of fruits and vegetables today. Why is eating different colored foods important? If you don't know, where can you go to find out?	<b>Positive Self-Talk</b> Be sure to talk to yourself today like you would talk to someone you love – be kind. Notice if there are times you aren't talking kindly to yourself and think of a different way to say it.	<b>Git Up</b> Can you learn this dance by Blanco Brown? <a href="https://youtu.be/wExuLoDzRIM">https://youtu.be/wExuLoDzRIM</a>	<b>Random</b> Pick six exercises. Number them and write them on a paper. Roll one dice (di) to see which exercise to do. Roll two dice to see how many times to do it!
<b>Helper</b> Do something to help around the house or yard today. What muscles are you using to do the work? What kind of fitness are you working on? How does it feel to help out?	<b>Shopping Search</b> The next time you go with someone to the grocery store, look closely at the different vegetables in the vegetable aisle. Are there any that you don't know the names of? See if you can find three of those and learn their names.	<b>Cool Off the Pizza</b> Imagine you have a hot slice of pizza in front of you. Slowly breathe in like you are smelling the pizza. Then, slowly breathe out to cool it off.	<b>Dance it Out</b> Play your favorite song. Listen to see if you can hear 8 beats in the song. Make up a dance that has four moves that you can do to the beat. Can you do it for the whole song? Can you teach it to someone?	<b>Alphabet Push-Ups</b> Get in a push-up position. Lift one hand off the floor and tap your opposite shoulder while saying the first letter of the alphabet. Then touch the other shoulder and say the second letter. Can you get to Z?



## Social Emotional Learning

### Social Emotional Learning-15 minutes each week

**Directions:** Each week choose one or more activities from the menu to do. Once you have done an activity you can color it in or cross it off the chart. You can also repeat your favorites as many times as you want!

**Helpful Sites** – If you have technology available, the following sites can be used to support social emotional learning at home too!



How We Feel App:  
Scan QR code to download the app.



Free Mindfulness Videos on YouTube:

- English: <https://www.youtube.com/playlist?list=PLiaUKiwbIHMQDQLCXoPaMMYotIdKIUQCw>
- Spanish: <https://www.youtube.com/playlist?list=PLiaUKiwbIHMSzAac5smgxc98Huui9KwC->

Second Step Activities and Resources for Families  
<https://www.secondstep.org/free-sel-resources/families>

Bullying Prevention Resource  
[Captain Compassion: You Have the Power to Prevent Bullying!](#)





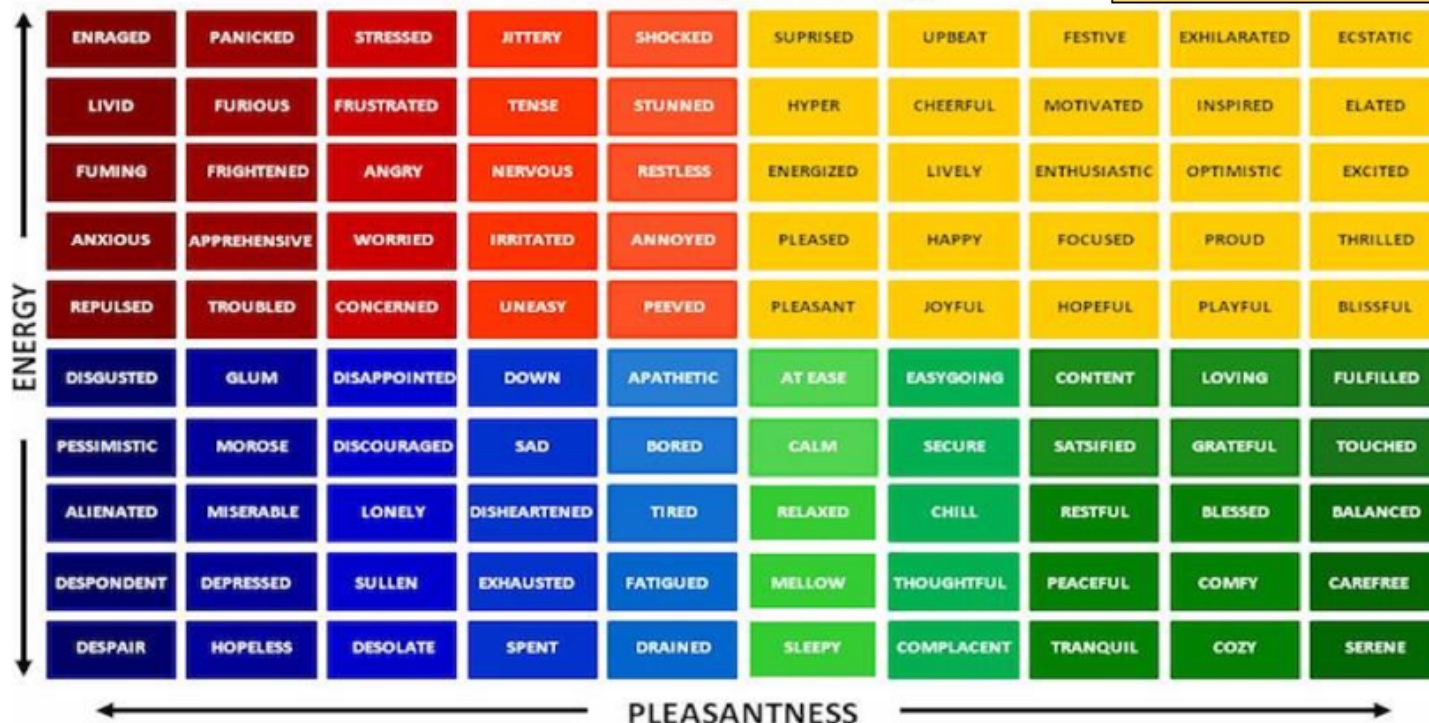
# MOOD METER

How are you feeling?

Feelings in the yellow quadrant are high in energy and high in pleasantness.

Feelings in the red quadrant are high in energy and low in pleasantness.

Feelings in the blue quadrant are low in energy and low in pleasantness.



Feelings in the green quadrant are low in energy and high in pleasantness.

## To use the Mood Meter...

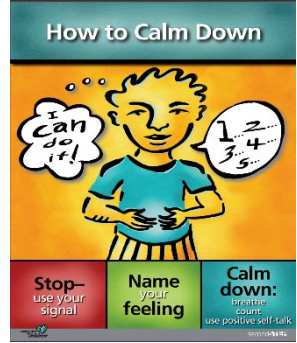

1. Think about how much energy your body has and if you're feeling pleasant or unpleasant feelings and try to identify which quadrant you are in.
2. Then try to find a word that best names how you feel.

Example: I feel like my body has energy, but it's kind of an unpleasant feeling. I think I'm feeling annoyed because I have to wait until it's my turn to play...







## Social Emotional Learning Menu

<p><b>*Self-Awareness*</b></p> <p><b>Getting Into Our Feelings,</b> or emotions provides us with information about what we think and how we may act.</p> <p>Feelings are not good or bad, and naming our emotions is a superpower!</p>	<p><b>Track Your Feelings for a Day:</b></p> <p>Keep track of your feelings for one whole day on the worksheet provided (see worksheet below menu). Write or draw what was happening when you had those feelings for each part of the day.</p> <p>Keeping track of your feelings can help you be more aware of how they're affecting you.</p> <p>If you name a strong feeling, or emotion, it engages your thinking brain and helps you begin to calm down.</p> <p><b>Reflect at end of day, or next morning.</b></p> <ul style="list-style-type: none"> <li>What types of feelings did you have?</li> <li>Did you have more positive emotions at any times of day? Why?</li> </ul> <p>Did you have more negative emotions at any times of day? Why?</p>	<p><b>How Would You Feel If...?</b></p> <p>Read each scenario below and use the Mood Meter or feelings chart above to identify how you would feel if you were in each situation.</p> <p><b>Scenarios:</b></p> <ul style="list-style-type: none"> <li>Getting to watch your favorite show.</li> <li>You get hurt playing at the park</li> <li>A birthday party gets canceled because the family is sick.</li> <li>Your friend makes fun of you.</li> <li>Your parents or caregiver stop to get you ice cream or a treat.</li> <li>You lost in a video game or board game.</li> <li>It's raining and you can't go play outside.</li> <li>You are learning something new (how to ride a bike or play a game or instrument).</li> </ul> <p>You get to go to a friends' or families for a sleepover.</p>	<p><b>Calm Down Strong Feelings:</b></p> <ol style="list-style-type: none"> <li>Stop</li> <li>Name your feeling</li> <li>Take deep breaths (put your hands on your belly to feel yourself breathing)</li> </ol> <p>Say "Stop" and name your feelings to begin calming down.</p> <p>When did you use calm down strategies this week? Why? What was your strong feeling? Draw. Write. Share your strategy with one other person.</p> 
<p><b>*Self-Management*</b></p> <p><b>Mindfulness</b> is both a practice and a way of relating to life. It is being present in the moment with kindness and curiosity.</p>	<p><b>Loving-Kindness Buddy Wishes</b></p> <p>Close your eyes. Sit up tall. Take a deep breath in and a deep breath out. Think of one kind wish to send to yourself. It can be sending yourself Peace, Love, Courage, Hope or the chance to just be. Breathe in the kind wish deep into your heart and slowly breathe out.</p> <p>Take a deep breath in and a deep breath out. Take a moment and think of a kind wish to send to a person who could use a bit of love. This could be a grandparent, sibling, friend, or it can be someone in need. If you have a chance, share your kind wish with the person.</p> <p>How do you feel after a mindfulness exercise? Use the feelings chart.</p>	<p><b>Practice Using Your 5 Senses</b></p> <p>Have your child look around their room to find:</p> <ul style="list-style-type: none"> <li>1 thing they can see</li> <li>1 thing they can touch</li> <li>1 thing they can hear</li> <li>1 thing they can smell</li> <li>1 thing they can taste</li> </ul> <p>This is an exercise that can help manage strong emotions by focusing on what is around you.</p> <p>How do you feel after focusing on your 5 senses? Use the feelings chart.</p> 	<p><b>Be Like Nature</b></p> <p>Go outside, ideally in nature (park, yard) with a trusted adult or friend who can read the practice below.</p> <p><u>Think and share:</u> What is your favorite part of nature? How does being in nature make you feel?</p> <p><u>Practice:</u> Sit or stand. Close your eyes. We can be like beautiful parts of nature. Our body is like a tree- it grows and it is strong. Sit tall like a tree and stretch your hands and fingers out like branches. Our breath is like the wind blowing- take two big, slow breaths. Breathing in...breathing out, blowing out the wind. The sun is like the part of us that is warm and kind. As the sun shines on the tree, we feel our body. What body parts do you feel- just by noticing? Smile like the sun and say, "May I be happy." Open your eyes and look around- You are amazing!</p>



# FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.

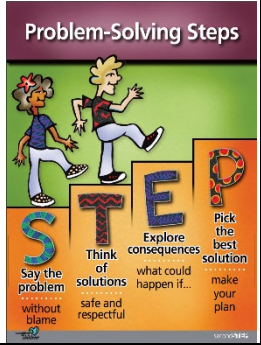

<p><b>*Self &amp; Social Awareness*</b></p> <p><b>Gratitude</b> is noticing the good things in life and saying thank you for them.</p>	<p><b>A Time I Felt Grateful</b></p> <p>We can feel gratitude for things we have, things that someone gives us, or things that are part of our daily life that we may not give much thought to. We can also feel grateful for things in nature (rain) or other important things in our lives.</p> <p>Write or draw a picture about a time that you felt grateful and what you were grateful for, or who you were grateful to. If you can, tell the person.</p>	<p><b>Gratitude Journal</b></p> <p>A gratitude journal helps us notice the good things happening in our lives and say thank you for them.</p> <p>Expressing gratitude can change your mood and help you feel more connected to others. It also trains your brain to focus on the positive.</p> <p>Each day, for one week, write or draw at least one thing you are grateful for. Why are you grateful for that thing? (see last page for gratitude journal)</p>	<p><b>Practicing Gratitude:</b></p> <p>Think about something that brought you happiness this week. It can be something simple!</p> <p>Remember that happy thing. Notice how you feel when you think about it. Silently, say thank you. Notice how it feels to say thank you.</p> 
<p><b>*Self &amp; Social Management*</b></p> <p><b>Safe &amp; Healthy Summer</b> skills and strategies.</p>	<p><b>Follow Directions:</b></p> <p>Listening helps you have fun AND stay safe.</p> <p>What Skills for Learning do you use to follow directions?</p> <p>Think about a time that you followed directions this week.</p> <ul style="list-style-type: none"> <li>How did it keep you safe?</li> </ul>  <p>LIVE HEALTHY &amp; SAFE</p>	<p><b>Info to Remember or Learn!</b></p> <p>Do you know the address where you are living? Do you know your parent/ caregiver's first and last names and phone numbers?</p> <ul style="list-style-type: none"> <li>If yes, share it with an adult family member or older sibling to practice and help you remember.</li> <li>If no, ask your family to help you learn it this summer.</li> </ul> <p><b>Reflect:</b></p> <p>Who are safe adults that you can talk to?</p> <p>Where are safe places that you can go near where you live? Draw. Write. Hang it up to remind you!</p>	<p><b>Safety, It Rules! (by Jenny Pritchett, Common Sense Media)</b></p> <p>We need to be safe whenever we're online So we follow these rules, to have a good time!</p> <ol style="list-style-type: none"> <li>Always ask your parents/ caregivers first.</li> <li>Only talk to people you know.</li> <li>Stick to sites just right for you!</li> </ol> <p>And we'll be safe wherever we go!</p> <p><b>Reflect: Write or Draw.</b></p> <p>What did you do online this week that was fun? Did you follow the online safety rules?</p> <ul style="list-style-type: none"> <li>Share with your home adult.</li> </ul>





# FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A BRIGHT future.

<p><b>*Self &amp; Social Management*</b></p> <p>You can be assertive, play fair and problem-solve to stay safe, get along with others and keep having fun.</p>	<p><b>Be Assertive:</b> Respectfully say what you need or stand up for others, without being mean or hurtful.</p> <p><b>Brainstorm:</b> What is the difference between being assertive, aggressive, and passive when you talk to others?</p> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Ask an adult for help in an assertive way ("Can you please help me?").</li> <li>Face the person you're talking to.</li> <li>Keep your head up and shoulders back.</li> <li>Use a calm, firm voice.</li> <li>Use respectful words.</li> </ul>	<p><b>Play Fair:</b> It is fun to play with our friends, family, and new kids in person and online!</p> <p>Remember when you play with others to...</p> <ul style="list-style-type: none"> <li>Take turns</li> <li>Trade or share items</li> <li>Invite others to play</li> <li>Use your words to tell someone what you need or want</li> <li>Be an upstander to bullying in your neighborhood or online</li> </ul> <p><b>Write or Draw:</b> What did I do to play fair this week? How did it make me feel? How did others feel?</p>	<p><b>Solve Problems</b> "How should I do this?" Finding solutions to problems. <u>S</u>ay the Problem Without Blame <u>T</u>hink of Solutions that are Safe &amp; Respectful. <u>E</u>xplore Consequences (What would happen if...) <u>P</u>ick the Best Solution and Make Your Plan</p> <p>Pick a problem that you have had this summer. Practice the 4 STEPs above with your problem.</p> <p>How can this problem-solving process help you at home? In your neighborhood? At school?</p> 
<p><b>*Self-Efficacy*</b></p> <p><b>Looking Ahead!</b> How will you keep growing your brain this year?</p> 	<p><b>Note to Self</b> Draw or write about three things that went well today or this week. <i>What were you thinking? How were you feeling? What did you do?</i></p> <p>Draw or write about your best possible future self. <i>Who will you be when you grow up? What will you do? What do you like about that future person? Why are those things important to you?</i></p>	<p><b>Courage Creatures</b> What is courage? "Being brave isn't about not feeling scared. Being brave is about what you do even when you do feel scared." Courage can be loud (easy to see and looks brave) or quiet (something inside- reading what you wrote in front of the class).</p> <p>Imagine you have a courage creature living inside your heart. On a paper, draw what you think your courage creature would look like with detail. Think of what being courage or bravery means to you as you draw your creature.</p> <p>What does your courage creature need courage for? What does courage feel like in your body or your courage creature's body?</p> <ul style="list-style-type: none"> <li>Share with a family member or friend!</li> </ul>	<p><b>Goal-Setting for a New School Year</b> What is something that you are good at now because you worked hard and practiced a lot?</p> <p>Think about this coming school year... and fill out the following: <u>My goal is:</u> <u>Steps to reach my goal:</u></p> <ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol> <p><u>Two things that will help me reach my goal:</u></p> <ol style="list-style-type: none"> <li></li> <li></li> </ol> <p><u>I will know I have reached my goal because:</u></p> <p>Date when I reach my goal:</p>



Feelings Tracker Date: \_\_\_\_\_

Instructions: Keep track of your feelings for a day. Try to use specific feelings words. Take notes or draw about what happened when you had each feeling.

Happy	Sad	Scared	Surprised	Angry	Disgusted

Time	Feeling(s)	What was happening
Wake up		
Morning		
Midday		
Afternoon		
Evening		
Before bed		



Gratitude Journal    Week: \_\_\_\_\_

**Instructions:** Each day this week, list one thing you're grateful for. Use the ideas at the top of the journal to help you think of something if you get stuck. Then explain why you're grateful for that thing. We can be grateful for big and little things! Think of something small or big that you are grateful for and why.

**Some Ideas:**    Friends    Family    Food    Health    Body    Teachers    Pets    School  
                    Summer    Sunlight    Doctors    Books    Toys    Games

Day	What are you grateful for?	Why?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		