

Third Grade Learning Resources

Dear Families,

Enclosed is our second 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 nuestra segunda serie 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 thứ hai 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 labaad 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 ጤተሰቦች፣

እሽጉ የእርስዎ ተማሪ በዚህ የትምህርት ዘመን ቀደም ብሎ የተማራቸውን ችሎታዎችን ለመለማመድ ሊጠቀምባቸው የሚችል አማራጭ የመማሪያ ግብዓቶቻችን ሁለተኛ ስብስብ ናቸው። እነዚህም ተግባራት የተሰጡ ስራዎችን ለሚሟላት የታሰቡ እና በቀጥታ በልጅዎ መምህር የቀረቡ ተግባራት ናቸው። ይህ ከ 2-3 ሳምንታት የሚሆን ተጨማሪ ትምህርት ለመደገፍ የተቀረፀ 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 ቅጥዎችን ጨምሮ ለማግኘት፣ እባክዎ ድር ጣቢያችንን እዚህ ላይ ይጎብኙ: www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

3rd Grade Math

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



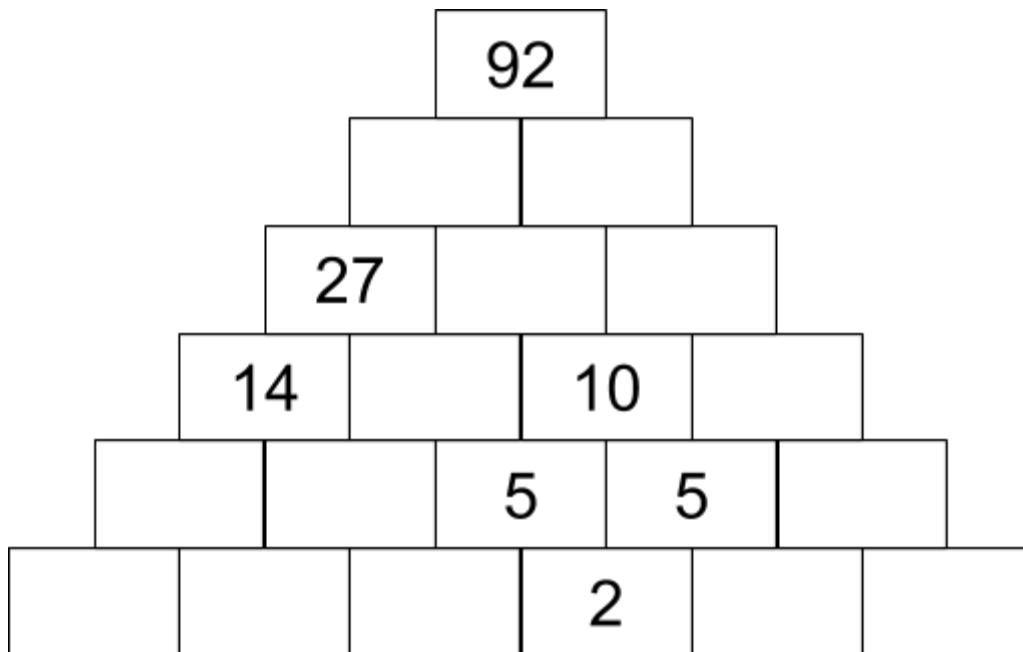
Grade 3 Day 1: Whole Number Addition and Subtraction

Grade	3
Day	1
Math	Whole Number Addition and Subtraction
Audience	Teachers
Language of Instruction	English
Objective	Develop greater fluency with Addition and Subtraction
Standard	Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic. 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Links to printable materials (Student facing)	Math Grade 3, Lesson 1: Whole Number Addition and Subtraction
Online / Blended Resources	Number Conundrum - Whole Number Addition and Subtraction problems are used to fill a pyramid puzzle Solve addition and subtraction problems with the Number Pieces app



	Worksheets	Online
Launch	Solve the pyramid puzzle using addition and/or subtraction	Number Conundrum - Whole Number Addition and Subtraction problems are used to fill a pyramid puzzle
Explore	Write two word problems: one for addition and one for subtraction, and solve the equations.	Solve addition and subtraction problems with the Number Pieces app
Summarize	What strategies did you use? What helped you solve the problem?	What strategies did you use? What helped you solve the problem?

Part 1: Use Addition and/or Subtraction to fill in the puzzle. The number in each block is the *sum* of the two numbers directly below it.



What strategies did you use?

Part 2: Write word problems:

Write a word problem for this addition equation and then solve it. Show your work!

$$434 + 218 = ?$$

Write a word problem for this subtraction equation and then solve it. Show your work!

$$434 - 218 = ?$$



What helped you solve the problem?







Grade 3 Day 2: Addition and Subtraction with Money

Grade	3
Day	2
Math	Addition and Subtraction with Money
Audience	Teachers
Language of Instruction	English
Objective	Develop fluency with Addition and Subtraction with Money
Standard	Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic. 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Links to printable materials (Student facing)	Grade 3 Day 2: Skip Counting and Addition with Money
Online / Blended Resources	Candy Cashier - Skip count with money to buy candy for monsters. Money Pieces app for iPad, Chrome, and Web - Visualize and understand money values and relationships. Two versions of coins and bills are provided: virtual currency pieces that replicate the appearance and relative size of U.S. coins and the dollar bill, and area money pieces. Other games: Counting Money Game - Practice counting money by clicking and dragging bills and coins into a box. Money Bingo - More practice counting money.



	Worksheets	Online
Launch	Skip count with the coins.	Candy Cashier - Skip count with money to buy candy for monsters.
Explore	Find the total for each group of coins:	Money Pieces app for iPad, Chrome, and Web - Visualize and understand money values and relationships. Two versions of coins and bills are provided: virtual currency pieces that replicate the appearance and relative size of U.S. coins and the dollar bill, and area money pieces.
Summarize	What strategies did you use?	What strategies did you use?

Part 1: Skip count with the coins.

<i>quarter - 25¢</i>	<i>dime - 10¢</i>	<i>nickel - 5¢</i>	<i>penny - 1¢</i>
			

example



10, 20, 30, 40, 50

10

20

30

40

50



Part 2: Find the total for each group of coins:



What strategies did you use?



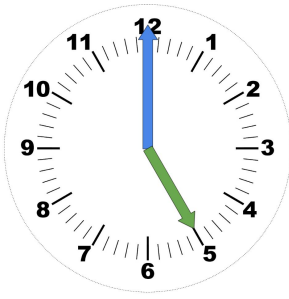
Grade 3 Day 3: Measuring Time

Grade	3
Day	3
Math	Measuring Time
Audience	Teachers
Language of Instruction	English
Objective	Develop fluency with Addition and Subtraction with Money
Standard	Measurement and Data Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
Links to printable materials (Student facing)	Grade 3 Day 3: Measuring Time
Online / Blended Resources	<p>This Math Learning Center App - Math Clock - has options for digital and analog and options for “running” the clock or jumping by increments of time.</p> <p>This elapsed Time interactive activity gives students practice with elapsed time on digital and analog clocks.</p> <p>This interactive online clock can be used by students to practice seeing the relationship between time on an analog and digital clock.</p> <p>This interactive clock from Toy Theater allows students to learn about hours and minutes by dragging the movable hands on the analog clock with each minute marked on an outer ring. Options to include a digital clock and to remove the minute or hour hands to isolate the hands.</p>

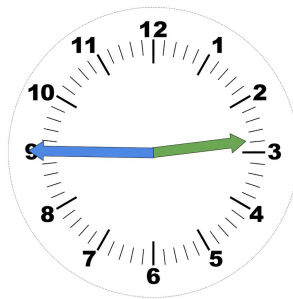


	Worksheets	Online
Launch	Label the clocks with the correct time	This interactive online clock can be used by students to practice seeing the relationship between time on an analog and digital clock.
Explore	Measure elapsed time on a number line	This Math Learning Center App - Math Clock - has options for digital and analog and options for “running” the clock or jumping by increments of time. This elapsed Time interactive activity gives students practice with elapsed time on digital and analog clocks.
Summarize	What strategies did you use?	What strategies did you use?

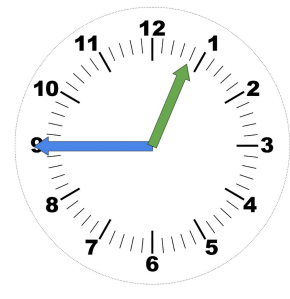
Part 1: Label each clock with the correct time:



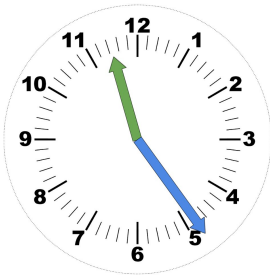
_____ : _____



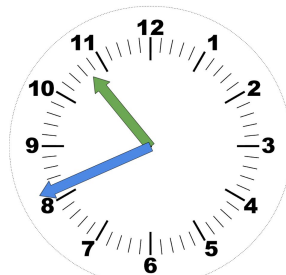
_____ : _____



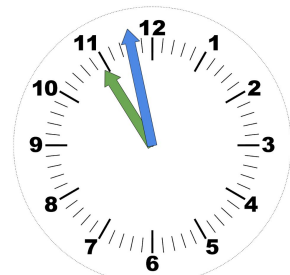
_____ : _____



_____ : _____



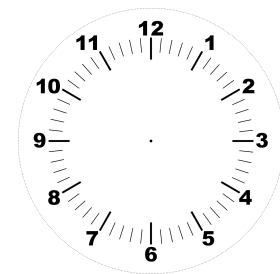
_____ : _____



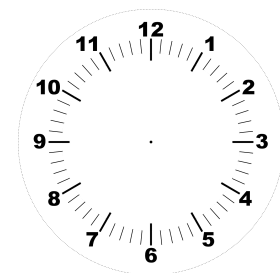
_____ : _____

Answer the questions and show the time on the clock:

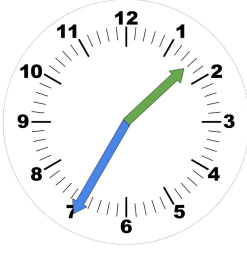
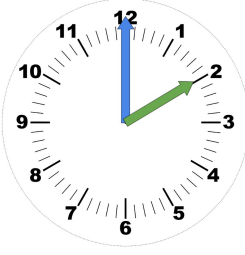

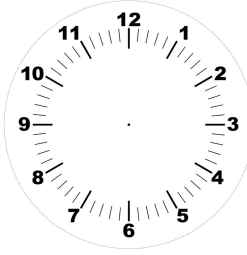
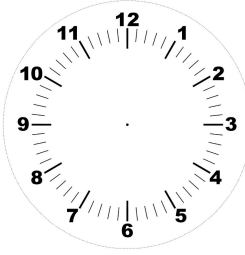

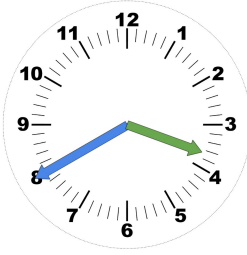
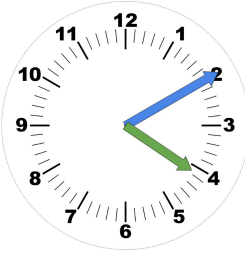


What time is it 5 minutes **after** 5:05? _____




What time is it 5 minutes **before** 6:30? _____



Part 2: Show the elapsed time on the clocks and number line:

Start time	Stop time	Elapsed time
 _____ : _____	 _____ : _____	
 4:15	 4:52	
 _____ : _____	 _____ : _____	
<p>Recess starts at 10:30 and ends at 10:47. How long is recess?</p>		

 **What strategies did you use?**




Grade 3 Day 4: Equal Groups


Grade	3
Day	4
Math	Equal Groups
Audience	Teachers
Language of Instruction	English
Objective	Understand multiplication as equal groups
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. For example, describe a context in which a total number of objects can be expressed as 5×7.</p>
Links to printable materials (Student facing)	Grade 3 Day 4: Equal Groups
Online / Blended Resources	<p>Multiplication Mine Jr. - Make chains of the same number and solve multiplication equations to find the total.</p> <p>Visualize equal groups with the Counters Learning Environment</p> <ul style="list-style-type: none"> Under “Activities” Choose “Multiply.” Then choose a number of groups and a number of objects in each group.


	Worksheets	Online
Launch	Count the circles and stars.	Multiplication Mine Jr. - Make chains of the same number and solve multiplication equations to find the total. Visualize equal groups with the Counters Learning Environment
Explore	Look for patterns in the number of circles and the total number of stars.	
Summarize	What patterns do you see?	What patterns do you see?


Part 1: Circles and Stars

Find the total number of stars in each row. Write a multiplication equation!











	How many circles?	How many stars in each circle?
	4	3
	How many stars altogether?	
	$4 \times 3 = 12$	

	How many circles?	How many stars in each circle?
	How many stars altogether?	

	How many circles?	How many stars in each circle?
	How many stars altogether?	

	How many circles?	How many stars in each circle?
	How many stars altogether?	

Part 2: Patterns in equal groups

	Circles	Stars in each circle	Stars altogether
	1	5	$1 \times 5 = 5$
	Circles	Stars in each circle	Stars altogether
	Circles	Stars in each circle	Stars altogether
	Circles	Stars in each circle	Stars altogether
	Circles	Stars in each circle	Stars altogether
	Circles	Stars in each circle	Stars altogether
	Circles	Stars in each circle	Stars altogether
	Circles	Stars in each circle	Stars altogether
	Circles	Stars in each circle	Stars altogether
	Circles	Stars in each circle	Stars altogether



What patterns do you see?



Grade 3 Day 5: Arrays


Grade	3
Day	5
Math	Arrays
Audience	Teachers
Language of Instruction	English
Objective	Understand multiplication as arrays
Standard	<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)	Grade 3 Day 5: Arrays
Online / Blended Resources	<p>The Array: This is an array-building tool to help solve multiplication problems, explore strategies to break up arrays, and examine relationships between rows, columns and areas in arrays.</p> <p>Bunny Times uses carrots in a field to represent the array model of multiplication. Students determine the total number carrots in the field and a bunny eats them all.</p>

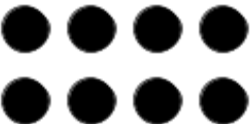
	Worksheets	Online
Launch	Count the rows and totals in arrays of 4 dots and look for patterns.	The Array : Use arrays to solve multiplication problems.
Explore	Find the total number of dots in arrays by counting the rows and columns.	Bunny Times : Find the total number of carrots in rows in a field.
Summarize	What patterns do you see?	What patterns do you see?

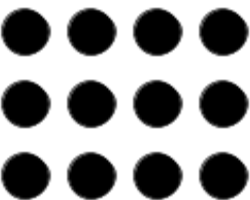
Part 1: Arrays and Multiplication

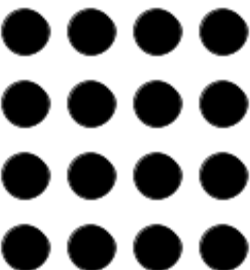
Look at the rows of dots. Each row has 4 dots.

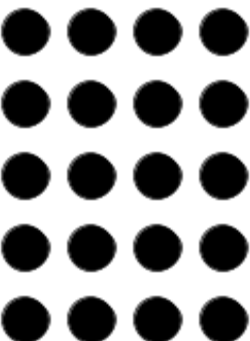
How many rows are there? How many dots altogether?

	How many rows?	How many dots altogether?
	<i>1</i>	<i>1 × 4 = 4</i>

	How many rows?	How many dots altogether?

	How many rows?	How many dots altogether?

	How many rows?	How many dots altogether?

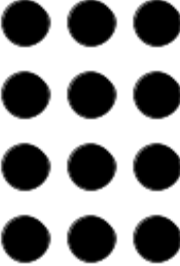
	How many rows?	How many dots altogether?





What patterns do you see?


Part 2: More arrays

Write a multiplication equation for each array:

	rows	columns	total

	rows	columns	total

	rows	columns	total

	rows	columns	total



What patterns do you see?



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:

- Three articles about contemporary art by Northwest Native people: “Alaska Natives Share...,” “Reimagining Superheroes,” and “Totem Poles”
- A sheet to help you think about the main idea and details in your reading.
- A sheet to help you think about all the different texts you are reading.
- KCLS - how you and your child can access the King County Library System

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?*

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:

- Tres artículos sobre el arte contemporáneo por indígenas del noroeste: “*Alaska Natives Share...*,” “*Reimagining Superheroes,*” y “*Totem Poles*”
- Una hoja para ayudarte a pensar sobre la idea principal y los detalles en tu lectura
- Una hoja para ayudarte a pensar sobre todos los diferentes libros que estás leyendo
- KCLS: cómo usted y su hijo pueden acceder al Sistema de Bibliotecas del Condado de King

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. Túrnense 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 que leíste 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?

Thư gửi học sinh lớp Ba và gia đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho bạn những hoạt động vui thích để duy trì sự học hỏi trong khi xa trường. Xin sử dụng những tài liệu này với nhịp độ của bạn.

Trong tập hồ sơ này, bạn sẽ thấy:

- Ba đề tài về nghệ thuật đương đại bởi người Da Đỏ vùng Tây Bắc: “ Alaska Native share Force ” và “Reimagining Superheroes” và “ Totem Poles”.
- Một giấy để giúp bạn nghĩ về những ý tưởng chính và chi tiết trong việc đọc của bạn.
- Một giấy để giúp bạn nghĩ về mọi bài văn khác mà bạn đã đọc.
- Hệ thống thư viện King County (KCLS) – quý vị và con em có thể truy cập vào hệ thống thư viện King County như thế nào.

Việc bổ túc về những hoạt động trong tập hồ sơ này, đây là một số đề nghị để duy trì phát triển cho việc đọc và viết văn.

- Có phát triển việc đọc với bạn mỗi ngày.
- Đọc cho chính bạn mỗi ngày.
- Nói về những câu chuyện với người khác. Thay phiên nhau để nói về những gì xảy ra tiếp theo trong câu chuyện này.
- Vào cuối ngày, nói với người khác về những xảy ra với bạn trong ngày. Nói với họ về những gì bạn đã thực hiện, và hỏi họ những gì họ đã thực hiện. Hỏi lẫn nhau về những câu hỏi khác.
- Viết và vẽ hình những câu chuyện của bạn.
- Viết một “tweet” về việc đọc của bạn. Tạo một tweet (đã nghĩ) về việc đọc của bạn với 30 chữ hoặc ít hơn. Bạn có thể nói về.

O Bạn nghĩ hoặc quan tâm gì về sách của bạn bây giờ ?

O Một nhân vật trong sách đã thay đổi như thế nào từ khi bạn bắt đầu đọc.

Mudanayaal Qoysaska iyo Ardayda Fasalka Sadexaad,

Bogagan bushqadan waxa aad ka heleysaa hawlo madadaalo ah oo markaa aad wax ku baran karto adiga oo sidoo kale ku madadaaloonaya inta aad dugsiiga ka maqan tihiin. Fadlan u isticmaal waxyaabaha qaabkaaga. Bushqadan, waxa aad ka heleysaa:

- Sadexdan maqaal waxa uu ku saabsan yahay farshaxanka Dadka Dhaladka ah ee Waqooyi Galbeed: “Alaska Natives Share...,” “Reimagining Superheroes,” iyo “Totem Poles”
- Xaashigu waxay kaa caawin doonaa inaad ka fikirto fikirka guud iyo macluumaadka akhriskaaga.
- Xaashidan waxay kaa caawinaysaa inaad ka fikirto dhamaan qoraalada kala duwan ee waxa aad akhrinayso.
- KCLS - sida adiga iyo ilmahaaga aad u geli kartaan King County Library System

Marka laga tago hawlaha ku jira bushqada, waa kuwan talooyin aad ku kobcin karto akhriskaaga iyo qoraalkaaga.

- Qof wayni hakuu akhriyo adiga maalin kasta.
- Laftaadu akhriso maalin kasta.
- Waxa aad ugu sheegtaa qof kale sheeko ahaan. Waxa uu kolba midkiin mala awaalaa waxa soo socda ee sheekada.
- Ugu danbaynta, waxa aad kala sheekeysataa qof waxa dhacay guriga dhaxdiisa. Waxa aad u sheegtaa qof waxa aad samaysay, oo waxa aad waydiisaa waxa aad samaysay. Waxa aad iswaydiisaan su'aalo kale.
- Waxa aad qortaa oo aad mala awaashaa sheeko kuu gaar ah.
- Qor "tweet" ku saabsan akhriskaaga. Waxa aad abuurtaa tweet (fikir) ku saabsan akhriiskaaga oo 30 kalmood ah ama ka yar. Waxa aad ka tweet garayn kartaa:
 - *Maxaad u aragtaa ama aad iska waydiisaa buugaaga wakhtigan?*
 - *Sidee ayuu isku badalay qaabka buugaagu ilaa intii aad bilawday dhagaysiga?*

ውድ የሶስተኛ ክፍል ተማሪዎች እና ቤተሰቦች፤

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

- ስለ ዘመናዊ አርት ሶስት ፅሁፎች በሰሜናዊ ምስራቅ ተወላጅ ሰዎች: “Alaska Natives Share...,” “Reimagining Superheroes,” እና “Totem Poles”
- በአነበባችሁት ነገር ውስጥ ስለ ዋና ሃሳብ እና ዝርዝሮች ማሰብ እንድትችሉ የሚያግዝ ገፅ።
- እያነበባችሁት እያለ ስላሉ ሁሉም የተለያዩ ፅሁፎች ማሰብ እንድትችሉ የሚያግዝ ገፅ።
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- በእያንዳንዱ ቀን የሚያነብላችሁ 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።
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 - ስለመፅሃፍዎ በአሁኑ ሰዓት ምን እያሰባችሁ ወይም እያሰሰባችሁ ነው?
 - ማንበብ ከጀመራችሁ ጀምሮ በእናንተ መፅሃፍ ካሉት ባህሪዎች ውስጥ አንዱ እንዴት ተቀየረ?

Alaska Natives share their stories in new animated PBS series

By Associated Press, adapted by Newsela staff on 07.16.19

Word Count **467**

Level **560L**



Image 1. Molly Mabray (left), voiced by Sovereign Bill, and her Mom, voiced by Jules Koostachin, in a scene from the animated series "Molly of Denali." The animated show, which highlights the adventures of a 10-year-old Athabascan girl, premiered July 15 on PBS Kids. Photo by: PBS via AP

ANCHORAGE, Alaska — Princess Daazhrai Johnson grew up eating dried fish and moose-head soup. Some kids thought it was odd. They did not understand her culture. Johnson grew up in Alaska.

Now, Johnson and other Alaska Natives are showing their world on TV. The show is called "Molly of Denali." It is the first U.S. children's show with Native American stars.

Show Centered About Alaska Native Tribes

The animated show began on July 15 on PBS Kids. It is about Molly Mabray. She is 10 years old. She is part of an Athabascan group of Native Americans. Her family owns a store.

Johnson works on the show and is part of an Athabascan group. She said the show helps teach children about Native Alaskan culture. It shows respect for Natives, she said.

Native Americans do the voices of the Native people in the show.

Sovereign Bill does the voice of Molly. She is 14 years old. She is in a Native American tribe in Washington and another one from Alaska.

Sovereign said her mother loved a story in the first show. It is a look at Molly's grandfather. He left a drum with his friend as a child. The drum was used to honor his tribe's ways. Molly goes on to find the friend and the drum. She uses clues in an old photo to search online.

The grandfather had given up singing with the drum after he was sent away to school. Many Native children were sent away to schools. Students were not allowed to practice their tribes' songs. They were not allowed to speak their native languages, either. The story ends with the grandfather drumming again.

Sovereign said her grandmother had also been sent away to school. Her mother almost cried because of the story's "good message," she said.

Real Alaska Natives Will Be Part Of The Show

Each show also has a part with real Alaska Native children. They are shown among several Native groups. They have their own culture and languages.

Dorothea Gillim works on the show. She said she wanted to do a show with a store that is a meeting place. Kathy Waugh works on the show, too. She wanted to do a show about a girl who likes the outdoors.

The show's makers reached out to Native people.

Rochelle Adams knows about the Athabascan language. She is a partner on the show. Adams said she hopes the show teaches people.

Growing up, she never saw anyone like her family in shows.

"Working on this has been such an honor for me," she said.



Artist presents comic superheroes with a Native American twist

By Smithsonian.com, adapted by Newsela staff on 12.05.18

Word Count **574**

Level **610L**



Image 1. Detail featuring Black Panther, Black Widow, Hulk, Thor and Captain Marvel from the "Jeffrey Veregge: Of Gods and Heroes" exhibit at the Smithsonian's National Museum of the American Indian, George Gustav Heye Center, in New York City. Photo courtesy of Marvel

Twelve superheroes have joined together. Iron Man, Spider-Man and Thor are there. So are Black Panther and Black Widow. The Hulk and Captain Marvel are there too. The mighty heroes are fighting invaders from outer space. It's up to them to save the planet.

This may sound like the plot of a hit movie. In fact, it's not. The exciting action scene is something you can only see in a museum. It is painted on a wall at the National Museum of the American Indian. The museum is in New York City.

A mural is a special kind of art. It is painted on a wall. The new museum mural is titled "Of Gods and Heroes." It was done by artist Jeffrey Veregge.

Native American Tradition Meets Modern Pop Culture

The mural looks like a great comic book battle. There are giant villains. There are daring heroes. The mural also does something very different. It mixes Native American tradition with modern pop culture.

Veregge is a Salish Indian. He belongs to the S'Klallam Tribe. The tribe lives in the state of Washington. His new mural uses words from his tribal language, S'Klallam. It also borrows from his tribe's traditional art.

The mural was created using the formline style. Formline is a type of Native American art. It has been around for over 2,000 years. Formline was developed by the Native peoples of the Northwest Coast. It can be seen in paintings, masks and totem poles.

Superheroes are unusual subjects for formline. However, Veregge says his choice makes sense. He believes his mural is part of the Native art tradition. His ancestors used their art to tell stories that were important to them. Today, he is doing the same thing.

Veregge Loved Comic Books

Veregge became interested in art by reading comic books. As a boy, he loved drawing superheroes. Veregge studied art at the Art Institute of Seattle. He also studied with a famous formline artist.

Veregge decided to mix his two big artistic interests. He began painting "Star Wars" characters in a formline style. He also did the same thing with superheroes. Soon, comic book companies grew interested.

Marvel Comics hired Veregge. He helped bring back their first Native-American character, Red Wolf. Red Wolf appears in "Of Gods and Heroes." So does his wolf friend, Lobo.

A Way To Tell New And Exciting Stories

Veregge is proud of his mural. He says it shows Native art has a place in the modern world. It can still be used to tell new and exciting stories.

One thing was really important to Veregge when he was creating his mural. He wanted to make sure it spoke to people from every background. "I wanted every child who went in there to be able to see someone and say, 'They're from where I'm from.'"

So Veregge made a last-minute change to the mural. He decided he needed to add a Muslim character to the superhero group. Veregge told the museum he really wanted to add Ms. Marvel, who's Muslim.

The museum loved the idea. "I shifted some things around and put her in there," Veregge says. "It actually helped balance things out for me. By adding her, it made it much more complete."



Totem Poles

A Reading A-Z Level N Leveled Book

Word Count: 659



Reading a-z

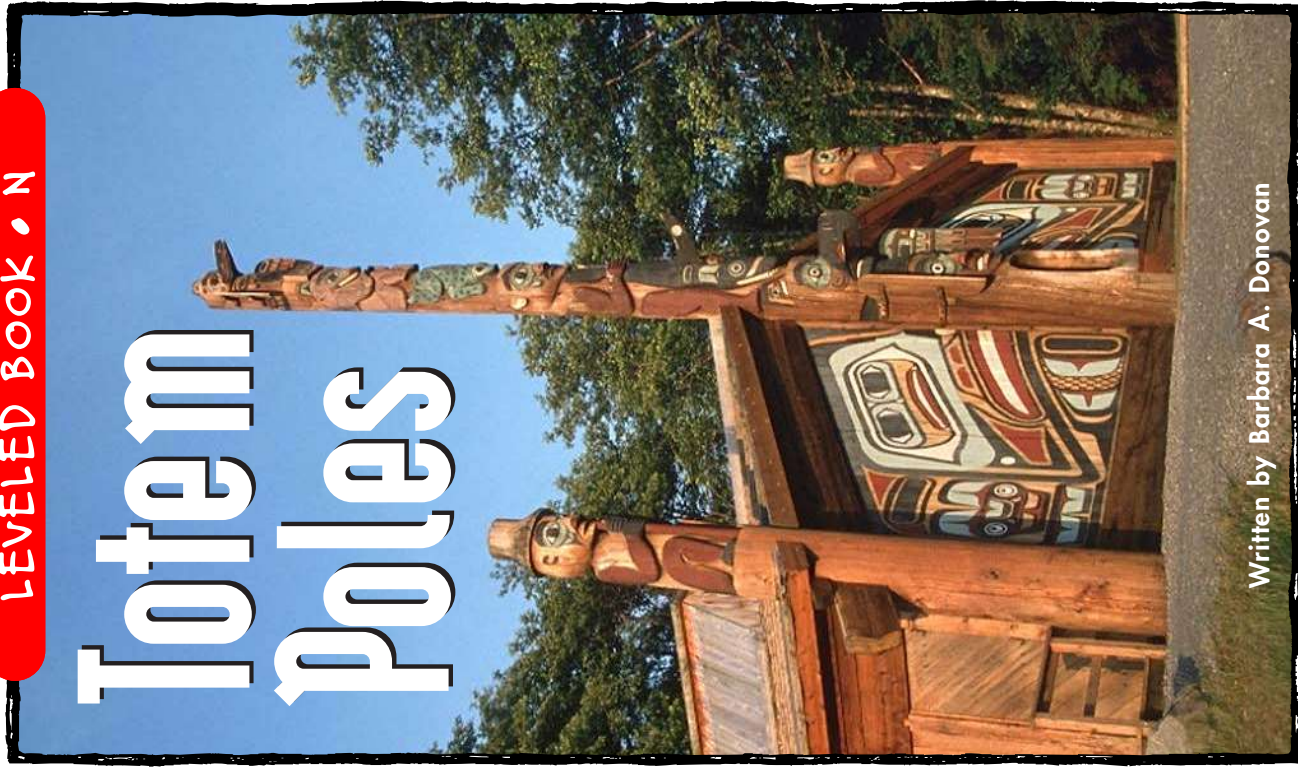
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LEVELED BOOK • N

Totem Poles

Written by Barbara A. Donovan

www.readinga-z.com



Totem Poles



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Written by Barbara A. Donovan

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Correlation

LEVEL N	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



Monuments of Cedar

Carving a bird from a block of wood is hard work, but imagine carving animals on a piece of wood as long as a tree trunk! Native peoples living along the Pacific coast of Alaska and Canada have been doing just that for hundreds of years. These carvings are called **totem poles**.



Totem poles are made from cedar trees that can be as tall as 40 feet (12.2 m)



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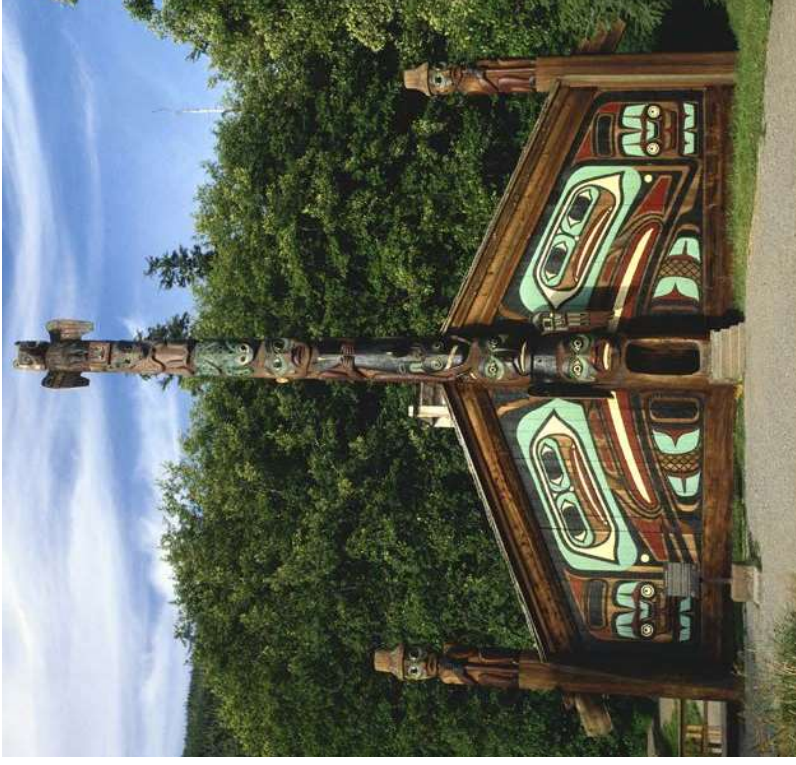
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Totem Poles Speak

Totem poles are carved in different styles and for different reasons. The figures carved on the poles have special meanings and help tell stories.

Memorial poles describe someone's life or a special event. Other totem poles tell the history of a **clan**, or family group, and still others welcome visitors.

Each figure on a totem pole has its own meaning.



The totem pole and painted housefront of the potlatch house at Totem Bight State Historic Park, Ketchikan, Alaska

Many houses have totem poles that are part of the house itself. House poles are carved into the doorways, on the outside corners, or on poles that support the roof. These poles show the wealth and status of the family.

Do You Know?

Whenever a totem pole is raised, a **potlatch**, or special ceremony, is held. In 1884, the government of British Columbia passed a law making potlatches illegal, and most tribes stopped carving totem poles. But in 1951, the law was dropped and tribes began carving totem poles again.

Mortuary poles are like gravestones.

The carvings on the pole honor the life of a person who has died. They tell about important events and family relationships in the dead person's life.

Some totem poles welcome visitors to a village. These are typically single human figures. They are put near a beach to show visitors that they are welcome.



Mortuary totem poles

This totem pole tells the legend of how Killer Whale clan took Black Bear for its **crest**, or special symbol.

One day, a hunter went into the mountains looking for mountain goats. Black Bear captured him and brought the hunter to his den. The man lived with Black Bear. Although they became friends, the man missed his village.

A photograph of a totem pole with four distinct figures. From top to bottom: a Hunter with a bow and arrow, a Kind Man with a thoughtful expression, a Black Bear, and a Black Bear's human form. The pole is set against a background of green trees and a wooden structure with the word 'ENTRANCE' visible.

Hunter

Kind Man

Black Bear

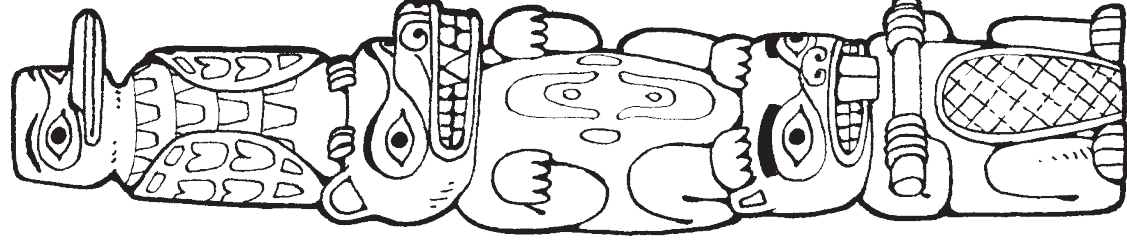
Black Bear's human form

Totem pole at entrance to Van Dusen Gardens, Vancouver, British Columbia, Canada



After two years, Black Bear let the man go home. By now, the man looked like a bear. The villagers ran from him. Finally, one kind man rubbed medicine on the man's body. Soon the man looked human again, and he took Black Bear as his crest. His friend Black Bear always protected the man's family.

These illustrations show some of the most common figures you can see on totem poles.



Raven

Bird with a straight beak

Raven is a trickster who can change shape into almost everything—a bird, a human, or even a speck of dirt.

Bear

Round ears, many teeth

Bear is a caring, godlike creature that can change from bear to human form.

Beaver

Long front teeth, flat tail with crisscross lines

Beaver is a clever carver whose powerful tail-slap can cause earthquakes or turn him invisible.

Watchmen

Crouching men with very tall hats

Watchmen are human figures who can spot danger from far away.

Thunderbird

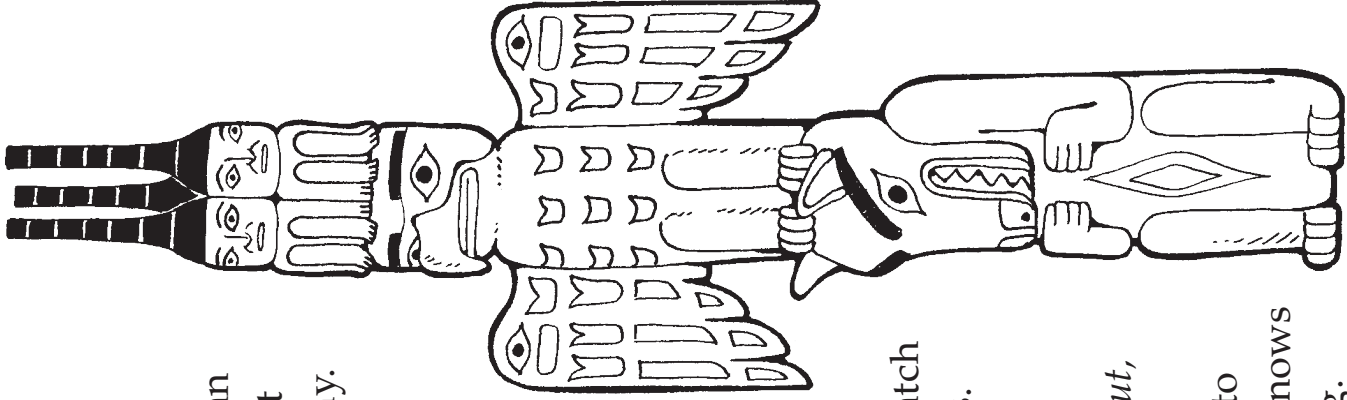
Curly feathers that look like horns

Thunderbird is one of the Native Americans' most powerful spirits. He causes thunder and lightning, and is large enough to catch a whale in his talons.

Wolf

Pointed ears, long snout, many sharp teeth

Wolf is not friendly to humans, though it knows the secrets of healing.



Carving a Totem Pole

In the past, a clan would hire a master **carver** to make a totem pole. Today, many museums, businesses, and people around the world also want totem poles created for them. First, they hire a carver and work with him or her to plan the pole.

The carver finds a tree with no knots or bends. The carver cuts down the tree, cuts off the branches, and hauls it to the workshop. Then the carver chips away the soft outer wood.



A Tlingit man carves a totem pole in Ketchikan, Alaska.



Alaskan natives carve a totem pole.

Often, a team of carvers works on the totem pole. The master carver draws the designs on the log with charcoal. The master carver works on the bottom figure of the pole because this figure is the biggest and most important, and everyone can see it up close. Helpers carve and paint other figures on the totem pole. Carving a big pole can take as long as nine months.

When the pole is ready, it is brought to the place where it will stand.

A potlatch is held to celebrate the raising of the pole.

There is feasting, dancing, singing, and gift giving, and the totem

pole's stories are told. Prayers and blessings may be said for the pole and for the people who own it.



Raising a totem pole

Do You Know?

You can see totem poles being carved at Saxman Native Village near Ketchikan, Alaska. The village was settled by Tlingit Indians in 1894. Today it is a small, independent community that has its own laws. Many visitors from all over the world go there each year to see the village's many beautiful totem poles and to watch carvers at work.

Totem Poles Come Home

When European explorers came to the coast of Alaska and Canada in the 1800s, they were impressed by the many totem poles they found. Many of the poles were taken away and ended up in museums.

In 1990, the U.S. passed a law that said native peoples would be able to get back property that had been taken from them. Because of this law, many totem poles are returning to their original homes and to the people who created them.



Glossary

carver (<i>n.</i>)	person who carves a hard material, such as wood (p. 12)
clan (<i>n.</i>)	a family group (p. 5)
crest (<i>n.</i>)	a symbol representing a clan's history (p. 8)
memorial poles (<i>n.</i>)	totem poles that represent the memory of a person, place, thing, or event (p. 5)
mortuary poles (<i>n.</i>)	totem poles that honor dead people (p. 7)
potlatch (<i>n.</i>)	a ceremony to celebrate important events (p. 7)
totem poles (<i>n.</i>)	wooden poles carved from cedar by Pacific coast natives (p. 4)

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Details of an Informational Text

Read one of the information texts from this packet. Read the text and look at any pictures to find key details about the text. Write each detail below and circle if you learned from the text or the picture/illustration.

Detail

text

picture

Detail

text

picture

Main Idea

Detail

text

picture

Detail

text

picture

Write a few sentences that tells about something you learned

Non-Fiction TIC-TAC-TOE

What's The Word?

CHOOSE 5 VOCABULARY WORDS THAT WERE NEW TO YOU IN THE READING. WRITE DOWN THE DEFINITION OF EACH WORD USING CONTEXT CLUES FROM THE TEXT.

THE DIAGRAM

CHOOSE A DIAGRAM, CHART, OR PHOTOGRAPH FROM THE READING AND DRAW IT. THEN EXPLAIN HOW IT HELPS THE READER UNDERSTAND THE TEXT

TALK SHOW

WRITE DOWN 5 QUESTION YOU WOULD ASK THE AUTHOR.
WHAT ARE YOU STILL WONDERING?
WHAT DO YOU STILL WANT TO LEARN ABOUT?

SUMMARY

WRITE A SUMMARY ABOUT WHAT YOU'VE READ.
INCLUDE THE MAIN IDEA, FACTS AND DETAILS FROM THE TEXT.

POINT OF VIEW

WHOSE POINT OF VIEW IS THE TEXT WRITTEN FROM?
WOULD THE TEXT BE DIFFERENT FROM SOMEBODY ELSE'S POINT OF VIEW?

AUTHOR'S PURPOSE

WHY DID THE AUTHOR WRITE THIS TEXT?
HOW DO YOU KNOW?

FAST FACTS

LIST 5 INTERESTING THINGS YOU LEARNED FROM THE READING.

MAIN IDEA

WHAT IS THE MAIN IDEA OF THE TEXT?
LIST SPECIFIC DETAILS FROM THE TEXT THAT SUPPORT THE MAIN IDEA.

LET'S CONNECT

MAKE A CONNECTION BETWEEN SOMETHING YOU READ AND SOMETHING FROM YOUR LIFE, ANOTHER TEXT, OR THE WORLD AROUND YOU.

READING BINGO

*MAKE A PREDICTION
BASED ON WHAT YOU
READ*

*FIND 4 NEW WORDS
FROM TODAY'S
READING & USE
THEM IN A
SENTENCE*

MAKE A CONNECTION TO
WHAT YOU READ
(ANOTHER BOOK OR
SOMETHING YOU'VE
SEEN OR HEARD
BEFORE)

IN THIS POINT OF YOUR
BOOK/TEXT, HAVE ANY
OF THE CHARACTERS
CHANGED? HOW?

IF YOU COULD
REWRITE A PART OF
THE STORY, WHICH
PART WOULD IT BE
AND WHY?

**ILLUSTRATE YOUR
FAVORITE PART OF
TODAY'S READING**

**WRITE A
SUMMARY OF
TODAY'S
READING**

**WHY DO YOU THINK
THE AUTHOR
WROTE THIS TEXT?
HOW DO YOU
KNOW?**

WRITE 3 FACTS
AND 3 OPINIONS
OF TODAY'S
READING

**WHAT WAS THE TEXT ALL
ABOUT? PROVIDE SOME
KEY DETAILS.**

**HOW DID THE
PICTURES HELP YOU
UNDERSTAND THE
TEXT?**

*WHAT IS SOMETHING
THAT STUCK WITH
YOU FROM THIS
READING? WHY?*

King County Library System Access for Highline Students

All Highline students have digital KCLS accounts. Through KCLS you are able to access online materials (books, magazines, videos, and databases). If the book you are waiting for is not available you may place a hold and be notified when it becomes available.

To log-on:

1. Go to www.kcls.org/students
2. Once you land on the student page, **DO NOT** login yet.
3. Choose **elementary school students**
4. Choose one of the links in the center of the screen to explore
5. Log-in from your chosen page using your student number. *(Note: All library card numbers for Highline School District students begin with 401, and are followed by your student number. Your password is the last 4 digits of your student number.)*

Example:

library card number: 4019811640

PIN: 1640

Acceso al Sistema de bibliotecas del condado King para los estudiantes de Highline

Todos los estudiantes de Highline tienen cuentas digitales de KCLS. A través de KCLS pueden tener acceso a materiales en línea (libros, revistas, videos y bases de datos). Si el libro que está esperando no está disponible puede reservarlo y ser notificado cuando esté disponible.

Para iniciar la sesión:

1. Vaya a www.kcls.org/students
2. Una vez que llegues a la página del estudiante, **NO** inicies la sesión todavía.
3. Escoge estudiantes de la primaria
4. Escoge uno de los enlaces en el centro de la pantalla para explorar
5. Inicia la sesión de la página escogida usando tu número de estudiante. (Nota: Todos los números de las tarjetas de la biblioteca para el Distrito Escolar de Highline empiezan con 401 y son seguidos por tu número de estudiante. Tu contraseña son los últimos 4 dígitos de tu número de estudiante.

Ejemplo:

Número de la tarjeta de la biblioteca: 4019811640

PIN: 1640

Việc truy cập vào hệ thống thư viện King County cho học sinh học khu Highline

Tất cả các học sinh của học khu Highline có tài khoản hệ thống thư viện King County kỹ thuật số. Qua Hệ Thống Thư Viện King County (KCLS) bạn có thể truy cập trên mạng lưới cho tài liệu (sách, tạp chí, băng thếp video, và cơ sở dữ liệu). Nếu sách mà bạn đang chờ đợi chưa có, bạn có thể đặt yêu cầu là bạn sẽ chờ và bạn sẽ được thông báo khi có sách.

Để truy cập

1. Vô mạng: ww.kcls.org/students
2. Khi bạn đạt được vô trang học sinh (student page). vẫn **KHÔNG** truy cập.
3. Chọn **elementary school students** (học sinh tiểu học)
4. Chọn một trong những nối kết ở giữa màn hình (screen) để khám phá
5. Đăng nhập từ trang bạn chọn bằng số thẻ học sinh của bạn (your student number).
(Chú ý: Tất cả số thẻ thư viện cho học sinh thuộc khu học chánh Highline bắt đầu bằng số 401, tiếp theo là số thẻ học sinh của bạn. Mã số (password) của bạn là 4 số sau cùng của số thẻ học sinh của bạn)

Thí dụ

Số thẻ thư viện: 4019811640

PIN: 1640

Gelitaanka Nidaamka Laybareeriga Degmada King ee Ardayda Highline

Dhamaan ardayda Highline waxa ay leeyihiin xisaabaadka KCLS oo dhijitaal ah. KCLS waxa aad ka geli kartaa agab online ah (buugaag, majalado, fiidyaw, iyo kaydka macluumaadka). Hadii buuga aad sugaysay aanad ka geli karin waxaa lagu gelin karaa hakad oo waxaa lagula socodsiin doonaa marka la heli karo.

Si aad u gasho:

1. Qabo www.kcls.org/students
2. Marka aad tagto boga ardayga, **HA** gelin weli.
3. Waxa aad doorataa **ardayda dugsiga hoose**
4. Ka dooro mid kamid ah linkiyada xarunta ee shaashada baadhitaanka
5. Waxa aad ka gashaa boga aad dooratay adiga oo isticmaalaya lambarka ardaygaaga. (Oggow: Dhamaan lambarada ardayda Degmada Dugsiga Highline ee ku bilaabma 401, oo ay markaa la socdaan lamabrka ardayga. Baaswoodhkaagu waa 4 god ee ugu danbeeya lambarkaaga ardayda.)

Tusaale ahaan:

Lambarka kaadhka laybareeriga: 4019811640

PIN: 1640

King County Library System ለ Highline ተማሪዎች

ሁሉም ሃይላይን ተማሪዎች የዲጂታል KCLS መለያዎች አሏቸው። በ KCLS በኩል የአንላይ ግብዓቶችን ማግኘት ይችላሉ (መፃሕፍቶች፣ ጋዜጣዎች፣ ቪዲዮዎች እና ዳታቤዞች)። እየጠበቁት ያለው መፅሃፍ ካልተገኘ በመጠባበቂያ ላይ ሊቀመጡ እና መፅሃፉ ሲገኝ እንዲያወቁ ሊደረጉ ይችላሉ።

በመለያ ለመግባት:

1. ወደ www.kcls.org/students ይሂዱ.
2. በተማሪ ገፁ ላይ ከደረሱ በኋላ፣ አሁንም በመለያ እንዳይገቡ።
3. የመጀመሪያ ደረጃ ትምህርት ቤት ተማሪዎች የሚለውን ይምረጡ.
4. በማያ ገፁ መሃል ላይ ካሉት ማገናኛዎች ውስጥ ለመዳሰስ አንዱን ይምረጡ.
5. የተማሪ ቁጥርዎን በመጠቀም ከተመረጠው ገፅ ይግቡ። (ያስተውሉ: ለ Highline School District ተማሪዎች ሁሉም የቤተ-መጻሕፍት ካርድ ቁጥሮች በ 401 ይጀምራሉ እና የተማሪ ቁጥርዎ ያስከትላሉ። የይለፍ ቃልዎ የተማሪ ቁጥርዎ የመጨረሻዎቹ 4 አሃዞች ነው።)

ለምሳሌ:

የቤተ-መጻሕፍት ካርድ ቁጥር: 4019811640

ፒን: 1640


English 3-5 Weeks 1-2

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose any TV show or movie. Write the title, characters, setting, beginning, middle, and end.</p>	<p>Use things you can find in your house to invent something new. Illustrate and label it. Write about how you would use this invention to solve a problem.</p>	<p>Write a letter to your teacher about what you did today. Use words like first, next, then, last, and finally.</p>	<p>Find something in your house that starts with every letter of the alphabet. Example: A: airplane toy B: bread</p>	<p>Choose something in your house to use as a measuring tool, like a water bottle or a spoon. Measure 10 things with that tool and make a list. Example: My bed is 12 water bottles long.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Find 30 objects in your home. Sort them into lists. Example: things that are red, things that are plastic, things that are magnetic.</p>	<p>Roll up three pieces of paper to make tubes. Stand them up. See how many things you can stack on top of the tubes. Make a list of all the things you were able to stack.</p>	<p>Create a scavenger hunt for your family. Hide things around your house, then write clues to help them search.</p>	<p>Write acrostic poems to describe each member of your family (even your pets!) Example: M - magical A - ambitious X - eXcellent</p>	<p>Think of two characters from two different books or shows. Write a story about what might happen if they met each other.</p>

English 3-5 Weeks 3-4

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

Monday	Tuesday	Wednesday	Thursday	Friday				
<p>Read a book to your family, but don't let them see the title. Let them take turns to guess the title.</p>	<p>Make a T-chart. Make a list of opposites in your home.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">washer</td> <td style="text-align: center;">dryer</td> </tr> <tr> <td style="text-align: center;">spoon</td> <td style="text-align: center;">fork</td> </tr> </table>	washer	dryer	spoon	fork	<p>Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 36 crackers. Neveah ate twenty-three. How many are left?</p>	<p>Go outside. Write and draw what you see, hear, think, feel, and smell.</p>	<p>Choose two animals. Draw and label their body parts. Create a venn diagram to compare them.</p>
washer	dryer							
spoon	fork							
Monday	Tuesday	Wednesday	Thursday	Friday				
<p>Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.</p>	<p>Use crackers or candy to write words you find in your home.</p> <p style="text-align: center;"></p>	<p>Take a walk in your neighborhood. Use sticks, leaves, and rocks to leave messages for your neighbors.</p> <p style="text-align: center;"></p>	<p>Think of someone you would like to interview. Write them a letter with your questions.</p>	<p>Use the food in your house to create a menu with prices. Use them to write word problems.</p> <p style="text-align: center;">Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00</p>				



Spanish 3-5 Semanas 1-2

usar una hoja de libreta para completar las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes
<p>Escoge un programa de television y crear una lista de titulo, personajes, lugar, comienzo, medio y fin.</p>	<p>Usar cosas que puedas encontrar en tu casa para inventar algo nuevo. Dibujalo y etiquetalo. Escribe como este invento va hacer de ayuda.</p>	<p>Escribir una carta a tu maestro de como estuvo tu dia. Usar palabras como: primero, siguiente, despues , ultimo y finalmente.</p>	<p>Encontrar cosas en casa que empiecen con las letras del abecedario Ejemplo: A: anillo B: basura</p>	<p>Escoge algo en tu casa para usar de herramienta para medir, como una botella de agua o una cucharra. Medir 10 cosas con tu herramienta y hacer una lista. Ejemplo: Mi cama mide 12 botellas de agua de largo.</p>
Lunes	Martes	Miercoles	Jueves	Viernes
<p>Encontrar 30 cosas en tu casa. Acomodarlos por listas. Ejemplo: cosas que son rojas, cosas que son de plastico, cosas que tienen iman.</p>	<p>Enrollar 3 pedazos de papel para hacer tubos. Paralas y mira cuantas cosas puedes poner encima. Hacer una lista de todo lo que pusiste encima.</p>	<p>Crear una busqueda de tesoros para tu familia. Esconde cosas alrededor de tu casa y escribe pistas para que los demas los encuentren.</p>	<p>Escribe poemas acrostico de toda tu familia diciendo cosas buenas (hasta de tus mascotas)! Ejemplo: M - magico A - asombroso X - eXcelente</p>	<p>Piensa en dos diferentes personajes de distinos libros o peliculas. Escribe una historia de como pudieran llegar a conocerse.</p>

Spanish 3-5 Semanas 3-4

Usar una hoja de libreta para completar las actividades. Hacer uno por día.

Lunes	Martes	Miercoles	Jueves	Viernes						
<p>Leer un libro a tu familia, sin decirles el titulo. Al final, deja que adivinen el titulo.</p>	<p>Crear una graficia T. Haz una lista de cosas opuestas en tu casa.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>lavadora</td> <td></td> </tr> <tr> <td>secadora</td> <td></td> </tr> <tr> <td>cuchara</td> <td>tenedor</td> </tr> </table>	lavadora		secadora		cuchara	tenedor	<p>Encontrar comida en tu casa, como galletas o botellas de agua. Escribe una historia de problema matematica. Omar tiene 36 galletas. Neveah se comio vientitres.?</p>	<p>Ve afuera. Dibuja lo que ves, oyes, piensas, tocas y hueles.</p>	<p>Escoge 2 animals. Dibujalos y etiqueta los partes de su cuerpo. Crear una table para compararlos</p>
lavadora										
secadora										
cuchara	tenedor									
Lunes	Martes	Miercoles	Jueves	Viernes						
<p>Crear un espectaculo de marioneta de sombras con tus manos y la pared. Escribe el titulo, personajes, problema, solucion y el fin de la historia.</p>	<p>Usar galletas o dulces para escribir palabras de cosas que encuentres en tu casa.</p> 	<p>Sal a caminar en tu vecindad. Usa palos, hojas y piedras para hacer palabras para que vean tus vecinos.</p> 	<p>Piensa en alguien a quien te gustaría entrevistar. Escríbeles una carta con tus preguntas.</p>	<p>Usa la comida que tienes en casa para crear un menu con precios. Usalos para escribir problemas.</p> <p>Ejemplo: Leche = \$2.00 Platanos = \$3.00 Nieve = \$1.00</p>						

Vietnamese 3-5 tuần 1-2

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
<p>Chọn bất kỳ chương trình truyền hình hoặc phim. Viết tiêu đề, tình tiết của phim: bắt đầu, giữa và kết thúc.</p>	<p>Sử dụng những thứ bạn có thể tìm thấy trong nhà của bạn để phát minh ra một cái gì đó mới. Minh họa và dán nhãn cho nó. Viết về cách bạn sẽ sử dụng phát minh này để giải quyết vấn đề.</p>	<p>Viết một lá thư cho cô/thầy của bạn về những gì bạn đã làm ngày hôm nay. Sử dụng các từ như đầu tiên, tiếp theo, sau đó, và cuối cùng.</p>	<p>Tìm một cái gì đó trong nhà của bạn bắt đầu với mỗi chữ cái của bảng chữ cái. Thí dụ: A: airplane toy B: bread</p>	<p>Chọn một cái gì đó trong nhà của bạn để sử dụng như một công cụ đo lường, như một chai nước hoặc một cái muỗng. Đo 10 vật dụng với công cụ đó và lập danh sách. Thí dụ: My bed is 12 water bottles long.</p>
Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
<p>Tìm 30 vật dụng trong nhà của bạn. Lựa và sắp xếp chúng vào danh sách. Ví dụ: những thứ có màu đỏ, những thứ bằng nhựa, những thứ có từ tính (chất hút).</p>	<p>Cuộn ba mảnh giấy để làm ống. Dựng đứng lên. Xem có bao nhiêu thứ bạn có thể xếp chồng lên nhau trên các ống này. Viết một danh sách tất cả những thứ bạn có thể xếp chồng lên nhau.</p>	<p>Tạo một cuộc săn lùng cho gia đình của bạn. Giấu những thứ xung quanh nhà bạn, sau đó viết manh mối để giúp họ tìm kiếm.</p>	<p>Viết những bài thơ acrostic để mô tả từng thành viên trong gia đình bạn (thậm chí cả thú cưng của bạn!) Thí dụ: M - magical A - ambitious X - eXcellent</p>	<p>Hãy chọn hai nhân vật từ hai cuốn sách hoặc chương trình TV khác nhau. Viết một câu chuyện về những gì có thể xảy ra nếu họ gặp nhau.</p>

Vietnamese 3-5 tuần 3-4

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
<p>Đọc một cuốn sách cho gia đình bạn, nhưng đừng để cho họ thấy tên sách. Hãy để họ lần lượt đoán tên sách.</p>	<p>Làm biểu đồ chữ T. Ghi xuống các vật dụng đối lập trong nhà bạn. Ví dụ:</p> <p>washer dryer spoon fork</p>	<p>Tìm thức ăn trong nhà của bạn, như bánh quy hoặc chai nước. Viết và giải một bài toán.</p> <p>Thí dụ: Omar has 36 crackers. Neveah ate twenty-three. How many are left?</p>	<p>Đi ra ngoài trời. Viết hoặc vẽ hình những gì bạn thấy, nghe, ngửi, suy nghĩ, và cảm nhận</p>	<p>Chọn hai con vật. Vẽ hình và ghi chú các bộ phận cơ thể của nó. Tạo một sơ đồ Venn để so sánh chúng.</p>
Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
<p>Tạo một câu chuyện con rối bóng trên tường. Viết tựa đề, nhân vật, vấn đề, giải pháp và kết thúc câu chuyện của bạn.</p>	<p>Sử dụng bánh hoặc kẹo để tạo những từ bạn tìm thấy trong nhà của bạn.</p> <p></p>	<p>Đi dạo trong khu phố của bạn. Nhật và sử dụng que cây, lá và sỏi đá nhỏ để sắp lại tin nhắn cho hàng xóm của bạn.</p> <p></p>	<p>Hãy nghĩ về một người mà bạn muốn phỏng vấn. Viết cho họ một lá thư với câu hỏi của bạn.</p>	<p>Sử dụng thực phẩm trong nhà của bạn để tạo ra một thực đơn với giá cả. Sử dụng chúng để viết bài toán chữ.</p> <p>Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00</p>

Somali 3-5 Isbuuc 1-2

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
Daawo filin ama bandhig ka so galo TVga. Qor: cinwaanka, jilayaasha, meesha lagu dhigay, bilaawga, dhexda iyo dhamaadka.	U isticmaal alaabada gurigaada inaad wax abuurto. Muuji oo calaamadee. Qor sida aad ugu adeegsan lahayd abuurkan si aad u xalliso dhibaato.	Warqad macalinkaada u qor oo ku saabsan waxaad maanta sameeysay. Waxaad isticmaashaa ereyada sida marka hore, kan ku xiga, ka dib, kan ugu dambeeya, iyo kan ugu si dambeeya.	Qor eray ka bilowda xaraf kasta oo alifbeetada ah gurigaada dhaxdiisa: Tusaale: A: Airplane B: Bat C: Car	Dooro wax gurigaaga yaal oo aad u isticmaasho qalab wax lagu cabiro, sida dhalada/caagada biyaha ama qaado. Ku cabbir 10 waxyaabood qalabkaa kadibna samee liis. Tusaale: Sariirteydu waxay dherer le'egtahay 12 caagadaha/dhalooyinka biyaha ah.
Isniin	Talaado	Arbaco	Khamiis	Jimce
Ka raadi 30 waxyaabood gurigaaga dhaxdiisa. Ukala saar dhawr liis. Tusaale: waxyaabaha guduudka ah, waxyaabaha caagga ah, waxyaabaha bir labka ah.	Duuduub sadex wax oo warqad ah si aad u sameysid tuubooyin. Istaaji. Eeg in wax ee aad dul saari karto tuubooyinka. Ka samee liis inta wax ee aad dul saartay tuubooyinka.	U samee qoyskaada ciyaar wax ugaarsi ah. Waxyaabo ku qari guriga meelo la mid ah, kadib qor furayaal ama tilmaamo lagu raadin karo waxyaabahaad qarisyay	Qor gabayo gaaban oo aad ku tilmaameyso qofkasta oo qoyskaada la mid ah. (Xataa xayawaankaa guri jooga ah!). Tusaale: M - Indha sarcaadle A -Hami sare leh X - Aad u wanaagsan	Ka fikir labo qof oo labo buugag oo kale duwan ku jiro ama labo bandhig TVga ka so galo. Sheeko ka qor haday kulmaan waxa dhici doono.

Somali 3-5 Isbuuc 3-4

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khmiis	Jimce
<p>U akhri buug qoyskaada, laakiin ha u oggolaan inay arkaan cinwaanka. Midba toog ha isku dayaan inay qiyaasaan</p> <p>cinwaanka</p>	<p>Samee liis ka kooban labo qaybood. Ku qor waxyaabo lid isku ah oo gurigaada ku jiro.</p>	<p>Soo hel cunto gurigaada taalo sida buskud ama dhalo biyo. Qor ama sawir su'aalo. Sida “Omar soddon buskud ayuu heystaa, Samira ayaa shan cuntay, meeqaa haray?”</p>	<p>Banaanka u bax. Sawir waxa aad aragto, maqasho, ku fikirto, dareemayso, iyo waxaad uriso.</p>	<p>Dooro labo xayawaan. Sawir oo calaamadee qaybaha jirkooda. Jaantuuska (<i>Venn Diagram</i>) is barbar dhig ka samee si aad iskugu bar bardhigto deegaankooda.</p>
Isniin	Talaado	Arbaco	Khmiis	Jimce
<p>Samee sheeko aad u isticmaashay boombalo ood darbi ku qabatay. Qor cinwaanka sheekada, jilayaasha, dhibaataada, xalka, iyo dhamaadka sheekada.</p>	<p>Isticmaal buskud ama nacnac si aad ugu qorto ereyada gurigaada ku yaal.</p>	<p>U lugee xaafadaada. Isticmaal ulaha, caleemaha, iyo dhagaxaha si aad u dhaafto farriin dariskaada ay fahmi karaan.</p>	<p>Ka fikir qof aad jeceshahay inaad wareysato. U qor warqad su'aalaha aad qabtid.</p>	<p>Adigoo cuntada gurigaada taalo isticmaalayo, menu qiima wato samee. Kadibna su'aalo ka qor.</p> <p>Tusaale: Caano = \$2.00 Moos = \$3.00 Jalaato = \$1.00</p>

THE META-MOMENT

OVERVIEW

The Meta-Moment

What is the Meta-Moment?

Most of us have had the experience of “losing our cool” and regretting it later. For example, your daughter is whining, the milk spills, and you’re late for work. You yell at her and she dissolves into tears. Later, you wish you had handled the situation differently.

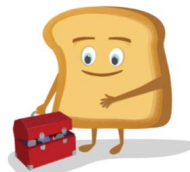
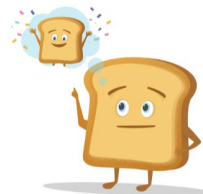
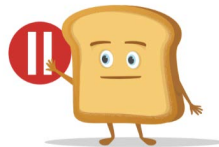
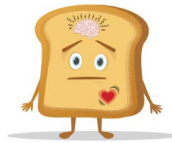
Even in the most trying moments, our behavior does not have to be automatic and reactive. The Meta-Moment is a process that allows us to prolong the time from when we are triggered to when we respond. And, taking Meta-Moments keeps us aligned with our values over time. With practice, our responses can be more deliberate and skillful. Even when our emotions are really “hot,” we can take a Meta-Moment, pause, call to mind our ‘best self’ and choose a helpful strategy.

Practicing Meta-Moments over time requires intentionality and effort...and, it’s worth the extra effort to feel proud of the actions we choose even in the most challenging moments.

The Meta-Moment

consists of four steps:

1. **Sense:** You sense that something has happened or changed in your environment, body, mind, or behavior. For example, you may notice that your palms are sweaty and your mind is racing, or that your heart is beating more quickly in response to an event.
2. **Pause:** You make a conscious choice to pause, and take a few long, slow, deep breaths. This helps to calm your body and mind in the moment so that you can try to problem-solve more effectively.
3. **See Your Best Self:** When pausing, you call to mind an image of your ‘best self’ – the ideal self you want to be; the person you are when your actions align with your values.
4. **Strategize & Act:** As your ‘best self,’ you might choose a thought strategy or an action strategy. A thought strategy might be to remember that there is more than one perspective, or to consider your larger goals (such as preserving the relationship). An action strategy might be to take a walk, drink some water, or set up a time for a conversation later. If you responded to the moment as your ‘best self,’ you’ve just taken a Meta-Moment!



Duration: 40 minutes

1

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

Key Ideas:

- Our 'best self' is the person we want to be based on our values and goals.
- Thinking about our 'best self,' in advance, is helpful.
- When we're able to call our 'best self' to mind in moments where we feel reactive, we're more likely to respond in ways we feel good about because they align with our values.

Activity Goals:

- To describe your 'best self' in a few words.
- To consider what kinds of behaviors support your 'best self' qualities.
- For your child to do this together with an adult or older sibling at home and have a conversation about it.

Activity Steps:

1. Review the Meta-Moment Overview sheet so that you understand it.
2. Follow the Activity Steps on page 2 with your third-grader.
3. Fill out Activity Sheet 1 and discuss together.

2

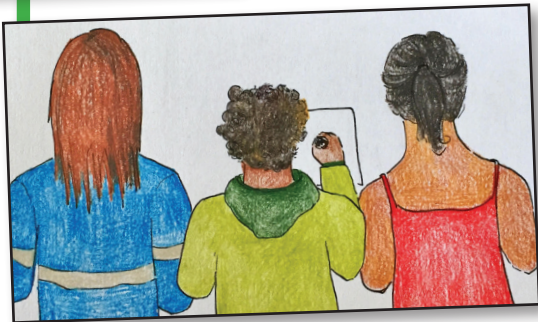
Student, follow the first steps and then have fun doing the activity!

First Steps

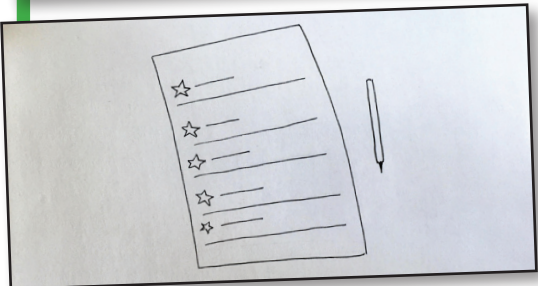


1. Have fun acting out the four steps of the Meta-Moment!
2. Explain to a family member what your 'best self' means, and plan to do the activity together.

The Activity



1. Write down what words you would use to describe your 'best self' on Activity Sheet 1. Invite your family member to do the same.
2. Next to each word, write down a behavior that shows each quality. For example, if your 'best self' is patient, the behavior might be to listen with full attention.



3. Talk about your 'best self' together!
4. Then, pick one of the 'best self' qualities that you'd each like to work on in the coming week and color the star next to the word you choose.



5. Check in with your family member at the end of the week. How did each of you do working on the 'best self' quality and behavior you selected?

3

My Best Self

ACTIVITY SHEET 1

My name: _____

	Best Self Quality	Behavior
☆		
☆		
☆		

My family member's name: _____

	Best Self Quality	Behavior
☆		
☆		
☆		