

Fourth 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 ቤተሰቦች፣

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 የተቀረበ ነው። ተማሪዎች ከዚህ እሽግ ውስጥ ከአንድ የሂሳብ ተግባር እና ከአንድ የማንበብ ተግባር ያልበለጠ በየቀኑ እንዲያጠናቅቁ እንመክራለን። ለተጨማሪ የትምህርት እና የልምምድ እድሎች፣ የመጀመሪያዎቹን የሀብቶች ስብስቦችን እና የሚገኙን ቅጥያዎችን ጨምሮ ለማግኘት፣ እባክዎ ድር ጣቢያችንን እዚህ ላይ ይጎብኙ: www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

4th Grade Math

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

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Grade 4 Day 1: Read and Write Multi-digit Numbers

Grade	4
Day	1
Math	Read and write multi-digit numbers
Audience	Teachers
Language of Instruction	English
Objective	Write multi-digit numbers using standard form, word form, and expanded form.
Standard	Number and Operations in Base Ten* Generalize place value understanding for multi-digit whole numbers. 4.NBT.2 Read and write multi-digit whole numbers using base-10 numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Links to printable materials (Student facing)	Math Grade 4 Lesson 1 Reading and Writing Multi-Digit Numbers
Online / Blended Resources	Place Value Cups: a short video showing how to use paper cups to create a place value practice tool https://www.youtube.com/watch?v=Kpj7Rt2qT6o Expanded Notation of a Number: Math for Kids video https://www.youtube.com/watch?v=GjGoqqGYRjo&t=15s

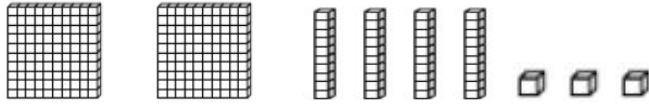
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	Worksheets	Online
Launch	Draw the base ten blocks that go with the expanded notation.	Place Value Cups: a short video showing how to use paper cups to create a place value practice tool https://www.youtube.com/watch?v=Kpj7Rt2qT6o
Explore	Write numbers in standard form, word form and expanded form.	Expanded Notation of a Number: Math for Kids video https://www.youtube.com/watch?v=GjGoqqGYRjo&t=15s
Summarize	Use these four digits (3, 8, 1, 5) to create the largest and smallest number you can.	

Math Grade 4 Day 1: Read and Write Multi-digit Numbers

Draw the base ten blocks that go with these expanded numbers.

Example: $200 + 40 + 3 = 243$



$$400 + 70 + 8 =$$

$$300 + 40 + 2 =$$

Complete the Chart

Standard Form	Word Form	Expanded Notation
345	Three Hundred Forty-Five	$300 + 40 + 5$
	One Thousand, Five Hundred Seventeen	
789		
		$200 + 80 + 3$

You have four digits: 3 8 1 5

Use all four of these digits to write the largest and the smallest number you can.



Grade 4 Day 2: Adding with Whole Numbers

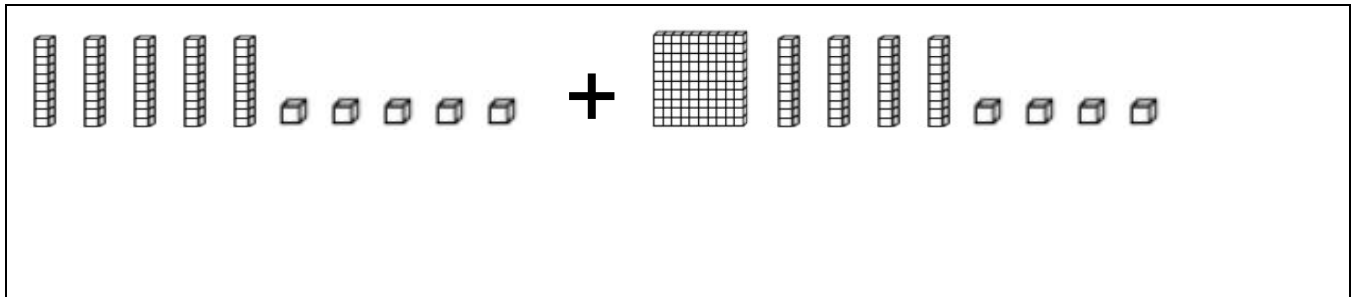
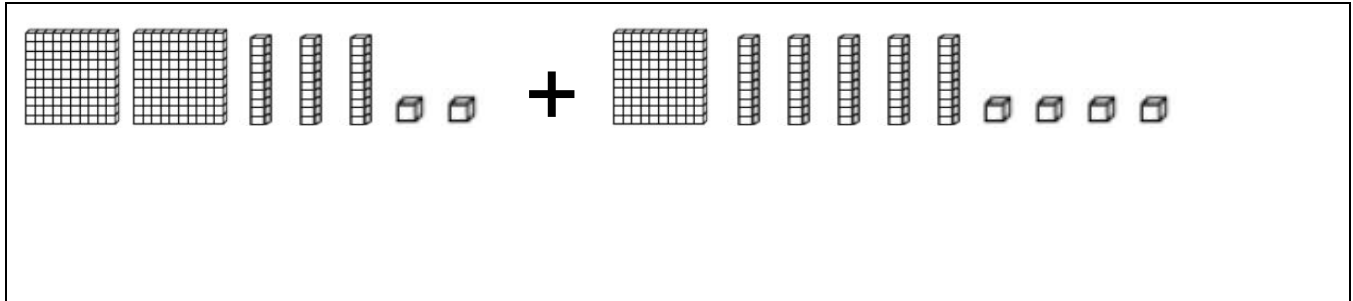
Grade	4
Day	2
Math	Adding whole numbers within 100,000
Audience	Teachers
Language of Instruction	English
Objective	Add using place value strategies and the standard algorithm
Standard	Number and Operations in Base Ten* Use place value understanding and properties of operations to perform multi-digit arithmetic. 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. <i>* Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</i>
Links to printable materials (Student facing)	Math Grade 4 Lesson 2 Adding Whole Numbers
Online / Blended Resources	Digital base ten blocks https://apps.mathlearningcenter.org/number-pieces/ Online review of adding with the standard algorithm https://learnzillion.com/lesson_plans/6181-add-using-the-standard-addition-algorithm/lesson Drag and Drop to solve multi-digit addition problems https://mrnussbaum.com/drag-n-drop-math-online



	Worksheets	Online
Launch	Add within a thousand using base ten blocks.	Use the digital base ten blocks to solve these equations: $147 + 232$ $273 + 128$ $153 + 281$
Explore	Add using the standard algorithm.	Use this site to review the standard algorithm for addition. https://learnzillion.com/lesson_plans/6181-add-using-the-standard-addition-algorithm/lesson Drag and Drop to solve multi-digit addition problems https://mrnussbaum.com/drag-n-drop-math-online
Summarize	How is adding with base ten blocks similar and/or different from adding with the standard algorithm?	

Math Grade 4 Day 2: Adding with Whole Numbers

Part 1: Write & solve the equation that goes with the base-10 addition problems.



Part 2 Solve these problems using the standard algorithm.

Find the sum: **14,576 + 15,032**

Find the sum: **46,576 + 34,236**

On Saturday 24,327 went to a Giants game. On Sunday 28,512 people went to the game. How many people went to the game all together?

How is adding with base ten blocks similar to adding using the standard algorithm?

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
Grade 4 Day 1: Decimals as parts of the whole divided in 10 or 100

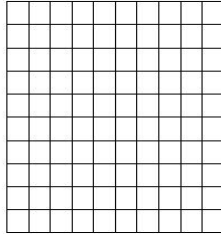
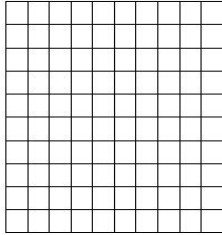
Grade	4
Day	3
Math	Decimals as parts of a whole when the whole is divided in 10 or 100
Audience	Teachers
Language of Instruction	English
Objective	Students place benchmark decimal fractions on a number line and use base-10 blocks to represent them.
Standard	<p>Number & Operations—Fractions</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i></p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i></p> <p>4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>
Links to printable materials (Student facing)	<ul style="list-style-type: none">• Large Hundredths Grid BLM• Place Value Chart Multilingual Presentation .
Online / Blended Resources	<p>Number Lines (with decimals) https://www.mathsisfun.com/numbers/number-line-zoom.html</p> <p>Decimals Conundrums https://www.mathplayground.com/number_conundrum_decimals.html</p>



	Worksheets	Online
Launch	<p>Label each coin and value in terms of cents (1¢, 5¢, 10¢, and 25¢). Coins known about (50¢ and \$1 might come up). Coin values can also be expressed in terms of dollars, (\$0.01, \$0.05, \$0.25).</p> <ul style="list-style-type: none">Coins on a Number Line BLM S C	<p>https://www.mathsisfun.com/numbers/number-line-zoom.html</p>
Explore	<p>Represent a variety of decimals on a number line, using tenths and hundredths grids from Decimal Grids All BLM, coloring in the indicated number of squares, and gluing/taping them on the number line, as shown on the bottom number line below.</p> <p>On a second sentence strip, have students write the equivalent decimal in fraction form.</p> <p>On the third sentence strip, have students write the name of the decimal in word form.</p>	<p>Math Homework Lesson 1 Day 1 https://docs.google.com/document/d/1KizxqAhrNrCjRNlrxjhedGLVudoMzHI7CTRTdNTXP_w/edit</p>
Summarize	<p>Draw a number line. Write these numbers on the number line (0.25, 0.5, 0.75, 0.10, 0.20, 0.05)</p>	<p>What patterns do you see? What do you notice about the decimals?</p>

Math Grade 4 Day 3: Decimals as Parts of the Whole

1. Shade in 0.9, if  = 1



2. Write the sum:

_____ = 8,000,000 + 300,000 + 40,000 + 1,000 + 600 + 10 + 8

3. Find the missing number to make this part-part-whole diagram.

?	5,001
10,300	

4. There are 72 packs of gum for sale at the corner store. Each pack has 8 sticks of gum. How many sticks of gum are there for sale at the corner store?

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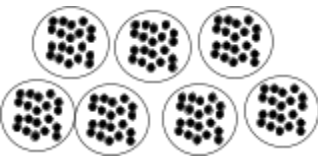
Grade 4 Day 4: Mixed Practice

Grade	4
Day	4
Math	Multiplication of single digit whole numbers with up to four digit numbers.
Audience	Teachers
Language of Instruction	English
Objective	Students are able to multiply problems using multiples of powers of ten.
Standard	<p>Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. diagrams that feature a measurement scale.</p> <p>4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>
Links to printable materials (Student facing)	Math Homework https://docs.google.com/document/d/1o0uQXqRIbfv5GmqP2DVc1TrYC1ZoUkRCNti9YdTgK7w/edit
Online / Blended Resources	<p>Partial Product Finder: https://apps.mathlearningcenter.org/partial-product-finder/</p> <p>Product Game: exercises your skill with factors and multiples: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</p> <p>Factorize: Visually explore the concept of factors by creating rectangular arrays. https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/</p>



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	Worksheets	Online
Launch	<p><i>7 apples cost 20¢ each. What is the total cost of the apples?</i></p> <p>Equal Group with numbers or visuals:</p> <p>$20 + 20 + 20 + 20 + 20 + 20 + 20 = 140¢$ or \$1.40</p> 	<p>Partial Product Finder: Use this site to help you understand multiplication of numbers as products https://apps.mathlearningcenter.org/partial-product-finder/</p>
Explore	<p>Work on Extended Facts.</p>	<p>Math Homework 4.2 LS1, Day 1 (Revised and updated on 3.10.20 for SPV19) https://docs.google.com/document/d/1o0uQXqRIbfv5GmqP2DVc1TrYC1ZoUkRCNti9YdTgK7w/edit</p>
Summarize	<p>Students may notice or already know that when multiplying with multiples of 10, 100, 1000, etc., the product will have the same number of zeros as the factors.</p> <p>Example: $7 \times 3 = 21$ $7 \times 30 = 210$ $7 \times 300 = 2,100$ $7 \times 3000 = 21,000$</p>	<p>Use this site to help you visually explore the concept of factors by creating rectangular arrays. https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/</p>

Math Grade 4 Day 4: Mixed Practice

1. Find the sums or differences.

$$3,524 + 2,031 =$$

$$7,586 - 2,031 =$$

2. Write the sum:

$$\underline{\hspace{2cm}} = 50,000 + 3,000 + 300 + 50 + 3 + .5$$

3. Write the number 75,302 in expanded form and in word form.

expanded form:

word form:

4. There are 4 packs of gum for sale at Big Mel's store. Safeway has 8 times as many packs of gum for sale as Big Mel's Store. How many packs of gum are for sale at Safeway? Show how you solved this problem.

5. $7 \times 4 = 28$.

What is $7 \times 40 =$ _____. What is $7 \times 400 =$ _____

Grade 4 Day 5: Whole Numbers Multiplication with Word Problems

Grade	4
Day	5
Math	Match word problems with multiplication equations.
Audience	Teachers
Language of Instruction	English
Objective	To understand that multiplication situations can be represented with equations and with visual models.
Standard	<p>Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Operations and Algebraic Thinking Use the four operations with whole numbers to solve problems. 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>
Links to printable materials (Student facing)	<p>Math Homework https://docs.google.com/document/d/178K8VJPNN9TW2EPzdilaGIDU1c9Mccz1wxkq-vzag3U/edit</p> <p>Card Sort (Needs to be cut out) https://docs.google.com/document/d/1-3HKFIZSKLaW8p2rHmT6ZeerAipX0DVBHH384h9yXR/edit</p>
Online / Blended Resources	<p>Multiplication Tool can be used to demonstrate how to model multiplication using “groups of” and then transition to using the equation. https://teach.conceptuamath.com/app/tool/multiplication</p> <p>Product Game: exercises your skill with factors and multiples: https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</p> <p>Single digit multiplication fluency. The browser version is free (FUN and Easy to use) http://www.additionblocksgame.com/mxblocks/</p>

	Worksheets	Online
Launch	<p>Students work on card sort about different models for multi-digit multiplication.</p> <p>This card sort about the different models for multi-digit multiplication.</p> <p>Sort a few cards from the first two card sets.</p> <ol style="list-style-type: none"> 1. Lay out Card Set A, the first set of cards, on the table. 2. Deal out Card Set B, the second set of cards. 3. Student job is to agree or question how the cards match using question frames like: <ul style="list-style-type: none"> ○ <i>Why do you think _____ matches _____ ?</i> ○ <i>How do these two cards match?</i> ○ <i>I know how the cards match and can explain my thinking.</i> <p>https://docs.google.com/document/d/1-3HKFIZSKLaW8p2rHmT6ZeerAipX0DVBHH384h9yXR/edit</p>	<p>Solve for variables multiplication ONLINE: http://www.kidsmathtv.com/learn/solve-for-variables-game-for-4th-grade-scientist-quiz/</p>
Explore	<p>Understanding the visual models for multiplication.</p>	<p>Math Homework Grade 4 Day 5 (Revised and updated on 3.10.20 for SPV19) PRINT-OUT https://docs.google.com/document/d/19whFw9pmZ2Eu09Ftxwp54TVr4IHtD7yKRFajxkHWzCM/edit</p>
Summarize	<p>There were opportunities to uncover how to relate multiplication to ideas and make meaning of the relationships</p> <p>There are many opportunities to use multiplicative thinking in situations (without using division).</p>	<p>Use this site to support you with multiplication fluency....it is fun and easy to use. http://www.additionblocksgame.com/mxblocks/</p>

Set A

$$26 \times 17 = n$$

$$14 \times 19 = n$$

$$n \cdot 15 = 330$$

$$n = 12 \cdot 12$$

$$n = 23 \times 11$$

$$13 \times 28 = n$$

$$30 \cdot 29 = n$$

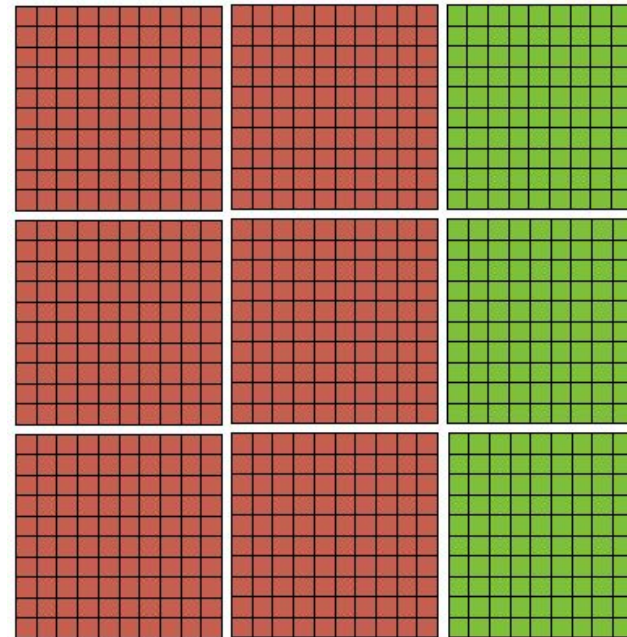
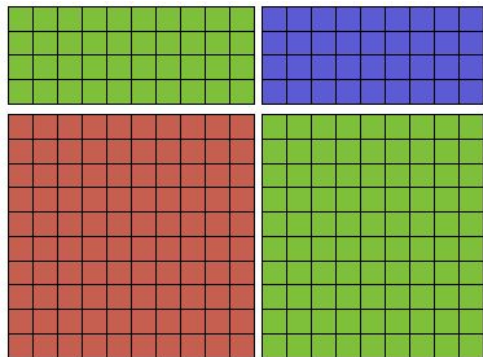
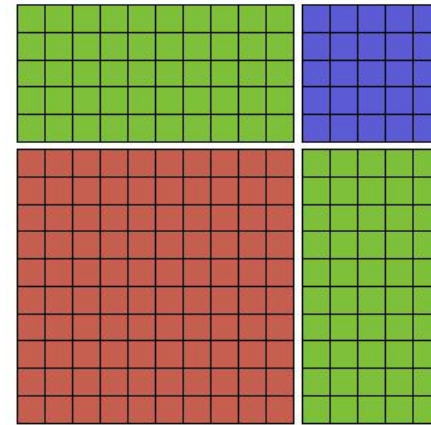
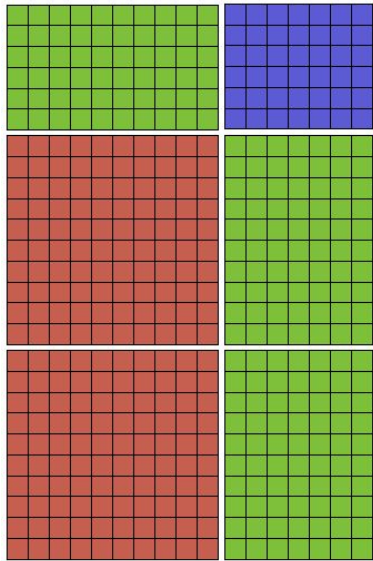
$$15 \cdot 15 = n$$

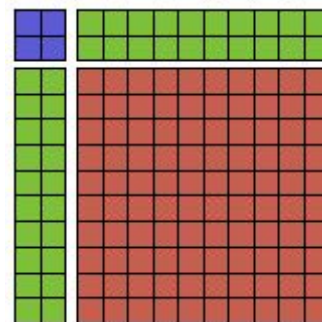
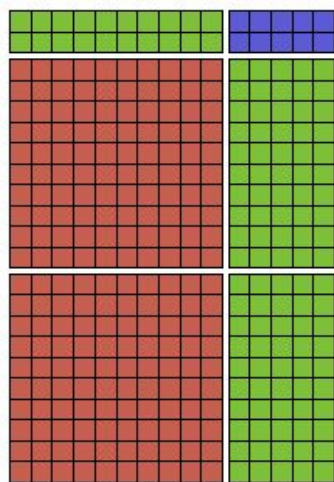
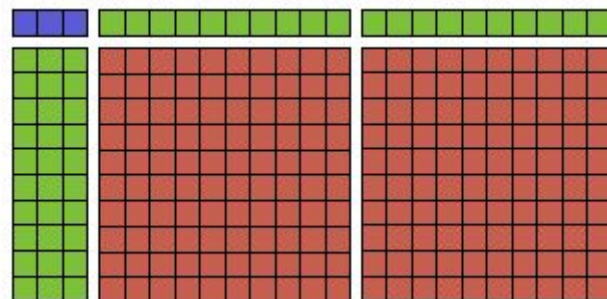
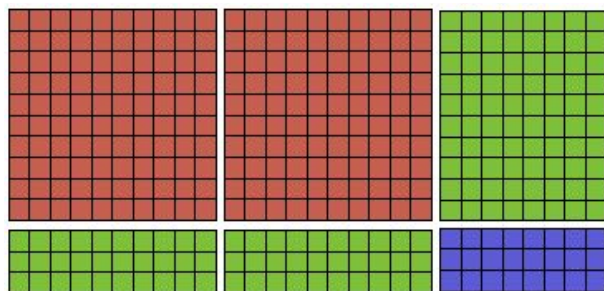
Set B

Koalas eat eleven ounces of eucalyptus leaves every day. How much do they consume in twenty-three days?	A rectangular beaver den measures fifteen feet long and fifteen feet wide. What is the area of the beaver den?
Emperor penguins weigh 12 lbs and leopard seals weigh 12 times as much. How much do leopard seals weigh?	An opossum sleeps about nineteen hours per day. About how many hours does it sleep in a two-week time period?
African Lions weigh fifteen times as much as Canadian lynxes. If an African lion weighs 330 lb, how much does a Canadian lynx weigh?	A grey wolf weighs about twenty-six kilograms. About how much does a pack of seventeen wolves weigh?
Ground squirrels spend about thirteen hours a day foraging. About how many hours do they spend foraging in four weeks?	A camel's heart beats about 29 times per minute. About how many times does it beat in one half hour?

Set C

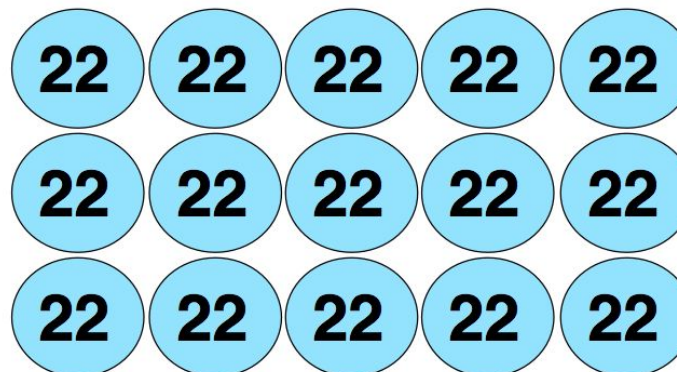
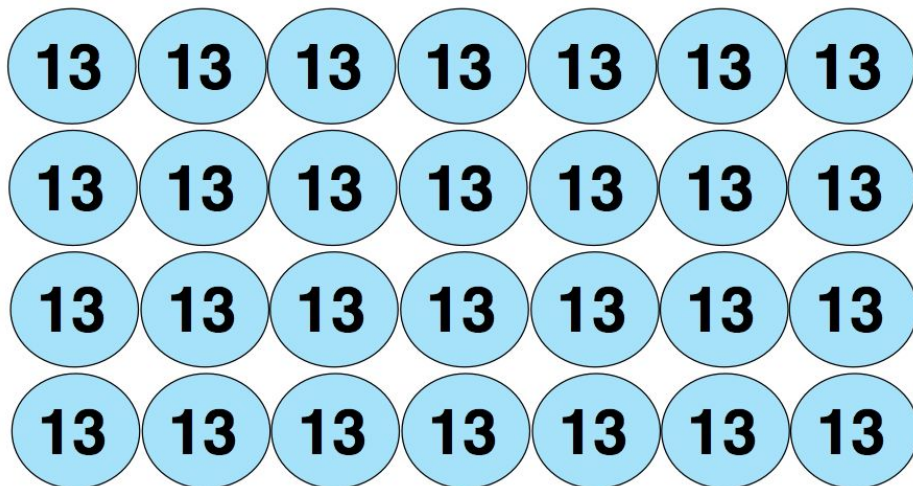
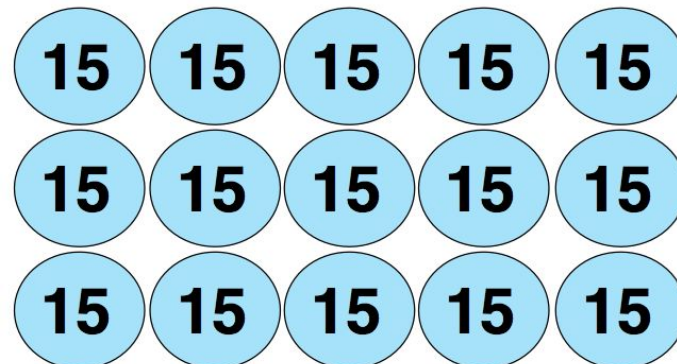
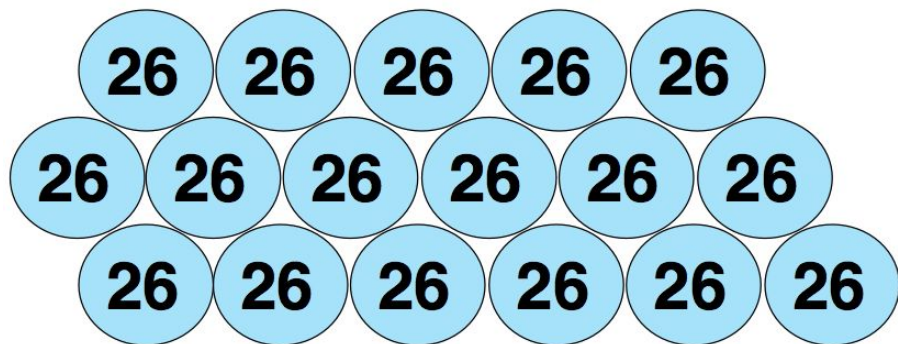
Cut out and match cards from Set C to sets A, B, and D.

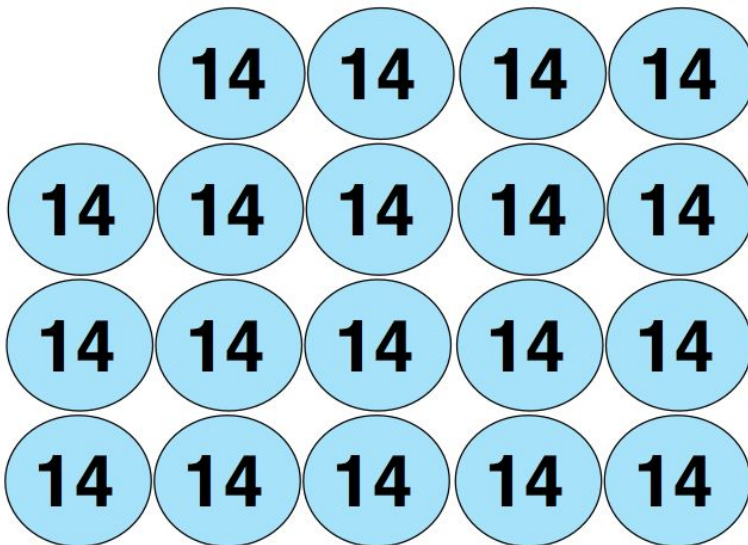
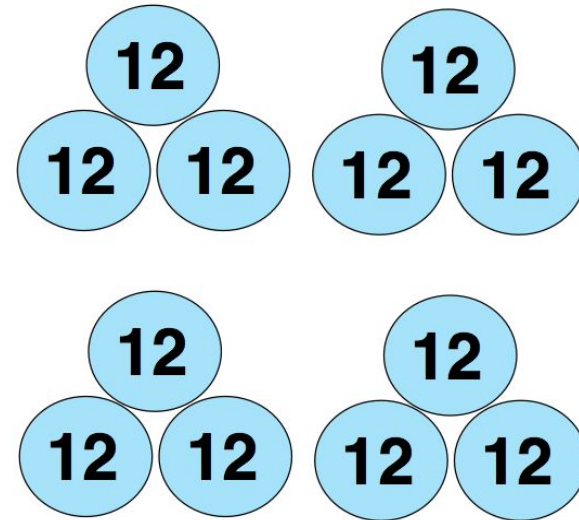
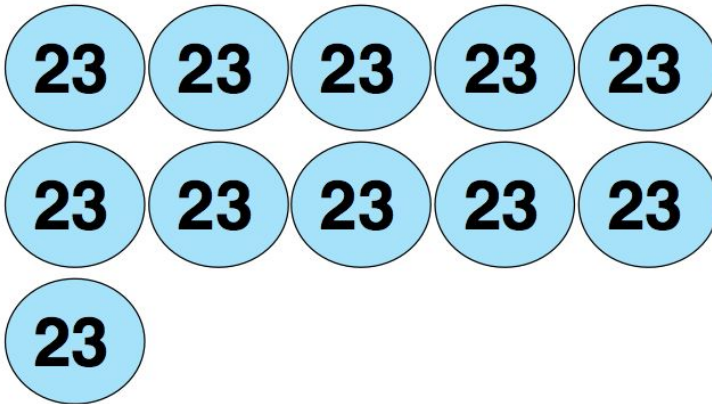




Cut out and match cards from Set D to sets A, B and C.

Set D





Math Grade 4 Day 5: Whole Number Multiplication with Word Problems

1. Using base-10 block notation, show 41×52

2. The populations of five cities in California are listed below. What is the combined population of San Francisco and San Jose?

City	Population
Los Angeles	3,928,864
San Diego	1,381,069
San Jose	1,015,785
San Francisco	852,469
Fresno	515,986

3. Follow the pattern and find the missing numbers.

515,986	515,886	_____	515,686	_____	_____
---------	---------	-------	---------	-------	-------

4. Angela and Elisa are playing a game of basketball. Angela scored 30 points. Elisa scored three times as many points as Angela did.

How many points did Elisa and Angela score all together?

Show how you figured this out.



Dear Fourth 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 two articles about children in new situations: “The New Kid” and “Julia Moves to the United States.” You’ll find a “Reading Bingo” sheet to help you think about the texts you read, and also find information about how you can access the King County Library System.

In addition to the activities in the packet, here are some suggestions that will keep you 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 cuarto 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 dos artículos sobre niños en nuevas situaciones: “The New Kid” y “Julia Moves to the United States.” Encontrarán la hoja “Reading Bingo” que te ayudará a pensar sobre el texto que leíste y también a encontrar información sobre como puedes tener acceso al Sistema de Bibliotecas Públicas del Condado King.

Además de las actividades en el paquete, he aquí algunas sugerencias para continuar 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 (ideas) sobre lo que leíste en 30 palabras o menos. Tu 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?

Thân gửi học sinh lớp bốn và gia đình,

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

Trong tập hồ sơ này, bạn sẽ thấy hai đề tài về trẻ em trong những tình huống mới: “The New Kid” và “Julia Moves to United States”. Bạn sẽ thấy một bản văn “Reading Bingo” để giúp bạn nghĩ về những bản văn bạn đọc, và cũng kiểm những tin tức về truy cập vào hệ thống thư viện King County như thế nào.

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

- Có phát triển việc đọc đối với bạn mỗi ngày.
- Bạn tự đọc cho chính mình mỗi ngày.
- Kể những câu chuyện cho người khác. Thay phiên để nói về những gì xảy ra tiếp theo trong câu chuyện.
- Vào cuối ngày, nói với người khác về những xảy ra trong ngày với bạn. Nói cho họ biết về những gì bạn đã làm, và hỏi những gì họ đã làm. Hỏi lẫn nhau về những câu hỏi khác.
- Viết và vẽ hình cho những câu chuyện của bạn.
- Viết một bài văn (tweet) về việc đọc của bạn. Tạo một tweet về việc đọc của bạn với 30 chữ hoặc ngắn hơn. Bạn có thể viết về
 - Bạn nghĩ và quan tâm gì về sách của bạn bây giờ?
 - Một trong những nhân vật trong sách đã thay đổi như thế nào kể từ khi bạn bắt đầu đọc.

Mudanayaal Qoysaska iyo Ardayda Fasalka Afaraad,

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

Bushqadan, waxa aad heli doontaa laba maqaal oo ku saabsan caruurtaadu xaalad cusub ku jira: "The New Kid" iyo "Julia Moves to the United States." Waxa aad heli doontaa xaashi "Reading Bingo" si ay kaaga caawiso inaad ka fikirto qoraalka aad akhriday, iyo inaad sidoo kale hesho macluumaad ku saabsan sida aad u geli karo King County Library System.

Marka laga tago hawlaha ku jira bushqada, waa kuwan talooyin aad ku kobcin karayso 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 akhrikaaga 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 የአራተኛ 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፤ በአዲሶቹ ሁኔታዎች ውስጥ ስላሉ ልጆች ሁለት ፅሁፎችን ታገኛላችሁ፡ “The New Kid” እና “Julia Moves to the United States.” ስለ አነበባችኋቸው ፅሁፎች ማሰብ እንዲችሉ የሚያግዝ “Reading Bingo” ገፅ ታገኛላችሁ እና የ King County Library System እንዴት ማግኘት እንደምትችሉ የሚጠቁም መረጃም ማግኘት ትችላላችሁ።

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

- በእያንዳንዱ ቀን የሚያነብላች አዋቂ ሰው 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 ተነጋገሩ። ለዚያ ግለሰብ ምን እንዳደረጋችሁ ተናገሩ እና እነሱም ምን እንዳደረጉ ጠይቋቸው። እርስ በእርሳችሁ ጥያቄዎችን ተጠያየቁ።
- የራሳችሁ የሆኑትን ታሪኮች ፃፉ እና አብራሩ።
- ስለ አነበባችሁት ነገር “ትዊት” ፃፉ። ስለ አነበባችሁት ነገር በ 30 ቃላት ወይም ከዚያ በታች ትዊት(ሃሳብ) ፍጠሩ። ትዊት ማድረግ ትችላላችሁ ስለ፡
 - ስለመፅሃፍዎ በአሁኑ ሰዓት ምን እያሰባችሁ ወይም እያሰሰባችሁ ነው?
 - ማንበብ ከጀመራችሁ ጀምሮ በእናንተ መፅሃፍ ካሉት ባህሪያት ውስጥ አንዱ እንዴት ተቀየረ?

The New Kid in Class

Introduction

This short story was included in Issue 61 of the Teaching Tolerance magazine, published in the spring of 2019.

Author

Kaitlin Cyca and Monita K. Bell

Web Version: <https://www.tolerance.org/classroom-resources/texts/the-new-kid-in-class>



It was the first day of the fifth grade, and Mia was excited to see her name listed for the same class as three of her best friends. This year was going to be the best one ever!

Hanging up her sparkly backpack, Mia looked for her friends. They weren't there yet, but when she turned around to decide what desk she wanted, she noticed a new student.

Even though she was normally very shy, Mia decided to go over to the new girl and introduce herself. She was in the fifth grade, after all. She wasn't a little kid anymore!

“Hey, I’m Mia. What’s your name?” she asked the stranger.

The girl glanced up from what seemed to be a really long math problem, her eyes only briefly meeting Mia’s. Then she looked away.

Mia stood there feeling awkward for a few seconds before she decided that the girl must not have heard her. Why else would she ignore her?

“Hey, did you hear me? What’s your name?” She tried again. This time the girl whispered, “Amena,” and then got up quickly and walked away.

I guess she doesn’t like to make new friends, Mia thought.

The teacher, Mr. Brown, walked over to Amena, and the two of them started talking. Then Mia’s friends came in, and she forgot all about the new girl.

A few weeks later, the class was hard at work on multiplication problems. And struggling.

Mia happened to glance up at Amena — she was already done! How?!

Mr. Brown said everyone could work together in pairs. Mia was a little nervous at the thought of asking Amena to be her partner, but Amena sure knew what she was doing!

“Hi, Amena,” Mia said when she walked over to her desk. “Will you be my partner? You seem really good at this, and I could use some help.” She smiled shyly.

Amena seemed hesitant at first, but after a moment, she quietly replied, “OK.”

Before long, with Amena’s help, Mia was starting to get the hang of it.

“Wow, you’re a genius, Amena!” Mia said excitedly as they finished up.

“No, not a genius,” Amena laughed, “but I was the best in my class before ...” She suddenly stopped, her smile now a frown. She looked as if she were trying not to cry.

Before Mia could ask what was wrong, Mr. Brown announced that it was time for lunch.

Mia watched the class file out and waited behind to talk with him.

“Mr. Brown, I think there’s something wrong with Amena. She got really upset just now, but I don’t know why.”

“I think I might,” Mr. Brown said. “I’ll talk with her, OK?”

“OK,” Mia replied.

Back in the classroom after lunch, Mr. Brown began speaking. “Before we start on social studies, I’m going to tell you a story, but it’s not a very happy one. Please listen quietly until I am finished, and then I will answer your questions.”

Mia looked at her friends and they looked confused, just like she did.

“Imagine that our city became so dangerous that there was nowhere safe to go.”

The children in Mia’s class all looked horrified.

“No more school, no more recess, no more softball practice in the evenings. Imagine having to leave your home and move to a new place, where the people speak a different language.”

Some children were fighting back tears. Others looked down at their shoes.

“This is Amena’s story. She moved here from Syria, and she gave me permission to tell you this.”

Mia looked back at Amena, who no longer looked tearful. Instead, she sat up straight, looked around the room, took a deep breath, and said, “It’s OK. If you have questions, you can ask me.”

The room was silent. Some kids still looked down, unsure of what to do.

Mia raised her hand, and Amena nodded at her, inviting her to ask a question.

“How did you become a math genius?” She asked with a smile.

Amena returned the smile and said, “A good friend helped me work at it.”

Source

Teaching Tolerance Issue 61 Spring 2019

Text Dependent Questions

1. Question

Re-read from “Even though she was normally very shy ...” to “Why else would she ignore her?”

a. Put this phrase into your own words: “Even though she was normally very shy ...”

b. When someone feels awkward, they feel uncomfortable or unsure of what to do. Why does Mia feel awkward after introducing herself to Amena?

Answer

- a. Despite the fact that she felt shy in most instances
- b. Mia felt awkward because she went out of her way to say hi to Amena and introduce herself, but Amena only looked at her briefly and then went back to her math problem. Mia was left standing, not knowing how to respond because she did not get the response she expected.

2. Question

Why does Amena try not to cry when Mia calls her a genius?

Answer

Amena recalls her previous life in Syria, where she was “the best in [her] class [at school].” To think of Syria and having to leave her life there makes her sad.

3. Question

Why does Mia’s teacher tell Amena’s story to the class?

Julia Moves to the United States

Introduction

“Julia Moves to the United States” is a nonfiction story written by Sean McCollum and published as a Perspectives for a Diverse America central text in 2013.

Author

Sean McCollum

Web Version: <https://www.tolerance.org/classroom-resources/texts/julia-moves-to-the-united-states>



Illustration by Susan Estelle Kwas

Close your eyes for just a minute. Take a deep breath and turn on your imaginations.

Imagine that you are going on a trip with your family — a *big* trip. Maybe you're getting into a car, or onto a boat, bus or plane.
Don't forget to buckle your seatbelt!

Now you start moving over the water, on the highway or through the air. You travel a long, long way. It takes hours, maybe days, but finally you arrive. You are in a

completely new place. The food smells and tastes different from anything you've eaten before. People dress in clothes you've never seen.

The kids you meet on the playground speak a different language than you. Their words mean nothing to you. More than anything, you want to talk to them, to make new friends, but they don't understand what you're saying, either.

Imagine how you might feel being that new kid in that new place. Now open your eyes. Julia Alvarez was a little girl the second time her family moved to the United States. People, like Julia's parents, who move to another country to start a new life are called immigrants. They often experience the same feelings you just imagined.

Julia was born in New York City. Her parents, however, were from a country called the Dominican Republic. When Julia was still a baby, her family moved back to that warm, sunny country. Each summer, Julia's family shared a big beach house in the Dominican Republic with her aunts, uncles and cousins. There, Julia played with her three sisters and many cousins, laughing loudly and shouting to each other in Spanish. Julia enjoyed having fun, making mischief and making up stories.

The Dominican Republic, though, was an unsafe place at the time. Julia's father was in danger, and he decided the family should escape. When Julia was 10 years old, they flew back to New York to start a new life.

At first, Julia was very excited to return to where she had been born. But being an immigrant in a new land was harder than she ever imagined. Her family was only able to bring a few suitcases of clothes. Everything else had to stay behind. At first, they had to squeeze six people into a small apartment instead of living in a large house. Julia missed her cousins, and her big, happy family. The cold winter made her skin dry and cracked.

School was hard, too. Julia knew some English, but her new classmates spoke so fast. She struggled to understand them. Bullies yelled at her. "Go back where you came from!" They threw rocks at her and teased her about her accent — the way she spoke. At one school, the teachers punished Julia when they heard her speak Spanish. Kids made fun of her frilly dresses and dark curly hair. They turned up their noses at the spicy, garlicky food in her lunch box.

The teasing hurt Julia's feelings, and she grew quiet and shy. When she wanted to get away from her unhappiness, she escaped between the covers of books. Those stories took Julia's imagination to wonderful and exciting places. Figuring out new words helped her English get better and better.

Julia changed to fit in and make friends. She tried to hide that she was an immigrant so other kids wouldn't make fun of her. She only spoke English outside of her home. She fixed her hair to make it straight, not curly. She and her sisters did everything they could to behave like they thought American girls were supposed to behave.

There was one place, however, where Julia felt she could be her true self — in her writing. As she grew older, instead of just reading stories, she began to write them. At first, she tried to write like famous American writers, most of them white men writers. But her life experience gave her a different way of seeing the world. As a young woman, she also made new friends with other Latinas — women from Latin American countries like the Dominican Republic, Chile, Argentina and Colombia. She felt excited about bringing her past to life using words. She started writing more about the Dominican Republic and her childhood. She wrote stories mostly in English and sprinkled with Spanish words.

Today, Julia Alvarez is a famous author. She calls herself a “Dominican-American writer” and writes poems, books and stories, some of them for children. In her writing, she tells what it is like to be an immigrant in the United States, how it is both amazing and very hard. She wants to help readers see that no matter where we come from, what languages we speak or what we look like, we all belong. We have the wonderful chance to learn together, understand each other, and be kind and helpful to each other.

Source

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Text Dependent Questions

1. Question

Why does the author ask you to close your eyes and imagine things like traveling a far distance and that no one eats, speaks or dresses the same way as you once you get there?

Answer

He does this because he wants you to think about how Julia Alvarez must have felt.

2. Question

Reread paragraph eight.
How was Julia different from her classmates?

Answer

She didn't know a lot of English and had a hard time understanding it. She had an accent. She spoke Spanish. She wore frilly dresses. She had dark, curly hair. She ate spicy, garlicky food.

3. Question

Reread the second-to-last paragraph.
What does the author mean by the phrase, "true self"?

Answer

Julia didn't have to pretend to be anyone else. She could be herself, who she truly or really was inside.

4. Question

What does Julia Alvarez want people who read her stories to understand?

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 tarjetea 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: www.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 nút 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 (መፃህፍቶች፣ 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-መፃህፍት ካርድ ቁጥሮች በ 401 ይጀምራሉ እና የተማሪ ቁጥርዎ ያስከትላሉ። የይለፍ ቃልዎ የተማሪ ቁጥርዎ የመጨረሻዎቹ 4 አሃዞች ነው።)

ለምሳሌ:

የቤተ-መፃህፍት 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
Choose any TV show or movie. Write the title, characters, setting, beginning, middle, and end.	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.	Write a letter to your teacher about what you did today. Use words like first, next, then, last, and finally.	Find something in your house that starts with every letter of the alphabet. Example: A: airplane toy B: bread	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.
Monday	Tuesday	Wednesday	Thursday	Friday
Find 30 objects in your home. Sort them into lists. Example: things that are red, things that are plastic, things that are magnetic.	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.	Create a scavenger hunt for your family. Hide things around your house, then write clues to help them search.	Write acrostic poems to describe each member of your family (even your pets!) Example: M - magical A - ambitious X - eXcellent	Think of two characters from two different books or shows. Write a story about what might happen if they met each other.

English 3-5 Weeks 3-4

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

Monday	Tuesday	Wednesday	Thursday	Friday
Read a book to your family, but don't let them see the title. Let them take turns to guess the title.	Make a T-chart. Make a list of opposites in your home. <div> <div>washer</div> <div>spoon</div> <div>dryer</div> <div>fork</div> </div>	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?	Go outside. Write and draw what you see, hear, think, feel, and smell.	Choose two animals. Draw and label their body parts. Create a venn diagram to compare them.
Monday	Tuesday	Wednesday	Thursday	Friday
Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.	Use crackers or candy to write words you find in your home. 	Take a walk in your neighborhood. Use sticks, leaves, and rocks to leave messages for your neighbors. 	Think of someone you would like to interview. Write them a letter with your questions.	Use the food in your house to create a menu with prices. Use them to write word problems. Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00


Spanish 3-5 Semanas 1-2

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

Lunes	Martes	Miercoles	Jueves	Viernes
Escoge un programa de television y crear una lista de titulo, personajes, lugar, comienzo, medio y fin.	Usar cosas que puedas encontrar en tu casa para inventar algo nuevo. Dibujalo y etiquetalo. Escribe como este invento va hacer de ayuda.	Escribir una carta a tu maestro de como estuvo tu dia. Usar palabras como: primero, siguiente, despues , ultimo y finalmente.	Encontrar cosas en casa que empiecen con las letras del abecedario Ejemplo: A: anillo B: basura	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.
Lunes	Martes	Miercoles	Jueves	Viernes
Encontrar 30 cosas en tu casa. Acomodarlos por listas. Ejemplo: cosas que son rojas, cosas que son de plastico, cosas que tienen iman.	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.	Crear una busqueda de tesoros para tu familia. Esconde cosas alrededor de tu casa y escribe pistas para que los demas los encuentren.	Escribe poemas acrostico de toda tu familia diciendo cosas buenas (hasta de tus mascotas)! Ejemplo: M - magico A - asombroso X – eXcelente	Piensa en dos diferentes personajes de distinos libros o peliculas. Escribe una historia de como pudieran llegar a conocerse.

Spanish 3-5 Semanas 3-4

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

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

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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
Chọn bất kỳ chương trình truyền hình hoặc phim. Viết tiêu đề, tình tiết của phim: bắt đầu, giữa và kết thúc.	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.	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 .	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	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.
Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
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).	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.	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.	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	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.

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

THE META-MOMENT

OVERVIEW

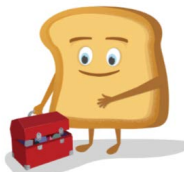
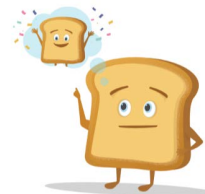
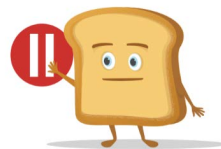
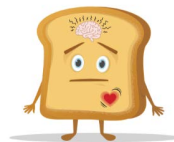
The Meta-Moment

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!

RULER ANCHOR

THE META-MOMENT

FOURTH GRADE

MY NAME _____

DATE _____

Duration: 20 minutes

1

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

Key Ideas:

- Sometimes we have to manage our strong emotions in the moment. While this can be challenging, we can all develop strategies to help us.
- There are **action** strategies and **thought** strategies.
— *For example, an action strategy might be to take a break or drink some water. 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).*
- One of the most effective **thought** strategies is called 'positive self-talk.'

Activity Goals:

- To engage family members in learning about self-talk.
- To encourage family members to explore their own self-talk.
- To practice turning negative self-talk into positive self-talk.

Activity Description:

Most of us, to some degree, have experienced negative self-talk. For example, we might say to ourselves, "I can't do this!" or "I'll never be smart enough" when faced with a challenging task or difficult situation. This makes it even harder to achieve our dreams, or be the people we want to be.

We all learn better and grow from an emotional climate of support – and that begins with our inner voices. Positive self-talk involves telling yourself something helpful or repeating a quick phrase in your head that will help you through a situation. Learning positive self-talk helps us be more supportive to ourselves and our children. Research shows if you add your name, all the better. "Self, you've got this!"

Paying attention to self-talk can be transformative for families, so we encourage you to have fun practicing this important skill together at home.

2

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

First Steps

1. Review the Meta-Moment Overview handout with your family.
2. Think of a story to share about a time you felt jealous, embarrassed, or nervous.
3. Ask your family members to think of a story where they felt one of those emotions, too.

The Activity



1. First, share your story with your family members.
2. Then, ask each family member to share their story.
3. Did you and your family members experience negative self-talk when you were feeling jealous, embarrassed, or nervous? Ask each person to identify any negative things they were saying to themselves that may have influenced how they felt. For example, if you're jealous of your sister, your self-talk might be, "She's Mom's favorite."
4. Now, see if you can replace the negative self-talk with positive self-talk. If you were to replay this situation, what would you tell yourself that could help you be more successful? For example, "We all feel that way sometimes," or "Mom loves us both." In other words, how would you talk to yourself as if you were talking to a good friend, and being supportive? Discuss with your family.
5. After your family's conversation about self-talk, complete Activity Sheet 1.



3

Turn your negative self-talk into positive self-talk!

ACTIVITY SHEET 1

Negative Self-Talk	Positive Self-Talk
I can't do this.	Practice makes perfect!
They like her better. I'm boring.	
I don't belong.	
I hate my body.	
It's going to turn out bad.	
My Negative Self-Talk	My Positive Self-Talk