

## Lesson 1 Program Designer - *Setting Reachable Goals*

---

### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Goal

Success

Reachable

Achieve

Determination

### Social Studies Extender

---

Imagine you are Christopher Columbus as a third grader. You enjoy adventure and exploration and are interested in anything that has to do with the ships and the sea. Name a goal for yourself that you can accomplish within the next year. What are two things you will need to do to reach the goal?

### Language Arts Extender

---

Tell your child you are going to read them the beginning of a story, and you want them to predict what will happen next.

Harry was pumped about today because today was the day he was going to reach his goal of climbing the big Oak tree in his backyard. Harry had already conquered the smaller trees in his yard, but today was the day he was going to the top of that old Oak tree. For safety, Harry asked his dad to help him with a harness. He also watched lots of videos about how to climb trees safely. Today was the day, and he was ready to reach his goal. His family and friends gathered at the base of the tree as he strapped on the harness and took the first step toward the top.

What do you think will happen next in the story? What evidence from the story supports your prediction?

### Art Extender

---

Explain that the second step to setting a goal is to picture yourself reaching it. Ask your child to draw or paint a picture of them reaching their goal.

### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Decision

Consequence

Responsible

Reflect

### Social Studies Extender

---

Animals like the Wood Bison, Hawksbill Turtle, and Manatee are endangered and at risk of becoming extinct. Ask your child to consider what decisions humans could make that would help to protect these animals and the environments in which they live?

### Language Arts Extender

---

Explain that the characters in story books often make decisions that affect the plot and outcome of the story. You will read some decisions made by characters in a story. Ask your child to use the character's decision to create a title for the book. The title can represent a possible consequence of the decision, the decision itself, or what they think will be the outcome of the decision.

1. James is driving home from work when he sees a sad lonely stray dog at the side of the road. He decides to stop the car and take the dog home with him.
2. Maggie is exploring an ancient castle when she finds a secret room. She turns the door knob and the door opens. She decides to enter the secret room.
3. Christopher has worked at the train station fixing the rails for most of his life. Today, as the train blew its horn to leave the station, Christopher jumped on the train as it rolled out. He had no idea where the train would take him or what would happen next.

### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Envious

Melancholy

Zany

### Language Arts Extender

---

Write the following sentences on a piece of paper.

1. Arthur was (furious, mad) that his brand new skateboard was stolen.
2. Megan was (happy, ecstatic) that her dad was coming home after a two year deployment overseas.
3. Benjamin was (startled, terrified) when someone accidentally dropped a book on the classroom floor.
4. Jessica was (sad, devastated) when her dog didn't greet her first when she and her brother walked through the front door.
5. Elias was (mortified, embarrassed) when the substitute teacher mispronounced his name.

Explain that feeling words can describe different levels of intensity. Read each sentence aloud and ask your child to share which feeling word best completes the sentence according to the situation.

### Art Extender

---

Ask your child to illustrate his or her emotions: happy, sad, angry, scared, and disgust. Instruct them to choose a color for each emotion. Have them paint or draw each emotion as a character. Then, ask them to write down what makes each character feel the emotion.

### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Assertive

Tone of voice

Confidence

### Language Arts Extender

---

Ask your child to think about his or her favorite time of the year. It can be a season or a holiday. Ask them to describe this season or holiday using each of the five senses. Tell them to write down what they see, hear, feel, smell, and taste.

### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Encouraging

Considerate

Dependable

### Literacy Extender

---

Ask your child to think of a book he or she has read recently about best friends. Ask them which best friend characters are most like you and your best friend? Have your child write a paragraph describing how they and their best friend are like the best friends in the book.

### Language Arts Extender

---

Have your child write a poem about what his or her friend(s) means to them. The poem can be any type of poem.

---

### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Influence

Consequence

Individuality

### Language Arts Extender

---

Explain that sometimes you may need to stand tall, look someone in the eye, and use a firm tone of voice to refuse peer pressure, but you can still be polite. People listen to and respect an assertive communicator. Ask your child to listen to the following scenarios and respond using assertive communication skills.

1. One of your friends says, "Hey, let's throw rocks at cars." What can you say to refuse this pressure?
2. Some kids keep pressuring you to make fun of another student. What can you say to refuse this pressure?
3. Your friend says, "Hey, want to write something gross on the bathroom stall?" What can you say to refuse the pressure?

### Art Extender

---

Have your child illustrate how they feel when a friend peer pressures them to do something they know they shouldn't do or don't want to do. Encourage your child to use symbols, figures, and colors to express emotions in the illustration.

### Around Town

---

Inform your child that we often think of peer pressure as being negative, but we can also encourage each other to do good things. We can be a positive influence on each other to be active members of our community. With your child, create a list of things they can do, places they can volunteer, or activities they can participate in in your community to be a positive influence on others.



## Lesson 7 Meology

### Understanding the Safe Use of Prescription & OTC Medicines

---

#### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Medicine

Prescription

Over-the-counter medicine

Pharmacist

#### Language Arts Extender

---

Explain that to practice recognizing synonyms and antonyms, you will give them two words. Your child will tell you if the words are synonyms or antonyms. Read the bold words below. The answers are written in italics.

**Sick**      **Ill**      *Synonyms*

**Helpful**      **Hurtful**      *Antonyms*

**Medicine**      **Candy**      *Antonyms*

**Brain**      **Mind**      *Synonyms*

**Adult**      **Child**      *Antonyms*

**Instructions**      **Directions**      *Synonyms*

**Share**      **Split**      *Synonyms*

**Sick**      **Healthy**      *Antonyms*

**Safe**      **Dangerous**      *Antonyms*

**Correct**      **Right**      *Synonyms*

### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Drug

Alcohol

Health

Exercise

### Language Arts Extender

---

Explain that you are going to use the letters of the word “healthy” to create an acrostic poem. An acrostic poem uses letters of a word to begin each line of the poem. On a piece of paper, write the word HEALTHY vertically so each letter is the start of a line.

H

E

A

L

T

H

Y

Next, explain that you are going to come up with words or phrases that are examples of things you can do to be healthy that begin with each of the letters in the word healthy. For example, for “H” you could say, “Hummus makes a great snack.” You could also say, “Hockey is a great physical activity.” Work with your child to complete the poem.

### Science Extender

---

Prior to this activity, gather a variety of bite-size healthy foods and tooth picks. Examples of healthy foods include apples, celery, oranges, carrots, raisins, broccoli, etc. If healthy foods are not available, the robot can be drawn on a piece of paper using healthy foods.

Explain that healthy foods not only build better bodies, they can also build fun robots. With your child, assemble a robot from healthy foods and toothpicks. The robot doesn't have to move or do anything except taste good.

### Art Extender

---

Tell your child that they are going to draw a picture of themselves participating in their favorite physical activity using healthy foods to make up their body. For example, they might use broccoli for the head and carrot sticks for arms. Or they may want to use an orange for the head and celery sticks for arms. Ask your child to be as creative as possible using the healthy foods he or she likes to eat.

### Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Stress

Tension

Calm

### Science Extender

---

Explain that plants are stressed by environmental changes that threaten their health, such as a flood or drought, or by critters that would harm or kill them like pathogens and plant-eating insects. Plants also have excellent stress management techniques. They don't have the ability to run from their stress, like we do. They can't go for a walk or talk it out with someone. They are stuck where ever they grow. With your child conduct research online to learn about how plants manage their stress. Help your child write three facts about plants and how they experience and manage their stress.

### P.E. Extender

---

To help your child relax, do some yoga. Use an app or video. Be sure the session uses easy poses and includes the accompanying breathing. Help your child to stretch, breath, and relax.

## Dab of Vocab

---

Write the Dab of Vocab words on a sheet of paper. Ask your child to define each word and use the word in a sentence.

Addictive

Benefit

Harmful

Nicotine

Tobacco

## Language Arts

---

Have your child write a paragraph that begins with, "I will never use tobacco products because..." Ask your child to consider the reasons they will not use tobacco products? What activities do they participate in that could be affected by tobacco use? Who else would be affected by their decision to use tobacco products?