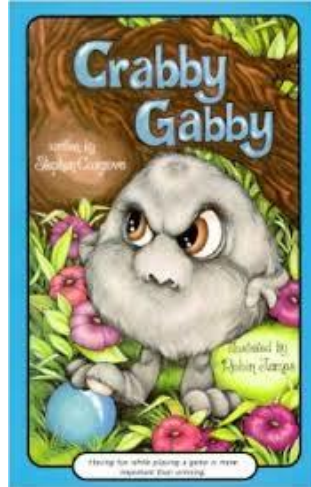


Third Grade

***Look for the blue writing for at home tips!**

Week 8: **Playing Fair**

-Students revisited the idea of playing fairly. Students brainstormed and practiced ideas such as: using rock-paper-scissors, eenie-meenie-minie-moe, flipping a coin, and taking turns.



Week 9: **Power of Positivity**

-Students heard the story, Fanny, about a cat that only has three legs. Other animals are cruel to her until realizing she has a lot of great qualities and a lot to say. Students then began creating “Praise Capes” in which they drew a mini cape and wrote positive words about themselves on the capes.

-*At home!: Ask your child what his/her favorite things about him/herself are. Share your own positive traits as well. There are days we all feel sad or not as important, it’s crucial to think of our positive qualities often and especially on rough days.

Week 10: **Second Step Lesson 1 (Being Respectful Learners)**

-Students began the Second Step curriculum (<http://www.cfchildren.org/second-step/social-emotional-learning.aspx>). Parents should have received a letter briefly summarizing the program (sent home with students). Please let me know if you need another copy. Second Step lessons are a curriculum for social-emotional learning and include units such as: Empathy Training, Emotion Management, and Problem solving. According to the Second Step creators:

- “Students who can self-regulate are better able to participate in and benefit from classroom instruction.
- Having empathy prepares students to manage their own strong emotions and solve interpersonal problems with others.
- Students who practice emotion management by recognizing strong emotions and calming down cope better and are less prone to aggressive behaviors.
- And when students use problem-solving skills to handle interpersonal conflicts with peers, they are less likely to engage in impulsive or aggressive behaviors.

- In short, social-emotional learning promotes students' school success and connectedness and contributes toward a safe and respectful school climate. It also helps prevent problem behaviors, peer rejection, impulsivity, and low academic achievement. So the question is, why *shouldn't* we teach our children social-emotional skills?"

Week 11: Second Step Lesson 2- **Using Self-Talk**

-The concept of self-talk is discussed. Throughout the day, all humans have a somewhat constant dialogue going on in their heads whether or not it is realized all the time. Students are encouraged to use their inner dialogue as encouragement and also to help them focus. Many students begin thinking negative thoughts when failure occurs, but it's important to change "should" statements (ex: "I should not have failed that test.") to statements that begin with "Next time I will..." (ex: "Next time I will study for the test and ask a grown up for help if I get stuck."). Student can also use their self-talk to stay on task by thinking about and repeating what the teacher is saying for example.

-***At home**: Encourage students to use positive self-talk and model it (Example: "I tried my best to cook a delicious dinner, but it ended up getting burnt. Next time I will.... Set two timers instead of one.")