| Grades K-5 |
| --- |
| **Classroom Dojo-Tier 1** |
| Tier 1 standards are taught within the day school classroom setting. Our students should be provided access to completing their homework during the afterschool program as written in our 21st CCLC Grant. |
| **Provide Clear Expectation** in the classroom with posted rules and responsibilities |
| **Provide Clear Routines** within the after school setting in the classroom for students to access help when needed. |
| **Provide Options:** Computer Based ( I Ready ); Paper Based (grade appropriate assignments) Accelerated Reading Books |
| **Use Classroom Dojo** technology to communicate to parents about the students' status on homework within the program. |
| Communicate to your Center Coordinator any student that has an ongoing homework issue so that we can communicate with the school. |
| **Use background soft music** to set the tone for a relaxed working environment for homework time. |
| **Control the classroom setting** so that those that are engage in homework can have support, environment and time they need to complete it within the program. |
| **Reward the student** with personal positive praise, creative handshake or intercom praise as they complete their homework appropriately within the program allotted timeframe. |

# Global Reading Lesson Plans

**Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch**

## Grades K-5 September 17-28th 2018

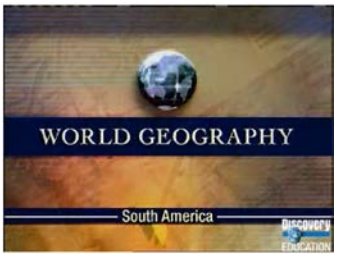
## South America the Continent

**Dramatic Education Universal Orlando Foundation Branch September 4-October 26th**

- **Complete lesson plans from previous week. South American addresses have been sent to the clubs. Preprinted letter to accompany Flat Stanley as well as international stamps will be provided this week for his send off.**

**South America the Continent Power Point & Video**


**https://www.youtube.com/watch?v=QEvx1o4wo_M**




**Access to internet**
**Computer**
**Speakers**
**Projector**
**South American Quiz**
**Daily Homework from the School.**

1) **Use provided power point A Trip to South America as a tool to teach students about the continent of South America. Use the questions imbedded in the powerpoint to drive discussions. Use can also refer to the South American Quiz..as a tool.. Student pass the quiz prior to completing the fun activity planned for the following weeks.**
2) **Focus on vocabulary words like continent, equator, iguazu, rainforest, crop, gauchos,**

**Begin showing the Discovery Education Video on South America**
**https://www.youtube.com/watch?v=QEvx1o4wo_M (52 mins) , therefore you will have to gage your time in order to leave room for the last part of the lesson each day.**

3) **Complete School Day homework the last 15 minutes of the Reading Lesson. Please check and or review student work.**

***LAFS.K12.L.3.6Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.***
***WL.K12.IH.3.6 Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.***

Name: _____

# South America Quiz

1. How many countries does South America have?
2. Which country is the largest?
3. What is the name of the largest rainforest in South America?
4. What is a common food they eat in South America?
5. In South America people normally speak the _____ language.
6. What is a gaucho?
7. Your favorite South American animal is _____.
8. Obrigado means what in English?
9. A game children like to play is called _____.
10. What was your favorite part of South America?

# Global Math Lesson Plans

**Joe R Lee, Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch**

## Grades K-5 September 17-28th 2018

## Math Master's Program/ Four Corners

## Joe R Lee-Financial Literacy Program Sept. 4th – October 26th

**Automaticity in Math Facts creates a pathway to mastering math standards within the school day. The goal is to use up to 20 minutes within our afterschool program to provide practice with basic facts in addition, subtraction, multiplication and division.**

**Student school day homework or Math Menu Materials.**
**Laminated Copies of Math Sheets and or Page Protected Math Sheets or Beat the Clock Workbooks**
**Timer**
**Expo Markers**
**Paper Towel**
**Projector**
**PowerPoint ( provided)**


1) **Explain to the students that they will have the opportunity to learn their math facts in addition, subtraction, multiplication and division.**
2) **Pass out Addition Facts ONLY blank laminated, page protected or beat the clock workbooks. Have students practice for the next 7 minutes with use of timer.**
3) **Tell students the will use expo markers only on the transparencies or page protected math sheets. Stress the importance of keeping the caps on after use so that our resources are there when we need them.**
4) **Have students pair up with a peer. Have students switch sheets that they completed. Paired peers will check each other's work with matching answer keys. Give them 3-5 minutes to check the work.**
5) **Have the pairs return the checked answer sheets to one another, check their errors and then erase their responses. Switch sheets with the other peer.**
6) **Next give the students 7 more minutes to answer as many addition problems as possible. Repeat the steps above…**
7) **Now that students have had 7 minutes to complete their addition questions, ask students to estimate how many they could get right in 1 minute? tell them to keep that number to themselves. but hold themselves accountable to reaching that number. Tell students that the next time they complete another sheet; they will only get 1 minute. They will have about 7 weeks to increase their fluency addition Math facts. Tell them each week they will have an opportunity master their facts and challenge themselves for a colored belt. Tell them more information will come next week.**
8) **Play Game of 4 Corners use Powerpoint provided. Students will be asked use mental math to solve a math problem. They will move toward the corner of the room that answers that best represents the answer to their program. There will always be 4 answer choices. A, B, C, D- A will be in the front left corner, B will be in the front right corner, C will be in the back right corner and D will be in the back left corner.**
9) **Practice with students how they should move in the classroom so that no one gets hurt.**
10) **Use PowerPoint for practice to get the students acclimated for moving in the room.**
11) **Leave 15 minutes at the end of the class period for students to complete their homework. Make it a big deal and seek to assist the students as they needed. Provide seat work for those students who indicate they do not have homework. Feel free to use Math Menu Materials for this opportunity.**

*MAFS.K.OA.1.1Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.MAFS.1.OA.1.1Use addition and subtraction within 20 to solve word problems1 involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (1Students are not required to independently read the word problems.)MAFS.1.OA.2.3 Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)MAFS.2.NBT.2.9Explain why addition and subtraction strategies work, using place value and the properties of operations.*

# Grades K-5 September 17-28th 2018

## Into to Engineering

## Walt Disney World Clubhouse- Mad Science Sept.4th –October 26th

**In order to create an atmosphere of engineers who will need to work together for a common goal, which will be to create several structures that will adhere to a plywood to both plan and outline a city scape of and or combination thereof landmarks from either Antarctica South America or Europe.**

**Read Aloud Article- What is a structure? Review what a structural engineer is from before.**

**Straws**

**Plastic Wrap**

**Container to hold water**

**Access to water to fill the container**

**25 Pennies ( please ask around.. I can not provide access to real cash for this process)**

**If needed, use fake money we do have.**

1) Read Aloud the challenge and you may want to remind students of what a structural engineer? : The Challenge Build a boat that can hold 25 pennies for at least ten seconds before sinking. In this challenge, kids follow the design process to build a boat that can stay afl oat and upright while weighed down with a heavy load of pennies. (If metal washers are easier to get, use 15 metal washers [one inch in diameter] instead of 25 pennies.) Or Fake money coins that I know we do have.
2) Tell the students that they will be asked to act as structural engineers today and create a structure with materials and supplies that are not as common to the building process they are used to.
3) Introduce the challenge (5 minutes) Begin by telling kids the challenge. Then get them thinking about why things fl oat. Ask: • If you take two empty, capped soda bottles—one big and one small—and push them underwater, which one will be harder to keep down? (The big one) Why? (Both bottles displace [i.e., push aside] some water. The displaced water pushes back on the bottles. The upward push of the water on an object gets bigger as more water is displaced. The big bottle displaces more water than the small one does. So there's more force pushing it up, and it fl oats better.) • Tell kids that buoyancy is the term for describing the force pushing back up on the bottle. The more buoyancy something has, the higher it fl oats in the water. • How can you make a boat that's very buoyant? (Make sure it displaces a lot of water.)
4) It is important to tell the students that you will be monitoring how well the students work together. Explain that there is not 1 engineer who works alone. There are always teams of people who work together on structural projects and it is vital to the success of our upcoming project that the students begin to work together as a team.
5) Brainstorm and design (10 minutes) Show kids the materials and ask, "What kinds of boats can you make using these materials? How can you design them to carry a heavy load?" After discussing their ideas, have them sketch their designs on a piece of paper or in their design notebooks
6) Build, test, evaluate, and redesign (35 minutes) Distribute the challenge sheet and have kids begin building. If any of the following issues come up, ask kids questions to get them thinking about how they might solve their problems. • The boat doesn't fl oat well. Increase its buoyancy by making its interior space bigger (i.e., making a very wide boat with high sides). Or trap a lot of air in the straws, cups, or frame used to build the boat. • The boat leaks. See if the straws are fi lling with water. If so, use tape to seal them. Also, check the plastic wrap. Press it tightly or use tape to form a watertight barrier. • The boat tips and takes on water. Make sure the weight is well distributed— spread it evenly across the bottom. Also, a boat can tip when the load is up high. Place the pennies in the lowest part of the boat. Or build a boat with a V-shaped (i.e., triangular) hull, which is generally a more stable design than a fl at-bottomed boat. • The boat can't support 25 pennies. Increase its buoyancy by increasing its size and depth. • Someone's design just isn't working. Suggest making a different kind of boat. With these materials, kids can make platform boats and open boats. Make a platform boat by taping straws together to form a floating platform. Make an open boat by covering a frame of straws with plastic wrap. The open boat design generally supports a heavier load.

| | |
|---|---|
| 7) | **Discuss what happened (10 minutes) Have kids talk about their designs and how they solved any problems that came up. Emphasize the key themes in this challenge—buoyancy and supporting a load—by asking questions such as: • What are some things that all the boats have in common? (They fl oat by displacing water, are waterproof, stay upright when fl oating, and carry a load.) • Which held more pennies, a platform raft or a boat built over a frame? (Generally, a boat built over a frame will hold more pennies than a similar-sized platform of straws will. Its hull displaces more water before starting to sink; it is therefore more buoyant.) • How did knowing about buoyancy infl uence the design of your boat? (In general, the more water that a boat can displace, the more weight it can support.)** |
| 8) | **Be careful not to provide too much help and or support. You are really overseeing the process and checking to see which sets of students work best together for a common goal. Look for leaders, and also look for those who follow directions well. Check for those who sit back and allow others to do all the work and be mindful of those who want to do all of the work. Redirection is very important in the process. This will set the tone for future activities and how you will want to set the students up for success so that ALL parties are actively involved in the process.** |
| 9) | **See attached documents for more details about the plan.** |
| *SC.35.CS-CS.2.2Describe how computational thinking can be used to solve real life issues in science and engineering.SC.35.CS-CS.2.4 Solve real-world problems in science and engineering using computational thinking skills.SC.K2.CS-CS.2.3 Solve real life issues in science and engineering using computational thinking.SC.35.CS-CS.1.2 Describe how models and simulations can be used to solve real-world issues in science and engineering. SC.K2.CS-CS.1.2 Describe how models and simulations can be used to solve real-world issues in science and engineering.* | |

In this lesson, you'll learn what structural engineering is and how it impacts your life every day. Read on to find out what a structure is and some ways that structural engineers make structures stronger.

# Roads, Airports and Bridges

Look around. Without a structural engineer, most of what you see around you probably wouldn't be there! A **structural engineer** is someone who uses math and science to invent, design, build, and care for **structures**, such as houses, roads, bridges, dams, and airports.

# What's a Structure?

Think about some structures around you. What do they have in common? All structures must be designed by engineers so that they can bear, or hold up, a particular load.

For example, a bridge has to be able to hold the weight of the people, cars, and trucks that will cross over it every day. If it can't bear that load, it will collapse. Structural engineers study the load that each structure must bear and figure out how to design a structure that can withstand that load.

Structures also have forces that are acting on them all the time. Gravity is one force that acts on everything on Earth. Wind blowing against the side of a building or a bridge would be another example of a force. Forces always seem to be trying to knock structures down!

***Arches help structures bear loads.***

Structural engineers use math and science to make sure that forces won't damage the structure. They figure out ways to make the structure bend under the forces so that they aren't damaged. When the forces are gone, the structure is made so it can go back to its original shape.

You might think that only large structures, such as skyscrapers, bridges, or dams would need to be studied closely, but that's not true. Small structures, such as the chairs, tables, or bookshelves, are also designed by structural engineers to make sure that they can stand up under the load that they are supposed to hold. Without structural engineers, you might sit on a chair and end up on the floor!

# Columns, Beams and Trusses

One thing that structural engineers think about is how to make structures that are strong. They need to think carefully about what a structure will be made out of. The materials have to be able to bear the load, but they also need to be able to 'give,' or bend, so that they can go back to their original shape when the load is removed. Often, we can't see this bending as it happens. You wouldn't want to drive over a bridge if you could see it bending under its load, would you?

# WATERCRAFT

CHALLENGE 1
LEADER NOTES

**The Challenge**
**Build a boat that can hold 25 pennies for at least ten seconds before sinking.**

**In this challenge, kids follow the design process to build a boat that can stay afloat and upright while weighed down with a heavy load of pennies. (If metal washers are easier to get, use 15 metal washers [one inch in diameter] instead of 25 pennies.)**

1. **Introduce the challenge** (5 minutes)
Begin by telling kids the challenge. Then get them thinking about why things float. Ask:

- If you take two empty, *capped* soda bottles—one big and one small—and push them underwater, which one will be harder to keep down? (*The big one*) Why? (*Both bottles displace [i.e., push aside] some water. The displaced water pushes back on the bottles. The upward push of the water on an object gets bigger as more water is displaced. The big bottle displaces more water than the small one does. So there's more force pushing it up, and it floats better.*)
- Tell kids that buoyancy is the term for describing the force pushing back up on the bottle. The more **buoyancy** something has, the higher it floats in the water.
- How can you make a boat that's very buoyant? (*Make sure it displaces a lot of water.*)

2. **Brainstorm and design** (10 minutes)
Show kids the materials and ask, "What kinds of boats can you make using these materials? How can you design them to carry a heavy load?" After discussing their ideas, have them sketch their designs on a piece of paper or in their design notebooks.

3. **Build, test, evaluate, and redesign** (35 minutes)
Distribute the challenge sheet and have kids begin building. If any of the following issues come up, ask kids questions to get them thinking about how they might solve their problems.

- The boat doesn't float well. *Increase its buoyancy by making its interior space bigger (i.e., making a very wide boat with high sides). Or trap a lot of air in the straws, cups, or frame used to build the boat.*
- The boat leaks. *See if the straws are filling with water. If so, use tape to seal them. Also, check the plastic wrap. Press it tightly or use tape to form a watertight barrier.*
- The boat tips and takes on water. *Make sure the weight is well distributed—spread it evenly across the bottom. Also, a boat can tip when the load is up high. Place the pennies in the lowest part of the boat. Or build a boat with a V-shaped (i.e., triangular) hull, which is generally a more stable design than a flat-bottomed boat.*
- The boat can't support 25 pennies. *Increase its buoyancy by increasing its size and depth.*

DESIGN SQUAD

**SHOW KIDS THE RELATED TV EPISODE**

Photo: Helen Tsai

In Watercraft, kids figure out how to carry a heavy load in a boat. Show them the PVC Kayak episode in which *Design Squad* teams compete to build kayaks that the team members can maneuver around a slalom course. Get it online at pbs.org/designsquad.

Photo: Lauren Feinberg

Encourage kids to come up with several ways of solving a problem before they move ahead with one idea.

- Someone's design just isn't working. *Suggest making a different kind of boat. With these materials, kids can make platform boats and open boats. Make a platform boat by taping straws together to form a floating platform. Make an open boat by covering a frame of straws with plastic wrap. The open boat design generally supports a heavier load.*


Photo: Lauren Feinberg

Have kids test the buoyancy of their boats by carefully loading them with pennies or washers.

**4 Discuss what happened** (10 minutes)

Have kids talk about their designs and how they solved any problems that came up. Emphasize the key themes in this challenge—buoyancy and supporting a load—by asking questions such as:

- What are some things that all the boats have in common? (*They float by displacing water, are waterproof, stay upright when floating, and carry a load.*)
- Which held more pennies, a platform raft or a boat built over a frame? (*Generally, a boat built over a frame will hold more pennies than a similar-sized platform of straws will. Its hull displaces more water before starting to sink; it is therefore more buoyant.*)
- How did knowing about buoyancy influence the design of your boat? (*In general, the more water that a boat can displace, the more weight it can support.*)

## FOR EVENTS

- Draw kids into your area by asking, "Can you build an unsinkable boat?"
- Kids may be tempted to make huge rafts out of straws or to use large quantities of plastic wrap to waterproof their boats. Limit materials to those listed on the activity sheet unless someone gives good reasons for needing more.
- Provide one container of water per five kids.
- Keep the supply of pennies in the testing area. Kids only need them when they're testing.
- Have towels on hand to mop up spills.

To determine how many materials you'll need for different-sized events, for information on obtaining large quantities of materials, and for other general event tips, see page 7.


Photo: Lauren Feinberg

A boat that can displace a lot of water can support a lot of weight.

# WATERCRAFT

DESIGN SQUAD™

PBS®

as built on TV™

pbs.org/designsquad

## YOUR CHALLENGE

Design and build a boat out of straws and plastic wrap that can hold 25 pennies for at least ten seconds before sinking.

## BRAINSTORM & DESIGN

Look at your materials and think about the questions below. Then sketch your ideas on a piece of paper or in your design notebook.

1. How will you make a boat that floats well enough to support a heavy load without sinking?
2. Should your boat be a platform (e.g., a raft or barge) or an open boat (e.g., a rowboat or canoe)?
3. What's the best way to make your boat waterproof?
4. How big do you need to make your boat to hold 25 pennies?

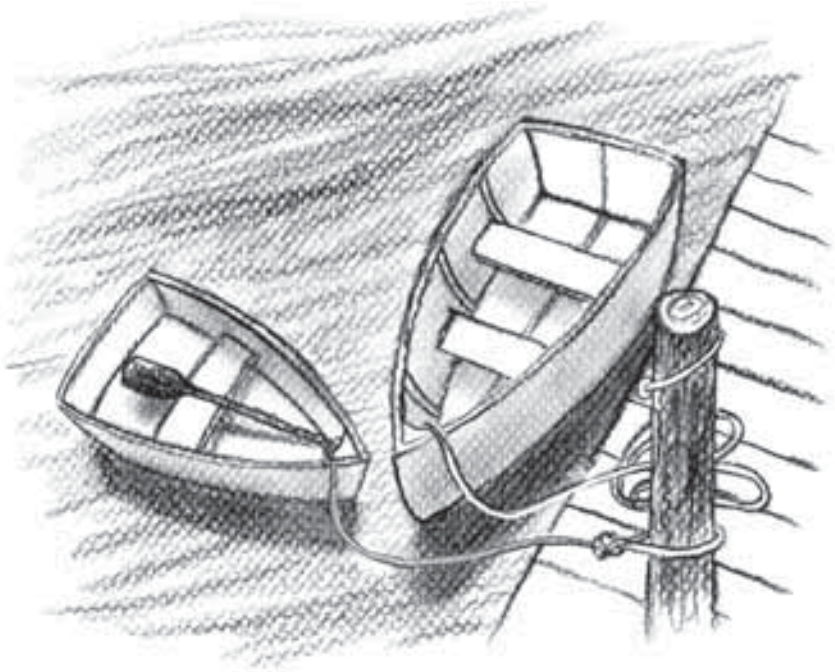
## BUILD, TEST, EVALUATE & REDESIGN

Use the materials to build your boat. Then test it by floating it in a container of water and adding pennies, one at a time. When you test, your design may not work as planned. When engineers solve a problem, they try different ideas, learn from mistakes, and try again. The steps they use to arrive at a solution is called the ***design process.*** Study the problems and then redesign. For example, if the boat:

- sinks easily—*Increase its ability to float. When you set your boat in water, notice how it sinks down a bit, pushing aside some water. The water pushes right back, pressing on the boat's bottom and sides. The force from these pushes is called* ***buoyancy****. To change your boat's buoyancy, experiment with the boat's width and the height of its sides.*
- leaks a lot—*See if the straws are filling with water or if the plastic wrap is separating.*
- tips easily—*Check how near the weights are to each other. A boat can get tippy when one part is heavier than another.*

### MATERIALS (per person)

- container filled with water (e.g., bucket, sink, plastic tub)
- duct tape
- paper cups (8-ounce or larger)
- 10-inch strip of plastic wrap
- 10 straws
- towels (paper or cloth)
- 25 pennies (or 15 standard, flat steel washers, at least 1 inch in diameter)



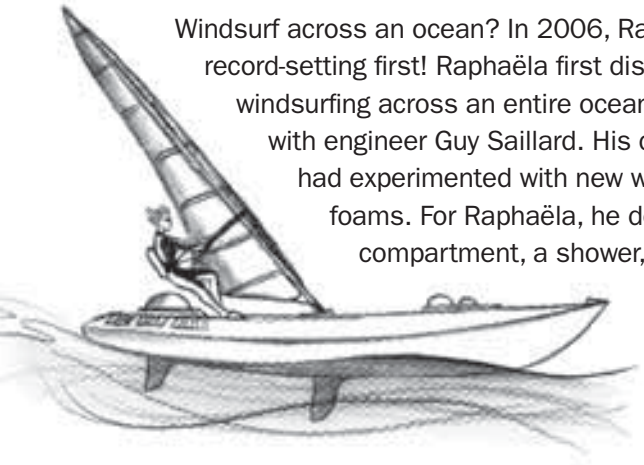
# TAKE IT TO THE NEXT LEVEL

- Ready for some heavy lifting? Change your boat so it holds 50 pennies for at least ten seconds before sinking.
- Less is more! Build another boat that can hold 25 pennies, but use only half the amount of materials that you used for your first boat.

## MAKE IT ONLINE

**Underwater boat?**
Build a self-propelled submarine out of 2 soda bottles, a rubber band, and 2 paper clips. See how on Make Magazine's project page at makezine.com/designsquad.

# ENGINEERING IN ACTION



Windsurf across an ocean? In 2006, Raphaëla le Gouvello windsurfed 3,541 miles across the Indian Ocean—a record-setting first! Raphaëla first discovered windsurfing while on a family vacation. Soon, the idea of windsurfing across an entire ocean caught her imagination. To turn her dream into reality, she teamed up with engineer Guy Saillard. His challenge was to make her a sailboard she could live on. For years, Guy had experimented with new ways to use durable hi-tech materials such as epoxy resin, carbon fiber, and foams. For Raphaëla, he designed a strong, lightweight, 25-foot-long sailboard. It has a sleeping compartment, a shower, and its own satellite communication system—all the comforts of home. Or not! The cabin was only 8 feet long, 20 inches wide, and 31 inches high (slightly bigger than a coffin). If an engineer could build you the boat of your dreams, would you want to take a trip like Raphaëla's? Here's a snapshot:

- **Length of trip:** Two months.
- **Time sailed each day:** Seven hours.
- **Time spent sleeping:** Seven hours.
- **Weight of her first-aid kit:** 26 pounds.
- **Other things she did each day:** Send e-mail, check her course, get weather reports, talk to her support team by radio, relax, and make and eat meals.
- **Amount of water she used per shower:** A half gallon. The average shower in the US uses 18 gallons! Her boat only holds five gallons, but it has a solar-powered device that makes fresh water by taking the salt out of seawater.

**Watch the DESIGN SQUAD PVC Kayak episode on PBS or online at pbs.org/designsquad.**

Major funding for *Design Squad* is provided by the Corporation for Public Broadcasting and the Intel Foundation. Additional funding is provided by the National Council of Examiners for Engineering and Surveying, United Engineering Foundation (ASCE, ASME, AIChE, IEEE, AIME), Noyce Foundation, Northrop Grumman Foundation, the IEEE, and the Intel Corporation.

# Grades K-5 September 17-28th 2018

## Self Control Lesson 2

**What is WOOP? WOOP stands for Wish, Outcome, Obstacle, and Plan. It's a practical, accessible, evidence-based activity that helps students find and fulfill their wishes. In character development terms, WOOP builds self-control.**

http://characterfirsteducation.com/c/curriculum-detail/2039081
https://www.cnn.com/2014/12/22/us/marshmallow-test/index.html
Projector
Computer; Speakers
Coloring Sheet
Crayons or Colored Pencils
1 Copy of The Storm story
Self-Control Worksheet Bubble Sheet for each student
Bubbles for each student
Pencils
Clear space for Red Light Green Light Game

1) Complete lesson plans from the last weeks to make sure the students are ready to move forward. Ask students who long did they engage in self control before they began to play with the bubbles at home?
2) Play the Self Control Poem to review the content from last week. http://characterfirsteducation.com/c/curriculum-detail/2039081
3) Explain: Self-Control is "doing what is right, even when I don't feel like it." Imagine riding in a car that is out of control. It can be frightening and very dangerous! This is also true for people who are out of control. They can hurt themselves and other people. Self-control is like having steering and brakes in the journey of life. It means saying "no" to some things in order to say "yes" to something better—something that can help you reach your goals!
4) Write the following on a board or state aloud and have students repeat.
   I WILL:
   Think before I act.
   Control my temper.
   Respect others and their belongings.
   Sit still and be quiet.
   Build healthy habits.

Play the Self Control Nature Story http://characterfirsteducation.com/c/curriculum-detail/2039081
Orally Discuss ways the Bear shows Self Control

5) Have students complete the Self Control Worksheet
6) Have students complete Coloring Page of Self Control Bear
7) Show students the experiment of Self Control.. https://www.cnn.com/2014/12/22/us/marshmallow-test/index.html
8) Discuss the video and its content with the students. Ask them how would they respond in a similar situation? Ask them do they think the experiment was fair? Ask students do they think they can be taught self control? Why does self-control matter? Discuss as indicated below..

   There are two important types of self-control for students. Intrapersonal self-control allows them to align today's behaviors with tomorrow's goals. Interpersonal self-control allows them to maintain their temper, hold back from interrupting, and respond to others in ways that are socially appropriate.

**What does self-control look like?**
**Students who demonstrate self-control might**
**come to class prepared**
**resist procrastinating**
**recognize and label their emotions**
**respond thoughtfully when criticized or otherwise provoked**
**actively listen to others**
**Teacher who demonstrate self-control might**
**commit to a schedule for grading assignments and dependably follow through**
**respond to a disruptive student thoughtfully rather than reflexively**
**model the behaviors they want to see in students consistently throughout the school day**

**9) Again, have students participate in a game of Red Light Green Light**

*SP.PK12.US.19.7b Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.G.K12.5.2.3c*
*Self-awareness - Perform: Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.SP.PK12.US.21.5*
*Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.*

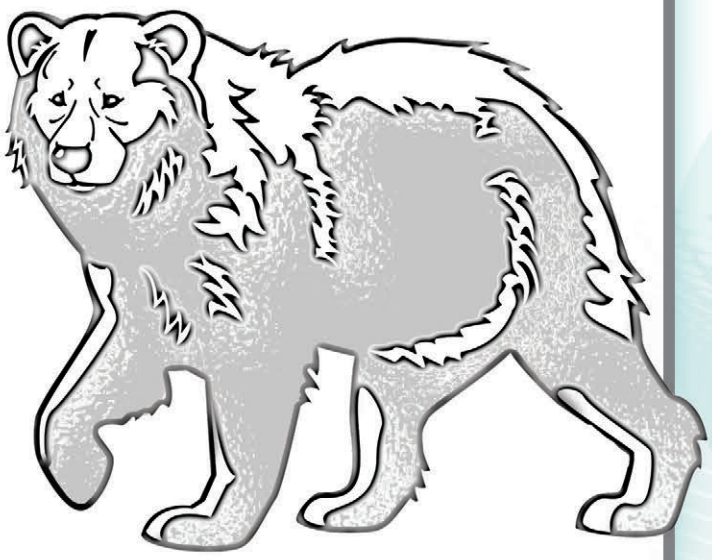
# Family Connection

**OVERVIEW: A car that drifts out-of-control is dangerous to everyone in its path—and to everyone inside the car.** Similarly, losing control over your temper, emotions, or will-power can cause a lot of unnecessary pain. Self-control means steering your life in a positive direction and doing what is right. When you say "no" to one thing, think of it as saying "yes" to something better—something that can help you reach your goals!

# Self-Control

**Definition: Choosing to do what is right, even when I don't feel like it**

The Black Bear demonstrates self-control as it prepares each year for winter hibernation. The bear stops eating, slows its breathing, and lowers its heart rate while it sleeps.



## I WILL...

- ❑ **Think before I act.**
- ❑ **Control my temper.**
- ❑ **Respect others and their belongings.**
- ❑ **Sit still and be quiet.**
- ❑ **Build healthy habits.**

## CHARACTER QUIZ:

1. Why is it important to do what is right, even when you don't feel like it? _____
2. What could happen to someone who has very little self-control? _____
3. Self-control includes: **a.** going to bed on time. **b.** not over-eating. **c.** showing good manners. **d.** all of the above.
4. Self-control means you never have any fun: TRUE? or FALSE?
5. What are some healthy habits that can make you a stronger person? _____
6. Athletes make a lot of sacrifices in order to reach their goals. Can you think of ways athletes show self-control or self-discipline?

_____

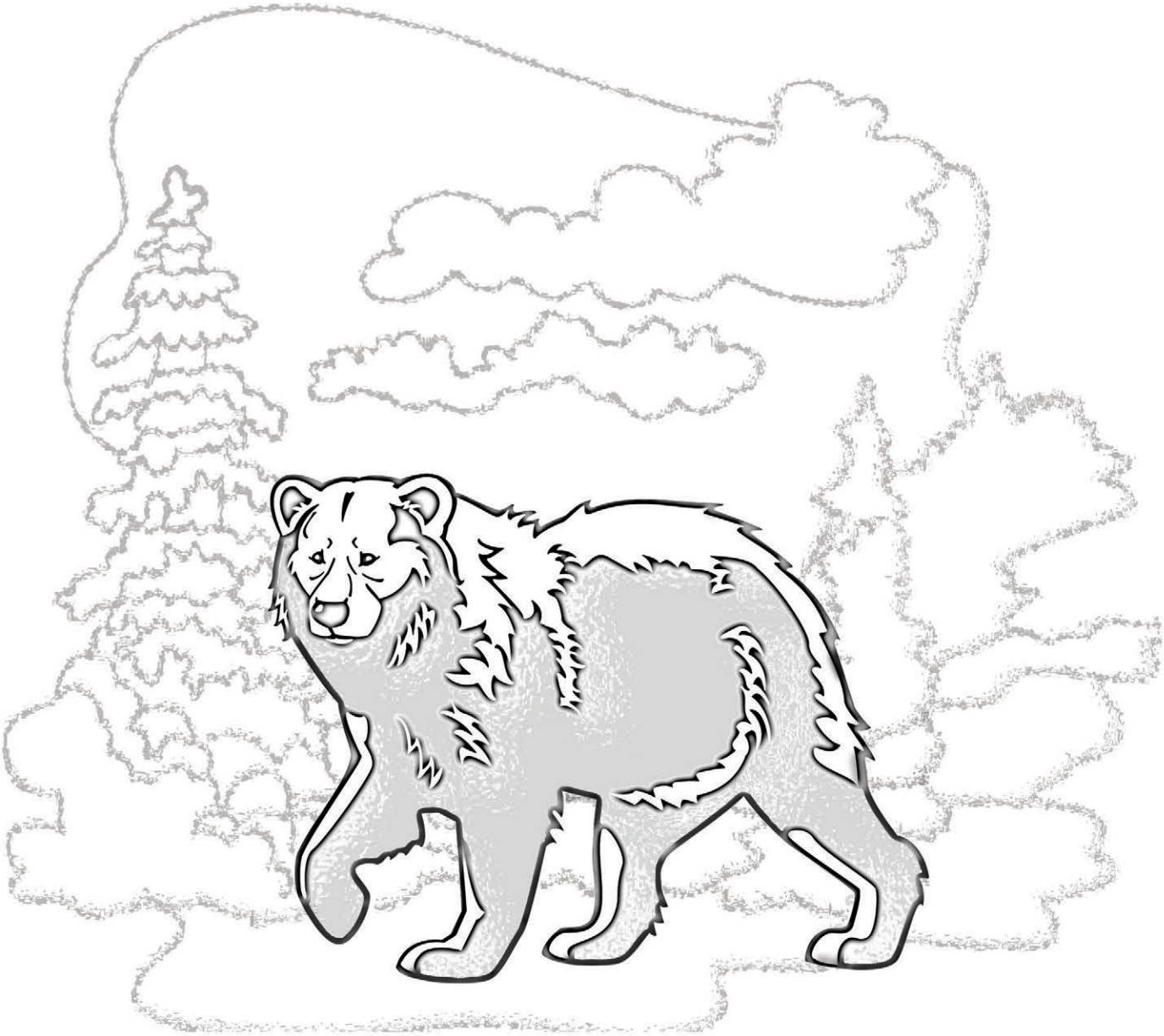


characterfirst education

# Black Bear

# Self-Control

Choosing to do what is right, even when I don't feel like it



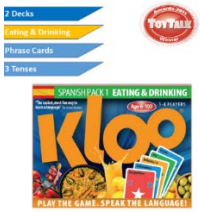
## Grades K-5 September 17-28th 2018

## Foreign Language Games /Video

### Universal French Lessons with Marie Vilburn September 4th –October 26th

**KLOO® has embedded important language learning principles inside an award winning game. When customers play for the first time, they are often taken aback at how swiftly they learn how to speak Spanish, French or Italian without having to work or study.**

**2 sets of KLOO Games – Spanish**


https://www.youtube.com/watch?v=UGRsKUdUEg4

**Watch Video for more instructions on how to play the game. Use Computer and Projector to show the class if needed.**

- **Headphones**
- **Computers**
- **Access to the internet**
- **Spanish for Beginners Learning Video**

https://www.youtube.com/watch?v=6qWftjVeqXk **( 17 mins)**

1) **Have students use lap top computers with headphones to learn beginning Spanish numbers and proper pronunciations. Tell students they should practice along with the video.** https://www.youtube.com/watch?v=6qWftjVeqXk
2) Have students play KLOO games as outlined below.

**Step 1 Make a sentence (in seconds)**
**By using KLOO's unique ColourSense™ cards, you will, within seconds, learn how to make tens of thousands of grammatically correct sentences quickly and easily – even if you're an absolute beginner (watch the 1st video below).**
**In most games you earn 1 point for every card you play – so make your sentence as long as possible!**

**Step 2 Build your vocabulary as you play**
**By using the power of Discovery Learning you will quickly learn words as you play. Discovery Learning makes learning foreign words feel natural and almost effortless because it uses the same principles we used to learn our first language. Discovery Learning is by far the most powerful way to build vocabulary and is up to 10 X faster than more traditional methods (watch the 2nd video below to see why).**
**As you score a point for every card you can translate, you will be amazed at how fast you build your vocabulary to grab those extra points.**

**Building Vocabulary 10 x faster**

**Players effortlessly learn between 15 – 25 words in a 25 minute game. Compare that with the average 15 words a month learned by the average secondary school student in the 5 years leading up to exams (Source: Milton: Journal of French Language Studies). By comparison, players build vocabulary 10 x faster when playing KLOO. It's the proven Discovery Learning element inside KLOO games which make picking up language so easy and natural.**

**Step 3 Say your sentence out loud**

**It's now the time to say your foreign sentence out loud – and even that is easy with KLOO cards. Under each word you play, there is phonetic pronunciation guide telling you exactly how to say it (see the big card below).**

**So say your sentence, translate your words, score your points and mark on the board (if <u>playing the game board version</u>). Compete, race and overtake – and have more fun than you ever thought possible for learning a language.**

*WL.K12.IL.8.1 Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.SP.PK12.TP.1.1 Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.WL.K12.SU.9.1 Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.*

# Presidential Fitness Lesson Plans

## Grades K-5 September 4- October 26, 2018

## Presidential Fitness

**More than a test**

**The Presidential Youth Fitness Program helps schools achieve excellence in physical education through quality fitness education and assessment practices by providing tools to:**

- **teach fitness concepts**
- **assess fitness and understand results**
- **plan for improvement or maintenance of fitness levels**
- **empower students to be fit and active for life.**

## Walt Disney World Clubhouse with Dr. Soccer-Contractor

The sport of soccer (called football in most of the world) is considered to be the world's most popular sport. In soccer there are two teams of eleven players. Soccer is played on a large grass field with a goal at each end. The object of the game is to get the soccer ball into the opposing team's goal. The key to soccer is that, with the exception of the goalie, players cannot touch the ball with their hands, they can only kick, knee, or head the ball to advance it or score a goal.

## Universal Orlando Foundation Branch- Carol Cudjoe- Contractor

Dance is a performing art form consisting of purposefully selected sequences of human movement. This movement has aesthetic and symbolic value, and is acknowledged as dance by performers and observers within a particular culture.

## Joe R Lee Branch- Catherine Clark

**Zumba Gold is a program designed for beginners and older people. Zumba Step is a lower-body workout that incorporates Zumba routines and step aerobics with Latin dance rhythms. ... This type of Zumba class provides participants with a cardio workout and strength training.**

PE.3.L.4.4

*Match physical fitness assessment events to the associated fitness component.PE.5.L.4.7Apply the principles of physical fitness to exercise.*

BOYS & GIRLS CLUBS OF CENTRAL FLORIDA

Florida's 21st CCLC Soaring Beyond Expectations

# Global Arts Lesson Plans

**Joe R Lee Branch, Walt Disney World Clubhouse, Universal Orlando Foundation Branch**

## Grades K-5 September 4- October 26, 2018

## Global Arts

**it is the art directed to global audience, disseminated via global communication tools and whose topic has global dimension.**

## Walt Disney World Clubhouse with CJ – See attached syllabus

**Universal Orlando Foundation Branch Culinary Arts College & Career Readiness, Healthy Habits with Dontae West Contractor**


**Culinary art professionals may have several different titles, including culinarians and chefs. Generally, however, these professionals are usually referred to as culinary artists. Whimsical individuals could liken a culinary artist's medium to food, and his canvas to a plate. In all seriousness, though, this is not usually very far from the truth. A culinary artist is responsible for preparing food and making it look not only edible, but exquisite. Like many other artists, culinary artists often choose to specialize in one area. Some culinary art professionals may choose to specialize in preparing food from a certain region, such as Italian food or Japanese food. Other culinary artists might specialize in a particular type of food, such as entrees or baked goods.**

## JOE R LEE- GAME ROOM @ CLUB

**The benefits that can result from children learning to play cue sports are definitely points to consider: 1. It teaches kids problem solving and how to develop strategies. For example, if the situation of the balls on the table doesn't present a good shot, they can learn to take shots that will set their opponents at a disadvantage. 2. They learn situational logic. This leads to formulation of different ideas and strategies depending on a given situation. 3. Billiards offers character-building benefits. Your child will learn one of the basic tenets of sportsmanship which is to understand that they can't always win and to congratulate opponents when they gain a victory over them. 4. Children can realize when they make mistakes. They can learn to analyze when the wrong step or action was taken and learn from it, which can apply to other areas in their life. 5. Pool improves hand-eye coordination. Abundant evidence proves that sharpening this functional skill improves hand writing and other fine motor skill activities. This also improves a child's confidence, as they are less likely to be clumsy. Children with weak hand-eye coordination have trouble gripping objects and aiming, which can accidentally class them as learning disabled in certain academic contexts. 6. It can be a gateway to other sports. When a child is more confident in the functioning of their own motor skills, they may feel up to trying other sports, also. 7. They can become more spatially aware, which improves abilities later such as driving a car or adopting a craft. 8. Pool is mathematical. It teaches kids to make mental calculations and make mental judgements about distance, angle and speed required for the cue ball to reach the object ball and land it in a pocket. 9. The game helps build focus. Playing pool requires a great deal of concentration, and the act of placing such focus in the context of fun is a positive way to train kids' minds to reign in their focus to one action. 10. The game ties together the whole family. You can create a rewarding bonding experience with your children over family game nights around the pool table.**

***VA.2.O.3.1 Create personally meaningful works of art to document and explain ideas about local and global communities. CTE-HOSP.68.RESBEV.05.07 VA.3.S.1.4 Choose accurate art vocabulary to describe works of art and art processes. Develop menus that meet the special dietary needs of culinary customers.CTE-GEN.68.GENRL.10.09 Explore entrepreneurship opportunities in the culinary industry.PE.5.C.2.2 Design or modify a game incorporating skills, rules and strategies.***