

# Grade 3, Unit 1

## Lesson 1: Being Respectful Learners

*Home Link*



**What Is My Child Learning?**

Your child is learning and practicing two Skills for Learning: focusing attention and listening.

**Why Is It Important?**

Focusing attention and listening help children be better learners.

**Ask your child: How do focusing your attention and listening help you be a better learner at school?**

**Read Together**

Using Skills for Learning helps you be a better learner. You’ve been learning to focus your attention and listen. Focusing your attention and listening show respect.

This week, you practiced focusing your attention by using your eyes to watch, your ears to listen, and your brain to concentrate. When you’ve focused your attention, you’re ready to listen and learn.

**Practice Together: Focus and Listen**

- Together, choose a room in your house where you will hear a lot of different sounds, from both inside and outside.
- Prepare to focus your attention and listen to the sounds in the environment for one minute. Begin!
- When the minute is up, fold this paper in half and take turns writing down all the sounds you heard and remembered, in the boxes below.
- Compare your lists. Are many of the sounds the same or different?
- Discuss what helped you focus your attention, listen, and remember what you heard.

Child	Adult

# Grade 3, Unit 1

## Lesson 3: Being Assertive

*Home Link*



**What Is My Child Learning?**  
Your child is learning another Skill for Learning: being assertive.

**Why Is It Important?**  
Being assertive helps children communicate what they want or need in a way that is respectful toward others.

**Ask your child: What is the difference between the way being assertive looks and sounds and the way being aggressive or passive looks and sounds?**

**Read Together**

You've been learning to focus your attention, listen, and use self-talk. Focusing your attention and listening show respect. Using self-talk helps you stay focused, stay on task, and ignore distractions.

This week, you practiced being assertive. Being assertive is a respectful way to get what you want or need, like when you need help at school.

**Practice Together: Ask Assertively!**

1. With your child, brainstorm scenarios during the day when he or she is likely to ask for something (for example, help with a chore, a snack, to watch TV, to play outside, or help with homework).
2. Choose three scenarios and write them in the boxes below.
3. Have your child practice asking assertively in each scenario. Use the checklist as a guide to coach your child.
4. When the scenario really comes up, check off which assertive communication skills your child uses well. Talk about ways to improve.

Scenarios	Assertive Communication Skills Checklist
	<input type="checkbox"/> Face the person you're talking to. <input type="checkbox"/> Keep your head up and shoulders back. — Use a calm, firm voice. Use respectful words.
	<input type="checkbox"/> Face the person you're talking to. <input type="checkbox"/> Keep your head up and shoulders back. — Use a calm, firm voice. Use respectful words.
	<input type="checkbox"/> Face the person you're talking to. <input type="checkbox"/> Keep your head up and shoulders back. — Use a calm, firm voice. Use respectful words.

# Grade 3, Unit 2

## Lesson 5: Identifying Others' Feelings

Home Link



**What Is My Child Learning?**  
Your child is learning to identify other people's feelings based on physical, verbal, and situational clues; and that people can have different feelings about the same situation.

**Why Is It Important?**  
Identifying how others feel and understanding that feelings can differ will help children have empathy for others.

**Ask your child:** What clues on someone's face or body, or in the situation, would help you tell that the person feels *embarrassed*? What about *excited*?

**Read Together**

There are many different feelings. Some are comfortable, and some are uncomfortable. You can focus your attention on someone's face or body and on the situation for clues about how he or she is feeling.

People can have different feelings from you about the same situation—and that's natural! Noticing other people's clues and understanding how they might be feeling will help you have empathy for them.

**Practice Together: Same or Different?**

1. Read the scenarios below together, and write how each of you would feel for each scenario.
2. Compare the two feelings for each situation. Check off whether you feel the same or different.
3. Are your feelings usually the same or different? \_\_\_\_\_

Scenario	Child Feels	Adult Feels	We Feel
You are getting on an elevator to go to the top of a very tall building.			— the same different
There is a big storm outside, and you have to stay home from school or work.			— the same different
You are asked to introduce a new person at school or work to everyone else.			— the same different
You are listening to ghost stories.			— the same different
You are invited to go to the circus.			— the same different

# Grade 3, Unit 2

## Lesson 7: Conflicting Feelings

Home Link



**What Is My Child Learning?**  
Your child is learning how to notice and understand feelings in him- or herself and others.

**Why Is It Important?**  
Understanding that everyone can experience different feelings and perspectives helps children get along better with others.

**Ask your child: What is it called when you feel or understand what another person is feeling?** *Second Step answer: Having empathy.*

**Read Together**

You've been learning a lot about feelings. You've learned these things:

- People can have different feelings and perspectives about the same situation.
- People's feelings and perspectives can change.
- People can have conflicting feelings about a situation.

Noticing and understanding others' feelings helps you have empathy for them. Understanding and accepting how you are similar to and different from others helps you get along better with them.

**Practice Together: Two Thumbs Up!**

1. Each person decide if you do or do not like doing each activity.
2. Show your preference by checking off a thumbs-up for yes or thumbs-down for no.
3. Under the "Same?" column, check off a thumbs-up if you both had the same preference or a thumbs-down if you did not.
4. Count how many times you had the same preference, and record the number below.

Activity	Child		Adult		Same?	
	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Playing soccer	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Writing a story	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Digging in dirt	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Being alone	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Staying up late	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Baking cookies	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Doing puzzles	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Petting a cat	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Braiding hair	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down
Sorting laundry	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down	<input type="checkbox"/> thumbs up	<input type="checkbox"/> thumbs down

How many times did you have the same preference? \_\_\_\_\_

Do you have a lot in common? \_\_\_\_\_

# Grade 3, Unit 2

## Lesson 9: Showing Compassion

*Home Link*



### What Is My Child Learning?

Your child is learning that people can show their compassion for others by saying something kind or doing something helpful.

### Why Is It Important?

Learning how to show compassion for others helps children take action on their feelings of empathy.

**Ask your child:** How do you show compassion for others at school?

### Read Together

When you have empathy for others, you can say or do many things to show your care and concern. Showing care or concern for others is called *compassion*.

Saying something kind or doing something helpful for others are examples of showing compassion. Showing compassion for others makes a difference. Compassion counts!

### Practice Together: Helping Hands

People in your community need your help!

1. Read the scenario out loud together.
2. Decide together what you can say or do to show your compassion.
3. Write down your ideas, then act them out with each other!

Scenario	Compassionate Act(s)
You see your neighbor unloading bags and bags of heavy groceries.	
Your sister scraped her knee on the sidewalk, and she's crying.	
You see a kindergartner slip and fall down in front of you on the way to school.	
Your friend is sitting next to his favorite toy, and it's broken.	
Your mom is setting the table for dinner, and your little brother needs help tying his shoes.	

# Grade 3, Unit 3

## Lesson 11: Introducing Emotion Management

*Home Link*



**What Is My Child Learning?**  
Your child is learning to focus attention on his or her body for clues about how he or she is feeling.

**Why Is It Important?**  
Thinking about one’s feelings helps the thinking part of the brain start to get back in control. This helps children manage strong feelings.

**Ask your child: Where do you feel strong feelings in your body? Point to the places.**

**Read Together**

When you have strong feelings, it’s hard for your brain to think. The feeling part of the brain can take over! When this happens, it’s like you “flip your lid” or lose control of the thinking part of your brain. Try to focus your attention on your body for clues about how you’re feeling. This gets your brain thinking again, so it can start to take back control.

**Practice Together: Don’t Flip Your Lid!**

1. Read “How to Make a Hand-Brain” (below) and practice together.
2. Pick a feeling from the list below and think of a time you felt it in a strong way.
3. Make a hand-brain that has flipped its lid.
4. Think and talk with each other about where you feel that feeling in your body.
5. Fold your fingers back over your thumb as you take back control.
6. Try another feeling!



How to Make a Hand-Brain	
Description	Action
Imagine your hand is your brain.	Hold your hand up, palm facing away from you.
The thumb is like the <i>feeling</i> part of your brain.	Fold your thumb in on top of your palm.
Your fingers are like the <i>thinking</i> part of your brain.	Fold your fingers over your thumb.
When you feel strong feelings, it’s like you flip your lid.	Flip up your fingers.
The feeling part of the brain takes over.	Wiggle your thumb.

**ANGRY**    embarrassed    **EXCITED**  
**anxious**    disappointed

## Grade 3, Unit 3

### Lesson 13: Handling Accusations

*Home Link*



#### What Is My Child Learning?

Your child is learning to manage strong feelings by saying stop, naming the feeling, and using different Ways to Calm Down.

**Ask your child:** What are the steps for calming down strong feelings? (See “Read Together,” below.)

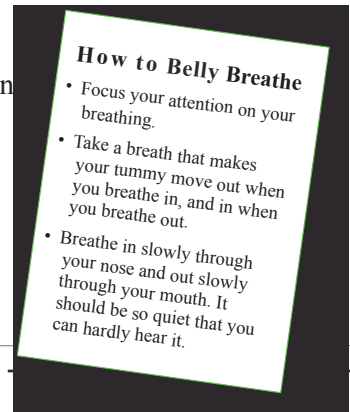
#### Why Is It Important?

When strong feelings are under control, children are better able to think clearly and pay attention.

#### Read Together

When you feel strong feelings, you can use these steps to help you calm down.

1. Stop—use your signal
2. Name your feeling
3. Calm down:
  - Breathe
  - Count
  - Use positive self-talk



#### Practice Together: Belly Breathing Basics

1. Read “How to Belly Breathe” (above right).
2. Practice together.
3. Pick a feeling from the list below.
4. Think of a time you felt that feeling in a strong way.
5. Say a stop signal and name the feeling. (For example: “Chill! I feel worried.”)
6. Do some belly breathing to calm down.
7. Try another feeling.

*annoyed*

**FRUSTRATED**

**SCARED**

*discouraged*

**WORRIED**



# Grade 3, Unit 3

## Lesson 15: Managing Anger

Home Link



### What Is My Child Learning?

Your child is learning to manage strong feelings like anger by using the Ways to Calm Down.

### Why Is It Important?

When strong feelings are under control, children are better able to think clearly and avoid hurting other people's bodies or feelings.

Ask your child: Why is it important to calm down angry feelings?

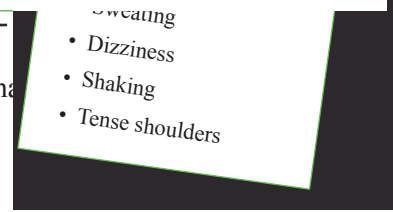
### Read Together

Everyone gets angry sometimes, but hurting other people's feelings or bodies is not okay. Using the Ways to Calm Down can help you manage your anger so you don't do something hurtful. After you stop and name your feelings, try one or more of the following to help you calm down:

- Belly breathing
- Counting
- Using positive self-talk

### Practice Together: Anger Advice

1. Together, pretend you're advice columnists who help people learn to manage strong feelings.
2. Read the letter below from Angry Anna. She wants advice about how to manage her anger.
3. Write a letter back with advice about how to manage angry feelings.
4. First tell Anna how to identify her physical signs of anger. To help, think about the last time you felt really angry, then read the "Physical Signs of Anger" list. What did you feel?
5. Next, tell Anna how to use the Calming-Down Steps to calm down her angry feelings. Use the back of this paper if you need more space.



Dear \_\_\_\_\_

Help! When I get angry, it feels like my blood is boiling. Sometimes I want to scream or hurt someone. It's really hard to keep my cool. I feel like I'll blow my top! What can I do?

Sincerely,  
Angry Anna



# Grade 3, Unit 4

## Lesson 17: Solving Problems, Part 1

Home Link



### What Is My Child Learning?

Your child is learning to use steps to help solve problems. Saying the problem without blame is the first Problem-Solving Step.

**Ask your child: What is the first Problem-Solving Step?**

### Why Is It Important?

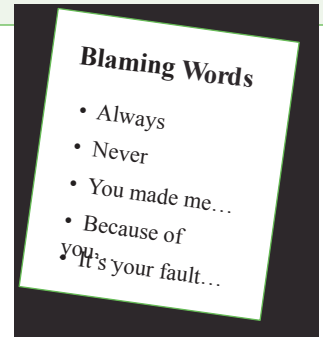
With Problem-Solving Steps to follow, children are more likely to come up with prosocial solutions to problems.

### Read Together

Everyone has problems—at home, school, or work—that need solving. Using the Problem-Solving Steps helps you come up with a lot of safe and respectful solutions to choose from.

But wait! Before you can come up with solutions, you’ve got to say the problem respectfully. That means saying the problem without blame. Saying the problem in a way that blames the other person can cause hurt and angry feelings, and no one wants

to feel hurt or angry. When people are hurt or angry, it’s even harder to solve the problem.



### Practice Together: Don’t Play the Blame Game!

Saying the problem without blame is not easy. When you’re both blaming each other, it’s even harder to solve the problem. The first step is to be able to recognize blaming words. Then you can try to say the problem without blame. Do this activity together to practice saying the problem without blame.

1. Read the scenario.
2. Read the blaming statements.
3. Underline the blaming language.

Scenario	Blaming Statements		Say It Without Blame
A mother and son are arguing over what TV program to watch next.	Mother: “You always get to watch what you want! It’s my turn for once.”	Son: “You never let me watch what I want on TV. Your TV shows are boring.”	
Two sisters, Mariah and Matilda, are arguing over the rules to a board game.	Mariah: “You made me lose because you always cheat and make up rules!”	Matilda: “It’s your fault because you never let me have a fair chance.”	
Scott and Desirée are cousins visiting their grandma. They’ve broken her teapot.	Scott: “You were chasing me, so I ran into the table because of you.”	Desirée: “It’s your fault because you called me a name and made me mad!”	

# Grade 3, Unit 4

## Lesson 19: Solving Classroom Problems

*Home Link*



**What Is My Child Learning?**  
Your child is learning to use Problem-Solving Steps.

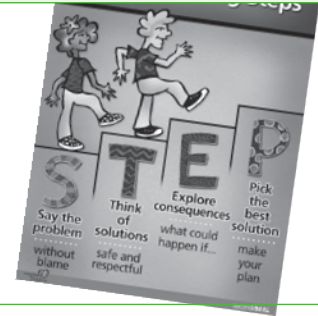
**Why Is It Important?**  
Using the Problem-Solving Steps helps children solve difficult problems, like dealing with negative peer pressure.

**Ask your child: What are the Problem-Solving Steps?**

**Read Together**

When you have a problem, using the Problem-Solving Steps can help you remember what to do!

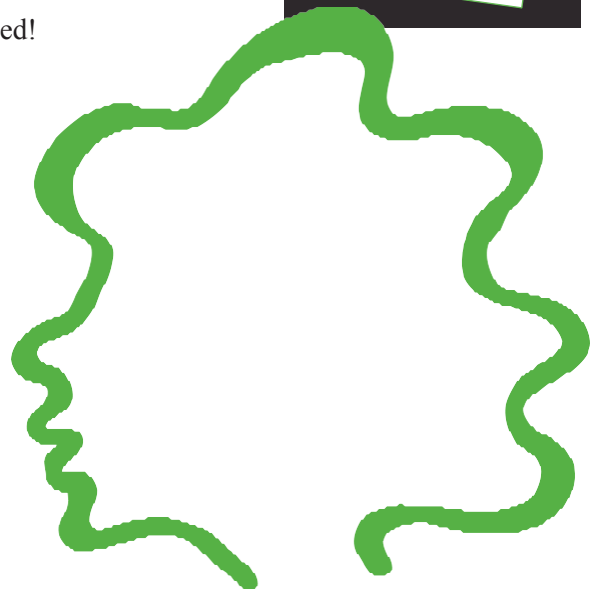
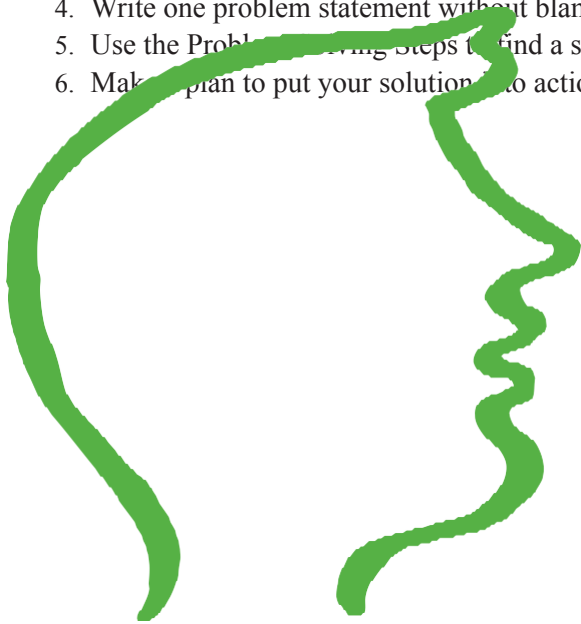
- **S: Say the problem without blame.**
- **T: Think of solutions.**
- **E: Explore consequences.**
- **P: Pick the best solution.**



**Practice Together: Problem? Solved!**

Practice using the Problem-Solving Steps to solve a common problem in your household.

1. Think about common problems in your household. Agree on one to solve together.
2. Each write down the problem from your perspective inside one of the profiles below.
3. Check for blaming words.
4. Write one problem statement without blame.
5. Use the Problem-Solving Steps to find a solution together.
6. Make a plan to put your solution into action. Problem solved!



Our problem statement: \_\_\_\_\_

# Grade 3, Unit 4

## Lesson 21: Dealing with Negative Peer Pressure

*Home Link*



**What Is My Child Learning?**

Your child has been learning skills to help him or her be a better learner and get along with others.

**Why Is It Important?**

These important skills will help children be more successful in school, at home, and later in life.

**Ask your child:** How has what you’ve learned in your *Second Step* lessons helped you at school? How can you practice the skills at home so you keep getting better?

**Read Together**

During your *Second Step* lessons, you’ve been learning and practicing skills to help you learn and get along better with others.

Every week, you filled out a Weekly Skill Check to keep track of what you learned, where you practiced, how much more you needed to practice, and where you’d practice in the future. Today you’ll show these to me to celebrate your learning!

**Practice Together: Check Me Out!**

1. Look at the portfolio of Weekly Skill Checks completed over the year.
2. Review what was learned and practiced each week.
3. Now it’s time to reflect on how much you’ve learned and improved!

Child:

Choose one skill in each category that you’ve improved on a lot, and write it in the upper box.

Choose one skill in each category that you’d still like to practice some more, and write it in the lower box.

Adult:

Help your child determine which skills he or she has improved in and which need more improvement. Refer to the “Check Up” on the Weekly Skill Checks for guidance.

Skills for Learning	Empathy	Emotion Management	Problem Solving
Something I improved on a lot was:	Something I improved on a lot was:	Something I improved on a lot was:	Something I improved on a lot was:
Something I can improve on more is:	Something I can improve on more is:	Something I can improve on more is:	Something I can improve on more is: