

## School-to-Home Connection Newsletter

Hey There, Parents/Guardians!

Has anyone ever cut you off in traffic or taken the parking space that you were very clearly waiting for? We're guessing these situations had you feeling frustrated and angry. Has anyone ever paid for your coffee or toll? Let you go ahead in line because you only had one thing in comparison to their many? These actions most likely had the opposite effect on you, causing you to smile and feel grateful. As children grow older, they become more aware of the effects their actions have on those around them.

This week, your child is learning about the competency **Empathy** and the ability to be aware of the impact of one's actions on others.

Throughout this School-to-Home Connection activity package, your child will discuss and discover many different ways to practice listening carefully to effectively interpret what others say.

Here are some ways that you can practice this important skill with your child:

- **Dinner Discussion:** Emotional Vocabulary
- **Nighttime Discussion:** Read and discuss *Blake and the Oven* or Interactive Activity: Parent Conversation Starters
- **Art Activity:** Back-to-Back Drawing
- **Community Connection:** Empathy Book Club, Volunteering, and Stickers
- **SEL Saturday:** Problem-Solving Interview with a Family Member

As you continue to support your child with the development of this skill, be mindful that your child is always watching. They are constantly observing you—what you say, what you don't say, and how you act. They look to you as the ultimate example of behavior. Be aware of your own actions with others and the impact they may be having on your child.

Sincerely,

The Fly Five Team



## School-to-Home Connection: Activity Sheet

Grade 3

### EMPATHY



- **Theme:** Aware of the Impact of One's Actions on Others
- **Objective:** The student will be able to practice listening carefully to effectively interpret what others say.

### DINNER DISCUSSION - *Emotional Vocabulary*



#### Guided Questions:

Explain to your child that empathy is the ability to identify and understand someone else's feelings. Ask your child to name a variety of feelings to build their emotional vocabulary:

- Has anyone ever done something to you that hurt your feelings?
- Have your words or actions ever hurt someone else's feelings?
- Describe a time you could relate to someone else's feelings because of an experience of your own.

#### TIPS...

1. Children may share experiences that will upset you. Remember no matter how hard you wish you could, parents cannot protect their children from being hurt, sad, angry, or disappointed.
2. Validate your child's feelings and suspend judgment as they open up to you.
3. Offer examples of empathy from your own life to allow your child to make comfortable connections.

### NIGHTTIME REFLECTIONS - *Literary Source Passage: Blake and the Oven*



Blake understood that his parents having their friends over was fun for them since they always worked.

Ask:

- *How is this an example of empathy?*

Blake didn't hear the timer because he was so focused on his video game.



Ask:

- *If Blake agreed to listen for the timer, should he have been so focused on the game?*

As a result of his actions, all of the appetizers his mom had prepared were burned and ruined.

Ask:

- *How do you think Blake's mom felt?*
- *How do you think Blake felt?*
- *How would you feel if you were his mom?*

## **NIGHTTIME REFLECTIONS** - *Interactive Activity: Parent Conversation Starters*

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Ask your child to share a few examples of empathy.

Encourage your child to put themselves in Blake's shoes.

Ask:

- *Would they have been listening for the timer?*
- *Or would they have lost focus and been fixated on the video game?*

Describe a time when your actions may have disappointed or hurt someone else. Be honest with your child and share what you learned from the experience.

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## **ART ACTIVITY** - *Back-to-Back Drawing*

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**Prep & Materials:**

- Pencils
- Paper
- Crayons
- Markers
- Colored pencils
- Clipboard/Hard surface that can be held to write on

Create a back-to-back drawing with your child. Explain that the purpose of this art activity is to practice listening skills to understand what the other person is saying. Gather your drawing materials along with a handheld hard surface and sit back to back comfortably.



One person will draw first while the other person gives directions that they will say only once. We suggest that the adult gives the directions first so that the child gets to experience listening. For example, tell your child to draw a circle in the center of the paper. Then tell them to draw a puppy in the top right-hand corner of the paper. Be creative, silly, and fun! Once you have given all of your directions, turn around to see what your child created, and then switch roles.

After you complete this art activity, circle back to the purpose: listening. Ask your child:

- *What was easy?*
- *What was difficult?*

Share your own reflections as well. Hang these drawings in a place in your home where they can serve as a reminder of the importance of listening.

## COMMUNITY CONNECTION - *Empathy Book Club, Volunteering, and Stickers*



As you continue to talk with your child about being aware of the impact of their actions on others, it is important to provide opportunities in which they will be able to practice listening carefully to effectively interpret what others say in the larger community, outside of home and school. Here are some suggestions:

**1**

Host and organize an empathy book club for your child and their peers. Select an appropriate read aloud and encourage the children to listen for examples of empathy. Ask them:

- *What did the characters say to one another?*
- *How did their words or actions impact the other characters?*

To follow up the discussion, encourage the children to write letters to a character of their choice, highlighting what they noticed.

**2**

Volunteer at a local food pantry or nonprofit in your community. Have your child pick where they would like to volunteer and have them do most of the talking once you arrive. Encourage them to ask questions, such as *Who will benefit from my actions today?* Reflect on the experience together.

**3**

Has your child ever had a hospital stay? Are they nervous when visiting the pediatrician? Brainstorm ways your child, with your help and possibly the help of their peers, can help create calm feelings in children when visiting a doctor. Encourage your child to interview your pediatrician, asking questions:

- *What makes children feel calm at the doctor's office?*
- *What do they need to make them smile through the butterflies in their stomachs?*

Have your child listen carefully to the information your pediatrician provides. Then have your child brainstorm ways to meet these needs. Create small sticker bags or silly stress-relief balls to go in a small kit of fun, distracting objects to give to patients. Have your child reflect on the experience and the impact their actions may have on other children.



## **SEL SATURDAY** - *Problem-Solving Interview with a Family Member*

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Have your child interview someone in your family who has a problem in need of a solution. For example, maybe their grandpa is always losing his glasses, or a younger sibling or cousin might always forget to bring home their lunch box from school. Have your child interview this person to listen to their problem. Encourage your child to ask them questions about their problem:

- *How does it make you feel?*
- *What could help you?*

Have your child brainstorm ways to create a solution to their problem. For example, have your child create a lanyard for their grandpa's glasses or put a special glasses bin in every room of the house so he creates a habit of putting them away. Maybe they can create a reminder card for the sibling or cousin to hang on their backpack as a checklist so they do not forget their belongings.

Upon completion of this fun project, have your child reflect on their experience.

Ask:

- *How did it feel to help someone they love?*
- *What impact do they think their actions had on their loved ones?*