Cynsere

Week 3/16/20-3/20/20

ELA:

- **Reading: 4 pages daily from *What Would Joey Do?* By Jack Gantos and work on Joey Pigza Study guide (pages 116-135)**
- **Grammar: complete Monday, Wednesday and Friday (pages 91-93)**

-Simple and Complete Predicates pg. 91

-Clauses pg. 92

-Clauses part 2 pg. 92

Mathematics

- Envision Math Lesson 15-1: Lines, Rays, and Angles

Science

- www.Sciencea-z.com

  Login: will be sent via email or remind

- Lesson: Atmosphere and Climate (It will be under assigned lessons)

Social Studies

- www.socialstudiesweekly.com

  Login: will be sent via email or remind

- Lesson: Week #4 Indigenous Peoples

Cynsere

Week 3/30/20-4/3/20

ELA:

- Reading: 4 pages daily from *What Would Joey Do?* By Jack Gantos and work on Joey Pigza Study guide (pages 136-155)
- Grammar: complete Monday, Wednesday and Friday (pages 94-96)

-Prepositional Phrases pg. 94

-Prepositional Phrases part 2 pg. 95

-Sentence Fragments 1 pg. 96

Mathematics

- Envision Math Lesson 15-2: Understanding Angles and Unit Angles

Science

- www.Sciencea-z.com

  Login: will be emailed or sent via remind

- Lesson: Minerals, Rocks, and Soil (It will be under assigned lessons)

Social Studies

- www.socialstudiesweekly.com

  Login: will be sent via email or remind

- Lesson: Week #5 Native People Encounter Europeans

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monday 3/14/20

Simple and Complete Predicates

The predicate of a sentence says something about the subject. A **simple predicate,** or **verb,** is the main word in the complete predicate. The **complete predicate** of a sentence includes the verb and all its modifiers. (See *Write Source* pages 421, 422, 562.2, and 562.3.)

Example

My little brother trained our new puppy.

Complete predicate: trained our new puppy

Simple predicate: trained

Directions **Underline the complete predicate in each sentence. Then circle the simple predicate (verb). The first sentence has been done for you.**

1. Our oak tree (fell) over last night.
2. The man in the white jacket is my uncle.
3. My two sisters hiked ten miles in Big Bend National Park.
4. I ate two bowls of chili for lunch.
5. My science class took a field trip last week.
6. I wore my favorite scarf to school.
7. Last Saturday, my friends and I played football.

The Next Step **Write a sentence with a complete predicate about something that happened yesterday. Share your sentence with a partner and ask him or her to identify the verb.**

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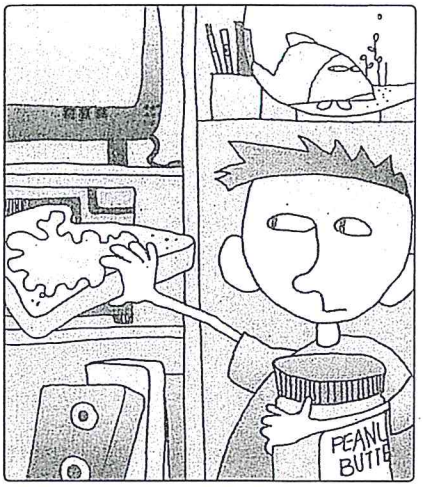
Wednesday 3/18/20

Clauses



A **clause** is a group of related words that has both a subject and a predicate. An **independent clause** expresses a complete thought and can stand alone as a sentence. A **dependent clause** does not express a complete thought and cannot stand alone. (See *Write Source* page 564.)

Examples

Independent Clause: Our old DVR worked.

Dependent Clause: After we fixed the remote control

Directions

On the line before each clause, write "D" if it is a dependent clause and "I" if it is an independent clause. Add correct end punctuation for each independent clause. The first one has been done for you.

I 1. We got a new DVR.

_____ 2. When we lost the remote control

_____ 3. After Max put his Melba toast in it

_____ 4. Max is only three

_____ 5. Since the Melba toast was in there

_____ 6. A million ants crawled into the DVR

_____ 7. When my dad found out

_____ 8. Until Max gets older

_____ 9. The new DVR sits on a high shelf

_____ 10. Although Max broke the DVR

_____ 11. Mom says Max is creative

Cynsere
Friday 3/20/20

Directions Make each dependent clause on the previous page into a complete sentence. To do this, add an independent clause. The first one has been done for you.

1. *When we lost the remote control, we didn't know how to start the DVR.*
2. _____
3. _____
4. _____
5. _____
6. _____

The Next Step Write two sentences with a dependent clause at the beginning and two sentences with a dependent clause at the end. Underline the dependent clauses.

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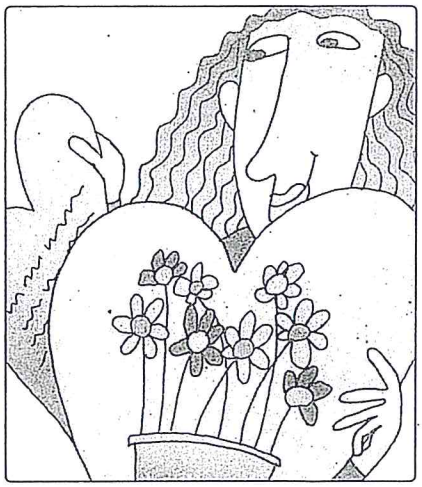
monday 3/23/20

Prepositional Phrases



Prepositions are words that introduce prepositional phrases. A **prepositional phrase** can show location, time, or direction, or provide details. A **prepositional phrase** includes a preposition, the object of the preposition, and any describing words that come in between. (For a list of prepositions, see *Write Source* page 598.)

Examples

He ran through the doorway.
(This prepositional phrase includes the preposition *through*, the object *doorway*, and the article *the*.)

Without a doubt, they had the flu.

Directions **Read the sentences below. Circle each preposition and underline each prepositional phrase. The number of phrases is given in parentheses.**

1. David made a cute card (for) his mom. *(1)*
2. He made it in the shape of a heart on red paper. *(3)*
3. It had a picture of flowers on the front. *(2)*
4. David wrote a poem inside the card. *(1)*
5. It was about all the things his mom does for him. *(2)*
6. He signed his name beneath the poem and put it in an envelope. *(2)*
7. He gave the card to his mom after school. *(2)*
8. She told everyone about the card she got from David. *(2)*
9. She took the card to work and put it on her desk. *(2)*

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Wednesday 3/25/20

Directions Use the prepositional phrases listed below to fill in the blanks below.

Around the world	into the air	with each other	in the nets
into a tight circle	In a single day	in front of ships	near people
along the bottom	in the ocean	into the circling fish	

Dolphins are some of the most graceful animals that live _____. They can swim as fast as 25 miles per hour and sometimes leap high _____. Dolphins have been seen swimming _____ to catch the bow wave. They work together to force fish _____. The dolphins then take turns dashing _____. By working together, dolphins catch their prey. _____, a dolphin can eat thirty to forty pounds of fish!

_____, fishing vessels are a real danger. These boats sometimes use huge nets that drag _____ of the ocean. Dolphins can get caught _____. Fortunately, newer net designs have helped dolphins escape. Dolphins are very curious and like to be _____. Dolphins communicate _____ using clicks, chirps, and actions. One day, scientists hope to communicate with these creatures.

The Next Step Write a sentence using a prepositional phrase about your favorite animal. Share your sentence with a partner and ask him or her to identify the preposition.

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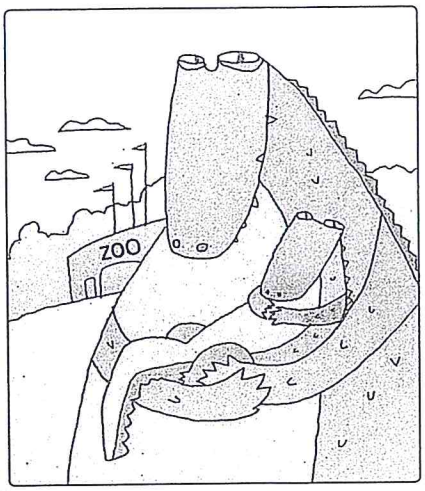
~~Monday 3/30/20~~ Friday 3/27/20

Sentence Fragments 1



The following activity gives you practice correcting one kind of sentence error: **sentence fragments.** A fragment is a group of words that is missing a subject, a predicate (verb), or both. It does not express a complete thought. (See *Write Source* page 424.)

Examples

Sentence Fragments:

Lives at the zoo. (missing a subject)

The animals in that cage. (missing a predicate)

Roaming around. (missing a subject and a predicate)

Directions On each line below, put an "S" if the words that follow are a sentence, or an "F" if they are a fragment. For each fragment, figure out what is missing—the subject, the verb, or both—and write that word on the line to the right of the fragment. The first fragment has been marked for you.

F	1. A baby alligator to our science class.	verb
_____	2. Brought it from the zoo.	_____
_____	3. It was only about one foot long.	_____
_____	4. Named her Alice.	_____
_____	5. Was afraid of the alligator.	_____
_____	6. Alice afraid of him, too.	_____
_____	7. Next week, the zookeeper will bring an iguana.	_____
_____	8. Our teacher animals.	_____
_____	9. Animal visits make our class fun.	_____
_____	10. In the afternoon.	_____

30. What effect does talking to Joey have on Mr. Pigza?

31. Do you think Joey's dad will ever change? Why or why not?

32. In what ways is Joey a helper to everyone around him?

Chapter 8

33. What did Joey do that made him afraid he was following in his dad's footsteps?

34. What deal did Olivia and Joey make?

35. What does Olivia reveal about why she is mean to Joey?

36. In what ways are Olivia and Joey's grandmother alike?

Chapter 9

37. Why does Joey's grandmother say it's time for her to die?

TOPIC 15

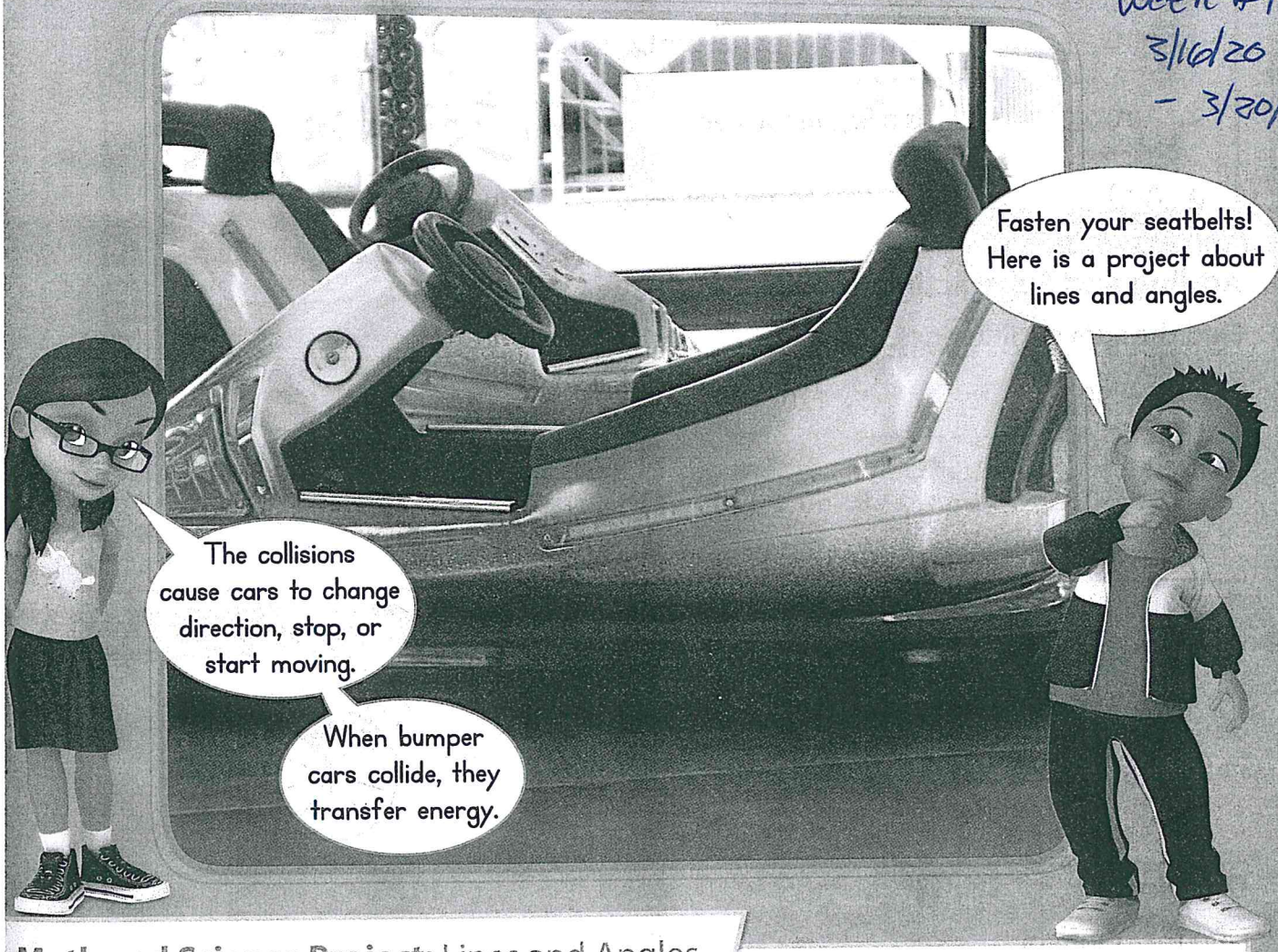
Geometric Measurement: Understand Concepts of Angles and Angle Measurement

Essential Questions: What are some common geometric terms? How can you measure angles?

Digital Resources

Solve | Learn | Glossary | Practice Buddy | Tools | Assessment | Help | Games

Cynsere
week #1
3/16/20
- 3/20/20



Math and Science Project: Lines and Angles

Do Research Use the Internet or other sources to research the area of the world's largest bumper car floor. Find where it is located and when it was built.

Journal: Write a Report Include what you found. Also in your report:

- Draw a diagram of a bumper car collision. Use an angle to show how a car might change direction after it collides with something. Measure and label the angle you drew.
- Describe your angle using some of the vocabulary terms on the My Word Cards.

Name _____

Review What You Know

Vocabulary

Choose the best term from the box.
Write it on the blank.

- angle
- right angle
- line
- sixth

1. A(n) _____ is one of 6 equal parts of a whole, written as $\frac{1}{6}$.
2. A(n) _____ is a figure formed by two rays that share the same endpoint.
3. A(n) _____ is an angle that forms a square corner.

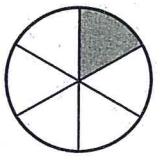
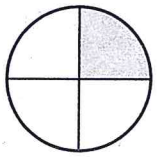
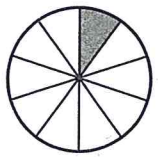
Adding and Subtracting

Find the sum or difference.

4. $45 + 90$
5. $120 - 45$
6. $30 + 150$
7. $180 - 135$
8. $60 + 120$
9. $90 - 45$

Parts of a Whole

Tell the fraction that represents the shaded part of the whole.

10. $\frac{\square}{\square}$ 
11. $\frac{\square}{\square}$ 
12. $\frac{\square}{\square}$ 

Dividing

Find the quotient.

13. $360 \div 6$
14. $180 \div 9$
15. $360 \div 4$

Problem Solving

16. **Make Sense and Persevere** Gary has $4. Mary has twice as many dollars as Gary. Larry has 4 fewer dollars than Mary. How much money do Gary, Mary, and Larry have in all?

Name _____ Solve

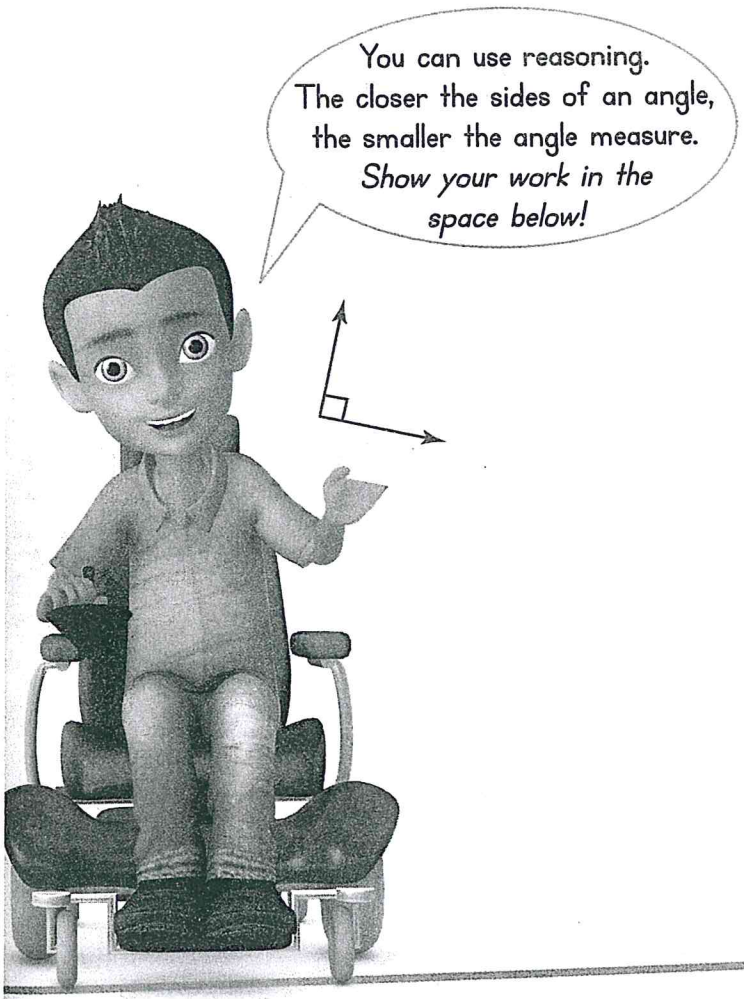
Lesson 15-1
Lines, Rays, and Angles

I can ...
recognize and draw lines, rays, and angles with different measures.

I can also reason about math.

Solve & Share

A right angle forms a square corner, like the one shown below. Draw two angles that are open less than the right angle. ***Solve this problem any way you choose.***



Look Back! Reasoning Draw an angle that is open more than a right angle.

Learn Glossary

Essential Question

What Are Some Common Geometric Terms?

A

Point, line, line segment, ray, right angle, acute angle, obtuse angle, and straight angle are common geometric terms.

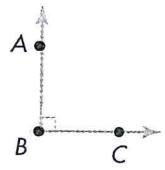
Lines and parts of lines are named their points. A ra is named with it endpoint first.

Geometric Term	Example	Label	What You Say
A point is an exact location in space.	Z	Point Z	Point Z
A line is a straight path of points that goes on and on in opposite directions.	A B	$\overleftrightarrow{AB}$	Line AB
A line segment is a part of a line with two endpoints.	G R	$\overline{GR}$	Line Segment GR
A ray is a part of a line that has one endpoint and continues on forever in one direction.	N O	$\overrightarrow{NO}$	Ray NO

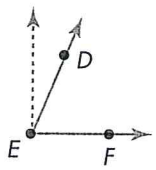
B

An angle is formed by two rays that have the same endpoint.

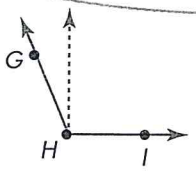
Angles are named with 3 letters. The shared endpoint of the rays is the center letter. The other letters represent points from each ray.



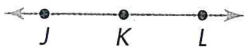
$\angle ABC$ is a right angle. A right angle forms a square corner.



$\angle DEF$ is an acute angle. An acute angle is open less than a right angle.



$\angle GHI$ is an obtuse angle. An obtuse angle is open more than a right angle but less than a straight angle.



$\angle JKL$ is a straight angle. A straight angle forms a straight line.

Convince Me! Look for Relationships Complete each figure to show the given angle.

Obtuse angle

Straight angle

Acute angle

Right angle

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. **Be Precise** What geometric term describes a part of a line that has one endpoint? Draw an example.

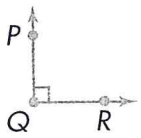
2. What geometric term describes a part of a line that has two endpoints? Draw an example.

3. Which geometric term describes an angle that forms a square corner? Draw an example.

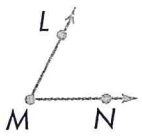
Do You Know How?

For **4–7**, use geometric terms to describe what is shown.

4. 

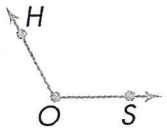
5. 

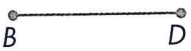
6. 

7. 

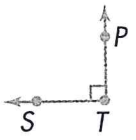
Independent Practice

For **8–11**, use geometric terms to describe what is shown.

8. 

9. 

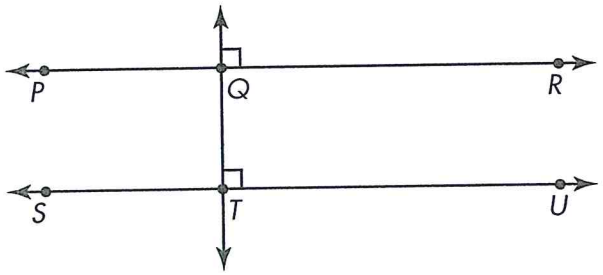
10. 

11. 

For **12–14**, use the diagram at the right.

12. Name four line segments.

13. Name four rays.

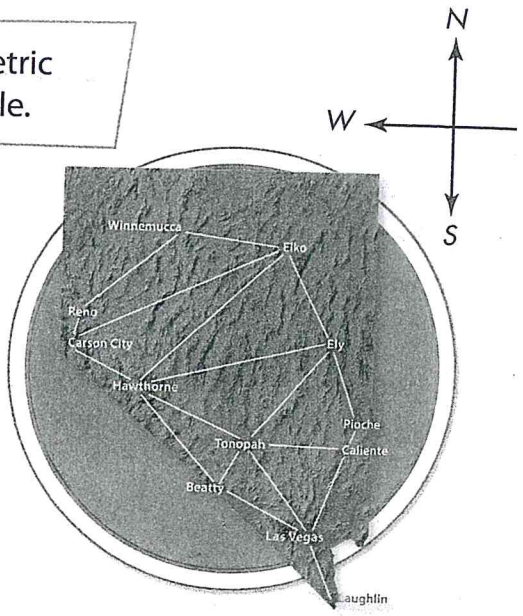


14. Name 2 right angles.

*For another example, see Set A on page 809.

Problem Solving

For **15–17**, use the map of Nevada. Write the geometric term that best fits each description. Draw an example.



15. Be Precise The route between 2 cities.

16. The cities

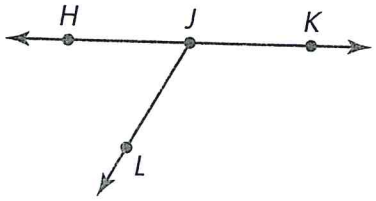
17. Where the north and west borders meet

18. A-Z Vocabulary Write a definition for *right angle*. Draw a right angle. Give 3 examples of right angles in the classroom.

19. Higher Order Thinking Nina says s can make a right angle with an acute angle and an obtuse angle that have a common ray. Is Nina correct? Draw picture and explain.

Assessment

20. Which geometric term describes $\angle HJK$?



Ⓐ Acute Ⓒ Right

Ⓑ Obtuse Ⓓ Straight

21. Lisa drew 2 rays that share an endpoir Which of the following is Lisa's drawin

Ⓐ

Ⓒ

Ⓑ

Ⓓ

Name _____

Help | Practice Buddy | Tools | Games

Homework & Practice 15-1
Lines, Rays, and Angles

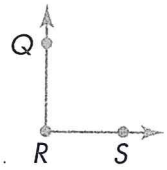
Another Look!

Point
A point is an exact location in space. This is point C.

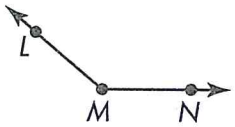
Line
A line is a straight path of points that goes on and on in opposite directions. This is $\overleftrightarrow{AB}$.

Line segment
A line segment is part of a line. It has two endpoints. This is $\overline{XY}$.

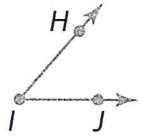
Ray
A ray is part of a line. It has one endpoint and goes on and on in one direction. This is $\overrightarrow{AB}$.



Right angle
A right angle forms a square corner. This is $\angle QRS$.



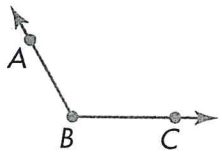
Obtuse angle
An obtuse angle is greater than a right angle. This is $\angle LMN$.



Acute angle
An acute angle is less than a right angle. This is $\angle HIJ$.

Straight angle
A straight angle forms a straight line. This is $\angle STU$.

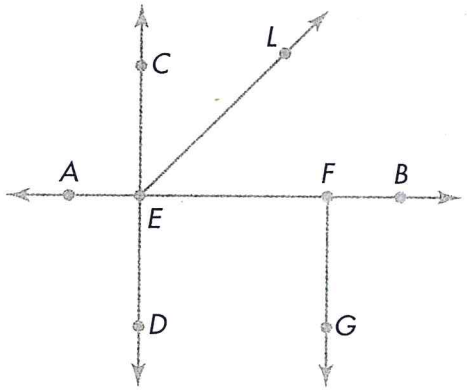
For **1–3**, use geometric terms to describe what is shown. Be as specific as possible.

1. 

2. 

3. 

For **4–6**, use the diagram at the right.

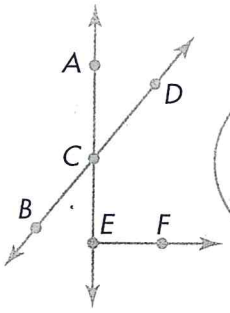


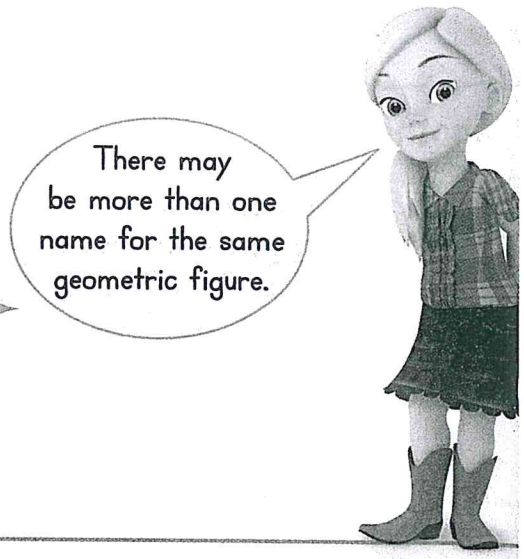
4. Name three different rays.

5. Name two different line segments.

6. Name two different acute angles.

For **7–9**, use the diagram at the right.



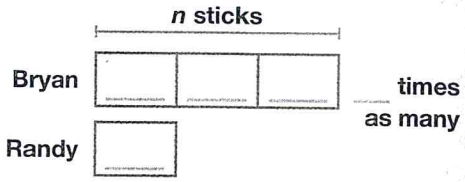


7. Name two lines.

8. Name two obtuse angles.

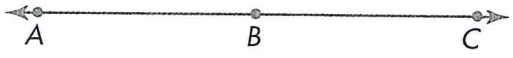
9. Name one point that lies on two lines.

10. Model with Math Randy used 92 sticks to build a model. Bryan used 3 times as many sticks. Complete the bar diagram to represent how many sticks Bryan used. Then find how many more sticks Bryan used than Randy. Write and solve equations.



11. Vocabulary What is the difference between a *line* and a *line segment*? Draw an example of each.

12. Higher Order Thinking Name two rays with the same endpoint in the figure below. Do they form an angle? Explain.



Assessment

13. What is the name for the figure shown below?

Ⓐ Ray *GH*

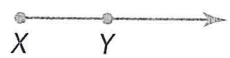
Ⓑ Line *GH*

Ⓒ Line Segment *HG*

Ⓓ Angle *GH*

14. Mary drew $\overleftrightarrow{XY}$. Which of the following is Mary's drawing?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

Name Cynsere week #2 3/30/20 - 4/3/20

Solve

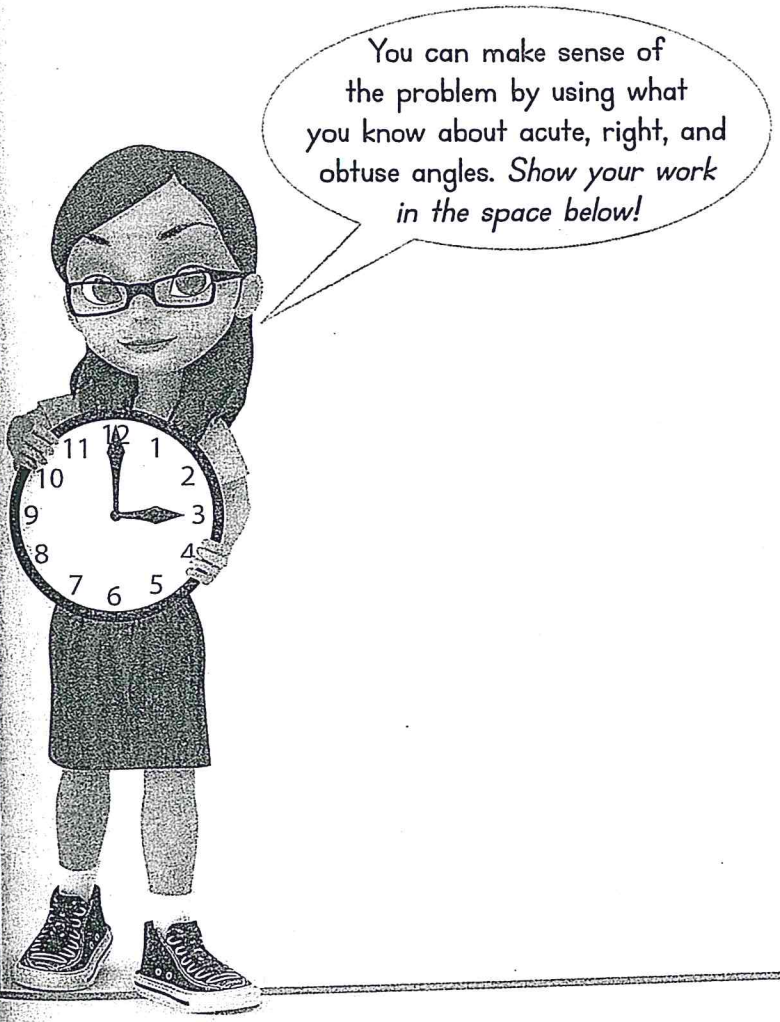
Lesson 15-2
Understand Angles and Unit Angles

I can ...
use what I know about fractions to measure angles.

I can also make sense of problems.

Solve & Share

If a clock shows it is 3 o'clock, how could you describe the smaller angle made by the two hands of the clock? ***Solve this problem any way you choose.***



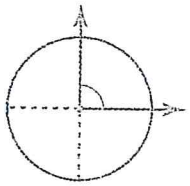
Look Back! Reasoning What two fractions do the hands divide the clock into?

Essential Question: What is the Unit Used to Measure Angles?

An angle is measured with units called degrees. An angle that turns through $\frac{1}{360}$ of a circle is called a unit angle. How can you determine the angle measure of a right angle and the angles that turn through $\frac{1}{6}$ and $\frac{2}{6}$ of a circle?

$1° = \frac{1}{360}$ of a circle

B Divide to find the angle measure of a right angle.

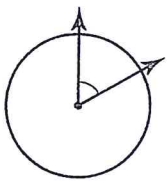


Right angles divide a circle into 4 equal parts.

$$360° \div 4 = 90°$$

The angle measure of a right angle is 90°.

C Multiply to find the measure of an angle that turns through $\frac{1}{6}$ of a circle.

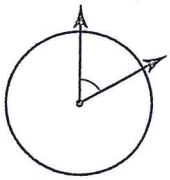


Multiply by $\frac{1}{6}$ to calculate the angle measure.

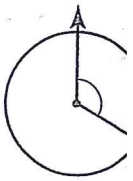
$$\frac{1}{6} \times 360° = \frac{360°}{6} \text{ or } 60°$$

The angle measure is 60°.

D Add to find the measure of an angle that turns through $\frac{2}{6}$ of a circle.



$\frac{1}{6} = 60°$



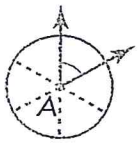
$\frac{2}{6} = ?$

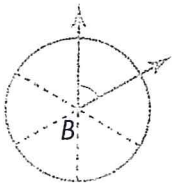
Remember $\frac{2}{6} = \frac{1}{6} + \frac{1}{6}$. Add to calculate the measure of $\frac{2}{6}$ of a circle.

$$60° + 60° = 120°$$

The angle measure of $\frac{2}{6}$ of a circle is 120°.

Convince Me! Critique Reasoning Susan thinks the measure of angle *B* is greater than the measure of angle *A*. Do you agree? Explain.





Name _____

Practice Buddy | Tools | Assessment

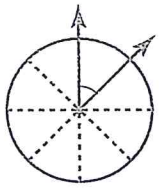
Another Example!

Find the fraction of a circle that an angle with a measure of 45° turns through.

A 45° angle turns through $\frac{45}{360}$ of a circle.

$45° \times 8 = 360°$, so 45° is $\frac{1}{8}$ of 360°.

One 45° angle is $\frac{1}{8}$ of a circle.



$45° = \frac{1}{8}$ of a 360° circle

Guided Practice*

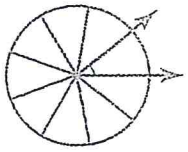
Do You Understand?

1. What fraction of the circle does a 120° angle turn through?

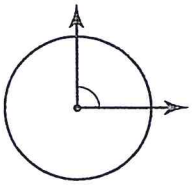
2. **Model with Math** Mike cuts a pie into 4 equal pieces. What is the angle measure of each piece? Write and solve an equation.

Do You Know How?

3. A circle is divided into 9 equal parts. What is the angle measure of one of those parts?



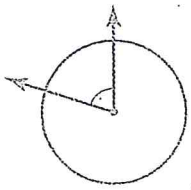
4. An angle turns through $\frac{2}{8}$ of the circle. What is the measure of this angle?



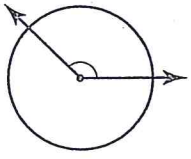
Independent Practice

For **5–8**, find the measure of each angle.

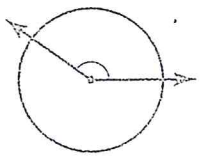
5. The angle turns through $\frac{1}{5}$ of the circle.



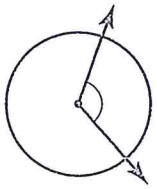
6. The angle turns through $\frac{3}{8}$ of the circle.



7. The angle turns through $\frac{2}{5}$ of the circle.



8. The angle turns through $\frac{2}{6}$ of the circle.



*For another example, see Set B on page 809.

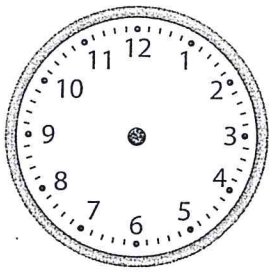
Problem Solving

9. **Reasoning** Use the clock to find the measure of the smaller angle formed by the hands at each time.

   a. 3:00

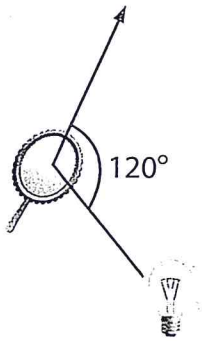
   b. 11:00

   c. 2:00

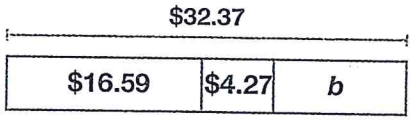


10. **Algebra** Jacey wrote an equation to
an angle measure. What do the variab
a and b represent in Jacey's equation?
$360° \div a = b$

11. **Math and Science** A mirror can be used to reflect a beam of light at an angle. What fraction of a circle would the angle shown turn through?



12. Malik paid $32.37 for three books. One
book cost $16.59. The second book cos
$4.27. How much did the third book co
Use bills and coins to solve.



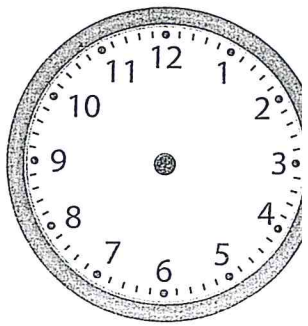
13. **Make Sense and Persevere** A pie was cut into equal parts. Four pieces of the pie were eaten. The 5 pieces that remained created an angle that measured 200°. What was the angle measure of one piece of pie?

14. **Higher Order Thinking** Jake cut a rou
gelatin dessert into 8 equal pieces. Five
the pieces were eaten. What is the angl
measure of the dessert that was left?

Assessment

15. Draw a line from the time to the smaller angle the time would show on a clock. Use the clock to help.

3:00	180°
10:00	60°
6:00	120°
4:00	90°



Name _____

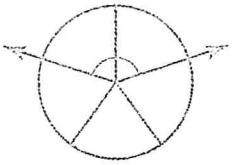
Help | Practice Buddy | Tools | Games

Homework & Practice 15-2

Understand Angles and Unit Angles

Another Look!

You can find the measure of an angle using fractions of a circle.



The angle shown is $\frac{2}{5}$ of a circle.

What is the measure of this angle?

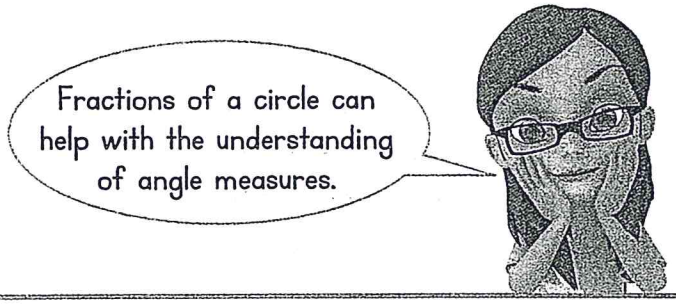
Remember that $\frac{2}{5} = \frac{1}{5} + \frac{1}{5}$.
Divide to find the angle measure of $\frac{1}{5}$ of a circle.

$360° \div 5 = 72°$

An angle that turns through $\frac{1}{5}$ of a circle measures 72°.

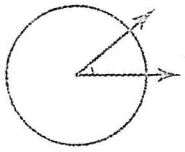
$72° + 72° = 144°$

The measure of this angle is 144°.

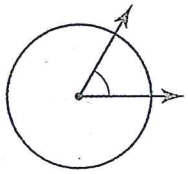


For **1–4**, find the measure of each angle.

1. The angle turns through $\frac{1}{9}$ of the circle.



2. A circle is divided into 6 equal parts. What is the total angle measure of 1 part?

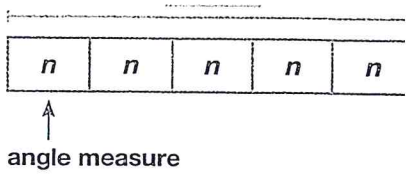


$\frac{1}{6} \times$ _____ = _____

3. A circle is divided into 5 equal parts. What is the total angle measure of 4 parts?

4. A circle is divided into 8 equal parts. What is the total angle measure of 4 parts?

5. **Reasoning** Noah used a bar diagram to find the measure of an angle that turns through $\frac{1}{5}$ of a circle. Write an equation to find the measure of the angle.



6. **Number Sense** Miguel cut $\frac{1}{4}$ from a round pie. Mariah cut a piece from the same pie with an angle measure of 60°. Who cut the larger piece? Explain.

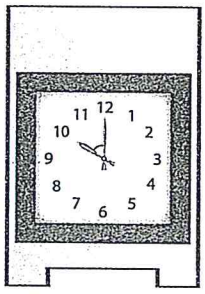
7. **Construct Arguments** Janie served 4 same-size pizzas at the class party. Explain how to find how many slices o pizza Janie served if the angle for each slice turns through a right angle.

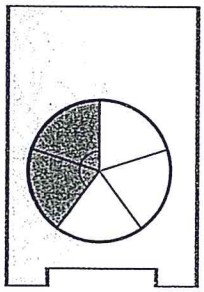
8. Wendy's older brother is buying a car. He can make 24 payments of $95 or 30 payments of $80 each. Which costs less? How much less?

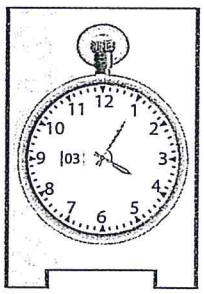
9. **Higher Order Thinking** A circle is divided into 18 equal parts. How many degrees is the angle measure for each part? How many degrees is the angle measure for 5 of those parts? Break ap 18 to solve. Explain.

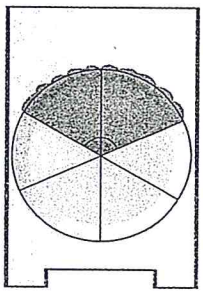
Assessment

10. Draw a line to match the angle in the circle with its angle measure.









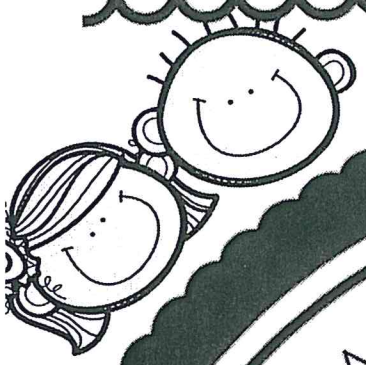
90°

120°

144°

60°

Circle of Control



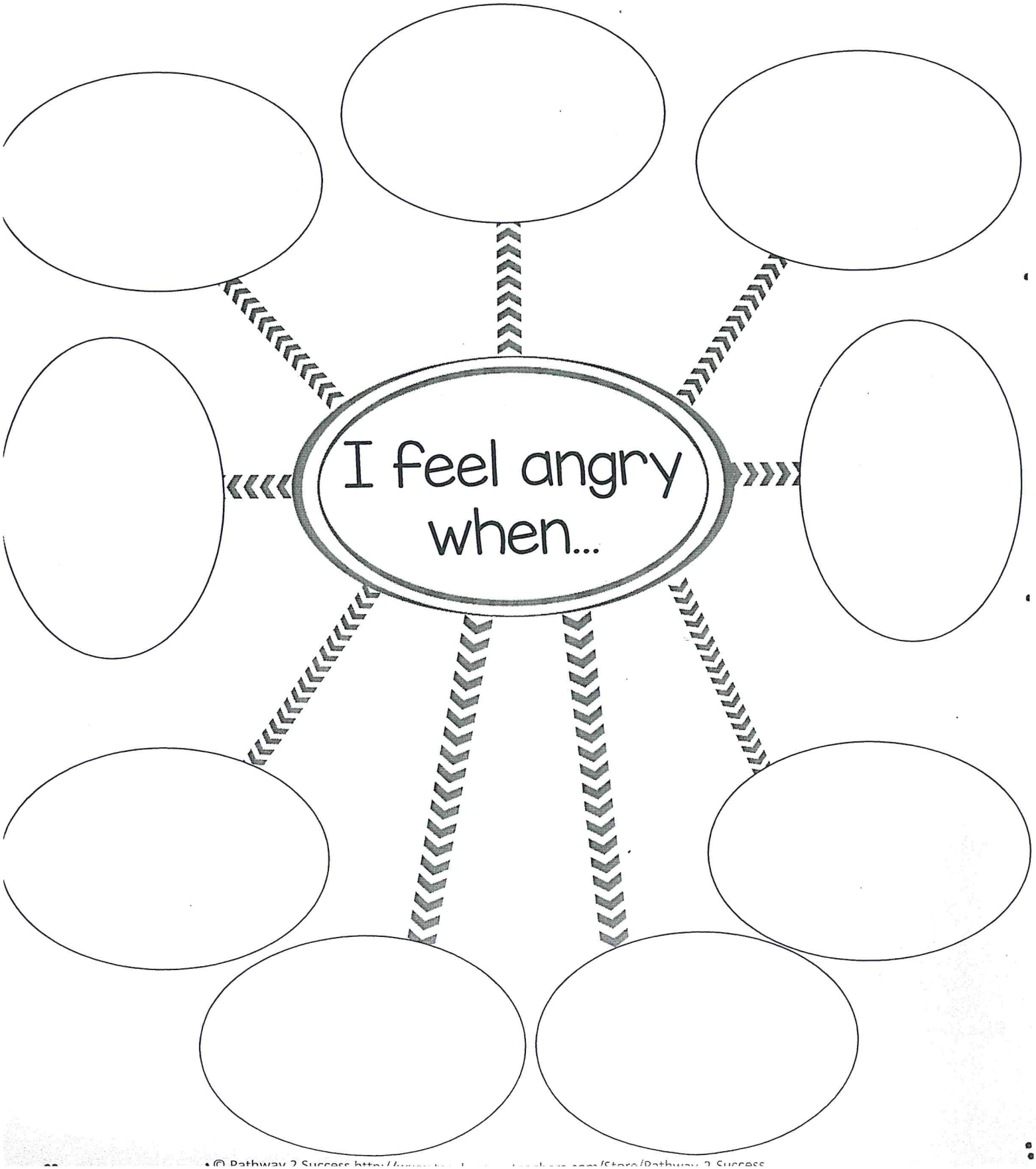
What I CANNOT control

What I CAN control

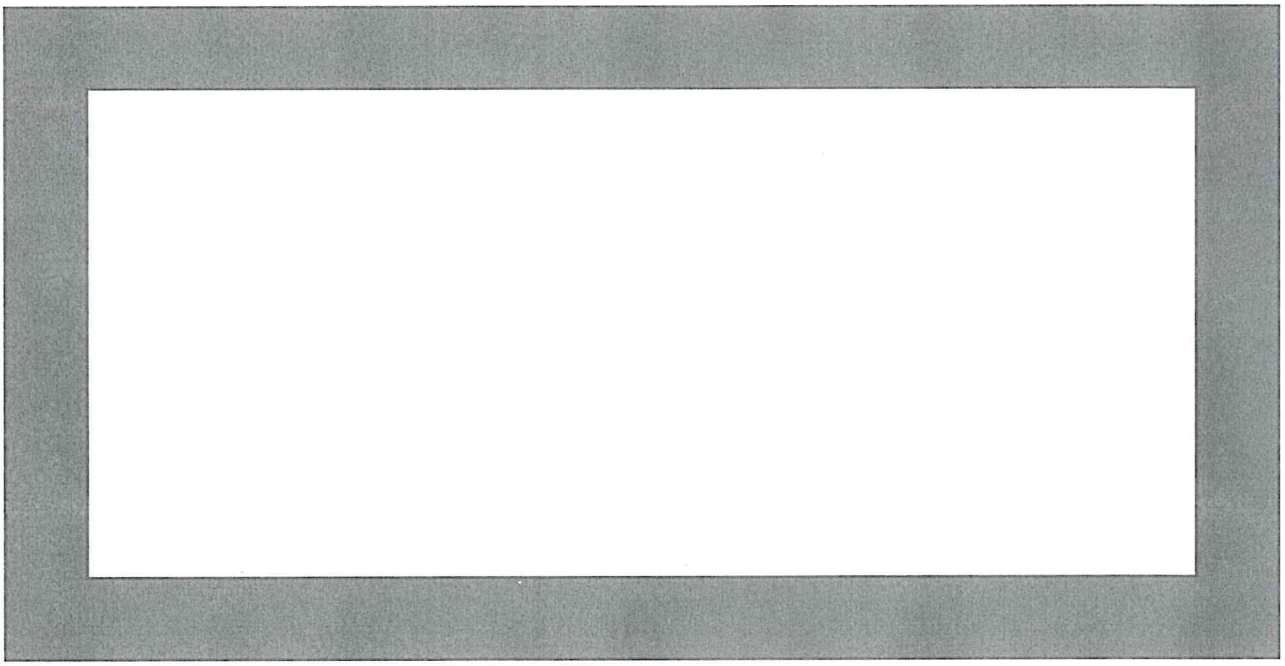
Name: _____ Date: _____

My Anger Triggers

What makes you feel angry? List as many triggers as you can for feeling angry.



How to be your best self!



Even our favorite characters have stress. Draw your favorite character in the box. Write 3 ways your favorite character can cope with stress, anxiety, anger or sadness. How could you use your character's coping mechanisms when you are upset?

1. _____
   _____
2. _____
   _____
3. _____
   _____

_____
_____
_____
_____

What to do When I Worry, Anxiety Strategies:

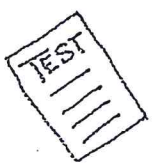
Students can learn self- control techniques such as calming and problem solving to manage their strong feelings. Self- calming and relaxation techniques help students reduce impulsive reactions and thus control their anger. There are several ways that students can learn how to calm their emotions by providing a different activity on which to focus rather than responding immediately to their strong emotion.

1. Counting: When students concentrate on counting, they don't react immediately to the anger or anxiety. Students can slowly count to ten on their fingers, from one to 19 forward, from ten to 1 backwards, or backwards by fives starting at 100 as is age appropriate.
2. Deep Breathing: Students are taught to take deep breaths for three minutes. They may combine either counting to five while inhaling and again while exhaling, or silently say such calming words as "chill-out" "re-lax", or "be cool" with the rhythm of their breath. Other technique could be "Smell the flower, blow out the candle," which encourages kids to take long breaths.
3. Hand "C" circle: Students can do this by themselves very quickly to calm themselves. The child forms his or her left hand into a "C" shape (index and thumb facing child). The child uses his or her right index finger and traces the "C" repeating the two phrases: "Calm down. Control yourself." The motion and repetition helps to calm and relax the child.
4. B.A.T.S.: This acronym stands for ": Breath, Ask yourself to count to ten, Think of you favorite place, and Say, " I'm okay, I can handle it!"
5. Self Talk: Encourage the student to encourage themselves, this can be in a low whisper or in their minds. "stay in control" " I can handle this"
6. 1+3+10: 1: Say "Be Calm", 3: Take 3 deep breaths, 10 count to 10
7. Imagine a calm place: Have your child imagine a place where they feel the most calm, this could be their bedroom, the beach, grandma's house wherever. Have them close their eyes and picture this place.
8. Draw it: Draw out your anger or anxiety. When you are done crumple it up, or rip it up, and throw it away.
9. Write it: Journal your thoughts and feelings.
10. Fidgets: These can *sometimes* be useful. A fidget should be small enough to fit in a child's pocket and hand, not make any noise , and must not require 2 hands to use. Good examples of fidgets are, stress balls, therapy putty (play dough), Velcro. Unfortunately, fidget spinners are more along the lines of a toy than an actual device used in therapy.

Mindfulness Exercise

Mindful Breathing Exercise

Find a comfortable seat.
Sit up straight and tall. If you are seated on a chair, plant your feet on the floor right underneath your knees, in line with your hips.
Set a timer for 5 minutes.
Allow your eyes to close or, if that's uncomfortable, bring your gaze in a soft focus to a spot on the floor in front of you.
Allow your shoulders to relax and let any tension in the face or jaw release.
Bring your hands to your belly. Allow your attention to rest on your breath. Notice your hands moving as you breathe.
Choose an aspect of the breath to focus on.
-You can notice the gentle wave of breath moving between your heart and your belly.
-You can focus on the temperature of the breath: the cool air coming in through your nostrils and the warm air leaving your nostrils. -Or focus on the sound of your breath flowing like ocean waves.
As thoughts arise, as they will frequently, acknowledge them, label them, allow them to pass and return your attention to the breath.
Counting the breath can be a useful tool when you are first getting started with mindful breathing. Label each inhale/exhale cycle as one. Count each breath cycle, 1 to 10. When you get to 10, start over at 1 again. When you notice thoughts carry you away from your breathing and your counting, gently let them pass and start again at one.
When the timer goes off, gently let go of counting the breath and slowly allow the eyes to float open.
As you become more comfortable with mindful breathing start to increase the time, little by little, until you get to 20 minutes.
Try to find some quiet time everyday for mindful breathing. Even one mindful breath can give you an opportunity to create a peaceful moment in the midst of your day.



Mindfulness Exercise

Mindful Observation Exercise

Take yourself to your favorite place in nature.

This can be a favorite hiking spot, a local park, your backyard, or even just looking out your window.

Choose something to focus your attention on. It can be anything: a tree trunk, a flower, some moss, a rock, a stream, a mushroom, a frog, a bird, anything at all.

Devote all of your attention to this object for around five minutes.

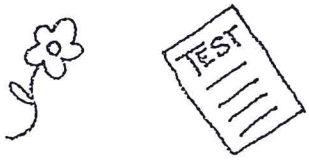
Notice it's shape, colors, textures, and patterns.

Allow yourself to relax as you observe the object.

How would you describe this object to someone who had never seen it before?

Notice every detail of the object.

Allow your attention to be fully absorbed in looking at the object without judging or analyzing it.



Mindfulness Exercise

Mindful Eating Exercise

When you sit down to eat, let your eating space be free from distractions, especially screens.

Sit with a balanced and supported posture, with your feet planted on the ground.

This exercise is often done with a single raisin or a piece of chocolate but you can really use any food.

Notice what your food looks like: the colors, shapes, textures, and patterns.

Perhaps pick the food up, if it is something you can eat with your hands, and experience the tactile sensation of your food in your hands. What does it feel like in your hand and how does it respond when you hold it? Does the pressure or temperature of your hand change the food in any way?

Notice the smell of your food.

Eat each bite slowly, deliberately, noticing the taste, texture and temperature of each bite.

Chew slowly and experience how the flavors and textures change as you chew. Experience the movement of chewing. How does it feel to chew and swallow this bite? What kinds of sounds do you experience as you chew the food?

How do you feel after you have swallowed the last bite?

Notice how much more you enjoy your food when you eat mindfully!

Mindfulness Exercise

Mindful Walking Exercise

Find a quiet place with a lot of space to walk. Find a space in nature if you can.

Stand tall and upright.

Bring your attention to the balance of your standing posture.

Walk slowly, paying attention to the movement of the feet.

Feel how your feet move from heel to toe with every step.

Become aware of the transfer of weight from foot to foot.

Notice when your weight is on both feet and when it is just on one foot.

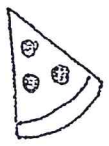
Notice the impact of your feet on the surface upon which you are walking.

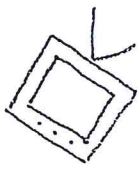
Notice the movement of your entire body as you shift from foot to foot.

Allow your breath to flow comfortably, naturally, without forcing a particular rhythm or pace.

With mindful walking, there is no destination, so there is no need to feel hurried or rushed.

Enjoy the freedom of walking without having to arrive anywhere.





Mindfulness Exercise

Mindful Listening Exercise

Find a comfortable and balanced sitting posture.

Close your eyes or bring your focus to the floor in front of you.

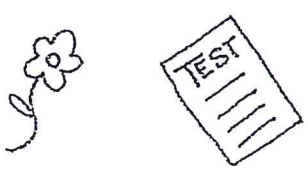
Listen for sounds that sound very far away. Sounds outside of the building you are in.

Next, direct your attention to sounds that are far away from you inside the building that you are in. Maybe they are in another room.

Now focus on sounds that are in the room with you.

Listen for sounds that are close to you.

Focus your attention on sounds that your own body is making.



Lucky Me!

#1

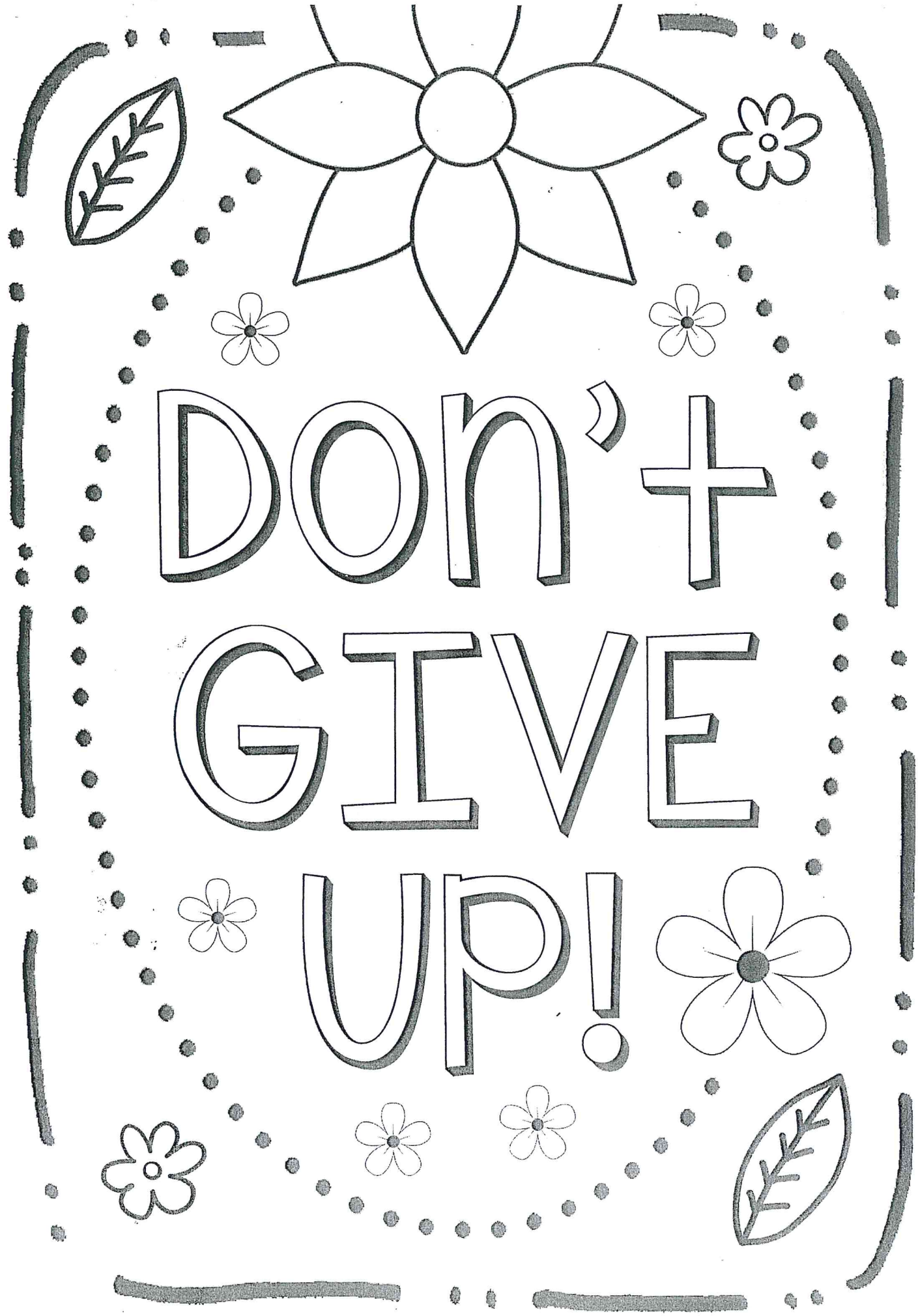
#2

#3

#4

This is me.

These are 4 things that make me lucky.


Don't
GIVE
UP!