

Jaysander

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 emailed or sent in a remind message

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

Social Studies

- www.socialstudiesweekly.com

Login: will be emailed or sent in a remind message

- Lesson: Week #4 Indigenous Peoples

Jaysander

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

- Geometry Math Packet labeled Week: 3/30/20-4/3/20

Science

- www.Sciencea-z.com

Login: will be emailed or sent in remind

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

Social Studies

- www.socialstudiesweekly.com

Login: will be emailed or sent on remind

- Lesson: Week #5 Native People Encounter Europeans

Jaysander
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.

Jaysander
Wednesday 3/18/20

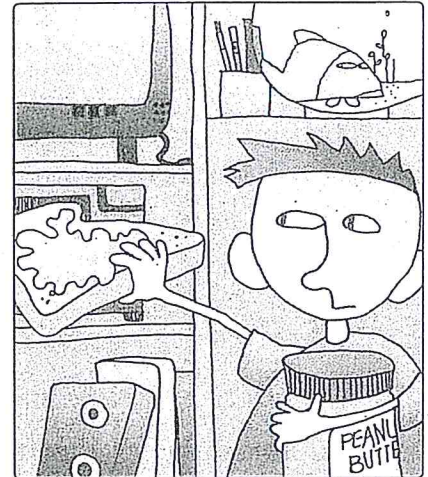
Clauses

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

Jaysander
Friday 3/20/20



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. _____

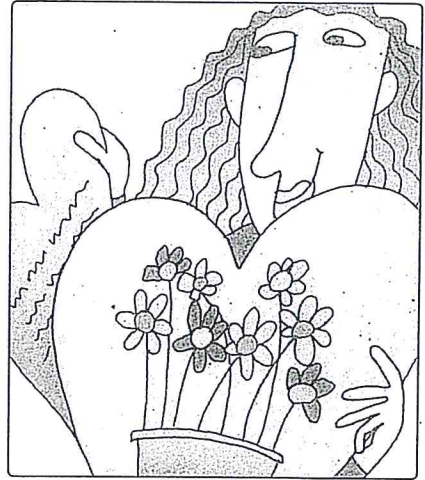
6. _____

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.

Jaysander
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)

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

- 1 Dolphins are some of the most graceful animals that live
2 _____. They can swim as fast as 25 miles per hour
3 and sometimes leap high _____. Dolphins have been
4 seen swimming _____ to catch the bow wave. They
5 work together to force fish _____. The dolphins
6 then take turns dashing _____. By working together,
7 dolphins catch their prey. _____, a dolphin can eat
8 thirty to forty pounds of fish!
- 9 _____, fishing vessels are a real danger. These
10 boats sometimes use huge nets that drag _____ of the
11 ocean. Dolphins can get caught _____. Fortunately,
12 newer net designs have helped dolphins escape. Dolphins are very
13 curious and like to be _____. Dolphins communicate
14 _____ using clicks, chirps, and actions. One day,
15 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.

Jaysander 3/27/20
 Friday
 morning 8:00-10:00

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.)

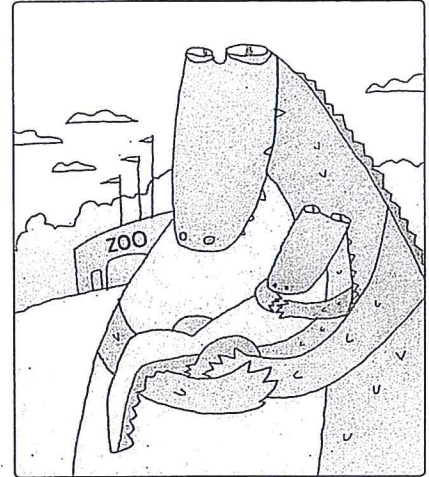
Examples

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.

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

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?

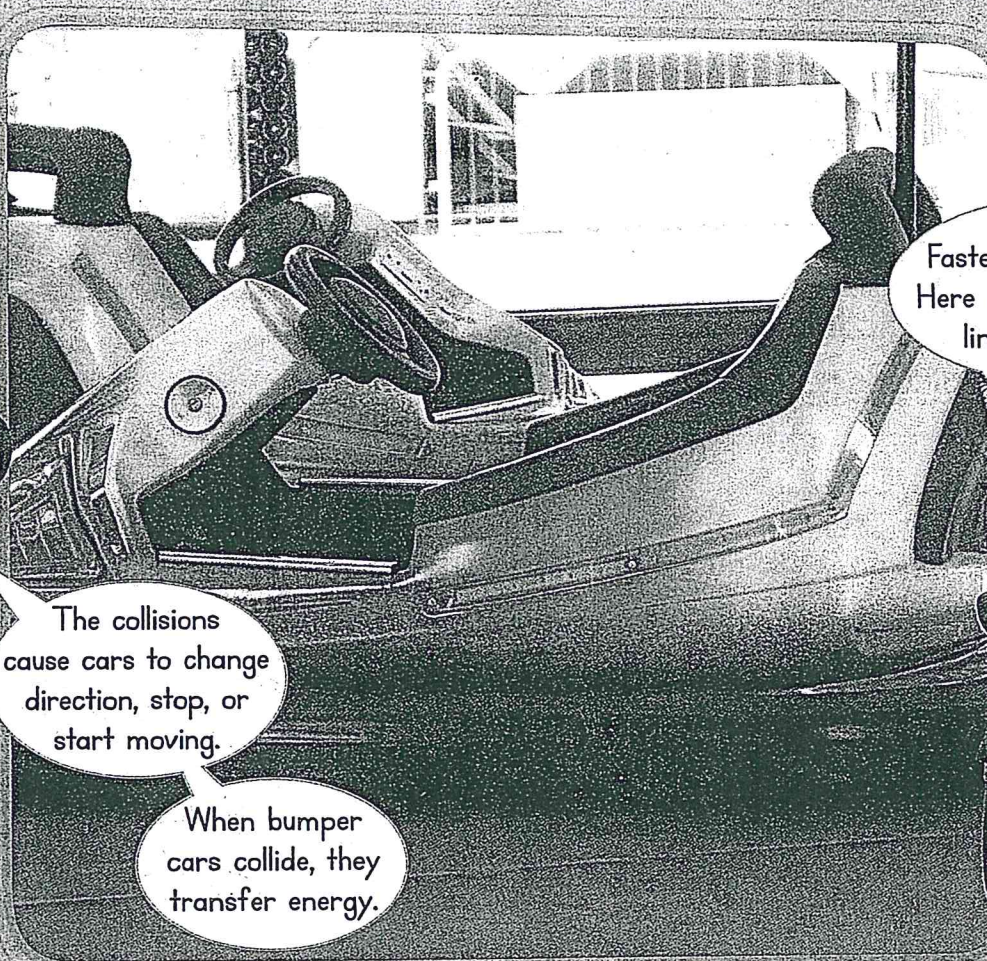
TOPIC 15

Geometric Measurement: Understand Concepts of Angles and Angle Measurement

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

Week #1

Digital Resources



The collisions cause cars to change direction, stop, or start moving.

When bumper cars collide, they transfer energy.

Fasten your seatbelts!
Here is a project about lines and angles.

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. $180 - 135$

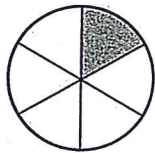
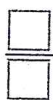
8. $60 + 120$

9. $90 - 45$

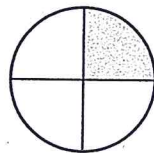
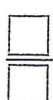
Parts of a Whole

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

10.



11.



12.



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 _____



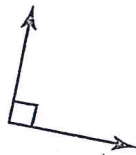
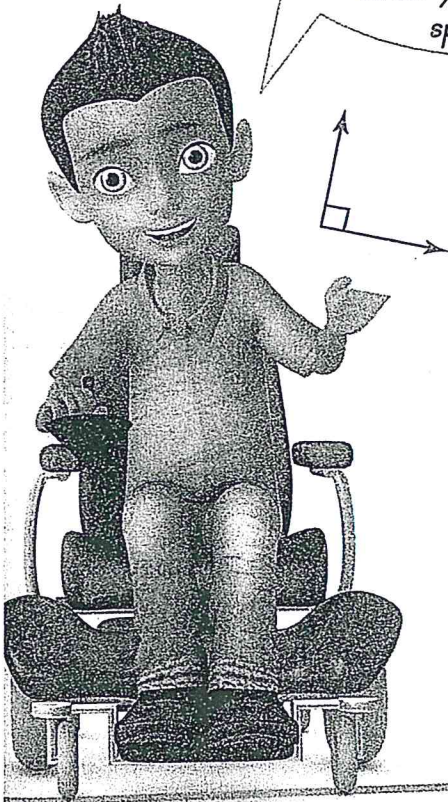
Lesson 15-1

Lines, Rays, and Angles



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.*

You can use reasoning.
The closer the sides of an angle,
the smaller the angle measure.
*Show your work in the
space below!*



I can ...

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

I can also reason about math.

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

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

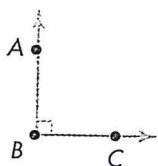


Lines and parts of lines are named after their points. A ray is named with its endpoint first.

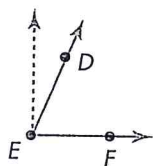
Geometric Term	Example	Label	What You Say
A point is an exact location in space.		Point Z	Point Z
A line is a straight path of points that goes on and on in opposite directions.		\overleftrightarrow{AB}	Line AB
A line segment is a part of a line with two endpoints.		\overline{GR}	Line Segment GR
A ray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

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

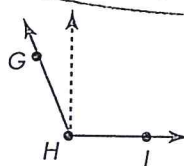
Angles are named with 3 letters. The shared endpoint of the rays is the center letter. The other letters represent points from each ray.



$\angle ABC$ 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.

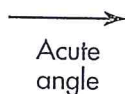
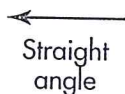
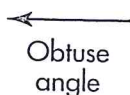


$\angle GHI$ is an obtuse angle. An obtuse angle is open more than a right angle but less than a straight angle.



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

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



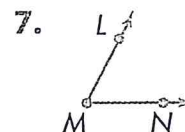
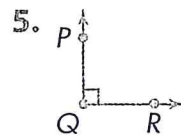
★ Guided Practice ★

Do You Understand?

- 1. Be Precise** What geometric term describes a part of a line that has one endpoint? Draw an example.
- What geometric term describes a part of a line that has two endpoints? Draw an example.
- Which geometric term describes an angle that forms a square corner? Draw an example.

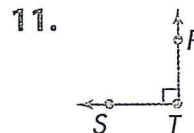
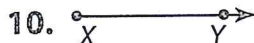
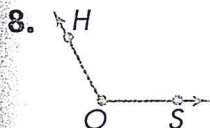
Do You Know How?

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



★ Independent Practice ★

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

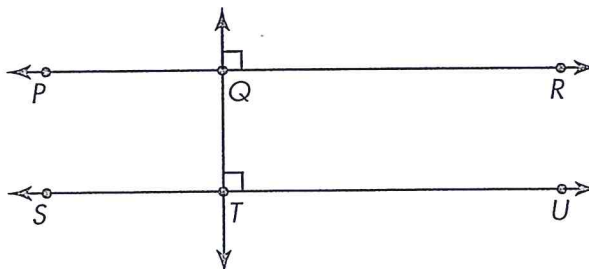


For 12–14, use the diagram at the right.

12. Name four line segments.

13. Name four rays.

14. Name 2 right angles.



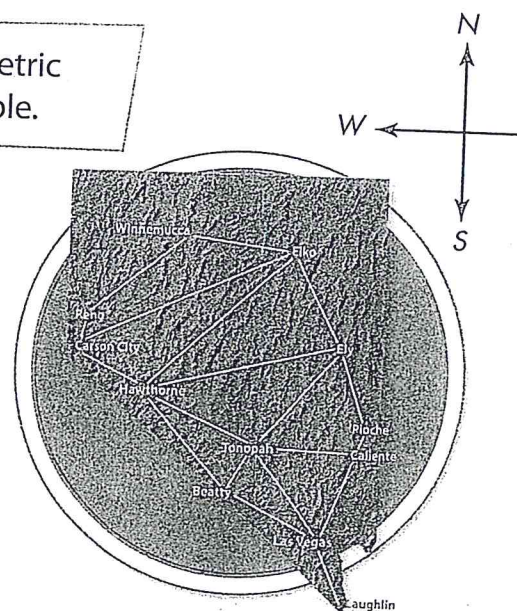
Problem Solving

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

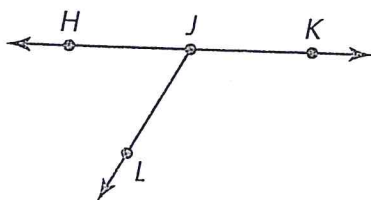


18. **Vocabulary** Write a definition for *right angle*. Draw a right angle. Give 3 examples of right angles in the classroom.

19. **Higher Order Thinking** Nina says she 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.

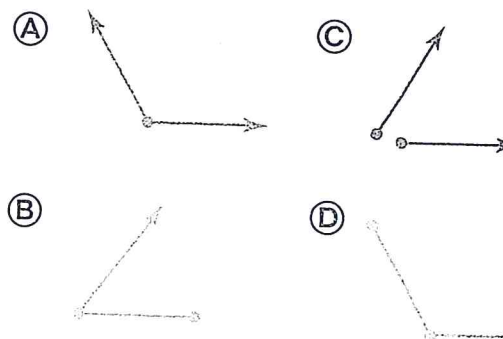
Assessment

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



- (A) Acute (C) Right
(B) Obtuse (D) Straight

21. Lisa drew 2 rays that share an endpoint. Which of the following is Lisa's drawing?



Another Look!

Here are some important geometric terms.



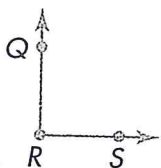
Homework & Practice 15-1

Lines, Rays, and Angles

• C

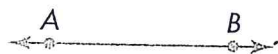
Point

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



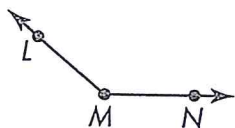
Right angle

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



Line

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



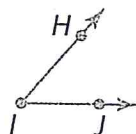
Obtuse angle

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



Line segment

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



Acute angle

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



Ray

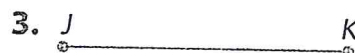
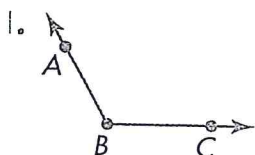
A ray is part of a line. It has one endpoint and goes on and on in one direction. This is \overrightarrow{AB} .



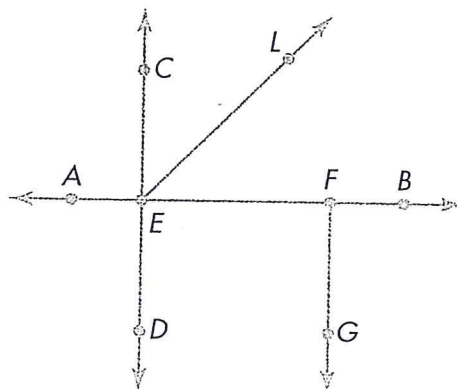
Straight angle

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.



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



4. Name three different rays.

5. Name two different line segments.

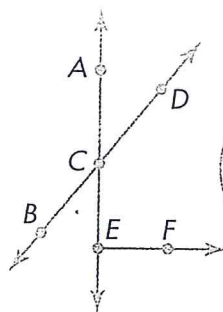
6. Name two different acute angles.

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

7. Name two lines.

8. Name two obtuse angles.

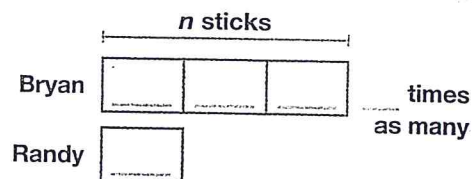
9. Name one point that lies on two lines.



There may be more than one name for the same geometric figure.

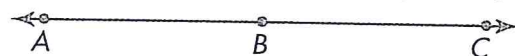


10. **Model with Math** Randy used 92 sticks to build a model. Bryan used 3 times as many sticks. Complete the bar diagram to represent how many sticks Bryan used. Then find how many more sticks Bryan used than Randy. Write and solve equations.



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?



- (A) Ray \overrightarrow{GH}
- (B) Line \overleftrightarrow{GH}
- (C) Line Segment \overline{HG}
- (D) Angle $\angle GH$

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

- (A)
- (B)
- (C)
- (D)

Name : _____

Jaysander
Week #2 3/30/20-
4/3/20

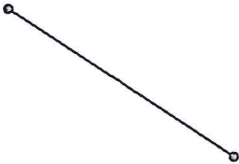
Points, Lines, Rays & Line segments

Sheet 1

Part - A

Write each as a point, line, ray or line segment.

1)



2)



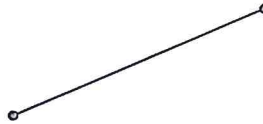
3)



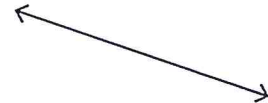
4)



5)



6)



Part - B

Draw the following.

1) A line

2) A ray

3) A line segment

Name : _____

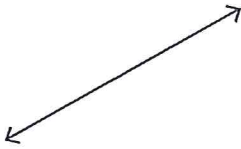
Points, Lines, Rays & Line segments

Sheet 2

Part - A

Write each as a point, line, ray or line segment.

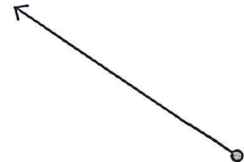
1)



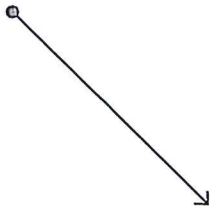
2)



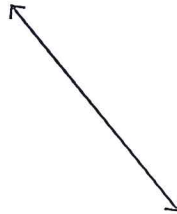
3)



4)



5)



6)



Part - B

Draw the following.

1) A ray

2) A line segment

3) A line

Name : _____

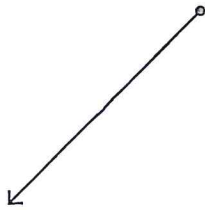
Points, Lines, Rays & Line segments

Sheet 3

Part - A

Write each as a point, line, ray or line segment.

1)



2)



3)



4)



5)



6)



Part - B

Draw the following.

1) A line segment

2) A line

3) A ray

Name : _____

Points, Lines, Rays & Line segments

Sheet 4

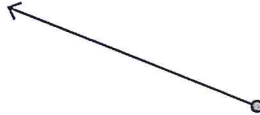
Part - A

Write each as a point, line, ray or line segment.

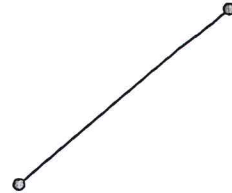
1)



2)



3)



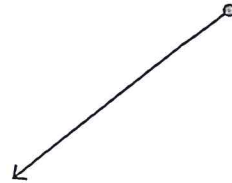
4)



5)



6)



Part - B

Draw the following.

1) A ray

2) A line segment

3) A line

Name : _____

Points, Lines, Rays & Line segments

Sheet 5

Part - A

Write each as a point, line, ray or line segment.

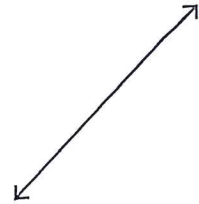
1)



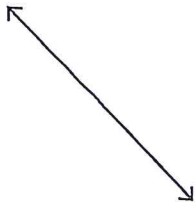
2)



3)



4)



5)



6)



Part - B

Draw the following.

1) A line segment

2) A ray

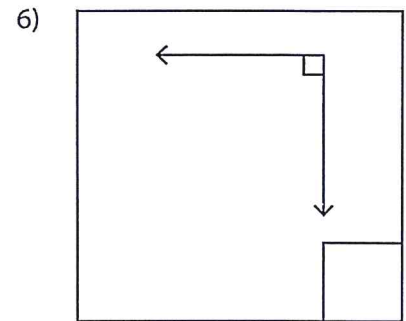
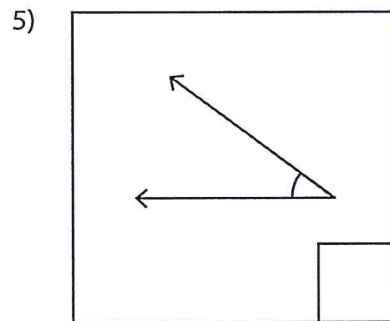
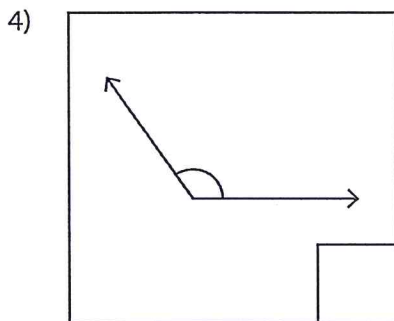
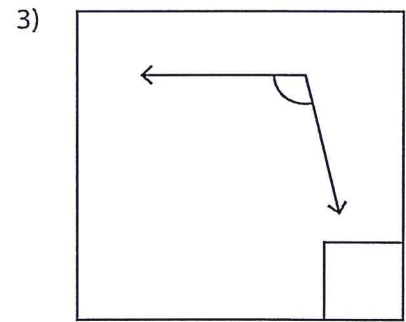
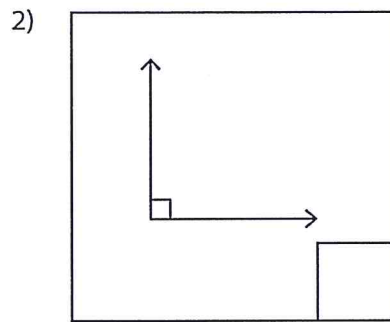
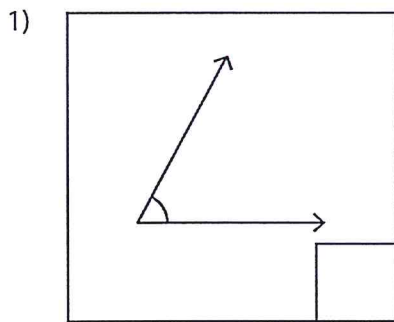
3) A line

Name : _____

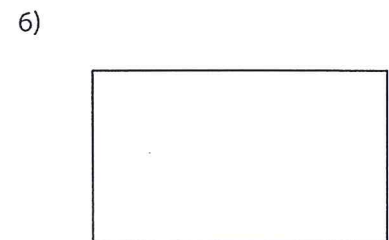
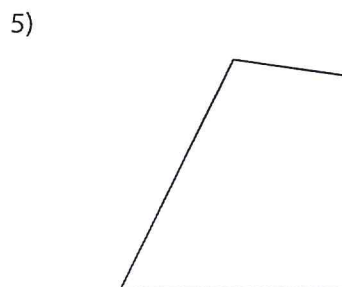
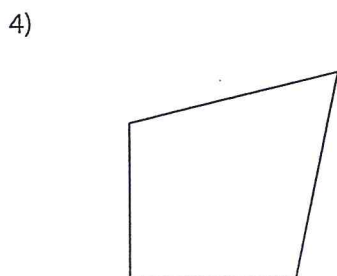
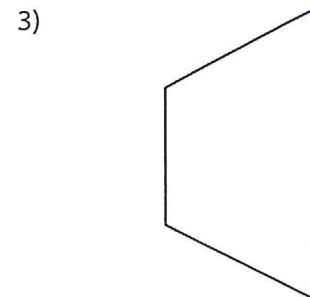
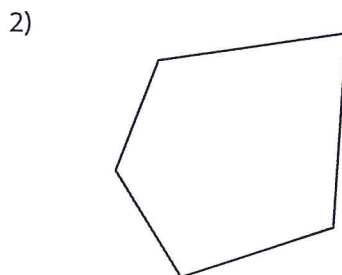
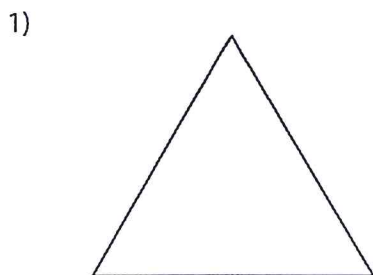
Classifying Angles - Acute, Right, or Obtuse

Sheet 1

A) Write "A" if the angle is acute, "O" if it's obtuse, and "R" if it's right.



B) Find the angles within each shape, and label each angle as "a" for acute, "o" for obtuse, and "r" for right.

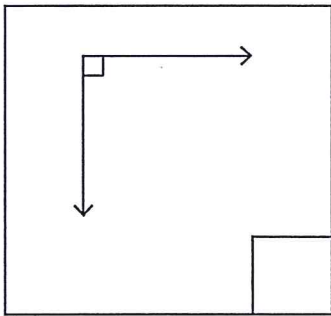


Name : _____

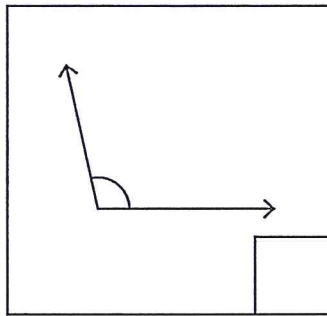
Classifying Angles - Acute, Right, or Obtuse

A) Write "A" if the angle is acute, "O" if it's obtuse, and "R" if it's right.

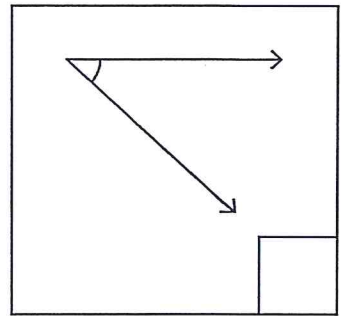
1)



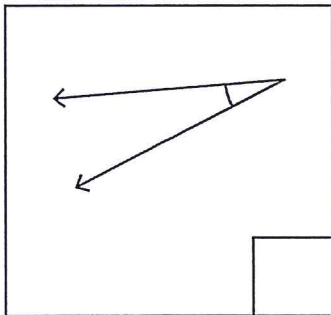
2)



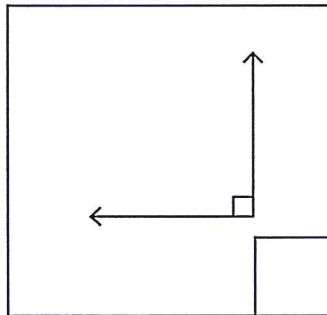
3)



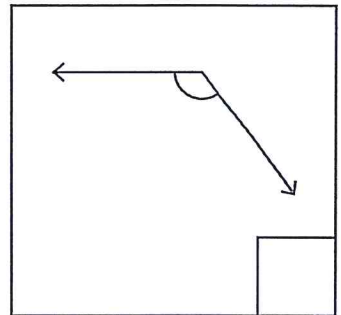
4)



5)

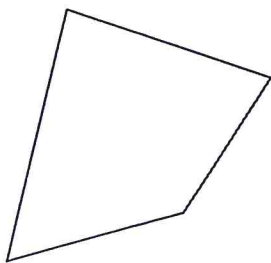


6)

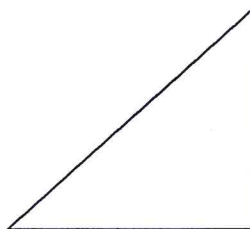


B) Find the angles within each shape, and label each angle as "a" for acute, "o" for obtuse, and "r" for right.

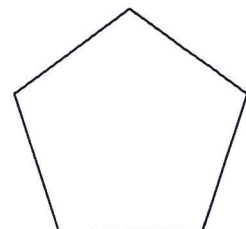
1)



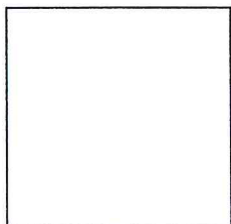
2)



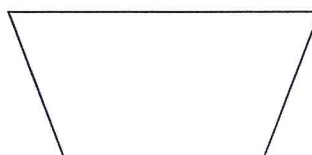
3)



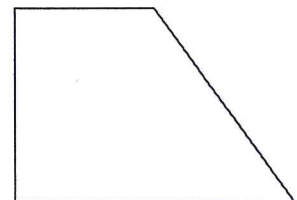
4)



5)



6)



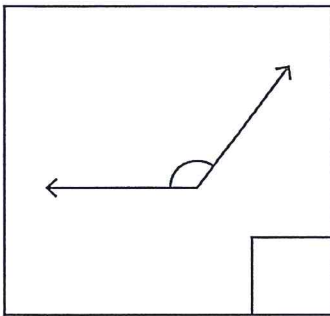
Name : _____

Classifying Angles - Acute, Right, or Obtuse

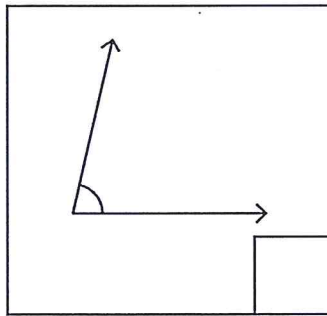
Sheet 3

A) Write "A" if the angle is acute, "O" if it's obtuse, and "R" if it's right.

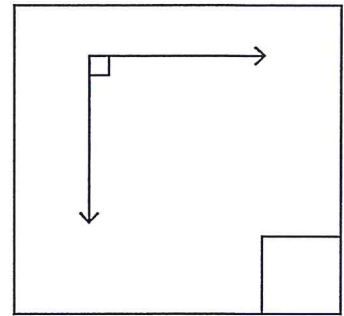
1)



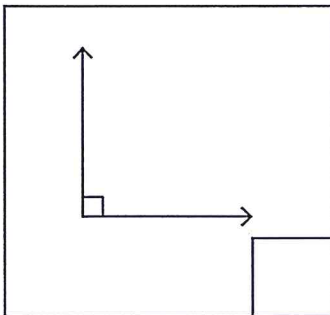
2)



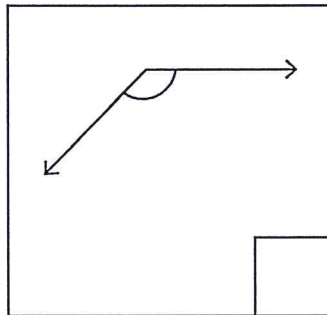
3)



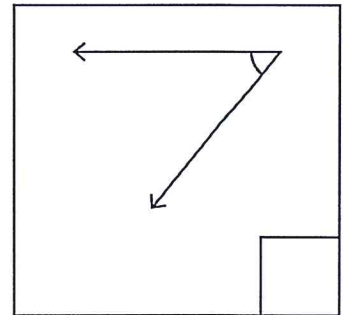
4)



5)



6)

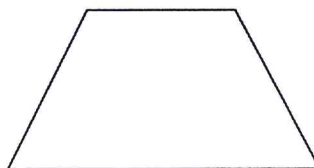


B) Find the angles within each shape, and label each angle as "a" for acute, "o" for obtuse, and "r" for right.

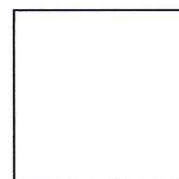
1)



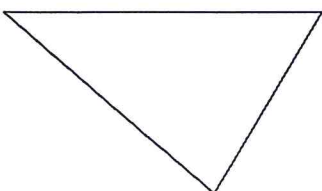
2)



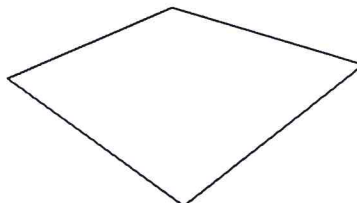
3)



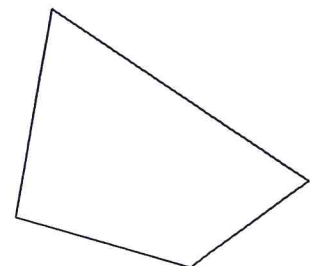
4)



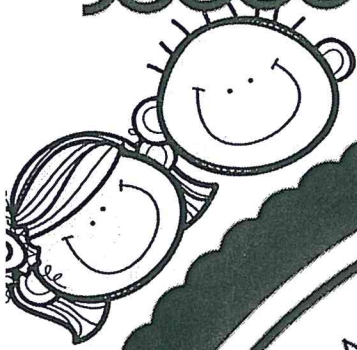
5)



6)



Circle of Control



What I CANNOT control



What I CAN control

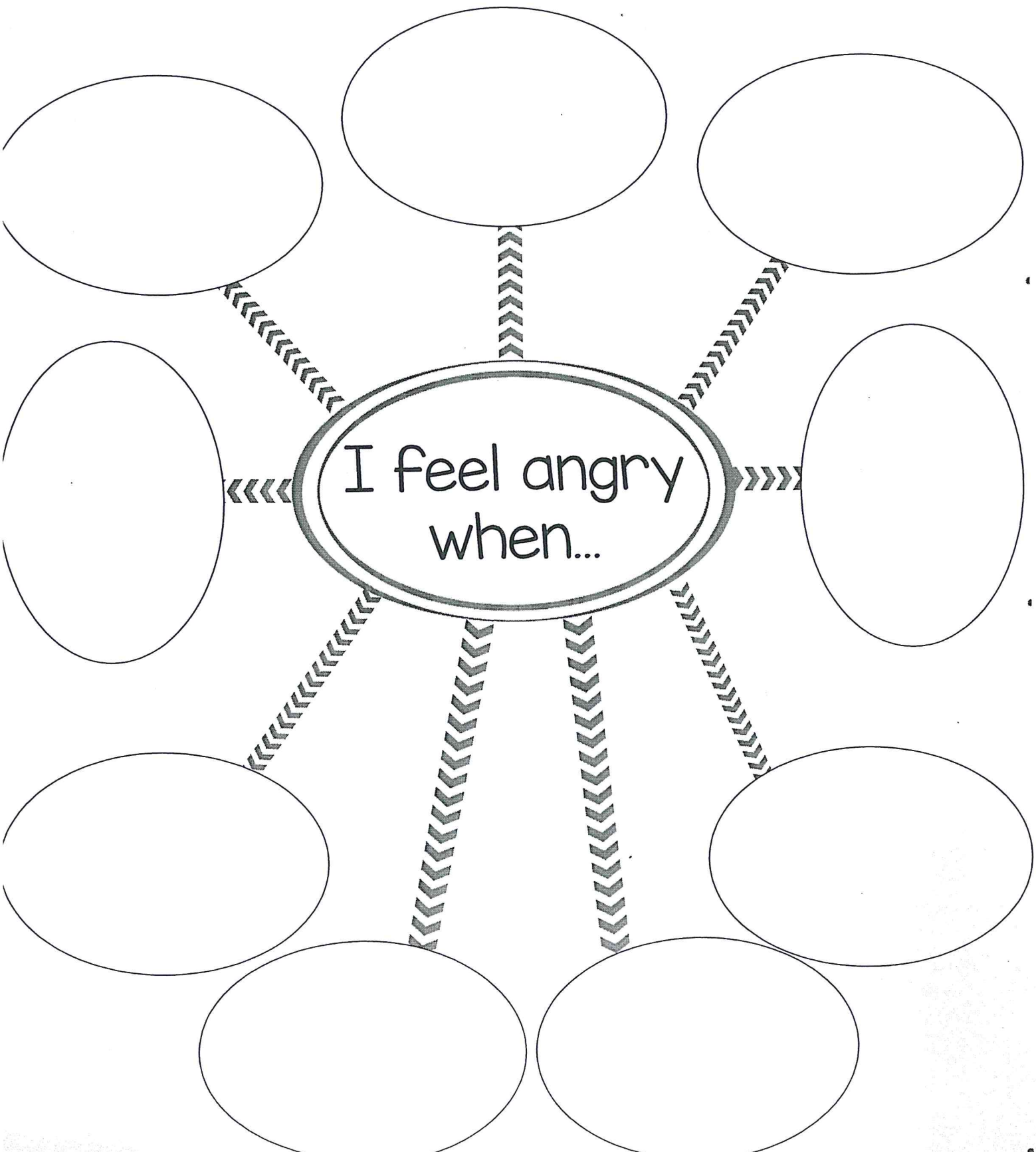


Name: _____

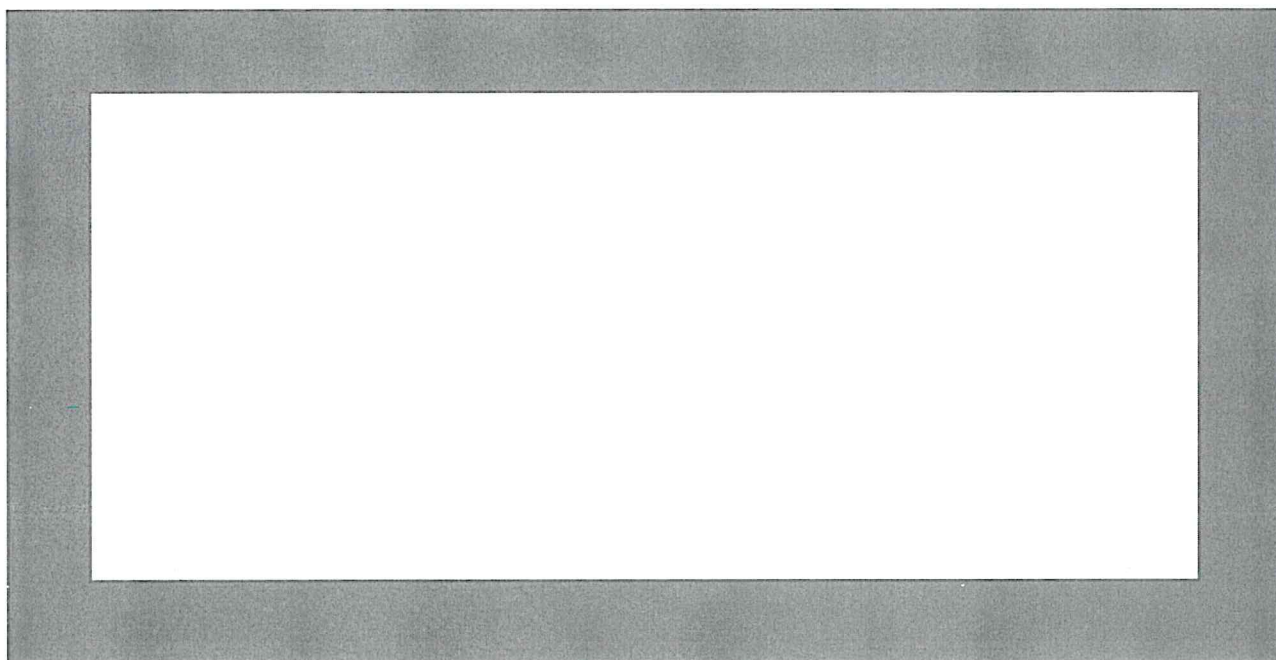
Date: _____

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. _____

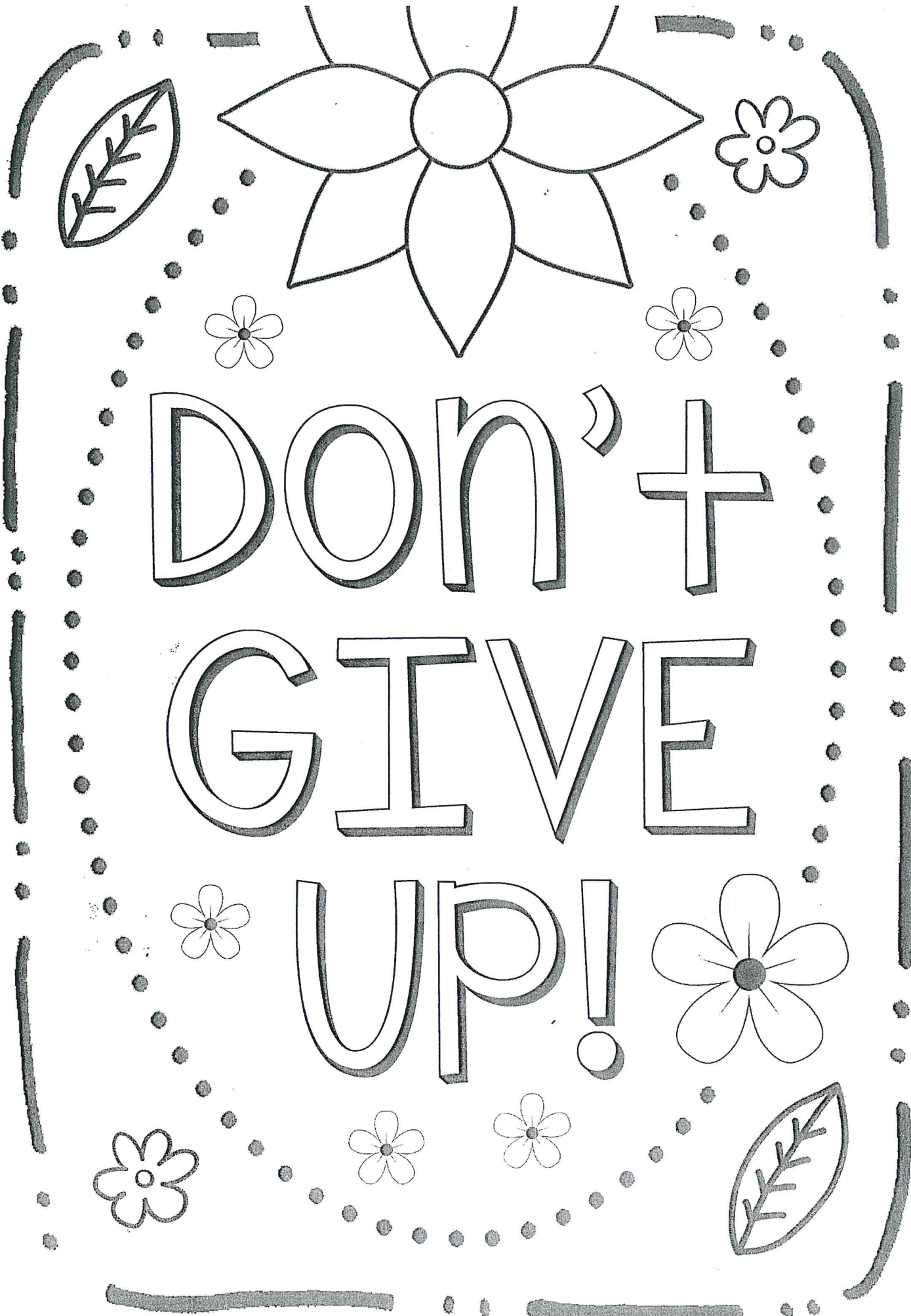
2. _____

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 "B: Breath, Ask yourself to count to ten, Think of your 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.



DON'T
GIVE
UP!

Lucky Me!

#1

#2

#3

#4

This is me.

These are 4 things that make me lucky.

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.

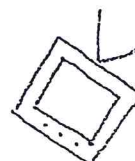
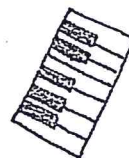
Counting the breath can be a useful tool when you are first getting started with mindful breathing. Label each inhale/exhale cycle as one.

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.

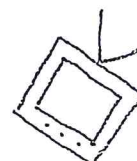
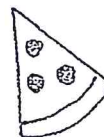
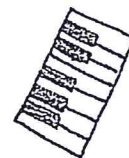
Notice it's shape, colors, textures, and patterns.

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?

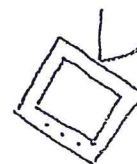
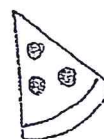
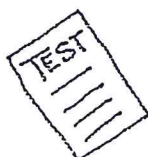
Notice the smell of your food.

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.

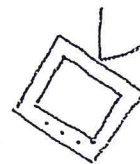
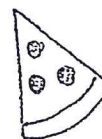
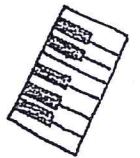
Notice the impact of your feet on the surface upon which you are walking.

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.

