Do you make new friends easily? Not everyone does. If you think about the people you know, some are outgoing and some are shy. Which kind of person are you?

You don’t have to be popular to be a good friend. In fact, being a good friend is different from being popular. Having one good friend can be better than having lots of kids hang around you.

You can learn to make new friends. You can also learn to be a better friend. The first thing to do is help people to like you. Think about why you like some other people. What is different about them?

What words help say what it means to be a friend?

_________________________

_________________________

_________________________

_________________________
PREJUDICE. When you have an opinion or some idea about someone without really knowing that person, that is prejudging someone. It is natural to have likes and dislikes. However, if you dislike everyone who looks like another person you don’t like, that is prejudice.

DISCRIMINATION is when we act on negative opinions or attitudes that are a result of pre-judging people. It is denying individuals or groups of people fair treatment. Individual acts of unfairness could be excluding someone, not helping someone or applying different rules to different people.

I think differently

Different sides of the brain are responsible for different ways of thinking. Most people have a preference for one of these styles of thinking. Left-brain thinkers focus on logic, analysis and accuracy. Right-brain thinkers focus on aesthetics, feelings and creativity.

Left-brain thinking:
Counting, measuring, words and language, seeing patterns, step by step

Right-brain thinking:
Recognizing faces, artistic images, music, imagining, spatial abilities

Answers: Best ways to spend: 1 and 3. Worst ways to spend: 2 and 4.

Empathy: The capacity for sharing in the feelings or ideas of another.

We like people who can:
• listen
• smile
• make us laugh
• be kind

Here are some other ideas that will help you make new friends:
• See what others are doing that makes people like them.
• Watch for a chance to help someone else.
• See if there is a group of kids who like things that you like.
• Find out about clubs or groups at school.
• Try to remember a good story or something you have read.
• Even if you feel shy, just say “hi” when you meet people.
• Talk to someone who seems shy. They may be happy to be noticed.
• Everyone likes to be called by their name when you talk to them.
• Listen to what people are talking about so you can ask them about things they like.
• Just smile when someone looks at you. If you frown, people will think you don’t like them.

Empathy:
The capacity for sharing in the feelings or ideas of another.
Why do I feel this way?

SILLY, brave, scared, proud, worried, thrilled, guilty, lazy, excited. ... How do you feel right this minute? Sorry, curious, hopeful, confused? There must be eight dozen words to describe all the ways a person can feel. Sometimes we feel a couple of emotions at the same time. (Like when we see a scary movie with a friend. We are terrified and happy.)

We use the words “mental health” to describe our emotional life. Having good mental health doesn’t mean you are always happy. Of course not. If your dog dies, you will feel sad. If someone in your class tells a lie about you, you will be angry. It’s only normal.

When you were younger, you might have thought you were the only one who ever felt shy. Or you might have thought you were the only one whose emotions ever got out of control.

Hopefully, you are learning more about your emotions as you get older. You’ve probably learned to use words instead of hitting when you get angry. Maybe you’ve learned to take a few deep breaths to calm down before you read aloud in class.

If you pay attention, as you grow older you will continue to learn about your own emotions. You can learn how to talk about your troubles with someone you trust. You can learn how to talk to yourself in more positive ways. You can learn how to handle your emotions, even the ones that are hardest for you right now.

Do you want to be less shy? Make more friends? Do you want to stop talking so much? Do you want to stop saying mean things when you are hurt or mad? Well, you can change if you want to. You have your parents, teachers, school counselors and library books — lots of places you can go to for help.

— Susan Whitney

SHYNESS is an emotion that makes you feel uncomfortable, self-conscious, scared or nervous around others. Physically you might feel flushed, shaky, queasy, speechless or breathless. No one chooses to be shy; it just happens. It can just sneak up on you when you feel nervous. People who are shy may be more sensitive to emotions, not only their own but the feelings of others. Shy people tend to be kind and caring individuals.

Clip several newspaper photos that show people’s faces. Paste the photos on a piece of construction paper and study them carefully. How do you think each person was feeling when the photo was taken? What clues are you using to decide? Write one word under each photo that describes the strongest emotion you think the person is feeling.

Look through the Sports section for several days and collect photos that show emotion. Work with another student to create a poster of sports emotions. Print words that describe the emotions beside the photos.

There are often stories in the newspaper about people who let their anger get out of control. Discuss one of these stories with your classmates.
Who is your favorite comic strip character? Draw or paste a picture of the character in the box above. On the numbered lines beside the box write three words that describe how the character looks. On lines A, B and C, write three words about the character’s personality (Is she smart? Funny?). When you describe someone’s personality, you are describing their character. Your character is how you act and how you treat other people.

1. ____________
2. ____________
3. ____________
A. ____________
B. ____________
C. ____________

When you read your newspaper, think about what it means to be friends. Look for stories about how people treat each other.
- Different countries have lots of troubles with each other. How could whole countries be friends with each other?
- Look at the comics for different kinds of people and animals that are friends with each other.
- Find a word, story or picture in the newspaper that completes each sentence below.

__________ makes me feel sad
__________ makes me feel excited
__________ makes me feel hopeful
__________ makes me feel angry
__________ makes me feel frightened

WORD SEARCH

Words to find:
- FRIENDLY
- FUNNY
- GLAD
- HAPPY
- MAD
- QUIET
- SAD
- SAFE
- SCARED
- SICK
- SILLY
- SLEEPY
- SMART
- WORRIED

As the Olympics have come to a close, many athletes from all over the world are “bringing home the gold.” So, in the spirit of the 2018 Winter Olympics, the Read Today team has a few medals of our own we’d like to hand out. The first gold medal in our Literacy Olympics goes to the Ronald McDonald House. Families from all over the world come to stay at the Ronald McDonald house to be near, and care for, their seriously ill or injured child. Although it’s difficult to be away from home, these families know how important it is to read and gladly participated in our Read Today Olympic Challenge.

Read Today, along with KSL and Select Health teamed up to host a fun family night with Olympic Bingo, a medal making station and some other fun events just to let them know how special they are. To read about who received our next medal, turn to 4 of Connect2.
Since 1943, each president of the United States has proclaimed March as Red Cross Month. This annual tradition was started by President Franklin D. Roosevelt. It publicly recognizes the humanitarian services and accomplishments of the organization.

During World War II in March 1943, Roosevelt used the first Red Cross Proclamation as a call to action for Americans.

“...I summon the men, women and young people of our country, in every city and town and village, in every county and state throughout the land, to enlist in the army of mercy mobilized under the banner of the Red Cross and to contribute generously to the Red Cross War Fund,” Roosevelt said.

More than half a century later, President George W. Bush again paid tribute to the American Red Cross in 2001 with a proclamation that March be Red Cross Month in America. Red Cross activities across the nation, like community fundraisers, health and safety education programs, blood drives and disaster-awareness programs, are part of the ongoing Red Cross effort to encourage community involvement to raise money for its life-saving work.

Chartered and authorized by Congress to act in times of need, the American Red Cross serves our nation and the world.

In 1898 the Red Cross provided its first assistance to the military under wartime conditions. At first U.S. commanders resisted women near the battlefields, but the nurses proved their worth. In 1901 the U.S. Congress created the Army Nursing Corps.

In 1862, Henry Dunant, a young Swiss businessman, described what he had seen on the northern Italian battlefield. His concern led to the birth of the International Committee in 1863. A red cross on a white background was adopted as the emblem, reverse of the Swiss flag, shown below.
Clara Barton

Clarissa Harlowe Barton was born Dec. 25, 1821. Clara, as she preferred to be called, dedicated her life to humanitarian work. Her most memorable accomplishment was establishing the American Red Cross. Barton worked in Washington, D.C., when the Civil War began in 1861. Barton helped wounded soldiers by collecting donations of medical supplies. She also read and listened to them, wrote letters for them and prayed with them. Barton realized more help was needed at the scenes of battle, so she received permission to go there directly. After a battle in 1862 she arrived at midnight with a wagonload of supplies. The overwhelmed surgeon on duty later wrote, “I thought that night if heaven ever sent out an angel, she must be one.” This began her nickname as the “Angel of the Battlefield.”

Alexander Graham Bell

Alexander Graham Bell was born March 3, 1847, in Scotland. As a young child he had a natural curiosity about the world around him. He grew up to become a scientist and inventor. He is most well-known for inventing the telephone. His first name for the telephone was the “electrical speech machine.”

Deaf History Month

Deaf History Month begins on March 13 and ends on April 15; both are important dates to deaf history. Deaf History Month begins by commemorating the 1988 victory of the Deaf President Now movement. This is when students at Gallaudet University in Washington, D.C., demanded a deaf president for the university. Deaf History Month ends on April 15, the day the American School for the Deaf in Hartford, Conn., opened its doors in 1817. A few famous deaf people to be celebrated during Deaf History Month:

Helen Keller
overcame both deafness and blindness, graduated from Radcliff College in 1904 and wrote several books.

Ludwig van Beethoven
despite losing his hearing late in life, composed some of the greatest music ever written.

Marlee Matlin
a deaf actress whose role in “Children of a Lesser God” won her an Academy Award.

Heather Whitestone
crowned Miss America in 1994.

Linda Bove
appeared along with children’s favorite characters on “Sesame Street.”

Lou Ferrigno
a weight lifter who starred in “The Incredible Hulk” TV series.

Kenny Walker
played football for the Denver Broncos.

“What matters deafness of the ear, when the mind hears. The one true deafness, the incurable deafness, is that of the mind.” — Victor Hugo
Help others . . .
and help yourself

One of the ways we make our community safer is by getting involved. It’s easy to stay in your own little world and ignore the rest. But it is important to learn about the problems that others face. Learning to understand the feelings of others is very important to having a good life of your own. The more we learn about other people, the more we learn to take care of ourselves.

A great class project would be to learn about what people in your community need. Or find out about groups that are helping people, and visit them. You will also learn about jobs in providing services and solving problems. There are many possible careers in helping other people.

Another way that you benefit is by making new friends. You might become friends with an elderly person you are helping or someone your own age who shares your interest in helping others.

Volunteering helps us remember the things that are good for everyone: going to school, being safe, eating good foods and getting exercise. So get involved and learn how young people are helping make your community even better.

Volunteer, make a difference

YOU CAN MAKE the world a better place! By giving a little of your time, you can be part of a movement of kids across the world. Being a volunteer means caring about the future. It also is a great way to meet new people, learn new things and get new career ideas.

You may already belong to a group that does volunteer work. Your church, Scouts or 4-H group is a good place to start with people you already know. Or stop at your neighborhood library. Ask your adult friends and relatives if they would be interested in volunteering with you.

There are many ways to volunteer. Some of the ways you can help are with:
- animal shelters and pet adoptions
- tutoring other kids
- food banks and homeless shelters
- museums and gardens
- caring for trails, parks and rivers
- recycling and the environment

To search on the Internet for volunteer opportunities in Utah, see: www.informationandreferral.org/ and www.volunteermatch.org

In the classified or help wanted section of the newspaper, there are many listings for people asking for help, and for people offering help. Look through the section and pick out a few that interest you. Are any of the services listed things you’ve thought about doing?

Some people have occupations that help or serve the community. How many can you think of? List them below. Look through the newspaper for a story on someone whose job serves the community. Write a sentence or two about what that person does.

CHRISTIE JACKSON

Nadine Wimmer
KSL news
The librarians at The City Library are seeing green this spring. The City and County of Salt Lake City Public Library is sponsoring the Green and Growing Reading Challenge. For all ages, the challenge is to read and complete a green or nature-related activity every week from March 1 to May 12. There are several levels of reading and learning, with the goal of reading for something greater. The challenge includes reading a book about nature, visiting a park, or participating in a nature-related activity. The Green and Growing Reading Challenge is a fun way to encourage reading and learning about nature all spring long.
The success of a school garden depends largely on the planning that goes into it, even before the first seed is planted in the spring. When planning your garden, it’s important to:

- Keep a schedule of when seeds need to be planted, and know if they can be transplanted or must be sown directly outdoors.
- Choose a sunny spot to plant.
- Make sure you have a convenient water supply.
- Make the garden magical. You will forget that weeding is work and discover that garden science is fun.

The crop cards and schedule provided with this guide include basic information on planting, growing, harvesting and eating several common fruits and vegetables. Begin with easy plants to build up your basic knowledge. The crop cards are organized by groups with common planting dates:

- **Group A** — three to four weeks before average last frost
- **Group B** — one to two weeks before average last frost
- **Group C** — on or one week after average last frost
- **Group D** — one to three weeks after average last frost
85-120 days
Harvest:
80 days
Growing
Eating
For early crop, seed outdoors in late fall. Seed may also be ready for snacking before the summer break.
• 1
80-90 days
Harvest:
60-70 days
Growing
Eating
Peppers can be difficult to grow from seed, which must be started indoors 6-8 weeks before last frost. Once sprouts are roughly 2 inches tall, move them indoors for a 16-hour light per day and harden them in full sun before transplanting into the garden. Planting should be at least 12 inches apart, with 24 inches between rows. For the best results, use compost or mulch to maintain moisture and support the plant’s structure. Peppers can be baked and stuffed or pureed into a sauce. They can also be dried and stored for later use.

60-70 days
Harvest:
60-70 days
Growing
Eating
Cucumber:
Cucumber plants need a lot of space to grow, so choose a sunny location off the heat and keep the garden well-watered. They prefer well-draining soil and can be grown in containers. Cucumbers are prolific producers, so be prepared to harvest them regularly. They can also be grown in hydroponic systems, which allow for more control over the growing environment. Cucumbers can be eaten fresh or pickled. They are often used in salads and sandwiches. Cucumbers are a good source of Vitamin C and can help with digestion.

12-18 inches
1/4 - 3/4 inches
Full
Moderate

Germination: 7 - Group B
2
Group A
Radish:
Harvest:
35-40 days
Growing
Eating
For cooked cabbage dishes, try using Asian stir-fry flavors like chili, ginger, garlic, and sweet and sour sauce.

2 feet
1 - 2 inches
Full
High

3 feet
2-3 inches
Full
High

•2•3 CONNECT NEWS

10-12 inches
4-6 inches
Full
Moderate

Growing
Eating
While their peppery flavor may be too strong for some, their leaves are thick and sweet, and are extremely nutrient-dense. While fresh young spinach leaves are often used in salads, the thick leaves can also stand up to light cooking. The leaves can be eaten raw in sandwiches or salads, or cooked in soups and stews. Spinach is an excellent source of Vitamin A and is known for its ability to help maintain good vision.

1/2 - 1 inches
Full
High

Growing
Eating
Bush beans can be prolific and supply large harvests if managed properly. Sow these at the end of the school year and make sure the beans are picked continuously throughout the growing season. Bush beans do not require much space and can be grown in containers. Bush beans are a good source of Fiber and can help with digestion.

10 days
Germination:
10 days
Germination:
10-14 days

Growing
Eating
If you want to grow cucumbers, choose a sunny location and make sure the garden is well-watered. Cucumbers are sensitive to cold and require at least 12 hours of direct sunlight per day. They do well in well-draining soil and can be grown in containers. Cucumbers can be grown in hydroponic systems, which allow for more control over the growing environment. Cucumbers can be eaten fresh or pickled. They are often used in salads and sandwiches. Cucumbers are a good source of Vitamin C and can help with digestion.

10 days
Germination:
10 days
Germination:
10-14 days

Growing
Eating
Germination: 8

Germination: 14-21

Germination: 7-10 days

Germination: 7-10 days

Growing
Eating
If you want to grow cucumbers, choose a sunny location and make sure the garden is well-watered. Cucumbers are sensitive to cold and require at least 12 hours of direct sunlight per day. They do well in well-draining soil and can be grown in containers. Cucumbers can be grown in hydroponic systems, which allow for more control over the growing environment. Cucumbers can be eaten fresh or pickled. They are often used in salads and sandwiches. Cucumbers are a good source of Vitamin C and can help with digestion.

18 inches
1/2 inch
Full
High

Growing
Eating
Spaghetti squash can be stored for up to a year in a cool, dark place. It does not need to be refrigerated. When ready to eat, cut the squash in half and scoop out the seeds, then place the halves face-down in a 450°F oven and bake for 25-30 minutes, or until the flesh is tender. Spaghetti squash has a lower calorie count than pasta and can be a great substitute for those looking to reduce their carbohydrate intake. Spaghetti squash is a good source of Fiber and can help with digestion.

1 day

Growing
Eating
Squash can be harvested once the fruits have reached their full size and are firm to the touch. The squash can be cut into halves and the seeds can be removed. Squash can be eaten fresh, baked, or roasted. Squash is a good source of Vitamin A and can help with digestion.

1 day

Growing
Eating
Green beans are a prolific producer and can be harvested once the pods are full and firm. Green beans can be grown in containers and do not require much space. They prefer well-draining soil and can be grown in full sun. Green beans are a good source of Fiber and can help with digestion.

1 day

Growing
Eating
If you want to grow cucumbers, choose a sunny location and make sure the garden is well-watered. Cucumbers are sensitive to cold and require at least 12 hours of direct sunlight per day. They do well in well-draining soil and can be grown in containers. Cucumbers can be grown in hydroponic systems, which allow for more control over the growing environment. Cucumbers can be eaten fresh or pickled. They are often used in salads and sandwiches. Cucumbers are a good source of Vitamin C and can help with digestion.
Living Corn Necklace

Background
Each human (except for an identical twin) has a unique set of traits that enables us to immediately identify them as an individual. However, have you ever tried to distinguish one bean plant from another? Or one corn plant from another corn plant? Plants grown as crops have been selected to minimize trait variation so that farmers can get the best yield from each field. In this activity, students germinate two types of corn seeds: popcorn and Indian corn. As a result of their observations, students will see that seedlings of the popcorn variety (which have been bred for uniformity) are very similar, while more variation can be observed among the Indian corn seedlings.

Activity procedures
1. Remind students about the similarities and differences among humans. Tell them that the class is now going to investigate the amount of variation present in crop plants.

2. Provide each group of students with a picture of a field of crop plants, such as corn, beans, etc. Ask each group to make a chart of the similarities and differences they can see between plants in the pictures. Discuss with them how the amount of variation they observe compares with the amount of variation they observed in humans. As a class, brainstorm reasons why farmers might not want variation among plants they grow to produce crops.

3. Show each group of students a picture of or an actual ear of dried popcorn or Indian corn. Ask each group to make a chart of the similarities and differences between the kernels on an ear (each kernel is an individual offspring of the plant that produced the ear). As a class, discuss their observations. Also compare the traits of the two corn varieties. If you do not have ears of corn available, have students compare all of the popcorn seeds and all of the Indian corn seeds they will germinate.

4. Tell the students they will now have the opportunity to continue their investigation by observing corn seeds as they grow into plants.

5. Provide each student with a popcorn and an Indian corn seed. Ask each group to begin their corn journal by drawing a picture of each seed and writing several sentences to describe it.

6. Divide students into groups and provide them with materials for each student to make a "Living Necklace" (plastic jewelry bag, cotton balls and yarn), permanent marker(s) and a cup of water. Direct students to make their "Living Necklaces" as follows:

   - Use the permanent marker to label one side of the bag “1” and the other side “2.”
   - Dip a cotton ball in water so that it is thoroughly wet.
   - Put the popcorn seed on one side of the bag and place it in the jewelry bag so that the seed faces the side labeled “1.”
   - Wet the second cotton ball, put the Indian corn seed on it and place it in the jewelry bag so that it faces the side labeled “2.”
   - Seal the bag.
   - String the yarn through the hole in the jewelry bag. Tie a knot in the end of the string to form a necklace.
   - The bags can be hung from tacks on a bulletin board and taken down each day for student observations. Add water if the cotton balls become dry.

7. Each day have students record in their journals the changes they observe in their seeds, including information about observable traits such as:

   - number of days from “planting” until the root and the shoot can be seen; root and shoot lengths and color; and number of leaves and roots.
   - Use hand lenses to observe the roots and shoots as they emerge and grow.
   - Use rulers to measure the length of roots and leaves as they emerge and grow.

8. Have students make charts and graphs of their daily data for measurable traits (leaf and root length).

   - As a class, make charts and graphs for all of the traits for each type of corn seed.
   - Compare and contrast the amount of variation present among the offspring of each type of parent plant (popcorn and Indian corn).

9. Compare the traits of the corn seedlings to those of mature corn plants (using photographs).

10. Compare the amount of variation seen in the corn seedlings to the amount of variation seen in other organisms.

Teaching Tip: The corn seeds will sprout in 3-6 days. Planting them on a Friday and making the first observations on Monday is a quick way to speed up this activity.

Source: utah.agclassroom.org

Purpose
To provide a chance to observe the growth of two types of corn that can be used to exemplify heredity.

Time: 1 hour

Materials
- 2 cotton balls for each student
- 1 small plastic jewelry bag for each student
- 1 popcorn seed for each student
- 1 Indian corn seed for each student
- 1 necklace length of yarn for each student
- 1 cup of water for each group
- 1 hand lens for each student pair
- 1 metric ruler for each student pair
- Photographs or ears of mature popcorn and Indian corn plants
- Several permanent markers for each group

Who gets a new tablet? Part 2

Now that we’ve seen how it went for Lucy, let’s see what spending and saving decisions Seth makes as he works toward his goal.

Seth
Does yard work: +$10
Buys a tube for his bike: -$5
Helps a neighbor with a project: +$15
Mows the lawn: +$10
Buys a token for an online game: -$2
Plays video games, so his brother mows the lawn instead: -$10
Sells old clothes and toys to a secondhand store: +$5

Go to the movies with his friends and buys treats at the theater: -$13
Does more yard work: +$15
Helps his dad clean an office at work: +$10

Can Seth buy the new tablet now, or does he have to save a little longer?

What helped Seth get closer to his goal? What took money away from his goal? What would you do differently if this were your goal?

We are all like Lucy and Seth. We save and spend differently. But when we make goals for what we want, we think more about how we save and spend. This helps us reach our goals.