SUMMER LEARNING PACKET

BRIDGEPORT PUBLIC SCHOOLS

STUDENTS ENTERING: FOURTH GRADE

Name, write down and color ten things you can spy in the picture.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

June 2025

Dear Bridgeport, Public School Families,

Can you believe summer is almost here? It is hard to believe! As the end of the year approaches, we want to take a moment to share some daily activities to keep your child engaged during the summer. The attached Summer Learning contains reading comprehension and activities that incorporate science and art. The Summer Learning Packet provides additional practice that will reinforce what was learned this school year. It will help your child stay prepared and geared up for the next grade level. Students should complete their work and return to their classroom teacher on the first day of school. Please encourage students to complete the activities and also read at least 30 minutes daily to complete the Governor's Reading Challenge. Also, your child can practice their reading skills by using the Lexia program they used this school year. Be sure to put your child's first name, last name, and grade level on the front of their notebook. When the new school year starts, s/he will bring the notebook to their teacher during the first week of school. Students will earn a certificate for completing the Summer Learning Packet. Let's keep our skills sharp. Have a great summer. We can't wait to see everyone again!

Thank you for sharing your children with us

Sincerely,
Bridgeport Public Schools, Academic Directors

Summer Literacy & Learning Packet Activities Directions:

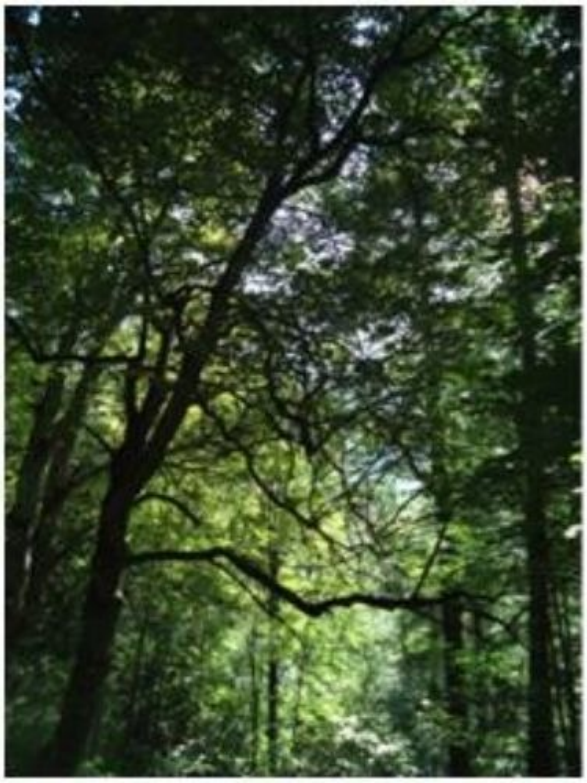
1. Reading: Directions: Read each passage using your close reading strategies. You may need to read it more than once. Then answer the matching question completely

2. Bingo Board Activity: Complete at least 5-7 activities and mark off that you completed by putting a star, dot or checkmark on the activity you did.

3. Hopes and Dreams- Think about Goals for the Upcoming School Year 25-26.

Happy Trails

by ReadWorks



The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man*is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot."In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

* * * * *

Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it."Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

Name: _____ **Date:** _____

1. At the beginning of the story, where is Maria about to go?

A. a sleepover
B. Camp Kanawa
C. Aunt Jolie and Uncle Ed's
D. school

2. How do Maria's feelings about camp change in the story?

A. At first Maria is nervous, but then she is excited.
B. At first Maria is excited, but then she is nervous.
C. At first Maria is excited, but then she is bored.
D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

A. Maria decides to eat French toast for breakfast before going to camp.
B. Maria's parents give her advice about making friends at camp.
C. Maria and her mom joke with her dad about being hip and cool.
D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

A. Maria is confident that she will make friends.
B. Maria is not sure if she will like her cabin mates.
C. Maria is nervous about making friends.
D. Maria has already made some new friends.

5. What is this story mostly about?

A. Maria goes to camp for the first time.
B. Maria really loves to eat French toast.
C. Maria discovers her love for dragonflies.
D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

A. The powdered sugar was cold like falling snow.
B. The powdered sugar was wet like falling snow.
C. The powdered sugar smelled like falling snow.
D. The powdered sugar looked like snow as it fell.

7. Choose the answer that best completes the sentence below.

_____, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

A. Finally
B. Initially
C. Especially
D. Although

8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

Ice Ages

Glacier

Have you ever heard the phrase "ice age"? It refers to a long period of time when glaciers and ice sheets cover large parts of the Earth. We are actually living in an ice age right now! This ice age began about 2.5 million years ago. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

The climate changes multiple times during an ice age. It alternates between glacial periods and interglacial periods. During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet. These periods can last tens of thousands of years. The last glacial period started about 120,000 years ago and ended about 11,500 years ago. During interglacial periods of an ice age, the average global temperature increases. Ice sheets and glaciers get smaller. The climate is warmer and wetter than it is during glacial periods. We are currently living in an interglacial period. It started about 11,500 years ago - when the last glacial period ended. During an ice age, glacial periods generally last much longer than interglacial periods.

Scientists don't completely understand what causes ice ages. But they do believe that one important factor is the amount of light Earth receives from the sun. When the northern part of the world receives less sunlight, temperatures drop, and more water freezes into ice. This can lead to the start of an ice age. When the northern part of the world receives more sunlight,

temperatures rise, and ice sheets melt. This can lead to the end of an ice age. However, there are other factors, too, including changes in the water flow of our oceans. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

CIA World Factbook

The current ice age we're in is not the first the Earth has experienced. At least five major ice ages have occurred throughout Earth's history. The earliest one started over 2 billion years ago!

Name: _____ **Date:** _____

1. Throughout the Earth's history, there have been long periods of time when glaciers and ice sheets cover large parts of the Earth. What are these periods called?

A. dark ages

B. ice ages

C. cold ages

D. winter ages

2. The text describes and compares the glacial periods and interglacial periods of an ice age. What is one way these periods are different?

A. The average global temperature is lower during an interglacial period than a glacial one.

B. The average global temperature is higher during an interglacial period than a glacial one.

C. Interglacial periods normally last longer than glacial periods.

D. More of the Earth is covered by ice sheets during an interglacial period than a glacial one.

3. The Earth has undergone many changes throughout its history. What information from the text best supports this statement?

A. The Earth may enter an ice age when the northern part of the world receives less sunlight.

B. During glacial periods, ice sheets and glaciers cover more of the Earth.

C. The Earth has had at least five major ice ages over billions of years.

D. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

4. Based on information in the text, what can be concluded about the Earth and the sunlight it received 2.5 million years ago?

A. The northern part of the Earth was receiving more sunlight.

B. The Earth was receiving the same amount of sunlight throughout its different parts.

C. The southern part of the Earth was receiving no sunlight.

D. The northern part of the Earth was receiving less sunlight.

5. What is the main idea of this text?

A. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

B. Ice ages alternate between glacial and interglacial periods as the Earth's climate changes.

C. During an ice age, glacial periods generally last much longer than interglacial periods.

D. One important factor that may cause ice ages is the amount of light Earth receives from the sun.

6. Read the following sentences from the text.

"During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet."

Based on the text, what does the word "expand" mean?

A. get bigger

B. get smaller

C. get warmer

D. get lost

7. Choose the answer that best completes this sentence.

Ice ages alternate between two different periods, _____ glacial periods and interglacial periods.

A. namely

B. on the other hand

C. for example

D. meanwhile

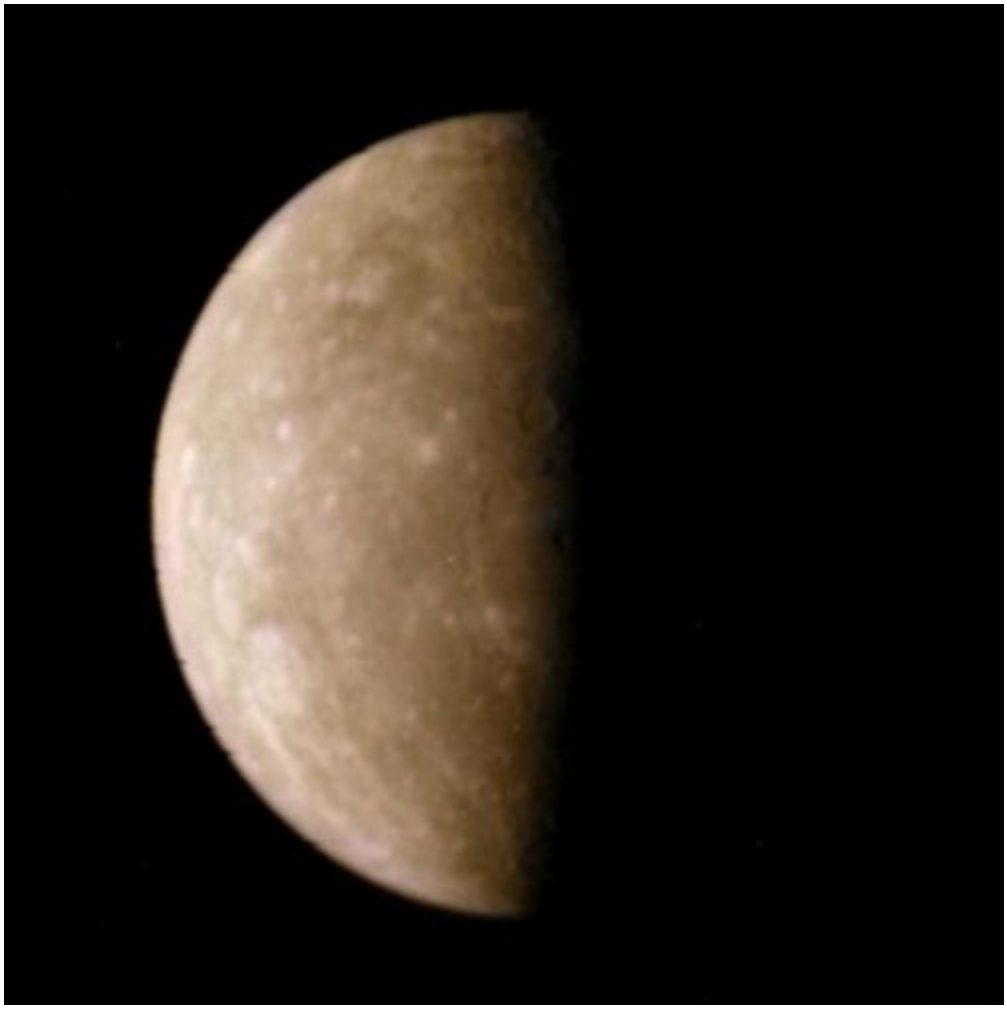
8. What happens when the northern part of the world receives less sunlight?

9. Describe two ways glacial periods compare to interglacial periods. Use information from the text to support your answer.

10. How might the way the Earth is today compare to the way it was 100,000 years ago? Use information from the text to support your answer.

Mercury

by Justin Moy



NASA

Mercury

Before the 1970s, people didn't know much about the planet Mercury. They knew that Mercury was the smallest planet in our solar system and the closest to the sun. They also knew that the planet orbited the sun in only 88 Earth days, faster than any other planet in our solar system.

In the 1970s, scientists sent a space probe to fly by Mercury and take photographs of the planet. The probe wasn't able to take photos of the entire planet, but scientists were able to learn more than they ever had.

A second probe, called MESSENGER, was launched in 2004. For a few years it collected a lot of data on Mercury. Now, scientists know much more about Mercury.

Mercury is only a little bigger than Earth's moon. In fact, Mercury's surface even has craters

like Earth's moon. Comets and meteoroids have hit the planet, leaving dents or pits on its surface. These are called impact craters.

There are also some differences between Mercury and Earth's moon. One major difference is that Mercury's surface has curved cliffs. Earth's moon doesn't have them. Astronomers think these cliffs are a sign that the planet has actually shrunk over time.

A lot of the facts scientists know about Mercury are from the space probes sent there. However, no one has ever been sent to the planet. It is so close to the sun that it would be dangerous for anyone to go there. Maybe one-day astronauts would be able to travel to the planet and study it.

Name: _____ **Date:** _____

1. Which is the smallest planet in our solar system?

A. Earth

B. Mercury

C. Venus

D. Mars

2. What two things does the author compare in this text?

A. the planet Mercury and Earth's moon

B. the first and second probes sent to Mercury

C. how Mercury and Earth formed

D. the sizes of Earth and Earth's moon

3. Read these sentences from the text.

> In the 1970s, scientists sent a space probe to fly by Mercury and take photographs of the planet. The probe wasn't able to take photos of the entire planet, but scientists were able to learn more than they ever had.
>
> A second probe, called MESSENGER, was launched in 2004. For a few years it collected a lot of data on Mercury. Now, scientists know much more about Mercury.

What conclusion can be drawn about space probes and Mercury based on this evidence?

A. Scientists do not need to send any more space probes to Mercury.

B. Scientists did not know anything about Mercury before sending space probes there.

C. The first space probe scientists sent to Mercury was better than the second space probe.

D. Space probes have been very helpful in helping scientists learn more about Mercury.

4. Based on the text, why have no humans been sent to Mercury?

A. because humans do not want to learn about Mercury

B. because scientists know enough about Mercury that they do not need to send humans there

C. because it is so far away that it would be difficult to send anyone there

D. because it is so close to the sun that it would be dangerous for anyone to go there

5. What is the main idea of this text?

A. Scientists have learned a lot about the planet Mercury because of the space probes sent there.

B. The planet Mercury and Earth's moon are alike and different in many ways.

C. Mercury is the closest planet to the sun, and it orbits the sun faster than any other planet.

D. In 2004, scientists sent a space probe called MESSENGER to Mercury to collect data on the planet.

6. Read these sentences from the text:

"For a few years [the space probe] collected a lot of data on Mercury. Now, scientists know much more about Mercury."

Based on the text, what does the word "data" mean?

A. teaching

B. speed

C. information

D. planet

7. Choose the answer that best completes the sentence.

No one has ever been sent to Mercury _____ it is so close to the sun that it would be dangerous for anyone to go there.

A. because
B. although
C. therefore
D. while

8. In the 1970s, what did scientists send to fly by Mercury and take photographs?

9. Give one example of something scientists have learned about Mercury since sending space probes there.

Support your answer with evidence from the text.

10. In general, why might scientists need to use space probes?

Support your answer with evidence from the text.

Coral Reef Goes Digital

Photos.com

Although coral may look like a plant, it is actually made up of tiny sea animals called polyps.

Can computers help save this endangered habitat?

Live from Australia, it's the Great Barrier Reef! Scientists are using special sensors, known as digital skins, to monitor changes in this underwater treasure.

The sensors are devices that record changes in the ocean and send up-to-the-minute information to computers. Until now, scientists were able to monitor changes only after they had occurred. Scientists hope the new information will help them learn how to better care for coral reefs.

Reef Rescue

Coral reefs around the world are in trouble. Fishing nets and ships damage the reefs and break off sections of them. Natural disasters and pollution are also doing harm. At the same time, warmer sea temperatures cause the coral to die.

Although coral may look like a plant, it is actually made up of tiny sea animals called polyps. As polyps die, they leave behind hard shells. Other polyps grow on top of the shells. Over

many years, the polyps form coral reefs.

Coral reefs play a very important role in ocean life. They supply food and shelter to thousands of different types of ocean creatures living in and around the reefs. People also depend on coral reefs for jobs, food, and medicine to treat diseases.

"Coral reefs are incredibly threatened," Rick MacPherson of California's Coral Reef Alliance told *Weekly Reader.* "They require, now more than ever, that people pay attention and work toward protecting them."

Leigh Haeger

The Great Barrier Reef is the largest coral reef in the world. It stretches 1,250 miles along the northeast coast of Australia.

Name: _____ **Date:** _____

1. According to the text, what are scientists using to monitor changes in the Great Barrier Reef?

A. special sensors

B. coral reefs

C. fishing nets

D. polyps

2. The problem explained in the text is the destruction of coral reefs. What is the solution the author describes?

A. less fishing nets and ships

B. special sensors that monitor changes in the reefs

C. more awareness about coral reef destruction

D. new laws to protect coral reefs

3. Many animals depend on coral reefs to survive.

What evidence from the text supports this conclusion?

A. "Coral reefs around the world are in trouble. Fishing nets and ships damage the reefs and break off sections of them."

B. "Although coral may look like a plant, it is actually made up of tiny sea animals called polyps."

C. "[Coral reefs] supply food and shelter to thousands of different types of ocean creatures living in and around the reefs."

D. "'[Coral reefs] require, now more than ever, that people pay attention and work toward protecting them.'"

4. Which of the following conclusions about the special sensors is supported by the text?

A. Damage to the coral reefs is primarily caused by natural disasters.

B. Until now, scientists had up-to-the-minute information about changes in the reefs.

C. Sensors in the reefs will provide information about changes as they occur.

D. Scientists have been reluctant to use these sensors because of the damage they cause.

5. What is the main idea of the text?

A. Sensors that monitor changes in reefs will help scientists learn how to better care for threatened reefs.

B. Coral reefs are a crucial part of ocean life as they supply food and shelter to thousands of creatures.

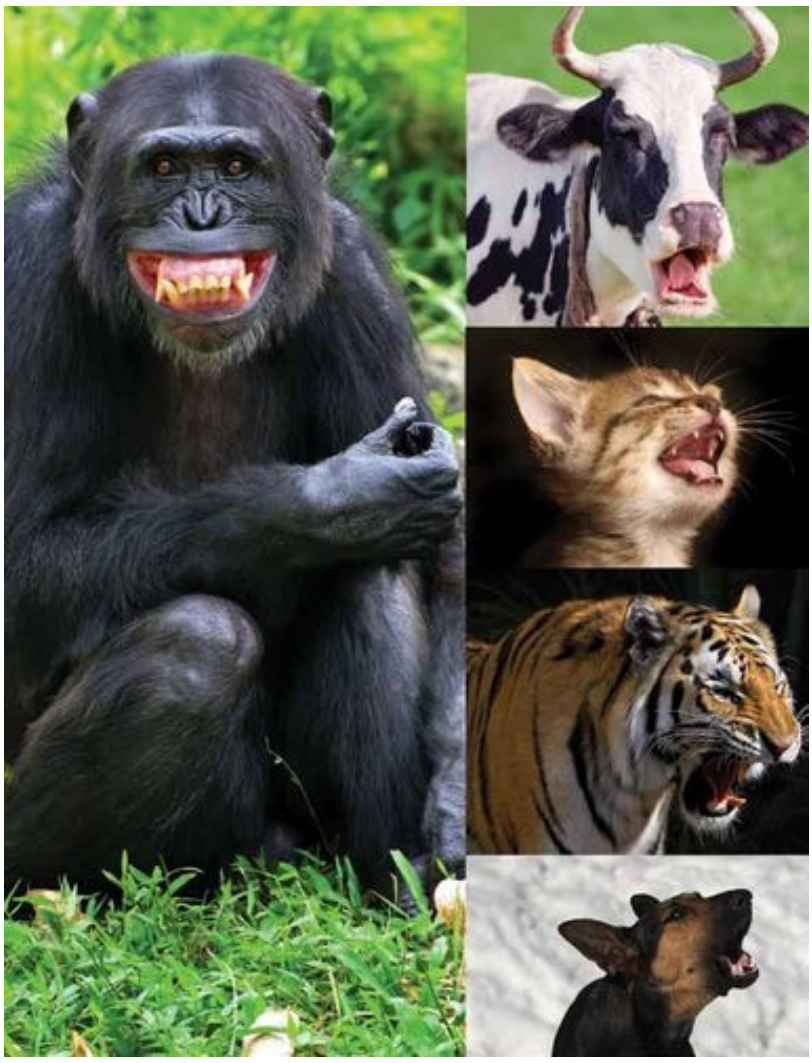
C. Coral reefs form as polyps grow on top of the hard shells of other dead polyps.

D. Not enough is being done to save coral reefs from the dangers of fishing, natural disasters, and pollution.

Mammals

This text is adapted from an original work of the Core Knowledge Foundation.

Mammals are some of the most interesting and complex animals in the world. Most scientists agree that mammals are the smartest creatures in the animal kingdom. All animals communicate in some way. Dogs communicate by barking and wagging their tails. Cows moo. Some cats meow, others roar. But mammals seem to use the most complex forms of communication. Humans use language to talk. They also communicate with their faces and hands. Some apes and chimpanzees have even been taught to use sign language to communicate.



Mammals communicate in different ways.

There are two other mammals that also seem to use an advanced form of communication. In fact, you may not even realize that these animals are mammals because they live in the

ocean. Dolphins and whales are classified as aquatic mammals. Dolphins and whales, like other mammals, do not have gills like fish, so they cannot breathe underwater. Instead, they use blowholes at the top of their heads to blow out water and suck in air. Dolphins and whales rise to the surface of the water and poke their heads into the air to breathe.

Whales and dolphins communicate by sending out sound waves through the water. These waves, called sonar, help them find their way through the ocean. The sound waves bounce off objects and echo back to the whale or dolphin. The whale or dolphin can tell the size, shape, and speed of objects, and the distance away from them based on the time it takes the echo sound to travel back to them. They also use their sounds to "talk" to each other!

You might think dolphins would be classified as fish, but they are classified as mammals.

Dolphins and whales also give birth to live young. No eggs needed! They even feed milk to their young. If you study them closely, you will learn that dolphins and whales have hair, not scales. They also have very thick skin. Their skin protects them from the cold and animals

that are their predators.

You might also be surprised to learn that bats are also mammals. Bats fly like birds, but they do not have the other characteristics that birds have. Bats have fur, not feathers. Their arms have wing-like flaps of skin, but they are not like bird wings. Bats also give birth to live young and they produce milk. So, scientists classify bats as mammals.

Bats are also mammals.

Here's an interesting fact: not all mammals give birth to live young. The duck-billed platypus and spiny anteater both lay eggs like birds and some reptiles, but have all the other characteristics of mammals. Good luck finding one. They are very rare!

Mammals have their fair share of odd members, like the duck-billed platypus. But the basic characteristics-hair, backbone, milk, warmblooded- are always present in mammals no matter what.

A duck-billed platypus

Name: _____ **Date:** _____

1. What is one basic characteristic of mammals?

2. What makes mammal communication special compared to how some other kinds of animals communicate?

3. The text says that "mammals have their fair share of odd members". What is one example from the text of a mammal that may not seem to be a mammal at first glance?

4. Describe one mammal that is described in the text. Use at least two details from the text in your description.

5. What is the main idea of this text?

Name: _____

Bridgeport Public Schools

Summer Science Experiences 2025

Welcome to Science Bingo!

How to Play:

- ★ **Pick Your Activities:** Look at the bingo card and choose the science experiences you want to try. You don't have to do them all—just pick the ones that sound fun to you!
- ★ **Get Creative:** Use your imagination and creativity for each activity. There are no right or wrong ways to explore science, so have fun and experiment!
- ★ **Mark Your Card:** When you complete an activity, mark the box on your bingo card. You can use stickers, stamps, or just draw a big checkmark.
- ★ **Reflection Questions:** After completing your BINGO card, answer the reflection question.

Tips for Success:

- ★ **Be Curious:** Ask questions and wonder about how things work. Curiosity is the heart of science!
- ★ **Stay Safe:** Always follow safety rules, especially when doing experiments. Ask an adult for help if you need it.
- ★ **Explore Together:** Invite friends or family to join you in your science adventures. It's more fun when you explore together!

Summer Science Experience 2025

Science **B**	Science **I**	Science **N**	Science **G**	Science **O**
Observe insects in a park	Make a paper airplane and test it	Observe and draw the phases of the moon	Identify and draw different types of clouds	Plant a seed in a cup and watch it grow
Build a simple circuit with a battery and bulb	Visit a local museum or science center	Make a homemade volcano with baking soda and vinegar	Find and identify different leaves	Create a rainbow with a glass of water and sunlight
Watch a science documentary	Make a weather diary for a week	Explore the properties of magnets	Build a sandcastle and explore the properties of wet and dry sand	Draw a map of your neighborhood
Look at the stars and identify constellations	Make a balloon rocket	Learn about recycling and sort items	Create a simple pulley system	Observe birds and make a list of different species
At the beach, find different shells and learn about the animals that made them	Build a structure with marshmallows and toothpicks	Learn about the water cycle and draw it	Make a sound experiment with different materials	Read a non-fiction book
Create a simple sundial and track the suns movements	Participate in a beach or park clean-up	Test different materials for buoyancy (ability to float)	Learn about different types of rocks	Make a wind vane to measure wind direction
Experiment with static electricity using a balloon	Make a simple water filter	Learn about animal habitats and draw one	Read a science news article	Make a homemade barometer

Summer Science Experience 2025

Reflection Questions

1. What was your favorite activity and why?

2. What did you learn from the activities you completed?

3. Did any activity surprise you? How?

4. How did you use your creativity in the activities?

5. What questions do you still have about the science topics you explored?

Summer

y	f	z	p	f	y	q	b	a	h	u	g
x	t	l	r	r	s	v	z	w	q	a	j
k	b	v	n	m	w	f	z	n	k	b	r
k	i	t	e	t	b	l	z	g	p	h	c
f	s	j	o	g	s	o	t	a	c	d	k
x	t	b	o	f	e	w	p	r	q	u	e
k	i	w	w	o	y	e	h	d	y	z	z
h	f	r	g	e	z	r	a	e	c	z	u
o	z	c	s	l	i	s	t	n	o	b	q
t	g	r	p	i	z	o	g	r	e	e	n
e	i	u	d	e	b	r	i	g	h	t	l
w	s	j	w	p	y	t	r	s	u	n	o

flowers
kite
hot
green

sun
hat
bright
garden

Summer

s	u	n	c	r	e	a	m	x	r	b	u
u	a	n	p	r	t	s	v	y	t	r	u
n	b	o	q	s	u	a	w	z	c	a	n
b	c	a	c	h	y	n	e	f	i	k	n
a	d	a	b	u	c	d	d	e	c	a	f
t	e	g	h	b	i	a	j	k	e	u	l
h	f	p	m	y	l	l	m	n	c	y	o
e	g	i	s	h	o	s	h	o	r	t	s
m	h	c	h	r	s	g	u	y	e	s	e
s	u	n	s	h	i	n	e	a	a	y	r
l	i	i	n	t	u	t	w	p	m	o	d
k	j	c	l	m	n	o	p	d	g	s	h

sun cream
shorts
sunshine
picnic

ice cream
sunbathe
sandals

Summer

l	w	s	u	n	g	l	a	s	s	e	s
q	e	l	h	o	l	i	d	a	y	b	l
c	j	s	o	j	f	r	i	s	b	e	e
o	d	w	b	m	b	c	w	a	t	a	o
s	e	i	u	m	a	a	m	n	s	c	n
u	c	m	t	o	r	m	e	d	n	h	p
n	k	m	t	l	b	p	h	c	h	r	o
s	c	i	e	c	e	i	p	a	r	q	r
h	h	n	r	n	q	n	p	s	s	t	w
i	a	g	f	c	u	g	i	t	z	d	q
n	i	p	l	l	e	d	r	l	s	r	b
e	r	g	y	s	b	i	f	e	p	j	j

holiday
deckchair
sunshine
frisbee
beach
barbeque

camping
swimming
sunglasses
sandcastle
butterfly

Hopes and Dreams Activity Instructions:

Using the clouds and picture frames, think about your dreams and hopes for the coming school year and write them down or draw/sketch objects, symbols and words (appropriate for school). They can be big or small, short-term or long-term. Write one thing on your hope cloud that you will do to get closer to your dream. Also think about one person that you could ask for help. This can be a family member, friend or a staff member at your school you connect with.