

4G Distance Learning Packet

Scholar name (first and last) _____

Parent/Guardian Signature _____

Classroom Teacher _____

Week of: May 11th-May 15th

Assignments marked with an asterisk (*) required. All other work is encouraged but not required.

<p>Monday</p> <p>Check box when completed.</p> <input type="checkbox"/>	<p>Math*</p> <p>Complete Lesson 91 (pp. 476-480 in your textbook) (pages 3-4)</p>	<p>Reading*</p> <p>Read/Listen <u>Wind in the Willows</u> Chapter 7 Part 3 (see instructions on the back side of this page)</p>	<p>Science</p> <p>Thomas Edison Ed helper Please make sure to highlight/underline where you find your answers (pages 5-7)</p>	<p>History</p> <p>Having Fun in Hard Times (Make sure to highlight/underline where you found your answers) (pages 8-10)</p>	<p>Penmanship</p> <p>Poetry: Lesson five-Five Senses Poem (pages 11-12)</p>
<p>Tuesday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Complete Lesson 92 (pp. 481-485 in your textbook) (pages 13-14)</p>	<p>Reading*</p> <p>Read/Listen to <u>Wind in the Willows</u> Chapter 7 Part 4</p>	<p>Latin*</p> <p>Lesson 22 Part 1 copy out the dictionary form (e.g. <i>lex, legis</i>) of each word and its English mean two times. You can find the vocabulary on page 58 in your book or on the last page of this packet. -give the endings only of the 3rd declension for the first chart decline <i>lex, mos, and pax</i> for practice</p>	<p>Spanish 5B*</p> <p>Complete the vocabulary worksheet and the guided practice activity for the verb <i>venir</i>, pages 2-4 of the Spanish packet</p>	<p>Penmanship</p> <p>Poetry: Lesson 6-Haiku Poem (pages 15-16) Art* Discuss Claude Monet's water lily paintings; draw/color your version of the lily pond</p>
<p>Wednesday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Complete Lesson 93 (pp. 486-489 in your textbook) (pages 17-18)</p>	<p>Reading*</p> <p>Complete Response to Literature for Chapter 7 (pages 19-21)</p>	<p>Science</p> <p>Element Diagram activity/worksheet (page 22)</p>	<p>P.E.*</p> <p>Warm Up Dribble Card, Jump Shot, Quick Feet, Quarter turn and speed dribble</p>	<p>Penmanship</p> <p><u>Wind in the Willows</u> Spelling list: copy words 1-10 3 times each in cursive on penmanship paper (pages 23-25)</p>
<p>Thursday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Complete Lesson 94 (pp. 490-493 in your textbook) (pages 26-27)</p>	<p>Reading*</p> <p><u>Read Wind in the Willows</u> Chapter 8</p>	<p>Latin*</p> <p>Lesson 22 worksheet 2 decline "new voice" (starting with <i>vox nova</i>) -translate the noun/adjective pairs into English (some have plural endings, read carefully!)</p>	<p>Spanish 5B*</p> <p>Complete the second vocabulary worksheet on page 5 of the Spanish packet.</p>	<p>Penmanship</p> <p><u>Wind in the Willows</u> Spelling List: copy words 11-20 3 times each in cursive (pages 28-30) Music* Antonin Dvorak sheets</p>
<p>Friday</p> <p>Check box when completed</p> <input type="checkbox"/>	<p>Math*</p> <p>Complete Lesson 95 (pp. 494-498) (pages 31-32)</p>	<p>Reading*</p> <p>Complete <u>Wind in the Willows</u> Comprehension questions for chapter 8 (pages 33-36)</p>	<p>History</p> <p>Eleanor Roosevelt (make sure to highlight/underline your answers) (pages 37-39)</p>	<p>Character Pillar Reflection</p> <p>Integrity Penmanship Sheet (page 40)</p>	<p>Penmanship</p> <p><u>Wind in the Willows</u> spelling list: copy each word 1 time in cursive on penmanship paper (pages 41-43)</p>

Reading for Monday, Tuesday and Wednesday this week: This week in Reading the 4G scholars will be going through Chapter 7 of *Wind in the Willows*. In the past this Chapter has been know to give scholars some trouble, so we have broken the chapter up into 4 separate parts. Each day you will read through 1 section of the chapter. The 4 parts are recordings read by Mr. Olson. As he reads through this chapter with you he gives some great details and insights on this chapter which will help you to better understand this chapter. After you have gone through all 4 recordings/parts you will have a Response to Literature (short answer question about the chapter) that you will fill out and send back.

Name _____

Lesson Recording Form

B

Lesson _____

Written Practice Solutions

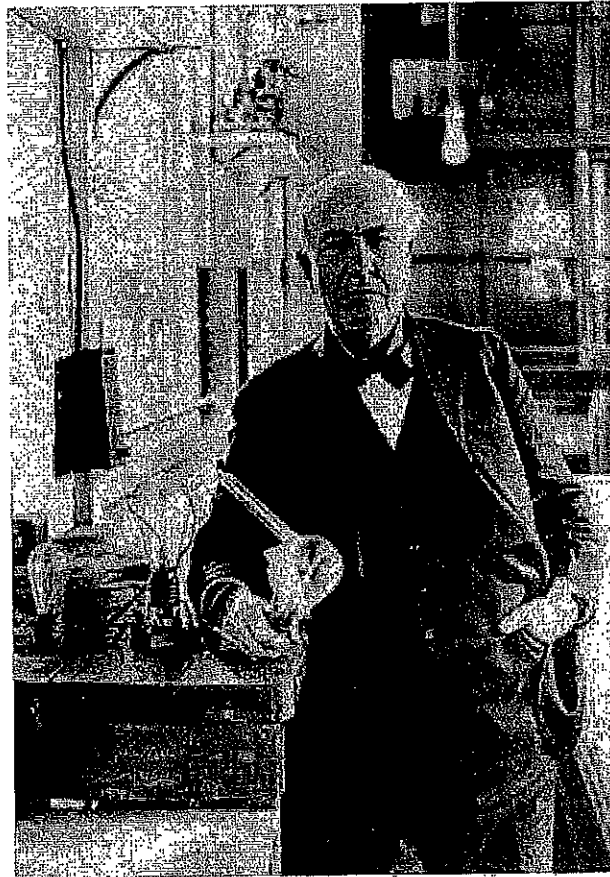
Show all necessary work.

Please be neat.

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Electricity & Energy - The Light Bulb

4G Science



Thomas Edison holding a light bulb

Thomas Edison invented the first commercially successful light bulb in 1879. Ironically, barely anyone in America had access to electricity. They couldn't use the new invention. Edison worked to solve this problem. He helped develop power plants so that they could distribute electricity over wires to homes and businesses. Once electricity reached customers across the nation, everyone had light bulbs.

Light bulbs literally changed the way people lived. Before, people strained to read by candlelight. Now, they could read comfortably with adequate light. The invention of the light bulb also led to the invention of other electrical items. Soon, refrigerators and electric heaters also helped people live more easily, and radios entertained people.

Imagine what your life would be like without light bulbs. You would have to keep a lot of candles at home. The streets would be sometimes so dark you probably would not go out after sundown. A simple little light bulb has made all the difference in the world. It has created a high level of convenience and security for the human race.

Name: _____ Date: _____

1. When did Thomas Edison invent the household lightbulb?

- A. 1879
- B. 1875
- C. 1883
- D. 1885

2. What purpose does the last paragraph of the passage serve?

- A. It shows that Thomas Edison was a leading inventor
- B. It shows that peoples' lives would be the same without the lightbulb or electricity
- C. It shows the perspective of a world without the lightbulb or electricity
- D. It how hard peoples' lives were without the light bulb

3. Without electricity, it is most difficult to read at what time of day?

- A. at noontime.
- B. around 3 o'clock in the afternoon.
- C. at 8 a.m.
- D. at 10 p.m.

4. Read the following sentences: "Before, people strained to read by candlelight. Now, they could read comfortably with adequate light."

The word **adequate** most nearly means

- A. dark
- B. good
- C. bad
- D. bright

5. The main idea of the passage is:

- A. Thomas Edison's invention of the lightbulb, electricity and how these inventions changed the way people lived
- B. That lightbulbs and electricity changed Thomas Edison and peoples' lives
- C. That peoples' activities were changed by the inventions of lightbulbs and electricity
- D. That Thomas Edison and people were outdoors less because of the inventions of lightbulbs and electricity

6. How has the light bulb created a high level of convenience and security for people?

7. Were power plants necessary to help people use electricity? Explain.

8. Choose the word that best completes the sentence.

If there were no light bulbs, _____ the streets would be sometimes so dark you probably would not go out after sundown.

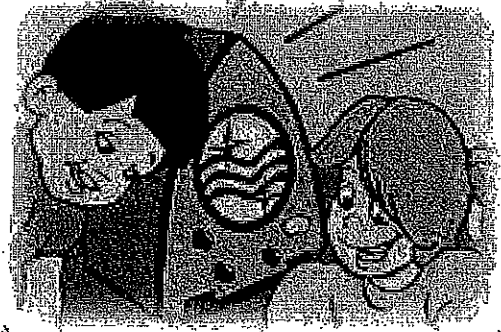
- A. both
- B. then
- C. even
- D. either

Name: _____

Having Fun in Hard Times - What Kids Did in the Depression

4G History: The Great Depression Read the text and underline or highlight the answers.

What if there were no TV? No video games? What would you do for fun? You might do some of the things kids in the 1930s did. This was a time many people had lost their jobs. Even those who had jobs had a hard time. This time was called the Great Depression.



Television was new at this time. The first TVs had one or two inch screens! They were very hard to see. Most people in the 1930s couldn't buy a TV anyway. They were too poor. There were no PCs or video games. So how did kids in the 1930s spend their time?

Many children had to work. Newsboys sold papers. Other kids picked fruit on big farms. Some sold things door-to-door. Most kids gave their money to their parents. It was needed to buy food.

Some kids could keep a little money to go to the movies. Then, a child's ticket cost ten cents. *Snow White* was one movie kids liked. It was the first cartoon movie ever made. It came out in 1937. *The Wizard of Oz* was another favorite.

Radio was also new in the '30s. Many homes had radio sets. People listened to shows that were a little like books on tape. Actors read the parts. Sound effects made the stories exciting. Kids liked *The Lone Ranger* show. They also liked *The Green Hornet* and *The Shadow*.

In summer, kids loved ice cream socials. Farmers brought fresh cream to these parties. Other people brought sugar and eggs. Ice cream was made with a machine called an ice cream freezer. It looked like a can with a paddle inside. The paddle had a handle that was turned from the outside.

People took turns cranking the handle. Ice and salt around the can froze the cream inside. Finally, the handle would turn no more. That meant the frozen treat was ready to eat!

Games were important to kids of the 1930s. They liked softball as much as kids today do. They also skated and rode bikes. Many played with jacks or marbles. People of all ages liked checkers and card games. Families also played board games. The game of *Monopoly* was created at this time. It was as popular then as it is now.

Toys of the 1930s were simple. Most toys were hand made. Dolls could be cut from scraps of paper. Blocks of wood turned into trucks or airplanes. Mothers sewed cloth dolls or teddy bears.

Books were a big part of the lives of '30s kids. A good story could take you to exciting places. You could sail a stormy sea or fight a dragon. You could dig up treasure. You could even ride a magic carpet!

Name: _____

Kids of the 1930s didn't have TV. They had very little money. But they found lots of ways to have fun.

Having Fun in Hard Times - What Kids Did in the Depression

Questions

- _____ 1. Why didn't kids in the 1930s watch TV?
- A. No one could afford a TV.
 - B. Their TVs were broken.
 - C. Television wasn't invented yet.
 - D. Their parents wouldn't allow it.
- _____ 2. Why did kids have to work in the 1930s?
- A. They were saving to buy cars.
 - B. They were saving to go to college.
 - C. They wanted TV sets.
 - D. Families needed money for food.
- _____ 3. What was the Great Depression?
- A. a time when lots of people listened to radio
 - B. a time when kids read lots of books
 - C. the time before television
 - D. a time when people lost their jobs and many were poor
- _____ 4. Kids of the 1930s liked to go to movies.
- A. true
 - B. false
- _____ 5. Hardly anyone listened to radio in the '30s because it was boring.
- A. false
 - B. true
- _____ 6. In the 1930s, ice cream was made:
- A. in the oven
 - B. in a bathtub
 - C. in a butter churn
 - D. in a hand-cranked freezer
7. Name three games that kids in the 1930s liked.

8. Why were books so important to kids in the Depression?

Name: _____

How many of these can you write about? Think! Write! Check all the ones you answered.

Tell about your favorite game. Why do you like it?

List some things you do for fun. Would kids in the 1930s have liked the same things you like?

Handwriting practice lines consisting of multiple horizontal lines for writing.

Lesson Five: Five Senses Poem

Five senses poems use your senses to study or investigate a subject. The five senses are what we use to interact with the world around us. These senses are sight, taste, sound, smell, and touch. The focus of the poem is on using similes. Similes are comparisons between two unlike things using with words "like" or "as."

Directions:

- Line 1. Tell what color an emotion or idea looks like to you.
- Line 2. Tell what the emotion or idea tastes like (imagine it has a taste)
- Line 3. Tell what the emotion or idea sounds like.
- Line 4. Tell what emotion or idea smells like.
- Line 5. Tell what the emotion or idea looks like.
- Line 6. Tell how the emotion or idea makes you feel.

Examples:

Summer is yellow.

It tastes like lemonade.

It sounds like kids splashing in a lake.

It smells like dandelions.

It looks like boating.

It makes me feel overjoyed.

by Hillary

Rain is clear.

It tastes like water.

It sounds like pounding on your windows. It smells like fresh pine trees.

It looks like dew drops on plants.

It makes me feel cool.

by Hillary

Lesson Five: Five Senses Poem

On the lines below, create your own poem using the five senses! This poem can be about anything that you want, as long as you can apply all five senses to the poem. If you start to get confused, make sure that you look at the directions and examples above!

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 10 times.

Name _____

Lesson _____

Lesson Recording Form

B

Written Practice Solutions

*Show all necessary work.
Please be neat.*

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Lesson Six: Haiku Poem

Haiku is a form of ancient Japanese poetry. The poems are often written about things in nature or seasons. They are also written about emotions or feelings about something. Haiku poems are not written as complete sentences. They are more often written as short thoughts and capitalization and punctuation is up to the writer.

Haiku follows this form:

Line 1. Line 2. Line 3.

5 syllables 7 syllables 5 syllables

Include images that appeal to the five senses. What colors do you see? What sounds can you hear? What is the taste of the image? What smells do you notice? How does it feel? Since you are very limited in the number of syllables you can use, try not to repeat words and limit the use of unimportant words.

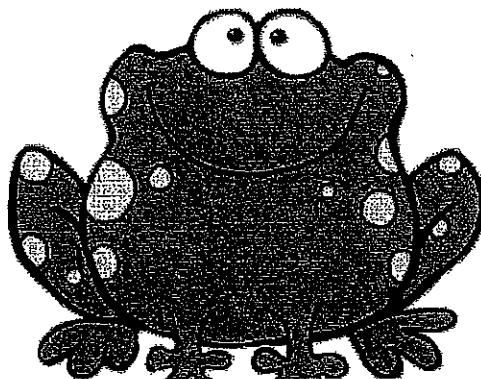
Can you figure out what is being described in this haiku?

Green and speckled legs,

Hop on logs and lily pads.

Splash in cool water.

If you answered a frog, you would be correct! When you are writing your own haikus, try to think of objects that you already know how to describe. When you are writing haikus, it is up to you whether you want to have capital letters and periods. There are no grammatical mistakes in haikus as long as you focus on the syllables!



Lesson Six: Haiku Poem

On the lines below, write one haiku. These haikus can be about anything you would like. If you need recommendations, think of animals, sports, or your favorite food!

Handwriting practice lines for writing a haiku. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines provided for writing.

Name _____

Lesson _____

Lesson Recording Form

B

Written Practice Solutions

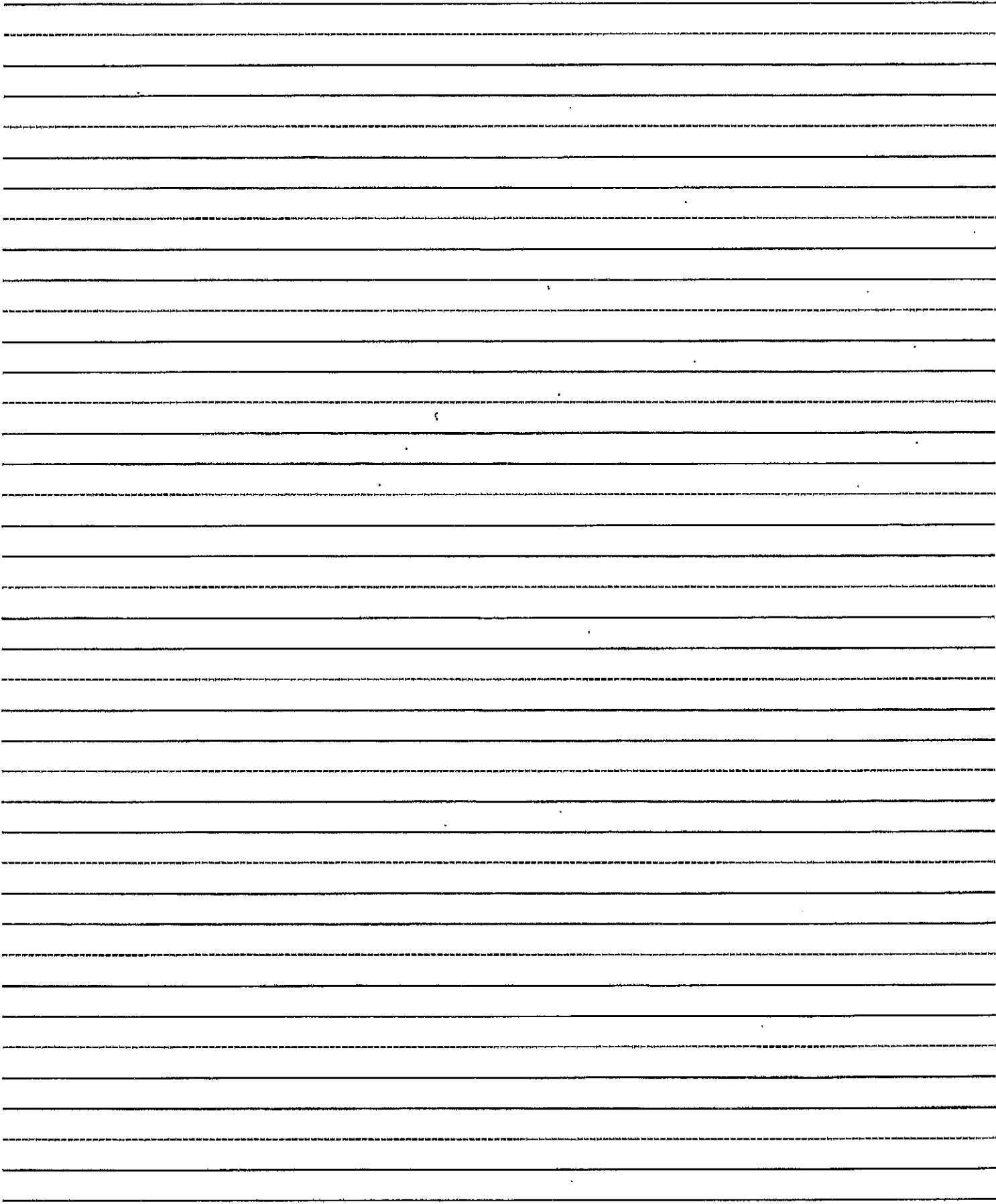
*Show all necessary work.
Please be neat.*

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16.		17.		18.	
19.		20.		21.	
22.		23.		24.	
25.		26.		27.	
28.		29.		30.	

Wind in the Willows Chapter 7 Response to Literature

Directions: This chapter has been taken out of many different versions of this book. We spent a lot of time reading this chapter. Why do you think reading this chapter was important? Please write a minimum of 8 sentences on your thoughts and reaction to Chapter 7.



Element Diagrams

Using the Periodic Table, draw a diagram of each type of atom.

The atomic number tells you how many protons are in the nucleus of an atom. The atom should have an equal number of electrons and protons, so the atomic number in this activity can also be used to determine the number of electrons. To determine the number of neutrons, subtract the atomic number from the atomic mass (rounded in this worksheet). Neutrons and protons are in the nucleus of the atom, while the electrons are surrounding the nucleus in a 'cloud.'

Use a '+' sign to represent protons, a '0' to represent neutrons, and a '-' to represent electrons. An example is provided for you.

Atomic Number
(number of protons)

↓

3

Li

Lithium

7

↑

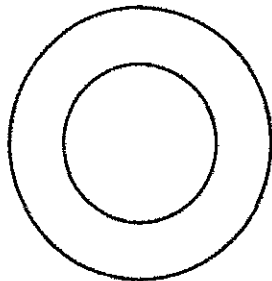
Atomic Mass
(number of protons + neutrons)

8

O

Oxygen

16

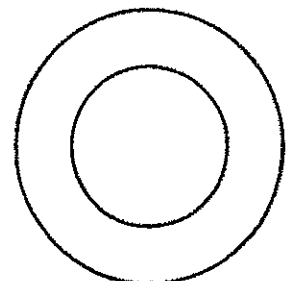


6

C

Carbon

12

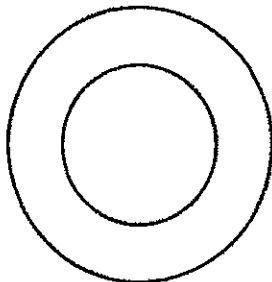


7

N

Nitrogen

14

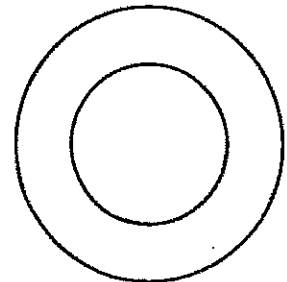


10

Ne

Neon

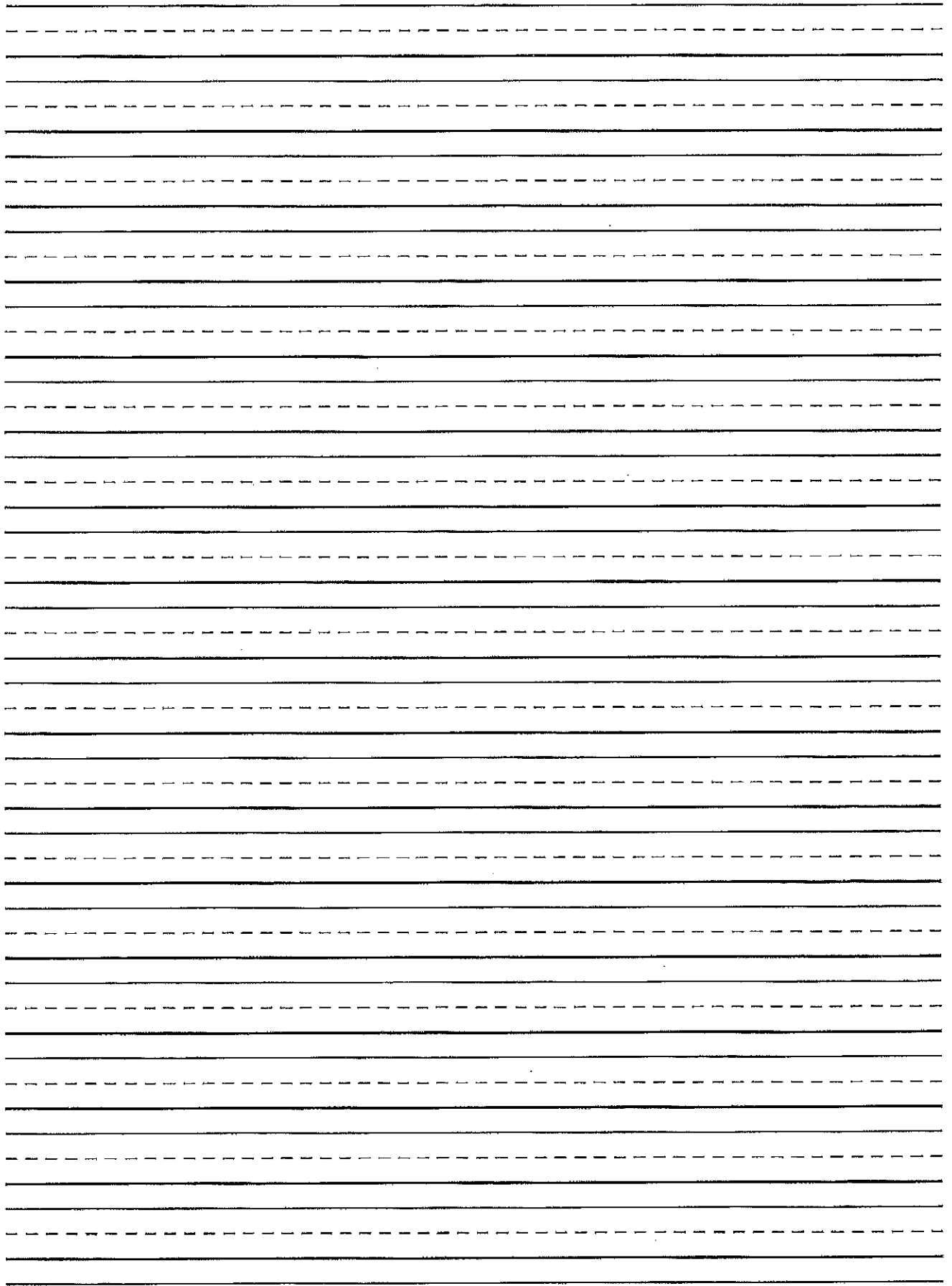
20

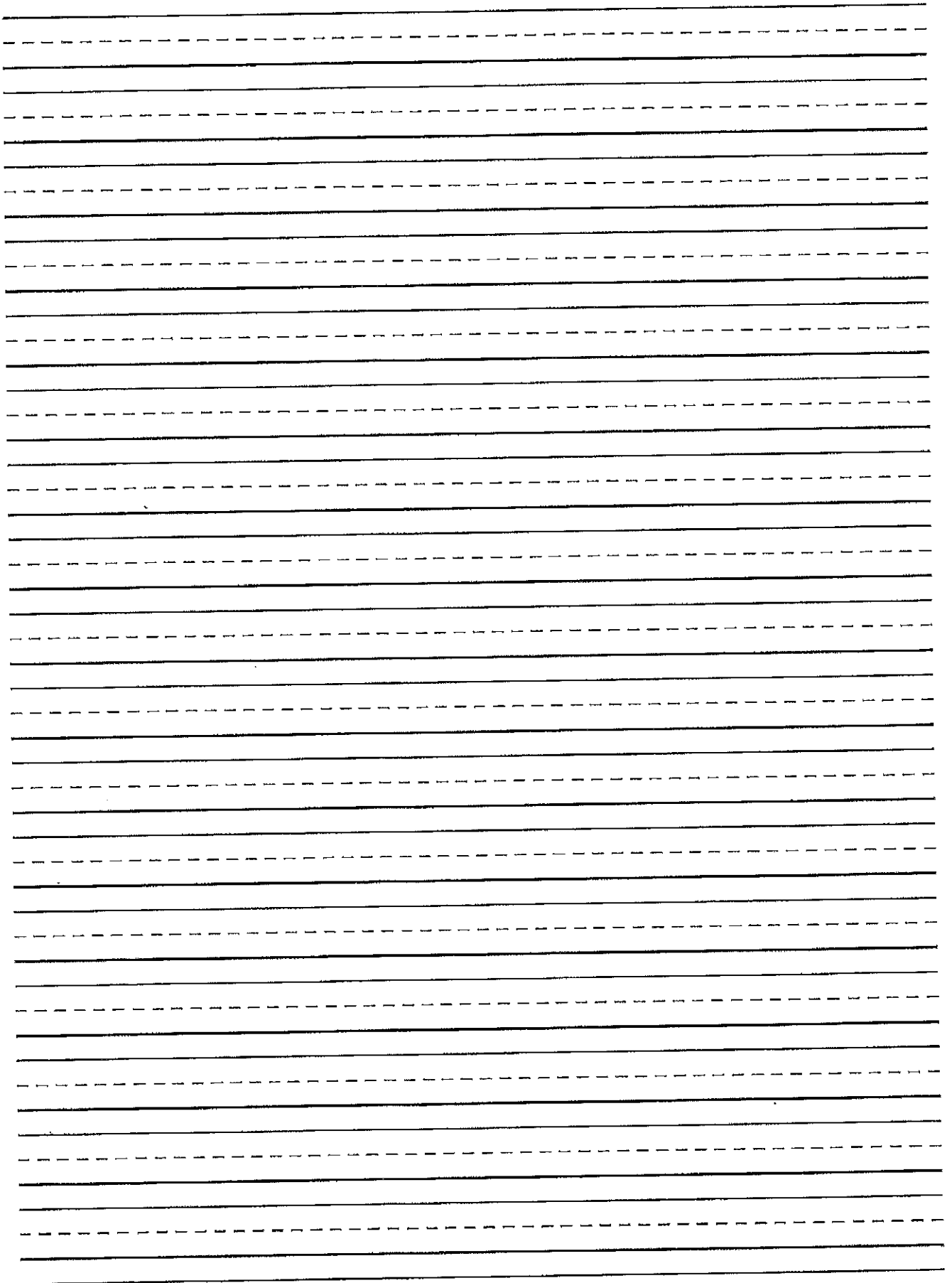


Spelling List

The Wind in the Willows

1. riverbank
2. automobile
3. monotone
4. rapturous
5. adventure
6. hearken
7. Badger
8. obliterated
9. underground
10. reproachfully
11. languidly
12. impertinence
13. languish
14. supplication
15. engineer
16. confession
17. capricious
18. relinquished
19. swallows
20. barge





Name _____

Lesson Recording Form



Lesson _____

Written Practice Solutions

*Show all necessary work.
Please be neat.*

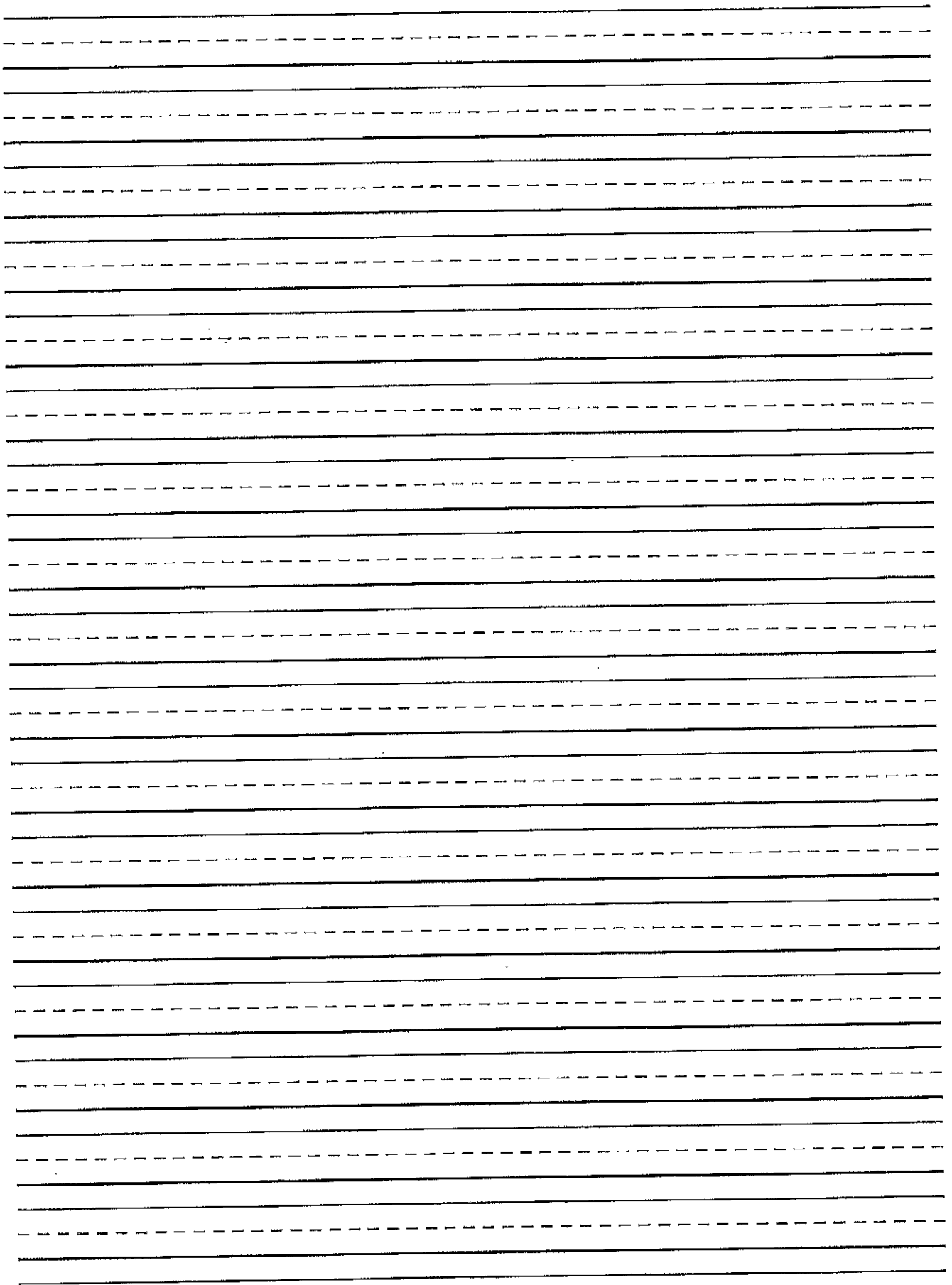
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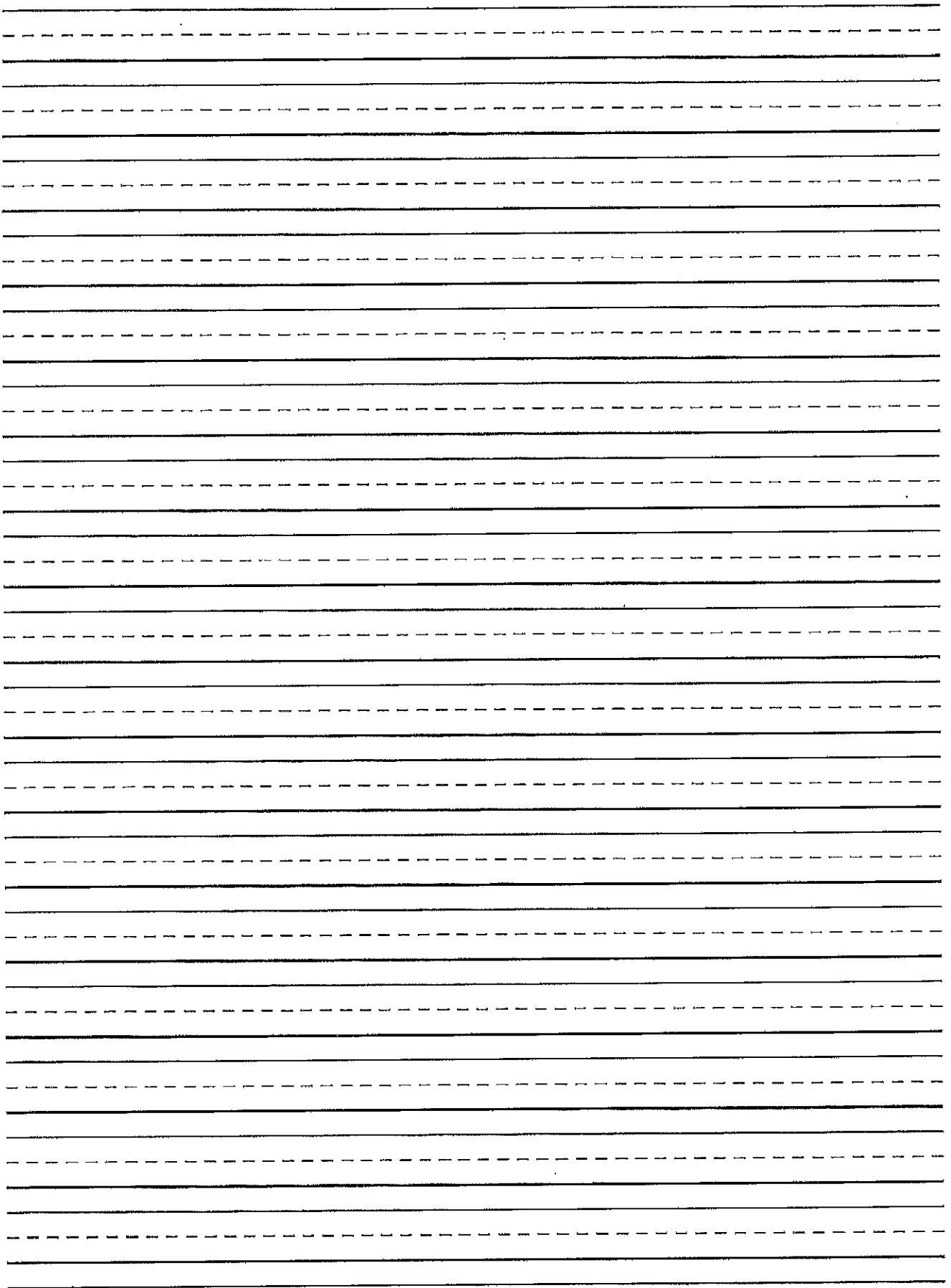
16.							17.										18.															
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22.							23.										24.															
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28.							29.										30.															

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Name _____

Lesson _____

Lesson Recording Form

B

Written Practice Solutions

*Show all necessary work.
Please be neat.*

1.	2.	3.
4.	5.	6.
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19.							20.								21.										
22.							23.								24.										
25.							26.								27.										
28.							29.								30.										

Wind in the Willows Chapter Eight
Make sure all answers are written in full sentences.

1. What does Toad do in order to escape the prison?
2. Why do you think Toad is so frustrated about not having money?
3. How does the engine conductor help toad?
4. Do you think Toad should go back to prison? Why or why not?

Chapter Eight Thoughts:

Whenever Toad finds himself in trouble, he instantly regrets his actions and tries to act civilly again. However, as soon as Toad sees another way to get him out of a bad place or to cause trouble again,

he reverts back to his old behavior. Toad's washerwoman disguise is only convincing if the readers believe that a toad can fit into a grown woman's clothes. This clearly could not happen in the real world, but it is possible in fiction. The animals always remain a similar size to each other, but they seem to adapt their size in order to drive cars, fit in human clothes, and ride horses. Toad is also ashamed to be dressed as a washerwoman since a washerwoman is not elegant or rich. He wants the world to see him as the rich, fanciful Toad that he has been known for.

Eleanor Roosevelt - From Wallflower to Activist

By Toni Lee Robinson



¹ What is it like to be the wife of the President of the United States? Fun? Exciting? Constricting? Though First Ladies are not elected to office, they fill an important position. Some women slip into the job easily. For others the office is an awkward fit.



² Shy, reserved Eleanor Roosevelt became First Lady in 1932. It seemed she had been born for the job. She was the daughter of a wealthy New York family. At her wedding, she was led down the aisle by her uncle, President Theodore Roosevelt. But Eleanor's life wasn't quite the charmed existence it might have seemed.

³ Eleanor's mother, Anna, was a society beauty. She saw none of the looks and grace she had hoped for in solemn, gangly Eleanor. Anna kept her daughter at arm's length. When Eleanor was eight, Anna died. With her father, Elliott, Eleanor felt loved and accepted. Elliott died of alcoholism when she was ten. Loneliness became a way of life.

⁴ At fifteen, Eleanor was sent to a prominent school in England. There her eyes were opened to a world of ideas. She became interested in social issues. She loved the school. Suddenly her life seemed to have meaning and purpose. She knew she wanted to help people and work for social reform.

⁵ Upon her return home, she faced her debut (day BYEW) season in New York. As debutantes (DEB yew tawnts), young society girls were expected to attend a series of parties given by important families. All eligible young men and women came to these affairs. The unspoken goal of a girl's "coming out" season was engagement to a suitable young man.

⁶ Eleanor thought herself plain and gawky. She hated the glittering parties. She suffered through the season as a wallflower, embarrassed and lonely. Finally it was over. Eleanor threw herself into charity work. She visited sweatshops. She saw the misery of the women and children workers. She worked with immigrants and others in need.

⁷ Meanwhile, she had captured the heart of a young law student. Franklin was a distant cousin. In him, Eleanor saw all the warmth and humor she had loved in her father. The couple was secretly engaged. Over his mother's objections, they were married.

⁸ Eleanor became a model wife. She was the mother of six children, one of whom died as a baby. As her husband's career took off, Eleanor hosted many social gatherings. Her life revolved around the needs of her family and support of her husband's career. Franklin's mother, Sara, however, ruled the household. Under her dominance, Eleanor felt lost and inept.

⁹ World War I brought change in the U.S. The urgency of war pushed other things into the background. Many people were sacrificing everything for their country. Parties were now thought to be frivolous. Eleanor Roosevelt was freed from the society duties she so disliked. Best of all, she was able to go back to the type of work she loved.

¹⁰ Eleanor organized Red Cross activities. She spoke at rallies and visited wounded soldiers. She

pushed for better conditions in hospitals. Eleanor was also concerned with the lives of women. She worked for the League of Women Voters. This group informed women on issues and lobbied on their behalf. Eleanor also joined the Women's Trade Union League. In this group, she lobbied for better wages and hours for women workers.

¹¹ Then, in 1921, Franklin came down with polio. He lived through the terrible disease. But he was paralyzed—forever trapped in a wheel chair. It seemed his career was over. His mother urged him to retire to the family estate.

¹² Eleanor nursed her husband day after day. With her support, Franklin fought back against the disease. He went on with his political career. Eleanor became his contact with the outside world. Where he could not go, she went. She met with people on his behalf and brought their concerns to him.

¹³ Franklin was elected governor in 1928. By that time, Eleanor had become a leader in her own right. She was no longer merely a hostess for society gatherings. With skill and energy, she pursued the causes—women's rights and social reform—that were close to her heart.

<p>1. Why might it seem that Eleanor Roosevelt was born to be a First Lady?</p> <p><input type="radio"/> A She was groomed in society ways.</p> <p><input type="radio"/> B Her family had political connections.</p> <p><input type="radio"/> C Her family was wealthy.</p> <p><input type="radio"/> D All of the above</p>	<p>2. Describe Eleanor's early life. What factors shaped the way she saw herself?</p>
<p>3. Explain the meaning of the word "debutante." How did this concept affect Eleanor Roosevelt?</p>	<p>4. What occupied Eleanor's time and energy as a young wife?</p> <p><input type="radio"/> A Working for various causes</p> <p><input type="radio"/> B Her hobbies</p> <p><input type="radio"/> C Her family and her husband's career</p> <p><input type="radio"/> D Her own career</p>
<p>5. What event freed Eleanor from the duties of a society matron?</p> <p><input type="radio"/> A Her own declaration of independence</p> <p><input type="radio"/> B World War I</p> <p><input type="radio"/> C Her mother-in-law's taking over the household</p> <p><input type="radio"/> D Her husband's disease</p>	<p>6. Describe the type of work Eleanor loved. Give examples.</p>

7. Explain how polio affected Franklin and Eleanor.

8. Describe the major changes in Eleanor's life from childhood to becoming First Lady of New York.

Vocabulary Challenge (optional)
Use a dictionary if you need to.

Word bank:

enthusiastic	endurance	garbled	senseless
	sad	totalitarian	shy

Complete the analogies.

1.	strange : odd :: timid : _____
2.	boisterous : noisy :: melancholy : _____
3.	a government that seeks to acquire and rule over other nations : imperialist :: a government that exercises absolute control over a nation and its citizens : _____
4.	filled : teeming :: mixed up : _____
5.	gallant : brave :: inane : _____
6.	strength : power :: stamina : _____
7.	aloof : distant :: exuberant : _____
8.	calisthenics : exercises :: castanets : _____
	<input type="radio"/> A boats <input type="radio"/> B musical instruments <input type="radio"/> C knives <input type="radio"/> D typewriters
9.	rudeness : surliness :: liveliness : _____
	<input type="radio"/> A vibrancy <input type="radio"/> B buoyancy <input type="radio"/> C jauntiness <input type="radio"/> D tenement
10.	weak : feeble :: quick and coordinated : _____
	<input type="radio"/> A agile <input type="radio"/> B stern <input type="radio"/> C pallid <input type="radio"/> D strong

Integrity

To make the best choices with my words and behavior by knowing the difference between right and wrong and to ask for adult help if I am not sure. To be a person of strong ethical values.

On the lines below, copy the definition of this character pillar in your neatest cursive. Then provide one example of how you can show Integrity at Parnassus.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated 15 times.

Spelling List

The Wind in the Willows

1. riverbank
2. automobile
3. monotone
4. rapturous
5. adventure
6. hearken
7. Badger
8. obliterated
9. underground
10. reproachfully
11. languidly
12. impertinence
13. languish
14. supplication
15. engineer
16. confession
17. capricious
18. relinquished
19. swallows
20. barge

Scholar Name (first and last) _____

Homeroom teacher _____

Ms. Rose

Art

Grade Level: 4G

Week 6

Note: Ms. Rose has recorded art videos for each art lesson and uploaded them to the Parnassus teacher web page. These videos will help your child understand the lesson concepts and complete the project. Here is a link; the password is Pegasus (note the uppercase P). Just scroll to the bottom to see the links to art lesson supplemental videos.

<http://www.parnassusteachers.com/art.html>

Also note that instead of sending back this art project assignment to be graded, you can keep the art project at home if you take a photo of it and send it directly to Ms. Rose's email (rose@parnassusprep.com) Be sure to include your child's full name and homeroom teacher in the subject line.

Hello, my most amazing artist! How are you today?

One of the greatest artists of the modern era, Claude Monet, was inspired by his own back yard! Of course, his back yard was no ordinary space...he had a beautiful garden and a water lily pool that shimmered with light and life. If you haven't listened to my video where I read the book called *The Magical Garden of Claude Monet*, pause on this lesson and go watch that first.

About The Japanese Foot Bridge and the Water Lily Pool

(1899, OIL ON CANVAS, PHILADELPHIA MUSEUM OF ART)

Monet had a large pond and garden at his home in Giverny, France. He loved spending time outdoors and painting the colors he saw. He built a large Japanese bridge over his lilies.

Because his eyesight was growing poor, he painted the lilies like shining jewels in the water. Painting outside is called painting "en plein air".

The still water reflected light just like a mirror.

He painted more than 200 pictures of his water lilies!



ABOUT THE ARTIST

Claude Monet

When Monet was young, he noticed that painters created dark and very serious art during this time. Subjects like history and religion bored him. He preferred bright colors that showed scenes from everyday life.

Monet started to paint pictures with loose and sketchy strokes. Many people thought that his work wasn't complete, but Monet didn't care. He continued to paint the way he saw the world.

Claude Monet was the first painter in the Impressionist movement. The word IMPRESSIONISM comes from one of Monet's first paintings called *Impression: Sunrise*.

Art critics labelled the painting, *impressionism*, in order to mock it but the term stuck. It now means painting with light.

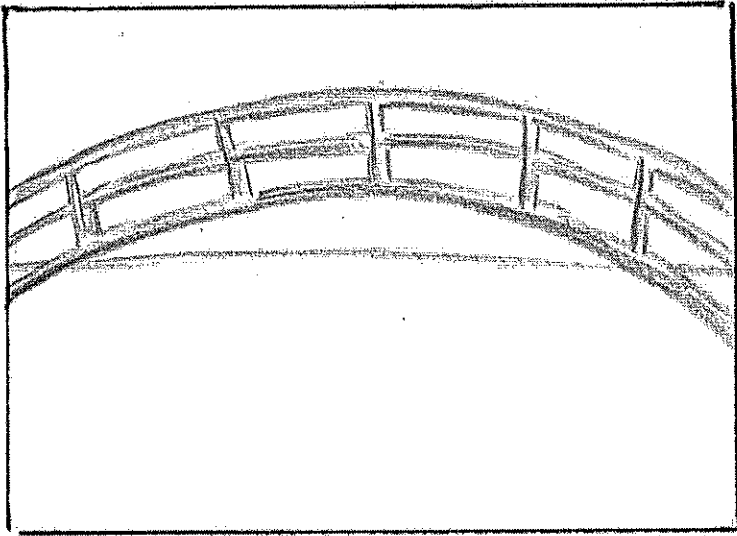
Monet liked to paint series of the same images with the only difference being how the light fell on the subject during certain times of the day. He painted over 30 paintings of the haystacks near his home.

DID YOU KNOW?

Monet didn't use black in his artwork because he didn't believe black appeared in nature.

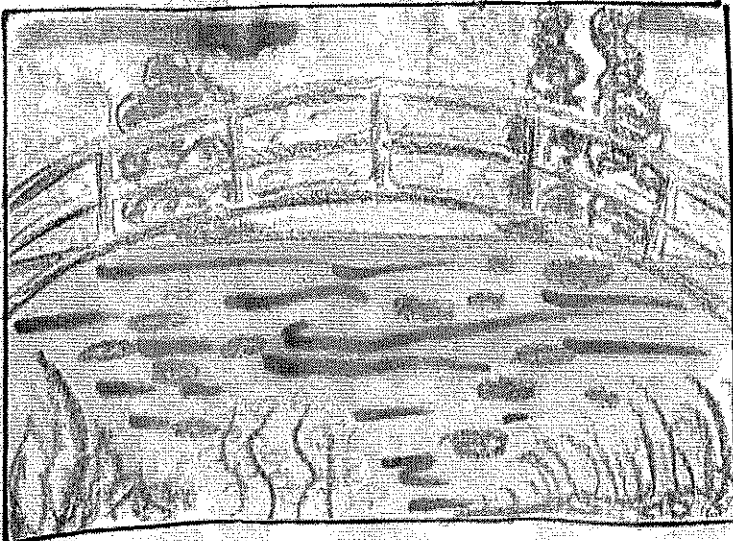
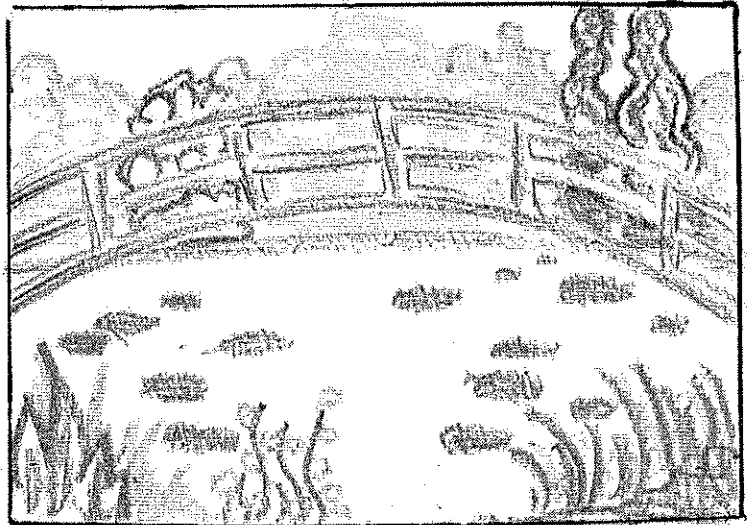


Assignment: Use crayons and markers to create your own version of a Monet-style bridge and pond. Watch my step-by-step process on my video for this lesson if you are able. If not, use the steps below to help you draw your bridge and pond. You will need a white piece of paper, crayons, markers, water and a small paintbrush.

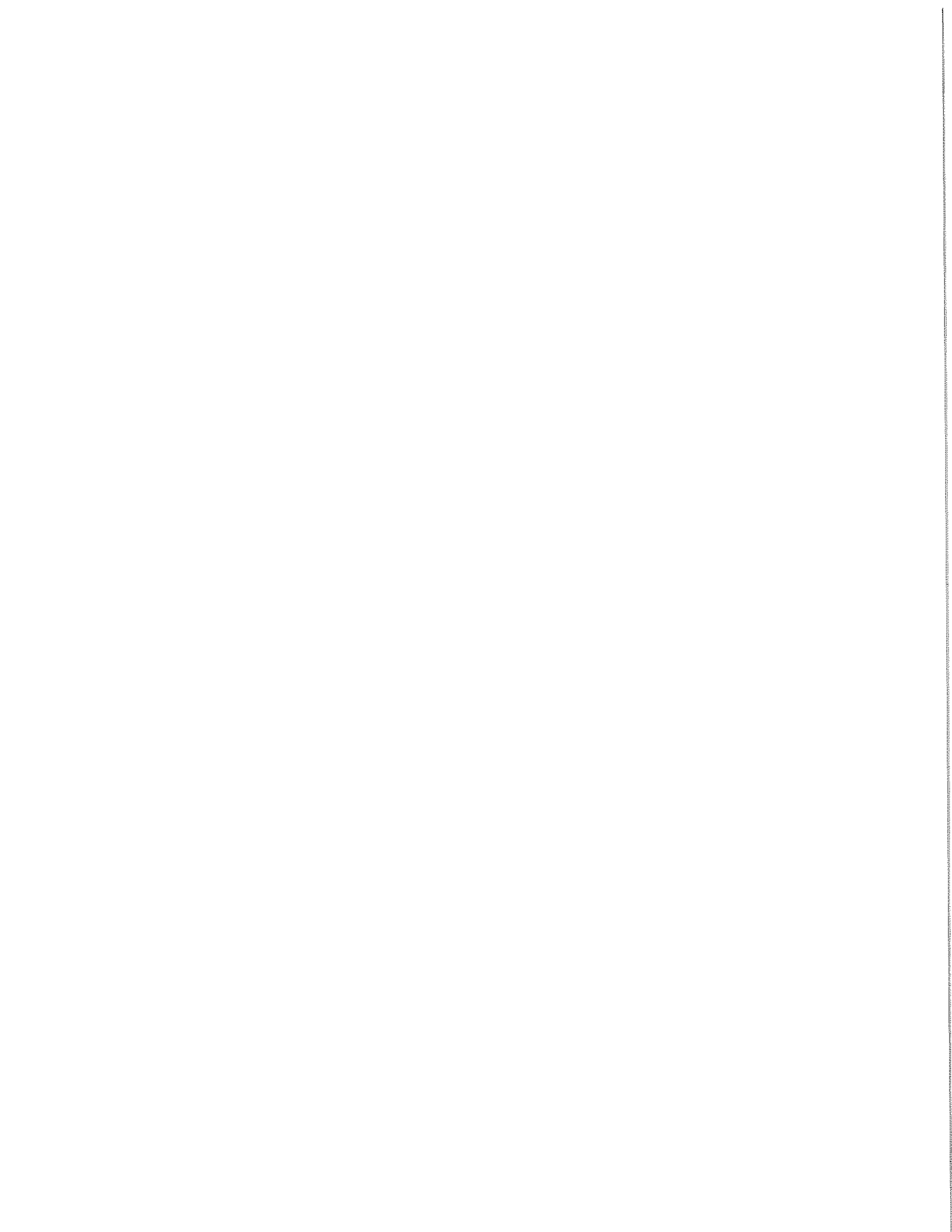


1. Choose a color for the bridge (not green) and draw it with crayon across the page. Use a blue crayon to draw a horizon line.

2. Use various green crayons to draw trees and bushes behind the bridge. Draw plants and lily pads by the bottom of the paper.



3. Use a blue marker to draw wavy horizontal lines in the pond. Immediately use a wet brush to smear the blue marker to fill up the pond & sky.



4G Music – Week 6

Scholar Name (First and Last): _____

Homeroom Teacher: _____

Music Teacher (circle): Dr. Dean Mag. Neimeyer Mag. Sood

You are receiving four sheets this week. They are a history reading and worksheet about the composer Antonin Dvorak. The first page is a biography. The next two pages are a historical fiction story about what Dvorak's life might have been like, and what might have influenced him. The fourth page is a crossword puzzle worksheet using important words from the reading. You may keep the biography and story pages. PLEASE RETURN the worksheet/puzzle page in your packet with this checklist.

Optional: You may watch a performance of the second movement of Dvorak's *New World Symphony* here: <http://www.viewpure.com/ASlch7R1Zvo?start=0&end=0> If you do, write your favorite instrument you saw on your worksheet/puzzle page before you turn it in.



Antonin Dvořák ... a composer from CZECHOSLOVAKIA who lived during the ROMANTIC period of music...

Antonin Dvořák was born in Czechoslovakia in 1841.

Antonin was the oldest of nine children. Antonin's father, František, was a butcher and innkeeper who played the zither for fun.

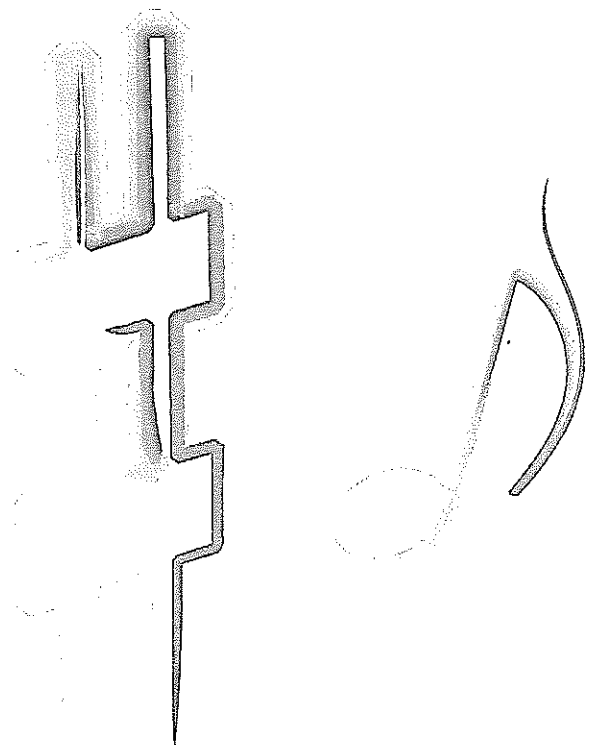
The family lived in a small quiet village near Prague. Most of the friendly village people were farmers.

Antonin was taught to play the fiddle by a teacher in the village. When his unusual musical ability was discovered, he went to the Prague conservatory to study organ, piano, viola and violin.

When Dvořák was in America, he visited Spillville, Iowa, where a group of people from Czechoslovakia had settled. It was here that he wrote his famous *Symphony No. 9* ("From the New World").

In his compositions, Dvořák combined native folk music with classical ideas. He became one of Czechoslovakia's most important composers.

Dvořák died in 1904 at the age of 62.



A Simple Czech Musician

Skins were swirling as the young people danced to the lively music of the town band. The older folks clapped and laughed as the villagers relaxed and had a good time after working in the fields all week.

"Good for you, Antonin," František said to his young son. "You played your fiddle well!"

"Yes," added František's brother Zdenek, "Soon he will be playing his fiddle better than you play the zither!" They all laughed.

"He has such a great talent for music!" All the band members nodded in agreement.

"Well, perhaps we should consider sending him to Prague to study to be a musician," said Zdenek. "What would you think of that, Antonin?"

Before Antonin could answer, his father said, "No, no, no! Antonin will be a butcher like me! He is too young now to leave home anyhow." Fondly, he patted his son on the head.

One day, when Antonin was 13 years old, a letter arrived from Uncle Zdenek. He wrote, "You must let Antonin come to stay with me in Zionice. Here he can learn the butcher trade and study the German language, which is now spoken in the large cities."

Reluctantly, Antonin's parents sent him to live with his uncle. He did learn the butcher trade, but much to Antonin's delight, he dis-

covered that his German teacher was also the church organist.

Soon Antonin was taking organ lessons along with his other studies. His teacher, Antonin Liehmann, could see right away that Dvořák had an amazing musical talent. Gradually more time was spent on organ, violin, piano, viola and music theory.

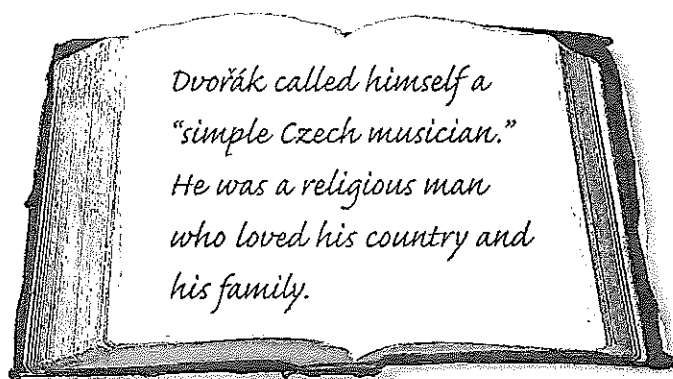
Back at home Antonin's parents missed him. One day František hurried into the room where Anna was mending clothes.

"We have a letter from Zdenek," he said.

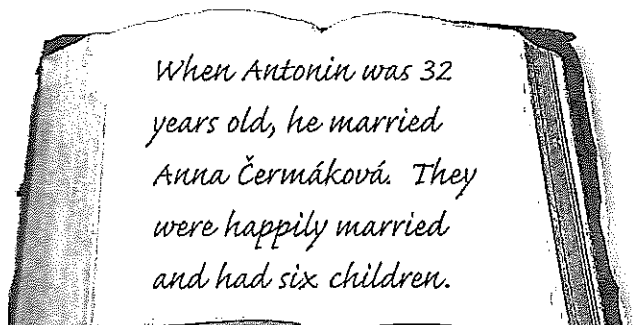
"How is Antonin?" Anna asked anxiously, as she put away her mending.

"Well it seems that he is doing so well in his musical studies that his teacher is pleading that we send him to study in Prague."

"A musical career?" questioned Anna. "It is so risky, not stable like being a butcher. Where will we get the money?"



"Zdenek has offered to pay his expenses. I think we must let Antonin follow his heart and study music. After all, if it doesn't work out, he can return home and work with me in the butcher business."

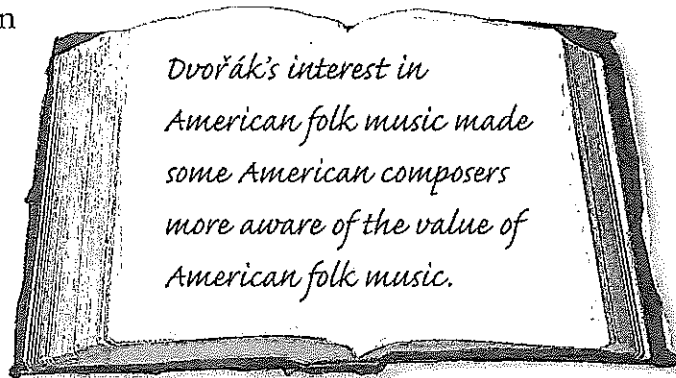


Shortly afterwards, when Antonin was 8, he went to Prague to study. He loved being free to concentrate only on music. As he studied, he was astounded and impressed by the music of the great composers and by the concerts he heard performed by famous musicians.

When he graduated, he received many awards for his own compositions. In them he often used ideas from the popular tunes that he had heard as a boy while playing with the village band.

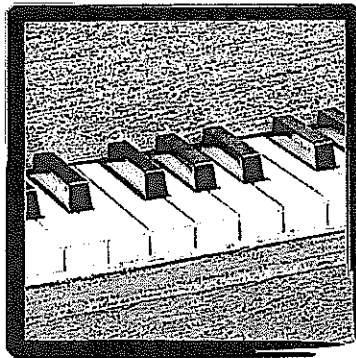
Many years later,

when Antonin went to America, he was fascinated by the music of the Native American Indian and by the beautiful and haunting melodies of the African-American spirituals. In his famous *Symphony No. 9* ("From the New World"), he used ideas from some of these melodies.



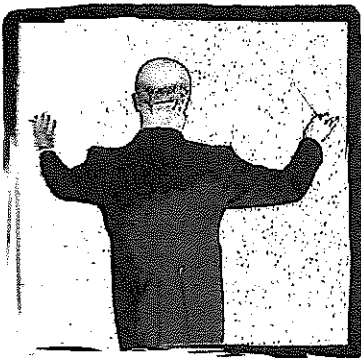
Dvořák's interest in American folk music made some American composers more aware of the value of American folk music.

Important Compositions



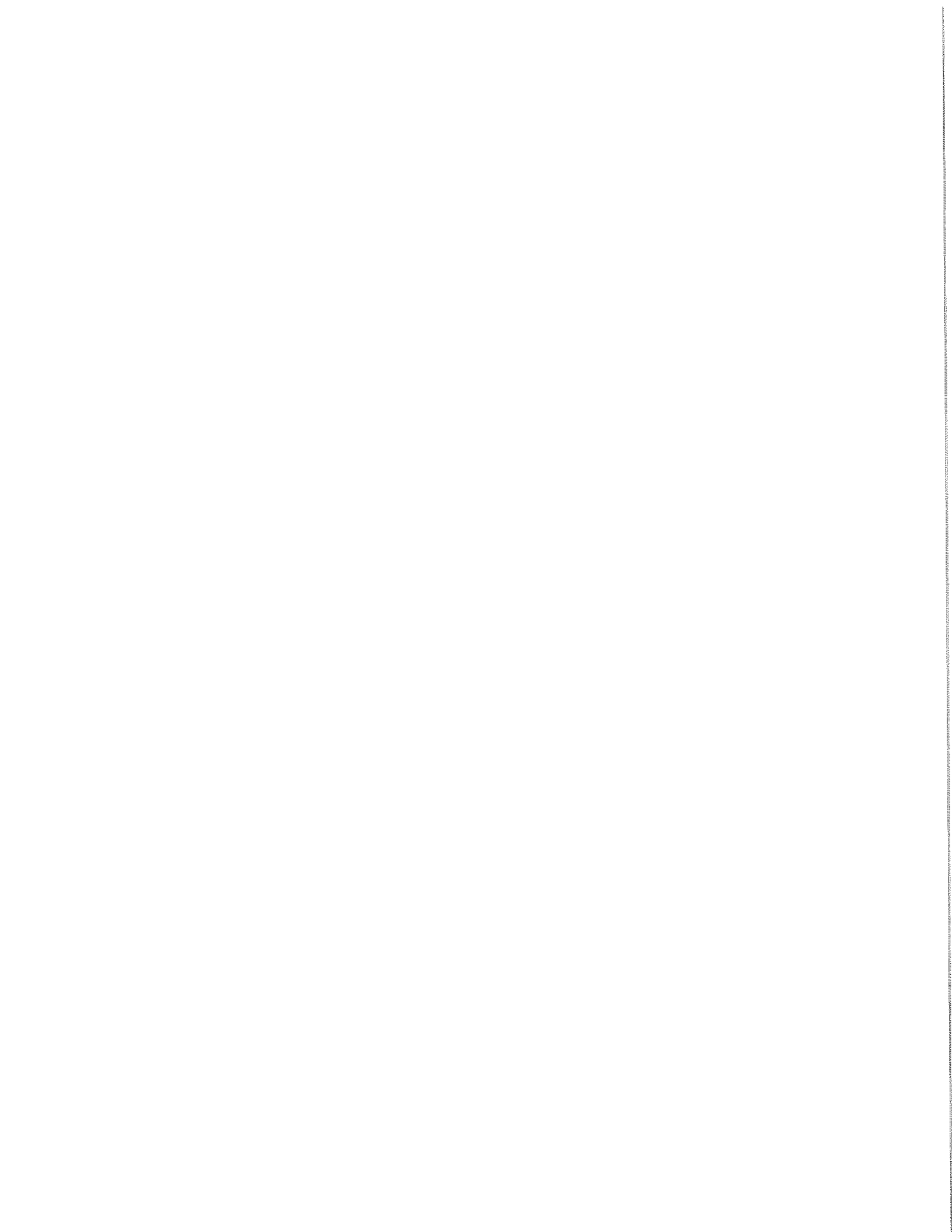
Humoresque in G-flat Major,
Op. 101, No. 7

Slavonic Dances, Opp. 46 and 72
(Piano Duets)



Symphony No. 9 in E Minor, Op. 95 ("From the New World")

9 ***Symphony No. 9 in E Minor, Op. 95* ("From the New World"), Second Movement (Largo)**
Dvořák wrote this symphony while he was in America, surely a "new world" to him. His themes were in the style of the American melodies he heard while in America. In 1922, William Fisher wrote words to the Largo movement of this symphony. The verse was entitled "Going Home."



Dvořák Crossword

First and Last Name: _____

Circle your music teacher: Dean Neimeyer Sood

Complete the sentences.

Write the answers in the blanks of the puzzle.

1. The first name of both Antonin's wife and mother was _____.

2. Antonin's German teacher also played the _____ in church.

3. Dvořák's famous Symphony No. 9 was called "From the New _____."

4. The first instrument Antonin played
was the _____.

If you watched the recording, what was your
favorite instrument? _____

1.	A			
----	---	--	--	--

2.					N
----	--	--	--	--	---

	I
--	---

3.	O			
----	---	--	--	--

	N
--	---

4.	I				
----	---	--	--	--	--

	N
--	---

Color this Old World design.



Scholar Name _____

Magistra Hulzebos / Magister Thompson (Please circle YOUR Latin teacher's name)

Homeroom Teacher _____

Latin

4G

Week 6

The grammar and vocabulary for lesson 22 can be found on page 58 of your First Form Latin book. If you do not have it at home, there is a page in this packet (after the worksheets) that has the vocabulary and grammar for this lesson written out for you. **Keep this sheet at home!! Only the worksheets need to be returned to your teacher. Remember, you only need to spend 10-15 minutes twice a week on Latin (so 20-30 minutes total). If the work is taking much longer than that, do what you can in that time and do not stress about the rest of it.

uesday	* Lesson 22, Worksheet 1 -copy out the dictionary form (e.g. <i>lex, legis</i>) of each word and its English mean two times . You can find the vocabulary on page 58 in your book or on the last page of this packet. -give the endings only of the 3 rd declension for the first chart -decline <i>lex, mos, and pax</i> for practice
Thursday	* Lesson 22, Worksheet 2 -decline "new voice" (starting with <i>vox nova</i>) -translate the noun/adjective pairs into English (some have plural endings, read carefully!)
Enrichment	Lesson 22, review crossword puzzle This page is optional if you have time this week. The crossword puzzle includes most of the vocabulary from lesson 21 and 22 along with a few nouns from earlier lessons. If you'd like to challenge yourself, do as much as you can without looking up words on your vocabulary list!

Vocabulary – Write each vocabulary word in dictionary form 2x with meanings.

Latin	English	Latin	English

Give 3rd decl. M/F case endings

Singular	Plural

Decline *lex*

Singular	Plural
lex	leg
leg is	leg
leg	leg
leg	leg
leg	leg

Singular	Plural
mos	
mor is	

Singular	Plural
pax	
pac is	

Decline **new voice**.

Remember: an adjective agrees with its noun in gender, number, and case, but not declension.

Case	Singular	Plural
nom.	vox nova	
gen.		
dat.		
acc.		
abl.		

Nominative Case. Translate into English.

- | | |
|------------------------|--------------------------|
| 1. panis novus _____ | 9. multi canes _____ |
| 2. pax lata _____ | 10. parva vox _____ |
| 3. magnus sol _____ | 11. parvus pes _____ |
| 4. crux parva _____ | 12. multae leges _____ |
| 5. parvae luces _____ | 13. lex nova _____ |
| 6. mores aeterni _____ | 14. lux bona _____ |
| 7. panis malus _____ | 15. multi soles _____ |
| 8. magni pedes _____ | 16. leges aeternae _____ |

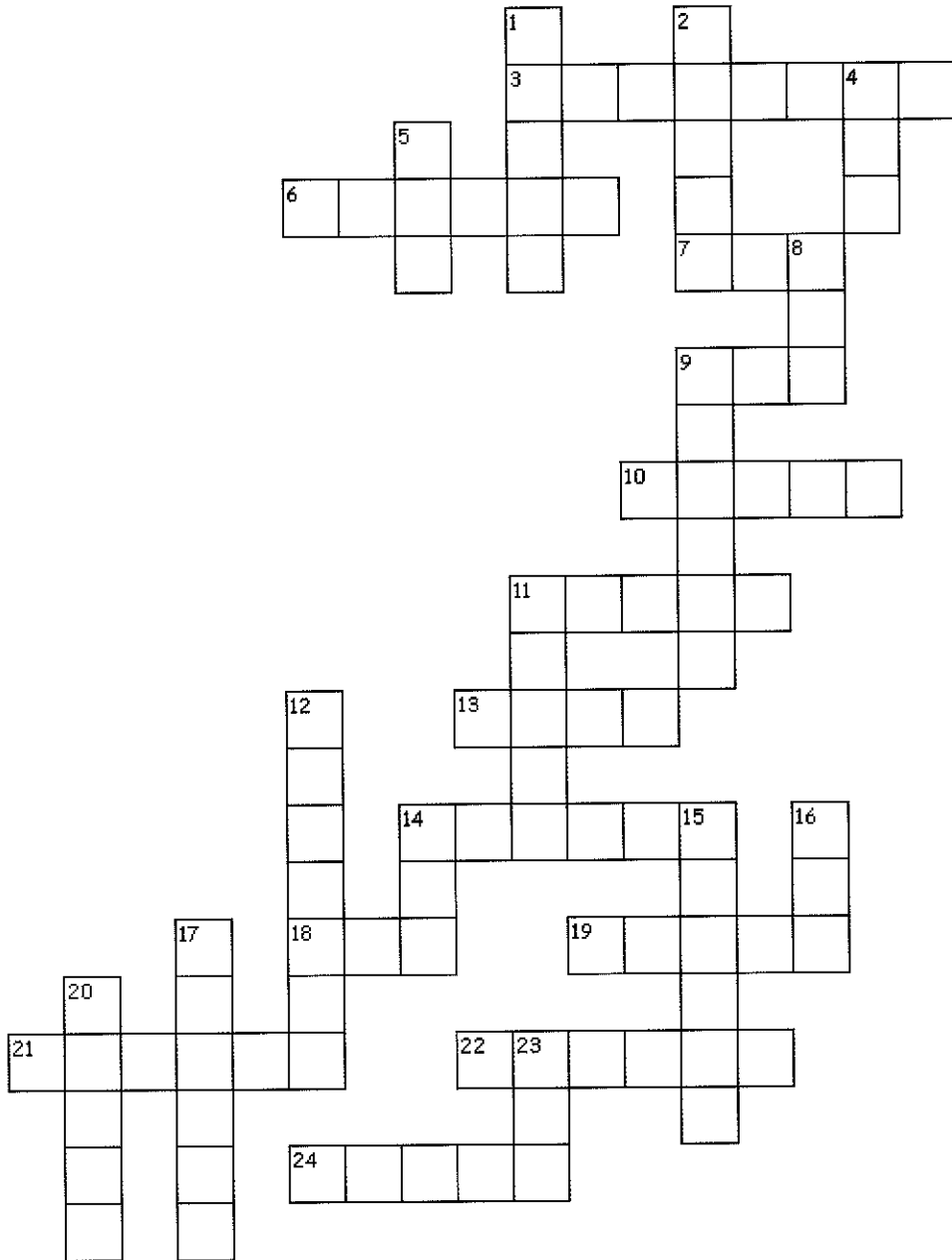
4G Noun Review - Enrichment

Across

- 3. farmer
- 6. brother
- 7. sun
- 9. king
- 10. lamb
- 11. rock
- 13. cross
- 14. word
- 18. leader
- 19. bread
- 21. sky
- 22. friend
- 24. dog

Down

- 1. mother
- 2. soldier
- 4. light
- 5. peace
- 8. law
- 9. kingdom
- 11. sister
- 12. town
- 14. voice
- 15. world
- 16. foot
- 17. war
- 20. father
- 23. custom



Lesson 22 Vocabulary and Grammar

Lesson 22 Vocabulary

Latin	English
canis, canis (m./f.)	dog
crux, crucis (f.)	cross
lex, legis (f.)	law
lux, lucis (f.)	light
mos, moris (m.)	custom
panis, panis (m.)	bread
pax, pacis (f.)	peace
pes, pedis (m.)	food
sol, solis (m.)	sun
vox, vocis (f.)	voice

Lesson 22 Grammar

Review from lesson 21:

- To decline a 3rd declension noun:
- First, find the stem.
 - Use the genitive singular form. Take off the '-is', and that gives you the stem.
 - Example: rex, regis, m. --> regis --> reg/is --> reg = stem
- Second, decline the noun using the 3rd declension endings shown in bold.
 - The noun "rex" is declined as an example.

Case	Singular	Plural
nom.	[word] rex	-ēs regēs
gen.	-is regis	-um regum
dat.	-ī regī	-ibus regibus
acc.	-em regem	-ēs regēs
abl.	-e rege	-ibus regibus

The nouns in lesson 22 follow the same endings as the nouns from lesson 21. The nouns in lesson 21 had what we call **natural gender** (for example a mother is a woman, therefore *mater* is feminine). The nouns in lesson 22 have **grammatical gender**. In other words, you just have to memorize it along with the genitive ending. Obviously feet aren't men any more than lights are women, but every noun must have a gender in Latin and that's what has been assigned to these. If you look carefully though, you will start to see patterns with some words like *crux*, *lex*, *lux*, and *vox*. For all of these words, the "x" changes to a "c" in the genitive, and they are also all feminine. The more words you learn, the easier it will be to spot these patterns.

Scholar Name _____

Circle your Spanish teacher: *Señor Murphy* *Señora Weiland*

Homeroom Teacher _____

Spanish

4G

Week 6

Tuesday	<p>* Chapter 5B, new vocabulary worksheet.</p> <p>Page 2; write the vocabulary word and translate the phrases into Spanish.</p> <p>Page 3; Introduction to the verb venir (to come). Complete the Guided Practice worksheet and translate part C into English.</p>
Thursday	<p>* Chapter 5B, putting vocabulary parts 1-2 together.</p> <p>Page 5; translate to Spanish. Vocabulary comes from parts 1 - 3 of chapter 5B as well as prior chapters.</p>
Enrichment	<p>Watch the read aloud videos and lessons at Parnassusteachers.com > Spanish > 4G tab > Distance Learning, Extras column</p> <p>Review chapter 5B vocabulary in Quizlet</p>

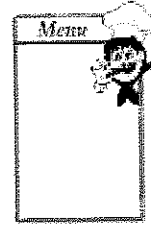
*** 4G Chapter 5B parts 1-3 Vocabulary Worksheet for Tuesday, May 12, 2020**

Nombre _____

Clase _____

Numero _____

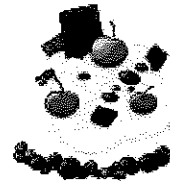
Write the vocabulary word from part 3 that matches the picture.



1 _____

2 _____

3 _____



4 _____

5 _____

6 _____

Translate (Remember adjective placement and agreement)

7. The tasty menu

8. The old waiter

9. The delicious potato

10. The serious bill

11. The pink dessert

12. The young waitress

13. Two long napkins

14. Three serious menus

The verb venir (to come) is a boot verb. Its conjugation is very similar to tener. Let's put those two verbs side by side.

Tener = to have		Venir = to come	
<i>Yo tengo</i>	Nosotros tenemos	<i>Yo vengo</i>	Nosotros venimos
<i>Tú tienes</i>	Vosotros tenéis	<i>Tú vienes</i>	Vosotros venís
<i>El/ella/Ud. Tiene</i>	Ellos/Uds. Tienen	<i>El/ella/Ud. Viene</i>	Ellos/Uds. vienen

Complete parts A-C of the Guided Practice Activity

Capítulo 5B

Fecha

Guided Practice Activities 5B-1

The verb venir (p. 76)

- The forms of **venir** are similar to the forms of **tener** that you just learned. Notice that the **yo** forms of both verbs end in **-go**.

yo	vengo	nosotros/nosotras	venimos
tú	vienes	vosotros/vosotras	venís
usted/él/ella	viene	ustedes/ellos/ellas	vienen

A. Circle all the forms of **venir** you see in this conversation.

RAÚL: ¿Vienes a la fiesta?

ANA: Sí, vengo a las ocho y media.
Mis padres vienen también.

RAÚL: Muy bien. Mis amigos no vienen, pero mi hermano sí viene.

ANA: ¿Cuándo vienen?

RAÚL: Venimos a las nueve.

B. Now, write the forms of **venir** that you circled in **part A** in the correct row of the table. Write only one form of **venir** for each subject pronoun. The first one has been done for you.

Subject pronoun	Form of venir
1. yo	
2. tú	Vienes
3. usted/él/ella	
4. nosotros	
5. ustedes/ellos/ellas	

C. Complete the following conversation by circling the correct forms of venir.

ISABEL: ¿(**Vienes / Vienen**) ustedes a la fiesta?

MÍA: Sí, Marcos y yo (**vienen / venimos**). Pero Luis no (**vienes / viene**).

ISABEL: ¿Por qué no (**viene / vengo**) Luis?

MÍA: Tiene que trabajar. ¿(**Venimos / Vienes**) tú?

ISABEL: Sí (**Vengo / Vienen**) a las ocho.

MÍA: ¡Qué bien! Nosotros (**venimos / vienen**) a las ocho también.

Part C Continued: Translate the conversation into English

Isabel: _____

Mía: _____

Isabel: _____

Mía: _____

Isabel: _____

Mía: _____

*** 4G Chapter 5B parts 1-3 Vocabulary Worksheet for Thursday, May 14, 2020**

Nombre _____ Clase _____ Numero _____

Translate to Spanish. Make sure that you

1. Short cup

2. The waiter comes.

3. I come with the plate.

4. You have the bill.

5. Luz has the menu.

6. Salomón comes with the sugar.

7. We have delicious dessert.

8. The old men come.

9. The forks come with good-looking spoons.

10. You come with skinny napkins.

11. We come with tasty salt.

12. I come with an old man.

13. The waitress comes with the menu.

14. The delicious salt comes.

Realidades B Capitulo 5B Study Guide

Part 1

Spanish	English	Spanish	English
El hombre	Man	La mujer	Woman
El joven	Young man	La joven	Young woman
Alto(a)	Tall	Bajo(a)	Short (stature)
Corto(a)	Short (length)	Guapo(a)	Good-looking
Joven	Young	Largo(a)	Long
Viejo(a)	Old	Gordo (a)	Fat
Delgado(a)	Skinny		

Part 2

Spanish	English	Spanish	English
El azúcar	Sugar	La cuchara	Spoon
El cuchillo	Knife	La pimienta	Pepper
El plato	Plate, dish	La sal	Salt
La servilleta	Napkin	La taza	Cup
El tenedor	Fork	El vaso	Glass

Conjugation of venir (to come)

Spanish	English	Spanish	English
Vengo	I come	Venimos	We come
Vienes	You come	Venis	Ya'll come
Viene	He/she comes	Vienen	They come

Part 3

Spanish	English	Spanish	English
El pelo*	hair	Camarero(a)	Waiter/waitress
Canoso	Gray	El menú	Menu
Negro	Black	Delicioso(a)	Delicious
Castaño**	Brown	Rico(a)	Rich, tasty
Pelirrojo	Redhead	La cuenta	Bill
Rubio	blonde	El postre	Dessert
Calvo	bald		

*In Mexico hair is el cabello

**In some Central and South American countries brown hair is café.

Partial Answer Key

This answer key is to allow you to check some of your answers to make sure you are completing the worksheets correctly.

Page 2

2. rico
6. postre
8. el camarero Viejo
11. el postre rosado
13. dos servilletas largas

Page 4

Isabel: ¿Vienen ustedes a la fiesta? Do you (plural) come to the part?

Mía: Sí, Marcos y yo venimos, pero Luis no viene. Yes, Marcos and I come, but Luis doesn't come.

Page 5
















1. taza corta
3. Vengo con el plato.
6. Salomón viene con el azúcar.
9. Los tenedores vienen con cucharas guapas.
11. Venimos con sal rica.



SCHOOL OF GRAMMAR PE DISTANCE LEARNING



3G-46 SOCCER UNIT

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
My Learning Goals	I can dribble safely in self-space and pass with family members.	I can kick accuracy to a target with my soccer skills.	I can control the ball using the inside and outside of my foot.	I can pass my ball with control towards the target to score a point.	I can practice using my skills while playing games with family members.
Today's Vocabulary	DRIBBLE Maneuvering a ball under the control of a single player.	ACCURACY The quality of being correct, precise, or on target.	INSIDE OF THE FOOT The longest section of the foot, running down the side from the big toe to the heel.	PASS To move an object from one space to another.	PRACTICE To purposefully perform an activity or skill repeatedly in order to make an improvement.
Warm-Up Activity	10 Jumping Jacks 10 Push ups 10 Squats 30 Second Plank	10 Jumping Jacks 10 Push ups 20 Mountain Climbers 10 Squats 30 Second Plank	10 Jumping Jacks 10 Push ups 20 Mountain Climbers 10 Squats 30 Second Plank	10 Jumping Jacks 10 Push ups 20 Mountain Climbers 10 Squats 45 Second Plank	10 Jumping Jacks 10 Push ups 20 Mountain Climbers 10 Squats 45 Second Plank
Learning Focus Activity	Activity 1: 1 st : <u>Driver's Test</u> Activity Card 2 nd : <u>Partner Passing</u> Activity Card Using a soccer ball or a sock ball practice your skills safely.	Activity 2: <u>Soccer Archery</u> Activity Card Using a ball practice your skills safely. <i>Get creative by substituting different equipment for items you have at home.</i>	Activity 3: <u>Soccer Ski Slalom</u> Activity Card Using a soccer ball or a sock ball practice your skills safely.	Activity 4: <u>Soccer Boogie</u> Activity Card Using a soccer ball or a sock ball practice your skills safely.	Activity 5: <u>Soccer Volleyball</u> Or <u>Soccer Basketball</u> Get creative by substituting different equipment for items you have at home.
Daily Movement Activity	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet
Refocus (Do each yoga position for 30 seconds)	Yoga Card 1	Yoga Card 2	Yoga Card 3	Yoga Card 4	Yoga Card 5
Did I log my total activity time?	YES or NO?	YES or NO?	YES or NO?	YES or NO?	YES or NO?
How am I feeling today?	  	  	  	  	  



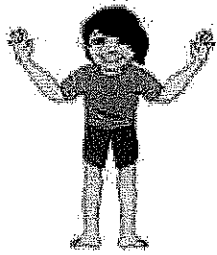
SCHOOL OF GRAMMAR PE OPTIONAL DAILY ACTIVITIES
MAY 2020



✓ Done	Day	SOG PE Activity
	1	Take a walk
	2	A kiwi has ~60mg of vitamin C. Do 60 air punches
	3	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	4	Family Fun: Play your favorite physical education activity with your family.
	5	Do as many sit ups as you can
	6	Juggle a ball with your feet for 5 minutes. (Soccer)
	7	Perform jumping jacks while naming words that start with "M."
	8	Take a walk.
	9	1 cup of broccoli has ~60mg of calcium. Do 60 air kicks.
	10	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	11	Do as many squats as you can.
	12	Spend 5 minutes tossing and catching a ball.
	13	Perform squats while someone calls out math problems for you to answer
	14	Take a walk.
	15	Beans have ~500mg of potassium. Jog in place as you count to 500.
	16	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	17	Family Fun: Take turns selecting an exercise to do together.
	18	Do as many push-ups as you can.
	19	Spend 5 minutes volleying a balloon in the air
	20	Hold a plank while naming all the cities that you can think of.
	21	Take a walk
	22	Half a cup of blueberries has ~40 IUs of Vitamin A. Do 40 jumping jacks.
	23	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	24	Family Fun: Build an obstacle course together
	25	Do any workout you want!
	26	Pick any sports skill and practice it for (you guessed it) 5 minutes!
	27	Name as many muscles in the body as you can while jumping in place.
	28	Do 10 tuck jumps
	29	A serving of spinach has ~20mg of magnesium. Do 20 squats!
	30	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds
	31	Pick your favorite activity and do it again!

HAND SKILLS

Activity Name	Description	Outcome Focus
Toss and Try	<p>With ball in personal space:</p> <ul style="list-style-type: none"> • Bounce the ball and catch it. • Toss the ball up and catch it. • Toss the ball up, clap and catch it. • Toss and catch with the right hand only. • Toss and catch with the left hand only. • Toss from hand to hand. 	Catches a soft object from a self-toss.
Sorta Sporty	<ul style="list-style-type: none"> • Dribble with hands and then feet, moving in different pathways. • Shoot like a basketball so it arcs and lands right in front of your feet. • Bounce (roll) the ball against the wall. • Toss against the wall and catch on a bounce off the floor, without a bounce. • Kick against the wall so it bounces straight back to you. 	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Rolling Around	<p>Standing, roll the ball around your body:</p> <ul style="list-style-type: none"> • In a circle, clockwise around both feet together; counterclockwise. • Back and forth in front of the body, behind the body. • In a circle around 1 leg and then the other. <p>On the floor:</p> <ul style="list-style-type: none"> • In plank position, back and forth from hand-to-hand. • In sit-up position, between feet and then up overhead. 	Transfers Weight, Changes Directions and Understands Relationships with Objects
Partner Passes	<p>With a partner:</p> <ul style="list-style-type: none"> • Roll the ball back and forth. • Bounce the ball to each other. Try light and strong bounces. • Toss and catch with an underhand throw. • Toss the ball high and jump to make a catch. • Toss the ball low and bend to make a catch. 	Throws Underhand, Using a Mature Pattern, Catches a Well-Thrown Ball with Hands, Works with Partner
Double Trouble	<p>With a partner, each partner with a ball:</p> <ul style="list-style-type: none"> • Roll the balls at the same time so they crash into one another. • Roll the balls at the same time so they pass each other and make it to the opposite side. • One partner bounce passes, the other passes across. • Mirror: One partner moves the ball in personal space, while the other mirrors the movements. • Follow the leader: With one partner in front and the other in back, the front partner will move through the activity area performing ball "tricks" while the other follows and copies the movements. 	Differentiates Between Self and General Space, Works with Objects



Beginning



Cat



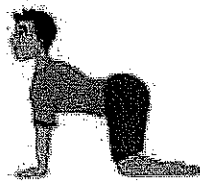
Chair



Child



Cobra



Cow



Cross-Crawl 1



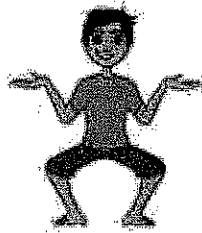
Cross-Crawl 2



Cross-Legged



Down Dog



Goddess



Knobby-Knees



Plank



Rock



Sphinx



Tall Mountain



Tree 1



Tree 2

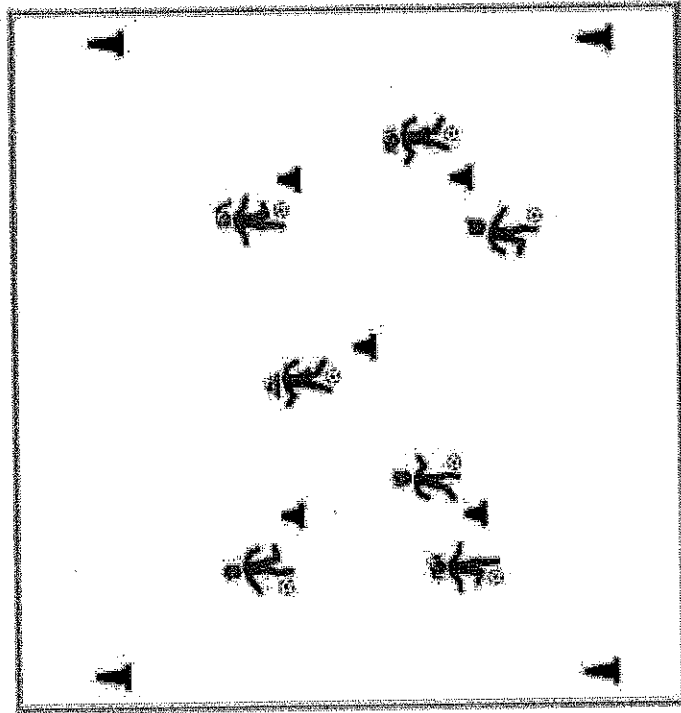


Up Dog



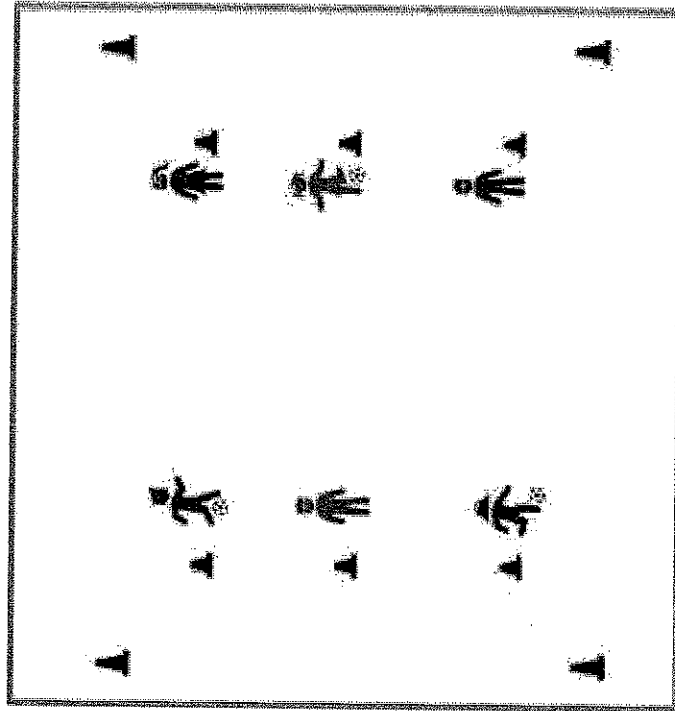
Down Dog

DRIVER'S TEST



Dribble inside the station boundaries.

PARTNER PASSING



1. When the music starts, begin passing back and forth with your partner between the cones.
2. As you pass, repeat the cues for passing out loud so your partner can hear what you say.
3. Keep passing until the music stops.

Soccer SKI SLALOM

SET-UP

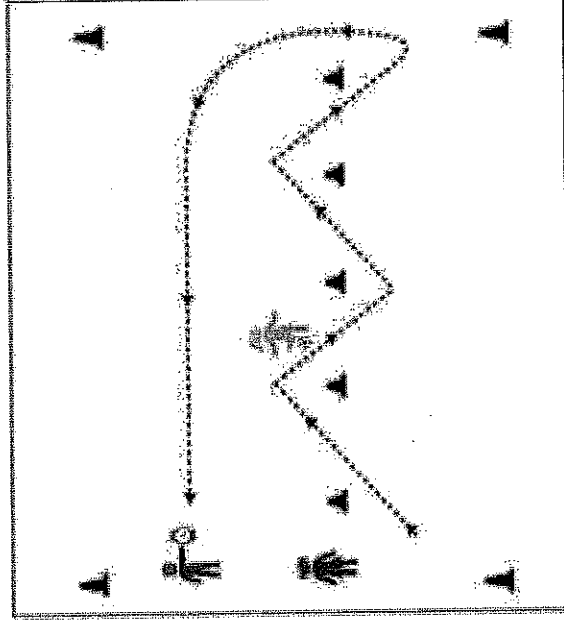
- Place cones in a zigzag pattern inside the grid station.

HOW TO PLAY

1. The player with the stopwatch says, "Go!" and starts the stopwatch.
2. One player dribbles, weaving through the cones.
3. The third player is an official and watches to be sure the racer does not miss any cones.
4. The timer stops the clock when the racer finishes. Count the number of cones missed and add 3 seconds for each one to calculate a final time.
5. Rotate jobs and repeat.

EQUIPMENT

- 1 soccer ball per 3 players
- 2 cones per player
- 1 stopwatch



SOCCKER VOLLEYBALL

HOW TO PLAY

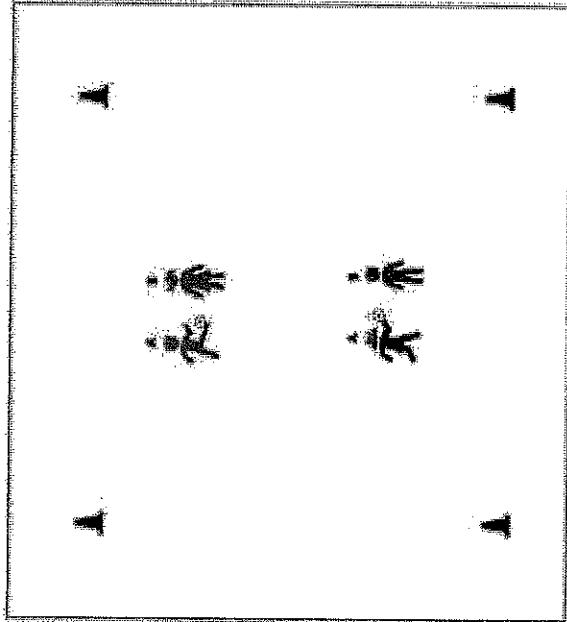
1. Partner A self-losses the ball to make 1 juggle, and then must catch the ball before it hits the ground. Partner A gives the ball to Partner B.
2. Partner B then self-losses to make 2 juggles and a catch. Partner B gives the ball to Partner A.
3. Partner A must then get 3 juggles and a catch.
4. This continues until a player does not make the necessary number of volleys/juggles OR a player does not catch the ball before it touches the ground.

EQUIPMENT

- ✓ 1 soccer ball per 2 players

SET-UP

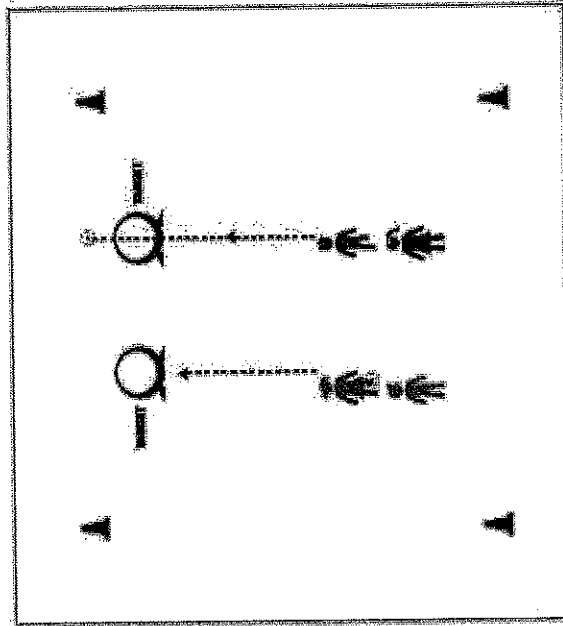
- ✓ 2 players (Partner A & Partner B) facing each other 5-7 feet apart.



SOCCER ARCHERY

HOW TO PLAY

1. Players take turns attempting to kick and hit the target.



EQUIPMENT

- ✓ 1 soccer ball per 2 players.
- ✓ Target (see set-up for options).

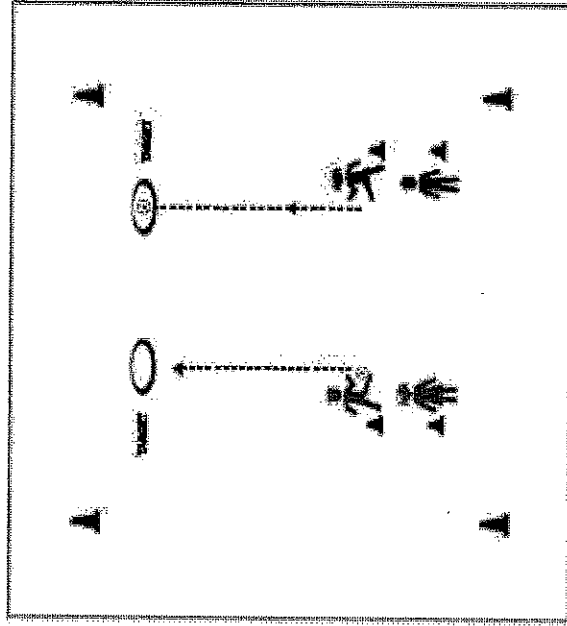
SET-UP

- ✓ Target - If inside, mark the target on the wall using tape or chalk. If outside, use large cones or hula hoops.
- ✓ Players - Have the players stand 10-15 feet away from the target for shooting and 20-25 feet away for kicking.

SOCCER BASKETBALL

EQUIPMENT

- ✓ 1 soccer ball per 2 players
- ✓ 1 hula hoop per 2 players
- ✓ 2 low profile cones per 2 players



SET-UP

- ✓ Place the hula hoop on the ground.
- ✓ Set one low profile cone 10 to 15 feet away from the hoop and the other 15 to 20 feet away.

HOW TO PLAY

1. Partners take turns punting or kicking the ball from either spot.
2. Score points by hitting inside the hoop (2 points from the closer spot and 3 points from the farther spot).

