

# 4G Distance Learning Packet

Scholar name (first and last) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

**Week 7: May 18<sup>th</sup>-May 22<sup>nd</sup>**

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

<b>Monday</b>  Check box when completed <input type="checkbox"/>	<b>Math*</b> Complete Test 18A  (page 8, fill in blank paper in packet)	<b>Reading*</b> Read pages 152 – 175 in <i>Wind in the Willows</i> Chapter 9	<b>Science</b> Soil Layers  (see pages 20-21)	<b>History</b> Causes of WWI (make sure to highlight/underline your answers) (see pages 25-26)	<b>Penmanship</b> Cooperation Essay: Read through cover page for instructions. Think of a time you had to work as a team with at least one other person. Fill in the Shaping Sheet( cursive) (pages 31-34)
<b>Tuesday</b>  Check box when completed <input type="checkbox"/>	<b>Math*</b> Complete Lesson 96 (pages 499 – 503)  (use blank paper in packet)	<b>Reading*</b> <i>Wind In the Willows</i> Complete Chapter 9 Comprehension questions. Write answers and penmanship paper.  (see pages 2-4)	<b>Latin*</b> Lesson 22 worksheet 3	<b>Spanish 5B*</b>  Vocabulary worksheet  Enrichment: Read short story answer questions at the end.	<b>Penmanship</b> Cooperation Essay: Finish Shaping sheet and start writing final draft on penmanship paper. (cursive) (pages 31-34)  <b>Art*</b> Discuss <i>Victorian Parlor II</i> by Horace Pippin; draw/color one option using “a splash of red”
<b>Wednesday</b>  Check box when completed <input type="checkbox"/>	<b>Math*</b> Complete Lesson 97 (pages 504 – 507)  (use blank paper in packet)	<b>Reading*</b> Read pages 176 – 200 in <i>Wind in the Willows</i> Chapter 10	<b>Science</b> Tornadoes  (see pages 22-23)	<b>P.E.*</b> I can dribble safely in self-space and pass with family members. (pages 41-42)	<b>Penmanship</b> Cooperation Essay: Finish writing final draft of essay. (pages 31-34)
<b>Thursday</b>  Check box when completed <input type="checkbox"/>	<b>Math*</b> Complete Lesson 98 (pages 508 – 511)  (use blank paper in packet)	<b>Reading*</b> <i>Wind in the Willows</i> Complete Chapter 10 questions  (see pages 5-6)	<b>Latin*</b> Lesson 22 worksheet 4	<b>Spanish 5B*</b> Translation worksheet  Enrichment: Read short story and answer questions at the end.	<b>Penmanship</b> WWI Spelling List: Write words 1-12 three times on penmanship paper (cursive) (see pages 35-36)  <b>Music*</b>
<b>Friday</b>  Check box when completed <input type="checkbox"/>	<b>Math*</b> Complete Lesson 98 (pages 512 – 516)  (use blank paper in packet)	<b>Reading*</b> 20-25 mins Reading on your own. This can be to get caught up with <i>Wind in the Willows</i> or can be a book of choice. If you finish a book you are encouraged to write a summary to share with your teacher.	<b>History</b> Assassination of Franz Ferdinand Make sure to highlight/underline your answers. (see pages 27-29)	<b>Character Pillar Reflection</b> Respect Penmanship sheet  (see page 39)	<b>Penmanship</b> WWI Spelling List: Write words 13-25 three times on penmanship paper in cursive  (see pages 37-38)



# Reading

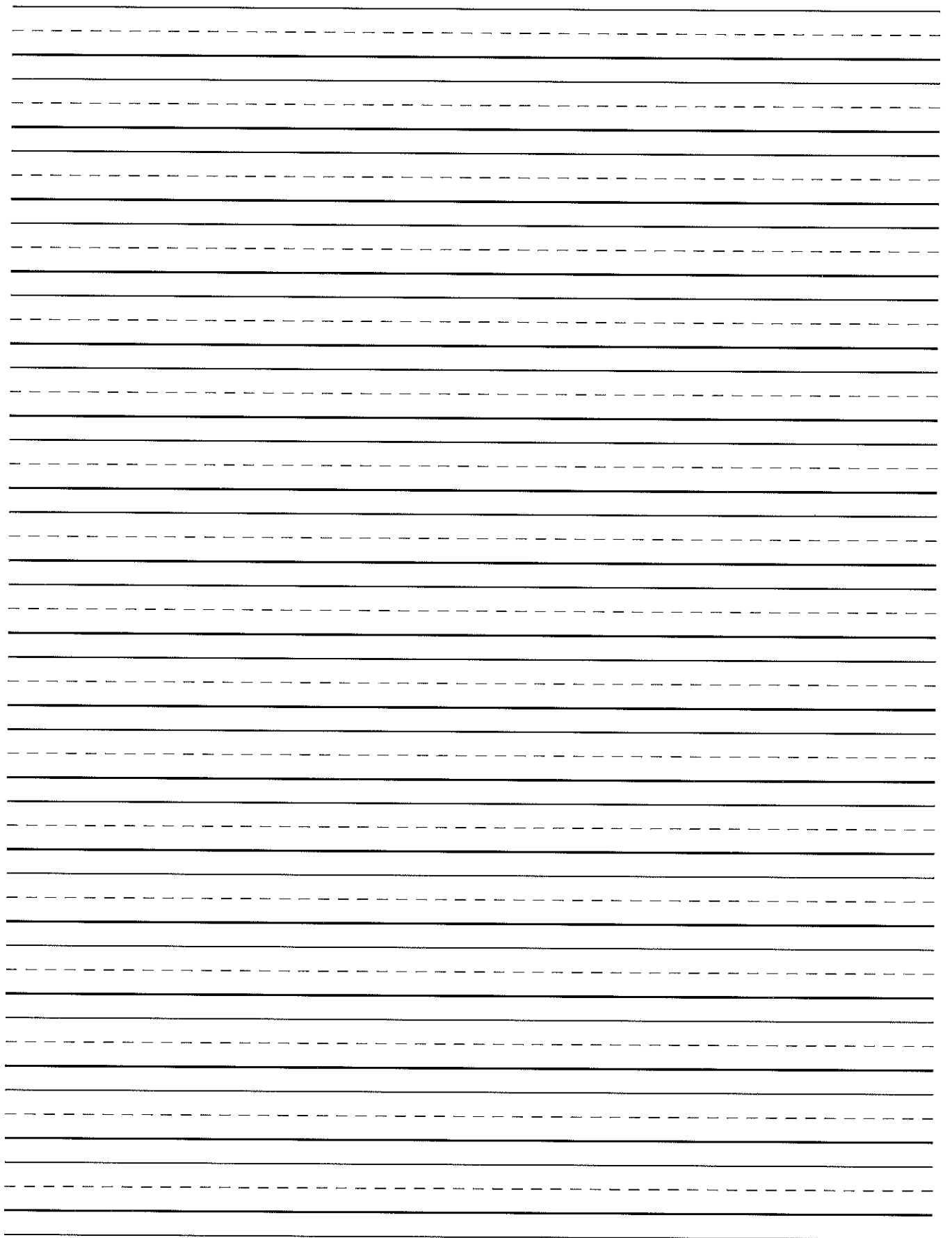
*Wind in the Willows* Chapter Nine

Make sure all answers are written in **full sentences**.

1. What are most of the animals down by the river preparing to do?
2. Why do you think Rat is getting so upset that everyone is preparing to leave?
3. Who convinces Rat to leave?
4. Who stops Rat from leaving with the Seafaring Rat? Why do you think this character didn't want Rat to leave?

## Chapter Nine Thoughts:

When the author made this book, he made a collection of short stories. He did not have much intention of putting these stories together in a novel. This chapter seems to come completely out of nowhere without adding anything to the story. This chapter requires the readers to think about the opposite of homelife, which is wayfaring. Wayfaring is when someone travels to different places instead of living in a home. In this case, many of the animals migrate to someplace warmer for the winter. Rat had always been comfortable in his home, but he changes his mind after talking to many other animals about their adventures. This chapter is ultimately about everyone's desire for adventure after being stuck in the same routine for long periods of time.



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

1. Barges are large flat boats that are used to transport goods. Traditionally, they were pulled by horses they pulled the boat from a path on the side of the river. When Toad was on the barge, what did the bargewoman ask him to do?

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2. What did Toad do after he was thrown off the barge to get revenge on the bargewoman?

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3. Do you think Toad should have spent time singing about how great he is? Why or why not?

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4. Describe what happens at the end of this chapter:

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### Wind in the Willows Chapter Ten Thoughts:

This chapter continues Toad's story. Whenever Toad gets into trouble, he decides that he is going to change and be a better animal. Toad quickly goes back to his old ways as soon as he escapes trouble and begins to gloat about how great he is. While he deserves some of the credit from his cunning escapes, much of his escapes are circumstantial. Simply stated, he gets lucky! The author is trying to explore the concept of what a "home" is. You will be reading about this for the next two chapters to conclude the story. If Toad didn't leave his home for cheap thrills and come back home a mess, he would never have to work so hard to get back to what was rightfully his. He will not learn the personal value of his home until he goes through all of these hardships to get back to it. Toad is also a fun character. The readers can't help but forgive him when he decides to throw all caution out of the window to have a good time.



# Math

1. School starts at 8:15 a.m. It takes Heather 15 minutes to walk to school. At what time should she start for school if she wants to get there 10 minutes early?

2. Write the fraction  $\frac{7}{3}$  as a mixed number.

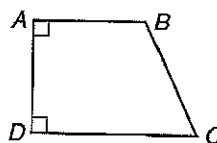
3. Reduce:  $\frac{16}{24}$

4. A half gallon of milk is how many quarts of milk?

Refer to quadrilateral  $ABCD$  to answer problems 5 and 6.

5. Which segment is perpendicular to  $\overline{AB}$ ?

6. Which angle is an acute angle?



7. A brick has the shape of a

A. cylinder

B. sphere

C. pyramid

D. rectangular solid

8. What number is  $\frac{3}{8}$  of 24?

9. What is the median of these seven test scores?

90, 80, 100, 80, 85, 90, 80.

10. Write a fraction equal to  $\frac{2}{3}$  that has a denominator of 6.

11. Write 0.125 with words.

12.  $36,015 - 3156$

13.  $506 \times 240$

14.  $8 \overline{)12.64}$

15.  $\frac{3}{8} \times \frac{1}{2}$

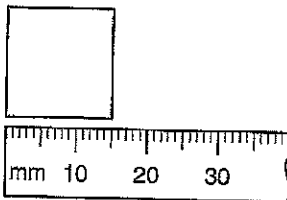
16.  $\sqrt{16}$

17.  $\frac{3}{4} \div \frac{3}{4}$

18.  $\frac{5}{6} - \frac{1}{6}$

19.  $3\frac{1}{8} + 1\frac{5}{8}$

20. What is the perimeter of this square?



Name \_\_\_\_\_

**Lesson Recording Form**

**B**

Lesson \_\_\_\_\_

**Written Practice Solutions**

*Show all necessary work.*

*Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

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

Name \_\_\_\_\_

**Lesson Recording Form**

**B**

Lesson \_\_\_\_\_

**Written Practice Solutions**

*Show all necessary work.*

*Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

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

Name \_\_\_\_\_

**Lesson Recording Form**

**B**

Lesson \_\_\_\_\_

**Written Practice Solutions**

*Show all necessary work.*

*Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

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



Name \_\_\_\_\_

Lesson \_\_\_\_\_

# Lesson Recording Form

**B**

## Written Practice Solutions

*Show all necessary work.*

*Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

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

Name \_\_\_\_\_

**Lesson Recording Form**

**B**

Lesson \_\_\_\_\_

**Written Practice Solutions**

*Show all necessary work.  
Please be neat.*

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.

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

# Science

# Soil Layers

Soil is made up of distinct horizontal layers. If you could take an elevator ride through the earth's surface you would pass several distinct layers.

## *What are the layers of soil?*

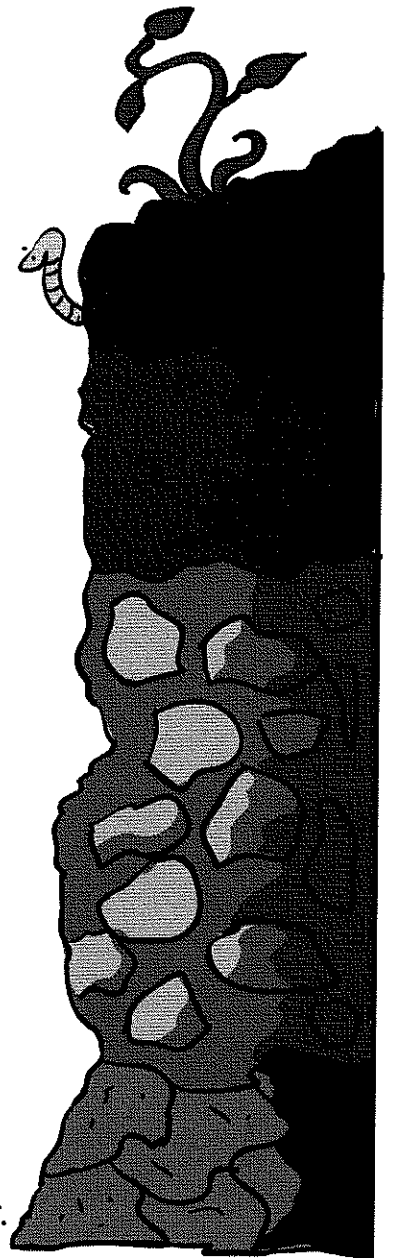
The **humus** is the topmost layer of soil. It contains quite a bit of living material, plants, decaying leaves, needles, moss, and more. This layer is thin and very dark in color.

The **topsoil** is the next layer down. It is made mostly of minerals, and most plant roots live here. This layer is also dark in color due to the amount of decaying plant and animal matter.

The **subsoil layer** is next. It is made of sand, silt and clay that have not been broken down all the way, so it usually has less organic material in it. It is also lighter in color.

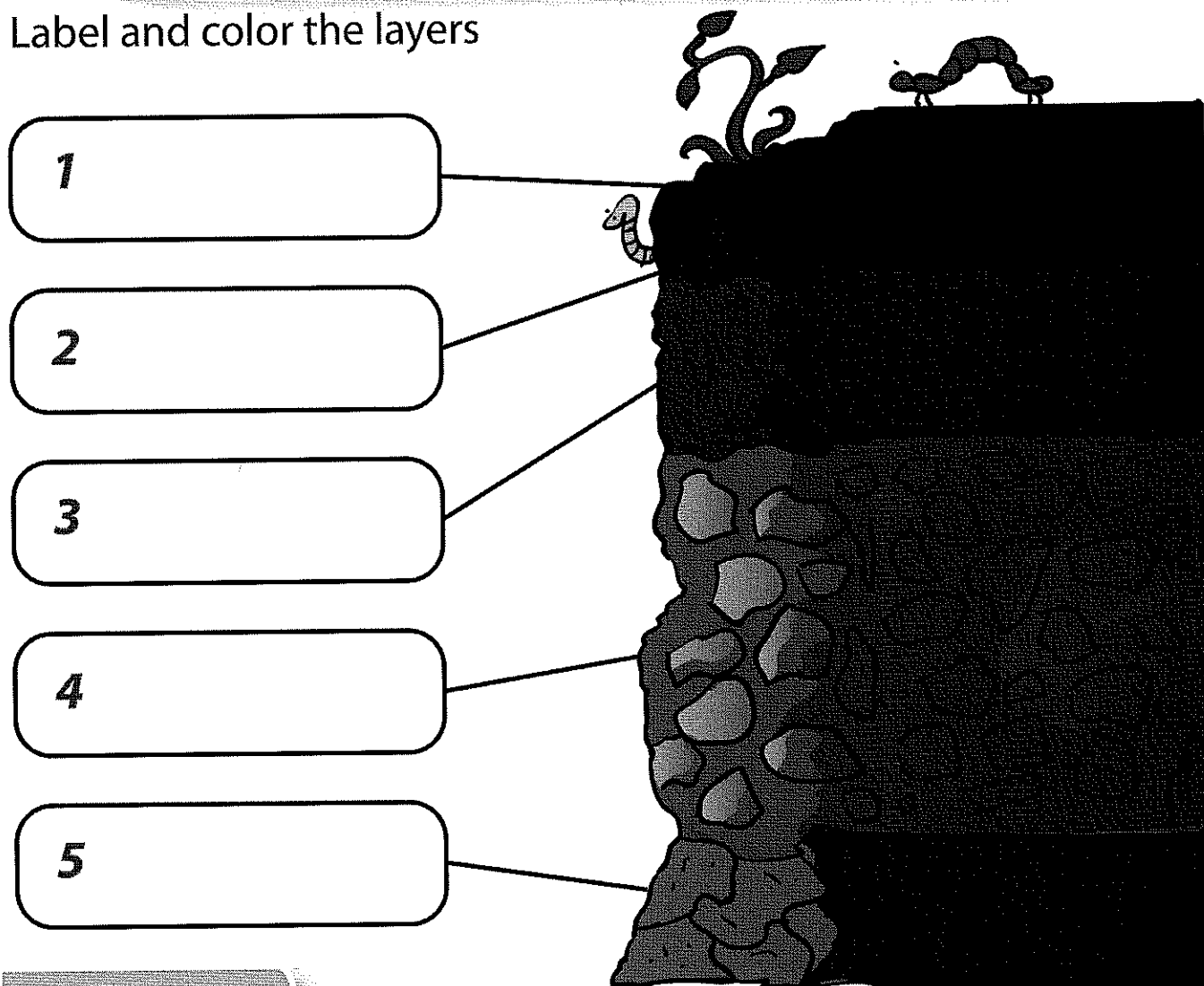
The **parent material** is the next layer down. It is mostly rock that has been slightly weathered. Not many things live down here, except for the biggest tree roots.

The **bedrock** is the lowest layer of soil. It is a solid rock layer.



# Soil Layers

Label and color the layers



## Word Bank

**Humus**

**Parent Material**

**Topsoil**

**Bedrock**

**Subsoil**

# Explore Tornadoes!

## phenomenal science

A **tornado** is an amazing, awesome act of nature that can leave citizens dumbfounded. It's a huge, swirling, beast of a storm that can appear to have a mind of its own.

**Tornadoes** start with a massive thundercloud. The cloud sucks huge amounts of air up its center. In the largest clouds, called **super cells**, there is enough energy in that upswelling of air to spawn a **tornado**. As warm, wet air collides with cool, dry air, the storm will spin faster and faster. It finally twists down to the ground, creating a **tornado**.

If you've ever seen a whirlpool form in a drain, you have seen how a **tornado** works. A drain's whirlpool, also known as a **vortex**, forms because of the down draft that the drain creates in the body of water. The downward flow of water into the drain begins to rotate, and as the rotation speeds up the **vortex** forms.

**Tornadoes** move and devour the ground, following a path controlled by the thundercloud it came from. Sometimes the **tornado** will appear to hop. The hops occur when the **vortex** is disturbed. The **tornado's vortex** will hop, form, and collapse along the thundercloud's path.

Scientists measure **tornado** strength on the **Fujita Scale**, also known as the **F-Scale**. Wind speeds are estimated by the damage accumulated from a **tornado**. Once those wind speeds are established, a **tornado** can be placed on the **F-Scale**. The weakest **tornadoes** are rated **F-0** with wind speeds of up to 72MPH. **F-2 tornadoes** can tear roofs from houses and destroy mobile homes. **F-4 tornadoes** are able to toss cars up in the sky with winds of up to 260mph. **F-5 tornadoes** bring total devastation at over 300 mph, no faster winds have ever been recorded by scientists. An **F-5 tornado** can pick up a cow and launch it as a projectile.

Despite modern radar technology, experts cannot predict exactly when and where a **tornado** will touch down. It's important to pay attention to emergency broadcasts if you live in a **tornado zone**. Should a **tornado** happen where you live, the safest place to be is an underground storm shelter with a very strong door such as a basement or emergency shelter.

## Historical Tornadoes

1840

### Great Natchez Tornado

The 2nd deadliest tornado in US history, this storm killed 317 people and injured 109.

1925

### Tri-State Tornado

This giant storm left the longest recorded track in the world at 219 miles in length.

1974

### Super Outbreak

Over 148 tornadoes hit 13 states, with nearly 30 of the tornadoes ranked on the Fujita Scale as F5.

2011

### Joplin Tornado

One of the costliest single tornadoes in US history, the cost to rebuild after the Joplin disaster reached \$3 billion.

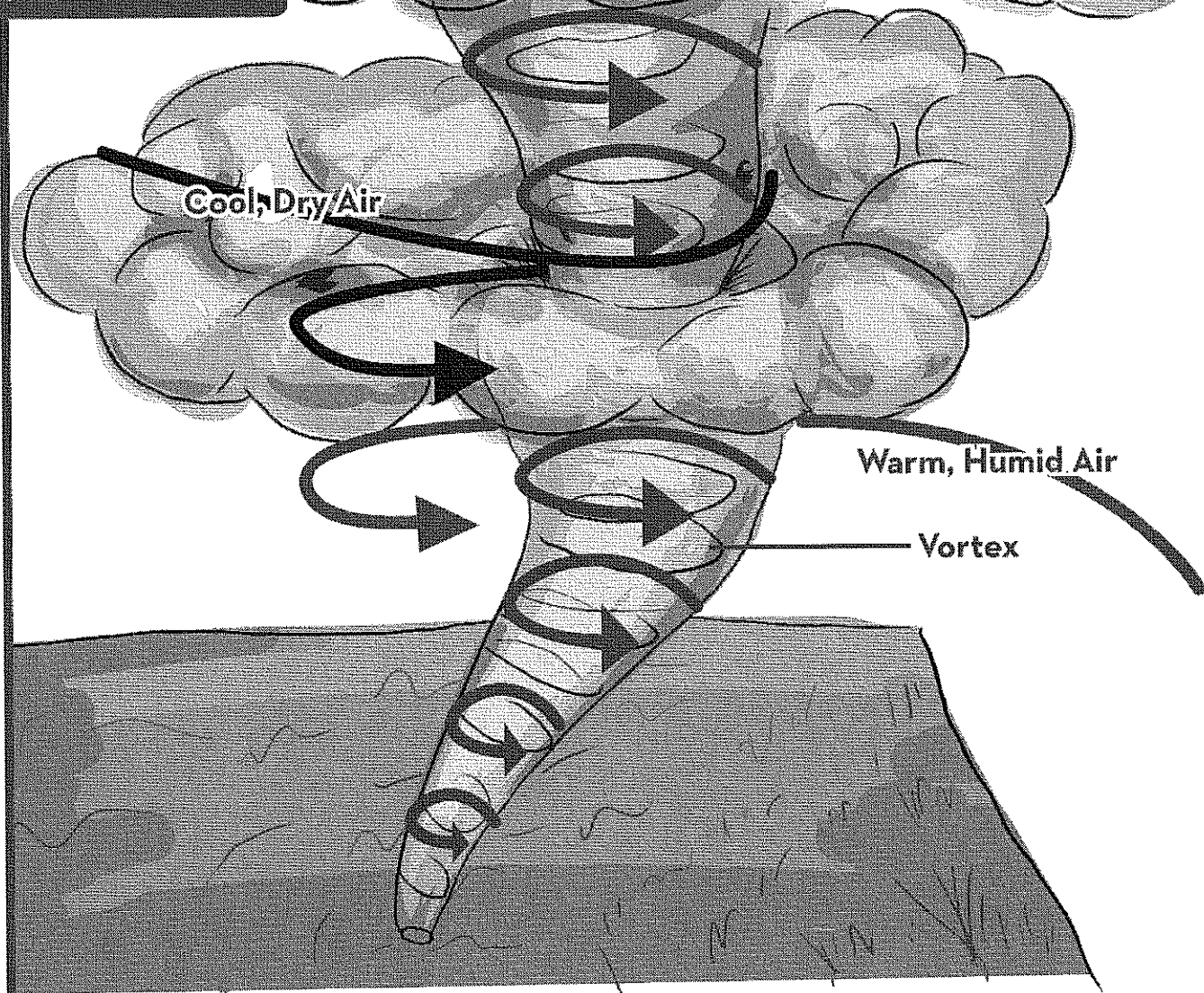
## Safety Tips

- 1 Seek shelter immediately during a tornado.
- 2 Keep away from windows.
- 3 Keep away from electric sockets and wires.
- 4 Keep an emergency radio.
- 5 Move to a basement or under a sturdy table.
- 6 Research ways to secure and prepare your home.
- 7 Lay face down on the ground and cover yourself.



# Explore Tornadoes!

phenomenal science



**After reading the article on tornadoes, please answer the following questions:**

What makes a tornado spin?

\_\_\_\_\_

What is the Fujita Scale?

\_\_\_\_\_

Describe how a tornado moves.

\_\_\_\_\_

# History

Name: \_\_\_\_\_

## Causes of World War I

### 4G History: WWI

Remember to underline or highlight the answers in the text

Many people didn't want a war to begin. Mothers and fathers all over Europe hoped for good lives for their sons who were just becoming adults. Young men hoped to begin their adult lives by going to work, getting married, and raising families. Instead, in 1914, many of them went to war.

Some of the leaders in Europe didn't want the war to begin either. They tried to convince others not to go to war. Instead, one country after another declared war.



How did it happen? What caused World War I?

There were several causes of World War I. The most immediate cause was the assassination of Archduke Francis Ferdinand of Austria-Hungary.

Austria-Hungary decided that Serbia was to blame for the assassination and declared war on Serbia.

Before the assassination, there were other things going on in Europe that led up to the war. One thing was an increase in the feeling of nationalism in many European countries. Nationalism is something like patriotism, so you may be surprised to hear that it was one cause of the war, but nationalism doesn't just mean supporting your own country. Nationalism means putting the interests of your own country above everything else and ignoring the rights of people in other countries.

Another cause of the war was military alliances. When two or more countries make an alliance, they agree to support each other if a war begins. Germany formed an alliance with Austria-Hungary, and Great Britain formed alliances with France and Russia.

Alliances made countries on both sides feel powerful. With their allies, they felt safe from attack. The alliances were a cause of the war because, once countries felt safe from attack, they also felt free to take actions that might anger other countries. Tensions built up among the countries of Europe.

As tensions built up, countries in Europe began to make more and more weapons. Each side wanted to be in a position of power, just in case.

With all of this going on, can you see why parts of Europe were referred to as a "powder keg"? The situation in Europe had made it a place that could explode at any moment, just like a barrel full of gunpowder.

The assassination of the archduke was the spark that set off the powder keg. Feelings of nationalism made countries decide to fight. Alliances brought in more countries. With stockpiles of weapons, a war could begin right away. World War I was the largest and most horrible war that had ever happened up to that time.

Did it all have to happen? Suppose the archduke had never been shot. Do you think the countries of Europe might have found other ways to solve their problems? Do you think they might have made some different choices before it was too late?

## Causes of World War I

### Questions

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- \_\_\_\_\_ 1. World War I began in \_\_\_\_\_ in \_\_\_\_\_.
  - A. Europe, 1914
  - B. the United States, 1914
  - C. Europe, 1814
  - D. France, 1914
- \_\_\_\_\_ 2. There were \_\_\_\_\_ causes of World War I.
  - A. five
  - B. no known
  - C. several
  - D. two
- \_\_\_\_\_ 3. World War I was fought \_\_\_\_\_.
  - A. for freedom
  - B. to end slavery
  - C. to save Austria-Hungary from a Serbian attack
  - D. as the result of several problems in Europe
- \_\_\_\_\_ 4. The first country to declare war was \_\_\_\_\_.
  - A. Serbia
  - B. Austria-Hungary
  - C. Germany
  - D. Great Britain
- \_\_\_\_\_ 5. The word that means an agreement among countries to support each other in time of war is \_\_\_\_\_.
  - A. tension
  - B. nationalism
  - C. arms race
  - D. alliance
- \_\_\_\_\_ 6. One definition of this word could be "too much patriotism."
  - A. nationalism
  - B. tension
  - C. arms race
  - D. alliance
- \_\_\_\_\_ 7. In the early 1900s, countries in Europe were producing more and more weapons in order to be more powerful than their neighboring countries. This could be called \_\_\_\_\_.
  - A. tension
  - B. an alliance
  - C. nationalism
  - D. an arms race

Name: \_\_\_\_\_

## The Assassination of Archduke Francis Ferdinand

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**4G History: WWI**      Remember to underline or highlight the answers in the text

Archduke Francis Ferdinand was next in line to be the leader of his country, Austria-Hungary, but not everyone in his country was happy about that. The Serbians living in Bosnia, which had been taken over and made a part of Austria-Hungary, did not want him to be in charge. Nevertheless, Archduke Ferdinand planned a trip to Sarajevo, the capital of Bosnia, for the feast day of Saint Vitus. He was warned in advance that this could be a dangerous trip.



Archduke Ferdinand decided to go anyway. His fourteenth wedding anniversary would take place during the trip, and his wife, Sophie, went with him. Together, they would ride in a royal motorcade through the city of Sarajevo on their way to a reception at City Hall.

They arrived in Sarajevo on June 28, 1914, with a motorcade of four cars. The Archduke and his wife rode in an open car, the second one in line. Crowds of people lined the streets to see them pass by.

Seven members of a terrorist organization were hidden within the crowd. Each of the seven members carried a bomb or a gun, and they waited for an opportunity to attack the Archduke's car. One of the assassins saw his chance and threw a bomb at the Archduke's car. The car's chauffeur saw what was happening and sped up, trying to avoid the bomb. He wasn't fast enough. The bomb hit the car but bounced off and destroyed the next car in line behind the Archduke's. The assassin was caught, and the Archduke and Sophie continued on their way to attend the reception.

After the reception, people urged the Archduke and Sophie to take the quickest route out of town. As they left town, crowds again lined the route, and the assassins waited, hidden within the crowd. When the Archduke's car had to slow down and nearly stop at a sharp turn, one assassin made his move. Gavrilo Princip shot Archduke Ferdinand and Sophie. Sophie died immediately, and it was reported that Archduke Ferdinand only had time to say his wife's name, "Sophie-" before he died too. Gavrilo Princip was captured.

Gavrilo Princip was only 19 years old. He had joined a group of young Serbian nationalists who had been trained to use terrorist methods to fight for what they believed in. All seven of the terrorists who had waited for the Archduke's car to pass were members of this group. All of them were young men, and in fact, several of them were teenagers; their ages ranged from 17 to 27. The two who attacked the cars were tried and sentenced to 20 years each. Of the seven, six were captured.

The captured terrorists were interrogated about who had trained them. Was it the government of Serbia or an outside group? They said that their group did not have any ties with the government of Serbia, but many people believed that it did.

The incident stirred up the anger between the countries of Austria-Hungary and Serbia, and it renewed the conflicts between the two nations. Austria-Hungary blamed the incident on Serbia. On July 28, 1914, exactly one month after Archduke Ferdinand and his wife Sophie had been shot, Austria-Hungary declared war on Serbia. World War I began.

#### The Assassination of Archduke Francis Ferdinand

### Questions

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- \_\_\_\_\_ 1. The incident that started World War I was the assassination of \_\_\_\_\_.  
A. Archduke Ferdinand  
B. Sophie  
C. the King of Austria Hungary  
D. Gavrilo Princip
- \_\_\_\_\_ 2. The Serbians were unhappy because Austria-Hungary had taken over \_\_\_\_\_.  
A. Hungary  
B. Serbia  
C. Bosnia  
D. Austria
- \_\_\_\_\_ 3. Austria-Hungary blamed the assassination on \_\_\_\_\_.  
A. Serbia  
B. Bosnia  
C. Austria  
D. Hungary
- \_\_\_\_\_ 4. Archduke Ferdinand was assassinated while he was \_\_\_\_\_.  
A. attending a reception  
B. sailing in a ship  
C. making a speech  
D. riding in a car
- \_\_\_\_\_ 5. The war began \_\_\_\_\_ after the assassination.  
A. two years  
B. one week  
C. the next day  
D. one month
- \_\_\_\_\_ 6. The assassin was \_\_\_\_\_.  
A. acting alone  
B. part of a group  
C. a teenager  
D. both b and c

#### The Assassination of Archduke Francis Ferdinand

- \_\_\_\_\_ 7. Sarajevo was a dangerous place for the Archduke to visit because of \_\_\_\_\_.
- A. the conflict between Austria-Hungary and the Serbian nationalists
  - B. a battle that had just occurred there
  - C. the high rate of violent crime there
  - D. none of the above
- \_\_\_\_\_ 8. A person who is a nationalist would \_\_\_\_\_.
- A. plan attacks
  - B. work on a compromise
  - C. always put his own nation's interests first
  - D. support a peace treaty between his country and another country

# **Penmanship and Character Pillars**



## Cooperation

Name \_\_\_\_\_

**Writing Prompt:** Think about a time when you had to use teamwork (cooperation) to accomplish something. Write a two-chunk personal narrative (2+:1) explaining how each person's job was important to reaching the goal.



**Process:**

1. Introduce the topic (blue=topic sentence). Tell what cooperation is and the goal you and your team were trying to reach.
2. Organize the ideas by explaining the job of each team member (red=concrete details).
3. Develop the topic by providing examples of what went well as you worked together (green=commentary).
4. Make sure to use a variety of sentence types and lengths in your essay.
5. Conclude by stating how cooperation helped you reach your goal (blue=concluding sentence).

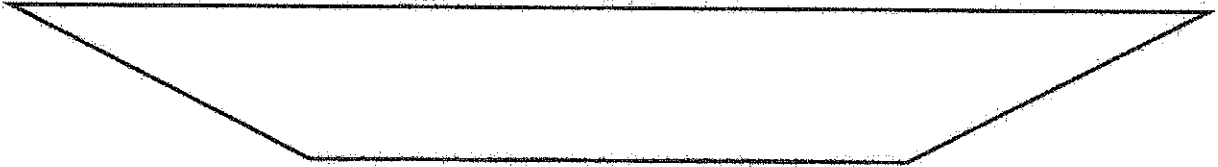
Writing Trait	4	3	2	1
Organization/ Paragraphs	Paragraph begins with a topic sentence; team jobs are described; commentary about what worked well is included; ends with a concluding sentence	Paragraph is missing one of the following: Topic sentence Details about jobs Commentary Concluding Sentence (Circle missing one)	Paragraph is missing two of the following: Topic sentence Details about jobs Commentary Concluding Sentence (Circle missing ones)	Paragraph is missing 3 or more of the following: Topic sentence Details about jobs Commentary Concluding Sentence (Circle missing ones)
Effective Sentences (variety)	A variety of sentence structures are used. I'm looking for different lengths and types.	Some variety in sentence structures.	Sentences are mostly one type.	No variety in sentences structures; sentences unclear.
Development	Central idea supported by many strong, specific details.	Central idea has adequate support by some details.	Central idea has only limited supporting details.	Unclear central idea; little or no details provided.
Conventions (spelling, grammar and punctuation)	Few, if any, errors.	Few errors.	Some errors.	Many errors.

Total:  $\frac{\quad}{16} = \quad \% = \bigcirc$

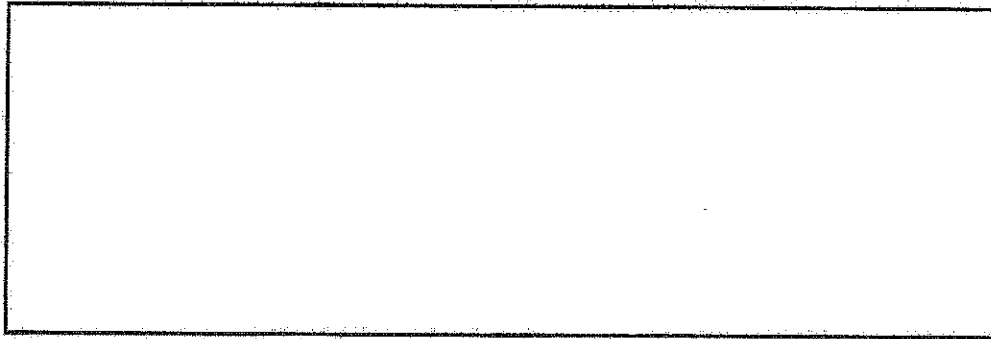
Narrative : *Cooperation*

J  
S  
W  
P  
1

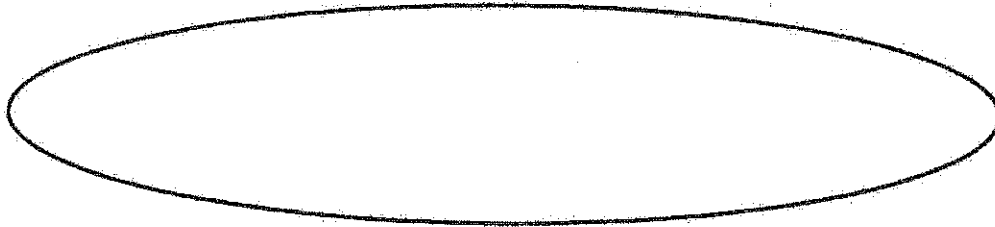
TS



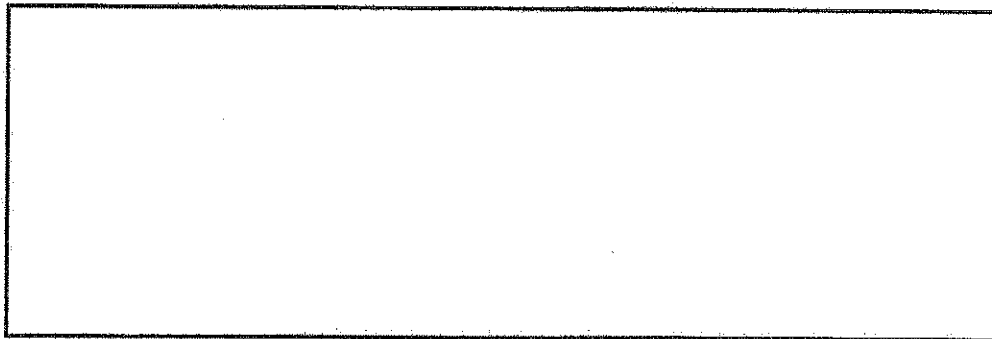
2 OR  
MORE  
CDS



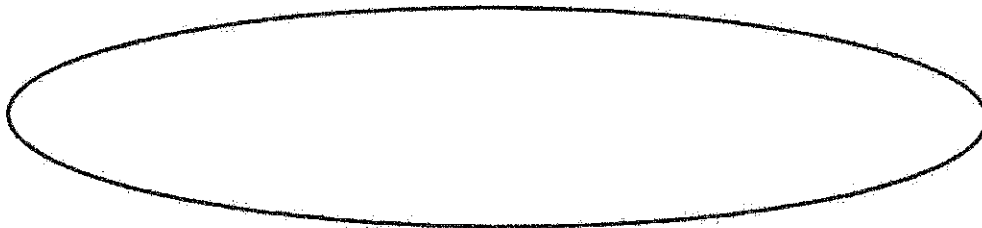
CM



2 OR  
MORE  
CDS



CM



CS

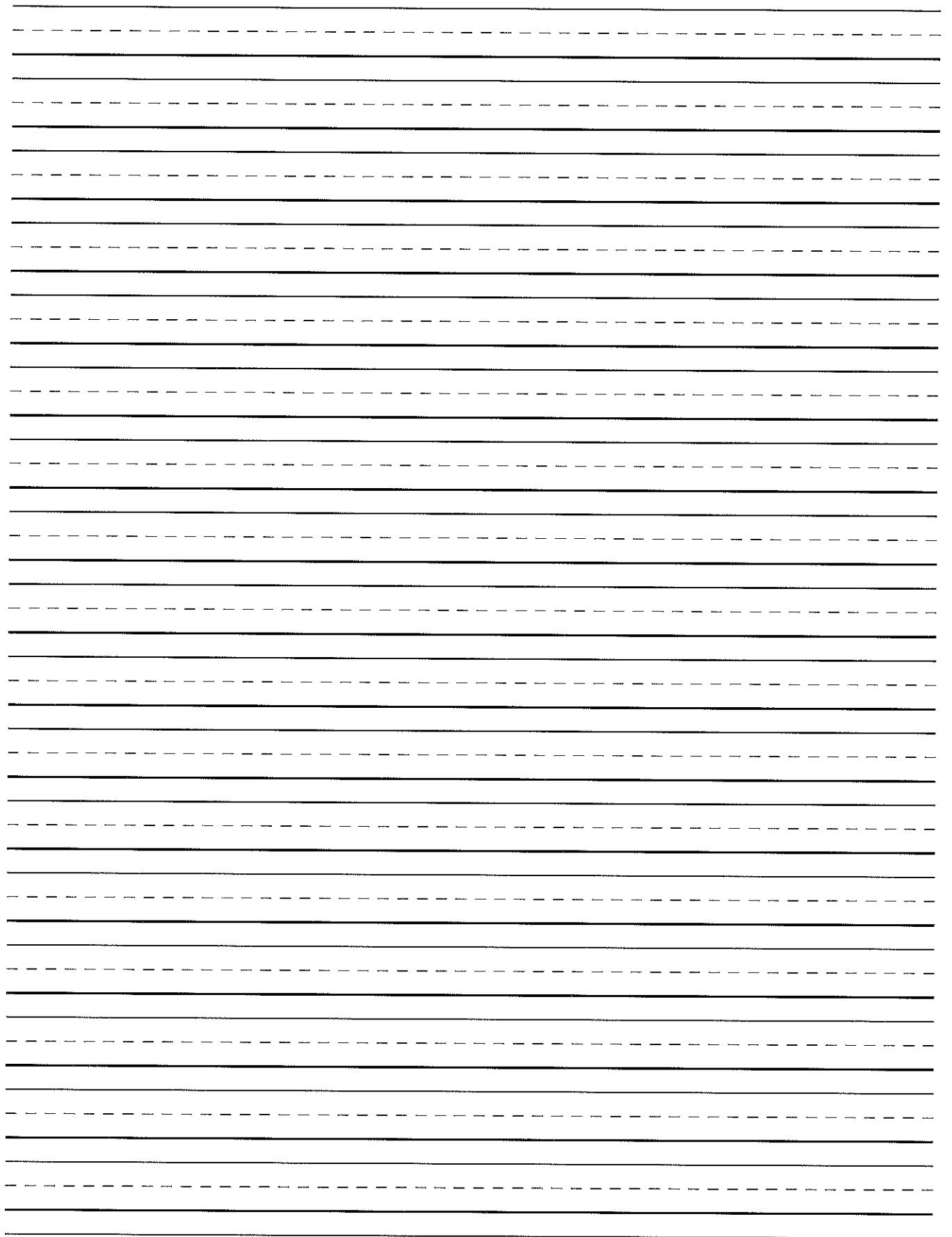


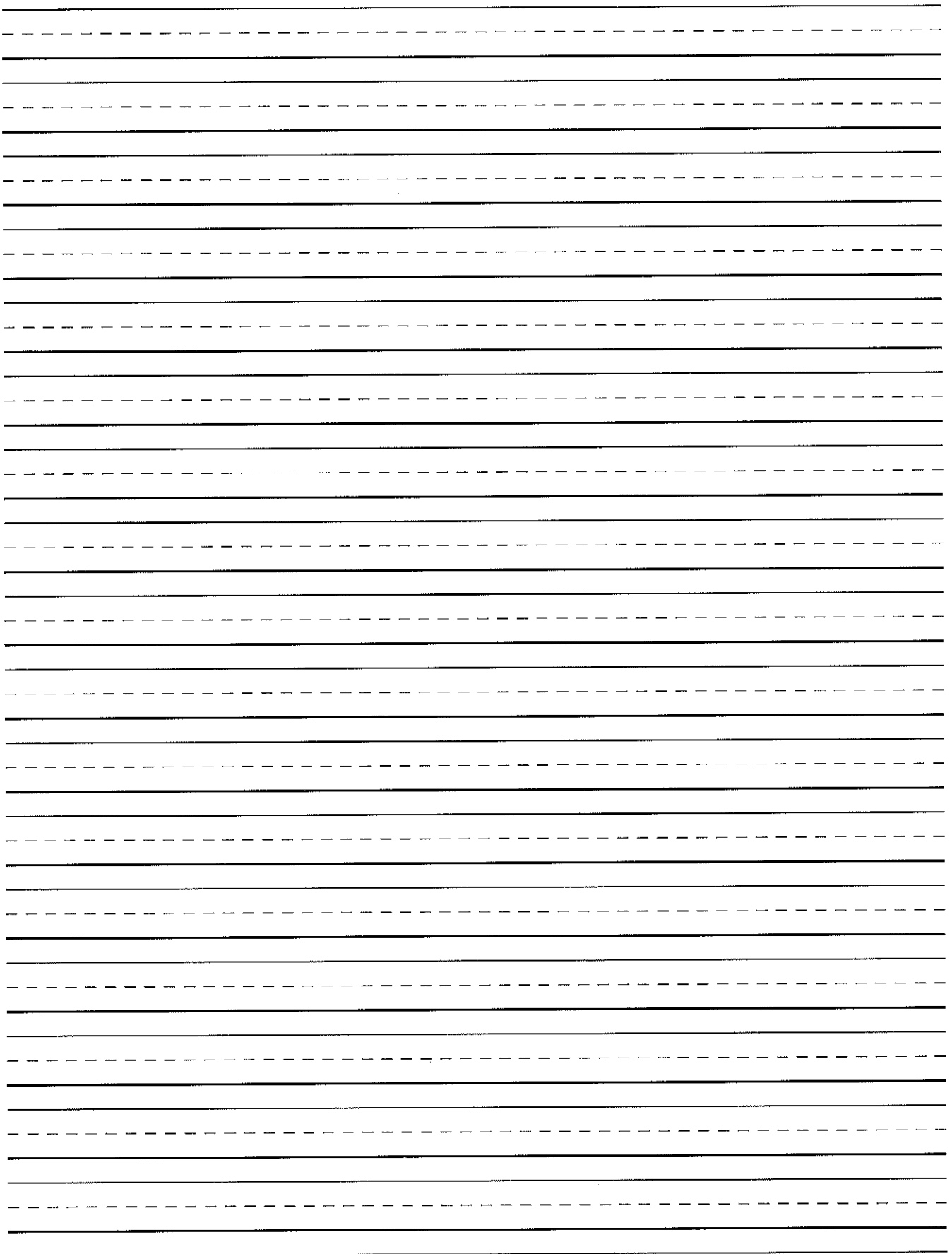
Name: \_\_\_\_\_  
(write story in cursive)



## World War I Spelling List

1. alliance
2. assassinated
3. European (make sure to capitalize this!)
4. conquer
5. unification
6. neutral
7. invade
8. tanks
9. trench
10. victory
11. artillery
12. zeppelin
13. blockade
14. passenger
15. quarrel
16. mustard
17. casualty
18. protection
19. outcome
20. revolution
21. committee
22. Armistice (make sure to capitalize this!)
23. propaganda
24. offensive
25. remembrance





# Respect

To treat others and myself with kindness. To be polite and considerate. To appreciate the good in others and myself and show compassion. To treat others and the property of others as I wish to be treated.

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

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline for cursive letter formation.



# Phy Ed

**SCHOOL OF GRAMMAR P.E. Soccer Unit CHECKLIST – Check each box when you complete it! Have fun!**

**Name:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **3G/4G**

- ☐ Week 1: (May 11<sup>th</sup> – May 15<sup>th</sup>) I can dribble safely in self-space and pass with family members.
- ☐ Week 2: (May 18<sup>th</sup> – May 22<sup>nd</sup>) I can kick accurately to a target with my soccer skills.
- ☐ Week 3: (May 25<sup>th</sup> – May 29<sup>th</sup>) I can control the ball using the inside and outside of my foot.
- ☐ Week 4: (June 1<sup>st</sup> – June 5<sup>th</sup>) I can pass my ball with control towards the target to score a point.
- ☐ Week 5: (June 8<sup>th</sup> -June 12<sup>th</sup>) I can practice using my skills while playing games with family members.



# SCHOOL OF GRAMMAR PE DISTANCE LEARNING



## SOCCEER UNIT

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>My Learning Goals</b>	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.
<b>Today's Vocabulary</b>	<b>DRIBBLE</b> Maneuvering a ball under the control of a single player.	<b>ACCURACY</b> The quality of being correct, precise, or on target.	<b>INSIDE OF THE FOOT</b> The longest section of the foot, running down the side from the big toe to the heel.	<b>PASS</b> To move an object from one space to another.	<b>PRACTICE</b> To purposefully perform an activity or skill repeatedly in order to make an improvement.
<b>Warm-Up Activity</b>	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
<b>Learning Focus Activity</b>	<b>Activity 1:</b> 1 <sup>st</sup> : <u>Driver's Test</u> Activity Card 2 <sup>nd</sup> : <u>Partner Passing</u> Activity Card Using a soccer ball or a sock ball practice your skills safely.	<b>Activity 2:</b> <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>	<b>Activity 3:</b> <u>Soccer Ski Slalom</u> Activity Card Using a soccer ball or a sock ball practice your skills safely.	<b>Activity 4:</b> <u>Soccer Bocce</u> Activity Card Using a soccer ball or a sock ball practice your skills safely.	<b>Activity 5:</b> <u>Soccer Volleyball</u> Or <u>Soccer Basketball</u> Get creative by substituting different equipment for items you have at home.
<b>Daily Movement Activity</b>	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet	See Daily Activity Sheet
<b>Refocus (Do each yoga position for 30 seconds)</b>	Yoga Card 1	Yoga Card 2	Yoga Card 3	Yoga Card 4	Yoga Card 5
<b>Did I log my total activity time?</b>	YES or NO?	YES or NO?	YES or NO?	YES or NO?	YES or NO?
<b>How am I feeling today?</b>	