

4G Distance Learning Packet

Scholar name (first and last) _____

Parent/Guardian Signature _____

Classroom Teacher _____

Week of: May 25th-May 29th

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

Monday Check box when completed <input type="checkbox"/>	Math* Complete lesson 100 (pages 7-8)	Reading* Read <i>Wind in the Willows</i> Chapter 11	Science The Water Cycle (page 25)	History Schiefflen Plan (make sure to highlight/underline your answers) (pages 19-21)	Penmanship Figurative Language Introduction: Simile, Metaphor, Personification (write in cursive) (pages 29-30)
Tuesday Check box when completed <input type="checkbox"/>	Math* Complete test 19A (pages 9-11)	Reading* <i>Wind In the Willows</i> Complete Chapter 11 Comprehension questions. (Pages 2-3)	Latin* Lesson 23 worksheet 1	Spanish* Translate the sentences into Spanish with the verb conjugated correctly. Enrichment: Crossword Puzzle	Penmanship Using Figurative Language (write in cursive/on penmanship paper) (pages 31-32) Art* Art Assignment: Discuss <i>Poppy and Two Calla Lilies on Pink</i> by Georgia O'Keeffe; draw/color an oversized flower
Wednesday Check box when completed <input type="checkbox"/>	Math* Complete Lesson 101 (pages 12-13)	Reading* Read <i>Wind in the Willows</i> Chapter 12	Science Explore Monsoons (pages 26-27)	P.E.* I can kick accurately to a target with my soccer skills. Pages (43-44)	Penmanship Spelling List 100: Write words 1-12 three times. (Cursive) (pages 33-35)
Thursday Check box when completed <input type="checkbox"/>	Math* Complete Lesson 102 (pages 14-15)	Reading* <i>Wind in the Willows</i> Complete Chapter 12 questions (page 4)	Latin* Lesson 23 worksheet 2	Spanish 5B* Match the English and Spanish vocabulary words. Write sentences using the current vocabulary.	Penmanship Spelling List 100: Write words 13-25 three times. (Cursive) (pages 33-35) Music*
Friday Check box when completed <input type="checkbox"/>	Math* Complete Lesson 103 (pages 16-17)	Reading* 20-25 mins Reading on your own. Can be to get caught up with <i>Wind in the Willows</i> or can be a personal book. If you finish a book we encourage you to write a summary to share with your teacher. (page 5)	History Countries of the Alliances (pages 22-23)	Character Pillar Reflection Citizenship Penmanship worksheet (page 41)	Penmanship Spelling List 100 (2). Write a short story paragraph (at least 5 sentences) using 5 bolded words. (Cursive) (page 36-38) Enrichment: See how many of the spelling words you can use correctly in your story. (pages 39-40)

Reading

Wind in the Willows Chapter Eleven

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

- F Toad wanted to argue with Rat about his adventures until he saw himself. What did he see?

2. What was something important that Rat had to tell Toad about Toad Hall?

3. Toad didn't believe Rat, how did Toad find out about Toad Hall for himself?

4. What did Badger tell Toad about how to get into Toad Hall?

Wind in the Willows Chapter Eleven Thoughts:

This chapter once again mentions the theme of a home. In order for Toad to get his home back, he has to get back to his roots. This means that Toad has to rediscover who he once was and who his friends were. If Toad had not kept his friendship with Badger, Mole, and Rat, then Toad would never had discovered what happened to Toad Hall. Even worse, Toad probably would have done something that would have gotten him killed. He would have never learned about the secret passageway so the team could devise a plan on how to reclaim Toad Hall. This chapter also builds suspense for the grand finale where the main animal characters must fight to reclaim Toad's home. We see each character deal with their stress in a different way. What ultimately brings the friends together is a sense of loyalty that cannot

be unbroken between good friends. Toad allows his friends to mention their concerns and make demands without getting frustrated with them. He may not always listen to them, but he understands that their demands come from a place of love. He is too loyal to his friends to treat their concerns and demands as too pushy or meddling.

Wind in the Willows Chapter Twelve

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

E Why were Badger, Mole, and Rat going to leave Toad behind in the tunnel?

2. What were the Weasels doing when Rat, Toad, Mole, and Badger entered the hall?

3. Do you think the weasels got what they deserved? Why or why not?

4. How did Toad change by the end of the book?

Wind in the Willows Chapter Eleven Thoughts:

In this final chapter, we see Toad completely change from the animal he once was into a more respectable, humble animal. For the story to have a happy ending, the readers must know that Toad has changed so the four friends can live happily ever after with impressive reputations and peace in their hearts. However, I still hope that Toad has held onto a bit of his past self because he was so much fun to read about! Kenneth Grahame concludes *Wind in the Willows* with a valuable lesson about the value of home. This lesson is learned by the main characters and is the reason that we still read *Wind in the Willows* today. The value of home is something that transcends culture and time to still make this book relevant today!

Reading Instructions:

Once you have finished reading *Wind in the Willows* and answered your comprehension questions, please return the book by placing it in your delivery envelope! I really hope you enjoyed this book! This book also counts for one book towards the 30 Book Review!

Math

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.	
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Also take Facts Practice Test I
(40 Fractions to Reduce).

Name _____

1. What is the reciprocal of $\frac{3}{2}$?
(95)

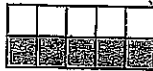
2. Write fractions equal to $\frac{1}{3}$ and $\frac{1}{4}$ with denominators of 12. Then add the fractions.
(79)

3. Sally had 3 dozen fig trees which she planted in 4 rows. How many trees were in each row?
(21)

4. (a) What number is $\frac{1}{3}$ of 60?
(86)

(b) What number is $\frac{2}{3}$ of 60?

5. Name the shaded part of this rectangle
(71)



(a) as a reduced fraction

(b) as a decimal number

(c) as a percent

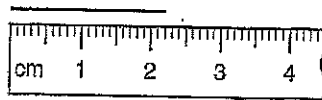
6. List these numbers in order from least to greatest:
(69)

$$\frac{1}{2}, 0.1, 0$$

7. Write the length of this segment
(65)

(a) as a number of centimeters

(b) as a number of millimeters



8. Reduce: $\frac{20}{12}$
(91)

9. $\frac{3}{5} = \frac{n}{10}$
(79)

10.
$$\begin{array}{r} 43.1 \\ 8.52 \\ + 16.8 \\ \hline \end{array}$$

(73)

11.
$$\begin{array}{r} 3105 \\ - 2948 \\ \hline \end{array}$$

(9)

12.
$$\begin{array}{r} \$4.75 \\ \times 36 \\ \hline \end{array}$$

(51)

13. $10 \overline{) \$12.00}$
(34)

14. $\sqrt{49}$
(89)

15. $19 \overline{) 798}$
(94)

16. $5\frac{5}{6} - 1\frac{1}{6}$
(90)

17. $3\frac{3}{4} + 1\frac{3}{4}$
(91)

18. $\frac{2}{3} \times 4$
(86)

19. $\$6.57 + 83\text{¢} + \16
(70)

20. $12 \times 75\text{¢}$
(70)

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

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Lesson _____

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28.		29.		30.	

Name _____

Lesson Recording Form

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Lesson _____

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Please be neat.*

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Lesson Recording Form

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Lesson _____

Written Practice Solutions

*Show all necessary work.
Please be neat.*

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History

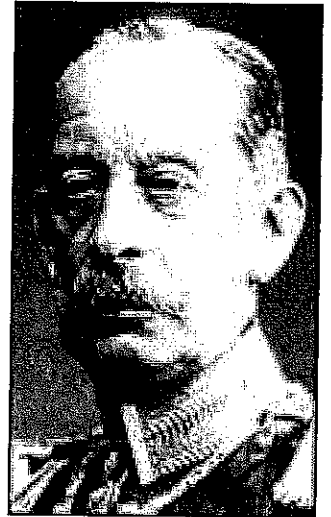
Name: _____

The Schlieffen Plan

4G History: WW I

Underline or highlight the answers in the text

Long before the first shots were fired in World War I, plans were being made to win the war. In 1904, ten years before the battles began, France, Great Britain, and Russia decided to form an **alliance**. These countries had heard rumblings from Germany that frightened them. They felt threatened by the Germans. Germany was building up its army and hinting at the idea that they would like to take control of smaller countries in Eastern Europe. France and Great Britain made an agreement to help each other in the event of a German attack. They decided to include Russia in their agreement. That would mean that the western border with Germany would be protected by France and Great Britain. The eastern border with Germany would be protected by Russia.



When Germany heard about the agreements made by France, Great Britain, and Russia, they were afraid that they were going to be attacked by these forces. The German Army Chief of Staff, Alfred von Schlieffen, was given the task of coming up with a plan to protect Germany. He believed that if France was quickly and soundly defeated in a war, Great Britain was weak enough that it would drop out of the fight. He had seen the Russian army and knew that it would take it at least six weeks to prepare itself for any kind of war. Because of these **suppositions**, he formed a plan that would defend his country in case of attack by the united forces.

Schlieffen's plan was fairly simple. Ninety percent of the German army would be sent to attack France. There were French forts on their border with Germany. Schlieffen's plan was to bypass these forts and surprise the French from another direction. His plan sent German troops through Holland, Belgium, and Luxembourg. Germany would take control of these small, weak countries in quick attacks. This would lead them to an unprotected section of France. From this point, they would be able to enter France and take control before the troops on the border had time to make their move. The other 10% of the German troops would be sent to the Russian border. The Germans believed that the Russians would take so long to respond to the Germans, that they would have plenty of time to take control of France and then reinforce their troops on the Russian border.

In 1906, von Schlieffen was replaced by Helmuth von Moltke. He changed the Schlieffen plan just slightly. He didn't see a need to send troops through Holland. There would be no resistance from the Dutch, so he didn't want to waste the time. Besides, the Belgians would not give the Germans much resistance. Why not just send them through Belgium?

In 1914, the Schlieffen Plan was finally put into action. On August 2, the German army invaded Luxembourg and Belgium. To the complete surprise of the German officials, Belgium put up a fight. The German army was not able to move through the country as quickly and easily as they had expected. Another surprise became apparent when the Russian army immediately moved into the territory named East Prussia. The six weeks von Schlieffen had counted on was wrong. To top it off, troops from Great Britain swiftly moved into France and

Belgium as support to their allies.

In September of 1904, the Allied forces were able to divide the German forces by marching into a break in the German lines. Sensing that they needed more help in stopping the Germans, the French army took control of all of the taxi cabs they could find in Paris. They used these taxis to transport 6,000 more troops to the battle. By the 9th of September, the Germans realized that their plan for a swift takeover of France was not going to work. The officers called for a retreat of all German troops back to the east. The Schlieffen Plan had not worked. But the German army had not been defeated. Their plans changed. Now they knew it would not be a short war after all.

The Schlieffen Plan

Questions

- _____ 1. Great Britain, France, and Germany joined together in a plan to keep Germany from taking over smaller countries.
- A. true
 - B. false
- _____ 2. Why did Alfred von Schlieffen create a plan of attack on France?
- A. The Germans wanted to scare the countries of western Europe.
 - B. The Germans wanted to control France.
 - C. The Germans were afraid that the allies would attack them.
 - D. The Germans were afraid of the United States.
3. Why were the Germans not afraid of Great Britain?
- _____ 4. What percent of the German army did Schlieffen plan to send to France?
- A. 80%
 - B. 10%
 - C. 39%
 - D. 90%
- _____ 5. How did von Moltke change Schlieffen's plan?
- A. He planned to attack Russia.
 - B. He planned to attack Prussia.
 - C. He changed the percentage of troops going to Russia to 50%.
 - D. He took Holland out of the plan of attack.
6. How did Belgium change the Schlieffen Plan?

Name _____

Countries of the Alliances

4G History: WWI

Triple Entente

United Kingdom

Russia

France

Triple Entente Allies

Belgium

Greece

Portugal

Serbia

Romania

Triple Alliance

Germany

Austria – Hungary

Italy*

Triple Alliance Allies

Bulgaria

The Ottoman Empire

Neutral

Spain

Netherlands

Switzerland

Norway

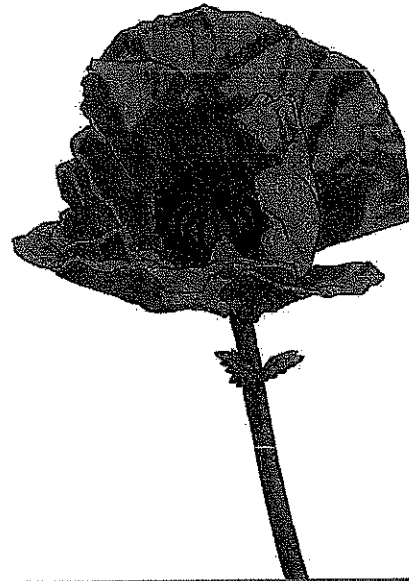
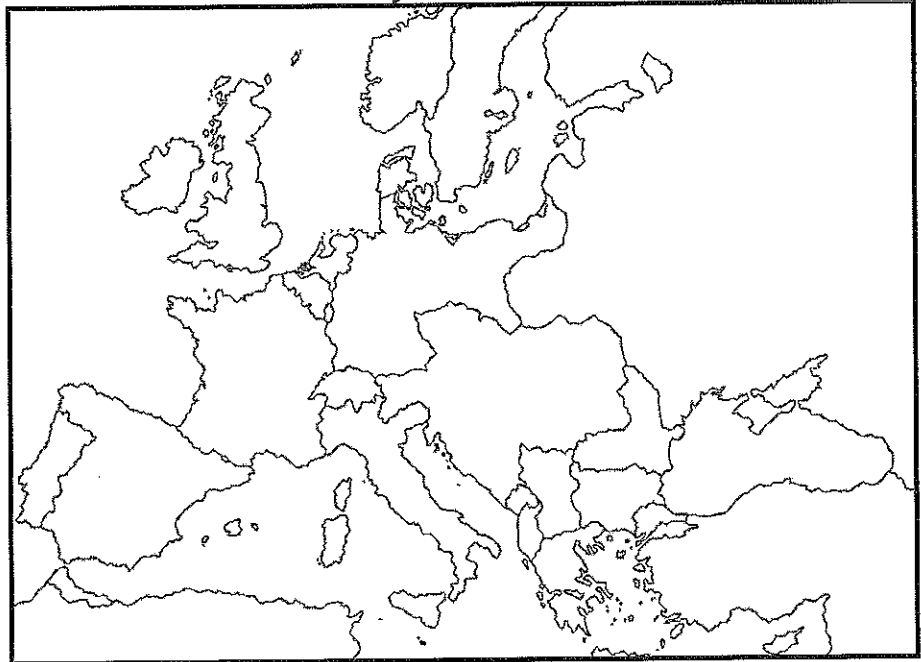
Sweden

Denmark

Montenegro

Albania

Luxembourg



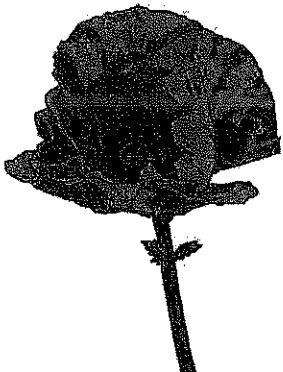
*Italy was part of the Triple Alliance but never fought for them. Italy stayed neutral until 1915, when they joined the Triple Entente side.

First World War Coloring Map

This is what Europe looked like in 1914. Two great alliances faced each other, with the remaining countries of Europe either joining up with one of these alliances or remaining neutral (not taking part in the war).

Can you color in this map to show the Triple Entente countries, the Triple Alliance countries, their allies, and neutral countries? Use the Information Sheet to help you.

Remember to complete the key.



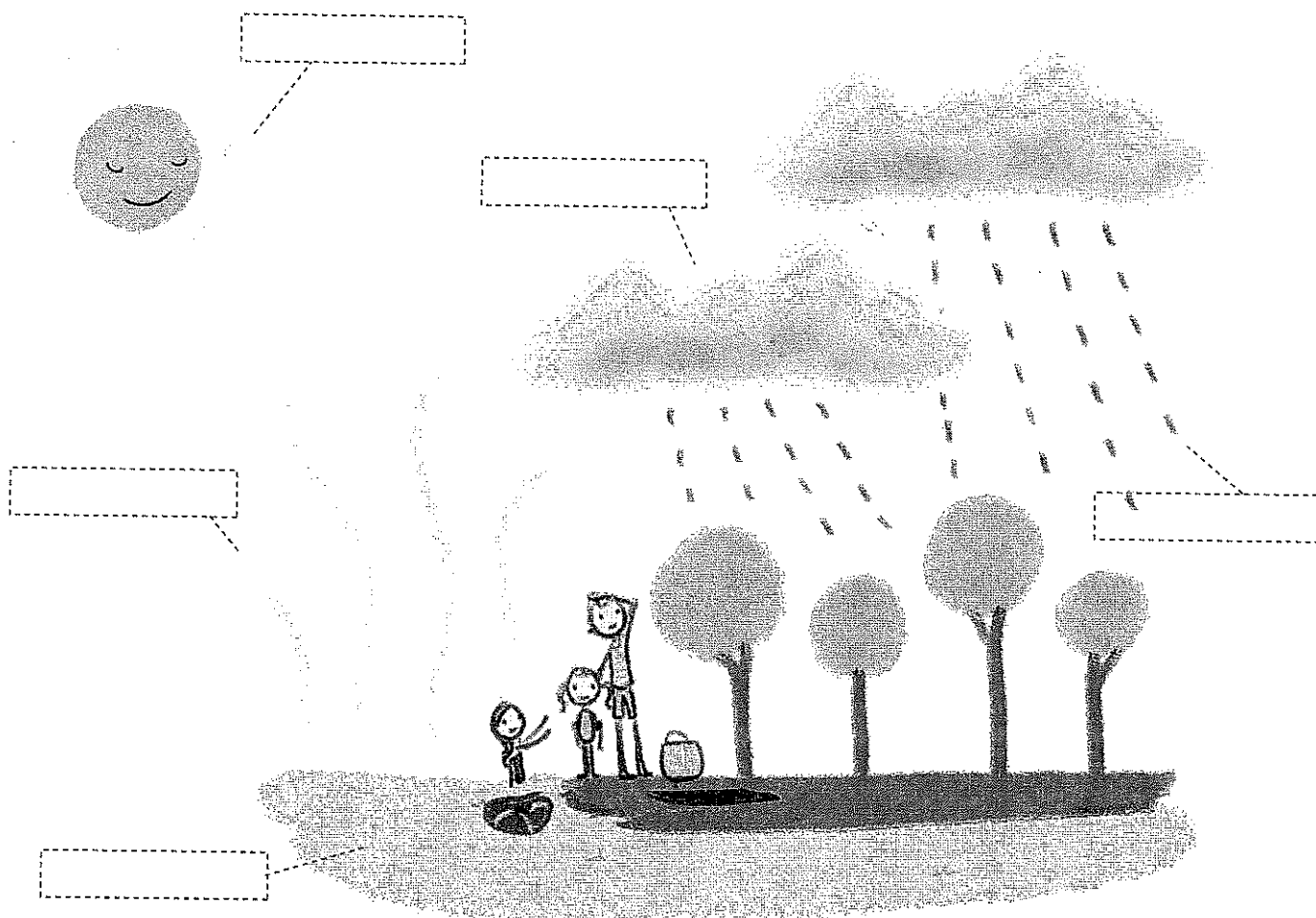
Science

The Water Cycle

Since the very first years of Earth's existence, there has been water present. No water is ever added or taken away from our atmosphere, because it's constantly moving in a water cycle.

Read the definitions below and put the corresponding term in the spaces marking each part of the cycle in the diagram.

- **Evaporation:** Liquid water is heated by the sun until it rises as water vapor into the atmosphere.
- **Precipitation:** Water falling to the Earth in the form of weather — including rain, sleet, hail and snow
- **Condensation:** Water vapor molecules join together, becoming liquid, in the form of clouds.
- **The Sun:** Creates all of the weather on Earth through the uneven heating of Earth's surface.
- **Liquid Water:** All living things need this to survive and it is an important part of the water system.



Explore Monsoons!

phenomenal science

Every summer, a dramatic storm rolls across **India** from the west and dumps gallons of water between **southern Asia** and the **Indian Ocean**. These massive rain storms never seem to end! They can last for up to five months, before disappearing. People and wildlife rely on these **seasonal monsoons**. The storms help water crops and replenish rivers. If a monsoon strikes too early in the summer, dangerous floods can wipe out whole settlements. But if a monsoon happens too late (or not at all), the lack of water causes draughts and famine, leaving a lot of thirsty plants and hungry people.

Monsoons are winds caused by the earth's rotation in respect to the sun, not the rainstorms themselves. These giant wind circulations occur worldwide. **Africa, Mexico, Australia**, and even the **southwest United States** all have their own monsoon seasons. The winds originate from a temperature difference between the sea and the land. When the sun shines down on our planet, it heats up the land and the air above the ground. However, the ocean absorbs the sun's heat, warming its waters and leaving the air just above the water's surface much cooler.

When the warm air on land rises up into the atmosphere (called **convection**), the cold oceanic air rushes towards the gap left by the warm air. *This reaction creates a **wind circulation**.* Sometimes, the reverse will happen. Land air will become much cooler than ocean air, and then rush backwards to fill the gap left by rising, warmer ocean air. This sudden reverse happens from season to season, and is what causes monsoons.

During India's monsoon, warm, moist air pushed by a **jet stream** (*high speed winds that move around the earth at high altitudes and influence weather patterns*) will jump massive bordering mountains called the **Himalayas** and rain down on the country. Certain parts of **India**, like the town of **Cherrapunji**, can receive as much as *1,042 inches of rain in a single year!*

A lot of people depend on these rains for their livelihood. Rains of seasonal monsoons normally transform arid (*dry*) areas into grasslands. If a monsoon fails, the lack of rain can dry up the land and cause famines, droughts, and loss of life.

Monsoon Seasons

- 1 **Subsaharan Africa**
February - October
- 2 **Mexico & Southwest US**
June - September
- 3 **East Asia**
May - August
- 4 **South Asia**
Summer: May - September
Winter: December - February
- 5 **Australia**
September - February

Safety Tips

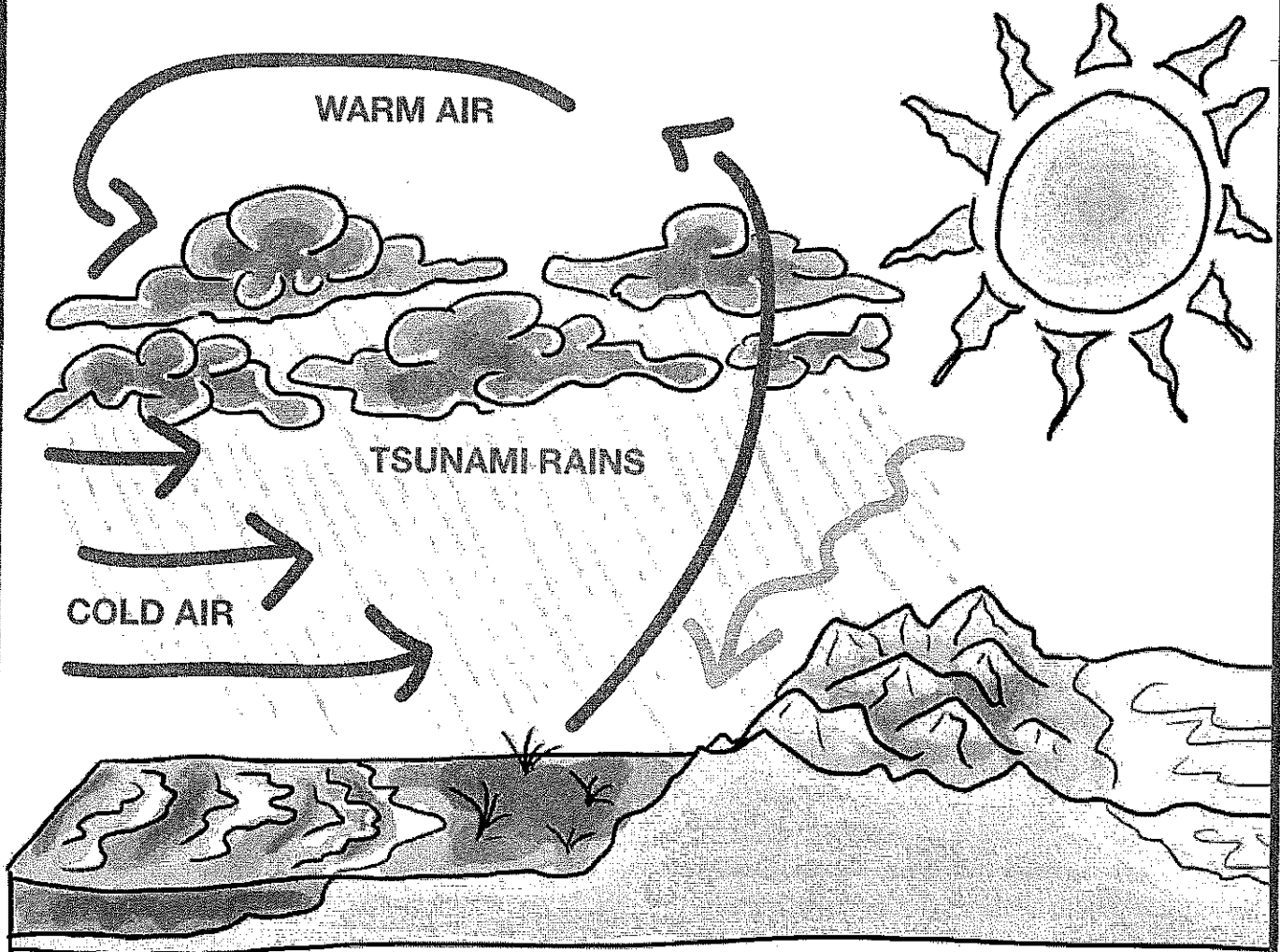
- 1 Keep an emergency radio and flashlight.
- 2 Have canned bottled water and extra food.
- 3 Have a safety procedure with your family in case of floods.
- 4 Keep things and furniture dry.
- 5 Check for possible insect outbreaks.
- 6 Research ways to secure and prepare your home.
- 7 If you are outside, stay away from power lines.



Explore Monsoons!

phenomenal science

SUN HEATS UP LAND AND OCEAN



After reading the article on monsoons, please answer the following questions:

What are a few tips to stay safe during a monsoon? _____

What is a monsoon, and where can you find them? _____

Why are monsoons important? _____

Penmanship and Character Pillars

Name: _____

Figurative Language Skill Packet

Simile is a comparison using like or as. It usually compares two unlike objects.

Example: His *feet* are as big as *boats*. Feet and boats are being compared.

Metaphor states that one thing *is* something else. It is a comparison, but does NOT use like or as to make the comparison.

Example: Her *hair* is *silk*. Hair and silk are being compared.

Personification is giving human qualities, feelings, actions, or characteristics to inanimate (not living) objects.

Example: The house stared at me with looming eyes. The verb, stared, is a human action. A house is a non-living object. Therefore, we have a good example of personification.

Directions:

1. Highlight or circle the objects being compared or the object being personified in each sentence.
2. Then, circle the answer that correctly identifies the figurative language used in the sentence.

1. His life was an open book.

- a. Simile
- b. Metaphor
- c. Personification

2. "My love is like a red, red rose . . ." (Robert Burns)

- a. Simile
- b. Metaphor
- c. Personification

3. The dry leaves gathered in groups, chattering happily.

- a. Simile
- b. Metaphor
- c. Personification

4. "I wandered lonely as a cloud . . ." (William Wordsworth)

- a. Simile
- b. Metaphor
- c. Personification

5. The train pulled itself up the mountain and screamed once it reached the top.
- a. Simile
 - b. Metaphor
 - c. Personification
6. The blank page stared up at me, daring me to sit down and write something.
- a. Simile
 - b. Metaphor
 - c. Personification
7. The herd of approaching elephants sounded like rolling thunder
- a. Simile
 - b. Metaphor
 - c. Personification
8. Her temper was as explosive as a bomb.
- a. Simile
 - b. Metaphor
 - c. Personification
9. Your smile is sunshine to me.
- a. Simile
 - b. Metaphor
 - c. Personification
10. Mom! The T.V. begged me to watch it!
- a. Simile
 - b. Metaphor
 - c. Personification

Create your own (Make sure there is a clear comparison. Adding detail after the example can help prove the comparison. Example: He is a pig, because he never cleans his room!)

Simile: _____

Metaphor: _____

Personification: _____

Name: _____

Using Figurative Language

A. Complete each sentence to create a simile.

Example

The sand was as hot as a skillet on a stove.

1. My bike is as fast as _____.
2. The thunder boomed like _____.
3. My face turned as red as _____.
4. The referee's whistle chirped _____.

B. Revise each sentence to turn it into a metaphor.

Example

The excited puppy ran around the room.

The excited puppy was a tornado sweeping across the room.

1. The pond looks shiny.

2. The spicy food was really hot.

3. There were big white clouds in the sky.

4. The tall tree stood next to the house.

Name: _____

FIGURATIVE LANGUAGE PRACTICE

Read the sentences. Write the first letter of the type of figurative language used in each sentence.

Simile Metaphor Personification

- _____ 1. The wind whistled through the trees.
- _____ 2. My brother was like a tornado ripping apart my room.
- _____ 3. She was as quiet as a mouse.
- _____ 4. The rotten smell crept through the house.
- _____ 5. His face was an open book.
- _____ 6. He is as strong as an ox.
- _____ 7. The stars looked down from the sky.
- _____ 8. Her smile is a ray of bright sunshine.
- _____ 9. His bedroom is a pig's sty.
- _____ 10. She was pretty as a picture in her new dress.

Fill in the blanks to complete the comparisons.

11. It is as cold as _____.
12. She is as smart as a _____.
13. His backpack was as heavy as a _____.
14. She is as old as _____.

Give the meaning of the metaphor.

15. From the mountaintop view, the people below were ants.

16. He was a tower next to shorter teammates.

Complete the following for each sentence.

The tree branches grabbed at him as he ran through the forest.

17. The nonhuman _____ is given the human characteristic or action of _____.

The sun chased the clouds away.

18. The nonhuman _____ is given the human characteristic or action of _____.

Spelling List - 100

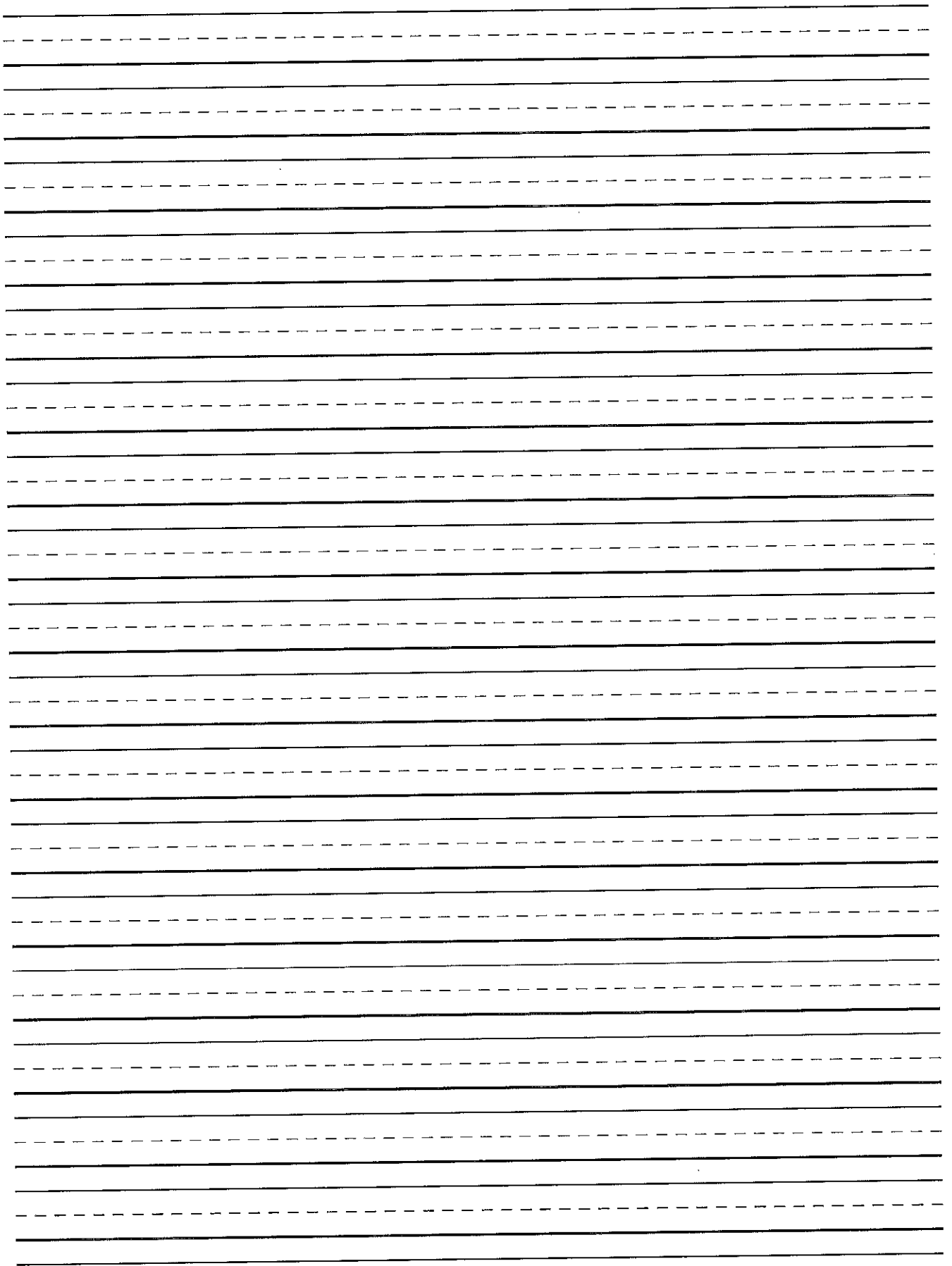
- 1 hole
- 2 whole
- 3 implied
- 4 instruction
- 5 athletic
- 6 surround
- 7 address
- 8 support
- 9 adjustment
- 10 supplies
- 11 adventure
- 12 substantial
- 13 committed
- 14 shipped
- 15 completely
- 16 resume
- 17 consumer
- 18 relationship
- 19 educate
- 20 propeller
- 21 emerged
- 22 perfectly
- 23 eventful
- 24 incomplete
- 25 friendship

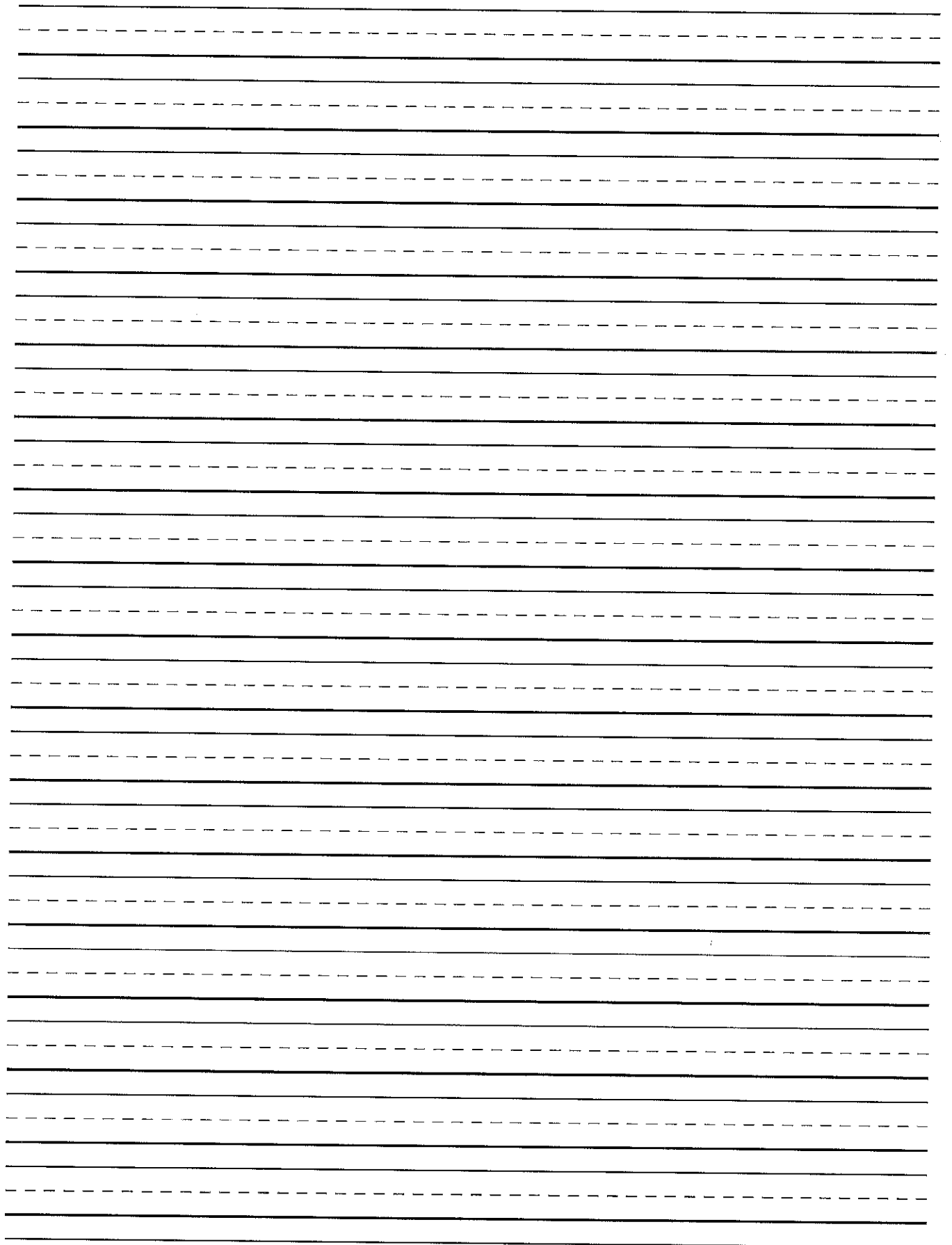
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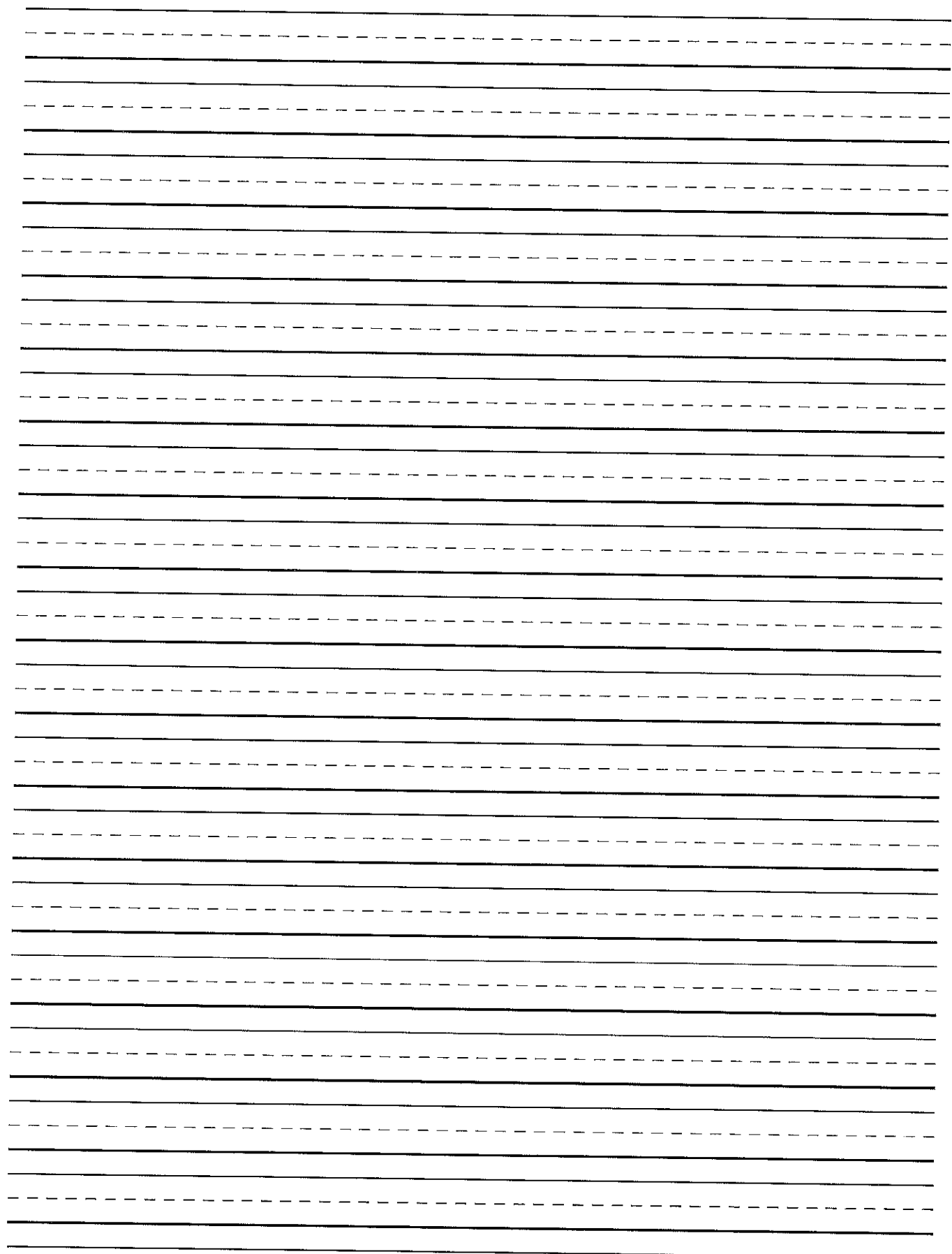
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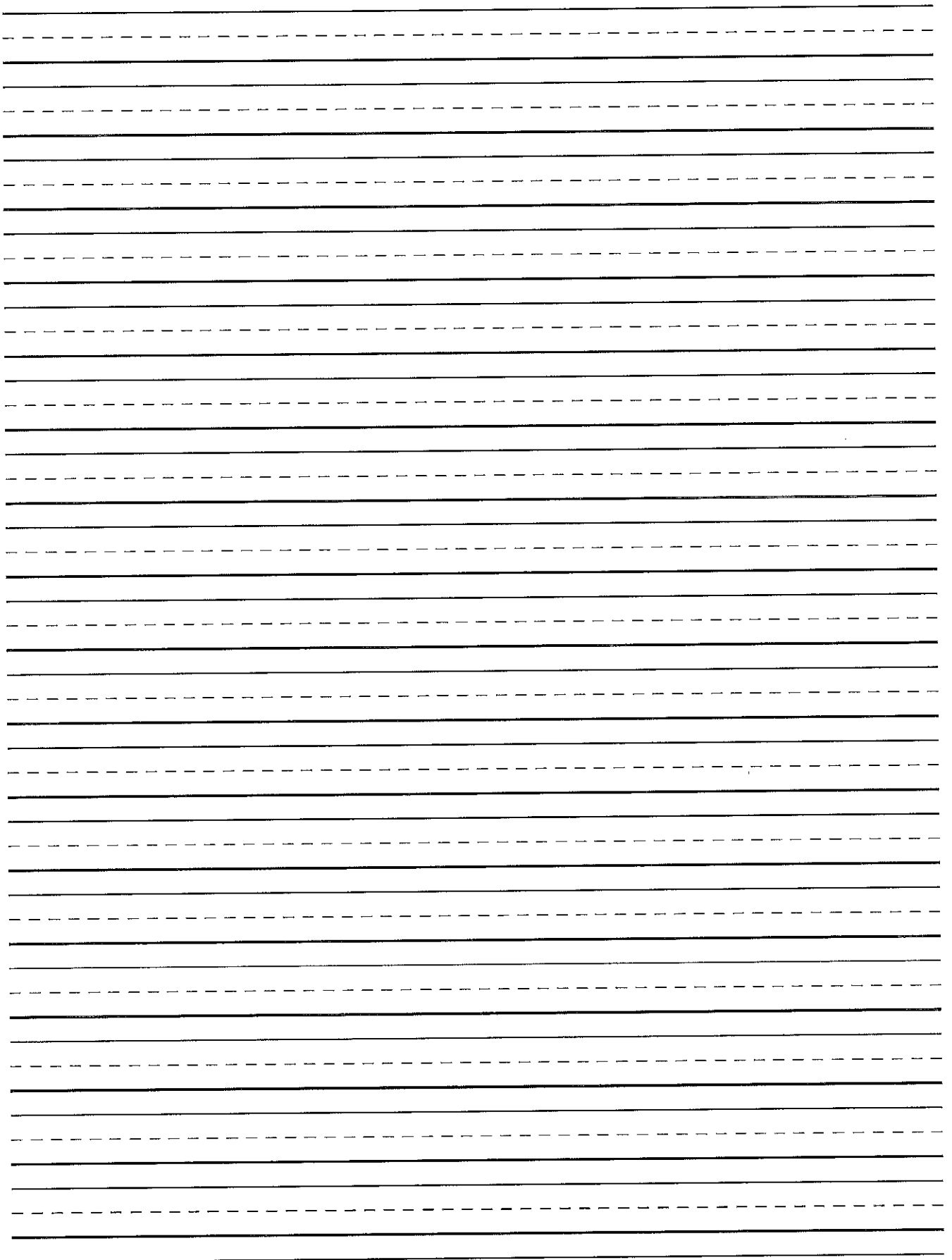


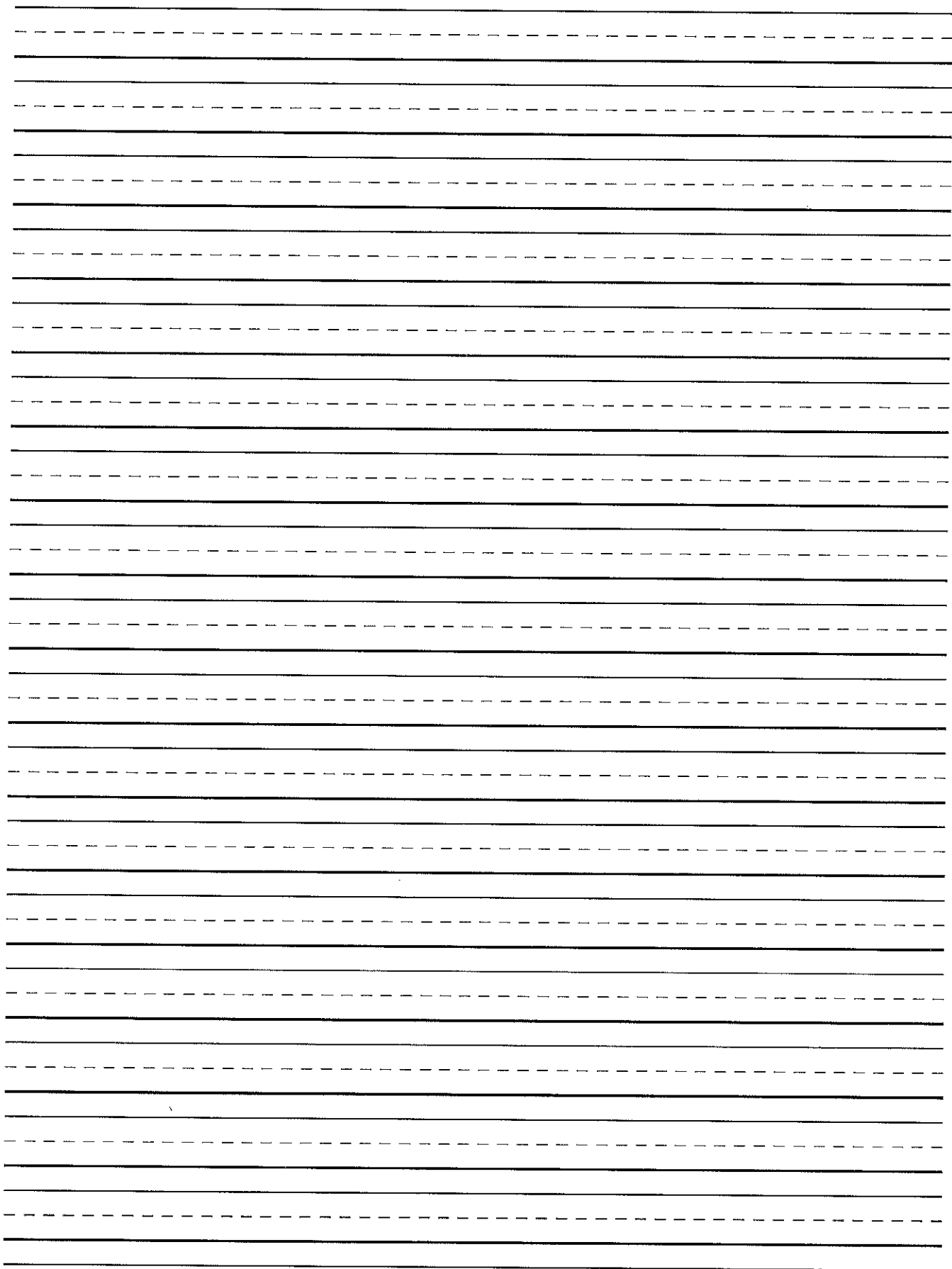


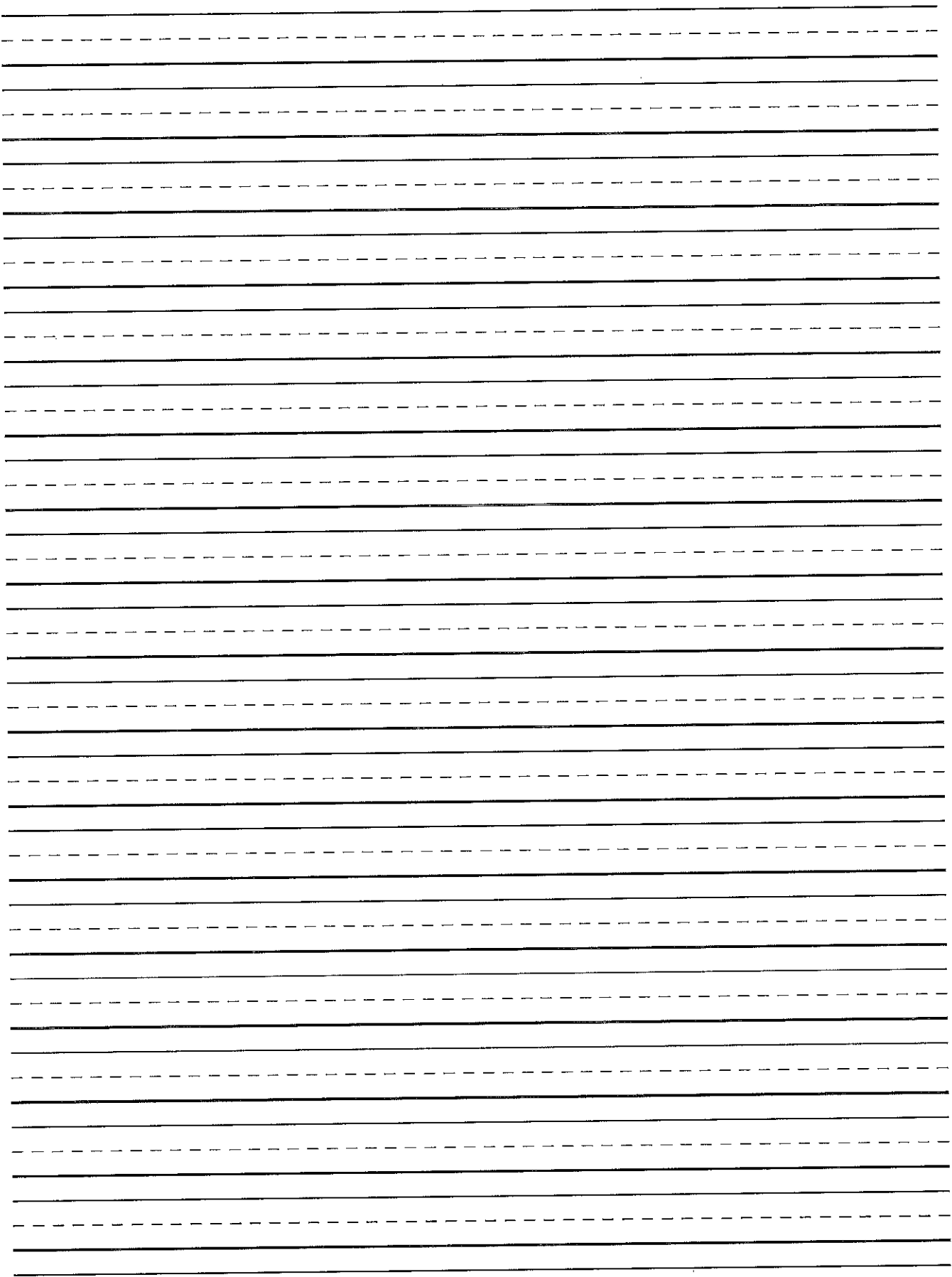
Spelling List 100

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- 11. Adventure**
12. Substantial
13. Committed
14. Shipped
15. Completely
- 16. Resume**
17. Consumer
18. Relationship
19. Educate
20. Propeller
21. Emerged
- 22. Perfectly**
23. Eventful
24. Incomplete
25. Friendship









Citizenship

To honor rules and laws and act with obedience toward authority. To give of my time and abilities to serve others. To uphold social equality and fairness through respect for individual differences and knowledge of our democratic system.

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

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

Phy Ed

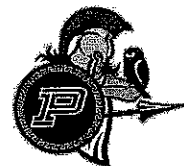
SCHOOL OF GRAMMAR P.E. Soccer Unit CHECKLIST – Check each box when you complete it! Have fun!

Name: _____ **Teacher:** _____ **3G/4G**

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



SCHOOL OF GRAMMAR PE DISTANCE LEARNING



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 Bocce</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?	