Social Skills and Social Studies

It's important to have an attitude of Gratitude! Enjoy this Scavenger Hunt and then put your thoughts to words as you fill in the story web. Make sure you share your ideas with someone in your house! We are looking forward to hearing what you discovered!

(Reminder: Grateful means Thankful)

Gratitude

Scavenger Hunt for Kids

1. Find something outside you enjoy looking at
2. Find something that is useful for you
3. Find something that is your favorite color
4. Find something you know someone else will enjoy
5. Find something that makes you happy
6. Find something that tastes good
7. Find something that smells amazing
8. Discover something new
9. Find something that makes you feel safe
10. Find something that makes a beautiful sound
11. Find someone you are grateful for
12. Find something that is unique to you
13. Find something that makes you laugh
14. Find something in the night that you enjoy
15. Find something in the morning that you enjoy
16. Find a friend/pet that you love spending time with
17. Find your favorite place to spend alone time
18. Find something that reminds you of the people you love
19. Find something that you enjoy doing outside with friends
20. Find a place that you love

Name _____ Date _____

I AM GRATEFUL

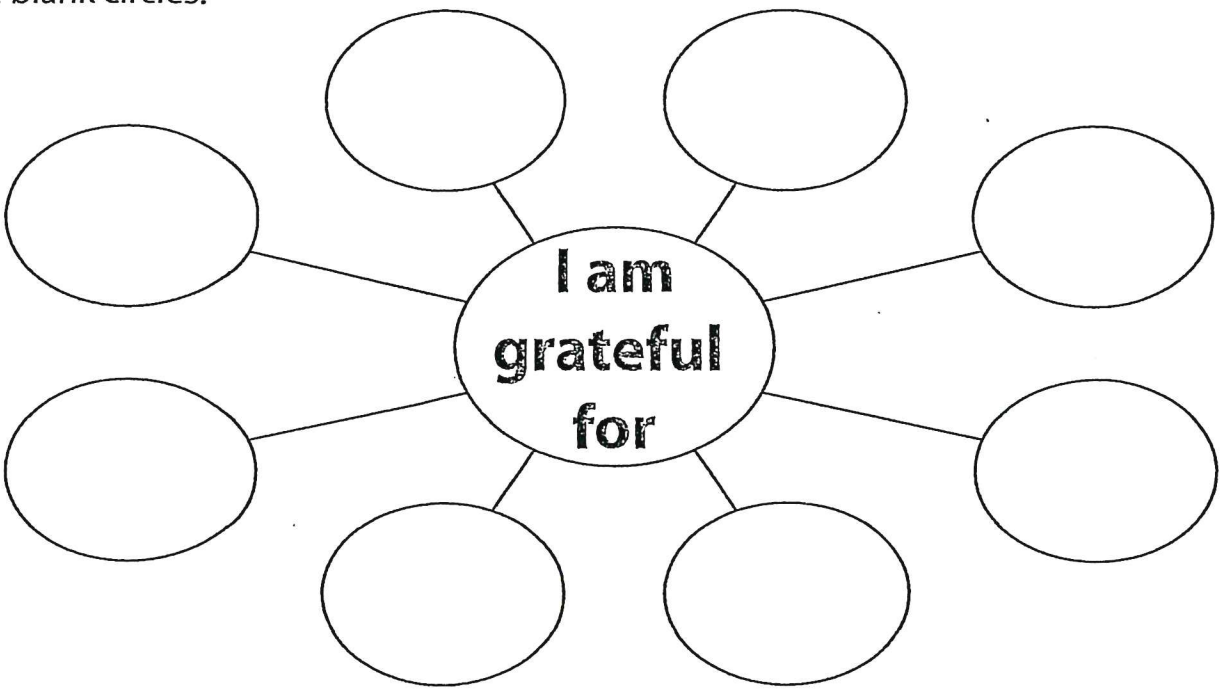
Gratitude helps us reflect on everything we have to be thankful for.
Fill in the following prompts about what you are grateful for.

Nouns I'm Grateful for:

Verbs I'm Grateful for:

Gratitude Web

Make a web to connect all that you are grateful for. Fill in things you are grateful for in the blank circles.



Gratitude Buddy

It can be fun to be grateful together. Who can you practice gratitude with?

My gratitude buddy is_____.

Science

We know how much you've been missing Mystery Science and hearing from Doug! We are talking about animals again, with this new lesson! Before you get started, think about how long a person or an animal could survive in outer space. What is your prediction?

If you are unable to log on to hear Doug, the printed transcript is included here.

Draw a picture of your animal in outer space below!

Grade 3
Unit: Animals Through Time
Mystery 8: "How long can people (and animals) survive in outer space?"

VIDEO TRANSCRIPT

EXPLORATION VIDEO 1

Hi, it's Doug. It seems like being an astronaut might be one of the coolest jobs there is, doesn't it? Check this out -- what I'm gonna show you are clips of real astronauts on board the International Space Station. Imagine what it would be like to get to do things like this. Even simple things, like using a fidget spinner, get a whole lot more interesting in space. Or imagine even getting to play soccer in space. And it's not just all the fun things you can do when you're weightless -- think of the views too. Seeing the Earth out your window. But, you might have heard that being an astronaut is a dangerous job too, that outer space is a surprisingly dangerous place to be. Why is that? What things do you know about outer space that make it so dangerous?

EXPLORATION VIDEO 2

Space is a surprisingly dangerous place to be. For one, you've probably thought about the fact that there's no air, no oxygen. So, without any kind of oxygen to breathe, you'd suffocate. But you might also have heard about the extreme temperatures of space -- and they are extreme. If you're floating out in space in the sunlight, it's so hot it's boiling. Temperatures can reach over 350 Fahrenheit. But as soon as you're in darkness, like over on the nighttime side of the Earth,

it's so cold it's -250 degrees Fahrenheit, way colder than Antarctica. And these are just some of the dangers of space. There are other dangers too, like harmful rays from the sun. We've solved these problems by having astronauts stay inside the safety of their spacecraft, like the International Space Station, which is built of strong metal walls and windows made of four layers of super-strong glass. When astronauts do need to go outside the spacecraft, of course they wear spacesuits, made of special materials that protect them from the extreme temperatures. Without their spacesuits and spacecraft, astronauts wouldn't survive more than a few seconds. There's a different kind of danger, though, one that comes not from being outside the spacecraft, but inside of it. What dangers do you think there might be living inside the spacecraft?

EXPLORATION VIDEO 3

Today it may seem obvious that human beings can go up to space and do just fine. Lots of astronauts, more than 500 of them, have gone to space and survived. And, as you saw, they even seem to be having a really good time while they're there, floating and flipping around. But scientists have continued to study astronauts who spend longer and longer amounts of time in space, and they've discovered some strange things that start to happen. Just recently, scientists at NASA studied what happened to astronaut Scott Kelly after he spent a year in space. That's one of the longest times anyone has ever stayed in space. To study what happened to Scott, scientists looked at his *traits*, or physical characteristics, and they compared what he was like before and after he went to space. Traits include all of the things that you notice about someone when you look at them, like what kind of hair they have, if they have hair, the color of their eyes and color of their skin, and how tall they are. Traits can also include things you can't see directly, but that you might be able to measure. Like, you can measure how strong someone is

ACTIVITY STEP 4

One of the traits that scientists measure is the strength of astronauts before they go into space. To measure the strength of your arm muscles, you're going to do as many push-ups as you can for 30 seconds. But before doing anything, watch how to do a push-up. You'll start by lying on your stomach and then you'll push with your arms. If that's too hard, you can leave your knees on the floor rather than your toes. One of you will do push-ups while the other partner counts. Okay, go to the next step to get started.

ACTIVITY STEP 5

Find a place where Astronaut A has room to lie down. Astronaut A, get ready to do push-ups. Astronaut B, get ready to count. And remember, this isn't a competition -- you're just collecting data like a scientist. So you don't need to share your numbers with others. I'll set a timer for 30 seconds. Are you ready? Get set. Go! Okay, stop. Remember the number of push-ups you did and go to the next slide.

ACTIVITY STEP 6

Astronaut A, write how many push-ups you did on your worksheet. Astronaut B, get ready to do push-ups. Astronaut A will count. Again, I'll set the timer for 30 seconds. Are you ready? Get set. Go! Okay, stop. Astronaut B, write down your number on your worksheet. Then, go to the next slide.

ACTIVITY STEP 7

Now we're going to try to do push-ups in outer space. Now, we can't really go to space. But astronauts say that doing push-ups against a wall like this is similar to doing push-ups in low gravity like on the moon. So, let's try it. Both of you, find a spot where you can lean against a wall like this. Do five push-ups against the wall. How does it feel to do push-ups on the moon? When you're done, go back to your desk.

ACTIVITY STEP 8

You found out that push-ups are easier to do on the moon. Here are two predictions about what might happen to your muscles in space. Discuss.

ACTIVITY STEP 9

Here's what happened to Scott Kelly. After his year in space, Scott's arms were weaker than they were when he left Earth and he couldn't do as many push-ups. He had to do many push-ups on Earth to make them strong again. Knowing this, what do you think would happen to your strength and why? Fill in this question on your worksheet.

ACTIVITY STEP 10

Before astronauts go to space, scientists measure astronauts' balance. You're going to try that test now. With your partner, find a spot where Astronaut A has room to walk in a straight line for 15 small steps.

ACTIVITY STEP 11

Fold your arms like this. Astronaut A, you're gonna walk heel-to-toe for as many steps as you can without losing your balance. Now, you should stop when you've reached 10 steps. Astronaut B, while they're doing this, go ahead and count out the steps to help them. Now, if you have to put your foot out to catch yourself, then you've lost your balance.

ACTIVITY STEP 12

Astronaut A, write how many steps you took without losing your balance. Astronaut B, now you walk, while Astronaut A counts. Then, fill in your worksheet.

ACTIVITY STEP 13

You're going to predict whether your balance will get better or worse during a year in space. Discuss.

ACTIVITY STEP 14

Before Scott Kelly left for space, he could walk 10 steps with no problem. But look at this video of when he got back to Earth. Discuss.

ACTIVITY STEP 15

On your worksheet, predict what your balance would be like after a year in space.

ACTIVITY STEP 16

One trait that scientists always measure is how tall an astronaut is, so you'll wanna measure your height, Astronaut A. Find a place by the wall with your back against the wall and your feet flat on the floor. Put Astronaut A's sticky note on the wall to mark the top of Astronaut A's head. Then, switch roles so that Astronaut A marks the top of Astronaut B's head.

ACTIVITY STEP 17

Working together and using your rulers, measure the distance from the floor to the mark for Astronaut A, like this. Write that number that you get on Astronaut A's worksheet. Then, do the same for Astronaut B.

ACTIVITY STEP 18

Discuss.

ACTIVITY STEP 19

Scientists measured Scott Kelly's height before he went to space and after. When he came back after a year in space, he was two inches taller than when he left. Discuss.

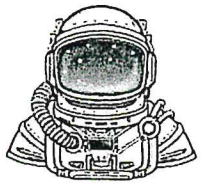
ACTIVITY STEP 20

On your worksheet, predict what your height could be after a year in space. This one is a little tricky, but give it a try. When you're done, don't forget to watch the final video.

WRAP-UP VIDEO

Today, it's pretty unusual for astronauts to spend a long time in outer space. But in the future, we're probably gonna want to spend longer and longer amounts of time in space. For example, a trip to the planet Mars and back, that takes longer than a year. And what if we just want to live in outer space? Or travel to faraway planets? We could be in space for a long time. On journeys like that, we might even want to take our pets with us too. How will living in space a long time affect our bodies, let alone those of our pets? Well, as you saw in the activity, when astronauts spend a long time in space, some really strange things start to happen. We saw that when astronaut Scott Kelly spent a year in space, his muscles got weaker, his balance got worse, and he got taller, even though he was an adult and was finished growing. These traits changed while Scott was in space. But why? If we look closely, we'll find that all of these traits have something in common. All of them are traits affected by gravity. For example, consider your muscles. Back on Earth, your muscles are always working against gravity, whether jumping rope, picking up your feet to run, or lifting heavy things off the ground. Gravity is always a force that pulls things down. The more your muscles work against that force, the stronger they get. But in space, there's practically no gravity that your muscles have to work against. You just float around. Life in space is easy. In fact, it's too easy. When your muscles aren't doing any work, they start to shrink and get weaker. And this same thing is true for your bones. Just like your muscles, they get weaker too because they don't have to support your body against the pull of gravity. After a year of taking it easy, the muscles that kept Scott Kelly standing up and walking had gotten very weak. Scott's strength and balance had both gotten worse, as you can see in this video, taken shortly after he returned to the Earth. Scott also got taller in space, even though he was an adult and his body didn't grow anymore. That might seem really weird, but it also has to do with

gravity. Scientists have studied the human body and found that, in between the bones of your spine, there are squishy pads that act like cushions. On Earth, those squishy pads get squeezed down because of gravity. But when you're in space, it's like your spine is always relaxed and stretched out. There's no gravity to smoosh those squishy pads like there would be on Earth. So, in space, you actually get a little taller. It doesn't last forever. Once you return to Earth, gravity will quickly make you go back to your normal height. So, we can see from astronauts like Scott Kelly that traits can change based on the environment you live in and the experiences that you have. Some changes won't hurt you, like getting taller, but other changes -- like losing your muscle and bone strength -- those can be dangerous for your health. In the future, if we start sending people and even animals to space for a long period of time, we're going to have to solve the problem of how to keep ourselves and our pets healthy. What kinds of things could we do to make sure that our bones and muscles stay strong? Well, astronauts, like this astronaut running on a treadmill, exercise for two to three hours every day while they're in space to try not to lose their strength. They have to work out on special equipment, like this treadmill that has a harness to keep them from floating away. It might be tricky to get a dog to go for a run on this thing. And a cat? Forget about it. And even with all this exercise, without gravity, astronauts still come back to the Earth weaker than when they left. It may take months or years for them to fully recover, for their traits to go back to normal. Some people have said, "If only we could come up with some way to create some kind of artificial gravity in space, then we could avoid these problems." But so far, that's not something anyone has figured out how we could easily do. All of this might seem like a problem for the distant future, but maybe it's something you'll grow up and solve one day. Have fun, and stay curious.

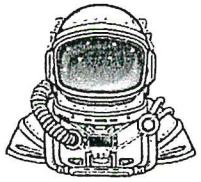


Traits in Space

Name: _____

Astronaut ____ (A or B)

Traits	BEFORE MY YEAR IN SPACE	AFTER MY YEAR IN SPACE
ARM STRENGTH	Before my year in space, I can do _____ push-ups.	After my year in space, I predict my arms would be **stronger / weaker / the same strength**. Being in space **would / would not** change this trait because… _____ _____ _____
BALANCE	Before my year in space, I can take _____ steps (out of 10) before losing my balance.	After a year in space, I predict that my balance would be **better / worse / the same**. Being in space **would / would not** change this trait because… _____ _____ _____
HEIGHT	Before my year in space, I am this tall: _____	If I stayed on Earth, I might grow one inch (2.5 cm) per year. But if I spent a year in space, I think I would **grow even taller / grow the same amount / get shorter.** I think being in space **would / would not** change this trait because… _____ _____



Traits in Space

Name: *ANSWER KEY*

Astronaut ____ (A or B)

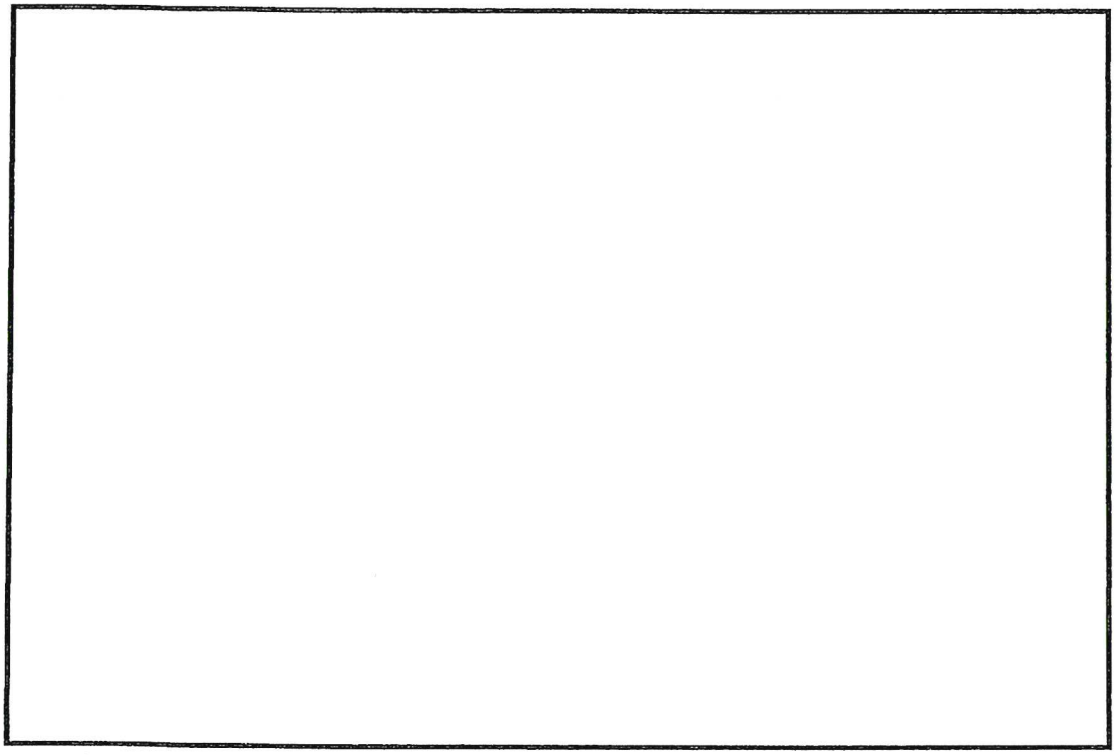
Traits	BEFORE MY YEAR IN SPACE	AFTER MY YEAR IN SPACE
ARM STRENGTH	Before my year in space, I can do _____ push-ups.	After my year in space, I predict ~~my arms~~ would be **stronger / (weaker) / the same strength**. Being in space (**would**) / **would not** change this ~~trait~~ because… *my muscles don't have to do any work to fight gravity when I'm in space.* *If my muscles don't have to do any work, they'll get weaker.*
BALANCE	Before my year in space, can take _____ steps (out of 10) before losing my balance.	After a year in space, I predict that my balance would be **better / (worse) / the same**. Being in space (**would**) / **would not** change this trait because… *I get a lot of practice balancing here on Earth. Every time I walk anywhere, my body has to work to keep me balanced. In space, I never walk on the floor, so when I get back to Earth, I have to get used to balancing again.*
HEIGHT	Before my year in space, I am this tall: _____	If I stayed on Earth, I might grow 1 inch (2.5 cm) per year. But if I spent a year in space, I think I would (**grow even taller**) / **grow the same amount / get shorter.** I think being in space (**would**) / **would not** change this trait because… *gravity is always pulling down on me. Without that constant pull, my body can stretch out and get taller.*

3rd Grade Mystery Science:
How Long Can People Survive in Outer Space?

Student Link:
https://mysteryscience.com/animals/mystery-8/traits-environmental-variation/267?code=MTkzNzIxODQ&t=student

Includes:
Transcript
Activity
Answer Key

Social Emotional Writing Activity



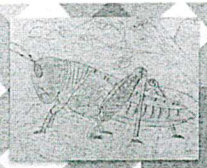
Find something that makes you happy, draw a picture, write about it, and describe how you feel.

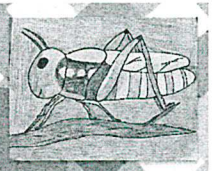
Do-Anytime Activities for Grade 3

These activities are easy and fun to do with your child at home, and they will reinforce skills and concepts your child is learning in school.

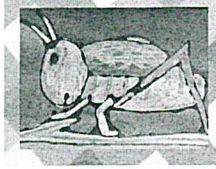
Unit 1	• Tell simple multiplication stories, especially using 2, 5, and 10. For example, "There were 5 rows of chairs at the meeting. Each row had 6 chairs." Have your child use drawings and number models to show and solve the problem. • Draw an analog clock face with the hour and minute hands showing 8 o'clock. Ask your child to write the time shown (8:00). Repeat with other times such as 3:30, 11:45, and 7:10. If you don't want to draw a new clock face and hands each time, draw one clock face and use craft sticks or toothpicks for the hour and minute hands, changing their positions for each new time.
Unit 2	• Practice addition and subtraction fact extensions. For example, $6 + 7 = 13$; $60 + 70 = 130$; $600 + 700 = 1{,}300$. • Show a collection of different objects, such as buttons, counters, pennies, and paper clips. Divide them into three equal groups. How many are in each group? How many are left over?
Unit 3	• Give your child problems with missing factors for multiplication practice. For example, ask "6 times what number equals 18?" • Say a number and ask your child to give four equivalent names for the number using addition, subtraction, multiplication and division. For example, equivalent names for 12 are $8 + 4$, $20 - 8$, 6×2, and $36 \div 3$.
Unit 4	• Practice measuring objects around your home with a ruler to the nearest half inch and to the nearest whole centimeter. Discuss which object is the longest and which is the shortest. • Search in and around your home for geometric figures with your child. Identify figures by name, if possible, and talk about their characteristics. Ask your child if the shape is a polygon and how they know. (A polygon has three or more closed, straight sides that are not crossed.) Also ask if the shape is a quadrilateral or not. (A quadrilateral is a polygon with four sides.) Invite your child to draw some shapes that are polygons and some that are not polygons.
Unit 5	• Say a square fact, such as 4×4. Ask your child to say the fact product and then give you two near squares for the square fact. For example, $4 \times 4 = 16$ and the two near squares are $3 \times 4 = 12$ $(16 - 4)$ and $5 \times 4 = 20$ $(16 + 4)$. Practice with finding two near-square facts each for other square facts. • Practice doubling numbers with your child. Give a starting number and ask your child to double it. Then you double that number. See how many times you can continue doubling the previous number. For example, 2 doubled is 4; 4 doubled is 16; 16 doubled is 32; 32 doubled is 64; and so on. Ask your child to explain what you are doing to a number when you double it. (Adding it to itself, or multiplying it by 2)

Unit 6	• Have your child write three different number sentences using parentheses that equal 16. Some examples are $1 \times (32 - 16)$, $4 + 4 + (8 \div 2) + (2 \times 2)$, and $(16 \div 2) + 2 + (3 \times 2)$. Invite your child to tell a number story for one of the number sentences and to explain what to do first, second, third, and so on in solving problems with parentheses and multiple operations (multiplication, division, addition, subtraction) • Use Fact Triangles to practice multiplication by covering the product. Practice division by covering one of the other numbers. Make this brief and fun.
Unit 7	• Help your child find fractions in the everyday world—in advertisements, on measuring tools, in recipes, and so on. • Have your child trace around an object, such as a deck of cards, a box, a plate, a cup, a can, and so on. Divide the figure equally into four parts. Ask your child to color $\frac{3}{4}$ of the shape. Try a few more using different figures and dividing them into different fractional parts. Instead of tracing around an object, you may wish to draw figures such as squares, rectangles and circles.
Unit 8	• Practice multiplication and division fact extensions. For example, $2 \times 8 = 16$; $20 \times 8 = 160$; $80 \times 2 = 160$; $20 \times 80 = 1{,}600$ and $9 \div 3 = 3$; $90 \div 3 = 30$; $900 \div 3 = 300$. • Say a number and ask your child to name as many factors of that number as possible. For example, say 12. You child may give the factors 1, 2, 3, 4, 6, and 12. • Ask questions that involve equal sharing of money. For example, "Seven families held a sale. They earned $490 dollars in all. If they share the money equally, how much money does each family get? Was there anything left over?" ($70; no).
Unit 9	• Ask your child how many 10s are in 30, 50, 100, 1,000, and so on. • Ask your child to multiply and divide with multiples of 10. For example, $40 \times 20 = ?$ (800); $200 \times 30 = ?$ (6,000); $800 \div 200 = ?$ (4); $600 \div 20 = ?$ (30)

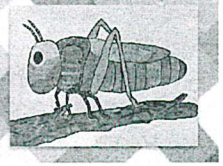


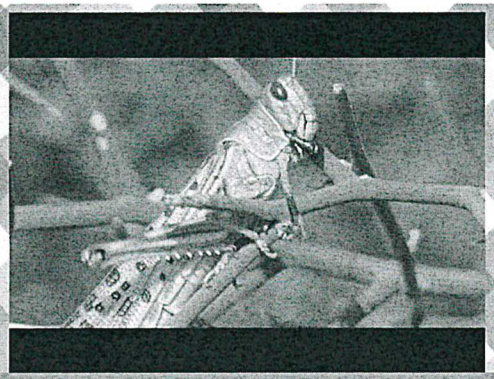


Welcome to Art with Mrs. Sparks



Session 1: Grasshoppers

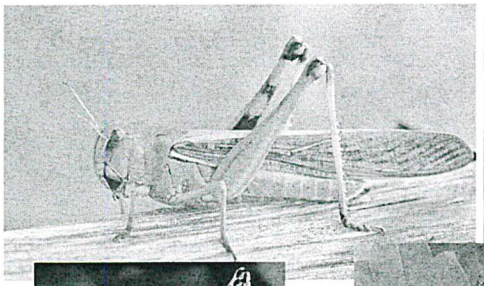


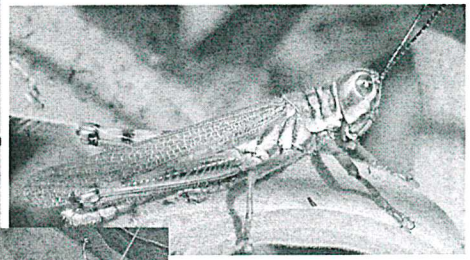


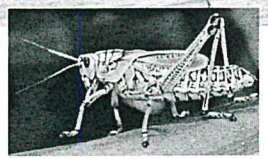
The 7 Wonders of Sassafras Springs

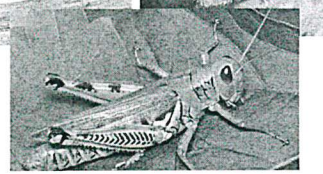
In the book, The Seven Wonders of Sassafras Springs, Calvin Smiley tells about a swarm of locust that attempts to eat all his crops. He plays his saw and scares them away.
Click the link above to see a real locust swarm.

Let's look at some real grasshopper photos.
Most grasshoppers are green.





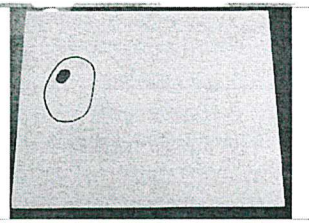




Follow the steps to make a grasshopper. You can use any color of paper and writing tool you have available.

Step 1: Draw the Head

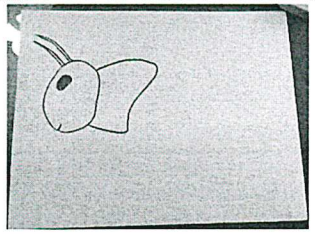
The head needs to be an oval shape with a large eye. Leave a lot of space behind the head for a large body.



Step 2: Draw the Thorax

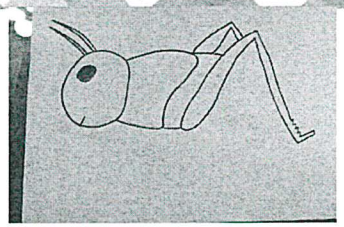
The thorax is the middle of its body. The wings and legs are connected to the thorax.

Start near the top of his head. Curve up from the head and then draw a diagonal line down toward the bottom of the head. You can also draw antenna and a mouth.



Step 3: Draw the Back Legs

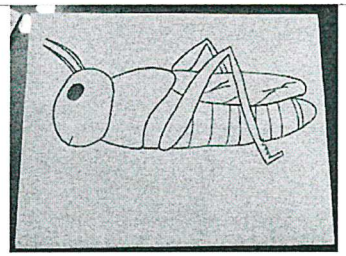
Draw a small line out the back of the thorax on the top and bottom. Then, add the back leg. Make it wider where it attaches to the body. Next, make the second back leg disappear behind the grasshoppers body.



Step 4: Draw the Abdomen and Wings

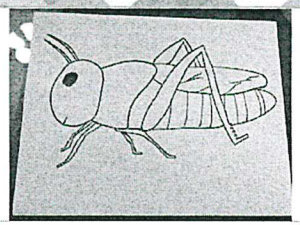
Draw the wings first by making the top of his body continue from behind his leg straight back. Curve it around and return to the thorax; remember to pick up your pencil when you come to his legs.

Next, make his Abdomen. You can add details like veins on the wings and stripes on his abdomen.



Step 5: Draw four more Legs

The front legs point forward--they have three segments. The middle legs face backwards. All insects have 6 legs so don't forget to draw the legs you see on the far side of his body.

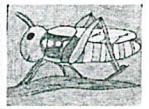


Step 6: Color your Grasshopper

You can color your grasshopper with any tools you wish (paint, crayons, markers, colored pencils, etc.) It can be realistic looking or fun colors--it's up to you!

You can give him a branch to stand on if you wish.

Colored Pencils



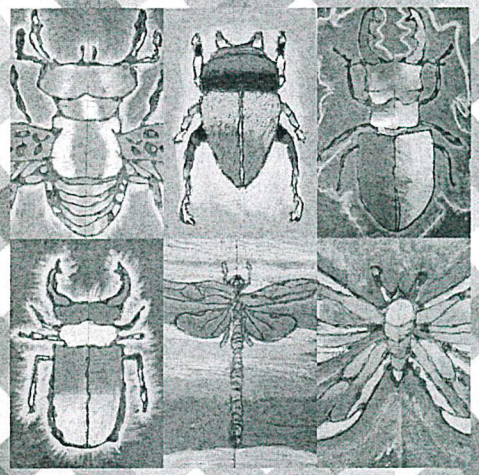
Pencil

Chalk

Watercolor Paint

If you have enjoyed drawing grasshoppers, you may enjoy making other insects. You can draw a side view or an aerial view. Just take it one step at a time!

Be Creative!



Dear Friends,

I hope you are healthy and enjoying time with your loved ones. If you finished the grasshopper today, please take a picture and email it to me at tsparks@fremont.net . I miss you all and would love to see your creations!

Also, you can call me anytime. My office hours are Tuesday and Thursdays from 12:00-2:00. My phone number is 924-7226.

Sincerely,

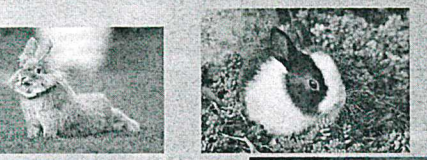
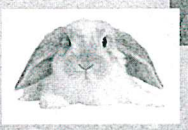
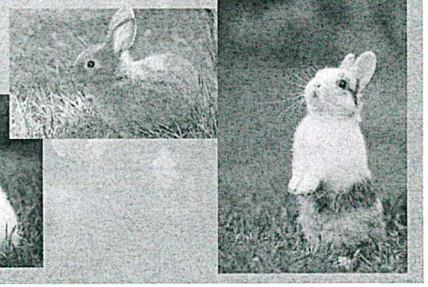
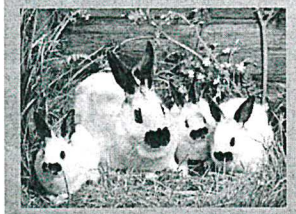
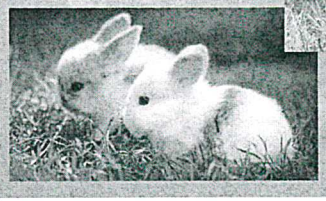
Mrs. Sparks

Welcome to Art With Mrs. Sparks

Session 1: Spring Bunny

Here are some cute bunnies for inspiration!



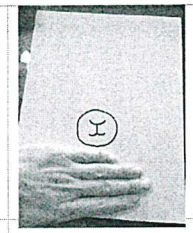
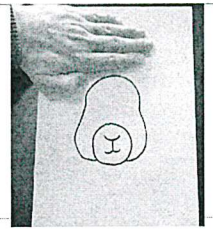






Follow the steps to make a Spring Rabbit.

Step 1: Nose and Face Shape

First, draw the circle nose. Leave space for four fingers below the nose.

Then, draw his head. Make his cheeks a little wider than the top of his head. Leave four fingers at the top so you have space for his ears.

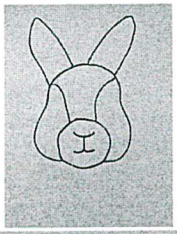
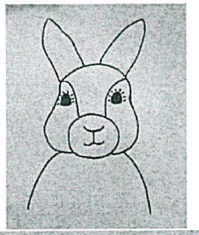



Step 2: Ears and Face

Draw his ears. Remember to make them round at the top.

Draw the bridge to his nose. Start at the edge of his ear and draw down toward the corner of his nose.

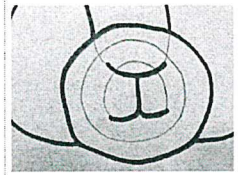
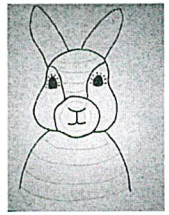
Next, put two big circle eyes and his shoulders coming out of his cheeks.

Step 3: Contour Surface Lines Curving Down

Contour surface lines will help show dimension to your rabbit. It will make your rabbit's face look like it has 3D curves. Make lines around his nose with pencil or pen.

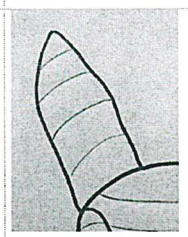
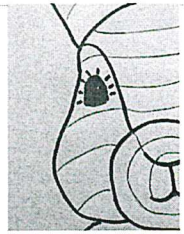
Now, make four lines across his forehead curving down like a ditch. Make four lines curving down on his chest too.

Step 4: Contour Surface Lines Curving Up

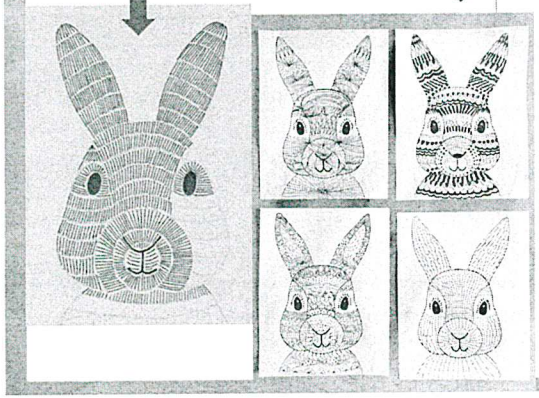
Make four lines on each ear curving up, like a hill.

Make four lines on each side of his face curving up. When possible connect them to the surface lines on the nose.

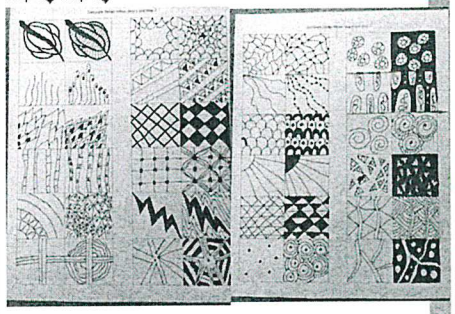
Step 5: Decorate The Body

Choice 1: Make hairs in each surface line. Follow the curve of the line and take your time.



Choice 2: Put Zentangle designs in each space. See here for a video on how to do Zentangle. Below is some simple two step ideas also.

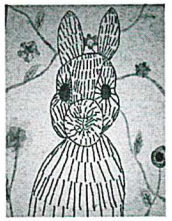
Step 1 Step 2

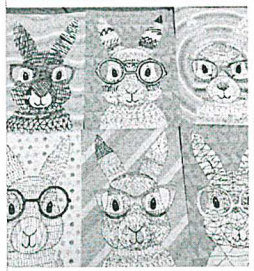


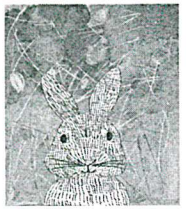
Step 6: Create a Background

You can choose:

- Color the background with crayons, markers, colored pencils, paint, chalk, etc.
- Cut out your bunny and glue it on a colored paper
- Glue real grass to your bunny or other organic shapes.

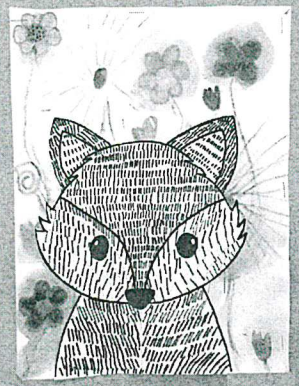


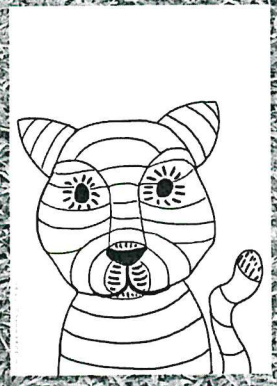




If you enjoyed making a bunny try other animals too!

Note: These flowers were made by putting <u>just a little</u> water over flowers made with regular markers.





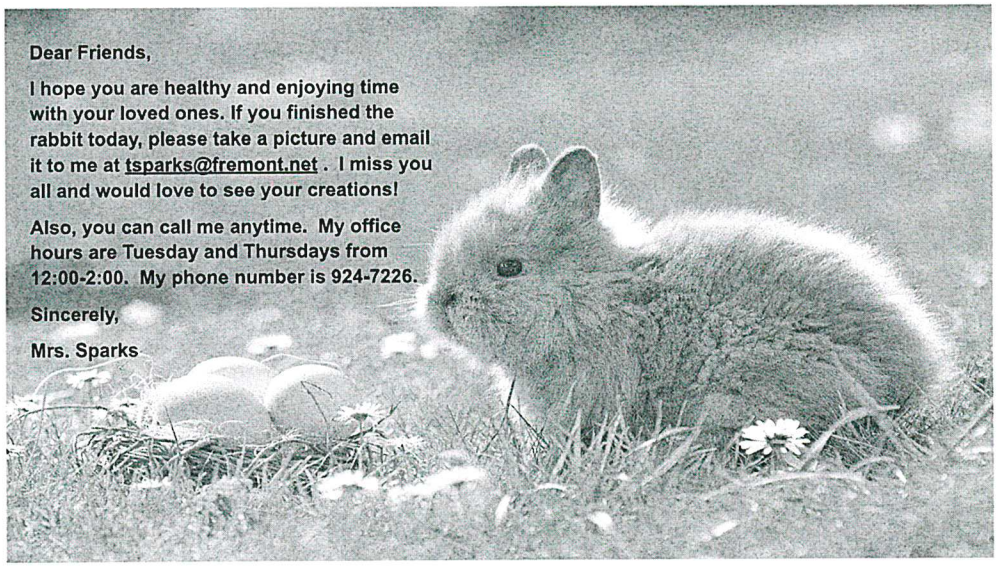
Dear Friends,

I hope you are healthy and enjoying time with your loved ones. If you finished the rabbit today, please take a picture and email it to me at tsparks@fremont.net . I miss you all and would love to see your creations!

Also, you can call me anytime. My office hours are Tuesday and Thursdays from 12:00-2:00. My phone number is 924-7226.

Sincerely,

Mrs. Sparks



PE CONTINUITY OF LEARNING PLAN-Session I

WEEK OF APRIL 20	Monday	Tuesday	Wednesday	Thursday	Friday
Learning focus (Standard, target)	Be Active for 30 minutes- 60 minutes today Walking 30 Minutes today! Non - stop! :) Follow my video on YouTube- message given!	Be Active for 30 minutes- 60 minutes today Walking 40 Minutes- Skip 20 steps/5 times! :)	Be Active for 30 minutes- 60 minutes today Walk/Jog 40 minutes Gallop 2 times Each foot	Be Active for 30 minutes- 60 minutes today Walk/Jog 45 minutes Sprint 30 sec.- 2 times	Be Active for 30 minutes- 60 minutes today Walk/Jog Jogging MOST of the 45 minutes Sprint 30 sec. 3 times
Instructional Resource (online, hard copy)	Gardenour Health Grooves Page 1 & 2	Wipeout PACKET PAGE	25 ways to get moving at home Page 3	Gardenour Health Grooves Journal page 2	Fitness Challenge Page 4
Student work/task (Online, hard copy)	Gardenour Health Grooves Page 2-journal	Wipeout Page 2-journal	LINK Page 2-journal activities Page 3-moves	Gardenour Health Grooves Page 2-journal	LINK Page 2-journal Page 4-challenge
OTHER NOTES	Journal your activities - Watch all 4 videos on Gardenour Health Grooves!	Journal your activities - Zumba from Go Noodle!	Journal your activities Pick 5 -8 different activities to move at home!	Journal your activities -Follow Video 4 on Gardenour Health Grooves!	Journal your activities - Finish 8-12 One minute Fitness challenges

WEEK OF APRIL 27	Monday	Tuesday	Wednesday	Thursday	Friday
Learning focus (Standard, target)	Be Active for 30 minutes- 60 minutes today 20-30 minutes Yoga	Be Active for 30 minutes- 60 minutes today 30 minutes soccer dribble and/or juggle	Be Active for 30 minutes- 60 minutes today Pick your own activity from list page1 week 1!	Be Active for 30 minutes- 60 minutes today 20-30 minutes Yoga	Be Active for 30 minutes- 60 minutes today 30 minutes of catching throwing a ball
Instructional Resource (online, hard copy)	YMCA 360 - Online Exercise | On-Demand Videos Page 3 & 4	https://app.gonoodle.com/activities/madison-keys-fast-feet?s=Search&t=footwork Try Fast Feet-Go Noodle	4: What If Workout - Gardneour Health Grooves Page 1 week 1 and journal.	YMCA 360 - Online Exercise | On-Demand Videos Page 5 & 6	Catching 3.1: Catching and throwing balls review Pages 10-13
Student work/task (Online, hard copy)	YMCA 360 - Online Exercise | On-Demand Videos Page 2- 4 Page 1-journal	LINK Page 7-"Active for Life Sock Ball Games" Page 8 and 9	3: What If Lyrics Video - Gardenour Health Grooves Page 1 - Journal	YMCA 360 - Online Exercise | On-Demand Videos Page 5 & 6 Page 1 Journal	https://youtu.be/VSceuiPBpxY Kobe Bryant-Mindset of a winner! Being Successful is Hard Work
OTHER NOTES	Journal your activities -	Journal your activities - Use any kind of round ball	Journal your activities - Write a note of your thoughts of what the song **"What If"** means to you!	Journal your activities - Pick a different video from Monday on the YMCA360 site.	Journal your activities - Watch the video of Coby and Write a note about your success and how you can achieve it!

An Exercise note from Mrs. Gardenour

Hello Daisy Brook Students! You have NOT been forgotten~believe it or not YOU ARE MISSED! My biggest concern is that you are safe and staying Healthy! Please keep following the clean safety guidelines given from those in authority!! NOW . . . if you have taken a holiday the past few weeks, it is time to get OFF the couch and GET MOVING! Here are some healthy REMINDER tips:

1. STUDIES SHOW THAT YOU NEED EXERCISE 1 HOUR EACH DAY! At least 30 minutes 5-7 days a week minimum!

Here are some good movement examples:

*Early morning walk – maybe with the dog!
*Evening walk – listen for the birds singing!
*Play catch (football/baseball/softgball/Frisbee) with a sibling or parent/guardian!
*Raking leaves/shoveling dirt for an outdoor project/yard work!
*Ride your bike!! FRESH air!
*Skateboard!
*Wii Dance/bowling/tennis and such!
*Jump rope - Planking – Sit ups! You know these-Do THEM!
*Dribble/shooting baskets! (there are some outdoors baskets locally)
*Motor Cycle/4 wheeler – get outside and ride! Parent approval of couse!
*One mile (or more) jog – have good shoes on your feet!
*Do the Happy Dance – check out: YouTube (Daisy Brook)You may recognize some 5th graders! https://youtu.be/BXRVDp3Z0IM

**Always drink WATER!! Lots of WATER when exercising!

2. Get 8-10 hours of GOOD sleep!
3. Eat healthy – Fresh is BEST! Remember the Go – Slow – Whoa method!
   *Very LIMITED pop!
   *Moderation on Sugar intake!
   *Check out www.choosemyplate.gov for assistance on your diet!
   *Lots of WATER – Lots of WATER! Limit the sugary juices!
4. Keep a healthy Mind – think on Positive thoughts – It is a choice that we make even under stressful/not normal conditions! Read a good book with a happy ending! Listen to music that has a healthy message!
5. You will be receiving an Exercise Log Sheet – please keep track of your movement and send it back to me at: jgardenour@fremont.net so we can see your progress.
6. If you would like to send a video of your dance or exercise activity send it over by email as well. Check out my YouTube site: Gardenour Health Grooves
   https://www.youtube.com/channel/UCEnsRFRyh-f5iOXJ4pyF5gw

***Students: You are LOVED! Here is a long distance HUG!! Be blessed! ☺

**Repeat~Retrun your Exercise Journal: Email, drop off at Daisy Brook, leave it with the bus driver on lunch delivery or just send it to me! I would LOVE to see your work!

**Call me 231-924-8288 at school. My office hours are: 12-2 on Tuesday and Thursday!
**I would LOVE to hear from you! Be blessed!
~Mrs. G~

DAISY BROOK FIT CLUB
RECORD SHEET

STUDENTS NAME_____

TEACHERS NAME_____

WEEK OF:_____

	DATE	ACTIVITY	How Many Minutes?	Who with/by yourself
DAY 1				
DAY 2				
DAY 3				
DAY 4				
DAY 5				
Day 6				
Day 7				

WEEK OF:_____

	DATE	ACTIVITY	How Many Minutes?	Who With/by
DAY 1				
DAY 2				
DAY 3				
DAY 4				
DAY 5				
DAY 6				
DAY 7				

American Heart Association.

25 WAYS TO GET MOVING AT HOME

1. Run in place for 30 seconds

2. Dance party for 1 minute

3. Stand up and sit down 10 times

4. Read standing up

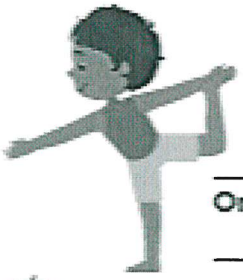
5. Hot lava! Keep a balloon in the air without touching the ground (make it harder by only using heads or elbows)

6. Jumping jacks for 30 seconds

7. Do the hokey pokey

8. See how many squats you can do in 15 seconds

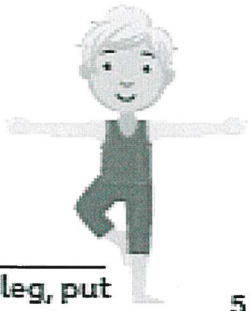
9. Stand up, touch your toes



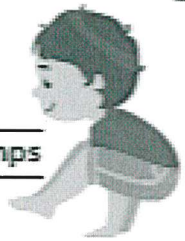
10. Wall sits while reading

11. One-minute yoga

12. Stretch your hands high over your head



13. Arm circles forward for 30 seconds, arm circles backward for 30 seconds



14. 10 frog jumps

15. Standing mountain climbers for thirty seconds

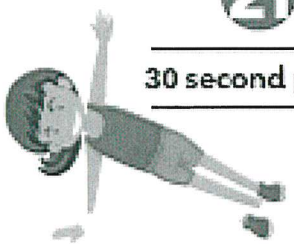
16. Stand on one leg, put your hands up, put your hands out to the side

17. 5 lunges on the right leg, 5 lunges on the left leg

18. Practice spelling, do a squat for every vowel

19. Run in place for 30 second, check your heart rate

20. Practice spelling by doing a jumping jack for each letter



21. 30 second plank

22. Practice math problems, do a jumping jack every time the answer is an even number

23. 20 leg lifts

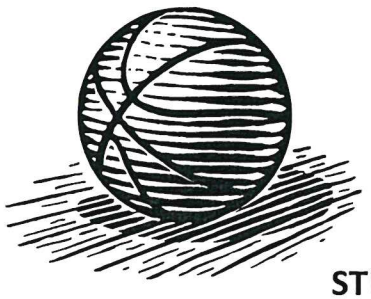
24. Ball toss spelling practice. Toss the ball and say a letter then toss the ball to someone else to say the next letter

25. High knees for 30 seconds

1 MINUTE FITNESS CHALLENGE

Name: _____ **Grade:** _____ **Class:** _____

Station #	Exercise	Challenge	#
1	Push-Ups	How many push-ups can you do?	
2	Stretch	How many muscles can you safely stretch? Hold stretches for 10 seconds each.	
3	Sit-Ups	How many sit-ups can you do?	
4	Pass and Catch	How many times can you pass and catch a foam die with a partner?	
5	Water	Remember to stay hydrated. Get 1 quick and quiet drink.	
6	Jump and Think	How many fruits can you name while jumping rope?	
7	Exercise Band Curls	How many curls can you do with the exercise band?	
8	Ball Plank	How long can you hold a plank on the exercise ball?	
9	Balance and Think	Balance on one foot. How many vegetables can you name?	
10	Jump Rope Tricks	How many different jump rope tricks can you do?	
11	Heart Rate	Take your pulse for the full minute. How many beats did you count?	
12	Fitness Knowledge	Individual Assessment Station	



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RECORD SHEET

STUDENTS NAME_____

TEACHERS NAME_____

WEEK OF:_____

	DATE	ACTIVITY	How Many Minutes?	Who with/by yourself
DAY 1				
DAY 2				
DAY 3				
DAY 4				
DAY 5				
Day 6				
Day 7				

WEEK OF:_____

	DATE	ACTIVITY	How Many Minutes?	Who With/by
DAY 1				
DAY 2				
DAY 3				
DAY 4				
DAY 5				
DAY 6				
DAY 7				

PRINT & CUT

Yoga Pose Cards

Print, Cut, Laminate

Beginning

Cat

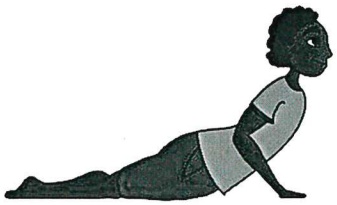
Chair

Child

PRINT & CUT

Yoga Pose Cards

Print, Cut, Laminate



Cobra

Cow

Cross-Crawl 1

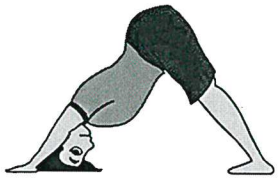
Cross-Crawl 2

PRINT & CUT

Yoga Pose Cards

Print, Cut, Laminate

Cross-Legged



Down Dog

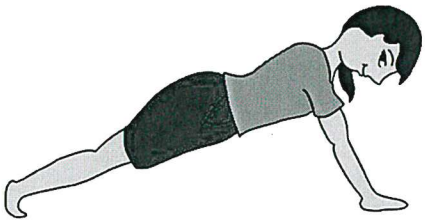
Goddess

Knobby-Knees

PRINT & CUT

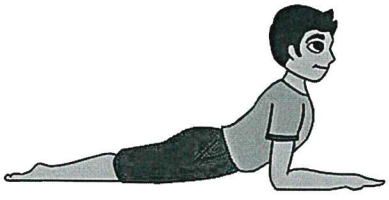
Yoga Pose Cards

Print, Cut, Laminate



Plank

Rock



Sphinx

Tall Mountain

PRINT & CUT

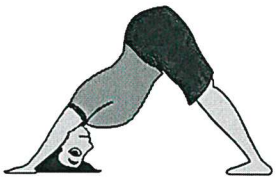
Yoga Pose Cards

Print, Cut, Laminate

Tree 1

Tree 2

Up Dog

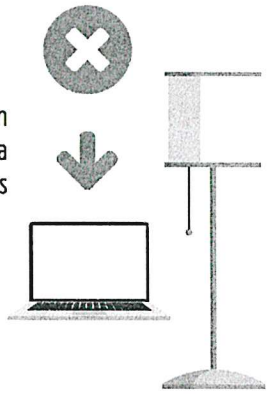


Down Dog

Active for Life Sock Ball Games

1. PREPARE YOUR PLAY AREA

Remove breakable objects such as lamps, electronics, flower vases, etc. The play area can be a bedroom, living room, or anywhere there is enough space to throw, catch or kick a ball and swing a simple bat. Objects like pillows, chairs, sofas and boxes can be used as goals or targets for some games.



2. MAKE A SOCK BALL

Roll and fold a pair of socks inside each other. For larger balls, use 3-4 pairs of socks, or use heavy adult-size work socks.

3. GET READY TO PLAY!

SOCCER

One player: Practice shooting on a "goal" (living room sofa, door opening, laundry hamper laid on its side).

Two or more players: Play a game 1-versus-1 or 2-versus-2 (use sofas, doorways, etc. as goals).

THROW AND CATCH

Stand 3-5 metres apart and throw to each other.

Start with gentle underhand throws.

As throwing and catching improve: throw faster, throw overhand, and even try trick throws (throw from behind your back, under your legs, from behind your head, etc.).

BASKETBALL

One player: Practice shooting on a "basket" (laundry hamper, small cardboard box, or other container turned upright).

Two or more players: Play 1-versus-1 or 2-versus-2 in a competitive shootout challenge. Take turns shooting from different distances. No blocking allowed.

DODGE BALL

Make two or three sock balls per person.

Players are allowed to pick up balls from opponents and throw back at them.

Players are only permitted to throw from their "home base" (sofa, bed, or other designated place).

No "elimination" when you are hit—keep playing.

BOWLING

Set up 6 empty milk cartons or plastic bottles as bowling "pins."

One player: One child can play alone after a parent shows how to setup the bowling pins.

Two or more players: Play against each other in a competition.

BASEBALL BATTING

Use a cardboard tube, roll a newspaper with tape, or get a plastic vacuum cleaner pipe to use as a baseball bat.

Take turns pitching and batting the sock ball

With three or more players, extra players are "fielders" who try to catch the ball after it has been hit.

After 10 hits, change batters.

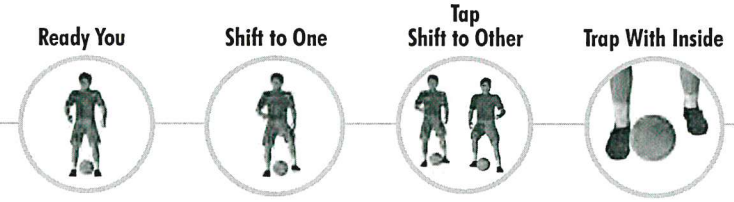
ACTIVE FOR LIFE®

EPEC™ Foot Dribble

LEARN

STEP 1 — Stationary Dribble

BENCHMARK K

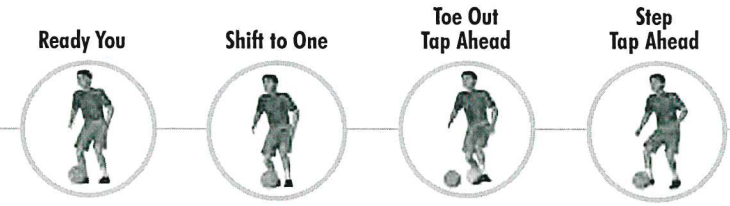


Demonstrate correct foot and body posture when tapping a ball[1] from one foot to the other when stationary.

- Position the body over the ball with a slight forward lean. Place the feet shoulder-width apart with the knees slightly bent and the weight on the balls of the feet.
- Shift the weight and balance the body on the non-dribbling foot.
- Tap the ball softly with the dribbling foot and then shift the weight to that foot in preparation for receiving the ball with the other foot.
- Receive the ball by lifting the foot a few inches off the ground and stopping the ball with the medial side of the foot.
- Push the ball back and forth between the feet, contacting the ball with the medial sides of the feet and shifting the weight onto the non-contact foot.

STEP 2 — Inside Foot Dribble

BENCHMARK 1

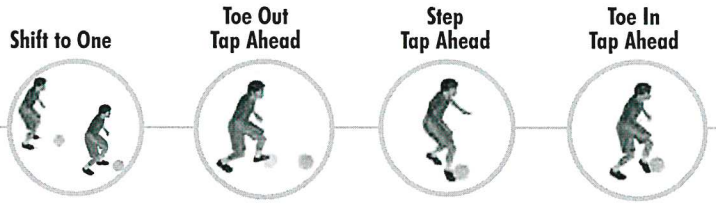


Demonstrate dribbling a ball[1] correctly using the medial sides of the feet when moving at a moderate speed[2] for 40 feet.

- Position the body over the ball with a slight forward lean. Place the feet shoulder-width apart with the knees slightly bent and the weight on the balls of the feet.
- Shift the weight and balance the body on the non-dribbling foot.
- Turn the dribbling foot out, contacting the ball with the medial side of the foot.
- Project the ball no more than two or three feet beyond the body and within a zone of three feet to either side of the midline.
- Step forward on the dribbling foot and simultaneously move the opposite foot forward with the toe pointed out. Receive and project the ball forward and toward the midline.
- Continue to push the ball forward, alternating feet.

STEP 3 — Foot Dribble

BENCHMARK 2



Demonstrate dribbling a ball[1] correctly using the medial and lateral sides of the feet as appropriate, when moving at a moderate speed[2] for 40 feet.

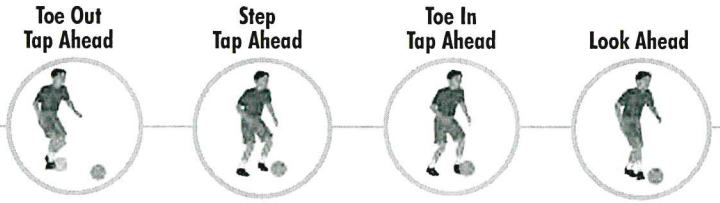
- Position the body over the ball with a slight forward lean. Place the feet shoulder-width apart with the knees slightly bent and the weight on the balls of the feet.
- Shift the weight and balance the body on the non-dribbling foot.
- Contact the ball with the medial side (toe out) or lateral side (toe in) of the foot as appropriate.
- Project the ball no more than two or three feet beyond the body and within a zone of three feet to either side of the midline.
- Step forward on the dribbling foot and simultaneously move the opposite foot forward with the toe pointed in or out as appropriate to redirect the ball. Receive and project the ball forward and toward the midline.
- Continue to push the ball forward, alternating feet.

[1]The ball must be the correct size and weight for the student to manipulate. Size three balls (for students under nine years old) are six inches in diameter; size four balls (for students nine to 12 years old) are eight inches in diameter; size five balls (for teens and adults) are 10 inches in diameter. Foam balls, hard Nerf™ balls and six- to eight-inch inflated playground balls are suitable for young children.

[2]A moderate speed is defined as 135 to 149 steps per minute; a fast speed is more than 160 steps per minute.

STEP 4 — Mature Form

BENCHMARK 3

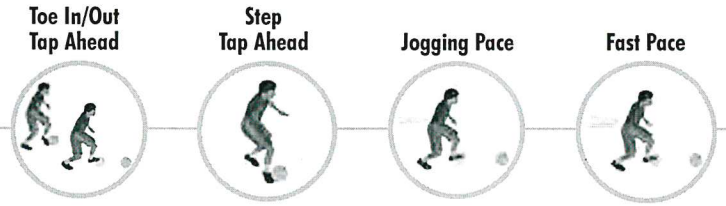


Demonstrate mature form when dribbling a ball[1] in a smooth, continuous motion at a moderate speed[2] for 40 feet.

- Position the body over the ball with a slight forward lean. Place the feet shoulder-width apart with the knees slightly bent and the weight on the balls of the feet.
- Shift the weight and balance the body on the non-dribbling foot.
- Contact the ball with the medial side (toe out) or lateral side (toe in) of the foot as appropriate.
- Project the ball no more than two or three feet beyond the body and within a zone of three feet to either side of the midline.
- Focus the eyes forward (at least 10 feet in front of the body—not on the ball).

DO

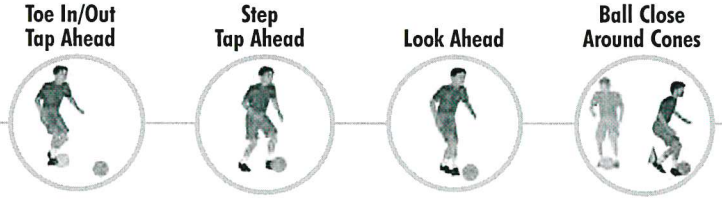
STEP 5 — Various Speeds



Demonstrate mature form when dribbling a ball[1] and maintaining control at moderate to fast speeds[2] for 75 feet.

STEP 6 — Curved Pathway

BENCHMARK 4

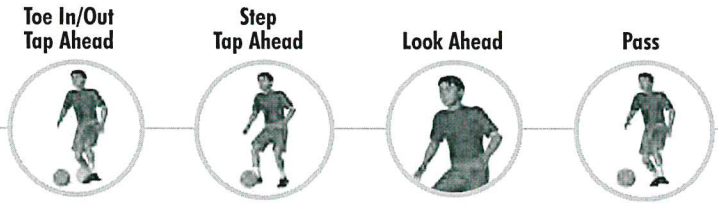


Demonstrate mature form when dribbling a ball[1] along a curving pathway (e.g., staggered cones 15 feet apart),[3] and maintaining control at moderate to fast speeds[2] for 75 feet.

USE

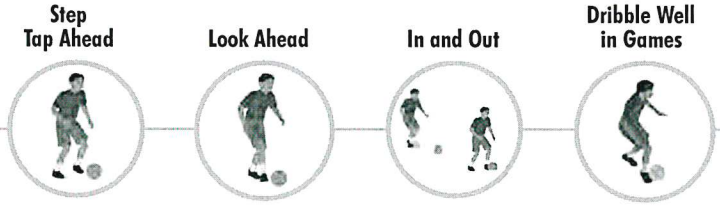
STEP 7 — Dribble and Pass

BENCHMARK 5



Demonstrate mature form when dribbling a ball[1] and maintaining control at moderate to fast speeds[2] for 75 feet, and then passing the ball to a partner.

STEP 8 — Use in Physical Activities



Demonstrate mature form when dribbling a ball[1] with the feet in physical activities.

[1]The ball must be the correct size and weight for the student to manipulate. Size three balls (for students under nine years old) are six inches in diameter; size four balls (for students nine to 12 years old) are eight inches in diameter; size five balls (for teens and adults) are 10 inches in diameter. Foam balls, hard Nerf™ balls and six- to eight-inch inflated playground balls are suitable for young children.

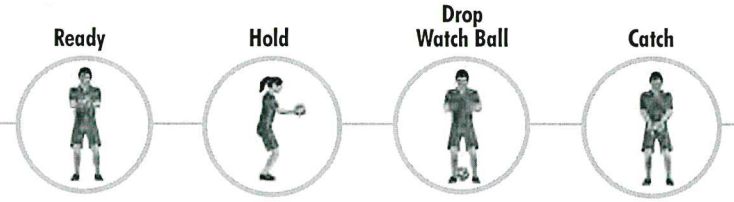
[2]A moderate speed is defined as 135 to 149 steps per minute; a fast speed is more than 160 steps per minute.

[3]Students should treat cones as defenders and position themselves to keep their body between the ball and the cones as much as possible.

EPEC™ Catch Fly Balls

LEARN

STEP 1 Drop and Catch

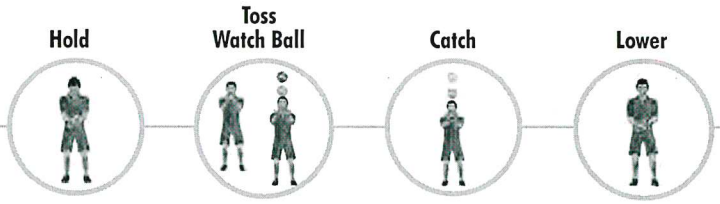


Demonstrate dropping a ball[1] and catching it correctly at the peak of the bounce.

- Align the feet shoulder-width apart with the weight evenly distributed on the balls of the feet.
- Hold the ball in front of the body at chest height with the elbows flexed slightly and the hands on the sides and slightly under the ball.
- Drop the ball to the floor and watch it throughout its course of flight.
- Catch the ball at or near waist height with the hands on the sides of (or slightly under) the ball and the thumbs pointing up.

STEP 2 Toss and Catch

BENCHMARK K

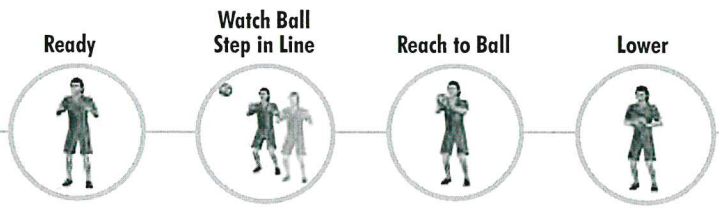


Demonstrate tossing a ball[1] to progressively greater heights (to eight feet) and catching it correctly.

- Hold the ball in front of the body at waist height[2] with the elbows flexed slightly and the hands on the sides and slightly under the ball.
- Toss the ball into the air by moving the upper arms to raise the hands to neck height and releasing the ball.
- Watch the ball throughout its course.
- Catch the ball at or near neck height with the hands on the sides of (or slightly under) the ball and the thumbs pointing up.
- Move the upper arms to lower the hands to waist level to absorb the force of the ball. (The elbow may also extend slightly.)

STEP 3 Lobbed Balls

BENCHMARK 1

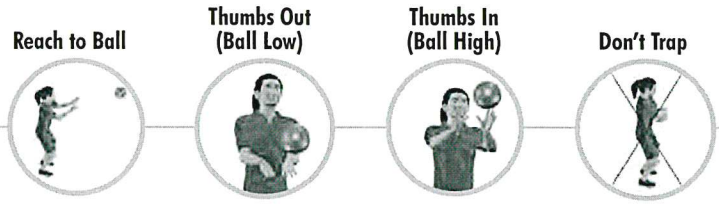


Demonstrate catching a ball[1] correctly that is lobbed from a distance of six feet and to progressively greater heights (to 10 feet).

- Align the feet shoulder-width apart with the weight evenly distributed on the balls of the feet.
- Watch the ball throughout its flight.
- Move to a position in line with the path of the ball (if necessary) so the catch can be made in front of the chest.
- Reach with the hands by moving the upper arms and extending the elbows to meet the oncoming ball.

STEP 4 Hand Position

BENCHMARK 2



Demonstrate correct hand position when catching a ball[1] that is lobbed from a distance of six feet and to a height of 10 feet.

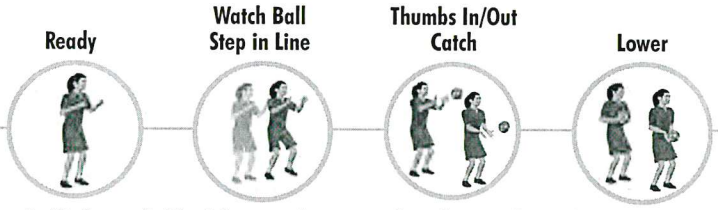
- Position the thumbs in if the ball's path is on a line passing above the receiver's mid-sternum. Position the thumbs out if the ball's path is on a line passing below the receiver's mid-sternum.

[1]Use a six- to eight-inch-diameter lightweight ball.

[2]When beginning students on this step, have them start by throwing the ball first from chest height. As they become more proficient at catching the ball and need to throw it higher, they will start with their hands lower.

STEP 5 — Mature Form

BENCHMARK 3



Demonstrate mature form when catching a ball[1] that is lobbed from a distance of 10 feet and to a height of 10 feet.

Preparation Phase

- Align the feet shoulder-width apart with the weight evenly distributed on the balls of the feet.
- Watch the ball throughout its flight.
- Move to a position in line with the path of the ball (if necessary) so the catch can be made in front of the chest.

Action Phase

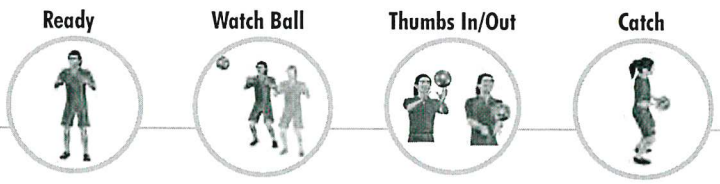
- Reach with the hands by moving the upper arms and extending the elbows to meet the oncoming ball.
- Position the thumbs in if the ball's path is on a line passing above the receiver's midsection. Position the thumbs out if the ball's path is on a line passing below the receiver's midsection.
- Catch the ball with the hands (versus trapping the ball against the body).

Completion Phase

- Move the upper arms to lower the hands to waist level to absorb the force of the ball. (The elbow may also extend slightly.

DO

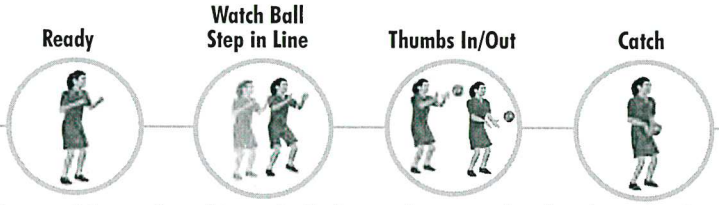
STEP 6 — Catch Ball, 15 Feet



Demonstrate mature form when catching a ball[1] that is thrown directly to the student from a distance of 15 feet and to a height of 10 feet.

STEP 7 — Catch Ball, 20 Feet

BENCHMARK 4

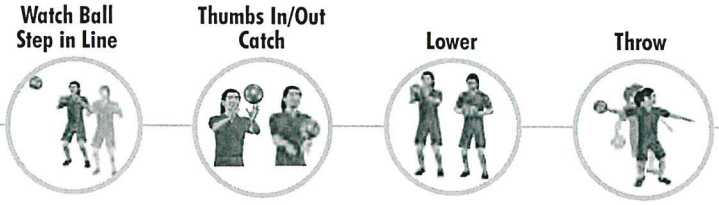


Demonstrate mature form when moving into position and catching a ball[1] that is thrown within five feet of either side of the student from a distance of 20 feet and to a height of 10 feet.

USE

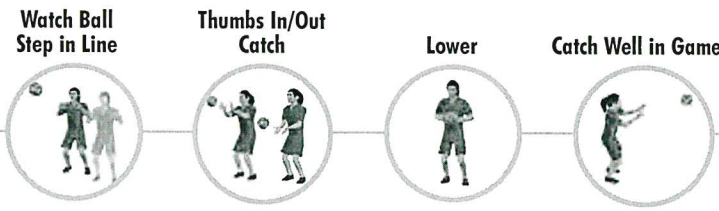
STEP 8 — Move, Catch and Throw

BENCHMARK 5



Demonstrate mature form when catching balls of various sizes thrown from a distance of 20 feet and to a height of 10 feet in combination with moving into position, catching and then throwing overhand at a target.

STEP 9 — Use in Physical Activities



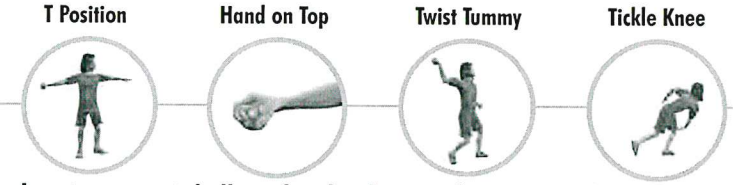
Demonstrate mature form when catching fly balls in physical activities.

EPEC™ Overhand Throw

LEARN

STEP 1 — T Position

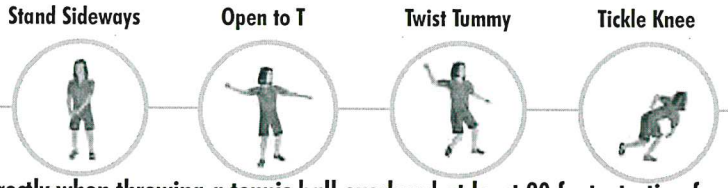
BENCHMARK K



Demonstrate the correct T position when throwing a tennis ball overhand at least 20 feet, starting from a side orientation.

- Stand with the hips and shoulders parallel to the direction of the throw, with the feet slightly wider than shoulder-width.
- Hold the arms out to the sides so the elbows are in line with the shoulders and the throwing hand is on top of the ball (with the palm facing the floor).
- Initiate the throw by rotating the hips and then the shoulders toward the target while throwing.
- Follow through after releasing the ball so the shoulder on the side of the throwing arm points in the direction of the throw and the throwing hand is near the knee and to the side opposite the throwing arm.

STEP 2 — Open to a T

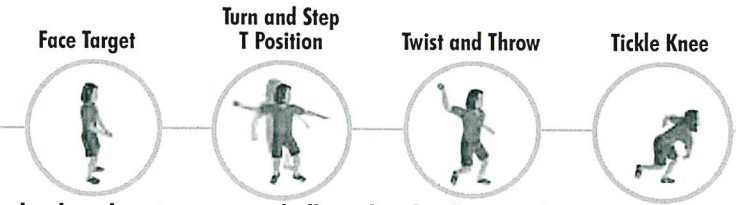


Demonstrate opening to a T position correctly when throwing a tennis ball overhand at least 20 feet, starting from a side orientation.

- Stand sideways to the target with the arms near the waist and the feet near shoulder-width apart.
- Step toward the target with the lead foot while simultaneously extending the arms to a T Position.
- Initiate the throw by rotating the hips and then the shoulders toward the target while throwing.
- Follow through after releasing the ball so the shoulder on the side of the throwing arm points in the direction of the throw and the throwing hand is near the knee and to the side opposite the throwing arm.

STEP 3 — Pivot and Twist

BENCHMARK 1

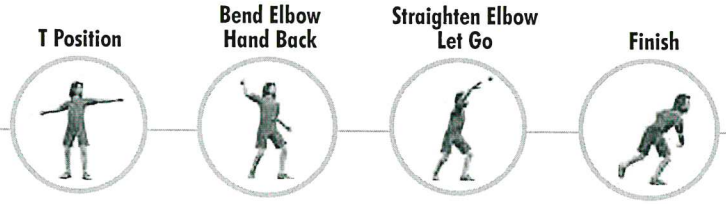


Demonstrate pivoting and twisting correctly when throwing a tennis ball overhand at least 20 feet, starting facing the target.

- Pivot on the foot on the throwing-arm side, from a position facing the target, so the hips and shoulders are parallel to the direction of the throw and the weight is on that same foot.
- Extend the throwing arm (so the elbow is 160-180 degrees) back from the target while pivoting, keeping the throwing hand above the ball (so the palm faces the floor) with the throwing elbow in direct line with both shoulders.
- Step toward the target with the foot opposite the throwing arm.
- Twist the hips, and then the trunk and shoulders, toward the target with the shoulders passing well beyond square to the target.
- Follow through after releasing the ball so the shoulder on the side of the throwing arm points in the direction of the throw and the throwing hand is near the knee and to the side opposite the throwing arm.

STEP 4 — Mature Arm Action

BENCHMARK 2



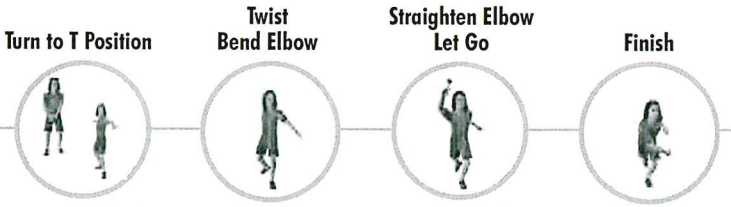
Demonstrate correct arm action when throwing a tennis ball overhand at least 20 feet, starting facing the target.

- Bend the elbow of the throwing arm, leading the lower portion of the arm with the elbow during the first half of the arm action.
- Extend the elbow of the throwing arm as it aligns with the shoulders and release the ball after the hand passes the shoulders.
- Follow through with the throwing shoulder well beyond square to the target and the throwing arm traveling to a point below the waist and to the side opposite the throwing arm.

TEACHING/LEARNING PROGRESSION

STEP 5 — Mature Form

BENCHMARK 3



Demonstrate mature form while throwing a tennis ball overhand at least 30 feet, starting facing the target.

Preparation Phase

- Pivot on the foot on the throwing-arm side, from a position facing the target so the hips and shoulders are parallel to the direction of the throw and the weight is on that same foot.
- Extend the throwing arm (so the elbow is 160-180 degrees) back from the target while pivoting, keeping the throwing hand above the ball (so the palm is facing the floor), with the throwing elbow in direct line with both shoulders.

Action Phase

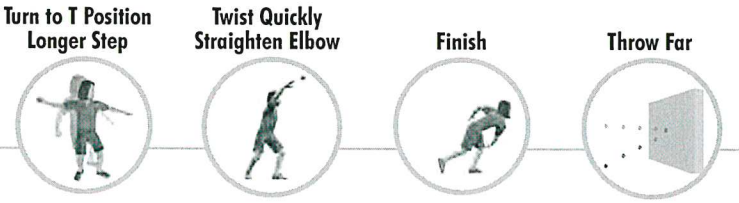
- Step directly toward the target with the foot opposite the throwing arm.
- Twist the hips, followed by the trunk and shoulders, toward the target with the shoulders passing well beyond square to the target.
- Bend the elbow of the throwing arm, leading the lower portion of the arm with the elbow during the first half of the arm action.
- Extend the elbow of the throwing arm as it aligns with the shoulders and release the ball after the hand passes the shoulders.

Completion Phase

- Follow through with the throwing shoulder well beyond square to the target and the throwing arm traveling to a point below the waist and to the side opposite the throwing arm.

DO

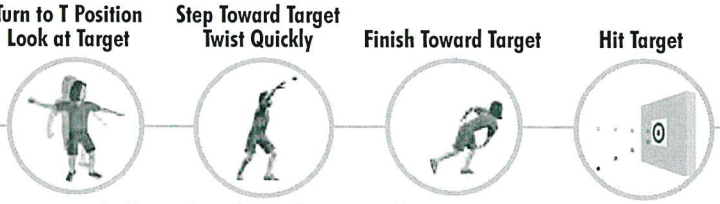
STEP 6 — Distance



Demonstrate mature form when throwing a tennis ball overhand so it travels in the air these distances: K-2, 30 feet; 3-5, 40 feet.

STEP 7 — Distance and Accuracy

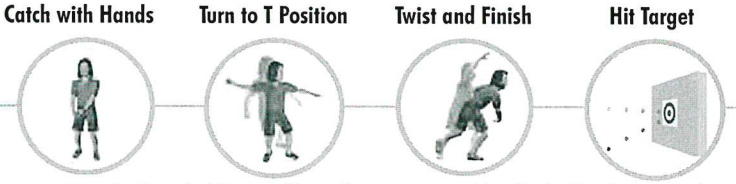
BENCHMARK 4



Demonstrate mature form when throwing a tennis ball overhand so it hits a six-foot-square target centered four feet above the ground from these distances: K-2, 30 feet; 3-5, 40 feet.

STEP 8 — Field and Throw

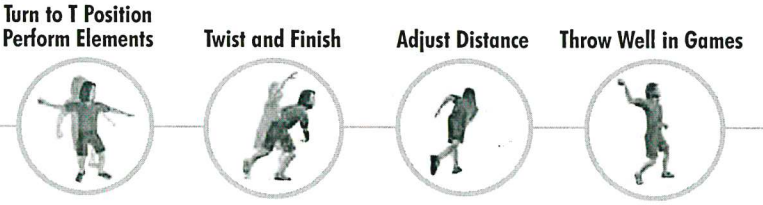
BENCHMARK 5



Demonstrate mature form when throwing overhand after fielding rolling, bouncing and/or fly balls that travel at least 30 feet, turn 90 degrees and then hit a six-foot-square target centered four feet above the ground from these distances: K-2, 30 feet; 3-5, 40 feet.

USE

STEP 9 — Use in Physical Activities



Demonstrate mature form when throwing overhand in physical activities.