

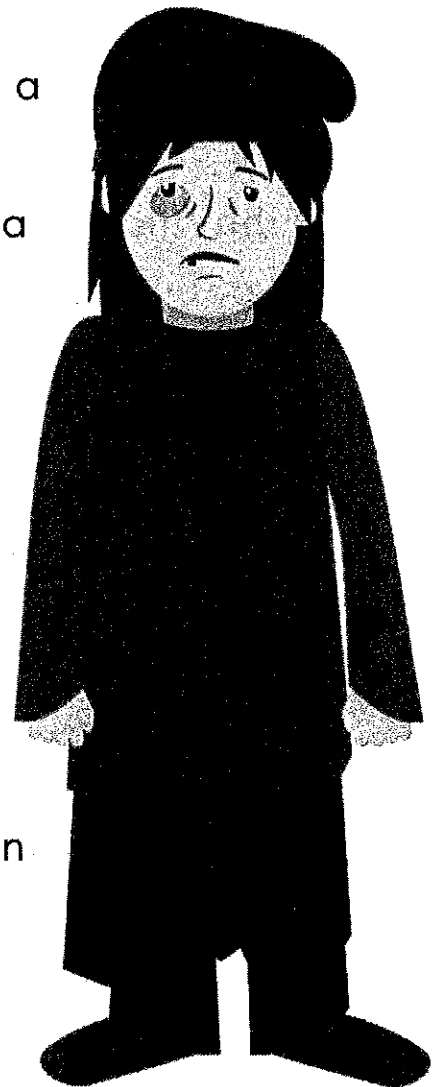
Virtual Learning Snow Day 1

Read the short story. Then answer each question.

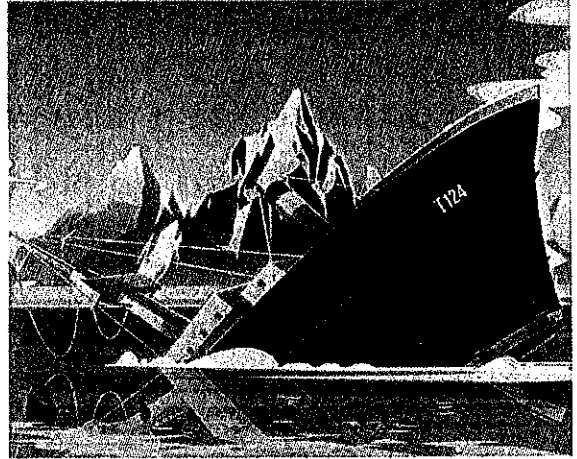
Fortune and the Poor Man

One day a ragged man was creeping along from house to house. He carried an old wallet in his hand and was asking at every door for money to buy something to eat. As he was grumbling at his misfortune, he kept wondering why it was that folks who had so much money were never satisfied and were always wanting more.

"I know of one man," said he, "who was a good businessman, and he worked very hard and made himself wondrously rich a long time ago. Had he been wise, this man would have used his fortune to take care of himself and his family. What did he do instead? He wanted more money. He always wanted more money. He built ships and sent them to sea to trade with foreign lands. He thought he would get mountains of gold. He wanted to be the richest man in the world."



"However, there were great storms on the water; his ships were wrecked, and his riches were swallowed up by the waves. Now all his hopes lie at the bottom of the sea, and his great wealth has vanished."



"There are many such cases. Men seem to never be satisfied unless they gain the whole world."

"As for me, if I had only enough to eat and to buy clothing, I would not want anything more."

Just at that moment, Fortune came down the street. She saw the poor man and stopped. She said to him:

"Listen! I have long wished to help you. Hold your wallet, and I will pour this gold into it, but only on this condition: all that falls into the wallet shall be pure gold, but every piece that falls upon the ground shall become dust. Do you understand?"

"Oh, yes, I understand," said the poor man.

"Then be careful," said Fortune. "Your wallet is old, so do not load it too heavily."

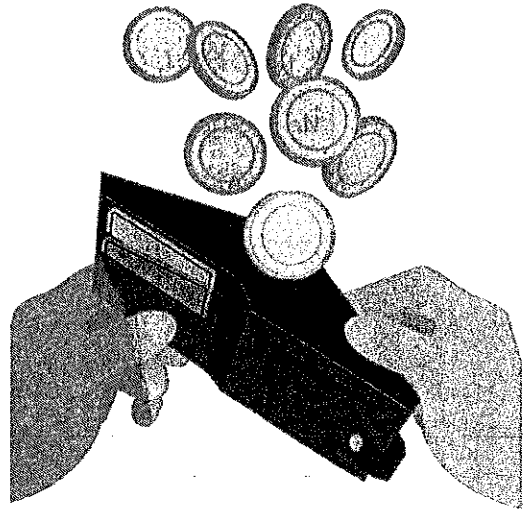
The man was so glad that he could hardly wait. He quickly opened his wallet, and a stream of yellow dollars poured into it. The wallet grew heavy.

"Is that enough?" asked Fortune.

"Not yet."

"Isn't it cracking?"

"Never fear."



The beggar's hands began to tremble. Ah, if the gold would only pour forever!

"You are the richest man in the world now!"

"Just a little more, add just a handful or two."

"There, it's full. The wallet will burst."

"But it will hold just a little more!"

Another piece was added, and the wallet split. The treasure fell upon the ground and turned to dust. The man had nothing now but his empty wallet, and it was torn from top to bottom. He was as poor as before.

Questions:

1. Why did the businessman lose all his money?
 - a. A robber stole it from him
 - b. His ships sank at sea.
 - c. His treasure turned to dust.
 - d. He gave it all away to the poor.

2. What is the poor man's wallet like?
 - a. red
 - b. fancy
 - c. slippery
 - d. old

3. Which word best describes the poor man?
 - a. greedy
 - b. happy
 - c. wise
 - d. weak

4. Why do you think Fortune gives the gold to the poor man?
 - a. to get rid of some gold
 - b. to teach the man a lesson
 - c. to reward him
 - d. to make him the richest man in the world



Round 3-digit numbers to the nearest 100

Grade 3 Rounding Worksheet

Example: 689 rounded to the nearest 100 is 700

Round to the nearest hundred.

1. $\underline{4}02 =$ _____ 2. $\underline{4}13 =$ _____ 3. $\underline{5}74 =$ _____

4. $\underline{6}71 =$ _____ 5. $\underline{1}07 =$ _____ 6. $\underline{7}07 =$ _____

7. $\underline{3}03 =$ _____ 8. $\underline{2}71 =$ _____ 9. $\underline{7}77 =$ _____

10. $\underline{3}50 =$ _____ 11. $\underline{6}55 =$ _____ 12. $\underline{3}20 =$ _____

13. $\underline{3}15 =$ _____ 14. $\underline{7}12 =$ _____ 15. $\underline{3}10 =$ _____

16. $\underline{4}80 =$ _____ 17. $\underline{1}00 =$ _____ 18. $\underline{1}87 =$ _____

19. $\underline{5}09 =$ _____ 20. $\underline{9}43 =$ _____ 21. $\underline{3}86 =$ _____



Round 3-digit numbers to the nearest 100

Grade 3 Rounding Worksheet

Example: 689 rounded to the nearest 100 is 700

Round to the nearest hundred.

1. $\underline{6}60 =$ _____ 2. $\underline{1}07 =$ _____ 3. $\underline{4}13 =$ _____

4. $\underline{3}63 =$ _____ 5. $\underline{2}28 =$ _____ 6. $\underline{6}87 =$ _____

7. $\underline{1}64 =$ _____ 8. $\underline{7}32 =$ _____ 9. $\underline{4}07 =$ _____

10. $\underline{2}68 =$ _____ 11. $\underline{8}10 =$ _____ 12. $\underline{7}56 =$ _____

13. $\underline{5}21 =$ _____ 14. $\underline{4}97 =$ _____ 15. $\underline{3}12 =$ _____

16. $\underline{4}73 =$ _____ 17. $\underline{2}55 =$ _____ 18. $\underline{8}29 =$ _____

19. $\underline{6}35 =$ _____ 20. $\underline{6}95 =$ _____ 21. $\underline{4}43 =$ _____

Magnets: Will it attract?

Grade 3 Science Worksheet

Draw a line from the magnet to the things it will attract.



Draw and label one thing that will be attracted to a magnet and one that will not.

<u>attract</u>	<u>won't attract</u>

Capitalization

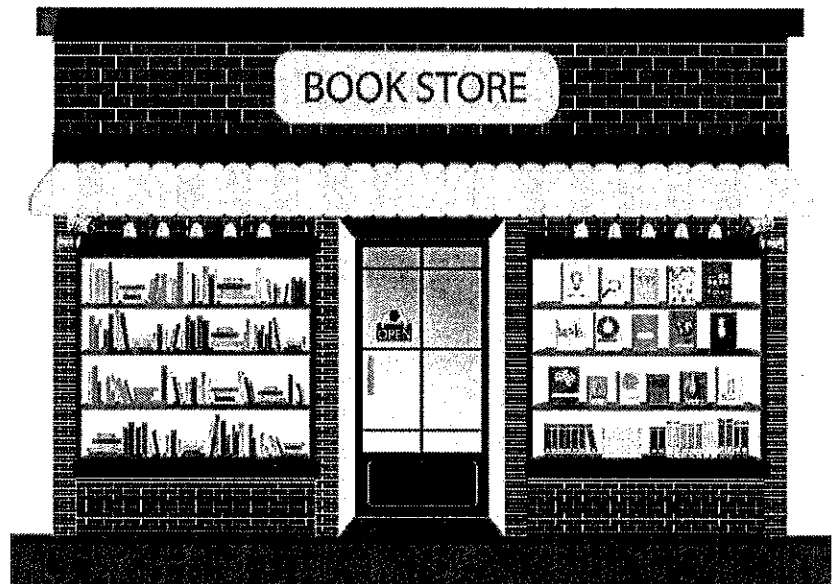
Grade 3 Capitalization Worksheet

Correct the capitalization:

yesterday, my mom and i went to the theatre to see the movie a wrinkle in time. i did not know that so many people went to the movies on a saturday. the place was full. for a small town like syracuse, it was surprising. after the movie, mom and i went to eat at denny's. it is a family restaurant where children eat for free on saturdays. today was my lucky day! after dinner, we went to the bookstore and i bought a new book, the hobbit. maybe, after i read it we can see the movie. when i got home, i wrote in my diary: saturday, march 22 was a great day!

Use capital letters

- to begin a sentence
- for proper nouns
- in titles
- in addresses
- for days and months



Snow Day Art Lesson

The lesson includes instructions and a drawing guide plus if you have access to the internet (even on a Smartphone) you can use the link to follow a Draw Along Video (there are other drawing projects on the page as well that you could try out)

<https://www.deepspacesparkle.com/tmc/substitute-plan-3-0-bundle-video-page/>

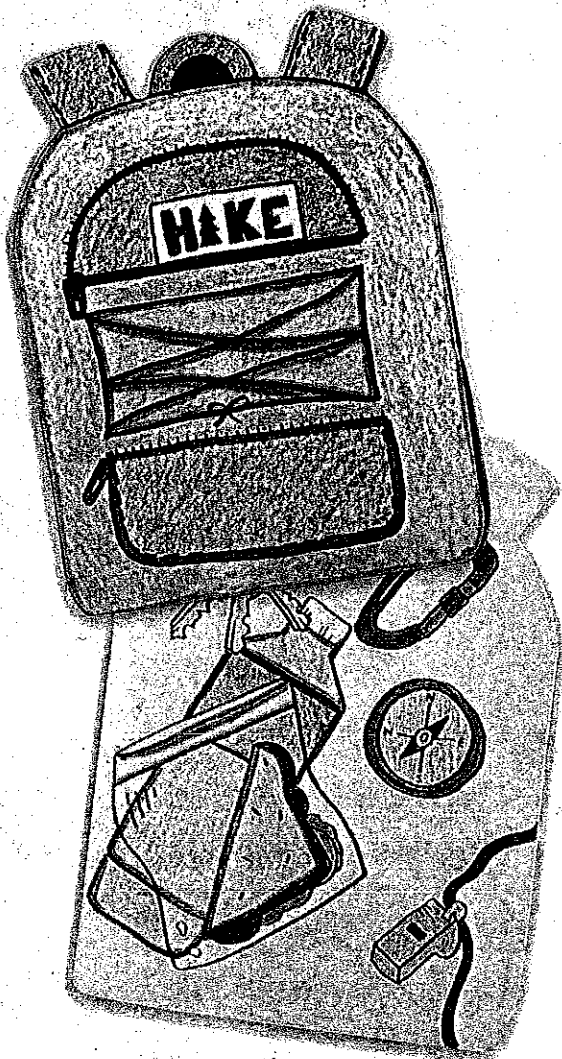
A blank piece of paper has been provided for you but you can use any paper you have available at home, if you have a sketchbook you can use that as well. The lesson can be colored by using crayons, markers, colored pencils, or if you have none of those materials at home you can simply use a pencil or pen to create a black and white version.

I have also included a Roll a Dice Drawing Activity you can do with everyone in your house. You will need to borrow a dice from a board game. All you need to do is roll the dice to determine what you need to draw. Once the drawing is complete you can add color.

Hope you enjoy your Snow Day Art Lessons and see you soon,

Mrs. Mitchell

ADVENTURE BACKPACK



* Today I will learn about **LINE** and **SHAPE** so that **I CAN** draw an adventure backpack with things inside.

* **NCAS: CREATING** Anchor Standard #1: Generate and conceptualize artistic ideas and work.

1. Give each student a piece of **white paper** and pass out **pencils, markers** and **crayons**.
2. Turn the paper horizontal and then fold it in half. For a single-layer version, use one 9" x 12" piece of white paper and work front and back.
3. Either draw an example of the backpack on the board with students following along or play the draw along video.
4. Students can use a **pencil** to draw and then trace over the lines with a **black marker** later or use the black marker to begin with.
5. Draw a backpack with the students using the "**Adventure Backpack Drawing Guide**" on the next page.
6. With the paper still folded, cut along the top outline to create a more realistic backpack shape.
7. Once the backpack is cut out, add additional details to the front of the backpack and objects "inside" by using the "**Adventure Backpack Handout**" as inspiration.
8. Students can use combination of **crayons** and **markers** to add color. Crayons work great for filling in large areas with color quickly.
9. Provide instructions for art (*take home, portfolio, etc.*) as outlined on the line below:

WHAT YOU'LL NEED:

- 12" x 18" or 9" x 12" white sulphite paper or copy paper
- Pencils, markers and crayons
- Black permanent marker (optional)
- Scissors (optional)
- Backpack Drawing Guide
- Adventure Backpack Handout



**ADVENTURE
BACKPACK**

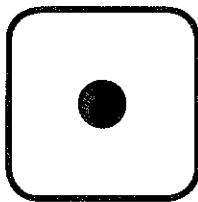


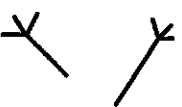
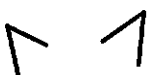


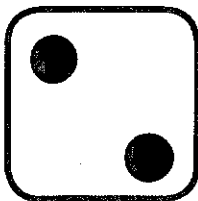



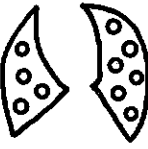
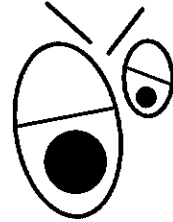

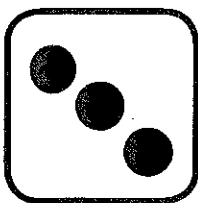
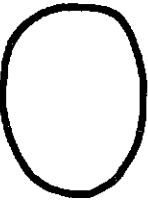



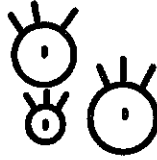

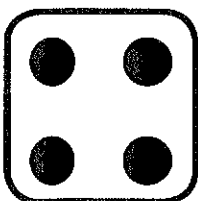

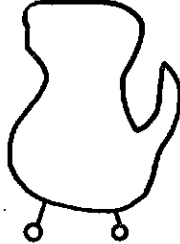
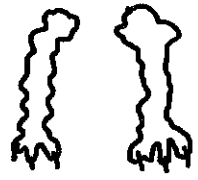



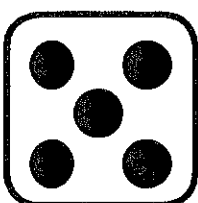

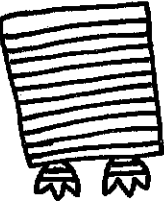




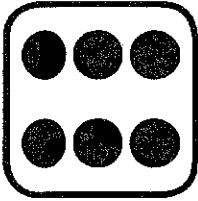

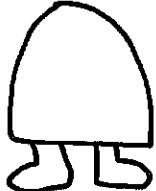
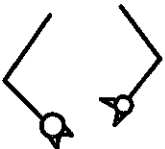
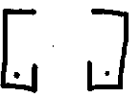


HANDOUT



**SUBSTITUTE
PLAN 3.0**

Roll a Drawing: Monsters

Roll the die. On each turn, draw the image next to your number!

	Roll One: Face	Roll Two: Body	Roll Three: Arms	Roll Four: Ears	Roll Five: Eyes	Roll Six: Snout
						
						
						
						
						
						

Virtual Learning Snow Day 2

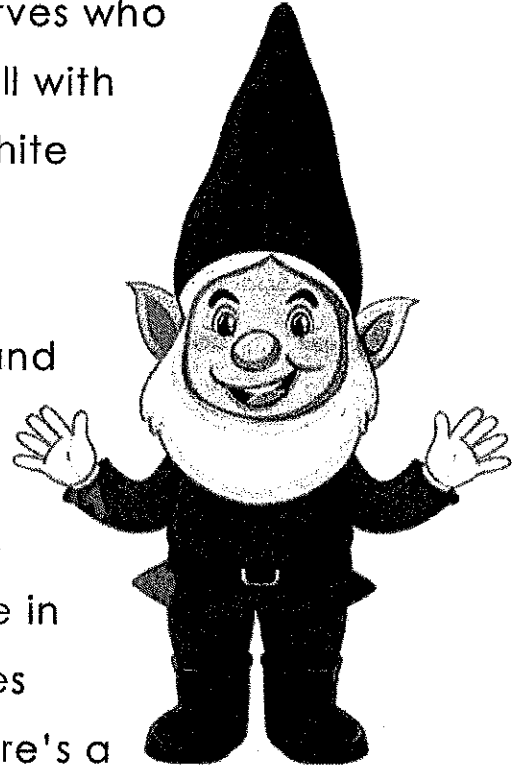
Read the short story. Then answer each question.

Golly-Grue and Grimbletoes Prepare for a Storm

Grimbletoes and Golly-Grue were dwarves who lived deep in the forest. Both were small with bright eyes. Grimbletoes had a long, white beard. Golly-Grue had two long, white braids. The two had lived together for more years than people could count, and they did everything together.

One dark, blustery day, Golly-Grue was stoking the fire when Grimbletoes came in from working in the garden. "Dog leaves and horse flowers!" he exclaimed. "There's a doozy of a storm coming. It's going to blow for the better part of a day."

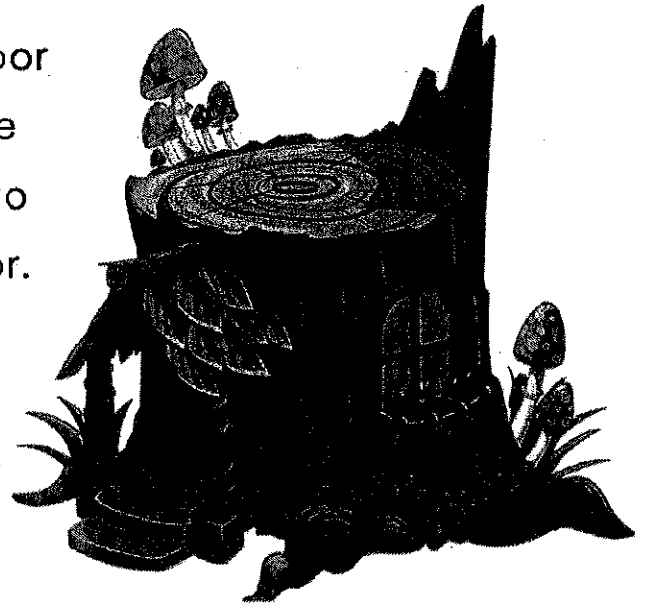
Golly-Grue looked up from the fire and shook her head. Grimbletoes was known to exaggerate a bit when it came to the weather. "Are you sure?" She poked the fire again and watched the flames dance. "Remember the last time?"



Grimbletoes tugged on his beard and looked up at the ceiling. "Well. Maybe I was a bit wrong last time, but I'm not this time. This time, I'm sure. It's going to be a bad storm."

"Well, then I guess we'd best get prepared," Golly-Grue replied. "Are the tools put away?"

Grimbletoes opened the front door and looked around the porch. He didn't see any tools. He ran out to the shed and tugged on the door. It was closed up tightly.



The wind whipped at his beard and tugged at his hair as Grimbletoes hurried back to the cabin. He pushed the door shut with a *bang!*

"All the tools are put away."

"Are all the windows bolted?" Golly-Grue asked.

Grimbletoes walked to each window of the cabin and checked the windows. One was bolted tightly, but the other two were open to let in the summer breeze. Grimbletoes closed them.

"All the windows are bolted."

Golly-Grue thought for a moment. Her fire was burning nicely, and all the ingredients she needed for dinner were laid out on the table.

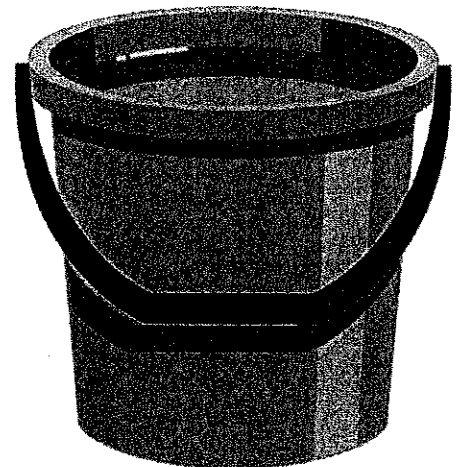
"Is the water bucket filled?" Golly-Grue asked.

Grimbletoes checked the water bucket. It was only half filled. "I'll go fill the bucket," he said.

Grimbletoes grabbed the bucket and hurried out to the creek behind the house. The wind blew the trees. Thunder boomed. Lightning forked across the sky. Grimbletoes knew he had to hurry. It wasn't safe outside.

Grimbletoes filled the bucket and hurried as quickly as he could back to the house.

Grimbletoes stepped up onto the porch just as the rain began to fall. It beat against the leaves. It pounded the ground. It banged against the roof. Grimbletoes's heart raced. He carried the bucket inside.



"The bucket is full."

Golly-Grue smiled. "Thank you, Grimbletoes." She looked out the window as the thunder boomed and lightning flashed again.

Less than a minute later, the sun broke through the clouds, and the rain stopped. The wind stopped. It was beautiful outside again. Golly-Grue turned to Grimbletoes and winked. "Yep. That was a really bad storm."

Grimbletoes looked out the window. "Well, dog leaves and horse flowers," he said. "It got me again."

Golly-Grue looked up from the soup pot and laughed.



Questions:

1. Why is Grimbletoes worried?

2. Why doesn't Golly-Grue believe Grimbletoes about the storm?

3. What tasks did Grimbletoes have to complete before the storm hits?

4. Why does Golly-Grue laugh at Grimbletoes?

Multiplication word problems

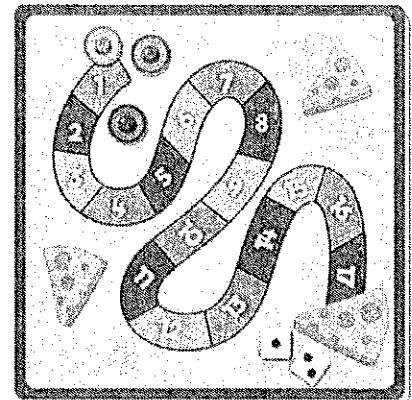
Grade 3 Math Word Problems Worksheet

Andrew is having his friends over for game night. So, he decided to prepare snacks and games.

1. He started by making mini sandwiches. If he has 4 friends coming over and he made 3 sandwiches for each one of them, how many sandwiches did he make?

2. He also made some juice from fresh oranges. If he used 2 oranges per glass of juice and he made 6 glasses of juice, how many oranges did he use?

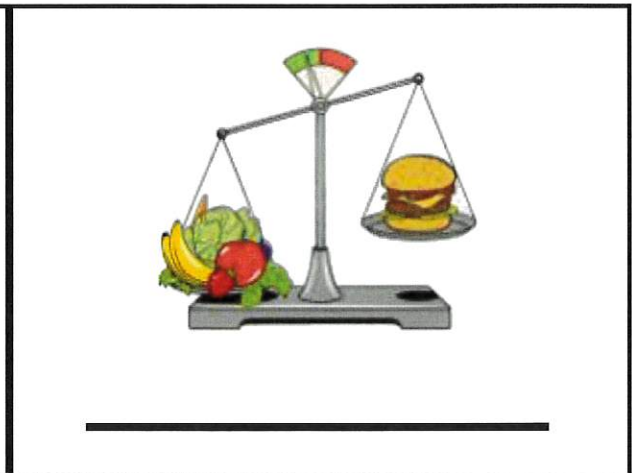
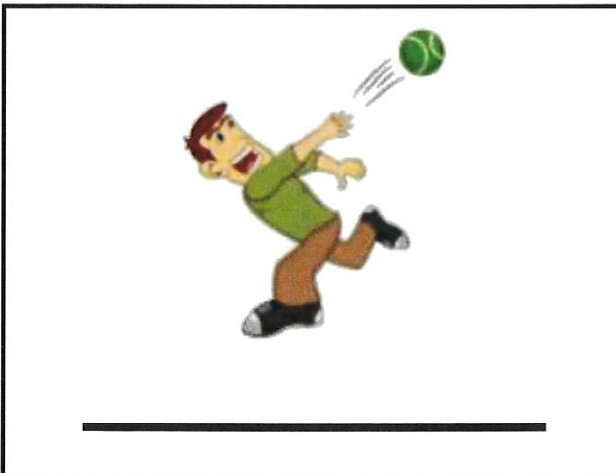
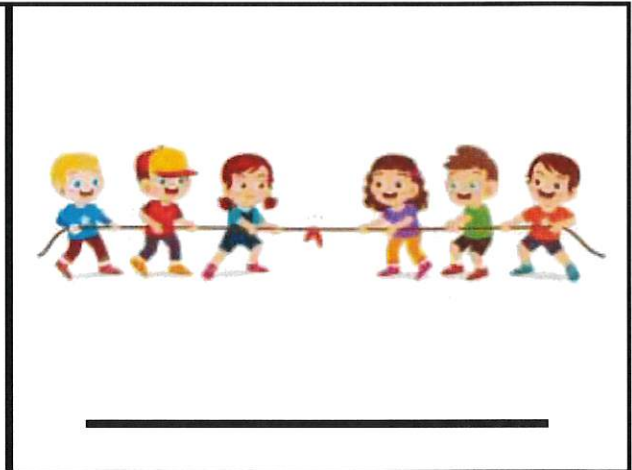
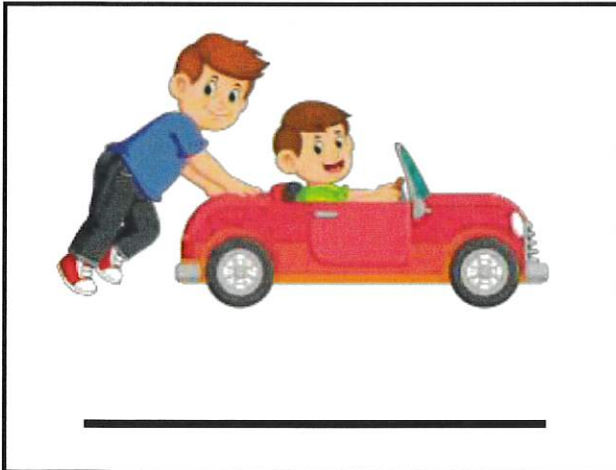
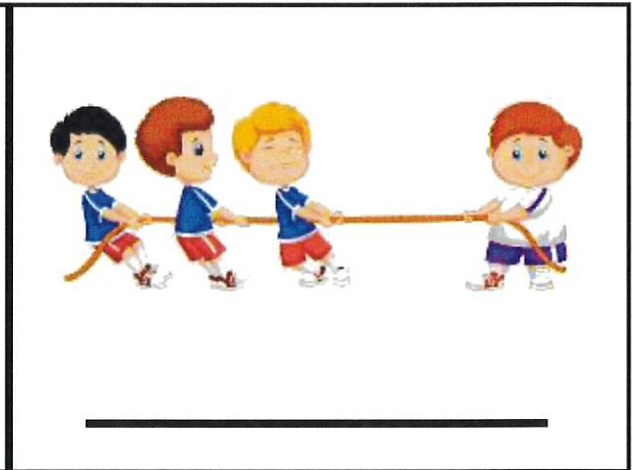
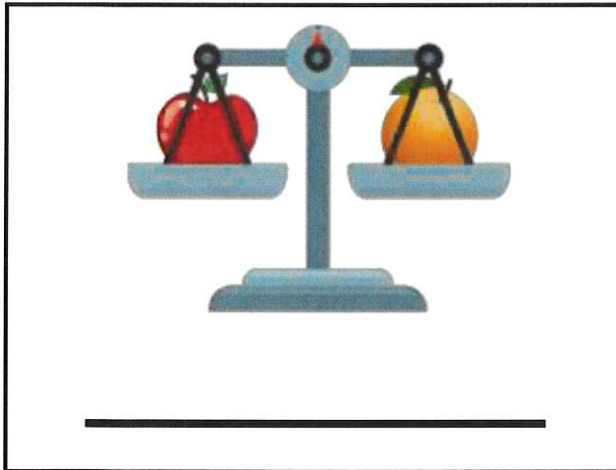
3. Then he started to prepare the games for his 4 friends. If each game takes 5 minutes to prepare and he prepared a total of 5 games, how many minutes did it take for Andrew to prepare all the games?



Balanced or unbalanced forces?

Grade 3 Science Worksheet

Look at each diagram. Write **balanced forces** or **unbalanced forces**.



Sentences or fragments?

Grade 3 Sentences Worksheet

Write "S" if the group of words is a sentence and "F" if it is a fragment.

- S 1. Lorna wants a new bicycle.
2. The flowers in the garden.
3. The cat jumped on the bed.
4. More sugar in the recipe.
5. There are three green cushions on the couch.
6. The waterfall at the top of the creek.
7. James ate all the soda crackers.
8. Ran down the street.

A full sentence has a subject, a verb and expresses a complete thought.

Julie ate an apple.



Rewrite the fragments into complete sentences.

1. _____
2. _____
3. _____
4. _____

Treble Clef Note Identification

Use the following mnemonic devices to identify notes on the treble clef:

Line Notes: Every Good Boy Does Fine (Line = Fine)



A musical staff with a treble clef. It contains five measures, each with a single note on a line. The notes are: G1 (Every), B1 (Good), D2 (Boy), F2 (Does), and A2 (Fine).

Space Notes: F-A-C-E (Space = Face)



A musical staff with a treble clef. It contains four measures, each with a single note in a space. The notes are: F1 (F), A1 (A), C2 (C), and E2 (E).

Please identify each note by writing its name in the blank below.

Lines Only:



A musical staff with a treble clef. It contains ten measures, each with a single note on a line. The notes are: G1, B1, D2, F2, A2, C3, E3, G3, B3, and D4.

Spaces Only:



A musical staff with a treble clef. It contains ten measures, each with a single note in a space. The notes are: F1, A1, C2, E2, G2, B2, D3, F3, A3, and C4.

Lines and Spaces:



A musical staff with a treble clef. It contains ten measures, each with a single note. The notes alternate between lines and spaces: F1 (space), G1 (line), A1 (space), B1 (line), C2 (space), D2 (line), E2 (space), F2 (line), G2 (space), and A2 (line).



A musical staff with a treble clef. It contains ten measures, each with a single note. The notes alternate between spaces and lines: G1 (line), F1 (space), E2 (space), D2 (line), C3 (space), B2 (line), A2 (space), G2 (line), F3 (space), and E3 (line).

Virtual Learning Snow Day 3

Read the short story. Then answer each question.

The Story of Wise Woman

Hannah Mae loved crunchy peanuts. She ate them fresh out of the shell. When she moved to South Carolina, she brought a sack of peanuts with her. She planted them carefully in the dry soil and watered them every day.

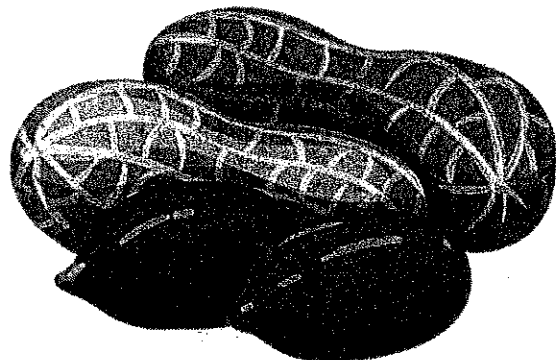
The other children laughed at Hannah Mae. "Do you think you are a farmer? What are you trying to grow anyway?"

Hannah Mae smiled and continued watering her plants and pulling weeds. In the fall, she filled six sacks with her peanut crop. The other children were curious. "What are those funny-looking things? Are they beans? Can you eat them?"

Hannah Mae cracked open one of the dusty brown shells, giving each child one nut.

"Wow!" the children said. "These taste much better than lima beans. What are they?"

"Peanuts," Hannah Mae said.
"They are my favorite treat. And they're good for you, too."



Grade 3 Reading Comprehension Worksheet

She gave the 6 sacks of peanuts to her mother who was shocked by how many peanuts Hannah had grown. Her mother said, "Maybe one day you will become a peanut farmer, my wise little Hannah Mae!"

Every April, Hannah Mae planted more peanuts. Her crop grew and grew. Hannah Mae sold some of her sacks of peanuts to some of the adults in the community. "Could our children also grow peanuts?" they asked.

Hannah Mae shrugged. "If they want to work hard, it is possible." She was a very wise child.

But the other children did not want to work hard. They wanted to play tag. They wanted to play hide-and-seek and swim in the river. They did not want to pull the weeds and lug heavy buckets of water from the river. Their peanut plants did not survive. They turned brown and died.

Hannah Mae continued selling her sacks of peanuts. She started crushing the peanuts, making them into peanut butter. Her friends loved her peanut butter!

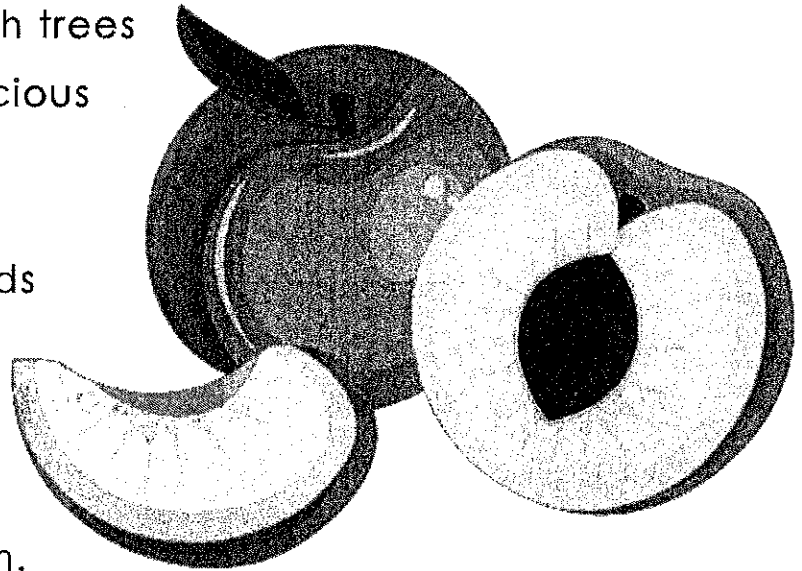


One day, Mother gave Hannah Mae a delicious piece of fruit. "It is a peach," Mother said.

Licking the juice from her chin, Hannah Mae noticed the peach had a giant pit in the middle of it. Hannah examined the pit closely; in some ways it looked like a giant peanut. Hannah became convinced that the pit was a seed. She collected all the pits that she could and planted them.

Hannah had to lug many buckets of water from the river every day, but soon her first peach trees began to grow. In the South Carolina sunshine, the trees grew and grew until she had a whole orchard of peach trees. Finally, after several years, her peach trees began to produce delicious fruit.

By then, Hannah's friends had grown up, but they all remembered those first peanuts that Hannah had given them.



It was a story they often told while they were lining up at Hannah Mae's Wise Woman Farm Market to buy peaches, peanuts and peanut butter.

Questions:

1. Why did Hannah Mae want to plant peanuts?

2. What happened to the other children's peanut plants?

3. Why did Hannah Mae start to grow peaches?

4. Why do you think Hannah Mae became a successful farmer?



Subtracting - borrowing across two zeros

Grade 3 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 800 \\ - 611 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 500 \\ - 214 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 200 \\ - 191 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 700 \\ - 340 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 600 \\ - 43 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 30 \\ - 24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 300 \\ - 238 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 600 \\ - 284 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 400 \\ - 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 800 \\ - 699 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 600 \\ - 562 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 500 \\ - 497 \\ \hline \\ \hline \end{array}$$

Supporting details

Grade 3 Writing Worksheet

Circle the detail that best supports the main idea.

The **main idea** is the most important part of the message. **Supporting details** help explain, describe or prove the main idea.

Main Idea: Kids should have TVs in their bedrooms.

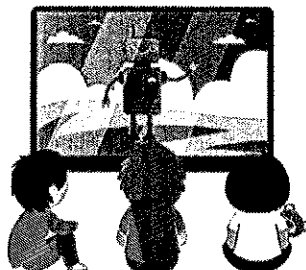
Supporting Details:

- Kids would have fewer fights with their siblings over what to watch if they each had their own TV in their bedroom.
- Televisions come in many sizes.
- The first television was invented in 1927.

Then write two more supporting details to support the main idea.

1. _____

2. _____



Directions for at-home physical education (3-5)

Warm-ups: for the warm-ups just have student type in the song and have them follow along with the actions.

Home Activity: They are completing the exercises on the fitness card that they choose.

Assessments: Have them choose three activities from the calendar and have them log it on their activity log with their time spent on each activity

OPEN

Curriculum Mapping Project

3-5

Elementary



ACTIVE HOME PHYSICAL EDUCATION: 3-5 Fitness Knowledge

5 Day Rotation	Day 1	Day 2	Day 3	Day 4	Day 5
Concept of Focus	I can keep an active lifestyle while staying at home from school.	I can develop my personal fitness by staying active for 60 minutes each day.	I can develop my cardiorespiratory endurance at home.	I can develop my muscular strength at home to improve overall fitness.	I can flex and extend my muscles to improve my overall fitness.
Academic Language for Today	ACTIVE LIFESTYLE A way of life which values physical activity as an essential part of living; physical activity is a part of daily routines.	FITNESS The degree to which a person is able to meet the physical, intellectual, and emotional demands for everyday living.	CARDIORESPIRATORY ENDURANCE The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.	MUSCULAR STRENGTH The maximum amount of force a muscle can produce in a single effort.	DYNAMIC STRETCHING An exercise or fitness routine in which movement and active muscular effort are used to warm up and stretch muscles.
Warm-up	Trolls September	Trolls September	Trolls September Dance	Trolls September	Trolls September
OPEN Home Activity	Fitness Knowledge Today you're going to complete a series of 1-Minute Fitness Challenges. 1 Minute Fitness Challenges Card	Health-Related Fitness Today we're going to complete a series of Health-Related Fitness Challenges. Health Related Card	Skill Related Fitness Today we're going to complete a series of Skill-Related Fitness Challenges. Skill Related Card	Invisible Dumbbells Today we're going to complete a series of Invisible Dumbbell Challenges. Invisible Dumbbell Card	Fitness Knowledge Today you're going to complete a series of 1-Minute Fitness Challenges. 1 Minute Fitness Challenges Card
Daily Fitness Activity	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar
Mindfulness	Choose 3 poses to perform. Hold each pose for 30sec to 60 sec. Yoga Flash Cards	Sun Salutation #1 Perform with family following the peer coaching cards. Sun Salutation #1	Choose 3 poses to perform with family. Hold each pose for 30sec to 60 sec. Yoga Flash Cards	Sun Salutation #2 Perform with family following the peer coaching cards. Sun Salutation #2	Choose three poses to perform with family. Hold each pose for 30sec to 60 sec. Yoga Flash Cards
Assessment(s)	Physical Activity Log	Physical Activity Log	Physical Activity Log	Physical Activity Log	Physical Activity Log



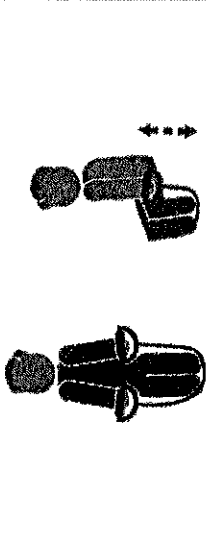
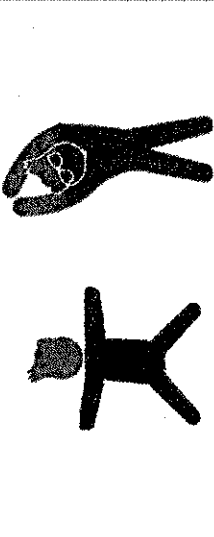


1 MINUTE FITNESS CHALLENGE

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	

HEALTH-RELATED FITNESS CHALLENGE CARD

Directions: Complete each activity at the corresponding station.	
<p>1</p> <p>Cardiorespiratory Endurance</p>	<p>Shuffle Jumps (25 Seconds) – Feet together. Jump up and scissor your legs forward and backward. Land with one foot in front of the other. Repeat and land with the other foot in front.</p> <p>Ski Jumps (25 Seconds) – Stand with your feet together. Bend your knees and jump side-to-side while keeping your feet together. Keep your elbows tucked and bent to look like a skier.</p> 
<p>2</p> <p>Muscular Endurance</p>	<p>Arm Circles (25 Seconds) - Feet shoulder-width apart. Raise your arms to shoulder height, forming a T. Slowly make small circles with both arms.</p> <p>Standing Calf Raise (25 Seconds) - Feet shoulder-width apart. Slowly raise up onto the balls of your feet, squeezing your calves. Lower your heels back to the floor and repeat.</p> 
<p>3</p> <p>Muscular Strength (With Exercise Band)</p>	<p>Bicep Curl (8 to 10 Reps) - Feet together, directly on top of the center of the exercise band. Hold the ends of the band with your arms at your sides and your palms facing out. Bend your elbows and slowly bring your hands up toward your shoulders. Slowly return to the starting position.</p> <p>Squat (8 to 10 Reps) - Feet shoulder-width apart, on top of the exercise band. Hold the ends of the band with each hand at your waist. Bend your knees and sit back as if you are sitting in a chair. Keep your back straight and your heels on the floor.</p> 
<p>4</p> <p>Flexibility</p>	<p>Star Pose (Hold for 25 Seconds)- Feet out wide. Bend your knees slightly. Stretch your arms up and out with your palms facing the floor. Reach out through your fingertips. Relax your shoulders. Your body looks like a giant X. Breathe deeply.</p> <p>Crescent Moon Pose (Hold Each Side for 10 Seconds, then Switch) - Begin with your feet comfortably underneath you, 2 or 3 inches apart. Reach your hands up over your head with your palms together and fingers pointing to the sky. Slowly bend to the side at your waist, keeping your feet in place. Hold this pose for 10 seconds. Slowly straighten back up and repeat on the other side.</p> 
<p>5</p> <p>Body Composition</p>	<p>Complete the MyPlate Activity sheet by drawing a balanced meal on the plate.</p>



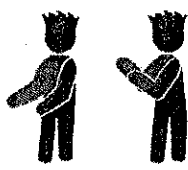


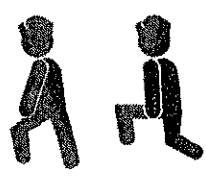
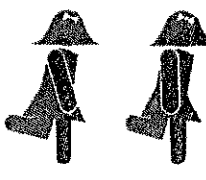
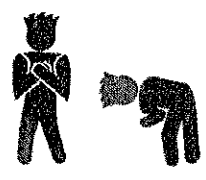

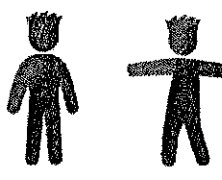

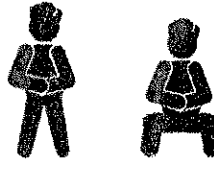

SKILL-RELATED FITNESS CHALLENGE CARD

Name: _____ Class: _____

Directions: Complete each activity below with your partner. In the column on the right, write which component of skill-related fitness the activity focuses on.

1	Stick Grab	Make a "C" with your hand at the bottom of a yardstick that your partner is holding. When your partner releases it, how quickly can you grab it?	
2	Catch	With your partner, bounce and catch an exercise ball back and forth 10 times.	
3	Back-to-Back	Sit or stand back-to-back. Pass an exercise ball around your bodies as fast as possible 20 times.	
4	Balance Ball	Lay back on the exercise ball with your arms pointing overhead and your feet in a wide stance. Slowly bring your feet together. Try to get your feet to touch while keeping your balance.	
5	Standing Long Jump	How far out can you jump from a standing position? Repeat 5 times.	
6	Shuttle Sprints	Begin at the start line (marked by cone). Race to the end line (marked by cone). How many times can you touch each line in 20 seconds?	
7	Side Plank	Hold a side plank for a count of 15. Repeat with the other arm.	
8	Race	Safely move around the boundary 1 time. Count how long it takes to do 1 lap. If there's time, try again.	
9	Jump up.	With your partner, take turns jumping up as high as you can. Jump a total of 20 times each.	
10	Dice Roll	Each partner takes one die. Decide which math operation (addition, multiplication, etc.) you want to use. Roll the dice at the same time and see who can get the answer the quickest. The first one to answer 3 the quickest and correctly wins!	
11	Hoop Drill	Place Hula Hoops in a staggered formation so that all the hoops touch (like tires at a football practice). Run through with your feet landing in every hoop. Repeat 5 times.	
12	Fitness Test	Fitness Assessment Station	N/A

INVISIBLE DUMBBELL CHALLENGE CARD

	<p>Bicep Curl</p> <ol style="list-style-type: none"> Stand tall, feet shoulder-width apart, holding invisible dumbbells at your hips. Curl both invisible dumbbells up toward your shoulders. Lower your arms and repeat. <p><i>Muscle Focus: Biceps</i></p>		<p>Dumbbell Crunch</p> <ol style="list-style-type: none"> Lay on your back with your knees bent, holding the invisible dumbbell on your chest. Slowly curl your head and shoulders up, and then lower back to the starting position. <p><i>Muscle Focus: Rectus Abdominis</i></p>
	<p>Dumbbell Twisters</p> <ol style="list-style-type: none"> Sit on the floor, knees bent, holding the invisible dumbbell on your chest. Rotate your upper body all the way to the right and tap the dumbbell on the floor. Repeat that motion to the left. Count 1 rep every time you tap to the left. <p><i>Muscle Focus: Internal & External Oblique</i></p>		<p>Dumbbell Lunges</p> <ol style="list-style-type: none"> Stand tall, holding the invisible dumbbells straight down at your sides. Step with your right foot until your right thigh is parallel to the floor (left leg stays in place). Push back up into the starting position. Repeat with your left leg. Count 1 rep after each left leg lunge. <p><i>Focus: Hamstrings, Quadriceps</i></p>
	<p>Dumbbell Heel Lifts</p> <ol style="list-style-type: none"> Stand on your right foot with your left foot raised behind you, 6 inches off the ground. Push up onto your right toe and hold for 2 seconds at the top. Lower your heel. Repeat the same side. Complete reps on the right side and then repeat on the left. <p><i>Muscle Focus: Gastrocnemius</i></p>		<p>Bends Ups</p> <ol style="list-style-type: none"> Stand tall, feet shoulder-width apart, holding the invisible dumbbell against the middle of your chest. Slowly bend over, moving your chest forward until your back is parallel to floor. Slowly lift back up to the starting position, keeping your back straight and long. <p><i>Muscle Focus: Lower Trapezius, Erector Spinae</i></p>
	<p>Dumbbell Plank Rows</p> <ol style="list-style-type: none"> Start in plank position. Shift your weight to your left arm, and then pull an invisible dumbbell up to your shoulder with your right arm. Back to plank position. Repeat other side. Count 1 rep every time you complete a row with your left arm. <p><i>Muscle Focus: Pectoralis, Biceps</i></p>		<p>Shoulder Raises</p> <ol style="list-style-type: none"> Stand tall, feet shoulder-width apart, holding the invisible dumbbells at your sides. With your arms straight, raise the invisible dumbbells up and out to the sides until they reach shoulder-height. Slowly return to the starting position. <p><i>Muscle Focus: Deltoid</i></p>
	<p>Dumbbell Rows</p> <ol style="list-style-type: none"> Start in lunge position, left foot forward and your back long and straight. Hold the invisible dumbbell in your right hand, your arm extended toward the floor. Pull, bending your arm to bring the dumbbell up to your shoulder. Slowly lower to the starting position. Repeat with your right arm. Complete reps on the right side, and then repeat on the left side. <p><i>Muscle Focus: Latissimus Dorsi, Trapezius, Rhomboids</i></p>		<p>Dumbbell Squats</p> <ol style="list-style-type: none"> Stand tall, feet wider than shoulder-width, holding the invisible dumbbell with 2 hands at the center of your chest. Squat down, keeping your knees above your toes, and then stand back to the starting position. <p><i>Muscle Focus: Quadriceps, Gluteus Maximus</i></p>
	<p>Dumbbell Triceps Push</p> <ol style="list-style-type: none"> Feet shoulder-width apart. Bend forward. Back straight, upper body parallel to floor. Invisible dumbbell in your right hand. Elbow close to your body and your arm bent at a right angle. Push back. Extend arm until it's straight. Slowly return to starting position. Complete reps on right side. Repeat left side. <p><i>Muscle Focus: Triceps</i></p>		<p>Standing Dumbbell Twisters</p> <ol style="list-style-type: none"> Stand tall, feet shoulder-width apart. Hold invisible dumbbell in front of you in 2 hands. Slowly twist your upper body and the dumbbell all the way to the right, keeping your arms straight. Slowly repeat that motion to the left. Count reps every twist to the left. <p><i>Muscle Focus: Internal &, External Oblique</i></p>



Physical Education **ACTIVITY LOG**

2-Week Physical Activity Log

Use this activity log to track your physical activity minutes for 2 weeks.
Have an adult sign their initials next to each day that you complete 30 minutes.

Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	<i>Active Outside 30 Mins</i>	<i>Walk with Family 15 Mins</i>	<i>Dance Challenge 15 minutes</i>	<i>60 minutes</i>
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

MARCH

DEAM Calendar Drop Everything And Move

BE GOOD
by being helpful

Name: _____

Teacher: _____

Purpose: This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions: After a student completes a day's activity, adults make a check mark and initial in the space provided. Each week, you can miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	2	Play with a friend.
	3	Do as many curl-ups as you can.
	4	March Madness: Take 64 imaginary jump shots.
	5	Say your math facts while doing reverse lunges.
	6	Take a walk.
	7	Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.
	8	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	9	Play a game that is active. You decide what that is.
	10	Do as many trunk-lifts as you can.
	11	Take 32 imaginary dunks and 16 cross-over dribbles.
	12	Do push-up shoulder taps while reciting your spelling words.
	13	Take a walk.
	14	Run in place and name 3 reasons why you will never smoke or use tobacco.
	15	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	16	Take a hike.
	17	Do as many squats as you can.
	18	Take 8 pretend chest passes and 4 imaginary foul shots.
	19	Perform squat-jumps while naming the continents.
	20	Take a walk.
	21	How many food groups are there? Do 5 plank-jacks.
	22	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	23	Play outside.
	24	Do as many push-ups as you can.
	25	Take 2 laps around a pretend court and 1 giant star-jump!
	26	Read a book while doing a wall sit.
	27	Take a walk.
	28	About how many glasses of water should you drink each day? Do 8 burpees.
	29	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	30	Go to the park!
	31	Do as many squat-thrusts as you can.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.

