

## 3<sup>rd</sup> Grade Student eLearning Activities Log Day 8

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

### Day 8

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia, or Imagine Espanol accessed via Clever. ( <a href="http://www.clever.com/in/maywood891">www.clever.com/in/maywood891</a> )	Engage in Math activities using Imagine Math via Clever.	Read "Buffalo Soldiers" on RAZ Kids via Clever and complete the online quiz. Then summarize the reading in 4-5 sentences.	Use the clues and the word box to complete the word search.	<b>PE:</b> Exercise along with this video: Batman Workout: Part 1 <a href="https://www.youtube.com/watch?v=MU7StZxAwJ0">https://www.youtube.com/watch?v=MU7StZxAwJ0</a>  Create an 8 step dance using Dance Party dance cards.
<b>Wonders/Maravillas Activities</b>	<b>OR</b>			
Writing: Would you rather become friends with an alien or a monster? Explain why. Write about what things you would do with your new friend.	Complete Math handouts - Standards Practice CC.3.NBT.2 and return them to school	Read "Buffalo Soldiers" from RAZ Kids and retell the story to a family member. Then summarize the reading in 4-5 sentences.	Use the clues and the word box to complete the word search.	<b>Music:</b> Dance and sing along to a favorite song.  <b>Art:</b> Draw a favorite book or TV character. Use crayons, markers, or pencils.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registro de actividades de aprendizaje electrónico para estudiantes Día 8: Grado 3

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 8

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia, or Imagine Espanol accessed via Clever. ( <a href="http://www.clever.com/in/maywood891">www.clever.com/in/maywood891</a> )	Engage in Math activities using Imagine Math via Clever <u>or</u> write 4 word problems.	Read "Buffalo Soldiers" on RAZ Kids via Clever and complete the online quiz. Then summarize the reading in 4-5 sentences.	Use the clues and the word box to complete the word search.	<b>PE:</b> Exercise along with this video: Batman Workout: Part 1 <a href="https://www.youtube.com/watch?v=MU7StZxAwJ0">https://www.youtube.com/watch?v=MU7StZxAwJ0</a>  Create an 8 step dance using Dance Party dance cards.
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Writing: Would you rather become friends with an alien or a monster? Explain why. Write about what things you would do with your new friend.	Complete Math handout - Standards Practice CC.3.NBT.2 and return them to school.	Read "Buffalo Soldiers" from RAZ Kids and retell the story to a family member. Then summarize the reading in 4-5 sentences.	Use the clues and the word box to complete the word search.	<b>Art:</b> Draw a favorite book or TV character. Use crayons, markers, or pencils.

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

Name \_\_\_\_\_

When two small words are put together to make one bigger word, the new word is a **compound word**.

**hair + dresser = hairdresser**

**A. Draw a line between a word in the first column and a word in the second column to create five compound words. Use a dictionary if you need help with the word meanings. Write the compound words you made.**

- |          |         |       |
|----------|---------|-------|
| 1. grand | where   | _____ |
| 2. every | town    | _____ |
| 3. book  | mother  | _____ |
| 4. story | shelves | _____ |
| 5. home  | teller  | _____ |

**B. Circle the compound words in the sentences below.**

6. His grandfather showed him how to walk softly through the woods.
7. Joseph also spent time working in his grandparents' store.
8. Sometimes he made a mistake.
9. "Whatever you want to do, you should do it."

1. ¿Cuál es el adjetivo superlativo correcto?

El árbol \_\_\_\_\_ en el parque se encuentra cerca de la casa de Antonio.

- a) más grade b) superior c) más grande

2. Arregla la ortografía.

Las rama de los árboles parecen brazos largos.

---



---

3. Escribe en el espacio provisto un verbo de la terminación *arse*.

Hay una rama baja en la que es muy fácil \_\_\_\_\_.

4. Escribe una abreviatura para la palabra subrayada.

Solo se encuentra a 60 centímetros del suelo.

---

5. Arregla la oración.

a Antonio le gustan ver a los ninos jugar.

---



---

1. ¿Cuál es el adjetivo superlativo correcto?

El árbol \_\_\_\_\_ en el parque se encuentra cerca de la casa de Antonio.

- a) más grade b) superior c) más grande

2. Arregla la ortografía.

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---



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Nombre \_\_\_\_\_

**Dobla la hoja por la línea de puntos. Escribe las palabras en los espacios en blanco a medida que se leen en voz alta. Cuando termines, abre la hoja y usa la lista que está a la derecha para corregir los errores ortográficos.**



**Palabras de repaso**

**Palabras difíciles**

- |           |                 |
|-----------|-----------------|
| 1. _____  | 1. vaho         |
| 2. _____  | 2. hotel        |
| 3. _____  | 3. hada         |
| 4. _____  | 4. rehusar      |
| 5. _____  | 5. harto        |
| 6. _____  | 6. hebra        |
| 7. _____  | 7. hípico       |
| 8. _____  | 8. hilo         |
| 9. _____  | 9. búho         |
| 10. _____ | 10. harina      |
| 11. _____ | 11. deshojar    |
| 12. _____ | 12. hebilla     |
| 13. _____ | 13. hamaca      |
| 14. _____ | 14. hiedra      |
| 15. _____ | 15. honor       |
| 16. _____ | 16. toalla      |
| 17. _____ | 17. yuca        |
| 18. _____ | 18. polluelo    |
| 19. _____ | 19. hortaliza   |
| 20. _____ | 20. helicóptero |

Nombre \_\_\_\_\_

vaho	hotel	hada	rehusar	harto
hebra	hípico	hilo	búho	harina
deshojar	hebilla	hamaca	hiedra	honor

**Escribe las palabras de ortografía en la columna que corresponda.**

**Palabras que comienzan con *h***

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ |           |

**Palabras con *h* intermedia**

- |           |           |
|-----------|-----------|
| 12. _____ | 14. _____ |
| 13. _____ | 15. _____ |

Nombre \_\_\_\_\_

vaho	hotel	hada	rehusar	harto
hebra	hípico	hilo	búho	harina
deshojar	hebilla	hamaca	hiedra	honor

**A. Completa cada oración con una palabra de ortografía.**

1. Un \_\_\_\_\_ de eucalipto alivia los síntomas del resfrío.
2. En el patio de mi vecino hay una \_\_\_\_\_ de colores.
3. Un personaje que me encanta es el \_\_\_\_\_ madrina.
4. El \_\_\_\_\_ es un ave de hábitos nocturnos.
5. A mi hermana le encanta \_\_\_\_\_ las margaritas.
6. Cosí la capa con una \_\_\_\_\_ de lana.
7. Mamá compró \_\_\_\_\_ para hacer un pastel.
8. La \_\_\_\_\_ del cinturón tiene la figura de un caballo.
9. La habitación del \_\_\_\_\_ es confortable.
10. La abuela me pidió un carrete de \_\_\_\_\_ negro.
11. Me tuve que \_\_\_\_\_ a jugar, debo estudiar.
12. En el club \_\_\_\_\_ hay caballos nuevos.

**B. Escribe la palabra de ortografía que tenga el significado opuesto de las palabras de abajo.**

13. aceptar \_\_\_\_\_
14. hambriento \_\_\_\_\_
15. deshonor \_\_\_\_\_

Nombre \_\_\_\_\_

vaho	hotel	hada	rehusar	harto
hebra	hípico	hilo	búho	harina
deshojar	hebilla	hamaca	hiedra	honor

**Resuelve la sopa de letras. Rodea con un círculo las quince palabras de ortografía.**

G	M	I	L	P	H	I	E	D	R	A	B
R	O	S	V	J	H	O	T	E	L	H	C
H	A	M	A	C	A	Ñ	H	S	K	E	O
E	G	B	H	P	R	C	U	H	F	B	H
B	D	A	O	L	T	W	H	O	H	I	A
R	J	H	I	L	O	N	O	J	A	L	R
A	D	M	U	B	U	C	N	A	D	L	I
G	B	Ú	H	O	H	Y	O	R	A	A	N
H	Í	P	I	C	O	M	R	S	G	K	A
P	O	G	T	L	R	E	H	U	S	A	R

Nombre \_\_\_\_\_

**A. Hay seis errores ortográficos en el texto. Rodea con un círculo las palabras mal escritas. Escríbelas correctamente en las líneas de abajo.**

A Carlitos se le perdió su perro. Era su amigo inseparable, lo tenía desde cachorrito. Estaba muy triste.

Su hermana lo vio tan afligido que le propuso hacer avisos en su computadora. Buscaron una foto de Toto y armaron carteles coloridos. Colgaron algunos con ilo de la ihedra que rodeaba la casa. Otros los pegaron en los negocios, en los árboles y hasta en la pared de un otel. Ningún vecino se reusó a ayudar.

Un hombre que pasaba por allí le dijo que había visto un perro similar al de los carteles cerca de las amacas del club ípico. Inmediatamente, Carlitos fue con sus padres y vio a Toto. Toto movía feliz la cola. Para él..., Carlitos era un héroe que venía a rescatarlo.

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

### Actividad de escritura

**Imagina cómo puedes usar la tecnología para ayudar a alguien. Escribe qué harías. Usa, al menos, cuatro palabras de ortografía.**

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**CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

1. Last night, 423 people went to the concert in the park. When the sun went down, 156 people left. How many people stayed to hear the end of the concert?  
**A** 267  
**B** 277  
**C** 333  
**D** 377
2. There are 876 students in Lydia's school. There are 416 students in Carmen's school. About how many more students are there in Lydia's school than in Carmen's school?  
**A** about 300  
**B** about 500  
**C** about 600  
**D** about 700
3. Mr. Potter flew 327 miles on the first part of his trip. On the second part of his trip he flew 431 miles. How many total miles did he fly?  
\_\_\_\_\_
4. George has 138 baseball cards, 151 football cards, and 129 basketball cards. He calculated that he has 418 sports cards in all. Which is the **best** number sentence to use to see if George's answer is reasonable?  
**A**  $110 + 120 + 130 = 360$   
**B**  $130 + 130 + 130 = 390$   
**C**  $140 + 150 + 130 = 420$   
**D**  $110 + 120 + 130 = 360$
5. David is planning to drive from Yorktown to Elm City and then to Rochester. The distance from Yorktown to Elm City is 128 miles. The distance from Elm City to Rochester is 75 miles. Which is the **best** estimate for the number of miles David will drive on his trip?  
**A** 100 miles  
**B** 175 miles  
**C** 210 miles  
**D** 300 miles
6. What is the sum?  
 $367 + 591$   
\_\_\_\_\_

7. Last month, Keisha read 648 pages. So far, she has read 281 pages this month. How many pages has Keisha read in all?
- A** 829  
**B** 839  
**C** 919  
**D** 929
8. Jorge needs 82 points to order a free baseball mitt. He has 39 points. How many more points does Jorge need to get his mitt?
- A** 53  
**B** 43  
**C** 41  
**D** 33
9. There are 620 people sitting in a concert hall that can seat a total of 950 people. How many more people can still fit in the concert hall?
- \_\_\_\_\_
10. There are 23 students in Mrs. Green's third-grade class. There are 26 students in Mr. Brown's third-grade class and 24 students in Ms. White's class. How many third-grade students are there in all?
- A** 63  
**B** 73  
**C** 77  
**D** 91
11. At the art supply store, a box of markers costs \$8.63. A box of oil pencils costs \$5.97. How much more do the markers cost than the oil pencils?
- A** \$14.60  
**B** \$3.76  
**C** \$3.34  
**D** \$2.66
12. This month, Amar's scout troop collected 406 soda cans to recycle. Last month, they collected 259 cans. How many more cans did they collect this month than last month?
- \_\_\_\_\_

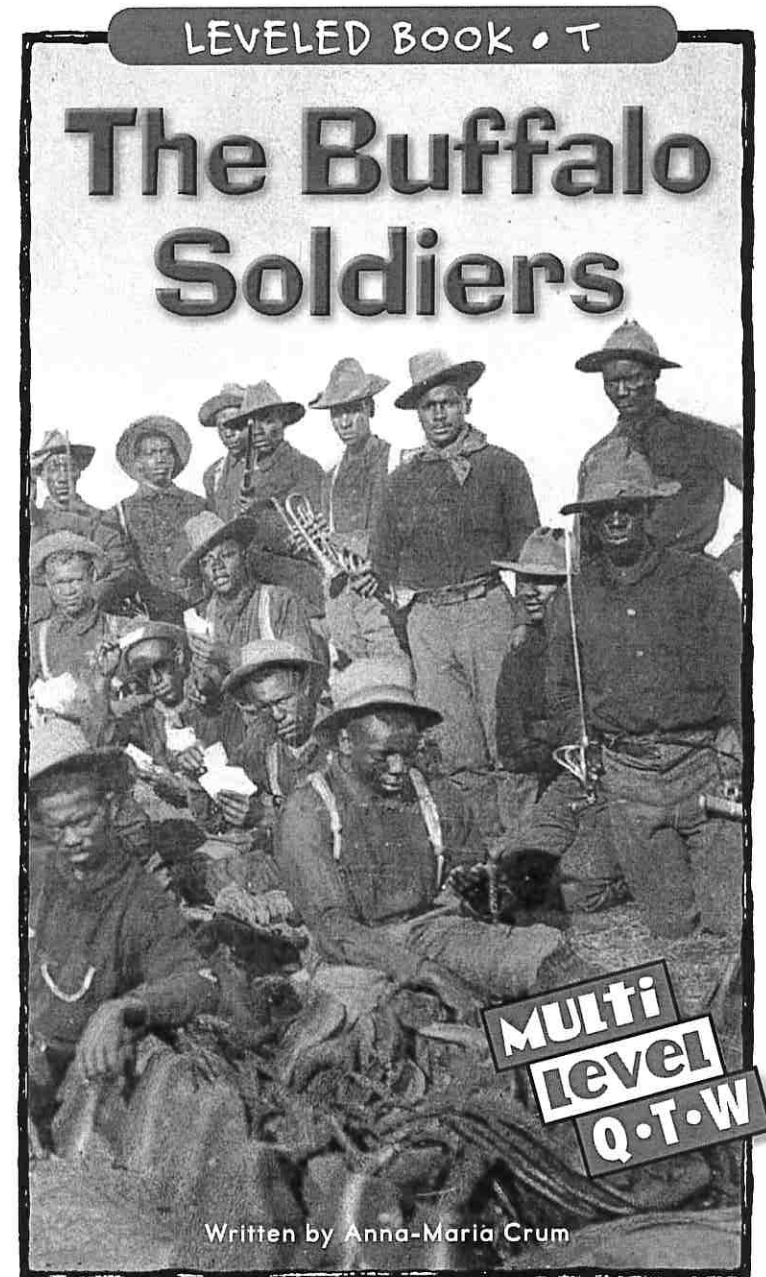
# The Buffalo Soldiers

*A Reading A-Z Level T Leveled Book*  
*Word Count: 1,149*



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# The Buffalo Soldiers



Written by Anna-Maria Crum

[www.readinga-z.com](http://www.readinga-z.com)

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Front cover: Members of the U.S. 10th Cavalry on San Juan Hill, Cuba, following the hill's capture during the Spanish American War in 1898

Back cover: Henry Johnson was awarded the Croix de Guerre (Cross of War) in 1919 for bravery in battle. The French medal is awarded to those who perform heroic deeds in combat, including foreign forces allied with France.

Title page: Nine Buffalo Soldiers who won the Croix de Guerre return home in 1919.

Page 3: Buffalo Soldiers stationed at Yosemite National Park in 1899

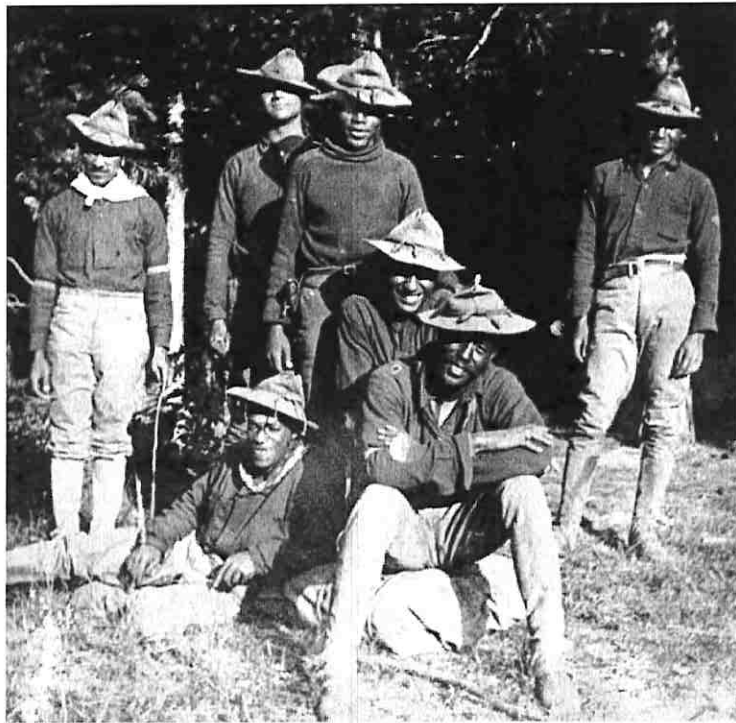
The Buffalo Soldiers  
Level T Leveled Book  
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## Correlation

LEVEL T	
Fountas & Pinnell	P
Reading Recovery	38
DRA	38



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## A New Army

Black soldiers have a long history in the United States. Thousands fought for both U.S. and British forces in the Revolutionary War,



Black Union Army troops in 1865

even though neither side gave them the same rights as white men. Even more black soldiers—more than 170,000—fought for the North's army during the Civil War (1861–1865).

After the Civil War ended in 1865, Congress created the first peacetime **regiments** of black soldiers. These regiments would come to be known as the **Buffalo Soldiers**.

Many black men who joined these regiments had fought in the Civil War. Many others were former slaves. As farmer-turned-soldier Charles Creek said, “I got tired of looking mules in the face from sunrise to sunset, thought there must be a better livin’ in this world.” He and others joined because the U.S. Army presented black men with new **opportunities**.



Field workers stand in a Florida cotton field in 1879. Hard labor was the only work available to many black people after the Civil War—often the same work they'd done as slaves.

Although the Civil War ended slavery in the United States, black people still faced **discrimination**. It was hard for them to find work, and when they did, they were often paid less than white workers or weren't paid at all. Black people often weren't allowed to live in the same places as white people. It was also hard for black people to gain an education.

In 1866, the U.S. Army paid black soldiers the same as white soldiers—\$13 per month. Because black soldiers needed to write messages and understand orders and maps, those who couldn't were taught to read and write. The army provided soldiers with food, clothes, shelter, work, and the chance for adventure.

Most of these men were being sent to the western **frontier**—the Great Plains, deserts, and mountains west of the Mississippi.

## The Original Buffalo Soldiers

The first black units formed in 1866 were the 38th through 41st Infantry Regiments and the 9th and 10th Cavalry Regiments. Many historians consider the 10th to be the original Buffalo Soldiers.

First **stationed** at Fort Leavenworth, Kansas, the 10th Cavalry was led by Colonel Benjamin Grierson, a white man. Like the other black regiments, the 10th Cavalry faced many challenges. Many white soldiers and officers didn't think black soldiers should serve in the army. They gave the black soldiers old or lame horses as well as poor or damaged supplies. They gave them hot wool uniforms to wear in summer. During the winter, black soldiers were often wet and cold. The food they received was never as good as the food for white soldiers. If a white soldier stole from or hurt a black soldier, the white soldier often went free.

### Word Wise

*Infantries* are made up of soldiers who fight on foot. In the past, *cavalries* were made up of soldiers who rode horses. Today, cavalries are made up of soldiers in vehicles.



This map shows important forts where the Buffalo Soldiers served in the late 1800s.

Colonel Grierson asked to have his unit moved to another fort. They were moved, but things were much the same wherever they went.

Despite this treatment, the 10th Cavalry and the other regiments of black soldiers continued to perform their duties. Their regiments were often praised for their work and conduct. Black soldiers were much less likely to quit or cause trouble than many white soldiers.



Colonel Benjamin Grierson



Outlaws rob a stagecoach in 1880. This drawing records the scene as described by a witness.

## Out West

The West was a wild place during the late 1800s. More and more settlers were moving in. Because the area was so huge, it was hard to keep order. Outlaws often stole cattle and horses. They also robbed banks as well as stagecoaches, which provided important supplies and mail to the settlers.

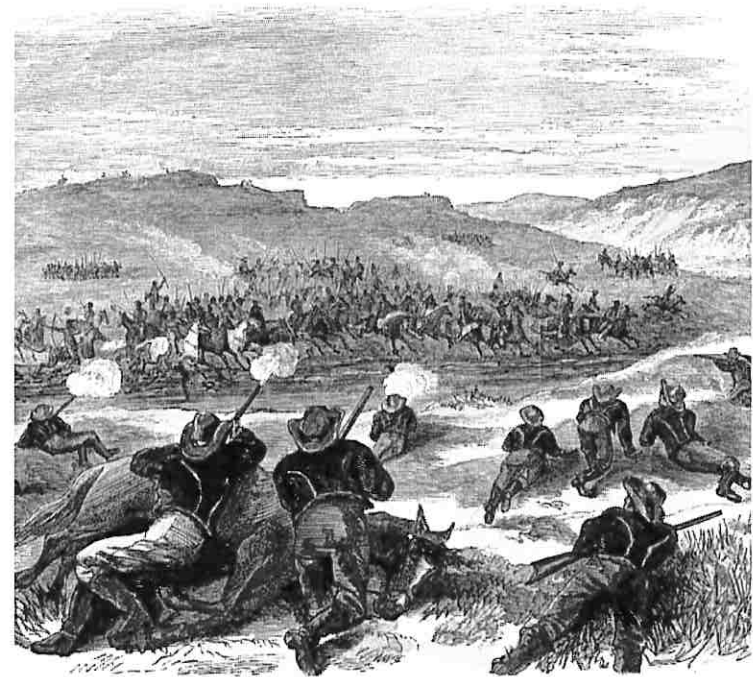


A group of Sioux Indians in 1891, probably on or near the Pine Ridge Reservation in South Dakota

Meanwhile, the **expansion** of the United States also pushed Native Americans off the lands they had lived on for thousands of years. The U.S. government ordered the different Indian tribes to make deals forcing them onto poorer land on **reservations** but promising them food and other supplies. The government did not keep its promises, which angered Native Americans. Some tribes began attacking soldiers and settlers, taking back land and supplies.

Regiments of black soldiers were ordered to protect settlers, towns, and supplies from outlaws and Native Americans. Yet because of their skin color, the black soldiers were rarely welcomed in towns.

Between 1866 and 1875, the 10th Cavalry was stationed in different places around Kansas and Indian Territory, now Oklahoma. It was during this time that they earned the name Buffalo Soldiers.



Nineteenth-century illustration of an 1868 battle between Buffalo Soldiers and southern Plains Indians

The name came from Native Americans. Some say Comanches gave the 10th the name, while others say it was the Cheyennes. One story is that the name came from the black soldiers' hair being similar to the dark, woolly hair between a buffalo's horns. Other stories say that the name came from the black soldiers' strength in battle, which was like a trapped buffalo's.



The Buffalo Soldiers may have been named for the buffalo coats they sometimes wore.

Wherever the name came from, all the regiments of black soldiers soon adopted it. They knew that the buffalo was sacred to Native Americans, and only a respected enemy would be named for it. In time, they even added an image of the buffalo to their flag.

## The 9th and 10th Cavalries Combine

In 1875, the 10th Cavalry was sent to Texas, where it joined the 9th Cavalry. At that time, the government was trying to force the Apache tribes to move onto reservations



Apache chief Victorio in 1877

in Arizona. Knowing the government would not keep its promises, and not wanting to live on poor land far from their home, the Apaches fought back. The warrior chief Victorio had led a band of excellent fighters since the 1850s. They had been attacking settlements and U.S. troops for years.

Colonel Grierson and the 9th and 10th Cavalries were ordered to capture Victorio. After many battles and chases, they finally drove him into Mexico. He died there in 1880. Afterward, the 10th Cavalry remained in the Southwest for years, trying to bring the Apaches under control. The 9th Cavalry was sent to Indian Territory, where they fought outlaws and settlers who were trying to take land set aside for Native Americans.

## Later Service

The Buffalo Soldiers continued to work in the West, earning fourteen Medals of Honor between 1870 and 1890. The Medal of Honor is the highest award a U.S. soldier can earn.

In 1898, the Buffalo Soldiers fought in the Spanish-American War. They took part in many battles and earned five Medals of Honor. Even so, some leaders in the U.S. Army still thought black soldiers were unable to perform as well as white soldiers.



### Buffalo Soldiers on Bikes

How would you like to ride a bike without brakes—in the mountains? That's just what the Buffalo Soldiers did in the 1890s. The army wanted to see if bikes could replace horses since bikes were cheaper and easier to care for. The soldiers rode 1,900 miles from Fort Missoula, Montana, to St. Louis, Missouri.

After that war, between 1899 and 1904, the Buffalo Soldiers worked as park rangers, serving in several national parks in California. They built roads and trails, fought forest fires, and stopped people from hunting animals and stealing timber.

During World Wars I and II, new black regiments formed, but they were still called Buffalo Soldiers and were still led by white officers. They were kept separate from white soldiers until the Korean War, when the troops were mixed in with other units.



A mixed unit of black and white soldiers serves in Korea in 1950.



The Buffalo Soldier Monument at Fort Leavenworth, Kansas

### The Buffalo Soldiers' Legacy

People haven't forgotten about the Buffalo Soldiers. Many books have been written about them and monuments raised to them.

History remembers the Buffalo Soldiers as tough men who took on tough jobs. Although they were often treated poorly and often faced discrimination, they fought to prove they were good at their jobs. Their bravery and **service** are an important part of America's story.

### Glossary

<b>buffalo</b> ( <i>n.</i> )	another name for the American bison; a large, cowlike animal with a big head, large hump, and short horns (p. 4)
<b>discrimination</b> ( <i>n.</i> )	the unfair treatment of a person or group based on gender, race, age, religion, or other differences (p. 5)
<b>expansion</b> ( <i>n.</i> )	an increase in the size, amount, volume, or scope of something (p. 9)
<b>frontier</b> ( <i>n.</i> )	a wilderness area at the edge of a country's official border or settled region (p. 5)
<b>opportunities</b> ( <i>n.</i> )	chances to do something (p. 4)
<b>regiments</b> ( <i>n.</i> )	military units that consist of two or more large groups of soldiers (p. 4)
<b>reservations</b> ( <i>n.</i> )	land set aside by the United States government for Native Americans (p. 9)
<b>service</b> ( <i>n.</i> )	work done for an organization or government, especially in a branch of a country's military (p. 15)
<b>stationed</b> ( <i>v.</i> )	based in or assigned to a place or position for a specific activity (p. 6)

# VOCABULARY REVIEW

USE THE CLUES AND THE WORD BOX TO COMPLETE THE WORD SEARCH.

**ENERGY**  
**VOLCANO**  
**TURBINE**

**POTENTIAL**  
**FUMAROLE**  
**CONSERVE**

**KINETIC**  
**GEYSER**

**RENEWABLE**  
**HOT SPRING**

**Non-RENEWABLE**  
**SOLAR CELL**

**BIOMASS**  
**SOLAR PANEL**

Tip: → ↓ ← ↗ ↘ ↙ ↖

P V B I O M A S S C A G Q U U T O E P F  
D O G X X P R E O J H U E U U Q L I A O  
R L Z X G W O N L S R M W Y Y B Q H R T  
T C W S R P S T O O M E D I A X C O J R  
U A T A O E U L E R R K S W G F O T E C  
R N S W R E A E A N T A E Y L J I S N J  
B O Z V I R N R N N T N M U E S G P E M  
I G E O C I L I M I E I M U N G L R R S  
N P A E B G G M X R V A A O F E M I G G  
E T L R S O L A R P A N E L O P S N Y U  
N O N R E N E W A B L E M N O N Z G O D  
L L E C R A L O S G W K I N E T I C L B

- Energy in motion is called \_\_\_\_\_ energy.
- Stored energy is called \_\_\_\_\_ energy.
- A machine powered by rotating blades is a \_\_\_\_\_.
- A spring that shoots out hot water is a \_\_\_\_\_.
- Sources of energy that will never run out are known as \_\_\_\_\_ energy.
- Energy that comes from things such as plants and trees is known as \_\_\_\_\_ energy.
- \_\_\_\_\_ is the ability to do work.
- A hole in the ground that has vapors or gases coming out is called a \_\_\_\_\_.
- A tool that changes light energy into electricity is a \_\_\_\_\_.
- \_\_\_\_\_ means to use something in small amounts.
- A \_\_\_\_\_ is a vent in the Earth's crust in which melted rock comes out.
- Energy available in a specific amount that will not regenerate is known as: \_\_\_\_\_ energy.
- A \_\_\_\_\_ is a group of solar cells connected to form a large, flat surface.
- A source of warm water is called a \_\_\_\_\_.

## THE DANCE PARTY

### ACTIVITY GOALS

- I will demonstrate cooperation and positive communication while creating a group dance.

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

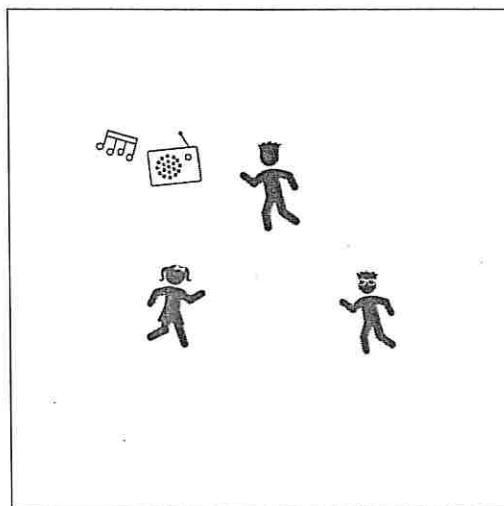
- Dance Cards
- Upbeat, fun music and music player

#### Set-Up:

- Create a safe space large enough to dance with friends.
- Get your music ready!

### TEACHING TIPS

- Stay Inside Boundaries
- Blindfolds are Optional
- Think Safety First



#### Activity Procedures:

- It's time for a dance party!!! You're going to make this party ROCK by creating your very own dance.
- You'll create a dance for 8 counts (beats) using the Dance Card to give you movement ideas.
- Now it's time to practice! Start the music and let everyone perform their dance moves at the same time!
- Then, let's put our moves together. First, your friend will perform her/his dance for 8 counts. Next, you'll take a turn and perform yours. Continue through all of your friends' moves.
- Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance!

#### Tips:

- Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.

EATING  
HEALTHY  
101

- Healthy Lifestyle:** Remember to eat at least 5 portions of fruit and veggies every day! It's easier than it sounds. Why not slice some banana over your breakfast cereal or reach for a piece of fresh fruit for your mid-morning snack?! Keep in mind, unsweetened 100% fruit juice, vegetable juice, and smoothies can only count as 1 of your 5 servings each day. For example, if you have 2 glasses of fruit juice and a glass of vegetable juice, that still only counts as 1 serving of fruit and veggies. Limit the amount of juice you drink; eat fresh fruits and drink water instead.

DANCE PARTY CARDS

**Robot  
Dance**

**Basketball  
Dance**

**Football  
End Zone  
Dance**

**Superhero  
Dance**

**Grasshopper  
Dance**

**Soccer  
Dance**

**Tiptoe  
Dance**

**Super Cardio  
Dance**