5th 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

<table>
<tr><th>Language Arts</th><th>Math</th><th>Social Studies</th><th>Science</th><th>Specials</th></tr>
<tr><td>Engage in Reading activities with RazKids, Lexia accessed via Clever. (www.clever.com/in/maywood89)</td><td rowspan="2">Engage in Math activities using Imagine Math via Clever.</td><td rowspan="2">Read “The Internet” on RAZ Kids via Clever and complete the online quiz.
Then summarize the reading in 4-5 sentences.</td><td rowspan="2">Read, “Comet vs. Asteroid” and answer the comprehension questions.</td><td><u>PE:</u>
Exercise along with this video:
Batman Workout: Part 1
https://www.youtube.com/watch?v=MU7StZxAwJ0

Create an 8 step dance using Dance Party dance cards.</td></tr>
<tr><td>Wonders/
Maravillas activities</td><td><u>Music:</u>
Dance and sing along to a favorite song.</td></tr>
<tr><td>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.</td><td>Complete Math handout – Standards Practice CC.5.G.4 and return them to school.</td><td>Read “The Internet” on RAZ Kids and retell the story to a family member. Then summarize the reading in 4-5 sentences.</td><td>Read, “Comet vs. Asteroid” and answer the comprehension questions.</td><td><u>Art:</u>
Draw a favorite book or TV character. Use crayons, markers, or pencils.</td></tr>
</table>

Parent Signature_____Date_____

Registro de actividades de aprendizaje electrónico para estudiantes Día 8: Grado 5

Nomber _____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.

Dia 8

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<tr><th>Language Arts</th><th>Math</th><th>Social Studies</th><th>Science</th><th>Specials</th></tr>
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Firma de Padres_____Fecha_____

Name _____

- Some nouns have a special plural form that does not end in -s: *oxen, teeth, feet.*
- Some nouns stay the same whether they are singular or plural: *trout, deer, moose.*

Complete each sentence by writing the plural form of each noun in parentheses.

1. The (child) packed their bags for the long trip. _____
2. They washed their hands and brushed their (tooth). _____
3. They put sneakers and shoes on their (foot). _____
4. Two (man) gave the family directions to the park. _____
5. They drove past fields full of cows and (sheep). _____
6. Flocks of (goose) honked at them from above. _____
7. They waved at (person) along the country roads. _____
8. They stopped to let a team of (ox) cross. _____
9. A moose and two (deer) stood beside a river. _____
10. The sleepy kids were as quiet as (mouse). _____

Escritura justa

miércoles semana 29

1. **Corrige la oración con el adjetivo posesivo correcto.**

   Había una nota con la letra de mí abuela.

   _____

2. **Combina las oraciones y crea una oración compuesta.**

   —Protégete cuando uses tus nuevos patines. No olvides divertirte.

   _____

   _____

3. **¿Cuál forma del verbo es la correcta para la siguiente oración?**

   También _____ un casco en el paquete que recibimos ayer.

   a) había b) haya c) hay d) haber

4. **Encierra el verbo en un círculo.**

   Temía verme tonto con los patines.

5. **Corrige la oración.**

   My madre me dije que devería probármelos

   _____

   _____

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   _____

   _____

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Nombre _____

- El **pretérito** es el tiempo que indica que las acciones ocurrieron en un momento determinado del pasado. Al mencionar cualquier hecho que terminó en el pasado es necesario emplear este tiempo verbal.
- El **pretérito imperfecto** hace mención a una acción que coexiste con otra ya pasada. El **pretérito imperfecto** se diferencia del pretérito simple por su terminación, la cual, en la mayoría de casos es, o contiene, *–ía* o *–aba*.
- La raíz de los verbos regulares no cambia en estos tiempos verbales.

Lee las oraciones. Encierra en un círculo los verbos conjugados en pretérito y subraya los verbos conjugados en pretérito imperfecto. Luego indica si están conjugados en *pretérito* o en *pretérito imperfecto*.

1. El policía identificó rápidamente al culpable. _____
2. Mi abuela amasaba todos los días la masa para el pan. _____
3. El explorador ignoraba el peligro detrás de la puerta. _____
4. Francisco y Carlos vivían muy cerca de la escuela. _____
5. El cineasta imaginó la escena antes de explicarla al autor. _____
6. El dodo fue un ave que habitó las islas Mauricio; hoy está extinto. _____
7. Cuando mi papá sacaba al gato, él volvía a entrar a la casa. _____
8. Ayer bailé toda la noche en el cumpleaños de mi hermana. _____
9. Sherlock Holmes resolvía casos sumamente complejos. _____
10. De repente, la habitación se iluminó con su enorme sonrisa. _____

Nombre _____

- Para la conjugación de los **verbos regulares** en **pretérito** y **pretérito imperfecto** hay que considerar las terminaciones del verbo en infinitivo.
- Los verbos en infinitivo con terminación ***–ar***, como *amar*, se conjugan en **pretérito** así: *yo amé, tu amaste, usted él o ella amó, nosotros amamos, ustedes o ellos amaron*. Con terminación ***–er***, como *ceder*, se conjugan así: *yo cedí, tu cediste, usted, él o ella cedió, nosotros cedimos, ustedes o ellos cedieron*. Con terminación ***–ir***, como *unir*, se conjugan así: *yo uní, tu uniste, usted, él o ella unió, nosotros unimos, ustedes unieron o ellos unieron.*
- Los verbos en infinitivo con terminación ***–ar*** se conjugan en **pretérito imperfecto** así: *yo amaba, tu amabas, usted, él o ella amaba, nosotros amábamos, ustedes o ellos amaban*. Con las terminaciones ***–ir*** o ***–er***, como ceder, se conjuga así: *yo cedía, tu cedías, usted, él o ella cedía, nosotros cedíamos, ustedes o ellos cedían*.

Lee las oraciones. Luego, subraya los verbos en infinitivo y escribe la conjugación correcta en pretérito o pretérito imperfecto sobre la línea, según se indique entre paréntesis.

1. Cuando el reloj marcar las dos, todos comíamos. (imperfecto) _____
2. Ramón comprar un video juego increíble. (pretérito) _____
3. El rector implementar el uso del uniforme. (pretérito) _____
4. Los atletas me impresionar bastante. (imperfecto) _____
5. Mis amigos me llamar todas los días. (imperfecto) _____
6. El hermano de Jaime llorar al caer de la cuna. (pretérito) _____
7. Al tomar las medicinas, José mejorar rápidamente. (pretérito) _____
8. Yo cocinaba y mezclar los ingredientes. (imperfecto) _____
9. Antes, los reyes mandar sobre todo el reino. (imperfecto) _____
10. En 1875 Matthew Webb nadar el Canal de la Mancha. (pretérito) _____

Nombre _____

- Los nombres de los días de la semana, los meses y las estaciones del año siempre deben escribirse con **minúscula** inicial.
- Es importante recordar que, en español, la marcación de la **mayúscula inicial** para estos sustantivos, es diferente a la del inglés.

Vuelve a escribir las oraciones. Asegúrate de escribir las minúsculas correctamente.

1. El campamento de Verano será en Agosto de este año.

_____

2. El campeonato quedó listo para el próximo Sábado.

_____

3. Para ser el mejor en una disciplina, debes practicar de Lunes a Viernes.

_____

4. En Invierno, algunas escuelas tienen vacaciones.

_____

5. Recuerdo como si fuera ayer aquel Sábado 28 de Septiembre, era un día de Otoño.

_____

_____

Nombre _____

- Los verbos **regulares en pretérito y en pretérito imperfecto** mantienen su raíz sin cambios. Su terminación depende de la persona y la terminación del sustantivo.
- En español, los **días de la semana, los meses y las estaciones del año** deben escribirse con minúscula inicial, excepto si el día, mes o estación en cuestión es parte de una celebración, en cuyo caso se escribe con mayúscula.

Vuelve a escribir el párrafo. Corrige cualquier uso incorrecto de la conjugación en pretérito o pretérito imperfecto de los verbos regulares. Recuerda utilizar apropiadamente las minúsculas donde sea necesario.

Este año se llevaron a cabo el carnaval de mi escuela. Todos los profesores y los estudiantes colaboraron para que fuera un éxito. El carnaval se realizaron el tercer Sábado de Agosto. Mientras los profesores ayudaban con las decoraciones, los estudiantes diseñan nuevos carteles con mensajes. Una vez todo estuvo listo, los padres de familia visite el carnaval con sus familias. Fue una experiencia muy agradable, los niños corrían, los papás compraron los productos en venta, los amigos jugaban y los profesores reían. Todas las ganancias del carnaval se destiné a ayudar a las personas necesitadas de la comunidad.

Nombre _____

A. Lee las oraciones y subraya los verbos. Luego escribe sobre la línea si son *infinitivos*, si están conjugados en *pretérito* o en pretérito *imperfecto*.

1. Juan reía mientras bajaba la escalera. _____

2. Algunos dinosaurios habitaron grandes territorios de Eurasia.

_____

3. El héroe volvió de su aventura sin un rasguño. _____

4. ¿Por qué beber ocho vasos de agua al día? _____

5. Mi abuela cantaba todo el día con su hermosa voz. _____

6. Crecer es un largo proceso que nunca termina. _____

B. Lee las oraciones. Luego escribe sobre las líneas las palabras que deben ir en minúscula.

7. La renovación del centro comercial comenzará en Abril. _____

8. Me gusta hacer muñecos de nieve en Invierno. _____

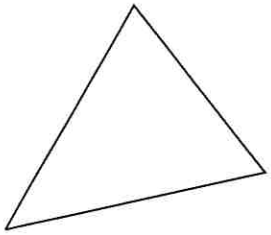
9. El próximo Lunes viajaré a Argentina. _____

10. En Otoño las hojas de los árboles se tornan marrón. _____

Name _____

CC.5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

1. Sarah is working on a puzzle that has a piece shaped like a triangle. What type of triangle is the puzzle piece?



A acute

B obtuse

C right

D equilateral

2. The largest U.S.-government building is the Pentagon. Based on its name, how many sides does the Pentagon have?

A 4 sides

B 5 sides

C 6 sides

D 7 sides

3. Are the angles of an equilateral triangle acute, obtuse, or right?

_____

4. Mary Beth sees a shape that has 8 sides and 8 angles. Which shape did Mary Beth see?

A triangle

B pentagon

C hexagon

D octagon

5. Which type of triangle can have angle measures of 30°, 60°, and 90°?

A acute triangle

B equilateral triangle

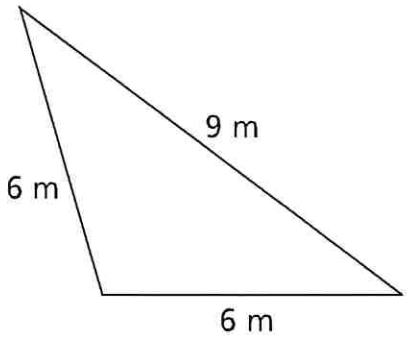
C obtuse triangle

D right triangle

6. How many interior angles does a hexagon have?

_____

7. Jonas's garden is in the shape of a triangle. What is the best way to classify the shape of his garden?



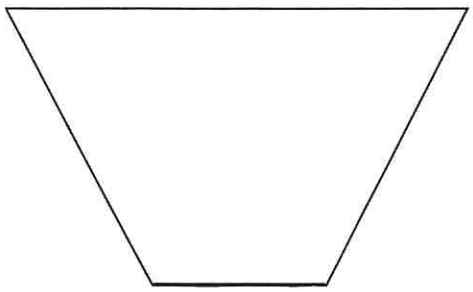
A acute

B scalene

C equilateral

D isosceles

8. Marilyn's yard is a quadrilateral with 1 pair of parallel sides.



Which describes Marilyn's yard?

A triangle

B trapezoid

C parallelogram

D kite

9. Cheryl flipped through the pages of her math textbook and saw a rhombus with 4 right angles. Which shape did Cheryl see in her textbook?

_____

10. Tricia wants to draw a shape with 10 sides and 10 angles. Which shape does Tricia want to draw?

A circle

B decagon

C octagon

D pentagon

11. Which statement about triangles is true?

A A triangle can have only one acute angle.

B A triangle can have only one right angle.

C A triangle can have more than one right angle.

D A triangle can have more than one obtuse angle.

12. Patrick is writing about a set of quadrilaterals that includes rectangles, rhombuses, and squares. What set of quadrilaterals is Patrick writing about?

_____

The Internet

A Reading A–Z Level X Leveled Book
Word Count: 1,435

LEVELED BOOK • X

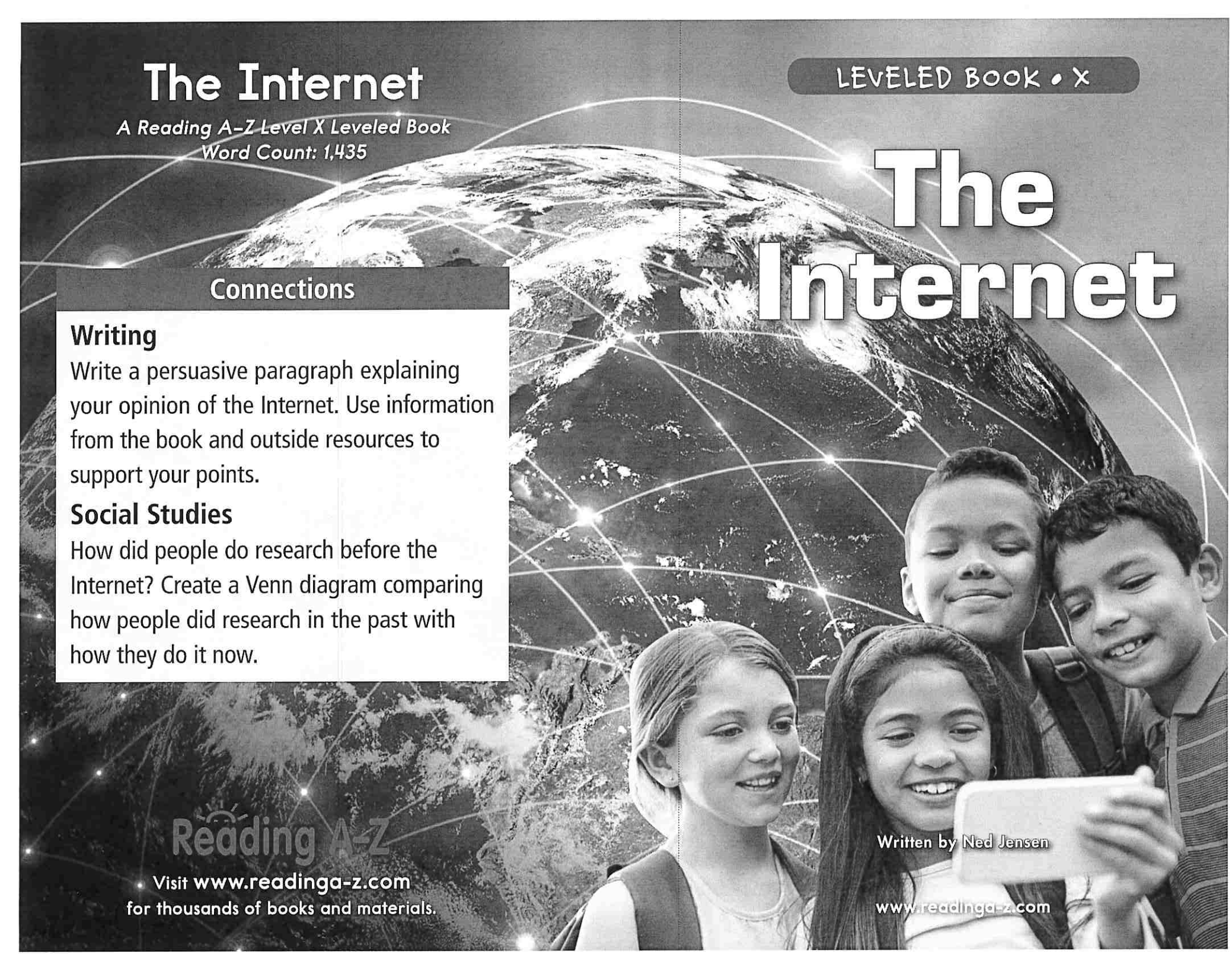
Connections

Writing

Write a persuasive paragraph explaining your opinion of the Internet. Use information from the book and outside resources to support your points.

Social Studies

How did people do research before the Internet? Create a Venn diagram comparing how people did research in the past with how they do it now.



The Internet

Written by Ned Jensen

The Internet

Written by Ned Jensen

www.readinga-z.com

Focus Question

What is the Internet, and what has it enabled people to do?

Words to Know

bandwidth	Internet Service Provider (ISP)
bit	IP address
broadband	modem
browser	search engine
clients	server
domain names	URL
fiber-optic	WiFi
Internet	

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The Internet
Level X Leveled Book
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Written by Ned Jensen

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Correlation

LEVEL X	
Fountas & Pinnell	S
Reading Recovery	40
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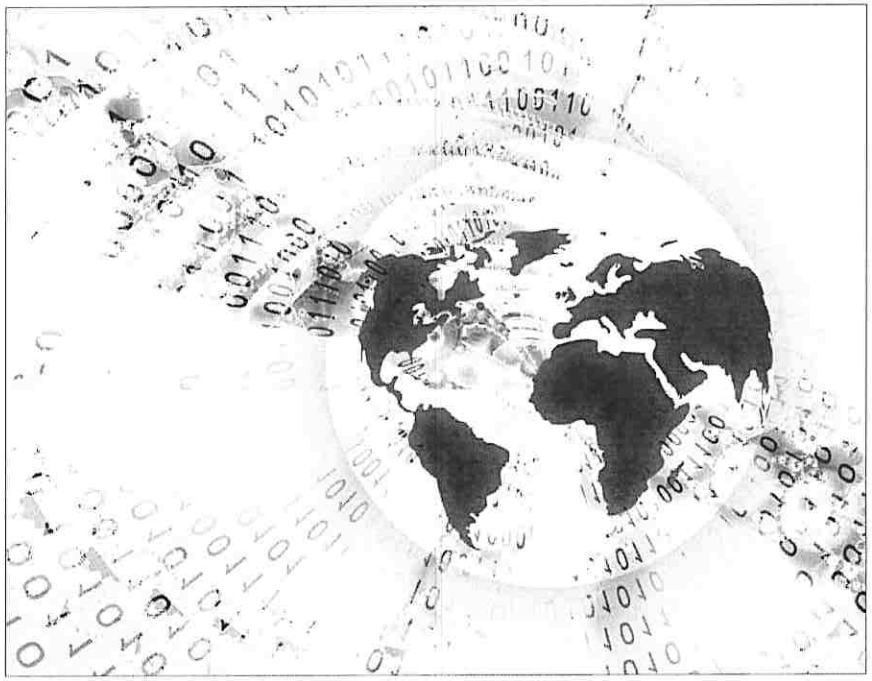
Table of Contents

Introduction

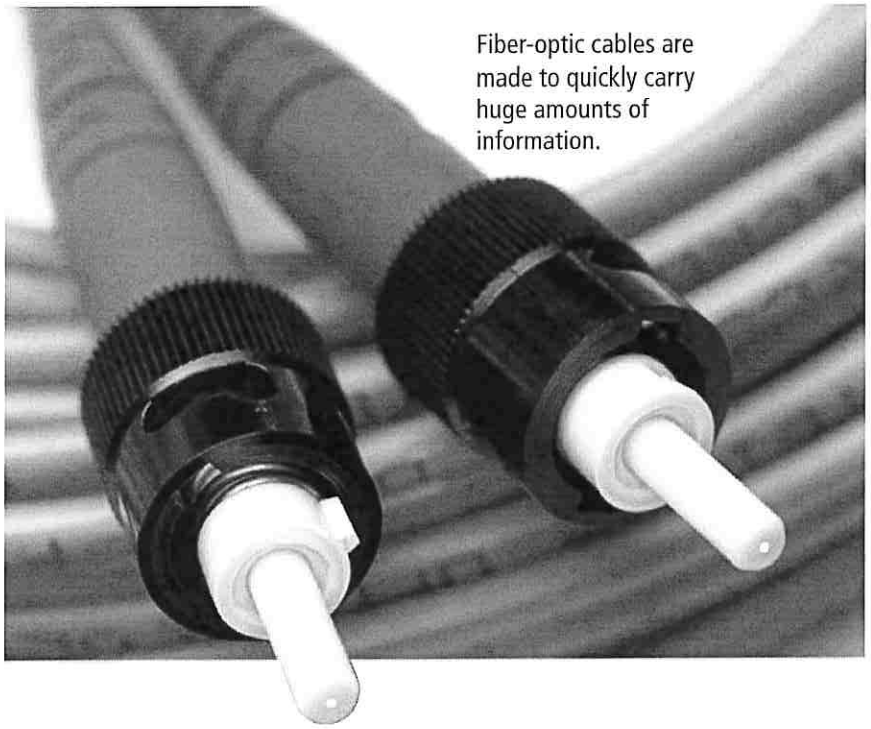
Can you imagine life without the **Internet**? Well, it might be hard to believe, but just a few decades ago the Internet did not exist. The Internet has changed our lives and continues to do so, perhaps more than any other invention since the computer. The Internet has changed the way we communicate, gather information, shop, pay bills, and learn.

What Is the Internet?

Simply put, the Internet is awesome. It is a network that connects billions of computers and other devices around the world. Any computer connected to the Internet can exchange packets of information with any other computer connected to the Internet. These connections allow information to pass from computer to computer at very high speeds. Information packets sent from one computer can reach another computer on the other side of the world in just a few seconds.



A series of ones and zeros make up the information packets that computers send and receive.

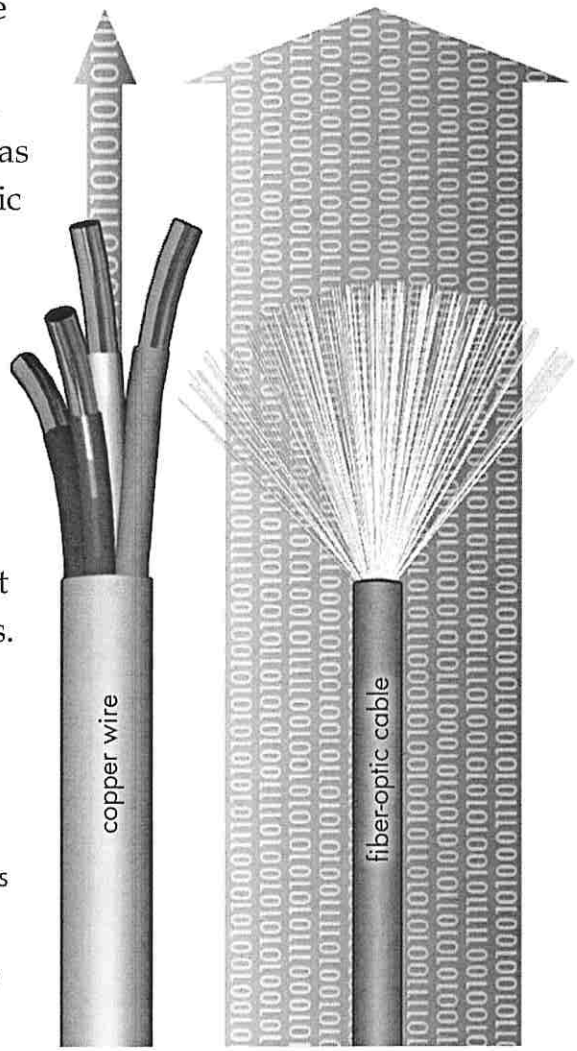


Fiber-optic cables are made to quickly carry huge amounts of information.

How Is Information Sent?

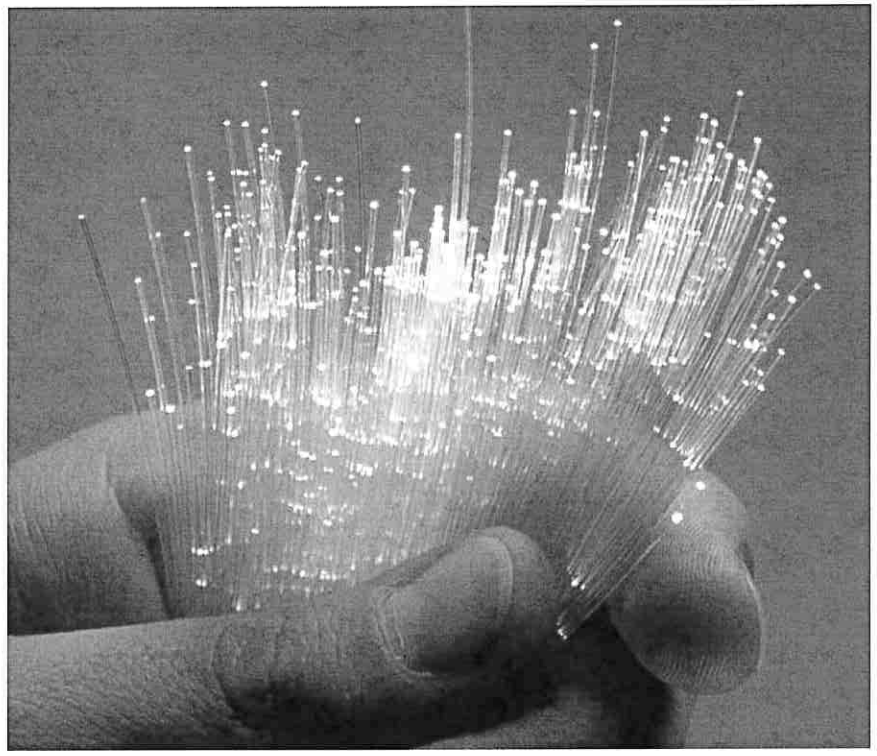
Information packets sent over the Internet include words, pictures, sound, and video. All of this information flows through wire or **fiber-optic** cable. Wire cable is made from copper or other metals, while fiber-optic cable is made from bundles of very thin strands of glass or plastic. Internet information can also be sent wirelessly on radio waves. This is known as **WiFi**. A receiver within a WiFi network collects the information packets from radio waves. The receiver takes that collected information and sends it through the wire or fiber-optic cable that connects the receiver to the Internet.

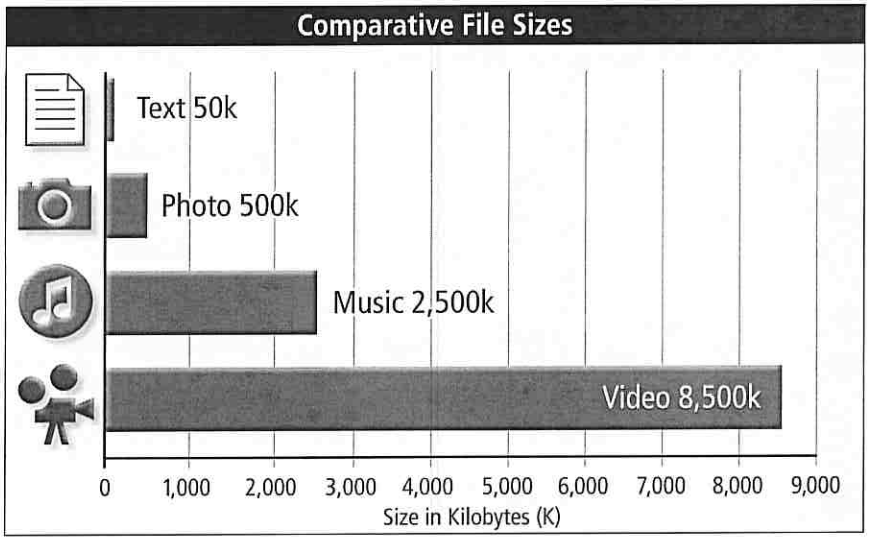
The amount of information moving over the Internet at any given time depends on what is called **bandwidth**. The bandwidth of a cable allows information to move like cars on a highway. The more lanes a highway has, the more cars can travel on it. Greater bandwidth means that more information can travel through a cable. However, as with heavy traffic on a highway, when the amount of information traveling through a cable increases, the speed at which it travels decreases.



It takes two copper wires to carry one phone call. It takes two strands of fiber-optic cable to carry twenty-four thousand phone calls.

Fiber-optic cable has greater bandwidth than wire cable and, therefore, can carry thousands of times more information than wire cables. **WiFi** usually has less bandwidth than wire cables but allows a user to move around freely while staying connected. As we become more dependent on the Internet for information, bandwidth becomes more important. Sound, pictures, and video all require more bandwidth than text. Therefore, information containing multimedia content needs greater bandwidth to flow through the Internet quickly.





Bandwidth is a measure of the number of units of information prepared and sent by computers that can pass through the Internet per second. The smallest unit of information is called a **bit**. When eight bits are combined, they become a byte.

A single letter of text, such as the letter *A*, is one byte. Compare a typical typed sheet of paper, which has 2,000 bytes, with a short novel, which has one million bytes! Megabytes (1,000 kilobytes) and gigabytes (1,000 megabytes) are common measurements of computer storage capacity.

15=3+5+2=10−4+10÷2=14×2−3=25−5−5*2=17+3x2−5−5−2=18−2

Math Minute

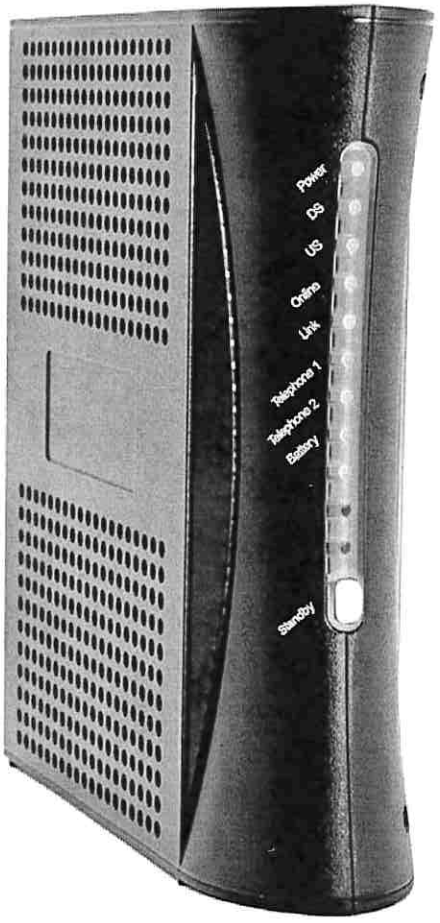
If a kilobyte is 1,000 bytes, how many bytes are in a 1-megabyte photograph?

Answer: 1,000,000 bytes

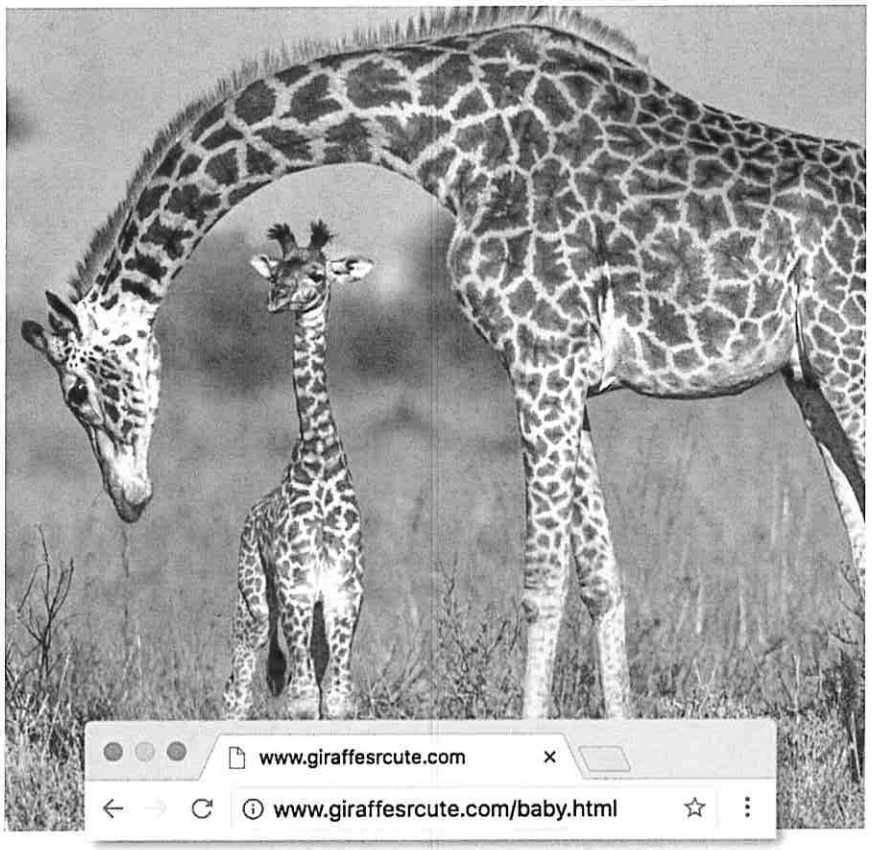
2÷2−7=3+5+2=10−4+10÷2=14×2−3=2

How Does the Internet Work?

The backbone of the Internet is a permanently connected network of powerful computers to which other computers can connect. Individual computers connect to the Internet through a device called a **modem**, which decodes and codes digital information as it passes to and from your computer. You can access the Internet by using a modem and logging in using a username and password. Internet access is usually purchased from an **Internet Service Provider (ISP)** for a monthly fee. In many rural areas, **broadband** users pay higher fees for high-speed Internet access using DSL or cable modems. Satellite Internet service can allow people to connect from remote locations all around the world.



cable modem

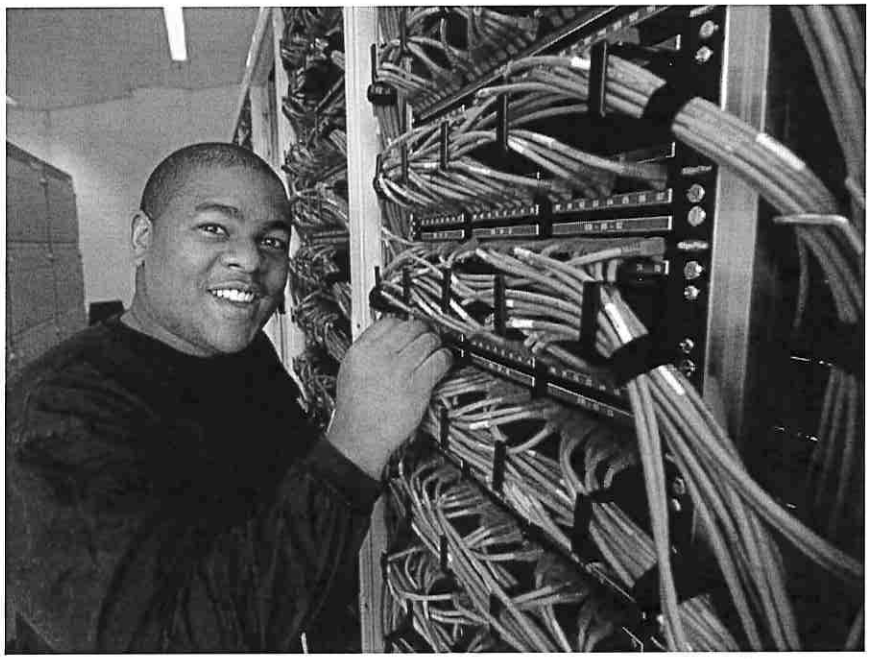


The Internet allows people to share information, including pictures.

Once you have access, you can send information to, and receive information from, anyone else who is hooked up to the Internet. Let's say a friend tells you about a website where you can get information about giraffes. You type in the website **URL** she gave you, including the file name, press "enter" (or "return") on your keyboard or click the "go" button of your **browser**, and within seconds an article on giraffes appears on your screen.

Here is a simple explanation of what happened. First, a browser—special Internet software for finding and looking at webpages—connected your computer to a **server** somewhere on the Internet. Next, the browser requested the website information. Then, the server retrieved the requested information and sent it back to your computer. Once the browser found the page you wanted, it made it possible for you to view the page on your computer, tablet, or phone.

1. Webpage
2. Video file
3. Smartphone used to watch Internet video file

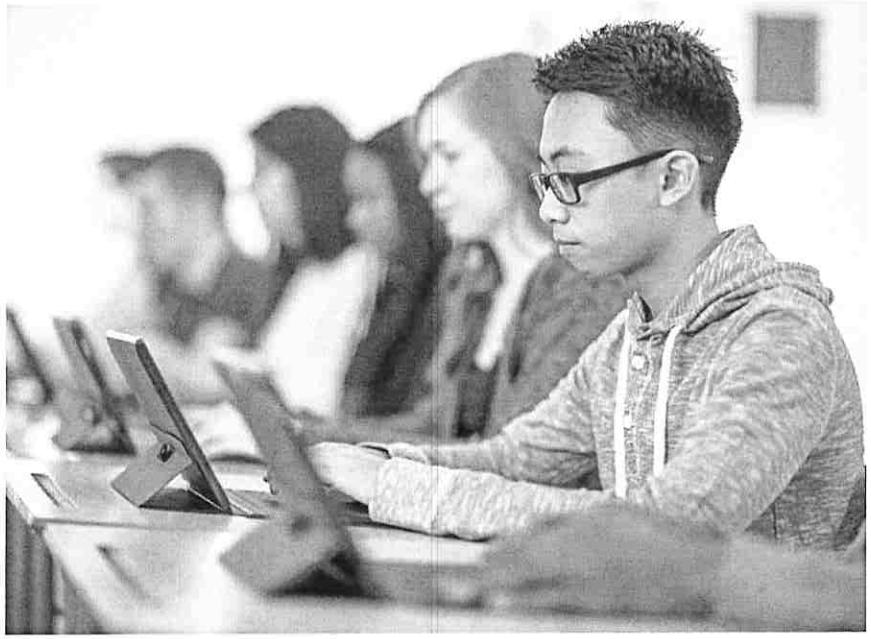


An information technology expert makes sure servers stay connected to the Internet.

Let's take a closer look. All the computers that make up the Internet can be put into two groups: servers and **clients**. Servers are computers that provide a service, which is to give access to information. There are different kinds of servers. For example, to send or receive email, you will connect to an email server. To request information from a website, you will connect to a server.

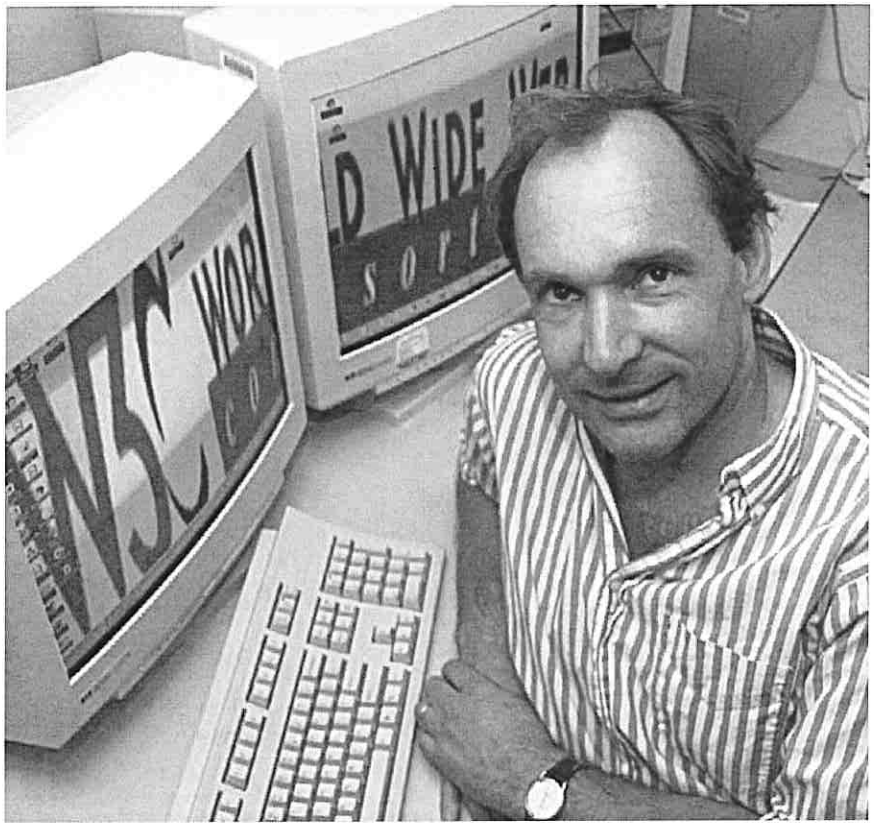
The other computers on the Internet are computers like yours, called *clients*. Client computers don't provide a service, but they do send and receive information.

Every computer connected to the Internet, whether a server or a client, has an **IP address** (IP stands for Internet Protocol). Each IP address is a unique series of numbers. The numbers are arranged in four sets with each set separated by a dot. But since most people have a hard time remembering a series of numbers, computers are given **domain names**. For example, Kids A–Z is a website where students can read books their teacher has assigned. The domain name for the Kids A–Z computer is www.kidsa-z.com.



How Did the Internet Begin?

Most people think the Internet began in the 1960s. The United States Department of Defense wanted to establish a dependable network of communication in case of a disaster or war. The network that was created, called ARPAnet (Advanced Research Project Agency network), linked four computers to each other. By the 1980s, more than twenty thousand computers were linked together. Soon, universities began building their own networks of computers so they could share information more easily. One of the largest networks for universities, called NSFnet (National Science Foundation network), came to be called the Internet.

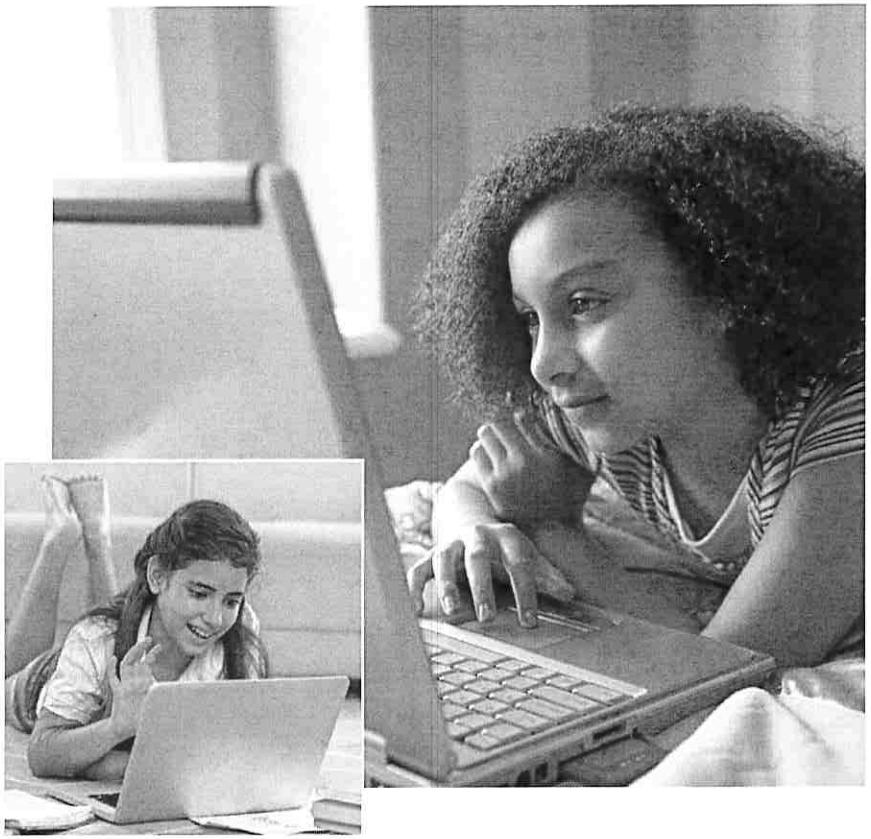


Tim Berners-Lee created the first web browser and the rules that allow different devices to communicate with each other over the Internet.

In the 1990s, a physicist named Tim Berners-Lee changed the Internet forever. Before Berners-Lee, a network would "talk" to its many computers but could not share information with other networks. Each network spoke its own language and could not understand other networks, like people from different countries who spoke different languages. Berners-Lee solved this problem by writing a common language that let computers in various networks "talk" to each other.

How Is the Internet Used?

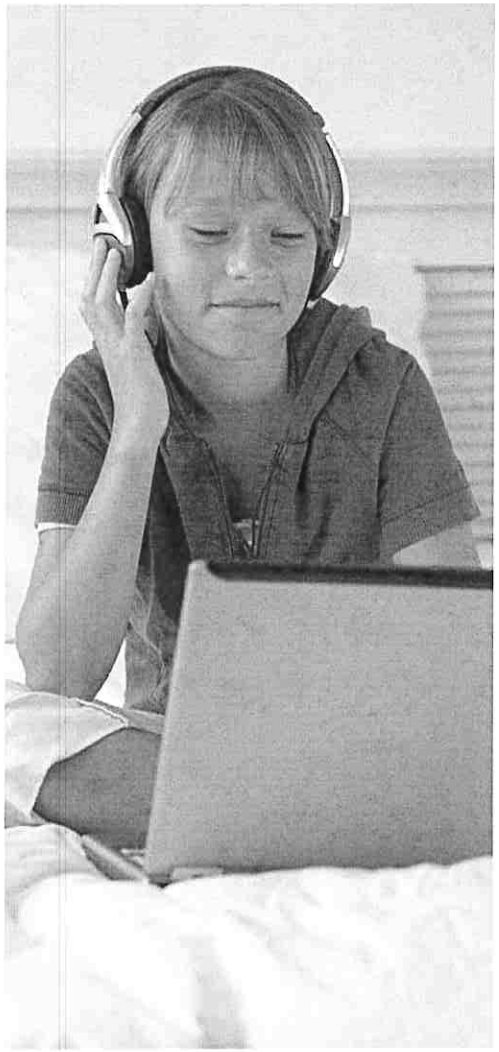
People use smartphones, tablets, and computers to send emails and text messages instantly to one another. They can also add attachments, such as photos, to their messages. If someone wants to respond to a message, he or she only has to click the "reply" button and then type out a message. People can also make video calls in which they can see each other while they talk.



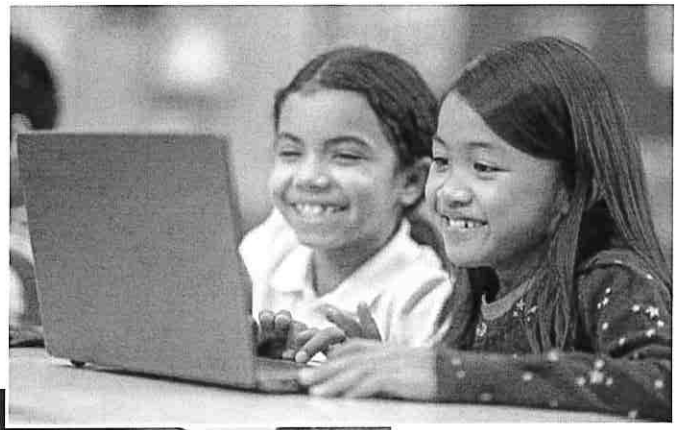
Answers to nearly any question can be found by searching the Internet. But with so much information available, how can you possibly find what you want?

The answer is to use a **search engine**—a tool that allows you to find the information you're looking for on the Internet. A search engine searches the contents of millions of webpages at the same time. All you have to do is go to a search engine website and type in one or more search terms, or keywords. Some companies even make smart speakers that allow you to ask your questions out loud!

People also shop and pay bills on the Internet. You can view pictures of products you may want to buy. You can listen to music, purchase it, and then listen to the music on your computer. You can also purchase airline and entertainment tickets on the Internet. Some shopping websites let you bid on the products you want to purchase just as you would at an auction. You can even buy computer games and items to use within their game worlds online. Internet shopping has become so popular that in 2017, shoppers around the world spent more than $2.4 trillion buying goods and services in this manner.



This girl uses headphones to listen to music on the Internet.



Students use websites to practice reading and other skills.

Police officers use the Internet through computers in their cars to find out information about suspects.

Conclusion

The Internet has allowed computers all over the world to connect to one worldwide network for sharing information. It has changed the way we do business, communicate, and buy goods and services. The Internet will be even more influential as more people around the world connect to it from homes, schools, and businesses, and through wireless connections. The Internet will continue to evolve as new technologies allow people to interact in new ways.

Explore More

On the Internet

1. With an adult's permission and assistance, type www.google.com in the address window of your browser.
2. Type a search term such as *Internet*, *Tim Berners-Lee*, or *ARPAnet* in the search window and click on "Google Search."
3. Read the colored links. Click on one that looks interesting. When you want to explore other links, click on the "back" button on your browser menu to return to the Google search page.
4. Try other searches using words from something you are studying in school, words from your favorite activities, or even names of your favorite animals or book characters.

Glossary

bandwidth *(n.)* the maximum amount of information that can move on an Internet cable (p. 7)

bit *(n.)* the smallest amount of information that can be stored on a computer or sent over the Internet (p. 9)

broadband *(adj.)* part of or relating to a high-speed computer network (p. 10)

browser *(n.)* a software program that allows users to access and view pages on the World Wide Web (p. 11)

clients *(n.)* computers used by the general public to access all that the Internet provides (p. 13)

domain names *(n.)* text names of website addresses that are linked to specific IP addresses (p. 14)

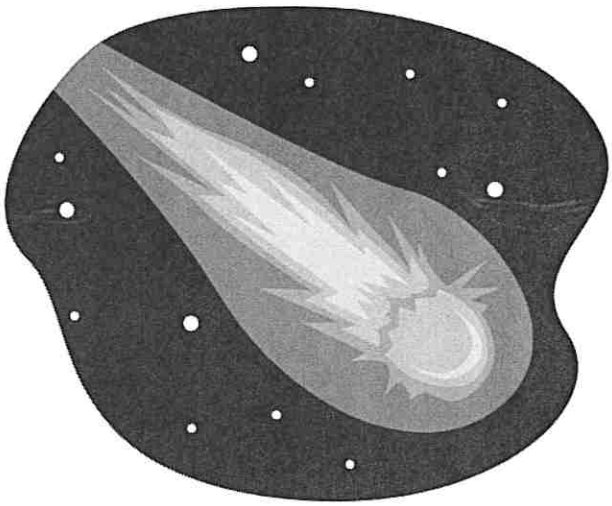
fiber-optic *(adj.)* of or relating to a type of cable made from thin strands of glass or plastic that can be used to carry signals (p. 6)

Internet *(n.)* a global, public computer network (p. 4)

Internet Service Provider (ISP) *(n.)*	a company that sells access to the Internet (p. 10)
IP address *(n.)*	the unique number of a server or client computer (p. 14)
modem *(n.)*	a device used to connect a computer to the Internet (p. 10)
search engine *(n.)*	a search tool used to locate information on the Internet (p. 18)
server *(n.)*	a computer that manages the access of other computers to a service, a local network, or the Internet (p. 12)
URL *(n.)*	the entire address used to access a website on the Internet, which includes the domain name; Uniform Resource Locator (p. 11)
WiFi *(n.)*	a wireless network for sending information over the Internet (p. 6)

Index

Comet vs. Asteroid



A **comet** is a *small solar system body*. They can be as small as 100 meters or as big as 40 kilometers across. They have such low mass that they do not become spherical, or round. Most comets have *elliptical orbits* around the sun. Some comets have 200-year orbits, and others take millions of years to complete on orbit.

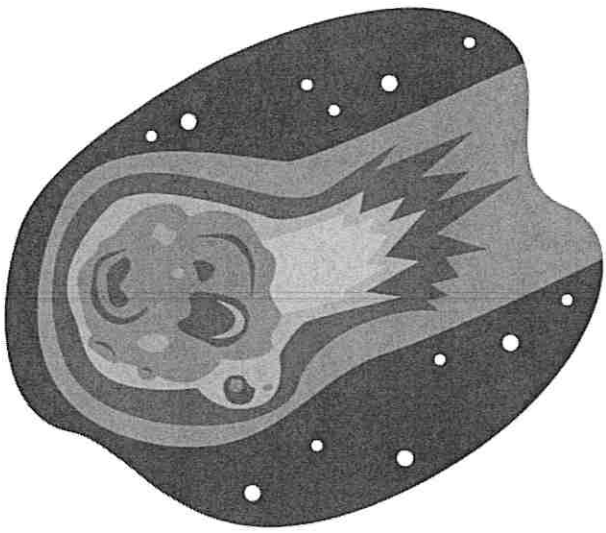
Comets are distinguised by their *coma* and their *tail.* A *coma* is a thin, fuzzy atmosphere that surrounds the center of the comet. Like comets, comas are made up of ice and dust. They form when a comet passes close to the sun. A *tail* is the trails of gas and dust that a comet leaves behind as it passes through the solar system. These trails usually leave behind solid debris of dust particles.

Comet Vocabulary

small solar system body: an object in the solar system that is not a planet, dwarf planet or satellite of a planet or dwarf planet.
coma: a thin, fuzzy atmosphere that surrounds the center of the comet.
tail: the trails of gas and dust that a comet leaves behind as it passes through the solar system.

An asteroid is a small rocky body that orbits the sun. Asteroids are sometimes referred to as minor planets. Asteroids are made up of carbon, rocks, and metals. Most asteroids in our solar system have orbits that lie between Mars and Jupiter. Unlike comets, asteroids do not have a coma or a tail.

The biggest recorded asteroid is called Ceres. Ceres is 1,000 kilometers across and roughly a quarter the size of our moon.



Asteroid Vocabulary

minor planet: a celestrial body that moves around the sun and is not considered large enough to be a planet.
celestial body: a natural object that is visible in the sky.

Reading Comprehension

1. What is the main idea of the passage in page 1?

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2. What are the differences between a comet and an asteroid? What are the similarities?

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3. In outer space there is no air resistance; all objects in motion will stay in motion. With that in mind, what do you think causes comets and asteroids to move?

True or False? For questions that you mark false, re-write the statement so that it is true.

1. An asteroid has a tail. ..... **True** ☐ **False** ☐
2. A comet has an orbit. ..... **True** ☐ **False** ☐
3. The coma is just an optical illusion. ..... **True** ☐ **False** ☐
4. Some asteroids can be as big as our moon. ..... **True** ☐ **False** ☐
5. A small solar system body is not a planet. ..... **True** ☐ **False** ☐
6. Comets are not round. ..... **True** ☐ **False** ☐

ACTIVE **AT HOME**

COOPERATIVE CARDIO

THE DANCE PARTY

ACTIVITY GOALS

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

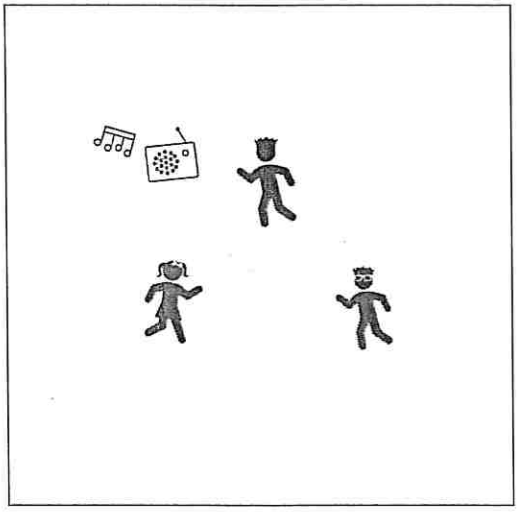
TEACHING TIPS

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

ACTIVITY SET-UP & PROCEDURE

Equipment:
- Dance Cards
- Upbeat, fun music and music player

Set-Up:
1. Create a safe space large enough to dance with friends.
2. Get your music ready!



Activity Procedures:
1. It's time for a dance party!!! You're going to make this party ROCK by creating your very own dance.
2. You'll create a dance for 8 counts (beats) using the Dance Card to give you movement ideas.
3. Now it's time to practice! Start the music and let everyone perform their dance moves at the same time!
4. 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.
5. 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.

OPEN Online Physical Education Network

ACTIVE AT HOME

H CC COOPERATIVE CARDIO

DANCE PARTY CARDS

Robot Dance	**Basketball Dance**
Football End Zone Dance	**Superhero Dance**
Grasshopper Dance	**Soccer Dance**
Tiptoe Dance	**Super Cardio Dance**