

## 6<sup>th</sup> Grade Student eLearning Activities Log Day 3

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 3

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Create an 8 step dance using the Dance Party Cards.</p> <p><b>Health:</b> Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. <a href="#">Record this and explain its nutritional value.</a></p> <p><b>Drama:</b> Write a script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.</p>
Read for 20 minutes using a book at home <u>or</u> use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a> <b>OR</b>				
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>  Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a> , <a href="#">write two paragraphs summarizing what you have read.</a>	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "The Distribution of Earth's Resources", answer the questions and return them to school.	<p><b>Art:</b> Choose an object from your home that represents an important memory from your childhood (ex: stuffed animal, photograph, trophy/award, toy, etc.). Draw that object using either colored pencils or a range of values. <a href="https://youtu.be/fw5kamqbWnk">https://youtu.be/fw5kamqbWnk</a></p> <p><b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a>. Describe the reasons you like or dislike about the song and genre.</p> <p><b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <a href="#">a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</a></p> <p><b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a>. <a href="#">Click here for some examples.</a></p>

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

## Registro de actividades de aprendizaje electrónico para estudiantes Día 3: Grado 6

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

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

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico 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 3

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

Name \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

## Apply the Standard

**A.** Each sentence contains two or more misspelled or misused words. Circle them, and write the correct spellings on the line.

1. Chickins and goats are exampuls of odd pets that people sometimes keep.

.....

2. Have you evor herd of goats living write in the middel of the city?

.....

3. Actually, goats can be agreeible pets, even though they may eat anything in site that's chewuble.

.....

4. Our neighbors had a pet goat that nibbled at the cornor of there guest's hat.

.....

5. "Feed that animel some hey, would you, pleas?" she said.

.....

6. In some citys, citizens are aloud to keep chickens in there yards.

.....

7. Oh well, theifs will probably never steal them, and the hens ley fresh eggs almost daily.

.....

8. We ourselfs have often thought about raising chickens, accept we're afraid others may object.

.....

9. Some peopul fear that chickens have a bad sent, but a coop doesn't smell if its kept clean.

.....

10. Some prefir that goats and chickens stay on farms, along with horses, sheeps, and cattle.

.....

**B.** Use each of these pairs of easily confused words in a sentence. Make sure your sentences clearly show the different meanings of the words.

1. allowed, aloud .....

2. threw, through .....

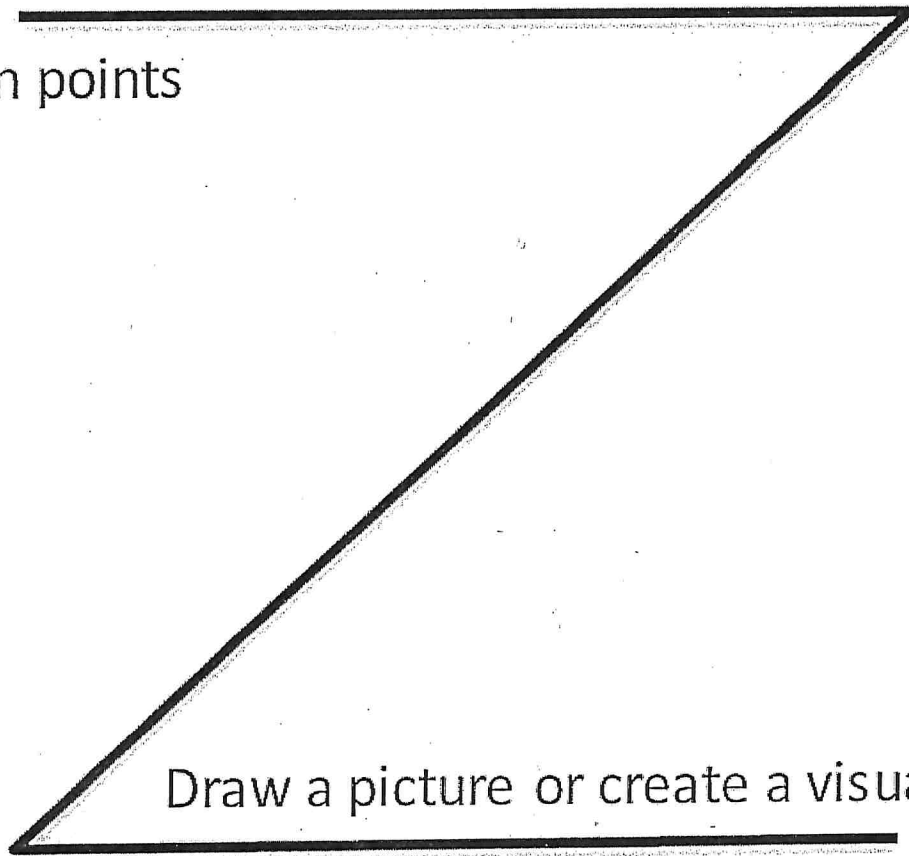
Topic or Title: \_\_\_\_\_

Main Idea: \_\_\_\_\_

3 main points

- 
- 
- 

Draw a picture or create a visual representation



Name: \_\_\_\_\_

Elapsed Time

## Going to the Movies



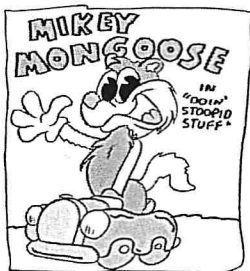
Attack of the 50ft Turnip plays at 7:10. It is now quarter to seven. How long before the movie starts?

\_\_\_\_\_



It takes 30 minutes to drive to the movie theater. They Saved Frankenstein's Lunch begins playing at ten after 1. What is the latest you can leave home?

\_\_\_\_\_



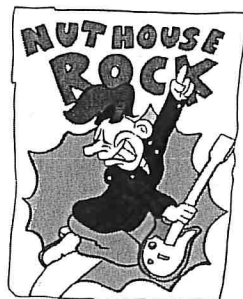
Mikey Mongoose begins at 2:35. It ends at 4:05. How long is the movie?

\_\_\_\_\_



You and your friend meet at the movie theater to see Flying Ninja Toenails of Death. You arrive at 5:40. Your friend arrives at 6:12. How long did you wait for your friend to arrive?

\_\_\_\_\_



Nuthouse Rocks begins at 5:20. It is 1 hour and 50 minutes long. What time does the movie end?

\_\_\_\_\_

**America, Africa, and Europe before 1500/América, África y Europa antes del año 1500****Lesson/Lección 1****MAIN IDEAS/IDEAS PRINCIPALES**

1. Climate changes allowed Paleo-Indians to migrate to the Americas./Los cambios climáticos permitieron la migración de los paleoindígenas al continente americano.
2. Major civilizations developed in Mesoamerica and South America./Se desarrollaron grandes civilizaciones en Mesoamérica y en América del Sur.

**Key Terms and People/Personas y palabras clave**

**environments/medio ambientes** climates and landscapes that surround living things/  
climas y paisajes donde habitan seres vivos

**Bering Land Bridge/Puente de Tierra de Bering** a strip of land between Asia and present-day Alaska that was exposed by the lower sea levels of the Ice Age/franja de tierra que conecta Asia y lo que actualmente es Alaska y que quedó expuesta por el bajo nivel del océano en la Era Glacial

**Paleo-Indians/paleoindígenas** people believed to have crossed the Bering Land Bridge/personas que se cree que cruzaron el Puente de Tierra de Bering

**migration/migración** movement of people or animals from one region to another/  
movimiento de personas o animales de una región a otra

**hunter-gatherers/cazadores y recolectores** people who obtain food by hunting animals and gathering wild plants/personas que obtienen alimentos mediante la caza de animales y la recolección de plantas

**culture/cultura** a group's set of common values and traditions/conjunto de valores y tradiciones comunes que tiene un grupo

**Lesson Summary/Resumen de la lección****EARLY MIGRATIONS TO THE AMERICAS/LAS PRIMERAS MIGRACIONES AL CONTINENTE AMERICANO**

Many scientists believe that the first people arrived in North America during the last Ice Age. At that time the **environment** changed. Large amounts of water froze, forming glaciers. Water levels in the oceans dropped to more than 300 feet lower than they are today. A strip of land called the **Bering Land Bridge** was exposed between Asia and Alaska./Muchos científicos creen que durante la última Era Glacial llegaron las primeras personas a América del Norte. Durante esa época, cambió el **medio ambiente**. Grandes cantidades de agua se congelaron y formaron glaciares. El nivel de agua de los océanos

How did the formation of glaciers during the Ice Age allow for migration to North America?/¿De qué manera contribuyó la formación de glaciares durante la Era Glacial a la migración a América del Norte?

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Lesson/Lección 1, *continued/continuación*

bajó hasta llegar a 300 pies por debajo del nivel actual. Además, entre Asia y Alaska quedó expuesto un puente de tierra llamado el **Puente de Tierra de Bering**.

No one knows exactly when or how people crossed into North America. There is evidence that people called **Paleo-Indians** crossed the bridge to Alaska between 38,000 and 10,000 BC. The **migration** took place over a long time. The descendants of the migrants went as far as the southern tip of South America. These people were **hunter-gatherers**. They hunted animals and gathered wild plants for food. Different environments influenced the development of different Native American societies./Nadie sabe con exactitud cuándo o cómo llegaron las personas a América del Norte. Existen indicios que indican que personas conocidas como **paleoindígenas** cruzaron el puente hacia Alaska entre el 38,000 y el 10,000 a. C. La **migración** se produjo a lo largo de mucho tiempo. Descendientes de estos inmigrantes llegaron hasta el extremo sur de América del Sur. Los paleoindígenas eran **cazadores y recolectores**. Cazaban animales y recolectaban plantas para alimentarse. Los distintos medio ambientes influyeron en el desarrollo de distintas sociedades indígenas.

Does evidence tell exactly when the Paleo-Indians crossed into North America? Explain./¿Muestra la evidencia con exactitud cuando llegaron los paleoindígenas a América del Norte? Explica tu respuesta.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**EARLY MESOAMERICAN AND SOUTH AMERICAN SOCIETIES/LAS PRIMERAS SOCIEDADES MESOAMERICANAS Y SUDAMERICANAS**

Some of the earliest American **cultures** arose in Mesoamerica. This is a region that includes the southern part of what is now Mexico and northern Central America. The Olmec developed the earliest known civilization in Mesoamerica around 1200 BC. The Olmec are known for their stone buildings and sculptures. By 400 BC, when their civilization ended, trade had spread Olmec culture./En Mesoamérica, una región que incluye la zona sur del actual México y el norte de América Central, surgieron algunas de las primeras **culturas** americanas. Alrededor del año 1200 a. C., los olmecas desarrollaron la primera civilización conocida de Mesoamérica. Los olmecas son conocidos por sus edificios de piedra y sus esculturas. Para el año 400 a. C., cuando esta

Underline the sentence that tells when the first civilization developed in Mesoamerica./ Subraya la oración que indica cuándo se desarrolló la primera civilización en Mesoamérica.

Lesson/Lección 1, *continued/continuación*

civilización llegó a su fin, la cultura olmeca ya se había difundido gracias al comercio.

The Maya civilization followed the Olmec. The Maya built large stone temples and pyramids. They built canals that controlled the flow of water through their cities. The Maya civilization began to collapse in the 900s, but historians are still not sure why./Después de los olmecas surgió la civilización maya. Los mayas construyeron grandes templos y pirámides de piedra. Construyeron canales que controlaban el flujo del agua a través de las ciudades. La civilización maya empezó a decaer a principios del siglo x, pero los historiadores todavía no saben con certeza por qué desaparecieron.

The Aztec were fierce warriors. They migrated to south and central Mexico in the mid-1100s. They conquered many towns, built a large empire, and controlled a huge trading network. The Aztec capital, Tenochtitlán (tay-nawch-teet-LAHN), founded in 1325, became the greatest city in the Americas and one of the world's largest cities. The Aztec became rich on trade and tributes paid by conquered people./ Los aztecas fueron guerreros feroces. Emigraron al sur y al centro de México a mediados del siglo xii. Conquistaron muchos pueblos, formaron un gran imperio y controlaron una red comercial enorme. La capital azteca, Tenochtitlán, fundada en 1325, pasó a ser la mayor ciudad del continente americano y una de las más grandes del mundo. Los aztecas se enriquecieron gracias al comercio y los tributos que les pagaban los pueblos conquistados.

The Inca began as a small tribe in the Andes Mountains. In the mid-1400s, the Inca began expanding their empire until it included much of the western coast of South America and had more than 12 million people. The Inca people had a strong central government. They built a network of roads and bridges that connected all parts of the territory./ En sus inicios, los incas eran una pequeña tribu que habitaba en la cordillera de los Andes. A mediados del siglo xv, los incas comenzaron a expandir su imperio hasta controlar gran parte de la costa oeste

What evidence do we have that cultures existed in Mesoamerica before the Aztecs?/¿Qué pruebas tenemos de que existieron otras culturas en Mesoamérica antes de los aztecas?

What was the greatest city in the Americas during the height of the Aztec culture?/¿Cuál fue la mayor ciudad del continente americano durante el apogeo de la cultura azteca?



**Lesson/Lección 1, *continued/continuación***

de América del Sur y contar con más de 12 millones de habitantes. El pueblo inca tenía un gobierno central poderoso. Construyeron una red de carreteras y puentes que conectaban todo el territorio.

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**

**Critical Thinking: Evaluate/Pensamiento crítico:**

**Evaluar** Imagine that you lived in Mesoamerica or South America before the arrival of Europeans. Write a short paragraph describing which of the four civilizations discussed above you would have preferred to live in. Be sure to support your answer./Imagina que viviste en Mesoamérica o en América del Sur antes de la llegada de los europeos. Escribe un párrafo corto en el que describas a cuál de las cuatro civilizaciones sobre las que leíste te hubiera gustado pertenecer. Asegúrate de fundamentar tu respuesta.

Bering Land Bridge/ Puente de Tierra de Bering	environment/ medio ambiente	migration/ migración
culture/ cultura	hunter-gatherers/ cazadores y recolectores	Paleo-Indians/ paleoindígenas

**DIRECTIONS/INSTRUCCIONES** On the line provided before each statement, write **T** if a statement is true or **F** if a statement is false. If the statement is false, find a word or phrase in the word bank that makes the statement true and write it on the line below the statement./En la línea que está antes de cada oración, escribe **V** si la oración es verdadera y **F** si la oración es falsa. Si la oración es falsa, busca una palabra o frase del banco de palabras que la convierta en una oración verdadera y escríbela en la línea de abajo.

- \_\_\_\_\_ 1. Culture is the movement of people or animals from one region to another./  
La cultura es el desplazamiento de personas o animales de una región a otra.  
\_\_\_\_\_
- \_\_\_\_\_ 2. Migration is the climate and landscape that surround living things./La  
migración es el clima y el paisaje donde habitan seres vivos.  
\_\_\_\_\_
- \_\_\_\_\_ 3. Paleo-Indians crossed the Bering Land Bridge into Alaska between 38,000  
and 10,000 BC./Los paleoindígenas cruzaron el Puente de Tierra de Bering y  
llegaron a Alaska entre el 38,000 y el 10,000 a. C.  
\_\_\_\_\_

Lesson/Lección 1, *continued/continuación*

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- \_\_\_\_\_ 4. A group's set of common values and traditions is called a Bering Land Bridge./El conjunto de valores y tradiciones comunes que tiene un grupo se llama Puente de Tierra de Bering.
- \_\_\_\_\_ 5. Paleo-Indians were hunter-gatherers who lived by hunting animals and gathering wild plants./Los paleoindígenas eran cazadores y recolectores que vivían de la caza de animales y la recolección de plantas.
- \_\_\_\_\_ 6. The culture was a strip of solid land believed to have once connected Asia and present-day Alaska./La cultura fue una franja de tierra firme que se cree que en algún momento conectaba Asia con lo que actualmente es Alaska.
-



## Reading Science

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Distribution of Earth's Resources

- 1 The Earth has many natural resources; however, these resources are becoming more prized as the years pass by. This is because people use too much of some resources. Some people have recently decided that they must protect Earth's natural resources. They want to make sure resources will be available in the future. Many scientists are now looking for new ways to save these resources. They also want to take better care of our planet.
- 2 Some of the natural resources that we use are renewable. Trees, air, and water are renewable resources. These resources can be replaced by nature in a short period of time. Other resources produced by Earth are nonrenewable. Nonrenewable resources are natural resources that cannot be replaced once they have been used. These resources include minerals and fossil fuels such as oil, coal, and natural gas. Let's take a look at three different areas of the United States where nonrenewable resources can be found.
- 3 Arkansas' Crater of Diamonds State Park is a public park where people can look for diamonds. They get to keep the ones they find. The first diamond was found in the area in 1906 by a farmer who owned the land at that time. Since then, hundreds more diamonds have been found. The soil in the park is plowed regularly to bring diamonds close to the surface. The diamonds people have found range in size from as small as a match head to larger than a fingernail.
- 4 The diamonds found in the park formed millions of years ago deep under Earth's surface. They formed in the Earth's mantle where there is a huge amount of pressure. Temperatures there can reach up to 4,000°F. The heat and pressure can change carbon into diamonds. Geologists believe the diamonds reached Earth's surface when volcanoes erupted.
- 5 The High Plains aquifer is one of the largest groundwater supplies in the world. It is found under the entire state of Nebraska and parts of Colorado, Kansas, Texas, New Mexico, Oklahoma, South Dakota, and Wyoming. People in these states have been taking water from the aquifer for many years.
- 6 The High Plains aquifer developed about 65 million years ago. A great tectonic plate event occurred at that time. The plates pushed together and formed what we know today as the Rocky Mountains. As the mountains began pushing upward, wind and water began weathering the peaks. Rivers and streams carried the weathered sediments eastward. The water and sediment slowly built up to form the High Plains aquifer.





## Reading Science

- 7 The High Plains aquifer is a few feet deep at some places. At other places it is up to 1,000 feet deep. In some areas, the aquifer is mostly gravel. That allows room for water to sit in between the rocks. In other areas, the aquifer's bottom is tightly packed with sand. The sand holds less water than the gravel.
- 8 Since the 1940s, 88 trillion gallons of water have been extracted from the High Plains aquifer. The water is mainly used on farms that grow grains to feed millions of people. Water does make its way back into the aquifer; however, people are pumping it out faster than it go fill back up. It would take nearly 6,000 years of rainfall to replace what has been taken out of the aquifer.
- 9 Hundreds of oil wells have been drilled into the ground below the Gulf of Mexico. Oil and other fossil fuels formed more than 290 million years ago. Plants that lived millions of years ago used energy from the Sun to produce their own food like plants today. Some of the Sun's energy was stored in the plants as chemical energy. Animals that ate the plants stored that energy in their cells.
- 10 When these early plants and animals died, not all of the bodies decomposed. Some settled to the bottom of the swamp, sea, or ocean where they lived. Layers of sandy sediments piled up on top of the remains. More dead organisms and sediments built up into more layers. Over millions of years, the layers of sediments were pressed and cemented together to form solid rock. The remains of the dead organisms were trapped between the layers of rock. Heat and pressure gradually changed the remains into fossil fuels—coal, oil, and natural gas.
- 11 Coal is burned to produce heat and electricity. It formed in swamps from decaying plant matter called peat. Oil and natural gas formed from early plants and animals that died and fell to the bottom of seas and oceans. Natural gas is used to heat our homes and cook our food. Oil is mainly used in transportation.
- 12 The Gulf of Mexico is a good spot for finding these fossil fuels, especially natural gas and oil. However, great care must be taken when finding and removing these resources from the ocean floor. If just one mistake is made, the fossil fuels can be wasted and harm fish, birds, and people.
- 13 Diamonds, aquifers, and fossil fuels are still forming today. However, they take millions of years to form. People continue to use them faster than nature can replace them. Nonrenewable resources like these can be used up, making them unavailable for future generations.



## Reading Science

1. Which statement best supports the main ideas in the selection?
  - A. Fossil fuels should no longer be used, and alternate forms of energy should be found to take care of our Earth.
  - B. Earth's resources are limited due to overconsumption by humans as well as the length of time needed for Earth to replace these resources.
  - C. Groundwater is essential to all people on Earth because it is how everyone gets their water and how plants get water to grow.
  - D. People should use more renewable resources due to the fact that Earth can quickly replace them.

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2. Diamonds form from which Earth element?
  - A. Minerals
  - B. Heat
  - C. Pressure
  - D. Carbon

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3. The Gulf of Mexico is to oil as—
  - A. Earth is to the Moon
  - B. Arkansas is to diamonds.
  - C. Dinosaurs are to fossil fuels.
  - D. Nebraska is to atmosphere



## Reading Science

4. What is another term for extract?
- A. To copy
  - B. To separate or obtain
  - C. To pull or draw out
  - D. To keep
- 
5. Fossil fuels formed over millions of years because extreme heat and pressure were applied to—
- A. remains of organisms trapped between rock layers.
  - B. underground aquifers.
  - C. bacteria living underground.
  - D. minerals becoming fossilized.

## THE DANCE PARTY

### ACTIVITY GOALS

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

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

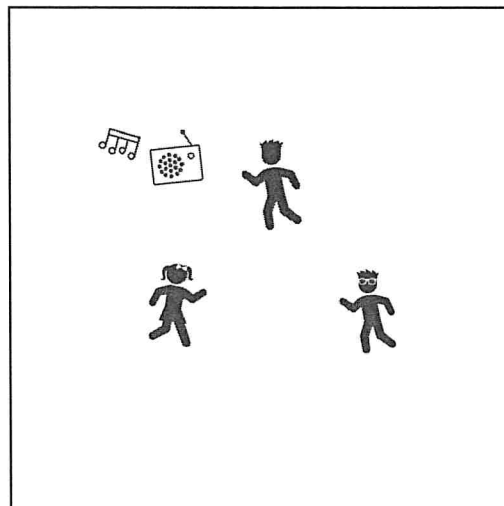
- Dance Cards
- Upbeat, fun music and music player

#### 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**