6th Grade Student eLearning Activities Log Day 4

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 4

<table>
<tr><th>Language Arts</th><th>Math</th><th>Social Studies</th><th>Science</th><th>Encore</th></tr>
<tr><td rowspan="2">Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89</td><td rowspan="3">Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89</td><td rowspan="3">Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89</td><td rowspan="3">Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89</td><td><u>PE:</u>
Create an 8 step dance using the Dance Party Cards.</td></tr>
<tr><td><u>Health:</u>
Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.</td></tr>
<tr><td>Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities
OR</td><td><u>Drama:</u>
Create a costume for at least one character in your script. Take a picture of someone wearing. OR Create at least 2 props that could be used for your script. Take a picture of them and describe how you made each in a paragraph.</td></tr>
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Then complete a Z-chart graphic organizer
Using the Z-chart graphic organizer, write two paragraphs summarizing what you have read.</td><td>Complete the Math handout. Show your work on a separate sheet of paper and return them to school.</td><td>Complete the Social Studies handouts and return them to school.</td><td>Read “Ice Cores and Observatories”, answer the questions and return them to school.</td><td><u>Art:</u>
Create a drawing of your favorite room in your home. Add details like the furniture, pictures on the walls, objects in the room, etc. Add color with colored pencil or markers, OR use a range of values to fill in the space. https://youtu.be/-WR-FyUQc6I</td></tr>
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Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.</td></tr>
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Parent Signature_____Date_____

Registro de actividades de aprendizaje electrónico para estudiantes Día 4: Grado 6

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 4

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Firma de Padres_____Fecha_____

Name _____ Date _____ Assignment _____

Apply the Standard

A. Use context clues in the other words in the sentence to find the meaning of the underlined word. Write its definition on the line provided.

1. Knowing that exercise keeps you healthy, Rob does calisthenics daily. .....
2. Normally talkative, the student became inarticulate in the principal's office. .....
3. Su Lin likes to shop in small specialty shops, such as boutiques. .....
4. The scientist's perseverance, refusing to give up no matter what, paid off with a new discovery. .....
5. Dave thought that the detail was irrelevant, but I thought it was very important. .....
6. Her library card is invalid because she forgot to renew it. .....
7. A jeweler uses a special eyepiece to see if a gem is genuine or fake. .....
8. Keeping our rivers clean is not just a national issue; it's also a global one. .....
9. Coming in second was little consolation to the runner who had counted on winning the race. .....
10. Other firefighters were brave, but none showed as much fortitude as the captain. .....

B. Think about the underlined word's function and position in the sentence. Use that information, plus any other context clues, to define the underlined word. Write its meaning on the line.

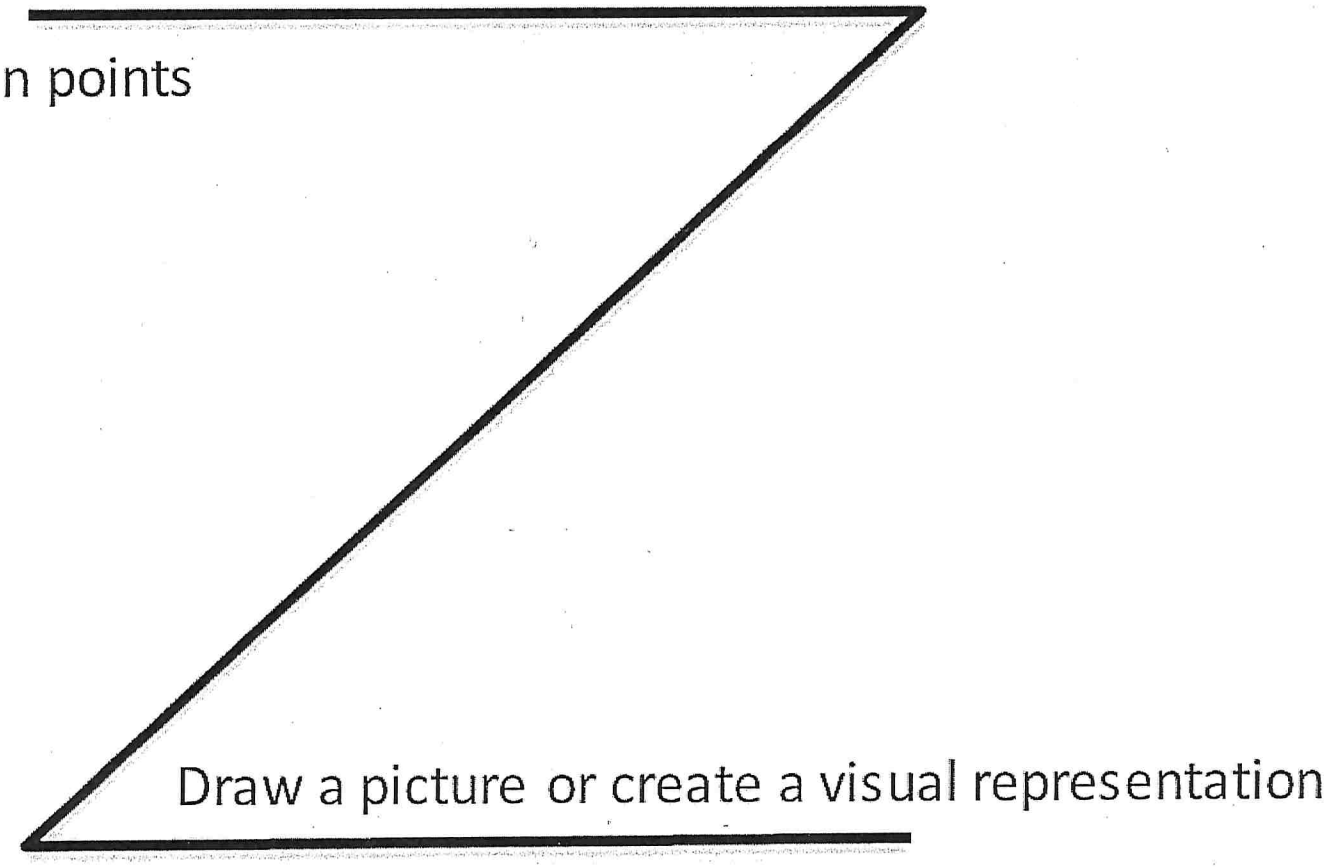
1. Felines include lions, tigers, and leopards. .....
2. When the two sides could not agree, the talks ended in a stalemate. .....
3. The play will commence soon, so please take your seats. .....
4. It took twenty years for the fisherman to accumulate enough money to buy a new boat. .....
5. The student's half-hearted swipes were ineffectual in cleaning the white board. .....

Topic or Title: _____

Main Idea: _____

3 main points

-
-
-



Convert the temperatures to Fahrenheit.

25 °C = _____ F

First multiply the temperature times 9.
$25° \times 9 = 225°$

Next divide your answer by 5.
$225° \div 5 = 45°$

Finally add 32.
$45° + 32 = 77°$

25 °C = 77° F

1) 75° C = _____ ° F

2) 80° C = _____ ° F

3) 65° C = _____ ° F

4) 90° C = _____ ° F

5) 55° C = _____ ° F

6) 70° C = _____ ° F

7) 35° C = _____ ° F

8) 10° C = _____ ° F

9) 50° C = _____ ° F

10) 60° C = _____ ° F

Answers

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

1-10	90	80	70	60	50	40	30	20	10	0

Name/Nombre_____ Class/Clase_____ Date/Fecha _____

America, Africa, and Europe before 1500/América, África y Europa antes del año 1500

Lesson/Lección 2

MAIN IDEAS/IDEAS PRINCIPALES

1. Several early societies developed in North America long before Europeans explored the continent./Varias sociedades antiguas se desarrollaron en América del Norte mucho antes de que los europeos exploraran el continente.
2. Geographic areas influenced Native American cultures./Las regiones geográficas influyeron en las culturas de los indígenas norteamericanos.
3. Despite their differences, Native American cultures shared similar beliefs and practices./A pesar de sus diferencias, las culturas de los indígenas norteamericanos compartían creencias y prácticas similares.

Key Terms and People/Personas y palabras clave

pueblos/pueblos aboveground houses made of a heavy clay called adobe/casas de arcilla gruesa, llamada adobe, construidas más arriba de la superficie

kivas/kivas underground ceremonial chambers at the center of each Anasazi community/cámaras ceremoniales subterráneas en el centro de las comunidades anasazi

totems/tótems ancestor or animal spirits of the Native Americans of the Pacific Northwest/espíritus de animales o de antepasados de los indígenas del Noroeste del Pacífico

teepees/tipis cone-shaped shelters made of animal hides by the nomadic plains people/viviendas en forma de cono hechas de piel de animales que construían los pueblos nómadas de las Planicies

matrilineal/materno tracing a society's ancestry through mothers/manera de rastrear el linaje de una sociedad siguiendo la línea materna

Iroquois League/Liga de Iroqueses an alliance of Native Americans in northeastern North America/alianza de naciones indígenas del noreste de América del Norte

Lesson Summary/Resumen de la lección

EARLY SOCIETIES/LAS PRIMERAS SOCIEDADES

The earliest people in North America were hunter-gatherers. By 1500 BC people in the southwestern part of North America had farm cultures and grew maize. The Anasazi (an-nuh-SAH-zee) used irrigation to increase food production in the dry climate. They lived in pit houses dug into the ground. Later they built **pueblos.** The Anasazi often built complex houses on cliff walls to defend against attacks. They also built **kivas,** sacred areas at the center of the community./Los primeros habitantes de América del Norte eran

How would building on cliff walls provide protection for the Anasazi?/¿De qué manera construir casas en las paredes de los acantilados ofrecía protección a los anasazi?

_____

_____

_____

cazadores y recolectores. Hacia el año 1500 a. C., los habitantes del suroeste de América del Norte ya habían desarrollado culturas agrícolas y cultivaban maíz. Los anasazi usaban la irrigación para aumentar la producción de alimentos en el clima seco. Vivían en casas que eran fosas en el suelo. Luego comenzaron a construir **pueblos.** Los anasazi a menudo construían complejos de casas en las paredes de los acantilados para defenderse en caso de ataques. También construían **kivas,** zonas sagradas en el centro de la comunidad.

The Anasazi began abandoning their villages after living in them for hundreds of years. Drought, disease, or raids by other tribes may have caused this move./Los anasazi empezaron a abandonar sus aldeas después de haber vivido en ellas durante cientos de años. Es posible que el traslado haya sido consecuencia de sequías, enfermedades o ataques de otras tribus.

Why would drought be one of the possible reasons that the Anasazi moved from their homes?/¿Por qué la sequía es una de las posibles razones por las que los anasazi abandonaron sus hogares?

_____

_____

_____

After 1000 BC several farming societies developed in the eastern part of North America. They built large burial mounds to honor their dead. More than 10,000 mounds have been found in the Ohio River valley alone. The mound-building cultures declined and no longer existed by the early 1700s./Después del año 1000 a. C., surgieron distintas sociedades agrícolas en la zona este de América del Norte. Estas sociedades construían grandes túmulos funerarios para honrar a los muertos. Solamente en el valle del río Ohio se han encontrado más de 10,000 túmulos. Estas culturas fueron declinando y, para principios del siglo XVIII, ya no existían.

NATIVE AMERICAN CULTURE AREAS/LAS REGIONES CULTURALES DE LOS INDÍGENAS NORTEAMERICANOS

What was the significance of the characters carved on totem poles?/¿Qué significado tenían los personajes tallados en los postes con tótems?

_____

_____

_____

The culture of Native American people varied depending on geography. In the far north, in present-day Alaska and Canada, Native Americans survived primarily by hunting and fishing, living in small groups. Farther south, along the Pacific Northwest, larger groups thrived on the abundant wildlife. They carved tall poles with **totems**—symbols of animal or ancestor spirits. These had religious and cultural

meaning./La cultura de los pueblos indígenas norteamericanos variaba según la geografía. En el extremo norte, actuales Alaska y Canadá, los indígenas sobrevivían principalmente gracias a la caza y la pesca, y vivían en grupos pequeños. Más al sur, en el Noroeste del Pacífico, vivían grupos más grandes que prosperaban en un ambiente rico en flora y fauna silvestre. Tallaban postes altos con **tótems,** símbolos de los espíritus de animales o de sus antepasados. Estos tótems tenían un significado religioso y cultural.

Farther south along the Pacific and the Sierra Nevada Mountains, people fished, hunted, gathered plants, and lived in small groups of families. In the drier areas of the Southwest, Pueblo groups had to develop agriculture to adapt to the climate. They lived in towns of up to 1,000 people. Others, such as the Apache and Navajo, formed nomadic groups that survived by hunting, foraging, or raiding other villages./Más al sur, a lo largo de la costa del Pacífico y las montañas de Sierra Nevada, los habitantes pescaban, cazaban, recolectaban plantas y vivían en pequeños grupos familiares. En las zonas más secas del Suroeste, las tribus de indígenas pueblo tuvieron que desarrollar la agricultura para adaptarse al clima. Vivían en aldeas de hasta 1,000 habitantes. Otras tribus, como los apaches y los navajos, formaron grupos nómadas que sobrevivían cazando, recolectando lo que encontraban o saqueando a otros pueblos.

Most Native Americans of the Great Plains were nomadic hunters. They survived on the abundant wildlife of the grasslands, living in **teepees** made of animal hides. Some Plains groups were farmers, including the Pawnee, who had a **matrilineal** society. In the east, many Native Americans had small villages and lived by farming, hunting, and fishing. The **Iroquois League** was an alliance of many groups that defended one another./La mayoría de los indígenas de las Grandes Planicies eran cazadores nómadas. Sobrevivían gracias a la abundancia de la flora y la fauna de las praderas y vivían en **tipis** hechos de pieles

Describe the food and shelter of the Native Americans of the Great Plains./Describe la alimentación y las viviendas de los indígenas de las Grandes Planicies.

_____

_____

_____

de animales. Algunos de los grupos de las Planicies se dedicaban a la agricultura, como los pawnee, que tenían una sociedad de linaje **materno.** En el este, muchos indígenas norteamericanos vivían en pequeñas aldeas y sobrevivían gracias a la agricultura, la caza y la pesca. La **Liga de Iroqueses** era una alianza de muchos grupos que se defendían entre sí.

NATIVE AMERICAN LANGUAGES/LOS IDIOMAS DE LOS INDÍGENAS NORTEAMERICANOS

Language played an important part in the cultural diversity of Native Americans 1,000 years ago. About 300 different languages were spoken. Those languages developed from 29 original languages./Hace 1,000 años, el idioma tenía un papel importante en la diversidad cultural de los indígenas norteamericanos. Se hablaban aproximadamente 300 idiomas diferentes. Esos idiomas se desarrollaron a partir de 29 idiomas originales.

Underline the sentence that tells how many different languages were spoken by Native Americans./Subraya la oración que indica cuántos idiomas diferentes hablaban los indígenas norteamericanos.

SIMILAR BELIEFS AND PRACTICES/CREENCIAS Y PRÁCTICAS SIMILARES

Although they had many different cultures, Native Americans shared certain beliefs. Their religions were linked to nature, and they believed that the land was for the use of everyone./Aunque había muchas culturas diferentes, los indígenas norteamericanos tenían algunas creencias en común. Sus religiones estaban relacionadas con la naturaleza y creían que la tierra era de todos.

What beliefs did Native Americans share?/¿Qué creencias compartían los indígenas norteamericanos?

_____

_____

_____

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA

Critical Thinking: Compare/Pensamiento crítico: Comparar Pick two Native American groups from two different culture areas. Make a chart comparing these two societies./Elige dos grupos de indígenas norteamericanos de dos áreas culturales diferentes. Haz una tabla en la que compares esas dos sociedades.

DIRECTIONS/INSTRUCCIONES Write two adjectives or descriptive phrases that describe each term./Escribe dos adjetivos o frases que describan cada palabra.

1. Iroquois League/Liga de Iroqueses _____
2. kivas/kivas _____
3. matrilineal/materno _____

   _____
4. pueblos/pueblos _____
5. teepees/tipis _____
6. totems/tótems _____

DIRECTIONS/INSTRUCCIONES Read each sentence and fill in the blank with the word in the word pair that best completes the sentence./Lee las oraciones y completa los espacios en blanco con la palabra del par de palabras que mejor complete la oración.

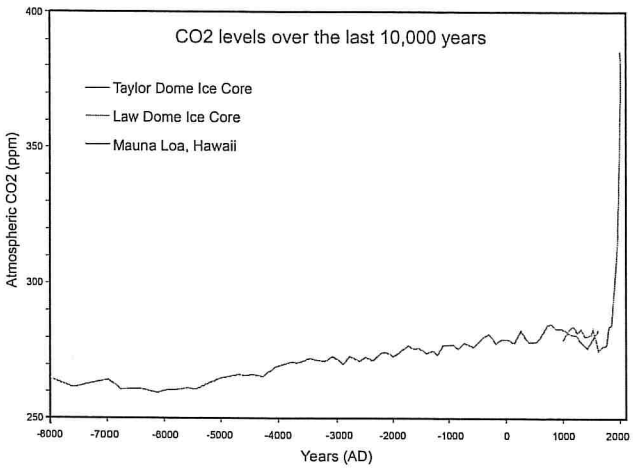
7. _____ are cone-shaped shelters. (Kivas/Teepees)/
   _____ son viviendas en forma de cono. (Las kivas/Los tipis)
8. Pawnee society was _____, which means that people traced their ancestry through their mothers, not their fathers. (matrilineal/totems)/La sociedad pawnee era _____, es decir, una sociedad en la que los linajes siguen la línea materna, no la paterna. (materna/de tótems)
9. The Anasazi dug pit houses and later built _____, or aboveground houses made of heavy clay called adobe. (pueblos/kivas)/Los anasazi hacían casas que eran fosas en el suelo, y luego construyeron _____, o casas construidas de arcilla gruesa, llamada adobe, más arriba de la superficie. (pueblos/kivas)
10. Native Americans in the Pacific Northwest carved images of ancestor or animal spirits called _____ on tall, wooden poles. (totems/teepees)/Los indígenas del Noroeste del Pacífico tallaban imágenes de espíritus de animales o de antepasados llamados _____ en postes altos de madera. (tótems/tipis)

Reading Science

Name: _____ Date: _____

Ice Cores and Observatories

1 The entire history of planet Earth is a very long period of time. Humans have only existed for a short part of it. Yet human activities are having a huge effect on Earth's systems. Human activity has always affected the environments in which people lived. The effects were more limited before the Industrial Revolution, however. Farming and grazing changed ecosystems. Irrigation and dams changed waterways. But most of these changes only affected the small, or regional, areas where people lived. Human activity has only started to affect global systems in the past 200 years. So what have these changes been?



2 The Industrial Revolution happened in the mid-1700s to mid-1800s. Before this, human societies were mainly agricultural. Most of the work was done by hand with simple tools. There were no factories or vehicles. There were no sprawling urban areas. During the Industrial Revolution, everything changed. Fossil fuels had been discovered as an energy source. That was the turning point. These fossil fuels include coal, oil, and natural gas. At that time, these types of fuels were easy to find and easy to use. They were inexpensive. As a result, industry was able to grow in ways that it could not have before. The steam engine was invented. Large factories were built. People moved in large numbers into cities. Cities grew rapidly. Overall populations grew as well. At the time, many of these changes benefited society. People of that time could not know that the Industrial Revolution might affect global climates.

3 The climate changes of Earth's past can all be attributed to a natural cause. Usually they are triggered by an event that alters the amount of energy the planet receives from the Sun. Since the Industrial Revolution, average global temperatures have steadily increased. We cannot match this change in climate conditions with a natural event. This increase is related to an increase in the amount of carbon dioxide (CO_2) in our atmosphere. The increase in CO_2 came from the burning of fossil fuels. Thus, the Industrial Revolution is an important marker when it comes to an increase in global temperatures. This is also known as global warming.

Reading Science

4 Why is CO_2 so important when it comes to global temperatures? CO_2 is a colorless and odorless gas. It has properties that allow it to trap heat. Energy comes to Earth from the Sun. Heat then radiates from Earth and goes off into space. There is CO_2 in our atmosphere. The CO_2 traps some of the heat and keeps it in Earth's system. Therefore, CO_2 is something called a greenhouse gas. This is not a bad thing in and of itself. We actually need CO_2 in our atmosphere. It has been in our atmosphere for a very long time. There are other greenhouse gases in our atmosphere in addition to CO_2. Without them, all of the heat from the planet would be allowed to escape into space. In other words, our planet would be an ice ball without CO_2.

5 If we need CO_2 in our atmosphere, why are we so worried about it? Fossil fuels like coal and oil have carbon in them. When they burn, the carbon combines with the oxygen in the atmosphere and creates CO_2. There is a branch of science known as climatology. Climatology scientists study Earth's climates, both past and present. They have many ways to study past climates. One is by looking at something known as ice cores. Scientists drill into glaciers. They pull out long cores of ice. Some glaciers have been around for hundreds of thousands of years. The farther down you go in the glacial ice, the older the ice is. Scientists can look at these ice cores, layer by layer. They have found interesting data. They can look at the pollen that existed at different periods of time. More pollen points to warmer weather. They can also look at the gases trapped in the cores. These gases give the scientists a good idea of what was in the atmosphere in the past. Then they measure the amounts of each gas found. They can determine the percentage of each type of gas from the past atmosphere. The data collected from the ice cores shows an interesting trend. Average CO_2 concentrations in the atmosphere were fairly stable for the 800,000 years before the Industrial Revolution. Concentrations shifted between 170 and 300 parts per million (ppm). Since the Industrial Revolution, CO_2 concentrations have increased. Current atmospheric data shows CO_2 concentrations close to 390 ppm.

6 Scientists also study what is currently occurring in the atmosphere. This data is very important. It shows that CO_2 levels in the atmosphere can change daily. This lets scientists observe current trends. They can hypothesize about ways to explain why CO_2 levels are increasing. Scientists sample the atmosphere at the Mauna Loa Observatory in Hawaii. They get very reliable measurements of current atmospheric CO_2 levels. The current readings from Mauna Loa support the trend found in the ice cores samples. The Keeling curve is a graph based on these readings. It charts changes in atmospheric CO_2 concentrations. The readings on the Keeling curve have gone up steadily since 1958. Today's readings are over 400 ppm.

7 We cannot be certain that human use of fossil fuels is the main cause for global warming. In fact, there are other factors. Solar input and natural cycles of the orbit of the planet also affect overall global temperatures; however, scientific data can relate the rise in CO_2 concentrations in the atmosphere to the increased burning of fossil fuels. CO_2 is a greenhouse gas that traps heat. Therefore, there is concern that increased CO_2 levels could result in an increase in global temperatures. However, there are many recent efforts to reduce the amounts of fossil fuels used. Energy-efficient vehicles are becoming common. Renewable sources of energy such as solar and wind are replacing fossil fuels. Humans are starting to make wise choices. They will help reduce our impact on the delicate systems of our Earth.

Reading Science

1. What change has occurred since the Industrial Revolution that has potentially caused a change in Earth's average climate?

   A. An increase in population

   B. Larger urban areas

   C. The burning of fossil fuels

   D. All of the above

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2. Why are scientists so concerned about rising levels of CO_2? What is it about this particular gas that makes it concerning?

   A. It produces a bad odor.

   B. It can trap heat.

   C. It has an unpleasant color.

   D. It is only made by humans.

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3. Which of the following statements about CO_2 is not true?

   A. CO_2 is just one type of greenhouse gas.

   B. CO_2 is harmful to the planet.

   C. Life as we know it could not exist without CO_2.

   D. The CO_2 in our atmosphere has been around a long time.

Reading Science

4. Why do climatologists study ice cores from ancient glaciers?

   A. To find out what the ancient glacier is made of

   B. To find out how long humans have lived on Earth

   C. To find out what was found in the ancient atmosphere

   D. None of the above

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5. The Mauna Loa Observatory in Hawaii has been taking atmospheric CO_2 readings since 1958. What is the name of the graph that charts the changes in atmospheric CO_2 concentrations based on these readings?

   A. The Mauna Loa trend

   B. The Keeling curve

   C. The CO_2 trend

   D. The Hawaiian Atmospheric Chart

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6. Based on the information provided in this reading, what is the best conclusion that can be reached?

   A. Human activity is the cause of increasing global temperatures.

   B. Increased CO_2 concentrations are the only cause for increasing global temperatures.

   C. Past and present data show a trend in increasing CO_2 concentrations.

   D. There is nothing that can be done to reduce global temperatures.

ACTIVE AT HOME

COOPERATIVE CARDIO

THE DANCE PARTY

ACTIVITY GOALS

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

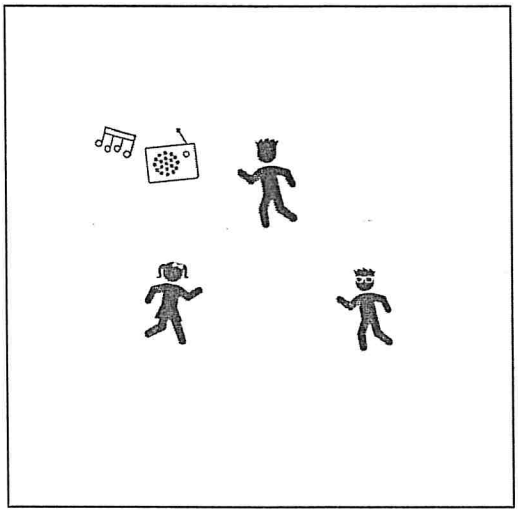
TEACHING TIPS

- 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

HCC COOPERATIVE CARDIO

DANCE PARTY CARDS

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

ACTIVE AT HOME

COOPERATIVE CARDIO

THE DANCE PARTY

ACTIVITY GOALS

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

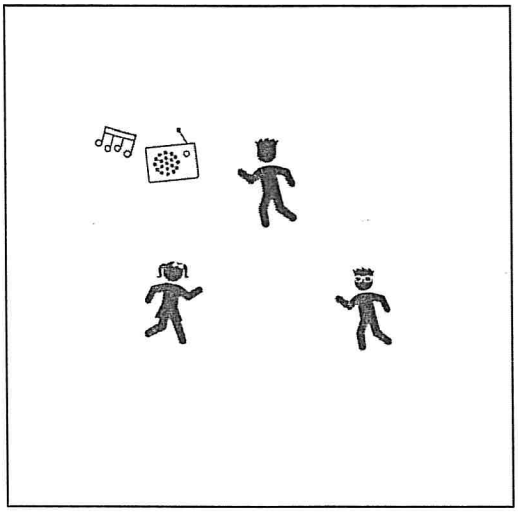
ACTIVITY SET-UP & PROCEDURE

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

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

TEACHING TIPS

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



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.

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