

Fourth Grade ELA Academic Packet

Student Name _____ School _____



Week 3
April 13 - 17, 2020

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

OCPS Distance Learning Packet

Grade 4 ELA

Week of Monday, April 13th

Day	Standard	Instructions
Monday	Determine the main idea of a text Summarize a text	<ul style="list-style-type: none"> ● Read and review the skills slides. ● Read <i>The Golden Runner</i> and answer the following questions: <ul style="list-style-type: none"> ○ What is the main idea of the text? ○ Which detail should be included in a summary of the text? ○ Why would that detail be included in a summary of the text?
Tuesday	Determine the main idea of a text Summarize a text	<ul style="list-style-type: none"> ● Read <i>Wilma Rudolf</i> and answer the following questions: <ul style="list-style-type: none"> ○ What is the main idea of the text? ○ Write a summary of the text. ○ Explain how or why you chose those key details to include in the summary.
Wednesday	Integrate information from multiple sources	<ul style="list-style-type: none"> ● Read and review the skills slides. ● Reread <i>The Golden Runner</i> and <i>Wilma Rudolf</i> ● Complete the questions to integrate information from both texts.
Thursday	Opinion Essay	<ul style="list-style-type: none"> ● Review and break down the writing prompt. ● Read the three sources on <i>activities in school</i> then annotate the text for evidence. ● Plan your essay using the graphic organizers.
Friday	Opinion Essay	<ul style="list-style-type: none"> ● Write your essay. ● Edit and revise your essay.
Daily: Read a book of your choice for 30 minutes.		

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Standard Review

Identify the Main Idea- What is the **topic** (who or what) of the text?
What **point** is the author making about the topic?



Identify the Key Details- Which details support the main idea? How does the author support the main idea?

Create a Summary- Summaries include the main idea and the most important key details.

Lesson Summary

How do you determine the main idea?

What is the topic?
What point is the author making about the topic?



How do you know if a detail is a key detail?

Key details relate and support the main idea.

What should be included in a summary of a text?

The main idea and most important key details are needed to have a complete summary.

Main Idea Example:

Elementary schools are an important part of a community.

“Elementary schools” is the topic because it is who or what the information is telling about. “are an important part of a community” is the point because it is explaining what is being explained about the topic of elementary schools.

Name _____ Date _____

The Golden Runner

One of the greatest Olympic runners ever was Wilma Rudolph. She was fast and graceful. Her long legs seemed to glide along the track. Wilma broke many records. She helped increase interest in women's track events. After her running career, Wilma helped young African Americans train for track and other sports.

Wilma's road to greatness was not easy. She had to overcome many physical problems. Her courageous struggle to compete and win still inspires people today.

As a child, Wilma often became ill. Her left leg was strapped to a metal brace. By the time she was twelve, her leg was strong again. She could walk without the brace. She would finally have a chance to play like other children.

Wilma joined the girls' basketball team at her school. She also found time to run track. She was naturally fast and liked to run. In the summer of 1956, Wilma went to Philadelphia for her first important meet. There she won every race she ran, including two sprints and a relay race.

Wilma was asked to try out for the United States Olympic team. She traveled to the Olympic Games in Australia. She won a bronze medal in the 400-meter relay. She was only sixteen years old.

Four years later, at the 1960 Olympics in Rome, Wilma won her first gold medal in the 100-meter race. She won a second in the 200-meter race. In the 400-meter relay, Wilma ran the last leg of the race. She used all her speed to pass two other runners. Rudolph's team won the race by less than a second. With that victory, Wilma became the first American woman to win three gold medals in a single Olympic Games.

Determine the main idea of *The Golden Runner*.

Choose a detail from the text that should be included in a summary of *The Golden Runner*.

Explain why that detail should be included in a summary.

Sports Stars: Wilma Rudolph

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 08.12.16

Word Count **484**

Level **670L**



Wilma Rudolph pictured in 1960 Creative Commons Attribution-Share Alike 3.0 Netherlands license. Image from the National Archive.

Synopsis: Wilma Rudolph was born on June 23, 1940, in Tennessee. She was very sick as a child. But she overcame her disabilities. In 1960, she became the first American woman to win three gold medals in track and field in one year at the Olympic Games. Later in life, she formed the Wilma Rudolph Foundation to help other athletes. Rudolph died on November 12, 1994.

Childhood Illnesses

Wilma Glodean Rudolph was born on June 23, 1940, in St. Bethlehem, Tennessee. She was the 20th of 22 children born to her dad. As a child, Rudolph was sick with several serious illnesses and could not move her left leg at all. Doctors said she would never walk again. "My mother told me I would," she said. "I believed my mother."

Rudolph did walk again. And then she ran. Rudolph went on to become one of the fastest runners in the world, but the road to victory was not easy.

She grew up when the country was segregated. This meant that white people and black people had different spots in buses and restaurants. They used different bathrooms and drinking fountains.

Rudolph went to an all-black high school, where she was a naturally gifted runner. A famous coach noticed her and decided to help her.

Youngest Person On U.S. Olympic Team

Rudolph was called "Skeeter" because she was so fast. She went to the 1956 Summer Olympics in Australia. Rudolph was just 16 and the youngest person on the U.S. team. She won third place in her race.

Rudolph finished high school and went to college in Tennessee. She also trained hard for the next Olympic Games.

The 1960 Olympic Games were in Rome, Italy. This was a golden time for Rudolph. She broke world records on her own and as part of the U.S. running team. Rudolph was the first American woman to win three gold medals in track and field at a single Olympic Games. She was known around the world for her racing speed.

After the Rome Olympics, Rudolph retired from running competitively. She went on to teach, coach and open a community center.

Fastest Woman In Track

Rudolph shared her story in her 1978 book, "Wilma," which was made into a TV movie. In 1983, she was added to the U.S. Olympic Hall of Fame and started the Wilma Rudolph Foundation to help other athletes. She died on November 12, 1994, in Tennessee.

Rudolph is remembered as one of the fastest women in track. In 2004, the United States Postal Service honored her by putting her on a stamp.

"Winning is great," Rudolph once said. "But if you are really going to do something in life, the secret is learning how to lose. Nobody goes undefeated all the time. If you can pick up after a crushing defeat, and go on to win again, you are going to be a champion someday."

Tuesday

Determine the main idea of *Wilma Rudolf*.

Write a summary of *Wilma Rudolf*.

Explain how or why you chose those key details to include in the summary.

Wednesday

Standard Review



Integrating Information From Two Texts

Integrate: Bring together the information.

=

Text 1

+

Text 2

Before you say

Let me tell you all about this topic!

Think

Did I answer these questions:

- ★ What connections can I make between what I learned from both texts?
- ★ What does the main idea of both texts help me understand?
- ★ What similarities and differences are there in the two texts.
- ★ What examples can I use from each of the texts to inform someone else about the topic?

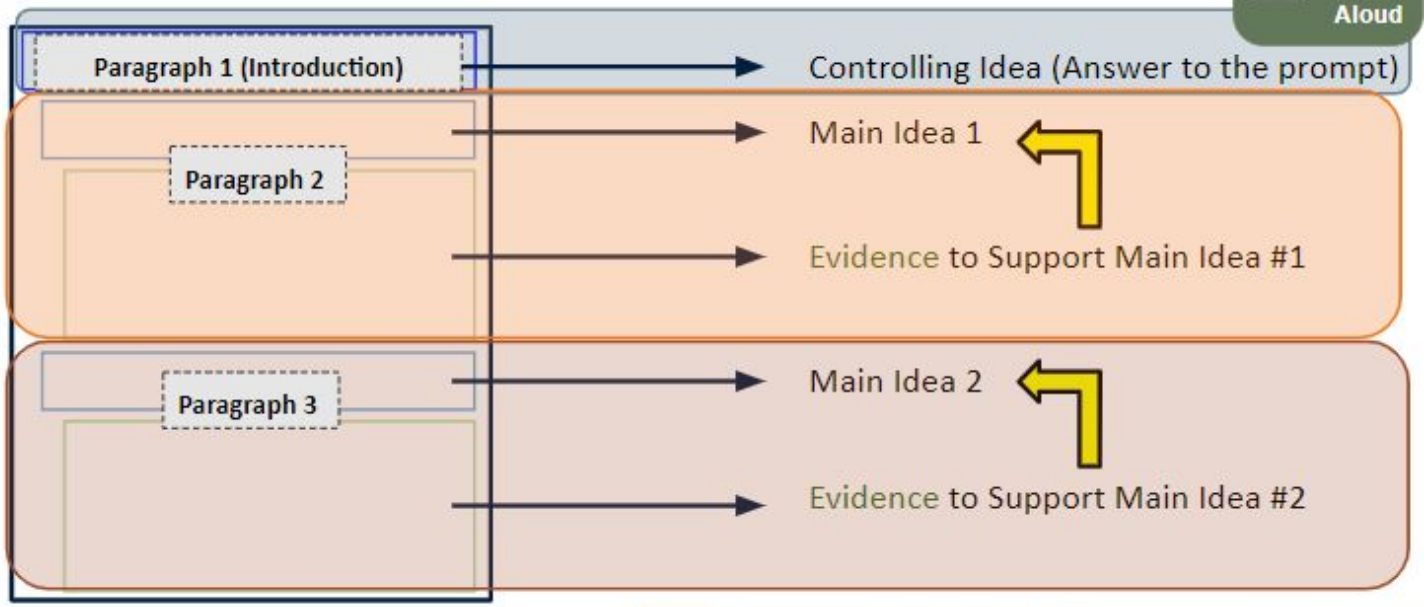
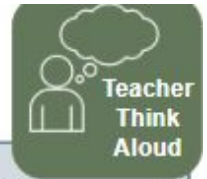
We do this a lot during our writing time when we are reading our articles and then finding evidence in them to support our controlling and main ideas.

RI.3.9

Review:

When we integrate information, we are thinking about how both texts give information that is similar and different. We use information from both texts in order to answer a question, write, or speak knowledgeably about a topic. It is important to think about which examples from each text you should use when explaining a topic and integrating the information you have.

A Multiparagraph Essay



Review:

Remember, planning for an essay includes your controlling idea (answer to the prompt), main idea statements for your body paragraphs (reasons to support the controlling idea), transitions, evidence from the sources and elaboration. A good essay also has an introduction paragraph and a conclusion paragraph.

LAFS.4.RI.3.9

Answer the following questions about [The Golden Runner](#) (Passage 1) and [Wilma Rudolph Article](#) (Passage 2).

1. This has two parts. First, answer Part A. Then, answer Part B.

Part A: Which information is supported by both texts?

- Ⓐ Wilma became an Olympic Hall of Famer.
- Ⓑ Wilma had to overcome a disability.
- Ⓒ Wilma was put on a postage stamp.
- Ⓓ Wilma was nicknamed “Skeeter.”

Part B: Which of the following details from Passage 2 best supports your answer in Part A?

- Ⓐ “Rudolph was called “Skeeter” because she was so fast.”
- Ⓑ “In 1983, she was added to the U.S. Olympic Hall of Fame and started the Wilma Rudolph Foundation to help other athletes.”
- Ⓒ “Did you know that lightning strikes the Earth about 100 times each second?”
- Ⓓ “As a child, Rudolph was sick with several serious illnesses and could not move her left leg at all.”

2. Select **two** details found in Passage 1 that are also found in Passage 2.

- Ⓐ Four years later, at the 1960 Olympics in Rome, Wilma won her first gold medal in the 100-meter race.
- Ⓑ She won a second in the 200-meter race.
- Ⓒ In the 400-meter relay, Wilma ran the last leg of the race.
- Ⓓ She used all her speed to pass two other runners.
- Ⓔ Rudolph’s team won the race by less than a second.
- Ⓕ With that victory, Wilma became the first American woman to win three gold medals in a single Olympic Games.

3. Using the table below, fill in the circles to show where each question can be answered.

	The Golden Runner	Sports Stars: Wilma Rudolph	Both
Why did Wilma Rudolph have to work extra hard to go to the Olympics?	Ⓐ	Ⓑ	Ⓒ
What happened when Wilma Rudolph went to Philadelphia?	Ⓓ	Ⓔ	Ⓕ
What happened when Wilma Rudolph went to Rome?	Ⓖ	Ⓗ	Ⓖ
How is Wilma Rudolph remembered?	Ⓙ	Ⓚ	Ⓛ

Thursday

Prompt: *The teachers in your school are planning activities for students. Write an essay for your teacher in which you give your opinion about whether students should do activities to improve schools. Use information from the passages in your essay.*

Should	Should Not

Read the “Should Students Do Activities to Improve Schools?” passage set.

Should Students Do Activities to Improve Schools?

Source 1: Starting with a Clean Slate . . . and a Lot of Paint!

by Marcia Amidon Lusted

- 1 Look at the outside walls of your school. Are they nice looking? Clean? Freshly painted? Maybe, but maybe not. For many kids who live in the Los Angeles area, the walls around them are covered with graffiti or peeling paint, or they are just plain dull. But thanks to Operation Clean Slate, kids have been getting involved and turning those ugly walls into something bright and interesting.
- 2 It all started when a man named Michael Howard was driving to work. . . . He noticed a white wall with red graffiti all over it. Soon he was noticing more and more graffiti everywhere he went. Howard was a teacher . . . and finally one day he asked his students why they messed up the walls of their neighborhoods with graffiti. The answer surprised him. Writing on walls made them feel important, and it gave them a feeling of recognition, they told him. From there Howard started thinking about what these kids could do to the walls instead of plastering them with graffiti. Why not create public art, something beautiful and lasting? And that’s how Operation Clean Slate (OCS) was born. . . .
- 3 Eighteen years later, OCS has helped kids paint more than 700 murals just in the Los Angeles area alone, as well as more in other countries. More than 24,000 volunteers have helped them. Most volunteers are kids who are helping to make their own schools and public buildings more beautiful. OCS works with any school to help them paint their own mural. Once the school decides what they want to paint and where, and raises the money for paint and other supplies, OCS helps them get started. It usually takes anywhere between 10 and 50 volunteers to paint a mural, and from one to 10 days of painting time.
- 4 Murals can be of anything. Not only do they involve kids and make schools more beautiful, but they also carry important messages. . . . They can boost school spirit and make kids feel better about their school. Colorful walls reduce graffiti vandalism and make people feel better when they look at them!

“Starting with a Clean Slate . . . and a Lot of Paint!” by Marcia Amidon Lusted, from *Faces*. Copyright © 2011 by Carus Publishing Company. Reprinted by permission of Carus Publishing Company via Copyright Clearance Center.

Source 2: Growing a Schoolyard Garden

adapted from an article by Jeannine Pao

- 5 The bell rings. Finally, it's lunchtime. Do you know where your lunch came from? Around the country, there are programs that teach kids to think about where they get their food.
- 6 The students . . . created their garden from scratch. In an abandoned lot next to their school, they pulled weeds . . . Under the weeds and junk, the soil they found was not in good condition for growing food. So the students planted something called cover crops. (When these plants grow, they get plowed back into the soil to provide food for the soil. It's like growing your own fertilizer!) The students also added lots of compost. This rich soil is produced when vegetation (leaves, grass clippings, banana peels, apple cores, and more) rots and breaks down. Adding compost is a great way to enrich garden soil.
- 7 Sure, gardening is hard work. But the students have a lot of fun, too. . . . Not only do they get to play in the dirt, they have to.
- 8 But the best part of the garden experience is eating, of course. The students eat peas in their pods and tomatoes right off the vine. They snack on berries and edible flowers as they work. (This is safe because the Edible Schoolyard doesn't use any chemical fertilizers or pesticides.) Once food has been harvested in the garden, students take it to the kitchen classroom. Here, the students do everything—from chopping and cooking to setting the table with tablecloths, silverware, and flowers from the garden. Each day, the students make delicious, healthy dishes. They sit down together to share what they have prepared. After eating what they've made, they take the kitchen scraps out to the garden where they're used for compost to help grow more food.

"Growing a Schoolyard Garden" adapted from an article by Jeannine Pao, from *AppleSeeds*. Copyright © 2008 by Carus Publishing Company. Reprinted by permission of Carus Publishing Company via Copyright Clearance Center.

Source 3: Keep Students Focused on Schoolwork

by Luz Chavez

- 9 Having students do jobs around school, such as gardening and painting, sounds like a good idea at first. Students learn how to be responsible. They practice working in groups. They keep the school looking great. However, there are many reasons these jobs should be left to adults.
- 10 Students lead busy lives. They have classwork, homework, after-school activities, and chores at home. Many parents are already concerned that their children have too much homework. Teachers often worry about having enough classroom time to teach and prepare students. Many kids need tutoring and this extra time spent outside of the classroom would keep them from being able to get help. Students' classroom time is precious. Schools should focus on preparing students for academic success.

Grade 4 Scoring Sampler Passage Set and Prompt

- 11 Having to do all of that work outside of class would also cut down on a student's time to have fun. Many kids like to unwind by playing video games, watching their favorite TV show, or playing after school sports or other school activities.
- 12 The need for supervision is another reason not to have students do jobs to improve school grounds. Schools don't have to take care of or closely watch adult workers. Adults know to work carefully. They know how quickly or slowly to do a job. They know how to handle different types of tools. They are less likely to hurt themselves or make mistakes.
- 13 A hallway painted by an adult is likely to look better than a hallway painted by a child. Sure, a child can decorate a hallway. But painting a hallway is a job for a professional. Professionals won't leave spots or stains. They won't accidentally paint on windows. Also, it is not the kids' job to clean up the school. While some kids may like this, others will not enjoy it. Students have a job to do well in school. A painter has a job to paint. Kids should not be doing that.
- 14 Yes, school gardens and cleanup efforts, such as picking up trash or painting walls, can teach children the value of work. But with the many dangers these tasks present, the jobs are better left in the hands of adults. When in school, students should focus on learning in the classroom.

"Keep Students Focused on Schoolwork" by Luz Chavez. Written for educational purposes.

Writing Prompt

The teachers in your school are planning activities for students. Write an essay for your teacher in which you give your opinion about whether students should do activities to improve schools. Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

Planning

Friday

A large rectangular box with a thin black border, containing 25 horizontal black lines spaced evenly down the page, intended for writing.

Name: _____

Inventions

Lesson 104

Paired with *Board Sports—Advanced*

Written by Karri Ann Fisher

Illustrated by Nate Baertsch

Lexile®: 790L, 317 words



Have you ever heard of the word “serendipity”? Scientists use this word when they accidentally make a new discovery.

For example, in 1951, a Swiss inventor was walking through fields of weeds. He noticed that seed pods stuck to his pant legs. He looked at the pods carefully and saw that they had very small hooks on them. The hooks had grabbed the threads of his pants.

He decided to invent a fastener that grabbed like the seed pods. He called the fastener Velcro and sold it all over the world. Chances are, if you are wearing tennis shoes, you’ve already used this handy invention.

Sometimes serendipity can turn a failed experiment into a success. For example, an inventor was trying to create a very strong glue. But what he made wasn’t strong. It was very weak. Even though he thought the glue was a failure, this accident turned out to be quite a success. This weak, and reusable, glue was soon used to stick little pieces of note paper to almost anything.

You got it—they’re sticky notes.

Not only does serendipity improve our lives, it also saves lives. In 1928, a doctor was studying bacteria—tiny cells so small they can only be seen under a microscope. These bacteria caused sickness, so they had to be treated carefully. They were put in special dishes called Petri dishes.

One day, this doctor noticed that mold was growing in some of the Petri dishes. He began to wash the mold away, but then he stopped to take a closer look. He discovered that a chemical in the mold was stopping the bad bacteria from growing.

He studied this chemical and used it to make a medicine called penicillin. It is now used to treat many deadly diseases.

Because of serendipity, X-rays, microwave ovens, and even potato chips were invented. These happy accidents benefit our lives in many ways.

Name: _____

Inventions

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Paired with *Board Sports—Advanced*

Written by Karri Ann Fisher

Illustrated by Nate Baertsch

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ACCURACY: # of reading errors: _____ (Indep. = 0–6, Instr. = 7–16, Frust. = 17+)
SPEED: To calculate: $19020 \div$ _____ (Reading time in seconds) = _____ WPM

Name: _____

Inventions

Lesson 104

Paired with *Board Sports—Advanced*

Discover Story Vocabulary	serendipity, medicine, penicillin
Glossary Words	accidentally, penicillin, bacteria, serendipity

Question Type	Question
Compare	Both “Board Sports” and “Inventions” tell about _____. a. the history of invention show seeds fly b. how outdoor sports changed c. failures that became successes
Problem	The doctor in the article was trying to _____. a. wash Petri dishes safely b. stop bacteria from causing disease c. give his patients medicine
Synonym	Read this sentence from the article: “Sometimes <u>serendipity</u> can turn a failed experiment into a success.” What is a synonym for the word “serendipity”? a. difficult b. exciting c. lucky

Fourth Grade Math Academic Packet

Student Name _____ School _____



Week 3
April 13-April 17, 2020

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Fourth Grade Recommended Pacing

Day	Skill	Page
Monday	Classifying Triangles	1 - 5
Tuesday	Common Attributes	6 - 8
Wednesday	Classifying Quadrilaterals	9 - 11
Thursday	Lines of Symmetry	12 - 14
Friday	Sorting Triangles Sorting Shapes Based on Sides Finding and Drawing a Line of Symmetry	15 - 17

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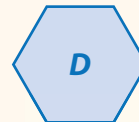
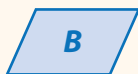
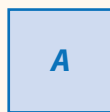
Classify Two-Dimensional Figures



Dear Family,

This week your child is learning to classify two-dimensional shapes.

Shapes can be sorted into groups based on the kinds of sides they have and the kind of angles they have. Some shapes your child is classifying are triangles; quadrilaterals such as squares, rhombuses, **trapezoids**, and parallelograms; and **hexagons**.



One way to classify shapes is by the kinds of sides they have.

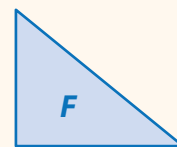
- Shapes *A* and *C* have parallel sides and perpendicular sides.
- Shapes *B* and *D* have parallel sides only.

Another way to classify shapes is by the kinds of angles they have.

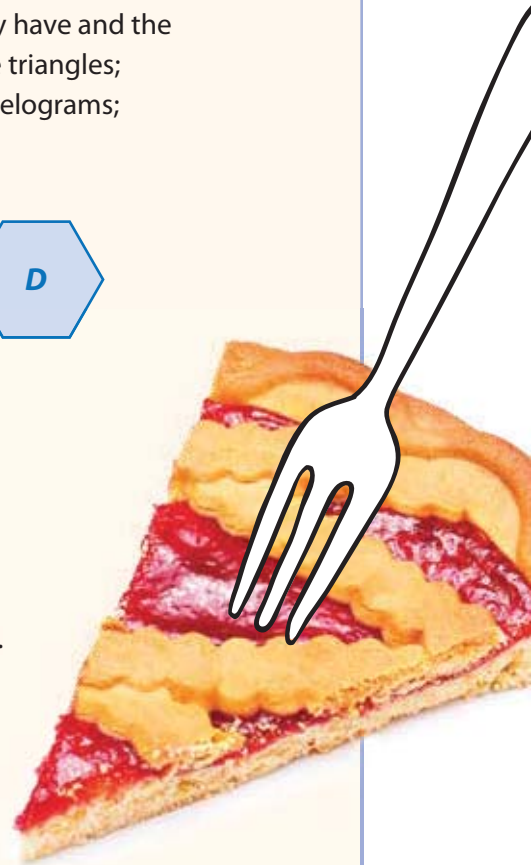
- Shapes *A* and *C* have all right angles.
- Shape *B* has some acute angles and some obtuse angles.
- Shape *D* has all obtuse angles.

Triangles can be classified by their sides and angles.

- Triangle *E* is a **scalene triangle**. It has no sides the same length.
- Triangle *F* is a **right triangle**. It has a right angle.



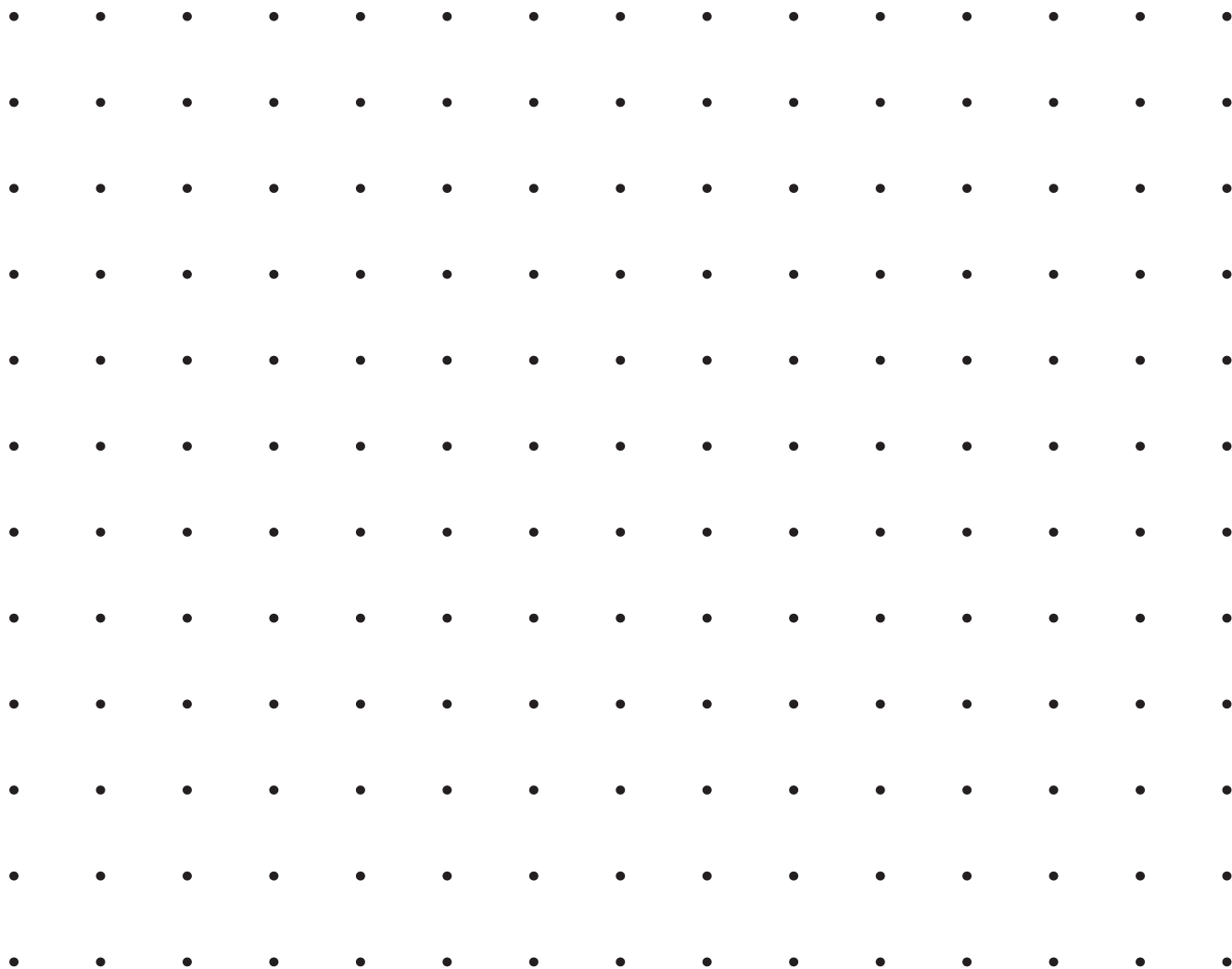
Invite your child to share what he or she knows about classifying two-dimensional figures by doing the following activity together.



ACTIVITY CLASSIFYING TWO-DIMENSIONAL FIGURES

Do this activity with your child to classify two-dimensional figures.

- Use the grid of dots below or make a dot grid on another sheet of paper.
- One person draws a shape. The shape could be a triangle, a quadrilateral, or another kind of shape with straight sides.
- The other person describes the shape. Be sure to talk about any parallel sides and perpendicular sides that the shape has. Describe the angles of the shape, too! Then name the shape.
- Switch roles. Take turns drawing a shape and describing and naming it.



Learn About **Sorting Triangles**

Read the problem below. Then explore different ways to understand sorting triangles into groups based on kinds of angles and lengths of sides.

A website sells 7 kinds of triangular flags based on sides and angles.

Flag	Equal Sides	Angles
1	3	3 acute
2	2	2 acute, 1 right
3	2	2 acute, 1 obtuse
4	2	3 acute

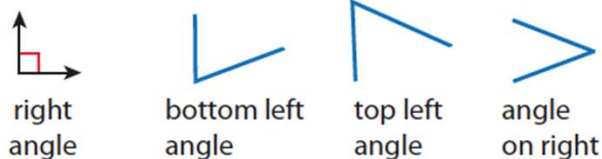
Flag	Equal Sides	Angles
5	0	2 acute, 1 right
6	0	2 acute, 1 obtuse
7	0	3 acute

The triangle at the right is a model for which flag number?
What is the name of this triangle?



Picture It You can use a picture to help describe the sides and angles of triangles.

Compare the angles of the triangle to a right angle. The triangle has 3 acute angles.



The triangle has 2 sides of equal length (10 in.). Flag 4 has **2 sides of equal length** and **3 acute angles**. The triangle is a model for flag 4.

The tables below show triangle names based on the number of sides of equal length and kinds of angles.

Name	Description of Sides
equilateral	3 equal sides
isosceles	2 equal sides
scalene	0 equal sides

Name	Description of Angles
acute	3 acute angles
right	1 right angle
obtuse	1 obtuse angle

The triangle has 2 equal sides, so it's an isosceles triangle. Since it has 3 acute angles, it is an acute triangle. The triangle is an acute isosceles triangle.

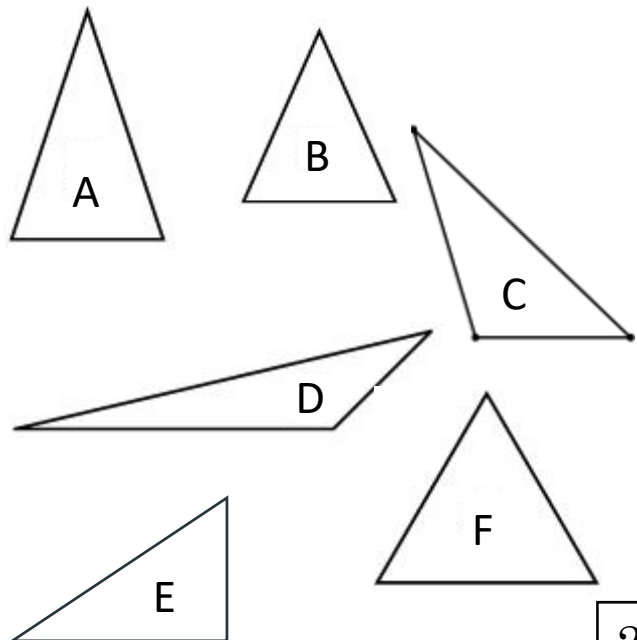
Name: _____

Classifying Triangles

Directions: Write the letter for the definition and shape in the table to match the triangle.

Triangle Name	Definition	Triangle Shape
Obtuse Triangle		
Acute Triangle		
Scalene Triangle		
Isosceles Triangle		
Equilateral Triangle		
Right Triangle		

- A. Has a right angle.
- B. Has two equal sides.
- C. Has an obtuse angle.
- D. Has 3 equal sides.
- E. Has 3 acute angles.
- F. Has no equal sides.



Name: _____

Classifying Triangles

Directions: Write the letter for the definition and shape in the table to match the triangle.

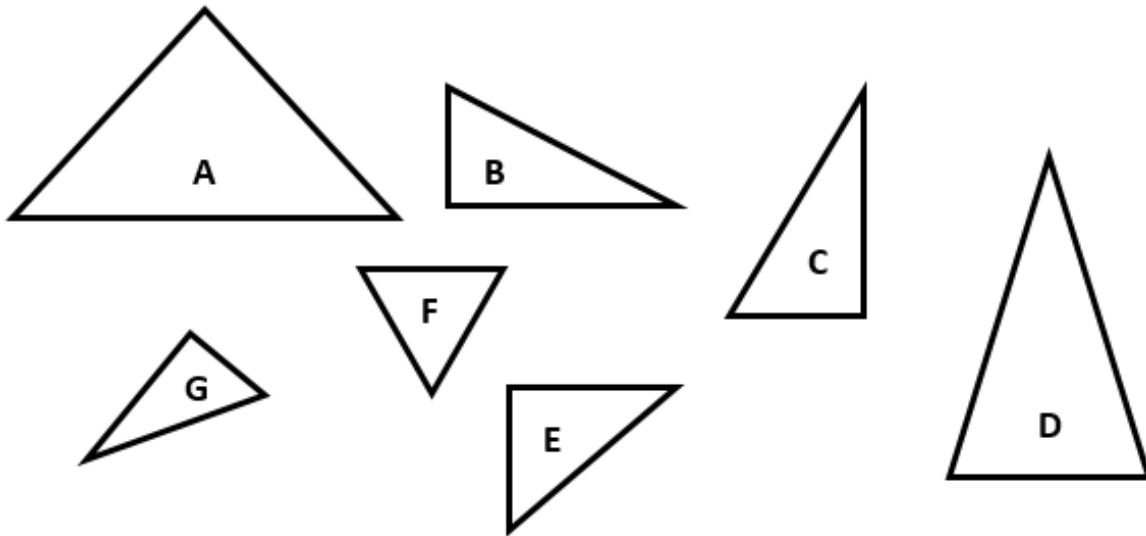
Triangle Name	Definition	Draw Triangle
Obtuse Triangle		
Acute Triangle		
Scalene Triangle		
Isosceles Triangle		
Equilateral Triangle		
Right Triangle		

- A. Has a right angle.**
- B. Has two equal sides.**
- C. Has an obtuse angle.**
- D. Has 3 equal sides.**
- E. Has 3 acute angles.**
- F. Has no equal sides.**

Name: _____

Classifying Triangles

Teddy drew various triangles below and labeled them with letters.
Directions: Place triangles in the appropriate column below
by writing the letters.

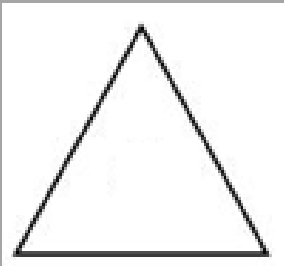
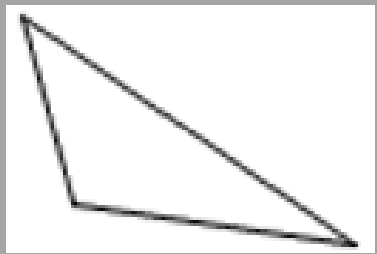


Right Triangles	Non-Right Triangles

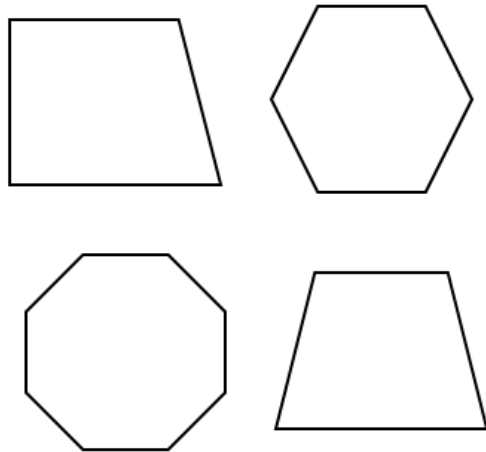
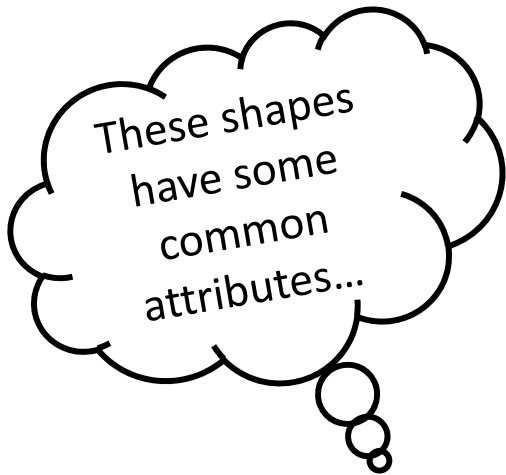
Name: _____

Classifying Triangles

Directions: Select all the triangles to match the image based on their sides and angles.

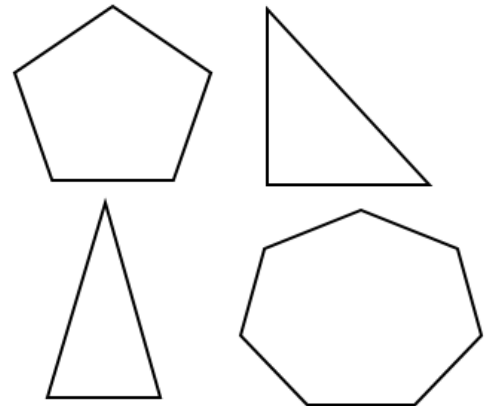
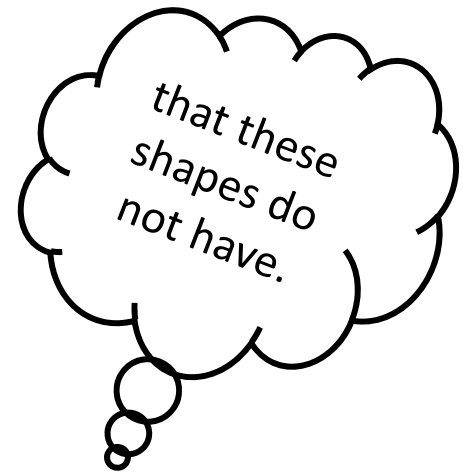
		
Right Triangle	<input type="checkbox"/>	<input type="checkbox"/>
Acute Triangle	<input type="checkbox"/>	<input type="checkbox"/>
Obtuse Triangle	<input type="checkbox"/>	<input type="checkbox"/>
Scalene Triangle	<input type="checkbox"/>	<input type="checkbox"/>
Isosceles Triangle	<input type="checkbox"/>	<input type="checkbox"/>
Equilateral Triangle	<input type="checkbox"/>	<input type="checkbox"/>

Common Attributes



Common Attributes:

- Parallel sides
- Even number of sides



Common Attributes:

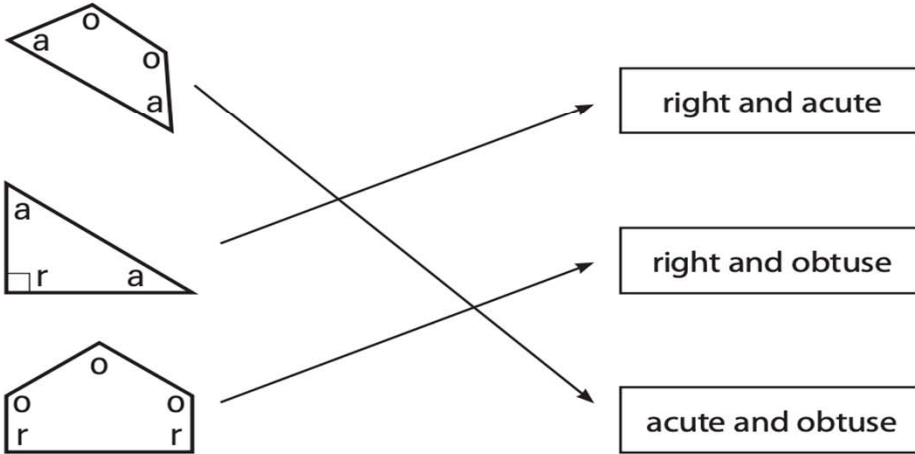
- No parallel sides
- Odd number of sides

Common Attributes

Sort Shapes Based on Angles

Example

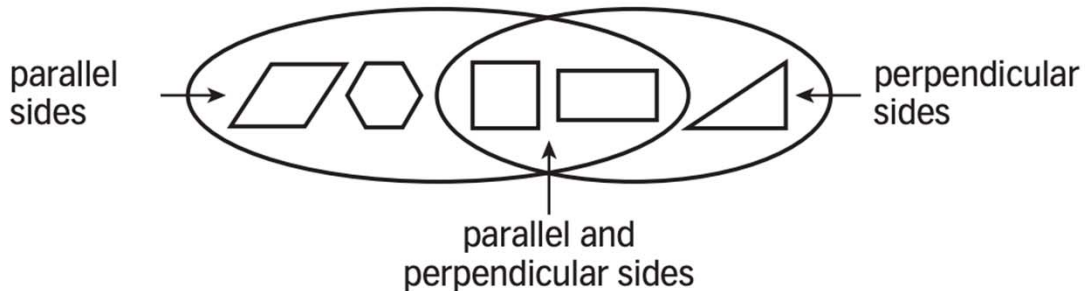
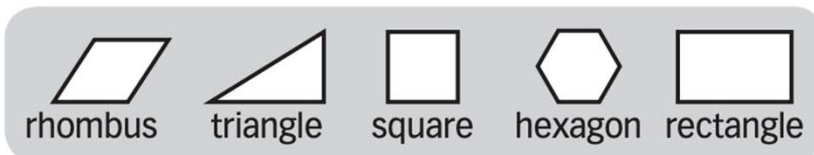
Label each angle in the shapes below with "a" for acute, "r" for right, and "o" for obtuse. Then draw an arrow from each shape to the group it belongs to.



Sort Shapes Based on Sides

Example

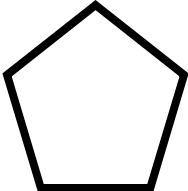
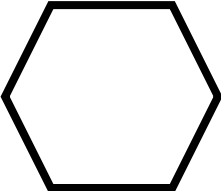
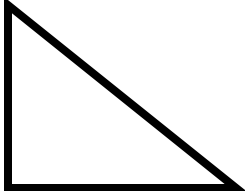
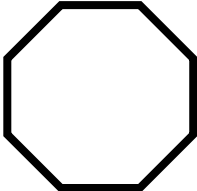
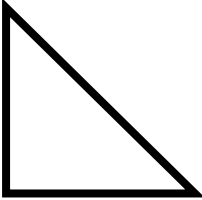


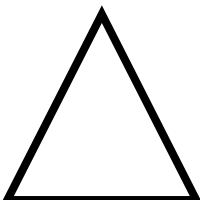

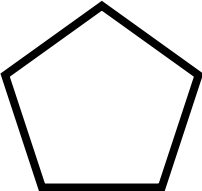

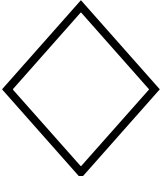
Sort the shapes in the box based on parallel and perpendicular sides. Put the shapes in the Venn diagram below.



Name: _____

Common Attributes

Directions: Select the shape that does not belong.

1				
2				
3				

Directions: What do these shapes have in common?



- a. They all have parallel sides.
- b. They all have equal sides.
- c. They all have acute angles.
- d. They all have obtuse angles.

Practice  **Classifying Two-Dimensional Figures**

Study the example below. Then solve problems 19–21.

Example

Do any of the shapes below have at least one pair of parallel sides and at least one right angle? If yes, list the shapes. If no, explain.



Look at how you could show your work using a table.

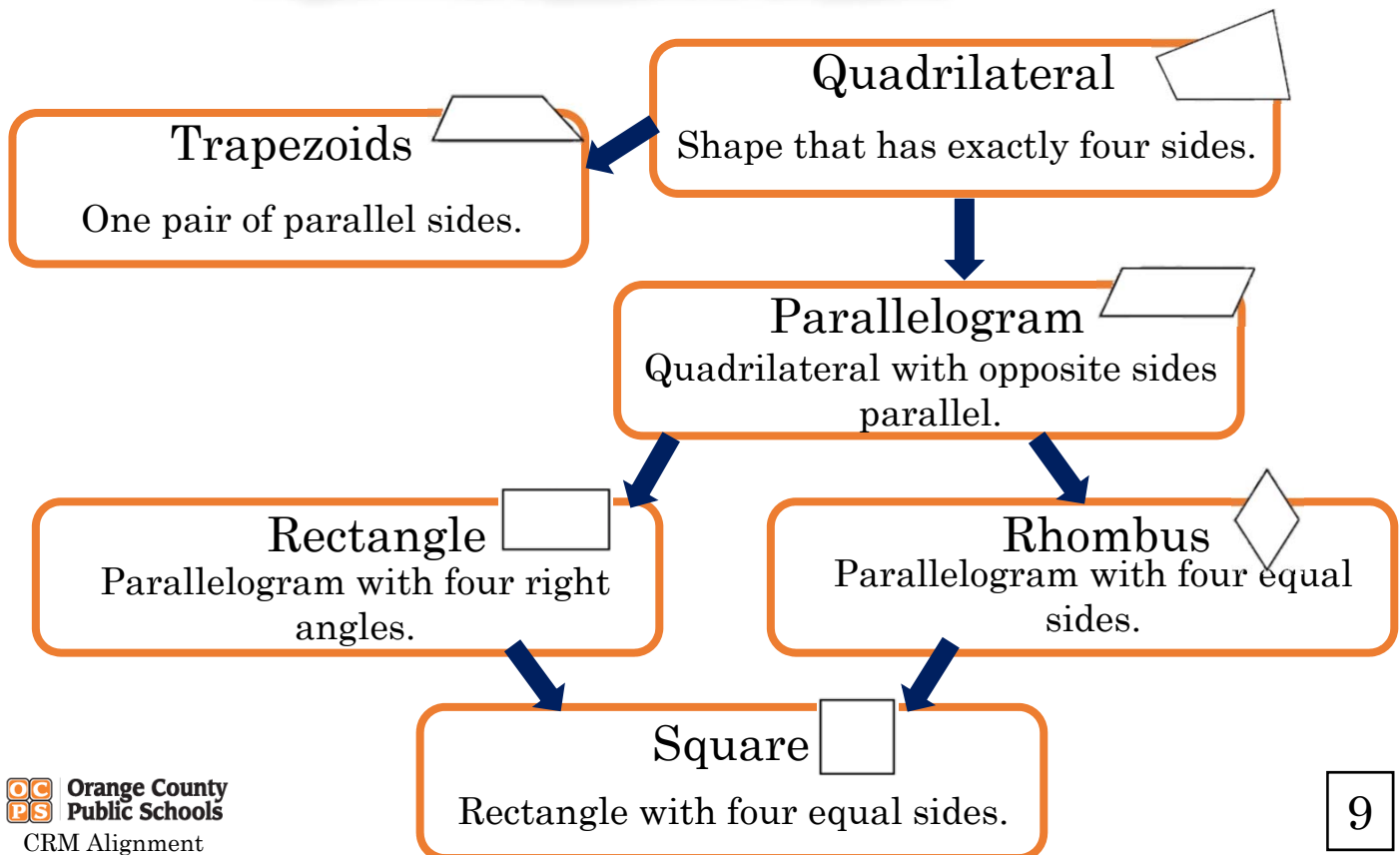
Shape	Parallel Sides	Right Angle
A	X	X
B		X
C	X	
D	X	X

Solution Yes; A and D



The student listed each shape in a table and used an X to show that a shape had parallel lines or a right angle.

Pair/Share
How could you test for parallel lines?

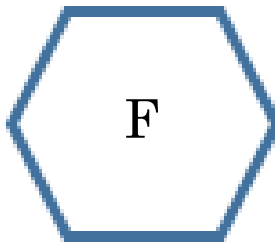
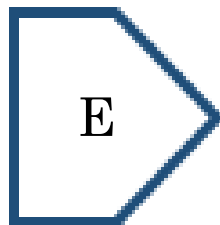
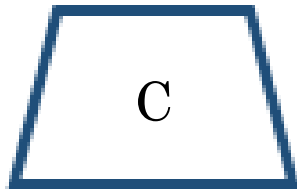
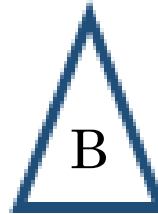
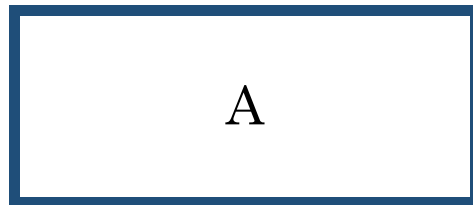


Name: _____

Classifying Quadrilaterals

Directions: Select all the shapes that are parallelograms.

Parallelograms



Name: _____

Classifying Quadrilaterals

Directions: Select all the properties to match the shape.

Property	Parallelogram	Rectangle	Rhombus	Square	Trapezoid
Opposite sides parallel					
Opposite sides are equal					
Opposite angles are equal (or similar)					
All angles are right					
All sides are equal					
Has perpendicular sides					
Has exactly 1 pair of parallel sides					

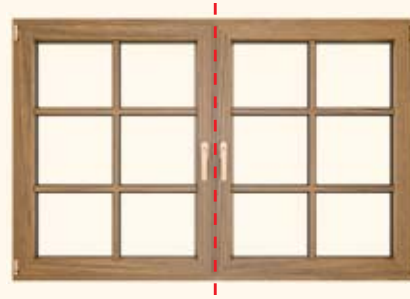
Symmetry



Dear Family,

This week your child is learning about symmetry.

You can find symmetrical shapes in real life, in both natural and man-made objects.

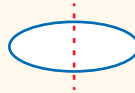


A **line of symmetry** is a line that divides a shape into two mirror images.

Your child is learning to identify lines of symmetry in shapes.



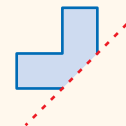
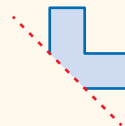
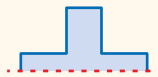
The horizontal line divides the oval into two matching parts. It is a line of symmetry.



The vertical line divides the oval into two matching parts. It is also a line of symmetry.

Your child is also learning to draw lines of symmetry. One way to do that is to imagine folding a shape in different ways.

To draw lines of symmetry in this shape forming a plus sign, imagine each way it could be folded to form matching parts.



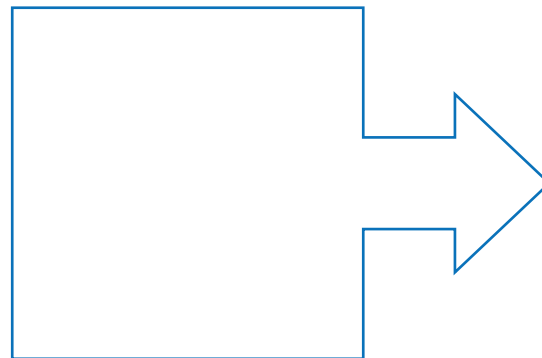
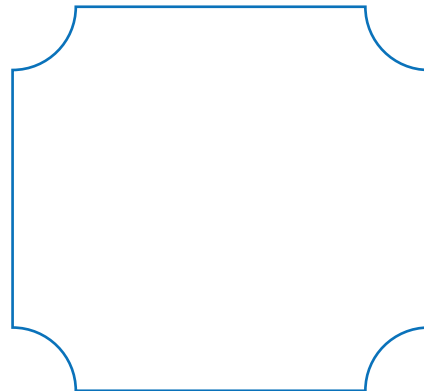
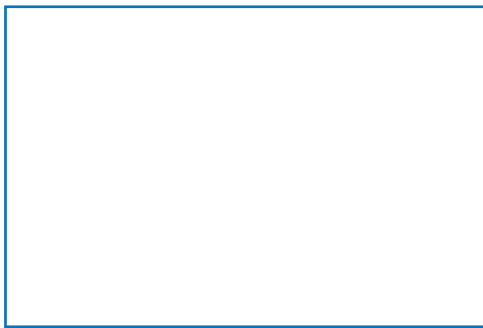
Invite your child to share what he or she knows about symmetry by doing the following activity together.



ACTIVITY SYMMETRY

Do this activity with your child to explore symmetry.

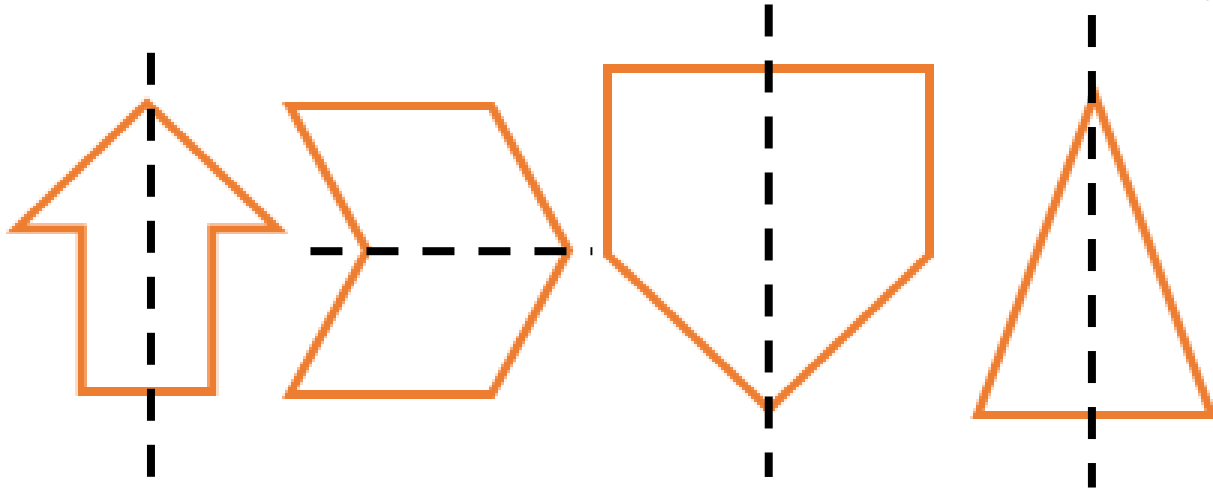
- Look together at the shapes below. Discuss which shapes you think have at least one line of symmetry.
- Describe to each other where the line(s) of symmetry could be drawn.
- Have your child draw the lines of symmetry on the shapes.
- Carefully cut out each shape and fold the shape along the line(s) of symmetry that your child drew.
- Talk about whether each line divides the shape into two matching parts.



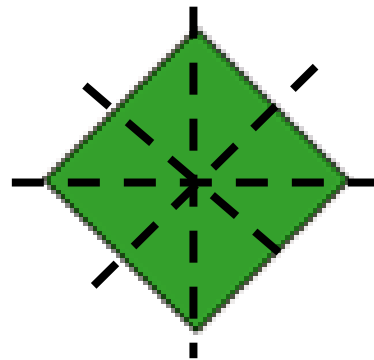
Answers: rectangle: 1 horizontal and 1 vertical line of symmetry; square with curved corners: 1 horizontal and 1 vertical line of symmetry, 2 diagonal lines of symmetry; smiley face: 1 vertical line of symmetry; block with arrow: 1 horizontal line of symmetry

Lines of Symmetry

An imaginary line that divides a figure into two halves and when folded both halves match exactly.



Shapes can have different numbers of lines of symmetry.



0 lines of symmetry	1 line of symmetry	2 lines of symmetry
J	M	I

Name: _____

Lines of Symmetry

Directions: Draw the lines of symmetry. Name the number of sides and lines of symmetry for each shape.









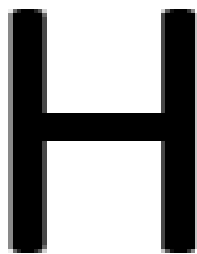
Name: _____

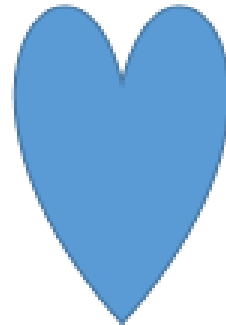
Lines of Symmetry

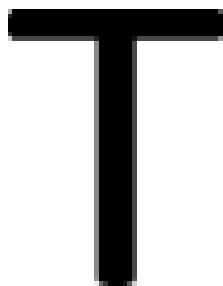
Directions: Draw the lines of symmetry. Name the number of lines of symmetry for each shape.












Sorting Triangles


Name: _____

Classify each triangle by its angles and by its side lengths. Show your work.

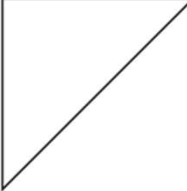
Name	Description of Angles
acute	3 acute angles
right	1 right angle
obtuse	1 obtuse angle

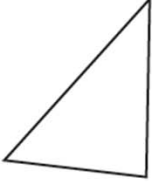
Name	Description of Sides
equilateral	3 equal sides
isosceles	2 equal sides
scalene	0 equal sides

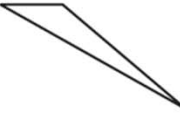
1 

2 

3 

4 

5 


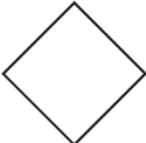
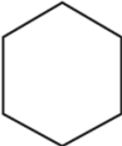

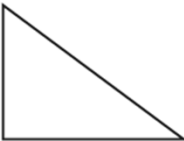
6 

7 Draw an example of an acute equilateral triangle.

Sorting Shapes Based on Sides

Name: _____

1 Sort the shapes based on parallel and perpendicular sides. Place an X in each column that describes the shape. Some shapes will have more than one X.

	Parallel Sides	Perpendicular Sides	No Parallel or Perpendicular Sides
			
			
			
			
			

2 Which shapes can be classified as having both parallel and perpendicular sides?

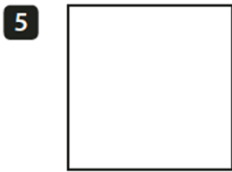
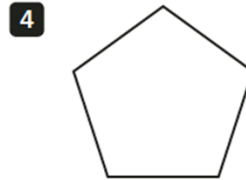
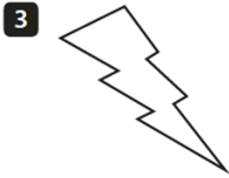
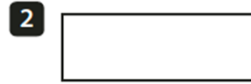
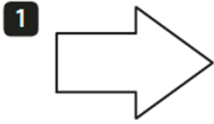
3 How can a shape have parallel sides but not perpendicular sides?

4 How can a shape have perpendicular sides but not parallel sides?

Finding and Drawing a Line of Symmetry

Name: _____

Draw as many lines of symmetry as you can find for each shape. If a shape has no line of symmetry, write "none."



7 Choose one problem. Explain how you decided how many lines of symmetry that shape has.

8 Draw a shape with exactly 1 line of symmetry. Draw the line.

Fourth Grade Science Academic Packet

Student Name _____ School _____



Week 3
April 13-April 17, 2020

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes.

Fourth Grade Recommended Pacing

<u>Day</u>	<u>Skill</u>	<u>Page</u>
Monday	Big Idea 16: Heredity and Reproduction Metamorphosis Study Island: Topic 5c. Life Cycles	3-4
Tuesday	Big Idea 16: Heredity and Reproduction Incomplete Metamorphosis Study Island: Topic 5c. Life Cycles	5-6
Wednesday	Big Idea 16: Heredity and Reproduction Complete/Incomplete Metamorphosis Study Island: Topic 5c. Life Cycles	7-8
Thursday	Big Idea 16: Heredity and Reproduction Animal Behavior Study Island: Topic 5b. Heredity	9
Friday	Big Idea 16: Heredity and Reproduction Structural Adaptations Study Island: Topic 5b. Heredity	10-12

***If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!**



Bell Ringer:

Answer the question to review content from earlier this year.

Which type of change happens when water gets into tiny spaces in a rock and freezes?

- A. erosion
- B. physical weathering
- C. chemical change
- D. condensation



Hook:

Use your prior knowledge to answer the question about the Hook Picture.



Explain the process which is occurring in the picture above.



Reading Passage:



Close read and annotate the following passage, and then answer the related questions.

Many insects go through a life cycle called complete metamorphosis. In this life cycle the young animals completely change their appearance when they become adults. A moth is an example of an insect which goes through complete metamorphosis. To begin a new life cycle an adult moth will lay shell hardened eggs near an abundant food source. This helps their young find food so they are able to easily eat and survive. The moth larva will hatch from the egg and often appear like a colorful worm with many legs. As the moth larva eat they molt (shed) their skin and grow large in size over time. Once the time is right the moth larva will create a pupa (cocoon) around themselves. While they are in their cocoon (a few days to several months) the moth larva will not eat, and will develop their adult-like features. When the moth larva completes the development of its adult features it will break out of the cocoon. The adult winged moth is now able to reproduce new offspring by laying eggs to start the life cycle again.

Why do insects lay their eggs near an abundant food source?

How do larva often appear?

What does a larva turn into?

What does a larva accomplish when it is in its pupa or cocoon?

In your own words describe all of the stages of an insect complete metamorphosis life cycle.

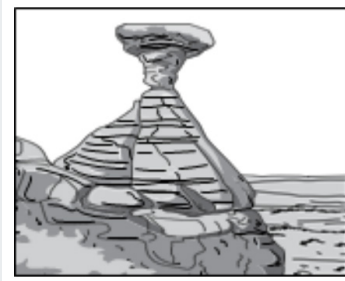


Bell Ringer:

Answer the question to review content from earlier this year.

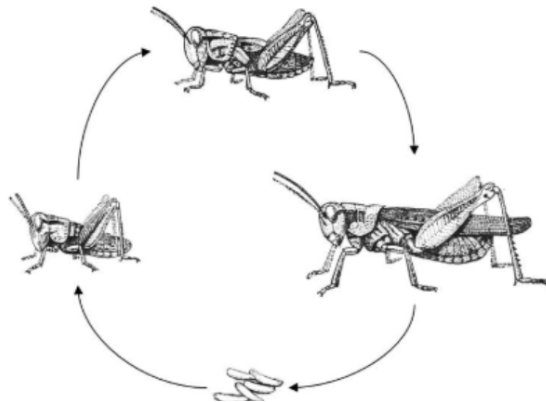
Look at the picture. Which agent of weathering most likely caused this rock formation?

- A. gravity
- B. water
- C. ice
- D. wind



Hook:

Use your prior knowledge to answer the question about this picture.



Explain the process which is occurring in the picture above.

Reading Passage:

Close read and annotate the following passage, and then answer the related questions.

Some insects go through a life cycle called incomplete metamorphosis. In this insect life cycle the young animals appear as smaller versions of their adult parents. A grasshopper is an example of an insect which goes through incomplete metamorphosis. The initial stage of the grasshopper life cycle is that of an egg. The adult female grasshoppers lay their eggs in sandy ground and sprinkle them with a substance to create a protective shell over them. After many months they will hatch as nymphs. The grasshopper eggs hatch into nymphs which look like small adults without wings. The nymphs begin to eat the same food as adults soon after hatching. Nymphs will molt their skin (exoskeleton) several times as they grow into adults. After a certain amount of time the grasshoppers will stop growing and will be adults. This adult grasshopper has wings and the ability to reproduce to start the life cycle again.

Reading Passage Questions:

What is the initial stage of incomplete metamorphosis? _____

What do adult female grasshoppers do to eggs to keep them safe? _____

What does a grasshopper egg turn into? _____

What is a nymph? _____

In your own words describe all of the stages of an insect incomplete metamorphosis life cycle.





Bell Ringer:

Answer the question to review content from earlier this year.

A scientist has found a fossil in a rock. The rock is made of materials that have been pressed together over a long period of time. What kind of rock is the fossil in?

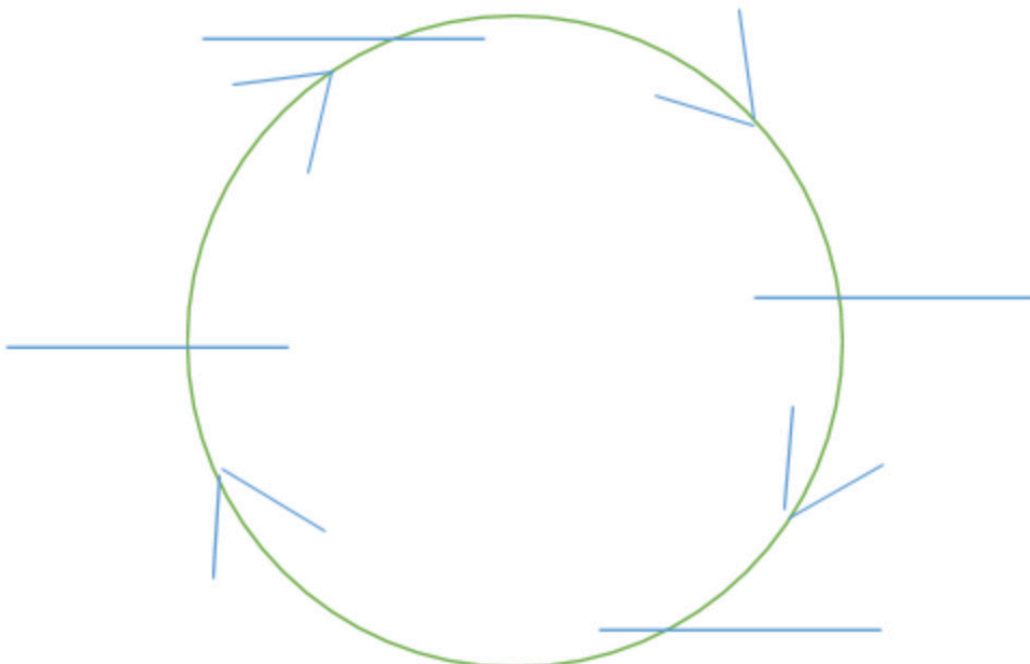
- A. sedimentary rock
- B. metamorphic rock
- C. magma
- D. a mineral

Metamorphosis **Activity:**

Words: larva, egg, adult, pupa

Use the list of vocabulary words till fill out the Life Cycle Diagrams below. Write a brief description and draw a picture of each stage next to the vocabulary word on the diagram.

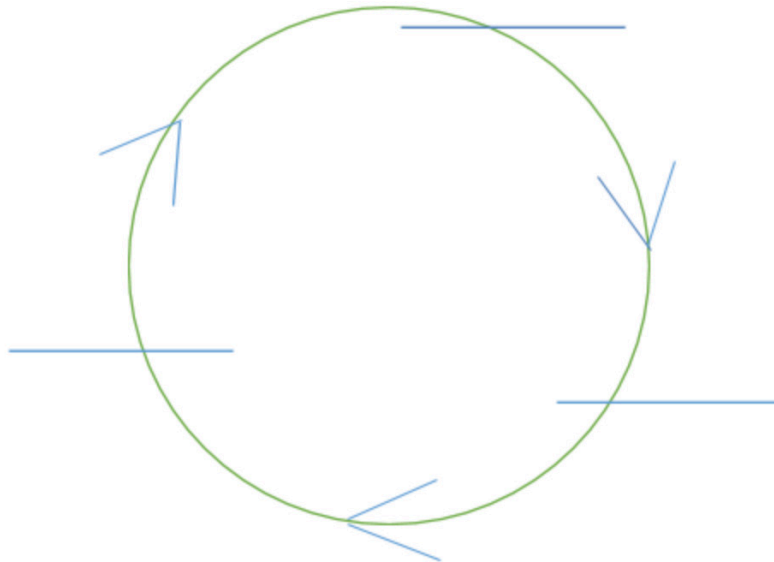
Complete Metamorphosis



Metamorphosis **Activity:**

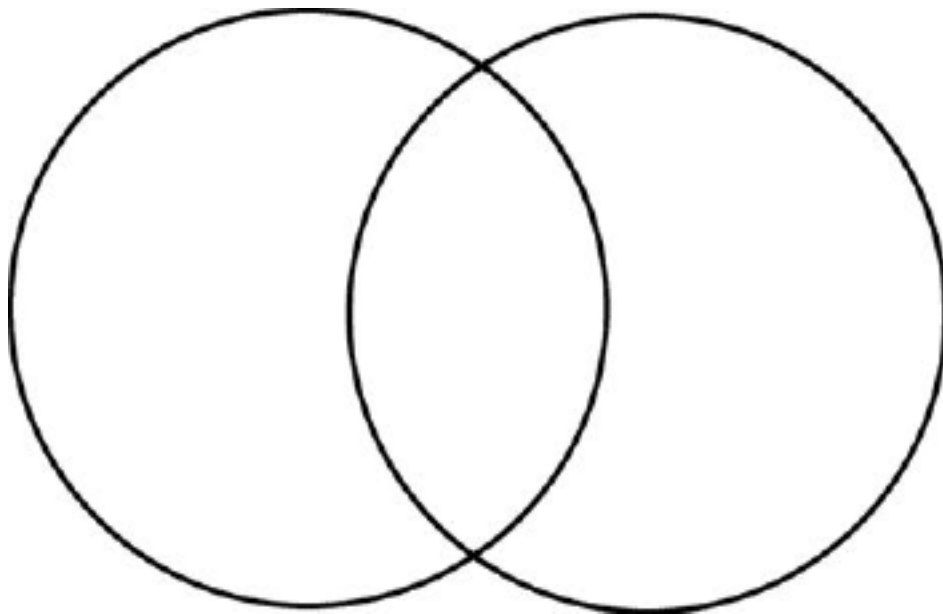
Words: nymph, egg, adult

Incomplete Metamorphosis



Exit Slip:

Compare and contrast the cycles on complete and incomplete metamorphosis using this Venn Diagram.





Bell Ringer:

Answer the question to review content from earlier this year.

A teacher wants to teach her class about erosion. Which of these demonstrations should she use to teach the concept?

- A. find the mass of the rock with a pan balance
- B. use a fan to blow sand across a desk
- C. stir sugar in water until it disappears
- D. place some vinegar on a penny to change its color

Hook Picture:

Close read and annotate the following passage, and then answer the related questions.



What are you observing in the picture? Why is the dolphin jumping through the hoop?

Inquiry Activity:

From Birth or Learned? Directions: Complete each part of the inquiry activity. Preview the question about the natural world and then, make your prediction. For each of the behaviors listed, write whether you think it is present from birth or learned for humans. Answer the related questions after finishing the activity.

Think About It: What behaviors are present at birth? What behaviors are learned? _____

Make a prediction: How can you tell the difference between a learned behavior and one that is present from birth? _____

Carry Out an Investigation: For each of the behaviors, write from birth or learned in the box below behavior.

Blinking	Writing your Name	Hiccapping	Playing Soccer	Tying Your Shoes	Falling Asleep	Reading

1. For the behaviors listed as learned, why do you believe they are learned? _____

2. For the behaviors listed as from birth, why do you believe they are there from birth? _____

Exit Slip: What are some other behaviors you have had since birth? _____



Bell Ringer:

Answer the question to review content from earlier this year.

Why is it important for us to use renewable resources whenever possible?

- A. they are safer for us to use
- B. they are less expensive than non-renewable
- C. they are easier for us to store
- D. They are replaced naturally

Hook Picture:

Use your prior knowledge to answer the question about this picture.



What animal do you observe in the picture? Why is it hard to see the animal? How would this be helpful to the animal?

Inquiry Activity: Survival -Structural Adaptations

Directions: You will model an animal that is on the hunt. You will use your observations to construct an argument about which animal color was harder to identify in the environment. For this activity, you will need three pieces of paper. The directions mention using yellow and brown, but substitute for any colors you have available. Two pieces need to be the same color, while the third piece of paper is a different color. You will need a partner (sibling, parent, guardian) to help with this activity.

Write a Prediction: Does matching the color of the environment help an animal survive? Write a prediction in the form of an “If...,then....” statement.

Materials: Three Sheets of Paper (2 the same color, e.g. red, and 1 a different color, e.g. white), timer, scissors (if not available, you can use hands to tear the paper)

Procedure: Use caution with scissors.

1. Cut 20 small squares out of one of the sheets of yellow paper.
2. Cut 20 small squares out of a sheet of brown paper.
3. Spread out all 40 squares onto the second sheet of yellow paper.
4. Have a partner time you for 30 seconds. When your partner says, "go," pick up as many squares as you can one at a time from the yellow paper.
5. Record your data in the table below.

	Number of Yellow Squares Collected	Number of Brown Squares Collected
Me		
My Partner		

6. Switch roles with your partner, and repeat steps 3-5.

Questions:

1. Did you and your partner pick up more yellow squares or more brown squares?
2. Which squares were camouflaged? How did this help them "survive"?
3. Predict what would happen if you threw the yellow and brown squares onto a piece of brown paper.
4. Based on the results of your testing, what color rabbit would you want to be if you were in a full-grown cornfield? Explain your answer.
5. Based on the results of your testing, what color rabbit would you want to be if you were in the field without plants and only soil? Explain your answer.

Exit Slip: Observe the picture below. How do cheetahs benefit from camouflage?



Elementary

Visual & Performing Arts Packet



Week 3
April 13 - 17 2020

Native American Heritage: Drawing Totem Poles

Totem poles are carvings of symbols, animals, or people into a tree and represent stories or important events. Historically, totem poles were created by native people of the Pacific Northwest. Totem poles were created to represent the **importance of family in the community** and were often on display in their towns for everyone to see. Below, design your own totem pole by following the directions for each part VERY carefully.



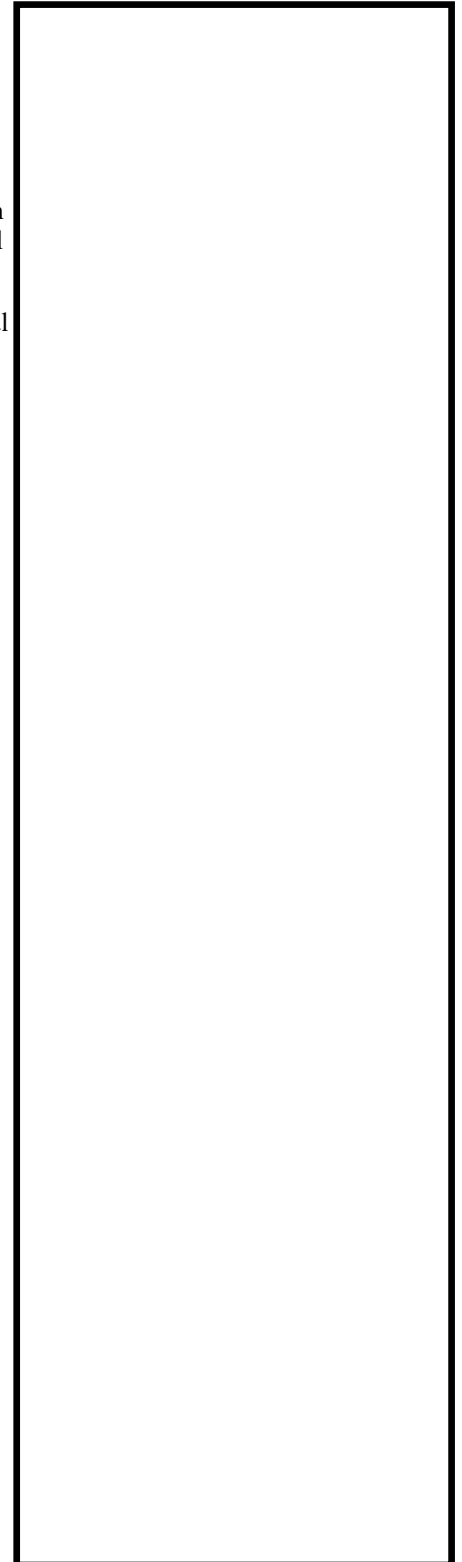
Draw your family totem pole

- #1. In the **top section**, draw a symbol of something that is important in your community.
- #2 In the **middle** part, have a person in your home draw the head of an animal that they think represents you.
- #3 In the **bottom** part, draw any animal or symbol that you believe represents your family.
- #4 Use crayons or colored pencils to complete your totem pole. **Remember to use good craftsmanship.**

Now that you have drawn your Totem Pole. Examine the parts that you drew. Is there anything that you can improve? Of course there is! Go back and make those revisions. **What did you correct?**

Look at your totem pole now. **What is one thing that you feel you did very well?**

If you were to draw a totem again, what would you do different? Why?



Name: _____

Dragon	Longevity, richness, prosperity, infinity, wisdom, power
Dragonfly	Flighty and carefree, strong imagination, higher aspirations
Eagle	Divine spirit, sacrifice, connection to creator, intelligence, renewal, courage, illumination of spirit, healing, creative, risk taker
Elephant	Strong, powerful, affectionate, loyal, royal, wise
Elk	Strength, agility, pride, majestic, independent, pure, strong, noble
Falcon	New beginnings, adventure, passion, leadership
Fish	Graceful, sly, open-minded, quick to change one's mind
Flamingo	Heart healing, psychic, people person
Fox	Cunning, agility, quick-witted, diplomatic, wild, shape-shifting
Frog	Water energy, cleansing, rebirth, sensitivity, medicine, hidden beauty, peace, adaptability, poor character judgment, power
Giraffe	Communication, intuition, attaining the unreachable, seeing the future
Goat	Sure, stubborn, independent, diligent, lack of foresight
Goose	Self-demanding, reliable, prudent, rigid, vigilant, productive
Gorilla	Family oriented, intelligent, strong, protector, keeps peace
Grasshopper	Good luck, abundance, forward, progressive
Hawk	Messenger, intuition, victory, healing, noble, guardianship
Hippopotamus	Power, creation, imagination healing
Horse	Freedom, stamina, mobility, travel, power, freedom
Hummingbird	Messenger, timelessness, healing, warrior
Jaguar	Chaos, shape-shifter, aggressive, power
Kangaroo	Forward, balanced, creative, stamina
Lion	Family, strength, energy, courage, guardian, protector
Lizard	Conservation, vision, self-protection, hidden defenses
Llama	Comforting to others, secure
Lynx	Keeper of secrets, guardian, listener, and guide
Mole	Sensitivity, guidance, searching
Monkey	Health, success
Moose	Headstrong, longevity, steadfast, wise
Mouse	Scrutiny, order, organizer, and an eye for details

Jam Session!

It is time to build your own drum set with items found around the house!

Your drum set should have at least four different surfaces you can “play” on: two of them making lower sounds, and two of the making higher sounds. Also include some drumsticks.

After you make your drum set, turn on your favorite song and play along!
Perform for a family member or your favorite toys!

Here are some ideas to get your started on your road to creating your own, unique drum set!



The Elements of Dance

Ask:	WHO?	DOES WHAT?	WHERE?	WHEN?	HOW?
Answer:	A dancer	moves	through space	and time	with energy
B.A.S.T.E.	BODY	ACTION	SPACE	TIME	ENERGY
Concepts (in bold font) with some suggestions for word lists and descriptors under each concept.	Parts of the Body Head, eyes, torso, shoulders, fingers, legs, feet, etc.	Axial <i>(in place)</i> Open ----- Close Rise ----- Sink or Fall Stretch ----- Bend Twist ----- Turn	Place In Place ----- Traveling	Duration Brief ----- Long	Attack Sharp ----- Smooth Sudden ----- Sustained
	Whole Body Design and use of the entire body	Laban Effort Actions Press Flick Wring Dab Slash Glide Punch Float	Size Small ----- Large	Speed Fast ----- Slow	Tension Tight ----- Loose
	Initiation Core Distal Mid-limb Body Parts	Traveling <i>(locomotor)</i> Crawl, creep, roll, scoot, walk, run, leap, jump, gallop, slide, hop, skip, do-si-do, chaîné turns ... and many more! <i>This is just a starting list of movements. Many techniques have specific names for similar actions. "Sauté" is a ballet term for "jump."</i>	Level High ----- Low	Beat Steady ----- Uneven	Force Strong ----- Gentle
	Patterns Upper/lower body, homologous, contralateral, midline, etc.	Plane Sagittal (Wheel) Vertical (Door) Horizontal (Table)	Direction Forward ----- Backward Upward ----- Downward Sideward ----- Diagonally Linear ----- Rotating	Tempo Quick ----- Slow	Weight Heavy ----- Light Strength: push, horizontal, impacted Lightness: resist the down, initiate up Resiliency: rebound, even up and down
	Body Shapes Symmetrical/Asymmetrical Rounded Twisted Angular Arabesque	Focus Inward ----- Outward Direct ----- Indirect	Pathway Traveling, traced in air curved, straight, angular, zig-zag, etc.	Accent Single ----- Multiple On Beat ----- Syncopated Predictable- -Unpredictable	Flow Bound (Controlled) - - -Free
	Body Systems Muscles Bones Organs Breath Balance Reflexes	Relationships In Front --- Behind/Beside Over ----- Under Alone ----- Connected Near ----- Far Individual & group proximity to object	Plane Sagittal (Wheel) Vertical (Door) Horizontal (Table)	Rhythmic Pattern Patterned ----- Free Metric: 2/4, 6/8, etc Polyrythms Cross-rhythm Tāla Breath, waves, word cues, event cues, felt time	Energy Qualities Vigorous, languid, furious, melting, droopy, wild, lightly, jerkily, sneakily, timidly, proudly, sharp, smooth, sudden, sustained etc.
Inner Self Senses Perceptions Emotions Thoughts Intention Imagination			Timing Relationships Before After Unison Sooner Than Faster Than		

Name: _____

Teacher: _____

Directions: Make up a short dance at your house. Describe what you did for each of the Elements of Dance (Body, Action, Space, Time and Energy) in the boxes below.

BODY



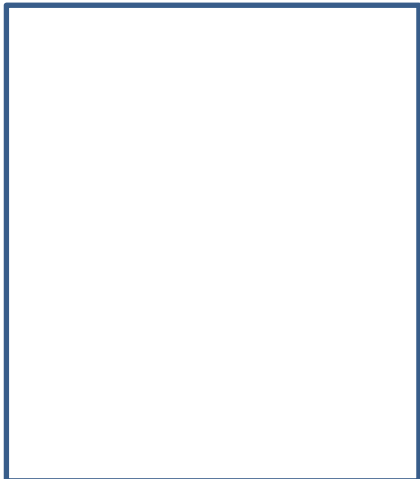
ACTION



SPACE



TIME



ENERGY



Student name:

Classroom teacher name:

FOURTH GRADE PHYSICAL EDUCATION

INSTRUCTIONS

1. Work with a family member to complete these activities in a safe location.
2. Check off each activity you complete on this paper and answer the reflection questions for each day.
3. Return this paper and the answers to the reflection questions to your physical education teacher.
4. At the beginning of each lesson, complete a Mindful Minute. For 60 seconds, clear your mind and only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.
5. Complete a 10-minute warm-up by using exercises that you have done in class.
6. At the end of each lesson, perform slow stretches to cool down.

DAY 1 ACTIVITIES

- ___ Play a fast song and dance to the music.
- ___ Review an 8-count beat by stomping your foot 8 times rhythmically four times in a row.
- ___ Create a Super Hero Dance to an 8-count beat song. Pick 4 different Super Hero movements to include in your dance. Practice the 4 movements for 8 beats each.
- ___ Ask your family member to add 2 movements.
- ___ Play music and dance! Repeat the 6 movements throughout the entire song.
- ___ Teach your dance to family members and invite them to dance with you.
- ___ Reflection:
How do you feel after you participate in a physical activity you enjoy?

DAY 2 ACTIVITIES

- ___ Put a quarter, dime, nickel, and penny (or write 25, 10, 5 and 1 cent on four different pieces of paper) in a cup.
- ___ Pick two coins (pieces of paper) out of the cup and add the totals to determine how many of each of the following to perform star jumps, jog in place with high knees, burpees, scissor jumps, windmills and ask a family member to add 2 more movements. Repeat all 2 times.
- ___ Remove the quarter. Pick two coins (pieces of paper) out of the cup and multiply the numbers to determine how many of each of the activities above to perform. Repeat.
- ___ Ask family members to play Limbo. Have 2 people hold a broom stick. Take turns going under the stick arching backwards. Lower the stick after each successful pass.
- ___ Reflection
 - What are some lifestyle changes you can make to increase your physical activity after school?

DAY 3 ACTIVITIES

- ___ Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.
- ___ Practice hopping on your right foot, left foot and jumping on both feet.
- ___ Ask a family member to help you count:
Number of times in a row you can hop on your right foot.
Number of times in a row you can hop on your left foot.
• Number of times in a row you can jump up and down in place.
- ___ Work with a family member to create a hopscotch pattern. Play your game.
- ___ Reflection:
 - How many times were you able to hop on your left foot, right foot and jump on both feet?
 - Describe your hopscotch pattern.

DAY 4 ACTIVITIES

- ___ Do the following for 30 seconds each: elbow planks, squat jumps, standing push ups, and mountain climbers. Repeat 2 times.
- ___ Balance as you walk heel-to-toe in various lines (straight, squiggly, crooked, curved, etc.). for 2 minutes.
- ___ Ask a family member to help you count:
stand on your left leg and count as high as you can before losing your balance;
stand on your right leg and count as high as you can before losing your balance.
- ___ Hold each of the following poses for 10 seconds:
 - Balance with your feet and hands on the ground and lift up one leg; switch feet and lift the other leg; put both feet down and lift one hand; switch hands and lift the other hand; lift an opposite hand and foot; switch and lift the other hand and foot; and create 2 more poses.
- ___ Reflection:
 - What kind of balancing challenges did you experience?

DAY 5 ACTIVITIES

- ___ Watch children's TV for 5 minutes. Every time you hear the words "the" and "and", do a jumping jack.
- ___ Pick two different words and watch for 5 more minutes; do squat jumps.
- ___ Tidy Up! Put 10 items on one side of the room. Carry one item at a time across the room on your belly while walking like a crab. Then return to the first side of the room by doing inchworms (keep your legs straight and place your hands on the ground, walk hands into push-up position and walk your legs up; repeat).
- ___ Wad up a paper or make a sock ball. Set up a clean garbage can or bucket. Ask a family member to play "Trashketball" with you. Make up your own rules to shoot and score points.
- ___ Reflection
 - Describe ways to appreciate good physical performance of others.

MY REFLECTIONS