

5th Grade FUESD Study Plan

Week 5 April 20-24 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/ viernes
<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read Goin <i>Someplace Special</i> in Treasures Anthology pg. 10 Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Rubric Venn Diagram Model Steps Assignment Venn Diagram Spartans Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> Monday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Monday Homework Math Skills Sheet- Monday <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Activities <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> SEL Worksheet 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read Goin <i>Someplace Special</i> in Treasures Anthology pg. 10 Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Rubric Venn Diagram Model Steps Assignment Venn Diagram Spartans Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> Tuesday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Tuesday Homework Math Skills Sheet- Tuesday <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Activities <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> SEL Worksheet 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>Maya Lin, Architect of Memory</i> in Treasures Anthology pg. 64 Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Rubric Venn Diagram Model Steps Assignment Venn Diagram Spartans Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> Wednesday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Monday Homework Math Skills Sheet- Wednesday <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Activities <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> SEL Worksheet 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Read <i>Maya Lin, Architect of Memory</i> in Treasures Anthology pg. 64 Journal Entry <p>Writing</p> <ul style="list-style-type: none"> Rubric Venn Diagram Model Steps Assignment Venn Diagram Spartans Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> Thursday <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Thursday Homework Math Skills Sheet- Thursday <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Activities <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> SEL Worksheet 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently Reading Log 1 Lexia/or Reading Plus Lesson Finish any stories or Journal Entries from this week. <p>Writing</p> <ul style="list-style-type: none"> Rubric Venn Diagram Model Steps Assignment Venn Diagram Spartans Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> Finish any assignments from the week. <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Math Skills Sheet- Friday <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Activities <hr/> <p>Social Emotional</p> <ul style="list-style-type: none"> SEL Worksheet

5th Grade FUESD Plan de Estudio Español

Semana 5 Abril 20 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
<p>ELA</p> <ul style="list-style-type: none"> • Leer independientemente por 30 minutos <p>Reading Log</p> <ul style="list-style-type: none"> • 1 Leccion de Lexia/o Reading Plus Lesson • Leer <i>Goin Someplace Special</i> in Treasures Antologia pg. 10 • Journal Entry <p>Escritura</p> <ul style="list-style-type: none"> • Rubric Rubrica • Modelo Diagrama de Venn • Steps • Assignment • Venn Diagram • Spartans • Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Monday /Lunes <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 Leccion de Dreambox o ST • Monday Homework • Math Skills Sheet-Lunes <hr/> <p>PE - Actividades de Educación Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>Social Emocional</p> <ul style="list-style-type: none"> • SEL Hojas de Trabajo 	<p>ELA</p> <ul style="list-style-type: none"> • Leer independientemente por 30 minutos <p>Reading Log</p> <ul style="list-style-type: none"> • 1 Leccion de Lexia/o Reading Plus Lesson • Leer <i>Goin Someplace Special</i> in Treasures Antologia pg. 10 • Journal Entry <p>Escritura</p> <ul style="list-style-type: none"> • Rubric Rubrica • Modelo Diagrama de Venn • Steps • Assignment • Venn Diagram • Spartans • Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Tuesday / Martes <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 Leccion de Dreambox o ST • Tuesday Homework • Math Skills Sheet-Martes <hr/> <p>PE - Actividades de Educación Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>Social Emocional</p> <ul style="list-style-type: none"> • SEL Hoja de Trabajo 	<p>ELA</p> <ul style="list-style-type: none"> • Leer independientemente por 30 minutos <p>Reading Log</p> <ul style="list-style-type: none"> • 1 Leccion de Lexia/o Reading Plus Lesson • Leer <i>Maya Lin, Architect of Memory</i> in Treasures Antologia pg. 64 • Journal Entry <p>Escritura</p> <ul style="list-style-type: none"> • Rubric Rubrica • Modelo Diagrama de Venn • Steps • Assignment • Venn Diagram • Spartans • Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Wednesday /Miercoles <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 Leccion de Dreambox o ST • Monday Homework • Math Skills Sheet-Miercoles <hr/> <p>PE - Actividades de Educación Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>Social Emocional</p> <ul style="list-style-type: none"> • SEL Hoja de Trabajo 	<p>ELA</p> <ul style="list-style-type: none"> • Leer independientemente por 30 minutos <p>Reading Log</p> <ul style="list-style-type: none"> • 1 Leccion de Lexia/o Reading Plus Lesson • Leer <i>Maya Lin, Architect of Memory</i> in Treasures Antologia pg. 64 • Journal Entry <p>Escritura</p> <ul style="list-style-type: none"> • Rubric Rubrica • Modelo Diagrama de Venn • Steps • Assignment • Venn Diagram • Spartans • Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Thursday /Jueves <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 Leccion de Dreambox o ST • Thursday Homework • Math Skills Sheet-Jueves <hr/> <p>PE - Actividades de Educación Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>Social Emocional</p> <ul style="list-style-type: none"> • SEL Hoja de Trabajo 	<p>ELA</p> <ul style="list-style-type: none"> • Leer independientemente por 30 minutos <p>Reading Log</p> <ul style="list-style-type: none"> • 1 Leccion de Lexia/o Reading Plus Lesson • Termina cualquier historia o escritura en tu diario de esta semana.. <p>Escritura</p> <ul style="list-style-type: none"> • Rubric Rubrica • Modelo Diagrama de Venn • Steps • Assignment • Venn Diagram • Spartans • Athenians <hr/> <p>ELD</p> <ul style="list-style-type: none"> • Termina cualquier trabajo de la semana <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 Leccion de Dreambox o ST • Math Skills Sheet-Viernes <hr/> <p>PE - Actividades de Educación Física</p> <ul style="list-style-type: none"> • PE Activities <hr/> <p>Social Emocional</p> <ul style="list-style-type: none"> • SEL Hoja de Trabajo

5th Grade Reading Log Week 5

Monday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Tuesday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Wednesday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Thursday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Friday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Parent Signature: _____ Date: _____

Journal Entry - Goin Someplace Special (1)

Answer the question below:

1. Reread pg 24. Why would the **character** Mama Frances refer to the library as “a doorway to freedom”? Use details in the story for your answer.

Sentence Frames:

The character, Mama Frances, referred to the library as “a doorway to freedom” because,

According to the text, Mama Frances referred to the library as “a doorway to freedom” because,
--

Journal Entry - Goin Someplace Special (2)

Answer the question below:

1. Explain what Mama Frances meant when she said that getting someplace special is not always easy. Do you agree or disagree with her? Explain your answer.

Sentence Frames:

When Mama Frances said getting someplace special is not always easy, she meant

I agree because

I disagree because

Journal Entry - Maya Lin, Architect of Memory (1)

Answer the question below:

1. What is the main idea of this article? Use evidence from the text to support your answer.

Sentence Frames:

The main idea of this article is,
According to the text, this is the main idea because it states,

Journal Entry - Maya Lin, Architect of Memory (2)

Answer the question below:

1. What are some things the National Underground Railroad Freedom Center, the National Museum of the American Indian, the Civil Rights Memorial, and the Vietnam Veterans Memorial all have in common?

Sentence Frames:

Some things that these center, museums, and memorials all have in common are
--

ELD - Goin Someplace Special (Monday)

1. What does the word **permission** mean? Use it in your own sentence.

Sentence frame:

The word permission means

ELD - Goin Someplace Special (Tuesday)

1. Find three past tense verbs in the story and write their meaning.

Past tense verb:	Meaning:

ELD - Maya Lin, Architect of Memory (Wednesday)

1. Read the first paragraph on pg. 64. What does the word **habit** mean? What do Maya Lin's habits tell you about her?

Sentence frame:

The word habit means

Maya Lin's habits tell me that she is

ELD - Maya Lin, Architect of Memory (Thursday)

1. What does the word **dedicated** mean? Use it in your own sentence.

Sentence frame:

The word dedicated means

Compare and Contrast Assignment

For this writing assignment, you will be comparing and contrasting the societies of Sparta and Athens.

It is still a basic four paragraph setup:

1. Short introduction
2. Body paragraph
3. Body paragraph
4. Conclusion

The “Compare and Contrast” Steps page shows you how to set up your paragraphs.

First, you can either print out or simply draw your own Venn Diagram circles.

Second, you will read the articles “The Athenians” and “The Spartans”. As you read, you will take notes using the Venn Diagram. Please see the attached model I provided to start you on this process.

In the middle, where the circles overlap, you will list the things Athens and Sparta have in common. It might not be a long list, but you should be able to find six or seven things they had in common. A few are already there.

On each side, you will list the things that made Athens and Sparta different from each other. Again, see the examples I provided. If you run out of room, which is likely, simply go outside the circles.

Once you have completed the Venn Diagram, you may begin the writing. I have provided frames to help with the introduction and conclusion, and there are examples on the “Compare and Contrast” steps page.

Compare and Contrast Writing Steps

1. Develop an INTRODUCTION. This introduces your topic and lets the reader know you are comparing and contrasting two things.

Example: It is evident that Athens and Sparta had many things in common as city-states in ancient Greece. However, they also had many significant differences that made each one unique.

2. Develop a body paragraph that discusses the similarities (things they had in common), and how the two societies were alike. These will come from the overlapping middle section of your venn diagram. You will need to construct complete sentences using your own words.

Example: Athens and Sparta were alike in that they both had very powerful militaries. (Obviously, you will add more sentences).

3. Develop a body paragraph that discusses the differences (how they were unlike) of these two societies. These will come from your venn diagram on either side of the common middle section.

Example: Schooling was very different in Athens and Sparta. For example, in Athens, boys learned reading, writing, and math from the age of seven. In contrast, in Sparta, boys were trained only to fight and survive from the age of seven. (Again, you will obviously write more sentences).

4. Wrap it up with a CONCLUSION that restates your introduction in different words.

Example: To sum up, it is clear (evident, obvious, easily seen _____) that Athens and Sparta were very different. Yet, they also had things in common if studied carefully.

You MUST use transitions throughout your writing.

Compare transitions: alike, similar, the same, akin, comparable

Contrast transitions: different, unlike, dissimilar, disparate, distinct

Adding information transitions: For example, for instance, furthermore, in fact, also, additionally

The Athenians

The Athenians society was one that revolved around three values: trade, government, and education. The Athenians believed that the key to their success focused on ensuring that their population was educated and creative.

Education

Growing up in Athens was very different than most other cultures for young boys and girls. From the age of seven, the boys were sent to school, much like young children today, to learn reading, writing and arithmetic (basic math). Girls in Athens, unlike those in Sparta, did not receive schooling. Instead, they stayed at home with their mothers to learn household duties such as cooking, cleaning, and weaving cloth. Boys advanced through school much like they do today, finishing their basic education at the age of eighteen. From that point, Athenian boys had two choices. First, they could enter higher education, similar to college or university today, to continue their studies. Their other choice was to enlist in the armed forces, either the land army or the navy.

Government

The Athenian government was democratic. Each citizen got a vote, meaning that citizens could directly impact the decisions their government made for them. In order to be an Athenian citizen and participate in government, a person had to be male, own land, and be over the age of eighteen. Women and slaves were not considered citizens, and could not vote. In Athenian democracy, laws were voted on directly by the citizens. Athenian citizens were free, unlike Spartan citizens, to come and go as they pleased and travel freely to other city-states. In Athens, people simply had more choice about their lives than others living in the ancient world at this time of history. This ability to travel freely was critical to Athens' strength in the ancient world—it's economy, which was based on trade.

Trade

Athenian trade was the main source of Athens power. Because the Athenians were so well educated and creative, they invented fast ships and navigation charts and maps that allowed Athenians to sail to other city-states and trade their goods. This trade system allowed the Athenians to build massive wealth. They could freely trade with other city-states in Greece, as well as with other civilizations. By using trade to their

advantage, they could afford to produce expensive navy ships called triremes, which had three banks of oars that moved the ship swiftly through the water. They traded honey, olive oil, pottery, cheese, and silver.

Military

Because Athens economy was so strong, it could afford to produce fine weapons and ships for defense, therefore making this wealthy city-state also very powerful from a military standpoint. They had a large army and navy, and were a dominant power in Greece. They fought using heavy armor and shields, arranged in a phalanx formation, charging at the enemy with interlocked shields as if they were one, heavy tank. They quickly became a powerful city state, difficult to defeat on the battlefield.

The Spartans

The Spartan society is a fascinating culture to study. It revolved around one value—military might. The Spartans focused on making their warriors the toughest and most skilled from a very young age and believed this would be the key to their success as a city-state.

Education

Growing up in Sparta was very different than most other cultures for young boys and girls. From the age of seven, the boys were taken from their homes and parents, and placed into a group of boys around their same age. This group was called an Agela. They had to live together in a barracks, which was a large building with simple beds for sleeping. From the very beginning, their lives were strict and harsh in order to make them brutal and tough. They had to be able to withstand any amount of pain and suffering. So, they were cruelly treated by those training them to become soldiers. For example, they were poorly fed. Instead of being given food, they were put in the situation of having to hunt, forage (search for), or steal food. If they were caught stealing, they were severely punished for that, too. Spartans believed this made the boys tough and resourceful. Spartan boys were given no choices about the direction of their own lives. For instance, reading and writing were not considered important in a young boy's education. There was no school, only military training. A boy was taught to be brutal and unforgiving, showing absolutely no mercy to his enemies and fellow Spartans, training every day for combat. He learned to fight with sword, shield and spear for many hours each day. There was absolutely no time for rest, no time for academic learning. Once they reached the age of eighteen, they entered the army. There were no other choices. Spartan girls were taught to read and write. This was very unusual - other Greek girls were not educated. Spartan girls were educated and athletic, unlike girls from Athens.

Government The Spartan government exercised complete control over their society. Rather than a democracy, the Spartans had two kings. These kings served as generals in wars. The lack of control over their own lives and futures was a harsh way to live. Even though Spartan warriors were at the top of the social system, they had to receive special permission even to leave their own city-state! They followed orders, and were told what to do throughout much of their lives, having very little personal freedom. Spartans

were born into a caste social system. This meant a person belonged to a certain class, and remained in that class his or her entire life. The three classes were warriors, merchants, and slaves/laborers. A person had no choice about which caste he or she belonged to. Spartan boys and girls did not attend school. Reading, writing, and math were not considered important in Spartan culture. Rather, they focused purely on combat. Thus, they quickly fell behind in education and trade. Spartan girls were afforded a public education as well. This was very radical - other Greek girls were not formally educated. They could not, however, use their education to have careers or earn money. Their income came from land that either they or their families were given through a public land distribution program. Land ownership for women in the Greek world was certainly unheard of. Spartan girls were educated and athletic, unlike other women in the rest of the Greek world.

Trade

Trade in Sparta was very restricted, unlike Athens. Only the merchant class could leave Sparta to engage in trade, and even then they had to seek permission from the government to leave and travel to other city-states. The Spartans did not use coins for currency (money). Instead, they used giant iron bars to keep people from being able to steal it easily, since they were large and heavy. They traded olive oil, meat, goat cheese, and wheat.

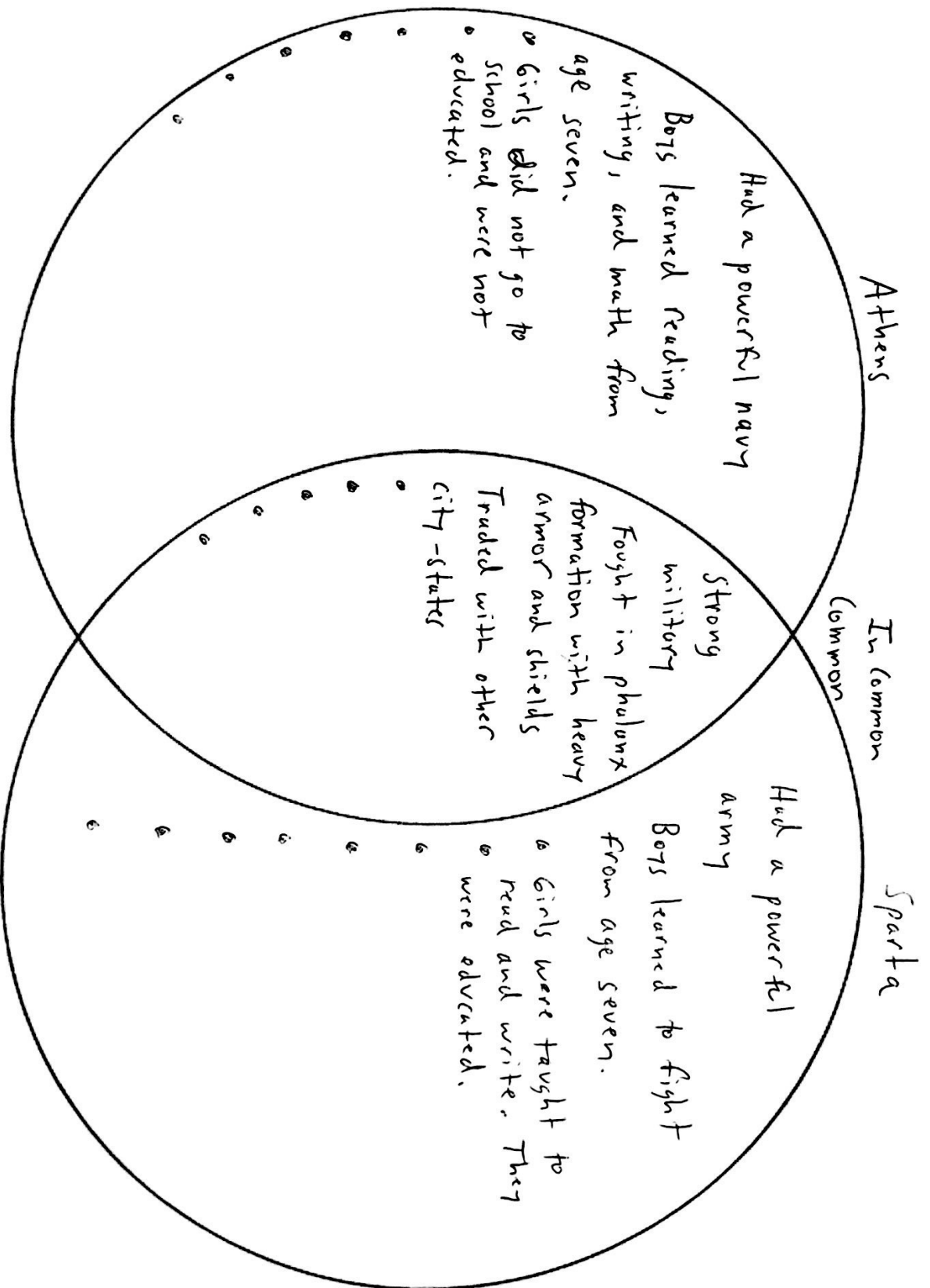
Military

A Spartan warrior's life was one of blood and combat. From the time they were seven years old until they reached the age of sixty, a Spartan soldier knew nothing but a life of pain, suffering, and conquering. They had a large army, and were a dominant power in Greece. They fought using heavy armor and shields, arranged in a phalanx formation, charging at the enemy with interlocked shields as if they were one, heavy tank. They quickly became a powerful city state, difficult to defeat on the battlefield.

Name: _____

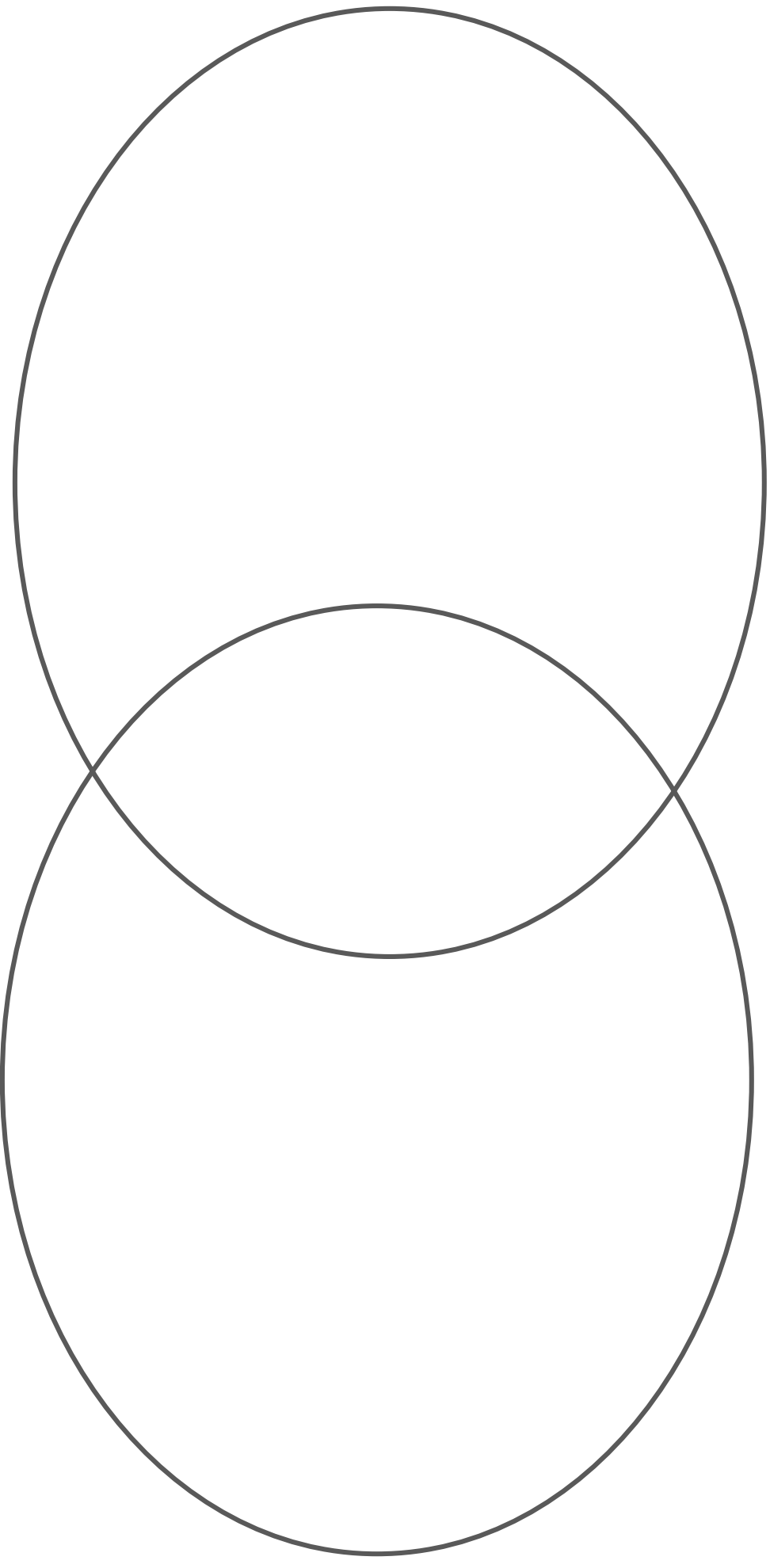
Date: _____

Class Period: _____



Athenians

Spartans



5th Grade Homework - Trimester 1

Trimester 1, Week 5

Name: _____ #: _____

Monday: Addition and Subtraction to the Millions

Find the sum or difference. Show your work on separate paper.

$$\begin{array}{r} 1. \quad 9,164,843 \\ - \quad 12,402 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 8,650,333 \\ + \quad 5,892,514 \\ \hline \end{array}$$

$$3. \quad 7,606,321 - 24,584 =$$

$$4. \quad 3,752,489 + 6,304,821 =$$

5. Bob has read 361,045 a total of pages of books. George has read a total of 2,779,503 pages. How many more pages did George read than Bob?

Tuesday: Equivalent Fractions

Write a fraction equivalent to the given one.

$$1. \quad \frac{6}{12} = \frac{\quad}{24}$$

$$2. \quad \frac{10}{20} = \frac{\quad}{10}$$

$$3. \quad \frac{5}{20} = \frac{\quad}{40}$$

$$4. \quad \frac{4}{8} = \frac{\quad}{16}$$

$$5. \quad \frac{7}{21} = \frac{\quad}{3}$$

Wednesday: Two-Digit Multiplication

Find the product. Show your work on separate paper.

$$\begin{array}{r} 1. \quad 19 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 52 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 12 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 69 \\ \times 23 \\ \hline \end{array}$$

5. There are 18 birds' nests. Each nest has 12 eggs. How many eggs are there all together?

Thursday: Single Digit Division

Find each quotient.

$$1. \quad 108 \div 9 =$$

$$2. \quad 70 \div 7 =$$

$$3. \quad 84 \div 3 =$$

$$4. \quad 42 \div 6 =$$

5. 203 cookies will each be put in baggies with 7 cookies each. How many baggies of 7 cookies can be packed?

Answer Page Week 2

Monday

- 1.
- 2.
- 3.
- 4.
- 5.

Tuesday

- 1.
- 2.
- 3.
- 4.
- 5.

Wednesday

- 1.
- 2.
- 3.
- 4.
- 5

Thursday

- 1.
- 2.
- 3.
- 4.
- 5.

ORDER OF OPERATIONS

Name: _____ Date: _____

Solve, using the order of operations.

1. $(6 + 8) \times 4 - 12 =$

$$\begin{array}{c} \downarrow \\ ___\# \times 4 - 12 = \\ \downarrow \\ ___\# - 12 = \\ \downarrow \\ ___\# \end{array}$$

2. $[36 - (15 \times 2) + 3] \times 2 =$

$$\begin{array}{c} \downarrow \\ [36 - ___\# + 3] \times 2 = \\ \downarrow \\ [___\# + 3] \times 2 = \\ \downarrow \\ ___\# \times 2 = \\ \downarrow \\ ___\# \end{array}$$

3. $50 \div 5 \times 2 + 24 =$

$$\begin{array}{c} \downarrow \\ ___\# \times 2 + 24 = \\ \downarrow \\ ___\# + 24 = \\ \downarrow \\ ___\# \end{array}$$

4. $2 \times \{12 - [24 - (6 \times 3)] + 10\} =$

$$\begin{array}{c} \downarrow \\ 2 \times \{12 - [24 - ___\#] + 10\} = \\ \downarrow \\ 2 \times \{12 - ___\# + 10\} = \\ \downarrow \\ 2 \times \{___\# + 10\} = \\ \downarrow \\ 2 \times ___\# = \\ \downarrow \\ ___\# \end{array}$$

ORDER OF OPERATIONS

Name: _____ Date: _____

Solve, using the order of operations.

1. $(22 - 12) \times 5 + 2 =$

Type here.

2. $[24 - (6 \times 2) + 3] \times 5 =$

Type here.

3. $45 \div 9 \times 3 - 4 =$

Type here.

4. $6 + \{14 + [18 - (3 \times 3)] \times 2\} =$

Type here.

EXPRESSIONS

LEVEL 1

Week 5 - Wednesday

Name: _____ Date: _____

Write the numerical expressions as written expressions and the written expressions as numerical expressions.

1. Three times the sum of six and four

_____ \times (_____ $+$ _____)

2. The product of six and three divided by two

(_____ \times _____) \div _____

3. $(15-4) \times 9$

Multiply the difference

between _____ and

_____ by _____.

4. $(6 \times 4) - (3 + 4)$

Subtract the sum of

_____ and _____

from the product of

_____ and _____

EXPRESSIONS

LEVEL 2

Name: _____ Date: **Week 5 - Thursday**

Write the numerical expressions as written expressions and the written expressions as numerical expressions.

1. Subtract the sum of eight and six from twenty-four

Type here.

2. The sum of twelve and eight divided by the product of two and two

Type here.

3. $(6 \times 4) - 12$

Type here.

4. $(3 \times 4) + (4 \times 5)$

Type here.

PATTERNS AND GRIDS

LEVEL 1

Week 5 - Friday

Name: _____ Date: _____

Follow the directions to finish the pattern, create ordered pairs, and graph the ordered pairs.

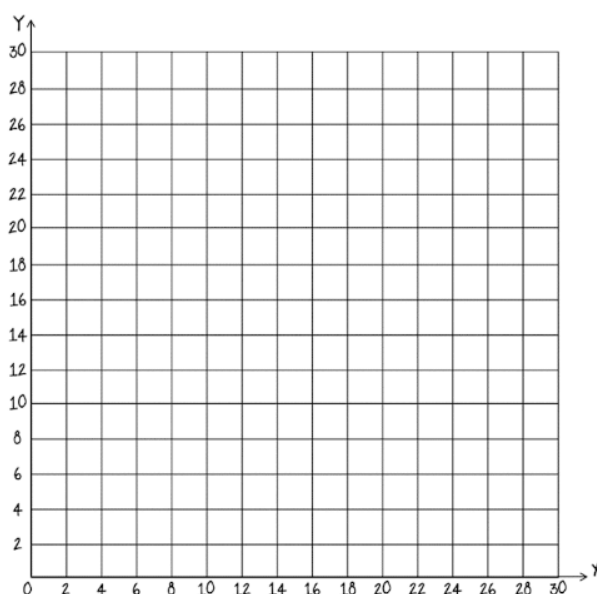
1. Finish the pattern using the given rule.

Add six	
X	Y
0	$0 + 6 = \text{type}$
1	$1 + 6 = \text{type}$
2	$2 + 6 = \text{type}$
3	$3 + 6 = \text{type}$
4	$4 + 6 = \text{type}$
5	$5 + 6 = \text{type}$

2. Use the pattern from #1 to form ordered pairs.

(0, <u>type</u>)
(1, <u>type</u>)
(2, <u>type</u>)
(3, <u>type</u>)
(4, <u>type</u>)
(5, <u>type</u>)

3. Graph the ordered pairs from #2.







30 seconds each





TABATA

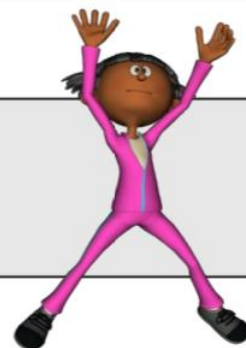


1. JUMPING JACKS



10 SEC REST

20 SEC MOVE



2. PUSH-UPS



10 SEC REST

20 SEC MOVE

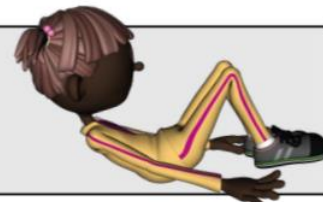


3. CRUNCHES



10 SEC REST

20 SEC MOVE



4. BURPEES



10 SEC REST

20 SEC MOVE



5. HIGH KNEES



10 SEC REST

20 SEC MOVE

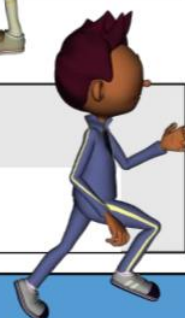


6. JOG IN PLACE



10 SEC REST

20 SEC MOVE



1

HIGH INTENSITY INTERVAL TRAINING

SELF CONTROL

- Choosing to do what you should do, not just what you want to do.
- Focusing on what you can control and not worrying about things you cannot control.

*Look at the things that you can control in your life. Make goals for those things.
Look at the things you cannot control. Let go of those things.*

I CAN CONTROL

- ☐ My thoughts
- ☐ My happiness
- ☐ My actions
- ☐ Who I choose as friends
- ☐ What I focus on
- ☐ My goals
- ☐ My study habits
- ☐ My effort
- ☐ My habits
- ☐ Others:

make goals
for
improving
these
things!

Add to this list and give specific examples.

I CANNOT CONTROL

- ☐ Other people's thoughts and attitudes
- ☐ Other people's actions
- ☐ Other people's happiness
- ☐ Other people's sadness
- ☐ Other people's anger
- ☐ The problems in the world
- ☐ Grown up issues
- ☐ Others:

Say "good-
bye" to
these
things!

Add to this list and give specific examples.