

6th Grade FUESD Study Plan - Week of May 25th

Week 10 Monday/lunes	Tuesday/martes	Wednesday/miercoles	Thursday/thursday	Friday/viernes
Memorial Day = no work <hr/>	<ul style="list-style-type: none"> • Art Appreciation • Thrively for Daily Dose of SEL from the counselors • LIM Habit 6: Celebrate Differences <hr/> ELD Connection • ELD Tuesday <hr/> PE <ul style="list-style-type: none"> • PE Activities Week 10 <hr/> Extension Activities: <ul style="list-style-type: none"> • How are you feeling? • Strengths and Challenges Week • Mindfulness Coloring Week • FUESD's SEL Resources 	<ul style="list-style-type: none"> • 6th Grade Book Review • Work on the Extension activities. They can be found after the P.E section. <hr/> ELD Connection • ELD Wednesday <hr/> PE <ul style="list-style-type: none"> • PE Activities Week 10 	<ul style="list-style-type: none"> • Math Shapes Picture • Farewell Letter to My Teacher • Thrively for Daily Dose of SEL from the counselors <hr/> ELD Connection • ELD Thursday <hr/> PE <ul style="list-style-type: none"> • PE Activities Week 10 	<ul style="list-style-type: none"> • Online Yearbook Signing • Remembering My Classmates • LIM Habit 8: Find Your Voice <hr/> ELD Connection • ELD Friday <hr/> PE <ul style="list-style-type: none"> • PE Activities Week 10

Sexto Grado FUESD Plan de estudios - Semana de 25 de mayo en Español

semana 10 lunes	martes	miércoles	jueves	viernes
Día Conmemorativo = no tarea <hr/>	<p>ELA/ Ciencia</p> <ul style="list-style-type: none"> Apreciación de Arte Thrively para actividades de las consejeras SEL LIM Habito 6: Celebra las Diferencias <hr/> <p>Coneccion ELD</p> <ul style="list-style-type: none"> Martes ELD <hr/> <p>PE</p> <ul style="list-style-type: none"> Actividades de Educación Física semana 10 <hr/> <p>Actividades de Extensión:</p> <ul style="list-style-type: none"> Como te sientes? Semana de Fortaleza y Desafíos Semana de Atención a Colorear Recursos del distrito 	<p>ELA</p> <ul style="list-style-type: none"> Repaso del libro de 6th Grade Trabaja en las actividades de extensión. Estas pueden encontrarse después de la sección de Educación Física <hr/> <p>Coneccion ELD</p> <ul style="list-style-type: none"> Miercoles ELD <hr/> <p>PE</p> <ul style="list-style-type: none"> Actividades de Educación Física semana 10 	<p>ELA/SS</p> <ul style="list-style-type: none"> Dibujos de formas de Matematicas Carta de despedida a mi maestro/a Thrively para actividades de las consejeras SEL <hr/> <p>Coneccion ELD</p> <ul style="list-style-type: none"> Jueves ELD <hr/> <p>PE</p> <ul style="list-style-type: none"> Actividades de Educación Física semana 10 	<p>ELA/SS</p> <ul style="list-style-type: none"> Firmas en el Anuario en línea Recordando a mis companeros LIM Habito 8: Encuentra tu Voz <hr/> <p>Coneccion ELD</p> <ul style="list-style-type: none"> Viernes ELD <hr/> <p>PE</p> <ul style="list-style-type: none"> Actividades de Educación Física semana 9

Art Appreciation Directions

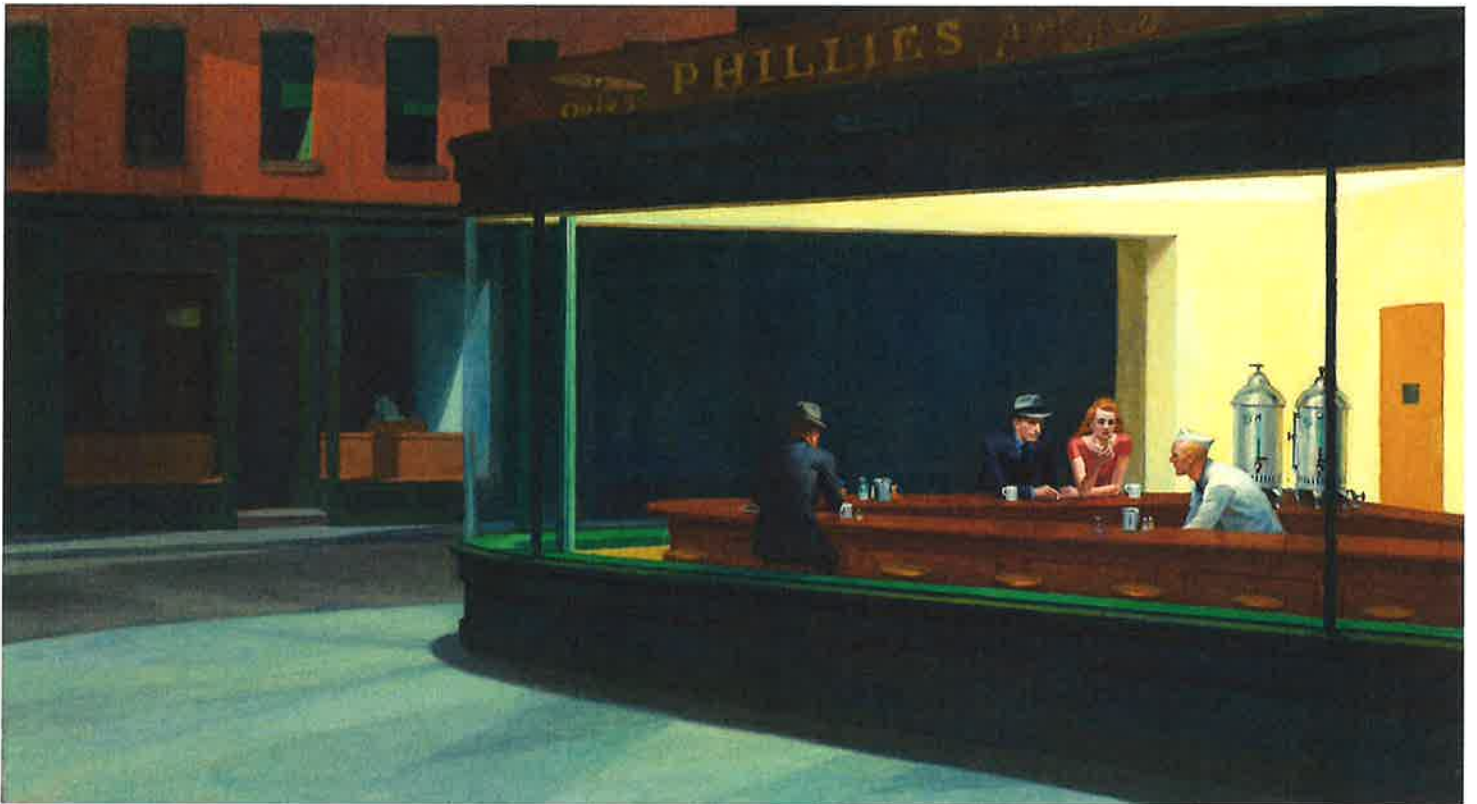
1. Examine the three paintings.
2. Choose one painting to complete two activities.
 - a. The activities are found on slides 5–10.



Guernica by Pablo Picasso

"Guernica" is a large oil painting on canvas by Spanish artist Pablo Picasso. One of Picasso's best known works, "Guernica" was painted in 1937 and is regarded by many art critics as one of the most moving and powerful anti-war paintings in history.

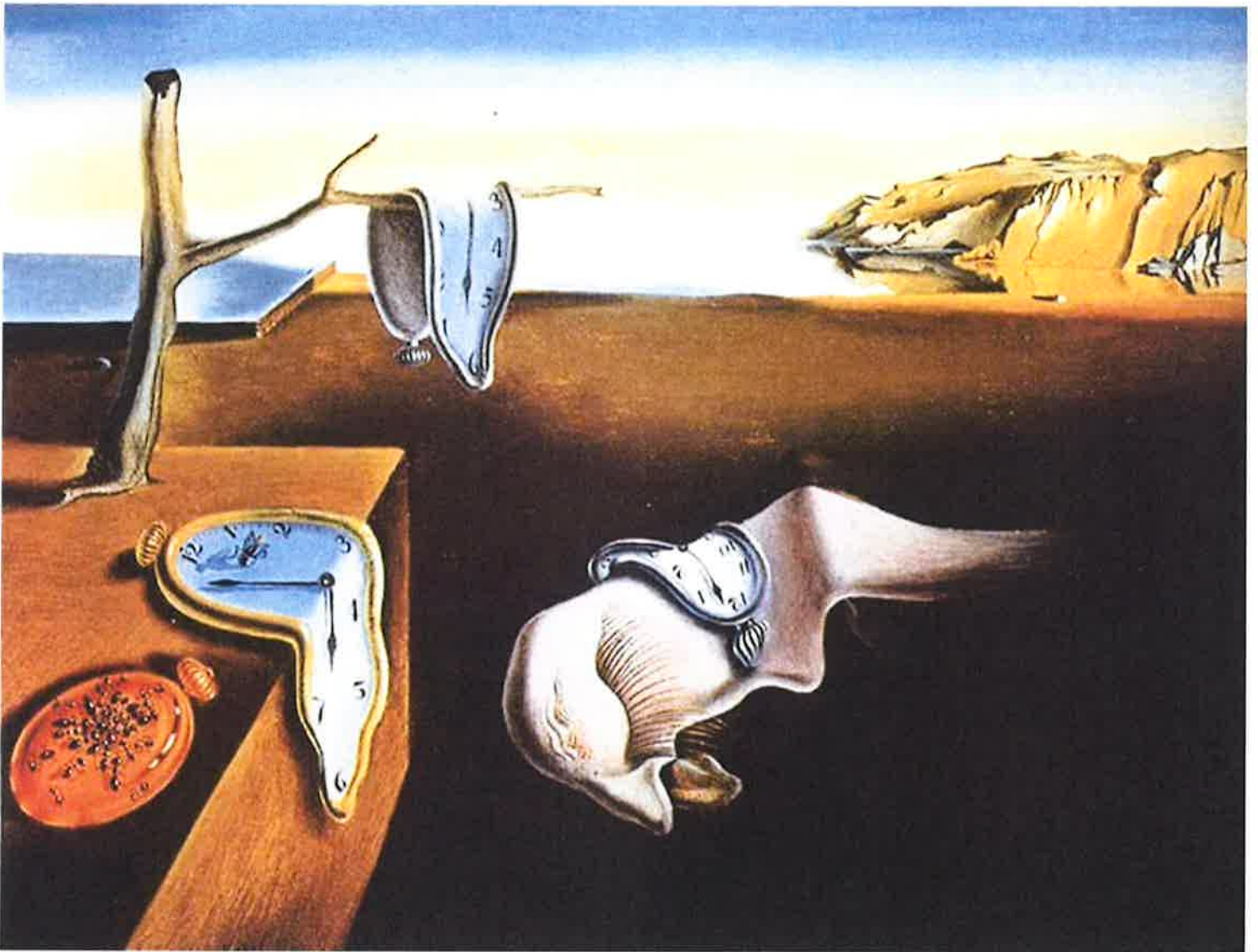
It is exhibited in the Museo Reina Sofía in Madrid. The gray, black, and white painting, which is 3.49 meters (11 ft 5 in) tall and 7.76 meters (25 ft 6 in) across, portrays the suffering of people and animals wrenched by violence and chaos. Prominent in the composition are a gored horse, a bull, screaming women, dismemberment, and flames.



Nighthawks by Edward Hopper

"Nighthawks" is a 1942 oil on canvas painting by Edward Hopper that portrays people in a downtown diner late at night as viewed through the diner's large glass window. Also portrayed are the exteriors of the urban structures across the street from the diner.

One of the best-known images of twentieth-century art, the painting depicts three customers, all lost in their own thoughts. Hopper's understanding of the expressive possibilities of light playing on simplified shapes gives the painting its beauty. Fluorescent lights had just come into use in the early 1940s, and the all-night diner emits an eerie glow, like a beacon on the dark street corner.



The Persistence of Memory (1931) – Salvador Dali

This painting depicts a scene with watches melting slowly on rocks and the branch of a tree; with the ocean as a backdrop.

Salvador Dali uses the concept of hard and soft in this painting. This concept may be illustrated in a number of ways, like the human mind moving from the softness of sleep to the hardness of reality. "The Persistence of Memory" has been much analyzed over the years as Dali never explained his work. It is considered one of the greatest masterpieces of 20th century art.



STUDENT NAME: _____ DATE: _____

ART REFLECTIONS

Instructions: Use the prompts below to write about the artwork.

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type DATE OF ARTWORK: Click here to type

I SEE...

- Click here to type
- Click here to type
- Click here to type
- Click here to type
- Click here to type

I THINK...

- Click here to type
- Click here to type
- Click here to type
- Click here to type
- Click here to type



I WONDER...

- Click here to type
- Click here to type
- Click here to type
- Click here to type
- Click here to type



STUDENT NAME: _____ DATE: _____

TWITTER PERSPECTIVES

Instructions: Write tweets of 140 characters or less from you, from the artist, from the painting, and from characters in the painting. By the @ symbol, create a unique Twitter handle (name) for everyone.

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type DATE OF ARTWORK: Click here to type

@ Click here to type

“

”



@ Click here to type



@ Click here to type

“

”



@ Click here to type





STUDENT NAME: _____ DATE: _____

EXPLORING PLACE: THE 5 SENSES

Instructions: Imagine you have entered the painting. Describe the environment using the 5 senses.

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type DATE OF ARTWORK: Click here to type

WHAT DO YOU HEAR?

Click here to type

WHAT DO YOU SEE?

Click here to type

WHAT DO YOU SMELL?

Click here to type

WHAT TEXTURES CAN YOU FIND?

Click here to type

WHAT DO YOU TASTE?

Click here to type

HOW DOES IT FEEL TO BE HERE?

Click here to type



STUDENT NAME: _____ DATE: _____

COMPARE & CONTRAST

Instructions: Compare two works of art. Describe each one individually. Then, in the space where the two boxes connect, list things the artworks have in common.

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type

Click here to type

ARTWORK TITLE: Click here to type

ARTIST/CULTURE: Click here to type

Click here to type

SIMILARITIES

Click here to type



STUDENT NAME: _____ DATE: _____

WRITE A HAIKU POEM

Instructions: Look at the artwork and answer the warm-up prompts. Use these words as inspiration to write a haiku poem about the artwork.

ARTWORK TITLE: Click here to type
ARTIST/CULTURE: Click here to type DATE OF ARTWORK: Click here to type

WARM-UP

Write **6 ADJECTIVES** that describe the *artistic style* (or the way it is painted) of the artwork.

1. Click here to type
2. Click here to type
3. Click here to type
4. Click here to type
5. Click here to type
6. Click here to type

Write **6 ADJECTIVES** that describe the *emotions* of the work of art – either the emotions contained in the piece, or the emotions you feel while looking at it.

1. Click here to type
2. Click here to type
3. Click here to type
4. Click here to type
5. Click here to type
6. Click here to type

Write **6 VERBS** that describe the *subject matter* of the artwork.

1. Click here to type
2. Click here to type
3. Click here to type
4. Click here to type
5. Click here to type
6. Click here to type

Write **6 SIMILES** or **METAPHORS** that describe the *artistic style* of the artwork.

1. Click here to type
2. Click here to type
3. Click here to type
4. Click here to type
5. Click here to type
6. Click here to type

WRITE A HAIKU

Write a haiku poem about the artwork using the warm-up above as inspiration.

TITLE: Click here to type

Line 1: Click here to type (5 SYLLABLES)

Line 2: Click here to type (7 SYLLABLES)

Line 3: Click here to type (5 SYLLABLES)

HAIKU EXAMPLES

TITLE: *Rainstorm*

Line 1: *Crashing thunder sounds*

Line 2: *While the sky drops its contents*

Line 3: *After, a rainbow*

Daughter

Tiny burst of light

Joy erupts like solar flare

You are my sunshine



STUDENT NAME: _____ DATE: _____

WRITE A CINQUAIN POEM

Instructions: Fill in the blanks with descriptive words about the artwork to write a cinquain poem.

ARTWORK TITLE: Click to type here

ARTIST/CULTURE: Click to type here DATE OF ARTWORK: Click to type here

A CINQUAIN POEM IS
A STRUCTURED VERSE
OF FIVE LINES THAT
DO NOT RHYME.
THE CINQUAIN POEM
WAS CREATED BY
ADELAIDE CRAPSEY.



Click to type here

NOUN (Subject)

Click to type here

ADJECTIVE

Click to type here

ADJECTIVE

Click to type here

VERB (ing)

Click to type here

VERB (ing)

Click to type here

VERB (ing)

Click to type here

Click to type here

Click to type here

Click to type here

4-Word PHRASE

Click to type here

NOUN

A CINQUAIN TYPICALLY HAS A
SET NUMBER OF SYLLABLES

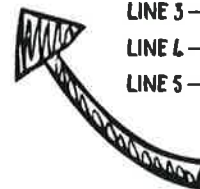
LINE 1—2 SYLLABLES

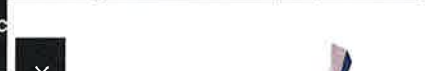
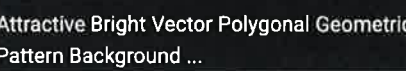
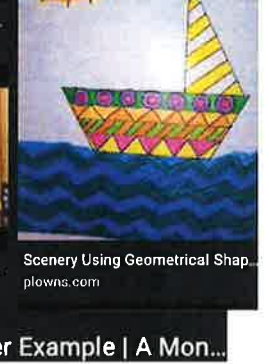
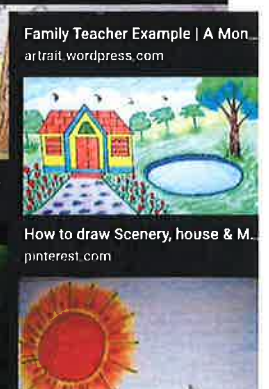
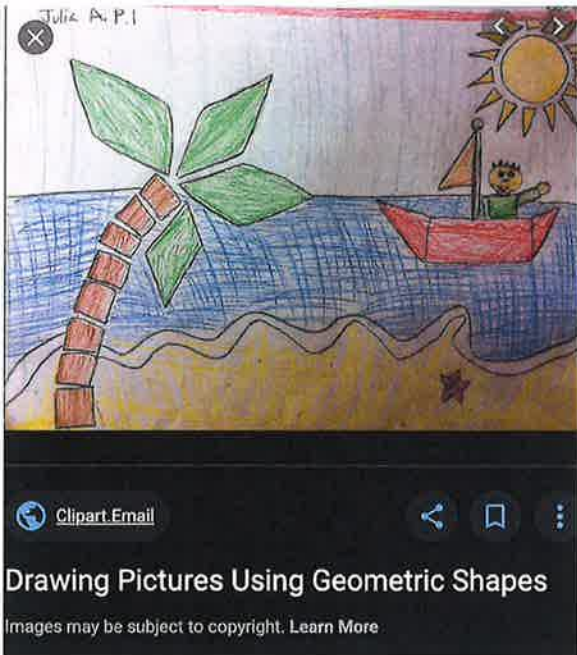
LINE 2—4 SYLLABLES

LINE 3—6 SYLLABLES

LINE 4—8 SYLLABLES

LINE 5—2 SYLLABLES





Directions:

1. Be creative.
2. Write a book review on the best book you read in 6th grade.
 - a. Some guidelines to follow from readwritethink:
 - i. Introduce the book.
 - ii. Tell about the book, but don't give away the ending!
 - iii. Tell about your favorite part of the book or make a connection.
 - iv. Give a recommendation (e.g., If you like..., you will love this book or I recommend this book to anyone who likes...).
 - b. [Book review writing examples](#)
3. Create or add a picture to go with your book review.
 - a. Create or add the picture of the book cover, or a picture of your favorite scene from the book.
 - b. Here are some helpful videos:
 - i. [Google Drawings 101 – Intro & Shapes](#) **Start the video at 1 minute.**
 - ii. [Google Drawings 101 – Creating with Shapes](#) **Walks you through how to create an image with shapes.**
 - iii. [Google Drawings 101 – All About Images!](#)
4. Delete this text box when your book review is complete.



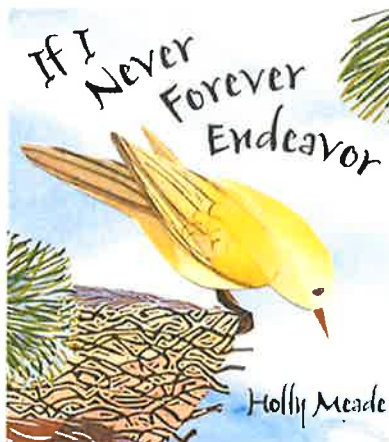
Book Review Writing Examples

Examples: Learn from the efforts of others

Learning how to write strong reviews takes time and not a little effort. Reading the reviews others have done can help you get a feel for the flow and flavor of reviews.

If I Never Forever Endeavor

Review by Hayden, age 4, Southeast Michigan Mensa



This book was about a bird who didn't yet know how to fly.

The bird has to decide if it will try to fly, but it was not sure if it wants to. The bird thought, "If I never forever endeavor" then I won't ever learn. On one wing, he worries he might fail and on the other wing he thinks of how he may succeed. He worries that if he tries, he may get lost in the world. That makes him want to stay in his nest where he's safe.

I think this book would help other children to learn that trying new things can be scary, but sometimes when we try, we can find things that make us happy too. And this book will help others know that mistakes are okay and part of learning.

My favorite part is that the bird tried and learned that she could fly. I also liked that I read this book because it gave me a chance to talk to mom about making mistakes and how I don't like making them. Then I learned they are good and part of learning.

Boys and girls who are 3 to 8 years old would like this book because it teaches about trying a new thing and how it's important to get past being scared so you can learn new things.

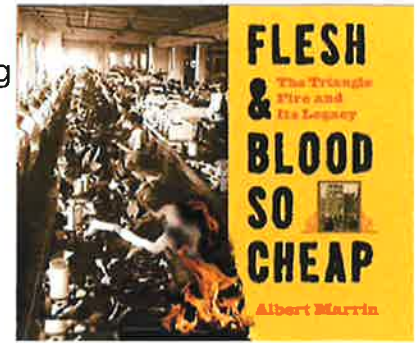
I give the book 5 stars since I think it's important for other children to learn about courage.

Flesh & Blood So Cheap

Review by Umar B., age 8, Central New Jersey Mensa

I liked this book. People who are interested in national disasters and US history as well as immigration will most probably be interested in reading this book.

Readers can gain knowledge of what it was like to work in New York City in the early 1900s. One of the things that was especially interesting was that there were no safety laws at work. Also, there was a big contrast between the rich and the poor. Some people may not like this book because it is very depressing, but it is an important event in history to remember.



This book was very well written. It has black and white photos along with descriptions of the photos. These photos give us a better idea of what people's lives were like. This book is suitable for 9-20 year olds.

I give this book 5 stars.

Galaxy Zack: Journey to Juno

Review by Young Mensan Connor C., age 6, Boston Mensa



Journey To Juno is the second book of the Galaxy Zack series. It is just as good as the first one. It's awesome!

Zack joins the Sprockets Academy Explorers Club at school. They fly on a special trip to Juno, a new planet no one has ever visited. Zack gets paired up with Seth, the class bully, and that's dreadful but Zack is excited when he finds a huge galaxy gemmite. A gemmite that large had not been found in 100 years! Kids will love this book!

Boys and girls will both like it. It's an easy chapter book with pictures on every page. I love the illustrations. I think ages 6-8 would like this but younger kids would like the story being read to them.

My favorite parts are the galactic blast game (it is similar to baseball except there are robots playing), recess at Zack's school where everything is 3-D holographic images, the rainbow river in a crystal cave on Juno, and the galaxy gemmite that Zack finds on Juno. I also loved when a life-size holographic image of his Earth friend appears in Zack's room because he calls him on a hyperphone. I give this book one hundred stars! There is a "to be continued" at the end so you have to read the next book see what's in store. I can't wait to find out what happens!!!

I Capture the Castle

Review by Lauren W., age 17, Mensa in Georgia

Dodie Smith's novel *I Capture the Castle* is a journey through the mind of a young writer as she attempts to chronicle her daily life. Seventeen-year-old Cassandra Mortmain has recently learned to speed-write, and she decides to work on her writing skills by describing the actions and conversations of those around her.

Cassandra lives in a fourteenth-century English castle with an interesting cast of characters: her beautiful older sister, Rose; her rather unsociable author father and his second wife, artist-model Topaz; Stephen, the garden boy; a cat and a bull terrier; and sometimes her brother Thomas when

he is home from school. One fateful day they make the acquaintance of the Cotton family, including the two sons, and a web of tangled relationships ensues.

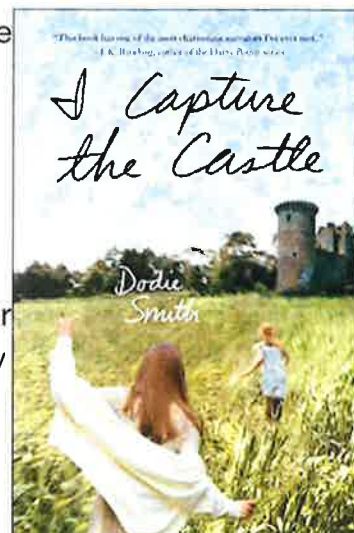
While I definitely recommend this book to other readers, I would recommend it to older teenagers, mainly because it will resonate better with them. The writing is tame enough that younger teens could also read it, but most of the characters are adults or on the verge of adulthood. Older readers would take the most from it since they can not only relate, but they may also better pick up on and appreciate Cassandra's sometimes subtle humor.

Over the course of the novel, Cassandra undergoes a definite transformation from child to mature young adult, even though it's only over the course of several months. I love that I could see into her mindset and read exactly what she was feeling when she thought out situations. Her thoughts flowed well and moved the book along very quickly.

Cassandra's narrative voice is wonderful. She is serious at times, but also very witty, which makes for an engaging read. It feels absolutely real, as though I'm reading someone's actual journal. Sometimes I forget that I am reading a story and not a real-life account. Her emotions and the dialogue are so genuine, and they are spot-on for a seventeen-year-old girl in her situation.

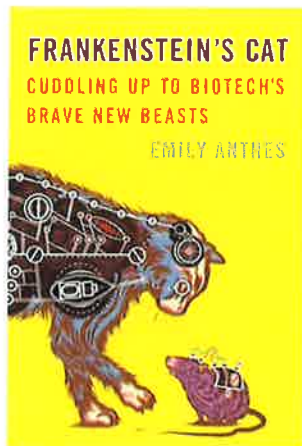
Cassandra has many wonderful insights on life, on topics ranging from writing to faith to matters of the heart. I personally have had some of the same thoughts as Cassandra, except Ms. Smith was able to put them into words.

Capture the Castle should be essential reading for aspiring writers, those looking for historical fiction or romance, or anyone who loves reading amazing classic books. Dodie Smith is an exceptional writer, and *I Capture the Castle* is a book that will never become obsolete.



Frankenstein's Cat

Review by Zander H., age 12, Mid-America Mensa



I appreciated *Frankenstein's Cat* for its fascinating explanation about the often baffling subject of bioengineering and its sister sciences. Emily Anthes explains the many sides of today's modern technology, such as gene modification, cloning, pharmaceutical products (from the farm), prosthesis, animal tag and tracking and gene cryogenics. This book provides a well-rounded summary of these complicated sciences without being boring or simply factual. Her real world examples take us on a journey from the farm, to the pet store and then from the pharmacy to the frozen arc.

Have you ever wondered if the neighborhood cat is spying on you? Read about Operation Acoustic Kitty and find out if this feline fantasy fiction or fact. Do you think bugs are creepy? What about a zombified cyborg beetle? Is Fido

so special that you want two of him? Money can buy you an almost exact copy of your pooch BUT don't expect the same personality. Emily Anthes makes you crave more information. She makes you want to know the future of Earth's flora and fauna, as well as humanity itself.

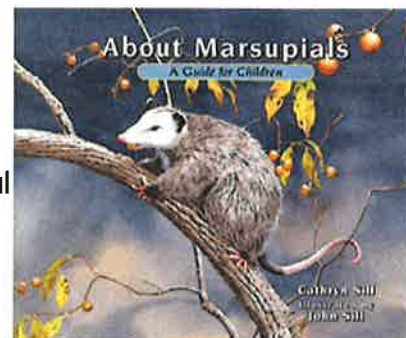
I would highly recommend this book to anyone who desires a guide to the future of biological science and technology. Frankenstein's Cat is best read by the light of a glow-in-the-dark fish, while cuddling your favorite cloned dog and drinking a glass of genetically modified milk.

About Marsupials

Review by Connor C., age 6, Boston Mensa

About Marsupials is the title so the book is about...marsupials, of course. It's non-fiction. I really think everyone would like the book. I think someone who likes animals would especially like to read it.

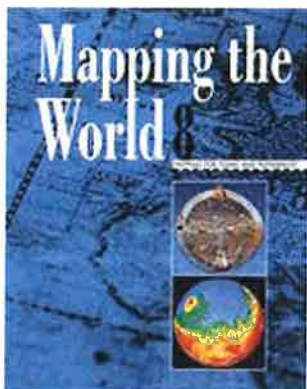
The glossary of facts in the back of About Marsupials is the most useful part. I thought the most interesting parts were that some marsupials have their pouch at their back legs and one marsupial, the Yellow-footed Rock Wallaby, is very small but can jump 13 feet wide!



Kids in the 4-8 age range would like this book. Even though it's not a story book, 4 year olds would like the few words on each page and they would love the beautiful pictures. But older kids would like it because of all the facts in the back of the book. There's a lot of information for each animal. I think boys and girls (and parents) would enjoy reading it. This book is very interesting. I give it 4 stars.

Mapping the World

Review by Umar A., age 10, Central New Jersey Mensa



Every day, people around the world use maps. Whether it is an airplane pilot or businessman, housewife or museum group, maps have always and will continue to provide useful information for all.

Mapping the World talks about the uses of maps, as well as how to differentiate between the type of map projection and type of map.

In this series, we travel to the past and learn about historical mapmakers, from Claudius Ptolemy (who stated the idea that the Earth is at the center of the universe) to Gerardus Mercator (who created one of the most widely used map projections) and more. This series goes into tremendous detail on the

cartographer's life and maps. We then journey to the present era to learn about map projections and the diverse types of maps used today. You might ask, "What is the difference between the two? They sound the same to me." No map projection is perfect, because you cannot really flatten a sphere into a rectangle. An uncolored projection could be used in many ways. We could use it for population concentration, highways, land elevation, and so many other things!

For example, we could make a topographic map of the U.S., which shows land elevation. We could make it a colorful map that shows the amount of pollution in different areas, or it could be a population map, or it could even be a map that shows the 50 states, their capitals and borders! Our last step in this amazing excursion is the near future, where we see some hypothetical solutions as to what maps will be used for. Currently, we are working on better virtual map technology.

Now, scientists have been able to put maps on phones. Back in the early 1900s, people had to lug a lot of maps around to find your way from place to place, or just keep asking for directions. Now, all the information is on a phone or global positioning system (GPS). It is amazing how much maps have changed technology and the world in this century.

The Mapping the World 8-book set goes into amazing levels of detail. It is a long read, but it gives an immense range and amount of information that you would not find in any other book or series on maps. The flowing way the chapters and books are organized makes it easy to link passages from different books in this series together. Mapping the World is a treasure box, filled with the seeds of cartography. Collect and plant them, and you soon will have the fruits of cartography, beneficial to those who want to be cartographers. Use this series to the utmost, then the fruits of mapping will be sweet for all who endeavor to succeed in cartography.

This series of lessons was designed to meet the needs of gifted children for extension beyond the standard curriculum with the greatest ease of use for the educator. The lessons may be given to the students for individual self-guided work, or they may be taught in a classroom or a home-school setting. Assessment strategies and rubrics are included at the end of each section. The rubrics often include a column for "scholar points," which are invitations for students to extend their efforts beyond that which is required, incorporating creativity or higher level technical skills.



(<http://www.mensafoundation.org>)



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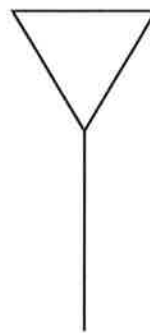
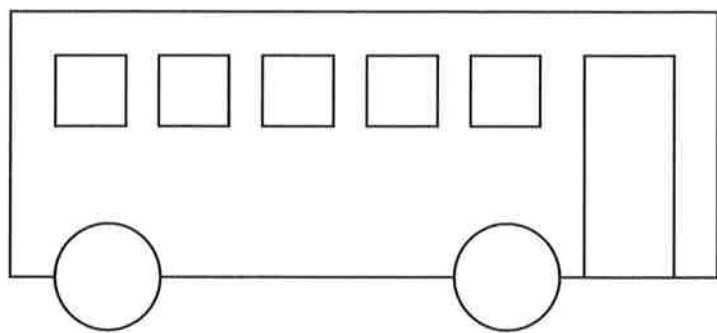
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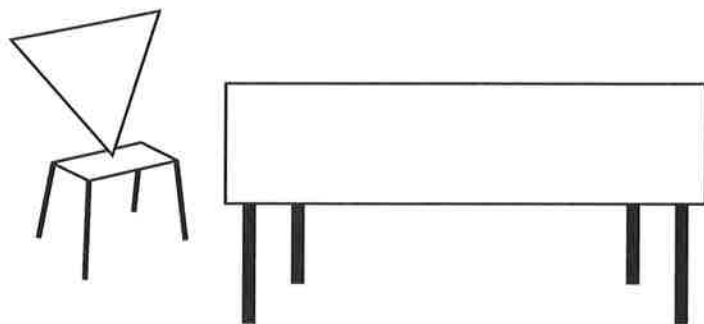
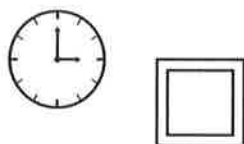
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Name _____

1.



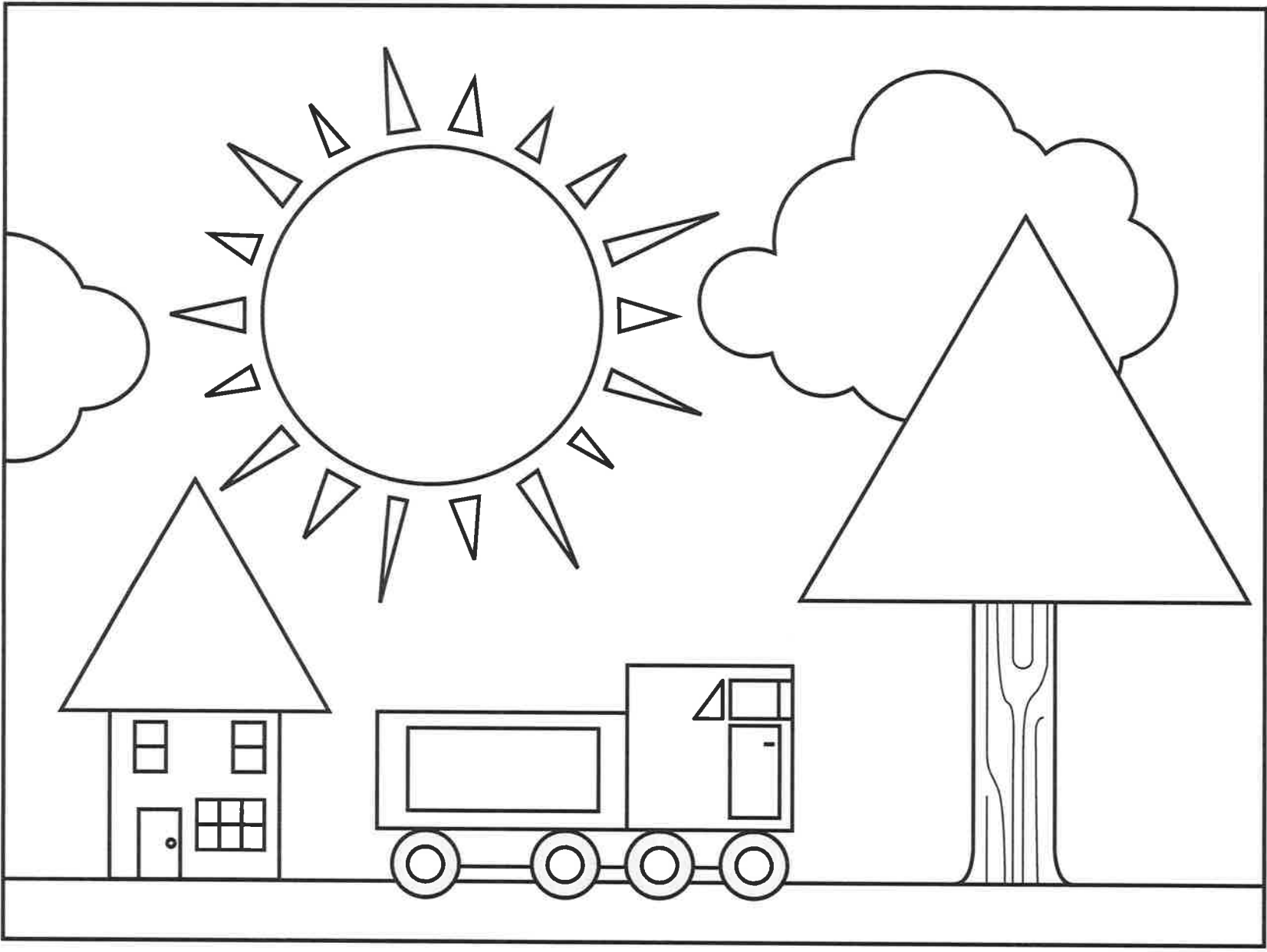
2.



Directions

1. Color the triangle in the picture yellow. 2. Circle the square in the picture.

Name _____



Directions: Write a farewell letter to your teacher. It can be about anything you want. If you're stuck here are some ideas:

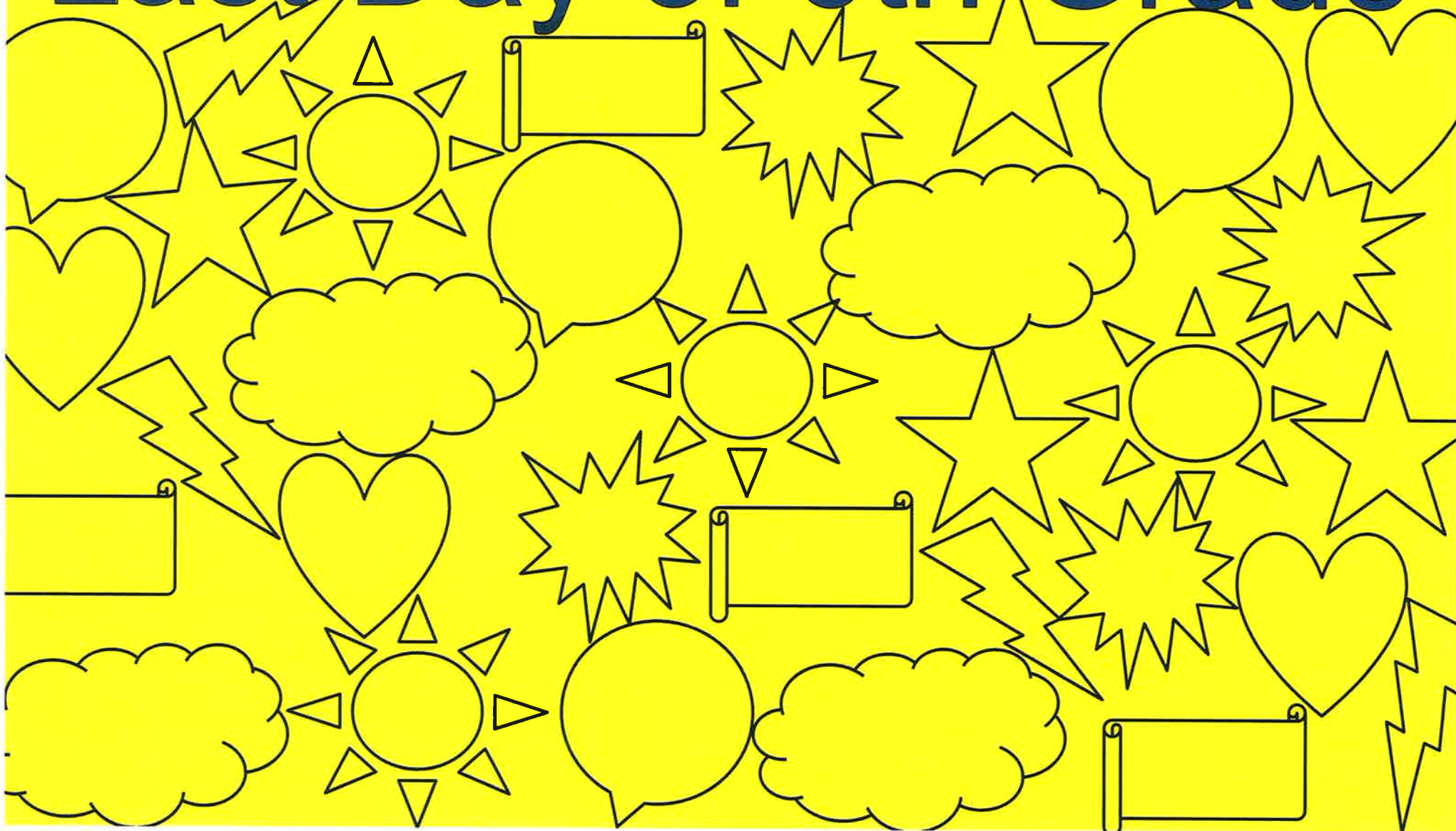
- how you are feeling
- thoughts about what's going on now
- summer plans
- hopes for next year
- thanks for teaching me
- your reflections on your 6th grade year
- how much you have learned
- how you will miss the school
- your classmates, friends, and/or family

Directions:

I placed shapes on the page so that you would be aware of the space. This way there is enough room for all students to sign the page.

1. Find a shape that hasn't been used. If you like it use it, if not delete it and add a shape of your choice into the same space.
 - a. Sign your name.
 - i. To type in the shape--double click on the shape.
 - b. Optional: make the shape your own by changing the fill color, border color, etc.
 - i. [Google Drawings 101 - Intro & Shapes](#) **Start the video at 1 minute.**
2. Optional: write a few words to your classmates and teacher.
3. Click [here](#) to get started.

Last Day of 6th Grade



Directions: Next to each classmate's name, write a sincere compliment about him/her..

Celebrate Differences

HABIT 6: SYNERGIZE celebrates people's differences. Focusing on people's strengths makes a team stronger; focusing on weaknesses makes a team weaker.

Each person is unique. No person looks, talks, or even thinks the same as anyone else. You learn differently. You have different ideas, styles, traits, and characteristics. Even your brain works differently. Everyone has a preferred way of learning.

Do you learn best by seeing, hearing, or doing?

I often picture what I am learning in my head.

I learn best by reading or viewing pictures.



I like to move around and try things out.

I learn best by doing.



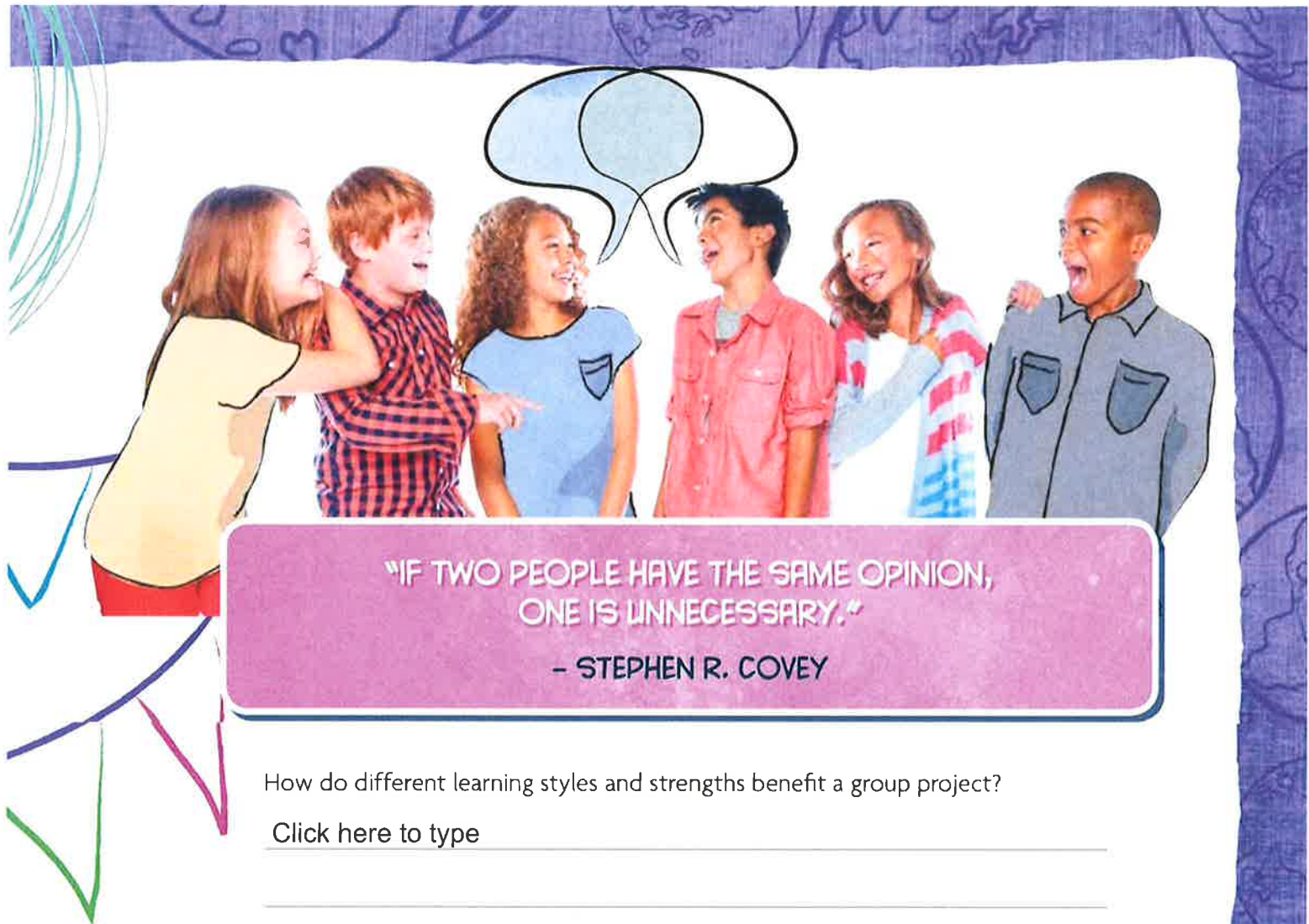
I remember by reading out loud or listening to recorded books.

I learn best by hearing and listening.



Which learning style best describes you?
Click here to type

Ask two people at home about their preferred learning styles.



"IF TWO PEOPLE HAVE THE SAME OPINION,
ONE IS UNNECESSARY."

- STEPHEN R. COVEY

How do different learning styles and strengths benefit a group project?

[Click here to type](#)

"INDIVIDUALITY IS A GIFT. SOMETIMES
IT'S HARD BEING DIFFERENT THAN EVERYONE ELSE,
BUT I KIND OF LIKE NOT BEING A COPY OF
SOMEONE ELSE. I KNOW WHO I AM-DO THEY?"

- JAMIL

Find Your Voice

FIND YOUR VOICE
AND INSPIRE OTHERS
TO FIND THEIRS



Did you know there is an 8th Habit?

It is **FIND YOUR VOICE AND INSPIRE OTHERS TO FIND THEIRS.**

When you combine your **talent**, **passion**, and **conscience** in a way that meets a **need** in the world, you find your voice. Once you find your voice, you are able to help others find their voice.

TALENT

What are my strengths and talents?

Click here to type

CONSCIENCE

What would make a difference?

Click here to type

VOICE

PASSION

What do I love to do?

Click here to type

NEED

What is a need in the world?

Click here to type

Write a description or draw a picture that represents your voice—your unique talents and passions.

I find my voice when...

Click here to type

Click here to draw a picture

EXAMPLE: I find my voice when I draw. My drawings contribute to making things look better.


RIDDLE

WHAT DID THE BABY LIGHT BULB SAY
TO THE MAMA LIGHT BULB?

I love you wats and wats.


ESL at Home 6-8 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Pick a page from a book. Change all of the nouns to things you see right in front of you in your house, then read it aloud.	<p>Make a T-chart. Make a list of things you like about learning at home versus at school.</p> <div> <div>HomeSchool</div> <div></div> </div>	<p>Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 346 crackers. Neveah ate one hundred three. How many are left?</p>	Go outside and look up at the clouds. Draw what you see.	Choose two animals. Draw and label their food web. Create a Venn diagram to compare their ecosystems.
Monday	Tuesday	Wednesday	Thursday	Friday
Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.	Use crackers or candy to build a castle. How tall can you make it? How many pieces did you use? List your materials.	<p>Take a walk in your neighborhood and search for items in nature that form the shape of letters. Draw what you see.</p> 	Think of someone you would like to interview. Write them a letter with at least three questions.	<p>Use the food in your house to create a menu with prices. Use them to write word problems.</p> <p>Example: Milk = \$21.00 Bananas = \$33.00 Ice cream = \$12.00</p>

ESL en Casa 6-8 Semanas 3-4

Usar una hoja de libreta para completar las actividades. Hacer uno por día.

Lunes	Martes	Miercoles	Jueves	Viernes
Escoge una pagina de un libro. Cambio todos los sustantivos a cosas que ves entre de tu casa y despues lee la pagina de nuevo en voz alta.	<p>Crear una grafica T. Hacer una lista de cosas que te gusta aprender mayor que en casa que en la escuela.</p> <div> <div>Casa</div> <div>Escuela</div> </div>	<p>Encontrar comida en tu casa, como galletas o botellas de agua. Escribe una historia de problema matematica.</p> <p>Omar tiene 346 galletas. Neveah comio ciento-tres. Cuantos quedan?</p>	<p>Ve afuera y volte a ver las nubes. Dibuja lo que ves.</p>	<p>Escoge dos animals y agrega que es lo que comen. Crear un diagrama que compare sus ecosistemas.</p>
Lunes	Martes	Miercoles	Jueves	Viernes
<p>Crear un espectaculo de marioneta de sombras con tus manos y la pared. Escribe el titulo, personajes, problema, solucion y el fin de la historia.</p>	<p>Usar galletas o dulces para hacer un castillo? Que tan alto lo hiciste? Cuantas piezas usaste? Hacer una lista de los materiales que usaste.</p>	<p>sal a caminar en tu vecindad y busca cosas que parezcan letras. Dibjua lo que ves.</p> 	<p>Piensa en alguien a quien te gustaria entrevistar. Escribeles una carta con almenos tres preguntas.</p>	<p>usa la comida que tienes en casa para crear un menu con precios. Usalos para escribir problemas.</p> <p>Ejemplo: Leche = \$21.00 Platanos = \$33.00 Nieve = \$12.00</p>

DICE ROLL STRENGTH #1

Complete three rounds for each exercise, or more if possible!

STRENGTH

Plank

Squats

Curlups

Wall Sit

Pushups

Lunge

REPS/TIME
? DICE
ROLL

Roll 1 die and perform the strength movements listed above. Roll and add 3 dice to determine the number of reps or seconds you will perform it.

1 DICE

© Krista Wallden (Kipp'n Press), 2019

DICE ROLL CARDIO #2

Complete three rounds for each exercise, or more if possible!

CARDIO

Knee to Elbow

Bounce

Jumping Jacks

Skier Jump

Flutter Kick

Jump and Twist

REPS/TIME
4 DICE ROLL

Roll 1 die and perform the cardio movements listed above. Roll and add 4 dice to determine the number of reps or seconds you will perform it.

2 **DICE**

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CHALLENGE COURSES

Choose one to complete or alternate between the two!

(You could use cardboard boxes for cones and number them!)

NFL COMBINE DRILL

RUN TO 2 BACK TO 1
RUN AROUND 2 AND 3
BACK TO 1

5 TIMES

Start the drill at cone 1. A- Run to cone 2 and quickly turn back and run to cone 1. B- Turn quickly and run around cone 2 and head to cone 3. C- Go around the inside of cone 3 and head back to cone 2. D- Go around the outside of 2 and finish the drill at cone 1.

5

CONES AND POLYSPOTS

"W" RUN

STAY LOW
AND STRONG

5 TIMES

Start at cone 1. Run Forward to cone 2. Back pedal to cone 3. Run Forward to cone 4. Back pedal to cone 5. Run Forward to cone 6. Back pedal to cone 7. Run back to the start.

7

CONES AND POLYSPOTS

BALLOON OR BALL STRIKING

Challenge yourself with these self tapping skills!

Variation: Use a ball instead.



BALLOON STRIKING



GOOD JOB!

1



**TAP UP IN AIR
USE FINGER TIPS**

**30
Times**

2



**TAP UP IN AIR
1 HAND TO
THE OTHER**

**30
Times**

3



**LET BALLOON
FLOAT LOW
TAP UP FROM
LOW POINT**

**20
Times**

4



**JUMP UP HIGH
TAP BALLOON
UP IN THE AIR**

**20
Times**

5



**VOLLEY BALLOON
USE BUMPS
AND SETS**

**30
Times**

6



**HOLD BALLOON
PULL STEM DOWN
JUMP UP
AND CATCH**

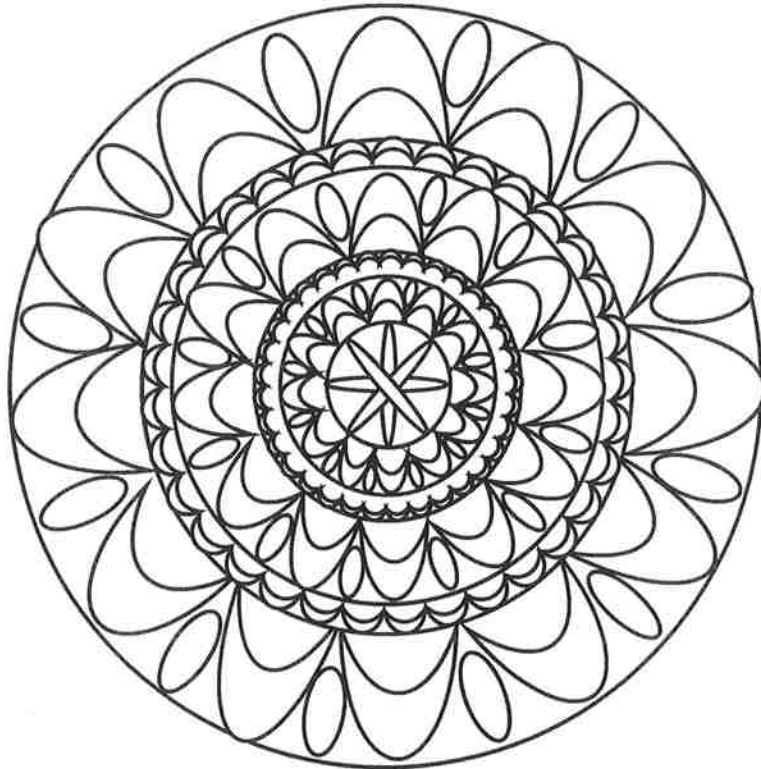
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Times**

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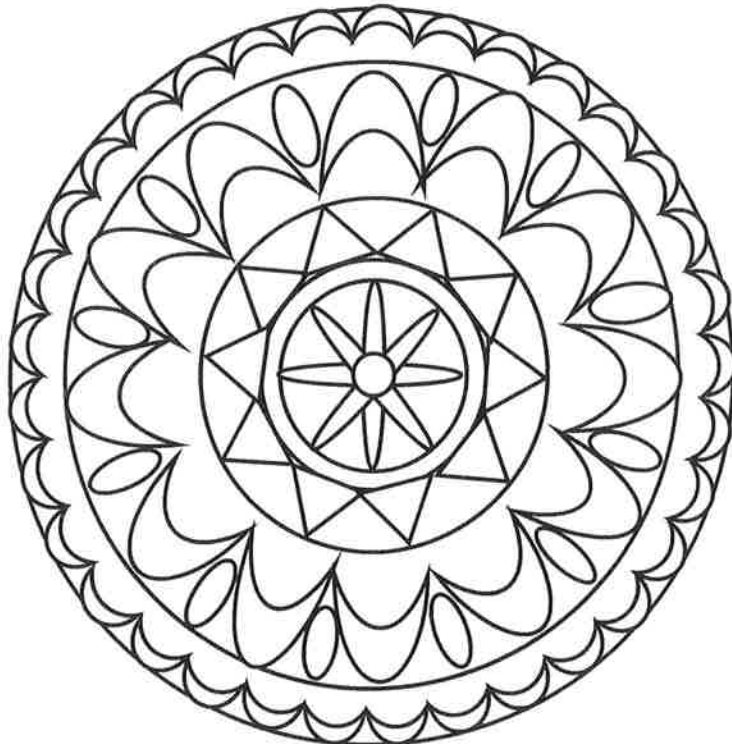
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SUPER CHALLENGES

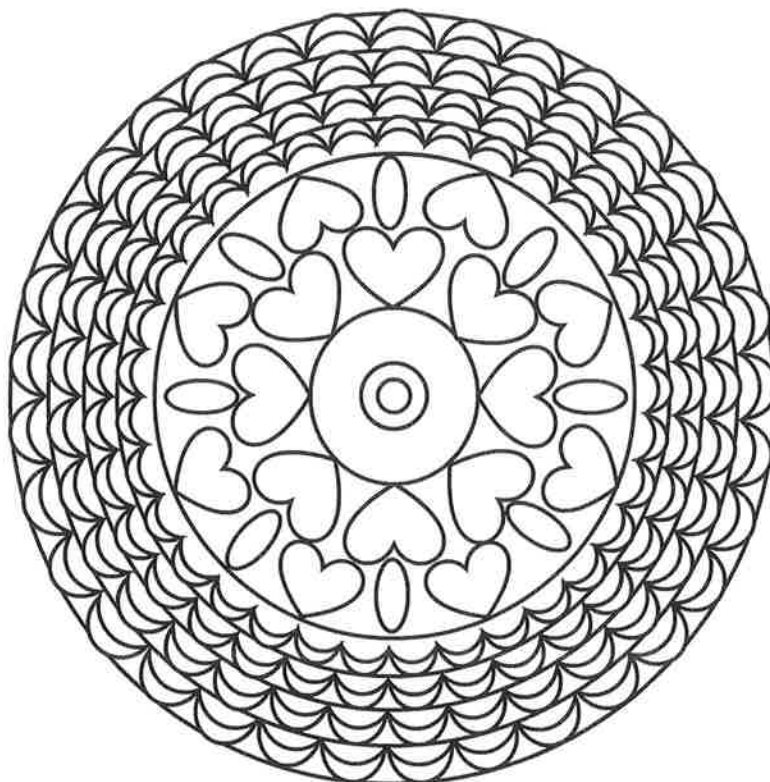
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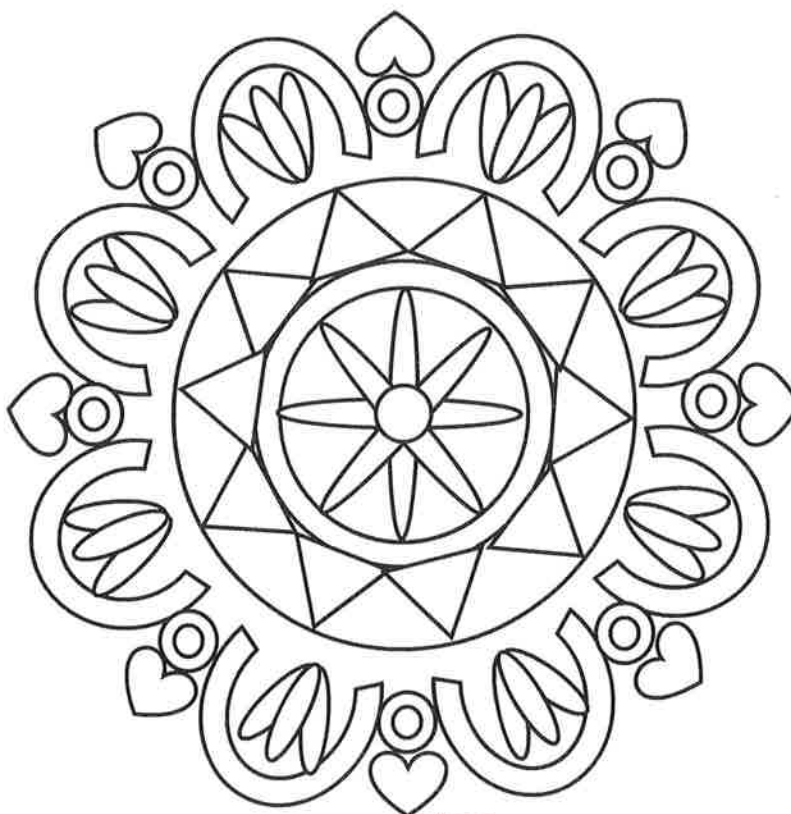
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