

FRSD Distance Learning: K-5



Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below, each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!



Contact Information:

1. Teachers will be available from 8:00-4:00 each day.
2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hrs.
3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you



Differentiation/Extension/Supports:

1. We understand that you may need to provide your child with extra support or extension activities during this time.
2. If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas



FRSD Meal Plan:

1. FRSD is providing free meals (sack lunch & breakfast) to anyone 18 years or younger at the following locations in our community:
2. VES Parking Lot: Drive through from 11:00-12:30
3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are listed here.
4. If you cannot make it to one of these locations and need meals delivered to your house please contact your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.



Stay Informed:

Please remember to check the Fern Ridge School District webpage for updates.
<https://www.fernridge.k12.or.us/>

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WEEKLY MESSAGE from grade level teams: If you need help with anything, please reach out with questions or concerns! Your teachers are here for you, we love you, and miss you so much!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Assignments</p> <p>Writing: AFTER READING! After reading the story for the week below, brainstorm a response letter following the prompt on page 575 in your Journey's book.</p> <hr/> <p>Math: 1st: Week 23 Day 1, Spiral Review 2nd: Module 6 Lesson 1, pg 3 in your work packet.</p> <hr/> <p>*Extra: IXL T.Decimals 1-3</p> <hr/> <p>Reading: Read the Lesson 19 Vocabulary words and Harvesting Hope: The Story of Cesar Chavez, pgs 556-571 in Journey's book.</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: On IXL, Science, complete all of the topics under the category Q. Ecosystem</p> <hr/> <p>*Anything titled "Extra" is an option! It does not have to be completed!</p>	<p>Assignments</p> <p>Writing: Write a rough draft of a response letter following the prompt on page 575 in your Journeys book.</p> <hr/> <p>Math: 1st: Week 23 Day 2, Spiral Review 2nd: Module 6 Lesson 2, pg 8 in your work packet.</p> <hr/> <p>*Extra: IXL T.Decimals 1-3</p> <hr/> <p>Reading: Complete pages 231,232, and 235 of the reading materials in your packet.</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: Draw a picture of an animal in the ecosystem where you think it would best survive</p>	<p>Assignments</p> <p>Writing: Complete your prompt for the week and begin editing. Focus on writing 7-10 sentences, correct spelling and letter writing format, and make sure to use capital letters and end marks. You may use dictionary.com if you do not have access to a dictionary.</p> <hr/> <p>Math: 1st: Week 23 Day 3, Spiral Review 2nd: Complete entire Rocket Math Multiplication Sheet</p> <hr/> <p>*Extra: IXL D.Multiplication 4-7</p> <hr/> <p>Reading: Reread Harvesting Hope: The Story of Cesar Chavez, starting on page 561, and complete pages 229 and 230 of the reading materials in your packet.</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: On IXL, Social Studies, Complete the first three topics under the category H. States.</p>	<p>Assignments</p> <p>Writing: Complete your prompt for the week and finish editing. Focus on writing 7-10 sentences, correct spelling and letter writing format, and make sure to use capital letters and end marks. You may use dictionary.com if you do not have access to a dictionary.</p> <hr/> <p>Math: 1st: Week 23 Day 4, Spiral Review 2nd: Module 6 Lesson 3, pg 13 in your work packet.</p> <hr/> <p>*Extra IXL T.Decimals4-8</p> <hr/> <p>Reading: Complete pages 234, 236, and 237 of your reading materials in your packet.</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: Write a narrative writing response to the following prompt: If you could live in any state in the West, which would it be and why? Support your answer with at least 3 reasons!</p>	<p>Assignments</p> <p>Writing: Re-write a final draft, and add an illustration to your final product of your writing and share with someone in your family.</p> <hr/> <p>Math: 1st: Week 23 Assessment, Spiral Review 2nd: Complete entire Rocket Math Division Sheet</p> <hr/> <p>*Extra: IXL E.Division 3-5</p> <hr/> <p>Reading: Complete Weekly Comprehension Test, questions 1-10</p> <hr/> <p>PE Log 30 minutes of activity</p> <hr/> <p>*Extra: Check out the Art For Kids Hub youtube page and do a directed draw!!</p> <hr/> <p>https://www.youtube.com/results?search_query=directed+dra wing+for+kids</p>

Reading Focus: "I can draw a conclusion based on text evidence in a story, and infer/predict based on the text evidence used to support my conclusion.

Spelling words: (Suffixes -ful, -less, -ness, -ment) colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment

Vocabulary: overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant

Math Focus: "I can identify fractions with a denominator of tenths or hundredths, and rename them as a decimal, in numbers greater than and less than 1.

Name _____ Date _____



Harvesting Hope: The Story of Cesar Chavez
Independent Reading

Harvesting Hope: The Story of Cesar Chavez

“Yes, It Can Be Done!”

Answer the questions below about Cesar Chavez’s *La Causa*.
Then, draw a sign for *La Causa* on the next page.

Reread the third paragraph on page 566. What do you think the idiom “die of embarrassment” means? How does it help you understand how Cesar feels?

Reread page 567. How did the members of *La Causa* choose to protest?

The Aztec eagle is a symbol of strength, patience, and courage. Why might Cesar have chosen a bold black eagle as the symbol for *La Causa*?

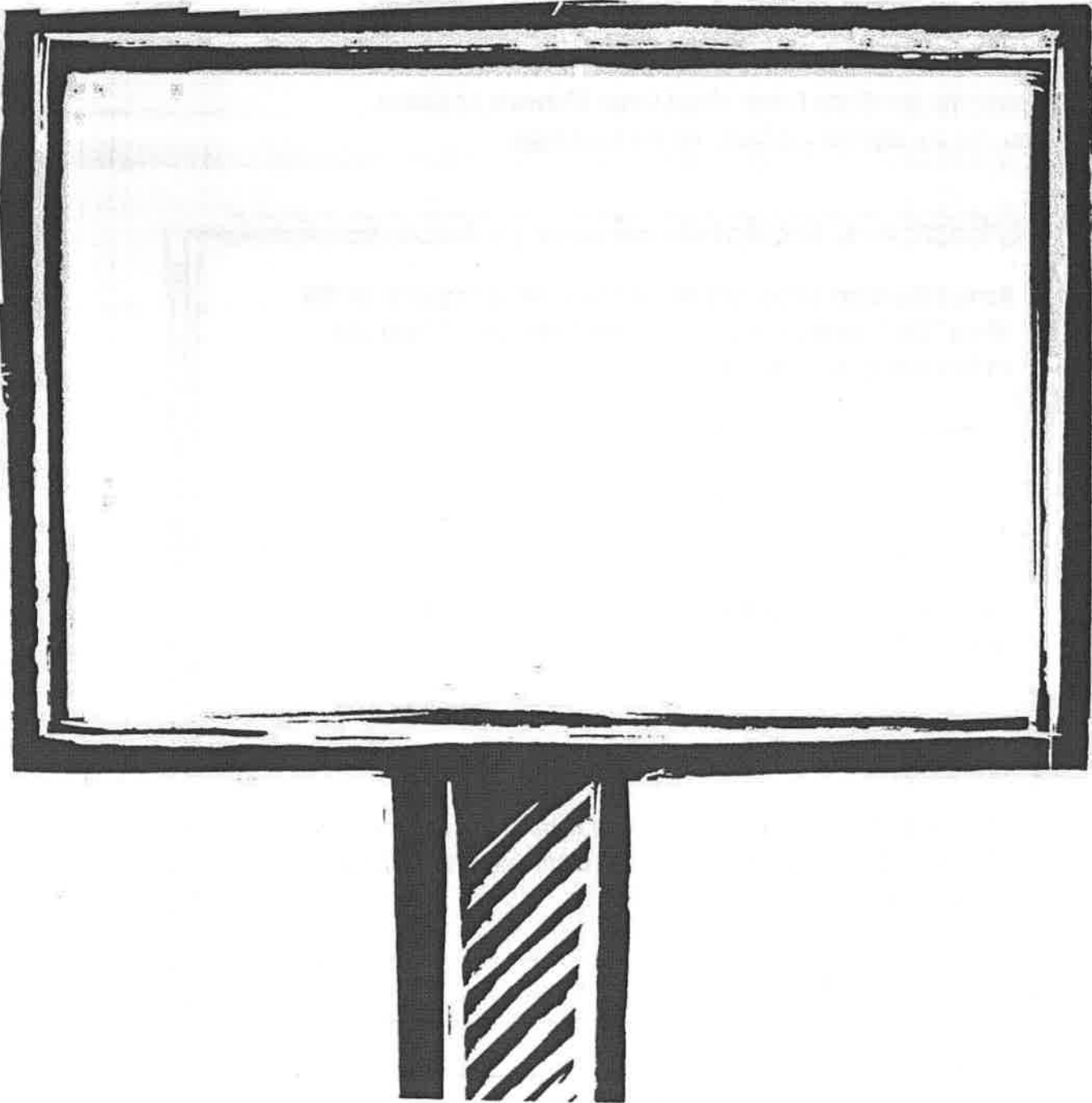
Name _____ Date _____

Harvesting Hope: The Story of Cesar Chavez

Independent Reading

Design a sign that expresses the concerns and goals of *La Causa*. In your sign, include these ideas:

- a symbol for *La Causa* that relates to its goals, and
- a slogan that uses an idiom relating to *La Causa*.



Name _____ Date _____

Harvesting Hope: The Story of Cesar Chavez
Vocabulary Strategies:
Reference Materials

Reference Materials

blur	strike	belief
suspicious	harvest	right

Each sentence shows a word in *italics>. Use a dictionary to answer questions about the words or to help you use them in a sentence.*

1. The word *blur* can be used as what parts of speech?

2. How many syllables does the word *suspicious* have?

3. Use the word *strike* with a different meaning in two sentences.

4. What guide words are found at the top of the page on which *harvest* appears?

5. According to your dictionary, which syllable of *belief* is the *stressed* syllable? How can you tell?

6. Use the word *right* with a different meaning in two sentences.

Name _____ Date _____

Suffixes *-ful, -less, -ness, -ment*

Harvesting Hope: The Story of Cesar Chavez
Spelling: Suffixes *-ful, -less, -ness, -ment*

Basic 1–11. Write the Basic Word that best fits each clue.

1. full of happiness _____
2. without end _____
3. a state of tidiness _____
4. concrete surface _____
5. unable to stay at rest _____
6. the act of moving _____
7. a state of having no strength _____
8. using more than is needed _____
9. sickness _____
10. having bright colors _____
11. affection _____

Challenge 12–15. Your school newspaper is featuring a health article. Your job is to submit some first-aid tips. Use four of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. colorful
2. weakness
3. movement
4. endless
5. truthful
6. illness
7. cheerful
8. useless
9. beautiful
10. restless
11. clumsiness
12. pavement
13. peaceful
14. fondness
15. neatness
16. speechless
17. statement
18. wasteful
19. penniless
20. treatment

Challenge

- numbness
- ailment
- resourceful
- cleanliness
- appointment

Name _____ Date _____

Proofreading for Spelling

Harvesting Hope: The Story of Cesar Chavez
Spelling: Suffixes *-ful, -less, -ness, -ment*

Find the misspelled words and circle them. Write them correctly on the lines below.

In 1948, Helen Fabela married Cesar Chavez, a man known for his endlest work to improve the treatmint of migrant farm workers in the United States. Though the couple endured rather peniles times and poor living conditions, Helen supported Cesar's work. She also made her own statment by starting a teaching program for Mexican farm workers.

Some dishonest people were not truthfil and started rumors about Mexican farm workers. Helen was spechles at the weekness of their values, and she thought it was uzeles to complain.

Helen had a chearful attitude, and she provided an environment for her husband and eight children that was beautyful and peaseful. Today Helen Chavez is an inspiration to her 31 grandchildren.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

Spelling Words

1. colorful
2. weakness
3. movement
4. endless
5. truthful
6. illness
7. cheerful
8. useless
9. beautiful
10. restless
11. clumsiness
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Challenge
numbness
ailment
resourceful
cleanliness
appointment

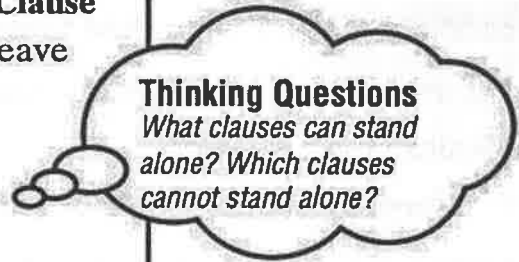
Name _____ Date _____

Clauses

Harvesting Hope: The Story of Cesar Chavez
Grammar: Relative Pronouns and Adverbs

A **clause** is a group of words with a subject and predicate. If a clause can stand alone as a sentence, it is an **independent clause**. A **dependent clause** cannot stand alone. Many dependent clauses begin with a transition word such as *before, after, since, because, who, whose, that, or which*.

Dependent Clause	Independent Clause
<u>Since they had no water for crops,</u>	they had to leave the ranch.
Independent Clause	Dependent Clause
Chavez was the leader	<u>that the workers chose.</u>



1–6. Underline the dependent clause in each sentence. Circle the transition word that introduces the dependent clause.

1. After they worked long hours, migrant workers had little to eat.
2. Workers who complained to the owners were fired, punished, or even killed.
3. The farm workers suffered because their work was so hard.
4. Until Chavez organized the workers, they had no way to fight back.
5. After the workers began to march, other people learned about their cause.
6. A huge, cheering crowd met the marchers when they reached Sacramento.

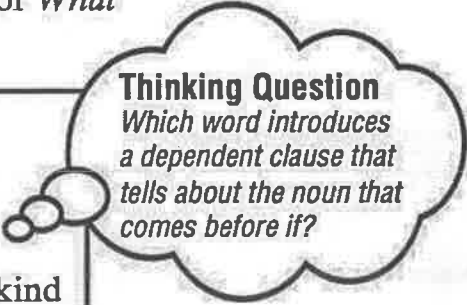
Name _____ Date _____

Relative Pronouns

Some dependent clauses begin with a relative pronoun, such as *who*, *whom*, *whose*, *that*, or *which*. These clauses act as adjectives and answer the questions *Which one?* or *What kind?* about a noun or pronoun.

Dependent Clause: California is the state that produces the most fruit crops. [tells which state]

Dependent Clause: This farm, which grows strawberries, is the largest in the state. [tells what kind of farm]



1–5. Circle the relative pronoun in each sentence. Underline the dependent clause. Write the noun or pronoun this clause describes on the line at the right.

1. There was a terrible drought that caused the Chavez family to lose their ranch. _____
2. They moved to California, which offered jobs for migrant farm workers. _____
3. A worker whose job is so harsh may complain. _____
4. Migrant children, who move often, have difficulty keeping up in school. _____
5. The strike, which the grape company opposed, was finally a success. _____

Name _____ Date _____

Relative Adverbs in Clauses

Harvesting Hope: The Story of Cesar Chavez
Grammar: Relative Pronouns and Adverbs

Relative adverbs begin dependent clauses that tell *where, when* or *why*.

Dependent Clause

I can tell you why migrant workers loved Cesar Chavez.

California is the place where La Causa was born.

Do you know when Chavez was born?

Thinking Question

Which word introduces a dependent clause that tells about a place, a time, or a reason?

1–6. Underline the dependent clause in each sentence. Circle the relative adverb that begins the clause.

1. That Arizona ranch is where Chavez lived as a young boy.
2. The family had to move away when a drought ruined the crops.
3. Their sad mother told them why they had to leave their home.
4. The family had to live in a dirty shed when they arrived in California.
5. I wonder why the landowner treated workers so poorly.
6. An old theater in Fresno is where the first National Farm Workers meeting took place.

Name _____ Date _____

Harvesting Hope

Comprehension

Comprehension

Answer Numbers 1 through 10. Base your answers on the article "Harvesting Hope."

- 1 Why did Cesar's family have to move to California?
 - (A) His mother was sick.
 - (B) Cesar needed to protect migrant workers there.
 - (C) The family lost their ranch because a drought destroyed their crops.
 - (D) The parents wanted Cesar and his brother Richard to have an education.

- 2 What generalization can you make about people in Arizona in the 1930s?
 - (F) Few people farmed the land.
 - (G) Most farmers were successful.
 - (H) The drought affected many farmers.
 - (I) There were no migrant workers there.

- 3 What does the idiom *it was turned upside down* mean in the sentence below?

Yet Cesar had never forgotten his old life in Arizona and the jolt he'd felt when it was turned upside down.

 - (A) his house was destroyed
 - (B) his belongings were scattered
 - (C) his life completely changed for the worse
 - (D) his life began to become more meaningful

- 4 Why were the California landowners able to mistreat their migrant workers?
 - (F) The migrants were desperate for work, so they took jobs without contracts.
 - (G) The landowners all worked together to establish the same living conditions.
 - (H) The migrants didn't care about making money as long as their families were together.
 - (I) The landowners paid the migrant workers extra money to keep quiet about the conditions on the farms.

- 5 Why did Cesar consider his eighth-grade graduation a *miracle*?
 - (A) He knew he wasn't very smart.
 - (B) He knew he didn't like to learn.
 - (C) His parents didn't allow him to attend school often.
 - (D) The many schools he attended were hostile and full of conflict.

- 6 What is the FIRST step Cesar took to try to solve the problems of migrant workers?
 - (F) He asked outsiders for money.
 - (G) He called a strike at the biggest farm in the state.
 - (H) He organized meetings of workers throughout the state.
 - (I) He led a march of workers to the state capitol in Sacramento.

Name _____ Date _____

- 7 What does the idiom *battle such odds* in the sentence below mean?

Who could battle such odds?

- (A) Who could fight with such strange opponents against them?
- (B) Who could fight when there was so little chance of success?
- (C) Who could fight with only odds and ends of information for guidance?
- (D) Who could fight when they had little energy to spare after working all day?

- 8 What step did Cesar take when the vineyard owners cut the pay of the workers in the San Joaquin Valley in 1965?

- (F) He organized a strike and a march to the state capitol.
- (G) He ordered the workers to arm themselves with weapons.
- (H) He ordered the workers to set all the vines in the field on fire.
- (I) He wrote letters to government leaders and to local TV stations.

- 9 Why didn't the people of California support the migrant workers until after they heard about Cesar's activities?

- (A) Most didn't care until their own food supply was threatened.
- (B) Most weren't aware of the workers' problems until they received publicity.
- (C) Most were afraid of the wealthy landowners until the migrant workers spoke up.
- (D) Most didn't think migrant workers deserved higher pay for their unskilled work.

- 10 What generalization could the reader make based on the life of Cesar Chavez?

- (F) Most leaders are motivated by a desire for fame and personal success.
- (G) Sometimes the people who work the hardest never gain any recognition.
- (H) Sometimes one person's leadership can improve the lives of millions of people.
- (I) Good leaders are usually born with outgoing personalities and a desire to improve the world.

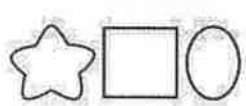
Mark Student Reading Level:

___ Independent ___ Instructional ___ Listening

Conclusions and Generalizations, Problem and Solution, Idioms, Anchor Text

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 1</p> $13\frac{5}{8} + \frac{7}{8} =$	<p>List the factors of 34.</p> <p>Is this number prime or composite?</p>	<p>Decompose $\frac{3}{8}$ in two ways.</p> <p>A. $\frac{1}{8} + \frac{\square}{8} + \frac{\square}{8} = \frac{3}{8}$</p> <p>B. $\frac{2}{8} + \frac{\square}{8} = \frac{3}{8}$</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 2</p> <p>Forrest orders 5 boxes of toothbrushes. If he has 135 toothbrushes altogether, how many are in each box?</p>
<p>Determine the 13th shape in the pattern.</p> 	<p>If $\frac{6}{10} + \frac{5}{100} = \frac{65}{100}$,</p> <p>then $\frac{5}{10} + \frac{2}{100} = \frac{\square}{100}$.</p>	<p>$10 \div 1 =$</p>	<p>If the fraction $\frac{55}{100}$ equals 0.55, then $\frac{64}{100}$ equals _____.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 3</p> $\frac{1}{4} + \frac{1}{4} =$	<p>Ellen has 150 CDs. She wants to store an equal number of CDs in 2 containers. How many CDs should Ellen put in each container?</p>	<p>Write <, >, or = to make the statement true.</p> $\frac{1}{5} \bigcirc \frac{2}{10}$	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 4</p> <p>Write the equation.</p> <p>Gregory is 2 years old. His aunt is 12 times his age. How old is Gregory's aunt?</p>
<p>Write the number word as a number.</p> <p>eighty-nine thousand nine hundred eighty</p>	<p>If $\frac{4}{10} = \frac{40}{100}$,</p> <p>then $\frac{7}{10} = \frac{\square}{100}$.</p>	<p>Round 15,454 to the nearest thousand.</p>	<p>The recipe for Ryan's birthday cake calls for $\frac{3}{4}$ of a cup of flour and $\frac{2}{4}$ of a cup of sugar. How many total cups of flour and sugar does the recipe call for?</p>

Name _____

<p>1. Miguel orders 595 candy bars. They come in 7 boxes. How many candy bars are in each box? How many candy bars will he have left if he gives 3 boxes to his friend?</p>	<p>2. List the factors of 16.</p> <p>Is this number prime or composite?</p>
<p>3. If $\frac{3}{10} + \frac{6}{100} = \frac{36}{100}$, then $\frac{8}{10} + \frac{3}{100} = \frac{\square}{100}$.</p>	<p>4. If the fraction $\frac{71}{100}$ equals 0.71, then $\frac{49}{100}$ equals _____.</p>
<p>5. Write <, >, or = to make the statement true.</p> <p style="text-align: center;">$\frac{3}{12} \bigcirc \frac{1}{3}$</p>	<p>6. $\frac{1}{12} + \frac{4}{12} =$</p>
<p>7. Decompose $\frac{7}{8}$ in two ways.</p> <p>A. $\frac{3}{8} + \frac{\square}{8} = \frac{7}{8}$</p> <p>B. $\frac{2}{8} + \frac{\square}{8} = \frac{7}{8}$</p>	<p>8. $1\frac{3}{4} + 2\frac{3}{4} =$</p>
<p>9. Ryan adds $\frac{5}{8}$ of a cup of applesauce to his cake recipe. He then measures and adds $\frac{1}{8}$ of a cup more of applesauce. How much applesauce has Ryan added to his cake altogether?</p>	<p>10. If $\frac{5}{10} = \frac{50}{100}$, then $\frac{6}{10} = \frac{\square}{100}$.</p>



See how many you can do. Then do the rest!

$7\overline{)63}$ $4\overline{)4}$ $3\overline{)6}$ $4\overline{)24}$ $4\overline{)20}$ $2\overline{)10}$ $3\overline{)9}$ $6\overline{)42}$ $8\overline{)56}$ $5\overline{)45}$

$3\overline{)21}$ $1\overline{)4}$ $9\overline{)72}$ $4\overline{)8}$ $6\overline{)12}$ $8\overline{)40}$ $6\overline{)30}$ $2\overline{)18}$ $3\overline{)15}$ $7\overline{)49}$

$8\overline{)48}$ $9\overline{)81}$ $6\overline{)18}$ $3\overline{)24}$ $4\overline{)32}$ $1\overline{)7}$ $2\overline{)6}$ $9\overline{)27}$ $7\overline{)14}$ $4\overline{)12}$

$2\overline{)16}$ $3\overline{)18}$ $7\overline{)21}$ $6\overline{)54}$ $6\overline{)6}$ $6\overline{)36}$ $9\overline{)63}$ $4\overline{)28}$ $8\overline{)72}$ $5\overline{)20}$

$8\overline{)32}$ $5\overline{)35}$ $6\overline{)36}$ $7\overline{)42}$ $6\overline{)48}$ $8\overline{)64}$ $7\overline{)56}$ $8\overline{)16}$ $2\overline{)4}$ $3\overline{)12}$

$9\overline{)36}$ $5\overline{)10}$ $7\overline{)35}$ $9\overline{)45}$ $2\overline{)8}$ $4\overline{)16}$ $2\overline{)14}$ $3\overline{)27}$ $6\overline{)54}$ $7\overline{)28}$

$5\overline{)30}$ $2\overline{)12}$ $3\overline{)21}$ $5\overline{)15}$ $4\overline{)36}$ $8\overline{)24}$ $6\overline{)24}$ $9\overline{)18}$ $7\overline{)7}$ $1\overline{)3}$

$5\overline{)25}$ $5\overline{)40}$ $8\overline{)8}$ $5\overline{)10}$ $1\overline{)2}$ $2\overline{)4}$ $5\overline{)10}$ $7\overline{)35}$ $9\overline{)63}$ $4\overline{)16}$

$5\overline{)20}$ $3\overline{)6}$ $2\overline{)10}$ $8\overline{)16}$ $9\overline{)18}$ $3\overline{)9}$ $7\overline{)42}$ $4\overline{)12}$ $9\overline{)27}$ $7\overline{)56}$

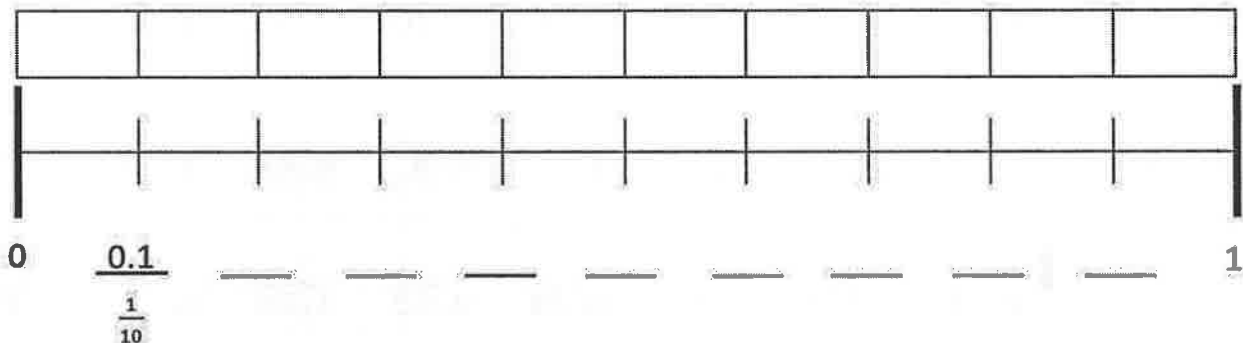
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Answer as many problems as you can in 2 minutes.

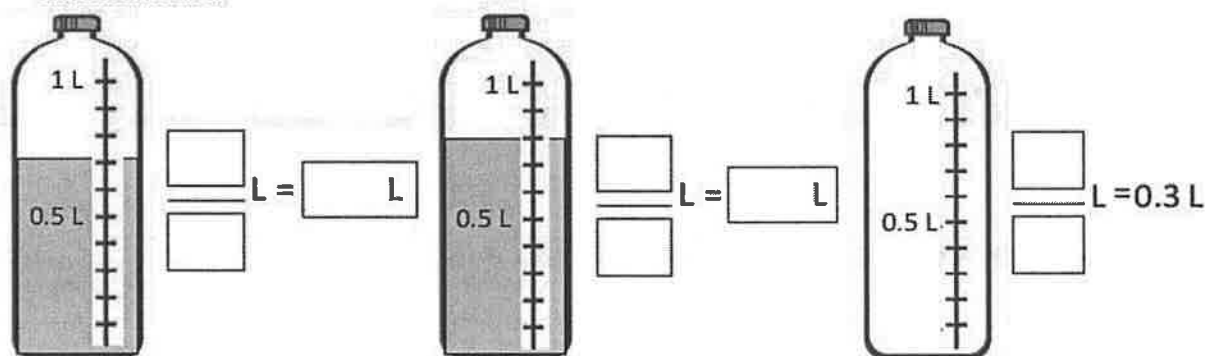
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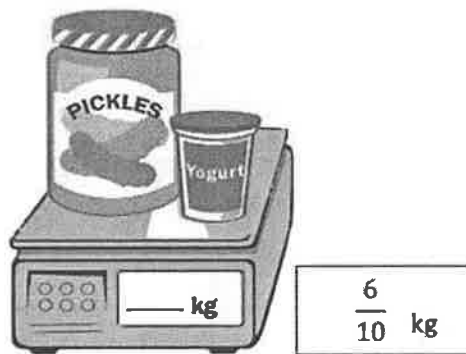
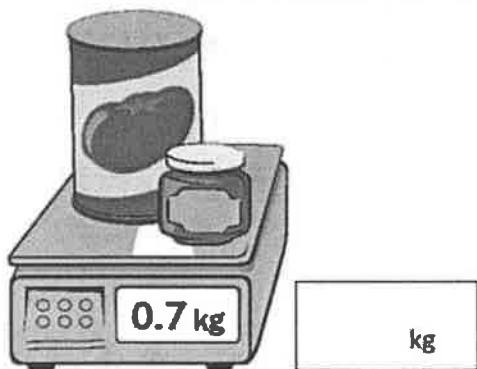
Shade the first 4 units of the tape diagram. Count by tenths to label the number line using a fraction and a decimal for each point. Circle the decimal that represents the shaded part.



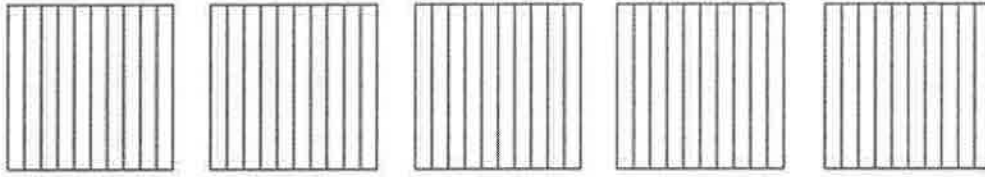
2: Write the total amount of water in fraction form and decimal form. Shade the last bottle to show the correct amount.



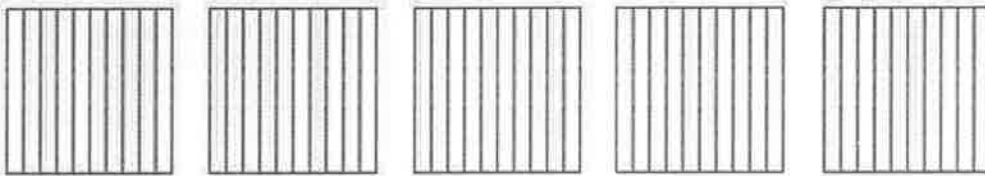
3. Write the total weight of the food on each scale in fraction form or decimal form.



b. 3 ones and 8 tenths = _____



c. $4\frac{1}{10}$ = _____

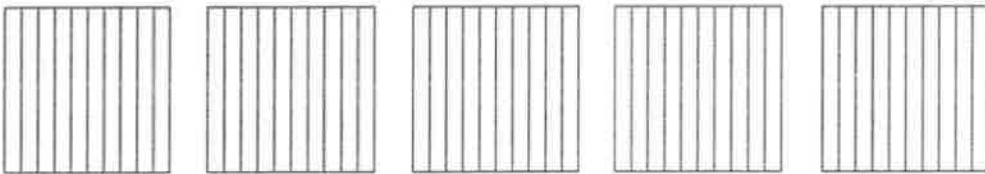


d. $1\frac{4}{10}$ = _____



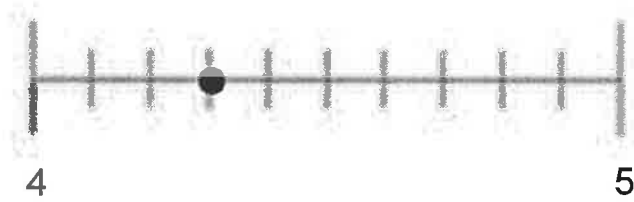
How much more is needed to get to 5? _____

e. $\frac{33}{10}$ = _____



How much more is needed to get to 5? _____

$4.3 = 4 \frac{3}{10} = (4 \times 1) + (3 \times \frac{1}{10}) = \frac{7}{10}$ or 0.7 to get to the next whole, which is 5.



3. Complete the chart.

Point	Number Line	Decimal Form	Mixed Number (ones and fraction form)	Expanded Form (fraction or decimal form)	How much to get to the next one?
a.		4.6	$4 \frac{6}{10}$	$(4 \times 1) + (6 \times \frac{1}{10})$	0.4
b.					0.5
c.				$(6 \times 10) + (3 \times 1) + (6 \times \frac{1}{10})$	
d.			$71 \frac{3}{10}$		
e.				$(9 \times 10) + (9 \times 0.1)$	



Physical Education

ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

Day	Warm-up	Fitness Activity	Cool Down	Total
<i>Example Day</i>	<i>Warm-up 5 Minutes</i>	<i>Family Hike 25 Minutes</i>	<i>Cool Down 5 Minutes</i>	<i>35 Minutes</i>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Warm-up Routine

1. Grapevine around the house once or down the hall 5 times.
2. 10 jumping jacks.
3. Bear Crawl & count to 10.
4. Crab Walk & count to 10.

Cool Down Routine

1. Sit with your legs straight out in front and reach for your toes, go slow and keep your legs straight.
2. Big, slow arm circles forward 5 times and backwards 5 times.
3. Pick 2-3 Yoga poses and count to 10.

Fitness Activity Choices

Family Walk
 Jog Around The House
 Badminton
 Family Hike
 HIIT Workout (YouTube)
 Cosmic Kids Yoga (YouTube)
 Jump Rope
 Cup Stacking
 Bike Ride/ Scooter Ride
 Beach Body for Kids(online)

Tag Game
 Basketball Game
 Frisbee
 Yard Work
 Walk The Dog
 Soccer
 Zumba Kids (online)
 Build an Obstacle Course
 Outdoor Scavenger Hunt
 Playworks at Home(online)

Dance Party
 Croquet
 Play Catch
 Stack Wood
 Go Noodle (online)
 Wiffle Ball
 Jogging
 Build a Fort
 Juggling

