

# FRSD Distance Learning: 1st Grade ~ May 26 - May 29



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 8:00-2:30 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 1st grade team: Joke of the week: What gets wet while it's drying? A towel! If you haven't exchanged or picked up the new reading textbook, contact your teacher for information. We miss you all so much and we are so proud of all of your hard work!! We're here when you need us!**

Mon. 5/25	Tues. 5/26	Wed. 5/27	Thurs. 5/28	Fri. 5/29
Assignments	Assignments	Assignments	Assignments	Assignments
<p>MEMORIAL DAY- No School</p>	<p><b>Math:</b> (NEW MODULE! <i>Identifying, composing, and partitioning shapes</i>) <b>Lesson 1:</b> Classify shapes based on the defining attributes. <b>Complete the lesson shapes worksheet and fluency worksheet.</b></p> <p>OPTIONAL - Watch Lesson 1 video: Go to Embarc.online---&gt; First grade (at the top of the screen)---&gt; Module 5 ---&gt; scroll down to "lesson 1" ---&gt; select "video"</p> <p><b>Reading:</b> Using the "spelling and activities" page, practice the spelling words your way.</p> <p>Read "The Kite" from Days with Frog and Toad,' starting on <b>page 82</b> of the student book.</p> <p><b>Writing:</b> Follow the drawing steps and add details from the story. <b>Write 3 or more sentences that tell about the story, using the sentence starter provided.</b></p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>	<p><b>Math: Lesson 2:</b> find and name two-dimensional shapes based on the sides and corners. <b>Complete the 2 shapes worksheets.</b></p> <p>OPTIONAL - Watch Lesson 2 video: Access using the instructions from Tuesday, and go to lesson 2</p> <p><b>Reading:</b> Complete two Wednesday spelling practice pages.</p> <p>Re-read "The Kite." Use the <i>Classroom Conversation</i>, on <b>page 104</b>, to guide discussion about the story (you do not need to record answers, but feel free to add to your writing journal!)</p> <p><b>Writing:</b> Write 3 or more sentences to <b>describe how Frog and Toad are alike and how they are different.</b> Use page 105 from the student book for reference.</p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>	<p><b>Math: Lesson 3:</b> Find and name three-dimensional shapes based on faces and points. <b>Complete the scavenger hunt worksheet and 3-D coloring worksheet.</b></p> <p>OPTIONAL - Watch Lesson 3 video: Access using the instructions from Tuesday, and go to lesson 3</p> <p><b>Reading:</b> Complete Thursday spelling and sight word pages of packet.</p> <p>Re-read "The Kite" (building fluency!) <b>OR</b> read "Measuring Weather" on <b>page 106</b> of the student book</p> <p><b>Writing:</b> Imagine you are going to make your own kite like Frog and Toad. <b>Write 3 or more sentences to tell details about your kite.</b> You might describe what it would look like or how you would make it.</p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>	<p><b>Math:</b> Review and skills practice. <b>Complete two pages.</b></p> <p><b>Reading:</b> Phonics reading with comprehension practice. Read "A Bad Night" and answer questions.</p> <p><b>Writing:</b> Friday Free Write! <b>Write 3 or more sentences of your choice</b> with capitals, proper spacing, and end punctuation. Use Friday's journal page.</p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>

**EXTRAS FOR THE WEEK (not required):**

- Science lessons and videos at [MysteryScience.com/school-closure-planning](https://www.mysteryscience.com/school-closure-planning)
- Daily exploration of fun topics at [Scholastic.com/learnathome](https://www.scholastic.com/learnathome).
- (NEW!) IXL: Work on sections V (2-dimensional shapes); W (3-dimensional shapes, and X (fractions) You can also practice Language Arts, such as blending and segmenting words (section D) and sight words (section S)
- READ, READ, READ! Play and have fun!



# MATH NEWS



LAFAYETTE  
PARISH SCHOOL SYSTEM  
February 2014

Grade 1, Module 5, Topic A

## 1<sup>st</sup> Grade Math

Module 5: Identifying, Composing, and Partitioning Shapes

### Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 5 of Eureka Math (Engage New York) covers Identifying, Composing, and Partitioning Shapes. This newsletter will discuss Module 5, Topic A.

Topic A. Attributes of Shapes

### Words to know

- 2-dimensional
- 3-dimensional
- Trapezoid
- Square
- Hexagon
- Rhombus
- Triangle
- Sphere
- Cube
- Cylinder
- Cone
- Rectangular Prism
- Attributes
- Closed Shape
- Open Shape
- Corner
- Straight Side
- Face

All shapes are named based on their **attributes** or characteristics.

Closed Shape



Open Shape

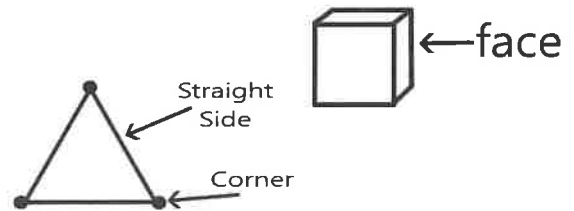


## OBJECTIVE OF TOPIC A

- 1 Classify shapes based on defining attributes using examples, variants, and non-examples.
- 2 Find and name two-dimensional shapes including trapezoid, rhombus, and a square as a special rectangle, based on defining attributes of sides and corners.
- 3 Find and name three-dimensional shapes including cone and rectangular prism, based on defining attributes of faces and points.

## Focus Area– Topic A

Attributes of Shapes



2-dimensional shapes		
Trapezoid	4 straight sides and 4 corners. Sides are not the same length.	
Square	Is a type of rectangle and a type of rhombus.	
Hexagon	6 sides and 6 corners.	
Rhombus	4 straight sides of equal length and 4 corners.	
Triangle	3 straight sides and 3 corners.	
3-dimensional shapes		
Cube	3-dimensional shape with 6 square faces.	
Sphere	3-dimensional shape with no flat faces.	
Cylinder	3-dimensional shape with 2 circles or oval faces that are the same size.	
Cone	3-dimensional shape with only one circle or oval face and one point.	
Rectangular Prism	3-dimensional shape with 6 rectangle faces.	

name: \_\_\_\_\_ Teacher: \_\_\_\_\_

This Week at a glance 5.26 - 5.29 1st gr.

# Reading/Language Arts

LESSON 28

## MAIN SELECTION



## ESSENTIAL QUESTION

How can  
weather change  
your day?

## COMPREHENSION

**TARGET SKILL:**  
Story Structure

**TARGET STRATEGY:**  
Infer/Predict

## PHONICS

Long i with igh, y, ie  
Base Words/Inflections  
-ed, -ing, -er, -est, -es

## GRAMMAR

Kinds of  
Adjectives

## FLUENCY

Phrasing:  
Natural Pauses

## SPELLING LIST

my  
try  
sky  
fly  
by  
dry  
pie  
cried  
night  
light  
myself  
brighter

## HIGH FREQUENCY WORDS

across  
ball  
cried  
head  
heard  
large  
second  
should

## WRITING

Opinion Writing:  
Opinion Sentences  
Focus Trait: Elaboration

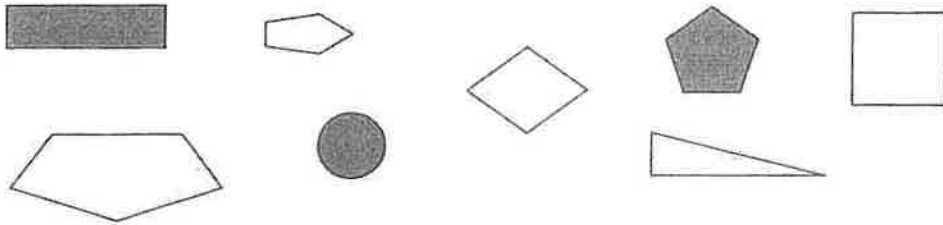
## ORAL VOCABULARY

assures  
audience  
chorus  
determined  
enthusiasm  
stomped

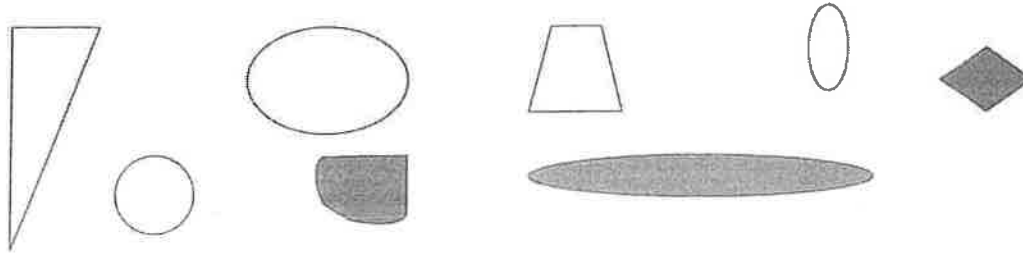
Name \_\_\_\_\_

Date \_\_\_\_\_

1. Circle the shapes that have 5 straight sides.



2. Circle the shapes that have no straight sides.



3. Circle the shapes where every corner is a square corner



4. a. Draw a shape that has 3 straight sides.


b. Draw another shape with 3 straight sides that is different from 4(a) and from the ones above.

Tuesday

NYS COMMON CORE MATHEMATICS CURRICULUM Core Fluency Sprint: Totals of 8, 9, & 10 **105**

Do as many as you can in 5 minutes!

B

Number Correct: 

Name \_\_\_\_\_

Date \_\_\_\_\_

\*Write the unknown number. Pay attention to the symbols.

1.	$9 + 1 =$	16.	$3 + 5 =$
2.	* $1 + \underline{\quad} = 10.$	17.	$8 = 5 +$
3.	$10 - 1 =$	18.	$8 - 3 =$
4.	$10 - 9 =$	19.	$2 + 6 =$
5.	$+ 9 = 10$	20.	$8 = 6 +$
6.	$1 + 7 =$	21.	$8 - 6 =$
7.	$7 + \underline{\quad} = 8$	22.	$2 + 7 =$
8.	$8 - 1 =$	23.	$9 = \underline{\quad} + 2$
9.	$8 - 7 =$	24.	$9 - 7 =$
10.	$+ 1 = 8$	25.	$4 + 5 =$
11.	$2 + 8 =$	26.	$9 = 5 +$
12.	$2 + \underline{\quad} = 10$	27.	$9 - 5 =$
13.	$10 - 2 =$	28.	$5 = 9 -$
14.	$10 - 8 =$	29.	$9 - 6 = \underline{\quad} - 5$
15.	$+ 8 = 10$	30.	$- 6 = 9 - 7$

\* Try counting on or drawing a picture if you need help to find the missing addend

EUREKA MATH™

Lesson 1

Classify groups based on defining attributes (shape, size, color) and non-defining attributes.

engage<sup>ny</sup>

26

## Spelling Words

words with igh, y, ie

1. my

2. try

3. sky

4. fly

5. by

6. dry

7. pie

8. cried

9. night

10. light

## Journeys Common Core 1st grade Spelling and Vocabulary Activities

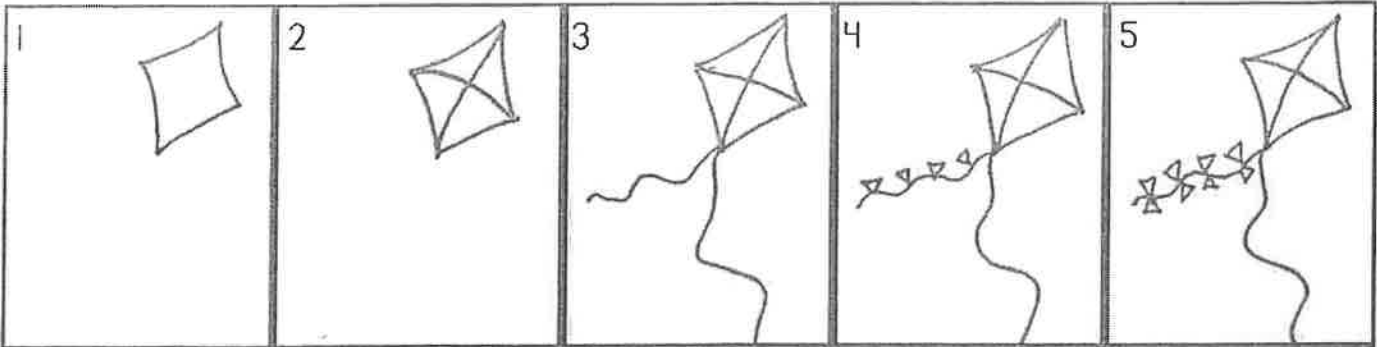
### Lesson 28 – The Kite Spelling Activities

(Choose three in a row like 'tic-tac-toe')

<p>Criss Cross Words</p> <p>c b a l b</p>	<p>Have someone at home give you a practice test. Write the words you miss three times and have an adult sign it.</p>	<p>From a newspaper or magazine, cut out the letters for your words and glue them to a piece of paper.</p>
<p>Type your words on the computer. Change the color row for each word and print out.</p>	<p>Write your words in bubble letters then color in the letters</p>	<p>Make "Rainbow Words" by writing your words in pencil then tracing over with two different colors.</p>
<p>Get to words and create a word circle using your words</p>	<p>Write each spelling word and circle the spelling pattern</p>	<p>Across and down b a t a t</p>

Name: \_\_\_\_\_

The Kite, by Arnold Lobel



Draw to show Frog and Toad flying their kite! Add details to show their challenges.

Frog and Toad made their  
kite fly by

3 or more sentences that go with the story. ☺

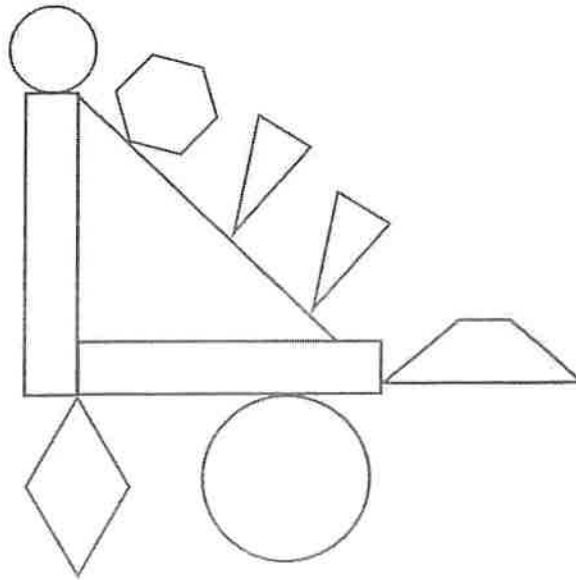


Name \_\_\_\_\_

Date \_\_\_\_\_

1. Color the shapes using the key. Write the number of shapes you colored on each line.

Key	
RED 3 straight sides:	_____
BLUE 4 straight sides:	_____
GREEN 6 straight sides:	_____
YELLOW 0 straight sides:	_____



2.

- a. A **triangle** has \_\_\_\_\_ straight sides and \_\_\_\_\_ corners.  
 b. I colored \_\_\_\_\_ triangles.

3.

- a. A **hexagon** has \_\_\_\_\_ straight sides and \_\_\_\_\_ corners.  
 b. I colored \_\_\_\_\_ hexagon.

4.

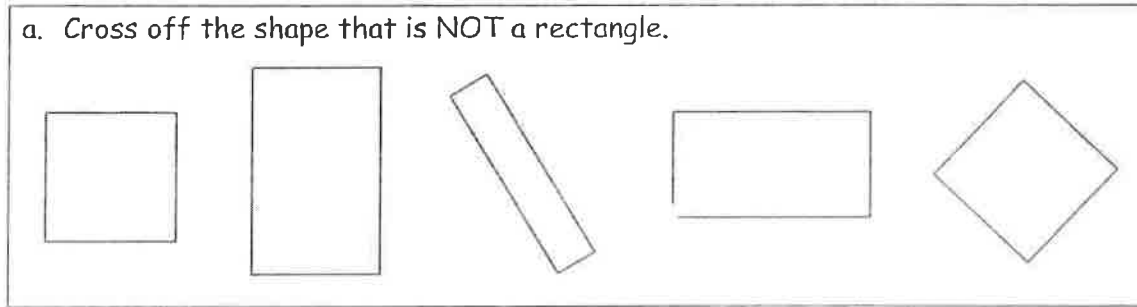
- a. A **circle** has \_\_\_\_\_ straight sides and \_\_\_\_\_ corners.  
 b. I colored \_\_\_\_\_ circles.

5.

- a. A rhombus has \_\_\_ straight sides that are equal in length and \_\_\_ corners.
- b. I colored \_\_\_ rhombus.

6. A rectangle is a closed shape with 4 straight sides and 4 square corners.

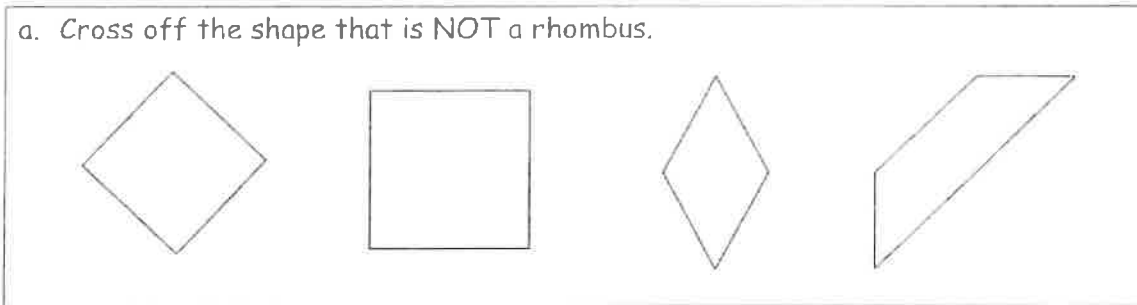
a. Cross off the shape that is NOT a rectangle.



b. Explain your thinking: \_\_\_\_\_  
\_\_\_\_\_

7. A rhombus is a closed shape with 4 straight sides of the same length.

a. Cross off the shape that is NOT a rhombus.



b. Explain your thinking: \_\_\_\_\_  
\_\_\_\_\_

# Wednesday

Name \_\_\_\_\_

Word Work Homework

Spelling:

Word Bank

my try sky brighter night light  
fly by dry pie cried myself

High Frequency Words:

heard second large should  
across cried head ball

Write the spelling words three times each

2  
3  
4  
5  
6  
7  
8  
9  
0  
1  
2

Sort the spelling words

Words with "igh":

Words with "ie":

Words with "y":

Put the High Frequency words in ABC order

ABCDEFGHIJKLMN OPQRSTU VWXYZ

1. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_

3. \_\_\_\_\_ 7. \_\_\_\_\_

4. \_\_\_\_\_ 8. \_\_\_\_\_

Lesson 28, "The Kite" from Days With Frog and Toad

# Wednesday

Dictation Sentences - Write each sentence two times

1. My light was brighter at night.
2. The fly was on the pie.

Do your sentences have:

- Finger spaces between words
- Capital at the beginning
- Punctuation
- Words spelled correctly

2.

Wednesday

Name

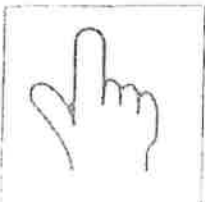
Date

Describe how Frog and Toad are alike and different.

Large empty rectangular box for writing the description.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom).

The



I sat on the mat.

c-a-t



3 or more sentences



Upper/lower case

finger space

sight words correct

sound out

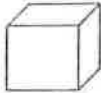
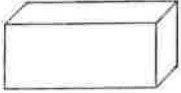



punctuation

**Kitchen cupboards and toyboxes are great places to start your search!**

Name \_\_\_\_\_

Date \_\_\_\_\_

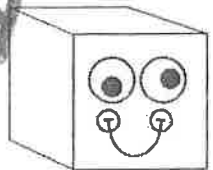
- Go on a scavenger hunt for 3-dimensional shapes. Look for objects at home that would fit in the chart below. Try to find at least four objects for each shape.

Cube 	Rectangular Prism 	Cylinder 	Sphere 	Cone 


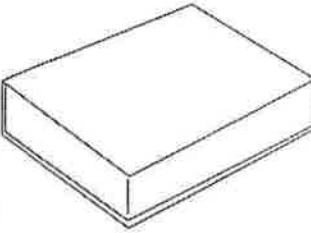
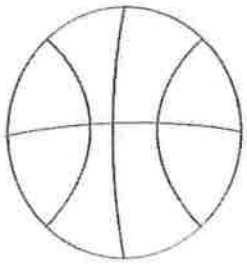


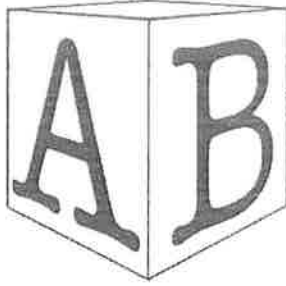
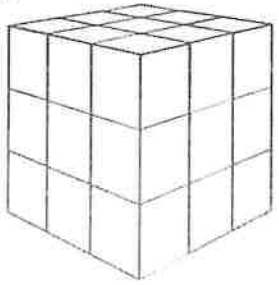
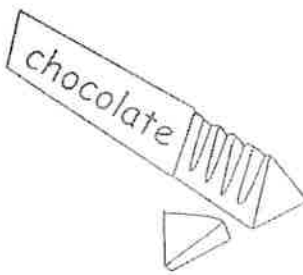
Name: \_\_\_\_\_

Thursday

# COLOR the 3D Shape



Directions: Color in the name for each shape.

1. 	sphere	2. 	rectangular prism
	cylinder		pyramid
	rectangular prism		cone
3. 	cube	4. 	sphere
	cylinder		cone
	sphere		cylinder
5. 	rectangular prism	6. 	cone
	cone		cylinder
	cube		cube
7. 	sphere	8. 	triangular prism
	cylinder		sphere
	cube		cube

Name \_\_\_\_\_

Thursday


The Kite

Phonics: Long *i* Spelling  
Patterns *igh*, *y*, *ie*

# Long *i* Spelling

## Patterns *igh*, *y*, *ie*

use the lines  
to show  
careful  
writing! 😊

 Circle the word that fits the sentence.  
Write the word in the space.

1. The bird is \_\_\_\_\_ in the air.

high

hit



2. The sun is up in the \_\_\_\_\_.

ski

sky



3. I go to sleep at \_\_\_\_\_.

nit

night



4. In my dreams I \_\_\_\_\_ far away.

flie

fly



5. I need a \_\_\_\_\_ to read a book.

link

light





Name \_\_\_\_\_

# Words to Know



Write a word from the box to complete each sentence. Read each sentence aloud.

**Words to Know**

head    cried    second    should    heard    large    ball

1. Ken is first in line, and I am \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. She can throw a \_\_\_\_\_ very far.  
\_\_\_\_\_  
\_\_\_\_\_

3. I put a hat on my \_\_\_\_\_ to keep warm.  
\_\_\_\_\_  
\_\_\_\_\_

4. They \_\_\_\_\_ buy a nice gift for their mother.  
\_\_\_\_\_  
\_\_\_\_\_

5. We \_\_\_\_\_ that the party was fun.  
\_\_\_\_\_  
\_\_\_\_\_

6. The baby \_\_\_\_\_ because he was hungry.  
\_\_\_\_\_  
\_\_\_\_\_

7. He has a \_\_\_\_\_ hat.

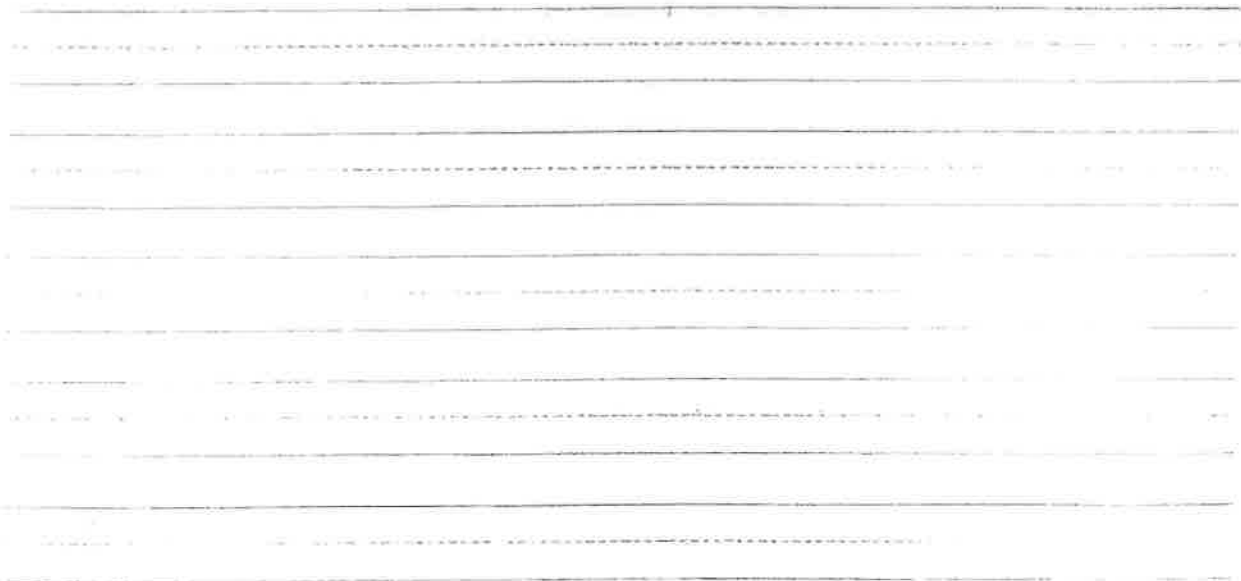
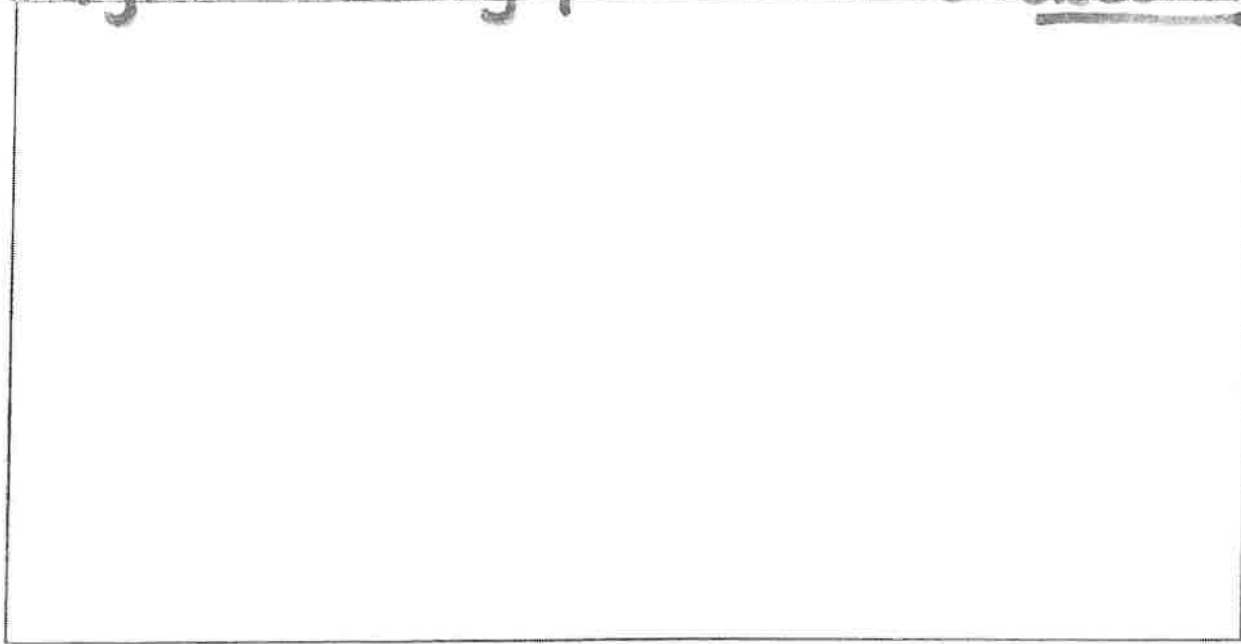


Thursday

Name

Date

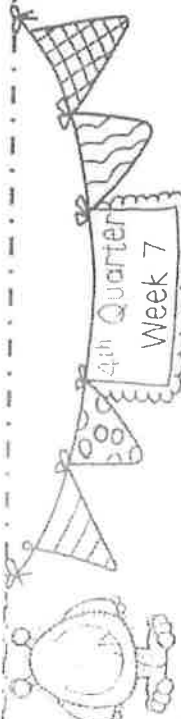
Imagine making your own kite - describe it!



The		I sat on the mat.	c-a-t	.
-----	---	----------------------	-------	---

3 or more sentences! 😊

Upper/lower case      finger space      sight words correct      sound out      punctuation



Name \_\_\_\_\_

Monday Complete the chart.

Number	Word	Expanded Form	Tens and Ones	Tally Marks
46	forty-six	$40 + 6$	4 tens 6 ones	
	fifty-one		___ tens ___ ones	
		$10 + 7$	___ tens ___ ones	
			___ tens ___ ones	
	thirty-two		___ tens ___ ones	

Use the numbers on each house to create a fact family

House 1: Roof numbers 2, 3, 5. Inside:  $3 + 2 = 5$ ,  $2 + 3 = 5$ ,  $5 - 3 = 2$ ,  $5 - 2 = 3$ .

House 2: Roof numbers 5, 9, 4. Inside:  $5 + 9 = 4$ ,  $9 + 5 = 4$ ,  $4 - 5 = 9$ ,  $4 - 9 = 5$ .

House 3: Roof numbers 1, 4, 3. Inside:  $1 + 4 = 3$ ,  $4 + 1 = 3$ ,  $3 - 1 = 4$ ,  $3 - 4 = 1$ .

House 4: Roof numbers 10, 3, 7. Inside:  $10 + 3 = 7$ ,  $3 + 10 = 7$ ,  $7 - 10 = 3$ ,  $7 - 3 = 10$ .

Friday

1.6

Wednesday



Jeff built a toy train using 3 triangles, 2 circles, and 6 squares. Circle the graph that shows the shapes that Jeff used.

Jeff's Shapes							
triangles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
squares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7

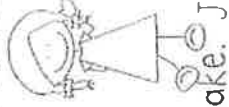
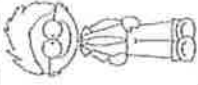
Jeff's Shapes							
triangles	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
squares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1	2	3	4	5	6	7

Kelly loves to buy shoes. She went to the mall and bought 7 sneakers, 2 sandals, and 1 pair of boots.

Circle the graph that shows the shoes that Kelly bought.

Kelly's Shoes							
sneakers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
sandals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
boots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7

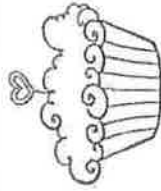
Kelly's Shoes							
sneakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sandals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
boots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6	7



1.6

Thursday

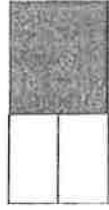
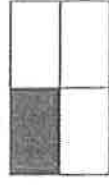
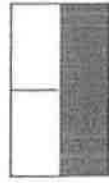
Josh and Isa are sharing a cupcake. Josh ate one half of the cupcake. Color  $\frac{1}{2}$  of the cupcake to show how much Josh ate.



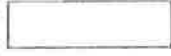
Saul is having a birthday party. He needs to share his cake with 3 friends. Saul ate one fourth of the cake. Color  $\frac{1}{4}$  of the cake to show how much Saul ate.



Mike ate  $\frac{1}{4}$  of his sandwich. Circle Mike's sandwich.



Gus was drinking a cup of coffee. He drank  $\frac{1}{2}$  of his coffee. Circle Gus's coffee cup.



Friday

Friday

I can Read it 3 times!

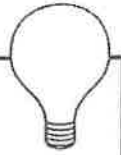


-igh

Name: \_\_\_\_\_

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## A Bad Night

Dwight woke with a sigh. He did not sleep well last night. The light was too bright. His socks were too tight. The sink had a slight drip.

"This is not right," says Dwight. "I might fix that sink and that light. Then I can sleep tonight."

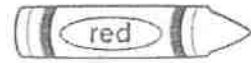
Dwight gets under the sink. He makes the pipe tight.

Dwight reaches up high. He fixes the light.

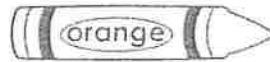
Dwight takes off his tight socks.

"Now all is right. I can sleep tonight," says Dwight.

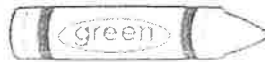
1. Name one reason that Dwight didn't sleep well.



2. What does Dwight do to fix the sink?



3. Why does Dwight take off his socks?



Name

Date

Friday

Write about anything you want!

[Large empty rectangular box for writing]

[Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom)]

The		I sat on the mat.	c-a-t	.
-----	---	----------------------	-------	---

Yep, you guessed it... 3 or more Sentences!

Upper/lower case

finger space

sight words correct

sound

end of sentence





# 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. Hop on one foot around the house once or down the hall 4 times. (switch legs as needed)
2. Crab Walk down the hall 3 times or around the house.
3. Frog Hop around the house or 4 times down the hall.

### Cool Down Routine

1. Sit, knees bent, feet together, butterfly stretch. Slowly push your knees down with your elbows.
2. Cross your legs, keep them straight, slowly reach for your toes and hold for 10 seconds. (switch and repeat)
3. Arm straight, reach in front, use the other arm to slowly pull in across your chest, count to 10. (both arms).

### Fitness Activity Choices

- |   |                           |                    |
|---|---------------------------|--------------------|
| Family Walk   | Tag Game                  | Dance Party        |
| Jog Around The House  | Basketball Game           | Croquet            |
| Badminton   | Frisbee                   | Play Catch         |
| Family Hike   | Yard Work                 | Stack Wood         |
| HIIT Workout (YouTube)  | Walk The Dog              | Go Noodle (online) |
| Cosmic Kids Yoga (YouTube)  | Soccer                    | Wiffle Ball        |
| Jump Rope   | Zumba Kids (online)       | Jogging            |
| Cup Stacking  | Build an Obstacle Course  | Build a Fort       |
| Bike Ride/ Scooter Ride   | Outdoor Scavenger Hunt    | Juggling           |
| Beach Body for Kids(online)   | Playworks at Home(online) | Bean Bag Toss Game |
| Fit Boost Activity (online)   | Four Square               | Wall Ball          |
| Hopscotch   |                           |                    |
| Chalk Obstacle Course on the sidewalk   |                           |                    |
| Make a target, throw at it overhand and underhand ( move farther back and repeat) |                           |                    |