Take Home Activities

Social-Emotional Learning
Classroom Counseling
Mindful P.E.

Be Mindful
Today!
Gr. 1
<table>
<thead>
<tr>
<th>Mood Shift Challenge Bingo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO SOME YOGA</strong></td>
</tr>
<tr>
<td><strong>Drink a Glass of Water</strong></td>
</tr>
<tr>
<td><strong>LISTEN TO MUSIC</strong></td>
</tr>
<tr>
<td><strong>Make Art or Draw something</strong></td>
</tr>
<tr>
<td><strong>Learn something New</strong></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

60 minutes of Physical Activity
GROWTH MINDSET YOGA

I am hard working.
WARrior I POSE

I am creative.
DANCER’S POSE

I am focused.
CHAIR POSE

I am open-minded.
LUNGE POSE

I am curious.
DOWNWARD-FACING DOG POSE
Grade 1, Unit 3
Lesson 15: Self-Talk for Calming Down

What Is My Child Learning?
Your child is learning that some feelings are strong and need to be managed. You can manage strong feelings by saying “Stop,” naming the feeling, then using belly breathing and positive self-talk to calm down.

Why Is This Important?
When children have strong feelings, they have a harder time thinking clearly and paying attention. When children are calm, they are able to learn.

Ask your child: **When you are having a strong feeling, what should you do first?** Second Step answer: Put my hands on my tummy and say “Stop.”

**What should you do next?** Second Step answer: Name my feeling.

**Then what can you do to calm down?** Possible answers: Belly breathe or take belly breaths. Count. Use positive self-talk.

**Can you show me how to do belly breathing?** (Let your child lead you through belly breathing.)

**When you are feeling angry, what can you say to yourself that will help you calm down?** Possible answers: Relax, It will be okay.

Practice at Home
When you notice your child having strong feelings, remind your child to say “Stop,” then name his or her feeling. Then practice belly breathing with your child. Help your child think of positive self-talk to use to remain calm.

For example:
**I see you’re having a strong feeling. Remember to say “Stop.”** Wait for your child to say stop. **What are you feeling?** Help your child name the feeling, if needed. **Now let’s belly breathe together.** Practice belly breathing with your child. **What can you say to yourself that will help you keep calm?**

Activity
Help your child to think of a time when he or she has a strong feeling and what he or she needs to do to calm down. Fill in your child’s responses in the blanks below.

I get a strong feeling and need to calm down when:

---

Stop! I am feeling __________________________

Practice belly breathing.

Positive things I could say to myself:

---

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Second Step: Skills for Social and Academic Success
Grade 1, Unit 3
Lesson 16: Managing Worry

What Is My Child Learning?
Your child is learning how to manage worried feelings using different Ways to Calm Down, such as belly breathing, using self-talk, and counting. Your child is also learning that it helps to talk to a trusted grown-up.

How can you calm down when you are feeling worried? Possible answers: Take belly breaths. Self-talk. Talk to a grown-up. Count.

What can you say to yourself that will help you calm down when you feel worried? Possible answers: It will be okay. I will ask my teacher for help. I will ask my dad for help.

If you are feeling worried about something at school, who is a grown-up you can talk to? (Help your child identify a trusted adult at school.)

If you are feeling worried about something at home, who is a grown-up you can talk to? (Help your child identify the adult(s) he or she can talk to at home, if necessary.)

Practice at Home
When you notice your child is worrying, help him or her name the feeling, then practice one or more of the Ways to Calm Down learned in class. Then ask your child to talk to you about what is worrying him or her. For example:

I can tell by the way your eyebrows are scrunched together that you are worried. Let's take some belly breaths together. Stop and breathe together. Can you tell me what is worrying you?

Activity
Help your child think of a time that might cause worried feelings. Help him or her think of what to say to a trusted adult to ask for help in that situation. Fill in your child's responses in the blanks below.

I feel worried when:

What I could say to ask an adult for help:

Now have your child practice using these words to ask you for help.

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Second Step: Skills for Social and Academic Success
Grade 1, Unit 3
Lesson 18: Solving Problems, Part 2

What Is My Child Learning?
Your child is learning the Problem-Solving Steps, including how to say the problem and then think of solutions for that problem.

Ask your child: What should you do if you are having a strong feeling before you try to solve a problem? Second Step answer: Calm down.

What are some ways you can calm down? Possible answers: Belly breathe, Count, Tell myself to calm down.

What’s the S Problem-Solving Step? Second Step answer: S: Say the problem.

What’s the T Problem-Solving Step, and what does it mean? Second Step answer: T: Think of solutions. Come up with safe and respectful ideas to solve the problem.

What’s the E Problem-Solving Step, and what does it mean? Second Step answer: E: Explore consequences, Think about what could happen if you make a certain choice.

What’s the P Problem-Solving Step? Second Step answer: P: Pick the best solution.

Practice at Home
When problems come up during the day, such as lost toys or disputes with siblings, help your child say the problem. Then come up with ideas to solve the problem together. For example:

Your child is having trouble tying his or her shoes. You seem very upset. Let’s calm down and solve this problem together. Belly breathe with your child. What is the problem? Help your child choose words that state the problem. You are having trouble tying your shoes. Let’s think about what you can do to solve that. Help your child think of ideas, such as try again, ask for help, or find a different pair of shoes that don’t have laces. For each idea, ask: What could happen if you do that? Then try one of the solutions!

Activity
Help your child fill in the words for each of the Problem Solving Steps.

S: ____________________________

T: ____________________________

E: ____________________________

P: ____________________________

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Home Link

Second Step: Skills for Social and Academic Success

Page 65
Name: __________________________

Feelings Check-In

How am I feeling?

______________________________

______________________________

______________________________

______________________________

My Favorite New Activity

Inside:

______________________________

______________________________

Outside:

______________________________

______________________________

I Really Miss

1. __________________________

2. __________________________

3. __________________________

Things I’m looking forward to:

1. __________________________

2. __________________________

3. __________________________

Today I will do this because it brings me joy:
Elementary Music Paper and Pencil Packet
Schedule for Grades 1 and 2

Week of May 4:
  Dynamics-Picture This
  Dynamics-Imagine This

Week of May 11:
  Rhythm
  Rhythm-Color by Note

Week of May 18:
  Sound Score

Week of June 1:
  Bounce on the Beat

Week of June 8:
  Instrument Coloring
  Percussion Grids
The soft sounds in music contain a \( p \) for \textit{piano}, the Italian word for “soft.”

The \( p \) sounds are:

- \( pp \) \textit{pianissimo} \hspace{1cm} \text{very soft}
- \( p \) \textit{piano} \hspace{1cm} \text{soft}
- \( mp \) \textit{mezzo piano} \hspace{1cm} \text{medium soft}

The loud sounds in music contain an \( f \) for \textit{forte}, the Italian word for “loud.”

The \( f \) sounds are:

- \( mf \) \textit{mezzo forte} \hspace{1cm} \text{medium loud}
- \( f \) \textit{forte} \hspace{1cm} \text{loud}
- \( ff \) \textit{fortissimo} \hspace{1cm} \text{very loud}

Look at each space in the puzzle below. Color only the soft sounds blue and all the loud sounds green to find the hidden thing that makes a soft and sweet sound.
Imagine This

Can you imagine the sound that each picture below is making? Is it f (forte, loud) or p (piano, soft)? Add an f or p to each thought balloon below to indicate the sound (loud or soft) of each picture.

purrrr ...
Notes and Rests

Using crayons or colored pencils:

1. Color the whole note: orange

2. Color the half note: light blue

3. Color the quarter note: green

4. Color the whole rest: dark blue

5. Color the half rest: red

6. Color the quarter rest: gray

Whole note = 4 beats

Half note = 2 beats

Quarter Note = 1 beat

Whole rest = 4 beats

Half rest = 2 beats

Quarter Rest = 1 beat

Use this page as a guide to complete the Color-by-Note Clownfish page.
CLOWN FISH

Quarter Note: Green
Half Note: Light Blue
Whole Note: Orange
Quarter Rest: Dark Gray
Half Rest: Red
Whole Rest: Dark Blue
Sound Score

Pat, click your tongue, stamp, and clap four times each. Keep a steady beat. Then cut out the squares and put them in any new order. Play your new piece. Get faster or slower or louder or softer as you like. Ask a friend to play his or her piece while you play yours. Now try your piece without keeping the steady beat.
A Listening Walk
Spring Sounds Checklist

Musicians have to use their ears to listen closely. Listen for these spring sounds. When you hear it check the box. Can you hear them all?

<table>
<thead>
<tr>
<th>Sound</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloud</td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td></td>
</tr>
<tr>
<td>Squirrel</td>
<td></td>
</tr>
<tr>
<td>Kids playing</td>
<td></td>
</tr>
<tr>
<td>Bee</td>
<td></td>
</tr>
<tr>
<td>Robin</td>
<td></td>
</tr>
<tr>
<td>Dog</td>
<td></td>
</tr>
<tr>
<td>Rain</td>
<td></td>
</tr>
<tr>
<td>Goose</td>
<td></td>
</tr>
<tr>
<td>Wind Chime</td>
<td></td>
</tr>
</tbody>
</table>
Bounce On The Beat

1. Find a ball that you can bounce and catch easily.
2. Practice counting “1, 2, 1, 2” on a steady beat.
3. Bounce the ball on beat 1 and catch on beat 2.
4. Now practice counting to 3. “1, 2, 3, 1, 2, 3”
5. Bounce the ball on 1, catch on 2, get ready on 3.
6. Now practice counting to 4. “1, 2, 3, 4, 1, 2, 3, 4”
7. Bounce on beat, catch on beat 2, hold the ball on 3, get ready on 4.
8. Think of a song (Twinkle, Twinkle Little Star, Jingle Bells)
9. Practice bouncing your ball like before on beat 1.
10. Can you keep it going for the whole song?
11. Can you be creative and bounce the ball and spin around before catching it?

Draw your own Bouncing Beats below!
My Instrument File

Color the most popular instruments in the brass family and fill in their names.

_T_b_

_ r _ u _ p _ t_

_r_e_c_H_n

_T_m_b_e_
## Percussion Grids

Get into a group of four and choose an instrument from the grid below. Create a rhythm for each instrument using dots for each hit, shake or scrape. Then practice and play your composition together to a steady beat!

Add dots (•) for beats and X’s for rests.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tambourine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Shaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Drum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Woodblock</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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TAKE-HOME ACTIVITY LESSONS

ART

GRADERS 1 & 2
THE 30-DAY SKETCHBOOK CHALLENGE
START A SKETCHBOOK COLLECTION OF YOUR ARTWORK...

* Draw something EVERY day for 30 days.
* Fill the page and adding details to your work.
* Build your creativity !!!
* Have something to do while you are home that helps pass the time.

SO WHAT CAN YOU USE AS A SKETCHBOOK?
* ANY KIND OF NOTEBOOK OR SKETCHBOOK WILL DO...
* JUST USE PIECES OF PLAIN WHITE PAPER...
* KEEP YOUR ART COLLECTION IN A BOX, BIG ENVELOPE, OR FOLDER
* MAKE YOUR PIECES OF ARTWORK AND THEN GLUE/PASTE/STAPLE YOUR COLLECTION INTO THE NOTEBOOK.

DECORATE YOUR COVER OR BOX...MAKE IT FUN !!!
* USE STICKERS OR PHOTOS
* DRAW ON POST-ITS... TAPE THEM ON 
* OLD FABRIC OR GIFT WRAP
* CUT OUT PICTURES FROM MAGAZINES OR NEWSPAPERS

WHAT ART MATERIALS CAN BE USED ??
REALY ANYTHING YOU HAVE AROUND WILL WORK...

* INK PENS OR PENCILS  * MARKERS OR CRAYONS  *SHARPIES
* COLORED PENCILS  *WATERCOLOR PAINT  *HIGHLIGHTERS

WHERE CAN YOU GET YOUR IDEAS FROM ?
Look around your house, your neighborhood, books, magazines, games you like to play, television...ideas can come from anywhere. Attached you will find a page with ideas for you to choose from. Use any or all of them...it is your choice!
<table>
<thead>
<tr>
<th>ROBOT</th>
<th>FOOD</th>
<th>SHOES</th>
<th>UNDER THE SEA</th>
<th>CR SPIRIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Robot" /></td>
<td><img src="image2" alt="Food" /></td>
<td><img src="image3" alt="Shoes" /></td>
<td><img src="image4" alt="Under the Sea" /></td>
<td><img src="image5" alt="CR Spirit" /></td>
</tr>
<tr>
<td>TOY</td>
<td>VACATION SPOT</td>
<td>SPORTS</td>
<td>BEST SEASON</td>
<td>CANDY</td>
</tr>
<tr>
<td><img src="image6" alt="Toy" /></td>
<td><img src="image7" alt="Vacation Spot" /></td>
<td><img src="image8" alt="Sports" /></td>
<td><img src="image9" alt="Best Season" /></td>
<td><img src="image10" alt="Candy" /></td>
</tr>
<tr>
<td>YOURSELF</td>
<td>CARTOON</td>
<td>FAMILY</td>
<td>FAVORITE BOOK</td>
<td>JUST A DOODLE</td>
</tr>
<tr>
<td><img src="image11" alt="Yourself" /></td>
<td><img src="image12" alt="Cartoon" /></td>
<td><img src="image13" alt="Family" /></td>
<td><img src="image14" alt="Favorite Book" /></td>
<td><img src="image15" alt="Just a Doodle" /></td>
</tr>
<tr>
<td>MONSTER</td>
<td>FLAG</td>
<td>CAR</td>
<td>CITY SKYLINE</td>
<td>MOVIE</td>
</tr>
<tr>
<td><img src="image16" alt="Monster" /></td>
<td><img src="image17" alt="Flag" /></td>
<td><img src="image18" alt="Car" /></td>
<td><img src="image19" alt="City Skyline" /></td>
<td><img src="image20" alt="Movie" /></td>
</tr>
<tr>
<td>ANIMAL</td>
<td>OUTER SPACE</td>
<td>THEME PARK</td>
<td>FIREWORKS</td>
<td>FLOWERS</td>
</tr>
<tr>
<td><img src="image21" alt="Animal" /></td>
<td><img src="image22" alt="Outer Space" /></td>
<td><img src="image23" alt="Theme Park" /></td>
<td><img src="image24" alt="Fireworks" /></td>
<td><img src="image25" alt="Flowers" /></td>
</tr>
<tr>
<td>OUTDOORS</td>
<td>SOMETHING OLD</td>
<td>MUSIC/SONG</td>
<td>SOMETHING ODD</td>
<td>AN AWARD</td>
</tr>
<tr>
<td><img src="image26" alt="Outdoors" /></td>
<td><img src="image27" alt="Something Old" /></td>
<td><img src="image28" alt="Music/Song" /></td>
<td><img src="image29" alt="Something Odd" /></td>
<td><img src="image30" alt="An Award" /></td>
</tr>
</tbody>
</table>
How to Create a Starburst Picture
First and Second Grade

Materials you will need:
- A pencil with eraser
- A white piece of paper
- Something to color in spaces – crayons, markers, colored pencils etc.
- A ruler or a straight edge (an edge of a book, cardboard strip, or a paint stir...

1) To begin take your paper and draw two large dots anywhere on the paper.

2) Now draw ten small dots on the paper. Try not to line them up with the two big dots.

3) Now choose one of the small dots and draw a straight line from it to both of the larger dots. These dots are shown bigger than need be.

4) Repeat for all other small dots. Do not join any small dots together, and do not join the two large dots together.

5) Now, you can color them.
You could try to color using one of these ideas

Marker-warm colors to cool colors
Value - tint, hue, and shade

School Colors - no two adjacent colors are touching
The checkerboard effect with only two colors
Remote Learning Art Activity (grades 1-2) Goal: Understanding the art element of form/create a sculpture with repeated shapes. Materials needed: Scissors (markers, crayons, color pencils optional)

A Modular Sculpture A modular sculpture has repeated forms or shapes. The shapes can be identical or varied in size, color or pattern.

Make your own modular sculpture. Cut out one shape and use it as a pattern to make at least five identical shapes. Make the slits in the same place on each shape. Assemble the shapes

Then make a more complex sculpture. Choose another shape to repeat and add to your sculpture. Add colors and patterns if you wish
Remote Learning Art Activity (grades 1-2)
Goal: Understanding the art element of form/create a sculpture with repeated shapes.
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A modular sculpture has repeated forms or shapes. The shapes can be identical or varied in size, color, or pattern.

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Then make a more complex sculpture. Choose another shape to repeat and add to your sculpture. Add colors and patterns if you wish.

I can create a sculpture with repeated shapes.
Recycled Art Sculpture

What is a sculpture?
It is the creation of artistic objects in three dimensions—meaning I can see it from more than one side. Sculptures can be created from clay, metals, plastic, or in our case recyclable objects!

Task:
You are going to take something that you would normally recycle/throw away and transform it into something else!

Materials:
• Many discarded or For example:
  Plastic bags that once contained the daily newspaper, bread, bagels, tortillas, produce, frozen vegetables, etc. Empty K-Cups and used coffee filters
  T-shirts, Empty bottles, jugs, and containers with lids, Broken jewelry and old toys, Toilet paper rolls and paper towel tubes, Newsprint, magazines, and old books, Boxes (Kleenex, cereal, baby wipes), Egg cartons, Plastic utensils, Candy wrappers, Juice pouches and juice boxes. Anything you can find will work!
• Fixatives:
  Glue, tape, hot glue gun (guardian permission/help), string,
• Scissors (If you don’t have any you can also rip/tear the materials!)

Procedure:
This is when you get to let your creativity shine! Look at the materials you have found and try to imagine it into something else. Maybe you see a dragon, car, robot, flowers, or even you see a person! Maybe you just want to see how high you can make it or make it into weird and unique shapes. Using your materials you are going to create a sculpture of your choosing.

Tips:
• When gluing hold together for at least 60 seconds
• If you mess up, turn it into something else!
• You don’t have to use all of the recyclable materials that you’ve found.
• Have fun and be creative!
Loopy Fish 1-2

Materials
White paper, Pencil, Colored pencils or Crayons(optional)

Directions

1. Draw a looping line around your paper
2. On each loop, where the line "crosses" draw a fish tale
3. Add fins, eyes, scales and details on each fish
4. Add some coral, shells, etc to the background
5. Color with pencils or colored pencils
Directions: Your job is to finish the other half of the picture so it looks the same as what is shown on the monster. When you are done you can color it and name your creation. Symmetry is just a fancy word to mean the same.

Line of Symmetry

Complete the other half of the monster to match and label the line of symmetry.
Take Home Activities

Library

Gr. 1-2
Indoor Reading Bingo

COLOR IN EACH SQUARE AS YOU COMPLETE THE ACTIVITY AND TRY TO GET A BINGO! CAN YOU FILL THE ENTIRE CARD?

- Re-read your favorite book
- Read a book that makes you laugh
- Read a book while wearing a hat
- Read a book with a cover you love
- Read snuggled in a blanket

- Have your favorite drink while you read
- Read in your pajamas
- Read to a stuffed animal
- Eat a snack while you read
- Read for 20 minutes

- Start reading at 11:11 and make a wish
- Read in a comfy chair
- Listen to someone read to you
- Read on a windy day
- Read twice in one day

- Read using a flashlight
- capstone
- capstonepub.com
Some toys get more valuable as they get older. Does this mean your old stuffed animals are worth thousands of dollars? **By Tod Olson**

Back in 1978 a Luke Skywalker action figure sat in a toy store wrapped in plastic and cardboard. Then a Star Wars fan bought it. It cost only $2.49. For almost 40 years, no one played with the toy. But in 2015, someone bought it. This time it cost $25,000.

That’s right! An old plastic toy was worth even more money than a big diamond ring.

This is what happens in the wacky world of toy collecting!
Treasure Hunt

Most people buy toys to play with them. But toy collectors don’t. They don’t even open them!

Collectors buy them because they hope the items will be worth a lot of money one day. For these people, collecting is like a big treasure hunt.

Popular toys to collect are action figures, LEGO® sets, and even some stuffed animals.

A Future Fortune?

Today many toys are made only to be collected. One example is LEGO® toys. Some sets can cost nearly $800!

Toys like these are known as collectibles. Americans spend billions of dollars on them every year.

But that’s not what makes toy collecting fun. What’s fun is buying a regular toy and later finding out that it’s collectible: items people collect that sometimes cost a lot of money.
worth more than you paid for it. But how can you know whether a toy will make you rich one day?

You can’t. It’s hard to know which toys might make you rich. In fact, those toys are often the ones nobody wanted when they were brand-new.

**Why People Collect**

Remember that Luke Skywalker toy? The one that sold for $25,000? It had a part that broke easily. So the company stopped making it. Today there aren’t many left. This is why people will pay a lot to own one.

Then there’s the Roller Beach Bomb. (That’s the pink van on the right.) This was a Hot Wheels van. It was made in 1969. But there was one problem: The van kept tipping over. Kids didn’t like that. So Hot Wheels stopped making it.

But let’s say you had one of those Roller Beach Bombs. Today, if it’s still in its box, it could be worth $150,000. That’s enough to buy ten real cars!

Why would anyone pay that much? Some people collect because they hope an object will become more **valuable**.

**valuable**: important, worth a lot of money

Some want to feel like they’re part of history. And some love hunting for a rare toy. To them, it’s like looking for hidden treasure.

Another reason to collect old toys: They can bring back happy memories. Maybe your old LEGO® bricks will never be worth much. But someday, they might remind you of your best friend. And that’s important too, right?
My Priceless Treasure

BY LAUREN TARSHIS

When I was 12, my grandmother Jennie gave me a present. It was a gold necklace. It had a heart-shaped locket.

It was very valuable, I was sure—solid gold. I wore it only on special occasions. Otherwise I kept it hidden in my sock drawer.

As I got older, I wore the necklace more. I always had it on when I saw my grandmother.

“Oh!” she’d say. “It looks beautiful on you!”

My grandmother died at the age of 92. I wore the gold heart to her funeral. Soon after, the chain broke.

I went to a jewelry store to buy a new chain. I brought the heart with me.

The man in the jewelry store looked at the heart closely.

Then he told me the shocking news: My precious heart was made of fake gold.

So my family treasure was pretty much worthless.

I bought a new chain anyway.

This one is real gold. I still wear the heart on important occasions. For me, the value of the heart isn’t about gold. It’s about the memories that flood back when I wear it.

I think of my grandmother’s huge smile. I remember how her eyes would light up when she saw me.

She always made me feel like I was the most special person in the world.

I know that locket isn’t worth much money.

But to me, it’s priceless.

+ Lauren and her grandmother

THINK AND WRITE

Think about the idea in these two texts. Then write a personal narrative about an object that is valuable to you. Describe the object, how you got it, and what makes it special to you.

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Think About It!

Close-Reading Questions: Read the articles "Toys or Treasures?"/"My Priceless Treasure" in the February 2019 issue. Then go back and reread sections of the articles to answer the questions below.

1. Read the first section. Was the Luke Skywalker action figure more valuable in 1978 or in 2015?

2. Why does the writer of this article describe toy collecting as "wacky"?
Think About It!, p. 2

3. Read "Treasure Hunt." Why do toy collectors buy toys?

4. Read "A Future Fortune?." Why do special LEGO® sets cost so much money?
Think About It!, p. 3

5. Read "Why People Collect." Why are the Luke Skywalker toy and the Roller Beach Bomb van so valuable?

6. What are some reasons that people collect old toys?

7. a. Read "My Priceless Treasure." What did Lauren Tarshis find out about her grandmother’s gift when she tried to buy a new chain?
b. Why does she still describe the heart-shaped locket as “priceless”?  

Critical-Thinking Question (a big question about the whole article):

8. Think about both articles. What makes both the heart-shaped locket and the collectible toys valuable to their owners?
"Toys or Treasures?"/"My Priceless Treasure" Quiz

**Directions:** Read the articles "Toys or Treasures?" and "My Priceless Treasure" in the February 2019 issue. Then fill in the bubble next to the best answer for each question.

1. The author compares the Luke Skywalker toy to a diamond ring to explain ___.
   A) how old the toy is
   B) what the toy looks like
   C) how valuable the toy is
   D) why the toy is hard to find

2. According to "Toys or Treasures?", an old toy might be valuable if ___.
   A) it is pink
   B) it is an action figure
   C) it brings back happy memories
   D) the toy company made only a few of it

3. Based on the article, which Luke Skywalker toy from 1978 would sell today for the most money?
   A) one still in its packaging
   B) one that was broken in half
   C) one that had been played with
   D) one that was missing a part

4. After Lauren found out the heart was made of fake gold, she:
   A) threw it away
   B) kept wearing it
   C) gave it to a friend
   D) sold it to a toy collector

5. Lauren says, "So my family treasure was pretty much worthless." Which word in the two texts means the opposite of worthless?
   A) wacky
   B) exciting
   C) valuable
   D) memories

6. What do the treasures in the two texts have in common?
   A) They are all made of fake gold.
   B) They were all made for movie fans.
   C) They were all bought a long time ago.
   D) They are all in their original packaging.

*Continued on next page >*
"Toys or Treasures?"/"My Priceless Treasure"

Quiz, p. 2

Short Answer

Directions: Answer the question below in a short, well-written paragraph. Make sure to use details from the articles.

Why is the Luke Skywalker toy a treasure to toy collectors? Why is the heart a treasure to Lauren?
Should Sweets Be Banned From School Parties?

More schools are cutting out cupcakes and other treats, but not everyone thinks it’s a healthy move.

BY LAUREN TARSHIS

It’s Julia’s 10th birthday, and her mom has come to her classroom to celebrate. Her teacher leads the class in singing “Happy Birthday” (first in English, then in Spanish). Then Julia’s mom passes out the birthday goodies she has brought. Every year since kindergarten, Julia’s mom has baked tasty birthday treats. She’s made cupcakes with Oreos and cookies with icing like soccer balls. Julia’s favorite? The pink cake pops.

But this year, Julia’s mom brought something different: birthday pencils.

Pencils?

Improving Kids’ Health

Julia’s school has banned sweet treats from school parties. So have many schools around the country. Fewer sweets in school will help make kids healthier, experts say. One-third of American kids are too heavy. This can lead to health problems like type 2 diabetes.

Also, parties with messy foods and drinks require too much setup and cleanup time, some say. This can distract kids from learning. Food allergies are another problem. It’s too risky to let parents bring foods into the classroom.
As you can imagine, most kids don’t like the ban. “What’s fun about a party if there’s no cupcakes?” asks Kate, from Georgia.

Many parents are also upset about these bans. “I want my kids to be healthy,” says one mom in Arizona. “But parties are an important tradition. It makes me sad to think my kids will miss out.”

**Safe Cupcakes**

People who want sweets at school parties point out that not every kid gets to have a party at home. So the school birthday party may be a child’s only chance to celebrate with friends. Many families don’t have space at home for large parties. And hosting a party at a restaurant, a gym, or an arcade can cost hundreds of dollars.

Parents in Texas had strong opinions about this issue. They convinced their state leaders to pass the “Safe Cupcake Amendment.” This allows parents to bring frosted treats into school for birthday parties.

In most states, the bans are becoming more common.

How does Julia’s mom feel about all this?

At first she was sad when she heard that she couldn’t bring in cupcakes. But Julia’s classmates liked the pencils. And now Julia’s mom feels a bit relieved. “It was a lot of pressure, coming up with something new every year!” she says.

---

**What do you think?**

Should sweets be banned from school birthday parties? Reread the article and find reasons to support each side. Write down the information, then study the points on both sides of the argument. State your opinion in one sentence, which can be the introduction to an opinion paragraph on this subject.
What Do You Think?

Directions: Read the article “Should Sweets Be Banned From School Parties?” in the October/November 2018 issue. Use this sheet to fill in support for each side.

Yes

1

2

3

No

1

2

3

Study the points on both sides of the argument. Then think about your own opinion.
State your opinion in one sentence below. It can become the introduction for an essay on this topic.
"Should Sweets Be Banned From School Parties?" Quiz

Directions: Read the debate "Should Sweets Be Banned From School Parties?" Then fill in the bubble next to the best answer for each question below.

1. In the first section, how are the goodies Julia's mom passes out different from last year's goodies?
   A. They are iced, not plain.  
   B. They are pencils, not sweets.  
   C. They are cookies, not cupcakes.  
   D. They are baked, not bought from a store.

2. Which reason for banning sweets at school is not in the article?
   A. Sweets are unhealthy.  
   B. Some kids have food allergies.  
   C. Parties with sweets are too messy.  
   D. Most parents have no time to bake sweets.

3. The article says "it's too risky to allow parents to bring foods into the classroom." What does risky mean?
   A. safe  
   B. easy  
   C. boring  
   D. dangerous

4. Which reason for allowing sweets at school is not in the article?
   A. Birthday parties are a tradition.  
   B. Teachers enjoy having parties.  
   C. Many families do not have space at home for parties.  
   D. Parties at restaurants can cost a lot.

5. What does the "Safe Cupcake Amendment" do in Texas?
   A. It bans sweets from all school events.  
   B. It allows sweets at school parties.  
   C. It tells which ingredients are safe.  
   D. It ends all parties at school.

6. At the end of the article, why does Julia's mom feel relieved?
   A. Julia's classmates liked the pencils.  
   B. She no longer feels pressured to make sweets.  
   C. Texas passed a law allowing sweets in the classroom.  
   D. Many states ban sweets in school.
"Should Sweets Be Banned From School Parties?" Quiz, p.2

Short Answer

Directions: Answer the question below in a short, well-written paragraph. Make sure to use details from the debate.

How did reading the article affect how you feel about banning sweets from school parties?
Silver Dollar Dreams

How will Alex ever earn his orange belt in karate? With a lot of practice—and some dreaming too.

BY NAN MARINO | ART BY KYLE STONE

THINK AND READ
How a Character Changes
As you read, think about how Alex changes throughout the story.

My Grandpa Nick says that everyone needs a dream. He says dreams give you a reason to keep trying. Then he asks me about my dreams and tells me that being 10 is no excuse for not having any.

I have two. The first is a big one—to find the treasure that my great-uncle Jimmy lost. Grandpa helps me with that one. It seems that Uncle Jimmy buried a bag of money and seven silver spoons, and then forgot where he put them. Before Uncle Jimmy passed away, he whispered to Grandpa that he thought it was all hidden in an alleyway in my New York City neighborhood.

Grandpa and I scour the streets for it every chance we get. Last week we searched near a candy store. I came home with a bag of gummy bears, chocolate bars, and a monster stomachache. But no treasure.

Since Grandpa Nick knows all about my first dream, I tell him about the second—I want to earn my orange

scour: to search fully
belt in karate. “It’s not really much of a dream,” I say. “It’s not like a buried treasure dream.” A buried treasure dream is a really big dream, like finding Uncle Jimmy’s spoons and money.

Or going for a black belt.

**PAUSE AND THINK:** Why does Grandpa Nick think that everyone needs a dream?

---

**A Little Dream**

A black belt is the highest rank in **martial arts**. An orange belt means you’re no longer a beginner, but it also means you have far to go. Since I’ve been studying for two years now, I should have been an orange belt a long time ago. It’s hardly a dream at all.

Grandpa disagrees. “Wanting an orange belt is nothing to be ashamed of, Alex. Not all dreams are big buried treasure dreams.” Grandpa Nick rests his hand on his cane. “What you’ve got is a good, little dream that’s within reach. That’s what I call a silver dollar dream. Nothing wrong with that.”

What I didn’t tell Grandpa was that I had more of a chance of finding Uncle Jimmy’s treasure and the ghost of Uncle Jimmy himself than I had of reaching my silver dollar dream.

Everyone who goes for an orange belt has to break a board. The scariest part? It has to be done bare-handed. Boards are hard and solid. Even the thought of hitting one makes my fingers **numb**.

“Your punches and kicks are good,” Grandpa Nick says. “Remember, there’s nothing wrong with a little dream. Have enough of them, and they can turn into something big.” Grandpa reaches into his pocket and tosses me a coin. “A silver dollar for your silver dollar dream.”

**PAUSE AND THINK:** What is a silver dollar dream?

**numb:** not able to feel anything
The Big Test

That Tuesday, Mom drops me off at the karate school. I bow at the door before I step into the room. I say hello to Sensei Foster—sensei means teacher in Japanese. Then I search for my friend Jocelyn.

I find her in the corner, practicing her kicks and punches. “Are you going for your orange belt?” she asks. “The test is tomorrow.”

I shrug.

“All you have to do is break a board. Sensei says you’re ready.”

I shrug again.

“The secret is to pretend the board isn’t there. That’s what I do,” Jocelyn whispers.

Pretend the board isn’t there? That’s like trying to pretend that Superman is a wimp. Some things can’t be done.

Before I can ask Jocelyn any questions, Sensei Foster tells us it’s time to practice board-breaking. One by one, the students face Sensei Foster. I listen to the sound that each board makes when it breaks. Sometimes it’s a sharp, quick snap. Other times it’s a long crackle, like someone poured milk onto a giant bowl of Rice Krispies.

Sensei calls my name. He holds the board firm. “Focus. Don’t aim at it. Aim through it. See past it.”

But all I can see is the board in front of me, and all I can think about are the many things that are made from wood.

Sturdy things.

Hard things.

Like baseball bats.

And chairs.

Fences.

Houses.

crackle: a series of short, snapping sounds
Hard-to-break things.
I close my eyes. And I hit the board.
A sharp sting runs through my hand. The board stays solid and whole. I try to hide my pain.

Jocelyn mouths the words “try again.” And Sensei Foster says the same thing out loud.

Instead, I bow to show that I’m done. “There’s another test in a few weeks,” Sensei Foster says as he pats my shoulder. “I hope you’ll try again.”

A Bad Fall

When I reach my apartment, Mom is sitting in the kitchen. Grandpa, who is usually in the living room waiting for me, is not around.

“I have some bad news,” she says. “Grandpa Nick fell today. Your dad is with him at the hospital.”

I reach for the silver dollar in my pocket and hold it tight. “Is he OK?”

Mom nods. “Bad sprain. It’s going to take him a while to recover.”

Later that night, Grandpa comes home. Instead of his cane, he uses a squeaky metal walker.

For the next few weeks, Grandpa doesn’t leave our apartment. There are no trips to get candy. No searching the streets for Uncle Jimmy’s treasure.

“When is he going to be off that thing?” I ask my dad one morning, pointing to the walker.

“He’s leg is probably healed enough for him to be off it now,” says Dad. “But he’s worried about falling again. This is hard for him.”

I hate the squeak. And how Grandpa Nick never once asks about my dreams. I miss the old Grandpa.

What’s the Difference?

After school, I go to Jocelyn’s house. She helps me with my punches, and I pretend that pillows are boards.

“If only I could take a pillow-bashing test, I’d have that orange belt for sure,” I say as we walk to karate class.

“Pillow. Board. What’s the difference?” asks Jocelyn.

*What is the difference?* I wonder. I remember what Grandpa said—my punches and kicks are good. Suddenly, I realize that I already have what it takes.

**mouths**: to move your lips as if you are talking without making a sound

**sprain**: an injury to a ligament
“I will break it,” I whisper.
Later that afternoon, I rush home.
The first thing I do is ask Grandpa about his dreams.
When he tells me he’s not sure, I tell him that being 75 is a poor excuse for not having any dreams. And I bring him his cane and hand him back his silver dollar.
“Take one step with your cane,” I say. “It’s what I call a silver dollar dream. Remember, there’s nothing wrong with a little dream. Have enough of them, and they can turn into something big.”
Then I take the broken board from my knapsack and add, “Wait till I tell you what happened in karate class today.”

THINK AND WRITE
Imagine you’re Alex. Write a journal entry about the day you finally broke the board. Include lessons you learned from Grandpa Nick and Jocelyn.
How a Character Changes

In fiction, characters often change throughout the story. Use this skill builder to help you figure out how Alex changes in "Silver Dollar Dreams".

DIRECTIONS: Answer the questions in the chart below with details from "Silver Dollar Dreams". Then complete the writing prompt at the bottom of the page.

<table>
<thead>
<tr>
<th></th>
<th>At the Beginning</th>
<th>At the End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How does Alex feel about having to break a board to earn his orange belt?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>How does Alex react to Jocelyn's ideas for how to think about board breaking?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>How does Alex feel about silver dollar dreams?</td>
<td></td>
</tr>
</tbody>
</table>

Sum It Up!
Write one or two sentences to explain how Alex changes from the beginning of the story to the end. Use the other side of this page or another sheet of paper if needed.
“Silver Dollar Dreams” Quiz

DIRECTIONS: Read the story “Silver Dollar Dreams” in the May/June 2020 issue. Then fill in the bubble next to the best answer for each question below.

1. At the beginning of the story, Alex has two dreams: finding Uncle Jimmy’s treasure and _____.
   - earning his orange belt
   - getting a bag of gummy bears
   - punching like Jocelyn
   - helping Grandpa Nick get better

2. Read this sentence from the story: “A black belt is the highest rank in martial arts.” Which is an example of a martial art from the story?
   - A: bowling
   - B: karate
   - C: baseball
   - D: boxing

3. What does Grandpa Nick say a lot of small dreams can turn into?
   - A: lost chances
   - B: silver dollars
   - C: something big
   - D: not much

4. In the section “The Big Test,” how do you think Alex feels before he tries to break the board in karate class?
   - A: unsure
   - B: calm
   - C: excited
   - D: proud

5. What sentence from the story supports the correct answer to Question 4?
   - A: “I bow at the door before I step into the room.”
   - B: “The secret is to pretend the board isn’t there.”
   - C: “Some things can’t be done.”
   - D: “Sensei says you’re ready.”

6. What does Alex give Grandpa Nick at the end of the story?
   - A: a silver spoon
   - B: a silver dollar
   - C: a hug
   - D: a chocolate bar

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"Silver Dollar Dreams" Quiz, p. 2

Short Answer

DIRECTIONS: Answer the question below in a short, well-written paragraph. Make sure to use details from the article.

THINK AND READ

Author's Craft In this story, the author asks you to imagine you're a penguin. Think about why.
plunge into the sea, you shoot through the water. You grab sardines to eat. Your feathers protect you from the freezing water.

You stay in the sea for hours. When your belly is full of sardines, you head back to shore.

That’s when something goes wrong. You come to the surface for air. But the water feels strange. It is thick. It stings your eyes. You try to swim away. But now your wings are too heavy to lift. You can barely catch your breath.

You don’t know it, but hours ago, a ship called Treasure hit a reef. Then it split apart. As it sank, 1,300 tons of oil gushed into the sea. Thousands of penguins are soaked with the poisonous oil.

**plunge**: to drop or dive down deep  
**sardines**: types of very small fish

**Need to Survive**

Oil does terrible things to a penguin. It makes your feathers separate. Now you are shivering. Freezing water is hitting your sensitive skin. Your eyes hurt. The oil has burned them. Your

**reef**: a row of rocks or coral in the ocean
getting hit by wings and bitten as they load penguins into crates. It is painful and tiring work. And it’s sad to see all of these scared and hurt penguins. Some of the humans try not to cry. But they don’t give up. The workers want to save all of the penguins.

**Everything Is Hard**

A team of people is 10 miles away. They have turned a building into a penguin rescue center. They will wash and feed the penguins. But just getting one penguin to eat is hard. In the wild, penguins eat sardines that are still alive. Penguins don’t want dead fish. So workers have to hold the penguins and pull their beaks open. Then they shove the fish down their throats. Feeding them all takes a full day.

And then there is the stinky smell in the warehouse. It comes from penguin droppings, dead sardines, and human sweat. Many people throw up when they first arrive. But not even the smell keeps people away.

Thousands of helpers come to the building. Some are rich women from fancy neighborhoods. Some are poor teenagers from city streets. Some have never even owned a pet. But all of them want to save the penguins.

**Heading for Home**

Weeks pass. Then one day, you are put into a box. You feel yourself being moved. When the box is opened, you are on a strange beach. First you stand there. Then you can’t help yourself. You run toward the water and dive in. You swim until you reach the shores of a
"The Amazing Penguin Rescue" Quiz, p. 2

Short Answer

Directions: Answer the questions below in a short, well-written paragraph. Make sure to use details from the article.

Do you think "The Amazing Penguin Rescue" is a good title for this article? Why or why not?
Think About It!

Close-Reading Questions: Read the article “The Amazing Penguin Rescue” in the December 2017/January 2018 issue. Then go back and reread sections of the article to answer the questions below.

1. a. Read the first section. Why does the author begin by saying, “Imagine you are an African penguin”?

   

b. What is being on the rocky beach like for the penguins?

   

2. What do the words “you shoot through the water, just a black-and-white blur” help you imagine?

   

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Think About It!, p. 2

3. a. Read “Need to Survive.” Why are the penguins shivering?

b. How does the first photo on page 6 connect to this part of the story?

4. a. Read “Everything Is Hard.” Why is it so hard for people to feed the penguins?
b. Look at the photo of the penguins in the pool and read the caption. How does the photo and caption help you better understand this part of the story?

5. Read “Heading for Home.” Why was this penguin rescue so important?
Critical-Thinking Question (a big question about the whole article):

6. At the beginning of this story, the author asks the readers to imagine that they are penguins. Why do you think she did this?
"The Amazing Penguin Rescue" Quiz

Directions: Read the article "The Amazing Penguin Rescue" in the December 2017/January 2018 issue. Then fill in the bubble next to the best answer for each question below.

1. In this article, the author wants you to imagine how the ________ feel.
   A workers
   B scientists
   C penguins
   D volunteers

2. Why was it difficult for the penguins to swim back to shore after hunting for sardines?
   A They swallowed poisonous food in the ocean.
   B Two ships hit a reef near the beach.
   C They swam too far from their island home.
   D A ship released tons of oil into the water.

3. Which word best describes how the penguins feel after they return to the beach covered in oil?
   A lonely
   B terrified
   C surprised
   D hungry

4. What does the section heading "Strange Creatures" describe?
   A how the humans look to the penguins
   B what the penguins feel like
   C who is trying to hurt the penguins
   D who is living in the penguins' nests

5. What is the purpose of the photograph and caption on page 8?
   A to show how tired the penguins are
   B to show how small the penguins are
   C to show how workers clean the penguins
   D to show how workers feed the penguins

6. In "Heading for Home," how do the penguins feel after they swim back to their island?
   A sad to leave the rescue center
   B happy to be home again
   C lonely without their mates
   D worried about their safety

Continued on next page >
A Circle of Sun

Words by Rebecca Kai Dotlich
Pictures by Jarrett Lerner

I'm dancing, I'm leaping.
I'm skipping about.
I gallop, I grin.
I giggle, I shout.

I'm Earth's many colors.
I'm morning and night.

I'm honey on toast.
I'm funny.
I'm bright.

I'm swinging, I'm singing.

I wiggle, I run.

I'm a piece of the sky
in a circle of sun.

A mood is a feeling, like happiness or anger. What mood does this poem create?

Find Skill Builders Online!

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Think About It!

CLOSE-READING QUESTIONS: Read the poem "A Circle of Sun" in the May/June 2020 issue. Then go back and reread sections of the poem to answer the questions below.

1. Look at the first two panels. How does the art in these panels help you understand what is happening in this part of the poem?

2. Which words in the first two panels describe the children's actions?
Think About It!, p. 2

3. How do the children probably feel as they perform these different actions?

4. Look at the third panel. Why does the speaker compare him- or herself to “Earth’s many colors” and to “morning and night” in these lines?
Think About It!, p. 3

5. Look at the fourth panel. What feeling do you get about the speaker from reading the words “I’m honey on toast”?

6. Which words in the last three panels rhyme?
Think About It!, p. 4

7. What is the mood of the poem? Discuss the words and pictures of the poem in your answer.

8. How is the poem different from other poems you've read? Do you like the way this poem is set up? Explain your answer.
Illustrate This Poem!

DIRECTIONS: Read the poem “A Circle of Sun” in the May/June 2020 issue. Then add your own illustrations to the panels below that show what is happening in the poem.

I’m dancing.  
I’m leaping.  
I’m skipping about.

I gallop.  
I grin.  
I giggle.  
I shout.

I’m Earth’s many colors.  
I’m morning and night.

I’m honey on toast.  
I’m funny.  
I’m bright.

I’m swinging.  
I’m singing.  
I wiggle.

I run.

I’m a piece of the sky  
in a circle of sun.
The Emperor's

Who will tell the truth about the Emperor's new outfit?
BASED ON THE STORY BY HANS CHRISTIAN ANDERSEN.
BY SPENCER KAYDEN | ART BY DAVE CLEGG

Characters
Circle the character you will play.
Narrators 1, 2, and 3 (N1, N2, N3)
Emperor
Nobles 1, 2, and 3
Royal Aide
Tailors 1 and 2
Guard
Royal Dresser
Subjects 1 and 2
Child
All, to be read by a group

Scene 1: The Palace
Narrator 1: A group of nobles are chatting. Suddenly, a trumpet blares. The room goes quiet.
N2: The Emperor enters wearing a yellow robe covered in jewels.
N3: The nobles bow.
Emperor: How do I look?
All (clapping): Ooh . . . aah . . . ooh!
N1: The Emperor sees himself in a mirror and smiles.
Noble 1 (whispering): The Emperor sure loves his fancy clothes.
Noble 2 (whispering): Well, nothing matters more to him than how he looks.
Noble 3 (whispering): It's true. He's very vain.
Royal Aide (to himself): I worry that could get him into trouble.

Scene 2: The Palace Gate
N2: Off to the side, two people speak quietly.
Tailor 1: I hear the Emperor spends a fortune on his clothing.
Tailor 2: I'm told he spends more time getting dressed than he does ruling the kingdom.
Tailor 1: If he cares that
New Clothes
much about his looks, he’ll be easy to trick. We’ll be rich!

**N3:** The tailors go up to the palace gate.

**Guard:** Stop! What do you want?

**Tailor 2:** We can weave the most incredible clothes.

**Tailor 1:** The fabric is very special. It can’t be seen by those who are fools.

**Guard:** Wait here.

**N1:** The guard goes inside to tell the Royal Aide.

---

**Scene 3**

**The Throne Room**

**Royal Aide (chuckling):** Your Majesty, there are two tailors outside. They say they can weave a cloth that fools cannot see.

**Emperor:** Really? Bring them in.

---

**Royal Aide:** Clearly it’s nonsense.

**Emperor (annoyed):** Why don’t you trust them?

**Royal Aide:** I am being sensible.

**Emperor:** Well, I need a new outfit. This cloth sounds perfect.

**Royal Aide:** But . . .

**Emperor:** Bring me the tailors!

---

**Scene 4**

**The Emperor’s Bedroom**

**N2:** The tailors measure the Emperor.

**Tailor 1:** Your Majesty, when you wear these new clothes, you will be admired by all who are worthy.

**Tailor 2:** And if people cannot see your outfit, you will know they are fools.

**Tailor 1:** Just think, you will be the first to have clothes like these.

---

**Tailor 2:** We have only offered this cloth to you.

**Emperor:** That settles it. Royal Aide, pay these tailors whatever they ask.

**N3:** The tailors give each other a sneaky smile.

**Emperor:** Now I will be remembered as the
best-dressed emperor of all.

**Royal Aide:** Your Majesty, I fear that you will be remembered as a fool.

**Emperor:** How dare you insult me!

**Royal Aide:** Can’t you see what is happening?

**Emperor:** Get out!

---

**Scene 5**  
**The Emperor’s Bedroom, the next day**

N1: The tailors spend all night in the sewing room.

N2: Then they rush in with their arms stretched out in front of them. They’re carrying imaginary clothes.

**Tailors 1 and 2:** We’re here! We’re here!

N3: The Emperor looks around, confused.

**Emperor:** Where are my clothes?

**Tailor 1:** You can’t see? We’re holding them up.

N1: The Emperor nearly
faints. He has a scared look on his face.

**Emperor** *(to himself)*:
I see nothing. But I cannot say that!

**Tailor 2**: Do you like them?

**Emperor**: Of course I do! You are true artists!

**Tailor 1**: Put them on. The cloth is so lightweight, you will barely feel it.

**N3**: The Emperor undresses. The tailors hold out imaginary pants for him to step into.

**Royal Dresser**: A perfect fit.

**N2**: The Emperor looks in a large mirror and turns around slowly.

**Emperor**: Really?

**Royal Dresser**: Yes!

**Emperor** *(relieved)*: Yes. I look gorgeous.

---

**Scene 6**

**N3**: The people of the kingdom line the streets.

**Guard**: Step back! You will all have a chance to see the Emperor’s new clothes—unless, of course, you’re a fool. Then you won’t see them at all.

**N1**: The gate opens and the Emperor comes out.

**N2**: He is wearing only his crown and underpants.

**N3**: The crowd is shocked as the Emperor walks down the road.

**N1**: At first, there is silence. Then a few people clap. Soon, the whole crowd cheers.

**All**: Hooray! Hooray!

**Subject 1**: What a wonderful outfit!

**Subject 2**: Such bright colors!

**N2**: Just then, a small child points up.

**Child**: Look! The Emperor has no clothes!

**N3**: No one can believe he said it.

**N1**: Suddenly everyone laughs.

**All**: Hahahaha! Hahahaha! Hahahaha!

**N2**: The Emperor runs inside the gate where the nobles stand. Their faces are red with shame.

**Emperor**: Those tailors tricked me! Get the Royal Aide. NOW!

**N3**: The nobles bring him over.

**Emperor**: I truly am a fool. Why didn’t you stop me?

**Royal Aide**: I tried, but you wouldn’t listen.

**Emperor**: Other than that child, you were
the only person brave enough to tell the truth.
Royal Aide: I'd rather be hated for being honest than loved for lying.
Emperor: From now on, I would like you to be my chief adviser.
Royal Aide: Of course!
Emperor: And for your first job...
Royal Aide: Yes?
Emperor: Bring me some pants.
Think About It!

CLOSE-READING QUESTIONS: Read the play *The Emperor’s New Clothes* in the May/June 2020 issue. Then go back and reread sections of the play to answer the questions below.

1. Read Scene 1. What does the Emperor do as soon as he enters the room? What do his actions show about his character?

2. Read Scene 2. What is the tailors’ plan? Why do the tailors think their plan will work?
3. Read Scene 3. What does the Royal Aide think about the tailors’ invisible cloth? What does the Emperor think?

4. Read Scene 4. How do the tailors feel about their plan at the end of this scene?
5. Read Scene 5. How does the picture on page 27 help you imagine what the tailors and the Emperor do in this scene?


6. Why does the Emperor say to himself "I see nothing. But I cannot say that"?
Think About It!, p. 4

7. Read Scene 6. Why do the people in the crowd clap and cheer for the Emperor?

8. Why does everyone in the crowd start laughing after the child says “The Emperor has no clothes”?
Think About It!, p. 5

9. What does the Royal Aide mean when he says “I’d rather be hated for being honest than loved for lying”?

10. Why do you think the Emperor asks the Royal Aide to become his chief adviser?
Think About It!, p. 6

CRITICAL-THINKING QUESTION (a big question about the whole play):

11. In this play, almost everyone is afraid to speak up. When might it be important to speak up, even if no one else does?
Understanding Fairy Tales

Fairy tales are short stories that people have been telling for many years, often to children. Fairy tales take place long ago and often have royal characters, like queens and princes. These stories usually have something magical in them, like a talking animal. In this activity, you will explore what makes the play *The Emperor's New Clothes* a fairy tale.

**Directions:** The gray boxes below list four characteristics that fairy tales often have. After reading each one, answer the question or questions that follow using details from the play.

1. **Fairy tales take place long ago.**

   What details in *The Emperor's New Clothes* show that the story takes place in the past? (Hint: Look at the illustrations.)

2. **Fairy tales often feature royal characters.**

   Royal characters are people from a ruling family, like kings, queens, princesses, and princes. They usually live in palaces or castles. Who is the royal character in *The Emperor's New Clothes*? How do you know?
Magical people, animals, and objects often appear in fairy tales. Examples include talking animals, wizards, elves, and objects with special powers. What magical thing or person is in the play? (Hint: *The Emperor’s New Clothes* is unusual because what is supposed to be magical turns out not to exist.)

4. Fairy tales have heroes and villains.

a. Who is the hero of *The Emperor’s New Clothes*? Is there more than one? Who are the villains?

b. Villains in fairy tales usually create problems that the heroes solve. What problem is created by the villains of *The Emperor’s New Clothes*? How is the problem solved?
The Emperor’s New Clothes Quiz

DIRECTIONS: Read the play The Emperor’s New Clothes in the May/June 2020 issue. Then fill in the bubble next to the best answer for each question below.

1. Where does most of the play take place?
   A. a forest  
   B. a palace  
   C. a village  
   D. a cottage

2. Which word best describes the Emperor at the beginning of the play?
   A. honest  
   B. scared  
   C. vain  
   D. worthy

3. Which sentence from the text supports the correct answer to Question 2?
   A. “Well, nothing matters more to him than how he looks.”  
   B. “We’ll be rich!”  
   C. “The tailors go up to the palace gate.”  
   D. “Your Emperor will want to know about this.”

4. The tailors claim that _______ are unable to see their special fabric.
   A. emperors  
   B. fools  
   C. nobles  
   D. children

5. In the sentence “I am being sensible,” what does the word sensible mean?
   A. wise  
   B. trusting  
   C. angry  
   D. silly

6. In what part of the play does the Emperor first realize that he can’t see the special cloth made by the tailors?
   A. Scene 1  
   B. Scene 3  
   C. Scene 5  
   D. Scene 6
The Emperor’s New Clothes Quiz, p. 2

7. What is the Emperor wearing when he walks down the road to show the kingdom his clothes?
   A a lightweight coat
   B a jeweled yellow robe
   C new pants and a jacket
   D his crown and underpants

8. Which character is one of the people who tell the truth about the Emperor’s new clothes?
   A Child
   B Guard
   C Tailor 2
   D Royal Dresser

Short Answers

DIRECTIONS: Answer the questions below in a short, well-written paragraph. Make sure to use details from the play.

9. Do you think the Emperor feels differently about wearing fancy clothes at the end of the play than he did at the beginning? Why or why not?

10. In Scene 5, why doesn’t the Emperor say he can’t see the new clothes? In the end, does pretending he can see the clothes help him?

Take Home Activities

Physical Education

gr. 1-5
Your Favorite Physical Activity

Directions: In the space provided draw yourself participating in your favorite physical activity. Please give your picture a title and on the back write why you like this activity so much.
Log each time you participate in physical activity throughout the day. You should:
- Participate in a variety of activities that work on cardiovascular fitness, strength, endurance and flexibility,
  - Example activities: dancing, Pilates, walking, jogging, light weight training, body weight training.
- Be sure to start with a warm-up and end with a cool down that includes stretching.
- Aim to get at least 30 minutes of physical activity each day.

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<thead>
<tr>
<th>DAY/DATE</th>
<th>FITNESS COMPONENT</th>
<th>PHYSICAL ACTIVITY</th>
<th>INTENSITY</th>
<th>TIME</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Cardio</td>
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Reflection – On the back of this sheet or on another piece of paper explain the following prompts.
1. My biggest challenges this week were…
2. How can improve on these challenges next week by…
3. My biggest successes this week were…
### May 2020
Elementary Mind & Body Calendar

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<tr>
<th>Sunday</th>
<th>Monday</th>
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<tr>
<td><strong>National Observances</strong></td>
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<td>3 How Fast Can You Go?</td>
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<td>- 4 Star Jumps</td>
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<td>Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.</td>
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<td>5 Celebrate</td>
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<td>Put your favorite song on and make up a dance or fitness routine.</td>
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<td>6 A Gratitude Attitude</td>
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<td>Write down something you’re thankful for and why.</td>
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<td>7 Inchworms</td>
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<td>Keeping your legs straight place your hands on the ground, walk them into pushup position, and walk your legs up.</td>
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<td>8 Teacup Tips-ups</td>
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<td>Place your hands on the ground and gently touch your forehead to the ground, balancing your elbows on your knees.</td>
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<td>10 Positive Talk</td>
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<td>Be sure to talk to yourself today like you would talk to someone you love.</td>
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<td>11 Yoga</td>
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<td>Yoga is a great way to relieve stress. Try Svasana, considered to be the hardest yoga pose! Fully relax &amp; clear your mind.</td>
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<tr>
<td>12 Wild Arms</td>
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<td>As fast as you can complete: 10 Arm Circles front &amp; back, 10 Forward punches, 10 Raise the Roof. Repeat 3x</td>
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<td>13 Mindful Senses</td>
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<td>What do you notice around you? Find: 5 things you see, 3 things you feel, 2 things you hear, 1 thing you taste.</td>
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<td>14 Crawl Like a Seal</td>
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<td>Lie on your stomach, arms straight out front. Use your arms to pull your lower body along. Keep your legs and back straight.</td>
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<td>15 Rock Paper Scissors Tag</td>
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<td>Meet in the middle, shout,essor chases the winner back to safe zone. (Tagged, join the other team)</td>
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<td>16 Family Mindful Snacking</td>
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<td>When eating a snack today, really pay attention to the taste. Feel, sound, and look of the snack you're eating. What do you notice?</td>
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<td>17 Rock Paper Scissors Tag</td>
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<td>Meet in the middle, shout,essor chases the winner back to safe zone. (Tagged, join the other team)</td>
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<td>18 Chair Pose</td>
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<td>Hold for 30 seconds, relax, then repeat.</td>
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<td>19 Paper Plate Planks</td>
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<td>In plank position with paper plates under your feet. Complete 3 sets each: 10 mountain climbers. Left and right. 10 knee to chest.</td>
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<td>20 Commercial Break</td>
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<td>Can you hold a plank for an entire TV commercial break?</td>
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<td>21 Jump, Jump</td>
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<td>Jump side to side over an object or live for 1 minute straight. Go again but jump front to back. Repeat each jump twice.</td>
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<td>22 Positive Talk</td>
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<td>23 Play Catch</td>
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<td>Pick a distance and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.</td>
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<td>24 Before Bed Breathing</td>
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<td>While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.</td>
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<td>25 Crane Pose</td>
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<td>Here's a challenge! Put your hands on the ground, lean forward and balance your knees on your elbows.</td>
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<td>26 Step Jumps</td>
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<td>Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.</td>
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<td>27 A Gratitude Attitude</td>
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<td>Write down something you’re thankful for and why.</td>
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<td>28 Wake and Shake</td>
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<td>As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.</td>
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<td>29 Walks</td>
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<td>Face each wall in a room and do a different exercise for 30 seconds: side shuffle, grapevine, between, wide stance punches, vertical jumps.</td>
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<td>30 How Fast Can You Go?</td>
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<td>Pick a distance and see how fast you can run the distance.</td>
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SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!

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<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td><strong>National Health Observances</strong>&lt;br&gt;- National Autism Awareness Month&lt;br&gt;- National Minority Health Month&lt;br&gt;- National Distracted Driving Awareness Month&lt;br&gt;- Stress Awareness Month&lt;br&gt;- April 7: World Health Day</td>
<td><strong>5 Mindful Snack</strong>&lt;br&gt;When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?</td>
<td><strong>6 Balance</strong>&lt;br&gt;Stand on your right leg and lift your left knee to a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides.</td>
<td><strong>7 World Health Day</strong>&lt;br&gt;Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult &amp; discuss other ways to prevent diabetes.</td>
<td><strong>8 10 Jump Lunges</strong>&lt;br&gt;Complete a right leg lunge, while in the down position jump up landing in a lunge position on the left leg.</td>
<td><strong>9 Tabata</strong>&lt;br&gt;Jump squats 20 seconds of work 10 seconds of rest rounds</td>
<td><strong>10 Before Bed Breathing</strong>&lt;br&gt;While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.</td>
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<tr>
<td><strong>12 Fish Pose</strong>&lt;br&gt;Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds</td>
<td><strong>13 Card Fitness</strong>&lt;br&gt;Take a deck of cards, flip the top card. Complete exercises based on the suit &amp; number on the card. Face cards are worth 15, Spades- jumping jacks, Clubs- squats, Hearts- mountain climbers, Diamonds: Your choice</td>
<td><strong>14 Wild Arms</strong>&lt;br&gt;As fast as you can complete: 10 Arm Circles front &amp; back 10 Forward punches 10 Raise the Roof’s Repeat 3x</td>
<td><strong>15 Mindful Senses</strong>&lt;br&gt;What do you notice around you? Find: 5 things you see 4 things you hear 3 things you taste 2 things you smell 1 thing you touch</td>
<td><strong>16 Jump rope to music!</strong>&lt;br&gt;Can you jump to an entire song without stopping?</td>
<td><strong>17 How Fast Can You Go?</strong>&lt;br&gt;Pick a distance and see how fast you can run the distance.</td>
<td><strong>18 Slide, Slide, Sprint</strong>&lt;br&gt;Slice to your left for 10 steps, slide to right for 10 steps then face forward and sprint for 10 seconds.</td>
</tr>
<tr>
<td><strong>19 Garland Pose</strong>&lt;br&gt;Practice your balance with this pose!</td>
<td><strong>20 Tabata</strong>&lt;br&gt;Tuck Jumps 20 seconds of work 10 seconds of rest rounds</td>
<td><strong>21 Commercial Break</strong>&lt;br&gt;Can you hold a plank for an entire TV commercial break?</td>
<td><strong>22 Nighttime Note</strong>&lt;br&gt;Empty your mind before you go to bed by writing a note about what you're thinking and leave it for tomorrow.</td>
<td><strong>23 Chair Pose</strong>&lt;br&gt;Hold for 30 seconds, relax then repeat.</td>
<td><strong>24 Positive Talk</strong>&lt;br&gt;Be sure to talk to yourself today like you would talk to someone you love.</td>
<td><strong>25 Jump, Jump</strong>&lt;br&gt;Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.</td>
</tr>
<tr>
<td><strong>26</strong>&lt;br&gt;Put your favorite song on and make up a dance or fitness routine!</td>
<td><strong>27 Paper Plate Planks</strong>&lt;br&gt;In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest</td>
<td><strong>28 Step Jumps</strong>&lt;br&gt;Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.</td>
<td><strong>29 A Gratitude Attitude</strong>&lt;br&gt;Write down something you're thankful for and why.</td>
<td><strong>30</strong>&lt;br&gt;Try Savasana again. Use this to relax and wind down all year.</td>
<td></td>
<td><strong>April 2020</strong>&lt;br&gt;Secondary Mind &amp; Body Calendar</td>
</tr>
</tbody>
</table>
At Home Activities

Use the following chart for ideas for activities that you can try at home. Pick five different exercises to complete, once you have done all five repeat them for three rounds. Be sure to start with a warm-up to get your muscles ready for movement and end with a cool down and stretches to avoid soreness. Once you’re done, think about all the activities you did. Circle the activities you enjoyed and star the activities that were challenging. Be sure to try all the activities before repeating.

<table>
<thead>
<tr>
<th>Vertical Jump</th>
<th>Fitness Intervals</th>
<th>Cardio Day</th>
<th>Balance</th>
<th>Core Challenge</th>
<th>Frog Sit-Ups</th>
<th>Ragdoll Pose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump as high as you can for 30 seconds. Repeat.</td>
<td>10 squats 10 broad jumps 10 second sprints 10 pushups 10 sit-ups</td>
<td>10 Jump rope 10 Mountain climbers 10 Boxing punches (use both arms) 10 Step-ups</td>
<td>Stand on your right leg and lift your left knee at 90 degree angle. Touch your toe without falling repeat 10 times then switch sides</td>
<td>Plank 10 seconds 10 crunches 10 sit-ups Repeat 5 times with no rest!</td>
<td>Sit down with your knees bent and soles of your feet touching with knees spread. Do a sit-up touching your heels and lower back down.</td>
<td>Hold Ragdoll Pose for 30 seconds. Repeat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reverse Lungen to Front Kicks</th>
<th>Boat Pose</th>
<th>10 Chair Squats</th>
<th>Jab, Jab, Cross</th>
<th>Abs!</th>
<th>Fish Pose</th>
<th>Wild Arms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do a reverse lunge and transition into a front kick with the same leg. 10 then switch. Do at a good pace.</td>
<td>Hold Boat Pose three times for 15 seconds</td>
<td>Stand about six inches in front of a chair. Squat until your buttocks barely touches the chair and stand back up.</td>
<td>Jab twice with your right fist then punch across your body with your left. Complete 10 times then switch sides.</td>
<td>10 knee to elbow planks 10 crunches 10 superman poses</td>
<td>Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds.</td>
<td>As fast as you can complete: 10 Arm Circles front &amp; back 10 Forward punches 10 Raise the Roof’s 3x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kick City</th>
<th>Scissor Jacks</th>
<th>Paper Plate Planks</th>
<th>10 Squat Kicks</th>
<th>Yogi Squat Pose</th>
<th>10 Star Jumps</th>
<th>Shuffle, Cross</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 side kicks 10 front kicks 10 back kicks</td>
<td>As you jump, scissor your legs each time. When your right leg is in front, raise left arm. Left leg in front, raise right arm. 4 sets of 10</td>
<td>In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest</td>
<td>Complete a normal squat, as you are standing kick your right leg forward. Repeat on the left leg</td>
<td>Hold for 30 seconds rest and repeat.</td>
<td>Jump up with your arms and legs spread out like a star. Rest and repeat.</td>
<td>Shuffle three times to your right then punch across your body with your left hand. Repeat in the opposite direction. Repeat 10x.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flutter Kicks</th>
<th>Bridge Pose</th>
<th>10 Shuffle Squat</th>
<th>10 Lunges with a Hook</th>
<th>Power Knees</th>
<th>Plank Jacks</th>
<th>Happy Baby Pose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.</td>
<td>Lie on your back; place your hands and feet on the ground. Push your stomach up towards the sky.</td>
<td>Take 4 shuffle steps to your right and squat. Then take 4 shuffle steps to your left and squat.</td>
<td>Complete a side lunge with a cross-hook punch. Do 10 on each side.</td>
<td>Bring hands over your head and have your hands and left knee meet in the middle as fast as you can. Repeat 10 times on each leg.</td>
<td>In plank position move your feet in and out like when performing a jumping jack for 30 seconds. Repeat 10 times.</td>
<td>Straighten your legs for an added challenge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Walk Down Superman</th>
<th>Crane Pose</th>
<th>Tabata</th>
<th>10 Fly Jacks</th>
<th>10 High Knee Twists</th>
<th>Wall Sit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk your hands down to your feet and out until you’re flat on your stomach then complete a superman. Walk your hands back to your feet &amp; repeat 10 times.</td>
<td>Here’s a challenge! Put your hands on the ground, lean forward &amp; balance your knees on your elbows.</td>
<td>Jump squats 10 seconds of rest 8 rounds</td>
<td>Done like a normal jumping jack except bring your arms to the side to form a T. Open &amp; close your arms in front as you move your feet.</td>
<td>Bring your knee to your opposite elbow and switch. For a challenge add a hop when switching sides.</td>
<td>Find an empty space on the wall and pretend to be sitting in a chair. Hold for 30 seconds. Repeat two more times.</td>
</tr>
</tbody>
</table>

Yoga pictures from www.forteyoga.com
Directions:
- Each person should pick something in the house as their game piece such as a coin, paper clip, button, etc.
- Roll a die and move your game piece to that square and perform the assigned task. If you don't have a die, Google roll a die! Ta da! You have one now!
- Be the first to reach the Finish! Woo hoo!
10 AT HOME LEARNING & MOVEMENT ACTIVITIES

Created by Kevin Tiller
https://physedreview.weebly.com
10 AT HOME LEARNING & MOVEMENT ACTIVITIES

Enclosed you will find 10 different at home learning & movement activities. Please feel free to use with your students and share with as many as you’d like.

Kevin Tiller
(Phys.Ed.Review)
Clock Face Fitness 1.0

Directions: Read the clock and perform the exercises indicated by the hour hand (red hand of clock).

Jumping Jacks

Butterfly Stretch

High Knees

Push-Ups

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COIN FACE FITNESS 1.0

Directions: Add up the coins to find out how many of each exercise to perform.

Thigh Stretch (Both Legs In Seconds)

Sit-ups

Squats

Jumps Forward

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FRACTION FITNESS

Directions: Complete each exercise the indicated number of times based on the fraction of each number given.

1 \frac{1}{2} \text{ of 40}  
Planks

1 \frac{1}{2} \text{ of 50}  
Windmills

1 \frac{1}{2} \text{ of 20}  
Push-Ups

1 \frac{1}{2} \text{ of 40}  
Thigh Stretch  
Both Legs!

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<table>
<thead>
<tr>
<th>Letter Group</th>
<th>Activity</th>
<th>Letter Group</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a, b, c</td>
<td>7 Jumping Jacks</td>
<td>d, e, f</td>
<td>7 Squats</td>
</tr>
<tr>
<td>m, n, o, p</td>
<td>7 Push-ups</td>
<td>g, h, i</td>
<td>Jog 3 Laps</td>
</tr>
<tr>
<td>q, r, s</td>
<td>25 Leg Lifts Each Leg</td>
<td>t, u, v</td>
<td>20 Second Stretch Both Legs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>w, x, y, z</td>
<td>30 Second Plank</td>
</tr>
</tbody>
</table>

Words:
- at
- ball
- hoo
- all
- love
- better
- whist_e
- drib_le

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PATTERN FITNESS 1.0

Directions: Complete the pattern by performing the exercise that is missing in each row and labeled with the “?”.

- 25 Windmills
- Jog 2 Laps
- 30 Second Stretch
- 25 Jumping Jacks
- 15 Squats
- 15 Second Leg Stretch
- 10 Push-ups
- 15 Second Leg Stretch
- 10 Sit-ups
- 30 Second Plank

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PATTERN FITNESS 2.0

Directions: Complete the pattern by performing only the exercises that are missing and marked with a "?".

20 SQUATS  30 SECOND STRADDLE STRETCH  20 SQUATS  20 SQUATS  30 SECOND STRADDLE STRETCH

30 JUMPING JACKS  QUESTION MARK  30 JUMPING JACKS  20 MOUNTAIN CLIMBERS  30 JUMPING JACKS  20 MOUNTAIN CLIMBERS

20 JUMPS IN THE AIR  QUESTION MARK  20 JUMPS IN THE AIR  20 JUMPS IN THE AIR  20 JUMPS IN THE AIR  20 SECOND STRAIGHT LEG STRETCH

30 SECOND BUTTERFLY STRETCH  BALANCE ON ONE FOOT FOR 30 SECONDS  30 SECOND BUTTERFLY STRETCH  BALANCE ON ONE FOOT FOR 30 SECONDS  30 SECOND BUTTERFLY STRETCH

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PERIMETER FITNESS

Directions: Add up the perimeter of each shape to find out how many of each exercise to perform.

Star Squats: 2 + 2 + 2 + 2 = 8

Square: 5 + 5 = 10

Decagon Press Ups: 1 + 1 + 1 + 1 + 1 = 5

Trapezoid Leg Lifts: 4 + 5 = 9

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Thermometer Fitness 1.0

Directions: Perform the exercises indicated by each thermometer.

- Windmills
- Squats
- Side To Side Reach
- Elbows To Knees

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DOMINO FITNESS 1.0

Directions: Count the number of dots on each domino to find out how many of each exercise to perform.

- Sit-Ups
- Jumping Jacks
- Lunges (Both Legs)
- Squats

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FINGER FITNESS 1.0

Directions: Count the fingers to find out how many of each exercise to perform

Elbows To Knees

Calf Stretch

Both Legs!!!

Curl-ups

Lunges

Both Legs!!!

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The Daily Big 3

This is a great time while we are out of school for you to start practicing taking care of your overall wellness on your own. But don’t worry, I’m here to guide you! The Daily Big 3 are three things you can do while you’re out of school to take care of your physical and mental wellness. Fill in the date for each day and check off items as you complete them.

- Each day you will work on a skill that helps with mental or emotional wellness.

  Why are we doing this? As humans, we are going to feel a variety of emotions and feelings throughout our lives every day. Practicing skills to help manage them is really important and can be difficult. A lot of times our decisions can be related to our emotions. The better we get at managing and recognizing our emotions, the better we will get at making healthier decisions.

- You will also complete some kind of physical activity.

  Why are we doing this? Being physically active regularly is a healthy habit, not just for our physical health, but it helps with our mental and emotional health, too. When we are physically active, we can improve our mood immediately and we are using up energy which can help us have more restful sleep. If we practice making physical activity a part of our day now, it will be easier to do when we are adults and are busier.

- After you complete the activities you will reflect on them.

  Why are we doing this? Figuring out why we do what we do is important so that we can create healthy habits. If we take moments to pause and reflect, we can figure out why we like something (or don’t), why we may have done something, we can figure out ways to improve going forward, and sometimes it’s even a really good way to vent! It’s healthy to learn about ourselves and be able to do things that are meaningful to us as individuals.

Click on the links below to take you to that day’s Daily Big 3.

<table>
<thead>
<tr>
<th>The Daily Big 3</th>
<th>☐ when complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
</tr>
</tbody>
</table>

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Day 1 (Date: ____________)

Start and end your day with a Mindful Minute.
A Mindful Minute is 60 seconds of quietness in the present moment. Don’t think of anything that has already happened or anything that will happen in the future. If your mind starts to wander, focus on your breathing. A Mindful Minute is a great tool to use any time of day especially if you feel overwhelmed, anxious, mad or just need to focus.

- Start of the day Mindful Minute
- End of the day Mindful Minute

Try a Tabata workout.
Today try a Tabata workout. A Tabata work out is a workout that consists of 20 seconds of high-intensity activity followed by 10 seconds of rest on and off for eight rounds.

Here is a workout to try:

- Complete eight rounds of 20 seconds of **bodyweight squats** followed by 10 seconds of rest.
- Complete eight rounds of 20 seconds of **push-ups** (on your knees is okay) followed by 10 seconds of rest.
- Complete eight rounds of 20 seconds of **mountain climbers** followed by 10 seconds of rest.

What did you think? Choose all that apply.

- This was fun!
- Not for me.
- I would do a Tabata workout again.
- It was challenging.

Reflect on the day.
On a separate piece of paper or on the back of this page answer the following questions.

- How did you feel before, during and after your Mindful Minutes? Things to consider in your answer are determining if you found it difficult to be in the present moment or why you were feeling a certain emotion.
- Do you feel a Mindful Minute is something you would do regularly? Why or why not.
- Explain why you selected your answer for the Tabata workout response above.
Day 2 (Date: ____________)

Try progressive muscle relaxation.
Progressive muscle relaxation is a way to relax your body by tightening your muscles then relaxing them. You lay down and start at your head, squeezing and relaxing different muscles in your face, and work all the way down to your toes. Like a Mindful Minute, this is a great tool to use if you feel overwhelmed, anxious, mad or just need to focus.

Start progressive muscle relaxation with these areas of your body listed below. Squeeze the muscles and hold for 15 seconds then relax your muscles while counting to 30. Do this for each area until that area feels relaxed. Remember to breathe and not hold your breath.

<table>
<thead>
<tr>
<th>Body Area</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forehead</td>
<td>Furrow eyebrows.</td>
</tr>
<tr>
<td>Eyes</td>
<td>Close your eyes tightly.</td>
</tr>
<tr>
<td>Cheeks/Jaw</td>
<td>Smile as big as you can.</td>
</tr>
<tr>
<td>Shoulders</td>
<td>Raise your shoulders up to your ears.</td>
</tr>
<tr>
<td>Neck</td>
<td>Touch your chin to your chest.</td>
</tr>
<tr>
<td>Arms and hands</td>
<td>Ball your hands into a fist while crossing her arms across your chest.</td>
</tr>
<tr>
<td>Stomach</td>
<td>Suck stomach in and tighten abs.</td>
</tr>
<tr>
<td>Glutes</td>
<td>Squeeze together.</td>
</tr>
<tr>
<td>Legs</td>
<td>Start with your quadriceps then your calves.</td>
</tr>
<tr>
<td>Feet</td>
<td>Point your toes to your face then curl them down.</td>
</tr>
</tbody>
</table>

Try a Would You Rather workout.
This is a fun way to get some physical activity in by choosing between two things (e.g. PlayStation or Xbox). Depending on what you pick is what exercise you complete. Try the Would you rather? workout below. Use the physical activity chart to look up how to do an exercise if you’re not sure. Once you’ve completed it, do it again but picking the opposite choices.

<table>
<thead>
<tr>
<th>Would you rather?</th>
<th>Exercise answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Eat school lunch</td>
<td>a. 20 jumping jacks</td>
</tr>
<tr>
<td>b. Bring your lunch from home</td>
<td>b. 20 high knees</td>
</tr>
<tr>
<td>a. Win a million dollars now</td>
<td>a. 40 boxing punches</td>
</tr>
<tr>
<td>b. Get three wishes in five years</td>
<td>b. 20 arm circles forward, 20 arm circles backward</td>
</tr>
<tr>
<td>a. Read really fast</td>
<td>a. 10 shuffle squats</td>
</tr>
<tr>
<td>b. Text/type really fast</td>
<td>b. 10 lunges with a hook</td>
</tr>
<tr>
<td>a. Breathe under water</td>
<td>a. 20 plank jacks</td>
</tr>
<tr>
<td>b. Fly</td>
<td>b. 10 half burpees</td>
</tr>
<tr>
<td>a. Be an adult overnight</td>
<td>a. 10 star jumps</td>
</tr>
<tr>
<td>b. Stay your age forever</td>
<td>b. 20 scissor jacks</td>
</tr>
</tbody>
</table>

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What did you think? Choose all that apply.

☐ This was fun!
☐ Not for me.
☐ I would do a Would You Rather workout again.
☐ It was challenging.

Reflect on the day.
On a separate piece of paper or on the back of this page answer the following questions.

☐ Compare progressive muscle relaxation to a Mindful Minute. List out the pros and cons of each one. Which one did you like better? Which one do you see yourself using more often? Be sure to explain the reasons why or why not.

☐ How did you feel during and after the Would You Rather workout? Explain your selections for “What did you think?” above.
Day 3 (Date: __________)  

- Your choice of mindfulness activity.
  Pick from one of the following to do.
  - Mindful Minute
  - Progressive muscle relaxation

- Create your own Tabata.
  Create your own Tabata using the Physical Activity Chart in your packet using the table below. Once you’ve created it, do it! If you’re up for a challenge complete your Tabata three times.

<table>
<thead>
<tr>
<th>My Tabata Workout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick four exercises and list them below.</td>
</tr>
</tbody>
</table>

What did you think? Choose all that apply.

- This was fun!
- I think I could improve.
- I think I did a good job.
- It was challenging.

Bonus: Share it with your classmates!

- Reflect on the day.
  On a separate piece of paper or on the back of this page answer the following questions.

  1. How are you feeling about being out of school because of the coronavirus? Be sure to explain why you are feeling a certain feeling.
  2. How can you use a Mindful Minute or Progressive muscle relaxation during this time?
Day 4 (Date: ____________)

Listen to some mindfulness music and create a playlist.
Have you ever listened to a song and it made you happy or triggered a memory? Music can affect our emotions and we tend to listen to music that reflects our mood. Music can also be a great strategy when we may be feeling down, anxious, overwhelmed or even mad.

Today, try listening to some music or sing a song you really enjoy. Remember to be in the present moment, not thinking about what has already happened or what will happen. If your mind starts to wander focus on the music, like the melody or the lyrics of the song, and how you’re feeling. Once you’re done, create a playlist of songs you like that make you happy, tend to uplift you or make you feel relaxed when you listen to them.

Create your own Would You Rather workout.
Create your own Would You Rather workout using the Physical Activity Chart for exercise ideas.
Once you’ve created it, do it!

<table>
<thead>
<tr>
<th>Would you rather?</th>
<th>Exercise answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
</tr>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
</tr>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
</tr>
</tbody>
</table>

What did you think? Choose all that apply.

- This was fun!
- I think I could improve.
- I think I did a good job.
- It was challenging.

**Bonus: Share it with your classmates!

Reflect on the day.
On a separate piece of paper or on the back of this page answer the following questions.
What kind of music do you normally like to listen to? Do you like upbeat music? Do you like music that’s slower? Or do you especially pay attention to the lyrics?

Could this be a tool (listening to music) in the future? Why or why not.

For fun, answer and explain your answers to the following Would You Rather questions:

- Run at 100 mph OR Fly at 10 mph
- Never use Instagram again OR Never use Netflix again
Day 5 (Date: ______________)

1. Your choice of mindfulness activity.
   Pick from one of the following to do.
   - Mindful Minute
   - Progressive muscle relaxation
   - Listen to the playlist you created or some mindfulness music

2. Your choice of physical activity.
   Pick from one of the following.
   - Tabata – Try one of your classmates’ Tabata!
   - Would You Rather – Try one of your classmates’ routines!
   - Your choice: ____________________________

3. Reflect on the day.
   On a separate piece of paper or on the back of this page answer the following questions.
   - What was your favorite mindfulness activity? Mindful Minute, progressive muscle relaxation or listening to music. Explain why.
   - Now that the week is over, how are you feeling? What was the best part of your week? What was something that could have been better?
# Mind and Body Bingo

Mark with an “X” the different activities you complete over the course of a week. How many different variations of BINGO can you get?

<table>
<thead>
<tr>
<th>B</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go outside for a walk and find 10 things that start with the letter of your name.</td>
<td>Try a new healthy recipe.</td>
<td>Do a Mindful Minute.</td>
<td>Complete three tasks from the Mind &amp; Body Calendar.</td>
</tr>
<tr>
<td>Drink eight glasses of water.</td>
<td>Make a list of things for which you are grateful.</td>
<td>Back in the Day: Play a game you used to like when you were smaller.</td>
<td>Write a compliment to yourself and keep it to look at later.</td>
</tr>
<tr>
<td>Write a letter to a friend or family member.</td>
<td>Complete all the yoga poses on the At Home Physical Activity Chart.</td>
<td>FREE</td>
<td>Take three movement breaks in a day.</td>
</tr>
<tr>
<td>Clean up your room before bed.</td>
<td>Device Detox: don’t use any technology for three consecutive hours.</td>
<td>Put on some music and dance for five minutes.</td>
<td>Complete five exercises from the At Home Physical Activity Chart.</td>
</tr>
<tr>
<td>Share your feelings with someone or journal about school being closed.</td>
<td>Physical activity of your choice.</td>
<td>Complete a chore around the house.</td>
<td>10 jumping jacks 10 squats 10 bell jumps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Leave a kind note somewhere for somebody to find.</td>
</tr>
</tbody>
</table>

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Internal Voice as an Influence

Part 1: Think about the Thought of the Day. Do you agree or disagree with the statement below?

You will make better decisions the more you value yourself.

In the space below explain why you agree or disagree.
Part 2: What does your internal voice say to you? Answer in the space below.

Part 3: Create a positive “I” statement using markers, colored pencils or whatever you have around the house. Then post it somewhere you can see it daily.
Note to Teachers

This lesson was adapted from the health, moves, minds, Power Through Empowerment: Lesson 1 for grades 6-8, but can easily be used for grades 9-12.

Depending on your distance learning capabilities you may want to follow up with students about this assignment. Use the example script below to continue discussion. Either by e-mail, video conference, or in the next take-home packet.

Example script: “Who do you hear most in your head? Probably yourself. Most of us are always having an internal conversation with ourselves. Earlier we saw how outside influences can affect our decisions, but your own thoughts and self-esteem can influence your behavior as well as outside influences.”

Discuss the following questions/scenarios:

- Use the example of a parent.
  - What if the parent is constantly negative to their child? (You are a pain, you’re stupid, you will never be anything, etc.)
  - How will that child feel about him or herself?
  - What if the parent is nurturing, loving, and positive? (You are great, I love you, you will do better next time, etc.)
  - How will the child feel about himself/herself?

- Make the point to students that it’s important to be kind to ourselves as much as it’s important to be kind to others.

- Give some of the following as potential thoughts people might think about themselves.
  - I’m smart
  - I’m pretty/handsome
  - I’m ugly
  - I’m stupid
  - I’m OK
  - I’m weak
  - I’m a good friend
  - I’m nothing
  - I’ll never be loved
  - I deserve to be loved
  - I deserve to be treated well

- How does someone’s self-esteem affect their health?
- How can a person’s internal thoughts influence their relationships with others, such as friends, parents or other classmates and peers?

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