Take Home Activities

Social-Emotional Learning
Classroom Counseling
Mindful P.E.

Be Mindful Today!
Gr. 4
<table>
<thead>
<tr>
<th>Take a Break from screen time (besides School)</th>
<th>DO SOME YOGA</th>
<th>Take 5 Deep Breathes</th>
<th>Clean a Room</th>
<th>Read A Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink a Glass of Water</td>
<td>Play with a Pet or Animal</td>
<td>Enjoy your favorite snack</td>
<td>Do a random act of Kindness</td>
<td>Play outside for 30 minutes</td>
</tr>
<tr>
<td>LISTEN TO MUSIC</td>
<td>Write down 5 things You like about yourself</td>
<td>Star</td>
<td>Eat a fruit or veggie</td>
<td>Stand in the Sunshine</td>
</tr>
<tr>
<td>Make Art or Draw something</td>
<td>Go for a Walk</td>
<td>Tell someone what you like about them</td>
<td>WATCH A MOVIE OR SHOW</td>
<td>60 minutes of Physical Activity</td>
</tr>
<tr>
<td>Learn something New</td>
<td>Play a game with someone else</td>
<td>Talk To a Friend</td>
<td>5 Minute Dance Party!</td>
<td>Get a Goodnight Sleep</td>
</tr>
</tbody>
</table>
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

© Kids Yoga Stories.
Name:

You know all about being a student. Now it’s your chance to try being a teacher. Today you’re going to teach an adult family member the first two Calming Down Steps, just like you learned in class. Follow the “lesson plan” below.

Read the following information and questions out loud to your adult. Then help your adult answer the questions. Refer to the Calming-Down Steps as needed.

We all have strong feelings that can get out of control sometimes. When are some times you might have strong feelings?

When you have strong feelings, your body sends messages to the part of your brain that just reacts. That’s why you need to switch on the thinking part of your brain—so you don’t just react and do something you’ll regret later. You can do this by using the first two Calming-Down Steps: Stop—use your signal and Name your feeling.

The first thing you need to do when you feel yourself losing control of your feelings is tell your mind and body to stop. What is a signal you can say to yourself to stop yourself from reacting without thinking?

After you give yourself a signal, the next step is to name your feeling. In the following situations, say your stop signal out loud, then name your feeling.

When I come home, the house is a mess.

I can’t get my television to work.

A friend just canceled our dinner plans for the third time this month.

Next time you’re having strong feelings that are getting out of control, what are the first two things you should do?

1. 

2. 

This homework assignment was completed on ________ (DATE) ___________ (ADULT SIGNATURES)
Name:

You are a relaxation instructor. Your job is to help people calm down when they are feeling strong emotions, like anger. Today you will lead an adult family member through the Calming-Down Steps. Then you will show your adult your specialty—deep, centered breathing—as a way to calm down.

1. First, ask your adult to think about situations that make him or her feel angry.

Your adult feels angry when:

2. Remind your adult that when he or she is feeling angry, it’s important to use a stop signal and name the feeling.

What is your adult’s signal?

Have your adult name his or her feeling.

3. Now it’s time to teach your adult to calm down by using deep, centered breathing. Have your adult follow along with you as you read the following and demonstrate the deep breathing as done in class. Practice as many times as you and your adult need to!

_Sit down and close your eyes, or look at the floor. Put your hand on your stomach, just above your belly button. Focus your attention on your breathing as you take a breath deep into the lower part of your lungs. You should feel your stomach moving out as you do this. Now breathe out through your mouth slowly. Use your hand to make sure you can feel your stomach moving as you breathe._

_Deep breathing works by bringing more oxygen into your lungs and bloodstream, which helps you to slow down your breathing. This, in turn, slows your heart rate and makes you feel calmer._

This homework assignment was completed on ______________ |

[ADULT SIGNATURE]
Schoolwork, what to wear, bad weather, an ill relative—so many things to feel anxious about! But what exactly does feeling “anxious” or “anxiety” mean? **Anxiety** is the uncomfortable feeling you get when you are worried about something that might or might not happen. And we all feel it sometimes, even adults!

Discuss and answer the following questions about anxiety with an adult family member. Then think of things you both can say to yourselves (use positive self-talk) to help you calm down and manage your anxiety, such as “I know I can do this,” “It’s going to be fine,” or “I just need to calm down.”

What are some things you feel anxious about?

**You:**

**Adult:**

What happens to your body and mind when you feel anxious?

**You:**

**Adult:**

What positive self-talk can you use in the situations you named above when you feel anxious?

**You:**

**Adult:**

This homework assignment was completed on _____

[DATE] [ADULT SIGNATURE]
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:
TAKE-HOME ACTIVITY LESSONS
ART
GRADES 3-5
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 ??
REALLY 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>FIREFOWKS</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>
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!
How to create a four point perspective optical Illusion

1. Fold paper in half in both directions. Unfold paper

2. Where all folds intersect make a dot with your pencil. If your paper is a rectangle you will have two long lengths and two short.

3. Take a ruler (make sure it measures in inches) and place the zero or if a zero is not shown, the edge of the ruler. Place it on the dot in the center of the paper so that you can see the folded line just above the numbers and is the shorter paper length. The number of dots must be the same on all sides.

4. Measure and mark with a dot every inch starting from the center point. If you measure 4 inches on the short length, than only have 4 dots measured on the longer length. 8 ½ x 11 gets 4 dots on each side; 1” spacing.

5. After all is measured and looks like a dotted plus sign. Begin connecting lines. Put your pencil on a dot furthest from the center (there are four) and draw a line to a dot that is the closest to the center on a different axis. 1 goes to 2, 3 goes to 4, 5 goes to 6, 7 goes to 8. If you have a larger paper the numbers go up higher. Study the example before starting this part. And use a pencil in case you make a mistake. Each quadrant is completed the same way, so repeat step 5 three more times.

6. When finished with the hard part draw a line down the centers making a large plus sign. This should cover up your dots.
7. If you are up for a real challenge make dots every $\frac{1}{2}$" apart, instead of 1" apart.
Zentangle Letter Spiral

Pattern Examples

Materials:
Pencil, White paper, Marker, colored pencil, or crayon (one color)
Directions

1. Have paper vertical and draw a spiral from the center out
2. Draw block letter over center of spiral
3. Erase the part of the spiral that is inside the letter
4. Color letter
5. Divide spiral into sections for patterns
6. Draw different patterns in each section
Directions: Start with the top box and follow each step before you move to the next picture.

1. Draw a wavy line from left to right.
2. Divide that wavy line with six little marks.
3. Make a connection between two lines to make it look sort of like a bubble coming from the line.
4. Repeat the bubble design on top of the first one until it goes off the top of the paper.
5. Fill in the blank areas doing the same bubble theme until the top half of the picture is filled.
6. You can now twist your paper around and repeat this whole process until this other side is filled with stacked bubbles.
7. When coloring, make sure to use a pattern and each area can be unique and different from the stack next to it.
Remote Learning Art Activity (grades 3-5)
Goal: Understanding/applying the art element of value.
Materials needed: Two items: Pencil and a crayon, marker, or colored pencil. One color only.

Speaking of Value
1. Value refers to how light or dark something looks. There are many degrees of value. Shade each square with a pencil.

| black | very dark gray | dark gray | middle gray | light gray | very light gray | white |

2. In each square, use one color to show the different values. Use a colored pencil or a crayon. You will have a value scale with seven values.

| very, very dark | very dark | dark | middle | light | very light | white |

3. Artists use shading to suggest the form and texture of objects. A highlight is the area where you see the most light, or lightest value. A shadow is the area where you see the least light, or darkest value. Where is the source of light in each drawing? Draw an arrow to show the path of light rays.

On another sheet of paper, draw a tree. Show what you have learned about shading.

I know about shading and value scales.
WORK SHEET #4

LETTERING

LETTERING ARTISTS USUALLY USE A LETTERING GUIDE AND A T-SQUARE TO MAKE EVEN-SPACED GUIDELINES (TRACKS) TO PLACE THEIR LETTERS. IF YOU DON'T HAVE THOSE THINGS YOU CAN STILL PRACTICE NEXT, READABLE LETTERING.

ABCDEFGHIJKLMNOPQRSTUVWXYZ
0123456789

COMIC BOOK LETTERING MUST BE EASY TO READ. IT IS USUALLY ALL UPPER CASE (CAPITAL). SPECIAL EFFECTS IN LETTERING IS FINE BUT MASTER THE BASICS BEFORE YOU TRY TO DO THE FANCY STUFF.

YOU MAY DO FANTASTIC, INCREDIBLE ART, BUT IF YOU HAVE LOUSY LETTERING WHO IS GOING TO WANT TO READ YOUR STORY?

ON THIS SHEET THE GUIDELINES ARE ALREADY PROVIDED FOR YOU. PRACTICE MAKING LETTERS AS THEY APPEAR IN THE ALPHABET BELOW. USE A FINE POINT FELT TIP OR NYLON POINT MARKER.

ABCDEFGHIJKLMNOPQRSTUVWXYZ
0123456789

MAKE YOUR LETTERS FILL THE TRACKS!

PRACTICE DRAWING WORD BALLOONS AROUND YOUR LETTERS.

PUT PICTURES WITH YOUR WORDS!!

SKETCH YOUR OWN SUPER HEROES IN THESE PANELS. WRITE A ROUGH DRAFT OF YOUR OWN WORD BALLOONS AND SOUND EFFECTS TO HAVE MORE PRACTICE.

TIP: LIGHTLY PENCIL YOUR LETTERS AND THEN GO OVER THEM IN INK AFTER YOU HAVE CORRECTED ANY ERRORS.
Elementary Music Paper and Pencil Packet
Schedule for Grades 3 through 5

Week of May 4:
   Instruments-Who Am I?
   Instruments-Scavenger Hunt

Week of May 11:
   Pitch Codebreaker

Week of May 18:
   Setting a Poem to Music
   Setting Another Poem to Music

Week of May 25:
   Rhythm Composition

Week of June 1:
   Alligator Chant

Week of June 8:
   My Dynamic Diary
   My Own Dynamic Story
Who Am I?

Solve each instrument clue below. Write the correct letter name beside each clue.

1. I include a snare and bass drum, tom-tom and cymbals.  
   A. Piano

2. I am the lowest sounding instrument in the brass family.  
   B. Trombone

3. I am a string instrument, played sitting down, between the knees.  
   C. Guitar

4. I have 88 keys and I am a member of the string family.  
   D. Oboe

5. I am made of a hollow wooden tube closed at one end.  
   E. Cello

6. I use a U-shaped slide to change pitches.  
   F. Drum Set

7. I have 6 strings and a long narrow, fretted neck.  
   G. Tuba
Band Room Scavenger Hunt

Uh-Oh ... the students forgot to put their instruments away again. Locate and circle the following instruments. Then, find and name the final missing instrument that you have not circled yet.

- 3 flutes
- 2 timpani drums
- 2 french horns
- 2 sets of cymbals
- 4 trumpets
- 1 trombone
- 2 clarinets
- 2 violins

The missing instrument is the _______________________.

30/2118H-78
CodeBreaker! is a note naming activity that is perfect for the music classroom or beginning instrumental/choral student. The challenge of this activity is to correctly name each note and then write its alphabet letter name on the blank below. The code is broken when the alphabet letters reveal the secret word.

Treble Clef

C D E F G A B C
SETTING A POEM TO MUSIC

Here is a short poem to use as words of a song.

A Kite (author unknown)
I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whichever way I chanced to blow.

Here is the rhythm of the song in $\frac{6}{8}$ meter:

1. Start the song on E ($Mi$ in the C major scale) and end the song on middle C ($Do$ in the C major scale). The rest of the notes are up to you.

A Kite

2. Practice playing your song on a metallophone or piano until you feel comfortable with it. Make sure you can sing the song.

3. Play your song for the class.
SETTING ANOTHER POEM TO MUSIC

Here is a short poem to use as words of a song. The rhythm has been given to you.

The Rain  (author unknown)

Rain on the green grass
And rain on the tree.
Rain on the house-top
But not on me!

Here is the rhythm of the song divided into 4-beat measures:

\[\begin{array}{c}
\frac{4}{4} \quad \\|\quad \\|\quad \\|\quad \\| \\
\text{Rain on the green grass and rain on the tree.} \\
\\|\quad \\|\quad \\|\quad \\| \\
\text{rain on the house top but not on me!} \\
\end{array}\]

1. Start and end the song on middle C (Do in the C major scale). The rest of the notes are up to you. Make sure your measures have 4 beats.

The Rain

\[\begin{array}{c}
\frac{4}{4} \\
\text{Rain on the green grass and rain on the tree.} \\
\\| \\
\text{rain on the house top but not on me!} \\
\end{array}\]

2. Practice playing your song on a metallophone or piano until you feel comfortable with it. Make sure you can sing the song.

3. Play your song for the class.
Rhythm Composition Pieces

Cut out the symbols below and arrange them to create your own rhythms.
Alligator Chant

Beth Thompson

\[ \frac{4}{4} \]

Al-li-ga-tor high, al-li-ga-tor low, al-li-ga-tor fast and then he's slow.

Al-li-ga-tor up, al-li-ga-tor down, al-li-ga-tor on the farm and also in the town.

See if you can perform the Alligator Chant!

Can you speak it slow?

Can you speak it fast?

DU Du-de Du-ta-de-ta
Ta Ti-ti Ti-ka-ti-ka
ASSESSMENT

My Dynamic Diary

Everything you hear can have a dynamic sign. Make a list of different sounds you notice during the day and write what were the loudest and most quiet sounds you heard.

What was the loudest (\textit{ff}) sound you heard?

What was the most quiet (\textit{pp}) sound you heard?

Sounds I Heard Today:

\begin{itemize}
  \item \textit{ff}
  \item \textit{f}
  \item \textit{mf}
  \item \textit{mp}
  \item \textit{p}
  \item \textit{pp}
  \item \textit{sf}
\end{itemize}
My Dynamic Story

Below is a story for you to fill in the blanks with the appropriate dynamic word. Use the best word in the list below that fits the sentence. Then, write your own DYNAMIC sentences!

Dynamic Word List
forte  piano  fortissimo  sforzando  pianissimo  crescendo  decrescendo

Sometimes, my parents tell me I’m too ___________. They say, “Use your ___________ voice inside the house.” When my baby brother cries, it can be ________________. When he is sleeping, my mother tells me to be ________________.

I like to go to the ball game for fun. When our team is about to score, there is a ________________ of cheers. When the other team is about to score, there is often a ________________ of cheering.

Create your own sentence using the words “forte” or “piano”.

__________________________________________________________

Create your own sentence using the words “crescendo” or “decrescendo”.

__________________________________________________________

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Take Home Activities

Library

Gr. 3-5
**Indoor Reading Bingo**

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

<table>
<thead>
<tr>
<th>Re-read your favorite book</th>
<th>Read a book that makes you laugh</th>
<th>Read a book while wearing a hat</th>
<th>Read a book with a cover you love</th>
<th>Read snuggled in a blanket</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a fiction book</td>
<td>Find a word you don’t know</td>
<td>Read in bed</td>
<td>Read to someone else</td>
<td>Read a picture book</td>
</tr>
<tr>
<td>Have your favorite drink while you read</td>
<td>Read in your pajamas</td>
<td></td>
<td>Read for 20 minutes</td>
<td>Read in a blanket fort</td>
</tr>
<tr>
<td>Start reading at 11:11 and make a wish</td>
<td>Read to a stuffed animal</td>
<td>Eat a snack while you read</td>
<td>Read on a windy day</td>
<td>Read a book with an animal in it</td>
</tr>
<tr>
<td>Read for 30 minutes</td>
<td>Read in a comfy chair</td>
<td>Listen to someone read to you</td>
<td>Read twice in one day</td>
<td>Read using a flashlight</td>
</tr>
</tbody>
</table>

#Reading for Everybody
capstone
capstonepub.com
DAY OF DISASTER

THE ERUPTION OF
MT. VESUVIUS

Nearly 2,000 years ago, a volcanic eruption destroyed the city of Pompeii. Thousands died. It was the worst disaster of the ancient world.

NOW IMAGINE THAT YOU ARE THERE.

BY LAUREN TARSHIS | ILLUSTRATION BY GARY HANNA

Let’s take a trip back to ancient Rome.

It’s going to be a long trip—nearly 2,000 years. Close your eyes and imagine it: a time before computers or cars or electric lights. America wasn’t a country.

Back then, most of Europe and the Middle East were part of what is known as the Roman Empire. The capital of the Roman Empire was the city of Rome.

The trip will be interesting. But scary too. Because you’re about to witness one of the worst disasters in the history of the world.

The Roman Empire stretched across much of Europe and Northern Africa. Pompeii is located in the country we now call Italy.
It's a summer day in the beautiful city of Pompeii. The year is 79 A.D. The main street is packed with people. Women walk by in long robes. Men wear tunics. Children's leather sandals slap against the streets.

Vendors sell slices of juicy melons or hunks of roasted meats. A cobra peeks out of a basket. A parrot calls out a hello from the shoulder of a shopkeeper.

"Salve!" he squawks in Latin, the language of the Roman Empire.

You're surprised by how modern this city seems. It has a library, shops, and restaurants. You stop at a food market, where you can taste dozens of treats. Don't you want to try some roasted mice stuffed with nuts and rose petals?

Look at the marble and bronze statues standing all over the city. They honor the emperors—the kings—who built Rome into the most powerful empire in the world.

Wait! Look at that person walking by, the huge man with scars on his face. He's a famous gladiator, a special kind of fighter. Does he look nervous? That's because tonight he will fight in Pompeii's amphitheater, a stadium big enough to hold 20,000 people.

Romans love to watch gladiators fight each other with fists, swords, clubs, or knives. Sometimes men fight lions or bears. If it sounds awful, that's because it is. Some gladiators die in battle.

**THE VOLCANO**

Have you noticed the huge mountain that looms behind the city?

That's Mount Vesuvius.

You haven't given it much thought. Neither have the people of Pompeii. Why should they? It's just a big mountain, silent and still. Its gentle slopes are covered with trees and vineyards. Except Mount Vesuvius is not just a mountain.

It is a volcano.

Vesuvius sits on a crack in Earth's crust—the hard, rocky layer that covers the surface of our planet like the shell of an egg. The crack in the crust allows molten rock called magma to seep up from miles below. A huge lake of magma boils under Vesuvius, steaming with poisonous gases.

But the people of Pompeii don't know what is festering below.

How could they? There is not even a word for volcano in Latin. And Vesuvius has been dormant—asleep—for 1,500 years.

But now Vesuvius is waking up.

For months, magma has been rising through the center of the volcano, filling it like fiery blood. Pressure is building. An eruption is coming.

There have been warning signs over the
past few weeks. Talk to the farmers who tend to the vineyards around Vesuvius. They'll tell you about a terrible stinging smell—like rotten eggs—that wafts from the mountaintop. Is it a warning from the gods? Like the ancient Greeks before them, the Romans believe that gods and goddesses control everything in the world. Even many scientists of the time believe that natural disasters are caused by angry gods.

No one understands that the terrible smell is a kind of gas. It's part of the explosive mixture inside the volcano.

And there have been other signs of a coming disaster. The extreme heat underground has caused springs to dry up. Goats and sheep are dropping dead on the mountain, their lungs seared by the poisonous gases. Most alarming of all: Small earthquakes have erupted throughout the city, a sign of growing strain on the land.

All of this is evidence that a huge eruption will come any second. The people of Pompeii should have evacuated weeks ago. If only they understood. But you do. So why are you standing around? Run! Now!

**A BOILING AVALANCHE**

Too late.

**BOOM!**

An explosion seems to shatter the sky. The ground shakes. People fall. Horses and donkeys scream. Birds scatter.

A huge column of gray smoke spews from the top of Mount Vesuvius.

Except it's not smoke.

The heat from the eruption has turned millions of tons of rock into superheated foam. The boiling plume shoots 12 miles into the sky at rocket speeds. When it hits the freezing air above Earth, the melted rock turns into tiny pebbles called pumice. It spreads through the air and pours down on Pompeii.

The pumice falls with painful force. It is mixed with hot ash, which clogs your nose and throat.

Many people are fleeing. Go with them! Push your way past the donkey carts. Get through one of the gates of the city. Grab the hand of a little boy who has become separated from his family. Keep moving. The farther away you get, the more likely you are to survive.

Other people stay behind to guard their homes and businesses. Crime is bad in Pompeii. An abandoned home or shop will almost certainly be looted.
by thieves. People hide in their homes. They think this strange storm of ash and rock will soon end.

They are wrong.

The sky turns black. As hours pass, roofs collapse under the weight of the pumice. People get trapped in their homes.

Then more terror.

As the volcano loses energy, the molten rock and ash mix together to create superheated waves that rush down the mountain at up to 180 miles an hour. This burning, poisonous avalanche is known as a pyroclastic flow. When it hits Pompeii, death for those left behind is almost instant.

Over the next hours, millions of tons of ash and rock fall on the city.

In the weeks that follow, people search Pompeii for survivors.

There are none.

In fact, the whole city seems to have vanished. Pompeii is buried under more than 10 feet of rock.

Within a few decades, Pompeii is all but forgotten.

A VANISHED WORLD

You survived your day in Pompeii. You are one of the lucky ones who made it to safety in time.

But before you go home, let’s take one more trip, to Pompeii today. The ruins lie near the city of Naples, in southern Italy. For nearly 1,700 years, Pompeii was forgotten. It was rediscovered in 1748. People have been studying it ever since.

The layers of pumice and ash that fell on Pompeii formed a shell over the city, preserving it as a time capsule of Roman life.

Over the centuries, archaeologists have dug up dazzling treasures. They’ve found jewels and silver dishes, mosaic artwork and statues. They even found the remains of a basket of eggs and a bowl of chicken soup.

As you walk through the ruins of Pompeii today, you can admire the remains of houses, shops, and temples. You can almost hear the voices and laughter of the citizens. And you can see Mount Vesuvius.

It is silent and still. But don’t be fooled. Vesuvius has erupted more than 30 times since Pompeii was destroyed. The last time was in 1944.

These eruptions were small. But experts say the volcano will erupt again, maybe with the same force as it did in 79 A.D.

They worry about the millions of people who live in the eruption zone.

Will there be enough warning before the next eruption? Or will people suffer the same fate as ancient Pompeians?

Would you want to be there to find out?
After nearly 1,700 years, Pompeii was rediscovered—giving us fascinating clues about the ancient world by Allison Friedman

In 1748, a farmer was digging a well in his field in southern Italy. Suddenly, his pick hit something hard. Soon he was face-to-face with a big marble statue. The farmer didn’t know it, but he had just rediscovered the lost city of Pompeii.

Pompeii had been buried for nearly 1,700 years, since the eruption of Mount Vesuvius. Most people had forgotten it even existed. Soon, workers began clearing away ash and pumice to reveal a city frozen in time.

Stepping Into the Past
At first, the main goal of the digging was to unearth Pompeii’s riches—beautiful paintings, golden crowns, glittering jewels. But soon, people realized that the city offered an even greater treasure: the chance to learn how the ancient Romans lived. Experts excavated and studied the ruins. A new type of science was born. It was known as archaeology.

In the mid-1800s, archaeologists had a big breakthrough. When the volcano erupted, victims were trapped in a mixture of ash and pumice, which hardened like cement. The bodies slowly decayed, leaving people-shaped holes. Scientists poured plaster into these holes, then chipped away at the rock around them. What remained were detailed statues of the people of Pompeii, frozen in their final moments.

New Discoveries
Since then, archaeologists have come up with new tools and techniques for cracking open Pompeii’s secrets. They have examined the plaster statues with lasers and X-rays. They have created digital 3-D models of buildings. They’ve even studied poop from ancient toilets.

They’ve learned that life in Pompeii wasn’t so different from life today. The Romans kept pets, shopped at stores, and ate lunch at fast-food restaurants called thermopolia.

Today, one-third of the city still waits to be uncovered. But experts worry that their work could be cut short by another big eruption. Could the lost city be buried once again?

No one is sure. In the meantime, millions of people visit each year, drawn by the chance to step into an ancient world.
Think About It!

Close-Reading Questions: Read “The Eruption of Mt. Vesuvius” and “The Lost City Is Found.” Then go back and reread sections of the texts to answer the questions below. We’ve started the first two answers for you.

1. Based on the beginning of the article, what was life like in the Roman Empire?

Life in the Roman Empire was

2. Based on “The Volcano,” why weren’t the people of Pompeii worried about living near a volcano?

The people of Pompeii weren’t worried because

Continued on next page >
3. What signs did Mount Vesuvius give that it was going to erupt?

4. The section “A Boiling Avalanche” ends by saying “Pompeii is all but forgotten, wiped off the face of the Earth.” What does this mean?
5. According to “A Vanished World,” might Vesuvius erupt again like it did before?

6. What was one major effect of Vesuvius’s eruption, based on the section “A Vanished World” and the article “The Lost City Is Found”?

Continued on next page >
Think About It! p. 4

Critical-Thinking Question (a big question about both stories):

7. How was life in ancient Pompeii like life today? Use information from both articles in your answer.
"The Eruption of Mt. Vesuvius" Quiz

Directions: Read the articles "The Eruption of Mt. Vesuvius" and "The Lost City Is Found" in the December 2019/January 2020 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Where are the ruins of Pompeii located?
   A. in America
   B. in Italy
   C. in the Middle East
   D. in North Africa

2. Which phrase below best describes gladiators?
   A. fighters who battled men and animals
   B. the languages spoken in ancient Rome
   C. stadiums that hold thousands of people
   D. mighty kings who built the Roman Empire

3. How is Vesuvius different from many other mountains?
   A. It is very tall.
   B. It is a volcano.
   C. It has gentle slopes.
   D. It is covered in trees.

4. Which phrase from the text supports the answer to question 3?
   A. "the massive mountain that looms behind the city"
   B. "It's just a big mountain, silent and still"
   C. "A huge lake of magma boils under Vesuvius"
   D. "the farmers who tend to the vineyards around Vesuvius"

5. Who discovered the buried city of Pompeii?
   A. an archaeologist
   B. a farmer
   C. a gladiator
   D. a shopkeeper

6. Why do scientists study the ruins of Pompeii?
   A. to gather up gold and other riches
   B. to clear the land so a new city can be built
   C. to determine when Vesuvius will erupt again
   D. to learn how the ancient Romans lived

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the texts.

7. How did pumice and ash help preserve Pompeii?

8. What could happen if Mt. Vesuvius has another big eruption? Support your answer with details from both texts.
Jaden is begging his parents to let him make videos with this app. They say it's a bad idea. Who's right?

Dear Mom and Dad,

It's not fair that you won't let me have TikTok. It's the most popular app in the world! All of my friends are making videos on it. They're always talking about it at school. I feel left out.

You say some TikTok videos have swearing and violence. But I'm a good kid. Using TikTok won't change that. You also say I spend too much time on screens. But you can set my account so that I'm on TikTok for only two hours a day.

Do you know there are good things about making TikTok videos? I'll be coming up with dances and skits. That'll make me more creative. My memorizing will get better. After all, I'll need to remember the funny movie quotes that I'll record. Editing the videos will help my computer skills!

Please give me a chance. You can check my account every day. You can even set up your own accounts. Then you can follow me!

Your son,

Jaden
Good for Kids?

Dear Jaden,

You are a good kid! But you'll see other kids make videos with swearing and rude behavior. You might start to think that this is OK. We like that you're thinking about screen time. But two hours of TikTok every day is way too much.

TikTok's rule is that you have to be at least 13 to post videos or comment on them. The rules also say you need our permission to use TikTok. We know a lot of kids lie about their age to get around these rules. But that's not how we do things.

There's a group called Common Sense Media. This group helps parents decide which apps are right for kids. It says kids should be at least 16 to use TikTok. That's mostly because inappropriate videos get posted.

We do feel bad that you're left out. We know that TikTok is very popular right now. But trust us. It won't be popular forever. We hope that the next big app will be one we all agree is a good one.

With love,
Mom and Dad

Should Jaden be allowed to use TikTok?
Go back to the letters and find reasons to support each side of the argument. Write down the information, then study the points on both sides. State your opinion in one sentence, which can be the introduction to an opinion paragraph on this topic.

FIND AN OPINION-WRITING TEMPLATE ONLINE!
What Do You Think?

DIRECTIONS: Read the debate "Is TikTok Good for Kids?" in the December 2019/January 2020 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 opening sentence for an essay on this topic.
"Is TikTok Good for Kids?" Quiz

DIRECTIONS: Read the debate "Is TikTok Good for Kids?" in the December 2019/January 2020 issue. Then fill in the bubble next to the best answer for each question below.

1. Based on Jaden's letter, what is one reason TikTok is good for kids?
   A) It makes you stronger.
   B) It helps you make friends.
   C) It makes you more creative.
   D) It helps you learn new math skills.

2. Jaden says his parents might say that:
   A) the game costs too much.
   B) experts do not like the app.
   C) he spends too much time on screens.
   D) they want him to play sports instead.

3. Jaden argues against the point his parents make in Question 2. He does this by saying:
   A) they are not being fair.
   B) all of his friends have the app.
   C) they can control how much time he spends using the app.
   D) he will get a job walking dogs in the neighborhood.

4. Jaden writes, "I'll get better at memorizing stuff by remembering the funny movie quotes I'll record." Which word gives a clue to the meaning of memorizing?
   A) better
   B) remembering
   C) funny
   D) record

5. What do Jaden's parents think will happen if they let Jaden use TikTok?
   A) He will start being rude.
   B) He will become bored by it.
   C) He will stop seeing his friends.
   D) He will not spend enough time outside.

6. Based on Mom and Dad's letter, what is one reason TikTok is not good for kids?
   A) It is too expensive.
   B) It has inappropriate videos.
   C) It causes sleeping problems.
   D) It takes away from family time.
"Is TikTok Good for Kids?" Quiz, p. 2

7. Both Jaden and his parents say that:
   A. lots of people have TikTok.
   B. TikTok is good for computer skills.
   C. two hours a day is too much screen time.
   D. kids younger than 13 are not allowed on TikTok.

8. Which detail from Jaden’s parents’ letter supports the answer to Question 7?
   A. “You are a good kid!”
   B. “It says you need our permission to use it.”
   C. “That’s just not how we do things, though.”
   D. “TikTok is huge right now.”

Short Answers

DIRECTIONS: On the back of this page, write your answer to each question in a well-organized response.

9. Why does Jaden say, “But I’m a good kid”?

10. Jaden’s parents say they feel bad for Jaden. Why do they feel bad for him? What do they say to make him feel better?
Write an Opinion Essay

DIRECTIONS: Read the debate "Is TikTok Good for Kids?" in the December 2019/January 2020 issue. Fill in the "What Do You Think?" activity sheet. Then follow the steps below to write an opinion essay.

Step 1: Choose Your Side

An opinion essay is all about expressing a view and backing it up with supporting evidence or details. So the first step is to decide what you think: "Is TikTok Good for Kids?" Check (✔) the box next to the point of view you will support.

☐ Yes! ☐ No!

Step 2: Write an Introduction

The introduction is where you tell your reader what your essay is going to be about. In an opinion essay, it's where you grab the reader's attention and state your opinion. Start with a catchy sentence or question about the topic. (Example for a "No" opinion: Did you know that TikTok has a rule that kids have to be at least 13 to post videos?) Then state your opinion on whether Jaden should be allowed to use TikTok. You may use the sentence you wrote at the bottom of the "What Do You Think?" activity sheet.

Your introduction:

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

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Write an Opinion Essay, p. 2

Step 3: Find Your Supporting Evidence

You've already done most of this on the "What Do You Think?" activity sheet! Copy the reasons you listed for the side you're taking. Include any extra details you find in the article to support your reasons.

Reason 1:

Reason 2:

Reason 3:

Step 4: Write a Conclusion

The last paragraph of your essay is your conclusion. Write one or two sentences that restate your main idea.

Your conclusion:

Now, on a separate sheet of paper, use what you've written here to create your opinion essay.
CREATE A CHARACTER CONTEST

WINNING STORY

MEET THE TEAM THAT MADE THE GRAPHIC SHORT STORY YOU'RE ABOUT TO READ. IT'S BASED ON A CHARACTER CREATED BY THE WINNER OF OUR CREATE A CHARACTER CONTEST.

I LOVED READING ALL THE AMAZING ENTRIES. IT WASN'T EASY TO PICK ONE!

MY LITTLE SISTER, ELIZABETH MA MONTOYA, WAS MY INSPIRATION FOR MY CHARACTER. I WROTE ABOUT HOW I THINK SHE WILL BE WHEN SHE IS OLDER.

THE WINNER

Naomi Li
Age: 11
St. Mark's Lutheran School
Hacienda Heights, California
Teacher: Holly Parminter

The Newbery Medal is one of the most famous and important book awards in children's literature. New Kid was the first graphic novel ever to win it.

Jerry Craft is an author and illustrator. His graphic novel, New Kid, won the 2020 Newbery Medal.
A RECIPE FOR DISASTER

Story inspired by Naomi Li
Written and drawn by Jerry Craft
Colors by J.R. De Bard

OKAY, EVERYONE. MONDAY IS OUR END OF THE YEAR PARTY.

AND WE'RE GOING TO CELEBRATE ALL OF THE WONDERFUL CULTURES IN THIS CLASS.

SO REMEMBER TO BRING IN A DISH THAT REPRESENTS YOUR HERITAGE. YOUR FAVORITE FAMILY SPECIALTY.

YEP! I'M MAKING KIMCHI AND BBQ BEEF!

I'M BRINGING IN SODA BREAD.

WAIT TILL YOU TASTE MY DADS JERK CHICKEN!

BET IT'S NOT AS GOOD AS MY MOM'S CORN BREAD.

I'M BRINGING IN MY GRANDMA'S BORSCHT.

YAKITORI!
ELIZABETH, ARE YOU OKAY?

WELL, YOU'VE GOT ALL WEEKEND...

I STILL DON'T KNOW WHICH DISH TO CHOOSE.

I'M SURE YOU'LL FIGURE IT OUT.

LATER THAT DAY

CHEER UP, LIZ, IT'S NO BIG DEAL.

BUT IT IS A BIG DEAL, NAOMI.

MY MOM IS CHINESE AMERICAN...

AND MY DAD IS MEXICAN AMERICAN...

THEY'RE BOTH AMAZING COOKS!

SO?

IF I CAN ONLY PICK ONE TYPE OF FOOD, I'M AFRAID I'M GOING TO HURT THE OTHER ONE'S FEELINGS.

THEIR RECIPES HAVE BEEN IN THEIR FAMILIES FOR GENERATIONS!
JUST TELL THEM HOW YOU FEEL, LIZ... MAYBE THEY'LL EVEN HELP YOU TO DECIDE.

Yeah, maybe you're right. Thanks.

Later that night with mom and dad

That's not a problem. It's a blessing to have two amazing family traditions to choose from.

Besides, you've always loved your mother's wontons, so you should make those.

Yes, but we love your father's family recipes, too.

See?! That's what I mean. How can I only choose one?

Burritos... Empanadas...
WELL, WHATEVER YOU DECIDE, WELL BOTH BE READY TO HELP YOU.

BUT, PLEASE PICK YOUR MOTHER’S WONTONS.

YOUR FATHER’S RIGHT, WE'RE A TEAM, BUT YOU REALLY SHOULD CHOOSE ONE OF HIS RECIPES.

UGH! THEY WERE TOO UNDERSTANDING.

THAT DIDN'T HELP ME AT ALL. IN FACT, IT MADE IT WORSE!

WHAT AM I GOING TO DO?

FRIDAY NIGHT

SATURDAY

SUNDAY MORNING
SUNDAY AFTERNOON

Mom! Dad! ... I have an idea! ...
And I'd like you both to help!

Both of us? ...
But I thought you can only make one dish.

But we are only making one dish ...
Well ... sort of.

Later

Our daughter is a genius!

This is so much fun!
MONDAY

HEY, LIZ, WHICH ONE DID YOU CHOOSE?

I DIDN'T CHOOSE. INSTEAD WE CREATED A WHOLE NEW DISH. TRY ONE.

MMMAMMAM... THESE ARE SOOOOOO GOOD.

WHAT DO YOU CALL THEM?

BURRI-TONS!!!
Learning About Liz

Directions: In the story “A Recipe for Disaster,” the author does not always tell you how characters feel or why they act the way they do. You must use clues from the words and pictures to make inferences. Study each section and think about the questions in small type. Then make an inference to answer each question in bold.

1. Think about this story panel from page 16:

   When her classmates call out the food they will bring, what do you think it makes Liz think about?

   What can you infer about what Liz is feeling by looking at her facial expression?

   What do you think Liz is thinking and feeling as she hears her classmates talking?

2. Now look at these panels from page 19:

   What does the passing of time tell you about how important this decision is to Liz?

   What can you infer about what Liz is feeling by looking at her body language?

What do you think Liz is thinking and feeling in these panels?

Continued on next page >
Learning About Liz, p. 2

3. Look at these panels from the bottom of page 20:

What can you infer from these lines about the dish Liz wants to make?

How do you think her parents' words make Liz feel?

What can you predict about the dish Liz plans to make? How do you think she feels about it?

4. Now think about this panel at the end of the story:

What two words do you think Liz put together to make the name of her food?

What can you infer about how Liz feels about the food by looking at her facial expression?

What does the name of the dish Liz brought tell you about the food she made? How do you think she feels about it?
Think About It!

**Critical-Thinking Questions:** After reading "A Recipe for Disaster," think about the whole story to answer the questions below.

1. In the frame at the bottom of page 16, how do you think Elizabeth feels? How does the drawing help you infer this?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Look at the dishes kids say they will bring to the class celebration. Which ones are you familiar with? Where does each one typically come from?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. On page 17, what do you find out is Elizabeth’s main problem?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Think About It!, p. 2

4. Based on pages 18 and 19, what are Liz’s parents like?

5. Look at the frames on pages 19-20 that are labeled “Friday night” through “Sunday afternoon.” What story do they tell?

6. How does Liz finally solve her problem?
Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole story.

7. If you were in Liz’s class, what dish, or combination of dishes, would you make? Explain why you would pick this.

8. What do you think you get out of this story that you wouldn’t get if it were a traditional written story instead of a graphic one?
9. What important ideas do you think the author—and character creator—want you to learn from this story?
"A Recipe for Disaster" Quiz

Directions: Read the story "A Recipe for Disaster" in the May/June 2020 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Read this sentence from the story: "And we’re going to celebrate all the wonderful cultures in this class." What does the word cultures mean in this sentence?
   A great achievements  B fans of art and music  C customs of groups of people  D hard work and determination

2. How does Liz feel when her teacher announces students should bring a dish that represents their heritage?
   A confident  B proud  C thrilled  D worried

3. Which line from the story supports the answer to question 2?
   A "Okay, everyone. Monday is our end of the year party."
   B "If I can only pick one type of food, I’m afraid I’m going to hurt the other one’s feelings."
   C "Your father’s right, we’re a team."
   D "It’s a blessing to have two amazing family traditions to choose from."

4. Naomi is Liz’s __________.
   A friend  B mother  C sister  D teacher

5. What does Liz’s mom suggest Liz should make? Choose the TWO correct answers.
   A burritos  B chicken  C empanadas  D wontons

6. When does Liz think of a solution to her problem?
   A Friday night  B Saturday  C Sunday morning  D Sunday afternoon

7. How does Liz feel when she says, "I’ve got it!"?
   A annoyed  B calm  C excited  D tense

8. At the end of the story, what does Liz bring to the party?
   A an empty dish  B a whole new dish  C more than one dish  D her grandma’s dish

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the story.

9. Do you think "A Recipe for Disaster" is a good title for this story? Explain your answer.

10. Why do you think Liz names her dish burri-tons? Describe what you think burri-tons are like.
For centuries, no one believed the giant squid was real—until scientists made a shocking discovery.

BY DAVID GRANN
It was January 2003. The night was dark. A French sailor raced across the Atlantic Ocean. He was trying to break the record for the fastest sailing voyage around the world. But suddenly, his boat stopped.

The boat shook. It rattled. The crew shined flashlights into the water, trying to see what was going on.

Below deck, one man looked through a small round window into the ocean.

Then he saw it: a huge tentacle snaking around the boat.

The creature was like something out of a horror movie. It was about 30 feet long. Its skin shined. Its long arms were covered in toothy suckers. The creature seemed to be wrapping itself around the boat.

The boat creaked. The crew thought it would break.

Then it was over. Everything went still. The creature was gone.

“I’ve been sailing for 40 years, and I’ve always had an answer for everything—for hurricanes and icebergs,” the French sailor said later. “But I didn’t have an answer for this. It was terrifying.”

What the crew claimed they saw was a giant squid. But there was one problem. At the time, people weren’t sure that giant squid were even real.

**A TALL TALE?**

People have told stories about sea monsters for years. There are movies, books, and legends about scary beasts that attack ships and drag people to their deaths.

Some of the wildest stories have come
from sailors. For centuries, men have returned home from sea with tales of huge squid-like beasts. These creatures, some said, were larger than whales and stronger than elephants. One of them was known as the kraken [KRAH-kuhn]. The kraken, it was said, could trap a ship by creating a massive whirlpool.

Scientists thought these stories were just tall tales. Or maybe they were hallucinations brought on by too much time in the sun.

Then, in 1873, a fisherman near Canada returned to shore with a 19-foot tentacle. Experts realized that the kraken, or something like it, really was out there.

Experts guessed that what sailors were seeing was a kind of giant squid. Sometimes large squid body parts would wash up on a beach or get caught in fishing nets. Yet no scientist had ever seen a living giant squid.

In the 1960s, oceanographers invented ways to explore deeper in the ocean than ever before. Teams of scientists called “squid squads” searched the sea for one of these creatures. For them, the giant squid reminded them of the ocean's
mysteries. (About four-fifths of the ocean remains unexplored today.)

Still, no one could find one.

UNLOCKING THE MYSTERIES
Steve O'Shea is a marine biologist. Step into his office or home, and you might think you’re in a mad scientist’s lab. Jars of squid parts line his shelves.

O'Shea has unlocked a few of the mysteries about these creatures. For one thing, giant squid really are giant. They can weigh up to 1,000 pounds. They can grow to be almost 60 feet long.

O'Shea also knows why giant squid are so hard to find. They live thousands of feet below the surface of the ocean, deeper than any human can go. Their huge eyes, larger than those of any other animal, allow them to flee at the first sign of trouble. And with their highly developed nerves, they can quickly move away from a net or a camera.

O'Shea wanted to catch a live giant squid. In 2001, he caught 17 babies. Each was about the size of a grasshopper. He planned to raise them in captivity. But by the time he reached shore, all the babies were dead.

Crying, O'Shea pulled the dead squid out of the tank he had been keeping them in. He later learned that the tank was made of a material that is poison to squid.

LIVING SPECIMEN
In 2004, there was a breakthrough. Two Japanese scientists were tracking
People have been telling stories about these mythical creatures for thousands of years. But unlike the giant squid, these beasts live only in people’s imaginations.

**THE DRAGON**
Many cultures have stories about fire-breathing dragons. What inspired these legends? Ancient peoples may have found dinosaur fossils or whale bones and thought they belonged to dragons. Or the stories may have been inspired by the Nile crocodile, which can grow to be 20 feet long and weigh as much as 1,650 pounds.

Today, Nile crocs live in parts of Africa. But in ancient times, they may also have lived as far away as southern Europe.

**THE MERMAID**
The ocean has inspired many stories of mermaid-like creatures. The ancient Babylonians and ancient Syrians worshipped gods that were half-fish, half-human. In *The Odyssey*, an ancient Greek poem, creatures called sirens lured sailors to their deaths. In the 1500s and 1600s, as Europeans began sailing to the Americas, the number of mermaid sightings increased. These “mermaids” were probably dugongs or manatees, which are gentle cow-like mammals that live in the water.

A pod of whales off the coast of Japan. They thought the whales might lead them to a squid.

They were right.

For days, the scientists searched with an underwater camera. Then they saw something stuck under a large rock. It was a creature the size of a school bus. Its eyes were as big as basketballs. It had eight flapping arms and two long, sinewy tentacles. It thrashed so wildly to break free that one tentacle broke off. Before it got away, the scientists took photos. They also hauled the 18-foot tentacle onto their boat.

In 2005, the same team found another giant squid. It was 3,000 feet below the surface. They filmed it with a robotic camera.

In 2012, another Japanese team filmed a giant squid too. But to this day, no one has been able to catch a living one to study.

Some wonder if that’s even possible. Maybe the giant squid will always be a mystery to humans.

**WRITE TO WIN**
How and why have our ideas about the giant squid and the “fantastic beasts” in the sidebar changed over the years? Send a well-supported response to “Giant Squid Contest” by June 1, 2019. Ten winners will each receive a copy of *Fire the Depths* by Peter Lerangis. See page 2 for details.
Think About It!

Close-Reading Questions: Read "Monster of the Deep." Then go back and reread sections of the article to answer the questions below. We've started the first answer for you.

1. Reread the first section. What happened to the sailboat described in it? Why was the event scary and confusing?

In the first section, a sailboat was crossing the Atlantic Ocean when

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

2. Reread "A Tall Tale?". What did scientists first think about sailors' tales of "squid-like" sea monsters? What changed their minds?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Think About It! p. 2

3. What did oceanographers try to do, starting in the 1960s?

4. Based on "Unlocking the Mysteries," what are three facts Steve O’Shea discovered about giant squid?
5. Why do scientists like O'Shea want to capture a live giant squid? What are some examples of times they came close to capturing one?

6. Reread the sidebar, “Fantastic Beasts.” What do the four creatures in it have in common?
Critical-Thinking Question (a big question that makes you think):

7. Think about Bigfoot, the Loch Ness monster, dragons, and mermaids. What is the difference between these creatures and the giant squid? Why do you think people are interested in finding out whether beasts like these are real?

[Blank lines for student response]
"Monster of the Deep" Quiz

Directions: Read the feature "Monster of the Deep" in the May/June 2019 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. "Monster of the Deep" is mainly about
   A. what oceanographers do
   B. where to find imaginary sea creatures
   C. the behavior of the giant squid
   D. people trying to find and study giant squid

2. Early stories about the giant squid came from
   A. sailors
   B. scientists
   C. doctors
   D. camera crews

3. Technology has helped scientists learn more about the giant squid by
   A. allowing them to take better care of giant squid
   B. allowing them to travel deeper underwater
   C. making it easier to catch giant squid
   D. making ocean travel safer

4. Based on the article, which word best describes the giant squid?
   A. calm
   B. friendly
   C. mysterious
   D. lazy

5. Which line below supports the answer to question 4?
   A. "Its eyes were as big as basketballs."
   B. "The monstrous creature seemed to be wrapping itself around the boat..."
   C. "It thrashed so wildly to break free that one tentacle broke off in the struggle."
   D. "Teams of scientists called 'squid squads' started combing the high seas in hopes of glimpsing one of these secretive creatures."

6. Based on the article, you can infer that a marine biologist mainly studies
   A. ocean animals
   B. ocean water
   C. the ocean floor
   D. beaches

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. How is the giant squid similar to the creatures in the sidebar "Fantastic Beasts"? How it is different?

8. What makes the giant squid so hard to catch?
The Cup of Ocean
by Amos Russel Wells

What does the cup of ocean hold?
Glory of purple and glint of gold;
Tenderest greens and heavenly blue,
Shot with the sunlight through and through;
Wayward ripples that idly roam,
Tumbling breakers with gallant foam;
Sands and pebbles that chase and slide;
Mystic currents that softly glide;
Mighty spell of the ages old,
This does the cup of ocean hold.
Poetry Kit

Directions: Read the poem in this issue of Storyworks, then answer the questions below to help you understand it.

Title and Poet

I. Must-Know Words: The words below are important for understanding the poem. See if you can figure out what they mean as you read, or look them up in the dictionary. Then create your own way to remember their meanings. For each, you can write your own definition, draw a picture, list a synonym, or devise another way.

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<tr>
<th>glint</th>
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<th>idly</th>
<th>breakers</th>
<th>gallant</th>
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II. Break It Down!

How many lines does the poem have? ______

Number the lines of the poem to help you keep track of them as you answer the questions below.

1. Reread line 1. How does it prepare you for what the rest of the poem says?

2. What colors are mentioned in lines 2 and 3? What impression of the ocean do lines 2-4 give you?
3. Reread lines 5-8. What do they tell you about how the ocean moves? Explain using words and phrases from the poem.

4. Reread line 9. How might the ocean’s waves seem to cast a “mighty spell” on someone? Why do you think the poet calls this spell “of the ages old”?

5. Why do you think the last line of the poem is similar to the first line?

III. Sum It Up!

Answer the following questions, thinking about the sound and the meaning of the whole poem.

6. A rhyme pattern shows which lines in a poem rhyme. Each rhyming line is given the same letter; for example, an ABAB pattern means the first and third lines rhyme, and the second and fourth lines rhyme. What is the rhyme pattern for “The Cup of Ocean”?

7. Read the poem aloud, listening to the rhymes. What do you think they add to the poem?
8. Is the rhythm of the poem the same in each line, or does it change? How might the rhythm be like that of the ocean?


9. Think about the entire poem. What can you conclude is the poet's feeling about the ocean?


**IV. Make a Connection!**

Read the play Sea Turtle Summer in this issue of Storyworks. Then choose one of the writing prompts below and answer it in a well-organized paragraph on the back of this page or on a separate sheet of paper.

- What do you think Elmar, the turtle, would think about the poem? Why?

- Amos Russel Wells wrote "The Cup of Ocean" in 1921. What might surprise him if he read Sea Turtle Summer? How do you think he would feel about it?
"The Cup of Ocean" Quiz

Directions: Read the poem "The Cup of Ocean" in the May/June 2020 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. Which statement about the poem's structure is true?
   - A) It has seven lines.
   - B) Every two lines rhyme.
   - C) Each line has five syllables.
   - D) It has two similes (comparisons using like or as).

2. The poem asks: "What does the ocean hold?" You can guess that the word hold in this sentence most closely means .
   - A) contain
   - B) join
   - C) grab
   - D) hug

3. You can infer that the poet is describing the ocean on a ___ day.
   - A) stormy
   - B) cloudy
   - C) sunny
   - D) windy

4. What is the focus of this poem?
   - A) the ocean's smells and sounds
   - B) the ocean's fish and plants
   - C) the ocean's colors and waves
   - D) the ocean's shallowness and depth

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the poem.

5. What do ripples, breakers, foam, and currents have in common?

6. What might "mighty spell of the ages old" mean in the second-to-last line of the poem?
Sea Turtle Summer

When Marco's best friend moves away, an injured turtle helps him learn some important lessons

By Spencer Kayden
Circle the character you will play. *Indicates large speaking role

*Narrators 1, 2, and 3 (N1, N2, N3)
*Mel, an 11-year-old girl
*Marco, Mel's best friend

Lita, Marco's grandma
Lolo, Marco's grandpa
Operator
Rescuer

Dr. Hayes
*Megan, a sea turtle specialist
Crowd, to be read by a group

Scene 1
The Florida Keys. mid-August

N1: Marco, Mel, Lita, and Lolo are on a boat.
N2: Marco is at the back, his hat pulled down low.
N3: Mel tilts her chin toward the sun and enjoys the warm breeze.
Mel: I'm going to miss this.
Marco: Then maybe you shouldn't go.
Mel: It's not like I have a choice. My mom got a new job, so I have to move to Boston.
N1: Mel points her Polaroid camera at him.
Mel: Smile.
Marco: Why do you like Polaroids so much?
Mel: Seeing the picture appear is like magic. And I'd rather hold a photo than see it on a screen.
N2: Mel positions the camera again.
Mel: Move your hat so I can see your face.
N3: As Marco lifts his hat, a gust of wind blows it away.
Marco (shouting): My hat! Lolo, can we go back?
Lita: You have many hats.
Marco: But it's a Red Sox cap! Mel got me that one in Boston.
Mel: I can get you another.
Marco: It's not the same. Por favor, Lolo?
Lolo: Sí, capitán.
N1: Lolo swings the boat around.
Lolo: Do you see it?
N2: Marco points at something in the water.
Marco: Is that it?
N3: Lolo steers the boat toward the object.
Mel: That's not a hat. It's a turtle!
Marco: It's just floating there.
Lolo: That is no bueno.
N1: Lolo makes a call.
Operator: Emergency Stranding Hotline.
Lolo: We're about 10 miles east of Sombrero Beach, and we found a green turtle. It's not swimming.
Operator: Is it coming up for air?
Lolo: No.
Operator: Can you gently poke it with something and see if it reacts?
Lolo: OK.
N2: Lolo takes a long piece of tubing, leans over, and pokes the turtle's flipper.
Lolo: It lifted its head a little!
Operator: Good. It's still alive. Can you wait there? I'll send the Coast Guard.
Lolo: Yes, we'll wait.
Marco (to the turtle): Hold on, little dude. Help is coming.

Scene 2
The same spot. 30 minutes later

N3: The Coast Guard boat arrives.
Mel (waving): Over here!
N1: The rescuers maneuver their boat closer.
N2: One rescuer carefully lifts it out of the water.
N3: The turtle's legs and neck are thin and
shriveled, its eyes sunken.
Rescuer: Poor guy looks close to starving.
N1: Mel snaps a picture of the turtle.
N2: The rescuers scoop some seawater into a
shallow plastic tub lined with towels.
N3: Then they gingerly place the turtle into it.
Marco: Where are you taking him?
Rescuer: To the Turtle Hospital in Marathon. If
anyone can save his life, they can.

Scene 3
The Turtle Hospital. the next day
N1: A smell like rotting leaves, fish, and algae
[AL-je] fills the hallway.
N2: Marco and Mel stand with Dr. Hayes outside
an exam room.
N3: Through a window, they see the rescued
turtle hooked up to beeping machines.
Dr. Hayes: We weren't sure he would make it
through the night.
Marco: Is he . . . is he going to die?
Dr. Hayes: It's too soon to tell.
Mel: What's wrong with him?
Dr. Hayes: The X-ray shows there's something
blocking his intestines. We won't know what it
is until it comes out.
Marco: How do you get it out?
Dr. Hayes: We give him vegetable oil and fiber
and hope that moves it along naturally.
Marco: Does this happen a lot?
Dr. Hayes: When trash gets stuck in turtles, it
can cause their bodies to fill up with gas. Then
they can't dive down and feed themselves.
Mel: If they can't eat, they can't survive.
Dr. Hayes: Exactly. Trash causes millions of
marine animals to die every year.
N1: A smiling woman walks up.
Megan: You must be Marco and Mel. I'm Megan.
(looking at the turtle) Would you like to name
him? Since you found him, you can name him.
Mel: Let's name him Marco. You saw him first.
Marco: What if we combine our names?
Mel: Mel Marco?
Marco: Or the end of your name and the
start of mine.
Mel: Elmar.
Marco: El mar
means "the sea" in Spanish.
Mel: That's perfect!

Scene 4
The Turtle Hospital.
two weeks later
N2: Marco sits with Elmar, lightly running his
fingers over the turtle's green-and-black shell.
N3: The turtle swims around slowly.
N1: Marco shows Elmar some Polaroids.
Marco: This is Mel in her new room. This is
Mel eating ramen in Boston.
N2: Megan enters.
Marco: Elmar is still so skinny.
Megan: He's eating on his own now. Turns out
he loves cucumber.
Marco: That's great!
Megan: But the blockage in his intestines hasn't
moved. He may need surgery.
N3: Marco bites his lip.
Megan: Come with me.
N1: Megan leads him outside to an open space
covered in shade.
N2: There are a dozen large round tanks filled
with seawater.
Megan: Go on. Look inside.
N3: Marco looks in one and sees tiny turtles the
size of baseballs swimming around.
Megan: Those are Kemp's ridleys—the most
endangered sea turtle species in the world.
N1: Another tank contains a huge turtle with a
missing flipper.
N2: Lita sits in a chair beside him.
Lita: Why so sad, mucho?
Marco: Elmar’s surgery is tomorrow. It’s really risky.
Lita: It will be OK.
Marco: But what if it’s not? He could die.
Lita: It’s hard when someone muy importante goes away.
N3: Lita puts her hand on his back.
Lita: Have you written to Mel?
Marco: No. I keep meaning to.
N1: They look out at the setting sun. Streaks of pale pink, fuchsia [FYOO-shuh], and orange are painted across the sky.
Marco: I don’t know what to say. Nothing is the same without her here.
Lita: You must remember: You can’t have a glorious sunset like this without the clouds.

**Scene 6**

The Turtle Hospital, the next day
N2: Marco paces around the outdoor tanks.
N3: Finally, Dr. Hayes comes out.
Dr. Hayes: Good news! We got it out. It was a party balloon.
Marco: Why would a turtle eat a balloon?
Dr. Hayes: To him, it looks a lot like a jellyfish.
Marco: He’s going to be OK?
Dr. Hayes: We’ll have to wait and see.

**Scene 7**

The Turtle Hospital, two months later
N1: Marco tosses cucumber pieces into Elmar’s tank.
N2: Elmar dives down. He has grown strong.
Marco: Isn’t it weird, Elmar? If Mel hadn’t moved, we never would have gone for one last boat ride.
N3: Elmar nibbles on a piece of cucumber.
Marco: And she never would have taken my picture, and I never would have lost my hat, and we never would have found you.
N1: Elmar comes up for a breath of air.

Megan: That’s Hazel. She’s a 200-pound loggerhead.
Marco: What happened to her?
Megan: She was caught in a fishing line. It cut off the circulation in her flipper. We had to amputate it.
Marco: Will she be OK?
Megan: More than OK. We’re releasing her back into the wild this weekend.
Marco: How will she survive without a flipper?
Megan: She learned to adapt. Turtles are amazing creatures.
N2: Marco’s eyes suddenly well up.
Marco: Are Elmar’s friends out there in the water, wondering where he is?
Megan: No. Turtles are solitary animals. They don’t form attachments to others.
N3: Marco glances down at the Polaroids.
Megan: They don’t need each other the way humans do.

**Scene 5**

The beach, the following week
N1: Marco sits on a woven blanket picking loose threads.
Scene 8

The beach. two days later

N3: Marco, Lita, and Lolo gather by the water with a small, cheerful crowd.

Marco: Today's the day!

Lita: I have something for you.

N1: Lita hands Marco a Polaroid camera.

Marco: Gracias, Lita!

N2: The Turtle Hospital van drives up.

Lolo: La tortuga is here.

N3: Megan climbs out.

Megan: Hi, everyone! Elmar is fully healed and ready for release!

Crowd: Yay! Woo! Woo!

N1: Members of the release team bring Elmar out. He is wriggling around.

Marco: Look how feisty he is!

N2: They carry the turtle down to the water.
Think About It!

**Close-Reading Questions:** After reading *Sea Turtle Summer*, go back and reread scenes to answer the questions below.

1. In Scene 1, why does Marco want to go back to get his hat? What does this tell you about Marco and Mel’s friendship?

2. At the end of Scene 2, why does the rescuer take the sea turtle to Marathon?

3. According to what Dr. Hayes says in Scene 3, what happened to Eimar? What does Dr. Hayes do to treat the turtle?
Think About It!, p. 2

4. At the end of Scene 4, what key fact do you learn about the difference between turtles and humans? How can you infer this fact makes Marco feel?

5. What is the mood, or feeling, of Scene 5? Use examples from the play to support your answer.

6. How does Elmar's behavior at the beginning of the play compare with how he behaves in Scenes 7 and 8?
Think About It!, p. 3

7. Why do you think Marco finally decides to write a letter to Mel at the end of the play?
Think About It!, p. 4

Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole play.

8. At the end of Scene 5, Lita says, "You can't have a glorious sunset . . . without the clouds." What does this statement mean? How does it apply to Marco and Mel's friendship? How might it apply to your life?

9. Sea Turtle Summer contains many facts, but it is a work of fiction. Why do you think the author chose to write fiction to help readers learn about sea turtles?
Sea Turtle Summer Quiz

Directions: Read the play Sea Turtle Summer in the May/June 2020 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. What would be the best choice for a new title for Sea Turtle Summer?
   A. Season of Goodbyes
   B. The Lost Cap
   C. Learning to Love Polaroids
   D. How to Make New Friends

2. The play says that Marco’s eyes suddenly well up. The words “well up” show that . . .
   A. Marco hurt his eyes.
   B. Marco has been sleeping.
   C. Marco feels sad.
   D. Marco feels sick.

3. Which sentence from the story supports the answer to question 2?
   A. “Are Elmar’s friends out there in the water, wondering where he is?”
   B. “They look at the setting sun.”
   C. “A smell like rotting leaves, fish, and algae fills the hallway.”
   D. “Marco sits on a woven blanket picking loose threads.”

4. Megan says that turtles are solitary animals. The word solitary means ________.
   A. mean
   B. alone
   C. slow
   D. heavy

5. Why had Elmar been starving?
   A. He couldn’t find food where he was looking for it.
   B. He had a disease, so he wasn’t hungry.
   C. He couldn’t swim.
   D. He swallowed a balloon, which prevented him from diving for food.

6. Based on what you learned in the play, you can infer that turtles . . .
   A. live in large groups.
   B. can eat plants and animals.
   C. breathe under water.
   D. are hurt very easily.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the play.

7. How did Elmar get his name? How does Elmar’s name show how Marco feels about Mel?

8. At the end, why do you think Lita gives Marco a Polaroid camera?
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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<th>DAY/DATE</th>
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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 I improve on these challenges next week by...
3. My biggest successes this week were...
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6. Star Jumps - Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.

9. Musical Frogs - This game is just like musical chairs except players hop around like frogs and sit on fly path (pillows).

**Monday**

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<tr>
<td>Positive Talk</td>
<td>Mindful Senses</td>
<td>Rock Paper Scissors Tag</td>
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<td>Mindful Senses</td>
<td>Rock Paper Scissors Tag</td>
</tr>
</tbody>
</table>

10. Positive Talk - Be sure to talk to yourself today like you would talk to someone you love.

13. Mindful Senses - What do you notice around you? Find:

- 5 things you see
- 4 things you feel
- 3 things you hear
- 2 things you smell
- 1 thing you taste

16. Rock Paper Scissors Tag - Meet in the middle, shout, then choose the winner back to safe zone. If tagged, join the other team.

**Tuesday**

<table>
<thead>
<tr>
<th>17</th>
<th>20</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair Pose</td>
<td>Commercial Break</td>
<td>Play Catch</td>
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<td>Play Catch</td>
</tr>
</tbody>
</table>

17. Chair Pose - Hold for 30 seconds, relax then repeat.

20. Commercial Break - Can you hold a plank for an entire TV commerical break?

23. Play Catch - Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and call it with your hands not your body.

**Wednesday**

<table>
<thead>
<tr>
<th>24</th>
<th>27</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Bed Breathing</td>
<td>Wake and Shake</td>
<td>How Fast Can You Go?</td>
</tr>
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</tr>
</tbody>
</table>

24. Before Bed Breathing - While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.

27. A Gratitude Attitude - Write down something you're thankful for and why.

30. How Fast Can You Go? - Pick a distance and see how fast you can run the distance.

**Thursday**

<table>
<thead>
<tr>
<th>21</th>
<th>24</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jump, Jump</td>
<td>Wake and Shake</td>
<td>How Fast Can You Go?</td>
</tr>
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<tr>
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<td>Wake and Shake</td>
<td>How Fast Can You Go?</td>
</tr>
</tbody>
</table>

21. Jump, Jump - Jump side-to-side over an object or like for 1 minute straight. Go again, but jump front-to-back. Repeat each jump twice.

24. Wake and Shake - 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 50 times.

27. How Fast Can You Go? - Pick a distance and see how fast you can run the distance.

24. Wake and Shake - 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 50 times.

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><strong>SUNDAY</strong></th>
<th><strong>MONDAY</strong></th>
<th><strong>TUESDAY</strong></th>
<th><strong>WEDNESDAY</strong></th>
<th><strong>THURSDAY</strong></th>
<th><strong>FRIDAY</strong></th>
<th><strong>SATURDAY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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 foot without falling over 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? Complete 30 min of any activity to improve cardiovascular health.</td>
<td><strong>8 10 Jump Lunges</strong>&lt;br&gt;Complete 10 right lunges, then 10 left lunges.</td>
<td><strong>9 Tabata</strong>&lt;br&gt;Jump squats 20 seconds of work 10 seconds of rest 8 rounds.</td>
<td><strong>10 Before Bed Breathing</strong>&lt;br&gt;Before bed, take deep breaths for 1 minute.</td>
<td><strong>11 Dribble Challenge</strong>&lt;br&gt;Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?</td>
</tr>
<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 10, 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 feel 3 things you hear 2 things you smell 1 thing you taste</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;Slide 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 8 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></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>
</tr>
<tr>
<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>
<td><strong>26 Put your favorite song on and make up a dance or fitness routine!</strong></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 Try Savasana again. Use this to relax and wind down all year!</strong></td>
<td></td>
</tr>
</tbody>
</table>

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!

Yoga photos from www.forteyoga.com
## 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>Exercise</th>
<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></td>
<td>Jump as high as you can for 30 seconds. Repeat.</td>
<td>10 squats</td>
<td>10 Jump rope</td>
<td>Stand on your right leg and lift your left knee at a 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>
<tr>
<td></td>
<td>Reverse Lunge to Front Kicks</td>
<td>10 broad jumps</td>
<td>10 Mountain climbers</td>
<td>10 Boxing punches (use both arms) 10 Step-ups</td>
<td>Jab, Jab, Cross</td>
<td>Abs!</td>
<td>Fish Pose</td>
</tr>
<tr>
<td></td>
<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>10 second sprints</td>
<td>10</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>Hold for 60 seconds.</td>
</tr>
<tr>
<td></td>
<td>Boat Pose</td>
<td>10 pushes</td>
<td>10 Chair Squats</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>10 Squat Kicks</td>
<td>10 Star Jumps</td>
<td>10 Wild Arms</td>
</tr>
<tr>
<td></td>
<td>Hold Boat Pose three times for 15 seconds</td>
<td>10</td>
<td>10</td>
<td>Squat as you are standing kick your right leg forward. Repeat on the left leg</td>
<td>Complete a normal squat, as you are standing kick your right leg forward. Repeat on the left leg</td>
<td>Jump up with your arms and legs spread out like a star. Rest and repeat.</td>
<td>As fast as you can complete: 10 Arm Circles front &amp; back 10 Forward punches 10 Raise the Roof’s Repeat 3x</td>
</tr>
<tr>
<td></td>
<td>Kick City</td>
<td>10</td>
<td>10</td>
<td>Scissor Jacks</td>
<td>Paper Plate Planks</td>
<td>Power Knees</td>
<td>Shuffle, Cross</td>
</tr>
<tr>
<td></td>
<td>10 side kicks 10 front kicks 10 back kicks</td>
<td></td>
<td></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>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>Shuffle three times to your right then punch across your body with your left hand. Repeat in the opposite direction. Repeat 10x.</td>
</tr>
<tr>
<td></td>
<td>Flutter Kicks</td>
<td>10</td>
<td>10</td>
<td>Bridge Pose</td>
<td>10 Shuffle Squat</td>
<td>Plank Jacks</td>
<td>10 Half Burpees</td>
</tr>
<tr>
<td></td>
<td>Lie on your stomach. Keeping your legs straight kick them up and down while holding your glutes tight.</td>
<td></td>
<td></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>In plank position move your feet in and out like when performing a jumping jack for 30 seconds. Repeat 10 times.</td>
<td>Start in a push-up position; jump both feet forward into a squatting position and jump back out into pushup position.</td>
</tr>
<tr>
<td></td>
<td>Walk Down Superman</td>
<td>10</td>
<td>10</td>
<td>Crane Pose</td>
<td>10 Lunge with a Hook</td>
<td>10 High Knee Twists</td>
<td>Happy Baby Pose</td>
</tr>
<tr>
<td></td>
<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></td>
<td></td>
<td>Here’s a challenge! Put your hands on the ground, lean forward &amp; balance your knees on your elbows.</td>
<td>Complete a side lunge with a cross-hook punch. Do 10 on each side.</td>
<td>Bring your knee to your opposite elbow and switch. For a challenge add a hop when switching sides.</td>
<td>Straighten your legs for an added challenge.</td>
</tr>
<tr>
<td></td>
<td>Tabata</td>
<td>20 seconds of work</td>
<td>10</td>
<td>Tabatas 20 seconds of work 10 seconds of rest 8 rounds</td>
<td>10 Fly Jacks</td>
<td>10</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.forte-yoga.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
http://phyesreview.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

All content created by Phys.Ed.Review: https://physedreview.weebly.com
**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

All content created by Phya.Ed.Review: https://phyaedreview.weebly.com
Directions: Complete each exercise the indicated number of times based on the fraction of each number given.

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

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

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

\[
\frac{1}{2} \text{ of 40} \\
\text{Thigh Stretch} \\
\text{Both Legs!}
\]
MY MISSING LETTER

a, b, c  
7 JUMPING JACKS

d, e, f  
7 SQUATS

g, h, i  
JOG 3 LAPS

j, k, l  
25 WINDMILLS

m, n, o, p  
7 PUSH-UPS

q, r, s  
25 LEG LIFTS EACH LEG

t, u, v  
20 SECOND STRETCH BOTH LEGS

w, x, y, z  
30 SECOND PLANK

—at b—II hoo—all

_love b_tter whist_e drib_le

All content created by Phys.Ed.Review: http://physedreview.weebly.com
Directions: Complete the pattern by performing the exercise that is missing in each row and labeled with the “?”.

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

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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 STEADDLE STRETCH
20 SQUATS
30 SECOND STEADDLE STRETCH

30 JUMPING JACKS
20 SQUATS
20 MOUNTAIN CLIMBERS
30 JUMPING JACKS
20 MOUNTAIN CLIMBERS

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

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

All content created by Phys.Ed.Review: https://physedreview.weebly.com
**PERIMETER FITNESS**

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

1. **Star**
   - Squats: 2
   - Perimeter (Star): 2 + 2 + 2 + 2 + 2 = 10

2. **Square**
   - Thigh Stretch (Both Legs): 5
   - Perimeter (Square): 5 + 5 = 10

3. **Decagon**
   - Press Ups: 1
   - Perimeter (Decagon): 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 = 10

4. **Trapezoid**
   - Leg Lifts (Both Legs): 4
   - Perimeter (Trapezoid): 4 + 5 = 9

---

*All content created by Phys.Ed.Review: https://physedreview.weebly.com*
Directions: Perform the exercises indicated by each thermometer.

Windmills

Squats

Side To Side Reach

Elbows To Knees

All content created by Phys.Ed.Review: https://phyesreview.weebly.com
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

All content created by Phys.Ed.Review: https://phasedreview.weebly.com
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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HTTP://PHYSEDREVIEW.WEEBLY.COM
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>
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>
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</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.

- How are you feeling about being out of school because of the coronavirus? Be sure to explain why you are feeling a certain feeling.
- How can you use a Mindful Minute or Progressive muscle relaxation during this time?