

Kindergarten

Directions: The assignments below have been developed for students with a teacher absence scheduled or for those who do not have access to technology Thursday, November 12. If you have access to technology, please complete blended learning activities first. Assignments that you were able to complete are to be turned in to your teacher Friday, November 13, 2020.

| English/Language Arts | Mathematics | Science | | | | | | | | | | |
|---|---|---|--------------|--|------------|--|-------------|--|-------------|--|-------------|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> i-Ready lesson (20 minutes, if available) <input type="checkbox"/> Independent Reading: Choose a book to read independently or with an adult. Answer the following questions: Fictional story: <ul style="list-style-type: none"> ○ Retell the most important events in the story from beginning, middle and end. ○ What was your favorite part of the story? Why? Informational book: <ul style="list-style-type: none"> ○ What did you learn from this book? ○ What questions do you still have about the topic? <input type="checkbox"/> Writing Prompt: Which animal would you want to spend the day with? Why? Draw or write about the day you spend with your animal. <input type="checkbox"/> Sight Words: Choose 10 words from the list below that you do not know. Make flashcards of your ten words and practice reading them until you can read them quickly. all, am, are, at, ate, be, black, brown, but, came, did, do, eat, | <ul style="list-style-type: none"> <input type="checkbox"/> I-Ready (20 minutes, if available) <input type="checkbox"/> Guided/Independent Activity <ul style="list-style-type: none"> ▪ Draw a circle ▪ Draw two similar squares ▪ Draw 3 triangles ▪ Compare the attributes (describe) of two of the different shapes drawn above. <p style="text-align: center;"><u>Kindergarten Activity -Comparing Shapes</u></p> | <p>Technology access (if available)</p> <ul style="list-style-type: none"> <input type="checkbox"/> BrainPop (access through Blended Learning) <ul style="list-style-type: none"> ○ Senses (video) <input type="checkbox"/> Youtube <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=8_4hv64gLto Touch a 5 senses Song. Mr. R's Songs for Teaching <p>No Technology <i>Explore Using your 5 Senses</i></p> <ul style="list-style-type: none"> ○ Create a 5 sensory organ chart. (i.e. nose, mouth, ear, hand, and eyes) <input type="checkbox"/> Find something in your home that you can touch, smell, taste, hear, and see, and draw a picture of these things next to the correct sensory organ you used. <table border="1" data-bbox="1266 1052 1761 1240" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;"><i>Mouth</i></td> <td style="width: 100px;"></td> </tr> <tr> <td style="padding: 2px;"><i>Ear</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><i>Hand</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><i>Eyes</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><i>Nose</i></td> <td></td> </tr> </tbody> </table> | <i>Mouth</i> | | <i>Ear</i> | | <i>Hand</i> | | <i>Eyes</i> | | <i>Nose</i> | |
| <i>Mouth</i> | | | | | | | | | | | | |
| <i>Ear</i> | | | | | | | | | | | | |
| <i>Hand</i> | | | | | | | | | | | | |
| <i>Eyes</i> | | | | | | | | | | | | |
| <i>Nose</i> | | | | | | | | | | | | |

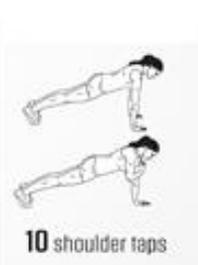
four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes

- **Word Families:** Choose one of the following word families listed below. Add one or more letters to the beginning of the spelling pattern to make as many words as you can. Write all the words you make on a piece of paper. -at, -it, -op, -ip (For example: cat, hat, mat)

Physical Education:

Technology Access: **Fitness Board Game** bit.ly/dcpselementarype

No Technology Access: In a safe and open space, perform the following activities to your ability. Perform each exercise 10 times, for 2 rounds.



First Grade

Directions: The assignments below have been developed for students with a teacher absence scheduled or for those who do not have access to technology Thursday, November 12. If you have access to technology, please complete blended learning activities first. Assignments that you were able to complete are to be turned in to your teacher Friday, November 13, 2020.

| English/Language Arts | Mathematics | Science | | | | | | | | | | | | |
|--|---|--|------|--|-------|--|---------|--|-------|--|--------|--|-------------|--|
| <p><input type="checkbox"/> i-Ready lesson (20 minutes, if available)</p> <p><input type="checkbox"/> Independent Reading: Choose a book to read independently or with an adult. Answer the following questions:</p> <p>Fictional story:</p> <ul style="list-style-type: none"> Retell the most important events in the story from beginning, middle and end. What was your favorite part of the story? Why? <p>Informational book:</p> <ul style="list-style-type: none"> What did you learn from this book? What questions do you still have about the topic? <p><input type="checkbox"/> Writing Prompt: Which animal would you want to spend the day with? Why? Draw a picture and write about the day you spend with your animal.</p> <p><input type="checkbox"/> Sight Words: Choose 10 words from the list below that you do not know. Make flashcards of your ten words and practice reading them until you can read them quickly.</p> | <p><input type="checkbox"/> I-Ready (20 minutes, if available)</p> <p><input type="checkbox"/> Complete the following:</p> <div data-bbox="640 625 1207 771" style="border: 1px solid black; padding: 5px;"> <p>Jan has 6 pencils. She gives some away. Now she has 5 pencils. How many does she give away?</p>  <p style="text-align: center;">$6 - \underline{\quad} = 5$</p> </div> <p>Model It Find $6 - \underline{\quad} = 5$.</p> <p>Start with 5. How many more makes 6?</p> <p>$5 + \underline{\quad} = 6$</p> <p>$6 - \underline{\quad} = 5$</p>  <p>Jan gives away <u> </u> pencil(s).</p> <p><input type="checkbox"/> Complete the following:</p> | <p>Technology access (if available)</p> <p><input type="checkbox"/> BrainPop (access through Blended Learning)</p> <ul style="list-style-type: none"> Solids, Liquids, Gases (video) Writing with Senses (video) <p>• Youtube</p> <ul style="list-style-type: none"> <i>Peep and the Big Wide Word "Chirp Sorts It Out"</i> https://www.youtube.com/watch?v=RV-p6xk4GLw <p>No Technology</p> <p><i>Sorting Matter</i></p> <ul style="list-style-type: none"> Create a chart with some properties of matter. (i.e. texture, size, shape, color, weight, temperature, sink or floats) Collect some objects in your home, sort and classify each object into the chart. <table border="1" data-bbox="1291 1088 1785 1315"> <tbody> <tr><td>Size</td><td></td></tr> <tr><td>Shape</td><td></td></tr> <tr><td>Texture</td><td></td></tr> <tr><td>Color</td><td></td></tr> <tr><td>Weight</td><td></td></tr> <tr><td>Temperature</td><td></td></tr> </tbody> </table> | Size | | Shape | | Texture | | Color | | Weight | | Temperature | |
| Size | | | | | | | | | | | | | | |
| Shape | | | | | | | | | | | | | | |
| Texture | | | | | | | | | | | | | | |
| Color | | | | | | | | | | | | | | |
| Weight | | | | | | | | | | | | | | |
| Temperature | | | | | | | | | | | | | | |

after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when

- **Word Families:** Choose one of the following word families listed below. Add one or more letters to the beginning of the spelling pattern to make as many words as you can. Write all the words you make on a piece of paper. -ill, -est, -un, -ay (For example: hill, pill, still)

Practice Together
Add and Subtract in Word Problems

There are 8 frogs. Some are big. 5 are small. How many are big?

Count on 3.



$8 - 3 = 5$

3 frogs are big.



- 1 Greg has 8 toys. He puts some away. Now there are 6 toys. How many toys are put away?

$8 - \underline{\quad} = 6$



 toys are put away.

- 2 There are 7 balls. 5 are soccer balls. The rest are kickballs. How many kickballs are there?

$\underline{\quad} + 5 = 7$

There are kickballs.



- **Activity Sheet (If electronic access available.**

[i-Ready Grade 1 Activity - Addition & Subtraction](#)

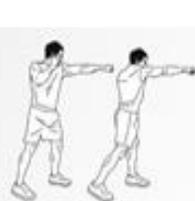
Physical Education:

Technology Access: **Fitness Board Game** bit.ly/dcps elementarype

No Technology Access: In a safe and open space, perform the following activities to your ability. Perform each exercise 10 times, for 2 rounds.



10 jumping jacks



10 punches



10 lunge step-ups



10 butt kicks



10 crunches



10-count squat hold



10 shoulder taps



10 plank walk-outs

Second Grade

Directions: The assignments below have been developed for students with a teacher absence scheduled or for those who do not have access to technology Thursday, November 12. If you have access to technology, please complete blended learning activities first. Assignments that you were able to complete that are to be turned in to your teacher Friday, November 13, 2020.

| English/Language Arts | Mathematics | Science | | | | | | | | | | |
|--|--|--|------|--|-----------|--|------|--|----|--|-------|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> i-Ready lesson (20 minutes, if available) <input type="checkbox"/> Independent Reading: Choose a book to read independently or with an adult. Answer the following questions: Fictional story: <ul style="list-style-type: none"> ○ Retell the most important events in the story from beginning, middle and end. ○ What was your favorite part of the story? Why? Informational book: <ul style="list-style-type: none"> ○ What did you learn from this book? ○ What questions do you still have about the topic? <input type="checkbox"/> Writing Prompt: Which animal would you want to spend the day with? Why? Write about the day you spend with your animal. <input type="checkbox"/> Sight Words: Choose 10 words from the list below that you do not know. Make flashcards of your ten words and | <ul style="list-style-type: none"> <input type="checkbox"/> I-Ready (20 minutes, if available) <input type="checkbox"/> Complete the following: <input type="checkbox"/> <u>Grade 2 Activity - Understand 3 Digit Numbers</u> | <p>Technology access (if available)</p> <ul style="list-style-type: none"> <input type="checkbox"/> BrainPop Jr. (access through Blended Learning) <ul style="list-style-type: none"> ○ Energy Sources (video) <input type="checkbox"/> Youtube <ul style="list-style-type: none"> ○ <i>What is Energy-Types of Energy</i> https://www.youtube.com/watch?v=NKJifzI0SoQ <input type="checkbox"/> Complete the following: <ul style="list-style-type: none"> ○ Give examples and explain how different forms of energy help us at school. ○ Give examples and explain how different forms of energy help us at home. <p>No Technology <i>Investigate Electricity</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a chart showing things that use electricity in your home and list their purpose. <input type="checkbox"/> For example: Oven- we use an oven to cook food. <table border="1" data-bbox="1213 1235 1864 1458"> <tbody> <tr> <td>Oven</td> <td></td> </tr> <tr> <td>Microwave</td> <td></td> </tr> <tr> <td>Lamp</td> <td></td> </tr> <tr> <td>TV</td> <td></td> </tr> <tr> <td>Dryer</td> <td></td> </tr> </tbody> </table> | Oven | | Microwave | | Lamp | | TV | | Dryer | |
| Oven | | | | | | | | | | | | |
| Microwave | | | | | | | | | | | | |
| Lamp | | | | | | | | | | | | |
| TV | | | | | | | | | | | | |
| Dryer | | | | | | | | | | | | |

practice reading them until you can read them quickly.

always, around, because, been, before, best, both, buy, call, cold, does, don't, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon, us, use, very, wash, which, why, wish, work, would, write, your

- **Word Families:** Choose one of the following word families listed below. Add one or more letters to the beginning of the spelling pattern to make as many words as you can. Write all the words you make on a piece of paper. -ing -ight, -eat, -ame (For example: king, ring, bling)

Physical Education:

Technology Access: **Fitness Board Game** bit.ly/dcpselementarype

No Technology Access: In a safe and open space, perform the following activities to your ability. Perform each exercise 10 times, for 2 rounds.



Third Grade

Directions: The assignments below have been developed for students with a teacher absence scheduled or for those who do not have access to technology Thursday, November 12. If you have access to technology, please complete blended learning activities first. Assignments that you were able to complete are to be turned in to your teacher Friday, November 13, 2020.

| English/Language Arts | Mathematics | Science |
|---|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> i-Ready lesson (20 minutes, if available) <input type="checkbox"/> Achieve3000 article (if available) <input type="checkbox"/> Independent Reading: Choose a book to read independently or with an adult. Answer the following questions: Fictional story: <ul style="list-style-type: none"> ○ Retell the most important events in the story from beginning, middle and end. ○ What was your favorite part of the story? Why? Informational book: <ul style="list-style-type: none"> ○ What did you learn from this book? ○ What questions do you still have about the topic? <input type="checkbox"/> Writing Prompt: Which mammal, insect, bird, or reptile is most like you? Create a list of ways that you are the same. You may want to consider including how you look, where you live, what you eat, or how you act. Write a paragraph explaining how you and the animal are alike. <input type="checkbox"/> Sight Words: Choose 10-15 words from the list below that you do not | <ul style="list-style-type: none"> <input type="checkbox"/> I-Ready (20 minutes, if available) <input type="checkbox"/> Independent activity <u>Grade 3 Activity - Addition & Subtraction</u> | <p>Technology access</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch https://www.youtube.com/watch?v=MwvOCTdlaSE on How to be a scientist and complete a summary <input type="checkbox"/> Penda (access through Blended learning) <ul style="list-style-type: none"> ○ SC.3.P.8.1 Developing ○ SC.3.P.8.1 Achieving ○ SC.3.P.8.1 Exceeding <input type="checkbox"/> Complete the following: <ul style="list-style-type: none"> ○ Why is it important for scientists to ask questions? ○ Explain what makes a question testable. <p>No Technology <i>Matter Mystery Box</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Create an observation chart where you will record all the observation your hands have made. <input type="checkbox"/> Have a sibling, parent or guardian place an unknown object in a box (or under a blanket), so you are unable to see the object. <input type="checkbox"/> Place your hand in the box (or under the blanket) without looking at the object and use your touch sense to make observations about the physical properties of the object, and record these in your |

know. Make flashcards of your words and practice reading them until you can read them quickly. If you already know all the words on the list, practice reading through the list as fast as you can three times. Time yourself to see if you can go faster each time. You may also choose words from the fourth-grade list.

about, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm

chart. Repeat with 3 or 4 more unknown objects.

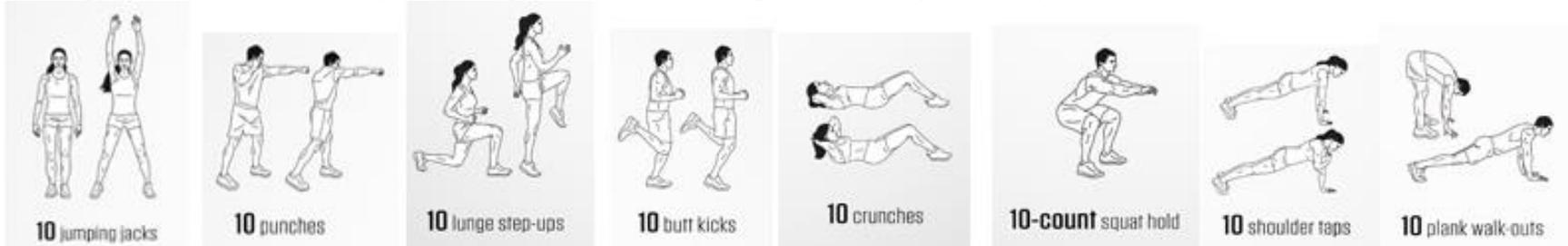
- Using your observations and evidence, hypothesis what you believe the object is. Record this.
- Example: If the object is a shoe, you may observe it is hard, has soft laces, is larger than a baseball, hard texture, light weight.

| Unknown | Observations | Object |
|---------|--------------|--------|
| 1 | | |
| 2 | | |
| 3 | | |

Physical Education:

Technology Access: **Fitness Board Game** bit.ly/dcpselementarype

No Technology Access: In a safe and open space, perform the following activities to your ability. Perform each exercise 10 times, for 3 rounds.



Challenge: Add 2 cardiovascular or muscular endurance exercises to your routine.
(i.e. high knees, jogging in place, mountain climbers, push-ups, lunges, etc.)

Fourth Grade

Directions: The assignments below have been developed for students with a teacher absence scheduled or for those who do not have access to technology Thursday, November 12. If you have access to technology, please complete blended learning activities first. Assignments that you were able to complete are to be turned in to your teacher Friday, November 13, 2020.

| English/Language Arts | Mathematics | Science |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Freckle lesson (20 minutes, if available) <input type="checkbox"/> Achieve3000 article (if available) <input type="checkbox"/> Independent Reading: Choose a book to read independently or with an adult. Answer the following questions: Fictional story: <ul style="list-style-type: none"> <input type="checkbox"/> Retell the most important events in the story from beginning, middle and end. <input type="checkbox"/> What was your favorite part of the story? Why? Informational book: <ul style="list-style-type: none"> <input type="checkbox"/> What did you learn from this book? <input type="checkbox"/> What questions do you still have about the topic? <input type="checkbox"/> Writing Prompt: Which mammal, insect, bird, or reptile is most like you? Create a list of ways that you are the same. You may want to consider including how you look, where you live, what you eat, or how you act. Write an essay explaining how you and the animal are alike. <input type="checkbox"/> Sight Words: Choose 15 words from the list that you do not know. Make flashcards of your words and practice reading them until you can read them quickly. If you already know all the words on the list, | <ul style="list-style-type: none"> <input type="checkbox"/> Freckle (20 minutes, if available) <input type="checkbox"/> Independent Activity <u>Grade 4 Activity - Multiplication</u> | <p>Technology access</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch http://studyjams.scholastic.com/studyjams/jams/science/scientific-inquiry/identify-outcomes.htm and complete Test Yourself (# 1-7). <input type="checkbox"/> Watch https://www.youtube.com/watch?v=fBIR7taW9jk on Observations and inferences and write a summary. <input type="checkbox"/> Complete any 2 Penda (access through Blended Learning) activities on your homepage. <p>No Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the following questions in full sentences. <ul style="list-style-type: none"> <input type="checkbox"/> What is the purpose of repeated trials? <input type="checkbox"/> Why is it important to repeat trials before drawing a conclusion? <input type="checkbox"/> Why is it important for scientist to compare their observations with the observations of others? <input type="checkbox"/> Why is it important to follow a process or procedure when developing or designing an experiment? <input type="checkbox"/> Make a list of inferences and observations from around you house (10 each) |

practice reading through the list as fast as you can three times. Time yourself to see if you can go faster each time. You may also choose words from the fifth-grade list.

across, against, area, become, best, better, birds, black, body, certain, cold, color, complete, covered, cried, didn't, dog, door, draw, during, early, easy, ever, fall, farm, fast, field, figure, fire, fish, five, friends, ground, happened, heard, himself, hold, horse, hours, however, hundred, I'll, king, knew, listen, low, map, mark, measure, money, morning, music, north, notice, numeral, order, passed, pattern, piece, plan, problem, products, pulled, questions, reached, red, remember, rock, room, seen, several, ship, short, since, sing, slowly, south, space, stand, step, sun, sure, table, today, told, top, toward, town, travel, true, unit, upon, usually, voice, vowel, war, waves, whole, wind, wood

Physical Education:

Technology Access: **Fitness Board Game** bit.ly/dcpselementarype

No Technology Access: In a safe and open space, perform the following activities to your ability. Perform each exercise 10 times, for 3 rounds.



Challenge: Add 2 cardiovascular or muscular endurance exercises to your routine.
(i.e. high knees, jogging in place, mountain climbers, push-ups, lunges, etc.)

Fifth Grade

Directions: The assignments below have been developed for students with a teacher absence scheduled or for those who do not have access to technology Thursday, November 12. If you have access to technology, please complete blended learning activities first. Assignments you were able to complete are to be turned in to your teacher Friday, November 13, 2020.

| English/Language Arts | Mathematics | Science |
|---|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Freckle lesson (20 minutes, if available) <input type="checkbox"/> Achieve3000 article (if available) <input type="checkbox"/> Independent Reading: Choose a book to read independently or with an adult. Answer the following questions: Fictional story: <ul style="list-style-type: none"> <input type="checkbox"/> Retell the most important events in the story from beginning, middle and end. <input type="checkbox"/> What was your favorite part of the story? Why? Informational book: <ul style="list-style-type: none"> <input type="checkbox"/> What did you learn from this book? <input type="checkbox"/> What questions do you still have about the topic? <input type="checkbox"/> Writing Prompt: Which mammal, insect, bird, or reptile is most like you? Create a list of ways that you are the same. You may want to consider including how you look, where you live, what you eat, or how you act. Write an essay explaining how you and the animal are alike. <input type="checkbox"/> Sight Words: Choose 15 words from the list that you do not know. Make flashcards of your words and practice reading them until you can read them quickly. If you already know all the words on the list, | <ul style="list-style-type: none"> <input type="checkbox"/> Freckle (20 minutes, if available) <input type="checkbox"/> Independent Activity <u>Grade 5 Activity - Division</u> | <p>Technology Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch http://studyjams.scholastic.com/studyjams/jams/science/scientific-inquiry/scientific-methods.htm and complete Test Yourself (#1-7). <input type="checkbox"/> Log in to Freckle (access through Blended Learning) and complete <u>Freckle: The Scientific Method: Lesson 2: The Power of Observation</u> -Activity: Scientific Observation Activity: Observations, Questions, and Hypothesis <input type="checkbox"/> Complete any 2 Penda (access through Blended Learning) activities on your homepage. <p>No Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the following questions in full sentences. <ul style="list-style-type: none"> <input type="checkbox"/> Why it is important for scientists to communicate results when conducting an experiment or investigation? <input type="checkbox"/> Why are scientific explanations based on data? <input type="checkbox"/> Why is it important to control all the variables in an experiment except for one variable? |

practice reading through the list as fast as you can three times. Time yourself to see if you can go faster each time.

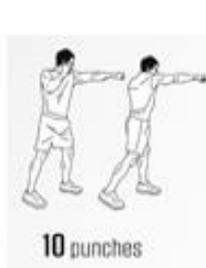
able, ago, am, among, ball, base, became, behind, boat, box, bring, brought, building, built, cannot, carefully, check, circle, class, clear, common, contain, correct, course, dark, decided, deep, done, dry, English, equation, explain, fact, feel, filled, finally, fine, fly, force, front, full, game, gave, government, green, half, heat, heavy, hot, inches, include, inside, island, known, language, less, machine, material, minutes, note, nothing, noun, object, ocean, oh, pair, person, plane, power, produce, quickly, ran, rest, road, round, rule, scientists, shape, shown, six, size, special, stars, stay, stood, street, strong, surface, system, ten, though, thousands, understand, verb, wait, warm, week, wheels, yes, yet

○ Do all science investigations follow the exact steps of the scientific method? Cite evidence to support your answer

Physical Education:

Technology Access: **Fitness Board Game** bit.ly/dcpselementarype

No Technology Access: In a safe and open space, perform the following activities to your ability. Perform each exercise 10 times, for 3 rounds.



Challenge: Add 2 cardiovascular or muscular endurance exercises to your routine.
(i.e. high knees, jogging in place, mountain climbers, push-ups, lunges, etc.)

Pre-Kindergarten

Directions: The assignments below have been developed for students with a teacher absence scheduled or for those who do not have access to technology Thursday, November 12. If you have access to technology, please complete blended learning activities first. Assignments are to be turned in to your teacher Friday, November 13, 2020.

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| <ul style="list-style-type: none"> ➤ I-Ready lesson (15 minutes, if available) ➤ Chicka Chicka Boom Boom video or self-selected text: https://www.youtube.com/watch?v=DG9cSehiXel ➤ After reading the text, ask students to tell you what happened in the story in their own words. Encourage students to use complete sentences when retelling the story. ➤ Sight Words: Make flashcards of your sight words and practice reading them until you can read them quickly. If you already know all the words on the list, practice reading through the list as fast as you can three times. ➤ A, I, Am, The, See, Can, Be, Is, In, And | <ul style="list-style-type: none"> ➤ I-Ready (15 minutes, if available) ➤ Independent Activity- Comparing Sizes Videos ➤ https://www.youtube.com/watch?v=uo1UR-NVo-k ➤ https://www.youtube.com/watch?v=sjmQxP08lWC ➤ Have students to find five big items at home and five small items. Allow students to hold and compare items. Allow students to sort the items by size. | <ul style="list-style-type: none"> ➤ Independent Activity- Day and Night Videos ➤ https://www.youtube.com/watch?v=Wf-CRk5TYGs ➤ Activity: After watching the video, have students draw pictures of something we see in the sky during the day and something we see in the sky at night. Assist students with labeling the objects. |
| <p>Physical Education: Simon Says</p> <ol style="list-style-type: none"> 1. Raise your right arm 2. Reach for the sky | <p>Art: Draw either day or night sky and list objects after the science lesson.</p> | <p>Music: Sing nursery rhymes with students.</p> |

| | | |
|--|--|--|
| <ol style="list-style-type: none">3. Smile4. Sing a Song5. Snap your fingers6. Wave goodbye7. Wiggle your toes8. Shake your left leg9. Stomp your feet10. Touch your nose | | |
|--|--|--|