

NTI Specialist Activities and Assignments

Gradel Level	Specials Class	Assignment Week 1	Assignment Week 2
K	Computer	Teach someone at home the "Home Row" Song a,s,d,f, a,s,d,f, space, space, space space, space, space jkl,, jkl,, space, space, space space, space, space practice typing your name and the names of your family members	Teach your Monster to Read Mini Games to practice your mouse skills https://www.teachyourmonstertoread.com/minigames
1	Computer	Teach someone at home the "Home Row" Song a,s,d,f, a,s,d,f, s pace, space, space space, space, space jkl,, jkl,, space, space, space space, space, space practice typing your name and the names of your family members	Practice typing on Typing Club. Remember to focus on accuracy , using home row and hitting the key with the correct finger. We are "training" for our March Madness Keyboard challenge. https://stagnesschool.typingclub.com/ username and password is the same as the student's AR account
2	Computer	Practice typing on Typing Club. Remember to focus on accuracy , using home row and hitting the key with the correct finger. We are "training" for our	Review Internet Safety Rules by completing the Cyber 5 Activity. Good luck on the quiz at the end! https://www.abcya.com/games/cyber_five_internet_s

		<p>March Madness Keyboard challenge.</p> <p>https://stagnesschool.typingclub.com/ username and password is the same as the student's AR account</p>	<p>afety</p> <p>If you would like to code, you can visit the coding website and click on your picture. (If you don't remember what your picture is you can email Mrs. Woolley- cwoolley@saintagnes.com) https://studio.code.org/sections/HLKYDZ</p>
3	Computer	<p>Practice typing on Typing Club. Remember to focus on accuracy , using home row and hitting the key with the correct finger. We are "training" for our March Madness Keyboard challenge.</p> <p>https://stagnesschool.typingclub.com/ username and password is the same as the student's AR account</p>	<p>Review Internet Safety Rules by completing the Cyber 5 Activity. Good luck on the quiz at the end! https://www.abcya.com/games/cyber_five_internet_safety</p> <p>If you would like to code, you can visit the coding website and click on your picture. (If you don't remember what your picture is you can email Mrs. Woolley- cwoolley@saintagnes.com) https://studio.code.org/sections/GNMNHV</p>
4	Computer	<p>Practice typing on Typing Club. Remember to focus on accuracy , using home row and hitting the key with the correct finger. We are "training" for our March Madness Keyboard challenge.</p>	<p>Try "Reality River" to become aware that people and situations online aren't always as they seem. Knowing what's real and what's fake is an important internet safety lesson. https://beinternetawesom</p>

		<p>https://stagnesschool.typingclub.com/ username and password is the same as the student's AR account</p>	<p>e.withgoogle.com/en_us/interland/landing/reality-river</p> <p>If you would like to code, you can visit the coding website and enter your secret words (If you don't remember what your secret word is you can email Mrs. Woolley-cwoolley@saintagnes.com) https://studio.code.org/sections/ZMKBSQ</p>
5	Computer	<p>Practice typing on Typing Club. Remember to focus on accuracy , using home row and hitting the key with the correct finger. We are "training" for our March Madness Keyboard challenge.</p> <p>https://stagnesschool.typingclub.com/ Students login with Google</p>	<p>Try "Reality River" to become aware that people and situations online aren't always as they seem. Knowing what's real and what's fake is an important internet safety lesson. https://beinternetawesome.withgoogle.com/en_us/interland/landing/reality-river</p> <p>If you would like to code, you can visit the link in Google Classroom for code.org. If you don't remember your secret word to login, please email Mrs. Woolley (cwoolley@saintagnes.com)</p>
6	Computer	<p>Practice typing on Typing Club. Remember to focus on accuracy , using home</p>	<p>Try "Reality River" to become aware that people and situations online</p>

		<p>row and hitting the key with the correct finger. We are "training" for our March Madness Keyboard challenge.</p> <p>https://stagnesschool.typingclub.com/ Students login with Google</p>	<p>aren't always as they seem. Knowing what's real and what's fake is an important internet safety lesson.</p> <p>https://beinternetawesome.withgoogle.com/en_us/interland/landing/reality-river</p> <p>If you would like to code, you can visit the link in Google Classroom for code.org. If you don't remember your secret word to login, please email Mrs. Woolley (cwoolley@saintagnes.com)</p>
7	Computer	<p>Practice typing on Typing Club. Remember to focus on accuracy , using home row and hitting the key with the correct finger. We are "training" for our March Madness Keyboard challenge.</p> <p>https://stagnesschool.typingclub.com/ Students login with Google</p>	<p>Practice your research skills by completing "A Google a day" activity. Google will give you a question and you have to race the clock and search for the answer on google.</p> <p>http://www.agoogleaday.com/</p> <p>If you would like to code, you can visit the link in Google Classroom for code.org. If you don't remember your secret word to login, please email Mrs. Woolley (cwoolley@saintagnes.com)</p>

8	Computer	<p>Practice typing on Typing Club. Remember to focus on accuracy , using home row and hitting the key with the correct finger. We are "training" for our March Madness Keyboard challenge.</p> <p>https://stagnesschool.typingclub.com/ Students login with Google.</p> <p>If you would like to code, you can visit the link in Google Classroom for code.org. If you don't remember your secret word to login, please email Mrs. Woolley (cwoolley@saintagnes.com)</p>	<p>Work on Google Site. Rubric and instructions are on Google Classroom. Remember you need to embed a video and another creation from a different google app (forms, sheets, docs, drawing, etc.) Double check your rubric to make sure all requirements are met. No due date for this at this time, but you should be getting close to finishing.</p>
---	----------	---	--

Grade Level	Specials Class	Assignment
K	Music	Quaver instruction (see additional document)
1	Music	Quaver instruction (see additional document)
2	Music	<ol style="list-style-type: none"> 1. Sing a song to your parents that Mrs. Wuestefeld taught you in music class. 2. Lead your parents in the songs you sing at Mass. <p>Song List:</p> <ul style="list-style-type: none"> · Deep In the Heart of Texas · Waitin' for the Light to Shine

		<ul style="list-style-type: none"> · Do Wah Diddy Diddy · Go Make a Difference · Hear I Am Lord
3	Music	<p>Week1: Change the words to the song “Twinkle, Twinkle Little Star” to words about St. Patrick.</p> <p>Week2: Change the words to the song “twinkle Twinkle Little Star” to words about Mary to celebrate the feast of the Annunciation.</p> <p>Also, lead you parents in song at mass</p>
4	Music	Quaver instruction (see additional document)
5	Music	Quaver instruction (see additional document)
6	Music	Quaver instruction (see additional document)
7	Music	Quaver instruction (see additional document)
8	Music	Quaver instruction (see additional document)

Gradel Level	Specials Class	Assignment Week 1
K-1	Gym	<ul style="list-style-type: none"> ● 8 Jumping jacks ● 8 Arm circles (both directions of forwards and backwards) ● Reach up high for 8 seconds; Push arms down to the ground for 8 seconds ● 8 Standing front leg lifts ● Stand and reach for your toes for 8 seconds ● If it’s nice outside, run two laps around the perimeter of your house. If not, jog in place for 8 seconds. Repeat 8 times. ● They will play St. Patrick's Day Circuit and must perform an assigned St. Patrick's Day activity. They are: 1) Blarney Stone Jump—Students must stand on a marked line and perform a long jump. They try to beat their length each time they jump. Then, have a contest with another person to see who can jump the farthest. 2) Pot Of Gold—Get a box, bin, basket, hula hoop, or some other type of item to

		<p>throw something into. This is the “pot of gold.” Students must stand on the designated line and throw beanbags, balls, paperwads, etc. into the “pot of gold.” Time them and see how many times they can make the item land in the “pot of gold” in 2 minutes. Repeat the activity a second time to see if there is improvement. You can also make it a competition with another person to see who can collect the most pieces of gold in the “pot.” 3) Leprechaun Kick—First, build a goal out of cones or two items (chairs, cups placed on the ground, shoes placed several feet apart, etc.). Get a ball to kick and stand several feet from the marked off goal area. Kick the ball into the goal. See how many goals you can score! 4) Shamrock Score--Have the student draw 6-8 shamrocks on 6-8 pieces of paper. Place the shamrocks on the ground in a zig-zag pattern, 2-3 feet apart. Students must leap to each shamrock, starting at the first, turning around at the last, and leaping back to the starting shamrock. Time the student to see how fast he/she is able to complete the task. Then, repeat the activity to see if there is improvement. They can also do different locomotor movements such as frog hopping, bunny hopping, stomping, etc. 5) Irish Jig--Do an Irish jig. Keep your hands down straight and stiff at your side. Do lots of leg kicks, such as heel to toe, hopping back and forth, and alternating feet to kick. Smile and have fun! Add some Irish jig music if you like:) Try to jig for at least five minutes.</p> <ul style="list-style-type: none"> • Be prepared to discuss with the class when we return which St. Patrick’s Day Circuit activity you liked best and why.
2-3	Gym	<ul style="list-style-type: none"> • 10 Jumping jacks • 10 Arm circles (both directions of forwards and backwards) • Reach up high for 10 seconds; Push arms down to the ground for 10 seconds • 10 Standing front leg lifts • Stand and reach for your toes for 10 seconds • If it’s nice outside, run 3 laps around the perimeter of your house. If not, jog in place for 10 seconds. Repeat 10 times. • They will play Pot Of Gold. Designate 12 items to be pieces of gold (beanbags, balls, rocks, sticks, paper clips, etc.). Spread these 12 items out in a large area. Place a basket, box, or some other type of item to hold the gold (the “pot”) in a designated area. On signal, the student must

		<p>move around as fast as possible to collect the 12 pieces of gold and place them in the pot. Time the student to see how long it took to complete the task. Repeat the activity to see if there is improvement. To add difficulty, spread the 12 pieces of gold out more, to increase distance the student must travel. Also, to change the game vary the locomotor skill each round. Students may march, skip, gallop, frog hop, bunny hop, do toe touches, etc. to collect the pieces of gold.</p> <ul style="list-style-type: none"> • Be prepared to discuss with the class when we return how you did with the Pot of Gold activity. • Ideas to share with the class include what you used as the “pot” and “pieces of gold,” which locomotor movements you performed, the length of time it took you to complete each round, what you liked/disliked about the activity, etc. These are just suggested topics of discussion to share. Feel free to come up with something on your own.
4-5	Gym	<ul style="list-style-type: none"> • 12 Jumping jacks • 12 Arm circles (both directions of forwards and backwards) • Reach up high for 12 seconds; Push arms down to the ground for 12 seconds • 12 Standing front leg lifts • Stand and reach for your toes for 12 seconds • If it’s nice outside, run 4 laps around the perimeter of your house. If not, jog in place for 12 seconds. Repeat 12 times. • They will play Leprechaun Treasure Hunt. Have the student draw 5 pictures on 5 pieces of paper. The pictures should be of a shamrock, pot of gold, leprechaun, rainbow, and a snake. Hide the pictures so they are completely covered under books, mats, rocks, etc. Place 15 extra books, mats, rocks, etc. around with nothing underneath (so there are a total of 20 books, mats, rocks, etc. around--5 with pictures underneath and 15 with nothing underneath). Explain that this is a race. On signal, he/she must run from a designated area to anywhere and look under one of the items used to “cover” the St. Patrick’s Day picture treasures. If he/she finds a picture under it, he/she must bring the Leprechaun picture treasure back and place it in the designated area at the start. The student then immediately goes back to look under a new “cover.” If he/she doesn’t find one under the cover chosen, he/she must run back to the start, do 5 sit-ups, and then go out again to look under a

		<p>different covering. The student continues until he/she finds all five of the St. Patrick's Day pictures. Time the student to see how long it takes him/her to complete the activity. Hide the pictures in different locations, repeat the activity, and see if the time is better. Students may also draw a second set of the 5 St. Patrick's Day images. However, label these #2. Hide these 5 pictures in addition to the original 5. Complete the same activity, but have another person compete against the student. The student must find all of the original images and the competitor must find all of the ones labeled #2. The two participants compete to see who finds their 5 leprechaun images first. Also, students may change the penalty exercise from sit-ups to another physical activity.</p> <ul style="list-style-type: none"> • Be prepared to discuss with the class when we return how you did with the Leprechaun Treasure Hunt activity. Ideas to share with the class include what you used as the coverings, how many sit-ups you had to do, the length of time it took to complete each round, if you chose to compete against someone who it was and who won, other physical activities you performed than just sit-ups, what you liked/disliked about the activity, etc. These are just suggested topics of discussion to share. Feel free to come up with something on your own.
<p>6-7</p>	<p>Gym</p>	<ul style="list-style-type: none"> • 15 Jumping jacks • 15 Arm circles (both directions of forwards and backwards) • Reach up high for 15 seconds; Push arms down to the ground for 15 seconds • 15 Standing front leg lifts • Stand and reach for your toes for 15 seconds • If it's nice outside, run 5 laps around the perimeter of your house. If not, jog in place for 15 seconds. Repeat 15 times. • The Presidential Active Lifestyle Award is a program that promotes physical activity and good nutrition because it takes both to lead a healthy lifestyle. We are working to participate in the program and achieve the physical activity goal by reaching the weekly minute goal. Students in grade 6-8 need to be active for at least 300 minutes (5 hours) per week, in order to achieve the goal. You may go on a walk, run, bike ride, dance, do yard work, shoot or play basketball, kick a soccer ball, jump rope, jump on a trampoline, do yoga, anything to get your heart pumping and muscles

		<p>moving! For the healthy eating goal, students have the freedom to choose what healthy eating goals they want to work on. This allows them to design the program to meet their specific needs. Students may opt to eat more fruits rather than drink them in fruit juices (may be canned, fresh, frozen, pureed, etc.), vary vegetables to eat a colorful array of them to get the vitamins, minerals, and fiber bodies need to be healthy (may be fresh, frozen, pureed, or canned), vary protein to include different meats, poultry, seafood, beans, eggs, or nuts (try to select leaner cuts of meats), eat more whole grain foods, move to fat-free or nonfat dairy products, or simply drink more water instead of sugary beverages.</p> <ul style="list-style-type: none"> • Keep track of your physical activity and good nutrition choices in a journal. For every day of the week, record when you participate in physical activity, for how long you engaged in it, and what you did. You may count your warm-up exercises that you did at the start of this lesson:) Write down when you make a good nutrition choice in your diet. • Transfer your weekly data to the participation log, found by clicking the web address below. This will help you to keep everything organized and see your weekly progress. Be prepared to bring this participation log to physical education class when we return. https://www.hhs.gov/sites/default/files/pala-plus.pdf This also further explains the nutrition choices. • For more information on the Presidential Active Lifestyle Award please click on the following link. https://www.hhs.gov/fitness/programs-and-awards/pala/index.html • Helpful Advice: DO NOT cheat or lie on your weekly tracker. This is a tool to help you become more aware of your diet and exercise progress. You will not be penalized for not achieving a weekly goal. Instead, my hope is that you will learn from areas that need improvement. The following week, hopefully you will make healthier choices!
8	Gym	<ul style="list-style-type: none"> • 18 Jumping jacks • 18 Arm circles (both directions of forwards and backwards) • Reach up high for 18 seconds; Push arms down to the ground for 18 seconds • 18 Standing front leg lifts

		<ul style="list-style-type: none">● Stand and reach for your toes for 18 seconds● If it's nice outside, run 6 laps around the perimeter of your house. If not, jog in place for 18 seconds. Repeat 18 times.● The Presidential Active Lifestyle Award is a program that promotes physical activity and good nutrition because it takes both to lead a healthy lifestyle. We are working to participate in the program and achieve the physical activity goal by reaching the weekly minute goal. Students in grade 6-8 need to be active for at least 300 minutes (5 hours) per week, in order to achieve the goal. You may go on a walk, run, bike ride, do yard work, shoot or play basketball, jump on a trampoline, do yoga, anything to get your heart pumping and muscles moving! For the healthy eating goal, students have the freedom to choose what healthy eating goals they want to work on. This allows them to design the program to meet their specific needs. Students may opt to eat more fruits rather than drink them in fruit juices (may be canned, fresh, frozen, pureed, etc.), vary vegetables to eat a colorful array of them to get the vitamins, minerals, and fiber bodies need to be healthy (may be fresh, frozen, pureed, or canned), vary protein to include different meats, poultry, seafood, beans, eggs, or nuts (try to select leaner cuts of meats), eat more whole grain foods, move to fat-free or nonfat dairy products, or simply drink more water instead of sugary beverages.● Keep track of your physical activity and good nutrition choices in a journal. For every day of the week, record when you participate in physical activity, for how long you engaged in it, and what you did. You may count your warm-up exercises that you did at the start of this lesson:) Write down when you make a good nutrition choice in your diet.● Transfer your weekly data to the participation log, found by clicking the web address below. This will help you to keep everything organized and see your weekly progress. Be prepared to bring this participation log to physical education class when we return. https://www.hhs.gov/sites/default/files/pala-plus.pdf This also further explains the nutrition choices.● For more information on the Presidential Active Lifestyle Award please click on the following link.
--	--	--

		<p>https://www.hhs.gov/fitness/programs-and-awards/pala/index.html</p> <ul style="list-style-type: none"> • Helpful Advice: DO NOT cheat or lie on your weekly tracker. This is a tool to help you become more aware of your diet and exercise progress. You will not be penalized for not achieving a weekly goal. Instead, my hope is that you will learn from areas that need improvement. The following week, hopefully you will make healthier choices!
--	--	---

Gradel Level	Specials Class	Assignment Week 2
K-1	Gym	<ul style="list-style-type: none"> • Hop back and forth in one spot 8 times • 8 side arm lifts • Push both arms out at the side for 8 seconds • 8 squats • Standing splits for 8 seconds • If it's nice outside, run two laps around the perimeter of your house. If not, jog in place for 8 seconds. Repeat 8 times. • In class, we talk a lot about listening and following directions. Play a game of Simon Says. Have "Simon" command you to do different activities. Remember to only do them if Simon first says, "Simon Says." Make the activities be some kind of physical fitness skill: jumping jacks, sit-ups, skipping, hopping, marching, galloping, walking backwards, toe touches, etc. Compete against another person to see who can win the most Simon Says rounds. • Play Freeze Dance with your favorite songs. Remember to stop dancing and freeze whenever the music is paused. Play with someone else to see who has better dance moves:) • When we return to school, be prepared to discuss with the class how you did playing Simon Says. Who did you play with and what were some of the physical activity skills Simon told you to do? What songs did you listen to as you played Freeze Dance? I can't wait to hear who had the best dance moves in your house!
2-3	Gym	<ul style="list-style-type: none"> • Hop back and forth in one spot 10 times • 10 side arm lifts

		<ul style="list-style-type: none">● Push both arms out at the side for 10 seconds● 10 squats● Standing splits for 10 seconds● If it's nice outside, run 3 laps around the perimeter of your house. If not, jog in place for 10 seconds. Repeat 10 times.● In class, we talk a lot about listening and following directions. Play a game of Red Light, Green Light. Start in a designated spot and assign a finish line as far from that spot as you can make (ideally 50-55 feet). Have an adult yell out the stoplight colors. On "Green light," move as fast as you can towards the finish line. When the adult commands, "Red light," stop and freeze. If you do so correctly, stay frozen where you are until the adult gives you the "Green light" command. If you do not freeze on "Red light," or if you move at any time while you are supposed to be frozen, the adult must send you back to the start line. Time yourself to see how long it takes you to make it from the start to finish line. Repeat the activity for improvement. You may also compete against another person to see who can finish the race first. Add variety with different locomotor movements, such as marching, skipping, galloping, hopping instead of just running.● Play The Clean Up Race. Have an adult orally give you a list of things to clean up in one room. Listen and pay attention to remember everything he/she says to do. Start in another room. On signal, move as fast as possible to the assigned room and clean up everything you were told to, as fast as you can. Have an adult time you to see how long it took to finish the task and report back to the starting location. Record the time. Then, have the adult give you another list of items to clean up (it can be in the same room or a different room than before). Repeat the activity. See if you were faster the first race or the second. Continue the game as many times as needed:)● When we return to school, be prepared to discuss with the class how you did playing Red Light, Green Light. Did you like the activity? Did you need to start over many times? Did you do other locomotor activities, or did you just run? These are just some ideas for us to talk about. Also, be ready to share how easy it was to play The Clean
--	--	---

		Up Race. Was it difficult to listen and remember everything you needed to clean up?
4-5	Gym	<ul style="list-style-type: none"> • Hop back and forth in one spot 12 times • 12 side arm lifts • Push both arms out at the side for 12 seconds • 12 squats • Standing splits for 12 seconds If it's nice outside, run 4 laps around the perimeter of your house. If not, jog in place for 12 seconds. Repeat 12 times. • They will play Stacking Mania. Spread stacks of 3 cups randomly around a playing area. Make the playing area as big as you are able (if you can go outside, spread the stacks of cups out further from one another). If you do not have enough plastic cups, feel free to use blocks, cans, boxes, or anything else you can find around to stack. Find someone to compete against. One person is the "Upstacker" and the other the "Downstacker." Set a timer for 3 or 4 minutes. On signal, the Upstacker moves around the activity area "building" or stacking as many different three cup pyramids as they can, in the 3-4 minute time period. The Downstacker works against the Upstacker by moving around the area and downstacking all of the pyramids they can, in the same 3-4 minute time period. Downstackers must only use their hands when downstacking. When the timer goes off, both the Upstacker and Downstacker must freeze. Count and see which group has the most cups in place, the Upstacker or Downstacker (if more cups are in a pyramid or if more cups are stacked). Switch roles and repeat the game. To add variety, change the locomotor movement players must do (skipping, galloping, marching, hopping, toe touches, etc.). Also, you can add more cups/items to stack to make it more challenging. • When we return to school, be prepared to share with the class if you did better as the Upstacker or the Downstacker. Did you enjoy one role more than the other? If so, why?
6-7	Gym	<ul style="list-style-type: none"> • Hop back and forth in one spot 15 times • 15 side arm lifts • Push both arms out at the side for 15 seconds • 15 squats

		<ul style="list-style-type: none"> • If it's nice outside, run 5 laps around the perimeter of your house. If not, jog in place for 15 seconds. Repeat 15 times. • Continue the The Presidential Active Lifestyle Award program. In week two, reflect on how you did in week 1. Did you meet the goal of being active for at least 300 minutes (5 hours) per week and making healthy choices to improve your diet? If so, keep up the great work! Think of activities you really enjoyed doing and that you will definitely want to do again this week. Also, think of new activities you can do to replace any that were not as enjoyable. If you did not meet any of the goals, look at your journal and see where your weaknesses fell. Try your best to learn from this and make healthier choices this week. Keep your daily activity and healthy eating choices journal going. Transfer your total progress in week 2 to the participation log. In case you lost the sheet, you can find it here: https://www.hhs.gov/sites/default/files/pala-plus.pdf
8	Gym	<ul style="list-style-type: none"> • Hop back and forth in one spot 18 times • 18 side arm lifts • Push both arms out at the side for 18 seconds • 18 squats • If it's nice outside, run 6 laps around the perimeter of your house. If not, jog in place for 18 seconds. Repeat 18 times. • Continue the The Presidential Active Lifestyle Award program. In week two, reflect on how you did in week 1. Did you meet the goal of being active for at least 300 minutes (5 hours) per week and making healthy choices to improve your diet? If so, keep up the great work! Think of activities you really enjoyed doing and that you will definitely want to do again this week. Also, think of new activities you can do to replace any that were not as enjoyable. If you did not meet one or both of the goals, look at your journal and see where your weaknesses fell. Try your best to learn from this and make healthier choices this week. Keep your daily activity and healthy eating choices journal going. Transfer your total progress in week 2 to the participation log. In case you lost the sheet, you can find it here:

		https://www.hhs.gov/sites/default/files/pala-plus.pdf
--	--	---

Gradel Level	Specials Class	Assignment
K	Spanish	<p>1st Week - Practice Numbers (los numeros) 1-10:</p> <p>1 - uno 2- dos 3 - tres 4 - cuatro 5 - cinco 6 - seis 7 - siete 8 - ocho 9 - nueve 10 - diez</p> <p>2nd Week - Greetings (saludos) :</p> <p>Hello - Hola Goodbye - Adios Thank You - Gracias You're Welcome - De Nada</p>
1	Spanish	<p>First Week</p> <p>Colores- Rojo-Red Verde-Green Marron-Brown Azul-Blue Pink-Rosa Yellow-Amarillo Purple-Violeta Black-Negro White-Blanco Orange-Naranja</p> <p>Practice saying words out loud</p>

		<p>Second Week</p> <p>Numbers Uno-One Dos-Two Tres-Three Cuatro-Four Cinco-Five Six-Seis Seven-Siete Eight-Ocho Nine-Nueve Ten-Diez Eleven-Once Twelve-Doce Thirteen-Trece Fourteen-Catorce Fifteen-Quince</p> <p>Practice saying words out loud</p>
2	Spanish	<p>1st Week: Practice Days of the Week (dias de la semana) -</p> <p>Sunday - Domingo Monday - Lunes Tuesday - Martes Wednesday - Miercoles Thursday - Jueves Friday - Viernes Saturday - Sabado</p> <p>2nd Week: Practice Body Parts (partes del cuerpo)-</p> <p>Eyes - Ojos Nose - Nariz Neck - Cuello Hair - Cabello Head - Cabeza Ear - Oreja Mouth - Boca</p>
3	Spanish	<p>First Week</p> <p>Los numeros-The numbers 10-diez 20-veinte 30-treinta</p>

		<p>40-cuarenta 50-cincuenta 60-sesenta 70-setenta 80-ochenta 90-noventa 100-cien Prepare flash cards and study them Second Week Vamos A Comer! Strawberries-fresas Bananas-Platanos Apples-Manzanas Pineapple-Pina Oranges-Naranjas Milk-Leche Water-Agua Fork-el tenedor Spoon-la cuchara Knife-el cuchillo</p> <p>Make flash cards and study them</p>
4	Spanish	<p>First Week Partes del Cuerpo-Body Parts Neck-cuello Shoulder-hombro Arm-brazo Elbow-codo Dedo-finger Mano-hand Leg-pierna Knee-rodilla</p> <p>Second Week Que dia es hoy? What is today? Hoy es _____. Today is _____. Cual es la fecha de hoy? What is the date today? La fecha de hoy es _____. The date is _____.</p> <p>Practice the months of the year and make flashcards Enero-January Febrero-February Marzo-March Abril-April Mayo-May Junio-June</p>

		<p>Julio-July Agosto-August Septiembre-September Octubre-October Noviembre-November Diciembre-December</p>
5	Spanish	<p>First Week Classroom Objects: La clase-The class La pizarra-Blackboard La tiza-Chalk El marcador-Marker El borrador-Eraser El escritorio-Desk La silla-Chair La mochila-Backpack El libro-The book El cuaderno-Notebook</p> <p>Please make flashcards then study them</p> <p>Second Week Continue with Classroom Objects El papel-Paper El lapiz-Pencil Los lapices de colores-Colored pencils El sacapuntas-Pencil sharpener El boligrafo-Pen La goma-Eraser La tijera-Scissors La cola-Glue La regla-Ruler La grapadora-Stapler</p> <p>Please make flashcards and then study them</p>
6	Spanish	<p>First Week Review Spanish words for foods (comida) Bread - pan Chicken - pollo Potatoes - papas Beans - frijoles Bananas - platanos Apples - manzanas Salad - ensalada Water - agua</p>

		<p>Lache - milk Fork - tenedor Spoon - escuchara Knife - cuchillo</p> <p>2nd Week: Review Spanish words for weather (el tiempo)</p> <p>Good weather - Hace buen tiempo Bad weather - Hace mal tiempo Cold weather - Hace frio Hot weather - Hace calor Sunny - Hace sol Windy - Hace viento Raining - Llueve Snowing - Nieva Cloudy - Esta Nublado</p>
7	Spanish	<p>First Week: Asking and saying how you are Adios-Goodbye Buenas noches-Good evening,good night Buenas tardes-Good afternoon Buenas dias-Good morning Como estas-How are you Estoy bien, gracias-I'm fine, thanks Estoy regular/mal-I'm all right/not so good Hasta luego-See you later Hasta mañana-See you tomorrow Hasta pronto-See you soon Hola, Como estas?- Hi, how are you? Mas o menos-So-so Nos vemos-See you Que tal-How's it going? Senor- sir,Mr. Senora-ma'am,Mrs. Senorita-Miss</p> <p>Second Week: El medico- doctor El cirujano-surgeon El arquitecto-architect El abogado-lawyer El biologo-biologist El carpintero-carpenter El farmaceutico-pharmacologist El Bombero-fireman El geologo-geologist</p>

		<p>El secretario-secretary El bibliotecario-librarian El mecanico-mechanic El musico-musician El fotografo-photographer El camarero-waiter Make Flash Cards and study them</p>
8	Spanish	<p>First Week: Review -ar verbs from list provided: Hablar- To Speak , Contar- To Sing, Trabajar-To Work Andar - To Walk, Bailar- To Dance, Enseñar-To Teach, Estudiar- To Study, Tocar- To Touch and Usar-To Use Second Week: Conjugate each -ar verb. All Five Different Tenses - O- I, As-You A- He She It , Amos-We, An-They</p>

Gradel Level	Specials Class	Assignment
K	Library	<ol style="list-style-type: none"> 1. Read a favorite book out loud to someone at home. 2. On a piece of paper, print the Title of the book, the name of the author, and the name of the illustrator. 3. Divide your paper into 3 parts and draw what happened at the beginning, what happened at the middle, and what happened at the end of your book. 4. Please put your name and teacher's initial (KK or KT) on the paper. 5. Bring this book activity to school and turn in to Mrs. Bergs on Library Day.

1-2	Library	<ol style="list-style-type: none"> 1. Using the name of the Husky you created in Library, I would like you to write a short story about that dog. 2. I would like you to use 3 pieces of handwriting paper or paper with lines. 3. Please give your story a title. 4. Using kid spelling, write and illustrate (draw) on each piece of paper. 5. Be sure to tell what happened at the beginning, middle, and end of your story. 6. When completed, sign your name and teacher's name and return to Mrs. Bergs when we have Library class.
3-5	Library	<ol style="list-style-type: none"> 1. Put your name, date, and HR on a piece of paper. 2. On Google, go to www.iditarod.com 3. Click on the box that says, "Race Standings" 4. Find the mushers you drew the names of. 5. If you can't remember your Musher's name(s), pick 6 mushers you would like to learn about. 6. Click on each musher's name, and tell the position of the race that musher is in the day you do this assignment. Also, tell the name of the Checkpoint where your musher is. List 3 fun facts about each musher. 7. Return this assignment to Mrs. Bergs when we are together again for Library class!

Art:

Hello Artists!

Since you will have plenty of time on your hands over the next few weeks, I'm attaching the most well-known, user-friendly art tutorials to keep you busy and creating! Since not everyone has supplies like paint or oil pastels at their house, feel free to substitute for anything you have at home (colored pencil, markers, crayons...even just pencil or ink). Use whatever surface you want to draw on: paper, cardboard from the inside of a cereal box, etc.

With a parent's permission, make fun sculptures/collages/projects with things you might have around the house (dry noodles, fo89thil, popsicle sticks, straws, cereal, legos, action figures, etc).

I recommend putting a few layers of newspaper down on a table before starting anything that may involve clean up.

Countless Projects Await! **Although students K-8 are only required to complete 1 project per week of their choosing, if time allows, these links could really keep a kid happily creating for HOURS.** **Please bring completed project(s) to school when we return. :)**

Grades K-5:

This is a link to a nationally renowned (and high-energy!) elementary art teacher's YouTube page with over a hundred video tutorials. Do what you can, with what you have at home!

https://www.youtube.com/playlist?list=PL-6_qymB2Q5aTS7B2kcKpQwWmUy6WA-yd

Straw and yarn weaving = no mess!

ArtforKidsHub.com or <https://www.youtube.com/artforkidshub> has HUNDREDS of drawing, **origami**, etc videos **by age level (see top right tab)!** Using the age level tab is important, so it's not too easy.

- If your child is gifted in Art, please feel free to try the more difficult tutorials below.

Grades 6-8:

The Virtual Instructor has THE BEST online art tutorials. The link below shows ALL of his videos you can choose from.

<https://www.youtube.com/user/thevirtualinstructor/videos>

This list shows videos organized by what supplies you have at home (colored pencils, ink, regular pencil/graphite, etc.).

<https://www.youtube.com/user/thevirtualinstructor/playlists>

*If you're having trouble, start with the playlist called "Drawing Techniques" and start with the Drawing 101 videos. *Don't just give up and say, "This is too hard."* Keep trying! Challenge yourself! It's just practice. And, you may surprise yourself. :)