



SOUTHWEST VALLEY

TWOLVESTERRITORY

Chris Fenster | Superintendent

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southwestvalley.org

Liz Timmerman | West Campus PreK-8 Principal
Allen Naugle | Director of Secondary Student Services/Activities Director
Jessie Forsythe | West Campus Business Manager

Allison Thomas | Corning Elementary Principal
Jennifer Bissell | Southwest Valley HS Principal
Jodi Lyddon | East Campus Business Manager

4th Grade

Dear Parents/Guardians,

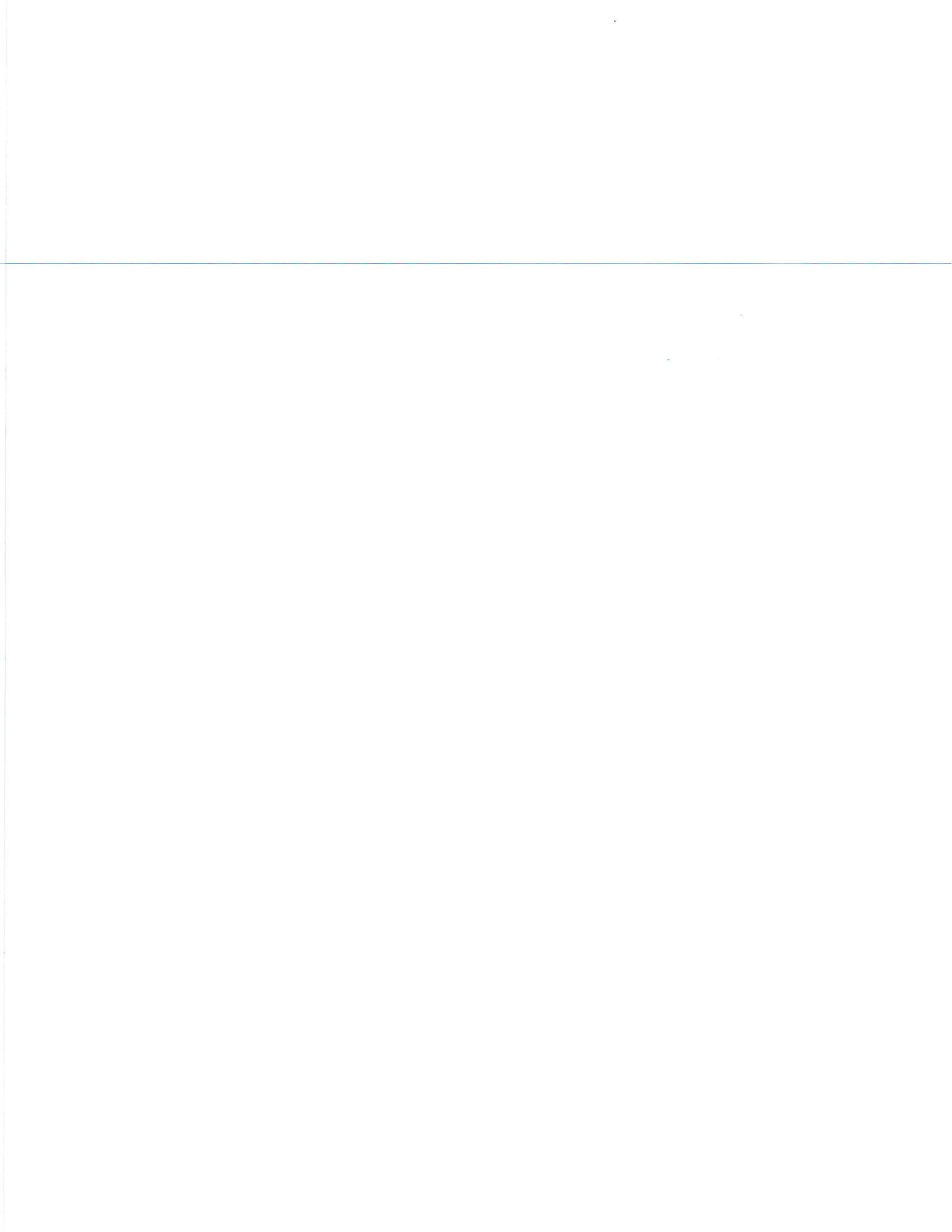
We want to be prepared for any other upcoming winter weather. All four buildings in the district will provide virtual learning opportunities for the students if we have a snow day. At Corning Elementary and Enarson Elementary, we are sending home packets of activities from your child's teacher. If school is canceled, your child can work on reviewing skills. Keep this in a safe place in your house until the snow day arrives. If the packet is lost before the snow day and you have access to a printer, go to our website, <https://www.southwestvalley.org>, under Corning or Enarson Elementary, then click the grade level for the packet. We have provided 3 days' worth of activities. Each day is labeled Day 1, Day 2, Day 3. When your child finishes the packet for each day and school resumes, please return it to school.

Thanks for understanding that Mother Nature has a mind of her own.

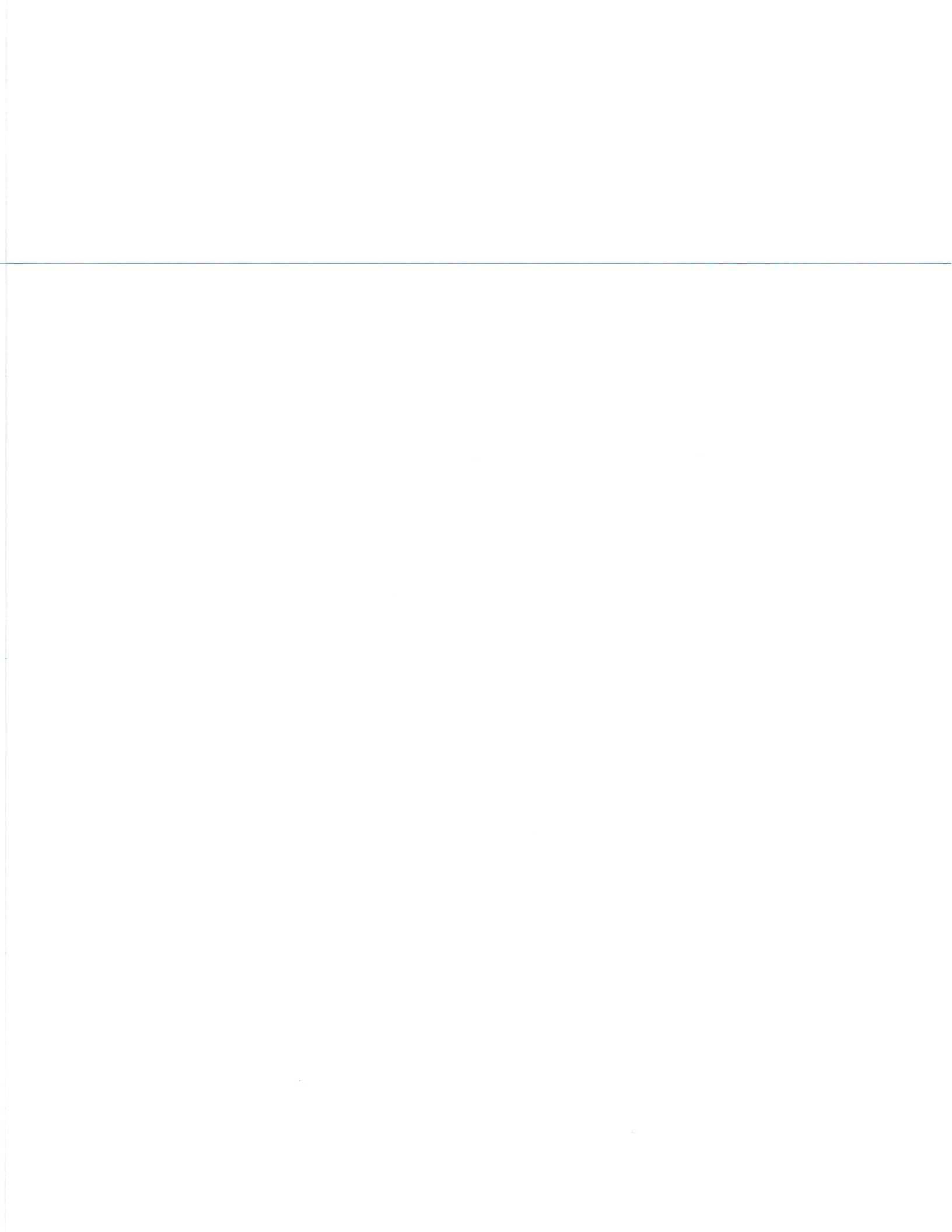
Sincerely,

Allison Thomas
Corning Elementary Principal
641-322-4020
athomas@southwestvalley.org

Lisa Sorensen
Enarson Elementary
712-826-5982
lsorensen@southwestvalley.org



Virtual Learning Snow Day 1



Name: _____

Monday



Correct these sentences.

1. red yellow and blue are primary colors

2. it was time for dinner i set the table

Which is the adjective in each sentence?

3. There was a gold ring in the window.

4. Joe has four sisters who live in Nebraska.

Complete this analogy.

5. interesting : dull :: open : _____

Name: _____

Tuesday



Synonyms or antonyms?

1. now, later _____

2. normal, unusual _____

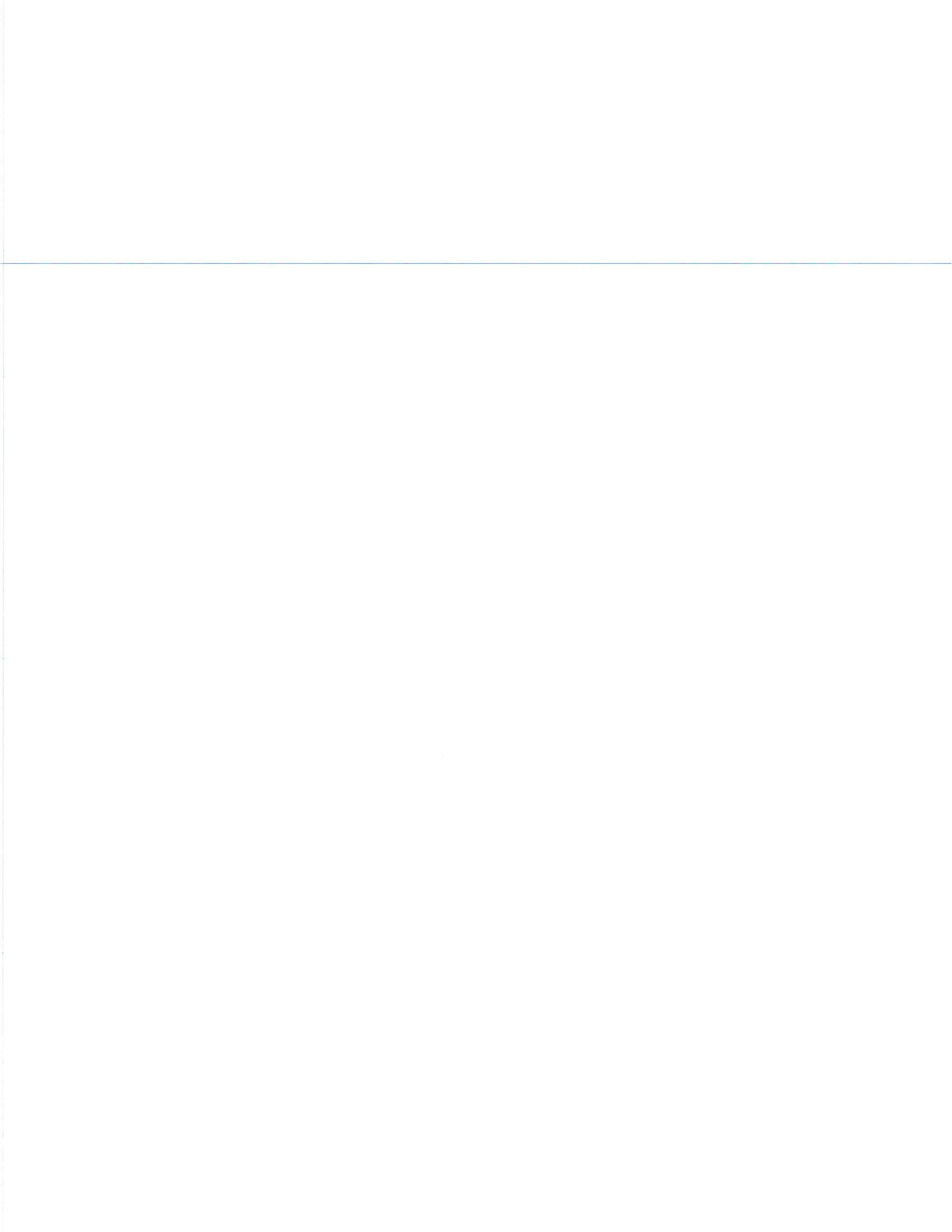
Correct these sentences.

3. have you read the enormous crocodile, a book by roald dahl

4. i really like to listen to the radio while I jog

Is the underlined word a noun, verb, or adjective?

5. Amelia Bedelia took the class to see her house. _____



Lesson 16

Using Context Clues

L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Introduction Sometimes when you're reading a story or an article, you'll come across a word you don't know. When you don't know the meaning of a word, often you can figure it out by looking at the words and sentences around it. When you do this, you are using **context clues**.

Kinds of Context Clues	Examples
Look for a definition in the text.	In high school, Jim Lovell built his first <u>rocket</u> , a jet engine that could fly to great heights.
Find an example that will give you clues about the word's meaning.	Lovell's first attempt was a <u>failure</u> . His rocket flew into the air but then exploded and crashed.
Look for a restatement . A restatement happens when the word is discussed in a way that makes its meaning clear.	A rocket is pushed upward by materials that are <u>combustible</u> . These materials burn and release gases.

Guided Practice Read the paragraph below with a partner. Circle the context clues that help you understand the meaning of the underlined word. Write the meanings of the underlined words on the space provided.

HINT Sometimes context clues can be found in a sentence before or after the word you're trying to figure out.

Jim Lovell had always been fascinated by rockets. He was interested in learning everything about them and even built his own rocket. Lovell applied to the United States Naval Academy but was rejected. After failing to get into the Academy, Lovell did not give up. He persisted, or kept trying, and finally succeeded. After the Academy, he joined the NASA space program.

fascinated: _____

rejected: _____

persisted: _____

 **Independent Practice**

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

NASA chose Lovell to command the *Apollo 13* space mission. Lovell was in charge of two men and of making all final decisions. After they were in space for a little more than two days, Lovell and his crew ran into trouble. One of the oxygen tanks blew up. The explosion caused a leak in another tank, and now there wouldn't be enough oxygen for a moon landing. Lovell and his crew had to return to Earth. Their safe return was due to Lovell's capable leadership.

- 1** What does the word command mean?
- A to study
 - B to fly with others on
 - C to be at the head of
 - D to be part of
- 2** What words help you understand the meaning of command?
- A "in charge of"
 - B "two men"
 - C "space mission"
 - D "chose Lovell"
- 3** What does the word explosion mean?
- A a leak
 - B a bursting of something
 - C a lack of oxygen
 - D leaving outer space
- 4** What does the word capable suggest about Lovell as a leader?
- A He is a gentle and patient leader.
 - B He is skillful at leading others.
 - C He is harsh to those he leads.
 - D He is weak when leading others.



How a Gray Bird Became a Cardinal

DIRECTIONS

Read the story, and complete the activity on page 4.

- 1 Long ago, birds had brightly colored feathers. They had feathers as green as grass, as orange as sunsets, as blue as sky, and as white as snow. The birds had lovely names too, like *Goldfinch*, *Blue Jay*, and *Kingfisher*. One bird was different, though. His feathers were dull gray, and he was simply called *Gray Bird*.
- 2 Gray Bird was **embarrassed** about his feathers. So every day he sat alone and watched the other animals play below his tree. They asked him to join them, but Gray Bird wouldn't.
- 3 One day, Gray Bird saw Raccoon racing near a stream. Wolf was chasing Raccoon! But Wolf looked tired. His tongue was hanging out, he **stumbled** once or twice, and he began to slow down.
- 4 Soon Wolf gave up completely and went to sleep next to the stream. While Wolf slept, Raccoon crept up and covered Wolf's eyes with mud. Then he walked away, laughing. Gray Bird laughed, too. When Wolf awoke, he tried to open his eyes but couldn't. He rubbed his right eye first and then his left eye. But the mud had dried, and he couldn't get it off.
- 5 After a while, Gray Bird began to feel sorry for Wolf. He knew Wolf wouldn't like it if he couldn't open his eyes, so Gray Bird **pecked** the mud off of Wolf's eyes.
- 6 When Wolf opened his eyes, he stared at Gray Bird and said, rudely "Oh, my! Your feathers are so dull." When Gray Bird hung his head in shame, Wolf said, "Now it's my turn to help you!"
- 7 Wolf pointed to a rock with streaks of red in it. He told Gray Bird to peck at the red rock and use the color to paint his feathers. First, Gray Bird painted the feathers on his chest. Then, he painted his wings. Last, he painted his head. Gray Bird was as red as a cherry now! His feathers were so bright the other birds decided to give him a new name—Cardinal.

embarrassed: shy, uncomfortable, upset

stumbled: tripped or almost fell when walking or running

pecked: hit with a bird's beak



Describe the Beginning, Middle, and End

Write what happens during the beginning, middle, and end of **How a Gray Bird Became a Cardinal**.

Beginning



Middle



End



Comparing Multi-Digit Numbers

Set A

Write the symbol that makes each statement true. Use $>$, $<$, or $=$.

1 $23,230$ _____ $2,323$ 2 $33,003$ _____ $33,030$ 3 $9,999$ _____ $10,000$

4 $40,404$ _____ $40,040$ 5 $52,177$ _____ $52,771$ 6 $421,073$ _____ $412,730$

Set B

7 Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

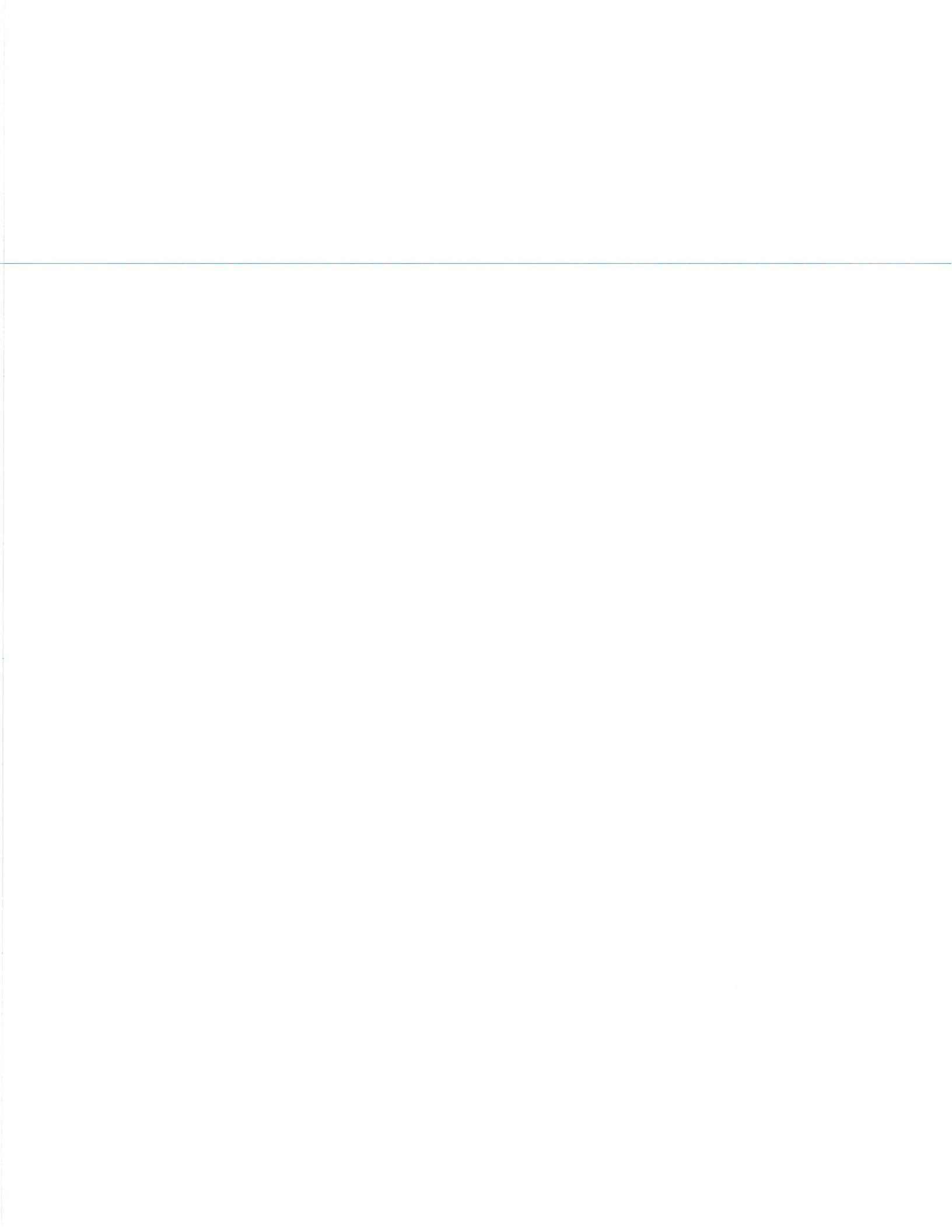
8 Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10 How did you solve problem 7?



History Virtual Packet -Day 1

Match the date to the description.

1596

Jamestown

1000

Christopher Columbus

1513

Pocahontas

1492

St. Augustine

1616-1619

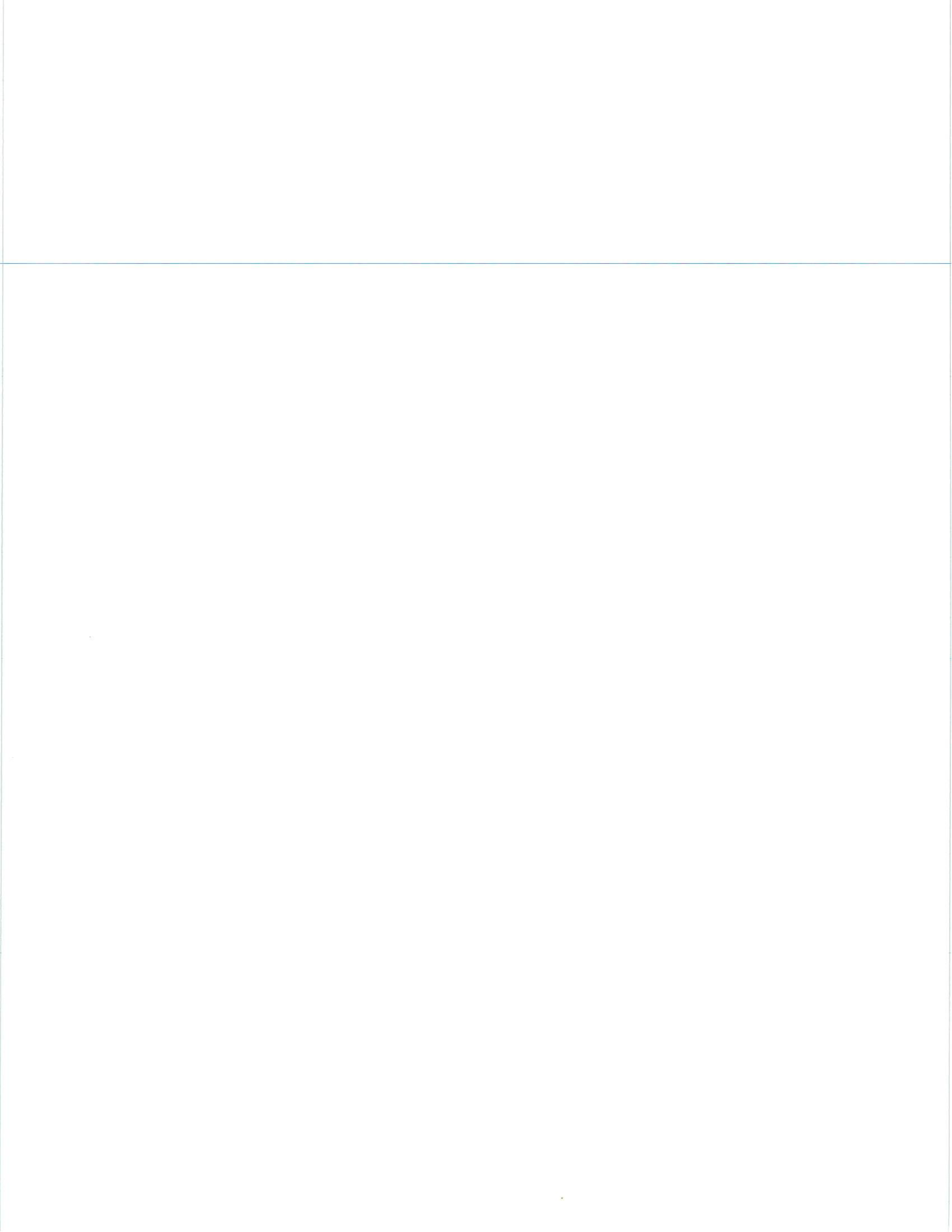
The Great Dying

1607

The Vikings

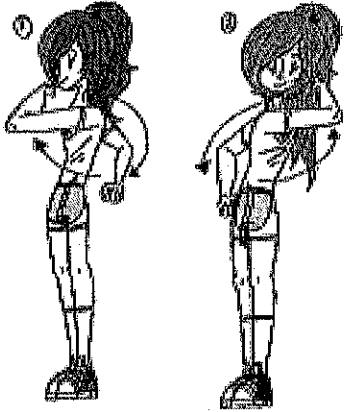
1565

Ponce De Leon



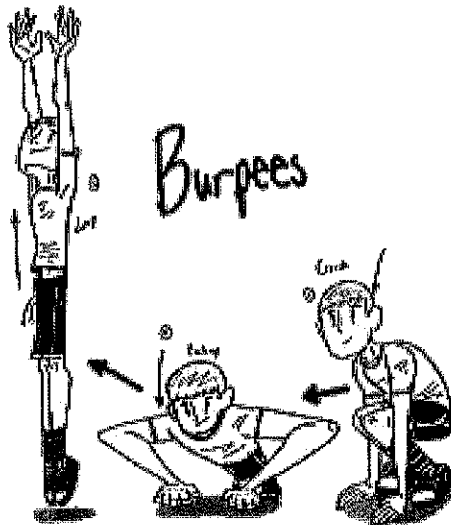
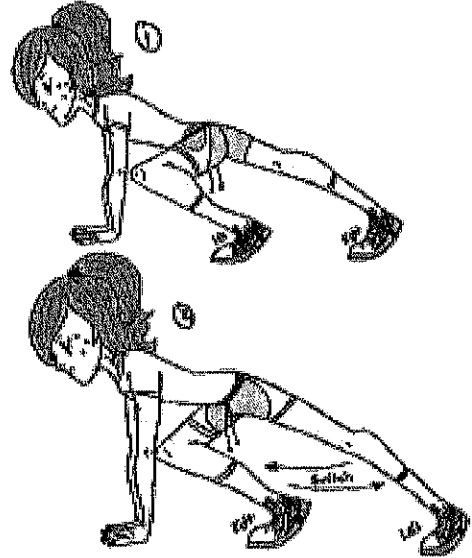
Day 1

Washing Machine

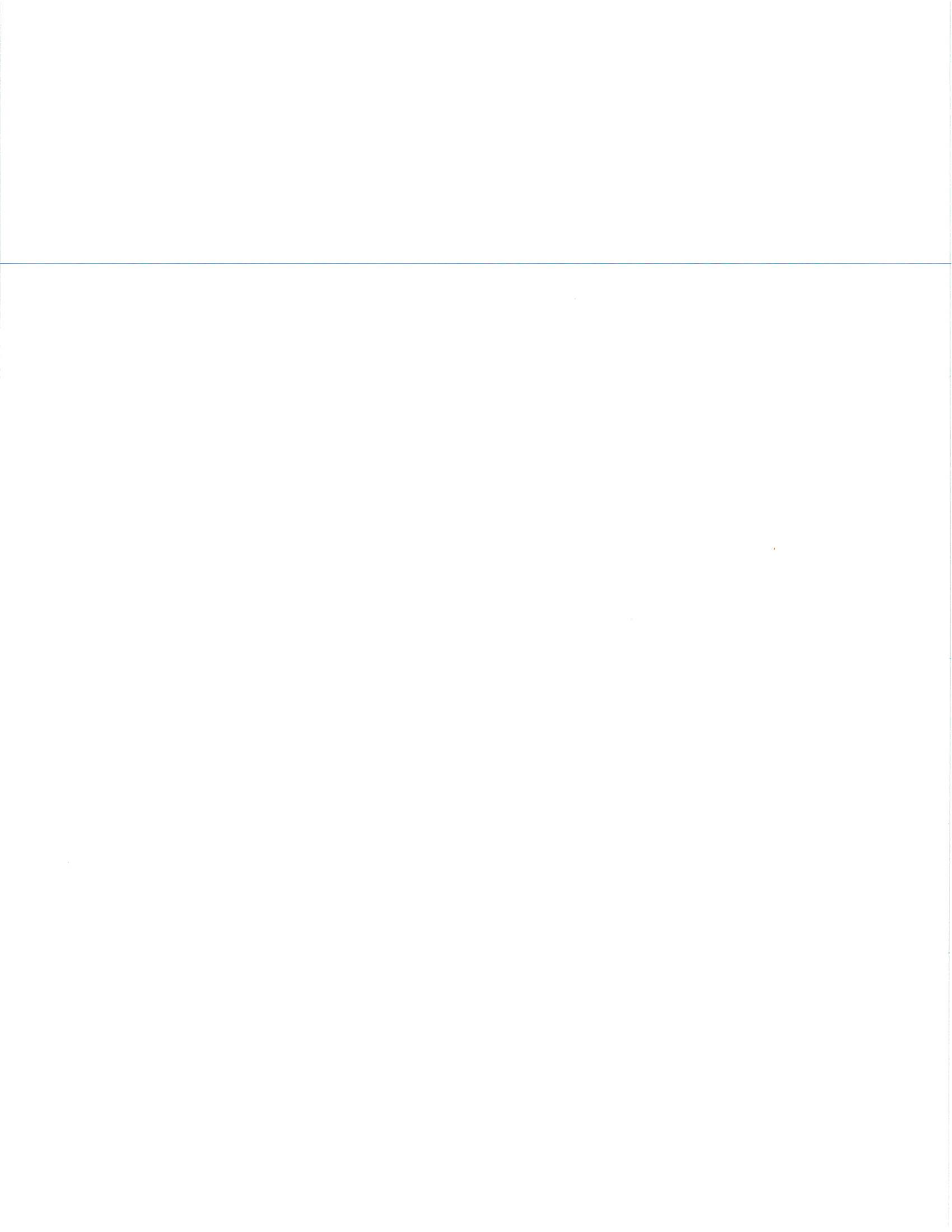


Complete each activity for a 20 second count 3 different times.

Mountain Climbers



Burpees



Snow Day Art Lesson

The lesson includes instructions and a drawing guide plus if you have access to the internet (even on a Smartphone) you can use the link to follow a Draw Along Video (there are other drawing projects on the page as well that you could try out)

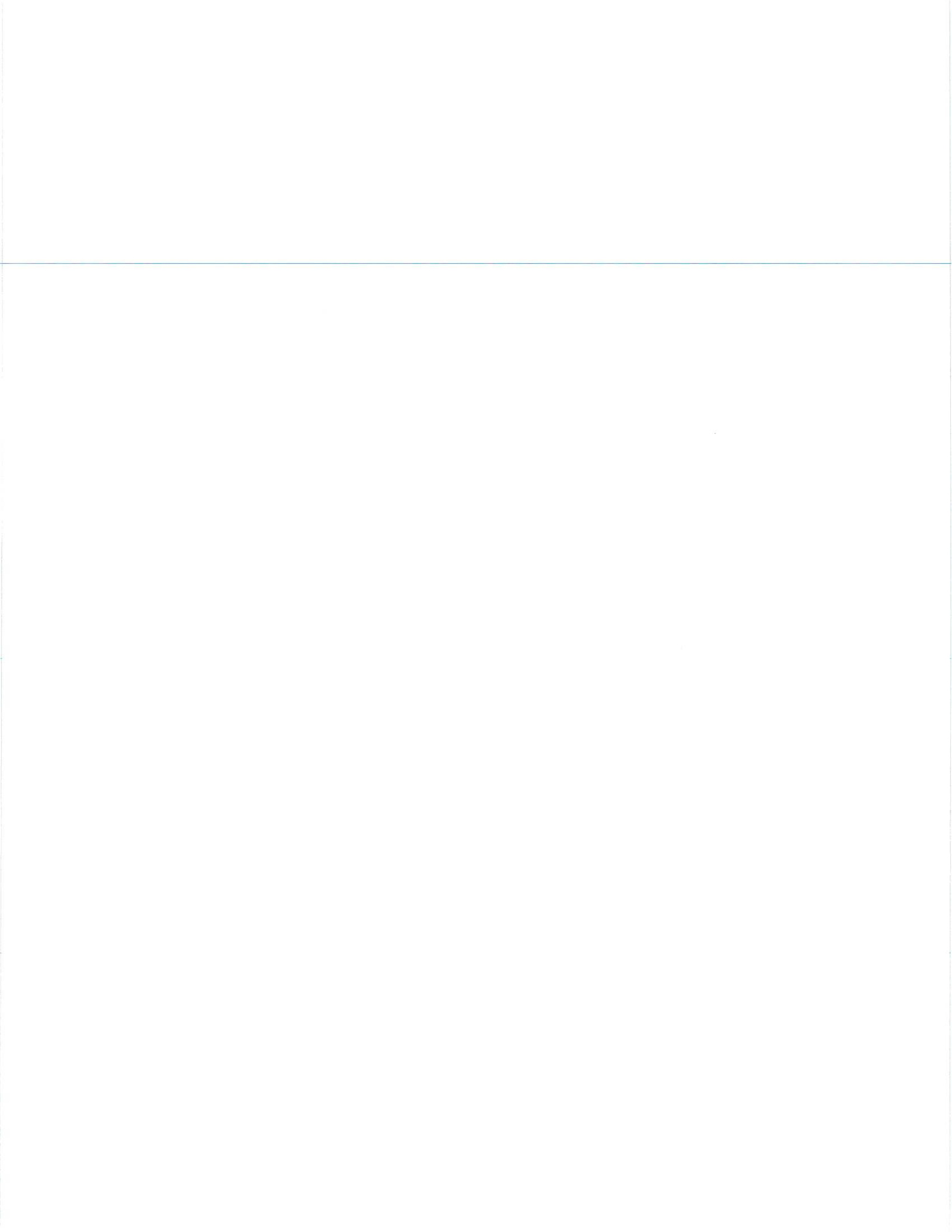
<https://www.deepspacesparkle.com/tmc/substitute-plan-3-0-bundle-video-page/>

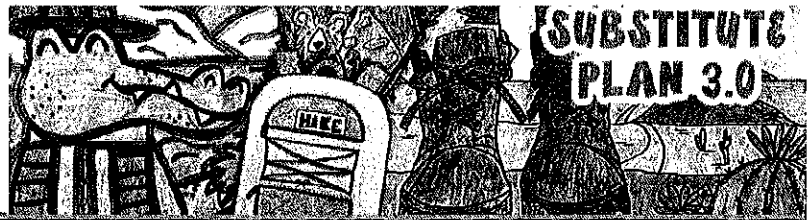
A blank piece of paper has been provided for you but you can use any paper you have available at home, if you have a sketchbook you can use that as well. The lesson can be colored by using crayons, markers, colored pencils, or if you have none of those materials at home you can simply use a pencil or pen to create a black and white version.

I have also included a Roll a Dice Drawing Activity you can do with everyone in your house. You will need to borrow a dice from a board game. All you need to do is roll the dice to determine what you need to draw. Once the drawing is complete you can add color.

Hope you enjoy your Snow Day Art Lessons and see you soon,

Mrs. Mitchell





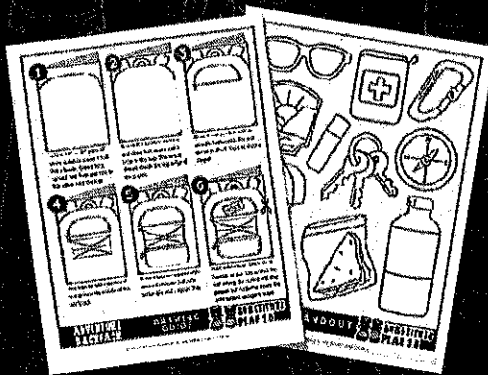
DRAW ALONG
VIDEO
INCLUDED

3-4



ADVENTURE BACKPACK

DRAW ALONG



Time Needed

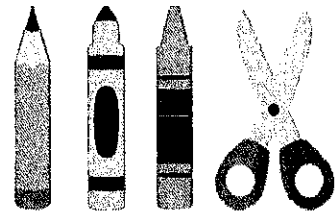
1 Session at
45 Minutes

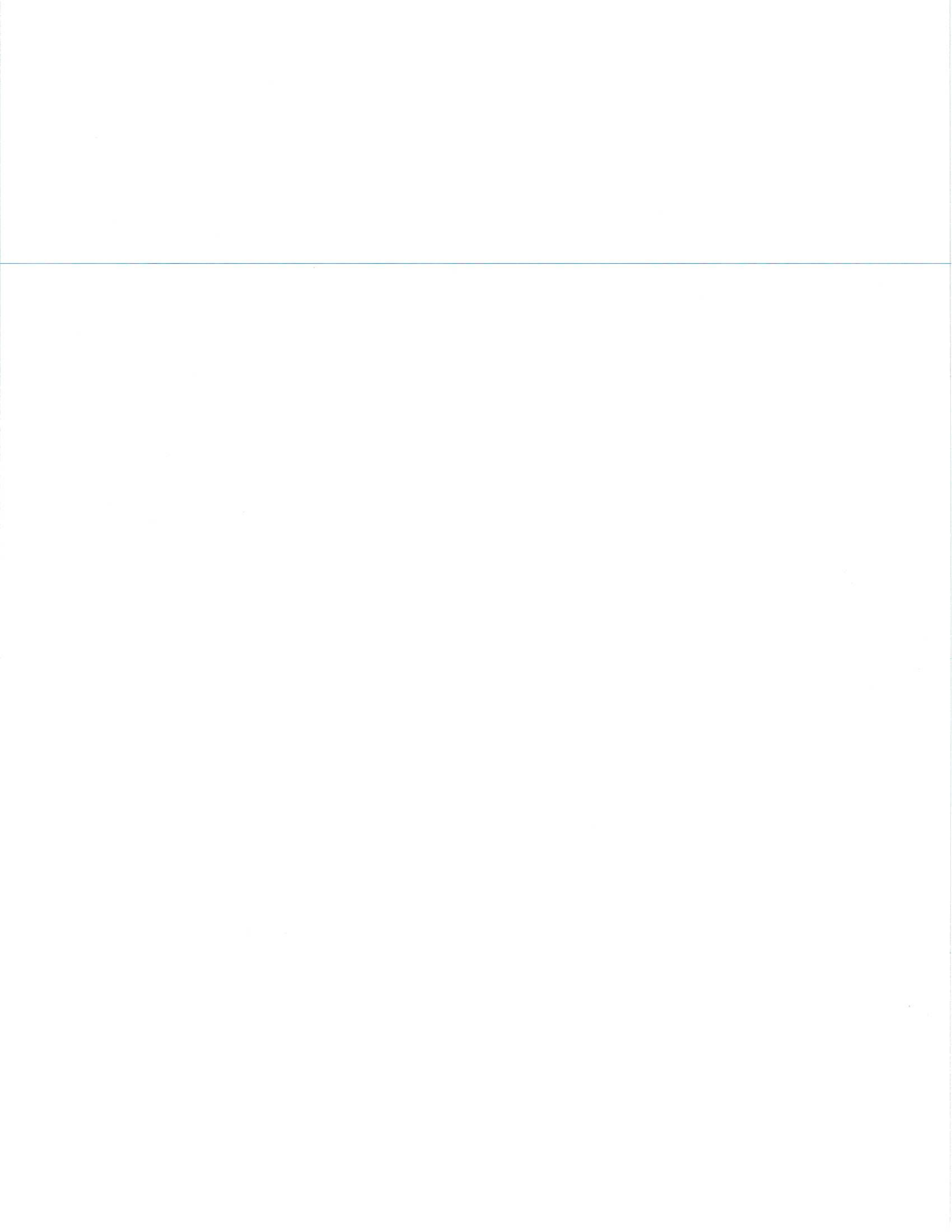


Topics Covered

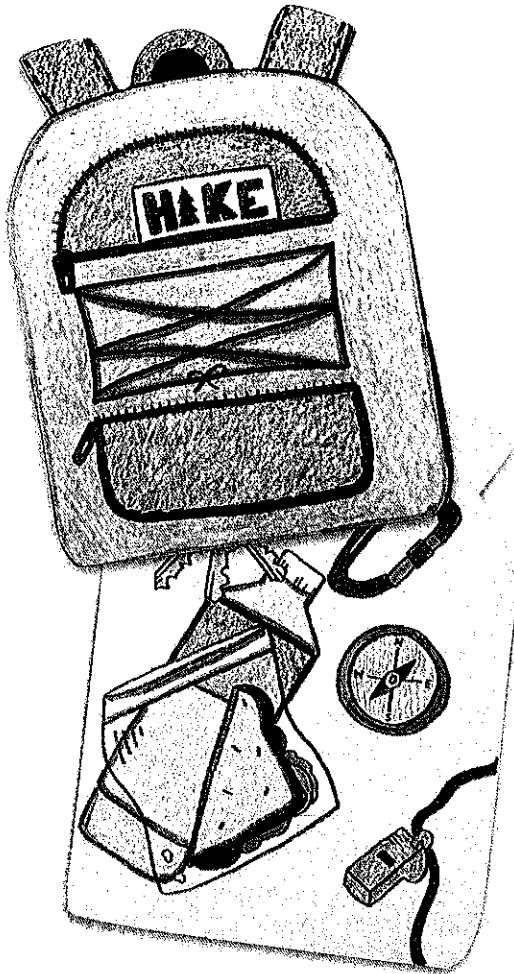
Line & Shape

What You'll Need





ADVENTURE BACKPACK



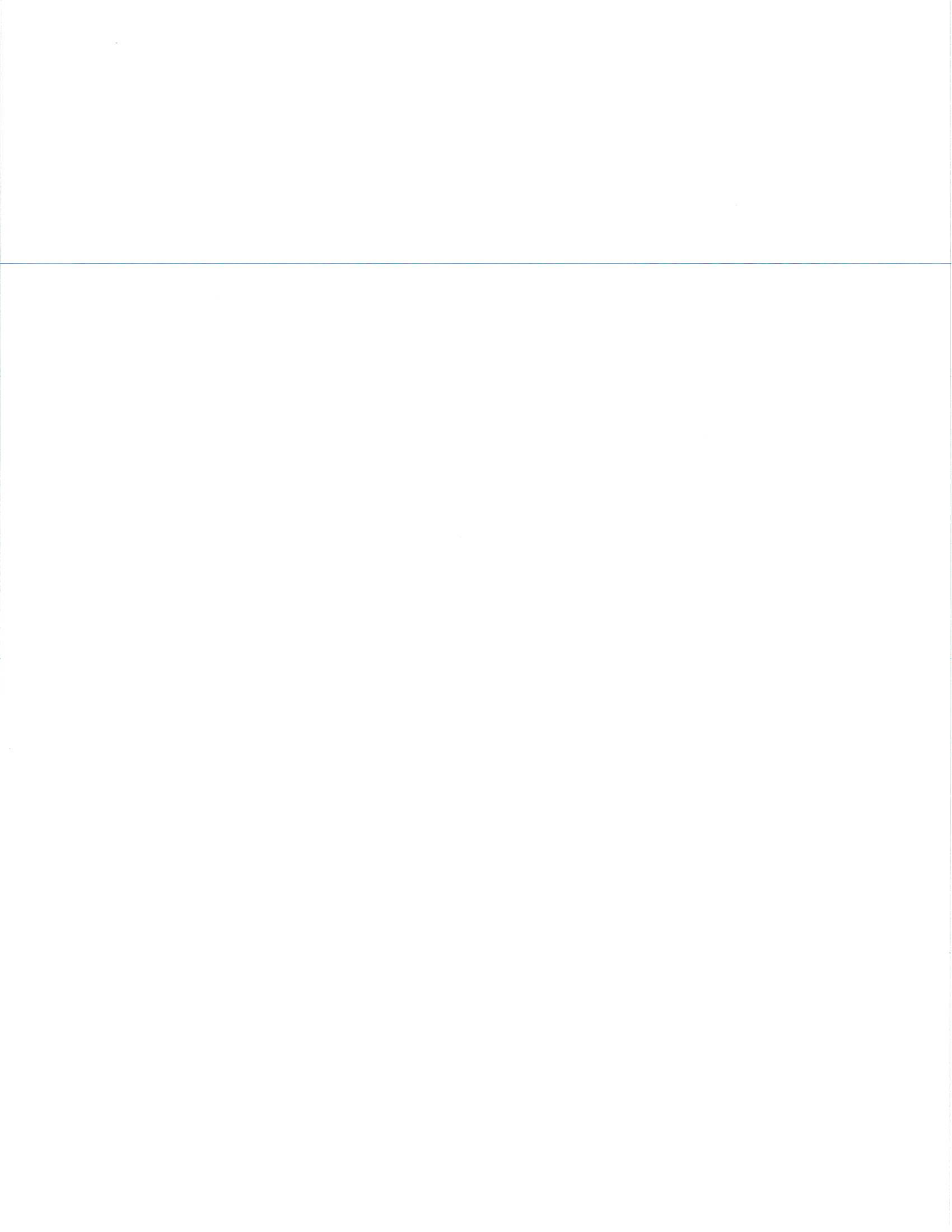
* Today I will learn about **LINE** and **SHAPE** so that **I CAN** draw an adventure backpack with things inside.

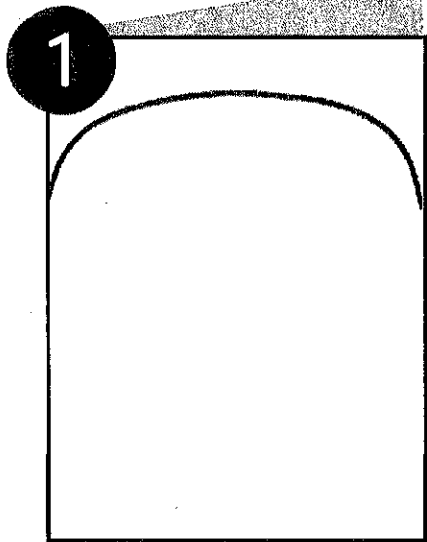
* **NCAS: CREATING** Anchor Standard #1: Generate and conceptualize artistic ideas and work.

1. Give each student a piece of **white paper** and pass out **pencils, markers** and **crayons**.
2. Turn the paper horizontal and then fold it in half. For a single-layer version, use one 9" x 12" piece of white paper and work front and back.
3. Either draw an example of the backpack on the board with students following along or play the draw along video.
4. Students can use a **pencil** to draw and then trace over the lines with a **black marker** later or use the black marker to begin with.
5. Draw a backpack with the students using the "**Adventure Backpack Drawing Guide**" on the next page.
6. With the paper still folded, cut along the top outline to create a more realistic backpack shape.
7. Once the backpack is cut out, add additional details to the front of the backpack and objects "inside" by using the "**Adventure Backpack Handout**" as inspiration.
8. Students can use combination of **crayons** and **markers** to add color. Crayons work great for filling in large areas with color quickly.
9. Provide instructions for art (*take home, portfolio, etc.*) as outlined on the line below:

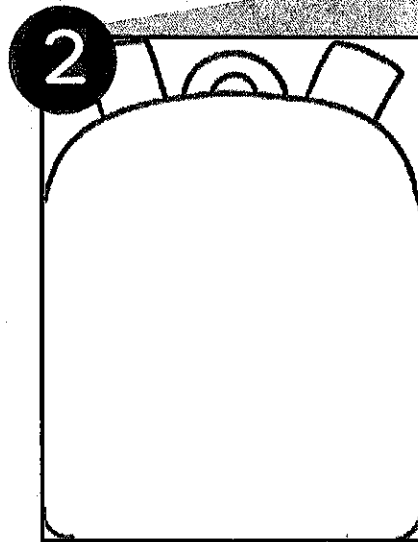
WHAT YOU'LL NEED

- 12" x 18" or 9" x 12" white sulphite paper
- Pencils, markers and crayons
- Black permanent marker (optional)
- Scissors (optional)
- Backpack Drawing Guide
- Adventure Backpack Handout

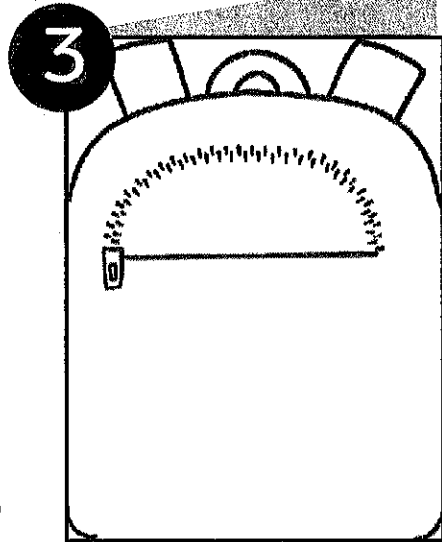




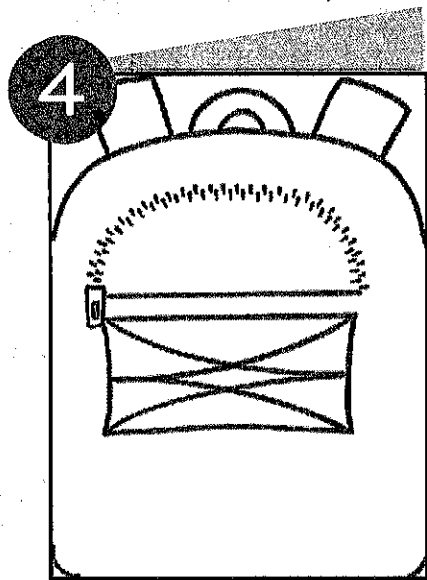
1 Fold a 12" x 18" piece of white sulphite paper in half like a book. Draw a long curved line from one side to the other near the top.



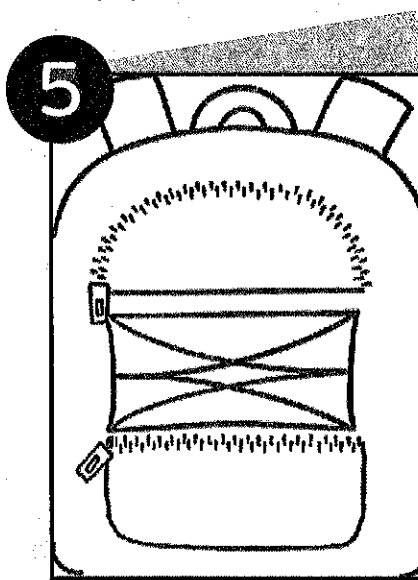
2 Round the bottom corners and draw two straps and a loop at the top. The straps should touch the top edge of the paper.



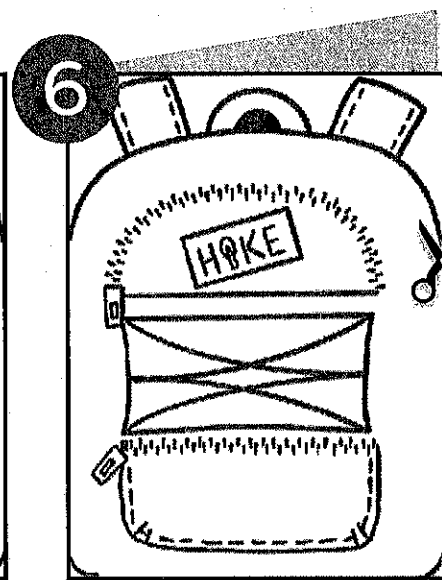
3 Draw a top pocket with a straight horizontal line and series of short lines to show a zipper.



4 Use lines to add a section of bungees in the middle of the backpack.



5 Draw a bottom pocket with a rounded lower half of a rectangle and a zipper line.



6 Add additional details like a badge or pin. Use scissors to cut along the outline with the paper still folded to create the interactive backpack shape.

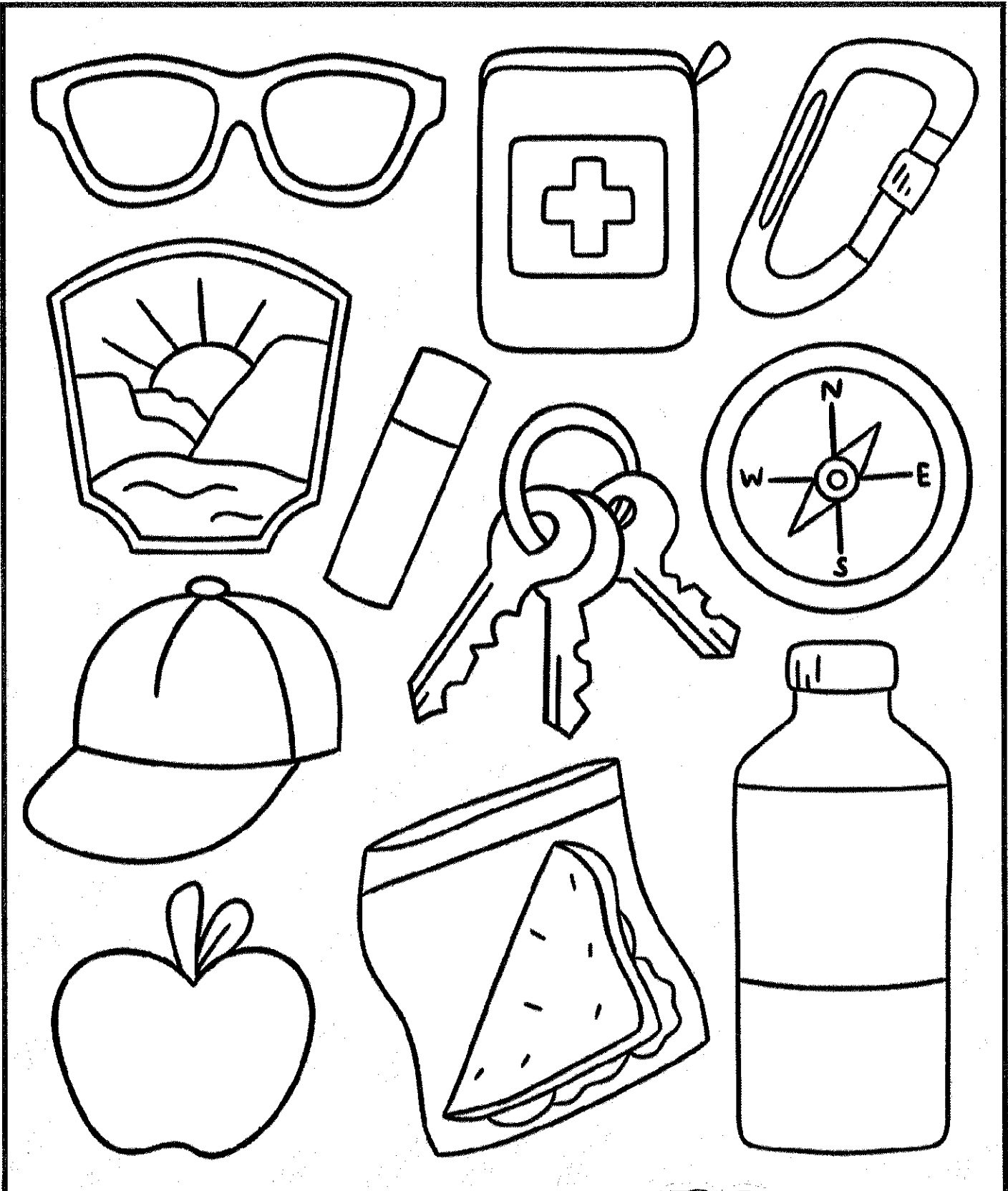
ADVENTURE BACKPACK

DRAWING GUIDE



SUBSTITUTE PLAN 3.0



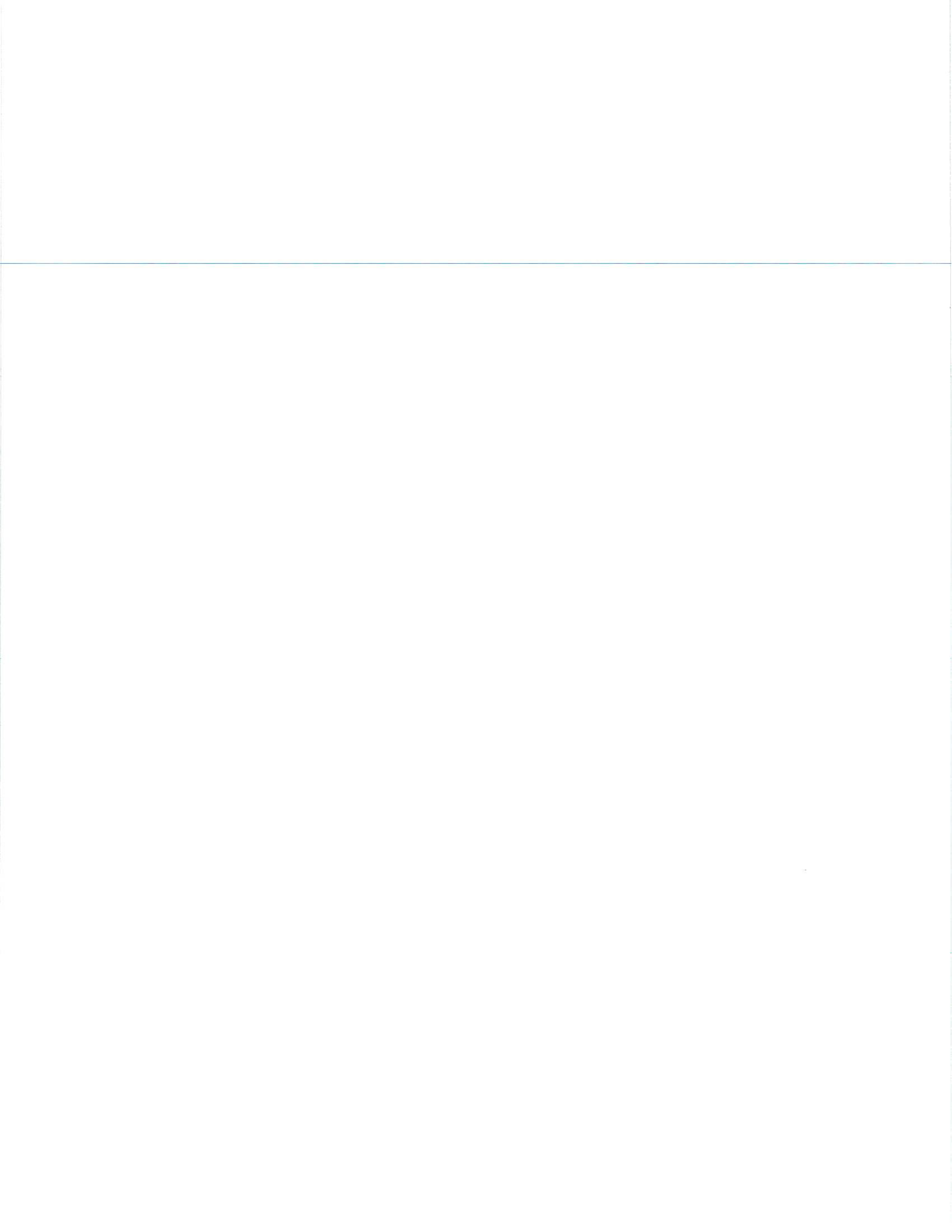


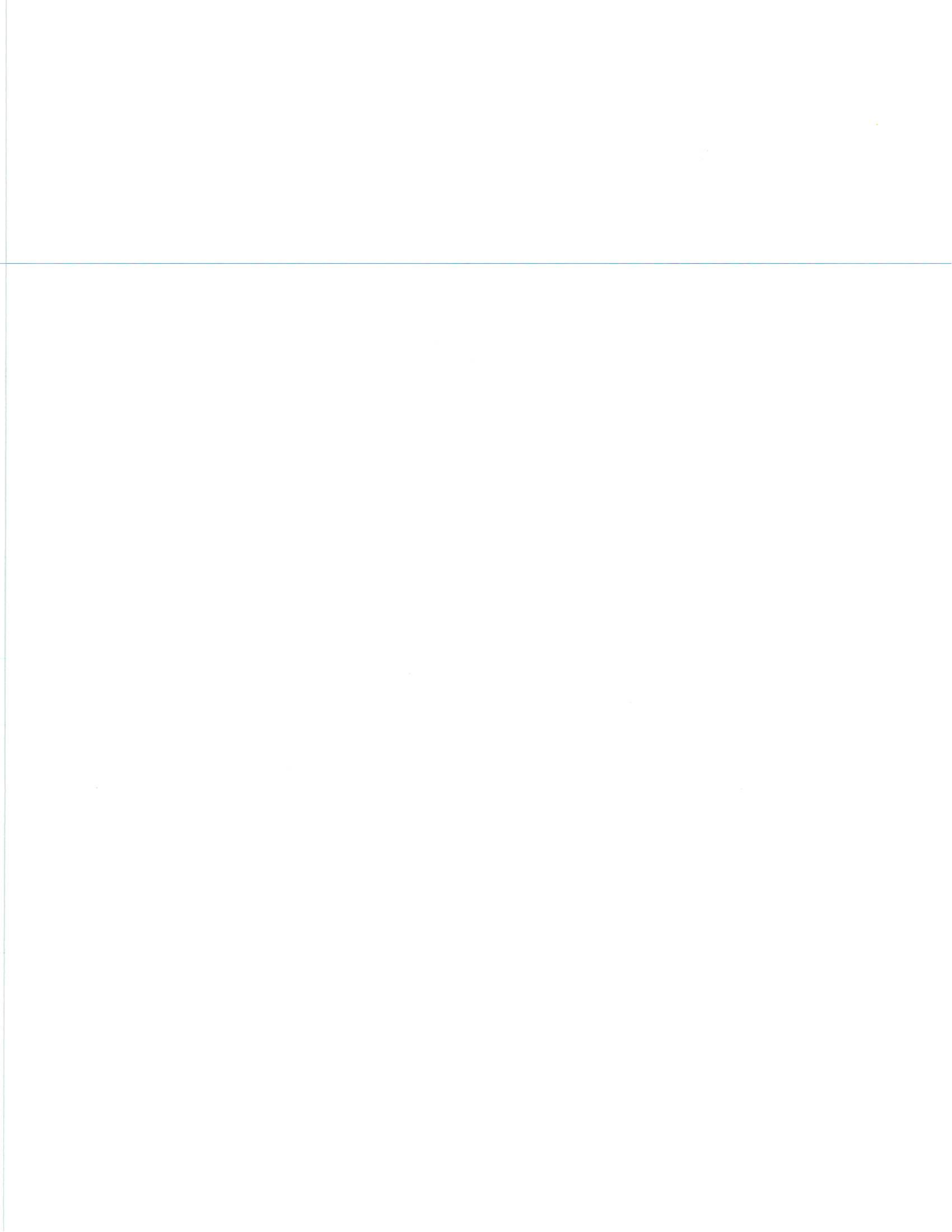
**ADVENTURE
BACKPACK**

HANDOUT



**SUBSTITUTE
PLAN 3.0**





Virtual Learning Snow Day 2



Name: _____

Wednesday



Underline the cause and circle the effect.

1. Maria's tire was flat because it had a nail in it.

Correct these sentences.

2. pedro, the owner, walked marsha and me to our table

3. if i give you five nickels, will you give me a quarter

Use context clues to determine the meaning of the bolded words below.

4. When Rachel won the prize she had always wanted, she was **elated**.

5. She was **persistent** and didn't give up trying out for the team.

Name: _____

Thursday



Correct these sentences.

1. did allison broke her leg yesterday

2. shelton watched as the zookeeper feeds the animals

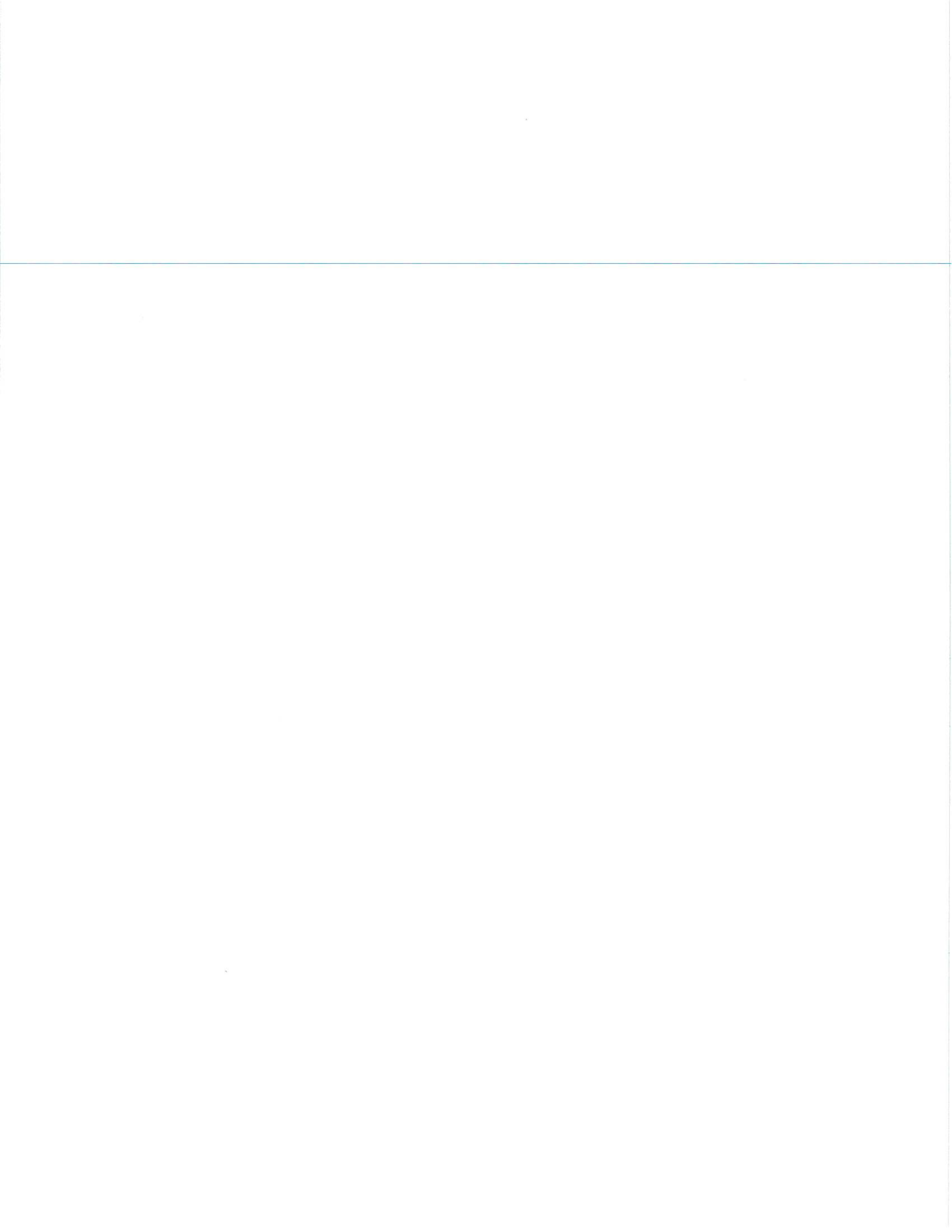
Which word is not spelled correctly?

3. odd redy magnet speedy

4. story handle gane fair

Which word does not belong in the group?


5. sandals socks gloves sneakers



Lesson 26

Using Context Clues

L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.

 **Introduction** Sometimes when you read, you will see a word you do not know. You can figure out its meaning by looking at the words around it. You can use **context clues**.

- Sometimes a sentence includes a definition of the word.

definition

Living in a frigid, or **extremely cold**, place can be difficult.

- A sentence might also give an example that explains a word.

example

Frigid temperatures in the Arctic can be as low as **58°F below zero**.

Guided Practice

Use context clues to figure out the meaning of each underlined word. Write the meaning. Then circle the words that were a clue.

HINT As you read, look for the words *such as*. These words might introduce an example that helps you figure out the meaning of an unknown word.

- 1 Animals adapt by changing in a way that allows them to live in a certain place.
- 2 The polar bear's furry snout and ears help it survive, or stay alive, in the cold Arctic.
- 3 The white fur of the Arctic fox lets it hide from predators such as wolves.
- 4 The Arctic bee has to shiver, or shake, to keep itself warm.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

 **Independent Practice**

Read the sentence below. Then use it to answer numbers 1 and 2.

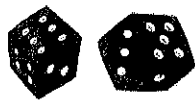
The ground squirrel hibernates, sleeping for months during the winter.

- 1** What does the word hibernates mean?
- A** hides in the ground
 - B** hides for a long, long time
 - C** sleeps because it has nowhere to go
 - D** sleeps to live through low temperatures
- 2** What words help you understand the meaning of hibernates?
- A** "ground" and "squirrel"
 - B** "ground squirrel" and "months"
 - C** "sleeping" and "during the winter"
 - D** "months" and "winter"

Read the sentence below. Then use it to answer numbers 3 and 4.

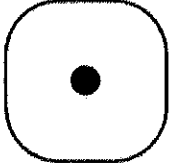
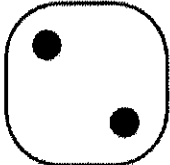
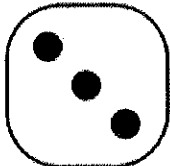
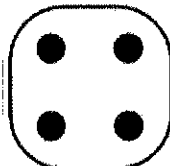
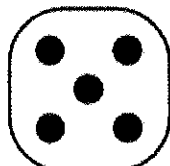
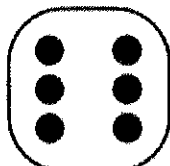
The fur on polar bears helps them repel, or keep away, cold water.

- 3** What does the word repel mean?
- A** to fight
 - B** to push something away
 - C** to make something warm
 - D** to soak up or take in
- 4** What words help you understand the meaning of repel?
- A** "keep away"
 - B** "fur on polar bears"
 - C** "cold water"
 - D** "helps them"



Roll-a-Story!



Rolled #	Character	Setting	Problem
	a two-headed monster	inside a hidden cave	found an unlucky penny
	a fire-breathing dragon	at a farm	was chased by a tornado
	a beautiful princess	by a lake	got lost in space
	an ugly toad	in a hot desert	got separated from his/her friend
	a handsome knight	in a dark forest	ate a poisoned berry
	a grumpy bear	at a magical castle	lost his/her memory

Directions: Roll the dice THREE times, once for each column, to mix-and-match different story elements. Record each story element on the graphic organizer, along with any additional story ideas!

My Story

Main Character: _____

Setting: _____

Problem: _____

My Ideas: _____

Title: _____

Name _____

Directions: Fill in the blank with a symbol to correctly compare the two numbers.

1. 732,700,281 _____ 723,800,962

2. 20,821,941 _____ 200,821,941

3. 329,012,331 _____ 329,012,331

4. 418,300,291 _____ 48,291,004

5. 83,255,192 _____ 942,182

6. 122,139,042 _____ 122,139,420

Directions: Fill in the blank with the words "is less than", "is greater than", "is equal to" to correctly compare the two numbers.

7. 723,910,288 _____ 723,911,288

8. 800,551,920 _____ 801,551,920

9. 31,930,116 _____ 310,930,116

10. 560,612,889 _____ 560,612

11. 410,391,402 _____ 41,391,402

12. 852,391,007 _____ 852,391,007

Directions Circle the correct answer(s).

13. Choose the three numbers that are greater than 73,029,772.

73,912	730,824,182	82,102,384
90,134,921	7,492,102	73,020,281

14. 623,821,038 is greater than _____.

- A. 62,841,021
- B. 689,021,381
- C. 700,281,371
- D. 906,281,041

15. 83,912,840 is less than _____.

- A. 83,558
- B. 82,912,840
- C. 830,281,041
- D. 83,911,840

16. Choose the three numbers that are less than 94,120,861

95,102	904,182,401	94,120,861
93,293,439	809,291,275	70,281,204

History Virtual Packet- Day 2

Write one sentence beside each date to summarize what happened.

1000-

1492-

1513-

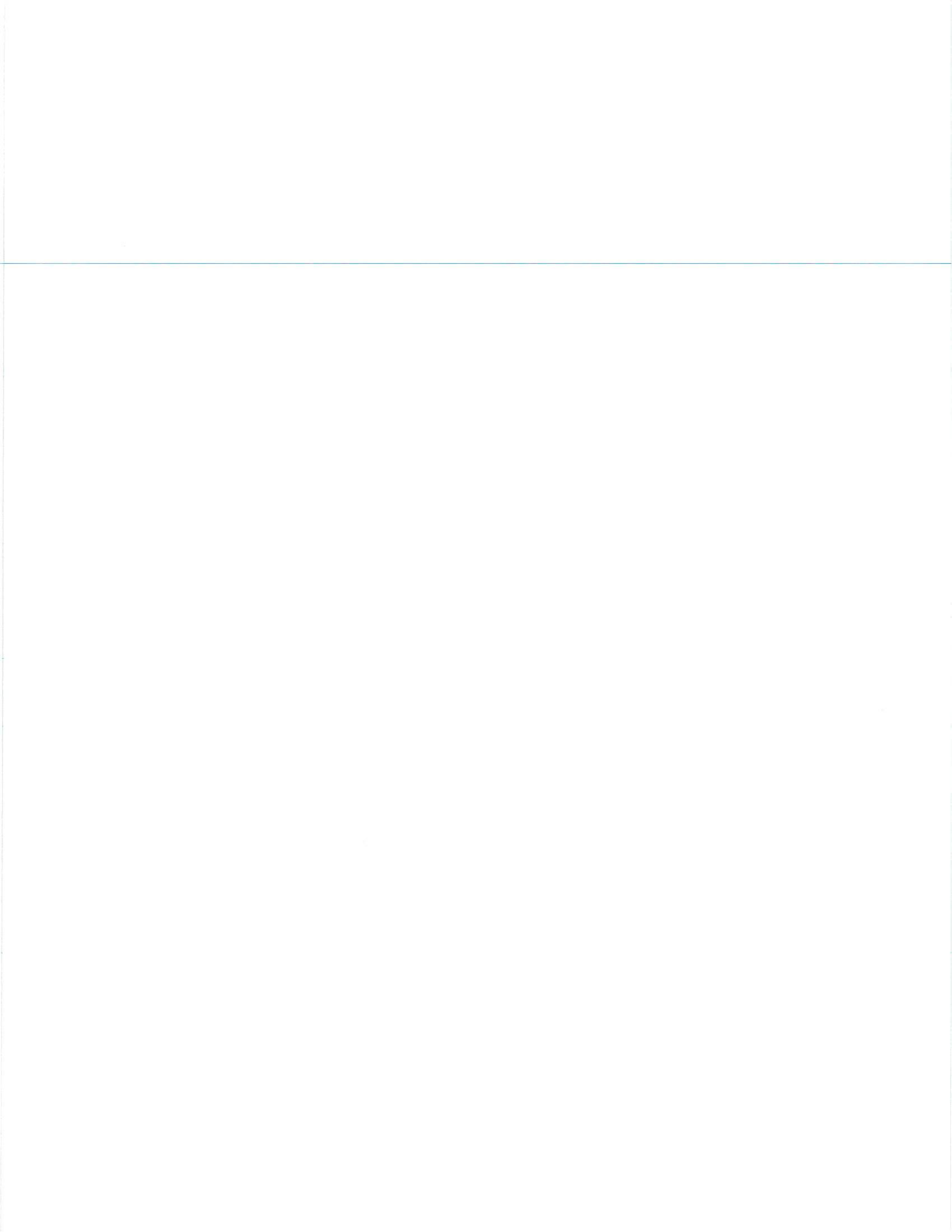
1565-

1596-

1607-

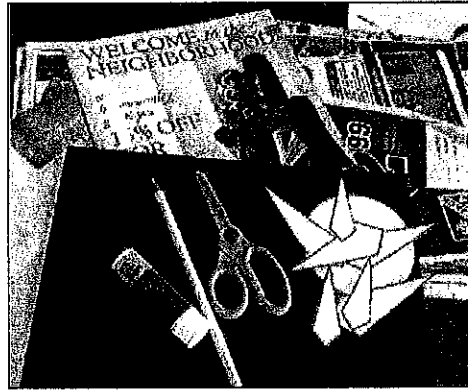
1616-1619-

Draw a picture of what happened in 1492 below:



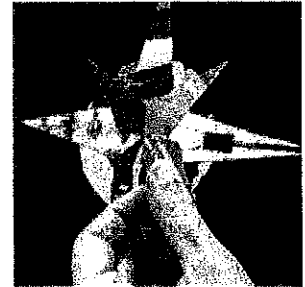
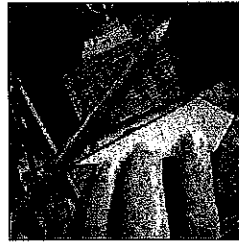
materials

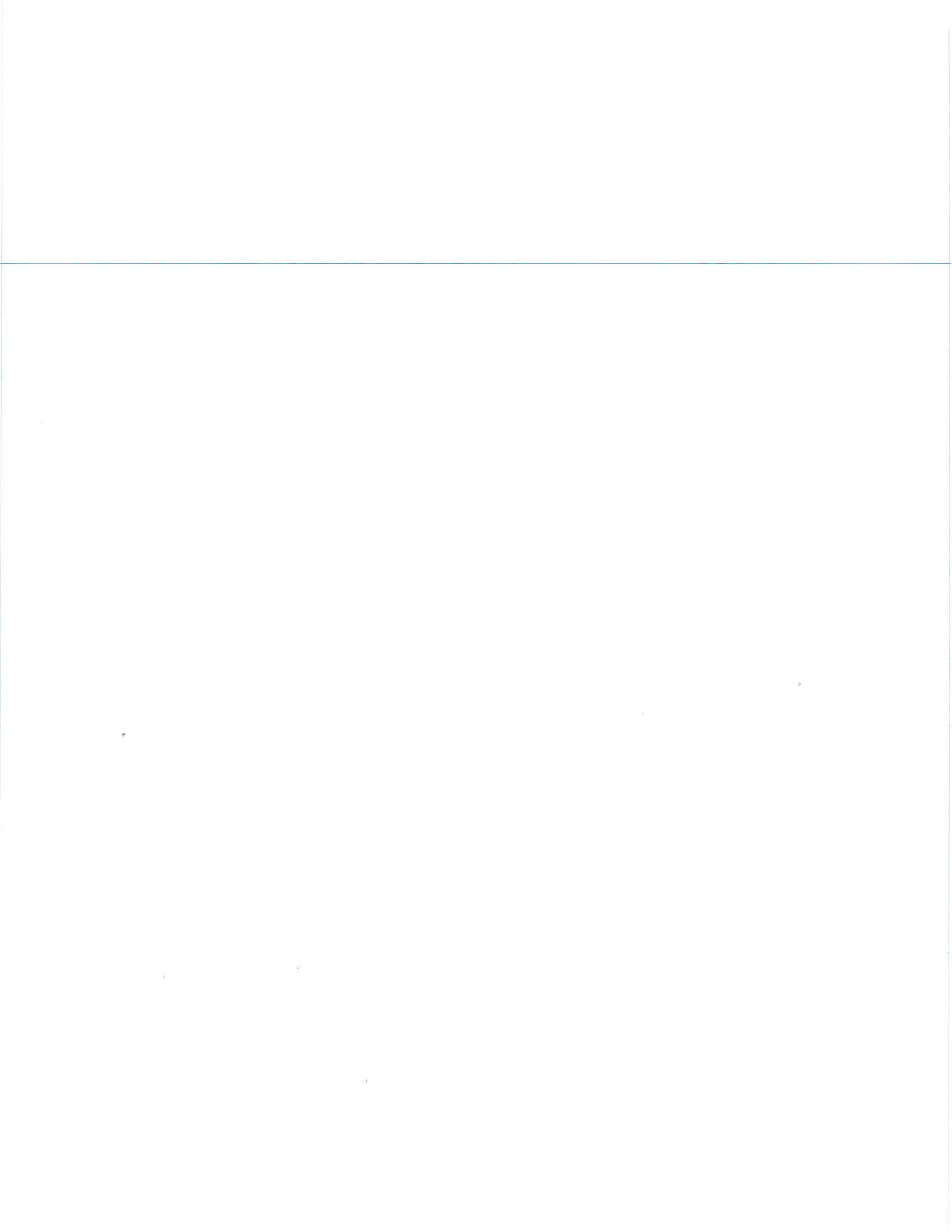
- template pieces printed and cut out
- old magazines
- glue
- scissors
- background paper
- white colored pencil or crayon



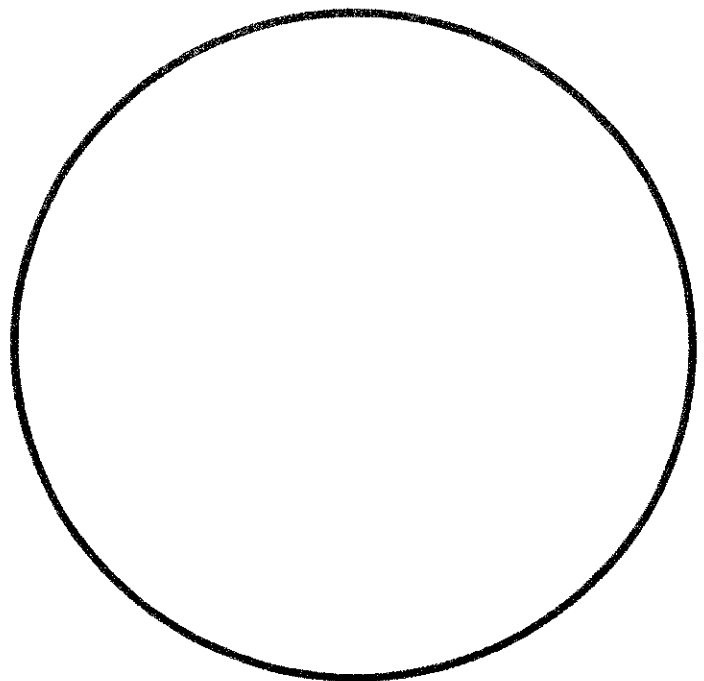
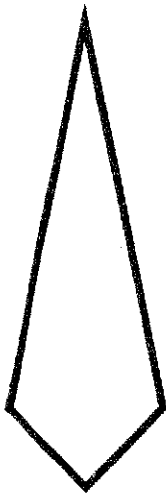
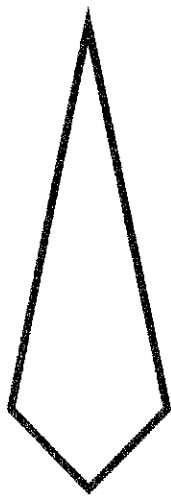
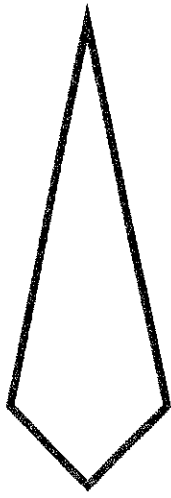
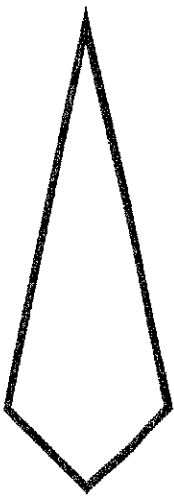
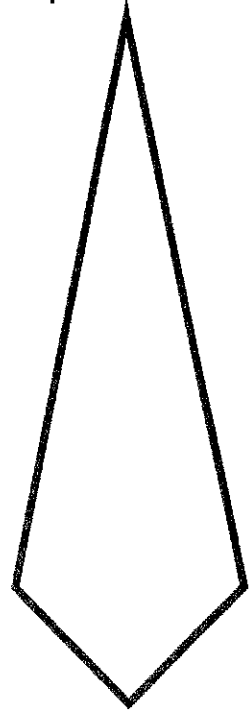
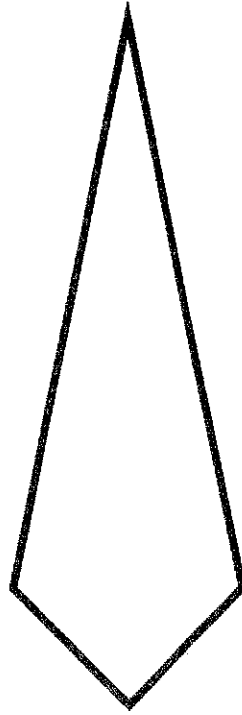
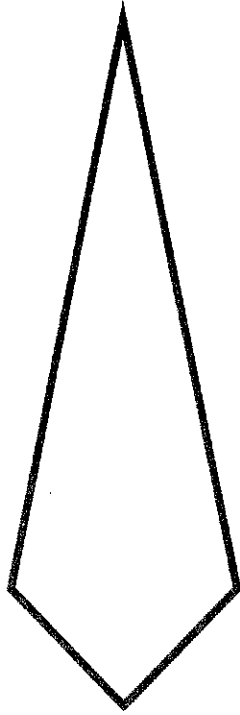
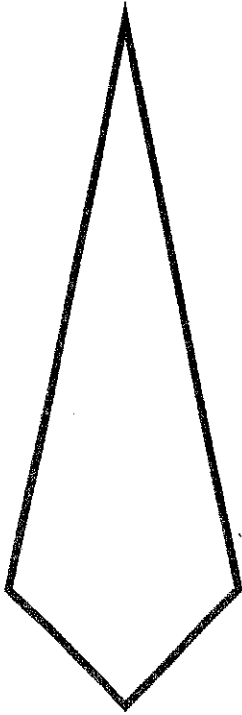
instructions

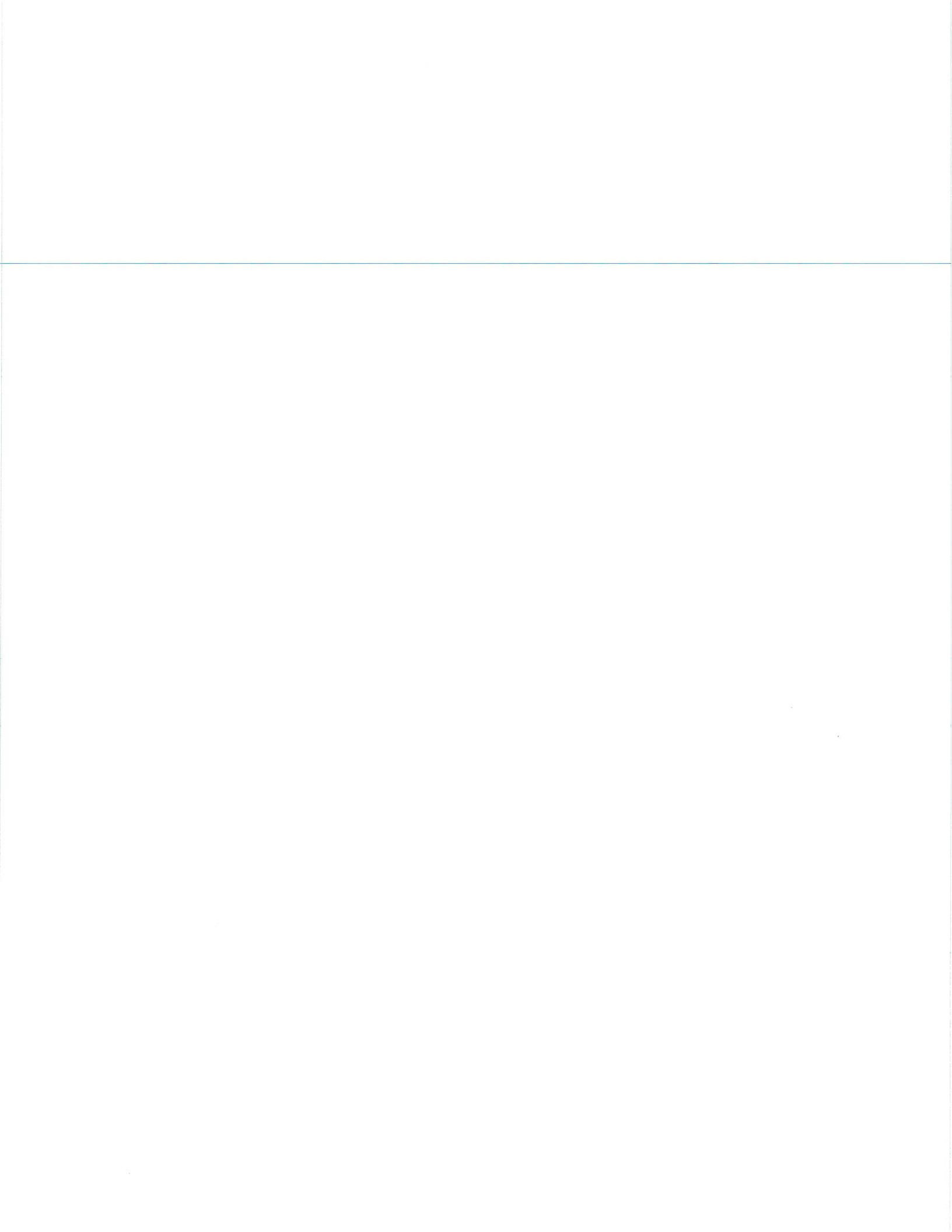
1. Trace template pieces onto interesting colors and patterns in old magazines.
2. Cut out the traced pieces.
3. Glue down the big circle on the background paper. Then glue down the large points.
4. Glue down the smaller points. (You'll skip this step if you're using the simple template pieces)
5. Use the white colored pencil or crayon to write in the cardinal directions.





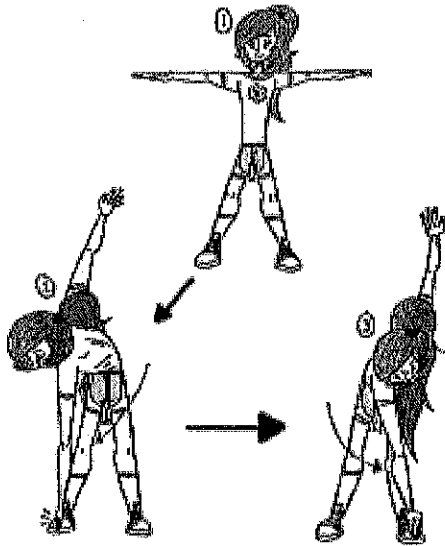
complex version





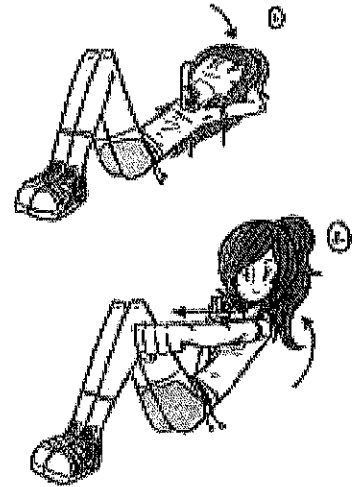
Day 2

Windmill Toe Touch

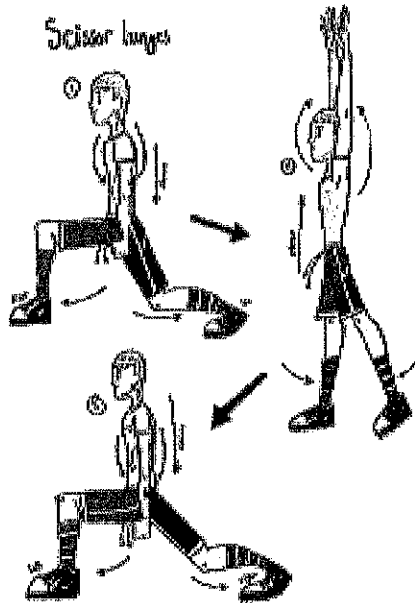


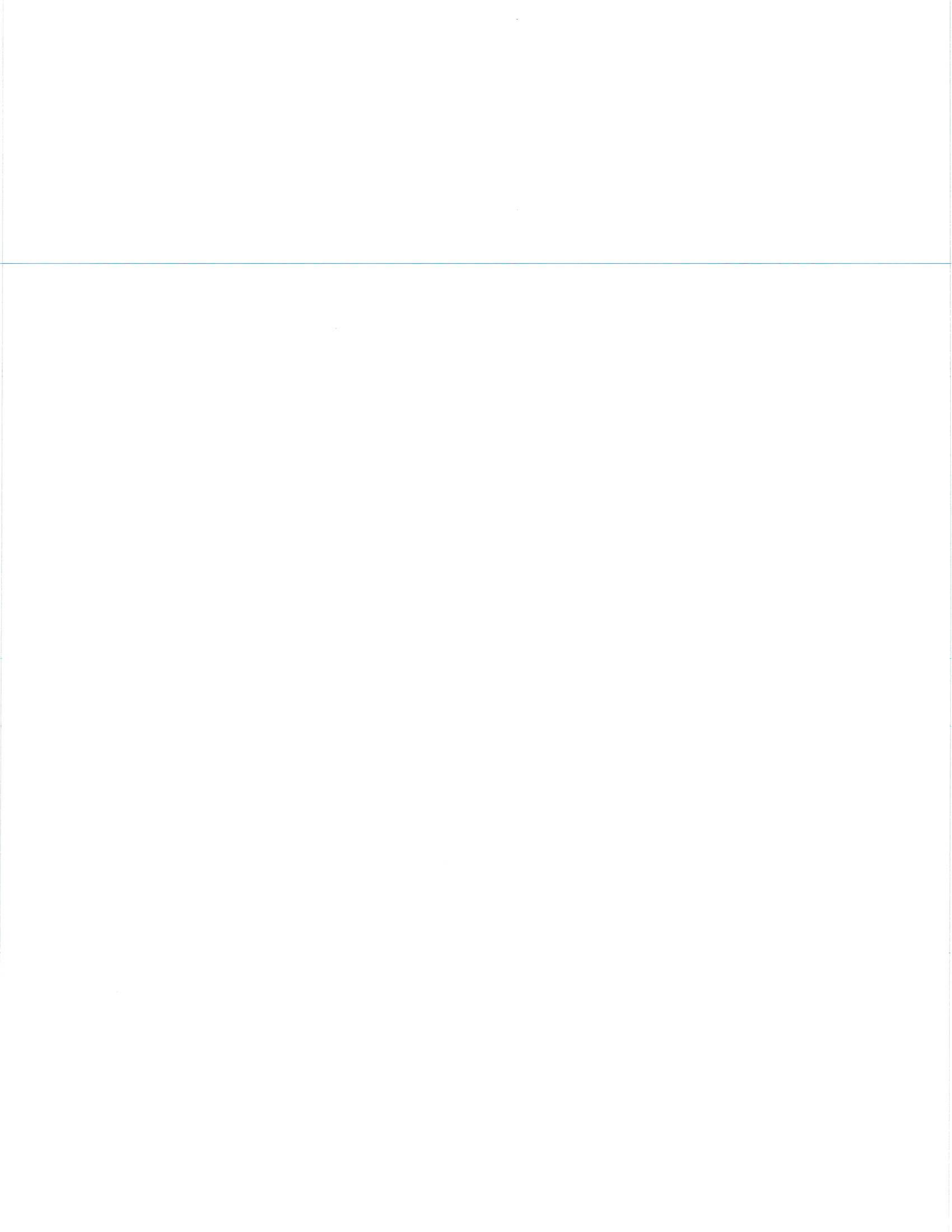
Complete each activity for a 20 second count 3 different times.

Sit up punches



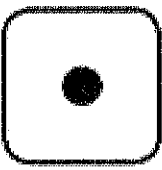






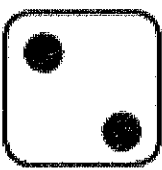






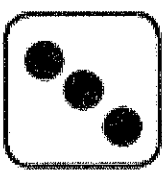






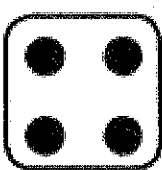
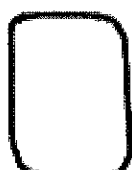





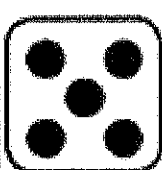

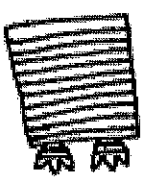

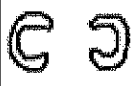


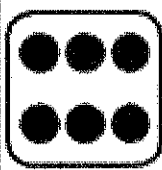

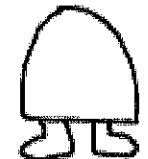




Scissor lunges



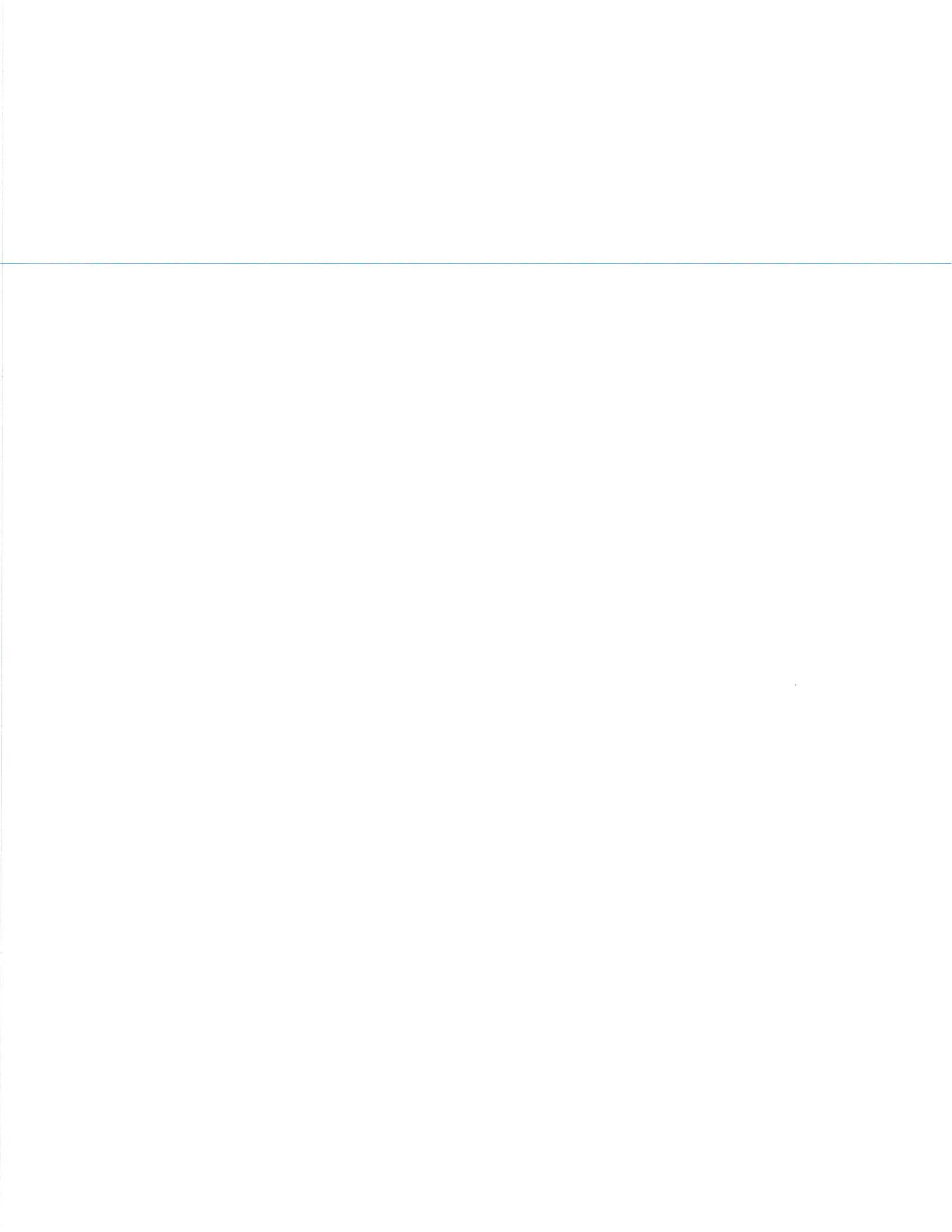


Roll a Drawing: Monsters

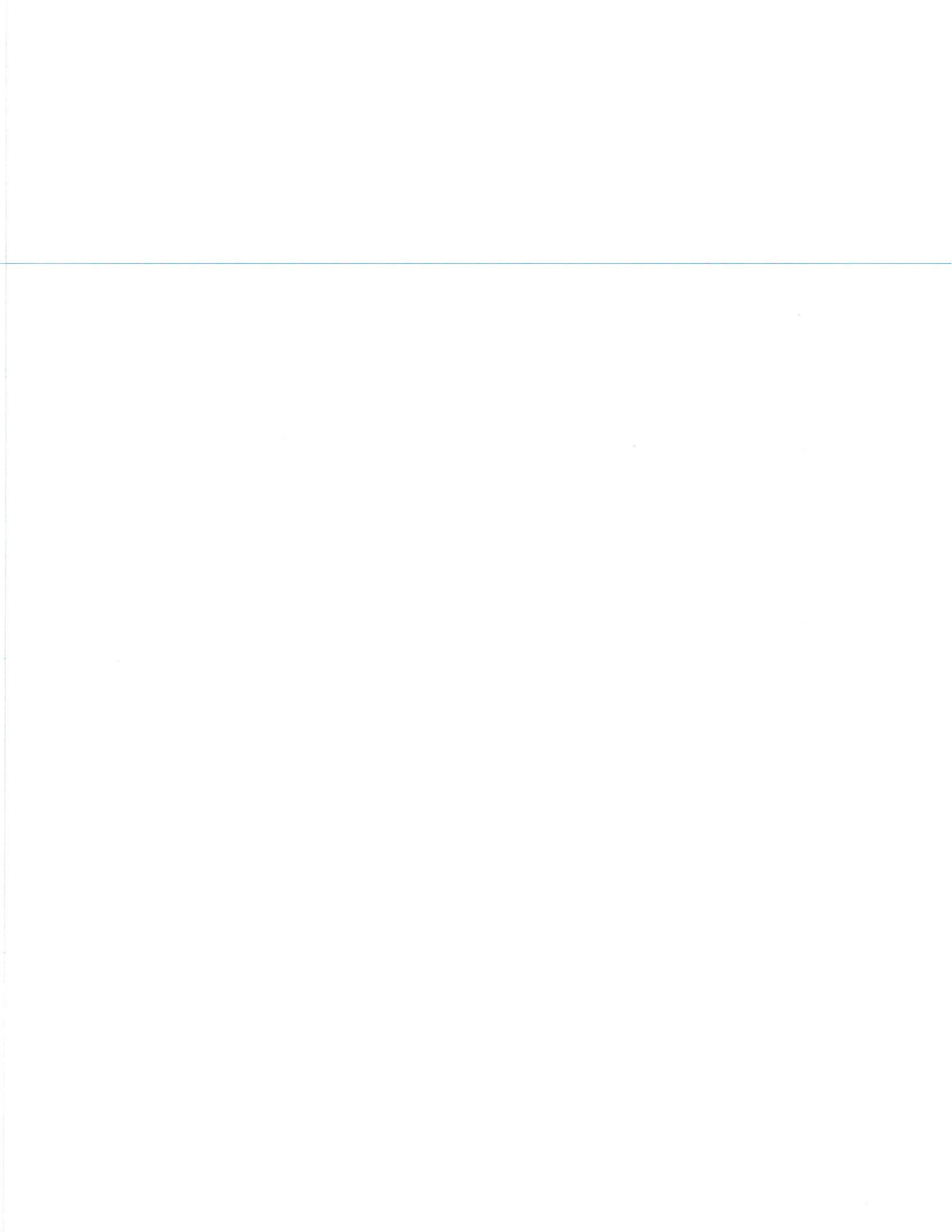
Roll the die. On each turn, draw the image next to your number!

	Roll One: Face	Roll Two: Body	Roll Three: Arms	Roll Four: Ears	Roll Five: Eyes	Roll Six: Snout
						
						
						
						
						
						





Virtual Learning Snow Day 3



Name: _____

Friday



Read the following paragraph and decide if the underlined part has a capitalization error, punctuation error, spelling error, or no mistake. Fill in the circle beside the answer you choose.

australia is the smallest continent. It is the only continent located entirely inn the Southern Hemisphere. The kangaroo is the national symbol of Australia? Australia's capital is Canberra, located in the eastern parte of the country.

- | | | | |
|---|-----------------------------------|--------------------------------|----------------------------------|
| 1. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |
| 2. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |
| 3. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |
| 4. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |
| 5. <input type="radio"/> capitalization | <input type="radio"/> punctuation | <input type="radio"/> spelling | <input type="radio"/> no mistake |

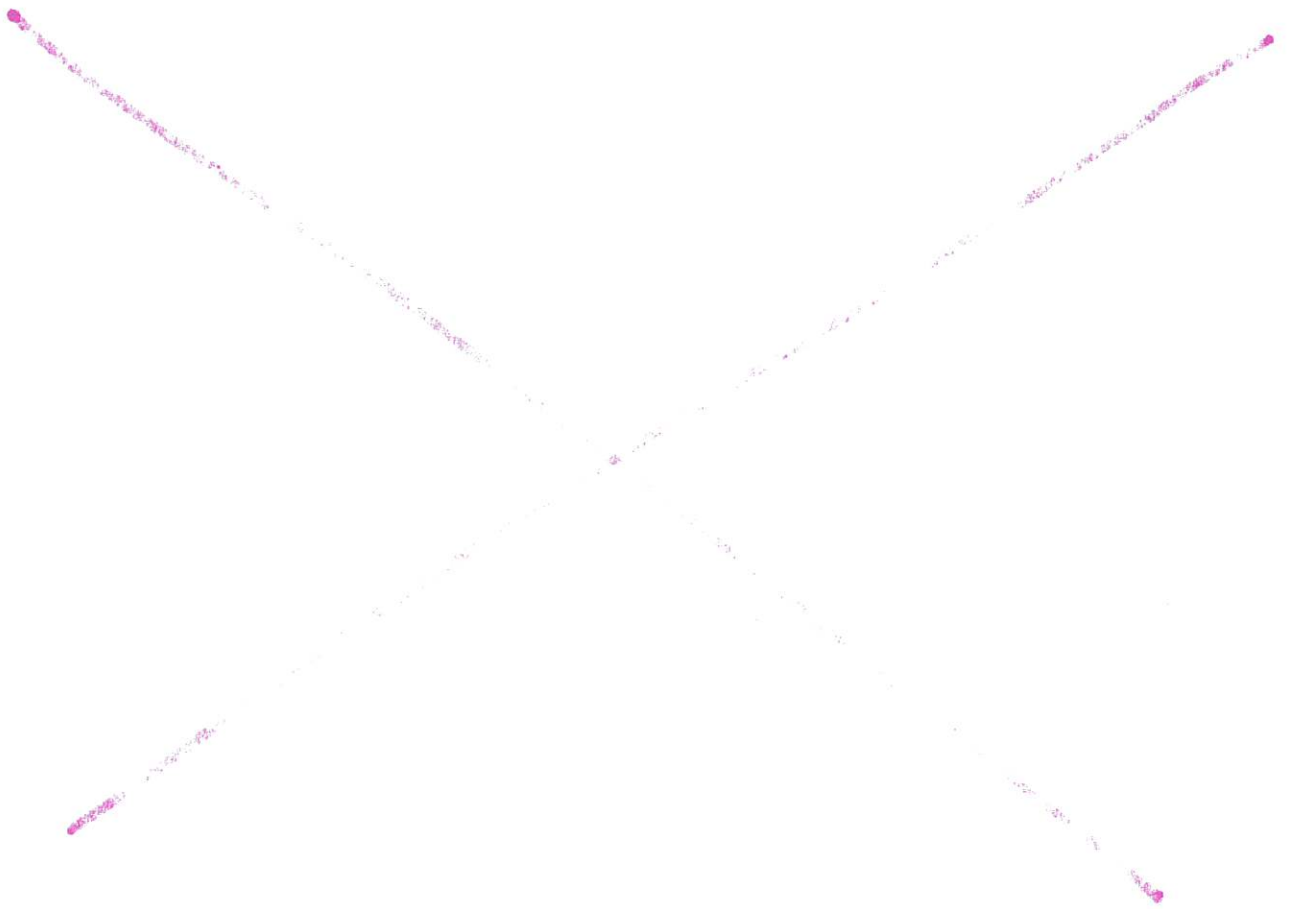
Name: _____

Daily Progress Record



How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday



Lesson 1

Finding Main Ideas and Details

Learning Target

Identifying the biggest, most important idea about a topic and the details that tell more about that idea will help you understand an informational text.

- **Read** As you read an informational text, figure out the point, or what the author wants you to understand about the topic. The **main idea**—the most important idea—is what the text mostly tells about a topic. **Key details** support the main idea by giving important facts, examples, and other information that explain more about it.

In an informational text, an author often states the main idea early in a paragraph or passage. Key details that say more about the main idea usually follow right after it.

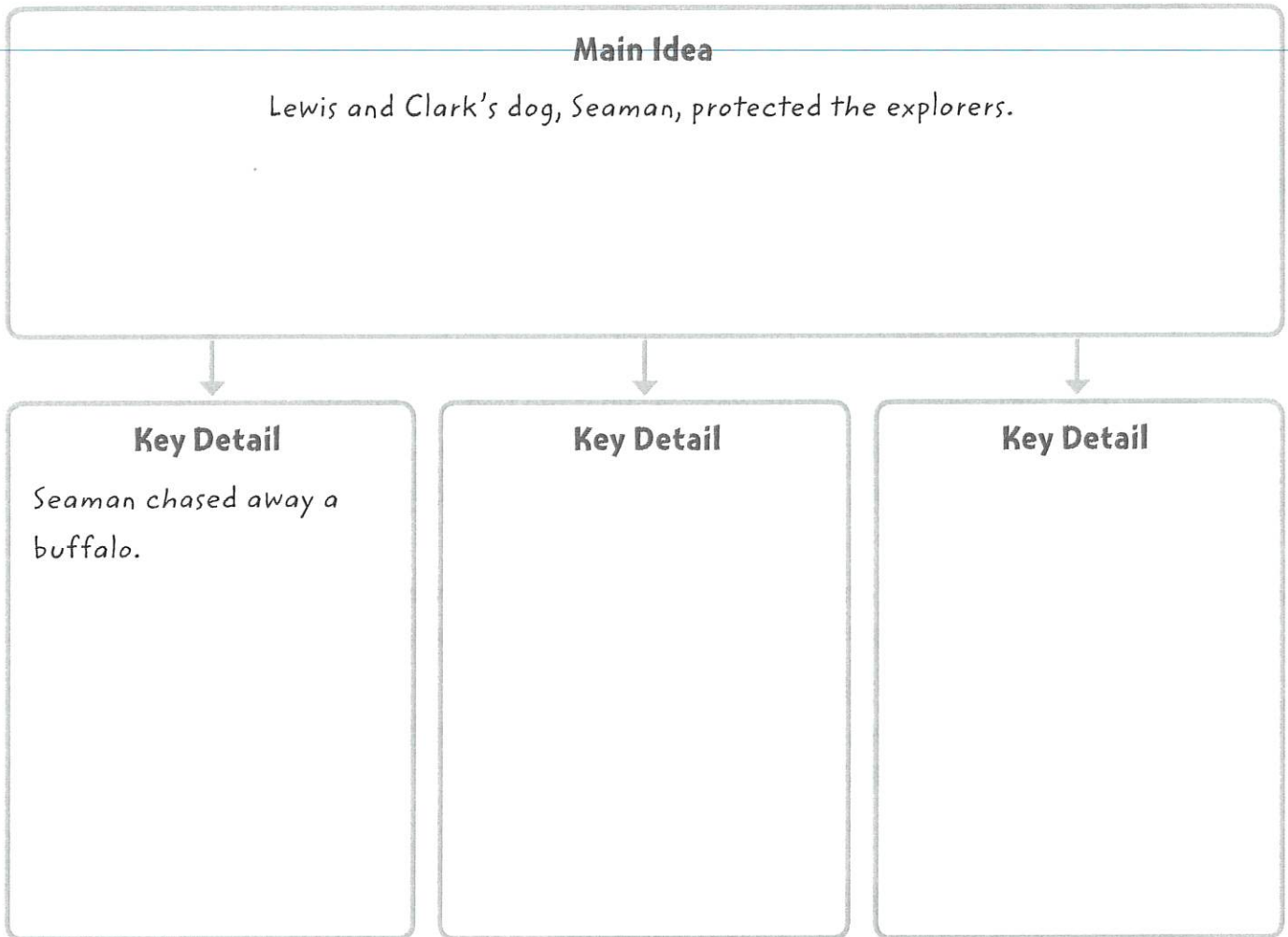
Read the passage below. Underline the main idea. What key details support the main idea?

Lewis and Clark's Faithful Companion

When Lewis and Clark explored the western United States, a dog named Seaman protected them. One night, a large buffalo came near their tent. Seaman chased the buffalo away. Another night, a grizzly bear entered their camp. Seaman barked and barked at the bear. He barked until the bear ran away. Seaman also protected Lewis and Clark by making sure they had food. Every day, Seaman hunted squirrels for the men to eat.



- ▶ **Think** Use what you've learned about reading informational texts to identify two key details that support the main idea of the passage. Complete the chart by adding two more key details.



- ▶ **Talk** Share the key details you added with a partner.
 - Did you and your partner agree?
 - How do the key details support the main idea?

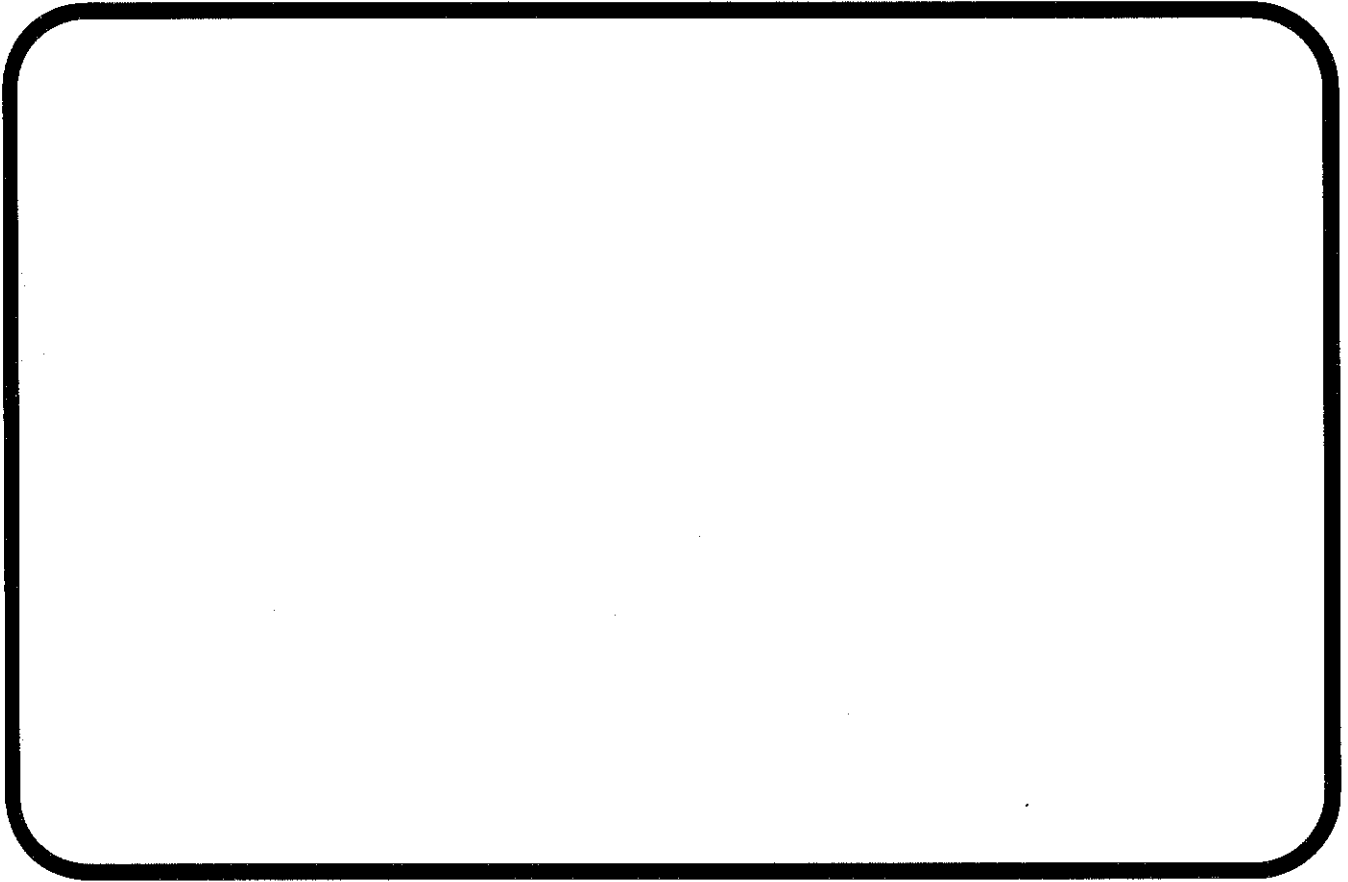
Academic Talk
Use these words to talk about the text.

- **main idea**
- **key detail**

Name _____

Date _____

Uh oh! Your teacher is missing! Where could your teacher be? Draw a picture and write a story to tell what you think happened to your teacher.



Tale of a Missing Teacher Continued...



Understanding of Place Value

Set A

- 1 Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

- 2 Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

- 3 Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

- 4 Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones



Understanding of Place Value *continued*

Set B *continued*

5 Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

6 Write 841,620 in three different ways.

7 Why do both of these show 27,974?

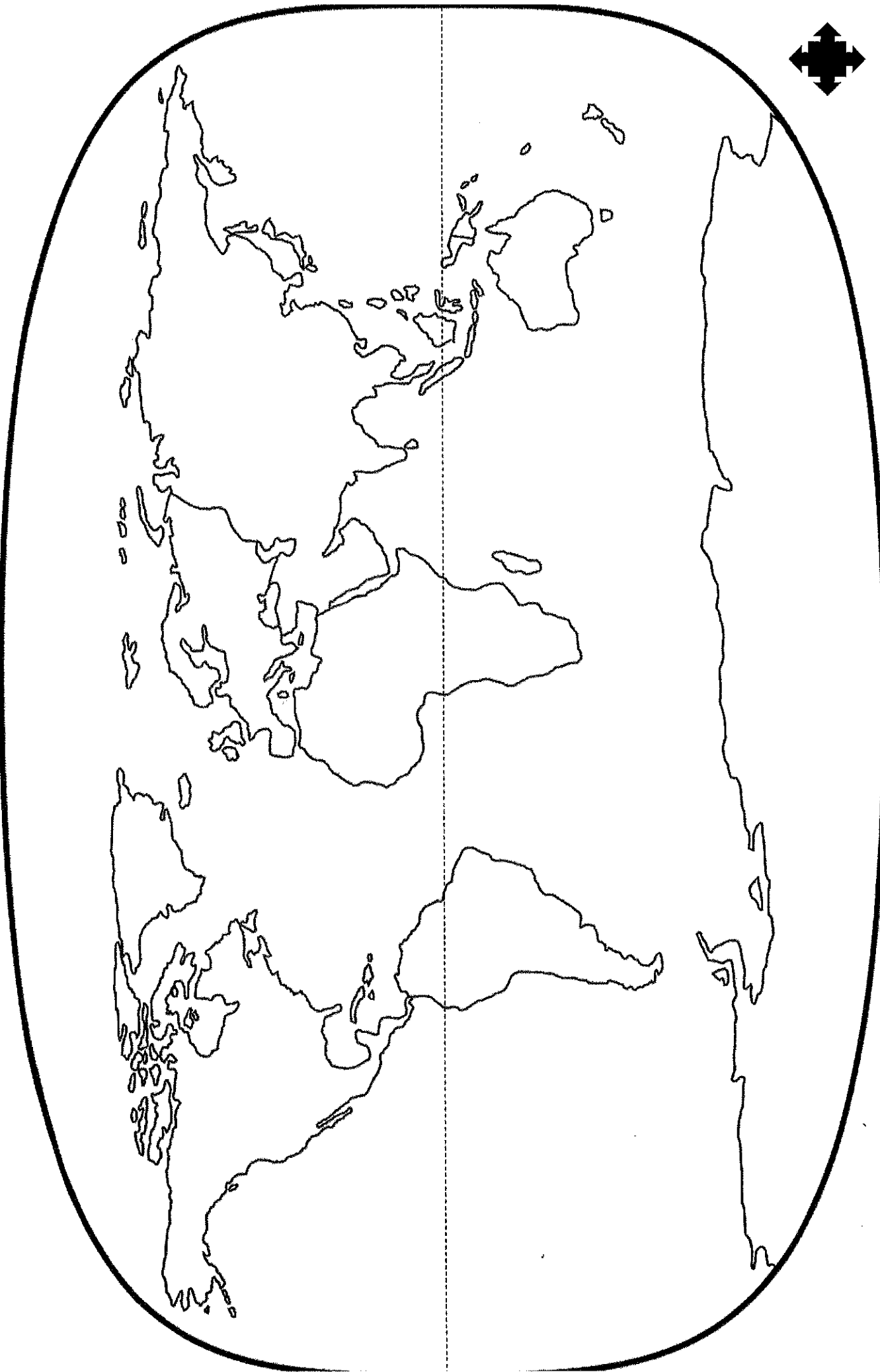
$20,000 + 7,000 + 900 + 70 + 4$

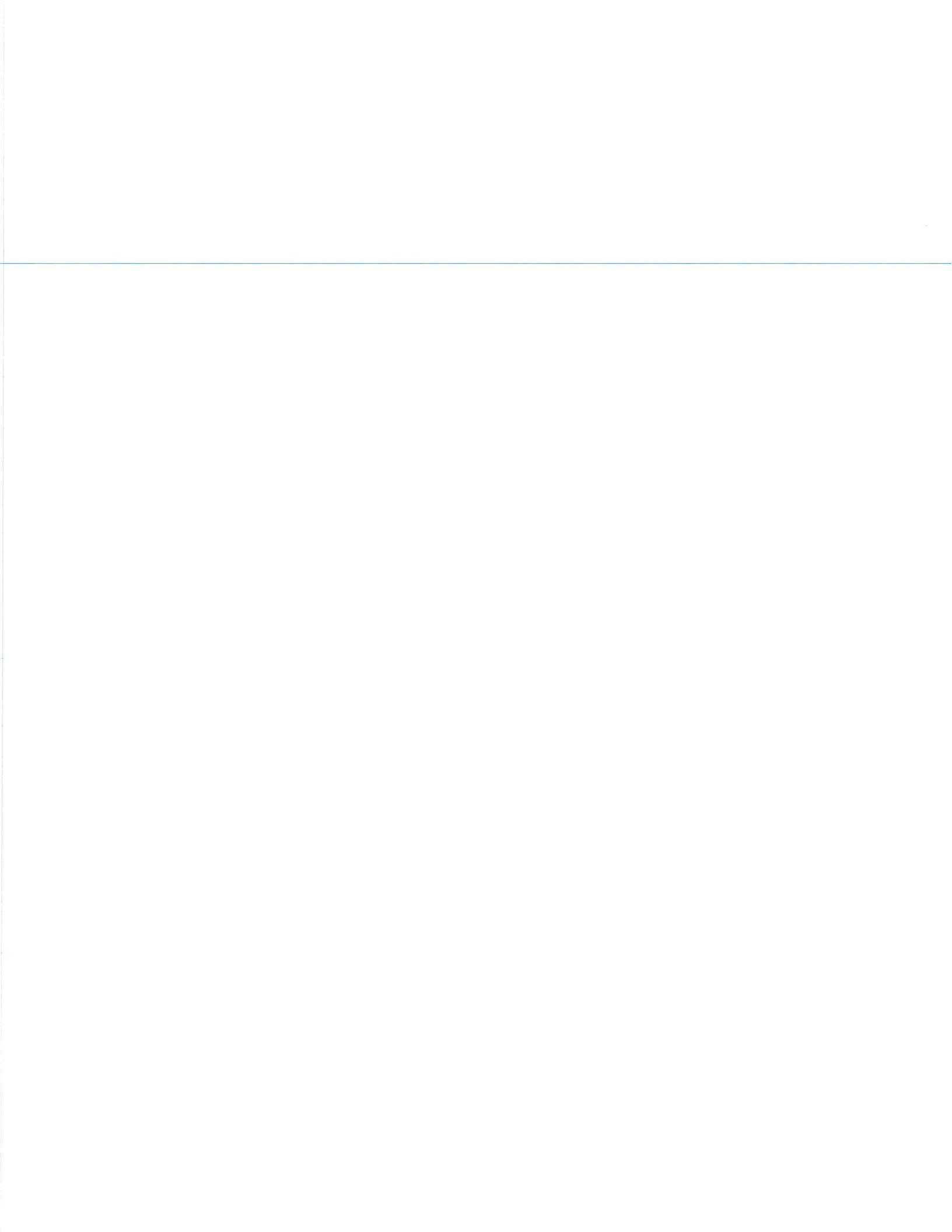
27 thousands + 97 tens + 4 ones

WORLD MAP

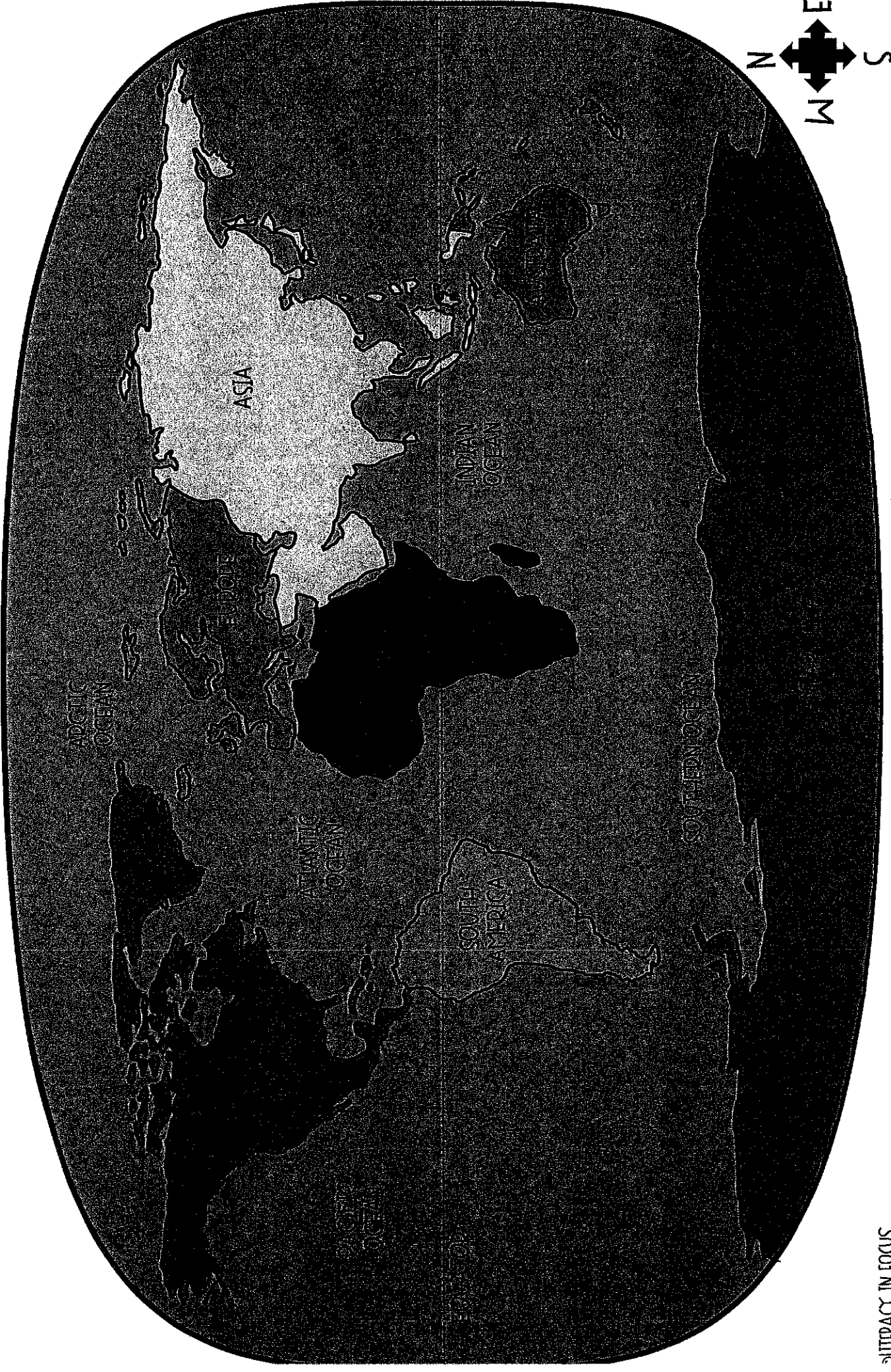
Name: _____

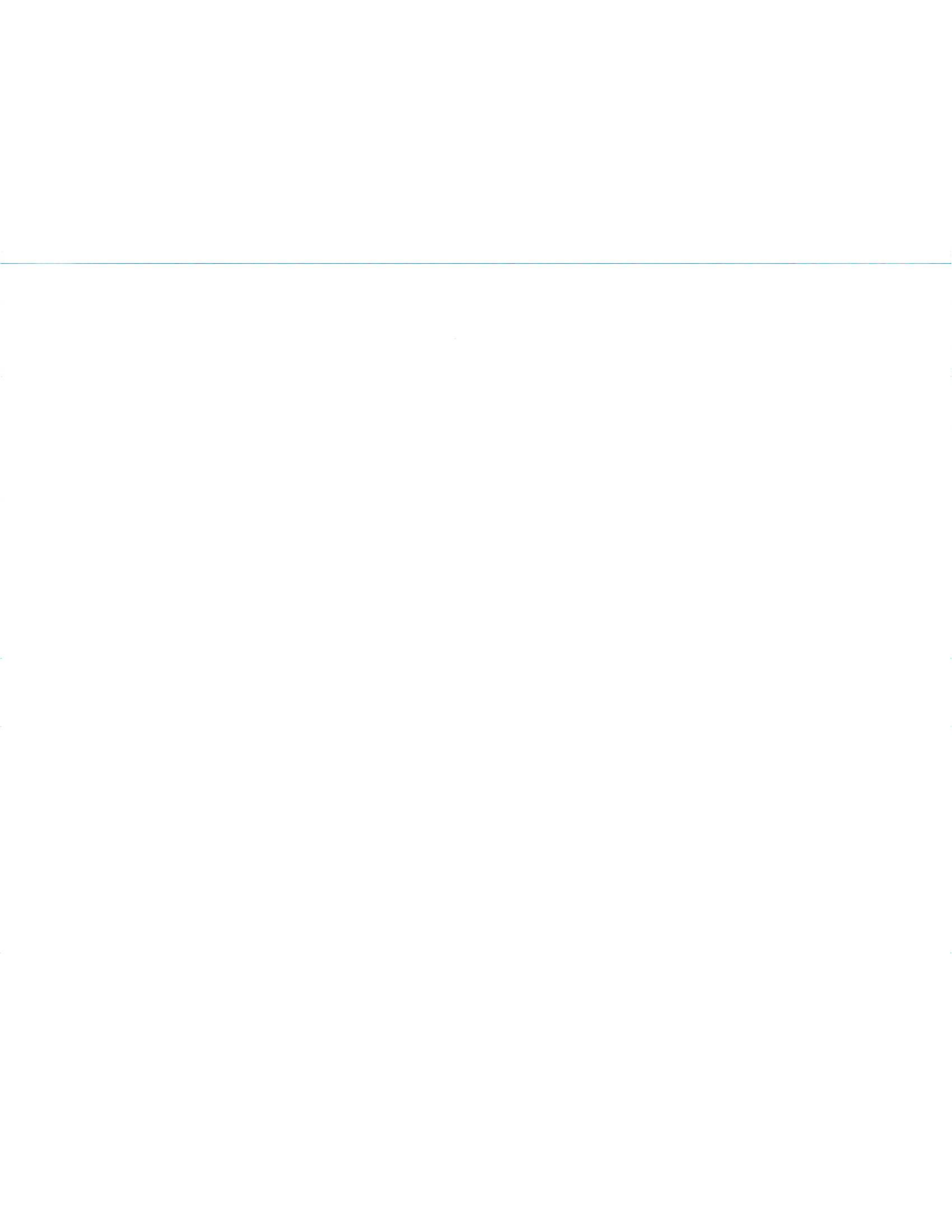
Date: _____





WORLD REFERENCE MAP





Name: _____

Date: _____

WORLD MAP DIRECTIONS

1. Label and color each continent listed below.

AFRICA	RED
ASIA	YELLOW
EUROPE	ORANGE
AUSTRALIA	PURPLE
NORTH AMERICA	DARK GREEN
SOUTH AMERICA	LIGHT GREEN
ANTARCTICA	GRAY

2. Label the following oceans and shade blue:

Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean

3. Label the equator.

4. Label the compass rose in the bottom right corner of your map with north, south, east, & west

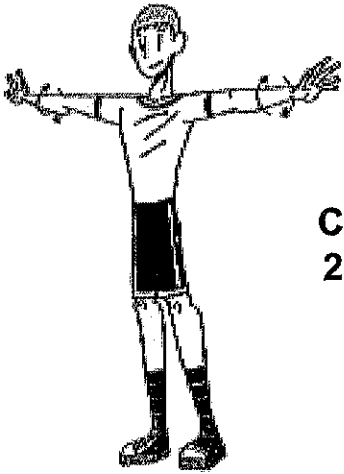
WORLD MAP QUESTIONS

1. The _____ Ocean lies to the west of North America.
2. The continent of Africa lies to the _____ of North America.
3. Europe is located to the _____ of the Equator.
4. The _____ Ocean lies to the north of all continents.
5. The continent of _____ lies to the south of Australia.

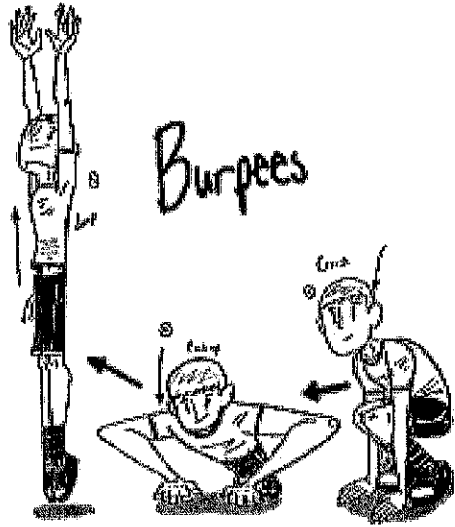


Day 3

Arm Circles

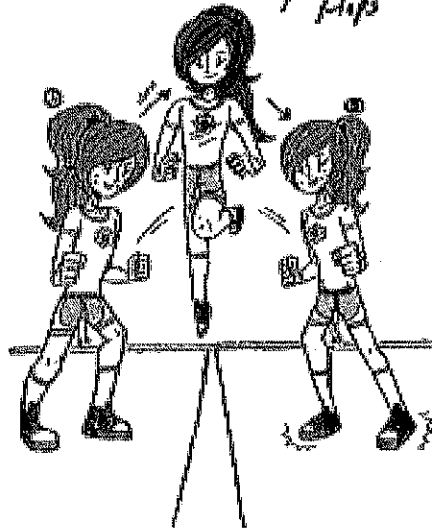


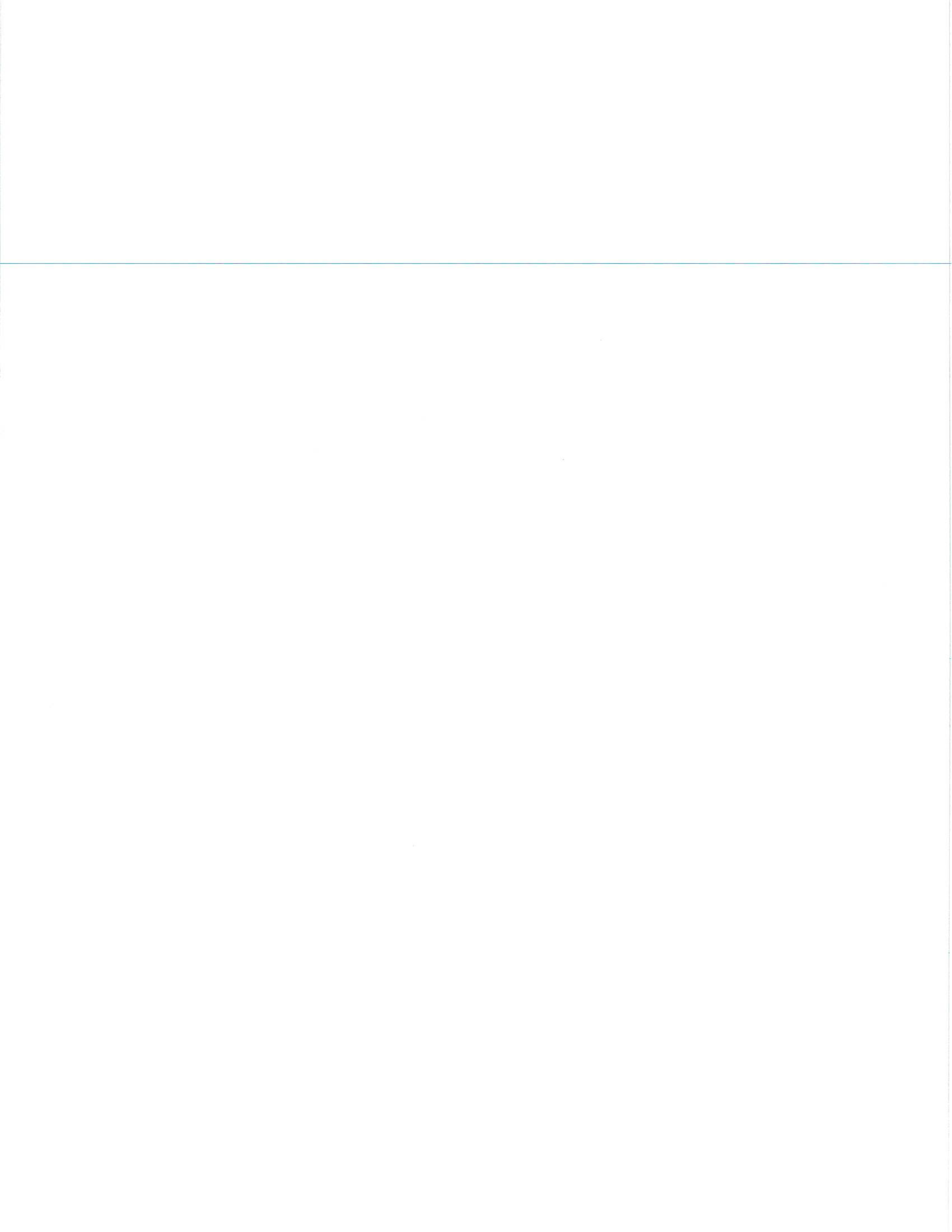
Complete each activity for a 20 second count 3 different times.





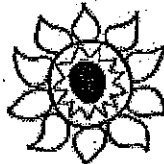
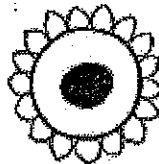



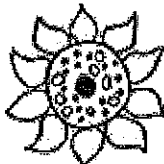
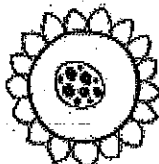



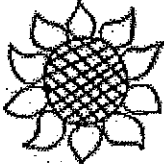
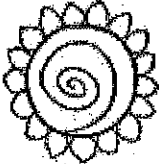
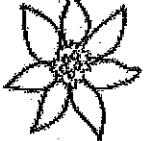


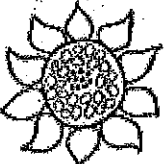
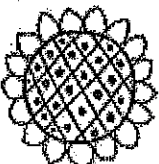
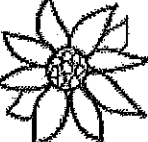


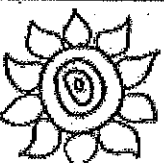
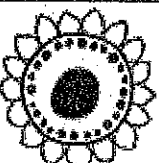
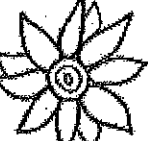


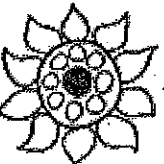
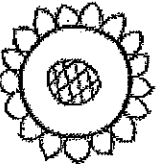
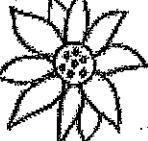
Burpees

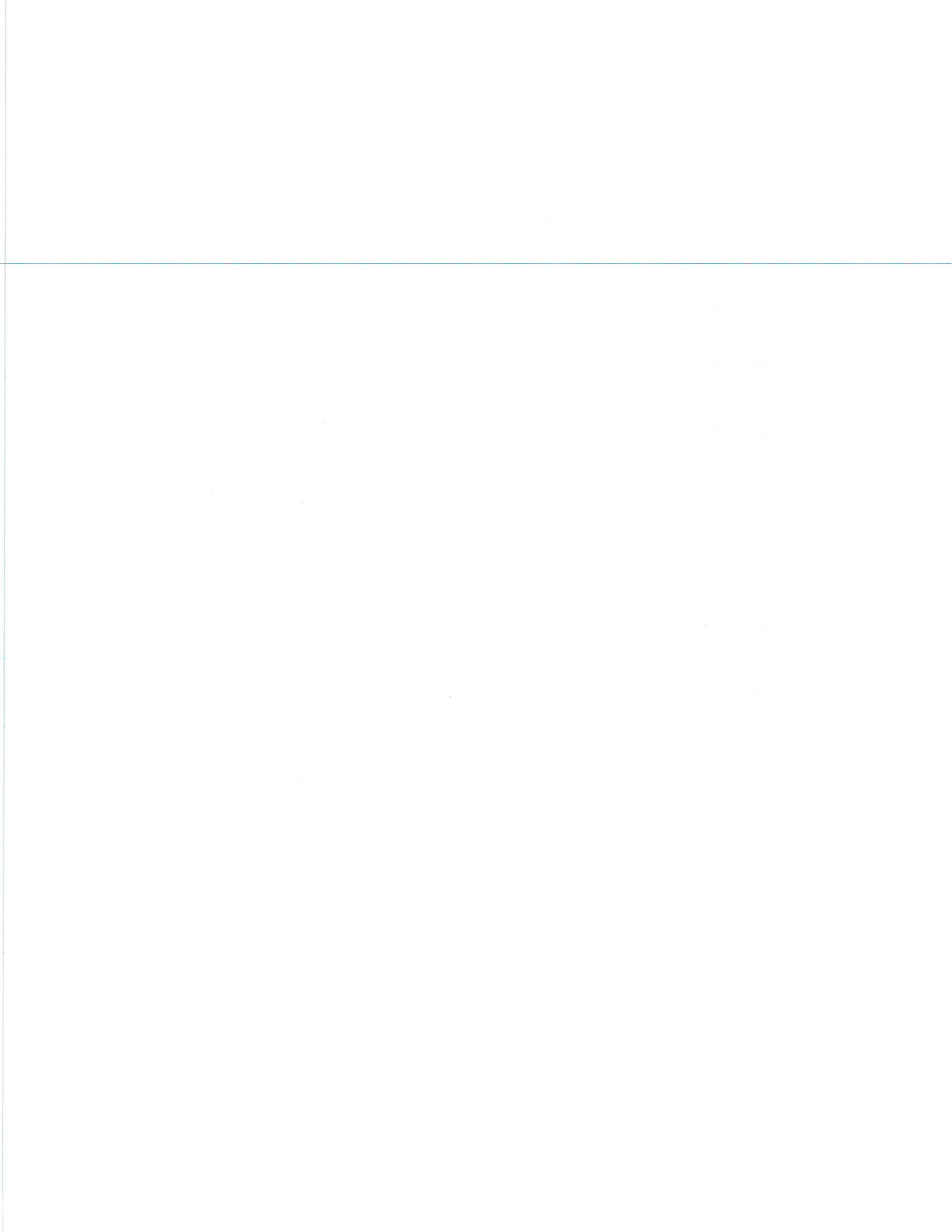
Line Jump / Line skips






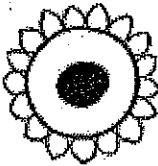
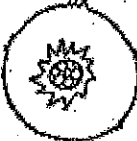



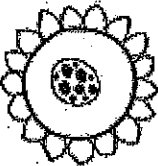
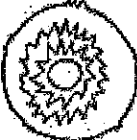


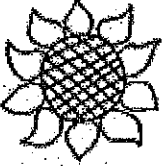
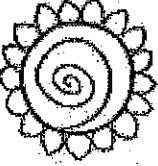
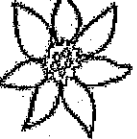


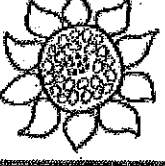
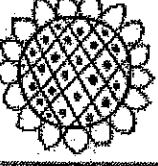




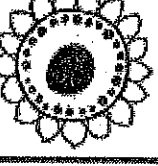



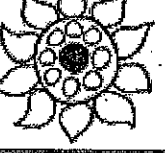
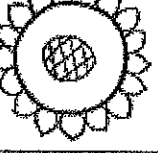
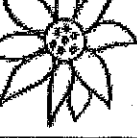


Van Gogh's Sunflowers

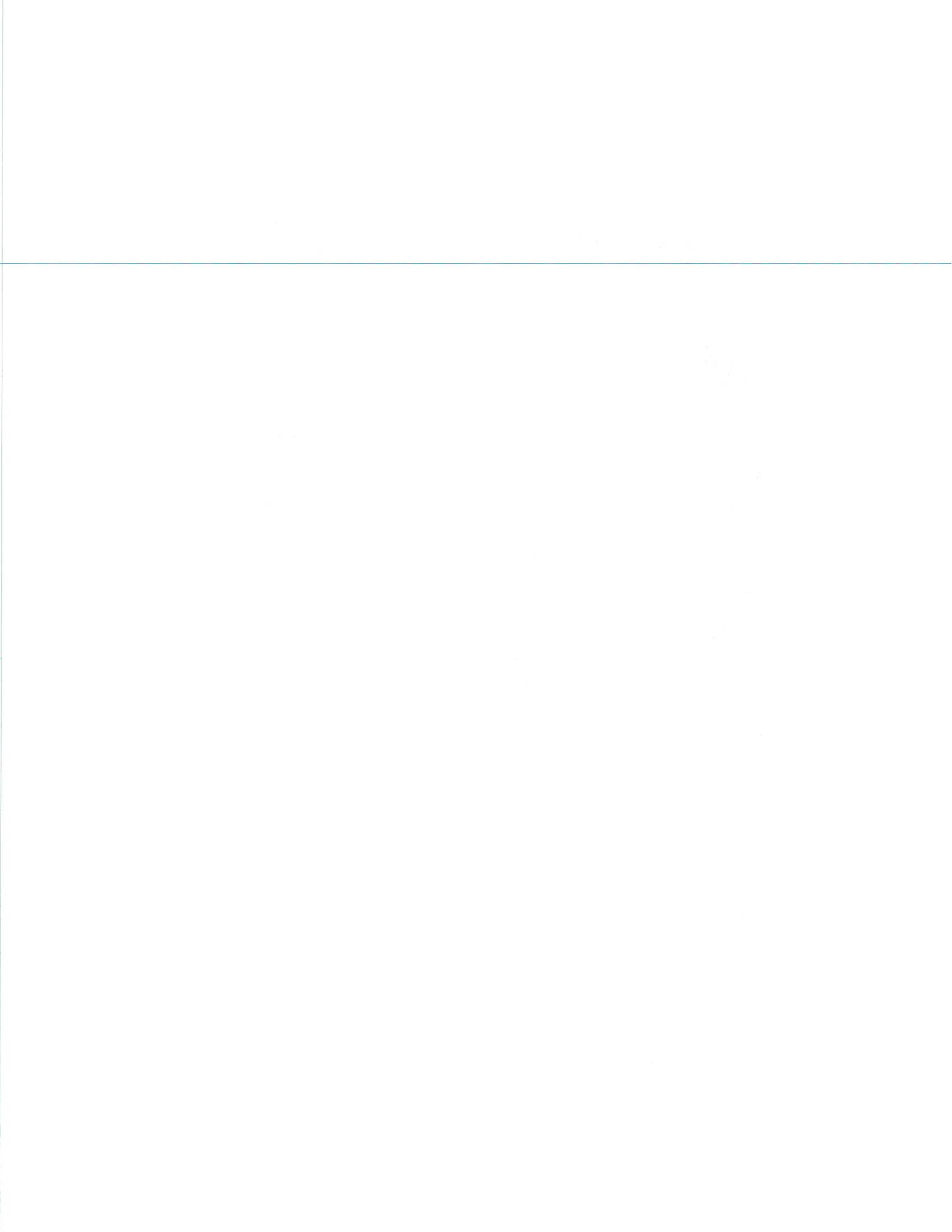
	1st Roll	2nd Roll	3rd Roll	4th Roll
				
				
				
				
				
				

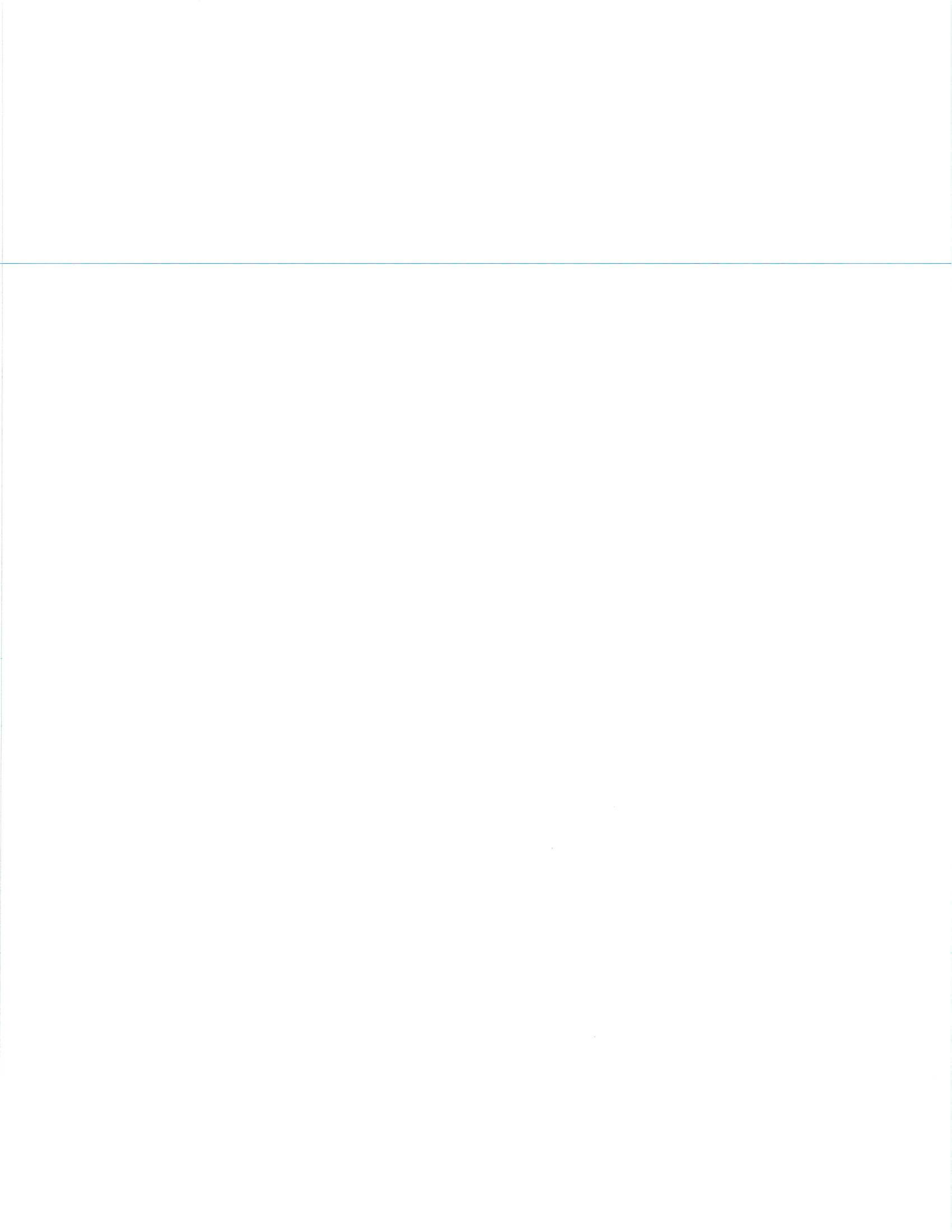


Van Gogh's Sunflowers

	1st Roll	2nd Roll	3rd Roll	4th Roll
				
				
				
				
				
				

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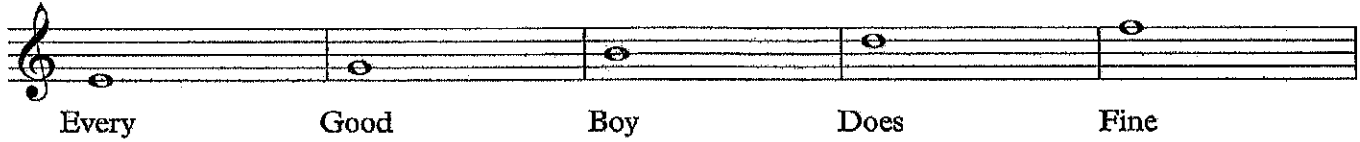




Treble Clef Note Identification

Use the following mnemonic devices to identify notes on the treble clef:

Line Notes: Every Good Boy Does Fine (Line = Fine)



Space Notes: F-A-C-E (Space = Face)



Please identify each note by writing its name in the blank below.

Lines Only:

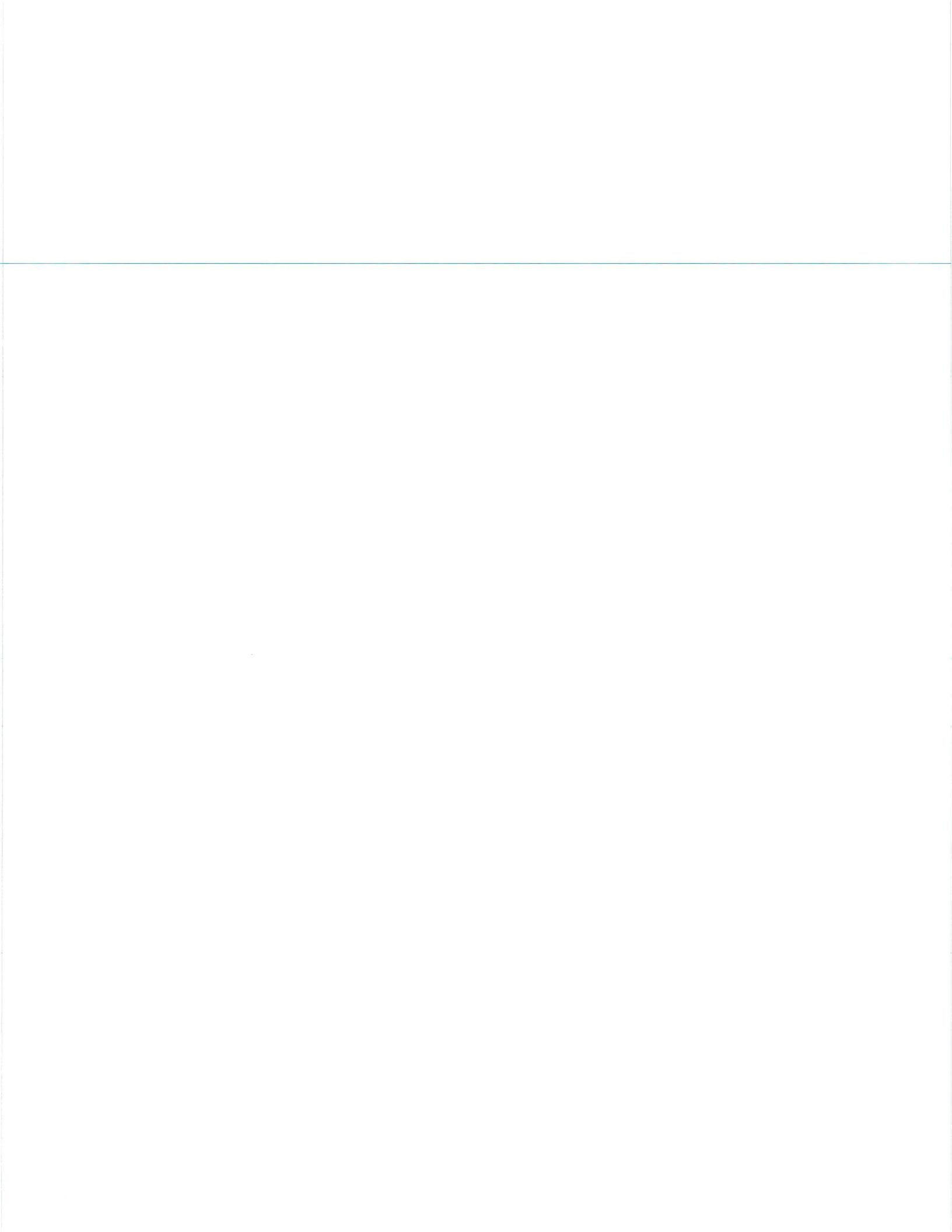


Spaces Only:



Lines and Spaces:

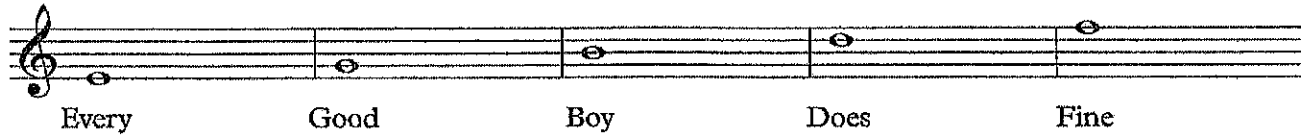




Treble Clef Note Identification

Use the following mnemonic devices to identify notes on the treble clef:

Line Notes: Every Good Boy Does Fine (Line = Fine)



Space Notes: F-A-C-E (Space = Face)

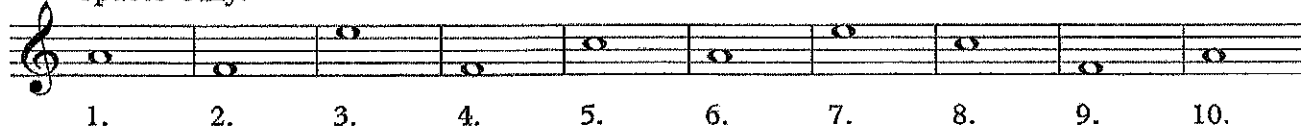


Please identify each note by writing its name in the blank below.

Lines Only:



Spaces Only:



Lines and Spaces:



