

Quick write:

Vocabulary

Tsunami-

1. How tall can a Tsunami wave get?
2. What triggers Tsunami?
3. In 1946 an Earthquake in Alaska causes a Tsunami that sweep across which ocean?
4. How long did it take to reach Hawaii?
5. What year was Tsunami Warning Center established?

Damage from Tsunamis

- a. Tsunami waves can cause waves as tall as a 20-story building.
- b. **Tsunamis** can be triggered by earthquakes, volcanoes or landslides.
- c. Tsunamis are often called tidal waves but are not caused by the same forces that produce tides.
- d. Tsunamis can move very quickly at speed of 700km/hr. (430 mi/hr.)
- e. In 1946 an Earthquake in Alaska caused a Tsunami that swept across the Pacific Ocean and reached Hawaii in less than 5 hours.
- f. In 2004 a Tsunami in the Indian Ocean off the coast of Sumatra killed over 280,000 people.
- g. Because many earthquakes occur around the Pacific Ocean Hawaii and other areas are likely to be hit by Tsunamis.
- h. The Pacific Tsunamis Warning Center, located in Hawaii, was established in 1949.
- i. The centers monitor earthquakes and issues warning to areas that could be struck by Tsunamis.

Canyon Day Junior High Virtual Lesson Plan

Teacher: Ms. Massey

Class 7th Grade Science

Date: 04-06-10-2020

| Standards | Wednesday |
|---|---|
| Standard | 7E1.U1.6 |
| Learning Goal | We are learning about how scientist work to monitor and predict earthquakes |
| Success Criteria | Students will be able to identify how earthquake is monitored. |
| Essential Elements of Instruction – Lesson Plan Elements Required: | |
| Anticipatory Set | Quick write: Do you think scientist can predict an earthquake? Explain your answer. |
| Introduction (I do) | We are learning how scientist work to monitor and predict earthquakes. |
| Guided Practice (We do) | Read the article, then you may complete questions. |
| Independent Practice (You do) | https://www.ixl.com/ 7 th Grade Science-work on Plate Tectonics |
| Closure | Turn in your work |

Quick write:

1. To learn more about earthquakes and to find ways of predicting them what did the scientist study? _____

2. List the three major factors.

a. _____

b. _____

c. _____

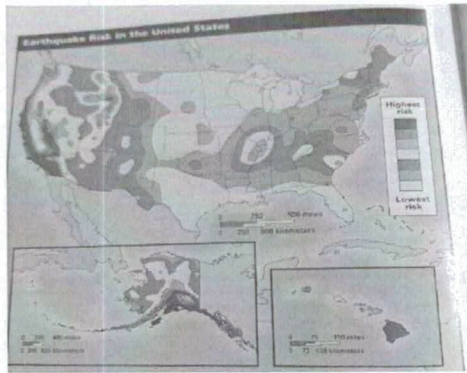
3. What are the areas with the greatest risk of earthquake. Look at picture A _____

4. What are the areas with the lowest risk of earthquake? Look at picture A _____

5. What is important about the section with little earthquakes activity.

6. What does the illustration on the left show in picture B. _____

7. What does the illustration on the right show in picture B. _____

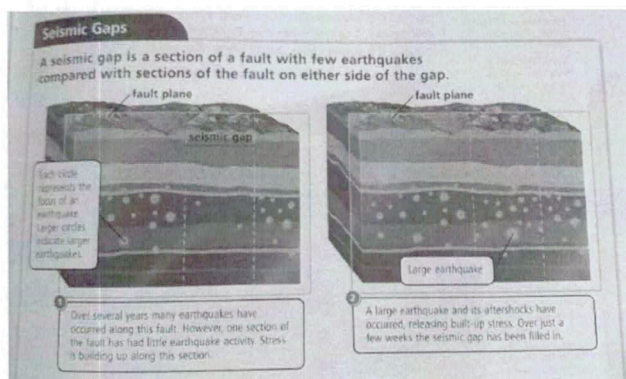


Picture A

Scientist work to monitor and predict earthquakes.

- a. Scientist cannot predict the day or even when an earthquake will occur. Sometimes there are signs years before an earthquake strikes, and sometimes there are none at all.
- b. Usually the best that scientist can do is to give long-term predictions. For example, they might state that an area has a 60 percent chance of being hit by an earthquake with a magnitude of 7 or higher within the next 25 years.
- c. The above map shows earthquakes risk in the united states for the next 50 years. The map is based on information about earthquakes that have occurred since people begin keeping records, along with evidence of earlier earthquakes preserved in rocks.
- d. To learn more about earthquakes and to find ways of predicting them, scientist all over the world study seismic activity along faults.
 - Tilts or change in the elevation of the ground
 - Slow movements or stretching in rock
 - The development of small cracks in the ground.

An increase in small earthquakes can be a sign that stress is building up along a fault and that a large earthquake is likely to occur. But an increase in small earthquakes can also be a sign that a fault is releasing stress bit by bit, decreasing the likelihood of major earthquakes. Scientist also look for areas where earthquakes have not occurred along an otherwise active fault. They make diagram in which they plot the location where earthquakes have started, as shown below.



Picture B

Sometimes such a diagram shows an area of few or no earthquakes that is surrounded by many earthquakes. This area is called seismic gap. A seismic gap can indicate a location where a fault is stuck. Movement along other parts of the fault can increase stress along the stuck part. This stress could be released by a major earthquake.

Canyon Day Junior High Virtual Lesson Plan

Teacher: Ms. Massey

Class 7th Grade Science

Date: 04-06-10-2020

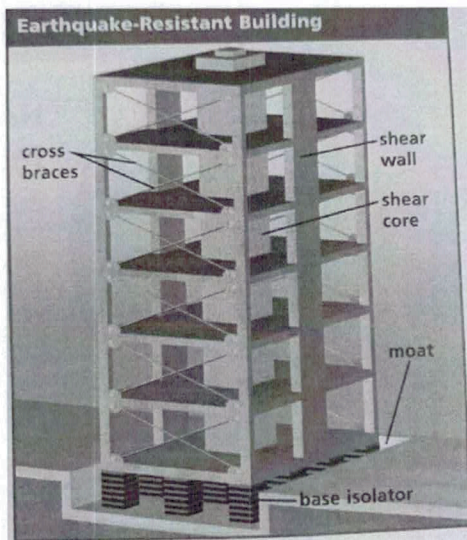
| Standards | Thursday |
|---|---|
| Standard | 7E1.U1.6 |
| Learning Goal | We are learning about how structures are design to resist earthquake damage. |
| Success Criteria | Students will learn about what is being used to resist earthquake damage in buildings. |
| Essential Elements of Instruction – Lesson Plan Elements Required: | |
| Anticipatory Set | Quick write: What do you think the aftermath is like when an earthquake is over? |
| Introduction (I do) | We are learning about the damages cause by earthquake. What tool is used to measure the magnitude. |
| Guided Practice (We do) | Read the article, draw an Earthquake-Resistant Building, then you may complete questions |
| Independent Practice (You do) | https://www.ixl.com/ 7 th Grade Science-work on Plate Tectonics |
| Closure | Turn in your work |

Quick Write:

1. Why can't any structures be made completely earthquake-proof?
2. Where might be the safest place to be during an earthquake?
3. Describe two methods used to make building stronger?
4. What three special structures add support and strength to a building?
5. What is a moat?
6. Draw your own Earthquake-Resistant Building

Structures can be designed to resist earthquakes damage

- a. For safety, it might be best to be outdoors, far from any buildings, during an earthquake. But there is no way to tell just when or where an earthquake will occur.
- b. For this reason, the best way to reduce deaths, injuries, and damage from earthquakes is to build structures able to withstand strong ground shaking.
- c. The first step is to understand what the risk from earthquakes are in an area. The second step is to build structures that are appropriate for the area.
- d. Scientists make maps of area to show the locations of fault zones, past earthquakes, and areas likely to experience flooding, landslides, or liquefaction.
- e. Many methods used to make larger buildings and other structures safer are designed to reduce the amount they shake during an earthquake.
- f. One method is to use devices called base isolators, as shown in the illustration.



- g. Base isolators are placed between a building and its foundation. The isolators are made of flexible materials that are stacked in layers like pancakes. When an earthquake occurs, the isolators absorb much of the ground motion.
- h. Any shaking that does reach the building is slower and smoother.

A building may also have an open space, or moat, around it. The moat, which may be covered at the surface with sidewalks and landscaping, lets the building shake more gently than the ground during an earthquake.

Special walls, called shear walls, add strength to a structure. These walls contain steel supports. Shear walls in the center of the building are often built around a stairwell or elevator shaft. These walls make up a part of the building known as the shear core.

Walls can also be made stronger by adding braces. Pairs of braces that form an X shape are called a cross brace. They help a structure keep its shape while it is being shaken.

Canyon Day Junior High Lesson Plan Friday

Teacher: Ms. Massey Class 7th grade Science Date: 04-06-10-2020

Standards

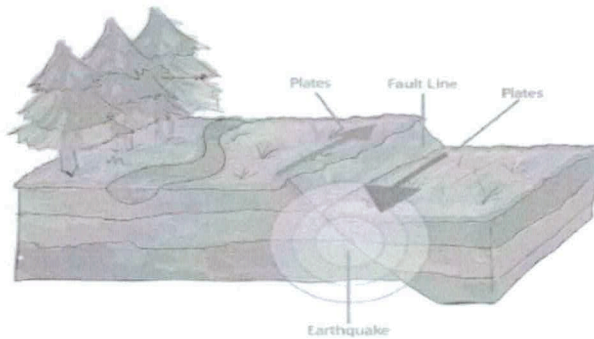
7E1.U1.6 Complete the following worksheet Earthquake: Text Features

Earthquakes: Text Features

Directions: Read only the text features (i.e., sidebars, diagram, and bold words). Then, answer the questions.

Earthquakes

Have you ever felt an earthquake? During an earthquake, the earth feels like it is shaking. An **earthquake** is a vibration that travels through the earth's crust. The most common cause of earthquakes are the earth's **tectonic plates**. These plates are in constant motion and when they bump into one another it can cause underground vibrations. The place where the plates bump each other is called the **fault line**. Earthquakes are common along the Pacific Ocean.



Historical Earthquakes

1811

Madrid Missouri Quakes

These earthquakes happened along the Mississippi river, lasting for months. These quakes actually caused the river to run backwards.

1906

San Francisco Earthquake

One of the most famous US disasters, the fires started by this earthquake actually did more damage than the quake itself.

1970

Ancash Earthquake

One of the biggest earthquakes ever recorded, the Ancash earthquake caused landslides, destroyed homes and took away many lives. This quake hit 7.8 on the Richter scale.

Safety Tips

- 1 Stay away from windows.
- 2 Stay indoors.
- 3 Take cover under a sturdy piece of furniture.
- 4 Secure shelves and heavy objects against the wall.
- 5 Plan an earthquake preparation kit with your family.
- 6 If advised to evacuate, do so immediately.
- 7 Stay away from electrical wires.

- 1) In which year did an earthquake cause a river to run backwards?
- 2) What is the most common cause of earthquakes?
- 3) What does the vibration of an earthquake travel through?
- 4) What is the place called where the Earth's plates bump against each other?
- 5) In which ocean are earthquakes most common?
- 6) Where did fires started by the earthquake cause more damage than the earthquake itself?
- 7) What did the Ancash earthquake measure on the Richter scale?

Grades 6, 7, 8 **Student's Name:** _____

Welcome students to your fourth quarter Current Event Class. This lesson will help you to learn how to examine a Current Event reading assignment and understand the key important components of an article you read.

Please Follow the instructions to finish your work for:

Week of, April 13-17, 2020.

1. Please read the article entitled: ***Norwegian musher achieves boyhood dream, wins Iditarod race.***
2. On a enclosed sheet of paper write out the (4) questions at the end of the article with the correct answer (Pay attention to copy the question and the answer correctly.)
3. Using the enclosed graphic organizer concentrate on the 5 boxes marked; **Who, What, When, Where, and Why.** Look back over the article and find the information needed to complete the graphic organizer. When recording your information on the graphic organizer use **only** complete sentences so you will be able to remember the context of the information you have gathered.

Who: Who were the people mentioned in the article? Find this information and place it in the box titled: **Who**

What: What is the main topic the article is examining and explaining? Place this information in the box titled: **What**

When: When did the event take place in the article or what dates were mentioned? Place this information in the box titled: **When**

Where: Where did the event take place or what locations did the article mention? Place this information in the box titled: **Where**

Why: Why did this event happen or why is this event or information important? Place this information in the box titled: **Why.**

4. Take the enclosed line sheet of paper and in your own words take the information gathered on your graphic organizer and write a 8 - 15 sentence summary. The summary should include information gathered on each of the graphic organizer boxes titled: **Who, What, When, Where, Why.** Share your thoughts about the article and how important you think the information is that you learned and how it can help you.

Thank you for taking the time to read and gather the information from this article. We look forward to reading your thoughts and comments. Thank you, Canyon Day Junior High

Norwegian musher achieves boyhood dream, wins Iditarod race

By Associated Press, adapted by Newsela staff on 03.27.20

Word Count 941

Level 1070L



Thomas Waerner, from Torpa, Norway, waves to spectators while driving his team during the restart of the 2020 Iditarod Trail Sled Dog Race on March 8, 2020, in Willow, Alaska. Waerner won the Iditarod on March 18. Photo: Lance King/Getty Images

As a young boy in Norway, Thomas Waerner dreamed about two different American modes of transportation. They were muscle cars and the sled dogs in the Iditarod.

The Iditarod Trail Sled Dog Race is an annual long-distance sled dog race run in early March from Anchorage to Nome, Alaska.

Waerner, 47 years old, made one of those dreams reality on March 18 when he won the nearly 1,000-mile Iditarod Trail Sled Dog Race. Thirteen other mushers also have finished the race. The remainder of the top five were three-time Iditarod champion Mitch Seavey in second, Jessie Royer of Fairbanks in third, Brent Sass of Eureka in fourth and Nome native Aaron Burmeister in fifth.

"Something Special"

"This is awesome," Waerner said after winning the race. "This is something special."

Waerner took his dog team over mountain ranges, on the frozen Yukon River and across treacherous Bering Sea ice. He made it to the finish line on Nome's main street in 9 days, 10 hours, 37 minutes and 47 seconds.

The race started March 8 north of Anchorage, one of the few sporting events in the United States that was not canceled because of the new coronavirus.

Coronavirus is a flu-like illness. It began in China and has been spreading across the globe since December 2019. Health officials have been encouraging social distancing. This means staying home and staying away from other people to help slow the spread of the virus. Many schools have shut down and many companies are telling employees to work from home. Major sporting and entertainment events have also been canceled or postponed.

Of the 57 mushers who started the race, 14 quit. One rookie, Quince Mountain of Mountain, Wisconsin, was removed on March 18 because of a rule about competitiveness.

Coronavirus Fears Affected Iditarod

The Iditarod encouraged fans not to travel to Nome, Alaska, for the finish. The city had closed public buildings to help prevent the spread of the coronavirus. Events such as the musher's banquet, for example, were postponed.

Fans, though, did not employ social distancing when they poured out to cheer Waerner as he drove the team off the Bering Sea ice and down Nome's Front Street to the finish line just after 12:30 a.m.

He will earn a minimum of \$50,000 and a new pickup truck for winning the race.

Waerner immediately thanked the 10 dogs in harnesses. He petted and rubbed each dog, ending with his lead dogs, K2 and Bark, before handing out treats.

He called K2 "an amazing dog."

"He has this inside engine that never stops," Waerner said.

Bark is the tough one, the winning musher said.

"He's the one just charging through everything. It doesn't matter what comes, he will just go through it, storms or whatever," Waerner said. "So the two together are an amazing team."

Only His Second Attempt At The Race

Waerner, who began mushing in 1984, won the Iditarod in only his second attempt.

He finished 17th in 2015, when he earned Rookie of the Year honors. Waerner last year won the 745-mile Finnmarkslopet, the longest sled dog race in Europe.

As an 11-year-old boy in Norway, he read mushing magazines celebrating some of the Iditarod's most famous mushers. Their ranks included the race's only five-time winner, Rick Swenson. A four-time winner, the late Susan Butcher, had to fight off an angry moose in 1985 after it killed two of her dogs.

Waerner told reporters at the finish line that it was always his "dream to come here and do the race."

Waerner became the second Norwegian musher in the last three years and the third this century to win the race. Joar Leifseth Ulsom won in 2018 and Robert Sorlie took titles in 2003 and 2005.

All three Norwegians earned Rookie of the Year honors before winning.

Waerner encouraged other Norwegian mushers to follow in their footsteps.

"This is a great race you can do," he said. "Just start training."

"Super Excited"

Waerner's victory was also a moment of pride for the Anchorage Sons of Norway chapter. Members considered throwing a banquet in his honor at a lodge, but could not because of the coronavirus.

"We are super excited," said Lise Falskow, the Norwegian honorary consul in Alaska.

"Whenever a Norwegian is involved in the Iditarod, it's something that we all rally behind and get very excited because the Norwegians, they're tough and they're determined and like Alaskans, they don't shy away from the Iditarod," she said.

Waerner lives in Torpa, Norway, with his wife, Guro, who is a veterinarian who helps out with their kennel. He also owns an electrical business.

Nome was not the only Iditarod race location where fears over the coronavirus prompted changes. Some local officials in communities along the race's route asked that the checkpoints be moved outside of the villages to prevent any spread of the virus.

The Iditarod suffered a big blow this year when two longtime sponsors with deep Alaska ties dropped their financial support for the race.

People for the Ethical Treatment of Animals, or PETA, took credit for Alaska Airlines and the Anchorage Chrysler dealership dropping their support. The animal rights group targeted both companies with protests over what it has called the race's cruel treatment of dogs.

Alaska Airlines said PETA had nothing to do with its decision, which it called a change in the company's corporate giving strategy.

Fiat Chrysler Automobiles did not mention PETA when it confirmed that it would no longer sponsor the race.

The Anchorage dealership was one of the Iditarod's top-tier sponsors and provided the pickup for the race winner for 30 years.

Quiz

- 1 Which sentence from the section "Something Special" BEST explains the hazards of the Iditarod?
- (A) Waerner took his dog team over mountain ranges, on the frozen Yukon River and across treacherous Bering Sea ice.
 - (B) He made it to the finish line on Nome's main street in 9 days, 10 hours, 37 minutes and 47 seconds.
 - (C) Major sporting and entertainment events have also been canceled or postponed.
 - (D) One rookie, Quince Mountain of Mountain, Wisconsin, was removed on March 18 because of a rule about competitiveness.

- 2 Read the following statement.

Waerner wanted to compete in the Iditarod for many years.

Which sentence from the article provides the BEST support for the above statement?

- (A) Waerner, who began mushing in 1984, won the Iditarod in only his second attempt.
- (B) As an 11-year-old boy in Norway, he read mushing magazines celebrating some of the Iditarod's most famous mushers.
- (C) Waerner told reporters at the finish line that it was always his "dream to come here and do the race."
- (D) Waerner became the second Norwegian musher in the last three years and the third this century to win the race.

- 3 Why was Lise Falskow excited about Waerner's victory in the Iditarod?

- (A) They are both from the same hometown in Alaska.
- (B) She is deeply involved in the Norwegian community in Alaska.
- (C) They trained sled dogs together in Anchorage.
- (D) She watched him compete and win Rookie of the Year in 2015.

- 4 According to the article, why did the Iditarod suffer a major setback this year?

- (A) It received a lot of negative media attention after a serious accident killed a sled dog and injured others.
- (B) It lost some of its long-standing sponsors after they faced protests from an animal rights group.
- (C) It had to cancel multiple segments of the race due to the threat of coronavirus.
- (D) It could not host its annual musher's banquet because of limits placed on public gatherings.

On this sheet of paper write out the (4) questions at the end of the article with the correct answer (Pay attention to copy the question and the answer correctly.)

1. _____

2. _____

3. _____

4. _____

Current Events- Summary Graphic Organizer

Name _____ Date _____ Period _____

Date of Presentation _____

Circle which of the following that you will be studying this week:

Global News

National News

State News

Local News

Procedure:

- Google or other search engine "Current events for (_____)"
- Pick a topic that interests you.
- Write your topic for the week. _____
- Research your topic and complete the boxes below.
- After table is completed- write a summary of the event using the information below. 6-8 sentences.
- Include a picture and caption.

| | |
|---|--|
| <p>List the resources that you use to find your information here</p> | <p>Who: Who is the article about?</p> |
| <p>What: What are the main points to the article?</p> | <p>When: When did the date of the researched event take place?</p> |
| <p>Where: Where did the current event take place?</p> | <p>Why: What makes this event so interesting that people would care that it took place?</p> |

Whiteriver Unified School District

Canyon Day Junior High

Students and Parents,

Hello, my name is Mr. Alex Rodriguez and I have created this Physical Education packet in order to continue exercise and physical movement for your children and our students through this trying time.

I have collected and created information and activities from various resources that will continue to keep your children motivated and active. Whether it be maintaining a basic running log for common exercises, or informative material surrounding sports and advanced activities.

We all understand what we must do to continue to be safe, and hopefully this packet will establish guidance and productivity for our kids in the field of physical education.

Thank you for your continuing support and stay safe!

Alex Rodriguez

Canyon Day Junior High

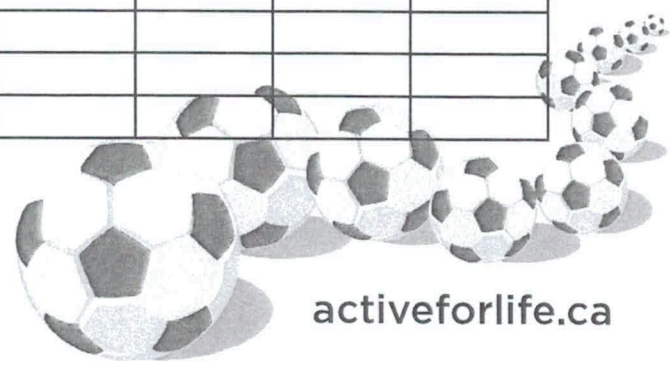
Alex.rodriguez@wusd.us

ACTIVE FOR LIFE

Activity & Skills Log

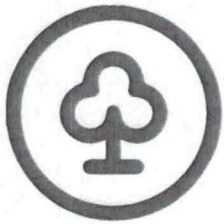
Kids! Record the number of minutes you were active doing these skills every day. Add up your total minutes each day. Can you get to 90?

| Activity | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|----------------------|-----|------|-----|-------|-----|-----|-----|
| Outdoor play | | | | | | | |
| Climb a tree | | | | | | | |
| Hopscotch | | | | | | | |
| Jump rope | | | | | | | |
| Walk a tightrope | | | | | | | |
| Bike to school | | | | | | | |
| Ride a scooter | | | | | | | |
| Walk to school | | | | | | | |
| Run | | | | | | | |
| Hike | | | | | | | |
| Snow-shoeing | | | | | | | |
| Sledding | | | | | | | |
| Cross-country skiing | | | | | | | |
| Skiing | | | | | | | |
| Skating | | | | | | | |
| Practice throwing | | | | | | | |
| Practice kicking | | | | | | | |
| Dribble a ball | | | | | | | |
| Dance party | | | | | | | |
| Dance class | | | | | | | |
| Swim | | | | | | | |
| Basketball | | | | | | | |
| Hockey | | | | | | | |
| Martial arts | | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |
| TOTAL | | | | | | | |

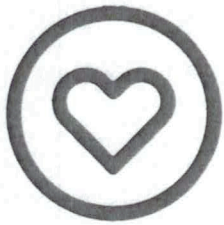


Cardio

The number on the cards is the number of repetitions of the exercise you should try to complete.



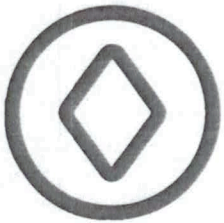
Jumping Jacks



Squats



Push-ups



Mountain Climbers



Ace, King, Queen, Jack = 10



Joker = 10 burpees

Fit Tac Toe

The basic Tic Tac Toe rules apply except you must follow the activity listed on the spot you choose!

Favourite
dance move
for 20 seconds

five pushups

Spin around
5 times
fast!

Walk on your
knees from
one wall
to another

Run to the
nearest door
and back

25 second
plank

30 jumping
jacks

Walk from one
end of the
room and back
while balancing
a book on your
head

Pretend to
ride a horse
for 10 seconds













Fit Tac Toe

The basic Tic Tac Toe rules apply except you must follow the activity listed on the spot you choose!

| | | |
|----------------------|---------------|-----------------|
| 15 squat jumps | five pushups | 20 lunges |
| 16 mountain climbers | 50 high knees | 30 second plank |
| 50 high knees | 40 sit ups | 10 burpees |

Fit Tac Toe

Game pieces

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

ALPHABET exercises

Below is a list of spelling options for the
Alphabet Exercise Challenge

- ✓ SPELL YOUR FIRST, MIDDLE AND/OR LAST NAME
- ✓ SPELL THE NAME OF A FAMILY MEMBER
- ✓ SPELL THE NAME OF YOUR PET
- ✓ SPELL YOUR FAVOURITE FOOD
- ✓ SPELL YOUR FAVOURITE COLOUR
- ✓ SPELL THE MONTH OF YOUR BIRTHDAY
- ✓ SPELL YOUR STREET NAME
- ✓ COMPLETE THE ENTIRE ALPHABET

ALPHABET

exercises

| | | | |
|---|------------------------|---|--------------------|
| A | 10 squats | N | 1 min. wall sit |
| B | 15 jumping jacks | O | 30 sec. side plank |
| C | 1 burpee | P | 6 jump squats |
| D | 10 arm circles | Q | 10 tricep dips |
| E | 12 leg raises | R | 1 min. plank |
| F | 20 second jump rope | S | 20 butt-kicks |
| G | 16 mountain climbers | T | 5 push-ups |
| H | 8 crunches | U | 10 side lunges |
| I | 30 bicycle crunches | V | 20 high knees |
| J | 10 skaters | W | 8 sumo squats |
| K | 1 min. jog on the spot | X | 40 second stretch |
| L | 3 star jumps | Y | 3 star jumps |
| M | 18 lunges | Z | 20 chair step-ups |

Basic Yoga Poses (Part 1)

Balance Poses

Requirements

- No equipment required

Instructions

1. Either indoors or outdoors, show your child a balance pose, and encourage your child to imitate you as you hold the pose.
2. Stand up on the tips of your toes, arms stretched straight overhead.
3. Stand on one leg, other leg bent at the knee, arms raised straight sideways like wings.
4. Stand on one leg, arms raised straight sideways like wings, bend forward at the waist, and lift rear leg (airplane pose).
5. Stand on all fours, head down, rear in the air (downward dog pose in yoga).
6. From all fours, raise and hold one leg high in the air.
7. From all fours, raise and hold one arm high in the air.

* Adjust the difficulty of the pose according to age and ability of your child.

* Invent other balance poses together—use your imagination!

Variations

- Whenever you pose standing on one leg or one hand, be sure to repeat the same pose standing on the other leg or hand (develop ambidexterity).

Benefits

This activity develops coordination and balance.

M O V E !

| | | | | |
|--------------------------------|-----------------------------|--|--------------------------------------|-------------------------------------|
| Jump 10 times | Touch your toes 10 times | Do the trunk lift for 10 seconds | Reach as high as you can for 20 sec. | Do five pushups |
| 20 jumping jacks | Wall sit and count to 20 | Sit and reach for 10 seconds | March around your station | Do 10 Trunk twists |
| Give your team five high fives | Dance to the music | FREE | Run one lap around the house | Play rock paper scissors |
| Fly like an airplane | Run in place for 15 seconds | Walk on your tip toes to another station | lunges and count to 10 | Balance on one foot and count to 10 |
| bear crawls around the yard | Jump as high as you can | Tell another group "Good Job" | Squat in a chair 5 times | Skip around the yard |

Use this randomly generated list as your call list when playing the game. There is no need to say the BINGO column name. Cross out each word as you announce it, to keep track. You can also cut out each item, place them in a bag and pull words from the bag.

- | | | |
|--------------------------------------|---|---|
| 1. Play rock paper scissors | 2. lunges and count to 10 | 3. Squat in a chair 5 times |
| 4. March around your station | 5. Wall sit and count to 20 | 6. Skip around the yard |
| 7. Jump as high as you can | 8. Walk on your tip toes to another station | 9. Run one lap around the house |
| 10. Do the trunk lift for 10 seconds | 11. Dance to the music | 12. Balance on one foot and count to 10 |
| 13. bear crawls around the yard | 14. Tell another group "Good Job" | 15. Touch your toes 10 times |
| 16. 20 jumping jacks | 17. Do 10 Trunk twists | 18. Fly like an airplane |
| 19. Jump 10 times | 20. Reach as high as you can for 20 sec. | 21. Do five pushups |
| 22. Run in place for 15 seconds | 23. Give your team five high fives | 24. Sit and reach for 10 seconds |

NFL QB Warmup

Purpose of Activity:

To warm students up while also having them work on proper technique in the skills of throwing and catching a football.

Suggested Grade Level:

6-8

Materials Needed:

2 Hula Hoop or tires, 3 Trash Cans, and Footballs or Balls (soccer, basketball, etc.).

Description of Idea

This activity is designed for a warmup scenario and would take about 15-30 minutes. It gives the students a chance to have fun, be competitive, and also a chance to work on form and strategy.

There is a bit of setting up required for this activity. Students will be divided into 3 groups and will be assigned team names (Example: Titans, Jaguars, Colts). One group will be at one end of the court at the basket, another group will be at the other side of the court at the basket, and the third group will be at half court with the trash cans.

The groups at the basket will be practicing throwing. Students will hang a hula hoop on the baskets and if the students throw the ball through the hula hoop they will get four points, if they only hit the back board they will receive one point, if they make it through the basketball net they will receive 10 points, and if they miss everything they will receive zero points. While two groups are at either end of the court, the third group will be at half court with the trash cans. The trash cans will be labeled with different NFL team names. The trash cans are placed in three different distances, one being the closest, one a little further, and one being placed the furthest.

The students will be lined up on the sideline and each student will get three throws. If the student makes it in the closest trash can they will receive two points, the middle trash can is four points, and the furthest trash can is six points. Each team collectively keeps score while the score keeper walks around and observes. The score keeper will also keep time and rotate the teams and allow the groups five minutes at each station.

Variations:

Great for a station when teaching throwing and catching.

Assessment Ideas:

Based on the amount of points each team scored, the score keeper will be able to see if the students learned how to accurately throw the footballs. Also, by observing, the score keeper will be able to see which students need more practice and are at a higher or lower skill level.

Canyon Day Junior High Virtual Lesson Plan

Teacher: d.lupe

Class apache

Date: 4/6/20

| Week of: | |
|---|--|
| Standard | Apache class family and animal |
| Learning Goal | Student will identify family and animal words in Apache and translate to English |
| Success Criteria | By using an Apache speaking person I will say the Apache word of family members and a few animals in Apache memorizing at least 15 animal words. |
| Assignments that are to be completed for each day. | |
| Monday | Students will write the Apache word for 17 English vocabulary words, they will also draw picture of each word. |
| Tuesday | <p>Students will have a fill in the blank sheet of 20 family Apache words.</p> <p>Review by using family apache words.</p> <p>Introduce themselves in Apache</p> <p>Develop a family bracket (review) example on worksheet</p> <p>Write their family vocabulary words 3 times in Apache one time English</p> |
| Wednesday | <p>Students will be translating 8 Apache family words to English</p> <p>Writing the 4 clans in Apache/English and draw a picture of each of them.</p> <p>Developing a family bracket with 9 Apache family terms</p> <p>Write all family vocabulary words in alphabetical order (by the apache word)</p> |
| Thursday | <p>Introduction to Apache Vocabulary words on 23 apache animal words</p> <p>Match the Apache animal to English in each box</p> <p>Draw picture of the animal</p> <p>Write the words 3 times in Apache/ 1 time English</p> |
| Friday | |

NAME _____

~~HOMEWORK~~ - Monday - April 20, 20

Write the Apache for each of the following words: *and draw something in that area. or of that word*

Whiteriver -

Dollars

CBQ

Mexican

Carrizo

Cents

Cedar Creek

Grandmother on Dad's side

Older brother/sister

Aunt/Uncle on Dad's side

Navajo

San Carlos

Younger brother/sister

I've been around

Hello/how are you

Relatives

Canyon day

NAME _____ DATE _____

FAMILY WORKSheet - Tuesday - April 7th

Fill in the bank with a Apache word that best fits.

Hey, _____, go zhoo, how are you?

The _____ can really run fast.

At Hawley Lake the _____ was around the lake.

At Reservation Lake the _____ flew down and picked up a fish.

My _____ is going out for Miss White Mountain Apache.

_____ is entered in wolley riding for the fair.

Shii _____ and _____ have same color camp dress.

_____ and _____ are partners for team roping during the fair.

_____ calls me "choo"

A pretty _____ was sitting on a flower.

Tom and Sam calls each other _____.

My Dad's brothers and sisters are my _____.

My Mom's brothers and sisters are my _____.

_____ goes to school at 7-mile elementary.

A Elderly speaker would call us _____.

My shiwoye' would call me _____.

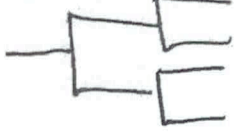
My shichooastin would call me _____

Why? _____.

Introduce yourself in Apache.

Develop a Family bracket: - Go up to grandparents

Remember?



Write all your Apache Vocabulary words three times each (Apache and English)

ENGLISH

APACHE

APACHE

APACHE

Gozhoo

Blessing

Blessing

Blessing.

NAME _____

FAMILY: - Wednesday - April - 8

Translate the following to English.

Daagottee

Shik'a'a -

Shik'ee

nit

Wizhe'

shichine'

Shibeezhe'

ni

Write the four clans in Apache and English and draw a picture of each of them.

Translate the following to Apache:

My relatives

older bro/sis

Eagle

Grandpa (d)

My cousin/ man/man bro

Butterfly

Introduce yourself in Apache.

Using the following relatives develop a family bracket: Shii, Shimaa, Shitaa, Shiwoye, Shichoohastin, shidaale, shichine, shidee, shidizhia,

What would you call your Mother's Sister in Apache?

What would you call your Dad's Brother in Apache?

What would you call your relatives in Apache?

Write all the vocabulary words in alphabetical order.

NAME: Thursday - April 9,

ANIMALS

Match them correctly using the words below

| | | | | |
|-----------------------|-------------|---------|-----------------------|-----------|
| horse | bear | beaver | donkey | dog |
| cat | cow | bird | bull | crow |
| deer | grasshopper | fish | rabbit | pig |
| | butterfly | chicken | monkey | duck |
| roadrunner | turkey | skunk | | earthworm |

- ~~A. Tulgagē~~
- ~~B. tazhi~~
- ~~C. magashi~~
- ~~D. magashi~~
- ~~E. leg~~
- ~~F. goshe/lichaneē~~
- ~~G. gaage~~
- ~~H. ch'osh dit'oge~~
- ~~I. ba'ndee~~

- J. chaa
- K. goshti'ye
- L. gah
- M. gidi
- N. na'ishchagi
- O. dooli
- ~~P. ch'osh~~
- Q. tazhik'ane

- R. shash
- S. doole
- T. gochi'
- U. lli
- V. biih
- W. dlo'
- X. golizhi
- Y. nal'eeli

1) match the Apache to English - (write the word)

2) Draw picture of the animal

3) write words 3x in Apache / 1 time English
 as: English Apache Apache Apache
 back of paper