HEALTH RELATED SCHOOL CLOSURE

STUDENT PACKET

TEACHER NAME: ALL SPECIALISTS

Ms. Dailey: KADailey@paterson.k12.nj.us
Mr. Aita: FAita@paterson.k12.nj.us
Mr. Lee: HLee@paterson.k12.nj.us
Mr. Peralta: MPeralta@paterson.k12.nj.us
Ms. Wilczynski: NWilczynski@paterson.k12.nj.us
Mr. Yates: LYates@paterson.k12.nj.us
Ms. Kleinendorst: PKleinendorst@paterson.k12.nj.us
Ms. Wagoner: RWagoner@paterson.k12.nj.us

GRADE LEVEL: K-8

COURSE: Art, Music, World Language, Physical Education, Health, Technology

SCHOOL: School #9

PHASE/DAYS: Phase 4, days 31-40

Phase 5, Days 41-50

STUDENT NAME:
MY WEBSITE

Using Crayola® crayons, markers and colored pencils to color and design your own web page below.

MY HOMEPAGE.HTML

TITLE YOUR PAGE HERE

Write or draw your favorites links in the boxes below.

ALL ABOUT ME!

Write about yourself on the lines below.

Draw yourself here.
Create your own Website!

**RUBRIC**

Technology Grade 2 (Phase 4)
Mrs. Wagoner

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractiveness</td>
<td>The poster/website is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster/website is attractively in terms of design, layout, and neatness.</td>
<td>The poster/website is acceptably attractive though it may be a bit messy.</td>
<td>The poster/website is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td>Labels</td>
<td>All items of importance on the poster are clearly labeled with labels that can be read.</td>
<td>Almost all items of importance on the poster are clearly labeled.</td>
<td>Several items of importance on the poster are clearly labeled.</td>
<td>Labels are too small to view OR no important items were labeled.</td>
</tr>
<tr>
<td>Content-Accuracy</td>
<td>At least 5 or more new links are displayed on the poster.</td>
<td>At least 4 or more new links are displayed on the poster.</td>
<td>At least 3 or more new links are displayed on the poster.</td>
<td>There are no new links displayed on the poster.</td>
</tr>
</tbody>
</table>

TOTAL SCORE: 4(A) 3(B) 2(C) 1(D)
CREATE YOUR OWN VIDEO GAME (Phase 4)
Mrs. Wagoner's Technology Class

Most of you have played video games before. You will now use the knowledge you acquired to create your own fictional video game! You will need to be convincing because you will try to sell this game to the class. Here are the 9 required elements/steps for your presentation:

- Title of the game
- Type of video game
- Cost of the game
- Console(s) for the game
- Name of the main characters
- Setting
- What is the game about? (Gameplay, story, type of skills, etc.)
- Why should we buy your game?
- Draw art for the game

Title of the game: ________________________________________________________________

Type of video game: _____________________________________________________________

Cost of the game: ________________________________________________________________

Console(s) for the game: _________________________________________________________

Name of the main characters: ____________________________________________________

___________________________________________________________________________

___________________________________________________________________________
What is the setting:

What is the game about?
Why should we buy your game?
Draw art for the game below:
Technology – Create Your Own Video Game

Mrs. Wagoner – Phase 4

Student Name: ___________________________ Grade: ________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Attractiveness</td>
<td>The creative video game is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The creative video game is attractive in terms of design, layout, and neatness.</td>
<td>The creative video game is acceptably attractive though it may be a bit messy.</td>
<td>The creative video game is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td>Labels</td>
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<td>Almost all items of the video game are clearly labeled.</td>
<td>Several items of the video game are not clearly labeled.</td>
<td>Labels are too small to view OR no important items were labeled.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>All 9 steps are successfully completed for the assignment and the art work is included.</td>
<td>At least 7 steps are successfully completed for the assignment and the art work is included.</td>
<td>At least 4 steps are successfully completed for the assignment and the art work is included.</td>
<td>There are no steps successfully completed for the assignment and the art work is included.</td>
</tr>
</tbody>
</table>

TOTAL SCORE: 4(A) 3(B) 2(C) 1(D)
Directions to the student:

CJR - Physical Education - K through 8

Days 31 - 50 - Phase 4 & 5.

All students should complete the 20 day fitness challenge.

After you finish your daily challenge:

K - 1 - 2 = Color in the square

3 - 4 - 5 = Circle the day

6 - 7 - 8 = X out the day
## 20 Day Fitness Challenge

### 2020

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
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<tbody>
<tr>
<td>Walk Outside for 10 minutes</td>
<td>Day 1</td>
<td>Day 2</td>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
<td>REST</td>
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<tr>
<td>5 Push-Ups</td>
<td>5 Push-Ups</td>
<td>5 Push-Ups</td>
<td>5 Push-Ups</td>
<td>5 Push-Ups</td>
<td>5 Push-Ups</td>
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<td>7 Sit-Ups</td>
<td>7 Sit-Ups</td>
<td>7 Sit-Ups</td>
<td>7 Sit-Ups</td>
<td>7 Sit-Ups</td>
<td>8 Ski Jumps</td>
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<tr>
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<td>8 Ski Jumps</td>
<td>15 Jumping Jacks</td>
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<tr>
<td>10 Sit-Ups</td>
<td>10 Sit-Ups</td>
<td>10 Sit-Ups</td>
<td>10 Sit-Ups</td>
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<td>10 Sit-Ups</td>
<td>Day 7</td>
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<td>12 Ski Jumps</td>
<td>12 Ski Jumps</td>
<td>12 Ski Jumps</td>
<td>12 Ski Jumps</td>
<td>12 Ski Jumps</td>
<td>12 Ski Jumps</td>
<td>Day 8</td>
</tr>
<tr>
<td>20 Jumping Jacks</td>
<td>20 Jumping Jacks</td>
<td>20 Jumping Jacks</td>
<td>20 Jumping Jacks</td>
<td>20 Jumping Jacks</td>
<td>20 Jumping Jacks</td>
<td>Day 9</td>
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<td>Day 11</td>
<td>Day 12</td>
<td>Day 13</td>
<td>Day 14</td>
<td>Day 15</td>
<td>Day 16</td>
<td>Day 17</td>
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<td>13 Sit-Ups</td>
<td>13 Sit-Ups</td>
<td>13 Sit-Ups</td>
<td>13 Sit-Ups</td>
<td>13 Sit-Ups</td>
<td>16 Sit-Ups</td>
<td>16 Sit-Ups</td>
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<tr>
<td>16 Ski Jumps</td>
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<td>16 Ski Jumps</td>
<td>16 Ski Jumps</td>
<td>16 Ski Jumps</td>
<td>20 Ski Jumps</td>
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<tr>
<td>Day 18</td>
<td>Day 19</td>
<td>Day 20</td>
<td>Day 21</td>
<td>Day 22</td>
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<td>Day 24</td>
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<tr>
<td>16 Sit-Ups</td>
<td>16 Sit-Ups</td>
<td>16 Sit-Ups</td>
<td>16 Sit-Ups</td>
<td>16 Sit-Ups</td>
<td>16 Sit-Ups</td>
<td>Day 26</td>
</tr>
<tr>
<td>After you finish your daily challenge - color in the square</td>
<td>After you finish your daily challenge - circle the day</td>
<td>After you finish your daily challenge - X out the day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CJR - PHYSICAL EDUCATION PARTICIPATION RUBRIC

Student Targets – Completion of A 20 Day Fitness Challenge;
A willingness to accept responsibility for at home learning;
Improved Health, Energy, Focus, Mood, Better sleep habits
Goal – To develop a lifelong habit of being a “mover” & not a “sitter”

<table>
<thead>
<tr>
<th></th>
<th>Exemplary – 100%</th>
<th>Student demonstrates enthusiasm and leadership along with consistent mastery of completing the target behaviors. 100% = 20/20 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Competence – 85%</td>
<td>Student completes the target behaviors and is consistent. 85% = 17/20 Days</td>
</tr>
<tr>
<td>3</td>
<td>Less Than Consistent Success – 70%</td>
<td>Less than consistent success in completing the target behaviors. 70% = 14/20 Days</td>
</tr>
<tr>
<td>2</td>
<td>Little or No Success – 55%</td>
<td>Little or no success in completing the target behaviors. 55% = 11/20 Days</td>
</tr>
</tbody>
</table>
Music

Assignments for April 20th & April 27th

Grades 3 through 5  Let’s practice our music theory. Draw a grand staff. That’s two staffs one on top of the other. Draw four bar lines. Label the measures. Using the first seven letters of the alphabet, label the lines and spaces.

Grades 6 through 8  In the New York Times Sunday magazine section on March 29th, the writer Brooke Jarvis wrote about her city. She lives in Seattle, Washington. The Seattle Symphony Orchestra broadcast a video of one of their concerts and 90,000 people tuned in to watch. On the day that concert actually took place only 4,835 people bought tickets. In Italy, it was reported that people, average citizens like you and me, were coming out onto their balconies and front porches and playing instruments and singing. Some people danced on their front walks with their neighbors to music on the radio! Write a paragraph on why you think people are drawn to music in terrible times such as these? Why does music have such power? What does music do for our spirits? Please remember it’s your opinion I want to read. There is no right or wrong answer.

Faita@paterson.k12.nj.us
Follow directions and complete the worksheets.

Any questions email me at:

hlee@paterson.k12.nj.us
World Language-Spanish
Mr. Lee
3rd Grade

Follow directions and complete the worksheets.

Any questions email me at:

hlee@paterson.k12.nj.us
Tercera parte

VOCABULARIO 3

26 For each of the pictures below, write a sentence to say whether you need the item or not.

1.
2.
3.
4.
5.

27 Write a question for each of the following answers.

1. No, no necesito nada.
2. Tengo computación a las ocho.
3. Primero tengo francés y después tengo química.
4. Sí, necesito muchas cosas.

28 Write each word from the box in the correct column.

<table>
<thead>
<tr>
<th>cuadernos</th>
<th>taller</th>
<th>mochila</th>
<th>matemáticas</th>
<th>lápices</th>
<th>bolígrafo</th>
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<tr>
<td>arte</td>
<td>alemán</td>
<td>regla</td>
<td>educación física</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Los útiles escolares

Las materias
VOCABULARIO 2

19 Belén is telling you about her vacation. Respond to each of her statements below with an appropriate exclamation.

1. Llovió casi todos los días en Cancún.
   a. ¡Qué lástima!
   b. ¡Qué bien!

2. Un huracán (hurricane) pasó cerca pero no llegó a Cancún.
   a. ¡Qué lástima!
   b. ¡Ah, tuviste suerte!

3. El último día el sol salió y vimos las ruinas mayas.
   a. ¡Qué horrible!
   b. ¡Qué fantástico!

4. Por la noche fuimos a la playa a bailar.
   a. ¡Qué divertido!
   b. ¡Qué mala suerte!

20 Tus amigos no saben qué hacer para las vacaciones. Escribe una recomendación de algo divertido para cada uno.

MODELO  Me gusta comer pescado. Debes ir de pesca.

1. Me encanta el arte.
2. Soy atlético y me gusta el agua.
3. Me gusta tomar el sol.
4. Quiero estar lejos de la ciudad.
5. Quiero ir a muchos lugares de interés.
6. Quiero conocer la ciudad.

21 Usa las expresiones del cuadro para decir que quieres ir a estos lugares.

<table>
<thead>
<tr>
<th>algún</th>
<th>conocer</th>
<th>suerte</th>
<th>espero</th>
<th>viaje</th>
</tr>
</thead>
</table>

MODELO  Perú Algún día me gustaría hacer un viaje a Perú.

1. un parque de diversiones
2. las islas de Hawaii
3. la ciudad de Nueva York
4. Roma
5. las montañas de los Andes
World Language-Spanish
Mr. Lee
5th Grade

Follow directions and complete the worksheets.

Any questions email me at:

hlee@paterson.k12.nj.us
GRAMÁTICA 3

Stem-changing verbs: e → i e
• Some verbs change the vowel in their stem from e to ie (except in the nosotros and vosotros forms). Some of these verbs are empezar (to start), merendar (to have a snack), and querer (to want).
  yo empiezo
  tú empiezas
  usted/el/ella empieza
  nosotros(as) empezamos
  vosotros(as) empiezan
  ustedes/él/ella empieza

El baile empieza a las ocho de la noche.

33 Choose the correct form of empezar, merendar, or querer to complete the sentences about Sandra and her friends.

  1. En mi colegio las clases ___ muy temprano.
     a. empezamos
     b. empiezan
  2. Mis compañeros y yo ___ a estudiar a las ocho.
     a. empezamos
     b. empieza
  3. A las tres y media mis amigas y yo ___ frutas.
     a. meriendan
     b. merendamos
  4. A veces ellas ___ comer las frutas en el patio de mi casa.
     a. quieren
     b. quiere
  5. ¿Adónde ___ ustedes?
     a. meriendan
     b. merienda
  6. Hoy, Armando ___ ir a patinar después de las clases.
     a. queréis
     b. quiere
  7. ¿Tú ___ patinar con nosotros?
     a. quieres
     b. queremos

34 Answer the following questions in complete sentences. Be sure to use the correct verb forms.

MODELO Sr. Pérez, ¿a qué hora merendamos nosotras?
  Vosotras merendáis a las tres de la tarde.

1. ¿A qué hora empiezan ustedes a comer?

2. ¿Tú meriendas todos los días?

3. ¿Quieres merendar antes de practicar deportes?

4. ¿Empiezas a estudiar temprano todos los días?
6 Look at the picture of Patty and her grandmother. Then, answer the questions below in complete sentences.

1. ¿Cómo tiene el pelo Patty?
2. ¿Quién está en una silla de ruedas?
3. ¿Quién es joven?
4. ¿Cómo es el pelo de la abuela?
5. ¿Qué usa la abuela?

7 Answer the following questions about yourself. Be sure to write your responses in complete sentences.

1. ¿Usas lentes?
2. ¿Tienes el pelo castaño?
3. ¿Cómo son tus ojos?
4. ¿Cuántas personas hay en tu familia?
5. ¿Tienes primos?
6. ¿Tienes un(a) hermano(a)? ¿Cómo es?
7. ¿Cómo se llaman tus padres?
Follow directions and complete the worksheets.

Any questions email me at:

hlee@paterson.k12.nj.us
Cuerpo sano, mente sana

Estar, sentirse, and tener

- Use ser (to be) to say what things are generally like. Use estar (to be) with adjectives to talk about specific states or conditions.

  - Ella es rubia. 
  - Hoy ella está contenta.

- Use sentirse (to feel) the same way you use estar, with adjectives or with adverbs like bien or mal.

  - yo me siento
  - tú te sientes
  - usted/él/ella se siente

  - nosotros (as) nos sentimos
  - vosotros (as) os sentís
  - ustedes/éllos/ellas se sienten

- ¿Te sientes bien? 
  - Sí, me siento contento. Me siento bien.

- Use tener + a noun to describe a mental or physical state.

  - tener sueño
  - tener miedo
  - tener calor
  - tener frío

  - to be sleepy
  - to be afraid
  - to be hot
  - to be cold

---

26 Gabriel y sus amigos no se sienten muy bien hoy. Completa su descripción con las formas correctas de ser o estar.

Mi amigo Sancho (1) ____________ muy simpático pero hoy (2) ____________ un poco antipático. No sé qué le pasa. Quizás (maybe) (3) ____________ enfermo. Chavita y Tomás casi siempre (4) ____________ graciosos pero hoy (5) ____________ serios. Yo (6) ____________ activo pero hoy no quiero hacer nada porque (7) ____________ cansado.

27 Escriba cómo se sienten estas personas. Sigue el modelo.

MODELO A Felipe le duele la cabeza. Se siente enfermo.

1. Raúl y yo no queremos ir a ninguna parte.
2. Lina no duerme lo suficiente.
3. Luis y tú tienen catarro.
4. Usted quiere cantar y bailar.

28 Escriba una oración para decir si cada persona tiene calor, frío, miedo o sueño.

1. Santiago quiere dormir.
2. Hoy nieva y Amanda no tiene abrigo (coat).
3. Mateo va a presentar un examen muy difícil.
4. Carolina corre en el parque cuando hace mucho sol.
VOCABULARIO 1

6 Tía Araceli está muy nerviosa por su viaje. Dile (tell her) que todo está listo o que está bien. Usa todavía si es apropiado (appropriate).

1. ¿Dónde está la maleta? ¿Ya la facturaste?

2. No quiero perder nada. ¿Dónde está mi carnet de identidad?

3. ¿Ya sacaste el dinero? Necesito dinero.

4. ¡Ay, dejé el mapa en casa!

5. ¡Es muy tarde! ¡Creo que perdí el vuelo!

6. No veo ninguna silla en la sala de espera. No puedo sentarme.

7 You’ve just come to visit your cousins. Write a sentence to say whether you have done each thing or not. Use each expression in the box at least once.

todavía no   ya   todavía tengo que   debo

MODELO  pasar por la aduana  Ya pasé por la aduana.

1. recoger la maleta

2. encontrar el tío Alfonso

3. conseguir un mapa

4. ir a la oficina de cambio

5. comprar una cámara desechable

6. buscar los servicios
Color Wheel

Read the name of each color. Then, correctly color each piece of the pie.
COLLABORATE!
This DETAIL represents 1/4 of a picture.
Add your unique COLOR, PATTERN, DESIGN -
then come together with three of your classmates to form a whole picture.
For best results each COLLABORATOR works independently until the parts are joined!
**SQUARING UP**

*Your task:*
Using the grid to give you a helping hand, copy the small picture into this larger grid below.

- More human details parts inside again

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tbody>
</table>

**Name:**

**Group:**
Art Lessons Phase 4# Directions
Grades K-5
CJR #9
Ms. Dailey

Sheet 1) Students will design their own personal "Wacky Bird". They will start with a bird body, and make a random or geometric shape. Students must include eyes, beaks, wings, top of head, tails, and feet for their original "Wacky Bird Design."
Next their birds should be colored using their own color choices. They may also use patterns or designs for their birds.

Sheet 2) Students will review the element of patterns. Students will be able to design their own series of patterns in 3-7 square boxes. They will be using other elements of design such as, shapes, lines and colors to complete this lesson.

Art Lessons Phase 5# Directions

Sheet 1) Students will create a design titled "What's the Catch?" They will use the elements and principles of design along with their imagination to create a visual image showing what person in the picture is catching.
Students will complete image using available materials to fully draw, and color their project.

Sheet 2) Students will create a design titled "What's in the bag?" They will use the elements and principles of design along with their imagination to create a visual image showing what items are in the bag in the picture. They should draw at least 4 or more objects to fill their paper space. Students will complete image using available materials to fully draw, and color their project.
Wacky Birds

Eyes
Eyes can be two different sizes or styles.

Bodies
Start with a body make it a random organic or geometric shape.

Beaks

Wings

Tails

Feet

Top of Head

www.expressivemonkey.com
Name:

What's in the bag?
Art Lessons Phase 4# Directions
Grades 6-8th
CJR #9
Ms. Dailey

Sheet 1) Students will learn the history of the artist Edward Munch, they will look at one of his most famous paintings titled "The Scream." Next, the students will design their own personal version of the background on the picture of the "The Scream," that is provided for them. They may use any materials to complete this assignment.

Sheet 2) Students will design a "Decorated Name Project" using their first name. First, they will start with a pencil to write their name on a blank sheet of paper, next they will outline their line letters with either block or bubble letters. Next, they will add decorative add-ons to their name to make it into a visual composition. Must include full color. Elements include patterns, lines, shapes, color etc. There are also directions labeled on the hand out with the information.

Art Lessons Phase 5# Directions

Sheet 1) Students will create a "Starburst Letter" visual composition. They will use lines, shapes, and colors to create this "Op-Art" project. First, students will choose a letter to draw large on the center of the paper. Next, using a ruler or straight edge (anything with a straight edge like a book or folder) to create a starburst effect starting from a point in the center of their piece of paper where the letter should be. Then, they will use the straight edge to draw a series of diagonal lines in each direction. Last, students will choose two different colors to create an optical illusion (see packet info). There are also step by step instructions on the packet hand out.

Sheet 2) Students will create an "Abstract Face" inspired by artist Paul Klee. They will start with the basic facial features such as the eyes, nose, mouth, etc. When finished, their project should be very colorful (Students should use 5 or more colors to convey the artists Klee's personal style). Please see the packet with the hand out, for the step by step instructions as well.
1. Lightly draw letters of your name, trying to center them left to right.

2. Draw lines around and inside to make block letters.

3. Press the stick letters on the inside of each block letter.

4. Draw a continuous line around the block letters, following the shape.

5. Draw large and small front "bubbles" that are attached to the name.

6. Fill in the rest of the area with bubbles that are in the background.

7. Carefully fill in all the bubbles with swirls and curves.

8. Trace art onto translucent paper with a marker as shown.
"The Scream" by Edward Munch, 1893

Edward Munch was born in Norway on December 12, 1863. When he was just seventeen, he moved to Paris, France to become an artist. This painting is his most famous and in real life, is VERY colorful. It's painted on cardboard with oil paint, tempera paint and pastels. Can you create your own version of "The Scream?"
Starburst Letters
Using lines, shapes and colors to create Op Art.

- Draw a block letter. Erase any stray pencil marks.
- Outline the letter with the first color. Put a dot somewhere on the page.
- Draw an even number of lines from the center dot to the edge of the paper.

Color every other shape around the outside of the letter.
Color inside the letter next, by using the opposite color as the background.
Finish by coloring the white areas with a color that contrasts with the first color.
Supplies: Marker, crayons, liquid watercolor paint, watercolor paper

1. Make guide lines. Start the nose.
2. Add two lines going up.
3. Draw a mouth.
4. Draw the chin.
5. Draw four curved lines.
6. Finish the eyes. Add the neck.
7. Add center of eyes and mouth lines.
8. Trace, add crayon patterns, paint.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>The student did the minimum or the artwork was never completed</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The student did the assignment in a satisfactory manner, but lack of planning was evident.</td>
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<tr>
<td></td>
<td>3</td>
<td>The art work shows that the student applied the principles discussed in class adequately.</td>
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<tr>
<td></td>
<td>4</td>
<td>The art work shows that the student applied the principles discussed in class in unique manner.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Creativity</strong></td>
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<tr>
<td></td>
<td></td>
<td>The piece shows little or no evidence of original thought.</td>
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<tr>
<td></td>
<td></td>
<td>The student's work lacked sincere originality.</td>
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<tr>
<td></td>
<td></td>
<td>The student work demonstrates originality.</td>
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<tr>
<td></td>
<td></td>
<td>The student work demonstrates a unique level of originality.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Effort</strong></td>
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<td></td>
<td></td>
<td>The student did not finish the work in a satisfactory manner.</td>
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<td></td>
<td></td>
<td>The student finished the project, but it lacks finishing touches or can be improved upon with little effort.</td>
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<tr>
<td></td>
<td></td>
<td>The student completed the project in an above average manner, yet more could have been done.</td>
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<tr>
<td></td>
<td></td>
<td>The students gave an effort far beyond the requirements of the project.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Skill</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student showed poor craftsmanship or lack of understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student showed average craftsmanship and understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student showed above average craftsmanship and understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The artwork is outstanding and was finished with a great deal of patience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Responsiveness</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student displayed a negative response throughout the development of the piece.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student displayed a negative response at times during the development of the piece.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student displayed a positive response most of the time during the development of the piece.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student displayed positive response all of the time during the development of the piece.</td>
</tr>
</tbody>
</table>
Instructions for the kindergarten students.

**Day 1**

You should draw a set of feelings faces: sad, mad, happy, scare, love.

Also, you should label the faces correctly. You can color the pictures.

**Day 2**

You should draw a picture that represents you as a baby and another one on how you look now. You can color your draws.
Instructions for 1st Grade

Day 1

Using a white paper or construction paper.

Students, you will draw a picture of only a beautiful rainbow, under the drawing you will write the following motivational quote:

“BE SAFE, STAY HOME”

Ask for permission to your parents and post it on your house’s window, take a picture and send it to your family and friends.

Day 2

Using a white paper or construction paper.

Draw in order the four steps for effective hand washing. Number each picture.

1. Open the faucet
2. Use water and soap
3. Rub your hands for twenty seconds or sing the Happy Birthday song twice.
4. Dry your hands with a clean dry towel or paper towel
5. Close the faucet using your arms.

Ask for permission to your parents and post it on your house’s window. Take a picture and send it to your friends and family.
Instructions for 2nd grade students

**Day 1**

**Draw** a colorful picture for each step of effective hand washing in correct order. And label each step.

- Open the faucet.
- Use soap and water
- Rub your hands, between your fingers and under your nails.
- Rinse with running water.
- Dry with clean towel or paper towel.
- Close the faucet with your arm.

Ask your parents/guardians for permission and post it on your house’s window. Take a picture and send it to your family and friends.

**Day 2**

Draw three colorful pictures of the following and number them.

1. Draw a person sneezing or coughing on a tissue
2. Throwing the tissue in a garbage can.
3. Washing his/her hands

Ask your parents/guardians for permission and post it on your house’s window. Take a picture and send it to your family and friends.
Instructions for 3rd Grade students.

You will prepare a Citizenship Hang tag.

Remember: You show citizenship when you follow rules and laws and help in your community.

How to prepare the hangtag

1.- Cut a piece of construction paper or cardboard.

2.- At the top write the title: CITIZENSHIP.

3.- Write the following sentences.

- Wash your Hands
- Stay at home
- Sneeze or cough inside your elbow or
  On a tissue, throw it in the garbage can
  And wash your hands.

When your hang tag is complete, ask an adult to help you to hang it up on your house’s window.
Phase 5
Week May/18/2020
Instruction for 3rd Grade students

Chapter 6, Lesson 2: Computer safety

Tips to follow when using the internet:

- Use the internet only when your parent or guardian gives you permission.
- Do not give out your name, address, telephone number, age school, parents' names or other personal information.
- Tell your parent or guardian if anyone tries to find out where you live or tries to meet you.

Go to Brain Pop. The home page appears, click on Health. A new page shows, click on Be well when a new page shows, click on :Internet Safety:. Watch the video, after that, take the hard quiz.

Activity: Write about your favorite website, include the name, why you choose it, things that you like or dislike about the web site. The title of your composition is “My Favorite Website”.

Chapter 4, Lesson 1: Food Groups

Go to brainpopjr. On the home page click on Health. On the next page click on “Food Groups”, watch the video. Complete the hard quiz. Scroll down, click in “Activity” and complete the work.

Please, do not forget to e mail your work as soon as you finish at: pkleinendorst@paterson.k12.nj.us.

BE SAFE STAY HOME, Practice SOCIAL DISTANCE (at least 6 feet) !!!
Health

Instructions for 4th Grade

Day 1

Students, using your Health textbook.

Read Chapter 8, Lesson 1 “Disease that spread”

Read pages D38 through D43.

Do, Lesson Review on page D43. Complete the 5 items

Review Concepts: items 1, 2 and 3.

Critical Thinking: items 4 and 5

Do not forget to restate all questions (items).

Also, you will prepare a project. This consists of a poster, the title will be “Effective Hand washing”. Then, you will list correctly the steps that you follow when washing your hands. You can use pictures from the internet or old magazines or draw and color them. Do not forget, must be placed in order.

Ask your parents for permission and post the poster on your house’s window.

Day 2

Today, you are going to work on Chapter 8, Lesson 2 “The Body’s Defense”

Read pages D44 through D49.

Do, Lesson Review on page D49. Complete the 5 items

Review Concepts: Items 1, 2 and 3

Critical Thinking: items 4 and 5.

Also you will prepare a poster. To prepare this project you will use your textbook. There is a list of healthful habits on page D49, use all of them. Make it very colorful.
Instructions for 5th Grade

**Day 1**

Today you are going to work on Chapter 2 Lesson 5 “Taking charge of Your Health”.

Read pages A 28 through A 33

Do Lesson Review on Page A 33

Review Concepts: Items 1.2.3 and 4

Critical thinking: items 5,6, and 7.

Please. Restate each one of the questions.

Continue working in your notebooks and do the following vocabulary words:

1.- Epidemic. 2.- Endemic. 3.- Pandemic

**Day 2**

Work on Chapter 2 Lesson 6 “Among Friends”

Read pages A 74 through A 79.

Do, Lesson Review on page A 79.

Review Concepts: Questions 1,2,3,and 4.

Critical Thinking: questions 4,5,and 6

Prepare an article on the Covid-19. This will include the definition of the disease, a picture of the virus, ways of transmission, ways to prevent, healthy habits that can help the spread of the disease.

The article must be at least 3 paragraphs.( an entire page or more)