FRSD Distance Learning: 3rd Grade Week 6 (May 18-22, 2020)

Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below, each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!

Contact Information:

1. Teachers will be available from 8:00-4:00 each day.

2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hrs.

3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you

Differentiation/Extension/Supports:

1. We understand that you may need to provide your child with extra support or extension activities during this time.

2. If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas

FRSD Meal Plan:

1. FRSD is providing free meals (sack lunch & breakfast) to **anyone** 18 years or younger at the following locations in our community:

2. **VES Parking Lot**: Drive through from 11:00-12:30

3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are listed here.

4. If you cannot make it to one of these locations and need meals delivered to your house please contact your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.

Stay Informed:

Please remember to check the Fern Ridge School District webpage for updates.
https://www.fernridge.k12.or.us/

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It's week six already! Keep up the hard work at home, because we are in the home stretch now! Thank you for all your tireless effort at home. This wouldn't be possible without your dedication to your child's success!

Monday	Tuesday	Wednesday	Thursday	Friday
Assignments	**Assignments**	**Assignments**	**Assignments**	**Assignments**
MATH ---------- ▫ Complete "Day 1" problems on *Week #33 (Packet p.1)*. ▫ Complete *Lesson 11 Homework (Packet p.2)*. **READING ----------** *This week's big idea: Identify the difference between facts and opinions.* ▫ Read this week's anchor text story: "Becoming Anything He Wants to Be" *(Reading Adventures p.34-39)*. Which sentences are facts? Which are opinions? ▫ Complete *Writing Abbreviations (Packet p.3)*. **WRITING ----------** ▫ Read the "Congratulations" writing activity prompt *(Reading Adventures p.46-47)*. Brainstorm ideas for your card and write a few notes to help you remember your ideas. **P.E. ----------** ▫ Get active for 30 minutes *(Packet p.20)*. **EXTENSIONS ----------** ▫ IXL Math: FF.15 ▫ Use each spelling word in a sentence. Try to use each word correctly to show you know what it means!	**MATH ----------** ▫ Complete "Day 2" problems on *Week #33 (Packet p.1)*. ▫ Complete *Lesson 12 Pattern Sheet (Packet p.4)*. ▫ Complete *Lesson 12 Homework (Packet p.5)*. **READING ----------** ▫ Read "My Blue Belt Day" *(Reading Adventures p.40-41)*. How does the main character change during the story? ▫ Complete *Words with -ough and -augh (Packet p.6)*. ▫ Complete *Commas in a Series (Packet p.7)*. **WRITING ----------** ▫ Write a rough draft of the message you want to write in your card using the prompt *(Reading Adventures p.46-47)*. **P.E. ----------** ▫ Get active for 30 minutes *(Packet p.20)*. **EXTENSIONS ----------** ▫ IXL Math: F.7 ▫ IXL Lang. Arts SS.1 ▫ Read a book of your choice for 20 minutes or more.	**MATH ----------** ▫ Complete "Day 3" problems on *Week #33 (Packet p.1)*. ▫ Complete *Lesson 13 Homework (Packet p.8)*. **READING ----------** ▫ Complete *Reader's Guide - Becoming Anything He Wants to Be (Packet p.9-10)*. ▫ Complete *Commas with Introductory Words (Packet p.11)*. **WRITING ----------** ▫ Proofread and edit your rough draft. Make sure it includes: 1) a positive message to the person 2) lots of details about why you chose to write the card 3) proper capitalization 4) correct punctuation 5) the date of the card **P.E. ----------** ▫ Get active for 30 minutes *(Packet p.20)*. **EXTENSIONS ----------** ▫ IXL Math: G.7 ▫ Complete the "Interview an Achiever" activity *(Reading Adventures p.44)* ▫ Read a book of your choice for 20 minutes or more. ▫ Write each spelling word three times. Then spell each word out loud to an adult.	**MATH ----------** ▫ Complete "Day 4" problems on *Week #33 (Packet p.1)*. ▫ Complete *Lesson 14 Pattern Sheet (Packet p.12)*. ▫ Complete *Lesson 14 Homework (Packet p.13)*. **READING ----------** ▫ Read the poems "I Chop Chop Chop" and "Long Jump" out loud *(Reading Adventures p.42-43)*. ▫ Complete *Proofreading for Spelling (Packet p.14)*. ▫ Complete *Commas in Sentences (Packet p.15)*. **WRITING ----------** ▫ Write or type a polished final copy of your card's message. Make sure you make the changes from your proofreading and editing yesterday! **P.E. ----------** ▫ Get active for 30 minutes *(Packet p.20)*. **EXTENSIONS ----------** ▫ Complete the "Build a Word" activity *(Reading Adventures p.45)*. ▫ IXL Math: FF.4 ▫ IXL Lang. Arts SS.4	**MATH ----------** ▫ Complete *Week #33 Assessment (Packet p.16)*. ▫ Complete *Lesson 15 (Packet p.17)*. **READING ----------** ▫ Use the story "Becoming Anything He Wants to Be" to complete *Lesson 28 Comprehension Test (Packet p.18-19)*. ▫ Have an adult give you a spelling test on this week's spelling words. Check it together and discuss any misspelled words. **WRITING ----------** ▫ Use your best artistic abilities to decorate the front of your card. Then, share your work with someone! **P.E. ----------** ▫ Get active for 30 minutes *(Packet p.20)*. **EXTENSIONS ----------** ▫ IXL Math: FF.5 ▫ Read a book of your choice for 20 minutes or more. ▫ IXL Lang. Arts SS.5 ▫ Demonstrate your count-by knowledge! Say them out loud to show an adult your skills for the six, seven, eight, and nine count-by facts!

Name_____

Week #33

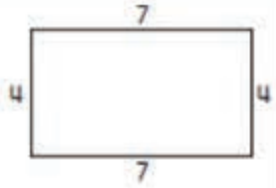
Day 1

Write <, >, or = to make the statement true.

$\frac{5}{8}$ ◯ $\frac{1}{8}$

Donna has 32 new CDs. Her CD carrier holds 4 CDs on each page. How many pages will she need to hold her CDs?

_____



Draw square units to show the area of the rectangle.

A = _____ sq. units

30 × 1 = _____

60 × 9 = _____

80 × 5 = _____

Day 2

Complete the related multiplication facts.

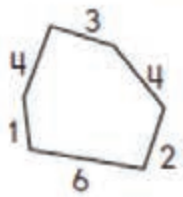
18 ÷ 3 = ____ × ____

20 ÷ 4 = ____ × ____

45 ÷ 9 = ____ × ____

Jaime had 4 packages of stickers. Each package had 4 stickers in it. How many stickers did Jaime have?

_____



What is the perimeter of the shape?

_____

Are these fractions equivalent? _____

Day 3

476 + 498 =

Write the fraction shown.

_____

Timothy parks his car at 4:03. He wants to visit the bookstore, so he puts enough money in the parking meter for 1 hour. What time should he be back at his car?

_____

_____ × 4 = 36

3 × _____ = 24

56 ÷ 7 = _____

Day 4

584 – 295 =

Hayley has 32 marigold seeds. Maggie gives her 31 more seeds. If Hayley wants to divide her seeds evenly into 7 pots, how many seeds will go in each pot?

_____

A small dog weighs about

A. 15 grams.
B. 50 grams.
C. 5,000 grams.
D. 15,000 grams.

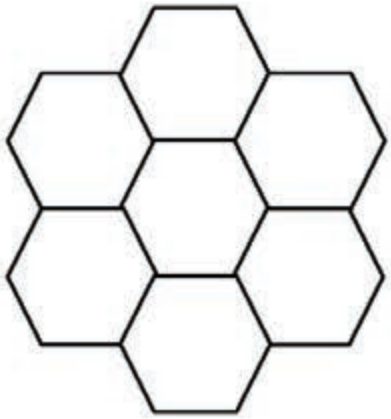
4 × 2 = _____

6 ÷ 3 = _____

14 ÷ 7 = _____

Name _____ Date _____

1. Samson tessellates regular hexagons to make the shape below.



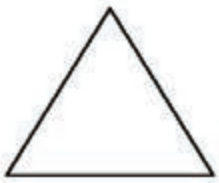
a. Outline the perimeter of Samson's new shape with a highlighter.

b. Explain how Samson could use a string to measure the perimeter of his new shape.

c. How many sides does his new shape have?

d. Shade in the area of his new shape with a colored pencil.

2. Estimate to draw at least four copies of the given triangle to make a new shape, without gaps or overlaps. Outline the perimeter of your new shape with a highlighter. Shade in the area with a colored pencil.



Name _____ Date _____

Writing Abbreviations

- An **abbreviation** is a short way to write a word. Most abbreviations begin with a capital letter and end with a period.

Abbreviations	
Sunday	Sun.
Monday	Mon.
September	Sept.
title for any woman	Ms.
title for married woman	Mrs.
street	St.
avenue	Ave.

1–10 Write each abbreviation correctly.

1. October _____
2. avenue _____
3. Tuesday _____
4. doctor Smith _____
5. Thursday _____
6. mister Hill _____
7. December _____
8. April _____
9. mister Adams _____
10. street _____

Multiply.

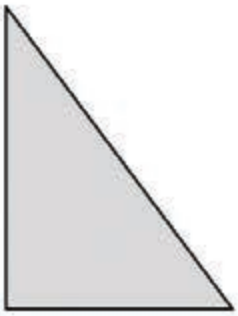
7 x 1 = _____	7 x 2 = _____	7 x 3 = _____	7 x 4 = _____
7 x 5 = _____	7 x 6 = _____	7 x 7 = _____	7 x 8 = _____
7 x 9 = _____	7 x 10 = _____	7 x 5 = _____	7 x 6 = _____
7 x 5 = _____	7 x 7 = _____	7 x 5 = _____	7 x 8 = _____
7 x 5 = _____	7 x 9 = _____	7 x 5 = _____	7 x 10 = _____
7 x 6 = _____	7 x 5 = _____	7 x 6 = _____	7 x 7 = _____
7 x 6 = _____	7 x 8 = _____	7 x 6 = _____	7 x 9 = _____
7 x 6 = _____	7 x 7 = _____	7 x 6 = _____	7 x 7 = _____
7 x 8 = _____	7 x 7 = _____	7 x 9 = _____	7 x 7 = _____
7 x 8 = _____	7 x 6 = _____	7 x 8 = _____	7 x 7 = _____
7 x 8 = _____	7 x 9 = _____	7 x 9 = _____	7 x 6 = _____
7 x 9 = _____	7 x 7 = _____	7 x 9 = _____	7 x 8 = _____
7 x 9 = _____	7 x 8 = _____	7 x 6 = _____	7 x 9 = _____
7 x 7 = _____	7 x 9 = _____	7 x 6 = _____	7 x 8 = _____
7 x 9 = _____	7 x 7 = _____	7 x 6 = _____	7 x 8 = _____

multiply by 7 (6–10)

Name _____ Date _____

1. Measure and label the side lengths of the shapes below in centimeters. Then, find the perimeter of each shape.

a.



Perimeter = _____cm +_____cm +_____cm

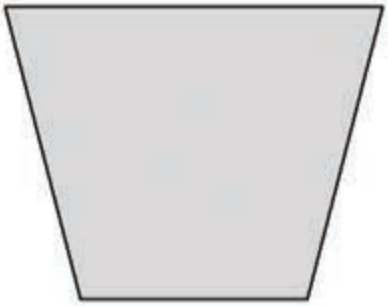
= _____ cm

b.

Perimeter = _____

= _____ cm

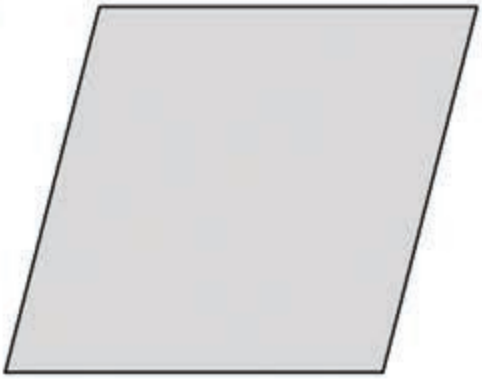
c.



Perimeter = _____

= _____ cm

d.



Perimeter = _____

= _____ cm

e.

Perimeter = _____

= _____ cm

Name _____ Date _____

Lesson 28
READER'S NOTEBOOK

Becoming Anything He Wants to Be
Spelling: Words with *ough* and *augh*

Words with *ough* and *augh*

Basic: Write the Basic Word that completes each sentence.

1. A mother and her _____ had a problem.
2. The little girl had _____ a bad cold.
3. Every day, the child's _____ grew worse.
4. Her sore throat made her voice _____ and scratchy.
5. The girl couldn't sleep _____ the night.
6. The mother knew she _____ to take the girl to a doctor.
7. They didn't have _____ money, though, to pay the bill.
8. Then the mother _____ of something.
9. Some of her neighbors had _____ to have a free clinic set up nearby.
10. She picked up her daughter and _____ her to the clinic.

Challenge: Write a sentence about a problem you had and how you solved it. Use both Challenge Words.

_____

_____

_____

Spelling Words

Basic

1. taught
2. thought
3. rough
4. laugh
5. bought
6. cough
7. ought
8. caught
9. fought
10. daughter
11. tough
12. through
13. enough
14. brought

Challenge

sought
naughty

Name _____ Date _____

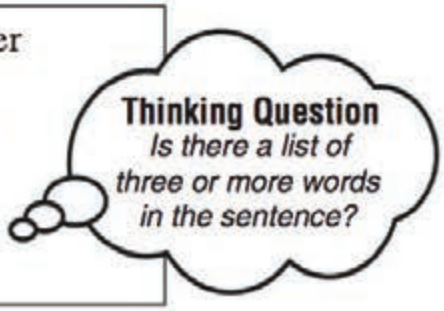
Lesson 28
READER'S NOTEBOOK

Becoming Anything He Wants to Be
Grammar: Commas in Sentences

Commas in a Series

- A **series** is a list of three or more words together in a sentence.
- Use a **comma** to separate the words in a series.

It was cold, wet, and windy when he climbed the mountain.



Activity: Rewrite each sentence correctly. Add commas where they are needed.

1. He had a big breakfast of eggs toast and orange juice.

_____

_____

2. She packed up the tent backpack and sleeping bag.

_____

_____

3. The weather was cold windy and sunny.

_____

_____

4. They wore sunglasses hats and gloves.

_____

_____

5. Along the path they saw deer raccoons and a fox.

_____

_____

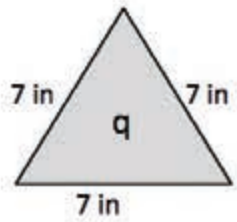
6. They would tell their story to Anna Julio and Wade.

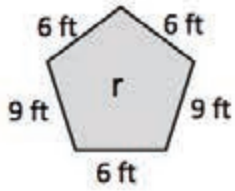
_____

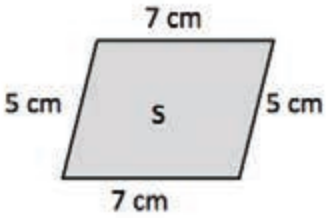
_____

Name _____ Date _____

1. Find the perimeters of the shapes below. Include the units in your equations. Match the letter inside each shape to its perimeter to solve the riddle. The first one has been done for you.

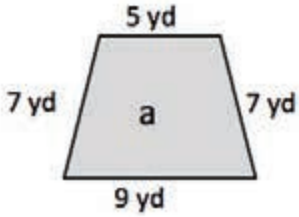


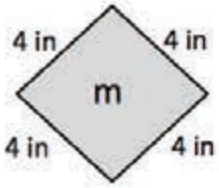


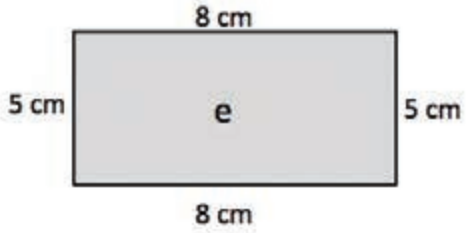


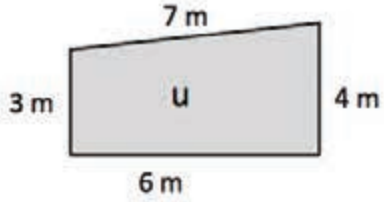
P = 7 in + 7 in + 7 in

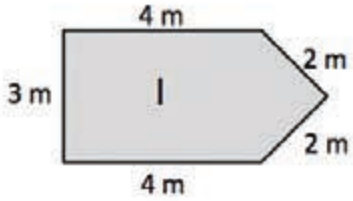
P = 21 in











What kind of meals do math teachers eat?

___	___	___	___	___	___	___	___	___	___	___	!
24	21	20	28	36	26	16	26	28	15	24	

Name _____ Date _____

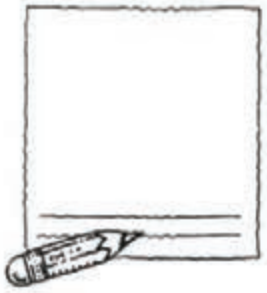
Lesson 28
READER'S NOTEBOOK
Becoming Anything He Wants to Be
Independent Reading

Reader's Guide

Becoming Anything He Wants to Be

Create a Captioned Illustration

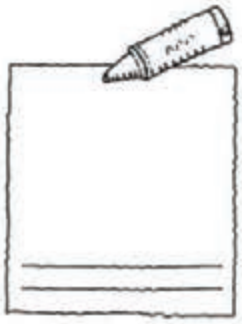
This story of Erik Weihenmayer is told with photographs that have captions. The photographs help us see what Erik can do, and the captions help us understand the photographs. Let's take a closer look.



Look at page 35. What does the caption let you know about the photograph on this page?

_____

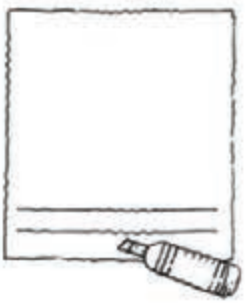
_____



Look at page 37. What does the caption tell you about the photograph on this page?

_____

_____



Look at page 38. In the first photograph, which of the bike riders is Erik? How do you know?

_____

_____

The caption for the second paragraph tells us why this story is important for everybody. Why is it important?

_____

_____

Name _____ Date _____

Lesson 28
READER'S NOTEBOOK

Becoming Anything He Wants to Be
Independent Reading

Erik Weihenmayer achieved amazing things. How have his achievements inspired you? What is one thing you would like to do but think you cannot do? Draw an illustration of yourself doing this difficult thing. Write a caption that explains what you are doing.

Name _____ Date _____

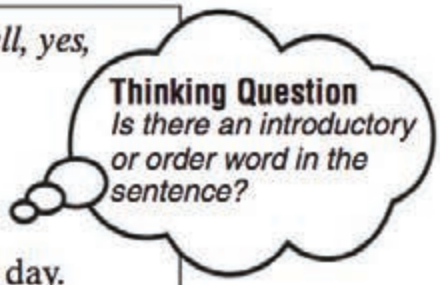
Lesson 28
READER'S NOTEBOOK

Becoming Anything He Wants to Be
Grammar: Commas in Sentences

Commas with Introductory Words

- Use a **comma** after the introductory words *well, yes,* and *no.*
- Use a comma after order words such as *first, second, next,* and *finally.*
- Do not use a comma after *then.*

Yes, I might want to try climbing one day.



Rewrite these sentences correctly. Add commas where they are needed.

1. First let's have some lunch.

_____

2. Yes that is a very good idea.

_____

3. No I did not remember to fill the water bottles.

_____

4. Well we will have to look for a water fountain.

_____

5. Yes I can show you how to pack away the blanket.

_____

6. First fold it neatly in half and then in half again.

_____

7. Next smooth out any wrinkles.

_____

8. Finally roll the blanket carefully, starting at one of the short ends.

_____

Multiply.

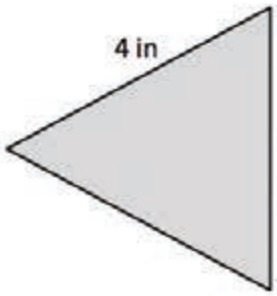
8 x 1 = _____	8 x 2 = _____	8 x 3 = _____	8 x 4 = _____
8 x 5 = _____	8 x 6 = _____	8 x 7 = _____	8 x 8 = _____
8 x 9 = _____	8 x 10 = _____	8 x 5 = _____	8 x 6 = _____
8 x 5 = _____	8 x 7 = _____	8 x 5 = _____	8 x 8 = _____
8 x 5 = _____	8 x 9 = _____	8 x 5 = _____	8 x 10 = _____
8 x 6 = _____	8 x 5 = _____	8 x 6 = _____	8 x 7 = _____
8 x 6 = _____	8 x 8 = _____	8 x 6 = _____	8 x 9 = _____
8 x 6 = _____	8 x 7 = _____	8 x 6 = _____	8 x 7 = _____
8 x 8 = _____	8 x 7 = _____	8 x 9 = _____	8 x 7 = _____
8 x 8 = _____	8 x 6 = _____	8 x 8 = _____	8 x 7 = _____
8 x 8 = _____	8 x 9 = _____	8 x 9 = _____	8 x 6 = _____
8 x 9 = _____	8 x 7 = _____	8 x 9 = _____	8 x 8 = _____
8 x 9 = _____	8 x 8 = _____	8 x 6 = _____	8 x 9 = _____
8 x 7 = _____	8 x 9 = _____	8 x 6 = _____	8 x 8 = _____
8 x 9 = _____	8 x 7 = _____	8 x 6 = _____	8 x 8 = _____

multiply by 8 (6–10)

Name _____ Date _____

1. Label the unknown side lengths of the regular shapes below. Then, find the perimeter of each shape.

a.

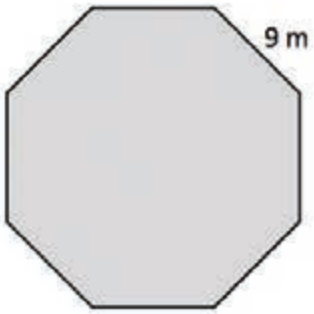


Perimeter = _____ in

b.

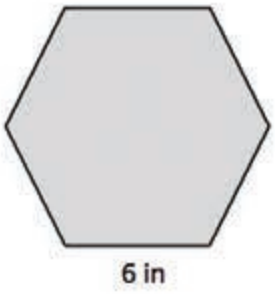
Perimeter = _____ cm

c.



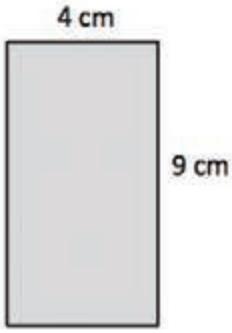
Perimeter = _____ m

d.



Perimeter = _____ in

2. Label the unknown side lengths of the rectangle below. Then, find the perimeter of the rectangle.



Perimeter = _____ cm

Name _____ Date _____

Lesson 28
READER'S NOTEBOOK

Becoming Anything He Wants to Be
Spelling: Words with *ough* and *augh*

Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Not long ago, our old dog, Bella, stopped coming when we called her. At first, we thouht she just wanted to show us who was boss. After all the training she'd had, though, she aught to know better.

Then the vet found Bella's problem: she had lost her hearing. We worried that Bella would have a tuff time in a silent world. That sweet girl has tawght us a thing or two!

First, we baught a book about living with a deaf dog. We read throogh it carefully. We learned to talk to Bella with body signals, not our voices. In a few days, using an arm to beckon her brout her to us right away. When it was time for a walk, we held up a leash for her to see. That was ennough to get her racing to the door!

Today, we luagh to think we ever worried about Bella. She fougt to overcome her problem, and she's an even more amazing dog now.

Spelling Words

1. taught
2. thought
3. rough
4. laugh
5. bought
6. cough
7. ought
8. caught
9. fought
10. daughter
11. tough
12. through
13. enough
14. brought

1. _____ 5. _____ 8. _____
2. _____ 6. _____ 9. _____
3. _____ 7. _____ 10. _____
4. _____

Name _____ Date _____

Commas in Sentences

Read each pair of sentences. Fill in the circle next to the sentence that uses correct punctuation.

1. (A) Climbers can be tall, short, young, or old.
   (B) Climbers can be tall short, young or, old.

2. (A) Yes, climbing is one of my hobbies.
   (B) Yes climbing is one of my hobbies.

3. (A) Well reaching, a goal takes lots of hard work.
   (B) Well, reaching a goal takes lots of hard work.

4. (A) She used paper, markers, and scissors to draw her plan.
   (B) She used paper, markers, and scissors, to draw her plan.

5. (A) First, you have to decide if you are willing to do the work.
   (B) First you have to decide if you are willing to do the work.

Name_____

Week #33 Assessment

1. 566 + 427 =

2. 784 – 591 =

3. Write <, >, or = to make the statement true.

$\frac{1}{2}$ ◯ $\frac{2}{2}$

4. Complete the related multiplication facts.

48 ÷ 6 6 × _____

10 ÷ 2 2 × _____

63 ÷ 7 7 × _____

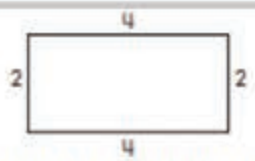
5. Write the fraction shown.

_____

6. Taylor earns $3 for washing the dishes and $2 for making her bed. If she does both of these chores each day for 5 days, how much money does she earn?

_____

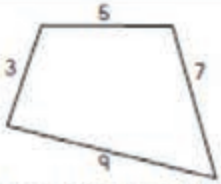
7.



Draw square units to show the area of the rectangle.

A = _____ sq. units

8.



What is the perimeter of the shape?

_____

9. Melanie parks at 6:25. She puts enough money in the parking meter to read a book in the park for 50 minutes. What time should she be back at her car?

_____

10. A nail weighs about

A. 1 gram.
B. 10 grams.
C. 100 grams.
D. 1,000 grams.

Name _____ Date _____

1. Miguel glues a ribbon border around the edges of a 5-inch by 8-inch picture to create a frame. What is the total length of ribbon Miguel uses?

2. A building at Elmira College has a room shaped like a regular octagon. The length of each side of the room is 5 feet. What is the perimeter of this room?

3. Manny fences in a rectangular area for his dog to play in the backyard. The area measures 35 yards by 45 yards. What is the total length of fence that Manny uses?

Name _____ Date _____

Comprehension

Answer Numbers 1 through 10. Base your answers on the article "Becoming Anything He Wants to Be."

1 Which idea from the article states an opinion?

- Ⓐ Erik was born with a rare eye disease.
- Ⓑ Erik was angry about losing his sight.
- Ⓒ Erik was without sight by the time he was 13 years old.
- Ⓓ Erik was the first person who could not see to reach the peak of Mount Everest.

2 Which sentence from the article states an opinion?

- Ⓕ "It wasn't always easy."
- Ⓖ "Then Erik started wrestling."
- Ⓗ "He led the climb back down to safety."
- Ⓘ "The partner had forgotten his helmet light."

3 Which event probably FIRST showed Erik that his inability to see would not stop him from doing things?

- Ⓐ making it to the top of Mount Everest
- Ⓑ becoming captain of the wrestling team
- Ⓒ failing math his first year in high school
- Ⓓ writing a book that was made into a movie

4 Which word in the sentence below shows that it states an opinion?

He loved the feel of the wind and the rock under his hands.

- Ⓕ He
- Ⓖ loved
- Ⓗ rock
- Ⓘ hands

Name _____ Date _____

Becoming Anything He Wants to Be

Comprehension

5 Which mountain is found in Australia?

Ⓐ Mount Elbrus
Ⓑ Mount McKinley
Ⓒ Mount Aconcagua
Ⓓ Mount Kosciuszko

6 Read this fact from the article.

The Seven Summits are the highest mountains on the seven continents.

Which statement explains why this sentence is a fact?

Ⓕ It was written by the author.
Ⓖ You can find the same information in reference books.
Ⓗ You can ask friends if they have climbed any mountains.
Ⓘ Everyone knows which mountains are the highest in the world.

7 Under which heading can the reader find information about other things that Erik has accomplished?

Ⓐ "A Hard Beginning"
Ⓑ "The Thrill of the Climb"
Ⓒ "Climbing the Seven Summits"
Ⓓ "Not Just a World-Class Climber"

8 What is the goal of the group called No Barriers?

Ⓕ to teach school children how to build barriers
Ⓖ to help people with disabilities overcome barriers
Ⓗ to raise money through races and other sporting events
Ⓘ to encourage people who cannot see to become mountain climbers

Physical Education ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

Day	Warm-up	Fitness Activity	Cool Down	Total
Example Day	*Warm-up 5 Minutes*	*Family Hike 25 Minutes*	*Cool Down 5 Minutes*	*35 Minutes*
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Warm-up Routine

1. Hop on one foot around the house once or down the hall 4 times. (switch legs as needed)
2. Crab Walk down the hall 3 times or around the house.
3. Frog Hop around the house or 4 times down the hall.

Cool Down Routine

1. Sit, knees bent, feet together, butterfly stretch. Slowly push your knees down with your elbows.
2. Cross your legs, keep them straight, slowly reach for your toes and hold for 10 seconds. (switch and repeat)
3. Arm straight, reach in front, use the other arm to slowly pull in across your chest, count to 10. (both arms).

Fitness Activity Choices

Family Walk
Jog Around The House
Badminton
Family Hike
HIIT Workout (YouTube)
Cosmic Kids Yoga (YouTube)
Jump Rope
Cup Stacking
Bike Ride/ Scooter Ride
Beach Body for Kids(online)
Fit Boost Activity (online)
Hopscotch
Chalk Obstacle Course on the sidewalk
Make a target, throw at it overhand and underhand (move farther back and repeat)

Tag Game
Basketball Game
Frisbee
Yard Work
Walk The Dog
Soccer
Zumba Kids (online)
Build an Obstacle Course
Outdoor Scavenger Hunt
Playworks at Home(online)
Four Square

Dance Party
Croquet
Play Catch
Stack Wood
Go Noodle (online)
Wiffle Ball
Jogging
Build a Fort
Juggling
Bean Bag Toss Game
Wall Ball