

**Student Name:** \_\_\_\_\_ **MOUNTAIN VIEW ELEMENTARY – GRADE 4 GT – AMI ASSIGNMENTS**

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FOURTH GRADE GT TASKS/ASSIGNMENTS		PARENT INITIALS			
Section 1 – Literacy/Reading		Week 2	Week 3	Week 4	Week 5
Literacy: Read every day. Take AR quizzes as you finish books. Keep a journal about your experiences during the quarantine. What do you miss? What are the highs and lows? What kind of interesting and creative ways are you keeping busy? I will set this up as a Google classroom assignment, but a written or video journal will work					
Spelling: Sort your spelling words based on the Greek/Latin Root source. Choose 10 spelling words and write a sentence for each word.					
Literacy: Take the AR test for Nerd Camp, <a href="https://hosted222.renlearn.com/710940">https://hosted222.renlearn.com/710940</a> Imagine you received an acceptance letter to The Summer Center for Gifted Enrichment. Would you go? What classes would you select – you may create your own. Would you make friends with Gabe or Amanda?					
Spelling: Sort your spelling words based on the Greek/Latin Root source. Choose 10 spelling words. Write a sentence for each word you chose in cursive.					
Literacy: Write a book review over your favorite book we read as a class. You must include the name of the book, why you liked it, your favorite part from the book, who would you recommend the book to and why.					
Spelling: Sort your spelling words based on the Greek/Latin Root source. Write a paragraph/story using at least ten of your spelling words.					
Literacy: Read a book to someone in your house (sibling, parent, grandparent). Before reading the book, practice reading it with expression. After reading the book talk about why you chose the book and what your audience enjoyed about the book.					
Spelling: Sort your spelling words based on the Greek/Latin Root source. Write your spelling words with your right hand then with your left hand. Compare the two lists.					
Social Studies Fluency: Read a Social Studies Fluency Passage each week, and follow the directions provided.					
Section 2 - Math		Week 2	Week 3	Week 4	Week 5
Math: Create a menu for a restaurant. Order the prices from least to greatest. Write 3 math questions related to the menu for others to solve.					
Fluency: Choose 5 multiplication facts and draw an array for each one.					
Math: Draw a plan for a zoo using square and rectangle enclosures for the animals. Label the length and width of each enclosure using any measurement you choose. Find the perimeter (length + length + width + width), and the area (multiply length X width) for each enclosure.					
Fluency: How are multiplication and division facts related? Use examples to support your answer.					
Math: Write the first five multiples of the numbers 2-12. (ex. The first five multiples of 2 are 2,4,6,8,10) Choose 10 even numbers and list all their factors. (ex. All the factors of 2 are 1 and 2)					

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Section 2 - Math Continued		Week 2	Week 3	Week 4	Week 5
Fluency: List the 2 multiplication facts that were the hardest to learn. Create a rhyme or song to help remember them.					
Math: Create a recipe that uses at least 5 different fractions in your measurements (ex. $\frac{3}{4}$ cup of flour). When finished, order the fractions from least to greatest. Then write an equivalent fraction for each fraction in your recipe.					
Fluency: Create a multiplication facts test of at least 15 problems. Be sure to make an answer key.					
Section 3 – Science/Social Studies		Week 2	Week 3	Week 4	Week 5
Social Studies: Discuss the Census with your parent/caregiver. Ask if they have completed it, if not ask if you can complete the Census with them. Discuss the local, state, and national response to the Covid-19 outbreak.					
Science: Create a musical instrument out of recycled materials. Complete the STEM Project Reflection sheet. Bring your instrument when we return to school.					
Social Studies: Choose two rooms (from your house, school, grandparent's house, church, etc.) and draw a map of each room. Remember to include doorways and windows. Make a map key to go with each map.					
Science: Create a paper airplane. Test it out to see how far it travels and measure the distance (Measure in steps if you don't have a ruler or measuring tape). Redesign your plane to see if you can improve the distance. Measure again. Complete the STEM Reflection Sheet.					

Section 4 – Activities	Mondays				Tuesdays				Wednesdays				Thursdays			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Art																
Library																
Music																
P . E.																

Teacher	Email	Teacher	Email
Mrs. Wilson	<a href="mailto:swilson@mvschools.net">swilson@mvschools.net</a>	Mrs. Lancaster	<a href="mailto:elancaster@mvschools.net">elancaster@mvschools.net</a>
Mrs. Callahan	<a href="mailto:tcallahan@mvschools.net">tcallahan@mvschools.net</a>	Ms. Hughes	<a href="mailto:ehughes@mvschools.net">ehughes@mvschools.net</a>
Mrs. Gillam	<a href="mailto:agillam@mvschools.net">agillam@mvschools.net</a>	Mrs. Long	<a href="mailto:tlong@mvschools.net">tlong@mvschools.net</a>
Ms. Sutton	<a href="mailto:hsutton@mvschools.net">hsutton@mvschools.net</a>		

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## \*READING INTERVENTION STUDENTS ONLY\*

**If your child goes to Mrs. Trammell, Mrs. Gray, or Mrs. Stewart for Reading Intervention, please do the following activities.**

### Reading Intervention AMI Day Task Chart

\*During the AMI day, teachers will be available to students/parents through Remind 101, Class Dojo, and/or email.

Complete 1 activity from the lists below each AMI day. Remember your work should reflect grade level expectations.

Tasks/Assignments	Parent Signatures															
	Week 2				Week 3				Week 4				Week 5			
	M	T	W	Th	M	T	W	Th	M	T	W	Th	M	T	W	Th
Using the Read Every Day sample questions, answer different questions each day. Discuss your book reading. (Verbally only)																
Read to yourself or family for 20 minutes (write book title on reading log and Parent Sign)																
Parent read a book aloud to model fluent reading (Use child's library book or books around the home)																
Do paired reading. Take turns with your child reading a book. Children can read a sentence, paragraph or page. (Use child's library book or books around the home)																
Record yourself on your phone or tablet (parent or child) reading and listen to yourself read as you follow along in the book. (Use child's library book or books around the home)																
Online Resources: ABC Mouse: (Use code:SCHOOL7771) <a href="http://www.abcmouse.com/redeem">www.abcmouse.com/redeem</a> <a href="http://www.ReadingIQ.com/redeem">www.ReadingIQ.com/redeem</a> <a href="http://www.adventureacademy.com/redeem">www.adventureacademy.com/redeem</a>																

#### Contact Information

Teena Trammell- [teenat@mvschools.net](mailto:teenat@mvschools.net)

Angelique Gray- [agray@mvschools.net](mailto:agray@mvschools.net)

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## **\*ACTIVITIES\***

### **Music – Mrs. Terina Mitchell**

#### **Week 2**

Did you know music existed even in prehistoric times? Cavemen would create rhythms using bones, stones, or twigs. Go outside. Make music using something you find in nature. You can hit sticks together, scrape rocks, or use anything else you might find. Play a steady beat. Have fun making up your own rhythm! **Just for fun:** Whistle with a blade of grass: Find a long, wide blade of grass. Cup your hands together with your thumbs lined up and the blade of grass sandwiched between them. Blow through the opening. When the grass vibrates, it will make a sound!

#### **Week 3**

Make an egg shaker! Take a plastic Easter egg and fill it with uncooked rice. You can use tape to keep it closed. Play your egg shaker while you sing a song. **Hint:** If you don't have a plastic Easter egg you can use an empty bowl or any other container with a lid. Instead of rice, you can also use dry beans, sand, or beads to fill it. You can also decorate your egg shaker if you want. **Just for fun:** Have a parent or family member hide your egg and play music loud and soft to give you hints to find it. They sing or play music louder (crescendo) the closer you are to your hidden egg, and sing or play softer (decrescendo) as you are getting farther away. Good luck!

#### **Week 4**

Musical soundtracks are an important part of every movie. The next time you watch a movie, notice how the music playing is connected to what is happening on the screen. How does the music make you feel? Does the speed (tempo) of the music connect to what is happening? Do you hear high or low pitches? Loud (forte) or soft (piano) dynamics? How do these musical elements affect the movie? **Just for fun:** Mute the sound and just watch the screen with no sound. Think about how this changes the viewing experience.

#### **Week 5**

Play freeze dance! This is a fun musical game for the whole family, and good exercise too! Have a parent or family member play music of your choice. Dance when the music plays and when your parent or family member presses pause, freeze! Hold that position until the music begins playing again. **Just for fun:** If you accidentally move when the music stops, do the floss for 10 seconds before rejoining the game!

Email me with any questions or concerns at [tmitchell@mvschools.net](mailto:tmitchell@mvschools.net)

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## MVES Library – Mrs. April Prince

### **MVES Library - Fourth grade AMI activities**

**Write a paragraph answering each question. Be sure to explain why you chose that answer.**

#### Week 2: March 30 - April 3

April 4th is National School Librarian's Day. What do you think is the hardest part of a school librarian's job? What do you think is the easiest part? Would you like to have that job someday?

#### Week 3: April 6 - April 10

What do you think birds say to each other when they "talk" back and forth with their song?

#### Week 4: April 13 - April 17

If you were the teacher for one day would you like it? What homework would you give?

#### Week 5: April 20 – 24 (If needed)

April 23rd is the birthday of James Buchanan, the 15th President of our country. He is the only President to never get married. Do you think it matters if the President is married? Why or why not?

## Art – Mrs. Kelsey Sutterfield

Week 2: Draw a portrait of a family member and label who it is.

Week 3: An **observational drawing** is a drawing you make by looking at something in real life (not from a photograph or from memory). Find something important to you that is in your house and do an observational drawing of it.

Week 4: Go for a walk. Draw something interesting that you saw.

Week 5: **Land Art** or **Earth Art** is art made outdoors using materials that are available. Andy Goldsworthy is a famous Land Artist. If you are able, look at some of his artworks on the internet. Create your own land art. You can push/mound dirt to create a design as well as use rocks, twigs, leaves, or anything else you can find! Draw your design below once you have completed the assignment.

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Physical Education (P.E.)  
AMI Activities  
Coach Kendrick and Coach Halk

Hello to all of our Mountain View Elementary students! We are missing seeing you and teaching you in P.E. while we are not in school. So while you are learning from home, we hope you can use all that we have taught you in P.E. this year to stay healthy and active each day.

We are including a workout to complete on your P.E. day, along with a 30 day jump rope challenge for you to try. No worries if you do not have your own jump rope, just pretend to turn the rope as you jump. We have also listed some other activities you can check out if you get bored or need a fun activity to do.

- If you have space in your yard practice throwing and catching with a family member. You could use a baseball, football, frisbee, etc.
- Practice dribbling a basketball or soccer ball.
- DANCE!!
- Cup Stacking / For those of you with Speed Stacks ([speedstacks.com](http://speedstacks.com)) has some free at home activities for you.
- Go for a walk with your family or challenge someone to a race
- Be creative and make-up your own workout!
- Challenge a family member to see who can do the most push-ups, or hold a plank the longest.

Remember to be active at least 60 minutes each day.

We hope to see you soon!

♥Coach Kendrick and Coach Halk♥

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## WORKOUTS

Kindergarten and 1st Grade (1 Round)

2nd Grade (2 Rounds)

3rd and 4th Grade (3 Rounds)

### Week 1

Run in place for a count of 20

20 Mountain Climbers

20 Crab Kicks

10 Toe Touches

### Week 2

20 Jumping Jacks

20 Squats

20 Arm Circles

20 Second Plank

### Week 3

20 Vertical Jumps

10 Alternating Lunges

10 Push-ups

10 Curl-ups

### Week 4

10 Cross Countries

10 Side to Side Jumps

20 Mountain Climbers

20 Second Butterfly

Stretch

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## **\*Classroom Guidance Lesson\***

Students:

I want you to know that I miss your smiling faces and hope you are doing well. Our lesson for April is on How to Calm My Worry! "Worry" is a feeling that we all experience in our daily lives. It is important to remember ways to calm our worries.

REMEMBER "To Treat Others the Way You Want to Them to Treat YOU!!!

Sherry Johnson  
MVES Counselor

### Ways to Calm My Worry

Take slow deep breaths \* Talk to someone \* Write or draw your worry \* Visualize a peaceful place \* Exercise \* Make time for things you enjoy \* Go for a walk \* Listen to calming music \* Do something creative \* Yoga/meditate \* Focus on what you can control \* Distract yourself, read or watch a movie \* Hug a stuffed animal \* Squeeze a stress ball \* Think about it in a different (positive way)

List or tell 4 things you are worried about and list or tell 4 ways you can calm your worry.

Draw a picture of how you feel when you are worried and draw a picture of something that makes you feel calm.



## Spelling Words:

Dear Parents/Guardians,

For the next four weeks your child will be understanding the meaning of words based on the Greek/Latin Root found in the word. Each week your child will need to sort the words according to their Greek/Latin Root source. You may also want to have your child practice these words each day and give them a spelling test over the words at the end of the week. If you have any questions, please feel free to email us. Thank you for your continued support throughout this time.

Fourth Grade Literacy Team

Name \_\_\_\_\_

**SPELLING**

-ern, -ward, -wise

**direction**

- |              |               |              |
|--------------|---------------|--------------|
| 1. backward  | 6. inward     | 11. outward  |
| 2. clockwise | 7. lengthwise | 12. southern |
| 3. downward  | 8. likewise   | 13. upward   |
| 4. eastern   | 9. northern   | 14. wayward  |
| 5. forward   | 10. onward    | 15. western  |

ern direction	ward direction	wise direction



1. aquarium	6. hydration	11. marine
2. aquatic	7. hydraulic	12. mariner
3. dehydrate	8. hydrogen	13. maritime
4. hydrant	9. hydroplane	14. marsh
5. hydrate	10. marina	15. rehydrate

aqua water	hydr water	mar sea



Name \_\_\_\_\_

# SPELLING

2

-fract, -frag, -rupt



1. abrupt

6. disruption

11. fragile

2. abruptly

7. erupt

12. fragility

3. bankrupt

8. eruption

13. fragment

4. corrupt

9. fraction

14. interrupt

5. disrupt

10. fracture

15. rupture

fract break	frag break	rupt break

Name \_\_\_\_\_

# SPELLING

2

-mob, -mot, -mov



1. automobile

6. mobility

11. motorized

2. demote

7. mobilize

12. movement

3. emote

8. motion

13. promote

4. emotion

9. motivate

14. remote

5. mobile

10. motive

15. removal

mob move	mot move	mov move

## **Fluency Passage Directions**

**Read the passage three times. Time yourself for one minute. Count and record the number of words you read correctly. Record this in the boxes at the bottom of the page. Try to increase your number of words each time you read.**

**Remember that it is not a race. You want to read the passage as if you were talking. Make sure you are not reading like a robot. You want to be a fluent reader.**

**When you finish reading the passage, answer the questions at the bottom of the page. You can answer these questions on the back, or use a separate sheet of paper to answer the questions.**



# Governor

The governor is a state's highest-ranking elected official. A man or woman	13
can be elected to be governor. He or she would lead the executive branch of	28
the state level of government. The governor is the leader of a state. What the	43
governor does is different in each state. The most common responsibility is to	56
enforce state laws. Governors sign bills into law. The governor is the	68
commander-in-chief. He or she controls the state's National Guard. The	80
governor gives a "state of the state" address. This tells the citizens of the	94
governor's state what is currently happening in the state. Governors can veto	106
bills. A veto is a way of saying no to bills that are brought to him or her. States	125
like the national government have checks and balances. The governor can	136
veto a bill. A bill is sent from the General Assembly. The General Assembly	150
can still pass the bill into a law with a two-thirds vote. The General Assembly	166
sets a budget, but it is the governor who is responsible for managing the state	181
budget. A budget is a plan of how to spend and save money. The U.S.	197
Constitution states that the governor can fill vacancies in both General	208
Assembly houses (House of Representatives and Senate.)	215

1. What is a budget?
2. Who can veto a bill?
3. What is a veto?
4. Who is a state's highest ranking official?
5. What makes up the General Assembly?

1 <sup>st</sup> Read:	2 <sup>nd</sup> Read:	3 <sup>rd</sup> Read:	4 <sup>th</sup> Read:	5 <sup>th</sup> Read:
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# President

The President is the leader of the United States. Citizens of the United States	14
vote every four years for a new President. Each term the President serves is	28
four years long. Presidents can only be re-elected once, so the total time a	43
president can be in office is eight years. The President works and lives in a big	59
house. It is called the White House. The White House is in Washington, D.C.,	74
the capital of the United States. The room where the President works is called	88
the Oval Office. Congress brings bills to the President. A bill is an idea for a	104
law. If the President likes the bill, he can sign the bill to make it a law. Laws	122
are written on paper that the President signs. Laws are rules for our country.	136
The President gives speeches often. He or she informs the public about what	149
is happening in the United States of America. The President meets with	161
leaders from other countries. They try to work out ways to work better	174
together. The President flies to other countries on a huge plane. The plane is	188
called Air Force One. He or she leads the military. The president decides how	202
the military will keep us safe.	208

1. How often do citizens vote for a new president?
2. What is the name of the President's office?
3. How long can a President stay in office?
4. What are laws?
5. Where is the White House located?



# How a Bill Becomes a Law

Creating laws is the U.S. House of Representatives' most important job. All laws in the United States begin as bills. Before a bill can become a law, it must be approved by the U.S. House of Representatives, the U.S. Senate, and the President.

Ideas for a law may come from a Representative, or from a citizen. Citizens who have ideas for laws can contact their Representatives to discuss their ideas. If the Representatives agree, they will research the ideas and write them into bills.

When a Representative has written a bill, the bill needs a sponsor. The Representative talks with other Representatives about the bill in hopes of getting their support for it. Once a bill has a sponsor and the support of some of the Representatives, it is ready to be introduced. After discussions from the Representatives, the bill is sent to the Senate for approval. If approved, the bill is sent to the President of the United States.

When a bill reaches the President, he has three choices. He or she can:

1. Sign and pass the bill-the bill becomes a law.

2. Refuse to sign, or veto, the bill-the bill is sent back to the U.S. House of Representatives, along with the President's reasons for the veto. If the U.S. House of Representatives and the U.S. Senate still believe the bill should become a law, they can hold another vote on the bill. If two-thirds of the Representatives and Senators support the bill, the President's veto is overridden and the bill becomes a law.

3. Do nothing - if Congress is in session, the bill automatically becomes law after 10 days. If Congress is not in session, the bill does not become a law.

If a bill has passed in both the U.S. House of Representatives and the U.S. Senate and has been approved by the President, or if a presidential veto has been overridden, the bill becomes a law and is enforced by the government.

1. When a Representative has written a bill, what does it need?
2. What happens after the Representatives discuss a bill?
3. What is one option the president can choose when a bill reaches him or her?
4. What is a veto?
5. Who can sign and pass a bill?

1 <sup>st</sup> Read:	2 <sup>nd</sup> Read:	3 <sup>rd</sup> Read:	4 <sup>th</sup> Read:	5 <sup>th</sup> Read:
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# Declaration of Independence

The United States of America was formed from a document called the Declaration of Independence. A declaration is a public statement of an idea. Independence is freedom from rule. In 1774, colonial leaders met in Philadelphia at the Continental Congress. They sent a protest letter to Great Britain. Later, tensions increased. In April 1775, the first shots of the American Revolution were fired at Lexington and Concord.

At the Second Continental Congress, the members appointed a committee of five people to draft a statement declaring the independence of the thirteen colonies. They wanted independence from the British. The leader of this group was Thomas Jefferson. He was a lawyer from Virginia. Jefferson was the main writer of the document. He had help from John Adams, Benjamin Franklin, Robert Livingston, and Roger Sherman. The committee had some debate over the exact wording of the text. Next, the Continental Congress approved the Declaration of Independence on July 4, 1776. Citizens of the United States of America recognize this day as Independence Day.

The first part of the Declaration told the British why the colonists were doing what they were doing. Thomas Jefferson pointed out that all men were created equal. He stated that colonists were entitled to rights that can never be given up or taken away. He believed in life, liberty, and happiness, which mean that everyone has the right to live, be free, and lead a life that makes them happy. Jefferson also added that people should make the laws of their government. He mentioned that the government only has power because of the citizens.

The second part of the Declaration made a list of all of the unfair actions of King George III. Colonists blamed King George III for trying to rule with tyranny. Tyranny means that citizens are under the rule of an unfair person or people.

The last part of the Declaration of Independence explained that the colonists had tried peaceful ways to present bring their complaints to the government of England. It was stated that the colonists now wanted to be a self-governing people. They wanted to become independent from England.

1. How was the United States formed?
2. What do citizens of the United States recognize July 4<sup>th</sup> as?
3. What did Thomas Jefferson point out?
4. What does tyranny mean?
5. What does it mean to be a self-governing people?

1<sup>st</sup> Read:

2<sup>nd</sup> Read:

3<sup>rd</sup> Read:

4<sup>th</sup> Read:

5<sup>th</sup> Read:

Name \_\_\_\_\_

# STEM Project Reflection

If you can't print, just recreate this chart on another piece of paper.

What did you create? \_\_\_\_\_

Draw your design below. Be sure to label the materials you used.

How is your project useful? What problem does it solve?

What was the most challenging part of this project?

Did you make improvements to your project after you tested it? If so what improvements did you make?

If you did this challenge again, what would you do different?





# Jump! Into Spring



## What is the goal of the **Jump! into Spring** Fitness Challenge?

This challenge has multiple goals. The first is to improve cardiovascular endurance. Secondly, jump rope will improve dynamic balance and coordination, reflexes, bone density and muscular endurance.

## The 1-minute Speed Rope Challenge

Count how many times you can successfully jump your rope in one minute. Jumps **do not** need to be consecutive. Calculate your daily total on the jump rope log.

## What if I don't have a jump rope?

No problem at all! Simply perform the challenge by jumping with an *invisible* rope. Pretend to turn the rope as you jump.

## What if I'm unable to jump rope YET?

Try to perform the number of jumps listed on the **JUMP Into Spring Daily Tracker** *with* the rope. For the 1-minute challenge, stretch the rope out on the ground. Count how many times you can jump back and forth over the rope in one minute. Don't worry! With practice, you'll be jumping rope soon.

## Choose a level that's comfortable yet challenging for you:

**Level 1** – Perform the number of jumps listed each day followed by the 1-minute speed rope challenge.

**Level 2** – *Double* the number of jumps listed each day followed by the 1-minute speed rope challenge.

**Level 3** – *Triple* the number of jumps listed each day followed by the 1-minute speed rope challenge.



# Jump! Into Spring

## Daily Tracker

<b>1</b> 25 Jumps + 1-Minute Challenge: ____	<b>2</b> 30 Jumps + 1-Minute Challenge: ____	<b>3</b> 35 Jumps + 1-Minute Challenge: ____	<b>4</b> 40 Jumps + 1-Minute Challenge: ____	<b>5</b> 45 Jumps + 1-Minute Challenge: ____	<b>6</b> <b>REST</b>	<b>7</b> 50 Jumps + 1-Minute Challenge: ____
<b>8</b> 55 Jumps + 1-Minute Challenge: ____	<b>9</b> 60 Jumps + 1-Minute Challenge: ____	<b>10</b> 65 Jumps + 1-Minute Challenge: ____	<b>11</b> 70 Jumps + 1-Minute Challenge: ____	<b>12</b> <b>REST</b>	<b>13</b> 75 Jumps + 1-Minute Challenge: ____	<b>14</b> 80 Jumps + 1-Minute Challenge: ____
<b>15</b> 85 Jumps + 1-Minute Challenge: ____	<b>16</b> 90 Jumps + 1-Minute Challenge: ____	<b>17</b> 95 Jumps + 1-Minute Challenge: ____	<b>18</b> <b>REST</b>	<b>19</b> 100 Jumps + 1-Minute Challenge: ____	<b>20</b> 105 Jumps + 1-Minute Challenge: ____	<b>21</b> 110 Jumps + 1-Minute Challenge: ____
<b>22</b> 115 Jumps + 1-Minute Challenge: ____	<b>23</b> 120 Jumps + 1-Minute Challenge: ____	<b>24</b> <b>REST</b>	<b>25</b> 125 Jumps + 1-Minute Challenge: ____	<b>26</b> 130 Jumps + 1-Minute Challenge: ____	<b>27</b> 135 Jumps + 1-Minute Challenge: ____	<b>28</b> 140 Jumps + 1-Minute Challenge: ____
<b>29</b> 150 Jumps + 1-Minute Challenge: ____	<b>30</b> <b>REST</b>	Feel free to continue jumping after the 1-minute challenge.  Can you perform any jump rope tricks?				