

Science – Week 5: Camouflage

Group Discussion Question.

Discuss how the selected plant or animal uses camouflage and why it is beneficial. Share ideas with class.



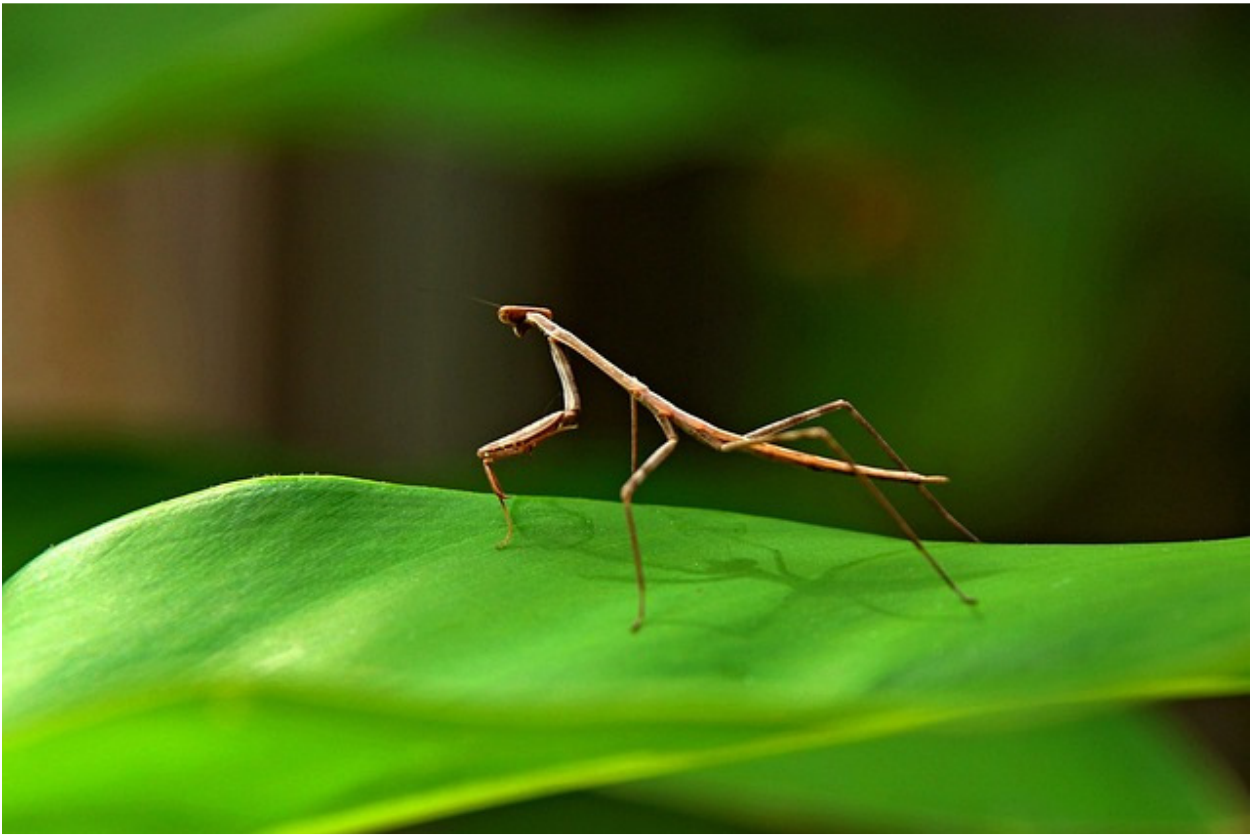
Arctic fox



Chameleon



Iguana



Stick Insect



Night owl



Tree frog

Grammar –

Week 2:

Passage: Abstract Noun Hunt

1. Find all the Abstract Nouns.

Of course, it rained when we arrived in London, and there was nothing to be seen but fog and umbrellas, creating an atmosphere of dreariness. Despite the weather's gloom, we found a sense of comfort as we rested, unpacked, and enjoyed some light-hearted shopping between the showers. Aunt Mary displayed her generosity by getting me some new things—for I had departed in such a hurry that I wasn't half ready. She gifted me a sweet white hat adorned with blue feathers, symbolizing her thoughtful nature, and the loveliest coat you ever saw, which brought me a sense of joy and excitement.

2. Select two abstract nouns from above and write two sentences.

Week 7:

Notes: Examples of present participle used in sentences.

1. She is running in the park. (part of the present continuous tense)
2. The barking dog kept me awake. (as an adjective)
3. Running down the street, he tripped over the curb. (in a participial phrase)
4. The shining sun brightened the day. (adjective)
5. Swimming is my favourite activity. (noun)
6. Running down the street, he tripped over a curb. (present participle in a phrase)
7. She is reading a fascinating book. (auxiliary verb in the present continuous tense)
8. They have been working on the project for hours. (present participle in the perfect continuous tense)
9. The report is being reviewed by the committee. (present participle as part of the passive construction).
10. The dog is barking loudly. (present participle used in the active voice)

Can you tell how this one is used.

She is singing beautifully.

Guided practice. Underline the present participle in the passage below.

Cyril, feeling frightened at the notion of a school mistress, thought she would certainly come wielding a birch-rod or a cane. Comforting himself, he imagined she might be something like his gentle grandmother. However, when Ms. Hambro arrived, towering tall and thin with the most beautiful curls floating behind her like a golden cloud, he quickly realized she was not gentle at all. Dressed in clean, well-ironed attire, she presented a striking figure that did not match his expectations.

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Guided Practice: What are they doing?



Guided Practice. Identify the sentence with the past continuous tense.

Gerard was running back to his tree. He climbed it swiftly. But while his legs were dangling some eight feet from the ground, the bear came rearing and struck with her fore paw, and out flew a piece of bloody cloth from Gerard's hose. He climbed and climbed, and presently he heard a voice say, "I am coming now!"

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Guided Practice. Read each sentence below and decide whether it follows the Subject-Verb (SV) structure or the Subject-Verb-Object (SVO) structure. Write SV next to the sentences that are SV and SVO next to the ones that are SVO.

1. The dog barks.
2. She reads a book.
3. The sun shines.
4. My brother plays soccer.
5. The teacher explains the lesson.
6. They run.
7. The baby sleeps in the crib.
8. The chef cooks a delicious meal.
9. I swim every morning.
10. The cat chases the mouse.

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Vocabulary Notes –

Week 2: Spelling Rules for Forming Plurals:

Rule 1: Most singular nouns are made plural by adding -s (e.g., book → books).

Rule 2: Nouns ending in s, x, z, ch, or sh add -es (e.g., box → boxes, church → churches).

Rule 3: Nouns ending in a consonant + y change the y to i and add -es (e.g., baby → babies).

Rule 4: Nouns ending in a vowel + y add -s (e.g., toy → toys).

Rule 5: Nouns ending in f or fe typically change to -ves (e.g., leaf → leaves, knife → knives).

Examples: Write examples on the board and explain each rule, encouraging students to ask questions.

Week 2 and 3: Context Clue

While his mother was away foraging, Quilla had dozed, deeply and quietly, for perhaps an hour or longer. Then he awakened - famished, of course, as suited a vigorous young porcupine. Discovering no cozy mother to cuddle him and nourish him, he promptly began his little but sincere protest of whines and squeals and grumbles.

1. Underline the unfamiliar words in the passage above.
2. Use the passage to determine the meaning of the words.

Week 6: Spelling Rules for Adding -ed**:

Rule 1: For most verbs, simply add -ed (e.g., walk → walked).

Rule 2: If the verb ends in e, just add -d (e.g., love → loved).

Rule 3: For one-syllable verbs that end with a single vowel followed by a single consonant, double the consonant before adding -ed (e.g., hop → hopped).

Rule 4: For verbs ending in a consonant + y, change the y to i and add -ed (e.g., carry → carried).

Examples: Write examples of each rule on the board, discussing the logic behind each rule.

Week 7: Spelling Rules for adding the suffix "ing"

Rule 1: If the base word ends in an e, drop the e before adding -ing (e.g., make → making).

Rule 2: If the base word has one syllable and ends with a single vowel followed by a single consonant, double the consonant before adding -ing (e.g., run → running).

Rule 3: For words with two syllables that are stressed on the second syllable, double the final consonant (e.g., begin → beginning).

Rule 4: For most other base words, just add -ing (e.g., play → playing).

Examples: Write examples of each rule on the board and explain them.

Rule 1: bake → baking

Rule 2: sit → sitting

Rule 3: forget → forgetting

Rule 4: jump → jumping

Week 9- Prefix beginning "Dis-"

Instruction: Fill in the blanks with the correct word from the word bank. Make sure to write the word that completes each sentence logically and grammatically.

Word Bank: - Disagree - Disappear - Dislike - Dishonest
 - Disengage - Disobey - Discomfort - Displace

Sentences:

1. My friend and I often _____ about which movie to watch; we never seem to have the same opinion.
2. The magician made the rabbit _____ right before our eyes, and we were all amazed.
3. I really _____ eating broccoli, but my parents always make me try it.
4. It's important to be truthful; being _____ can hurt others' feelings.
5. If you feel _____ in a situation, it's always best to talk to someone about it.
6. When the teacher asked us to turn in our homework, some students chose to _____ her instructions.
7. After finishing the game, I decided to _____ from my team to take a break.
8. The heavy storm caused many families to _____ from their homes temporarily.



Week 10: Prefix beginning "Non-"

Instruction: Fill in the blanks with the correct word from the word bank. Make sure to write the word that completes each sentence logically and grammatically.

Word Bank: - Nonfiction - Nonstop - Nonsense - Nonessential
 - Nonviolent - Nonrenewable - Nonprofit - Nonexistent

Sentences:

1. The book I read yesterday was classified as _____ because it provided true information about history.
2. The bus service runs _____ during rush hour, making it convenient for commuters.
3. His explanation was full of _____ it didn't make any sense at all.
4. The meeting was deemed _____ and could be postponed for later.
5. The organization focuses on _____ methods to resolve conflicts and promote peace.
6. Many resources, such as fossil fuels, are considered _____ because they cannot be replenished quickly.
7. The charity is a _____ organization, meaning it does not operate to make a profit.
8. The ghost was said to be _____ and only appeared in stories from long ago.



List of Moods

Mood is the emotional atmosphere of a piece of writing that evokes feelings in the reader.

Mood: Description

1. **Happy:** Joyful, cheerful, and uplifting. Often associated with positive events or experiences.
2. **Sad:** Depressing, sorrowful, and melancholic. Often describes loss, disappointment, or longing.
3. **Angry:** Frustrated, hostile, or irate. Can convey feelings of injustice or betrayal.
4. **Peaceful:** Calm, serene, and tranquil. Evokes a sense of relaxation and contentment.
5. **Mysterious:** Enigmatic, intriguing, and suspenseful. Often leaves readers with questions and a feeling of curiosity.
6. **Spooky:** Eerie, frightening, and unsettling. Often linked to themes of horror or the supernatural.
7. **Romantic:** Passionate, affectionate, and dreamy. Evokes feelings of love and intimacy.
8. **Nostalgic:** Reflective, sentimental, and wistful. Often involves longing for the past.
9. **Excited:** Energetic, enthusiastic, and thrilled. Conveys a sense of anticipation and joy.
10. **Tense:** Nervous, anxious, and suspenseful. Creates a feeling of uncertainty or impending danger.
11. **Hopeful:** Optimistic, encouraging, and forward-looking. Emphasizes a belief in positive outcomes.
12. **Lonely:** Isolated, desolate, and forlorn. Evokes feelings of emptiness or abandonment.
13. **Joyful:** Full of joy and exuberance. Creates an uplifting and spirited atmosphere.
14. **Melancholic:** Reflectively sad and pensive. Often captures a deep, ongoing sadness.
15. **Foreboding:** Implying something bad will happen; ominous. Creates a sense of dread or impending misfortune.
16. **Whimsical:** Playful, fanciful, and light-hearted. Conveys a sense of imagination and fun.
17. **Reflective:** Thoughtful and contemplative. Often centers on internal thoughts and introspection.
18. **Grateful:** Thankful and appreciative. Conveys a sense of warmth and thankfulness for something or someone.
19. **Frightened:** Cared, terrified, or apprehensive. Evokes a strong emotional response to fear.
20. **Empowered:** Confident and strong. Conveys a sense of control and self-assurance.

These mood descriptors can help writers create vivid emotional atmospheres in their stories and poems, enhancing the reader's experience.

Comprehension

Poems:

The Basketball

The basketball is an airplane,
It flies down the court heading
Straight for the basket.

The basketball is like a heartbeat
Pounding rhythmically on the
Gymnasium floor.

The basketball is as smooth as butter
As it slides out of my hands and
Into the basket.

Written by Stacy Zeiger.

Questions

1. What does the comparison of the basketball to an airplane suggest about its movement?
2. Does the poem give any human qualities to the basketball? What are they, and how do they affect the way we view the basketball in the context of the poem?
3. What images come to mind when reading the poem? Choose one line and describe the image it evokes for you.
4. How does the description in the poem make you feel about basketball?

The little mouse scurried around the house
Like a thief who snuck in one night.
His munching and crunching made so much noise,
The old man woke up and turned on the light.

He went into the kitchen and saw the mouse
Which gave him a terrible fright!
The mouse squealed in surprise and ran away
Like a coward trying to avoid a fight.

The old man baited a mouse trap with cheese
Like a hunter going after big game.
Once the mouse munches this midnight snack,
He will never again be the same.

Written by Kelly Roper

Questions

1. Give the poem a title.
2. What is the main idea of the poem?
3. Summarize the poem in one or two sentences.
4. What are the key events that lead to the main idea?
5. What specific lines or phrases from the poem support your understanding of the main idea?
6. Identify the similes used in the poem? How do these comparisons enhance your understanding of the characters' behaviours or emotions?
7. Choose one simile and describe the visual picture it evokes.
8. Does the poem personify the mouse in any way? If so, how does this personification affect your perception of the mouse's character?
9. What does the following words mean? Scurried, baited, coward.
10. How does the poem describe the mouse's reaction to the old man? What do these reactions suggest about the nature of the mouse?

Handout for Creative Writing

List of descriptive words organized by the five senses to help elementary students enhance their writing:

Sight	Sound	Smell	Taste	Touch
- Bright	- Whispering	- Fragrant	- Savory	- Smooth
- Colorful	- Booming	- Pungent	- Bitter	- Rough
- Dull	- Jarring	- Sweet	- Sweet	- Silky
- Sparkling	- Melodic	- Musty	- Tangy	- Sticky
- Shiny	- Chattering	- Stinky	- Spicy	- Warm
- Gloomy	- Sizzling	- Fresh	- Creamy	- Cold
- Vibrant	- Rustling	- Spicy	- Zesty	- Prickly
- Clear	- Crunching	- Sour	- Sour	- Fuzzy
- Murky	- Roaring	- Earthy	- Rich	- Heavy
- Dim	- Humming	- Minty	- Bitter-sweet	- Light

Tips for Use:

- Encourage students to choose words from each category that resonate with their experiences or the subjects they are writing about.
- Remind them to think about how these sensory words can help paint a clearer picture for their readers.

Using sensory words not only makes their writing more engaging but also helps readers feel as if they are experiencing the scenes described!

Sample descriptive paragraph 1

As Ms. Heerelal strolled into the classroom, a wave of hush swept over the students! It seemed like a surprise visit had shaken things up, and many hadn't quite nailed their homework. But with just one look from Ms. Heerelal, it was like someone hit the "go" button! Students dove into their backpacks, whipping out their exercise books and diving into the tasks with enthusiasm.

Meanwhile, one student, happily munching on a gigantic sandwich, looked a bit lost in the whirlwind of activity. With a warm smile, Ms. Heerelal turned to her and said, "No worries! You've got a moment to tuck that sandwich away and grab your book too!"

"Thank you, Miss!" the child replied, her eyes sparkling with appreciation. What a lively start to the day! ✨📖🍔

Sample Descriptive paragraph 2

Abruptly, the sky darkened, and a torrential downpour erupted, drenching everything in a cascade of shimmering droplets. We had to scamper for shelter, our hearts racing with excitement. It was the very first time we had been outside while the rain danced around us like a wild celebration. Maya let out a joyous scream of delight, her eyes sparkling with mischief.

"Let me run into the rain and dance!" she pleaded, her voice bubbling with enthusiasm. Her older brother shot her a worried glance, shaking his head vigorously as if trying to dispel the notion. But like a playful whirlwind, Maya dashed toward the open field, her laughter ringing like music in the stormy air.

Finding a perfect puddle, she leaped into it, sending water splashing in every direction. "Splash!" went the puddle as she landed, and her laughter echoed even louder, mingling with the rhythm of the falling rain. One by one, the children erupted into fits of laughter, their spirits as bright as the blinding flashes of lightning that illuminated the sky. Unable to resist, they joined Maya, twirling and spinning in the heavy rain, their clothes soaking through and their hair glistening like wet ribbons.

That evening, they returned home joyfully drenched, their hearts brimming with the bliss of a rain-soaked adventure, each droplet a reminder of the magic that comes with embracing nature's wild surprises.

Name: _____

Date: _____

Part 1: Matching

Match the farm equipment on the left with its correct description on the right.

- | | |
|-----------------|--|
| 1. Tractor | A. Used to scoop or lift heavy materials. |
| 2. Plow | B. Helps till the soil and prepare it for planting. |
| 3. Harvester | C. Grows crops, helps in planting and harvesting. |
| 4. Seed Drill | D. Lays seeds in rows, helping to plant them evenly. |
| 5. Hay Baler | E. Compresses cut hay into bales for easy storage. |
| 6. Watering Can | F. Used to water plants and crops manually. |

Part 2: Fill in the Blanks

Fill in the blanks with the correct words from the word bank.

Word Bank: tractor, harvester, plow, seeds, fertilizer, field

1. A _____ is a powerful machine used to pull other equipment and perform tasks on the farm.
2. A _____ is used to break up soil and prepare it for planting.
3. Farmers use a _____ to collect crops such as wheat or corn when they are ready for harvest.
4. Before planting, farmers often spread _____ to help plants grow strong.
5. The farmer will plant _____ in the spring to grow vegetables.
6. A _____ is a large area of land where crops are grown.

Part 3: Draw and Label

Draw a picture of a piece of farm equipment (like a tractor, plow, or harvester) in the box below.

Instructions: Label your drawing with the name of the equipment and at least two functions it performs.



Part 4: Short Answer

Answer the following questions in complete sentences.

1. Why do farmers need different types of equipment on their farms?

2. How does using the right farm equipment make farming easier?

Teacher's Note:

This worksheet is designed to help students learn about basic farm equipment in a fun and interactive way. It includes different types of exercises to cater to various learning styles. Feel free to modify the content or add illustrations for younger students to make it more engaging!

VCCE Questionnaire: Respect for our Caribbean Neighbours

Questionnaire: Identifying Shortcomings in Showing Respect to Others in Different Countries or Communities

Instructions: Please read each question carefully and answer honestly. Your responses are confidential and will be used to help us understand how we can improve our respect for others in different cultures and communities.

Personal Reflection Questions

1. Understanding Different Cultures:

How often do you learn about cultures different from your own?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

2. Language Awareness:

Do you think learning basic phrases in another country's language can show respect?

- a) Yes
- b) No
- c) Not sure

3. Stereotypes:

Have you ever caught yourself using stereotypes when thinking about or talking to people from other cultures?

- a) Yes, often
- b) Sometimes
- c) Rarely
- d) Never

4. Interactions with Others:

Do you feel comfortable interacting with classmates or friends from different cultures?

- a) Very comfortable
- b) Somewhat comfortable
- c) Neutral
- d) Somewhat uncomfortable
- e) Very uncomfortable

5. Respect for Traditions:

How often do you show respect for the traditions and customs of people from other cultures?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

6. Listening and Learning:

When someone from a different background shares their experiences, how do you respond?

- a) I listen and ask questions
- b) I listen but don't engage
- c) I don't pay much attention
- d) I interrupt or disagree

7. Cultural Appreciation:

Have you ever participated in cultural events (like festivals, food tastings, etc.) that are not from your culture?

- a) Yes, many times
- b) A few times
- c) Once or twice
- d) Never

8. Challenging Disrespect:

If you hear someone making fun of another culture, what do you usually do?

- a) I speak up and defend the culture

b) I stay silent but feel uncomfortable

c) I laugh or join in

d) I ignore it

9. Media Influence:

Do you think that movies, games, or social media contribute to negative stereotypes about other cultures?

a) Yes, a lot

b) Somewhat

c) Not really

d) Not at all

10. Future Actions:

What is one specific action you can take to show more respect toward people from other cultures?

Reflection Section

What did you learn about yourself from this questionnaire?

Why do you think it is important to show respect to others from different countries or communities?

Conclusion

Thank you for completing the questionnaire! Your responses will help us understand how we can work together to build a more respectful and understanding community.

VCCE: Questionnaire: Becoming a Caring Caribbean Citizen

Instructions: Please read each question carefully and answer honestly. Your responses will help you reflect on what it means to be a caring citizen in the Caribbean.

Personal Reflection Questions

1. Understanding Community:

How well do you know the different cultures represented in your community?

- a) Very well b) Somewhat well c) Not very well d) Not at all

2. Empathy:

When you see someone in need, how do you typically respond?

- a) I offer help right away b) I think about it but don't act
c) I don't notice it d) I often ignore it

3. Respect for Diversity:

How do you feel about working or interacting with people from different cultural backgrounds?

- a) I love it and enjoy learning from them
b) I am okay with it
c) I am somewhat uncomfortable
d) I prefer to stick to my own group

4. Community Involvement:

Have you ever participated in community service or volunteer work?

- a) Yes, many times b) A few times
c) Once or twice d) Never

5. Environmental Stewardship:

How important is it to you to take care of the environment in your community?

- a) Very important b) Somewhat important
c) Not very important d) Not important at all

6. Listening to Others:

When someone shares their opinion or experience, how do you usually respond?

- a) I listen actively and ask questions
- b) I listen but don't engage
- c) I feel defensive and disagree
- d) I ignore what they say

7. Challenging Negative Behaviour:

If you hear someone making fun of another person's culture, what do you do?

- a) I speak up against it
- b) I stay silent but feel uncomfortable
- c) I laugh along
- d) I ignore it

8. Promoting Kindness:

How often do you do something kind for someone else?

- a) Daily
- b) A few times a week
- c) Occasionally
- d) Rarely

9. Learning and Growth:

How often do you seek to learn more about different cultures or social issues in your community?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely

10. Future Actions:

What is one specific action you can take to become a better citizen in your Caribbean community?

Reflection Section

What did you learn about yourself from this questionnaire?

Why do you think it is important to be a caring citizen in your community?

Conclusion

Thank you for completing this questionnaire! Your answers will help you reflect on your role as a caring citizen and how you can make a positive impact in your Caribbean community.

Short Quizzes

Name: _____

Date: _____

Quiz - Physical Education 1

1. What is a locomotor skill?
 - A. A skill used to manipulate objects
 - B. A skill used to move the body from one place to another
 - C. A skill that requires balance
 - D. A skill used only in sports
2. Which of the following is NOT a locomotor skill?
 - A. Walking
 - B. Hopping
 - C. Throwing
 - D. Skipping
3. What is the purpose of warming up before physical activity?
 - A. To cool down the body
 - B. To prepare the body for exercise and prevent injury
 - C. To show off
 - D. To finish the class faster
4. When throwing a ball, which part of your body should help guide your throw?
 - A. Your legs
 - B. Your arms and shoulders
 - C. Your feet
 - D. Your head
5. Which of the following is an example of a manipulative skill?
 - A. Running quickly
 - B. Catching a ball
 - C. Jumping high
 - D. Dancing
6. What should you do if you want to improve your balance?
 - A. Stand still all day
 - B. Practice walking on a balance beam or line
 - C. Run as fast as you can
 - D. Sit down on the floor
7. Which activity is an example of a teamwork exercise?
 - A. Jogging alone
 - B. Playing a team sport like soccer
 - C. Stretching by yourself
 - D. Skipping on the playground

8. What is a good strategy for throwing a ball?

- A. Throw with one hand while standing on one leg
- B. Aim for the target and follow through with your arm
- C. Close your eyes and throw
- D. Throw it as hard as you can without looking

9. Which of these helps improve your fitness while having fun?

- A. Playing video games
- B. Participating in active games like tag or soccer
- C. Eating snacks
- D. Lying down

10. Why is it important to stay hydrated during physical activity?

- A. To keep your energy levels high
- B. To make you feel sleepy
- C. To help you think about things
- D. To make you run faster

Name: _____

Date: _____

Physical Education Quiz 2

1. What is the main purpose of a warm-up before gymnastics?
 - A. To show off your skills
 - B. To prepare your muscles and prevent injuries
 - C. To make you tired
 - D. To practice routines
2. Which of the following is NOT a basic gymnastics skill?
 - A. Cartwheel
 - B. Back handspring
 - C. Running
 - D. Forward roll
3. What should you do when balancing on a beam?
 - A. Look around and talk to friends
 - B. Focus on one spot and keep your core tight
 - C. Try to jump off
 - D. Run quickly across the beam
4. How can you safely land after jumping?
 - A. Land on your feet with knees slightly bent
 - B. Land flat on your back
 - C. Land with stiff legs
 - D. Jump back into the air
5. What type of movement is a bridge?
 - A. Rolling
 - B. Balancing
 - C. Flexibility exercise
 - D. Jumping
6. Which piece of equipment do gymnasts use to practice vaulting?
 - A. Mini trampoline
 - B. Balance beam
 - C. Floor mat
 - D. Parallel bars
7. What is a "tuck" position in gymnastics?
 - A. Legs straight with feet together
 - B. Knees drawn to the chest
 - C. Lying flat on your back
 - D. Standing with arms stretched out
8. Why is stretching important in gymnastics?
 - A. To make you look cool
 - B. To improve flexibility and range of motion
 - C. To find friends
 - D. To tire you out

9. What should you always do before attempting a new skill?

A. Ask a friend to try first

B. Watch a video

C. Practice it with help from a coach or teacher

D. Ignore safety rules

10. What is the goal of practicing gymnastics?

A. To become a champion

B. To have fun and improve strength, balance, and coordination

C. To get tired

D. To impress others

Quiz Answers - Physical Education

Answer Key- Quiz. PE1

1. B

2. C

3. B

4. B

5. B

6. B

7. B

8. B

9. B

10. A

Answer Key: PE 2

1. B

2. C

3. B

4. A

5. C

6. A

7. B

8. B

9. C

10. B

Name: _____

Date: _____

VAPA Short Quiz :Trinidad and Tobago Carnival Quiz

Question 1:

What is the primary time of year when Carnival is celebrated in Trinidad and Tobago?

- A) December B) February/March C) July D) September

Question 2:

What is a key feature of Trinidad and Tobago's Carnival celebrations?

- A) Fireworks displays B) Traditional masquerade costumes
C) Ice sculptures D) Parades with floats

Question 3:

Which famous musical genre is closely associated with Trinidad and Tobago Carnival?

- A) Jazz B) Reggae C) Calypso D) Country

Question 4:

What term is used for the large, vibrant parades featuring participants in elaborate costumes during Carnival?

- A) J'ouvert B) Mas C) Panorama D) Steelpan

Question 5:

What is J'ouvert, a significant part of Carnival celebrations?

- A) A formal dinner B) A morning street party with paint and mud
C) A week-long festival D) A costume competition

Answer Key:

1. B) February/March 2. B) Traditional masquerade costumes
3. C) Calypso 4. B) Mas
5. B) A morning street party with paint and mud

Scheme of Work

2025

Teacher: Mr. Padilla

Standard: 3

SUBJECT:
Mathematics

CLASS: Std 3

TERM: 2

ACADEMIC YEAR: 2025

WEEK/ DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Week 1		Review and assessment			
Week 2	Number: 1. Whole Number (Operations): Division	Students will: 1. Understand the concept of division as sharing and grouping. 2. Divide whole numbers and interpret the remainder. 3. Apply division skills to solve word problems.	Online resources: Textbook; Worksheet, counters, small manipulatives	Quiz 1 Oral assessment	
Week 3	Fraction	Students will: 1. Understand the concept of fractions as parts of a whole. 2. Able to identify and create simple fractions. 3. Understand and use vocabulary associated with fractions (numerator, denominator).	Textbook, worksheets, manipulatives	Quiz 2 Oral assessment	
Week 4		4. Recognize and generate equivalent fractions. 5. Understand the concept that different fractions can represent the same part of a whole. 6. Be able to simplify fractions to find equivalent forms.			
		7. Understand how to add fractions with like denominators. 8. Be able to simplify the resulting fraction when possible.			
Week 5	Mental Mathematics strategies	Student will: 1. Develop strategies for performing calculations mentally. 2. Practice mental addition, subtraction, multiplication, and division. 3. Apply mental math strategies to solve real-world problems.	Textbook, worksheets, timer or stopwatch, interactive math games, number lines.	Quiz 3 Observation and engagement in discussion	

Week 6	Solids	Students will: 4. Identify and describe regular solids (Platonic solids). 5. Understand the properties of each regular solid, including faces, edges, and vertices. 6. Be able to classify regular solids and explain their characteristics.			
Week 7		Students will: 7. Be able to define irregular solids. 8. Identify and describe the properties of different irregular solids. 9. Measure the volume and surface area of irregular solids using appropriate tools and formulas.	Textbook Worksheets Discussions Oral assessments	Quiz 4 review exercises, Paper and pencil text Oral assessment	
Week 8		Students will: 10. Be able to define and differentiate between various types of solids (e.g. polyhedral vs non-polyhedral, regular vs. irregular solids). 11. Categorize solids based on specific attributes (number of faces, edges, vertices and symmetry). 12. Work collaboratively to analyse and present their findings			
Week 9	Plane shapes	Students will: 1. Identify and describe various plane shapes, including triangles, quadrilaterals, circles, and polygons. 2. Understand the properties of plane shapes, such as the number of sides, angles, and vertices. 3. Be able to classify plane shapes based on their properties.			textbook, geoboards, worksheets
Week 10	Symmetry	Students will: 1. Define and identify lines of symmetry in various shapes. 2. Create symmetrical designs using art materials. 3. Understand the concept of reflective symmetry through practical examples.	Online resources Textbook Worksheets Discussions Oral assessments	Quiz 6, Oral assessment	
Week 11	Review				
Week 12-13	<i>Assessment and evaluation</i>				

WEEK/ DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Week 1		Review and bridge gaps as required			
Weeks 2-3	Spelling - Plural	Students will: 1. Understand how to change singular nouns to plural nouns. 2. Learn and apply the spelling rules for forming plurals of regular nouns. 3. Practice writing and using plural nouns in sentences.	Textbook, handout for spelling rules.	Spelling quiz 1	
	Context Clues	Students will: 1. Understand what context clues are and how to use them to determine the meaning of unfamiliar words. 2. Practice identifying context clues in sentences. 3. Apply their skills by using context clues to infer meanings of new vocabulary words.	Textbook, handout	Quiz 2 oral assessment	
Weeks 4-5	Synonyms	Students will: 1. Understand the meaning of synonyms. 2. Be able to identify and use synonyms in sentences. 3. Enhance their vocabulary through synonym exploration.	Textbook, cardboard (words cards),	Drills, assessment with a class- generated rubric. Quiz 3 (spelling and vocabulary)	
Week 6	Suffix: "-ed"	Students will: 1. Understand how to change base verbs into the past tense by adding the suffix -ed. 2. Learn and apply spelling rules for adding -ed to different types of verbs. 3. Practice writing sentences using the past tense verbs they create.	Textbook, handout for spelling rules for adding -ed	Quiz 4 oral assessment	
	Homophones	Students will: 1. Understand what homophones are. 2. Identify and use homophones in sentences. 3. Differentiate between commonly confused homophones.	Textbook (worksheets); reading book (flags, flags, flags. P23)	class participation, short quiz 5	
Week 7	Suffix: "-ing"	Students will: 1. Understand how to change base words into present participles by adding the -ing suffix. 2. Learn and apply the spelling rules associated with changing base words (e.g., doubling consonants, dropping the "e"). 3. Practice spelling present participles correctly in sentences.	Textbook, Handout for spelling rules for adding -ing.	drills, assessment with a class- generated rubric. Quiz 6	

Week 8	Root Words	Students will: 1. Understand what root words are and their importance in vocabulary development. 2. Be able to identify root words in different words. 3. Create new words by adding prefixes or suffixes to root words.	Worksheets, textbook, cardboard (words cards),	drills, assessment with a class-generated rubric. Quiz 7	
Weeks 9-10	Prefix: ending -dis	Students will: 1. Understand the meaning of the prefix dis-. 2. Identify words that begin with the prefix dis-. 3. Create sentences using words with the prefix dis-.	Worksheets, textbook, cardboard (words cards),	drills, assessment with a class-generated rubric.	
	ending -non	Students will: 1. Understand the meaning of the prefix non-. 2. Identify words that begin with the prefix non-. 3. Create sentences using words with the prefix non-.	Worksheets, textbook, cardboard (words cards),	drills, assessment with a class-generated rubric. Quiz 4	
Week 11		Review			
Weeks 12-13		Assessment and evaluation			

WEEK/ DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Week 1	Review				
Week 2	Nouns: Abstract Nouns	Students will: 1. Identify and define abstract nouns. 2. Create sentences using abstract nouns to demonstrate understanding. 3. Discuss the difference between concrete nouns (e.g. apple, dog) and abstract nouns (e.g. friendship, freedom, courage).	Textbook Abstract noun hunt Worksheet	class participation (sharing sentences)	
Week 3	Nouns Plural	Students will: 1. Understand the concept of plural nouns. 2. Learn the rules for forming plural nouns. 3. Practice identifying and using plural nouns in sentences.	Textbook	Group discussion short quiz 1	
Week 4	Punctuation: Comma	Students will understand the purpose of commas and be able to use them correctly in their writing.	Textbook	Pair work, short quiz 2	
Week 5	Punctuation: Apostrophe	Students will understand the purpose of apostrophe and be able to use them correctly in their writing.	Textbook	Pair work, short quiz 3	
Week 6	Contraction	Students will understand what contractions are, specifically those formed with verbs, and be able to use them correctly in writing and speech.	Textbook Worksheet (speaking)	Online learning resources oral assessments short quiz 4	
Week 7	<i>Verbs:</i> Present Participle	Students will: 1. Understand the concept of present participles. 2. Identify present participles in sentences. 3. Use present participles correctly in their writing.	Textbook Handout on rules Worksheet	Short quiz 5 (write sentences using present participle)	
Week 8	Present continuous tense	Students will: 1. Understand the structure and use of the present continuous tense. 2. Be able to form sentences using the present continuous tense. 3. Demonstrate their understanding through speaking and writing exercises.	Textbook notebook for notetaking worksheet	short quiz 6 (write sentences using present continuous tense)	

Week 9	Past Continuous tense	Students will: 1. Understand the structure and use of the past continuous tense. 2. Be able to form sentences using the past continuous tense. 3. Demonstrate their understanding through speaking and writing exercises.	Textbook notebook for notetaking worksheet	short quiz 7	
	Past Tense and Past Participle (Irregular rules)	Students will: 1. Understand the concept of past tense and past participle. 2. Be able to identify and use irregular verbs in the past tense and past participle forms. 3. Demonstrate their understanding through speaking and writing exercises.	Textbook Exercises in speaking	short quiz -8 table showing the past tense or past participle forms.	
Week 10	A Phrase	Students will: 1. Be able to understand and define what a phrase is. 2. Be able to identify phrases in sentences. 3. Practice creating their own phrases using different word.	Textbook Exercises in speaking	oral assessment	
	Subject, verb, object	Students will: 1. Understand the subject-verb-object (SVO) sentence structure. 2. Be able to identify the subject, verb, and object in sentences. 3. Practice creating their own SVO sentences.	textbook, exercises in speaking, worksheet	oral assessment,	
Week 11	Review				
Weeks 12-13	Assessment and Evaluation				

WEEK/ DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Week 1	Review				
Weeks 2-3	Descriptive writing	Students will: 1. Understand the purpose and elements of descriptive writing. 2. Learn to use sensory details to create vivid imagery in their writing. 3. Practice writing descriptive paragraphs using specific adjectives and figurative language.	textbook, handout (list of adjectives related to sight, sound, smell, taste, touch), art supplies (illustrating)		
Weeks 4-5	Instructional writing	Students will: 1. Understand the purpose and structure of instructional writing. 2. Learn to organize their writing into clear, step-by-step instructions. 3. Practice using imperative verbs and clear language for effective instructional writing.	Textbook, graphic organizer for planning instructional writing	Written assessment (paragraph); fill in the word web for a topic; formative assessment; oral assessments (Quiz 1 (capital letters), Quiz 2 (sentences); quiz 3 (narrative))	
Week 6	Narrative Writing	Students will: 1. Understand the elements of a narrative story. (Characters, setting, plot, conflict, resolution).	Graphic organizers, textbook.		
Week 7		2. Brainstorm ideas for their own narrative writing.			
Weeks 8-9		3. Draft, revise, and publish their narratives.			
Week 10		Students will discuss the importance of reviewing and editing narrative work to avoid grammatical error and clarify plot and enhance conflict.	Graphic organizers, textbook.		
Week 11	Review				
Weeks 12-13	Evaluation and assessment				

WEEK /DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Weeks 1-2	Main Idea	Students will: 1. Understand what the main idea is why it is important. 2. Be able to identify the main idea in a passage. 3. Support their identification of the main idea with evidence from the text.	Reading Textbook, p. 64-65	Discussion, oral assessment	
Week 3	Appreciating Poetry- Personification	Students will: 1. Define personification. 2. Identify examples of personification in texts. 3. Create their own sentences or short descriptions using personification.	Reading Textbook, p.171	Discussion, oral assessment	
Week 4	Appreciating Poetry- Metaphor	Students will: 1. Be able to define a metaphor and distinguish it from similes. 2. Identify metaphors in texts. 3. Create their own metaphors	textbook, worksheets	Discussion, oral assessment	
Week 5	Appreciating Poetry - Figures of speech	Students will: 1. Identify and understand common figures of speech used in poetry (e.g. similes, metaphors, personification). 2. Analyse how these figures of speech enhance meaning and imagery in poems.	textbook, worksheets	Discussion, oral assessment	
Week 6	Fact and Opinion	Students will: 1. Distinguish between facts and opinions. 2. Identify examples of each in texts and spoken language. 3. Create their own examples of fact and opinion.	Reading textbook	Discussion, oral assessment	
Week 7	Mood in Writing	Students will: 1. Define and understand the concept of mood in literature. 2. Identify the mood of a given passage and poem. 3. Create their own sentences to convey a specific mood.	Reading textbook, Note (list of moods)	Discussion, oral assessment	

Week 8	Cause and Effect	Students will: 1. Understand the concept of cause and effect. 2. Identify cause-and-effect relationships in texts. 3. Create their own examples of cause-and-effect statements.	Cause and effect graphic organizer handouts, textbook.	Discussion, oral assessment	
Week 9	Supporting Details in text.	Students will: 1. Understand what supporting details are and their purpose in a text. 2. Identify supporting sentences in a given text. 3. Practice summarizing a text by distinguishing between the main idea and supporting details.	Textbook, highlighters or coloured pencils	Discussion, oral assessment	
Week 10	Presentation	Students will: 1. Understand the concept of a family tree and its purpose. 2. Learn how to represent information visually using a graph (family tree, chart). 3. Will practice organizing information and presenting it clearly.	Textbook	Discussion, oral assessment	
Week 11	Debate	Students will: 1. Understand the basic structure and purpose of a debate. 2. Practise listening to opposing viewpoints and formulating counterarguments. 3. Develop teamwork and communication skills.	Graphic organizer for structuring arguments.	Discussion, oral assessment	
Week 12	Review				
Week 13-14	Assessment and evaluation				

SCHEME OF WORK

SUBJECT: Science

CLASS: Std 3

TERM: 2

ACADEMIC YEAR: 2025

WEEK/ DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Week 1	Review:				
Weeks 2	Form and Function: Parts of a flower	Students will: 1. Draw and label the external parts of the flower. 2. Identify the functions of these parts.	pictures of different types of flowers (familiar and exotic);	Interactive activity - Students bring real flowers to dissect (lilies or daisies) and identify the various parts. Creative Project	
Weeks 3-4	Individuals and groups: 1. Plant Adaptations	Students will: 1. Examine distinguishing features in plants that allow for variation and adaptation. 2. Identify and describe distinguishing features in plants that enable variation and adaptation. 3. Explain how these features help plants survive in their environments.	Textbook Discussions online learning pictures of plants: cacti, mangroves, water lilies, and tropical plants	Group Discussion Participation	
Week 5	2. Camouflage	Define what camouflage is and explain its purpose in nature. 2. Identify examples of camouflage in animals, plants, and military use. 3. Create a simple art project demonstrating their understanding of camouflage.	Textbook, Pictures of animals, Discussions, Online learning resources.	Group Discussion Participation	
Week 6	Systems and Interactions: Drought and flooding	1. Define drought and flooding, including their causes and effects on the environment. 2. Identify the impacts of drought and flooding on communities, agriculture and ecosystems. 3. Explore potential solutions and adaptations that can mitigate the effects of drought and flooding.	Textbook, Pictures of animals, Discussions, Online learning resources.	Group Discussion Participation	

Weeks 7-8	Form and Function: Mixtures	Students will: 1. Understand what mixtures are. 2. Know the various methods for separating components of mixtures. 3. Apply their knowledge by engaging in hands-on activities to separate mixtures.	Textbook Discussions	Group Discussion Participation	
Week 9	Conservation and sustainability: Solar Energy	Students will: 1. Learn what solar energy is how it is harnessed. 2. Understand the benefits and challenges of using solar energy.	Textbook discussions	Reflection (Write a paragraph or two on what you learned about solar energy and its importance for the future of energy sources)	
Week 10	Conservation and sustainability: Fossil Fuel	Students will: 1. Learn what fossil fuels are and how they are formed. 2. Understand the different types of fossil fuels (coal, oil, and natural gas). 3. Explore the uses of fossil fuels in everyday life and discuss their environment impact.	Textbook pictures of fossil fuel	Research activity and poster presentation	
Week 11	Review				
Weeks 12-13	Evaluation and Assessment				

WEEK/ DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Week 1		Review			
Weeks 2-3	Flags for Caribbean Islands	Students will: 1. Identify and describe the flags of various Caribbean countries. 2. Understand the symbolism and colours represented in the flag. 3. Engage in collaborative activities to reinforce their learning.	Worksheets, textbook, online resources, map of the Caribbean, notes, drawing book. Art supplies (crayons, markers, coloured pencils, scissors, glue.	oral assessment Discussions	
Week 4	The people who came to the Island of T&T	Students will: 1. Identify the customs of the people in T&T 2. Identify where these customs originated form 3. Identify the people of different backgrounds who came in T&T. 4. Identify the countries where the people of T&T came from.	Worksheets, textbook, online resources, map of the Caribbean, notes, drawing book.		
Week 5	Valentines' day	Students will: 1. Learn about the history and significance of Valentine's Day. 2. Engage in creative writing by composing heart-themed messages or poems. 3. Create Valentine's Day cards to express friendship and kindness.	Chart paper and markers, construction paper in colours, scissors, glue, markers, heart template, envelopes.	oral assessment	
Week 6	Celebrating Carnival	Students will: 1. Learn about the history and significance of Carnival in T&T. 2. Explore traditional music, dance and costumes associated with Carnival. 3. Engage in creative activities, making a mask, decoration, etc.		oral assessment	
Week 7	<i>The people who came to the Island of T&T</i>	Student will: 5. Identify the reasons the different ethnic groups came to T&T 6. Identify the places the groups settled in T&T	Worksheets, textbook, online resources, map of the Caribbean, notes, drawing book.	class activities	
Week 8	<i>The Amerindians</i>	Students will: 7. Identify the history of the Amerindians in T&T. 8. Identify the contributions from the Amerindians.	Worksheets, textbook, online resources, map of the Caribbean, notes, drawing book.	class activities, group activity	
Weeks 9-10	<i>Cultural heritage</i>	Students will: 9. Identify the contributions from the Spanish, British, French, Chinese, African, East Indian, and Portuguese.	Worksheets, textbook, online resources, map of the Caribbean, notes, drawing book.	class activities, group activities	
Weeks 11		Review			
Weeks 12-13		Evaluation and Assessment			

WEEK /DATES	UNIT/ TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Weeks 1-3	Agricultural Science	Students will: 1. Understand the basic concepts of agricultural science and its significance in food production. 2. Identify different types of crops and farming practices. 3. Appreciate the role of agriculture in the economy and daily life.	textbook, pictures of flashcards of various crops, videos or slide showing modern farming techniques.	Discussions and oral assessment	
Weeks 4-7	Rearing Rabbits	Students will: 1. Understand the basic needs of rabbits (food, shelter, socialization, health care). 2. Learn about the different breeds of rabbits and their characteristics. 3. Develop responsibility and empathy through animal care.			
Weeks 8-12	Caring for farm equipment	Students will: 1. Identify various types of farm equipment and their uses. 2. Understand the importance of maintaining and caring for farm equipment. 3. Develop practical skills in equipment care and maintenance.	textbook, pictures of flashcards of various crops, videos or slide showing modern farming techniques. Worksheets	oral assessment,	
Week 11	Review				
Week 12-13	Evaluation and Assessment				

WEEK/DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Weeks1-3	Respect for our Caribbean Neighbours	Students will: 1. Understand the cultural diversity of Caribbean nations and the importance of respect among neighbours. 2. Identify and discuss ways to show respect within their Caribbean community. 2. Engage in collaborative activities that promote cultural appreciation and respect.	online resources, worksheets, questionnaires, video clip (brief overview of Caribbean cultures (language, traditions, customs)	class discussion, oral assessment, short quizzes	
Weeks 4-8	Becoming a Caring Caribbean Citizen	Students will: 1. Understand the qualities of a caring citizen in the Caribbean context. 2. Students will identify ways to contribute positively to their communities.			
Week 9-10	Social Responsibility	Students will: 1. Understand the concept of social responsibility and why it is important. 2. Identify ways they can contribute positively to their school and community. 3. Engage in activities that promote teamwork and community awareness.	reading book, p. 33-34	Group work (Create a poster - ways to be a responsible citizen or acts of kindness we can do.	
Week 11	Review				
Weeks 12-13	Assessment and Evaluation				

SUBJECT: PE

CLASS: Std 3

TERM: 2

ACADEMIC YEAR: 2025

WEEK/DATES	UNIT/TOPIC	GENERAL OBJECTIVES OF UNIT/TOPIC	TEACHING METHODS, STRATEGIES, RESOURCES	EVALUATION ASSESSMENT	COMMENTS
Weeks 1-3	Movement Skill and Concept	Students will: Develop fundamental movement skills through various activities, improve their physical fitness, and understand fundamental concepts of movement in a fun and engaging way.	cones, jump ropes, stopwatch, whistle, markers or chalk for boundaries, hula hoop, water bottles for hydration. Bean bag toss.	Journal writing and short quizzes	
Weeks 3-7	Gymnastics Skills	Students will: Develop basic gymnastics skills including balance, strength, coordination, and flexibility, while promoting teamwork, discipline, and safety.	Mats, stopwatch, whistle, water bottles for hydration.		
Weeks 8-11	Locomotor and Manipulative Skills	Students will develop basic locomotor and manipulative skills through engaging activities that also promote coordination, teamwork, and physical fitness.	cones, hula hoops, jump ropes, mats (for safety), stopwatch, whistle, water Bottle for hydration.		
Weeks 12-13	Evaluation and Assessment				