

Hello EES Family,

I hope you are all well. As I am writing you this I looked out my window and it is SNOWING! Yesterday I was outside in a T shirt and now I need to find a winter jacket. This year has just been crazy! Well , this past week was really fun because I got to come to a few of your classroom zoom calls. I am hoping I will be able to join them all once a week if the schedule works out. It was so nice to see all of the students I got to see ,and I hope to see you all soon.

This week I have attached some new movement cards that are some great skills to build. Then I included a fun game called Captains orders where you get to show your family some of these movements ,and you'll get to be creative and competitive. Lastly I have sent some info about your sensory organs. It's a nice summary of what each of them does. Plus I found a fun activity where you can create some poems describing some of the things you sense using those organs. If you write one please share it with me!

It has been really nice to see all of the fun things you have been up to from rock walls, to slack lines, to gymnastics, and obstacle courses. Keep it up!

Stay Healthy,

-Mr. Marche



QUARTER Turns

While performing "quick feet," jump slightly and rotate both feet to the right, return to center. Quick feet, jump slightly and land with both feet rotated to the left.



SIDE Slides

Start in defensive position. Step towards the left with the left foot; follow by bringing the right foot closer to the left foot. *Repeat.* Step towards the right with the right foot; follow by bringing the left foot closer to the right foot. *Repeat.*



SQUAT Jumps

Start with feet shoulder width apart. Squat down (sit back) with arms extended. Explode up and reach up. Land softly on both feet. *Repeat.*



JOG IN PLACE

Captain's Orders

Captain's Orders is the perfect choice for a **competitive group of kids** who want to outdo each other. It can really test your student's endurance levels and improve their fitness. The game begins with one person being nominated to be the "Captain". They must give out commands to the crew (the rest of the PE class).

← *Or Family!*

The Captain is limited to a set of commands, which you can alter if you have specific fitness **objectives for the class** to reach. You could use a mixture of fun commands and physically demanding ones, like:

Try some of the fitness cards I have been sending home!

- **Captain's coming**

The crew must salute the captain and stand at attention

- **Run to starboard/port**

The crew must run to the left (port) or right (starboard) sides of the room and touch the wall.

- **Scrub the deck**

The crew must do 10 pushups

- **Man the lifeboats**

The crew will perform 10 sit-ups while moving their arms like oars

You could have the crew members stand at attention after completing each task, which will make the more competitive students attempt to beat each other. After a few minutes, change captains so a few children get a chance to be in command.



My Sensory Organs

My Skin

My skin is a very large organ. It covers every inch of my body. When I am an adult, I will have about seven pounds of skin!

My skin is a cover for my body. It is thick and strong. Most of the time my skin keeps my body from getting hurt. If I do get hurt and my skin is cut or scraped, my body can make new skin to take its place. My skin is growing all the time.

If I look closely at my skin, I can see many things. I can see hairs. I can see wrinkles. I can also see tiny holes called pores. My pores let water from inside my body come out. My body gets rid of liquid waste by sweating through my pores. Sweat also helps to keep my body from getting too hot or too cold.

I have many nerve endings in my skin. These nerve endings send messages to my brain. I can feel different things because of these nerve endings. I can feel heat and cold. I can feel pain. And I can feel touch like when I get hugged!

My Eyes

My eyes see for me. They are like little cameras that take a picture and send the picture to my brain. Then, my brain tells me what I have seen. My eyes show me things that look pretty, like a tree, and things that help me learn, like books.

My eyes have tears that help to clean them when they get dirty. My tears also wet my eyes every time I blink. This way, my eyes won't get too dry. Tears in my eyes also show when I am sometimes sad or hurt.

My Nose

My nose smells for me. It helps me smell the smells I like and the smells I don't like. I can smell flowers and I can smell burnt toast. My nose sends the smells to my brain, and my brain tells me what I have smelled.

My nose also cleans and warms the air I breathe. Inside my nose, I have little hairs to catch dirt and dust. I also have a thick, sticky liquid called mucus that catches the dirt and dust that get past the little hairs. Sometimes the dirt and dust make me sneeze!

My Ears

If I look closely at the word “hear,” I can see the word “ear” in it! My ears hear for me. They can hear very loud sounds. They can even hear very, very quiet sounds.

The part of my ear that I can see catches all kinds of sounds. It sends the sounds to the rest of my ear, which is inside my head. My ears change the sounds into nerve messages. These nerve messages are then sent to my brain. My brain tells me what I heard!

My Tongue

My tongue helps me do many things. It helps me chew and swallow. It helps me speak. My tongue also helps me taste.

The top side of my tongue has tiny nerve endings on it. These nerve endings are called taste buds. My taste buds help me taste things that are sweet or salty. They also help me taste things that are sour or bitter.

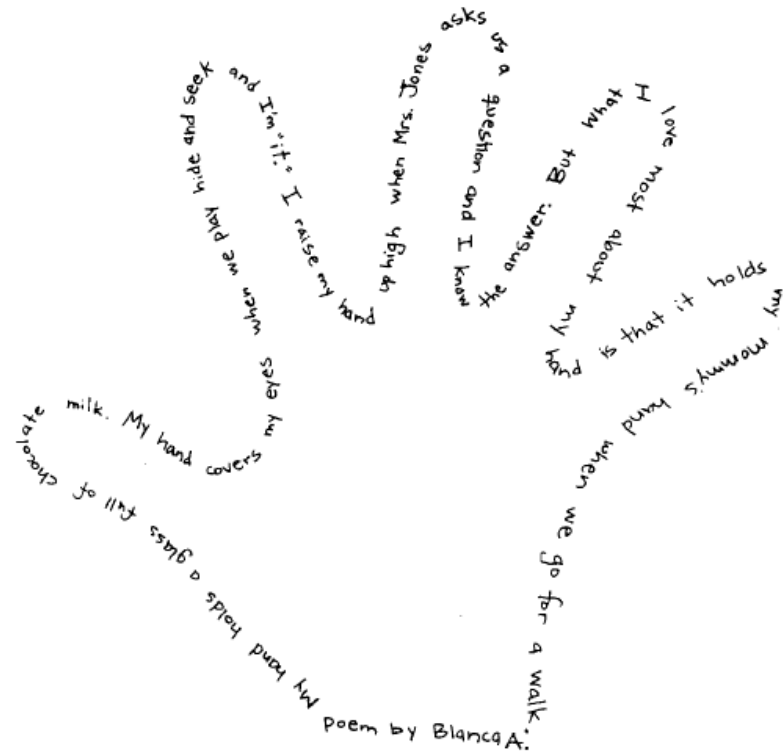
My nose helps me know what I have tasted, too. If I blindfolded you, put a piece of pear in your mouth and let you smell an apple, you would think you ate an apple!

Sensory Poems

Touching Hand Poems

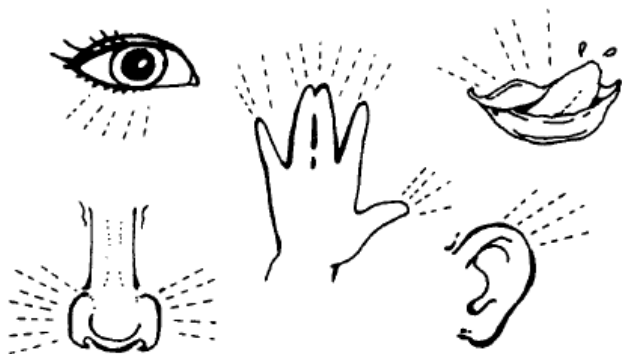
Recreate on paper or the chalkboard the hand poem to the right. Read the poem with the students. Provide each student with a sheet of white construction paper or index paper. Have the students trace their hands on the construction paper with their fingers wide apart. Ask students to think of something special that their hands do such as wave “hello” in friendship, paint a beautiful picture, help them to climb a tree or play a sport, etc.

Next, have each student write a poem about his or her hand around the inside edges of the hand outline. Cut out the hand shapes. Display the hand poems along a classroom wall so that one hand touches another to form a border of “Touching Hand Poems.”



Inside, Outside Sense Poems.

Find a few poems that are rich in perceptual detail. After you read the poems to the class, have students discuss how each sense is used in the poems. Ask students to write poems based on their senses, using as the subject things that they hear, smell, taste, touch, and see inside the classroom, house, etc. Use the following “Inside Poem” example to demonstrate a sense poem.



Inside Poem

Inside, I hear the thud of my brother's feet.
Inside, the smell of pizza floats across my desk.
Inside, I taste the sweetness of my gum.
Inside, I run my hand across my paper.
Inside, I see my mother going down the hall.

Read the poem and discuss how a different sense is introduced on each line. Have students write a few inside poems. Challenge them to write the poem without using the words “see,” “hear,” “feel,” “touch,” “taste,” or “smell.” When students have written some inside poems, ask them to write outside poems, which express the use of their senses in an outdoor environment.

Assemble the students' sense poems into a class book.