

Dear Kindergarten Teachers,

Please keep the student Alphabet strips that come with our Saxon Phonics refills. You will need to insert one in each take home supply pouch for the reimagined time packets.

Also, remind students to keep the supply pouch at home and only return the packet. They will need the supplies at home for days 2-5.

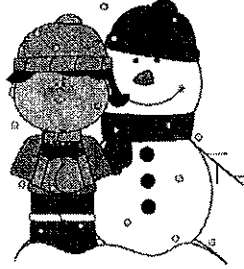
Kindergarten

Snow

Packet

Day 2

Clay County Schools
Kindergarten Reimagined Time Packet



Dear Parents,

This Reimagined Time Packet is designed for your child to complete in the event school is cancelled for inclement weather or other unforeseen circumstances. Please assist your child with the activities included in the packet. In the event that you require assistance, please contact your child's teacher at the appropriate school between 10:30am -3:00pm.

Big Otter Elementary: 304-286-3111

Clay Elementary: 304-587-4276

H.E. White Elementary: 304-548-7101

Lizemore Elementary: 304-587-4823

This packet is NOT optional and MUST be completed and returned on the first regular session day of school following the day(S) off. Please sign the bottom portion of this page upon returning the completed packet.

1. Read directions for each lesson
2. For MOST lessons choose 1 activity to complete. For SOME lessons do BOTH activity 1 and 2.
3. Sign and return the completed packet

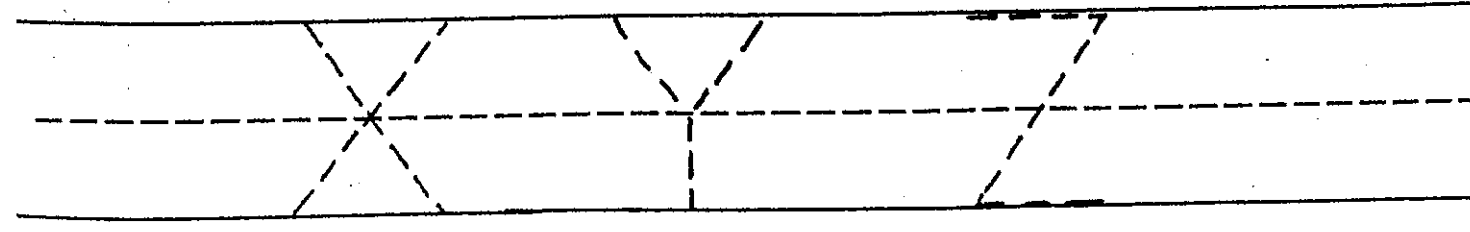
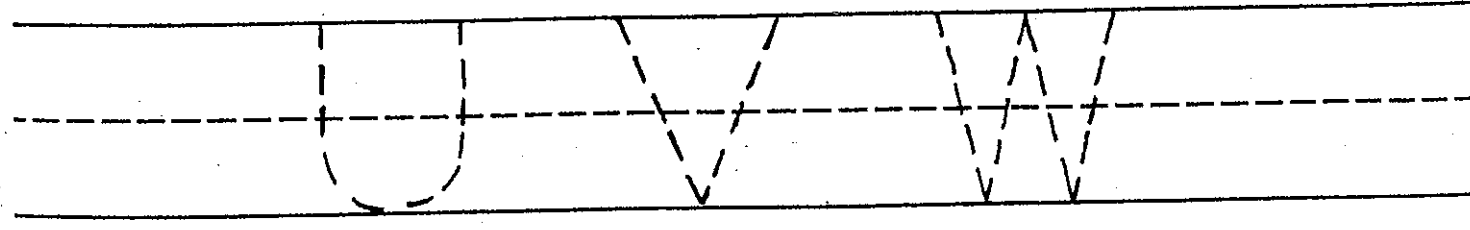
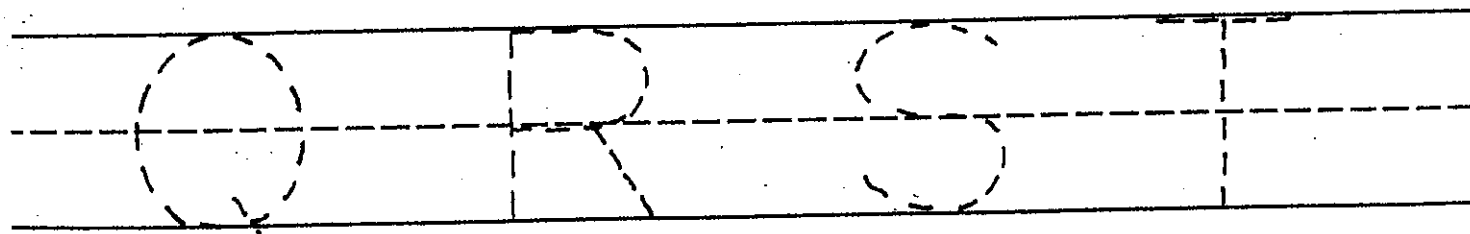
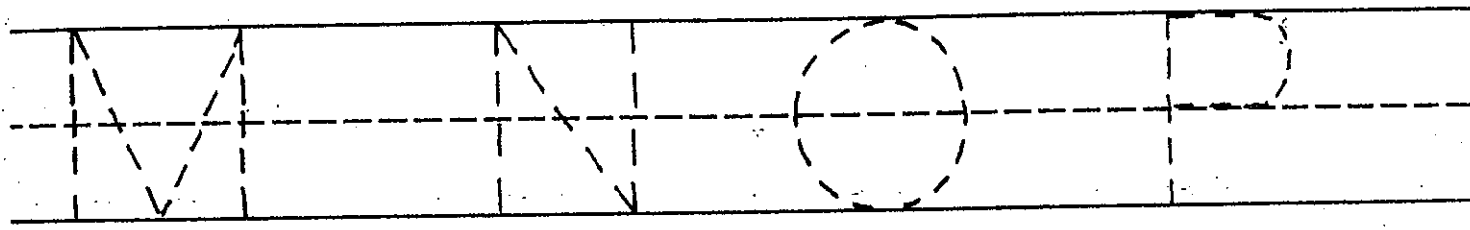
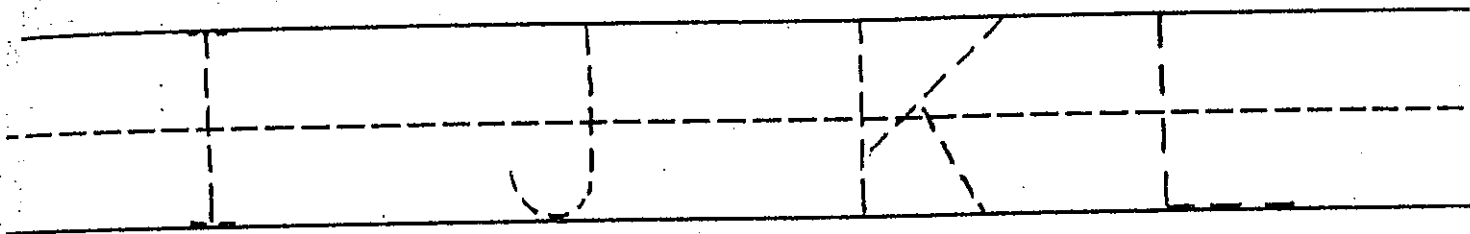
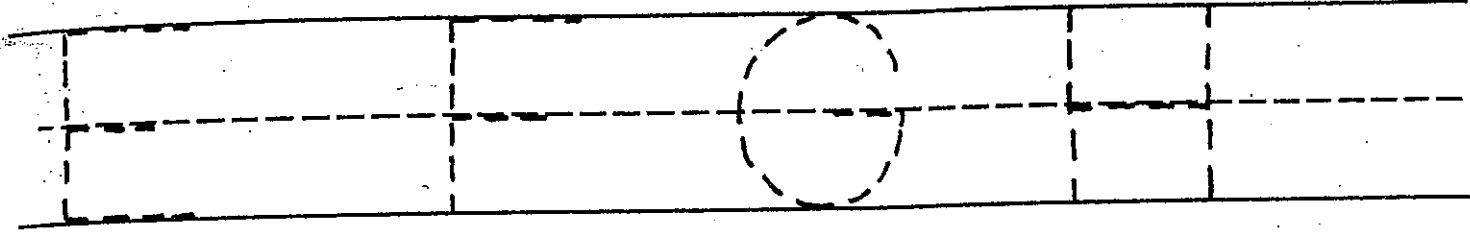
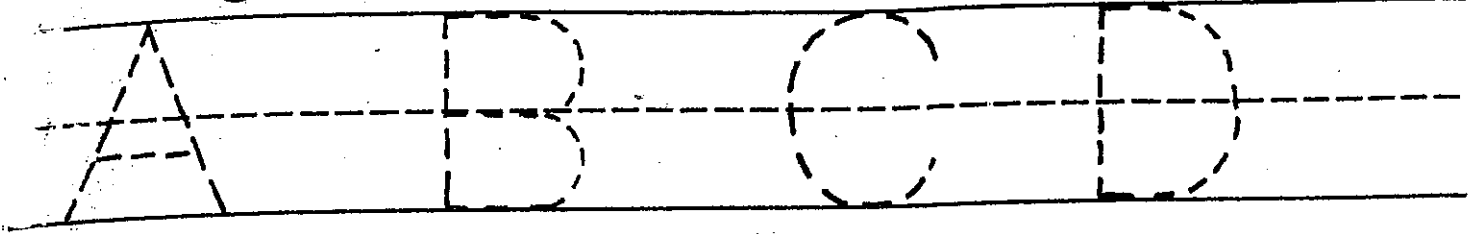
We have completed Day 2 packet activities

Student Name _____

Parent Signature _____

<u>Day 2</u>	<u>ELA</u> <u>20</u> <u>Minutes</u>	<u>Do both 1 and 2</u>	<u>I Can Statements</u>
		<ol style="list-style-type: none"> 1. Alphabet strip (Given on Day One): Name the letters. Say the sounds. Name each key picture. 2. Complete the Handwriting Practice Sheet. (D-2-ELA). Trace the Capital letters. Write the Capital letters. 	<ul style="list-style-type: none"> • I can print lots of upper and lowercase letters • I can name all of my upper and lower case letters • I can say the most common sound for each consonant

UPPER CASE ALPHABET



<u>Day 2</u>	<u>Reading 20 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		<p>1. Read decodable reader "Winter" (D-2-R) and answer:</p> <ul style="list-style-type: none"> • Who are the characters? • Where is the setting? • What is the main idea? • What happens: at the beginning, middle and end? • Could the events really happen or are they make believe? <p>2. Complete the "Setting" Activity Sheet (D-2-R)</p>	<ul style="list-style-type: none"> • I can ask & answer questions about important details in stories. • I can tell the characters, setting & what happens in stories. • I can read & understand books at my level. • I can read the words in a book in the right order.



By Alex Jordan Illustrated by David Sheldon
Target Skill: Consonant Cc/Ii
High-Frequency Words: we, my, like



Tap, tap, tap, tap.



Tam taps at my door.



Tam is cold.



Tam, have my cap.



We pat, pat, pat-at snowballs.



We tap, tap, tap at my snowman.



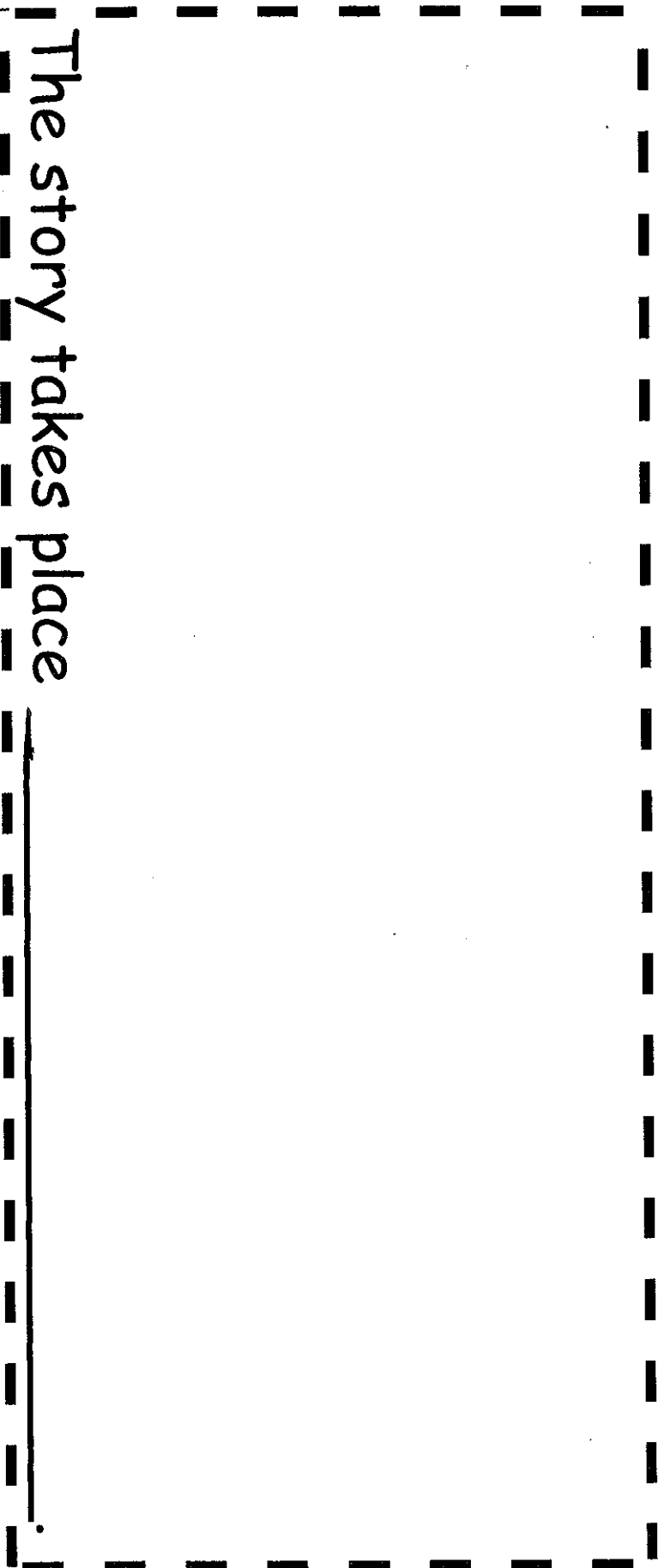
We like the snow.

Name _____

Title of Story _____

Setting

Draw a picture of where the story takes place.



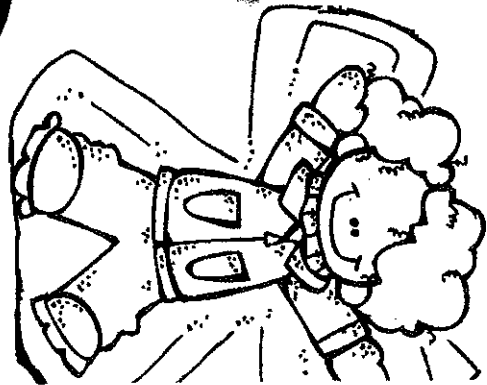
The story takes place _____

<u>Day 2</u>	<u>Phonics</u> <u>20</u> <u>Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		<p style="text-align: center;"><u>Choose 1</u></p> <p>✓</p> <ul style="list-style-type: none"> □ Complete the "Snowy Sounds" Activity Sheet. (D-2-PH) □ Complete the Roll and Read Activity Sheet (D-2-PH). Roll the dice. Read the CVC word in the row of the number on the dice and color the cups. Roll until you have read all the nonsense words and have colored all the cups. 	<ul style="list-style-type: none"> • I can find and say the beginning, middle and last sounds in simple words

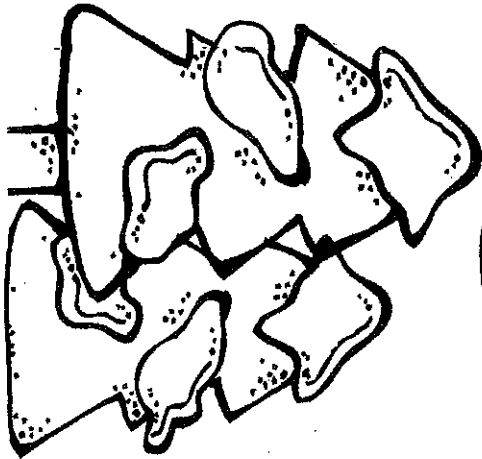
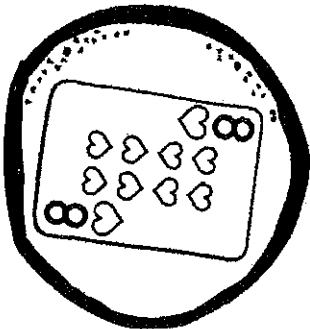
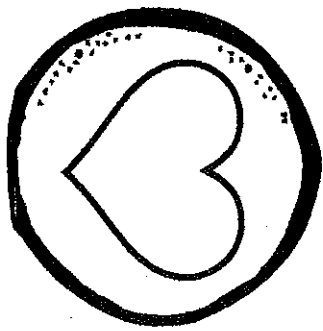
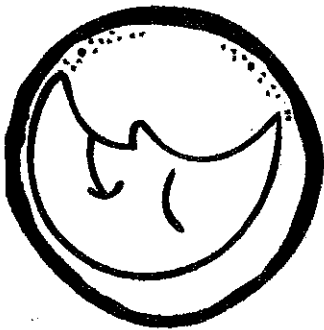
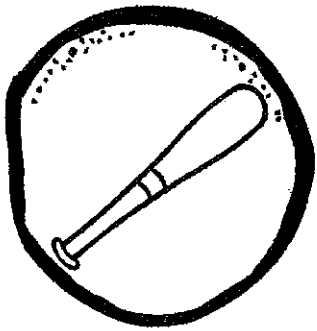
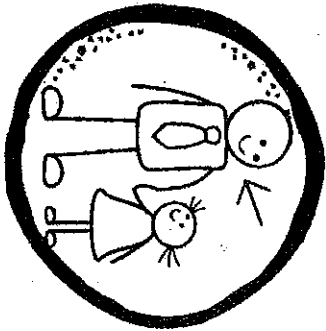
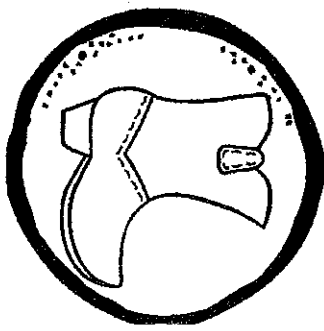
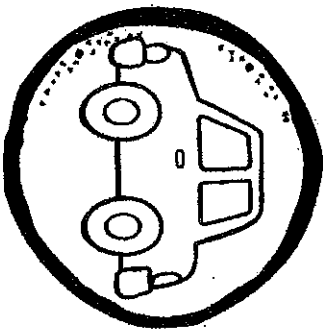
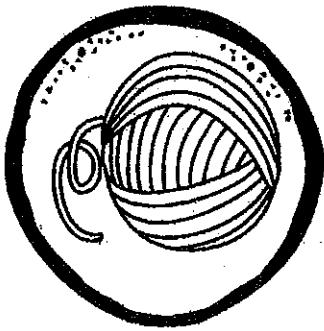
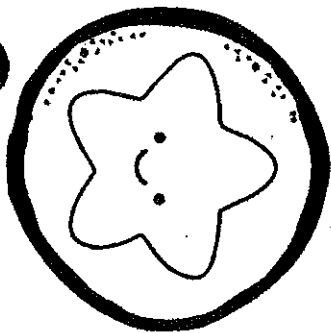
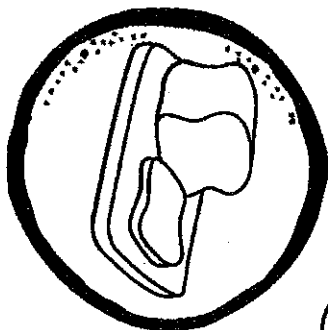
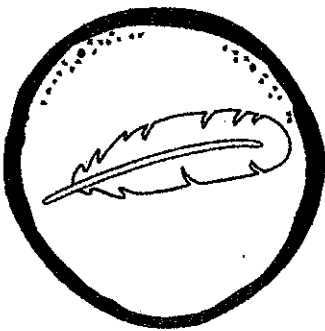
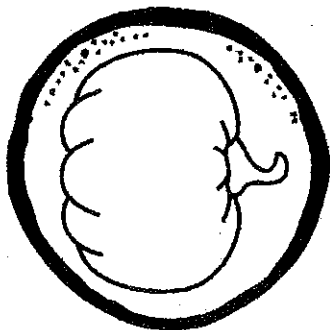
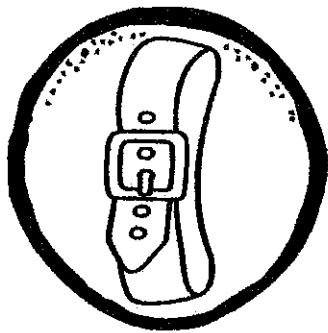
Name: _____

Directions: Identify the ending sound of each picture. Use the color code to color the pictures.

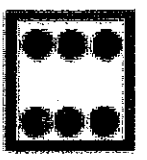
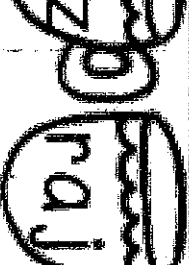
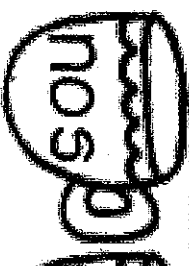
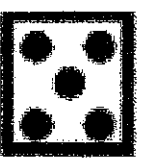
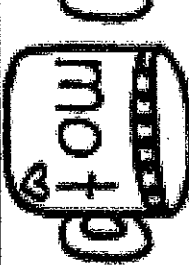
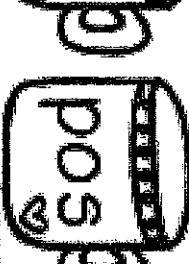
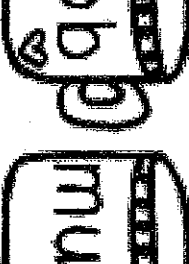
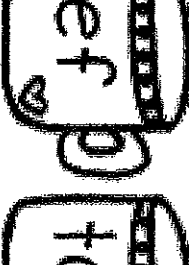
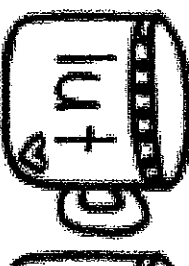
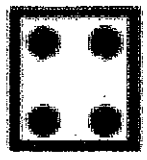
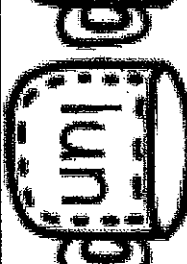
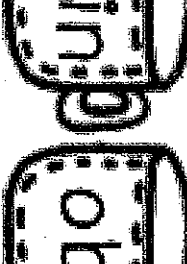
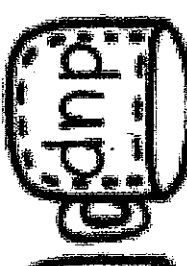
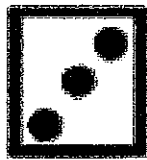
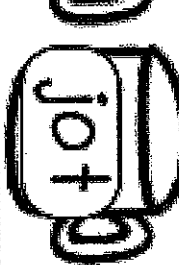
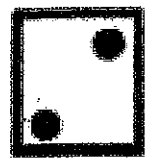
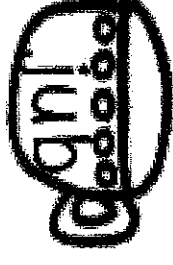
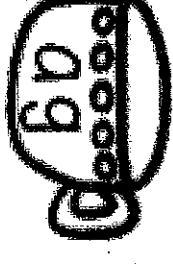
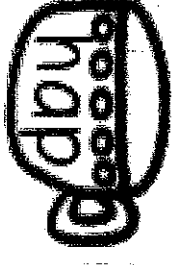
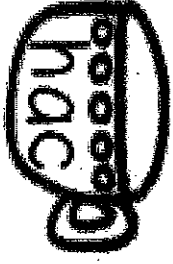
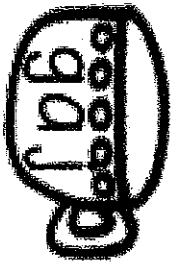
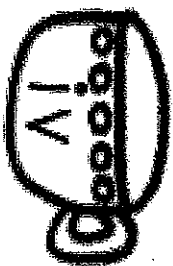
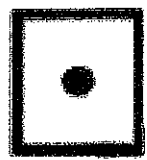
Snowy Sounds



Color Code			
d - red	n - green	r - blue	t - yellow



Cup of Non-Sense



Name _____

<u>Day 2</u>	<u>Read Aloud</u> <u>20</u> <u>Minutes</u>	✓ <u>The Activity you Choose</u>	<u>I Can Statements</u>
		<p style="text-align: center;"><u>Choose 1</u></p> <ul style="list-style-type: none"> □ Read Aloud "Willy's Winter Rest" to your child. Complete "Listen to Reading" Activity Sheet (D-2-RA) □ Access www.youtube.com. Search the trade book of your choice to be read aloud. Complete "Listen to Reading" Activity Sheet (D-2-RA) 	<ul style="list-style-type: none"> • I can ask and answer questions about important details in stories. • I can tell the characters, setting and what happens in stories.

Willy's Winter Rest

BY DONNA LATHAM



Peeking from the tree trunk, Willy Dormouse blinked his big dark eyes and wriggled his tiny pink nose. He loved the smell of the meadow after a rainfall. Leaning out, Willy felt autumn's chilly wind ruffle his golden-brown fur. He flicked his silky tail and shivered. All the leaves were gone from the trees now. They rested in wet clumps beneath the tree trunk.

"Good evening, Willy!" called Mama Dormouse cheerfully. "Did you have a nice sleep? I love to snooze when it's raining, don't you?"

Willy yawned and stretched his tiny paws to the sky. "I'm still a little sleepy, Mama," he said.

"We'll take care of that!" laughed Papa Dormouse, calling from a stump across the way. He scurried down the stump, through the wet leaves, and up the tree trunk. He sat next to Willy.

"It's time for your first winter rest, my boy!" said Papa.

"Winter rest? What's that?" asked Willy. Willy had been born in the warmth of early June. His first summer was a delicious time! There were juicy berries to eat and crunchy nuts to snap between his little teeth.

During the hot summer days, Willy's family slept, safe and cozy in their nest in the tree trunk. Mama padded the nest with soft grass and bits of bark.

Snuggled in the nest, Willy stayed away from the hawks that might scoop him up for lunch. He was safe from the snakes that slithered through the grass in search of a plump little dormouse.

At night, Willy and his parents left the nest to search for food. Papa and Mama taught him how to scurry from tree to tree without touching the ground.

"We can find yummy berries and nuts up here," explained Mama.

"Yes, and a crispy bug or two!" said Papa.

After summer came Willy's first autumn—a flurry of activity! His parents were so busy. First, Papa had searched for a perfect winter place. Deep down, at the bottom of the tree trunk, Papa found just the right spot. Warm, safe, and tucked away, it would become a winter hideaway.

Next, Mama made a nest there, fluffing it with grass. She nibbled away chips of bark from the trees outside and placed them, just so, in the nest to build a winter bed.

"Are we going to sleep here now?" asked Willy, looking eagerly at the cozy bed.

"No, not just yet," said Mama.

Then, during their midnight hunts for food, Willy, Mama, and Papa brought extra food back to the tree trunk. Papa showed Willy how to stash the food near the winter bed.

"Why are we stashing food?" asked Willy.

"Well," explained Papa, "We're going to sleep for a long time—til April! On warm winter days, we might wake up. If we do, you can bet we'll be hungry. So we'll have a snack before we settle back to sleep."

"Speaking of eating," called Mama from above, "It's time for dinner!"

Willy and Papa scurried up the tree trunk. Willy blinked his black eyes in surprise at the huge feast Mama had spread out.

"Now, Willy," said Mama. "It's time to fatten up! Our bodies need enough food for those long, long months when we're asleep."

"That's right," said Papa. "We need to get twice as big as we are now."

"Wow!" said Willy. "Pass the berries, please!"

Willy munched and crunched. He gobbled grains and nibbled nuts. Soon, Willy was stuffed.

"Oh, my!" he squealed. "I've never felt so full in my whole life." He patted his bulging tummy.

"Good job!" said Papa Dormouse. "Now remember, if you wake up on a warm day, there will be plenty to eat. It's waiting for you."

"I don't think I'll ever eat again," said Willy.

"Oh, just wait!" laughed Mama. "There's nothing like a winter rest to work up an appetite."

Willy yawned. He stretched his tiny paws and flicked his long tail.

"I'm so tired!" he said, blinking his black eyes. "I can barely keep my eyes open."

"It sounds like you're all set for winter," said Papa. "It's time to settle in."

Finally, with their bellies full, the family scampered down to their winter bed. Willy looked around at the soft nest.

He saw the food they had stocked in case they woke up on warm days. He felt cozy and safe.

"Now, Willy," said Mama, "Roll yourself up into a tight little ball."

Willy ducked his head down and tucked his paws close to his body. He wrapped his long silky tail around himself.

"Perfect!" said Mama, as she patted soft grass around him. "Good night, sleep tight! See you in the spring!"

"Or on a warm day!" said Papa.

But Willy couldn't answer. Snug in the winter bed, he was already asleep.

Listen to Reading

Book: _____

Words from the book I can read myself:

1. _____
2. _____
3. _____
4. _____
5. _____



My favorite part:

A large rectangular area enclosed by a thick dashed line, intended for the child to write their favorite part of the book.

<u>Day 2</u>	<u>Sight Word Practice</u> <u>20 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		<ol style="list-style-type: none"> 1. Use word cards made on day 1 or write words on index cards or paper & cut out. (D-2-SW) Practice words in random order. Use each word in a sentence (orally) 2. Complete Sight Words Dot Marker Activity Sheet #3. (D-2-SW) 	<ul style="list-style-type: none"> • I can find, match and read words around me.

D-2-SW

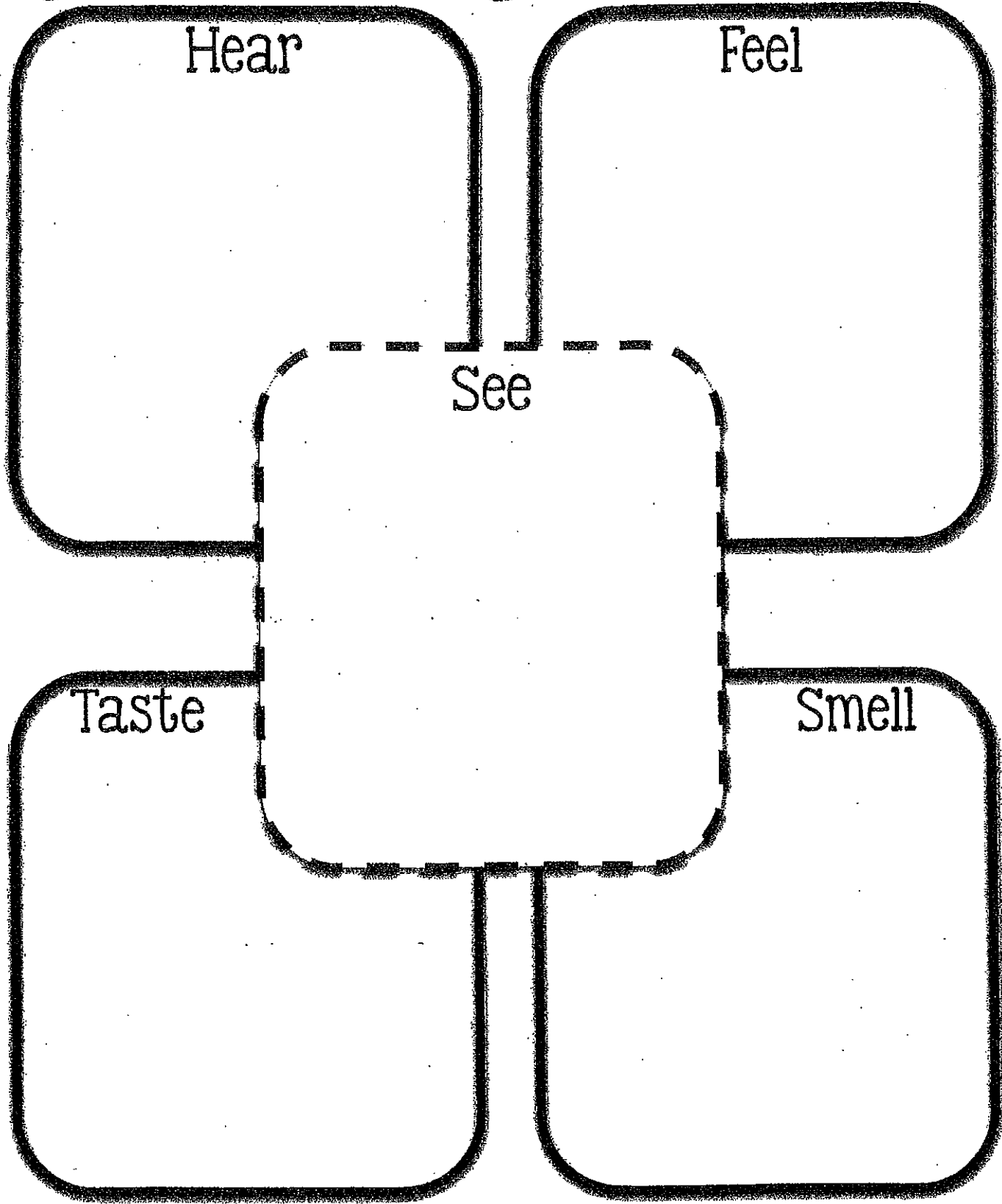
am	we	can	yellow
to	go	the	little
is	in	red	blue
it	I	see	one
he	a	she	green

<u>Day 2</u>	<u>Writing</u> <u>20 Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		✓ <u>Choose 1</u> <ul style="list-style-type: none"> □ Using the story from today's Read Aloud, draw and write about your favorite part (D-2-W) □ Complete the "Stuck in a Snow Globe" Activity Sheet (D-2-W). Imagine you were stuck in a snow globe. With parents' help, write words that describe your experience in the boxes. 	<ul style="list-style-type: none"> • I can draw and share information about an event • I can put events in order

Name: _____

D-2-W

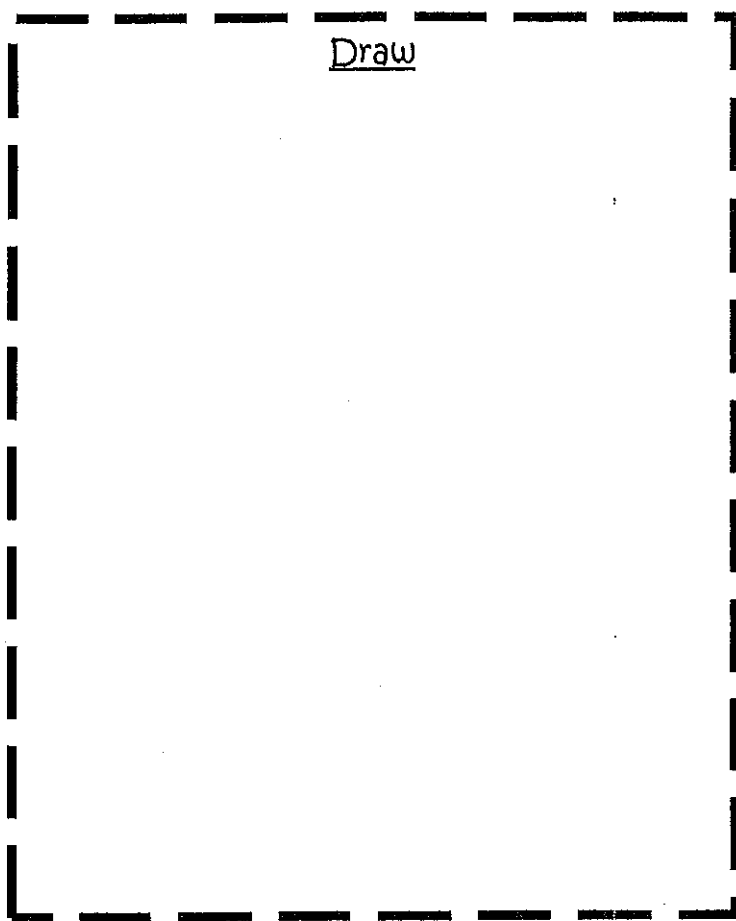
Stuck in a Snow Globe!



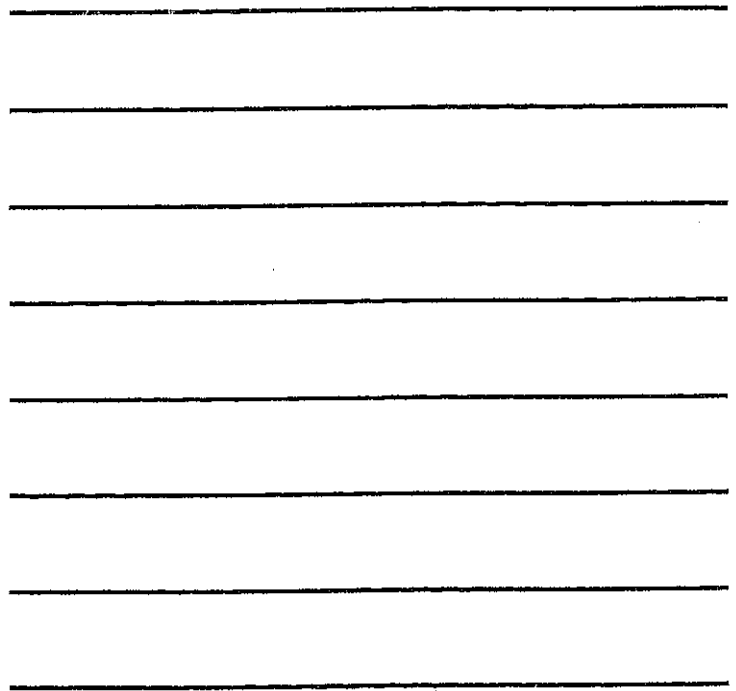
Name _____

Draw your favorite part of the story. Write about your drawing. Write as many words as you can on your own. A parent can help with the words you don't know.

Draw



Write



<u>Day 2</u>	<u>Math 20 Minutes</u>	<u>Do the Activity Below</u>	<u>I Can Statements</u>
		Use 100 chart to count to 100 by 1's and by 10's (D-2-M) Use 100 chart below to find and color the numbers. A hidden picture awaits you.	<ul style="list-style-type: none"> • I can count to 100 by ones and tens • I can find numbers on a number chart

D-2-M

Use the 100 chart below. Find and Color.

Blue: 1, 2, 3, 8, 9, 10, 11, 12, 19, 20, 21, 30, 31, 40, 41, 50, 51, 60, 61, 70, 71, 80, 81, 90, 91, 92, 99, 100

Green: 13, 14, 15, 16, 17, 18

Orange: 4, 5, 6, 7, 22, 23, 24, 25, 26, 27, 28, 29

White: 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 45, 46, 48, 49, 52, 53, 54, 55, 56, 57, 58, 59, 62, 64, 65, 66, 67, 69, 72, 73, 75, 76, 78, 79, 82, 83, 84, 87, 88, 89, 93, 94, 95, 96, 97, 98

Black: 44, 47, 63, 68, 74, 77, 85, 86

100 Chart

Name _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

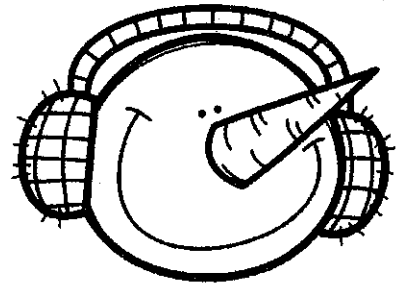
<u>Day 2</u>	<u>Math</u> <u>20 Minutes</u>	<u>Do the activity listed below</u>	<u>I Can Statements</u>
		1. Complete the "I Can Count to 100 by 10's" activity sheet (D-2-M)	<ul style="list-style-type: none"> • I can write numbers from 0-20. • I can count to 100 by tens

D-2-M

NAME:

Date:

I Can Count to
100 by 10's



10									100
----	--	--	--	--	--	--	--	--	-----

			40						100
--	--	--	----	--	--	--	--	--	-----

						70			100
--	--	--	--	--	--	----	--	--	-----

<u>Day 2</u>	<u>Science 30 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		1. Use the magnetic letter included in the packet to learn about items in your home that are magnetic and complete the Magnet Activity Sheet (D-2-SC1). 2. Complete the Magnet activity sheet. Use the internet Write 4 fun facts about magnets (D-2-SC2)	<ul style="list-style-type: none"> I can use scientific tools and everyday materials to explore my world

D-2-SC1

Name _____

Magnets..

A magnet is a piece of iron that can attract or pull things made of iron. Iron is a type of metal.

Find objects in your home that will stick to the magnet.

1. _____

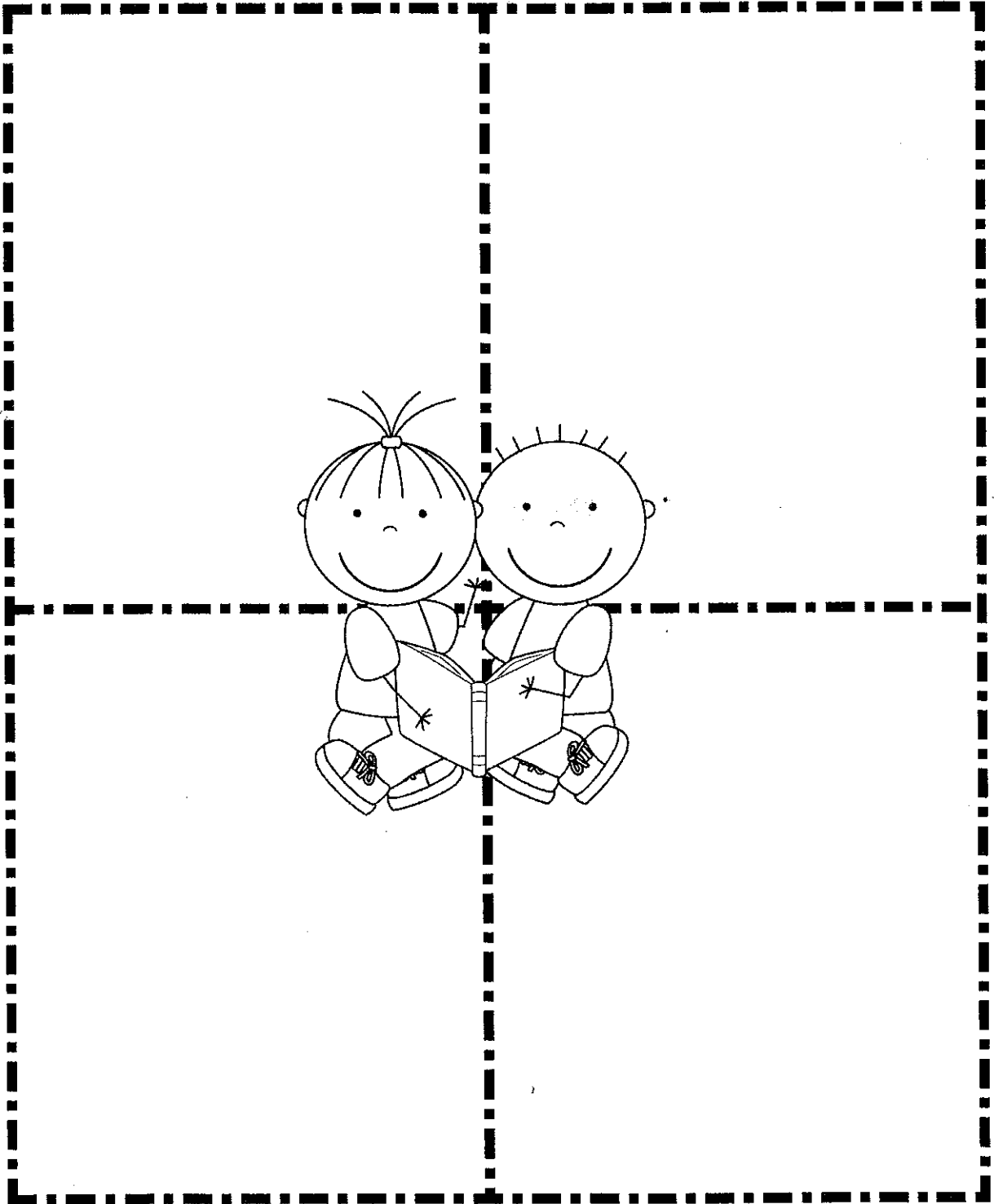
2. _____

3. _____

4. _____

5. _____

4 fun facts



NAME _____

<u>Day 2</u>	<u>Social Studies</u> <u>30 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		<ol style="list-style-type: none"> 1. Observe the weather outside today. 2. Complete one page of the Weather Journal by drawing and writing about today's weather. (D-2-SS) 	<ul style="list-style-type: none"> • I can compare and contrast the features of weather. • I can compare and contrast the changes humans make for the changes in weather

D-2-SS

Weather Journal

Observe the weather outside today. Draw a picture showing what you see.
Write about the weather today.

<u>Draw</u>	<u>Write</u>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Day 2

Art (K)

I can identify at least five geometric shapes, e.g., circle, square, oval, rectangle, triangle as distinguished from three-dimensional forms, e.g., sphere, cube, cylinder, pyramid. (VA.O K. 2.0.2)

*Choose one activity or activities that equal 15 minutes. Have a parent or guardian initial and date your completed activity.

Activities: Use materials you can find in your home.

1. The student will look around each room in his/ her house for shapes. (for example, a window could be a rectangle or a square). _____ Parent/guardian
 2. The student will draw and label the shapes that he/ she finds. _____ Parent/guardian
 3. The student will look around each room of his/ her home for examples of form, for example, a soup can is a great example of a cylinder. _____ Parent/guardian
 4. The student will draw and label the examples of form that he / she finds. _____ Parent/guardian
-

Grade k Body Percussion and Movement

CSO MU.O.GMK-2.1.07 MU.O.GMK-2.1.05 MU.O.GMK-2.1.06

I can create music using my body and found sound objects.
I can read and write iconic musical notation.

Choose One Activity, or activities that equal 15 minutes. Have a parent or guardian sign and date your completed activity.

Use your body to make music. Try clapping, snapping, stomping and other sounds. Make rhythm patterns that you can play along with a favorite song on your music player. Draw your pattern in the boxes below. Use sounds and silences.

--	--	--	--	--

Play the rhythms you wrote in the boxes using found sounds around the house like Tupperware bowls or pots and pans wooden spoons. Do not use anything breakable.

_____ date

Parent/guardian signature

Turn on some music and move in different ways to express the music.

_____ date

Parent/guardian signature

Clay County Physical Education Reimagined Time

(Snow Packet) For Elementary Students (K)

Clay County Schools Elementary Physical Education teachers have compiled a list of activities that your child can complete while at home. The list consist of exercises, stretches and cardio activities. It is suggested that children have 60 minutes of physical education a day. However, our goal is for children to get 30 minutes of exercise a day and we want to keep that going during snow days.

I can actively engage in physical activities

I can engage in moderate to multiple activities in a variety of settings.

I can work independently on my fitness level.

Stretches (Pick three) (minimum of 1 minutes per stretch)

Make sure to stretch before getting started so our body is prepared for the activity. (Do 20 of each stretch)

Arm circles Butterflies Toe touches Shoulder stretch Trunk lift Hurdler stretch Calf raises
V stretch

Exercises (Pick two) (minimum of 2 minutes per exercise)

We want to keep our body strength up and these will help us. (Do 20 of exercises)

Push-ups Set-up Windmills Jumping jacks One legged jumps leg raises

Cardio (Pick one) (minimum of 2 minutes per cardio activity)

These will keep us in shape. (Do three one minute periods with breaks in between)

Skipping Galloping Hopping Side to side hops lunges Running in place

Activities (Pick two) (minimum of 10 minutes per activity)

Make and obstacle course and run through it.	Turn on some music and dance.	Make a snowman.
Jump rope.	Use a hula hoop.	Make a snow angel.
Find three object's that can be used for juggling and juggle.	Find a balloon and see how long you can keep it in the air.	Website gonoodle.com
Practicing balancing on one foot then try the other one.	Shovel the drive way.	Cup stacking
Have a snowball distance throw	Go sledding	Other

Signature _____

Date: _____

List Stretches: _____

List exercises: _____

List Activities: _____