

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.

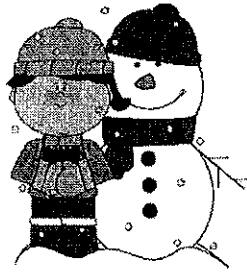
Kindergarten

Snow

Packet

Day 3

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 3 packet activities**

Student Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

<u>Day 3</u>	<u>ELA</u> <u>20</u> <u>Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		✓ <u>Choose 1</u> <ul style="list-style-type: none"> <li>□ Complete Handwriting Activity Sheet for lowercase. Trace the letters. Write the letters.(D-3-ELA)</li> <li>□ Access <a href="http://www.starfall.com">www.starfall.com</a>. Click letters of the alphabet to learn more about each letter.</li> <li>□ Alphabet strip (D-3-ELA): Name the letters. Say the sounds. Name each key picture for each sound</li> </ul>	<ul style="list-style-type: none"> <li>• I can print lots of upper and lowercase letters</li> <li>• I can name all of my upper and lower case letters</li> <li>• I can say the most common sound for each consonant</li> </ul>

# LOWER CASE ALPHABET

a b c d

e f g h

i j k

m n o p

q r s t

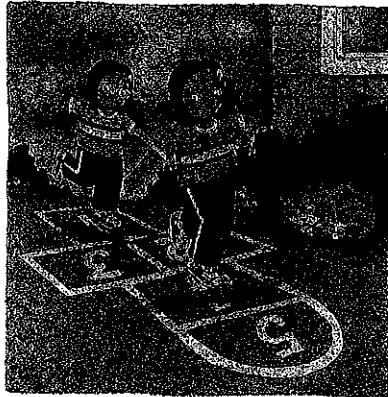
u v w

x y z

<u>Day 3</u>	<u>Reading 20 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		<p>1. Read decodable reader (D-3-R) and answer:</p> <ul style="list-style-type: none"> <li>• Who are the characters?</li> <li>• Where is the setting?</li> <li>• What is the main idea?</li> <li>• What happens: at the beginning, middle and end?</li> <li>• Could the events really happen or are they make believe?</li> </ul> <p>2. Complete the Character Activity Sheet (D-3-R)</p>	<ul style="list-style-type: none"> <li>• I can ask &amp; answer questions about important details in stories.</li> <li>• I can tell the characters, setting &amp; what happens in stories.</li> <li>• I can read &amp; understand books at my level.</li> <li>• I can read the words in a book in the right order.</li> </ul>



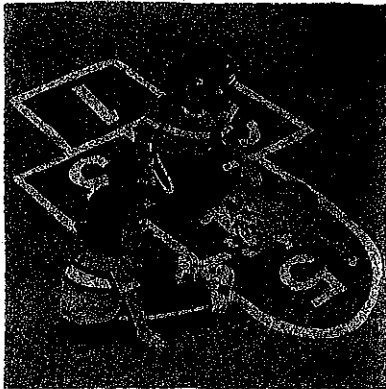
by Susi Jones  
Illustrated by Jaime Smith



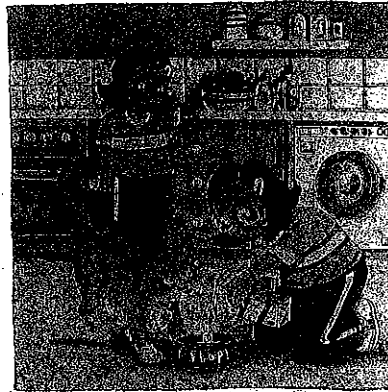
Nat and Nan hop and skip.  
One hop, Nan!  
One skip, Nat!



Nat and Nan stop.  
Nat and Nan stop for  
Flap the Cat.



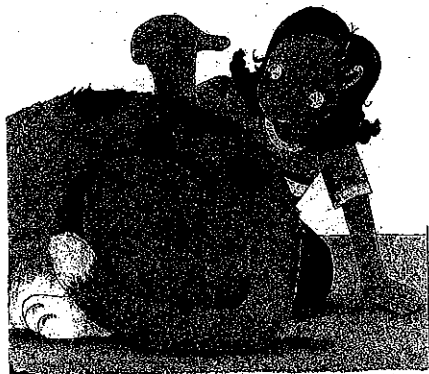
Two claps for Flap the Cat.  
Clap, clap for Flap!



Can Flap the Cat sip three drops?  
Flap the Cat can sip three drops.  
Sip, sip, sip, Flap!



I spot four dots on Flap the Cat.  
Dot, dot, dot, dot!  
Do you spot dots on him?



I spot one, two, three, four, five!  
Dot, dot, dot, dot, dot!  
Five dots on Flap the Cat.




Flap the Cat likes to sit  
on my lap!  
Sit, Flap, sit!

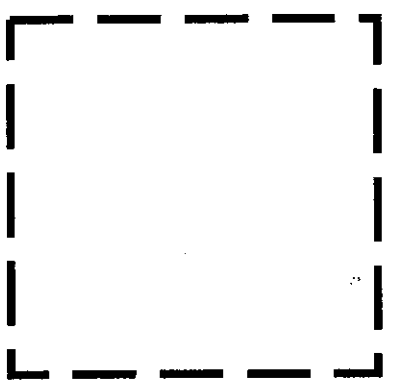
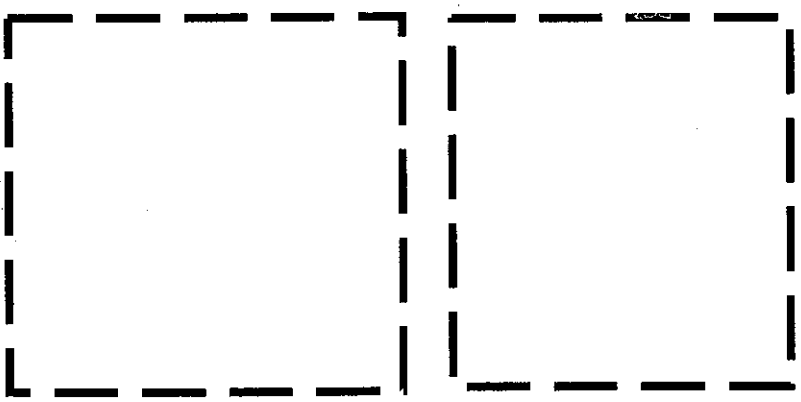
Name \_\_\_\_\_

Title of Story \_\_\_\_\_

**Main Character**





















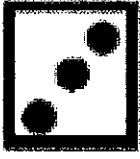








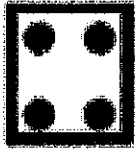



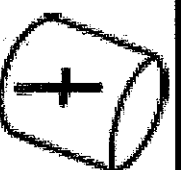




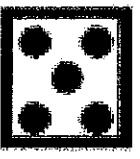





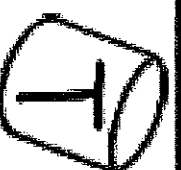


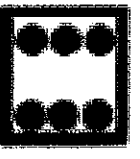








**Other Characters**





<u>Day 3</u>	<u>Phonics</u> <u>20</u> <u>Minutes</u>	<u>Do the Activity below</u>	<u>I Can Statements</u>
		<p>1. Roll and Read.. (D-3-PH) Roll the dice. Name the letter in the cup and say the letter sound. If the letter is a vowel, say the short and long vowel sound after naming the letter. Color the cups until you have identified all the letters and sounds.</p>	<ul style="list-style-type: none"><li>• I know letter names and sounds.</li></ul>



<u>Day 3</u>	<u>Read Aloud</u> <u>20</u> <u>Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
D-3-RA		✓ <u>Choose 1</u> <input type="checkbox"/> Read Aloud "All Night Near the Water" to your child. Complete "Listen to Reading" Activity Sheet (D-3-RA)  <input type="checkbox"/> Access <a href="http://www.youtube.com">www.youtube.com</a> . Search the trade book of your choice to be read aloud. Complete "Listen to Reading" Activity Sheet (D-3-RA)	<ul style="list-style-type: none"> <li>• I can ask and answer questions about important details in stories.</li> <li>• I can tell the characters, setting and what happens in stories.</li> </ul>

# All Night Near the Water

JIM ARNOSKY

In the golden glow of a summer evening, mother mallard leads her ducklings away from the nest in the tall meadow grass . . . to the lake.

The ducklings follow in a row around the shoreline weeds, through a driftwood maze, to a sandbar where they will spend their first night near the water.

Mother mallard tries to sleep but her ducklings are not sleepy.

They listen to the frogs, and spy on a heron catching fish.

The ducklings watch the dark shapes of bats flying in the twilight.

At nightfall the ducklings see lights twinkling over the water.

A hungry pike cruises by. Mother mallard calls softly for her ducklings to huddle near. She covers them with her wings and presses them against her sides.

Through the darkest hours of the night, mother mallard keeps her ducklings hidden, safe, and warm.

As the sun slowly rises, a sudden breeze ripples the lake.

When the world is light again, mother mallard flaps her wings and quacks out loud. Wake up! It's time to take a morning swim.

A new day has begun.

# 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 student to write their favorite part of the book.

Day 3	<u>Sight Word Practice</u> <u>20 Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		✓ <u>Choose 1</u> <input type="checkbox"/> Complete the "Sight Word Scramble" Activity Sheet (D-3-SW) <input type="checkbox"/> Access <a href="http://www.abcyd.com">www.abcyd.com</a> . Click K activities. Click sight word bingo. Choose pre-primer or primer list.	<ul style="list-style-type: none"> <li>I can find, match and read words in my world.</li> </ul>


D-3-SW

Word Bank

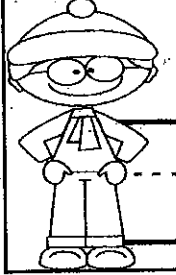
can have like little look at see you




oyu




ach



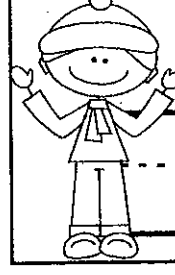
veha




ikle




tittle



ees



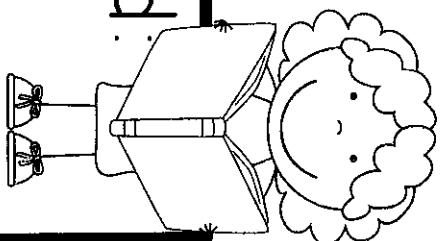
ta



kloo

<u>Day 3</u>	<u>Writing</u> <u>20 Minutes</u>	<u>Do the Activity Below</u>	<u>I Can Statements</u>
		1. Using the story from today's Read Aloud, complete the "Beginning, Middle, End" Activity Sheet (D-3-W). Draw what happens at the beginning, middle and end of the story. Write about your drawings	<ul style="list-style-type: none"><li>• I can draw and share information about an event</li><li>• I can put events in order</li></ul>

# After **Reading** or **Listening**



Beginning:

Middle:

End:

---

---

---

---

---

---

---

---

<u>Day 3</u>	<u>Math 20 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		1. Use 100 chart to count to 100 by 1's and by 10's (D-3-M) 2. Complete the Find and Color Activity below. (D-3-M)	<ul style="list-style-type: none"> <li>• I can count to 100 by ones and tens</li> <li>• I can find numbers on a number chart</li> </ul>

D-3-M

Name \_\_\_\_\_

Find and Color

Find the numbers and color them red. A surprise picture awaits!

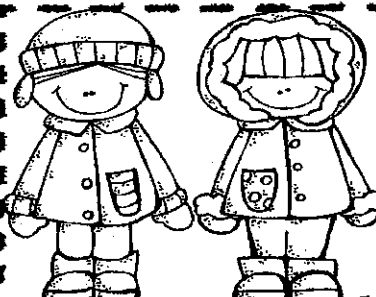
2,3,8,9,11,14,17,20,21,25,26,30,31,40,42,49,53,58,64,67,75,76

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 3</u>	<u>Math</u> <u>20 Minutes</u>	<u>Do the Activity Below</u>	<u>I Can Statements</u>
		1. Complete "The Great Snowflake" Activity Sheet (D-3-M)	<ul style="list-style-type: none"> <li>• I can write numbers from 0-20.</li> <li>• I can count and write numbers in order.</li> </ul>

D-3-M



Directions: Fill in the missing numbers.

Name: \_\_\_\_\_

# The Great Snowflake


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

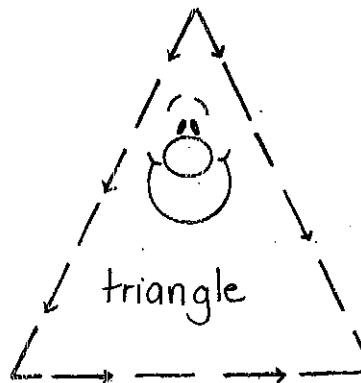
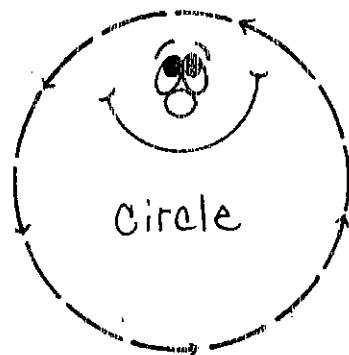
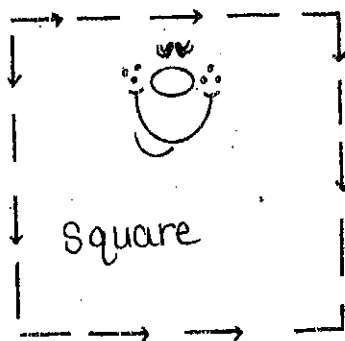
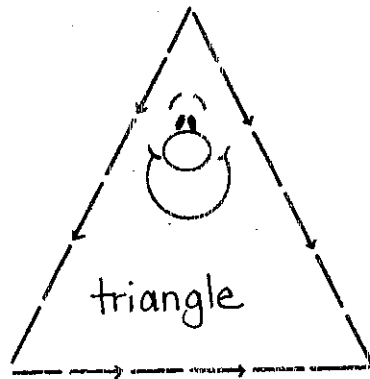
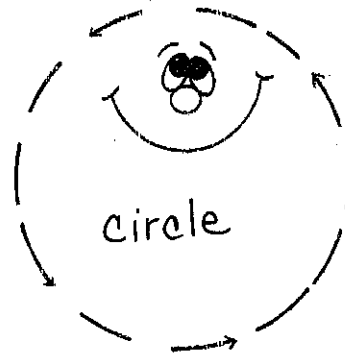
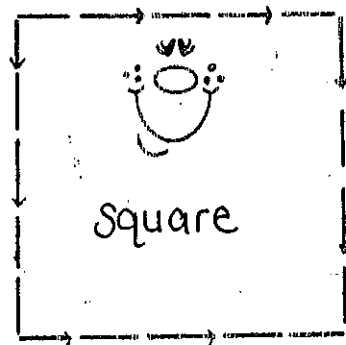

The Printster Princess

Day 3	Math 20 Minutes	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		✓ <u>Choose 1</u> <input type="checkbox"/> Shape Activity (D-3-M) <input type="checkbox"/> Access <a href="http://www.starfall.com">www.starfall.com</a> . Click on shape activities.	<ul style="list-style-type: none"> <li>I can name shapes no matter their size or how they are turned</li> </ul>

Name \_\_\_\_\_

D-3-M

- 1) Trace
- 2) Draw lines to connect the pictures that look the same.
- 3)  4) On the back, draw a picture using shapes.



<u>Day 3</u>	<u>Science 30 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		1. Discuss magnets with a parent. 2. Complete the Magnet activity sheet. (D-3-SC)	<ul style="list-style-type: none"> <li>I can write about what I have learned</li> </ul>

D-3-SC

Name \_\_\_\_\_

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

Draw a picture and write a sentence about what you have learned about magnets.

---



---

<u>Day 3</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"> <li>1. Observe the weather outside today.</li> <li>2. Complete one page of the Weather Journal by drawing and writing about the weather. (D-3-SS)</li> </ol>	<ul style="list-style-type: none"> <li>• I can compare and contrast the features of weather.</li> <li>• I can write about what I see.</li> </ul>

D-3-SS

Name \_\_\_\_\_ Date \_\_\_\_\_

**my Story Spark**

**Look** out the window. **Draw** what you see.

**Write** about what you see.

-----

-----

-----

# Day 3

## Art (K)

I can discuss relationships between art and other disciplines, e.g. illustrations with stories, narrative quilts/story cloths; artworks depicting weather conditions with science. (VA.O.K 6.02)

\*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 read a story with a guardian. After reading a story with a guardian, illustrate the story. \_\_\_\_\_ Parent/guardian
  2. The student will discuss how his/her illustrations help to "tell" the story. \_\_\_\_\_ Parent/guardian
  3. The student will look out his or her window and draw what he or she sees. \_\_\_\_\_ Parent/guardian
- 

Grade k

### Notation, Pitch, & Movement

CSO MU.O.GMK-2.2.05, MU.O.GMK-2.1.07, MU.O.GMK-2.1.03

I can move expressively to music.

I can read and write musical notation. I can sing high and low pitches.

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

Practice drawing music symbols in the snow, (if no snow draw them in the dirt or in the air with a stick.)

\_\_\_\_\_minutes \_\_\_\_\_ DATE \_\_\_\_\_

*Parent/guardian signature*

Watch the snow coming down use your voice and body to show the snowflakes movement. If it is not snowing you can imagine snow falling.

\_\_\_\_\_minutes \_\_\_\_\_ date

*Parent/guardian signature*

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

\_\_\_\_\_ 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: \_\_\_\_\_