

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.

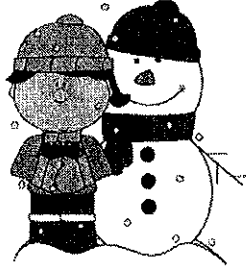
Kindergarten

Snow

Packet

Day 4

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 4 packet activities

Student Name _____

Parent Signature _____

<u>Day 4</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"> □ Complete the Alphabet Handwriting Activity. (D-4-ELA) □ Access www.starfall.com. Click letters of the alphabet to learn more about each letter. □ Alphabet strip (D-4-ELA): Name the letters. Say the sounds. Name each key picture for each sound 	<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

Copy the letters.

D-4-EIA

A B C D E F

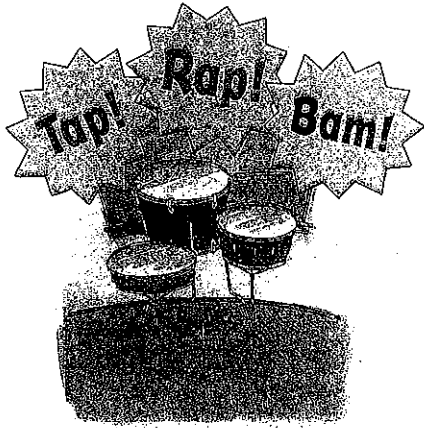
G H I J K L

M N O P Q

R S T U V

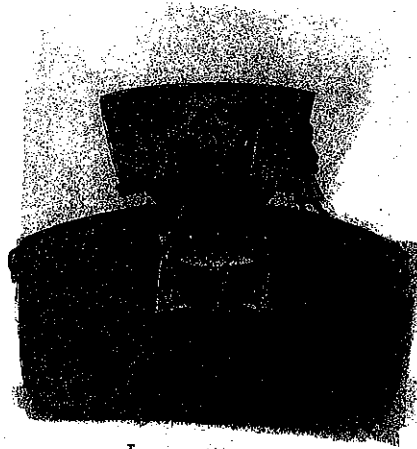
W X Y Z

<u>Day 4</u>	<u>Reading 20 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		<p>1. Read decodable reader "Tap! Rap! Bam!" (D-4-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 "Setting" Activity Sheet (D-4-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.

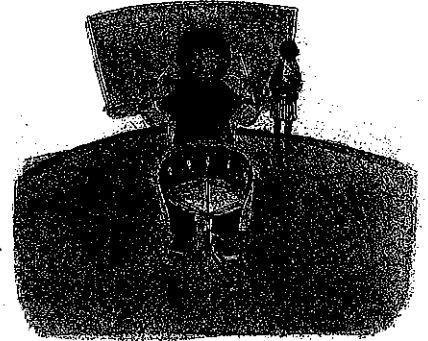


by Ravi Fraps
Illustrated by Nicole Wong

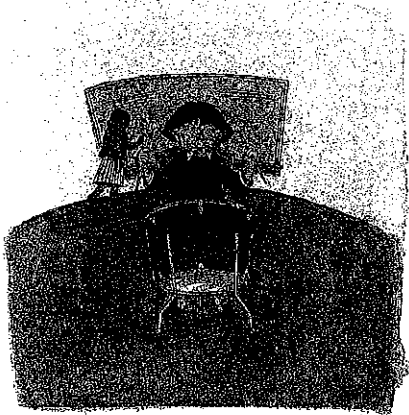
Target Skill: Consonant R/rl
High-Frequency Words: on, web, she



I can tap.
Tap, tap, tap!



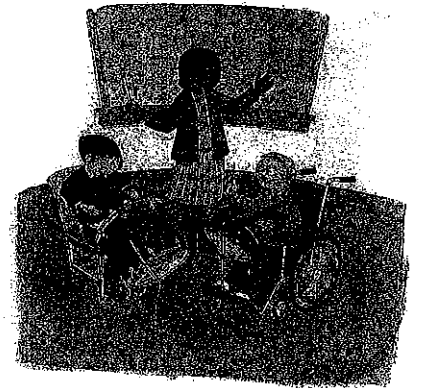
Pam can rap.
Rap, rap, rap!



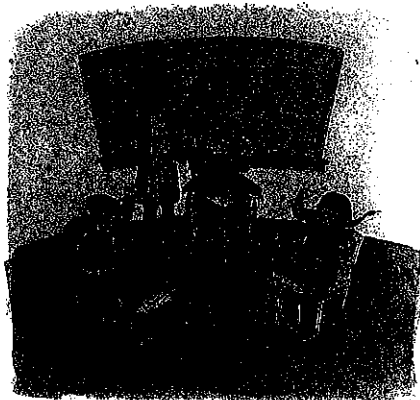
Rin can bam.
Bam, bam, bam!



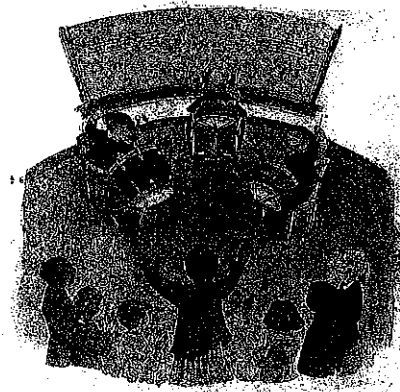
Pam likes to rap with me.
She can rap, rap, rap.



Rin likes to bam with me.
She can bam, bam, bam.



We can tap, rap, bam.
Tap, rap, bam!
Tap, rap, bam!



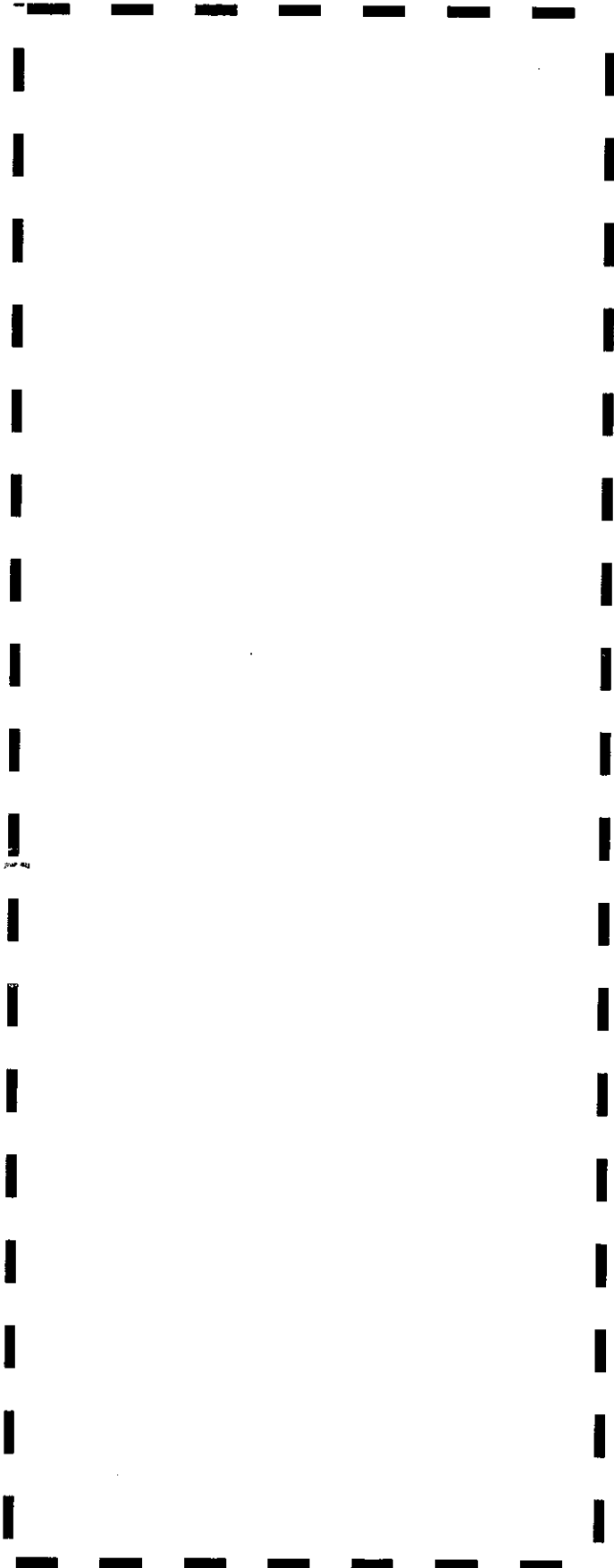
We like to tap, rap, bam.
Tap, rap, bam!
Tap, rap, bam!

Name _____

Title of Story _____

Setting

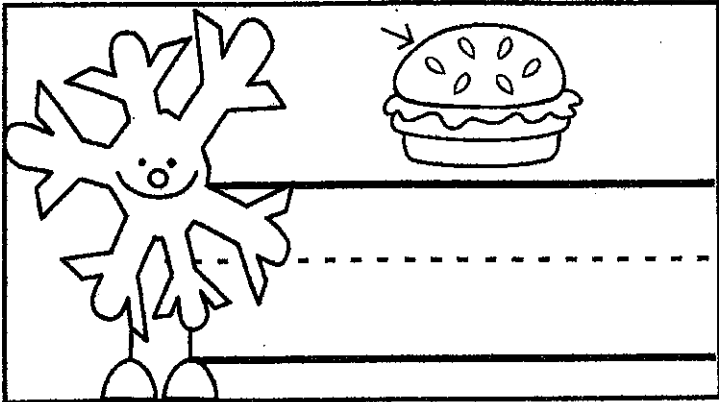
Draw a picture of where the story takes place.



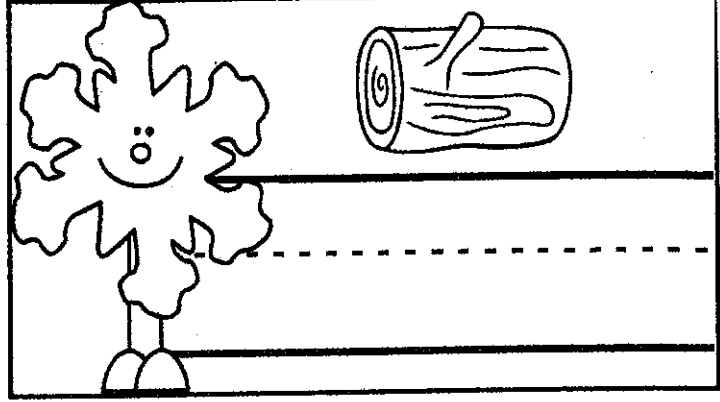
* Write the word on the line.

Short Vowel

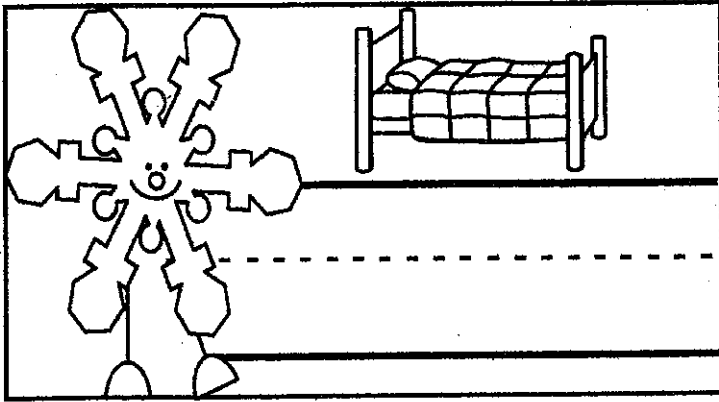
Snowflakes



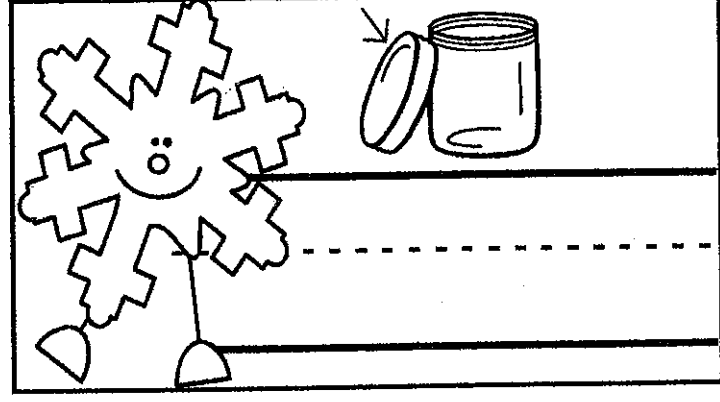
A snowflake character on the left and a hamburger on the right, positioned above a set of handwriting lines (top solid, middle dashed, bottom solid).



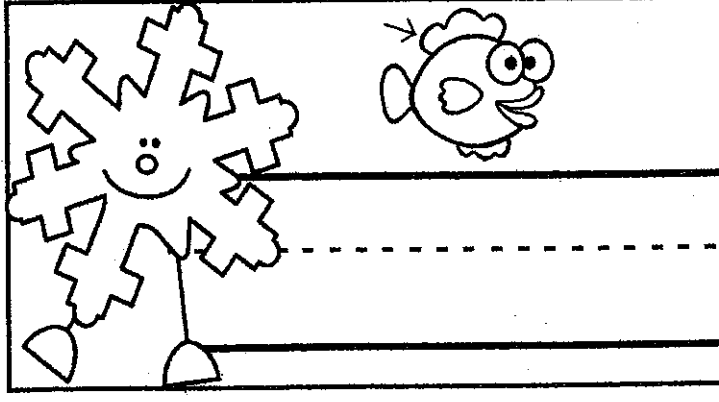
A snowflake character on the left and a log on the right, positioned above a set of handwriting lines (top solid, middle dashed, bottom solid).



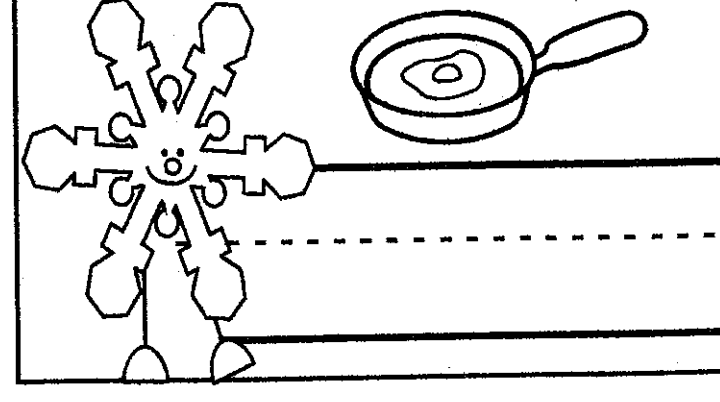
A snowflake character on the left and a bed on the right, positioned above a set of handwriting lines (top solid, middle dashed, bottom solid).



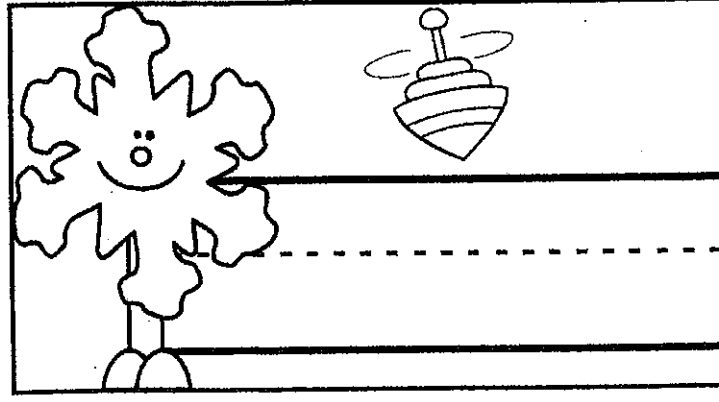
A snowflake character on the left and an open jar on the right, positioned above a set of handwriting lines (top solid, middle dashed, bottom solid).



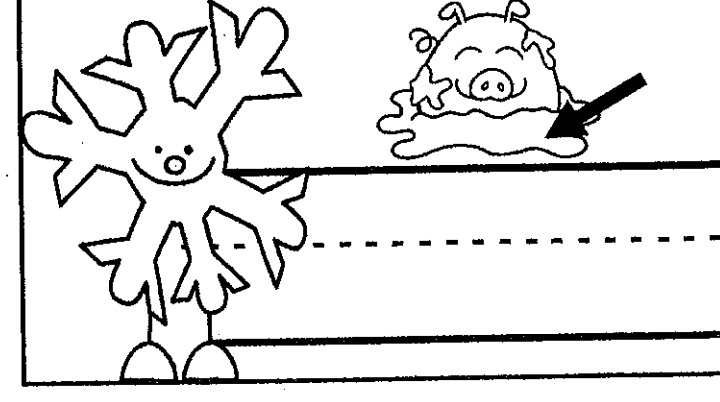
A snowflake character on the left and a fish on the right, positioned above a set of handwriting lines (top solid, middle dashed, bottom solid).



A snowflake character on the left and a frying pan on the right, positioned above a set of handwriting lines (top solid, middle dashed, bottom solid).



A snowflake character on the left and a bee on the right, positioned above a set of handwriting lines (top solid, middle dashed, bottom solid).



A snowflake character on the left and a pig on the right, positioned above a set of handwriting lines (top solid, middle dashed, bottom solid). An arrow points to the pig.







<u>Day 4</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 'Short Vowel Snowflake' Activity. (D-4-PH) □ Roll and Read "Speedy Sentences" Activity. (D-4-PH) Roll the dice. Read the sentence for the number rolled on the dice. Roll dice until all sentences have been read several times. 	<ul style="list-style-type: none"> • I can find and say the beginning, middle and last sounds in simple words

D-4-PH



Speedy Sentences



	Ron sat on the mat with you.
	The mop is on the cot.
	They have a lot of pots.
	Look at the cat on top.
	We got a trip on the pond.
	My mom and pop will mop.

<u>Day 4</u>	<u>Read Aloud</u> <u>20</u> <u>Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		✓ <u>Choose 1</u> <input type="checkbox"/> Read Aloud "The Mitten" to your child. Complete Activity Sheet (D-4-RA) <input type="checkbox"/> Access www.youtube.com . Search the trade book of your choice to be read aloud. Complete Activity Sheet (D-4-RA)	<ul style="list-style-type: none"> • I can ask and answer questions about important details in stories. • I can write and draw about details in a story.

D-4-RA

The Mitten

A RUSSIAN FOLK TALE

It was a cold, cold day. A mouse was looking for a warm spot. Just then, the mouse saw something by a tree. It was a mitten, just one mitten.

"That looks like a good, warm home," the mouse said. "I'll just get in it to stay warm."

The mitten was just right for a mouse.

Then a rabbit came by. She was so cold. And the mitten looked warm.

"I'll just get in it to stay warm," said the rabbit.

"There is no room," said the mouse.

"I am so cold," said the rabbit.

"Well, maybe I can find a speck of room for you," said the mouse.

The rabbit got into the mitten. The mitten was getting a little crowded.

Then a fox came to the mitten. He was so cold. And the mitten looked warm.

"That looks like a good, warm home," the fox said. "I'll just climb in."

"There is no room!" said the rabbit.

"I am so cold," said the fox. "Please let me come in."

"All right," said the rabbit. "We'll squeeze together and make room for you."

The mouse and the rabbit squeezed together and the fox climbed in. The mitten stretched and stretched, but it managed to hold all three animals.

"That's the last one!" squeaked the mouse.

Then a big bear lumbered up to the mitten. He was very, very cold, and the animals in the mitten looked so warm and cozy.

"That looks like a good, warm home," said the bear. "I'll just slip in and get warm."

"No room!" cried the fox.

"No room!" cried the rabbit.

"No room!" cried the mouse.

"Then make room!" cried the bear. "It's freezing out here!"

So the fox and the rabbit and the mouse all huddled very close together to make room for the bear. The bear pushed and squeezed himself into the mitten. The mitten stretched and stretched, but it didn't break.

Then a little cricket hopped up to the mitten. The poor little cricket was very, very cold. When she saw the mitten, she said, "That looks like a good, warm home. If I could just squeeze inside, I could get warm."

The mitten was already full with the mouse, the rabbit, the fox, and the bear, but the cricket was so tiny—surely there was room in the mitten for her.

Slowly she put one thin little leg into the mitten and when she did . . .

Rip! Rip, rip! And then . . . ka-boom!

The mitten burst apart. Pieces of mitten flew here, there, and everywhere! And out tumbled the bear, the fox, the rabbit, and the mouse.

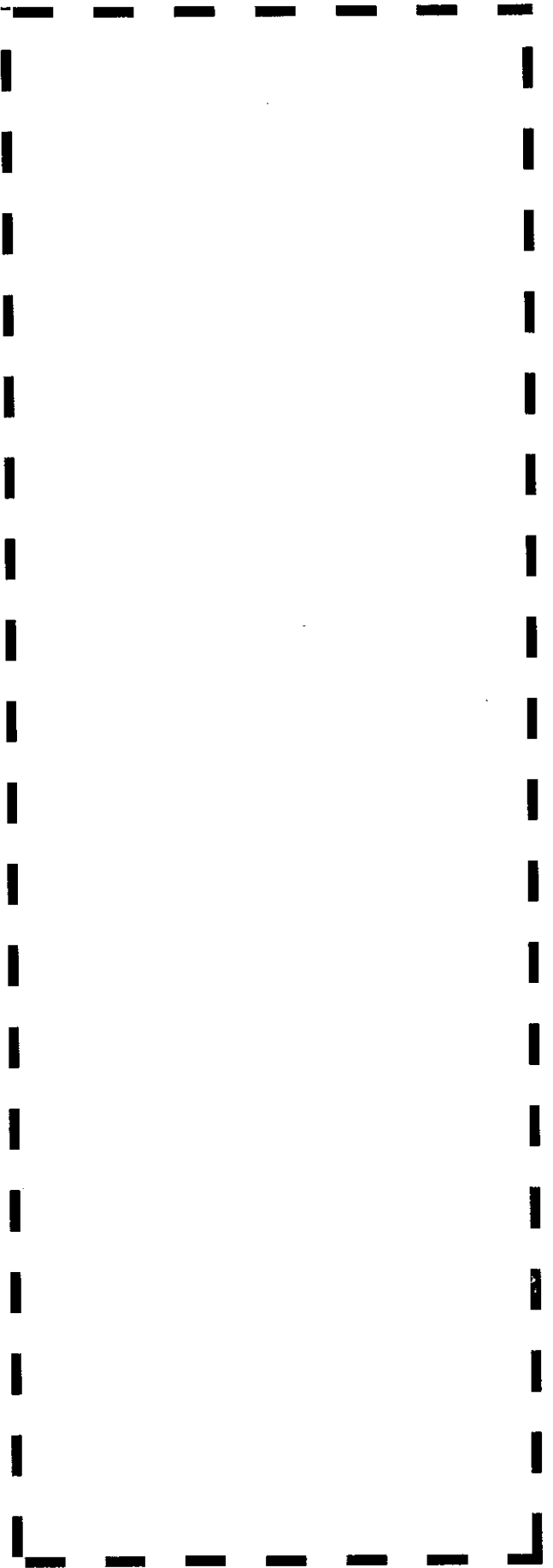
The mouse looked at the rabbit. The rabbit looked at the fox. The fox looked at the bear. Then everyone looked at the cricket.

"Well, I guess I'll just be on my way," chirped the cricket. And away she hopped as fast as she could.

Name _____

Title of Story _____

Draw your favorite part of the story.

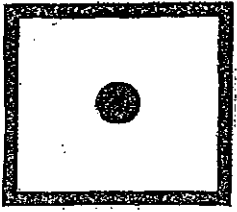


Write a sentence about your favorite part.

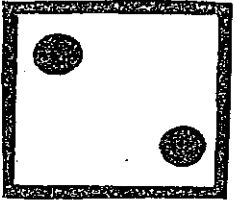
<u>Day 4</u>	<u>Sight Word Practice</u> <u>20 Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		✓ <u>Choose 1</u> <input type="checkbox"/> Write words on index cards or paper and cut out (D-4-SW). Practice words in random order. Use each word in a sentence (orally) <input type="checkbox"/> Roll and Read. (D-4-SW) Roll the dice. Read the sentence that matches the number rolled. Roll the dice until all sentences have been read several times.	<ul style="list-style-type: none"> I can find, match and read words in my world.

D-4-SW

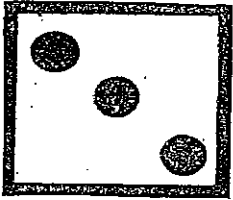
am	we	can	yellow
to	go	the	little
is	in	red	blue
it	I	see	one
he	a	she	green



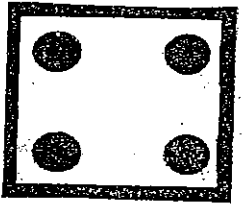
I am a little log.



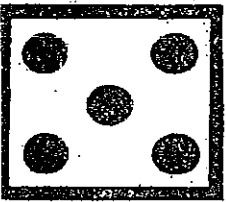
The hog is fat.



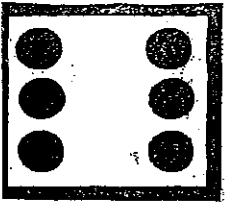
A little log is up.



Am I at the top?



Go to the top.

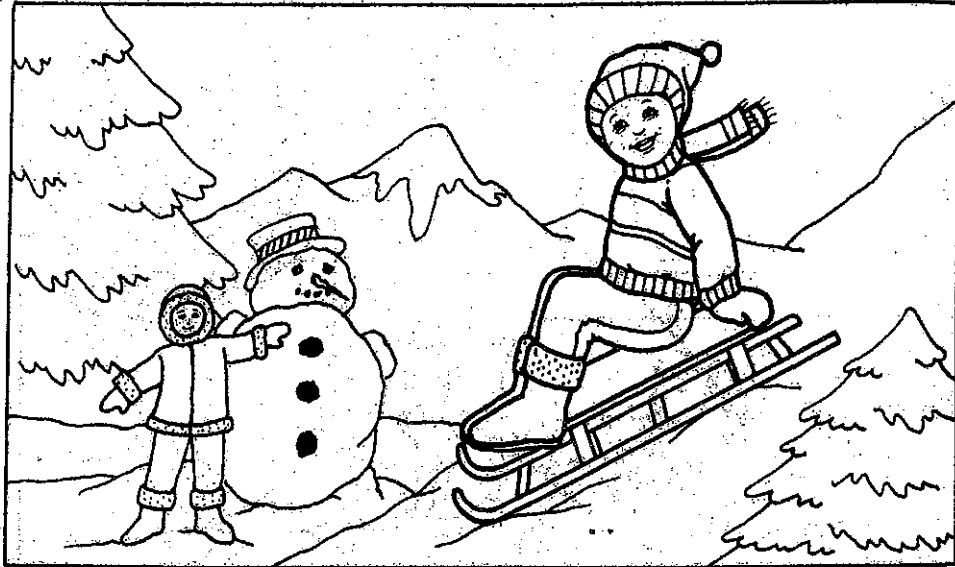


The hog is little.

<u>Day 4</u>	<u>Writing 20 Minutes</u>	<u>Do the Activity Below</u>	<u>I Can Statements</u>
		1. Complete "Writing about the Weather" Activity (D-4-W)	<ul style="list-style-type: none"> • I can write about events. • I can write about what I see in the world around me.

D-4-W

Weather



Write a sentence about the picture.

Handwriting practice lines consisting of four sets of three horizontal lines each (top solid, middle dashed, bottom solid).

<u>Day 4</u>	<u>Math 20 Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		<p><u>Choose 1</u></p> <ul style="list-style-type: none"> ○ Use 100 chart to count to 100 by 1's and by 10's (D-4-M) ○ Complete the "Count and Total" Activity. (D-4-M) 	<ul style="list-style-type: none"> • I can count to 100 by ones and tens • I can find numbers on a number chart

D-4-M

100 Chart

Name _____

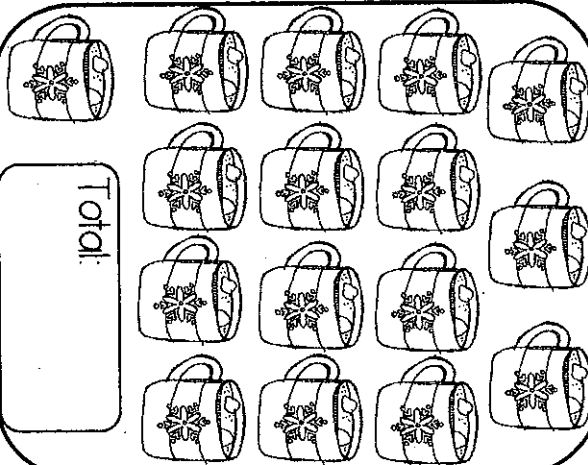
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Directions: Count the objects. Write the number in the box.

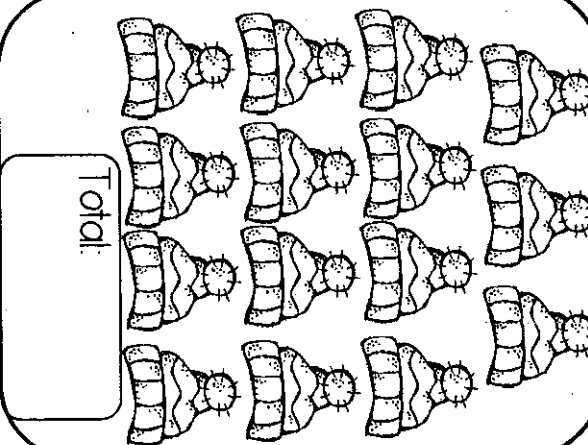
D-4-M

Name: _____

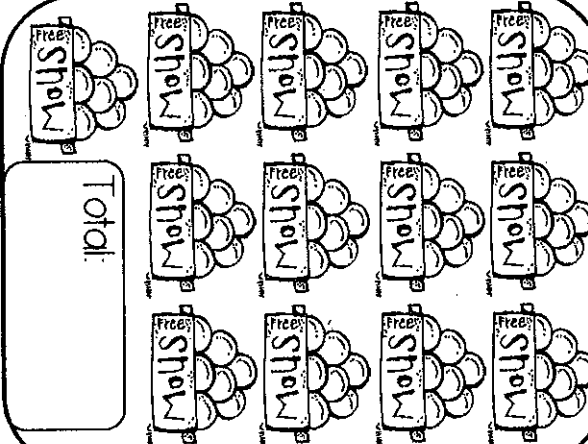
Count and Total



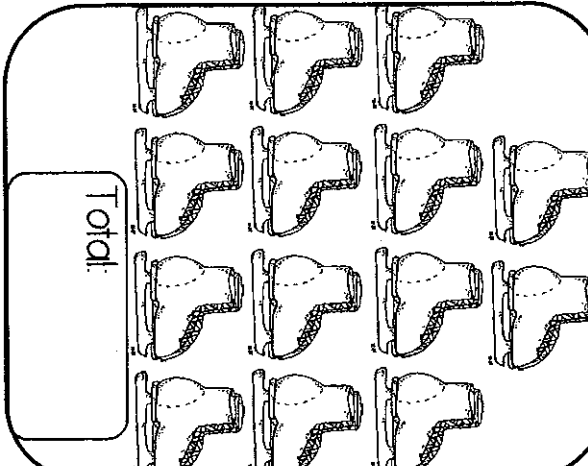
Total:



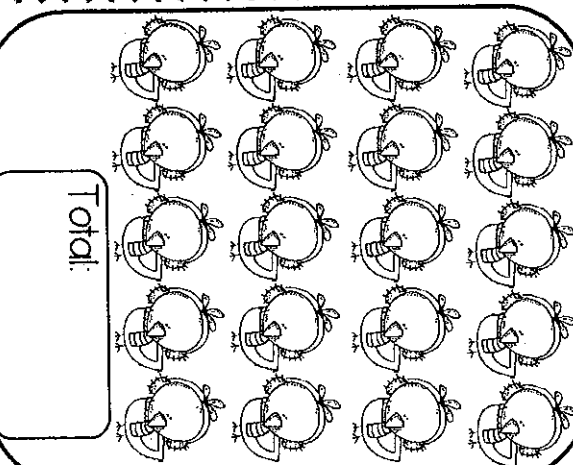
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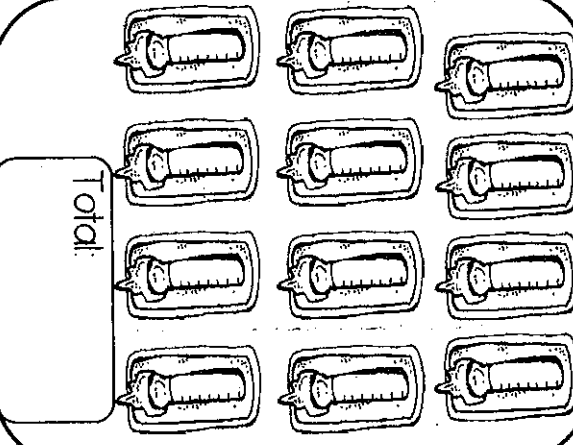
Total:



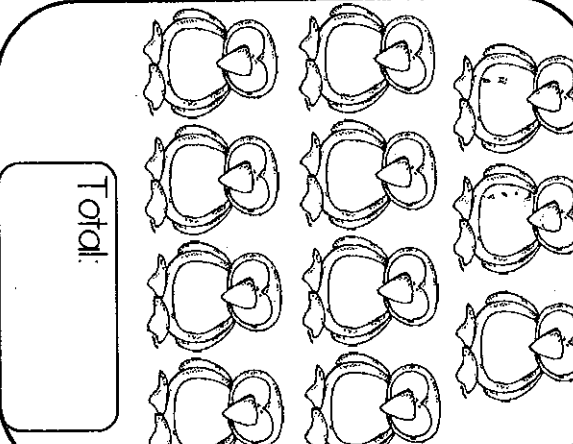
Total:



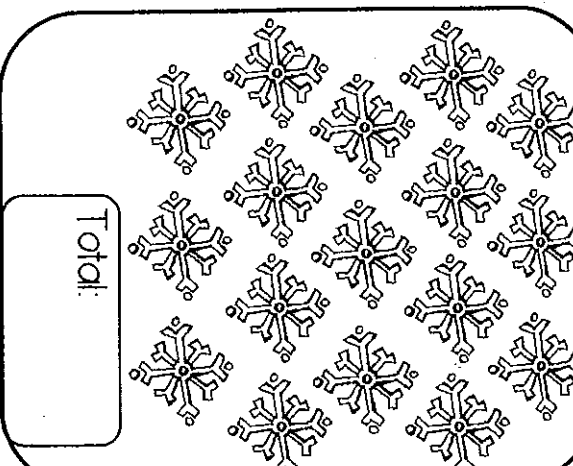
Total:



Total:



Total:



Total:




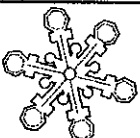
<u>Day 4</u>	<u>Math</u> <u>20 Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		✓ <u>Choose 1</u> <input type="checkbox"/> Complete "Snow Much Fun with Base Ten" Cut and Paste Activity (D-4-M) <input type="checkbox"/> Complete "Snowball Tally" Activity (D-4-M)	<ul style="list-style-type: none"> • I can break apart numbers in tens and ones. • I can count and tally.


D-4-M

Directions: Draw tally marks to show the number.

Name: _____

Snowball Tally

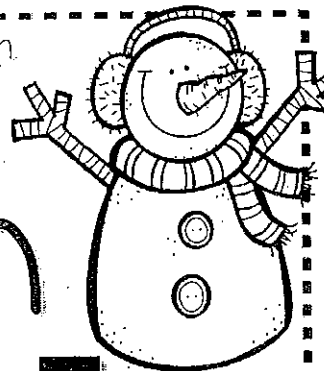





5	10	7
8	3	6
4	9	
1	2	

The Printable Princess

Name: _____

Directions: Count the base ten blocks. Glue the snowballs in the box to show the number.



Snow Much Fun

With Base Ten



		<input type="text"/>

		<input type="text"/>

		<input type="text"/>

		<input type="text"/>

		<input type="text"/>

		<input type="text"/>

The Printable Princess

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<u>Day 4</u>	<u>Math</u> <u>20 Minutes</u>	✓ <u>the activity you choose</u>	<u>I Can Statements</u>
		✓ <u>Choose 1</u> <input type="checkbox"/> Roll, Read and Write. Follow directions on Activity D-4-M below. <input type="checkbox"/> Complete the "Penguin Number Bonds" Activity (D-4-M)	<ul style="list-style-type: none"> I can name shapes no matter their size or how they are turned

D-4-M

name _____

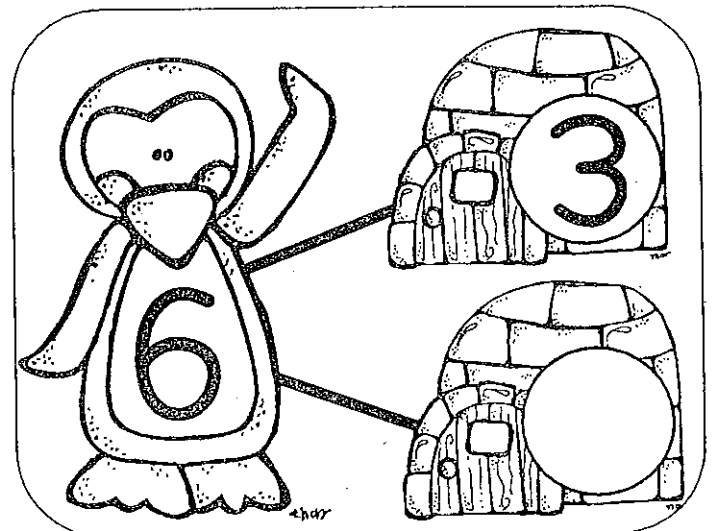
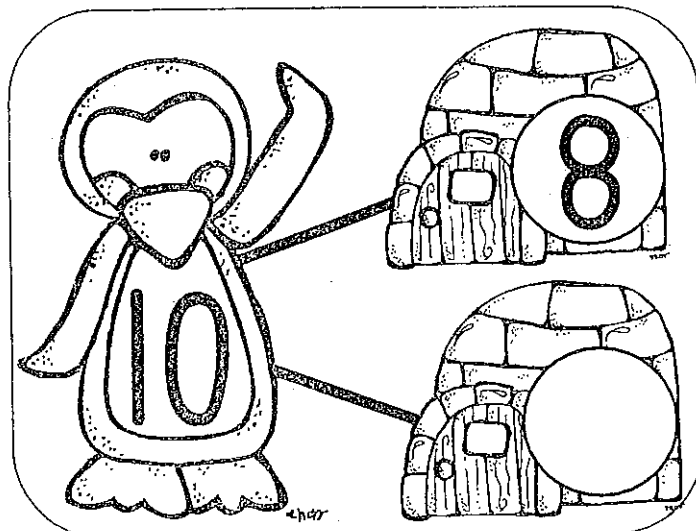
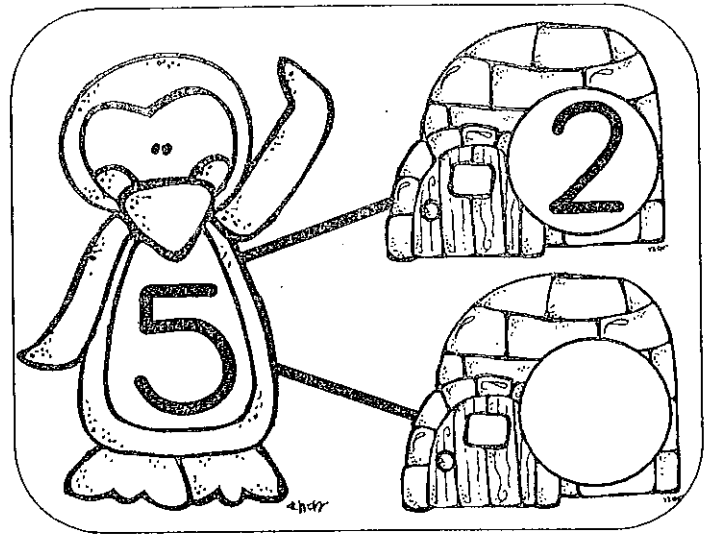
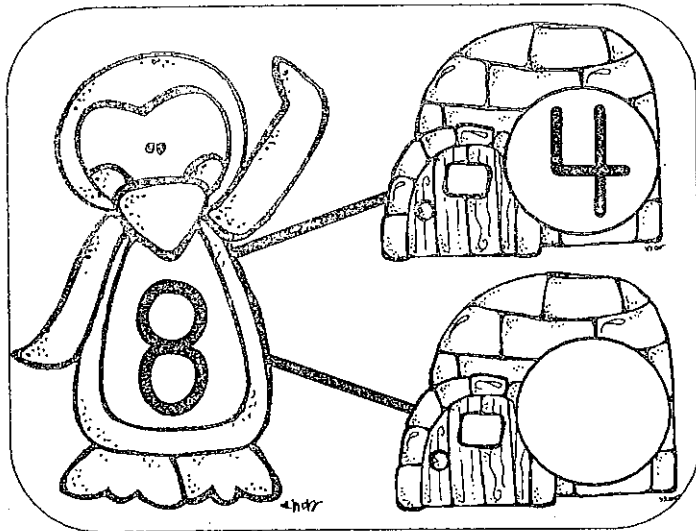
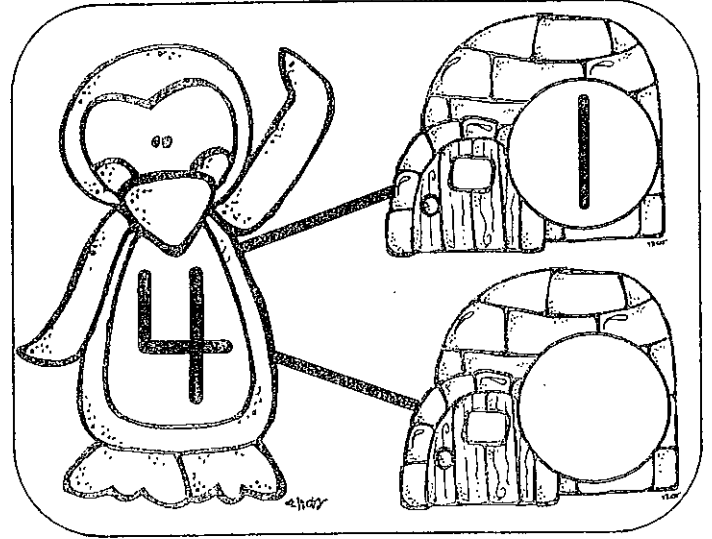
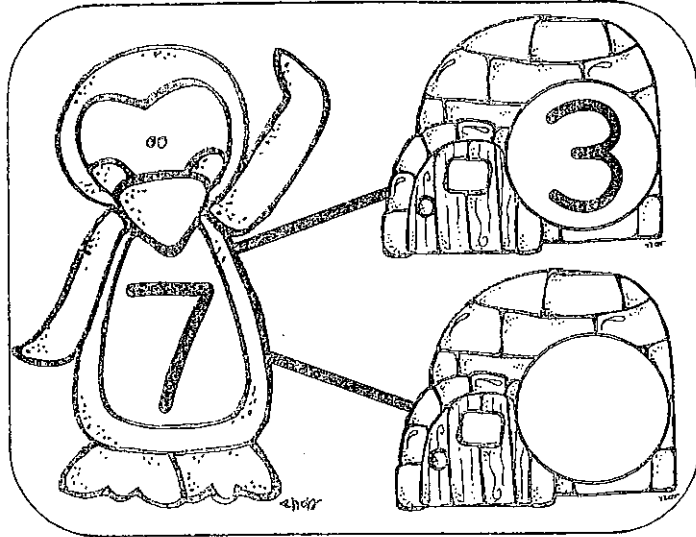
roll the dice. draw the picture. write the number.

• •	2				

Name: _____

Directions: Fill in the missing number to complete the number bond.

Penguin Number Bonds



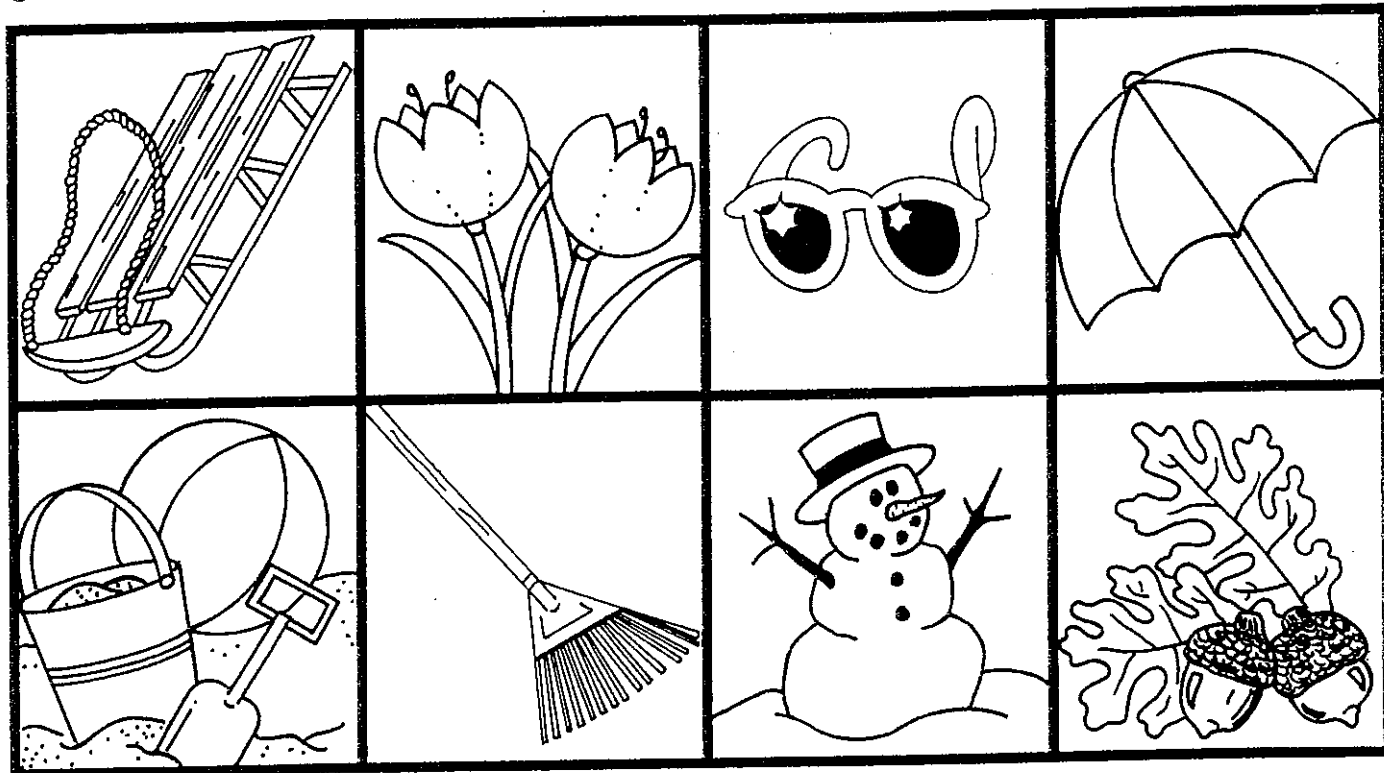
<u>Day 4</u>	<u>Science</u> <u>30 Minutes</u>	<u>Do the Activity Below</u>	<u>I Can Statements</u>
		1. Complete the Day, Months, Seasons Cut and Paste Activity (D-4-SC)	<ul style="list-style-type: none"><li data-bbox="1230 338 1498 569">• I can use scientific tools and everyday materials to explore my world

Days, Months, Seasons

Name _____

Cut and paste each picture under the correct season.

spring	summer	fall	winter



<u>Day 4</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 the weather. (D-4-SS) 	<ul style="list-style-type: none"> • I can compare and contrast the features of weather. • I can compare and contrast the adjustments humans make for the changes in weather

D-4-SS

Weather Journal

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

<p><u>Draw</u></p>	<p><u>Write</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Day 4

Art (K)

I can discuss the work that artists do by viewing or visiting displayed artwork, e.g. slides, museums, internet sites, and digital media. (VA.O.K.5.0.1)

*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 explore and create art at a virtual museum. _____ Parent/guardian

<http://www.nga.gov/content/ngaweb/education/kids.html>

2. The student will view art in his or her home and discuss with a guardian the work that artist do.

_____ Parent/guardian

Grade K

Body Percussion, Singing

CSO MU.O.GMK-2.1.07 MU.O.GMK-2.1.05 MU.O.GMK-2.1.01

I can create music using my body and found sound objects.

I can notate music.

I can move to music

I can participate in singing a variety of songs.

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.

Keep the beat with these sounds or make rhythm patterns that you can play along with a favorite song you can sing. What is the name of the song you sang and played a long with?

Song name: _____
_____ date _____

Parent/guardian signature

Find sounds around the house. *Example:* Boxes, plastic bowls, spoons, pots & pans. Do not choose anything breakable. Organize these sounds into different rhythm patterns. Keep a steady beat and try to play different patterns.

_____ date _____

Parent/guardian signature

Turn on some music and listen then sing along.

_____ 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
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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	Gallopig	Hopping	Side to side hops	lunges	Running in place
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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: _____