

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.

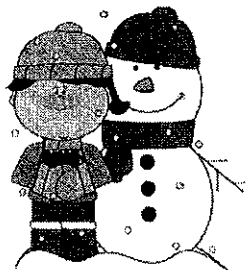
Kindergarten

Snow

Packet

Day 5

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 5 packet activities

Student Name _____

Parent Signature _____

<u>Day 5</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 data-bbox="570 491 1117 569">□ Alphabet Practice Activity sheet (D-5-ELA) <li data-bbox="570 611 1130 804">□ Squirt shaving cream on a flat surface. Spread evenly. Using their pointer finger, children practice writing capital and lowercase letters of the alphabet <li data-bbox="570 846 1097 961">□ Access www.starfall.com. Click letters of the alphabet to learn more about each letter. <li data-bbox="570 1003 1127 1119">□ Alphabet strip (D-5-ELA): Name the letters. Say the sounds. Name each key picture for each sound 	<ul style="list-style-type: none"> <li data-bbox="1219 453 1479 604">• I can print lots of upper and lowercase letters <li data-bbox="1219 653 1442 846">• I can name all of my upper and lower case letters <li data-bbox="1219 894 1459 1119">• I can say the most common sound for each consonant

Copy the letters.

D-5-ELA

a _ b _ c _ d _ e _ f _

g _ h _ i _ j _ k _ l _

m _ n _ o _ p _ q _ r _

s _ t _ u _ v _ w _ x _

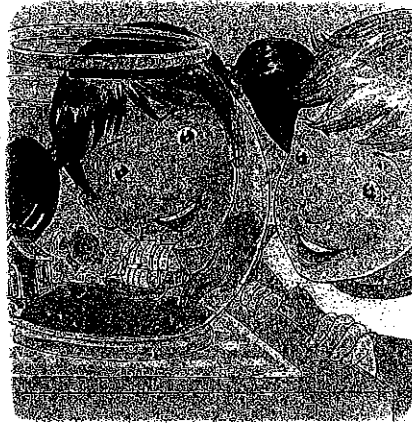
y _ z _

<u>Day 5</u>	<u>Reading 20 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		<p>1. Read decodable reader (D-5-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 'Character' Activity Sheet (D-5-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 Christina Rivas illustrated by David Sheldon

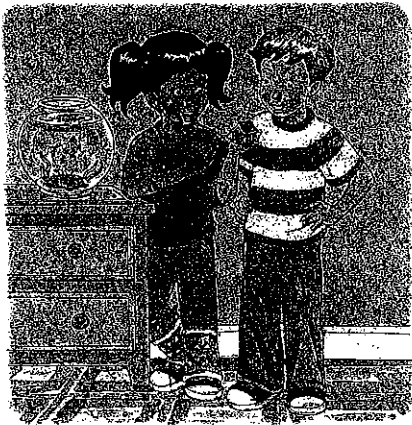
Target Skill: See *he* /
High-Frequency Words: *he, for*



It is little, like Pip.



He is little.



Sam, I have a house for Pip.



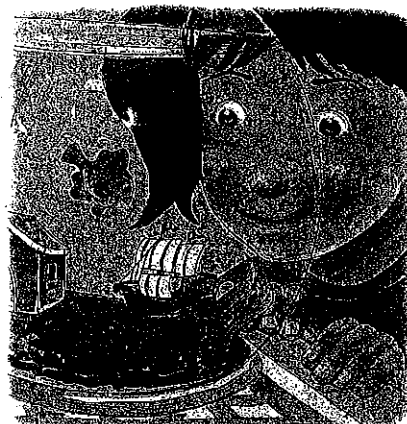
It is little, like Pip.



Sam, I have a ship for Pip.



Pip is my fish.



I like Pip.

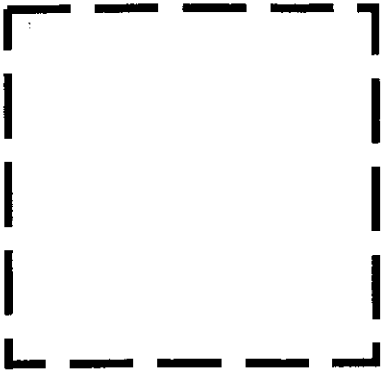
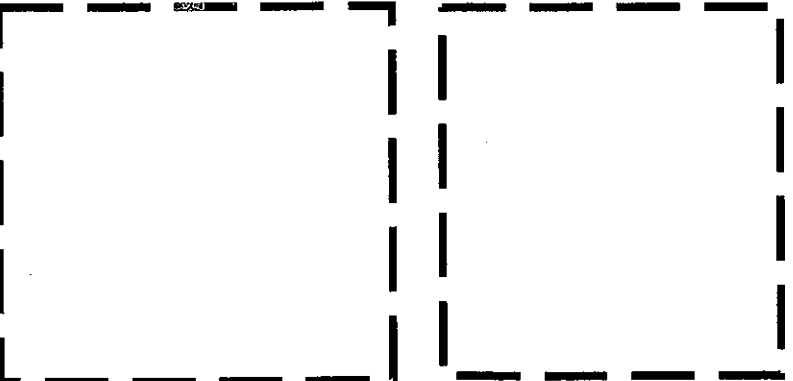
Name _____

Title of Story _____

Main Character



Other Characters

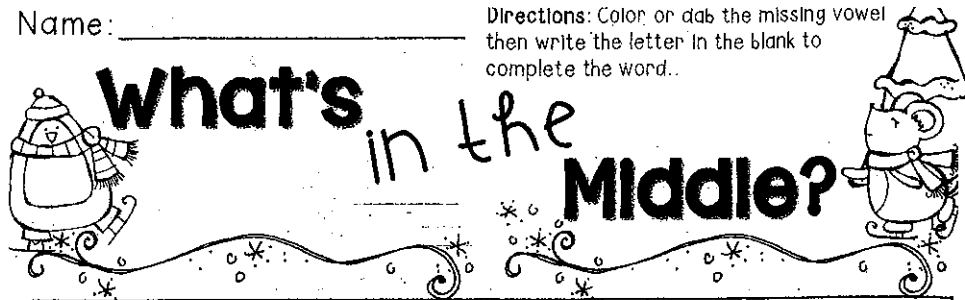



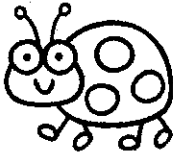






Day 5	Phonics 20 Minutes	Do the Activity below	I Can Statements
		Complete "What's in the Middle?" Activity (D-5-PH)	<ul style="list-style-type: none"> I can find and say the beginning, middle and last sounds in simple words

D-5-PH

Name: _____

Directions: Color or dab the missing vowel then write the letter in the blank to complete the word.



 a o m_p i	 o a b_g u	 o e h_n a
 e a d_g i	 a o h_p i	 a e n_p o
 o e w_t i	 i e h_t a	 a i d_g o

<u>Day 5</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 "How the Bear Lost Its Tail" to your child. Complete "Main Character" Activity Sheet (D-5-RA) <input type="checkbox"/> Access www.youtube.com . Search the trade book of your choice to be read aloud. Complete "Main Character" Activity Sheet (D-5-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.

How the Bear Lost Its Tail

ADAPTED FROM THE CLASSIC FOLK TALE

Once when winter was near, a hungry fox was searching for food. He saw strange animals on the riverbank.

"Those are otters!" he said. "They are the best meat in the world!"

He tried to catch the otters, but they saw him coming. They swam to their homes at the bottom of the river. Fox thought of a plan. He would catch the otters by fishing. His tail was long and bushy. But it was not long enough to reach the bottom of the river.

Fox went on his way. Soon he met Bear. Fox noticed Bear had a very long tail. Fox's eyes gleamed. "Oh, brother Bear," he said. "A big, strong animal like you should have the finest meat." He told Bear about the otters. "Let us work together to get the otters. We will have a feast!"

Bear smacked his lips. He followed Fox to the river. He bent over the water and saw his reflection. Bear thought it was an otter, so he pounced. The reflection went away. Bear waited. When the reflection came back, Bear pounced again.

"Brother Bear," said Fox, "that is the hard way to catch otters. Everyone knows you are a great fisherman. Fishing would be an easy way to catch them."

Bear was flattered. As Fox suggested, Bear swam to a log in the river. Then he dropped his tail into the water and waited. "When you catch an otter," said Fox, "toss it to the riverbank, and I will guard it for you."

The sun set, and Bear felt something bite his tail. He lifted it up. There was an otter! He swung his tail to toss it to shore. "Good!" Fox called. "Lower your tail again." Soon Bear had tossed many otters to the fox.

Bear was so intent on his fishing that he did not notice the sun had gone down. He did not hear the warning of the North Wind. He did not see the water turning to ice. Now he could not feel any biting at his tail.

"Fox," cried Bear, "what should I do?"

Fox said, "Wait! They will come back."

Night came, and Bear grew tired and hungry. "Brother Fox," he called, "let us go to my home and feast." There was no sound but the wind warning that winter had come. Bear tried to jump from the log, but his tail had become heavy. "Many otters!" he thought gleefully. He took a mighty leap and landed on the shore. "Strange," he said, "I feel so light!" He looked behind him. There were no otters. There was no tail! Fox was gone. All that remained of Bear's catch was a pile of bones.

Ever since, Bear has searched for his tail. But as hard as he looks, he cannot find it. To this day, Bear is still roaming the woods without a tail.

Name _____

main character

Write 6 words
describing the main
character

A large square box with a dashed border, intended for writing six words describing the main character. Four lines extend from the corners of the box: two to the text above and two to the text below.

Name of character:

Did you like the main character? Why or why not?

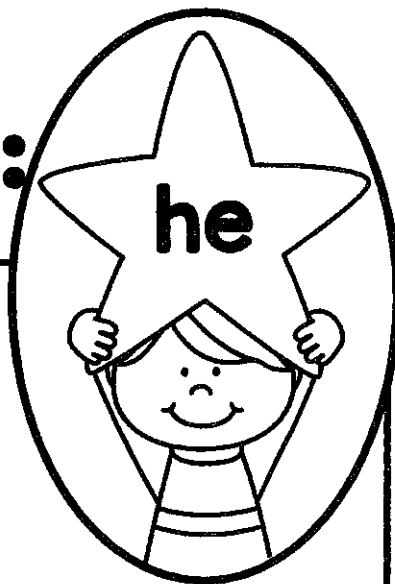
<u>Day 5</u>	<u>Sight Word Practice</u> <u>20 Minutes</u>	<u>Do 1 and 2</u>	<u>I Can Statements</u>
		<p><u>Choose 1</u></p> <ol style="list-style-type: none"> 1. Write words on index cards or paper and cut out (D-5-SW). Practice words in random order. Use each word in a sentence (orally) 2. Complete the "Super Sight Word" Activity (D-5-SW) 	<ul style="list-style-type: none"> • I can find, match and read words in my world.

D-5-SW

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

Name: _____

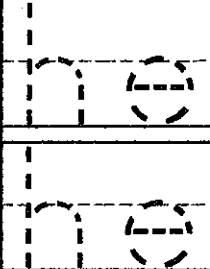
Super Sight Word:



Find and circle it

he he have
see are he he
he new me

Trace it



Color it

1
2
he

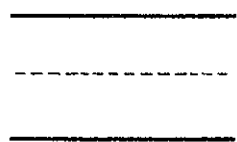
1=black
2=green

Highlight it

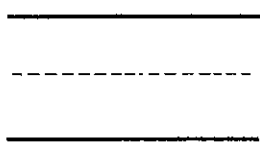
he	saw	he	she
yes	he	be	he
he	who	he	are

Put it in a sentence

Will



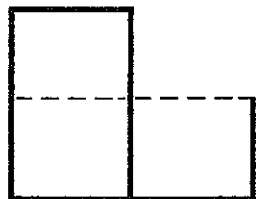
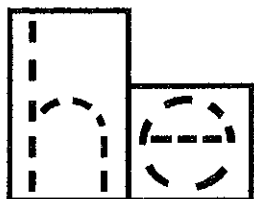
like this?



will

go soon.

Box it up



Build it



e h

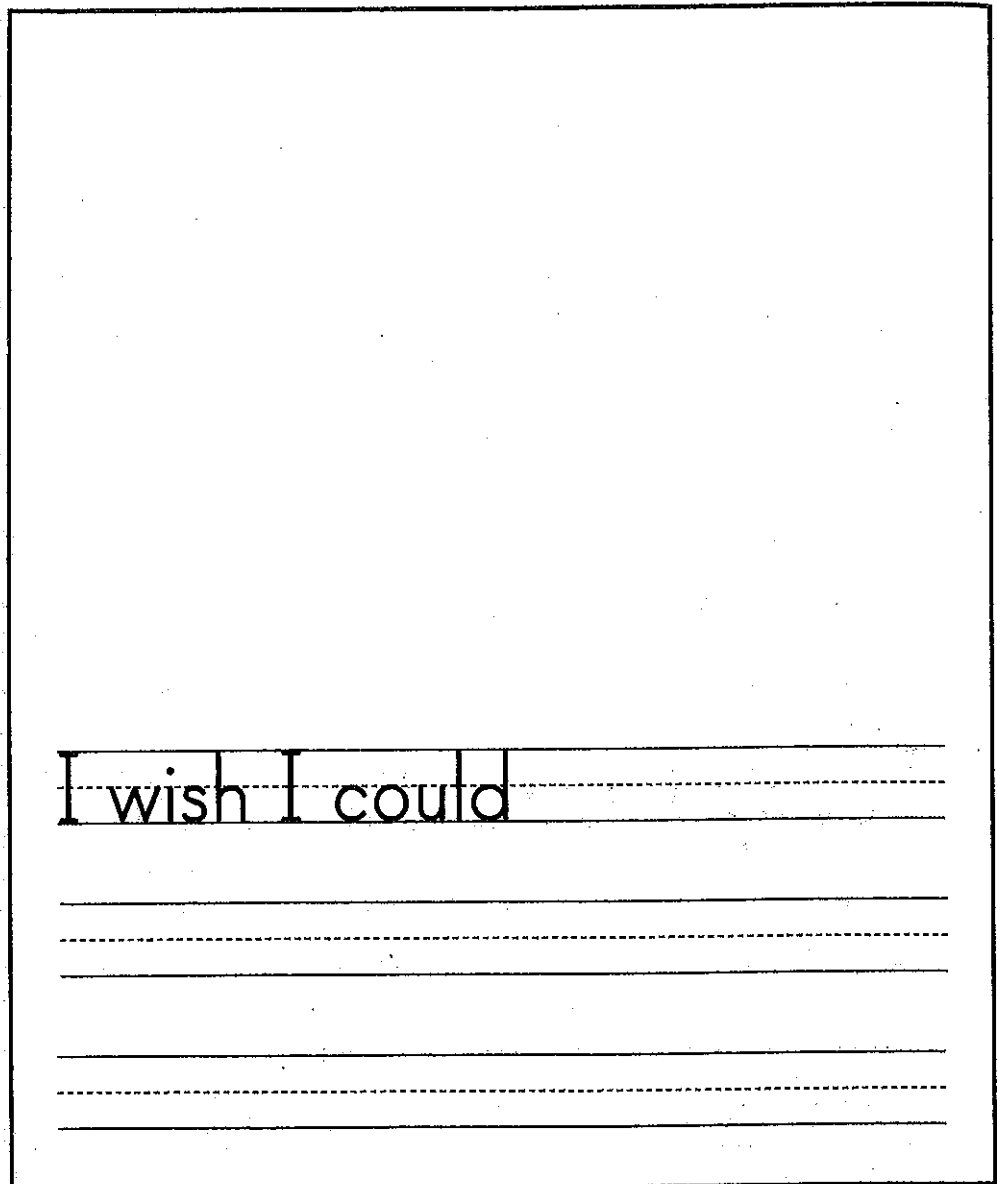
Day 5	Writing 20 Minutes	Do the Activity Below	I Can Statements
		Completer the "My Wish" Activity	<ul style="list-style-type: none">• I can draw and share information about an event

D-5-W

My Wish

Write some words that finish the sentence below.

Draw a picture about your words.



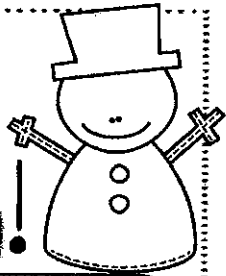
I wish I could _____

<u>Day 5</u>	<u>Math</u> <u>20 Minutes</u>	<u>Do the Activity below</u>	<u>I Can Statements</u>
		1. Complete the "Numbers are Snow Fun!" Activity	<ul style="list-style-type: none"> I can show how many for numbers 0-20.

D-5-M

Name: _____

Directions: Read the number in the snowball.
Show the number on the ten frame.



Numbers are Snow fun!

14

11

16

13

12

18

15

20

17

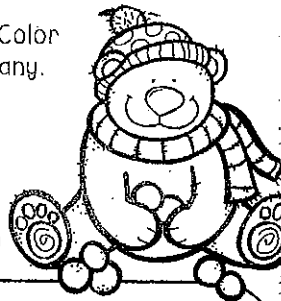
19

Day 5	Math 20 Minutes	✓ the activity you choose	I Can Statements
		✓ Choose 1 <input type="checkbox"/> Complete the "Snowball Ten Frames" Activity (D-5-M) <input type="checkbox"/> Squirt shaving cream on a flat surface. Smooth out. The student writes numbers using pointer finger.	<ul style="list-style-type: none"> • I can write numbers from 0-20. • I can compare numbers less than or equal to ten.

D-5-M

Name. _____

Directions: Count each ten frame. Color or dab the snowball to show how many.



Snowball Ten Frames

●	●	●	●	●
●	●	●	●	●
●	●			

12 13 14

●	●	●	●	●
●	●	●	●	●
●	●	●	●	●
●				

14 15 16

●	●	●	●	●
●	●	●	●	●
●	●	●	●	

13 14 15

●	●	●	●	●
●	●	●	●	●
●	●	●	●	●

14 15 16

●	●	●	●	●
●	●	●	●	●
●	●	●	●	●
●	●			

15 16 17

●	●	●	●	●
●	●	●	●	●
●	●	●		

12 13 14

●	●	●	●	●
●	●	●	●	●
●	●	●	●	●
●	●	●	●	●

18 19 20

●	●	●	●	●
●	●	●	●	●
●	●	●	●	●
●	●	●		

18 19 20

<u>Day 5</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 the "Number Pattern" Activity (D-5-M) <input type="checkbox"/> Access www.starfall.com . Click on Math activities.	<ul style="list-style-type: none"> I can name shapes no matter their size or how they are turned

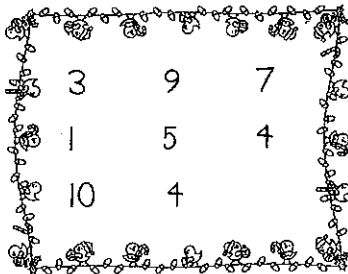
D-5-M



Fill in the missing numbers.
Cross out each number after you use it.

Name _____

Date _____



6, —, 8



—, 2, 3



7, 8, —



—, 5, 6



3, —, 5



—, 6, 7



2, —, 4



8, 9, —

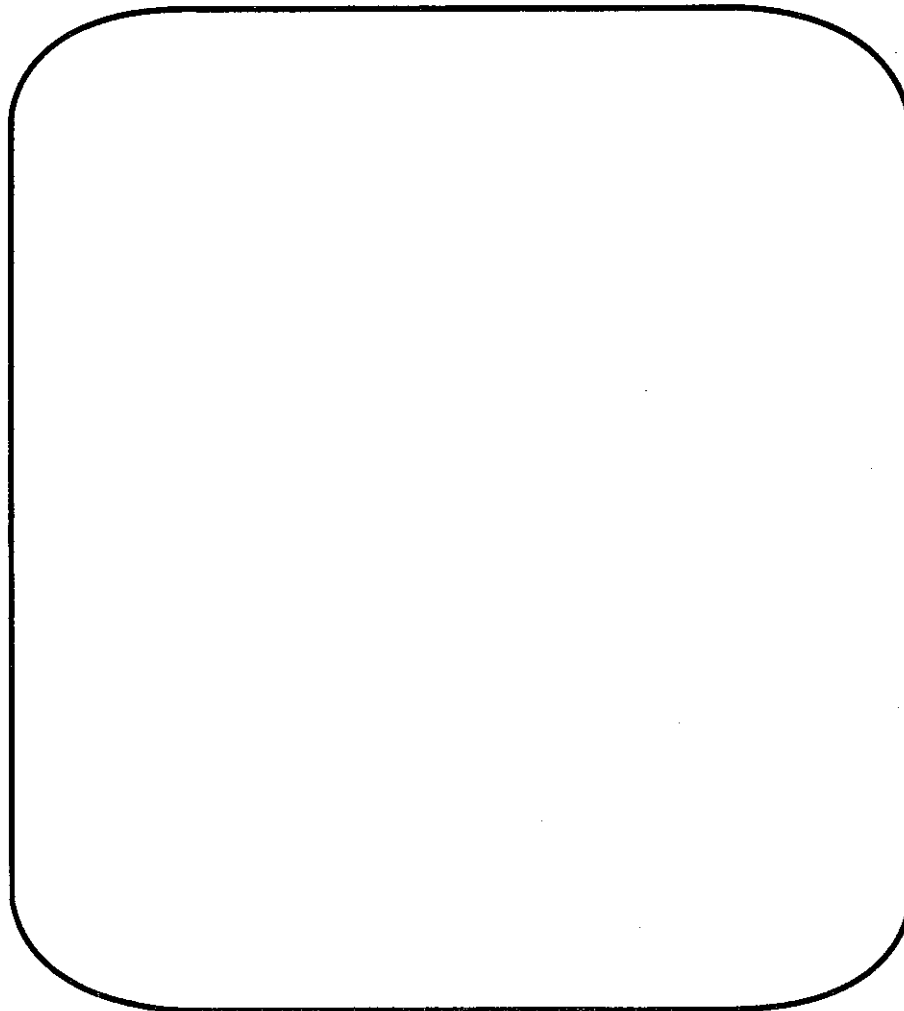
<u>Day 5</u>	<u>Science</u> <u>30 Minutes</u>	<u>Do the Activity Below</u>	<u>I Can Statements</u>
		1. Complete the "Growing and Changing" Activity (D-5-SC). You may use the internet as a resource (with an adult) or have a discussion with someone in your family to help with ideas.	<ul style="list-style-type: none">• I can draw and write in detail about my world.

D-5-SC

Name _____ *Growing and Changing*

Draw a Picture

Show how plants and animals grow and change.



Day 5

Art (K)

I can use the primary, secondary, and neutral colors, e.g., red, yellow, blue, green, orange, violet, black, white, and brown; color wheel; common line types, e.g., straight, diagonal, curved, zigzag and broken. (VA.O.K.2.0.1)

*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 identify items in his or her home that are red, blue or yellow. (Primary colors)
_____ Parent/guardian
 2. The student will draw items in his or her home that are red, blue or yellow. _____
Parent/guardian
 3. The student will practice drawing and identifying examples of common line types, e.g., straight, diagonal, curved, zigzag and broken. _____ 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	Galloping	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: _____