



# SOUTHWEST VALLEY

## # TWOLVESTERRITORY

Chris Fenster | Superintendent

904 8th Street  
Corning IA 50841  
(641) 322-4245

403 East 3rd Street  
Villisca, IA 50864  
(712) 826-2552

[southwestvalley.org](http://southwestvalley.org)

Liz Timmerman | West Campus PreK-8 Principal  
Allen Naugle | Director of Secondary Student Services/Activities Director  
Jessie Forsythe | West Campus Business Manager

Allison Thomas | Corning Elementary Principal  
Jennifer Bissell | Southwest Valley HS Principal  
Jodi Lyddon | East Campus Business Manager

January 22, 2024

Dear Parents/Guardians,

Winter has hit us hard! We have built-in snow days that we have now used. We want to be prepared differently for any other upcoming winter weather. All four buildings in the district will provide virtual learning opportunities for the students if we have another snow day. At Corning Elementary and Enarson Elementary, we are sending home a packet of activities from your child's teacher. If school is canceled, your child can work on reviewing skills or enrichment activities. Keep this in a safe place in your house until the next snow day arrives. If the packet is lost before the next snow day and you have access to a printer, it can be found on our website, <https://www.southwestvalley.org>, under Corning or Enarson Elementary, then click the grade level for the packet. We have provided 3 days worth of activities. Each day is separated into Day 1, Day 2, Day 3. When your child finishes the packet and school resumes, please return it to school.

Thanks for understanding that Mother Nature has a mind of her own.

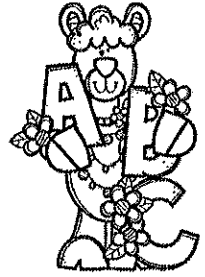
Sincerely,

Allison Thomas  
Corning Elementary Principal  
641-322-4020  
[athomas@southwestvalley.org](mailto:athomas@southwestvalley.org)

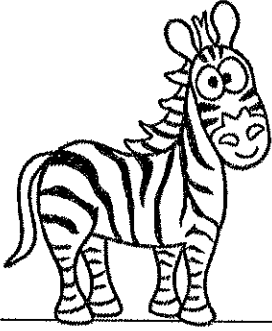
Lisa Sorensen  
Enarson Elementary  
712-826-5982  
[lsorensen@southwestvalley.org](mailto:lsorensen@southwestvalley.org)

# **Virtual Learning Snow Day 1**

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



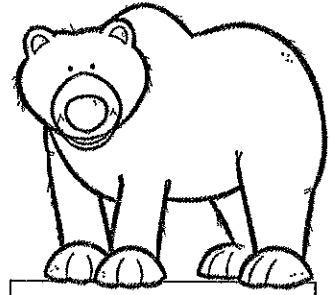
What sound is missing?



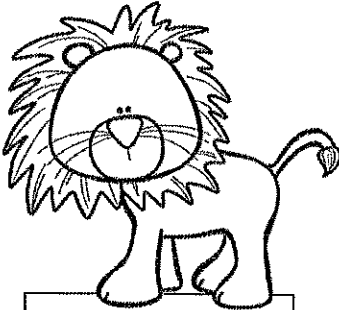
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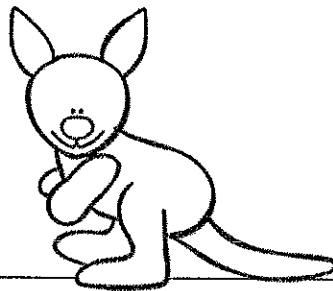
\_enguin



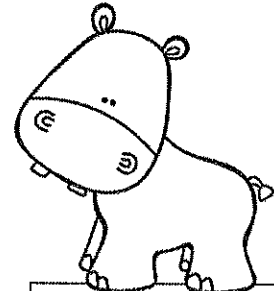
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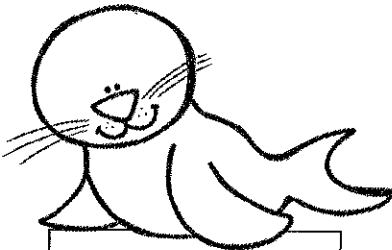
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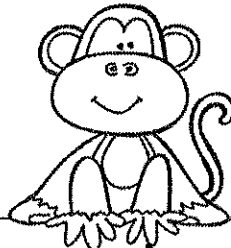
\_angaroo



\_ippo



\_eal



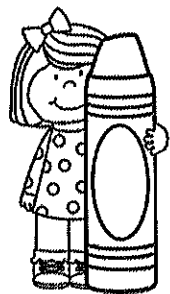
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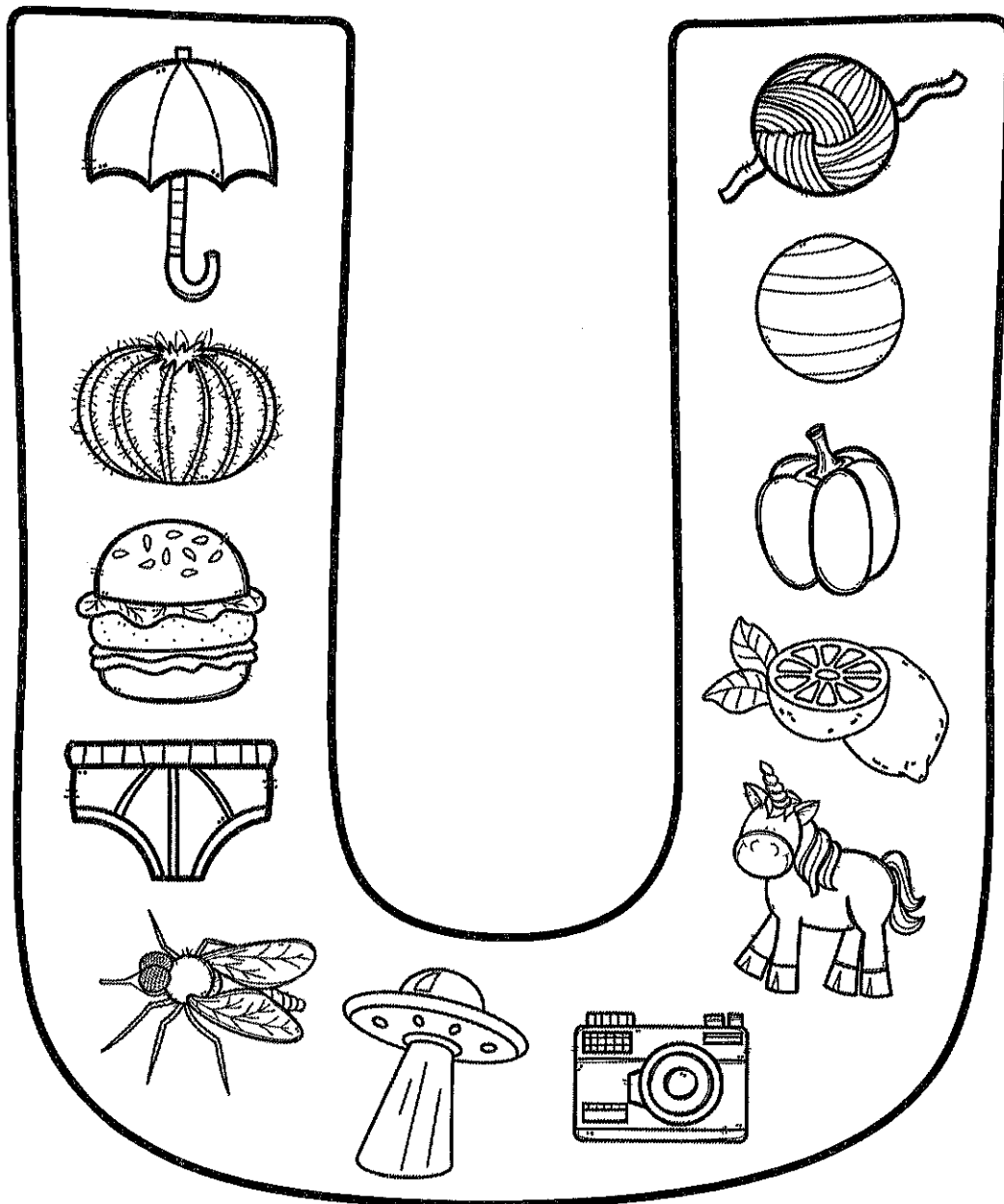
\_ox

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

Date : \_\_\_\_\_



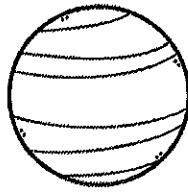
Color the pictures that begin with the U sound.



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

Date : \_\_\_\_\_

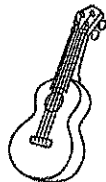
u
u
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Uranus



Umbrella



Ukulele

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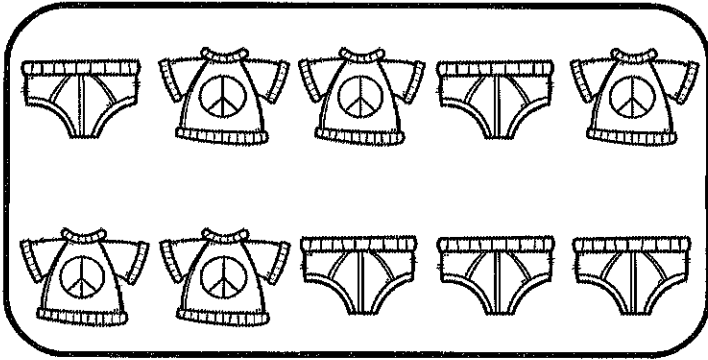
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u

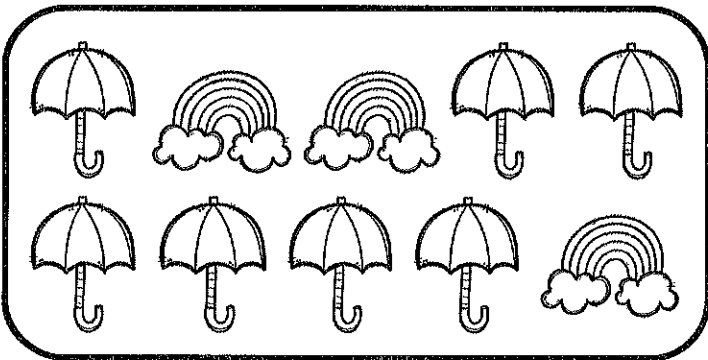
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Count and color the pictures start with letter U.

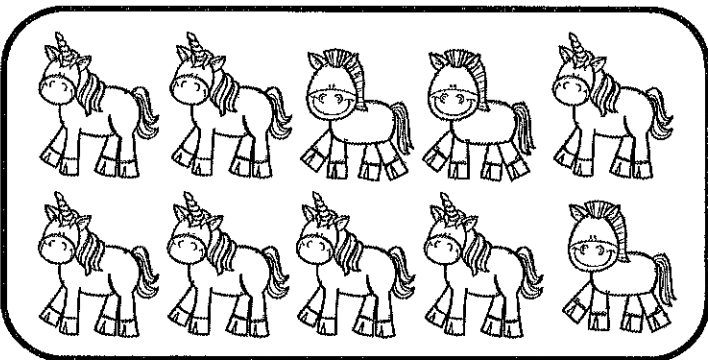


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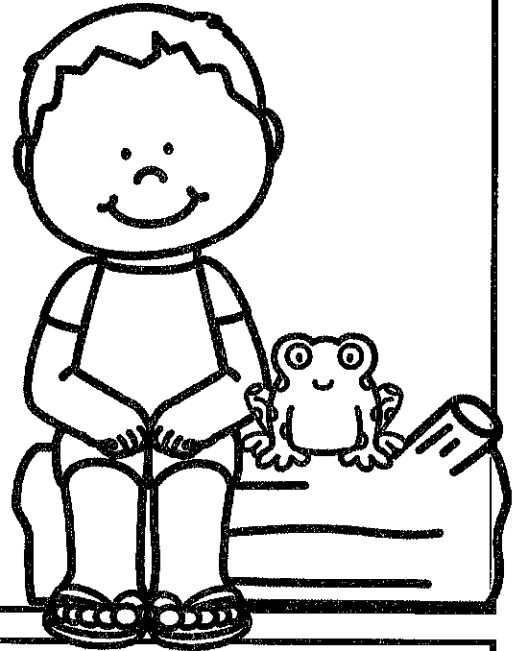
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# Reading Comprehension

Read the short passage and answer the questions.

## At The Pond

I saw a frog at the pond. The frog was green. It was sitting on a log. It was a nice little frog.



1. What did I see?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Where did I see it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What color was it?

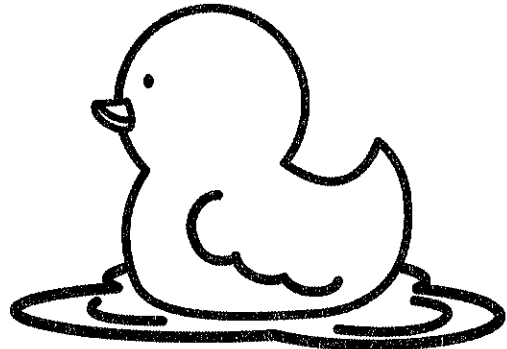
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Little Duck

I see a little duck.  
The duck is in the  
pond. The duck will  
swim. He can swim  
very fast.



1. What do I see?	<input type="checkbox"/> a cat <input type="checkbox"/> a duck <input type="checkbox"/> a dog
2. Where is it?	<input type="checkbox"/> in the pond <input type="checkbox"/> in the car <input type="checkbox"/> in the school
3. What will he do?	<input type="checkbox"/> sleep <input type="checkbox"/> sing <input type="checkbox"/> swim



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

# Liz and Sam

Liz and Sam live on a farm. Sam is a big pig. Liz and Sam both have a cob of corn. They will eat the corn.

1. Where do Liz and Sam live?

- in a van
- on a farm
- at the pond

2. What is Sam?

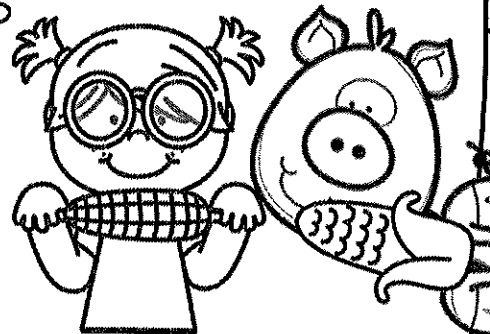
- a big pig
- a big pug
- a big bug

3. What do they have?

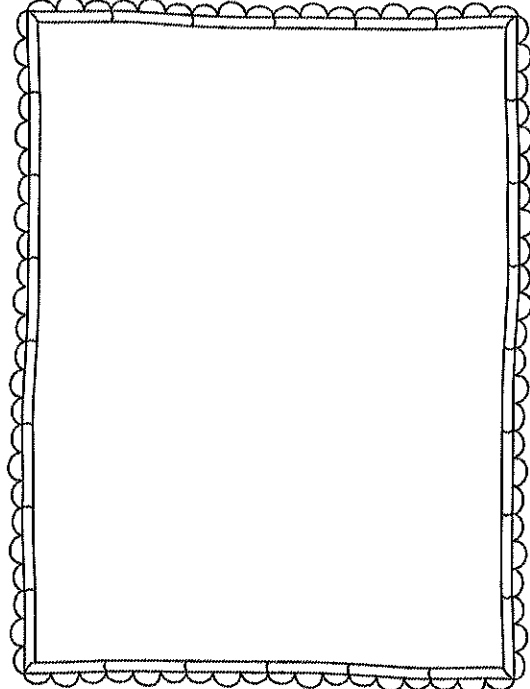
- cans of coke
- cats and cans
- cobs of corn

4. What will they do?

- make a cake
- eat the corn
- hop in the car

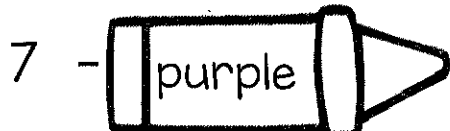
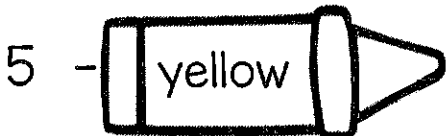
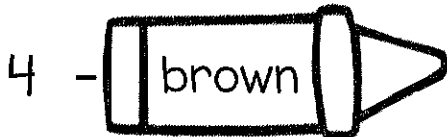
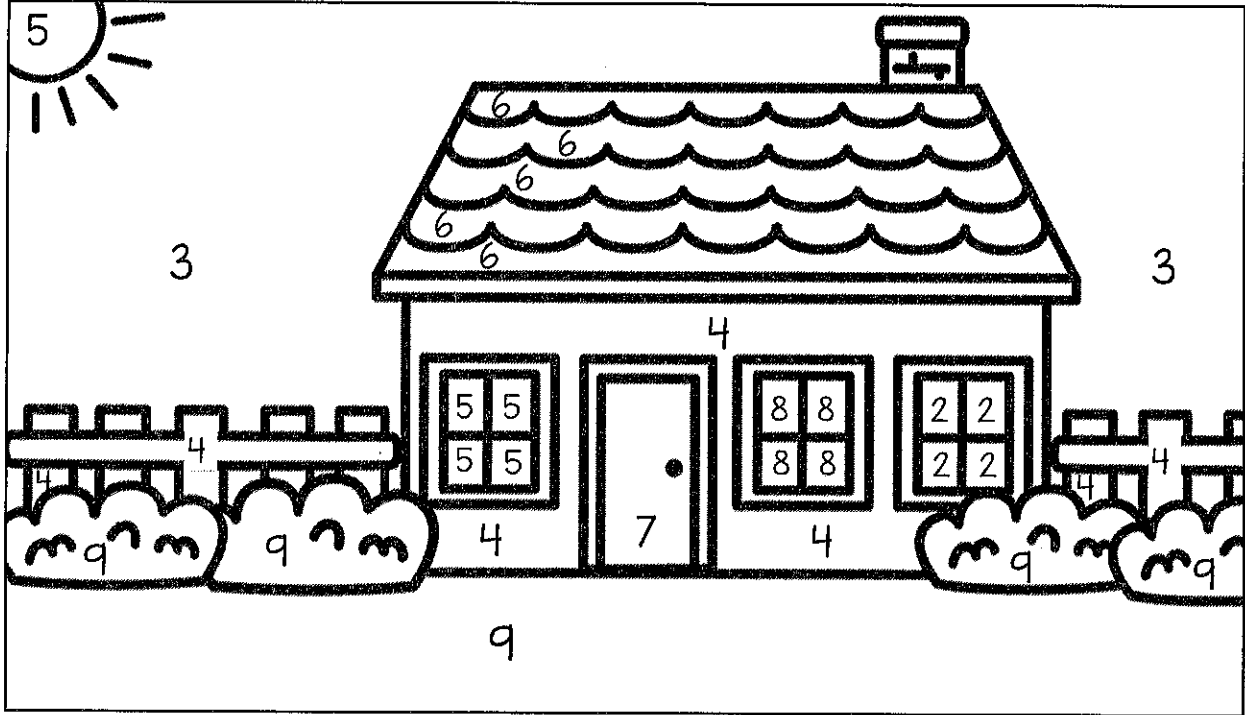


5. Draw Sam in a pen.



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

red  
yellow blue pink green  
purple orange brown



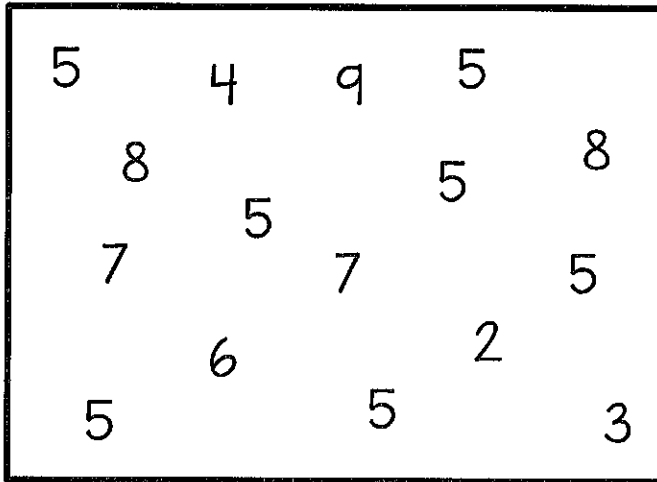
Name: \_\_\_\_\_



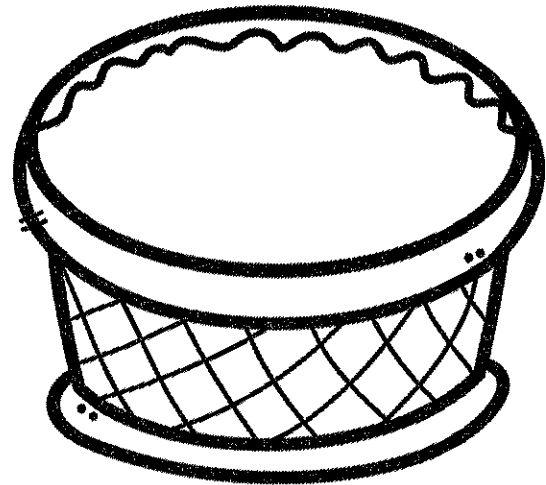
5

# All about Five

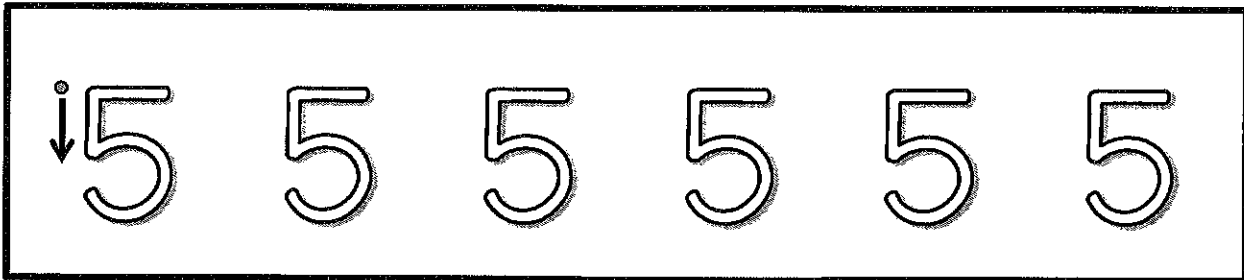
Circle the 5s.



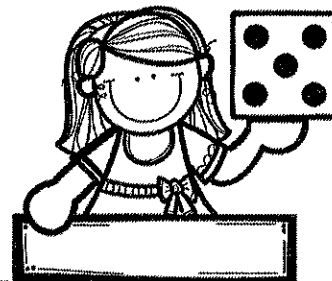
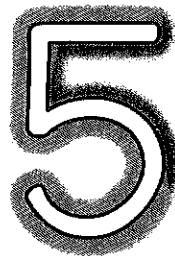
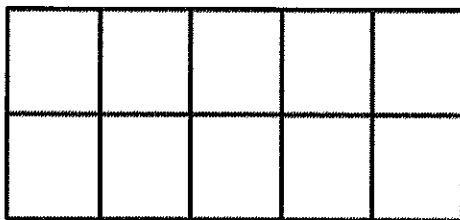
Draw 5 eggs in the basket.



Trace the 5s.



Draw 5 dots.

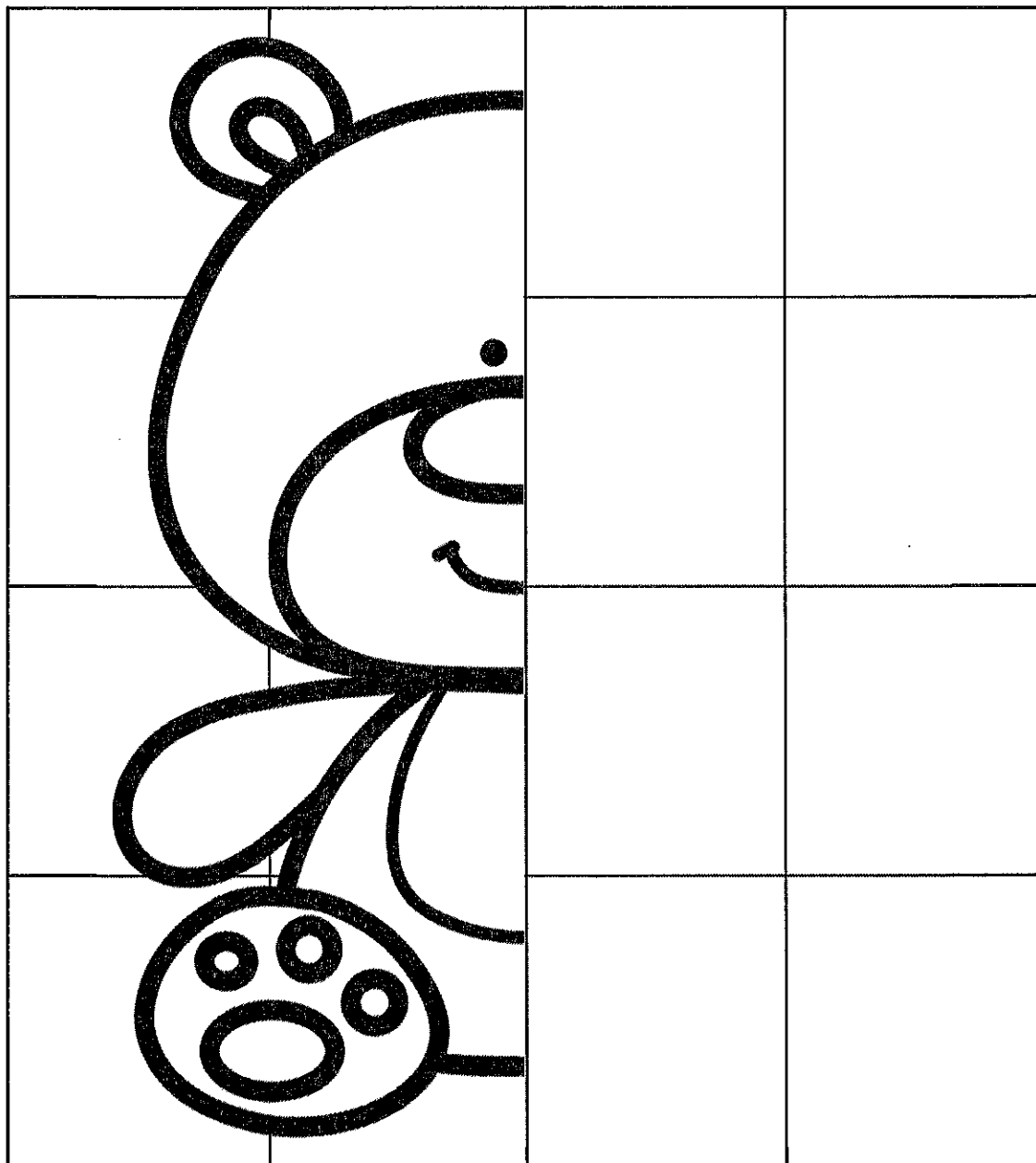


Name: \_\_\_\_\_



# Teddy Bear Symmetry

Can you draw the other side of the teddy bear?



# I CAN WRITE THE *missing numbers*

<b>1</b>		<b>3</b>	<b>4</b>		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>		<b>14</b>		<b>16</b>	<b>17</b>			<b>20</b>
<b>21</b>		<b>23</b>		<b>25</b>	<b>26</b>		<b>28</b>	<b>29</b>	<b>30</b>
	<b>32</b>	<b>33</b>		<b>35</b>		<b>37</b>			<b>40</b>
<b>41</b>	<b>42</b>		<b>44</b>	<b>45</b>		<b>47</b>	<b>48</b>	<b>49</b>	
<b>51</b>	<b>52</b>		<b>54</b>		<b>56</b>	<b>57</b>		<b>59</b>	<b>60</b>
	<b>62</b>		<b>64</b>			<b>67</b>		<b>69</b>	
<b>71</b>		<b>73</b>		<b>75</b>	<b>76</b>		<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>		<b>84</b>		<b>86</b>	<b>87</b>		<b>89</b>	
<b>91</b>		<b>93</b>	<b>94</b>		<b>96</b>		<b>98</b>		<b>100</b>

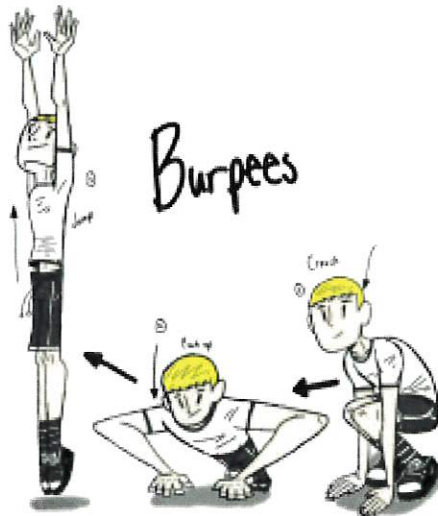
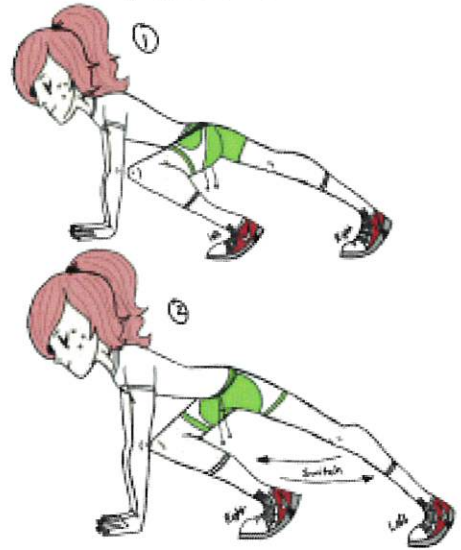
# Day 1

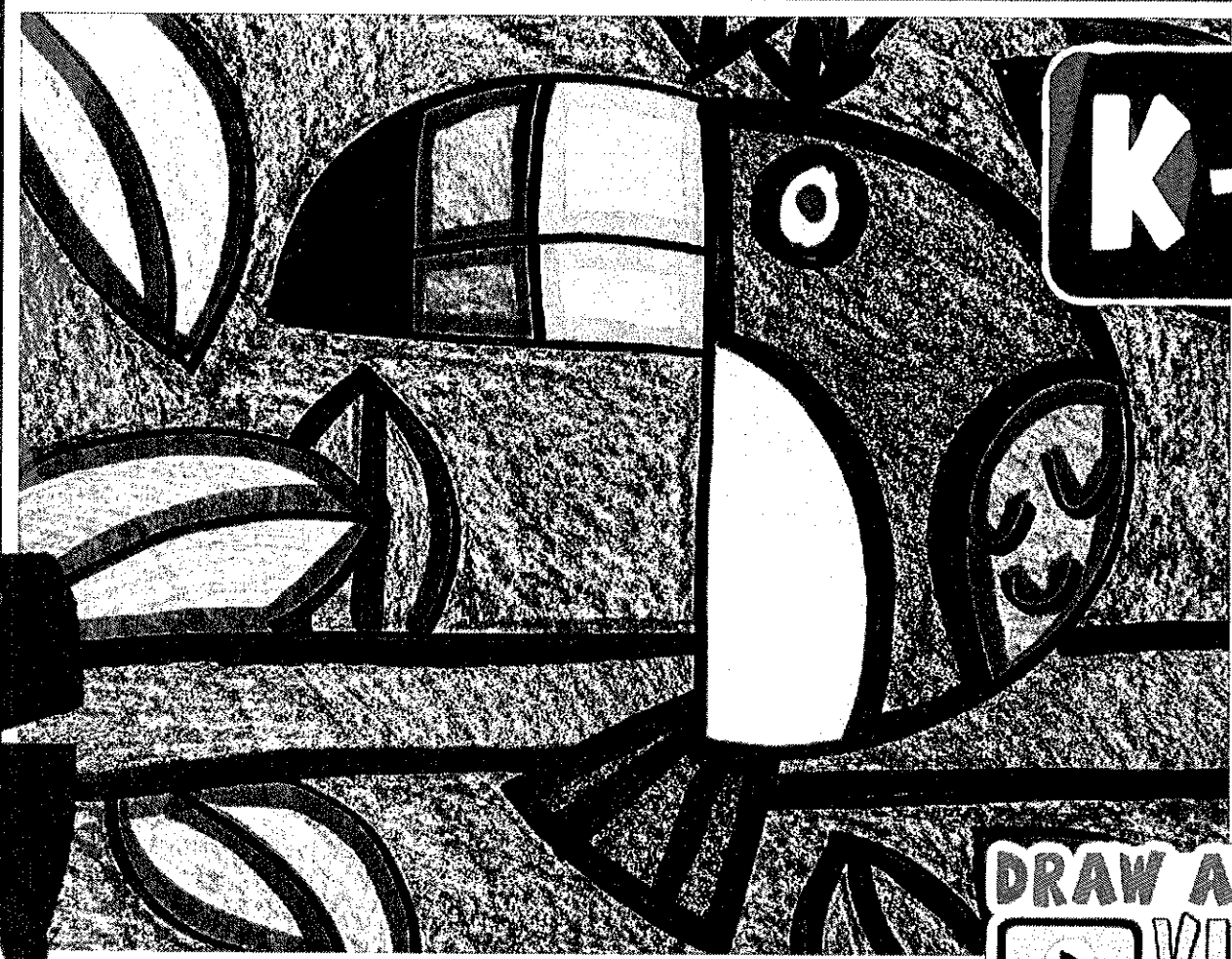
Washing Machine



Complete each activity for a 20 second count 3 different times.

Mountain Climbers

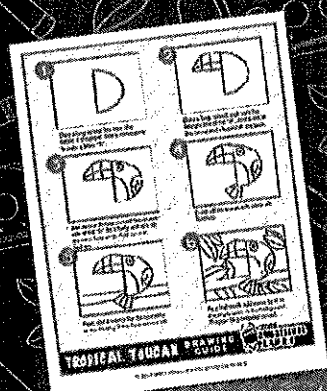




**K-2**

**DRAW ALONG**  
 **VIDEO**  
INCLUDED

# TROPICAL TOUCAN DRAW ALONG

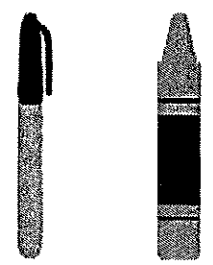


**Time Needed**  
1 Session at  
40 Minutes

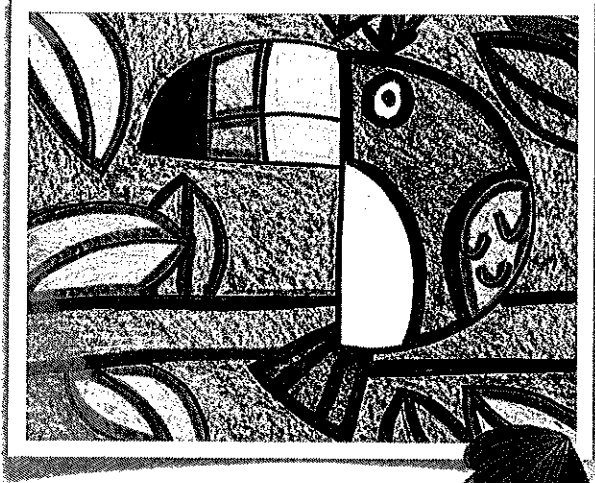


**Topics Covered**  
Shape

**What You'll Need**



# TROPICAL TOUCAN DRAW ALONG



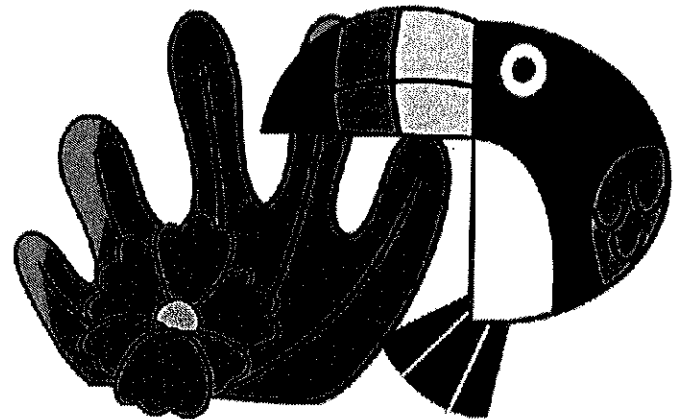
\* Today I will learn about **SHAPE** so that I **CAN** use simple shapes to draw a **TOUCAN**.

\* **NCAS: CREATING** Anchor Standard #1: Generate and conceptualize artistic ideas and work.

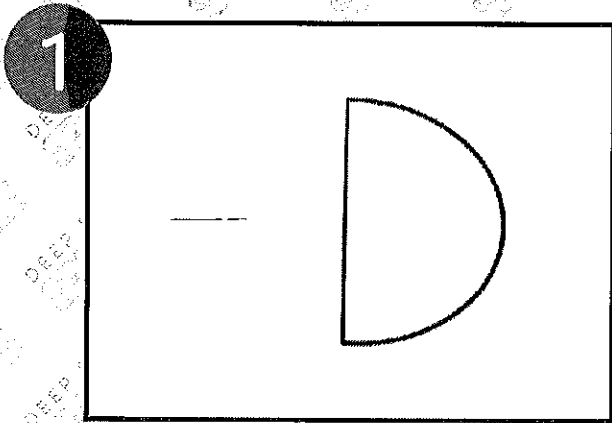
1. Give each student a piece of **white paper**.
2. Pass out **drawing materials**. Sharpie, pencil or black crayon all work well.
3. Instruct students to follow along with you as you draw the toucan on the board, or play the draw along video that accompanies the lesson.
4. Draw the toucan with the students using the **"Toucan Drawing Guide"** on the next page. It doesn't have to look just like the example.
5. They may use the back of their paper to re-draw their toucan if they choose. No new papers should be handed out. Students need to work with their "mistakes."
6. Color with crayons, markers or colored pencils.
7. Instructions for art (*take home, portfolio, etc.*)

## WHAT YOU'LL NEED:

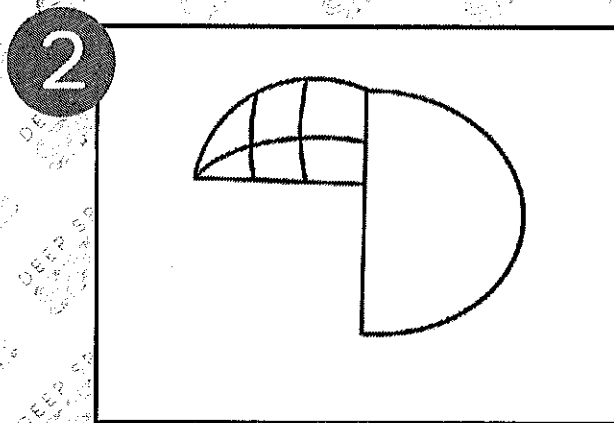
- 9" x 12" white sulphite paper
- Drawing tool (Sharpie, pencil or black crayon)
- Coloring materials (crayons, markers or colored pencils)
- Toucan guided drawing handout



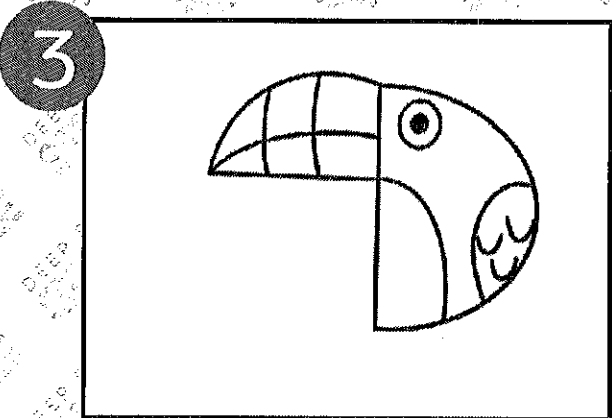




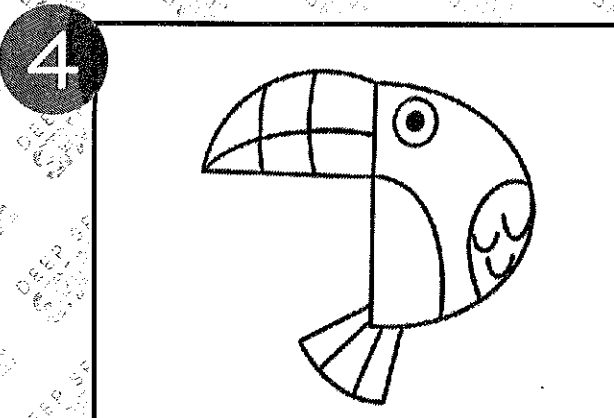
1 Draw a long vertical line near the center of the paper. Add a curved line to make a letter "D".



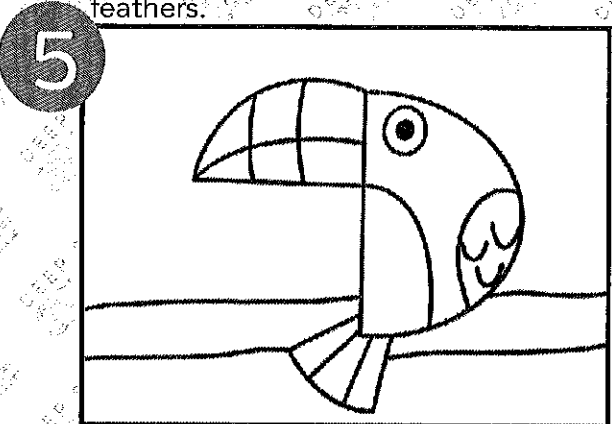
2 Draw a long, curved beak from the straight side of the "D". Add a line in the center and a few inside the beak.



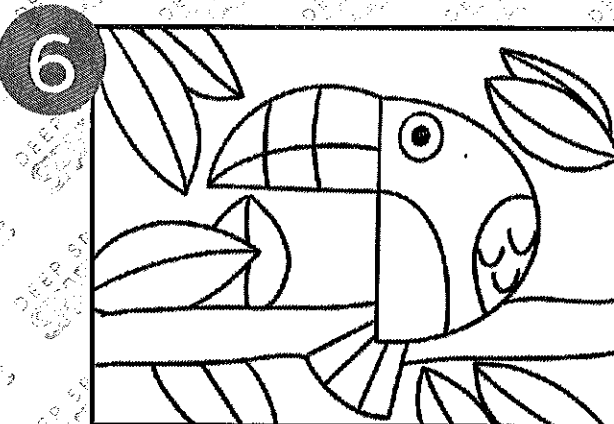
3 Add an eye. Draw a curved line on one side of the "D" for a belly and one on the other for a wing. Add curved feathers.



4 Finish off the toucan with some tail feathers.



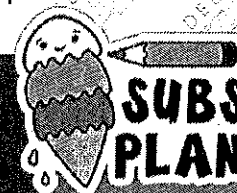
5 Next, add a branch for the toucan to sit on. It's okay if the lines curve a bit.



6 As a final touch, add leaves to fill in the empty space in the background. They can be pointed or curved.

# TROPICAL TOUCAN

## DRAWING GUIDE

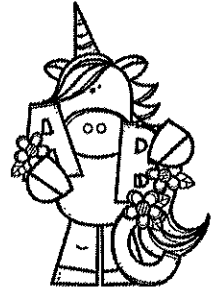


### SUBSTITUTE PLAN 2.0

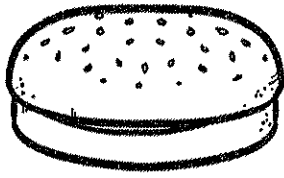


# **Virtual Learning Snow Day 2**

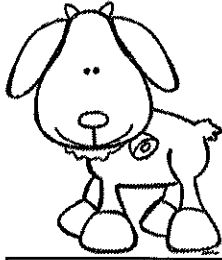
Name: \_\_\_\_\_



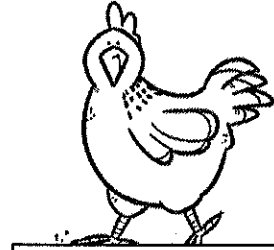
What sound is missing?



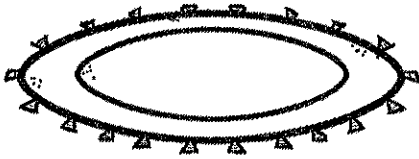
b\_n



k\_d



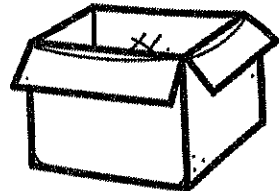
h\_n



r\_g



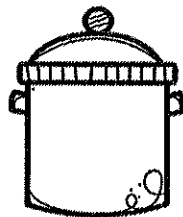
c\_p



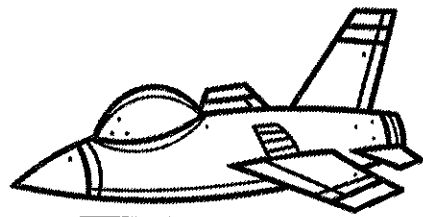
b\_x



z\_p



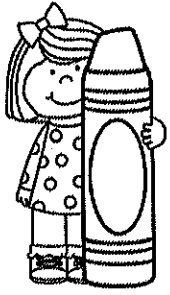
p\_t



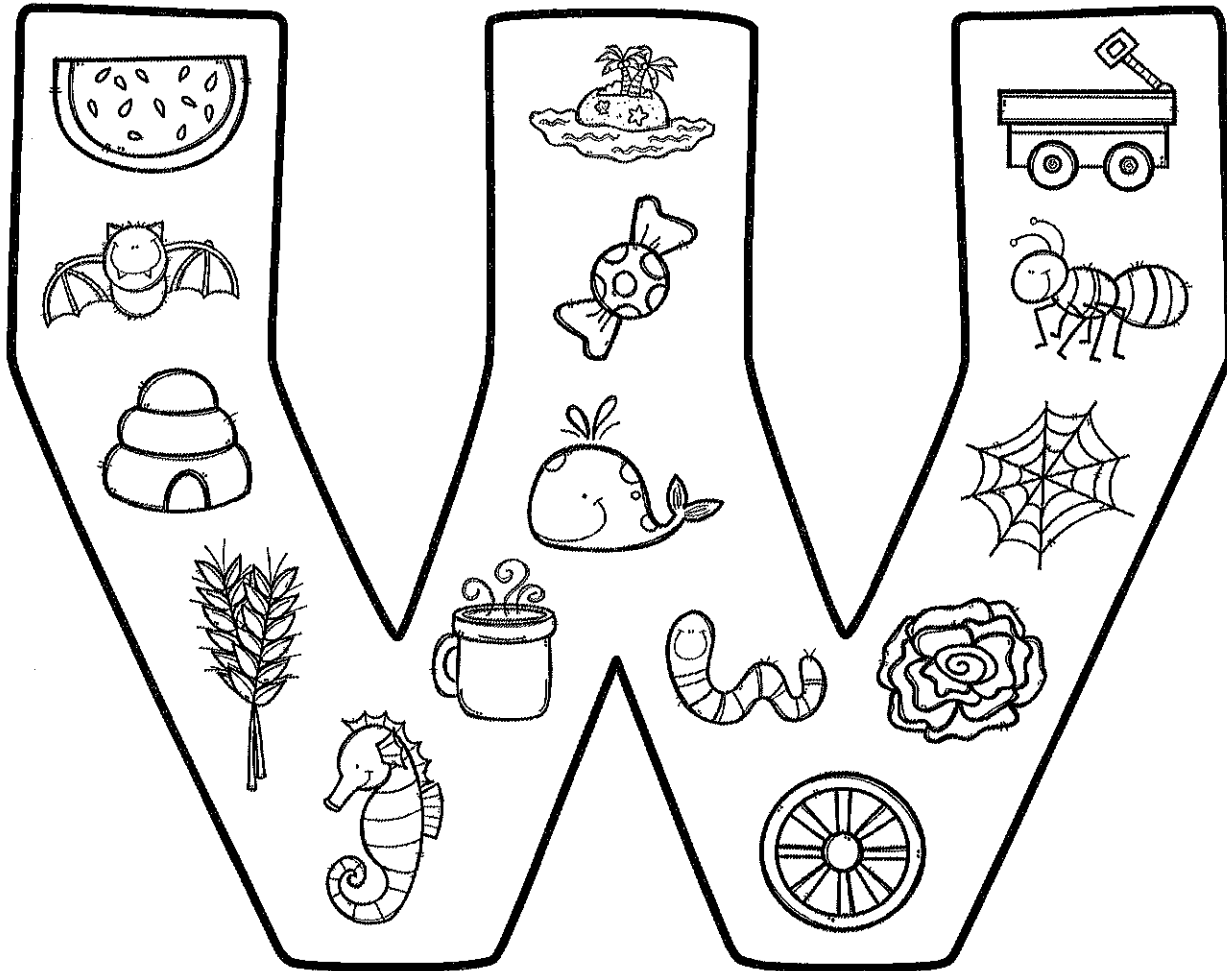
j\_t

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

Date: \_\_\_\_\_



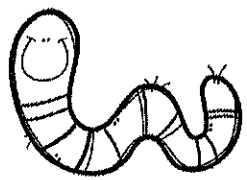
Color the pictures that begin with the W sound.



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

Date: \_\_\_\_\_

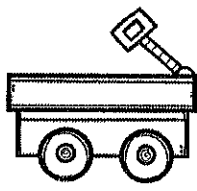
W
W
W
W
W
W



Worm



Wheat



Wagon

w
w
w
w
w
w

W

w

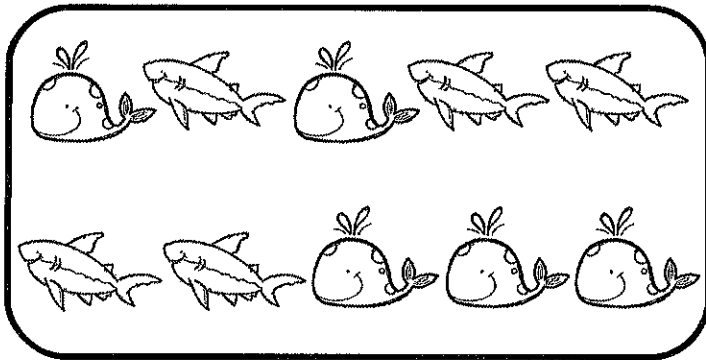
W

w

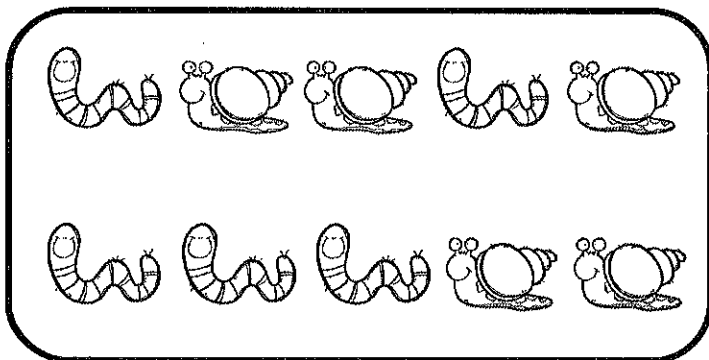
Name : \_\_\_\_\_

Date : \_\_\_\_\_

Count and color the pictures start with letter W.

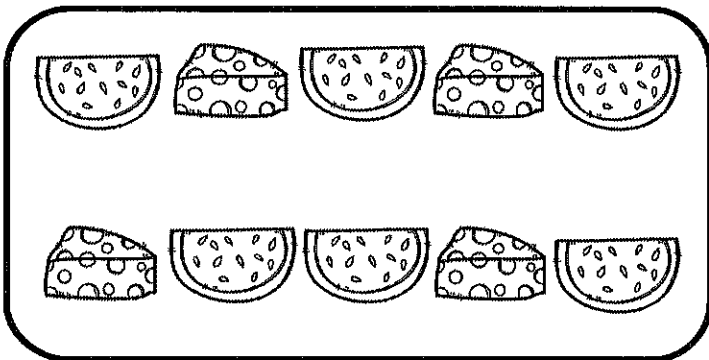


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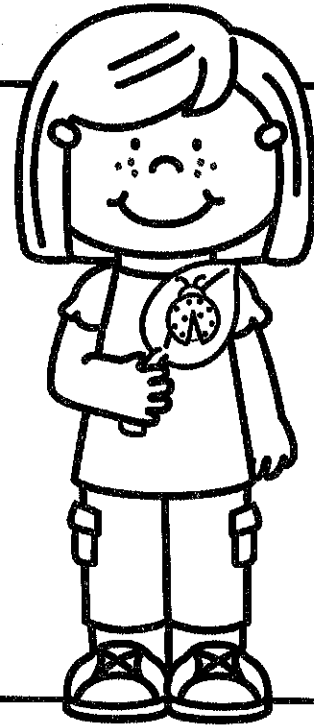
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# Reading Comprehension

Read the short passage and answer the questions.

## A Ladybug

Mary saw a ladybug. The ladybug was on a green leaf. The ladybug was red with black spots. It was a pretty ladybug!



1. What did Mary see?	<input type="checkbox"/> a tree <input type="checkbox"/> a ladybug
2. Where was it?	<input type="checkbox"/> on a leaf <input type="checkbox"/> on a log
3. What color was the ladybug?	<input type="checkbox"/> red and black <input type="checkbox"/> green



# Reading Comprehension

Read the short passage and answer the questions.

## The Chef

I see the chef.  
The chef is by the  
oven. The chef will  
cook a pizza. Do you  
like to eat pizza?



1.

Who do I see?

- the cat
- the chef
- Mom

2.

Where is the chef?

- by the oven
- by the tree
- in the car

3.

What will she cook?

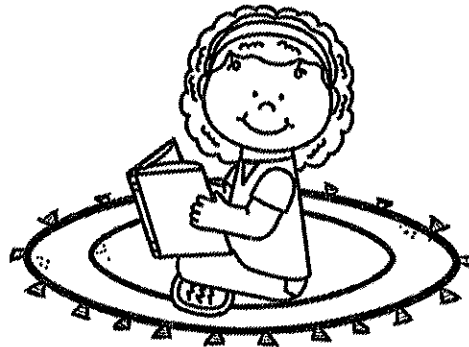
- cake
- pie
- pizza

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

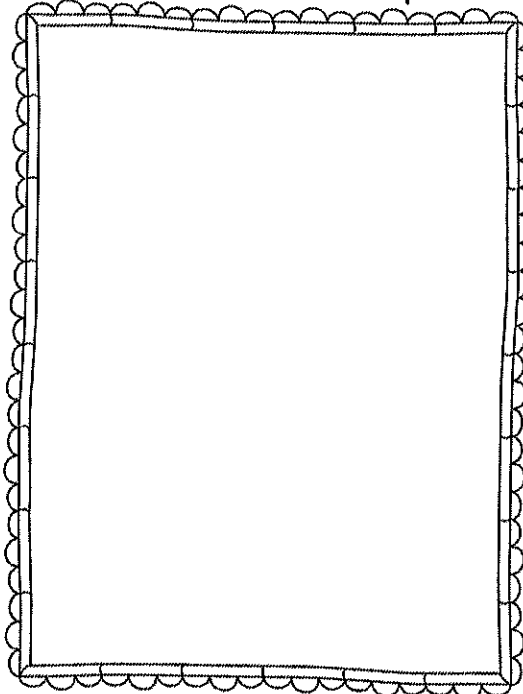
# Kim's Book

Kim is in her room. She has a funny book. Kim likes to sit on the rug and read her book.

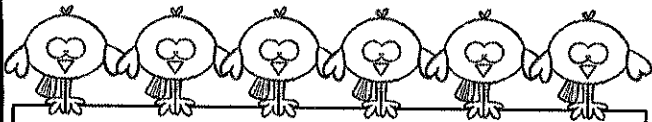
1. Where is Kim?
  - on the bus
  - in her room
  - at the pond
  
2. What does she have?
  - a funny dog
  - a funny book
  - a funny bag
  
3. Where is she sitting?
  - on a rat
  - on a bug
  - on a rug
  
4. What is she doing?
  - running
  - reading
  - playing



5. Draw Kim in a pool.



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



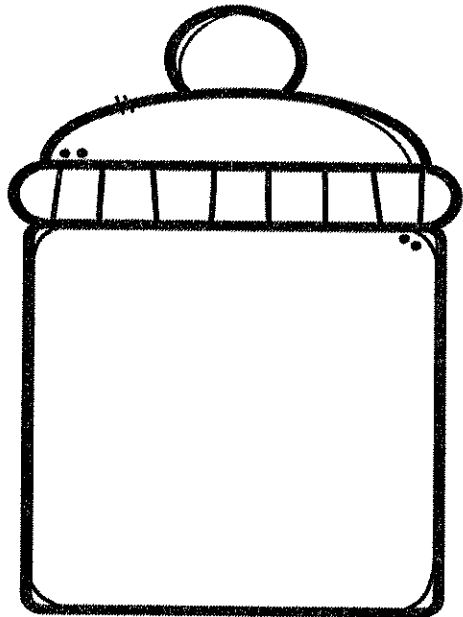
6

# All about Six

Draw 6 jelly beans.

Circle the 6s.

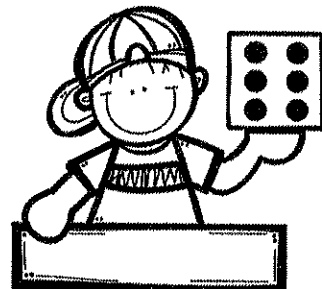
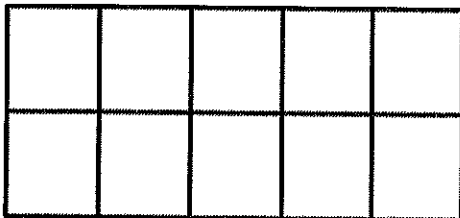
8	4	2	6		
				9	6
3	1	6			1
6	6		2		
5		6			5



Trace the 6s.

6 6 6 6 6 6

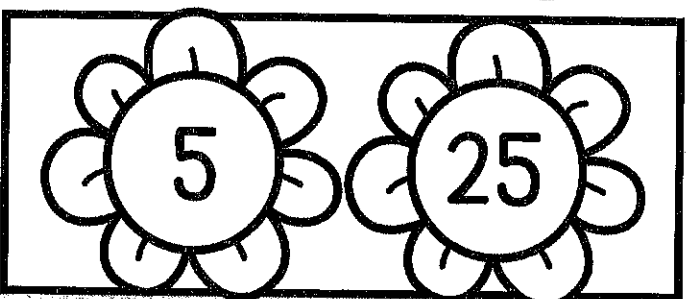
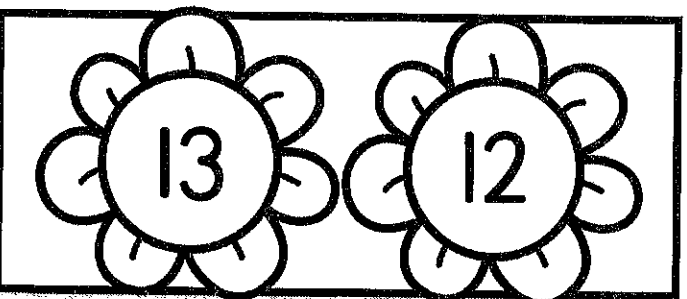
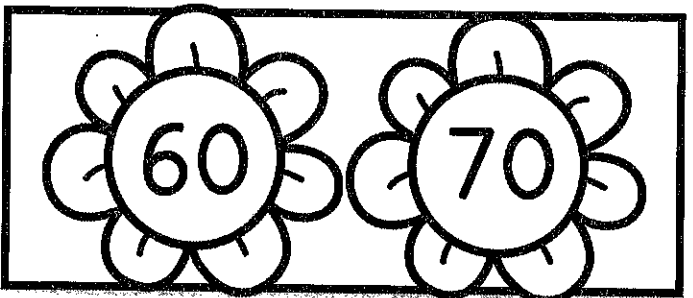
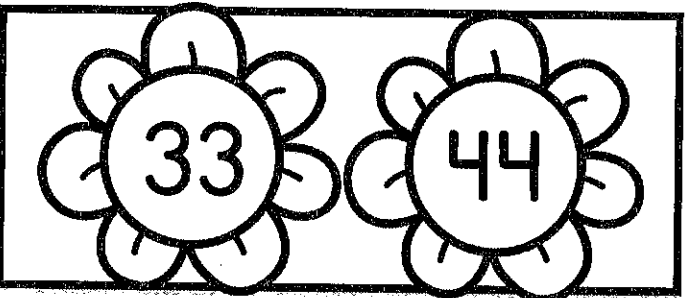
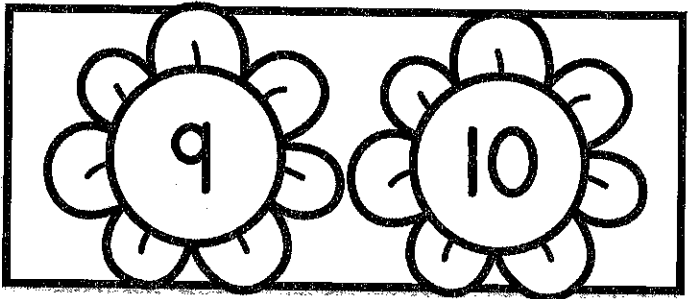
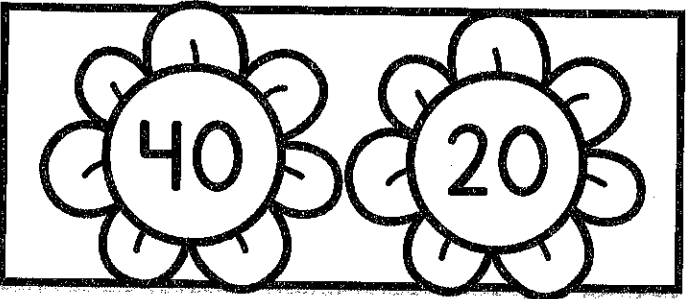
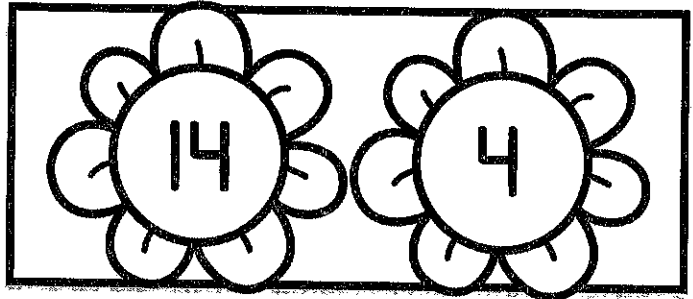
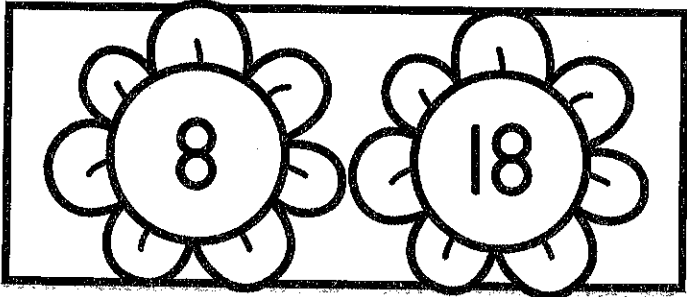
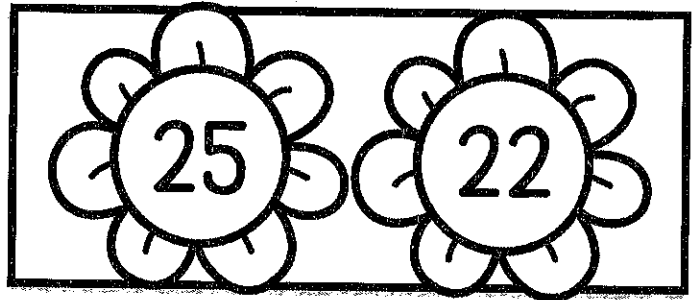
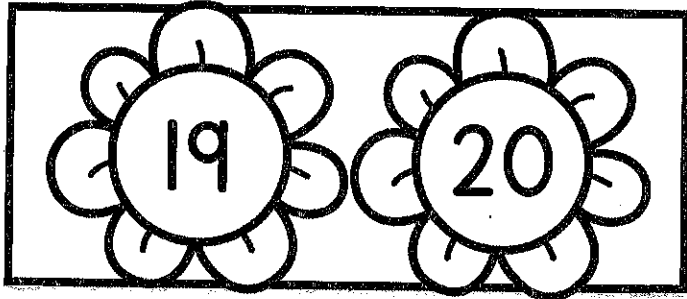
Draw 6 dots.



Name \_\_\_\_\_

# Flower Numbers

Color the flower with the bigger number in each set.

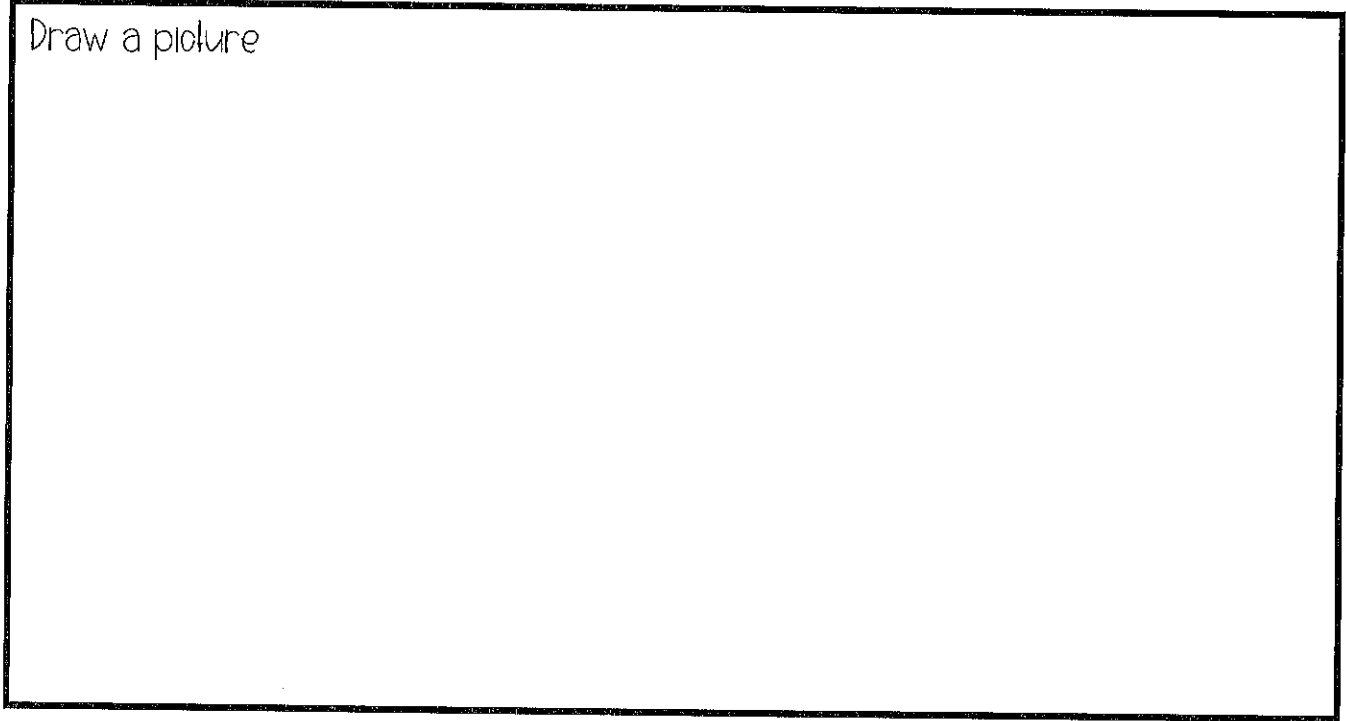


# I CAN WRITE NUMBERS UP TO 100

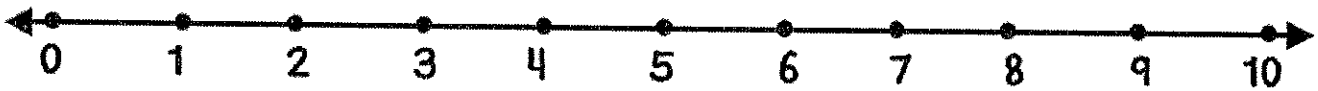

# I CAN SOLVE word problems (10)

Jack earned 3 stickers in class yesterday. Today, he earned 4 more stickers. How many stickers does Jack have now?

Draw a picture



Use the number line to show your work:



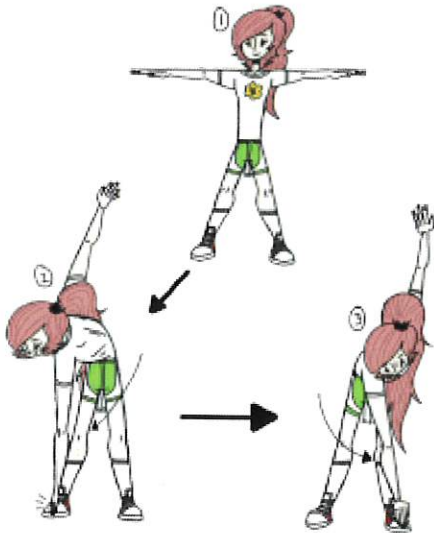
My equation:

\_\_\_\_\_ = \_\_\_\_\_

Jack has \_\_\_\_\_ stickers.

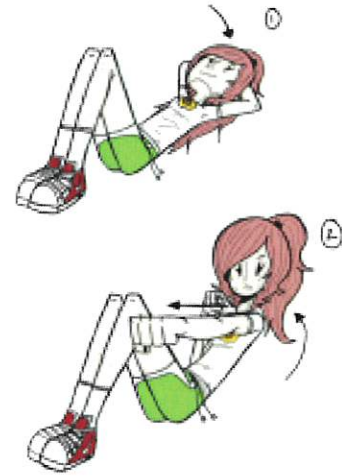
# Day 2

Windmill Toe Touch

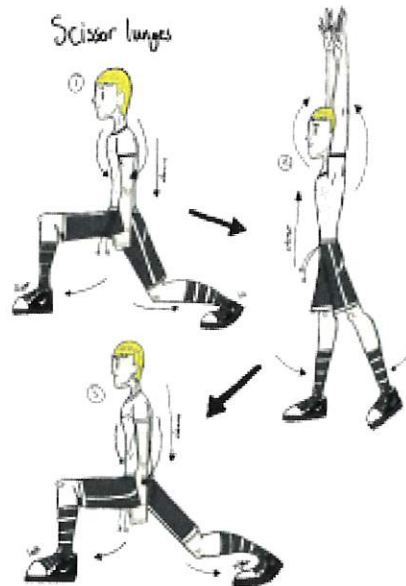


Complete each activity for a 20 second count 3 different times.

Sit up punches



Scissor lunges



## **Snow Day Art Lesson**

The lesson includes instructions and a drawing guide plus if you have access to the internet (even on a Smartphone) you can use the link to follow a Draw Along Video ( there are other drawing projects on the page as well that you could try out)

<https://www.deepspacesparkle.com/tmc/substitute-plan-2-0-bundle-video-page/>

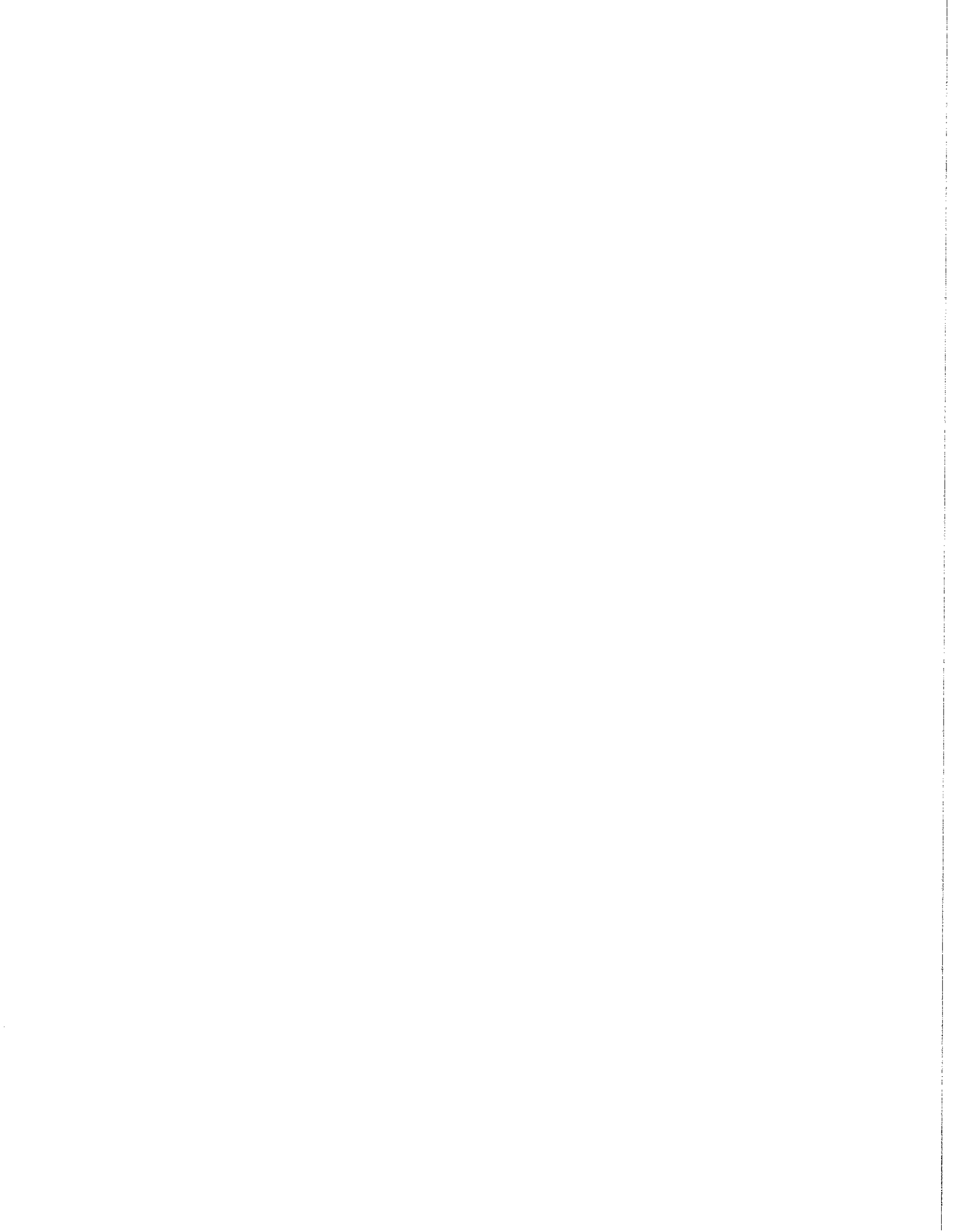
A blank piece of paper has been provided for you but you can use any paper you have available at home, if you have a sketchbook you can use that as well. The lesson can be colored by using crayons, markers, colored pencils, or if you have none of those materials at home you can simply use a pencil or pen to create a black and white version.

I have also included a Roll a Dice Drawing Activity you can do with everyone in your house. You will need to borrow a dice from a board game. All you need to do is roll the dice to determine what you need to draw. Once the drawing is complete you can add color.

Hope you enjoy your Snow Day Art Lessons and see you soon,

Mrs. Mitchell





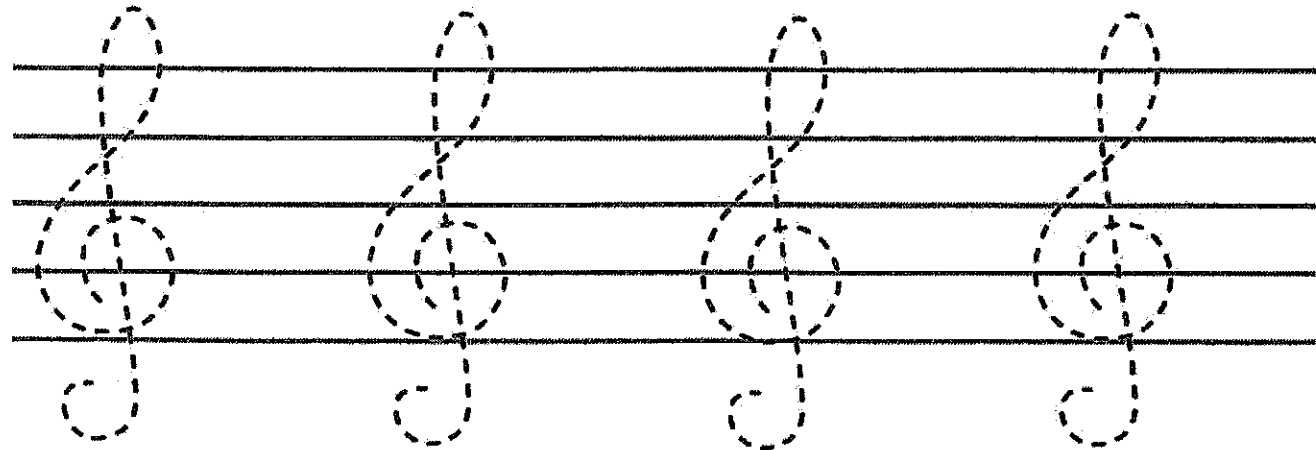
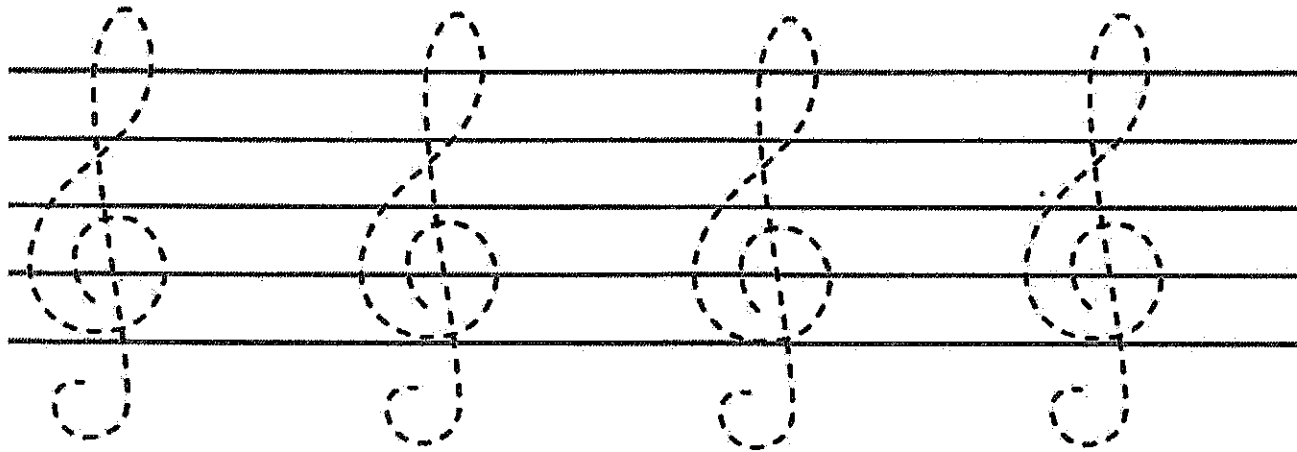
# TRACE IT ON THE STAFF!

My name is \_\_\_\_\_

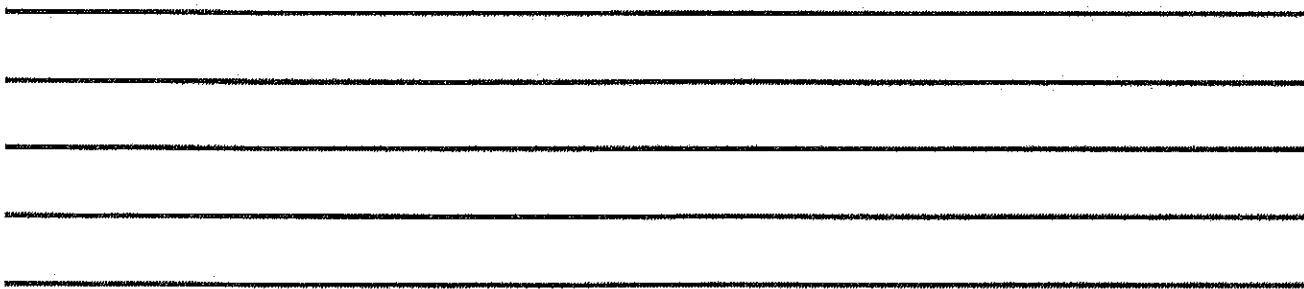
Class \_\_\_\_\_

## Directions:

Trace a Treble clef.



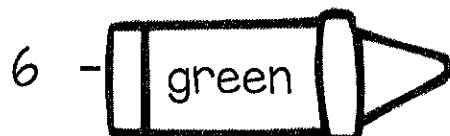
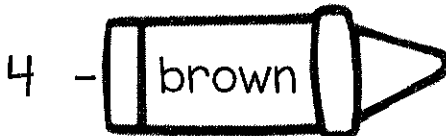
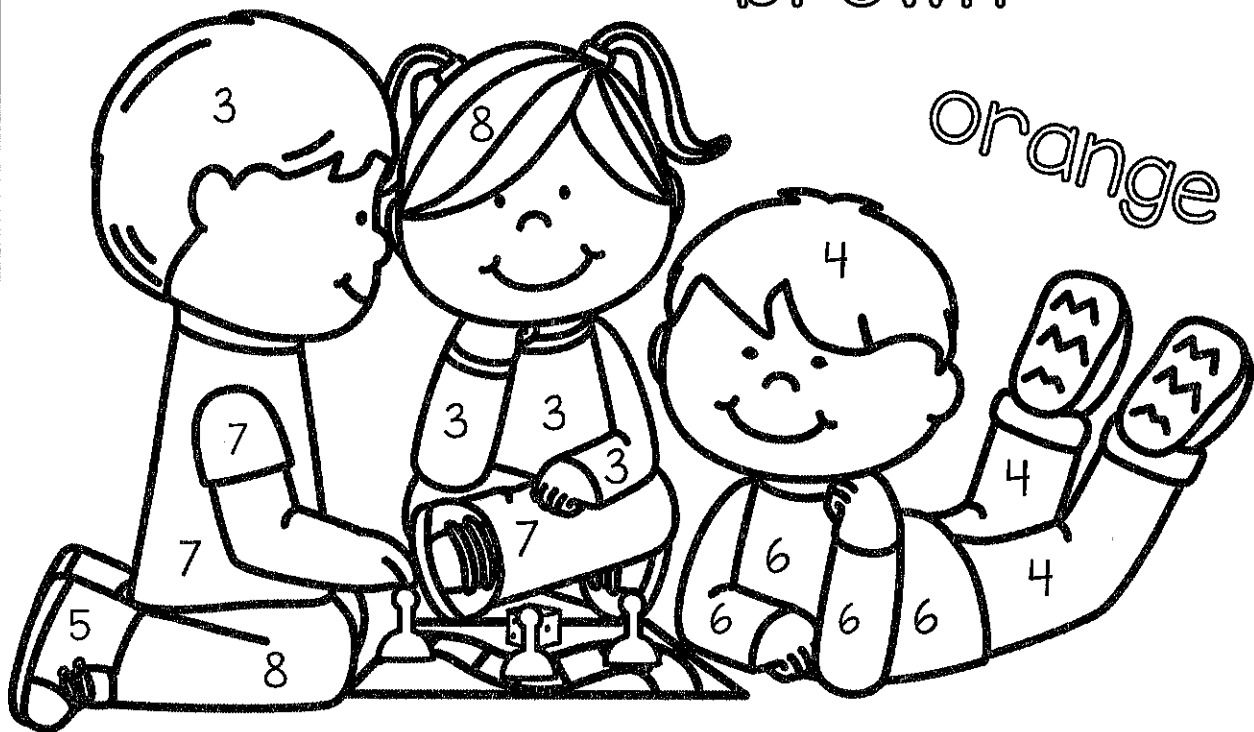
Draw a Treble clef.



# **Virtual Learning Snow Day 3**

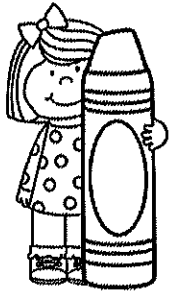
Name: \_\_\_\_\_

red green yellow  
blue  
brown

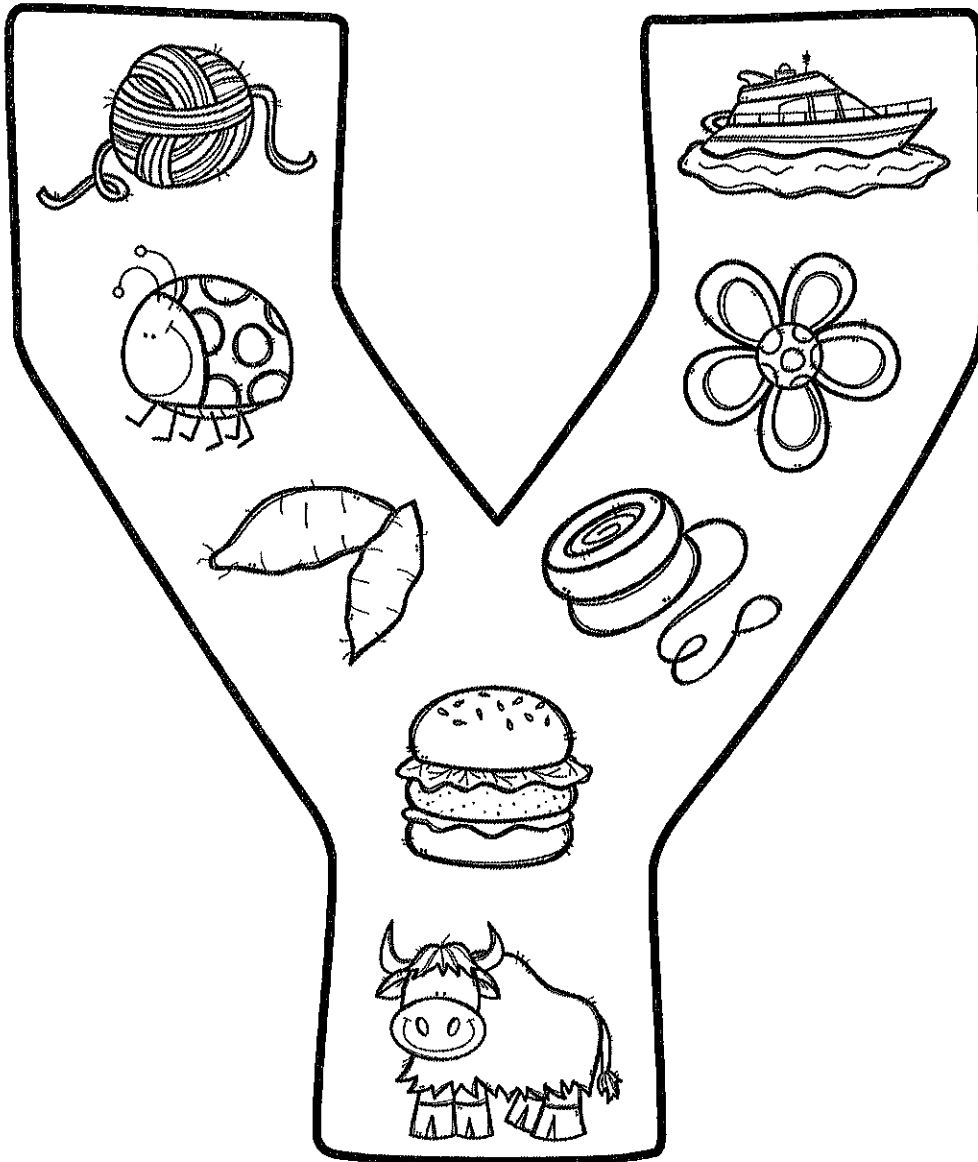


Name : \_\_\_\_\_

Date : \_\_\_\_\_



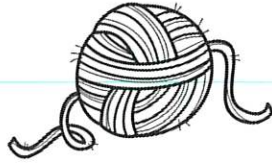
Color the pictures that begin with the Y sound.



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

Date : \_\_\_\_\_

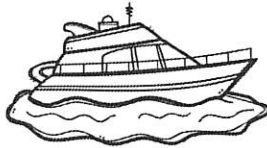
Y
Y
Y
Y
Y
Y



Yarn



Yogurt



Yacht

y
y
y
y
y
y

Y

y

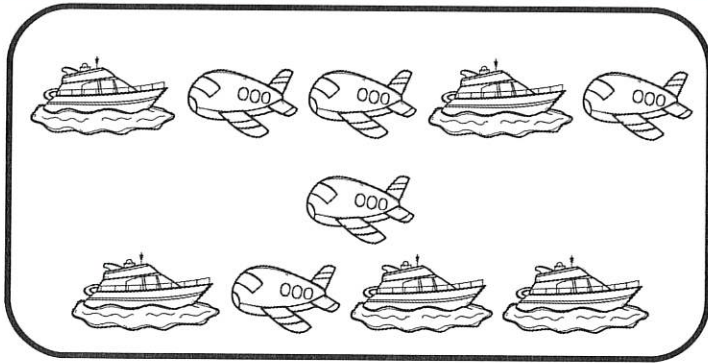
Y

y

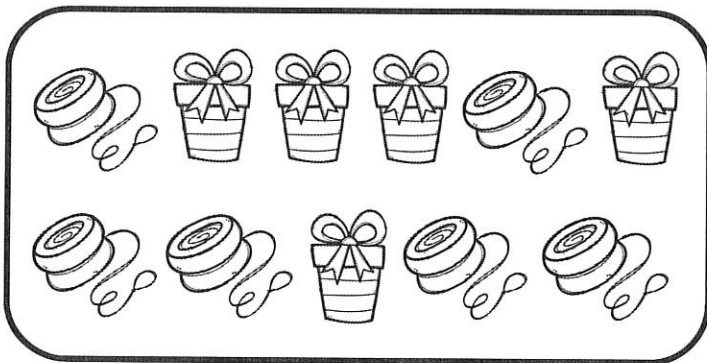
Name : \_\_\_\_\_

Date : \_\_\_\_\_

Count and color the pictures start with letter Y.

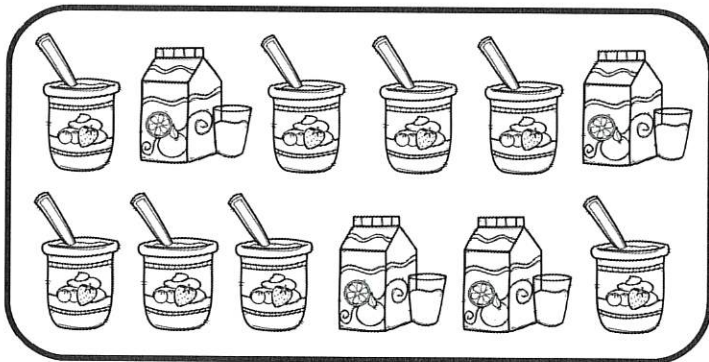


.....



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.....



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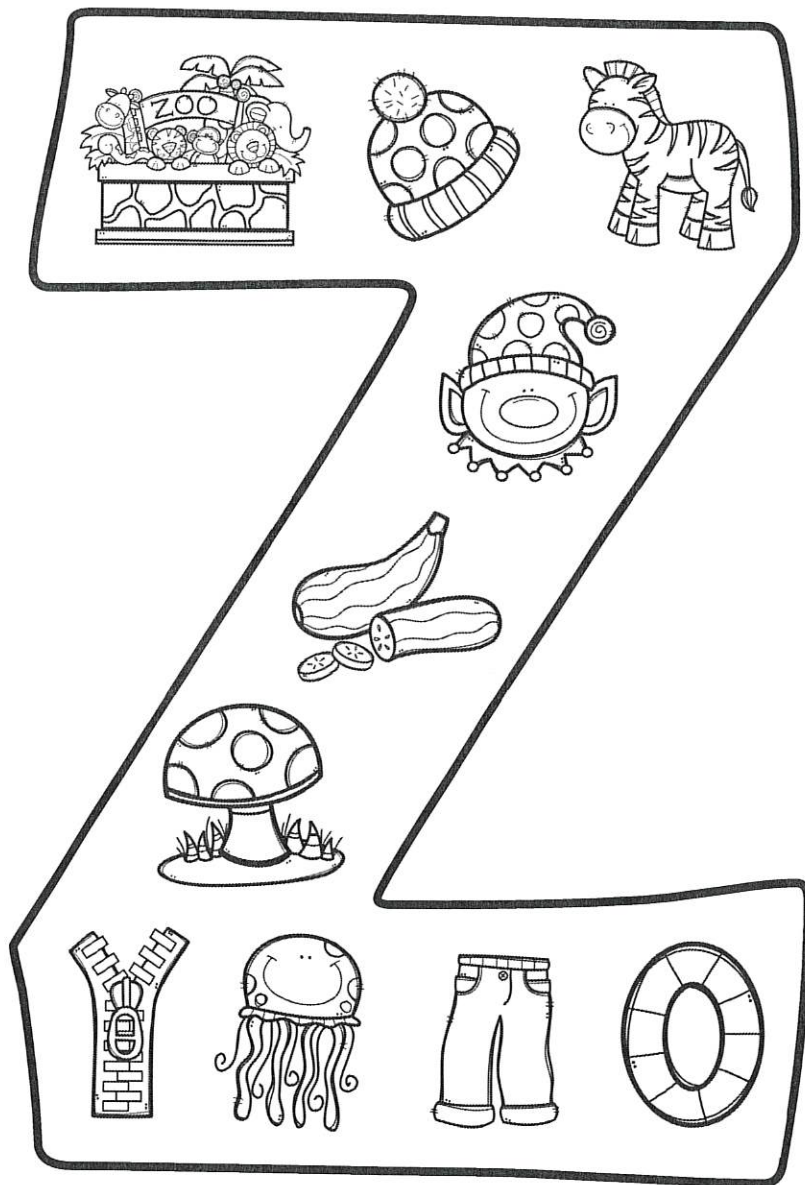
.....

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

Date : \_\_\_\_\_



Color the pictures that begin with the Z sound.





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

Date: \_\_\_\_\_

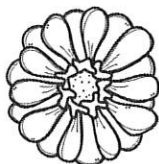
Z
Z
Z
Z
Z
Z



Zucchini



Zebra



Zinnia

Z
Z
Z
Z
Z
Z

Z

Z

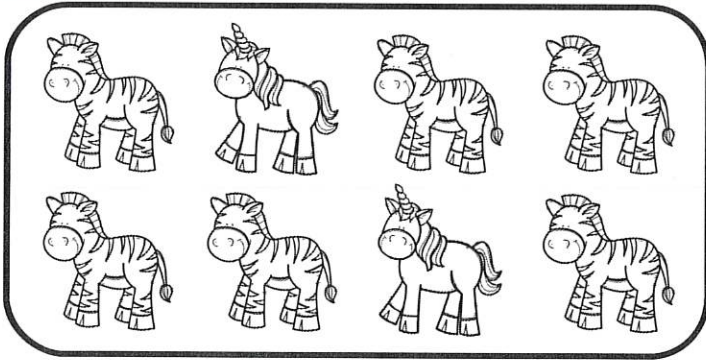
Z

Z

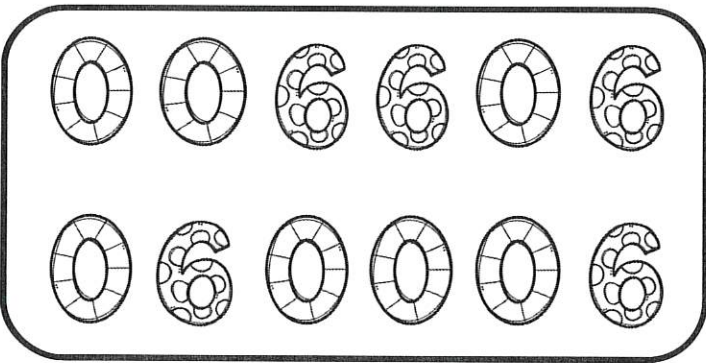
Name : \_\_\_\_\_

Date : \_\_\_\_\_

Count and color the pictures start with letter Z.

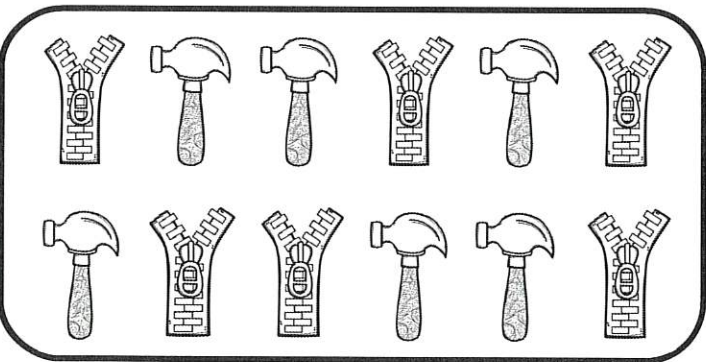


.....



=

.....



=

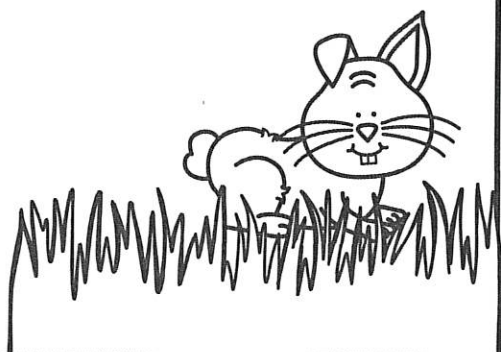
.....

# Reading Comprehension

Read the short passage and answer the questions.

## A Tiny Bunny

I see a bunny. It is  
tiny and white. The  
bunny is in the grass.  
The bunny can hop.  
Do you see the bunny?



1. What do I see?

---

---

---

2. What color is it?

---

---

---

3. What can it do?

---

---

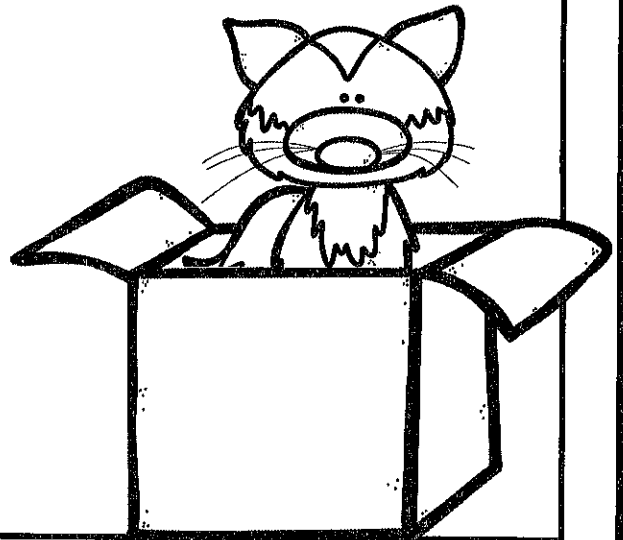
---

# Reading Comprehension

Read the short passage and answer the questions.

## In the Box

I see a box. What is in the box? I see a red fox. The fox is in the box. Do you see the fox in the box?



- |                         |  |
|-------------------------|--|
| 1.<br>What do I see?    | <input type="checkbox"/> a cat<br><input type="checkbox"/> a fox<br><input type="checkbox"/> a dog                 |
| 2.<br>What color is it? | <input type="checkbox"/> red<br><input type="checkbox"/> green<br><input type="checkbox"/> orange                  |
| 3.<br>Where is it?      | <input type="checkbox"/> in the tree<br><input type="checkbox"/> in the box<br><input type="checkbox"/> in the car |

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

# Fun at Home

Min and Ted are at home. It is fun to play a card game at home. Min and Ted like to play snap.

1. Where are Min and Ted?

- at home
- on a bus
- in a box



2. What is fun to do?

- play a card game
- look at a card
- jump on a card

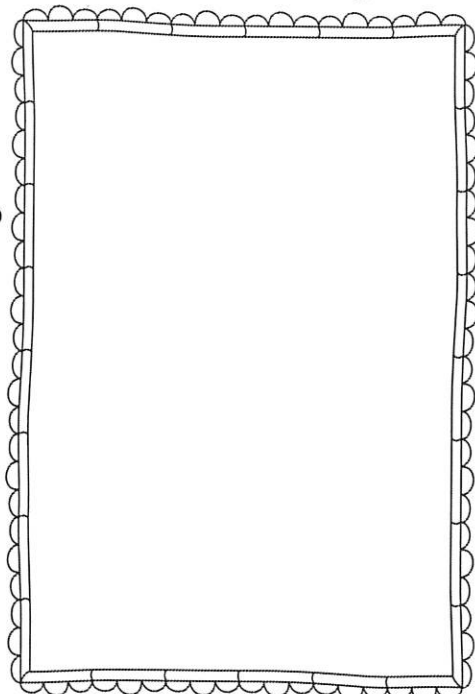
5. Draw a card game.

3. What do they like to play?

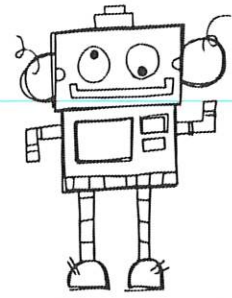
- stop
- snip
- snap

4. Are Min and Ted sad?

- yes
- no

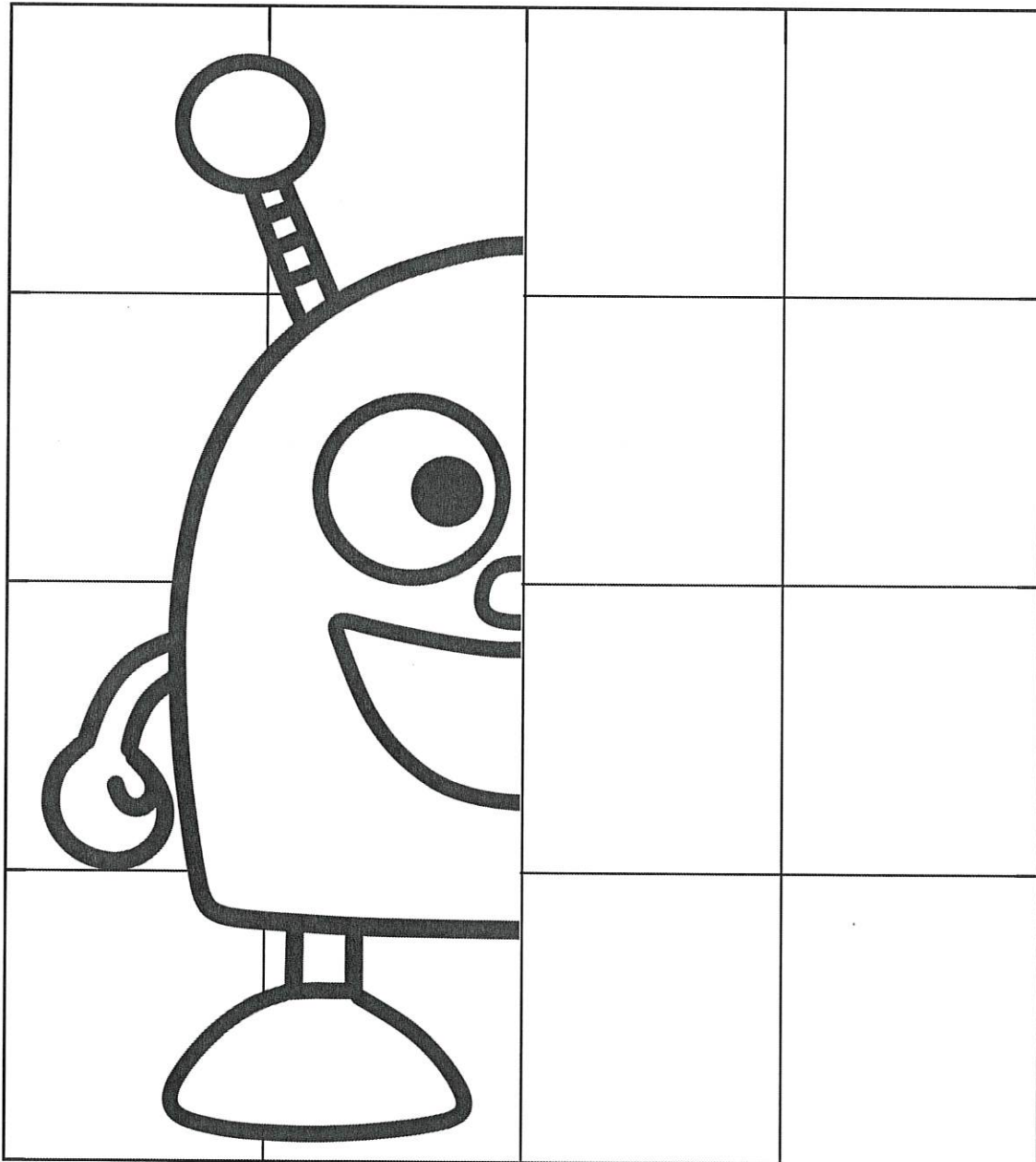


Name: \_\_\_\_\_



# Robot Symmetry

Can you draw the other side of the robot?



Name \_\_\_\_\_

# Missing Addends

Write the missing addends to make each equation true.

$5 + \square = 10$

$6 + \square = 12$

$4 + \square = 5$

$4 + \square = 10$

$6 + \square = 10$

$8 + \square = 12$

$9 + \square = 14$

$7 + \square = 9$

$2 + \square = 8$

$8 + \square = 13$

$3 + \square = 9$

$4 + \square = 11$

$2 + \square = 6$

$7 + \square = 15$



**I CAN** count by 5s

--	--	--	--	--	--	--	--	--	--

									100
--	--	--	--	--	--	--	--	--	-----

**I CAN** count by 10s

									100
--	--	--	--	--	--	--	--	--	-----

**I CAN** count backwards by 10s

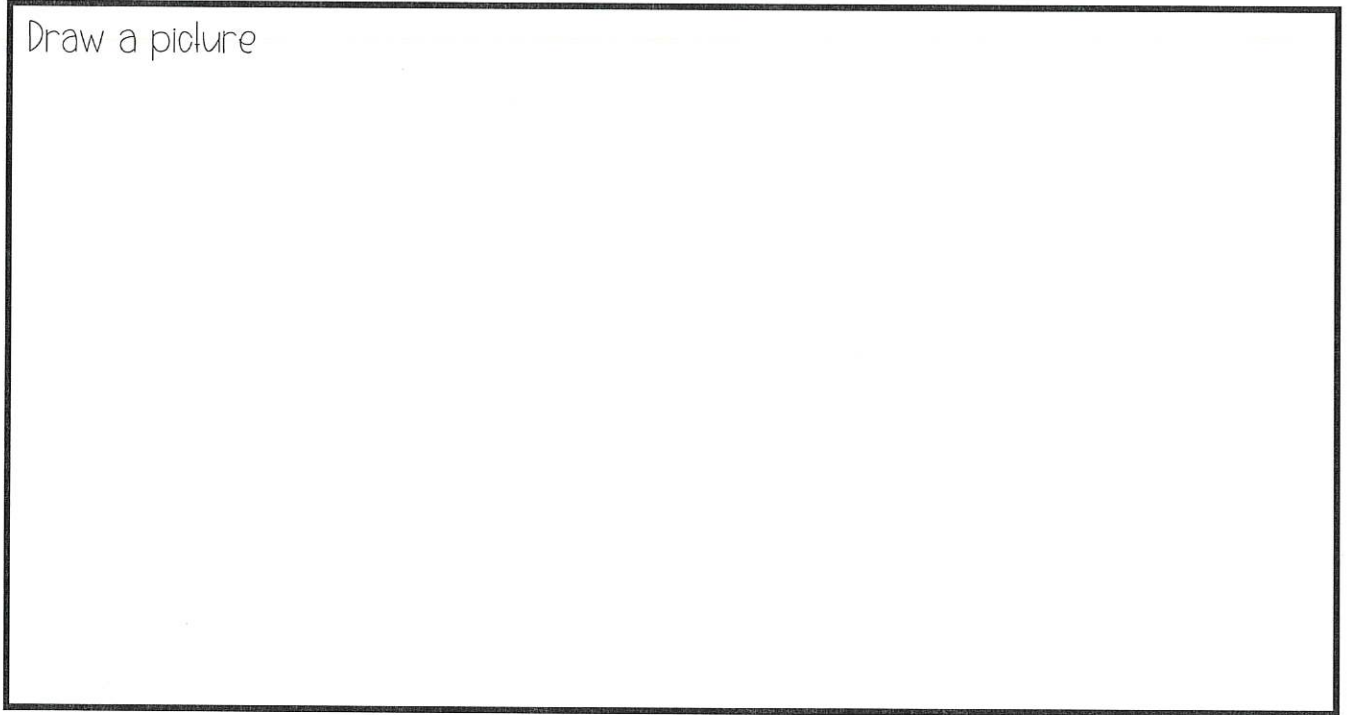
100									
-----	--	--	--	--	--	--	--	--	--



# I CAN SOLVE word problems (10)

Cassie baked 10 cookies. She ate 3 in the afternoon. How many cookies does Cassie have left?

Draw a picture



Use the number line to show your work:



My equation:

\_\_\_\_ = \_\_\_\_

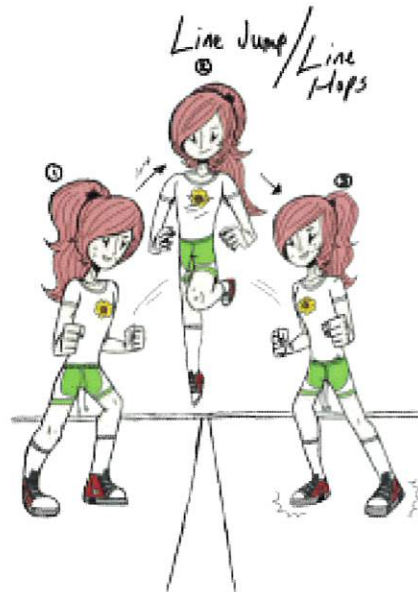
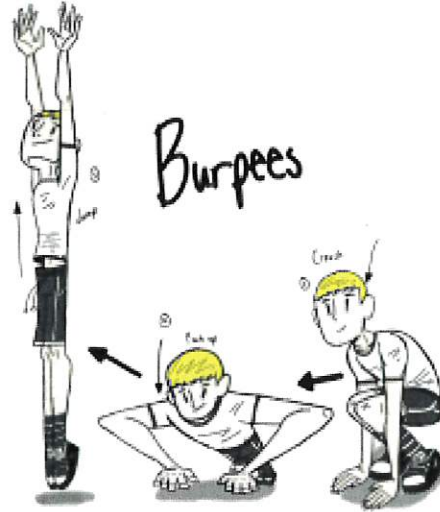
Cassie has \_\_\_\_ cookies left.

# Day 3

Arm Circles

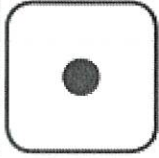

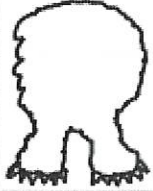




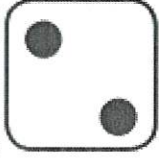



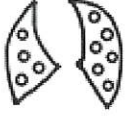







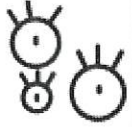










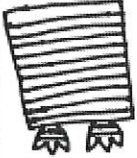

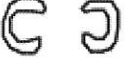




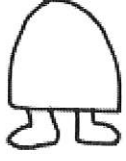
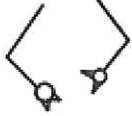
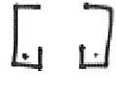




Complete each activity for a 20 second count 3 different times.



# Roll a Drawing: Monsters

Roll the die. On each turn, draw the image next to your number!

	Roll One: Face	Roll Two: Body	Roll Three: Arms	Roll Four: Ears	Roll Five: Eyes	Roll Six: Snout
						
						
						
						
						
						



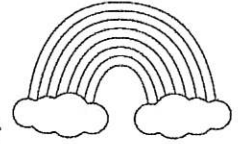
NAME: \_\_\_\_\_

# "Buggy" Read and Write

Directions: Read and clap the rhythm in the "Read It" column and then write the rhythm in the "Write It" column.



Read It



Write It