

Virtual Learning Snow Day 1

Name _____

Fact Families

Directions: Use the fact family numbers. Write the fact family.
You only can use the 3 numbers on the page.

1. 6, 7, 13

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

2. 5, 10, 15

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

3. 2, 12, 14

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

4. 3, 9, 12

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

5. Write your own fact family numbers.

_____, _____, _____

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

6. Write your own fact family numbers.

_____, _____, _____

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



Read the words and story. Fill in the missing Super Words.

know	new	over	people
because	word	work	write

1. Tim and Jane are sad _____ it is raining.
2. "I _____ what to do," Jane said.
3. "I will _____ a play."
4. "We can both _____ on it," Tim said.
5. Tim and Jane add the last _____.
6. "We need _____ to act it out," Tim said.
7. "When the rain stops, our pals can come _____."
8. "Then I will write a _____ play!" Jane said.

Use at least one Super Word and one **long u** word to write your own sentence.

Read the words. Then sort the words into three groups by long vowel sound. Label each group.

cube

kind

few

try

post

menu

cloak

fuel

sigh

crow

toe

pie

1. _____

1. _____

1. _____

2. _____

2. _____

2. _____

3. _____

3. _____

3. _____

4. _____

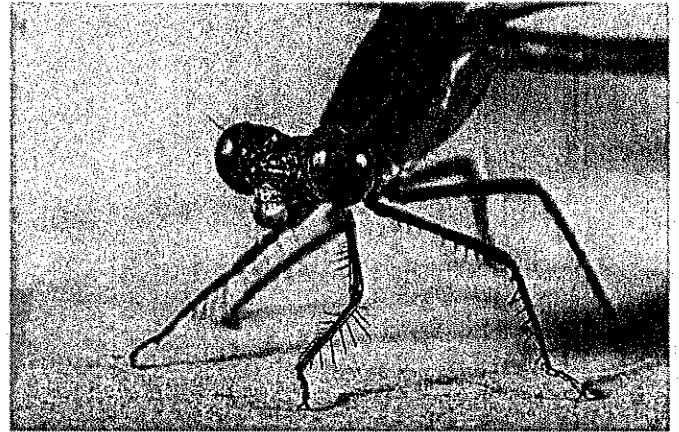
4. _____

4. _____

Name _____


INSECT EYES

Insect eyes are not like human eyes. Our eyes are mostly liquid. The iris adjusts how much light gets in. Insect eyes are solid




and look bumpy. Some insects have over 40,000 parts in a single eye. Insect eyes are called compound eyes. Insects use pigments to regulate the light. These pigments make really cool patterns! Because an insect's eye is hard, it is not easily injured.

Directions: Use a crayon or marker to underline each answer with the correct color. Write the answer on the line.

1. How do human eyes adjust to light? 

2. Describe the appearance of an insect's eye. 

3. How do insects regulate light? 

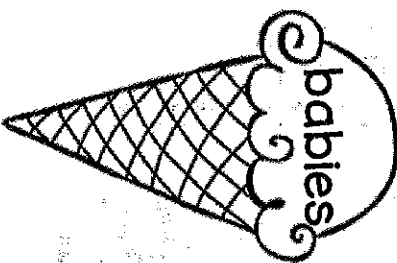
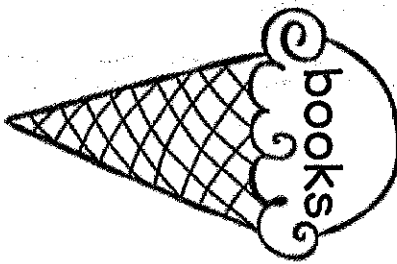
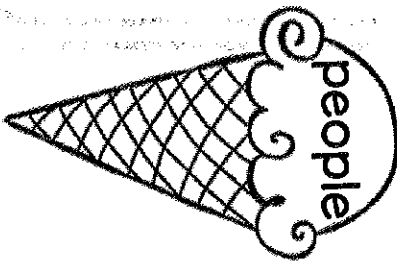
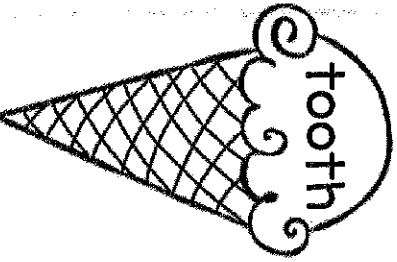
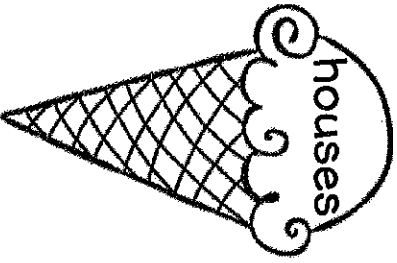
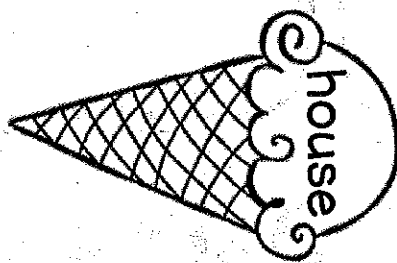
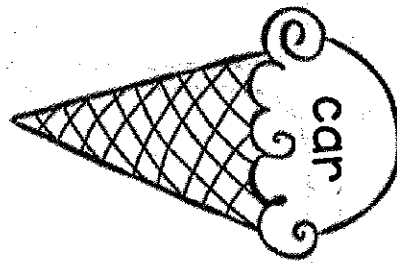
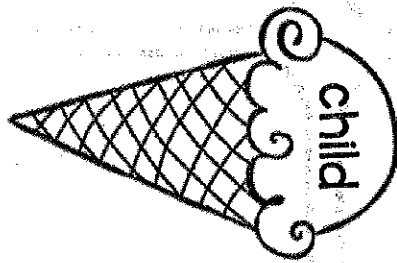
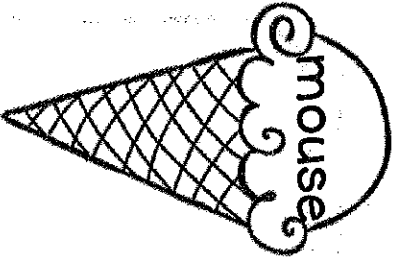
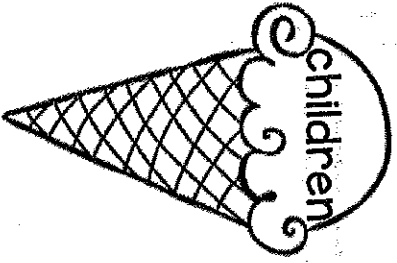
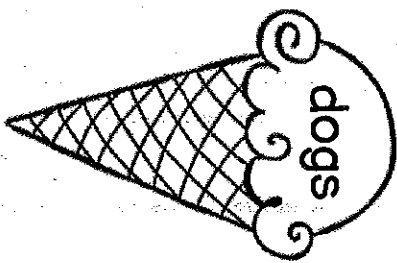
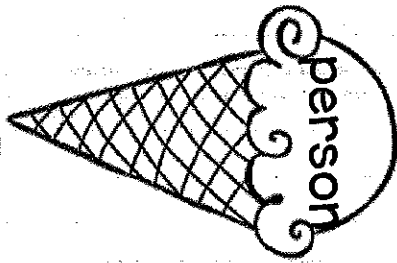
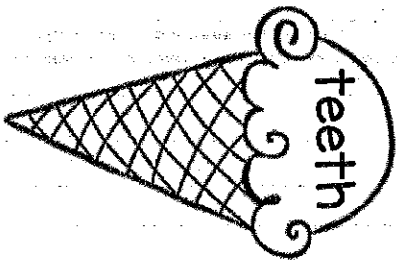
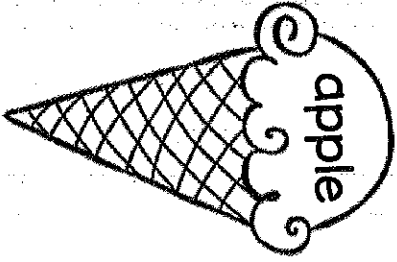
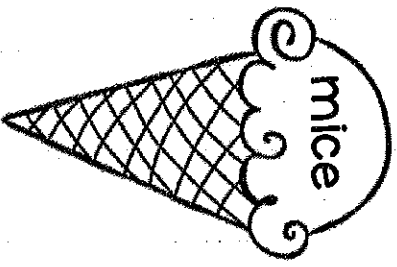
4. Why are insect eyes not easily injured? 

SINGULAR OR PLURAL

Name _____

Directions: Color the cones. Make the plural nouns strawberry and the singular nouns chocolate.

A SINGULAR NOUN NAMES ONE PERSON PLACE OR THING. A PLURAL NOUN NAMES MORE THAN ONE.



Directions for at-home physical education (k-2)

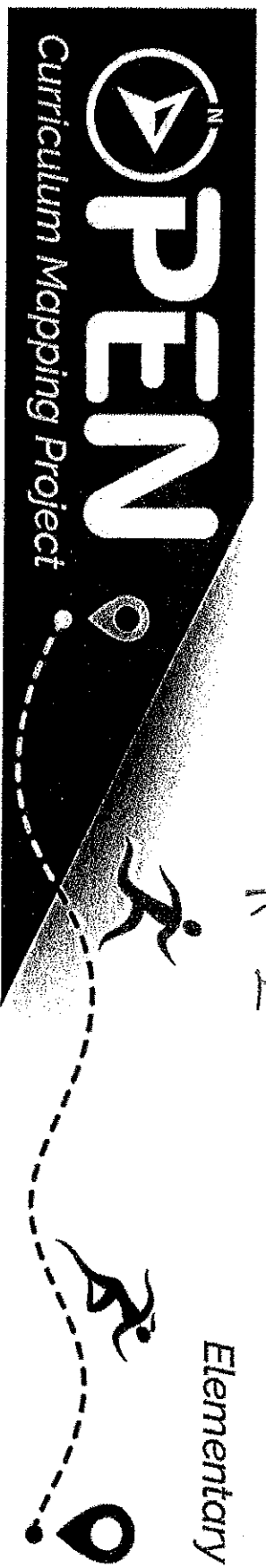
Warm-ups: for the warm-ups just have student type in the song and have them follow along with the actions.

Home Activity: They are either completing part one or part two. If no bean bag is available they can use a pair of folded up socks to complete the activity.

Assessments: Have them choose three activities from the calendar and have them log it on their activity log with their time spent on each activity

K-2

Elementary



ACTIVE HOME PHYSICAL EDUCATION: K-2 Locomotor and Manipulatives

5 Day Rotation		Day 1	Day 2	Day 3	Day 4	Day 5
Concept of Focus	I can show balance and coordination while playing at home.	I can control by body while performing dances and activities.	I can throw and catch in self space.	I can transfer weight from one body part to another.	I can show movement concepts with family while dancing and playing for 60 minutes.	
Academic Language for Today	BALANCE An even distribution of weight allowing you to stay upright and steady.	CONTROL To manage or regulate the movement or action of something.	SELF-SPACE The area around a person in where they are comfortable but feel uncomfortable if someone else enters.	DEMONSTRATE To show or perform an action for others to see.	DIRECTION One of the ways the body can move in space (for example, forward, backward, right, left, up, down).	
Warm-up	Pop See Ko	Hokey Pokey	Pop See Ko	Hokey Pokey	Pop See Ko	
OPEN Home Activity	Locomotor and Manipulatives Card Today we're going to have fun exploring movement with Beans Bag or Sock Balls. Find some safe and grab a family member. Complete Part 1	Locomotor and Manipulatives Card Today we're going to have fun exploring movement with Beans Bag or Sock Balls. Find some safe and grab a family member. Complete Part 2	Locomotor and Manipulatives Today we're going to have fun exploring movement with Beans Bag or Sock Balls. Find some safe and grab a family member. Complete Part 1	Locomotor and Manipulatives Card Today we're going to have fun exploring movement with Beans Bag or Sock Balls. Find some safe and grab a family member. Complete Part 2	Locomotor and Manipulatives Today we're going to have fun exploring movement with Beans Bag or Sock Balls. Find some safe and grab a family member. Complete Part 1	
Daily Fitness Activity	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar	DEAM Calendar	
Mindfulness	Choose three poses to perform with parents. Hold each pose for 30sec to 60 sec. Yoga Flash Cards	Sun Salutation #1 Perform with parents following the peer coaching cards. Sun Salutation #1	Choose three poses to perform with parents. Hold each pose for 30sec to 60 sec. Yoga Flash Cards	Sun Salutation #2 Perform with parents following the peer coaching cards. Sun Salutation #2	Choose three poses to perform with parents. Hold each pose for 30sec to 60 sec. Yoga Flash Cards	
Assessment(s)	Physical Activity Log	Physical Activity Log	Physical Activity Log	Physical Activity Log	Physical Activity Log	

ACTIVITY CARD

BEAN BAG

Activity Name	Description	Outcome Focus
PART 1		
Locomotor Moves	<p>With bean bag on the floor in personal space:</p> <ul style="list-style-type: none"> Walk around the activity area and count all of the bean bags. Jog in the area. On signal, freeze and point to any beanbag. Gallop in the area. Freeze, listen for a color, and then find a beanbag that color and touch it with your toe. Leap over beanbags in area. Slide (jump, hop, skip) in the area. When music stops, find a new bean bag and stand on it. 	Travels in Relationship with Objects
Toss and Try	<p>Toss bean bag straight up and then:</p> <ul style="list-style-type: none"> Clap 1 time before it hits the floor. Clap 1 time and then try to catch it. Clap as many times as you can before it hits the floor. Clap as many times as you can and then try to catch it. Toss with right hand only (repeat tasks above) Toss with left hand only (repeat tasks above) Toss and turn 360 degrees before the bean bag hits the floor. Start with the beanbag on top of your foot. Flip it into the air and try to catch it. 	Catches a Soft Object
Super Moves	<p>With bean bag on the floor:</p> <ul style="list-style-type: none"> Stretch your body and log roll over it back and forth. Start low like a frog, and then jump over it backward and forward; side-to-side. Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down. 	Demonstrates Twisting, Bending, Stretching
PART 2		
Balancing Act	<p>With bean bag balancing on head, shoulders, or back:</p> <ul style="list-style-type: none"> Balance on one foot. Shift to balance on the other foot. Sit and then stand again. If the beanbag falls, try again. In plank position, slowly slide your feet around in a circle. 	Weight Transfer and Balance/Stability
Slow and Fast	<ul style="list-style-type: none"> Use your foot to slowly slide the bean bag around the activity area. Slide the bean bag on the ground, back and forth from hand to hand. How fast can you make the bean bag slide while keeping it under control? 	Differentiates between fast and slow speeds and strong and light force.
Target Practice	<p>Each student finds a spot on the wall as a target (e.g., a brick, piece of paper, etc.) Toss the bean bag underhand to:</p> <ul style="list-style-type: none"> Hit the center of the target. Hit the edges of the target. Hit just above (below, to the sides) of the target. 	Throws Underhand Using a Mature Pattern
Partner Fun	<p>Using 1 beanbag per pair:</p> <ul style="list-style-type: none"> Toss and catch the bean bag. Slide it back and forth on the ground. Pass it back and forth like a soccer ball, using your feet. Try all of the above using 2 bean bags 	Working With Others



Physical Education **ACTIVITY LOG**

2-Week Physical Activity Log

Use this activity log to track your physical activity minutes for 2 weeks.
Have an adult sign their initials next to each day that you complete 30 minutes.

Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
Sample Day	Active Outside 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 minutes
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

MARCH

DEAM Calendar Drop Everything And Move

BE GOOD
by being helpful

Name:	Teacher:
-------	----------

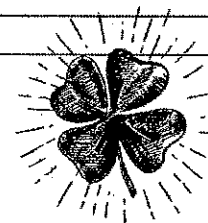
Purpose: This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions: After a student completes a day's activity, adults make a check mark and initial in the space provided. Each week, you can miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	2	Play with a friend.
	3	Do as many curl-ups as you can.
	4	March Madness: Take 64 imaginary jump shots.
	5	Say your math facts while doing reverse lunges.
	6	Take a walk.
	7	Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.
	8	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	9	Play a game that is active. You decide what that is.
	10	Do as many trunk-lifts as you can.
	11	Take 32 imaginary dunks and 16 cross-over dribbles.
	12	Do push-up shoulder taps while reciting your spelling words.
	13	Take a walk.
	14	Run in place and name 3 reasons why you will never smoke or use tobacco.
	15	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	16	Take a hike.
	17	Do as many squats as you can.
	18	Take 8 pretend chest passes and 4 imaginary foul shots.
	19	Perform squat-jumps while naming the continents.
	20	Take a walk.
	21	How many food groups are there? Do 5 plank-jacks.
	22	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	23	Play outside.
	24	Do as many push-ups as you can.
	25	Take 2 laps around a pretend court and 1 giant star-jump!
	26	Read a book while doing a wall sit.
	27	Take a walk.
	28	About how many glasses of water should you drink each day? Do 8 burpees.
	29	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	30	Go to the park!
	31	Do as many squat-thrusts as you can.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



Virtual Learning Snow Day 2

Name _____

Math Skills Review

1. Put the numbers in order from smallest to largest.

252 _____

21 _____

12 _____

134 _____

2. Add.

$$0 + 9 = \underline{\hspace{2cm}}$$

$$10 + 3 = \underline{\hspace{2cm}}$$

$$9 + \underline{\hspace{1cm}} = 12$$

$$15 = 10 + \underline{\hspace{1cm}}$$

3. Tim brought 10 candies to school. He gave away 3 at lunch. How many candies does he have now?

_____ candies

4. Write the numbers that are 10 more.

13 _____

45 _____

32 _____

5. Count back by 2s.

40, _____, _____, _____,

_____, _____, _____, _____,

_____, _____, _____, _____

6. Count back by 5s.

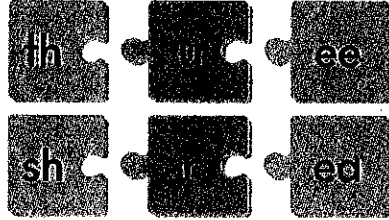
80, _____, _____, _____,

_____, _____, _____, _____,

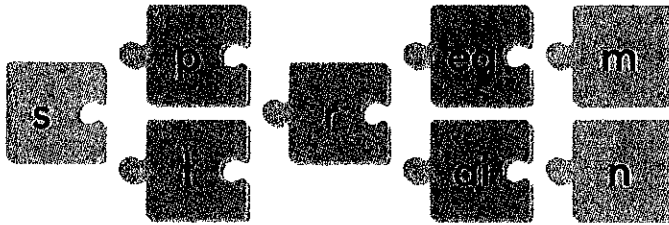
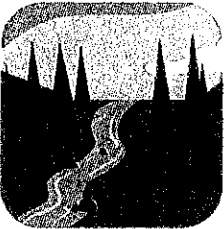
_____, _____, _____, _____

Circle the letters to spell the word that names each picture. Then write the word.

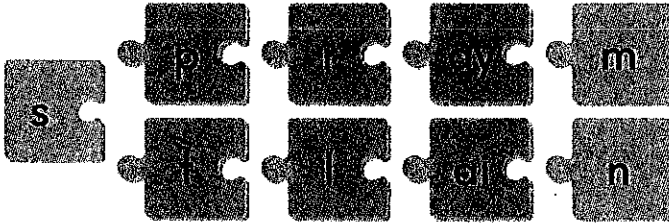
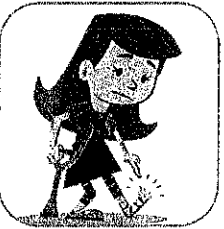
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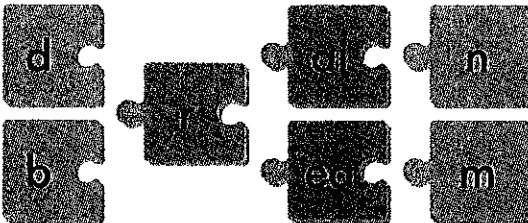
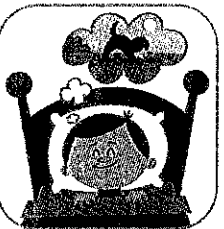
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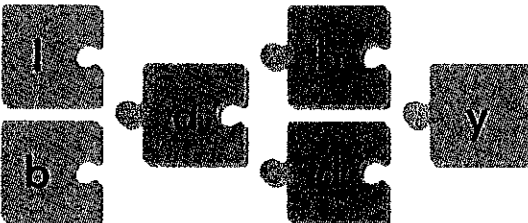
3.



4.



5.



Read the words and story. Fill in the missing Super Words.

most

too

very

who

about

always

out

were

1. We _____ visit Grammy on the weekend.
2. She likes to tell us _____ her pets.
3. Last week we went _____ to see her.
4. We _____ so happy.
5. _____ did we see there?
6. It was Misty, Grammy's _____ big cat!
7. Misty is the pet we like to play with the _____.
8. She is just _____ much fun!

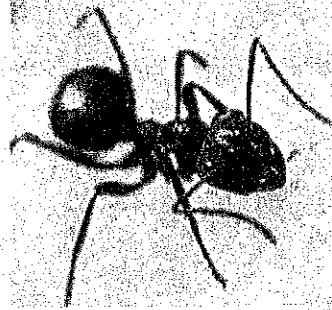
Use at least one Super Word and one **long e** word to write your own sentence.

Name _____

Ants

Body

Ants are insects with three body parts. Most ants are brown or black. Some ants have wings.



Food

The worker ants find food and carry it back to the nest. Ants eat food with their sharp jaws.

Life Cycle

The queen ant lays all of the eggs. Larvae hatches from the eggs. The worker ants take care of the larvae.

Eventually, the larvae becomes a pupa. The pupa grows to become an adult ant. Most ants live for about 50 to 60 days.

Habitat

Ants live together in colonies. They can be found all over the world, except in cold places. Ants build their nests underground.

Directions: Use a crayon or marker to underline each answer with the correct color. Write the answer on the line.

1. Describe an ant's body. 

2. How do ants eat? 

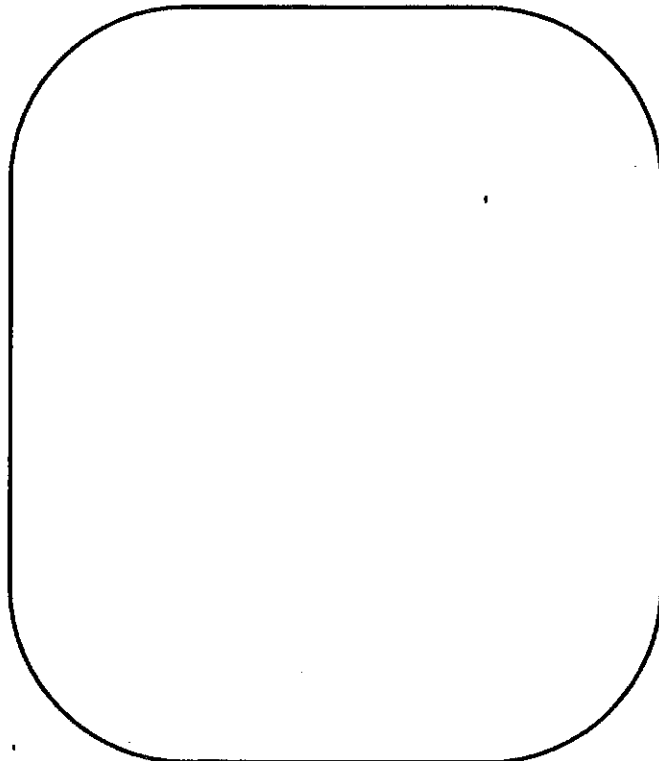
3. Who lays the eggs? 

4. Where do ants usually build their nests? 

Name: _____ Date: _____

If you could have any pet, which pet would you choose?
Why? (Give at least two reasons.)

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. The page contains 10 full-width rows and 10 partial-width rows on the left side.



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.deepspaceparkle.com/tmc/substitute-plan-3-0-bundle-video-page/>

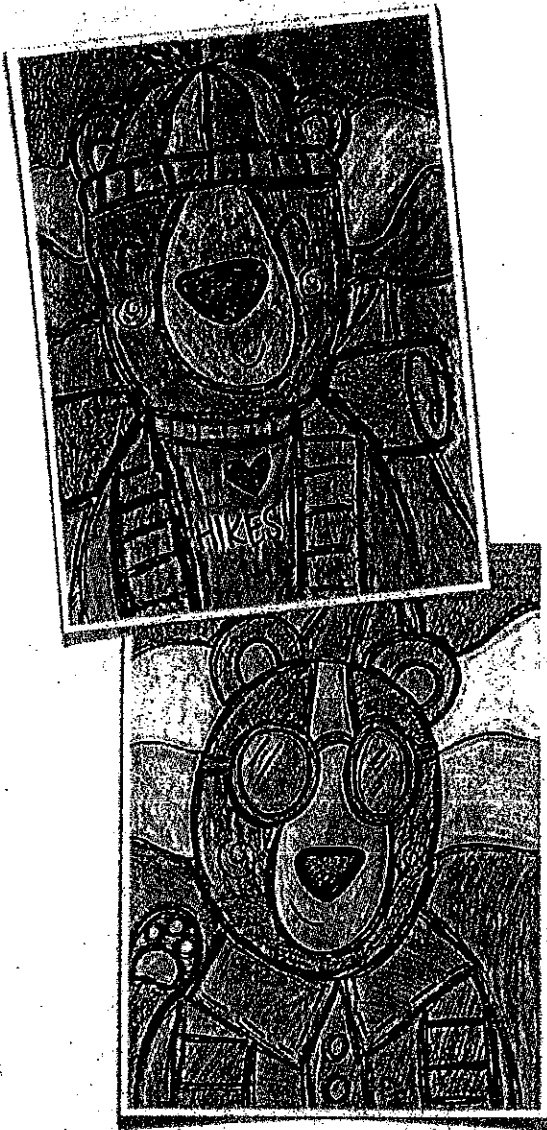
A blank piece of paper has been provided for you but you can use any paper you have available at home, if you have a sketchbook you can use that as well. The lesson can be colored by using crayons, markers, colored pencils, or if you have none of those materials at home you can simply use a pencil or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

BEAR HIKING BUDDY



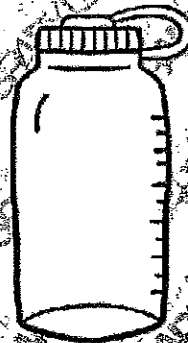
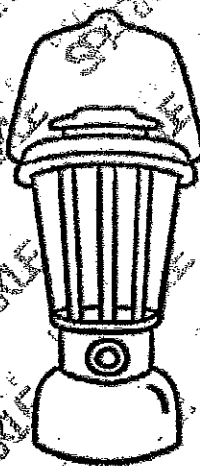
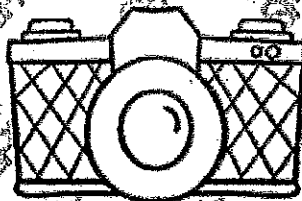
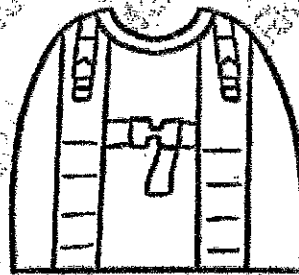
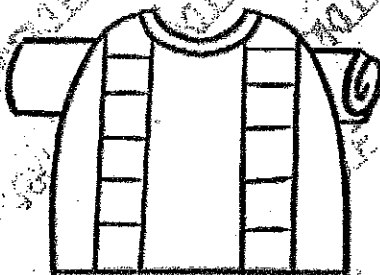
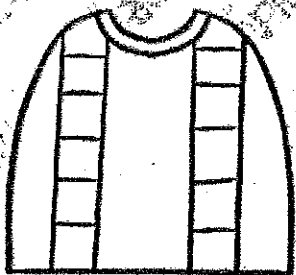
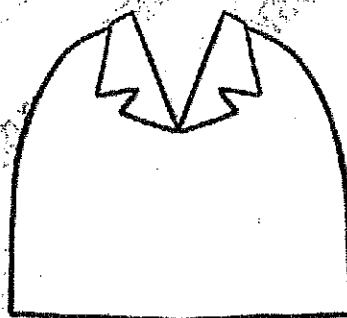
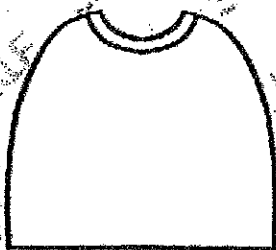
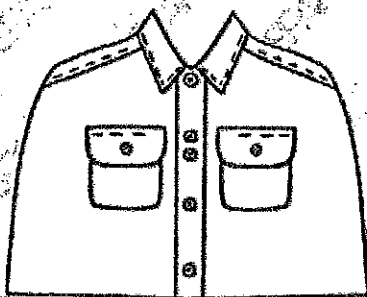
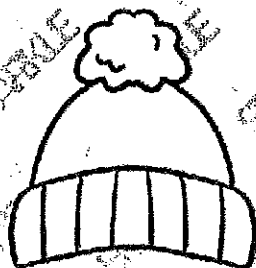
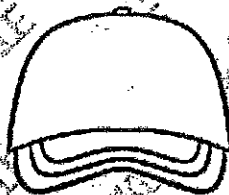
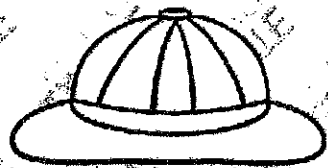
* Today I will learn about **LINE** and **SPACE** so that I **CAN** draw a bear with a **BACKGROUND**.

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

1. Give each student a piece of **white paper**.
2. Pass out **black permanent markers**. **Pencils** or **crayons** work fine to draw with as well.
3. Instruct students to follow along with you as you draw the bear on the board. You can demonstrate how some of the accessories need to be drawn first like hats and sunglasses.
4. Draw the bear with the students using the "**Bear Drawing Guide**" and "**Hiking Buddy Handout**" on the following pages. It does not have to look exactly like the example.
5. Encourage students to add different accessories and outfits to customize their bears and make them unique.
6. A background can be created by using several curved lines to mimic a landscape.
7. Students can color with whatever coloring materials are available; crayons, markers and colored pencils all work great.
8. Provide instructions for art (*take home, portfolio, etc.*) as outlined on the line below:

WHAT YOU'LL NEED:

- 9" x 12" white sulfite paper
- Crayons, markers or colored pencils
- Black permanent marker
- Bear Drawing Guide
- Hiking Buddy Handout



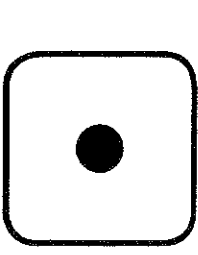
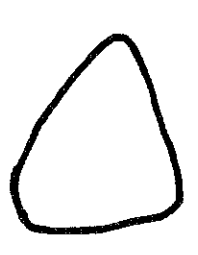

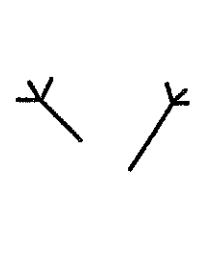

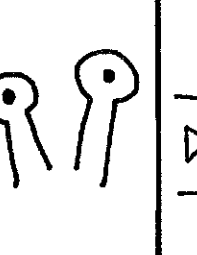
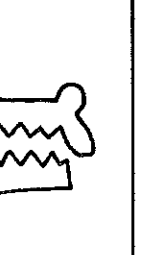
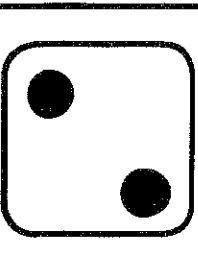
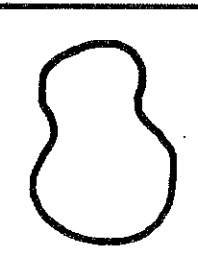

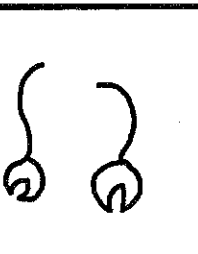
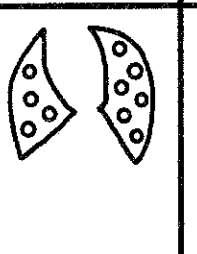
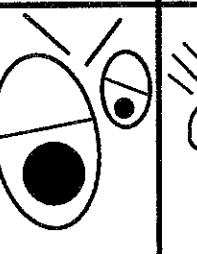

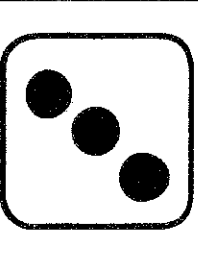
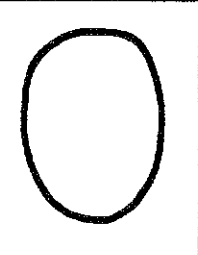


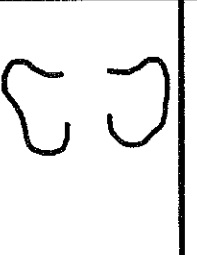
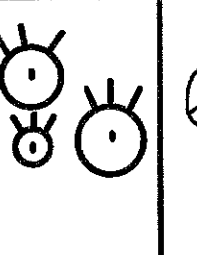
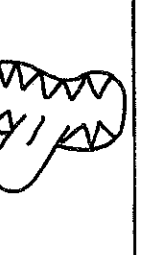

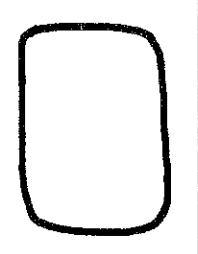
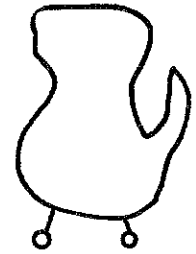
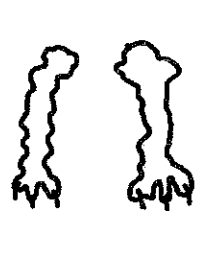
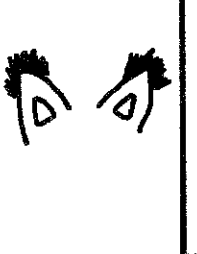
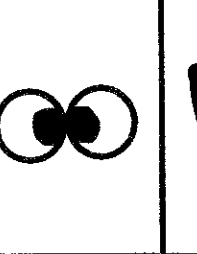


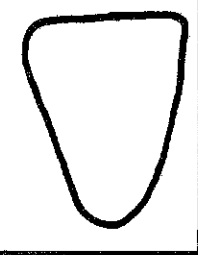
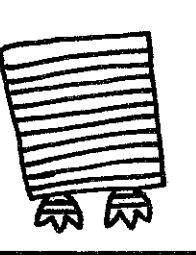

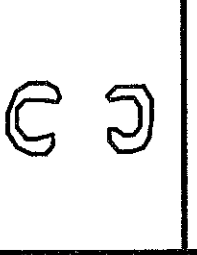
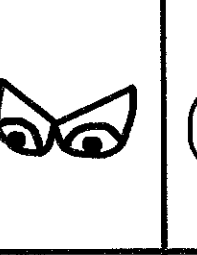

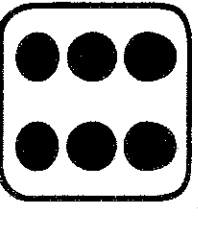
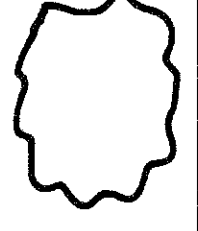
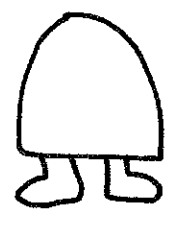
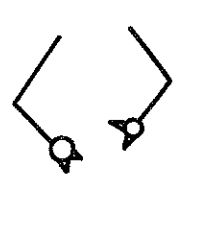
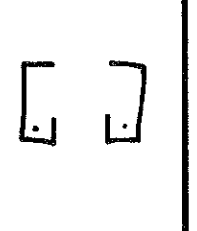


HIKING BUDDIES HANDOUT



**SUBSTITUTE
PLAN 3.0**

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
						
						
						
						
						
						

Virtual Learning Snow Day 3

COLORFUL Graphing

Name _____

Directions: Use the tally chart to make a bar graph.



Favorite Colors	Number of Children
red	
blue	
green	

Use the word bank to name each picture.

hose	stripe	bridge
robe	splash	face



Name _____

Investigating LIGHT

You can conduct an experiment to observe how your eyes react to light. First, find a partner. Next, turn off the lights for a few minutes. Then, turn on the lights while looking into your partner's eyes. You will notice that your pupils change depending on the amount of light.

Directions: Use a crayon or marker to underline each answer with the correct color. Write the answer on the line.

1. What is an experiment?

2. What should you do first? 

3. What should you do last? 

4. Try the experiment with a partner. What did you observe? Draw and write.

Lesson 1

Lesson 1 Nouns

L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Introduction A **noun** is a word that names a person, place, or thing.

- A **common noun** names any person, place, or thing.
- A **proper noun** names a certain person, place, or thing.

It begins with a capital letter.

	Common Nouns	Proper Nouns
Person	boy, aunt	Daniel, Aunt Maria
Place	street, store	King Street, Super Toy Shop
Thing	dog, game	Sparky, Crazy Cards

Guided Practice Underline the noun or nouns in each sentence. Then write each noun in the chart to tell what it names.

HINT A proper noun can be more than one word. Each important word in a proper noun begins with a capital letter.

- 1 Uncle Marco needs a new hat.
- 2 We take the bus to the Top Shop.
- 3 A woman sells us a green Cappy Cap.
- 4 We leave the store and walk to the park.

Person	Place	Thing



Be a Music Detective!



Tempo Scavenger Hunt

Tempo is the speed of the sound!

Can you find things in your house that match these tempos?



Largo (slow)	
Moderato (medium speed)	
Presto (fast)	
Accelerando (gradually getting faster)	

Dynamics Scavenger Hunt

Dynamics is the volume of the sound!

Can you find things in your house that match these dynamics?



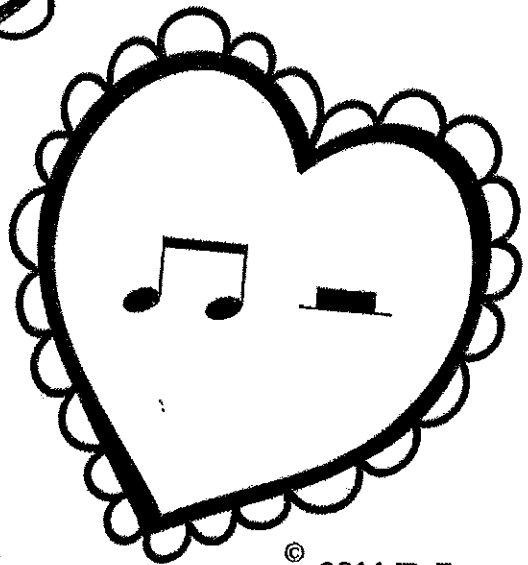
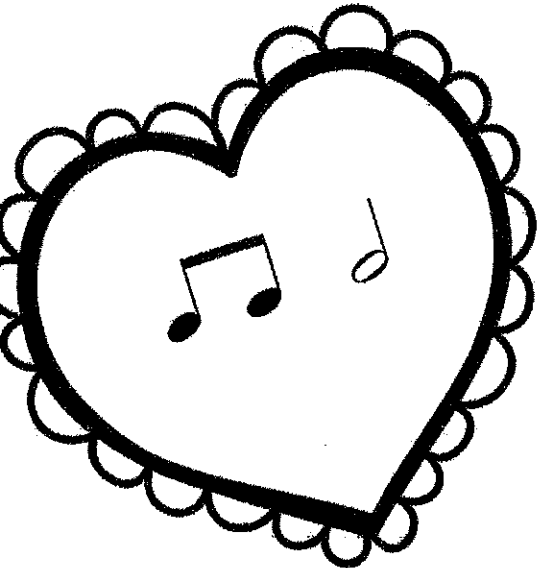
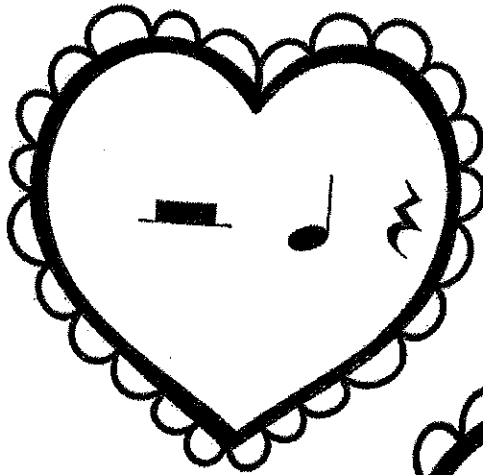
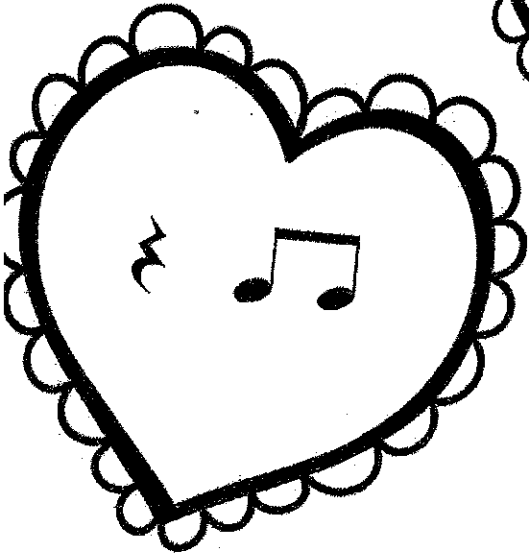
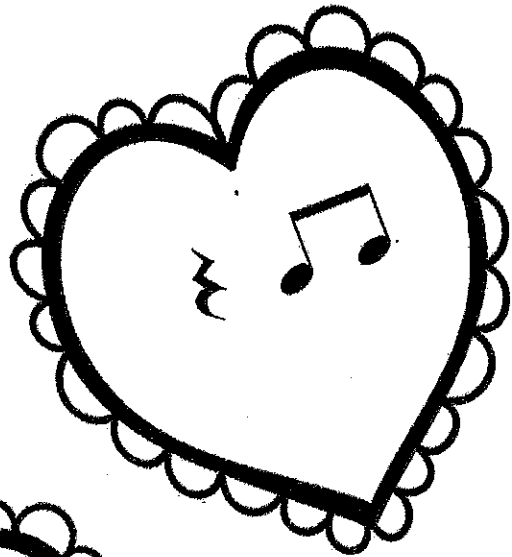
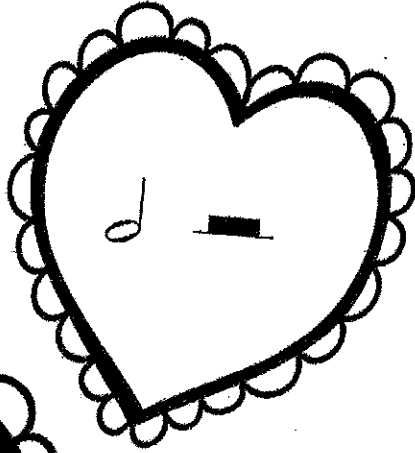
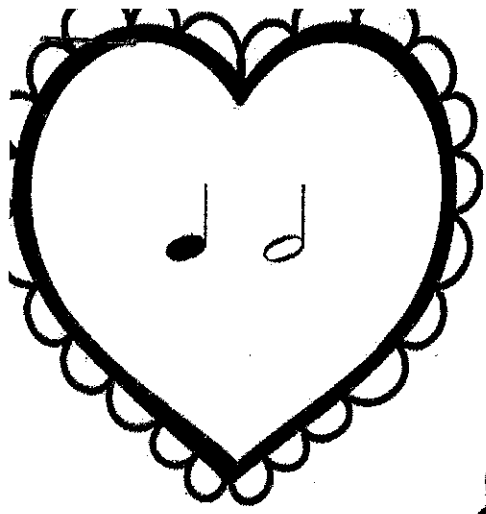
pp - pianissimo (very soft)	
p - piano (soft)	
f - forte (loud)	
ff - fortissimo (very loud)	
< - crescendo (gradually getting louder)	
> - decrescendo (gradually getting softer)	

Name of detective: _____

NAME _____

Directions: Add up the number of beats in each picture

- Color the pictures with 4 beats pink
- Color the pictures with 3 beats purple
- Color the pictures with 2 beats red



hythms on this page: ♪ ♪ ♪ ♪ ♪