

Parents,

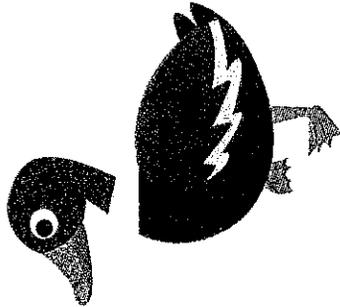
Due to our last snow day, we will have a fourth virtual day on March 24th, while teachers have the already scheduled professional development day. This packet includes the lessons your child needs to complete for class. Please return the completed packet to the school on Tuesday.

# Virtual Day 4

## March 24th

Write **ack**, **eck**, **ick**, **ock**, or **uck** to complete each word.

1.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d

3.



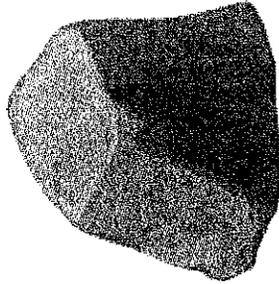
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

s

2.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

r

4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

t

Build a story! Write the missing words.

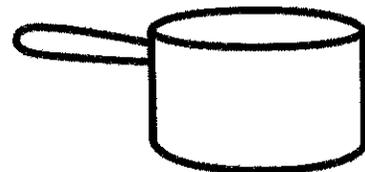
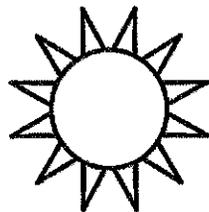
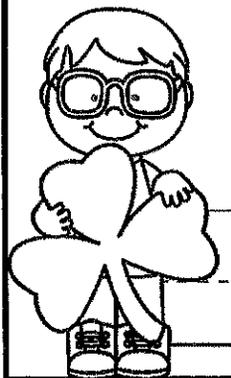
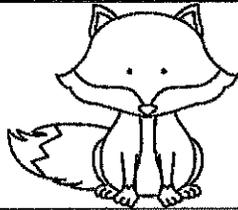
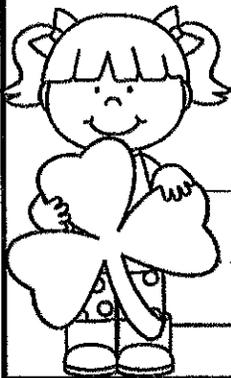
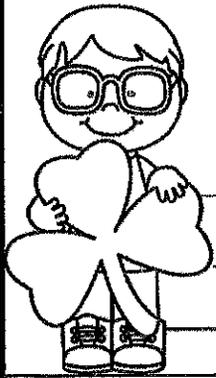
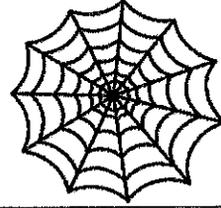
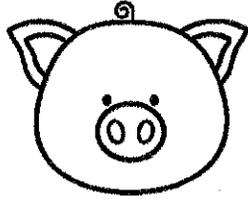
are have her one with

1. Jack and Nick \_\_\_\_\_ on the deck.
2. They \_\_\_\_\_ a pet duck.
3. The duck sat \_\_\_\_\_ Jack and Nick.
4. Jack and Nick pat \_\_\_\_\_ back.
5. The duck had \_\_\_\_\_ quick quack!

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

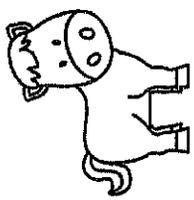
Directions: Say the name of each picture. Write the CVC word on the line.

# CVC Shamrocks

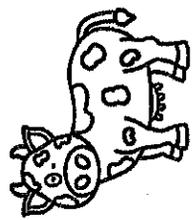


# Write and Draw

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



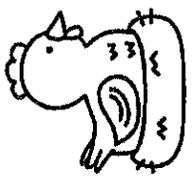
horse



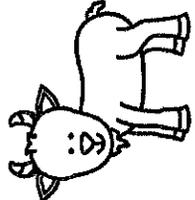
COW



pig



chicken



goat

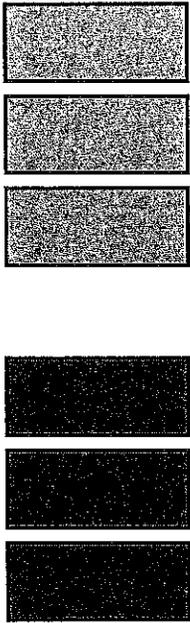
My favorite farm animal

I used a capital letter. I see the dog. <input type="checkbox"/>	I put space between words. I see the dog. <input type="checkbox"/>	I stretched out words. d o g <input type="checkbox"/>	I used punctuation. ? ! <input type="checkbox"/>	I drew a picture.  <input type="checkbox"/>
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NAME: \_\_\_\_\_

### Adding Within 10

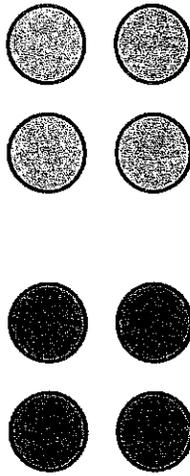
Example



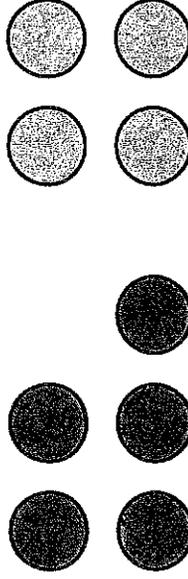
$$3 + 3 = 6$$



$$3 + 4 = \underline{\hspace{1cm}}$$



$$4 + 4 = \underline{\hspace{1cm}}$$



$$5 + 4 = \underline{\hspace{1cm}}$$

Have children write the total to complete the equations. Then have them read each equation and explain how the addition and drawing are related.

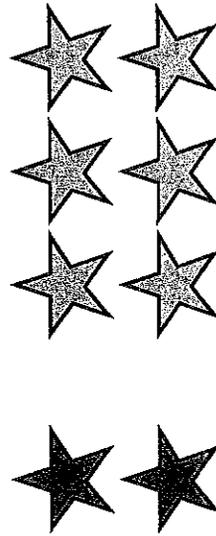
NAME: \_\_\_\_\_

**Adding Within 10**



5 + 5 = \_\_\_\_\_  
 \_\_\_\_\_

5 + 4 = \_\_\_\_\_  
 \_\_\_\_\_



2 + 6 = \_\_\_\_\_  
 \_\_\_\_\_

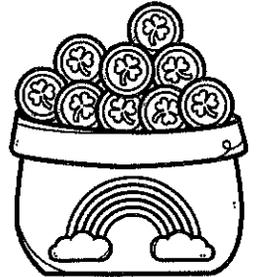
6 + 2 = \_\_\_\_\_  
 \_\_\_\_\_

Have children write the total to complete the equations. Then have them read each equation and explain how the addition and drawing are related.

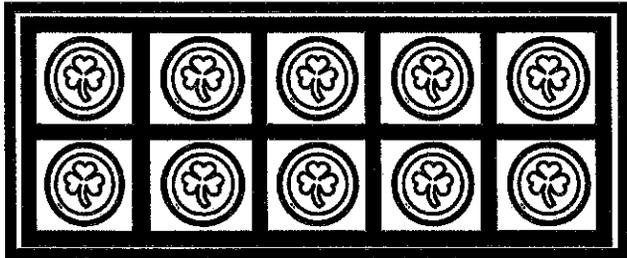
Name \_\_\_\_\_

Trace the number. Color the correct number of objects.

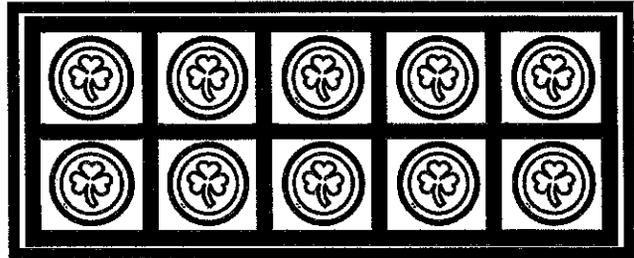
# St. Patrick's Day Counting



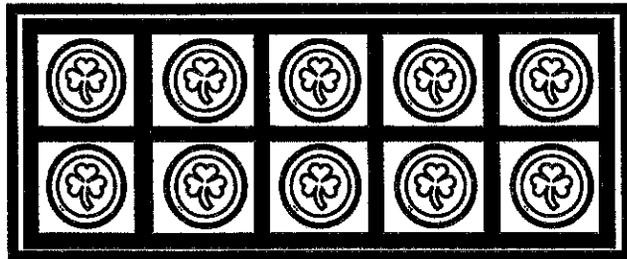
8



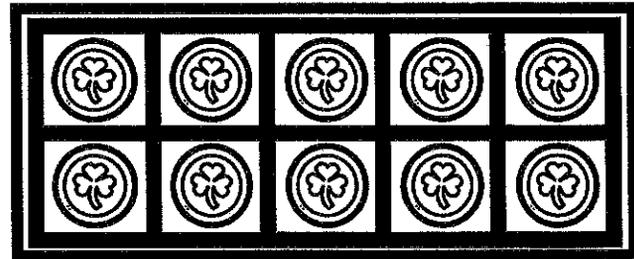
6



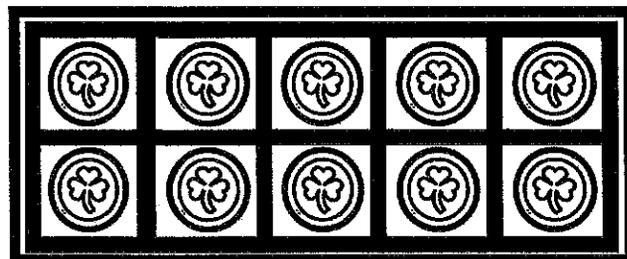
5



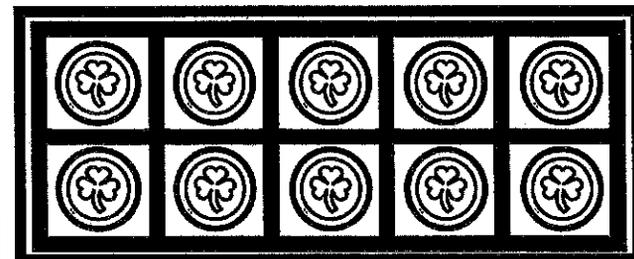
4



7



10



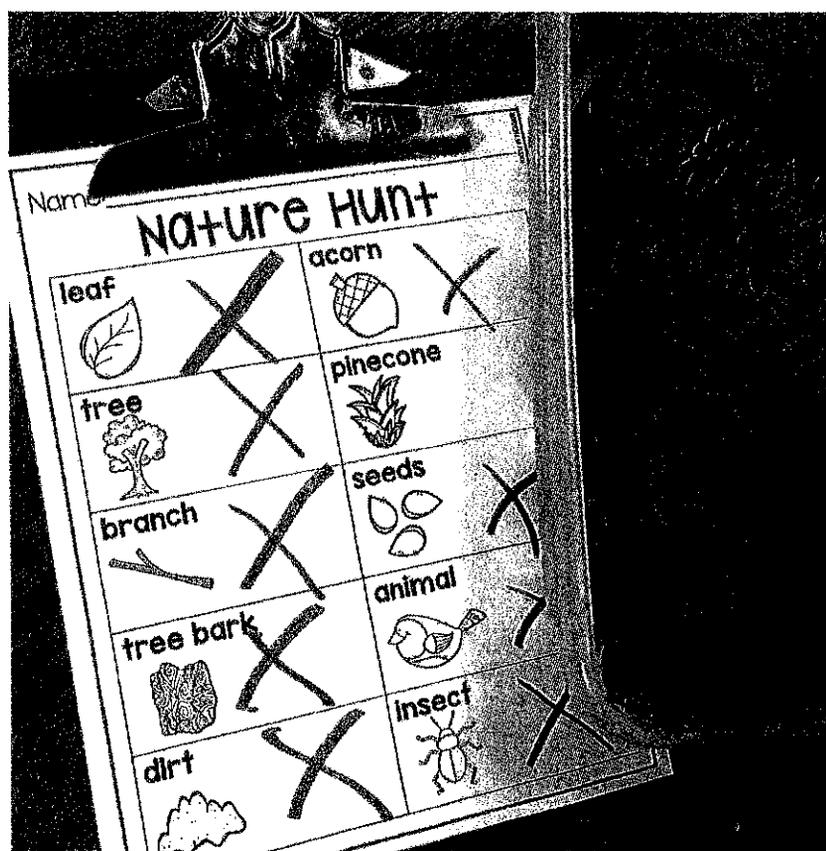
# NATURE HUNT

Go outside on a nature hunt! Give each student or pair of students a clipboard with the nature hunt recording page. Allow students to examine trees and leaves up close using their senses. ~~If~~ you can't go outside check off things you can see out your window.

Nature Hunt recording page options:

- "x" or mark off items they find
- Tally each time they find each item (write total at the end)
- Write or draw items to describe the items they find

Keep the items they find and place in the science center for further exploration.



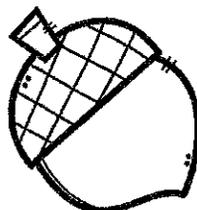
Name: \_\_\_\_\_

# Nature Hunt

**leaf**



**acorn**



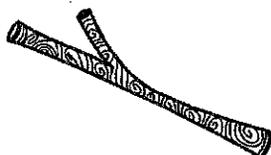
**tree**



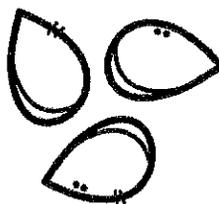
**pinecone**



**branch**



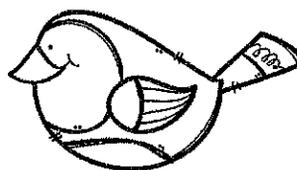
**seeds**



**tree bark**



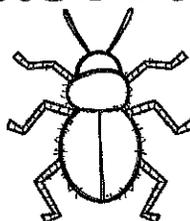
**animal**



**dirt**



**insect**



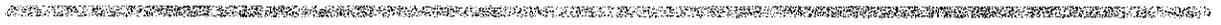
# Drawing Skills Practice: USE OF DRAWING TOOLS

I can create a line:  
straight, wavy, zigzag, dotted.

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**Trace a line:**

Straight



Wavy



Zigzag



Dotted



**Draw a line:**

**My line is:**



Straight



Wavy



Zigzag



Dotted

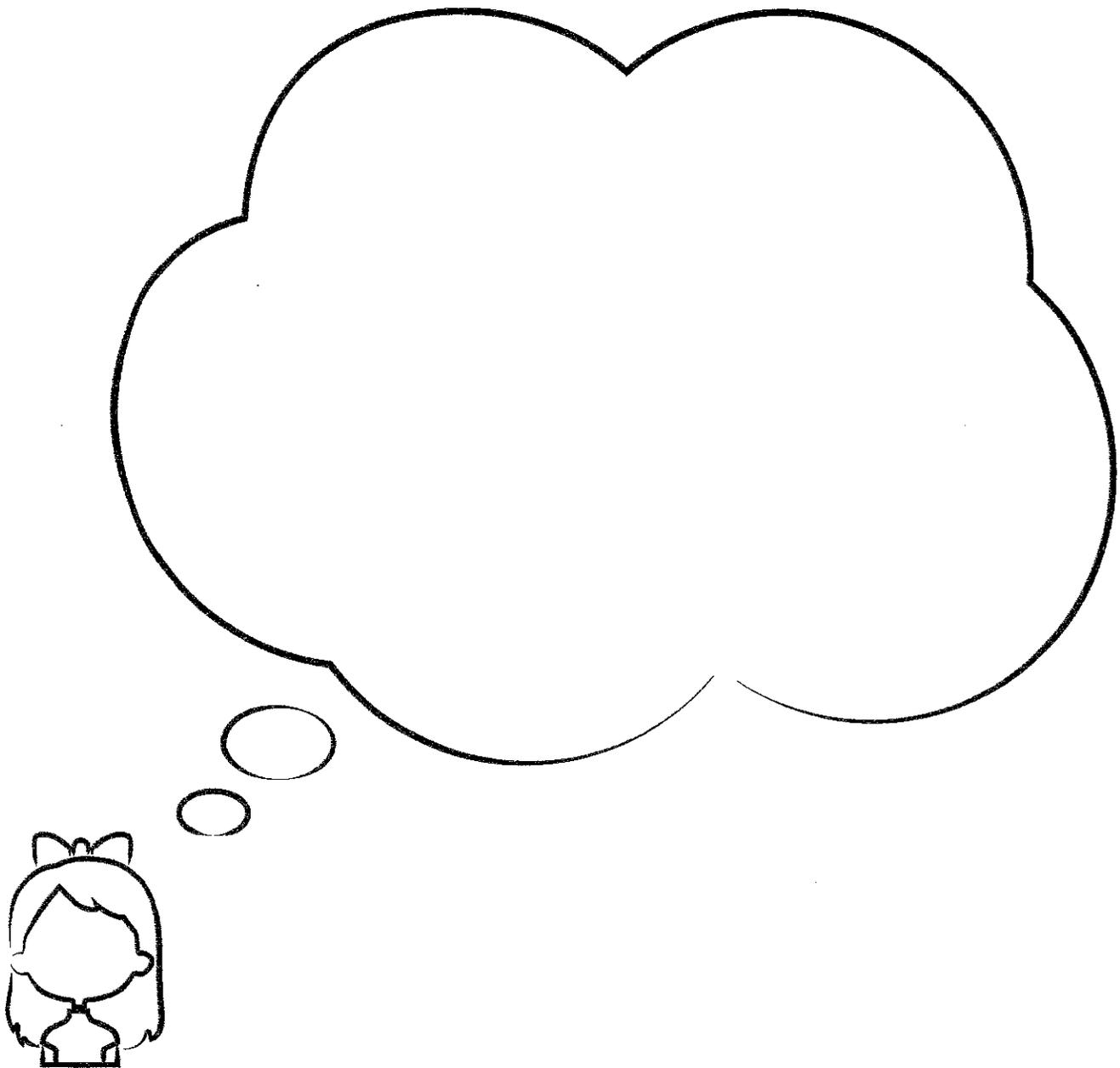


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**Teacher instructions:** Instruct students to trace the lines in the first section, then draw any type of line in the second section and check the box that corresponds with the line type.

**Drawing Skills Practice:**  
**DRAWING FROM IMAGINATION**

I can draw an image I imagine.



**Teacher instructions:** Prompt students to create a drawing of something they imagine inside the thought bubble on the page.

(EB)

# Guidance Virtual Day Lesson

## Zones of Regulation

Ms. McNamara

[emcnamara@southwestvalley.org](mailto:emcnamara@southwestvalley.org)

### Instructions:

For this assignment you will need to look at each face, and the described emotion and determine which zone the emotion goes into. You will color each face either blue, green, yellow, or red to match the zone it goes with. If you are having trouble, the zones are outlined below. Please try to do your best to remember which zone goes with each emotion on your own before using the key below.

As a reminder, here is the list of each zone.

Green Zone- Happy, Content, Calm, and normal levels of emotions.

Blue Zone- Sad, Sick, Bored, and low state of alertness or responding.

Yellow Zone- Excited, Silly, Nervous, Scared, and a heightened state of alertness.

Red Zone- Angry, Frustrated, Out of control, and an extremely heightened state of alertness.

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

# KNOW your ZONES

These emotions are out of sorts! Color the emotions to group them with their correct zone.

