

**Shelby County Schools  
Extended Learning Packet**



**Self-Contained Special Education**

**Shelby County Schools  
Extended Learning Packet**



**Self-Contained SPED Pre-K**

Please follow the link and instructions below for additional educational activities you can do with your students at home.

1. Follow the link to materials at <https://scsearlychildhoodprogram.weebly.com/>
2. Once you have accessed the link, click on the *At Home Connections* tab.
3. Click on Unit 6 and scroll to weeks 4 & 5 to access activities for the current unit of study, Growing Up Healthy.
4. Click on Unit 7 and scroll to weeks 1 & 2 to access activities for the next unit of study, Nature All Around Us.
5. Click on the *More* tab to access sight words and nursery rhymes, phonological games, and educational websites.

### Suggested Daily Schedule Unit 6 Weeks 4 and 5 Growing Up Healthy

#### Monday

Activity	Time	What should this look like?
Breakfast	30 minutes	<ul style="list-style-type: none"> <li>• Talk about foods that we are eating (color, food group, do I like this?)</li> <li>• Practice using utensils and cups with or without straw</li> <li>• Practice asking for more and saying, "I'm done!"</li> </ul>
Circle time/Story Time (Big Experience)	20-25 minutes	Talk about the day of the week, month of the year. Also talk about the letter, shape, color, and number of the week. Read a non fiction book to student and ask them to draw about the picture and tell you about the picture.
Learning Center with and activity	60 minutes	Allow student to choose activities such as blocks, puzzles, lacing, buttoning, playing with trucks or cars, coloring.

		Also Choose Activity from Monday Home Connections
Snack Time	10-15 minutes	<ul style="list-style-type: none"> <li>• Talk about foods that we are eating (color, food group, do I like this?)</li> <li>• Practice using utensils and cups with or without straw</li> <li>• Practice asking for more and saying, "I'm done!"</li> </ul>
Circle Time/Story Time (Big Experience)	20-25 minutes	Choose from Songs & Games Phonological Awareness and Letter connection tab on Home Connections
Outdoor Time/Gross Motor Time	30 minutes	<ul style="list-style-type: none"> <li>• Outside on playground, talking a walk, playing with balls, jump ropes, etc.</li> <li>• Indoor: Move on paper plates, play find and tag it, indoor hopscotch, alphabet action cards, move like an animal, bean bag toss, freeze dance</li> </ul>
Lunch Time	30-35 minutes	<ul style="list-style-type: none"> <li>• Talk about foods that we are eating (color, food group, do I like this?)</li> <li>• Practice using utensils and cups with or without straw</li> </ul> <p>Practice asking for more and saying, "I'm done!"</p>

Read Aloud: Child's Choice	15 minutes	<ul style="list-style-type: none"> <li>Let child choose story to share with parent</li> </ul>
Quiet Time/Rest time	60-90 minutes	<ul style="list-style-type: none"> <li>Allow student to rest or choose a quiet activity</li> </ul>
Songs and Fingerplays	10 minutes	See Family Home Connections for Song of the week and to choose a Fingerplay.
Circle Time/Story Time (Big Experience)	20-25 minutes	Talk again about story and letter and color of the week. Choose an activity from Home Connections
Practice Prewriting Strokes and Handwriting	10-30 minutes	<a href="http://www.lwt.com">www.lwt.com</a> has free online resource for 90 days to practice digitally. See letter and shape of the week. Also practice, tracing, copying, and writing the individual letters of the students first and/or last name ABC Preschool/Kids Tracing and Phonics is also a helpful website
Outdoor Time/Indoor Gross Motor	25-30 minutes	<p>Outside :on playground, talking a walk, playing with balls, jump ropes, etc.</p> <p>Indoor: Move on paper plates, play find and tag it, indoor hopscotch, alphabet action cards, move like an animal, bean bag toss, freeze dance</p>

# Weekly Home Connections

## This Week's Focus Concepts:

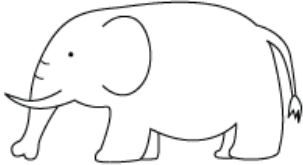
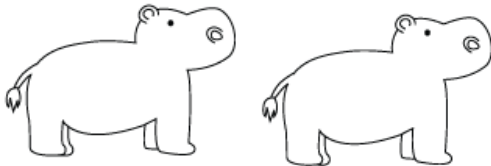

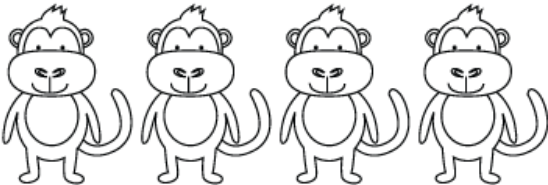

Letter	Sight Words	Numbers	Color	Shape
Review Aa-Ss	Review what, for, brown, will, it, he, we, be, gray, she, little	Review 0-18	Review all colors	Review all shapes

Any written work should be done on the back of this paper. Please be sure the student does the work!

Monday	Tuesday	Wednesday	Thursday
<p>Sing your favorite song or nursery rhyme.</p> <p>Help your child write their first and last name on the back of this paper. Circle the uppercase and lowercase letter Ss.</p> <p>Practice saying: "My address is ____."</p> <p>Read a story to your child. Ask him/her if the book is real or make-believe.</p>	<p>Sing your favorite song or nursery rhyme.</p> <p>Allow your child to cut and paste 2 healthy food pictures on the back of this paper.</p> <p>Pick your favorite letter. Find at least 5 things that begin with that letter. What did you find?</p> <p>Read a story to your child. Ask him/her to recall the setting of the story.</p>	<p>Sing your favorite song or nursery rhyme.</p> <p>Practice saying: "My phone number is ____."</p> <p>Practice counting from 1-40.</p> <p>Read a story to your child. Allow your child to illustrate and color to help retell the events in the story.</p>	<p>Sing your favorite song or nursery rhyme.</p> <p>Use magazines and/or newspapers to cut out The letters Aa-Ss and paste them on the back of this paper in alphabetical order. Then, touch and say each letter and its sound. (Aa-Ss)</p> <p>Create a pattern using shapes.</p> <p>Read a story to your child. Ask him/her to retell the story.</p>

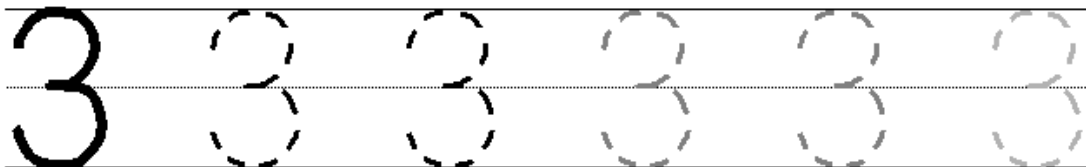
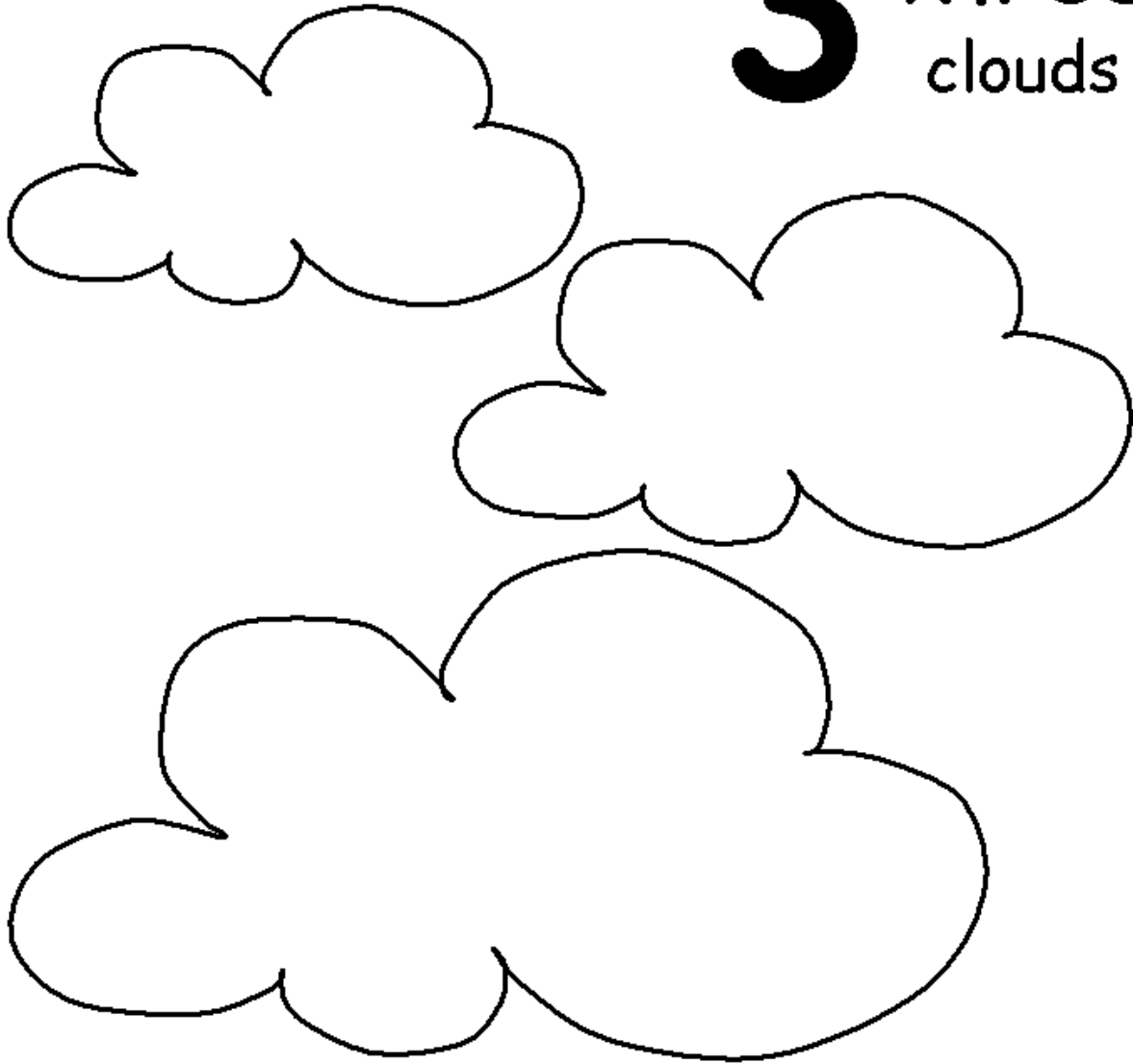


Name \_\_\_\_\_

1	1	
2	2	
3	3	
4	4	
5	5	

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

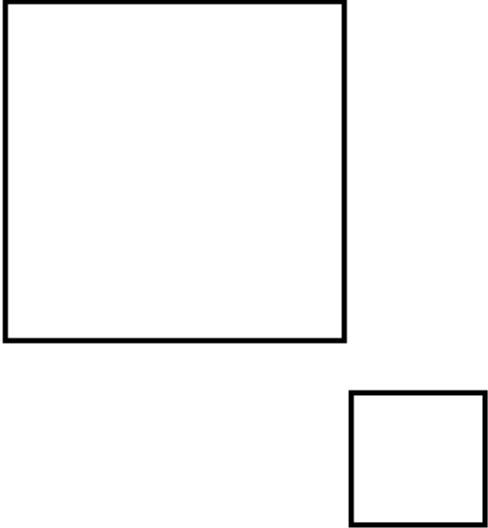
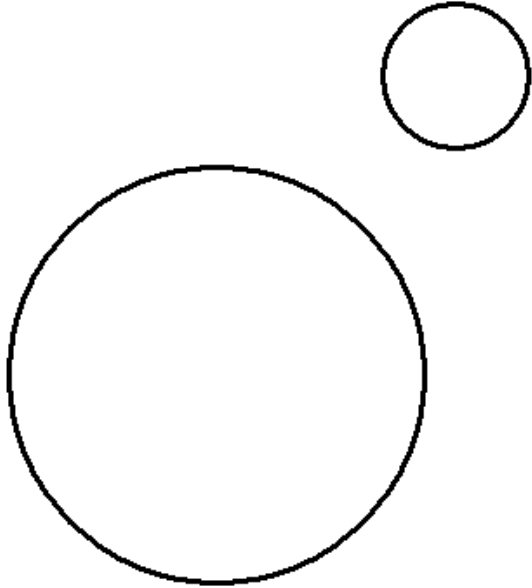
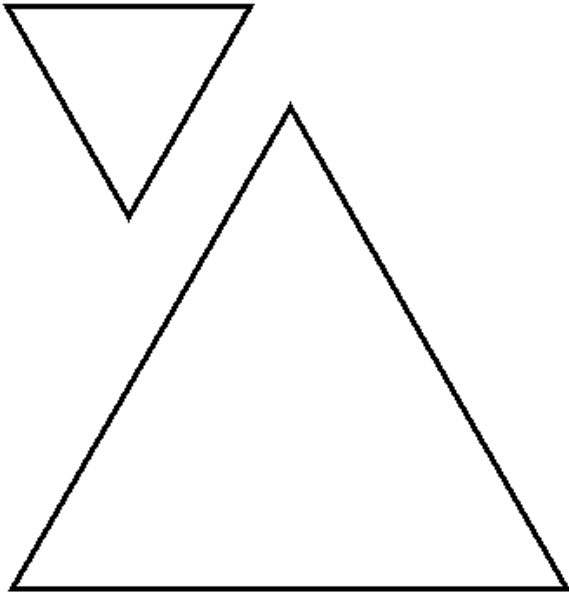
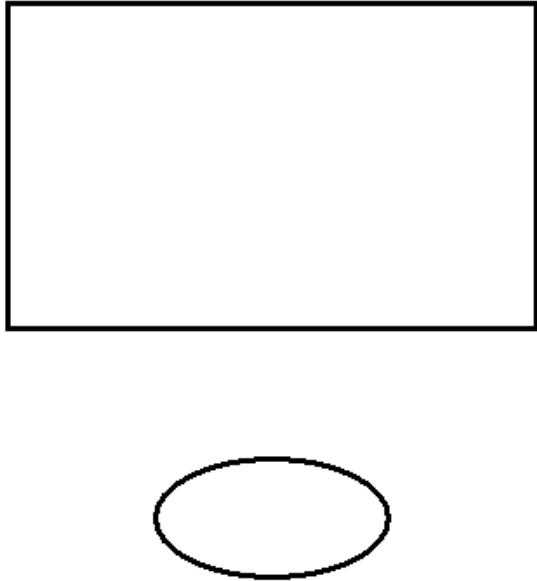
**3** three  
clouds





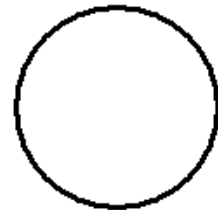
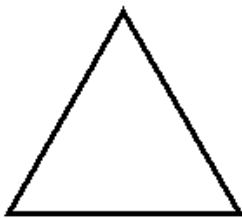
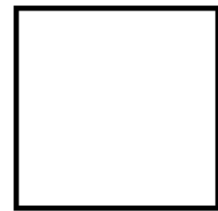
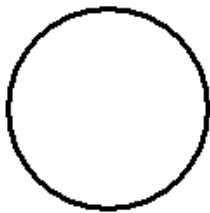
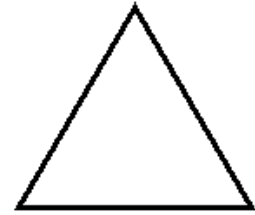
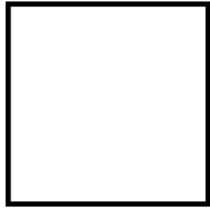
Name: \_\_\_\_\_

Look at the shapes. Color the large shapes. Circle the small shapes.

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

Draw a line to connect the shapes that match.

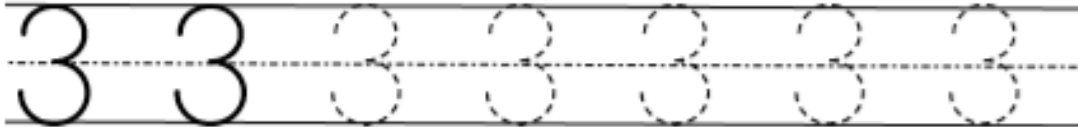


## Tracing the number 3 (three)

Kindergarten Numbers & Counting Worksheet

Practice tracing and printing the number 3 (three).

# 3



Count the balloons:



Circle the number 3

2 4 7  
6 8 3  
0 5 1 9

# three

## Printing the Letter A

Kindergarten Letters & Alphabet Worksheet

# A

Trace the letters with a pencil. Then practice writing the letters on the lines.

A A

A A

# a

a a

a a

## Matching Upper and Lower Case Letters

### Kindergarten Alphabet Worksheet

*Circle the matching lower case letter to the upper case letter in each row.*

A	w	e	a
---	---	---	---

B	d	b	t
---	---	---	---

C	c	s	u
---	---	---	---

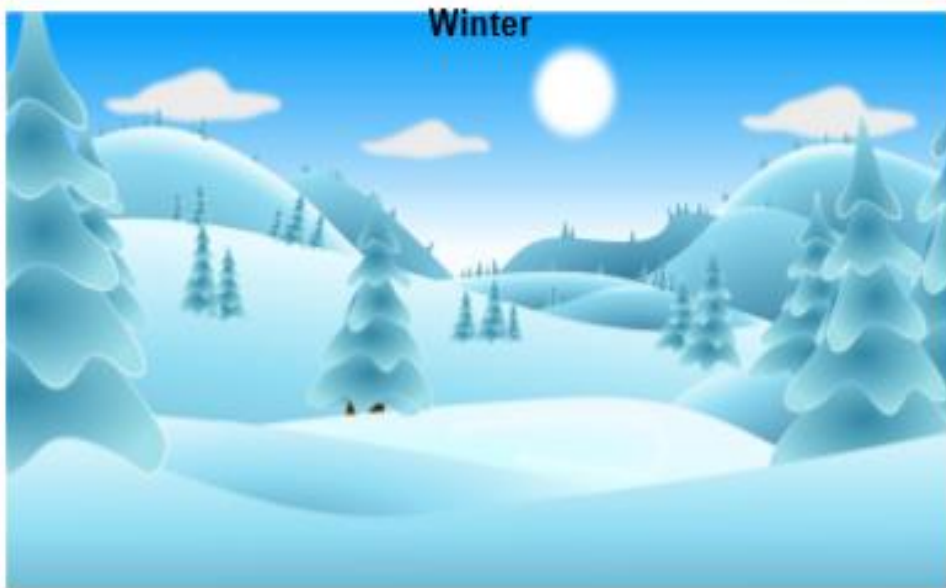
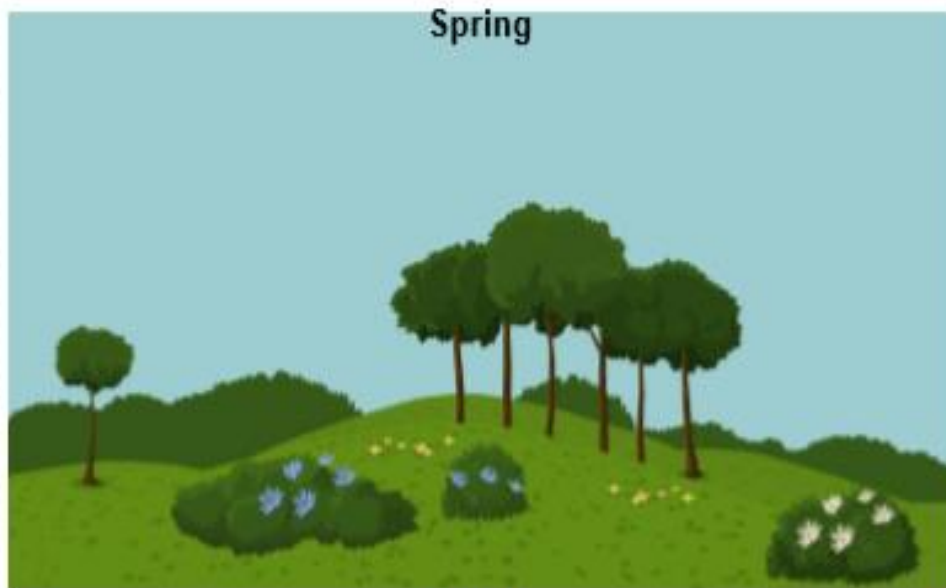
D	p	r	d
---	---	---	---

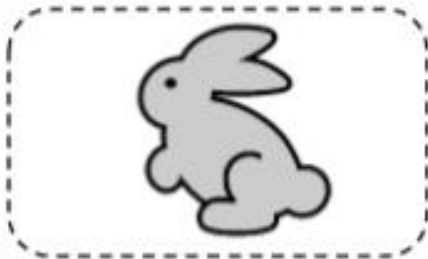
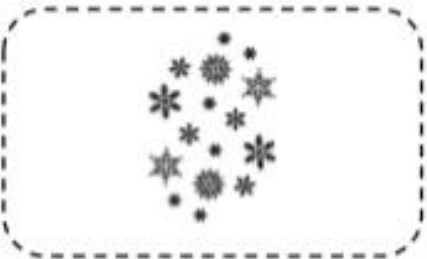
## Sorting cut & paste

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Kindergarten Sorting Worksheet

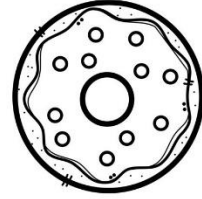
*Cut out the objects on page 2 and put them in the right place.*



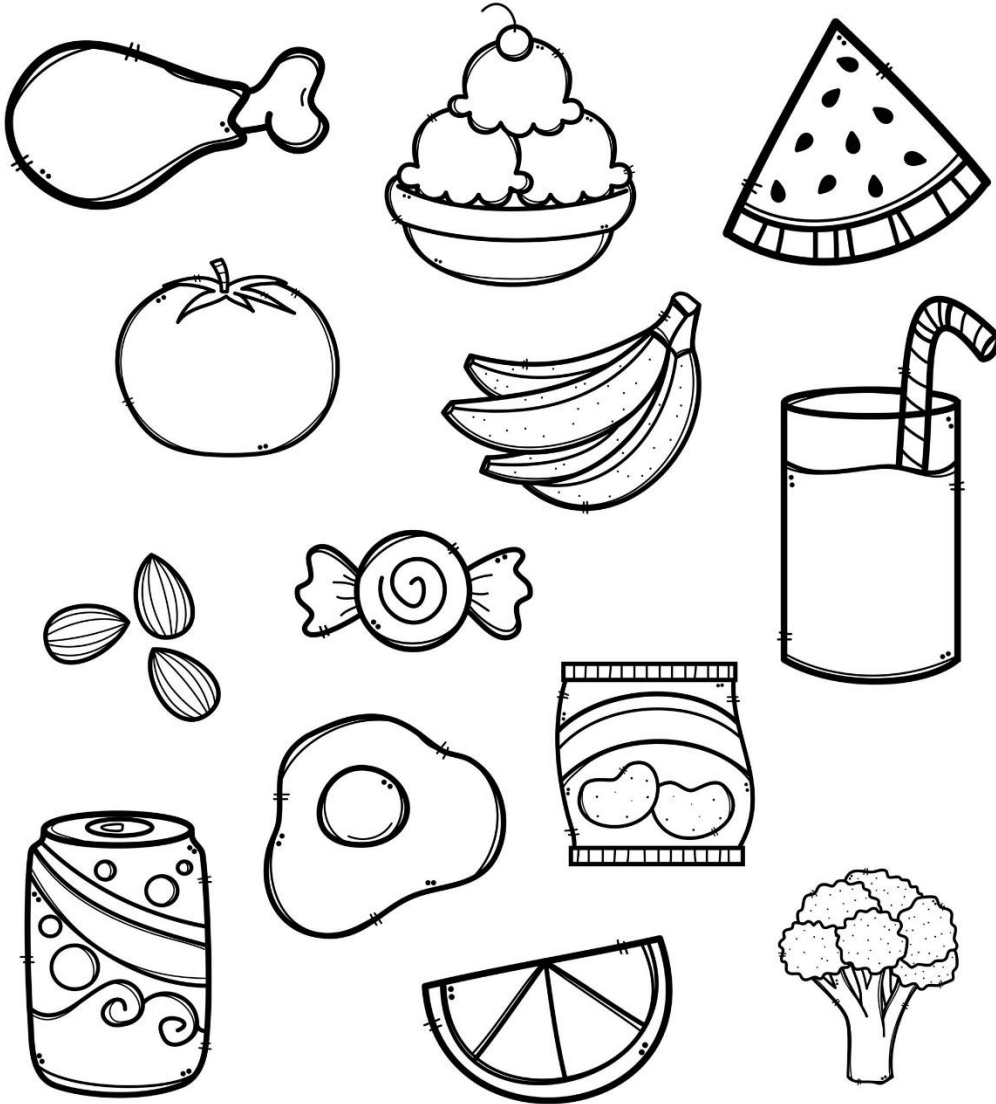


Name \_\_\_\_\_

# Healthy or Not Healthy?



Cross out the unhealthy foods. Color the healthy foods.



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5. Read My Back! "Write" a sight word on your child's back. Can your child guess the word? Trace places- let your child trace a word on your back. Continue taking turns tracing and guessing sight words.



# Weekly Home Connections

## This Week's Focus Concepts:

Letter	Sight Words	Numbers	Color	Shape
Tt /t/	make one	19,20	Review: all colors	cone

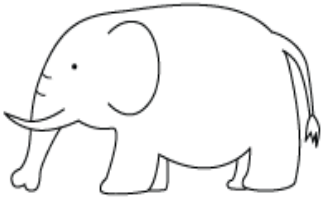
Any written work should be done on the back of this paper. Please be sure the student does the work!

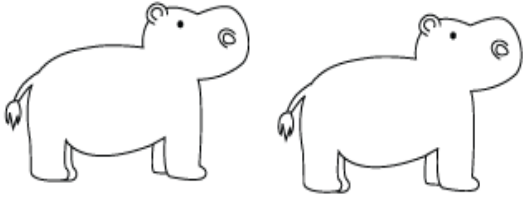
Monday	Tuesday	Wednesday	Thursday
<p>Recite: "Mary Mary, Quite Contrary"</p> <p>Have your child write their first and last name on the back of this paper.</p> <p>Practice counting from 1-50.</p>	<p>Recite: "Mary Mary, Quite Contrary"</p> <p>Have your child draw a picture of their favorite classroom center and then dictate a sentence about it.</p> <p>Practice counting out objects to make sets, using the numbers 11-15.</p>	<p>Recite: "Mary Mary, Quite Contrary"</p> <p>What is your favorite color? Search your house for at least 3 things that are this color. What did you find?</p> <p>Practice counting from 1-50.</p>	<p>Recite: "Mary Mary, Quite Contrary"</p> <p>Talk about the letter Tt and its sound. Draw a picture of at least three things that start with Tt on the back of this paper.</p> <p>Practice counting out objects to make sets, using the numbers 11-15.</p>


**Read a story together with your child each night! Ask him/her to retell the story, and tell the setting of the story!**

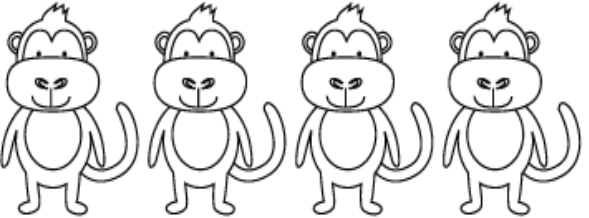



Name \_\_\_\_\_

1	1	
---	---	--

2	2	
---	---	--

3	3	
---	---	--

4	4	
---	---	--

5	5	
---	---	--

Name \_\_\_\_\_

Date \_\_\_\_\_

## Cone

Color the picture

\_\_\_\_\_

cone

\_\_\_\_\_



Trace the cone



\_\_\_\_\_

cone

\_\_\_\_\_

Draw a cone and write it.

\_\_\_\_\_

\_\_\_\_\_

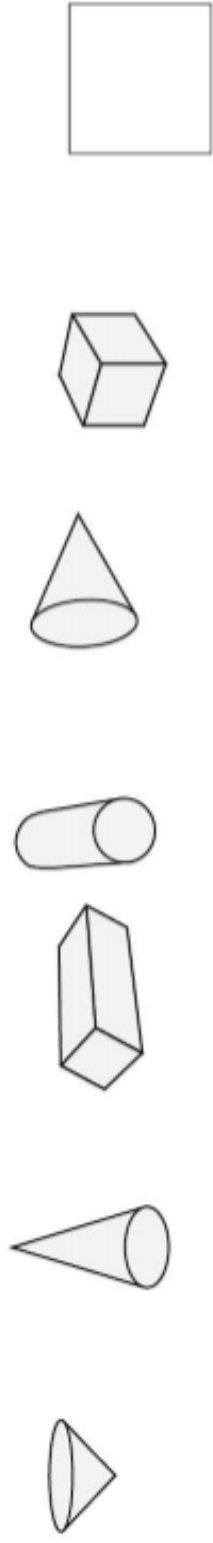
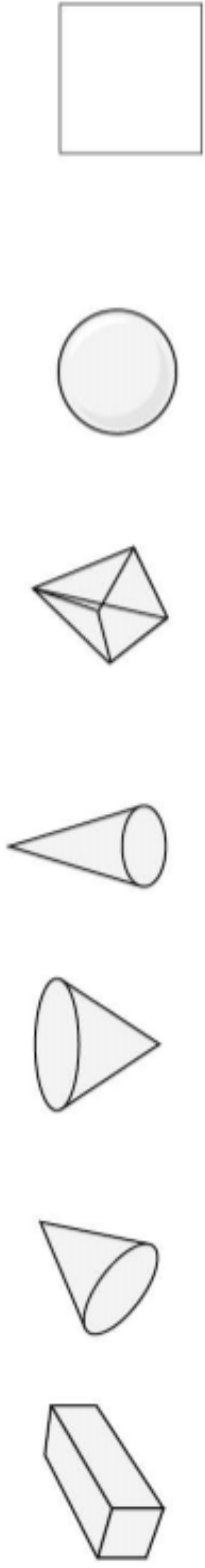
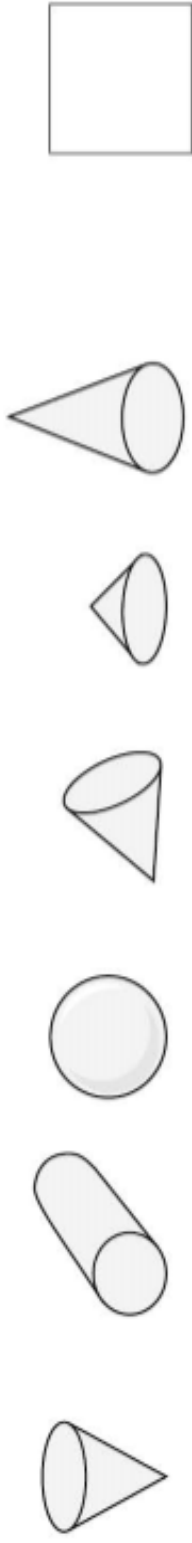
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## CONE

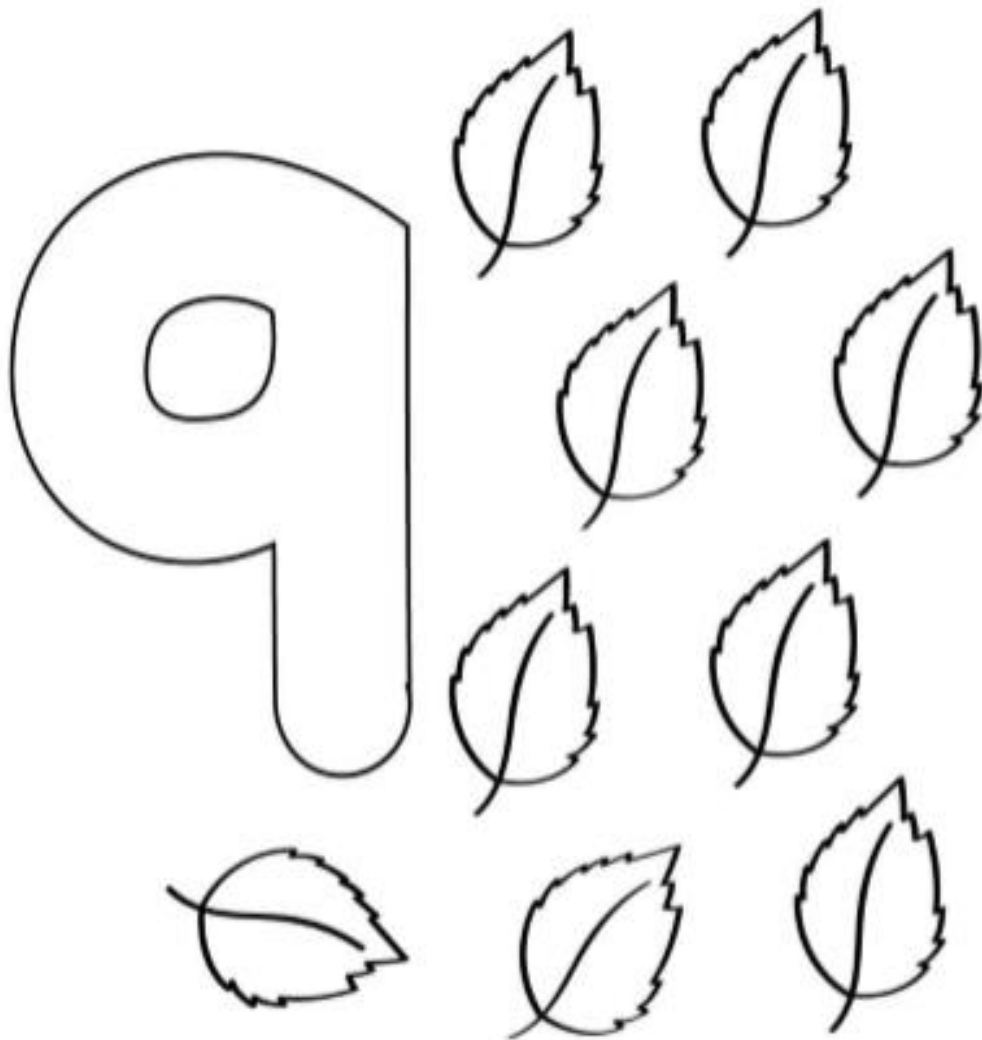
Draw a circle around the cones on each line. Count them and write the number in the box.



Name \_\_\_\_\_

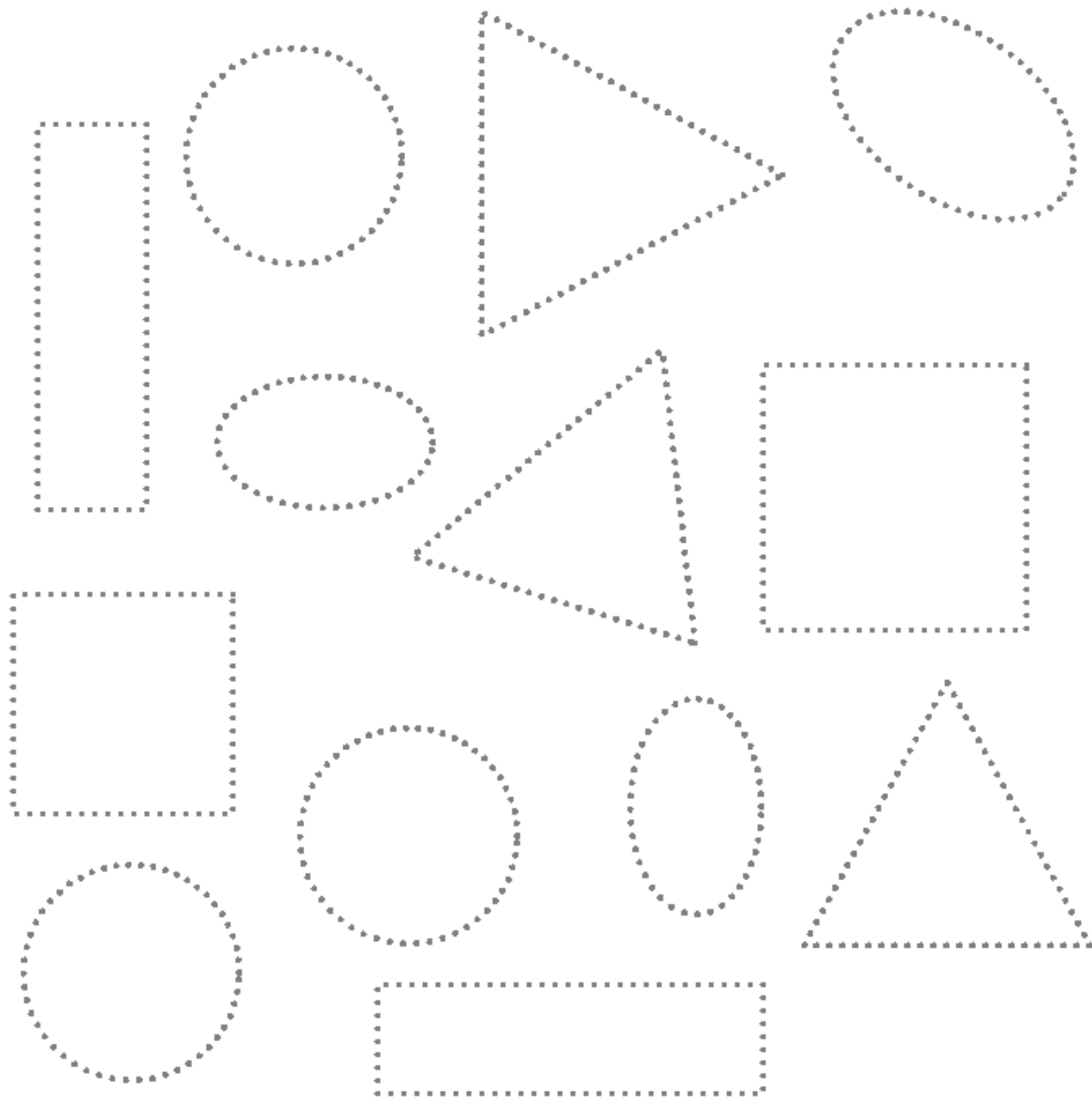
Date \_\_\_\_\_

Color, count and trace the numbers








nine	9	9	9
------	---	---	---

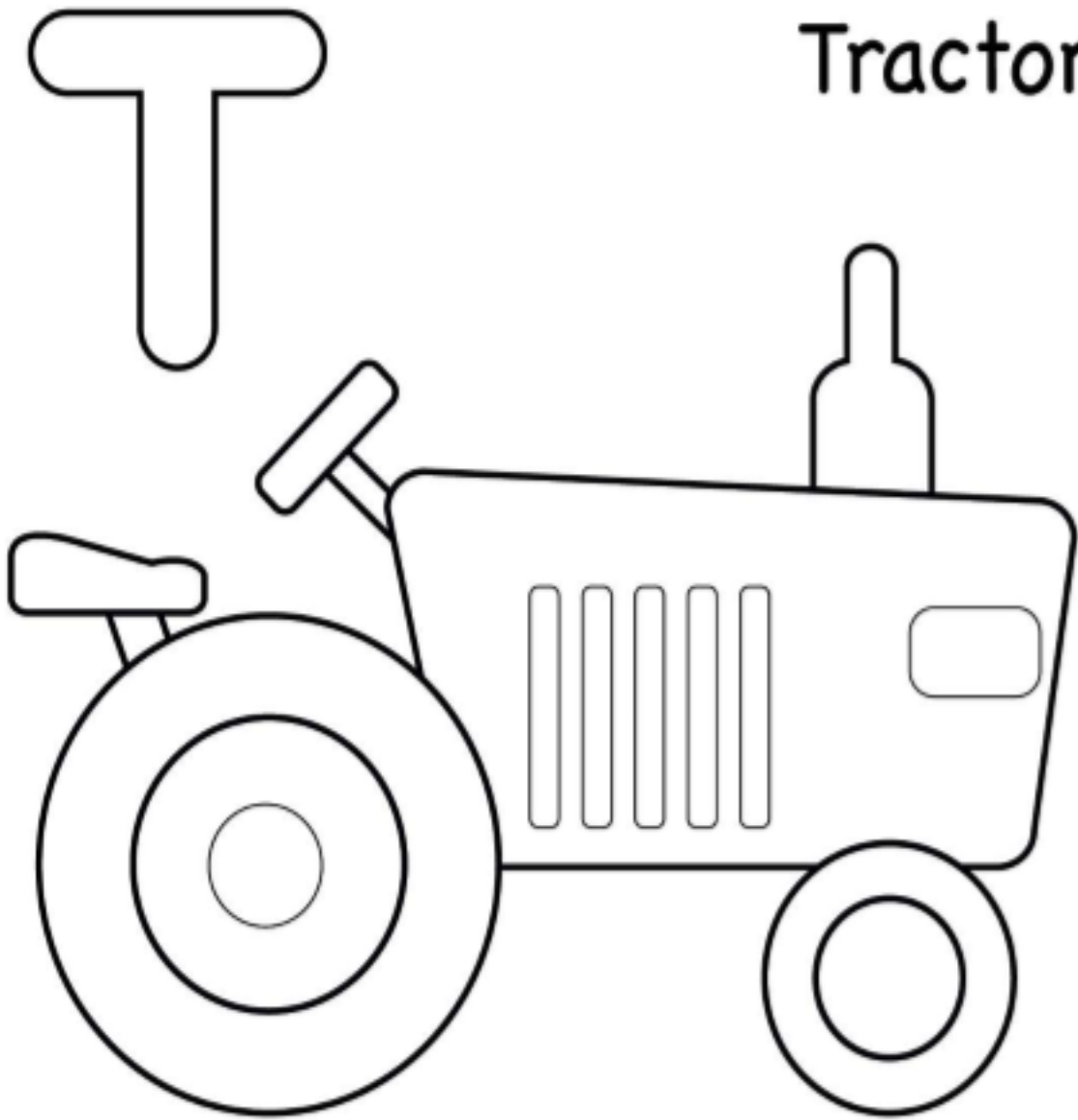
Name: \_\_\_\_\_



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**Shapes and Colors:** Trace the squares  and color them blue.  
Trace the triangles  and color them green.  
Trace the circles  and color them red.  
Trace the rectangles  and color them orange.  
Trace the ovals  and color them purple.

Tractor



# Mary Mary Quite Contrary

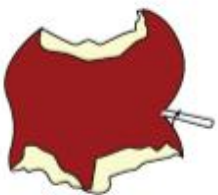
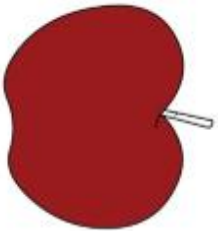


Mary, Mary, quite contrary,  
How does your garden grow?  
With silver bells and cockle shells,  
And pretty maids all in a row.



**Which comes before the other?**

Look at the set of pictures below. Write 1, 2 or 3 in the boxes to represent which objects come first, second or third.

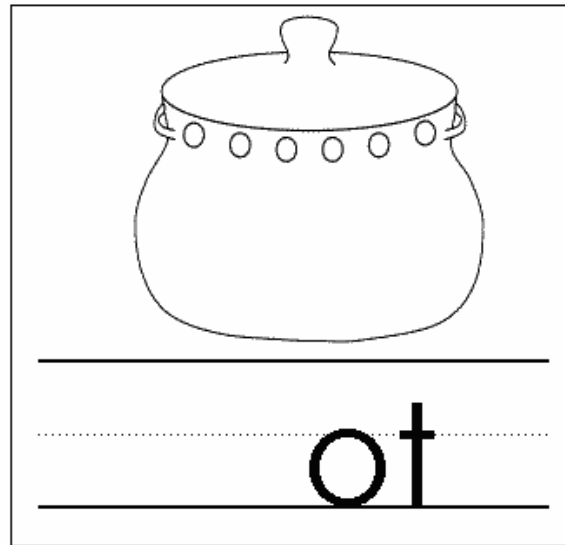
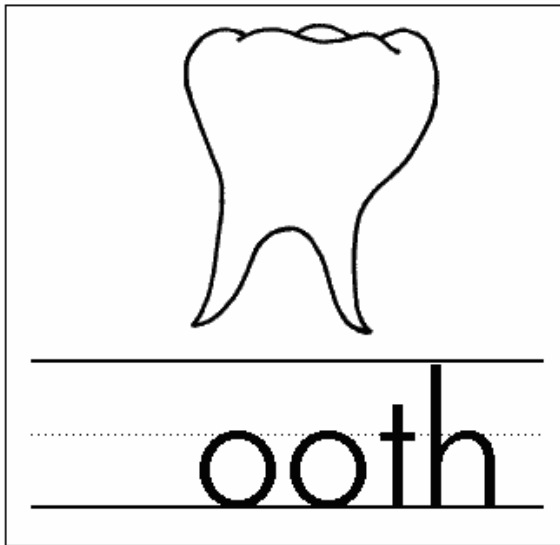
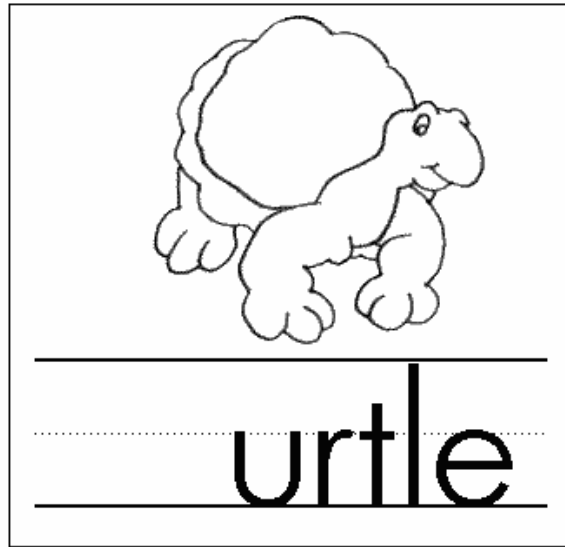
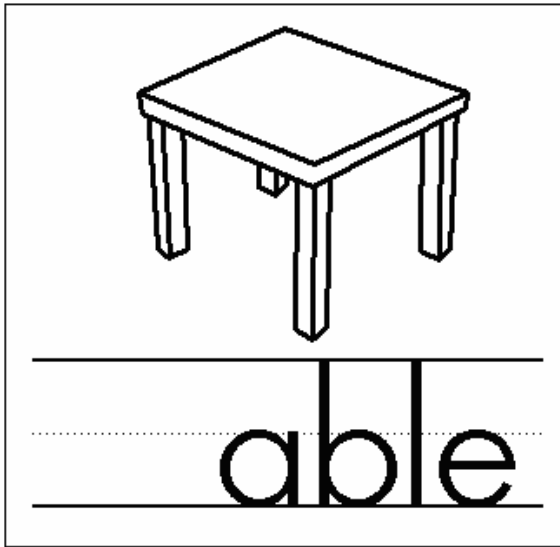


Name \_\_\_\_\_

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

## What Begins with T?

Color the pictures that begin with the letter t.



5. In the Cupboard Open a cupboard and take turns with your child, finding and reading sight words or the letter of the week. Keep going until you run out of time, words, or things in the cupboard.

**Shelby County Schools  
Extended Learning Packet**



**Self-Contained SPED K - 5**

Parents,

The following activities are for parents/caregivers to use with your child at home. You are not limited to any particular part of the packet. Choose the activities appropriate for your child.

These are practice lessons to support the IEP and provide you with simple lessons that cover the following standards:

Content Standards - Statements of what a student should know, understand, and be able to do.

KK Grade level- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1st Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

2nd Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

Please contact your child's teacher if you have any questions.

The activities are fun and will provide your child with the needed support to work on ELA skills and grow in this area.

Have fun and enjoy this time together!



Level PK-2

Activity 1: I spy



Choose a letter. Make the sound. Play the game!

I spy with my little eye, something that starts with / \_\_\_\_/. (You may use any beginning sound.)

On a walk, in the home, or in a book, find things you can spy!

Write the names for the words you find.

My beginning sound is / \_\_\_\_\_. Use this sheet as often as needed to change sounds.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Draw a picture of 2 items that start with your sound!

--	--

Activity 2:

Color and name the items that start with the beginning sound /b/. For a challenge, write the name of the item on the back of the page. See if you can come up with more words that start with /b/. Write the name or draw a picture.

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

## I Spy Beginning Sound B

Directions: Color and say the pictures that start with the letter 'B' sound.

FUN EAP'Y  
from fun

Activity 3:

How many syllables? Say a word and clap each time you say a new syllable.  
Example: basket—2; cat—1; spaghetti—3. Now, it is your turn to try it!  
Color, cut and paste into the correct boxes.

For a challenge—Write your name and count the syllables!

Name: \_\_\_\_\_ Number of syllables: \_\_\_\_\_

**Syllables sorting**

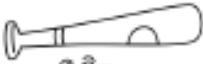








Name \_\_\_\_\_

Directions: Color, cut and paste the pictures in the correct box.

1	2
3	4

12 cut-out pictures: dinosaur, apple, train, motorcycle, ladybug, scissors, backpack, lizard, fish, burger, barn, mouse.

Activity 4: Sound out each word and draw a line to match it to the picture. For a challenge, write 3 CVC words on the back and draw a picture to match!

CVC Words		Name _____
<b>READ AND MATCH</b>		
Read each word. Draw a line from the word to the matching picture. Color.		
sun		
bat		
six		
ten		
top		
bus		
sub		
net		
bug		

Graphics by madebyteachers.com/seller/sticky-foot-studio/ www.helpingmama.com







Activity 5: Read each sentence. Underline the sentence that matches the picture. For a challenge, draw a picture of the sentence you did NOT use.

I Can Read! Name \_\_\_\_\_




**Sentences**


Underline the sentence that goes with the picture.

	It is hot. It is cold.
	It can be mad. It can be fun.
	It can get a sub. It can get a bug.
	It can hit a ball. It can fix a bus.

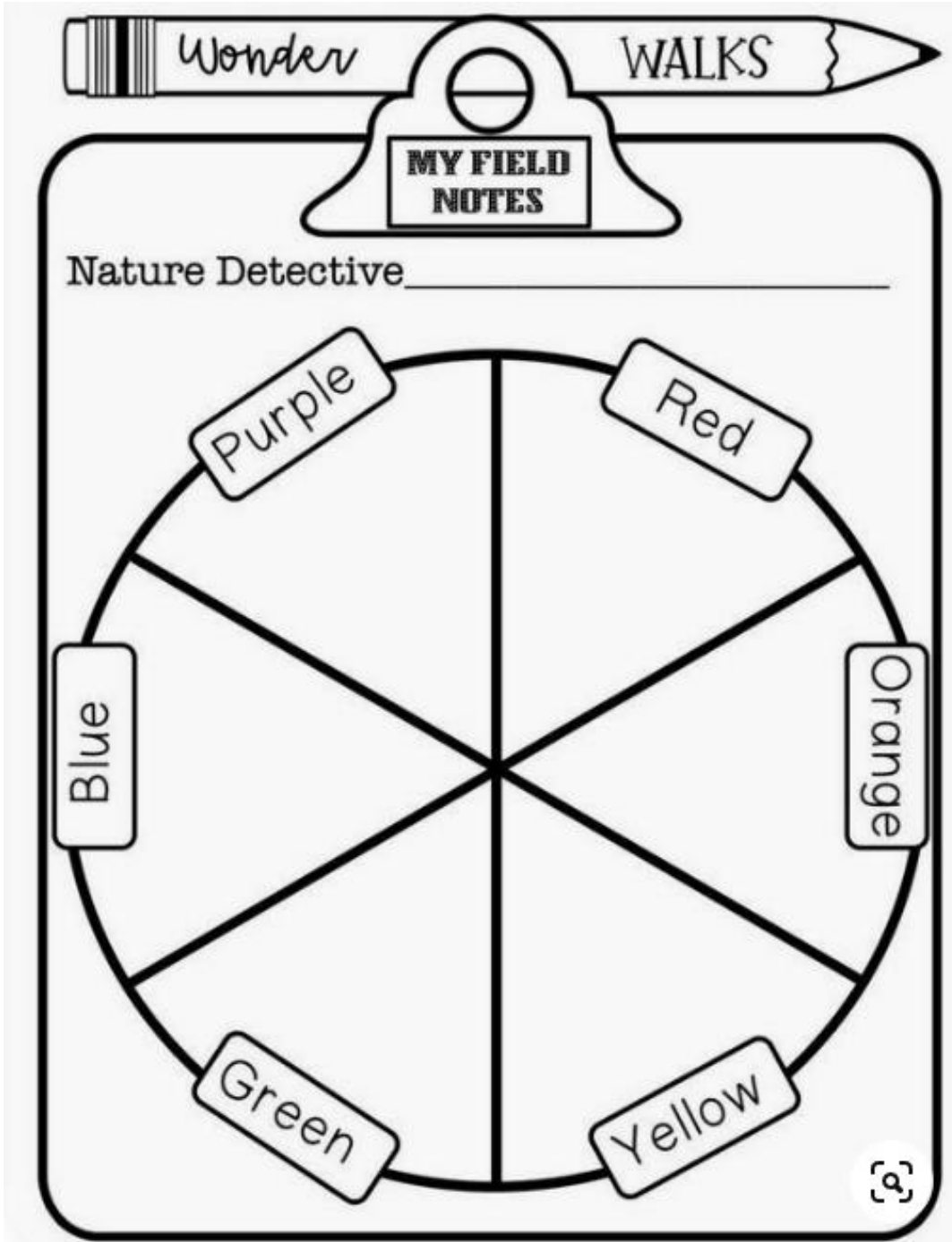
Clip Art © Stacey's Art Studio.com © ABC Helping Hands

Activity 6: You may be at home, but you can still take a walk! Take a literacy walk! Select a book. Read it or have it read to you. See if you can find the items below.

 <h1>Our Literacy Walk</h1>  Check off the items as they are found. 	
	Find something that rhymes with <b>bee</b> .
	Find an object that begins with the <b>/c/ sound</b> . ( <i>candy</i> )
	Find something that has <b>two</b> syllables. ( <i>sidewalk</i> )
	Find a letter <b>S</b> . ( <i>stop sign</i> )
	Find an object that ends with the <b>/t/ sound</b> . ( <i>hat</i> )
	Find something that rhymes with <b>jar</b> .
	Find something that has <b>three</b> syllables. ( <i>basketball</i> )
	Find a letter <b>O</b> . ( <i>on a license plate</i> )
	Name an object you see. Now name three more words that begin with the same beginning sound as the object. ( <i>dog, dip, dock, dragon</i> )
	Find something that rhymes with <b>mouse</b> .
	Find something that has <b>one</b> syllable. ( <i>bug</i> )



Activity 7: Take a walk around your house. Find items that match the colors in the rainbow. Draw your item. Color your picture the correct color. For a challenge, write the name of your item outside the color wheel.













Activity 8: It's rhyme time! Find the pictures that rhyme and color. For a challenge, draw a pair of pictures that rhyme.

Name \_\_\_\_\_

Rhyming

## Color the Rhyme!



Challenge:

--	--

Activity 9: Growing flowers! Say the name of the picture. Draw a flower for each syllable in the word. For a challenge- draw your own flowerpot on the back. Draw a picture on it. Draw a flower for each syllable of your word!

Name \_\_\_\_\_

# Flower Pot Syllables







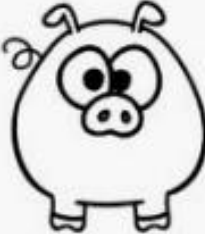
Directions: Say the word of the picture in each pot.  
Draw a flower in the pot for each syllable of the word.

A Planning Playtime product. ©2016 by Amy Nielson. All rights reserved.

Activity 10: Cut out the letters at the bottom. Place the correct letter to match the beginning sound in the box. Paste. If you do not have scissors/glue, you may write the letter in the box. Color. For a challenge, write the word next to the picture.


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

# Beginning Sounds

	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

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s	b	c	n
p	c	h	b



Parents,

The following activities are for parents/caregivers to use with your child at home. You are not limited to any particular part of the packet. Choose the activities appropriate for your child.

These are practice lessons to support the IEP and provide you with simple lessons that cover the following standards:

3rd Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

4<sup>th</sup> Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

5<sup>th</sup> Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

Please contact your child's teacher if you have any questions.

The activities are fun and will provide your child with the needed support to work on ELA skills and grow in this area.

You will find an online activity to support this at:

<https://www.education.com/game/letter-sounds-moving-match/>

Have fun and enjoy this time together!



Level 3-5

Activity 1: Supporting sight words. Can you unscramble the colors below? For a challenge, on the back of this sheet, scramble 3 words you know. Ask a grownup to unscramble your word! Draw a picture of the word they write.

# Color Scramble!

Unscramble the names of the colors below.



1. E D R

---

---

---

6. R N O G E A

---

---

---

2. E N R G E

---

---

---

7. K I P N

---

---

---

3. E O L Y W L

---

---

---

8. C B K A L

---

---

---

4. E R P P L U

---

---

---

9. H E T W I

---

---

---

5. L B E U

---

---

---

10. E G Y R

---

---

---

Answers: 1. Red 2. Green 3. Yellow 4. Purple 5. Blue 6. Orange 7. Pink 8. Black 9. White 10. Grey



Activity 2: THE END of these words! Can you find the end of these words?  
 Color the picture when you finish. For a challenge, write your own CVC word  
 in the box below. Draw a picture of your word!

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

# Word Families

Paste the word families to complete the words.

 c <input type="text"/>	 b <input type="text"/>	 c <input type="text"/>
 l <input type="text"/>	 s <input type="text"/>	 h <input type="text"/>
 v <input type="text"/>	 p <input type="text"/>	 p <input type="text"/>

ed  
 un  
 at  
 in  
 an  
 up  
 ot  
 at  
 ip

My challenge words: Write your own CVC word and draw a picture

--	--

Activity 3: CVC BINGO—Take a look around and see if you can find words with these endings. Add the beginning sound. Use each word only one time! For a challenge, create your own BINGO card. A template is attached.

# CVC BINGO

___id	___at	___en	___ed	___en
___at	___at	___ed	___an	___an
___id	___at	FREE SPACE	___en	___id
___ed	___id	___at	___an	___ed
___en	___id	___an	___an	___en

Activity 4: This is a challenge activity! Use this BINGO template to create your own BINGO card. Fill in the spaces with other word family endings. Add the beginning sound as you find your words! You can also use any word you know!

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
		FREE SPACE		

Activity 5: Review the syllable rules and complete the challenge at the bottom.

# syllable rules

split between

**compound words**

birdhouse

split

**doubled letters**

summer

split off

**consonant-le**

purple      handle

split

**VCCV**

patterns

sister      after

separate

**affixes**

that make a vowel sound

\*If the affix has two vowel sounds, divide these sounds because

There is

**one vowel sound**

per syllable

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Draw a line between these 2 syllable words:

railroad	nickel	wonder	outside	sidewalk	homework	hammer
orange	pencil	helpful	butter	friendly	inside	penny

How many syllables do you hear?

banana \_\_\_\_\_  
 horse \_\_\_\_\_  
 cover \_\_\_\_\_

Think of your own word:  
 \_\_\_\_\_

Activity 6: Color the pictures and cut them out. Place the numbers on a table. Match the syllables you hear with the numbers. Challenge: find 3 objects in your house that have 1, 2, 3 or 4 syllables. Draw a picture of the items you find. Place them with correct numbers.

**Syllable Flashcards**      Cut the flash cards apart, and sort them by the number of syllables in each word.

1	2	3	4
			
			
			
			
			

Syllable Shaper Flashcards Pictures by: alligator, watermelon, caterpillar, roller coaster, train, alphabet, animals, underwear, dog/cat, foot, zebra, balloon, pig, rabbit, pig, glue, cow, leaf, bee

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www.heidisongs.com

www.heidisongs.com

Activity 7: We Are Family! Here is chart of common words in word families. Have your child read the ending (in bold) and then read the words in the box. Remind them that the words in these families are usually words that rhyme.

# Word Families

describe words that have the same ending letters and usually rhyme

<b>ab</b> cab dab job lab crab drab grab slab	<b>ad</b> bad Dad mad pad sad clad glad Brad	<b>ag</b> bag sag rag brag crag drag fag swag	<b>am</b> dam ham yam jam swam clam pram exam	<b>an</b> can fan man ran Gran plan scan than
<b>ap</b> cap lap map zap flap clap snap trap	<b>ar</b> car far jar tar far scar star Tsar	<b>at</b> bat cat mat rat flat chat brat that	<b>ed</b> bed fed led red bled shed fled Fred	<b>en</b> den hen men pen glen then when Wren
<b>et</b> bet let jet pet wet yet duet fret	<b>id</b> bid hid kid lid amid grid slid skid	<b>ig</b> big dig pig wig fig brig twig sprig	<b>in</b> bin fin tin win akin chin skin grin	<b>ip</b> dip hip rip zip ship slip skip trip
<b>it</b> fit hit pit sit quit grit knit split	<b>ob</b> cob job sob rab snob knob slob blob	<b>og</b> dog fog log jog frog dog flog smog	<b>op</b> mop hop pop top crop drop flop stop	<b>ot</b> cot dot hot pot clot blot knot spot
<b>ub</b> cub hub rub tub club stub grub scrub	<b>ug</b> bug hug mug lug chug plug shug slug	<b>um</b> gum hum sum Mum chum glum shun plum	<b>un</b> bun fun run sun pun spun shun shun	<b>ut</b> but cut hut nut rut shut glut strut

Activity 8: Create your own word family chart. Can you think of other words that belong?

ab	ad	ag	am	an
ap	ar	at	ed	en
et	id	ig	in	ip
it	ob	og	op	ot
ub	ug	um	un	ut

Activity 9: Let's read the sentences. Find the one that matches the picture. On the back, draw a picture of the sentence that did not match.

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

# Sentence Match

Highlight the sentence that matches the picture.

	I sat on the mat.
	He is very mad.
	The cat had a nap.
	I can see a bat.
	We have a big van.
	Dad has a red cap.
	Mom likes her bag.
	I like to eat jam.
	We sat in the cab.
	It is a sad rat.



Activity 10: Reading is fun! Cut out the pictures at the bottom. Read the sentences and match the picture to the correct sentence.

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

# I CAN read

## Short n sentences

Read the sentences and circle the words in words.  
Match the picture to the matching sentence.

Picture	Read the sentences and circle the words in words.
	The rat is in the van.
	I see a pan.
	The man has a cat.
	I have a fan.
	The can is tan.



For a challenge- Use a word from above to fill in the blank:

1. The \_\_\_\_\_ has a lid.
2. The egg is in the \_\_\_\_\_.
3. The \_\_\_\_\_ is fat.

# Preschool - 2th grade Math Activities

Parents,

The following activities are for parents/caregivers to use with your child at home. These are practice ideas to support the IEP and provide you with simple lessons that cover the following standards:

Content Standards - Statements of what a student should know, understand, and be able to do.

Kindergarten level- Numbers and Counting

Grade 1- Numbers and Operations, Comparison (big/little, tall/short, etc.)

Grade 2- Numbers, Measurements and Data (Graphs)

Please contact your child's teacher if you have any questions.

The activities are fun and will provide your child with the needed support to work on Math skills and grow in this area. Have fun and enjoy this time together.....

Lesson 1: Counting Goldfish Crackers (you may use any type of item that can be counted, such as clothes pins, paper clips, noodles, jellybeans... (Just make sure they are safe for your child to use)



1. Cut out numbers 1-10 and place them on a table with bowls or containers to hold the crackers. (You may also write the numbers on paper)
2. You do not have to use all 10, use your judgment.
3. Allow your child to name the number you point to and tell him/her to get the same number of crackers and put in the “number 1” bowl.
4. Continue this process until completed.
5. Allow them to eat the crackers for a job well done.

## Lesson 2: Color by Number

This color-by-number worksheet is a fun and creative way to help your little learner develop number sense skills and practice identifying numbers 0-10. Perfect for introducing early math concepts to your child.

This color-by-number butterfly worksheet is a fun and creative way to help your little learner develop number sense skills and practice identifying numbers 0-10.

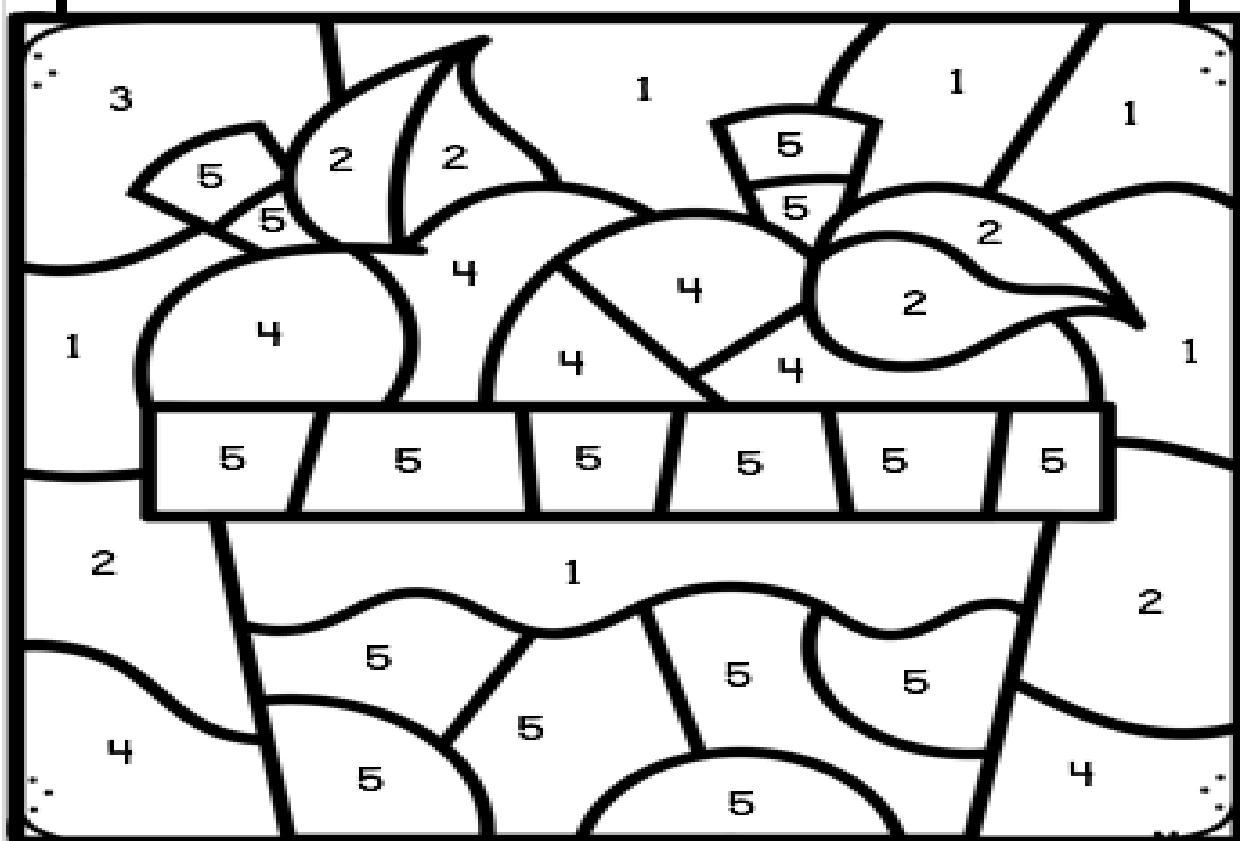
Name \_\_\_\_\_

### COLOR BY CODE Numbers 1 to 5

1 = blue  
4 = red

2 = green  
5 = brown

3 = yellow

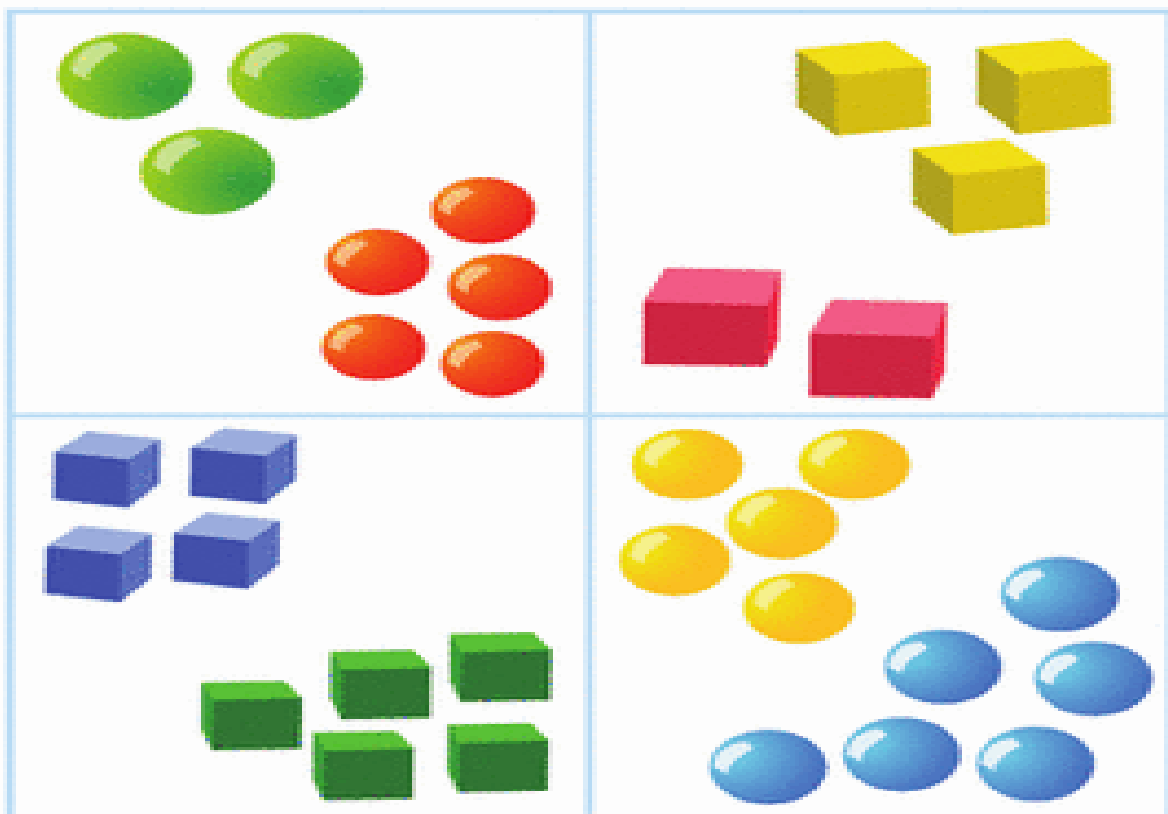


## Lesson 3: More or Less (Comparison)

Teaching young children how to count objects and compare quantities between groups of shapes is a great way to teach shapes, comparing concepts, and counting to 10. Have fun.

### More or Less?

Look at the shapes in each box,  
and circle the group that has more.



**Big vs. Small**

Kindergarten Size Comparison Worksheet

Look at the pictures in the boxes. Answer the questions by circling the correct picture.

Which is bigger?

Which is smaller?

Which is smaller?

Which is bigger?

Which is smaller?

Which is bigger?

**Taller / shorter**

Grade 1 Measurement Worksheet

Look at the pictures in the boxes. Answer the question by circling the correct picture.

<p>Which is taller?</p>	<p>Which is shorter?</p>
<p>Which is shorter?</p>	<p>Which is taller?</p>
<p>Which is taller?</p>	<p>Which is shorter?</p>

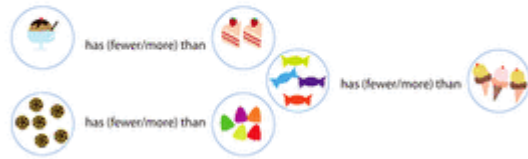
**Weight**



Circle the object that is heavier.


# Fewer vs. More

Look at the sweets below and write down how many there are in the space. Answer the questions below by drawing circles around the word fewer or more.



## Lesson 4: Simple Addition

## Adding using pictures

Grade 1 Addition Worksheet

Count/draw the circles, write/read the numbers and find the sum.

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

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

$$4 + 2 = \underline{\quad}$$

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

$$3 + 5 = \underline{\quad}$$

Sit with your child and help them count the balls, help them write the correct number on the line. You may use objects you have at home to help generalize this skill.

You can make it fun such as putting plates on the table for snack, added to forks = how many.



## Adding using pictures

Grade 1 Addition Worksheet

Count/draw the circles, write/read the numbers and find the sum.

 $+$  $=$  \_\_\_\_\_

 $+$  $=$  \_\_\_\_\_

$+$  $4 + 2 =$  \_\_\_\_\_

 $+$  $=$  \_\_\_\_\_

$+$  $3 + 5 =$  \_\_\_\_\_

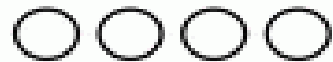
Practice ways to help your child understand the meaning of adding. Explain that you are putting together two or more numbers to make a total.

## Addition sentences

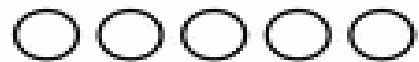
### Grade 1 Addition Worksheet

Find the missing number. Color in circles to help.

$1 + \underline{\quad} = 4$



$2 + \underline{\quad} = 5$



$6 + \underline{\quad} = 9$



$4 + \underline{\quad} = 6$



$1 + \underline{\quad} = 5$



































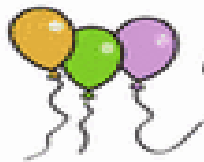
More practice for addition. This worksheet is called a number sentence.

## Adding with pictures, sums to 30

### Grade 1 Addition Worksheet

Add the objects and write the sum.

- 1)  +  =
- 2)  +  =
- 3)  +  =
- 4)  +  =
- 5)  +  =
- 6)  +  =
- 7)  +  =
- 8)  +  =
- 9)  +  =
- 10)  +  =
- 11)  +  =
- 12)  +  =
- 13)  +  =
- 14)  +  =
- 15)  +  =
- 16)  +  =



# Adding Balloons : Up to 10!

Solve the addition problems below!



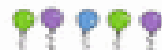
1. 
$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$



2. 
$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$



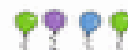
3. 
$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$



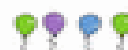
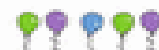
4. 
$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$



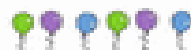
5. 
$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$



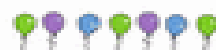
6. 
$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$



7. 
$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$



8. 
$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$



## Lesson 5: Measurement and Data

Students begin to learn how to measure and graph the results using everyday objects. Please use the examples below to have fun with your child and learn this important math skill.

Measuring items at this age should be size (tall, short, big, little,)

- Find objects in your house that look alike, but are different sizes. Ask your child to put the tall one on one table and the short one on another. Repeat this with several objects. (Spoons, straws, crayons, etc.)

- Take a walk outside and ask your child to find a tall tree, a short tree, a tall house, a short house, etc.) Collect leaves on your walk home and have your child glue to big leaves to one page and the small leaves to another. Display the work.

- Allow your child to measure 1 cup of water in the tub as he/she gets a bath. They can also learn to measure  $\frac{1}{2}$  of the cup. This is fun as they can pour the water out and do it over and over.

-Allow your child to measure 1 cup of milk or juice for a snack.

-Using a ruler, ask your child to find something that is the same size of the ruler. Use various numbers on the ruler and measure up to 12 inches.

-Give your child a handful of colored candy (M&Ms, Skittles, etc...) Have them sort by color. They can then graph the end result by showing how many of each color were in his/her hand.

Here are some worksheets to help support this math skill

### Fruit Graph

Cut out the fruit and arrange each kind in a column.  
Which row has the most? Which has the least?

4				
3				
2				
1				

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More worksheets at [www.education.com/worksheets](http://www.education.com/worksheets)

### TRAVEL MATCH

In each of these groups, one object is not like the others.  
Circle the thing that doesn't belong.

Example:

---

- 1.
- 2.
- 3.
- 4.

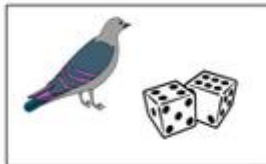
★ Now make your own challenge.  
Draw a group of pictures where one item does not belong.

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More worksheets at [www.education.com/worksheets](http://www.education.com/worksheets)

# Weight

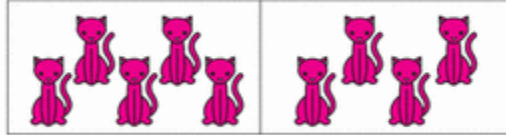


Circle the object that is heavier.



# Count the animals!

Which box has the **most**? For each kind of animal below, circle the box with more animals.





# 3rd - 5th grade Math Activities

Parents,

The following activities are for parents/caregivers to use with your child at home. These are practice ideas to support the IEP and provide you with simple lessons that cover the following standards:

Content Standards - Statements of what a student should know, understand, and be able to do.

3<sup>rd</sup> Grade level- Numbers and Operations, Addition and Subtraction

4<sup>th</sup> Grade level- Numbers and Operations, Fractions

5<sup>th</sup> Grade level- Geometry

## Lesson 6- Addition and Subtraction, Grades 3-5



### Adding 2 single-digit numbers

#### Grade 2 Addition Worksheet

Find the sums

1)  $5 + 3 =$  \_\_\_\_\_ 8)  $4 + 3 =$  \_\_\_\_\_ 15)  $2 + 4 =$  \_\_\_\_\_

2)  $1 + 9 =$  \_\_\_\_\_ 9)  $2 + 7 =$  \_\_\_\_\_ 16)  $4 + 2 =$  \_\_\_\_\_

3)  $5 + 4 =$  \_\_\_\_\_ 10)  $7 + 3 =$  \_\_\_\_\_ 17)  $4 + 1 =$  \_\_\_\_\_

4)  $6 + 1 =$  \_\_\_\_\_ 11)  $8 + 2 =$  \_\_\_\_\_ 18)  $6 + 3 =$  \_\_\_\_\_

5)  $1 + 7 =$  \_\_\_\_\_ 12)  $3 + 2 =$  \_\_\_\_\_ 19)  $4 + 6 =$  \_\_\_\_\_

6)  $5 + 1 =$  \_\_\_\_\_ 13)  $4 + 4 =$  \_\_\_\_\_ 20)  $2 + 2 =$  \_\_\_\_\_

7)  $6 + 4 =$  \_\_\_\_\_ 14)  $2 + 8 =$  \_\_\_\_\_ 21)  $2 + 6 =$  \_\_\_\_\_



## Single digit subtraction

---

### Grade 2 Subtraction Worksheet

Find the difference.

1)  $4 - 2 =$  \_\_\_\_\_

2)  $8 - 1 =$  \_\_\_\_\_

3)  $8 - 7 =$  \_\_\_\_\_

4)  $4 - 3 =$  \_\_\_\_\_

5)  $6 - 3 =$  \_\_\_\_\_

6)  $8 - 3 =$  \_\_\_\_\_

7)  $3 - 1 =$  \_\_\_\_\_

8)  $8 - 4 =$  \_\_\_\_\_

9)  $8 - 8 =$  \_\_\_\_\_

10)  $6 - 5 =$  \_\_\_\_\_

11)  $3 - 3 =$  \_\_\_\_\_

12)  $2 - 1 =$  \_\_\_\_\_

13)  $3 - 2 =$  \_\_\_\_\_

14)  $8 - 5 =$  \_\_\_\_\_

15)  $5 - 5 =$  \_\_\_\_\_

16)  $7 - 4 =$  \_\_\_\_\_

17)  $5 - 1 =$  \_\_\_\_\_

18)  $1 - 1 =$  \_\_\_\_\_

19)  $2 - 2 =$  \_\_\_\_\_

20)  $9 - 8 =$  \_\_\_\_\_

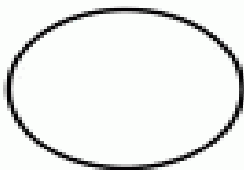
## Lesson 7: Fractions, Grade: 3



### Dividing shapes into equal parts

#### Grade 1 Fractions Worksheet

Divide each shape into the number of equal parts shown.  
Remember, all parts must be identical!



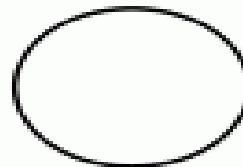
halves (2 parts)



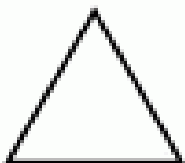
thirds (3 parts)



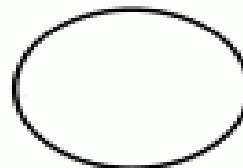
quarters (4 parts)



quarters (4 parts)



halves (2 parts)



eights (8 parts)



halves (2 parts)



fifths (5 parts)

You can help you child learn fractions by allowing them to help in the kitchen. Cutting an apple in half, counting the parts of a pizza, making 4 parts of a pancake, etc.

# Lesson 8: Fractions, Grades 3-4



## Identifying fractions - using blocks

### Grade 3 Fractions Worksheet

Color the fraction.

1.  $\frac{1}{3} =$  

2.  $\frac{1}{2} =$  

3.  $\frac{2}{6} =$  

4.  $\frac{4}{10} =$  

5.  $\frac{2}{5} =$  

6.  $\frac{6}{8} =$  

7.  $\frac{1}{3} =$  

8.  $\frac{3}{6} =$  

9.  $\frac{6}{10} =$  

10.  $\frac{2}{3} =$  

11.  $\frac{2}{4} =$  

12.  $\frac{1}{8} =$  

13.  $\frac{4}{6} =$  

14.  $\frac{2}{10} =$  

15.  $\frac{4}{5} =$  

16.  $\frac{1}{4} =$  

17.  $\frac{1}{10} =$  

18.  $\frac{7}{10} =$  

19.  $\frac{3}{8} =$  

20.  $\frac{5}{6} =$  

## Lesson 9: Geometry, Grades 3-5



### Drawing and identifying squares

Grade 1 Geometry Worksheet

Trace the square. Draw 2 larger and one smaller squares.



Find 3 squares and color them.



## Drawing 2-D shapes

---

Grade 1 Geometry Worksheet

Draw the shape indicated.

<b>1) Square</b>	<b>2) Rectangle</b>
<b>3) Circle</b>	<b>4) Oval</b>
<b>5) Triangle</b>	<b>6) Diamond</b>

# Lesson 10: Geometry, Grade 5



## Identifying quadrilaterals

Grade 3 Geometry Worksheet

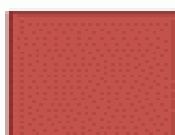
Match the shapes to their names.



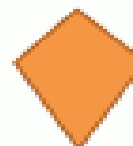
Square



Rectangle



Rhombus



Trapezoid



Parallelogram



Kite





**Shelby County Schools  
Extended Learning Packet**



**Self-Contained SPED Middle**

1.) Online activities for adaptive math and reading for grades 1-8

**AdaptedMind**

[https://www.adaptedmind.com/Math-Worksheets.html?campaignId=710818003&gclid=EA1aIQobChMI5pi20Zi26AIVDGyGCh3QxQa3EAAAYASAAEgJc5fD\\_BwE](https://www.adaptedmind.com/Math-Worksheets.html?campaignId=710818003&gclid=EA1aIQobChMI5pi20Zi26AIVDGyGCh3QxQa3EAAAYASAAEgJc5fD_BwE)

2.) Online math games, videos, and worksheets for grades 1-8

**MathChimp**

<http://www.mathchimp.com/8th-grade-math-resources>

3.) Make math social-fostering growth mindset.

**Free trial access extended through July 2020**

<https://www.cuethink.com>

4.) Math lessons, games, puzzles, free downloads, and worksheets for grades k-6

**GregTangMath.com**

<https://gregtangmath.com>

5.) Complete lesson plans, mobile games for students, interactive activities, and brain teasers for grades Prek-12

**Illuminations**

<https://www.illustrativemathematics.org>

6.) Engaging items, real-world scenarios, and individualized math practice for grades k-12

**IXL Math**

<https://www.ixl.com/math/>

7.) Hundreds of math games for grades k-12

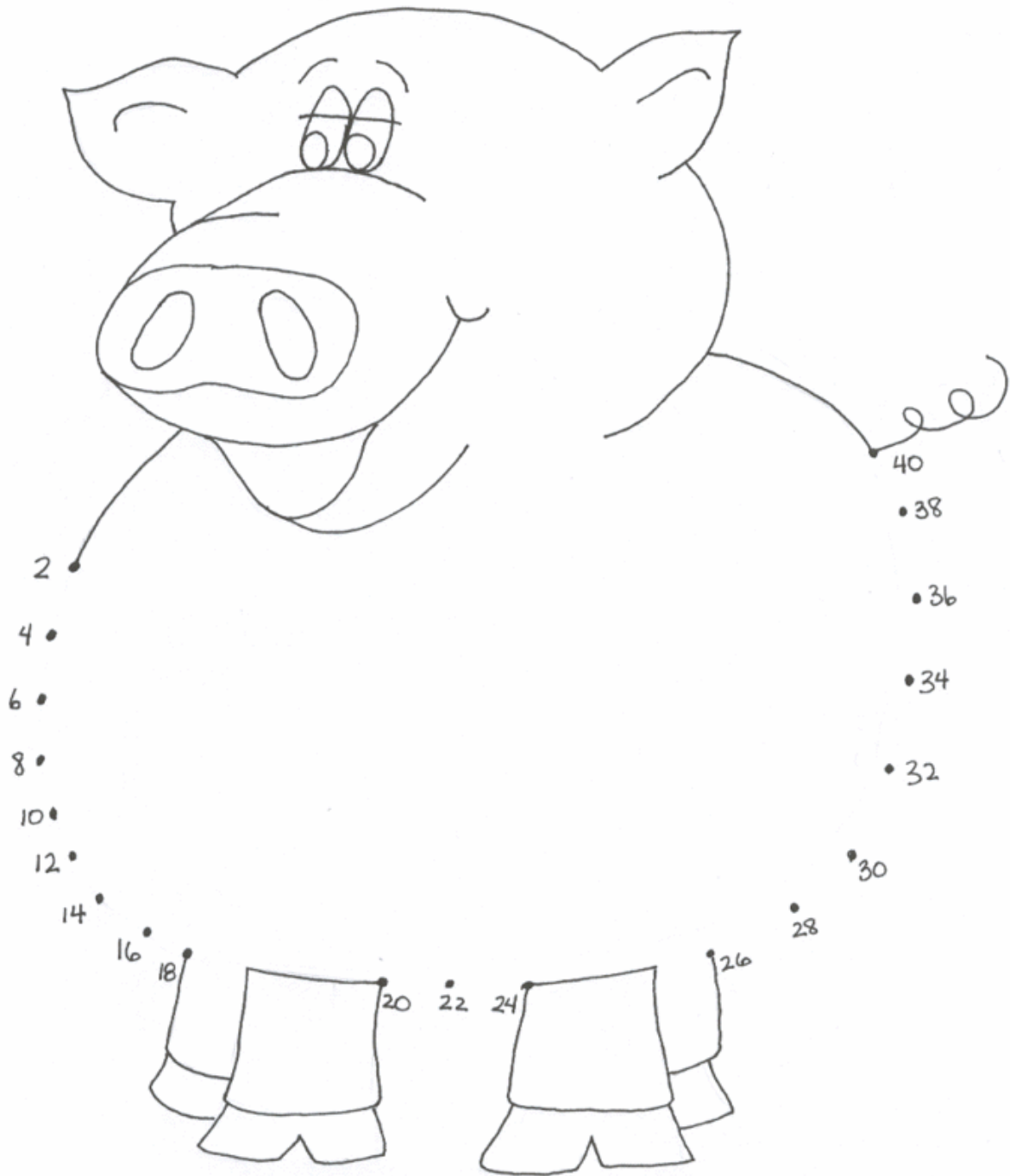
**Coolmath4kids**

<https://www.coolmathgames.com>

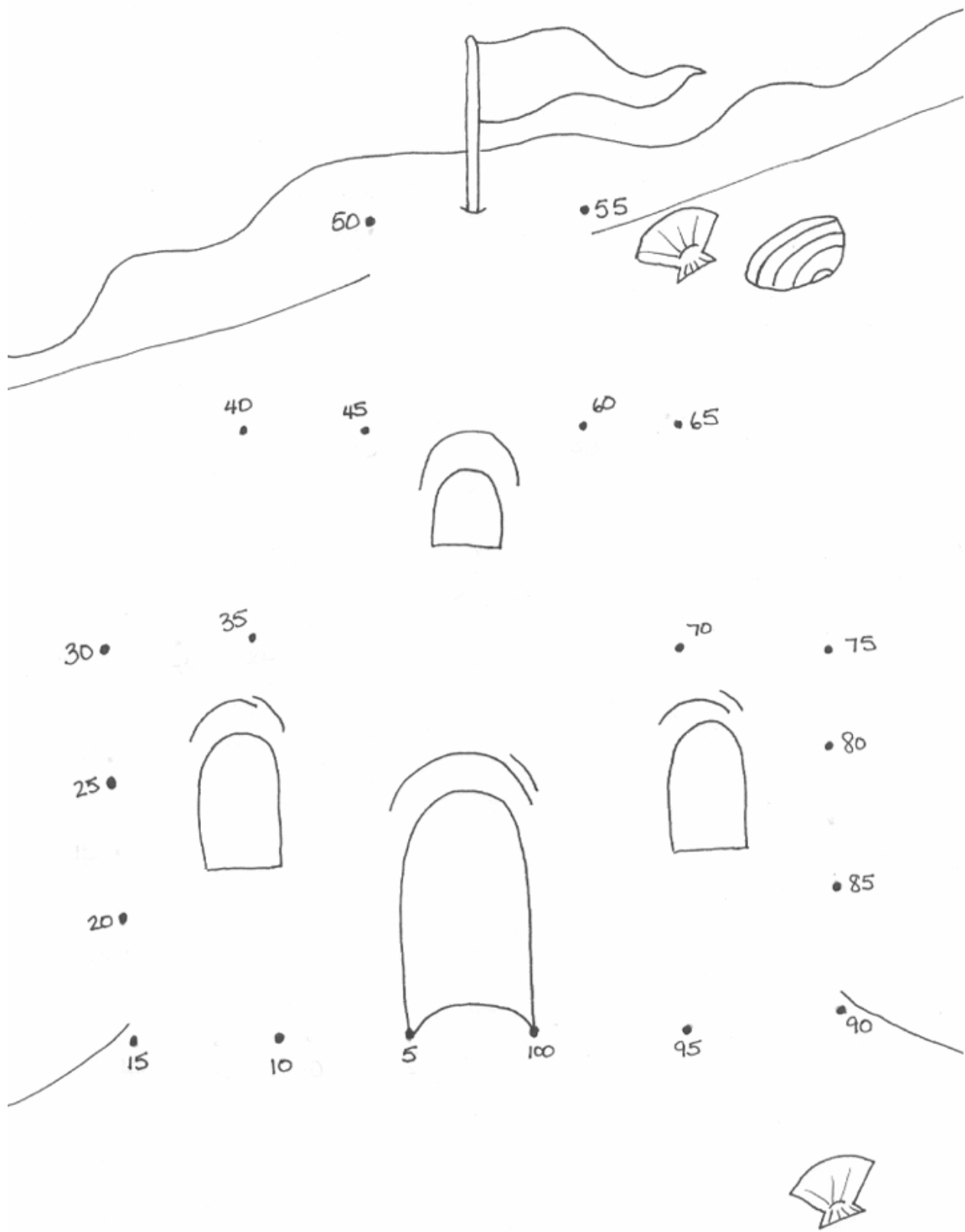
8.) Learn key math concepts and develop crucial skills for grades Prek-8

**Funbrain**

<https://www.funbrain.com>



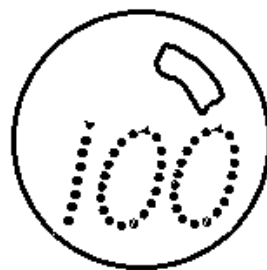
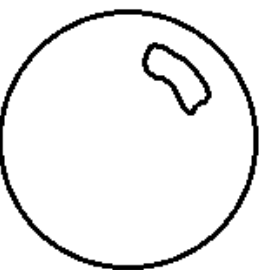
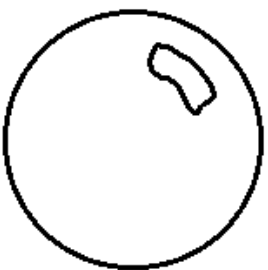
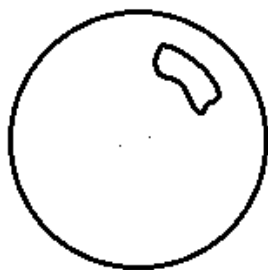
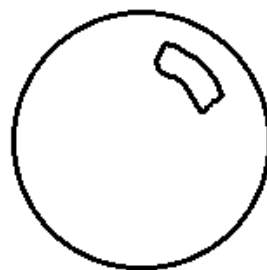
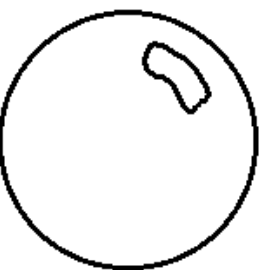
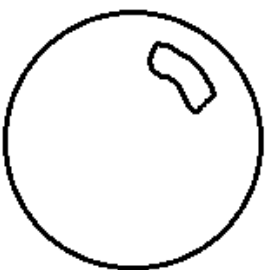
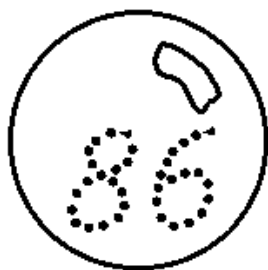
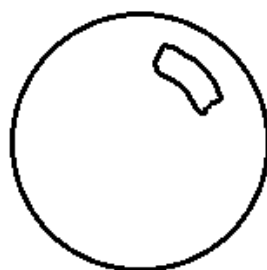
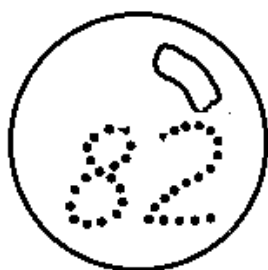
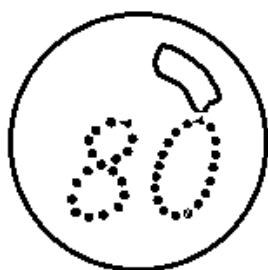
Connect the dots and color the picture.



Connect the dots and color the picture.

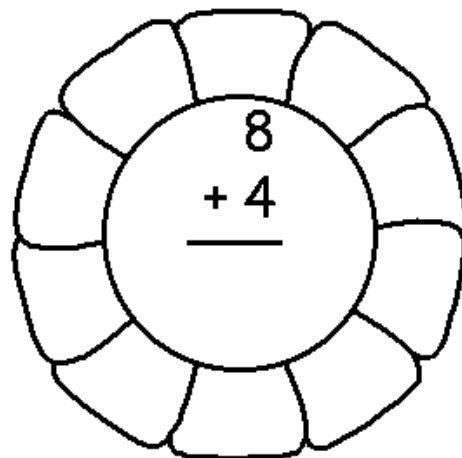
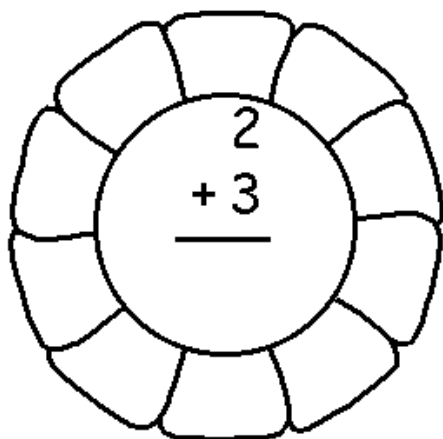
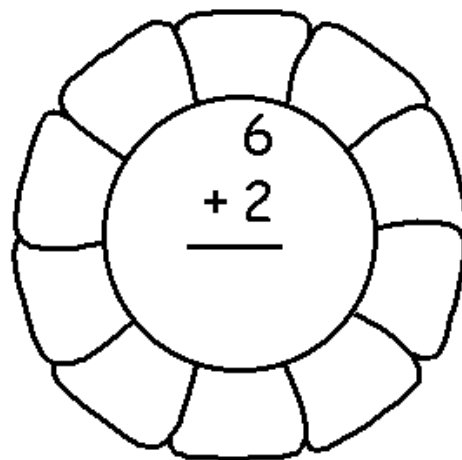
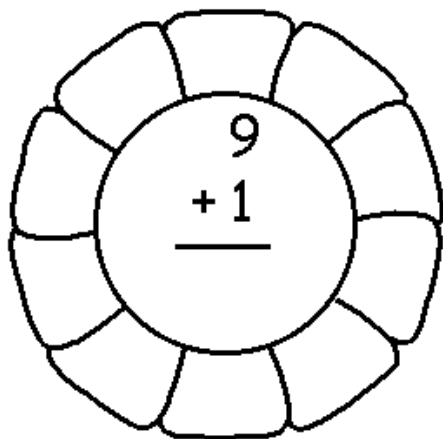
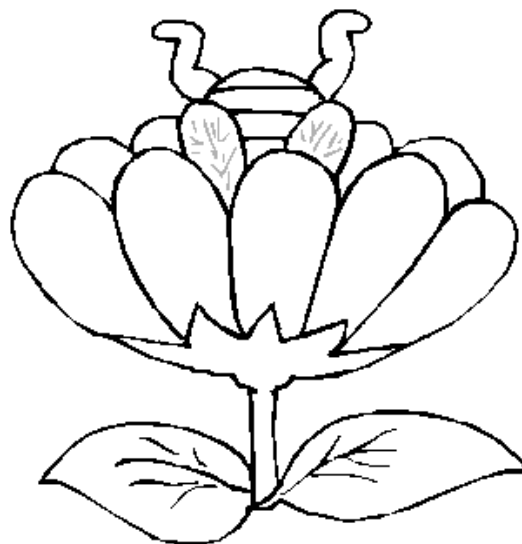
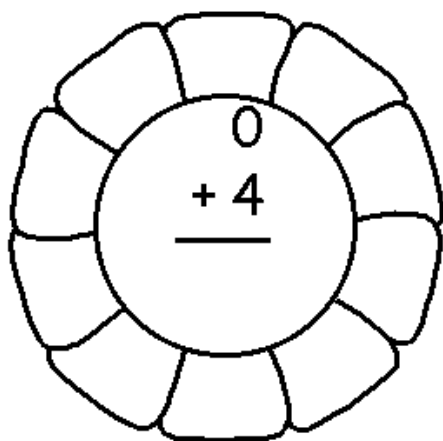
Name: \_\_\_\_\_

Count  
by twos.

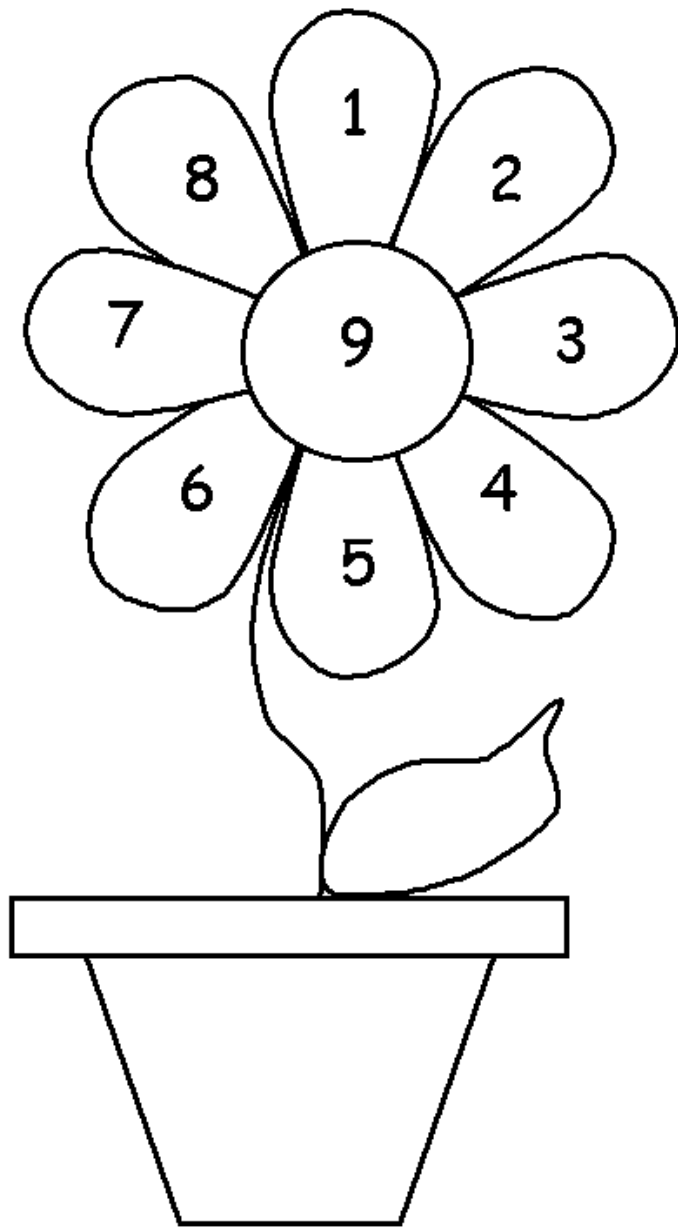


Name: \_\_\_\_\_

Add the numbers in each flower.



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



1. Color the even numbers blue.

2. Color the odd numbers yellow.

3. Write the even numbers:

\_\_\_\_\_

\_\_\_\_\_

4. Write the odd numbers:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Objective

The student will identify the relationship between cause and effect.



### Materials

- ▶ Cause and effect cards (Activity Master C.020.AM1a - C.020.AM1c)



### Activity

Students identify causes and corresponding effects by playing a matching game.

1. Place cause cards in a stack face down at the center. Place effect cards face up in rows.
2. Working in pairs, student one selects top card from cause stack and reads it to partner.
3. Student two looks at effect cards and identifies one that corresponds. Picks up card, reads it and places the two cards side by side. If the effect card is not identified, student one assists.
4. Reverse roles and continue until all cards are matched.
5. Peer evaluation

He ate a sandwich. effect

She put on a jacket. effect

Corn and beans grow. effect

He was late to school. effect

She made an A on the test. effect

The fire alarm sounded. effect

Julie studied for the test. cause

Smoke filled the room. cause



### Extensions and Adaptations

- ▶ Make more cause and effect cards to match and sort using header cards (Activity Master C.020.AM2).
- ▶ Play memory game with cause and effect cards.



# Comprehension

Cause and Effect Match

C.020.AM1a

Billy was  
very hungry.

cause

He ate a  
sandwich.

effect

It rained for  
three days  
and nights.

cause

The river  
overflowed into  
the streets and  
houses.

effect

The girl  
felt cold.

cause

She put on  
a jacket.

effect

The farmer plants  
the seeds and  
waters them.

cause

Corn and  
beans grow.

effect



# Comprehension

C.020.AM1b

Cause and Effect Match

<p>The baby cried.</p> <p>cause</p>	<p>The mother picked up the baby.</p> <p>effect</p>
<p>The school bell rang.</p> <p>cause</p>	<p>The students lined up at the classroom door.</p> <p>effect</p>
<p>Julie studied for the test.</p> <p>cause</p>	<p>She made an A on the test.</p> <p>effect</p>
<p>He left the house late and got stuck in traffic.</p> <p>cause</p>	<p>He was late to school.</p> <p>effect</p>



# Comprehension

Cause and Effect Match

C.020.AMIc

Smoke filled  
the room.

cause

The fire  
alarm sounded.

effect

The storm kept  
my brother  
awake all night.

cause

The next day  
he was tired and  
took a nap.

effect

He ran fast and  
tripped on the  
sidewalk.

cause

He scraped his  
knee and elbow.

effect

She brushes and  
flosses her teeth  
everyday.

cause

She has  
no cavities.

effect



# Cause

header



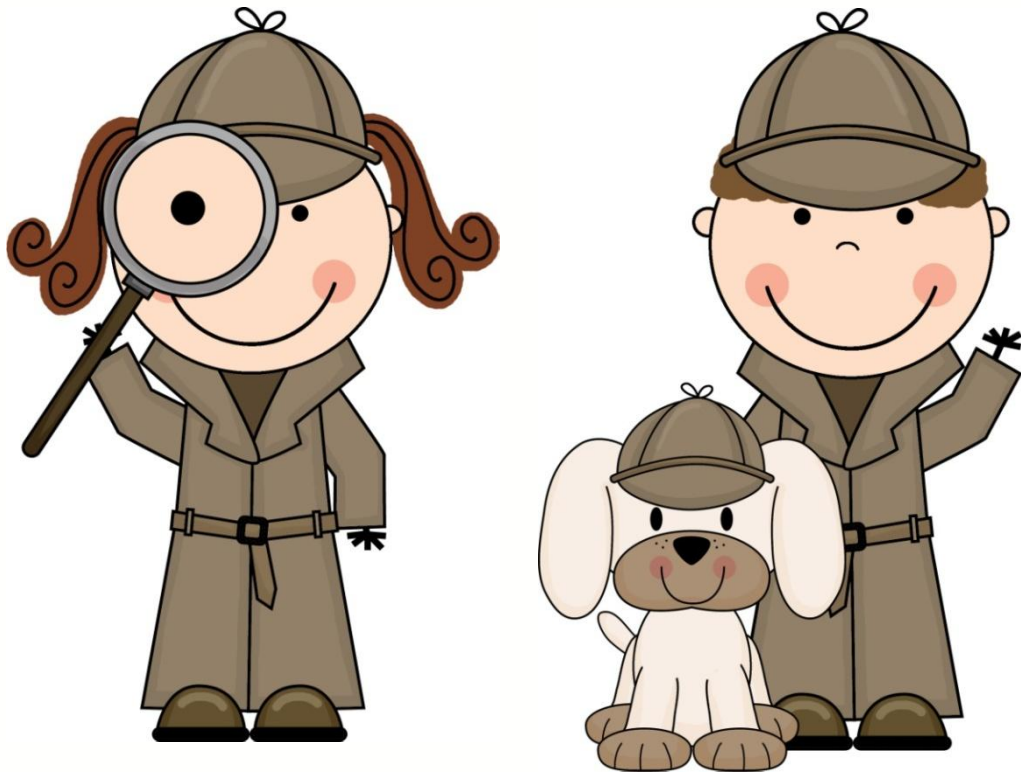
# Effect

header



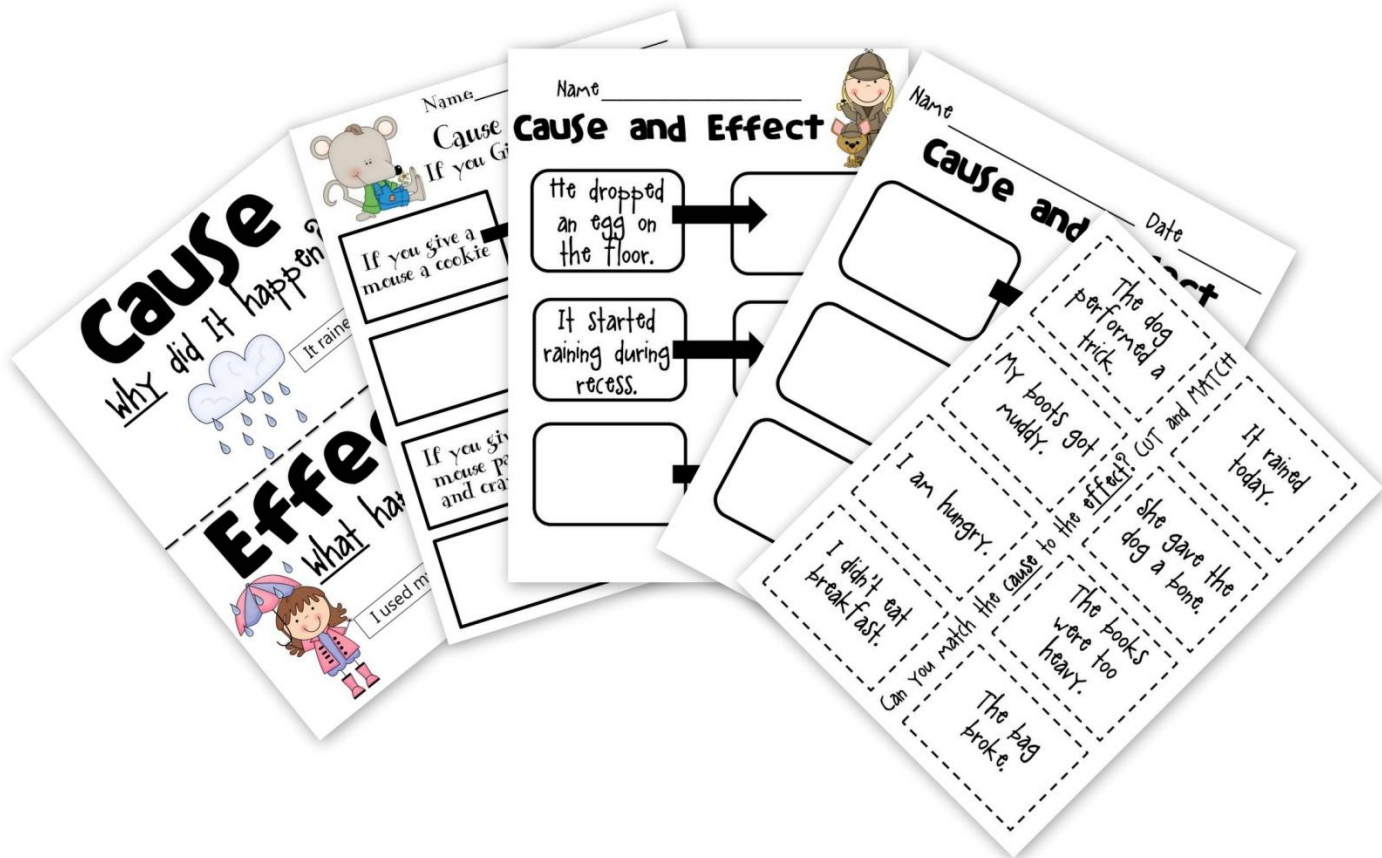
# Cause & Effect Detectives

A freebie activity pack to introduce the cause & effect reading strategy.



**Created By: Mrs Patmore**  
<http://projectprimary.blogspot.com/>

# Table of Contents



- 2 Whole group/ independent work practice pages.
- If you give a mouse a cookie graphic organizer.
- 2 Matching center activities.
- Cause and effect definition flash cards.

Name \_\_\_\_\_



# Cause and Effect

He dropped  
an egg on  
the floor.



Blank box for the effect.

It started  
raining during  
recess.



Blank box for the effect.

Blank box for the cause.



I laughed  
out loud.

Name \_\_\_\_\_



# Cause and Effect

I slipped and  
fell on MY  
knees.



Willy's leash  
broke.



I made an S  
on MY  
Spelling test.



# Cause

Why did It happen?



It rained.

---

# Effect

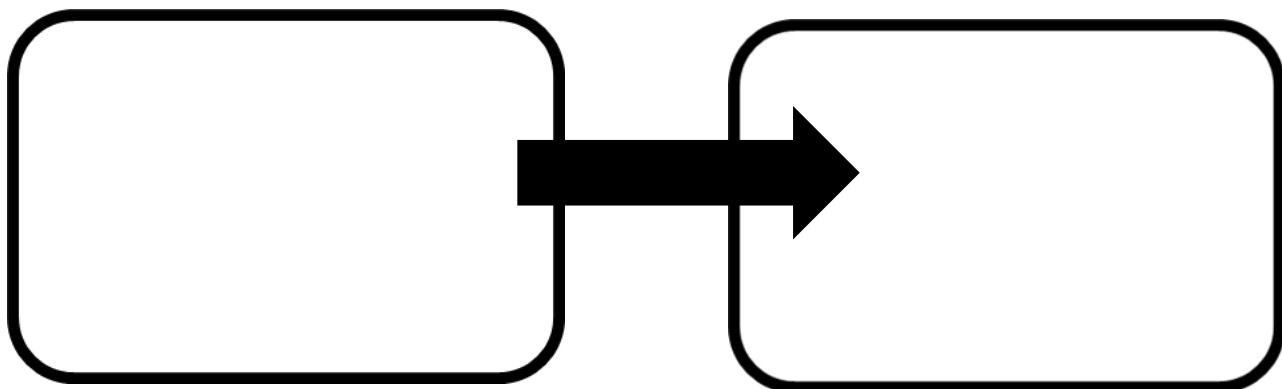
What happened.



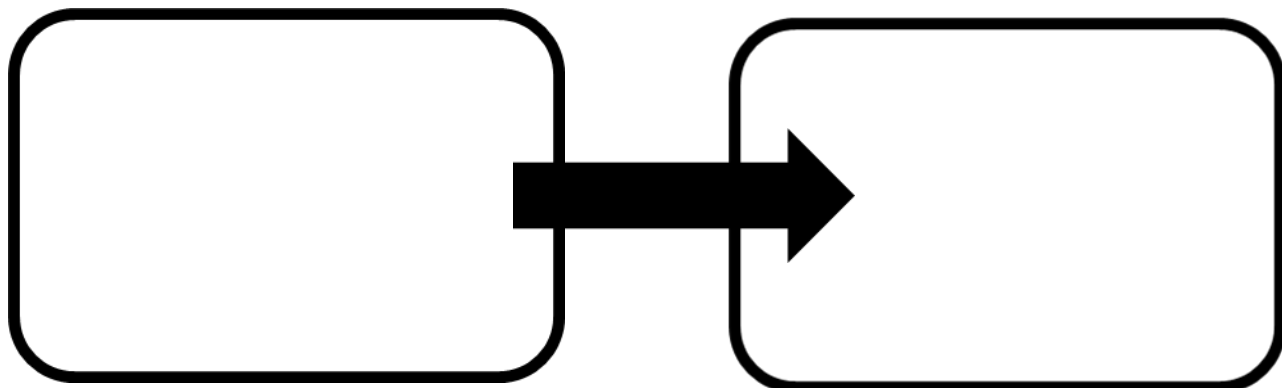
I used my umbrella.

Name \_\_\_\_\_ Date \_\_\_\_\_

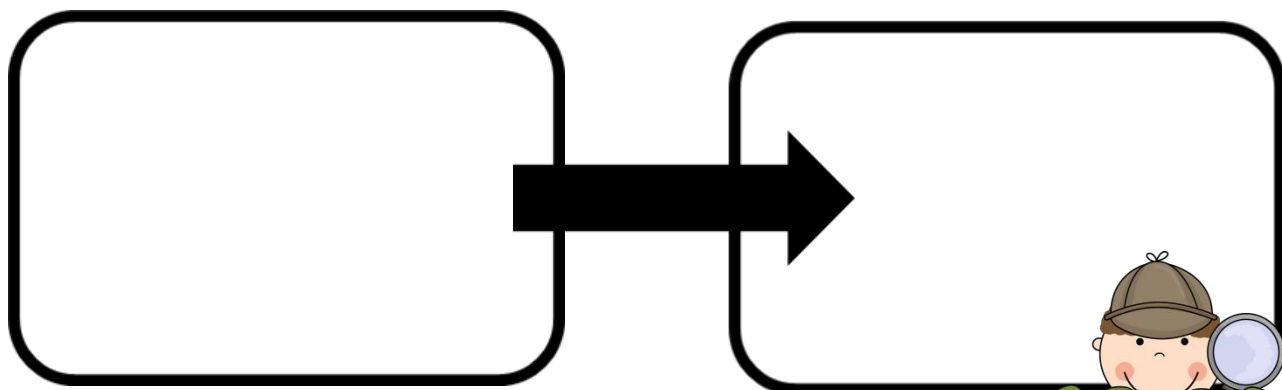
# Cause and Effect



A diagram consisting of two rounded rectangular boxes. A thick black arrow points from the right side of the left box to the left side of the right box.



A diagram consisting of two rounded rectangular boxes. A thick black arrow points from the right side of the left box to the left side of the right box.



A diagram consisting of two rounded rectangular boxes. A thick black arrow points from the right side of the left box to the left side of the right box.





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

# Cause and Effect

## If you Give a Mouse a Cookie

If you give a  
mouse a cookie



He will notice  
he needs a  
trim.

If you give a  
mouse paper  
and crayons



The refrigerator  
will remind him  
that he is thirsty.

The dog  
performed a  
trick.

It rained  
today.

My boots got  
muddy.

She gave the  
dog a bone.

I am hungry.

The books  
were too  
heavy.

I didn't eat  
breakfast.

The bag  
broke.

Can you match the cause to the effect? CUT and MATCH

# Cause

# Effect

Why did it happen?

What happened?



I got a  
Sunburn.

I didn't wear  
SunScreen.

The popsicle  
melted.

I cry.

I cant find  
MY favorite  
toy.


It's hot  
outside.

I laughed.

I read to a  
funny story.

# Cause

# Effect



# Cause and Effect: Match Them!

Match the cause to the effect.

## Cause

1. \_\_\_\_\_ The car ran a red light.
2. \_\_\_\_\_ Ben stayed up late.
3. \_\_\_\_\_ The students were quiet in class.
4. \_\_\_\_\_ It rained.
5. \_\_\_\_\_ Lydia skipped breakfast.
6. \_\_\_\_\_ It was very hot outside.
7. \_\_\_\_\_ Lucy's shoes weren't tied.
8. \_\_\_\_\_ The boat had a leak.
9. \_\_\_\_\_ The puppy chased its tail.
10. \_\_\_\_\_ There was too much water in the pot.

## Effect

- A. The horses were thirsty.
- B. She fell down.
- C. She was hungry at lunch.
- D. He was sleepy the next day.
- E. It boiled over.
- F. Everyone laughed.
- G. It sank.
- H. Chris got wet.
- I. The teacher gave them a reward.
- J. Another car hit it.



# Cause and Effect: Match Them!

Match the cause to the effect.

## Cause

## Effect

- |  |                                    |
|--|------------------------------------|
| 1. <u>  <b>J</b>  </u> The car ran a red light.              | A. The horses were thirsty.        |
| 2. <u>  <b>D</b>  </u> Ben stayed up late.                   | B. She fell down.                  |
| 3. <u>  <b>I</b>  </u> The students were quiet in class.     | C. She was hungry at lunch.        |
| 4. <u>  <b>H</b>  </u> It rained.                            | D. He was sleepy the next day.     |
| 5. <u>  <b>C</b>  </u> Lydia skipped breakfast.              | E. It boiled over.                 |
| 6. <u>  <b>A</b>  </u> It was very hot outside.              | F. Everyone laughed.               |
| 7. <u>  <b>B</b>  </u> Lucy's shoes weren't tied.            | G. It sank.                        |
| 8. <u>  <b>G</b>  </u> The boat had a leak.                  | H. Chris got wet.                  |
| 9. <u>  <b>F</b>  </u> The puppy chased its tail.            | I. The teacher gave them a reward. |
| 10. <u>  <b>E</b>  </u> There was too much water in the pot. | J. Another car hit it.             |

## Functional Skills/Adaptive Functional Skills ELA Lesson

### Cause and Effect

#### Standard

**Common Core Connectors: 6.RI.g4 7.RI.k4 8.RI.k4**

**CCSS.ELA-Literacy.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### Functional Skills Standard

##### Links Cause and Effect

Introduction to Cause and Effect

<https://youtu.be/lo-JrF-c110>

Vocabulary Words

**Cause- why something happens**

**Effect- what happens**

#### Activities

The Cause and Effect worksheets for the activities are attached. There are three different levels of Cause and Effect worksheets.

#### Ending Activity/Games

<https://www.teachertube.com/videos/cause-and-effect-lesson-20516>

<https://www.roomrecess.com/Lessons/CauseAndEffect/Video.html>

<https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/>

<http://mrsdell.org/causeandeffect/>

## **Adapted Living Skills Curriculum (ALSC 2.3)**

### **FISH ADT 117- 125**

#### **Home Cleaning and Organization Home Living Skills (Independent/Supportive Living)**

2.3.7 Making the bed

2.3.10 Removing bed linens

2.3.14 Replacing bed linens

#### **Lesson: Making a Bed (for all hyper-links press control and click)**

**Introduction:** Video introducing Preparing step by step how to make a bed, removing bed lines, and replacing bed linens.

<https://youtu.be/Sb1Kfl8kNro>

## **Vocabulary (Linens, Removing, Replacing, Pillowcase, Blanket)**

#### **Bedroom Vocabulary**

[https://youtu.be/rAq9\)0cJt58](https://youtu.be/rAq9)0cJt58)

**Online Dictionary (Extension)** Look up definitions and write them down or type in Microsoft word)

Write Words Daily on Paper or Index Cards

<https://www.merriam-webster.com/word-games>

## **Kids online Dictionary**

<http://www.learnersdictionary.com/definition/kid>

#### **Activity/Worksheets**

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3Ab9365f5f-5bb6-4cef-a965-ade994ba8e67>

#### **Close Lesson/Extended Technology**

How often do you Change your Bed linens (Sheets)?

<https://youtu.be/ySP6FWnt9Mc>

How Often Should You Actually Wash Your Sheets?

<https://youtu.be/wV9hmUZZGd0>

Bedding Care 101 | How to Wash a Duvet (Blanket), Pillows, Fold a Fitted Sheet

<https://youtu.be/tulZ6c9bDfg>

## **Games**

<https://pbskids.org/daniel/games/my-bedtime>

<https://www.babyhazegames.com/games/baby-hazel-bed-time.html>

<https://theinspiredtreehouse.com/simple-activities-for-kids-bed-sheets/>

**Functional Skills/Adaptive Functional Skills Math Lesson**  
**Multiplication Lesson**

**Standards**

**Common Core Standard**

**6.NO.2a6**

**Grade 6: The Number System. Compute fluently with multi-digit numbers and find common factors and multiples. 2A. Fluently divide multi-digit numbers using the standard algorithm.**

**Functional Skills Standard**

**Multiplies/divides with or without regrouping**

**Introduction to Multiplication**

<https://www.youtube.com/watch?v=dPksJHBZs4Q>

**Vocabulary Words**

**Multiple**-the product of a given whole number and any other whole number

**Product**- the answer you get when you multiply two factors together.

**Factor**-numbers that are multiplied together to get a product.

**Activities**

The multiplication worksheets for the activities are attached. There are three different levels of multiplication worksheets.

**Ending Activity**

[www.multiplication.com](http://www.multiplication.com)

Students can pick a game to play on the website.

## **Resources**

<https://www.youtube.com/watch?v=dPksJHBZs4Q>

[www.mathaids.com](http://www.mathaids.com)

[www.multiplication.com](http://www.multiplication.com)

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

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

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

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$$\begin{array}{r} 58 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ \times 4 \\ \hline \end{array}$$



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

Score : \_\_\_\_\_

Teacher : \_\_\_\_\_

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

---

$$\begin{array}{r} 58 \\ \times 7 \\ \hline 406 \end{array}$$

$$\begin{array}{r} 50 \\ \times 2 \\ \hline 100 \end{array}$$

$$\begin{array}{r} 82 \\ \times 2 \\ \hline 164 \end{array}$$

$$\begin{array}{r} 13 \\ \times 4 \\ \hline 52 \end{array}$$

$$\begin{array}{r} 67 \\ \times 4 \\ \hline 268 \end{array}$$

$$\begin{array}{r} 58 \\ \times 7 \\ \hline 406 \end{array}$$

$$\begin{array}{r} 32 \\ \times 8 \\ \hline 256 \end{array}$$

$$\begin{array}{r} 47 \\ \times 2 \\ \hline 94 \end{array}$$

$$\begin{array}{r} 21 \\ \times 4 \\ \hline 84 \end{array}$$

$$\begin{array}{r} 42 \\ \times 7 \\ \hline 294 \end{array}$$

$$\begin{array}{r} 60 \\ \times 7 \\ \hline 420 \end{array}$$

$$\begin{array}{r} 93 \\ \times 4 \\ \hline 372 \end{array}$$

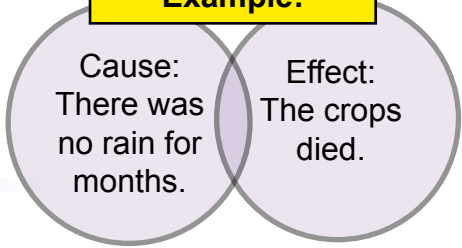




# What's the Effect?

Read each sentence below. Write what you think might be an effect on the second line.

**Example:**



1. Cause: Robbie's bicycle had a flat tire.

**Effect:** \_\_\_\_\_

2. Cause: Dark clouds appeared in the sky.

**Effect:** \_\_\_\_\_

3. Cause: Violet took swimming lessons.

**Effect:** \_\_\_\_\_

4. Cause: The dog barked for hours.

**Effect:** \_\_\_\_\_

5. Cause: Paul overslept.

**Effect:** \_\_\_\_\_

6. Cause: Mrs. Winston put a dish on the shaky table.

**Effect:** \_\_\_\_\_

7. Cause: The gate was open.

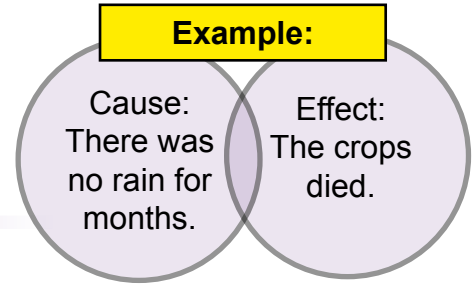
**Effect:** \_\_\_\_\_

8. Cause: It snowed last night.

**Effect:** \_\_\_\_\_

# What's the Effect?

Read each sentence below. Write what you think might be an effect on the second line.



1. Cause: Robbie's bicycle had a flat tire.

**Answers: Student's answers will vary. Examples of correct answers:**

**Effect:** Robbie couldn't go to his friend's house.

2. Cause: Dark clouds appeared in the sky.

**Effect:** It began to storm.

3. Cause: Violet took swimming lessons.

**Effect:** She won a swimming medal.

4. Cause: The dog barked for hours.

**Effect:** The neighbors complained to the family.

5. Cause: Paul overslept.

**Effect:** He was late for school.

6. Cause: Mrs. Winston put a dish on the shaky table.

**Effect:** The dish fell off and broke.

7. Cause: The gate was open.

**Effect:** The sheep got out of the field.

8. Cause: It snowed last night.

**Effect:** The children made a snowman.

**Shelby County Schools  
Extended Learning Packet**



**Self-Contained SPED High School**

## **Activities for Transition FS and AFS HS**

### **HOUSING/HOME CLEANING AND ORGANIZATION**

#### **To perform spontaneous cleaning tasks**

- Replacing a roll of toilet paper

<https://www.youtube.com/watch?v=1t-bV0fJLBk>

- Spraying air fresheners (disinfectants)

### **EATING**

#### **To Read Food Related Vocabulary Words**

- Read kinds of breads, cereals, pasta, baking ingredients, deserts and sweets
- List vocabulary words
- Create a Menu for a Balanced Diet (*see Sandwich Activity example*)
- Watch video of a Balanced Diet [www.youtube.com/watch?v=YimuldEZSNY](http://www.youtube.com/watch?v=YimuldEZSNY)

### **Time Management**

- **To Use a Calendar**
  - Records events on a calendar (*see Daily Schedule example*)

### **Community Safety**

- **Provide Personal Information**
  - States/writes phone number and address (and other personal data)
- **To Get Help When a Problem Occurs**
  - Get directions or help when lost

### **Job Related Writing Skills**

- **Learn and Practice Communication and Expected on-the-job Behaviors**
  - Identify inappropriate interaction with co-workers

<https://www.youtube.com/watch?v=1kOn8vWA4fU>

### **Daily Living Skills**

#### **Name common appliances and tools found in the home and tell how each is used**

- Students look through magazines and cut out what they think are essential appliances.
- Students can also investigate websites for that information:

<http://www.kitchenappliances.us>

## Community Safety

(Provide Personal Information)

Fill out all information. Remember to write neatly.

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

### Practice Job Application

Directions: Fill out all information. Remember to write neatly! 😊

First Name	Middle Name	Last Name
Street Address		
City	State	Zip Code
Phone Number	DOB	
School		
References		
Name: _____	Phone Number: _____	
Name: _____	Phone Number: _____	
Emergency Contact		
Name: _____	Phone Number: _____	
Address: _____	Relationship: _____	

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

**Personal Data Sheet Directions:** Fill in the information requested below.

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number (Home/Cell) \_\_\_\_\_ E-mail \_\_\_\_\_

SS# \_\_\_\_\_ Birth date \_\_\_\_\_

**EDUCATION**

Name	Address	Years Attended
------	---------	----------------

Junior High _____	_____	_____
-------------------	-------	-------

High School _____	_____	_____
-------------------	-------	-------

**WORKEXPRIENCE:** List most recent employment first.

Place Position Dates

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**REFERENCES**

Name	Address	Occupation
------	---------	------------

1. _____	_____	_____
----------	-------	-------

2. _____	_____	_____
----------	-------	-------

3. _____	_____	_____
----------	-------	-------

**IN CASE OF EMERGENCY NOTIFY**

Name \_\_\_\_\_ Telephone \_\_\_\_\_

## **HOUSING/HOME CLEANING AND ORGANIZATION**

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

Directions: Ask a family member or a neighbor why and how often each of the following home maintenance tasks should be done. Record their answers below. Add any activities they name that are not on the worksheet.

Why clean?	How often?
floor _____	_____
dishes _____	_____
garage/workroom _____	_____
clothes _____	_____
furniture _____	_____
fireplace _____	_____
bed sheets _____	_____
stovetop _____	_____
oven _____	_____
refrigerator _____	_____
gutters _____	_____
closets _____	_____

## HOUSING/HOME CLEANING AND ORGANIZATION

### Cleaning

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

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

Directions: For your group's picture of a room or location in a home, think of as many cleaning activities required. Note whether each activity is performed daily, weekly, or occasionally.

Room or location:

Daily activities	Weekly activities	Occasional activities
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____



## EATING

**Food Groups in My Meals** Directions: Write in the foods that you usually eat in one day.

LCE 1.5.20.1.A:1/E:1/P:1

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

Food group	Breakfast	Lunch	Snacks	Dinner
Grains				
Dairy				
Fruits and vegetables				
Meat, poultry, fish, or other protein				
Fats, oils, and sweets				

## EATING

### Weekly Meals With Variety

LCE 1.5.20.1.A:1/E:1/P:1

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

Directions: Suppose you are planning meals for one week for a family. Consider the four food groups, the variety needed for nutrition and meal appeal when you list the foods.

Day of the Week \_\_\_\_\_

	Breakfast	Lunch	Dinner
Grains	_____	_____	_____
Dairy	_____	_____	_____
Fruits/ Vegetables	_____	_____	_____
Meat/ Protein	_____	_____	_____

**Community Leisure  
(To Develop Leisure Habits)**

MY LEISURE TIME ACTIVITY WORKSHEET

Name \_\_\_\_\_ Date \_\_\_\_\_

What I Think:

Directions for Part A: Choose a leisure activity you like and could do this week from the list on the board. Write the name of the activity below. Then fill in the rest of the information.

Activity: \_\_\_\_\_

Cost: \_\_\_\_\_

How long it will take: \_\_\_\_\_

Where I will do it: \_\_\_\_\_

Physical requirements: \_\_\_\_\_

Directions for Part B: After you have done the activity, fill in the blanks below. Be ready to tell the class about your activity.

Cost: \_\_\_\_\_

How long it took: \_\_\_\_\_

Where I did it: \_\_\_\_\_

Physical requirements: \_\_\_\_\_

## **Time Management**

### Reading a Calendar

Worksheet - MONTH OF MARCH

Name \_\_\_\_\_ Date \_\_\_\_\_

Answer the questions according to the March 2020 calendar on the next page.

1. The bill is due on the first Friday of March. What is the due date of the bill?
2. Emma forgot to pay the bill on time. She paid the bill when it was three days overdue. When did she pay the bill?
3. What is the date of the last Monday of March?
4. Which day of the week is March 29th?
5. Which day of the week is March 14th?
6. How many Wednesdays are there in March?
7. How many days are there in March?

## MARCH 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

## **Time Management**

### Reading a calendar

Time Worksheet - MONTH OF APRIL

Name \_\_\_\_\_ Date \_\_\_\_\_

Answer the questions according to the April 2020 calendar on the next page.

1. Ashley has a field trip on April 14<sup>th</sup>. What day of the week is her field trip?
2. Ashley needs to pay a fee the Friday before the field trip. What is the due date for the fee? \_
3. Ashley has piano lessons every Wednesday. How many piano lessons is she going to have in April?
4. What is the date of the first Friday of April?
5. Which day of the week is April 27<sup>th</sup>?
6. How many Saturdays are there in April?
7. How many days are in April?

## APRIL 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
5	6	7	8	9	10 Good Friday	11
12 Easter Sunday	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

## Daily Living Skills

Name common appliances and tools found in the home. Choose the correct words from the list below and write them under the correct pictures.

### KITCHEN APPLIANCES VOCABULARY MATCHING WORKSHEET

Choose the correct words from the list below and write them under the correct pictures



#### WORD LIST

- blender
- mixer
- toaster
- scale
- deep fryer
- fridge
- dishwasher
- washing machine
- coffee maker
- microwave
- egg boiler
- cooker
- grill
- kettle
- mincer
- juicer





# Answer Key

**KITCHEN APPLIANCES VOCABULARY MATCHING WORKSHEET ANSWER KEY**

Choose the correct words from the list below and write them under the correct pictures

**WORD LIST**

- blender
- mixer
- toaster
- scale
- deep fryer
- fridge
- dishwasher
- washing machine
- coffee maker
- microwave
- egg boiler
- cooker
- grill
- kettle
- mincer
- juicer

toaster      juicer      fridge      coffee maker

mincer      deep fryer

egg boiler      scale

washing machine      grill      blender      microwave

kettle      mixer      cooker      dishwasher



## EATING

### Sandwich Activity

1. Prepare to make a sandwich.
2. Clean your surface.

\*\* Watch the following video on food safety:



Copy and paste the following link into your web browser:

<https://www.cdc.gov/foodsafety/communication/food-safety-videos.html#safety>

3. Gather all ingredients, supplies, and utensils.
4. Locate the FDA Nutrition Facts for each product.
5. Measure the appropriate serving size.
6. Make/assemble the sandwich.

**Record each step below as you assemble your sandwich. (What did you do first, what did you do next, etc.?)**

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Google “PBS Sandwich History” to locate and view the following:



**\*\*NOTE - This is just a screenshot of the video.**

What does **PBS** stand for/mean? \_\_\_\_\_

List two (2) types of bread you could use to make a sandwich:

1) \_\_\_\_\_

2) \_\_\_\_\_

Draw the different patterns you could use to slice your sandwich in half.

**Horizontal**

**Vertical**

**Diagonal**

What is the numerical representation of half? \_\_\_\_\_

What does **FDA** stand for/mean? \_\_\_\_\_

Define: **utensils** \_\_\_\_\_

1.  $19 + 26 + 23 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 68 \\ + 48 \\ \hline \end{array}$$

3. List these in decreasing order of length.

3 cm, 3 m, 3 mm

\_\_\_\_\_

4. What is six hours after 2 P.M.?

\_\_\_\_\_

5. One cup of popcorn kernels makes four cups of popped corn. There are six cups of kernels in a bag. How many cups of popped corn will one bag make?

\_\_\_\_\_

1.  $56 - 17 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 837 \\ - 614 \\ \hline \end{array}$$

3. Round 5,294 to the nearest hundred.

\_\_\_\_\_

4. Choose the best description of a square.

- A square has two sets of parallel sides.
- A square has four equal angles.
- A square is a quadrilateral with equal sides and equal angles.

5. Aunt Carol's peanut brittle recipe calls for
- $\frac{1}{2}$
- pound of peanuts. If she makes 26 batches for the bake sale, how many pounds of peanuts will she use?

\_\_\_\_\_

- $8 \times 7 =$  \_\_\_\_\_
- $$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$
- What is 12 degrees warmer than 38 degrees?  
\_\_\_\_\_
- A bag of taffy contains three flavors: chocolate, vanilla, and cherry. There is an equal number of each flavor. What is the chance of reaching into the bag and getting a cherry-flavored piece?  
\_\_\_\_\_
- The number is between 0 and 9. It cannot be evenly divided by 2. It is more than five. What is the number?  
\_\_\_\_\_

- 63 divided by 7 = \_\_\_\_\_
- $4\overline{)28}$
- Write this number in standard notation.  
three thousand six hundred seventeen  
\_\_\_\_\_
- What is half of 14?  
\_\_\_\_\_
- Jill has an old bike. Her parents gave her \$40 to repair it. New tires will cost \$21. She also wants to buy a bell for \$5 and a basket for \$13. How much money will Jill have left?  
\_\_\_\_\_

Choose any three digits between 0 and 10. Make all the two-digit numbers you can using those three digits. Add up the two-digit numbers you created and divide by the sum of the original three digits. Record your answer. Then do it again with another three digits. Write your observations about the answers.

Show your work here.

Write your answer here.

How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

1.  $33 + 22 + 36 =$  \_\_\_\_\_

4. Draw as many lines of symmetry as possible.

2. 
$$\begin{array}{r} 73 \\ + 89 \\ \hline \end{array}$$

3. How many inches are in 5 feet?  
  
\_\_\_\_\_5. Wilbur Wright was born in 1867. His brother Orville was born in 1871. How old was each brother in 1903?  
  
\_\_\_\_\_How much older was Wilbur than Orville?  
  
\_\_\_\_\_

1.  $87 - 38 =$  \_\_\_\_\_

4. Name three common denominators of  $\frac{1}{3}$  and  $\frac{1}{2}$ .  
  
\_\_\_\_\_

2. 
$$\begin{array}{r} 398 \\ - 235 \\ \hline \end{array}$$

3. Complete this table.

Subjects	Hands
1	2
2	4
3	6
4	
5	
10	
15	

5. Mercury is 58 million kilometers from the sun. Earth is 150 million kilometers from the sun. How much farther from the sun is Earth?  
  
\_\_\_\_\_



1.  $5 \times 9 =$  \_\_\_\_\_

4. Write the factors of 14. Circle the prime factors.

\_\_\_\_\_

2. 
$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

5. The Community Council is replanting six flower boxes downtown. Each flower box holds 32 petunias. If petunias come in packs of 8, how many packs will be needed?

\_\_\_\_\_

3. What comes next?

44 22 88 44 176 88 \_\_\_\_\_

\_\_\_\_\_

1.  $5\overline{)35}$

4. Fill in the correct symbol.

&lt; = &gt;

2.  $4\overline{)20}$

31 ○ 47

3. What place value does the 6 have in 764,328?

\_\_\_\_\_

5. The coffee shop has nine apple pies cut into fourths. Each piece sells for \$1.50. How much are all the pieces worth?

\_\_\_\_\_

Magic Square

In this magic square, the sum of each row, column, and diagonal is the same. Fill in the squares. Reduce your answers to the lowest terms.

$\frac{1}{4}$	$1\frac{1}{4}$	
$1\frac{7}{12}$		
$\frac{2}{3}$		

How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	Monday	Tuesday	Wednesday	Thursday	Friday

1.  $36 + 10 + 1 + 49 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 415 \\ + 398 \\ \hline \end{array}$$

3. What is the perimeter of an 8" square?  
  
\_\_\_\_\_4. It was  $102^{\circ}\text{F}$  on the Fourth of July. It was 50 degrees cooler on Thanksgiving. What was the temperature on Thanksgiving?  
  
\_\_\_\_\_5. Tamara has twelve coins. One-quarter are dimes, one-half are quarters, and the rest are pennies. What is the value of Tamara's money?  
  
\_\_\_\_\_

1.  $783 - 388 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 85 \\ - 16 \\ \hline \end{array}$$

3. Construct a graph to show the information below. Use a sheet of graph paper.

Goals Scored	Ducks	Opponents
Game 1	4	2
Game 2	3	0
Game 3	1	5
Game 4	6	3

4. Name two things in your desk that are rectangular prisms.  
  
\_\_\_\_\_5. The nature museum is open seven days a week. Every day 105 people come to see the exhibits. How many people come to the museum in one week?  
  
\_\_\_\_\_

1.  $3 \times 5 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

3. If  $a = 2$ , what is the value of  $a + 6$ ?

\_\_\_\_\_

4. If Bert is responsible for mowing 50% of the lawn, what does that mean?

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

5. If Mario eats two cups of pretzels every night while he watches television, how many cups does he eat in one week?

\_\_\_\_\_

If there are 13 pretzels in each cup, how many pretzels does he eat?

\_\_\_\_\_

1.  $3 \overline{)21}$

2.  $6 \overline{)30}$

3. Which of these is more?

 a liter a milliliter

4. What is the mean (average) of this data?

5, 8, 9, 6, 2

\_\_\_\_\_

5. How many months are there in three years?

\_\_\_\_\_

State the rule and fill in the missing numbers in this chart.

Input	Output
12	10
	16
32	
62	35
70	39
86	

How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>

1.  $39 + 19 + 17 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 4,139 \\ + 2,524 \\ \hline \end{array}$$

3. Correct the mistakes.

$1,426 + 2,317 = 3,742$

$4,138 + 3,522 = 7,663$

4. How many sides does a pentagon have?

\_\_\_\_\_

5. There are 59 boys and 49 girls in the baseball league this year. If there are 9 teams in the league, how many players will each team have?

\_\_\_\_\_

1.  $94 - 26 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 284 \\ - 188 \\ \hline \end{array}$$

3. What are the next four figures in this pattern?

◆ ▼ ▼ ● ▼ ◆ ▼ ▼ ● ▼ \_\_\_\_\_

4. When you write \$3.01, what does the decimal point mean?

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

5. The number is less than 20. It is an odd one-digit number. It is not the number of sides of a triangle. It can be divided by three. What is the number?

\_\_\_\_\_

1.  $5 \times 8 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 24 \\ \times 2 \\ \hline \end{array}$$

3. What number sentences can be created using 9, 7, and 16?

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4. What place value does the 7 have in 187,300?

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5. During batting practice, each player was pitched 12 balls. If 9 players came to practice, how many balls were pitched?

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If the players each hit an average of 8 balls, how many balls were hit?

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1.  $81 \div 9 =$  \_\_\_\_\_

2.  $3\overline{)51}$

3. How many lines of symmetry does a square have?

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4. Write this number in standard notation.

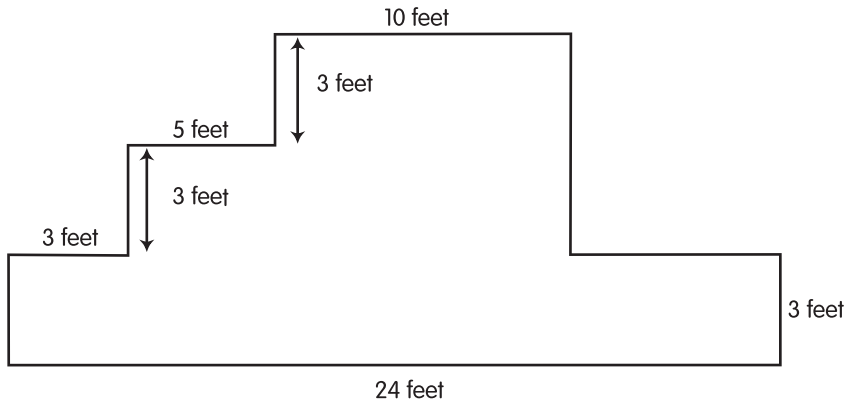
twelve thousand twenty

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5. Kim's new bike cost twice as much as Yoko's. If Yoko's bike cost \$189, how much did Kim's bike cost?

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Study the figure below. Then determine its area.



Write your answer here.

How many did you get correct each day? Color the squares.

5					
4					
3					
2					
1					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>



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

## Nonfiction Reading

### Wintertime

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Brrrr. Winter is cold in some places. Many plants do not grow during winter. Some plants die. Snow and ice may cover the ground. It can be hard for animals to find food during winter. Animals get through this time in many ways. Birds and butterflies can fly. Many of them do not stick around for the winter. They leave. They go to a place with nice weather. Then they come home in the spring. We call this migration. Migrating is a good way to avoid the cold. Another good way to avoid the cold is to sleep through it. Many animals hide during the winter. Their bodies slow down. They save their energy. They do not eat. They live off of their fat. They do this until food returns. We call this hibernation. Snakes, frogs, and bears hibernate. Some animals store food in their homes. They do not sleep all winter, but they do much less. They live on what they saved in the summer and fall. This is what squirrels, beavers, and raccoons do. Skunks do this too. Other animals tough it out. They do not leave. They do not hide. They must survive. Sometimes nature helps them out. Some animals grow thicker coats in the winter. Other animals change color. The arctic fox is brown in the summer. His coat turns white in the winter. Winter may be pretty. It is nice to see snow on the trees. But it is dangerous too. People are also at risk. You can get frost bitten or worse. How do you beat the winter? Do you wear a thick coat? Do you stay inside? Or do you live somewhere warm?

1. Which of these animals migrates during the winter?
  - a. foxes b. snakes
  - c. bears d. butterflies
2. Which of these animals survives winter by eating stored food?
  - a. bears b. raccoons
  - c. frogs d. birds

3. Why does the arctic fox's coat change white during winter?

- a. The white coat is prettier and attracts mates.
- b. White absorbs the sun and is warmer.
- c. The white coat helps him blend with the snow.
- d. His body saves energy by reducing hair color.

4. Which does not hibernate?

- a. skunks b. frogs
- c. snakes d. bears

5. Why is winter a difficult season in some places?

- a. There is less food.
- b. It is colder.
- c. Snow and ice cover the ground.
- d. All of these

6. What does it mean to migrate?

- a. To grow a thicker coat
- b. To move somewhere warmer for a season
- c. To enter a long sleep and survive off of body fat
- d. To change colors

7. What is the main idea of this text?

- a. Animals do funny and interesting things.
- b. Most flowers do not grow during the wintertime.
- c. Animals survive the winter in many ways.
- d. We must prepare for the dangers of winter.

8. How does a hibernating animal survive?

- a. A hibernating animal lives off of stored food.
- b. A hibernating animal lives off of body fat.
- c. A hibernating animal lives somewhere warm.
- d. A hibernating animal lives off of the land.

9. How would a thicker coat help an animal survive winter?

- a. A thicker coat would help an animal hide better.
- b. A thicker coat would protect an animal against attacks.
- c. A thicker coat would help an animal stay warm.
- d. A thicker coat would help an animal migrate.

10. Which title would best describe this text?

- a. Winter: A Time to Migrate
- b. Hibernation: Sleeping it off
- c. Survive: How Animals Beat the Winter

d. Birds and Butterflies: Nature's Movers and Shakers

Describe how a skunk survives the winter. List the steps that the skunk must take to survive in chronological order.

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Why is migrating a good way to get through the winter? Refer to the text in your answer.

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How is the way that frogs and snakes get through the winter different from how squirrels and beavers survive?

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**Shelby County Schools  
Extended Learning Packet**



**Self-Contained SPED Adaptive PE**



## **Dance**

### Seated or Standing Versions

- [https://www.youtube.com/watch?v=LArvqV\\_XeJl](https://www.youtube.com/watch?v=LArvqV_XeJl)
- <https://www.youtube.com/watch?v=W36f9kAExJI>
- Listen to your favorite song, and make up your own dance!
  - Add visual tracking by including bright or noise making objects in various locations and distances around the space or the student

### **Recreational Activities to Get MOVING**

- Tie a balloon to a fly swatter and use it as a racket to hit and swing at the balloon
- Roll over bubble wrap that is taped to the floor while your child is in their wheelchair (they will love the sound)
- Hang streamers from a doorway and wheel through them
- Make an obstacle course to wheel or crawl through
- Blow bubbles and having student track (watch) them and then reach to try and pop them using any body part (hands, feet, knees, elbows)
- Push balloon off lap or your hand held where they can reach
- Hit/tap balloon using any part of your body
  - Try to get to 10 without the balloon hitting floor and count out loud
  - Variations:
    - Count by 2s or whatever coordinates with the student's math level



- Spell sight words or name
  - Increase distance between players to make the activity more difficult
  - Decrease distance between players to make the activity less difficult.
- The Family Fitness Game  
(copy and paste URL below into search bar)  
[https://view.genial.ly/5e8178b59c3c020e43a0cb02/game-the-family-fitness-game-copy-copy?fbclid=IwAR0rkG5a3gLPr5DTcZYOljT\\_XURgzDFxo8EkPEWNIkYZAVs84YY-uRUWsTQ](https://view.genial.ly/5e8178b59c3c020e43a0cb02/game-the-family-fitness-game-copy-copy?fbclid=IwAR0rkG5a3gLPr5DTcZYOljT_XURgzDFxo8EkPEWNIkYZAVs84YY-uRUWsTQ)
- Change the activities at each spot on the game board as needed


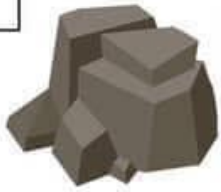








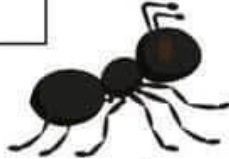


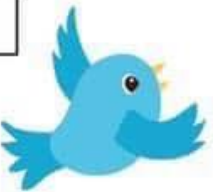


## **Yoga/Stretching/Relaxation**

- [https://justdoufit.com/ufit-homexercise/?fbclid=IwAR2Qakx\\_J89IBbQx71qFTAMfBAFaQwOz08G8BCRJoJN1jx2zajOvyiApTjM](https://justdoufit.com/ufit-homexercise/?fbclid=IwAR2Qakx_J89IBbQx71qFTAMfBAFaQwOz08G8BCRJoJN1jx2zajOvyiApTjM)

## **Scavenger Hunts**

- Scavenger hunts are used to help students develop life skills such as problem solving, reading and getting exercise for the mind and the body. Use the following scavenger hunts to work with your students/children to incorporate movement and recreational activities into your daily life.

# NATURE SCAVENGER HUNT

<input type="checkbox"/>  leaf	<input type="checkbox"/>  rock	<input type="checkbox"/>  flower	<input type="checkbox"/>  spider
<input type="checkbox"/>  squirrel	<input type="checkbox"/>  butterfly	<input type="checkbox"/>  twig	<input type="checkbox"/>  worm
<input type="checkbox"/>  snail	<input type="checkbox"/>  mushroom	<input type="checkbox"/>  ant	<input type="checkbox"/>  tree
<input type="checkbox"/>  bee	<input type="checkbox"/>  bird	<input type="checkbox"/>  tree stump	<input type="checkbox"/>  nest

# Outdoor Scavenger Hunt

COLLECT ALL OF THE FOLLOWING ITEMS  
IN A BAG OR BASKET. CHECK THE BOXES  
AS YOU FIND EACH ONE.

- 5 LEAVES THAT LOOK DIFFERENT
- A STICK THAT IS LONGER THAN YOUR HAND
- A ROCK WITH SPOTS ON IT
- A FLOWER
- A FLAT ROCK
- 10 BLADES OF GRASS
- SOMETHING YOU LOVE TO PLAY WITH
- A PIECE OF TRASH YOU CAN RECYCLE
- SOMETHING THAT IS BROWN
- SOMETHING THAT IS HEAVY
- SOMETHING THAT IS VERY LIGHT
- SOMETHING THAT NEEDS SUN TO LIVE
- AN ITEM SMALLER THAN YOUR THUMB
- SOMETHING THAT STARTS WITH "M"
- SOMETHING THAT SMELLS GOOD

Ready for snack? Make sure everything  
gets put back where it belongs!

# SPRING SCAVENGER HUNT

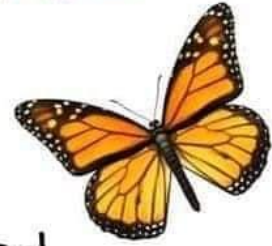
- 🌸 Find a yellow flower. primary playground
- 🌸 Find 3 different shaped leaves.
- 🌸 Find something that is red.
- 🌸 Find a spider web.
- 🌸 Find something that flies.
- 🌸 Name 2 things you see in the sky.
- 🌸 Find something that is long.
- 🌸 Find something that grows that is green.
- 🌸 Find 2 birds.
- 🌸 Find some water.
- 🌸 Find something purple.
- 🌸 Find something that crawls.



# BACKYARD SCAVENGER HUNT

primary playground

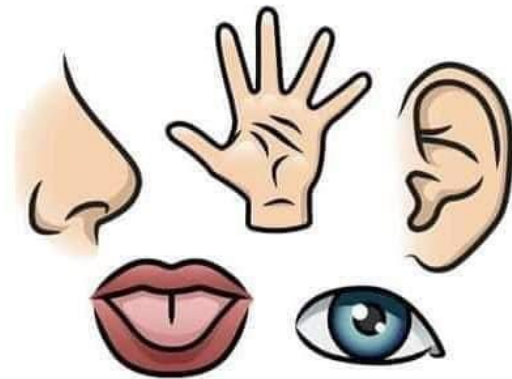
- ☁ Find 3 kinds of leaves..
- ☁ Find something yellow.
- ☁ Name a bug that is red.
- ☁ Find 2 sticks.
- ☁ Find something that smells good.
- ☁ Name something you see in the sky.
- ☁ Find something that is round.
- ☁ Find something that grows that is green.
- ☁ Find a bird.
- ☁ Find 3 different colored rocks.
- ☁ Find something purple.
- ☁ Find a bug.



# 5 SENSES SCAVENGER HUNT

primary playground

- Find something that makes a crunch sound.
- Find something that tastes sour.
- Find something that smells good.
- Find something smooth.
- Find 3 of the same thing.
- Find something that smells bad.
- Find something that tastes sweet.
- Find something loud.
- Find something long.
- Find something soft.
- Find something white.
- Find something quiet.
- Find something rough.



# INDOOR SCAVENGER HUNT

primary playground

- Find a fork.
- Find something that is red.
- Find a tissue box.
- Find 3 things that have wheels.
- Find an orange crayon.
- Find something that is very soft.
- Find a band-aid.
- Find a key.
- Find 2 socks that match.
- Find something round.
- Find a sticker.
- Find a rubber band.
- Find a pair of glasses.
- Find an envelope.



# Spell your Name Workout

Spell out your full name and do the workout with each letter. For something more challenging, include your middle name or do your name more than once.

<b>A</b>	10 Burpees	<b>N</b>	60 sec Wall Sit
<b>B</b>	60 sec Plank	<b>O</b>	15 Jumping Lunges
<b>C</b>	20 Squats	<b>P</b>	10 Donkey Kicks
<b>D</b>	10 Push ups	<b>Q</b>	15 Walking Planks (go from forearm planks to on your hands and back down)
<b>E</b>	20 Mountain Climbers	<b>R</b>	10 Supermans
<b>F</b>	15 Squat Jumps	<b>S</b>	10 Plank Jacks (jumping jacks in plank position)
<b>G</b>	30 Bicycles	<b>T</b>	20 High Knees
<b>H</b>	25 Jumping Jacks	<b>U</b>	25 Calf Raises
<b>I</b>	20 Walking Lunges	<b>V</b>	30 Arm circles (15 forwards and 15 backwards)
<b>J</b>	60 sec Jump Ropes (with or without a rope)	<b>W</b>	20 Side to Side Jumps
<b>K</b>	30 Sit ups	<b>X</b>	15 Hip Bridges
<b>L</b>	20 Russian Twists	<b>Y</b>	10 Frankenstein Kicks
<b>M</b>	15 Tricep Dips	<b>Z</b>	5 180 degree Jumps



## P.E. Home Warm Up Stretches

### Warm-up Activity

### "Verbal Prompts"

1. Deep Breathing: *"Deep breath in nose... now out mouth"*
2. Deltoid stretch: *"Arm across body, hold elbow... Switch."*
3. Arm circles: *"Arms out...BIG circles forward...small circles backwards"*
4. Hamstring stretch: *"Feet together, legs straight and try to touch your toes"*
5. Straddle stretch: *"Wide feet, legs straight and try to touch the ground"*
6. Lunge: *"Wide feet, point one toe out, two hands on that knee"*
7. Calf stretch: *"Up on tippy toes with heels up... now heels down and toes up"*
8. Jumping jacks: *"Feet together and arms down...wide feet and arms up"*
9. Windmill stretch: *"Wide feet, one hand up high in the sky, touch opposite foot"*
10. Locomotor: *"Run, jog, walk, gallop, skip, slide, jump and hop"*

I often use a 10-second count for each warm-up and try to keep the order consistent in hopes of improving the student's overall independence while participating in the routine. The locomotor portion of the warmup can be performed around the boundaries of a room, backyard and or in place. I highly recommend using music during the locomotor portion to make it fun! When the song plays the student moves and when the song is paused the student stops. For example; while the student is walking, 'pause' the song to cue the student to stop. Then verbally prompt the student to run, jump, etc. and press 'play'.

**\*\*Remember, our goal is to secure moderate to vigorous physical activity. \*\***

*If you have any questions or concerns, please do not hesitate to contact me.*

Jennifer Blessingame & Janie Emerson

Adapted P.E. Teachers

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*In addition to physically demonstrating the warm-up for the student, please feel free to use these visual prompts for additional support.*

Created By: Sean Corson

# Deep Breathing



Created By: Sean Corson

# Deltoid Stretch



Created By: Sean Corson

# Arm Circles



Created By: Sean Corson

# Hamstring Stretch



# Straddle Stretch



© LIFEAPPS

# Lunge



Created By: Sean Corson

# Calf Stretch





# Jumping Jacks



# Windmill Stretch



# Locomotor



## Activity Calendar

<b>Monday</b> Stretch + Skill	<b>Tuesday</b> Strength + Skill	<b>Wednesday</b> Cardio+ Skill	<b>Thursday</b> Choice+ Skill	<b>Friday</b> GET OUTSIDE
Stretches + Underhand Roll	Can Goods as Weights + Underhand roll	1  <b>DANCE MIX</b>	2 -Balloon Tap with a partner	3  Go For a Walk
6  <a href="#">Squish the Fish</a> Yoga	7  Yoga	8  Partner exercises! Sibling or parent would work great. <a href="#">partner exercises</a>	9 Stretch, Strength, or Balloon taps	10  Go to a Park you have never been to!
13  <a href="#">Balancing</a> <a href="#">Activities</a> <a href="#">Pink Oatmeal IG</a> <a href="#">videos</a>	14  <a href="#">Exercise Routine</a> <a href="#">w/Visuals</a>	15 Jack Heartman  <a href="https://youtu.be/RzbTmBlpGdQ">https://youtu.be/RzbTmBlpGdQ</a>	16  <a href="#">Invent a game with</a> <a href="#">items from home</a>	17  <a href="#">Scavenger Hunt</a> (Indoor/Outdoor)
20  <a href="#">Seated Yoga</a> (Chair)	21  At Home Warm Ups See above	22  <a href="#">Seated 30 min</a> <a href="#">boxing workout</a>	23  <a href="#">Game to play with</a>  <a href="#">paper plates</a>	24 Explore your Backyard. Can you  find something for each color of the rainbow?
27  <a href="#">Med Ball</a> & <a href="#">Dumbbell</a> Seated Exercises Use balloon or any kind of ball	28  <a href="#">Seated Exercises</a> no weights needed	29  <a href="#">Kids Bop Dance</a> <a href="#">Along</a>	30 Bowling with empty water bottles, or cans, and a ball	

PE/Adapted PE

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

Activity Log

















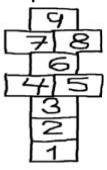
Dates: \_\_\_\_\_

It is important to be active everyday and try to get some fresh air. Today I.....?

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon/ Evening					

Activity ideas:

Students can cut and paste these into the chart above or write in their activities.

<p>Walk</p> 	<p>Run</p> 	<p>Basketball Dribbling or shooting.</p> 	<p>Kicking a soccer ball.</p> 	<p>Bike ride.</p> 	<p>Yoga</p> 
<p>Beach Ball volleyball</p> 	<p>Throwing and Catching</p> 	<p>Tennis or racket sports</p> 	<p>Active video Games (wii, switch)</p> 	<p>2 square or 4 square.</p> 	<p>Balloon volleyball/tennis</p> 
<p>Fitness or fitness Video</p>	<p>Just Dance</p> 	<p>Go Noodle</p> 	<p>Jump Rope</p> 	<p>Scooter</p> 	<p>Hop Scotch</p> 

Created by: Melissa Abadia