

5th Grade

Snow Day Scholars Program



Independent Learning Day Activities

Dear Students, Parents and Families:

As you know, weather in Connecticut during the long winter months is unpredictable, and often impacts our school schedule. For the 2019-2020 school year, the South Windsor Board of Education approved a district wide pilot of the **Snow Day Scholars** program. This initiative will support ongoing learning, even when students are home from school. The pilot will allow us to assess the feasibility of allowing students to demonstrate independent learning on emergency closing days with the understanding that the day will not need to be added to the calendar in June. The Snow Day Scholars program will only be initiated after three (3) emergency closing days have occurred. Both the 4th and 5th emergency closing days will be designated as an Independent Learning Day.

While at home on these days, students are asked to engage in independent learning, using their time to apply the skills and knowledge they have been working on in their classrooms. Included in this booklet are the following:

- Two separate menus of learning activities carefully crafted by teams of teachers and curriculum professionals are provided for each of the two Snow Day Scholars emergency closing days. These activities represent various content areas and levels of difficulty, and aim to support creativity, innovative thinking, personal wellness, and social consciousness.
- Some activities refer to a separate worksheet. These items are highlighted in **red**, and contain a reference number (e.g., "1-A") which can be found at the top of each attachment. All attachments have been provided in student packets, and are also available on the website.
- A **SAMPLE** of the optional parent feedback form is provided for your reference. Principals will send a link to the online survey to parents after each Snow Day Scholars event.

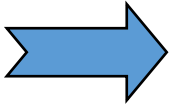
On emergency closing days #4 and #5, students should select and complete **at least four (4)** activities from the designated activity menu. After each activity is completed, check the box in the activity square. Students should bring the menu (as well as any other worksheets or papers) back to school to share with their teacher.

If you have any questions, do not hesitate to reach out to your child's teachers. **For your convenience, all of the information included in this packet (with embedded hyperlinks) is also available on the website.** Links to this and other information are provided on the back cover of this packet.

Your continued partnership to help South Windsor Public Schools develop meaningful programs and activities for our students is always appreciated!

DREAM. ACHIEVE. INSPIRE.

Day 1 Activity Menu for Emergency Closing Day #4



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your teacher when you return to school.



Literacy



Math



S.T.E.M.



Social Studies



Art and Music



Health and
Wellness

NOTE: Items in **RED** indicate an attachment contained in this booklet; items in **BLUE** indicate an online website or resource



Read for 30 minutes and write a journal response. What challenges or themes are being revealed in the text?



Do some research. What constellations should be visible in our sky tonight? Draw pictures and label the key stars in the constellations.



Read an article in a print or online newspaper. Complete the **Current Events Summary (1-A)**.



Read the **Mindfulness Task Cards (1-B)** and select one to try. Then try coloring after reading a mindfulness mantra.



Write down the recipe for a personal favorite food. Then, on the back, double the recipe ingredients, being careful to calculate the fractions precisely. Bonus: make the recipe to share with family!



With help from an adult, play a game, research a composer, compose a song, or dance to the beat. Visit: www.classicsforkids.com



Develop an invention to respond to a storm-related problem. Create an advertisement for your item. See directions on the **Invention Template (1-C)**.



With permission, watch a movie or television show and write a **Movie Review (1-D)**.



Take time to stretch. Then work on fitness by jogging in place, doing curl-ups and push-ups, or going on a walk outside (check with an adult).



Find the volume of at least three objects (rectangular prisms) in your house. Use the **Volume Worksheet (1-E)** to record your work.



Help around the house: clean your room, fold laundry, do the dishes, or sweep/vacuum.



Write a one paragraph report about a weather related topic and draw a picture to go with it. Or, use a digital camera and add it to a google document!



Visit [IXL](http://www.ixl.com), [Reflex Math](http://www.reflexmath.com) or [Xtra Math](http://www.xtramath.com) for math practice.



Perform two random acts of kindness.



Create a board game using characters, setting or conflicts you have read about in a book.



Look outside and sketch what you see. Include a foreground, middle ground and background.



Read an article in a print or online newspaper. Complete the following summary.

THE BASICS

ANSWER IN COMPLETE SENTENCES.

Where did the event take place?

When did the event take place?

Who was involved in the event?

What happened?

How did it happen?

Why did it happen?

Article Title: _____

Source: _____

Type of Event: (CIRCLE)

World National State Local

ANSWER IN COMPLETE SENTENCES.

What are the three most important points in the article?

1. _____


2. _____

3. _____

What is your opinion about this event?
Explain.

What is a connection you can make with this event?




MINDFULNESS 

Favorite Day Exercise

Think about a favorite day from the past. When thinking about this day, try and remember as many details as possible. What do you see? Smell? Hear? How do you feel?


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MINDFULNESS 

Balancing Exercise

Balance yourself on one foot. Close your eyes if you want to. As you balance on one foot, pay attention to the muscles working to keep you balanced and upright. Are you leaning to one side more than the other? Notice your body's natural tendency to want to put your foot down when you're falling.


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MINDFULNESS 

Mindful Walking Exercise

Find a space where you can take 20-25 steps. Stand still at one end of your path. Notice how your body feels. Begin walking at a pace slower than normal. How does your legs and feet feel as you move? When you reach the other side of your walking path, stand still and notice how your body feels while you're standing still.

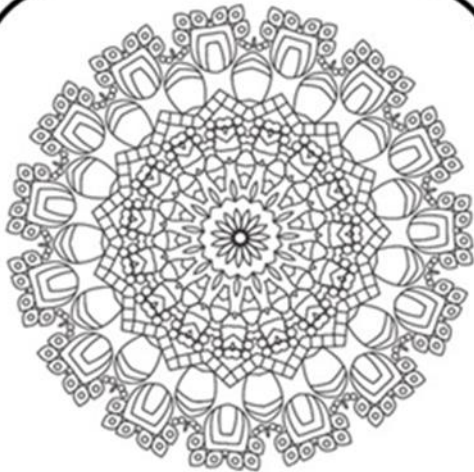
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MINDFULNESS 

Tuning In Exercise


Pretend you're sense of hearing is a radio station. First, tune in to the sounds farthest away (i.e. cars outside, dog barking). Next, change the 'station' and tune into the noises in the room you're in. Finally, tune in to the sounds of your body (i.e. breathing, heartbeat, etc.)

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I put my thoughts aside
to focus on the here
and now

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I am grounded. I am
centered

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INVENTION TEMPLATE

(1-C)

Imagine that you are an inventor. Your task is to develop a new product to respond to a storm-related problem. Use your imagination to design your invention. Then, write a persuasive advertisement to convince people to buy your product.

1. Think of a product to invent.
2. On a separate sheet of paper, draw a design for your product.
3. Label your drawing with all of the product's special features.
4. Complete the **Invention Advertisement Pre-Write** below. The more detailed you are on the pre-write, the easier writing the advertisement will be. Remember your goal is to PERSUADE someone to BUY your product.
5. Using your pre-write responses, write or type an advertisement for your product.

INVENTION ADVERTISEMENT PRE-WRITE

1. Write a clever, memorable name for the product you created.
2. Describe the special features of your product:
3. Brainstorm persuasive words and phrases to influence people to buy your product.
4. Write a sentence (or two) that establishes a sense of urgency for people to buy your product.
5. Determine the price for your product. Remember that the price should make the product affordable and yet take into account production costs and earnings so your company will make a profit.
6. Write a lead sentence (ask a question, address your audience, make a bold statement).

Day 1 Worksheets, Writing Prompts and Attachments



MOVIE/TELEVISION REVIEW

(1-D)



Turn regular movie watching into a learning experience by writing a critical review of a film you watch during the break. While watching the film, make sure to study it carefully. Then, complete the organizer to finish your review.

1. Review the review organizer below before watching the movie. This will help you know what to pay attention to.
2. Watch a movie at home or in the theater.
3. Complete the organizer below.
4. Share with a friend or family member.

Introduction

What movie did you see? What type of movie was it? Who starred in the movie?

Summary

What was the movie about? Who were the main characters? What were 3 important plot events? What problem was presented in the movie? How was the problem resolved?

Review

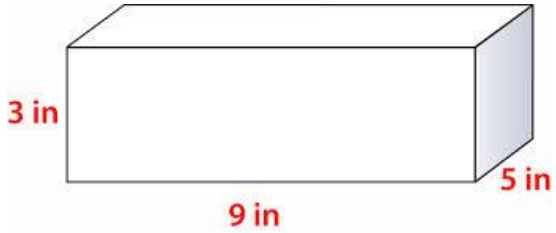
What was the movie about? Who were the main characters? What were 3 important plot events? What problem was presented in the movie? How was the problem resolved?



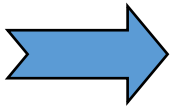
Find at least three objects in your house (rectangular prisms). Measure the length, width, and height. Then, sketch the objects, labeling the dimensions. Finally, calculate the volume of each object. Be sure to label with the appropriate units.



$$\text{Volume} = \text{Length} \times \text{Width} \times \text{Height}$$

Sketch of Object	Volume Calculations
	$3\text{in} \times 9\text{in} \times 5\text{in} = 135\text{in}^3$

Day 2 Activity Menu for Emergency Closing Day #5



Directions: Select at least **four (4) activities** to complete during today's emergency closing day. Share/review your choices with an adult. Each activity is labelled with one or more content area icons; complete activities from a variety of different content categories (see icons below). **Check the box** for each activity you complete. Submit your work to your teacher when you return to school.



Literacy



Math



S.T.E.M.



Social Studies



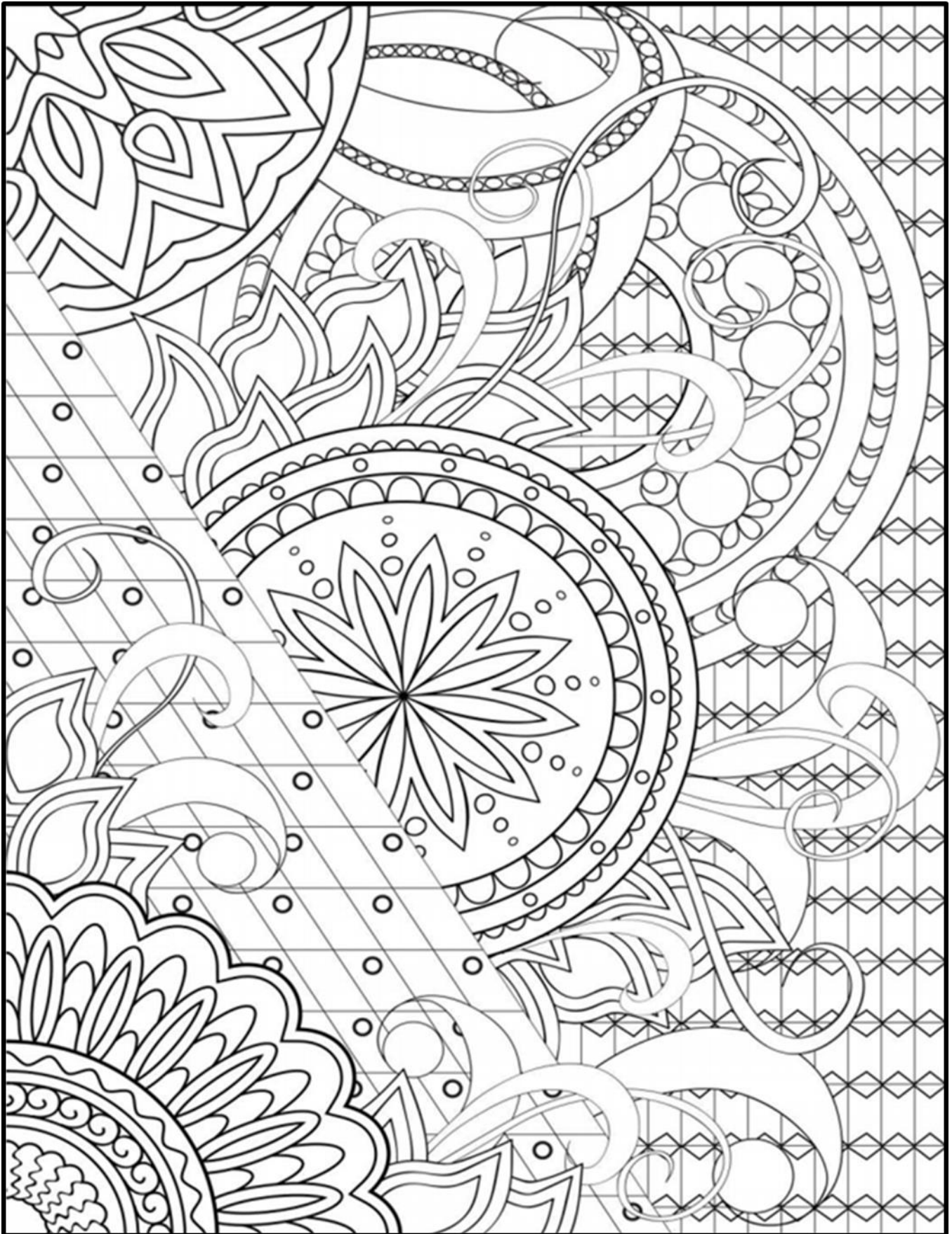
Art and Music



Health and Wellness

NOTE: Items in **RED** indicate an attachment contained in this booklet; items in **BLUE** indicate an online website or resource

<input type="checkbox"/>  Read an independent book for at least 30 minutes. Choose a passage from the text that you consider to be "outstanding" writing. Explain why you find this selection so powerful - see Reading Response (2-A) .	<input type="checkbox"/>   Write a letter to a soldier to thank them for their service. Visit operationgratitude.com for more information about what to include. Bring your letter to school to be mailed.	<input type="checkbox"/>   Respond to the Arctic Writing Prompt (2-B) regarding a trip to the Arctic.	<input type="checkbox"/>   Take a few minutes to be mindful. Follow the instructions on the Mindfulness Worksheet (2-C) .
<input type="checkbox"/>   With permission, visit Britannica School to read an article about a topic that interests you. Complete a summary of the main ideas and details you learned.	<input type="checkbox"/>  Play Kakooma on www.gregtangmath.com	<input type="checkbox"/>  Measure the dimensions of a box in the kitchen (cereal box, pasta box, etc.). Find the volume of this rectangular prism. Do the same for another box. What is the difference between the two measurements?	<input type="checkbox"/>  Understanding Fractions. Complete the Pizza Worksheet (2-D) to show how many slices of pizza each member of your "family" ate for dinner.
<input type="checkbox"/>  If you play a band or orchestra instrument, practice your assigned lesson music for 20 minutes.	<input type="checkbox"/>  With help from an adult, play a game, research a composer, compose a song, or dance to the beat. Visit: www.classicsforkids.com	<input type="checkbox"/>  How is the hydrosphere interacting with Earth's other spheres? Draw a model to explain.	<input type="checkbox"/>  Check a website or observe the moon. What phase is it currently in? Draw a diagram that shows the moon's last phase and its next phase.
<input type="checkbox"/>  Landscape Out Your Window - draw a picture of what you see from your window. Use worksheet (2-E) for guidance.	<input type="checkbox"/>  Self-Portrait: Look in a mirror and draw a self-portrait. Include as much realistic detail as possible.	<input type="checkbox"/>  Let's Get Moving! Find a comfortable space in your house and follow the instructions on the Let's Get Moving Worksheet (2-F) .	<input type="checkbox"/>  With help or permission from an adult, make a healthy snack to enjoy. Talk about what makes it a healthy choice.



Day 2 Worksheets, Writing Prompts and Attachments



HUNDREDS CHART

(2-D)



You order a pizza that has 18 slices. Your father eats $\frac{1}{9}$ of the pizza, your mother eats $\frac{1}{6}$, and your two little sisters each eat $\frac{1}{9}$. How many slices are left for you? Are there enough slices for you to eat $\frac{2}{9}$ of the pizza? Draw a diagram and show your answers.

Father: _____

Mother: _____

Sister #1: _____

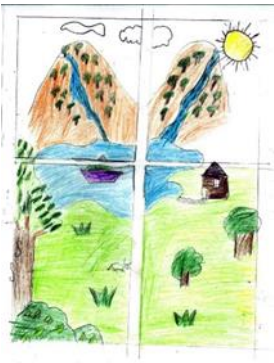
Sister #2: _____

You: _____



LANDSCAPE FROM YOUR WINDOW

(2-E)



Use materials of your choice (crayons, pencils, paint, clay) to create a picture of the view from your window. What do you see? What is happening? How can you tell? What details can you include in your artwork to describe what you see? Find a creative way to show what is happening outside your window. Bring your artwork to school to share with your class.

Day 2 Worksheets, Writing Prompts and Attachments



LET'S GET MOVING!

(2-F)

Find a comfortable place in your house and do the exercises listed below.



Push-Ups

Get in a push-up position with your arms straight and elbows locked. Try holding yourself in this position for 90 seconds.

Shoulder Tap

While in the push-up position, try to touch your right hand to your left shoulder, then your left hand to your right shoulder. Repeat 24 times.

Ab Crunches

Lay on the floor and do 30 abdominal crunches.

Repeat this entire routine one more time.

Snow Day Scholars Optional Parent Feedback Form

The following is a *SAMPLE* of the Optional Parent Feedback Form. After each Snow Day Scholars day, you will receive a link to this survey from your child's principal. This brief survey can be completed [online](#) (using any computer, phone or tablet device). Your feedback regarding the 2019-2020 Pilot of the South Windsor Snow Day Scholars Program will help us assess the feasibility of the program in the future. Thank you for your time and input!

Child's grade level: K 1 2 3 4 5
(if you have multiple children in different grades, check all that apply)

Child's school: ET OH PRS PV

Were the directions clear to you and your child?

- Yes
- No

Was your child able to identify at least four activities to complete independently?

- Yes
- No

Did the activities for your child's grade level seem:

- Too Easy
- Too Hard
- Just Right

Did any activities require substantial support from an adult? If so, which activities?

- Yes
- No

Approximately how long did it take your child to complete the activities they chose?

- Less than 2 hours
- Between 2 and 4 hours
- More than 4 hours

Did your child need additional materials to complete an activity that were not easily accessible?

- Yes
- No

Were the resources, worksheets, and templates attached to the learning menus helpful?

- Yes
- No

Is there any other feedback that you would like to share?

Snow Day Scholars Program



The following links may be helpful to students and families:

- [South Windsor Public Schools District Website](#)
- [Snow Day Scholars Program—Pilot Information and Frequently Asked Questions](#)
- [Snow Day Scholars Grade Level Activities](#) (the menus and all attachments in this packet can be found on the Student Dashboard, accessible from the upper right corner on any page of website)

Questions? Contact your child's school or email your classroom teacher.



Eli Terry Elementary
[Vincent Federici](#), Principal



Orchard Hill Elementary
[Michael Tortora](#), Principal
[Michael Kenyon](#), Assoc. Principal



Philip R. Smith Elementary
[Michelle Dixon](#), Principal



Pleasant Valley Elementary
[Tiffany Caouette](#), Principal
[Alicia Farris](#), Assoc. Principal

District Administration

Kate Carter, Ed.D.
Superintendent of Schools

Colin J. McNamara
Assistant Superintendent,
Personnel and Administration

Sheryl L. Mortensen
Assistant Superintendent,
Curriculum and Instruction

Chris M. Chemerka
Director of Finance and Operations

South Windsor Public Schools Vision Statement

*The South Windsor Public Schools
promotes an engaging and dynamic culture of learning
that prepares students
to achieve their own individual excellence.
Within an emotionally safe environment, educators will
foster students' academic, social and personal growth.
Our students will demonstrate
critical and creative thinking, self-direction, collaboration,
adaptability, compassion and civic responsibility
in an ever-changing global society.*