Students can use the Clever platform to access apps including i-Ready, ARC bookshelf, Reading, SORA, Epic, etc.

<table>
<thead>
<tr>
<th>Writing/Word Study</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5: Students will work on writing activities based on previously taught concepts.</td>
<td>Reading Log: Please complete the 100 book challenge with 3-5 books to support reading and power goal. All students will bring home their Rider Reading Bags.</td>
</tr>
<tr>
<td>Grades 4-5: Students will think of problems, challenges, or issues that affect your school or community. Create a business plan to address these issues. (See Example)</td>
<td>30 minutes of Rider Reading Time</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Grades 3: Students will interview members of their household or memorable events of their life. (See Example)</td>
<td></td>
</tr>
<tr>
<td>Grades K-2: Students will create a story map using key words.</td>
<td></td>
</tr>
</tbody>
</table>

Ceesar Rodney School District-Snow Day Activity Board
Topic 2

Bb  bear
Gg  goat
Hh  horse
Dd  dolphin
Ee  elephant
Yy  yak
Ss  seal
Kk  kangaroo
you can do it!
Topic 2, Lesson 1: Bb, Gg

**Bb**
- Say the letter name.
- Make the sound.
- Trace it with your finger.

Make the sound as you write the letter.

1. B
2. B
3. B
4. B
5. B

Circle your best B.

1. b
2. b
3. b
4. b
5. b

Circle your best b.

**Gg**
- Say the letter name.
- Make the sound.
- Trace it with your finger.

Make the sound as you write the letter.

1. G
2. G
3. G
4. G
5. G

Circle your best G.

1. g
2. g
3. g
4. g
5. g

Circle your best g.
Say the name of each picture. What sound do you say first? Write the letter that matches the first sound.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>beaver</td>
<td>b</td>
</tr>
<tr>
<td>goat</td>
<td>g</td>
</tr>
<tr>
<td>bear</td>
<td>b</td>
</tr>
<tr>
<td>green</td>
<td>g</td>
</tr>
<tr>
<td>field</td>
<td>f</td>
</tr>
<tr>
<td>bat</td>
<td>b</td>
</tr>
<tr>
<td>penguin</td>
<td>p</td>
</tr>
<tr>
<td>barn</td>
<td>b</td>
</tr>
<tr>
<td>turtle</td>
<td>t</td>
</tr>
</tbody>
</table>
Topic 2, Lesson 1: the, big

Say it.

Stretch it.

Stretch it and trace it with your finger.

Stretch and write the. Read the.

the
the

Read the words. Color the boxes with the word the.

the love can the The up

Write the. Read the sentence.

I love the pig.

Write a sentence. Use the.

☐ My sentence begins with a capital letter.  ☐ My sentence has an end mark.
Stretch and write **big**. Read **big**.

The cat is **big**.

Finish the sentence. Read the sentence.

Write a sentence. Use **big**.
Topic 2, Lesson 2: Hh, Dd

Make the sound as you write the letter.

1. H H H H
   2. H
   3. H

Circle your best H.

Make the sound as you write the letter.

1. h h h h

Circle your best h.

Make the sound as you write the letter.

1. D D D D

Circle your best D.

Make the sound as you write the letter.

1. d d d d

Circle your best d.
Topic 2, Lesson 2: Hh, Dd

Say the name of each picture. What sound do you say first? Write the letter that matches the first sound.

horse

deer

hamster

hippo

german shepherd

bat

duck

dolphin
Stretch and write **had**. Read **had**.

Stretch and write **has**. Read **has**.
Topic 2, Lesson 2: had, has

Read the words.

Color **had** blue. Color **has** red.

<table>
<thead>
<tr>
<th>had</th>
<th>had</th>
<th>love</th>
<th>had</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>has</td>
<td>had</td>
<td>am</td>
<td>has</td>
</tr>
<tr>
<td>at</td>
<td>had</td>
<td>I</td>
<td>had</td>
<td>on</td>
</tr>
<tr>
<td>had</td>
<td>is</td>
<td>has</td>
<td>has</td>
<td>in</td>
</tr>
</tbody>
</table>

Finish the sentences. Read the sentences.

It **has** a nut.

It **had** a nut.
Topic 2, Lesson 3: Ee, Yy

Make the sound as you write the letter.

Ee
Say the letter name.

Make the sound.

Trace it with your finger.

Circle your best E.

Ee e e e e e

Circle your best e.

Yy
Say the letter name.

Make the sound.

Trace it with your finger.

Make the sound as you write the letter.

Yy Y Y Y Y Y

Circle your best Y.

Y y y y y y y

Circle your best y.
### Topic 2, Lesson 3: Ee, Yy

Make the letter sound.
Trace and write the letter.
Circle the picture that matches the beginning sound.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![e]</td>
<td>![e]</td>
<td>![e]</td>
</tr>
<tr>
<td>![y]</td>
<td>![y]</td>
<td>![y]</td>
</tr>
<tr>
<td>![e]</td>
<td>![e]</td>
<td>![e]</td>
</tr>
<tr>
<td>![y]</td>
<td>![y]</td>
<td>![y]</td>
</tr>
</tbody>
</table>
Topic 2, Lesson 3: get, yes

Say the sounds. Slide through the word. Read it quickly.

Stretch and write get. Read get.

Say the sounds. Slide through the word. Read it quickly.

Stretch and write yes. Read yes.
Circle the pictures that rhyme with get.

get
net
pup
jet

Read the questions. Finish the sentences. Read the sentences.

Is it big?

Can it get it?

Yes, it is big.

Yes, it can get it.
Topic 2, Lesson 4: Ss, Kk

**Ss**
Say the letter name.
Make the sound.
Trace it with your finger.

Make the sound as you write the letter.

Circle your best S.

Circle your best s.

**Kk**
Say the letter name.
Make the sound.
Trace it with your finger.

Make the sound as you write the letter.

Circle your best K.

Circle your best k.
Say the name of each picture. What sound do you say first? Write the letter that matches the first sound.

snake  

swan  

kangaroo  

spider  

key  

farmer  

kite  

seal  

dolphin
Topic 2, Lesson 4: lots, and, look

**lots**
Say the sounds.
Slide through the word.
Read it quickly.

Stretch and write **lots**. Read **lots**.

---

Stretch and write **and**. Read **and**.

---
Topic 2, Lesson 4: lots, and, look

look  look  look
Say it.  Stretch it.  Stretch it and trace it with your finger.

Stretch and write look. Read look.

_______  _______  _______
look

Read the words. Color the boxes with the word look.

love  look  Look  had  look  lots

Write the missing letter or letters. Read the words.

__ook  loo__  __________

Finish the sentences. Read the sentences.

Look!
It has lots
and lots.
Say the letter names. Make the sounds.
<table>
<thead>
<tr>
<th></th>
<th>love</th>
<th>I</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>at</td>
<td>am</td>
<td>in</td>
</tr>
<tr>
<td></td>
<td>it</td>
<td>is</td>
<td>up</td>
</tr>
<tr>
<td></td>
<td>on</td>
<td>an</td>
<td>can</td>
</tr>
<tr>
<td></td>
<td>can’t</td>
<td>the</td>
<td>big</td>
</tr>
<tr>
<td></td>
<td>had</td>
<td>has</td>
<td>get</td>
</tr>
<tr>
<td></td>
<td>yes</td>
<td>lots</td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>look</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read the words.
Section B: Practice Problems

1. How many dots are there?

   a.

   ![Dot Illustration](image)

   b.

   ![Dot Illustration](image)

(From Unit 2, Lesson 7.)

2. Are there more apples or plates?

   ![Apple Illustration](image)

   ![Plate Illustration](image)

(From Unit 2, Lesson 8.)
3. Circle the 5-frame that has more dots.

A. 

B. 

Circle the group that shows fewer things.

A. 

B. 

(From Unit 2, Lesson 9.)
4. Circle the 3 groups that show more than this 5-frame.
Circle the 3 groups that show fewer than this 5-frame.

(From Unit 2, Lesson 10.)
5. Here is a drawing.

   ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

   a. Draw a picture with more things.

   b. Draw a picture with fewer things.

(From Unit 2, Lesson 11.)
6. Exploration

Make a set of cards with images. Some cards can have the same number of images and some cards can have different numbers of images.

Trade your cards with a partner.

Turn over two cards and decide if they have the same number or if one has fewer and one has more.
7. Exploration

Are there fewer students than chairs? Explain how you know.
Section A: Practice Problems

1. Describe some of the shapes you see in the picture.

(From Unit 3, Lesson 1.)
2. a. Circle the shape that is the same as

b. Circle the shape that is the same as

(From Unit 3, Lesson 2.)
3. How are the shapes alike? How are they different?

a.

b.

(From Unit 3, Lesson 3.)
4. Circle the shapes that have curved sides.

(From Unit 3, Lesson 4.)
5. Color in the triangles.
   Cross out the shapes that are not triangles.

(From Unit 3, Lesson 5.)

   Cross out the shapes that are not rectangles.

(From Unit 3, Lesson 6.)
7. Circle the rectangle that is longer.

a. 

b. 

c. 

d. 

(From Unit 3, Lesson 7.)
8. a. Connect the dots.
   What shape did you draw?

8. b. Connect the dots.
   What shape did you draw?
c. Draw a shape with 4 sides and 4 corners on the dot paper

```
...
...
...
...
...
...
...
```

(From Unit 3, Lesson 8.)
9. What shapes do you see in this picture?

(From Unit 3, Lesson 9.)
10. **Exploration**

a. Where do you see triangles in this picture?

b. Where do you see rectangles in this picture?
11. Exploration

a. How many different size squares do you see?

b. How many squares do you see altogether?
Kindergarten Science

Science