

4th 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.

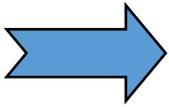
On emergency closing days #4 and #5, students should select and complete **at least four (4)** activities from the designated activity menu. After each activity is completed, check the box in the activity square. Students should bring the menu (as well as any other worksheets or papers) back to school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



World Language



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 at least 30 minutes and write a journal response. What conflicts are characters facing in your book? How are characters responding to these challenges?



Consider your energy consumption on this snow day. What energy have you used today? What were your energy sources?



Teach a family member or friend at least 5 words you have learned in Spanish class. Then, draw a picture using these words. Label the picture.



Read the **Mindfulness Task Cards (1-A)** and select at least one to try. Then try coloring after reading a Mindfulness Mantra.



Geometry is all around us! Create an illustration of all the geometry you see inside and out. Label at least six different items with Geometry terms.



Make up a song about your storm day. Perform it for someone. Record yourself performing it if you have access to technology. (Tip: you can piggyback on a familiar tune like Jingle Bells.)



With permission from an adult, do an experiment to see why we put salt on snow. Follow the directions on the **Science Time worksheet (1-B)**.



Create a Taxonomy about a science or social studies unit. On any piece of paper, create a list from A-Z and find words that begin with that letter from your unit of study.



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



Learn something new about a friend or family member. Complete the **Interview Activity (1-C)**.



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



Create a poem from a science or social studies unit (ex., Energy and Collisions, Mythology, Colonial America)



Visit [IXL](#), [Reflex Math](#) or [Xtra Math](#) for math practice.



Design the ultimate sled. Draw it from different angles to show all the unique features.



Complete at least three **Math Challenge (1-D)** problems from the worksheet.



With permission from an adult, follow the **Butter Recipe/Instructions (1-E)** to make colonial butter. Spread it on some toast and enjoy!

Day 1 Worksheets, Writing Prompts and Attachments



MINDFULNESS TASK CARDS

(1-A)

MINDFULNESS 

Mindfulness helps to quiet our minds. What are some things that keep your mind racing? (i.e. worrying, reliving the past, making mental to do lists, etc.)

9

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MINDFULNESS 

Gratitude is a mindfulness practice that allows you to experience joy, compassion and appreciation. In this moment, what are you grateful for?

10

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MINDFULNESS 

Think about the people in your life that you are grateful for. Who are they and how do you let them know you appreciate them?

11

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MINDFULNESS 

When you think about the people in your life you are grateful for, how do you feel? What sensations do you experience in your body? (i.e. my shoulders relax, my heart flutters, etc.)

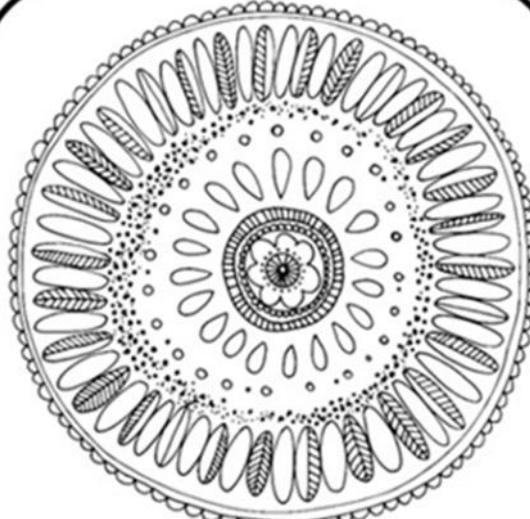
12

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In this moment, I breathe out everything I don't need

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I am in control of my feelings. I choose how I feel

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Day 1 Worksheets, Writing Prompts and Attachments



SCIENCE TIME - ICE CUBE MELTING CHALLENGE

(1-B)



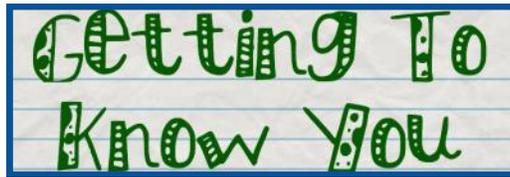
Why do we put salt down on the roads when they are icy? Let's do a little experiment with the "Ice Cube Melting Challenge."

Take 2 ice cubes (make sure they are close to the same size) and lay them on a tray. On one of the ice cubes, pour a little salt over the top. Observe as the ice cubes melt. Which one melts the fastest?

Describe what happened.

Why do you think this happened?

Check out this website for more information: <http://www.sciencekids.co.nz/videos/chemistry/icesnow.html>



Learn more about a family member through this interview activity.

1. Think of a relative you would like to interview.
2. Brainstorm 10 questions that you could ask him/her below. When developing questions, try to think of questions that you **do not** already know the answers to.
3. Set up a time to interview your relative.
4. Record his/her answers on a separate piece of paper.

Who will you interview? _____

Why do you want to interview this person? _____

Think of 10 questions to ask this person to help you learn new things about him/her.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What surprised you most about what you learned about this person?

Day 1 Worksheets, Writing Prompts and Attachments



MATH CHALLENGE

(1-D)

Use scrap paper to work on the solutions to the following problems. Try to complete at least 3.

On a snow day, 8 kids from the neighborhood gathered to build snowmen. The kids used two buttons as the eyes on each snowman. 7 more kids joined to make snowmen and used buttons for the eyes, too. How many buttons were used to make the snowmen?

Sheena baked 112 cookies. She kept 16 cookies at home for her family and shared the rest evenly with her 8 friends. How many cookies did each friend get?

It snowed 3 inches each day for a week. By the next Monday, 6 inches had melted away. How many inches of snow were still on the ground?

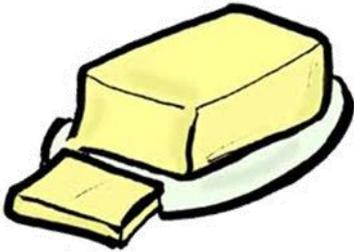
9 children went outside to play in the snow. They wore their gloves. Isaiah and Michael each lost a glove while outside. How many gloves did the children bring back inside?

4 groups of people went to a restaurant. Each group had 5 people in it. Everyone ordered a cup of hot chocolate. Rebecca, Malaki, and Jeffrey each ordered an extra cup of hot chocolate. How many cups of hot chocolate did the people drink that day?

The Smith family went ice skating on a frozen lake. The 2 parents and 4 children each had ice skates. They brought an extra pair of ice skates in case anyone else wanted to join them. How many ice skates did the family bring?



Follow the recipe below to make homemade butter.



Ingredients:

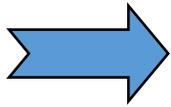
- 1 pint of Heavy Cream
- A pinch of Salt
- 1 ziploc bag (quart size or larger)

Directions:

1. Pour heavy cream and salt into a ziploc baggie, close the bag all the way and start shaking.
2. After 15 minutes of shaking, chunks of butter will start to form. Drain excess liquid from bag. Adjust salt if necessary and re-seal the bag.
3. Store the butter until you're ready to use it.

Reflection: What did you think about the process? What was the result?

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.



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Read an independent book for at least 30 minutes. Compare and contrast two characters. Record your response on the **Character Worksheet (2-A)**.



Visit IXL.com and complete at least two Language Arts or Math lessons.



Respond to the **Winter Writing Prompt (2-B)** and write about what the world would be like if it were covered in 6 feet of snow.



Take a few minutes to be mindful. Follow the instructions on the **Mindfulness Worksheet (2-C)**.



Write a letter of appreciation to someone who works in your school. Tell them what you appreciate about them the difference they make in the school, and thank them for all they do.



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



Compare the fractions below. Use the symbols $>$, $=$ or $<$ to record your comparisons. Draw a picture to illustrate your answer.

$$\frac{2}{6} \text{ and } \frac{5}{6} \quad \frac{1}{2} \text{ and } \frac{1}{3}$$



Complete the **Math Challenge (2-D)** questions. Bonus: see if you can write your own math challenge and have someone at home find the answer.



Roll two dice and multiply the result to find the product. Record the product. Do this 25 times. Create a bar graph with the results. What do you notice?



Draw your school mascot and the World Language mascot, Paco. In Spanish, write a conversation where they get to know each other.



Think about riding a sled. Draw a sketch showing you sledding, labeling where you had the greatest potential energy and where the transfer to kinetic energy occurred.



Make your own fossil imprint. Flatten out a ball of playdoh. Push a small object or toy into the playdoh and remove it, leaving an imprint. Ask someone to guess what the object is.



Landscape Out Your Window - draw a picture of what you see from your window. Use **worksheet (2-E)** for guidance.



If you play a band or orchestra instrument, practice your assigned music lesson for at least 20 minutes.



Let's Get Moving! Find a comfortable space in your house and follow the instructions on the **Let's Get Moving Worksheet (2-F)**.



Self-Portrait. Look in a mirror and draw a self-portrait. Include as much realistic detail as possible.



Title and Author

Character 1: _____

Character 2: _____

CHARACTER SIMILARITIES

CHARACTER DIFFERENCES

Day 2 Worksheets, Writing Prompts and Attachments



WINTER WRITING PROMPT

(2-B)



Respond to the following prompt: Imagine that the entire world is covered in 6 feet of snow! What does the world look like? How do the kids deal with the snow? The adults? How does the deep snow affect the animals, birds, and fish?



MINDFULNESS

(2-C)

Take a few minutes to be mindful. Find a comfortable spot to sit or lay down. Close your eyes and take several deep breaths. Think about what you feel, hear, smell. When you're finished, quietly color in the mandala below.

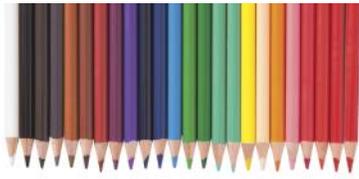


Day 2 Worksheets, Writing Prompts and Attachments



MATH CHALLENGE

(2-D)



There are 6 tables in Mrs. Potter's art classroom, with 4 students sitting at each table. Each student has a box of 10 colored pencils. How many colored pencils are at each table? How many colored pencils are there in total?

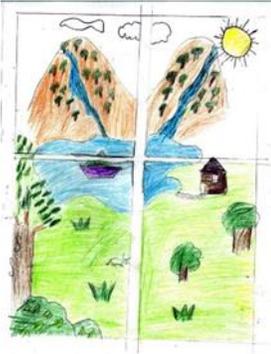
What if there were 6 students at each table and each student had a box of 12 colored pencils? How many colored pencils are now at each table, and how many colored pencils would there be in total?

BONUS: Write your own math challenge. Give it to someone else in your house and see if they can find the answer(s).



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 60 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 20 times.

Ab Crunches

Lay on the floor and do 20 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.
(Please note that teachers are not present when schools are closed due to inclement weather.)



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.*