

Remote Learning Packet 2

Dear Families and Students,

This packet contains important information needed in the event GFPS has a remote learning day. Keep it in a safe place as it contains everything you need.

How to use:

- A new packet will be sent home periodically with your student throughout the school year.
- Each packet will contain 3 days worth of tasks.
- Each day includes a cover page outlining the required assignments and requires an adult signature when returned.
- Each day includes a cover page outlining the required assignments and requires an adult signature when returned.
- If there are no remote learning days that require the use of this packet, please use these resources to extend your students at home learning.

Considerations Made:

- Each subject area is intended to take 15-45 minutes to complete.
- Assignments included are a review of content previously taught.

Expectations:

- Teachers are available via a virtual meeting from 10:00-11:00 am and 2:00-3:00 pm to answer student questions.. Please reach out to your child's teacher via Seesaw or [email](#) if you would like a virtual meeting link. Teachers will also be responding to email periodically throughout the day to provide support for students and families.

Attendance:

- To be counted 'present' the **signed** daily cover page(s) and completed work must be returned within three (3) school days of the remote learning day.

We appreciate your partnership ensuring that remote learning days are an effective part of our educational journey. Please reach out to your child's teacher with any questions as we are here to support you and your child.

-Your GFPS partners in learning

Remote Learning Packet 2

Day 1

Math:

- ☐ Addition and Subtraction Fact Triangles (S2)
- ☐ Addition and Subtraction Fact Triangles (S3)

Literacy:

- ☐ Really Great Reading - 2-4 Syllable Words with VCe Spelling Schwa (12)
- ☐ Benchmark - Long e (ee, ea, y, ey, ie) (75)

Other:

- ☐ Handwriting Practice (2 Pages)
- ☐ P.E. Activity - What's Your Name?
- ☐ Library - Draw a Storybook Character

Return this signed sheet with all completed work for Day 1 within three (3) school days to be considered present for our remote learning day.

Parent Signature:_____ Date:_____

Practicing Addition and Subtraction with Fact Triangles

1. Add.

$$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$$

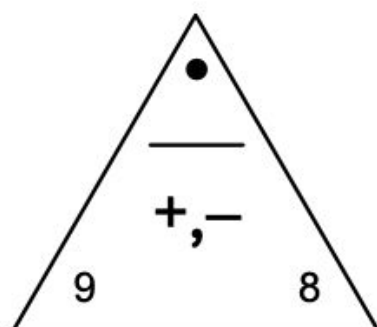
$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

2. Subtract.

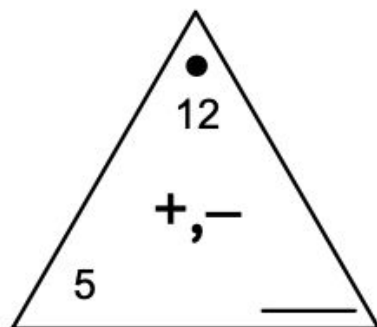
$$\begin{array}{r} 13 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$

3. Fill in the missing number. Write the fact family.

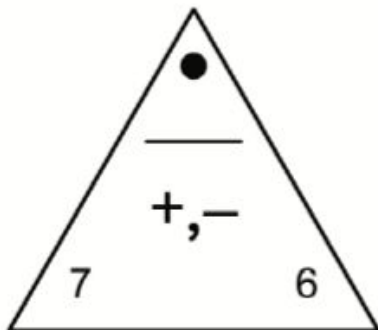


4. Fill in the missing number. Write the fact family.

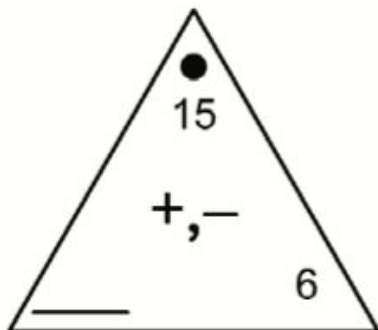


Practicing Addition and Subtraction with Fact Triangles

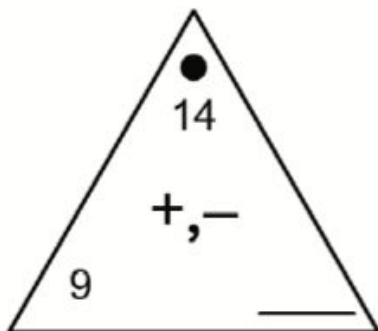
1. Fill in the missing number. Write the fact family.



2. Fill in the missing number. Write the fact family.



3. Fill in the missing number. Write the fact family.



Really Great Reading:

- ❑ Read “The Lost Necklace”
- ❑ Circle or highlight the 2-4 syllable words with VCe spelling schwa

**The schwa sound is a vowel or vowel team that makes the “uh” or “ih” sound instead of its regular long or short vowel sound. Example: banana (the first and last sound make the “uh” sound)

Benchmark:

- ❑ Write out the long o words in the correct spot



Words to Preview

through, sang, member, apologize, book, cover

Characters

Narrator, Kate Wallace, King Ogdon, Attendant

390 Words

The Lost Necklace

Narrator: Once upon a time in the village of Ellington, the King's wife Kate Wallace lost her necklace. To her, this was catastrophic. The necklace was handmade with the best craftsmanship from Italy. She ran across the village to tell King Ogdon. As she got to the massive palace, she saw King Ogdon at his desk. By the kitchen, a minstrel sang in French. The minstrel left when she saw Kate walk in, and the music began to fade.

King Ogdon: Kate! It is so good to see you, but you look upset. Please, take a rest in the palace. My attendant will fetch you a refreshment.

Kate: King Ogdon, we have the ultimate problem. I have lost my necklace. I had to sprint through the entire village to give you this message. I think the attendant stole it!

King Ogdon: Are you positive?

Kate: Well, you see, King Ogdon, I saw your servant by my luggage, and I think he was going to rummage through it. I left to fetch some cabbage from the kitchen, and when I came back, the necklace was missing! Will you investigate?

King Ogdon: It is not like my attendant to misbehave. I will call for every member of the village to investigate every cottage. Please give me adequate time and we will find it.

Narrator: Every member of the village began to look for the necklace. It was effective. King Ogdon saw the attendant sprint back to the palace.

Attendant: I have the necklace, King Ogdon! Please give this back to Kate. I know this may confuse her that I have it. I went to every cottage in the village of Ellington. I saw the minstrel that sang to you sprint away from her cottage. When I got inside her cottage, the necklace was in her luggage. I think she was going to escape!

King Ogdon: I think it is time to apologize to the attendant, Kate. The attendant did not confiscate the necklace. There is an old adage: Don't judge a book by its cover.

Kate: I must apologize. I was thinking that it was the attendant, but it was the minstrel the entire time.

Narrator: Every member of the village was happy, and Kate became attentive to her necklace. The minstrel, you ask? She did not come to the palace again.

Long o: oa, o, ow

roast	both	grow	cold	throw
going	float	loaf	bowl	soap

Write the spelling words that match each long o spelling.

Spelling words with long o spelled o

1. _____

2. _____

3. _____

Spelling words with long o spelled oa

4. _____

5. _____

6. _____

7. _____

Spelling words with long o spelled ow

8. _____

9. _____

10. _____



Same as Capitals – c, o, s, v, w, and t

Dear Families,

Use the activity below to practice this group of letters. Simply demonstrate one letter at a time through myLWT tools or on your whiteboard. Be sure to say the directions out loud while you model the letter. Then say to the students, “your turn” and your students will imitate the letter on the top row. Then, students will practice on their own with teacher monitoring. For more information about our handwriting curriculum, visit LWTears.com.

SAME AS CAPITALS

Magic c keep going stop	little Magic c turn down curve around	slide down slide up	slide down and up slide down and up	down bump the line cross

Student Imitation:

.

Student Practice:

.

Name: _____

Date: - - -

1. Cc Cc Cc

5. Cc Cc Cc

2. Oo Oo Oo

6. Oo Oo Oo

3. Ss Ss Ss

7. Ss Ss Ss

4. Vv Vv Vv

8. Ww Ww Ww

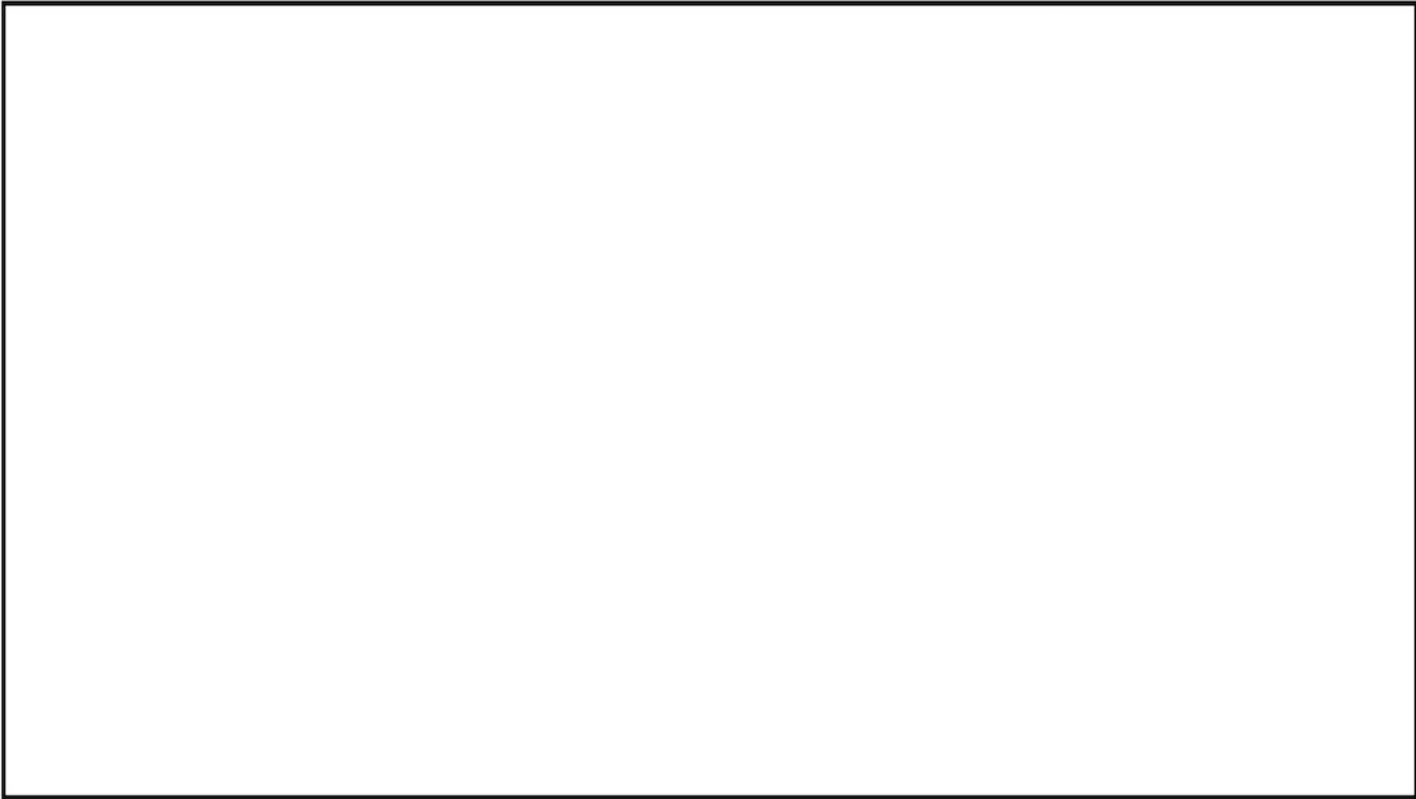
what's *Fit activity for kids* your name?

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

- | | |
|---|--|
| A jump up & down 10 times | N pick up a ball without using your hands |
| B spin around in a circle 5 times | O walk backwards 50 steps and skip back |
| C hop on one foot 5 times | P walk sideways 20 steps and hop back |
| D run to the nearest door and run back | Q crawl like a crab for a count of 10 |
| E walk like a bear for a count of 5 | R walk like a bear for a count of 5 |
| F do 3 cartwheels | S bend down and touch your toes 20 times |
| G do 10 jumping jacks | T pretend to pedal a bike with your hands for a count of 17 |
| H hop like a frog 8 times | U roll a ball using only your head |
| I balance on your left foot for a count of 10 | V flap your arms like a bird 25 times |
| J balance on your right foot for a count of 10 | W pretend to ride a horse for a count of 15 |
| K march like a toy soldier for a count of 12 | X try and touch the clouds for a count of 15 |
| L pretend to jump rope for a count of 20 | Y walk on your knees for a count of 10 |
| M do 3 somersaults | Z do 10 push-ups |

Library Activity: Use the writing paper for drawing your favorite storybook character. Tell about why you like that character.

Name: _____ Date: _____



Remote Learning Packet 2

Day 2

Math:

- ☐ Finding Sums of Three Numbers (S1)
- ☐ Finding Sums of Three Numbers (S2)

Literacy:

- ☐ Really Great Reading - Vowel Teams (ai, ay, ee, ea, igh, ow, oa) (13)
- ☐ Benchmark - Long i (ie, i, y, igh) (78)

Other:

- ☐ Handwriting Practice (2 Pages)
- ☐ PE Activity - Yoga Poses
- ☐ Music Activity - Found Sounds

Return this signed sheet with all completed work for Day 2 within three (3) school days to be considered present for our remote learning day.

Parent Signature: _____ Date: _____

Finding Sums of Three Numbers

Add the items in each box. Write the addition problem in 3 different ways. Circle the order that was easiest to answer.

1. Henrietta has 3 , 5 , and 8 .

a. $3 + 5 + 8 = 16$

b. $5 + 8 + 3 = 16$

c. $8 + 3 + 5 = 16$

2. Mr. Grant has 1 , 6 , and 7 .

a. _____

b. _____

c. _____

3. Paul has 2 , 3 , and 6 .

a. _____

b. _____

a. _____

4. Matilda has 4 , 6 , and 9 .

a. _____

b. _____

c. _____

Finding Sums of Three Numbers

1. Add 6 cherries plus 5 beans plus 4 strawberries. How many items in all? _____



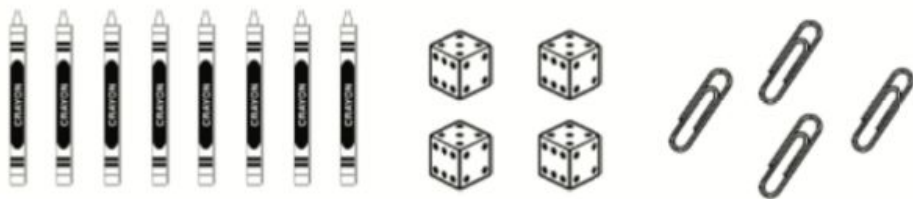
Show 3 ways you could add these 3 numbers. Circle the order that was easiest to answer.

1) _____ + _____ + _____ = _____

2) _____ + _____ + _____ = _____

3) _____ + _____ + _____ = _____

2. Add 8 crayons plus 4 dice plus 4 paper clips. How many items in all? _____



Show 3 ways you could add these 3 numbers. Circle the order that was easiest to answer.

1) _____ + _____ + _____ = _____

2) _____ + _____ + _____ = _____

3) _____ + _____ + _____ = _____

Really Great Reading:

- ☐ Read “Chimpanzee Display”
- ☐ Circle or highlight the vowel teams (ai, ay, ee, ea, igh, ow, oa)

**Vowel Teams are combinations of letters that work together to make a long vowel sound

Benchmark:

- ☐ Write out the long i words in the correct spot



Words to Preview

zoo, front, sign, termite, zookeeper, more

309 Words

Chimpanzee Display

Kathy and I leave the seat of the jeep and make our way to the gate of the zoo. We finally get to see the chimpanzee display at the Tennessee Zoo!

“Follow me!” I scream. I feel so giddy that I am nearly speechless. As we approach the display, I hear the animal.

The chimpanzee is right in front of us! Kathy and I stand close to the chain that will keep us away from the inside of the display.

To the right of the display, we see a beam that has a sign for us to read.

“A chimpanzee is an animal you could see in West Africa. Would you want to feed a chimpanzee? A chimpanzee will eat a seed, a green leaf, or meat. A chimpanzee might strip a branch with its teeth and put the stick in a termite heap. This will help the chimpanzee bait a meal!

At night, the chimpanzee will sleep high in a tree. Meet Gabby, a happy but messy fifteen-year-old chimpanzee. She is playful too! Please do not try to feed her.”

Gabby is beneath an oak tree. Kathy and I agree that she does not seem to fear us. We see a zookeeper appear inside the display. We think he will clean the messy pen.

“I am Randy. I am the zookeeper that will feed and care for Gabby.” He put a peach in a bowl next to the chimpanzee. Gabby eats it as fast as a speedy train.

“It is time to go home,” we hear.

We sneak to the edge of the display for one more peek. I am afraid I will not see her again. Kathy and I jump into the backseat of the jeep.

“This has been the best day of my life! I hope we can see Gabby again soon. Next weekend?” I ask.

Long i: ie, i, y, igh

high	child	dry	night	tried
sky	bright	cried	kind	light

Write a spelling word to complete each sentence.

1. Jeff helps me _____ the dishes.
2. The baby _____ when she was hungry.
3. Please turn on the _____ in the hall.
4. There are many clouds in the _____.
5. A _____ played with the toy.
6. The nest is _____ in the tree.
7. Dad _____ to fix the car.
8. It is _____ of you to help me.

Read the spelling word below. Write two spelling words that rhyme with it.

9. light _____



Magic c Letters – c, a, d, and g

Dear Families,

Use the activity below to practice this group of letters. Simply demonstrate one letter at a time through myLWT tools or on your whiteboard. Be sure to say the directions out loud while you model the letter. Then say to the students, “your turn” and your students will imitate the letter on the top row. Then, students will practice on their own with teacher monitoring. For more information about our handwriting curriculum, visit LWTears.com.

MAGIC c LETTERS

Magic c up like a helicopter bump back down bump	Magic c up like a helicopter up higher back down bump	Magic c up like a helicopter bump back down bump	Magic c up like a helicopter bump back down turn

Student Imitation:

Student Practice:

Name: _____

Date: - - -

1. Aa

5. Tt

2. coast

6. scoot

3. Dd

7. Gg

4. toad

8. dog

Directions: Hold each pose for 30 seconds.
Don't forget to take slow, *deep* breaths...in
through the nose, out through your mouth.



Found Sounds: Around the House

Think about some objects in your home that are not considered musical instruments. Write their names in the correct box below based on the way you could use them to make a sound.

Shake

Scrape

Strike



Remote Learning Packet 2

Day 3

Math:

- ☐ Fact Extension Practicing Using Fact Triangles (S1)
- ☐ Fact Extension Practicing Using Fact Triangles (S2)

Literacy:

- ☐ Really Great Reading - Vowel Teams (ie, ey, ai, ay, ee, ea, igh, ow, oa) (14)
- ☐ Benchmark - Long e (ee, ea, y, ey, ie) (76)

Other:

- ☐ Handwriting Practice (2 Pages)
- ☐ PE Activity - Pretend To...
- ☐ SEL - Mindfulness 5-4-3-2-1

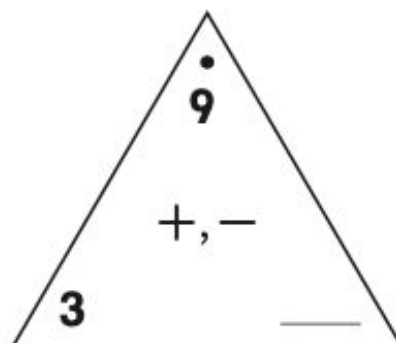
Return this signed sheet with all completed work for Day 3 within three (3) school days to be considered present for our remote learning day.

Parent Signature:_____ Date:_____

Fact Extension Patterns Using Fact Triangles

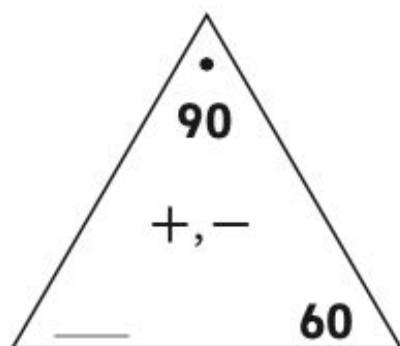
Complete the Fact Triangles. Then write the fact families.

1.



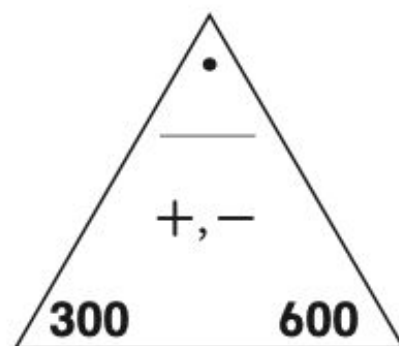
$$\begin{array}{rcl} ____ & + & ____ = ____ \\ ____ & + & ____ = ____ \\ ____ & - & ____ = ____ \\ ____ & - & ____ = ____ \end{array}$$

2.



$$\begin{array}{rcl} ____ & + & ____ = ____ \\ ____ & + & ____ = ____ \\ ____ & - & ____ = ____ \\ ____ & - & ____ = ____ \end{array}$$

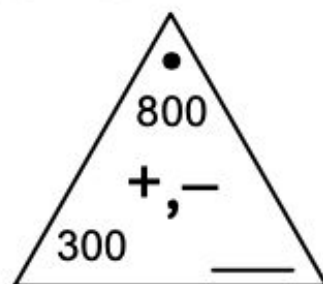
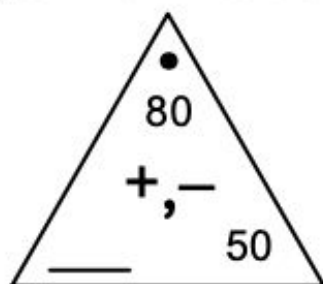
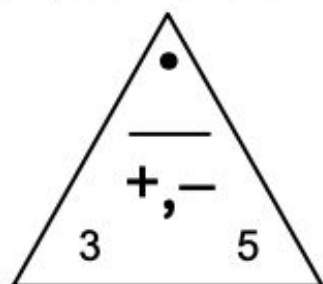
3.



$$\begin{array}{rcl} ____ & + & ____ = ____ \\ ____ & + & ____ = ____ \\ ____ & - & ____ = ____ \\ ____ & - & ____ = ____ \end{array}$$

Fact Extension Patterns Using Fact Triangles

1. Complete the Fact Triangles. Then write the fact families.



____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ - ____ = ____

____ - ____ = ____

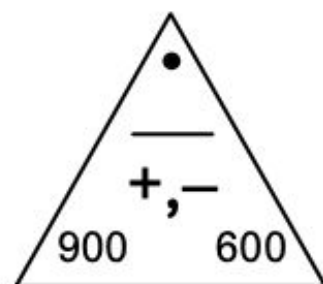
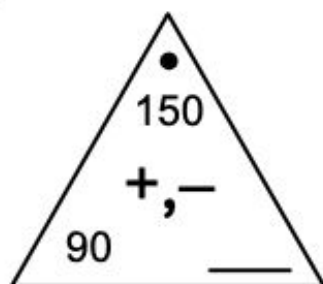
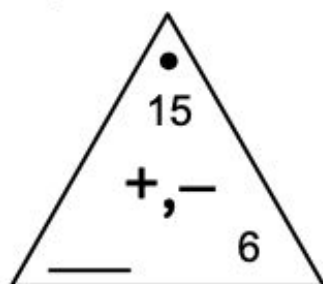
____ - ____ = ____

____ - ____ = ____

____ - ____ = ____

____ - ____ = ____

2. Complete the Fact Triangles. Then write the fact families.



____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ + ____ = ____

____ - ____ = ____

____ - ____ = ____

____ - ____ = ____

____ - ____ = ____

____ - ____ = ____

____ - ____ = ____

Really Great Reading:

- ☐ Read “Ollie Meets a Beast”
- ☐ Circle or highlight the vowel teams (ie, ey, ai, ay, ee, ea, igh, ow, oa)

**Vowel Teams are combinations of letters that work together to make a long vowel sound

Benchmark:

- ☐ Write out the long e words in the correct spot



Words to Preview

today, birds, comes

305 Words

Ollie Meets a Beast

Meet Ollie, a man with goals, dreams, and a boat. Ollie sails the high seas each day, just like he did when he was a small lad. Ollie sails night and day to seek thrills.

Today, Ollie wants to meet this same goal as he floats over each wave. Ollie gets on his boat, kicks away from the pier, and sets sail for a thrill.

Birds fly high and fish creep by. This is not the sight Ollie dreams of. This is not thrilling.

One day, Ollie gets his wish. Ollie sees a massive mean beast leap from below. It jumps way up, and then it comes right back down. Ollie is in disbelief as the beast keeps leaping.

Ollie cannot fathom what he sees, but he wants to see it all. The wind does not blow, so the sails cannot propel the ship. Bait may be the key. Ollie must bait the beast with his sandwich so that it will come close.

The bait does the trick! The beast does come to Ollie's boat. As the beast gets near, Ollie fears that it may want extra to eat. The bait will not be all the beast will want. It seems the beast might get mad at Ollie!

The beast gets to the boat. It peers at Ollie with glowing yellow pupils. It shrieks, yelps, and spits foam. Ollie was nosey...and now he might pay for it!

On his boat and miles from home, Ollie has no hope for a save.

"I don't want conflict," Ollie yelps. "I want to meet you, not to fight! I bet you feel the same way!"

What a relief—Ollie's belief is right! The beast does not want to fight. It comes to a rest, and its pupils stop glowing. The beast shrieks, sweetly this time, to say, "Hello."

Long e: ee, ea, y, ey, ie

happy	queen	clean	key	read
tree	funny	piece	leaf	need

Write the spelling word for each clue.

1. She is the ruler of a country. _____
2. This is part of a plant. _____
3. This large plant has a trunk. _____
4. A joke should be this. _____
5. You smile when you feel this way. _____
6. This is used to open a lock. _____
7. You do this to a book. _____
8. This means "must have." _____
9. This is one part of something. _____
10. You do this when you sweep or mop. _____

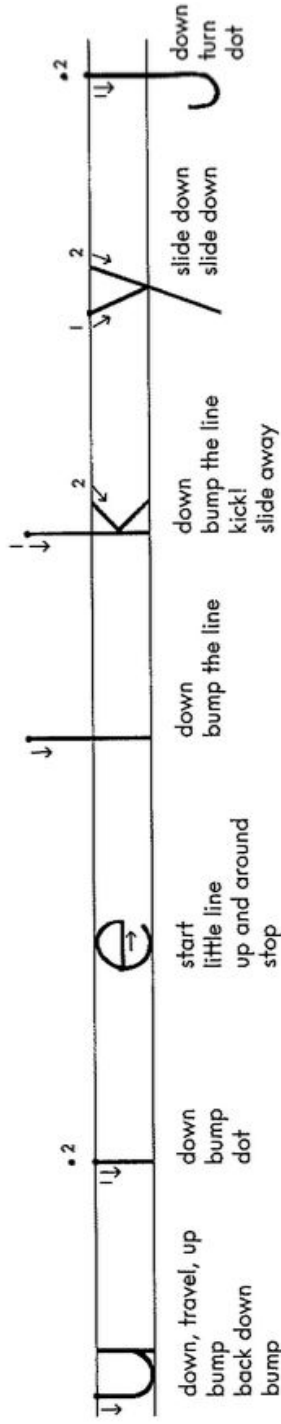


Transition Group – u, i, e, l, k, y, and j

Dear Families,

Use the activity below to practice this group of letters. Simply demonstrate one letter at a time through myLWT tools or on your whiteboard. Be sure to say the directions out loud while you model the letter. Then say to the students, “your turn” and your students will imitate the letter on the top row. Then, students will practice on their own with teacher monitoring. For more information about our handwriting curriculum, visit LWTears.com.

TRANSITION GROUP



Student Imitation:

Student Practice:

Name: _____

Date: - -

1. Uu Uu Uu

5. Ii Ii Ii

2. trout

6. visit

3. Ee Ee Ee

7. 1 2 3 4

4. best

8. 5 6 7 8

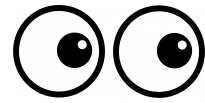
Let's Get Moving

Pretend to...

- | | |
|--|---|
| Put on snow pants | Waddle like a penguin |
| Pull on your boots | Sled down a hill |
| Put on your coat | Hibernate like a bear |
| Put a hat on your head | Stack blocks of snow to build a fort |
| Pull on your gloves | Flap your wings like an owl |
| Open the door | Jump up & down |
| Walk outside | Open the door and go back inside |
| Shovel Snow | Pull off your gloves |
| Make a snowball | Take off your hat |
| Throw a snowball | Take off your coat |
| Roll snowballs for a snowman | Pull off your boots |
| Stack snowballs to make a snowman | Pull off your snow pants |
| Make a snow angel | Rub your hands together to warm them |
| Jump in the snow | Add marshmallows to your hot chocolate & stir |
| Stomp through the snow & make footprints | Drink hot chocolate |
| Ski down the mountain | Wipe your mouth |
| Catch snow on your tongue | |

Mindfulness 5-4-3-2-1

5 things you can see
4 things you can touch
3 things you can hear
2 things you can smell
1 thing you can taste



Skills targeted: SEL, Mindfulness, Coping Skills, Self-Regulation

How to try it: Have kids look around the room to find 5 things they can see, 4 things they can touch, 3 things they can hear, 2 things they can smell, and 1 thing they can taste. This is a grounding exercise that can help manage tough emotions and provide a mental reset when needed. After giving it a try, you can move to another room and try again.