



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Katie Bielski-Medina, Chairperson
John Benbow, Jr.
Troy Bier
Larry Davis
Sandra Hett
John Krings, President
Julie Timm

February 6, 2023

LOCATION: Board of Education Office
510 Peach Street, Wisconsin Rapids, WI

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.
- IV. Actionable Items
 - A. 2023-2024 Strategic Plan
- V. Updates
 - A. AGR Mid-Year Report
 - B. Student Summer Travel
 - C. Remote Learning on Inclement Weather Days
- VI. Consent Agenda Items
- VII. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



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BACKGROUND

Katie Bielski-Medina, Chairperson
John Benbow, Jr.
Troy Bier
Larry Davis
Sandra Hett
John Krings, President
Julie Timm

February 6, 2023

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI
Conference Room A/B

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
 - A. 2023-2024 Strategic Plan

Roxanne Filtz, Director of Curriculum and Instruction, along with Craig Broeren, Superintendent, will be present to update the Educational Services Committee on the Wisconsin Rapids Public Schools' (WRPS) Strategic Plan. Progress toward goals, as well as next steps will be shared. Attachment A sets out the Strategic Plan that will be discussed.

The administration recommends approval of the 2023-2024 Wisconsin Rapids Public School's Strategic Plan.

- V. Updates
 - A. AGR Mid-Year Report

Per Wis. State sec. 118.44(4)(d), school districts that have an approved Achievement Gap Reduction (AGR) contract must present mid-year and end-of-year information to the Board of Education. The report must contain information on the schools' implementation of the AGR contract requirements, performance objectives, and success in attaining the objectives. The report is included as Attachment B.

Ms. Filtz will be present to address any questions about the mid-year report.

B. Student Summer Travel

Jeanine Kleman, Lincoln High School Art teacher, originally planned a trip to Europe that was postponed due to Covid-19 restrictions. At first the trip was going to be postponed until summer of 2024, but due to a conflict for Ms. Kleman, the trip is now going to happen in Summer of 2023.

Currently, 12 students and 2 adults (1 parent and 1 aunt), along with Ms. Kleman and Connie Henke, will be traveling to Germany, Prague and Switzerland with the possibility of adding on Paris. They will leave on or around June 5, 2023. The date will be solidified within 90 days of departure. The group will be gone for 10 days. The cost is \$4,400.00 a student and the group has completed some fundraising to help offset that cost. The cost includes airfare, hotels, breakfast, dinner, bus, guide and entrance fees.

C. Remote Learning on Inclement Weather Days

The WRPS school calendars are developed with extra hours of instruction built into the year in the case of emergency school cancellations due to weather or other events. The district has exceeded the reserved hours for this school year. The 2022-2023 school year is the first year that WRPS is implementing Remote Learning Days in the case of school closures due to inclement weather. Although we have engaged in virtual learning in the past, we have not implemented a mandatory Remote Learning Day for inclement weather before and therefore, at this point, there is nothing noted in Board Policy 723.1 and 723.1 RULE regarding expectations for Remote Learning Days. We will be bringing those policy updates through for Board consideration in the spring of 2023.

In the meantime, each building administrator has developed remote learning expectations for staff members and students at their schools in the event of a school closure. Those expectations guided the process followed on our first districtwide Remote Learning Day that occurred on January 11, 2023. Included as Attachment C is a compilation of a small sampling from each school in the district of the teaching and learning that was implemented, copies of school communications that were sent home in preparation for such an event as well as teacher communications that went home on the Remote Learning Day.

Ms. Filtz will be present to answer any questions that the committee may have in regards to Remote Learning on Inclement Weather Days.

VI. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VII. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Summer School Course Proposals (March)
- Adding Washington Elementary as a Schoolwide Title School (March)
- Start College Now (SCN) and Early College Credit Program (ECCP) Applications (April)
- Board Policy 723.1 Emergency School Closings and 723.1 Rule Emergency School Closing Procedures Revisions (April)
- Agenda Planners (May)
- District Professional Development Plan (May)



**DRAFT FOR
BOARD REVIEW**
February, 2023

WISCONSIN RAPIDS PUBLIC SCHOOLS

◆ District Strategic Plan ◆

Updated and Approved by the Board of Education on February ~~14, 2022~~ 13, 2023



Mission Statement

Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.

Beliefs

We Believe...*each student is the first consideration of the educational process.*

We Believe...*all students can learn.*

We Believe...*learning is a life-long process.*

We Believe...*in a safe, caring, and respectful learning environment.*

We Believe...*all students should become effective citizens of the community, state, nation, and the world.*

We Believe...*meaningful home, school, and community involvement is vital to continuous improvement.*

A Message To Interested Stakeholders

The WRPS Board of Education approved the ~~District Strategic Plan~~ on December 11, 2011. The plan **Strategic Plan** was developed and designed with an understanding that the educational environment is rapidly **constantly** changing. In order to continue meeting the needs of our diverse learners and prepare them to compete and reach their full potential in an evolving, global economy, the District's strategic planning document ~~will be~~ **is** a "living, working document." The Strategic Plan ~~was updated and approved by the Board on February 14, 2022~~ **is reviewed and updated by the Board on an annual basis.**

The Board of Education reviews the Strategic Plan annually in order to analyze **the status** progress made **of objectives and goals set,** and make changes **to objectives and action steps** that will help our district continue to make forward progress ~~for~~ **in meeting student needs and helping them achieve** student success.

Thank you for your time and interest in learning more about ~~how we intend to continue~~ **the plan developed to keep** moving WRPS forward as a progressive district that meets the needs of ~~our~~ **all** students, preparing them **well** for their future!

OBJECTIVE 1: Bring content, technology, and pedagogy together to build global learners	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Tasks/Action Steps:	Start Date	End Date		
Continue updating the District Technology Replacement Plan which sets out timelines and financial funding options	2019	On-going	✓	Phillip Bickelhaupt, ITC, Administration	<i>Formal document updated/revised continually and shared</i>
Based on the K-12 Wisconsin Information and Technology Literacy Standards (ITLS), develop a plan to continue integration of technology standards into curriculum maps for each content area	2022	On-going		Phillip Bickelhaupt, ITC, Curriculum Dept., Administration	<i>Periodic updates to the Board on progress being made to integrate standards into content area curriculum maps</i>
<u>Integrate the K-12 Wisconsin Information and Technology Literacy Standards (ITLS) into the current curriculum maps for each content area</u>	<u>2022</u>	<u>2024</u>		<u>Curriculum Dept., ITC, Administration</u>	<u>Periodic updates to the Board on progress being made to integrate Standards into each content area's curriculum maps</u>
Further refine and create efficiencies in the 1:1 program at Lincoln and WRAMS including exploration of the expansion of Learning Management Systems (LMS) at WRAMS and the elementary schools; consider options for sustainability	2020-21	On-going <u>2023</u>		Phillip Bickelhaupt, ITC, Administration	<i>Formal report to Board</i>
Develop and implement a comprehensive cybersecurity incident response plan	2021	<u>2022 May, 2023</u>		Phillip Bickelhaupt, Technology Support Dept., Administration	<i>Formal document finalized and shared</i>
<u>Explore and pilot new and emerging hardware and software technologies</u>	<u>2023</u>	<u>On-going</u>		<u>All departments in conjunction with the Technology Support Dept.</u>	<u>Periodic updates to the Board on progress being made to utilize new and emerging technologies</u>

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The Technology Department is in the process of upgrading District technology infrastructure including switches, fiber optic and network cabling, to instructional technology tools used in the classroom to aid in the successful delivery of a vast array of educational content to our students.

There are several challenges we have encountered that have impeded our ability to get updated technology into classrooms quicker than we have in the past. First and foremost, the supply chain has disrupted the workflow in ways that are unimaginable. Prior to COVID-19, hardware items were typically delivered within 6-8 weeks from ordering and in some cases, even sooner. Today depending on the piece of equipment, delivery times could be extended out as far as 500 days. We are currently waiting on network switches for East, WRAMS, and Lincoln that were ordered in April of 2022. This type of supply chain backlog has forced us to think outside of the box and make sure we secure ample backup supplies to have on hand if and when a hardware failure occurs so we can minimize downtime and maximize learning time. The second challenge we have encountered is getting people to install the equipment in a timely manner. While we have contracted some of the installation work to outside vendors, we rely on our staff to install a good deal of this equipment as well. With the building and secure entry projects in full swing, it has been difficult to have WRPS staff work on the installation of this equipment. As these projects slowly wrap up, we should be able to dedicate more time from our staff to install this equipment. However, it may not be out of the question to hire additional short term staff to aid in these installations.

Moreover, with the introduction of these new instructional teaching tools and equipment, the need for Professional Development for all staff, not just teaching staff, is at an all-time high. While not necessarily listed as an action step under Objective 1, this has been a priority for the Technology Department. In addition, the Technology Department in cooperation with the Curriculum Department has begun the process of transitioning to Canvas as our Learning Management System (LMS). Thus far we have introduced grades 6-12 teaching staff to Canvas and we will continue the process through the remainder of the 2022-2023 school year, with full adoption in the Fall of 2023. Through our meetings with staff, we are finding that a significant number of younger teachers are very familiar with the Canvas platform as they used it during their undergraduate studies. Many of them are eager to start using it and transition from Google Classroom to Canvas.

Lastly, we are nearing the completion of our Cybersecurity and Incident Response Plan. While we have been near completion for a while, additional things keep coming up that we should have in the plan. Subsequently, this adds additional time for completion as we work to put this information in the plan. A few of the hiccups we encountered while developing the plan included two-factor authentication, stronger passwords for staff, air-gapped backups, cloud domain controllers, cloud backups and End Point Detection and Response (EDR). While two-factor authentication seemed to be an almost sure action step we needed to take, that focus has now shifted to EDR. While two-factor authentication is something we will still pursue, an EDR software program seems to have taken a front seat, specifically with insurance companies.

While we continue to replace older technologies, we continue to explore and test new and emerging technologies to see how they may benefit our overall technology posture as we move forward through the 21st century.



OBJECTIVE 2: Develop an equitable strand within the District's Rtl framework for student mental health and behavior which includes systemic screeners, universal social and emotional learning competencies, and prevention and intervention strategies	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Implement social and emotional learning competencies and behavioral interventions along with a uniform and cohesive district-wide data tracking system (Educlimber)	Fall, 2021	June, 2023		Pupil Services	<i>Behavior interventions implemented, data tracking system in place with appropriate PD offered</i>
Provide professional development and support for staff involving issues associated with social, emotional, and behavioral well-being	Fall, 2022	On-going		Curriculum, Pupil Services	<i>Reduced behavioral referrals and/or suspensions</i>
Expand/establish connections with community agencies to provide mental health service options for students within schools	Fall, 2018	On-going		Curriculum, Pupil Services	<i>Connections with providers enhanced and signed MOU's on file with a variety of community agencies</i>
Enhance collaboration with Wood County Health and Human Services agencies to enhance or improve services for students	Fall, 2019	On-going		Administration, Curriculum, Pupil Services	<i>Connections with agencies enhanced and collaborative projects identified</i>
With involvement from community mental health providers, continue to address the issue of suicide among students and provide professional development for WRPS staff related to suicide prevention	Spring, 2020	On-going		Pupil Services, Curriculum	<i>Report progress to Board</i>
<u>Behavior intervention initiatives to be reflected in Rtl Handbook</u>	<u>2022</u>	<u>2023-24</u>		<u>Pupil Services/ Curriculum</u>	<u>Handbook is updated</u>

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Meeting students' mental health and behavioral needs through the District's RtI framework continues to be of utmost importance as students continue to experience mental health needs such as depression and anxiety. Our elementary buildings have largely implemented the *Move This World* curriculum in 2022-23 with a full implementation set for the 2023-24 school year. WRAMS and Lincoln High School are piloting two social and emotional learning programs, *Character Strong* and *7 Mindsets* in 2022-23 with the goal of full implementation of one of them for the 2023-2024 school year. River Cities High School is piloting *EmpowerU* and looking to implement the program in the near future. The District's Social Emotional Learning Coordinator is working with Pupil Service Administrators to review our universal behavioral health screener and behavioral interventions for students in kindergarten through fifth grade. We continue to work with staff on the implementation, utilization, and evaluation of these behavioral interventions. We have also started to research and pilot additional social and emotional screeners (SAEBRS/mySAEBRS) to see if they better meet the needs of staff and students. The process includes determining how these screening tools interact with our new data management system (eduClimber).

Staff continue to receive professional development on how to best meet the social and emotional needs of our students. This has been done through all elementary professional staff attending a Move this World Introduction, staff attendance at conferences, various DEU offerings and having award-winning producer, nationally recognized speaker, and certified counselor JC Pohl speaking with WRAMS staff. This year all professional staff are being trained on the use of eduClimber, which will create a single, district-wide system that will integrate all district data (academic and behavioral). Staff has started to use eduClimber to examine student progress at the student level and district level. Besides speaking with WRAMS staff, JC Pohl presented to WRAMS students, River Cities High School students, and students in Lincoln's Leap/Launch/Lift programs. JC's message topic was on the importance of building relationships, understanding each other's struggles, and being kind to each other.

The District has continued to collaborate with outside providers and Wood County Health and Human Services agencies to enhance and improve services for students. We have signed MOUs with multiple local counseling agencies. These signed MOUs allow outside counselors/therapists the ability to come into the building to provide services face-to-face without the need to leave the building. We continue to pay for Gaggle Therapy district wide. Gaggle Therapy matches students with counselors licensed in our state to provide secure weekly video sessions. Gaggle was implemented as a way to offset the local counselor shortage. Students are able to receive these free services at a time that works best for them. We have also continued to strengthen our relationship with Wood County Human Services through a signed MOU, increased collaboration, and more frequent meetings. We have a monthly meeting scheduled with the Wood County Crisis team to discuss any current issues/situations. Washington Elementary and Pitsch Early Learning Center are implementing FAST (Families and Schools Together) during the winter/spring of 2023. The FAST program helps children succeed at school by building stronger, more supportive relationships at home. FAST empowers parents to become more effective family leaders, connects families to schools, and creates a community engaged in the well-being and education of children.

Lastly, the District is committed to continuing to address the issue of suicide among students. All staff members participate annually in suicide prevention and education trainings. Students in grades six through twelve participate in Signs of Suicide presentations as well as a Brief Screener for Adolescent Depression. Screener results are used by district staff to identify and provide follow up services to students in need. The District continues to partner with Aspirus Hospital for the Mental Health Navigator Position. The Navigator helps to facilitate mental health services for our students and their families.



OBJECTIVE 3: Continue to develop and refine implementation of Professional Learning Communities (PLCs) to analyze and investigate student achievement data specifically around the marginalized populations we serve; and to identify, implement, and engage in best instructional practices which benefit our diverse student population	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Further refine PLC development in all buildings and continue the process for creating learning outcomes and common assessments	2020-21	2021-22 <u>2022-23</u>		Curriculum and Pupil Services Departments, Building Principals	<u>Reflected in</u> <i>Building & District professional development plans</i>
Identify and analyze achievement gaps in order to establish effective Professional Learning Communities and implement strategies to address issues of bias, equity, disproportionality, and achievement gaps	2016	On-going		Curriculum and Pupil Services Departments	<i>Building & District professional development plans for 2019-20 and beyond</i>
Identify, implement, and engage in best instructional practices which directly benefit a diverse school population including the 4 C's, student engagement, trauma sensitive strategies, Depth of Knowledge (DOK), effective technology integration, and the workshop model	2018	On-going		Curriculum and Pupil Services Departments	<i>Building & District professional development plans for 2019-20 and beyond; <u>results of Equity Audit</u></i>
Based on state standards, PLCs will focus on meaningful technology integration into instruction to best meet the needs of all learners.	2018	On-going <u>2023-24</u>		Curriculum Dept., Technology Dept.	<i>Technology Standards will be integrated into individual curricula area maps and reviewed via the teacher evaluation process</i>
Develop methods to evaluate RtI / PLC integration	Spring, 2020	2022-23		Curriculum Dept., Pupil Services, Technology	<i>Evaluation methods <u>identified</u> <u>implemented</u></i>

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The main focus of WRPS Professional Learning Community (PLC) work is to ask very specific and pointed questions regarding the success of all students. In particular, when a student is struggling in a building or a specific classroom, what is being done to address this by the classroom teacher, interventionist team and building administration? The District is working to make PLCs an integral part of each building's culture. In January 2023, the Curriculum Department will send out a PLC/RtI survey to all staff in order to gauge their understanding of the process and to get a clear understanding of how the process is implemented in each building and at the District level. The results of the survey will guide our future work in regards to PLCs and the RtI process for academics and behaviors.

WRPS understands that beyond access to and quality of instruction, students must be in a physical and emotional state that enables them to learn. We have provided a new Social and Emotional Learning screener to pilot this school year called SABRES. The data is being used to help improve how we address social and emotional teaching and learning in all of our buildings. We continue to use the BEST screener at all of our elementary buildings as well. The YRBS screener is used at the secondary level. Our elementary buildings have largely implemented the *Move This World* curriculum in 2022-23 with a full implementation set for the 23-24 school year. The middle school is piloting two social and emotional learning programs, *Character Strong* and *7 Mindsets* in 2022-23 with the idea of full implementation of one of them for the 2023-2024 school year.

The District continues to be identified, by DPI, as disproportionately identifying students for special education according to race. The District's Disproportionality Committee will continue to work through DPI's Continuous Improvement Process to address these identified areas. The committee's work will include examining resources (staffing, funding, course offerings, instructional materials, and engagement with families) and comparing data (State, School, and District). Information gathered will be used to determine action steps to address any identified needs.

We now have a Student Engagement Facilitator (SEF) in each building who builds relationships with students and families and addresses behavioral, emotional, and academic engagement. The SEFs work closely with the building pupil services team in order to provide the best educational experience for our students as well as their families. We have developed an Early Childhood Focus Group who meets regularly with staff from the state Early Learning Technical Assistance & Implementation team to study Best Practice and implement strategies that will positively engage our youngest learners and their families. In addition, we have created a 4K/EC Task Force to help transition our students into the education setting as well as transition students and families as they move into kindergarten at the end of the 4K year. We continue to strive to make a meaningful impact on closing existing achievement gaps. We have implemented a *Reading Mastery* program for our elementary special education students to address their unique learning needs as well as help close the achievement gap of our special education population. In addition, we recognize the progress we have made in changing our teaching practices to become more blended in our instruction. We have our technology standards in place and during the 2022-23 school year, we will map out where each standard is addressed in our various curriculum areas, ensuring that we are meeting every standard listed for each grade level.

We continue to build on our solid curriculum and make a commitment to bring each student to grade level through identifying those students who need extra help and providing intense one-on-one and/or small group work and guidance. In addition, we continue with a strong Gifted and Talented program to provide enrichment for our students who show that they have mastered the content we are teaching and are ready to extend their learning.

OBJECTIVE 4: Maintain buildings and properties within WRPS to continue support for evolving student programs and activities	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Analyze the condition of each facility; identify upkeep and what maintenance is necessary to maintain the buildings and grounds	November, 2011	June (annually)	On-going	Ed Allison, Building Principal, Maintenance & Custodial Personnel, Technology Dept.	<i>Completed document</i>
Maintain a maintenance replacement/upkeep/budget cycle to address the ongoing facility needs identified	November, 2011	June (annually)	On-going	Buildings & Grounds	<i>Completed document</i>
Continue to invest in new energy savings technology and benchmark progress	2020-21	On-going	Annually in October	Buildings & Grounds	<i>Report to Board</i>
Continue to explore creative ways to utilize vacant facilities <u>address underused areas of East Jr. High</u>	<u>2016-17 2022</u>	On-going	On-going	Administration	<i>Plans are in place and/or buildings are being used <u>Building is being used more or to full capacity</u></i>
Continue to plan and explore financial options for athletic facility upgrades	2015-16	2021-22	On-going ✓	Administration	<i>Proposal to Board</i>
<u>Install fully accessible community-based playground at Woodside Elementary, and upgrade playground at Pitsch Early Learning Center</u>	<u>2022</u>	<u>2023</u>			<u>Equipment installed and ready for use</u>
<u>Explore options for expanded and enhanced community-based playground upgrades/amenities to occur at Mead Elementary, including potential funding sources</u>	<u>2023</u>	<u>On-going</u>		<u>Administration</u>	<u>Proposal developed and presented to Board for approval</u>

Significant athletic facility upgrades have occurred on the Lincoln High School campus with the completion of the sports complex and football/track projects. A majority of the funding for these projects came from a generous Legacy Foundation grant, advertising/marketing opportunities for businesses, and through both cash and in-kind donations.

The Outdoor Play, Learning, Activity Center (OPLAC) project slated for installation in 2023 at Woodside Elementary will significantly update the outdoor amenities on campus, lending increased opportunities for students with and without disabilities to play and learn alongside one another. The OPLAC will also be a welcoming place for families beyond the school day and an asset to members of the community who choose to utilize these new spaces and equipment. The majority of funding for this project is also being supported through a generous Legacy Foundation grant.

Pitsch Early Learning Center is now a fully functional early learning facility specializing in early childhood / 4-year old Kindergarten programming. The campus will be receiving a significant playground upgrade which will be fully ready for students at the beginning of the 2023-24 school year.

While many in the community may be unaware, the East Jr. High facility is utilized for a variety of programs and District initiatives. The District administration/Board office continues to reside within the East facility, and departments such as Technology and Curriculum have been able to expand into areas of the building to meet various needs such as storage, meeting space, dedicated programming space for Central Oaks Academy, specialized tutoring and/or one-on-one instruction with students in need of services, pupil services office areas, and a unique space referred to as the “Professional Learning Center” which is housed in the former East library which accommodates numerous DEU offerings and provides a place for professional staff members to check out shared resources. In addition to being used for District needs, the East facility also continues to be for school and community athletic practices and events, workshops and conventions, law enforcement trainings and drills, voting, theatre rehearsals for elementary and middle school levels, community blood drives, and Heart of Wisconsin events such as the Dairy Breakfast and Job Fairs.

The Vesper building continues to be leased by CESA 5 for the Wood County Alternative School program. All WRPS facilities are being utilized in some capacity and to varying degrees.

OBJECTIVE 5: Ensure the safety and security of all students, personnel, and members of the public on the Wisc. Rapids Public Schools' campuses/premises	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Tasks/Action Steps:	Start Date	End Date		
Review and revise current building and network security measures	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan & Network Infrastructure
Review and revise current safety plans	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan
Develop comprehensive plans for student reunification and District response for crisis situations at events	2019	2022-23 2023-24	In Process	Administration, Law Enforcement, Emergency Management, Fire Personnel	Crisis Plan Includes Additional Reunification Processes/Protocols as appropriate; drills and table top exercises conducted with staff
Evaluate Refine threat assessment team protocol and processes to strive for enhancements and/or improvement	2020-21	On-going	On-going ✓	Administration, Specific WRPS Personnel, Law Enforcement/SROs	Process Improvements Identified and Implemented
Continue to educate staff and students about safety plans and procedures, including ALICE; ensure new employees receive safety training during onboarding process	On-going	On-going	On-going	Administration	Completed a Review and Revision of District Crisis Plan, Staff Drills Operate Smoothly, On-going Training, Drills, and Updates to Individual Building Safety Plans Occurs
Investigate and implement new technologies to improve current security measures	On-going	On-going	On-going	Ed Allison, Phillip Bickelhaupt, Building Principals, Police Liaison Officers	Installed Security Hardware & Technology
<u>Implement Critical Response Graphic mapping in buildings in conjunction with Office of School Safety grant award</u>	<u>2023</u>	<u>2023-24</u>		<u>Administration, Law Enforcement</u>	<u>Maps will be generated and shared with law enforcement; Crisis Plan updates will occur as needed</u>

The District Crisis Plan continues to undergo an annual review, and buildings tweak individual building plans and provide drills and tabletop exercises for staff and students to participate in. The reunification process has been developed, and law enforcement/EMS personnel have been engaged in discussions around hosting a potential drill at some point in the future to further refine roles and responsibilities of all stakeholders involved. Planning around emergency management during large scale events and activities continues. District leadership and safety teams take advantage of training opportunities as they become available, and the threat assessment process in place continues to be an on-going focus to enhance protocols and incorporate changes as recommended by the Wisconsin Office of School Safety (OSS).

The OSS grant to support the Critical Response Graphic mapping project was successfully secured, and the integration of these maps is expected to be complete by the end of 2023.

Each school facility will have been touched by the Referendum projects which conclude by spring, 2023. Every building will have enhanced school entryways available and additional surveillance monitoring equipment in place.

OBJECTIVE 6: Create a District environment that promotes healthy lifestyles for students and staff	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Administrators and other school leaders across the District will promote a supportive wellness culture and District environment that encourages and motivates health and wellness	2018	On-going	On-going	Administration	
Add new Review and refine wellness programs and services to more effectively address whole person wellness, primarily through physical well-being and mental well-being at individual, targeted groups and District-wide levels	2017	On-going	On-going	Student Wellness Committee, Staff Wellness Committee	
<u>Explore possibilities to enhance District sponsored staff wellness activities</u>	<u>2023</u>	<u>On-going</u>	<u>On-going</u>	<u>Human Resources, Staff Wellness Committee</u>	<i>New activities and initiatives to promote staff wellness have been introduced and staff members are participating</i>
Implement Compassion Resilience training for staff	2021-22	2022-23	✓	Administration	<i>Professional Development opportunities for staff; training accomplished</i>

Promoting a healthy lifestyle for students and staff has continued to be at the forefront of daily operations around the District. All students continue having the option of attending school in-person five days a week with the exception of when they are isolated due to a positive COVID test. Students also have the option to attend one of the District’s virtual programs. Student and staff health has continued to be closely monitored and individuals have been sent home to isolate in accordance with established health protocols.

While school breakfast and lunch is no longer free for all students due to USDA’s decision to return to the pre-pandemic pricing structure, all students still have access to healthy meals. The District’s School Nutrition Program is continuing to work toward improving school meals by incorporating more whole foods and using scratch-cooking techniques.

The Student Wellness Committee will be meeting this year to review the district’s [Student Wellness Policy](#). Any necessary updates will be brought to the School Board for review in the spring or summer.

Last year, to support staff well-being the District implemented “The Compassion Resilience Toolkit for Educators,” which focuses on:

1. The ability to maintain our physical, emotional, and mental well-being (using energy productively) while compassionately identifying and addressing the stressors that are barriers to learning for students,
2. Identifying and addressing the barriers to caregivers/ parents and colleagues being able to effectively partner on behalf of children, and
3. Identifying, preventing, and minimizing compassion fatigue within ourselves

Depending on the building, professional staff either completed all eight sessions last year or they completed four sessions last year and four this school year.

During the pandemic, District sponsored wellness initiatives for staff members slowed down. Exploring new opportunities for activities and events that promote staff wellness will enhance the health and wellness of staff members and potentially build a culture of comradery and unity not only in buildings, but across the District as a whole.



OBJECTIVE 7: Ensure all April, 2021 referendum projects and expenditures are monitored through to completion	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Tasks/Action Steps:					
Oversight and monitoring of capital referendum projects	2021-22	2023-24		Administration	<i>Projects Completed</i>
Allocate and track expenditures tied to operational levy override referendum for purposes of curriculum and technology instruction	2021-22	2025-26		Administration	<i>Reports to Board</i>

Referendum projects continue to remain on schedule for completion and within budget. Projects are expected to be fully wrapped up by spring, 2023 and open houses are being scheduled for the community to have an opportunity to visit schools and see the enhancements at buildings as a result of their local support of District schools.



OBJECTIVE 8: Create a District environment that promotes educational innovation and creativity	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Continue and expand the Innovation Grant program	2020-21	On-going		Administration, QEC Committee	<i>Report to Board on types of grants submitted and awarded</i>
Develop and implement Professional Development (PD) around facilitating creativity and innovation	2020-21	On-going		Administration, Curriculum	<i>Innovation incorporated into PD offerings</i>
Solicit and/or recruit staff who show an interest in pursuing innovative/creative teaching approaches; cultivate a climate where staff need not fear failure when attempting new approaches	2020-21	On-going		Administration, Curriculum	<i>Staff members identified and new and innovative approaches are piloted in classrooms</i>
Identify ways in which we can maintain and enhance innovative educational and instructional approaches that were utilized throughout the pandemic to create engaging classrooms, including the use of technology tools in these approaches	2021	2022-23 <u>On-going</u>		Administration, Curriculum, Technology, Pupil Services	<i>Report to <u>Inform the Board on specific various</u> innovative instructional approaches and/or uses of technology identified which will be continued or built upon</i>

Over the past two years, WRPS teaching staff has learned many innovative ways to reach students. We continue to offer DEU opportunities for staff to expand the use of technology as a learning tool for both in-person and off-campus learning. A large majority of these DEU classes are led by professional staff within the District who have tried new ways of engaging students using technology and are subsequently sharing their experiences with their colleagues.

As a district we are fully 1:1 in grades 6-12. All coursework in grades 6-12 will be available virtually by the beginning of the 2023-2024 school year. It is already available virtually in grades 9-12. Each 3rd - 5th grade classroom has a Chromebook cart available at all times.

We continue to offer the Innovation Grant each year, supporting grant winners with \$1,000.00 for supplies and materials as well as a \$1,000.00 stipend for implementation in order to bring their ideas to fruition. Three more grant winners were chosen for implementation during the 2022-2023 school year.

We have also created more innovative ways to connect with parents. Each building now offers flexibility with parent/teacher conferences, allowing for a virtual conference if parents choose. We have used the same approach with Individualized Education Plan (IEP) meetings. Giving parents/guardians the opportunity to attend an IEP meeting virtually has helped with attendance and participation at IEP meetings overall. Finally, through the use of Gaggle Therapy we are able to connect students with mental health services virtually, through the school and during the school day. This opens up the door for offering more support for our struggling students. Each month during the 2022-2023 school year we have been using a School Spotlight approach at each school board meeting. Each building has the opportunity to highlight the creative and innovative things they are doing, as well as highlighting the excellent educational opportunities that are offered to students every day.



OBJECTIVE 9: Develop a plan to Utilize ESSER III funds and track progress and expenditures	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Tasks/Action Steps:					
Develop a plan for the use of ESSER III funds, including the required 20% of funding slated for Evidence Based Intervention Strategies	2021-22	June, 2022	✓	Administration, ESSER Committee, Curriculum, Pupil Services, Board	<i>Plan reviewed and approved by Board</i>
Implement ESSER III Plan funding projects and monitor for impact	2021-22	2023-24		Administration, Curriculum, Pupil Services	<i>Updates and reports based upon evidence presented to Board</i>

The COVID-19 pandemic has provided unique funding opportunities for school districts, including the last round of federal grant dollars to states through the Elementary and Secondary School Emergency Relief Fund (ESSER III). Wisconsin Rapids Public Schools received a one-time funding allocation of ESSER III dollars in the amount of \$7,082,465.00. In January of 2022, the District submitted its ESSER III LEA Plan to the Wisconsin Department of Public Instruction which was approved and shared with the WRPS Board of Education in February of 2022, receiving final approval by the Board on February 14, 2022. The plan can be found posted on the District webpage. As part of the use of ESSER III funds, school districts and charter schools must use a *minimum of 20%* of allocated dollars (\$1,416,493.00) to implement Evidence-Based Intervention Strategies (EBIS) to address lost learning opportunities. Districts must ensure that interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. Currently, WRPS has spent \$2,275,958.98 to implement Evidence-Based Intervention Strategies.

One aspect of the ESSER III Plan includes a requirement to develop a “Safe Return to In-Person and Continuity of Services Plan.” The administration developed this plan and it was approved by the Board on November 8, 2021 and subsequently posted to the District website as required under the ESSER III grant parameters. Periodic updates to the Safe Return to In-Person Instruction and Continuity of Services Plan will be provided to the Board in six month intervals as outlined in the plan. The current tentative dates for these updates are scheduled for May 8, 2023 and September 11, 2023.

Regular updates have been provided to the Educational Services Committee and the full Board in terms of how the dollars have been spent. The last update was provided in November, 2022.

All parts of the approved ESSER III plan have been or are scheduled to be funded. Timelines associated with the implementation of the ESSER III Plan have been developed and followed to ensure that expenditures and affiliated requirements take place within the grant’s expiration deadline of September 30, 2024.



**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2022-23
Mid-Year / End of Year**

KINDERGARTEN

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% District Goal	% of Pupils Achieving End of Year Benchmarks														
					Grant	Grove *	Howe *	Mead *	THINK *	Wash *	Wood *	% District	Mid Year / End of Year						
Reading	Meets expectations on PALS screener	Complete the PALS Assessment	Instructional coaching/one-to-one tutoring	80	56		59		49		44		58		57		72		56
Reading	Read aloud with appropriate accuracy and comprehension	Pass the Level C (Tan, 3/4) Benchmark Book	Instructional coaching/one-to-one tutoring	80	N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A
Math	Write numbers 0-20	Write the numbers 0-20 with some reversals permitted	Instructional coaching/one-to-one tutoring	80	45		62		35		32		53		60		85		52
Math	Identify numbers 0-30	Recognize and name numbers 0-30 in random order	Instructional coaching/one-to-one tutoring	80	65		56		51		34		41		58		73		53

* Meets class size reduction

PALS screener reflects beginning and end of year data

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2022-23
Mid Year / End of Year**

FIRST GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% District Goal	% of Pupils Achieving Mid Year/End of Year Benchmarks													
					Grant *	Grove *	Howe *	Mead *	THINK	Wash *	Wood *	% District						
					Mid Year / End of Year													
Reading	Meet expectations on PALS screener	Complete the PALS Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	80	59	73	47	59	56	84	64						
Reading	Read with appropriate accuracy, fluency and comprehension	Pass the Level I (Purple, 16) Benchmark Book	Class size reduction/ instructional coaching/ one-to-one tutoring	80	83	56	54	59	50	67	75	64						
Math	Addition Within 20	Complete the WRPS Math Screener	Class size reduction/ instructional coaching/ one-to-one tutoring	80	93	66	75	60	79	79	88	77						
Math	Subtraction Within 20	Complete the WRPS Math Screener	Class size reduction/ instructional coaching/ one-to-one tutoring	80	85	47	62	62	67	70	76	67						

* Meets class size reduction

PALS screener reflects beginning and end of year data

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2022-23
Mid Year / End of Year**

SECOND GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% District Goal	% of Pupils Achieving Mid Year/End of Year Benchmarks													
					Grant *	Grove *	Howe *	Mead *	THINK *	Wash *	Wood *	% District						
					Mid Year / End of Year													
Reading	Meet expectations on PALS screener	Complete the PALS Assessment	Instructional coaching/one-to-one tutoring	80	78	57	63	51	65	72	72	73						
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level M (Navy, 28) Benchmark Book	Instructional coaching/one-to-one tutoring	80	81	69	62	57	73	87	78	72						
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Instructional coaching/one-to-one tutoring	80	84	67	85	76	91	91	91	84						

* Meets class size reduction

PALS screener reflects beginning and end of year data

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2022-23
Mid Year / End of Year**

THIRD GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% District Goal	% of Pupils Achieving Mid Year/End of Year Benchmarks													
					Grant *	Grove *	Howe *	Mead *	THINK *	Wash *	Wood	District						
					Mid-Year / End of Year													
Reading	Meet or exceed the STAR Reading benchmark score	Complete the STAR Reading Assessment	Instructional coaching/ one-to-one tutoring	80	79	58	77	60	62	72	75	70						
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level P (Peach, 38) Benchmark Book	Instructional coaching/ one-to-one tutoring	80	88	88	83	69	75	74	88	80						
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	95	84	85	76	92	92	94	88						

*** Meets class size reduction**

While our Kindergarten through 3rd grade students entered the 2022-2023 with continued learning gaps, our classroom teachers and reading/math interventionists continue to use data to determine the students most in need of additional support and intervention. Our current class sizes and staffing allow teachers and interventionists to intervene regularly and provide strong instructional support. Teachers work within their Professional Learning Communities (PLC) to meet regularly to discuss students who need additional support or additional challenges. As family nights and events return, our elementary schools are also working closely with families to share information and strategies that they can use in the home setting. We are continuing to provide support to our classroom teachers and reading interventionists through professional development on phonemic awareness, phonics and word study. These learning opportunities have come through conferences, DEU's and additional training in buildings. The district has purchased decodable readers for K-2 classrooms and Title One buildings are using their dollars to supplement materials as needed. In addition, classroom teachers and math interventionists have been provided with professional development opportunities/DEU's that continue to support their implementation of Bridges/Number Corner. Student attendance has been more consistent this school year due to less quarantines and extended school absences and we are confident that the increase in instructional time in the school setting will allow us to show growth at the end of the school year.

Remote Learning Days

Wisconsin Rapids Public Schools
2022-2023 School Year

Act 257 was signed into Wisconsin law in April of 2013. This law established minimum instructional hours that school districts are required to meet in a given school year. The law establishes that public school students in full day kindergarten through Grade 6 attend 1,050 hours a school year while students in Grades 7 - 12 attend 1,137 hours a year. Wisconsin Rapids Public Schools builds additional contact hours into its calendar each year to account for any possible cancellation of school during the school year. As a result, this allows WRPS to continue having traditional snow days until the extra hours built into the school calendar are exhausted.

Like many surrounding districts, WRPS does not currently have an established school board policy that covers student and staff expectations for remote learning on inclement weather days. The administration is currently reviewing School Board Policy 723.1 and 723.1 Rule: EMERGENCY SCHOOL CLOSINGS to develop recommended revisions for Board consideration by the end of the 2022-2023 school year. These revisions will clarify the expectations of students and staff during such events.

Since the onset of the pandemic when schools were thrust into remote learning, WRPS staff have been learning and preparing for situations that might involve off-campus learning. Building on the procedures set up to deliver instruction remotely, and making modifications to improve the learning experience for students has positioned the District well to deliver remote instruction when necessary.

While there is not a set School Board Policy regarding remote learning days, each individual building has set expectations for what is to occur on such days. The building administrator communicates the expectations with school staff and ensures that expectations are met. This instruction and learning looks different at each level.

With the unusual timing of the weather events we have experienced in the early winter of 2022-23, it became clear that the District was going to move to remote learning for inclement weather days after we exhausted the built in time by the end of December. Once this was determined, building administrators communicated the building's expectations for remote learning with parents and guardians via newsletters, weekly bulletins, Skylert messaging and Seesaw. Each building message articulated that any future inclement weather days would move to remote e-learning days and further communicated what students and parents could expect on those days. Copies of those communications are included in this report.

Our elementary buildings are not 1:1 with technology; therefore, as a district, we cannot assume that all families have the ability to access the internet from a device at home. So, in preparation for virtual days, elementary teachers prepared "*just in case*" packets that provided students with enrichment activities that are connected to what the students are learning in the classroom. These activities were sent home with students along with a note to parents to keep the packet in a safe place so that in the event of a "snow day" the students would have their work at home to complete. In addition, a majority of elementary teachers sent a link via Seesaw to students and parents that would allow families to join a Zoom meeting where the teacher would touch base

with the students, perhaps read a story, complete a math activity, or hold a morning meeting. Again, at the elementary level, logging in to the Zoom meeting was optional. In the attached report, you will find a wide variety of lessons and activities from all levels across elementary buildings, as well as messages that were sent home to families to promote academics and learning during the snow days. Attached to each “just in case” packet is a message from the teachers outlining the expectations one more time.

Special education teachers, counselors, interventionists and other specialized professional staff also communicated with families via Seesaw. Students were provided activities that would promote continued learning as well. These professional staff members held Zoom meetings with students and families as needed. They connected with their students to help with any frustrations or issues that needed to be addressed.

All WRPS elementary buildings followed a procedure similar to what is described above. During the day, the teachers responded to emails from families, held Zoom meetings with their classes or individual students as needed, took part in virtual grade level meetings as well as school leadership meetings, completed lesson plans, worked on IEPs, or graded assignments, among other daily tasks. Teachers were available during the regular school hours for parents, students, colleagues and administration.

Wisconsin Rapids Area Middle School and Lincoln High School are both in a 1:1 environment which means each student is provided a Chromebook that can be taken home and used in the event of a remote learning day.

At WRAMS, communication went home to families regarding remote learning days via the weekly bulletin and a notice on their webpage. That communication is included in this report. When students returned from winter break, classroom teachers addressed the expectations of remote learning days with students in their classrooms. Each core department at WRAMS is expected to hold one hour of office hours where they are logged into a Google Meet and students who have questions or concerns or who just want to touch base can log into that virtual meeting. Students have been provided the schedule for the various office hours. That schedule is included in this report. Students are also able to request virtual meetings with counselors, interventionists, social worker, school psychologist, student engagement facilitator or other staff using a Student Services Request Form found on their Chromebooks.

The teachers at WRAMS either use Google Classroom or Canvas to send out lessons to students. Students are expected to log-in the morning of the remote learning day and determine what their assignments are for that given day. Oftentimes, classroom teachers include digital copies of readings and worksheets that students may need but may have forgotten at school. Examples of some of the lessons shared with students are included in this report.

When the teachers are not in their designated office hour, they are expected to be creating lesson plans, answering emails, attending Zoom meetings with their content area teachers, meeting with individual students, or grading student work and assessments.

Lincoln High School has implemented definitive expectations for their students and staff on remote learning days. The administration sent out communication to families in late December regarding the procedures on remote learning days and then reiterated that information in weekly newsletters that followed. Copies of those communications are included in this report. Teachers communicated their expectations with students as soon as students returned to school in January following winter break.

Teachers are expected to meet virtually with each of their classes. A remote learning day schedule was created and shared with all involved. That schedule is shown on the January 6, 2023 weekly update that is included in this report. Attendance is mandatory and is recorded for all students during the designated class periods. LHS teachers are expected to deliver the lesson, answer any questions, and then be available for students to ask questions or share ideas during each class period. Teachers are allotted a half an hour lunch break and then are required to hold office hours from 12:15-2:55 where they are logged into a Zoom meeting that students can participate in if they have any questions or concerns about the work that is being completed.

Counselors, interventionists, Student Engagement Facilitators, School Psychologists and other professional staff are available for students at any time during the day via Zoom links for meetings.

River Cities High School also has expectations for its remote learning day. Students are expected to participate in one of two scheduled Life Management virtual meetings held at 9:30 and 11:30. In addition, students are expected to check their Canvas accounts to find the assignments for the day and complete those assignments. Teachers are available throughout the day to answer questions and work individually with students as needed. Communication was provided to students and parents regarding remote learning expectations in early January. A copy of that communication is included in this report.

In conclusion, the goal of remote learning at WRPS is to provide students with the opportunity to continue their education even when school can not be held in person. This delivery of instruction will look different at each grade level and possibly at each building, but the end result is the same: to ensure students of WRPS have the opportunity to access their education when a traditional in-person classroom experience is not possible. Each building administrator is responsible for holding staff members accountable for the delivery of instruction on these days.

Respectfully Submitted,

Roxanne Filtz

Director of Curriculum and Instruction

Pitsch Learning Center and District 4K Classes

Our youngest learners and their families are provided with a variety of activities that families could do together on a remote learning day. In addition, specific teachers send out more examples via Seesaw to their families. Packets of enrichment work have gone home with students. Many of the EC/4K teachers provide a 5 - 10 minute read aloud via Seesaw or a Zoom meeting that the kiddos can enjoy while they are home.

In this packet you will find a communication that was sent home to families. In addition to the communication is a summary of what many of the 4K/EC teachers provided for families as Remote Learning opportunities. The final item included is an example of what a typical 4K packet looks like for our students.



PITSCH
EARLY LEARNING CENTER

Good Morning EC Families!

Since this morning is a virtual learning day, here are some activities you may want to try with your child. Activities are for all learners so some may be easy for your child and others may be harder. You can pick and choose things you may want to try. All activities are optional and include some of the things we work on in our classroom. I will be available all day so you can email me or message me on seesaw if you have questions. If you would like to connect via google meet or phone, let me know and we can set something up. I wish you a wonderful day!

(Note, Items listed in blue are links and you should be able to hover over them and click to take you to the video)

1. Play a matching game (shapes, colors, or even using the letters in your child's name)
2. Color with your child, whether in a coloring book or on plain paper. If your child is at a point in which they just scribble, that is ok. Talk about the colors they are using, give them examples of foods or items that are the same color. Talk about the pictures they are making. Even if your child only makes marks or is scribbling you can still guess at what they might be drawing or labeling the colors.
3. Read a story together, talk about the pictures that are on pages, help your child point to a requested picture or find a picture for you. Here is a link to an online story also: [Pete the Cat and his 4 Groovy Buttons](#)
4. Practice sorting objects by color, shape or size. Suggestions-fruit snacks or cereal, collect a few toys (Cars, animals, etc.). Sort the objects into piles, help your child count the objects.
5. Spend time playing together-follow your child's lead and engage in play with them-build a tower with blocks, play peek-a-boo, roll a ball or car back and forth, etc.
6. Have a dance party! Here are some of our favorite music and movement activities we like to do at school:
 - [Head Shoulders Knees and Toes](#)
 - [Wheels on the Bus](#)
 - [Baby Shark](#)
 - [Old MacDonald Had a Farm](#)

You 8:02 AM

Video story read alouds and including play in activities. Today I had kids build a snowman, last time I had them make a gingerbread person from playdough (I sent the playdough home at the beginning of the year in the at home learning box)

Jennifer Gause 8:02 AM

today I sent home a name writing packet. Each kiddo has a tracing page, write it by themselves page, and then a build it page, where they cut and paste their name in the correct order

Ashley Tronnier 8:02 AM

I read a story or a read aloud for a Literacy activity

Mimi Doerrler 8:02 AM

go outside and build a snowman with your child, make a paper snowman using the letters of their name, roll and count how many snowballs (marshmallows)

Stephanie Gomez 8:02 AM

Read the morning message and read a book. I also assign an activity that the families can do with the child.

Ashley Tronnier 8:03 AM

I've done counting activities where they count the objects in the picture and then circle the correct corresponding number

Terri Stilson 8:03 AM

I assign Seesaw activities which some students do enjoy doing. I also send a lesson and I include a story, math lesson, practice name writing, and a play suggestion.

Lisa Borre 8:03 AM

We sent out a "Top Secret Snow day Packet for all classes at Woodside- to build the excitement. I put in an art project - letter searches, , a book, a snack,. I sent home a Zoom activity plan and alternative plan for those who could not zoom. Yesterday I sent home their Dinosaur packets with tons of dinosaur activities. They have enough for many days

Carrey Koran 8:04 AM

I sent home the Snow People booklet from Bridges with my January News that asked the parents to read the booklet to their child and let them color and keep as their own.

Jessica Schroer 8:04 AM

Read aloud story that goes with our theme. Go outside and build a snowman on our snow day. I try to find a gross motor activity that gets the kids up and moving.

Tiffany Ziska 8:04 AM

I send home a three part assignment for the family to do together and instruct the purpose and the "how-to" for their practice. They go on a scavenger hunt in their home for 10 items starting with a certain letter (this week is P), count 20

fun objects together and read 1 story together. I have alot of working families so I was trying to think of something simple that wouldn't take too much time but still be purposeful.

Ashley Tronnier 8:04 AM

I also send a movement activity

Lauren Wilcox 8:04 AM

I send a video along with my lesson plan just saying good morning and that I'm excited for their day at home- kiddos got really excited that the see my face at home!

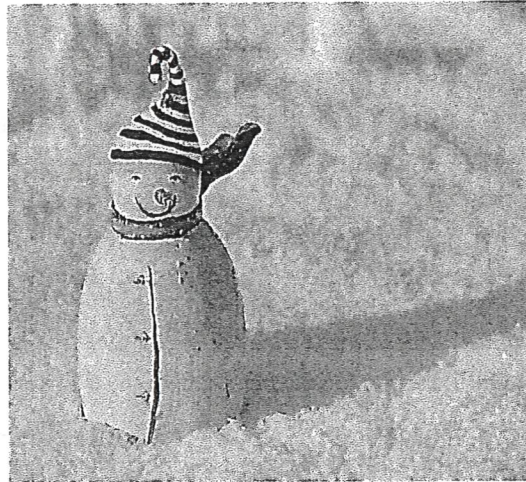
AT HOME LEARNING DAYS

lesson plan

KEEP THESE HANDY IN CASE OF SNOW DAYS

DAY	DESCRIPTION	WHAT YOU NEED	GOAL
BOOK	My Winter Book: Each page has a picture of something found in Winter! Read and Color together.	Crayons or markers. Color each picture and read to your child while pointing to each word. Talk about what you see.	Increasing seasonal vocabulary knowledge as well as increasing fine motor skills by coloring the pictures.
SONG	Snowflake Fun: Sing the little rhyme while you play with the snowflakes as each one leaves the cloud.	Cut out the 5 snowflakes. Start with all 5 on the cloud and as you say the verse, take away 1 snowflake.	Counting backwards from 5 to 0. Talking about numbers and singing the song incorporates play into learning.
PATTERNS	Winter Patterns: 2 pages of AB or AAB patterns of winter items. Fill in the empty space to complete each one.	Scissors and crayons or markers. Cut out each picture at the bottom to finish each pattern. Color the page at the end..	Creating patterns is a more developed skill, but exposure and practice with your help is important for the future!
BOOKLET	Mouse Gets Ready: fold the piece of paper into quarters to read how little mouse gets ready to go outside.	Crayons or markers. Color the winter clothing items and read the book by counting all the pieces he needs!	Talking about what you need to wear outside in certain weather is important for self help skills and being independent!
SEQUENCING	Seriation by Size: Penguins and Polar Bears. Sequence the animals in order by smallest to biggest labeling small, medium, large.	Scissors and coloring utensils. Cut out the animals and mix them up, and then put them in order for each animal.	Knowing the difference in sizes is very important, and being able to practice the succession in size order gives practice.

IN THE CASE OF A SNOW DAY I WILL ALSO
POST ACTIVITIES TO SEESAW. ANY QUESTIONS EMAIL
AT SAMANTHA.MESSNER@WRPS.NET



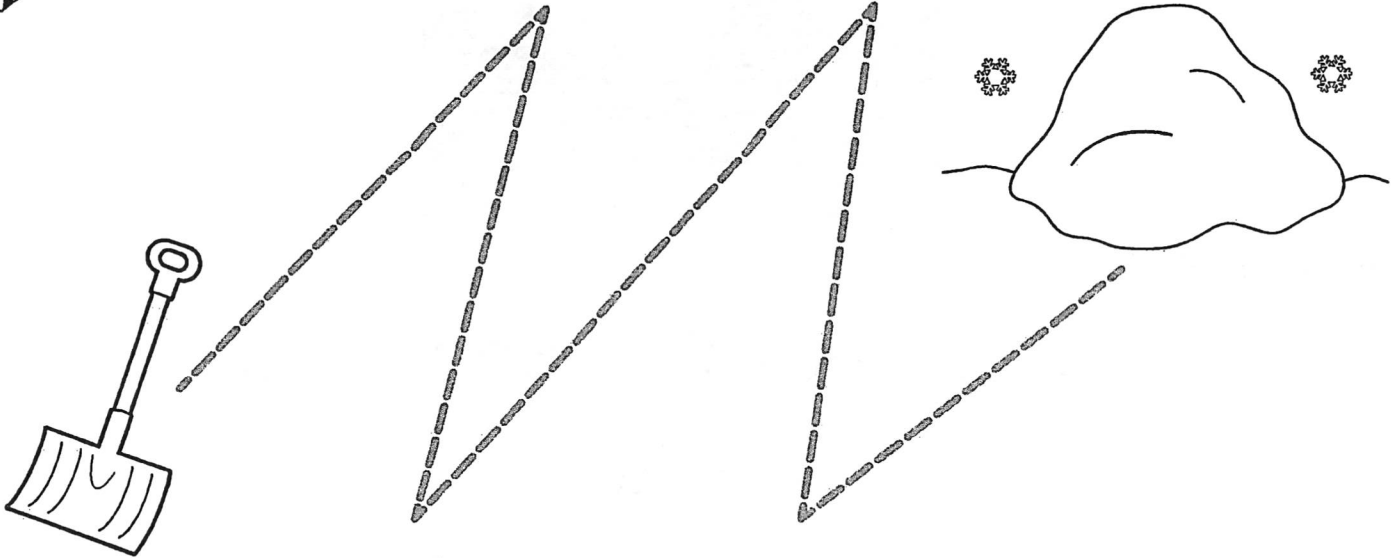
Virtual Learning Snow Day
Packet

Mrs. Gause

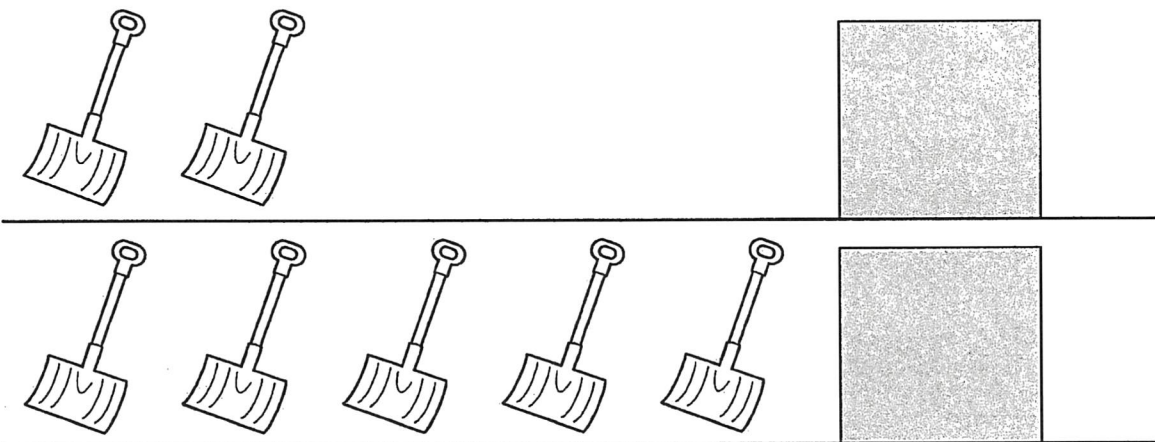
4K

 Write your name.

 Trace.

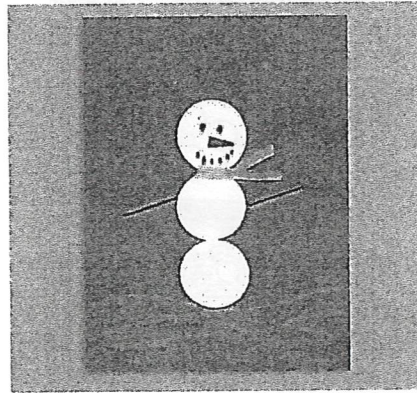


 Cut.  Count.  Glue.



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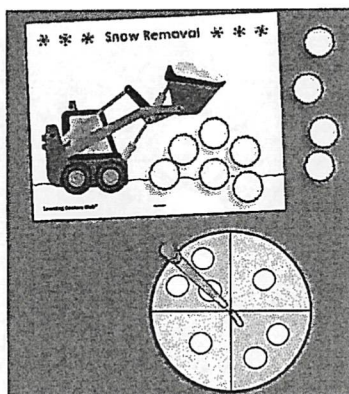
2 5



Soft Snowman Art

Snowman Craft

This soft snowman project is made from cosmetic rounds! Have a child use white chalk to draw snow along the bottom portion of a 9" x 12" sheet of blue construction paper. Next, have her glue cosmetic rounds to the page so they resemble a snowman. Encourage her to add details—such as sticks, ribbon, and scrap paper cutouts—to finish the snowman. Finally, have her tap white chalk on the paper to create snowflakes.



Snow Removal

Ready-to-Use Center: beginning subtraction

Students help the front loader remove a pile of snow with this winter-themed center!

Materials:

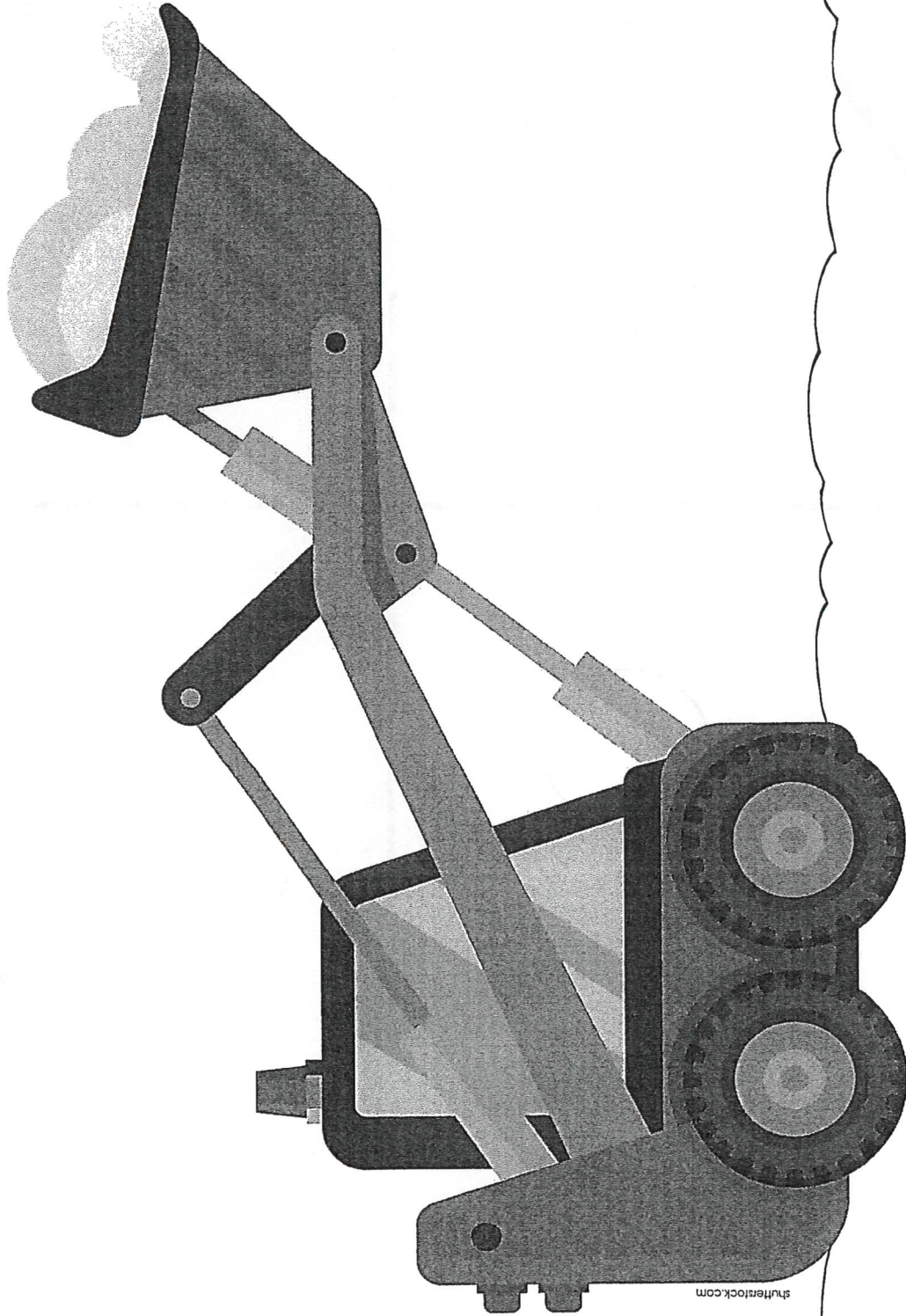
- o mat
- o spinner
- o 10 white pom-poms (snowballs)
- o pencil
- o large paper clip

Preparation: Place the items at a center. Station an adult at the center to help students with the spinner.

Using the Center

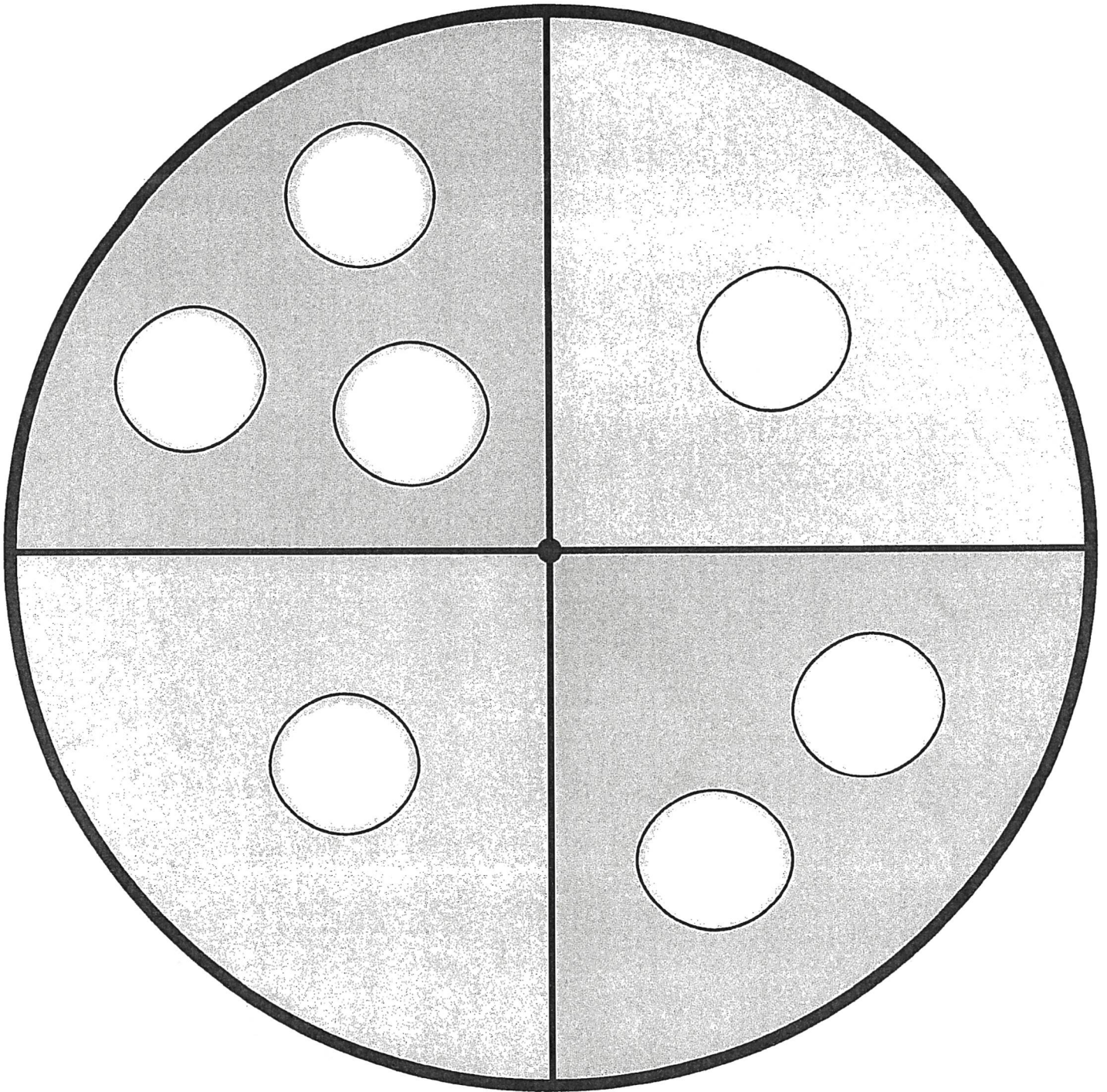
1. Two youngsters visit the center and place the snowballs to the right of the excavator.
2. An adult helper holds the pencil in place on the spinner, as shown, as one child flicks the paper clip.
3. The child counts the number of snowballs in the section and then removes an equal number of snowballs from the mat.
4. Her partner repeats the process.
5. Students repeat Steps 2–4 until all the snow has been removed. (Note: An exact spin is required to remove the final snowballs or snowball.)

Snow Removal



shutterstock.com

Spinner Pattern



NUMBER 10 SCAVENGER HUNT

Find 10 coins. 

Find 10 crayons. 

Find 10 buttons. 

Find 10 pieces of cereal. 

Find 10 fingers. 

Find 10 blocks. 

Find 10 letters. **A B C**

Find 10 leaves. 

Find 10 cotton balls. 

Find 10 toes. 

SNOW DAY SCAVENGER HUNT

Find a pinecone.



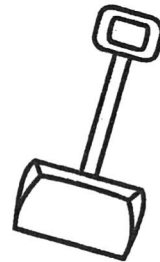
Find a snowman.



Find a foot print.

Find a bird.

Find snow shovel.



Find a snowy tree.

Find a squirrel.



Find a brown leaf.

Find the sun.



Find some animal tracks.

Find some pine needles
on the ground.

Find some frost.

Have some hot
chocolate.



RHYMING SCAVENGER HUNT

Find something that rhymes with bee.

Find something that rhymes with moon.

Find something that rhymes with bear.

Find something that rhymes with rock.

Find something that rhymes with glue.

Find something that rhymes with hose.

Find something that rhymes with sub.

Find something that rhymes with bug.

Find something that rhymes with car.

Find something that rhymes with fan.

Find something that rhymes with gum.

Find something that rhymes with fox.

Find something that rhymes with ten.

NUMBER 5 SCAVENGER HUNT


Find 5 light bulbs. 

Find 5 zippers. 

Find 5 leaves. 


Find 5 spoons. 

Find 5 coffee mugs. 

Find 5 cans. 

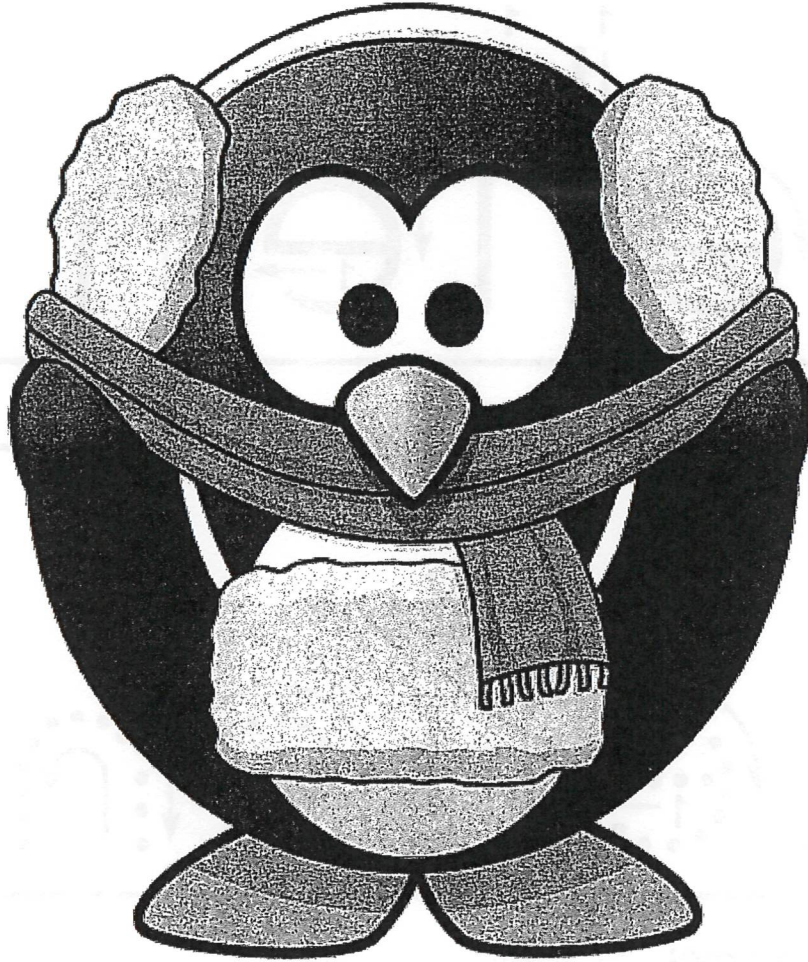
Find 5 things that are round.

Find 5 fingers. 

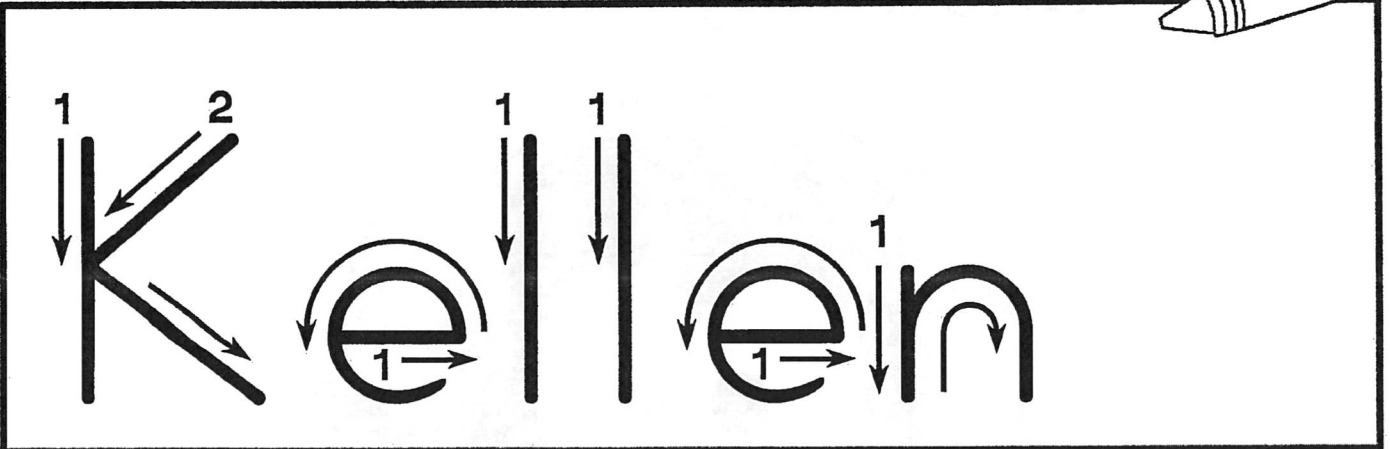
Find the 5 days of the week. 

Find 5 shoes. 

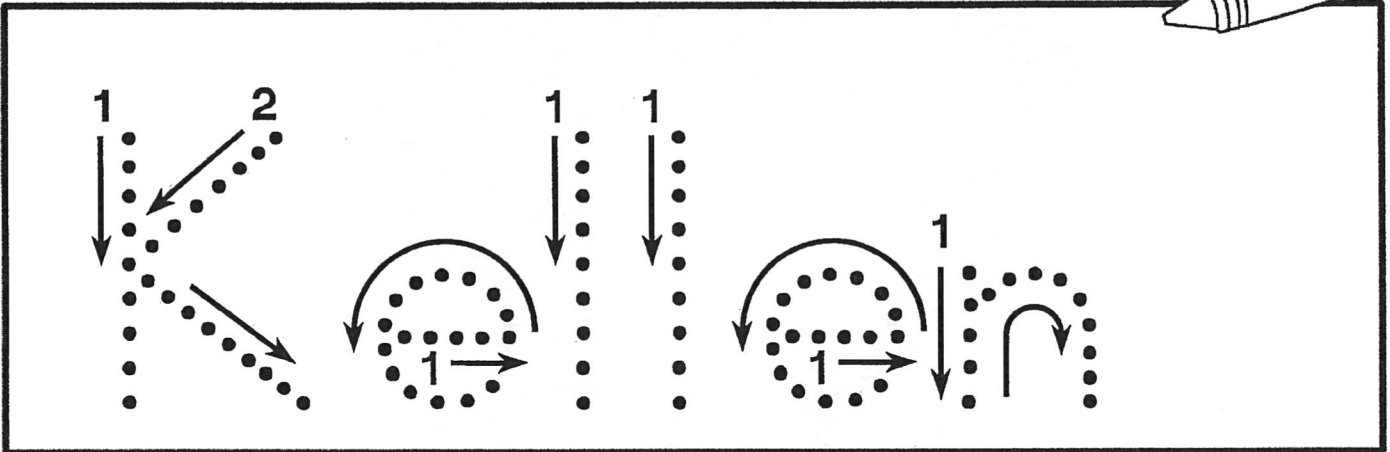
Snow Day Packet 2



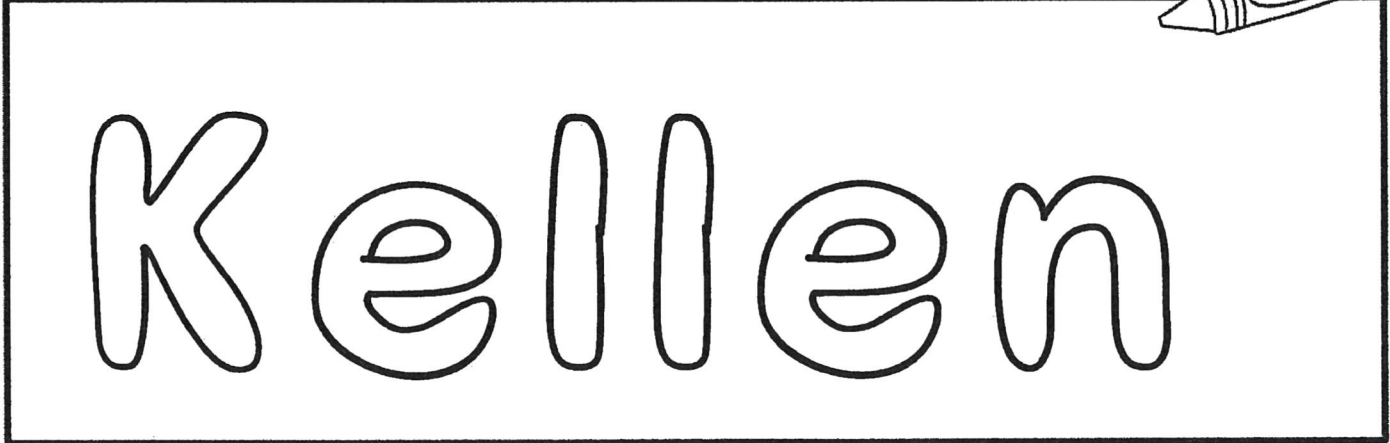
My name is:



I can trace my name:



I can color my name:



My name is:



Kellen

I can trace my name:



Kellen

I can build my name:



Blank writing area for building the name.



K	e	l	l	e
n		+	h	m

Name Tracing Practice

Kellen

Kellen

Kellen

Kellen

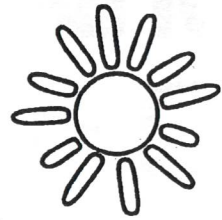
Kellen

Kellen

LETTER S SCAVENGER HUNT



Find the sun.



Find a pair of socks.



Find someone smiling.



Find some seeds.



Find a shower.



Find some sugar.



Find a sandwich.



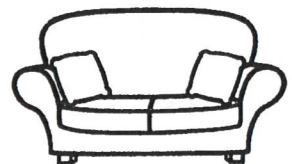
Find a slipper.



Find a string.



Find a sofa.



Find a star.



NUMBER 3 SCAVENGER HUNT

Find 3 pens.



Find 3 bowls.



Find 3 toys.



Find 3 pictures.



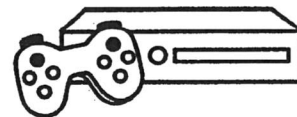
Find 3 vegetables.



Find 3 wheels.



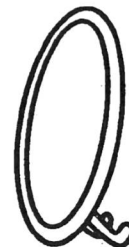
Find 3 remotes.



Find 3 boxes.



Find 3 mirrors.



Find 3 balls.





At Home Plan

Thursday, January 19

Story Time: Option 1: Listen to the following story- Mrs. McNosh

Hangs Up Her Wash

<https://www.youtube.com/watch?v=u7jF0H0M1WY>

What was your favorite part in the story? What Rhyming words do you remember?

Option 2: Read a story of your choice that you have at home. Ask your child questions about the story such as who was in the story, what was the problem in the story, etc.

Math: Option 1: Count to 20

<https://www.youtube.com/watch?v=DIak7gcXLK0>

Option 2: Roll a dice. Count the dots and write the number. Roll the dice several times. Then roll the dice and have your child clap, stomp, tap their knee, etc. to match the number of dots on the dice. Repeat several times.

LITERACY - Sing the ABC song.

<https://www.youtube.com/watch?v=vGmq7c1UEdY>

Practice writing your name. Do you know the letters in your name? Practice writing Mom and Dad and identify the letters in these names.

Recite the rhyme Jack Be Nimble.

Jack be nimble.

Jack be quick.

Jack jumped over the candle stick.

What rhymes with quick?

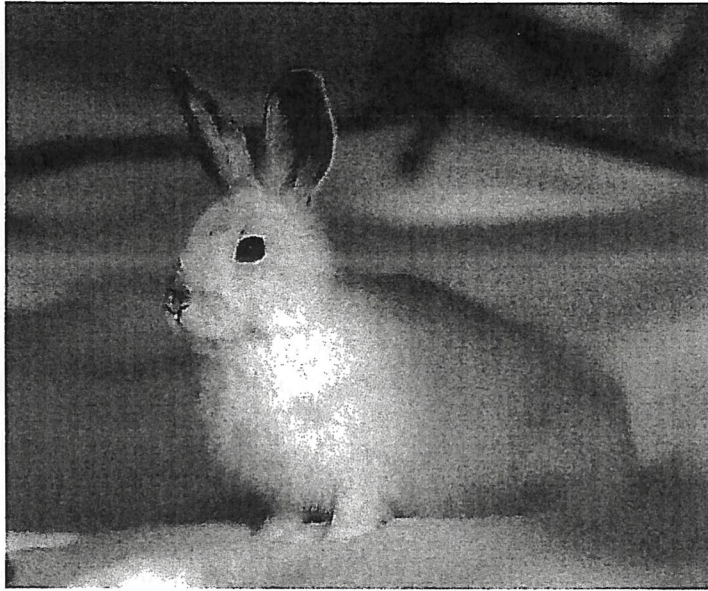
Music and Movement

Jack Be Nimble song

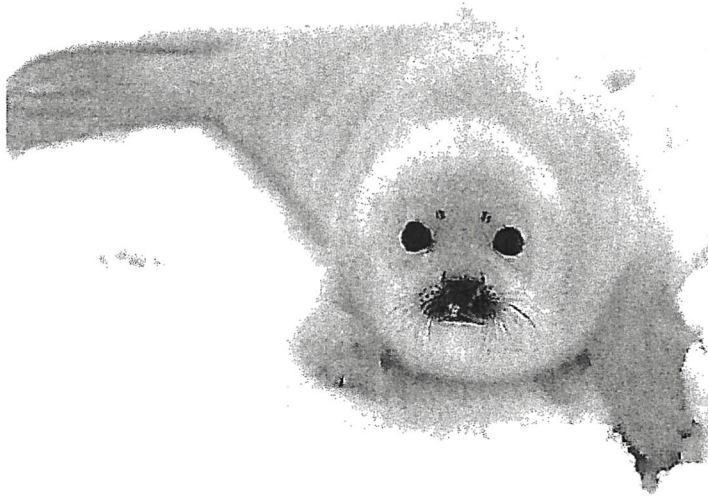
<https://www.youtube.com/watch?v=xEJceUPDhh4>

Purposeful Play!

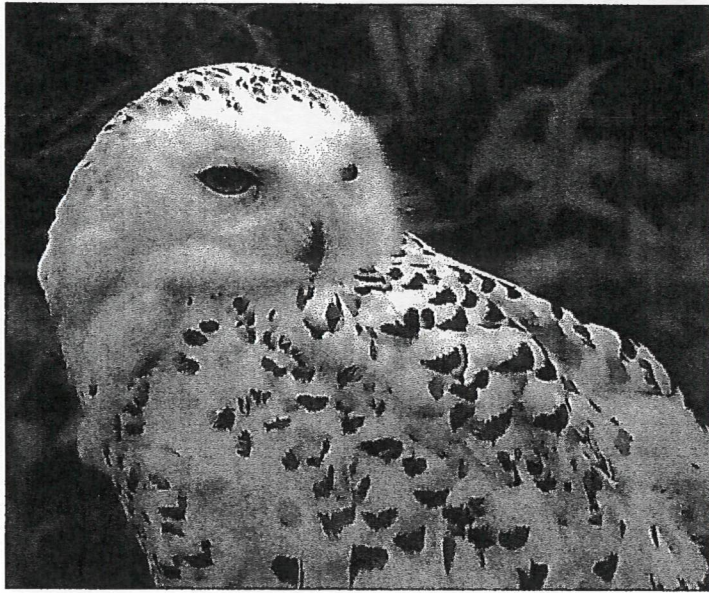
Make a small tower of blocks and pretend it is the candlestick. Jump over the tower reciting the poem using your child's name. Child's Name be nimble, Child's Name be quick! Child's Name jumped over the candlestick. Repeat activity as you make the tower bigger and bigger. How high can you jump? Have fun!



Hop like an Arctic hare



Wriggle on your belly like a harp seal



Turn your head like a snowy owl



Stomp your feet like a caribou

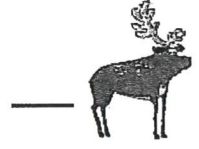
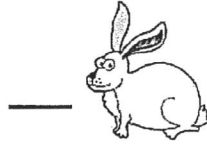
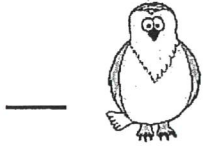
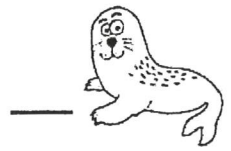
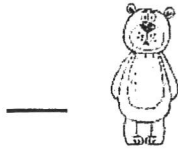


Walk on four legs like a polar bear



Flap your wings like an Arctic tern

How many of each can you find in the box below?



Woodside Elementary

Each elementary school approached remote learning just a little differently. But all of the schools have been clear in their communication with families and with students. Learning packets have been sent home and if the district needs to utilize additional remote learning days, additional learning packets will be sent home.

Woodside Elementary developed a schedule of virtual priority time as a way to ease the burden for families if multiple children need to be online at the same time. The virtual schedule is included in the following packet. Principal Julie Kolarik sent messages to parents via the Skylert System and then followed up with a printed newsletter for families that clearly outlined expectations for students and opportunities for families to connect with the school as questions arose.

You will notice that Woodside teachers chose to divide the day into sections for students, trying to mimic what a typical school day may look like. Each grade level then included that schedule as the cover sheet for their at home “just in case” packets. A 2nd grade and 4th grade sample is included.

Also included are examples of what an interventionist sends as well as an art and physical education teacher. These examples are typical across all elementary buildings.



**WOODSIDE
ELEMENTARY**



Maurine Hodgson <maurine.hodgson@wrps.net>

Snow Day Information for Lumberjacks

1 message

Do.Not.Reply@wrps.net <Do.Not.Reply@wrps.net>

Wed, Jan 18, 2023 at 4:17 PM

Reply-To: Do.Not.Reply@wrps.net

To: maurine.hodgson@wrps.net

This was sent using the Skyward Admin Message Center.

Hello Woodside Families,

Due to impending winter weather and potential for heavy snow in the morning, WRPS schools will be closed tomorrow Thursday, January 19. Please refer to the snow day learning packets that were sent home previously for learning materials for tomorrow's snow day. Though we understand not all families have the capability to access online learning (and that is okay), we do have an *updated* online learning schedule for those that can. This new will allow for families with more than one Lumberjack, but only one device to determine "priority" times for device use. Please see the link for further details.

<https://docs.google.com/document/d/1dV2eqBVnvoXgHdEx1Ua0SFwiwjyJ5TaWWLx4o4I2Sbc/edit?usp=sharing>

I hope you and your family have a great day tomorrow and we look forward to seeing our Lumberjacks on Friday.

Sincerely,
Julie Kolarik, Principal

District: Wisconsin Rapids School District

District Web Site: <http://wrps.org>

State: WI

District Code: 6685

Off-Campus Learning Days Plan

Dear Woodside Families,

We would much rather have your student with us on campus, but due to the weather it is just not possible at this time. We appreciate your understanding and look forward to when your student will be back with us. *The good news?* We have anticipated and planned for just such an occurrence and your student will be experiencing a robust off-campus learning experience.

Your student's classroom teacher has compiled learning activities for your child for this event. In the packet, you will find a tentative schedule for the day and information on how to log on for any check in and/or online lessons with the teacher. Each classroom teacher will have at least one time their class will be online, as well as office hours when you are more likely to reach them electronically. The one time each grade level has is listed on the schedule below. (Though some grade levels may have more than one time--that is explained further in this letter.) Though we strongly encourage families to participate fully in any and all of the day's online lessons and follow the schedule, we understand there are some families that are unable to. It is okay and in those instances, we ask you to communicate with your child's classroom teacher.

This new schedule, which may be different from the one in your snow day packet, was created after the last snow day to help support our families that may have more than one Lumberjack and only one device. In the schedule to the right, we have "priority times". Though some grade levels may have more than one time online, the times on the schedule to the right are the times students in each grade have priority to be online with their classmates. So, if your 2nd grader and 4th grader both have an online time scheduled at 10:30, please give device priority to the 2nd grader. Please follow these grade level priority times as these will be the times your teacher will be online. If there are additional online times, your teacher will communicate those with you via Seesaw.

Woodside LIVE LESSONS <i>schedule</i>				
M	T	W	T	F
<p><i>In order to accommodate families with multiple students and limited devices, we have developed a schedule of priority times. These are the times students in each grade have priority to be online with their classmates.</i></p> <p><i>There may be other times during the day that your class is also online and those times may overlap with priority grade level times. If so and there are limited devices in the home, please place priority on meeting the times below over others. For example if your 4th grader and 2nd grader are both scheduled from 10:30-11 and there is only one device, the 2nd grader takes precedence. If you have enough devices, log on as you are able. If you are unable to make any virtual times, that is okay-use the materials in the packet during the schedule times. Please communicate with your classroom teacher with any questions.</i></p>				
1ST GRADE virtual priority time; 8:45-9:30				
KINDERGARTEN virtual priority time; 9:30-10				
4k AM virtual priority time; 10-10:30				
2ND virtual priority time; 10:30-11:15				
3RD GRADE virtual priority time; 11:15-12:00				
4k PM virtual priority time; 12:30-1				
4TH GRADE virtual priority time; 1-2				
5TH GRADE virtual priority time; 2-3				

Interventionists and specialists (teachers of art, music, and physical education) will be providing instruction with their communication occurring via Seesaw or they may have sent self-directed activities already sent home in the “snow day packet”. Please reach out to individual teachers via SeeSaw with any questions. Your teacher will post “office hours”--times where you can be sure to reach your child’s teacher via email or Seesaw--though please understand your child’s teacher may be busy with other students and not able to respond immediately. Communication is always welcome, but please know communication outside of those snow day office times will most likely be responded to within the next 1-2 school day hours of 8-4.

The information below may be helpful to you as your child’s classroom experiences switch to off-campus learning for our snow day(s). Please reach out to your child’s classroom teacher with any questions. We appreciate your flexibility, patience, and grace as we work together to make the best off-campus learning experience for your child.

Sincerely,
Julie Kolarik, Principal

Elementary Student Responsibilities

Look through the packet, read over the welcome letter, schedule, and instructions. Check out the post in Seesaw from teachers if you can. Please know we are very flexible with all our learners.

- Establish a good work space at home (Separate space, clean and organized, have all the tools/items you need, distractions set aside, etc.)
- Proper behavior and interaction with each other online is necessary. Expectations for student interaction virtually with students and staff is the same expectation as if in the classroom.
- Your teacher may be including videos, notes, & slide decks of materials to help you learn the content
 - Written assignments, online quizzes, reading, or other work to be completed mostly independently may be included.
 - This may include live check-in via video or text chat during scheduled available time per class.
 - Videos or screencasts may be posted of presentations, explanations, etc.

Expectations for Zoom/Google Meet Meetings

- Find a comfortable spot to sit for the entire meeting whenever possible and put the device in a place or position where it can rest throughout the meeting. (Moving around the house and moving the device can be a distraction to those taking part in the meeting.)
- Make sure that there’s nothing distracting, inappropriate, or personal in the background, items of this type could cause the video call to be ended.
- Mute the microphone before the meeting, it will help you to hear the directions as the meeting is started.
- Dress appropriately for the meeting. (Example: dressed like you would for school, etc.)
- When taking part in a Zoom/Google Meet meeting, it’s important to speak using a clear voice that is calm, kind, and respectful.
- Students are expected to close out of the video call when the teacher says the call is over.

We build strong connections and ensure growth – academically, socially, and emotionally – for all our students.

Elementary School Guardian Responsibilities

Guardians understand:

- Provide an environment conducive to learning.
- Read email or other forms of communication from instructors, monitor their child's progress and encourage.
- Ensure that all online communication is polite.
- Guardians ensure that students independently complete assignments and allow teachers to provide feedback and instruction appropriate for the student so he/she can be successful.

Technology

The Technology Support Department has several ways to support students, families and staff during off-campus learning days. Below are additional links that you might find helpful and can be found on our website:

- [WRPS Clever Login](#)
- [WRPS Google Login Page](#)
- [WRPS Technology Support Webpage](#)
- [WRPS Elementary Library Webpages](#)

In grades 4K-5, teachers use Seesaw to communicate and share information with families. If you have any questions regarding the use of Seesaw, [please use this site](#) (also linked below) and/or contact your student's classroom teacher for additional instructions and login information.

- [Seesaw Login Page](#)
- [WRPS Seesaw Information for Families](#)

*We build strong connections and ensure growth – academically, socially, and emotionally –
for all our students.*

Grade 2 Example

2nd GRADE weekly schedule

M

T

W

T

F

Good morning 2nd graders!

Though the weather outside is frightening...this is our plan for today. I hope you are able to join us when we meet and follow this plan, but if you are not able to please let me know.

Office Hours: 8:30-9:30

Though I welcome communication all the time and will respond, I am specifically available for family questions during this time! Please send me a Seesaw message with any questions you or your child may have.

9:30 Morning Meeting:

I hope to see you! I will be posting the Zoom link on Seesaw.

I am looking forward to seeing your faces and talking about how we do online meetings, as well as listening to a read aloud from your teacher.

10:15-11:15 Math

Please work on the materials in your packet labeled, "Snowman- Practice Addition." If you finish that, try the activity "Christmas Tree- Practice Subtraction." You may also go on Splash Math, Prodigy, or Reflex by logging on through your teacher's Clever page.

11:15-12:15 Lunch/Recess

Enjoy!

12:15-1:00 Content

Complete the activity titled "Do You Want to Build a Snowman- Glyph Activity." Begin by reading the directions and answer the questions to decide how you will design your snowman glyph. Then, you will draw your snowman using the information to make a glyph (just like we did in math with the beetle glyph) on the page labeled "My Snowman."

1:00-2:00 Reading/Writing

Using the Snowman Glyph that you created, you are now going to plan an adventure for your snowman. Begin by planning out what will happen at the beginning of the story, the middle, and the end. Then, you will use your plan to write your story on the page titled "A Snowman Adventure." I can't wait to read what kind of adventure your snowman went on!

2-2:15; Recess

Take a break--you deserve it!

2:30-3:30 Specials

Information will be coming from your specials teacher on Seesaw or in the packet.

TOP SECRET



SNOW DAY



Mission Inside

Caution: Do not open unless school is cancelled for a Snow Day!

Name: _____

Date: _____

Christmas Tree

Practice Subtraction

12-2	9-0	12-3	14-5	9-0	15-5	14-5	18-8	16-7	19-9	20-10	11-1	12-2	16-7	19-10	19-9	18-9	20-10	19-10
14-5	18-8	14-4	17-8	12-3	19-9	13-3	17-7	13-4	5-0	11-1	10-1	18-9	20-10	13-3	11-2	12-2	13-4	18-8
14-5	17-8	14-5	12-3	19-9	11-1	17-8	17-8	11-5	8-2	16-10	9-0	13-3	19-10	18-8	11-1	19-10	19-10	14-4
15-5	18-9	10-0	14-4	11-2	19-9	12-2	17-8	11-1	9-2	11-1	18-9	12-2	16-6	12-3	12-2	13-3	16-7	15-6
18-9	16-7	18-9	11-2	11-1	14-5	14-4	11-1	11-9	13-6	14-7	17-8	17-7	19-9	18-8	11-2	18-8	17-7	18-9
11-1	14-4	13-3	11-2	12-3	19-9	10-1	14-5	10-3	9-2	12-5	15-5	19-10	20-10	12-3	19-10	14-5	19-10	20-10
14-4	19-9	15-6	16-6	13-4	10-0	9-0	7-0	9-2	12-7	9-4	8-2	17-7	9-0	18-9	15-5	17-7	15-5	14-5
14-5	15-6	13-3	19-10	19-9	13-4	13-3	12-6	14-9	16-9	16-9	13-6	11-1	12-3	18-8	15-6	14-5	11-1	14-4
10-0	16-7	10-1	14-5	19-10	18-8	16-9	9-2	8-1	10-3	11-4	11-4	9-7	13-4	20-10	16-6	16-7	13-4	16-7
16-6	20-10	9-0	14-5	13-4	14-5	11-4	9-2	11-4	5-4	8-1	8-1	11-4	17-8	19-9	17-7	11-1	18-8	16-7
11-1	11-2	16-6	13-3	14-5	12-7	11-6	15-10	11-4	8-1	12-5	12-7	15-9	8-2	19-9	17-7	14-5	12-2	18-9
10-1	18-9	14-5	15-6	20-10	8-1	12-5	10-3	7-1	12-6	6-0	10-3	17-10	17-10	20-10	13-3	15-6	14-4	17-8
12-2	16-6	19-10	9-0	9-2	10-9	7-0	16-9	16-9	16-9	14-7	10-3	16-9	2-0	16-9	12-3	12-2	15-6	11-1
18-8	15-6	17-8	12-3	7-0	13-6	16-9	6-4	8-1	16-9	17-10	13-6	16-9	8-1	8-1	14-5	9-0	15-5	14-4
14-4	19-9	15-6	13-8	6-1	8-3	7-0	10-3	10-3	15-10	15-9	14-8	8-3	8-2	8-1	16-9	10-0	20-10	17-7
17-7	14-4	12-2	16-9	13-6	8-1	5-0	6-1	6-0	7-0	15-8	17-10	8-1	14-7	12-6	8-2	10-0	14-5	17-7
13-4	18-9	14-7	9-2	5-3	14-7	8-1	12-5	10-3	17-10	8-6	7-0	16-9	15-8	15-8	7-0	16-9	9-0	11-1
19-9	17-7	16-7	9-2	11-4	7-0	7-0	8-1	11-4	11-4	14-7	14-7	11-4	16-9	9-2	16-9	13-3	18-9	9-0
14-4	11-2	11-1	13-4	16-7	16-6	18-8	12-2	16-6	13-10	14-5	16-7	16-7	15-5	13-4	19-9	12-3	12-2	11-1
13-4	15-6	10-1	17-7	10-0	9-0	18-9	17-7	16-6	9-5	10-0	13-4	14-5	11-1	9-0	18-8	17-8	16-7	14-4

Key:

1,2	Red
3,4	Brown
5,6	Yellow
7,8	Green
9,10	Blue

Name: _____

Date: _____

Snowman

Practice Addition

10+10	10+6	10+7	8+9	9+7	8+8	9+4	4+10	7+7	7+5	7+7	10+2	10+6	10+6	9+10	8+9	10+10	10+7	10+7
6+10	8+9	9+8	9+9	9+7	8+3							6+6	10+7	8+10	9+10	7+9	8+9	8+8
8+10	8+10	9+8	6+10	4+10			10+3			8+7			3+8	6+10	10+9	10+8	9+10	10+7
9+8	9+9	7+9	9+9	7+7									1+10	8+8	9+7	10+8	10+9	9+8
8+10	6+10	6+10	6+10	4+9					0+0	0+0	0+0		7+8	9+9	8+9	9+7	10+9	8+8
6+10	9+8	7+9	6+10	6+9			4+7						5+8	10+8	8+8	8+8	9+8	10+9
7+9	0+2	10+8	8+9	6+10	1+7			4+8	9+3	6+7		3+7	10+6	9+8	10+8	0+4	10+8	8+10
0+5	2+1	9+7	9+7	8+5	5+3	5+1					5+4	9+1	7+7	7+9	10+10	3+0	1+4	10+7
10+9	10+6	2+2	6+7			4+3	2+8	6+3	1+6	6+4	5+5			6+9	0+5	10+7	9+7	9+9
10+8	8+8	6+10	10+4			1+8	2+4	0+8	2+7	2+8				4+8	8+10	9+10	10+6	8+10
8+9	10+7	10+8	5+9		1+8	0+9								5+7	9+9	7+9	9+9	9+7
9+9	9+7	8+10	5+9		8+0	4+6			9+5					9+5	9+8	6+10	10+7	8+8
9+10	9+9	10+9	10+8	6+7									3+8	9+10	6+10	9+9	10+9	9+8
8+10	9+9	9+9	9+2						8+5					3+10	8+10	8+9	9+8	10+7
10+7	7+9	10+5													6+6	10+10	10+8	9+10
9+10	10+6	8+6							9+6						2+9	10+10	7+9	7+9
9+8	9+9	1+10													9+2	8+8	8+9	8+8
		3+8													6+8			
			6+6											9+3				
				6+5	6+8	2+10	5+10	3+8	2+10	3+8	10+3	7+5	10+2					

Key:

0	Orange
1-5	Brown
6-10	Red
11-15	Black
16-20	Blue

*Blank squares are white

WINTER

All About My Favorite Things

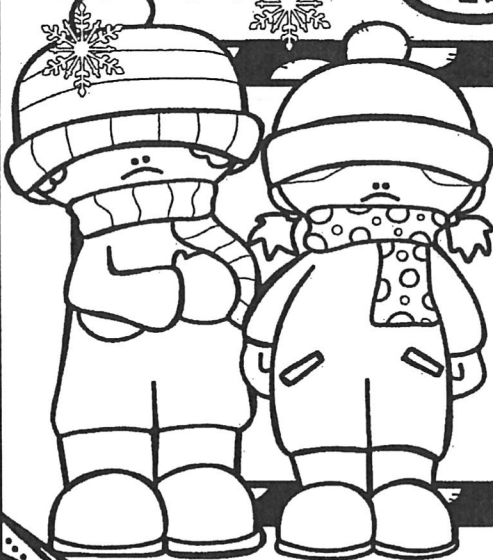
What I Eat

What I Like To Do Outside

What I Drink

What I Like To Do Inside

My Favorite Part of Winter



Name: _____

Do You Want to Build a Snowman?

Glyph Activity

Directions: Read each question and circle your answer. Then, on the next page, create a snowman based on your answers.

1. Draw the Snow Balls.

- Color one snowball for every person in your family. For example, if you have five people in your family (including you), draw 5 snowballs

2. Type of Arms

- I celebrate Christmas at my house: Sticking straight out
- I celebrate Christmas at someone else's house: Pointing towards the ground

3. Color of Buttons

- I am a boy: Blue
- I am a girl: Pink

4. Color of Mittens: What is your favorite winter activity?

- I like to go sledding: Navy Blue:
- I like to go ice skating: Red
- I like to have snow fights: Orange
- I like to make snow angels: Green

5. Color of Scarf: Who plays in the snow with you most often?

- I play in the snow with my family: Orange
- I play in the snow with my friends: Light blue
- I do not play in the snow: Brown

6. Color of Eyes: Which do you prefer?

- Skiing: Blue
- Snowboarding: Green
- I've never done either: Brown

7. Draw a Hat: What's your favorite winter treat?

- Hot chocolate: top hat
- Apple cider: winter hat

• Don't forget to add a carrot nose and a mouth

Resource created by
Jessica Lawler

My Snowman

Name: _____

Plan Your Own Snowman Adventure

Name: _____

Beginning:

Middle:

End:

Grade 4 Example

Mr. Bricco's weekly schedule

M

T

W

T

F

Good Morning Lumberjacks,
Though the weather outside is frightening...this is our plan for today, I hope you are able to join us when we meet and follow this plan, but if you can't just do what works best!

Specials; 8:50-9:50 If we usually have Music today, work on "Line or Space" packet. If we usually have Art or Phy. Ed, follow Seesaw message instructions from Mrs. Lessard or Mrs. Bohn.

9:50-10:50 Math

1. Please complete one of the Home Connections Math sheets provided in your packet. I will let you know on Seesaw what sheet should be completed that day.

2. Go on 99 Math, Prodigy, or Reflex for the rest of the time.

10:50-11:30 Social Studies

In your snow day packet there is a Wisconsin Weekly newsletter. Read through the week that we are on either with the newsletter or the Studies Weekly online website. If finished reading do the Crossword puzzle either on the newsletter or online website. I will let you know on Seesaw what week we are on.

11:30-12:30 Lunch/Recess

Enjoy!

12:30-1:30 Reading/Writing

1. Complete the Snow Day writing assignment provided in your packet.

2. Read a book of your choice or on Epic for 20 minutes.

Mr. Bricco's weekly schedule

M

T

W

T

F

1:30-2:15 Snack/recess

Then take a break and enjoy a snack.

2:30-3:30 Word Work/Office Hours

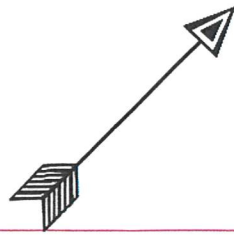
This is the time that I will be online and available to answer any questions that you have. I will set up a Google meet and share it on the snow day.
If you don't have any questions, work on writing your spelling or word work words on the Spelling List one of the sheets provided.

Hello Families,

I wish that we could be at school today, but the weather is not cooperating! Please have your child follow the schedule that is provided in this Snow Day Packet. I will also be sending a Seesaw message in the morning with additional information about the day. There are worksheets and packets provided in this packet that should be completed at the given time on the schedule. I also have provided the Epic and Prodigy class codes to use. If you have any questions feel free to send me a Seesaw message throughout the day or I will be online on a google meet from 2:30-3:30 to answer any questions. The link will be provided later. I hope that we have a great Virtual Learning Day!

Nelson Bricco

Spelling Practice



Name: _____

Date: _____



1)

11)

2)

12)

3)

13)

4)

14)

5)

15)



6)

16)

7)

17)

8)

18)

9)

19)



10)

20)



SNOW DAY!



Things I did on my snow days:

- _____
- _____
- _____
- _____
- _____

Senses:

I saw _____

I heard _____

I felt _____

I tasted _____

I smelled _____



SNOW DAY!



Topic Sentences:

Remember these try to hook the reader. Get them excited about YOUR STORY!



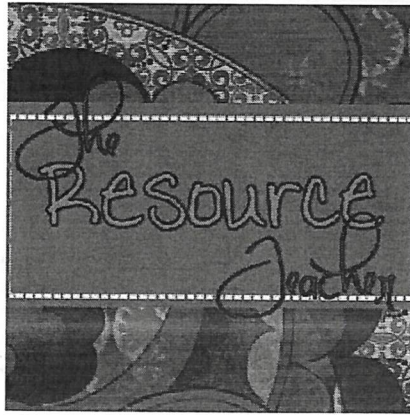




SNOW DAY!







NAME _____

DATE _____

**Which Measurement Is Best?** page 1 of 2

- 1** What is the best estimate of the height of the ceiling?
 - 10 inches
 - 10 feet
 - 10 meters
 - 10 centimeters

- 2** The length of a mouse is best measured in what units?
 - feet
 - ounces
 - centimeters
 - yards

- 3** What is the best estimate of the distance across your classroom?
 - 30 meters
 - 30 yards
 - 30 feet
 - 30 kilometers

- 4** Which of these units would best measure the length of a ladybug?
 - millimeters
 - inches
 - grams
 - feet

- 5** Which of these units would best measure the length of a pair of scissors?
 - grams
 - ounces
 - feet
 - centimeters

(continued on next page)

NAME _____

| DATE _____

Which Measurement Is Best? page 2 of 2

- 6** The distance across the state in which you live is best measured in what units?
- yards
 - gallons
 - ounces
 - miles
- 7** Kim was using a give and take strategy. Fill in the blanks to make the equation true.
- $$999 + 587 = 1,000 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$
- 8** Kevin was using the constant difference strategy. Fill in the blanks to make the equation true.
- $$1,256 - 799 = \underline{\hspace{2cm}} - 800 = \underline{\hspace{2cm}}$$
- 9** **CHALLENGE** Owen had three different kinds of stickers that he wanted to put on paper. He put a bird sticker on every 30th paper, a sports sticker on every 50th paper and a robot sticker on every 60th paper. Will any of the first 600 pages have all three stickers? If so, which pages?

NAME _____

| DATE _____

Running the Race page 2 of 2

- 5** What is 329,456 rounded to the
nearest ten? _____
nearest hundred? _____
nearest thousand? _____
- 6** Fill in the bubble to show which number listed below is closer to 445,890:
 450,000
 440,000
- 7** If you wanted to round 373,417 to the nearest ten thousand, which number below would you choose?
 380,000
 370,000
- 8** **CHALLENGE** Linda plans to sign up for three Field Day events. She wants to run a total of more than a kilometer but less than 1.5 kilometers. Which three events should she sign up for? Her choices are:

Dash	Hurdles	Run
100 meter dash	200 meter hurdles	800 meter run
200 meter dash	300 meter hurdles	1600 meter run
400 meter dash		

Hello Honey!



Honey is one of the most delicious substances on earth and it never expires! It is made up of 80% sugar and 20% water and we can trace it back about 150 million years. The two primary components of honey are glucose and fructose. Honey is used mostly as a sweetener in drinks and baked goods today and as a medicine and even a form of payment in ancient cultures.

Honey is made from **nectar**, a sugary fluid secreted by plants, and a bee enzyme that has gone through fermentation and been stored in honey combs.

Fermentation is the chemical breakdown of a substance by bacteria, yeasts, or other microorganisms. It is the only food source which contains everything we need to live like antioxidants, vitamins, minerals, and water. Honey has different colors and flavors, the flavors are from the kind of flowers the nectar was taken from by the bees that gathered it.

There are hieroglyphics in Egypt from 2,400BC that explain the process of beekeeping. Honey was also found in the tomb of King Tut and it was still edible. The Ancient Chinese used honey as a medicine beginning in 2,000BC. It has antiseptic qualities and can help with allergies. Europeans used honey as a form of **currency**, or money, starting around 1,000AD.

Honey by the Numbers:

- One bee will create one twelfth (1/12) of a teaspoon of honey in its life.
 - For every pound of honey, bees must tap over 2,000,000 flowers.
- Bees will travel an average of 55,000 miles to make one pound of honey.
 - Worker bees live for about 6 weeks.
- One third (1/3) of all the plants we eat have been pollinated by bees.
 - The queen bee lays around 1,500 eggs a day.

Hello Honey – Day 1



Answer each question in complete sentences.

<p>What are some of the different ways honey has been used in ancient cultures according to the passage?</p>	<p>How long do worker bees live?</p> <ul style="list-style-type: none">a) two weeksb) six weeksc) one yeard) one month	<p>What is honey?</p>
	<p>What is fermentation?</p>	<p>How many eggs does the queen bee lay a day?</p>

Score: _____

Name _____

Hello Honey — Day 2



Answer each question in complete sentences.

<p>Why is honey the only food source that contains everything we need?</p>	<p>Which ancient culture used honey as a medicine?</p>	<p>What is currency?</p>
	<p>How many flowers must bees tap in order to make a pound of honey?</p>	<p>What is honey made up of?</p> <ul style="list-style-type: none">a) 80% water & 20% sugarb) 50% water & 50% sugarc) 60% sugar & 40% waterd) 20% water & 80% sugar

Score: _____

Name _____

Hello Honey – Day 3



Answer each question in complete sentences.

<p>Why do different honeys have different flavors?</p>	<p>What are the two primary components of honey?</p>	<p>What do hieroglyphics from 2,400BC tell about?</p> <ul style="list-style-type: none">a) ways to eat honeyb) beekeepingc) where to find honeyd) none of the above
	<p>What can honey do as a medicine?</p>	<p>When did Europeans begin to use honey as a form of money?</p>

Score: _____

Name _____

Honey Taffy -- An Easy One Ingredient Recipe

One ingredient honey taffy is naturally gluten and dairy free, so a perfect choice for families with food allergies. This is such a fun & simple dessert recipe to make with kids, or to use for gifts!

Course	Dessert
Cuisine	candy
Keyword	candy, dessert, honey taffy, taffy
Total Time	1 hour 20 minutes
Servings	80
Calories	19kcal
Author	Rachel Singer

Equipment

- candy thermometer
- parchment paper
- wax paper

Ingredients

- 1 lb real honey (about 1 1/2 cups)

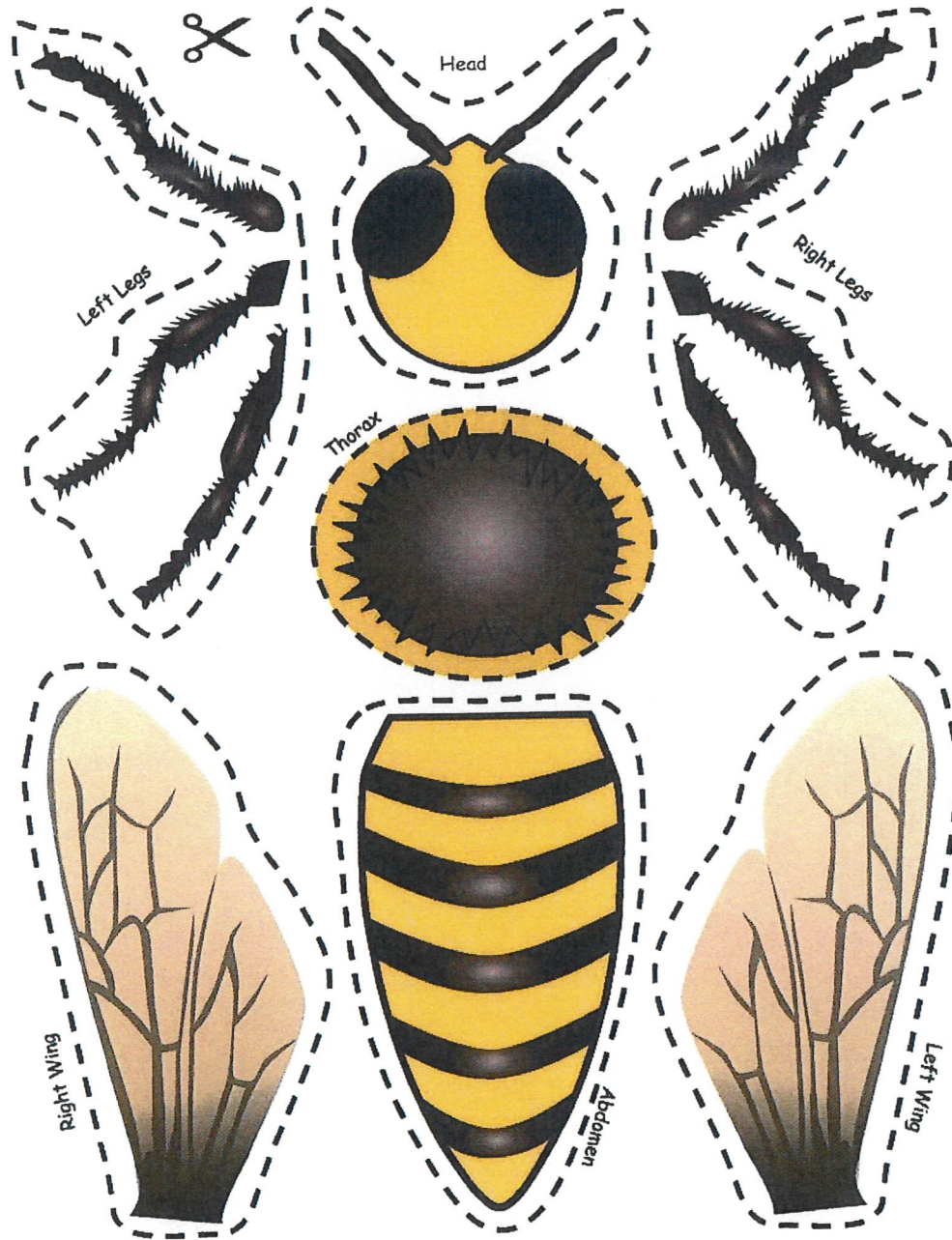
Instructions

1. Bring honey to a boil in an uncovered medium saucepan over medium heat (about 5 to 7 minutes).
2. Continue to boil until honey registers 280 degrees on a candy thermometer (about 10 to 12 minutes).
3. Line a pan with parchment paper and coat lightly with cooking spray.
4. When the honey reaches temperature, pour it onto your prepared pan and allow to cool on the counter for 20-25 minutes.
5. Spray your hands with nonstick spray, and break off about a third of the cooled honey.
6. Begin to pull and stretch the honey, continually folding it and working more air into the taffy.
7. As you continue to pull and incorporate air into the taffy, it will start to firm up and become lighter in color.
8. Keep doing this for about five minutes, or until taffy has lightened in color from dark amber to tan.
9. When taffy is tan and firmed up, roll it into several long thin snakes and place these back on your parchment paper lined pan.
10. Refrigerate pan for 10 minutes, then use a knife coated in cooking spray to cut each taffy roll into one inch long pieces.
11. Roll up each piece of taffy in wax paper, twisting the ends to close.

Nutrition

Serving: 1piece | Calories: 19kcal | Carbohydrates: 5g | Sugar: 5g

Honey Taffy -- An Easy One Ingredient Recipe from Mashup Mom:





PLAYDOUGH

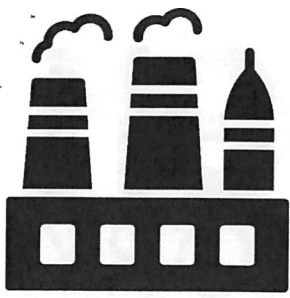
FRACTION FACTORY

You will spend 4 hours each day making and packaging playdough. If you will spend $2\frac{1}{4}$ hours making playdough, how many hours will you spend packaging the playdough?

Each day you will spend about $\frac{1}{2}$ hour preparing the playdough for shipping. If you work 5 days each week, how many hours per week will you spend on shipping?

One batch of playdough uses $\frac{3}{4}$ cup of dry ingredients. There is $\frac{1}{4}$ cup less liquid ingredients than dry ingredients in a single batch of playdough. How many total cups of ingredients are used to make one batch of playdough?

One batch of playdough uses $\frac{1}{8}$ cup of salt. You have $1\frac{1}{3}$ cups of salt. If you need to make 12 batches of playdough, do you have enough salt to make all 12 batches?



PLAYDOUGH

FRACTION FACTORY

A medium container holds $\frac{2}{3}$ cup of playdough. How many cups of playdough does a customer get if they order a 4-pack of playdough?

A small container can hold $\frac{1}{3}$ cup of playdough. How many total cups of playdough do you need to fill 7 small containers?

A customer orders 4 medium containers and 2 small containers. How many cups of playdough will be in this customer's package?

A 4-pack of play dough weighs $\frac{8}{10}$ pound. There are two shipping options available.

Option A: Pay \$2 per pound and an additional \$1 shipping fee.

Option B: Pay a flat rate of \$3 to ship.

Which shipping option would you choose to ship a single 4-pack of playdough? How much would you have to pay to ship the playdough?

Which shipping option would you choose to ship two 4-packs of playdough? How much would you have to pay to ship the playdough?



PLAYDOUGH

FRACTION FACTORY

playdough recipe

1/2 cup of flour

1/8 cup of salt

1/2 packet of Kool-Aid

1/3 cup of very hot water

1/2 tablespoon of vegetable oil

1. Mix the flour, salt, and Kool-Aid together in a bowl.
2. Have an adult heat the water in a microwave for 50 seconds. When the water is done heating, allow the adult to take the water out of the microwave.
Be careful, it will be hot!
3. Add the oil to the water.
4. Pour about half of the oil and water mixture into the dry ingredients.
5. Carefully stir the ingredients in the bowl.
6. Pour the rest of the oil and water mixture into the dry ingredients.
7. Carefully stir the ingredients in the bowl again.
8. Continue to add a little bit of flour to your playdough until it is no longer sticky.
9. Let the playdough cool and then have fun!

Reading Intervention Example

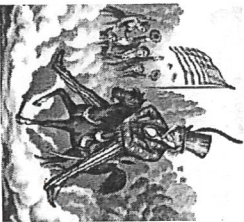
Intervention Materials

Virtual Tutoring

On snow days I typically send out Seesaw activities, links to at-level books and reading passages, and skill-based videos. I also let families sign up for one-on-one tutoring, which I do on google meet. This is an example of the skill work we do. We then read a book on Epic together. It is a blast.

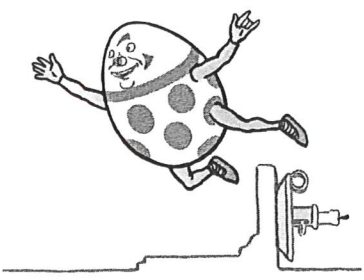
Yankee Doodle

Yankee Doodle went to town,
Riding on a pony.
He stuck a feather in his hat,
And called it macaroni.



Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men,
Couldn't put Humpty together again.



Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my son John,
Went to bed with his trousers on,
One shoe off and one shoe on,
Diddle, diddle, dumpling, my son John.



One, Two, Buckle My Shoe

One, two, buckle my shoe,

Three, four, shut the door,

Five, six, pick up sticks,

Seven, eight, lay them straight,

Nine, ten, a big fat hen.



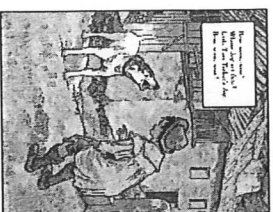
Bow, Wow, Wow

Bow, wow, wow

Whose dog art thou?

Little Tommy Tinker's dog,

Bow, wow, wow.



A Horse and a Flea

A horse and a flea and three blind mice

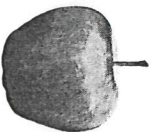
Met each other while skating on ice.

The horse he slipped and fell on the flea.

The flea said, "Oops, there's a horse on me!"

Vowels

Aa



Ee



Ii



Oo



Uu



Movie Time

How many sounds in a word? Let's count them!

<https://www.youtube.com/watch?v=2ZzK8VIMpg8>

Movie Time!

Digraphs

https://www.youtube.com/watch?v=NK8_Tvu6bJk

Let's Practice!

How many sounds are in these words? Remember, a digraph is one letter that makes two sounds

ship chip trick stop check
shift this much them smash

Spelling

f	a	s	t
---	---	---	---

Elementary Art Example

SNOW DAY Activities for ART class from Mrs Lessard

Use the activities listed below as ideas for art projects during our virtual time/day off.

Try to do at least one project per day off of art. You can try for a tic tac toe, 3 in a row.

You can also use any of the drawing prompts on the back of this sheet for art subject ideas.

If you are able to, please take a photo of your creation and either email it to me
or submit it to me on Seesaw.

If you can't submit a photo, then please write down a reflection—a description of what you did and why you used those specific objects or images. Share your art or reflection paper with me on the next school day, please. I am so excited to see what you will create!!

Please note; these might be temporary projects, not glued, or permanently stuck together so that's why a photo or written reflection is important.

If you have any questions email me at annette.lessard@wrps.net

-I hope you enjoy your artistic endeavors! Have a beautimus day! Love, Mrs Lessard

****Found objects** are anything that you have available at hand. No need to go out and buy new materials. Be creative but not wasteful. Think of the details in your artwork.

Don't worry about perfection, just enjoy the process of creating art!

(Some examples of possible found objects: paper, plastic or styrofoam bowls-cups-utensils, popsicle sticks, straws, twist ties, natural items like pine cones, rocks, leaves or flowers, food, toys, Legos, paper towel/toilet paper tubes, cardboard, egg cartons, newspaper, magazines, various types of papers, paper bags, glue, tape, paper clips, tissue, packages from food, toothpicks, cotton swabs, string or yarn, rubber bands, bottle caps, plastic bags, hair clips.....)

Use any type of material that makes a mark: regular pencils, pens, crayons, markers, highlighters, colored pencils, paints.....

Create a snowman or robot (sculpture) with found objects and give it a name	Make a color wheel with found objects <i>(red-orange-yellow-green-blue-purple-magenta)</i> *bonus for extra shades of colors in between	Paint a picture of a tree with: used coffee grounds with water, or prepared tea water
Make a food item (cake, cookies...) and decorate it in a creative way	Draw/paint a picture of what you would do with a million dollars	Draw/paint an animal that is combined with 2-3 different real animals; Include-what does it eat, where does it live, what are its special skills
Write a story about a special day or person, and draw a picture to match the details of the story	Build a tall tower with paper, plastic or styrofoam cups and bowls or other found objects	Spell your first name with found objects *bonus for last name too

Silly Drawing prompts—Ideas to start with.....

- Draw something other than a pot of gold at the end of the rainbow.
- Draw a troll riding a unicorn.
- Draw what your imaginary friend would look like if we could see them.
- Draw a dragon breathing rainbows.
- Draw an alien driving a car.
- Draw an elf jumping on a trampoline.
- Draw a piece of fruit in outer space.
- Draw a Pop Tart lifting weights.
- Draw french fries on a rollercoaster.
- Draw a food eating another food.
- Draw a walking taco.
- Draw a banana slipping on banana peels.
- Draw a cookie with googly eyes instead of chocolate chips.
- Draw a pineapple rollerblading.
- Draw a piece of asparagus snowboarding.
- Draw a donut riding a skateboard.
- Draw a turkey leg eating a turkey sandwich.
- Draw a cheeseburger wearing a dress.
- Draw a banana in pajamas.
- Draw a peanut butter and jelly sandwich on vacation.
- Draw an apple talking to your art teacher.
- Draw a hot dog flying.
- Draw a lemon making orange juice.
- Draw an ice cream cone eating a Popsicle.
- Draw a garden of lollipops.
- Draw an eye with tree branches for lashes.
- Draw a snowman sailing.
- Combine two holidays to make a new one.
- Draw a plant with a face.
- Draw a stick figure falling.
- Draw something gross.
- Reinvent your favorite team's logo.
- Draw an emoji in real life.
- Draw a can of soda pouring out rainbows.
- Draw your name as an animal
- Draw a llama surfing.
- Draw a fish swimming in something other than water.
- Draw a shark eating a cupcake.
- Draw a crab at a birthday party.
- Draw a seahorse in a blizzard.
- Draw a dinosaur crying.
- Draw your art teacher on an island.
- Draw a teacher eating pizza while dancing.
- Draw a person with fruit for hair.

Elementary
Physical
Education
Example

1/11/20 PE LESSON

Hello Students and Families!

Unfortunately, today is one of those days where playing outside is not the safest due to the ice and slippery conditions. However, students, you are able to have fun and be helpful inside your house today.

Here are some options for you to do for PE today:

1. Vacuum a room
2. Sweep
3. Do the dishes
4. Play a card and/or board game
5. Go up and down your steps 10 times
6. Do some of the balances/simple rolls we've been learning in PE
7. Make a fort and read a story/book
8. Roll a dice...for each number, do that many push-ups, crunches, jumping jacks, air squats
9. Help make lunch/snack/or dinner with your family
10. Play hide and seek with siblings.

Please try to choose 3 or more throughout the day.

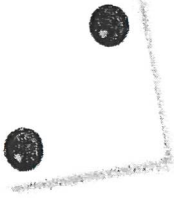
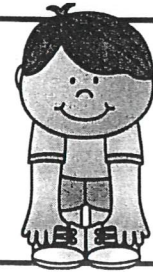
See you tomorrow :)

Mrs. Bohn, PE Teacher

Roll a task: workout break



Touch your toes
(hold for 15 seconds)



10 Push Ups



15 Sit-Ups



20 Jumping Jacks



Run in place
(Count to 30)



15 squats

WHAT WILL I DO WHEN I GET HOME TODAY?




**MAKE
SNOW
ANGELS**



**WALK
OR
HIKE**



**PLAY
A
SPORT**



**BUILD
A
SNOW
MAN**



**SNOW
BOARD**



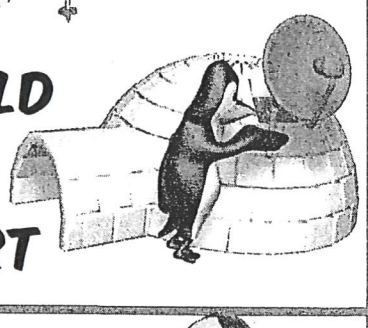
**CROSS
COUNTRY
SKI**



SLIDE



**SPEED
SKATE**



**BUILD
A
FORT**



**DOWNHILL
SKI**



**PULL
A
FRIEND**



**FIGURE
SKATE**



SLED



**PLAY
WITH
OTHERS**



**SHOVEL
SNOW**

P.E. National Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



BALLOON STRIKING

1



TAP UP IN AIR
USE FINGER TIPS

30
Times

2



TAP UP IN AIR
1 HAND TO
THE OTHER

30
Times

3



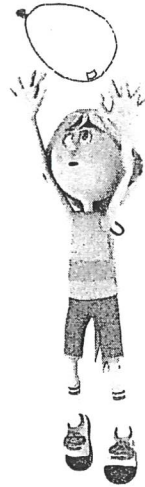
LET BALLOON
FLOAT LOW
TAP UP FROM
LOW POINT

20
Times

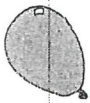
JUMP UP HIGH
TAP BALLOON
UP IN THE AIR

20
Times

4



5



VOLLEY BALLOON
USE BUMPS
AND SETS

30
Times

HOLD BALLOON
PULL STEM DOWN

JUMP UP
AND CATCH

15
Times

6



B
A
L
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F

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P

SUPER CHALLENGES

DAB



Grove Elementary

Each elementary school approached remote learning just a little differently. But all of the schools have been clear in their communication with families and with students. Learning packets have been sent home and if the district needs to utilize additional remote learning days, additional learning packets will be sent home.

Principal Wallner included a message to parents in her Grove School family newsletter in January that defined what a remote learning day would look like. A copy of that message is included here. Then messages were sent home via SeeSaw for families from individual teachers with the exact instructions for the inclement weather day.

Included in this section are examples of a 5th grade lesson for a remote learning day. In addition are examples from a Speech and Language Pathologist and a special education teacher that are indicative of what other specialists across the district sent home on the remote learning day.



Grove Family January, 2023 News



471 Grove Avenue
Wisconsin Rapids, WI 54494
Tina Wallner, Principal
Office: (715) 424-6769

District Attendance Line: (715) 424-6765

Follow us on facebook: @Grove Elementary & @Grove Neighborhood Community

Upcoming Events & Important Dates

Jan 10—LATE START MONDAY

(school starts @ 9:00, breakfast served @ 8:45)

Jan. 16 - No School - Professional Development Day

Jan. 19— Winter Literacy & Craft Family Night
(4:30 pm—6:30 pm— watch for more info.)

Jan. 20— Popcorn Friday— All school PJ Day

Jan. 23—LATE START MONDAY

(school starts @ 9:00, breakfast served @ 8:45)

Jan, 30- LATE START MONDAY

(school starts @ 9:00, breakfast served @ 8:45)

This newsletter can be found on our website & will be sent by email.



What if there is another SNOW DAY?

It will be a learning day!

Future inclement weather days will result in at-home or virtual learning days. Teachers will communicate via SeeSaw with your child's specific plans for the day. We ask families to do what they can to complete these tasks and reach out to their child's teacher with any questions or concerns that may arise.

Thank You!!

Dear Families,

Happy New Year! It sure is great to have everyone back! After the busy holiday season, it feels nice to have a fresh start of a familiar routine. I hope your family found some time to connect and have fun together just like our Grove Family does! Family events, assemblies, and school-wide buddies are just a few ways to have fun together!

We have really enjoyed having so many families join us for our fun family events this year! We are happy to announce another event this month! We hope you can join us at our winter celebration on January 19 from 4:30 - 6:30! This "Winter Literacy and Craft Night" will include dinner, stories, and crafts! We hope you will plan to join us! More information will come home soon!

Thank you for all you do to help your children learn and grow by ensuring they get enough sleep (research says 9-11 hours a night) and that they read or are read to on a regular basis, and by limiting time on electronics. Let's work together to make 2023 a fantastic year!

I wish you well!
Mrs. Tina Wallner

School day reminders:

Just a friendly reminder:

Late Start Monday school starts at 9:00 am, breakfast 8:45 am - Doors will open at 8:20 am for students who ride the bus or parents that have a conflicting schedule that doesn't work with the 9:00 start.

Tues-Fri school starts at 8:40 am. Doors will open at 8:20 for breakfast.

Please make sure your student is at school early enough to get settled in and ready to start the school day. End of the day pick up is 3:30 pm

Thank You!!

Grade 5 Example

Families,

Unfortunately, we are not able to be in school today. This page will provide you with information on what your child may do on this day in lieu of in-class instruction. The activities listed are divided into **Must Do** and **Can Do**.

Your child is expected to complete the activities listed under the **Must Do** section. The items listed under **Can Do** are optional. All the must do items can be completed with pencil and paper using their usual materials that come home daily from school. Can do activities may require technology.

If you have any questions, please reach out to me via email or seesaw for clarification or support. We hope to be back to school soon. Thank you, Mrs. Mohrbacher - sarah.mohrbacher@wrps.net

Subject	Must Do	Can Do
Reading	<ul style="list-style-type: none">Read 30-40 minutes. Fill in your reading log.Practice sorting, saying, and the meaning of your spelling words.	<ul style="list-style-type: none">Write down 3-5 things you learned from what you read <p>Choose a book or one of the Clever apps Note: Epic is only available from 7-3. Our class code is wre1575</p>
Writing	<ul style="list-style-type: none">Choose 10 of your spelling words and write a sentence on a piece of paper correctly using the word. Try to write each sentence with 5-6 words using correct spelling and punctuation.	<ul style="list-style-type: none">Free choice writeChoose an animal you don't know much about, research it and write a paragraph explaining what you learned about the animal.Write Mrs. Mohrbacher a letter using google docs and share it with her.
Math	<ul style="list-style-type: none">Complete addition and subtraction decimal problems - write the problems out on paper and solve (listed at the bottom)	<ul style="list-style-type: none">Reflex math for a Green Light (accessed via clever) or parents were given home login directions are conferencesFrax - Complete a fraction missionLog in to IXL.com and complete a math recommendation - username/password in cover of agenda
Content (Science, Social Studies, Health, Technology)	Health <ul style="list-style-type: none">Using what you have learned from Foodwise lessons with Ms. Hannah Wendels, draw a pizza and label it with 6-8 fruits and vegetables for toppings. See if you can get each color of the rainbow on your pizza!	<ul style="list-style-type: none">Typing Club (need 4-5 stars to pass a level)Flocabulary - Choose a Science or Social Studies themed video for grade 5 and complete a quiz about what you watched

Math Problems: Decimal Addition and Subtraction

- 1.) $6.70 + 1.54$ 2.) $7.87 - 3.9$ 3.) $8.63 - 6.7$ 4.) $9.4 + 9.04$ 5.) $12.8 + 1.28$
6.) $100.60 - 30.06$ 7.) $50.62 - 40.54$ 8.) $48.9 + 76.08$ 9.) $146.70 - 34.58$ 10.) $570.02 - 23.89$

Speech and Language Example

Froggy Gets Dressed- Virtual Day Activities



<p>book/video link</p> <p>https://www.youtube.com/watch?v=wIRXMLZitQ</p>	<p>Speech Sounds:</p> <p>Have your child practice these sounds from the story.</p> <p>S blends- snow, slip, snap K/G- Froggy, coat, cried</p>	<p>Grammar:</p> <p>Model these grammar forms for your child and have your child repeat them.</p> <p>Pronouns: <u>“he”</u> and <u>“his”</u></p> <p><u>He</u> put on <u>his</u> boots. <u>He</u> pulled on <u>his</u> pants.</p> <p><u>Regular past tense verb endings:</u></p> <p>pulled, snapped, cried, flopped, looked, Flopped in snow, pulled on boots, etc.</p> <p><u>Plurals:</u></p> <p>Froggy’s hat Mom’s room</p>
<p>Pretend Play:</p> <p>Gather winter clothing and have your child act out the story</p> <p>Use household items to build a “snow fort” - boxes, blankets, etc.</p> <p>Act out action words during play using different grammar forms.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● I am stomping in the snow! ● The bear stomps in the snow! ● He stomped in the snow! 	<p>Answering Questions:</p> <p>Ask your child these questions from the story.</p> <p>Where ?”s</p> <ul style="list-style-type: none"> ● Where do you put your hat/mittens/boots, etc? <p>Why ?’s</p> <ul style="list-style-type: none"> ● Why didn’t Froggy’s mom want to go play in the snow? ● Why do you wear mittens? ● Why did Froggy drop his mitten on the floor? 	

*Special
Education
Example*

Virtual Learning Day

*Students have the option to do their classroom teachers' language arts and math **OR** they can do MY language art, math and/or social skills that I have included in this packet **OR** can go online to do.

If you have access to the Internet do the following options.

1. Login to SeeSaw and see what the classroom teacher is asking you to complete.
2. For me if I work with you in Language Arts (Reading/writing) then you can login to Raz kids student login (google this and it should bring it up) My teacher login: **jsillars1** Then they go to their name. Their password is their initials (example mine would be js). They should read 1-2 books in here and take the quizzes that go with the story (need to retake the test until 100%).



3. Math: They can login into Clever on the WRPS website and go to: Reflex math

Reflex app ----->



They should work until the leaf in the upper right corner is completely green.

4. Writing: They can either write a summary of one of the stories they read online **OR** write about "what a perfect birthday party would look like".
5. Social Skills: Play a game with a member of your family. Be helpful around the house by cleaning up a room, drawer, vacuuming, dusting, washing dishes, folding laundry, etc. Do something nice for someone at your house. Record down what you did for social skills.

NO internet access do the following options.

1. Read the book included in the packet and do the sheets that are included with the story.
2. Complete at least 2 math sheets and return them the next day.
3. Write a summary for a book you are reading (at least 4-5 sentences) or write about the perfect birthday party (what activities, food, people, decorations, etc.)
4. Social Skills: Play a game with a member of your family. Be helpful around the house by cleaning up a room, drawer, vacuuming, dusting, washing dishes, folding laundry, etc. Do something nice for someone at your house. Record down what you did for social skills.

*** Students can (not required) also go on Epic to read more books, Typing Club, Brain Pop, or other programs found in Clever.

Mrs. Sillars - email address: jerene.sillars@wrps.net you can also reach me through my phone by calling or texting me at 715-575-1985.

Grant Elementary

Each elementary school approached remote learning just a little differently. But all of the schools have been clear in their communication with families and with students. Learning packets have been sent home and if the district needs to utilize additional remote learning days, additional learning packets will be sent home.

Principal Calteux of Grant Elementary included the expectations for a remote learning day in her January 2023 newsletter. Teachers used Seesaw as the tool for communicating with families on the morning of the inclement weather day. Again, packets were sent home in advance so that students who were not able to access the internet or a device could also have the opportunity to take part in remote learning activities.

Included in this section are examples of a kindergarten and 3rd grade lesson for a remote learning day.




**GRANT
ELEMENTARY**



GRANT ELEMENTARY

GRIZZLY NEWS January 2023

CONTACT US
8511 County Rd WW
Wisconsin Rapids WI 54494

Phone: 715-424-6766
 Grant Elementary-WRPS

From the Desk of Mrs. Calteux....

Hello Grant Families,

We welcome 2023 with a grateful heart! We've had a great fall and as we enter into the winter months, we hope everyone remains safe and healthy.

New Office Open House & Family Night:

Our new front office is now open! After months of construction, our secure entrance is established and we look forward to an official Open House on February 16th from 5:00-6:30. Our open house will be in conjunction with our next Grant School Family Night. Mark your calendars for our very first candlelight walk through our school forest! Bring snowshoes, sleds or your snow boots for a magical night enjoying our school trail and end with a cup of hot chocolate. Stay tuned for more information to come home soon.

Inclement Weather Days:

As we move forward throughout the winter months, any future inclement weather days will result in at-home or virtual learning days for students. Teachers will communicate via SeeSaw with your student's specific plans for the day. We ask families to do what they can to complete these tasks and reach out to their student's teacher with any questions or concerns that may arise.

Facebook:

Are you interested in some of the great things happening at Grant School? Like our Facebook page and see posts focused on our Grant community. Search Grant Elementary - WRPS to see our latest activities and events.

A New Playground:

We are in the very early stages of planning for a new school playground here at Grant! This is an exciting time as we look into designing a space that is welcoming to all students and allows them an area to develop gross motor skills while having fun with friends. Plans are currently in the works and fundraising efforts will begin soon. We anticipate needing to fundraise well over \$150,000 for the equipment alone. If you would like to become involved with this project or would like to make a donation toward our playground, please contact me to learn more.

Wishing you a joyous 2023 and a *Happy New Year!!!*



Mrs. Calteux

**PLEASE CALL BEFORE 11 AM
WITH AFTER SCHOOL CHANGES**



CALENDAR

- Jan. 09** Time For Kids Fundraiser Kickoff (ends Jan. 18)
- Jan. 12** Snack Milk Slips Due for 2nd half of year (starts Jan. 23)
- Jan. 16** NO SCHOOL PD day for Staff

MEALTIME PRICES

**Check your account via
Skyward Family Access**

Breakfast

Paid	\$1.50
Free/Reduced	\$0.00

Lunch

Paid	\$2.15
Reduced	\$0.40
Free	\$0.00

Milk

\$0.45

Students who take milk for their cold lunch, or an extra milk with hot lunch, will be **charged \$0.45**, regardless of pay status (i.e., Free, Reduced).

Good Morning,

Today will be our first virtual learning day. Your child's classroom teacher will reach out soon with further details about your child's learning today. Stay safe if you must travel.

Also, our school's PAG will be hosting a fundraiser night at Kellner International (KI) on Tuesday, January 17th from 3pm-Close! 10% of all sales will go directly to our school! A huge THANK YOU to the owners, a Grant family, for making this fundraiser possible! We appreciate you and hope to see everyone next Tuesday - Dine in or Carry out.

Have a safe day!
Mrs. Calteux

Communication sent via Seesaw to all families

Kindergarten Example

Grant School Kindergarten Lesson Plan

- All packets can either be found in the manilla envelope that was sent home on Monday, January 2nd or they can be printed at home using the link under each skill area.

Skill Area:	Supports and Activity Options:
Reading	<ul style="list-style-type: none">• 15 minutes of reading with your child• Practice <u>Snap Words</u>
Math	<ul style="list-style-type: none">• Complete all three pages in the <u>Fun Fishy Numbers</u> packet. Directions to complete the packet can be found on each page.<ul style="list-style-type: none">○ Page 1- Count the fish and write the number.○ Page 2- Trace the number and draw more snowballs to finish the set.○ Page 3- Say the number and color that amount of fish.
Phonics	<ul style="list-style-type: none">• Complete all three pages in the <u>Beary Beginning Sounds</u> packet.<ul style="list-style-type: none">○ Page 1- Color the pictures that match the sounds.○ Page 2- Trace the letters and color the pictures that match the sounds.○ Page 3- Cut and glue to match the letters and sounds.
Writing	<ul style="list-style-type: none">• Listen to the story <u>Pete the Cat: Snow Daze</u>.• Write about something that you did on your snow day using one of the <u>Writing Packets</u> provided (three pages stapled with a large rectangle and lines underneath).• Draw a picture on each page and label it or write a sentence to go with it.

Snap Word List

me

here

my

at

the

see

like

an

a

is

I

this

it

and

look

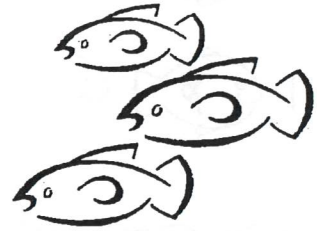
mom

in

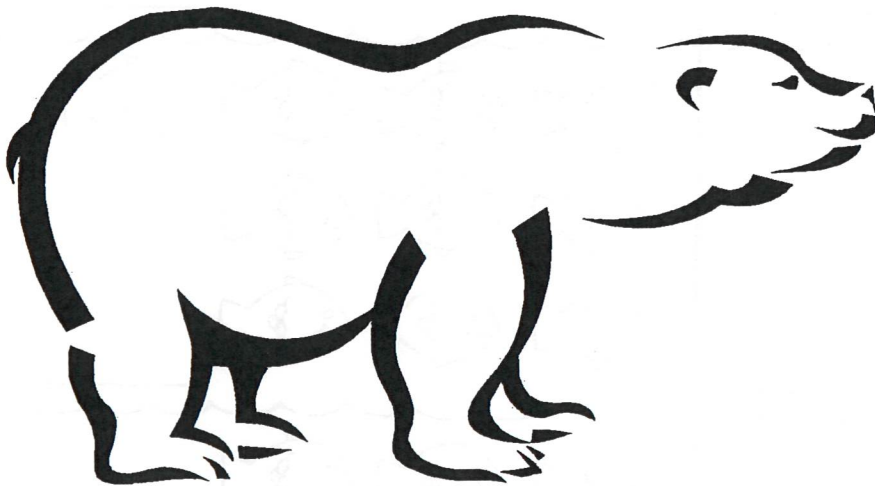
dad

Fun

Fishy



Numbers



Name _____

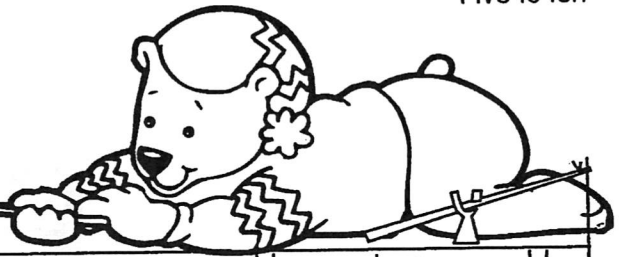
Name _____

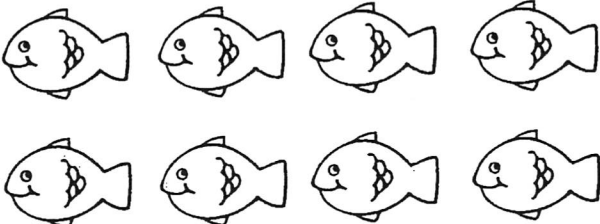
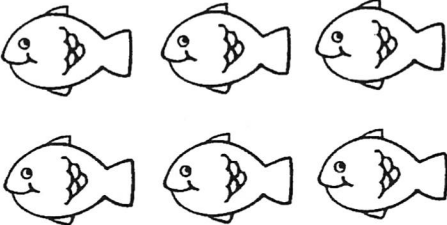
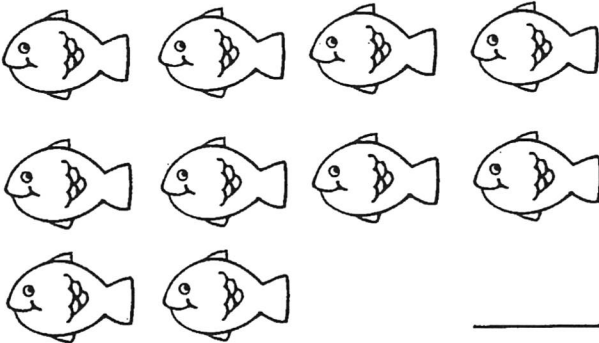
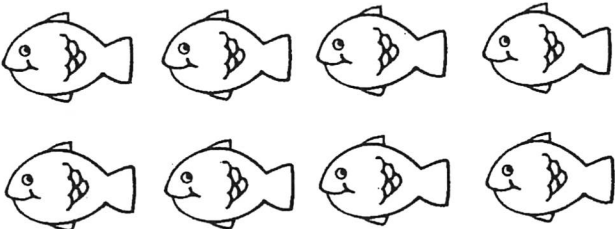
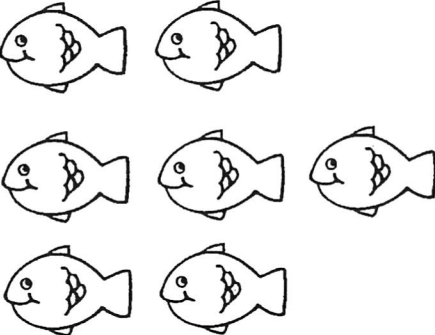
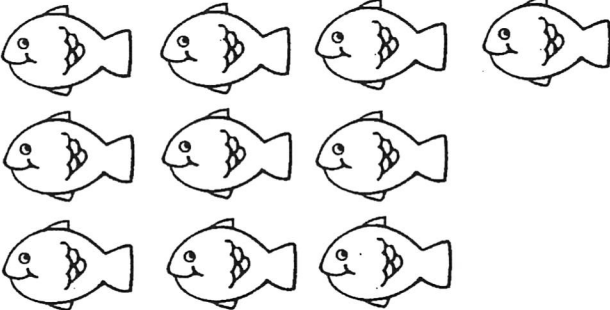
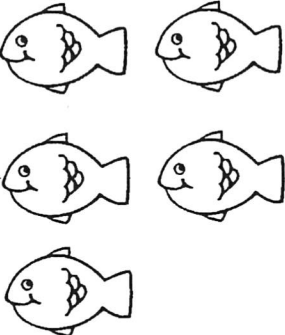
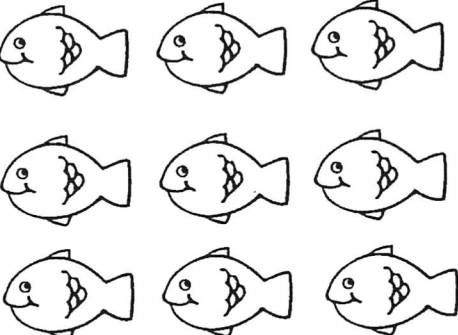
Number Sets
Five to ten

Cool Cod



Count.  Write the number.



 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____



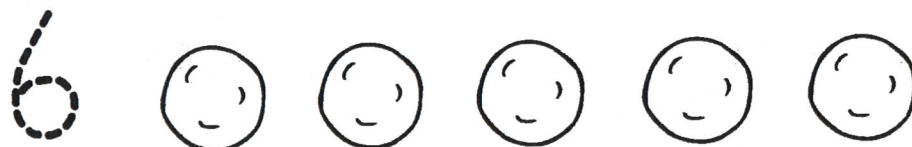
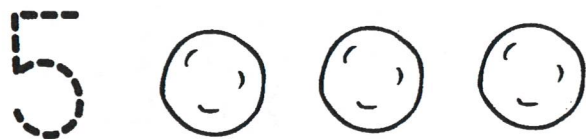
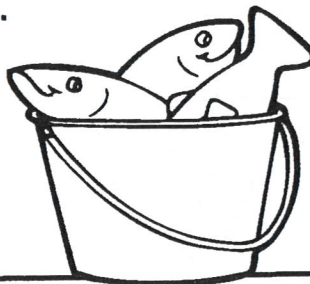
Name _____

Number Sets
Five to ten

Fresh Fish

 Trace the number.

 Draw to finish the set.

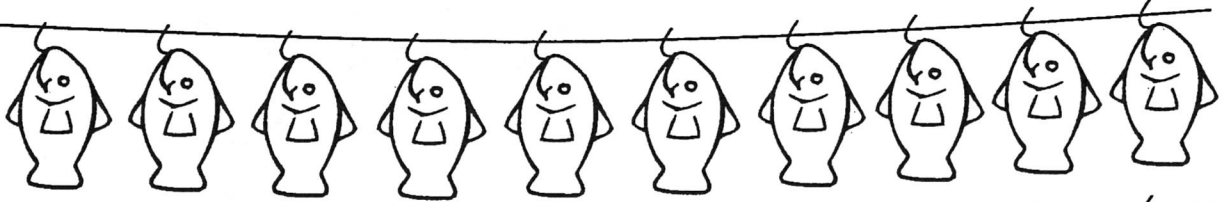


Catch of the Day

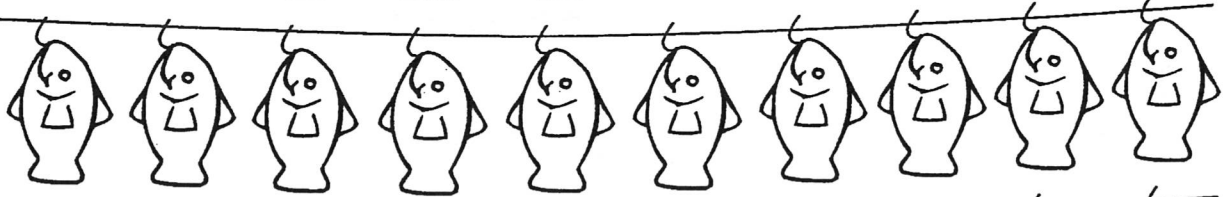
Say the number.

 Color the same set.

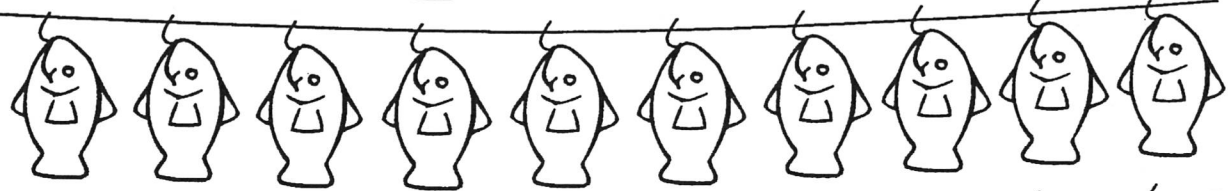
5



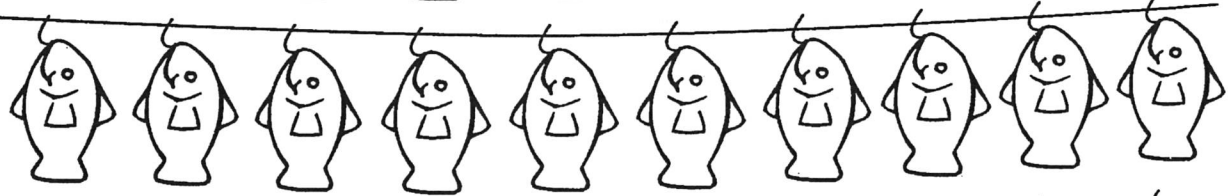
7



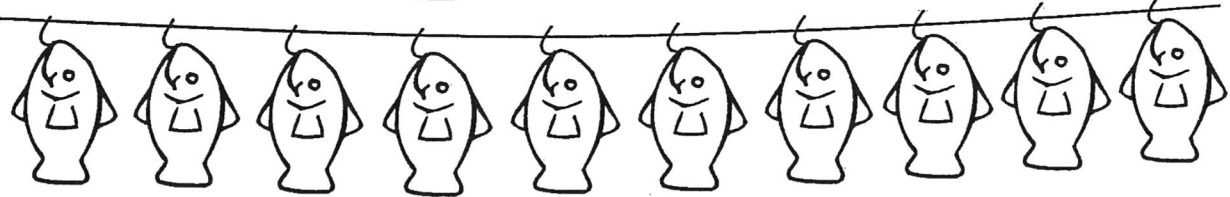
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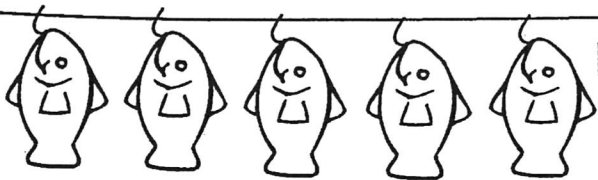
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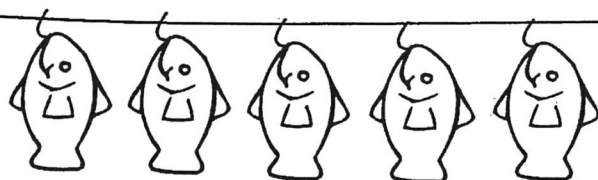
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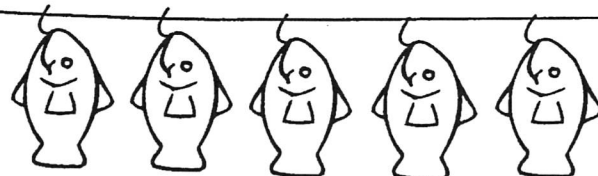
3



4



2



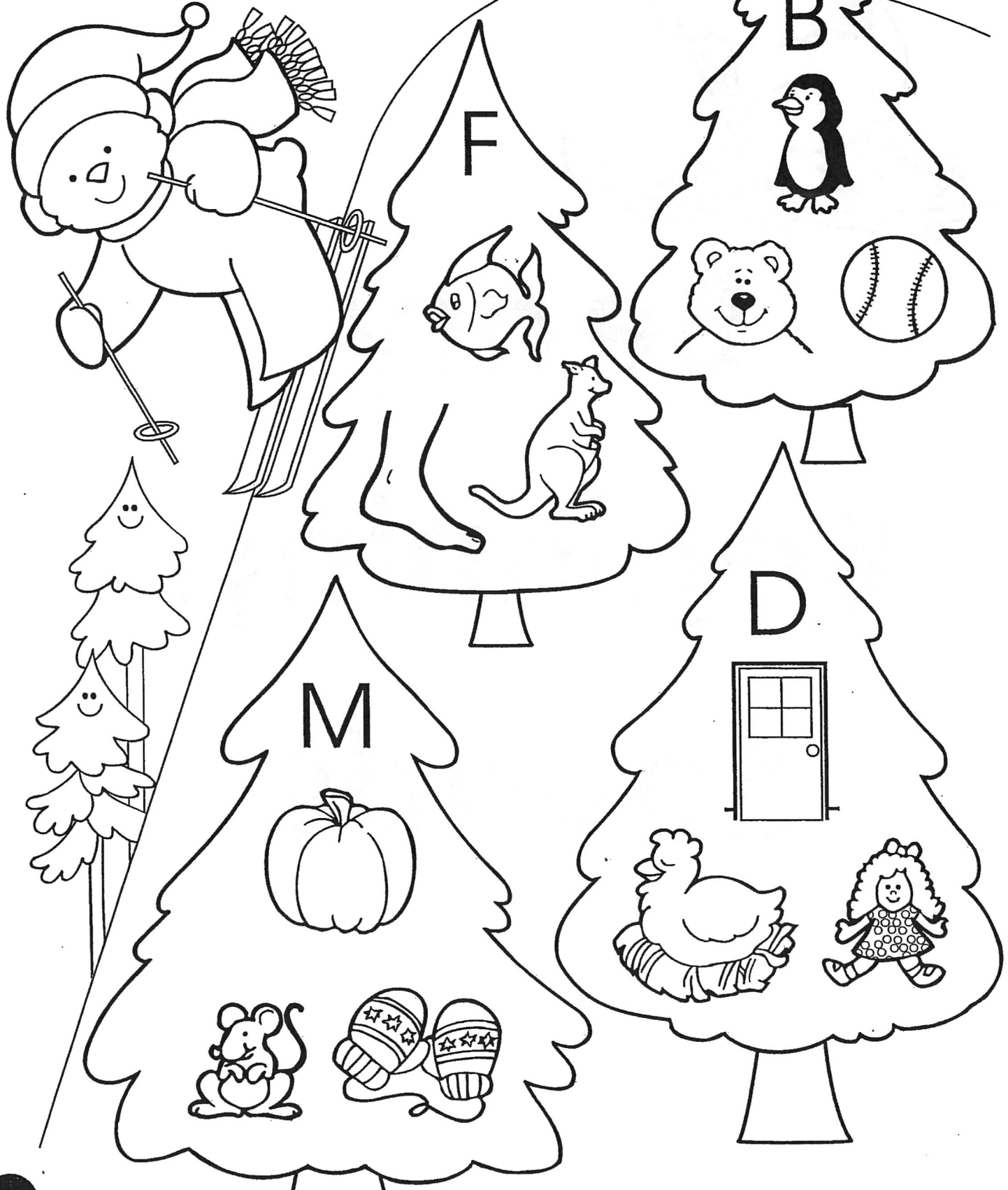


Beary Beginning Sounds

Name _____

Downhill Dare Bear

 Color the pictures that match the sounds.















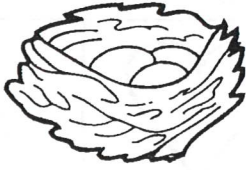



Snowy Skating

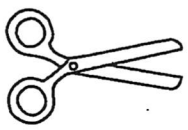
 Trace the letters.

 Color the pictures that match the sounds.



C				
H				
L				
N				

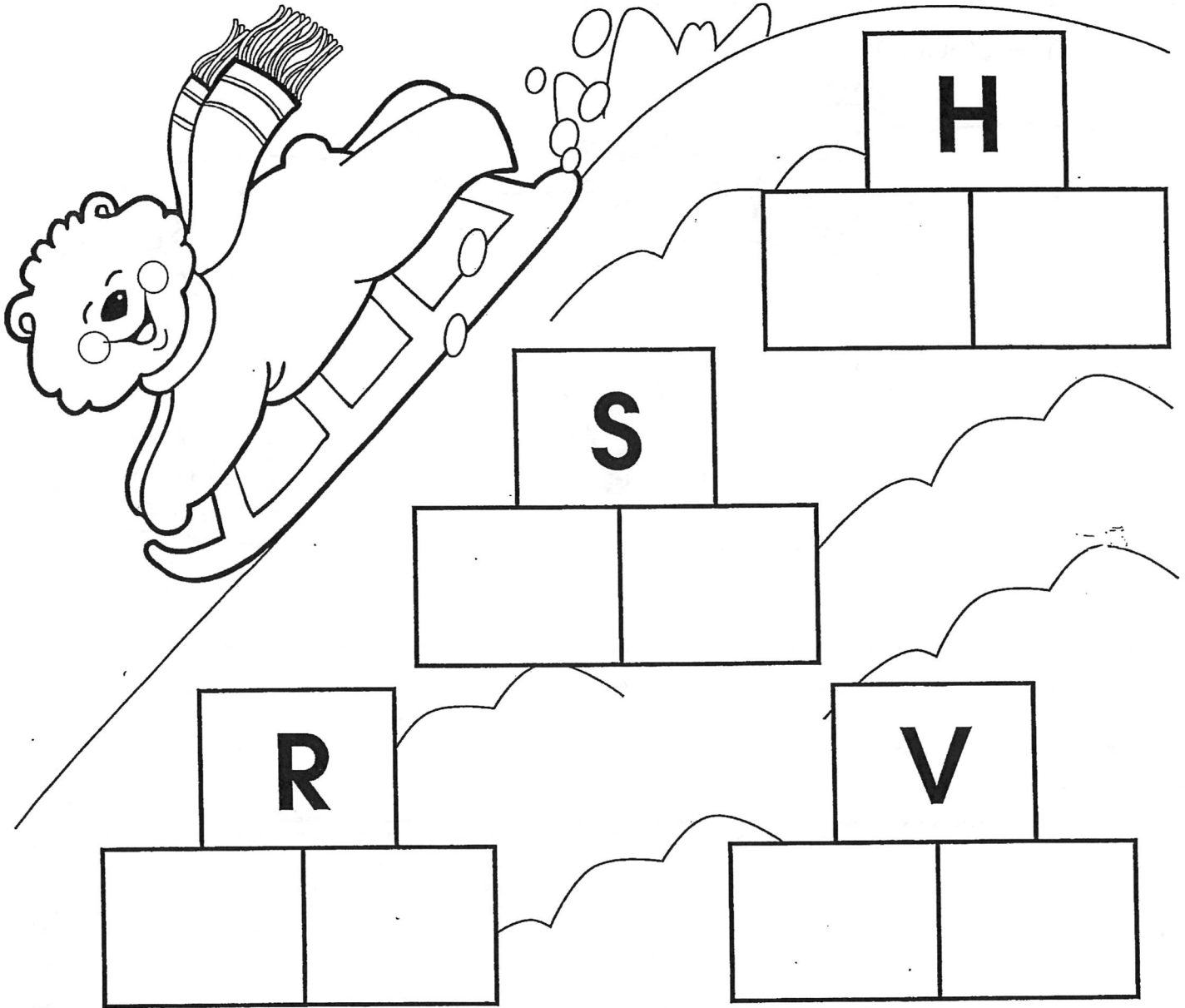
Smiles By The Miles



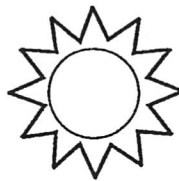
Cut and



glue to match the letters and sounds.

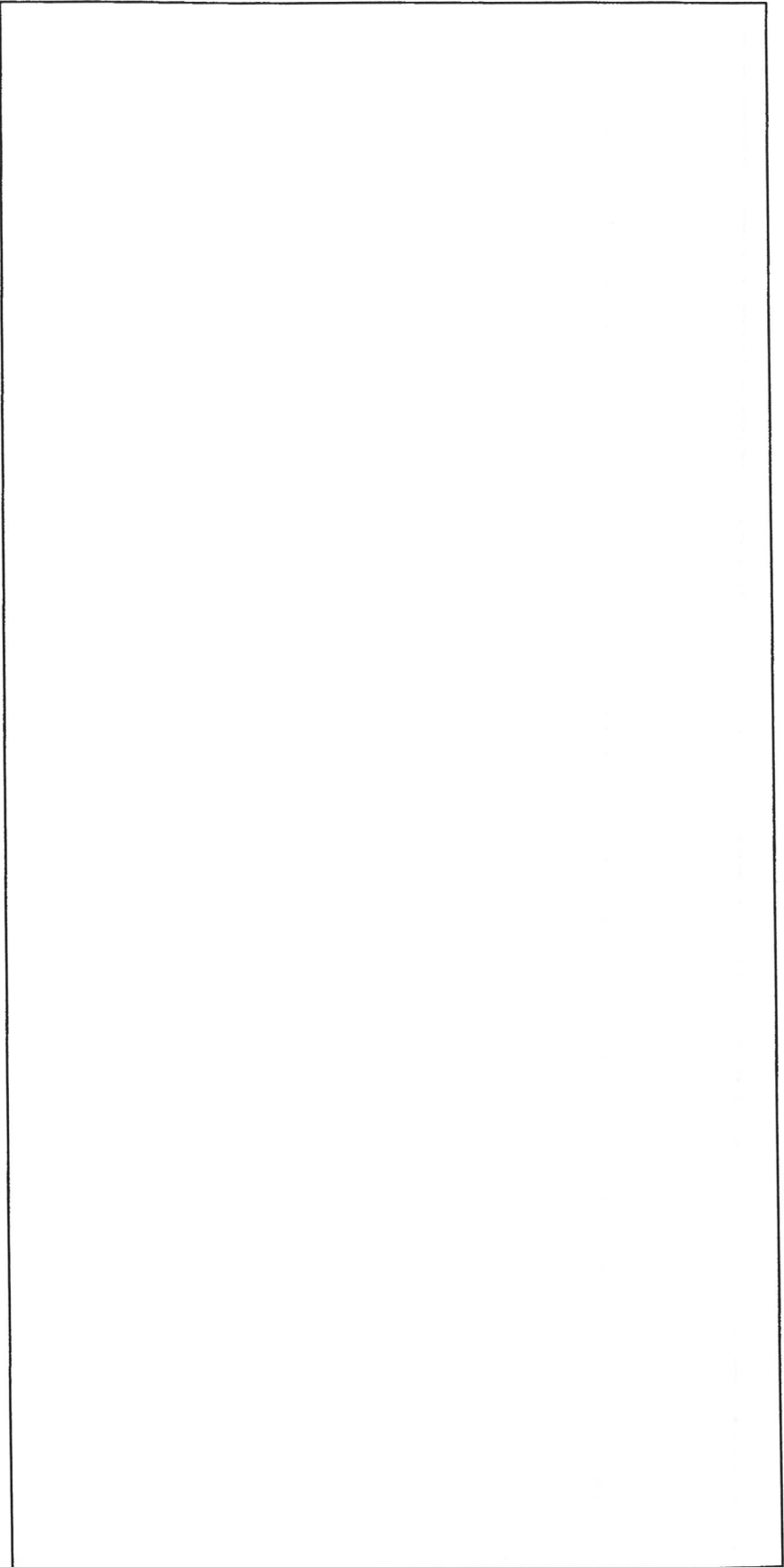


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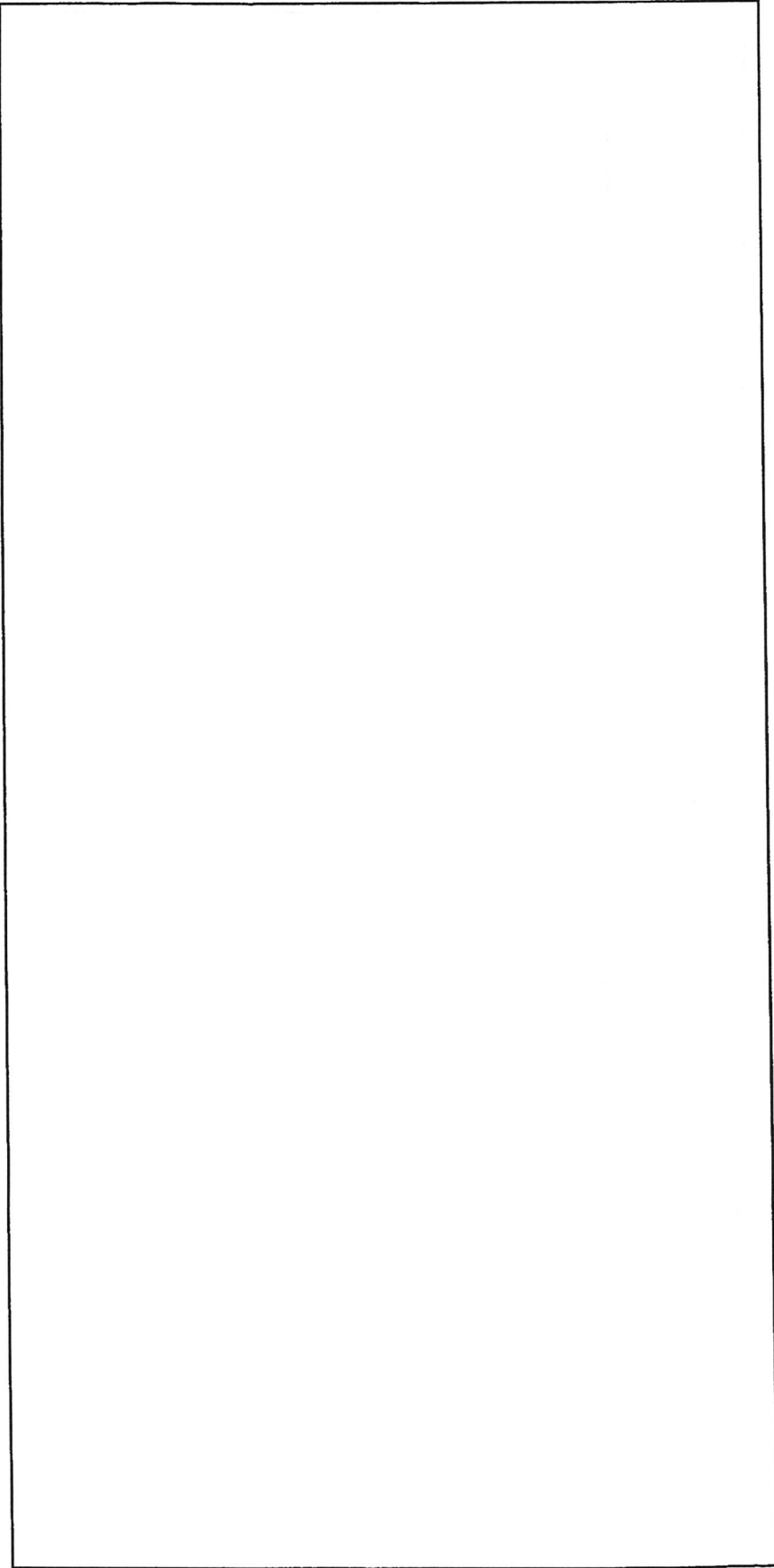
Name: _____

Date: _____



Name: _____

Date: _____



Grade 3 Examples

Knuth

Virtual Learning 1-11-23

Due to the weather, we will have virtual learning today. Video meetings/lessons are not required because some students do not have a device available. Virtual learning might look different for 3rd graders in different classes at Grant and across the district. These plans are not meant to stress you or your child, rather give time to practice skills we have been working on in class. I am available through Seesaw and email (sarah.knuth@wrps.net) during regular school hours to answer any questions or concerns. Please return the pages that are completed.

I will plan to zoom at 1:00 today. If that does not work for you, please let me know if you would like a separate zoom session. This will be optional and just a quick check in to say hello! I will email the link separately.

Packet: Please complete the pages that I sent home last week. These will count toward **Reading, Writing, and Math**. We have actually started opinion writing rather than informative. If your child would like to write their opinion on "best thing to do on a snow day" instead of the writing I sent home, that would be great! Remind them to use OREO in their writing 😊

Spelling: Cut, sort and practice spelling the words that were sent home on Monday.

Social Studies: IF you have access. Please login to Clever and have students go to Studies Weekly to complete week 5 Structure of Government.

Extra/Optional: Login to Clever and do Typing Club- we have keyboarding starting in a few weeks! There are also plenty of fantastic resources on Clever that your child can work on if you have access.

PLAY OUTSIDE! Read outside! Go for a walk outside! When it is safe, of course!

Enjoy your day!

Name _____

PARAGRAPH TIME!

It's A Snow Day!

Topic Sentence: _____

Detail One: _____

Detail Two: _____

Detail Three: _____

Closing: _____

Name _____

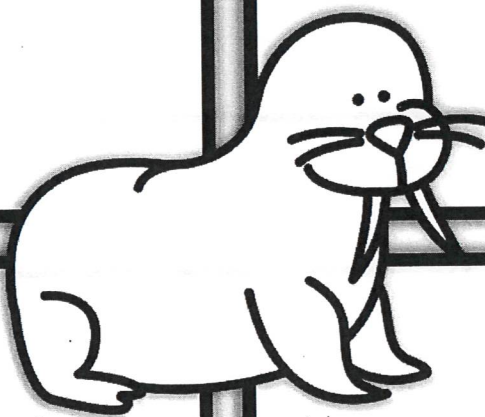
WALRUS REPORT

Appearance:

Abilities:

Life Cycle:

Diet:



Quick Facts:

Name:

Date:

SNOWFLAKES ARE FALLIN'

Name: _____

Directions: Write the number of hundreds, tens and ones in each number.



_____ hundreds

_____ tens _____ ones



_____ hundreds

_____ tens _____ ones



_____ hundreds

_____ tens _____ ones



_____ hundreds

_____ tens _____ ones



_____ hundreds

_____ tens _____ ones



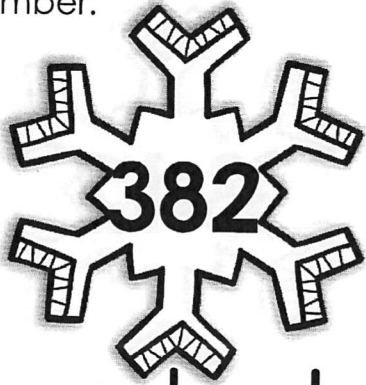
_____ hundreds

_____ tens _____ ones

SNOWFLAKES ARE FALLIN'

Name: _____

Directions: Write the number of hundreds, tens and ones in each number.



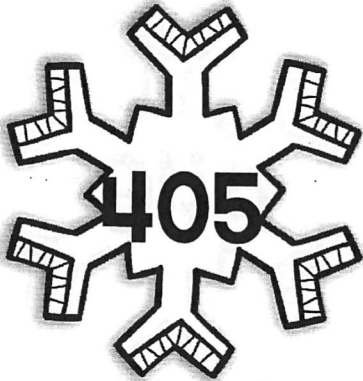
_____ hundreds

_____ tens _____ ones



_____ hundreds

_____ tens _____ ones



_____ hundreds

_____ tens _____ ones



_____ hundreds

_____ tens _____ ones



_____ hundreds

_____ tens _____ ones



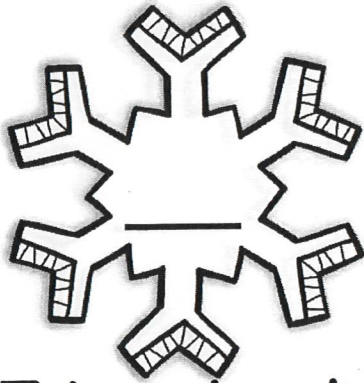
_____ hundreds

_____ tens _____ ones

Name: _____

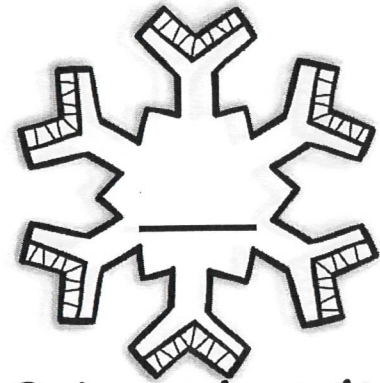
SNOWFLAKES ARE FALLIN'

Directions: Write the total in each snowflake.



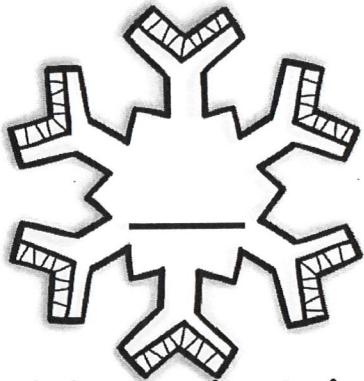
7 hundreds

2 tens and 1 ones



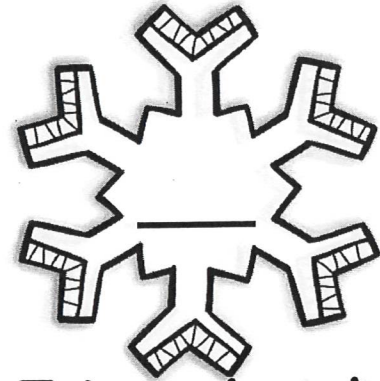
3 hundreds

4 tens and 7 ones



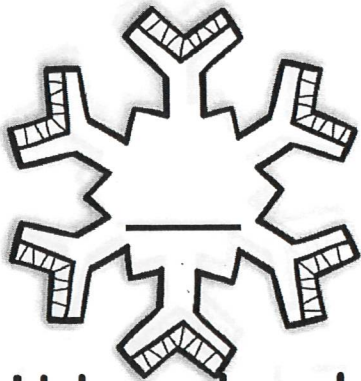
1 hundred

2 tens and 3 ones

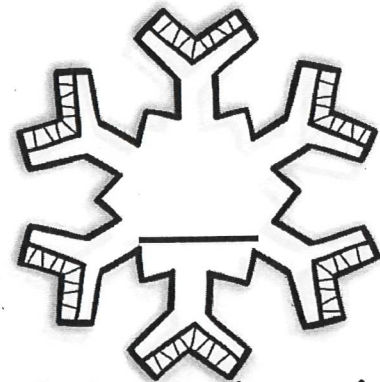


5 hundreds

5 tens and 0 ones



4 hundreds



2 hundreds

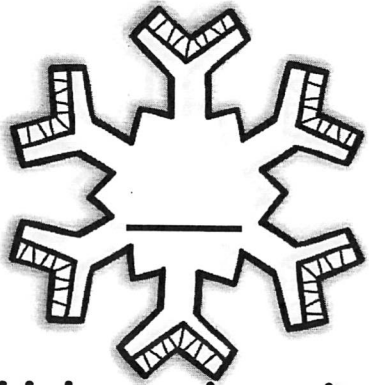
3 tens and 8 ones

2 tens and 2 ones

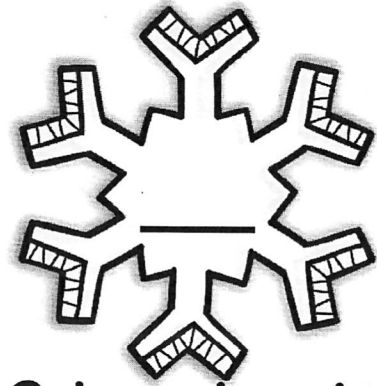
Name: _____

SNOWFLAKES ARE FALLIN'

Directions: Write the total in each snowflake.



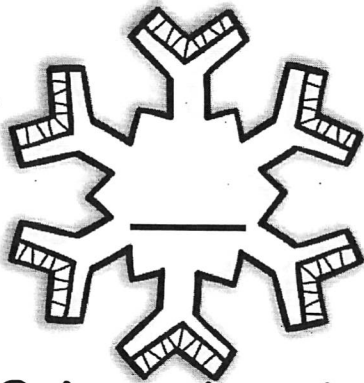
4 hundreds



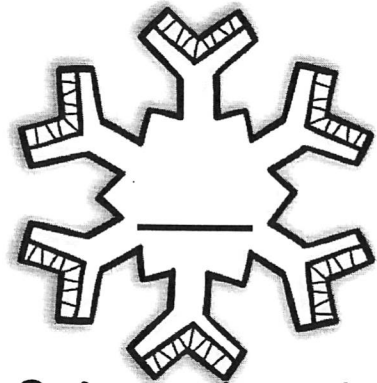
2 hundreds

8 tens and 9 ones

7 tens and 7 ones



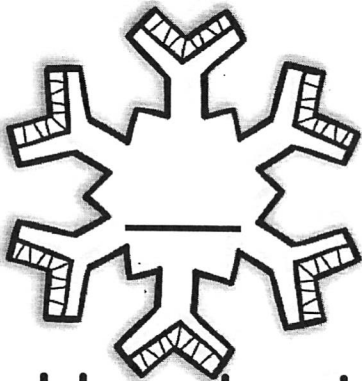
2 hundreds



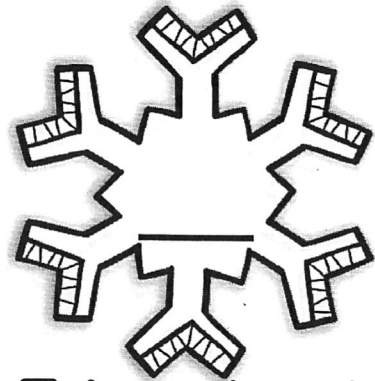
8 hundreds

0 tens and 0 ones

3 tens and 5 ones



1 hundred



5 hundreds

1 tens and 1 ones

6 tens and 2 ones

NAME: _____



NEW YEARS SYLLABLE SORT

1 syllable	2 syllables	3 or more syllables

Celebrate

Year

Horn

Party

Hat

Midnight

Fireworks

exciting

Confetti


food



Snow Day Plans



Our next snow day will be a virtual learning day. Please make sure you keep this packet in a safe place until you need it! There are learning activities in the packet and you can also complete the activities listed on the chart below. Please remember that this is a menu of options-**students are not expected to complete all of the activities!** A variety of activities are provided electronically and on paper to make them accessible to everyone. If you need any help or have any questions during the snow day, you can message me in Seesaw from 8:30-3:30. Virtual snow days will **NOT** need to be made up at the end of the school year. Have fun and stay warm and cozy inside!

Reading	Find a great book to read for 30 minutes. Share/retell your story to a family member.
Writing 	Choose one of the story prompts and have fun writing your own creative story: <ul style="list-style-type: none"> • Write a story about your snow day at home. Make sure you use complete sentences and correct spelling. Include details and make sure to use time order words and phrases! • It's the end of a normal school day, but the weather has suddenly changed and there is a terrible blizzard! The roads are closed and everyone is stuck at school for the entire night! Write a story about how you survived the blizzard in your school overnight! • If you could magically go anywhere in the world, where would you go and what would you do there? Write a story about your adventure.
Spelling	Practice your spelling words for this week. You brought your spelling list home on Monday in your Monday folder. If today is Monday, review and practice words from your previous lists.
Math	Practice your math facts for at least 20 minutes. You can use flashcards or go on Reflex through Clever.
Keyboarding	Practice keyboarding for at least 20 minutes. You can use Typing Club or Dance Mat through Clever.
Packet	Work on the activities included in your snow day packet.
Family Fun	Complete a jigsaw puzzle, play a board game, or play a card game with a family member. If it is safe, build a snowman or snow fort.

Washington Elementary

Each elementary school approached remote learning just a little differently. But all of the schools have been clear in their communication with families and with students. Learning packets have been sent home and if the district needs to utilize additional remote learning days, additional learning packets will be sent home.

Principal Schaeffer of Washington Elementary sent several Skylerts to families letting them know how teachers would be communicating the expectations for the day. Those are included in the packet. Also included is a summary of typical activities that special education teachers completed at Washington. Although these are specific for Washington, they are similar across the district for special education teachers.

A kindergarten and 3rd grade example are included in the packet. You will notice that some teachers provided activities for multiple days in case that would be an issue in the future.



**WASHINGTON
ELEMENTARY**

WA Skylerts 2022-2023

January 11, 2023

Due to the icy conditions it has been determined that today is a virtual learning day. Teachers will be reaching out to you via SeeSaw with detailed expectations for the day. There are a few families without SeeSaw access. Teachers will reach out to you specifically if SeeSaw is NOT how you have received communication in the past. We ask that you do your best to complete the lessons provided. We understand this is a hardship for some families. Please do your best and reach out to your teacher with any questions.

Stay safe!

January 5th, 2022

Hello Washington Families,

We are happy to see everyone back after our winter break and we hope you are all having a great start to the new year! We will be conducting a fundraiser that we would like to share with you!

Readers are Leaders January 6th - 16th Washington will be conducting a Readers are Leaders reading rally to help purchase reading materials and technology for classrooms. More information can be found using the link below, and a paper copy will also be sent home with your child tomorrow. Students will be able to receive a "Goatz" keychain by following the directions linked and returning the bottom portion of the form between January 6th-16th. There is no obligation to purchase anything for this fundraiser. We receive funds for both sharing emails and purchasing products. Personal information is guaranteed not to be shared or sold to other companies. [Click this link for the Readers are Leaders handout and instructions.](#)

December 28th, 2022

document

Hello Washington Families,

We hope you are enjoying your winter break and finding ways to share the joy of the season! We look forward to seeing our Wolf Pack when we return to school on January 2nd.

Future inclement weather days will result in at-home or virtual learning days. Teachers will communicate via SeeSaw with your child's specific plans for the day. We ask families to do what they can to complete these tasks and reach out to their child's teacher with any questions or concerns that may arise.

Please review our [January Washington Newsletter](#) for important updates.

Happy New Year!

*Special
Education and
Student Support
Examples*

Special Education Virtual Learning Day Plans

Brean

- Reading: Read the book in your folder and complete the vocabulary lesson, worksheet, and quiz that go with the book.
- Math: Complete worksheet on comparing fractions and worksheet on 2-digit by 1-digit multiplication.
- Writing: Write a paragraph about what you did on your virtual learning day. Include one thing you did for fun!
- Sent parents a Seesaw message when the packet went home to let them know it would need to be completed and brought back in the event that there was a virtual learning day. Also contacted parents in the afternoon on 1/11/23 to ask how students were doing and if they had any questions.

Tara

*Students who receive reading services received the following:

- 2 paper copy books at their individual levels with worksheets supporting phonics and comprehension
- The student who is not yet reading received letter flashcards along with books and worksheets to practice

*Students who receive math services received the following:

- 3rd grade- multiplication worksheets
- 2nd grade- double digit addition and subtraction worksheets

*Students receiving writing services received the following:

- 2 writing prompts to choose from and complete along with writing paper
- 3rd grade also received a page for cursive practice
- The student who is not yet writing received his penmanship packet as well as sheets to cut out words to form simple sentences.

Families were contacted with expectations for the day via Seesaw and/or email before 8:00 on 1/10/23

Kendra

- Reading: Read the book from your book bag, work on alphabet/phonics worksheets
- Math: Complete addition practice worksheets sent home in snow day packets.
- Writing: Draw a picture of what you did on your day off, label the picture with beginning sounds of your pictures
- Communicated through SeeSaw to parents to follow regular classroom lesson plans (I checked with reg ed teacher previously to determine what accommodations or

adaptations could be made to snow day packets that went home) If I could support them at all with those plans, let me know.

- Contacted parents in the afternoon on 1/11/23 to ask how students were doing and if they had any questions.
- 1st grade students had a packet sent home earlier this month with directions.
- Kindergarteners should follow what reg ed teachers sent home, they all should be able to complete what was done. I followed up with parents to see how I could support them.
- Students who received social skills support today, we will make up time later this week.

Student Services Team Snow Day Tasks

- Check and respond to emails
- Communicate with teachers to reschedule meetings, classroom lessons, small groups and individual time with students
- Lesson Planning-classroom lessons and small groups
- Virtual Meetings
- Communicate and consult with teachers and staff
- School and community program planning
- Student and family documentation
- Planning and scheduling meetings
- Parent communication as needed
- Evaluation paperwork
- IEP Meetings

Kindergarten Examples

Kindergarten Virtual Learning Day



Reading

You should have your book bag at home! Practice reading your books and playing any games in your bag. Forgot your book bag at school? Snuggle up next to your pet or a stuffie and read to them or have someone else in your house read you a story. Remember to talk about the characters, the setting, the problem, and solution in whatever you're reading.

Social Emotional Learning

A big part of kindergarten is learning to play together. Find someone in your house (even if it's just a doll or stuffie) to play with today. If it's safe to do so, get outside and get some fresh air. This is a great time to play a game with a family member, which will work on many other skills as well!

Math

- Count to 100. If you can count to 100, practice doing it by 2s, 5s, or 10s.
- Do the math worksheet and bring to school tomorrow.
- Play a board game or card game with someone at home.

Writing

Using the writing paper in your packet, draw a picture and write about something you like to do in the winter. Don't forget to put a letter for each sound you hear and label your picture! Use sentences!

Technology

Using the login information in your child's binder, login to Clever. Within Clever, there are plenty of options for learning activities that your child knows how to do. Let them explore, read, and play.

SNOWMAN

Before & after

Write the numbers that come before and after in the boxes.



18



10



15



16



14



19



17



12

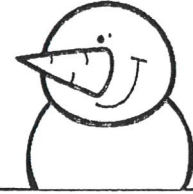
SNOWMAN

Before & after

Write the numbers that come before and after in the boxes.



8



10



5



6



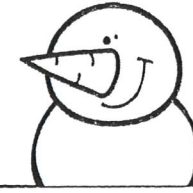
4



9



7

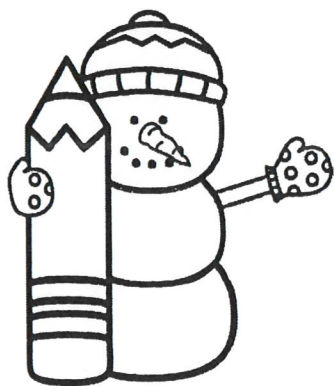


2

SNOWMAN

TEN FRAMES

Fill in the ten frames to match the numbers.



13

19

11

15

17

20

16

12

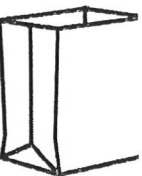
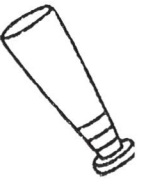
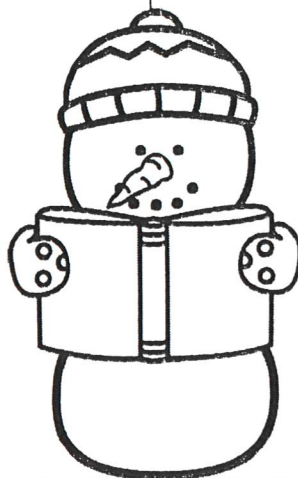
SNOWMAN

VOWEL SORT

Cut out the pictures and sort them by short vowel.

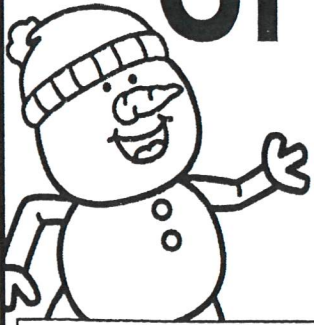
a

o



SNOWMAN SOUNDS

Color according to the code.



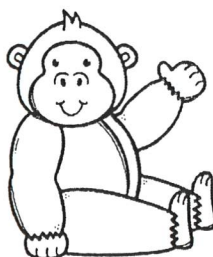
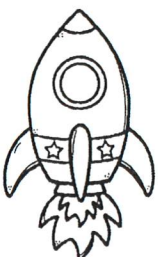
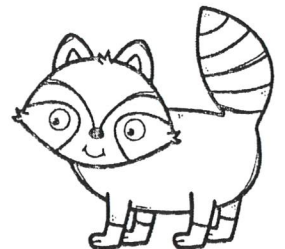
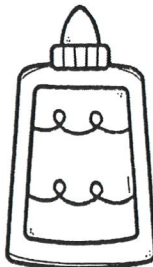
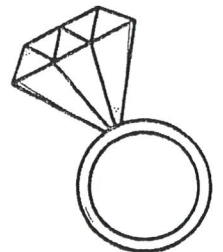
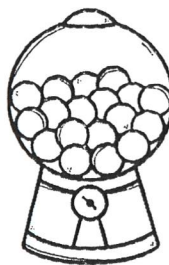
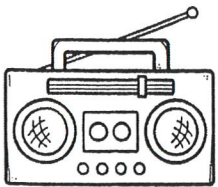
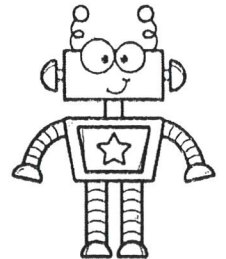
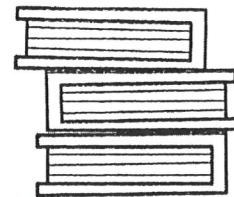
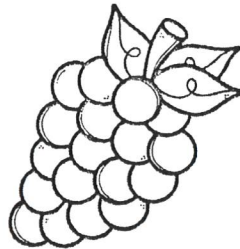
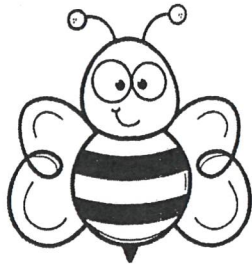
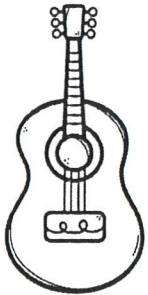
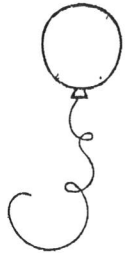
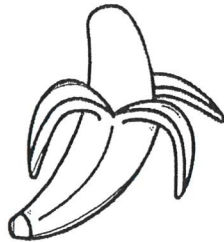
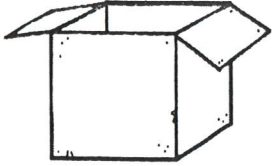
Bb



Gg

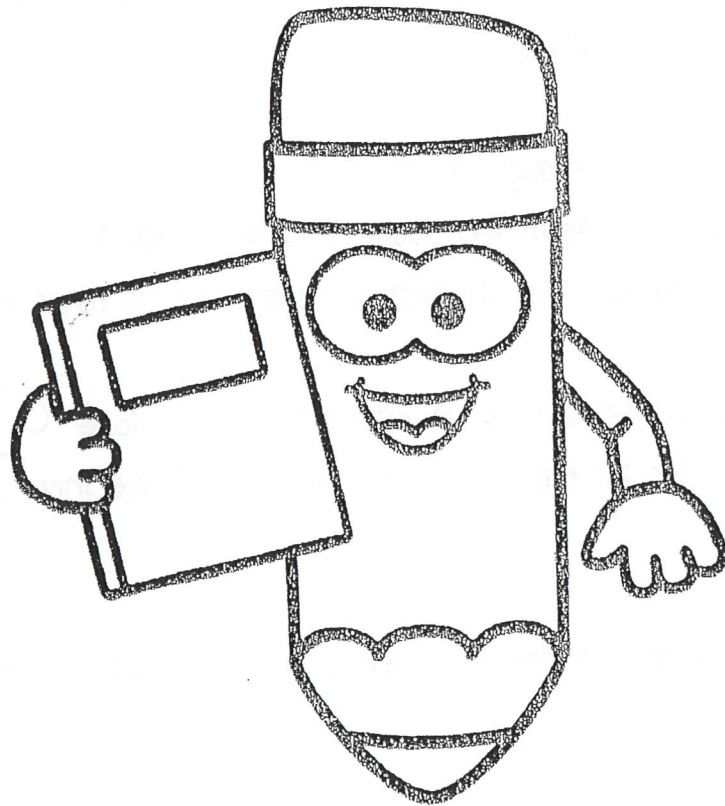


Rr



My Home Learning Packet

2nd



Name:

2nd grade

Snow Day - Virtual Directions

Check SeeSaw for updates from your students' teacher.

This packet includes math, reading, writing, and phonics work. Please complete the first 12 pages of this packet for the first snow day. Please complete the next 12 pages for the second snow day. In addition, please also continue to read with your child and have your child read independently each day.

This packet is designed to serve as a review and extra practice. However, please monitor your child as they complete the assignments and feel free to help your child review any pages they find challenging. Your child's teacher will be available via email and SeeSaw for any questions.

Other ideas to extend learning throughout the day:

- Ask your child questions about the books they are reading
 - Have them compare the characters, setting, etc. to other books they have read
- Your student may choose to read on epic! Our class code is **cjp0229**
- Your student may also hit the green light on reflex (have them log in through clever)

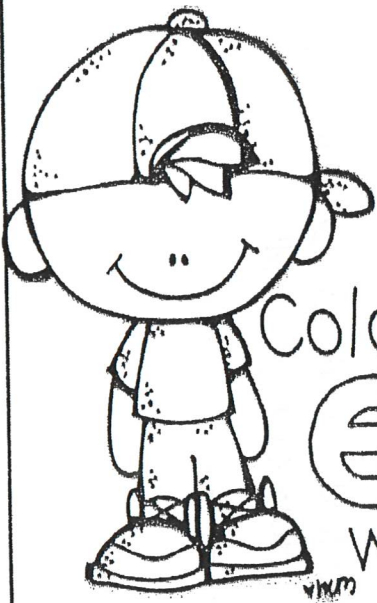
If you have any questions or concerns throughout the day, please reach out to your students' teacher!

Thank you,
Second Grade Team

Name _____

ea vowel teams

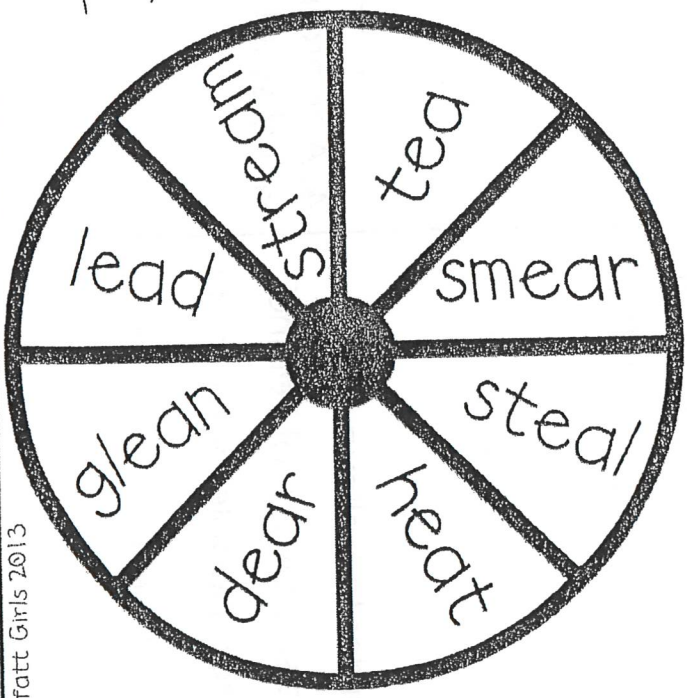
Word Work



Color the
ea
words

lead	GLEAN	pet	smear
end	bend	steal	TEST
stream	dear	h e a t	tea

Spin, Read and Write

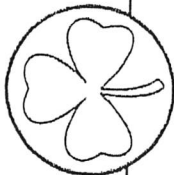


1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

WORD BANK:

- dear
- lead
- smear
- tea
- heat

Name: _____



Date: _____

Reading Comprehension Check #2

Directions: Read the passage. Answer the questions.

Meet the Man Behind the Holiday

St. Patrick isn't just a holiday. It's a person. He lived about 1600 years ago.

Patrick was born in Britain. At 16, he was taken prisoner by the Irish. He worked as a shepherd. He became a Christian. After 6 years, Patrick escaped.

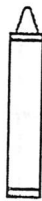
In a dream, an angel told Patrick to return to Ireland. Patrick studied and became a priest. Then he went to Ireland. There, he taught people his religion. Some say he used the shamrock to help make his message clear.


Other legends are harder to believe. He probably didn't drive all the snakes out of Ireland. He probably didn't bring dead people back to life.

Patrick was made a saint. People celebrate his life on March 17th.

1. Which paragraph is mainly about Patrick's early life?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 3
- d. Paragraph 4

2. Patrick went to Ireland twice. What were the reasons for both trips? 

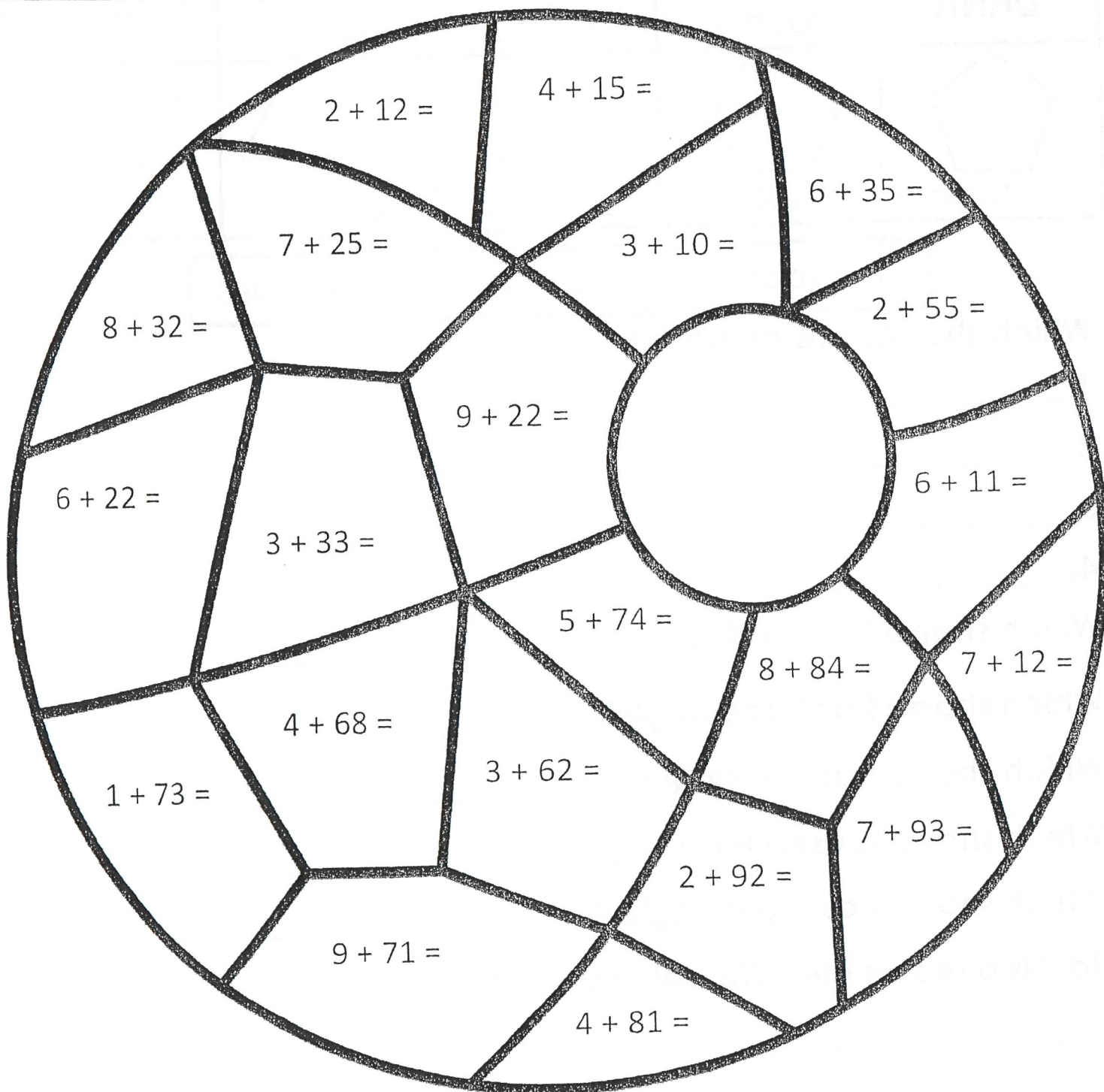
3. How do people today honor St. Patrick? 

4. According to the text, what do you think the word **saint** means? How can you tell?

Name _____

Addition to 100: Color by the Code Set I



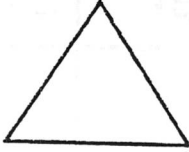
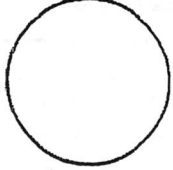
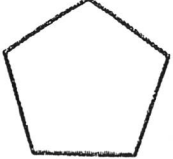
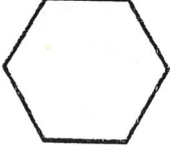
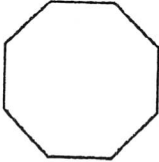

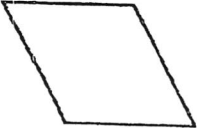
Color Code:	21 to 40= orange	61 to 80= green
1 to 20= red	41 to 60= purple	81 to 100= blue



Name: _____

Identifying Quadrilaterals

Directions: Count the sides of each shape and answer the questions.

SHAPE BANK	 square	 rectangle	 triangle	 circle
 pentagon	 hexagon	 octagon	 trapezoid	 rhombus

A **quadrilateral** is a shape with four sides.

Which shapes are quadrilaterals?

1. _____
2. _____
3. _____
4. _____

Which shape has no sides? _____

Which shape has three angles? _____

Which shape has five angles? _____

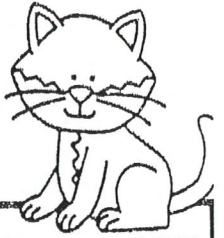
Which shape is used for a stop sign? _____

Which shape has eight angles? _____

How is a rectangle different than a square?

Name: _____

Measuring in Centimeters



Directions: Color the ruler to the correct centimeter.

22 cm.

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

8 cm.

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

18 cm.

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

4 cm.

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

29 cm.

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

15 cm.

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

24 cm.

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

10 cm.

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

Name: _____

Date: _____

Sequence and Write a Story Set 6

Directions: Cut and paste the pictures in order. Write about your story. Use transitional words from the word bank.

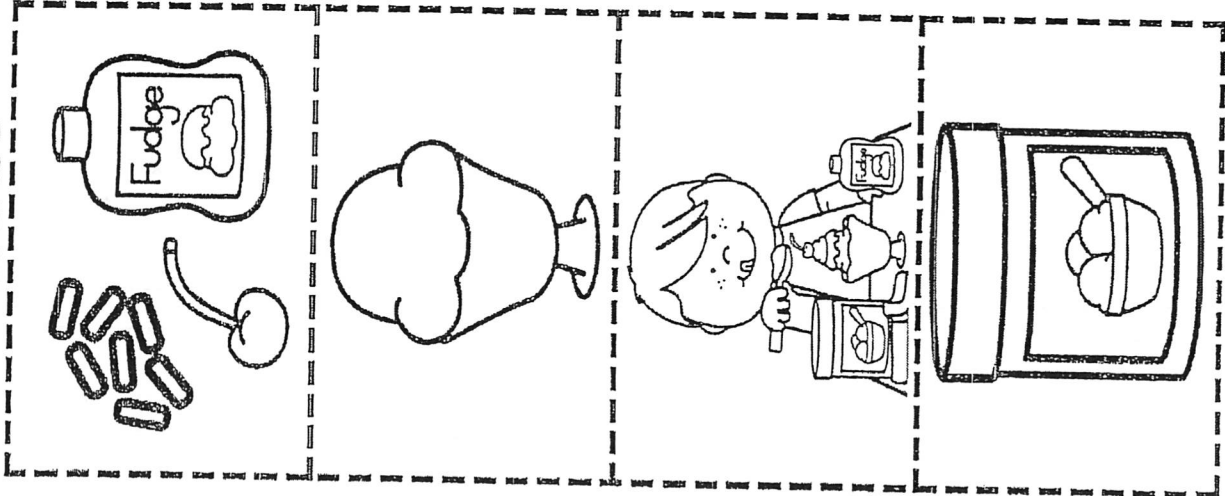
1	2
3	4

Sequencing Words

- First
- Next
- Then
- Also
- After
- Last
- Finally

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How to Make an Ice Cream Sundae



Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

Capital Spacing Punctuation Spelling Neatness

Name: _____

Super Sight Word:



Find and circle it

very berry vine
very vain very very
vest very vent

Trace it

very
very
very

Part of speech:

conjunction	adjective
pronoun	adverb

How many syllables?

- one
- two
- three

Highlight it

very	vase	very	vest
vent	very	very	very
very	berry	vain	very

Put it in a sentence and write two new sentences.

1. Those oranges are _____ sweet.

2. He is _____ kind to animals.

3. _____

4. _____

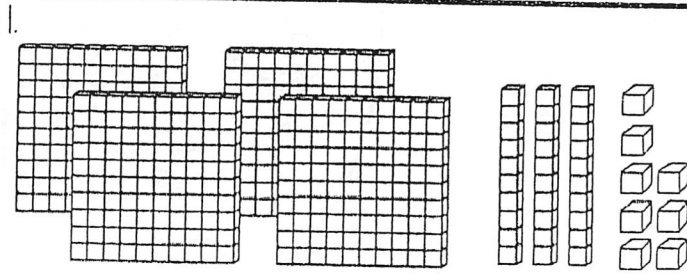
Practice writing your sight word in the different ways listed below:

All CAPITAL letters:	All fancy letters:	Letters with dots:
All bubble letters:	All vowels blue and consonants brown:	Rainbow write:

Name: _____

Place Value: Standard Form and Word Form Set 1

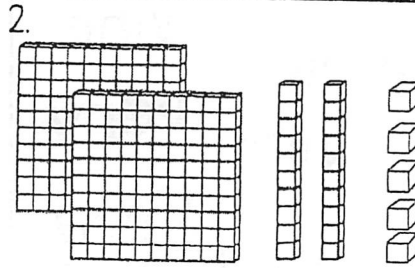
Directions: Count the base ten blocks.
Write each number in standard form and word form.



Example

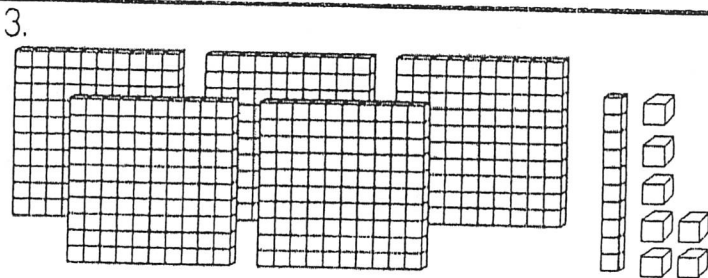
Standard Form: 438

Word Form: Four hundred
thirty-eight



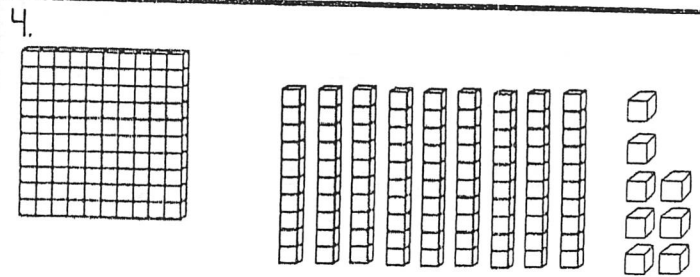
Standard Form: _____

Word Form: _____



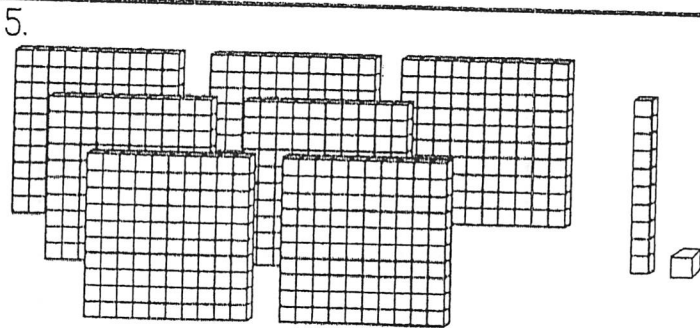
Standard Form: _____

Word Form: _____



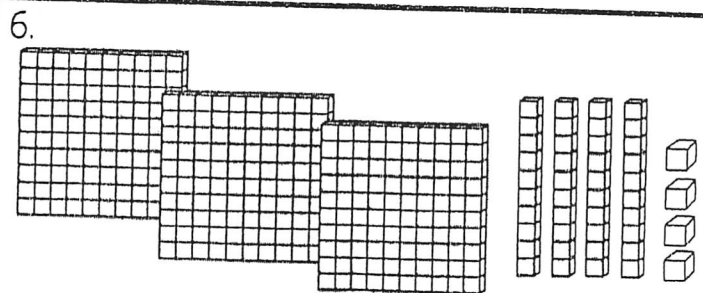
Standard Form: _____

Word Form: _____



Standard Form: _____

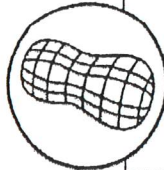
Word Form: _____



Standard Form: _____

Word Form: _____

Name: _____ Date: _____



Reading Comprehension Check #3

Directions: Read the passage. Answer the questions.

A Not-So-Nutty Idea

March is national peanut month! Peanuts became popular about 100 years ago, thanks to George Washington Carver.

Back then, farmers in the South grew lots of cotton. But cotton plants wear out the soil. Carver taught them that peanut plants help the soil. The farmers began growing peanuts along with their cotton.

Now what to do with all those peanuts? Of course, people ate them and made them into peanut butter. But Carver gave them more than 300 other ideas of how to use peanuts! He came up with peanut soap, milk, paper, and more.

Soon, peanuts were one of the top crops in America. We have George Washington Carver to thank for that.

1. Why did farmers begin to grow peanuts?
 - a. The plant had just been invented.
 - b. People loved eating peanuts.
 - c. Cotton had become too expensive.
 - d. Peanuts help the worn-out soil.

2. Why did the author most likely write this text?
How can you tell?

3. How did George Washington Carver change the way people used peanuts?

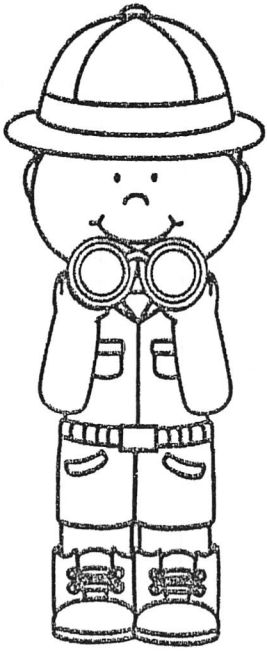


4. What is Paragraph 2 mainly about? 

Name: _____

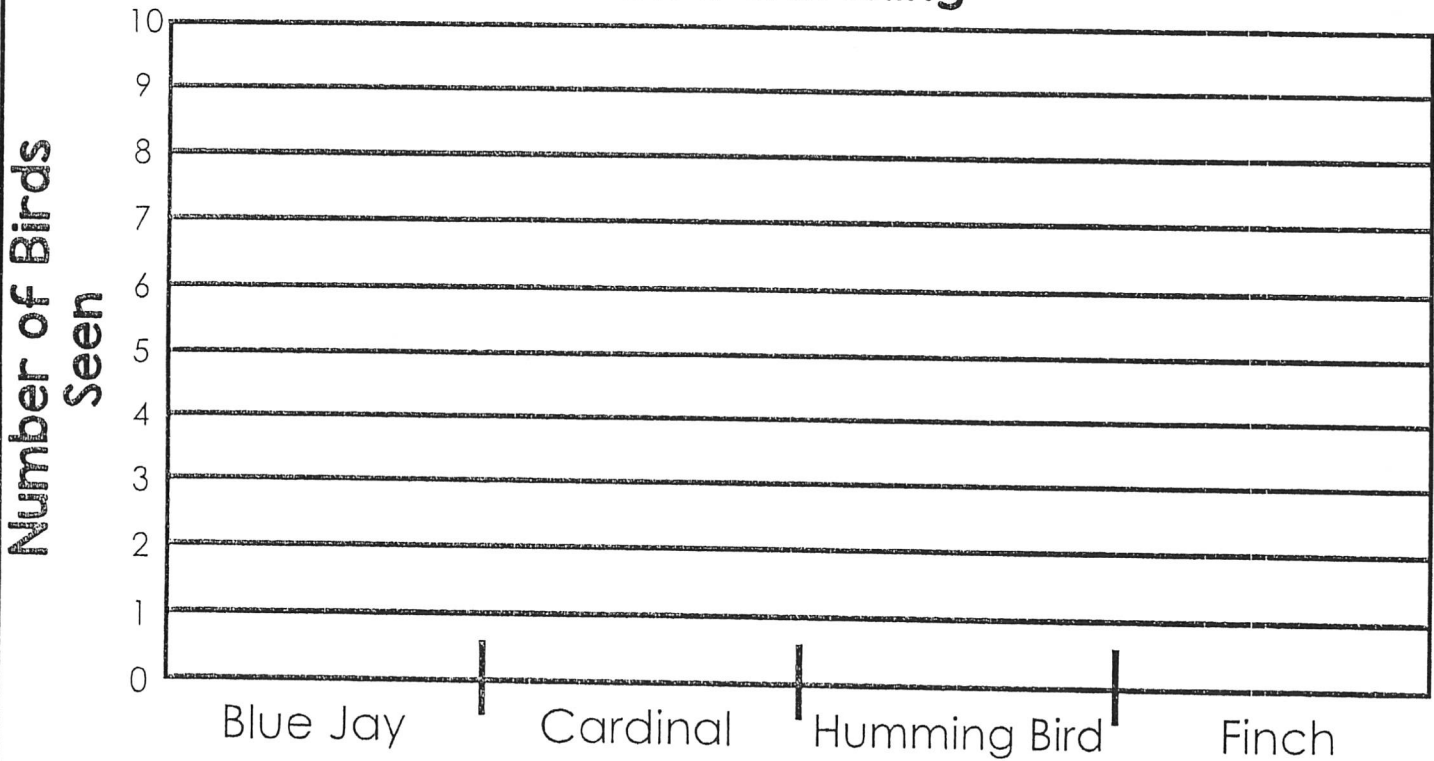
Bar Graph: Birds

Directions: Use the chart to make a bar graph. Answer the questions.



Bird Type	Number Seen
Blue Jay	8
Cardinal	4
Humming Bird	7
Finch	9

Bird Watching



1. Which type of bird was seen the most? _____
2. How many blue jays and finches were seen in all? _____
3. How many more humming birds were seen than cardinals?

4. How many birds were seen in all? _____

Name: _____

Super Sight Word:



Find and circle it

first first fast
first fuss fast first
fist first fist

Trace it

first
first
first

Part of speech:

adjective	noun
adverb	conjunction

How many syllables?

- one
- two
- three

Highlight it

first	fist	fast	first
list	fast	fist	fast
first	first	first	first

Put it in a sentence and write two new sentences.

1. He won _____ place at the pony show.
2. My brother is in _____ grade.
3. _____
4. _____

Practice writing your sight word in the different ways listed below:

All CAPITAL letters:	All fancy letters:	Letters with dots:
All bubble letters:	All vowels green and consonants blue:	Rainbow write:

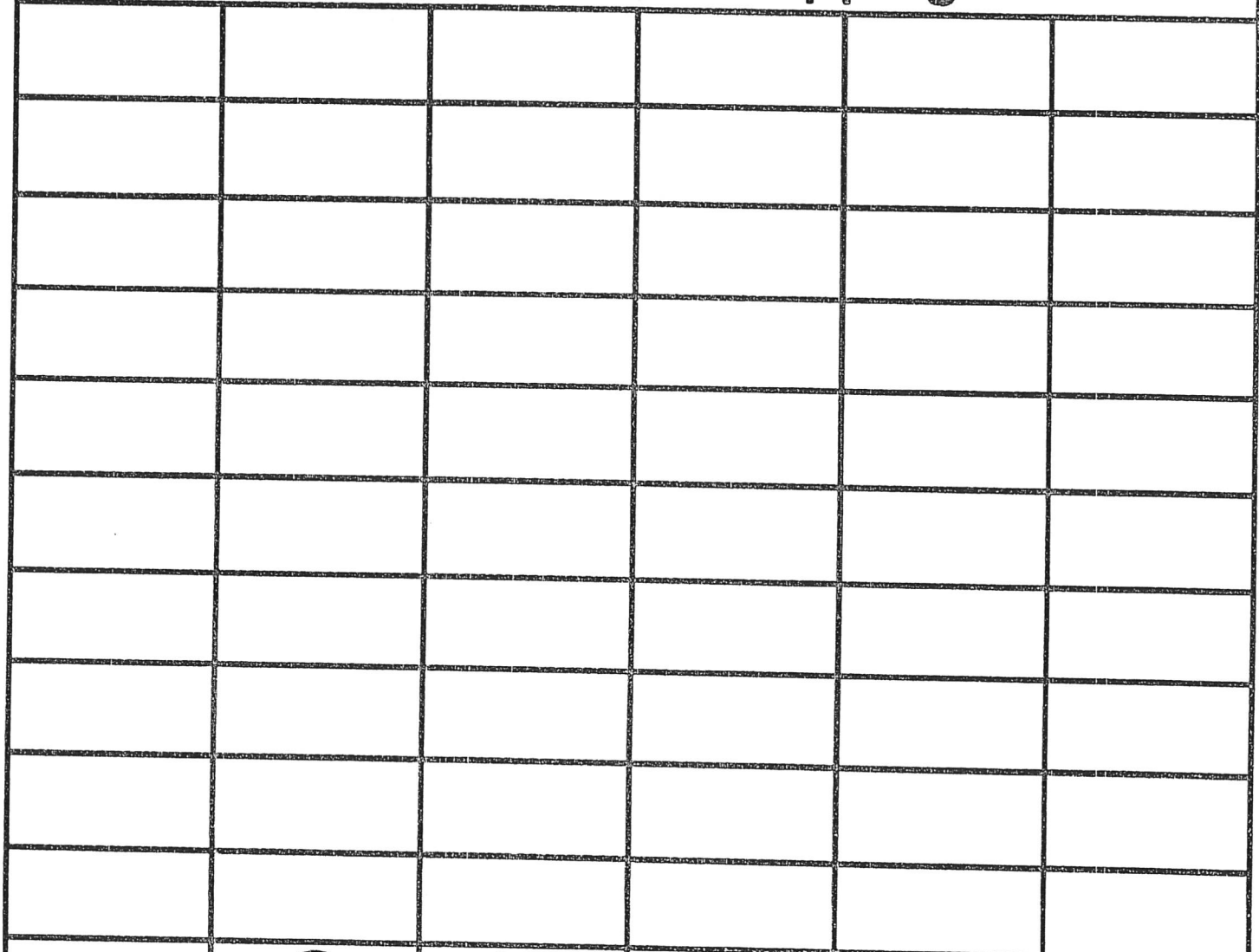
Name: _____







Picture Graph: Favorite Pizza Topping

Directions: Use the information from the table to complete the picture graph. Draw a ☺ to represent each pizza topping. Write 3 statements about your graph.

Information Bank	cheese = 5	mushrooms = 3	onions = 2
	pepperoni = 8	peppers = 5	olives = 9

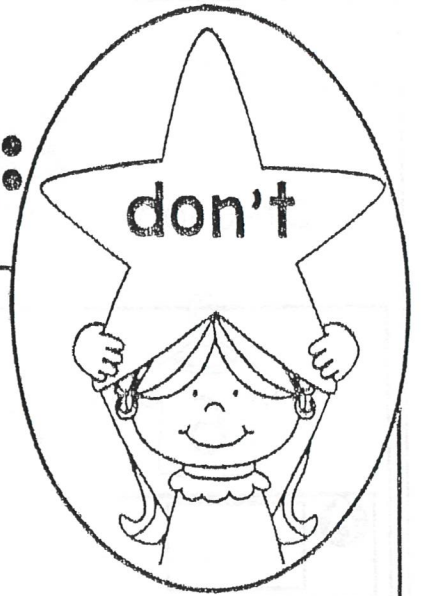
Favorite Pizza Topping



 cheese	 pepperoni	 mushrooms	 peppers	 onions	 olives
--	--	--	--	---	---

Name: _____

Super Sight Word:



Find and circle it

don't doesn't don't
didn't don't done better
does don't don't

Trace it

don't
don't
don't

Part of speech:

noun	adverb
verb	adjective

How many syllables?

- one
- two
- three

Highlight it

does	didn't	don't	does
don't	did	don't	did
don't	done	don't	don't

Put it in a sentence and write two new sentences.

1. Please _____ run in the house.

2. _____ eat too fast.

3. _____

4. _____

Practice writing your sight word in the different ways listed below:

All CAPITAL letters:	All fancy letters:	Letters with dots:
All bubble letters:	All vowels blue and consonants yellow:	Rainbow write:

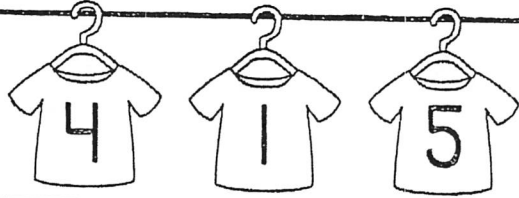
Name: _____

Expanded Form Set I

Directions: Use the digits on each shirt to make a new number. Write each number in expanded form.



A	<input type="text" value="368"/> = 300 + 60 + 8
B	<input type="text"/>
C	<input type="text"/>
D	<input type="text"/>
E	<input type="text"/>
F	<input type="text"/>



A	<input type="text"/>
B	<input type="text"/>
C	<input type="text"/>
D	<input type="text"/>
E	<input type="text"/>
F	<input type="text"/>



A	<input type="text"/>
B	<input type="text"/>
C	<input type="text"/>
D	<input type="text"/>
E	<input type="text"/>
F	<input type="text"/>



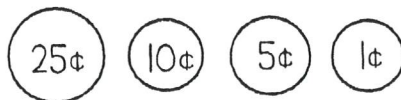
A	<input type="text"/>
B	<input type="text"/>
C	<input type="text"/>
D	<input type="text"/>
E	<input type="text"/>
F	<input type="text"/>

Name: _____



Let's go Shopping! Set 1

Directions: Draw the least amount of coins needed for each item.

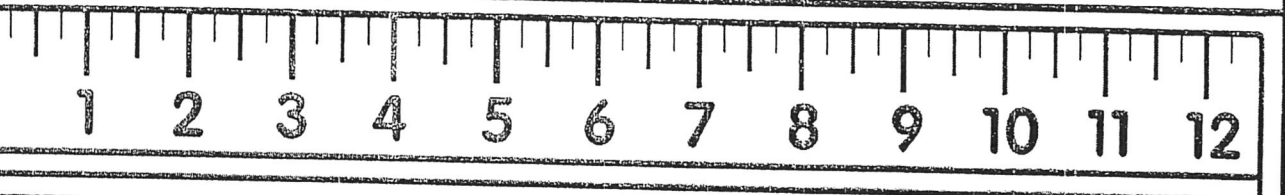
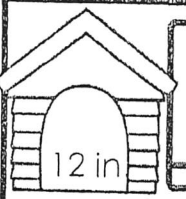
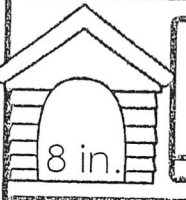
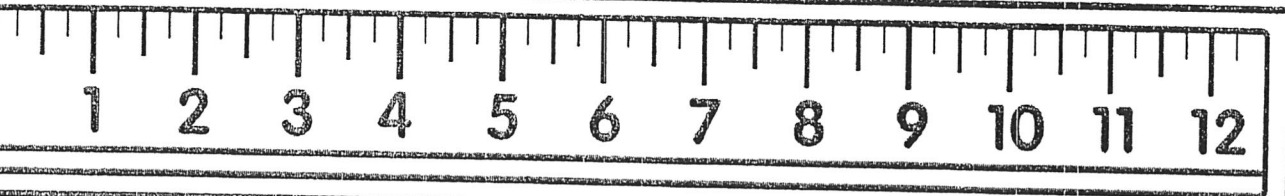
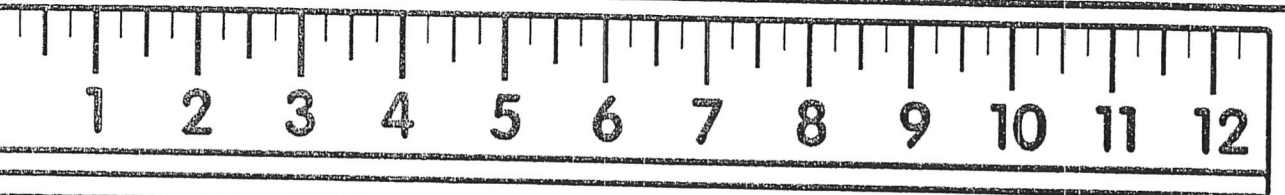
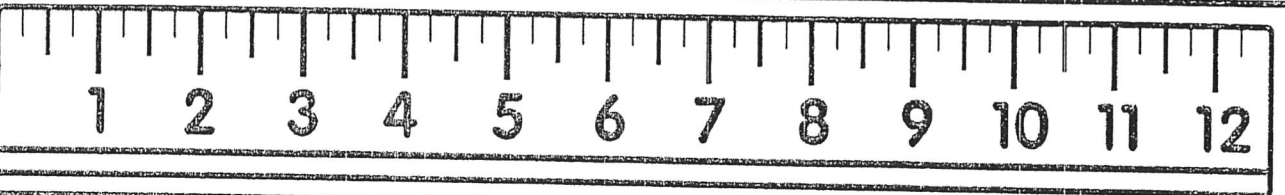
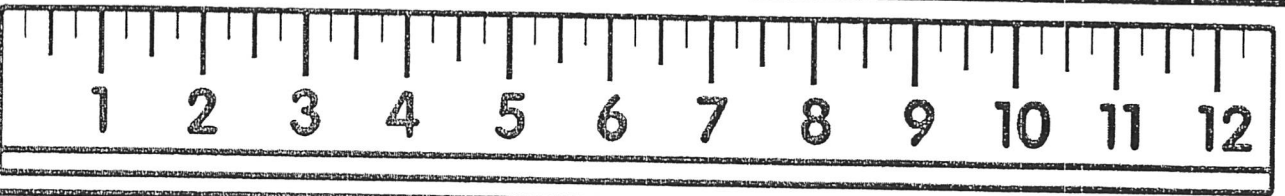
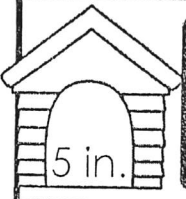
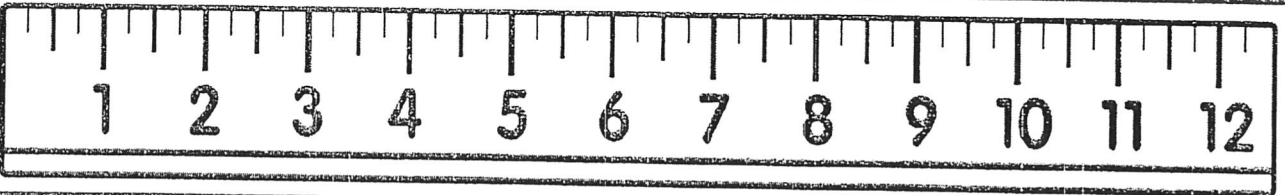
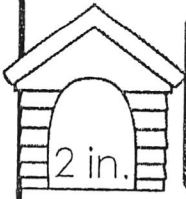
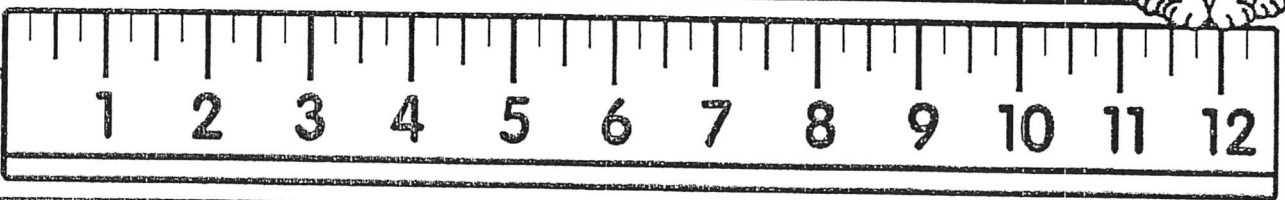
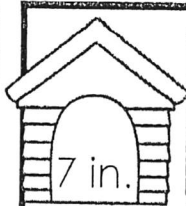


Name: _____

Measurement

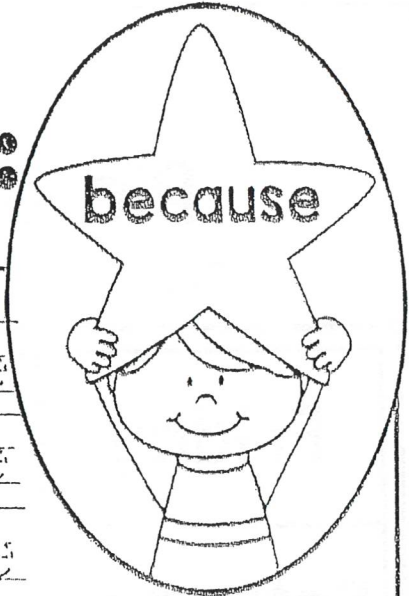
Measuring in Inches

Directions: Color the ruler to the correct inch.



Name: _____

Super Sight Word:



Find and circle it

because been
because bring
be because bought
became bring been

Trace it

because
because
because

Part of speech:

conjunction	adjective
verb	preposition

How many syllables?

- one
- two
- three

Highlight it

been	because	because	best
because	spout	before	born
soon	became	been	because

Put it in a sentence and write two new sentences.

1. I am happy _____ it is my birthday today!

2. We can't go _____ it is raining outside.

3. _____

4. _____

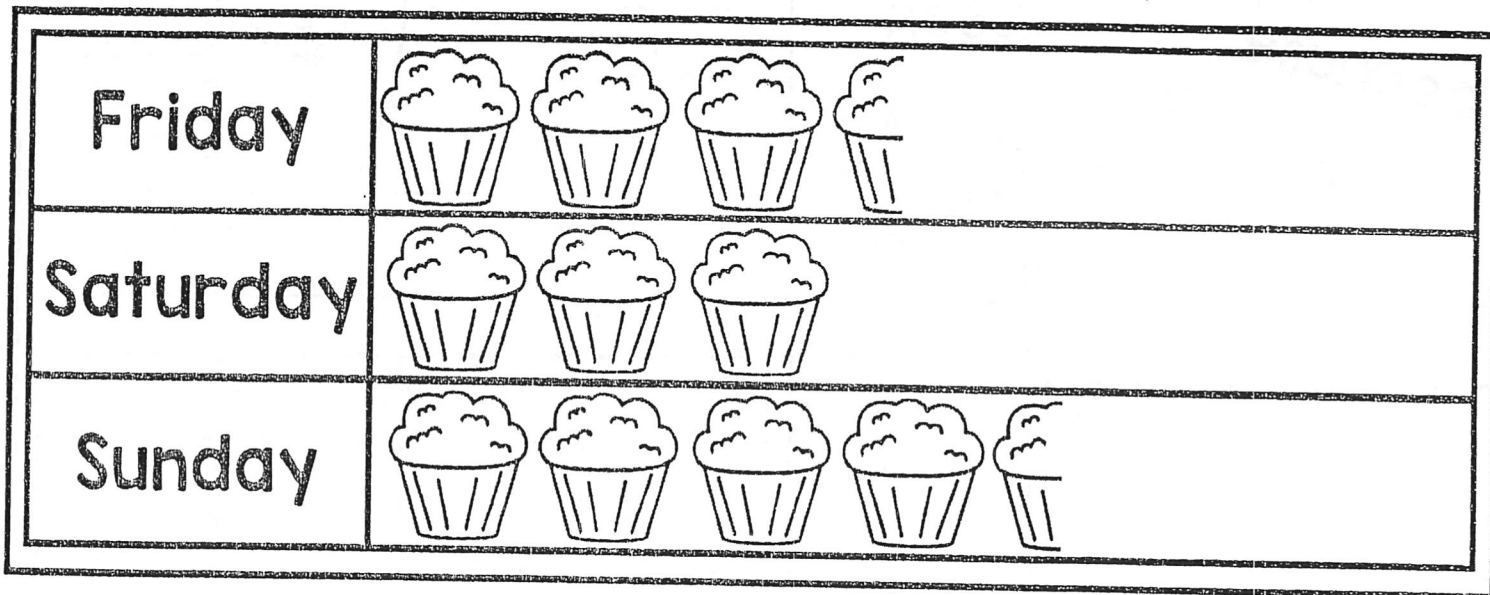
Practice writing your sight word in the different ways listed below:


All CAPITAL letters:	All fancy letters:	Letters with dots:
All bubble letters:	All vowels yellow and consonants orange:	Rainbow write:


Name: _____

Picture Graph: Muffins Sold

Directions: Use the picture graph to answer the questions.



key  = 2 muffins

1. How many muffins does each  represent? _____
2. How many muffins were sold on Saturday? _____
3. How many muffins were sold on Sunday? _____
4. How many muffins were sold on Friday and Saturday? _____
5. How many more muffins were sold on Sunday than Friday? _____
6. How many fewer muffins were sold on Saturday than Sunday? _____
7. How many muffins were sold in all? _____
8. How many more muffins need to be sold to reach a total of 25? _____

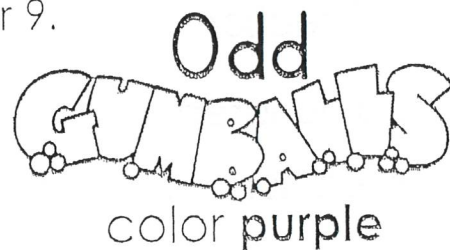
Name: _____

Even or Odd Numbers (Color by the Code)

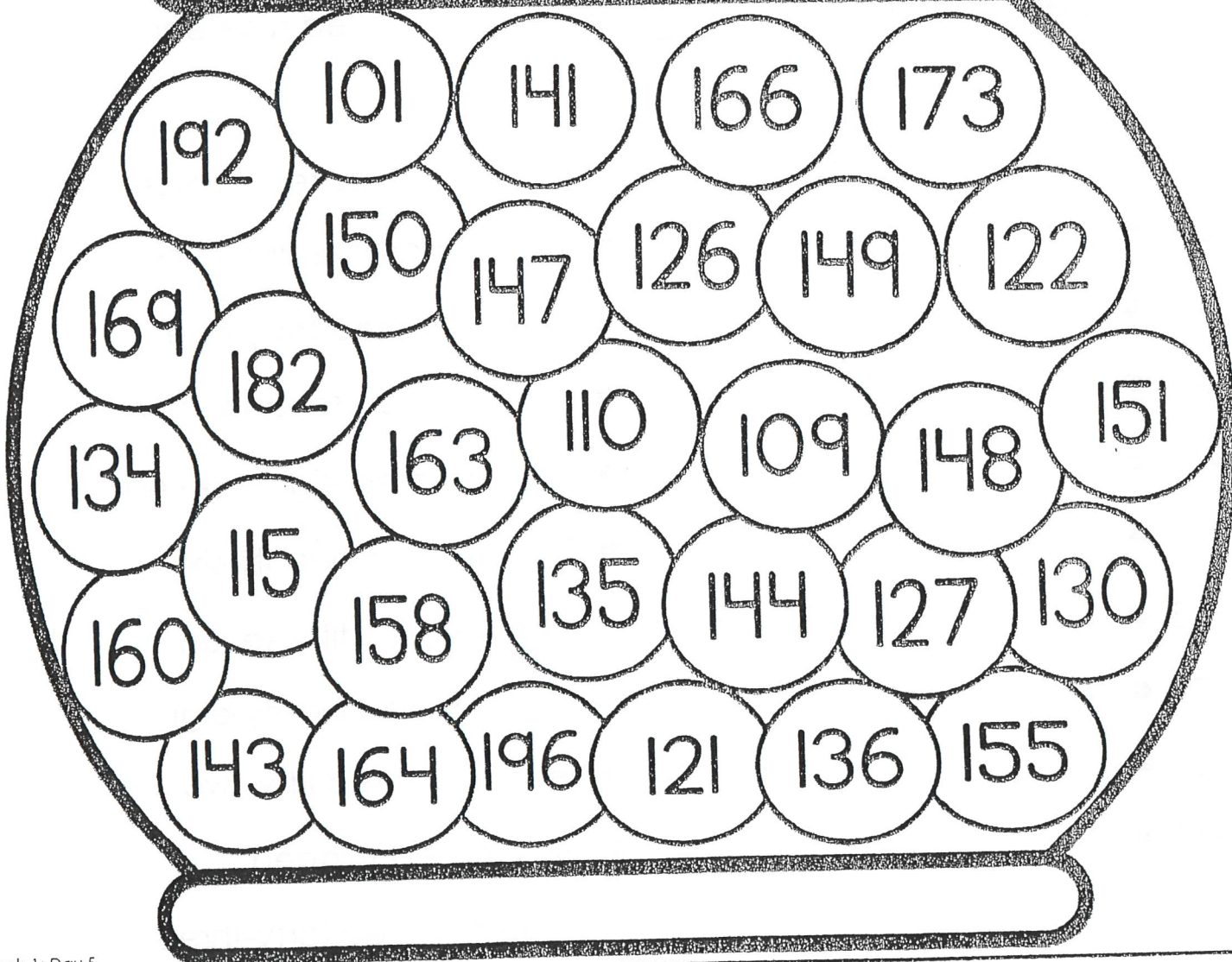
Remember: Even numbers end in 0, 2, 4, 6, or 8.

Odd numbers end in 1, 3, 5, 7, or 9.

Color by the code.



Numbers 101 - 200



Name: _____

Place Value Set I

Directions: Write the number that means the same as each word.

- | | | | |
|-----------------------------|-------|------------------------------|-------|
| 1. two hundred twelve | _____ | 9. eight hundred ninety-six | _____ |
| 2. seven hundred eight | _____ | 10. nine hundred one | _____ |
| 3. one hundred two | _____ | 11. three hundred fourteen | _____ |
| 4. four hundred fifty-five | _____ | 12. five hundred seventy-two | _____ |
| 5. six hundred eighteen | _____ | 13. two hundred thirty-one | _____ |
| 6. eight hundred twenty-two | _____ | 14. nine hundred five | _____ |
| 7. three hundred thirteen | _____ | 15. four hundred eighty-one | _____ |
| 8. five hundred forty-six | _____ | 16. seven hundred nineteen | _____ |

Directions: Draw a line to match each number with the correct number word.

- | | |
|-----------|-----------------------------|
| 1. 257 ● | ● nine hundred eighty-nine |
| 2. 989 ● | ● eight hundred forty-one |
| 3. 343 ● | ● two hundred seventy-four |
| 4. 752 ● | ● one hundred eighty-seven |
| 5. 841 ● | ● five hundred twenty-six |
| 6. 613 ● | ● two hundred fifty-seven |
| 7. 274 ● | ● four hundred eighty-eight |
| 8. 526 ● | ● seven hundred fifty-two |
| 9. 488 ● | ● six hundred thirteen |
| 10. 187 ● | ● three hundred forty-three |

Name: _____

Date: _____

Sequence and Write a Story Set 2

Directions: Cut and paste the pictures in order. Write about your story. Use transitional words from the word bank.

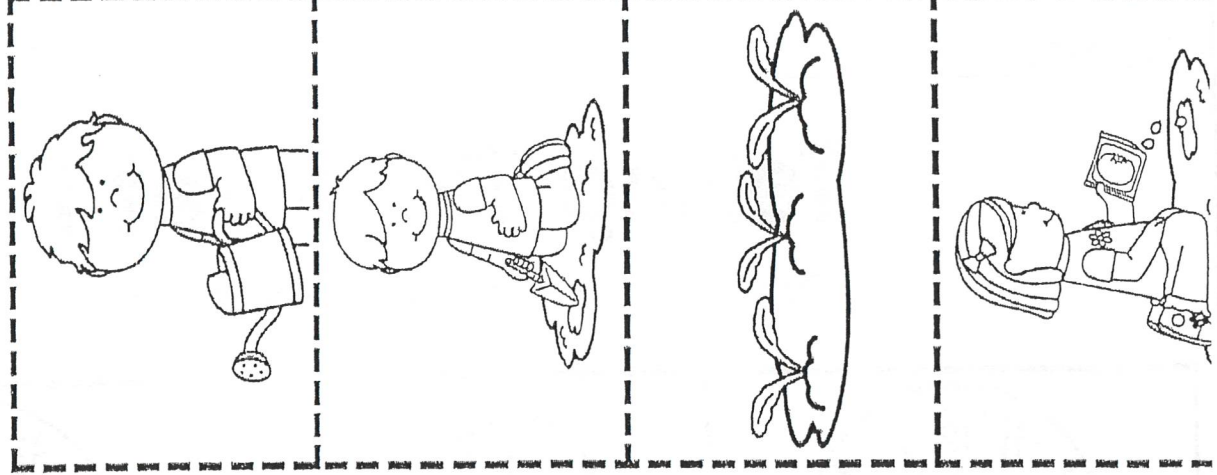
1	2
3	4

Sequencing Words

First
Next
Then
Also
After
Last
Finally

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How to Plant a Garden



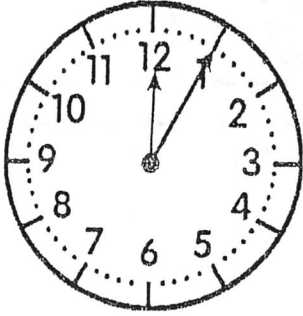
Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

Name: _____

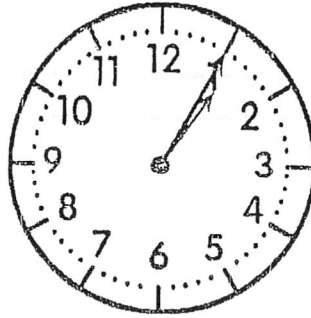
To the Nearest 5 Minutes

Telling Time Set 1

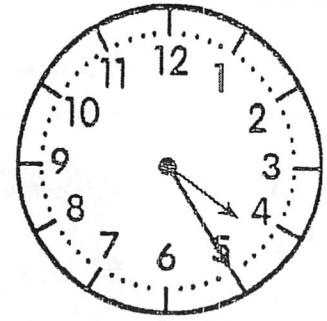
Directions: Write the correct time.



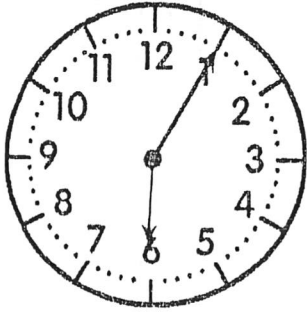
___ : ___



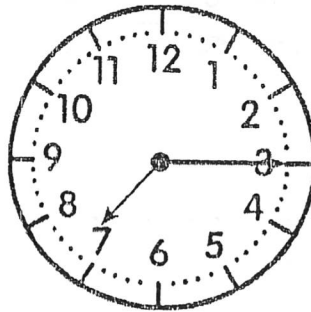
___ : ___



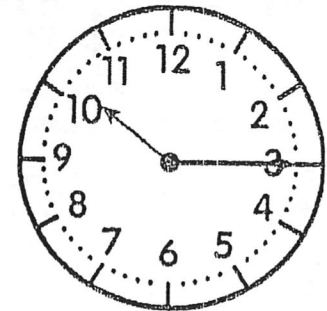
___ : ___



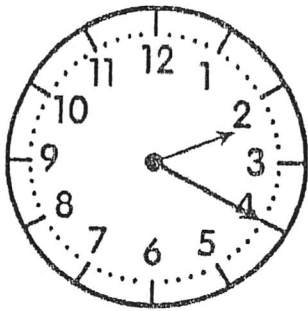
___ : ___



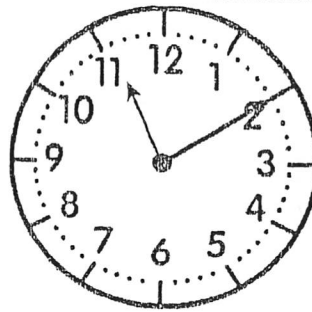
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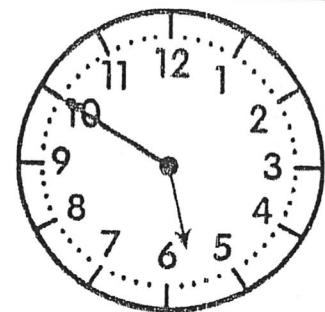
___ : ___



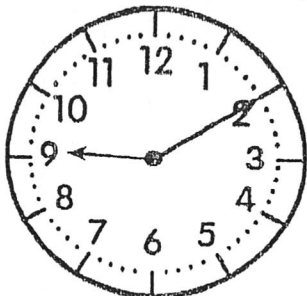
___ : ___



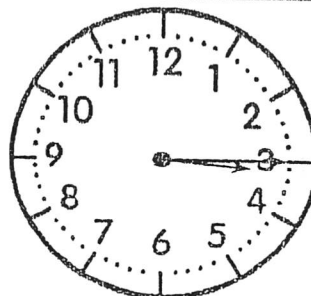
___ : ___



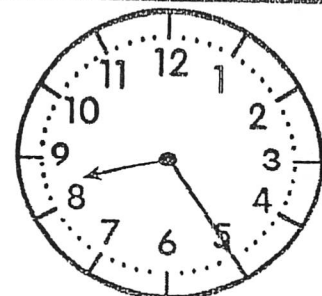
___ : ___



___ : ___



___ : ___

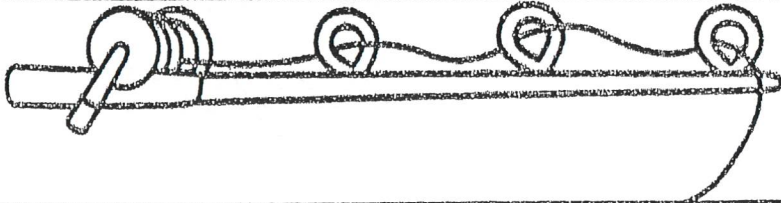


___ : ___

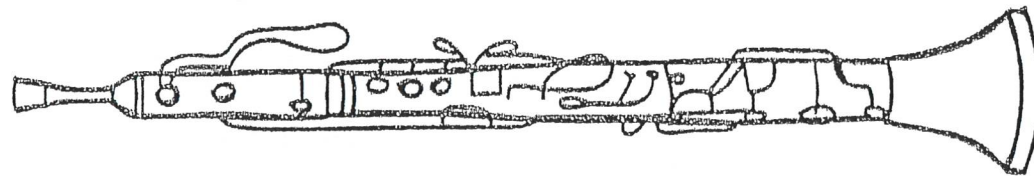
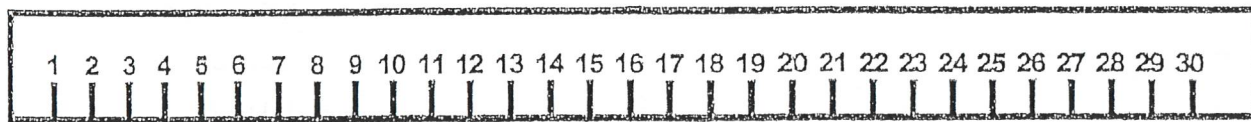
Name: _____

Measure to the Nearest Centimeter Set 1

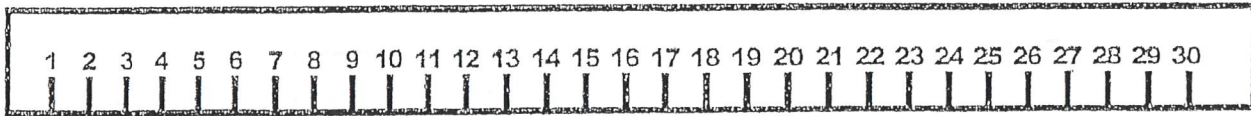
Directions: Measure each object to the nearest centimeter with the ruler shown.



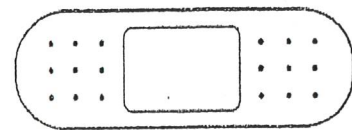
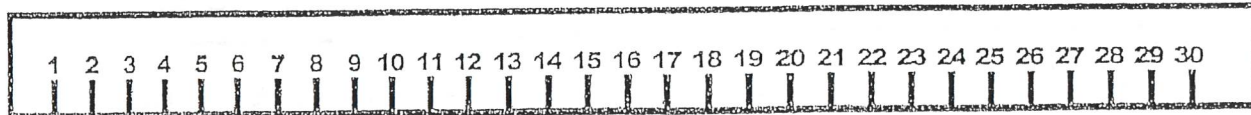
____ cm.



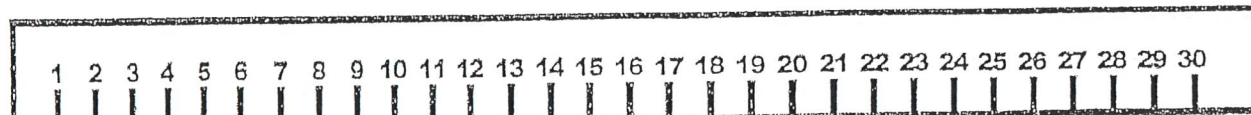
____ cm.



____ cm.



____ cm.



____ cm.

Name: _____

Even or Odd Numbers (Set 1)

Directions: Draw circles around pairs of stars to show the number.
Even numbers can be divided into two equal groups. Decide if the number is even or odd.

1. Show the number 6.



even or odd

2. Show the number 14.



even or odd

3. Show the number 7.



even or odd

4. Show the number 19.



even or odd

5. Show the number 10.



even or odd

6. Show the number 16.



even or odd

7. Show the number 13.



even or odd

8. Show the number 5.



even or odd

9. Show the number 3.



even or odd

10. Show the number 18.



even or odd

Grade 3 Example

3rd

Parents,

After the two snow days we have had, any further snow days are **AT HOME SCHOOL DAYS!** Don't worry, it's all planned out with activities (*both online if possible and pencil/paper*) that your child knows how to do.

This packet should be kept in a safe place as it contains everything your child needs for **3** snow days (*I hope we won't need to use all of them!*) worth of at home learning as well as the WRPS student login information! Please follow the instructions for the day, have your child complete the work, and return it when we are back in school. Please only do the work for the day that is assigned. I will also be in contact with you through Seesaw with updates and reminders the morning of a cancellation.

Please complete the attached paper and return it to school with your child as soon as possible. By signing this paper, I know that you have received the information/packet and know that you are aware of what the virtual learning days will look like. Please keep this in a place where it can be easily accessed in the event of another school cancellation.

If you have any questions or concerns, please don't hesitate to ask!

Mrs. Jarosinski

SIGN AND RETURN THE BOTTOM

Below are the expectations for virtual learning:

- Students are expected to complete work for each core subject which has been supplied in the snow day packet.
 - Math 40 minutes
 - Reading 20-30 minutes
 - Writing 20-30 minutes
 - Content 20-30 minutes
- There will be an **optional** Zoom meeting (time TBD) for students to participate in. The link will be sent out via Seesaw and can also be found on the front of the packet.

Please sign below if you have received the snow day packet and looked through all of the information. If you have any questions, please ask them.



Return this portion

I have received the snow day packet and understand what the expectations are. I agree to keep the packet in a safe place in the event it is needed for virtual learning!

Student Signature

Parent Signature

Date

Announcement: Only owners can send messages to this conversation

[View Original](#) [View Google Doc](#)

It is an Ice Day! Just a reminder, today is a MANDATORY work day for your child. I have prepared a snow day work folder that each kiddo has and should have in their backpack or already have at home. Again, this work is mandatory on any future snow da so we do not have to make up snow days at the end of the year.

I have attached two documents below. The first document has information on what your child will need to complete. I have gone over this with them, but just so families know the expectations as well (Each grade level has different expectations due to different abilities). The second document is a direction sheet of how to get to Clever from home. This will give your child access t all of the school applications from home without having to login with passwords or class codes etc... But you have to follow the directions on this sheet. If your child has access to technology at home after they finish their schoolwork they are welcome to go on Clever and do school games on Google Classroom (Snow Day), Freckle, Reflex, Prodigy, Ms. Wisen's Clever Page....etc... Ther are a lot of educational games on Clever that they can go on if they get bored.

Have a great day! Please let me know if you have any questions!
Yesterday at 7:47 AM

[Seen by 14 peopl](#)



[Seen by 14 peopl](#)

Students are only required to complete snow day 1 packet today! The online materials are optional if they get bored
Yesterday at 9:28 AM (edited)

[Seen by 13 peopl](#)

Send to 22 people...



➤ Sen

Virtual Snow **Day 1** Schedule

<p>Math 40 minutes</p>	<ul style="list-style-type: none">• Would You Rather...Multiplication<ul style="list-style-type: none">◦ Find the answer to each prompt and write it in the box.◦ Explain your thinking and write it in the box.• Reflex<ul style="list-style-type: none">◦ Log on to wrps.org THEN go to the students tab. You can log into Clever from there. (You know how to do this, we do it all the time!)
<p>Content 20-30 minutes</p>	<ul style="list-style-type: none">• Reading a Map<ul style="list-style-type: none">◦ Complete map 1 and map 3 pages
<p>Writing 20-30 minutes</p>	<ul style="list-style-type: none">• Opinion Writing<ul style="list-style-type: none">◦ Work on the Dogs or Cats worksheet◦ Be sure to write sentences with capital letters and punctuation!
<p>Reading 20-30 minutes</p>	<ul style="list-style-type: none">• A Day on the Slopes Story<ul style="list-style-type: none">◦ Read the story and answer the questions◦ Be sure to write sentences with capital letters and punctuation!• Free choice reading
<p>Google Classroom optional activities</p>	<ul style="list-style-type: none">• Log on instructions are included in the packet.<ul style="list-style-type: none">◦ Go to the “virtual learning” folder◦ Activities will be posted as needed!

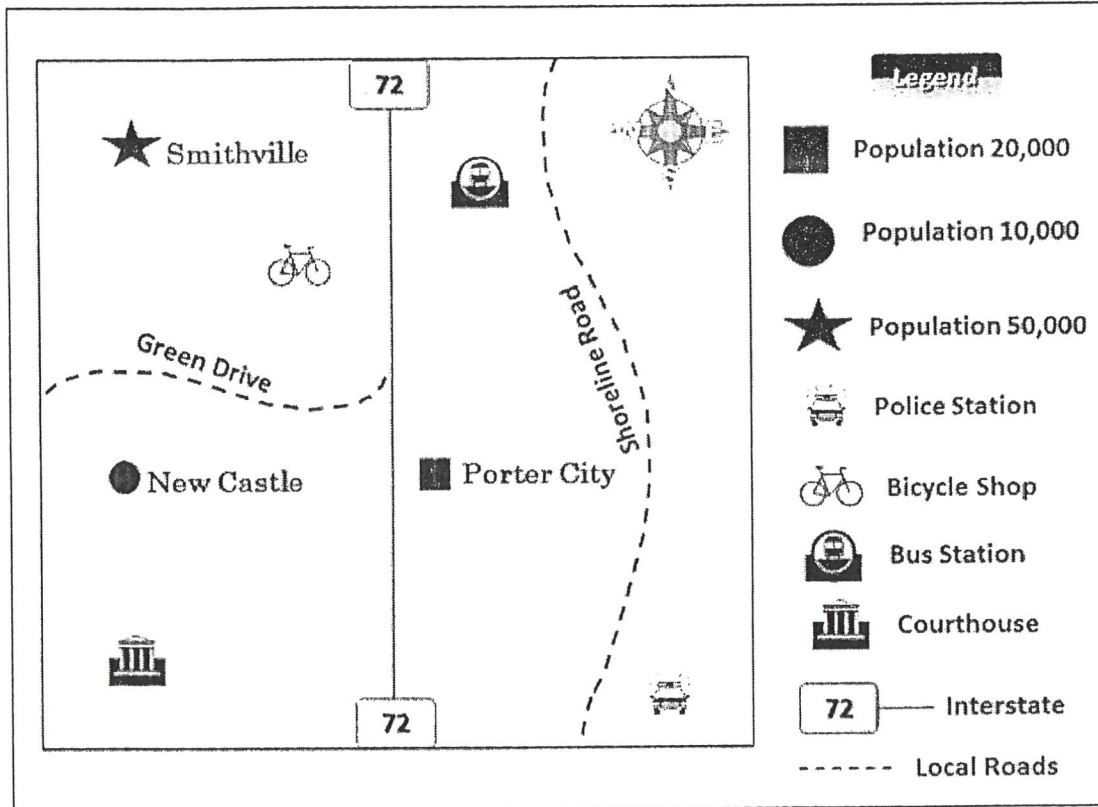
Would You Rather...

5. Multiplication

Prompt #1	create 5 bags with 5 prizes in each bag for your party	A	Explain your thinking...
		OR	
Prompt #1	create 10 bags with 2 prizes in each bag for your party	B	
Prompt #2	have a container with 6 rows and 8 columns of cookies	A	Explain your thinking...
		OR	
Prompt #2	have a container with 4 rows and 11 columns of cookies	B	
Prompt #3	make 3 touchdowns in your football game that are each worth 7 points	A	Explain your thinking...
		OR	
Prompt #3	make 4 touchdowns in your football game that are each worth 6 points	B	
Prompt #4	mow 3 lawns and get paid \$9 for each lawn	A	Explain your thinking...
		OR	
Prompt #4	mow 2 lawns and get paid \$12 for each lawn	B	
Prompt #5	buy 3 books for \$6 each	A	Explain your thinking...
		OR	
Prompt #5	buy 5 books for \$4 each	B	

Student Name _____

Map 1

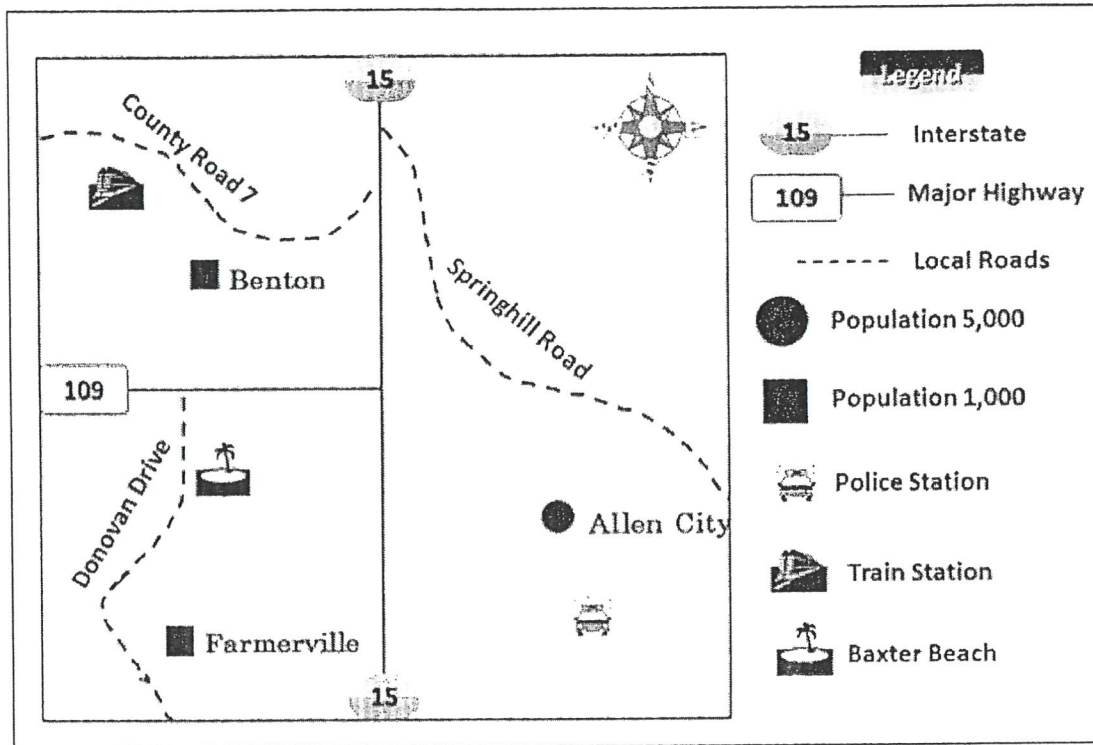


1. What is the population of Smithville? _____
2. In which direction is the bicycle shop from New Castle? _____
3. The police station is in which direction from the bus stop?

4. Which direction does Interstate 72 run? _____
5. Green Drive in in which direction from the courthouse? _____
6. What town has the largest population? _____
7. Which city is closest to Shoreline Road? _____
8. Which direction is Porter City from the bus stop? _____

Student Name _____

Map 3



1. What is the combined population of Allen City, Benton, and Farmerville?

2. Which local road intersects Highway 109? _____
3. The train station is in which direction from Benton? _____
4. The police station is in which direction from Baxter Beach? _____
5. How would you get from Benton to Springhill Road?

6. The train station is in which direction from Farmerville? _____
7. Baxter Beach is in which direction from Allen City? _____
8. Benton has the largest population. True False

A Day on the Slopes

No matter how many times Bobby rode the chairlift, he always was scared when he looked down. If he stared down long enough to get that tingly feeling, he'd grip the bar in front of him and think to himself that he was safe.

Talking helped distract him. He loved meeting people from all over the country, and even the world, on the chairlift. Games helped distract him too. "I spy with my little eye, something...orange," Bobby said.

"The plastic fence down there?" guessed Dad.

"Nope!"

"The square with the number on that pole?" Dad said, pointing to one of the big poles holding up the chairlift.

"Nope."

"The stripe on that guy's jacket in front of us?"

"Nope."

"Um...the sunshine?"

"No way. The sun looks more yellow than orange right now, Dad."

"Okay, fine. I give up!" Dad said, throwing his head back in defeat.

"The writing on the band of your goggles!"

"Tricky, tricky. I'll stump you next time."

Bobby loved winning, but he was no longer focused on playing "I Spy." They were close to the top.

"Ready?" Dad asked.

"Ready." Bobby replied, removing his hands from the bar and skis from the little footrests connected to the bar between his legs.

Dad pulled the bar up and over their heads, and they looked forward. Skis straight and poles held tightly, they pushed themselves away from the seat and down the small hill their skis touched at the top.

This was Bobby's second time skiing, and he was getting the hang of it. During his first time skiing, Dad taught him how to do the "pizza," skiing



Easy Access to Digital Resources




<https://www.wrps.org/>

Clever is a website that allows us to give families access to the amazing resources teachers utilize at school. Most programs require no additional passwords for easy login.



LET'S GET LOGGED IN



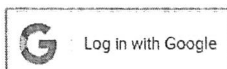
1. Open your Internet browser. We recommend using Google Chrome.
2. Go to <https://www.wrps.org/>.
3. Click on the "Google Login" icon at the top of the screen. 
4. Select the appropriate login for your student. Enter their login credentials.

Username: 5-digit student ID#

Password: 8-digit birthday

5. Click back on the WRPS tab. Hover over "Students" and click on "Clever."

6. Once into Clever, click on "Log in with Google."



Attach Clever QR Code Here



LET'S GET LOGGED IN

1. Download the Clever app.
2. Open the Clever app. Allow access to the camera.
3. Scan your child's QR code provided above.
4. Certain programs may require an email. Student emails: first.last@stu.wrps.net, then enter username/password.



WISCONSIN RAPIDS PUBLIC SCHOOLS



MENUS



SKYWARD



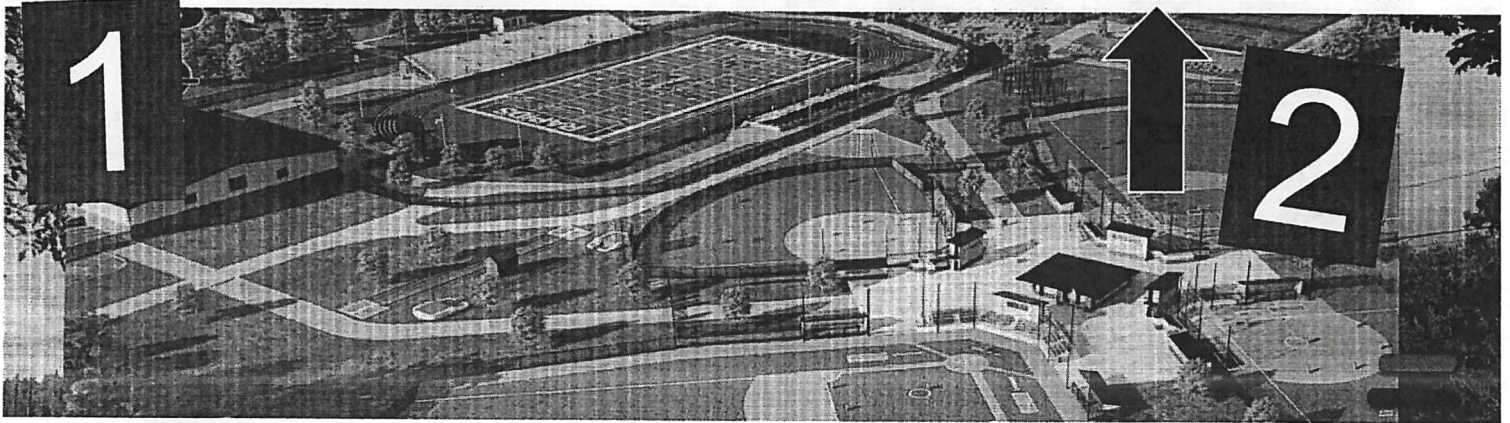
GOOGLE LOGIN



STAFF ACCESS



SEARCH



3

Google for Education

Google Login for Staff

Google Login for K-2 Students

Google Login for 3-12 Students

WRPS Wisconsin Rapids PUBLIC SCHOOLS

Please enter your WRPS username and password.

User name:

Password:

Login

4

DISTRICT SCHOOLS STUDENTS PARENTS COMMUNITY CONTACT US

Links

- Responsible Policies
- Gifted and Talented
- Homeless Information
- Student Community Help Lines
- Remote Access
- School Resource Officers

WRPS Libraries

- Destiny Library Catalog
- LHS Library
- RCHS Library
- WRAMS Library
- Elementary Libraries

School Software Links

- Aspire Practice
- Forward Practice
- Clevers
- Clever
- Discovery Education
- Flocabulary

5

Click back on the WRPS tab at the top of your screen. Then find STUDENTS and CLEVER.

6

Wisconsin Rapids School District

Not your district?

Log in with Google

Log in with LDAP

Having trouble? [Get help logging in!](#)

Clever

Clever Badge log in

District admin log in

Mead Elementary

Each elementary school approached remote learning just a little differently. But all of the schools have been clear in their communication with families and with students. Learning packets have been sent home and if the district needs to utilize additional remote learning days, additional learning packets will be sent home.

Principal Applebee of Mead Elementary sent several Skylerts to families letting them know how teachers would be communicating the expectations for the day. Those are included in the packet. Teachers communicated with students and families on the morning of the remote learning day to let them know what to expect for the day.

A first grade and 4th grade example are included in this packet for Mead Elementary.



**MEAD
ELEMENTARY**

VIRTUAL LEARNING EXAMPLES

Mead Principal Messaging:

Hello Mead Families!

We are so happy to welcome our Mustangs back today! Everyone is doing a great job getting back to our normal routine and expectations.

As you know we've already had three snow days so far this year. To keep our Mustangs learning and avoid adding days onto the end of the school year, any further snow days moving forward will result in at-home or virtual learning days. In your child's backpack today, a "just in case" packet or note will be sent home. You can tuck this away in a special spot until we need it on our next cancelled school day.

On the morning of our next snow day, teachers will communicate via Seesaw with your child's specific plans for the day. We ask families to do what they can to complete these tasks and reach out to their child's teacher with any questions or concerns that may arise.

Wishing you a Happy New Year on behalf of all the Mead Staff!

(This message was also sent out via SkyAlert to the email you have on file in Skyward. If you are not receiving those messages, please reach out to the Mead office after break to update your information. Thank you!)

01/02/2023 at 2:07 PM

Hello Mead Families!

In case you missed it, all WRPS Schools are closed today due to the icy road conditions this morning. Instead of reporting to school today, your child will have a virtual learning day. This means they will be expected to complete school work today in replace of adding an additional school day onto the end of the school year.

We realize that not all families have access to technology at home, which is why all of our students will have paper/pencil activities to do today. Many classrooms sent home work ahead of time, so today is the day you get to dig into those packets!

Please watch for communication from your child's teacher for more information later this morning.

Stay Safe!

Amber Applebee, Principal

01/11/2023 at 7:13 AM

Grade 1 Example

Dear Parents,

We have already used our allotted snow days for the year, so going forward, we will need to do virtual learning at home in case school were to be closed.

Today we have assembled a packet which includes work for 2 potential learning days at home. (We don't have any definite information but this week's weather forecast doesn't look good)

Please keep this packet at home in a safe place so it could be used in the future.

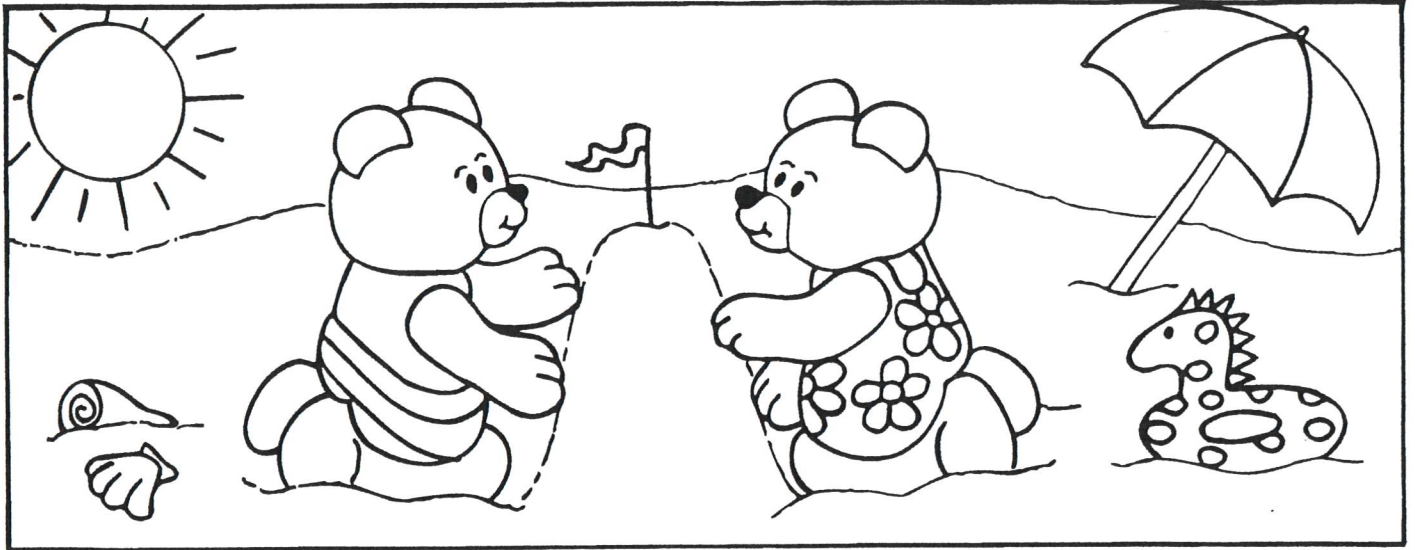
During a snow day, students would need to do:

- 1 math game/page
- 1 handwriting page
- 1 writing page
- 1 reading page
- Read for 20 minutes

Thanks for your help.
The First Grade Team

Read each story.

Fill in the circle beside the sentence that tells what will probably happen next.



1. Todd and Amy go to the beach one hot summer day. The sun shines brightly as they play in the sand. They go for a long walk as the sun grows hotter and hotter. Todd and Amy are very warm.
 - Todd and Amy will run on the beach.
 - Todd and Amy will get in the water.
2. Todd likes to collect seashells at the beach. He takes his bucket and walks slowly along the water's edge. He bends over to look closely at a big shell. When he picks it up, out jumps a crab!
 - Todd will drop the shell and run.
 - Todd will tell Amy a story.
3. Amy enjoys floating on her back in the water. The gentle waves make her feel like she is being rocked in a cradle of water. She is relaxed and happy, and her eyes close. Suddenly, a big wave comes.
 - Amy will lie down on the beach.
 - Amy will get completely wet.

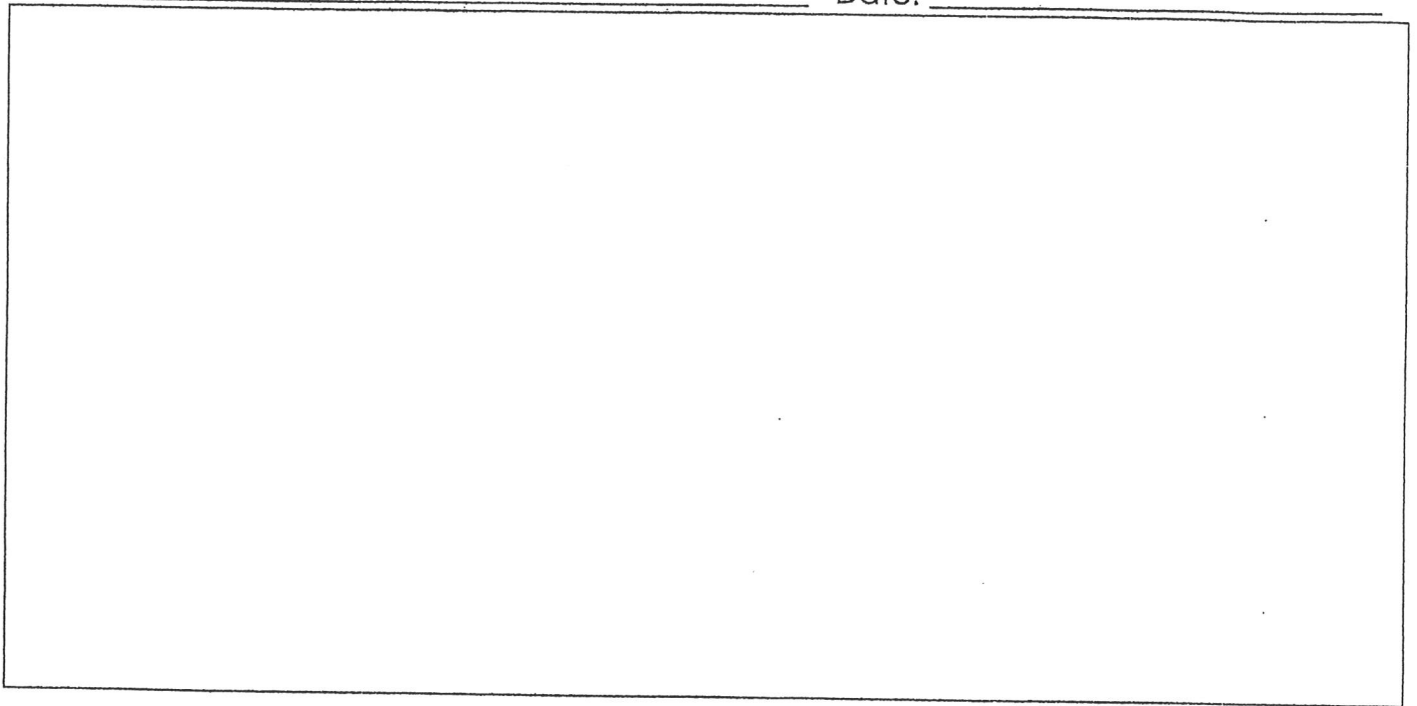


Brainbuilder

Write a story about your day at the beach.

Name: _____

Date: _____



NAME _____

DATE _____



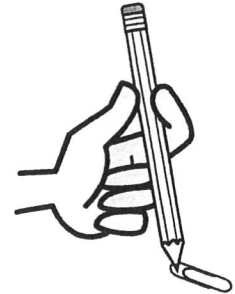
Double It page 1 of 3

Note to Families

Your child has played this game in school and should be able to teach you how to play! There is a regular game (players double the numbers 1–6) and a challenge game (players double the numbers 1–10).

Materials

- Double It pages 1–3
- game markers—any small item will do: pennies, dry beans, Legos, and so on (6 of each for the regular game; 10 of each for the challenge game)
- pencil and a paperclip to be used as a spinner arrow



Instructions

- 1 Choose one of the game boards and collect your game markers.
- 2 Use the paperclip as an arrow. While holding the pencil point down in the middle of the spinner, spin the paperclip around it.
- 3 Take turns spinning the spinner, doubling the number, and covering the sum on your side of the game board. (For example: If you spin 3, double it to 6, and cover the 6 on the game board.)
- 4 If you spin a number that you have already covered, you will have to wait until your next turn to try again.
- 5 The first person to cover all six of their numbers is the winner!
- 6 **CHALLENGE** For the Double It Challenge game, you need to spin the 0–5 spinner twice, add the numbers, and then double the sum. (For example, if you spin 3 and 5, you add them to get 8 and then double 8 to get 16. Cover the number 16 on your game board.)

NAME _____

DATE _____

Double It page 2 of 3

12

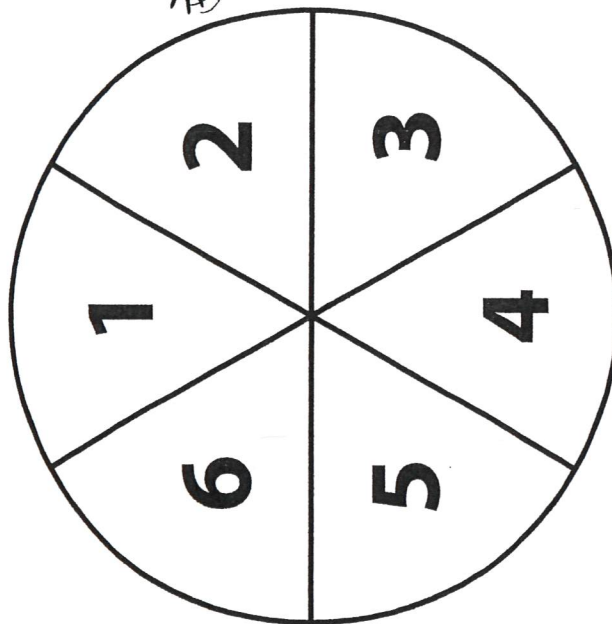
10

8

6

4

2



Double It

2

4

6

8

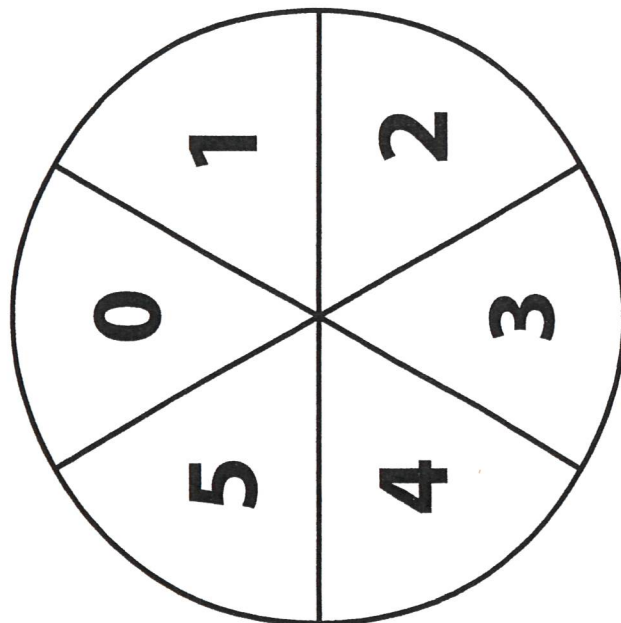
10

12

NAME _____ DATE _____

Double It page 3 of 3

- 20
- 18
- 16
- 14
- 12
- 10
- 8
- 6
- 4
- 2



Double It Challenge

- 20
- 18
- 16
- 14
- 12
- 10
- 8
- 6
- 4
- 2

Name _____

a b c d e f g h i j k l m n
o p q r s t u v w x y z

Use your best handwriting to copy each letter below. Write 2-3 times each.

a b c d e f g h i j k l m n
o p q r s t u v w x y z

Handwriting practice lines consisting of multiple rows of solid top and bottom lines with a dashed middle line.

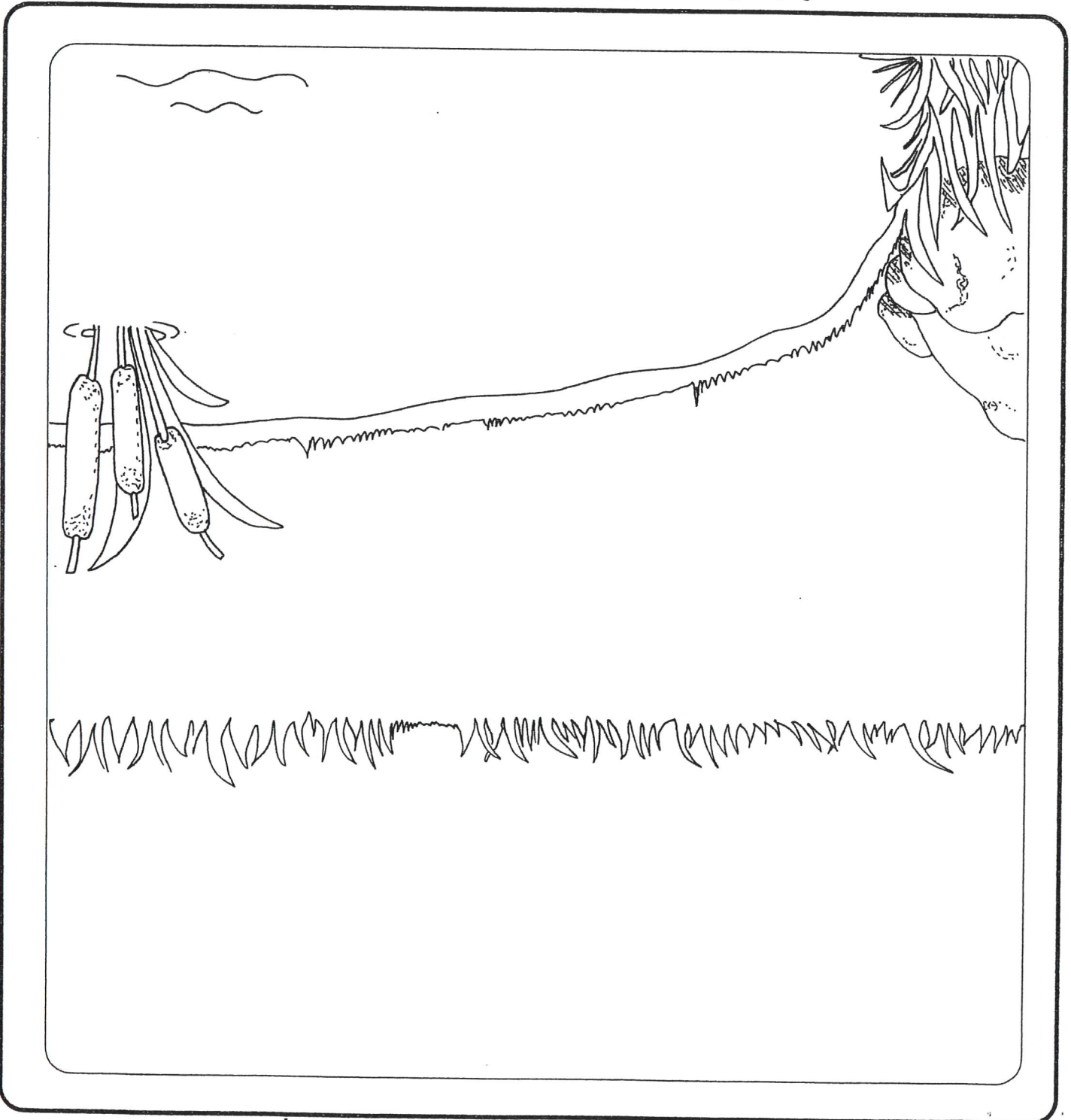


Tip: Look at the arrows to see how to form each letter.



Bonus
chuckle!
What do you get when you cross a porcupine with a balloon?
Pop!

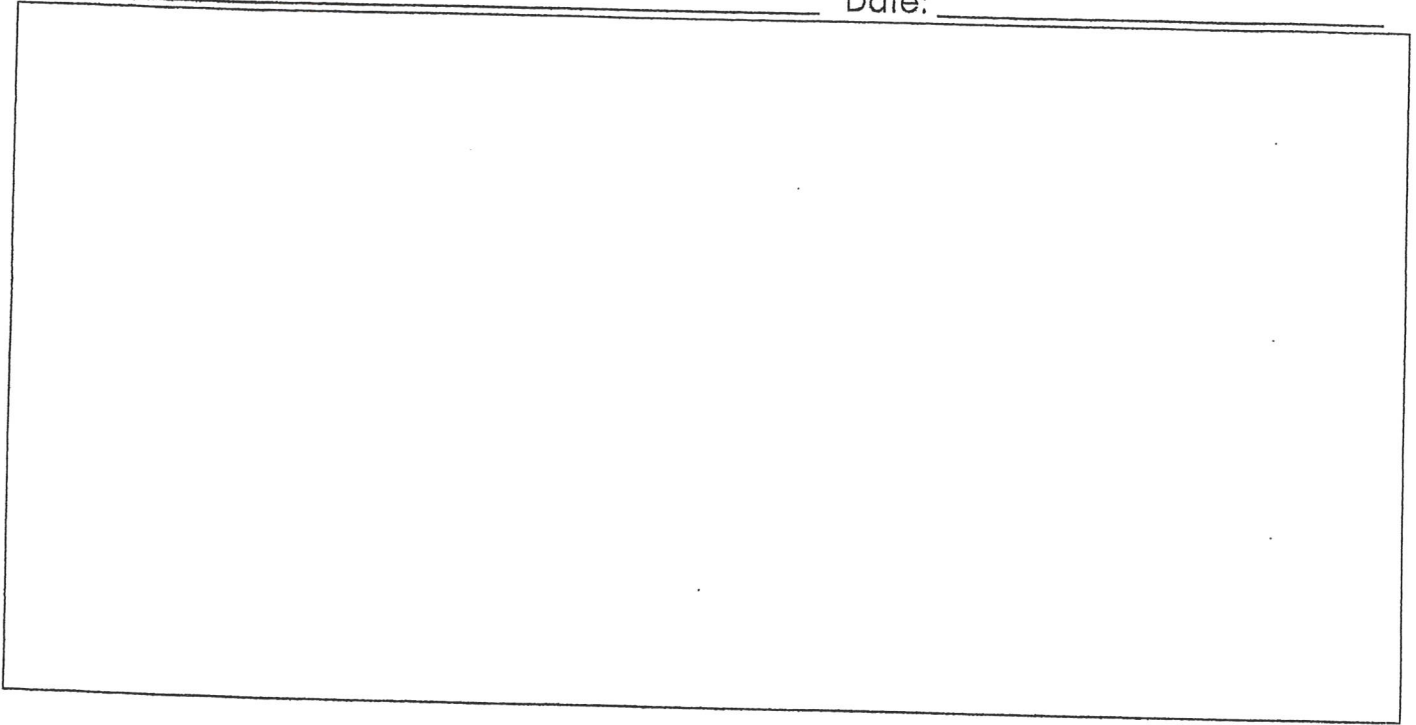
Show the directions to finish this picture.



- Color the pond blue.
- Make six fish in the pond.
- Draw a canoe on the pond. Color it red. Put a girl in it.
- Draw three tall pine trees next to the pond.
- Make a tent by the pond. Color it brown.
- Put a campfire in front of the tent.
- Make three people sitting near the campfire.

Name: _____

Date: _____



NAME _____

| DATE _____



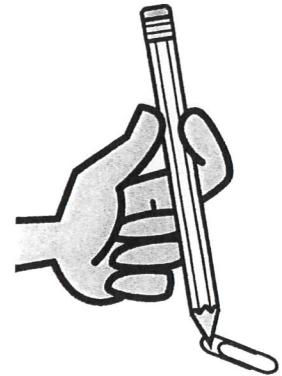
Which Coin Will Win? page 1 of 4

Note to Families

This is an activity that your child has done in school. Have him or her show you how to play, and take turns playing together! (Players do not compete with each other in this activity.) While practicing graphing and identifying coins, students are also thinking about probability—what are the chances of landing on a penny or a nickel with each spinner?

Materials

- Which Coin Will Win? pages 1–4
- 10 pennies and 10 nickels (or any item to represent the coins)
- crayon or pencil
- paperclip and pencil to be used as a spinner



Instructions

- 1 Locate the spinners on page 2. Play begins with Spinner A.
- 2 The player uses the paperclip as an arrow for the spinner by holding the pencil point in the middle of the chosen spinner and spinning the paperclip around it. If it points to a nickel, set a nickel on the graph (working from the bottom to the top). If it spins on a penny, set a penny on the graph.
Note Students should not mark on the game board like they did in school. This way, the game board can be used over and over again.
- 3 The player keeps spinning until one column is filled to the top.
- 4 The player colors a space on the graph (under Spinner A on the Which Coin Will Win? record sheet on page 3) to show which coin won the race to the top of the column.
- 5 Play with Spinner A continues for seven complete rounds (a round is complete when one coin has raced to the top and the player has recorded the results on the appropriate graph).
- 6 The player switches to Spinner B, and play continues for seven complete rounds.
- 7 Players think about the results: Did both spinners give each coin a fair chance to win? Why or why not?
- 8 The student completes page 4 of this assignment and returns pages 3 and 4 to school.

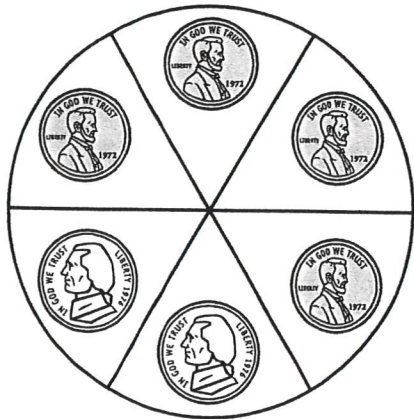
(continued on next page)

NAME _____

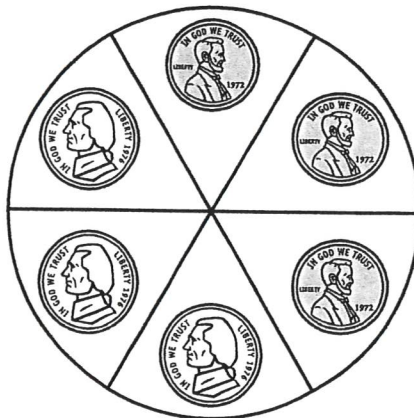
DATE _____

Which Coin Will Win? page 3 of 4

Use this record sheet to record the results each time you play Which Coin Will Win? Locate the appropriate spinner and color in a space on the graph above the coin that won. There's enough room to record the results of seven games with each spinner.



Spinner A



Spinner B



(continued on next page)

Grade 4 Example

SNOW DAY WORK

4th Grade

- Read for at least 30 minutes. Write a paragraph about what you read.
- Write at least one page convincing your parents to take you on your dream vacation.
- Solve the addition and subtraction problems. Use your answers to complete the color-by-number.
- Health: Record what you eat throughout the day. Identify what food group the foods you eat belong in.

Name: _____ Addition & Subtraction **COLOR KEY**

Instructions: Answer all addition and subtraction equations. Use the color key to color numbers on the number chart that match answers.

YELLOW

$$\begin{array}{r} 1) \ 669 \\ + \ 70 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2) \ 471 \\ - \ 53 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3) \ 694 \\ + \ 94 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4) \ 513 \\ - \ 93 \\ \hline \\ \hline \end{array}$$

ORANGE

$$\begin{array}{r} 5) \ 343 \\ + \ 97 \\ \hline \\ \hline \end{array}$$

RED

$$\begin{array}{r} 6) \ 615 \\ - \ 56 \\ \hline \\ \hline \end{array}$$

BLUE

$$\begin{array}{r} 7) \ 752 \\ + \ 49 \\ \hline \\ \hline \end{array}$$

BLACK

$$\begin{array}{r} 8) \ 495 \\ - \ 23 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9) \ 247 \\ + \ 50 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10) \ 190 \\ - \ 47 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11) \ 805 \\ + \ 67 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12) \ 164 \\ - \ 69 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13) \ 940 \\ + \ 38 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14) \ 387 \\ - \ 84 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15) \ 341 \\ + \ 28 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16) \ 713 \\ - \ 72 \\ \hline \\ \hline \end{array}$$

LIGHT GRAY

$$\begin{array}{r} 17) \ 127 \\ + \ 46 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18) \ 777 \\ - \ 61 \\ \hline \\ \hline \end{array}$$

DARK GRAY

$$\begin{array}{r} 19) \ 733 \\ + \ 52 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20) \ 352 \\ - \ 76 \\ \hline \\ \hline \end{array}$$

Name: _____ **Mystery Picture NUMBER CHART**

Color numbers that match answers from the color key.

503	559	143	407	560	440	297	978	440	297	978	146	809	503	407	560	303	559	143	303
559	143	146	809	503	407	560	440	297	978	440	297	146	809	503	303	559	143	407	303
303	559	143	560	146	978	440	297	978	440	297	978	440	297	303	559	143	809	503	407
303	559	143	303	801	978	739	418	788	420	739	418	788	420	440	297	872	369	560	146
809	559	978	801	739	418	788	420	739	418	788	420	739	418	788	872	440	143	369	503
407	560	801	872	369	801	872	369	739	418	801	872	369	801	872	369	788	297	303	146
809	503	801	785	276	785	173	716	872	369	276	785	276	173	716	801	420	978	407	560
146	440	872	785	276	173	716	173	369	801	785	276	716	173	716	872	739	418	297	809
503	978	369	785	173	716	173	801	788	420	872	716	173	716	173	369	739	418	440	407
297	978	788	801	872	369	801	420	739	418	788	872	369	801	872	420	739	418	440	297
978	440	788	420	739	418	788	420	739	418	788	420	739	418	788	420	739	418	297	978
560	440	788	420	472	95	641	739	418	788	420	472	95	641	739	418	788	420	297	146
809	978	739	418	472	503	407	95	641	472	95	560	146	641	788	420	739	418	440	809
503	407	297	788	472	560	146	809	503	407	560	146	809	95	420	739	418	978	503	407
560	146	440	788	420	641	809	503	407	560	146	809	472	739	418	788	420	297	559	503
407	560	143	978	739	418	95	641	472	95	641	472	788	420	739	418	440	303	559	146
809	303	559	143	297	978	788	420	739	418	788	420	739	418	440	297	303	559	143	303
559	143	303	559	143	978	440	297	978	440	297	978	440	297	978	503	407	560	303	559
143	146	809	503	407	560	146	440	297	978	440	297	809	503	407	560	146	809	503	303
559	143	407	560	146	809	503	407	978	440	297	978	440	297	560	146	809	503	303	559


NAME _____

DATE _____

Which Coin Will Win? page 4 of 4

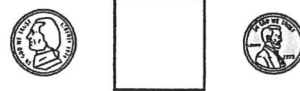
You have played Which Coin Will Win? many times. Now it's time to look at your record sheet to see how things turned out. Were the results from each spinner the same or different?

1 Spinner A

a How many times did the nickels  win? _____

b How many times did the pennies  win? _____


c Write a greater than (>) or less than (<) sign to show whether the nickel had more wins or fewer wins than the penny.



d Write an equation to show how many times the nickels won, how many times the pennies won, and how many wins in all.

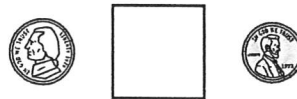
$$\frac{\text{nickel}}{\text{penny}} + \frac{\text{penny}}{\text{nickel}} = \text{_____}$$

2 Spinner B

a How many times did the nickels  win? _____

b How many times did the pennies  win? _____

c Write a greater than (>) or less than (<) sign to show whether the nickel had more wins or fewer wins than the penny.



d Write an equation to show how times the nickels won, how many times the pennies won, and how many wins in all.

$$\frac{\text{nickel}}{\text{penny}} + \frac{\text{penny}}{\text{nickel}} = \text{_____}$$

3 Talk about these questions with someone:

- Did one of the spinners give the pennies a better chance to win?
- If so, which one?
- Why or why not?

Health Food Log

Name: _____

Due Date: _____

Breakfast:

Breakfast:

Breakfast:

Lunch:

Lunch:

Lunch:

Dinner:

Dinner:

Dinner:

Snacks:

Snacks:

Snacks:

THINK Academy

Each elementary school approached remote learning just a little differently. But all of the schools have been clear in their communication with families and with students. Learning packets have been sent home and if the district needs to utilize additional remote learning days, additional learning packets will be sent home.

Principal Slattery of THINK Academy included the expectations for a remote learning day in her January 2023 newsletter. Teachers use Seesaw as the tool for communicating with families on the morning of the inclement weather day. All teachers sent a message to families via Seesaw with links attached to activities if students had internet access and a device. Again, packets were sent home in advance so that students who were not able to access the internet or a device could also have the opportunity to take part in remote learning activities.

Included in this section are examples of 1st and 5th grade lessons for a remote learning day.





THINK NEWSLETTER

January 2023

Dear THINK Academy Families,

Happy New Year! I hope everyone had a wonderful winter break and an opportunity to enjoy time with family. The start of a new year often brings a sense of renewal and hope for the months to come. As we begin 2023, I hope this year brings you and your family much joy, health, and happiness.

As we continue to navigate winter weather, any future inclement weather days will result in at-home or virtual learning days. Teachers will communicate via SeeSaw with your child's specific plans for the day. We ask families to do what they can to complete these tasks and reach out to their child's teacher with any questions or concerns that may arise. If internet access is a concern, please reach out to your child's teacher and we will work with you.

The new gym is nearing completion. We are waiting for an air handler unit to arrive. Unfortunately, this was delayed and we anticipate it arriving in early January. As soon as this arrives, we will be able to set a date for an Open House for the community to see this new beautiful space. I am so excited for you to see this new gym area! We have had an absolutely incredible construction crew working on this project!

December was certainly a busy and exciting month at THINK! We had another successful Run Run Rudolph event! Thank you to the many people who made this happen including our amazing PTS, parent volunteers, and staff members. A crew ensured the race route was safe for participants. We had about 170 runners and walkers! It was truly an exciting morning! This year we started a new tradition by having a THINK Academy float in the Rudolph Country Christmas parade. Thank you to those who were able to join or wave to us along the parade route! To wrap up the month, we were able to bring back our Holiday Concert at the PAC. Our students did such an amazing job! I was so proud of them and their hard work. Thank you to Mrs. Lori Thompson for preparing our students for this special event. I appreciate everyone who was able to attend to support our students!

During these winter months as we anticipate more snow, students need to wear hats, gloves, a winter coat, boots and snow pants for recess. If you need snow gear for your children, (hats, gloves, snow pants, boots), please contact Olivia Baehman at olivia.baehman@wrps.net or Amy Fuller at THINK Academy. Students will be going outside for recess unless it is too cold or the weather is too wet. If the air temperatures are below zero or the wind chill is too low, then students will remain inside for recess. If students do not have boots and snow pants, they will not be allowed to play in the snow.

Thank you for your continued support this school year. On behalf of the entire staff at THINK Academy, Happy New Year!

Respectfully,
Christine Slattery
Principal



Grade 1 Example

Brooklyn Podgorny and Jennifer Smihal - THINK Academy - 1st Grade

Good morning First Grade families!

Today we will be learning at a distance from each other! Here are your child's assignments:

Reading - read 20 minutes to self, then read a book to an adult. Explain how you can figure out a tricky word.

Writing - Write a story about what you would do if you could do anything you wanted or go anywhere that you wanted to go today.

Math - Practice facts with math card games today. Remove the face cards. Lay down two cards from a card deck. Add or subtract them. Kids can work on this alone, or you can make it a contest to see who can call out the correct answer first.

Please send your child's writing to school tomorrow.

If you have any questions, I will be available on seesaw throughout the day.

Hello First Grade Families,

This is your child's Virtual Learning Folder. If we are to have off from school due to weather, it will be a virtual learning day. I understand that most of your children go to alternative places on these days, because many of you still have to work. I have made your child's work for days off simple enough to understand so they can do it all on their own. All four of these things are things they do at school on their own. Below is a list of the four things I would like your child to do any time we have a virtual learning day. Please have them complete whatever they can.

Thanks, Ms. Podgorny

Reading: Read each book in your folder two times

Writing: Write a story about something that has happened to you before. Be sure to include at least one sentence and one picture on each page.

Phonics: Pick one way to practice your snap words. Practice 25 of the snap words on your list.

Math: Complete the yellow math sheet. Half of it is adding and half is subtracting. Each yellow sheet is the same. One sheet should be completed each virtual learning day to practice for what your child needs to know by the end of first grade.

*If you have any questions please reach out on Seesaw. A message will be sent via Seesaw to remind you of your child's tasks on every Virtual Learning day.

Name: _____

Date: _____

Addition Practice

$3 + 2 = \square$

$5 + 9 = \square$

$5 + \square = 8$

$7 + 3 = \square$

$10 + 7 = \square$

$7 + \square = 11$

$2 + 2 = \square$

$14 + 6 = \square$

Subtraction Practice

$7 - 1 = \square$

$12 - 6 = \square$

$10 - \square = 8$

$10 - 3 = \square$

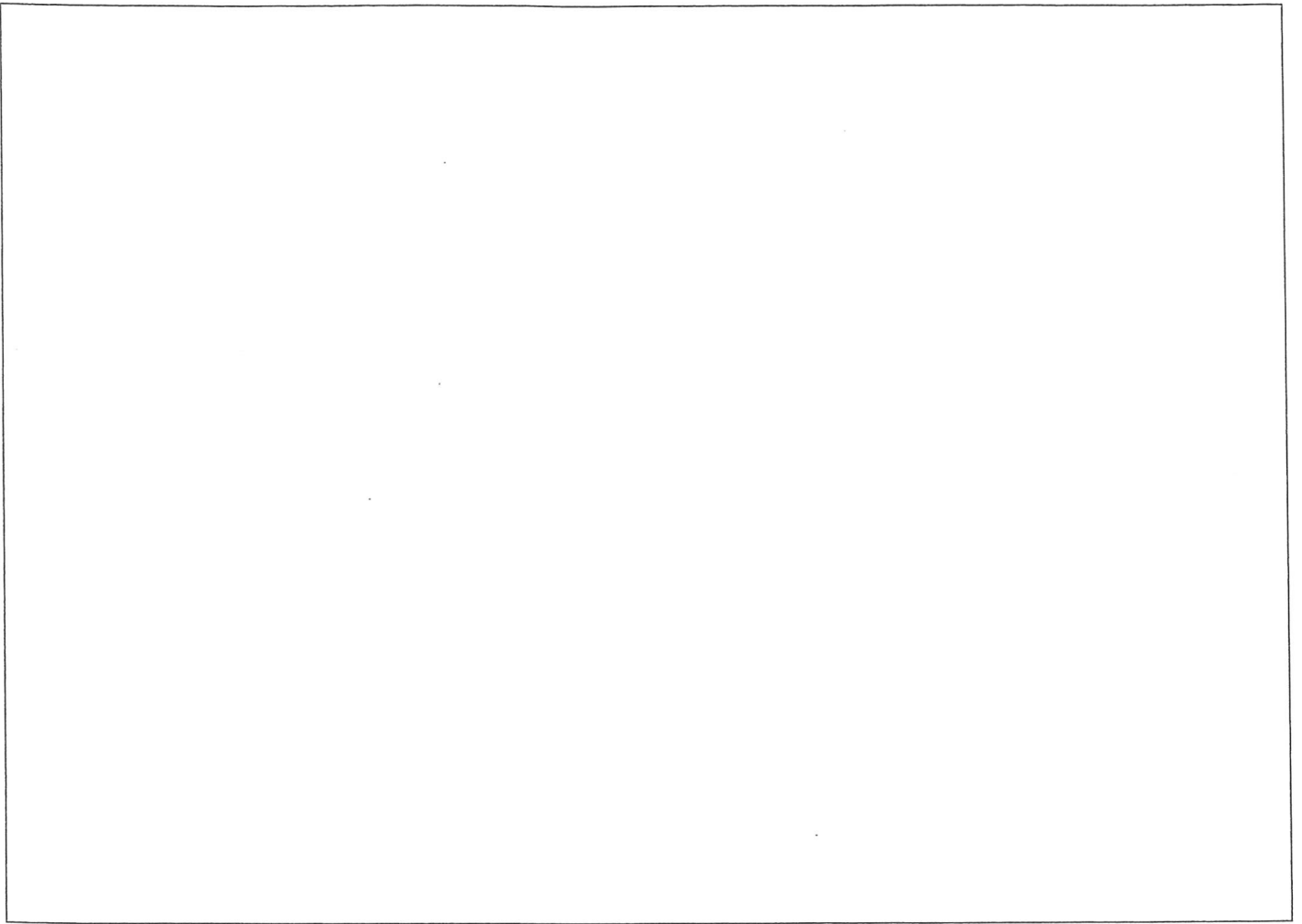
$17 - 7 = \square$

$16 - \square = 10$

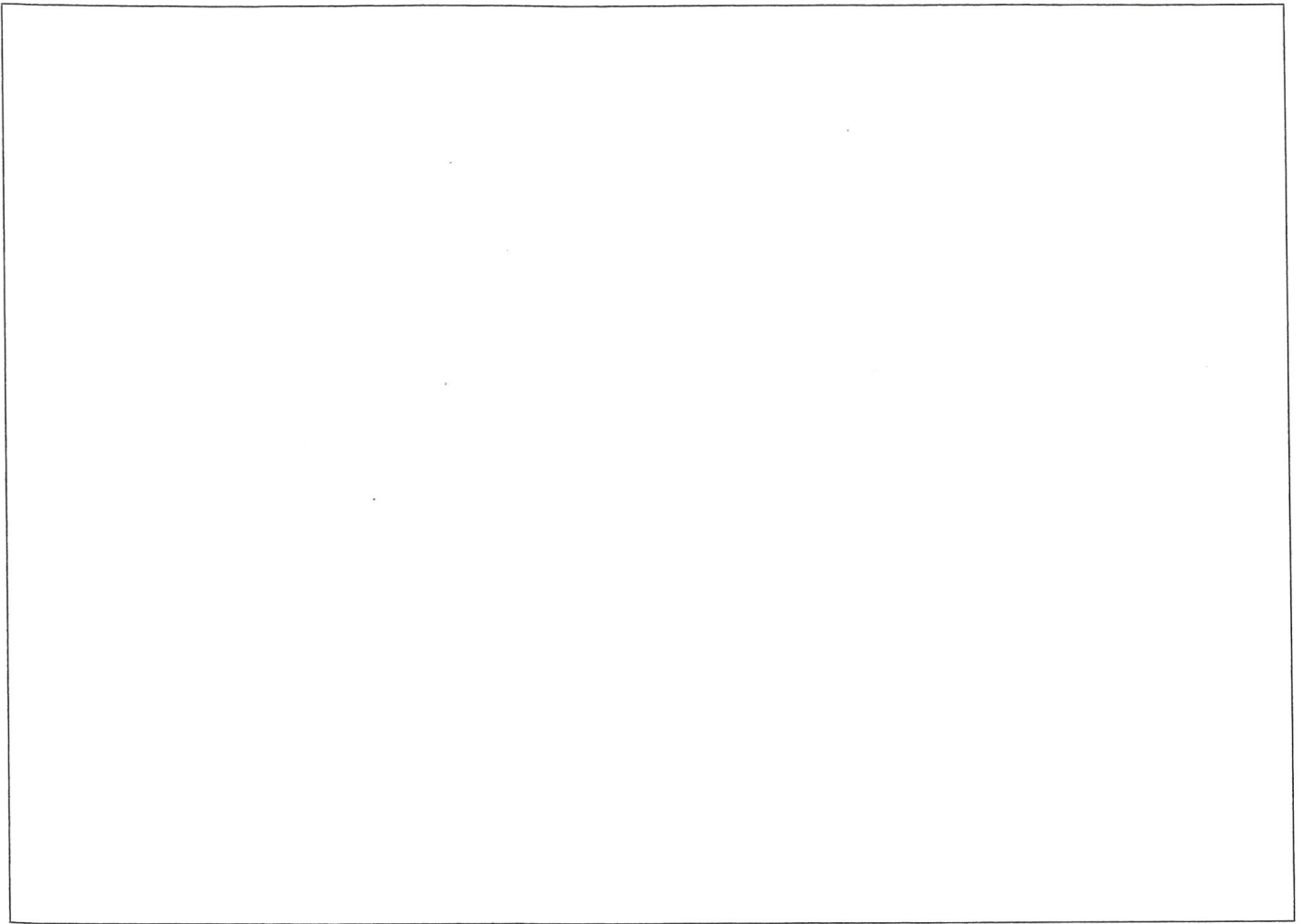
$9 - 0 = \square$

$20 - 16 = \square$

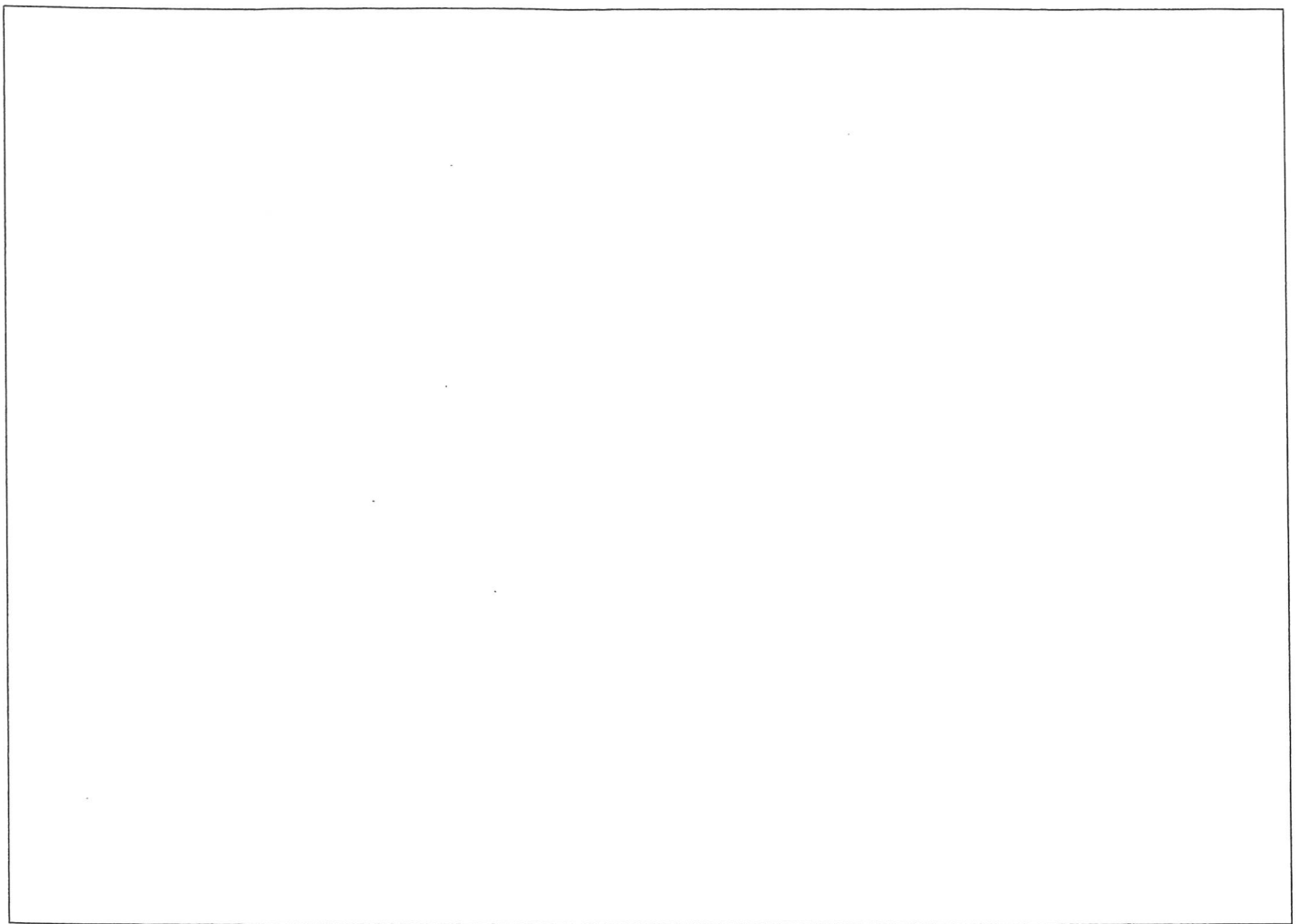
Name: _____ Date: _____



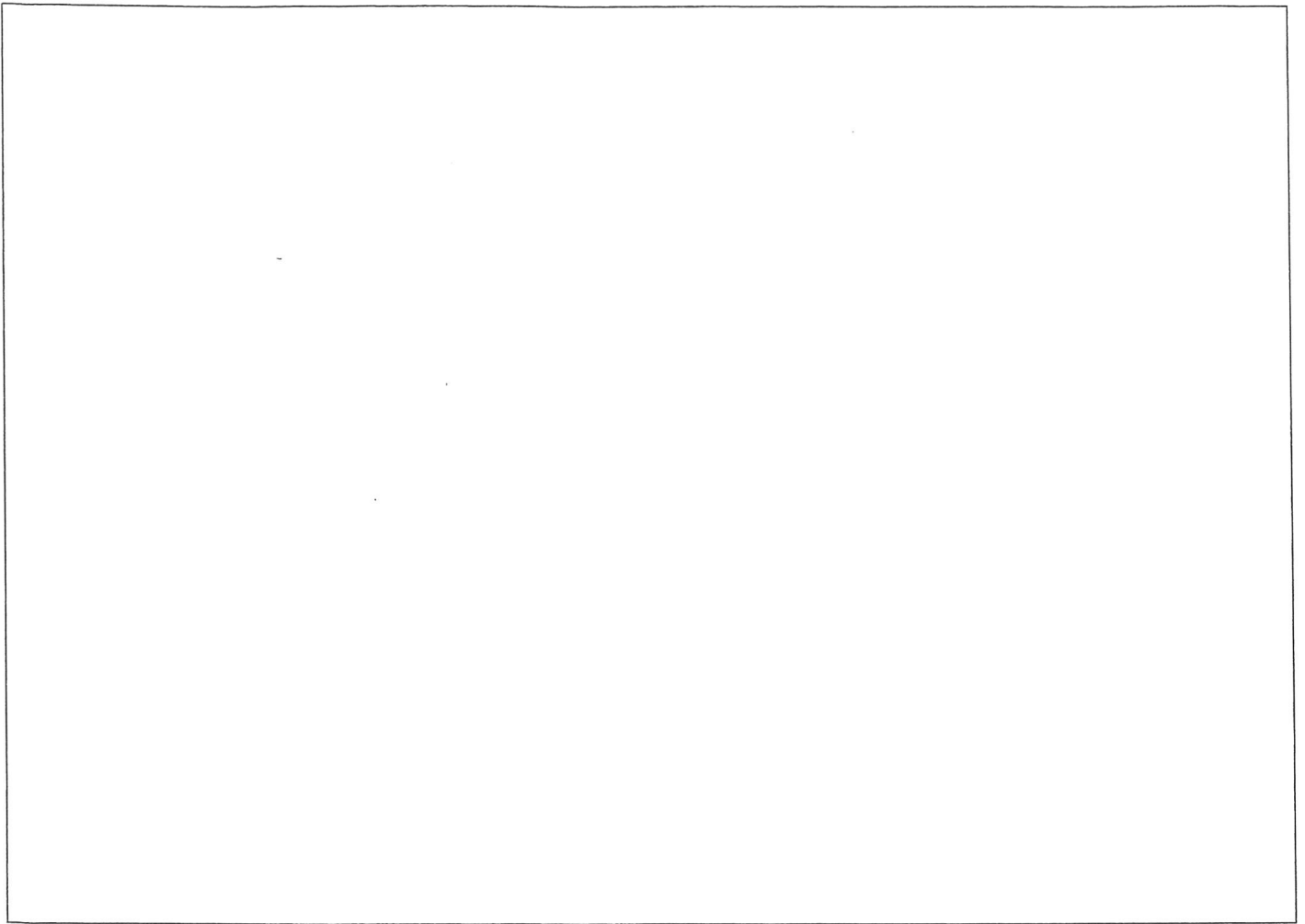
Name: _____ Date: _____



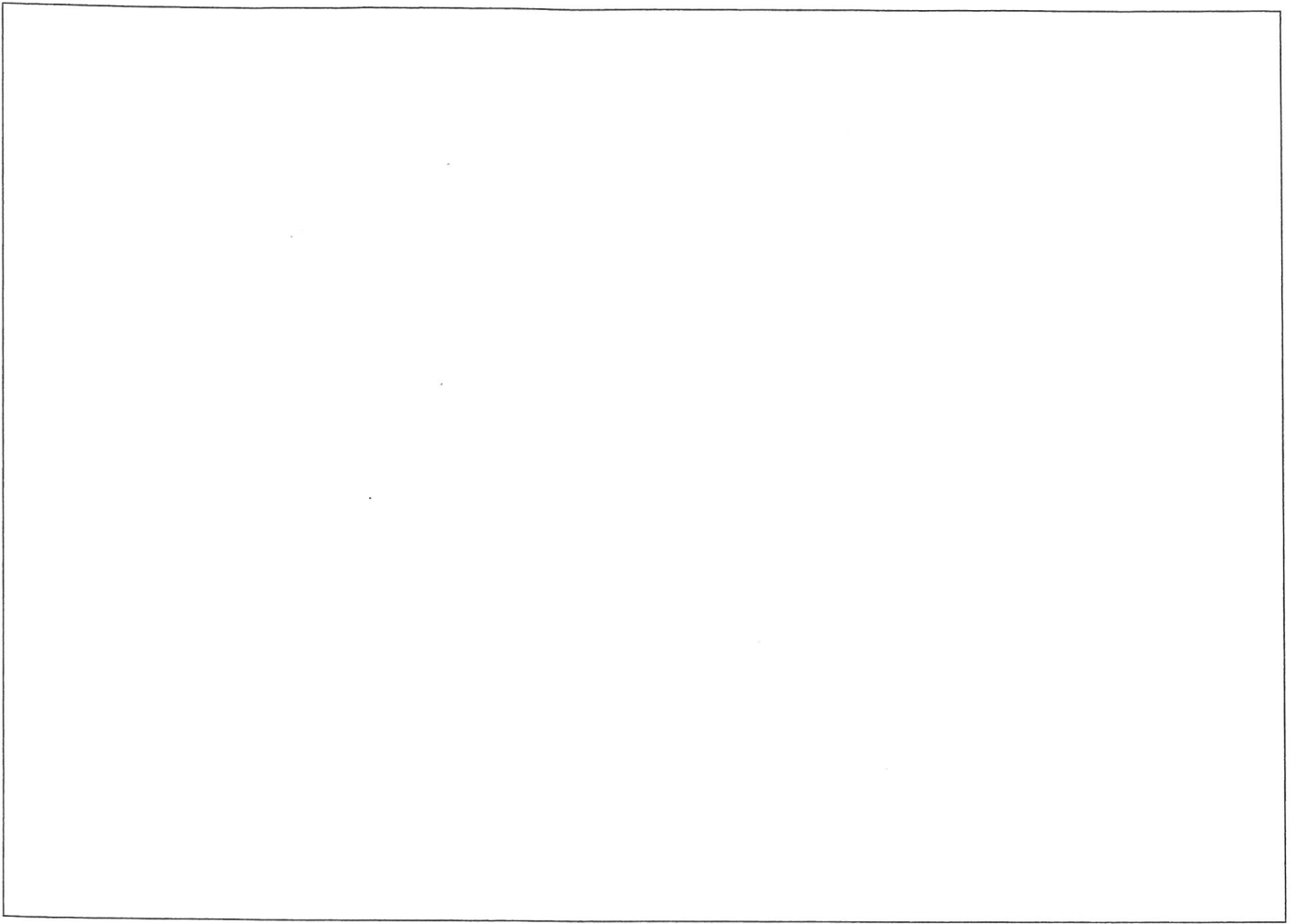
Name: _____ Date: _____



Name: _____ Date: _____



Name: _____ Date: _____



Grade 5 Example

K Johnson
5th
Grade

Good Morning Families!

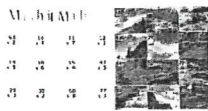
Due to icy conditions it will be a virtual learning day. Please have your student either complete the packet that was sent home, or if they have access to a computer and would prefer to do work online through Seesaw I will be sending out assignments this morning.

If students (or their guardian 😊) would like more work, it is encouraged to read and do reflex (if a computer is available). If student do not have a book with them but have computer access Epic is available with tons of books but is only free with no subscription between the hours of 9am-3pm.

As always if you have any questions or need anything, please reach out at any time throughout the day!

01/11/2023 at 6:23 AM

...



Multi-Digit Multiplication 2

[Add Response](#)
[Add Response](#)

Solve each multiplication problem using the **Δ** or **T** tool. Then, **📦** the puzzle piece with the answer to the square that matches it. You will need more problem solving skills as you assemble the puzzle. I have added multiple duplicate answers, you will have to be sure the picture makes sense along with the answer.
Press the green **✔** when complete.

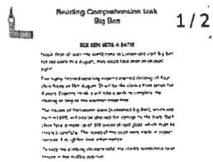
6 Responses, 0 Waiting for Approval, 0 Drafts, 19 Not Responded

[+ Add Response](#)

Assigned on Jan 11 at 7:15 AM

Assigned to All students

Template attached



Reading Comprehension - Big Ben

1/2

Read the text on the first page.

Use the text tool to add in your full sentence answers.

Read through and check your answers.

Upload when you are finished.

5 Responses, 0 Waiting for Approval, 0 Drafts, 20 Not Responded

[+ Add Response](#)

📎 Template attached

...



Let's Practice--Grammar Activity

This is a practice template for you to get use to using the tools to complete different grammar activities.

2 Responses, 0 Waiting for Approval, 1 Draft, 23 Not Responded

Add Response

📅 Assigned on Jan 11 at 6:48 AM

👤 Assigned to All students

📎 Template attached

...

Multiply	
$9 \times 600 =$	$1 \times 600 =$
$6 \times 70 =$	$2 \times 70 =$
$8 \times 200 =$	$8 \times 900 =$
$2 \times 30 =$	$8 \times 80 =$
$5 \times 70 =$	$9 \times 700 =$

Multiply With Multiples of 10

Tap Add Response

Tap or to write the product of each equation.

If you have time tap to explain how you found the product.

Tap the green check when you are finished.

5 Responses, 0 Waiting for Approval, 0 Drafts, 20 Not Responded

Add Response

📅 Assigned on Jan 11 at 6:47 AM

👤 Assigned to All students



Sizzling Starts - News Reports

Check out this squirrel!

Use the Caption tool to write 3 Newspaper Sizzling Starts for this picture. Remember to capture your reader's attention so that they want to read more!

3 Responses, 0 Waiting for Approval, 0 Drafts, 22 Not Responded

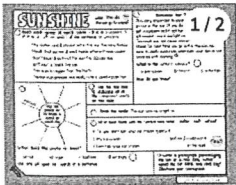
Add Response

Assigned on Jan 11 at 6:47 AM

Assigned to All students

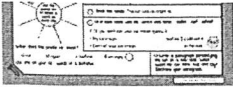
Template attached

...



Monday Oct. 5 Grammar Practice

There are 2 slides with different Grammar questions. Complete BOTH slides and turn them in.



1 Response, 0 Waiting for Approval, 1 Draft, 24 Not Responded

+ Add Response

Assigned on Jan 11 at 6:46 AM

Assigned to All students

Template attached



Coordinate Grid Practice

Use the template below to show the location of each item on the coordinate grid.

1. Remember the x-axis is first, followed by the y-axis: (X, Y)
2. Hint - (Over, Up)
3. Make sure you are writing your coordinates with a comma between the X and Y axis locations.
4. Submit when done.

4 Responses, 0 Waiting for Approval, 0 Drafts, 21 Not Responded

+ Add Response

Assigned on Jan 11 at 6:36 AM

Assigned to All students

Template attached

We are like a snowflake – all different in our own beautiful way.

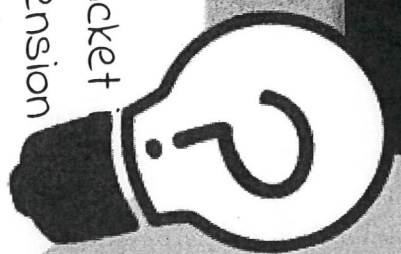
Snow Day Work

Hello Families!

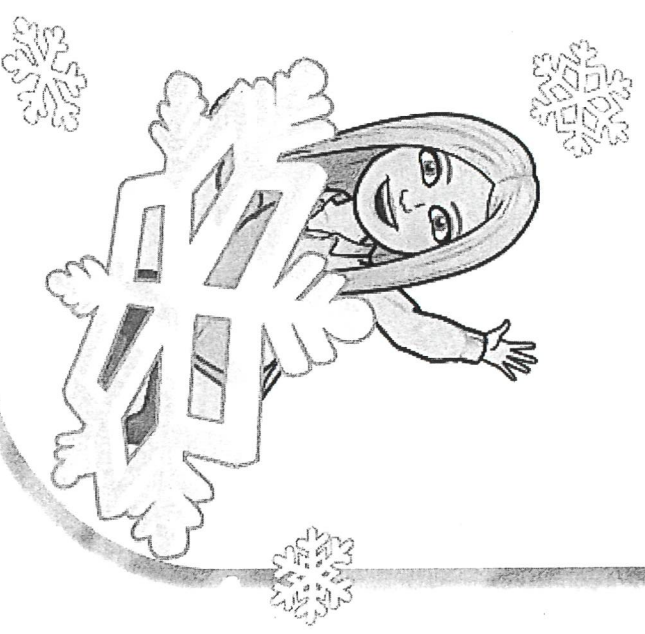
This is a packet for if there is a snow day. In the packet is math review, a passage to read and answer comprehension questions, and a writing prompt related to the reading the passage. If they fly through this, I have also attached a Scholastic News they can read and answer the questions on the back. Please have your child complete this **IF** there is a snow day at some point during this winter. As always, reading and practicing math facts on Reflex is always encouraged.

I will also have assignments on Seesaw if your child would rather do online work. I will be available on Seesaw throughout any snow days we may have, so please feel free to reach out with any questions!

♥ Ms. Johnson



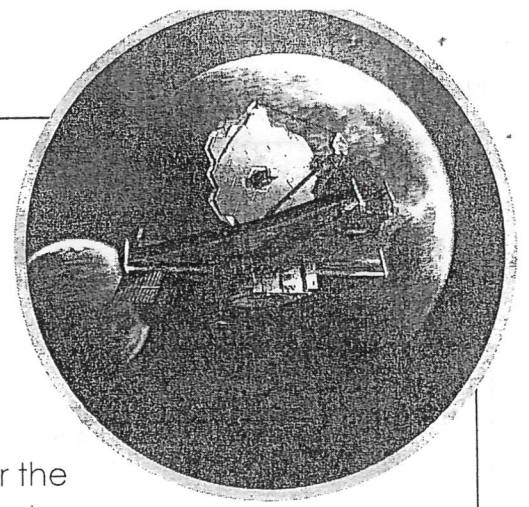
QUESTION OF THE DAY
Every snowflake is unique. What makes you unique? Why?



Name: _____

James Webb Space Telescope

By Anita Kim Venegas



What do you see in the night sky? Do you imagine faraway galaxies, planets, and stars? For thousands of years, people have looked into the sky and wondered what is out there. Astronomers believe the first stars formed around 13.5 billion years ago.

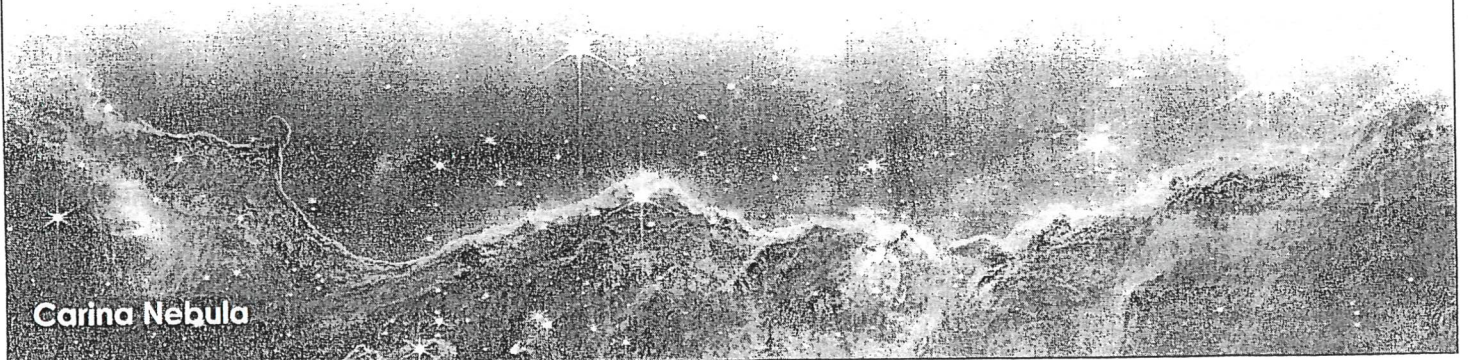
The James Webb Space Telescope (JWST) is the largest and most powerful telescope to travel into space. Over 300 universities, organizations, and companies invested time and money toward the project over the last two decades. The full cost for building the JWST was more than \$9 billion dollars. Thousands of engineers from Europe, Canada, and the United States worked together to design and build the telescope.

The JWST launched from French Guiana on December 25, 2021. Located just about 300 miles (480 kilometers) north of the equator on the continent of South America, French Guiana is a territory of France. The launch site was chosen for two reasons: its closeness to the equator and its location near the sea. Spacecraft

launched near the equator require less fuel because the rotation of the planet gives the rocket an extra boost. More importantly, in case of a malfunction with the rocket, debris will fall into the sea and not endanger the people in the area.

The telescope was folded up inside an Ariane 5 rocket for the launch. It was ejected from the rocket 26 minutes after liftoff. The solar array, or solar panels, deployed on the same day to begin collecting solar energy to power the telescope. The telescope's mirror is made up of 18 gold-coated hexagons. The hexagons are made of a chemical element called beryllium.

After 30 days, the James Webb Space Telescope reached its location, about 1 million miles (1.6 million kilometers) from Earth. The first images from the JWST were released on July 12, 2022. The JWST is expected to stay in space for ten years or more. The deeper we travel into space, the further back in time we can explore.

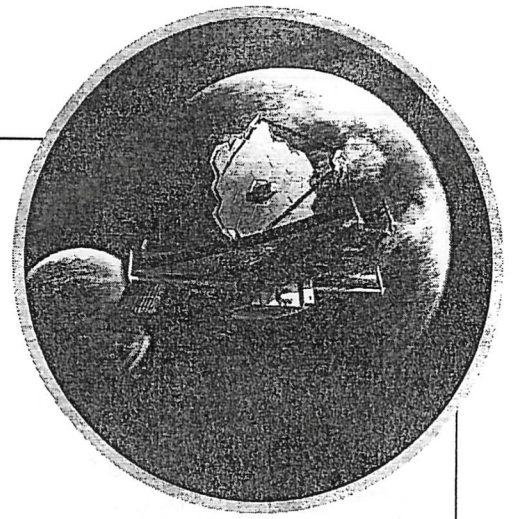


Carina Nebula

Name: _____

James Webb Space Telescope

By Anita Kim Venegas



1. Why was French Guiana chosen as the launch site for the JWST?

2. The JWST was ejected from the rocket it launched on a certain amount of time after takeoff. Which option below is closest to that amount of time?

Hint: use your rounding skills.

- a. 10 minutes
- b. 30 minutes
- c. 1 hour
- d. 30 days

3. How far away from Earth is the JWST?

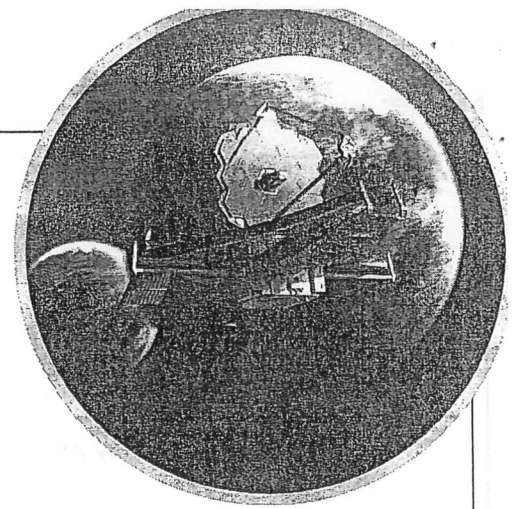
4. What was the author's purpose for writing this article?

- a. to encourage people to go to space
- b. to explain who James Webb is
- c. to teach people about the James Webb Space Telescope
- d. to explain why the James Webb Space Telescope cost so much money

Name: _____

James Webb Space Telescope

By Anita Kim Venegas



Match each vocabulary word from the article with the correct definition.

- | | |
|------------------------|---|
| 1. _____ astronomers | a. sent out to be used for something |
| 2. _____ malfunction | b. people who study space |
| 3. _____ debris | c. groups formed for certain purposes |
| 4. _____ galaxies | d. something that fails to work |
| 5. _____ organizations | e. large groups of stars that make up the universe |
| 6. _____ decades | f. shapes with six sides |
| 7. _____ equator | g. pushed or thrown out |
| 8. _____ ejected | h. the remains of something that was destroyed or broken |
| 9. _____ deployed | i. periods of ten years |
| 10. _____ hexagons | j. an imaginary circle that goes around the middle of Earth between the North and South Poles |

Decimal Addition and Subtraction

Rewrite each problem vertically, and solve.

a. $7.9 - 3.47 =$ _____

b. $2.98 + 5.3 =$ _____

c. $2 - 0.43 =$ _____

d. $21 + 4.09 =$ _____

e. $55.78 + 4.6 =$ _____

f. $80.93 - 68 =$ _____

g. $7.05 - 4.6 =$ _____

h. $94 - 4.8 =$ _____

i. $32.15 + 24.15 =$ _____

j. $17.48 + 9.9 =$ _____

k. $123.6 - 0.08 =$ _____

l. $121.99 + 199.7 =$ _____

Decimal Addition

Rewrite each problem vertically, and solve.

a. $1.42 + 2.157 =$ _____

b. $3.918 + 9.2 =$ _____

c. $31.908 + 0.054 =$ _____

d. $72 + 8.039 =$ _____

e. $23.102 + 231.2 =$ _____

f. $87.64 + 0.36 =$ _____

g. $19.005 + 7.446 =$ _____

h. $288 + 331.148 =$ _____

i. $134.705 + 19.5 =$ _____

j. $8.108 + 136.8 =$ _____

k. $100.006 + 23.45 =$ _____

l. $877.909 + 359.5 =$ _____

Howe Elementary

Each elementary school approached remote learning just a little differently. But all of the schools have been clear in their communication with families and with students. Learning packets have been sent home and if the district needs to utilize additional remote learning days, additional learning packets will be sent home.

Principal Miller of Howe Elementary included the expectations for a remote learning day in her January 2023 newsletter. In addition Skylert and email messages were sent home to families to help prepare for a possible remote learning day. Teachers use Seesaw as the tool for communicating with families on the morning of the inclement weather day. All teachers sent a message to families via Seesaw with links attached to activities if students had internet access and a device. Again, packets were sent home in advance so that students who were not able to access the internet or a device could also have the opportunity to take part in remote learning activities.

Included in this section are examples of special education, math intervention, kindergarten and 2nd grade for a remote learning day.





Tina Miller - Howe <tina.miller@wrps.net>

Howe Winter Newsletter and Updates

1 message

Tina Miller <tina.miller@wrps.net>
Reply-To: Tina Miller <tina.miller@wrps.net>
To: Tina.Miller@wrps.net

Wed, Jan 11, 2023 at 4:57 PM

Hello Howe Families~

I think today came as a surprise to many of us. I wanted to reiterate the SeeSaw message that I sent out this morning: Due to the weather/road conditions, we do not have school today, 1-11-23. It was unique that we already had three snow days in December. Since we have already had three snow days, today becomes an "At Home Learning Day." Teachers have been preparing lessons and information to share on SeeSaw on the morning of a snow/severe weather day. We ask families to do what they can to complete these tasks and reach out to their child's teacher with any questions or concerns that may arise. We realize that snow days mean a change in routine and that children may go somewhere without reliable internet. We will balance online tasks and things that can be completed "offline" as well. Thank you for working with us!

I also wanted to share a few updates with you:

1. Here is our Howe Winter Newsletter. It has a lot of good information and future events. Winter (1).pdf
2. We are so thankful for our new safe and secure entry. This also comes with new pick-up and drop-off routines. We sent videos in the past and wanted to share a visual with you to clarify where to park when dropping off or picking up. We welcome and exit 330 students daily; we appreciate your eye for safety and patience. 2023 Arrival_Dismissal Procedures.docx
3. Please join us for the 2023 Cozy Up and Read virtual event. When you RSVP, you will get free books and cocoa while zooming in with Howe Staff sharing their favorite books. Click here to learn more: 2023 Cozy up and Read - Howe Zoom Family Night (1) (1).pdf

Have a great night, and we look forward to seeing your child tomorrow.

Mrs. Miller

Wisconsin Rapids School District would like to continue connecting with you via email. If you prefer to be removed from our list, please contact Wisconsin Rapids School District directly. To stop receiving all email messages distributed through our Skylert service, follow this link and confirm: [Unsubscribe](#)

Skylert is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

The Skylert logo is written in a cursive, blue font.



Teachers, Families in * K - Handrich , Teachers, Families in Mrs. Robinson 2022-2023 , & 20 more
405 members



Announcement: Only owners can send messages to this conversation

This is the very beginning of your announcement to 404 people. Remember to always **be kind & appropriate.** (<https://web.seesaw.me/messages-code-of-conduct>).

Hello Howe Families,

Due to impending winter weather and the potential for heavy snow in the morning, WRPS schools will be closed tomorrow, Thursday, January 19. Please refer to the snow day learning packets sent home for materials for tomorrow's snow day OR check your SeeSaw messages in the morning for more specific tasks from your teachers. We understand that inclement weather days pose challenges to families, and we ask that you do what you can to keep the learning going! Please reach out to the teachers or me with any additional questions.

I hope you and your family have a great day tomorrow, and we look forward to seeing our Howe students on Friday.

Sincerely,
Mrs. Miller, Howe Principal
01/18/2023 at 5:12 PM



Seen by 206 people ✓

Send to 404 people...



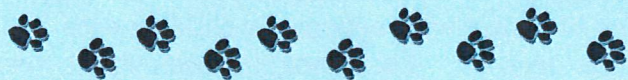
➤ Send



Howe School Mission Statement

We are a community of engaged learners, focused on academic and social growth, preparing for our changing world.

Paw Prints



Howe School Newsletter
221-8th Street North
Wisconsin Rapids, WI
54494
715-424-6772

Mrs. Miller, Principal

Winter 2023

Hello Howe Families!

I am amazed at how fast a school year marches on. We have been busy already practicing routines and completing our mid-year assessments in January. Your children amaze us with their knowledge and kindness. We are supporting students to be strong academically and socially.

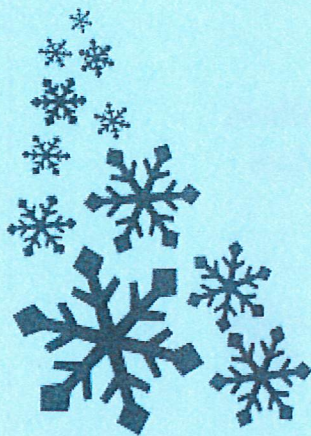
I am thankful for your patience and understanding as we completed the construction of our new entrance and the subsequent change in arrival/dismissal. I have had many parents comment on how the new entrance does help the process feel safe and secure as adults enter the building. In December, we hosted an elementary version of a “ribbon cutting” ceremony to commemorate the new entrance. Howie, the mascot, was on roller skates, and it was quite a sight to see!

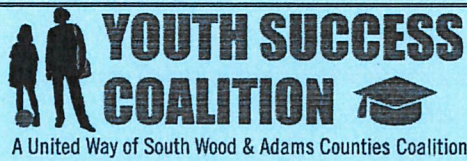
January brings colder and snowier weather. It was unique that we already had three snow days in December. If there were another snow day, that day would become an “At Home Learning Day.” Teachers have been preparing lessons and information to share on SeeSaw the morning of a snow day. We ask families to do what they can to complete these tasks and reach out to their child’s teacher with any questions or concerns that may arise. We realize that snow days mean a change in routine and that children may go somewhere without reliable internet. We will balance online tasks and things that can be completed “offline” as well. A good thing to practice ahead of time for those in grades 2-5 is to ask your child to show you how to get to CLEVER or SEESAW from the wrps.org website. Thank you for working with us!

Have a fantastic 2023, and I am so lucky to work at the BEST School with the BEST students and BEST families!

Important Dates

Mon., January 16th.....Professional Development Day, no school
Thurs., January 26th.....PTC Cozy Up and Read Event 6-7:00 p.m.
Feb. 1st – March 3rd.....Boundary Exception application window
Feb. 6th – April 28th.....Open Enrollment application window
Fri., March 3rd.....Recordkeeping Day, no school
Mon., March 27th through Fri., March 31st...Spring Break
Fri., April 7th.....Professional Development Day, no school





A United Way of South Wood & Adams Counties Coalition

Learn the Latest from Coalition Member The Boys & Girls Club of the Wisconsin Rapids Area.

The Boys & Girls Club of the Wisconsin Rapids Area is dedicated to providing a safe, fun space for local youth ages 6-18 before school, after school, and all summer long! Each club member has access to high-quality role models, homework help, healthy meals/snacks, and a variety of enrichment programs that focus on academic success, good character, and healthy lifestyles. Our club mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

Fall after-school programming is off to a great start with over 400 members enrolled at our WR Center, Port Edwards and Nekoosa school sites. We focus on three important learning components: Healthy Lifestyles (Social Emotional Learning/Physical Activity/Healthy Habits), STEM, and art projects. We are lucky to partner with the YMCA to utilize the gym, pool, playground and sports field. Members have the opportunity to grow and advance in educational learning and provide insight about the community.

Included at the WR location is the Teen Center, where members aged 11-18 participate in a variety of programs including Career Launch and Teen Cuisine. Members aged 14 and up can become Teen Associates through the Work Force program, which allows them to receive training, learn job skills and get paid for working right at Club. Our Jumpstart Morning Program, a before-school program held at six elementary schools (Howe, Grove, Mead, Think, Washington, and Woodside), kicked off this school year with over 250 total enrolled members.

Stay tuned – Summer Program registration will open in March 2023, accessible online at www.bgwra.org. Follow our Facebook for more details. Please contact Member Service Director, Cheyenne Kester, at ckester@bgcwra.org or 715-818-5252 with specific registration or membership questions.



BOYS & GIRLS CLUB

Meet New Coalition Member: Big Brothers Big Sisters of Central Wisconsin

Big Brothers Big Sisters of Central Wisconsin (BBBSCW) is excited to bring youth mentoring to the Wisconsin Rapids area. Our mission is to create and support one-to-one mentoring relationships that ignite the power and promise of youth. Our agency offers two mentoring options for children ages 5-17 to take part in. Each program asks for a year commitment to make the most out of the mentoring relationship.

The traditional Community-Based program would allow a child and mentor to take part in low-cost/no-cost activities around the Wisconsin Rapids area. These activities could include going to a library, park, going for walks or bike rides, attending community events, or partaking in favorite hobbies. Matches would meet 2-4 times a month for about an hour each time.

Additionally, in partnership with Howe Elementary School, we are excited to pilot our Site-Based program. Elementary students would meet once a week with their mentor at school, during their school day, for 30-45 minutes. Each week they meet, the match could play games, do arts/crafts, talk, possibly have lunch together or have time outside together.

BBBSCW believes every child has the potential to do exceptional things. All children, regardless of background, can benefit from having a positive influence in their lives that can give them undivided attention. Someone that can remind them how important they are and give them a safe space to express their thoughts, feelings and aspirations.

To learn more, please contact Beth Kohnert, Director of Operations, at bethk@bigimpact.org or 715-341-0661.



**Big Brothers
Big Sisters.**

OF CENTRAL
WISCONSIN



*Elementary
Music
Example*

About Seesaw
(<https://web.seesaw.me/activities>) (/activities)

Sign Up (/#/login?
force_login=signup&role=teacher&ref=public_library)

Teachers, save "Opera Practice 2023" to assign it to your class.

(<https://app.seesaw.me/activities>)



Amy Ulrich

Save Activity

Student Instructions

(<https://link.seesaw.me/clas>

Opera Practice 2023

ab8a-4d86-be3e-

Click here to access the rehearsal page with songs and access to the student handbook to practice for our upcoming opera:

<https://www.operafortheyoung.org/tms/> (<https://www.operafortheyoung.org/tms/>)

a323427aa44d/share_token

You could also access the tutorial videos we have used in class through my Clever page. If you log in to your clever, you can click on "Ms. Ulrich's MUSIC class" through your teacher links.

Practice what you are able to at home.



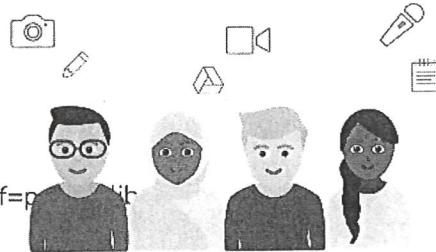
Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

Inspire your students to do their best

Explore thousands of teacher-tested classroom activities to engage your students and save you time. Learn more.

(<https://web.seesaw.me/activities>)

Sign Up Free (/#/login?force_login=signup&role=teacher&ref=public_library)



Use Classroom Activities
(<https://app.seesaw.me/activities>)


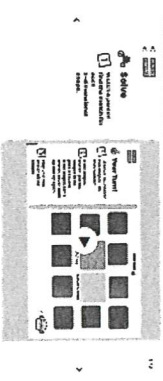
About Seesaw
(<https://web.seesaw.me/activities>)

Get the App
(<https://web.seesaw.me/platforms/>)

Privacy Center
(<https://web.seesaw.me/priv>)

*Special
Education
Example*

Snow Day Lessons

Date	Academics (M,P,C)	Social Skills-1st Gr	Academics/Social Skills (G,A)
01/11/23	<p>1a-Watch the SeeSaw video on shapes.</p>  <p>1b-Play 4 rounds of the matching shapes game.</p> 	No social skills	<p>We are working following directions so with that in mind, for today something that ... can work on: have someone read the Step 1 directions to the him and he can complete the action; for an extra challenge he could try the Step 2 directions</p> <p>https://docs.google.com/document/d/1RqXwYODP-RxTSYh8C5Yq5XPbz2P6dlqxlmdcrIU5g/edit#</p>

*Math
Intervention
Example*

01/19/23

1. We are working on counting this week so watch the video first then complete the activity.
2. Activity- activity is to pick 6-10 places around the house to walk to and from, count the steps that it takes, and then record the information in her SeeSaw journal or she can write it down and bring it in to me on Friday.
For example-you are walking from the front door to your kitchen, how many steps did you take.
Students should count the steps herself/himself to the best of her/his ability, but you may write the information down for her/him that comes back to me.

Count Around Your Home

Learn

Try

Count Your Steps

1. Count the steps from your front door to your school.
2. Count the steps from your school to the playground.
3. Count the steps from the playground to the library.
4. Try again! Are the number of steps the same?

-
1. Listen to the story on SeeSaw.
 2. After viewing the story, draw a picture about something that might make you sad.

We are working on peer relationships and following directions so with that in mind, for today something that students can work on is to draw a picture about playing with a friend. They should then use 3 colors to color it in and write their name at the top.

<https://docs.google.com/document/d/1hCZIU3FvXv16MI0lofQR6VdCVdVvXCLBgPssS06GAZErig/edit>

NAME _____

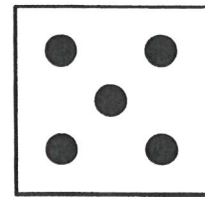
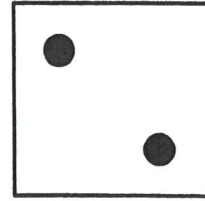
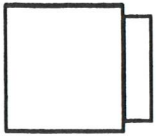
DATE _____



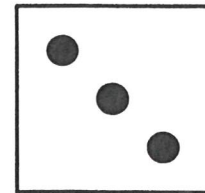
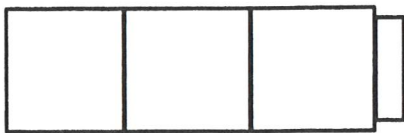
Counting Cubes Version B

Color the cubes as indicated. Draw a line to the die pattern that has the same number.
Trace the numbers.

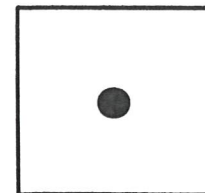
Green



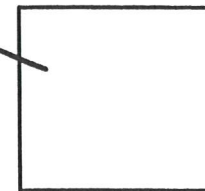
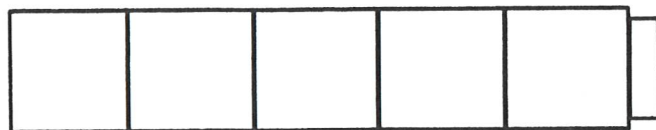
Orange



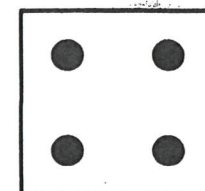
Red



Blue



Yellow



NAME _____

DATE _____



How Many? Version A

Use the numbers to help solve the problems below.

1 2 3 4 5 6 7 8 9 10

Count the number of dots and record the number.

	8		

**Before & After 1-10 Version A**

Write the numbers that come before and after the number shown.

	4	
--	---	--

	8	
--	---	--

	2	
--	---	--

	3	
--	---	--

	1	
--	---	--

	9	
--	---	--

**Before & After 1-10 Version B**

Write the numbers that come before and after the number shown.

	2	
--	---	--

	9	
--	---	--

	7	
--	---	--

	6	
--	---	--

	5	
--	---	--

	4	
--	---	--

NAME _____

| DATE _____

**Before & After 10–20 Version A**

Write the numbers that come before and after the number shown.

13	14	15
----	----	----

	11	
--	----	--

	10	
--	----	--

	15	
--	----	--

	17	
--	----	--

	13	
--	----	--

	19	
--	----	--

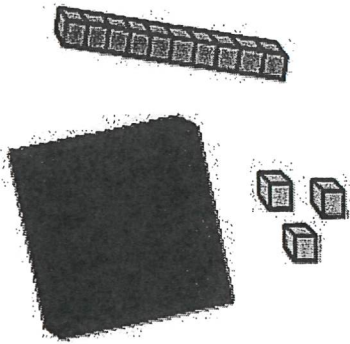
	16	
--	----	--

	12	
--	----	--

	18	
--	----	--

Name: _____

Addition with Regrouping



$$\begin{array}{r} 45 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 69 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ + 47 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ + 67 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ + 46 \\ \hline \end{array}$$

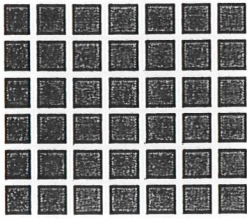
Name _____

Date _____

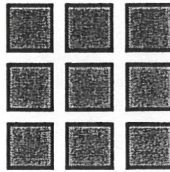
Multiplication Practice

Write a number sentence for each array.

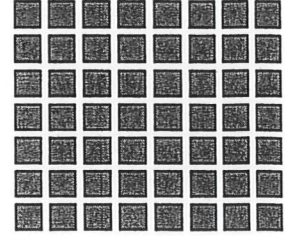
1.



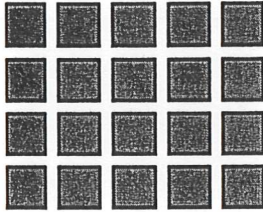
2.



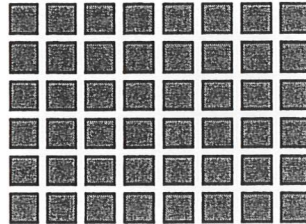
3.



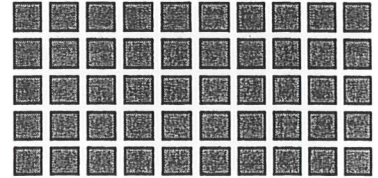
4.



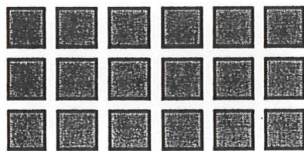
5.



6.



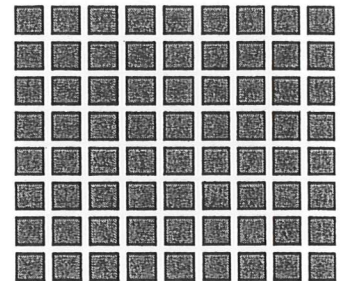
7.



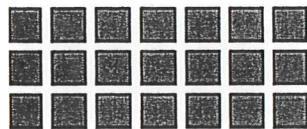
8.



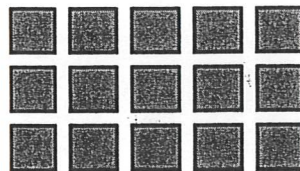
9.



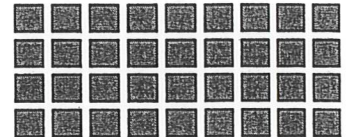
10.



11.



12.



NAME _____

DATE _____



More Sketches & Partial Products Version A

1 Use a labeled sketch and numbers to solve the problems below. Follow the example.

Labeled Sketch	Partial Product Algorithm
<p>ex</p>	$\begin{array}{r} 24 \\ \times 7 \\ \hline 7 \times 20 = 140 \\ 7 \times 4 = + 28 \\ \hline 168 \end{array}$
<p>a</p>	$\begin{array}{r} 27 \\ \times 5 \\ \hline 5 \times 20 = \underline{\hspace{2cm}} \\ 5 \times 7 = + \underline{\hspace{2cm}} \end{array}$
<p>b</p>	$\begin{array}{r} 23 \\ \times 6 \\ \hline 6 \times 20 = \underline{\hspace{2cm}} \\ 6 \times 3 = + \underline{\hspace{2cm}} \end{array}$
<p>c</p>	$\begin{array}{r} 35 \\ \times 8 \\ \hline 8 \times 30 = \underline{\hspace{2cm}} \\ 8 \times 5 = + \underline{\hspace{2cm}} \end{array}$

2 Multiply.

$$\begin{array}{r} 40 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ \times 7 \\ \hline \end{array}$$

Match the Multiplication

MATCH THE PRODUCT TO THE CORRECT TWO-DIGIT MULTIPLICATION EQUATION.

Solve the multiplication problems and then draw a line to the correct product (answer to

Use your favorite method multiplication equations).

- Area model
- Partial products
- Standard algorithm

$$\begin{array}{r} 23 \\ \times 14 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \times 51 \\ \hline \end{array}$$

1,161

3,213

1,260

322

Kindergarten Example



Hello Kindergarten Families-

If you are reading this note, that means we are home for another "snow/cold day"! Since this is the 3rd/4th one this school year, we are required to do virtual/at home learning activities.

In this packet is everything you need to complete today's learning activities.

It is an expectation of the WRPS district that on this day, your child is doing some virtual/at home learning activities. The first two snow days are considered "free" days for students. Any snow day after that is meant to be a learning day. To aid in this process, we have put together this packet of activities to help your child complete the required at home learning. These items should be completed and returned to school the next day we are in session. It is not necessary to complete them all but we hope they will do something in each area (phonics, reading, writing, and math).

Phonics- Read, Find, and Color Snap Words

There are two sheets where students find, read and color the snap words using the color coded key.

Reading-

We have sent a paper book, What Can We Do In The Snow?. Students should use their reading powers to read this book. They can also color it and find and circle snap words they know. Also read a few books together that you have at home. For extra practice and fun, students can go outside and play in the snow (if it's not too cold) and then they could write/draw about something they did in the snow. We have also included one of our Let's Find Out newspapers. Read through this newspaper and complete the back. They can find and circle snap words in this too.

Writing-

We have included a blank writing book. Students should write and draw a personal true story about what they did on their snow day. Encourage them to draw detailed pictures, write a sentence or two about each picture using their best handwriting, sound spelling, use spacing, a capital letter at the beginning and period or exclamation marks at the end of their sentences. Have them share their writing/stories with you.

Math-

We have included a few activities for your math lesson. First, there are two 2-sided worksheets called Double It. On one side, there are the directions and a warm up activity. On the back of that page is a spinner and ten-frame. Next there is a game with bike wheels. This is a game we have been playing at school with a numeral die. This time they will use the spinner and then double the number they land on. (There is a paper clip holding all the math papers together-use it for the spinner as directed). On the back of the bike wheel game board is a simple addition/doubling worksheet. The third 2-sided page is practice with number writing and number lines. We have been working on that in class as well.

Next we have included a special "snow day" memory match game. Cut out the snowman cards and snowflake cards. Put them face down and mix them up. Line them up and take turns flipping over two cards and say the number shown. If the snowman number matches the number of snowflakes, pick up the matching pair. If they are not the same/equal, flip them back over and try again or switch players.

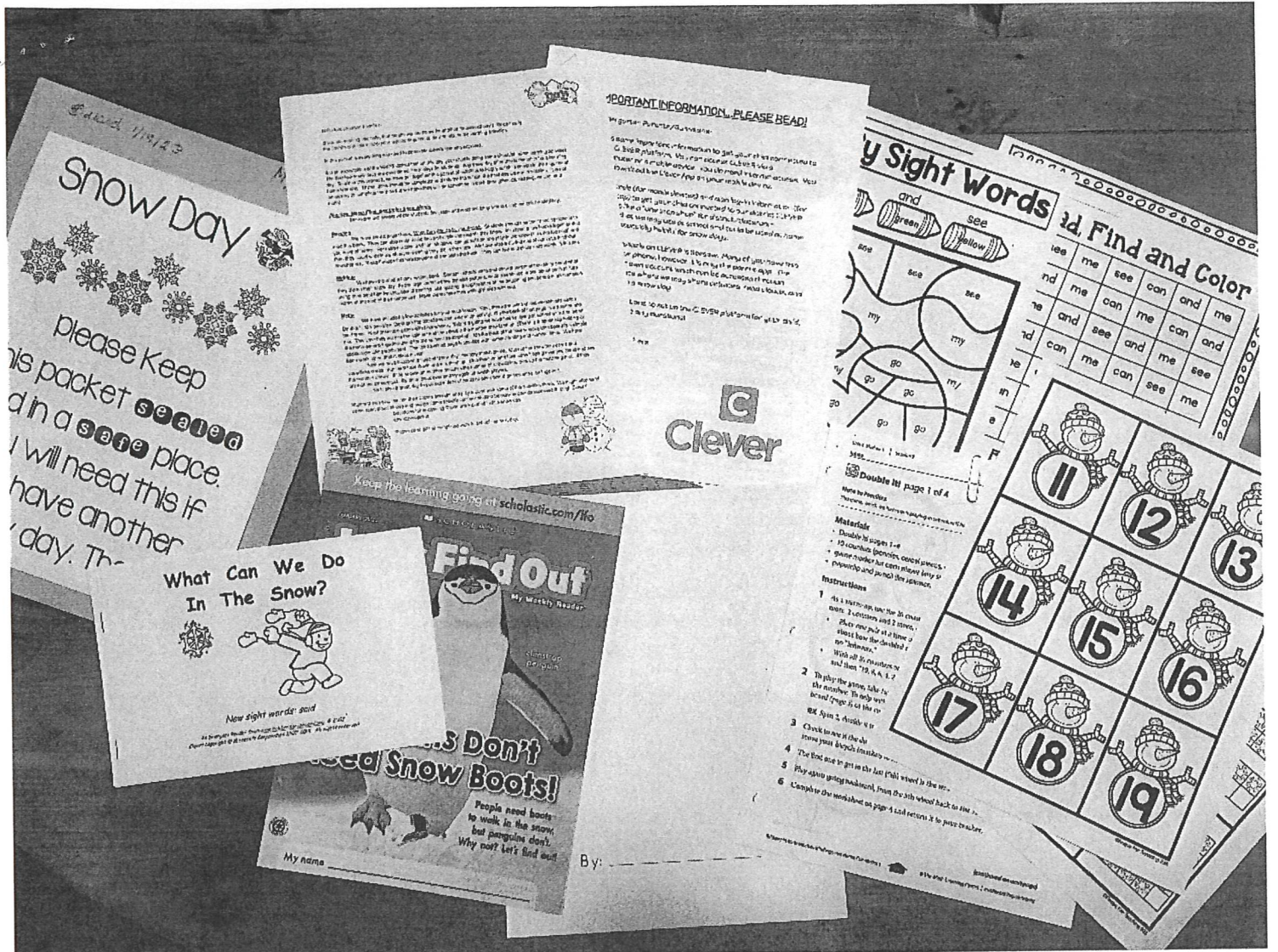
This is also a great day to pull out a deck of cards or other board games and play together.

Students can also log into their Clever account and play around with some of the activities there. We might also send some read aloud stories and assign some activities in their student Seesaw accounts (accessed through Clever).

Directions for accessing Clever are included in this snow day envelope/packet.

Please send all the completed work to school the next day.

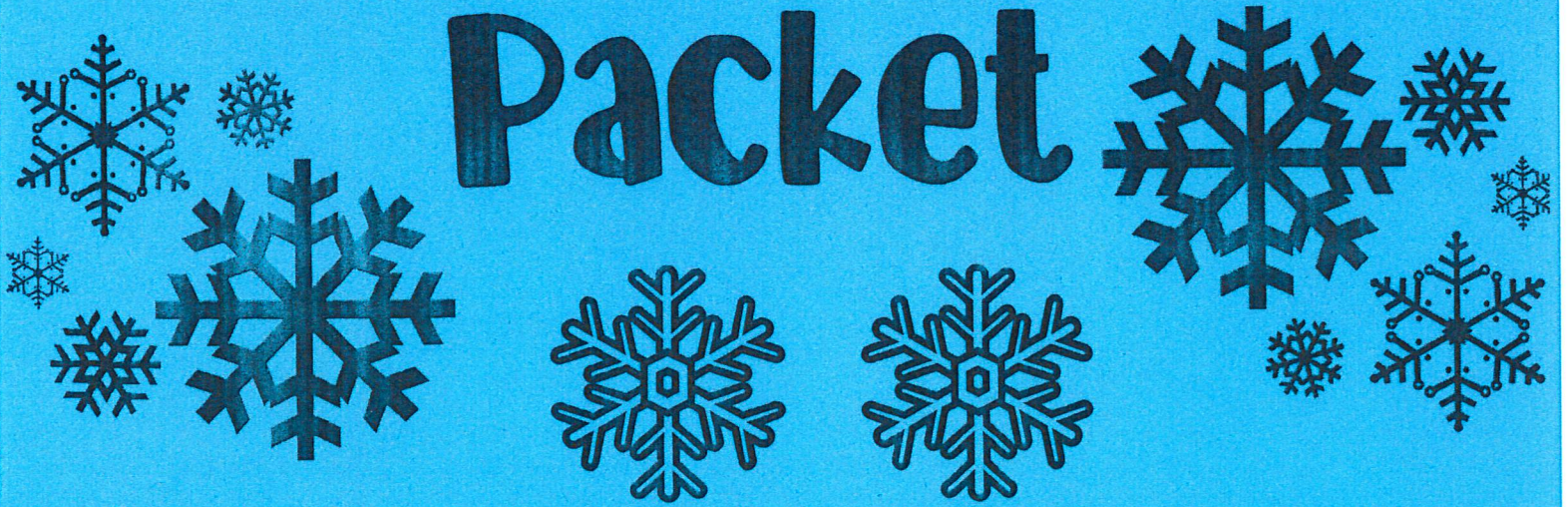




Grade 2 Example

Snow Day #5

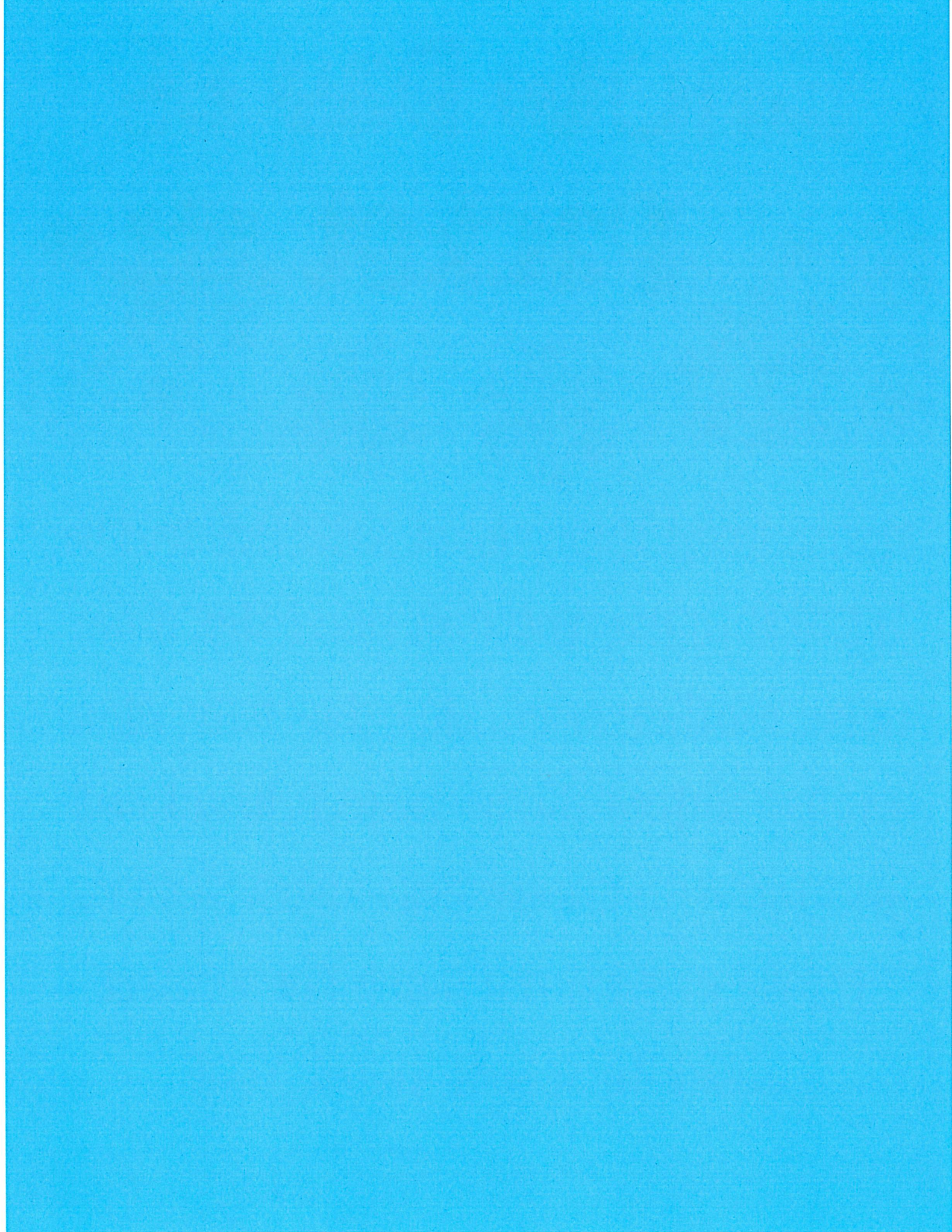
Packet



Please keep this packet **sealed** and in a **safe** place. You will need this if we have another snow day this year. Also, please follow the included directions and log into Clever and check SeeSaw.

Please return the work completed work to school. Thank You!

2nd Grade Sample



Snow Day #5 Plans

Mrs. Basler's Second Grade

#Book-a-day

If you have access to log into a computer or device, go to SeeSaw. Click on the link to our classroom book a day. Here are some new Snow day read alouds to enjoy 😊 Pick at least 2 to listen to. Send me a video message on SeeSaw about what you liked the best about one of the stories you listened to.

Math

- Reading a Graph Practice
 - Note that each snowball is worth 2 snow days!
- Snowman Spinners Activity
 - Use the paper clips that you are holding your packet together
 - You can use the back of the sheet to figure out your problems if you need space to make a number line or use the splitting strategy

Optional:

- If a computer or device is available, please have your child log into Reflex on Clever and work until you get the "green light" in the upper right corner

Writing

- In the packet of materials you will find a sheet titled "Snowy Salutations" it says to write about your winter break but please write about your snow day activities. You can write to a friend or teacher. Don't forget the date, greeting (dear, hello, hey there), and closing (sincerely, from, love) Use capital letters when starting sentences and punctuation at the ends. Your letter should have 3-4 sentences.

Example letter:

Dear Mrs. Basler,

Today I got to sleep in a little bit late and it felt so good! I got up and watched a show on Netflix and ate cereal. Then I got my tablet and listened to some books and did my other work. When I was done my mom said I could go out to play with the neighbors. It was a great day!

From, Max

Reading

- Read the two winter passages (if they are too difficult, please work with an adult at home or a older sibling and buddy read them) Answer the questions below the reading passages.
- If you have access to a computer or device, log into Clever and complete your listen to reading time for the day on Epic! ,Tumblebooks or Storyline Online OR cozy up with your own book at home and read for a bit.

Phonics/Language Arts

- Compete the Winter ABC Order activity.
 - Tip: have your child write out the ABCs on a sheet of paper to use as a guide while they do the activity
 - Tip: Write each word down on a scrap of paper so you can move them around as you try to alphabetize them.



Easy Access to Digital Resources



<https://www.wrps.org/>




Clever is a website that allows us to give families access to the amazing resources teachers utilize at school. Most programs require no additional passwords for easy login.



LET'S GET LOGGED IN



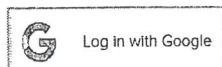
1. Open your Internet browser. We recommend using Google Chrome.
2. Go to <https://www.wrps.org/>.
3. Click on the "Google Login" icon at the top of the screen. 
4. Select the appropriate login for your student. Enter their login credentials.

Username: 5-digit student ID#

Password: 8-digit birthday

5. Click back on the WRPS tab. Hover over "Students" and click on "Clever."

6. Once into Clever, click on "Log in with Google."



Check your parent SeeSaw account for your child's QR code if needed.
Attach Clever QR Code Here

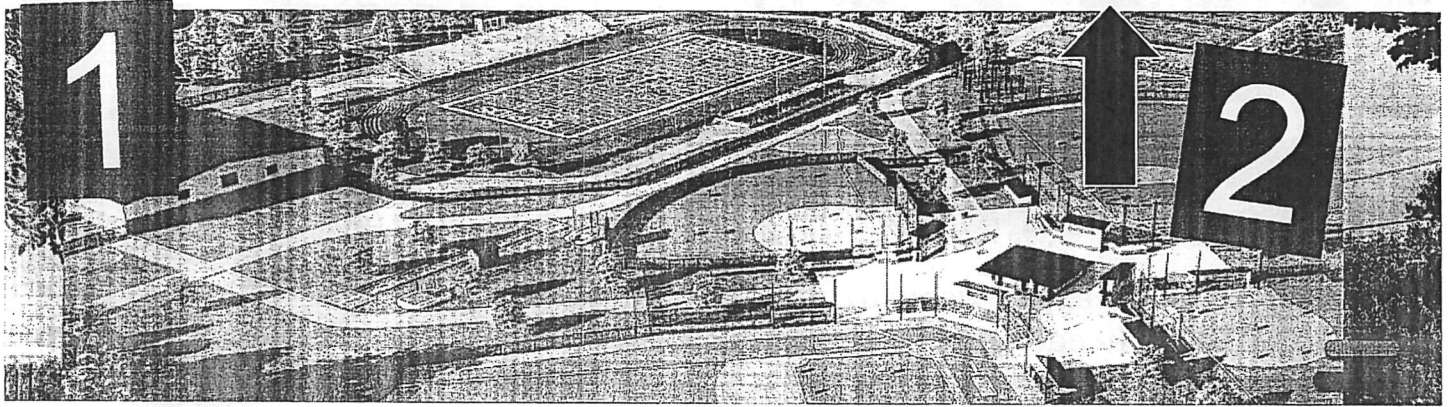


LET'S GET LOGGED IN

1. Download the Clever app.
2. Open the Clever app. Allow access to the camera.
3. Scan your child's QR code provided above.
4. Certain programs may require an email. Student emails: first.last@stu.wrps.net, then enter username/password.



WISCONSIN RAPIDS PUBLIC SCHOOLS



3

Google for Education

- Google Login for Staff
- Google Login for K-2 Students
- Google Login for 3-12 Students

4

Wisconsin Rapids PUBLIC SCHOOLS

Please enter your WRPS username and password.

User name:

Password:

Login

DISTRICT SCHOOLS STUDENTS PARENTS COMMUNITY CONTACT US

Links

- Responsible Policies
- Gifted and Talented
- Homeless Information
- Student/Community Help Lines
- Remote Access
- School Resource @WRPS

WRPS Libraries

- Destiny Library Catalog
- LHS Library
- RCHS Library
- WRAMS Library
- Elementary Libraries

School Software Links

- Aspire Practice
- Forward Practice
- Clever
- Discovery Education
- FlexLibrary

5

Click back on the WRPS tab at the top of your screen. Then find STUDENTS and CLEVER.

6

Wisconsin Rapids School District

Not your district?

Log in with Google

Log in with LDAP

Having trouble? [Get help logging in!](#)

Clever

Clever Badge login






District admin log in

Snow Days Graph

Name _____ Date _____

Read the graph about how many snow days several schools had and answer the questions.

 = 2 snow days

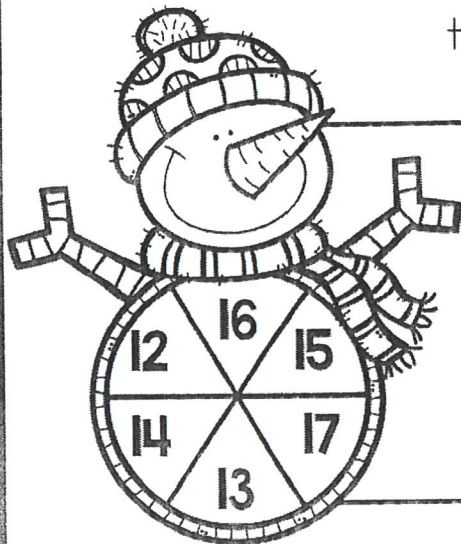
Frasier Street Elementary	
Lincoln Middle School	
Richard High School	
Johnson Elementary	
Kennedy Elementary	

1. What school had the most snow days and how many days did they have? _____
2. How many days did Richard High have? _____
3. What two schools had the same amount of snow days and how many days did they have? _____
4. How many snow days did the school with the least amount of days have? _____
5. How many snow days did all the elementary schools have in total?

Snowman Spinners

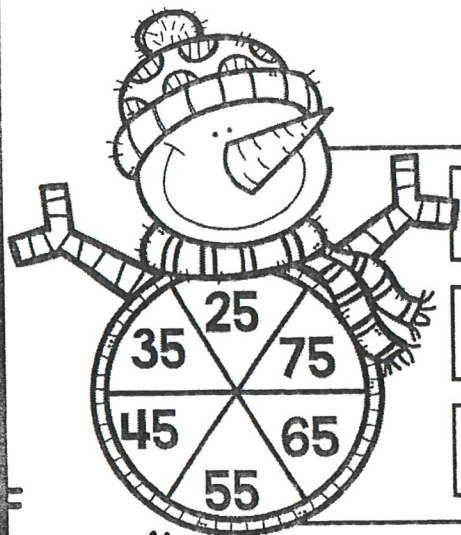
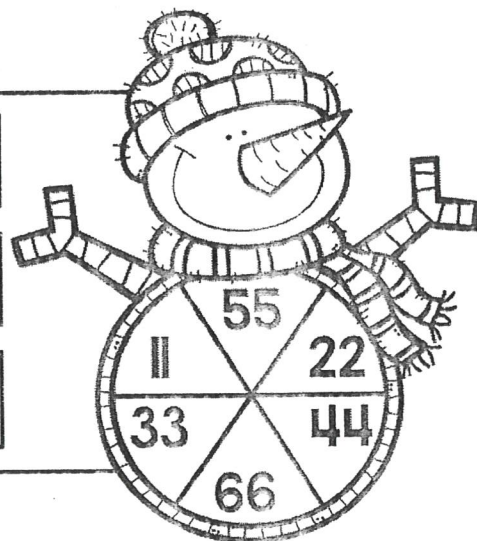
Name _____ Date _____

For each snowman, use a paperclip and pencil and spin twice 6 times. Then add the two numbers for each two spins.



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



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

Snowy Salutations

Write a letter to a friend about your winter break. Make sure you use all parts of a letter.

.....

.....

.....

.....

.....

.....

.....

.....

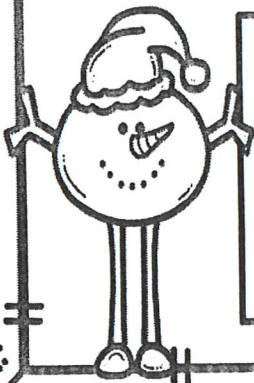
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.....

.....



- Date
- Greeting
- Body
- Closing
- Signature

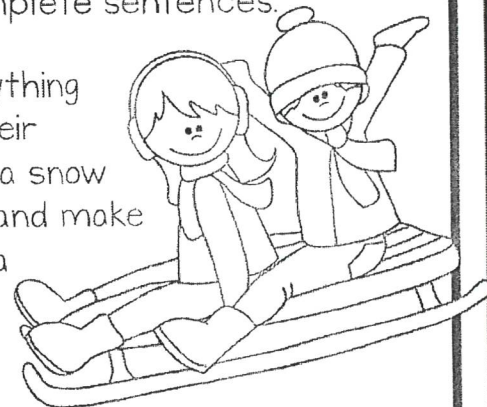
.....

Snow Day Story

Name _____ Date _____

Read the short story and answer the questions using complete sentences.

One day Jake and his sister Molly woke up to see that everything was covered in snow. After they listened to the radio with their mom, they found out that all schools were closed and it was a snow day! Jake wanted to build a snow fort, have a snowball fight and make a snowman. Molly wanted to go ice skating at the pond, build a snowman and go sledding.



They first called their friends and decided to have a snowball fight. It was boys versus girls! After playing for an hour, they all worked hard to make a snow fort. Molly gathered sticks and leaves to make flags to stick in the fort. When they finished, it looked like a snow castle.

When they were done with the snow fort, they decided that it needed a snowman guard. They built a snowman in front of the castle and named him Captain Snow Guard. It was starting to get dark when they finished building their snowman so they decided to go sledding down a hill before going home.

When Jake and Molly arrived back home, their mom was waiting with hot chocolate and marshmallows. It was the perfect ending to a great snow day!

1. What one thing did both Jake and Molly want to do?

2. How did Jake and Molly find out they were having a snow day?

3. What was the first thing they did on the snow day?

4. What was Molly's job when they made the snow fort?

5. What was the one thing they did not get to do during their snow day?

Penguin Plot

Name _____ Date _____

Read the selection about penguins and answer the questions using complete sentences.

Penguins are a popular animal during the winter season. Penguins are flightless birds, but have wings that have evolved over time and are more like flippers that help them swim.

There are many types of penguins and they live in the Southern hemisphere, meaning the southern part of the earth. Penguins are *carnivores* and eat fish, squid, krill and shrimp. They catch their food in the water using their beaks and swallow it whole!

When a male penguin is ready to find a mate, he lets out loud calls to attract a female penguin. When penguins find a mate they sing to each other so they can recognize their voices.

Just like other birds, penguins lay eggs. However, the male penguin sits on the egg to protect it while the female penguin goes to look for food.

Penguins are playful animals and like to make use of their cold *climate*. They slide on their stomachs down hills and dive off cliffs into cold water.

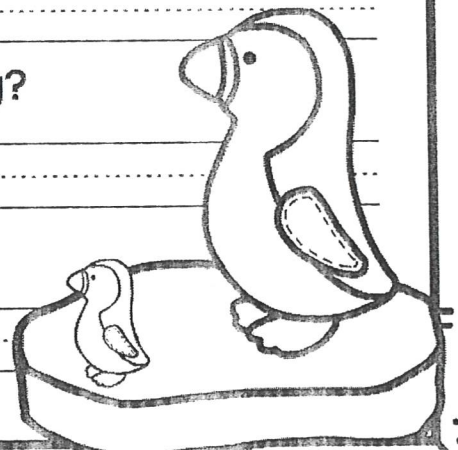
1. What does the word flightless mean based on the clues?

2. What do penguins eat and what is a carnivore?

3. Why do penguins sing to each other?

4. What is unique about how penguins raise an egg?

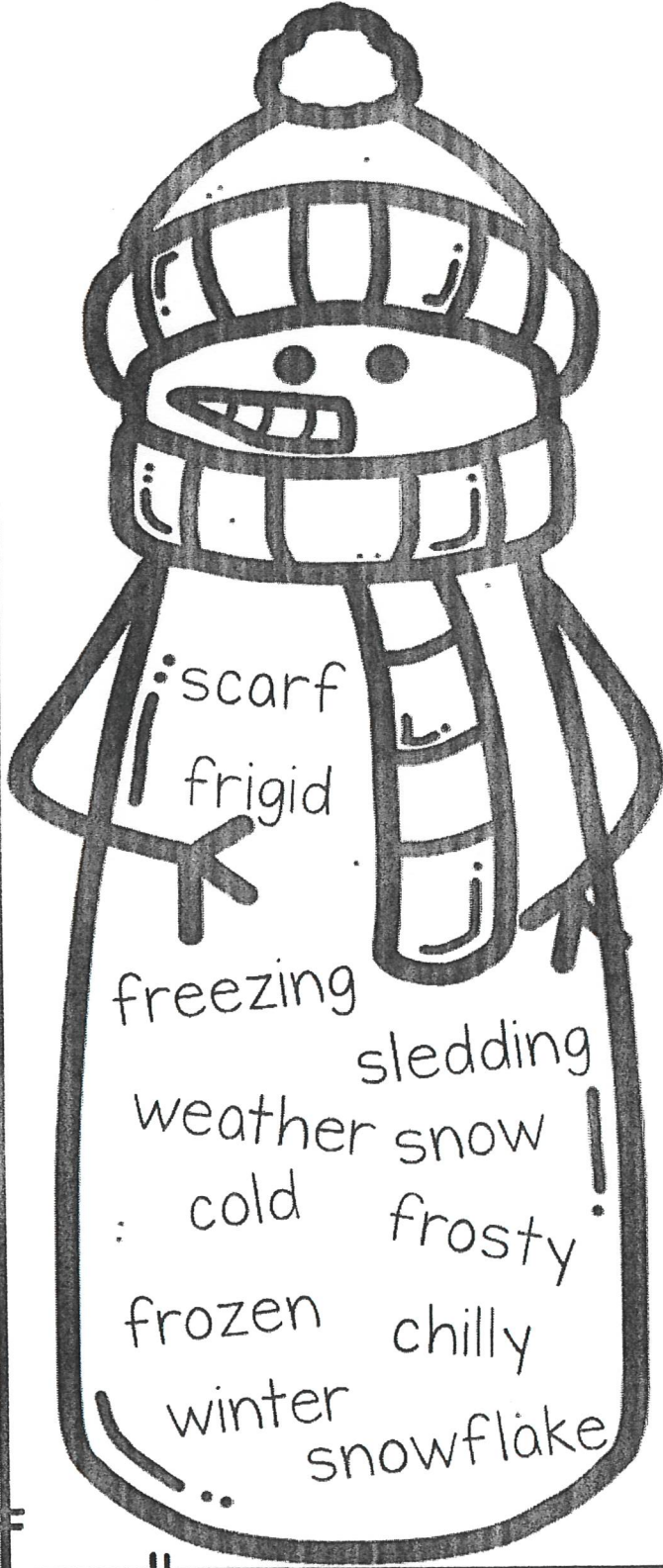
5. What is another word for climate



Winter ABC Order

Name _____ Date _____

Using the words on the snowman write the words in alphabetical order.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

SeeSaw Posts



Snow Day Read Alouds

The Snow Globe Family
<https://youtu.be/FhdR0KgZNw0>

Sadie and the Snowman
https://youtu.be/6lWTmSF_Ak4

The Little Snowplow
<https://youtu.be/41TSE0bYG3k>

2 Responses, 0 Waiting for Approval, 1 Draft, 15 Not Responded + Add Response

Assigned on Jan 19 at 8:00 AM

Assigned to All students

Template attached

Journal Activities Notifications Progress

Assigned

Scheduled

Archived

Calendar

Need ideas for today?

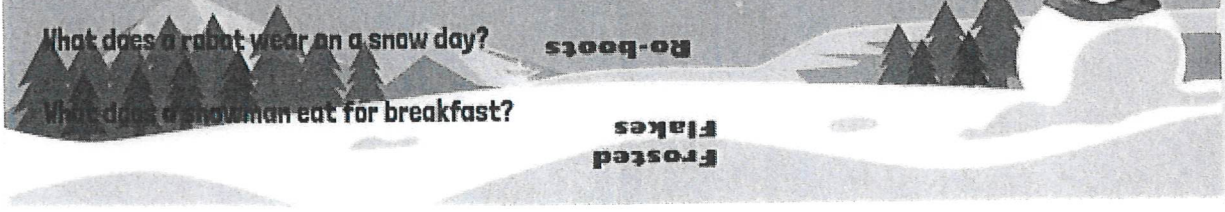
Bulk Archive Activities

KB Everyone  Krista Basler

Save Morning!

I hope you will have a chance to get outside and play in the fresh snow today! Not as much out there as my kids were hoping for, but it sure is pretty 😊 Today is snow day #5 for the district which means that your child needs to be doing some at home learning activities. You should have taken out the next snow day packet (bright blue cover) from their folders on Tuesday. In this packet are instructions for the included activities. I will upload some read alouds on SeeSaw but that will be the only new SeeSaw work from me for today. However, they would have had Art today so they will have an art activity uploaded to SeeSaw by Mrs. Henriksen. Please return the Snow Day work to school when you return on Friday. If you have any questions I will be available to answer those throughout the day. Just send me a message on SeeSaw. Mrs. Basler

P.S. Enjoy a few snow jokes today...



[View Original](#) [View Google Doc](#)

Wisconsin Rapids Area Middle School

Principal Ginter included an area on the WRAMS website dedicated to E-Learning on Inclement Weather Days. The message contained on that page is attached to this packet. In addition, in the weekly update that is dated January 9, 2023, Principal Ginter provided information to families about the expectations for students on such dates. In addition, Family Access and the WRAMS Facebook page were used as a means of further notification.

Teachers delivered their lessons to students via Google Classroom or Canvas, depending on which method students are accustomed to using. Each of the four core curricular areas had an hour of dedicated office time where students could connect with teachers. That schedule is included here. Finally, an example of a social studies, English and math lesson is provided as well. These are screenshots of what students see when they log into their Google Classroom. The teachers have links to any resources that the students need. Attendance is not taken, however, it is an expectation that the learning assigned is completed and turned in on time.



**WISCONSIN RAPIDS
AREA MIDDLE SCHOOL**



E-Learning on Inclement Weather Days

Information

Calendar and Schedules

Calendar of Events

Daily Schedule

Early Release Schedule

Reset Schedule

WRAMS E-Learning on Virtual Learning Day

On Virtual Learning Days, students should be sure to visit each of their teachers' Google Classrooms or Canvas pages and complete the required work. Teachers' virtual "office hours" are attached in their Google Classroom or Canvas page along with the links to join a Zoom or Google Meet if students need help.

Students can also request a virtual meeting with the School Counselors, School Social Worker, Positive Behavior Coach, School Psychologist, or Student Engagement Facilitator. Students should fill out the 'Student Services Request Form' in the **Student Forms tab** on their Chromebook to request a meeting. Student Services personnel will follow up through email.

Important Links

[Google Classroom](#)

[Join a Zoom by Meeting ID](#)

[Chromebook and Zoom Help Page](#)

WRAMS Weekly Update

Week of January 9, 2023

Important Dates

- Student Council Meeting
 - Mon., Jan. 9; 2:45-3:20 pm in room 103
- 6th gr Orchestra Concert
 - Tues., Jan 10; 6:30-8 pm, WRAMS Auditorium
- 8th gr Parent Meeting
 - Wed., Jan. 11; 5-5:30 pm @LHS PAC
- LHS Program Showcase Night
 - Wed., Jan. 11; 5:30-7 pm @LHS
- Wrestling Invitational
 - Sat., Jan. 14; 9:30 am @River View Middle School in Kaukauna



Dear WRAMS Families,

From here on out should school be closed due to inclement weather, we will employ an E-Learning Day. Teaching staff will push content out to students via Google Classroom or Canvas (whichever platform normally used) to work on from home. Included in the virtual lesson will be links for students to meet virtually with their teachers for lesson support if needed. The benefits of virtual, e-learning days is that they count as instructional days for the Department of Public Instruction. Staff are reviewing with students how to access content and will remind students to bring their Chromebooks home when the weather forecast is questionable.

In addition, Student Services staff will be available to students. Students can request a virtual appointment through their grade-level Google Classroom, and staff will follow up through email.

Let's keep our fingers crossed that school will not be canceled again; however, we are prepared and wanted to communicate the plan just in case!

If you have any questions, please feel free to contact us.

Kind regards,

Principal Ginter



*Social Studies,
ELA and Math
Examples*

Information was sent in the Weekly Update, Family Access, Facebook and posted on the website.

On the WRAMS webpage:

WRAMS E-Learning on Virtual Learning Day

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Posted to each grade-level classroom:

7th Grade E-Learning Day Office Hours

- Please check Google Classroom for materials and assignments.
- Your teachers will be available to answer any questions during their office hours via Google Meet or Zoom. †

Office Hours	Subject Area	Teacher Links
10:00 - 11:00	Math	Mr. Brown Ms. Henneman Ms. Heuer Ms. Koback Ms. Lochner Mr. Walsh
11:00 - 12:00	Social Studies	Mr. Sanger Ms. Tibbetts
12:00 - 1:00	ELA	Ms. Bodenheimer Ms. Erspamer Ms. Friedenfels Ms. Halbach Ms. Snee Mr. Walsh
1:00 - 2:00	Science	Ms. Close Mr. Hopkins

Sample lessons:

Title

Wednesday, Jan. 11

Description (optional)

VIRTUAL LEARNING DAY INSTRUCTIONS

- Complete the Sub-Saharan Africa Explained assignment (posted separately)
- Complete missing assignments: *Invictus* Background Questions from Tuesday or Apartheid Image Analysis
- REVIEW for the map quiz next week (study tools are posted separately)

I will be available to talk to via the Google Meet link below from 11:00 - 12:00. I will also be responding to your emails throughout the day.

- Africa Map Quiz (QUIZ IS ON JANUARY 19th)

B *I* U ☰ ✕



Class video meeting

<https://meet.google.com/qme-bjjw-yoh?authuser=0&hs=179>



Africa Map Quiz Study Tools

Posted Jan 9



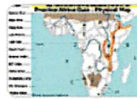
THE MAP QUIZ WILL BE ON THURSDAY, JANUARY 19TH. YOU WILL NEED TO MAKE A COPY OF THE MAPS SO YOU CAN TYPE ON THEM.



2023 Africa Map Quiz Re...
Google Slides



2023 PRACTICE QUIZ Afr...
Google Drawings



2023 PRACTICE QUIZ Afr...
Google Drawings



Africa Countries - Level 1...
<https://www.sheppardsoftware.com>



Countries of Africa Map ...
<https://world-geography-games.com>



Africa: Countries - Map ...
<https://online.seterra.com/en/v>



Africa: Physical Features ...

[View material](#)

VIRTUAL DAY - Wednesday, Jan. 11

Kelly Sneen • 7:35 AM (Edited 10:20 AM)

20 points

Due Tomorrow

Good morning everyone!

UPRISING WORK for TODAY:

* You need to read not only your assigned character of Uprising, Section 2, but ALL characters of Sec. 2.

*I have posted an online version of Uprising below.

*All sections (Bella, Yetta, and Jane) must be completed. You do not need 2 sentences for the 2 characters you are not assigned, but you need to have an answer for every question.

*If you don't have your paper version of the study guide, I posted an electronic one below. Fill in the answers you don't have on your paper version using the electronic version. I will collect both versions when I score this study guide. In other words, you do not have to type the answers to the questions you have already written of the paper version, but ALL questions on the study guide need to be answered!

*If your group would like to meet using Google Meet or Zoom, go for it! You may work on your presentation electronically!

*If you have any questions, email me or click on my Zoom meeting from 12pm to 1pm today.

NoRedInk Grammar lesson for today:

*Log in to NoRedInk and finish the 2 lessons on citing text evidence - Due Friday



Link

<https://msncastillo.files.wordpress.com>



[Template] Copy of Uprising ...

Google Docs



Launch Meeting - Zoom

Wednesday, January 11 **VIRTUAL DAY**

1. **Reminder:** [Flame Test Lab](#) completed by **THURSDAY**
2. **Reminder:** [Periodic Table Reading with Reading Guide](#) - Due **THURSDAY**
3. Watch [this video](#) about the Basics of the Periodic Table. Complete these [questions](#) as you view the video. You can type your answers in a separate document or hand write your answers on a piece of paper. Listening guide questions are due **TUESDAY**
4. Your teachers will be available to answer any questions during their office hours via **Zoom** from **1:00 - 2:00 TODAY**. [Mrs. Garrigan](#) [Mrs. Fredrick](#)

Term 3 of Trimester 2 ENDS Wednesday, January 18 - missing work must be turned in!!

Learning Targets - I can contrast periods and groups on the Periodic Table.

January 9-13 ⋮

Wednesday January 11th-Virtual Learning Day

Edited 6:11 AM ⋮

No due date

Students are to complete 2 Freckle Assignments. One Assignment is a Ratios and Proportions Adaptive Math and the other one is Multiplying Signed Numbers. You need to score a 70% or higher on both assignments to get credit.

7
Turned in

239
Assigned

Be sure to check your grade level Google Classroom for office hours today.

7th Grade E-Learning Da...

Google Docs

[View assignment](#)

Tuesday January 10th-Lesson 11

Edited Yesterday ⋮

Monday January 9th-Lesson 10/Intervention

Posted Jan 9 ⋮

5:55
🔒 📶 🔋

🏠 oom.freckle.com
+
📄 3
⋮

TIME PERIOD

Last 30 Days + Scheduled: Dec 12th - after today ▾

By Assignment

By Student

All Incomplete Complete

DATE ASSIGNED	TITLE	PRACTICE MODE
> Jan 11	Ratios & Proportions - At your level	Adaptive Math
> Jan 11	Number System - Multiplication of Signed Numbers	Targeted Practice

Questions or help finding something? [Check out our FAQ](#)

Not finding what you're looking for? [Contact Support](#)

Lincoln High School

Principal Rasmussen began sending out information regarding e-learning days right after winter break. These communications included the schedule that students would follow along with the expectations for “attending” school that day. Attendance was taken each class period and was recorded as attendance was a requirement.

Teachers deliver their lessons to students via Canvas. All teachers are expected to hold office hours between 12:15 and 2:55 where they are available for students. Included are e-learning examples from each department at Lincoln High School.





1801 16th Street South, Wisconsin Rapids, WI 54494
Phone: (715) 424-6750 Main Office Fax: (715) 424-6749
Student Services Fax: (715) 424-6754



www.wrps.org/schools/lincoln



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[WRLincolnHighSchool](https://www.facebook.com/WRLincolnHighSchool)



[WR_LincolnHS](https://twitter.com/WR_LincolnHS)



January 6, 2023

It was great to see everyone back in the building after Winter Break. It is an exciting time at LHS as we will be occupying part of the new addition in the next few days. Just a reminder that when visiting LHS you **MUST** bring your driver's license to the main office in order to enter the building.

Unfortunately, we have now utilized our allotment of 3 built-in inclement weather days. Due to this, we will now be moving to "E-Learning" on future inclement weather days. This will allow us to not extend our school year further into June.

The expectation is that students will join the classroom Zoom session at the designated times below. In the student's Canvas, each teacher has created a Zoom link for each class period. The staff member will provide the instruction for the learning content that is being given for the day. All staff and students will be online at that time period. Depending upon the teacher-led content, students may be E-Learning for the entire time period or for just the time needed to explain content expectations. Attendance is expected and will be taken. You will notice each class session is 35 minutes in length.

In the afternoon, students will have time to work on the content and have teachers available via an office hours Zoom link for questions or additional assistance. Teachers will be posting the Zoom link for their classes and all content to be completed in Canvas. Our main office will be open these days and available for assistance at extension 4000.

E-Learning Day Schedule

1st -- 8:10 AM to 8:45 AM

2nd -- 8:55 AM to 9:30 AM

3rd -- 9:40 AM to 10:15 AM

4th -- 10:25 AM to 11:00 AM

5th -- 11:10 AM to 11:45 AM

Teacher Office Hours 12:15 PM to 2:55 PM

PTV & Registration Information

- On Monday, January 9th, current 9-11th grade students need to report directly to RPT at 7:30 a.m. for registration information. Seniors will have school beginning at 8:45 a.m. that day. Information was sent home via email to parents earlier this week.
- Our Program Showcase will occur Wednesday, January 11th from 5:30 to 7:00 p.m. Further details were sent in a separate mailing that went home earlier this week.
- There will be a new student/incoming 9th-grade parent meeting on Wednesday, January 11th in the PAC at 5:00 p.m.
- Parent-Teacher Visitation is Tuesday, January 17th, from 4:00 to 6:30 p.m. [Click on this link to schedule an appointment](#) with your child's teacher. If you want an in-person meeting, you must book by Tuesday, January 10th.
- Please view the details of PTV and Registration in our [January newsletter](#).
- On Thursday, January 19th, students will input their classes into Skyward for the 2022-23 school year. Seniors will report to RPT for an ACP lesson at 7:30 a.m.
- Our schedule for January 9th and 19th is below.

In the following week, teachers have a professional development day on Monday, January 16th. This is also Martin Luther King Jr. Day. We have an early release on Wednesday, January 18th.

Seniors...Incorporate is preparing for the 2023 Scholarship season and they are excited to announce those scholarship applications are now OPEN. The online application deadline is Thursday, January 26, 2023.

We are very near the end of construction and have the ability to move into all of our new learning spaces. Since early October, we have been utilizing our new science classrooms/laboratories. Our new second-floor collaborative spaces and small group instruction rooms have been open since early November. This week we moved into the expanded Commons Cafeteria and our end-of-school day bus dismissal went back to normal. Over the next two weeks, we hope to move into the new English classrooms, Learning Commons, Library, and Main Offices. We also hope to have visitor parking return to the front of the building. There will be many more details in next week's update in regard to new processes with the building addition opening. Lastly, book your calendar for the LHS Open House on Sunday, April 16th at 1:00 p.m.

The South Wood County Youth Success Coalition has created a short survey to understand better the volunteering habits & preferences of local high school students, barriers preventing participation in volunteer activities, and their knowledge and awareness of volunteering resources. Responses will inform the direction of future outreach to potential youth volunteers and help develop local volunteer opportunities. Responses will also influence the design & implementation of a volunteering component to be added to the Teen Job Fair in March. Please complete the following survey by January 15th:

<https://www.surveymonkey.com/r/youthsuccess>

We continue to plan for our **Fire on Ice 2023** Spirit Week (January 26 - 31). Student Council is planning dress-up days, spirit competitions, and the Sophomore Ice Prince and Princess crowning during spirit week. If an LHS student plans on bringing a guest to the dance, the guest permission form must be completed by January 13th. This form was sent to all students this week.

School staff is working to teach students about mental health and how to seek help if they are worried about themselves or a friend. We are using a program called "**Signs of Suicide**" (**SOS**). The program teaches students about this difficult topic and encourages them to seek help. SOS has been used by thousands of schools over the past few decades. Studies have shown that it effectively teaches students about depression and suicide while reducing the number of students' self-reported suicide attempts. Lincoln will participate in SOS at Lincoln on Tuesday, February 7th. This will be a mandatory RPT day for all students. [This is the link for more information and dates of SOS in other secondary school buildings.](#)

LHS will be offering the official **ACT With Writing** on Tuesday, April 25th during the school day. We are able to offer this benefit for a reduced cost of \$56.00. This is an official ACT test and is accepted for college admission. [You must sign up here and pay the fee to our payment clerk by Tuesday, February 21st in order to be scheduled for this ACT test date.](#)

Since the last weekly update, we had four students and two staff members test positive for COVID-19.

Proud To Be The Red & White of Rapids!



Ronald A. Rasmussen
Principal



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January 13, 2023

Two Thank Yous to begin this week. Thank you for your adaptability on our first E-Learning Day on Wednesday. If your family was like mine, we had no inkling we would not have in-person attendance. More on E-Learning is below. Also, a thank you to those who could attend the Program Showcase this past Wednesday. Despite our E-Learning Day, attendance was significantly increased from last school year. We are excited to see this night continue to grow and provide great insight for families on course selections for the next school year.

There is no school on Monday, January 16th as teachers have a professional development day. This is also Martin Luther King Jr. Day. We have an early release on Wednesday, January 18th.

In regard to E-Learning, I wanted to clarify some expectations moving forward if we have such days in the future.

- If you need internet assistance, please visit our Chromebook Care Center for options.
- If a Chromebook is left at school, students should download the Canvas Student App in their phone's app store. This will allow students to gain access to all course materials.
- Attendance is required for all classes. Students do not need to check in for a study hall. If your son/daughter has an appointment and will miss a class during the assigned time, please contact the attendance line as normal.
- Students are not allowed to work at a job during class time. Working is not an excused absence.
- Students are expected to be active participants in class. When called upon, they should be unmuting and answering.

As we returned from winter break, we are grateful to everyone for helping to restore a routine for showing up to school while supporting students and families. We appreciate everyone's efforts to avoid taking extra time off during the winter break. As long as your child is healthy, please encourage showing up to class when school is in session. Every day of school is an important opportunity for students to learn as well as to connect to their peers and teachers. A reminder that per state law, students are not allowed to miss more than 10 school days per school year without professional/medical documentation. As a reminder, our absence information is [here](#).

PTV & Registration Information

- Parent-Teacher Visitation is Tuesday, January 17th, from 4:00 to 6:30 p.m. [Click on this link to schedule an appointment](#) with your child's teacher.
- Please view the details of PTV and Registration in our [January newsletter](#).
- On Thursday, January 19th, students will input their classes into Skyward for the 2023-24 school year. Seniors will report to RPT for an ACP lesson at 7:30 a.m.
- Our schedule for January 19th is below.

Seniors....Incorporate is preparing for the 2023 Scholarship season and they are excited to announce those scholarship applications are now OPEN. The online application deadline is Thursday, January 26, 2023.

We are very near the end of construction and have the ability to move into all of our new learning spaces. This week we moved into our expanded Commons Cafeteria and opened the first-floor front hallway restrooms. Over the next two weeks, we hope to move into the new English classrooms, Learning Commons, Library, and Main Offices. We also hope to have visitor parking return to the front of the building. Lastly, book your calendar for the LHS Open House on Sunday, April 16th at 1:00 p.m.

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Since last week, we had one staff member test positive for COVID-19.

Proud To Be The Red & White of Rapids!



Ronald A. Rasmussen

Principal

*All Curricular
Areas
Examples*

English IIB:

On the E-learning day, I assigned my students to read Act 5 (scenes 1-4 of *Macbeth*) and work on their reading guides for the scenes (we talked about the events from the scene the next day). I provided them with a digital script, a link to a radio dramatization to assist them if they needed the audio, and provided links if they were confused about the content of the text.

Reading Interventions:

I held an opening discussion of what each student's status was for their overall day, and what they'd need help with in the afternoon. I then had each student complete a reading lesson that ranged from 10-20 minutes depending on their skill level. In one case, I excused a student from my assignment to instead work with him on his ELA writing assignment as Tier 1 intervention.

English IIA:

For English IIA, we met with them on Zoom to check in with how they were doing and ask if they needed help with anything (specific to class or otherwise). We talked about what we did the day before in class and assigned the next chapter of reading. They had to find one piece of text evidence (introduce it and cite it) that showed a connection to one of our themes. We checked what they found the following day.

Drama and Acting/Production

E-Learning Day on Wed, Jan 11, 2023

1. Zoom in at 9:40am
2. Screenshot participates for attendance
3. Explain what each class is going to do. (see below)

Advanced Drama 9:40-10:15	Acting & Production 9:40-10:15
<ul style="list-style-type: none"> • After attendance and explanation, check in with Danke for any questions about their Goat Song paper summative. • If none, can log off to work until 10:15 	<ul style="list-style-type: none"> • Breakout rooms for each play • In breakout rooms, one person make a copy of the Structure of Drama. Share that doc with rest of group and Danke. • Decide if they want to read to designated page out loud with their group or read by themselves on their own. • Start to read your full length plays: <u>Assigned Partners and Selected Play Scenes</u> <ul style="list-style-type: none"> ○ <i>An Enemy of the People</i> - up to page 25 ○ <i>Blithe Spirit</i> - up to page 30 ○ <i>Stand and Deliver</i> - up to page 38 ○ PS - these are all about 45 min

	<p>in length</p> <p>When done, check back in with Danke and then can work until 10:15</p>
Advanced Drama in the afternoon	Acting & Production in the afternoon
<ul style="list-style-type: none"> Set a timer for 45 min to type/work on their Goat Song paper. 	<ul style="list-style-type: none"> Read up to designated page - either zoom in for Danke's office hours with group to read out loud or read by selves.

English IIIA:

35 minutes. I explained the [Crucible Gathering Evidence Sheet](#) and offered an example for them to follow as a guide. I covered the themes once again and stressed verb tense and 2-3 analytical sentences for their chosen text evidence. This is a writing-building process. They will be adding to it as we continue to read *The Crucible*.

I verbally talked/explained to them for about 25 minutes and asked if they had any questions. Then the remaining time, they could locate/choose text evidence and fill out the form. Last step: upload the final draft to the Canvas assignment.

Week 6 Overview January 9 - 13

Week 6: January 9-13

Directions: Below is the outline for the week - it will tell you what needs to be done each day, as well as what you are expected to do if you are absent from class (that includes being quarantined, sick, at an appointment, or on vacation). Make sure all the assignments are completed each day and are done in the order that they are listed. Some assignments may require you to get 100 percent, some may only have 1 attempt to take them, while some may give you unlimited attempts. Pay attention to the due dates as well!

Daily Outline and Activities		Assignments	Absent Students
Monday	<p>Check Off/Discuss</p> <ul style="list-style-type: none"> CA Clapper Rail Structure of Ecosystems <p>How organism interactions impact an ecosystem - Trophic Cascades</p> <p>Intro video to Exploring Trophic Cascades</p> <p>Examine case studies to understand trophic cascades</p> <p>TLTE Practice Problems KEY</p>	<p>Exploring Trophic Cascades Interactive Activity - due Tuesday 1/10 at the start of class</p>	<p>If you were absent from class watch this video: Intro video to Exploring Trophic Cascades and then complete this Trophic Cascades Interactive Activity Exploring Trophic Cascades - ABSENT Students - due Tuesday 1/10 at the start of class</p>
Tuesday	<p>Check Off/Discuss</p> <ul style="list-style-type: none"> Trophic Cascades <p>Examine WI Mammal Skulls to determine which trophic level they belong in.</p> <p>Skulls Pre-Lab notes</p> <p>Skull Animal Options - this link will give you a list of the possible animals each skull can be.</p>	<p>WI Mammal Skulls Lab</p>	<p>If you were absent from class today:</p> <ol style="list-style-type: none"> View the notes linked in Daily Outline and Activities column. Click here to view videos of each skull and complete the lab datasheet that's linked.
Wednesday	<p>E-Learning Day!</p> <p>Attendance will be taken during the Zoom Class. You must have your video camera on to be in attendance!!</p> <p>E-Learning Mr. J</p>	<p>Complete the following:</p> <ol style="list-style-type: none"> How Wolves Change Rivers - Trophic Cascades NPP and Biomes <p>Both of these are due Today by 2:53 pm</p>	
Thursday	<p>Finish WI Mammal Skull Lab: Lab Analysis quiz</p>	<p>WI Mammal Skull - Lab analysis - due Friday by 11:59 pm (you get 2 attempts-highest score will be kept)</p>	<ol style="list-style-type: none"> Click here to view videos of each skull and complete the lab datasheet that's linked. Complete the WI Mammal Skull Lab analysis - due Thursday by 11:59 pm (you get 2 attempts-highest score will be kept)

Questions for How Wolves Change Rivers Edpuzzle video assignment



OPEN ENDED QUESTION

What is a trophic cascade?



OPEN ENDED QUESTION

What was the effect of the exponential growth of herbivores at Yellowstone's ecosystem?



OPEN ENDED QUESTION

Make a prediction of the effects of the reintroduction of the wolves on the population of primary consumers in Yellowstone National Park?



OPEN ENDED QUESTION

Explain how the deer populations interactions with park's ecosystem changed after the reintroduction of the wolves?



OPEN ENDED QUESTION

Explain why the population of aspen and other plants increased in the park.



OPEN ENDED QUESTION

What is biodiversity?



OPEN ENDED QUESTION

Explain how the trophic cascade impacted the hydrosphere at Yellowstone.



OPEN ENDED QUESTION

How did the reintroduction of wolves transform the geosphere of Yellowstone?

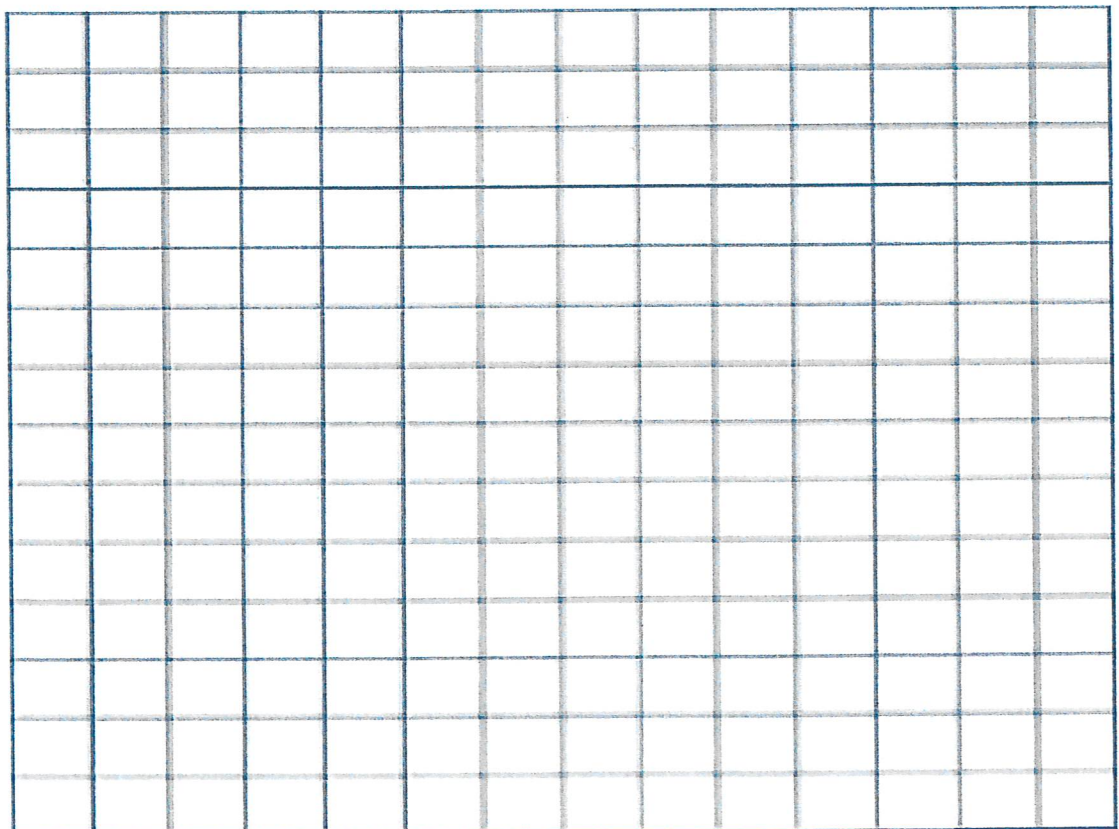


OPEN ENDED QUESTION

An ecological balance was restored due to the trophic cascade of the reintroduction of wolves. What does a balance in an ecosystem mean? Use examples from Yellowstone park to support your answer.

1. Create a bar graph showing the NPP of each biome:

Estuaries	9200 kcal/m ² /yr
Swamps and Marshes	9200 kcal/m ² /yr
Tropical Rainforest	8900 kcal/m ² /yr
Temperate Forest	6000 kcal/m ² /yr
Taiga	4000 kcal/m ² /yr
Savanna	3200 kcal/m ² /yr
Woodland/Shrubland	2600 kcal/m ² /yr
Lakes and Streams	2300 kcal/m ² /yr
Temperate Grassland	2300 kcal/m ² /yr
Open Ocean	1200 kcal/m ² /yr
Tundra	600 kcal/m ² /yr
Desert	300 kcal/m ² /yr



2. Which biome has the highest NPP? _____

3. Why do you think this biome has the highest NPP?

4. Which biome has the lowest NPP? _____

5. Why do you think this biome has the lowest NPP?

6. Now, calculate the total primary production of each biome. The total primary production is different because it takes into account how much land the biome covers. A biome with a larger land area will have a higher Total Primary Production than a biome with a smaller land area. [Video link on how to do calculations with scientific notation](#) or [view this image](#).

	Net Primary Productivity	Global Area	Total Primary Production (multiply first two columns)
<i>Estuaries</i>	9200 kcal/m ² /yr	2 x 10 ¹¹ m ²	
<i>Swamps and Marshes</i>	9200 kcal/m ² /yr	2 x 10 ¹¹ m ²	
<i>Tropical Rainforest</i>	8900 kcal/m ² /yr	20 x 10 ¹¹ m ²	
<i>Temperate Forest</i>	6000 kcal/m ² /yr	17 x 10 ¹¹ m ²	
<i>Taiga</i>	4000 kcal/m ² /yr	12 x 10 ¹¹ m ²	
<i>Savanna</i>	3200 kcal/m ² /yr	15 x 10 ¹¹ m ²	
<i>Woodland/Shrubland</i>	2600 kcal/m ² /yr	7 x 10 ¹¹ m ²	
<i>Lakes and Streams</i>	2300 kcal/m ² /yr	2 x 10 ¹¹ m ²	
<i>Temperate Grassland</i>	2300 kcal/m ² /yr	9 x 10 ¹¹ m ²	
<i>Open Ocean</i>	1200 kcal/m ² /yr	332 x 10 ⁵	
<i>Tundra</i>	600 kcal/m ² /yr	8 x 10 ¹¹ m ²	
<i>Desert</i>	300 kcal/m ² /yr	25 x 10 ¹¹ m ²	

7. Which biome had the highest TOTAL primary production?

8. Why do you think this biome has the highest TOTAL primary production?

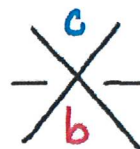
Your worksheet yesterday was a review of factoring - here are some notes if you have forgotten how to factor...

When factoring, think....

$$y = x^2 + bx + c$$

what numbers **ADD to = b** AND **MULTIPLY to = c**

***If you don't know your multiplication facts well, see me for a strategy using your calculator!!*



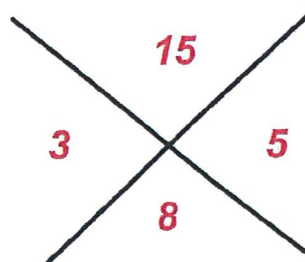
Examples of Factoring:

$$x^2 + 8x + 15 = (x + 3)(x + 5)$$

$$x^2 - 2x - 24 = (x - 6)(x + 4)$$

$$x^2 - 8x = x(x - 8)$$

You may have learned a method with an X to help you factor....



Examples - Special Cases of Factoring

Perfect Square Trinomial

$$x^2 + 10x + 25$$

$$(x+5)(x+5)$$

or

$$(x+5)^2$$

Difference of Squares

$$x^2 - 25$$

$$x^2 + 0x - 25$$

$$(x+5)(x-5)$$

Missing "c"

$$x^2 + 7x + 0$$

$$(x+0)(x+7)$$

or

$$x(x+7)$$

Finish and turn in your puzzle worksheet from yesterday...

Sect 2.1 - Vertex Form

KEY CONCEPT

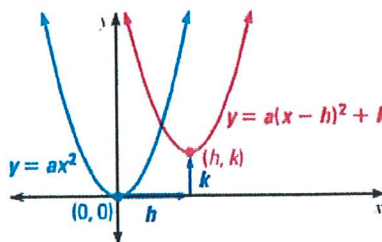
For Your Notebook

Graph of Vertex Form $y = a(x - h)^2 + k$

The graph of $y = a(x - h)^2 + k$ is the parabola $y = ax^2$ translated horizontally h units and vertically k units.

Characteristics of the graph of $y = a(x - h)^2 + k$:

- The vertex is (h, k) .
- The axis of symmetry is $x = h$.
- The graph opens up if $a > 0$ and down if $a < 0$.



Example:

For each equation, identify the vertex and axis of symmetry. Then state whether the parabola opens up or down, and whether it is narrower or wider than the parent graph $y = x^2$.

$$y = -4(x - 3) + 1$$

Vertex: (ordered pair): (3, 1)

Horizontal shift- Circle one: Right Left

How many units? 3

Vertical shift- Circle one: Up Down

How many units? 1

Circle one: Opens Up Opens Down

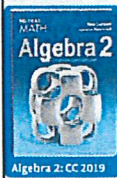
Circle one: Flatter Steeper Same

Reflected in x-axis? Circle one: Yes No

Homework:

Big Ideas - Sect 2.1 - Vertex Form

If you need more practice with factoring,



- Dynamic Classroom
- Resources
- Dashboard
- Student Reports
- Skills Trainer
- Class Management
- Practice
- Math Tools
- Assignments
- Game Library
- Assessments

- 5
- 6
- 7
- 8

Arithmetic with Polynomial Expressions

Adding Polynomials

Subtracting Polynomials

Multiplying Binomials

Multiplying a Binomial and a

Graphing Absolute Value Functions

Describing Characteristics of Absolute Value Functions

Circles

Constructing a Line Tangent to a Circle that Passes Through a Point

Multiply binomials and trinomials.

Factor the difference of two squares.

Factor $x^2 + bx + c$.

Factor $ax^2 + bx + c$.

Factor perfect square trinomials.

Geometry

Lesson Plans for E- learning day

Met with classes during scheduled time. Talked with them for about 20 minutes regarding social studies course options for next school year. Had near perfect attendance. Then, students completed the following assignments in canvas depending on which class they were in.

American Government

- Home
- Announcements
- Syllabus
- Modules
- Grades
- Pages
- Grade Sync
- Assignments
- Quizzes
- Outcomes
- Lectures
- People
- Discussions

Wednesday, 1/11

1.) Next week Tuesday (1/17) you will be registering for courses for next school year. You must have 3 credits of social studies to graduate. That means most of you need to take at least a half credit of social studies next school year. [Here](#) is a list of your options for next school year. You can click on the course to watch a 2 minute video explaining the course. The teacher explaining the course is the most likely to be the teacher of that course next year.

2.) Finish writing 2 bills for our in class simulation on how Congress works. Click on "Senate" to get the template for writing the bill. Be sure to turn them in on Canvas prior to the beginning of class tomorrow. Tomorrow we will do our committee meetings in regard to those bills.

3.) Take the Structures, Powers, and Functions of Congress Quiz in AP classroom.

[◀ Previous](#)
[Next ▶](#)

American History

- Home
- Announcements
- Syllabus
- Modules
- Pages
- People
- Assignments
- Discussions
- Outcomes
- Quizzes
- BlueButton
- Collaborations

Wednesday, January 11 - E Learning Day

1.) Next week Tuesday (1/17) you will be registering for courses for next school year. As a junior, you must take one of the following courses:

- A.) American Government
- B.) Constitutional Law
- C.) AP Government

You also have the opportunity to choose from the many electives that social studies has to offer. [Here](#) is a list of elective social studies courses for next school year. You can click on the course to watch a 2 minute video explaining the course. The teacher explaining the course is the most likely to be the teacher of that course next year.

2.) Finish the assignment you were given yesterday on imperialism. We did questions 1-5 about the poem "White Man's Burden" in class. Now, use this [reading](#) to complete questions 6-9.

Here is a copy of the entire [assignment](#), if you were not in class yesterday.

3.) Use any additional time you have today to make up any missing assignments for this class.

Physical Education E-Learning Day (Example)

Physical Education li-McDonald > Modules

68 Student View

- Trimester 2
- Home
- Announcements
- Syllabus
- Modules
- Grades
- Pages
- Grade Sync
- Assignments
- Quizzes
- Outcomes
- Rubrics

Collapse All View Progress + Module

E - Learning Inclement Weather

- McDonald PE Zoom schedule Term 2 2022-23
Feb 24
- Pickleball Introduction Video
- Simple Pickleball Quiz - PE2
Dec 16, 2022 | 5 pts
- 12 Minute WOD (Workout Of the Day)

- + ✓
- ✓
- ✓
- ✓
- ✓

Information Technology 1
E-Learning Day 1/11/2023
Julie Hepp

Objectives:

1. Review Excel (Spreadsheets) content for summative assessment.
 - a. Formulas
 - i. Within Excel
 - ii. Custom
 - b. Relative vs Absolute Cell Reference
 - c. Formatting
 - i. Conditional Formatting
 - ii. Styles
 - iii. Themes
 - d. Graphs
 - e. Non-printing Characters
2. Introduction to Databases (Access)
 - a. Definition/Use
 - i. Difference between databases and spreadsheets
 - ii. Everyday examples of databases students' information is already stored in.
 - b. Objects - Table
 - i. Design View
 - ii. Datasheet View

Activities

1. Databases
 - a. Large Group Discussion (Zoom)
 - b. Video - Access: Introduction to Databases
 - c. Worksheet in Canvas covering material in video.
2. Excel Review
 - a. Excel Review in Kahoot (assigned individually)
 - b. Complete SAM Excel Review Training (if not completed Tuesday)

**Spanish 2A 1/11/23 E-learning day
lesson (copied from my daily slides in
Canvas modules)**

- 1. E-learning day! See “Inclement Weather” Zoom Link Announcement in Canvas-- Join class!2.**
- 2. Apuntes (notes) para tomar**
 - a. Take the notes above.**
 - b. Do 7.32 (ej. 1. Yo la tengo.)**
- 3. Página 7.6 paquete (vocabulario)**
- 4. In your Canvas “to do” list:
“Cap. 7 El pretérito virtual”**

These items need to be completed by class time tomorrow! If you left your paquete at school, there is one linked on the very 1st (title) slide that you can look at and write answers on paper.

Day 3 Nutrition: Wed 1/11 - VIRTUAL DAY

Wed Jan 11 - VIRTUAL DAY

1. Continue with unit power point.

- [Mr. Vinter's old powerpoint](https://docs.google.com/presentation/d/13MzuN7QMyD85-12w2NSjEcFBC0J4QMkrPyavhCnEpOo/edit?usp=sharing) (slides 18-54)
- [Mr. K's] Nutrition PowerPoint: [Copy of 2019 nutrition](https://docs.google.com/presentation/d/1cXPADvUL9mjrHpkefM_nOp1dqWzXlpcT/edit?usp=sharing&ouid=104039897598675714852&rtpof=true&sd=true) (slides #11-28)

2. Info/activity packet (these may be referred to later): [Nutrition activity packet.pdf](https://wrps.instructure.com/courses/21010/files/569426/download?wrap=1)

(<https://wrps.instructure.com/courses/21010/files/569426/download?wrap=1>) ↓

(https://wrps.instructure.com/courses/21010/files/569426/download?download_frd=1)

- For class TODAY; work on Fast Food Meals worksheet, the last page of the packet you already have (11 points), which will be due at the beginning of the next class:
 - Create meals that you would actually eat.
 - Can use different fast food restaurants for different meals.
 - Example I may go to McDonald's for breakfast and I would order: Steak and egg bagel, hash-browns, sausage muffin, and a coffee. Then I would look up the nutrients that the worksheet is asking for. Include how much **sugar** is in each of your food item. Make sure you answer the questions on the back of the worksheet. [Fast Food Meals worksheet](https://docs.google.com/document/d/1hQKVGtkY0rtv5ZHhnSZXQ3T20idOulqXHUwFD-_Tju8/edit?usp=sharing)
 - If you like, here is where you can get some nutrition info:
 - [McDonald's Nutrition Facts](http://nutrition.mcdonalds.com/nutrition1/nutritionfacts.pdf)
 - [Culvers Nutrition Guide](https://www.culvers.com/menu-and-nutrition/nutrition-grid)
 - [Subway Nutrition Details](https://www.subway.com/en-US/MenuNutrition/Nutrition/NutritionGrid)
 - [Taco Bell Nutrition Info](https://www.tacobell.com/nutrition/info)
 - [Arby's Nutritional & Allergen info](https://cbs.arbys.com/pdfs/nutrition/Arbys_Nutritional_Allergen_Info_JAN1.pdf)
 - [Burger King Nutrition Explorer](https://www.bk.com/nutrition-explorer)
 - [KFC Nutrition Guide](https://www.kfc.com/full-nutrition-guide)
 - [Dairy Queen Nutrition Info](https://www.dairyqueen.com/en-us/nutrition/)
 - [Buffalo Wild Wings menu](https://www.buffalowildwings.com/menu/)
 - [Taco Johns nutrition Info](https://tacojohns.com/nutrition-information/)
 - [Panda Express Nutrition Info](https://www.pandaexpress.com/nutritioninformation)

3. Other worksheets we will go over later:

- Eating Disorders
- Labels
- Special Diets
- Cultural Connections.

4. **Nutrients Quiz TOMORROW!**

This is what was listed on the class calendar for On Your Own.

Assignment:

RC lesson Ch 4 L6

The debt snowball

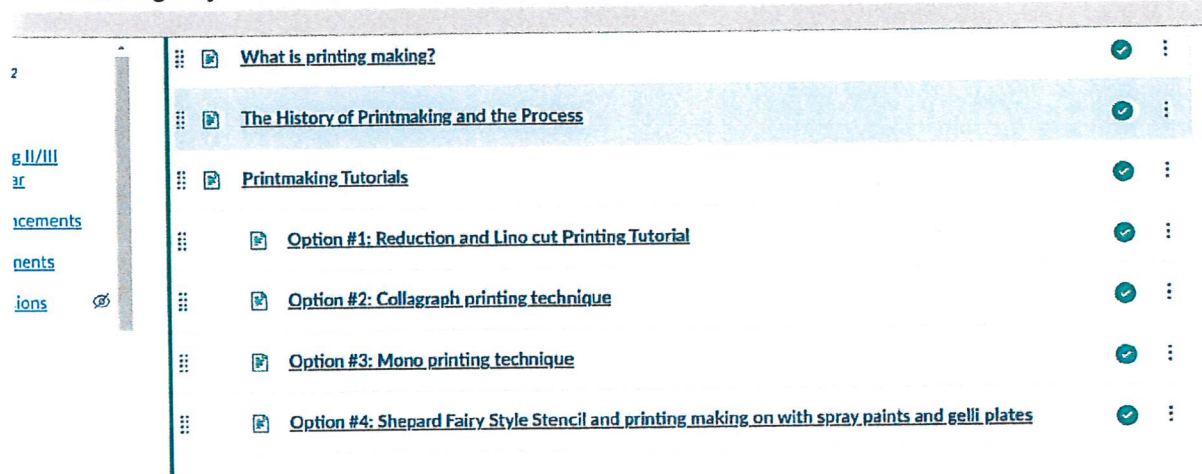
Due:**The debt snowball**

Directions given during scheduled class time. Students were to watch a video from Ramsey Classroom link Ch 4 Lesson 6 and complete the guided notes. When finished, submit and put completed in chat. Reviewed/discussed textbook pages for lesson 6 and students submitted textbook reflection. Students then were given the debt snowball assignment due at beginning of class Friday. Assisted those with questions until the end of designated time.

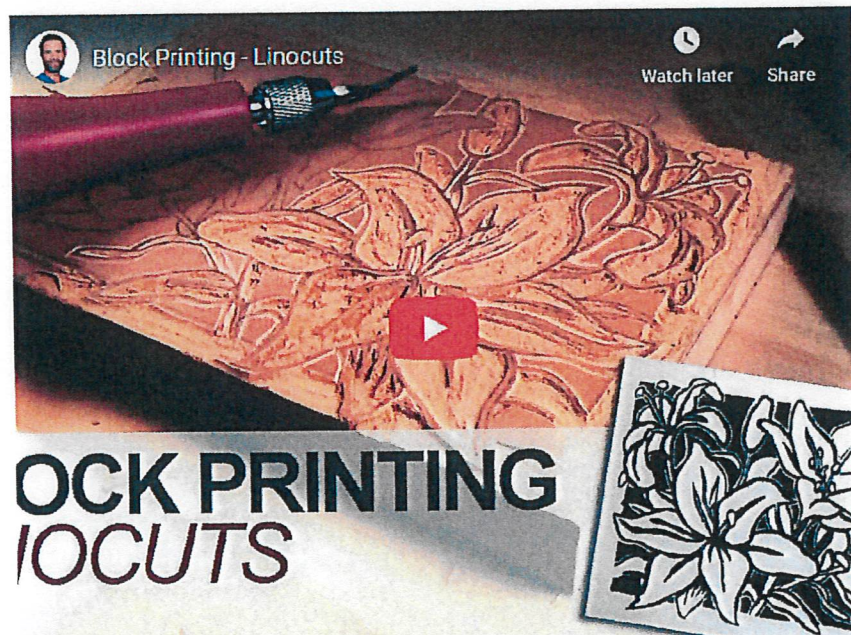
Virtual lesson: Jeanine Kleman Art Drawing II

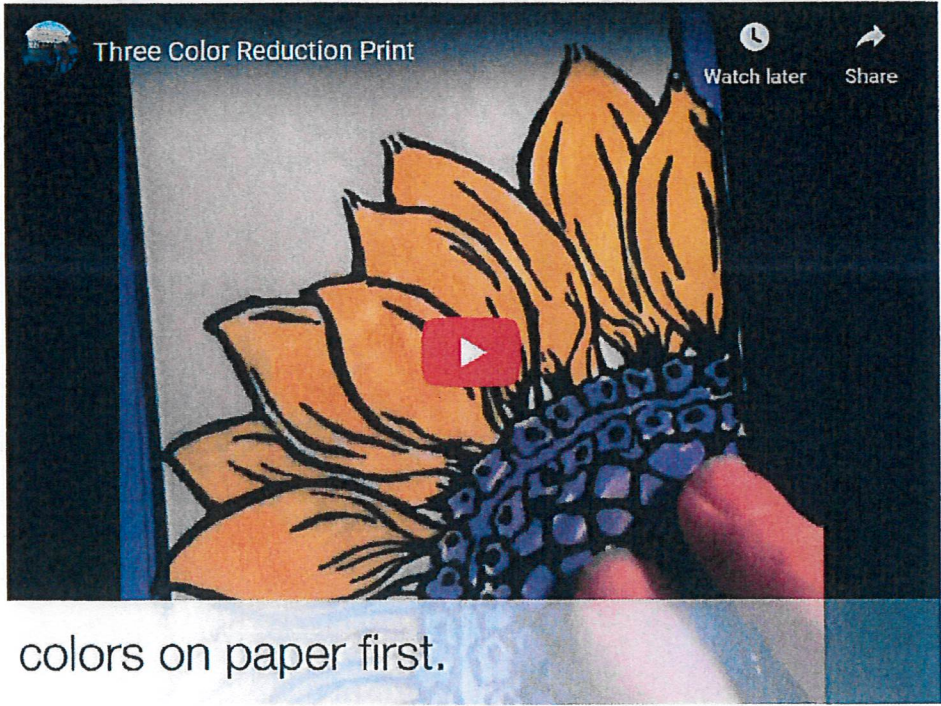
On our last virtual day I talked to the students via video about their next assignment: Printmaking. I went through learning targets, described the different processes using google searches for examples of different types of printmaking. I then showed them the pages in Canvas where each process is shown with a how to tutorial. Students were then asked to watch the videos to decide which process they wanted to complete in class.

Below is a picture of my Canvas module and one of the pages with videos for them to watch. The following day I showed them student printing plates and student samples.



Option #1: Reduction and Lino cut Printing Tutorial





colors on paper first.

River Cities High School

Principal Hepp sent out a communication to all students and families with a description of what will occur in the case of e-learning days for students who attend River Cities High School. Included in that communication were various options that RCHS students could take part in on the e-learning day. Students are expected to attend one of two Life Management virtual meetings on an e-learning day. Attendance is taken at the virtual meeting.

Included in this packet are screenshots of the various online programs that students can work in when they are learning remotely.





RIVER CITIES HIGH SCHOOL

2390 48th Street South - Wisconsin Rapids, WI 54494

Phone: (715) 424-6798 ~ Fax (715) 422-6370

To: RCHS students and parent/guardian

As you are aware, River Cities High School had no school for the inclement weather days on December 14, 15, and 22. If we have subsequent cancellations, students will be **required** to participate and to complete their academics through off-campus activities. Each student will indicate, to their classroom advisor, their ability to complete school work virtually. Those who can will follow the procedures and schedule below. Those who cannot participate virtually, will have individualized expectations as agreed upon with their classroom advisor.

Schedule for Off-Campus Learning

- ❖ All students will participate in **one** of the following Life Management virtual meetings. A link to the meeting will be sent to your school email. Attendance will be taken.
 - Life Management Course (Virtual Meeting) @ 9:30 AM
 - Life Management Course (Virtual Meeting) @ 11:30 AM
- ❖ Students will check in with their assigned advisor during one of the following sessions. Students are expected to check their school email for specific instructions.
- ❖ Students are expected to complete assignments through Canvas and/or as indicated by their classroom advisor.

Staff	Email	Session 1	Session 2
Don Neve	Donald.Neve@wrps.net	7:45 – 11:00	11:30 - 2:45
Carrie Siler	Carrie.Siler@wrps.net	7:45 – 11:00	11:30 - 2:45
Tim Studinger	Timothy.Studinger@wrps.net	7:45 – 11:00	11:30 - 2:45
Marti Olivarez	Marti.Olivarez@wrps.net	7:45 – 11:00	11:30 - 2:45
Sarah Gildenzoph	Sarah.Gildenzoph@wrps.net	7:45 – 11:00	11:30 - 2:45

Email will be the primary communication tool between staff and students. Please look at your email each day.

Please reach out if you have any questions or concerns.

Sincerely,

Steven Hepp
River Cities High School Principal

River Cities High School Virtual Days

Online Options:

GED-O2 Program- Canvas instructions

Tim Studinger has put together a comprehensive plan for students studying for their GED tests. On off campus days, students continue to work on the lessons in their GED books, and also have access to the videos and reading materials to provide additional support in preparation for the tests. All testers are required to communicate with Mr. Studinger during the school day through email, phone, or Google Meet.

Sample: <https://www.loom.com/share/97c238ea7a1b426891b3a65729a13356>

EmpowerU- All Students are required to participate in this course as one part of their Life Management class. There are lessons (see link for a short sample) that students complete and then are required to complete a reflection piece in Google Classroom (see link two for short sample). Each lesson has a reflection.

<https://www.loom.com/share/3fb4ce6cd63040b292920d8a514d0e44>

<https://www.loom.com/share/bbae3c9251d747d29adccd9fec260f97>

Aleks Math- Approximately 30 students enrolled for trimester 2. See the link for what the students see.

<https://www.loom.com/share/c44aeb6a0562433aae63cc195f912726>

Following is what students are expected to do on virtual days. An email is sent restating the responsibilities, as well as invitations to two separate Google Meets with staff. The last virtual day went better than expected. Most students followed through with their responsibilities.

☰ 2022-23 RCHS Snow Day Plan

For students who do not have access to the internet, we do help students take work home if we think there may be an inclement weather day. If that does not happen, students meet with staff the following day to ensure they are completing the required work. Students who do not comply with the guidelines, will not be counted as an "attended" day. Students do have the opportunity to make up that time if they choose.

RIVER CITIES HIGH SCHOOL – SAMPLE LESSONS

The screenshot shows a web browser window with the URL myempoweru.com/courses/. The page title is "EmpowerU Course Training". Below the title, there is a section for "ACCOUNT TRAINING" and a video player for "High School Independent Study/No Coaching - 18 Lessons". The video player has a large play button overlay in the center. Below the play button, there is a volume icon, a "58 sec" duration indicator, and a blue button labeled "What Are My Values". Below the video player, there is a section for "LESSON 3". The browser's address bar shows the URL myempoweru.com/courses/.../lesson-2-what-are-my-values-hs-nc-2/. The Windows taskbar at the bottom shows the search bar, taskbar icons, and system tray with the date and time "10:28 AM 1/18/2023".

WRPS x Login x Inbox x 22-23 x Recen... x Empo... x Virtua... x MS Ur... x Wave... x Cours... x +

classroom.google.com/u/0/c/NTA5MjY1NjAzMzA2

View transcript (n)

EmpowerU

Stream Classwork People Grades

empowerU

EmpowerU

Meet

Generate link

Class code

ucpv3e

Announce something to yo

47 sec

Carrie Siler posted a new assignment: EmpowerU Reflection Assignments

Jan 11

Type here to search

32°F Cloudy

10:36 AM

1/16/2023

WRF | Logi | Inbo | 22-2 | Rece | Emp | HS-1 | Virt. | MS 1 | Wave | Cour | Class | New | ALE | A x +

www-awu.aleks.com/alekscgi/x/isl.exe/1e_u-igNslkr7j8P3jH-1BM_BZ3obOhwjldoe1le8ZijMq4dHXi8mBL6pbnlMFhoD8BfyMDtDPk1GubpvMmlnDBv

View transcript (n)

ALEKS Algebra 1.2 22/23 Hi, Justus!

0:01 P NEXT

Solving a compound linear inequality: Graph solution, basic

CONTINUE MY PATH

WORKING TOWARD

Class Progress
249 of 306 Topics
Due Jun 9 11:59 PM

Mastered: 224 Learned: 25 Remaining: 57

0.4x
19 sec

- Arithmetic Readiness (55 Topics)
- Real Numbers (62 Topics)
- Linear Equations (44 Topics)
- Linear Inequalities (23 Topics)
- Functions and Lines (53 Topics)
- Linear Systems (19 Topics)

Calendar | ALEKS Pie Detail

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Winter storm 10:55 AM 1/18/2023

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