

Choose **one activity** from **three different columns** to complete with your child to count for attendance for the day of eLearning. Materials for the activities are in the pages that follow. Please mark the box in each row you complete.

<i>Safety Skills</i>	<i>Make Something</i>	<i>What's Cooking?</i>	<i>Thoughtful Thinking</i>	<i>Social Skills</i>
street signs	make a collage	talk about healthy snack options	happy vs sad choices	practice appropriate greetings
personal information	draw a picture	try a new food	feelings Bingo	use your best manners at lunch
discuss your safety evacuation plans	complete a puzzle	make a warm drink	imitate facial expression	play a game and practice taking turns.
read a story about safety	read a story about creators	read a story about cooking	read a story about being kind	read a story about asking for help

By signing here, you are confirming that you completed the activities you indicated above with your child to count for attendance on our eLearning day.

Parent Signature: _____ Date: _____

Safety Skills: Street Signs

Dear families,

Use these Street Sign Task Cards to allow your student to identify safety symbols and important street signs. There are 2 sets of cards; one with words and one with matching signs. Please use the set which is appropriate for your student.

Directions for this activity:

- Cut out appropriate set of cards.
- Play matching game with your child.
- Place initials on choice board if you selected and completed this activity.

<p data-bbox="338 764 548 938">stop sign</p> <p data-bbox="569 764 779 938">bus stop</p> <p data-bbox="800 764 1010 938">gas station</p>	<p data-bbox="1104 764 1314 938">pay phone</p> <p data-bbox="1335 764 1545 938">one way</p> <p data-bbox="1566 764 1776 938">restroom</p>
<p data-bbox="338 1247 548 1421">do not enter</p> <p data-bbox="569 1247 779 1421">stop sign</p> <p data-bbox="800 1247 1010 1421">railroad crossing</p>	<p data-bbox="1104 1247 1314 1421">bus stop</p> <p data-bbox="1335 1247 1545 1421">one way</p> <p data-bbox="1566 1247 1776 1421">gas station</p>

slow

**stop
sign**

**one
way**

airport

**pay
phone**

**bus
stop**

**cross
walk**

**do not
enter**

slow

**men's
restroom**

airport

**stop
sign**

gas
station

one
way

women's
restroom

wheelchair
accessible

restroom

airport

wheelchair
ramp

pay
phone

stop
sign

restroom

exit

do not
enter

gas
station

exit

pay
phone

slow

airport

one
way

exit

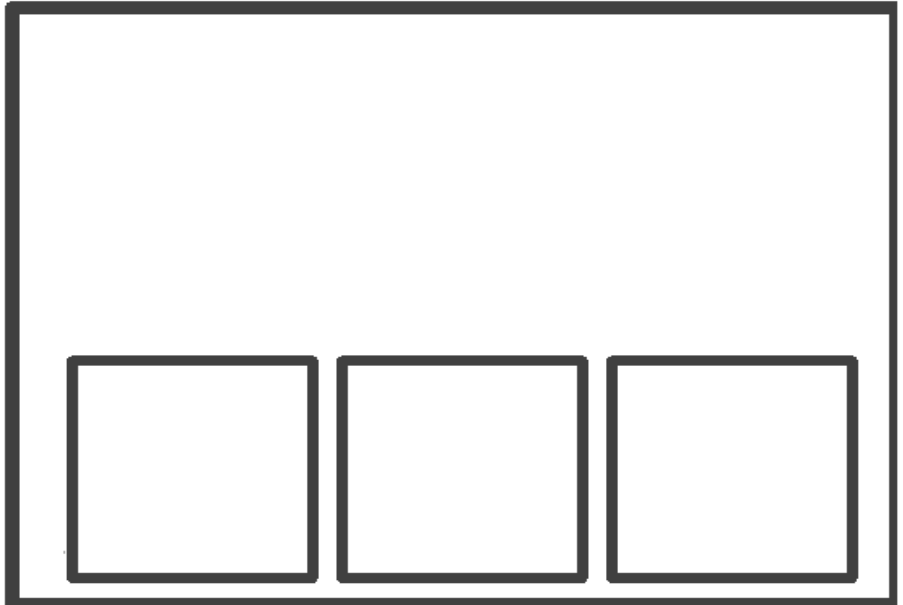
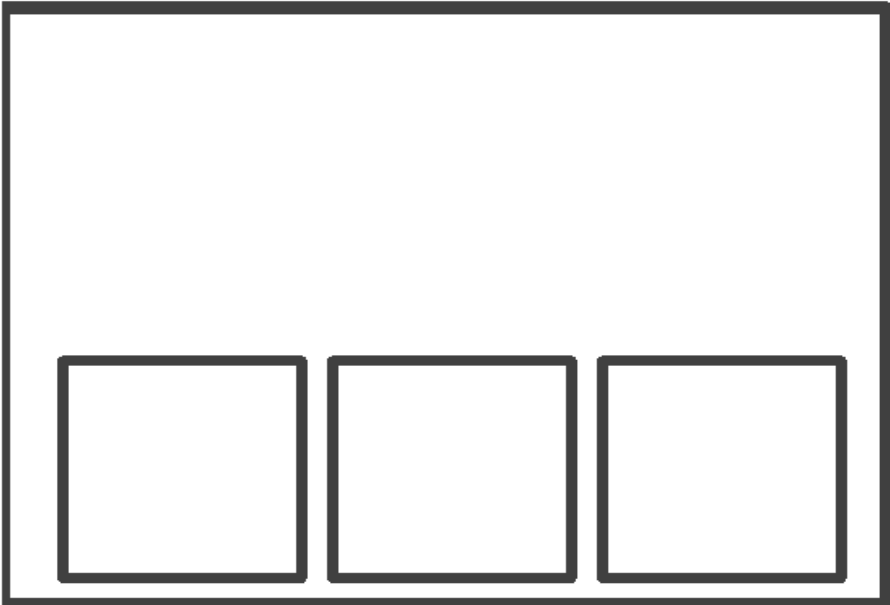
do not
enter

cross
walk

stop
sign

exit

do not
enter



Safety Skills: Personal Information

Dear families,

Use these Personal Information Flashcards to help your child remember their personal information.

Directions for this activity:

- Write in your child's information (or allow them to write it).
- Use flash cards to study this information.
- Place initials on choice board if you selected and completed this activity.

What is your name?



What is your phone number?



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

What is your birthday?



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

What is your address?



Handwriting practice lines consisting of two sets of four horizontal lines each. Each set includes a solid top line, a dashed middle line, a dotted bottom line, and a solid baseline.

What is your dad's name?



What your mom's name?



Safety Skills: Discuss your Safety Evacuation Plans

Dear families,

Use the Fire Safety Emergency Plan to make a plan for your home in case of emergency. Directions:

- Complete the Fire Safety Emergency Plan for your home.
- Talk about and practice your plan with your child.
- Place initials on choice board if you selected and completed this activity.

Name -----

Fire Safety Emergency Plan

Find each smoke detector in your house. How many smoke detectors are there? -----

Did you check your smoke detector to make sure it works? -----

Location of your fire extinguisher(s): -----

Meeting spot outside in case you get separated during a fire:

What is your family plan in case there is an emergency/fire?

Safety Skills: Read a Story About Safety

Dear families,

Read the story *Fire Safety with Tracy* with your student.

Directions:

- Have your student read the story or read it to them.
- Talk about the story and ask them questions about what you read.
- Use the communication board if appropriate for your child.
- Place initials on choice board if you selected and completed this activity.

Fire Safety With Tracy

Level E



Written and Illustrated by Travis Schaeffer

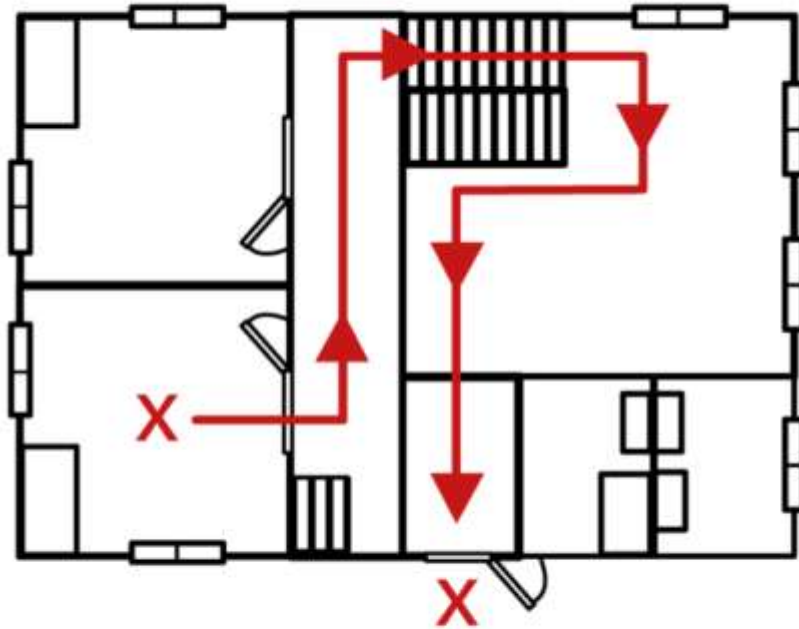
Blind This End



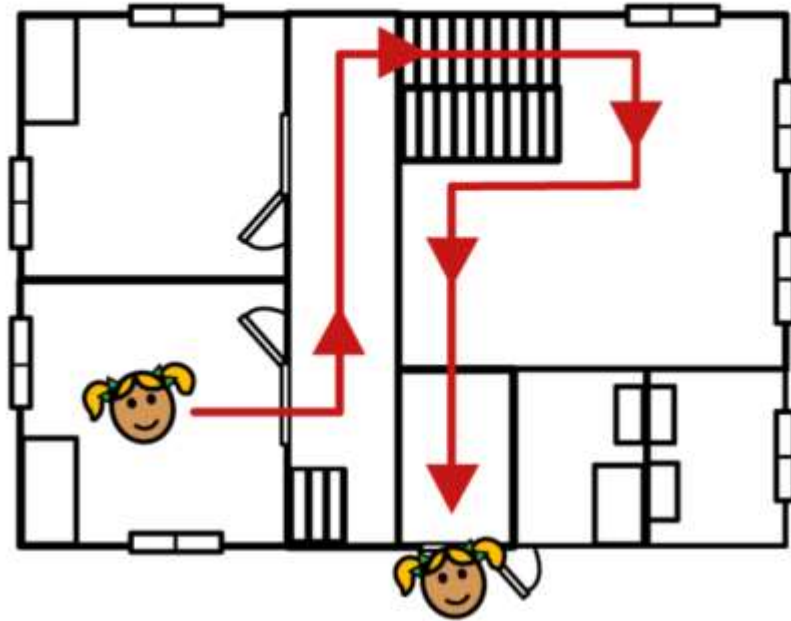
**Tracy hears the smoke alarm.
Tracy sees black smoke and
flames. There must be a fire !
A fire is dangerous.**



Tracy must be quick during a fire. She wants to stay safe. Tracy follows five safety rules.



Rule 1: Have an Escape Plan
An escape plan is a way out of your house. You need to know where you need to go. Then practice your escape plan and be prepared.



Tracy has a disaster plan for home and school. She has practiced her disaster plans with her parents and teachers. Tracy is prepared for a fire.



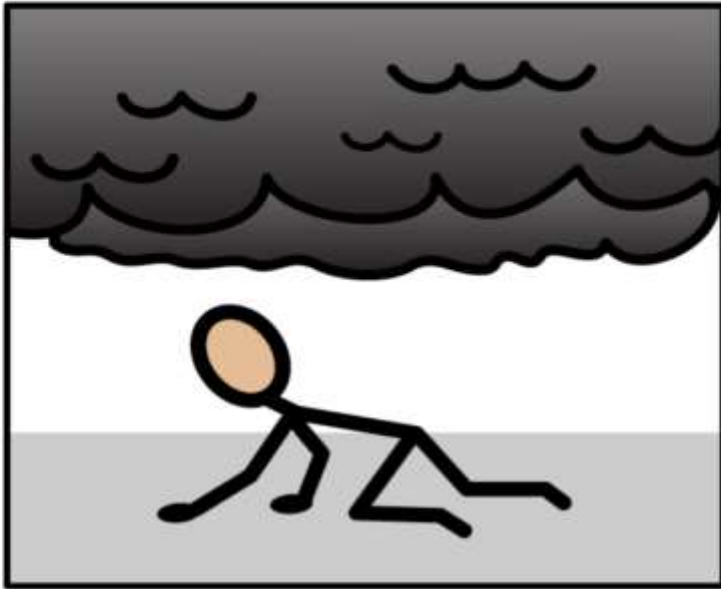
Rule 2: Be Safe

Feel a door before opening it.

If a door is hot, STOP! Do not open the door. Find another way out.



**Tracy feels a door. It is hot !
Tracy looks for another way
out.**

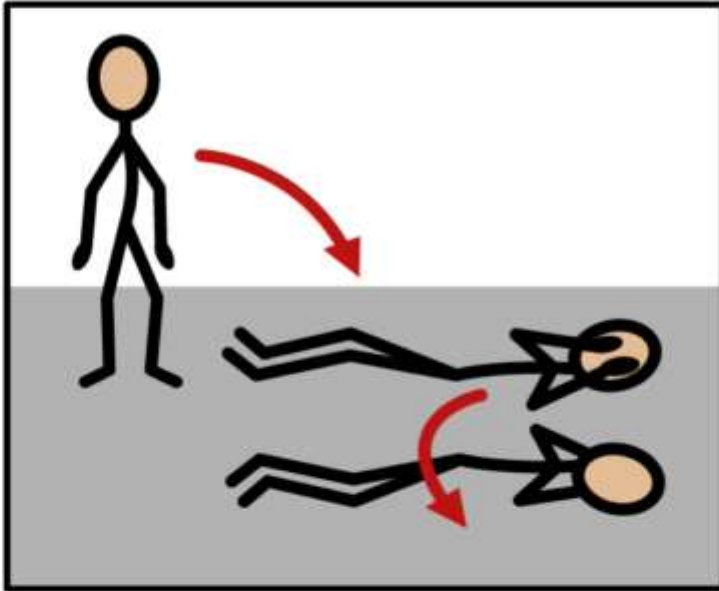


Rule 3: Stay Low

A house can fill up with black smoke during a fire. It is unsafe to breathe in smoke. Smoke rises in the air. Stay low to stay under the smoke.



**Black smoke fills the house.
Tracy stays low to stay under
the smoke. Tracy keeps
moving and covers her face.**



Rule 4: Stop, Drop and Roll
If your clothes catch on fire, remember to stop and drop to the ground. Cover your face and mouth with your hands. Roll back and forth, until the fire is out.



DROP
AND
ROLL

STOP



Tracy catches her clothes on fire. She stops and drops to the ground. Tracy covers her face and mouth. She rolls back and forth. Tracy puts out the fire on her clothes.



Rule 5: Escape and Call 911
Escape the fire. Find a way out of the house. When you are outside, go to your family or class meeting place. Call 911. Stay outside and wait for help. Firefighters will come and find you.



Tracy crawls out an open window. She is safely outside. Tracy calls 911. Tracy waits outside for the firefighters to arrive.



The End

yes



Fire Safety With Tracy

no



hear 	escape 	practice 	black 	Tracy 	smoke alarm 	smoke
feel 	stop 	use 	dangerous 	fire 	rule 	plan
fill 	breathe 	rise 	safe 	door 	house 	air
drop 	cover 	roll 	hot 	clothes 	ground 	mouth
call 911 	wait 	help 	low 	face 	hand 	firefighter

Make Something: Make a Collage

Dear families,

A collage is making a big picture from smaller pictures. Students often do this during their art class.

Directions:

- Cut out pictures from magazines or other sources.
- Paste them on to one piece of paper. They may overlap on the paper.
- Place initials on choice board if you selected and completed this activity.

Make Something: Draw a Picture

Dear families,

Allow your child to express their artistic talents by drawing or coloring a picture.

Directions:

- Draw a picture using crayons or markers.
- Place initials on choice board if you selected and completed this activity.

Make Something: Complete a puzzle

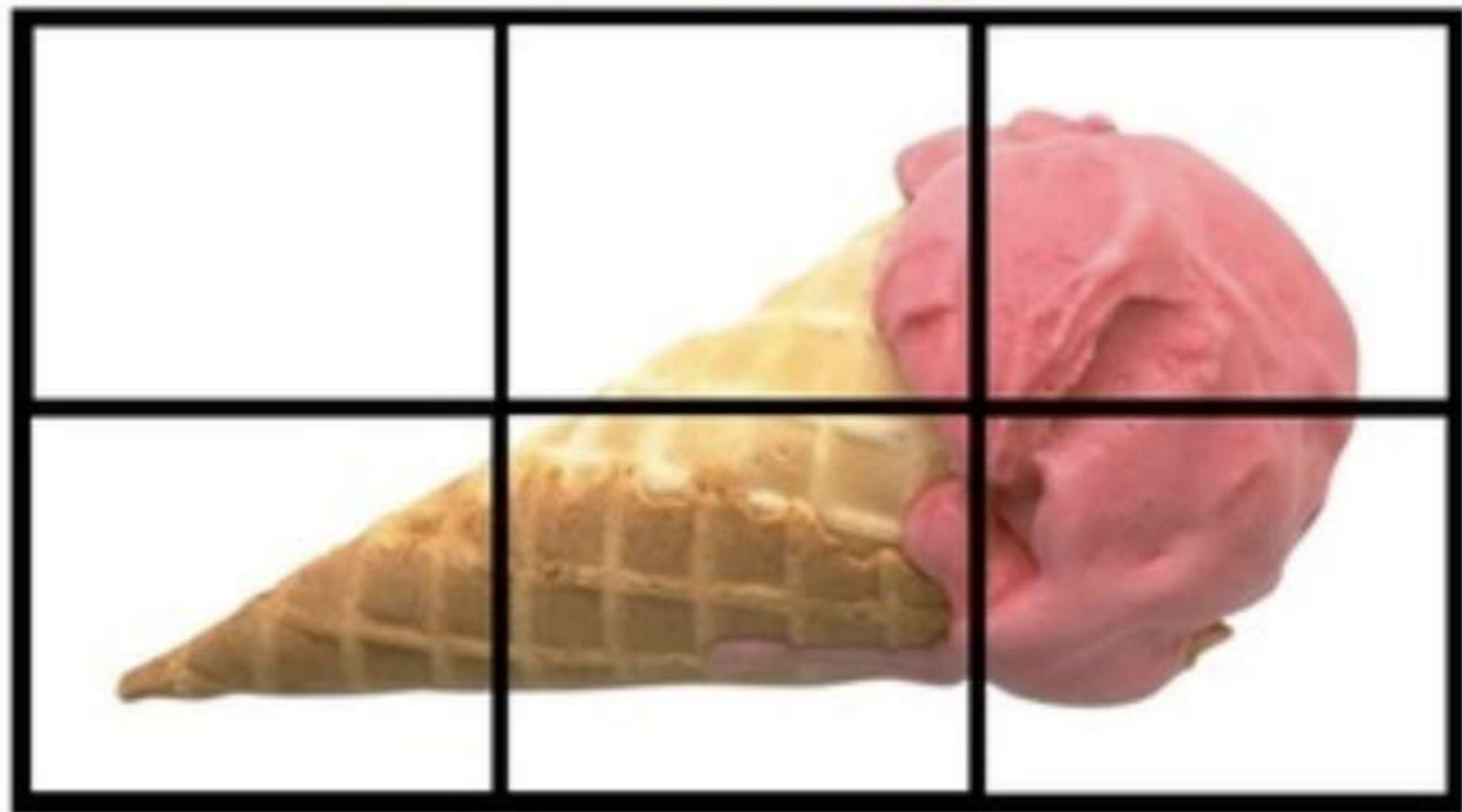
Dear families,

Use the puzzles in your packet or one of your own.

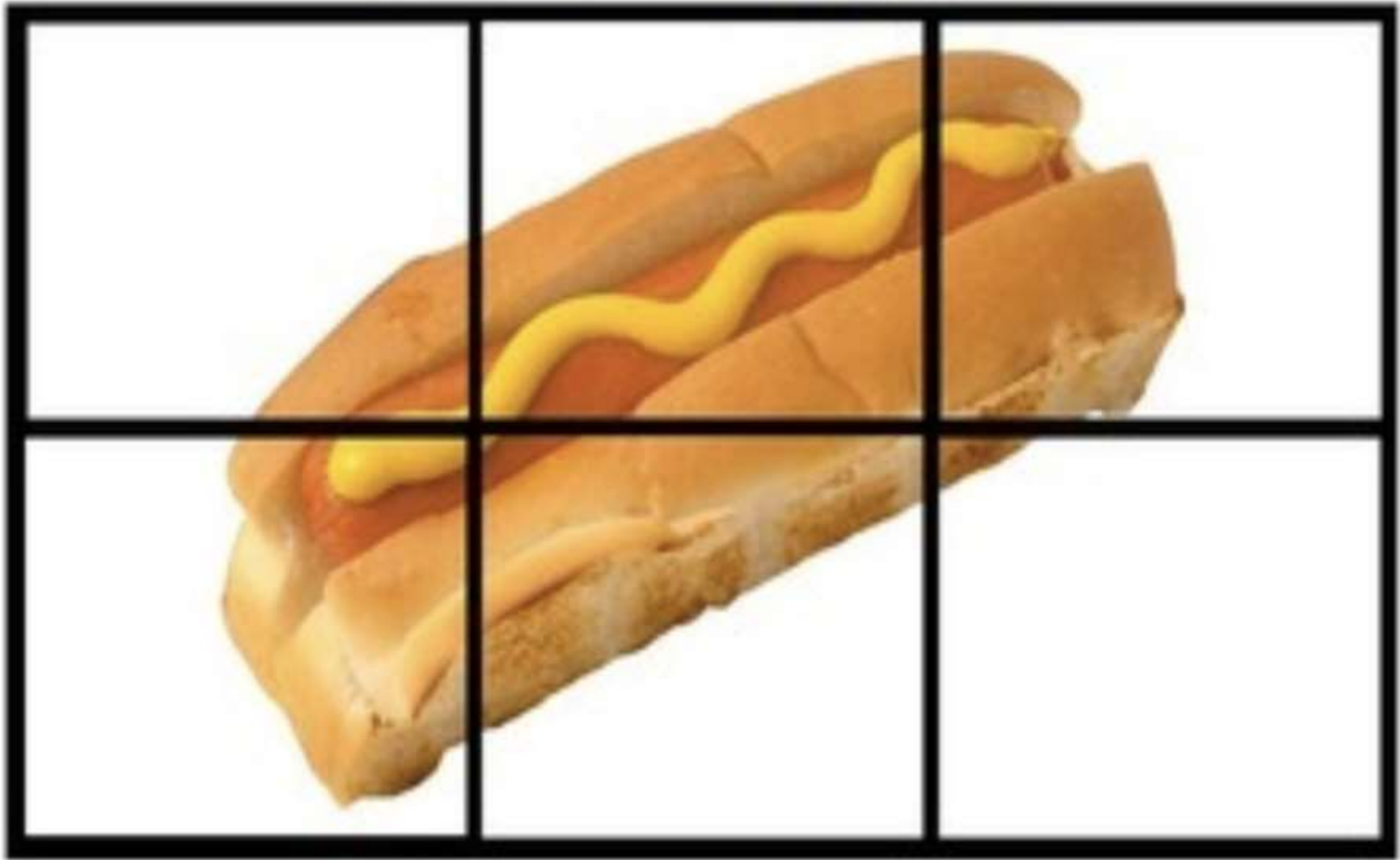
Directions:

- Cut out the puzzles.
- Let your student have fun putting them back together.
- Place initials on choice board if you selected and completed this activity.

“Cut Apart”



“Cut Apart”



Make Something: Read a Story About Creators

Dear families,

Read the story *Jobs on the Construction Site* with your student.

Directions:

- Have your student read the story or read it to them.
- Talk about the story and ask them questions about what you read.
- Use the communication board if appropriate for your child.
- Place initials on choice board if you selected and completed this activity.

Jobs on the Construction Site

Level D



by Jen Voight

Illustrated by Travis Schaeffer

Bind This End



Hi ! My name is Liam.

This is my mom.

She works at a construction site.



My mom is a supervisor.

She meets with all of the workers.

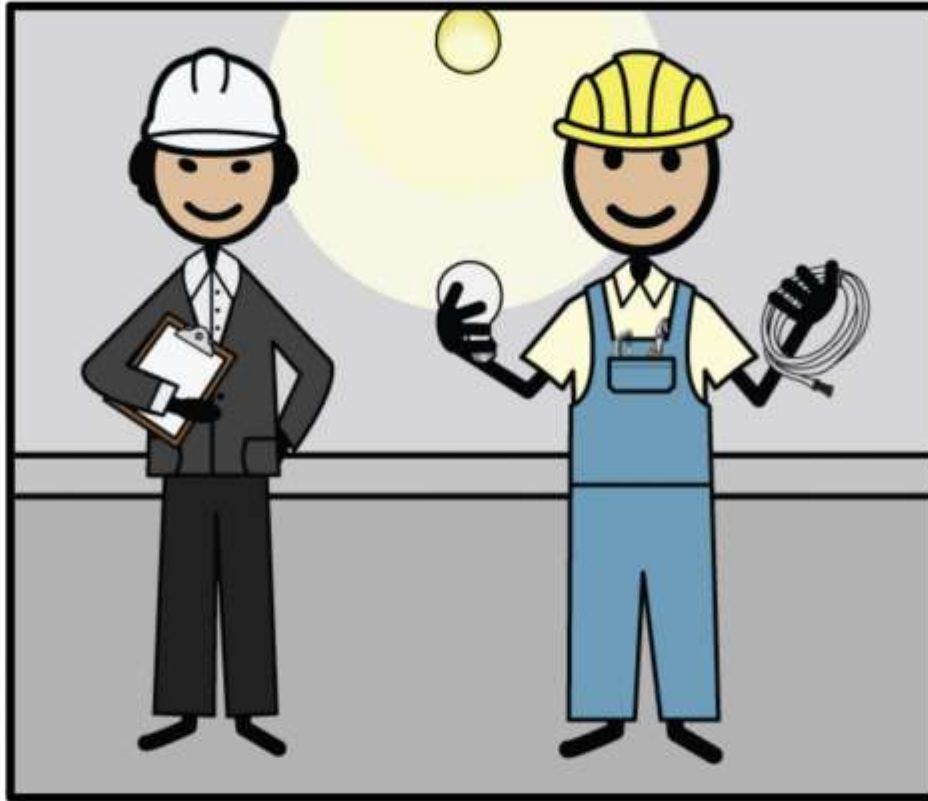
She tells them what jobs need to be done.



**My mom meets with the engineer.
The engineer designs the building.
He makes a drawing of the building.**



**My mom meets with the carpenter.
The carpenter builds the walls and roof.
She adds windows too.**



**My mom meets with the electrician.
The electrician connects wires together.
He uses wires to give the building power.**



**My mom meets with the plumber.
The plumber connects pipes together.
She uses pipes to give the building water.**



**My mom has an important job.
She makes sure everyone is safe.
She makes sure the jobs get done.**



The End



Jobs on the Construction Site



work 	meet 	done 	Liam 	mom 	construction site 	supervisor
tell 	need 	together 	worker 	job 	engineer 	building
design 	make 	important 	drawing 	carpenter 	wall 	roof
build 	connect 		window 	electrician 	wire 	power
give 			plumber 	pipe 	water 	

Within each category, pictures are listed from left to right in the order in which they appear in the text.

Time to Read: Write a Short Story About your Break

Dear families,

Tell us about your time out of school. What was the inclement weather? Did it snow at your house?

Directions:

- Have your student write a story (or tell you and you write it).
- Please be sure to illustrate (draw a picture) your story.
- Place initials on choice board if you selected and completed this activity.

Time to Read: Read a Book/Listen to a Book

Dear families,

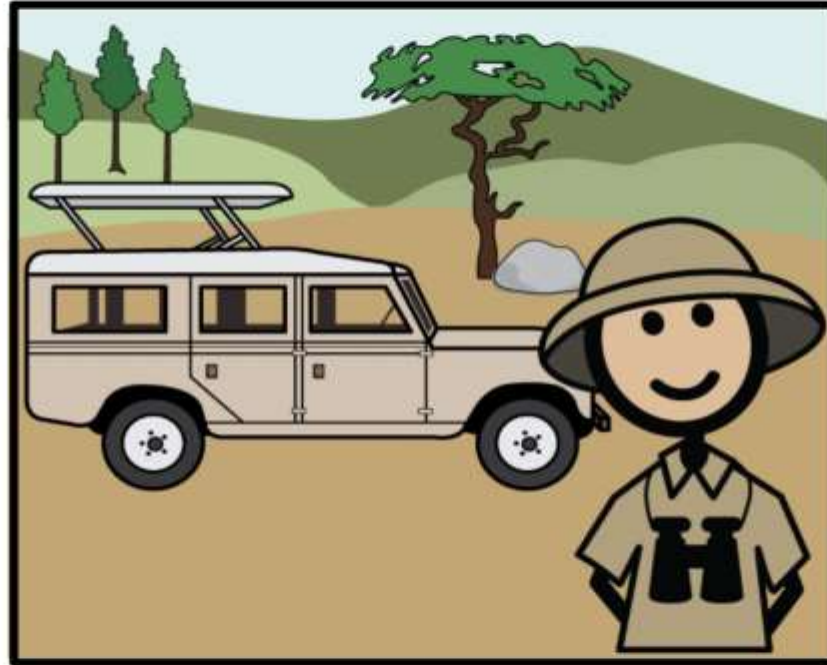
Read the book *African Safari* and another book of your choice.

Directions:

- Have your student read the book or read it to them.
- Talk about the story and ask them questions about what you read.
- Use the communication board if appropriate for your child.
- Place initials on choice board if you selected and completed this activity.

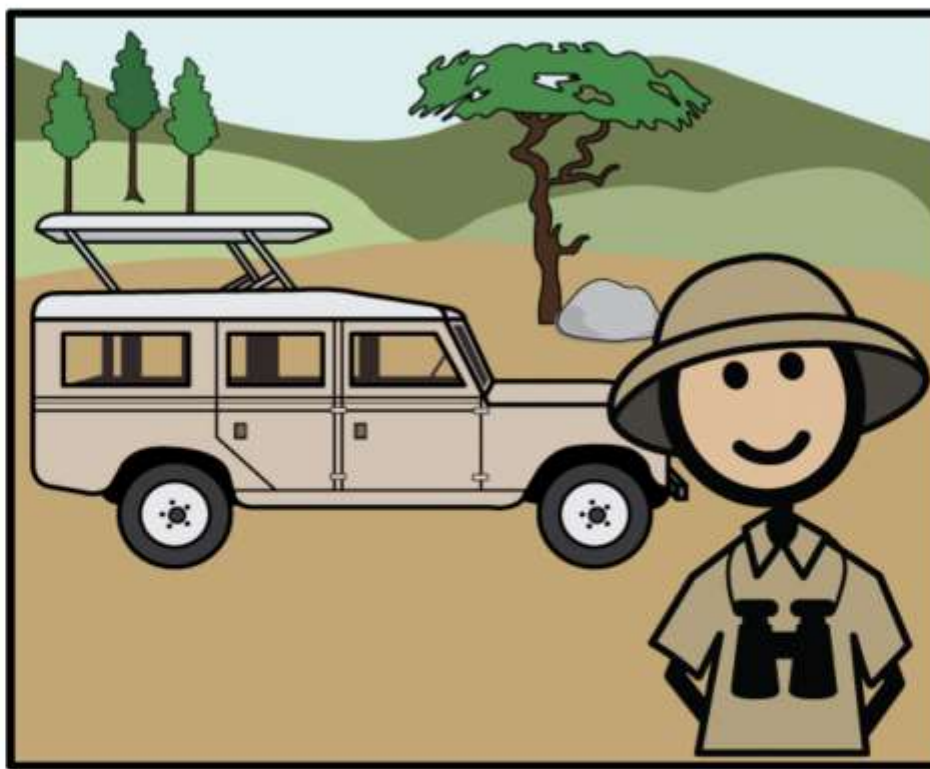
African Safari

Level A

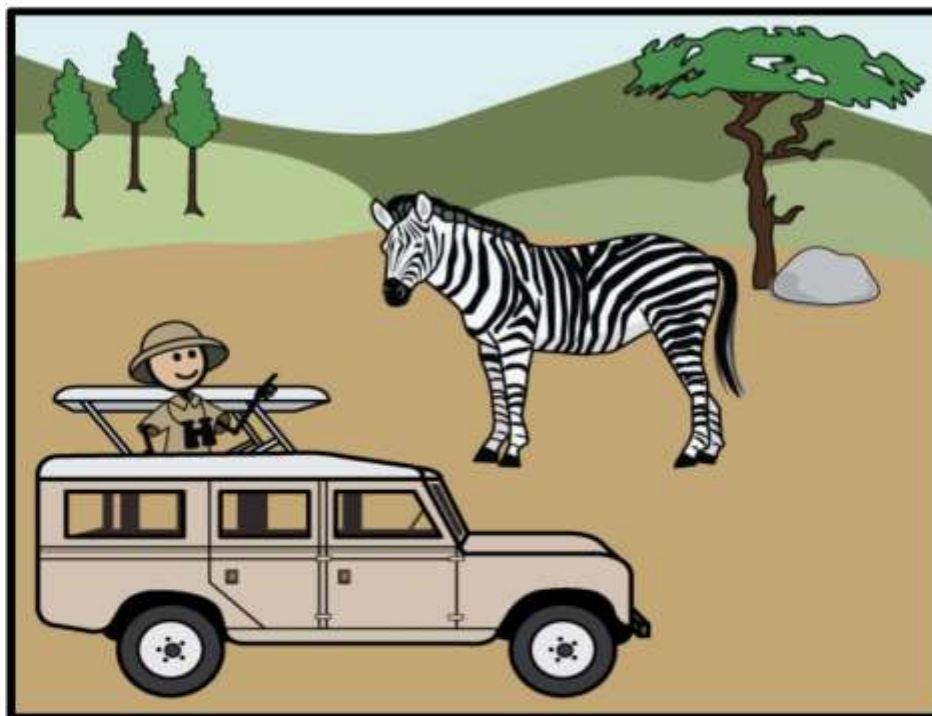


by Mary Molique

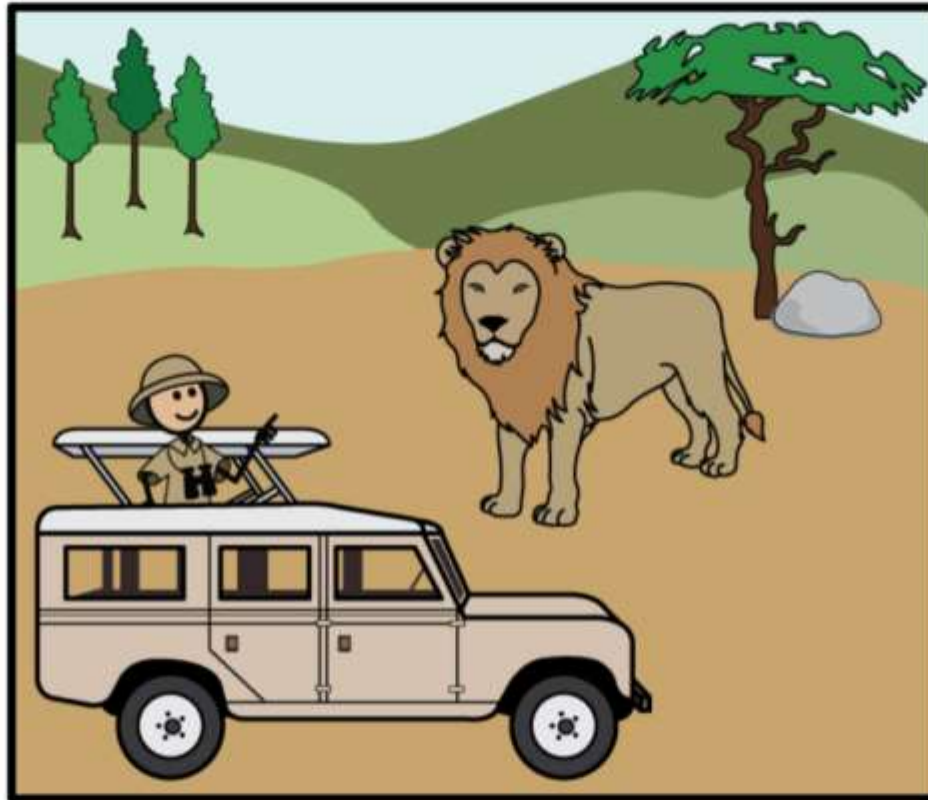
Illustrated by April Black



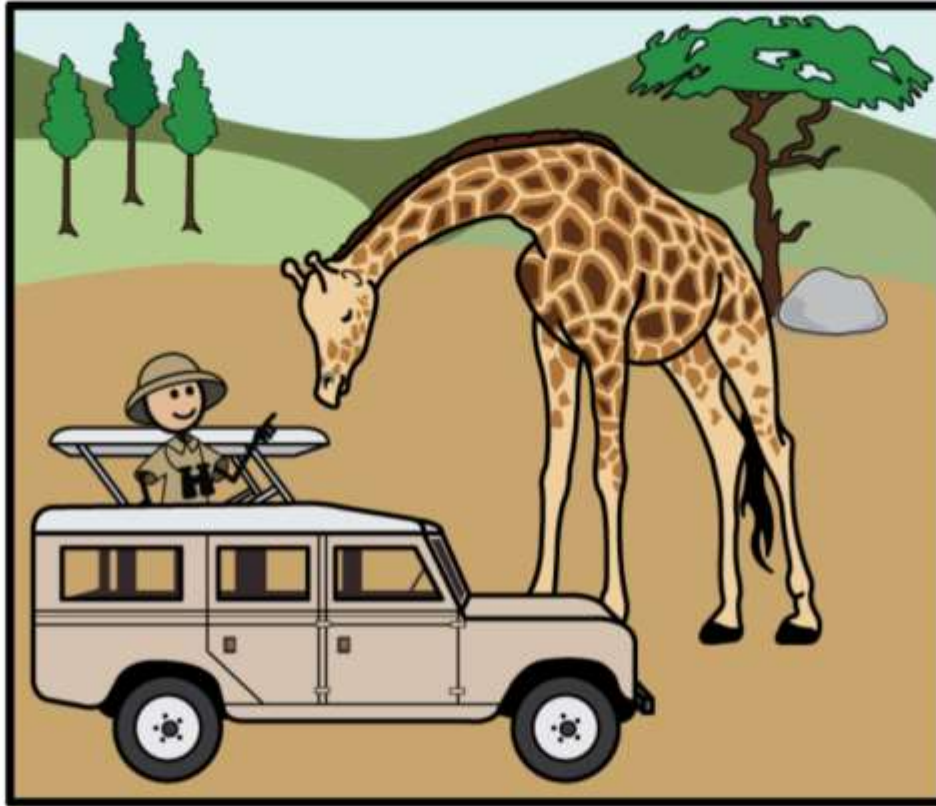
It is a safari.



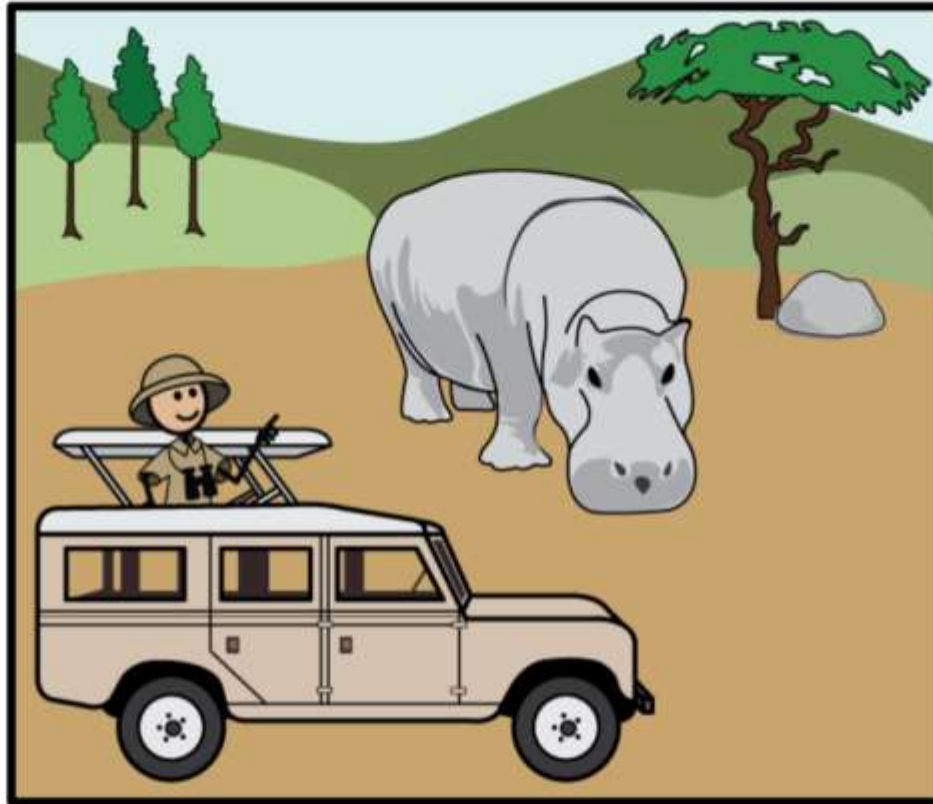
I see a zebra.



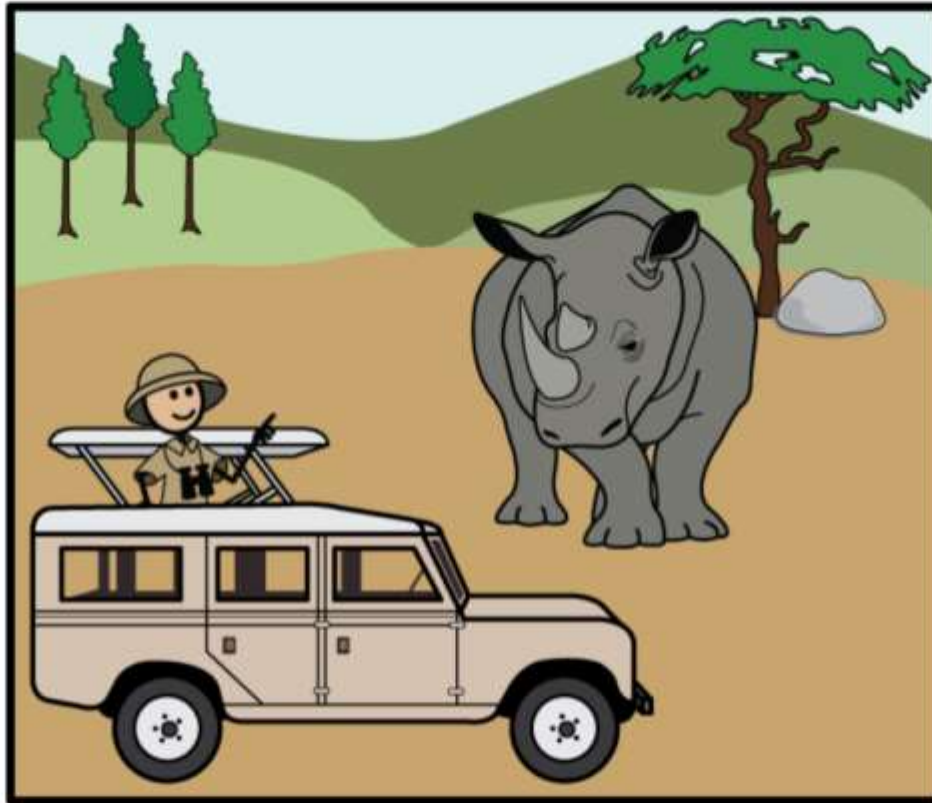
I see a lion.



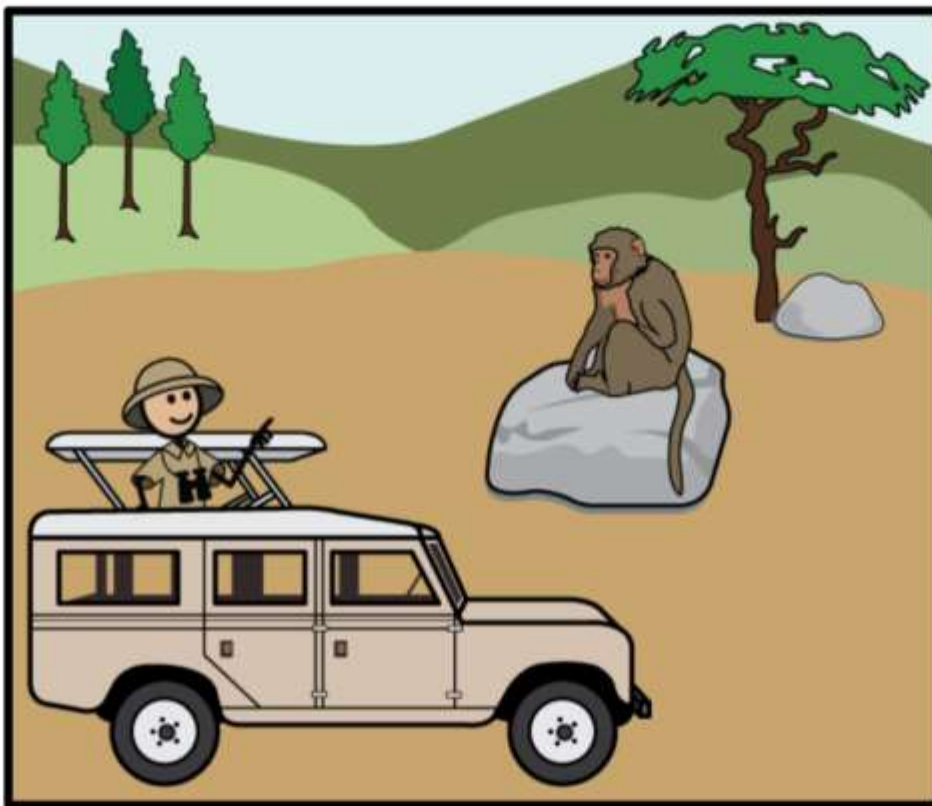
I see a giraffe.



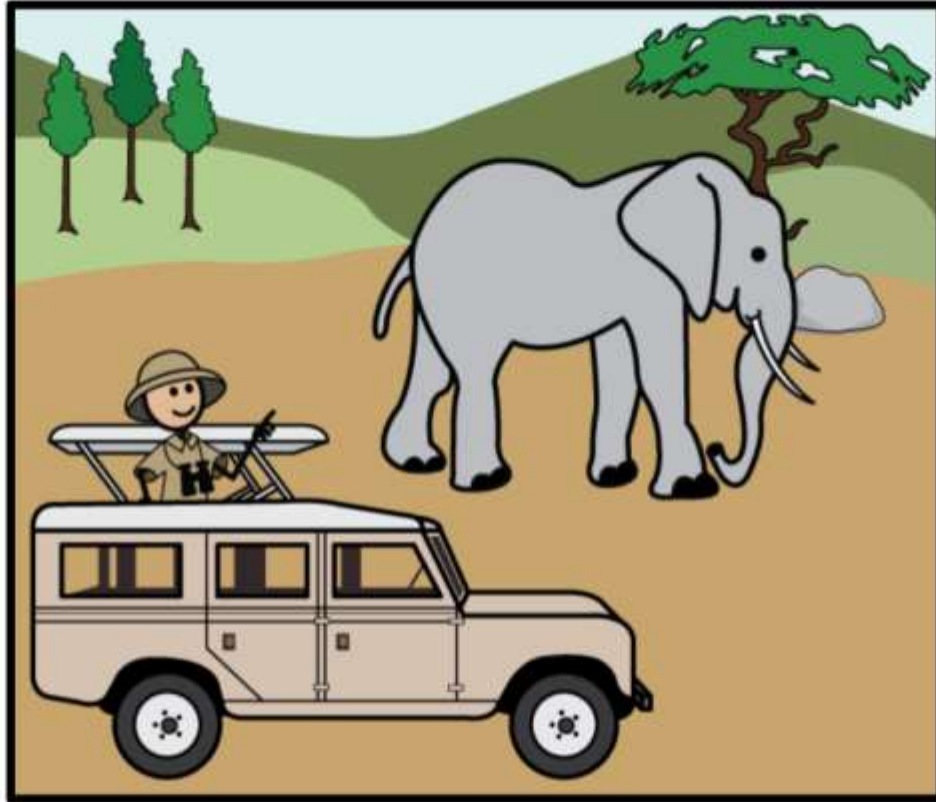
I see a hippopotamus.



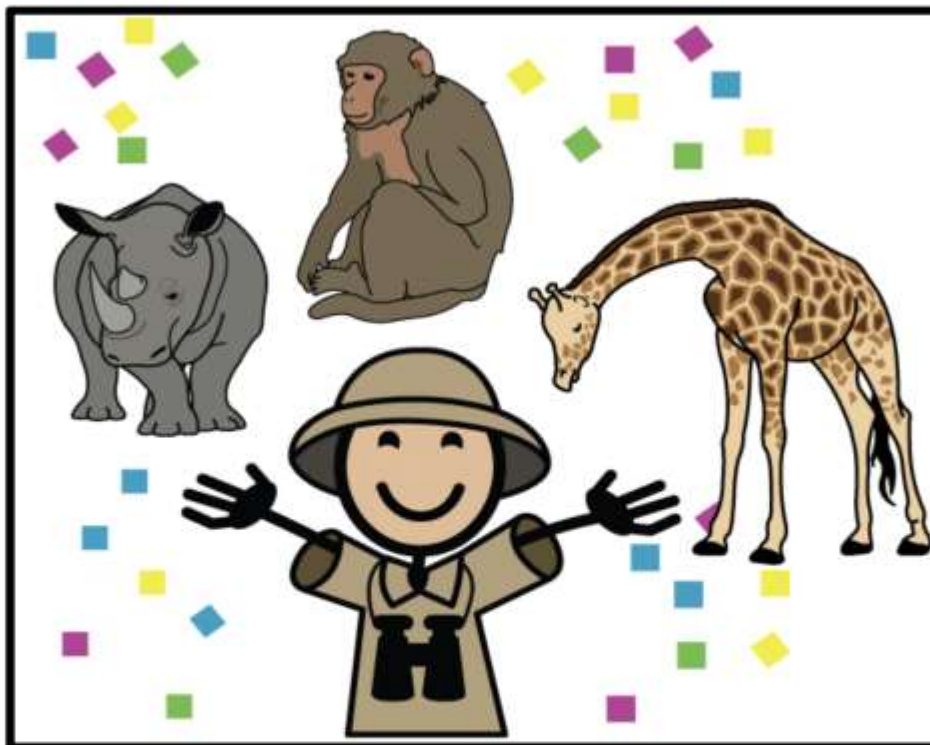
I see a rhinoceros.



I see a monkey.



I see an elephant.



The safari is fun !



The End

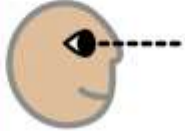





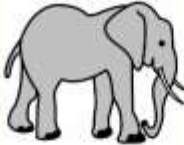


yes



African Safari

no



<p>see</p> 	<p>safari</p> 	<p>zebra</p> 	<p>monkey</p> 
	<p>lion</p> 	<p>giraffe</p> 	<p>elephant</p> 
	<p>hippopotamus</p> 	<p>rhinoceros</p> 	

Within each category, pictures are listed from left to right in the order in which they appear in the text.

Time to Read: Sequence a Story

Dear families,

Help your child understand the order of the events that take place in a story.

Directions:

- Read the story.
- Cut out the story cards.
- Have your student put them in correct order.
- Place initials on choice board if you selected and completed this activity.

Name: _____



Sequencing Activity

Read the story.

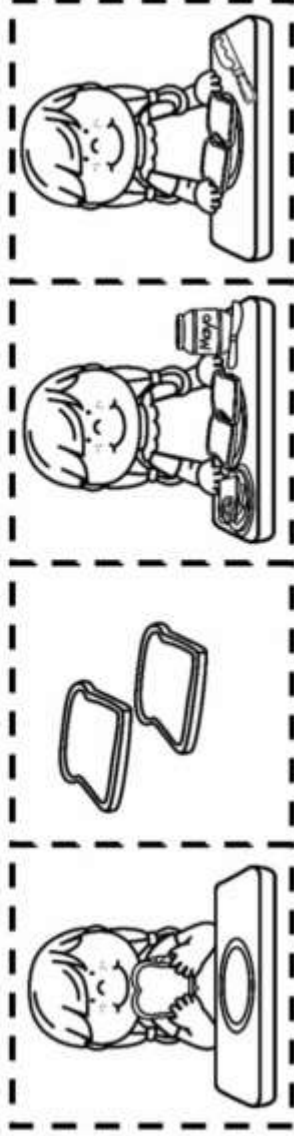
Cut and paste the pictures and sequence them in the correct order.

How I make a cheese sandwich.

Firstly, I take two pieces of bread.
Next, I spread some butter on each slice. Then, I add some tomato and cheese and a little mayonnaise. Lastly, I eat the sandwich.

First,	Next,	Then,	Last
1	2	3	4

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Name: _____



Sequencing Activity

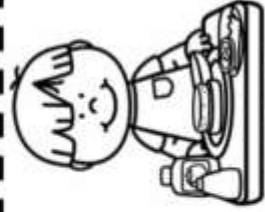
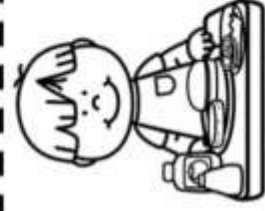
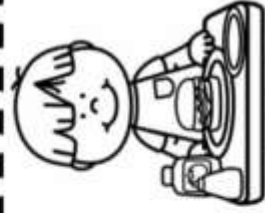
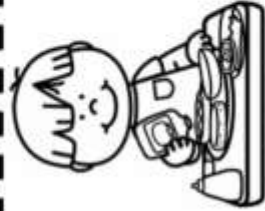
Read the story.

Cut and paste the pictures and sequence them in the correct order.

Making a burger

Firstly, I collect all the ingredients together. Then I put sauce on the bread. Next, I put the burger on the bread. Lastly, I put the top of the bun on and my burger is ready to eat.

First, 1	Next, 2	Then, 3	Last 4
-------------	------------	------------	-----------



What's Cooking: Talk About Healthy Snack Options

Dear families,

Using the array of foods, talk to your child about healthy choices for snack. You may want to include snacks they like to eat and discuss if they are healthy.

Directions:

- Cut out snack pictures.
- Use *Healthy/Not Healthy Board* to show knowledge of good snacks.
- Place initials on choice board if you selected and completed this activity.



Healthy

Not Healthy





What's Cooking: Try a New Food

Dear families,

Today is a fun day to experiment in the kitchen. The sky is the limit! Remember to let your student read the recipe and practice their self-help skills in the kitchen.

Directions:

- Find a recipe. Make a fun treat.
- Have fun with your child!
- Place initials on choice board if you selected and completed this activity.

What's Cooking: Make a Warm Drink

Dear families,

Today is a great day for a warm drink. What is your child's favorite?

Directions:

- Help them make their favorite warm drink.
- Enjoy! Don't forget the marshmallows. 😊
- Place initials on choice board if you selected and completed this activity.

What's Cooking: Read a Story About Cooking

Dear families,

Read the story *Cooking* or another story of your choice.

Directions:

- Have your student read the story or read it to them.
- Talk about the story and ask them questions about what you read.
- Use the communication board if appropriate for your child.
- Place initials on choice board if you selected and completed this activity.

Cooking

Unleveled



by n2y

Bind This End



Grab a spatula.



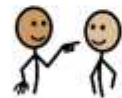


Grab a spoon.





You can be a chef.





Use a bowl.



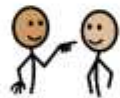


Use a pan.





You can be a chef.



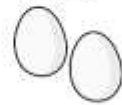


Stir the batter.



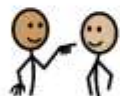


Whisk the eggs.



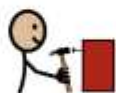


You can be a chef.



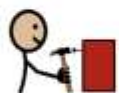


Make a sandwich.

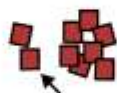




Make



some



soup.





Cook,

cook,

cook !



!



The End

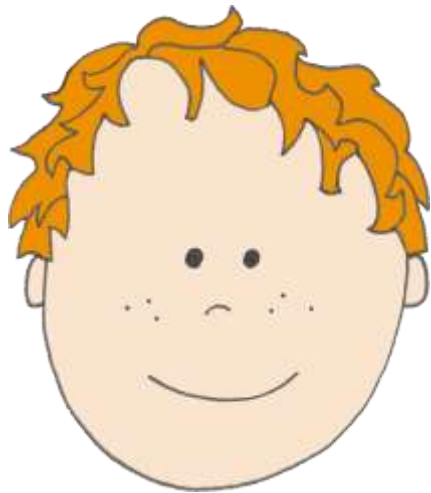
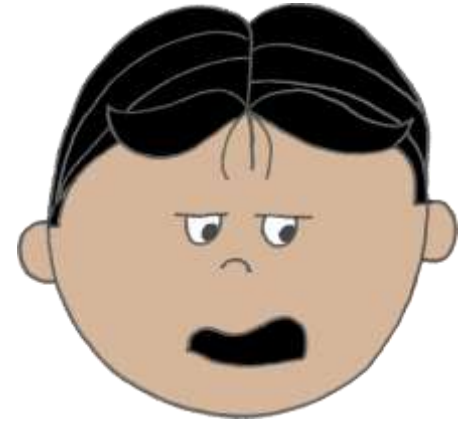
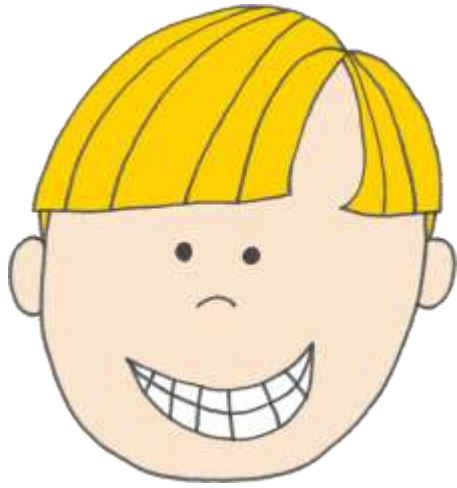
Thoughtful Thinking: Happy vs Sad Choices

Dear families,

Help your student understand their personal feelings. Talk to them about things that are “happy” and things that are “sad”. (Example: We are sad we can’t go to school, but happy we are spending time together as a family.)

Directions:

- Cut out faces.
- Give examples of these emotions and have your student hold up or point to face that shows emotion.
- Place initials on choice board if you selected and completed this activity.



Thoughtful Thinking: Feelings Bingo

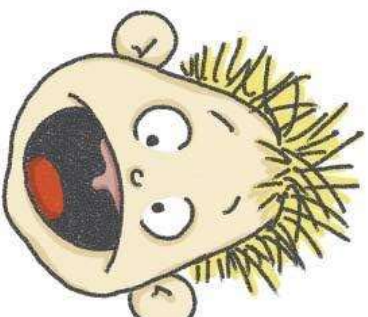
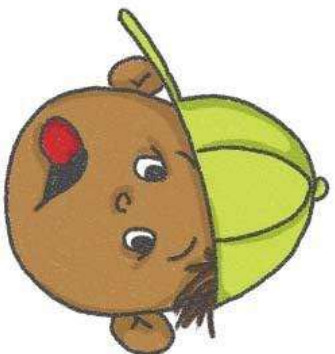
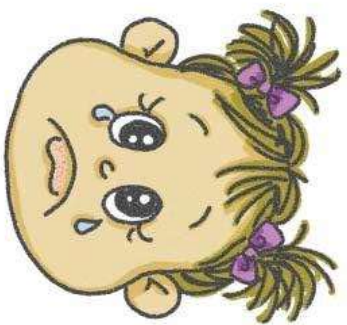
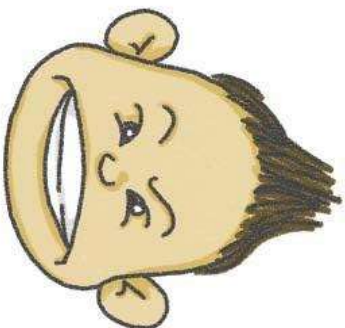
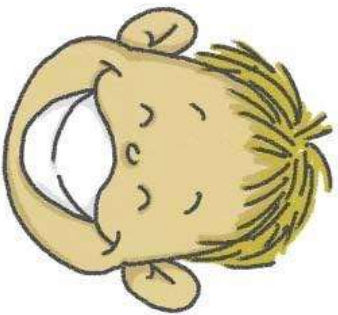
Dear families,

Help your student understand facial expressions of others. Talk to them about the different expressions and why they represent that feeling.

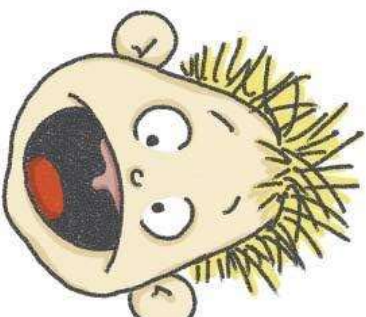
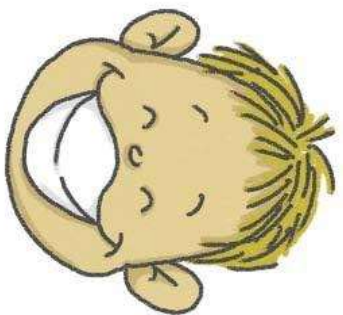
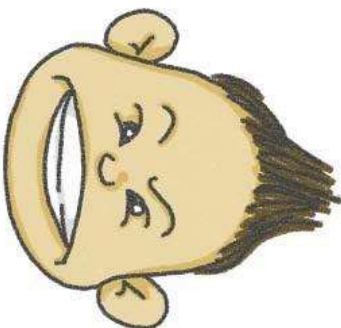
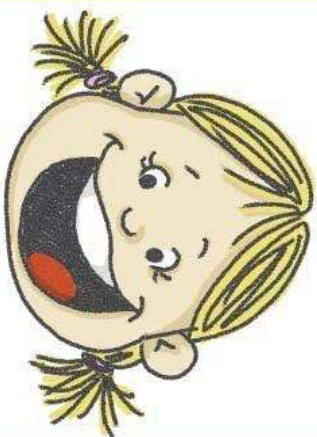
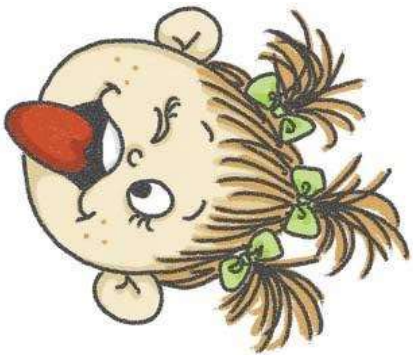
Directions:

- Handout bingo card.
- Cut out expression cards.
- Play *Feelings Bingo*. Have fun!
- Place initials on choice board if you selected and completed this activity.

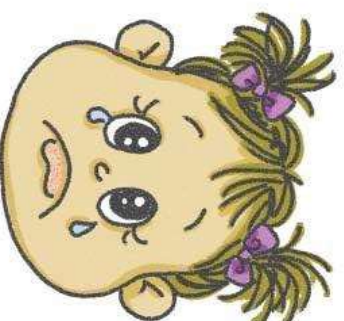
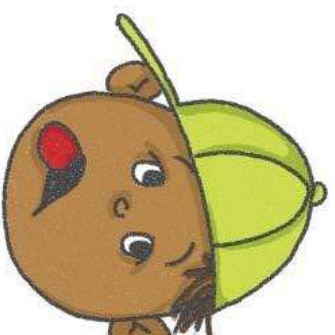
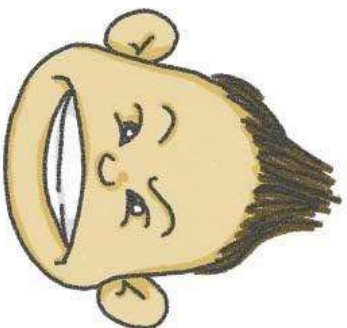
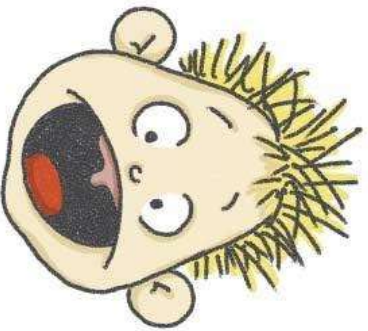
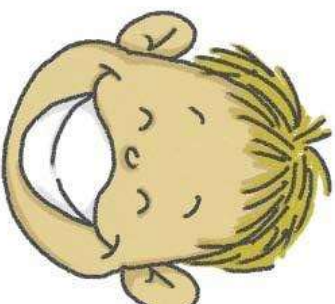
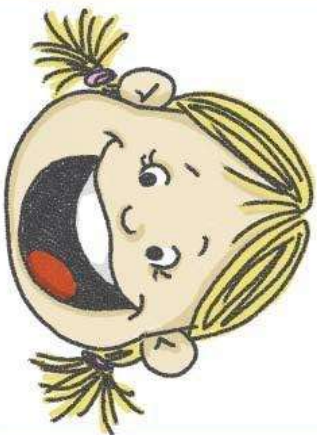
Feelings bingo



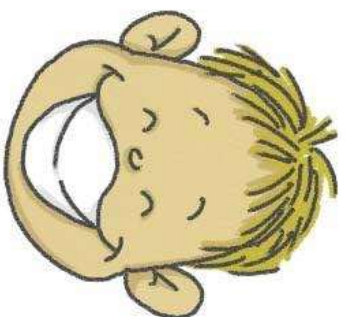
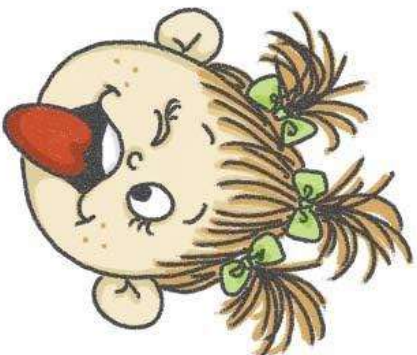
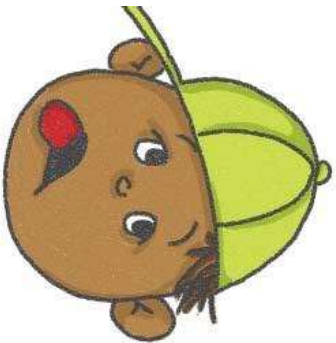
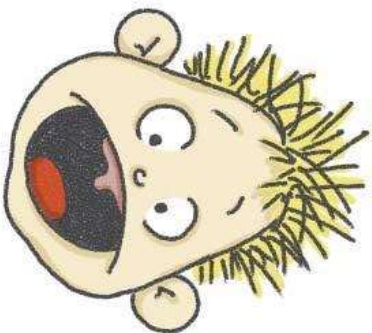
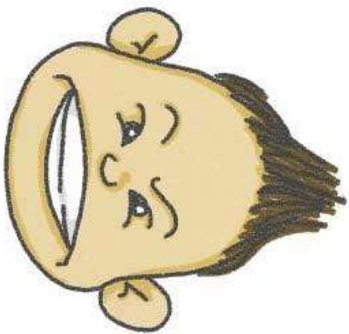
Feelings bingo



Feelings bingo



Feelings bingo





Thoughtful Thinking: Imitate Facial Expression

Dear families,

This is a great way to show your child how to show their feeling through their facial expressions. It is also a great way to have fun!

Directions:

- Have your child copy your facial expressions.
- Ask them what each expression means to them.
- Place initials on choice board if you selected and completed this activity.

Thoughtful Thinking: Read a Story About Being Kind.

Dear families,
Read the story *Kindness* or another story of your choice.

Directions:

- Have your student read the story or read it to them.
- Talk about the story and ask them questions about what you read.
- Use the communication board if appropriate for your child.
- Place initials on choice board if you selected and completed this activity.

Kindness

Unleveled



by n2y

Bind This End



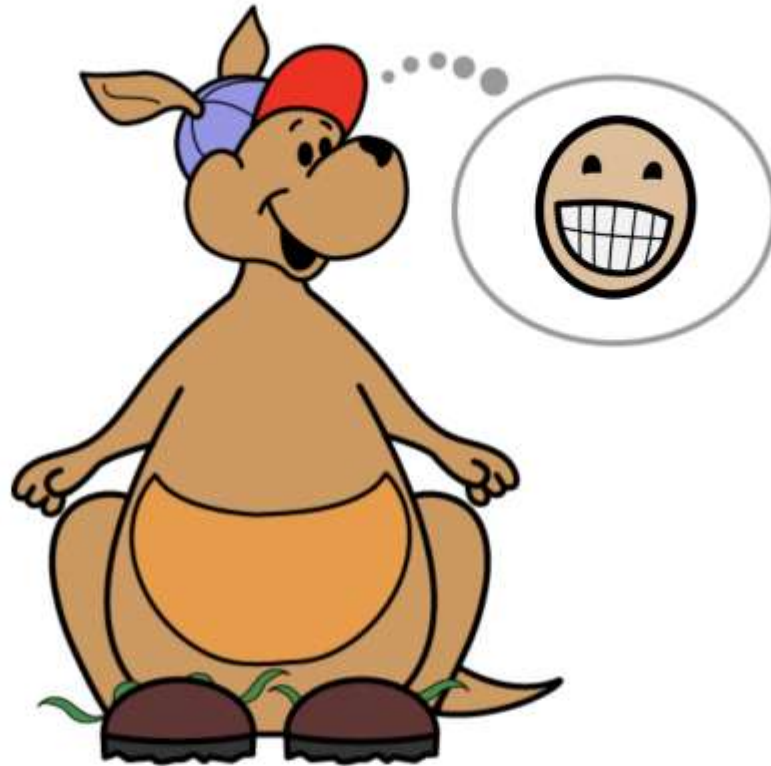
What is kindness ?



=



?



A smile.





A hug.





A pat on the back.





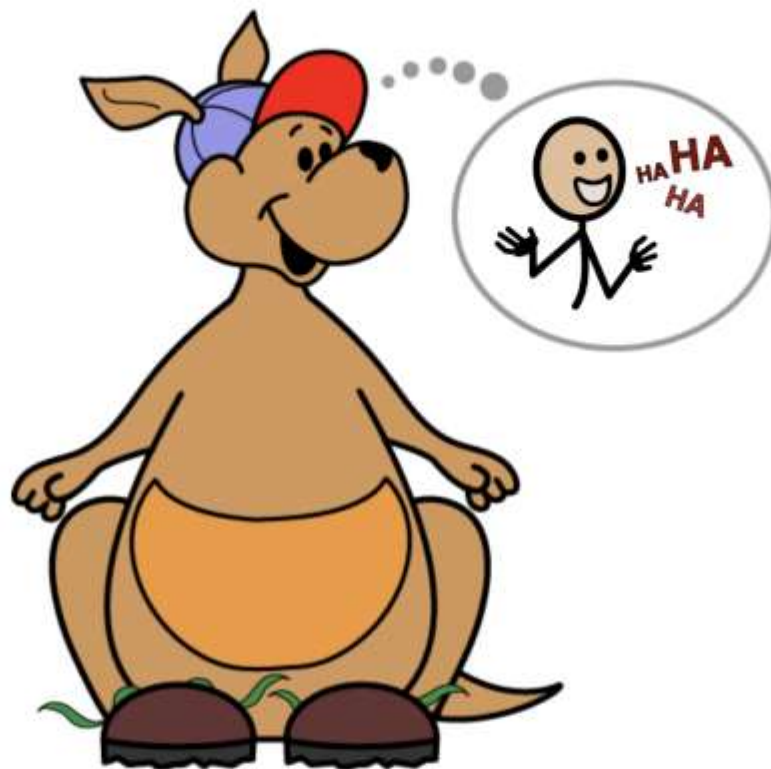
What is kindness ?



=



?



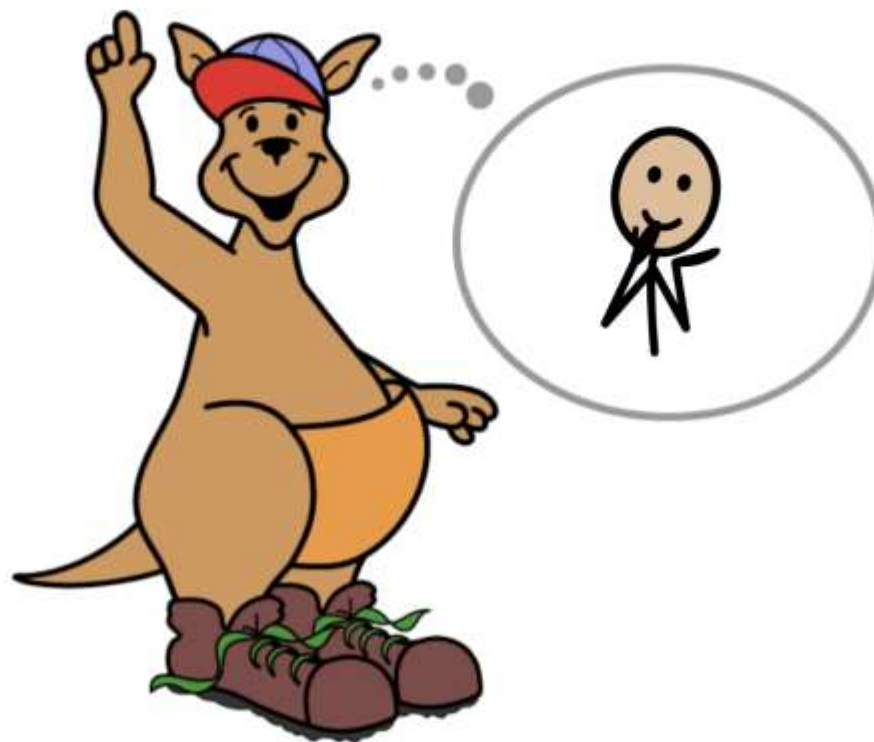
A laugh.





A letter.





A "thank you."





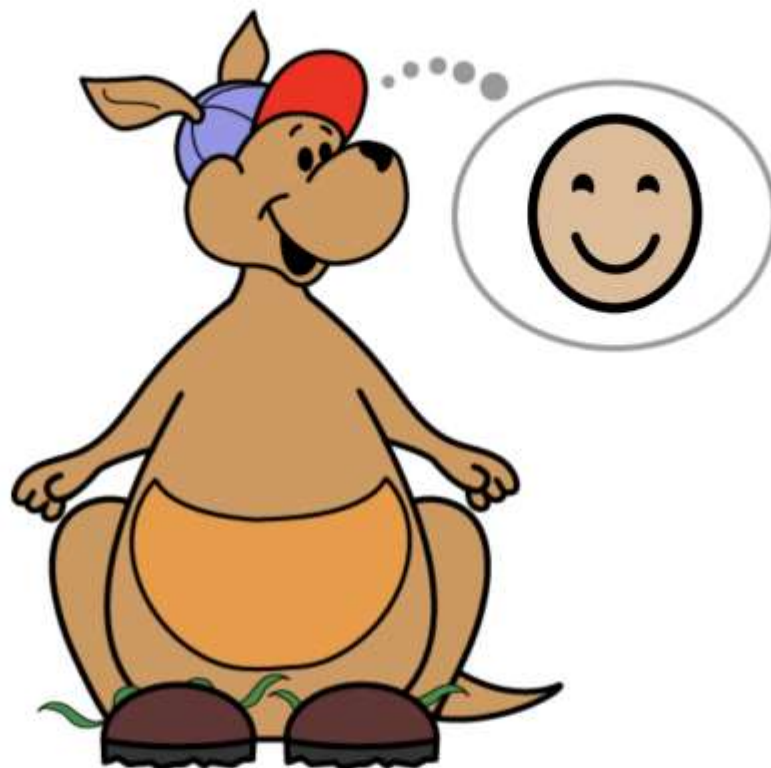
What is kindness ?



=



?



A happy face





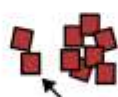
A nice word.



And It The
WORD
Up



Some help.





Give the gift of kindness.





The End

Social Skills: Practice Appropriate Feelings.

Dear families,

Have your students practice appropriate greetings and responses throughout their day.

Directions:

- Cut out response cards.
- Use throughout the day as necessary.
- Place initials on choice board if you selected and completed this activity.



High Five



Hug



Let's
Dance



Elbow
Hello



Social Skills: Use Your Best Manners at Lunch.

Dear families,

Help your student use their best manners during all meals today.

Directions:

- During lunch or dinner, use good table manners.
- Place initials on choice board if you selected and completed this activity.

Social Skills: Play a Game and Practice Taking Turns.

Dear families,

Have fun playing this game. Help your child play by the rules and learn to take turns.

Directions:

- Choose one of the games to play with your child.
- Follow the rules of the game. Enjoy!
- Place initials on choice board if you selected and completed this activity

START				GO BACK 2 SPACES
-------	---	--	---	------------------------

DAILY ROUTINES GAME



				GO AHEAD 3 SPACES
---	---	--	---	----------------------------

GO BACK 2 SPACES

Directions: Put your game pieces on START. On your turn, roll one die and move that many spaces. When you land on an item, you can 1) name the action/object or 2) use the action/object in a sentence. The first player to make it to FINISH wins!

		GO BACK 2 SPACES		FINISH
---	---	------------------------	---	--------

START



BODY PARTS GAME



FINISH

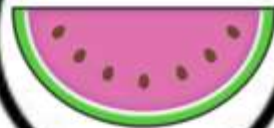
Directions: Put your game pieces on START. On your turn, roll one die and move that many spaces. When you land on an item, you can 1) name the action/object or 2) use the action/object in a sentence. The first player to make it to FINISH wins!

START

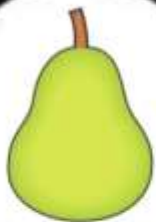


FRUIT GAME

FINISH


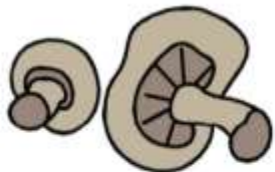



Directions: Put your game pieces on START. On your turn, roll one die and move that many spaces. When you land on an item, you can 1) name the action/object or 2) use the action/object in a sentence. The first player to FINISH wins!

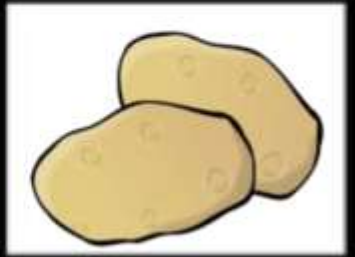


GO BACK
2
SPACES



START				GO BACK 2 SPACES
-------	---	--	---	------------------------

VEGETABLE GAME



				GO aHEAD 3 SPACES
---	---	--	---	----------------------------

**GO BACK
2
SPACES**

Directions: Put your game pieces on START. On your turn, roll one die and move that many spaces. When you land on an item, you can 1) name the action/object or 2) use the action/object in a sentence. The first player to make it to FINISH wins!

		GO BACK 2 SPACES		FINISH
---	---	---------------------------------	---	---------------

Social Skills: Read a Story About Asking for Help.

Dear families,

Read the story *Asking for Help* or another story of your choice.

Directions:

- Have your student read the story or read it to them.
- Talk about the story and ask them questions about what you read.
- Use the communication board if appropriate for your child.
- Place initials on choice board if you selected and completed this activity

Asking for Help!

Level E



by Travis Schaeffer

Illustrated by Whitney Sennish

Bind This End



Lily likes to do things on her own. Sometimes she needs to ask for help. Lily needs to learn when to ask for help !



Lily gets ready in the morning. Lily tries to style her own hair. Lily gets frustrated and throws the comb to the floor.



Her sister picks up the comb. She says, "You need to ask for help!"
Her sister helps Lily style her hair into pigtails.



**Lily puts on her glasses.
But she cannot squeeze
toothpaste onto her
toothbrush. Lily asks
for help !**



**Lily is packing her lunch.
Lily tries to make her own
sandwich. Lily gets
frustrated and pounds her
fist on the kitchen counter.**



Her father picks up a loaf of bread. He says, "You need to ask for help!"

Her father helps Lily make a sandwich.



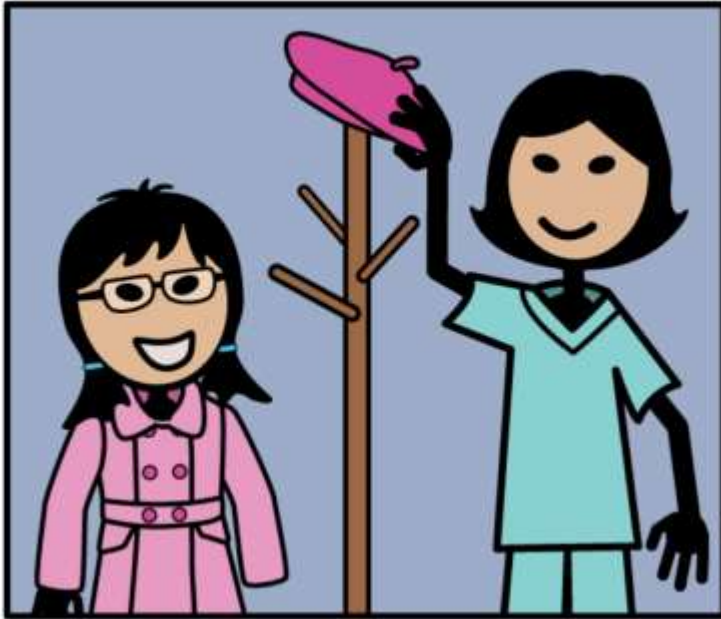
Lily puts on a slice of bologna and a slice of cheese. But she cannot spread the mayonnaise. Lily asks for help !



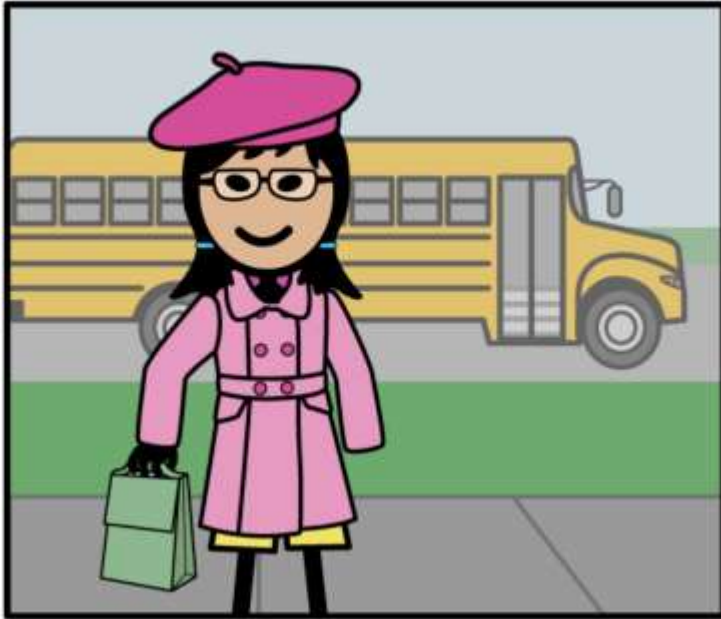
Lily is getting ready to leave the house. Lily tries to tie her own shoes. Lily gets frustrated and throws her shoe.



Her mother picks up the shoe. She says, "You need to ask for help!"
Her mother helps her tie her shoes.



Lily puts on her coat. But she cannot reach her hat. Lily asks for help !



**Lily likes to do things
on her own. But she is
happy to ask for help !**



The End

yes



Asking for Help!

no



ask 	help 	learn 	Lily 	hair 	comb 	sister
style 	throw 	pick up 	pigtails 	glasses 	toothpaste 	toothbrush
put on 	squeeze 	make 	sandwich 	fist 	father 	bread
pound 	spread 	tie 	bologna 	cheese 	mayonnaise 	shoes
reach 			coat 	hat 		

Within each category, pictures are listed from left to right in the order in which they appear in the text.