

# Randolph County Schools

"Purpose, Pride, and Perspective"

40 ELEVENTH STREET, ELKINS, WV 26241  
Telephone (304) 636-9150 Fax (304) 636-9157

September 3, 2019

Dear Parents/Guardians:

This is an informational letter regarding a procedure that will start at the beginning of the second nine weeks regarding snow days.

Our school calendar has days built into it to utilize in the event of a snow day. This year, the WVDE has provided an additional option for snow days and these days are called, "Reimagined Instructional Days," which we are simply calling, "snow packet days." Teachers will be providing all students packets that will have up to 5 days of instructional materials for students to complete on days that are designated as "snow packet days." Packet days will count as an instructional day and will not be made up because students will have assignments to complete on those days.

Packets will be sent home shortly after the beginning of the second nine weeks and will have assignments clearly marked, "Packet 1, Packet 2, Packet 3, Packet 4 and Packet 5. Please make every effort to keep this packet in a safe place. When school is cancelled, it will be very important to listen to the telephone message as well as other forms of media that provide information regarding school cancellations. The message may simply say, "There will be no school in Randolph County **OR** it may say, "There will be no school in Randolph County and students will complete packet \_\_ on this day." You will need to listen closely so that you will know if it is a day in which students will complete packet assignments.

All staff will report to school on "snow packet days," and will be available to answer any questions regarding packet assignments between the hours of 10:00am and 2:00pm. This can be through a telephone call, email, Live Grades or in some cases a Remind App.

Assignments that are included in the packets will be graded and recorded. Students will have 2 days upon returning to school to submit their completed packet assignments.

If you have any questions, please feel free to contact your school principal. Please sign and return the bottom portion of this letter so that we know that all parents have been informed of this new procedure.

Sincerely,

Debra Schmidlen  
Superintendent

Please sign and return the bottom of this letter

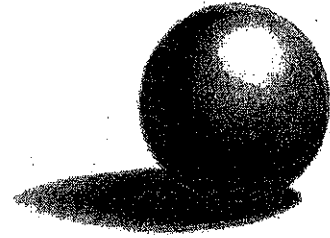
I have read the new procedure for snow day packets.

Student Name: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

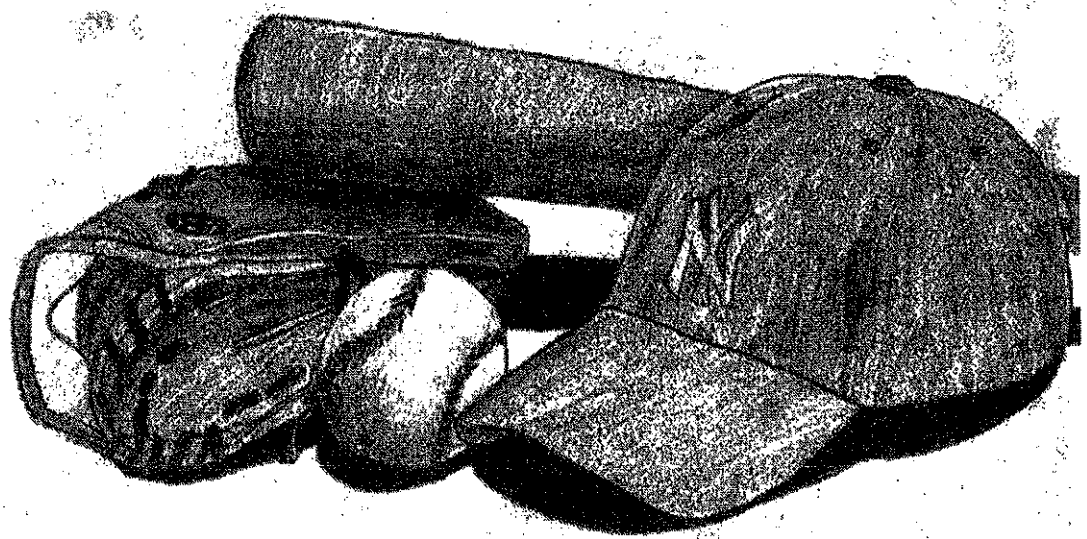
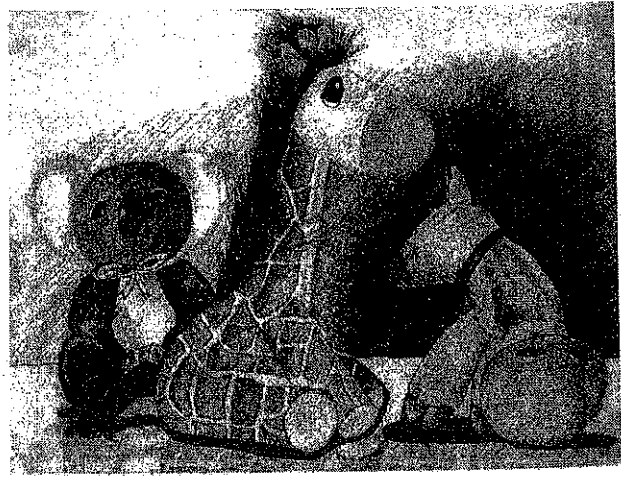
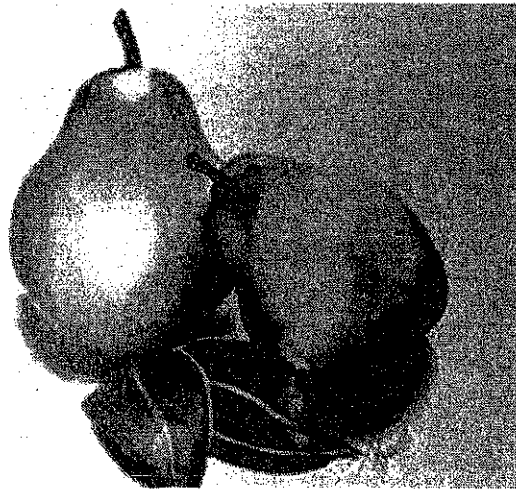
Date: \_\_\_\_\_

**Directions and grading criteria:**

1. \_\_\_\_ Turned in Snow Packet on time.
2. \_\_\_\_ Find three things in your home that have rounded shapes.
3. \_\_\_\_ Group the objects together.
4. \_\_\_\_ Practice drawing the shapes.
5. \_\_\_\_ After practicing, draw the objects on the paper provided
6. \_\_\_\_ You may use only pencil to shade.
7. \_\_\_\_ Shade the objects to look round.
8. \_\_\_\_ Shade using hatching and/or cross hatching.
9. \_\_\_\_ Do NOT smudge to shade. Do not fold paper. Keep paper neat.
10. \_\_\_\_ Turn in your practice drawings with finished drawing.

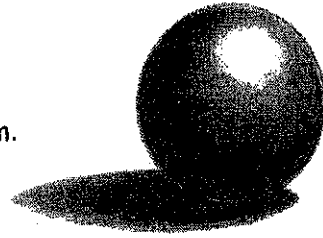


**Examples: (Remember to have three objects.)**

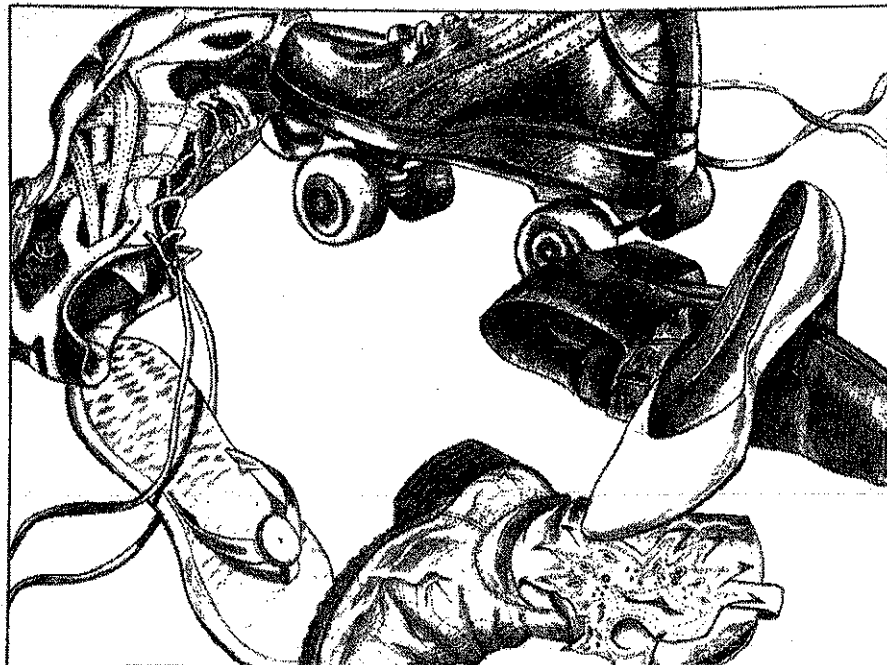


**Directions and grading criteria:**

1. \_\_\_\_ Turned in Snow Packet on time.
2. \_\_\_\_ Find **two different shoes**.
3. \_\_\_\_ Group the two shoes together so you look at the sides of them.
4. \_\_\_\_ Practice drawing the shoes. (Do not trace the soles.)
5. \_\_\_\_ Look at how the shoes are different.
6. \_\_\_\_ After practicing, draw the shoes on the paper provided
7. \_\_\_\_ You may use only pencil to shade.
8. \_\_\_\_ Shade the shoes to look round and 3-dimensional.
9. \_\_\_\_ Shade using hatching and/or cross hatching.
10. \_\_\_\_ Do NOT smudge to shade. Do not fold paper. Keep paper neat.
11. \_\_\_\_ Turn in your practice drawings with finished drawing.



**Examples:** *(Remember to have two different shoes.)*



## Snow Packet #3

Name: \_\_\_\_\_ Date \_\_\_\_\_ Class Code \_\_\_\_\_

### Mandala Art Directions and Grading Criteria

1. \_\_\_ Turned in Snow Packet on time
2. \_\_\_ Choose one Mandala and sketch it on a piece of practice paper
3. \_\_\_ Draw your final sketch on the paper provided
4. \_\_\_ Once completed start to color in with color pencil
5. \_\_\_ Choose Complementary Colors such as Red and Green for example.
6. \_\_\_ Think of symmetry when applying your complementary colors, start with small sections of the mandala first.
7. \_\_\_ Define the Mandala with black line to enhance the art.

### **Meaning of colors**

**Black:** Bold, rich, power, mystery, elegance, evil, strength.

**White:** Goodness, innocence, purity, fresh, easy, clean.

**Green:** Soothing, Eco-friendly, natural, envy, jealousy, balance, restful.

**Blue:** Trust, smart, calm, faith, natural, stable, power.

**Gray:** Security, reliability, intelligence, conservative, sad, gloomy.

**Red:** Love, immediacy, energy, sale, passion, anger, hunger.

**Orange:** Health, attraction, stand out, thirst, wealth, youthful, happiness.

**Yellow:** Cheer, attention, childish, fresh, warmth, energy, optimism.

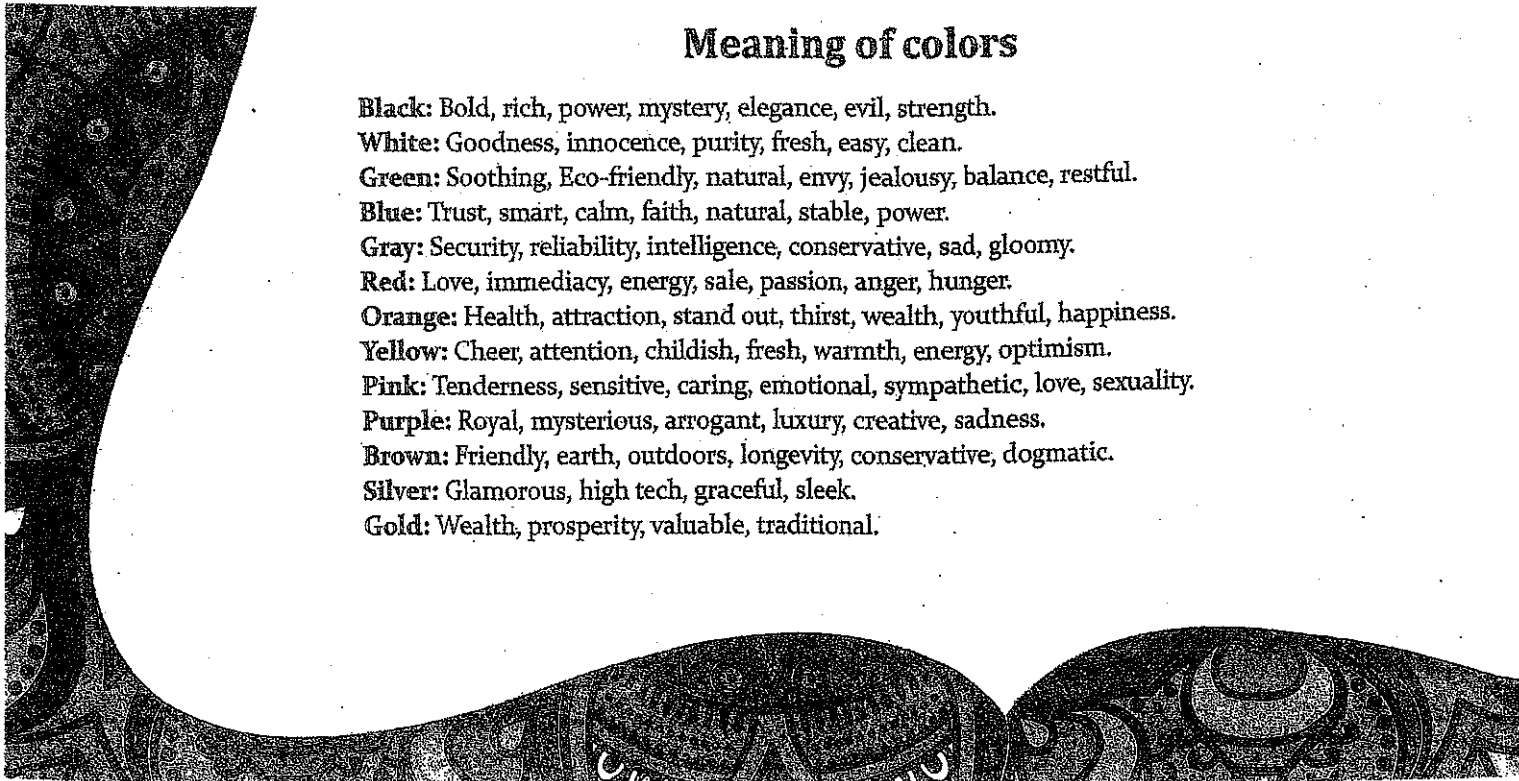
**Pink:** Tenderness, sensitive, caring, emotional, sympathetic, love, sexuality.

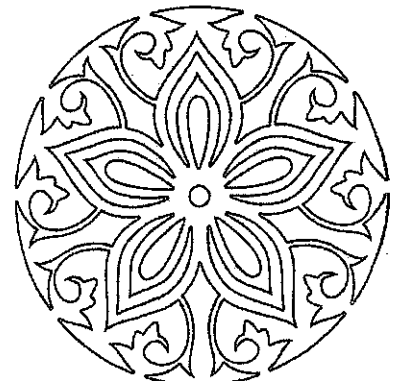
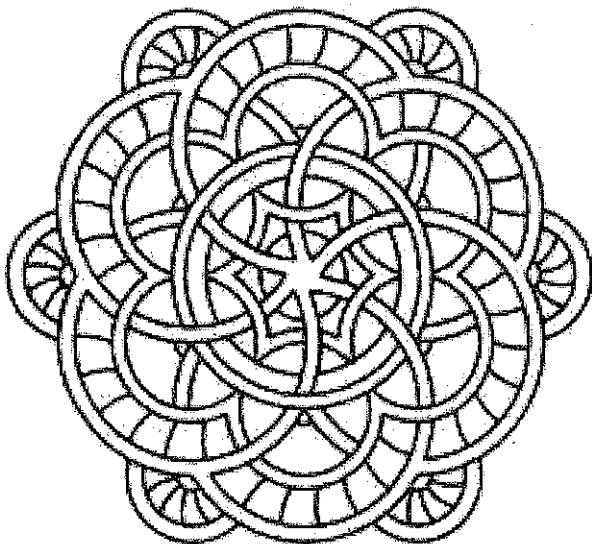
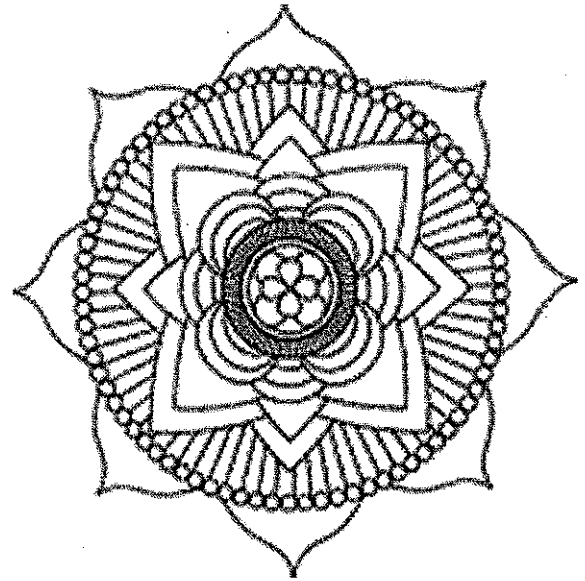
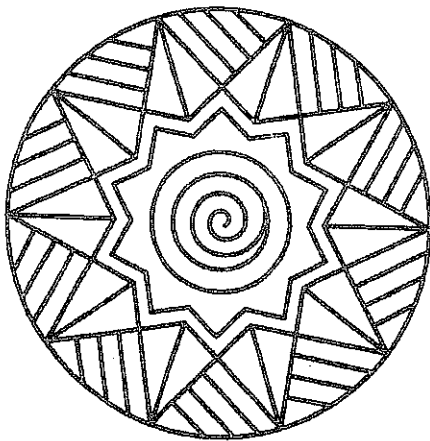
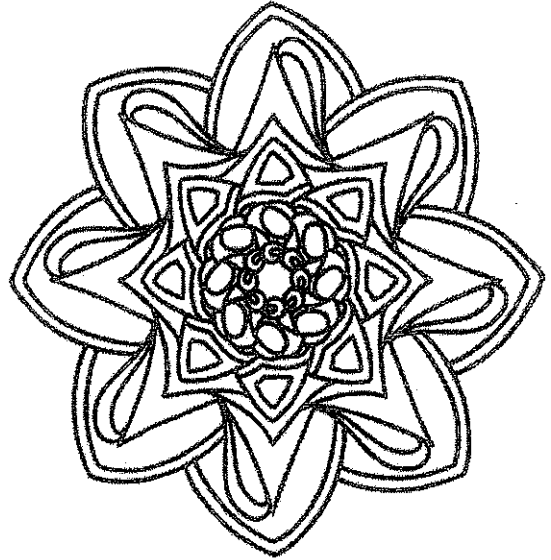
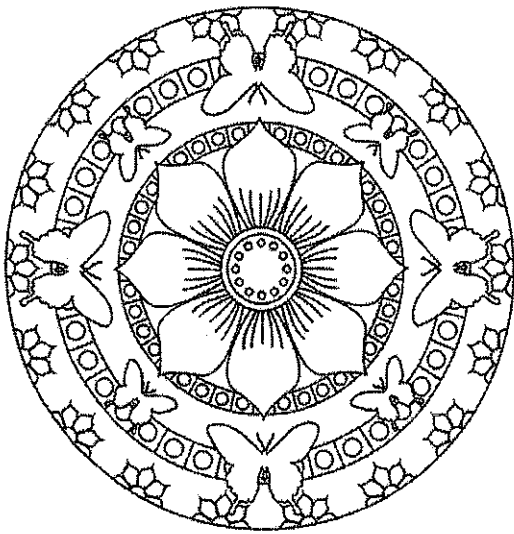
**Purple:** Royal, mysterious, arrogant, luxury, creative, sadness.

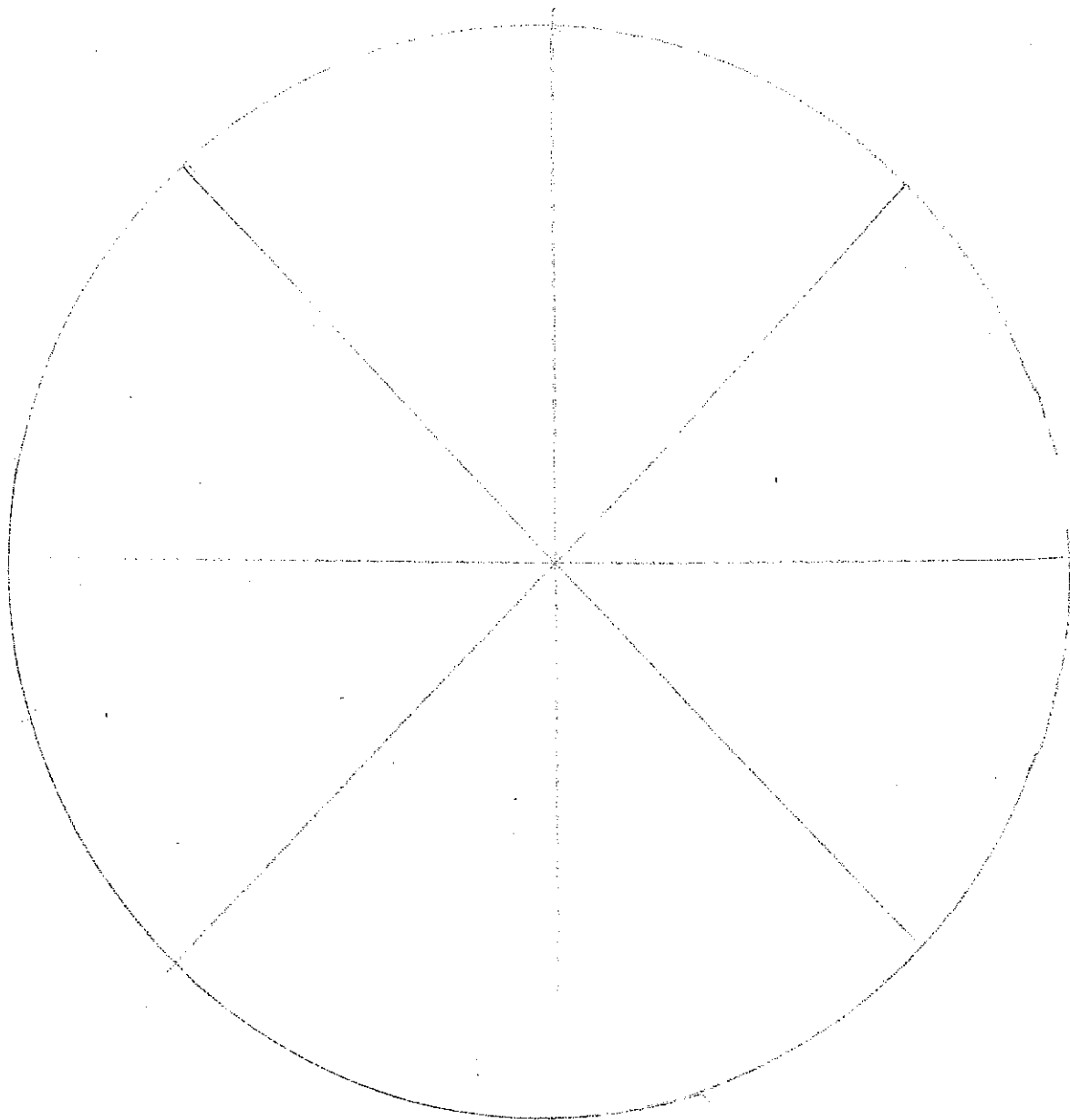
**Brown:** Friendly, earth, outdoors, longevity, conservative, dogmatic.

**Silver:** Glamorous, high tech, graceful, sleek.

**Gold:** Wealth, prosperity, valuable, traditional.





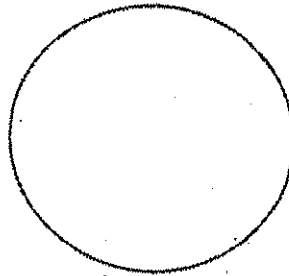


## Frog or Toad

Name: \_\_\_\_\_ Date \_\_\_\_\_

Goals: Observation of shapes, Shading Sphere, Use Aerial Perspective

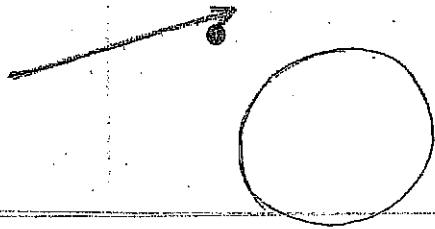
- \_\_\_ First and last name on bottom right of paper
- \_\_\_ Practiced before beginning final drawing
- \_\_\_ Drew a Frog or Toad that follows the directions using a sphere (circle)
- \_\_\_ Frog or Toad is as big as your hand fist
- \_\_\_ Used **hatching or cross hatching** to shade (not color)
- \_\_\_ Shaded the frog or toad to look like a **sphere (circle)**
- \_\_\_ Added a **foreground** and **background** to show **aerial perspective**
- \_\_\_ Classroom behavior, more work than talking, talking is at own table, respectful.
- \_\_\_ Completed the Frog or Toad drawing on time.
- \_\_\_ Shade the **Sphere (circle)** to look to look 3-D  
(see the example on the wall)



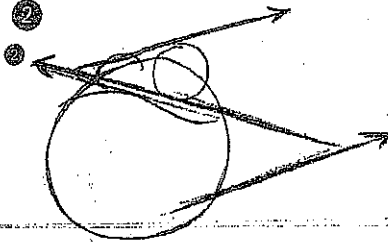
# Cool Canyons

## Tremendous Toad

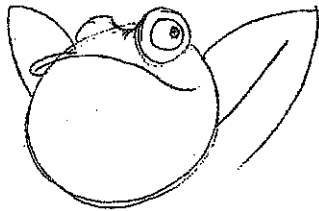
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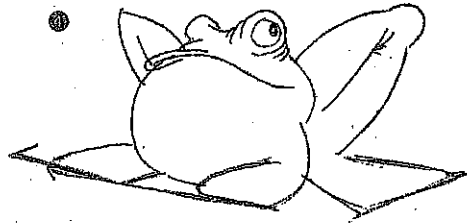
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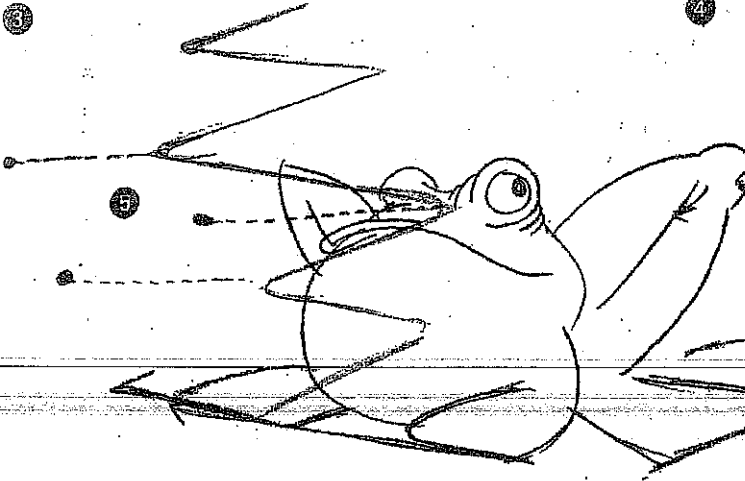
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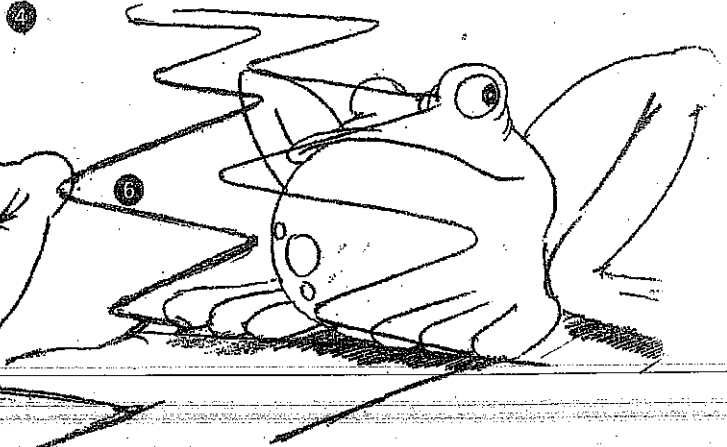
4



5



6



6





## Hornet

Name: \_\_\_\_\_ Date \_\_\_\_\_

- \_\_\_ First and last name on bottom right of paper
- \_\_\_ Practiced 3 hornets
- \_\_\_ Drew a hornet that fills all the space on the good paper
- \_\_\_ Used basic shapes to draw the hornet: O, M, C and I
- \_\_\_ Used hatching or cross hatching to shade the hornet.
- \_\_\_ Shaded the hornet to look like a cone. (see example)
- \_\_\_ Classroom behavior, more work than talking, talking is at own table, respectful.
- \_\_\_ Completed the hornet drawing on time.

\_\_\_ Shade the cone to look to look 3-D  
(see the example)

