

# FRSD Distance Learning: 2nd Grade April 27- May 1



Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!



### **Contact Information:**

1. Teachers will be available from 8:00-4:00 each day.
2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hrs.
3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you

### **Differentiation/Extension/Supports:**



1. We understand that you may need to provide your child with extra support or extension activities during this time.
2. If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas



### **FRSD Meal Plan:**

1. FRSD is providing free meals (sack lunch & breakfast) to **anyone** 18 years or younger at the following locations in our community:
2. **VES Parking Lot:** Drive through from 11:00-12:30
3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are listed here.
4. If you cannot make it to one of these locations and need meals delivered to your house please contact your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.



### **Stay Informed:**

Please remember to check the Fern Ridge School District webpage for updates.  
<https://www.fernridge.k12.or.us/>

Alisa Johnson [ajohnson@fernridge.k12.or.us](mailto:ajohnson@fernridge.k12.or.us) 541-833-0056

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**WEEKLY MESSAGE from your teachers: Howdy Families! What flowers grow on your face? Tulips! Hehe Adjust this schedule to meet your family's needs. Friday can be a 'make-up' day. Use it to finish assignments and, if necessary, skip Friday work.**

Mon. 4/27	Tues. 4/28	Wed. 4/29	Thurs. 4/30	Fri. 5/1
<p><b>Writing:</b> Choose one writing prompt to write in your journal. (at least 10 minutes)</p> <hr/> <p><b>Math:</b> Module 5 Lesson 9 OPTIONAL watch this lesson online at <a href="https://embarc.online/mod/page/view.php?id=422">https://embarc.online/mod/page/view.php?id=422</a></p> <p>Practice counting by 4's. How high can you count?</p> <hr/> <p><b>Reading:</b> Journey's Book: Read and discuss vocabulary words on pgs. 344-345</p> <p>Write each vocabulary word in your writing journal and draw a matching picture.</p> <p>Journey's Book: Read and discuss pgs. 346-347</p> <p>Complete Monday's pages of the packet.</p> <hr/> <p><b>PE:</b> Log 30 minutes of activity.</p> <hr/> <p><b>Extra:</b></p> <ul style="list-style-type: none"> <li>● Make flashcards using your spelling words and/or sight words.</li> <li>● Brainstorm a list of words that rhyme with 'all'</li> <li>● Read 20 minutes.</li> <li>● IXL practice</li> </ul>	<p><b>Writing:</b> Choose one writing prompt to write in your journal. (at least 10 minutes)</p> <hr/> <p><b>Math:</b> Module 5 Lesson 10 OPTIONAL watch this lesson online at <a href="https://embarc.online/mod/page/view.php?id=423">https://embarc.online/mod/page/view.php?id=423</a></p> <p>Practice counting by 4's. How fast can you count?</p> <hr/> <p><b>Reading:</b> Journey's Book: Read story on pgs. 348-263 <i>From Seed to Plant</i></p> <p>Questions to discuss while reading: What might happen if seeds were not scattered? (after pg. 356) What happens after the first shoot grows up? (after pg. 359)</p> <p>Find the vocabulary words in the story.</p> <p>Complete Tuesday's pages of the packet.</p> <hr/> <p><b>PE:</b> Log 30 minutes of activity.</p> <hr/> <p><b>Extra:</b></p> <ul style="list-style-type: none"> <li>● Write spelling words three times each.</li> <li>● Brainstorm a list of words that rhyme with 'paw'.</li> <li>● Read 20 minutes.</li> <li>● IXL practice</li> </ul>	<p><b>Writing:</b> Choose one writing prompt to write in your journal. (at least 10 minutes)</p> <hr/> <p><b>Math:</b> Module 5 Lesson 11 OPTIONAL watch this lesson online at <a href="https://embarc.online/mod/page/view.php?id=425">https://embarc.online/mod/page/view.php?id=425</a></p> <p>Practice counting by 4's. Can you write them?</p> <hr/> <p><b>Reading:</b> Journey's Book: Read Pg. 366.</p> <p>Use 'Classroom Conversation' to guide discussion about the story as you RE-READ pgs. 348-263 <i>From Seed to Plant</i></p> <p>Complete Wednesday's pages of the packet.</p> <hr/> <p><b>PE:</b> Log 30 minutes of activity.</p> <hr/> <p><b>Extra:</b></p> <ul style="list-style-type: none"> <li>● Rainbow write (use lots of colors) your spelling words and/or sight words.</li> <li>● Brainstorm a list of words that have the suffixes: -y, -ly, -ful</li> <li>● Read 20 minutes.</li> <li>● IXL practice</li> <li>● Count by 4's video: <a href="https://www.youtube.com/watch?v=X7_MZ-waFM4">https://www.youtube.com/watch?v=X7_MZ-waFM4</a></li> </ul>	<p><b>Writing:</b> Use page 367 in Journeys book to write about what a seed needs to grow. Please write at least 5 sentences.</p> <hr/> <p><b>Math:</b> Module 5 Lesson 12 OPTIONAL watch this lesson online at <a href="https://embarc.online/mod/page/view.php?id=427">https://embarc.online/mod/page/view.php?id=427</a></p> <p>Practice counting by 4's. Skip while you are counting!</p> <hr/> <p><b>Reading:</b> Journey's Book: Read and discuss pgs. 368-370 <i>Super Soil</i></p> <p>Read pg. 371 Choose an activity listed. Discuss or write your answers.</p> <p>Complete Thursday's pages of the packet.</p> <hr/> <p><b>PE:</b> Log 30 minutes of activity.</p> <hr/> <p><b>Extra:</b></p> <ul style="list-style-type: none"> <li>● Write spelling words in a sentence.</li> <li>● Listen to 348-263 <i>From Seed to Plant</i> <a href="https://www.youtube.com/watch?v=k09T9HHzh5w">https://www.youtube.com/watch?v=k09T9HHzh5w</a></li> <li>● Read 20 minutes.</li> <li>● IXL practice</li> </ul>	<p><b>Writing:</b> Edit and add to your Thursday writing.</p> <hr/> <p><b>Math:</b> Week 25 &amp; Sudoku <b>OR catch up on any missed work.</b></p> <p>Practice counting by 4's. Can you get to 100? Write them!</p> <hr/> <p><b>Reading:</b> Read Together page: Read three times for fluency.</p> <p>Use the Spelling Test page for the spelling test.</p> <p><b>OR catch up on any missed work.</b> 😊</p> <div style="text-align: center;">  </div> <hr/> <p><b>PE:</b> Log 30 minutes of activity.</p> <hr/> <p><b>Extra:</b></p> <ul style="list-style-type: none"> <li>● <b>Art:</b> Try collecting things from nature and making a collage.</li> <li>● <b>Science:</b> For Earth Day: <a href="https://mysteryscience.com/mini-lessons/old-earth?code=f154c61c56deba8e3bd019bd020364d0">https://mysteryscience.com/mini-lessons/old-earth?code=f154c61c56deba8e3bd019bd020364d0</a></li> <li>● Read 20 minutes.</li> <li>● IXL practice</li> </ul>

**Reading Focus:** -I understand cause and effect

**Spelling words:** (Focus is on spelling with aw, al, o) tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small

**Sight Words:** ball, done, hear, learn, leaves, only, our, through, were, young

**Vocabulary:** grain, pod, soak, soften, root, shoot, nutrition, tasty

**Math Focus:** I can add fluently within 1,000. I can explain why addition strategies work.

**Writing Focus:** I can write 7-10 sentences using correct handwriting, capital letters, and end marks. My sentences make sense.

# Week Overview

Lesson 25  
BLACKLINE MASTER 25.1

## Home Letter

From Seed to Plant  
Home Letter

### Dear Family,

This week we are going to explore the question “How do plants grow and change?” In the informational text **From Seed to Plant**, we’ll learn about the growth of a plant from a seed. In the informational text **Super Soil**, we’ll learn how soil helps plants grow.

Other Fun Ideas!

- plant a seed/grow a garden
- soak a bean in water & watch what happens (or an avocado seed, etc)
- go on a walk to look at plants, flowers, & new growth.

### This week’s...

**Target Vocabulary:** pod, soak, shoot (noun), root (noun), nutrition, tasty, soften, grain

**Phonics Skills:** Words with *au*, *aw*, *al*, *o*, *a*

**Vocabulary Strategy:** Using context

**Comprehension Skill:** Text and graphic features—tell how words work with diagrams

**Comprehension Strategy:** Monitor/clarify—find ways to figure out what doesn’t make sense

**Writing Focus:** Informative/explanatory writing—research report

### Activities to Do Together

#### Vocabulary

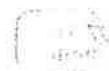
Take turns acting out one of this week’s **Target Vocabulary** words. Can the other person guess the word that is being acted out?

#### Leaf by Leaf

Look at the plants in and around your home. Talk about how they are alike and different, what they need to grow, and any special features or interesting aspects of their growth and appearance.

#### Branching Out

Think about a plant that is interesting or important to you and your child. Use library books and the Internet to find out more about that plant. Then have your child write a short report that features the information you’ve learned from your research.



Go to the *eBook* to read and listen to this week’s selection.

Fun idea! →

← 6 feet away from people of course

# Writing Prompts

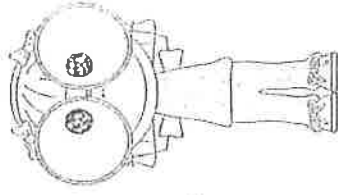
# Writing Prompts

April Writing Activities

Tell how you would feel if you won a blue ribbon or a trophy.	One morning, you look out your window and see dogs and cats floating in the air. What happens next?	Make up a story about a pet who is out of control.	Write a story about people working together to build a playground.
Tell what it would be like to hike through a forest.	Give all the reasons for playing outdoors often.	Describe the landscape in prehistoric time.	Write a story about a child who collects pretty rocks.
Write about how you feel when you first taste lemonade.	What do you think our country's biggest problem will be 50 years from now?	While diving deep in the sea, you find a sunken ship. Tell about it.	Relate what you think of when you smell onions.
Describe what would happen if your teacher were out one day and there were no substitute to take over.	You smell fresh paint. Write a story about it.	Express how you feel when you see litter by the road.	Imagine a magic basket that never becomes empty. Tell what is in it, how it is used, and who owns it.
List all the reasons you can remember why you should cover your mouth and nose when you sneeze or cough.	Write about what you think when you hear a bell ringing.	Tell a story about a telephone that lets you see the person you are calling.	Make up a story about a new spring bug on its first green leaf.
Describe the work that must be done to keep the schoolyard looking nice.	Describe the things you see on your way to school.	If you had a friend who was bored, what would you tell him or her to do?	Describe what you think when you work with modeling clay.

## writing checklist

- My name is on my paper.
- I started all my sentences with a capital letter.
- All my sentences end with a punctuation mark. (. ? !)
- I put spaces between each word.
- I checked my spelling.
- My writing makes sense.
- I used some "wow" words.



Start a new prompt every day  
OR  
Add to yesterday's writing!

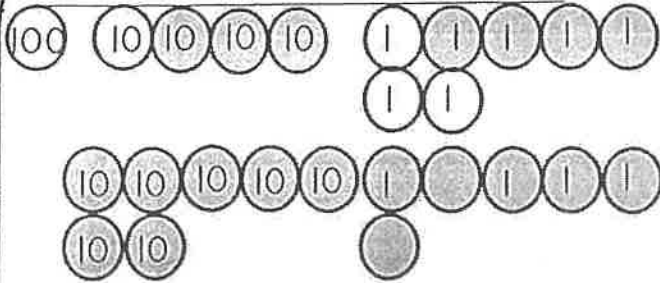
Name \_\_\_\_\_

Monday

Lesson 9  
Module 5

# Addition Algorithm

Solve  $147 + 76 =$  \_\_\_\_\_



Write the problem vertically.

$$\begin{array}{r} 147 \\ + 76 \\ \hline 223 \end{array}$$



We modeled the addition problem with Place Value Disks. When we add 6 ones and 7 ones together we get 13 ones. We need to group 10 ones and bundle them to make 1 ten. Then we have 3 ones remaining. Next we add 4 tens and 7 tens and the 1 ten we just made to get 12 tens. We need to group 10 tens to compose 1 hundred. We now have 2 tens and 3 ones. Then we add the 1 hundred plus 1 hundred to get 2 hundreds. So,  $147 + 76 = 223$

**Directions-** Rewrite the problems and solve using the algorithm.

$135 + 278 =$

$246 + 89 =$

$348 + 196 =$

$468 + 176 =$

# Monday - Do as many as you can in

A STORY OF UNITS

Lesson 1 Core Fluency Practice Set A

207

5  
minutes.

Name \_\_\_\_\_

Date \_\_\_\_\_

1.	$10 + 2 =$	21.	$7 + 9 =$
2.	$10 + 7 =$	22.	$5 + 8 =$
3.	$10 + 5 =$	23.	$3 + 9 =$
4.	$4 + 10 =$	24.	$8 + 6 =$
5.	$6 + 11 =$	25.	$7 + 4 =$
6.	$12 + 2 =$	26.	$9 + 5 =$
7.	$14 + 3 =$	27.	$6 + 6 =$
8.	$13 + 5 =$	28.	$8 + 3 =$
9.	$17 + 2 =$	29.	$7 + 6 =$
10.	$12 + 6 =$	30.	$6 + 9 =$
11.	$11 + 9 =$	31.	$8 + 7 =$
12.	$2 + 16 =$	32.	$9 + 9 =$
13.	$15 + 4 =$	33.	$5 + 7 =$
14.	$5 + 9 =$	34.	$8 + 4 =$
15.	$9 + 2 =$	35.	$6 + 5 =$
16.	$4 + 9 =$	36.	$9 + 7 =$
17.	$9 + 6 =$	37.	$6 + 8 =$
18.	$8 + 9 =$	38.	$2 + 9 =$
19.	$7 + 8 =$	39.	$9 + 8 =$
20.	$8 + 8 =$	40.	$7 + 7 =$

# ABC Order

Name: \_\_\_\_\_  
SPELLING WORDS

tall	draw	soft	yawn
saw	call	paw	log
dog	fall	ball	small

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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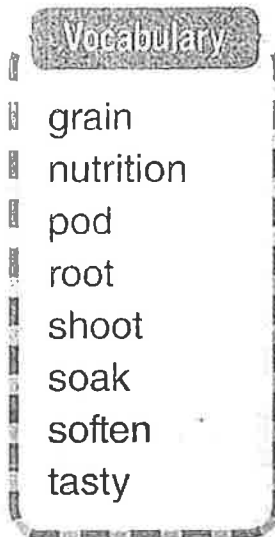
Monday

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

# Target Vocabulary Monday

Grow a Bean Plant!  
Target Vocabulary

Fill in each blank with the correct Target Vocabulary word to tell about bean plants.



1. A bean plant seed looks as small as a \_\_\_\_\_ of sand.
2. Put water on a bean plant seed to \_\_\_\_\_ its coat.
3. You should \_\_\_\_\_ the dirt around the seed with water.
4. The \_\_\_\_\_ grows underneath the dirt.
5. The \_\_\_\_\_ grows up from the dirt.
6. You can eat the green bean \_\_\_\_\_.
7. Green beans are full of \_\_\_\_\_.
8. Green beans are \_\_\_\_\_.



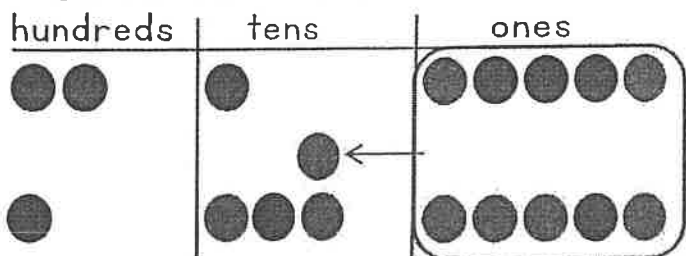
Name \_\_\_\_\_

Tuesday

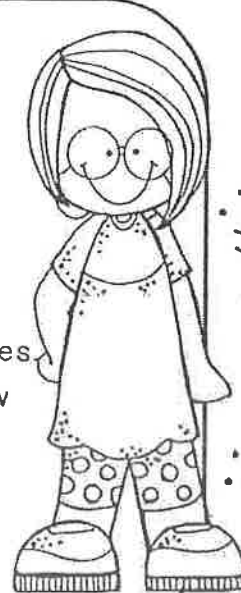
Lesson 10  
Module 5

# Using Math Drawing for Addition

Solve  $215 + 135$

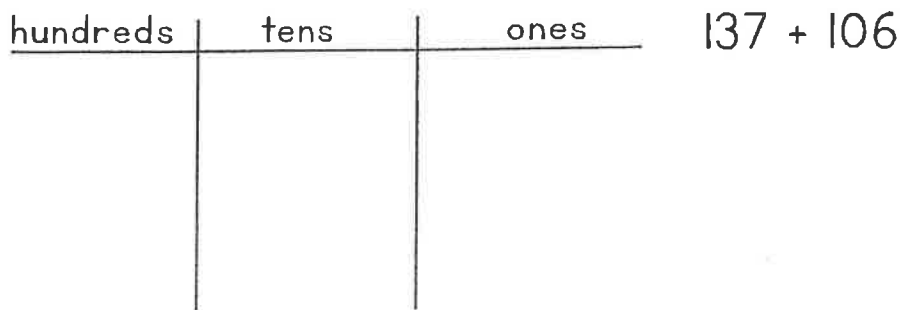
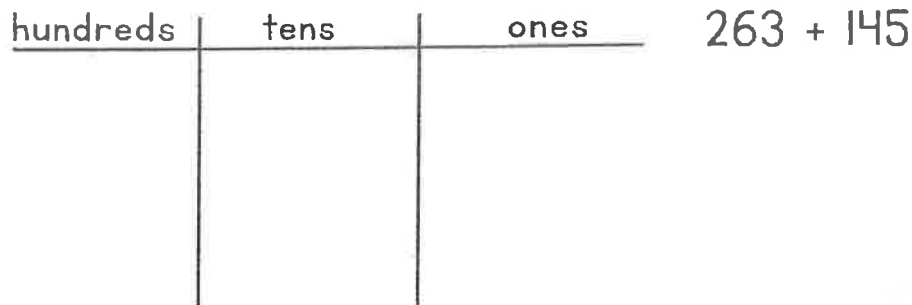


$$\begin{array}{r} 215 \\ + 135 \\ \hline 350 \end{array}$$



Our math drawing shows that we added 5 ones and plus 5 ones. We composed a ten, so we circled 10 ones and drew an arrow into the ten's place, where we drew the new unit of 10. When solving the problem vertically we also showed the new unit of writing a 1 on the line below the tens place. This will remind us to add it in when we add the tens.

**Directions-** Draw a chip model on the place value chart and solve using vertical form. Bundle as needed.



Name \_\_\_\_\_

Date \_\_\_\_\_

1. Solve using vertical form, and draw chips on the place value chart. Bundle as needed.

hundreds	tens	ones

a.  $117 + 170 =$  \_\_\_\_\_

hundreds	tens	ones

b.  $217 + 173 =$  \_\_\_\_\_

hundreds	tens	ones

c.  $371 + 133 =$  \_\_\_\_\_

Tuesday

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

# Spelling Practice

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

Lesson 25 aw, al, o

Spelling Words	Use Colored Pencils pink- aw    green- al yellow- o	Fold, Write, & Check
1. tall		
2. saw		
3. dog		
4. draw		
5. call		
6. fall		
7. soft		
8. paw		
9. ball		
10. yawn		
11. log		
12. small		
13. all		
14. walk		

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

Words with *au, aw,*  
*al, o, a*

Tuesday

From Seed to Plant  
Phonics: Words with *au, aw,*  
*al, o, a*

Complete the puzzle with words that have the vowel sound you hear in *saw*.

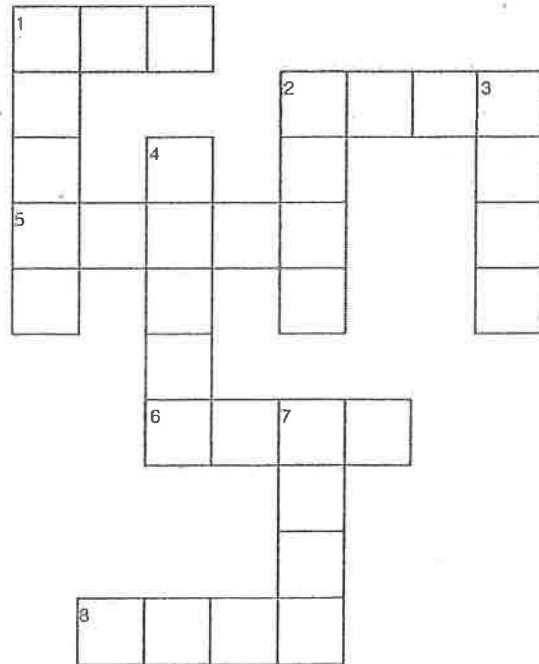
Read each clue. Then choose a word from the box.

Word Bank

toss      straw      tall      paw      salt  
frost      pause      lost      soft      lawn

ACROSS

1. a dog's foot
2. cannot find
5. something to sip through
6. throw
8. gives food flavor



DOWN

- |                 |                |
|-----------------|----------------|
| 1. a quick stop | 4. icy coating |
| 2. grass        | 7. not hard    |
| 3. not short    |                |

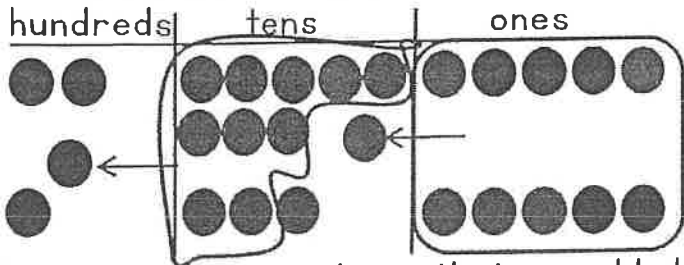
Wednesday

Name \_\_\_\_\_

Lesson 11  
Module 5

# Using Math Drawings for Addition

Solve  $285 + 135$



$$\begin{array}{r} 285 \\ + 135 \\ \hline 420 \end{array}$$



Our math drawing shows that we added 5 ones plus 5 ones. We composed a ten, so we circled 10 ones and drew an arrow into the ten's place, where we drew the new unit of 10. Next we added 8 tens plus 3 tens plus 1 ten to get 12 tens. We circled 10 tens and drew an arrow into the hundred's place. This will remind us to add it in when we add the tens. When solving the problem vertically we also showed the new unit of writing a 1 on the line below the tens place and the hundred's place.

**Directions-** Draw a chip model on the place value chart and solve using vertical form. Bundle as needed.

hundreds	tens	ones

 $364 + 148$ 

hundreds	tens	ones

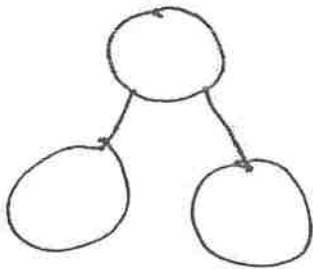
 $372 + 169$

# Application Problem Wednesday

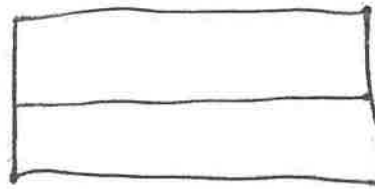
Lesson	Problem
11	Mr. Arnold has a box of pencils. He passes out 27 pencils and has 45 left. How many pencils did Mr. Arnold have in the beginning?

**R** Read the Problem- What is the question? Underline it.

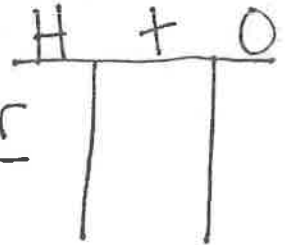
**D** Draw and Label (number bond, or tape diagram, or hundred, tens, ones chart):



or



or



**W** Write a number sentence (equation):

**W** Write the answer in a sentence (statement):

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Name \_\_\_\_\_

Date \_\_\_\_\_

Wednesday

From Seed to Plant  
Independent Reading

Read pages 354–356.

Describe what happens.

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Read pages 359–360.

Describe what happens.

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Thursday

Lesson 12  
Module 5

Name \_\_\_\_\_

# Choosing a Strategy for Addition

You can solve  $199 + 121$  different ways.

Arrow Way

$$199 \xrightarrow{+1} 200 \xrightarrow{+100} 300 \xrightarrow{+20} 320$$

Number Bond

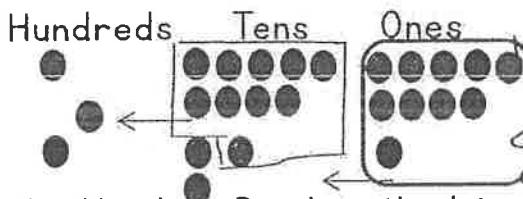
$$199 + 121 \quad 200 + 120 = 320$$

1 | 120

Vertical

$$\begin{array}{r} 199 \\ + 121 \\ \hline 320 \end{array}$$

Quick Draw



The most efficient way is to use the Number Bond method to make a new hundred. It is easy to break 121 into  $1 + 120$ . Then you can add  $199 + 1$  to make 200. Finally add 200 plus 120. Do you have a favorite method?

**Directions-** Solve the problems 2 different ways then explain which method is easier to solve and why.

$$298 + 135 =$$

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# Thursday - Do as many as you can

A STORY OF UNITS

Lesson 1 Core Fluency Practice Set D

2•7

in

5 minutes

Name \_\_\_\_\_

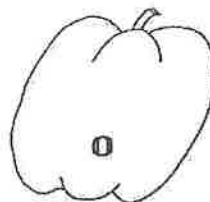
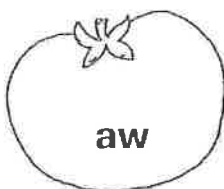
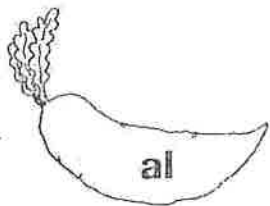
Date \_\_\_\_\_

1.	$17 - 7 =$	21.	$16 - 7 =$
2.	$14 - 10 =$	22.	$17 - 8 =$
3.	$19 - 11 =$	23.	$18 - 7 =$
4.	$16 - 10 =$	24.	$14 - 6 =$
5.	$17 - 12 =$	25.	$17 - 8 =$
6.	$15 - 13 =$	26.	$12 - 8 =$
7.	$12 - 3 =$	27.	$14 - 7 =$
8.	$20 - 11 =$	28.	$15 - 8 =$
9.	$18 - 11 =$	29.	$13 - 5 =$
10.	$13 - 5 =$	30.	$16 - 8 =$
11.	$\underline{\quad} = 11 - 2$	31.	$14 - 9 =$
12.	$\underline{\quad} = 12 - 4$	32.	$15 - 6 =$
13.	$\underline{\quad} = 13 - 5$	33.	$13 - 6 =$
14.	$\underline{\quad} = 12 - 3$	34.	$\underline{\quad} = 13 - 8$
15.	$\underline{\quad} = 11 - 4$	35.	$\underline{\quad} = 15 - 7$
16.	$\underline{\quad} = 13 - 2$	36.	$\underline{\quad} = 18 - 9$
17.	$\underline{\quad} = 11 - 3$	37.	$\underline{\quad} = 20 - 14$
18.	$17 - 8 =$	38.	$\underline{\quad} = 20 - 7$
19.	$14 - 6 =$	39.	$\underline{\quad} = 20 - 11$
20.	$16 - 9 =$	40.	$\underline{\quad} = 20 - 8$

# Words with *aw, al, o*

**How Groundhog's Garden Grew**  
Spelling: Words with *aw, al, o*

Sort the Spelling Words by the /aw/ sound spelled *al, aw, and o*.



***al* words**

***aw* words**

***o* words**

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 12. _____ |
| 2. _____ | 9. _____  | 13. _____ |
| 3. _____ | 10. _____ | 14. _____ |
| 4. _____ | 11. _____ |           |
| 5. _____ |           |           |
| 6. _____ |           |           |
| 7. _____ |           |           |

## Spelling Words

### Basic Words

1. tall
2. saw
3. dog
4. draw
5. call
6. fall
7. soft
8. paw
9. ball
10. yawn
11. log
12. small

### Review Words

13. all
14. walk

Friday

ELL Lesson 25  
BLACKLINE MASTER ELL25.9



From Seed to Plant  
Oral Language Dialogue

## From Seed to Plant

Jason and Max are talking about something they learned in class. Act out the parts with a partner. Then switch roles and act them out again.

**Jason:** Did you know that a plant begins as a seed?

**Max:** Yes, and seeds come from plants.

**Jason:** That's right. Seeds grow inside a **pod** or a fruit. When the pod breaks open the seeds scatter.

**Max:** Those seeds will become new plants.

**Jason:** Once a seed is planted in the ground, it needs water. The water will **soak** the seed and **soften** its seed coat.

**Max:** The sun warms the seed, and the plant starts to grow. First, a **root** will grow down into the ground.

**Jason:** Then a **shoot** will grow up out of the ground. The shoot will grow into a plant.

**Max:** And before long that plant will grow seeds. The process will start all over again!



Friday

Spelling & Conventions Fun Quiz

Name \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

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Writing Conventions Fun Quiz:

*Make up a 1-3 sentences for your child to write.  
Include a spelling or vocabulary word in every sentence.*

**OR**

*Copy and revise one of your journal entries with correct conventions.*

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YES!	Not yet,	
		<i>Sentence starts with a capital and no extra capitals are in the middle of the sentence.</i>
		<i>The sentence ends with an end mark (period, exclamation mark, question mark).</i>
		<i>There are correct spaces between words and between letters.</i>
		<i>Spelling is logical and matches learned spelling patterns. Words that are unknown can be sounded out but the spelling words should be spelled correctly.</i>

# Friday or catch up on missed work.

Week #25

Name \_\_\_\_\_

Day 1

There are 33 students in Jenna's class picture. If 25 of the students are smiling, how many students are not smiling?

\_\_\_\_\_

Write <, >, or = to make the statements true.

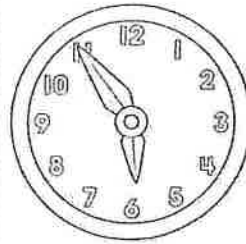
338 ○ 318

56 ○ 506

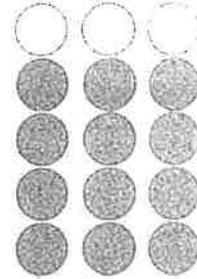
440 ○ 404

Day 2

What time is shown?



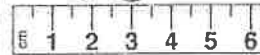
Is the number of shaded circles even or odd? \_\_\_\_\_



Anton is 60 inches tall. Abigail is 51 inches tall. How many inches taller is Anton than Abigail?

\_\_\_\_\_

$958 - 947 =$



How much longer is one leaf than the other? \_\_\_\_\_

$9 + 9 =$  \_\_\_\_\_

$4 + 6 =$  \_\_\_\_\_

$12 - 6 =$  \_\_\_\_\_

Day 3

$200 + 300 =$

Write the number word for each number.

354 \_\_\_\_\_

902 \_\_\_\_\_

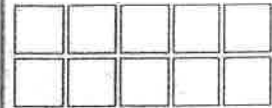
Day 4

What number is 5 tens and 6 ones?

\_\_\_\_\_

Write an equation for the array.

\_\_\_\_\_



Jaelynn has 49 blocks in a bag. If 27 of the blocks are square and the rest are rectangular, how many of the blocks are rectangular?

\_\_\_\_\_

$58 + 26 =$

\_\_\_\_\_

$90 - 11 =$

\_\_\_\_\_

What unit would you use to measure a soccer field?

- A. centimeters
- B. inches
- C. yards

Jordan was selling frozen ice treats. Blake gave Jordan 2 quarters and 2 nickels. How much did Blake pay for the treat?

\_\_\_\_\_

# SUDOKU 4 Kids

Place the digits 1, 2, 3, & 4 in the squares so that each number: can appear only once in each row, once in each column, and once in each quadrant (2x2 box)

Friday or  
catch up or  
Missed  
Work

## Puzzle 5

	2		1
	3	2	4
2	1	4	
3		1	

Difficulty Level



Time Taken (optional)

.....

## Puzzle 6

Difficulty Level



Time Taken: (optional)

.....

	2	1	3
	1		4
2		4	
1	4	3	





# Physical Education

## ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

Day	Warm-up	Fitness Activity	Cool Down	Total
<i>Example Day</i>	<i>Warm-up 5 Minutes</i>	<i>Family Hike 25 Minutes</i>	<i>Cool Down 5 Minutes</i>	<i>35 Minutes</i>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

### Warm-up Routine

1. Jog around the house once or down the hall 5 times.
2. Lunges around the house or down the hall 2 times
3. Jumping jacks in place 15 times.
4. Standing squats 10 times.



### Cool Down Routine

1. Stand feet shoulder width apart. Bend the right leg and lean to the right. This works the inside of your leg. (10 seconds) Switch legs and bend the left leg and lean to the right. (10 seconds)
2. Look at the stretch picture. Sit down legs straight, bend the right leg so the bottom of the foot is facing and touching the inside inner thigh. Lean forward and touch your left foot slowly for 10 seconds, Switch legs and have the left leg bent and touching the right foot slowly for 10 seconds.
3. Arm circles on the side 10 times and reverse arm circles 10 times

### Fitness Activity Choices

Family Walk  
 Jog Around The House  
 Badminton  
 Family Hike  
 HIIT Workout (YouTube)  
 Cosmic Kids Yoga (YouTube)  
 Jump Rope  
 Cup Stacking  
 Bike Ride/ Scooter Ride  
 Beach Body for Kids(online)  
 Fit Boost Activity (online)  
 Hopscotch  
 Relay races

Tag Game  
 Basketball Game  
 Frisbee  
 Yard Work  
 Walk The Dog  
 Soccer  
 Zumba Kids (online)  
 Build an Obstacle Course  
 Outdoor Scavenger Hunt  
 Playworks at Home(online)  
 Four Square  
 Chalk Obstacle Course on the sidewalk  
 Balloon Volleyball

Dance Party  
 Croquet  
 Play Catch  
 Stack Wood  
 Go Noodle (online)  
 Wiffle Ball  
 Jogging  
 Build a Fort  
 Juggling  
 Bean Bag Toss Game  
 Wall Ball  
 Hackysack

