

FRSD Distance Learning: K-5



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/>

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WEEKLY MESSAGE from grade level teams:

"We are all so excited to work with you all during this new adventure. It's perfectly natural to feel a little nervous and uncertain about the unfamiliar. But when you look at it as an opportunity to persevere and grow, only good things can happen. We believe in you! We've got this!"

~Ms. Collins, Ms. Hutton, Mrs. McGuire, and Mrs. Markham~

Monday	Tuesday	Wednesday	Thursday	Friday
Assignments	Assignments	Assignments	Assignments	Assignments
<p>Writing: Complete your first journal prompt. Focus on writing 7-10 sentences and using nice handwriting.</p> <p>Math: Do "Day 1" problems from pg. 1.</p> <p>Review "Dream Bedroom" project, pgs. 2-10. ☺ Complete pgs. 3-4.</p> <p>Reading: Unit 6 Lesson 26: Read all articles (pgs. 4-19) in Reading Adventures Magazine.</p> <p>Read a book of your choice for 20 min.</p> <p>PE: Log 30 minutes of activity.</p> <p>Extra: Practice Multiplication and Division Facts 1-12s.</p> <p>How To Draw A Cartoon Sloth https://youtu.be/3Xi3GaS7Zaw</p>	<p>Writing: Complete your second journal prompt. Focus on writing 7-10 sentences and check for correct spelling.</p> <p>Math: Do "Day 2" problems from pg. 1.</p> <p>Do pages 4-5 of "Dream Bedroom" project.</p> <p>Reading: Unit 6 Lesson 26: Reread all articles (pgs. 4-19) in Reading Adventures Magazine out loud to a pet, stuffy, or family member.</p> <p>Read a book of your choice for 20 min.</p> <p>PE: Log 30 minutes of activity.</p> <p>Extra: IXL: Topic EE1-EE4 (Perimeter) https://www.ixl.com/signin/frsd</p> <p>Video about frogs and toads! https://youtu.be/rVAjUSLkDLo</p>	<p>Writing: Complete your third journal prompt. Focus on writing 7-10 sentences, checking for capital letters and ending punctuation.</p> <p>Math: Do "Day 3" problems from pg. 1.</p> <p>Do pages 6-7 of "Dream Bedroom" project.</p> <p>Reading: Unit 6 Lesson 26: Reread articles while completing Independent Reading pages 361-362 in packet, using complete sentences in your answers.</p> <p>Read a book of your choice for 20 min.</p> <p>PE Log 30 minutes of activity.</p> <p>Extra: Practice Multiplication and Division Facts 1-12s.</p> <p>Draw a frog: https://youtu.be/9vm9N1c_elg</p>	<p>Writing: Complete your fourth journal prompt. Focus on writing 7-10 sentences, checking for descriptive details and adjectives.</p> <p>Math: Do "Day 4" problems from pg. 1.</p> <p>Do pages 8-9 of "Dream Bedroom" project.</p> <p>Reading: Unit 6 Lesson 26: Complete Spelling pages 363 and 365 in packet. Complete Grammar pages 366 and 369 in packet.</p> <p>Read a book of your choice for 20 min.</p> <p>PE: Log 30 minutes of activity.</p> <p>Extra: IXL: Topic EE5-6 and EE11-12 (Area) https://www.ixl.com/signin/frsd</p> <p>Draw a picture of something "alive" that you find outside. Can you label it?</p>	<p>Writing: Complete your fifth journal prompt. Focus on writing 7-10 sentences and revising for interesting word choice and voice.</p> <p>Math: Go back and check any problems you may have skipped from pg. 1.</p> <p>Do page 10 "Reflection 1" of "Dream Bedroom" project. Check that you have finished all previous pages.</p> <p>Reading: Unit 6 Lesson 26: Comprehension Quiz Questions #1-10 (pgs. 9-10 in packet). Cite page number from article where you found your answer.</p> <p>Read a book of your choice for 20 min.</p> <p>PE: Log 30 minutes of activity.</p> <p>Extra: Practice Multiplication and Division Facts 1-12s.</p> <p>Explore the website https://www.historyforkids.net/</p>



MY Quarantine JOURNAL



By : _____

Age: _____



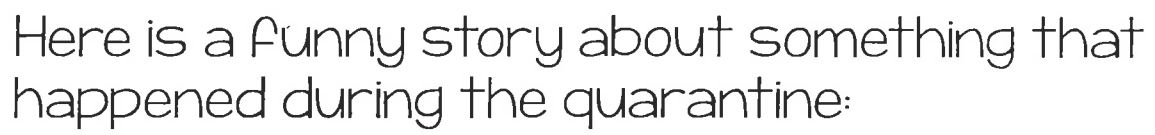
EXTRA! EXTRA!

Why the Quarantine Happened

In November of 2019, a new virus began to make people sick in China. People soon realized that this virus spread very quickly. Scientists named this new virus covid-19. In February of 2020, people in Italy started getting sick, too. In March of 2020, the virus had made its way around the world. In an effort to slow its spread, many places, including the United States, took measures to help stop the spread of the virus. These measures included shutting down schools and closing businesses. People were encouraged, and some even ordered, to stay home. Children started learning from home. Many adults started working from home as well. These are my thoughts during that time.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





Since we couldn't go on actual field trips, many places offered virtual field trips. Here is one I checked out:





A movie or tv show that we watched during the quarantine was:



Grade 5 Math for Week of 4/13-4/17

Name: _____

Teacher: _____

Day 1

$$43 \times 16 =$$

Jacob and Dustin collected 245 cans for the school can drive. They gave 55 cans to Dustin's little sister to take to her class. How many cans does this leave for the boys' class?

$$\frac{5}{12} + \frac{1}{4} =$$

Write 3.6 in word form.

Day 2

Victor has \$60.00 in his wallet. He buys a basketball for \$12.89 and a sled for \$39.99. How much money does he have left?

$$30 \times 10^3 =$$

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

$$62.381 \bigcirc 62.831$$

Round 10649 to the nearest thousandth.

Day 3

Write an expression for the calculation triple 4 and then add 7 times 7.

Complete the table.

	Add 1	Add 3
1	2	4
2		
3		
4		
5		
6		

$$(4 + 6) \div (9 - 4) =$$

$$\frac{9}{10} + \frac{2}{5} =$$

Day 4

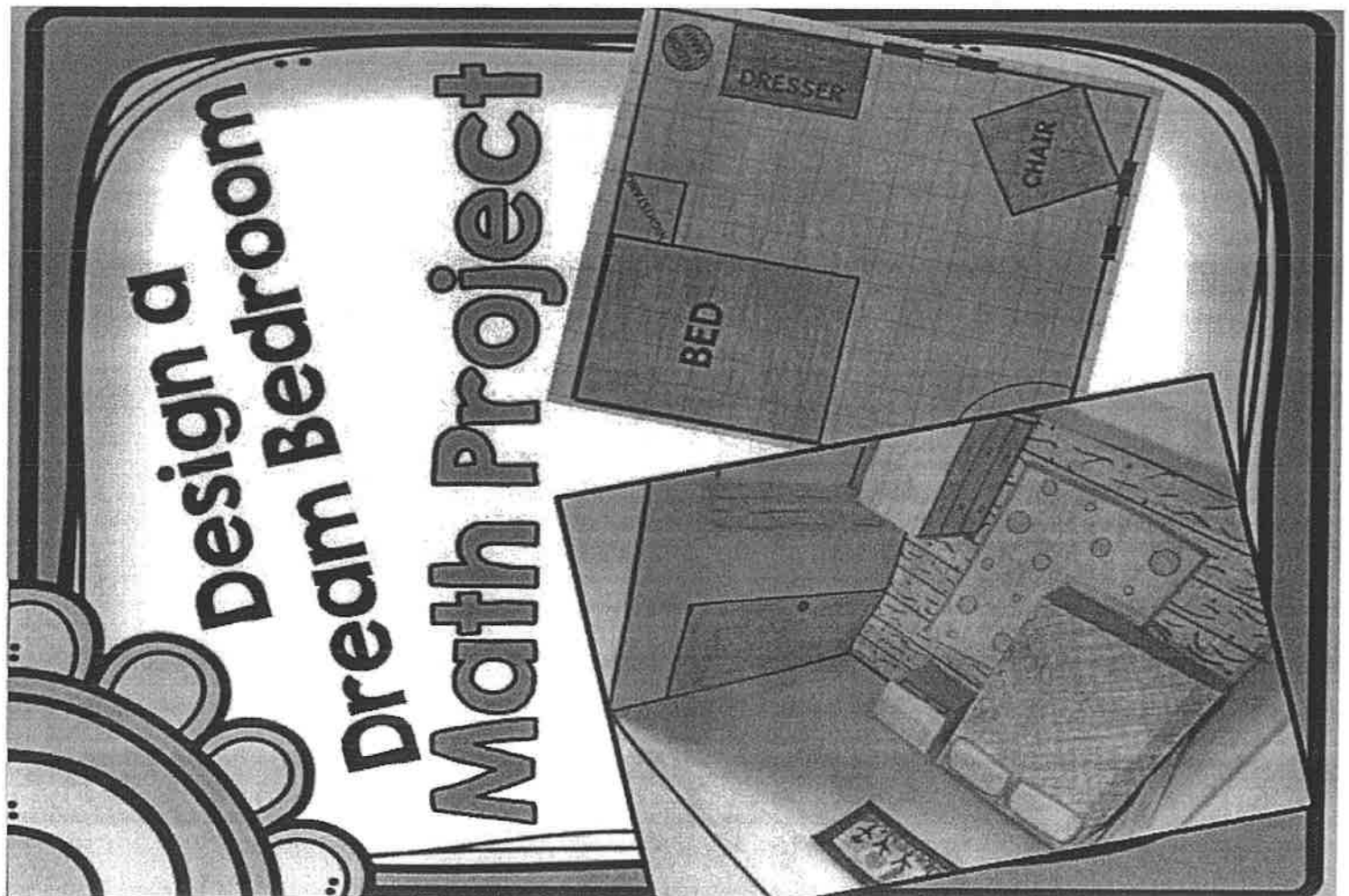
Write <, >, or = to make the statement true.

$$30.249 \bigcirc 30.429$$

What is the value of 5 in the number 0.865?

$$5,206 \times 3 =$$

$$700 \div 5 =$$



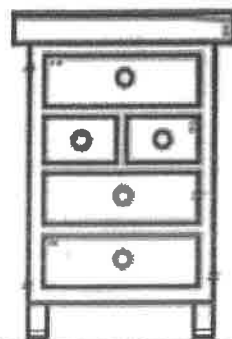
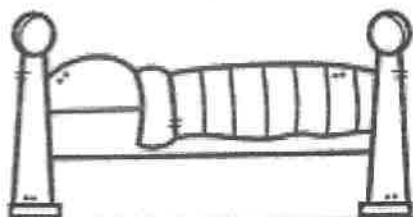
PROJECT OVERVIEW

Topic	Interior Design
Content	<ul style="list-style-type: none"> • Area • Perimeter • Surface area • Scale • Multiplication • Division • Addition (whole numbers and/or decimals) • Nets/3D models • Architecture symbols
Driving Question	How can I design my bedroom so that it reflects my personal style and interests?
Inquiry and Choice	<p>Students will get to choose:</p> <ul style="list-style-type: none"> • Room size • Furniture • Wall treatments • Floor coverings • Furniture/bedroom accessories <p>Reference sheets for furniture, wall treatment, and flooring options are included. You can choose to have students use those, and research additional items not on the list, or have students research pricing for everything.</p> <p>Reflection questions are built in after students create their floor plan and after they calculate their expenses. As a part of the reflection time, I suggest they also pair up with another student, or small group and discuss/critique each others projects</p>
Critique and Revision	
21st Century Competencies	<ul style="list-style-type: none"> • Creativity • Problem Solving • Communication
Audience	<ul style="list-style-type: none"> • Classmates • Families

My Dream Bedroom - Brainstorming



Write and/or draw the things you would want to be a part of your dream bedroom.

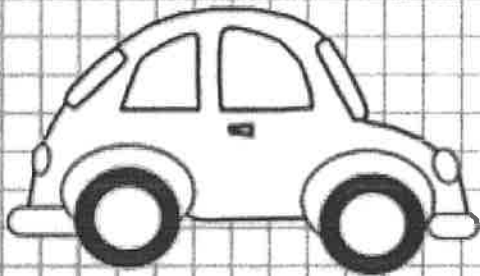


Scale Factor

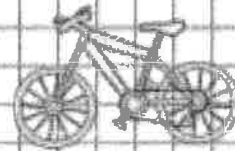
Scale factor is the ratio of the length of an item in a drawing to the length of that item in real life. For this project we will use the scale factor 1 foot : 1 square

The car below is 13 squares long. In real life it would be 13 feet long.

Directions: Find the lengths and heights of the items shown below. Remember, 1 square = 1 foot.



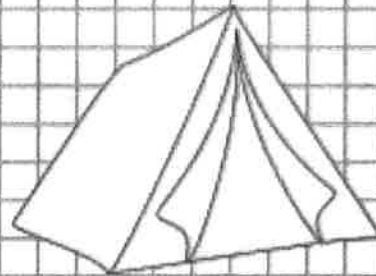
Car in drawing = 13 squares long
Car in real life = 13 feet long



Bike = _____ feet long



Walrus = _____ feet long



Tent = _____ feet tall

Draw a rectangle that is
9 x 7 in real life in the
space below



Gnome = _____ feet tall

Basic Bedroom Features- Walls, Doors, and Windows

1. Choose the size of your bedroom. Your four bedroom size choices are below. Circle the bedroom size you are choosing.

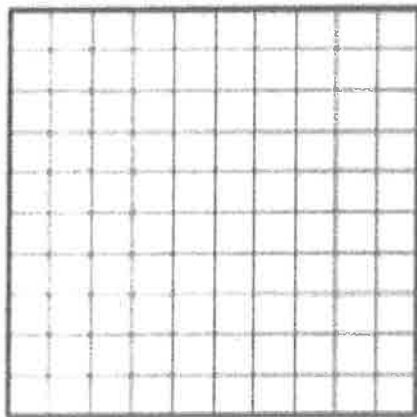
10' x 10'

10' x 12'

12' x 14'

13' x 17'

2. The perimeter of my bedroom is _____
3. The area of my bedroom is _____
4. Draw the walls of your bedroom on your graph paper. Remember, one foot is equal to one square on the grid.

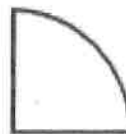
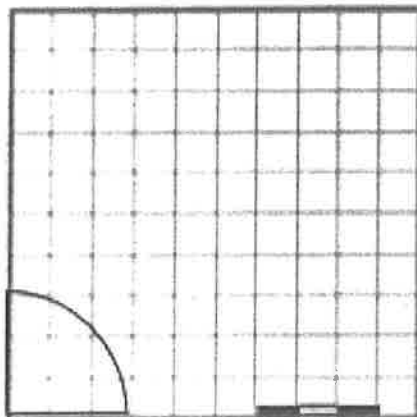


Example

10' x 10' bedroom

5. A standard door is three feet wide. Decide where you would like your bedroom door to be located. When you decide where you want your door, draw it on your bedroom plan using symbol for a door.

Example



Door symbol



Window symbol

6. A standard window is three feet wide. Decide how many windows you want in your room and add them to your bedroom plan using the symbol for a window.

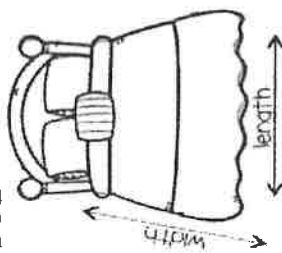
Required Furniture

Different sizes of beds, dressers and nightstands are shown below. For each item, choose the size you would like and add it to the Furniture calculations sheet.

Calculate the area and perimeter for each item. Then add the items onto your bedroom plan.

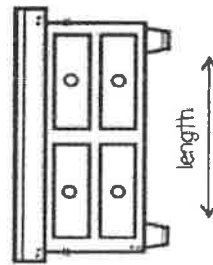
Remember, 1 foot = 1 square on your bedroom plan.

Bed



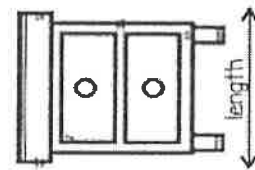
Size	Width	Length
Twin	6 feet	3 feet
Full	6 feet	4.5 feet
Queen	6.5 feet	5 feet
King	7 feet	6 feet

Dresser



Size	Width	Length
Small	1.5 feet	3 feet
Medium	2 feet	3.5 feet
Large	2 feet	4 feet

Nightstand



Size	Width	Length
Small	1.5 feet	1.5 feet
Medium	1.5 feet	2 feet
Large	2 feet	2.5 feet

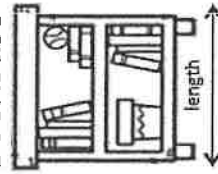
Optional Furniture

Different sizes of bookcases, desks, chairs and couches are shown below. For each item you would like, choose the size you want and add it to the Furniture calculations sheet.

Calculate the area and perimeter for each item. Then add the items onto your bedroom plan.

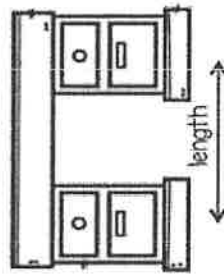
Remember, 1 foot = 1 square on your bedroom plan.

Bookcase



Size	Width	Length
Small	0.5 feet	3 feet
Large	1 foot	5 feet

Desk

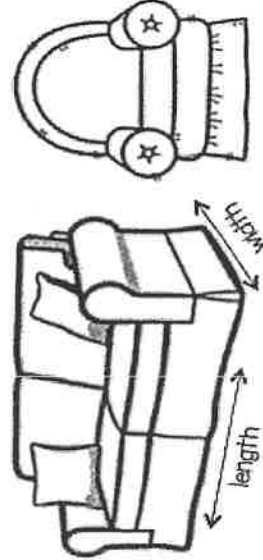


Size	Width	Length
Kids Desk	2 feet	2.5 feet
Computer desk- small	2.5 feet	3 feet
Computer desk-large	2.5 feet	5 feet

Chair, Loveseat or Couch

Size	Width	Length
Chair	3 feet	3 feet
Loveseat	3 feet	5 feet
Couch	3 feet	7 feet

If you would like to include items not on this page, you will need to do some additional research to find the dimensions of those items.



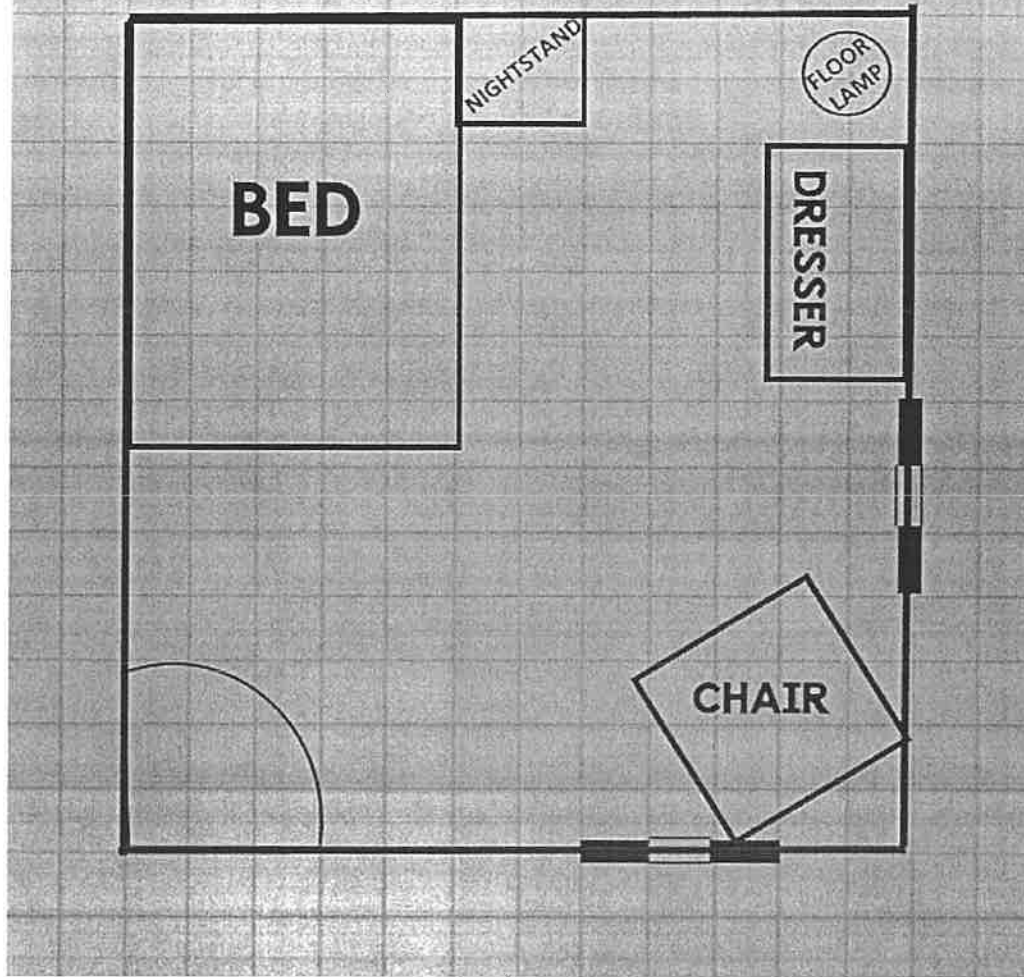
Furniture Calculations

For each item you are putting into your dream bedroom record the item, dimensions, area and perimeter on the chart below.

Item	Dimensions (length x width)	Area of item	Perimeter of item

SAMPLE

12' x 13' Room Floor Plan

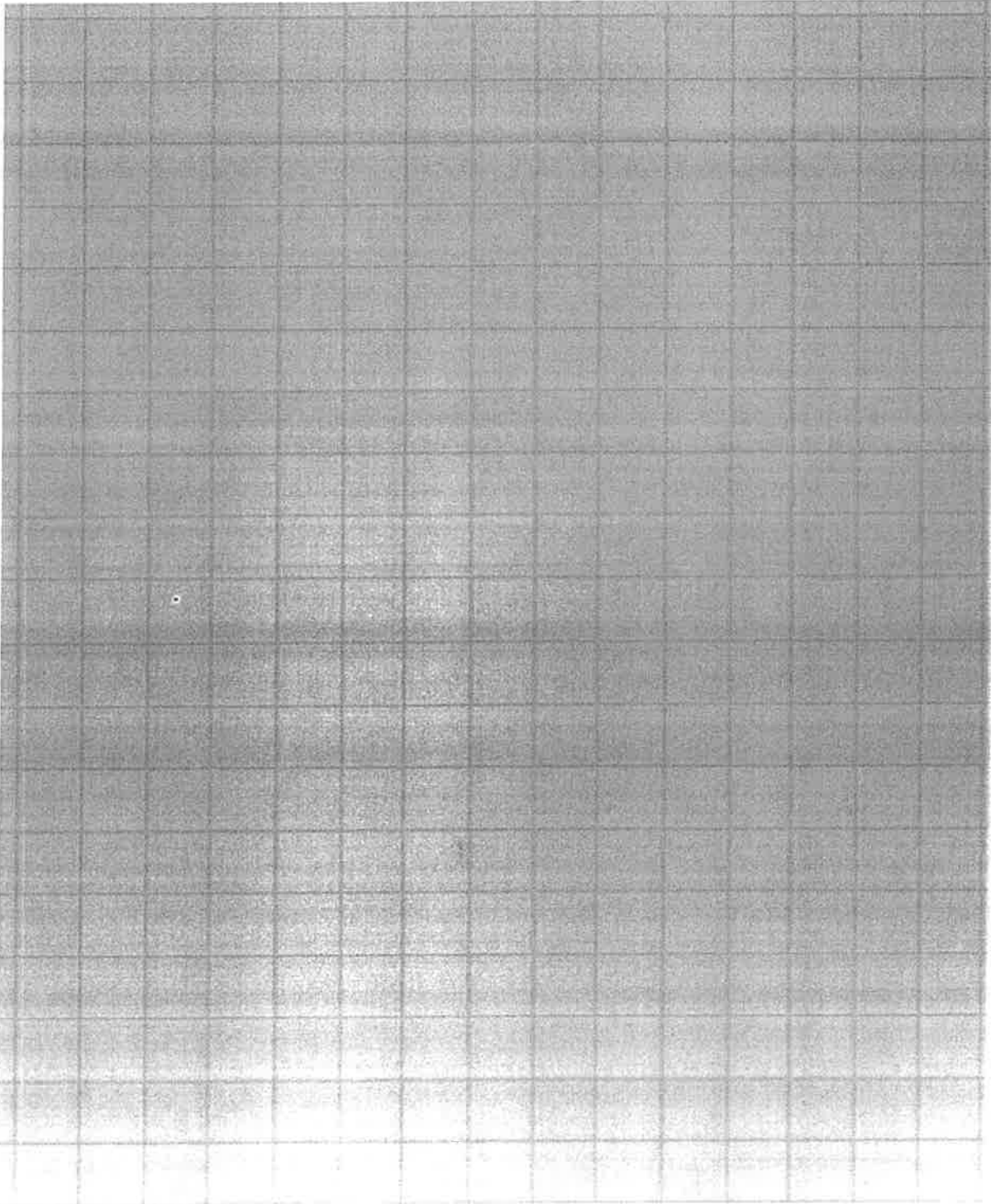


Here's an example of a simple bedroom floor plan. Analyze it and decide if there is room for other furniture and/or accessories. Make sure to consider walking space, door/drawer openings, access to windows, etc. List your thoughts here:

Sketch Your Floor Plan!

Using your chosen room dimensions, features and furniture, sketch out your dream bedroom in 2 dimensions (bird's eye view). Use the sample from the previous page as a guide.

1. Begin by outlining the correct room size on the graph paper below.
2. Then add in the door and window(s).
3. Next place your large furniture, followed by the smaller accessories.



REFLECTION #1

1. What part of your project are you most proud of so far? Why?

2. Did you include any furniture in your dream room that you do not currently have in your room? What made you choose that item (those items)?

3. Did you ask anyone for help or suggestions during your work so far? Explain.

Name _____ Date _____

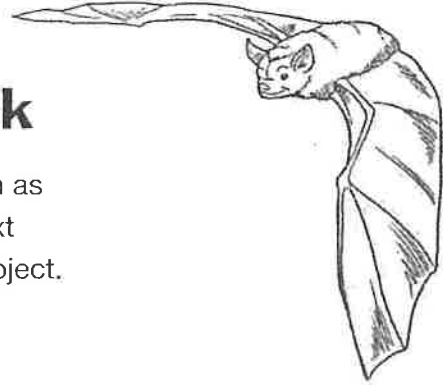


Animals on the Move
Independent Reading

Animals on the Move

Illustrate a Science Book

Science books usually include graphic features such as diagrams to help the reader understand what the text describes. Diagrams show parts and details of an object.



Read page 8. How do bats find food and other objects?
Explain, in your own words, how this process works.

Draw a diagram to describe how bats find objects in the dark. Use arrows and labels to identify the parts of your diagram. Write a caption that summarizes what the diagram shows.

A large, empty rectangular box intended for the student to draw a diagram illustrating how bats find objects in the dark.

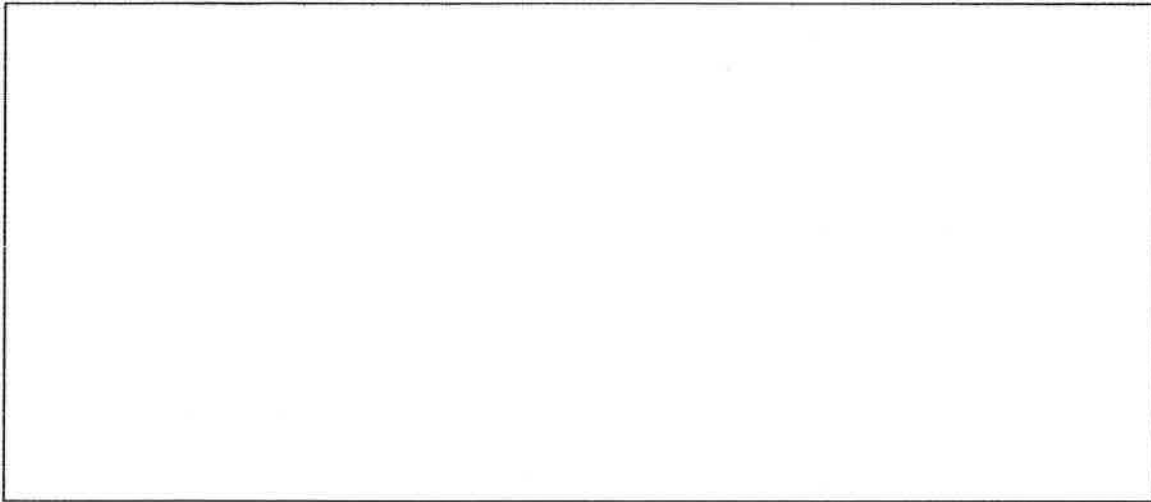
Caption: _____

Name _____ Date _____

Lesson 26
READER'S NOTEBOOK

Animals on the Move
Independent Reading

Choose two animals from "Animals on the Move." For each animal, create a diagram showing how the animal uses its senses to find its way, locate objects, or communicate with others. Use arrows and labels to identify the parts of your diagrams. Give each diagram a caption.



Caption: _____



Caption: _____

Singular Possessive Nouns

Animals on the Move

Grammar: Possessive Nouns

- A **singular possessive noun** shows that one person, place, or thing has or owns something.
- To show a singular possessive noun, add an apostrophe and -s ('s) to a singular noun.

Singular Noun	Singular Possessive Noun
the ear of the elephant	the elephant's ear

Thinking Question*Is there a shorter way to show possession?*

Each underlined phrase can be rewritten in a shorter way.

Rewrite each sentence, using a possessive noun.

1. The research of Dr. Payne proved that elephants can hear noises that humans can't.

2. The mother of the elephant hums to her newborn.

3. The insect will become the dinner of the hungry bat.

4. The dance the bee does shows the other honeybees where to find pollen.

5. In order to track its movements, the scientist put a band around the leg of the bird.

6. Many animals use the magnetic field of Earth to navigate over long distances.

The Verbs *be* and *have*

The chart below shows the present and past tense forms of *be* and *have*.

	Form of <i>be</i>	Form of <i>be</i>	Form of <i>have</i>	Form of <i>have</i>
	Present	Past	Present	Past
Singular subjects: I	am	was	have	had
You	are	were	have	had
He, She, It (or noun)	is	was	has	had
Plural subjects: You	are	were	have	had
We, They, (or noun)	are	were	have	had

Write the form of *be* or *have* in parentheses that best completes each sentence.

1. Polar bears (is, are) patient hunters. _____
2. Polar bear cubs (is, are) about the size of a rat when they are born. _____
3. The polar bear cub (has, have) been with its mother for nearly a year. _____
4. You should (have, of) seen how big the bear was! _____
5. Its sense of smell (is, are) very powerful. _____
6. The polar bear (has, have) eaten all of the meat. _____
7. They (is, are) protected from the cold by layers of blubber. _____

Vocabulary

Answer Numbers 1 through 10 on your Answer Sheet. Choose the best answer for each question.

- 1 What does the word *disturbing* mean in the sentence below?

Mandy watched the baby birds without disturbing the nest.

- A. bothering
- B. building
- C. rejecting
- D. seeing

- 2 What does the word *struggled* mean in the sentence below?

Oscar struggled to carry the heavy package to his house.

- F. asked a friend
- G. created a machine
- H. had a difficult time
- I. moved things around

- 3 What does the word *gradually* mean in the sentence below?

The bus gradually came to a stop.

- A. recently
- B. properly
- C. little by little
- D. with some noise

- 4 What does the word *identical* mean in the sentence below?

No two snowflakes are identical.

- F. exactly alike
- G. very unusual
- H. almost frozen
- I. simply elegant

- 5 What does the word *routine* mean in the sentence below?

Every afternoon, Steven walked his dog as part of his routine.

- A. humorous event
- B. special ceremony
- C. regular course of action
- D. lesson that was learned

- 6 What does the word *blank* mean in the sentence below?

The coach had a blank look on his face.

- F. not written on
- G. without expression
- H. center spot of a target
- I. mark where a word was left out

Animals on the Move

Vocabulary

- 7 What does the word *double* mean in the sentence below?

The price of a train ticket will double next month.

- A. a fold
- B. a twin
- C. have two layers
- D. be twice as much

- 8 What does the word *flip* mean in the sentence below?

We like to watch Mom flip the pancakes.

- F. look quickly
- G. snap something
- H. turn over in the air
- I. leaf through pages in a book

- 9 What does the word *check* mean in the sentence below?

The woman wrote a check to pay for her groceries.

- A. inspection
- B. sudden stop
- C. ticket of ownership
- D. paper money substitute

- 10 What does the word *rough* mean in the sentence below?

The road up the mountain was rough.

- F. anxious
- G. plain and basic
- H. violent and loud
- I. uneven and bumpy



Comprehension

Answer Numbers 1 through 10 on your Answer Sheet. Base your answers on the article “Animals on the Move.”

- 1 Which quote from the article best supports the title?
 - A. “But traveling a long distance or an unknown route takes more planning.”
 - B. “Echoes are created when sound waves move through the air, hit something, and bounce back.”
 - C. “She listened to the tapes at normal speed and heard elephant sounds no human had ever heard before.”
 - D. “To navigate, they use these senses and other abilities that people don’t have, such as echolocation, in ways that scientists are still trying to understand.”
- 2 The section of the article with the heading “Leaving Home” tells how
 - F. animals use infrasound.
 - G. an animal will live its life.
 - H. an animal will ignore its instincts.
 - I. animals know how to communicate.
- 3 The photograph of elephants shows how they
 - A. move around in groups.
 - B. survive during violent storms.
 - C. all flap their ears at the same time.
 - D. use their trunks to communicate with their families.
- 4 What do you learn by reading the paragraphs under the heading “Why Bees Sing and Dance”?
 - F. that animals have five senses
 - G. how some animals greet each other
 - H. that sound waves bounce off objects as an echo
 - I. how some animals tell others where to find food
- 5 To find information about how some animals communicate with each other, you could look under any of these headings EXCEPT
 - A. “Elephant Talk.”
 - B. “Leaving Home.”
 - C. “Why Bats Squeak.”
 - D. “Why Bees Sing and Dance.”
- 6 Which is the best place to find information about why scientists band animals’ legs?
 - F. caption
 - G. heading
 - H. photograph
 - I. text

Animals on the Move

Comprehension

Name _____ Date _____

- 7 The best place in the article to find information about tracking birds is in
- A. the title.
 - B. the text.
 - C. a heading.
 - D. a photograph.
- 8 Which caption tells about an animal learning from humans?
- F. "A crane in flight."
 - G. "A honeybee's circular dance means flowers are nearby."
 - H. "Each year, thousands of salmon return to the waters where they hatched."
 - I. "Endangered whooping cranes learn a migration route by following an ultralight aircraft."
- 9 The purpose of the photograph of geese is to show how these animals
- A. follow a river.
 - B. fly in formation.
 - C. memorize their route.
 - D. use the sun as a compass.
- 10 To find out how salmon find their way back to their birthplace, you would look under the heading
- F. "Elephant Talk."
 - G. "Leaving Home."
 - H. "Returning Home."
 - I. "Why Bees Sing and Dance."

Mark Student Reading Level:

____ Independent ____ Instructional ____ Listening

Text and Graphic Features, Anchor Text

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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. 5 push-ups
3. 10 squats
4. 15 second plank
5. 10 single foot hops on each leg

Cool Down Routine

1. Sit and Straddle your legs. Slowly reach for each foot and count to 10.
2. Stretch your arms across the front of your body, and count to 10 on each arm.
3. Butterfly legs stretch and count to 10.

Fitness Activity Choices

Family Walk
Jog Around The House
Badminton
Family Hike
HIIT Workout (YouTube)
Cosmic Kids Yoga (YouTube)
Jump Rope
Cup Stacking

Tag Game
Basketball Game
Frisbee
Yard Work
Walk The Dog
Soccer
Zumba Kids (online)
Build an Obstacle Course

Dance Party
Croquet
Play Catch
Stack Wood
Go Noodle (online)
Wiffle Ball
Jogging
Build a Fort

