

# FRSD Distance Learning: Kindergarten April 20-24



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: Happy Monday Kindergarteners! Make sure to give us a call if you have any questions. Enjoy the sunshine and keep reading!**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Assignments</b>	<b>Assignments</b>	<b>Assignments</b>	<b>Assignments</b>	<b>Assignments</b>
<p><b>Math:</b> Do the lesson 25 Application Problem</p> <p>Lesson 25 Problem set.</p> <p><b>Reading:</b> Read the <u>Unit 10 Homework 1</u> half page 2 times (page # 3).</p> <p>Do the Letter G trace page (page #5 &amp; 6).</p> <p>On the back draw a picture of something that starts with the letter G and write a sentence about it.</p> <p><b>Extra:</b> Read 20 minutes and fill in the April reading log (page #20).</p> <p><b>Writing:</b> Pick 1 box from the writing choice board (page #21) Check it off when done. Use capitals, spaces, and a period when writing.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> See it, Say it Sign it with Jack Hartman <a href="https://www.youtube.com/watch?v=WP1bIVh1ZQM">https://www.youtube.com/watch?v=WP1bIVh1ZQM</a></p>	<p><b>Math:</b> Do the lesson 26 Application Problem</p> <p>Lesson 27 Problem set.</p> <p><b>Reading:</b> Read the <u>Unit 10 Homework 2</u> half page two times (page #3).</p> <p>Practice the words on the sight word list (page #9).</p> <p>Recite the letter G and review letter poems (page #9).</p> <p><b>Extra:</b> Read 20 minutes and fill in the April reading log.</p> <p><b>Writing:</b> Pick 1 box from the writing choice board. Check it off when done. Use capitals, spaces, and a period when writing.</p> <p>Complete &amp; rewrite 1st sentence on "I can write" page (page #22).</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> Social Studies Journal. Read and explore pages 64-71 with a family member. Do the activity on pages 72-73</p>	<p><b>Math:</b> Do the lesson 29 Application problem.</p> <p>Lesson 29 Problem set.</p> <p><b>Reading:</b> Read the <u>Unit 10 Homework 3</u> half page 2 times (page #4).</p> <p>Work on the letter G booklet (page #13 &amp; 14).</p> <p>Recite the letter G and review letter poems.</p> <p><b>Extra:</b> Read 20 minutes and fill in the April reading log.</p> <p><b>Writing:</b> Pick 1 box from the writing choice board. Check it off when done. Use capitals, spaces, and a period when writing.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> Make a letter G goose out of paper <a href="https://www.myteachingstation.com/kids-learning-activities/letter-g-craft-geese">https://www.myteachingstation.com/kids-learning-activities/letter-g-craft-geese</a></p>	<p><b>Math:</b> Do the lesson 14 sprint.</p> <p>Lesson 30 Problem set.</p> <p><b>Reading:</b> Read the <u>Unit 10 Homework 4</u> page 2 times (page #4).</p> <p>Practice the words on the sight word list.</p> <p>Recite the letter G and review letter poems.</p> <p><b>Extra:</b> Read 20 minutes and fill in the April reading log.</p> <p><b>Writing:</b> Pick 1 box from the writing choice board. Check it off when done. Use capitals, spaces, and a period when writing.</p> <p>Complete &amp; rewrite 2nd sentence on "I can write" page.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> Social Studies Journal. Read pages 74-75 with a family member and revisit the song on page 66-67 (discuss bolded words). Do the activity on page 76-77.</p>	<p><b>Math:</b> Do the lesson 22 Sprint.</p> <p>Lesson 31 Problem set.</p> <p><b>Reading:</b> Do the letter G <u>Read. Write. Draw.</u> Page (page #19). Draw a picture and write 1 thing about a gate. Ex: The gate is open.</p> <p><b>Extra:</b> Read 20 minutes and fill in the April reading log.</p> <p><b>Writing:</b> Pick 1 box from the writing choice board. Check it off when done. Use capitals, spaces, and a period when writing.</p> <p>Complete &amp; rewrite 3rd sentence from "I can write" page.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> Sight Word review 1-25 with Jack Hartmann <a href="https://www.youtube.com/watch?v=qb9WbH1-WXI">https://www.youtube.com/watch?v=qb9WbH1-WXI</a></p>

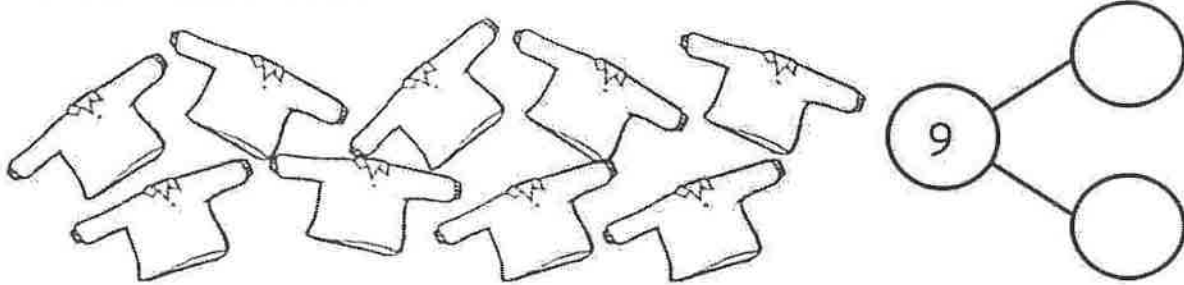
APPLICATION PROBLEM

Lesson 25	There were 9 flowers in Casey's beautiful garden. She had 2 vases. Draw one way she could have put all of the flowers into the vases. Are there other ways you could have shown the flowers?
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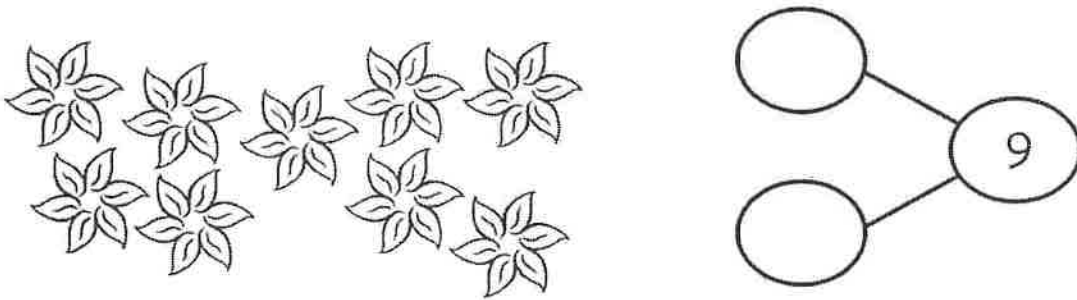
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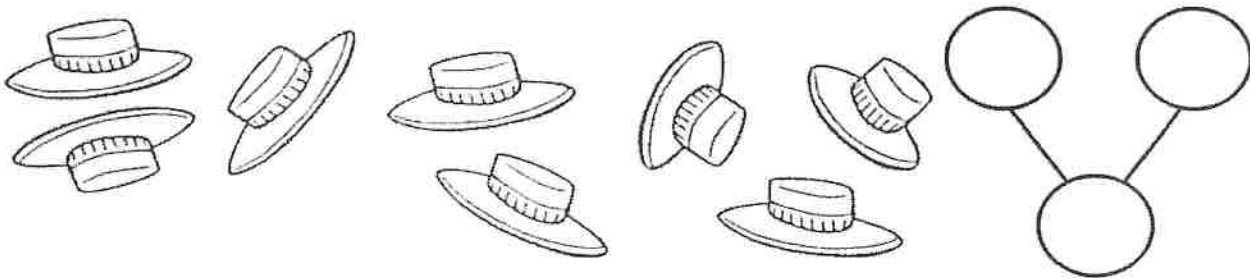
There are 9 shirts. Color some with polka dots and the rest with stripes. Fill in the number bond.



There are 9 flowers. Color some yellow and the rest red. Fill in the number bond.



There are 9 hats. Color some brown and the rest green. Fill in the number bond.



Tim and



Meet . Tim said,



"I see



sit in the



sees Tim.



Tim and  seem



Please initial with each reading.

Sweet Tam



said, "Meet Tam the



sweet . See Tam sit.



I'm in the




I see Tim in the



Please initial with each reading.

UNIT 10 HOMEWORK 3

 Tim



was in the .



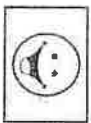
said, "I need that Tim."

I need Tim and Tam."

Tim sat in the



Tim was



UNIT 10 HOMEWORK 4

Storybook Decoding Review

Sounds you know:

i s a t W  
w e Th m i

Words you can sound out:

Tim we wind  
seed miss That

Words you have learned:

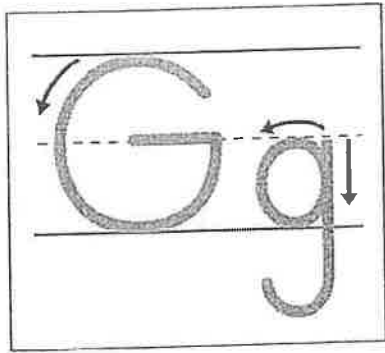
I'm was the said

Sentences you can read:

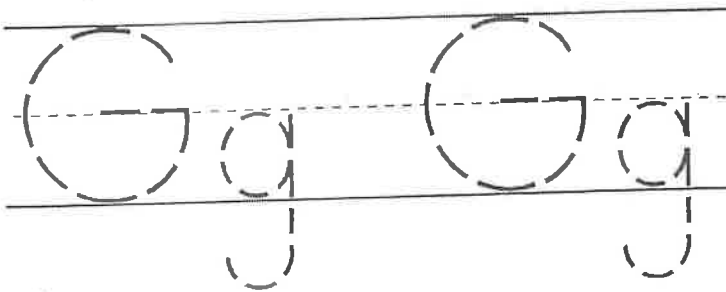
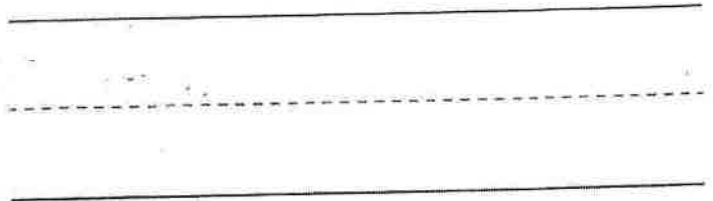
We sat in the weeds.  
Matt said, "Did Dan see me?"

Please initial with each reading: \_\_\_\_\_

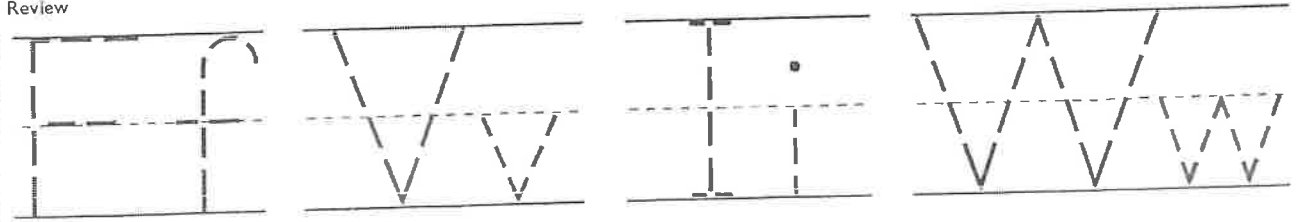
Please initial after the student has read the page. \_\_\_\_\_



I'm \_\_\_\_\_



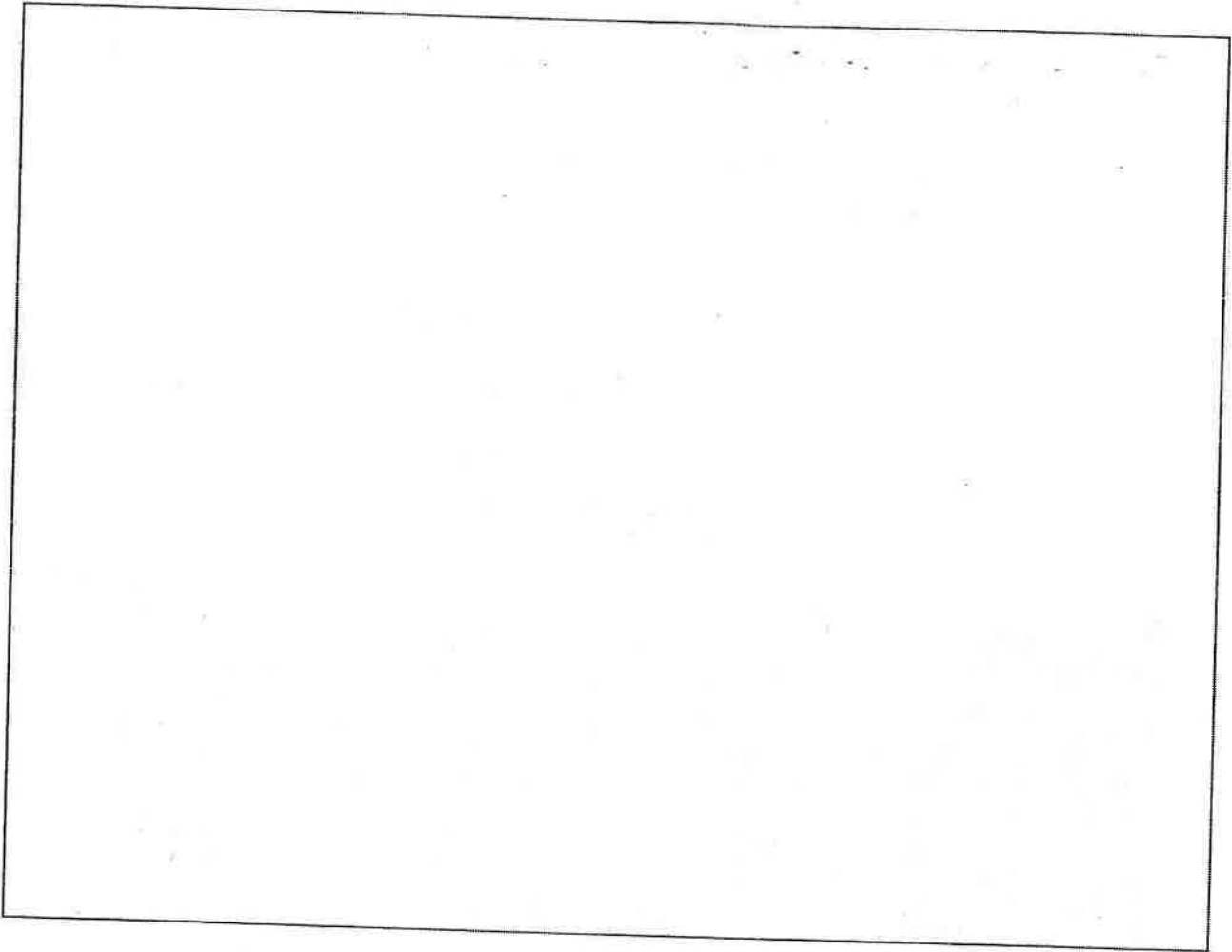
Review



Student's Challenge: Find and circle the four hidden Gg's.  
**Dear Family:** Ask your child to tell you about this page. "What letter are you studying?" (g) • "What in the picture begins with g?" (goose and grass) • "What letters are at the bottom of the page?" (f, v, i, w)

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I'm \_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

\_\_\_\_\_

-----

\_\_\_\_\_

A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.

\_\_\_\_\_

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\_\_\_\_\_

A set of three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



APPLICATION PROBLEM

Lesson 26	It is laundry day. We have 9 extra socks! Some are green and the rest are blue. Draw the set of green socks and the set of blue socks. Make a number bond to help tell about your picture. Tell your parents about your drawings and number bonds.
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Name \_\_\_\_\_

Date \_\_\_\_\_

Benjamin had 10 bananas. He dropped some of the bananas. Fill in the number bond to show Benjamin's bananas.

The illustration shows 10 bananas. There are 5 whole bananas and 5 broken bananas. To the right is a number bond with a top circle containing the number 10 and two empty circles below it.

Savannah has 10 pairs of glasses. 5 are green, and the rest are purple. Color and fill in the number bond.

The illustration shows 10 pairs of glasses arranged in two rows of five. To the right is a number bond with one empty circle at the top and two empty circles at the bottom.

Xavier had 10 baseballs. Some were white, and the rest were gray. Draw the balls, and color to show how many may be white and gray. Fill in the number bond.



The number bond consists of three empty circles. One circle is at the top, and two circles are at the bottom, connected by lines to form a triangle.

### Sight Words

Have your child read each sight word and write it on the lines. If you'd like to make little flash cards, there is space on the bottom to cut them out.

at	_____	or	_____
be	_____	one	_____
this	_____	had	_____
have	_____	by	_____
from	_____	words	_____

at	be	this	have	from
or	one	had	by	words

## Letter Poems

Directions: Practice reading the letter poems, come up with other words that begin with the letter sound.

Gg

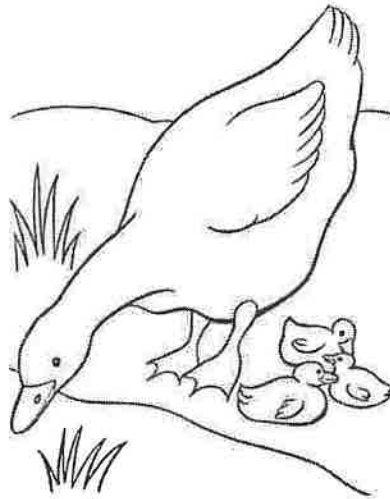
Capital letter G

Small letter g

G says "g"

1 goose in the grass

G, g, g



Jj

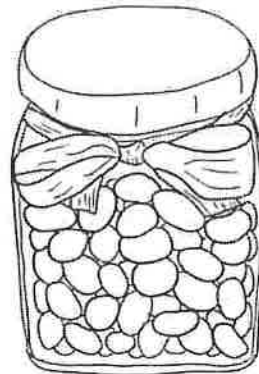
Capital letter J

Small letter j

J says "j"

13 jellybeans in a jar.

J, j, j



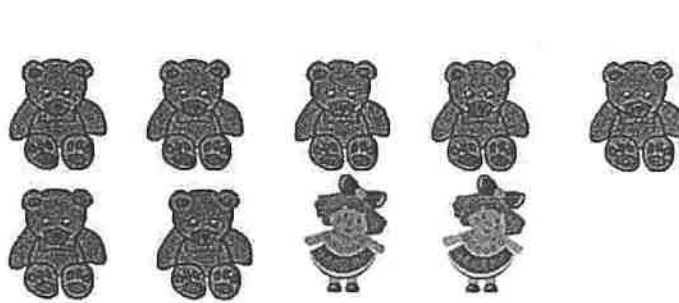
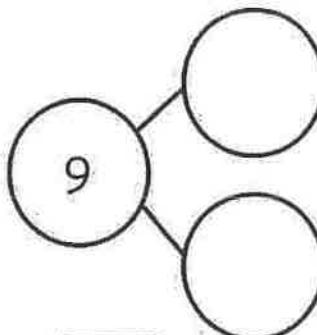
## APPLICATION PROBLEM

<p>LESSON 29</p>	<p>Emma had 9 pennies. Show her pennies in the middle of the desk. She wanted to use 4 of her pennies to buy some gum and 5 pennies to buy a balloon. Count and slide apart the pennies she needs to buy the gum and for the balloon. On your paper, show the number bond that tells about her pennies now.</p> <p>Now slide your groups of pennies together again. How many pennies in all? Would you need to create a new number bond to show what you just did?</p>
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Name \_\_\_\_\_

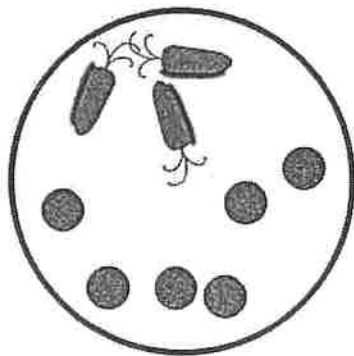
Date \_\_\_\_\_

Izzy had a tea party with 7 teddy bears and 2 dolls. There were 9 friends at the party. Fill in the number bond and number sentence.

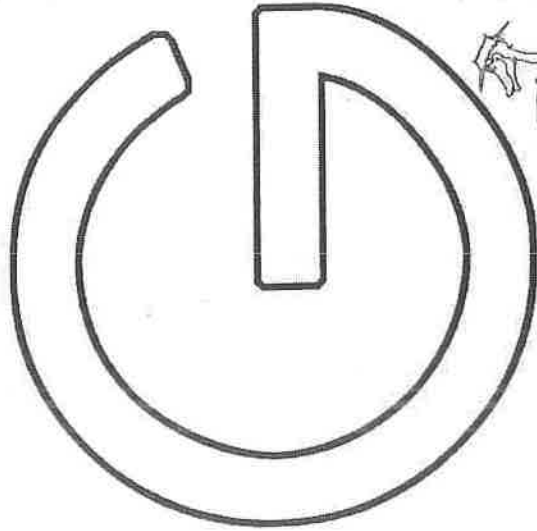
$$9 = \square + \square$$

Robin had 9 vegetables on her plate. She had 3 carrots and 6 peas. Draw the carrots and peas in the 5-group way. Fill in the number sentence.



$$9 = \square + \square$$

# My Letter G Book



by \_\_\_\_\_

**Dear Family:** Ask your child what the book is about. Discuss each page. Read pages 1 and 2 with your child.

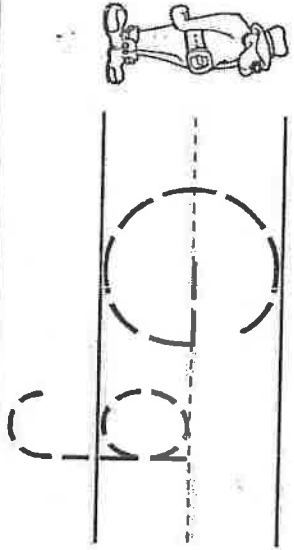
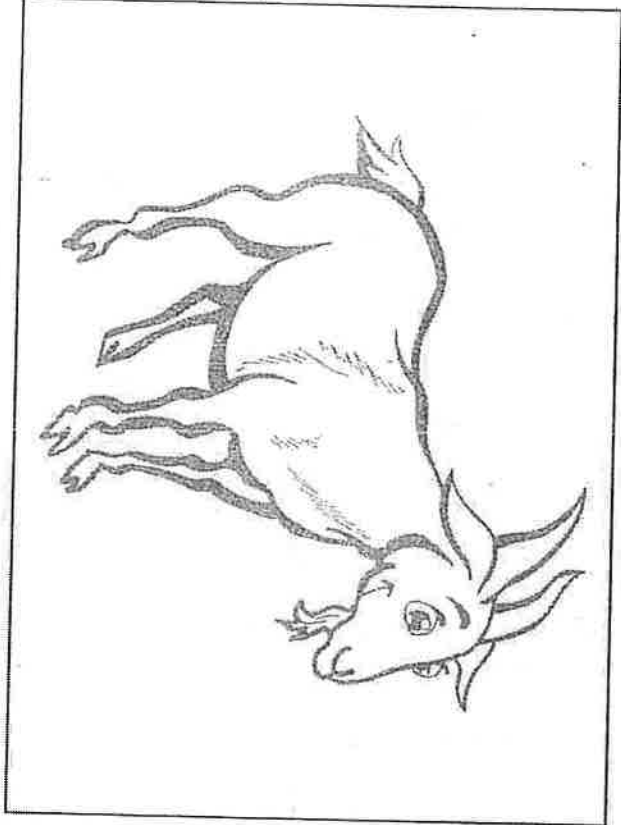
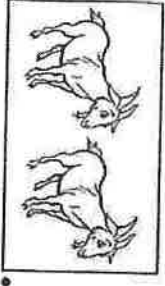
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Other sounds I know about:



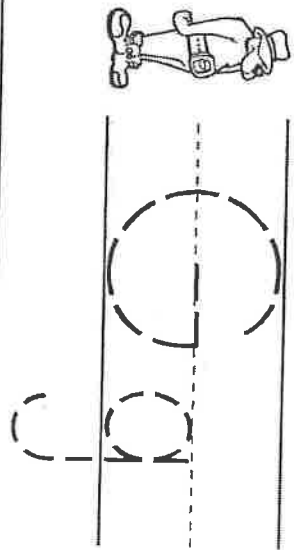
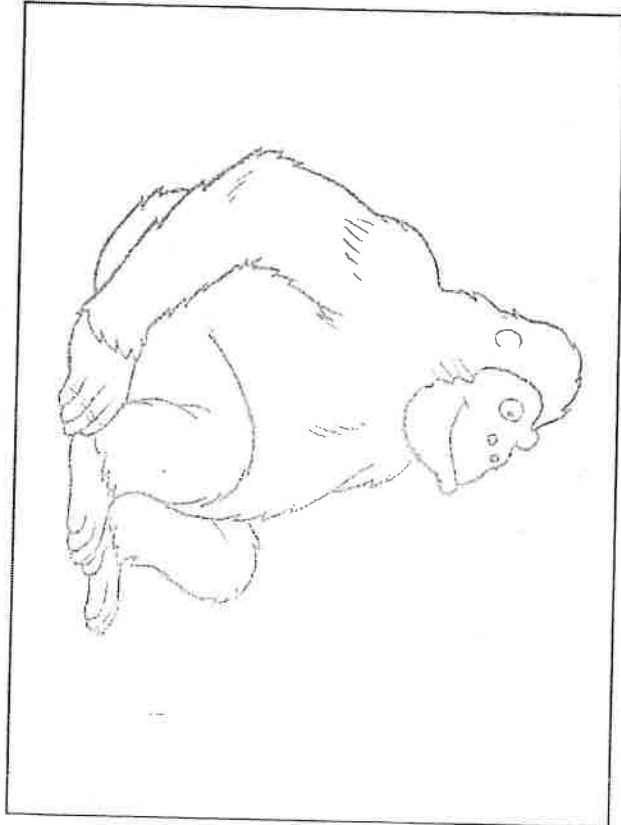
3 Have students cross out the picture that does not start with the sound.

See 2



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See the





Circle the number to make 7.

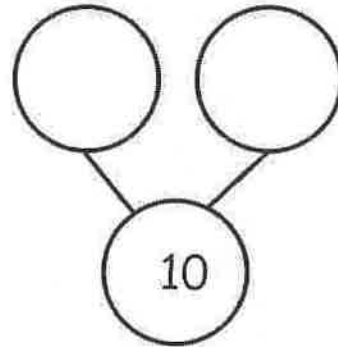
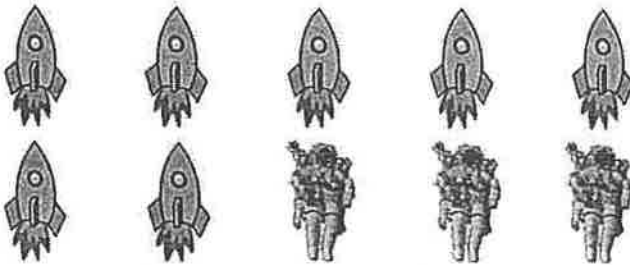
1				
2				
3	* * * * *	* *	* * *	
4				
5				
6	* * *	* * *	* * * * *	* *
7				
8				
9	* *	* *	* * * * *	* * * *
10	2	2	5	4
11				
12				
13	1	2	6	5

Name \_\_\_\_\_

Date \_\_\_\_\_

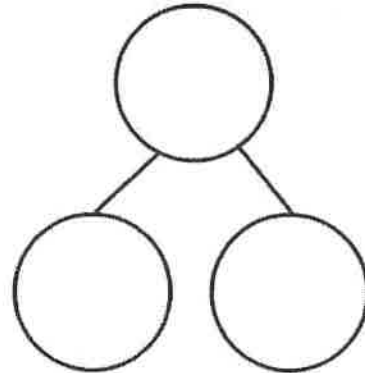
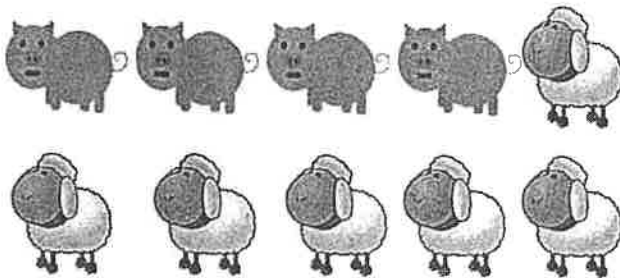
Fill in the number bonds, and complete the number sentences.

Ricky had 10 space toys. He had 7 rockets and 3 astronauts.



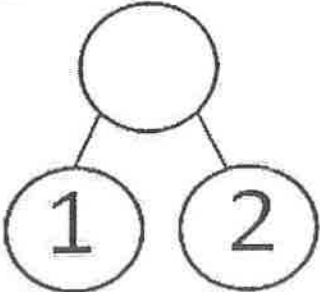
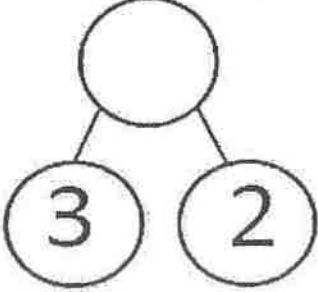
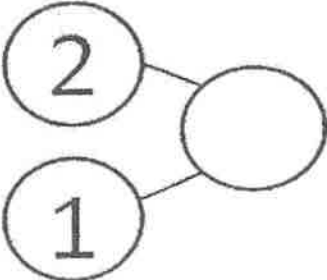
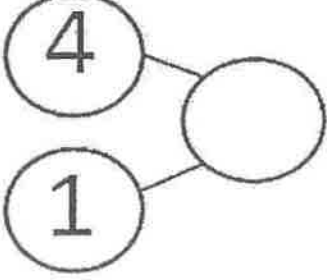
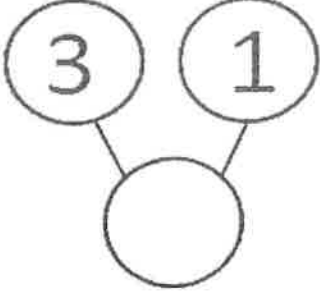
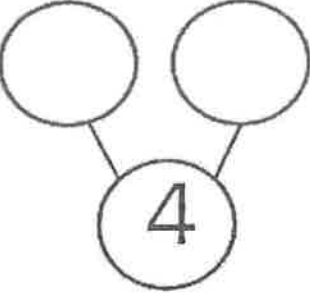
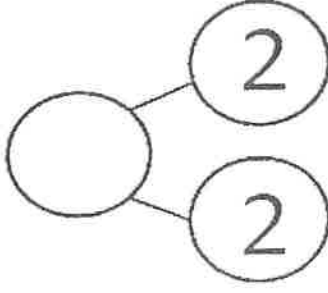
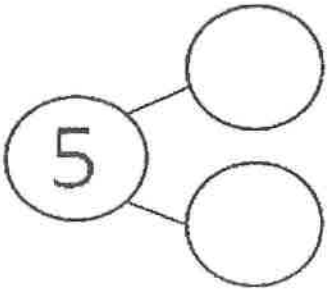
$$10 = \square + \square$$

Bianca had 4 pigs and 6 sheep on her farm. She had 10 animals altogether.



$$\square + \square = \square$$

Complete the number bond.



Name \_\_\_\_\_

Date \_\_\_\_\_

Draw the story. Fill in the number sentence.

Zayne had 6 round crackers and 3 square crackers. How many crackers did Zayne have in all?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

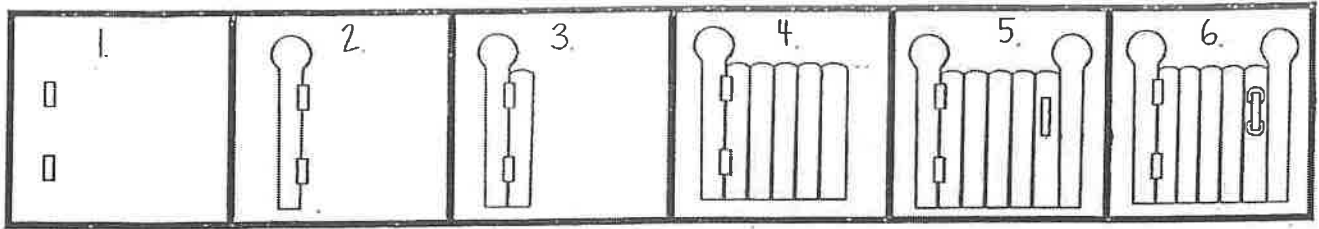
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Riley had 9 crayons. Her friend gave her 1 crayon. How many crayons did Riley have in all?

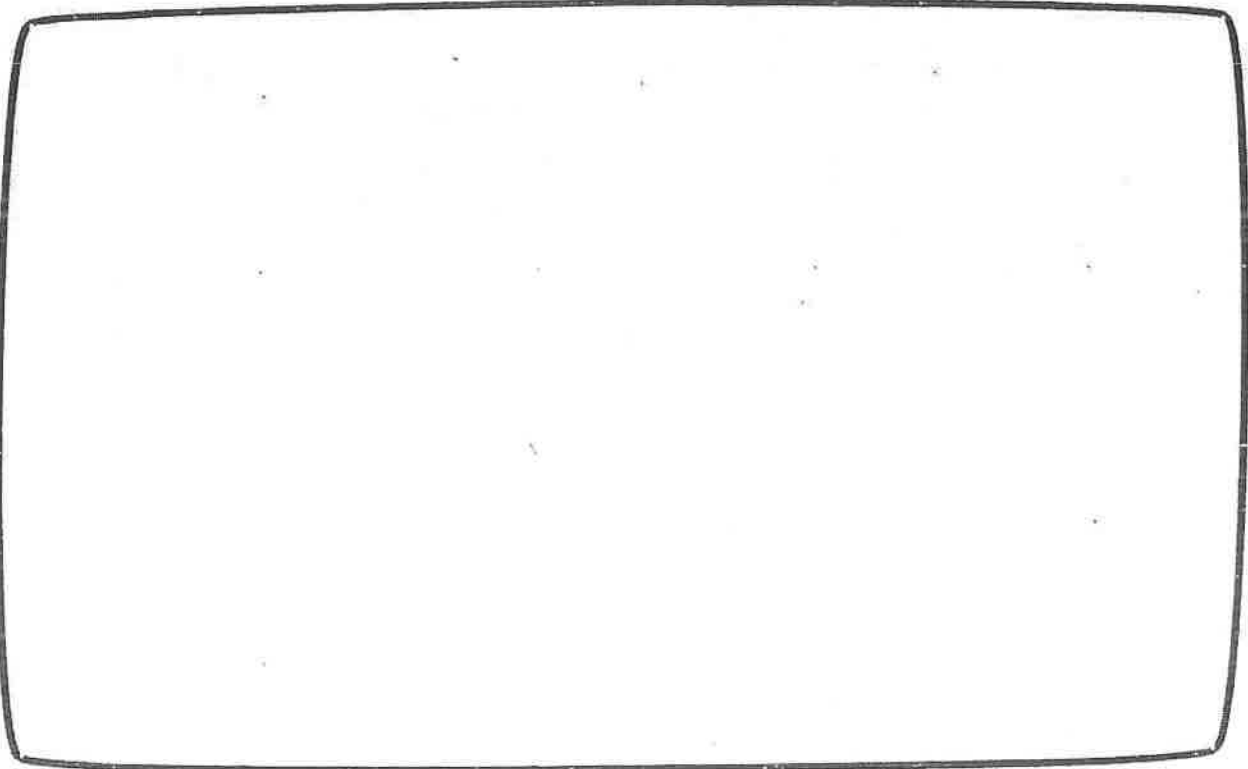
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

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

Read. Draw. Write.



gate

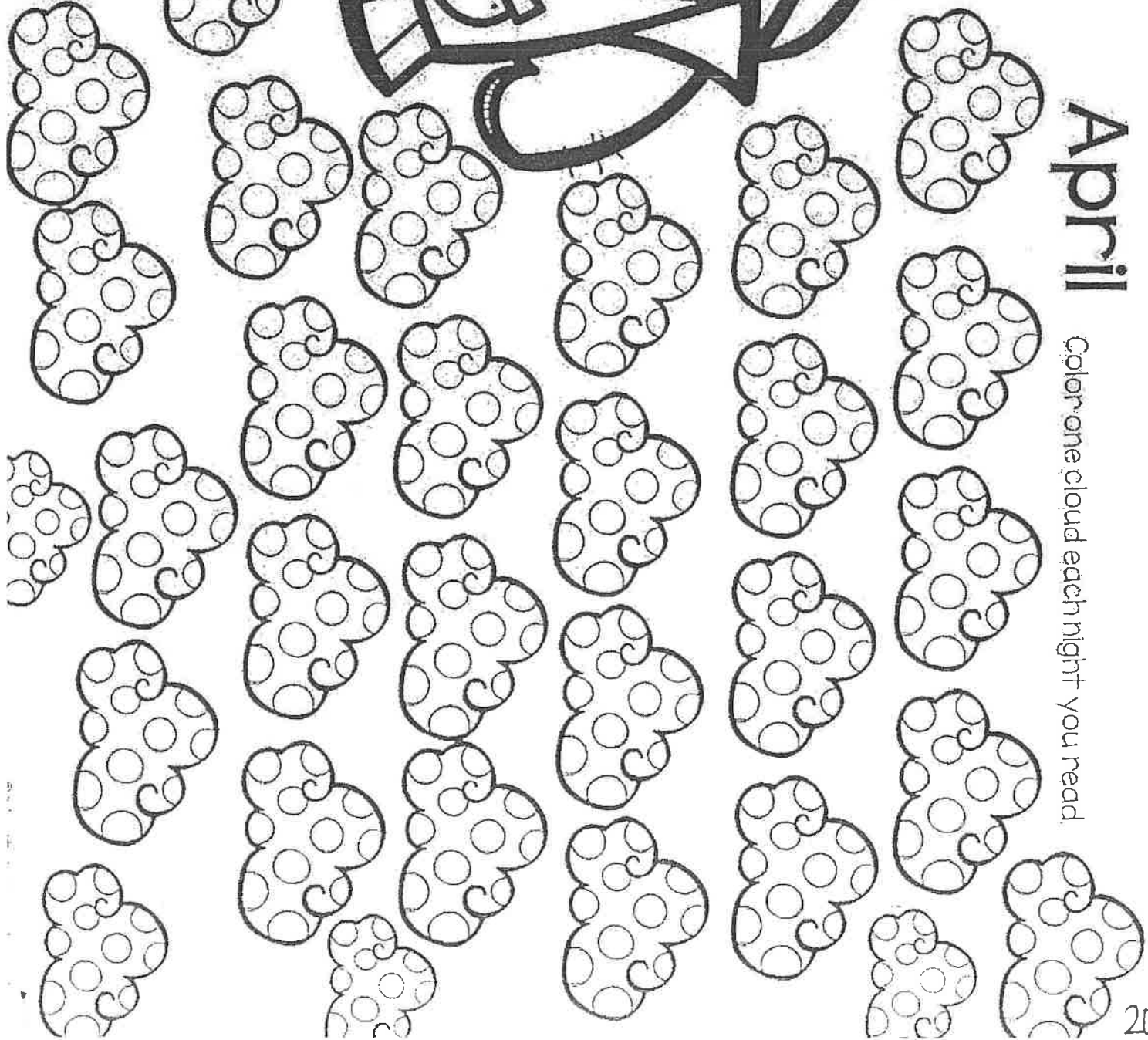
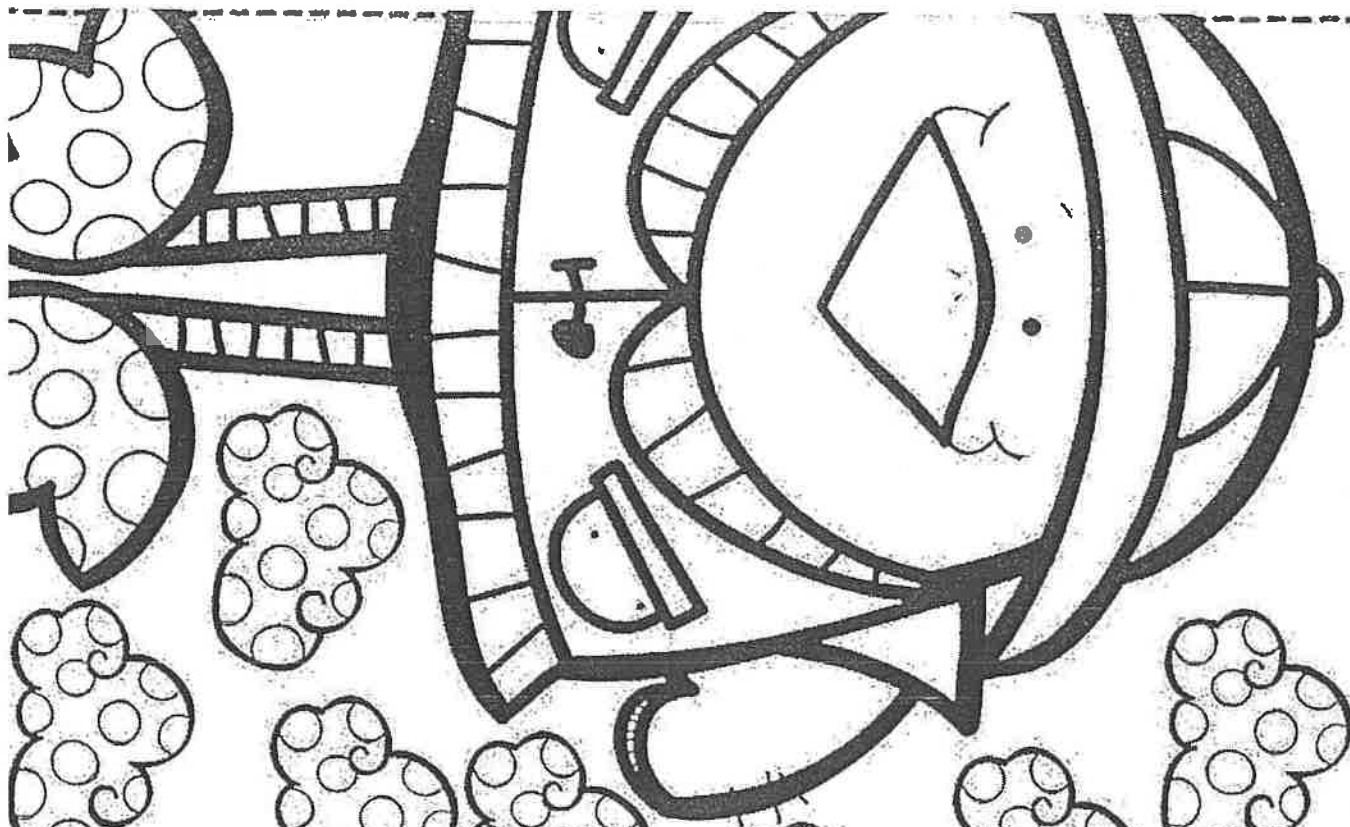


Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name \_\_\_\_\_

# April

Color one cloud each night you read.



## Kindergarten Writing Choice

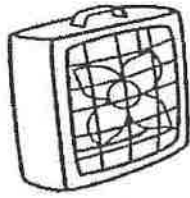
4/20/20-4/24/20

<p>If I could have a super power, it would be... (draw a picture &amp; name your superhero)</p>	<p>Practice writing 2<sup>nd</sup> list of sight words: he      as was     with for     his on      they are     I</p>	<p>Build 2<sup>nd</sup> ten sight words, using items around your house (spoons, Legos, etc.)</p>
<p>Go for a walk with your family &amp; write the things you see.</p>	<p>Write a letter to someone you miss.</p>	<p>Make 2<sup>nd</sup> list of sight words with playdough</p>
<p>If I could talk to my teacher, I would say...</p>	<p>Paint the alphabet</p>	<p>Draw a squiggle line &amp; turn it into a story.</p>

# I Can Write

Trace the words and finish the sentences.

Name \_\_\_\_\_



is cold



is fast



cooks food

The fan

The van

The pan





# 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. Hop on one foot around the house once or down the hall 4 times. (switch legs as needed)
2. Crab Walk down the hall 3 times or around the house.
3. Frog Hop around the house or 4 times down the hall.

### Cool Down Routine

1. Sit, knees bent, feet together, butterfly stretch. Slowly push your knees down with your elbows.
2. Cross your legs, keep them straight, slowly reach for your toes and hold for 10 seconds. (switch and repeat)
3. Arm straight, reach in front, use the other arm to slowly pull in across your chest, count to 10. (both arms).

### Fitness Activity Choices

- |   |                           |                    |
|---|---------------------------|--------------------|
| Family Walk   | Tag Game                  | Dance Party        |
| Jog Around The House  | Basketball Game           | Croquet            |
| Badminton   | Frisbee                   | Play Catch         |
| Family Hike   | Yard Work                 | Stack Wood         |
| HIIT Workout (YouTube)  | Walk The Dog              | Go Noodle (online) |
| Cosmic Kids Yoga (YouTube)  | Soccer                    | Wiffle Ball        |
| Jump Rope   | Zumba Kids (online)       | Jogging            |
| Cup Stacking  | Build an Obstacle Course  | Build a Fort       |
| Bike Ride/ Scooter Ride   | Outdoor Scavenger Hunt    | Juggling           |
| Beach Body for Kids(online)   | Playworks at Home(online) | Bean Bag Toss Game |
| Fit Boost Activity (online)   | Four Square               | Wall Ball          |
| Hopscotch   |                           |                    |
| Chalk Obstacle Course on the sidewalk   |                           |                    |
| Make a target, throw at it overhand and underhand ( move farther back and repeat) |                           |                    |

