

# FRSD Distance Learning: 1st Grade ~ May 18 - May 22



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/>

Tristen Burns [tburns@fernridge.k12.or.us](mailto:tburns@fernridge.k12.or.us) 541-952-2374

Kasey Cutsforth [kcutsforth@fernridge.k12.or.us](mailto:kcutsforth@fernridge.k12.or.us) 541-995-0804

Deanna Greene [dgreene@fernridge.k12.or.us](mailto:dgreene@fernridge.k12.or.us) 541-991-6364 - please use Remind App

Rochelle Orme [rorme@fernridge.k12.or.us](mailto:rorme@fernridge.k12.or.us) 458-201-3136

Elizabeth Skenzick [eskenzick@fernridge.k12.or.us](mailto:eskenzick@fernridge.k12.or.us) 541-972-3950

**WEEKLY MESSAGE from 1st grade team: Joke of the week: How do farmers count their cows? With a COW-CULATOR! We miss you all so much and we are so proud of all of your hard work!! Keep it up!**

Mon. 5/18	Tues. 5/19	Wed. 5/20	Thurs. 5/21	Fri. 5/22
Assignments	Assignments	Assignments	Assignments	Assignments
<p><b>Math:</b> Complete Lesson 25 (tape diagrams - comparing larger and smaller numbers)</p> <p>OPTIONAL - Watch Lesson 25 video  <a href="https://embarc.online/mod/page/view.php?id=6167">https://embarc.online/mod/page/view.php?id=6167</a></p> <p><b>Reading:</b> Using page 4 in packet, practice spelling words.</p> <p>10 minutes of Reading a book of your choice.</p> <p><b>Writing:</b> Weekend news - write about your weekend. What did you do (play board games, read a book, play outside, etc.)? Write 3 or more sentences with capitals, proper spacing, and end punctuation. Use page 2 in your packet.</p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>	<p><b>Math:</b> Complete Lesson 26 (tape diagrams - comparing larger and smaller numbers)</p> <p>OPTIONAL - Watch Lesson 26 video  <a href="https://embarc.online/mod/page/view.php?id=6166">https://embarc.online/mod/page/view.php?id=6166</a></p> <p><b>Reading:</b> Using page 4 in the packet, practice high-frequency words (listed on pg. 1), like you did for spelling words.</p> <p>Read "What Can You Do" starting on page 50 of the student book.</p> <p><b>Writing:</b> Complete Tuesdays writing by following the steps. Add details from the story. Write 3 or more sentences using the sentence starter provided.</p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>	<p><b>Math:</b> Complete Lesson 27 (tape diagrams - comparing larger and smaller numbers)</p> <p>OPTIONAL - Watch Lesson 27 video  <a href="https://embarc.online/mod/page/view.php?id=6169">https://embarc.online/mod/page/view.php?id=6169</a></p> <p><b>Reading:</b> Complete Wednesday pages of packet.</p> <p>Re-read "What Can You Do". Use the Classroom Conversation, on page 72, to guide discussion about the story (you do not need to record answers, but feel free to add to your writing journal!)</p> <p><b>Writing:</b> Write about a time you learned something new. Use page 73 from the student book for reference. Write 3 or more sentences with capitals, proper spacing, and end punctuation.</p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>	<p><b>Math:</b> Complete Lesson 29 (word problem and number bonds to 10)</p> <p><b>Reading:</b> Complete Thursday pages of packet.</p> <p>Re-read "What Can You Do" <b>OR</b> read "The Wind and The Sun" on page 74 of the student book</p> <p><b>Writing:</b> Write about where you would like to go if you could. It could be where you have not been in a while, on a vacation or where you would visit family or friends. Write 3 or more sentences with capitals, proper spacing, and end punctuation.</p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>	<p><b>Math:</b> Complete review pages.</p> <p><b>Reading:</b> Complete Friday's page of packet. "Pie Contest"</p> <p><b>Writing:</b> Friday Free Write! Write 3 or more sentences of your choice with capitals, proper spacing, and end punctuation. Use Friday's journal page.</p> <p><b>PE:</b> 30 minutes of activity--your choice from the PE activity log.</p>

**EXTRAS FOR THE WEEK (not required):**

- Science lessons and videos at [MysteryScience.com/school-closure-planning](https://mysteryscience.com/school-closure-planning)
- Daily exploration of fun topics at [Scholastic.com/learnathome](https://www.scholastic.com/learnathome).
- IXL: Complete "Q" practicing money. You can also practice social studies and science by logging into your IXL account.
- READ, READ, READ! Play and have fun!

One lucky  
winner!

**CATCH**<sup>®</sup>  
COORDINATED APPROACH TO CHILD HEALTH

Make your  
own route!

## Virtual 3k Family Fun Walk/Run

Take a  
Picture!



Do it  
Anytime!

### **WHEN:**

May 30<sup>th</sup> or 31<sup>st</sup>, anytime and anywhere you choose to make your 3K route (1.86 miles)

### **Details:**

- Wear your CATCH shirt if you have one.
- Pick a number & print a Race Bib (optional)
- Walk/run 3K with the family.
- Take a finished picture & send it to the contact below.

### **CONTACT:**

Jennie Herbert

[jherbert@fernrIDGE.k12.or.us](mailto:jherbert@fernrIDGE.k12.or.us)

Billie Perrier

[bperrier@fernrIDGE.k12.or.us](mailto:bperrier@fernrIDGE.k12.or.us)

We thought that it would be fun to try and do something together as a community, while we are all apart.

We would love to see your family participate! All you have to do is walk/run a 3k on May 30<sup>th</sup> or 31<sup>st</sup>, and then send a picture to one of the emails listed. We will compile a Virtual 3K Video with the pictures and share it on Facebook.

We will enter each family that participates in a drawing for a free one year family pass to Willamalane Parks and Recreation. We will draw and post live after the 31<sup>st</sup>.

Need help with a route? Use one of these free apps: Map My Run or Footpath

Picture Deadline is May 31<sup>st</sup> 8:00pm, if you give permission to post on social media.



# 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
Example Day	Warm-up 5 Minutes	Family Hike 25 Minutes	Cool Down 5 Minutes	35 Minutes
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

Name \_\_\_\_\_ Teacher \_\_\_\_\_

This Week at a glance.....

# Reading/Language Arts

## LESSON 27

**MAIN SELECTION**

**ESSENTIAL QUESTION**

Why is it important to try your best?

**COMPREHENSION**

**TARGET SKILL:**  
Author's Purpose  
Using Context

**TARGET STRATEGY:**  
Analyze/Evaluate

**PHONICS**

Base Words/Inflections  
-er, -est (change y to i)  
Syllable -le

**GRAMMAR**

Kinds of Sentences

**FLUENCY**

Intonation

**SPELLING LIST**

hard  
harder  
hardest  
fast  
faster  
fastest  
slow  
slower  
slowest  
sooner  
\* shorter  
\* shortest

**HIGH FREQUENCY WORDS**

always  
enough  
near  
happy  
high  
once  
different  
stories  
~ sight words ~

**WRITING**

Opinion Writing:  
Opinion Sentences  
Focus Trait: Conventions

**ORAL VOCABULARY**

cobweb  
demanded  
dreadful  
grumbled  
panted  
terrified

\* Bonus Words

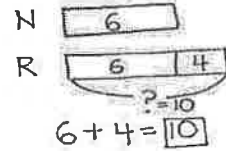
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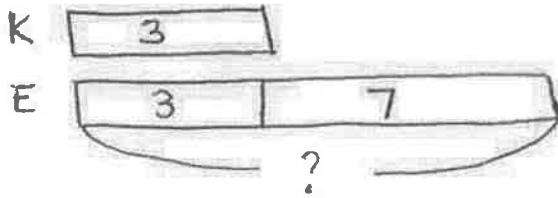
Read the word problem.

Draw a tape diagram or double tape diagram and label.

Write a number sentence and a statement that matches the story.

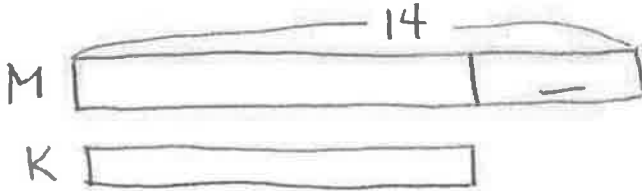


1. Kiana wrote 3 poems. She wrote 7 fewer than her sister Emi. How many poems did Emi write?



$3 + 7 = \underline{\quad}$  poems

2. Maria used 14 beads to make a bracelet. Maria used 4 more beads than Kim. How many beads did Kim use to make her bracelet?



$14 - \underline{\quad} = \underline{\quad}$  beads

3. Peter drew 19 rocket ships. Rose drew 5 fewer rocket ships than Peter. How many rocket ships did Rose draw?

Monday

Number Correct: 

A

Name \_\_\_\_\_

Date \_\_\_\_\_

\*Write the unknown number. Pay attention to the symbols.

Do as many as you can 😊

1.	$6 - 1 = \underline{\quad}$	16.	$8 - 2 = \underline{\quad}$
2.	$6 - 2 = \underline{\quad}$	17.	$8 - 6 = \underline{\quad}$
3.	$6 - 3 = \underline{\quad}$	18.	$7 - 3 = \underline{\quad}$
4.	$10 - 1 = \underline{\quad}$	19.	$7 - 4 = \underline{\quad}$
5.	$10 - 2 = \underline{\quad}$	20.	$8 - 4 = \underline{\quad}$
6.	$10 - 3 = \underline{\quad}$	21.	$9 - 4 = \underline{\quad}$
7.	$7 - 2 = \underline{\quad}$	22.	$9 - 5 = \underline{\quad}$
8.	$8 - 2 = \underline{\quad}$	23.	$9 - 6 = \underline{\quad}$
9.	$9 - 2 = \underline{\quad}$	24.	$9 - \underline{\quad} = 6$
10.	$7 - 3 = \underline{\quad}$	25.	$9 - \underline{\quad} = 2$
11.	$8 - 3 = \underline{\quad}$	26.	$2 = 8 - \underline{\quad}$
12.	$10 - 3 = \underline{\quad}$	27.	$2 = 9 - \underline{\quad}$
13.	$10 - 4 = \underline{\quad}$	28.	$10 - 7 = 9 - \underline{\quad}$
14.	$9 - 4 = \underline{\quad}$	29.	$9 - 5 = \underline{\quad} - 3$
15.	$8 - 4 = \underline{\quad}$	30.	$\underline{\quad} - 6 = 9 - 7$

Name \_\_\_\_\_

## Journeys Common Core 1st grade Spelling and Vocabulary Activities

### Lesson 27 - What Can You Do? Spelling Activities (Choose three in a row like 'tic-tac-toe')

**Spelling Words**  
*words ending with -er, -est*

1. hard
2. harder
3. hardest
4. fast
5. faster
6. fastest
7. slow
8. slower
9. slowest
10. sooner

Type your words on the computer. Change the color and font for each word and print it out.	Make "Rainbow Words" by writing your words in pencil then tracing over with two different colors.	From a newspaper or magazine, cut out the letters for your words and glue them to a piece of paper.
Write your words in bubble letters then color in the letters	Criss Cross Words c b a t b	Have someone at home give you a practice test. Write the words you miss three times and have an adult sign it.
Go to <a href="http://wordle.net">wordle.net</a> and create a word cloud using your words.	Write each spelling word and circle the spelling pattern	Across and down b a t a t



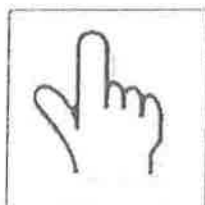
# Monday ~ Weekend News

Name \_\_\_\_\_

Date \_\_\_\_\_

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) with a dashed midline.

The



I sat on  
the mat.

c-a-t

.

Upper/lower case

finger space

sight words correct

sound out

punctuation

\* 3 or more sentence 😊

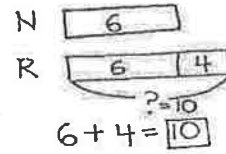
Name \_\_\_\_\_

Date \_\_\_\_\_

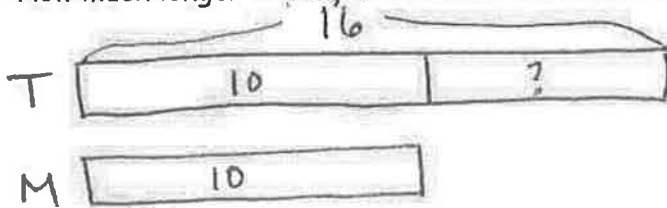
Read the word problem.

Draw a tape diagram or double tape diagram and label.

Write a number sentence and a statement that matches the story.



1. Tony is reading a book with 16 pages. Maria is reading a book that has 10 pages. How much longer is Tony's book than Maria's book?



$16 - 10 = \underline{\quad} \text{ more pages}$

2. Shanika built a block tower using 14 blocks. Tamra built a tower by using 5 more blocks than Shanika. How many blocks did Tamra use to build her tower?

3. Darnel walked 10 minutes to get to Kiana's house. The next day, Kiana took a shortcut and walked to Darnel's house in 8 minutes. How much shorter in time was Kiana's walk?

Tuesday

Name \_\_\_\_\_

Date \_\_\_\_\_

My Mixed Practice

1. $4 + 2 = \underline{\quad}$	11. $2 + \underline{\quad} = 6$	21. $8 - 5 = \underline{\quad}$
2. $2 + \underline{\quad} = 6$	12. $6 - 2 = \underline{\quad}$	22. $3 + \underline{\quad} = 8$
3. $6 = 3 + \underline{\quad}$	13. $6 - 4 = \underline{\quad}$	23. $8 = \underline{\quad} + 5$
4. $2 + 5 = \underline{\quad}$	14. $5 + \underline{\quad} = 7$	24. $\underline{\quad} + 2 = 9$
5. $7 = 5 + \underline{\quad}$	15. $7 - 5 = \underline{\quad}$	25. $9 = \underline{\quad} + 7$
6. $4 + 3 = \underline{\quad}$	16. $7 - 4 = \underline{\quad}$	26. $9 - 2 = \underline{\quad}$
7. $7 = \underline{\quad} + 4$	17. $7 - 3 = \underline{\quad}$	27. $9 - 7 = \underline{\quad}$
8. $8 = \underline{\quad} + 4$	18. $8 = 6 + \underline{\quad}$	28. $9 - 6 = \underline{\quad}$
9. $4 + 5 = \underline{\quad}$	19. $8 - 2 = \underline{\quad}$	29. $9 = \underline{\quad} + 4$
10. $9 = \underline{\quad} + 4$	20. $8 - 6 = \underline{\quad}$	30. $9 - 6 = \underline{\quad}$

Today I finished \_\_\_\_\_ problems.

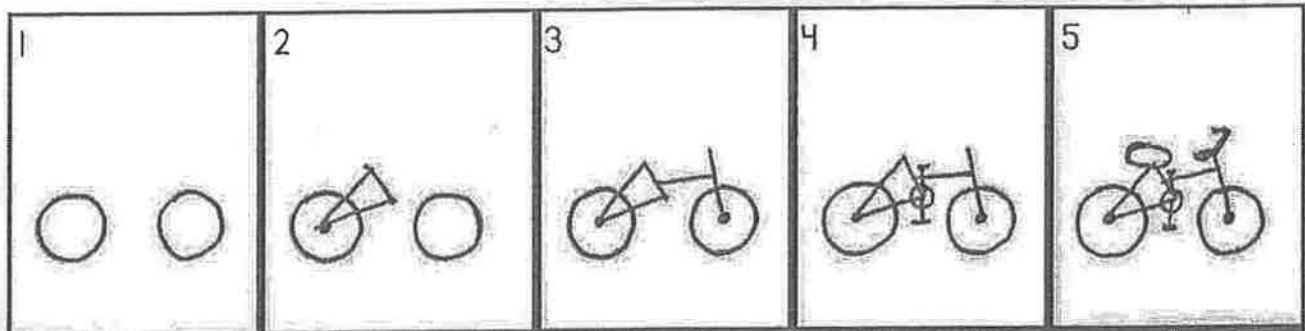
I solved \_\_\_\_\_ problems correctly.

Tuesday

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

Lesson 27

What Can You Do? Written by Shelley Rotner and Sheila M. Kelly.



Draw to show yourself riding a bike. Add details to show something that is easy for you.

I am really good at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* 3 or more sentences

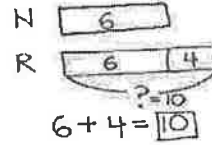
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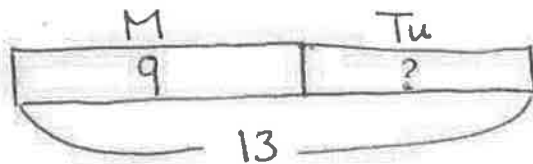
Read the word problem.

Draw a tape diagram or double tape diagram and label.

Write a number sentence and a statement that matches the story.



- Nine letters came in the mail on Monday. Some more letters were delivered on Tuesday. Then, there were 13 letters. How many letters were delivered on Tuesday?



$13 - 9 = \underline{\quad}$  letters on Tuesday

- Ben and Tamra found a total of 18 seeds in their watermelon slices. Ben found 7 seeds in his slice. How many seeds did Tamra find?

- Some children were playing on the playground. Eight children came to join, and now there are 14 children. How many children were on the playground in the beginning?

Wednesday

Name \_\_\_\_\_

Date \_\_\_\_\_

My Missing Addend Practice

1. $6 + \underline{\quad} = 6$	11. $3 + \underline{\quad} = 6$	21. $4 + \underline{\quad} = 7$
2. $0 + \underline{\quad} = 6$	12. $4 + \underline{\quad} = 8$	22. $7 = 3 + \underline{\quad}$
3. $5 + \underline{\quad} = 6$	13. $10 = 5 + \underline{\quad}$	23. $2 + \underline{\quad} = 7$
4. $4 + \underline{\quad} = 6$	14. $5 + \underline{\quad} = 9$	24. $2 + \underline{\quad} = 8$
5. $0 + \underline{\quad} = 7$	15. $5 + \underline{\quad} = 7$	25. $9 = 2 + \underline{\quad}$
6. $6 + \underline{\quad} = 7$	16. $8 = 5 + \underline{\quad}$	26. $2 + \underline{\quad} = 10$
7. $1 + \underline{\quad} = 7$	17. $5 + \underline{\quad} = 9$	27. $10 = 3 + \underline{\quad}$
8. $7 + \underline{\quad} = 8$	18. $8 + \underline{\quad} = 10$	28. $3 + \underline{\quad} = 9$
9. $1 + \underline{\quad} = 8$	19. $7 + \underline{\quad} = 10$	29. $4 + \underline{\quad} = 9$
10. $6 + \underline{\quad} = 8$	20. $10 = 6 + \underline{\quad}$	30. $10 = 4 + \underline{\quad}$

Today I finished \_\_\_\_\_ problems.

I solved \_\_\_\_\_ problems correctly.

Name \_\_\_\_\_ Word Work Homework

Word Bank

Spelling:

hard harder hardest fast faster fastest  
slow slower slowest sooner shorter shortest

High Frequency Words:

near enough stories different  
once high always happy

Write the spelling words three times each

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

Unscramble the spelling words

1. ooners \_\_\_\_\_
2. fassett \_\_\_\_\_
3. rahd \_\_\_\_\_
4. sowire \_\_\_\_\_
5. hoerstr \_\_\_\_\_
6. sitesow \_\_\_\_\_

Put the High Frequency words in ABC order

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

1. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 6. \_\_\_\_\_

3. \_\_\_\_\_ 7. \_\_\_\_\_

4. \_\_\_\_\_ 8. \_\_\_\_\_

Wednesday

Lesson 27, What Can You Do?

Dictation Sentences - Write each sentence two times

1. She always ran fast.
2. He was slower than she was.

Do your sentences have:

- Finger spaces between words
- Capital at the beginning
- Punctuation
- Words spelled correctly

2.

Wednesday



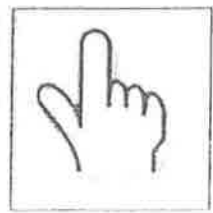
Wednesday

Name \_\_\_\_\_

Date \_\_\_\_\_

Handwriting practice lines consisting of four sets of three horizontal lines (top, dashed middle, bottom).

The



I sat on  
the mat.

c-a-t

.

Upper/lower case

finger space

sight words correct

sound out

punctuation

\* 3 or more sentences

Thursday

## Lesson 29

**R** (read the problem carefully):

In October, Tamra's best score on the Number Bond Dash was 15 problems. Today, she correctly answered 10 more problems. What was Tamra's score today?

**D** (draw a picture):

**W** (write a number sentence):



**W** (write an answer sentence):

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

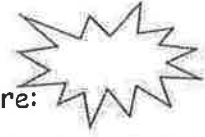
Name \_\_\_\_\_

Date \_\_\_\_\_

### Number Bond Dash!

Directions: Do as many as you can in 90 seconds.

Write the amount you finished here:



1.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{10} \quad \boxed{\phantom{00}} \end{array}$	2.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{9} \quad \boxed{\phantom{00}} \end{array}$	3.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{8} \quad \boxed{\phantom{00}} \end{array}$	4.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{9} \quad \boxed{\phantom{00}} \end{array}$	5.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{10} \quad \boxed{\phantom{00}} \end{array}$
6.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{9} \end{array}$	7.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{8} \end{array}$	8.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{7} \end{array}$	9.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{8} \end{array}$	10.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{7} \end{array}$
11.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{6} \quad \boxed{\phantom{00}} \end{array}$	12.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{7} \quad \boxed{\phantom{00}} \end{array}$	13.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{6} \quad \boxed{\phantom{00}} \end{array}$	14.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{5} \quad \boxed{\phantom{00}} \end{array}$	15.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{4} \quad \boxed{\phantom{00}} \end{array}$
16.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{6} \end{array}$	17.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{4} \end{array}$	18.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{3} \end{array}$	19.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{4} \end{array}$	20.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{\phantom{00}} \quad \boxed{3} \end{array}$
21.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{0} \quad \boxed{\phantom{00}} \end{array}$	22.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{1} \quad \boxed{\phantom{00}} \end{array}$	23.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{\phantom{00}} \end{array}$	24.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{4} \quad \boxed{\phantom{00}} \end{array}$	25.	$\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{\phantom{00}} \end{array}$

Name \_\_\_\_\_

# Words to Know

Helping at Home  
Words to Know

Listen to each question. Answer with a word from the box.

## Word Bank

always  
different  
enough  
happy  
high  
near  
once  
stories

1. Which word goes with **glad** and **smiling**?

\_\_\_\_\_

-----

\_\_\_\_\_

2. Which word goes with **tall**?

\_\_\_\_\_

-----

\_\_\_\_\_

3. Which word goes with **close**?

\_\_\_\_\_

-----

\_\_\_\_\_

4. Which word goes with **not the same**?

\_\_\_\_\_

-----

\_\_\_\_\_

5. Which word goes with **all the time**?

\_\_\_\_\_


-----

\_\_\_\_\_

Name \_\_\_\_\_

What Can You Do?  
High-Frequency Words

# Words to Know

 Write a word from the box to complete each sentence. Read each sentence aloud.

## Words to Know

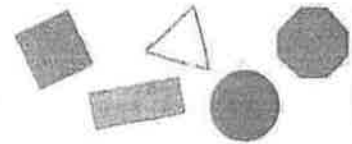
happy  
different  
enough  
high  
always  
near  
stories

1. I like to sit \_\_\_\_\_ the window.

2. I have \_\_\_\_\_ time to play.

3. She likes to read \_\_\_\_\_ about animals.

4. Here are five \_\_\_\_\_ shapes.



5. I am \_\_\_\_\_ when I play with my friends.

6. The clouds are \_\_\_\_\_ up in the sky.

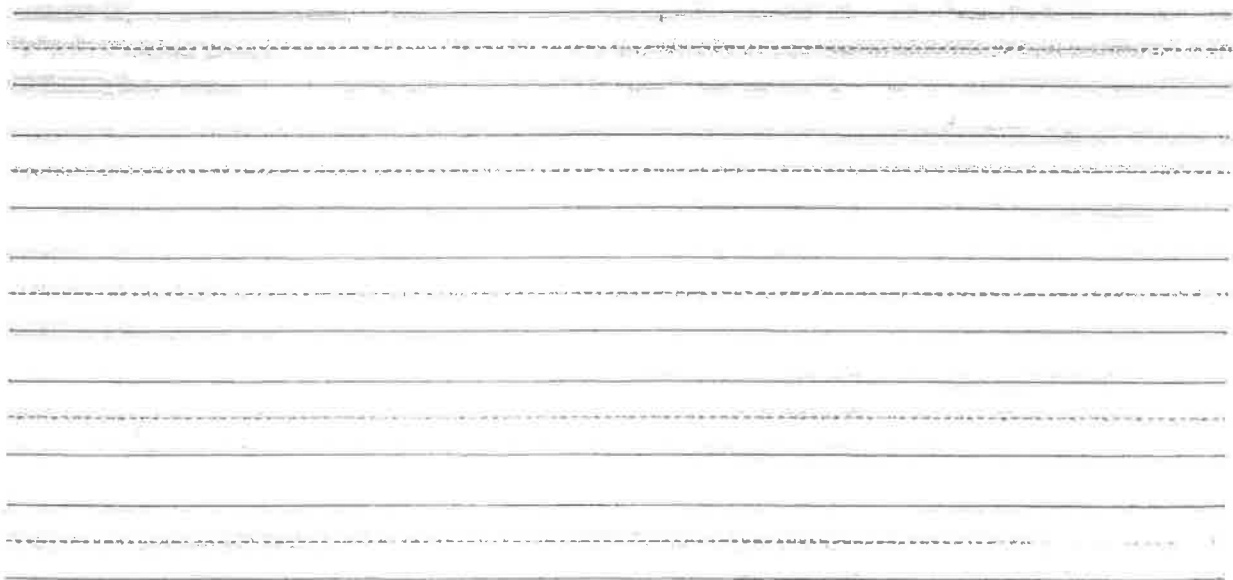
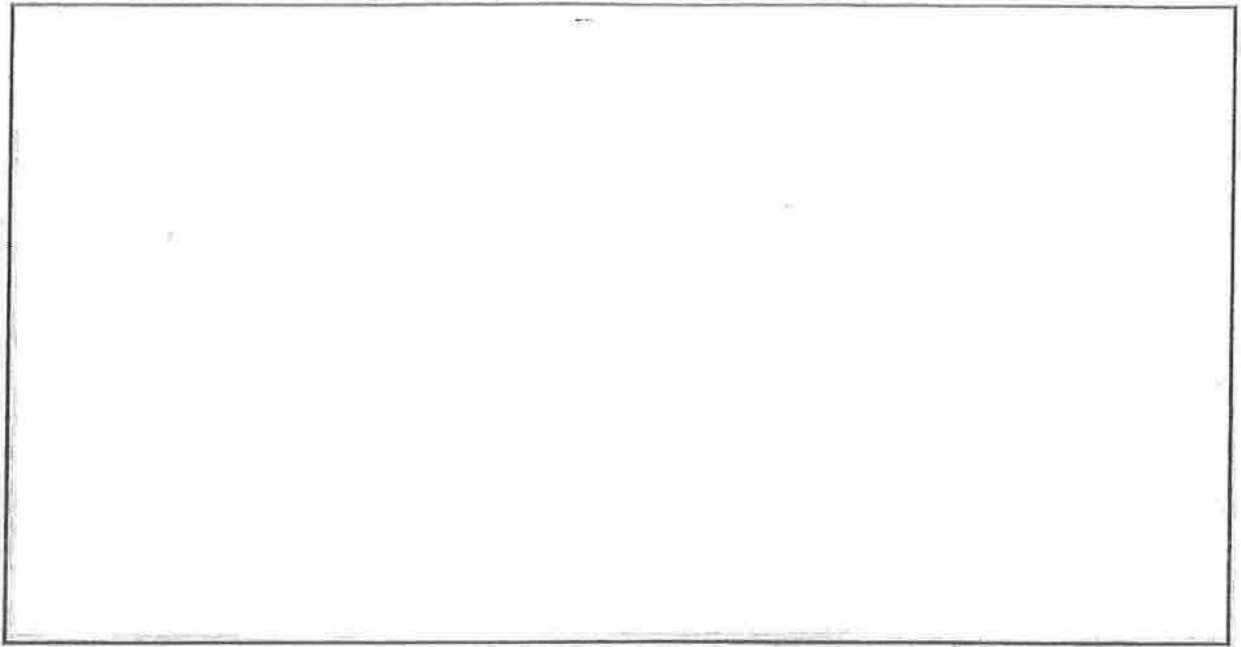
7. I \_\_\_\_\_ go to bed at eight o'clock.



Thursday

Name \_\_\_\_\_

Date \_\_\_\_\_



The



I sat on  
the mat.

c-a-t

.

Upper/lower case

finger space

sight words correct

sound out

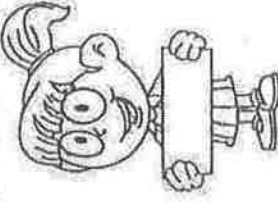
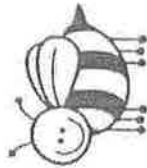
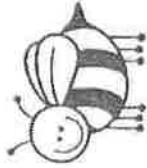
punctuation

\* 3 or more sentences 😊

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

I/NBT

Monday



1.OA

Tuesday

What is  $90 - 10$ ? \_\_\_\_\_ How did you figure it out?

What is  $50 + 30$ ? \_\_\_\_\_ How did you find the sum?

What is  $70 - 20$ ? \_\_\_\_\_ Explain how you found the difference.

Subtract.

$18 - 8 = \underline{\quad}$       $36 - 10 = \underline{\quad}$       $13 - 10 = \underline{\quad}$

$\underline{\quad} = 9 - 7$       $\underline{\quad} = 13 - 4$       $\underline{\quad} = 25 - 5$

$7 - 4 = \underline{\quad}$       $10 - 8 = \underline{\quad}$       $8 - 1 = \underline{\quad}$

$\underline{\quad} = 21 - 1$       $\underline{\quad} = 16 - 3$       $\underline{\quad} = 12 - 6$

Jake and Sue were eating watermelon slices at a picnic. Jake ate 9 slices of watermelon. Sue ate 5 slices of watermelon. How many more slices of watermelon did Jake eat than Sue?



Friday

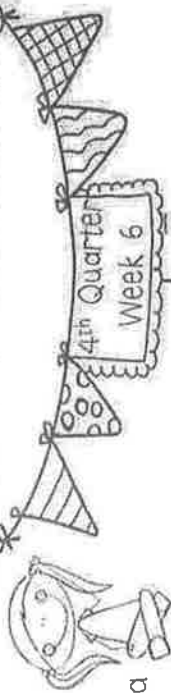
LMD

Wednesday

Look at the bar graph, make a matching tally graph, then answer the questions.

Favorite Dr. Seuss Books

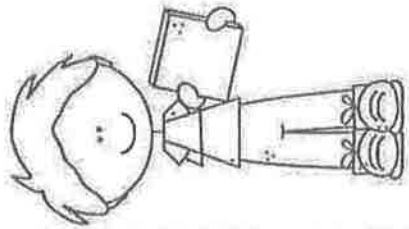
Green Eggs and Ham	
Horton Hears a Who	
The Cat In The Hat	



LG

Thursday

Draw a picture using 5 triangles, 3 squares, 1 circle, and 2 rectangles.



Favorite Dr. Seuss Books

6	
5	
4	
3	
2	
1	
	Green Eggs and Ham
	Horton Hears a Who
	The Cat In The Hat

1. How many kids like Green Eggs and Ham? \_\_\_\_\_
2. How many kids like The Cat In The Hat? \_\_\_\_\_
3. How many more kids like Horton Hears a Who than The Cat In The Hat? \_\_\_\_\_
4. How many fewer kids like Green Eggs and Ham than Horton Hears a Who? \_\_\_\_\_

What did you draw? \_\_\_\_\_

Friday



Friday

I can Read it 3 times!



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

# Phonics Reading Comprehension

Directions: Read the passage and answer the questions.



## Pie Contest



Today is the Bird Fest!

Hester will be in the pie contest. He puts on his best vest. He puffs out his chest. Time to leave the nest.

Hester flies west. He takes his pie to the Bird Fest. Will it pass the test?

The birds try Hester's pie. It is better than the rest! His pie is the best!

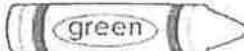
Hester takes a blue ribbon back to his nest.

1. What does Hester put on? 

Handwriting practice lines for question 1, consisting of a solid top line, a dashed middle line, and a solid bottom line.

2. Where does Hester take his pie? 

Handwriting practice lines for question 2, consisting of a solid top line, a dashed middle line, and a solid bottom line.

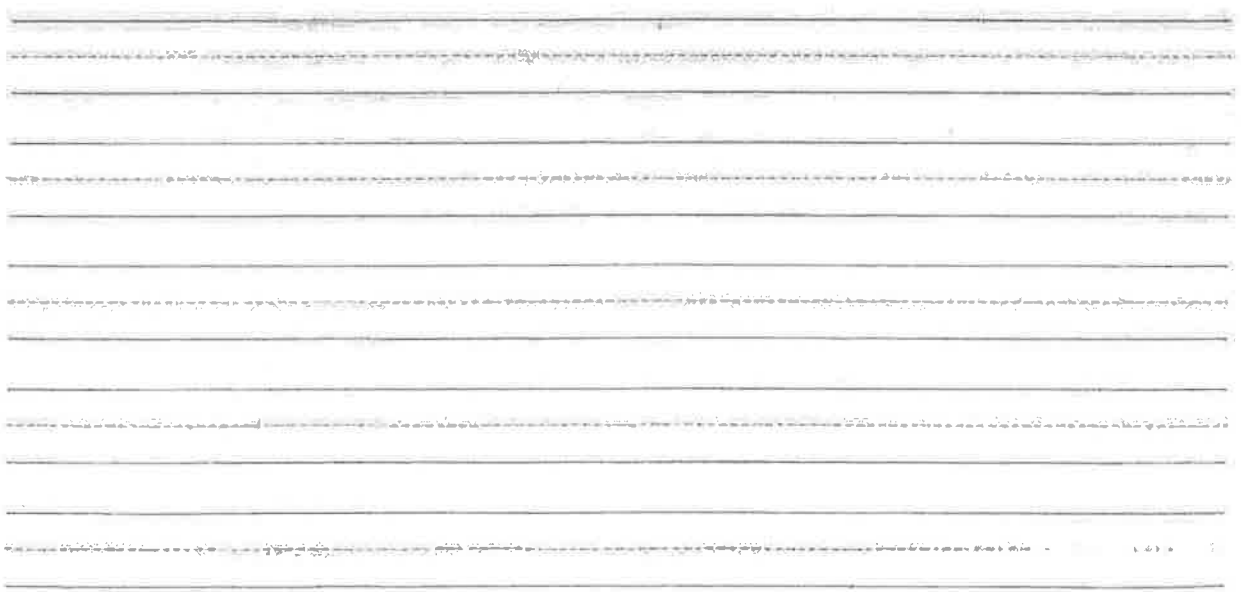
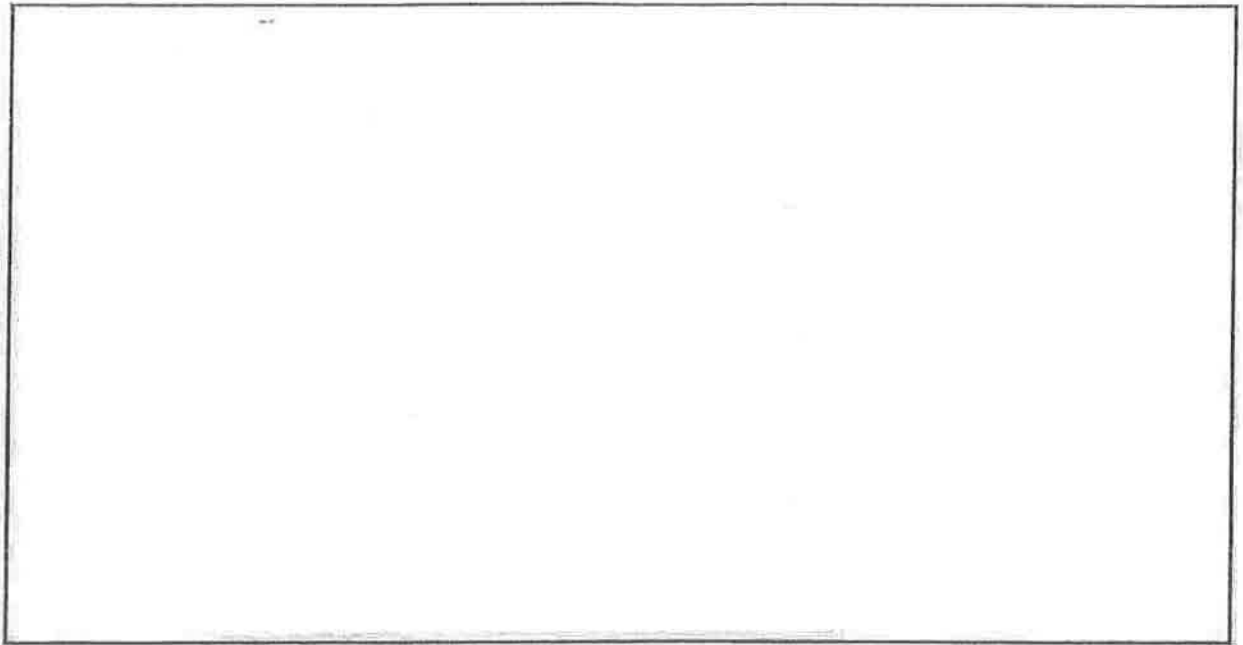
3. What do the birds think of Hester's pie? 

Handwriting practice lines for question 3, consisting of a solid top line, a dashed middle line, and a solid bottom line.

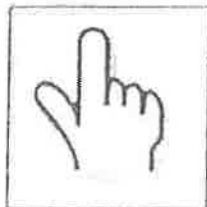
Friday

Name \_\_\_\_\_

Date \_\_\_\_\_



The



I sat on  
the mat.

c-a-t

.

Upper/lower case

finger space

sight words correct

sound out

punctuation

3 or More sentence