

# FRSD Distance Learning: Kindergarten May 11th-15th



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 hope all of your families had a great Mother's Day! Call us if you have any questions. We are here for you and we miss you!

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Assignments</b></p> <p><b>Math:</b> Module 5 -Do application problem 6 (p.1 ) -Problem set lesson 4 (p. 2) <b>Extra:</b> Count by 1's to 100 or higher. *Here is a link to the videos for Module 5. <a href="https://embarc.onlin.e/course/view.php?id=12">https://embarc.onlin.e/course/view.php?id=12</a></p> <p><b>Reading:</b> Read the <u>Unit 13 Homework 1</u> half page 2 times. (p. 3) -Do the Letter Q trace page. (p.5&amp;6 ) On the back draw a picture of something that starts with the letter Q and write words that start with Q. <b>Extra:</b> Read 10 minutes for the Sluggo Challenge!</p> <p><b>Writing:</b> Choose 1 item from the writing choice board <b>OR</b> read and fill in the blanks on the "Kona" story. (p.23 )</p> <p><b>Extra:</b> Complete a 2nd activity from either sentence writing or choice board.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> See it Say it Sign it (always a classic) <a href="https://www.youtube.com/watch?v=WPlbIVh1ZQM">https://www.youtube.com/watch?v=WPlbIVh1ZQM</a></p>	<p><b>Assignments</b></p> <p><b>Math:</b> Module 5 -Lesson 4 Fluency (p.7) -Problem set lesson 5 (p.8 ) <b>Extra:</b> Count by 10's to 100.</p> <p><b>Reading:</b> Read the <u>Unit 13 Homework 2</u> half page two times. (p. 3) -Work on the Sight Words page (p.9) <b>Extra:</b> Read 10 minutes for the Sluggo Challenge!</p> <p><b>Writing:</b> Choose 1 item from the writing choice board <b>OR</b> read and fill in the blanks on the "Kona" story.</p> <p><i>*Extra lined paper included for choice board (p.24 &amp;25).</i></p> <p><b>Extra:</b> Complete a 2nd activity from either sentence writing or choice board.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> Social Studies: Chapter 4 Life long ago and Today: Explore pages 98-104. Discuss the meaning of new words you find!</p>	<p><b>Assignments</b></p> <p><b>Math:</b> Module 5 -Read through the parent letter and talk about the concepts briefly with your student. (p.11) -Problem set lesson 6 (p.12) <i>*Hide Zero card template included if you would like to use it. (p.13)</i></p> <p><b>Reading:</b> Read the <u>Unit 13 Homework 3</u> half page 2 times. (p. 4) -Work on the letter Q booklet. (p.14 &amp;15) -Recite the letter Q, and review letter poems. <b>Extra:</b> Read 10 minutes for the Sluggo Challenge!</p> <p><b>Writing:</b> Choose 1 item from the writing choice board <b>OR</b> read and fill in the blanks on the "Kona" story. <b>Extra:</b> Complete a 2nd activity from either sentence writing or choice board.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> Q is for quilt! Design your own family quilt on a piece of paper. What pictures or symbols would you include?</p>	<p><b>Assignments</b></p> <p><b>Math:</b> Module 5 -Lesson 5 Fluency (p.16) -Problem set lesson 7 (p.17 ) <b>Extra:</b> Count backwards 50 to 30</p> <p><b>Reading:</b> Read the <u>Unit 13 Homework 4</u> page 2 times. (p.4) -Recite the letter Q and review letter poems. <b>Extra:</b> Read 10 minutes for the Sluggo Challenge!</p> <p><b>Writing:</b> Choose 1 item from the writing choice board <b>OR</b> read and fill in the blanks on the "Kona" story. <b>Extra:</b> Complete a 2nd activity from either sentence writing or choice board.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> Social Studies: Chapter 4 Lesson 1 How did people live long ago? Read pages 104-105. Do the activity on pages 106 and 107.</p>	<p><b>Assignments</b></p> <p><b>Math:</b> Module 5 -Do application problem 8 (p.18) -Problem set lesson 8 (p.19) <b>Extra:</b> Write your numbers 60-100</p> <p><b>Reading:</b> Do the Rhyming Words page. (p. 20) -Do the letter Q <u>Read. Draw. Write.</u> Page (p. 21). Draw a picture and write 1 thing about a quail. <b>Extra:</b> Read 10 minutes for the Sluggo Challenge!</p> <p><b>Writing:</b> Choose 1 item from the writing choice board <b>OR</b> read and fill in the blanks on the "Kona" story. <b>Extra:</b> Complete a 2nd activity from either sentence writing or choice board.</p> <p><b>PE</b> Log30 minutes of activity</p> <p><b>Extra:</b> Pick a spring science experiment from this website: <a href="https://funlearningforkids.com/spring-science-activities/">https://funlearningforkids.com/spring-science-activities/</a> (I'd recommend regrowing celery or color changing flowers)</p>

APPLICATION PROBLEM

LESSON 6	There are 18 students, 10 girls and 8 boys. Draw a picture and show the 18 students as 10 girls and 8 boys.
-------------	-------------------------------------------------------------------------------------------------------------

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

Draw 10 ones and some ones. Whisper count as you work the Say Ten Way.

I can make ten three.  
10 3


I can make ten seven.  
10 7


# Can Tim Win?

The rat said, "I see Tim."

That  can't win."

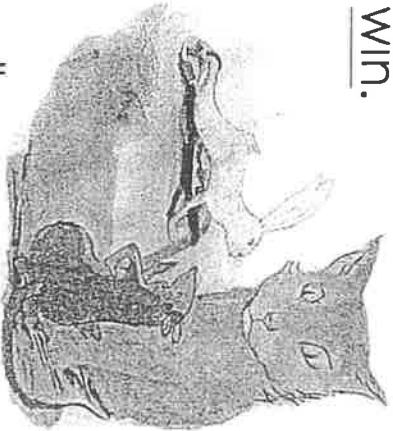
The cat said,

"See that .

That  can win."

The deer said, "See that Tim."

The deer said, "Tim can't win."



# Tim

Tim said, "I can't see that .


I can't win."



The rat said, "Tee hee, tee hee."

The  is near the tree."

The deer said, "Tee hee."

See that !"

Tim said, "Tee hee."



I can win. I can win. I can win!"

Please initial with each reading. \_\_\_\_\_

Please initial with each reading. \_\_\_\_\_



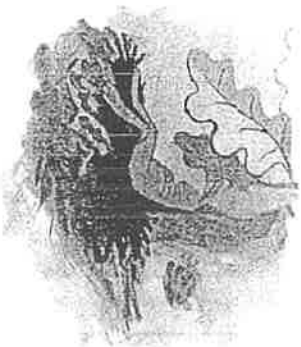
said, "I sat in the weeds."

I sat near the tree. Did I win?"



didn't win.

Was he sad?



was .

Tim said, "I ran and ran."



Did Tim win? He did. He did!

Was Tim sad? Tim was .

Please initial with each reading. \_\_\_\_\_

Reprint of Story 6

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Storybook Decoding Review

Sounds you know:

W R i A C

t H r ea e

Words you can sound out:

- meat rats hand three
- deer this cat tree

Words you have learned:

wasn't his want The

Sentences you can read:

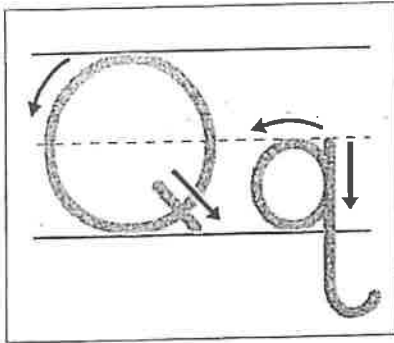
I said, "We ran in the sand."

Can we eat with him?

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

Reprint of Storybook Decoding Review

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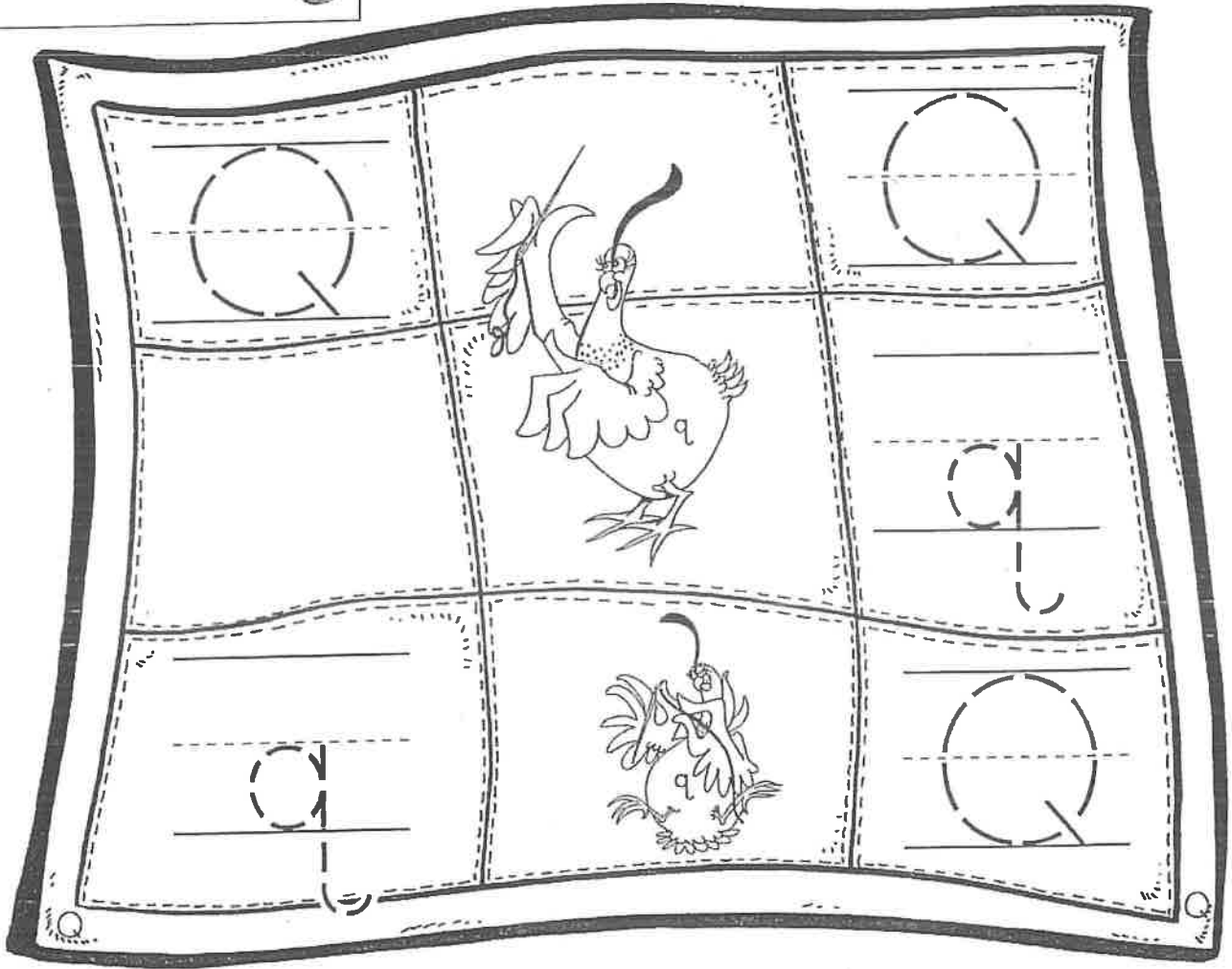


I'm \_\_\_\_\_

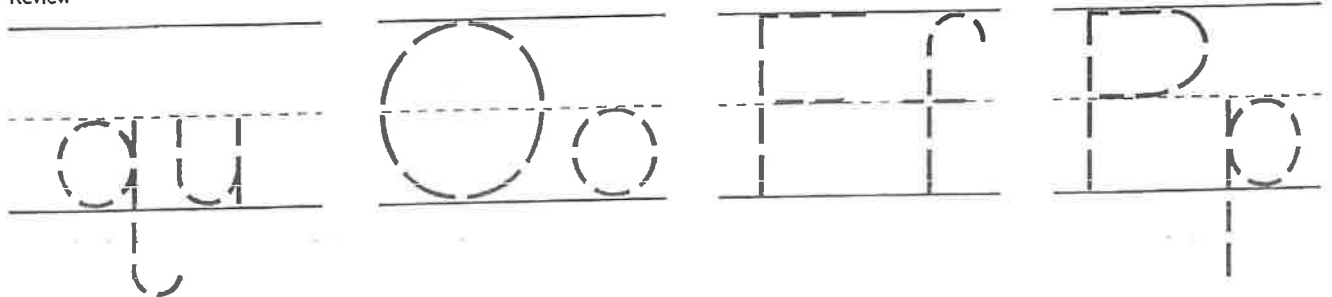
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\_\_\_\_\_



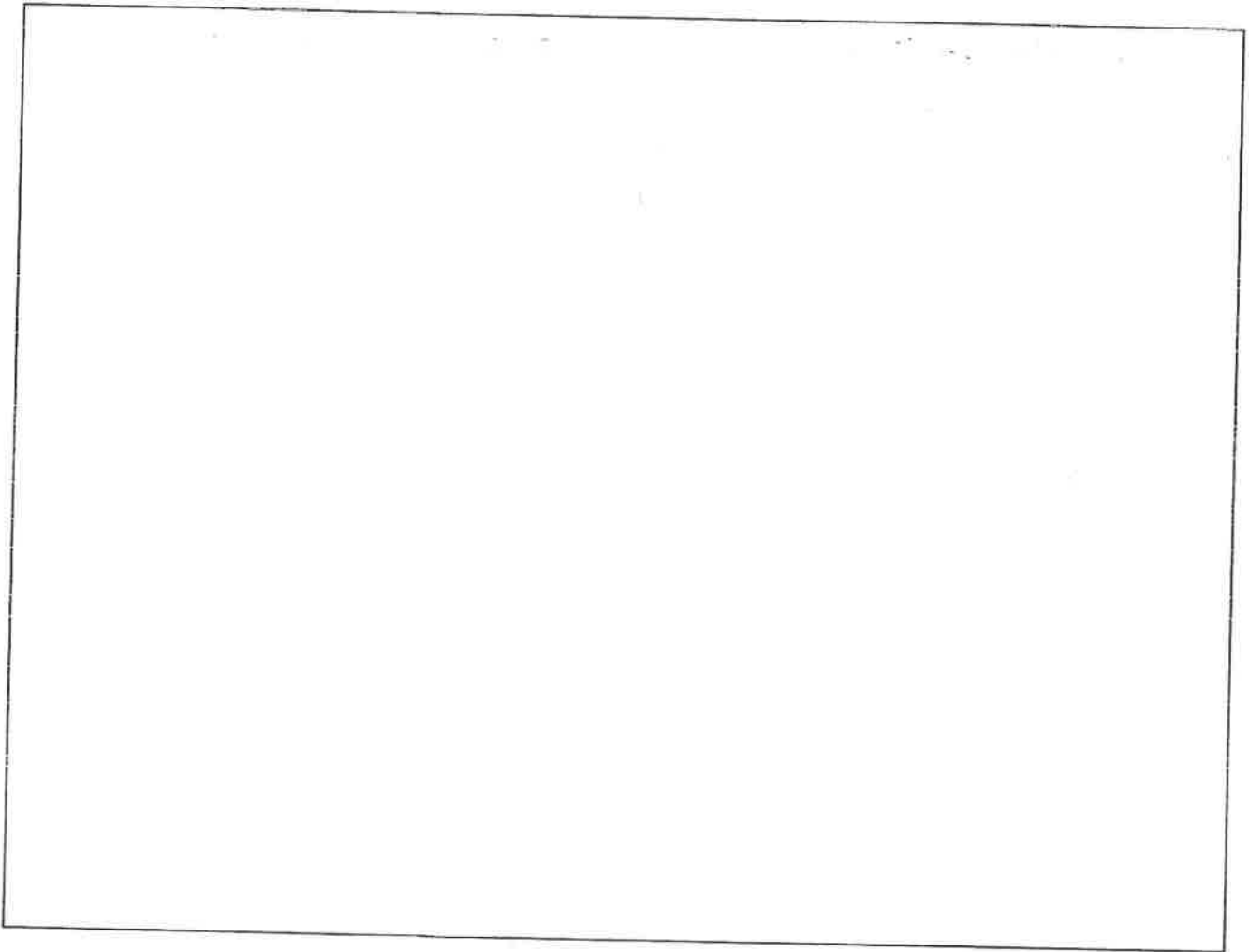
Review



Student's Challenge: Find and circle the four hidden Qq's.

**Dear Family:** Ask your child to tell you about this page. "What letter are you studying?" (q) • "What in the picture begins with q?" (quilt and quill) • "What letters are at the bottom of the page?" (qu, q, f, p)

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



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.




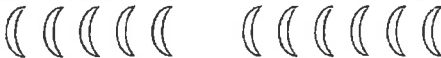















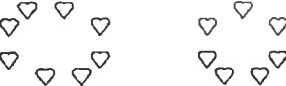


Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Name \_\_\_\_\_

Date \_\_\_\_\_

Circle 10.

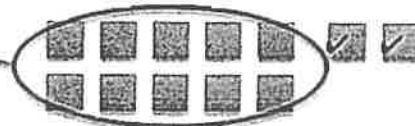
	
	
	
	
	
	
	
	
	
	

circle 10

Name \_\_\_\_\_

Date \_\_\_\_\_

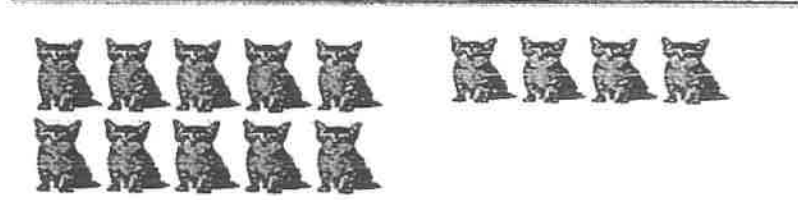
Ten two  
10 2



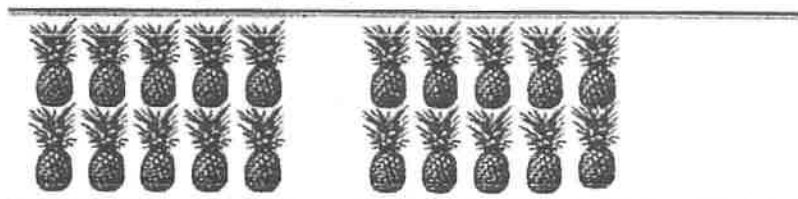
Circle 10 things. Touch and count the Say Ten way. Count your 10 ones first. Put a check over the loose ones. Draw a line to match the number.



Ten one  
10 1



Ten seven  
10 7



Ten three  
10 3



Ten four  
10 4



Two ten  
10 10

Ten eight  
10 8

## Sight Words

Directions: Have your child read the sentences below. Circle the sight words from the word bank that are in the sentences. Bonus: Write one of the sentences on the lines provided.

### Word Bank

The of is you that

He is not a bad dog.

Can you sit on the mat?

I can see the man in his car.

Did she do that job?

Let go of me!

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## Letter Poems

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

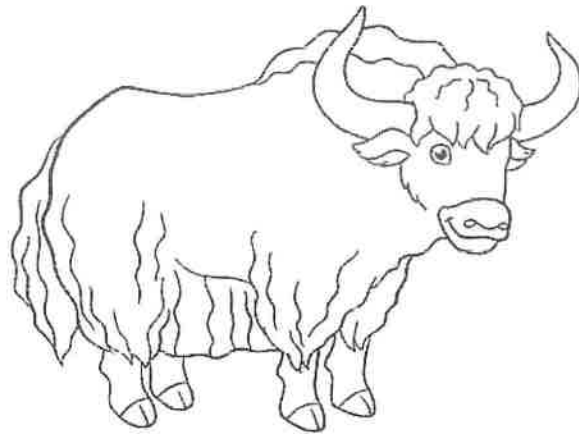
Qq

Capital letter Q  
Small letter q  
Q says "q"  
4 quails on a quilt  
Q, q, q.



Yy

Capital letter Y  
Small letter y  
Y says "y"  
18 yaks in the yard  
Y, y, y.





# MATH NEWS



Kindergarten, Module 5, Topic B

Spring 2015

## Kindergarten Math

Module 5: Numbers 10-20; Count to 100 by Ones and Tens

### Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 5 of Eureka Math (Engage New York) covers Numbers 10 – 20 and Count to 100 by Ones and Tens. This newsletter will discuss Module 5, Topic B

Topic B. Compose Numbers 11-20 from 10 Ones and Some Ones; Represent and Write Teen Numbers

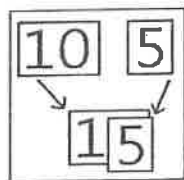
### Words to know

- Hide Zero Cards
- Ten-Frame

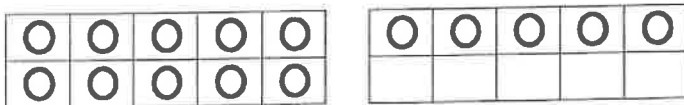
### Objective

In Topic B, students will begin to decompose teen numbers with Hide Zero Cards and number bonds. They will also begin to draw circles to represent teen numbers.

### Hide Zero Cards



### 10-Frame Cards



## OBJECTIVE OF TOPIC B

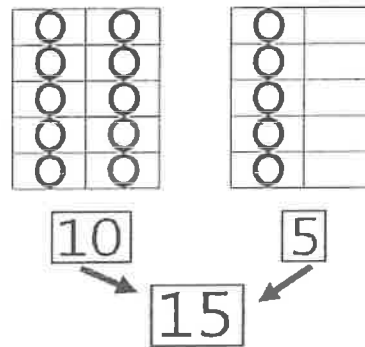
- 1 Model with objects and represent numbers 10 to 20 with place value or Hide Zero cards.
- 2 Model and write numbers 10 to 20 as number bonds.
- 3 Model teen numbers with materials from abstract to concrete.
- 4 Draw teen numbers from abstract to pictorial.

## Focus Area- Topic B

Compose Numbers 11-20 from 10 Ones and Some Ones Represent and Write Teen Numbers

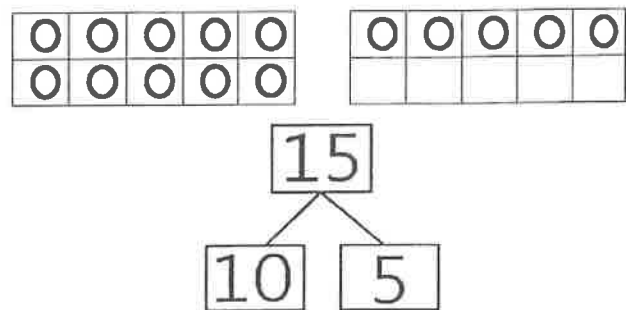
Students will look at Hide Zero cards or ten-frames and they will have to draw circles to match the cards or create a number bond to match the cards.

Directions: Write and draw the number. Use your Hide Zero cards to help you.



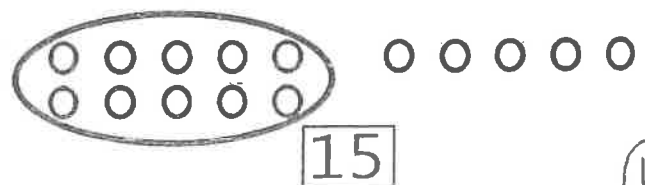
Student draws circles to match the Hide-Zero Cards and writes the teen number it represents.

Directions: Look at the Hide-Zero cards or 10-frame cards. Write the number as a number bond.



Students will be shown a teen number. They will be asked to draw circles to show the number and circle 10 ones.

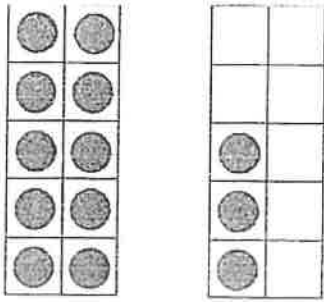
Draw circles to show the number. Circle 10 ones.



Name \_\_\_\_\_

Date \_\_\_\_\_

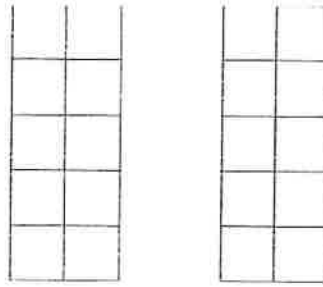
Write and draw the number. Use your Hide Zero cards to help you.



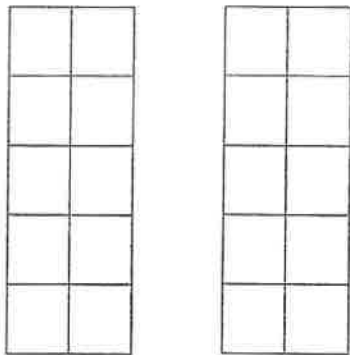
10 3



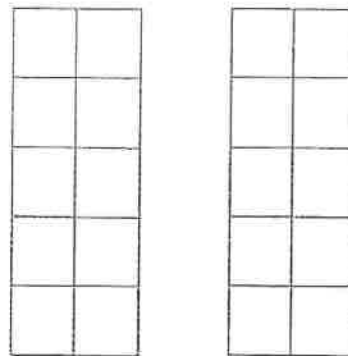
13



10 5



10 8



10 6





Hide Zero cards. Copy double-sided.  
Numerals

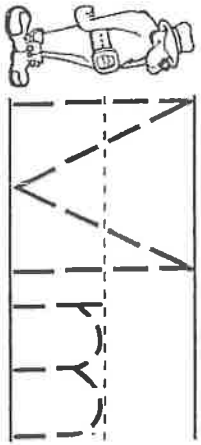
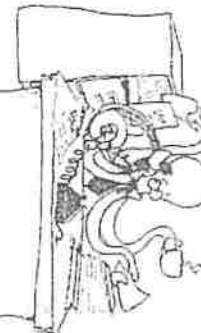

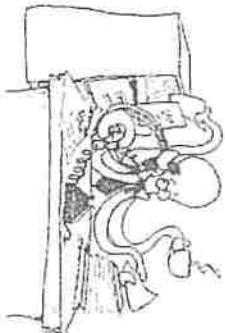
1	0		
0	1	2	3
4	5	<u>6</u>	7
8	<u>9</u>		

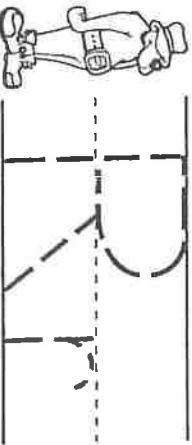



5-group cards (numeral side) (Copy double-sided with 5-groups on card stock, and cut.)





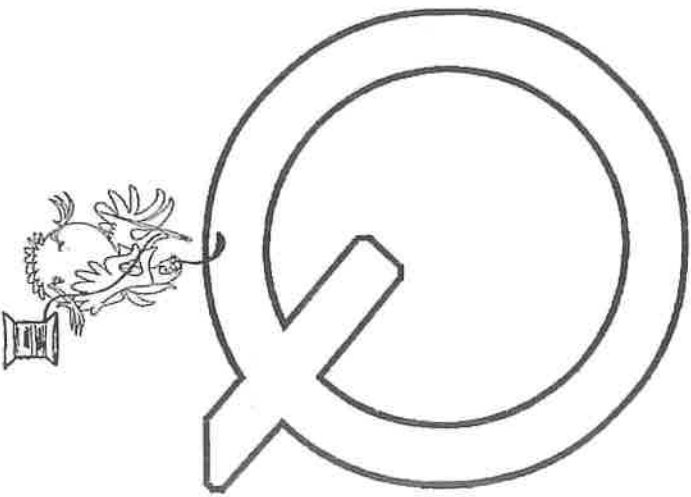
Other sounds I know about:

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# My Letter Q Book

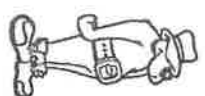


by \_\_\_\_\_

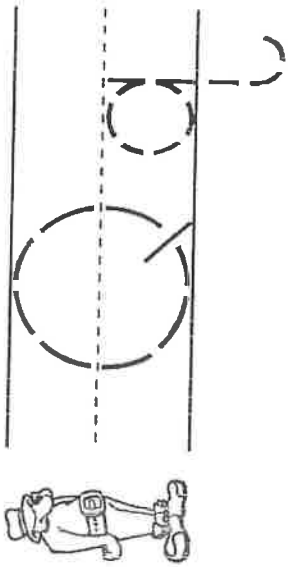
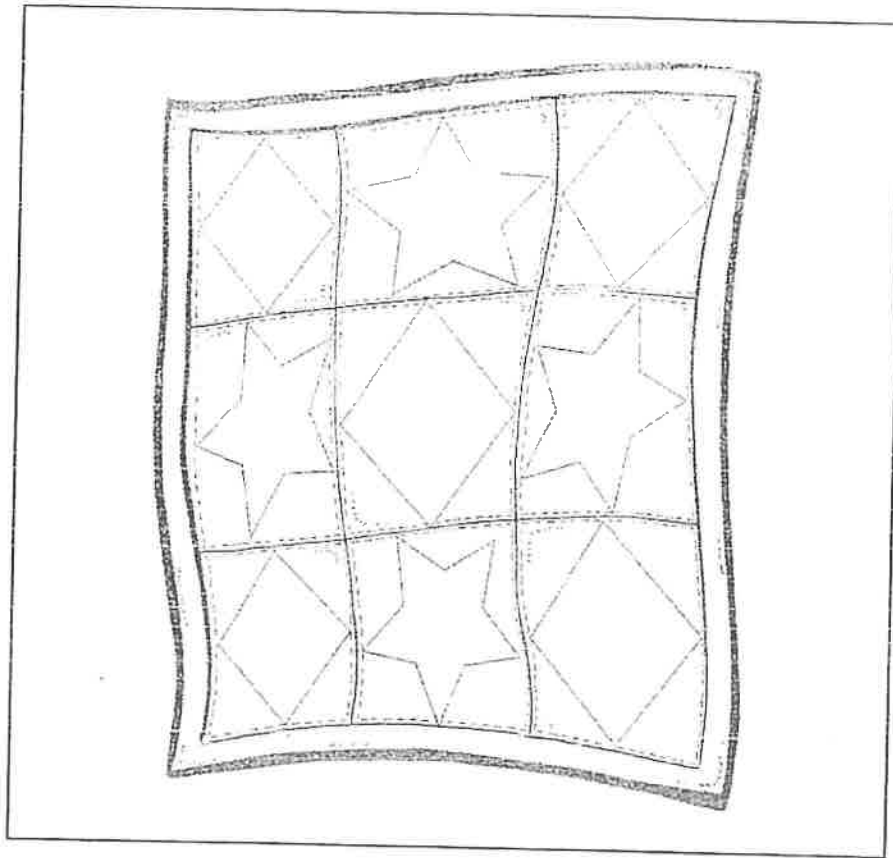
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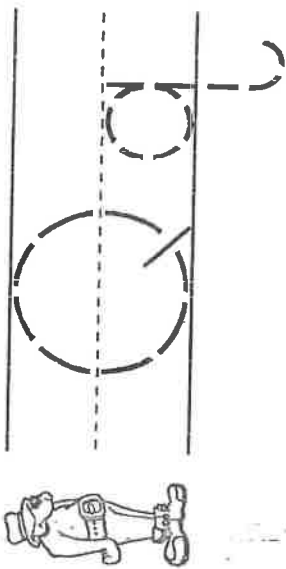
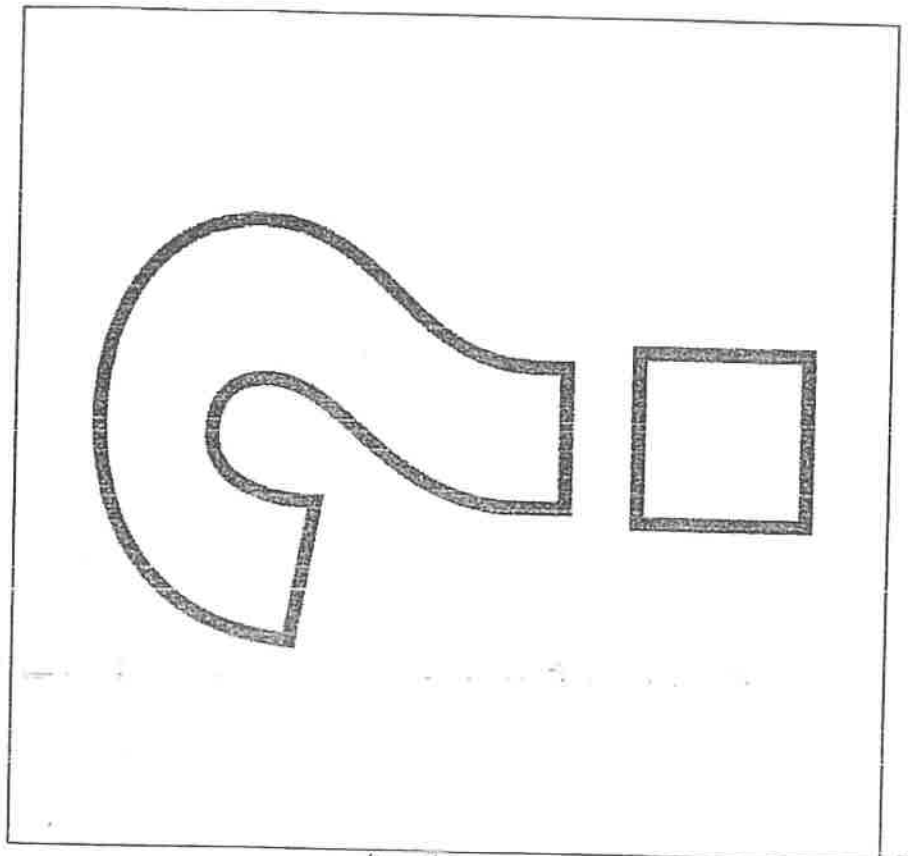
**Dear Family:** Ask your child what the book is about. Discuss each page. Read pages 1 and 2 with your child.



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



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Name \_\_\_\_\_

Date \_\_\_\_\_

Circle sets of 10, and tell how many.


circle 10 ones

Name \_\_\_\_\_

Date \_\_\_\_\_

Look at the Hide Zero cards or the 10-frame cards. Use your cards to show the number. Write the number as a number bond.

<div style="display: flex; justify-content: center; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid gray; padding: 2px 5px; margin-right: 10px;">1</div> <div style="border: 1px solid gray; padding: 2px 5px;">0</div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;">10</div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;">10</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>	<div style="display: flex; justify-content: center; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid gray; padding: 2px 5px; margin-right: 10px;">1</div> <div style="border: 1px solid gray; padding: 2px 5px; margin-right: 10px;">0</div> <div style="border: 1px solid gray; padding: 2px 5px; margin-left: 10px;">1</div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>	<div style="display: flex; justify-content: center; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid gray; padding: 2px 5px; margin-right: 10px;">1</div> <div style="border: 1px solid gray; padding: 2px 5px; margin-right: 10px;">0</div> <div style="border: 1px solid gray; padding: 2px 5px; margin-left: 10px;">2</div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> </div> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>																																																												
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APPLICATION PROBLEM

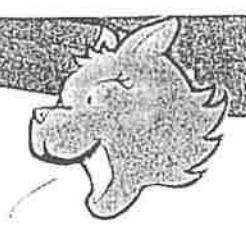
LESSON 8	Peter drew a number bond of 13 as 10 and 3. Bill drew one, too, but he switched around the 10 and 3. Show Bill and Peter's number bonds. Draw a picture of thirteen things as 10 ones and 3 ones. Explain your thinking to a family member about what you notice about the two number bonds.
-------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Name \_\_\_\_\_

Date \_\_\_\_\_

Use your materials to show each number as 10 ones and some more ones.  
Use your 5-groups way of drawing. Show each number with your Hide Zero cards.  
Whisper count as you work.

A 2x2 grid with a vertical line and a horizontal line intersecting at the center. In each of the four quadrants, there is a small square card with a number written on it. The numbers are: 11 in the top-left, 18 in the top-right, 15 in the bottom-left, and 14 in the bottom-right.



# Rhyming Words

Look at the pictures in each row and color the ones whose names rhyme.

Say the names of the pictures. Listen to see if they rhyme.



shell



dog



bell



pie



pot



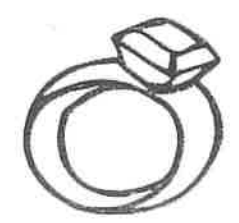
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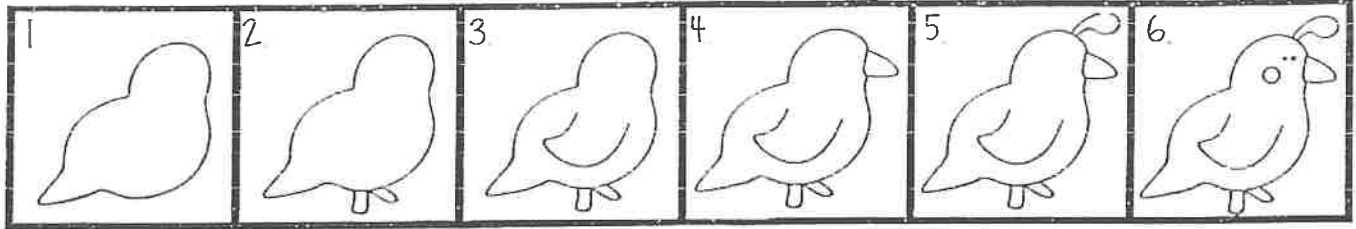
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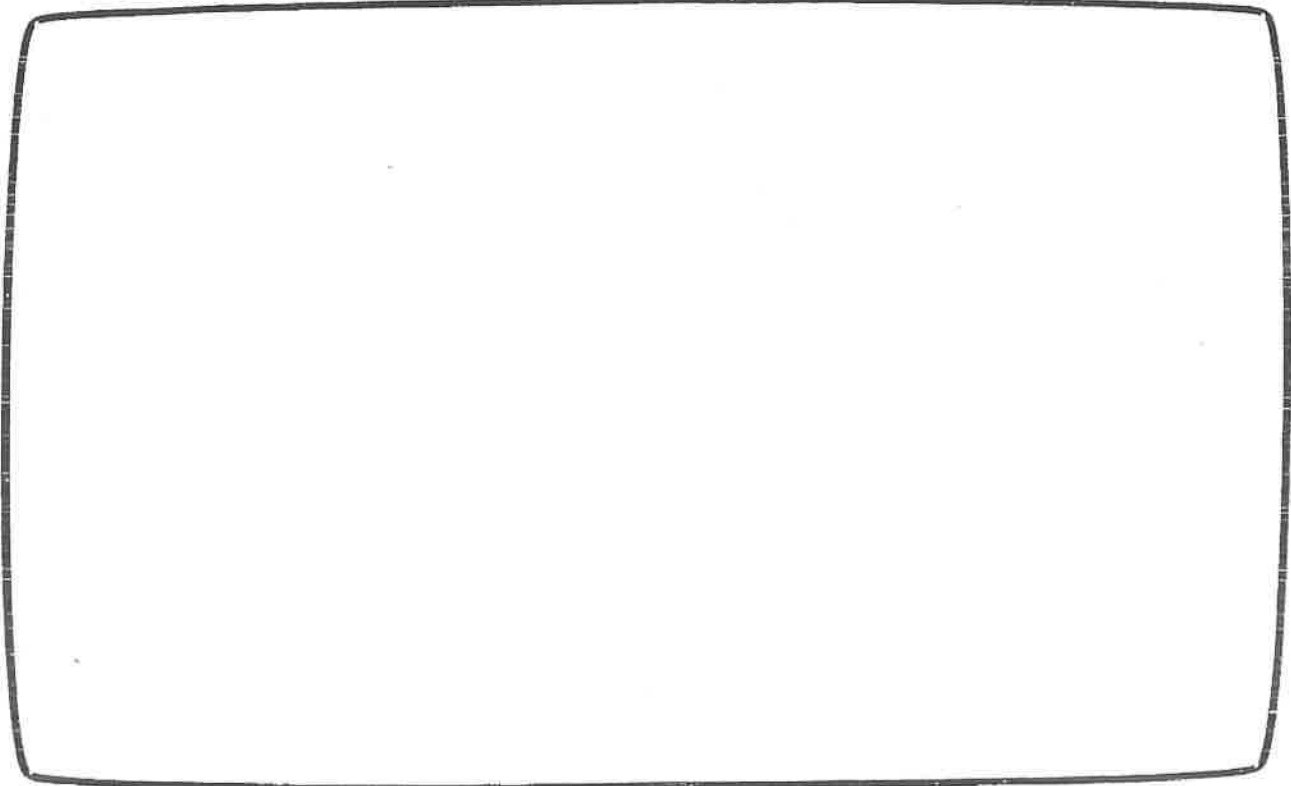
ring

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

Read. Draw. Write.



quail



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



## Kindergarten Writing Choice Board

5/11/20-5/15/20

Parent tips:

1. Please remind your student to begin with capital letter, finger spaces between words and punctuation at the end of sentence.
2. Phonetic spelling is encouraged. This is simply sounding out words and writing sounds they hear. Example: (play=p-l-a).

<p>If you could paint your bedroom any color, what would it be &amp; why?</p>	<p>Review the 1<sup>st</sup> 10 sight words any way you like (build, paint, playdough, etc.) the      to      that of      in      it and      is a      you</p>
<p>I help out around my house by...</p>	<p>Use the 1<sup>st</sup> ten sight words in a sentence. You can just say the sentence out loud to someone. Examples: You are a good mom. My brother is silly. Challenge: use 2 in one sentence!</p>
<p>Your parents ask you to cook dinner. What will you make?</p>	<p>Write a note to someone you miss from school &amp; include it in your work so your teacher can read it. Include a picture.</p>

Use the word bank to fill in the missing words so you can finish the story!



Word Bank:

get

name

dog

like

Kona

My dog's name is Kona.

I can't find Kona. I should get a dog.

\_\_\_\_\_

We go to the park.

When I get home, I like to play with Kona.





Handwriting practice row with a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice row with a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice row with a solid top line, a dashed middle line, and a solid bottom line.



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