

FRSD Distance Learning: Kindergarten June 1st- June 5th



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 8:00-2:30 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! This is the last week of work that will be turned in so do your very best! Don't forget to contact us with any questions. Have a great week!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Assignments</p>	<p>Assignments</p>	<p>Assignments</p>	<p>Assignments</p>	<p>Assignments</p>
<p>Math: Module 5 -Do application problem 21 (p.1) -Problem set lesson 21 (p. 2) Extra: Write your numbers 50 to 75</p> <p>Reading: Read the <u>Unit 16 Homework 1</u> half page two times. (p.3) -Do the vowel review letter trace page. On the back draw a picture and write some words that start with one of the vowels! (p.5&6) Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from the writing choice board (p.23) OR look at a book & on the "Here's the scoop" page draw a picture for the beginning, middle & end of the story. (p.24) <i>*additional writing paper on page 22 if needed.</i> Extra: Complete a 2nd activity from the choice board.</p> <p>PE Log 30 minutes of activity</p> <p>Extra: Jack Hartmann Count by 1s to 150 exercise https://www.youtube.com/watch?v=4htW_ZIZoFk</p>	<p>Math: Module 5 -Lesson 19 Fluency (p.7) -Problem set lesson 22 (p. 8) Extra: Count by 5's from 5 to 50</p> <p>Reading: Read the <u>Unit 16 Homework 2</u> half page two times. (p.3) -Do the vowel review book. (p.9&10) Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from the writing choice board OR look at a book & on the "Here's the scoop" page draw a picture for the beginning, middle & end of the story. Extra: Complete a 2nd activity from the choice board.</p> <p>PE Log 30 minutes of activity</p> <p>Extra: Social Studies project. Read pages 124-125. Make a timeline of your life with your family. Talk about important events in your past. Add pictures if you'd like.</p> <p>IMPORTANT: Please read the letter on page 25. Graduation pictures due by June 5th at 8pm!</p>	<p>Math: Module 5 -Do application problem 22 (p.11) -Problem set lesson 23 (p.12) Extra: Find 3 objects shaped like a cylinder.</p> <p>Reading: Read the <u>Unit 15 Homework 3</u> half page 2 times. (p.4) -Recite the vowel letter poems. (p.13) Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from the writing choice board OR look at a book & on the "Here's the scoop" page draw a picture for the beginning, middle & end of the story. Extra: Complete a 2nd activity from the choice board.</p> <p>PE Log 30 minutes of activity</p> <p>Extra: Art: Make a thumbprint pineapple with paint! https://www.ohcrafts.net/kids-pineapple-thumbprint-art.php</p>	<p>Math: Module 6 -Read over the Topic A parent letter and discuss with your child. (p.15) -Problem set lesson 1 (p.16) Extra: Count by 10's and write the numbers while you count.</p> <p>Reading: Read the <u>Unit 15 Homework 4</u> page 2 times. (p.4) -Make and read the "Where is it?" book. (p.17&18) Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from the writing choice board OR look at a book & on the "Here's the scoop" page draw a picture for the beginning, middle & end of the story. Extra: Complete a 2nd activity from the choice board.</p> <p>PE Log 30 minutes of activity</p> <p>Extra: Social Studies. Read pages 126-129. Talk together about different kinds of work that people do.</p>	<p>Math: Module 6 -Do application problem 1 (p.19) -Problem set lesson 2 (p.20) Extra: Find 3 objects shaped like a cube.</p> <p>Reading: Work on the Sight Words page (p.14) -Do the letter I <u>Read, Draw, Write, Page (p. 21)</u>. Draw a picture and write 1 thing about an insect. Extra: Read 10 minutes for the Sluggo Challenge!</p> <p>Writing: Choose 1 item from the writing choice board OR look at a book & on the "Here's the scoop" page draw a picture for the beginning, middle & end of the story. Extra: Complete a 2nd activity from the choice board.</p> <p>PE Log 30 minutes of activity</p> <p>Extra: Explore the website for STEM activities you can do this summer (or now!) https://littlebinsforlittlehands.com/summer-science-experiments-outdoor-play/</p>

Application Problem

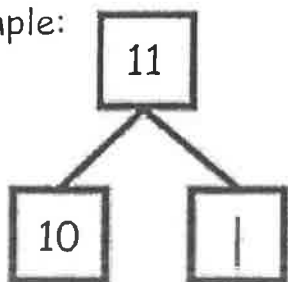
Lesson 21	Peter saw 8 puppies at the pet store in a cozy cage. While he was watching them, 2 hid in a little box. How many puppies could Peter see then? Draw a picture and write a number bond and number sentence to match the story.
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Name _____

Date _____

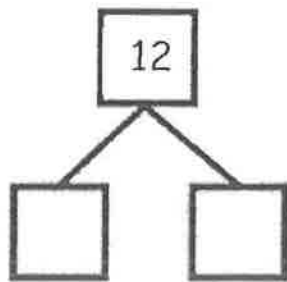
Model each number with cubes on your number bond mat. Then, complete the number sentences and number bonds.

Example:



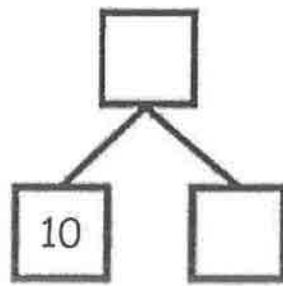
$$11 = 10 + \underline{1}$$

$$10 + \underline{1} = 11$$



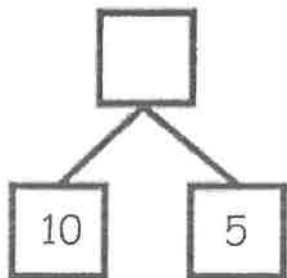
$$12 = 10 + \underline{\quad}$$

$$10 + \underline{\quad} = 12$$



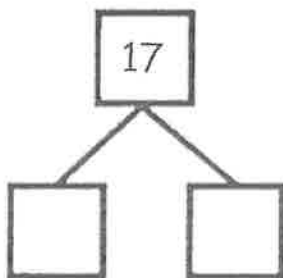
$$13 = 10 + \underline{\quad}$$

$$10 + \underline{\quad} = 13$$



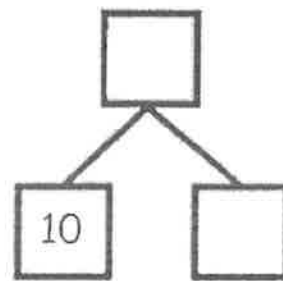
$$\underline{\quad} + 5 = 15$$

$$15 = \underline{\quad} + 5$$



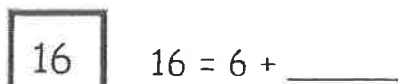
$$\underline{\quad} + 7 = 17$$

$$17 = \underline{\quad} + 7$$



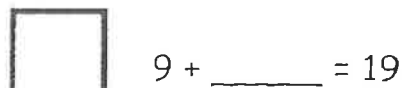
$$\underline{\quad} + 8 = 18$$

$$18 = 10 + \underline{\quad}$$



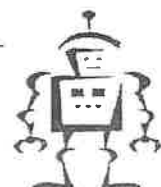
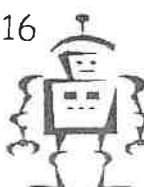
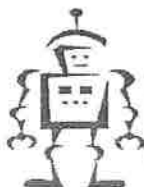
$$16 = 6 + \underline{\quad}$$

$$6 + \underline{\quad} = 16$$



$$9 + \underline{\quad} = 19$$


$$19 = 10 + \underline{\quad}$$




I Wish

The cat sat in the tree.

"See the moon!" said the cat.

"I see the moon," said the .

"I wish I could," said the .

The  was sad.

He said, "Woo, woo,

woooooo.




I wish I could see the moon."

Please initial with each reading: _____

The Cat and the 

"Moo, moo, moo," said the .

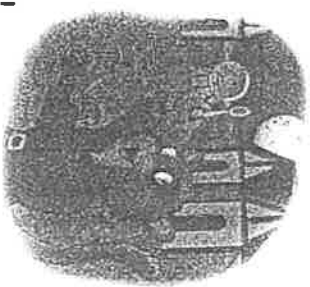
"Woo, woo," said the .


"See the dish and the ,

said the cat.

The cat said,

"I wish I had a .




The dish said, "A  it is!"

Please initial with each reading: _____


Wish, Wish, Wish

"I had 1 wish," said the cat.


"Hear me."

"I had 1 wish," said the .

"Moo, moo. See me."

"I had 1 wish," said the .

"Hear me. Tee hee, tee hee!"

"I am , " said the dish.

Please initial with each reading: _____

Modified from Story 6

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Storybook Decoding Review

Sounds you know:

▲ oo K d ck i
▲▲ ea r a Sh ee

Words you can sound out:

● It trick Heat shack
●● soon tree can't too

Words you have learned:

→ should want do isn't

Phrases you can read:

✿ to the sea with the cat
✿✿ in the sack at the shack

Sentences you can read:

✍ We could see the moon.
✍ It was neat to hear his wish.

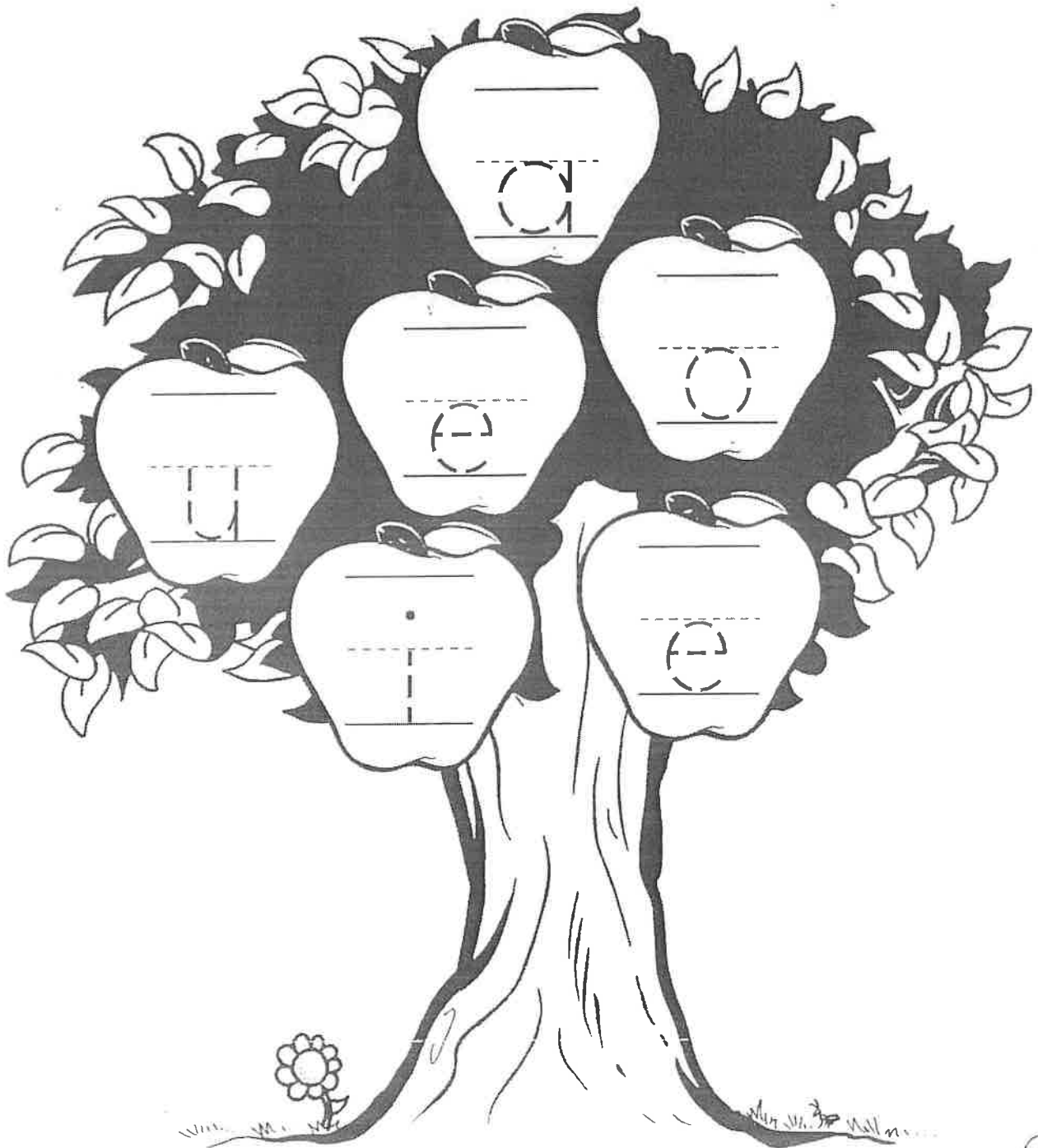
Please initial after the student has read the page. _____

Reprint of Storybook Decoding Review

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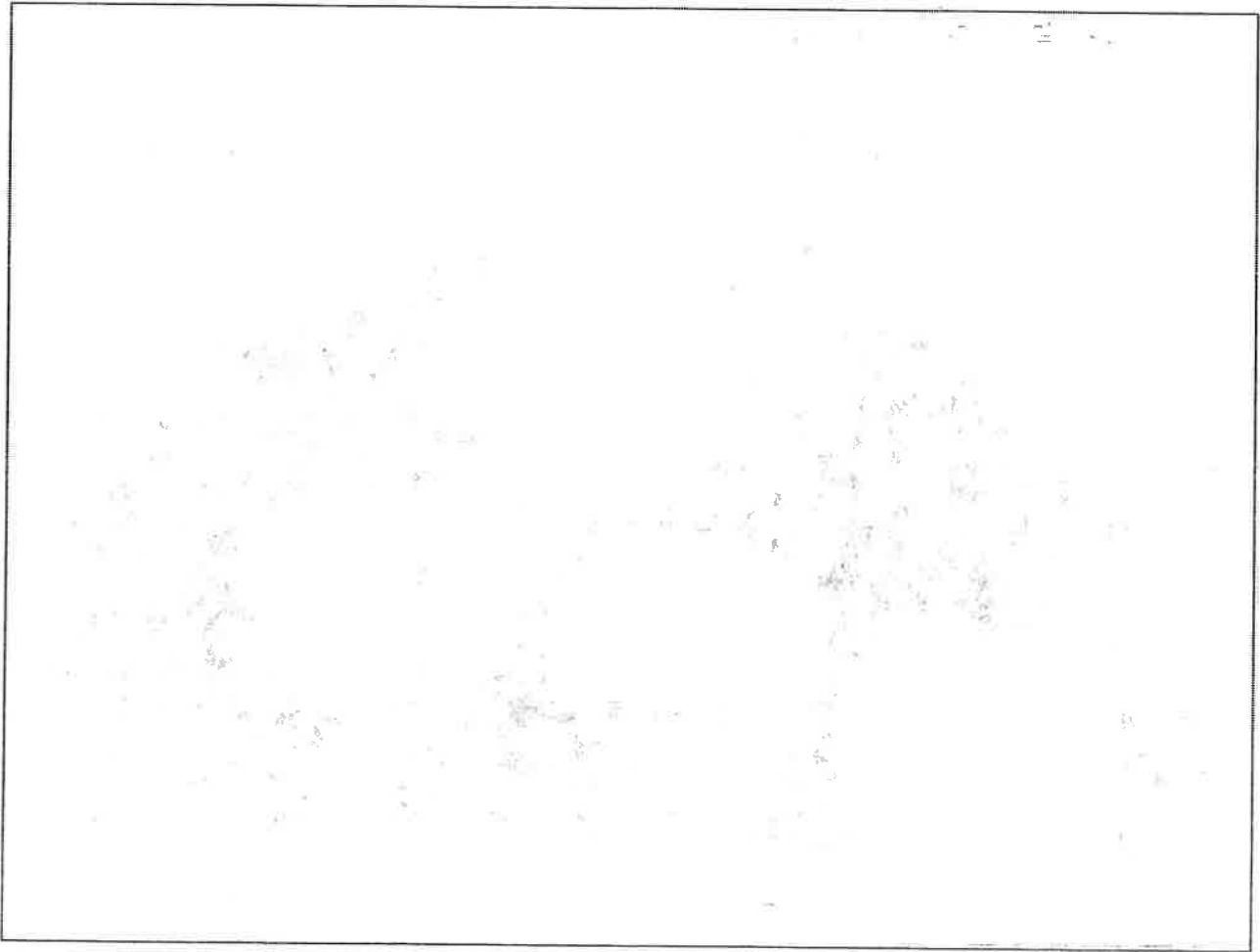


I'm _____



Dear Family: Ask your child to tell you about this page. For each letter, ask: "What letter do you see?" • "What sound does the letter make?"

I'm _____



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



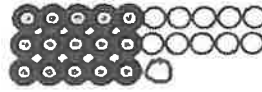
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



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

Name _____

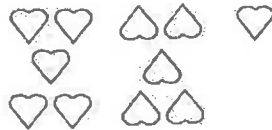
Date _____

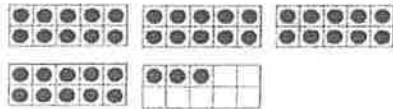


25 26

Write the number you see. Now, draw one more, then write the new number.

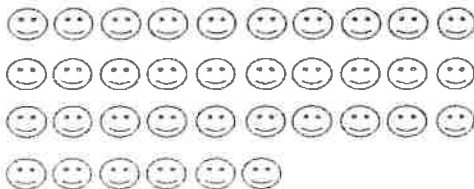








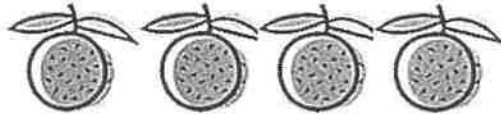
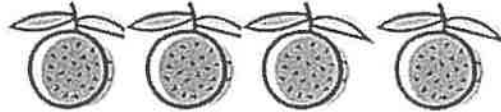




Circle 10 apples. Circle 10 oranges. Write how many are in each group.

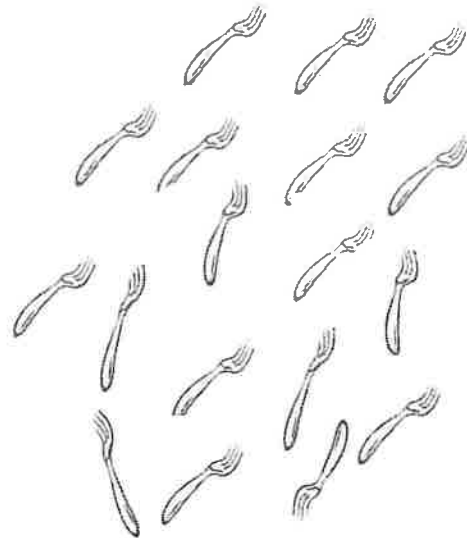
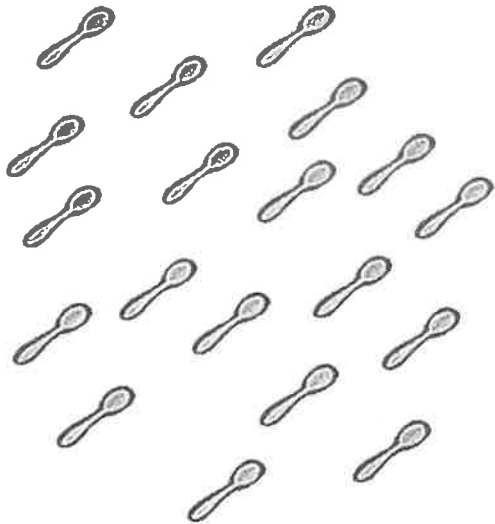
✓ Check the group that has less.





Circle 10 spoons. Circle 10 forks. Write how many are in each group.

Circle more or less.



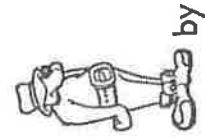
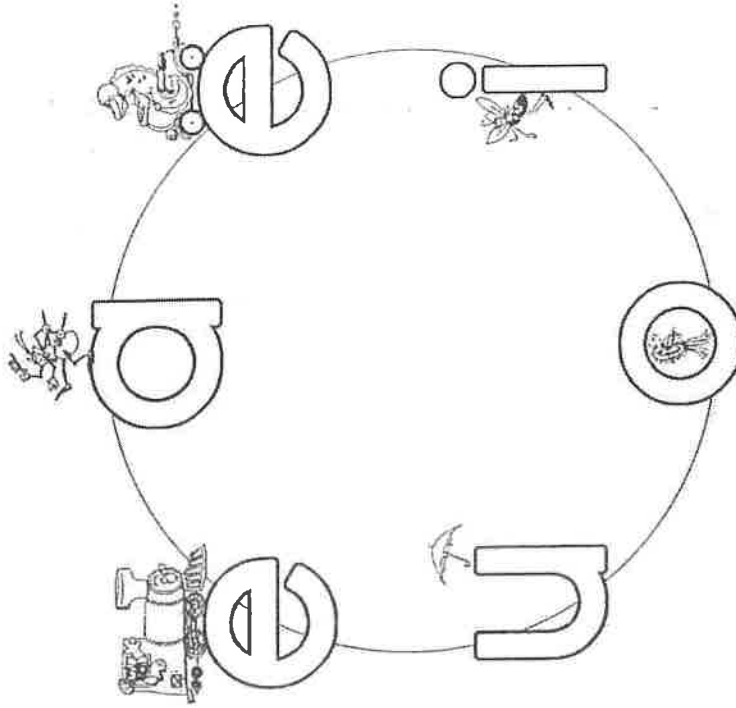
is

more

than

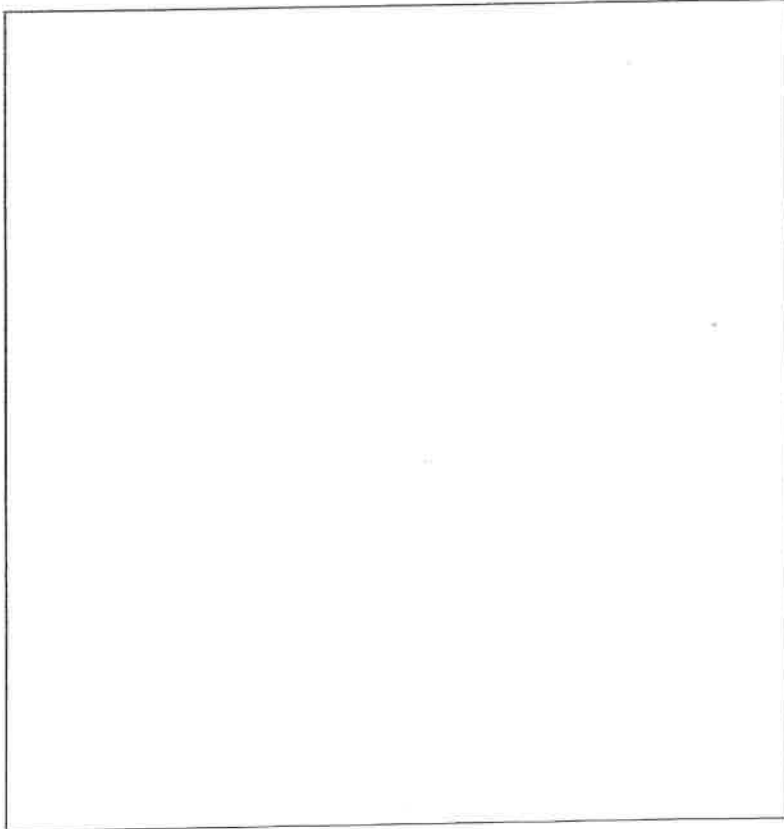
less

My Vowel Review Book



Dear Family: Ask your child what the book is about and discuss each page.

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I see red

cut

A tracing guide for the letter 'E'. The top panel shows a cartoon character in a hat and boots standing on a set of three horizontal lines (top, middle dashed, bottom). Below the character is a dashed outline of the letter 'E' on the same lines. The bottom panel shows a drawing of a snake.

A tracing guide for the letter 'O'. The top panel shows a cartoon character in a hat and boots standing on a set of three horizontal lines. Below the character is a dashed outline of the letter 'O' on the same lines. The bottom panel shows a drawing of an egg.

A tracing guide for the letter 'A'. The top panel shows a cartoon character in a hat and boots standing on a set of three horizontal lines. Below the character is a dashed outline of the letter 'A' on the same lines. The bottom panel shows a drawing of an astronaut floating in space with stars and a crescent moon.

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A tracing guide for the letter 'U'. The top panel shows a cartoon character in a hat and boots standing on a set of three horizontal lines. Below the character is a dashed outline of the letter 'U' on the same lines. The bottom panel shows a drawing of a kangaroo.

A tracing guide for the letter 'O'. The top panel shows a cartoon character in a hat and boots standing on a set of three horizontal lines. Below the character is a dashed outline of the letter 'O' on the same lines. The bottom panel shows a drawing of a jellyfish.

A tracing guide for the letter 'I'. The top panel shows a cartoon character in a hat and boots standing on a set of three horizontal lines. Below the character is a dashed outline of the letter 'I' on the same lines. The bottom panel shows a drawing of a bee.

Application Problem

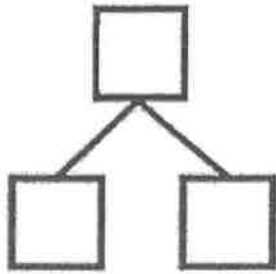
Lesson 22	Lisa has 5 pennies in her hand and 2 in her pocket. Matt has 6 pennies in his hand and 2 in his pocket. Who has fewer pennies, Lisa or Matt? Who has more pennies? How do you know?
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Name _____

Date _____

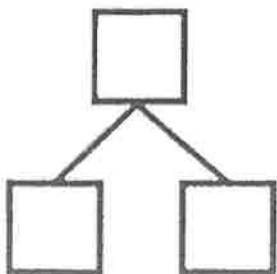
Robin sees 5 apples in a bag and 10 apples in a bowl. Draw a picture to show how many apples there are.

Write a number bond and an addition sentence to match your picture.



Sam has 13 toy trucks. Draw and show the trucks as 10 ones and some ones.

Write a number bond and an addition sentence to match your picture.



Letter Poems

Directions: Practice reading the letter poems, come up with other words that begin with the letter sound. Review the sounds the vowel letters make. What other sounds do they make?

Aa

Capital letter A
Small letter a
A says "a"
1 ant on an apple.
A, a, a.

Ee

Capital letter E.
Small letter e.
E says "e"
2 eels on wheels.
E, e, e.

Ii

Capital letter I
Small letter i
I says "i"
12 insects in the ink.
I, i, i.

Oo

Capital letter O.
Small letter o.
O says "o".
3 octopuses in the office.
O, o, o.

Uu

Capital letter U
Small letter u
U says "u"
5 upside-down umbrellas.
U, u, u.

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

What all your said were

She said, "I am happy."

You and I were in the grass.

We can all go!

What is that?

I miss your smile.





MATH NEWS



LAFAYETTE
PARISH SCHOOL SYSTEM

Kindergarten, Module 6, Topic A

Spring 2015

Kindergarten Math

Module 6: Analyzing, Comparing and Composing Shapes

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 6 of Eureka Math (Engage New York) covers Analyzing, Comparing and Composing Shapes. This newsletter will discuss Module 6, Topic A

Topic A. Building and Drawing Flat and Solid Shapes

Words to know

- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth
- Ninth
- Tenth

Objective

In Topic A, students will build on their knowledge of two- and three- dimensional shapes from Module 2. They will compose shapes by building and drawing. They will also begin to use ordinal numbers to describe the systematic construction of their flat shapes.

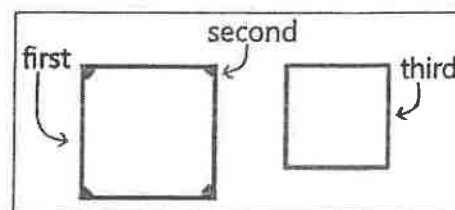


Focus Area- Topic A

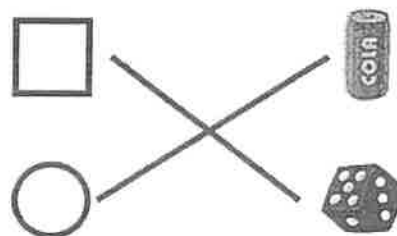
Building and Drawing Flat and Solid Shapes

Using cardinal numbers, students will be given directions to finish drawing shapes.

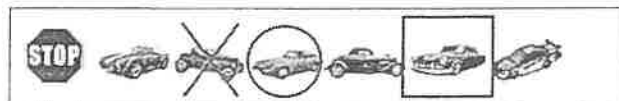
First, use a ruler to draw 2 lines to make a square. Second, color the corners red. Third, draw another square.



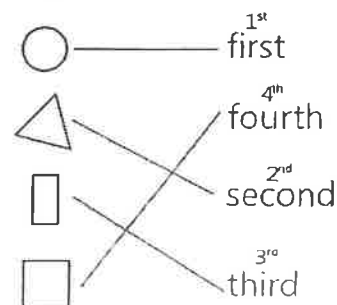
Draw a line from the flat shape to the object that has a face with that flat shape.



Circle the 3rd car from the stop sign. Draw a square around the 5th car. Draw an X on the 2nd car.



Draw a line from the shape to the correct ordinal number, starting at the top.



15

OBJECTIVE OF TOPIC A

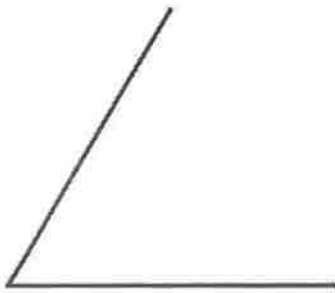
- 1 Describe the systematic construction of flat shapes using ordinal numbers.
- 2 Build flat shapes with varying side lengths and record with drawings.
- 3 Compose solids using flat shapes as a foundation.
- 4 Describe the relative position of shapes using ordinal numbers.

Name _____

Date _____

Listen to the directions.

First, draw the missing line to finish the triangle using a ruler. **Second**, color the corners red. **Third**, draw another triangle.



First, use your ruler to draw 2 lines to make a square. **Second**, color the corners red. **Third**, draw another square.



First, draw a triangle using your ruler. **Second**, draw a different triangle using your ruler. **Third**, show your pictures to your partner.

Where Is It?



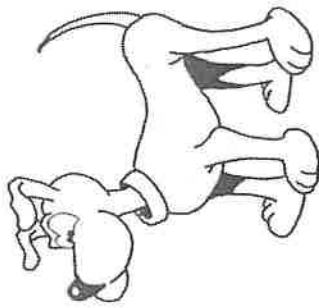
by _____

Dear Family: Please read the book with your child.




The hen is in the nest.

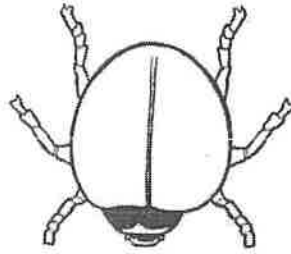
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The dog is on the log.



The bee is in the 

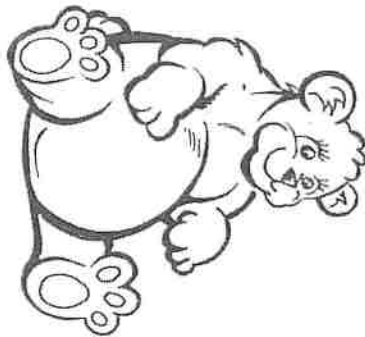


1 The bug is on the rug.

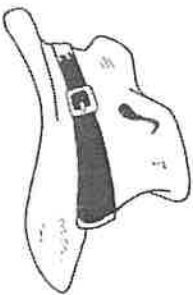


3 The pig is in the pen.

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6 The cub is in the tub.



4 The hat is on the cat.



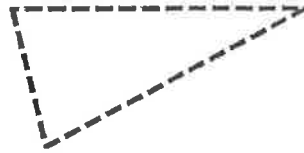
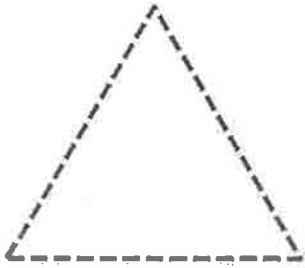
Application Problem

Lesson 1	We are going to be talking about shapes again! Draw several things you saw this past week that looked like shapes you know. What are the different shapes called? Label your shapes.
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Name _____

Date _____

First, use a ruler to trace the shapes. Second, follow the directions in each box. Use your ruler to draw the shapes.



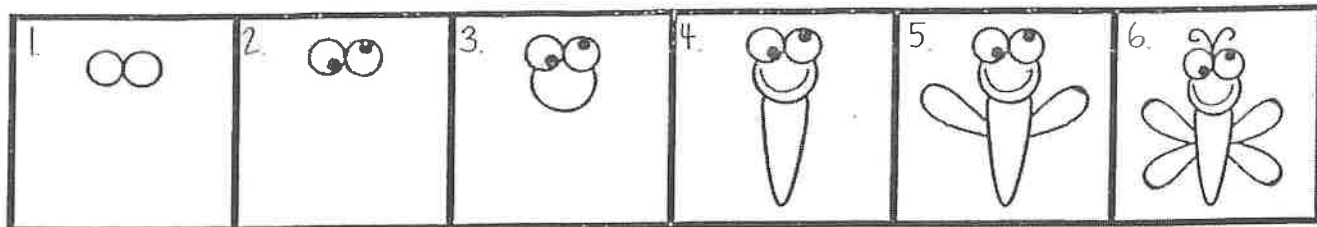
Draw 3 different triangles.

Draw 2 different rectangles.

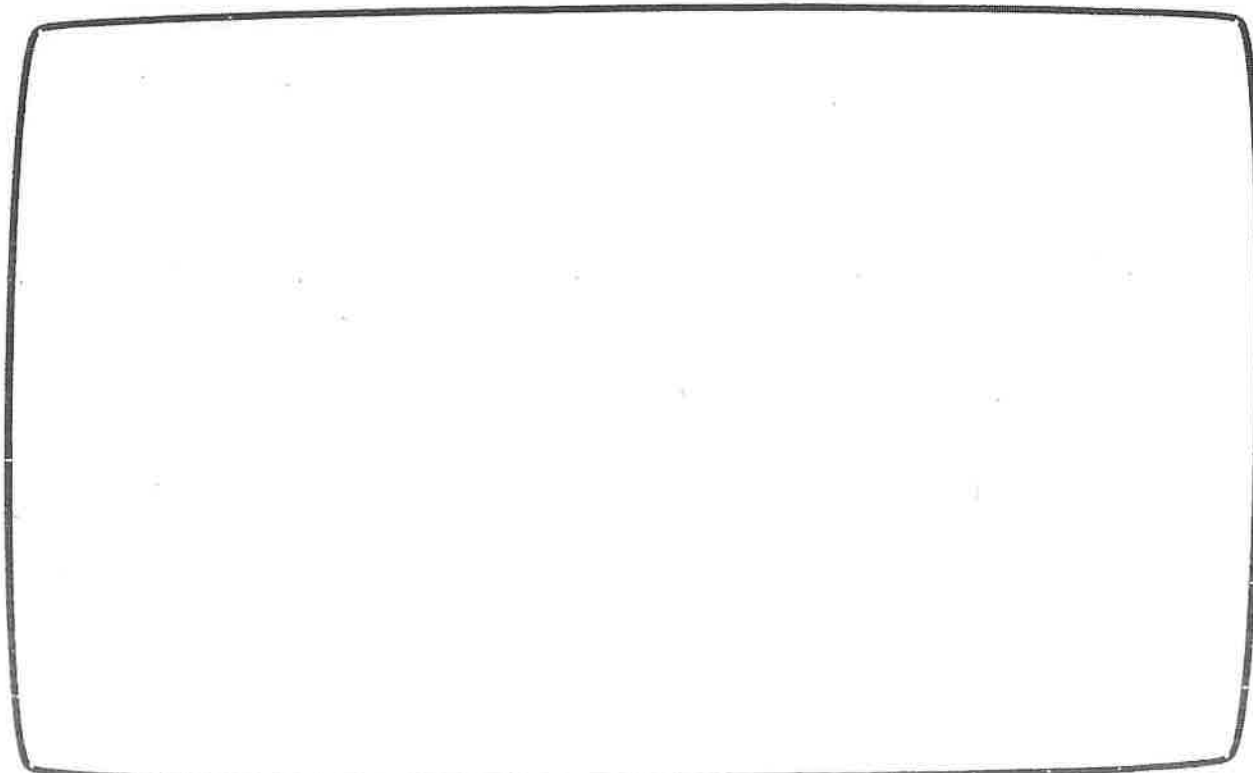
Draw 1 hexagon.

Name: _____

Read. Draw. Write.



insect



Four sets of handwriting practice lines, each consisting of 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.



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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Kindergarten Writing Choice Board

6/1/20-6/5/20

Parent tips:

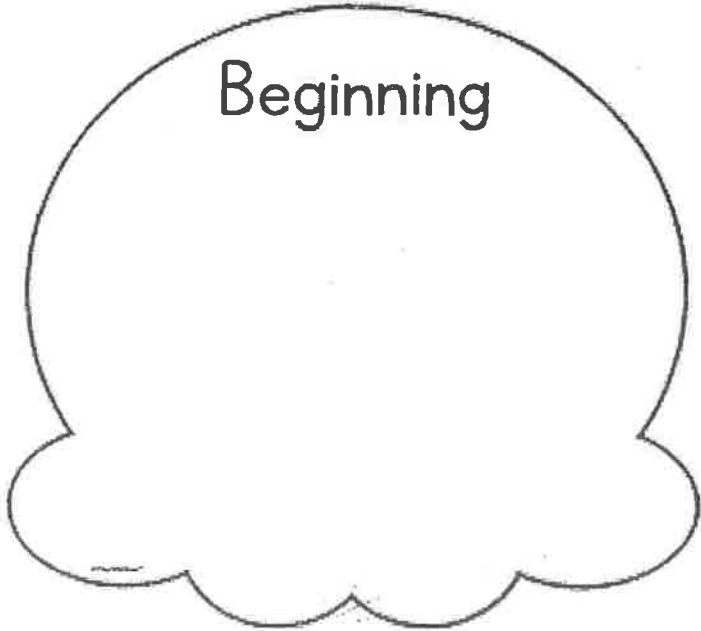
1. Please remind your student to begin with capital letter, finger spaces between words and punctuation at the end of sentence.
2. Phonetic spelling is encouraged. This is simply sounding out words and writing sounds they hear.
3. Example: (s-p-r-e-n-k-l-r=sprinkler)

Make a list of your 5 favorite books	Have a family member help you to use the 3 rd set of sight words in a sentence. or but one not had what by all words were
The best way to cool off on a hot day is...	Make a word search with 3rd list of sight words on Lakeshore's website & find them https://www.lakeshorelearning.com/resources/free-resources/word-search
Dogs are good for... or Cats are good for...	Paint, use sidewalk chalk or build sight words with playdough, Legos or materials around your house.

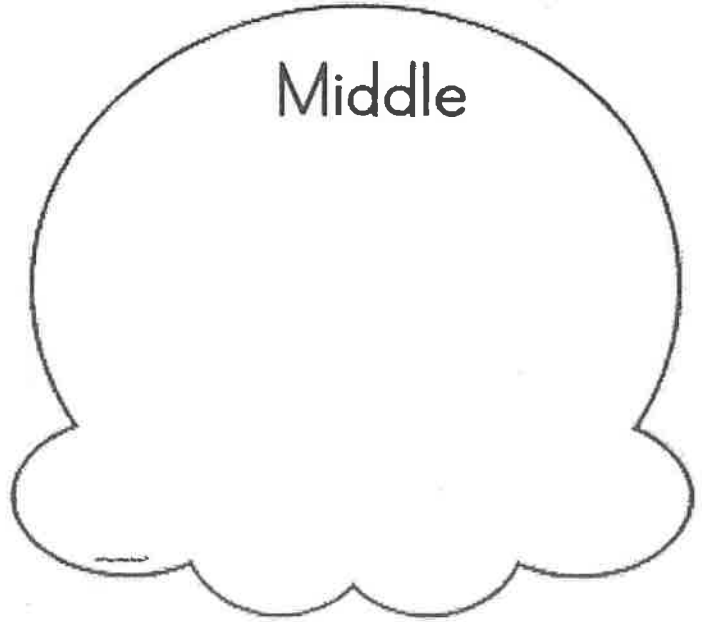
Here's the Scoop

Name _____

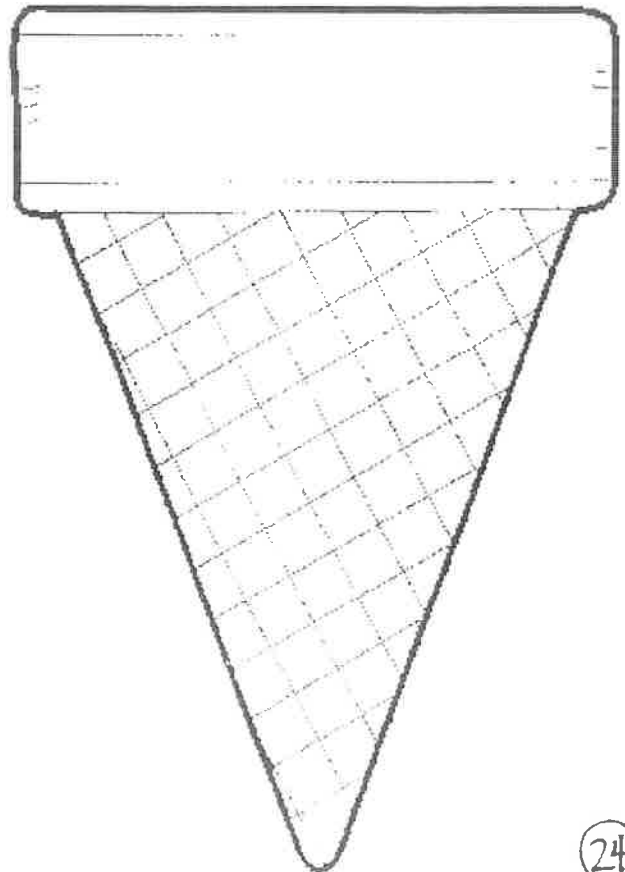
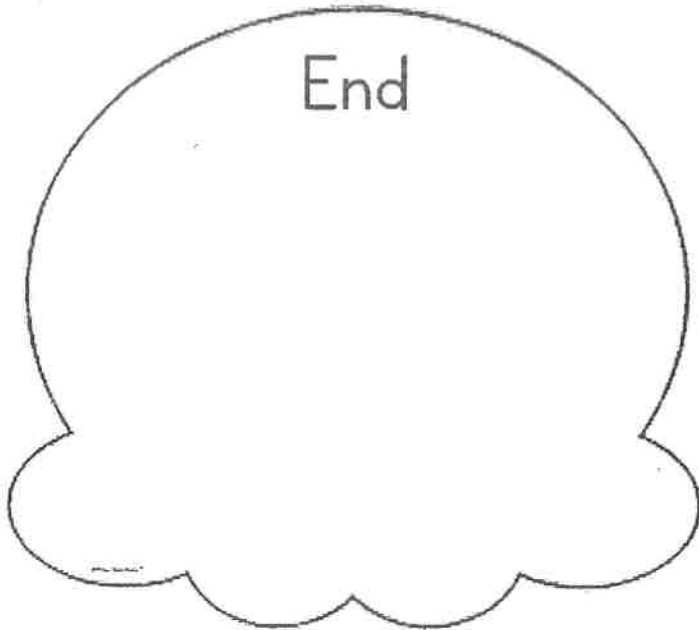
Beginning



Middle



End



6/1/2020

Dear Kindergarten Families,

Each year at the end of the school year we do a small Kindergarten graduation. Since it is not possible to do graduation in person this year we have decided to create a slideshow to celebrate our Kindergarten graduates!

Our plan is to share this slideshow privately through Youtube. To access the video you will have to have the link that we'll send out when the slideshow is completed. It is completely up to you if you want your student included. The slideshow will include just one picture of each student. There will be no names attached to the pictures to help protect student's privacy.

If you would like your student to be included there are a couple different choices for the picture. **1.** Take a plain picture of your student smiling. **2.** Create a fun sign on 8.5 x 11 paper and have your student hold it up in the picture! Please make sure it is readable, school appropriate, and does not cover your student's face. **3.** On the back of this letter, is a template, "When I grow up I want to be...". Fill in the template and have your student hold it up in the picture. If you want, have them dress up as what they want to be! **4.** Try and make a graduation cap and have your student wear it in the picture! There are a ton of tutorials and templates online. Just look up "paper graduation cap".

For the picture make sure to follow these guidelines.

- Make sure the picture is clear
- Take the picture against a blank wall or outside
- Make sure you take it close enough to read their sign
- Make sure that all items included in the picture are school appropriate
- Send only a picture, NOT a video

IMPORTANT! Please keep in mind that by sending in your picture you are giving us permission to include your student in the slideshow! If we do not receive a picture from you we will assume you do not want your student included.

If your student goes to VES please send your picture to Ms. Bliven (ebliven@fernridge.k12.or.us). If your student goes to EES please send your picture to Ms. Hood (phood@fernridge.k12.or.us). Please include your student's name and name of their teacher with your picture. **Pictures need to be sent in by 8pm on June 5th.** If you have any questions feel free to contact Ms. Bliven. Thank you so much!

Sincerely,

Ms. Bliven, Mrs. Connolly, Mrs. Peirce, Ms. Hood, & Mrs. Oxenford

When I grow up I want
to be a...



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
 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

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

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

Chalk Obstacle Course on the sidewalk

Make a target, throw at it overhand and underhand (move farther back and repeat)