

# Distance Learning!

## Week of April 13<sup>th</sup> – April 19<sup>th</sup>

Email [gesek@bagdadschools.org](mailto:gesek@bagdadschools.org)  
for any questions, concerns, and to turn in completed work.

Please note that even though I marked the activities as Monday, Tuesday, Wednesday, and Thursday, completed work is not due until Sunday April 19th. You can turn in the work as your student completes it or turn in all work once it is finished.

### New Material:

Dear Parents/Guardians,

Due to the school closure there are unfortunately some concepts that were not covered and would be in the plans for teaching during these last weeks. These concepts are necessary for them to still learn before they go to the 1<sup>st</sup> grade next year.

From now on, every week I will have one of these concepts for YOU to teach. I am going to do my best to give you instruction and good resources on how to do this. I am here to help you. Please reach out and I will give every best effort to accommodate you.

Going forward, please remember that kids don't learn when you give them the answer. As frustrating as it may be, it is your job to help them reach the answer on their own. If you AND your student is struggling with this lesson, do not give them the answer just to make it easy. Reach out to me, I WILL help you and your student.

We are going to start with an easy one. I started teaching this concept but was never fully able to dive deep into it. Your student might remember this lesson which is a good thing!

**TO BE READ ONLY: PURPLE**

**TO BE READ OUT LOUD TO YOUR STUDENT: BLACK**

**Teaching Instructions -**

**The goal: Students should be able to answer the question, “What is the main idea of this story?” after someone reads a short story to them. They should also be able to answer, “What are the details of this story?”**

**There are two parts of a story that students need to understand: the main idea and the details.**

TELL YOUR STUDENT: the main idea is what the story is mostly about. Every story should have a main idea.

TELL YOUR STUDENT: the details need to support the main idea. Details also make the story exciting.

**After you go over this, watch this short video. You will need to read the writing in the video to your student as the video goes along. Pause the video when necessary and make sure your student is grasping the content in the video as you go along.**

\*Video is posted on my website.\*

TELL YOUR STUDENT: I am going to read this story to you. While I am reading this, I want you to think, "What is the main idea? What is the story *mostly* about?"

**Proceed to read the story below, "Transportation." When you are done reading the story ask them if they know what the main idea is. If they answer incorrectly, go over the talking points again. You can also review the video if necessary. You can also give them hints; the main idea usually ties in with the title and the beginning of the story. Then, read the story again.**

**If your student answers correctly, they may need help writing the answer. You are allowed to write it for them BUT they need to copy it to get credit. You can do this with the actual paper if you have printing capabilities or you can of course write it on notebook paper.**

**After they have figured out what the main idea of the story is, quickly review details.**

TELL YOUR STUDENT: the details need to support the main idea. The details are going to be examples of transportation. I am going to read the story again and I want you to listen for the examples of transportation.

**Proceed to read the story again. When you are finished, have your student do the bottom half of the page. Remember, the directions clearly state to color the pictures of transportation from the story. Not all of those pictures were in the story. Make sure you make it clear to your student that they are only supposed to color the examples from the story, not just color the whole entire thing. Points will be taken away from students who color every single picture.**

**If you do not have printing capabilities, you can have you student write out a list of the examples of transportation from the story. You can help them write the words correctly, but they must write it themselves.**

\*THE ANSWER KEY TO THIS ACTIVITY IS POSTED ON THE WEBSITE. IT IS FOR YOUR PURPOSES ONLY. I INCLUDED IT TO HELP YOU.\*

Name: \_\_\_\_\_ Main Idea

## Transportation

Transportation takes you from one place to another. People drive cars and trucks on the street. Planes help us travel in the air. We can travel across the water on a boat. A school bus takes you from your home to your school. Do you like to ride on a skateboard? A skateboard is transportation too!

*Circle the sentence in the story that tells the main idea.*

Write the main idea:

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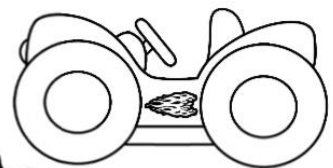
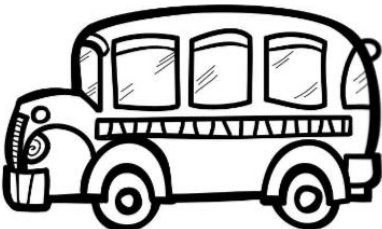
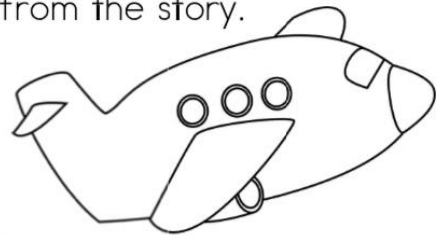
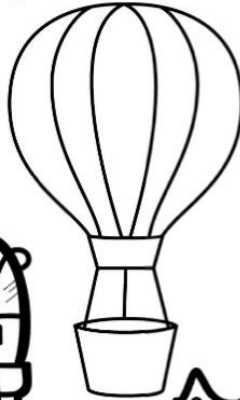
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Color the pictures of transportation from the story.



# Writing:

Because of the New Material – Main Idea and Details, there will not be a normal journaling assignment this week. However, their work that they turn in for the short story, “Transportation,” will be graded as a writing assignment. Please make sure of these rules:

- No letters are backwards.
- There are not **any uppercase letters** in the middle of words or sentences.

Please make them rewrite anything that does not reach these expectations. Their writing will be graded accordingly.

# Reading:

Sight words: eat, who, new, must, black.

Create flash cards of these words and practice daily.

**\*This passage should be read over a series of four days.\*** Students should read this short passage 2-3 times Monday - Thursday. On Thursday, they should be reading this passage fluently. That means they should read it relatively quickly and shouldn't be sounding out any words.

After they have read the passage 2-3 times, in 4 consecutive days, have them answer the two questions about the story on a sheet of paper. Take a picture of their answers and send it to my email, [gesek@bagdadschools.org](mailto:gesek@bagdadschools.org) no later than Sunday, April 19th.

Name \_\_\_\_\_



## Win

Will Jim win? Sid set up the pins. Jim lobs it. It spins. It hits a pin. Sid picks up the pin. Kim lobs it. It hits the bin. Jim wins! We grin.

\_\_\_\_\_ set up the pins.

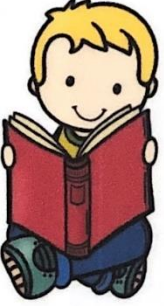
- Jim
- Sid
- Kim

\_\_\_\_\_ wins.

- Jim
- Sid
- Kim


These next images are called Story Trees. They should read the text to themselves ONE time and then ONE time to you.

Monday -




49.

The  
The box  
The box is  
The box is not  
The box is not on  
The box is not on top.




Short o

Tuesday -




50.

My  
My sock  
My sock has  
My sock has a  
My sock has a spot  
My sock has a spot on  
My sock has a spot on it.

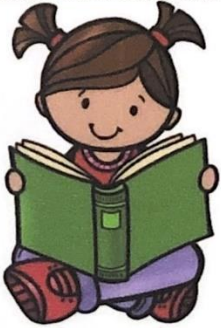


Short o

Wednesday -




51. I  
I will  
I will hop  
I will hop on  
I will hop on top  
I will hop on top of  
I will hop on top of the  
I will hop on top of the box.

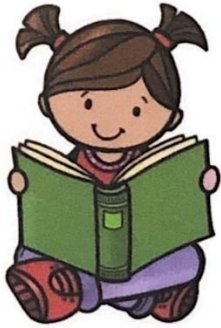


Short o

Thursday -



52. The  
The dog  
The dog had  
The dog had spots  
The dog had spots on  
The dog had spots on his  
The dog had spots on his back.



Short o

# Math:

Please have your student complete all math problems on a sheet of paper. They can use any strategy taught in the classroom to solve these equations. Take a picture of their work and email (gesek@bagdadschools.org) it to me no later than Sunday April 19th.

\*We will not have a counting activity every day this week. Just one on Thursday. This is so you can focus on the New Material – Main Idea and Details this week.\*

## Monday -

Use any strategy to solve this word problem. Please show your work (If doing it with fingers or in your head, at least write out the equation):

Sally has 12 chocolate bars. She gives 3 of them to her sister. How many chocolate bars does she have left?

Have your student write these equations on a paper and use any strategy to solve:

1.  $13+2=$

2.  $5-1=$

3.  $15-7=$

4.  $8+8=$

5.  $4+11=$

## Tuesday -

Use any strategy to solve this word problem. Please show your work (If doing it with fingers or in your head, at least write out the equation):

Logan buys 7 balloons. He finds 4 more at his house. How many balloons does he have now?

Have your student write these equations on a paper and use any strategy to solve:

1.  $9+7=$

2.  $10-1=$

3.  $6+5=$



4.  $3+9=$

5.  $6-6=$

**Wednesday -**

Use any strategy to solve this word problem. Please show your work (If doing it with fingers or in your head, at least write out the equation):

Zack has 12 brownies. He eats 7 slices. How many brownies are left?

Have your student write these equations on a paper and use any strategy to solve:

1.  $8+2=$

2.  $15+0=$

3.  $8-3=$

4.  $6-5=$

5.  $13-7=$

**Thursday -**

Use any strategy to solve this word problem. Please show your work (If doing it with fingers or in your head, at least write out the equation):

You have 9 pieces of candy. You give 4 to your little sister. How many pieces of candy do you have left?

Have your student write these equations on a paper and use any strategy to solve:

1.  $5+9=$

2.  $8-7=$

3.  $14-3=$

4.  $7-1=$

5.  $8+3=$

Counting Activity – count to 100 by counting by 1's.

# i-Ready:

i-Ready is a Math program that we use in the classroom daily. We spend at least 10-15 minutes on this program Monday - Thursday. **YOU ARE NOT REQUIRED TO USE THIS PROGRAM.** I highly recommend it if you have access to a computer and the internet. Here are the directions:

1. go to [login.i-ready.com](http://login.i-ready.com)
2. click, "K-1 Card Login"
3. have your student enter the classroom code: 359815.
4. have your student find their name.
5. have your student enter their picture code.
6. once they are logged in, the program will take them through the rest.

Most students have their login memorized and know what to do on the program. If your student doesn't remember their login, email me and I will get that information to you.

If you choose to do this activity you **DO NOT NEED** to show proof. On my teacher account, I can see who is using the program. It even tells me how long so no need for taking a picture or video of this.

# Number Sense:

This will be a new weekly worksheet that should be turned in no later than Sunday April 19<sup>th</sup>. I will need you to turn this in **once it is fully completed**. If you choose to do a few problems a day that is fine but please **DO NOT** turn it in in separate pieces. That will make it much more difficult for me to grade.

Fill in the missing number with the number that comes before AND after:

1. \_\_\_\_\_, 34, \_\_\_\_\_

2. \_\_\_\_\_, 78, \_\_\_\_\_

3. \_\_\_\_\_, 56, \_\_\_\_\_

4. \_\_\_\_\_, 11, \_\_\_\_\_

Fill in the missing numbers by skip counting by 10:

1. 10, \_\_\_\_\_, 30, \_\_\_\_\_, 50

2. \_\_\_\_\_, 20, 30, \_\_\_\_\_

3. 60, \_\_\_\_\_, \_\_\_\_\_, 90

4. 40, \_\_\_\_\_, \_\_\_\_\_, 70, \_\_\_\_\_

Fill in the missing numbers by skip counting by 2's:

1. 52, 54, \_\_\_\_\_, 58, \_\_\_\_\_, 62, \_\_\_\_\_

Fill in the missing numbers by counting backwards:

1. 30, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 26, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 22, \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_, 18, 17, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 13, \_\_\_\_\_, \_\_\_\_\_, 10