

Distance Learning!

Week of May 4th – 10th

Email 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 May 10th. 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 1st 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.

Teaching Instructions –

We worked on number placement before spring break. The rods equal 10 and the cubes equal 1. Please have your student count the rods and cubes to fill in the correct teen number.

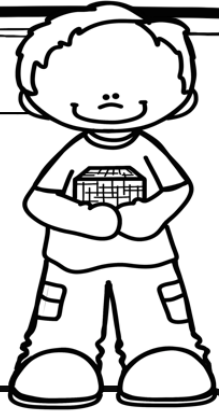
Please also review this with them; we don't have to count every single cube in the rod. We already know that the rods equal 10 so we can just say 10 and then count on from there to find the correct total. You can model this for them on the first problem on the worksheet.

Make sure they are counting by themselves for the rest of the problems. If they continue to count every single cube on the rod, that is okay. While it is a quicker way to count, it is not required for them to count like this. We just want to make sure they are counting correctly and independently!

Name _____

TEEN NUMBERS

Ten Rod and Ones



Count the blocks and write the teen number on the line.

A vertical ten rod is shown on the left. To its right are three individual unit blocks. Below the blocks is a horizontal line for writing the number.

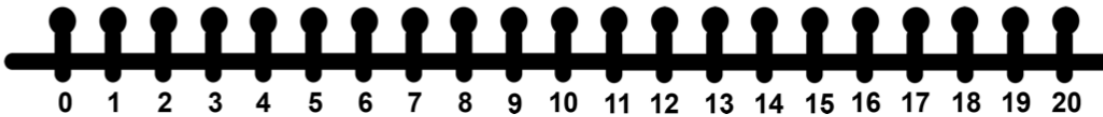
A vertical ten rod is shown on the left. To its right are six individual unit blocks. Below the blocks is a horizontal line for writing the number.

A vertical ten rod is shown on the left. To its right are five individual unit blocks. Below the blocks is a horizontal line for writing the number.

A vertical ten rod is shown on the left. To its right are two individual unit blocks. Below the blocks is a horizontal line for writing the number.

A vertical ten rod is shown on the left. To its right are four individual unit blocks. Below the blocks is a horizontal line for writing the number.

A vertical ten rod is shown on the left. To its right is one individual unit block. Below the blocks is a horizontal line for writing the number.



Writing:

On a piece of paper have your student do the following:

1. Draw a picture of where you wish you can go on vacation over summer break. Examples; Disneyland/World, the beach, Hawaii, your grandparents house, The White House, etc.
2. On the bottom or the back of the same paper write a **complete** sentence about your picture.
3. Make sure that your sentence matches what you drew!

Parents/Guardians, when they write please make sure of these things:

- 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.

Take a picture of your students picture AND their sentence and email (gesek@bagdadschools.org) it to me no later than Sunday May 10th.

We have finished all the sight words for Quarter 4! Now we have to review. We are going to do this through writing. Please have your student write these sight words three times. Turn in their work by Sunday May 10th.

1. **now** - _____, _____, _____
2. **no** - _____, _____, _____
3. **came** - _____, _____, _____
4. **ride** - _____, _____, _____
5. **into** - _____, _____, _____

Reading:

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 no later than Sunday May 10th.

Name _____



The Kid

Did Tim see a kid? The kid hid. Did Jim see a kid? The kid hid. Did Bill see a kid? The kid hid. Did Kim see a kid? Kim did! The kid is Sid!

Did Jim see a kid?


- yes
- no

The kid is _____.

- Tim
- Jim
- Sid


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

Monday -




5.

Can
Can I
Can I have
Can I have the
Can I have the ham
Can I have the ham and
Can I have the ham and jam?




Short a

Tuesday -



6.

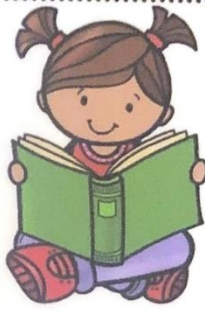

Jack
Jack and
Jack and Max
Jack and Max sat
Jack and Max sat down.



Short a

Wednesday -

7.



He
He has
He has a
He has a pan
He has a pan and
He has a pan and a
He has a pan and a can.

Short a

Thursday -

8.



We
We can
We can play
We can play in
We can play in the
We can play in the sand.

Short a

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 May 10th.

Monday –

Base Ten Blocks Worksheet. Please see this worksheet posted above under New Material.

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):

Arizona has 13 bracelets. She gives 4 of those bracelets to Addisyn. How many bracelets does Arizona have now?

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

1. $19+1=$

2. $16+4=$

3. $20-0=$

4. $15+5=$

5. $17+3=$

Counting Activity – count to 100 by counting by 5's.

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):

Sadie found 4 rocks on the playground. Grace gives Sadie 10 more rocks. How many rocks does Sadie have now?

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

1. $10+7=$

2. $10+3=$

3. $10+6=$

4. $10+8=$

5. $10+1=$

Counting Activity – count to 100 by counting by 10's.

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):

Isaiah has 7 Spider-Man toys. He gives 3 to his brother Mason. How many Spider-Man toys does Isaiah have now?

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

1. $14+2=$

2. $15-8=$

3. $19-4=$

4. $20-10=$

5. $2+13=$

Counting Activity – count to 100 by counting by 2's.

i-Ready:

If needed, please see website for instructions on this.

Number Sense:

This will be a new weekly worksheet that should be turned in no later than Sunday May 10th. 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. _____, 77, _____

2. _____, 24, _____

3. _____, 99, _____

4. _____, 3, _____

Fill in the missing numbers by skip counting by 5's:

1. 5, _____, 15, _____, 25

2. _____, 35, 40, _____

3. 50, _____, _____, 65

4. 70, _____, _____, _____

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

1. 80, 82, _____, 86, _____, 90, _____

Fill in the missing numbers by counting by 1's:

1. 20, _____, _____, _____, 24, _____, _____, _____, 28, _____,

_____ , _____, 32, 33, _____, _____, _____, 37, _____, _____, 40