



# FIRST GRADE

Week of:

MARCH 30<sup>TH</sup>

WICHITA PUBLIC SCHOOLS



## Pre-K, Kindergarten – 1<sup>ST</sup> Grade

Your child should spend up to 45 minutes over the course of each day on this packet. Consider other family-friendly activities during the day such as:

Look around your house and identify shapes.	Make up a song about an item and their attributes.	Organize a few items from smallest to largest.	Count or skip count by 2's, 5's, and 10's when completing a task.
Listen to someone read a book or listen to an audio book.	Have a dance party, watch kid Zumba or Go Noodle to get the heartrate up.	Find things outside that start with all the letters of the alphabet.	Find things in the house that rhyme.

*\*All activities are optional. Parents/Guardians please practice responsibility, safety, and supervision.*

For students with an Individualized Education Program (IEP) who need additional support, Parents/Guardians can refer to the Specialized Instruction and Supports webpage or contact their child's IEP manager. Contact the IEP manager by emailing them directly or by contacting the school. The Specialized Instruction and Supports webpage can be accessed by clicking [HERE](#) or by navigating in a web browser to <https://www.usd259.org/Page/17540>

### WICHITA PUBLIC SCHOOLS CONTINUOUS LEARNING HOTLINE AVAILABLE

316-973-4000

MARCH 30 – MAY 21, 2020

MONDAY – FRIDAY

11:00 AM – 1:00 PM **ONLY**

For Multilingual Education Services (MES) support, please call (316) 866-8000 (Spanish and Proprio) or (316) 866-8003 (Vietnamese).



# Kindergarten - 5th Grade



## Family Information for Remote Learning

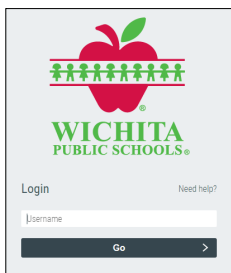
Dear Parent/Guardian,

Wichita Public Schools is committed to the safety of our students. The following information has been compiled should there be a need for students to access resources from home. Please use the information below as a guide to accessing our online curricular resources.

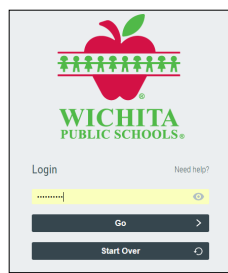
**Step 1** — access <https://portal.usd259.net>

**Step 2** — enter login information

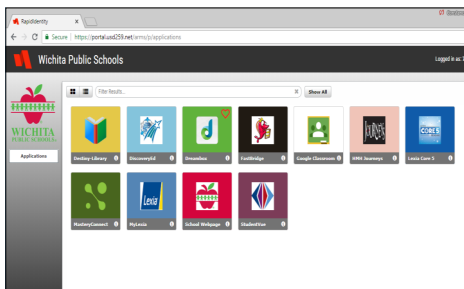
**Step 3** — Choose the Dreambox or Lexia icon



Your child's login is his/her six digit student ID. If your child does not have this memorized, you can get it from your child's teacher or ParentVUE.



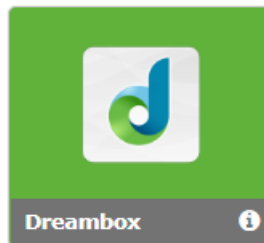
Your child's password is his/her birthdate— two digits for the month, two digits for the day. (i.e. January 25 would be 0125)



Choose the desired icon to access content!



Lexia Core 5 is an online **reading** program. All you need is access to the internet.



DreamBox Learning is an online **math** program. All you need is access to the internet.

If you are using an iPad, please see the additional page for iPad use and directions.

Sincerely,

Wichita Public Schools





# Lexia Core5 Reading iPad Family Letter

<https://portal.usd259.net>



## For INITIAL SET UP & UPDATING:

1. On your iPad, tap the App Store icon to open the App Store.
2. Type "*Lexia Core5 Reading*" into the Search field, then tap the *Search* icon or *Done*. The  store will display the Lexia Core5 Reading app icon.
3. If this is the first time you have downloaded the  app, tap *Get* (app is free). If you are updating the app, tap *Update*. The app will download or update.
4. To use on an Android\* tablet, download the free *Lexia Core5 Reading app* from the App Store or the Google Play store.

*\*Android support is limited to these devices: Samsung Galaxy Tab S2, Google Pixel C, and Google Nexus 7" (2012 and 2013) and 10". The app will not work on other devices, including Kindle.*

## For your CHILD TO ACCESS LEXIA CORE5 READING, follow these directions:

Whether at school or at home, all students must access Lexia Core5 Reading through our portal. Follow these directions:

1. Open a browser and enter:  
**<https://portal.usd259.net>**

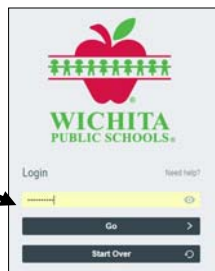
2. Your child will login with his/her six digit student ID number.

*If your child does not have his/her student ID memorized, you can get it from his/her teacher or ParentVUE.*

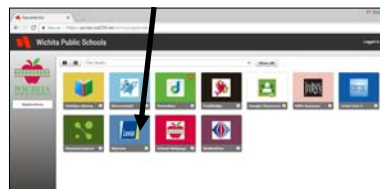


3. Your child then enters his/her password which his/her birthdate—two digits for the month, two digits for the day.

*For example:  
January 25 would be 0125.*




4. The portal page now displays picture icons for your child. Choose Lexia Core5.



5. This will redirect you to the Lexia Core5 app. This screen will appear and there will be a 5-10 second delay to which it will automatically log the student into Lexia. They can begin working.



Please see the other side for more important information. 

## To SET UP AUTOMATIC UPDATES, follow these directions:

1. Select Settings on the iPad's home screen.
2. Select iTunes & App Store from the list on the left.
3. Tap the switch for Updates to enable automatic updates for all of your apps. The switch will be colored green when automatic updates is active.



Lexia® Core5® Reading, is a fun computer-based program that has helped millions of students. The activities in Core5 support and build on our classroom curriculum and focus on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.

It is important that your child works without any help while using Core5. All of the work your child does at home is recorded and reported to school. This way, teachers can see when help is needed and provide additional instruction at school.

### Tips for home usage:

- Your child begins Core5 at a starting point that fits his or her needs and works in online activities throughout the week.
- Online activities include direct instruction and feedback as your child learns new skills.
- Progress and performance in the program is reported so teachers can provide help when needed.
- Paper-and-pencil activities are also used for practice and may be done in school or brought home.
- Achievement certificates may be sent home to celebrate success and to show progress in the program.



# DreamBox Learning iPad Family Letter

<https://portal.usd259.net>





## For **REMOVING EXISTING APP**, follow these directions:

DreamBox Learning no longer uses two apps to run the full K-8 program. If you haven't yet, please remove the BLUE DreamBox app.



1. From the iPad home screen, tap and hold the blue DreamBox Math icon until it begins to shake and a small X appears in the top-left corner of the app.
2. Tap the X to delete the app.

## For **INITIAL SET UP & UPDATING**, follow these directions:

1. On your iPad, tap the App Store icon  to open the App Store.
2. Type "*dreambox math*" into the Search field, then tap the *Search* icon or *Done*. The store will display the DreamBox Math app icon. 
3. If this is the first time you have downloaded the app, tap *Get* (app is free). If you are updating the app, tap *Update*. The app will download or update.

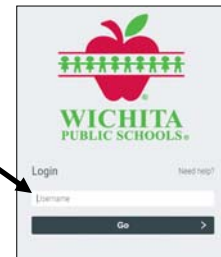
## For your **CHILD TO ACCESS DREAMBOX LEARNING**, follow these directions:

Whether at school or at home, all students must access DreamBox Learning through our portal. Follow these directions:

1. Open a browser and enter:  
**<https://portal.usd259.net>**

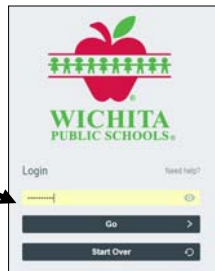
2. Your child will login with his/her six digit student ID number.

*If your child does not have his/her student ID memorized, you can get it from his/her teacher or ParentVUE.*

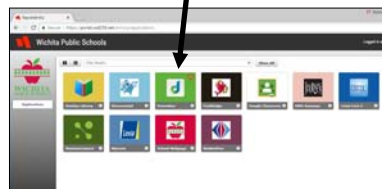


3. Your child then enters his/her password which is his/her birthdate—two digits for the month, two digits for the day.

*For example:  
January 25 would be 0125.*




4. The portal page now displays picture icons for your child. Choose DreamBox Learning.





5. You will then be redirected to the app. Choose the app and enjoy the lessons!



Please see the other side for more important information. 

## To SET UP AUTOMATIC UPDATES, follow these directions:

DreamBox Learning is always striving to make your child's math experiences even better through new app updates. For added convenience, DreamBox Learning recommends you set up automatic updates for our DreamBox Math app.

1. Select Settings on the iPad's home screen. 
2. Select iTunes & App Store from the list on the left. 
3. Tap the switch for Updates to enable automatic updates for all of your apps. The switch will be colored green when automatic updates is active.



Wichita Public Schools has purchased DreamBox Learning, an online, Intelligent Adaptive Learning™ program that helps all students achieve more efficient math proficiency. Your child can access DreamBox Learning from any computer, 24 hours a day, 7 days a week by accessing

\*\*\*At home usage, you must use the [https://](https://portal.usd259.net) portion of the web address - <https://portal.usd259.net>

### Tips for home usage:

- ◆ For best results, allow for at least 15 to 20 minute sessions.
- ◆ Encourage completion of every lesson that is started. Mistakes are OK. Your child should not shy away from incorrect answers as the program will find the right lesson to build understanding in mathematics.
- ◆ Your child should use the tools on the screen. Please do not provide your child with paper/pencil or a calculator. The program is specifically designed to develop thinking and mental math skills.
- ◆ We know it can be difficult, but please resist the urge to help with answers so your child doesn't move ahead faster than he or she is ready. DreamBox will adjust and support your child with additional directions, tips, direct instruction and change the lesson for them, if needed.

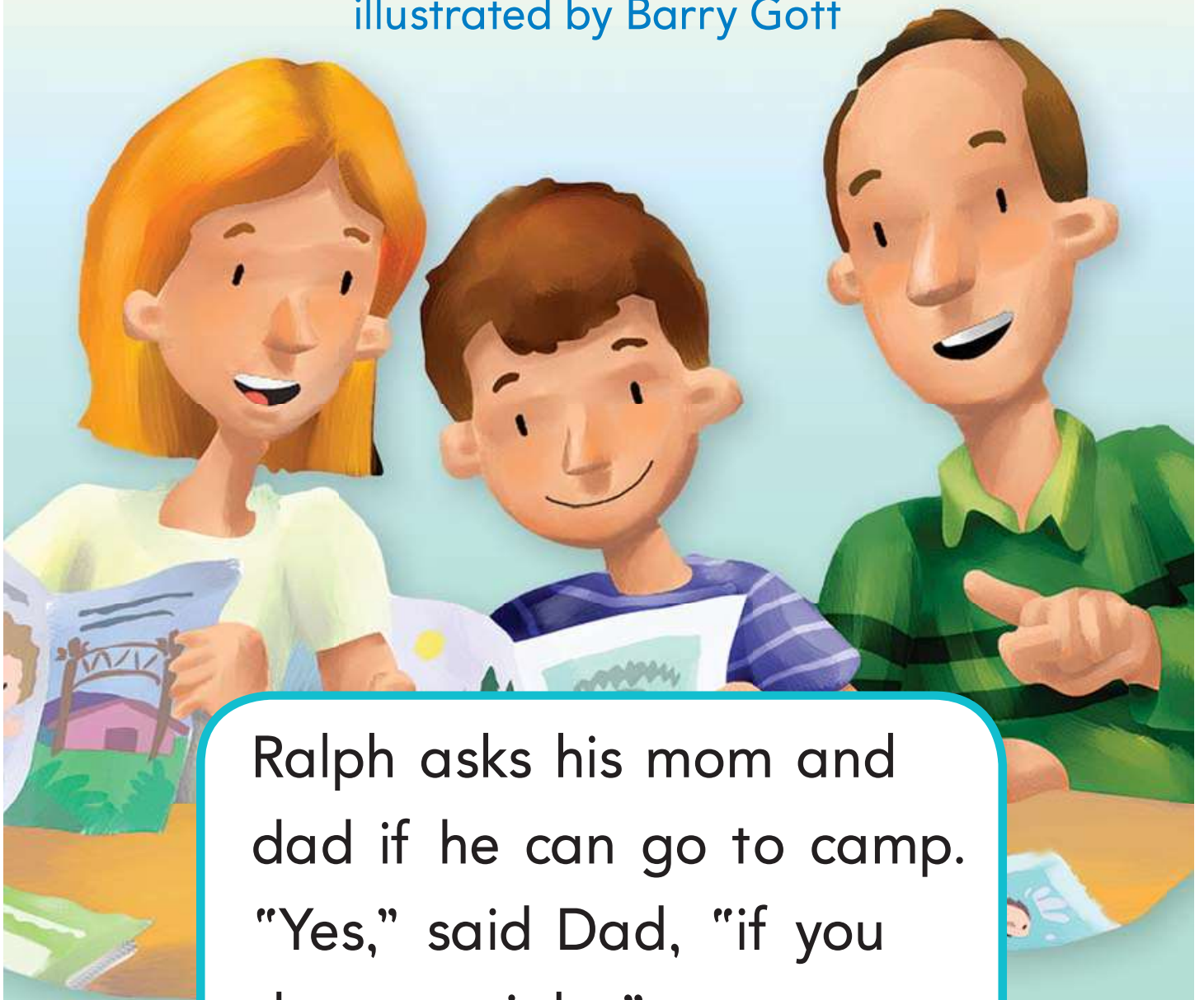
If you have any questions, please contact DreamBox Client Care by calling them at 877-451-7845 (weekdays 5 a.m. to 5 p.m., Pacific Time), or email [support@dreambox.com](mailto:support@dreambox.com) or your child's teacher.





# Ralph Goes to Camp

by Adam Feldman  
illustrated by Barry Gott



Ralph asks his mom and dad if he can go to camp. "Yes," said Dad, "if you do some jobs."



Ralph was shocked.

"Jobs?" Ralph asked.

"Yes," said Dad, "but it isn't that bad. It's just the dog and the trash."



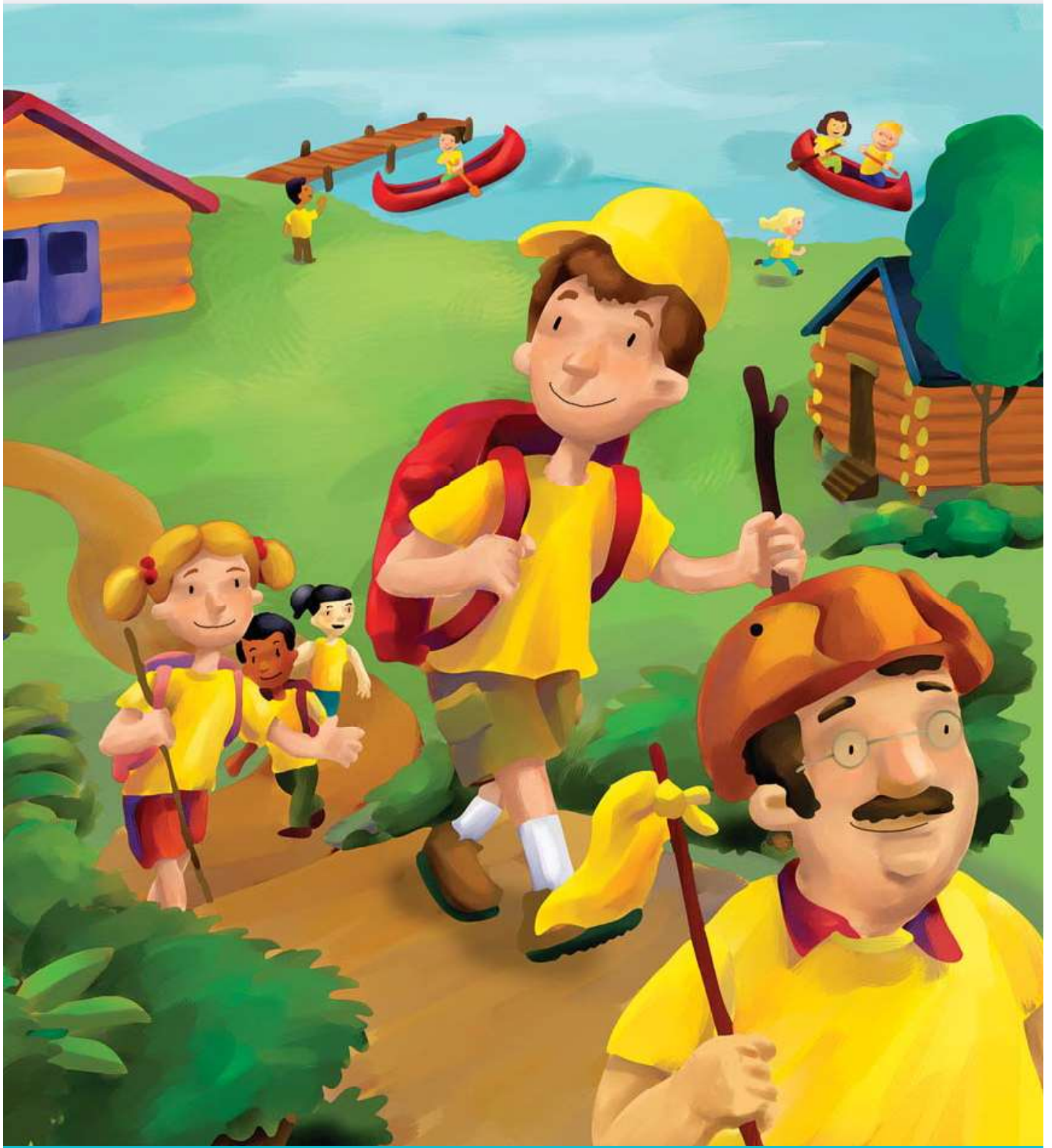
Shep is Ralph's dog. Ralph had to give Shep a bath. Shep had fun splashing and splashing. Ralph got wet, but Ralph did his job well.



When Ralph had to tug big trash bins, he didn't rush. Ralph didn't spill trash. Ralph didn't trip. Ralph did his job well.



“Ralph goes to camp today!”  
said Ralph’s mom.  
Ralph got his yellow bag and hat.



Ralph went to camp at last! Ralph had fun at camp, and he had no jobs!

# Trish's Gift

by Bryn Haddock

illustrated by Mircea Catusanu



When Trish was ten, Gramps sent a gift. Trish and Mom opened it. It was a new desk.

**Background** Poems and songs are alike in many ways. This poem about a pet is also a folk song.

**Setting a Purpose** Read the poem to find out who has a pet and what the pet's name is.

# Bingo



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**1 Read** Underline the two lines of the poem that have the same words.

There was a farmer had a dog,

And Bingo was his name, O!

B – I – N – G – O,

B – I – N – G – O,

B – I – N – G – O,

And Bingo was his name, O!

### SHORT RESPONSE

*Cite Text Evidence* Reread the poem. Who has a pet named Bingo? Write it below.

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# Strategy Practice: Combinations of 10

## Catch a Ten

**Materials:** deck of cards (face cards removed) or the attached number cards

### Directions:

1. Two or more players may play this game.
2. The player with the most buttons or the most pockets gets to shuffle the deck of cards first and be the dealer.
3. The dealer passes out the cards to every player until all of the cards have been dealt.
4. Every player places their cards face down in front of them.
5. When the dealer says "*Be ready to catch a 10...ready ...go*" every player turns the top card over so that all players can see it. All players look at the cards and try to see if they can make a sum of 10 with two of the cards shown (working on the strategy of Combinations of 10:  $1 + 9$ ,  $8 + 2$ ,  $3 + 7$ , etc.). For this game, do not use more than two cards to make a ten.
6. When a player sees a sum of 10, they must "catch" the cards by slapping them with their hands and saying the addition sentence. For example – a player sees a 6 and a 4, so the cards are slapped to "catch" them and the number sentence is said, "6 plus 4 equals 10".
7. If everyone agrees that this number sentence is correct, the player takes the two cards and puts them in a pile that is separate from their original deck. These "caught" cards will be points.
8. If players do not see a 10, the dealer will say "*Be ready to catch a 10... let's go again*" and the next card in the stack will be turned over and placed next to the other card that was already shown (doubling the amount of cards now that can be used). The players now must scan all the cards to see if any two numbers when added together can make a 10. The "catcher" slaps the cards, says the math statement aloud and can only take the cards that make a sum of 10 (not all the cards). There may be one more than one set of cards that make 10 so be watchful! It could get loud and fun at this point!! Only the cards that equal 10 will be collected. The other cards stay face up until the next play.
9. Play continues in this way until all cards have been turned over.
10. Since all the cards collected are combinations of 10, players should add up their totals by skip counting by 10s. The player with the most points wins the game.

Play this game over and over to build addition fluency!



1		1		1		1	
	1		1		1		1
<u>9</u>		<u>9</u>		<u>9</u>		<u>9</u>	
	<u>b</u>		<u>b</u>		<u>b</u>		<u>b</u>
2		2		2		2	
	2		2		2		2
8		8		8		8	
	8		8		8		8
5		5		5		5	
	5		5		5		5



<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	
	<u>9</u>	<u>9</u>	<u>9</u>	
4	4	4	4	
	4	4	4	
3	3	3	3	
	3	3	3	
7	7	7	7	
	7	7	7	
10	10	0	0	
	01	01	0	0

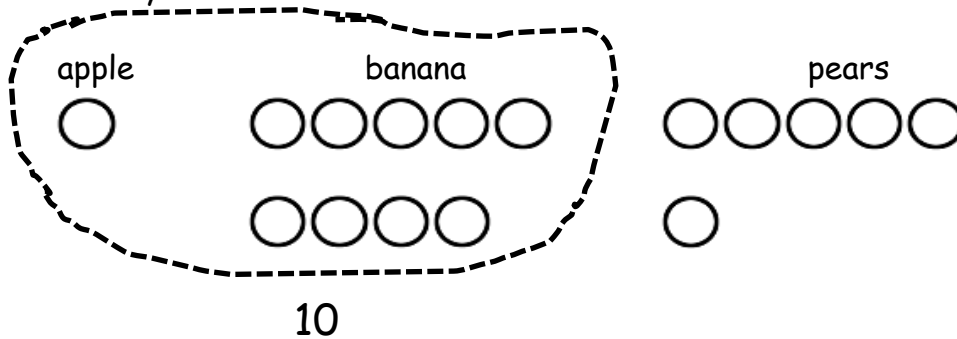




These problems support the Associative Property and the Combinations of 10 strategy.

Read the math problem. Draw a model (picture) to represent the story. Put an empty box for the unknown. Circle parts of your model to make Combinations of 10. Remember, you can move the addends (the numbers you are adding together) around to help make sense of the problem.

1. Bill went to the store. He bought 1 apple, 9 bananas, and 6 pears. How many pieces of fruit did he buy in all?



$$\begin{array}{r} \text{1} + \text{9} = \text{6} \\ \hline \text{10} + \underline{\hspace{2cm}} = \square \end{array}$$

Bill bought \_\_\_\_\_ pieces of \_\_\_\_\_.

2. Maria gets some new toys for her birthday. She gets 4 dolls, 7 balls, and 3 games. How many toys did she receive?

$$\begin{array}{r} \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \square \\ \hline \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \square \end{array}$$

Maria received \_\_\_\_\_.

3. Maddy goes to the pond and catches 8 bugs, 3 frogs, and 2 tadpoles. How many animals did she catch altogether?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \boxed{\quad}$$

$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

Maddy caught \_\_\_\_\_.

4. Molly arrived at the party first with 4 red balloons. Kenny came next with 2 green balloons. Dara came last with 6 blue balloons. How many balloons did these friends bring?

$$\underline{\hspace{2cm}} = \boxed{\quad}$$

$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

There are \_\_\_\_\_.

These problems support the Associative Property and the Combinations of 10 strategy.

Read the math problem. Draw a model (picture) to represent the story. Put an empty box for the unknown. Circle parts of your model to make Combinations of 10. Remember, you can move the addends (the numbers you are adding together) around to help make sense of the problem.

1. Chris bought some treats. He bought 5 granola bars, 6 boxes of raisins, and 4 cookies. How many treats did Chris buy?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \square$$

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

Chris bought          treats.

2. Cindy has 5 cats, 7 goldfish, and 5 dogs. How many pets does she have in all?

$$\underline{\hspace{2cm}} = \square$$

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

Cindy has         .

3. Mary gets stickers at school for her effort. She got 7 puffy stickers, 6 smelly stickers, and 3 flat stickers. How many stickers did Mary get at school altogether?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \square$$

$$\underline{\quad} + \underline{\quad} = \square$$

Mary got        stickers at school.

4. Write your own word problem. Be sure to include 3 addends (numbers to add together). Make sure two of the addends Make a Combination of 10. Give your word problem to a family member. Explain the directions you have been following on the other problems. Have him/her solve the problem and explain his/her thinking!

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