

WCSD GRADES 3-5 DISTANCE LEARNING LESSON PLANS


The lesson(s) below allow for meaningful learning to take place in the case of a WCSD determined distance learning day.



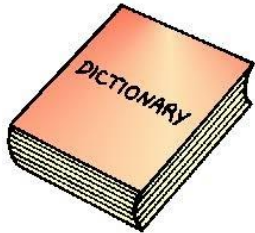
Notes for families:

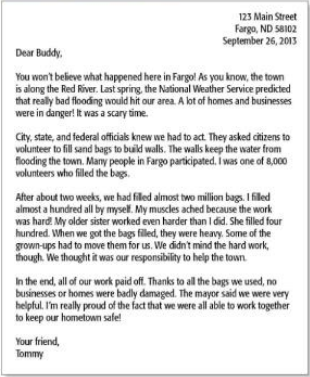

* **For your academic assignments** - Complete the learning activities for the subjects below. Feel free to change the length of time you spend on each subject throughout the day/week to meet the needs of your student and your families. You simply need your child to complete all the assignments by the end of the week. You may print the assignments or complete them on a separate piece of paper.



* **The Social and Emotional Learning Signature Practices** will help your child to incorporate some of the social-emotional skills they have been working on all year long. This is especially important throughout this distance learning experience. Your student can write these in a journal or notebook to practice self-awareness and self-regulation skills. Our SEL focus is **Courage**.

Courage is doing the right thing, even when it is hard. When you have courage, it doesn't mean that you aren't afraid. Having courage means that you push those fears aside to do what is right. You make choices that help you be your best self, making life better for you and for others around you.

Subject and Learning Goal	Description	Online Resource(s)	Extra Help/Tips If Your Student/Family Needs It
SEL Starter – Time to warm up your brain. This will help get your brain ready to learn. 	CHOOSE ONE (EACH DAY) <ul style="list-style-type: none"> Write down the word “courage” and draw 3 things that show what it means to you. Pick your favorite superhero. Explain how they are courageous. Exercise your courage! Pick a minimum of 3 new things that you want to try today. 	Journaling ideas (Reflect on a quote or inspirational thought to write about, relate to, or develop a plan to use)	
SEL Brain Breaks – Is your brain getting tired? Try one of these before, during, and/or after a tough lesson or activity.	(PICK ONE EACH TIME YOU NEED A BREAK) <ul style="list-style-type: none"> “Star” Breathing (see below) Play rock, paper, scissors with someone in your home. First to 5 games/wins. “Balloon” Breathing (See Below) 	Go Noodle – Youtube Channel: https://bit.ly/2xnsag Mind Yet: https://bit.ly/2UdYNbV	

	<ul style="list-style-type: none"> Try and rub your belly with your right hand while patting the top of your head with your left hand. Can you switch? 		
<p>Reading practice – Spend time listening to reading and practicing reading on your own. The more time you spend practicing, the better reader you will become! Plus, reading is fun!</p> 	<p>Read fiction and/or nonfiction books (picture books, chapter books, or a combination) independently for at least 30 minutes per day and complete the At Home Reading Log.</p> <p>Options for books –</p> <ul style="list-style-type: none"> Read-alouds Books you have around the house Libby (online Washoe Co. library app) Benchmark materials that have been brought home Log in to Clever to read your Benchmark books online using your Clever Badge (if you have one), or the link to the right Newspaper and magazines <p>Extension: Students can create a *one-pager* that tells what the student read in a visual manner-can be drawings, charts, mind-maps, etc. Let the student's imagination drive this product.</p>	<p>Read-alouds can be found on www.storylineonline.net</p> <p>Libby (online Washoe Co. library app)</p> <p>Clever for Benchmark books online, https://bit.ly/33THvnH</p> <p>Grades 3-5: At Home Reading Log for Fiction and Nonfiction Books</p>	<p>Students can read books at their reading level, be read to by someone else, or read a book in their native language.</p>
<p>Literacy -Vocabulary</p> 	<p>Vocabulary/Word Work</p> <p>Complete one personal dictionary entry each day using one of your independent fiction or nonfiction books (picture book or chapter book).</p> <p>Extension: Students can create fun, detailed sentences with their new words. See how many different parts of speech you can use-can it be a noun? A verb? An adjective? An adverb? Draw a picture of what each of your sentences describes.</p>	<p>Create Your Own Personal Dictionary</p>	<p>Students can dictate or tell their thoughts to someone and they can write for them.</p> <p>Students can draw and label pictures about words.</p> <p>Students can complete this in their native language.</p>

<p>Writing Skills- Mentor Personal Letter</p> 	<p>Narrative Writing: Write a personal letter, about one of the books you have been reading this week, to a friend or family member. Before you write your letter, tell someone what you would like to write about. After you have written your letter, read it to someone. Make sure to include details from the book. You can send this letter or keep it.</p> <p>To write a strong personal letter, writers include the features of a personal letter --</p> <ul style="list-style-type: none"> • a heading that includes the writer's address and a date • a greeting that ends with a comma • a body, or the main text, divided into paragraphs • a closing followed by a comma and a signature <p>Extension: Write a response letter from the person who wrote your letter? What questions would they have? What interested them the most?</p>		<p>Students may record their letter on a device, dictate or tell their thoughts to someone and they can write for them.</p> <p>Students may write in their native language.</p> <p>Students can draw and label a picture that shows several details from the story as the body of their letter and/or write sentences using the frames: My story is about _____. Something important that happens in the story is _____.</p>
<p>Math</p> 	<p>Game of the Week:</p> <ul style="list-style-type: none"> • Salute! 	<p><u>Salute</u></p>	
<p>Science and Social Studies</p>	<p>Activity: "Design a Water Park"</p>		<p>Students may record their answers on a</p>

	<p>The city council is looking for ideas on how to provide more summer activities for families in your community. You decide to suggest a new water park. Draw a map of your dream water park. Label your map and then build a model of the water park with items from around your house. Once you have made your model, show it to someone and explain to them how you made it.</p> <p>Answer these questions underneath the map you drew.</p> <ol style="list-style-type: none"> 1. Who would go to this water park? 2. Where would it be? 3. In making your water park, what worked well and what did you have to change or modify? 4. How does this water park benefit and help solve a problem in your community? <p>Extension: Create a scale for your model of a water park. For example, if your model of a ride is 2 inches tall, what would it be in real life? With your scale, tell how tall each ride would be in real-life.</p>		<p>device, dictate or tell their thoughts to someone and they can write for them.</p> <p>Students can write in their native language.</p> <p>Language/Sentence Stems:</p> <p>My water park would be for_____.</p> <p>It would be _____.</p> <p>It benefits or helps my community because__.</p> <p>The changes I had to make while I was making it was_____.</p>
<p>Music</p> 	<p>Participate in the Music Listening Challenge.</p>	<p>Access the instructions here.</p>	
<p>SEL - CLOSER</p> <p>A cool-down for your brain”- This is how you will end your day.</p>	<p>(CHOOSE ONE EACH DAY)</p> <ul style="list-style-type: none"> • How can you help someone be courageous? • In what ways have you or a friend shown courage today. Try and identify 1-3 courageous moments. • What does it feel like to be courageous? 		



Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "sssshhh" sound and release all your muscles, draining out the stress.



S.T.A.R.

Smile, **T**ake a deep breath **A**nd **R**elax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbpbpbpb" sound.