

WCSD K-2 DISTANCE LEARNING LESSON PLANS


WEEK TWO – April 6th – April 10th



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 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 first SEL focus is **Gratitude**.

***Gratitude** is mindful thankfulness. When you show gratitude, you take the time to be thankful for the things and people in your life. There is always something to be grateful for and when you stop and find things to be grateful for, you develop an “Attitude of Gratitude.” This positive attitude improves your life and the life of others around you.*

| Subject and Learning Goal | Description | Online Resource(s) | Extra Help/Tips If Your Student/Family Needs It |
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| <p>SEL Starter – Time to warm up your brain. This will help get your brain ready to learn.</p>  | <p>(CHOOSE ONE EACH DAY)</p> <ul style="list-style-type: none"> Write down the term gratitude on a piece of paper. Now decorate the paper with doodles that show acts of gratitude. What is one thing that you are struggling with? Identify some of the positives that are surrounding your struggle. What does the following quote mean to you? “The more grateful I am, the more beauty I see” – Mary Davis Create a list of things that “awe or inspire” you with nature. Pick one and explain why you are thankful for nature providing you that “thing.”. | <p>Journaling ideas (create a profile by submitting your email and receive daily quotes and inspirational thoughts to write about, relate to, or develop a plan to use)</p> <p>https://www.jesselewischoolselove.org/daily-dose-sign-up/</p> | |

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| | <ul style="list-style-type: none"> • Write down 3-5 things that you are excited about regarding the future. Pick two and explain why they excite you. | | |
| <p>SEL Brain Breaks – Is your brain getting tired? Try one of these before, during, and/or after a tough lesson or activity.</p>  | <p>(PICK ONE EACH TIME YOU NEED A BREAK)</p> <ul style="list-style-type: none"> • Physical Challenge--Grab your nose with left hand, and grab your left earlobe with your right hand, and then quickly switch so that your right hand is on your nose and your left hand is grabbing your right earlobe. 10 times. • “Pretzel” Breathing (see below) • Pick a color that makes you feel calm, safe and peaceful. Imagine you are surrounded by this color. Describe what you feel. Try and rub your belly with your right hand while patting the top of your head with your left hand. Can you switch? • Pick your favorite food. Pretend you are the chef cooking it. Act out how you cook your favorite food. • Play a game of head, shoulders, knees and toes! How fast can you go?!? | <p>Quick clip on Gratitude: https://www.youtube.com/watch?v=T5Umo80x9og&feature=youtu.be</p> <p>Go Noodle – YouTube Channel: https://bit.ly/2xnscag</p> <p>Mind Yeti: https://bit.ly/2UdYNbV</p> | |
| <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 independently or with a partner for at least 20 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>Read-alouds can be found on www.storylineonline.net</p> <p><i>Libby (online Washoe Co. library app)</i></p> <p><i>Clever for Benchmark books online</i> https://bit.ly/3acVAPc</p> <p>Grades K-2: 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> |

Writing – One way to become a stronger writer is to write about something you’ve read.



Writing to Sources

Choose one of the books that you read during the week and write down 1-3 key details. Then, in 1-2 sentences write down the main topic or idea.

Main topic or idea with key details explanation:

I read a book about a “smoke jumper” who is a special kind of firefighter. I will write that down as a key detail.

Next, I read that smoke jumping is a way to get to forest fires quickly. That detail gives me more information about what smoke jumpers do, so I’ll write it down.

Now I wonder, “Where does the name ‘smoke jumper’ come from?” I see the details that tell me how smoke jumpers got their name on page 3. The text says that they parachute from a plane and land near the forest fire. I’ll write those two key details down because they tell me just what I want to know.

Now I’ll review the details I wrote down to identify the main topic of this book. The main topic is what a smoke jumper is and does.

[Grades K-2: Directions for At Home “Writing to Sources” Writing](#)

[Week #2: My “Writing to Sources” Writing Paper](#)

Students can dictate or tell their thoughts to someone and they can write for them.

Students can draw and label pictures, make a list, copy key details from the text, and/or write sentences.

Language/Sentence Frames:
One key detail from my book is _____.
Another key detail is _____. The main topic or idea is _____.

Reading Skills-

Sight Word Tic-Tac-Toe

Directions: Play just like tic-tac-toe but you need to say the sight word prior to selecting a box. The youngest player goes first and selects a box using either an “x” or “o”. Cross out or circle the sight word. Alternate selecting boxes. The first player to get three in a row wins the game.

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| the | a | in | a | in | the |
| you | Name a word that rhymes with “in” | to | is | Name a word that rhymes with “in” | you |
| it | and | is | to | and | it |
| it | you | a | you | the | in |
| and | Name a word that rhymes with “and” | the | it | Sing or say your ABCs | a |
| is | to | in | and | is | to |

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Play Sight Word Tic Tac Toe!

Choose 1 or more of the Tic Tac Toe games to play with a family member.

Make sure you say the words out loud before you mark your sheet.

K-2 at www.starfall.com; also Starfall Learn to Read <https://www.starfall.com/h/ltr-classic/>

Sight Word Tic Tac Toe:

[Level 1](#)

[Level 2](#)

[Level 3](#)

Extension: Go to www.k12reader.com for more online activities

Students may have the words read to them before starting the Tic Tac Toe game.

Give assistance with the words as needed.

There are three levels of Tic Tac Toe boards, choose one or more as appropriate.

Math



Games of the Week:

- Rolling for 50
- Salute
- Cover That Number
- What are My Chances
- Fill it Up

What Are My Chances?

Grades K-5

What you'll need:

Two coins, paper, and pencil to keep score

What to do:

Play these games with your student:

1. Flip one coin. Every time it comes up heads, your child gets 1 point. Every time it comes up tails, you get 1 point. Flip it 50 times. Tally by 5's to make it easier to keep track of scores. The person with the most points wins. If one person has 10 points more than the other person does, score an extra 10 points. Does this happen very often? Why not?
2. Flip two coins. If the coins come up two tails or two heads, your child scores 1 point. If it comes up heads and tails, you get 1 point. After 50 flips, see who has more points. Do you think the game is fair? What if one person received 2 points for every double heads and the other person received 1 point for everything else. Is this fair?
3. Flip one coin. Then flip the other. If the second coin matches the first coin, your child scores 1 point. If the second coin doesn't match the first coin, you receive 1 point. Try this 50 times. Is the result the same as in the previous game?

[Rolling for 50](#)

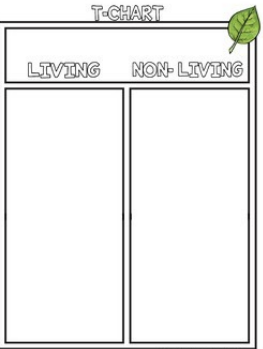

[Salute](#)

[Cover That Number](#)

If you do not have dice at home, you can cut out, fold, and tape or glue the dice located [here](#).

There are also several free dice apps available in the App Store.

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| | <p><u>Fill It Up</u> Grades 1–2 Filling empty containers provides opportunities to explore geometric concepts, such as “more or less” and volume, and to apply measurement skills.</p> <p>What You Need Measuring cup, Four large glasses of equal size and shape, Water</p> <p>What to Do</p> <ol style="list-style-type: none"> 1. On a table, put the glasses in a row and fill them with water as follows: 1/3 cup, 1/2 cup, 3/4 cup, 1 cup. Ask your child questions that encourage her to compare, estimate and think about measurement. Ask, for example, “Which glass has more water? Which has less?” 2. Pour more water into one of the glasses to make it equal to the amount of water in another glass. Move the glasses around so that the glasses that have the same amount of water are not next to each other. Ask your child to find the glasses that have the same amount of water. 3. Help your child to do math in her head. Ask questions such as, “If I have four cups of water and I need seven, how many more do I need to pour?” | | |
| <p>Science and Social Studies</p> | <p>Activity: Go outside and take pictures, make a video, or draw as many different things in nature as you can find. Classify your drawings or pictures into living and nonliving categories. Tell someone why the objects are living or nonliving.</p> <p>Select your favorite living and nonliving pictures and tell and/or write about why they are important to the earth.</p> | <p>Students can complete this in their native language.</p> <p>Students can dictate or tell their thoughts to someone and they can write for them.</p> <p>Students can also draw and label a picture to illustrate</p> | |

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|  | | | <p>the importance of their favorite living thing.</p> |
|  | <p>MUSIC: Participate in the Music Listening Challenge.</p> | <p>Access the instructions here.</p> | |
| <p>SEL - CLOSER 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"> • Identify 1-3 people you are grateful for. Explain why you are grateful for them. • Today is a new holiday focused on gratitude. What is the new holiday called? What happens throughout the day for participants to show gratitude? • Write down 1-3 things that you like about yourself. Explain why you are thankful for these characteristics. • Write 1-3 things down that you “had to do” today. Now explain why it is important that you had the chance to “get to do” them. Share your list with someone. <p>What are you grateful for this week? Why? How does it feel to express gratitude for those things?</p> | | |

Breathing Techniques:



Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssssh" 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 "pbbpbbp" sound.