

WCSD 3-5 DISTANCE LEARNING LESSON PLANS


WEEK THREE - April 13th - April 17th



Notes for families:


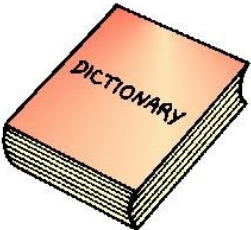
* **For your academic assignments** - Complete the learning activities for the subjects below. Feel free to change the length of time you spend on each subject throughout the week to meet the needs of your student and your families. You simply need your child to complete all the assignments by the end 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 **Compassion**.

Compassion: *Compassion in action is the understanding of a problem or the suffering of another and acting to solve the problem or alleviate the suffering. When you show compassion in action, you step outside yourself to do something to connect with others and help better their situation or lives, whether physically or mentally.*

Subject and Learning Goal	Description	Online Resource(s)	Extra Help/Tips If Your Student/Family Needs It
<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"> • What does compassion mean to you? Identify 3-5 ways to show compassion. • List some ways to show compassion. Pick one act of compassion and complete it. (example: give someone a hug) • Create an acrostic poem for the word “kind.” (example provided in additional resources) • Say something nice to someone. How does it feel? How does it feel when someone says a nice thing about you? • If compassion were an animal, what animal would it be? Why? • 	<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.jesselewischoselove.org/daily-dose-sign-up/</p>	
<p>SEL Brain Breaks – Is your brain getting tired? Try one of these before, during, and/or after a</p>	<p>(PICK ONE EACH TIME YOU NEED A BREAK)</p> <ul style="list-style-type: none"> • “pretzel” breathing • Create a kindness doodle. Give it to a friend. 	<p>Go Noodle – YouTube Channel:</p> <p>https://bit.ly/2xnscag</p>	

<p><i>tough lesson or activity.</i></p> 	<ul style="list-style-type: none"> • 5,4,3,2,1: Wiggle your toes 5 times, shrug your shoulders 4 times, make arms circles 3 times, squeeze your hands into a ball 2 times, do 1 jumping jack (repeat as many times as needed). • “drain” breathing • Pick you 3 favorite animals and act out how they go through their day. 	<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 (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 the 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/3acVAPc</p> <p>Grades 3-5: At Home Reading Log for Fiction and Nonfiction Books</p>	<p>Students can read books at their own reading level, have someone read to them, and/or read in a student’s native language.</p>
<p>Writing – One way to become a stronger writer is to write about</p>	<p>Writing – Narrative: This week you will write a narrative, containing characters and details. This can be a real or imagined story. You should break the tasks below up across the week. You can use one of their books that you have been reading as a mentor</p>	<p>Story Map</p>	<p>Students may record their narrative on a device, dictate or tell their thoughts to someone and they can write it for them.</p>

<p><i>something you've read.</i></p> 	<p>text – a text that helps you understand the parts and flow of a narrative. The narrative can have 1 or more characters.</p> <ul style="list-style-type: none"> • Fill out the Story Map • Write a rough draft of your narrative • Go over your narrative and make changes (edit and revise) • Write or type a final copy 		<p>Students can write in their native language.</p> <p>Language/Sentence Frames:</p> <p>The setting of my story is ____.</p> <p>The characters in my story are ____.</p> <p>The problem in my story is ____.</p> <p>The events in my story are ____.</p> <p>The solution in my story is ____.</p> <p>Students can draw and label a detailed picture of the next part of the story or a new ending.</p>
<p>Literacy - Vocabulary</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 their words.</p> <p>Students can complete this in their native language.</p>
<p>Math</p>	<p>Directions: Each day choose 1 of the following; a game, an activity or a word problem to do from your grade level. Games are for grades 3-5 to help build fluency with number. Once you have completed the game, activity or word problem; fill out the <i>Show What You</i></p>	<p>Show What You Know Reflection Sheet</p> <p>How Close to 100?</p>	<p>If you do not have dice at home, you can cut out, fold, and tape or glue the dice located here.</p>

Know recording sheet to share your understanding with your teacher.

Games of the Week:

- How Close to 100?
- Strive to Derive
- Four Strikes and You're Out

Grade Level Fractions in the Kitchen Activities

3rd Grade:

- Experiment in the kitchen. Pick a recipe that has fractions and observe the measuring cup. How many $\frac{1}{2}$ cups does it take to equal a whole cup? How many $\frac{1}{4}$ cups does it take to equal a whole cup? What might you do if you needed to measure two cups but did not have a two-cup measure? Do not limit yourself to fractions; take this opportunity to discuss addition and subtraction too!

Working on: Fractions are a key portion of third grade math curriculum. Practice real-world applications of fractions.

4th Grade:

- Experiment in the kitchen. Using measuring cups pour 1 cup of water into a clear bowl. Hand your child the $\frac{1}{2}$ cup or $\frac{1}{4}$ cup. Ask him or her to figure out how many of their 'smaller' cups will they need to fill a second clear bowl up to the same level as yours. Compare your 1-cup pour with one of your child's pours. Discuss how many more times

Strive to Derive

Four Strikes and You're Out
<http://www.marilynburnsmathblog.com/four-strikes-and-youre-out/>

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

they will need to pour their 'smaller' cup before they get 1 whole cup.

Working on: Understanding two fractions as equivalent (equal) if they are the same size, comparing two fractions with the same numerator or the same denominator by reasoning about their size, and recognizing fractions that are equivalent to whole numbers ($4/4 = 1$ or $3 = 3/1$).

5th Grade:

- Experiment in the kitchen. Start with filling a measuring cup with 1, 2 or 3 full cups. If you have two cups of water and you want to fill $1/3$ cup measuring cup, how many $1/3$ cups can you fill with 1, 2 or 3 cups of water? Estimate and reason before doing the experiment. For example, does thinking about the size of the measuring cups help you decide if you will need more or less of the $1/3$ cup to make the 2 cups? How many different number sentences can you use to model this situation?



Working on: Understanding division of fractions with repeated subtraction.

Problems of the Week from enVisionmath2.0
Solve these problems any way you choose.




3rd Grade:

- A. Bonnie buys 6 paperback books every month. She buys 2 hardcover books every month. How many books does she buy in 4 months?

	<p>B. Jason puts \$382 into his bank account. Now he has \$594 in his bank account. How much money did Jason have in his bank account to start?</p> <p>4th Grade:</p> <p>A. An airport serves 14 different airlines. Each airline schedules 45 departing flights each day. How many flights depart from the airport in one day?</p> <p>B. Hiliary has 254 tokens to use for games at Pizza Mania. She would like to use an equal number of tokens for each of 3 visits she has planned. Will Hiliary be able to use the same amount of tokens for each visit?</p> <p>5th Grade:</p> <p>A. Mr. Smith gave a cashier a \$50 bill for a purchase of \$38.70. The cashier gave him a \$10 bill, two \$1 bills and three dimes back. Did Mr. Smith get the correct change? Why or why not?</p> <p>B. A newly hatched alligator is 0.5 foot long. An adult alligator is 16.4 times as long. How many feet longer is the adult alligator then the newborn alligator?</p>		
<p>Science and Social Studies</p>	<p>Activity:</p> <p>Go outside at three different times of the day (morning, afternoon, evening). Draw and/or label or write about what you see in the sky. Answer the following questions on paper or discuss with an adult:</p>	<p>Science graph chart can be found here.</p>	<p>Students may draw responses and label in English or native language. Student may record answers orally on a device for an adult to listen to later. Discussions may be in native language. Students may</p>

	<ul style="list-style-type: none"> • What was the weather like? • How does weather affect the earth? • What happens to things like mountains, rocks, and dirt when it rains or there are high winds? • What kinds of animals are able to survive in the weather we have here in Nevada? <p>EXTENTION: Go outside over multiple days to see if the weather changes and discuss and/or write about how any changes in weather might affect the earth and the animals who live here.</p>		<p>dictate answers in English or native language.</p> <p>Writing can be dictated or written by the students. Students can also draw and label a picture to illustrate the importance of their favorite living thing.</p> <p>Language/Sentence Stems for Discussion and/or Writing: I saw _____ in the sky. The next time I went outside I saw _____ - The things that changed were _____ -.</p>
<p>MUSIC</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"> • <i>Why is it important to be positive? What impact does it have on you and others?</i> • <i>Think of your favorite book, movie, or TV show; how do some of the characters care for others in the story? Tell a friend or journal about it.</i> • <i>Reflect on your day: Write down all the times you helped someone today. See how long of a list you can make. Acts of kindness can be simple and easy!</i> • <i>Trace your hand on a paper. In the fingers, write 5 compassion words. In the palm, draw what your favorite word for kindness looks like.</i> • <i>Reflection: How has compassion shaped your words and actions this week? What acts of compassion did you use this week? How did they impact others around you? How did they make you feel?</i> 		


Breathing Techniques:

 <h3>Drain</h3> <p>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.</p>	 <h3>S.T.A.R.</h3> <p>Smile, Take a deep breath And Relax. 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.</p>
 <h3>Pretzel</h3> <p>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.</p>	 <h3>Balloon</h3> <p>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 "pbppbpb" sound.</p>

Acrostic Poem

An acrostic poem uses the letters in the topic to tell about it.

Write a word vertically and write a word, phrase, or short sentence about it using each letter.

R ed, pink, white or yellow	
O ne of a kind	
S harp thorns	
E xtra special	



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