

WCSD K-2 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
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"> • What does compassion mean to you? Identify 2-3-ways to show compassion. • List some ways to show compassion. Pick one act of compassion and complete it. (example: give someone a hug) • Say something nice to someone. How does it feel? How does it feel when someone says a nice thing about you? <i>(You can practice this each day with different people.)</i> • If compassion were an animal, what animal would it be? Why? 	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) https://www.jesselewischooselove.org/daily-dose-sign-up/	
SEL Brain Breaks – Is your brain getting tired? Try one of these before, during,	(PICK ONE EACH TIME YOU NEED A BREAK) <ul style="list-style-type: none"> • Compassion Video • “pretzel” breathing • Create a kindness doodle. Give it to a friend. 	Compassion Video: https://www.youtube.com/watch?v=cAFq6PcFYqI&feature=youtu.be	



<p>and/or after a tough lesson or activity.</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>Go Noodle – YouTube Channel: https://bit.ly/2xnscag</p> <p>Mind Yeti: https://bit.ly/2UdYNbV</p>	
<p>Reading practice – <i>Spend time listening to reading and practicing reading on your own. The more time you spend practicing, the better reader you will become! Plus,</i></p>  <p><i>reading is fun!</i></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. You need to read at least one fiction book this week.</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 using your Clever Badge (if you have one), or the link to the right • Log in to Clever to read your Benchmark books online • Newspaper and magazines 	<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 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>
<p>Writing – <i>One way to become a stronger writer is to write about something you’ve read.</i></p> 	<p>Writing: Choose one of the books that you read this week that has characters in it. Read the “Directions for At Home ‘Writing to Sources’ Writing” (link to the right). Choose two characters and find details that occur in the story. Students can pull details from the illustrations as well as the text. Add the characters and the events/details to the chart. Then, draw and write about the characters. How are they the same? How are they different?</p>	<p>Grades K-2: Directions for At Home “Writing to Sources” Writing/Character/Details Chart</p> <p>Week #3: My “Writing to Sources” Writing Paper</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, make a list, copy key details from the text, or write sentences.</p> <p>Language/ Sentence Frames: Two characters in my book are _____ and _____.</p>

			<p>One key detail from my book is_____.</p> <p>Another key detail is_____.</p> <p>My characters are the same because_____.</p> <p>My characters are different because_____.</p>
Reading Skills-	<p>Foundational Skills/Phonics:</p> <p>Play – “Rhyme Time”: Find items around the house and have the student name them one at a time. After the student names the item, have him/her say a word that rhymes with the item. For example: the student may see and name a “can”, they then can say a rhyming word such as “fan”. Ask 2nd grade students to orally form the plural of word pairs. For example: “cans/fans”. Students can also write the word pairs on a piece of paper.</p>	<p>K-2 at www.starfall.com; also Starfall Learn to Read https://www.starfall.com/h/ltr-classic/</p> <p>Extension: Go to www.k12reader.com for more online activities</p>	<p>Help students find items that are easily rhymed.</p> <p>Students can write the word pairs in a list to practice phonics skills.</p>
Math	<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 K-2 to help build fluency with number. <i>Four Strikes and You’re Out</i> is for 2nd grade. Once you have completed the game, activity or word problem; fill out the <i>Show What You Know</i> recording sheet to share your understanding with your teacher.</p> <p>Games of the Week:</p> <ul style="list-style-type: none"> • High Roller • Salute • Cover that Number: • Four Strikes and You’re Out 	<p>Show What You Know Recording Sheet</p> <p>High Roller</p> <p>Salute</p> <p>Cover that Number</p> <p>Four Strikes and You’re Out: http://www.marilynburns-mathblog.com/four-strikes-and-youre-out/ (2nd Grade Only)</p>	<p>If you do not have dice at home, you can cut out, fold, and tape or glue the dice located here.</p> <p>There are also several free dice apps available in the App Store.</p>

	<p>Grade Level Pattern, Number Sense and Time Activities</p> <p>Kindergarten:</p> <p>A. <i>What Comes Next?</i> Activity (attachment)</p> <p>B. Have your child count toys, kitchen utensils, items of clothing as they come out of the dryer, collections (such as stickers, buttons or rocks) and any other items your child shows interest in counting. For a challenge, have your child count individual parts and then objects (count the wheels and then the cars, count the eyes and then the teddy bears, etc.)</p> <p><u>Working on:</u> Knowing the number names in order (one, two, three...up to 10 at least), learning how to keep track and organize items when counting, understanding that when you count you only count each item one time.</p> <p>First Grade:</p> <p>A. <i>What Comes Next?</i> Activity (attachment)</p> <p>B. Build background for numbers between 0 and 120. Count and sort anything you have. How many paperclips do you have? Count pieces of pasta, shells on a beach, buttons, nails, candies, toothpicks, Q-tips, rubber bands, etc. What does 100 of these objects look like?</p> <p><u>Working on:</u> In first grade, students are working on oral counting and counting sets of objects to 120. Encourage students to find a more efficient way to count larger numbers, for example grouping the objects by 10. If students are oral counting, give them a number and have them start counting from that number forward to 120 or back to 0.</p> <p>Second Grade:</p> <p>A. Build background for numbers between 20 and 1,000. Count and sort anything you have. How many paperclips do you have? Can you count them by ones? Is it quicker to make groups of ten or 100? Count</p>		
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[What Comes Next Kindergarten](#)

	<p>pieces of pasta, shells on a beach, buttons, nails, candies, toothpicks, Q-tips, rubber bands, etc. What does 100 of these objects look like? What does 1,000 of these objects look like? How many groups of 100 does it take to make 1,000?</p> <p><u>Working on:</u> In first grade students work with two-digit numbers, in second grade students reason with place value to 1,000.</p> <p>B. Check schedules with your child for all events. What time does the water park open? What time does it close? Does it open earlier on some days than others? Can they represent these times on a clock? Ask your child to tell you what time it is by looking at an analog and digital clock. Make connections to counting by fives when telling time to the nearest five minutes!</p> <p><u>Working on:</u> In second grade, students will tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p style="text-align: center;">Problems of the Week Solve these problems any way you choose.</p> <p>Kindergarten:</p> <ul style="list-style-type: none">Two lizards were sitting on a rock. Some more lizards scurried onto the rock. Then there were seven lizards. How many lizards scurried over to the first two? <p>First Grade:</p> <ul style="list-style-type: none">Deja rolled three dice and counted all the dots. She counted 10 dots. She did not roll any ones or sixes. What three combinations of numbers might she have rolled? <p>Second Grade:</p>	<p>What Comes Next First Grade</p>	
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	<ul style="list-style-type: none"> 349 people are on a boat. 255 people are on another boat. How many people are on both boats? 		
Science and Social Studies 	<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> <ul style="list-style-type: none"> Do you see the sun, stars, or moon? Did the sun, stars, or moon change places? If so, why do you think that happened? What was the weather like? Did the weather change? What do you think causes the weather to change? <p>Extension: Students do this over multiple days and talk with your child about the things that are the same and the things that are different.</p>	<p>Science graph can be found here.</p>	<p>Students may draw responses and label in English or native language.</p> <p>Student may record answers orally on a device for an adult to listen to later.</p> <p>Discussions may be in native language.</p> <p>Students may dictate or tell someone their thoughts and someone can write answers in English or native language.</p> <p>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>
MUSIC 	<p>MUSIC: Participate in the Music Listening Challenge.</p>	<p>Access the instructions here.</p>	
SEL - CLOSER A cool-down for your brain” - This is how you will end your day.	<p>(CHOOSE ONE EACH DAY)</p> <ul style="list-style-type: none"> Why is it important to be positive? What impact does it have on you and others? Think of your favorite book, movie, or TV show; how do some of the characters care for others in the story? Tell a family member or journal about it. 		

	<ul style="list-style-type: none"> • 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! • 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. • 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? 	
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Breathing Techniques:

 <h2>Drain</h2> <p>Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "sssshh" sound and release all your muscles, draining out the stress.</p>	 <h2>S.T.A.R.</h2> <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>
 <h2>Pretzel</h2> <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>	 <h2>Balloon</h2> <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 "pbbpbbpbbp" sound.</p>