



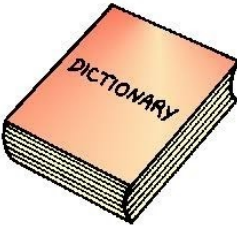
**INTERMEDIATE DISTANCE LEARNING LESSON PLANS -- WCSO**  
**WEEK FIVE**

**SEL Theme: Organization**

***Organization** helps you prepare for the future. Organization helps you plan activities and daily routines. Journals can help organize our thoughts. Desks can help organize school supplies; closets can help organize clothes. Organization helps you focus on what is important. It helps you reach your goals.*

3-5	4/27	4/28	4/29	4/30	5/1
<b>SEL - OPTIMISTIC OPENER</b>	<b>A warm-up for your brain (CHOOSE ONE EACH DAY)</b> <ul style="list-style-type: none"> <li>• Create a list of 3 things you need to do today. Put them in order from most important to least. Try to finish your list before the day ends.</li> <li>• Create a T-Chart for your daily routine. In one column put your activities. In the other column, write down how much time you will spend on each activity. Place your T-Chart where you can see it every day to remind you of your routines. (see additional resources for an example)</li> <li>• What helps you stay organized? Make a list.</li> <li>• Think of your favorite character from a show, book or movie. How do they stay organized? How could that character improve their organization?</li> <li>• Create a SMART goal. <a href="#">Definition Template</a></li> </ul>				
<b>SEL - BRAIN BREAK</b>	<b>A water-break for your brain-</b> (Utilize brain breaks each time you switch subjects or need a break!) <ul style="list-style-type: none"> <li>• Toe Wiggles: Try wiggling your toes from your pinky toe to your big toe. Now, wiggle from the big toe to the pinky toe. See what other ways you can mix it up!</li> <li>• PUZZLE MAYHEM! Get out a sheet of paper (any size will work). Draw anything you want on the paper. Make the drawing big, and use up the whole piece of paper. Now, rip the paper up into 10 pieces and mix them up. See if you can put your “puzzle” back together. Ask someone at home to rebuild your puzzle with you.</li> <li>• Create a dance. Give your dance a name. Teach someone your dance! Do they have a dance they can teach you?</li> <li>• Paper Toss: Crumple up a piece of paper and toss it from one hand to the other. Then, try it with one hand behind your back, tossing it over your shoulder. Switch hands.</li> <li>• Pretzel Breathing (see additional resources)</li> </ul>				
<b>LITERACY-Reading Standards</b>	<p><b>Reading:</b> Read fiction and/or nonfiction books independently or with a partner for at least 30 minutes per day and complete the At Home Reading Log. Read-alouds can be found on <a href="http://www.storylineonline.net">www.storylineonline.net</a>.</p> <p>Options for books –</p> <ul style="list-style-type: none"> <li>• Books you have around the house</li> </ul>				

<p>RL.3.1, RL.3.10, RL.4.1, RL.4.10, RL.5.1, RL.5.10, and/or RI.3.1, RI.3.10, RI.4.1, RI.4.10, RI.5.1, RI.5.10</p> <p>RF.3.3, RF.3.4, RF.4.3, RF.4.4, RF.5.3, RF.5.4</p> 	<ul style="list-style-type: none"> <li>• Libby (online Washoe Co. library app)</li> <li>• Benchmark materials that have been brought home</li> <li>• Log in to Clever to read your Benchmark books online, using the Clever Badge (if your teacher gave you one), or this link, <a href="https://bit.ly/3acVAPc">https://bit.ly/3acVAPc</a></li> <li>• Read newspapers and/or magazines</li> </ul> <p style="text-align: center;"><a href="#"><u>Grades 3-5: At Home Reading Log for Fiction and Nonfiction Books</u></a></p> <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 project.</p> <p style="text-align: center;"><i>"The more that you read, the more things you will know. The more you learn, the more places you'll go."</i> Dr. Seuss</p>
<p><b>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</b></p>	<p>Students can read books at their reading level, be read to by someone else, listen to a book read on the computer, or read a book in their native language.</p>
<p><b>LITERACY – Writing Standards</b></p> <p>W.3.1, W.3.5, W.3.6, W.3.10, W.4.1, W.4.5, W.4.6, W.4.10, W.5.1, W.5.5, W.5.6, W.5.10</p> <p>SL.3.4, SL.4.4, SL.5.4</p>	<p><b>This week</b> you will use your "<a href="#"><u>Oreo Opinion Writing Organizer</u></a>" <b>from last week</b> to write an opinion essay about the best board game.</p> <p><b>Step 1:</b> Use the information from your organizer and write a rough draft of your essay on a piece of paper or type it on a computer.</p> <p><b>Step 2:</b> Read over your essay and use the "Revising/Editing Checklist" (below) to revise and edit your work.</p> <p><b>Step 3:</b> Write a final draft of your essay on a piece of paper or make changes on your computer version so that it is a final copy.</p> <p><b>Step 4:</b> Share your work with someone in your home or read it to a friend or family member over the phone.</p> <div data-bbox="373 1161 630 1437">  </div> <p style="text-align: center;"><a href="#"><u>Revising/Editing Checklist</u></a></p> <p style="text-align: center;"><i>"You can make anything by writing."</i> C.S. Lewis</p>

<p><b>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</b></p>	<p>Writing can be told to someone else and they can write for the student (student can copy writing).  Writing can be a combination of pictures and writing (labels, phrases, short sentences)  Writing can be done in native language.</p> <p><b>Sentence/Language Frames:</b>  In my opinion the best board game is _____.  It is the best because _____. An example is _____.  I think _____ is the best because _____.</p>
<p><b>LITERACY – Vocabulary Standards</b></p> <p>L.3.4, L.3.5, L.3.6,  L.4.4, L.4.5, L.4.6,  L.5.4, L.5.5, L.5.6</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><a href="#">Create Your Own Personal Dictionary</a></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><b>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</b></p>	<p>Students can dictate or tell their thoughts to someone and they can write for them. (student can copy writing)  Students can draw and label pictures about their words.  Students can complete this in their native language.</p>
<p><b>MATH Domains:</b>  NBT, OA &amp; NF</p> <p>MP 1, 2, 3, 4, 6</p>	<p><b>Instructions:</b>  On the <a href="#">Show What You Know!</a> recording sheet is a <i>Math Tac Toe</i> board. Each day, choose 1 or more of the following: a game, an activity, a word problem or independent practice to do from your grade level. Games are for grades 3-5 to help build fluency with number. Some have been differentiated based on grade level.</p> <p><b>Goals:</b>  By the end of the week, you should have completed 5 in a row (vertical, horizontal or diagonal).</p>



For a challenge, try to complete all the activities on *Math Tac Toe* board to get a blackout.

Once you have completed the game, activity, word problem or independent practice; fill out the *Show What You Know!* recording sheet to share your understanding with your teacher.

### GAMES OF THE WEEK

Salute: <https://bit.ly/39kulRw>

**Target 300:** From Marilyn Burns' Games: <https://www.hmhco.com/products/do-the-math/pdfs/WinWinGamesbyMarilynBurns.pdf>

Materials: paper, pencil, 1 die

Players: 2

How to play:

- Players draw a game board to share on a piece of paper.

Player 1	Player 2

- Once the game board is drawn, Player 1 rolls the die and decides to multiply the number by 10, 20, 30, 40, or 50.
- Player 1 writes the equation in his/her column. For example, if 6 is rolled and Player 1 decides to multiply by 10, he/she writes  $6 \times 10 = 60$ .
- Player 2 rolls the die; decides to multiply the number by 10, 20, 30, 40, or 50; and writes the equation (math problem) in his/her column.
- Each player continues to roll the die 5 more times and record their calculations. Players should also keep a running total of their scores as they go.
- After each player takes 6 turns, calculate (add up) the final totals.
- The object of the game is to be the player whose total is closest to 300. The total can be greater or less than 300, or exactly 300, but players must use all 6 turns.
- A finished game might look like:

Player 1     |     Player 2

6X10=60	5X10=50
1X10=10	3X10=30
70	80
5X10=50	6X10=60
120	140
6X10=60	5X10=50
180	190
1X50=50	2X50=100
230	290
4X20=80	2X10=20
310	310

\*Player 1 and Player 2 tied this game. Both were 10 points away from 300.

### Riddle Me This! Activity

#### Directions:

Solve the following riddles using the clues given. Don't be afraid to use tools or draw your own number line to help you figure it out.

#### 3<sup>rd</sup> Grade:

- Ryan is thinking of a number. The number can round to 200 if rounding to the nearest 100. It is an even number. What could the number be?
- Beth is thinking of a number. The number is odd. It is between the numbers  $3000 + 400 + 50$  and  $3000 + 500$ . What could the number be?

#### 4<sup>th</sup> Grade:

- Abby is thinking of a number that is a multiple of 10 and a factor of 100. It is an even number. What could the number be?
- I am greater than 90,000 but less than 1 million. I am odd. I am a number where all digits are the same. Who am I?

#### 5<sup>th</sup> Grade:

- I am greater than 0.5 but less than one. I can be tenths or hundredths depending on how I am written. I am even. Who can I be?

- Jose is thinking of a number that is almost 100 times greater than 555. It is a multiple of 10. What could the number be?

### Problems of the Week enVisionmath2.0

#### Problem Solving Organizer

- Use the problem-solving organizer with the ***Problems of the Week***. Make a cross on a blank piece of paper or notebook page to make the four equal sized squares.
- Answer the questions in each box and show your work as you solve the problem.
- Have fun and be creative!

<p><b>Before Solving...</b>          What do you know? What do you need to find out?  <b>Can you draw a picture, model, or make number sentence to help make sense of this problem?</b></p>	<p><b>Solving...</b>          Show one way to solve this problem.</p>
<p><b>Solving...</b>          Show a different way to solve the problem.</p>	<p><b>After Solving...</b>          Explain your solution using models and words.          How do you know the answer is reasonable?</p>

#### 3rd Grade:

- Mari bought 4 packages of bottled water. There are 9 bottles in each package. How many bottles did Maria buy?
- An ice cream store plans to make 8 new flavors each year. How many years will it take for the store to make 32 flavors? Write and solve an equation.

#### 4<sup>th</sup> Grade:

- Tina completed  $\frac{2}{3}$  of her homework. George completed  $\frac{7}{8}$  of his homework. Tina and George have the same amount of homework. Who completed a greater fraction of homework?
- Mary says  $\frac{1}{8}$  is greater than  $\frac{1}{4}$  because 8 is greater than 4. Is Mary's reasoning correct? Explain.

**5th Grade:**

- A bakery needs to make a batch of 198 bagels. Each baking sheet holds 18 bagels. How many bagel sheets are needed?
- A hotel sets up tables for a conference for 156 people. If each table seats 12 people, how many tables will be needed? Write a multiplication and a division number sentence that could be used to solve this problem.

**Independent Practice Problems**  
**enVisionmath2.0**

**3rd Grade:**

**Write each missing number.**

- |  |   |
|--|---|
| 1. $25 + 62 = \underline{\quad} + 25$      | 2. $(22 + 32) + 25 = \underline{\quad} + (22 + 32)$ |
| 3. $23 + \underline{\quad} + 11 = 23 + 11$ | 4. $10 + (45 + 13) = (\underline{\quad} + 45) + 13$ |
| 5. $(\underline{\quad} + 0) + 14 = 7 + 14$ | 6. $(12 + 2) + 20 = \underline{\quad} + 20$         |

**4<sup>th</sup> Grade:**

- |                                     |  |                                   |
|-------------------------------------|--|-----------------------------------|
| 1. $2\frac{3}{5} + 1\frac{3}{5} =$  | 2. $4\frac{9}{10} + 3\frac{7}{10} + \frac{10}{10} =$ |                                   |
| 3. $12\frac{3}{8} - 9\frac{5}{8} =$ | 4. $3\frac{1}{4} - 2\frac{3}{4} =$                   | 5. $2\frac{3}{4} - \frac{4}{4} =$ |

**5th Grade:**

- |                       |                       |                        |
|-----------------------|-----------------------|------------------------|
| 1. $56 \times 0.04 =$ | 2. $0.3 \times 99 =$  | 3. $50 \times 0.914 =$ |
| 4. $2.54 \times 12 =$ | 5. $26 \times 1.61 =$ | 6. $8.3 \times 6.4 =$  |

### Mental Math Activity

**Directions:**

Solve each problem **in your head** in order. Try to solve each problem more than one-way. After you have solved all of the problems, choose your favorite strategy and record the steps you used on the *Show What You Know* recording sheet. Make sure you record **all** the steps you used so that someone else could try your strategy.

As an extension, write a letter to someone you know and share how you solved the problems. Write a problem for them to try.

**3<sup>rd</sup> Grade:**

$$40 + 40$$

$$39 + 39$$

$$39 + 38$$

$$38 + 37$$

**4<sup>th</sup> Grade:**

$$2 \times 45$$

$$4 \times 45$$

$$2 \times 40$$

$$2 \times 5$$

$$8 \times 45$$

**5<sup>th</sup> Grade:**

$$15 \times 10$$

$$15 \times 1$$

$$10 \times 11$$

$$5 \times 11$$

$$15 \times 11$$

**EXTRA HELP/TIPS  
IF STUDENTS AND  
FAMILIES NEED IT**

Videos on how to play the math games: <https://www.youtube.com/channel/UC7tlwvVnBbHPc2oBnDhokGQ>

Students can have someone read directions and story problems to them. Microsoft Translator App can be used to take a picture of the text and translate it into native language.

Explanations can be told to someone and written for student and then student can copy. Explanations can be discussed and/or written in native language.



**SCIENCE AND  
SOCIAL STUDIES  
Standards**  
5-LS2-1  
4-LS1-1  
SS.4.23

**Science**

Spring is here and new plants are beginning to grow. Take a walk outside with an adult and find a small area where there are different plants growing.

Talk about the following questions with someone and then write the answers on a separate sheet of paper:

- What is similar or different about these plants?
- How did the seeds for these plants get to this spot?
- What does the area they are in have that allows them to grow there?
- Explain how the different parts of one plant collect and move food to help it survive.
- Draw a model to help explain where these **plants** get their food. Make sure to include **water, sun and soil** in your diagram. Label your diagram with words and/or phrases.

**Sentence/Language Frames:**

Plants are the same because\_\_\_\_\_. Plants can be different because\_\_\_\_\_.

Plants can grow in different areas because\_\_\_\_\_.

Plants collect and move food by\_\_\_\_\_

For a science extension activity click [here](#).

**Social Studies**

Draw a map of your neighborhood. Include important places like playgrounds, schools, homes, or stores. Label the landmarks and add a compass to show direction. Answer the questions below on the back of your map.

- Why are these places important in your neighborhood?
- Are the places you chose important to everyone? Why or why not?
- What changes would you make to your neighborhood?

**Sentence/Language Frames:**

The places on my map are important because\_\_\_\_\_.

The places I put on my map are (or are not) important to everyone because\_\_\_\_\_.

If I could change something in my neighborhood, I would change \_\_\_\_\_ because\_\_\_\_\_.

<b>SCAFFOLDS/ ACCOMMODATIONS AND SUPPORTS</b>	<p>Discussion and writing can be done in their native language.</p> <p>Writing can be told to someone and they can write for the student and student copies.</p>
<b>SEL - REFLECTIVE CLOSER</b>	<p><b>A cool-down for your brain! - (CHOOSE ONE AT THE END OF EACH DAY)</b></p> <ul style="list-style-type: none"> <li>• Did you have any difficulties staying organized today? Did you have any challenges? How could you work through those challenges or difficulties tomorrow if they come up?</li> <li>• Create a song about organization. Sing it to a friend.</li> <li>• What would your favorite cartoon character say about organization?</li> <li>• Find something you can organize. A backpack, a closet, a pile of movies, a drawer, a cupboard...anything works! How does it feel now that you finished?</li> <li>• Reflect on your week, and rate your organizing skills from 1-5 (1 needing improvement and 5 is amazing). Why did you give yourself that rating? What can you do to improve your organization?</li> </ul>
<b>MUSIC</b>	<p><b>MUSIC:</b> Access the instructions <a href="#">here</a>.</p>

#### ADDITIONAL RESOURCES:

1. **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) a. <https://www.jesselewischooselove.org/daily-dose-sign-up/>
2. **Mind Yeti:** created by Committee for Children and created for mindful moments and practices (FREE) <https://www.mindyeti.com>
3. **Go Noodle** - YouTube Channel does not require an account - <https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw>
4. **Passion Project-** Research your passion and create a plan [here](#).