

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

SEL Theme: Identity

Identity is who you are. Your identity includes your name, likes and dislikes, your beliefs, your thoughts, your personality, and culture. Remember, culture may include age, race, religion, gender, music, family traditions, food, language, where you live, and anything else that makes you who you are! Each person has a special identity. Learning about your identity improves self-awareness.

3-5	5/4	5/5	5/6	5/7	5/8
SEL - OPTIMISTIC OPENER	<p>A warm-up for your brain (CHOOSE ONE EACH DAY)</p> <ul style="list-style-type: none"> • Create a list of things that make you special. • If you had a special power, what would it be? Why? • What is your favorite movie/book/TV show? How are you like one of those characters? • What is your favorite song? What do you like about that song? Sing or write down the lyrics. • What is your favorite hobby? What do you like to do with your free time? 				
SEL - BRAIN BREAK	<p>A water-break for your brain- (Utilize brain breaks each time you switch subjects or need a break!)</p> <ul style="list-style-type: none"> • Wiggle Dance- play some music and get the “wiggles” out. • Balloon Breathing (see additional resources) • Balance a pen or pencil on your pointer finger. Can you add more objects? OR Stand on each foot for at least 15 seconds. Then try it with your eyes closed. Now try it with your hands touching above your head. Can you balance on each foot with your eyes closed AND your hands above your head? • 5,4,3,2,1: Wiggle your toes 5 times, shrug your shoulders 4 times, make arm circles 3 times, squeeze your hands into a ball 2 times, do 1 jumping jack (repeat as many times as needed). • STAR Breathing (see additional resources) 				
LITERACY – Reading Standards	<p>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. This week you will need to read at least one book that contains a character(s). Read-alouds can be found on www.storylineonline.net.</p> <p>Options for books –</p> <ul style="list-style-type: none"> • Books you have around the house • Libby (online Washoe Co. library app) • Benchmark materials that have been brought home 				

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

RF.3.3, RF.3.4,
RF.4.3, RF.4.4,
RF.5.3, RF.5.4



- Log in to Clever to read your Benchmark books online, using the Clever Badge (if your teacher gave you one), or this link, <https://bit.ly/3acVAPc>
- Read newspapers and/or magazines

[Grades 3-5: At Home Reading Log for Fiction and Nonfiction Books](#)

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.

*"You are never alone when lost in the magic of a book."
Marie Lu*

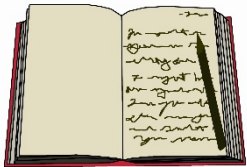
**EXTRA HELP/TIPS
IF STUDENTS AND
FAMILIES NEED IT**

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.

**LITERACY –
Writing
Standards**

W.3.4, W.3.5, W.4.4,
W.4.5, W.5.4, W.5.5

SL.3.4, SL.4.4,
SL.5.4



This week you will write a *journal entry*.

A journal entry:

- × Uses a character's point of view
- × Shares that character's thoughts and feelings
- × Uses first person point of view – uses words like "I", "me", "mine", "we", "us", "myself"
- × Describes events
- × Includes dialogue – a conversation between the character and another person

Read the "Mentor Narrative Journal Entry" to the right. Choose a character from one of your books that you have been reading. Plan and write a journal entry on a piece of paper or on the computer. Read your entry to someone in a voice that sounds like what you imagine your character's voice sounds like.

Mentor Narrative Journal Entry

That Rabbit is so mean to me! He always finds a way to deceive me. Here is how he tricked me today:

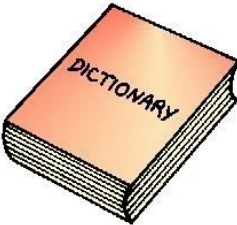
I was walking through the desert, minding my own business, and I spotted Rabbit leaning on a rock near a cactus. That rock was huge! I was happy to see Rabbit and curious about what he was up to.

"What are you doing, brother?" I asked him.

"Come here quickly, brother, for the sky is falling down on us," he said. He told me that I had to hold up the rock to keep the sky in place while he found a long stick. Then he would come back and use the stick to prop up the sky.

I hesitated. I had fallen for Rabbit's tricks before. However, I didn't want the sky to fall, so I accepted his challenge. After a little bit of time, the rock got very heavy. It was painful to hold it up! My shoulders ached and my back was sore, but I was afraid to drop that rock. I called for Rabbit several times. I expected him to come back, but he never did. Finally, I dropped the rock.

The sky didn't fall, but I'm still afraid that it might. I see Rabbit over there, and I'm going to ask him what I should do now. He surely won't deceive me again, right?

<p>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</p>	<p>How to think about what I (a student) need to do: <i>After reading the Mentor Narrative Journal Entry and the instructions above, I know that I need to write a journal entry from the point of view of a character from a book that I've read. I am going to pretend that I am one of the characters in my book. I need to include story events and details in the journal entry along with my thoughts and feelings as that character.</i></p> <p>Draw detailed pictures about several events and label them or write phrases or short sentences about the pictures. Tell someone about the pictures in English or your native language as if you are the character in your best character voice.</p> <p>Students can share ideas with someone else and have them do the writing and then copy the writing.</p> <p>Writing can be done in their native language.</p> <p>Sentence/Language Stems: My name is _____. Some things that have happened to me are _____. I am feeling _____. I think or hope _____.</p>
<p>LITERACY – Vocabulary Standards</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>Create Your Own Personal Dictionary</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>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</p>	<p>Students can dictate or tell their thoughts to someone and they can write for them. (students can copy writing)</p> <p>Students can draw and label pictures about their words.</p> <p>Students can complete this in their native language.</p>

MATH**Domains:**

OA & NBT

MP 1, 2, 3, 4, 5

**Instructions:**

On the [Show What You Know!](#) recording sheet there is a *Math Tac Toe* 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.

Goals:

By the end of the week, you should have completed 5 in a row (vertical, horizontal or diagonal).

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>

101 & You're Out (Adapted from Marilyn Burns' Game)

3rd grade:

Players: 2 or more

How to play:

1. Players draw their own game boards on a piece of paper.

100s	10s
1	
2	
3	
4	
5	
6	
TOTAL	

2. Once game boards are drawn, Player 1 rolls the die and writes the number on line 1 of their game board in either the 100s or the 10s column.
3. Player 2 (and additional players) rolls the die and writes the number on line 1 in either the 100s or 10s column on their game board.
4. Play continues in this way—each player rolls a second time and writes the number on line 2 in either the 100s or 10s column. They continue to play for six rolls.

5. After writing six numbers, they fill in any blanks in the 10s column with zeros, and then add the sum.

Goal: The winner is the player with the sum that is closest to 1,000 without going over.

4th Grade:

Players: 2 or more

How to play:

1. Players draw their own game boards on a piece of paper.

1s	10ths (0.1)
1	
2	
3	
4	
5	
6	
TOTAL	

2. Once game boards are drawn, Player 1 rolls the die and writes the number on line 1 of their game board in either the 1s or the 10ths column.
3. Player 2 (and additional players) rolls the die and writes the number on line 1 in either the 1s or 10ths column on their game board.
4. Play continues in this way—each player rolls a second time and writes the number on line 2 in either the 1s or 10ths column. They continue to play for six rolls.
5. After writing six numbers, they fill in any blanks in the 10ths column with zeros, and then add the sum.

Goal: The winner is the player with the sum that is closest to 10 without going over.

5th Grade:

Players: 2 or more

How to play:

1. Players draw their own game boards on a piece of paper.

10ths (0.1)	100ths (0.01)
1	
2	
3	
4	
5	
6	

TOTAL

2. Once game boards are drawn, Player 1 rolls the die and writes the number on line 1 of their game board in either the 10ths or the 100ths column.
3. Player 2 (and additional players) rolls the die and writes the number on line 1 in either the 10ths or 100ths column on their game board.
4. Play continues in this way—each player rolls a second time and writes the number on line 2 in either the 10ths or 100ths column. They continue to play for six rolls.
5. After writing six numbers, they fill in any blanks in the 100ths column with zeros, and then add the sum.

Goal: The winner is the player with the sum that is closest to 1 without going over.

Let's Move in Mathematics Activity!

Directions:

Solve the following from your grade level using any tools, models or strategies. Once you have solved the problem, use *balance points* (parts of the body that have to touch the ground) to show your solution or answer to the problem.

*See picture of the Toles family showing the answer for $10 - 5$ using balance points (4 feet and 1 hand).

Be creative (you can use family members, stuffed animals, toys, etc.). Take a picture to share with your teacher.

You can also share your picture on our *Washoe County School District Elementary Mathematics Facebook* Group in the comments of *Let's Move in Math!* post. Use the hashtag #wcsdmath when you post, as well as the problem you solved.



3rd Grade: $20,568 - 20,562$

4th Grade: $3 \frac{1}{2} + 2 \frac{1}{2}$

5th Grade: $3 \frac{3}{6} + 2 \frac{1}{2}$

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!

3rd Grade: OA

- Students set up 6 rows of seats for a music concert. They put 6 seats in each row. What is the total number of seats? Model this problem with a picture and a number sentence.
- Kara puts 30 toys into 5 party bags. She puts the same number of toys into each bag. How many toys are in each bag?

4th Grade: OA

- Irene wants to list the factors for 88. She writes 2, 4, 8, 11, 22, 44 and 88. Is Irene correct? Explain.
- Dog and cat food are sold in 20-pound bags. There are 14 bags of dog food and 12 bags of cat food on the store shelves. How many pounds of dog and cat food are on the shelves?

5th Grade: NBT

- Chris paid \$3.60 for 3 colored pens. Each pen costs the same amount. How much did each pen cost?
- Ginny earned \$49.50 for 6 hours of gardening and \$38.60 for 4 hours of babysitting. For which job did she earn more money per hour? How much more per hour did she earn?

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

Independent Practice Problems
enVisionmath2.0

3rd Grade: OA

1. $45 \div 9 =$

2. $21 \div 3 =$

3. $32 \div 4 =$

4. $21 \div 7 =$

$9 \times \underline{\quad} = 45$

$3 \times \underline{\quad} = 21$

$4 \times \underline{\quad} = 32$

$7 \times \underline{\quad} = 21$

4th Grade: OA

1. $126 \div 9 =$

2. $46 \div 3 =$

3. $65 \div 4 =$

4. $71 \div \underline{\quad} = \underline{\quad} \text{ R}2$

5. $176 \div \underline{\quad} = \underline{\quad}$

5th Grade: NBT

1. $800 \div 40 =$

2. $746 \div 40 =$

3. $920 \div 40 =$

4. $5,500 \div 90 =$

5. $2,828 \div 11 =$

6. $1,240 \div 28 =$

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.

3rd Grade:**4th Grade:****5th Grade:**

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> 2×7 4×7 3×7 7×7 </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> 2×124 6×100 6×20 6×4 6×124 </div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> 3×100 3×50 3×1 $453 \div 3$ </div> </div>
<p>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</p>	<p>Videos on how to play the math games: https://www.youtube.com/channel/UC7tlwvVnBbHPc2oBnDhokGQ</p> <p>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.</p> <p>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.</p>
<p>SCIENCE AND SOCIAL STUDIES Standards 4-ESS2-2 SS.3.21 SS.4.24</p>	<p style="text-align: center;">Science</p> <p>Look at the landscape (area that you can see far away) around where you live. What do you see?</p> <ul style="list-style-type: none"> • Draw a map of the area you see. Include mountains, buildings, water sources, roads, and whatever else you see. • Imagine that a new building or house is being constructed or built. Write a paragraph about how the new building would change the landscape you see now. How could it change the environment? • Draw a new map with the changes you wrote about in your paragraph. <p>Sentence/Language Stems: The new building changed my map because_____. It also changes things in the environment like _____because_____.</p> <p style="text-align: center;">For a science extension activity click here.</p> <p style="text-align: center;">Social Studies</p> <p>Draw some pictures of the different weather we have here in Nevada. Label your pictures with words and/or phrases. Talk about the questions below with someone and then answer the questions on the back of your pictures or on another sheet of paper.</p> <ul style="list-style-type: none"> • How might the weather or climate of Nevada impact why people choose to live in Nevada?

	<ul style="list-style-type: none"> • How have people in Nevada adapted or changed their way of life because of the climate? <p>Sentence/Language Stems:</p> <p>The things about the weather that make people choose to live in Nevada are _____.</p> <p>When it is _____ (hot, cold, snowy, windy) in Nevada we have to adapt by _____.</p> <p>Another example is _____.</p>
<p>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</p>	<p>Writing can be told to someone else and they can write for them and then student can copy.</p> <p>Writing can be done in native language.</p>
<p>SEL - REFLECTIVE CLOSER</p>	<p>A cool-down for your brain! - (CHOOSE ONE AT THE END OF EACH DAY)</p> <ul style="list-style-type: none"> • Write your full name and ALL your nicknames. What is special about your name? What does your name mean? Where does your name come from? (Optional: Hang it up for all to see!) • Complete the sentence: I love my _____ (repeat 3 times). • Create a poem or song that celebrates who you are and why you are special. Share with someone. • What makes you most proud? What goals and dreams do you have? THINK BIG!! • Reflect on your week. Did you learn anything new about yourself? What do you like most about yourself?
<p>MUSIC</p>	<p>MUSIC: Access the instructions here.</p>

ADDITIONAL RESOURCES: Refer back to [Week 4](#).