



# Intermediate Distance Learning Lesson Plans

## Grade 3–5

Week Seven: May 11–15

### SEL Theme: Determination

**Determination** is a quality that makes you continue trying to do or achieve something that is difficult. Determination is working through challenges. It helps you make decisions to problem solve.

Activities may be completed on the space provided in this packet, on your own paper, or online.

### Weekly Planner Sample

Month *May*..... Week *7*.....

**Monday**

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**Tuesday**

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**Wednesday**

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**Thursday**

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**Friday**

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**Materials Needed**

ELA .....

Math .....

Social Studies .....

Science .....






.....



### Questions for My Teacher

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**SEL: Daily Optimistic Opener:** A warm-up for your brain  
Choose one each day.

<p><b>1</b></p> 	<p>What do you want to finish today? How are you determined to finish?</p> <hr/> <hr/> <hr/>
<p><b>2</b></p> 	<p>Think about the today and fill in the blanks:</p> <p>I want to_____. I can _____. I will _____.</p>
<p><b>3</b></p> 	<p>What might be a challenge for you today? How will you work through it?</p> <hr/> <hr/> <hr/>
<p><b>4</b></p> 	<p>A growth mindset means that you believe you can improve with effort. How will you use a growth mindset today? <a href="#">Growth Mindset for K-2 (episode 1 of 5)</a> OR <a href="#">Growth Mindset for 3-5</a></p> <hr/> <hr/> <hr/>
<p><b>5</b></p> 	<p>What does finishing mean to you? How does it feel to finish something you have started?</p> <hr/> <hr/> <hr/>

## Literacy: Reading

*"Reading gives us someplace to go when we have to stay where we are." Mason Cooley*

### Read 30 Minutes Each Day

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** below. Record the total number of books read and choose your best book.



#### Grade 3

RL.3.1, RL.3.10,  
and/or RI.3.1,  
RI.3.10; RF.3.3,  
RF.3.4

#### Grade 4

RL.4.1, RL.4.10,  
and/or RI.4.1,  
RF.4.3, RI.4.10;  
RF.4.4

#### Grade 5

RL.5.1, RL.5.10,  
and/or RI.5.1,  
RI.5.10, RF.5.3,  
RF.5.4

Date	Book/Page Totals	Title of Today's Best Book	Fiction	Nonfiction
5/11				
5/12				
5/13				
5/14				
5/15				

#### Options for Books

- Read-alouds can be found on [www.storylineonline.net](http://www.storylineonline.net). (\*see note about online tools/resources on page 17 of this document)
- 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 your teacher gave you one), or this link, <https://bit.ly/3acVAPc>
- Read newspapers and/or magazines

#### Options for Students Who Want More

Students 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.

#### Options for Additional Support When Needed

Students 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

**This week and next week** you will read an article and answer questions about it. You will also plan an informative/explanatory essay using a graphic organizer. **Keep this article and the “Graphic Organizer”.** You will use them when you write your informative/explanatory essay **in week 9**. For this writing assignment, you will write a “How To Essay” after reading about and creating a work of art. Look at the example of “[How to Make a Grilled Cheese Sandwich](#)” when you are planning your writing.

[Recreating Famous Artwork Article](#)

[How to Graphic Organizer](#)

### Instructions

1. Read the “Recreating Artwork” article either on your own or with help.
2. Read the article a second time and annotate using the text annotations below.
3. Answer the questions about the article.
4. Tell someone what the article is about and 3 facts about the article.
5. **Your job over the next 2 weeks is:**
  - a. Find a piece of art, statue, picture, photograph, etc. that you can recreate like they did in the article. You can use anything that you have around the house to make/build it. Take a picture of it and share it with your teacher. You can go to this website to explore some works of art:
  - b. <https://www.metmuseum.org/art/online-features/metkids/explore/> (\*see note about online tools/resources on page 17 of this document)
  - c. Think about the steps you took and materials you used to create your art,
  - d. Your writing will be to explain how you created your piece of art,
  - e. You will write your essay in week 9.
6. Fill out the “Graphic Organizer” on your own, or with help.



### Standards

#### Grade 3

W.3.2, W.3.4,  
W.3.5, W.3.8

#### Grade 4

W.4.2, W.4.4,  
W.4.5, SW.4.8

#### Grade 5

W.5.2, W.5.4,  
W.5.8

### Tips for Text Annotation

As you read closely for different purposes, remember to annotate the text. Use the symbols below. Add new symbols in the spaces provided.

Symbol	Purpose
<u>underline</u>	Identify a key detail.
★	Star an important idea in the margin.
① ② ③	Mark a sequence of events.
○magna○	Circle a key word or phrase.
?	Mark a question you have about information in the text. Write your question in the margin.
!	Indicate an idea in the text you find interesting. Comment on this idea in the margin.

**How to Make a Grilled Cheese Sandwich**

Okay, I get it... making a grilled cheese sandwich can be tricky. You have the bread, the cheese, the hot stove. I want to make this process easier for everyone, so I've written this essay to help you learn how to make one of the best sandwiches on earth! Just make sure you ask an adult if you are using the stove.

**Supplies:**

- Cheese
- Bread
- Fat
- Butter or mayonnaise
- Spatula
- Stove

**So here we go, in 10 easy steps:**

1. Remember, you want your cheese to be a bit higher proportion than your bread... it's a grilled cheese, not toast.
2. Pick pan, grill, griddle or panini press and heat to medium.
3. Assemble your ingredients and prepare them: slicing, cutting, etc.
4. Schmear butter or mayo on outside of each slice of bread.
5. Place one slice of bread on heated pan and build sandwich; cheese first and last ingredient. Top with second slice of bread, buttered/mayoed side up.
6. Wait 2 minutes and check underside with a spatula; we're looking for golden brown, not burned bread.
7. Flip and grill other side which usually takes less time. Cheese should be oozing out the sides...
8. Remove from grill.
9. Eat.
10. Clean-up after yourself.

To do... that's it... now go forth and enjoy your grilled cheese sandwich! Pair it with a bowl of tomato soup and you will have a complete meal.

Title

Introductory paragraph/book

List of supplies or materials

Steps

Closing paragraph

#### Options for Additional Support When Needed

- ✓ Read the article and questions to student and discuss in English or native language.
- ✓ Translate the article and questions using Microsoft Translator App.
- ✓ Students share ideas with someone else and they can write for them. (student can copy writing)
- ✓ Graphic Organizer can contain a combination of sketches and words to tell information.

### Literacy: Vocabulary



#### Standards Grade 3

L.3.4, L.3.5, L.3.6

#### Grade 4

L.4.4, L.4.5, L.4.6

#### Grade 5

L.5.4, L.5.5, L.5.6

Complete one personal dictionary entry **each day** using one of your independent fiction or nonfiction books (picture book or chapter book).

[Create Your Own Personal Dictionary](#)

#### Options for Students Who Want More

Students 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.

#### Options for Additional Support When Needed

- ✓ Students dictate or tell their thoughts to someone and they can write for them. (students can copy writing)
- ✓ Students draw and label pictures about their words.
- ✓ Students complete this in their native language.

## Mathematics: Weekly Goals

Each day, choose one or more of the following: a game, an activity, word problem or independent practice to do from your grade level. By the end of the week:

- Complete 5 in a row on the **Math Tac Toe Board** (vertical, horizontal or diagonal).
- ✍️ Fill out the [Show What You Know!](#) recording sheet to share your understanding with your teacher.

**Challenge:** Complete all the activities on Math Tac Toe board to get a blackout.

### Weekly Goals



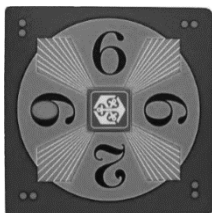
**Domains**  
NF & MD

**Math Practices**  
1, 2, 4, 5, 6, & 7

### Math Tac Toe Board

Mental Math	Problems of the Week	Mental Math	Independent Practice	Graph It! Activity
Problems of the Week	Game	Graph It! Activity	Problems of the Week	Mental Math
Game	Graph It! Activity	Independent Practice	Game	Problems of the Week
Independent Practice	Mental Math	Game	Graph It! Activity	Problems of the Week
Graph It! Activity	Independent Practice	Problems of the Week	Mental Math	Independent Practice

## Mathematics: Games of the Week



Games are for grades 3-5 to help build fluency with number.

- ★ [Salute](#)
- ★ [Four in a Row](#)
- ★ [Cover That Number](#)

## Mathematics: Measure It! Activity

**Directions:** Adapted from enVisionmath2.0

**Step 1:** Measure the length of the fingers and thumb in inches on your left hand.



**3<sup>rd</sup> Grade:** Measure to the nearest  $\frac{1}{2}$  inch.

**4<sup>th</sup> Grade:** Measure to the nearest  $\frac{1}{2}$  or  $\frac{1}{4}$  inch. (Use equivalent fractions when graphing)

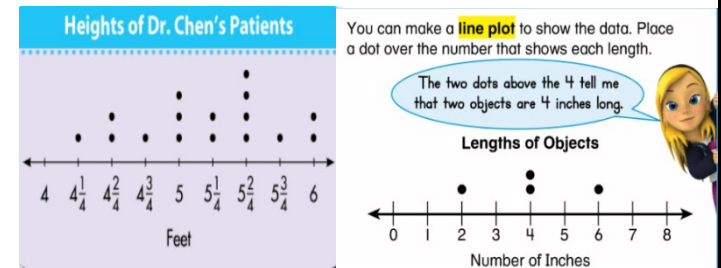
**5<sup>th</sup> Grade:** Measure to the nearest  $\frac{1}{2}$ ,  $\frac{1}{4}$  or  $\frac{1}{8}$  inch. (Use equivalent fractions when graphing)

**Step 2:** Make a line plot to show the measurements.

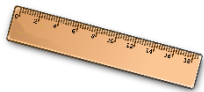
**Step 3:** Gather multiple lengths from family members, teachers or classmates to add more data to your line plot.

**Hint:** Start your line plot at the shortest length. No need to start at 0.

**Step 4:** Now use your line plot to answer the following questions:



### Measure It! Activity



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

- How does your line plot change when more data is added?
- What is the difference in lengths between the longest and shortest finger?
- Write your own question about the data for someone to solve.

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

- How does your line plot change when more data is added?
- What length appears most often on the line plot?
- What is the difference in lengths between the longest and shortest finger?
- Looking at your line plot, are there any outliers? Why might there be an outlier?
- Write your own question about the data for someone to solve.

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

- How does your line plot change when more data is added?
- What length appears most often on the line plot?
- What is the difference in lengths between the longest and shortest finger?
- Looking at your line plot, are there any outliers? Why might there be an outlier?
- Write your own question about the data for someone to solve.

#### Option for Students who Want More

- ✓ Share your line plot with the world!
- ✓ Make the line plot on the sidewalk with chalk, use big chart paper or any size paper and put it in a window for all to see,
- ✓ Show it to your teacher or a classmate, or

✓ Take a picture to post on the Washoe County School District Elementary Math Facebook or Twitter page using the #wcsdmath.

## Mathematics: Problems of the Week

### 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!

#### 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?



**Problems  
of the Week**

enVisionmath2.0

### 3rd Grade

- Theo wants to cover the top of a small table with square tiles. The table is 12 square tiles long and 8 square tiles wide. How many tiles will Theo need to cover the table? Could Theo tile part of the table and finish later? How could he break the job into smaller pieces? What are the possible ways he could do this?
- At a state park, there is 1-mile hiking path between the park entrance and the beach. Scenic lookouts are located at points  $\frac{1}{3}$  and  $\frac{2}{3}$  of the distance from the park entrance to the beach. Draw a line to represent the path from the entrance to the beach. Mark points on the line to show where the scenic lookouts are located. How does finding  $\frac{1}{3}$  help to know where to place the  $\frac{2}{3}$  ?

### 4th Grade

- Stanley found the weights of two minerals, quartz and garnet. The quartz weighed 3.76 ounces and the garnet weighed 3.68 ounces. Explain how Stanley can use a model to find which mineral weighed more.
- Niall has a half dollar, Krista has a quarter dollar, Mary has a tenth of a dollar, and Jack has a hundredth of a dollar. If they combine their money, do the 4 students have more or less than a dollar? Explain.

### 5th Grade

- Alex has five cups of strawberries. He wants to use  $1\frac{3}{4}$  cups of strawberries for a fruit salad and  $3\frac{1}{2}$  cups for jam. Does Alex have enough strawberries to make both recipes?



- Gina has 48 stickers.  $\frac{3}{8}$  of the stickers have pictures of flowers.  $\frac{1}{8}$  of the stickers have pictures of plants. The rest of the stickers have pictures of people. How many stickers have pictures of people? Explain how you found your answer.

### Mathematics: Independent Practice

#### 3rd Grade

Draw a number line. Divide the number line into equal lengths for the given fraction. Then mark and label the fraction on the number line.

1.  $\frac{3}{4}$       2.  $\frac{7}{8}$       3.  $\frac{1}{6}$       4.  $\frac{2}{3}$       5.  $\frac{2}{2}$

#### 4th Grade

1. Use repeated addition to explain why  $3 \times \frac{2}{5} = 6 \times \frac{1}{5}$

2.  $11 \times \frac{2}{3}$       3.  $5 \times \frac{7}{8}$       4.  $4 \times \frac{5}{8}$       5.  $9 \times \frac{3}{5}$

#### 5th Grade

Find each product. Use number lines, models or drawings to help you.

1.  $4 \times \frac{3}{4}$       2.  $8 \times \frac{5}{6}$       3.  $\frac{3}{5} \times \frac{2}{3}$       4.  $2\frac{4}{5} \times 15$       5.  $12 \times \frac{2}{3}$

### Mathematics: 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 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.

#### 3rd Grade

- $2 \times 15$   
 $3 \times 15$   
 $6 \times 5$   
 $6 \times 10$   
 $6 \times 15$

#### 4th Grade

- $2 \times 100$   
 $2 \times 15$   
 $4 \times 5$   
 $4 \times 10$   
 $4 \times 115$

#### 5th Grade

- $5 \times 30$   
 $10 \times 30$   
 $3 \times 15$   
 $10 \times 15$   
 $15 \times 33$

#### Options for Students Who Want More

- ✓ Write a letter to someone you know and share how you solved the problems. Write a problem for them to try.



#### Independent Practice Problems

enVisionmath2.0

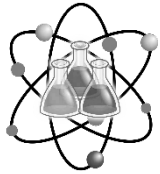


#### Mental Math! Activity

**Options for Additional Support When Needed**

- ✓ Students have someone read directions and story problems to them. Microsoft Translator App can be used to take a picture of any 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 Weekly Activity**



**Science**

**Core Ideas**  
LS1.B, ESS3.A,  
ESS3.C

**Thank the Earth!** We use natural resources in many ways to meet our needs for food, shelter, clothing and entertainment. We need air and water to survive, but how much do we depend on **natural resources** such as plants, animals, rocks and fossil fuels? Figure out what life would be like without these natural resources. Predict which resource you think is used most in your home. Begin by looking around inside your home. Start by making a list of the things that come from plants, for example, a wood door, books, tortillas. Next record what things come from animals, then rocks which will include metals. Finally write down those things made from fossil fuels which includes oil. Most plastics are made from oil. If something is made of more than one resource, list the parts separately. A wood door would be under plants and the metal hinges would be under rocks.

**Items Made from Plants**

**Items Made from Animals**

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	<b>Items Made from Rocks &amp; Minerals</b>	<b>Items Made from Fossil Fuels</b>

Share your list with someone and add to or change it as needed. Then talk about the questions below and record your answers digitally or on a separate piece of paper.

1. **3<sup>rd</sup> – 5<sup>th</sup> grade:** Choose two items that come from different living things. Draw a model of the life cycle for each of these. How are they the same? How are they different?

<b>Life Cycle #1</b>	<b>Life Cycle #2</b>

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2. **4<sup>th</sup> and 5<sup>th</sup> grade:** We also use natural resources to heat our homes, power electronics, cook, and do laundry. List the resources and how they are used in your home. Also list resources that may be used in other homes and communities. Which of these are renewable resources and which are not?

Natural Resource	How it's Used	Renewable or Not
sun	solar water heaters	renewable

3. **5<sup>th</sup> grade:** Consider all the ways you use natural resources in your home. What are things that you can do to help protect these resources and the environment? Be sure to relate your action to something in your home.

**Options for Additional Support When Needed**

- ✓ Discussions can be in native language.
- ✓ Lists can be drawings and labeled in native language.
- ✓ Questions can be answered by student telling answer to someone and having sentences written down for them and then student can copy.
- ✓ Sentence/Language Stems:

**#1** My two items that come from living things are \_\_\_\_\_ and \_\_\_\_\_.

The life cycles are the same because \_\_\_\_\_.

The life cycles are different because \_\_\_\_\_.

**#3** Ways that I use natural resources are \_\_\_\_\_ and \_\_\_\_\_.

I can protect these resources by \_\_\_\_\_.

## Social Studies Weekly Activity



### Social Studies

#### Standards

SS.3.22  
SS.4.23  
SS.5.29

**Create a World:** Imagine that you get to build a brand-new world. No one has ever seen this new world so you get to design it however you want!

**Step 1:** Draw a map of this new world. Remember that this is a new world that you discovered so you get to decide what it looks like! Draw and label a variety of **land formations** such as mountains, deserts, plains, and jungles. Draw and label **water sources** such as rivers, streams, lakes and oceans. You can get as creative as you want!

**Step 2:** Decide where you are going to build your **capital city** and mark it on the map.

A large, empty rectangular box with a black border, intended for the student to draw their map of the new world.






**Step 3:** Share your map with someone in your home. Discuss the following questions:

- Why did you decide to put your city in the location you chose?
- What sources of water are nearby? Why is it important to build a city near water?
- Are there land formations that protect the city?
- What types of natural resources are available in your world?

	<p><b>Options for Students Who Want More</b></p> <ul style="list-style-type: none"> <li>Consider what type of government your world will have. Choose one type of government from the list below and explain in complete sentences why that type of government would be best for your world: <ul style="list-style-type: none"> <li>Democracy <i>noun</i>: a system of government by the people, usually when people elect representatives</li> <li>Monarchy <i>noun</i>: a system of government in which one person reigns/rules, usually a king or queen</li> <li>Oligarchy <i>noun</i>: a system of government in which a small group of people rule</li> </ul> </li> <li>If you are really excited about your new world then design a flag to represent your people or consider making a list of laws that you think the people should follow. Share your creations with someone in your home.</li> <li>Visit National Geographic Kids to learn more about our World! <a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a> (*see note about online tools/resources on page 17 of this document)</li> </ul> <p>If you have a younger sibling in grades K-2 in your home, then you can work together too! Just remember you will have an extra step or two.</p> <p><b>Options for Additional Support When Needed</b></p> <ul style="list-style-type: none"> <li>✓ Discuss in native language.</li> <li>✓ Use the following Language Stems <ul style="list-style-type: none"> <li>The land formations on my map are _____, _____, _____.</li> <li>They protect my city by _____.</li> <li>I put the water on my map near _____ because _____.</li> <li>The natural resources on my map are _____. They help my world because_____.</li> <li>The government in my new world is _____ because_____.</li> </ul> </li> </ul>
<b>SEL: Brain Break</b>	
<p><b>A water-break for your brain</b> (Utilize brain breaks each time you switch subjects or need a break!)</p>	<ul style="list-style-type: none"> <li>Balloon Breathing (see additional resources)</li> <li>Humdinger: Hum your favorite tune! Move while you hum. OR Pretend you are a character from your favorite book or show. Act out a scene.</li> <li>Drain Breathing (see additional resources)</li> <li>Make a cheer or chant to celebrate when you reach a goal. Does your cheer or chant have moves to go with it?</li> <li>5,4,3,2,1- roll your head in a circle 5 times each way, take 4 deep breaths, clench your hands 3 times, take 2 deep breaths, hug yourself once and take one deep breath. (Repeat as many times as needed)</li> <li>Try saying this tongue twister quickly 3 times: “Give papa a cup of proper coffee in a copper coffee cup.”</li> </ul>
<b>Music Weekly Activity</b>	
<b>Music</b>	Access the instructions for music activities <a href="#">here</a> .

**SEL: Reflective Closer**

Choose one each day.




<p><b>1</b></p> 	<p>How did you use determination to get through your day?</p> <hr/> <hr/> <hr/>
<p><b>2</b></p> 	<p>What did you accomplish today? Celebrate! Find a time to share with someone!</p> <hr/> <hr/> <hr/>
<p><b>3</b></p> 	<p>What steps did you take to work through a challenge today?</p> <hr/> <hr/> <hr/>
<p><b>4</b></p> 	<p>How did you use your growth mindset today? What did it feel like to get better with something that challenges you?</p> <hr/> <hr/> <hr/>
<p><b>5</b></p> 	<p>What did you finish this week? Celebrate your determination by creating a song, dance or poem!</p> <hr/> <hr/> <hr/>



## Additional Resources

- **Mind Yeti:** created by Committee for Children and created for mindful moments and practices (FREE)  
<https://www.youtube.com/playlist?list=PLiaUKiwbiHMQDQLCXoPaMMYotldKIUQCw> (\*see note about online tools/resources on page 17 of this document)
- **Go Noodle:** <https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw> (\*see note about online tools/resources on page 17 of this document)

## Breathing Techniques

 <h3>Drain</h3> <p>Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssshhh" 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 "pbbpbbpbb" sound.</p>

\* This is a website that you should not have to create an account to access the content needed. Students should not enter Personally Identifiable Information (PII) when using this tool.