



Intermediate Distance Learning Lesson Plans

Grade 3–5

Week Eight: May 18–22

SEL Theme: Emotions

Emotions are your responses to the world around you. Some emotions include joy, happiness, surprise, sadness, fear, and anger. Naming emotions helps you understand and respond to them. Being able to understand your emotions is how you practice self-awareness. Part of being human means we can pay attention to our emotions as they happen, understand our feelings, and our responses.

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

Weekly Planner Sample

Month May.....Week 8.....

Monday

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Tuesday

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Wednesday

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Thursday

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Friday

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Materials Needed

ELA Books.....
Math Cards, dice, uncooked spaghetti, Show What you Know, Game Boards, counters
Social Studies
Science
.....



Questions for My Teacher

- ☐
- ☐
- ☐

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

1



As you start your day what emotions do you notice?

2



Share a happy moment with someone. What was the memory about?

3



Think of a time when you felt afraid. Who or what helped you not feel so afraid? Write or think about something that gives you strength.

4



If you had to stay inside or outside all day and could do anything you wanted, how would you spend your time? Share your thoughts with someone.

5



When have you been surprised? What is the most exciting thing you have ever done?

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
5/18				
5/19				
5/20				
5/21				
5/22				

Options for Books

- Read-alouds can be found on 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 you will **finish** reading an article and answering questions about it. You will also **finish** planning 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 **next week**. 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.

Instructions from Last Week (Do this before going on to step 5:

1. Read the article either on your own or with help.
2. Read the article a second time and annotate using the text annotations below.

Prewrite ▶ Plan your writing.

Write ▶ Write your first draft.

Revise ▶ Change your writing to make it better.

Edit ▶ Check your writing.

Publish ▶ Share your writing.

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.
○ <i>magma</i>	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:

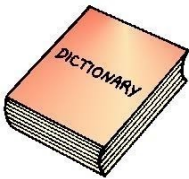
- Cheese
- Bread
- Pan
- Butter or mayonnaise
- Spatula
- Stove

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 pan 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.

Ta da... 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.

3. Answer the questions about the article.
4. Tell someone what the article is about and 3 facts about the article.

	<p>5. Your job over this week is to finish the following steps (you can skip anything that you have already done):</p> <ol style="list-style-type: none"> 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. After you have recreated it, take a picture of it and share it with your teacher. You can go to this website to explore some works of art, https://www.metmuseum.org/art/online-features/metkids/explore/ (*see note about online tools/resources on page 17 of this document) Think about the steps you took and materials you used to create your art, Your writing will be to explain how you created your piece of art You will write your essay in week 9. <p>Options for Additional Support When Needed</p> <ul style="list-style-type: none"> ✓ 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	
 <p>Standards Grade 3 L.3.4, L.3.5, L.3.6,</p> <p>Grade 4 L.4.4, L.4.5, L.4.6,</p> <p>Grade 5 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 style="text-align: right;">Create Your Own Personal Dictionary</p> <p>Options for Students Who Want More</p> <p>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.</p> <p>Options for Additional Support When Needed</p> <ul style="list-style-type: none"> ✓ 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

Weekly Goals



Domains
NF & MD

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

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:

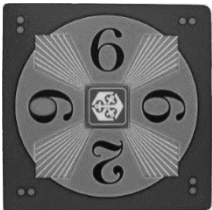
- Complete 5 in a row on the **Math Tac Toe Board** (vertical, horizontal or diagonal).
- ✎ Fill out the [Show What You Know!](#) recording sheet to share your understanding with your teacher.

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

Math Tac Toe Board

Mental Math	Problems of the Week	Mental Math	Independent Practice	Riddle Me This
Problems of the Week	Game	Riddle Me This	Problems of the Week	Mental Math
Game	Riddle Me This	Independent Practice	Game	Problems of the Week
Independent Practice	Mental Math	Game	Riddle Me This	Problems of the Week
Riddle Me This	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.

- ★ [High Roller](#)
- ★ [Strive to Derive](#)
- ★ [How Close to 100?](#)

Mathematics: Riddle Me this! Activity

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.

Challenge: Create your own riddle and share with your teacher or on our Washoe County School District Elementary Math Facebook group.

3rd Grade

- Ben is thinking of a number. The number can round to 500 if rounding to the nearest 100. It is an even number. What could the number be?
- Estephany is thinking of a number. The number is odd. It is between the numbers $4000 + 400 + 50$ and $4000 + 500$. What could the number be?
- I am a polygon with 2 pairs of parallel sides. My sides are not all equal. I have 4 90-degree angles. What am I?

4th Grade: Adapted or taken from enVisionmath2.0

- Braelen is thinking of a number that is a multiple of 7 and a factor of 49. It is an odd number. What could the number be?
- Tamar is thinking of a number in the hundredths. Her number is greater than 0.8 and less than 0.9. The greatest digit in the number is in the hundredths place. What number is Tamar thinking of? Explain.
- I am a polygon with 4 equal sides and 4 90-degree angles. What am I?

5th Grade

- I am greater than 0.30 but less than 0.5. I can be tenths or hundredths depending on how I am written. I am even. Who could I be?
- Sarah is thinking of a number that is almost 1000 times greater than 4,566. It is a multiple of 10. What could the number be?
- I am a polygon with 4 sides. I have 1 pair of parallel sides. What am I?

Mathematics: Problems of the Week



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!

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...

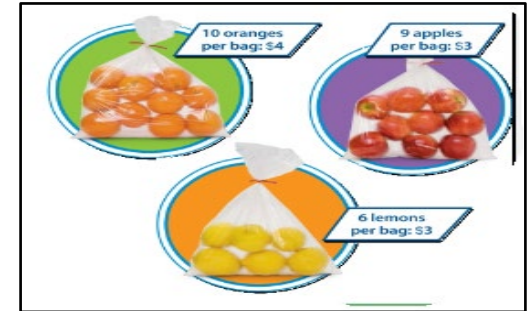
Show a different way to solve the problem.

After Solving...

Explain your solution using models and words. How do you know the answer is reasonable?

3rd Grade

- Mauricio needs 36 apples for his party. How much will the apples cost? Write equations to solve. Use a letter to represent the unknown quantity.
- Delia bought 24 lemons and 63 apples. How much did she spend on fruit?

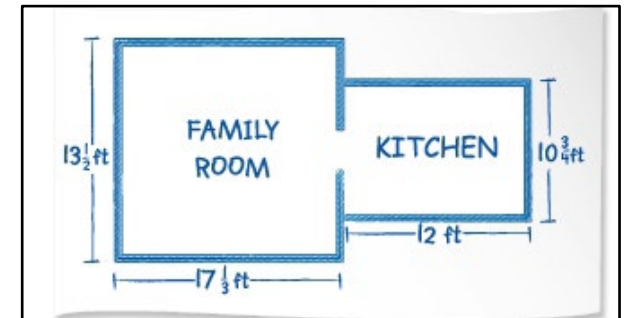


4th Grade

- One passenger flew from Oslo to Lima. The flight was 11,033 kilometers. Another passenger flew from Oslo to Los Angeles. The flight was 8,953 kilometers. How many more kilometers was the flight to Lima?
- Which costs less: 13 oranges that cost 29 cents each or 17 apples that cost 25 cents each? How much less?

5th Grade

- Gwen is planning to tile the entire floor of the family room and kitchen. Tile costs \$12 per square foot. What is the total cost of tiling the family room and kitchen floors?
- How much more does it cost to tile the family room floor than the kitchen floor? Show how you solve this problem. Use models, drawings and tools to help you.



Mathematics: Independent Practice



Independent Practice Problems

enVisionmath2.0

3rd Grade

Find each difference. Use place value to help you and break each problem into smaller problems.

1. $489 - 253$

2. $544 - 162$

3. $856 - 328$

4. $349 - 98$

5. $873 - 184$

6. $526 - 207$

Example

$548 - 263$

Subtract the hundreds.

$548 - 200 = 348$

Subtract the tens. Start with 348. There are not enough tens in the tens place so subtract 4 tens first.

$348 - 40 = 308$

Then subtract two more tens.

$308 - 20 = 288$

Subtract the ones


$288 - 3 = 285$

So,

$548 - 263 = 285$

	4th Grade 1. 7×64 2. 96×3 3. 531×8 4. $5 \times 2,111$ 5. 62×9 6. 217×4
	5th Grade Find each product. Use number lines or drawings to help you. 1. $4\frac{2}{3} \times 2\frac{3}{4}$ 2. $8\frac{2}{5} \times 6\frac{5}{6}$ 3. $7 \div 13$ 4. $25 \div 75$ 5. $15 \div 45$
	Tell what fraction each person gets when shared equally. Use models or drawings to help solve. 6. 6 friends share 3 apples 7. 8 people share 1 pizza

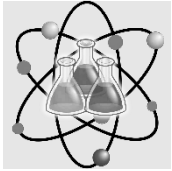
Mathematics: Mental Math! Activity

 Mental Math! Activity	<p>Directions: Solve each problem in your head. 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 use your strategy.</p>
	<div> <div> 3rd Grade 3×4 3×8 2×6 6×8 </div> <div> 4th Grade 2×150 5×100 5×10 5×50 5×150 </div> <div> 5th Grade 35×10 35×2 35×20 35×24 </div> </div> <p>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.</p>

	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.
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✓ 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

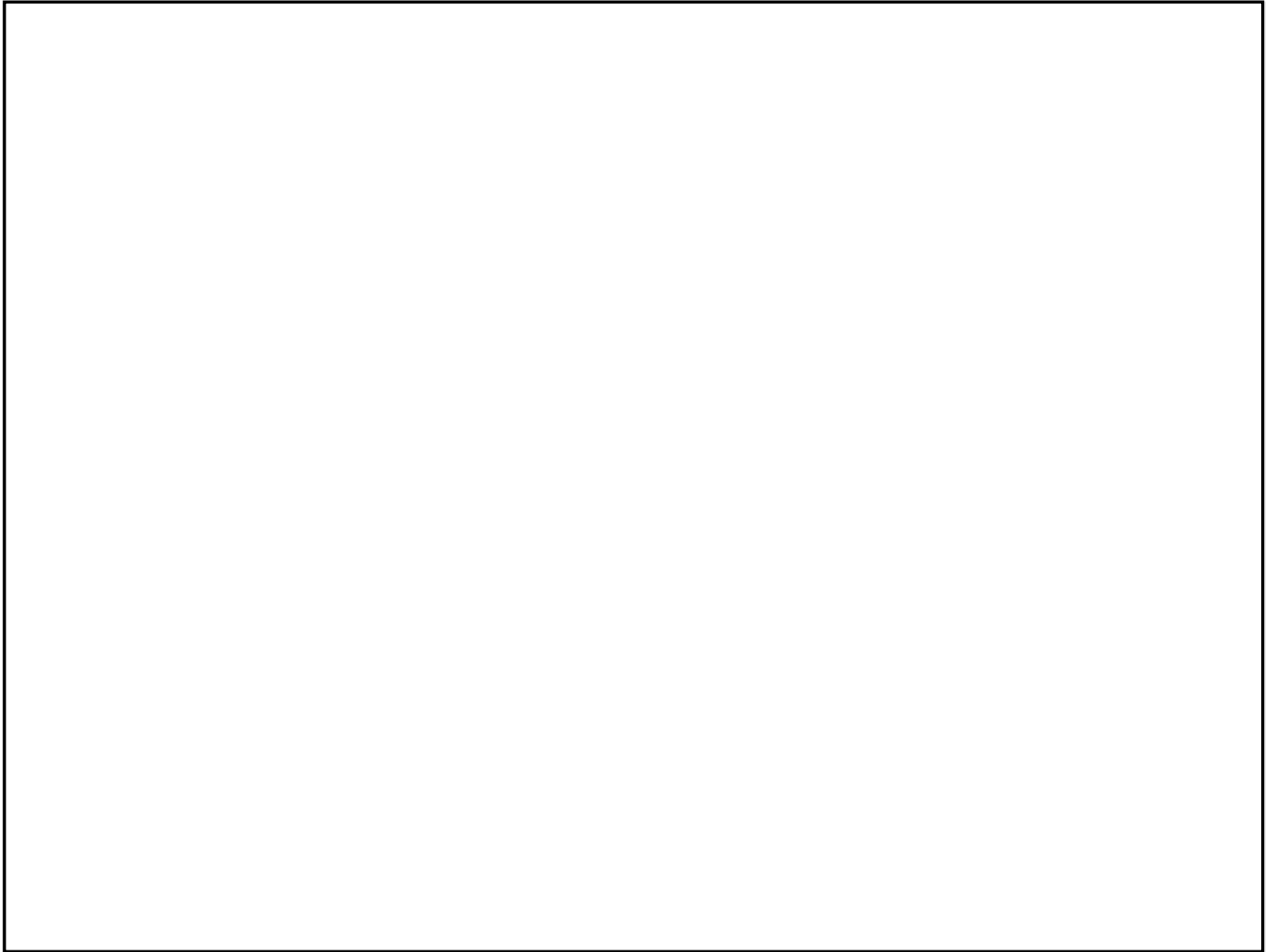
Core Ideas

ESS1.C
ESS2.A
ESS2.D
ESS2.E
ESS3.A
LS4.A
LS2.A

How do living things choose a home? Adapted from NSTA Daily Do 4/2/20

Think about the world that you created last week for social studies and the landforms that you included. Focus in on your capital city. Besides the people, what other plants and animals live there? Draw or list these based on the landforms you chose.

Next think about the area outside of your city. What is different about the land here? What plants and animals would choose to live here? Draw or list these.

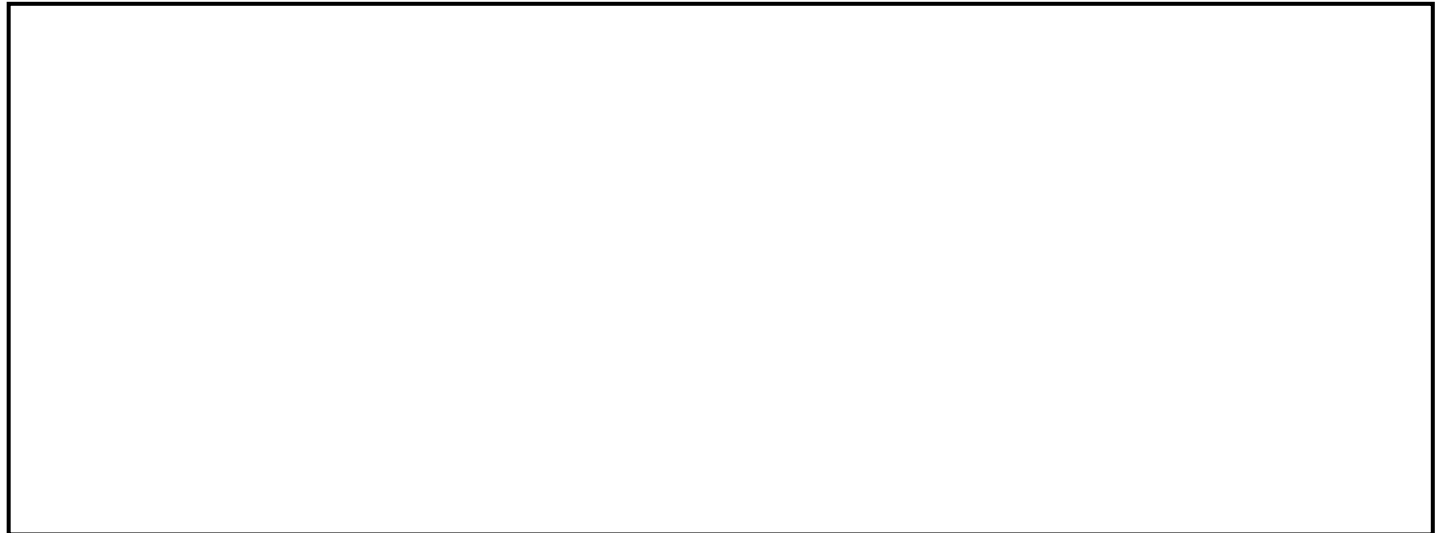
A large, empty rectangular box with a black border, intended for a student to draw or list plants and animals that live in the area outside their city.

Finally, look back at all the plants and animals you included. Explain your choices to someone else and then add to or revise your world based on the questions below. Record your answers below, digitally or on another piece of paper.

1. **3rd – 5th Grade:** Think about what your world was like before you arrived when the climate and/or landscape was different and different plants and animals lived there. What evidence is in your world of these organisms, and what do they tell you about the previous environment?

2. **4th and 5th Grade:** Think about what your world will be like in the future based on how earth materials can change. How might your landforms be different in your lifetime? How might they be different a million years from now?

3. **5th Grade:** Make a food web for one of the habitats in your world. Label the producers, consumers and decomposers.



Options for Students Who Want More

- ✓ Read this interactive eBook [Home is Where My Habitat Is](#) (*see note about online tools/resources on page 17 of this document)
- ✓ Go on a mini-safari in a local habitat with an adult or older sibling. Watch this [video](#) for directions.

Options for Additional Support When Needed

- ✓ Discussions may be in native language.
- ✓ Students tell their thoughts to another person and that person can write for them and student can copy.
- ✓ Language/Sentence Stems:

Things in my world that provide evidence of the past are _____

_____.

From these things, I know that _____.

In the future I think the natural resources and landforms in my world will change because

_____.

Social Studies Weekly Activity**Social Studies****Standards**

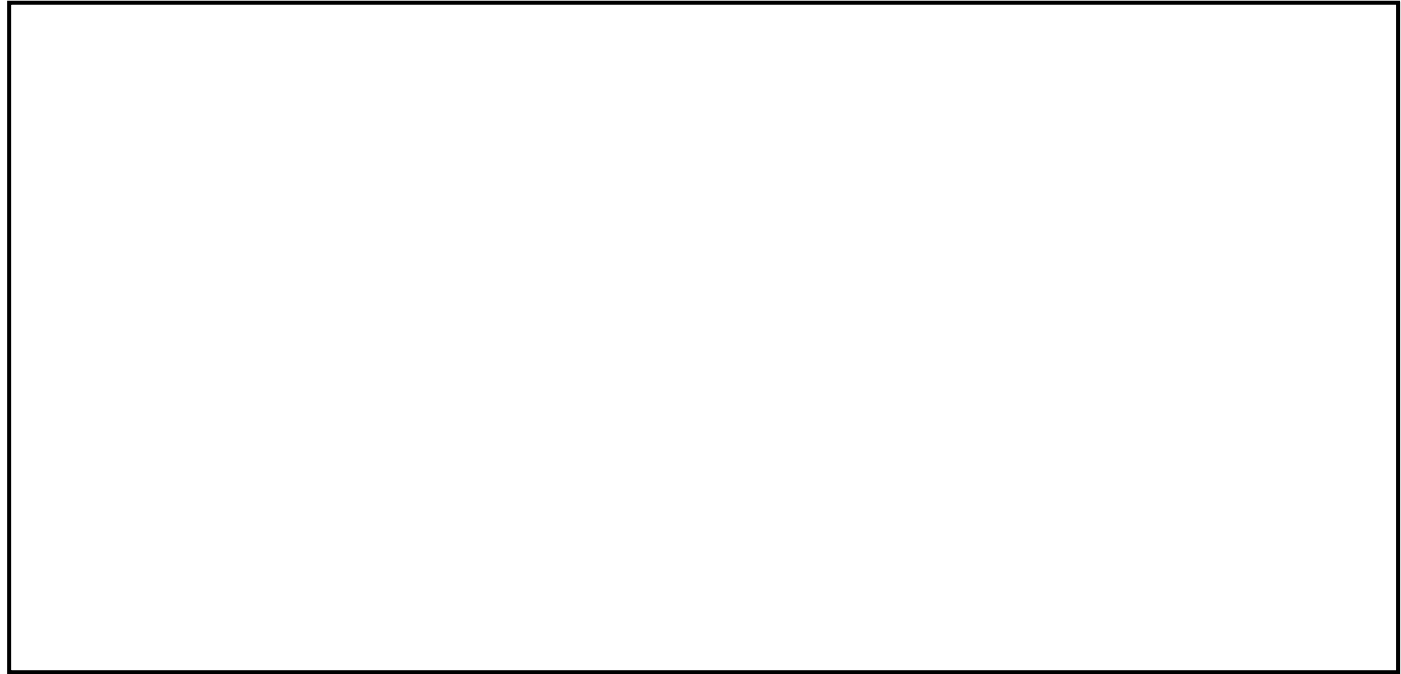
SS.4.12

SS.5.12

Time Capsule: Time capsules are collections of items that represent important things to a person or about a time period. Often, a time capsule full of items will be hidden so that a future generation might find it and discover what the past was like.

- ✓ **Step 1:** Imagine that you have been asked to create a time capsule. What will you include? Make a list of things that reflect what life is like for us. What things would show people in the future what our society was like? (ex. iPhone, a Starbucks cup, etc.)

- ✓ **Step 2:** Choose the 5 most important things from your list and draw a picture of each or find objects around your house that represent those things.



- ✓ **Step 3:** Create the time capsule container that will hold all of your things. Use a box, bag, or any other type of container. Decorate it in a way that reflects what our lives are like.
- ✓ **Step 4:** Explain why you selected the items you chose. Write 1-3 sentences that explain the importance of each item. Then discuss the following questions with someone in your home.

- What makes these items important or better representations of our society?
- Would others have chosen the same items? Why or why not?
- How are the items you selected different from items that may have been included in a time capsule from 100 years ago?

* 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.






Options for Additional Support When Needed

- ✓ Step 1 can be done as pictures or sketches and then for Step 2, circle your top 5.
- ✓ Discussions can be done in native language.

	<p>✓ Sentence/Language Stems for Step 4</p> <p>I picked the items I did because _____.</p> <p>They represent our society because _____.</p> <p>I think others would/would not pick the same items as me because _____.</p> <p>Items that I think would be in a time capsule from 100 years ago are _____.</p>
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"> • Pretzel Breathing (see additional resources) • Sing a song about joy. Can you make your own song about joy? • Bird, Snake, Bear, and Kangaroo- pick an animal and pretend to be that animal for 30 seconds. (repeat as many times as needed with different animals) • STAR Breathing (see additional resources) • Snap Wink: Wink your left eye and snap your right hand at the same time. Then wink your right eye and snap your left hand at the same time. Switch back and forth as fast as you can.
Music Weekly Activity	
Music	Access the instructions for music activities here .

SEL: Reflective Closer



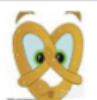
Choose one each day.

1 	What emotions did you feel today? How did you respond to your emotions? _____ _____ _____
2 	When you are feeling happy, what do you do? When you are feeling sad or angry, what do you do to feel better? _____ _____ _____
3 	How can you surprise someone tomorrow? What act of kindness will you complete for yourself or someone else? _____ _____ _____
4 	Think of your favorite character in a book or cartoon. What kind of responses do they show to their emotions when they are happy, surprised or angry? _____ _____ _____
5 	Think about your week. How did you respond your emotions? Did your response feel good? Would you change anything for next week? _____ _____ _____

Additional Resources

- **Mind Yeti:** created by Committee for Children and created for mindful moments and practices (FREE)
<https://www.youtube.com/playlist?list=PLiaUKiwbiHMQDQLCXoPaMMYotldKlUQCw> (*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 "sssshhh" 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 "pbpbpbpbpb" 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.