



Intermediate Distance Learning Lesson Plans

Grade 3–5

Week Nine: May 26–29

SEL Theme: Friendship

Friendship is a way to connect with someone in your life. Friends are people that you trust, and you know will be there for you. Friends help each other when they are in trouble or hurt. Friends have special bonds and can share ideas that help them stay connected. Friendships are important relationships for everyone.

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

Weekly Planner Sample

Month May..... Week 9.....

Monday	
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Tuesday	
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Friday	
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Materials Needed	
ELA
Math
Social Studies
Science








Questions for My Teacher

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-
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SEL: Daily Optimistic Opener: A warm-up for your brain

Choose one each day.

<p>1</p> 	<p>If there was one thing you could change about the world what would it be and why? Whose help would you need to make that change?</p> <hr/> <hr/> <hr/>
<p>2</p> 	<p>How are you a good friend to others? How are others a good friend to you? Make a list of what makes someone a good friend.</p> <hr/> <hr/> <hr/>
<p>3</p> 	<p>What are all the different ways you can call someone “friend”? (Example: buddy, amigo)</p> <hr/> <hr/> <hr/>
<p>4</p> 	<p>If a genie could grant you three wishes to help a friend, what would they be?</p> <hr/> <hr/> <hr/>
<p>5</p> 	<p>What is your favorite game to play with a friend? What do you like about that game?</p> <hr/> <hr/> <hr/>

Literacy: Reading

"Let us remember: one book, one pen, one child, and one teacher can change the world." Malala Yousafzei

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
5/26				
5/27				
5/28				
5/29				

Options for Books

- Read-alouds can be found on www.storylineonline.net. (*see note about online tools/resources on page 15 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 use your “Graphic Organizer” **from last week** to write an informative/explanatory “How To” essay about how you created your piece of art.



- ✓ **Step 1:** 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.
- ✓ **Step 2:** Read over your essay and use the “Revising/Editing Checklist” (below) to revise and edit your work.
- ✓ **Step 3:** 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.
- ✓ **Step 4:** Share your work with someone in your home or read it to a friend or family member over the phone. Share your picture with your essay!

[Revising/Editing Checklist](#)

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

Options for Additional Support When Needed

- ✓ Students can share ideas with someone else and they can write for them. (student can copy writing)
- ✓ Students can use pictures to draw materials and a combination of pictures and short sentences to explain steps.
- ✓ Sentence/Language Stems:

I created _____.

The first thing I did was _____.

Next I _____.

Then I _____.

Also, I had to _____.

Finally, I made _____.

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



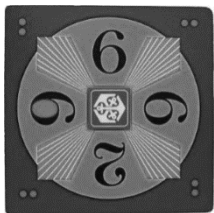
Domains
NBT & NF

Math Practices
1, 3, 4, 5, & 6

Math Tac Toe Board

Mental Math	Problems of the Week	Mental Math	Independent Practice	Let's Move
Problems of the Week	Game	Let's Move	Problems of the Week	Mental Math
Game	Let's Move	Independent Practice	Game	Problems of the Week
Independent Practice	Mental Math	Game	Let's Move	Problems of the Week
Let's Move	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](#)
- ★ [Rolling for 500 \(Grades 3/4\)](#)
- ★ [Rolling for 5.0 \(Grade 5\)](#)

Mathematics: Let's Move in Mathematics! Activity



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 the picture of the Toles family using balance points (4 feet and 1 hand) to show the answer to $10 - 5$.

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

$$20,346 - 20,342$$

4th Grade

$$2\frac{5}{10} + 1\frac{50}{100}$$

5th Grade

$$11\frac{1}{2} - 7\frac{2}{4}$$

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

- Gregor threw a softball $\frac{3}{4}$ of the length of the yard in front of his house. Find as many fractions as you can that name the same part of the length that Gregor threw the ball. Use drawings and models such as the area model below to help show your thinking.
- How much farther would Gregor need to throw the ball to reach the other side of the yard?

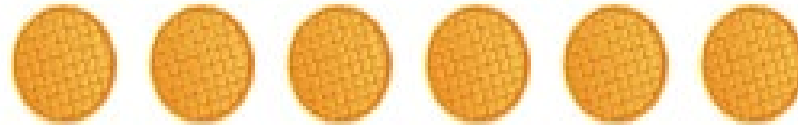
4th Grade

- A school has 2 large patios. One is rectangular and is 24 feet long by 18 feet wide. The other is square and each side is 21 feet long. Which patio has a greater area? Explain.

- There are 176 magazines in a bookstore. The clerk has 5 boxes to equally distribute the magazines. How many magazines are in each box? Are there any leftovers?

5th Grade

- Four people want waffles for breakfast. There are 6 waffles left. How can 6 waffles be shared equally among 4 people? How much does each person get? Draw a picture and write a division expression to model the problem?



- One of the waffles was burnt. Explain how they can share 5 waffles equally.

Mathematics: Independent Practice



Independent Practice Problems

enVisionmath2.0

3rd Grade

Add or subtract. Then use the inverse operation to check your answer. Show your work for both operations.

1. $445 - 121 = ? + 121$

2. $216 + 663 = ? - 663$

3. $977 - 452 = \underline{\quad} + \underline{\quad}$

4. $263 - 452 = \underline{\quad} + \underline{\quad}$

5. $332 + 131 = \underline{\quad} - \underline{\quad}$

6. $416 + 273 = \underline{\quad} - \underline{\quad}$

4th Grade

Decompose each fraction or mixed number in two different ways.

$$\frac{4}{6} = \frac{\square}{\square} + \frac{\square}{\square} \quad \frac{4}{6} = \frac{\square}{\square} + \frac{\square}{\square} + \frac{\square}{\square}$$

$$1\frac{3}{5} = \frac{\square}{\square} + \frac{\square}{\square} \quad 1\frac{3}{5} = \frac{\square}{\square} + \frac{\square}{\square} + \frac{\square}{\square}$$

$$\frac{9}{12} = \frac{\square}{\square} + \frac{\square}{\square} \quad \frac{9}{12} = \frac{\square}{\square} + \frac{\square}{\square} + \frac{\square}{\square}$$

$$\frac{4}{5} =$$

$$\frac{4}{5} =$$

$$2\frac{2}{3} =$$

$$2\frac{2}{3} =$$

5th Grade

Draw a model to find each quotient. Check your answer with multiplication.

1. $3 \div \frac{1}{4}$

2. $2 \div \frac{1}{12}$

3. $4 \div \frac{1}{9}$

4. $3 \div \frac{1}{6}$

5. $5 \div \frac{1}{6}$

6. $4 \div \frac{1}{8}$

7. $3 \div \frac{1}{3}$

8. $3 \div \frac{1}{8}$

Mathematics: Mental Math! Activity



Mental Math! Activity

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.

3rd Grade

4th Grade

5th Grade

2×7

4×7

3×7

7×7

8×100

8×10

8×2

4×100

4×12

8×112

4×22

6×11

3×22

6×22

10×22

16×22

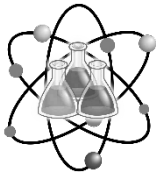
Options for Students Who Want More

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

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.A

Chew, Bite, and Chomp Adapted from resources from the California Academy of Sciences

Did you know that teeth are covered by the hardest substance in your body and are the only part of you that can't heal themselves? Also, teeth, just like fingerprints, are unique to each person.

Part One

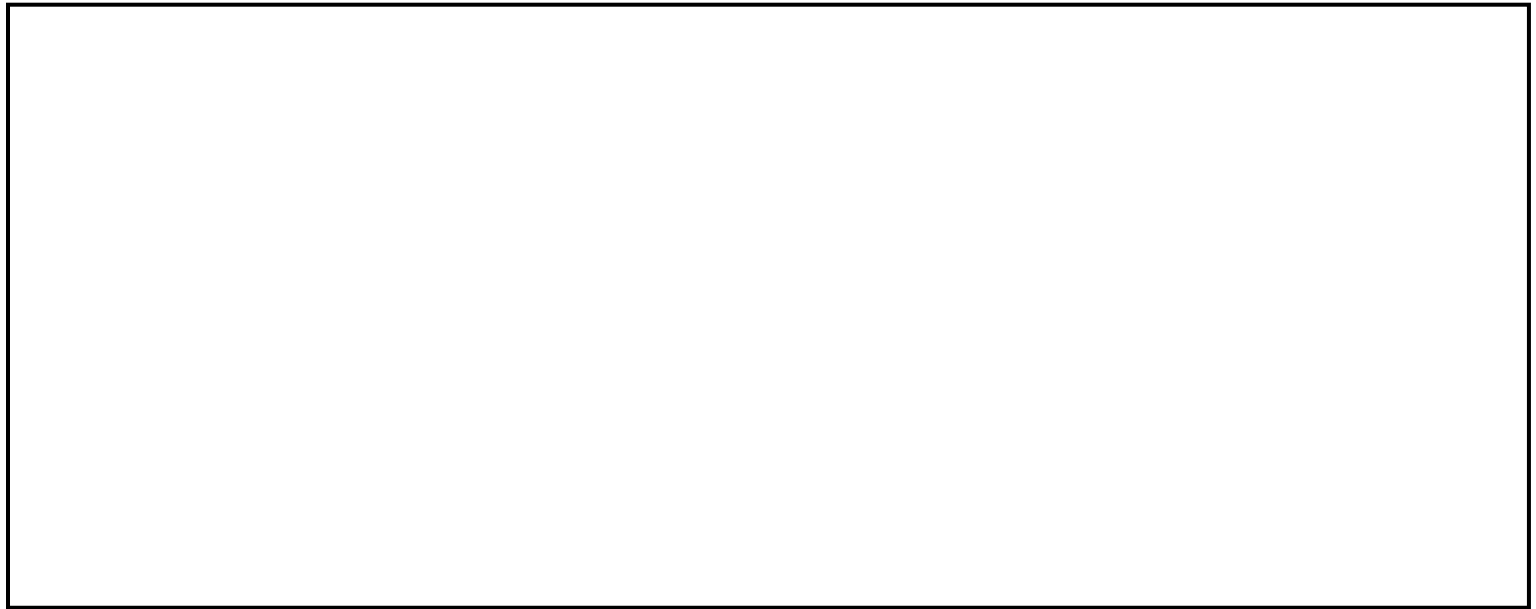
Complete Steps 1-3 below and talk about them with another person.

Step 1: Start by making a prediction. How many teeth do you think you have? Without looking, how would you describe what they look like?

Step 2: Now, take a close look at your teeth using a mirror. If you don't have a mirror, look at someone else's teeth. Open your mouth wide and look at the top and bottom. Pull your lips back and look at them from the side. What do you notice? What did you discover that you didn't know before?

Step 3: You might have your baby teeth or mix of baby and adult teeth. You might also not have all of your teeth right now. If you're missing teeth or have braces or retainers, you may use your teeth differently. Compare your teeth with someone else and look for similarities and differences.

Step 4: Draw a picture of your teeth with labels. What do you wonder about your teeth? Write one or more questions that are based on your observations. Examples: I wonder why my teeth_____?
Can my teeth _____?



Part Two

Did you notice that your teeth have different shapes? Look closely again at your teeth. Discuss the questions below with someone and record your answers digitally or on another sheet of paper.

1. Which teeth have similar shapes? How would you describe these shapes?

2. If you made groups based on shape, what teeth would be in each group? Explain why you grouped them this way.

The shape of things is often related to how they are used. Eat a meal or a snack that you already have at home. **Only eat things that are approved by your parents or guardians.** Try to eat as naturally as possible and pay close attention to which teeth you use to eat different things. Discuss the questions below with someone and then record your answers digitally or on another sheet of paper.

3. What do you notice? Which teeth do you use for different foods?

4. How do you think the shape of different teeth helps us to eat different foods?

Dentists have described three main types of teeth. These are called incisors (blade-like edges), canines (pointed), and molars (flat surface with grooves). (You may have grouped them differently, and that is okay. There is more than one way to group them.) The incisors are the front-most teeth, and most adults have eight, four on the top and four on the bottom. The canines are the four long pointed teeth on either side of the incisors. The molars are the rest of the teeth toward the back.

5. Based on this grouping and how you eat foods, what is the function of each type of tooth?

Options for Students Who Want More

- ✓ Brainstorm ways that would help you find the answers to the questions you had about your teeth. Choose the best way and figure them out!
- ✓ The things that we use are often related to the structure of living things. Find things in your home that have a similar structure and function to our different teeth. Then design a new tool based on the structure of our teeth.
- ✓ Research the teeth of other animals and how they are used. See if you can find any patterns in the number and kind of teeth and the types of food that they eat.

Options for Additional Support When Needed

- ✓ All discussions can be in native language.

- ✓ Writing can be told to someone and they can write it down and student can copy.
- ✓ Sentence/Language Frames for Part Two
 1. The shapes of my teeth are _____.
 2. The groups I would make for my teeth by shape are _____.
I grouped them this way because _____.
 3. I use different teeth for different foods because _____. Some examples are: I eat _____ in the _____ of my mouth, but I eat _____ in the _____ of my mouth.
 4. I think different shapes of teeth are needed for different foods because _____.
 5. Incisors are used to _____. Canines are used to _____. Molars are used to _____.

Social Studies Weekly Activity



Social Studies

Standards

SS.4.12
SS.5.12

My Nevada, My Community Collage: What does Nevada and your community mean to you? Create a collage (group of pictures) to show what is special about Nevada and your community.

Step 1: Brainstorm a list of things that makes Nevada and your community special. Make a list of items and ideas that represent the different kinds of people that live and work in your community and the different activities that they value.

Step 2: Draw, cut out magazine pictures, or use a digital program to create a collage or picture that represents what Nevada and your community mean to you.

Step 3: Write 3-5 sentences that help to explain your collage/picture. These sentences should tell about the key details in your collage so that viewer can understand.

Step 4: Share your collage with someone in your home and tell them about your Nevada.

Options for Students Who Want More

- ✓ Now consider what things you would like to change or improve about your community. What are things that you could do to help make those improvements?
- ✓ Visit these websites to learn more about the history of Nevada.

	<p>http://www.renohistorical.org/</p> <p>https://www.nevadamagazine.com/history/</p> <p>https://www.nevadaart.org/art/exhibitions/the-36th-star-nevadas-journey-from-territory-to-state/ (scroll to the bottom to view the video) (*see note about online tools/resources on page 15 of this document)</p> <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>Options for Additional Support When Needed</p> <ul style="list-style-type: none"> ✓ Step 1 can be done by telling someone in English or in your native language. Writing can be done for student and then student can copy. ✓ Step 3 Sentence/Language Stems: One important thing I put in my collage was _____. It is important because _____. Another picture I chose was _____. It represents Nevada because _____. My favorite picture about Nevada was _____. I like it because _____.
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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"> • What is your dream job? Pretend you are that person! Act out what your favorite job does during their day. • STAR Breathing (see additional resources) • Pretend you are an astronaut in space or a deep-sea diver. Act out a mission to the moon or to the bottom of the ocean. • Pretzel Breathing (see additional resources) • Body Alphabet: Form letters of the alphabet from A to Z using your body. Challenge; pretend the alphabet is backwards. Can you perform your body alphabet in reverse Z to A? • Try saying this tongue twister quickly 3 times: “Give papa a cup of proper coffee in a copper coffee cup.”
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Music Weekly Activity

<p>Music</p>	<p>Access the instructions for music activities here.</p>
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SEL: Reflective Closer

Choose one each day.

<p>1</p> 	<p>What did you learn about friendship this week? Did you make any new friends? Did you become closer friends with someone than you weren't before? How?</p> <hr/> <hr/> <hr/>
<p>2</p> 	<p>How are you and your friends alike? How are your friends different from you?</p> <hr/> <hr/> <hr/>
<p>3</p> 	<p>If you <i>could</i> make your friend a gift that they would love what would you make? What would you need to make that gift?</p> <hr/> <hr/> <hr/>
<p>4</p> 	<p>How did you help someone today? What did it feel like to help that person?</p> <hr/> <hr/> <hr/>
<p>5</p> 	<p>Create an acrostic poem for the word "FRIEND." <i>Draw a picture for your poem or describe what that picture would look like.</i></p> <hr/> <hr/> <hr/>



Additional Resources

1. 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 15 of this document)

2. Go Noodle: <https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw> (*see note about online tools/resources on page 15 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.