



**PRIMARY (K-2) DISTANCE LEARNING LESSON PLANS - WCSD
WEEK FOUR**

SEL Theme: Mindfulness

Mindfulness is when you focus your attention on the present moment. This is a way to practice self-awareness by paying attention to your body, thoughts, feelings, and surroundings. Being mindful requires us to be in-tune with ourselves.

K-2	4/20	4/21	4/22	4/23	4/24
SEL - OPTIMISTIC OPENER	<p>A warm-up for your brain (CHOOSE ONE EACH DAY)</p> <ul style="list-style-type: none"> • Think about the word, “mindful.” Think about what mindfulness might look like for you. What are some ways you can be mindful? (Ex. breathing exercises, noticing smells, tastes, sounds around you and how it makes you feel) • Look or step outside. Use your senses to write details about the world around. (What does it look like, feel like, smell like?) • What is your favorite food? Describe what it feels like to eat that food? What do you like most about it? • Take a moment and one deep breath. Close your eyes if you want.... Slow your breathing down. What do you notice about your heartbeat? Now, be active for 30 seconds. What do you notice about your heartbeat? Write about the difference in your heartbeat when you were calm and your heartbeat after you were moving. • Describe what a mindful moment looks like for you. How can practicing mindfulness help you learn? 				
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"> • 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. • Make a fist. Breathe out into your fist where your thumb meets your point finger. Think about what it feels like inside your tight fist as you breathe in it. How does breathing into your fist feel on your lips? • Balloon Breathing (see below in additional resources) • Airplane, Truck, Boat, Train! Pretend you are a vehicle and move around like that vehicle, make the noises of that vehicle, or both! 				
<p>LITERACY</p> <p>Standards RL.K.1, RL.K.10,</p>	<p>Read fiction and/or nonfiction books independently or with a partner for at least 20 minutes per day and complete the At Home Reading Log. 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) 				

<p>RL.1.1, RL.1.10, RL.2.1, RL.2.10, and/or RI.K.1, RI.K.10, RI.1.1, RI.1.10, RI.2.1, RI.2.10</p> <p>RF.K.1, RF.K.3, RF.K.4, RF.1.1, RF.1.3, RF.1.4, RF.2.3, RF.2.4</p>	<ul style="list-style-type: none"> • 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 <p style="text-align: center;">Grades K-2: At Home Reading Log for Fiction and Nonfiction Books</p> <p style="text-align: center;"><i>“Something very magical can happen when you read a good book.”</i> J.K. Rowling</p> 
<p>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</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>LITERACY – Writing Standards</p> <p>W.K.2, W.K.8, W.1.2, W.1.8, W.2.2, W.2.8</p> <p>SL.K.4, SL.1.4, SL.2.4</p> 	<p>This week you will read a science article and answer questions about it. You will also plan an informational essay using a graphic organizer. Keep this article and the “Informational Essay Organizer”. You will use them when you write your informational essay next week.</p> <p style="text-align: center;">Instructions:</p> <ol style="list-style-type: none"> 1) Read the article. 2) Read the article a second time and annotate using the text annotations below. 3) Answer the questions about the article. 3) Tell someone what the article is about, and 3 facts about the article. 4) Fill out the “Informational Essay Organizer” writing the topic and 3 facts from the article here. <p style="text-align: center;">“What is Gravity” Article, Grades K and 1st “The Paper Airplane Contest”, 2nd Grade</p>

Annotate

As you read closely for different purposes, remember to annotate the text.

A Smart Hen

① Each morning Penny woke up Max. The hen flapped up to Max's window and pecked. She wanted breakfast!

② Every day, Max said, "It's too early!"

* Penny was smart, but Max was smarter.

Annotations include: "I can number events" (circled 1, 2, 3), "I can circle words" (circled hen), "I can like lines and sentences" (smiley face), "I can find important details" (asterisk), and "I can underline words" (underlined smarter).

K/1st Grade Annotations

Tips for Text Annotation

As you read closely for different purposes, remember to annotate the text. Use the symbols below to annotate.

Symbol	Purpose
<u>underline</u>	Identify a key detail.
★	Star an important idea in the margin.
① ② ③	Record a sequence of events.
jealous	Circle a key word or phrase.
?	Mark a place in the text where you have a question. Write your question in the margin.
!	Mark a place in the text where you have an idea. Write your idea or thought in the margin.

2nd Grade Annotations

EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT

Article can be read to student and discussed in English or native language.
 Article can be translated using Microsoft Translator App.
 Students can draw the topic and facts and label them as captions (in English or native language).
 Students can share ideas with someone else and they can write for them. (student can copy writing)

LITERACY - Foundational Skills Standards

RF.K.2, RF.K.3, RF.1.2, RF.1.3, RF.2.3



Game: Change-O-Word

Have a parent or older sibling write a word. The student should change a letter or letters to make a new word. Keep making one change to each new word formed until you cannot think of any more changes. Repeat the activity for 10 words.

Kinder: change the short vowel sound to make a new word, **Example:** parent writes "bat", student writes "bit"

1st and 2nd: change the long vowel sound to make a new word, **Example:** parent writes "love", student writes "live"

Game: Brainstorm Race

Students should work with a partner to come up with 2 or 3 categories of items. Examples can be: animals, food, shapes
 Have a competition with the partner to see who can come up with the most words that fit into the categories. Write the words in a list. Set a time limit of 10 minutes. Compare the lists when finished.

Example:

Animals
 dogs
 cats

Food
 cheese
 apples

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

Students can say the words, draw the words, and/or dictate the words to an adult.

**MATH
DOMAINS:**
OA, NBT & G

MP 1, 2, 3, 7 & 8



Instructions:

On the [Show What You Know!](#) recording sheet is a *Math Tac Toe* board. Each day, choose 1 or more of the following: a game, an activity or a word problem to do from your grade level. Games are for grades K-2 to help build fluency with numbers. Some have been differentiated based on grade level.

Goals:

By the end of the week, you should have completed 4 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

Four in a Row: <https://bit.ly/2JeBatq>

Rolling for 50: <https://bit.ly/3afQJwF>

Addition War:

Materials: Deck of cards.

Kinder: Use aces as 1s and number cards 2-5; remove number cards 6-10 and face cards.

1st Grade: Use aces as 1s and number cards 2-10; remove face cards.

2nd Grade: Two choices, follow 1st Grade's rules or (challenge yourself to modify the game with double digit addends)

Players: 2-4

How to play:

- Each player turns over 2 cards and calls out the sum (answer when you add two numbers) of the numbers. Objects such as beans, cereal pieces, etc. can be used for students to add the two numbers if needed. The player with the highest sum wins the round and takes all the cards.
- In case of a tie, each tied player turns over 2 more cards and calls out the sum. The player with the highest sum takes all the cards from both plays.
- The game ends when not enough cards are left for each player to have another turn.
- The player with the most cards wins.

Let's Move in Mathematics! Activity

Directions:



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

* See the 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 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.

Kinder:  + 

1st Grade: $15 - 10$

2nd Grade: $247 - 242$

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?

Kinder: Adapted or taken from *Bridges in Mathematics*

- There were 4 frogs on the log. Then, more frogs jumped on the log. Now there 10 frogs on the log. How many more frogs jumped on the log?
- There were 8 frogs on the log. Five of the frogs jumped into the pond. How many frogs are still on the log?

1st Grade: Adapted or taken from *Bridges in Mathematics*

- Jamal found 6 shells. His brother gave him 5 more shells, and his sister gave him 6 more. How many shells does Jamal have now?
- Rosa had 19 shells. She gave 3 of the shells to her sister and 4 of the shells to her brother. How many shells did Rosa have left?

2nd Grade: enVisionmath2.0 problems

- Josh has 509 chickens on his farm. Bob gives Josh 111 chickens, and Billy gives him 21 chickens. How many chickens does Josh have on his farm now?

- Maggie collects stickers. She gives 129 stickers to her friend. Now she has 268 stickers. How many stickers does Maggie have before she gives some away?

Which One Does Not Belong? Activity (Kindergarten & 1st Grade)

Kinder:

Which One Doesn't Belong? (WODB) Activity (K attachment)

- Look at the set of four pictures. Decide which one doesn't belong with the other three. Describe your thinking using math words. There are many ways to think about each one! Take it to the next level by figuring out a reason why each picture might not belong or by making your own WODB puzzle to share.

1st Grade:

Which One Doesn't Belong? (WODB) Activity (1st attachment)

- Look at the set of four pictures. Decide which one doesn't belong with the other three. Describe your thinking using math words. There are many ways to think about each one! Take it to the next level by figuring out a reason why each picture might not belong or by making your own WODB puzzle to share

Mental Math Activity (2nd Grade)

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.

$12 + 17$

$15 + 14$

$13 + 16$

$11 + 17$

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

Extension for K-2: In addition to what has been provided, The Math Learning Center (publisher of our K-1 math materials - *Bridges*) will post an "Activity of the Day" each day.

<https://sites.google.com/mathlearningcenter.org/math-at-home/activities-of-the-day>

EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT

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

	<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>SCIENCE AND SOCIAL STUDIES Standards</p> <p>K-PS2-11.15 SS.K.10 SS.1.10 SS.1.15 SS.2.11</p>	<p style="text-align: center;">Science</p> <p>Kick or toss a ball outside or inside. Explore ideas about how a harder kick or throw makes the ball go farther. Experiment with letting it roll on different surfaces (grass, rocks, sidewalk, driveway, tile floor, carpet), and seeing what happens when it collides (runs into) with other objects. Discuss and write the answers to the following questions on a sheet of paper.</p> <ul style="list-style-type: none"> • How can you make the ball go farther? • What happens when you roll it on different surfaces? • What happens when it collides with different things? • Draw a picture of one experiment you tried with the ball. <p>Sentence/Language Frames:</p> <p>I can make the ball go farther by _____.</p> <p>When I roll the ball on the grass (or rocks, or sidewalk, or driveway, or floor, or carpet) it _____.</p> <p>When the ball collides or runs into other things, it _____.</p> <p style="text-align: center;">Social Studies - Leadership</p> <p>Draw a picture of a time you were a leader and answer the following questions by talking about them with someone and then writing the answers in complete sentences.</p> <ul style="list-style-type: none"> • What does it mean to be a leader? • Describe a time when you acted as a leader. • Describe a leader in your school or community. <p>Sentence/Language Frames:</p> <p>Being a leader means _____.</p> <p>I acted as a leader when I _____.</p> <p>Someone I know that is a leader is _____ because _____.</p>

EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT	<p>Discussion and/or writing can be done in native language.</p> <p>Writing can be told another person and written down for the student. (student can copy writing)</p> <p>Have student do as much writing as they can (labels, phrases, or short sentences using frames)</p>
SEL - REFLECTIVE CLOSER	<p>A cool down for your brain - (CHOOSE ONE EACH DAY)</p> <ul style="list-style-type: none"> • Discuss/write about some ways that you were mindful today. What did it feel like in your mindful moments? • Describe how being mindful can lower your stress level or make you feel more relaxed. List some examples from today. • How could you help someone else to be mindful? What could you do together to practice being mindful? • What was your favorite mindful moment? Why? What did you see, smell, taste, hear, feel? • How has practicing being mindful helped you through your week? What effect did it have on how you treated others?
MUSIC	<p style="text-align: center;">MUSIC: Access the instructions here.</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.youtube.com/playlist?list=PLiaUKiwbiHMQDQLCxoPaMMYotldKIUQCw>
3. **Go Noodle** – The 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](#).

BREATHING TECHNIQUES:



Drain

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.



S.T.A.R.

Smile, **T**ake a deep breath **A**nd **R**elax. 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.



Pretzel

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.



Balloon

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 "pbbppbb" sound.