





**PRIMARY DISTANCE LEARNING LESSON PLANS -- WCSD
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.*

K-2	5/4	5/5	5/6	5/7	5/8
SEL - OPTIMISTIC OPENER	A warm-up for your brain (CHOOSE ONE EACH DAY) <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	A water-break for your brain- (Utilize brain breaks each time you switch subjects or need a break!) <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 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) • 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 				

<p>RL.K.1, RL.K.10, 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"> Read newspapers and/or magazines <p><u>Grades K-2: At Home Reading Log for Fiction and Nonfiction Books</u></p> <p><i>"You are never alone when lost in the magic of a book." Marie Lu</i></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>Read (on your own or with a partner) the article, "Working Dogs", below. Read it a second time and annotate the article. You can use the same annotations you used in Week 4. Follow the instructions at the top of the page after the article to write about what you read. You can write on the page after the article, or on the "Alternate Response Page with Room for a Picture" below.</p> <p><u>Working Dogs Article and Response Page</u> <u>Alternate Response Page with Room For a Picture</u></p>
<p>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</p>	<p>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 facts and label them as captions (in English or native language). Students can share ideas with someone else and they can write for them and students can copy.</p>

<p>LITERACY - Foundational Skills Standards</p> <p>RF.K.2, RF.K.3, RF.1.2, RF.1.3, RF.2.3</p> 	<p><u>Game: Change-O-Word – Round 2</u></p> <p>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.</p> <p>Kinder: change the short vowel sound and the initial or final sound to make a new word, Example: parent writes “bat”, student writes “sit”</p> <p>1st and 2nd: change the long vowel sound and the initial or final sound to make a new word, Example: parent writes “love”, student writes “hive”</p> <p><u>Game: Brainstorm Race – Round 2</u></p> <p>Students should work with a partner to come up with 2 or 3 categories of items. Examples can be: animals, food, shapes, etc. 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. Did you come up with more words than in week 4?</p> <p>Example:</p> <table> <tr> <td><u>Animals</u></td><td><u>Food</u></td></tr> <tr> <td>dogs</td><td>cheese</td></tr> <tr> <td>cats</td><td>apples</td></tr> </table>	<u>Animals</u>	<u>Food</u>	dogs	cheese	cats	apples
<u>Animals</u>	<u>Food</u>						
dogs	cheese						
cats	apples						
<p>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</p>	<p>Students can produce words orally and/or in writing.</p> <p>Students can have help writing the words.</p> <p>Students can tell the words to someone else who writes for them and then they copy.</p>						
<p>MATH DOMAINS CC, OA, NBT, MD</p> <p>MP 1, 3, 4, 5</p> 	<p>Instructions:</p> <p>On the Show What You Know! recording sheet is a <i>Math Tac Toe</i> 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 number. Some have been differentiated based on grade level.</p> <p>Goals:</p> <p>By the end of the week, you should have completed 4 in a row (vertical, horizontal or diagonal).</p> <p>For a challenge, try to complete all the activities on <i>Math Tac Toe</i> board to get a blackout.</p> <p>Once you have completed the game, activity, word problem or independent practice; fill out the <i>Show What You Know!</i> recording sheet to share your understanding with your teacher.</p> <p>GAMES OF THE WEEK</p> <p><i>Four in a Row:</i> https://bit.ly/2JeBatq</p> <p><i>Rolling for 50:</i> https://bit.ly/3afQJwF</p> <p><i>High Roller:</i> https://bit.ly/2y6kp1j</p> <p><i>Addition War:</i></p>						

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 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.

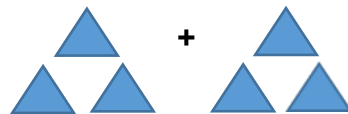
*See picture of the Toles family showing the answer for $10 - 5$ using balance points (4 feet and 1 hand).

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: $15 - 9$

2nd Grade: $568 - 562$

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: Taken or adapted from ***Bridges in Mathematics***

- There are 3 chickens in the barn. Each chicken has 2 legs. How many chicken legs are in the barn?
- I have 5 marbles in my bag. Some are blue and some are red. How many are blue? How many are red? *There is more than 1 correct answer—come up with as many different combinations of blue and red marbles as you can!

1st Grade: Taken or adapted from ***Bridges in Mathematics***

- Tammy has 14 pennies. Troy has 5 pennies. How many more pennies does Tammy have than Troy?
- There are 10 kids swimming in the pool. Some are girls and some are boys. How many are girls? How many are boys? *There is more than 1 correct answer—come up with as many different combinations of girls and boys as you can!

2nd Grade: enVisionmath2.0

- Aiden has 27 fewer crayons this week than last week. Last week he had 56 crayons. How many crayons does Aiden have this week?
- Draw a clock that shows your favorite time of the day. Explain why it is your favorite time.

Counting! Activity (Kinder & 1st Grade)**Kinder:**

Call out a number from 11-19 for your child to count out with objects (Lego, rocks, beads, cereal, etc.). Once they have counted out that number of objects, have your child separate the number of objects into 2 piles of “10 and some more.”

- For example, call out the number 16. Your child counts out 16 rocks. Then, have your child separate the 16 into a pile of 10 rocks and 6 more.

Repeat with a new number. Challenge your child by having them draw a picture or write an equation ($10+6=16$ or $16=10+6$) to represent the two piles each time.

Working on: Putting together (composing) and taking apart (decomposing) numbers from 11 to 19 into ten ones and some further ones by using objects, drawings or equations.

1st Grade:

Count out a large collection of anything you have (Lego, rocks, beads, cereal, etc.). The collection should have a quantity of 20 – 100 objects. How many do you have? How did you count the objects—by 1s, by 2s, by 5s, etc.? Now, separate the collection into multiple groups of 10 with some left over.

- For example, count out a large pile of Lego. You got 48. Explain how you counted. Now, separate the 48 Lego into 4 groups of 10 with 8 left over.

Repeat with a new collection or quantity. Challenge your child by having him/her draw a picture or write an equation ($10+10+10+10+8=48$, $48=40+8$ or $40+8=48$) to represent the piles each time.

Working on: Understanding that the two digits of a two-digit number represent amounts of tens and ones.

Mental Math Activity (2nd Grade)

	<div data-bbox="394 110 667 457"> <p>22 + 18</p> <p>15 + 26</p> <p>17 + 28</p> <p>16 + 26</p> </div> <p>Directions:</p> <p>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 <i>Show What You Know</i> recording sheet. Make sure you record all the steps you used so that someone else could try your strategy.</p> <p>As an extension, write a letter to someone you know and share how you solved the problems. Write a problem for them to try.</p> <p>Extension for K-2: In addition to what has been provided, The Math Learning Center (publisher of our K-1 math materials - <i>Bridges</i>) will post an “Activity of the Day” each day. https://sites.google.com/mathlearningcenter.org/math-at-home/activities-of-the-day</p>
<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</p> <p>2-PS1-1 SS.1.20 SS.2.22</p>	<p style="text-align: center;">Science</p> <p>Go outside with an adult and find some rocks.</p> <ul style="list-style-type: none"> Carefully observe the rocks and write what you see and feel. Can you sort your rocks based on their color, shape, or size? Choose one rock and draw it with as much detail as you can! If you mix it in with your other rocks, can someone else use your drawing to find the same rock? Label your rock with your describing words (color, shape, size) using words, phrases or short sentences. <p>Sentence/Language Frames:</p> <p>The color of my rock is _____.</p> <p>The shape of my rock is _____.</p> <p>The size of my rock is _____.</p>

	<p style="text-align: center;">Social Studies</p> <p>Draw a picture of the weather today. Be sure to label your picture with words and/or phrases. Discuss the questions below with someone and then answer them on the back of your drawing.</p> <ul style="list-style-type: none"> • Based on the weather today, what are the different types of activities you could do outside? • How are these activities different or similar than activities you could do outside last week? <p>Sentence/Language Frames:</p> <p>The things I could do outside today are _____, _____, and _____ because the weather is _____.</p> <p>The weather today is (or is not) like the weather last week because _____.</p>
EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT	<p>Students can discuss in native language.</p> <p>Students can tell someone about their ideas, and they can write for them. (students can copy writing)</p>
SEL - REFLECTIVE CLOSER	<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?
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](#).