

# Primary Distance Learning Lesson Plans

## Grade K–2

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

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

#### Monday

- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....

#### Tuesday

- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....

#### Wednesday

- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....

#### Thursday

- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....

#### Friday

- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....

#### Materials Needed

- ELA .....
- Math .....
- 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?

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**2**



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

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**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.

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**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.

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**5**



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

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"There is more treasure in books than in all the pirate's loot on Treasure Island." Walt Disney

## Read 20 Minutes Each Day

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



### Grade K

RL.K.1, RL.K.10,  
and/or RI.K.1,  
RI.K.10; RF.K.1,  
RF.K.3, RF..K.4

### Grade 1

RL.1.1, RL.1.10,  
and/or RI.1.1,  
RI.1.10, RF.1.1,  
RF.1.3, RI.1.4

### Grade 2

RL.2.1, RL.2.10,  
and/or RI.2.1,  
RI.2.10, RF.2.3,  
RF.2.4

Date	Book 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](http://www.storylineonline.net). (\*see note about online tools/resources on page 18 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



### Standards

**Grade K**  
W.K.3, W.K.5,  
W.K.8

**Grade 1**  
W.1.3, W.1.5,  
W.1.8

**Grade 2**  
W.2.3, W.2.5,  
W.2.8

This week you will continue writing your narrative essay where you are pretending to be a lost toy.

You will use your **Story Map** to help you write your essay, either on your own or with help. **You will have this week and, if you need it, next week** to finish planning and writing your essay.

### Instructions

- ✓ **Step 1:** Use the information from your story map and write a rough draft of your essay on a piece of paper, or type it on a computer. Look back at the “First Person Point of View” example from last week.
- ✓ **Step 2:** Read over your essay and use the “K-2 Narrative Writing 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. Draw a picture, or cut and paste a picture from the computer. Kindergarteners can use the “Lined Paper With Room For Picture” below.
- ✓ **Step 4:** Share your work with someone in your home, or read it to a friend or family member over the phone.
- ✓ **Note:** If you don’t finish your essay this week, you will have time to finish it next week.

[K-2 Narrative Writing Checklist](#)

[Lined Paper with Room for Picture - Kinder](#)

### Options for Additional Support When Needed

- ✓ Students use a combination of writing and drawing (words, phrases, or complete sentences) to complete this essay.
- ✓ Students tell their ideas to someone and they can write them down and student can copy.
- ✓ Sentence/Language Stems:

The characters in my story are \_\_\_\_\_.

The setting of my story is \_\_\_\_\_.

In the beginning \_\_\_\_\_.

Next \_\_\_\_\_ . Then \_\_\_\_\_.

At the end \_\_\_\_\_.

## Literacy: Foundational Skills

### Standards

**Grade K**  
RF.K.1, RF.K.3,  
RF.K.4,

**Grade 1**  
RF.1.1, RF.1.3,  
RF.1.4

**Grade 2**  
RF.2.3, RF.2.4

**Days 1–3:** Read the decodable story for your grade level below. A decodable story focuses on one or more phonics skills. Follow the instructions along the right side of the story.

**Days 4 and 5:** Continue to reread the decodable story every day. Complete the phonics practice worksheets (below) for your grade level.

### Kindergarten

[Get the Gum \(story\)](#)  
[Kinder Phonics Practice Week 8](#)

### First Grade

[Zeke and the Mule \(story\)](#)  
[1<sup>st</sup> Grade Phonics Practice Week 8](#)

### Second Grade

[The Fir Tree \(story\)](#)  
[2<sup>nd</sup> Grade Phonics Practice Week 8](#)

### Options for Additional Support When Needed

- ✓ Read books to the student for multiple days if needed before moving student to independence.
- ✓ Parents take a picture of the book in Microsoft Translator and then play it **in English** so student can listen to the book being read in English multiple times before reading on own.

## 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 4 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

Riddle Me This!	Problems of the Week	How Many/ Independent Practice	Game
How Many/ Independent Practice	Game	Riddle Me This!	Problems of the Week
Game	How Many/ Independent Practice	Problems of the Week	Riddle Me This!
Problems of the Week	Riddle Me This!	Game	How Many/ Independent Practice

**Weekly Goals**  


**Domains**  
 CC, OA, NBT,  
 G, MD

**Math Practices**  
 1, 2, 3, 6, 8

## Mathematics: Games of the Week

### ★ 101 and You're Out (1st & 2nd Grade) – Directions included in Week 7

### ★ Addition War

**Materials:** Deck of cards      **Players:** 2-4

- **K:** Use aces as 1s and number cards 2-5; remove number cards 6-10 and face cards.
- **1<sup>st</sup> Grade:** Use aces as 1s and number cards 2-10; remove face cards.
- **2<sup>nd</sup> Grade:** Two choices, follow 1<sup>st</sup> Grade's rules or challenge yourself to modify the game with double digit addends

#### How to play:

1. 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.
2. 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.
3. The game ends when not enough cards are left for each player to have another turn.
4. The player with the most cards wins.

**\*\*New 1<sup>st</sup> and 2<sup>nd</sup> Game Variation:** Flip over and play with 3 cards (addends) on each turn to find the sum.

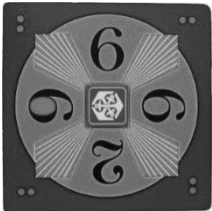
### ★ Mystery Number

**Materials:** ([K-1 Number Grids attachment](#)) **Players:** 2 or more

- **K:** Number Grid 1-20, pencil
- **1<sup>st</sup> Grade:** Number Grid 1-120, pencil
- **2<sup>nd</sup> Grade:** Paper & pencil to write down information you learn about your clues

**How to play:** Take turns asking clues to find the mystery number. Try to find the mystery number with the least amount of clues.

- **Player One:** Think of a number. Don't tell the number you chose to your partner.
  - For K, pick a number between 1-20.
  - For 1<sup>st</sup> grade, pick a number between 1-120.
  - For 2<sup>nd</sup> grade, pick a number between 1-1000.
- **Player Two:** Ask a **question** to try to figure out the mystery number. As you learn about the mystery number, cross off the numbers that you know are not the mystery number. Some possible questions:
  - How many digits are in this number?
  - Is your number more than \_\_\_\_?
  - Is your number less than \_\_\_\_?
  - Is the number between \_\_\_\_ and \_\_\_\_?



#### Example

**Kindergartener:** Is the mystery number less than 15?

**Player One:** No, the mystery number is more than 15. Are there any numbers we can cross off on the number grid?

**Kindergartener:** I can cross off numbers 1-15 on the number grid. So, the mystery number is 16, 17, 18, 19 or 20. If count by 2's from 2 to 20, will I count the mystery number?

<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>
<del>5</del>	<del>6</del>	16	17
18	19	20	

**Player One:** Yes, if you count by 2's from 2 to 20 you will count the mystery number.

**Kindergartener:** 2, 4, 6, 8, 10, 12, 14, 16, 18, 20. So the mystery number is not 17 or 19. I'm going to cross off those numbers. The mystery number must be either 16, 18 or 20. What number is 10 less than the mystery number?

**Player One:** Eight is 10 less than the mystery number.

**Kindergartener:** The mystery number must be 18!

- How many tens are in this number?
- What number is 10 less/more than the mystery number?
- Is your number even or odd?
- If I count by 2's from 2 to 20, will I count the mystery number?
- If I count by 5's from 5 to 20, will I count the mystery number?

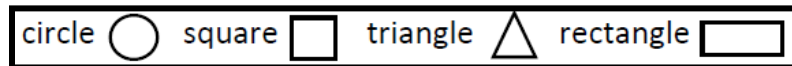
### Mathematics: Riddle Me This! Activity

**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.

#### Kindergarten

Use the following image of shapes to help you!



- I am a 2-dimensional shape. I have 4 corners. I have 4 equal sides. What shape am I? Can you draw me?
- I am not a 3-dimensional shape. I have 3 straight sides. I have 3 corners. What shape am I? Can you draw me?

#### Option for Students Who Want More

Practice drawing all the shapes. Make up your own riddle using the characteristics (attributes) of the shapes as clues for someone in your family to solve.

#### 1<sup>st</sup> Grade

Use the following image of shapes to help you!

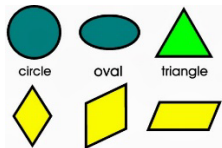


- I am a closed polygon with less than 6 sides. I have more than 3 sides. I have only 2 slanted sides. What shape am I? Can you draw me?
- I am a closed polygon with more than 3 sides. I have more than 4 sides too. My shape has 6 corners. What shape am I? Can you draw me?

#### Option for Students Who Want More

Practice drawing all the shapes. Make up your own riddle using the characteristics (attributes) of the shapes as clues for someone in your family to solve.

#### 2<sup>nd</sup> Grade



#### Riddle Me This! Activity

- A number is less than 200 and greater than 100. The ones digit is 5 less than 10. The tens digit is 2 more than the ones digit. What is the number?
- Jeff is thinking of a number. The number has 2 hundreds. It has more ones than tens. It has 7 tens. What could the number be?
- I am a polygon with 4 equal sides and 4 equal vertices. What am I?

### 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

**Kindergarten:** Taken or adapted from *Bridges in Mathematics*, 2nd Ed.

Use objects, pictures, or numbers to help solve the problems.

- Marco's dog had puppies last week. Four of them are white and 5 are brown. How many new puppies are there?
- Mai's grandma has 4 cats. One of the cats is black. The rest are orange. How many of the cats are orange?
- Use the equation  $7 - 3 = 4$  to make up your own dog or cat word problem. Make sure your word problem matches the equation.

**1st Grade:** Taken or adapted from *Bridges in Mathematics*, 2nd Ed.

Use objects, pictures, or numbers to help solve the problems.

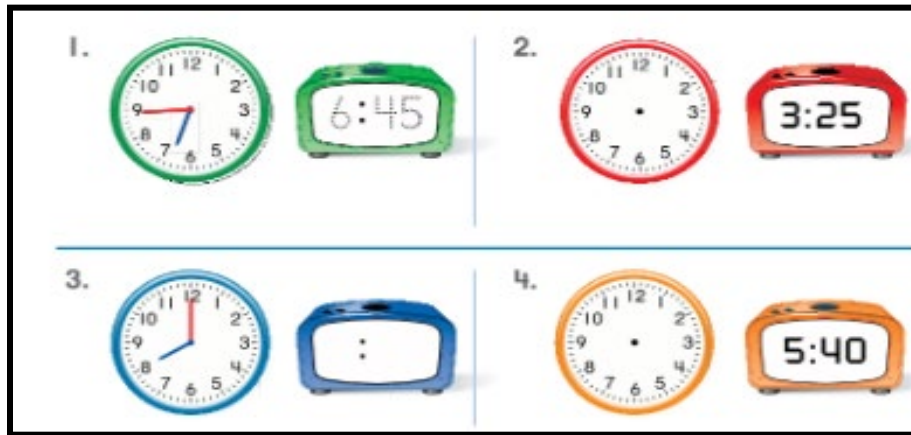
- Breanna saved 16 dimes. She spent 7 of them on stickers. How many dimes does she have left? How much money is that?
- Amira read for 11 minutes after school, 5 minutes after dinner, and another 4 minutes before she fell asleep. How many minutes did she read today?



	<ul style="list-style-type: none"> <li>• Use the equation <math>20 - 8 = 12</math> to make up your own word problem. Make sure your word problem matches the equation.</li> </ul> <p><b>2nd Grade:</b> Taken from enVisionmath2.0</p> <ul style="list-style-type: none"> <li>• Olivia has one \$20 bill, three \$5 bills, and nine \$1 bills. How much more money does Olivia need to buy a coat that is \$49? Explain.</li> <li>• James gets home at 6:00. He starts his homework at quarter past 6. At what time does James start his homework? If James goes to bed at half past 8. What time does James go to bed?</li> </ul>
<b>Mathematics: How Many? Activity</b>	
<p><b>How Many Activity</b></p> <p>Kindergarten &amp; 1st Grade</p>	<p><b>Kindergarten</b></p> <p><a href="#">K-1 attachment</a></p> <ul style="list-style-type: none"> <li>• Look at a picture and find as many ways as you can to answer the question <i>How many?</i></li> <li>• There are always many things to count and many ways to think about each image.</li> </ul> <p><b>Option for Students Who Want More</b></p> <p>Take it to the next level by writing equations to describe your thinking or finding a way that your family member has not thought of.</p> <p><b>1<sup>st</sup> Grade</b></p> <p><a href="#">K-1 attachment</a></p> <ul style="list-style-type: none"> <li>• Look at a picture and find as many ways as you can to answer the question <i>How many?</i></li> <li>• There are always many things to count and many ways to think about each image.</li> </ul> <p><b>Option for Students Who Want More</b></p> <p>Take it to the next level by writing equations to describe your thinking or finding a way that your family member has not thought of.</p>

## Mathematics: Independent Practice

1. Complete the clocks so both clocks show the same time.



2. The time is 9:35. What time will it be in 5 minutes? In 15 minutes? In 25 minutes?
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3. Fill in the blanks.

What time is it?

Find the hour hand. It is the shorter hand.

The hour hand is between \_\_\_\_ and \_\_\_\_.

Count on by fives from 11:00, for how many minutes have passed.

5, 10, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_

The time is \_\_\_\_\_. Write the time on the clock.

4. Answer the questions about using the clocks below.

### Problem 1

What time will it be in 30 minutes?

### Problem 2

What time will it be in 50 minutes?

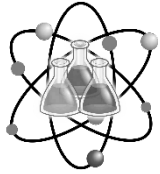
**Independent  
Practice  
Problems**

**enVisionmath2.0**

2<sup>nd</sup> Grade

	<div data-bbox="512 87 1081 126" data-label="Text"> <p>Write this time in two different ways.</p> </div> <div data-bbox="1213 87 1724 126" data-label="Text"> <p>Write this time in different ways.</p> </div> <div data-bbox="543 162 1837 524" data-label="Image"> </div>
	<div data-bbox="357 576 1106 615" data-label="Section-Header"> <p><b>Weekly Options for Additional Support When Needed</b></p> </div> <div data-bbox="392 613 2005 800" data-label="List-Group"> <ul style="list-style-type: none"> <li>✓ Students have someone read directions and story problems to them.</li> <li>✓ Use the Microsoft Translator App to take a picture of any text and translate it into native language.</li> <li>✓ 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.</li> </ul> </div>

## Science Weekly Activity



### Science

#### Core Ideas

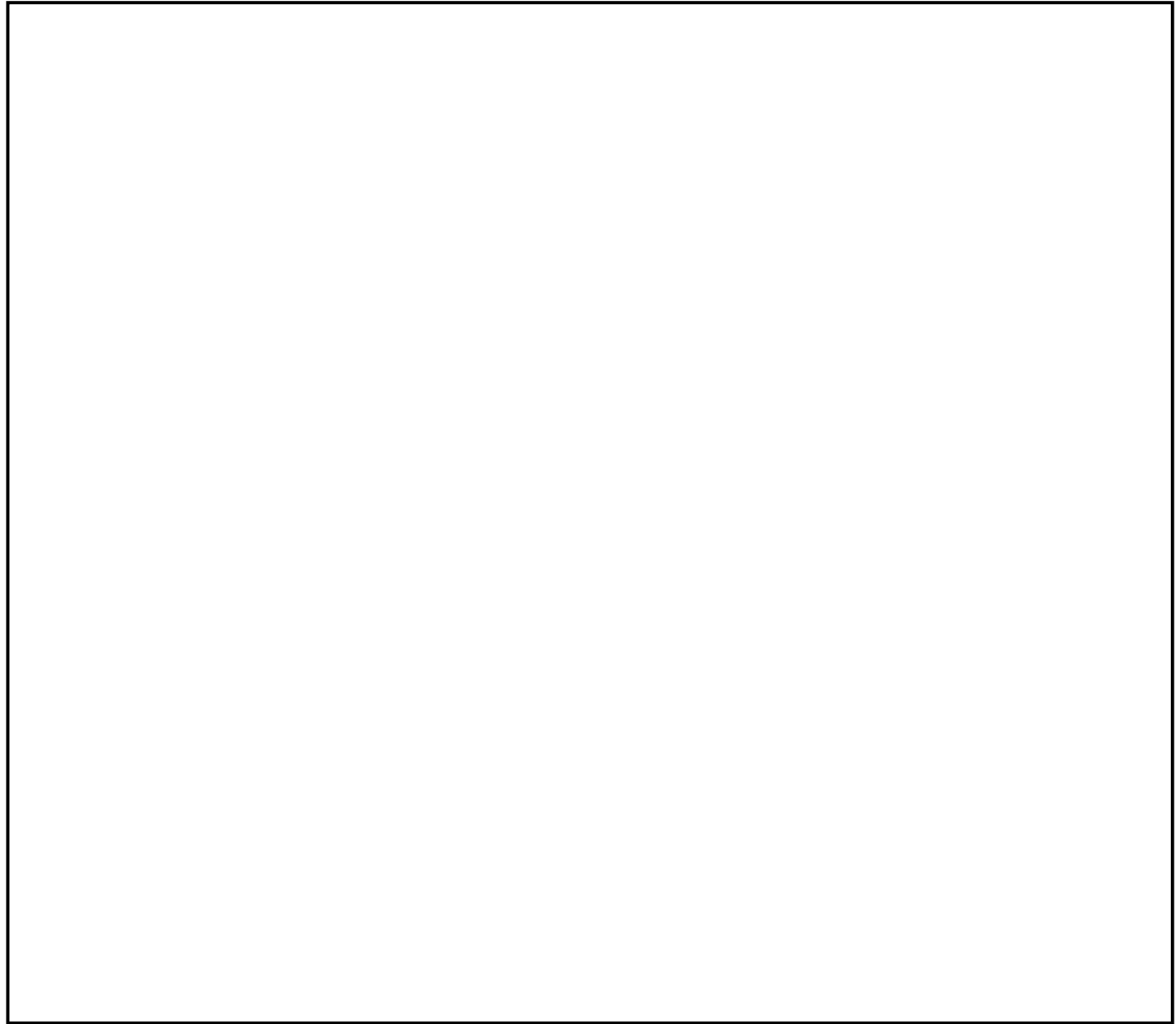
ESS2.A

ESS3.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 landscape 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 might 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.

1. What do plants and animals need to survive? How does your world provide these?

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2. How might the plants and animals change your world to meet their needs?

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3. Think about all the things we use in our lives. How does your world provide for these things?

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**Option for Students Who Want More**

- ✓ With your family, read this interactive eBook [\*Home is Where My Habitat Is\*](#). (\*see note about online tools/resources on page 18 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**

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

Plants and animals both need \_\_\_\_\_ to survive.

Plants also need \_\_\_\_\_ to survive.

My world provides these because \_\_\_\_\_.

The plants might change the land to meet their needs by \_\_\_\_\_.

The animals might change the land to meet their needs by \_\_\_\_\_.

My world provides what we need by \_\_\_\_\_.

## Social Studies Weekly Activity



### Social Studies

#### Standards

SS.K.9, SS.K.12

SS.1.13, SS.1.9

SS.2.14, SS.2.10

**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.

A large, empty rectangular box with a black border, intended for students to draw pictures of the items they chose for their time capsule.

- ✓ **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.

\*If you have an older sibling in grades 3-5 in your home then you can work together. Just remember they will have an extra step or two.

#### Options for Additional Support When Needed

- ✓ Complete Step 1 using pictures or sketches and then for Step 2, circle your top 5.
- ✓ Discuss in native language.






## SEL: Brain Break

<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>• As you start your day what emotions do you notice?</li> <li>• Share a happy moment with someone. What was the memory about?</li> <li>• 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.</li> <li>• 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.</li> <li>• When have you been surprised? What is the most exciting thing you have ever done?</li> </ul>
<p><b>Music Weekly Activity</b></p>	
<p><b>Music</b></p>	<p>Access the instructions for music activities <a href="#">here</a>.</p>



**SEL: Reflective Closer**

Choose one each day.

<b>1</b> 	What emotions did you feel today? How did you respond to your emotions? _____ _____ _____
<b>2</b> 	When you are feeling happy, what do you do? When you are feeling sad or angry, what do you do to feel better? _____ _____ _____
<b>3</b> 	How can you surprise someone tomorrow? What act of kindness will you complete for yourself or someone else? _____ _____ _____
<b>4</b> 	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? _____ _____ _____
<b>5</b> 	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=PLiaUKiwbiHMQDQLCXoPaMMYotldKIUQCw> (\*see note about online tools/resources on page 18 of this document)

Go Noodle: <https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw> (\*see note about online tools/resources on page 18 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><b>S</b>mile, <b>T</b>ake a deep breath <b>A</b>nd <b>R</b>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.</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 "pbbpbbpbbp" 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.