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.

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<tbody>
<tr>
<td>SEL - OPTIMISTIC OPENER</td>
<td>A warm-up for your brain (CHOOSE ONE EACH DAY)</td>
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<td>- 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)</td>
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<td>- Look or step outside. Use your senses to write details about the world around. (What does it look like, feel like, smell like?)</td>
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<td>- What is your favorite food? Describe what it feels like to eat that food? What do you like most about it?</td>
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<td>- 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.</td>
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<td>- Describe what a mindful moment looks like for you. How can practicing mindfulness help you learn?</td>
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<td>SEL - BRAIN BREAK</td>
<td>A water-break for your brain- (Utilize brain breaks each time you switch subjects or need a break!)</td>
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<td>- STAR Breathing (see additional resources)</td>
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<td>- 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.</td>
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<td>- 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?</td>
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<td>- Balloon Breathing (see below in additional resources)</td>
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<td>- Airplane, Truck, Boat, Train! Pretend you are a vehicle and move around like that vehicle, make the noises of that vehicle, or both!</td>
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LITERACY - Reading Standards:
RL.4.1, RL.4.10, RL.5.1, RL.5.10, and/or RI.3.1, RI.3.10, RI.4.1, RI.4.10, RI.5.1, RI.5.10
RF.3.3, RF.3.4, RF.4.3, RF.4.4, RF.5.3, RF.5.4

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. Read-alouds can be found on www.storylineonline.net.

Options for books –
- 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

Grades 3-5 At Home Reading Log for Fiction and Nonfiction Books

EXTENSION: Students can create a *one-page* that tells what the student read in a visual manner - can be drawings, charts, mind-maps, etc. Let the student’s imagination drive this project.

“Something very magical can happen when you read a good book.”

J.K. Rowling

EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT
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.

LITERACY – Writing Standards

- **This week** closely read one of the articles below.
- Read the article a second time and annotate it using the “Tips for Annotation” (below).
- After reading and annotating the article, form an opinion about which board game from the article is the best game.
- Talk to someone about your opinion.
- Use the “Oreo Opinion Writing Organizer” [here](#) to plan 1-3 paragraphs (one Oreo page per paragraph). Keep your organizer, you will use it next week.
- You will go through the rest of the writing process to write your opinion essay next week.

3rd Grade Board Games Article
4th/5th Grades Board Games Article
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 share ideas with someone else and they can write for them. (student can copy writing)

Sentence/Language Stems for Oreo Organizer:
In my opinion the best board game is___________________.
It is the best because____________________________. An example is___________.
I think _______________ is the best because___________________.

LITERACY – Vocabulary Standards
L.3.4, L.3.5, L.3.6, L.4.4, L.4.5, L.4.6, 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

EXTENSION: Students can 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.
<table>
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<tr>
<th>EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT</th>
<th>Students can dictate or tell their thoughts to someone and they can write for them (student can copy writing) Students can draw and label pictures about their words. Students can complete this in their native language.</th>
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<tbody>
<tr>
<td>MATH Domains: NBT &amp; NF MP 1, 2, 3, 4, 5 &amp; 6</td>
<td>Instructions: On the <em>Show What You Know!</em> recording sheet is a <em>Math Tac Toe</em> board. Each day, choose 1 or more of the following: a game, an activity, a word problem or independent practice to do from your grade level. Games are for grades 3-5 to help build fluency with number. Some have been differentiated based on grade level. <strong>Goals:</strong> By the end of the week, you should have completed 5 in a row (vertical, horizontal or diagonal). For a challenge, try to complete all the activities on <em>Math Tac Toe</em> board to get a blackout. Once you have completed the game, activity, word problem or independent practice; fill out the <em>Show What You Know!</em> recording sheet to share your understanding with your teacher.</td>
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<td>GAMES OF THE WEEK</td>
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<td><strong>High Roller:</strong> <a href="https://bit.ly/2y6kp1j">https://bit.ly/2y6kp1j</a></td>
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<td></td>
<td><strong>Let’s Move in Mathematics! Activity</strong></td>
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| | **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.
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!

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<tr>
<th>Before Solving...</th>
<th>Solving...</th>
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<tr>
<td>What do you know? What do you need to find out?</td>
<td>Show one way to solve this problem.</td>
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<td>Can you draw a picture, model, or make number sentence to help make sense of this problem?</td>
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<tr>
<th>Solving...</th>
<th>After Solving...</th>
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<tr>
<td>Show a different way to solve the problem.</td>
<td>Explain your solution using models and words. How do you know the answer is reasonable?</td>
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3rd Grade:
- Peyton wants to buy an item that originally cost $635. Right now, it is on sale for $170 off the original price. What is the sale price of the item now?

- Susan drove 247 miles on Wednesday morning. Then she drove 119 miles on Wednesday afternoon. On Thursday, Susan drove 326 miles. About how far did Susan drive in all? Explain what you did to estimate.

4th Grade:
- Three-tenths of Ken’s buttons are blue, 4/10 are green, and the rest are black. What fraction of Ken’s buttons are black?

- Rick shared his bag of grapes with friends. He gave 2/10 of the bag to Melissa and 4/10 of the bag to Ryan. What fraction of the bag of grapes does Rick have left?

5th Grade:
- A school district is replacing all of the desks in its classrooms. There are 103 classrooms and each classroom needs 24 new desks. How many desks will the school district need to buy?

- Maria needs a trombone for only 12 months. Renting the trombone costs $34 per month. She can buy the trombone for $495. Should she buy or rent the trombone? Why?

Independent Practice Problems
enVisionmath2.0

3rd Grade:
1. $630 + 178 =
2. $273 + 727 =
3. $360 + 58 =
4. $575 + 366 =

4th Grade:
1. \( \frac{5}{8} + \frac{1}{8} = \)

2. \( \frac{1}{4} + \frac{3}{4} = \)

3. \( \frac{4}{6} = \frac{\_}{6} + \frac{\_}{6} + \frac{\_}{6} \)

4. \( \frac{11}{10} + \frac{11}{10} = \)

5. \( \frac{1}{5} + \frac{2}{5} + \frac{4}{5} + \frac{5}{5} = \)

5th Grade:

1. \( 278 \times 1,000 = \)

2. \( 100 \times 17 = \)

3. \( 492 \times 22 = \)

4. \( 936 \times 410 = \)

5. \( 308 \times 18 = \)

6. \( 324 \times 17 = \)

### Mental Math Activity

**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.

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

**3rd Grade:**

- \( 25 + 25 \)
- \( 24 + 25 \)
- \( 25 + 26 \)
- \( 26 + 27 \)

**4th Grade:**

- \( 113 + 56 \)
- \( 122 + 37 \)
- \( 114 + 44 \)
- \( 121 + 48 \)

**5th Grade:**

- \( 2 \times 45 \)
- \( 5 \times 100 \)
- \( 5 \times 40 \)
- \( 5 \times 5 \)
- \( 5 \times 245 \)

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

Videos on how to play the math games: [https://www.youtube.com/channel/UC7tlwVnBbHPCoBnDhokGQ](https://www.youtube.com/channel/UC7tlwVnBbHPCoBnDhokGQ)

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.
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.

<table>
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<tr>
<th>SCIENCE AND SOCIAL STUDIES Standards</th>
<th>Science</th>
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<tr>
<td>4-PS3-2</td>
<td>• Stand near a window when the sun is shining through it, and again when the sun is not shining through it. Compare how the window feels when the sun is shining through compared to when it isn’t. Discuss the questions below with someone and then answer them on a sheet of paper:</td>
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<td>SS.3.17</td>
<td>• Does it feel different with sun compared to without?</td>
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<td>SS.4.19</td>
<td>• What is happening to make the window feel different when sun is shining through compared to when sun is not shining through.</td>
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<td>SS.5.19</td>
<td>• Can you think of any other time in your life when the sun shining on something changed how it felt?</td>
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<td>• Draw a design for something that will keep the window cool when the sun is shining through it. What materials would you use? Why?</td>
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**Sentence/Language Frames:**

When the sun shines through the window it feels ___________________________. When the sun doesn't shine through it feels ________________________. I think it feels different because_____________________.

Another thing that feels different when the sun shines on it is _______________________. I think that is because_______.

The materials I would use to make a window cooler when the sun is shining is _________________________ because_______.

For a science extension activity click [here](#).

**Social Studies - Leadership**

Draw a picture of a time that you were being a leader. Then discuss the following questions with someone and write the answers in complete sentences.

• What does it mean to be a leader? List the characteristics of a leader.
• Make a list of school, community, state, national, and/or global leaders who have those characteristics.
• Choose one of the leaders you have listed and explain what makes them a good leader.
• Give an example of a time when someone wasn’t a good leader.

**Sentence/Language Frames:**

Being a leader means ________________________________. The things that make a good leader are _________________.


| Good leaders that I know of are __________________, ____________________, and _____________________.
| They are good leaders because _________________________________________________________.
| If you are a bad leader you might __________________________________________. |

**EXTRA HELP/TIPS IF STUDENTS AND FAMILIES NEED IT**
Discussion and writing can be done in their native language.
Writing can be told to someone and they can write for the student and student copies.
Have student do as much writing as they can (labels, phrases, or short sentences using frames)

**SEL - REFLECTIVE CLOSER**
**A cool-down for your brain** - (CHOOSE ONE EACH DAY)
- 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**
**MUSIC:** Access the instructions [here](#).

**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) [https://www.jesselewiscohoolove.org/daily-dose-sign-up/](https://www.jesselewiscohoolove.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=PLiaUKiwbiHMQDQLCXoPaMMYotIdKIUQcw](https://www.youtube.com/playlist?list=PLiaUKiwbiHMQDQLCXoPaMMYotIdKIUQcw)

3. **Go Noodle** – The Go Noodle YouTube Channel does not require an account - [https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw](https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw)

4. **Passion Project** - Research your passion and create a plan [here](#).

**BREATHING TECHNIQUES:**
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<th>Drain</th>
<th>S.T.A.R.</th>
<th>Pretzel</th>
<th>Balloon</th>
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<td>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.</td>
<td><strong>Smile, Take a deep breath And Relax.</strong> 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.</td>
<td>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.</td>
<td>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 “pbpbpbpb” sound.</td>
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