

**3-5 REMOTE LEARNING LESSON PLANS – WCSD**  
**Week 1**

<p><b>3<sup>RD</sup>-5<sup>th</sup> GRADES</b></p>			
<p><b>LITERACY Reading</b></p>	<p>Read fiction and/or nonfiction books (picture books, chapter books, or a combination) independently for at least 30 minutes per day and complete the At Home Reading Log. Read-alouds can be found on <a href="http://www.storylineonline.net">www.storylineonline.net</a>. 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, newspapers, magazines.</p> <p align="center"><a href="#">At Home Reading Log for Fiction and Nonfiction Books</a></p>		
<p><b>SCAFFOLDS/ SUPPORTS AND ACCOMMODATIONS</b></p>	<p>Students can read books at their independent and/or instructional reading level and in a student’s native language.</p>		
<p><b>LITERACY Word Work</b></p>	<p>Complete one personal dictionary entry each day using one of your independent fiction or nonfiction books (picture book or chapter book).</p> <p align="center"><a href="#">Create Your Own Personal Dictionary</a></p>		
<p><b>SCAFFOLDS/ SUPPORTS AND ACCOMMODATIONS</b></p>	<p>Students may record their answers on a device, dictate and have someone write their answers for them, and/or write in their native language.</p>		
<p><b>LITERACY Writing</b></p> <p><b>Mentor Personal Letter</b></p> <div data-bbox="121 1112 367 1409" style="border: 1px solid black; padding: 5px;"> <p align="right">121 Main Street Fargo, ND 58102 September 26, 2013</p> <p>Dear Buddy,</p> <p>You won't believe what happened here in Fargo! As you know, the town is along the Red River. Last spring, the National Weather Service predicted that really bad flooding would hit our area. A lot of homes and businesses were in danger! It was a scary time.</p> <p>City, state, and federal officials knew we had to act. They asked citizens to volunteer to fill sand bags to build walls. The walls keep the water from flooding the town. Many people in Fargo participated. I was one of 4,000 volunteers who filled the bags.</p> <p>After about two weeks, we had filled almost two million bags. I filled almost a hundred all by myself. My muscles ached because the work was hard. My older sister worked even harder than I did. She filled four hundred. When we got the bags filled, they were heavy. Some of the grown-ups had to move them for us. We didn't mind the hard work, though. We thought it was our responsibility to help the town.</p> <p>In the end, all of our work paid off. Thanks to all the bags we used, no businesses or homes were badly damaged. The mayor said we were very helpful. It's really proud of the fact that we were all able to work together to keep our hometown safe!</p> <p>Your friend, Tommy</p> </div>	<p><b>Narrative Writing:</b> Write a personal letter, about one of the books you have been reading this week, to a friend or family member. Before you write your letter, tell someone what you would like to write about. After you have written your letter, read it to someone. Make sure to include details from the book. You can send this letter or keep it.</p> <p><b>To write a strong personal letter, writers include the features of a personal letter --</b></p> <ul style="list-style-type: none"> <li>• a heading that includes the writer’s address and a date</li> <li>• a greeting that ends with a comma</li> <li>• a body, or the main text, divided into paragraphs</li> <li>• a closing followed by a comma and a signature</li> </ul>		

<b>SCAFFOLDS/ SUPPORTS AND ACCOMMODATIONS</b>	Students may record their letter on a device, dictate and have someone write their letter for them, and/or write in their native language.
<b>MATH</b>	<b>Math Game of the Week:</b> <u>Salute</u>
<b>SCIENCE AND SOCIAL STUDIES</b>	<p style="text-align: center;"><b>Activity:</b> “Design a Water Park”</p> <p>Draw a map of your dream water park. Label your map and then build a model of the water park with items from around your house.</p> <ul style="list-style-type: none"> <li>• Who would go to this water park? <ul style="list-style-type: none"> <li>• Where would it be?</li> </ul> </li> <li>• In making your water park, what worked well and what did you have to modify or adjust?</li> <li>• Once you have made your model, show it to someone and explain to them how you made it.</li> </ul>
<b>SEL (SOCIAL AND EMOTIONAL LEARNING) AND MUSIC</b>	<p><b>SEL:</b> Choose 1 Opener, 1 or more Brain Breaks, and 1 Closer each day. Access those <a href="#">here</a>.</p> <p><b>MUSIC:</b> Participate in the Music Listening Challenge. Access the instructions <a href="#">here</a>.</p>

## WEEK TWO

3 <sup>RD</sup> -5 <sup>th</sup> GRADES				
<b>LITERACY</b>	<p>Read fiction and/or nonfiction books (picture books, chapter books, or a combination) independently for at least 30 minutes per day and complete the At Home Reading Log. Read-alouds can be found on <a href="http://www.storylineonline.net">www.storylineonline.net</a>. 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, newspapers, magazines.</p> <p style="text-align: center;"><a href="#">At Home Reading Log for Fiction and Nonfiction Books</a></p>			
<b>SCAFFOLDS/ SUPPORTS AND ACCOMMODATIONS</b>	Students can read books at their independent and/or instructional reading level and in a student’s native language.			
<b>LITERACY</b>	<p>Complete one personal dictionary entry each day using one of your independent fiction or nonfiction books (picture book or chapter book).</p> <p style="text-align: center;"><a href="#">Create Your Own Personal Dictionary</a></p>			
<b>SCAFFOLDS/ SUPPORTS AND ACCOMMODATIONS</b>	Students may record their answers on a device, dictate and have someone write their answers for them, and/or write in their native language.			
<b>LITERACY</b>	<p><b>Narrative Writing:</b> Choose one of the books or chapters you read this week and write a narrative that continues the story. You can choose what you would want the next chapter of the book to say or write a different ending of a book you have finished.</p> <p><b>Remember that a well written narrative --</b></p> <ul style="list-style-type: none"> <li>• has a clear purpose, or focus</li> <li>• is well organized and has a narrative point of view</li> <li>• gives details about time and place, events, and characters</li> <li>• uses clear language that suits your purpose</li> <li>• uses correct spelling, punctuation, and grammar</li> </ul>			
<b>SCAFFOLDS/ SUPPORTS AND ACCOMMODATIONS</b>	Students may record their letter on a device, dictate and have someone write their letter for them, and/or write in their native language.			

	Language/Sentence Frames: The next part of my story is _____. This is important because _____.
<b>MATH</b>	<b>Games of the Week:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Four in a Row</a></li> <li>2. <a href="#">High Roller</a></li> <li>3. <a href="#">Rolling for 500</a></li> </ol>
<b>SCAFFOLDS/ SUPPORTS AND ACCOMMODATIONS</b>	<p>If you do not have dice at home, you can cut out, fold, and tape or glue the dice located <a href="#">here</a>.</p> <p>There are also several free dice apps available in the App Store.</p>
<b>SCIENCE AND SOCIAL STUDIES</b>	<p>Go outside and take pictures, make a video, or draw and label as many different things in nature as you can find. Classify your drawings or pictures into living and nonliving categories. Tell someone why the objects are living or nonliving. Then talk about and write your answers to the following questions.</p> <ul style="list-style-type: none"> <li>• How do we use these living things or natural resources?</li> <li>• How might the living things you saw encourage people to want to settle in Nevada?</li> <li>• What do you think would happen if one of the living things became extinct? Tell someone how you think this would affect the other living things you found.</li> </ul>
<b>SCAFFOLDS/ SUPPORTS AND ACCOMMODATIONS</b>	<p>Students can complete this in their native language.</p> <p>Writing can be dictated or written by the student. Students can do a combination of drawing and writing to answer the questions.</p>
<b>SEL (SOCIAL AND EMOTIONAL LEARNING) AND MUSIC</b>	<p><b>SEL:</b> Choose 1 Opener, 1 or more Brain Breaks, and 1 Closer each day. Access those <a href="#">here</a>.</p> <p><b>MUSIC:</b> Participate in the Music Listening Challenge. Access the instructions <a href="#">here</a>.</p>