

Primary Distance Learning Lesson Plans

Grade K–2

Week Seven: May 11–15

SEL Theme: Determination

Determination is a quality that makes you continue trying to do or achieve something that is difficult. Determination is working through challenges. It helps you make decisions to problem solve.

Activities may be completed on the space provided in this packet, on your own paper, or online.

Weekly Planner

Month *May*..... Week *7*.....

Monday
<input type="checkbox"/>

Tuesday
<input type="checkbox"/>

Wednesday
<input type="checkbox"/>

Thursday
<input type="checkbox"/>

Friday
<input type="checkbox"/>

Materials Needed
ELA
Math
Social Studies
Science
.....
.....



Questions for My Teacher

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

SEL: Daily Optimistic Opener: A warm-up for your brain
Choose one each day.

<p>1 </p>	<p>What do you want to finish today? How are you determined to finish?</p> <hr/> <hr/> <hr/>
<p>2 </p>	<p>Think about the today and fill in the blanks: I want to_____. I can _____. I will _____.</p>
<p>3 </p>	<p>What might be a challenge for you today? How will you work through it?</p> <hr/> <hr/> <hr/>
<p>4 </p>	<p>A growth mindset means that you believe you can improve with effort. How will you use a growth mindset today? Growth Mindset for K-2 (episode 1 of 5) or Growth Mindset for 3-5</p> <hr/> <hr/> <hr/>
<p>5 </p>	<p>What does finishing mean to you? How does it feel to finish something you have started?</p> <hr/> <hr/> <hr/>

Literacy: Reading

"Reading gives us someplace to go when we have to stay where we are." Mason Cooley

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
5/11				
5/12				
5/13				
5/14				
5/15				

Options for Books

- Read-alouds can be found on www.storylineonline.net. (*see note about online tools/resources on page 17 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

First - Person

I walked home
We stopped for
favorite. When
my teeth. The
breakfast.

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 read an article and answer questions about it. You will also plan a narrative essay using a story map. **Keep this article and the “Story Map”.** You will use them when you write your narrative essay **next week**. For this writing assignment, you will pretend you are a lost toy. Tell your story as the toy (in the first person). Where did you go? What adventures did you have? How did you feel when you got home? Look at the example of a first-person essay to help you with your story. You will use words like **I, me, my,** and **we** in your work.

Instructions

- ✓ Read the “[Lost Toy Hotel Adventure](#)” article either on your own or with help.
- ✓ Read the article a second time and annotate using the text annotations that you have used in previous weeks.
- ✓ Answer the questions about the article.
- ✓ Tell someone what the article is about, and 3 facts about the article.
- ✓ Fill out the “[Story Map](#)” on your own, or with help.
- ✓ You can write or draw and label your ideas.

Options for Additional Support When Needed

- ✓ Read article to student and discuss in English or native language.
- ✓ Translate article and questions using Microsoft Translator App.
- ✓ Students can use a combination of pictures and words to complete Story Map
- ✓ Students share ideas with someone else and they can write for them. (student can copy writing).

Literacy: Foundational Skills

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
[Mem the Hen \(story\)](#)
[Kinder Phonics Practice Week 7](#)

First Grade
[Grapes on a Vine \(story\)](#)
[1st Grade Phonics Practice Week 7](#)

Second Grade
[Emperor’s New Suit \(story\)](#)
[2nd Grade Phonics Practice Week 7](#)

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

Measure It/ Graph It	Problems of the Week	Doesn't Belong/ Mental Math	Game
Doesn't Belong/ Mental Math	Game	Measure It/ Graph It	Problems of the Week
Game	Doesn't Belong/ Mental Math	Problems of the Week	Measure It/ Graph It
Problems of the Week	Measure It/ Graph It	Game	Doesn't Belong/ Mental Math

Weekly Goals



Domains

G, MD, OA, NBT

Math Practices

1, 2, 3, 4, 5, 6

Mathematics: Games of the Week



★ [Salute](#)

★ [Cover that Number](#)

★ **I Spy Three-Dimensional Shapes (Kinder & 1st Grade)**

Players: 2 or more

How to play:

- Players take turns choosing an object in the room and giving clues for other players to guess the object. Try to focus the clues on characteristics (attributes) of three-dimensional shapes (spheres, cubes, cylinders, cones, rectangular prisms, pyramids, triangular prisms).
- Examples: I spy a 3-dimensional object that rolls and is fun to play with outside (a ball/*sphere*). I spy an object that is a cube with 6 faces, and you toss it when you play math games (a die). I spy a 3-dimensional object with 2 circular faces and no corners, and it is in the cupboard (a soup can). I spy a rectangular prism that has words on it (a book), etc.

★ **101 and You're Out** (Marilyn Burns' Game for 1st & 2nd Grade)

Players: 2 or more **Materials:** paper, pencil, 1 die

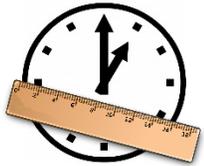
How to play:

1. Players draw their own game boards on a piece of paper.
2. Once game boards are drawn, Player 1 rolls the die and writes the number on line 1 of their game board in either the 10s or the 1s column.
3. Player 2 (and additional players) rolls the die and writes the number on line 1 in either the 10s or 1s column on their game board.
4. Play continues in this way—each player rolls a second time and writes the number on line 2 in either the 10s or 1s column. They continue to play for six rolls.
5. After writing six numbers, they fill in any blanks in the 1s column with zeros, and then add the sum.

Round	10s	1s
1		
2		
3		
4		
5		
6		
TOTAL		

Goal: The winner is the player with the sum that is closest to 100 without going over.

Mathematics: Measure It! Activity



Measure It! Activity

Kinder
& 1st Grade

Kindergarten

Length Hunt (Taken from Van de Walle, et. al, *Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction for Grades Pre-K-2* (2014))

- Lay out a strip of paper, a stick, a rope, or some other object with an obvious length dimension to serve as a “target” unit.
- Next, have your child find 5 things in the room that are shorter than, longer than, or about the same length as the target unit.
- Lastly, have your child record what they find using pictures and words.

1st Grade

What Time Is It?

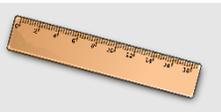
Clock attachment or Math Learning Center link: <https://apps.mathlearningcenter.org/math-clock/>

- Have your child cut out the analog clock and hands. Lay the hour and minute hands on the clock to show the following times:
 - Target: Opens at 8:00 A.M., Closes at 9:00 P.M.
 - Petco: Opens at 10:00 A.M., Closes at 6:00 P.M.
 - Trainer Pool-Session 1: Opens at 12:30, Closes at 2:30
 - Trainer Pool-Session 2: Opens at 3:00, Closes at 5:00

Options for Students Who Want More

In 1st grade, students are to tell and write time in hours and half-hours using analog and digital clocks. Throughout the day or week, when the time is on the hour or half-hour, ask your child to tell you the time by looking at an analog or digital clock. Your child can write the time too!

Mathematics: Measure It and Graph It! Activity



Measure It & Graph It! Activity

2nd Grade

Directions: Adapted from enVisionmath2.0



Step 1: Measure the length of the fingers and thumb in inches on your left hand. Measure to the nearest whole inch.

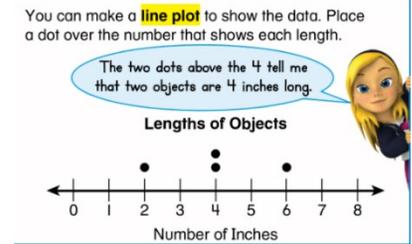
Step 2: You can also measure the length of others' fingers and thumbs in your household.

Step 3: Ask your teacher to measure their fingers and thumb.

Challenge: Make a line plot to show the measurements and answer the questions below.

Questions

- If your finger length was in between 2 whole numbers, how did you decide what finger length to choose? (For example, my finger length was between 2 and 3 inches. I used the measuring tool and decided it was closest to 3 because it was over the 2 and a half mark.)
- What is the difference in lengths between the longest and shortest finger?



Mathematics: Problems of the Week



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?

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

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

- Jon has a dog. He wants another, but his mom says one is enough. How many dogs does Jon have?
- Maria has 5 cats. Three of the cats are black. The rest are striped. How many of Maria's cats are striped?
- Use the equation $4 + 4 = 8$ to make up your own dog or cat word problem. Make sure your word problem matches the equation.

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

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

- Tim has 12 fish. Seven are yellow and the rest are red. How many red fish does Tim have?
- Luis and his sister Elisa like to count cars as they go by their house. Luis counted 10 yesterday, and Elisa counted 7 today. How many cars did they count in all?
- Use the equation $13 + 5 = 18$ to make up your own word problem. Make sure your word problem matches the equation.

2nd Grade: Taken from **enVisionmath2.0**

- Yun has 780 blocks. Marsha has 545 fewer blocks than Yun. How many blocks does Marsha have?
- A theater wants to add 140 seats. Then the theater will have a total of 375 seats. How many seats does the theater have now?
- Jared earned 189 pennies doing chores. Tara earned 200 pennies doing chores. Who earned more pennies?

Mathematics: Which One Doesn't Belong? Activity

Kindergarten

[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!

Options for Students Who Want More: 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

[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!

Options for Students Who Want More: 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.



Which One Doesn't Belong? Activity

Kinder
& 1st Grade

Mathematics: Mental Math! Activity



**Mental Math!
Activity**

2nd Grade

Directions

Solve each problem in your head. 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 use your strategy.

Options for Students Who Want More

Write a letter to someone you know and share how you solved the problems. Write a problem for them to try.

$18 + 42$

$27 + 66$

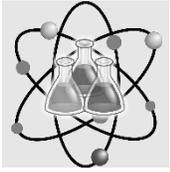
$35 + 48$

$62 + 28$

Weekly Options for Additional Support When Needed

- ✓ Students have someone read directions and story problems to them. Microsoft Translator App can be used to take a picture of any 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.

Science Weekly Activity



Science

Core Ideas

ESS3.A

ESS3.C

LS1.A

PS1.A

Thank the Earth! We use natural resources in many ways to meet our needs for food, shelter, clothing and entertainment. We need air and water to survive, but how much do we depend on plants? Figure out what life would be like without this natural resource.

Look around inside your home. Things made of wood, paper, some fabrics and some foods come from plants. Start by making a list of the things that come from plants, for example, a wood door, books, tortillas. Share your list with someone and add to or revise it as necessary. Then talk about the questions below and record your answers below, digitally or on a separate piece of paper.

1. **Kinder–2nd Grade:** We also use other natural resources in our homes. Metals, glass and things like bricks are made from rocks and minerals. What things can you find in your home that are made from rocks and minerals? Add these to your list.

Items Made from Plants

Items Made from Minerals

2. **1st and 2nd Grade:** We use different parts of plants for different things. For example, a wood door comes from the stem of a plant. Match things on your list to the plant structures they are made from stem, roots, leaves, or flower/seed.

Stems

Example: wood door

Roots

Example: carrots

Leaves

example: lettuce

Flowers or Seeds

example: tortillas

2nd Grade: The solids on your list can be described by their **observable properties**. These are words that describe them such as flexible, rigid, soft, hard, transparent, opaque, rough, smooth, flat, pointy, straight, or curved. Choose two of these properties. What items on your list have these two properties?

Property #1: _____

Property #2: _____

Options for Additional Support When Needed

✓ Students share their thoughts with another person. That person can write for them and student can copy.

Options for Students Who Want More

Choose one or more items from your list and write all of the properties. See if someone else can guess what items you chose.

Social Studies Weekly Activity



Social Studies

Standards

SS.K.17
SS.1.19
SS.1.20
SS.2.22

Create a World: Imagine that you get to build a brand-new world. No one has ever seen this new world so you get to design it however you want!

Step 1: Draw a map of this new world. Remember that this is a new world that you discovered so you get to decide what it looks like! Draw and label a variety of **land formations** including water features such as **mountains, deserts, plains, rivers, lakes** and **oceans**. You can get as creative as you want!

Step 2: Decide where you are going to build your **capital city** and mark it on the map.

A large, empty rectangular box with a thin black border, intended for the student to draw their map of the new world.

Step 3: Share your map with someone in your home. Discuss the following questions:

	<ul style="list-style-type: none"> • Why did you decide to put your city in the location you chose? • What sources of water are nearby? Why is it important to build a city near water? • Are there land formations that protect the city? • What types of natural resources are available in your world? <p>Options for Students Who Want More</p> <ul style="list-style-type: none"> ✓ If you are really excited about your new world then design a flag to represent your people or consider making a list of laws that you think the people should follow. Share your creations with someone. ✓ Visit National Geographic Kids to learn more about our World! https://kids.nationalgeographic.com/ (*see note about online tools/resources on page 17 of this document) ✓ If you have an older sibling in grades 3-5 in your home, then you can work together too! Just remember they will have an extra step or two. <p>Options for Additional Support When Needed</p> <ul style="list-style-type: none"> ✓ Discuss in native language. ✓ Use the following Language Stems <p>The land formations on my map are _____, _____, _____.</p> <p>I put the water on my map near _____ because_____.</p> <p>The natural resources on my map are _____. They help my world because_____.</p>
--	--

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"> • Balloon Breathing (see additional resources) • Humdinger: Hum your favorite tune! Move while you hum. OR Pretend you are a character from your favorite book or show. Act out a scene. • Drain Breathing (see additional resources) • Make a cheer or chant to celebrate when you reach a goal. Does your cheer or chant have moves to go with it? • 5,4,3,2,1- roll your head in a circle 5 times each way, take 4 deep breaths, clench your hands 3 times, take 2 deep breaths, hug yourself once and take one deep breath. (Repeat as many times as needed) • Try saying this tongue twister quickly 3 times: “Give papa a cup of proper coffee in a copper coffee cup.”
--	--

Music Weekly Activity

<p>Music</p>	<p>Access the instructions for music activities here.</p>
---------------------	---

SEL: Reflective Closer

Choose one each day.

<p>1</p> 	<p>How did you use determination to get through your day?</p> <hr/> <hr/> <hr/>
<p>2</p> 	<p>What did you accomplish today? Celebrate! Find a time to share with someone!</p> <hr/> <hr/> <hr/>
<p>3</p> 	<p>What steps did you take to work through a challenge today?</p> <hr/> <hr/> <hr/>
<p>4</p> 	<p>How did you use your growth mindset today? What did it feel like to get better with something that challenges you?</p> <hr/> <hr/> <hr/>
<p>5</p> 	<p>What did you finish this week? Celebrate your determination by creating a song, dance or poem!</p> <hr/> <hr/> <hr/>

Additional Resources

1. 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 17 of this document)
2. Go Noodle <https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw> (*see note about online tools/resources on page 17 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 "ssshhh" sound and release all your muscles, draining out the stress.</p>	 <h3>S.T.A.R.</h3> <p>Smile, Take a deep breath And Relax. 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 "pbpbpbpb" 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.