

# Primary Distance Learning Lesson Plans

## Grade K–2

Week Nine: May 26–29

### SEL Theme: Friendship

**Friendship** is a way to connect with someone in your life. Friends are people that you trust, and you know will be there for you. Friends help each other when they are in trouble or hurt. Friends have special bonds and can share ideas that help them stay connected. Friendships are important relationships for everyone.

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

### Weekly Planner Sample

Month May.....Week 9.....

Monday
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<input type="checkbox"/> ..... Holiday .....
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Tuesday
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Wednesday
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Friday
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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

<p><b>1</b></p> 	<p>If there was one thing you could change about the world what would it be and why? Whose help would you need to make that change?</p> <hr/> <hr/> <hr/>
<p><b>2</b></p> 	<p>How are you a good friend to others? How are others a good friend to you? Make a list of what makes someone a good friend.</p> <hr/> <hr/> <hr/>
<p><b>3</b></p> 	<p>What are all the different ways you can call someone “friend”? (Example: buddy, amigo)</p> <hr/> <hr/> <hr/>
<p><b>4</b></p> 	<p>If a genie could grant you three wishes to help a friend, what would they be?</p> <hr/> <hr/> <hr/>
<p><b>5</b></p> 	<p>What is your favorite game to play with a friend? What do you like about that game?</p> <hr/> <hr/> <hr/>

## Literacy: Reading



### 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

"Let us remember: one book, one pen, one child, and one teacher can change the world."  
Malala Yousafzai

## Read 20 Minutes Each Day

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

Date	Book/Page Totals	Title of Today's Best Book	Fiction	Nonfiction
5/26				
5/27				
5/28				
5/29				

### Options for Books

- Read-alouds can be found on [www.storylineonline.net](http://www.storylineonline.net). (\*see note about online tools/resources on page 15 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

**Extension:** 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.



**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 Frames:

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**  
[The Red Pen \(story\)](#)

**First Grade**  
[A Snail in May \(story\)](#)

**Second Grade**  
[The Frog Prince \(story\)](#)

[Kinder Phonics Practice Week 9](#)

[1<sup>st</sup> Grade Phonics Practice Week 9](#)

[2<sup>nd</sup> Grade Phonics Practice Week 9](#)

**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

### Weekly Goals



#### Domains

CC, OA, NBT, MD

#### Math Practices

1, 2, 4, 5, 6, & 7

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:

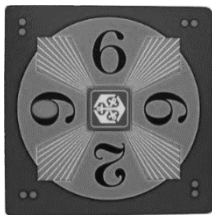
- Complete 4 in a row on the **Math Tac Toe Board** (vertical, horizontal or diagonal).
- ✍️ Fill out the [Show What You Know!](#) recording sheet to share your understanding with your teacher.

**Challenge:** Complete all the activities on Math Tac Toe board to get a blackout.

### Math Tac Toe Board

Let's Move!	Problems of the Week	Math World/ Mental Math	Game
Math World/ Mental Math	Game	Let's Move!	Problems of the Week
Game	Math World/ Mental Math	Problems of the Week	Let's Move!
Problems of the Week	Let's Move!	Game	Math World/ Mental Math

## Mathematics: Games of the Week



Games are for grades K-2 to help build fluency with number.

- ★ [Four in a Row](#)
- ★ [Rolling for 50](#)
- ★ [High Roller](#)
- ★ **Mystery Number:** Directions included in Week 8

## Mathematics: Let's Move in Mathematics! Activity

### Let's Move in Mathematics! Activity

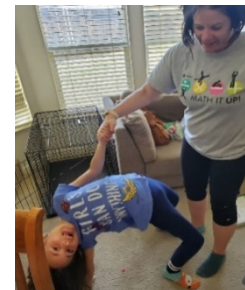
#### Directions

Solve the following from your grade level using any tools, models or strategies. Once you have solved the problem, use *balance points* (parts of the body that have to touch the ground) to show your solution or answer to the problem.

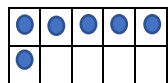
\*See the picture of the Toles family using balance points (4 feet and 1 hand) to show the answer to 10–5.

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 School District Elementary 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.



#### Kindergarten



How many more dots are needed to make 10?

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

$$16 + \underline{\quad} = 20$$

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

$$777 - 773$$

## 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!

	<p><b>Kindergarten:</b> (Taken or adapted from <i>Bridges in Mathematics</i>, 2<sup>nd</sup> Ed.) Use objects, pictures, or numbers to help solve the problems.</p> <ul style="list-style-type: none"> <li>• There were 9 dogs at the dog park. Two of the dogs ran away. How many dogs are left at the dog park?</li> <li>• You have 6 pets. Some are dogs, and some are cats. How many dogs do you have? How many cats do you have? *There is more than 1 answer to this problem—Can you come up with a different answer?</li> <li>• Use the equation <math>3 + 0 = 3</math> to make up your own dog or cat word problem. Make sure your word problem matches the equation.</li> </ul> <p><b>1<sup>st</sup> Grade:</b> (Taken or adapted from <i>Bridges in Mathematics</i>, 2<sup>nd</sup> Ed.) Use objects, pictures, or numbers to help solve the problems.</p> <ul style="list-style-type: none"> <li>• I have 1 dime, 2 nickels, and 3 pennies. How much money do I have? Can you show a different way to show that amount with pennies, nickels, or dimes?</li> <li>• Jared has 5 coins in his pocket. They are worth 18 cents in all. What coins does Jared have? How else could you make 18 cents with pennies, nickels, or dimes?</li> <li>• Use real pennies, nickels, and dimes to practice counting different amounts from 0 to 50 cents.</li> </ul> <p><b>2<sup>nd</sup> Grade:</b> (Taken from <b>enVisionmath2.0</b>)</p> <ul style="list-style-type: none"> <li>• Connor has 39 sheets of green paper and some sheets of yellow paper. He has 78 sheets of paper in all. How many yellow sheets of paper does Connor have?</li> <li>• Diana buys shoes on sale for \$28. Draw dollar bills that she could use to pay for the shoes.</li> </ul>	<p><b>Before Solving...</b></p> <ul style="list-style-type: none"> <li>✓ What do you know?</li> <li>✓ What do you need to find out?</li> <li>✓ Can you draw a picture, model, or make number sentence to help make sense of this problem?</li> </ul>	<p><b>Solving...</b> Show one way to solve this problem.</p>
		<p><b>Solving...</b> Show a different way to solve the problem.</p>	<p><b>After Solving...</b> Explain your solution using models and words. How do you know the answer is reasonable?</p>
<b>Mathematics: Math in the World! Activity</b>			
<p><b>Math in the World! Activity</b></p> <p>Kindergarten &amp; 1st Grade</p>	<p><a href="#">K-1 attachment</a></p> <ul style="list-style-type: none"> <li>• Solve problems about math in our homes and the world around us. These problems feature glimpses into other families' lives. Many of the problem situations can be extended.</li> </ul> <p><b>Options for Students Who Want More</b></p> <ul style="list-style-type: none"> <li>✓ Take it to the next level by writing and solving your own problems about the situation.</li> </ul>		



## 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.

$38 + 20$

$38 + 26$

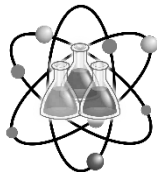
$38 + 30$

$38 + 33$

#### 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  
LS1.A

**What Can Teeth Do?** Adapted from resources from the California Academy of Sciences

Did you know that teeth are covered by the hardest substance in your body and are the only part of you that can't heal themselves? Also, teeth, just like fingerprints, are unique to each person.

#### Part One

Complete Steps 1–4 below and talk about them with another person:

**Step 1:** Start by making a prediction. How many teeth do you think you have? Without looking, how would you describe what they look like?

**Step 2:** Now, take a close look at your teeth using a mirror. If you don't have a mirror, look at someone else's teeth. Open your mouth wide and look at the top and bottom. Pull your lips back and look at them from the side. What do you notice? What did you discover that you didn't know before?

**Step 3:** You might have your baby teeth or mix of baby and adult teeth. You might also not have all of your teeth right now. Compare your teeth with someone else and look for similarities and differences.

**Step 4:** Draw a picture of your teeth. What do you wonder about your teeth? Write one or more questions that are based on your observations.

Examples: I wonder why my teeth \_\_\_\_\_? Can my teeth \_\_\_\_\_?



**Part Two**

Teeth serve many different functions for animals including us. Discuss the questions below with someone and record your answers digitally or on another sheet of paper.

1. What are different words that describe how we eat? What are other ways we use our teeth? List verbs related to how we use our teeth.

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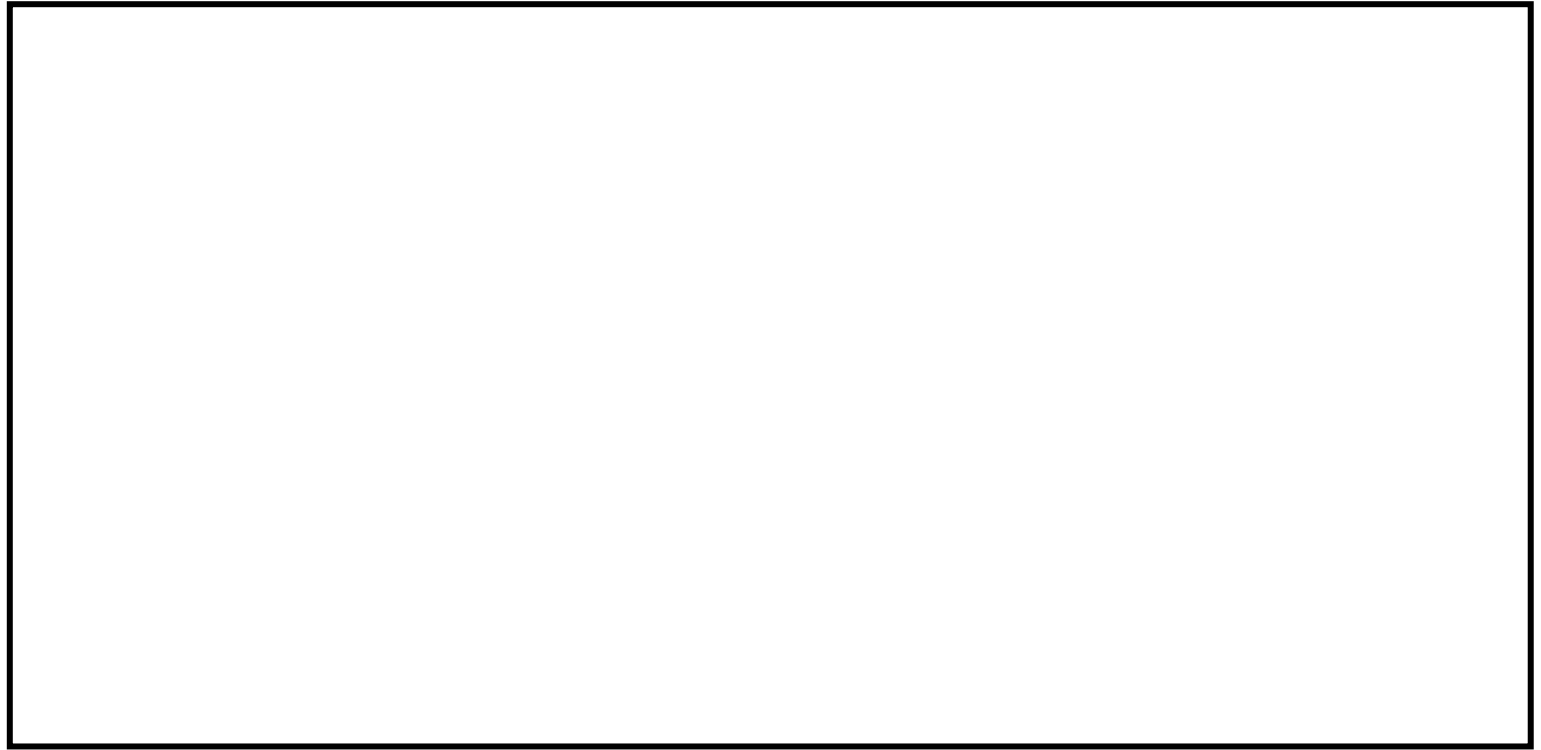
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2. Think about the teeth of different animals? What things do they do that are different from what our teeth can do? List verbs that describe how they use their teeth.

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Talk to a classmate over the phone or someone else and share your answers. Add ideas you didn't have. Make a drawing to show one or more of these actions that teeth can do.



**Options for Students Who Want More**

- ✓ Brainstorm ways that would help you find the answers to the questions you had about your teeth. Choose the best way and figure them out!
- ✓ The things that we use are often related to the structure of living things. Find things in your home that have a similar structure and function to our different teeth. Then design a new tool based on the structure of our teeth.
- ✓ Did you know that some snails can have 25,000 teeth? Research the teeth of other animals and how they are used.
- ✓ Find out the meaning for any of the following words you don't already know: gnash, gnaw, masticate, nibble, pierce, puncture, sever, and shear. Some of these meanings are very similar. How would you describe to someone how they are different?

**Options for Additional Support When Needed**

- ✓ All discussions can be in native language.
- ✓ Writing can be told to someone and they can write it down and student can copy.
- ✓ Sentence/Language Frames for Part Two

Different things my teeth can do are \_\_\_\_\_

\_\_\_\_\_

Ways that other animals use their teeth are \_\_\_\_\_

\_\_\_\_\_

They are the same as how I use teeth because \_\_\_\_\_.

\_\_\_\_\_

They can be different from how I use teeth because \_\_\_\_\_

\_\_\_\_\_

## Social Studies Weekly Activity



### Social Studies

#### Standards

SS.SS.K.9  
SS.1.9  
SS.1.14  
SS.2.11

**My Nevada, My Community Collage:** What does Nevada and your community mean to you? Create a collage (collection of pictures) to show what is special about Nevada and your community.

- ✓ **Step 1:** Brainstorm a list of things that makes Nevada and your community special. Make a list of items and ideas that represent the different kinds of people that live and work in your community.
- ✓ **Step 2:** Draw, cut out magazine pictures, or use a digital program to create a collage or picture that represents what Nevada and your community mean to you.
- ✓ **Step 3:** Share your collage with someone in your home and tell them about your Nevada.

\*Visit these websites to learn more about the history of Nevada!

- <http://www.renohistorical.org/> (\*see note about online tools/resources on page 15 of this document)
- <https://www.nevadaart.org/art/exhibitions/the-36th-star-nevadas-journey-from-territory-to-state/> (scroll to the bottom to view the video) (\*see note about online tools/resources on page 15 of this document)

\*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.

### SEL: Brain Break

**A water-break for your brain** (Utilize brain breaks each time you switch subjects or need a break!)

### Brain Break






- What is your dream job? Pretend you are that person! Act out what your favorite job does during their day.
- STAR Breathing (see additional resources)
- Pretend you are an astronaut in space or a deep-sea diver. Act out a mission to the moon or to the bottom of the ocean.
- Pretzel Breathing (see additional resources)
- Body Alphabet: Form letters of the alphabet from A to Z using your body. Challenge; pretend the alphabet is backwards. Can you perform your body alphabet in reverse Z to A?
- Try saying this tongue twister quickly 3 times: “Give papa a cup of proper coffee in a copper coffee cup.”

## Music Weekly Activity

### Music

Access the instructions [here](#).

## SEL: Reflective Closer

<p><b>1</b></p> 	<p>What did you learn about friendship this week? Did you make any new friends? Did you become closer friends with someone than you weren't before? How?</p> <hr/> <hr/> <hr/>
<p><b>2</b></p> 	<p>How are you and your friends alike? How are your friends different from you?</p> <hr/> <hr/> <hr/>
<p><b>3</b></p> 	<p>If you <i>could</i> make your friend a gift that they would love what would you make? What would you need to make that gift?</p> <hr/> <hr/> <hr/>
<p><b>4</b></p> 	<p>How did you help someone today? What did it feel like to help that person?</p> <hr/> <hr/> <hr/>
<p><b>5</b></p> 	<p>Create an acrostic poem for the word "FRIEND." <i>Draw a picture for your poem or describe what that picture would look like.</i></p> <hr/> <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 15 of this document)
2. Go Noodle: <https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw> (\*see note about online tools/resources on page 15 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>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.