

Coconino High School

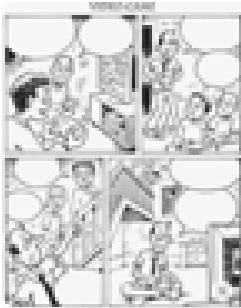
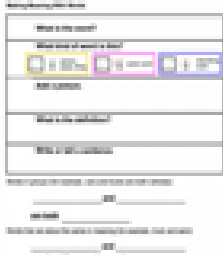
Weekly Learning Guide

Course	Cross-Categorical "Life Skills"	Week Assigned	May 4th, 2020
Lesson Title	Activity Board Week 5		
Teacher Email	Lang Suby lsuby@fUSD1.org		
Target Standards	Skill :02 / Category: A2-Algebra 2 : Creating Equations Goal: A2.A-CED.A.1 - Create equations that describe numbers or relationships: Create equations and use them to solve problems. Include problem-solving opportunities utilizing real-world context. A1.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others. CCSS.ELA-Literacy Goal: 9.RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Goal: 9.W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		

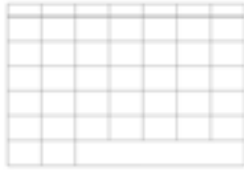
Learning Goal	Activity 1: Student will create and edit a written passage by writing a Comic Script and using the editing strategy COPS (capitalization, organization, punctuation, spelling). Activity 2: Student will define domain specific vocabulary words by completing a word study. Activity 3: Student will comprehend informational text as evident by answering comprehension questions (who, what, when, where, how, and why questions). Activity 4: Students will identify calendar dates and list them in numerical order by creating a monthly calendar. Activity 5: Student will display decoding skills by using context clues to clarify unfamiliar words. Activity 6: Students will observe and discern items by specific characteristics by identifying rocks and their individual properties. Activity 7: Student will subtract numbers with decimals by making change during a purchase. Activity 8: Student will practice social awareness by identifying different facial expressions. Activity 9: Student will compare lengths by measuring different items.
Essential Questions	SEE ACTIVITY BOARD

Learning
Activity

Families are encouraged to complete 1 or more squares in the activity board each day and use the 1 or more NearPod lessons each day to continue academic progress. Repeating activities reinforces learning.

<u>Activity 1: (All Levels)</u> Writing Fluency/ Comic Script: Draw and write a comic script. Tell about a funny situation that happened in your family, pretend that your pet can talk, Etc. Or use the blank comic script below and fill in the dialog. Edit your Comic Script. Check for capitalization, organization, punctuation, and spelling.  (See resources for a blank comic script)	<u>Activity 2: (All Levels)</u> Word Study: Pick a word from the provided list. Define the term, use it in a sentence, draw a picture of the sentence you created, and use a thesaurus (or ask a parent) to identify some synonyms. (Trait, Family Tree, Inherit, Genes, DNA, Cell)  (See resources for Word Study) and/or Complete the NearPod activity Word Study or use the nearpod.com/student session code: TGPMZ (All Levels)	<u>Activity 3: (All Levels)</u> Reading Comprehension: Read a book. Using words, pointing or communication device, answer Who, What, Where and How questions after reading your book. Draw a picture about your favorite part of the story. Ex: Who was the main character in the story? What were they doing? What was the story about? and/or Login to your https://www.n2y.com/ student account, read “Chapter 1: Like Your Grandparents” and answer the comprehension Q’s.
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Activity 4: (All Levels)
Time Management: Make your own calendar. Customize a calendar month by writing important dates or make your own calendar on a blank piece of paper and practice writing the days or the week and numbers in numerical order.
 (see resources for a blank template)



and/or

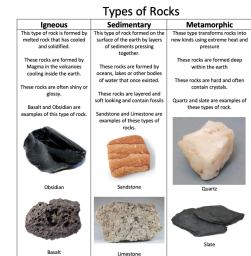
Complete the NearPod activity [May Calendar](#) or use the nearpod.com/student session code: KWVLR (All Levels)

Activity 5: (All Levels)
Reading Fluency: Read a Book. Use context clues to clarify unfamiliar words
 What else can you read?
 Books, magazines, mail, and more!

and/or

Login to your <https://www.n2y.com/> student account and read
“Chapter 1: Like Your Grandparents.”

Activity 6: (All Levels)
Rock Cycle: There are three types of rocks; Igneous, Sedimentary, and Metamorphic. Use the Rock Guide and try to find all three. Complete the nearpod lesson for more about the rock cycle.
 (see resources for a rock guide)



and/or

Complete the nearpod activity [Rock Cycle](#) or use the nearpod.com/student session code: YOXWK (Level 3)

Activity 7: (Level 3)

Making Change: List some grocery items in your house. How much do you think they cost? Imagine paying for them with different values of money. What change would you receive back? Use real money if available.

1) $\$10.00 - \$5.49 =$

2) $\$15.00 - \$13.98 =$

3) $\$20.00 - \$17.35 =$

4) $\$35.00 - \$31.05 =$

5) $\$50.00 - \$45.66 =$

(see resources for a subtracting money worksheet)
and/or

Complete the Nearpod activity [Making Change](#) or use the nearpod.com/student session code: RYNIO (Level 3)

Activity 8: (All Levels)

Social/Emotional: Social Awareness.

List all the ways people communicate without using their voice.

With a friend, sibling or parent, practice using different facial expressions to show emotion. Try to guess what the other is feeling by their body language and facial features.

Use the guide to draw different emotions.



and/or

Complete the NearPod activity [Social Awareness](#) or use the nearpod.com/student session code: EPKIA (Level 4)

Activity 9: (Level 1)

Measuring Length:

Measure large items in your house using a tape measure. Discuss the difference between feet and inches. Don't have a tape measure. Use paperclips, coins or other multiple same length objects to compare the length of household items.



and/or

Complete the NearPod activity [Measuring Length](#) or use the nearpod.com/student session code: XYHNF (Level 2)



Activity 2:

Making Meaning With Words

What is the word?

What kind of word is this?



Add a picture.

What is the definition?

Write or tell a sentence.

Words in groups (for example, cars and trucks are both vehicles)

_____ **and** _____

are both _____

Words that are about the same in meaning (for example, truck and semi)

_____ **and** _____

are about the same in meaning.

Activity 4:

Activity 6:

Types of Rocks

Igneous	Sedimentary	Metamorphic
This type of rock is formed by melted rock that has cooled and solidified. These rocks are formed by Magma in the volcanoes cooling inside the earth. These rocks are often shiny or glossy. Basalt and Obsidian are examples of this type of rock.	This type of rock formed on the surface of the earth by layers of sediments pressing together. These rocks are formed by oceans, lakes or other bodies of water that once existed. These rocks are layered and soft looking and contain fossils Sandstone and Limestone are examples of these types of rocks.	These type transforms rocks into new kinds using extreme heat and pressure These rocks are formed deep within the earth These rocks are hard and often contain crystals. Quartz and slate are examples of these types of rock.
		
Obsidian  Basalt	Sandstone  Limestone	 Slate

Activity 7:

Making Change! Mental Math

Figure out how much change each customer will get back.

Sally has:



Her drink costs:

\$.85



What will her change be?



Jane has:



Her ice cream costs:

\$1.30



What will her change be?



Tom has:



His football costs:

\$3.60



What will his change be?



Phil has:



His baseball costs:

\$2.45



What will his change be?



Jen has:



Her snack costs:

\$1.15



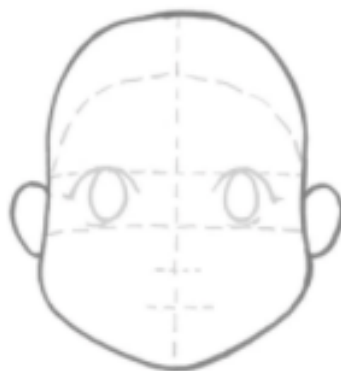
What will her change be?



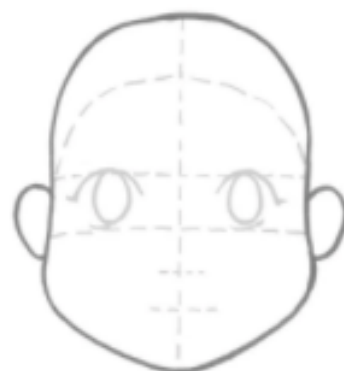
Activity 8:



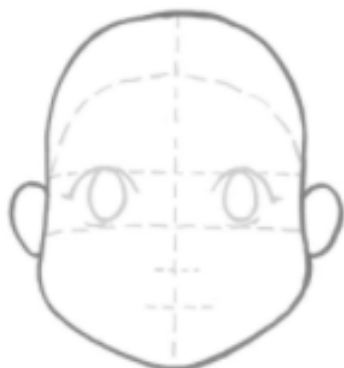
HAPPY



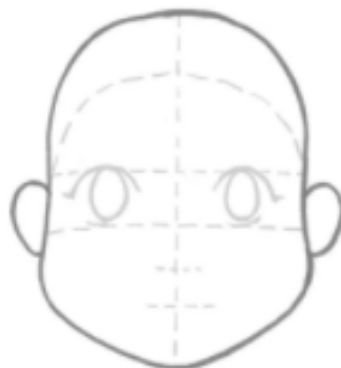
Sad



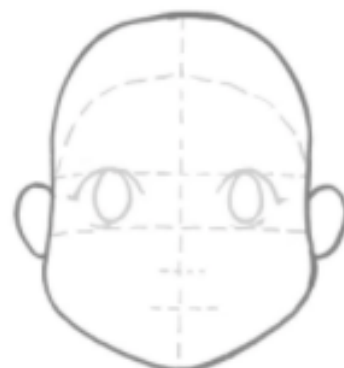
Angry



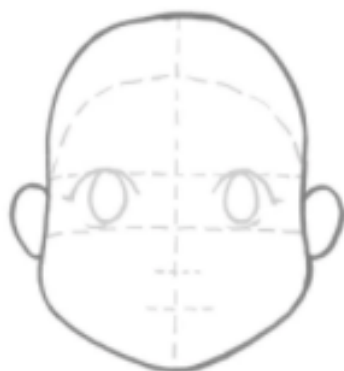
Shy



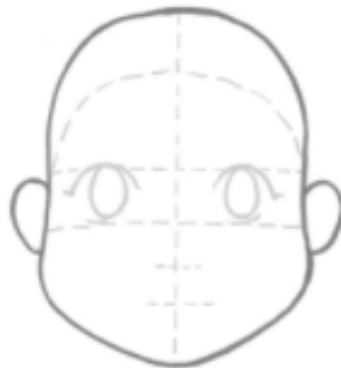
Tired



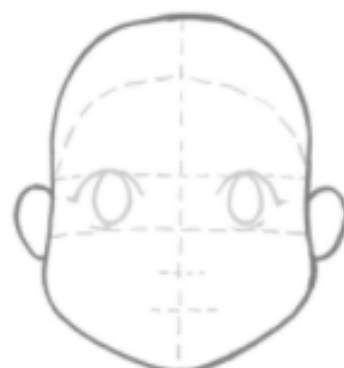
Suprised



Scared



Excited



In Love

Links to Printable Materials	N/A
Extension & Enrichment	SEE ACTIVITY BOARD