



# DEPARTMENT OF

## TEACHING, LEARNING & INNOVATION

LIFE READY

Parents/Guardians,

3/12/2020

Henrico County Public Schools is committed to providing engaging learning experiences for students during a district closing. As a result, The Department of Teaching, Learning, and Innovation has created a Distance Learning Plan to ensure the continuation of learning experiences at home.

We have highlighted our plan below so that families can understand and support learning at home during our time out of school. Below you will find information around our strategies for supporting your child while at home.

**Who:** Students in grades kindergarten through 5th grade will participate in Distance Learning Plans that include a wide variety of “at home” learning experiences.

**Why:** Distance Learning Plans expand students’ ongoing instructional time during a divisional school closing.

**What:** Distance Learning Plans provide opportunities for students to replicate learning experiences that would happen if the students were in school.

- Performance Task (Supports the Henrico Learner Profile and targeted Standards of Learning)
- Core Content Choice Board of Activities (Various levels or rigor, student chosen experiences)
- Math Connections (Targeted numeracy experiences)
- Reading Connections (Targeted reading and writing experiences)
- [CLEVER](#) Connections (Optional online at home access)
- [Digital Library Resources](#) (Optional online at home access)
- [Reading Resources](#) (Optional online at home access)
- [Digital Copy of Parent Literacy Resource Document](#) (printed version included in student packet)

**How:** Students will work on the various activities at a pace and time that works best for your family. We do ask upon returning to school that your child bring back the following:

- Performance Task Project (Participation grade and for feedback)
- Choice Board Document (Participation grade and for feedback)

In an effort to better guide your support at home, our department has created a Distance Learning website. This site will connect you to our KG-5 teacher guides and student resources for instruction at home. This link can be found below.

<https://sites.google.com/henrico.k12.va.us/hcpsdistancelearning>

We appreciate your support in ensuring that instruction continues at home during our time away from school.

The Department of Teaching, Learning, and Innovation

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# Growing Lifelong Readers and Learners

Literacy is the foundation for all learning, and we believe that strengthening literacy prepares students to be LifeReady. Families play an essential part in the learning experience since family members prepare students for learning and work directly with teachers and school staff to ensure students grow as learners.

## LITERACY TIPS FOR FAMILIES

### How can you help?



#### Reading Resources

Scan this QR code to find resources that provide book recommendations for all ages and helpful advice for growing lifelong readers. Contact your School Librarian for more tips, resources, and personalized book suggestions.

- Provide access** to a large number of books and other reading materials. \*
- Read widely** with your child from lots of different kinds of books: fiction, non-fiction, folk and fairy tales, comic books, graphic novels, biographies, cookbooks, and more.
- Visit your public libraries** and get a free library card to access print and digital books and resources.
- Provide writing materials** and models for writing in your home: books, audiobooks, magazines, newspapers, writing paper, pencils, and crayons.
- Balance books and screen time.** Reading picture books to children has a double effect. It removes the negative of extra screen time while adding a terrific positive in the form of skill and brain-building effects. (Gurdon, 2019).
- Be a role model** for your child. Read for pleasure or knowledge on a daily basis.

# Make Literacy a Part of Your Family Time

<input type="checkbox"/>	<b>Reading aloud</b> to children of ALL ages is not only a warm, sharing experience, but it also helps develop their listening skills and vocabulary and prepares them for reading on their own with understanding and personal connections.
<input type="checkbox"/>	<b>Make eye contact</b> with your child when talking about the story.
<input type="checkbox"/>	<b>Talk, sing, and read</b> with your child! Children's brain cells are literally activated when they do these things with their families (Hutton, 2015).
<input type="checkbox"/>	<b>Label common areas</b> in your home and practice reading.
<input type="checkbox"/>	<b>Write the grocery list together</b> then shop together matching the words with the items on the shelves.
<input type="checkbox"/>	<b>Read the ingredients</b> and directions on a recipe and make something yummy to eat together.
<input type="checkbox"/>	<b>Play</b> a board game.
<input type="checkbox"/>	<b>Turn on the closed captioning</b> to your family's favorite shows.



## Ready to Transform Learning?

Scan this QR code to learn how to access all of the HCPS Digital Resources and Databases.

### Sources:

\*Data from the [NAEP](#) Research show that students who report having more books in their homes performed better academically. Specifically, while less than 15 percent of students with between 0 and 10 books scored proficient in 2015, 50 percent of students with more than 100 books did. The data and research are clear – children who have access to print reading materials have better literacy outcomes.

“ACCESS TO READING MATERIALS.” *Access to Reading Materials*, United States Department of Education, [www2.ed.gov/datastory/bookaccess/index.html#datanotes](http://www2.ed.gov/datastory/bookaccess/index.html#datanotes).

Hutton, John S., et al. “Home Reading Environment and Brain Activation in Preschool Children Listening to Stories.” *Pediatrics*, American Academy of Pediatrics, 1 Sept. 2015, [pediatrics.aappublications.org/content/136/3/466](http://pediatrics.aappublications.org/content/136/3/466).

Gurdon, Meghan Cox. *The Enchanted Hour: The Miraculous Power of Reading Aloud in the Age of Distraction*. New York, Harper, an imprint of HarperCollins Publishers, 2019.

# 2nd and 3rd Grade

## HCPS Distance Learning Plan

### Assignment 1: Performance Task



Global Citizen:

I understand how diverse perspectives, experiences, and backgrounds contribute to a community's success.



Communicator:

I respond to questions, recalling information and communicating what I understand through an assigned task, product, and/or process.

### It's a Tradition!

Take time to notice how people in the community celebrate traditions and holidays. Select one family tradition or holiday that is celebrated in your community or home and show how it contributes to diversity, patriotism, and/or global citizenship.

Choose one way to show your learning:

- Make a poster (regular paper or larger)
- Create a presentation (using Google Slides, PowerPoint or a program from Henrico's Clever Menu: <https://menu.clever.com/henrico>)
- Make a video that includes a written script
- Your choice: \_\_\_\_\_

Your finished product should include:

- at least three descriptive sentences or facts
- at least two images (drawn, printed, cut from magazines, or digital)

**You will need to turn in a digital or hard copy of your work when you return to school.**

**Student Self-Reflection:**

Did my family tradition or holiday connect to diversity, patriotism, and/or global citizenship through at least three detailed sentences?    Yes    No

Tell one way that your project connects to diversity, patriotism and/or global citizenship.

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## Assignment 2: Choice Board

**Directions: Select at least one activity per content column to complete each week. Color the box when you have completed that activity.**

Math	Reading/Writing	Science	Social Studies
<b>Fair Shares</b> How many different ways can you divide a square into four equal parts? Can you find more than four ways?	<b>You've got mail!</b> Write a letter to someone you haven't seen in a while to let them know how your school year is going.	<b>It Matters!</b> Identify and illustrate the phases of water. Chart the various phases of water found around your home. <b>Bonus:</b> Conduct an investigation to observe the condensation of water.	<b>Famous Americans</b> Who is a famous American you admire and why? Write 3-5 sentences about the famous American you chose and why you admire them.
<b>Ten Questions</b> Play ten questions with a partner. One person thinks of a number between 1 and 100. The other person asks 10 yes or no questions to guess the number. (Ex. Is it odd? Is it less than 50?)	<b>Recording Studio</b> Record yourself reading. Listen to the recording and think about something you can change. Set a goal. Record yourself reading again. Listen to see if you met your goal.	<b>What's the Weather?</b> Observe and use a chart or graph to record daily weather conditions, such as sunny, cloudy, windy, rainy, or snowy. Describe weather in terms of temperature, wind, and precipitation. Do you see patterns?	<b>Then and Now</b> Compare and contrast an ancient civilization or American Indian tribe from the past with your life today. What are some similarities and differences? Write or draw your answers.
<b>Graph It</b> Write a question that you can create a tally chart for in your home. Use the tally chart to create a pictograph or bar graph of the data.	<b>Going on a word hunt!</b> Look through a book you are reading to find 12 words with different numbers of syllables. Make a chart that sorts by the number of syllables in each word.	<b>Find Me a Home</b> Design (draw) and/or construct a model of a habitat for an animal with a specific adaptation.	<b>What's on a Globe?</b> Draw a model of the earth and label as many water and land features as you can. Don't forget to include a compass rose, legend, and title.
<b>50 = _____</b> 50 is the answer. What could the question be? Challenge yourself to think of as many number sentences that equal 50 as you can.	<b>Journal It</b> Keep a journal to describe what you do each day. How many descriptive words can you use to describe what you do?	<b>It's a Cycle!</b> Take time to notice patterns and cycles in your everyday life. Select one pattern or cycle and Write and draw what is occurring. (Ex: day/night, seasons, moon phases, animal and plant cycles)	<b>Build it!</b> What's your favorite thing you learned in social studies? Use materials around your home to build a model of it.

My favorite activity was \_\_\_\_\_ because \_\_\_\_\_

The most challenging activity was \_\_\_\_\_ because \_\_\_\_\_

## Assignment 3: Reading Activities

**Directions: Select at least one activity from each category to complete each week.**

### Writing

- Name one thing that you do really well and describe it in detail.
- What if animals could talk? What questions would you ask the animal and why?
- Pick a favorite activity or item (sport, food, hobby, book, toy, etc). Explain why it is a favorite.

### Reading Response

- Reread a book to a family member, pet, or a favorite toy.
- Read one of your nonfiction books and complete one of these activities:
  - nonfiction graphic organizer
  - KWL chart in your journal
- Read one of your fiction books and complete one of these activities:
  - story map graphic organizer
  - five finger retell in your journal
- Read a library book.
- Listen to a story online.

## Five-Finger Retell



### Word Work

- Go on a word hunt! Use the graphic organizer to sort different types of words that you find in your books and around your home.
- Make a word! Use the word building blocks to make words that use a prefix and/or a suffix. Write the words that you make.
- Tricky Words! Did you find a tricky word when you were reading? Write the tricky word down in your journal and explain how you figured it out.

### Family Literacy Activities

- Read a piece of real-world text in your home. This can be a recipe, a piece of mail, the back of the cereal box, or the back of a movie jacket. Talk about how this piece of text helps us and why the author wrote it.
- Play *I Spy* - One person thinks of an object that can be seen. Everyone else asks questions to try to identify the object.
- Play *Going on a Picnic* - Everyone playing will take turns saying "I am going on a picnic and I will bring \_\_\_\_." The first person thinks of something to bring that begins with an a (such as apple). The next person thinks of something to bring that begins with a b (such as banana). Repeat using all 26 letters of the alphabet.

## Assignment 4: Math Activities

**Directions: Select at least one activity from each category to complete each week.**

### 120 Chart

- Create hundreds chart riddles.
  - My number is less than 72.
  - My number is greater than 36.
  - My number is said when skip-counting by 10s.
  - My number is the difference between 70 and 30.
- Skip count by 2's, 5's, or 10's starting at various multiples.
- Pick a number and count backward by 10's.
- Pick a number and tell how many tens and ones that number has.
- Pick a number and tell what is 1 more or 1 less than that number.
- Pick a number and tell what is 10 more or 10 less than that number.
- Pick a number on the hundreds chart and determine whether it is even or odd. Use objects to prove a numbers' evenness and oddness.

### Digit Card Games

- Select two digit cards from the pile. Add them together and record the number sentence. Repeat at least
- Select two digit cards from the pile and find the difference between the numbers. Record the number sentence.
- Select three digit cards. Create the largest number possible with the digits selected and create the smallest number possible with the digits selected.
- Select three digit cards and create a number with the cards selected. Write the number that is 10 more, 10 less, 100 more, and 100 less than the number created.
- Select six digit cards and create two three-digit numbers. Compare the numbers using the symbols/terms greater than, less than, and equal to.

### Problem Solving

- Using the problem types chart, select a problem type to solve from each row.
- Create your own single-step practical problems based on the problem type chart and solve it.
- Create your own two-step practical problem. Below is an example of a two-step practical problem.
  - Tevion has 16 pencils. Eight of his pencils are mechanical, and the rest are regular ones that must be sharpened. His friend gave him 3 more regular pencils. How many regular pencils does he have now?

### Measurement

- Find at least three different ways to make \$2.00 using nickels, dimes, and quarters.
- Find 3 different containers. Put them in order by the amount of liquid they can hold. Test your prediction.
- If you have 5 coins, what could be the value of those coins?
- Estimate the following in inches: your height, length of your foot, distance from your elbow to the tip of your hand.
- Find several real-world examples of right angles (ex. the corner of a book) around your house.
- Use a ruler to measure objects in your house to the nearest half inch or inch.



# Word Hunt

<b>Contractions</b>	<b>Compound Words</b>	<b>Abbreviations</b>
can't	backpack	Dr.

# Story Map

**Title**

**Author**

**Setting (Time and Place)**

**Character(s)**

**Conflict**

**Event 1**

**Event 2**

**Event 3**

**Resolution**

## 3-2-1 Review

<p><b>3</b> Things I learned</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p><b>2</b> Things that surprised me</p>	<p>1.</p> <p>2.</p>
<p><b>1</b> Question I still have</p>	<p>1.</p>

## Boxes and Bullets

<b>Main Idea</b>	
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<b>Details</b>	

# 120 Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

# Problem Solving

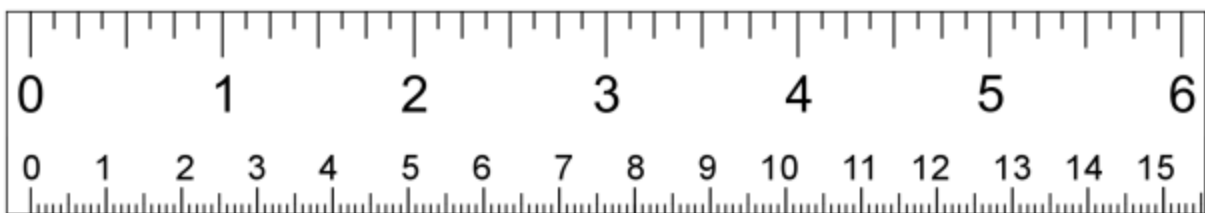
## Common Addition and Subtraction Problem Types

<p><b>Join</b> Result Unknown</p>	<p><b>Join</b> Change Unknown</p>	<p><b>Join</b> Start Unknown</p>
<p>Sue had 28 pencils. Alex gave her 14 more pencils. How many pencils does Sue have all together?</p>	<p>Sue had 28 pencils. Alex gave her some more pencils. Now Sue has 42 pencils. How many pencils did Alex give her?</p>	<p>Sue had some pencils. Alex gave her 14 more. Now Sue has 42 pencils. How many pencils did Sue have to start with?</p>
<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">?</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">28</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">14</span> </p>	<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">42</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">28</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> </p>	<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">42</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">14</span> </p>
<p><b>Separate</b> Result Unknown</p>	<p><b>Separate</b> Change Unknown</p>	<p><b>Separate</b> Start Unknown</p>
<p>Brooke had 35 marbles. She gave 19 marbles to Joe. How many marbles does Brooke have now?</p>	<p>Brooke had 35 marbles. She gave some to Joe. She has 16 marbles left. How many marbles did Brooke give to Joe?</p>	<p>Brooke had some marbles. She gave 19 to Joe. Now she has 16 marbles left. How many marbles did Brooke start with?</p>
<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">35</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">19</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> </p>	<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">35</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">16</span> </p>	<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">?</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">19</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">16</span> </p>
<p><b>Part-Part-Whole</b> Whole Unknown</p>	<p><b>Part-Part-Whole</b> One Part Unknown</p>	<p><b>Part-Part-Whole</b> Both Parts Unknown</p>
<p>The teacher has 20 red markers and 25 blue markers. How many markers does he have?</p>	<p>The teacher has 45 markers. Twenty of the markers are red and the rest are blue. How many blue markers does he have?</p>	<p>The teacher has a tub of red and blue markers. She has 45 markers in all. How many markers could be red? How many could be blue?</p>
<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">?</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">25</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">20</span> </p>	<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">45</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">20</span> </p>	<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">45</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> </p>
<p><b>Compare</b> Difference Unknown</p>	<p><b>Compare</b> Bigger Unknown</p>	<p><b>Compare</b> Smaller Unknown</p>
<p>Ryan has 20 books. Chris has 9 books. How many fewer books does Chris have than Ryan?</p>	<p>Chris has 9 books. Ryan has 11 more books than Chris. How many books does Ryan have?</p>	<p>Chris has 11 fewer books than Ryan. Ryan has 20 books. How many books does Chris have?</p>
<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">20</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">9</span> </p>	<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">?</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">11</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">9</span> </p>	<p style="text-align: center;"> <span style="background-color: red; color: white; padding: 2px 10px; border: 1px solid black;">20</span>  <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">11</span> <span style="background-color: lightblue; padding: 2px 10px; border: 1px solid black;">?</span> </p>

# Digit Cards

0	1	2	3	4
5	6	7	8	9
0	1	2	3	4
5	6	7	8	9

Cut digit cards apart on solid lines.




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# Word Part Building Blocks

**Directions:** Cut words apart and build words by adding a prefix and/or suffix to a base word.



Prefixes	Root	Suffixes
re	like	less
un	place	ly
in	care	ness
dis	friend	ful
mis	play	er
pre	order	ing
	cover	able
	heat	ed
	luck	
	teach	

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