Week 3 of Continuous Learning at Home

Fourth Grade

## **Directions**

This weekly overview will help you support your child’s continuous learning experience. As your child learns from home, we have created a schedule that considers a child’s developmental readiness for learning at each grade level and the time commitment required of families to support that learning.

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| Week at a Glance | | Family Guidance |
| Language Arts | * Students will be reading an informational text and answering comprehension questions. * Students will identify and analyze characters. * Students will compare two stories with related topics and identify the story elements of each one. * Write a personal narrative. * Review concepts previously covered in class: parts of speech, story sequence | * Refer back to the text to find the evidence that supports the answers. * Discuss the characters in a story. What are the traits of the various characters? How are they involved in the plot? How does a character change throughout the story? * Use a graphic organizer to identify parts of a story. * Discuss the given prompts and share your ideas about each before beginning to write the story. |
| Math | * In math, you will focus this week on converting improper fractions to mixed numbers and back. * You will also look at multiplying a fraction by a whole number. Remember, a whole number as a fraction over one is the same thing as that whole number. | * Walk your child through the example problems at the top of the page and then allow them to explain to you how to solve the problem * If your child is having trouble and needs to “visualize” the problem, use items from home such as paper (cut in pieces), noodles, or anything you find. |
| Social Studies | * This week, students will be reading through and answering questions from the Social Studies Weekly magazines. * Regardless of which issue you have received, you need to read through the articles, taking note of key words, titles, headings, and summary paragraphs. * Students will answer questions and puzzles on the back page of the magazine based on the reading. All answers can be found in the text. | * This week, students will be asked to answer questions in the Social Studies weekly magazine. * Read through the articles with your child, sharing knowledge from your own experiences. * Do not answer the questions for your student, but encourage them to find the correct answers using titles, key words, and headings. * Ask questions such as “why do you think they did that”, and “how do you feel about that” to encourage conversation and to guide understanding. |
| Science | * Students will be reading an informational text and answering comprehension questions. * Students will read about the layers of the Earth’s surface and how they change during an earthquake. | * Refer back to the text to find the evidence that supports the answers. * Identify and determine the meaning of new vocabulary. |
| Health and Physical Education | * Take a walk * Help clean the house * Take a bike ride * Keep a diary of the foods you eat to talk to parents about. | * Help your child find ways to keep moving such as taking a walk or riding their bike. * Discuss the food groups and encourage healthy choices. * Create a list of physical activities to engage in daily. |
| Arts | * Even though you are stuck inside, take notice of how colorful your world is; the yellow banana, your brother’s red shirt, or your blue shoes. * Make a color wheel with household items. * Be sure to include both the warm colors (red, orange, yellow), and the cool colors (green, blue, violet). Look the blended colors such as red-orange and blue-green to add as well. | * Students will need assistance in gathering possible materials such as: * Clothing, toys, or foods that can be used for their color wheels. |
| Music | * Interview a family member either by phone or from a social (6 foot) distance about their musical experience in life. * Do they play an instrument? Have they ever? * What is their favorite genre of music and why? * What is their favorite song right now and why? * How does music impact their daily lives? | * Interview: Students can be encouraged to craft questions about the impact of music in daily life. |
| Special Considerations for Special Populations | Extended time, frequent breaks, scaffolding, chunked assignments, use of graphic organizers, use of manipulatives, oral retell, repeated directions | |
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|  | Approximate Time Per Day | Ideas for Student Activities |
| **3rd – 5th grade** | 20 minutes | 20 minutes of independent reading |
| 35 Minutes | Reading/Research/Writing Lesson, Task, or Prompt focused on a particular text, genre, craft technique, or writing strategy followed by 15 minutes of independent writing based on the assignment at hand |
| 30 Minutes | Combination of Math Lesson, Activities, Application practice or Games focused on concepts, skills, or content of unit *(i.e. number sense, computation, problem solving, etc.)* |
| 20 Minutes | Science/Social Studies activity or lesson connected to an overarching project or topic of study. |
| Flexible | Specials (PE, Music, Art) |

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