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.

|  |  |
| --- | --- |
| 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 |
|  |  |

|  |  |  |
| --- | --- | --- |
|  | 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) |

|  |
| --- |
| For more information, please contact: |
| Mrs. Haymaker | Jhaymaker@foundationacad.org : Class Tag :  |
| Ms. Stine |  kstine@foundationacad.org |
| Ms. Pepsny | spepsny@foundationacad.org |
| Ms. Fikenster |  cfikentscher@foundationacad.org |
| Mrs. Artrip |  rartrip@foundationacad.org |
| Mrs. M. Henderson |  mhenderson@foundationacad.org |
| Ms. Kimani |  mkimani@foundationacad.org |
|  |  |
|  |  |

|  |
| --- |
|  |