

**Grade: 4**  
**School: Tiogue School**  
**Plan Duration: 10 Days (10 School Day Maximum)**

**Elementary Distance Learning Plan - Daily Lesson Plans**

**Dear Coventry Elementary Families,**

Distance learning plans are developed to mitigate learning loss for an extended amount of time. The plan you will find below was written by your child’s teachers and reviewed by us. We have presented you with 2 options. Given that we do not know if all of our students have access to the computer, we have created paper based and computer based plans. Option 1 is usually the preferred method by the teacher. However, option 2 is either the same with the option being paper or electronic or with some changes but still addressing the same goals. Not all grades and subjects have two options. Feel free to decide which option your child will do. You can switch back and forth between the two options. Student work done on the computer will be easier for teachers to see quickly and score. Work that is paper based will need to be put in the drop box at school. The box will be available in front of the school door from Friday (3/27) until further notice. You can place your child’s work back in the envelope it came in and deposit it in the box. Teachers will periodically pick up the work and correct it.

Teachers will have office hours. These hours are detailed below for each teacher. Please send the teacher a phone number he/she can call you at or the questions you have and then a response will follow in the order they receive the requests. These requests could range from explanations, assistance with problems, extra help or clarifications. When a teacher calls you it may show as a “blocked call”. Feel free to reach out to them whenever you need it.

Finally, this is uncharted waters. The teachers worked very hard to provide comprehensive and rigorous lesson plans given the short amount of time. It is our first attempt and we will learn from this process. Please check your emails for more information if we need to extend the distance learning plans. We will be looking for your feedback and preferences. It is imperative that all of our students participate in this work. These days are intended to be “distance learning school days” and the work will count towards proficiency evaluations. Thank you for your patience as we navigate these new situations.

**Take care everyone!**

**Mrs. Anzalone, Mrs. Mandese, Mrs. Bogden, Mr. Giusti, Mrs. Tancrelle, Mrs. Jacquard**

<b>Teacher: Ms. Tara D’Aleno</b> <b>Room: 8 Grade: 4</b>	<b>Teacher: Mrs. Stacey DeMello</b> <b>Room: 9 Grade: 4</b>	<b>Teacher: Mrs. Kristen Lagasse</b> <b>Room: 7 Grade: 4</b>
<b>Available from:</b>  Email: dalenotara@coventryschools.net	<b>Available from:</b>  Email: demellostacey@coventryschools.net	<b>Available from:</b> <b>9:30-11:00</b> <b>2:00-3:30</b> Email: lagassekristen@coventryschools.net

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**Intent:** Plan is designed so that students do not fall significantly behind during the period away from school. Activities are interactive and students should complete assignments, but not necessarily in the presence of an adult. The goal is to ensure academic progress in the core academic areas. The sample home schedule will show you an example of a predictable day (next page).

- **Responsibility of the parent/guardian:** Have a designated school work time in a space that is free of distraction. Have the student ready for instruction at the time designated as academic time and make every effort to complete school assignments. Notify teachers of difficulty and or concerns by email. Make sure you send your phone number. The teacher will respond in the order that they receive the requests.
- **Responsibility of the students:** To do the work provided by their teachers to the best of their ability.
- **Daily Structure:** Many families have asked what the days at home should look like. A predictable day will help students stay on track and feel secure. The plans from teachers are put together using the daily sample set-up shown below to help provide a routine to multiple learning days with family at home. **Of course this schedule is just a suggestion.** We do recommend some type of schedule so students know what their role is during a distant learning day.

## Sample Home Schedule

<b>Before 9:00am</b>	Wake up - Eat your breakfast, make your bed, get dressed, put your PJs in the laundry
<b>9:00-9:30</b>	Morning Exercise - Phys. Ed activity, yoga, walk the dog
<b>9:30-11:00</b>	Academic Time - Work on daily lessons
<b>11:00-12:00</b>	Creative Time - Art or music activity, cook or bake, outside play, legos or building activity
<b>12:00-12:30</b>	Lunch
<b>12:30-1:00</b>	Intervention or Chore Time - If your child has reading, math, speech, OT or other related services. This time can be used for time to do the supplemental service provider work or as chores such as; Wiping down tables, door knobs, desk tops, cleaning up bedroom, etc.
<b>1:00-2:00</b>	Quiet Time - Library activity, puzzles, independent reading, nap
<b>2:00-3:30</b>	Academic Time - work on daily lessons
<b>3:30-5:00</b>	Afternoon fresh air - bikes, walk, play outside

<b>5:00-6:00</b>	Dinner
<b>6:00-8:00</b>	Free TV time/electronics (showers)
<b>8:00</b>	Bed (parents need free time too)

Student Name: \_\_\_\_\_

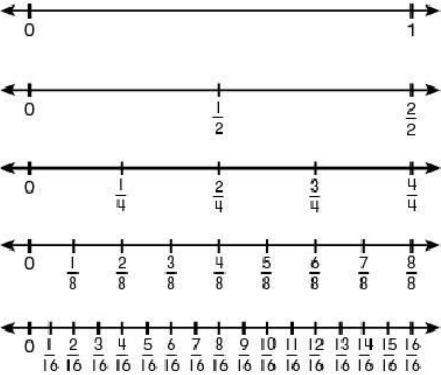
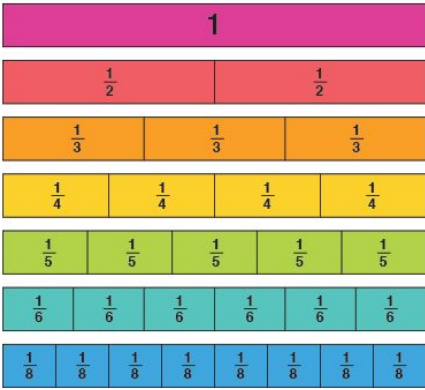
**Daily Lesson Plans from your teacher(s):**

All students can use their IXL math practice to complete their 50 minutes of math practice per week. Students should continue to read independently for 60 minutes per week. Additional copies were sent home, however if you do not have a copy, feel free to use paper.

**Date: Monday, March 23, 2020**

	Option 1	Option 2
<b>ELA/SS</b>  Reading	<p><b><u>Objective:</u></b> Review of ELA Skills and Anchor Text RI 4.8, RI4.10, RF 4.4a</p> <p><b><u>Assignment:</u></b></p> <p>Monday morning work - Meaningful Monday (Good Morning Sunshine week 3)</p> <p>Vocabulary Review 198-199</p> <p>Read Lesson 7 Anchor Text <i>Coming Distractions</i></p> <p><b><u>Special directions:</u></b></p> <p>Think Central pages 198 -199</p>	<p><b>Morning Work sheet sent home 3/13/20</b></p> <p><b>Journeys book page 202-213</b> <i>Coming Distraction</i> story</p> <p>Journeys book page 198-199 Vocabulary review</p>

	<p>vocabulary pages 202-213 - <i>Coming Distractions</i></p>	
<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b><u>Objective:</u></b> Grammar - Past, Present, and Future Tenses L.4.1f</p> <p><b><u>Assignment:</u></b>  IXL MM1, MM2, MM3</p> <p><b><u>Special directions:</u></b>  Sign on to your IXL to practice grammar skills. Try to achieve a smart score of 80 or 10 minutes each module,</p>	<p><b>Readers Notebook page 79, 80, &amp; 81</b></p>
<p><b>Writing</b></p>	<p><b><u>Objective:</u></b> Informative writing w.4.7a, w.4.2b, 2.4.2d, w.4.2e</p> <p><b><u>Assignment:</u></b>  Blurb: Unit 2 Lesson 7 - <i>Coming Distractions</i> Choose a movie that you have seen that you found entertaining and thrilling. Write a movie review.</p> <p><b><u>Special directions:</u></b>  From Google Classroom - use Google Doc to write a three paragraph essay - include five vocabulary words.</p>	<p>Paste blurb into your blurb notebook. Answer the blurb by writing three paragraphs and using five vocabulary words.</p>
<p><b>Math</b></p>	<p><b>Unit 7, Lesson 7.4: Subtracting Fractions Using Models GO MATH (Time frame: 1 hour)</b></p>	<p>If you do not have internet access, please complete page 84-85 (equivalent fractions) from the skill packet that we sent home. Create a fraction bar or a number line to</p>

	<p><b><u>Objective:</u></b> Use models to represent and find differences involving fractions</p> <p><b>Common Core: 4.NF.B.3d</b></p> <p><b>Mathematical Practices: MP1, MP2, MP4, MP6</b></p> <p><b><u>Assignment:</u></b> In your GO MATH Volume 2 workbook, please complete pages 403 - 406.</p> <p><b><u>Special Directions:</u></b></p> <p><b><i>Teacher Tip:</i></b> Remember when you are subtracting fractions with <b>like</b> denominators, you leave the denominator the same and you subtract the numerators.  Example: <math>\frac{4}{6} - \frac{3}{6} = \frac{1}{6}</math>. When creating the model use an "X" and circle to indicate subtraction.</p> <p>IXL Practice: Add and Subtract Fractions with Like Denominators (Section Q)</p> <ul style="list-style-type: none"> <li>• New! Decompose fractions into unit fractions using models</li> <li>• #1 Decompose fractions into unit fractions</li> </ul> <p>For a fun way to refine this skill, visit <a href="http://www.mathplayground.com">www.mathplayground.com</a> and play Pizza Pandas.  <b>You are off to a great start!</b> ❤️</p>	<p>write each equivalent fraction. Here are some examples:</p>  
<p><b>Science</b></p> <p>Monday, March 23, 2020</p> <p>Science</p> <p><b>Rm. 7 Google Classroom</b></p>	<p><b>DIGITAL:</b> Students will access their Science Google Classroom to complete work.</p> <p><b>Objective:</b> 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>	

<p>Class code: <b>5xlpmcj</b></p> <p><b>Rm. 8</b> Google Classroom Class code: <b>qqdscyh</b></p> <p><b>Rm. 9</b> Google Classroom class code: <b>3xtunng</b></p>	<p>Students will learn objects can be seen when light reflected from the surface enters our eye.</p> <p><b>Assignment:</b> 1) Warm up: Review Vocabulary “U2L3 Quizlet Light Reflection” (10 min.) 2) View videos: “The Science of Light and Color” and “Bill Nye” 3) Complete: “View_Learned_Questions”</p> <p><b>Special directions:</b></p>	
<p><b>Itinerant: Physical Ed.</b></p> <p>Alicia DelSanto</p> <p><a href="mailto:delsantoalicia@coventryschool.s.net">delsantoalicia@coventryschool.s.net</a></p> <p>Ryan Silva</p> <p><a href="mailto:silvaryan@coveptryschools.net">silvaryan@coveptryschools.net</a></p>	<p><b>Objective:</b> Students will be able to perform an activity and recognize the value of physical activity.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Assignment:</b> Fill in the log week by week with the physical activity performed.</p> <p><b>Special directions:</b></p> <p>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	<p><a href="https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing">https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</a></p> <p>Hard copy also available if needed.</p>
<p><b>Other:Math with Mrs. Vandervelde</b></p>	<p><b>Objective:</b> Review operations</p> <p><b>Assignment:</b> Use your <u>IXL account, Xtramath.org or gregtangmath.com and practice addition, subtraction,</u></p>	<p>For students without internet/computer the following is planned. Have an adult write 10 problems for each operation. Please do only one operation each day as listed below. Monday addition-</p>

	<p><u>multiplication and division at grade levels below yours.</u></p> <p><u>Special directions:Only do addition for today.</u></p>	<p>Facts 8+6= 2 digit- 24+38= 3 digit- 357+408=</p>
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Date: Tuesday, March 24, 2020

	Option 1	Option 2
<p><b>ELA/SS</b> Reading</p>	<p><b><u>Objective:</u></b> Review of ELA Skills and Anchor Text RI 4.8, RI4.10, RF 4.4a</p> <p><b><u>Assignment:</u></b>  Morning Work Tuesday - Text Structure</p> <p><i>Finish Reading Coming Distractions</i></p> <p><b><u>Special directions:</u></b>  Read Think Central pages 202-213 - <i>Coming Distractions</i></p>	<p><b>Good Morning Sunshine week 3 (sent home 3/13/20) Tuesday - Text Structure</b></p> <p><b>Journeys Page 202-213</b></p>

<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b><u>Objective:</u></b> Grammar - Past, Present, and Future Tenses L.4.1f</p> <p>Vocabulary RI.4.4, L.4.5</p> <p><b><u>Assignment:</u></b></p> <p>IXL MM1, MM2, MM3</p> <p>Spelling City - practice vocab</p> <p><b><u>Special directions:</u></b></p> <p>Sign on to your IXL to practice grammar skills. Try to achieve a smart score of 80 or 10 minutes each module,</p> <p>5 to 10 minutes ons Spelling City</p>	<p><b>Readers Notebook page 79, 80, 81</b></p> <p><b>Use each vocabulary word in a sentence. (page 198-199)</b></p>
<p><b>Writing</b></p>	<p><b><u>Objective:</u></b></p> <p>Informative writing w.4.7a, w.4.2b, 2.4.2d, w.4.2e</p> <p><b><u>Assignment:</u></b></p> <p>Blurb: Unit 2 Lesson 7 - Coming Distractions</p> <p>Continue working on blurb: Choose a movie that you have seen that you found entertaining and thrilling. Write a movie review</p> <p><b><u>Special directions:</u></b></p> <p>From Google Classroom - use Google Doc to write a three paragraph essay - include five vocabulary words.</p>	<p>Continue working on Blurb - In your blurb notebook write three paragraphs and using five vocabulary words.</p>
<p><b>Math</b></p>	<p><b>Unit 7, Lesson 7.4: Subtracting Fractions Using Models</b> <b>GO MATH(Time frame: 1 hour)</b></p>	<p><b>Here is a copy of the Mathbuster: Please complete this in your Mathbuster book that was sent home.</b></p>



	<p><b><u>Objective:</u> Use models to represent and find differences involving fractions</b>  <b>Common Core: 4.NF.B.3d</b>  <b>Mathematical Practices: MP1, MP2, MP4, MP6</b></p> <p><b><u>Assignment:</u></b> In your GO MATH Volume 2 workbook, complete pages 407 - 408.  Complete MathBuster Area 2 (Use Area 1 problem that was modeled in class, if necessary)</p> <p><b><u>Special Directions:</u></b></p> <p><b><i>Teacher Tip:</i></b> Remember when you are subtracting fractions with <b>like</b> denominators, you leave the denominator the same and you subtract the numerators.  Example: <math>4/6 - 3/6 = 1/6</math>. When creating the model use an "X" and circle to indicate subtraction.</p> <p>IXL Practice: Add and Subtract Fractions with Like Denominators (Section Q)</p> <ul style="list-style-type: none"> <li>● #2 Decompose fractions</li> <li>● #3 Decompose fractions in multiple ways</li> </ul> <p>For a fun way to refine this skill, visit <a href="http://www.mathplayground.com">www.mathplayground.com</a> and play Gap Zappers.</p> <p><b>Keep up the great work!</b> 👍 😊</p>	<p style="text-align: center;"><b>Mathbuster, Area 2</b></p> <p>A playground has a basketball court and a sandbox. The length of the sandbox is 24 feet.</p> <p><b>Part A</b>  The length of the basketball court is 6 times the length of the sandbox.  Write an equation that can be used to find b, the length in feet of the basketball court.</p> <p><b>Part B</b>  What is the length, in feet, of the basketball court? Show or explain how you got your answers.</p> <p><b>Part C</b>  The length of the playground is twice the length of the basketball court and the sandbox added together.  What is the total length, in feet, of the playground? Show or explain how you got your answer.</p> <p>If you do not have internet access, please complete page 113-114 (Complete each bar graph) from the skill packet that we sent home. Read the bar graph and answer the questions that follow. On page 114, create bar graphs for number 1 and 5. Answer the questions below those graphs.</p>
<p>Tuesday, March 24, 2020  <b>Science</b></p>	<p><b>Objective:</b> 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>	

	<p>Students will learn objects can be seen when light reflected from the surface enters our eye.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) Warm up: Review Vocabulary "U2L3 Quizlet Light Reflection" (10 min.)</li> <li>2) Read 'Rainbows' in your science Google classroom.</li> <li>3) Discuss answers with a family member.</li> </ol> <p><b>Special directions:</b></p>	
<p><b>Itinerant:</b> Art</p>	<p><b>Objective:</b> Grade 4 VA:Cr1.1.4 Brainstorm multiple approaches to a creative art or design problem</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Create a flag that represents your School!</li> <li>• Remember to include the school mascot.</li> <li>• Do not forget to include: a background, lots of details, and fill up the page!</li> </ul> <p>Below are some ideas to inspire you!</p>	<p><b>Directions:</b> Use any of the following materials to complete one lesson on your usual art day each week.</p> <p><b>You can use:</b></p> <ul style="list-style-type: none"> <li>• Any Paper: construction paper, computer paper, lined paper or any other paper large enough to draw on</li> <li>• Pencil (or pen if a pencil is not available)</li> <li>• Crayons</li> <li>• Markers or sharpie</li> <li>• Colored pencils</li> <li>• Any art materials available to you such as recycled objects, magazines, cardboard ,or plastic bottles!</li> </ul>
<p><b>Other:</b> Mrs. Hemendinger <a href="mailto:hemendingersarah@coventryschools.net">hemendingersarah@coventryschools.net</a> Available for email M-F 9am-3pm</p>	 	<p><b>More ART Lessons:</b></p> <p><a href="https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing">https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</a></p>

<p>Mrs. McKay  <a href="mailto:mckayalexandria@coventryschools.net">mckayalexandria@coventryschools.net</a></p>		
<p>Mrs. Vandervelde  Math</p>		<p>Mrs Vandervelde math follow Monday except do subtraction.  Facts-16-9=  2 digit- 48-25=  3 digit- 237-146=  Remember do ten of each with or without regrouping.</p>

Date: **Wednesday, March 25, 2020**

<b>Option 1</b>		<b>Option 2</b>
<p><b>ELA/SS</b>  Reading</p>	<p><b><u>Objective:</u></b>  Informational Text Ri 4.7, RI 4.10, RF.4.4a, RF.4.4b</p> <p><b><u>Assignment:</u></b>  Read: <i>How Do They Do That?</i>  Page 218 -220</p> <p><b><u>Special directions:</u></b>  Think Central pages 218-220</p>	<p><b>Journeys Book pages 218-220</b></p> <p><b>Read:</b> <i>How Do They Do That?</i></p>

<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b><u>Objective:</u></b> Greek and Latin Word Parts L.4.4a, L.4.4b, L.4.4.c</p> <p>Run on Sentences L.4.1f</p> <p><b><u>Assignment:</u></b></p> <p>IXL X1, X2, X3</p> <p>IXL: HH5, HH6, HH7</p> <p><b><u>Special directions:</u></b></p> <p>Sign on to your IXL to practice grammar skills. Try to achieve a smart score of 80 or 10 minutes each module, 5-10 SpellingCity</p>	<p><b>Readers Notebook page 81 Greek and Latin Words</b></p> <p><b>Readers Notebook page 82 Run on Sentences</b></p>
<p><b>Writing</b></p>	<p><b><u>Objective:</u></b> Text to World RI.4.9</p> <p><b><u>Assignment:</u></b></p> <p>Compare and contrast the information presented in <i>Coming Distractions</i> with that of <i>How Do They Do That?</i> What are some special effects that you have seen in movies? Use text evidence to support your writing.</p> <p><b><u>Special directions:</u></b></p> <p>Using Google Docs write 3 paragraphs to compare and contrast the two stories.</p>	<p>Compare and contrast the information presented in <i>Coming Distractions</i> with that of <i>How Do They Do That?</i> What are some special effects that you have seen in movies? Use text evidence to support your writing.</p> <p>Use your Journal notebook to write 3 paragraphs to compare and contrast the two stories.</p>
<p><b>Math</b></p>	<p><b>Unit 7: Lesson 7.5: Add and Subtracting Fractions GO MATH (Time frame: 1 hour)</b></p>	<p>If you do not have internet access, please complete page 123-125 (Area) from the skill packet that we sent home. On page 123, draw a figure to match the area stated. On page 124, find the area of the</p>

	<p><b>Objective- Solve word problems involving addition and subtraction with fractions</b>  <b>Common Core: 4.NF.B.3d</b>  <b>Mathematical Practices: MP2, MP6, MP7</b></p> <p><b>Assignment:</b> In your GO MATH Volume 2 workbook, please complete pages 409-411. Complete page 413 (Do numbers 2-8 only)</p> <p><b>Special Directions:</b>  <b>Teacher Tip:</b> To change the number 1 into a fraction, use the same number in the numerator and the denominator. Example: <math>1 = \frac{6}{6}</math>.</p> <p>Game Review: Go to Google. Type in Fruit Splat Fraction Subtraction (Sheppards Software)</p> <p><b>Awesome job everyone! We are so proud of you all!!</b> ❤️</p>	<p>figures. On page 125, solve the word problems about area.</p>
<p>Wednesday, March 25, 2020  <b>Science</b></p>	<p><b>Objective:</b> 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p>Students will learn objects can be seen when light reflected from the surface enters our eye.</p> <p><b>Assignment:</b>  Warm up: Review Vocabulary "U2L3 Quizlet Light Reflection" (10 min.)  2) Go onto Read Works article "Light Bounces" on google classroom.  1) Play the "Concept</p>	

	<p align="center">Attainment Game”</p> <p><b>Special directions:</b> Use Read Write to listen to passages. Then answer questions in complete sentences.</p>													
<p><b>Itinerant:</b> Library/Media Ms.Wolk <a href="mailto:wolkesther@coventryschools.net">wolkesther@coventryschools.net</a> Available for email M-F 9am-3pm</p>	<p><b>Objective: AASL V.A.1.</b> Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p><b>Assignment:</b> Tell me about a book you have read recently. Fill out the Book Review 1 worksheet and drop it off at school with the rest of your work.</p> <p><b>Special directions:</b> Keep Reading</p>	<p><b>Objective: AASL V.A.1.</b> Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.</p> <p><b>Assignment:</b> Sign into Google Classroom using the section code below. Follow the directions and complete the Book Review #1 assignment</p> <p><b>Special directions:</b> Keep Reading!</p> <p>Google Classroom Section Codes:</p> <table border="1" data-bbox="959 1285 1414 1692"> <thead> <tr> <th>Grade</th> <th>Teacher</th> <th>Section Code</th> </tr> </thead> <tbody> <tr> <td>TI 4th Grade</td> <td>Ms. D’Aleno</td> <td>shsegih</td> </tr> <tr> <td>TI 4th Grade</td> <td>Mrs. DeMello</td> <td>atwjadp</td> </tr> <tr> <td>TI 4th Grade</td> <td>Mrs. Lagasse</td> <td>57pqza2</td> </tr> </tbody> </table>	Grade	Teacher	Section Code	TI 4th Grade	Ms. D’Aleno	shsegih	TI 4th Grade	Mrs. DeMello	atwjadp	TI 4th Grade	Mrs. Lagasse	57pqza2
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<p><b>Other:Mrs. Vandervelde</b></p>	<p><b>Objective: Review operations</b></p>	<p><b>Examples:</b> Facts- <math>4 \times 8 =</math></p>												

<b>Math</b>	<p><b><u>Assignment: Same as Monday but only do multiplication.</u></b></p> <p><b><u>Special directions:</u></b></p>	<p><b>2 digit- 36 X37</b></p> <p><b>Don't forget the zero place holder.</b></p>
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**Date: Thursday, March 26, 2020**

	<b>Option 1</b>	<b>Option 2</b>
<p><b>ELA/SS</b></p> <p><b>Reading</b></p>	<p><b><u>Objective:</u></b> Unit 2 Lesson 7 test (1 hour), L.4.4b, L.4.6, RI4.3, RI.4.4, RI 4.8, RI 4.9, RF.4.3a, L.3.1e</p> <p><b><u>Assignment:</u></b></p> <p>Using ThinkCentral complete Unit 2 Lesson 7 test.</p> <p><b><u>Special directions:</u></b></p>	<p><b>Complete Unit 2 Lesson 7 test</b></p>

<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b><u>Objective:</u></b> Unit 2 Lesson 7 test L.3.1e</p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
<p><b>Writing</b></p>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
<p><b>Math</b></p>	<p><b>Unit 7: Mid-Chapter Checkpoint GO MATH (Time frame: 1 hour)</b></p> <p><b><u>Objective:</u> Use models to represent and find differences involving fractions</b>  <b>Common Core: 4.NF.B.3d</b>  <b>Use models to represent and find differences involving fractions</b>  <b>Solve word problems involving addition and subtraction with fractions</b>  <b>Mathematical Practices: MP1, MP2, MP4, MP6, MP7</b></p> <p><b><u>Assignment:</u> In your Go MATH Volume 2 workbook, please complete page 414 and the</b></p>	<p>If you do not have internet access, please complete Daily Math Practice, Week 3, Days 1,2,3,4,5 from the skill packet that we sent home. Attempt each problem to the best of your ability.</p>



	<p>Mid-Chapter Checkpoint pages 415 -416.</p> <p><b><i>Special Directions:</i></b>  <b><i>Teacher Tip:</i></b> As you complete page 414, remember to identify and underline key elements of the word problems.</p> <p>IXL Practice: Addition and Subtraction of Fractions with Like Denominators (Section Q)</p> <ul style="list-style-type: none"> <li>● New! Add fractions with like denominators using strip models</li> <li>● #4 Add fractions with like denominators using number lines</li> <li>● #5 Add fractions with like denominators</li> </ul> <p><b>You are amazing!!!!</b> 🥰</p>	
<p>Thursday, March 26, 2020  <b>Science</b></p>	<p><b>Objective:</b> 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p>Students will learn objects can be seen when light reflected from the surface enters our eye.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) Warm up: IXL Science Review: States of Matter; C 1, 2, and 3 (Access from District page)</li> <li>2) Complete “Concept Attainment” quiz</li> <li>3) View Videos “What is Light?” &amp; “Light” and answer Questions.</li> <li>4) Extension: Gizmo: Laser Reflection (Access from district site)</li> </ol>	

	<p><b>Special directions:</b> Gizmo activities will take multiple days.</p>	
<p><b>Itinerant:</b> Health</p> <p>Alicia DelSanto</p> <p><a href="mailto:delsantoalicia@coventryschool.s.net">delsantoalicia@coventryschool.s.net</a></p> <p>Ryan Silva</p> <p><a href="mailto:silvaryan@coventryschools.net">silvaryan@coventryschools.net</a></p>	<p><b>Objective:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</p> <p>Students will be able to recognize the different parts of a food label after viewing a video and completing a worksheet</p> <p><b>Assignment:</b> Directions: Follow the link and watch the Kids' Health video then complete the attached worksheet</p>	<p><b>Video:</b> <a href="https://www.youtube.com/watch?v=zt_ko5QvGRc">https://www.youtube.com/watch?v=zt_ko5QvGRc</a></p> <p><b>Food Label information:</b> <a href="https://www.fda.gov/media/89314/download">https://www.fda.gov/media/89314/download</a></p> <p><b>Worksheet:</b> <a href="https://drive.google.com/open?id=104-uBp4vW0ZJSofHxRaEIKnvnqOjmkHi">https://drive.google.com/open?id=104-uBp4vW0ZJSofHxRaEIKnvnqOjmkHi</a></p>
<p><b>Other:Math with Mrs. Vandervelde</b></p>	<p><b>Objective:Review operations</b></p> <p><b>Assignment: Same as previous days only doing division</b></p> <p><b>Special directions: Parents when writing division problems it is fine to have remainders.</b></p>	<p>10 of each Examples: Facts-12 divided by 2= 2 digit- 38 divided by 6 3 digit- 622 divided by 8</p>

Date: Friday, March 27, 2020

	Option 1	Option 2
<b>ELA/SS</b> Reading	<p><b>Objective:</b> Unit 7: Ketchup and Mustard Day (Catch-up and Must-do) (Time frame: 1 hour) <i>This day will be used to complete any assignments and activities given throughout the week.</i></p> <p><b>Assignment:</b> <i>This day will be used to complete any assignments and activities given throughout the week.</i></p> <p><b>Special directions:</b></p>	<p>This day will be used to complete any assignments and activities given throughout the week. Please make sure all the paper copies of work assigned from the skills packet is complete. Also, all writing assigned is completed in your blurb/journal notebook.</p>
Phonics/sight words/grammar /fluency	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	

<p><b>Writing</b></p>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
<p><b>Math</b></p>	<p><b>Unit 7: Ketchup and Mustard Day (Catch-up and Must-do)</b>  <b>(Time frame: 1 hour)</b>  <i><b>This day will be used to complete any assignments and activities given throughout the week.</b></i></p> <p><b><u>Objective:</u> Integration of ELA and Mathematics using a writing prompt.</b></p> <p><b><u>Assignment:</u></b> In your GO MATH Volume 2 workbook, turn to page 384b and respond to the following prompt: Is <math>\frac{3}{4}</math> a unit fraction? Explain why or why not. Please plan your response just like in the RICAS prep so that your response fits on the space provided on page 384b only.</p> <p><b><u>Teacher Tip:</u></b> A unit fraction is a fraction that has a numerator of 1.</p> <p>Remember that the IXL tutorials for this week are:</p> <p>Add and Subtract Fractions with Like Denominators (Section Q)</p>	<p>If you do not have internet access, This day will be used to complete any assignments and activities given throughout the week. Please make sure all the paper copies of work assigned from the skills packet is complete. Also, all the GO MATH work that has been assigned so far.</p>

	<ul style="list-style-type: none"> <li>● New! Decompose fractions into unit fractions using models</li> <li>● #1 Decompose fractions into unit fractions</li> <li>● #2 Decompose fractions</li> <li>● #3 Decompose fractions in multiple ways</li> <li>● New! Add fractions with like denominators using strip models</li> <li>● #4 Add fractions with like denominators using number lines</li> <li>● #5 Add fractions with like denominators</li> </ul> <p><b>You did it!!!!!! Happy Dance Time!!!!</b> 🦊❤️</p>	
<p>Friday, March 27, 2020</p> <p><b>Science</b></p>	<p><b>Objective:</b> 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p>Students will learn objects can be seen when light reflected from the surface enters our eye.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) Listen to “Light and Electricity” and Rock out with your family.</li> <li>2) Use study jams “Absorb, Reflect and Refract” to continue to build your background knowledge. Then complete their quiz. Be sure and review your answers.</li> <li>3) Complete the “multiple choice” to show what you have mastered to date.</li> </ol>	

	<p><b>Special directions:</b> Ask a family member to clarify answers you don't understand or send me an email: lagassekristen@coventryschools.net</p>	
<p><b>Itinerant: Music</b> Mrs. Di Nitto dinittomaria@coventryschools.net</p>	<p><b>Objective:</b> MU:Pr4.2.5a Demonstrates understanding of the structure of the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. Essential Question: How does understanding the structure and context of musical works inform performance. <b>Assignment:</b> Read the history of jazz worksheet and complete the questions. <b>Special directions:</b> Listen and learn about the history of jazz.</p>	<p><a href="https://www.education.com/download/worksheet/98840/history-of-jazz.pdf">https://www.education.com/download/worksheet/98840/history-of-jazz.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=636kFQoZ4ew">https://www.youtube.com/watch?v=636kFQoZ4ew</a></p>
<p><b>Other:Math with Mrs. Vandervelde</b></p>	<p><b>Objective: Review operations</b></p> <p><b>Assignment: Use <a href="http://www.gregtangmath.com">www.gregtangmath.com</a> and practice using Math Limbo or Break Apart.</b></p> <p><b>Special directions:</b></p>	<p>For those without internet/computers please use playing cards and play card games. Use games included in the packets labels CARD Games left at Front Office.</p>

Daily Lesson Plans from your teacher(s):

Date: **Monday, March 30, 2020**

	Option 1	Option 2
<p><b>ELA/SS</b> Reading</p>	<p><b><u>Objective:</u></b> <b>Unit 2 Lesson 6 - <i>Invasion from Mars</i></b> L.4.6, RL4.3, RI.4.5, RL4.10, RF4.4, <b>(30 minutes)</b> <b><u>Assignment:</u></b>  Review new vocabulary words - page 170 - 185 - ThinkCentral  Read <i>Invasion from Mars</i> - page 174-175  <b><u>Special directions:</u></b>  Essential Question: How are performances similar to and different from written stories?</p>	<p><b>Journeys Book:</b>  Review new vocabulary words - page 170 - 185 - ThinkCentral  Read <i>Invasion from Mars</i> - page 174-175</p>
<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b><u>Objective:</u></b> Suffixes -y and -ous L.4.4.a, L4.4b, L4.4.c Word Choice L.4.1f, L.4.3a (20 minutes IXL &amp; 10 minutes Quizlet)  Vocabulary L.4.6,  <b><u>Assignment:</u></b>  IXL: KK4, KK5, W7, W8  Quizlet / SpellingCity - link on Google Classroom  <b><u>Special directions:</u></b> Smartscore 80%</p>	<p>Readers Notebook pages 63 and 71  Make vocabulary cards</p>

<p><b>Writing</b></p>	<p><b><u>Objective:</u></b></p> <p>Informative writing w.4.7a, w.4.2b, 2.4.2d, w.4.2e <b>(If finished early)</b></p> <p><b><u>Assignment:</u></b> Blurb: Choose a current event, or person in the news that interests you, or one that we have discussed in class. Write a newscast explaining what the event or who the person is and explain your opinions on the event or person.</p> <p><b><u>Special directions:</u></b></p> <p>From Google Classroom - use Google Doc to write a three paragraph essay - include five vocabulary words.</p>	<p><b>Glue Blurb in your Blurb notebook.</b></p> <p>Write a three paragraph essay - include five vocabulary words.</p>
<p><b>Math</b></p>	<p><b>GO Math (Time Frame: 1 hour)</b> <b>Unit 7: Lesson 7.6: Rename fractions and Mixed Numbers</b> <b>Common Core: 4.NF.B.3b, 4.MD.A.2</b> <b>Mathematical Practices: MP2, MP6, MP7, MP8</b></p> <p><b><u>Objective:</u> Write fractions greater than 1 as mixed numbers and write mixed numbers as fractions greater than 1.</b></p> <p><b>Assignment:</b> In your GO MATH Volume 2 workbook complete pages 417 - 419.</p> <p><b>Teacher Tips:</b> Pay close attention to the “Unlock the</p>	<p>If you do not have internet access, please complete Daily Math Practice, Week 8, Days 1,2,3,4,5 from the skill packet that we sent home. Attempt each problem to the best of your ability.</p>



Problem” on page 417. On this page you will find the definition for a “**Mixed Number**” where there is a whole number and fractional piece. For example:  $4\frac{1}{2}$  is equal to  $\frac{9}{2}$ . To find an “**Improper Fraction**” (where the numerator is greater than the denominator) you need to MULTIPLY the DENOMINATOR with the WHOLE NUMBER and then ADD the NUMERATOR. Place the number over the DENOMINATOR.

In the example above ( $4\frac{1}{2}$ ), Multiply the 2 times the 4 and then add the 1 to get 9. Place that 9 over the 2 (denominator)

**Connection to division:** This comes when we did division where the whole number is your Q (quotient), the numerator is your remainder and your denominator is your divisor.

Mixed → Improper

We can do this conversion without drawing a diagram.

$2\frac{2}{3} = \frac{8}{3}$ <p style="font-size: x-small;">There are 3 thirds in 1.</p> <p style="font-size: x-small;">So there are <math>2 \times 3 = 6</math> thirds in 2.</p> <p style="font-size: x-small;">We also have an extra 2 thirds, so add this on.</p> <p style="font-size: x-small;">In total, <math>2 \times 3 + 2</math> thirds 8 thirds altogether</p>	$3\frac{5}{6} = \frac{23}{6}$ <p style="font-size: x-small;">There are 6 sixths in 1.</p> <p style="font-size: x-small;">So there are <math>3 \times 6 = 18</math> sixths in 3.</p> <p style="font-size: x-small;">We also have an extra 5 sixths, so add this on.</p> <p style="font-size: x-small;">In total, <math>3 \times 6 + 5</math> sixths 23 sixths altogether</p>
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For additional help:

<https://www.youtube.com/watch?v=TrutPJf9GmQ>

IXI Practice: Add and Subtract Fractions with Like Denominators (Section Q)

- #8 Add and Subtract Fractions with Like

	<p>Denominators using number lines</p> <ul style="list-style-type: none"> <li>● #9 Add and Subtract Fractions with Like Denominators</li> </ul> <p><b>A brand new week!! Let's do it!!!!</b> 👍 😊</p>	
<p>Monday, March 30, 2020</p> <p><b>Science</b></p>	<p><b>Objective:</b> 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p><b>Assignment: Plant and Animal Parts</b> What do an animal's unique parts have to do with its survival?</p> <ol style="list-style-type: none"> <li>1) Complete "Investigative Phenomenon" question and "Accessing Prior Knowledge".</li> <li>2) Then begin studying your vocabulary "Plant and Animal Parts" using quizlet (10 min)</li> </ol> <p><b>Special directions:</b></p>	
<p><b>Itinerant: Physical Ed.</b></p> <p>Alicia DelSanto</p> <p><a href="mailto:delsantoalicia@coventryschool.net">delsantoalicia@coventryschool.net</a></p> <p>Ryan Silva</p>	<p><b>Objective:</b> Students will be able to perform an activity and recognize the value of physical activity.</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p><a href="https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing">https://docs.google.com/document/d/18ZCU1xuC81DKUt132W73zaqbWeaYY26SCRwCGv7iuhA/edit?usp=sharing</a></p> <p>Hard copy also available if needed.</p>

<a href="mailto:silvaryan@cove-ntryschools.net">silvaryan@cove-ntryschools.net</a>	<p><b>Assignment:</b> Fill in the log week by week with the physical activity performed.</p> <p><b>Special directions:</b></p> <p>Be creative! The exercises provided are just examples! Any movement you do add it to the log!!!</p>	
<p><b>Other:</b></p>	<p><b>Objective:</b></p> <p><b>Assignment:</b></p> <p><b>Special directions:</b></p>	

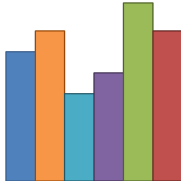
Date: Tuesday, March 31, 2020



Option 1

Option 2

<p><b>ELA/SS</b> <b>Reading</b></p>	<p><b>Unit 2 Lesson 6 - <i>Invasion from Mars</i></b> L.4.6, RL4.3, RI.4.5, RL4.10, RF4.4, <b>(10minutes)</b> <b>Assignment:</b></p> <p>Finish reading <i>Invasion from Mars</i> - page 174-175</p> <p><b>Special directions:</b></p>	<p>Journeys Book - review vocabulary page 170 - 185</p> <p><i>Read Invasion from Mars</i> - page 174-175</p>
<p><b>Phonics/sight words/grammar /fluency</b></p>	<p><b>Objective:</b> Action Verbs and Helping Verbs L.4.31 (20 minutes)</p> <p><b>Assignment:</b> IXL: KK1, KK2, KK3</p> <p>Vocabulary - Quizlet and/or SpellingCity (links on Google Classroom)</p> <p><b>Special directions:</b></p> <p>Smartscore of 80%</p>	<p><b>Reader's Notebook page 67, 68, 69</b></p> <p><b>Make vocabulary flashcards</b></p>
<p><b>Writing</b></p>	<p><b>Objective:</b></p> <p>Informative writing w.4.7a, w.4.2b, 2.4.2d, w.4.2e <b>(30 minutes)</b></p> <p><b>Assignment:</b> Blurb: Choose a current event, or person in the news that interests you, or one that we have discussed in class. Write a newscast explaining what the event or who the person is and explain your opinions on the event or person. <b>Please share Google Doc with me when finished.</b></p>	<p><b>Complete Blurb in Blurb notebook - three paragraphs including five vocabulary words.</b></p>

	<p><b><u>Special directions:</u></b></p> <p>From Google Classroom - use Google Doc to write a three paragraph essay - include five vocabulary words.</p>	
<p><b>Math</b></p>	<p><b>GO Math (Time Frame: 1 hour)</b>  <b>Unit 7: Lesson 7.6: Rename Fractions and Mixed Numbers</b>  <b>Common Core: 4.NF.B.3b, 4.MD.A.2</b>  <b>Mathematical Practices: MP2, MP6, MP7, MP8</b></p> <p><b><u>Objective:</u> Write fractions greater than 1 as mixed numbers and write mixed numbers as fractions greater than 1.</b></p> <p><b><u>Assignments:</u></b> In your GO MATH Volume 2 workbook complete pages 420 - 422.</p> <p><b>Teacher Tips:</b> On page 421, problem #2, it asks you to change the mixed number into a fraction. Given <math>4\frac{1}{3} = \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{3}{3} + \frac{1}{3} = \frac{13}{3}</math> <b>OR</b> you can multiply the 3 in the denominator to the whole number, then add the numerator <math>(3 \times 4) + 1 = 13</math>. Place the 13 over the 3 (denominator)</p> <p>Game: Mathman- Converting Improper Fractions to Mixed:  <a href="https://www.sheppardsoftware.com/mathgames/fraction">https://www.sheppardsoftware.com/mathgames/fraction</a></p> <p><b>You are doing great!!</b> 🍊❤️</p>	<p>If you do not have internet access, please complete “Question 56” the word problem from the skill packet that we sent home. Write this as if it is a mathbuster. Markup the problem, Write the two “I need to find out” sentences, and use 5 mathbuster sentence starters to answer the word problem.</p>
<p>Tuesday, March 31,</p>	<p><b>Objective:</b> 4-LS1-1 Construct an</p>	


<p>2020 <b>Science</b></p>	<p>argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) Review “Plant and Animal Vocabulary” using Quizlet or Picture vocabulary.</li> <li>2) View videos and record your notes to View_Learn_Question “Plants and Functions” and “ Parts of Plant Dr. Bincos” to build background knowledge”</li> <li>3) Extra Credit: Perform “Plant Gut” Investigation with an adult / go outside and draw and label parts, their parts and functions.</li> </ol> <p><b>Special directions:</b> The “Plant Gut” Investigation will require adult supervision / assistance, celery or flowers, food coloring and a few days to complete.</p> <p>Sample Bar graph model</p> 	
<p><b>Itinerant:</b> <b>Art</b></p>	<p><b>Objective:</b> Grade 4 VA:Cr2.1.4 Explore and invent art-making techniques and approaches.</p> <p><b>Assignment:</b> Pretend your family has won the lottery, and you get to design your new house!</p>	<p><b>Directions:</b>Use any of the following materials to complete one lesson on your usual art day each week. Be sure to spend 42 minutes on each lesson.</p> <p><b>You can use:</b></p> <ul style="list-style-type: none"> <li>● Any Paper: construction paper, computer paper,</li> </ul>

	<ul style="list-style-type: none"> <li>• What will your house look like?</li> <li>• How many rooms will there be?</li> <li>• What will the rooms be used for?</li> <li>• Draw your new house and include: a background, lots of details, and fill up the page!</li> <li>• You could even create a collage or 3D model of your new house using recycled objects at home!</li> </ul> <p>Below are some ideas to inspire you!</p>	<p>lined paper or any other paper large enough to draw on</p> <ul style="list-style-type: none"> <li>• Pencil (or pen if a pencil is not available)</li> <li>• Crayons</li> <li>• Markers or sharpie</li> <li>• Colored pencils</li> <li>• Any art materials available to you such as recycled objects, magazines, cardboard, or plastic bottles!</li> </ul>
<p><b>Other:</b>  Mrs. Hemendinger  <a href="mailto:hemendingersarah@coventryschools.net">hemendingersarah@coventryschools.net</a>  Available for email  M-F  9am-3pm</p> <p>Mrs. McKay  <a href="mailto:mckayalexandria@coventryschools.net">mckayalexandria@coventryschools.net</a></p>	 	<p><b>More ART Lessons:</b></p> <p><a href="https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing">https://docs.google.com/presentation/d/11JSRFweKb190i0entJmgps9DjlBveKeaJh0hO5Xn_hY/edit?usp=sharing</a></p>

Date: Wednesday, April 1, 2020

	Option 1	Option 2
<p><b>ELA/SS</b> Reading</p>	<p><b>Objective:</b> Informational Text RI.4.3, RI.4.7, RI.4.10 (20 minutes)</p> <p><b>Assignment:</b> Read <i>The History of Radio</i> Page 190 -192 - ThinkCentral</p> <p><b>Special directions:</b></p>	<p>Journeys Book Read <i>The History of Radio</i> Page 190 -192 - ThinkCentral</p>
<p>Phonics/sight words/grammar /fluency</p>	<p><b>Objective:</b> Vocabulary Review L.4.6 (20 minutes)</p> <p><b>Assignment:</b> Use Quizlet and/or SpellingCity to practice vocabulary words</p> <p>IXL - Y1, Y2, Z1, Z2</p> <p><b>Special directions:</b></p> <p>IXL - Smartscore 80%</p>	<p>Write a sentence for each vocabulary word.</p>
<p>Writing</p>	<p><b>Objective:</b> Text to Self RL4.5, RL 4.1, W,4.10 <b>(20 minutes)</b></p> <p><b>Assignment:</b></p> <p>How do you think you might have reacted if you had heard Invasion from Mars in its first broadcast? Write three paragraphs explaining your thoughts.</p> <p><b>Special directions:</b></p> <p>Complete your writing using Google Docs and share your</p>	<p>How do you think you might have reacted if you had heard Invasion from Mars in its first broadcast? Write a paragraph explaining your thoughts.</p> <p>Use your writing journal to write three paragraphs.</p>



	completed writing with me.	
<b>Math</b>	<p><b>GO Math (Time Frame: 1 hour)</b>  <b>Unit 7: Lesson 7.7: Add and Subtract Mixed Numbers</b>  <b>Common Core: 4.NF.B.3c, 4.MD.A.2</b>  <b>Mathematical Practices: MP1, MP2, MP4, MP8</b></p> <p><b>Objectives: Add and Subtract Mixed Numbers</b></p> <p><b>Assignments:</b> In your GO MATH Volume 2 workbook complete pages 423 - 425.</p> <p><b>Teacher Tips:</b> It is important that you “Unlock the Problem” on page 423. Be sure to shade in the fraction models on Step 1 and Step 2. Write the number in the blue boxes. This will help you see the mixed number when the two fractions were combined.</p> <p>Game: Mixed Fraction Maze  <a href="https://www.turtlediary.com/game/mixed-numbers-into-improper-fractions.html">https://www.turtlediary.com/game/mixed-numbers-into-improper-fractions.html</a></p> <p><b>You are a fraction MASTER!!</b>  </p>	<p>If you do not have internet access, please complete “Question 55” the word problem from the skill packet that we sent home. Write this as if it is a mathbuster. Markup the problem, Write the two “I need to find out” sentences, and use 5 mathbuster sentence starters to answer the word problem.</p>
<p>Wednesday, April 1, 2020  <b>SCIENCE</b></p>	<p><b>Objective:</b> 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) Warm up : U3L1 Quizlet Plant and Animal Parts</li> </ol>	

	<p>Review (5 min)</p> <ol style="list-style-type: none"> <li>2) Complete "Concept Attainment"</li> <li>3) Use Read Write to listen to the Read Works article: "A Plant That Preys". Be sure and answer using complete sentences and evidence from the text.</li> </ol> <p><b>Special directions:</b></p>	
<p><b>Itinerant:</b>  Library/Media  Ms.Wolk  <a href="mailto:wolkesther@coventriseschools.net">wolkesther@coventriseschools.net</a>  Available for email  M-F  9am-3pm</p>	<p><b>Objective: AASL V.D.3</b>  Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p><b>Assignment:</b>  <b>STEAM Lesson #1</b>  <u><b>Ask an adult for permission before you start!</b></u></p> <p><b>Build a tower out of recyclables that you have in your house. See how tall you can make it. Can you get it to be as tall as you are? Can you get it to be taller than you?</b></p> <p><b>Special directions:</b>  You can take a picture of your finished tower and share it with me via email:  <a href="mailto:wolkesther@coventriseschools.net">wolkesther@coventriseschools.net</a></p> <p><b>Keep Reading!</b></p>	<p><b>Objective: AASL V.D.3</b>  Learners develop through experience and reflection by recognizing capabilities and skills that can be developed, improved, and expanded.</p> <p><b>Assignment:</b>  <b>Sign into Google Classroom using the section code from last week. Follow the directions and complete the STEAM Lesson #1 assignment</b></p> <p><b>Special directions:</b>  <b>Keep Reading!</b></p>
<p><b>Other:</b></p>	<p><b>Objective:</b></p>	

	<p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
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**Date: Thursday, April 2, 2020**

	<b>Option 1</b>	<b>Option 2</b>
<b>ELA/SS</b> Reading	<p><b><u>Objective:</u></b> Unit 2 Lesson 6 test (1 hour), L.4.4b, L.4.6, RI4.3, RI.4.4, RI 4.8, RI 4.9, RF.4.3a, L.3.1e <b>(1 hour)</b></p> <p><b><u>Assignment:</u></b>  Think Central - complete Unit 2 Lesson 6 assessment</p>	Complete Unit 2 Lesson 6 end of unit review.
<b>Phonics/sight words/grammar /fluency</b>	<p><b><u>Objective:</u></b> Unit 2 Lesson 6 test (1 hour), L.4.4b, L.4.6, RI4.3, RI.4.4, RI 4.8, RI 4.9, RF.4.3a, L.3.1e</p> <p><b><u>Assignment:</u></b>  Think Central - complete Unit 2 Lesson 6 assessment</p> <p><b><u>Special directions:</u></b></p>	

<p><b>Writing</b></p>	<p><b><u>Assignment:</u></b></p> <p>Think Central - complete Unit 2 Lesson 6 assessment</p> <p><b><u>Special directions:</u></b></p>	
<p><b>Math</b></p>	<p><b>GO Math (Time Frame: 1 hour)</b>  <b>Unit 7: Lesson 7.7: Add and Subtract Mixed Numbers</b>  <b>Common Core: 4.NF.B.3c, 4.MD.A.2</b>  <b>Mathematical Practices: MP1, MP2, MP4, MP8</b></p> <p><b>Objectives: Add and Subtract Mixed Numbers</b></p> <p><b><u>Assignments:</u></b> In your GO MATH Volume 2 workbook complete pages 427 - 428.</p> <p><b><u>Teacher Tip:</u></b> Reminder: When you add fractions together to get an improper fraction, you will need to change it to a mixed number. Then you can add the whole numbers.  Example: <math>4 \frac{2}{5} + 2 \frac{3}{5} =</math>  Add fractions: <math>\frac{2}{5} + \frac{3}{5} = \frac{6}{5} = 1 \frac{1}{5}</math>  Add Whole numbers: <math>4 + 2 + 1 = 7</math>  NOW ADD whole number and fraction: <math>7 \frac{1}{5}</math></p> <p>IXL Practice: Add and Subtract Fractions with Like Denominators (Section Q)</p>	<p><b>Ketchup and Mustard Day (Catch-up and Must-do)</b>  <b>(Time frame: 1 hour)</b>  <i><b>This day will be used to complete any assignments and activities given throughout the week.</b></i></p>

	<ul style="list-style-type: none"> <li>#14 Add and Subtract Mixed Numbers with Like Denominators</li> </ul> <p><b>Don't let anyone dull your sparkle!!</b> ❤️🌟</p>	
<p>Thursday, April 2, 2020 <b>SCIENCE</b></p>	<p><b>Objective:</b> 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) View and Answer questions for "Ocean Camouflage" and "Sea Creatures"</li> <li>2) Use RW to listen to Read Works article " Animals Get Ready". Be sure and answer in complete sentences using text evidence.</li> </ol> <p><b>Special directions:</b></p>	
<p><b>Itinerant:</b> Health</p> <p>Alicia DeISanto</p> <p><a href="mailto:delsantoalicia@coventryschools.net">delsantoalicia@coventryschools.net</a></p> <p>Ryan Silva</p> <p><a href="mailto:silvaryan@coventryschools.net">silvaryan@coventryschools.net</a></p>	<p><b>Objective:</b> Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</p> <p>Students will be able to understand and describe the negative effects of consuming too much salt and sugar.</p> <p><b>Assignment:</b> Read Each passage and complete the questions after the passage.</p> <ol style="list-style-type: none"> <li>1. Time to Cut Back- article on sugar</li> </ol>	<p><b>Too Much of a Salty Thing</b> <a href="https://drive.google.com/file/d/0B6LVRHXzOgtVY044R2tld2t1NDA/view?usp=sharing">https://drive.google.com/file/d/0B6LVRHXzOgtVY044R2tld2t1NDA/view?usp=sharing</a></p> <p><b>Time to Cut Back</b></p> <p><a href="https://drive.google.com/file/d/0B6LVRHXzOgtVVnBpd3pwcHdCS0E/view?usp=sharing">https://drive.google.com/file/d/0B6LVRHXzOgtVVnBpd3pwcHdCS0E/view?usp=sharing</a></p>

	<p><b>2. Too Much of a Salty thing- article on Salt</b></p> <p><b><u>Special directions:</u></b> If you cannot make copies at home, please use any paper available at home and answer the questions labeled Salt or Sugar.</p>	
<b>Other:</b>	<p><b><u>Objective:</u></b></p> <p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	

Date: Friday, April 3, 2020

Option 1

Option 2

<p><b>ELA/SS</b> Reading</p>		
<p>Phonics/sight words/grammar /fluency</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p>Writing</p>	<p><u>Objective:</u></p> <p><u>Assignment:</u></p> <p><u>Special directions:</u></p>	
<p><b>Math</b></p>	<p><b>GO Math (Time Frame: 1 hour)</b>  <b>Unit 7: Lesson 7.7: Add and Subtract Mixed Numbers</b>  <b>Common Core: 4.NF.B.3c, 4.MD.A.2</b>  <b>Mathematical Practices: MP1, MP2, MP4, MP8</b></p>	<p><b>Ketchup and Mustard Day (Catch-up and Must-do)</b>  <b>(Time frame: 1 hour)</b>  <i>This day will be used to complete any assignments and activities given throughout the week.</i> Please make sure all the paper copies of work assigned</p>

**Objectives: Add and Subtract Mixed Numbers**

**Assignment:** MathBuster: Debbie's Trail Mix Recipe using addition of mixed numbers.  
**Ketchup and Mustard Day (Catch-up and Must-do) \*This day will be used to complete any assignments and activities given throughout the week.**  
**MathBuster: Debbie makes a Trail Mix using mini marshmallows and chocolate chips. Debbie added  $5 \frac{1}{2}$  cups of mini marshmallows and  $3 \frac{1}{4}$  cups of chocolate chips. How many cups of mini marshmallows and chocolate chips will be in her Trail Mix? Show how you know using a model and equation. Please complete this Mathbuster in your Mathbuster notebook that was sent home) 😊**

IXL Practice: Add and Subtract Fractions with Like Denominators (Section Q)

- #8 Add and Subtract Fractions with Like Denominators using number lines
- #9 Add and Subtract Fractions with Like Denominators
- #14 Add and Subtract Mixed Numbers with Like Denominators

**You did it!!!!!! We are so proud of you!!!!** ❤️😊

from the skills packet is complete. Also, all the GO MATH work that has been assigned so far.

You will complete the Mathbuster: Debbie's Trail Mix Recipe using addition of mixed numbers which the problem is in option 1 column.

← (see problem to the left)



<p>Friday, April 3, 2020 <b>SCIENCE</b></p>	<p><b>Objective:</b> 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) Read, Mark up and Answer “Putting the Pieces Together”</li> <li>2) Complete “Multiple Choice”</li> <li>3) Complete data for “Plant Gut” observations and questions.</li> </ol> <p>Job Well Done!</p> <ol style="list-style-type: none"> <li>4) Go onto “Tiogue’s Hour of Code” classroom, class code:cmjnmmtt</li> </ol> <p>And explore “Hour of Code”</p> <p><b>Special directions:</b></p>	
<p><b>Itinerant: Music Mrs. DiNitto &amp; Mr. Rosenfield</b></p>	<p><b>Objective:</b> MU:Pr4.2.5a Demonstrates understanding of the structure of the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. Essential Question: How does understanding the structure and context of musical works inform performance.</p> <p><b>Assignment:</b> Read about the life and career of Louis Armstrong the Jazz musician.</p> <p><b>Special directions: OR</b> Listen and follow along to the story of Louis Armstrong.</p>	<p><a href="https://www.youtube.com/watch?v=1otUpNJfzMw">https://www.youtube.com/watch?v=1otUpNJfzMw</a></p> <p><a href="https://www.makingmusicfun.net/pdf/printit-biographies/louis-armstrong-printit-biography.pdf">https://www.makingmusicfun.net/pdf/printit-biographies/louis-armstrong-printit-biography.pdf</a></p> <p><a href="https://liquidliteracy.files.wordpress.com/2013/03/templatebiographyorganizer-1.jpg">https://liquidliteracy.files.wordpress.com/2013/03/templatebiographyorganizer-1.jpg</a></p>
<p><b>Other:</b></p>	<p><b>Objective:</b></p>	

	<p><b><u>Assignment:</u></b></p> <p><b><u>Special directions:</u></b></p>	
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