



Remote Student Study Packet
Grade 4
March 23rd - 27th, 2020

General Packet Instructions for Parents

In this packet you will find all of the activities and readings necessary for your student to access and complete this week's lessons. The packet has an overview of each subject, then is arranged by subject and within each subject, lessons are arranged by days of the week. It is up to the parent to decide the daily schedule and chunk how much of the work to do in one sitting, but there is a recommended weekly schedule attached. The teachers have designed the activities to be done independently as much as possible.



For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach, review or assist the student. If you do need to do that, please mark the page "completed with PA." If you happen to be available to discuss the material with the student (especially literature or open-ended tasks or questions), please do! We encourage calling classmates to engage in scholarly dialogue about these topics as well.

Each day has a rubric at the end of it to help your student reflect on their day's work and hold themselves accountable for quality work. These packets will be turned in to teachers upon return to school, so hold onto them and encourage your scholar to complete the work thoughtfully. We ask that you contact your individual classroom teachers with feedback as we are trying to navigate this situation the best we can. Your input is valuable and appreciated to ensure that we meet the needs of our families as best we can. Please don't hesitate to reach out to teachers if you have any questions!

Sincerely,

The 4th Grade Team

Archway Glendale

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Letter to Our Students

To our wonderful 4th grade students,

We hope you all had a wonderful and restful spring break. We miss each of you very much! In the meantime, thank you for being flexible, patient, and for showing citizenship during this time. Here is a brief overview of tasks that need to be completed while you are learning from home!

Each day, you will be required to complete various tasks for each subject. Sometimes the instructions will require you to use an attached document to read or complete. At the end of each day, fill out the Daily Rubric. If you have any questions, or you do not know or understand how to do something, please ask mom or dad for help and if they are unable to assist you, they can send an email to us, and we will provide more directions and clarifications. You can do it! We can't wait to see all of you soon and to hear of your many adventures of working on your lessons at home. Be safe, healthy, and studious!

All of our best,

Your 4th Grade Teachers

Weekly Recommended Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
English Language Arts	60 minutes *includes 20 minutes of independent reading	60 minutes *includes 20 minutes of independent reading	60 minutes *includes 20 minutes of independent reading	60 minutes *includes 20 minutes of independent reading	60 minutes *includes 20 minutes of independent reading
Mathematics	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Science		30 minutes	30 minutes	30 minutes	
History	30 minutes		30 minutes		30 minutes
Art	20 minutes			20 minutes	
Music		20 minutes			20 minutes
P.E.	20 minutes			20 minutes	
Spanish		20 minutes			20 minutes

*For use during at-home Spring 2020 instruction only

Week One Subject Goals and Instructions

- **English Language Arts**

- Monday

- **Learning Activity:**

- **Spalding:** Complete Monday's Spalding words.
- **Literature:** Begin reading and annotating *The Voyage of the Dawn Treader*.
- **Composition/Grammar:** Complete the Informational Text Structure, part 1 worksheet.

- **Instructions:**

- **Spalding:** Dictate Monday's words to students twice. Check to ensure that spelling, syllables, markings, and rules are accurate.
- **Literature:** Read and annotate the first half of chapter one using the annotating markings used in class. Make sure to be on the lookout for signposts!
- **Composition/Grammar:** Read through the notes about how informational texts organized using the description structure differ from the sequence structure. Complete the Informational Text Structure, part 1 worksheet.

- Tuesday

- **Learning Activity:**

- **Spalding:** Complete Tuesday's Spalding words.
- **Literature:** Continue reading and annotating *The Voyage of the Dawn Treader*.
- **Composition/Grammar:** Complete the Informational Text Structure, part 2 worksheet.

- **Instructions:**

- **Spalding:** Dictate Tuesday's words to students twice. Check to ensure that spelling, syllables, markings, and rules are accurate.
- **Literature:** Read and annotate the rest of chapter one using the annotating markings used in class. Make sure to be on the lookout for signposts!
- **Composition/Grammar:** Read through the notes about how informational texts organized using the problem and solution structure differ from the compare and contrast structure. Complete the Informational Text Structure, part 2 worksheet.

- Wednesday

- **Learning Activity:**

- **Spalding:** Complete Wednesday's Spalding words.
- **Literature:** Complete the chapter one activities for *The Voyage of the Dawn Treader*.
- **Poetry:** Introduce "Cargoes" by John Masefield.

- **Instructions:**

- Spalding: Dictate Wednesday’s words to students twice. Check to ensure that spelling, syllables, markings, and rules are accurate.
 - Literature: Complete the for chapter one illustration and summary for *The Voyage of the Dawn Treader*.
 - Poetry: Read the entire poem, observe the photos, and look over the vocabulary and definitions. Find, circle, and define any other vocabulary words that you do not understand in stanza one.
- Thursday
- Learning Activity:
 - Spalding: Write 5 sentences using Spalding words from this week.
 - Literature: Continue reading and annotating *The Voyage of the Dawn Treader*.
 - Composition/Grammar: Complete the Informational Text Structure, part 3 worksheet.
 - Instructions:
 - Spalding: Choose 5 Spalding words to incorporate into 5 separate complete sentences or 5 related sentences that form a paragraph or short story.
 - Literature: Read and annotate the first half of chapter two of *The Voyage of the Dawn Treader* using the annotating markings used in class. Make sure to be on the lookout for signposts!
 - Poetry: Read through the notes about the characteristics of informational texts organized using the cause and effect structure. Complete the Informational Text Structure, part 3 worksheet.
- Friday:
- Learning Activity:
 - Spalding: Write 5 sentences using Spalding words from this week.
 - Literature: Continue reading and annotating *The Voyage of the Dawn Treader*.
 - Poetry: Continue working through “Cargoes” by John Masefield.
 - Instructions:
 - Spalding: Choose 5 Spalding words to incorporate into 5 separate complete sentences or 5 related sentences that form a paragraph or short story.
 - Literature: Read and annotate the remainder of chapter two of *The Voyage of the Dawn Treader* using the annotating markings used in class. Make sure to be on the lookout for signposts!
 - Poetry: Annotate stanza one on your blank copy of the poem using the teacher’s copy as a guide. Find and mark the second example of alliteration in stanza one. Circle any rhyming words in stanza one.

- **Mathematics**

- Monday

- Warm-up activity

- Week 21 worksheet - Complete **Day 1** (4 problems) of the week 21 worksheet. Use a separate sheet of notebook paper to solve and answer word problems in complete sentences and attach to Week 21 worksheet. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.

- Review activity - perimeter and area

- Refer to **Friendly Notes**, p. 155-156 and read through the examples and explanations. Work on WB p. 145 (finish (a) and complete (b) and (c) following the same format.) The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.

- Math journal activity for Monday, March 23rd

- Read the provided instructions and complete the activity.

- Math fact fluency

- KenKen puzzle - Read the provided instructions and complete the puzzle. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.

- Tuesday

- Warm-up activity

- Week 21 worksheet - Complete **Day 2** (4 problems) of the week 21 worksheet. Use a separate sheet of notebook paper to solve and answer word problems in complete sentences and attach to Week 21 worksheet. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.

- Review activity - perimeter and area

- Refer to **Friendly Notes**, p. 155-156 and read through the examples and explanations. Work on completing all the problems on WB p. 146. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.

- Math journal activity for Tuesday, March 24th

- Read the instructions and complete the activity. Don't forget to show all your work!

- Math fact fluency

- KenKen puzzle Day 2 - Read the provided instructions and complete the puzzle. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.

- Wednesday

- Warm-up activity
 - Week 21 worksheet- Complete **Day 3** (4 problems) of the week 21 worksheet. Use a separate sheet of notebook paper to solve and answer word problems in complete sentences and attach to Week 21 worksheet. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.
- Review activity - perimeter and area
 - Refer to **Friendly Notes**, p. 155-156 and read through the examples and explanations. Complete all the problems on WB p. 147. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.
- Math journal activity for Wednesday, March 25th
 - Read the provided instructions and complete the activity. Don't forget to show all your work!
- Math fact fluency
 - KenKen puzzle Day 3 - Read the provided instructions and complete the puzzle. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.
- Thursday
 - Warm-up activity
 - Week 21 worksheet- Complete **Day 4** (4 problems) of the week 21 worksheet. Use a separate sheet of notebook paper to solve and answer word problems in complete sentences and attach to Week 21 worksheet. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.
 - Review activity - perimeter and area
 - Refer to **Friendly Notes**, p. 155-156 and read through the examples and explanations. Complete exercise 1 (Area of rectangles) on WB p. 159-160 following the normal protocol and expectations for word problems. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.
 - Math journal activity for Thursday, March 26th
 - Read the instructions and complete the activity. Don't forget to show all your work!
 - Math fact fluency
 - KenKen puzzle Day 4 - Read the provided instructions and complete the puzzle. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.
- Friday
 - Warm-up activity

- Week 21 assessment - Complete all 10 problems of the week 21 assessment. Use a separate sheet of notebook paper to solve and answer word problems in complete sentences and attach to the Week 21 assessment worksheet. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil.
 - Review activity - perimeter and area
 - Refer to **Friendly Notes**, p. 155-156 and read through the examples and explanations. Complete exercise 2 (Perimeter of rectangles) on p. 161 - 162. Draw a rectangle for (a) and (b) on page 162.
 - Math journal activity for Friday, March 27th
 - Read the instructions and complete the activity. Don't forget to show all your work!
- **Science**
 - Tuesday
 - Learning Activity: Read and annotate p. 1-3 from ch. 1 "Biological Organization" and complete the worksheet.
 - Instructions: Read and annotate p. 1-3 of chapter 1 and use the text to help answer the questions on the worksheet. Make sure your answers are written in complete sentences!
 - Wednesday
 - Learning Activity: Read and annotate p. 4 from ch. 1 "Biological Organization" and complete the worksheet.
 - Instructions: Read and annotate p. 4 of chapter 1 and use the text to help answer the questions on the worksheet. Make sure your answers are written in complete sentences!
 - Thursday
 - Learning Activity: Read and annotate p. 5-8 from ch. 2 "Organs and Organ Systems."
 - Instructions: Read and annotate ch. 2, p. 5-8 using the annotating guidelines used in class.
- **History**
 - Monday
 - Learning Activity: Read ch. 1 *Early Presidents and Social Reformers* "Washington Becomes President"
 - Instructions: Read chapter 1 and annotate using the annotating guidelines used in class.
 - Wednesday
 - Learning Activity: Complete the questions about chapter one.

- Instructions: Use the text to find the answers for the worksheet. Make sure your answers are written in complete sentences!
 - Friday
 - Learning Activity: Read ch. 2 *Early Presidents and Social Reformers* “The First Years”
 - Instructions: Read chapter 2 and annotate using the annotating guidelines used in class.
- **Art**
 - Monday
 - Learning Activity: Art review from this year.
 - Instructions: Complete the **Day 1** art review worksheet.
 - Thursday
 - Learning Activity: Texture Lesson
 - Instructions: Complete the **Day 2** texture worksheet.
- **Music**
 - Tuesday
 - Learning Activity: Bass Clef Review
 - Instructions: Identify the Bass Clef notes on **page 4** of the Music Theory workbook attached.
 - Friday
 - Learning Activity: Treble & Bass Clef Review
 - Instructions: Identify the Treble and Bass Clef notes on **page 5** of the Music Theory workbook attached.
- **P.E.**
 - Monday
 - **Learning Activity 1:** Aerobic Activity 12 minutes
 - **Instructions:** Participate in continuous running, skipping, walking. This can also be done with a ball, such as soccer ball or basketball, by dribbling or just random movement. This can also be achieved by riding a bike or hiking if that is a possibility.
 - **Learning Activity 2:** Strength Training 6 minutes
 - **Instructions:** Complete push ups activity. - Do 3 push ups per set and repeat this 3 times. Focus on maintaining a straight body with elbows bent, while allowing the chest to drop to 3 inches from the ground.

- **Instructions:** Complete sit ups activity. Do 10 sit ups per set and repeat this 3 times. Lie on the ground with feet flat on ground, knees up, and hands by the side of head. It is best if someone can anchor the feet in place.
- **Learning Activity 3:** Balance 5 minutes
- **Instructions:** Use chalk to draw a hopscotch pattern on the ground or use masking tape on the floor. Create a diagram with eight sections and number them. Each player needs a marker, such as a stone, bottlecap, shell, button, etc. (For younger children simply hopping across the single versus double squares can provide hours of fun.)
 - 1) The first player stands behind the starting line to toss his or her marker in square one.
 - 2) The player then hops over square one to square two and then continues hopping forward to square eight, turns around, and hops back again.
 - 3) Pause in square two to pick up the marker, hop in square one, and out.
 - 4) Then continue the game by tossing the stone in square two.
 - Notes: 1) All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side. Then two feet can be placed down with one in each square. 2) A player must always hop over any square where a maker has been placed.
 - Getting out: A player is out if the marker fails to land in the proper square, the hopper steps on a line, the hopper loses balance when bending over to pick up the marker and puts a second hand or foot down, the hopper goes into a square where a marker is, or if a player puts two feet down in a single box. If any of these occur, the player should put the marker in the square where he or she will resume playing on the next turn, and the next player begins.

- Thursday

- Learning Activity: Repeat the activities outlined in day 1.
- Instructions: Please use the day 1 instructions.

- **Spanish**

- Tuesday

- Learning Activity: Spanish Vocabulary Review
- Instructions: See Resources section for Tuesday's Worksheet
 - Review the vocabulary list.
 - Students will benefit the most if they read the Spanish word out loud first and tell themselves the meaning in English. They can practice repeating the word several times until they know the words well. Optional: Students can make flashcards to practice. To confirm pronunciation, you can go to

<http://www.spanishdict.com/>, search for the word and click the sound icon to hear the word in Spanish.

- Fill out the worksheet without looking at the vocabulary list.
- Friday
 - Learning Activity: Students will learn vocabulary about foods while learning about the country of Cuba. See Resources section for Friday's Worksheet.
 - Instructions:
 - Review the vocabulary list.
 - Students will benefit the most if they read the Spanish word out loud first and tell themselves the meaning in English. They can practice repeating the word several times until they know the words well. Optional: Students can make flashcards to practice. To confirm pronunciation, you can go to <http://www.spanishdict.com/>, search for the word and click the sound icon to hear the word in Spanish.
 - Read the conversations about foods. (See Resources section for Friday)
 - Complete the sentences below the images.

Student Resources and Materials

Daily Rubric: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work!

<p>Monday, 3/23</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> I spent between 120-140 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> <input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____
<p>Tuesday, 3/24</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> I spent between 120-140 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> <input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____
<p>Wednesday, 3/25</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> I spent between 120-140 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> <input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____
<p>Thursday, 3/26</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> I spent between 120-140 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/>

	<input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____
Friday, 3/27	<input type="checkbox"/> <input type="checkbox"/> I spent between 120-140 minutes on the daily activities. <input type="checkbox"/> <input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/> <input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/> <input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/> <input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/> <input type="checkbox"/> I put in my best effort today. I am proud of myself and I know my teacher would be proud of me, too. <input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. x _____