

4/1/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email ([firstname.lastname@fsd145.org](mailto:firstname.lastname@fsd145.org)).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (<https://www.fsd145.org/emergency>) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,

From all of us here at Freeport School District



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Remote Learning Day Student Activities:

[April 1st](#)

[April 2nd](#)

[April 3rd](#)

[April 6th](#)

[April 7th](#)

[April 8th](#)

# At Home Activities for Students

4th Grade -- April 1st

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)
<b>Activity 1 and Instructions</b>	<p><b>Multiplying by 4 &amp; 6</b></p> <ol style="list-style-type: none"> <li>Circle all of the Double Double Facts (X4) in blue. Then solve them and use a regular pencil to write each product.</li> <li>Circle all the Half Tens Plus One set facts (x6) in red. Then solve them and use a regular pencil to write each product.</li> </ol> <p>6x3   4x9   7x4   5x6   7x6</p> <p>9x6   4x3   6x4   4x2   6x2</p>	<p><b>Reading:</b> Read any type of nonfiction text. Examples include: reference, literary nonfiction or a biography book, newspaper article, or an article from the internet. After reading your nonfiction text, write a 3-2-1 response (3 facts, 2 questions and 1 opinion) about your text.</p> <p><b>Writing:</b> Motivational Monday Prompt: What or who motivates you to do your best in all that you do? Write one paragraph describing your response. Make sure you have capital letters and periods.</p>	<p>In 4th grade social studies we study communities and about the jobs needed to make a community run effectively.</p> <p>Write a letter of gratitude to an individual who continues to go out and perform their job while the rest of us are able to stay safe in our homes.</p>	<p><b>Math Challenge:</b></p> <p>Teach a family member how to solve multiplication facts by using the Double Double (x4), Double Double Double (x8), and Half Tens Plus One (x6) strategy.</p> <p><b>Reading Challenge:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-weight: bold;">READING CHALLENGE</p> <p style="text-align: center; font-size: small;">Color as you go!</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="font-size: x-small;">Read under a tree.</span> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="font-size: x-small;">Read a non-fiction book.</span> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="font-size: x-small;">Read for an hour straight.</span> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="font-size: x-small;">Read a book from the library.</span> </div> <div style="display: flex; align-items: center;"> <span style="font-size: x-small;">Read a mystery.</span> </div> </div> </div>
<b>Activity 2 and Instructions</b>	<p>Using the Double Double Double Strategy (x8) solve the following:</p> <p style="text-align: center;">8x3   8x7   8x9   8x8</p>	<p><b>Reading:</b> Read any type of fiction text. Examples include: realistic fiction, traditional literature, mystery, fantasy chapter books, picture books, or stories on the internet. After reading your fiction text, write three Level One questions about what you read. Level One questions are “right there” questions that you can find in the book. Examples include: Who is the main character? What is the problem in the story?</p> <p><b>Writing:</b> Make it Great Monday Prompt: You are never going to have this day again, how are you going to make it great. Write a list of things to do today that will make today great.</p>	<p>Think of a creative way, or mail, your letter to an individual who is worthy to receive it.</p> <p>This activity is based on Kindness 101 as presented by Steve Hartman, CBS News.</p>	

**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 1st (SEL)

The columns below offer choices for student activities.

	SEL Lesson Day 1	Lesson Expansion (videos/digital links)
<b>Activity Title:</b>	Identifying Emotions	Below you will find websites/video links to support the lesson. Use if you have internet access/data.
<b>Objective:</b>	Students will begin a journal that helps to identify and reflect emotions.	Links: Watch: <u><a href="#">The Way I Feel</a></u>
<b>Materials:</b>	Paper and pencil	<a href="https://www.youtube.com/watch?v=ITPUxVQ6UIk">https://www.youtube.com/watch?v=ITPUxVQ6UIk</a>
<b>Instructions:</b>	Keep a journal today. Jot down anything that makes you feel an emotion. Start labeling them using words like "pleasant," "happy," "irritated," or "angry."  Encourage your child to journal about feelings outside of the SEL lesson.  Read a journal entry with your child, check and see if your child has correctly identified emotions.	**Have your child name different emotions they see/hear in the video. Ask them how they would handle that emotion.

Parent Signature: \_\_\_\_\_

## At Home Activities for Students

4th Grade -- April 1st (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Found Object Sculpture	April 1-8 Music Options	Movement Challenge
<b>Materials:</b>	Objects found around the house, pencil and paper	Paper, pencil, and household items	none
<b>Instructions:</b>	<ol style="list-style-type: none"> <li>1. Using materials found around your house to create a sculpture.               <ol style="list-style-type: none"> <li>a. Remember a sculpture is something that takes up space</li> <li>b. You can use kitchen gadgets, pipe cleaners, blocks, Legos, stones, shells, etc.</li> </ol> </li> <li>2. Draw a picture of what you created using a pencil and paper.</li> <li>3. If you are able and would like to color in your picture.</li> <li>4. Challenge: Label what the items are that you used.</li> </ol>	<p><u>Option 1:</u> Play your own version of "The Voice" or "American Idol" You can sing to your family and they can give positive feedback or let them perform for you and you give positive feedback.</p> <p><u>Option 2:</u> Practice drawing your lines and space notes on a treble clef staff. Draw 5 lines like this...</p>  <p>Make up your own acronym for the line notes like Every Good Boy Does Fine.</p> <p><u>Option 3:</u> Create an instrument using household items. Play along to your favorite song with either a steady beat or simple rhythm. (pots and pans, spoons, or anything of the sort.)</p> <p>If you have electronic access, you'll enjoy experimenting on these links:  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>  <a href="https://www.classicsforkids.com/games.html">https://www.classicsforkids.com/games.html</a></p>	<p>Can you stay moving for 25 minutes?</p> <p><b>Things you can do...</b>walk, run, jog, jumping jacks, pushups, situps, pick up room, tag games, play any other games we've learned in class.</p> <p><b>Things you can't do...</b>sit still, lay down, sleep.</p> <p>Are you up for the challenge? This activity can be done outside if the weather is nice.</p>

**Parent Signature:** \_\_\_\_\_

## At Home Activities for Students

4th Grade -- April 2nd

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)
<b>Activity 1 and Instructions</b>	<p><b>ADDING Fractions with Like Denominators</b></p> <p>Add to solve the following equations:</p> $6/10 + 2/10 =$ $1/5 + 3/5 =$ $3/8 + 3/8 =$ $1 \frac{5}{9} + 4/9 =$ $2 \frac{1}{3} + 2/3 =$ $3 \frac{1}{4} + 2 \frac{1}{4} =$	<p><b>ALL ABOUT YOU!</b></p> <p>Write an autobiography that captures your life story.</p> <p>Make sure to use proper capitalization and punctuation in this writing.</p> <p><b>AVID Focus:</b> Practice presenting your writing to a family member.</p>	<p>Draw a map of your home. If it has several levels, make a new drawing for each floor. Make sure your drawings include walls, windows and doors.</p> <p>Include an escape route for your family in case of emergency.</p> <p>Post each drawing near an exit that everyone will see as they pass by each day to help make them aware of your plan.</p>	<p><b>\$1 Word Search Challenge-</b> To find \$1 words, give each letter a cent value: a=1cent, b=2cents, and so on up to z= 26 cents. Then add the value of each letter in a word. "Excellent" and "discipline" are both \$1 words. How about your first name? Is it worth \$1? How many \$1 words can you find? How many \$1 sentences can you find or make?</p>
<b>Activity 2 and Instructions</b>	<p><b>SUBTRACTING Fractions with Like Denominators</b></p> <p>Subtract to solve the following equations:</p> $11/16 - 5/16 =$ $12/18 - 5/18 =$ $3/4 - 1/4 =$ $1 \frac{8}{12} - 1 \frac{2}{12} =$ $5 \frac{3}{8} - 2 \frac{1}{8} =$ $3 \frac{1}{4} - 3/4 =$	<p><b>FIGURATIVE LANGUAGE</b></p> <p>Read a book of your choice to locate different forms of figurative language such as alliteration, onomatopoeia, personification, simile and metaphor.</p> <p><b>REFLECTION:</b></p> <p>How does the author keep you interested in the topic?</p>		

**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 2nd (SEL)

The columns below offer choices for student activities.

	SEL Lesson Day 2	Lesson Expansion (videos/digital links)
<b>Activity Title:</b>	Being Grateful for Big and Little Things	Below you will find websites/video links to support the lesson. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to understand why and how they can be thankful for big things and little things in their lives.	Watch the story: <u><a href="#">The Giving Tree</a></u> by Shel Silverstein  <a href="https://www.youtube.com/watch?v=XFQZfeHq9wo">https://www.youtube.com/watch?v=XFQZfeHq9wo</a>
<b>Materials:</b>	Crayons, paper and pencil	**Have your child tell you what big and little things the boy and the tree were grateful for.
<b>Instructions:</b>	<p>1. Ask: <b>What is something big you're grateful for? Why?</b></p> <p>Give examples and write responses on a sheet of paper. Keep them as a reminder. Examples of <b>big things</b> can be: Your family, Your friends, Your home</p> <p>2. Ask: <b>What is something little you're grateful for? Why?</b></p> <p>Give examples and write responses on a sheet of paper. Keep them as a reminder. Examples of <b>little things</b> can be: Cuddles from your dog or cat, When your parents or teachers surprise you with something that makes you happy</p> <p>3. Draw/color a picture of a big and little thing you're grateful for</p> <p>4. Have your child tell you one small and big thing they are grateful for. Do they match?</p>	

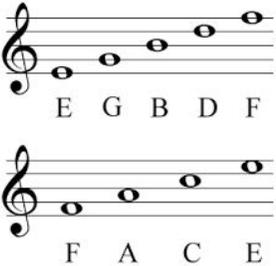


**Parent Signature:** \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 2nd (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Nature Design or Sculpture	April 1-8 Music Options	P.E. Teacher
<b>Materials:</b>	Natural objects--twigs, leaves, rocks, etc.	Paper, pencil, and household items	Anything available
<b>Instructions:</b>	<p>Go on a nature walk or hunt in your area. Gather natural materials--twigs, leaves, flower petals, rocks, whatever you find that is okay to take.</p> <p>Option 1: Create an interesting design through creating patterns of different colors, shapes, textures, etc. If you are able, look up the art of Andy Goldsworthy to see how this artist uses natural materials in his art.</p> <p>Option 2: Create a sculpture (art that is not flat) with the materials that you found on your nature walk.</p> <p>If you are able, take a photo and email it to your art teacher!</p> 	<p><u>Option 1:</u> Play your own version of "The Voice" or "American Idol" You can sing to your family and they can give positive feedback or let them perform for you and you give positive feedback.</p> <p><u>Option 2:</u> Practice drawing your lines and space notes on a treble clef staff. Draw 5 lines like this...</p>  <p>Make up your own acronym for the line notes like Every Good Boy Does Fine.</p> <p><u>Option 3:</u> Create an instrument using household items. Play along to your favorite song with either a steady beat or simple rhythm. (pots and pans, spoons, or anything of the sort.)</p> <p>If you have electronic access, you'll enjoy experimenting on these links:  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>  <a href="https://www.classicsforkids.com/games.html">https://www.classicsforkids.com/games.html</a></p>	<p>Congrats! You've been hired as the new p.e. teacher in your school. It is up to you to come up with a new game to play. You can use any objects laying inside or outside the house. You will also be making the rules!</p> <p><b>Things to think about....</b>          How does the game start?          How many teams?          Solve disagreements?          How does the game end?</p> <p>Once you've come up with your game.....<b>go play it!</b>  <b>Enjoy!</b></p>

**Parent Signature:** \_\_\_\_\_

# At Home Activities for Student

4th Grade -- April 3rd

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies																				
<p><b>Activity 1 and Instructions</b></p>	<p>Complete the ratio table below.</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 150px;"> <thead> <tr> <th style="padding: 5px;">Number of Students</th> <th style="padding: 5px;">Number of Markers</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">40</td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> </tr> <tr> <td style="text-align: center;">7</td> <td></td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">64</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">80</td> </tr> </tbody> </table>	Number of Students	Number of Markers	1	8	2		4			40	6		7		8	64			10	80	<p>Read a fictional text.</p> <p>Option 1: identify the key components of fiction:                      -setting                      -characters                      -problem                      -plot events                      -solution</p> <p>Option 2: Answer the following questions on a sheet of paper or in a Google Doc and share it with your teacher:</p> <p>-Do you agree with the way the main character solved/dealt with the problem? Why/why not?                      -How would you have solved the problem in a different way? Explain. In other words, use evidence from the text to support your answers.</p>	<p>Interview with the Governor</p> <p>Pretend you are going to interview the Governor of the state of Illinois. Write a list of 5 questions that you would ask the Governor, along with the answers you think the Governor would respond with.</p> <p>Ex: (Q=Question, A=Answer)                      Q: "Which country do you like traveling to best? Why?"                      A: "I really enjoy traveling to Kenya because I enjoy seeing the wildlife there when I am not working."</p> <p>Write your responses on paper or share them with your teacher in a Google Doc.</p>
Number of Students	Number of Markers																						
1	8																						
2																							
4																							
	40																						
6																							
7																							
8	64																						
10	80																						
<p><b>Activity 2 and Instructions</b></p>	<p>List 5 multiples for each of the following numbers: 5, 7, 9, 14</p> <p><b>**extra challenge-get onto Bridges website and complete the problem of the day.</b></p> <p><a href="https://sites.google.com/mathlearningcenter.org/math-at-home/grade-4">https://sites.google.com/mathlearningcenter.org/math-at-home/grade-4</a></p>	<p>Read a nonfiction text.</p> <p>Option 1: Write down 5 new facts you learned from the text.</p> <p>Option 2: Identify the author's purpose for writing the text (persuade, inform, entertain) and how do you know? Identify the text structure (chronological, descriptive, compare/contrast, cause/effect, problem/solution) and how do you know?</p> <p>Write your responses on paper or share them with your teacher in a Google Doc.</p>																					

**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

## At Home Activities for Students

4th Grade -- April 3rd (SEL)

The columns below offer choices for student activities.

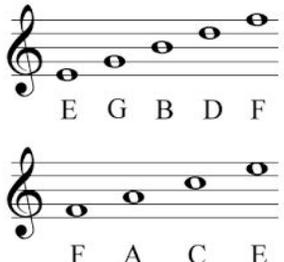
	SEL Lesson Day 3	Lesson Expansion (videos/digital links)
<b>Activity Title:</b>	Skills for Learning	Below you will find websites/video links to support the lesson. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to use their Listening Skill to practice focusing their attention.	Watch the story:  <u>The Listening Walk</u> by: Paul Showers
<b>Materials:</b>	Paper and pencil	<a href="https://www.youtube.com/watch?v=BLS4r8IHUSg">https://www.youtube.com/watch?v=BLS4r8IHUSg</a>
<b>Instructions:</b>	 <ol style="list-style-type: none"> <li>Using Skills for Learning helps you be a better learner.</li> <li>When you've focused your attention, you're ready to listen and learn.</li> <li>Together, choose a room in your house where you will hear a lot of different sounds, from both inside and outside.</li> <li>Adult and child, prepare to focus your attention and listen to the sounds in the environment for one minute. Begin!</li> <li>When the minute is up, fold a paper in half and take turns writing down all the sounds you heard and remembered</li> <li>Compare your lists. Are many of the sounds the same or different?</li> <li>Discuss what helped you focus your attention, listen, and remember what you heard</li> <li>Have your child retell/recall the 4 skills for learning.</li> </ol>	<p>**Go on an actual listening walk with your child. Once home, have your child write or draw what they heard on the walk.</p>

**Parent Signature:** \_\_\_\_\_

## At Home Activities for Students

4th Grade -- April 3rd (Electives)

The columns below offer choices for student activities.

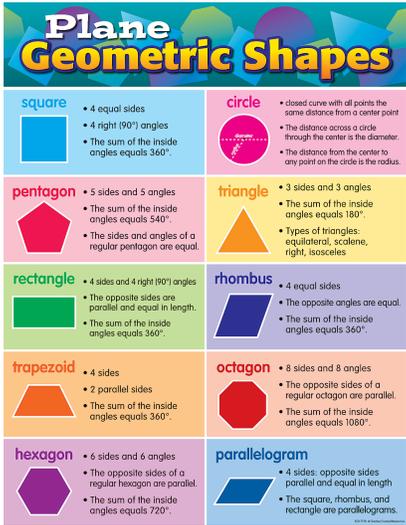
	Art	Music	PE
<b>Activity Title:</b>	Skills for Learning	April 1-8 Music Options	Dance Dance
<b>Materials:</b>	List from SEL Lesson Day 3 Paper and pencil	Paper, pencil, and household items	A music source.
	<p>1. Using Skills for Learning helps you be a better learner.</p> <p><b>-Eyes are watching</b> <b>-Ears are listening</b> <b>-Voices Quiet</b> <b>-Body Calm/Still</b></p> <p>Option 1: Take your list and create a drawing using as many of the sounds you heard.</p> <p>Option 2: Take your list and create a sculpture using found objects using as many of items representing the sounds you heard.</p> <p><b>Instructions:</b> If you are able, take a photo and email it to your art teacher!</p>	<p><u>Option 1:</u> Play your own version of "The Voice" or "American Idol" You can sing to your family and they can give positive feedback or let them perform for you and you give positive feedback.</p> <p><u>Option 2:</u> Practice drawing your lines and space notes on a treble clef staff. Draw 5 lines like this...</p>  <p>Make up your own acronym for the line notes like Every Good Boy Does Fine.</p> <p><u>Option 3:</u> Create an instrument using household items. Play along to your favorite song with either a steady beat or simple rhythm. (pots and pans, spoons, or anything of the sort.)</p> <p>If you have electronic access, you'll enjoy experimenting on these links:  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>  <a href="https://www.classicsforkids.com/games.html">https://www.classicsforkids.com/games.html</a></p>	<p>Have your student choose one song that they enjoy. Then give them 30 seconds of the song. Have your student create a short 30 second dance to this song.</p> <p>Have your student write out the steps to their 30 second dance.</p> <p>Have your student perform their 30 second dance to an adult.</p>

**Parent Signature:** \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 6th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge															
<p><b>Activity 1 and Instructions</b></p>	<p><b>Angle Freeze Dance</b> Practice making and naming angles by playing freeze dance.</p> <p>Follow the traditional rules of freeze dance. However, when the music stops have your child name the type of angle their arms and/or legs are forming.</p> <p><i>Types of Angles</i> Angles are formed when two rays share an endpoint.</p> <table border="1"> <thead> <tr> <th>Angle Name</th> <th>Definition</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Right Angle</td> <td>An angle that measures exactly 90°</td> <td></td> </tr> <tr> <td>Acute Angle</td> <td>An angle that measures between 1° and 89°</td> <td></td> </tr> <tr> <td>Obtuse Angle</td> <td>An angle that measures between 91° and 179°</td> <td></td> </tr> <tr> <td>Straight Angle</td> <td>An angle that measures exactly 180°. This would be a straight line.</td> <td></td> </tr> </tbody> </table>	Angle Name	Definition	Example	Right Angle	An angle that measures exactly 90°		Acute Angle	An angle that measures between 1° and 89°		Obtuse Angle	An angle that measures between 91° and 179°		Straight Angle	An angle that measures exactly 180°. This would be a straight line.		<p><b>“Things We Should Say” Thursday</b></p> <p>Write, in a journal or on a sheet of notebook paper, some words or phrases you think should be used more often. Include who you feel each phrase should be said to and why. Try to think of <b>at least three different</b> responses.</p> <p>An example: I think “you’re awesome” should be said more to my sister. She always helps me with my homework and spends time with me on the weekend.</p>	<p>Try this eye-opening experiment on germs! You’ll need 4 pieces of bread and 4 ziploc bags.</p> <ol style="list-style-type: none"> <li>1. Remove one slice of bread and place it into a Ziploc bag without touching the bread. Label the bag “control.”</li> <li>2. Remove one slice of bread and touch it all over and place it into a Ziploc bag. Label the bag “hands.”</li> <li>3. Remove one slice of bread and wipe it all over phones, computer keyboards, and tv remotes. Place it into a Ziploc bag. Label it “devices.”</li> </ol>	<p>Challenge your math skills with this fun problem:</p> <p>There are five people at a birthday party. If everyone shakes hands one time with all of the other people at the party, how many handshakes occurred?”</p> <p>STOP and solve.</p> <p>-----</p> <p>* The trick is understanding that each handshake only happens ONCE. So, the first person does 4 handshakes, the second person does 3, the third person only shakes 2 hands, the fourth person shakes 1 hand, and the last person does not shake any new hands.</p> <p>4+3+2+1+0=10 handshakes</p>
Angle Name	Definition	Example																	
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<p><b>Activity 2 and Instructions</b></p>	<p><b>Shape Scavenger Hunt</b> Search around the home and identify names and properties of the shapes they see. Some examples are described below.</p> 	<p><b>Forming an Argument</b></p> <p>In science, we’ve been working on forming an argument (a claim supported by evidence). Practice your argument writing skills with the following question:</p> <p>What do you think? Do smartphones make life better or worse? What examples can you use to support your claim?</p> <p>Write your argument in a journal, on a sheet of notebook paper, or type it in Google docs. Be sure to check for proper capitalization and punctuation!</p>	<ol style="list-style-type: none"> <li>4. Wash your hands or use hand sanitizer. Immediately, remove the last slice of bread, and touch it all over with your clean hands. Place it into a Ziploc bag. Label it “clean hands.”</li> <li>5. Put 3-4 drops of water into each bag and seal them.</li> <li>6. Wait a few days and see which bread molds the most and has the most germs!</li> </ol> <p>Surprised??</p>																

Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 6th (SEL)

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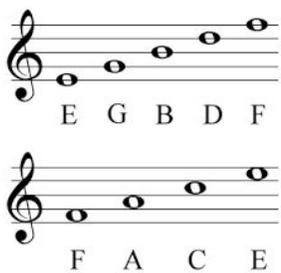
	SEL Lesson Day 4	Lesson Expansion (videos/digital links)
<b>Activity Title:</b>	Empathy	Below you will find websites/video links to support the lesson. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to demonstrate empathy by showing compassion for others.	Watch the story/video: <u>Last Stop on Market Street</u> by: Matt De La Pena  <a href="https://www.youtube.com/watch?v=H0Tr66OrEWA">https://www.youtube.com/watch?v=H0Tr66OrEWA</a>
<b>Materials:</b>	Paper and Pencil	**Recreate this image on a sheet of paper (any kind). Have your child fill out
<b>Instructions:</b>	<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <ol style="list-style-type: none"> <li>1. Review that compassion is showing concern or care for others.</li> <li>2. Ask, <b>What are ways you have shown compassion to others at school?</b></li> <li>3. Acknowledge and praise your child demonstrating compassion for others..</li> <li>4. Give an example of how you have shown compassion at home.</li> <li>5. Ask your child how he/she could show empathy at home.</li> <li>6. Options:               <ol style="list-style-type: none"> <li>a. This could be just a discussion</li> <li>b. As your child shows compassion he/she could trace their hand and write how they showed compassion inside the hand</li> <li>c. As your child uses kind words he/she could draw a speech bubble and write the kind words inside the speech bubble.</li> </ol> </li> <li>7. Display their acts of compassion.</li> <li>8. Watch for your child to show acts of compassion throughout the day</li> </ol> </div> </div>	<div style="text-align: center;">  </div> <p>Play the empathy game via youtube: <a href="#">Empathy Game</a></p>

**Parent Signature:** \_\_\_\_\_

## At Home Activities for Students

4th Grade -- April 6th (Electives)

The columns below offer choices for student activities.

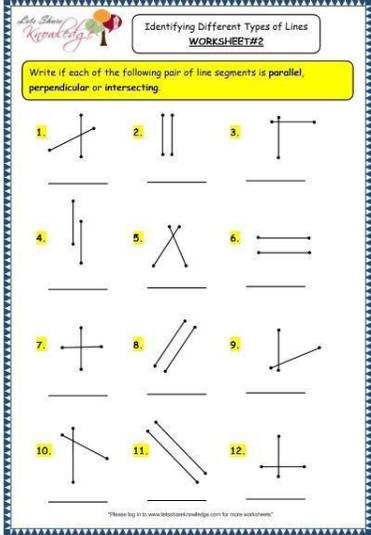
	Art	Music	PE
<b>Activity Title:</b>	Shape Scavenger Hunt	April 1-8 Music Options	Trick Shot
<b>Materials:</b>	Pencil and Paper Found Shapes	Paper, pencil, and household items	1 cup and 1 ball that fits in the cup
<b>Instructions:</b>	<p>Option 1: Use the variety of shapes found, trace them and create an interesting arrangement.</p> <p>Option 2: Arrange items in an interesting way and if possible take a picture. Try color and black &amp; white if possible. Take a picture and send it to your teacher.</p>	<p><u>Option 1:</u> Play your own version of "The Voice" or "American Idol" You can sing to your family and they can give positive feedback or let them perform for you and you give positive feedback.</p> <p><u>Option 2:</u> Practice drawing your lines and space notes on a treble clef staff. Draw 5 lines like this...</p>  <p>Make up your own acronym for the line notes like Every Good Boy Does Fine.</p> <p><u>Option 3:</u> Create an instrument using household items. Play along to your favorite song with either a steady beat or simple rhythm. (pots and pans, spoons, or anything of the sort.)</p> <p>If you have electronic access, you'll enjoy experimenting on these links:  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>  <a href="https://www.classicsforkids.com/games.html">https://www.classicsforkids.com/games.html</a></p>	<p>Try to create and make a challenging trick shot by bouncing the ball off of walls, steps, or other objects. Points will be awarded for the number of times the ball bounces and the distance from the cup.</p> <p>Points</p> <p>Distance: 1 point for each heel to toe step away from the cup</p> <p>Bounces: 2 points for every bounce the ball takes before landing in the cup</p> <p>Points only count if the ball lands in the cup.</p> <p>See how many points you can get into one shot or challenge a family member!</p>

**Parent Signature:** \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 7th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Science/ Social Studies	Extra Challenge (any subject)
<p><b>Activity 1 and Instructions</b></p>	<p>Identify the lines below: intersecting, perpendicular or parallel.</p> 	<p>Identify the following poetry elements in the poem below:</p> <ul style="list-style-type: none"> <li>Number of stanzas</li> <li>Theme</li> <li>Figurative Language</li> </ul> <p><b>Recess! Oh, Recess!</b></p> <p>Recess! Oh, Recess! We love you! You rule! You keep us away from the teachers in school. Your swings are refreshing. Your slides are the best. You give us a break from a really hard test.</p> <p>Recess! Oh, Recess! We want you to know, you're sweeter than syrup, you're special like snow. You don't assign homework. You make the day fun. You let us play kickball and run in the sun.</p> <p>Recess! Oh, Recess! You're first on our list. We'd be in despair if you didn't exist. We're happy we have you. You're awesome and cool. Recess! Oh, Recess! We love you! You rule!</p> <p><small>Poem Copyright © Darren Sardell (All Rights Reserved) A poem from Darren's book, Galaxy Poets and Mentor Poet</small></p>	<p><b>Pumpkin Pie in a Bag</b></p> <p><i>Materials:</i> 1-gallon freezer bag; 2 ¾ cups cold milk; 2 packages (4 serving size) instant vanilla pudding mix; 1 can (15 oz) solid-pack pumpkin; 1 tsp ground cinnamon; ½ tsp ground ginger; Graham cracker crumbs; small cups</p> <p><i>Recipe:</i> Combine milk and pudding in the bag; remove the air and seal the bag shut; Squeeze and knead until well blended for about 1 minute; add pumpkin, cinnamon, and ginger; remove the air and seal the bag shut; Squeeze and knead until well blended for 2 minutes; Place ½ TBL of graham cracker crumbs in the bottom of the small cups; Cut corner of freezer bag and squeeze pie filling into cups and add whipped topping.</p>	<p>IAITC Pumpkin Ag Mag - <a href="http://www.agintheclassroom.org/TeacherResources/AgMags.shtml">http://www.agintheclassroom.org/TeacherResources/AgMags.shtml</a> Find and discuss interesting details about pumpkins for context and background about pumpkin pie.</p> <p>Sequence: How do you make pumpkin pie in a bag? First, Next, Then, Last....etc.</p> <p>Write narrative stories about the pumpkin pie experience using the compiled information</p>
<p><b>Activity 2 and Instructions</b></p>	<p>Copy each shape onto a piece of paper. Draw all lines of symmetry for each shape.</p> <p><b>SYMMETRY</b></p> <p>Draw a line of symmetry on each shape.</p> 	<p>Create a Fiction One Pager Include the following:</p> <ul style="list-style-type: none"> <li>Title of the text</li> <li>Border</li> <li>Characters</li> <li>Setting</li> <li>Theme</li> <li>Problem/Solution</li> </ul> <p><small>Skill - Reading Comprehension</small></p> <p><b>The Clever Owl</b> Story By: Andrew Frinkle</p> <p>The brown owl sat on a branch and watched. He was very good at watching. His big eyes blinked. Down below, a white rabbit played in the grass. The rabbit was very fast. He was too fast to catch. Every time the owl tried to catch the rabbit, the rabbit ran away.</p> <p>The owl was hungry, but he had to find a way to catch the rabbit. How could he catch the fast rabbit? If he dove down on top of him, the rabbit would see his shadow and dive into his hole. What could he do?</p> <p>Suddenly, the owl had an idea. His eyes got really big, because he was excited. A moment later, he took off flying.</p> <p>When the owl was flying, he made sure to stay away from the rabbit. The owl didn't want the rabbit to know he was coming. Then, when he came close to the rabbit, he stretched out his body to change the shape of his shadow!</p> <p>The white rabbit stopped eating grass and looked. Suddenly, there was a black rabbit next to him. The white rabbit stared. He didn't know there was a black rabbit near his home. It looked like he could make a new friend!</p> <p>Without warning, the black rabbit disappeared, and in its place was the owl. The rabbit cried out and tried to run for his hole, but the owl was waiting for him. The rabbit ran right into the owl's claws and became his dinner.</p> <p>Sometimes, when you try something new, you can surprise yourself and others.</p> 	<p>Squeeze and knead until well blended for about 1 minute; add pumpkin, cinnamon, and ginger; remove the air and seal the bag shut; Squeeze and knead until well blended for 2 minutes; Place ½ TBL of graham cracker crumbs in the bottom of the small cups; Cut corner of freezer bag and squeeze pie filling into cups and add whipped topping.</p>	<p>Write narrative stories about the pumpkin pie experience using the compiled information</p>

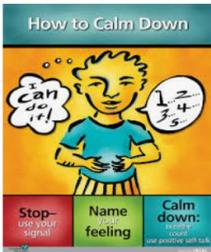
Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 7th (SEL)

The columns below offer choices for student activities.

	SEL Lesson Day 5	Lesson Expansion (videos/digital links)
<b>Activity Title:</b>	Emotional Management	Below you will find websites/video links to support the lesson. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to practice strategies that will help them to calm down when they feel strong emotions.	Watch the video/song/dance:  The Calm it Down Dance:
<b>Materials:</b>	None needed	<a href="https://www.youtube.com/watch?v=P8TliPQNfsc">https://www.youtube.com/watch?v=P8TliPQNfsc</a>
<b>Instructions:</b>  	<ol style="list-style-type: none"> <li>1. Review the steps that you can use to help you calm down when you feel strong feelings.               <ol style="list-style-type: none"> <li><b>1. Stop—use your signal</b></li> <li><b>2. Name your feeling</b></li> <li><b>3. Calm down:</b> <ul style="list-style-type: none"> <li>• <b>Breathe</b></li> <li>• <b>Count</b></li> <li>• <b>Use positive self-talk</b></li> </ul> </li> </ol> </li> <li>2. Read “How to Belly Breathe”               <ul style="list-style-type: none"> <li>• Focus your attention on your breathing.</li> <li>• Take a breath that makes your tummy move out when you breathe in, and in when you breathe out. • Breathe in slowly through your nose and out slowly through your mouth. It should be so quiet that you can hardly hear it.</li> </ul> </li> <li>3. Practice together.</li> <li>4. Pick a feeling from the list below: Annoyed, Frustrated, Worried, Discouraged, Scared</li> <li>5. Think of a time you felt that feeling in a strong way.</li> <li>6. Say a stop signal and name the feeling. (For example: “Chill! I feel worried.”)</li> <li>7. Do some belly breathing to calm down then try another feeling.</li> <li>8. Look for your child to use the calm down technique when experiencing strong feelings.</li> </ol>	**Role-play with your child on different emotions and remind them what strategies to use (reinforce).

**Parent Signature:** \_\_\_\_\_

## At Home Activities for Students

4th Grade -- April 7th (Electives)

The columns below offer choices for student activities.

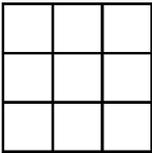
	Art	Music	PE
<b>Activity Title:</b>	Still Life Drawing	April 1-8 Music Options	Movement Challenge
<b>Materials:</b>	Pencil, found objects, paper	Paper, pencil, and household items	none
<b>Instructions:</b>	<ol style="list-style-type: none"> <li>1. Find 5 items you would like to draw.</li> <li>2. Group the items together in an arrangement you like.</li> <li>3. Draw the items as they look.</li> <li>4. Add the details</li> <li>5. Look at the shadows and add them to the page. Squinting your eyes will help you see the difference in values (remember value is how light or dark a color is).</li> <li>6. Challenge: Use color if you are able too.</li> </ol>	<p><u>Option 1:</u> Play your own version of "The Voice" or "American Idol" You can sing to your family and they can give positive feedback or let them perform for you and you give positive feedback.</p> <p><u>Option 2:</u> Practice drawing your lines and space notes on a treble clef staff. Draw 5 lines like this...</p>  <p>Make up your own acronym for the line notes like Every Good Boy Does Fine.</p> <p><u>Option 3:</u> Create an instrument using household items. Play along to your favorite song with either a steady beat or simple rhythm. (pots and pans, spoons, or anything of the sort.)</p> <p>If you have electronic access, you'll enjoy experimenting on these links:  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>  <a href="https://www.classicsforkids.com/games.html">https://www.classicsforkids.com/games.html</a></p>	<p>Can you stay moving for 25 minutes?</p> <p><b>Things you can do</b>....walk, run, jog, jumping jacks, pushups, situps, pick up room, tag games, play any other games we've learned in class.</p> <p><b>Things you can't do</b>...sit still, lay down, sleep.</p> <p>Are you up for the challenge? This activity can be done outside if the weather is nice.</p>

**Parent Signature:** \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 8th

Parents: Choose two activities from each page each day.

	Math	Reading and Writing	Social Studies	Extra Challenge
<b>Activity 1 and Instructions</b>	<p style="text-align: center;"><b><u>Fact Tic Tac Toe</u></b></p> <p>1. Draw a large square and make 3 columns and 3 rows in the square forming a grid.</p> <div style="text-align: center;">  </div> <p>2. Write math facts in each small square of the grid. You can choose addition, subtraction, multiplication or division.</p> <p>3. Play tic tac toe with a family member. To mark an X or O you must solve the fact first.</p>	<p style="text-align: center;"><b><u>Figurative Language</u></b></p> <p>Choose a book or website to read a story. While reading the story look for examples of figurative language like:</p> <p><u>Crash</u> went the plate = crash is an onomatopoeia (a word pronunciation that imitates the natural sound it is describing)</p> <p>Quick like a fox = a simile (a simile uses like or as to compare)</p> <p>You are my sunshine = a metaphor (compares two unlike things does NOT use the words like or as)</p> <p>Write a list of the figurative language you find and try to add your own.</p>	<p style="text-align: center;"><b><u>Symbols of Illinois</u></b></p> <p>From the list below pick 2 symbols of Illinois and draw them.</p> <p>White Oak tree</p> <p>Violet</p> <p>Popcorn</p> <p>White-tailed Deer</p> <p>The Northern Cardinal</p> <p>Monarch Butterfly</p> <p>Bluegill (fish)</p> <p>If you would like you can check your drawing against a picture of the symbol and learn more about it at the following website.</p> <p><a href="http://exhibits.museum.state.il.us/exhibits/symbols/index.html">http://exhibits.museum.state.il.us/exhibits/symbols/index.html</a></p>	<p style="text-align: center;"><b><u>You pick the story</u></b></p> <p>Use the following sets of numbers to write math story problems.</p> <p>Have someone in your family solve the problems you write.</p> <p><b>Example:</b> 2, 8</p> <p><b>Problem:</b> There were 2 cats on the fence. 8 cats joined them. How many cats are on the fence now?</p> <p><b>Solution:</b> <math>2+8=10</math></p> <p>Number sets: 8, 10 35, 29 54, 26 343, 257 627, 944</p> <p><b>Challenge:</b> Try to use each of the different operations at least once.</p>
<b>Activity 2 and Instructions</b>	<p style="text-align: center;"><b><u>Fraction Hunt</u></b></p> <p>Go on a fraction hunt around the house. Write the name of anything you find that contains fractions. Draw a picture of what you find. Write the fractions that are represented.</p> <p>Think of things you do that use fractions (Hint the kitchen is a great place to find fractions in action.) Write to explain how you use fractions in that activity. Be sure to use math terms.</p>	<p style="text-align: center;"><b><u>Outdoor Opinion</u></b></p> <p>Write a response to the prompt below. When you are done writing, illustrate what you wrote.</p> <p>Describe an outdoor activity you like to do. Why do you like it?</p>		

**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# At Home Activities for Students

4th Grade -- April 8th (SEL)

The columns below offer choices for student activities.

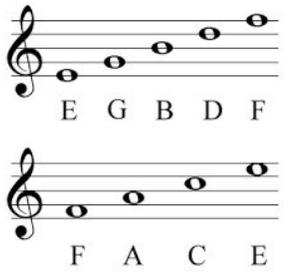
	SEL Lesson Day 6	Lesson Expansion (videos/digital links)
<b>Activity Title:</b>	Who is Safe to Ask for Help	Below you will find websites/video links to support the lesson. Use if you have internet access/data.
<b>Objective:</b>	Students will be able to identify who's a safe person to go to in a time of need.	Watch the following story:  Once Upon a Dragon: Stranger Safety for Kids (and Dragons)
<b>Materials:</b>	Paper and pencil (glue optional)	<a href="https://www.youtube.com/watch?v=DeQhXMYybpq">https://www.youtube.com/watch?v=DeQhXMYybpq</a>
<b>Instructions:</b>	 <ol style="list-style-type: none"> <li>1. Sketch out a leafless tree. Cut out leaves.</li> <li>2. Give examples of scenarios that may be unsafe and that should be reported to a trusted adult. These can be: <ul style="list-style-type: none"> <li>– A stranger with a cute puppy calling you over</li> <li>– Someone touching your body in a way that makes you uncomfortable</li> <li>– A friend asking you to come over without permission</li> </ul> </li> <li>3. Then, discuss with your child who they might be able to talk to.</li> <li>4. Have children list the names of adults they can go to for help on the leaves</li> <li>5. Glue the names to the branches of their trees.</li> <li>6. Have your child identify several safe adults they can go to in time of need.</li> </ol>	<p>**You and your child come up with a plan if a stranger were ever to approach you. What would you do? Say? Act?</p>

**Parent Signature:** \_\_\_\_\_

## At Home Activities for Students

4th Grade -- April 8th (Electives)

The columns below offer choices for student activities.

	Art	Music	PE
<b>Activity Title:</b>	Art all around us	April 1-8 Music Options	Obstacle Fun
<b>Materials:</b>	Magazines, T.V., books, other items with drawings or photographs, home decorations (statues, etc.)	Paper, pencil, and household items	Various objects around the house.
<b>Instructions:</b>	<p>Talk with your child about seeing art around them. Discuss that we see art on T.V., in magazines, and even in the items we keep to decorate our homes. Discuss that these art forms might be paintings, sculpture, photographs etc. Have your student identify 3 works of art they can find in your home.</p>	<p><u>Option 1:</u> Play your own version of "The Voice" or "American Idol" You can sing to your family and they can give positive feedback or let them perform for you and you give positive feedback.</p> <p><u>Option 2:</u> Practice drawing your lines and space notes on a treble clef staff. Draw 5 lines like this...</p>  <p>Make up your own acronym for the line notes like Every Good Boy Does Fine.</p> <p><u>Option 3:</u> Create an instrument using household items. Play along to your favorite song with either a steady beat or simple rhythm. (pots and pans, spoons, or anything of the sort.)</p> <p>If you have electronic access, you'll enjoy experimenting on these links:  <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a>  <a href="https://www.classicsforkids.com/games.html">https://www.classicsforkids.com/games.html</a></p>	<p>Either inside or outside have your child build a small obstacle course. They can climb over or under things, bounce balls, weave around cones(any set of objects that can be set in a line.), or any other physical activity.</p> <p>This is a link to an activity your student can try</p> <p><a href="https://www.youtube.com/watch?v=L_A_HjHZxfl&amp;authuser=0">https://www.youtube.com/watch?v=L_A_HjHZxfl&amp;authuser=0</a></p>

**Parent Signature:** \_\_\_\_\_