

# NHE REMOTE LEARNING PLAN

## Week 1

Teacher: 4th grade

Date: March 18 - March 23, 2020

Wednesday	Thursday	Friday	Monday
60 Minutes: K-2 90 Minutes: 3-5	60 Minutes: K-2 90 Minutes: 3-5	60 Minutes: K-2 90 Minutes: 3-5	60 Minutes: K-2 90 Minutes: 3-5
<p><b>ELA - Read Scholastic News from the Language Arts classroom, make sure to take any notes you need to (CLOSE Reading questions) Password for scholastic is notesun8375</b></p> <p><b>Social Studies- Students will use the PowerPoint on Google Classroom and complete assigned questions</b></p> <p><b>Art- The Sandwich Critique slides 1-4 Click on the hyperlink to view the slide show and follow the directions to create a sandwich critique. <a href="#">slide show</a></b></p>	<p><b>Math- Students will go on Math HMH and complete the lessons assigned to them for Module 12 lesson 5</b></p> <p><b>Science -the students will go on Science- Google Classroom and read unit 5, lesson 1, What is Sound (student ebook) pages 243 - 248. Students will take notes and use the vocabulary words in a summary.</b></p> <p><b>PE/Music- Find the directions below under PE/Music</b></p>	<p><b>ELA -Read Scholastic News from the Language Arts classroom, make sure to take any notes you need to. Students will finish their CLOSE Reading questions and complete the Quiz Wiz.</b></p> <p><b>Social Studies- Students will use the PowerPoint on Google Classroom and complete assigned questions.</b></p> <p><b>Art- slides 5-6 Complete Wednesdays sandwich and then complete slides 5 and 6 using the hyperlink above.</b></p>	<p><b>Math - Students will complete an Illuminate assessment that will be pushed out to them on Monday</b></p> <p><b>Science -Students will read pages 249-256. Then complete the Unit 5 Lesson 1 assessment from your HMH Science ebook, look under your assignments for Unit 5 Lesson 1 assessment quiz. For sound, you must also complete the vocabulary assignment assigned to you .</b></p> <p><b>PE/Music - Find the directions below under PE/ Music</b></p>

### Learning Targets:

**L2: I can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing**

**4.RL1 Explain how an author uses reasons and evidence to support particular points in a text**

**RI2: I can determine the main idea of a text and explain how it is supported by key details.**

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**RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.**

**SS4H5: I can explain the causes, major events, and consequences of the Civil War**

**NF7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.**

**S4P3 : I can obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.**

**ESGM4.PR.3a: I can read, notate and identify quarter notes, half notes, quarter rests, barred eighth notes and sixteenth notes.**

**ESGM4.RE.1c: I can identify and classify classroom, orchestral, American folk instruments, and world instruments by sight and sound.**

**VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. c. Use a variety of approaches to engage in verbal and/or written art criticism.**

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<p>Resources:</p> <p><b>COMPASS</b></p> <p>Math codes: M42013</p> <p>AQ42013</p> <p>M41022</p> <p>M41017</p> <p>Reading Codes: R4032</p> <p>R4033</p> <p>R4048</p> <p><b>Social Studies. :</b> <b>BrainPOP videos</b></p> <p><b><u>Reconstruction</u></b></p> <p><b><u>George Washington Carver</u></b></p> <p><b>Math :<u>Comparing Decimals</u></b></p> <p><b><u>Comparing Decimals</u></b></p>	<p>Resources:</p> <p><b>Reading:</b></p> <p>Scholastic News Article online in Scholastic News through Google Classroom</p> <p>Reading Book</p> <p>A.R. Books - Take an AR test</p> <p><b>COMPASS</b></p> <p>Social Studies: Google Classroom</p>	<p>Technology Options:</p> <p>Reading:Goto Language Google Classroom Scholastic News assignment</p> <p>Chromebook Compass</p> <p>Accelerated Reader</p>	<p>Assessment/Grade:</p> <p>Illuminate Test for Math (Will not be available until Monday)</p> <p>Assignments on Google Classroom:</p> <p>Vocabulary and Assessment Unit 5 Lesson 1 for Science</p> <p>5 Questions on slide 4 for Social Studies</p> <p>2 Scholastic News assignments for ELA</p> <p><b>All of these are due on Monday, March 23, by 10 pm.</b></p>
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#### Activities/Practice (can link tasks) with directions:

**Reading-** Reading from Scholastic News and answering questions on Google Classroom.

**Social Studies** - Students will use the PowerPoint on Google Classroom and complete assigned questions.

**Science-** Reading from their HMH science textbook online as assigned, as well as lessons assigned in Google Classroom

**Math-** HMH assigned lessons. Monday - Illuminate assessment

Students may also read every day and take AR tests. Students may also work on COMPASS math and Reading every day.

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### Enrichment

#### Optional Activity to Accelerate Learning

(Perryman)

#### Reading

**Learning Target (5.RI.2):** I can determine two or more ideas of a text using key details.

**Task:** Select one article from Scholastic News:

"Who are You Calling Ugly"

"Are Youth Sports too Intense"

"Fossils Found in Hollywood"

"Top Toys"

*Reading Strategy - What? and So What?*

A main idea is more than a topic. To state the main idea, it's important to know what the text is about (topic) and then be able to say what about it. The main idea can be an angle, idea, or perspective that the author brings to the topic. Often there is more than one main idea.

Create a Google Slides or video news report on the topic. Answer the following questions through your reporting:

-What is the topic of the article (what the text is about)?

-What is one main idea of the article (author's angle, idea, or perspective)?

-What is a second main idea found in the text?

Share the final product with your classroom teacher.

#### Math

**Learning Target (5.NBT.3):** Read, write, and compare decimals to thousandths.

**Task:** Extend your child's understanding of decimal place value into the thousandths place. Watch [video 1](#) and [video 2](#). Print and cut out [decimal number cards](#). Put cards in a stack face down. Pull two cards at a time.

Have your child discuss which decimal has a greater value. For support, have your child write each number in a [place value chart](#).

Place Value Chart with Decimals							
ten thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths

### Remediation

#### Optional Activity to Support Learning

(Eadie/Harvel)

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### Reading

Review the following videos to help you complete your learning activities:

Main Idea and details in a nonfiction text:

<https://youtu.be/NTiObK-wckM>

Using evidence to support particular points in a text

<https://youtu.be/AYLg39oi6f4>

### Math

Comparing Decimals: Watch the video to help you with your activities

<https://youtu.be/ftEVCrKfIVM>

<https://youtu.be/YM4IE4qOfS>

### Art

(Mrs. Toms)

#### Wednesday

VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. c. Use a variety of approaches to engage in verbal and/or written art criticism.

The Sandwich Critique

Wednesday-slides 1-4

Click on the hyperlink to view the slide show and follow the directions to create a sandwich critique. [slide sho](#)

#### Friday

VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. c. Use a variety of approaches to engage in verbal and/or written art criticism.

The Sandwich Critique

Friday- slides 5-6

Complete Wednesdays sandwich and then complete slides 5 and 6 using the hyperlink above.

**All artwork must be turned in to me when we return to school.**

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### PE

(Martin)

#### Thursday & Monday

students will open the sites and follow along with the workouts. **Thursday and Monday**

Red - Cardiovascular Fitness

Seal jacks

<http://darebee.com/exercises/seal-jacks.html> Orange - Muscular

Fitness

Thigh taps

<http://darebee.com/exercises/thigh-taps.html> Yellow - Skill Related

Fitness

Flow steps (flexibility, coordination, balance)

<http://darebee.com/exercises/flow-steps.html> Green -

Cardiovascular Fitness

Burpee with push-up

<http://darebee.com/exercises/burpees-with-push-up.html> Blue - Muscular Fitness

Plank into lunge

<http://darebee.com/exercises/plank-into-lunge.html> Purple - Skill Related

Fitness

Triple punch double turning kick (coordination)

<http://darebee.com/exercises/triple-punch-double-turning-kick.html>

### Music

(Bailey)

#### Thursday and Monday

##### Option One

Students should visit <https://www.orsymphony.org/learning-community/instruments/> and read about 2 of the four families of the orchestra. Then, watch the videos listed below that demonstrate the sounds of the instrument families they read about. Students will then take the short quiz I have placed in Google Classroom.

Brass Family - [https://youtu.be/2EvgkO\\_bwQA](https://youtu.be/2EvgkO_bwQA)

Percussion Family - <https://youtu.be/nrmCbsM6eyk>

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String Family - <https://youtu.be/RxFNHeXKmrY>

Woodwind Family - <https://youtu.be/7OjqeyOvC1c>

### Option Two

Students are expected to complete 20 Examples from the website below. After 20 examples have been completed, post their score in the Google Classroom assignment. (Codes are listed below if they have not joined their teacher's music classroom yet.) Students should go to [www.therhythmtrainer.com](http://www.therhythmtrainer.com)

- a. Select **Mode A and B**



- b. Select Tempo **FAST**



- c. Select, in **RED**, rhythms to use: **Ta, ta-ti, rest and ti-ka ti-ka**



Buchanan's Class - 3g6mmg2

Freston's Class - obkhjtp

Gauvin's Class - thktk4f

Gressel's Class - fxlh4hb

McCampbell's Class - 22djusy



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**What you must submit:**

**Illuminate Test for Math**

**Assignments on Google Classroom:**

**Vocabulary and Assessment Unit 5 Lesson 1 for Science**

**5 Questions on slide 4 for Social Studies**

**2 Scholastic News assignments for ELA**

**When it must be submitted:**

**Monday March 23, 2020, by 10 pm, all of the above is due**

**Where/How to submit: Through Google Classroom and Illuminate**