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## Grade 4 Learning Plan

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Day	Math	Literacy	Science	Social Studies
May 13 (Day 31)	<p><b>Area/Perimeter</b></p> <p>Use this slide to review <a href="#">area and perimeter</a>. Write the definition or draw a picture to help you remember the difference between the two throughout this lesson. (NC.4.MD.3)</p> <p><a href="#">Cut out</a> or use the <a href="#">virtual square tiles</a> to complete the <a href="#">Using Area and Perimeter worksheet</a>.</p> <p>Complete the <a href="#">exit ticket</a> for today's lesson. (NC.4.MD.3)</p> <p><a href="#">Complete Memory Jogger: Week 8, Day 1</a> (NC.4.OA.1, NC.4.OA.4, NC.4.OA.3, NC.4.NBT.2)</p> <p><b>Brain Break:</b> Along the sidewalks or in a hallway, alternate between skipping, speed walking, and jogging.</p>	<p><a href="#">Reading Marathon</a></p> <p>Read books of interest or books on the Reading Marathon list about the topic and utilize the last five minutes to reflect on the content knowledge gained from your reading about this topic. (Ri/RL 4.10)</p> <p><b>Brain Break:</b> Hold the upward plank pose for 60 seconds on each leg and repeat.</p> 	<p><b>Fossil Fiction</b></p> <p>Studying fossils can be interesting. Today you will read a fiction book:: <a href="#">Buried in the Backyard</a> by Gail Herman. Record the title of the book, the author, the main characters, the setting and the problem of the story, and what happened that changed everything? Then, answer the following: What was found? Using evidence from page 14, was it alive when the dinosaurs were alive? What animal, that lives today, might the fossil be related to? Finally, complete the <a href="#">"Think Like a Scientist"</a> section on page 32 of the book with other people at your house. Record your data and compare your results. Write at least three sentences that explain the data. (4.E.2.2)</p> <p><b>Brain Break:</b> Sit in a comfortable position and relax your body. Close your eyes. Focus on slowly breathing in and out.</p>	
May 14 (Day 32)	<p><b>Area and Perimeter</b></p> <p>Complete enVision <a href="#">Lesson 13-6 Solve and Share</a> (NC.4.MD.3)</p> <p>Watch Visual Learning Bridge Lesson 13-6 in Pearson Realize (<a href="#">Alternate Paper Lesson</a>) &amp; Complete Convince Me (NC.4.MD.3)</p> <p>Complete <a href="#">Student Workbook pages 503-504</a> (NC.4.MD.3)</p> <p><a href="#">Complete Memory Jogger: Week 8, Day 2</a> (NC.4.OA.1, NC.4.OA.4, NC.4.OA.3, NC.4.NBT.2)</p> <p><b>Brain Break:</b> Pretend to sit in a chair for 10 seconds, shoot a basketball 10 times, ride a horse, be a frog, and lift a car.</p>	<p><a href="#">Performance Task Part 1</a></p> <p>Reference all of the work you have done from days 25-30 to complete the performance task.</p> <p><b>Brain Break:</b> Hold the cobra pose for 60 seconds on each leg and repeat.</p> 		<p><b>Robert Fulton's Steamship I</b></p> <p>-Read the <a href="#">Eyewitness to history article</a> about the first voyage on Robert Fulton's Steamship</p> <p>-Complete <a href="#">3 Things I Noticed</a> (4.E.1.1; 4.E.1.4)</p> <p><b>Brain Break:</b> Extend your arm out into the air. Using two fingers, begin writing your name in huge letters in the air. Continue drawing and writing in the air. Continue drawing and writing in the air for at least two minutes.</p>


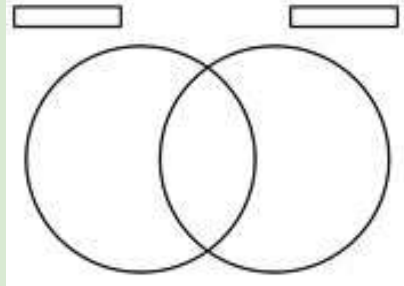
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Day	Math	Literacy	Science	Social Studies
May 15 (Day 33)	<p><b>Area/Perimeter Review</b></p> <p>Complete the <a href="#">Topic 13 Review Questions</a> as a culminating review of all of the skills you have practiced throughout this topic. Answer these question in Schoolnet Using the following ID and Passcode: ( <b>ID</b> 3675939 <b>Passcode:</b> RE9BE7WA2 (NC.4.MD.1, NC.4.MD.2, NC.4.MD.3, NC.4.MD.8, NC.4.NBT.6, NC.4.NF.4, NC.4.NF.6) <a href="#">Complete Memory Jogger: Week 8, Day 3</a> (NC.4.OA.1, NC.4.OA.4, NC.4.OA.3, NC.4.NBT.2)</p> <p><b>Brain Break:</b> Tidy up while walking like a crab. Carry items on your belly across the room to put them away.</p>	<p><a href="#">Performance Task</a> Part 2 Reference all of the work you have done from days 25-30 to complete the performance task.</p> <p><b>Brain Break:</b> Hold the full boat pose for 60 seconds on each leg and repeat.</p> 	<p><b>Paleontologists</b></p> <p>In Day 31's story, Ryan and Katie met Dr. Hook. Dr. Hook was the paleontologist. Today you will learn about two paleontologists that live and work in North Carolina. Watch the videos. They are from the UNC TV show Sci NC. <a href="#">Digging Dinos</a> and <a href="#">Dinosaur GPS</a>. Draw a Venn Diagram that compares Dr. Lindsay Zanno and Dr. Robert Anemone. Make sure to include what they do, the tools that they use, what and where they study fossils as well as other items that were of interest to you from the videos. The Venn Diagram will intersect (have in common) as both are paleontologists and hunt for fossils. On the back of the diagram, use your own words to define what a paleontologist is and what they do. (4.E.2.1, 4.E.2.2)</p> 	



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Day	Math	Literacy	Science	Social Studies
May 18 (Day 34)	<p><b>Begin Topic 14: Number Sequences</b> Complete enVision <a href="#">Lesson 14-1 Solve and Share</a> (NC.4.OA.5)</p> <p>Watch Visual Learning Bridge Lesson 14-1 in Pearson Realize (<a href="#">Alternate Paper Lesson</a>) &amp; Complete Convince Me (NC.4.OA.5)</p> <p>Complete <a href="#">Student Workbook pages 523-524</a> (NC.4.OA.5)</p> <p><a href="#">Complete Memory Jogger: Week 8, Day 4</a> (NC.4.OA.1, NC.4.OA.4, NC.4.OA.3, NC.4.NBT.2)</p> <p><b>Brain Break:</b> Lay on your stomach resting on your forearms. Crawl across the room dragging your boy as if you're moving under barbed wire.</p>	<p>Read These Two Texts: <a href="#">Adaptation</a> and <a href="#">Animal Instinct</a>. Provide a statement that integrates information from both texts. (RI.4.9) <a href="#">Handout Day 34</a></p> <p><b>Brain Break:</b> Hold the horse pose for 60 seconds on each leg and repeat.</p> 		<p><b>Robert Fulton's Steamship II</b> -Re-examine the <a href="#">Eyewitness to history article</a> about the first voyage on Robert Fulton's Steamship -Complete the <a href="#">Robert Fulton's Steamship Reading Guide</a> (4.E.1.1; 4.E.1.4)</p> <p><b>Brain Break:</b> Sit in a comfortable position. Close your eyes. Picture a waterfall flowing over a cliff into a stream of water. Imagine what you can see, smell, hear, feel, and taste.</p>
May 19 (Day 35)	<p><b>Patterns: Number Rules</b> Complete enVision <a href="#">Lesson 14-2 Solve and Share</a> (NC.4.OA.5)</p> <p>Watch Visual Learning Bridge Lesson 14-2 in Pearson Realize (<a href="#">Alternate Paper Lesson</a>) &amp; Complete Convince Me (NC.4.OA.5)</p> <p>Complete <a href="#">Student Workbook pages 527-528</a> (NC.4.OA.5)</p> <p>Complete <a href="#">Memory Jogger: Week 8, Day 5</a> (NC.4.OA.1, NC.4.OA.4, NC.4.OA.3, NC.4.NBT.2)</p> <p><b>Brain Break:</b> Shake your body any way you like for 10 seconds. Now jump up and down 10 times.</p>	<p>Read These Two Texts: <a href="#">Inventors &amp; Scientists: Jane Goodall</a> and <a href="#">"Jane"</a>. Provide a statement that integrates information from both texts. (RI.4.9) <a href="#">Handout Day 35</a></p> <p><b>Brain Break:</b> Hold the leg up the wall pose for 60 seconds on each leg and repeat.</p> 	<p><b>Fossil Basics</b> Studying fossils can also mean learning a lot of new information. In an effort to help you organize your understanding about fossils, fill in the <a href="#">What You Knew About Fossils/What You Now Know About Fossils Worksheet</a>. . When you open the link make a copy of this worksheet. Look at the 15 items and write what you know or think you know. Do not look up any information at this point! Then complete the Science A-Z interactive lessons <a href="#">What are Fossils?</a> and <a href="#">Clues in Rock Layers</a>. After you finish the lessons add new information that you have learned to the What You Now Know About Fossils side of the Worksheet. You might not be able to fill in all of the terms yet. <a href="#">Save this worksheet as you will be using it again on Day 37, Day 39 and Day 41.</a> (4.E.2.1, 4.E.2.2).</p> <p><b>Brain Break:</b> Sit comfortably and close your eyes. As you breathe slowly, think of the top 10 words that describe who you are. Picture those words written in your mind.</p>	



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May 20 (Day 36)	<p><b>Patterns: Repeating Shapes</b></p> <p>Complete enVision <a href="#">Lesson 14-3 Solve and Share</a> (NC.4.OA.5)</p> <p>Watch Visual Learning Bridge Lesson 14-3 in Pearson Realize (<a href="#">Alternate Paper Lesson</a>) &amp; Complete Convince Me (NC.4.OA.5)</p> <p>Complete <a href="#">Student Workbook pages 531-532</a> (NC.4.OA.5)</p> <p>Complete <a href="#">Memory Jogger: Week 9, Day 1</a> (NC.4.NF.3, NC.4.MD.3, NC.4.MD.6, NC.4.MD.2)</p> <p><b>Brain Break:</b> In plank position, complete 30 of each: mountain climbers, in and out feet, and knees to chest.</p>	<p>Read These Two Texts: <a href="#">Tundra</a> and <a href="#">How Animals Survive on Mountains</a>. Provide a statement that integrates information from both texts. (RI.4.9) <a href="#">Handout Day 36</a></p> <p><b>Brain Break:</b> Hold the wide angle seated forward pose for 60 seconds on each leg and repeat.</p> 		<p><b>Would you travel on Robert Fulton's Steamship?</b></p> <p>-Using the previous texts and assignments about Robert Fulton (PBS, Biography, OhioHistoryCentral, fictional twitter, impact assignment, Eyewitness to history article and the Robert Fulton's Steamship Reading Guide) complete the <a href="#">Point of View assignment</a> (4.E.1.1; 4.E.1.4)</p> <p><b>Brain Break:</b> Without talking, eat a snack slowly. As you eat, close your eyes. Think about all the sensations, tastes, and textures you experience.</p>
May 21 (Day 37)	<p><b>Lesson 14-4 Look for and Use Structure</b></p> <p>Complete enVision <a href="#">Lesson 14-4 Solve and Share</a> (NC.4.OA.5)</p> <p>Watch Visual Learning Bridge Lesson 14-4 in Pearson Realize (<a href="#">Alternate Paper Lesson</a>) &amp; Complete Convince Me (NC.4.OA.5)</p> <p>Complete <a href="#">Student Workbook pages 535-536</a> (NC.4.OA.5)</p> <p>Complete <a href="#">Memory Jogger: Week 9, Day 2</a> (NC.4.NF.3, NC.4.MD.3, NC.4.MD.6, NC.4.MD.2)</p> <p><b>Brain Break:</b> Find a line on the ground and jump from side to side 10 times. Rest 10 seconds repeat</p>	<p>Read These Two Texts: <a href="#">Puffins</a> and <a href="#">Puffed-Up Numbers</a>. Provide a statement that integrates information from both texts. (RI.4.9) <a href="#">Handout Day 37</a></p> <p><b>Brain Break:</b> Hold the airplane pose for 30-60 seconds, release and repeat.</p> 	<p><b>True or False?</b></p> <p><b>The Only Type of Fossil is a Dinosaur Fossil?</b></p> <p>Read pages 2-7 &amp; 10 of the Science A-Z book <a href="#">Fossils</a>. Answer questions 1,2,3 and 5 on page 10 of the Read-Think-Write section. After you finish the lessons add new information that you have learned on the What You <b>Now</b> Know About Fossils side of the Worksheet from Day 35. You might not be able to fill in all of the terms yet. <a href="#">Save this worksheet as you will be using it again on Day 39 and Day 41.</a></p> <p>For extra credit complete the activity on page 11. Make sure you have adult permission before you begin on the extra credit. (4.E.2.1, 4.E.2.2)</p> <p><b>Brain Break:</b> Sit in a comfortable position and relax your body. Close your eyes. Focus on slowly breathing in and out.</p>	



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Day	Math	Literacy	Science	Social Studies
May 22 (Day 38)	<p><b>Topic 14 Review</b></p> <p>Complete the <a href="#">Topic 14 Review Questions</a> as a culminating review of all of the skills you have practiced throughout this topic. Answer these question in Schoolnet Using the following ID and Passcode:</p> <p>ID 3675943 Passcode: JY5KE5H (NC.4.OA.5, NC.4.OA.1, NC.4.OA.3, NC.4.NF.2)</p> <p><a href="#">Complete Memory Jogger: Week 9, Day 3</a> (NC.4.NF.3, NC.4.MD.3, NC.4.MD.6, NC.4.MD.2)</p> <p><b>Brain Break:</b> Try moving around like these animals: chicken, snake, horse, dog. Try without making noises to see if someone can guess.</p>	<p>Read These Two Texts: <a href="#">The Eagle Who Flew Too High</a> and <a href="#">The Elephant and the Crocodile</a>. Provide a statement that integrates information from both texts. (RI.4.9) <a href="#">Handout Day 38</a></p> <p><b>Brain Break:</b> Hold the child's pose for 60 seconds on each leg and repeat..</p> 		<p><b>Who was Henry Ford?</b></p> <p>-Read the Ducksters biography of <a href="#">Henry Ford</a> -Read the Detroit Historical Society biography of <a href="#">Henry Ford</a> -Fill in the <a href="#">Graphic Organizer</a> (4.E.1.1; 4.E.1.4)</p> <p><b>Brain Break:</b> Extend your arm out into the air. Using two fingers, begin writing your name in huge letters in the air. Continue drawing and writing in the air. Continue drawing and writing in the air for at least two minutes.</p>
May 26 (Day 39)	<p><b>Review of Multiplicative Comparisons and Factors and Multiples (OA.1 &amp; OA.4)</b></p> <p>Using a <a href="#">hundreds chart</a> or this <a href="#">interactive hundred chart</a>, find all of the multiples of 4, up to 50. Describe patterns that you notice. Can we use this pattern to identify multiples of 4 that are larger than 50? How can that be done? Jot your ideas in your math notebook.</p> <p>Read the statements below and decide which statements are true and which statements are false:</p> <p>A. All multiples of 4 are even. B. All even numbers are multiples of 4. C. Some multiples of 4 are also multiples of 5. D. Some multiples of 5 are also multiples of 4. E. No multiples of 4 are odd.</p> <p>Make a list of the statements that are true. How do you know these are true? Use your hundreds chart to help you provide evidence for your thoughts. Which statements are false? How do you know? (NC.4.OA.1, NC.4.OA.4)</p> <p>Complete the <a href="#">review problems</a> for today.</p>	<p>Read These Two Texts: <a href="#">A Jellyfish</a> and <a href="#">All About Jellyfish</a>. Provide a statement that integrates information from both texts. (RI.4.9) <a href="#">Handout Day 39</a></p> <p><b>Brain Break:</b> Hold the half pigeon pose for 60 seconds on each leg and repeat.</p> 	<p><b>Extend Your Understandings: Fossils</b></p> <p>Use this link to complete the Discovery Education Exploration <a href="#">Fossils</a>. Then, you decide which 3 Discovery Education video clips about fossils you want to watch:: <a href="#">What are Fossils?</a>; <a href="#">Types of Fossils</a>; <a href="#">Fossils</a>; <a href="#">The Importance of Fossils</a>; <a href="#">Fossil Formation</a> or <a href="#">Molds, Casts, and Imprints</a>. As evidence that you completed the assignment - screen shot one of the activities you completed in the Discovery Education Fossils Exploration then add new information to your <i>What You Knew About Fossils/What You Now Know About Fossils Worksheet</i> that you started Day 35. Keep the worksheet as you will need it again on Day 41. (4.E.2.1, 4.E.2.2)</p> <p><b>Brain Break:</b> Sit in a comfortable position. Close your eyes. Picture a waterfall flowing over a cliff into a stream of water. Imagine what you can see, smell, hear, feel, and taste.</p>	


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Day	Math	Literacy	Science	Social Studies
	<p>(NC.4.OA.1, NC.4.OA.4)</p> <p>Complete <a href="#">Memory Jogger Week 9, Day 4</a>. (NC.4.NF.3, NC.4.MD.3, NC.4.MD.6, NC.4.MD.2)</p> <p><b>Brain Break:</b> Throw a soft object up into the air. See how many times you can clap before you catch it.</p>			
May 27 (Day 40)	<p><b>Place Value Review</b> (NBT. 1 &amp; 7)</p> <p>Complete the <a href="#">Place Value Writing Prompts</a> in your math notebook or on the Google Doc provided. Use the <a href="#">place value chart</a> to help, if needed. Remember, you can use words or pictures to portray your thoughts, but you must explain fully. (NC.4.NBT.1, NC.4.NBT.7)</p> <p>Complete <a href="#">Memory Jogger Week 9, Day 5</a>. (NC.4.NF.3, NC.4.MD.3, NC.4.MD.6, NC.4.MD.2)</p> <p><b>Brain Break:</b> Tidy up while walking like a crab! Carry items on your belly across the room to put them away.</p>	<p><a href="#">Reading Marathon</a></p> <p>Read books of interest or books on the Reading Marathon list about the topic and utilize the last five minutes to reflect on the content knowledge gained from your reading about this topic. (RI/RL 4.10)</p> <p> <b>Brain Break:</b> Hold the windmill pose for 3 seconds for each side and repeat.</p>		<p><b>Henry Ford: Assembly Line</b></p> <ul style="list-style-type: none"> <li>-Read <a href="#">Assembly Line</a></li> <li>-Watch Video Clip <a href="#">Origins of the Moving Assembly Line</a></li> <li>-Complete <a href="#">Impact of the Assembly Line</a> (4.E.1.1; 4.E.1.4)</li> </ul> <p><b>Brain Break:</b> Sit comfortably and close your eyes. As you breathe slowly, think of the top 10 words that describe who you are. Picture those words written in your mind.</p>