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Grade 4 Summer Learning Plan - Days 1-20 (June 15 - July 17)

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Day	Daily Assignments	
(Day 1)	<p>Math: Add To Problems to 100,000</p> <p>Explore Add To Problems within 100,000 by reading about the problem structure on the pages 1 and 2 of the Google slide deck.</p> <p>Solve Day 1, Problems 1-3 on page 5 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Patterns with 2's Complete Fluency Practice on Multiples of 2 for Day 1 also on Slide 5</p> <p>Brain Break: Tidy up while walking like a crab! Carry items on your belly across the room to put them away.</p>	<p>Social Studies: Colonial Geography</p> <p>Complete this first lesson on colonial geography and its impact on New World settlements. This lesson teaches you about geography and the physical environment. Everything you need is in this file. Please make a copy for yourself or record your answers on the document. (5.G.1)</p> <p>Colonial Geography Lesson 1</p> <p>Brain Break: Using a coloring page or blank piece of paper, quietly color on your own. Don't judge your artwork - there is no right or wrong. Try not to think of anything specific. If a thought pops in your head, let it go. Just color.</p>
(Day 2)	<p>Read These Two Texts: What Are Human Rights and History of the UDHR. Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 2</p> <p>Brain Break: Hold the windmill pose for 3 seconds for each side and repeat.</p> 	
(Day 3)	<p>Math: Take From with Numbers to 100,000</p> <p>Explore Take From Problems within 100,000 by reading about the problem structure on the pages 3 and 4 of the Google slide deck.</p> <p>Solve Day 3, Problems 1-3 on page 5 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Patterns with 10's Complete Fluency Practice on Multiples of 10 for Day 3, also on slide 5.</p> <p>Brain Break: Set a timer or put on a song and see how quickly you can clean up a room in the house. Do you have a friend or sibling? Each person can pick a room to clean and race each other to finish.</p>	<p>Science: Body Systems</p> <p>You will complete a project about a human body system. First, choose a body system. Your choices are circulatory, respiratory, digestive, muscular, and skeletal.</p> <p>You will use a process called Clever. Clever stands for Claim, Evidence, Reasoning. You will start by making a claim about the body system you choose. A claim is something you believe is true.</p> <p>Choose a body system for your project. Write your claim about the body system. You will do the evidence and reasoning parts of the Clever process in future lessons.</p> <p>Brain Break: Without talking, eat a snack slowly. As you eat, close your eyes. Think about all the sensations, tastes, and textures you experience. (5.L.1.1)</p>




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(Day 4)	<p>Read These Two Texts: Dolores Huerta and Malala Yousafzai. Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 4</p> <p>Brain Break: Hold the reverse table for 30-60 seconds, release and repeat. </p>	
(Day 5)	<p>Math: Add To/Take From to 100,000 Continue to work with Add To/Take From Problems within 100,000 by referring back to the problem structure from pages 1-4 of the Google slide deck.</p> <p>Solve Day 5, Problems 1-3 on page 6 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Patterns with 5's Complete Fluency Practice on Multiples of 5 for Day 5, also on slide 6.</p> <p>Brain Break: Do 10 arm circles (forward and backward), 10 shoulder shrugs (forward and backward), and 10 standing trunk rotations (hands on hips or straight out to side). </p>	<p>Social Studies: Colonial Geography Complete this second lesson on colonial geography and its impact on New World settlements. This lesson teaches you about the New England Colonies. Everything you need is in this file. Please make a copy for yourself or record your answers on the document. (5.G.1)</p> <p>Colonial Geography Lesson 2</p> <p>Brain Break: 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>
(Day 6)	<p>Read These Two Texts: Background of Human Rights and UDHR Communication Infographic. Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 6</p> <p>Brain Break: Hold the head-to-knee pose for 30-60 seconds, release and repeat for each side. </p>	
(Day 7)	<p>Math: Add To/Take From to 100,000 Continue to work with Add To/Take From Problems within 100,000 by referring back to the problem structure from pages 1-4 of the Google slide deck.</p> <p>Solve Day 7, Problems 1-3 on page 6 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Patterns with 5's Complete Fluency Practice on Multiples of 5 for Day 7, also on slide 6.</p>	<p>Science: Body Systems Look at the claim that you wrote day 3. The next step as a scientist is to collect evidence about your topic. This can be done in a few ways, today we will research. As you read through the article(s) highlight or record any information that connects to your claim. https://kidshealth.org/en/kids/bodyarticles.html</p> <p>If you find new information that makes you ask new questions write those off to the side. Try to stay focused on your original claim.</p> <p>We will collect more evidence on day 11. (5.L.1.1)</p>



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	Brain Break: Put on your favorite song, lie down, close your eyes, and listen to the entire song. How did you feel after the song ended?	Brain Break: Sit up straight in a comfortable position. Relax your abdomen muscles. Slowly breathe in, filling your lungs with oxygen. Hold at the top and slowly release your breath until your lungs are empty. Continue 10 times.
(Day 8)	Read These Two Texts: With Liberty and Justice For All and The House Dog and the Wolf . Provide a statement that integrates information from both texts. (RL.5.9) Handout Day 8 Brain Break: Hold the balancing table pose for 60 seconds on each leg and repeat. 	
(Day 9)	Math: Add To/Take From to 100,000 Continue to work with Add To/Take From Problems within 100,000 by referring back to the problem structure from pages 1-4 of the Google slide deck . Solve Day 9, Problems 1-3 on page 7 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7) Fluency: Explain patterns with 2, 5, 10 Complete Fluency Practice on Multiples of 2, 5, 10 for Day 9, also on slide 7. Explain the pattern you notice in the different sets. Can you come up with your own set of facts that would match this pattern? Brain Break: Skaters - Hop to your right bringing your left foot behind you with knees bent and body low. Repeat the movement to the left. Do this for 30 seconds.	Social Studies: Colonial Geography Complete this third lesson on colonial geography and its impact on New World settlements. This lesson teaches you about the Middle Colonies. Everything you need is in this file. Please make a copy for yourself or record your answers on the document. (5.G.1) Colonial Geography Lesson 3 Brain Break: Pick any object in the room. Focus all of your attention on that object. Observe what it looks like, what shapes it has, the color, how it moves, and how it makes you feel. Continue focusing for 2 minutes.
(Day 10)	Read These Two Texts: The New Colossus and Human Rights . Provide a statement that integrates information from both texts. (RL.5.9) Handout Day 10 Brain Break: Hold the cobbler's pose for 60 seconds on each leg and repeat. 	

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(Day 11)	<p>Math: Put Together/ Take Apart up to 100,000 Explore Put Together/Take Apart Problems within 100,000 by reading about the problem structure on pages 8 and 9 of the Google slide deck.</p> <p>Solve Day 11, Problems 1-3 on page 12 of the slide deck. Use a bar diagram and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Using the Commutative Property Complete Fluency Practice on the Commutative Property for Day 11, also on slide 12.</p> <p>Brain Break: Can you make your body look like every letter of the alphabet?</p>	<p>Science: Body Systems Today we will continue to collect evidence, to make connections with the claim you made on Day 7. Now that you know a little more about the system you are exploring, come up with a way to observe that system in your own body. Evidence is collected through observations, you can look and record how you see something, listen to a sound your body makes, feel for something in/on your body, taste food on your tongue or smell different scents in your environment. Remember to record your observations in a chart to stay organized. Click here for some suggestions of what evidence to collect based on the body systems and for a data table to record evidence collected. (5.L.1.1)</p> <p>Brain Break: Sit in a comfortable position. In your head, slowly count from 0 to 20. As you count each number, take a breath in and out. Then, count backwards from 20 to 0. Try to only think about counting.</p>
(Day 12)	<p>Reading Marathon 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. Try to read for an extended period of time. Set a timer to measure your reading stamina.</p>	
(Day 13)	<p>Math: Compare Problems up to 100,000 Explore Compare Problems within 100,000 by reading about the problem structure on pages 10 and 11 of the Google slide deck.</p> <p>Solve Day 13, Problems 1-3 on page 12 of the slide deck. Use an open number line, a bar diagram, and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Using a 10's fact to find an unknown fact Complete Fluency Practice by using a known fact (multiples of 10) to find an unknown fact for Day 13, also on slide 12.</p> <p>Brain Break: Do 8 jumping jacks, 8 silly shakes (just shake as silly as you can), 8 high knees, and 8 scissor jumps.</p>	<p>Social Studies: Colonial Geography Complete this fourth lesson on colonial geography and its impact on New World settlements. This lesson teaches you about the Southern Colonies. Everything you need is in this file. Please make a copy for yourself or record your answers on the document. (5.G.1)</p> <p>Colonial Geography Lesson 4</p> <p>Brain Break: Sit comfortably. Choose any color. Looking around you, find all the things that are that color. Then, close your eyes and imagine what else can be that color.</p>
(Day 14)	<p>Performance Task Reference all of the work you have done from days 2-12 to complete the performance task.</p> <p>Brain Break: Hold the dancer's pose for 60 seconds on each leg and repeat.</p>	




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(Day 15)	<p>Math: Compare Problems up to 100,000</p> <p>Continue to work on Compare Problems within 100,000 by referring back to the problem structure on pages 10 and 11 of the Google slide deck.</p> <p>Solve Day 15, Problems 1-3 on page 13 of the slide deck. Use an open number line, a bar diagram, and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Using a 10's fact to find an unknown fact</p> <p>Complete Fluency Practice on using a known 10's fact to find an unknown fact for Day 15, also on slide 13.</p> <p>Brain Break: Jump up with your arms and legs spread out like a star. Do 10 sets, then rest and repeat.</p>	<p>Science: Body Systems</p> <p>Today is the final day you will collect evidence. Today, we will do more research.</p> <p>Choose a book from the Epic body systems book collection that matches the body system you are studying. Read the book to gather evidence about your body system. You may read other books that look interesting at another time.</p> <p>Epic body systems books</p> <p>Watch the Scholastic Study Jams slideshow or video that matches the body system you are studying.</p> <p>skeletal system slide show circulatory system video respiratory system slide show muscular system slide show digestive system slide show</p> <p>Record any information that supports your claim. If you find new information that makes you ask questions, write them down to the side. Try to stay focused on your original claim. (5.L.1.1)</p> <p>Brain Break: Repeat the following to yourself: I am strong. I am powerful. I believe in myself and my abilities. I am always learning and always improving. I take each moment as it comes.</p>
(Day 16)	<p>Performance Task</p> <p>Reference all of the work you have done from days 2-12 to complete the performance task.</p> <p>Brain Break: Hold the donkey kicks pose for 60 seconds on each leg and repeat.</p>	
(Day 17)	<p>Math: Put Together/Take Apart and Compare Problems up to 100,000</p> <p>Continue to work on Put Together/Take Apart and Compare Problems within 100,000 by referring back to the problem structure on pages 8, 9, 10, and 11 of the Google slide deck.</p> <p>Solve Day 17 Problems 1-3 on page 13 of the slide deck. Use an open number line, a bar diagram, and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p>	<p>Social Studies: Colonial Geography</p> <p>Complete this fifth lesson on colonial geography. This lesson asks you to give your opinion regarding the impact the environment had on New World settlements. Everything you need is in this file. Please make a copy for yourself or record your answers on the document. (5.G.1)</p> <p>Colonial Geography Lesson 5</p>



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	<p>Fluency: Using a 5's fact to find an unknown fact Complete Fluency Practice on using a known 5's fact to find an unknown fact for Day 17, also on slide 13.</p> <p>Brain Break: Put on your favorite song, lie down, close your eyes, and listen to the entire song. How did you feel after the song ended?</p>	<p>Brain Break: Close your eyes and visualize the perfect beach. Imagine the feel of the sand and the sound of the seagulls. What else can you visualize?</p>
(Day 18)	<p>Read These Two Texts: Brazil Today: The Amazon River and Basin and Animals of the Tropical Rainforest. Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 18</p> <p>Brain Break: Hold the half boat pose for 60 seconds on each leg and repeat.</p> 	
(Day 19)	<p>Math: Put Together/Take Apart and Compare Problems up to 100,000 Continue to work on Put Together/Take Apart and Compare Problems within 100,000 by referring back to the problem structure on pages 8, 9, 10, and 11 of the Google slide deck.</p> <p>Solve Day 19, Problems 1-3 on page 14 of the slide deck. Use an open number line, a bar diagram, and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Mixed Fluency Complete Fluency Practice on using a known fact to find an unknown fact for Day 19, also on slide 14. Explain the pattern you notice in the different sets. Can you come up with your own set of facts that would match this pattern?</p> <p>Brain Break: Complete 25 of the following- skip, jump, lift knees, and walk backwards.</p>	<p>Science: Body Systems Today you will do the reasoning part of Clever. Remember, Clever stands for Claim, Evidence, Reasoning.</p> <p>Look at your claim. Study the evidence you gathered. Does your evidence support your original claim or not?</p> <p>Write out your reasoning statement using the evidence you collected. Include new questions you have about the body system you chose. If you have time, repeat the Clever process with another body system using the materials we shared. (5.L.1.1)</p> <p>Brain Break: Find a place to walk back and forth in a line. As you walk, slowly lift your foot and place your heel on the ground. Feel your body weight shift into that foot. Continue with the other foot, thinking about the steps as you go.</p>
(Day 20)	<p>Read These Two Texts: Wangari Maathai and Inventors and Scientists: John Muir. Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 20</p> <p>Brain Break: Hold the half forward pose for 60 seconds on each leg and repeat.</p> 	

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