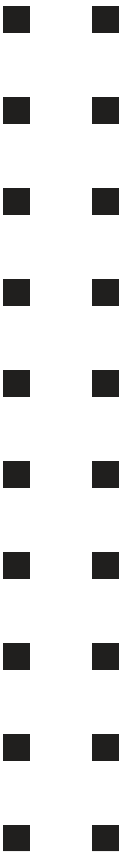




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

## Continuous Learning **LEARNING MENUS**



**MATH**

**LITERACY**

**SPECIALS**

**Printables**

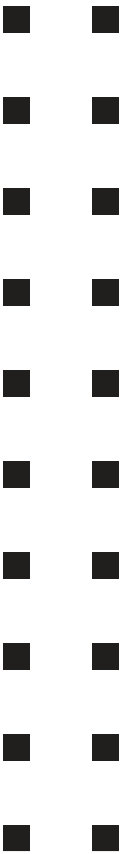




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

# MATH



**Printables**



# LEARNING MENU MATH & STEM

GRADE 4

★ = EVERYDAY ITEMS

1 ★

★ Fact practice as directed by teacher (XtraMath, IXL, Everyday Math games)



2

**IXL Diagnostic**  
or  
**Math:** Q.14, P.24, 6KM



3

[Improper Fractions Exploration](#)



4

[Improper Fractions Worksheet](#)

[Improper Fraction Coloring](#)



5

Complete the weekly Esti-Mystery



6

[Improper Fraction Maze](#)



7

Watch your continued learning video or review a poster:

[Improper Fractions Video](#)

[Improper Fractions Poster](#)



8

[Adding and Subtracting](#)

[Mixed Numbers Online Activity](#)



9

[Review worksheet](#)



10

Read the Epic collection about fractions (as assigned by your teacher)



11

**STEM:**

**Step 1:** Scroll to the bottom of the webpage, to see the video box [Video](#)  
**Step 2:** Watch the video on rendering explained and then complete the Rendering Activity  
[Rendering Explained](#)  
**Step 3:** [Rendering Activity](#)



12

**STEM:**

**Step 1:** Scroll to the bottom of the webpage, to see the video box [Video](#)  
**Step 2 and 3:** [Various Jobs](#) video should be used with the careers activity page  
[Careers Activity](#)



4

Step 1: Visit this website (<https://bit.ly/2L3TOF1>) to use online fraction manipulatives!

Step 2: Use the website to help you complete the following problems. Your goal is to change the improper fractions below to mixed numbers.

1.  $\frac{10}{3} =$  \_\_\_\_\_

2.  $\frac{7}{2} =$  \_\_\_\_\_

3.  $\frac{7}{5} =$  \_\_\_\_\_

4.  $\frac{38}{10} =$  \_\_\_\_\_

5.  $\frac{20}{12} =$  \_\_\_\_\_

6.  $\frac{3}{2} =$  \_\_\_\_\_

7.  $\frac{9}{5} =$  \_\_\_\_\_

8.  $\frac{13}{4} =$  \_\_\_\_\_

9.  $\frac{19}{5} =$  \_\_\_\_\_

10.  $\frac{7}{4} =$  \_\_\_\_\_

11.  $\frac{26}{12} =$  \_\_\_\_\_

12.  $\frac{12}{8} =$  \_\_\_\_\_

13.  $\frac{17}{8} =$  \_\_\_\_\_

14.  $\frac{16}{5} =$  \_\_\_\_\_

15.  $\frac{9}{6} =$  \_\_\_\_\_

16.  $\frac{19}{12} =$  \_\_\_\_\_

17.  $\frac{11}{6} =$  \_\_\_\_\_

18.  $\frac{5}{3} =$  \_\_\_\_\_

19.  $\frac{27}{10} =$  \_\_\_\_\_

20.  $\frac{11}{4} =$  \_\_\_\_\_

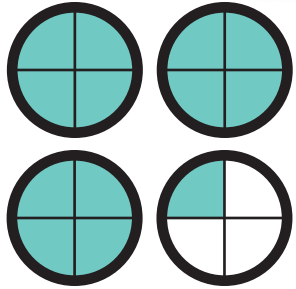
21.  $\frac{10}{6} =$  \_\_\_\_\_

# Feed The Kramsters!

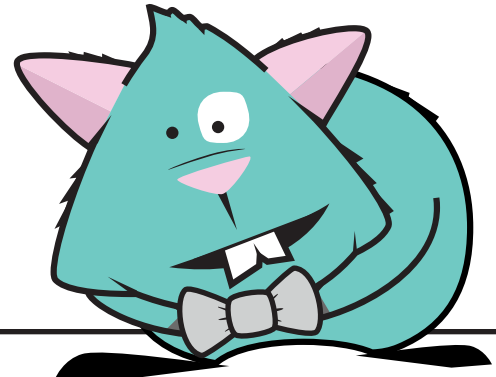
Kramsters are very picky eaters. Feed each kramster the correct number of pellets by converting the following improper fractions to mixed numbers. Color in the pellets to match each mixed number.

EXAMPLE:

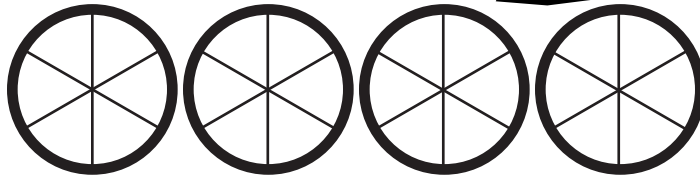
$$\frac{13}{4}$$



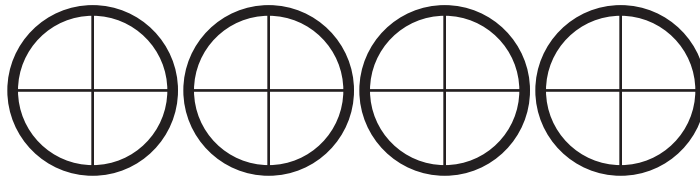
$$\rightarrow 3\frac{1}{4}$$



$$\frac{12}{6}$$



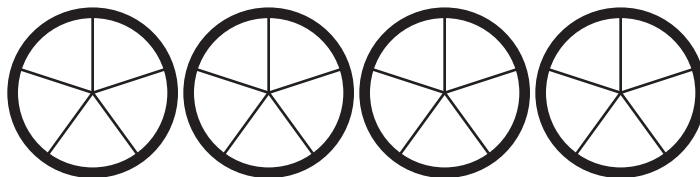
$$\frac{15}{4}$$



$$\frac{3}{2}$$



$$\frac{14}{5}$$



For the last one, shade in the pellets without guidelines.

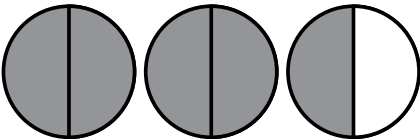
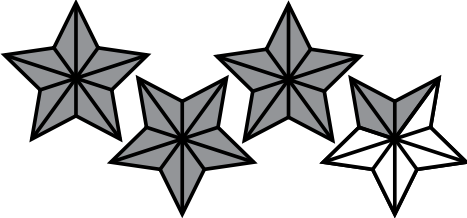
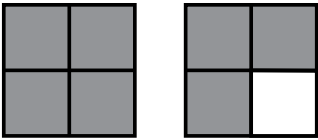
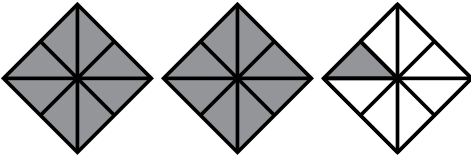
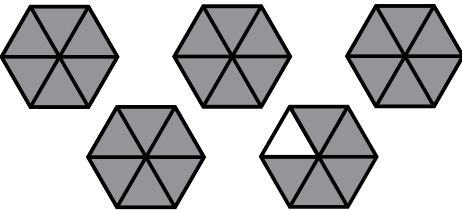
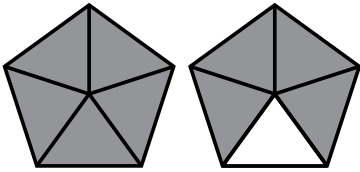
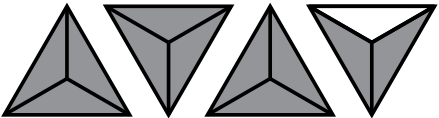
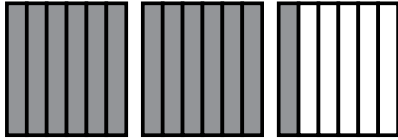
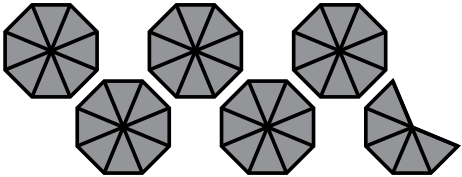
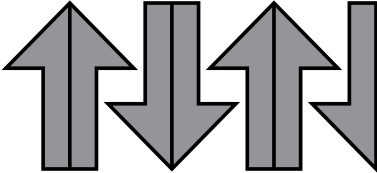
$$\frac{20}{6}$$



Name: \_\_\_\_\_

# Mixed Numbers and Improper Fractions

Write the mixed number and improper fraction for the shaded area of each picture.

					
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction
					
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction
					
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction
					
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction
					
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction

# THE AMAZING MIXED NUMBER MAZE!

**Finish** ←

**Start** →

**Directions:**  
Escape the maze! At each branch, choose the path of the greatest value.

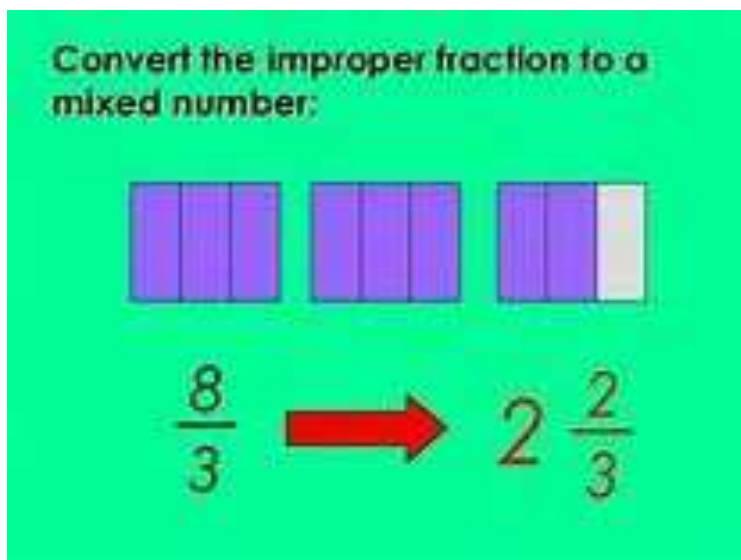
After you finish, choose 3 mixed numbers, that you didn't pass through, and write them as improper fractions.

1.                      2.                      3.

# Two Different Ways To Convert Improper Fractions to Mixed Numbers

## Option 1:

Draw a picture



## Option 2:

Use division

improper fraction **into** mixed number

$$\frac{25}{7} \rightarrow 7 \overline{)25} \begin{array}{r} 3 \\ -21 \\ \hline 4 \end{array} \rightarrow 3\frac{4}{7}$$

keep the same denominator

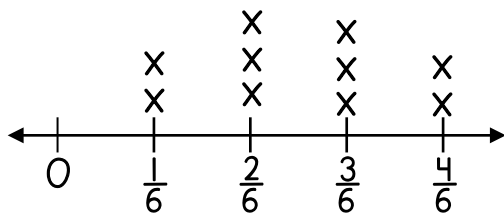


Name: \_\_\_\_\_

Date: \_\_\_\_\_

**4.MD.4****Line Plots**

Use the line plot to answer the question.



Plant growth in centimeters

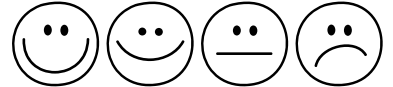
What is the total growth of the plants that grew  $\frac{2}{6}$  of a centimeter?

\_\_\_\_\_

**I can...**

make a line plot to show measurements involving fractions and solve problems involving addition and subtraction of fractions.

How well do you understand this skill?

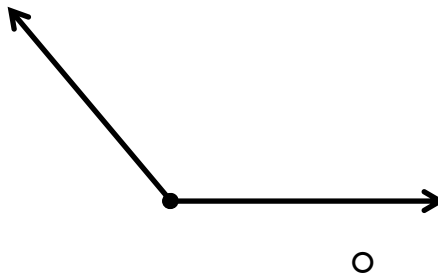
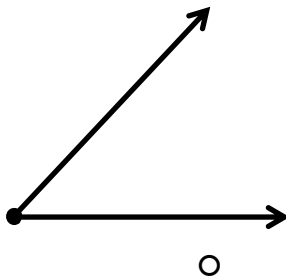
**A**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

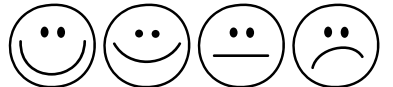
**4.MD.6****Measuring Angles**

Use a protractor to find the measure of each angle.

**I can...**

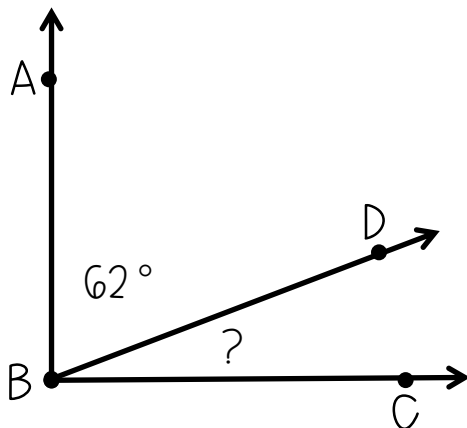
use a protractor to measure angles in whole-number degrees.

How well do you understand this skill?

**A**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**4.MD.7****Unknown Angles**

If Angle ABC =  $90^\circ$ ,  
what is the measure of Angle DBC?

\_\_\_\_\_

**I can...**

recognize angle measure as additive, and solve addition and subtraction problems to find unknown angles.

How well do you understand this skill?

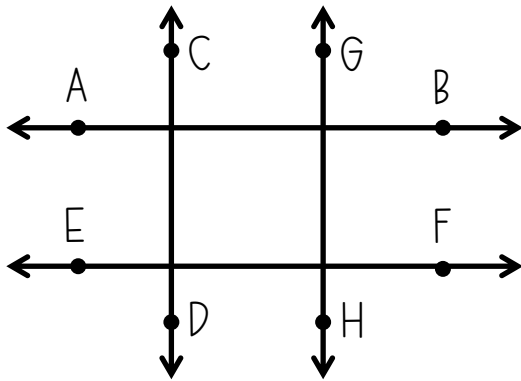
**A**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**4.G.1**

## Perpendicular & Parallel Lines



Name two  
parallel lines:

\_\_\_\_\_

Name two  
perpendicular lines:

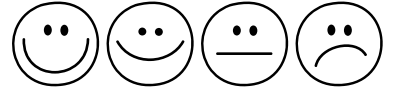
\_\_\_\_\_

**A**

**I can...**

draw and identify  
perpendicular and  
parallel lines.

How well do you  
understand this skill?



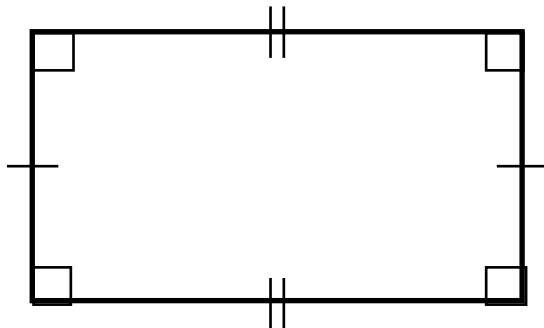
Name: \_\_\_\_\_

Date: \_\_\_\_\_

**4.G.2**

## Quadrilaterals

Circle all the ways this shape can be classified.



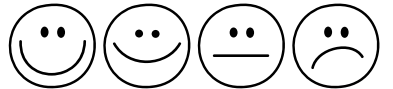
quadrilateral  
parallelogram  
rectangle  
square  
rhombus  
trapezoid

**A**

**I can...**

classify two-dimensional  
figures based on the  
presence or absence  
of different lines  
and angles.

How well do you  
understand this skill?



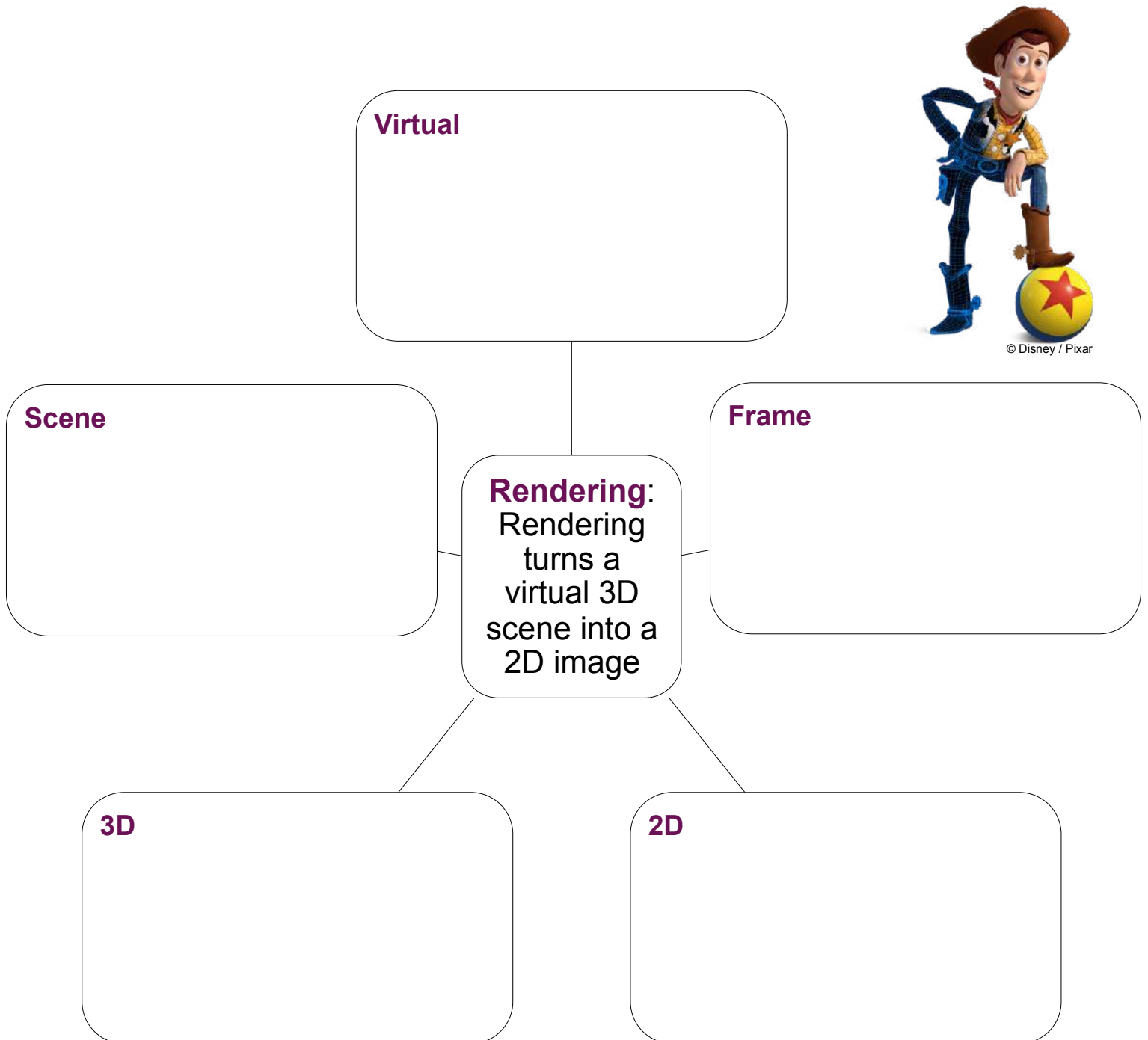
Step 1: Go to [bit.ly/2zft2qS](https://bit.ly/2zft2qS) and scroll to the bottom of the page. Watch the video.

Step 2: Go to [bit.ly/3beP0au](https://bit.ly/3beP0au) and watch the video on rendering explained.

Step 3: Using what you've learned complete this worksheet.

Name: \_\_\_\_\_

Sketch and Stretch: Complete each box with a phrase and/or drawing that describes each word.



Step 1: Go to [bit.ly/2zft2qS](https://bit.ly/2zft2qS) and scroll to the bottom of the page. Watch the video.

Step 2: Go to [bit.ly/35DUUkq](https://bit.ly/35DUUkq) and explore some of the different career videos.

Step 3: Using what you've learned, complete this worksheet.

Name: \_\_\_\_\_

The making of Pixar films involves the collaboration of many different people with unique roles. Check out each exhibition area and look for a video describing someone's job at Pixar.



Research  
Scientist

Technical  
Director

Director of  
Photography

Character  
Modeler

Character  
Animator

Software  
Developer

Rendering  
Supervisor

Choose 2 careers represented in the Pixar exhibition and answer the following questions:

### Career 1

### Career 2

Job Title:

\_\_\_\_\_

\_\_\_\_\_

What does this person  
do in his or her job  
making Pixar films?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What skills are required  
for this person to do his  
or her job at Pixar?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think you  
would like this job?  
Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which jobs interest or surprise you? Why?

\_\_\_\_\_

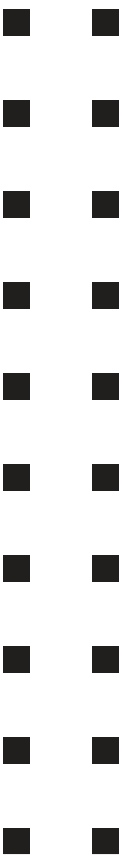
\_\_\_\_\_



# RSU 57

- Waterboro
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- Massabesic Middle
- Massabesic High

# LITERACY



**Printables**



# LEARNING MENU LITERACY

GRADE 4

★ = EVERYDAY ITEMS

1

★ Read to self for 20 minutes or more daily. Respond to/record for your reading as instructed by your teacher.



2

Listen to a story/book read by your teacher or librarian.



3

**Word Work:** See your teacher for your assignment.

Antonyms



4

Read the Epic collection about The American Revolution (as assigned by your teacher)



5

**IXL ELA Grade 4 Topic or Diagnostic**

SS 1  
SS 2  
SS 3  
SS 4  
SS 5



6

**Figurative lang video**

Personification:

[safeYouTube.net/w/LqLB](https://www.youtube.com/watch?v=LqLB)

Choose 1 of the sheets below to complete and turn into your teacher.

Sheet 1: <https://bit.ly/2SJkD5J>

Sheet 2: <https://bit.ly/3c6lqxU>



7

**Fluency**

Revolutionary Tea Poem  
Please read and record yourself reading the poem.

<https://bit.ly/2L8G3Vz>



8

**Identify the Theme**

Review the theme poster

<https://bit.ly/2YLGihH>

Complete this sheet:

<https://bit.ly/2YEIxtL>



9

**Grammar**

Use commas in direct address.

View Video:

[safeYouTube.net/w/DYZB](https://www.youtube.com/watch?v=DYZB)  
(no webquest available)

Complete the worksheet:

<https://bit.ly/2L8iWdP>



10

**Read, Just Say No! The Daughters of Liberty**

<https://bit.ly/3frv5ZA>

And complete the exit slip

Exit Slip



11

Write in your social distancing journal or Pandemic Time Capsule Booklet and submit to your teacher.



12

**Writing Prompt**

Write a body paragraph for each of your chapters from the table of contents

Try to add transitions from the chart:

<https://bit.ly/2Wvl6tm>



Name: \_\_\_\_\_

## Antonyms



Antonyms are words that have opposite meanings.

examples: freezing—boiling down—up



Circle the pairs of words that are antonyms in each set.

- |    |       |       |         |           |
|----|-------|-------|---------|-----------|
| 1. | save  | throw | spend   | money     |
| 2. | play  | safe  | watch   | dangerous |
| 3. | tidy  | lost  | tornado | cluttered |
| 4. | scrub | push  | pull    | wagon     |
| 5. | fired | give  | sleepy  | receive   |
| 6. | dawn  | dusk  | duck    | lawn      |

Write an antonym for each word.

- |     |             |       |     |           |       |
|-----|-------------|-------|-----|-----------|-------|
| 7.  | weak        | _____ | 8.  | unhappy   | _____ |
| 9.  | soft        | _____ | 10. | build     | _____ |
| 11. | hungry      | _____ | 12. | disappear | _____ |
| 13. | more        | _____ | 14. | shrink    | _____ |
| 15. | night       | _____ | 16. | forward   | _____ |
| 17. | narrow      | _____ | 18. | under     | _____ |
| 19. | nearsighted | _____ | 20. | overhand  | _____ |
| ★   | inside-out  | _____ | ★   | vertical  | _____ |

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

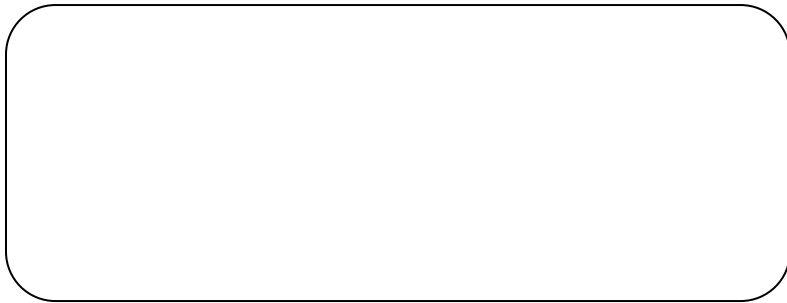
### **Drawing Personification Worksheet**

Personification is when you give human traits or qualities, such as emotions, desire and speech to an object or animal.

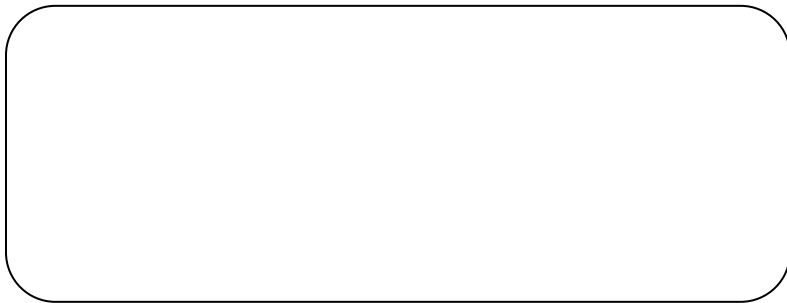
Example: The book winked at me.

Directions: Write the meaning of each personification example, and then draw it in the box provided.

1. The candle danced in the dark. \_\_\_\_\_



2. Time flies when you have fun. \_\_\_\_\_



3. The wind howled in the night. \_\_\_\_\_

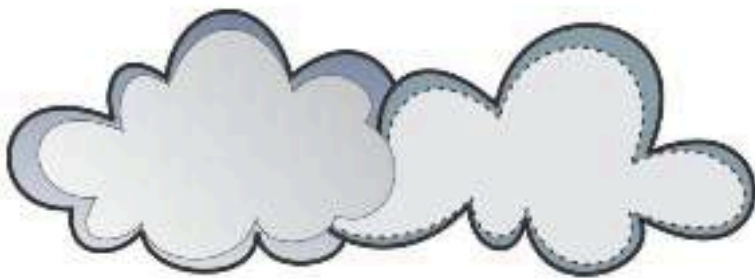


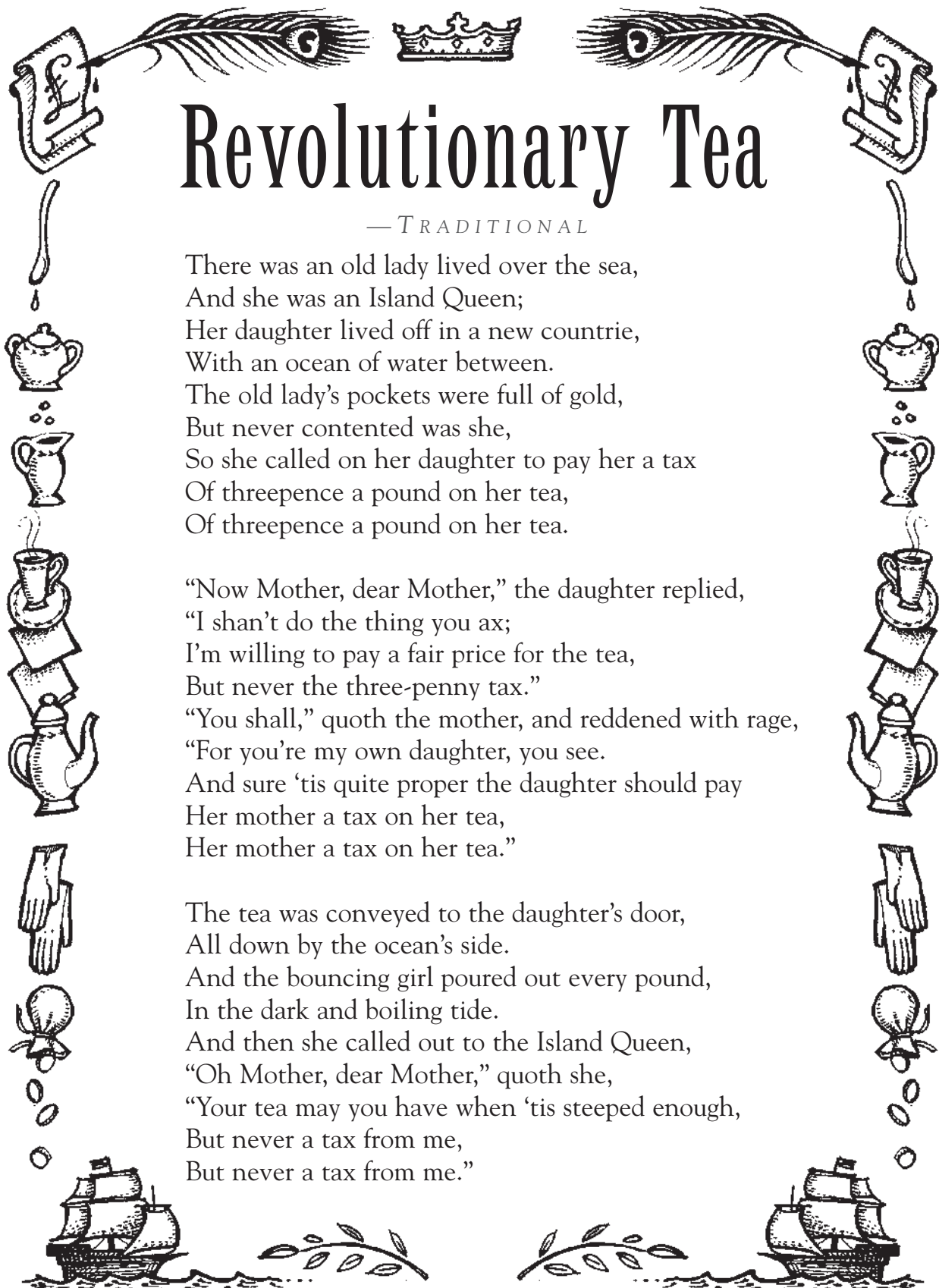


# Personification

**Directions:** Read each sentence pair. Circle the letter of the sentence that uses personification.

1. a. Clouds were playing in the sky.  
b. The sky was filled with clouds.
2. a. The water in the ocean was extremely warm.  
b. The warm ocean waters embraced me.
3. a. Fortune smiled on me.  
b. I got very lucky.
4. a. The statues, atop their pedestals, stared down at me.  
b. The statues were placed on pedestals high in the air.
5. a. It rains frequently in April.  
b. April is a weepy month.
6. a. The cattails waved goodbye to departing dragonflies.  
b. The cattails' leaves bounced up and down when the dragonflies flew away.
7. a. The engine clanked as the old truck moved slowly uphill.  
b. The engine made a clanking noise as the old truck fought its way uphill.
8. a. The water from Grandma's rusty faucet spilled out into Jamie's hands.  
b. Grandma's rusty faucet spat water into Jamie's outstretched hands.
9. a. Shiny new shoes peeked out from under his freshly pressed pants.  
b. Shiny new shoes were just visible under his freshly pressed pants.
10. a. The scruffy puppy's eyes begged us to pick him up.  
b. We couldn't resist the terrier's puppy-dog eyes.
11. a. The breeze caused our laundry to move back and forth on the clothesline.  
b. Our laundry jerked back and forth on the clothesline, tickled by a breeze.
12. a. Vines crept slowly up the sides of the birdhouse.  
b. Slow-growing vines soon covered the sides of the birdhouse.





# Revolutionary Tea

—TRADITIONAL

There was an old lady lived over the sea,  
And she was an Island Queen;  
Her daughter lived off in a new countrie,  
With an ocean of water between.  
The old lady's pockets were full of gold,  
But never contented was she,  
So she called on her daughter to pay her a tax  
Of threepence a pound on her tea,  
Of threepence a pound on her tea.

"Now Mother, dear Mother," the daughter replied,  
"I shan't do the thing you ax;  
I'm willing to pay a fair price for the tea,  
But never the three-penny tax."  
"You shall," quoth the mother, and reddened with rage,  
"For you're my own daughter, you see.  
And sure 'tis quite proper the daughter should pay  
Her mother a tax on her tea,  
Her mother a tax on her tea."

The tea was conveyed to the daughter's door,  
All down by the ocean's side.  
And the bouncing girl poured out every pound,  
In the dark and boiling tide.  
And then she called out to the Island Queen,  
"Oh Mother, dear Mother," quoth she,  
"Your tea may you have when 'tis steeped enough,  
But never a tax from me,  
But never a tax from me."

In this old song, written about the Boston Tea Party, the "Island Queen" is Britain, and the "daughter" is the American colonies.

# Instructional Routine

Use the following routine for introducing each poem.

**STEP 1:** Distribute copies of the poem or write the poem on chart paper. As an alternative, make a transparency of the poem and show it on the overhead projector.

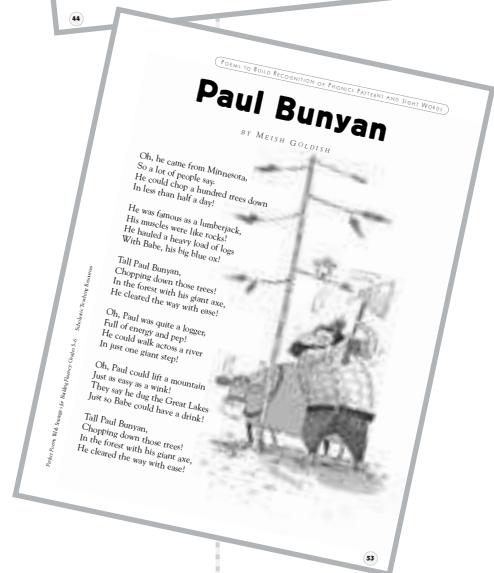
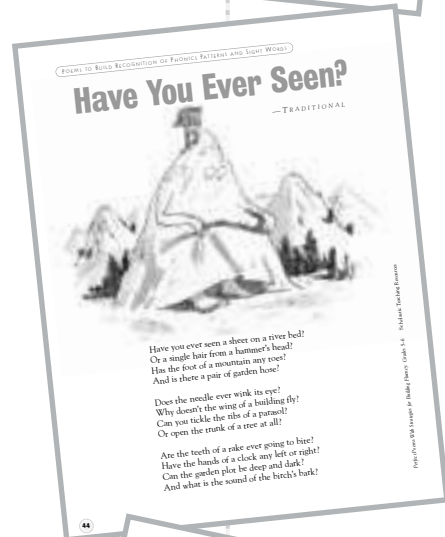
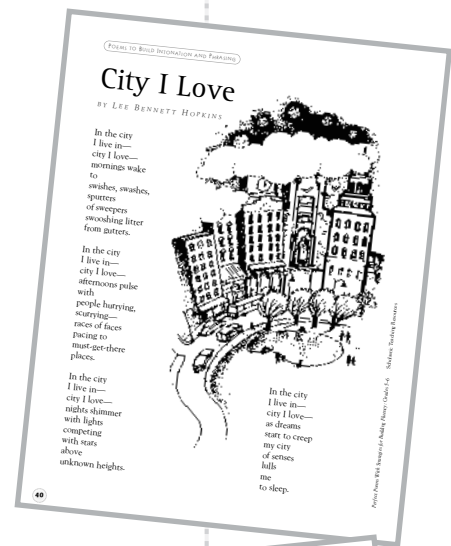
**STEP 2:** Read aloud the poem. Highlight one or two aspects of fluency, such as intonation or phrasing. Discuss these aspects of fluency and model them using selected sentences or phrases from the poem.

**STEP 3:** Do an echo reading of the poem. Read aloud each stanza and have students repeat using the same pace, accuracy, and expression.

**STEP 4:** Assign the poem to partners, small groups, or individuals based on the goal of each poem. For example, poems designed for repeated readings should be assigned to individuals, whereas poems for choral readings should be assigned to small groups.

**STEP 5:** Provide time throughout the week for students to practice reading aloud their poems. Circulate and listen in. Provide feedback on key aspects of fluent reading. Then, allow students to share their readings at the end of the week.

Above all, have fun with the poems in this book. Poems are like language amusement parks; they represent the works of those playing with language in rhythmic and creative ways. Sharing the joys of written language with students is a wonderful and valuable gift.



# THEME

## The Main Message

- ✓ What the author wants you to learn or know.
- ✓ A broad idea about life.
- ✓ Usually not stated, must be inferred.





## The Recital

1

Kara chose a difficult piece to play for the piano recital. Her teacher advised her to select an easier one, but Kara knew she could do it.

Kara practiced every day after school. When her friends called to see if she could play, Kara told them that she couldn't and continued to practice. Even with all that practicing, a week before the recital, Kara still could not play the piece without making mistakes. Kara thought about giving up and switching to an easier piece, but instead she decided to double her practice time.

The night of the recital arrived. Kara was the last student to play. As she walked onto the stage to take her place at the piano, she remembered the long hours she had spent practicing. Kara began to play. Her hands danced across the keyboard. She knew the piece so well! When the final note faded the room erupted in applause. She had played the piece perfectly!



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I.

The Recital

- a. It takes a lot of practice to play the piano.
- b. Kara practiced a lot and did well.
- c. Persistence pays off.

## Kevin's Book Report

2

Kevin wasn't worried about his book report. He had three whole weeks to get it done. There was no reason to get started right away, especially when he had just gotten a new video game!

The next day, Kevin thought about going to the library to pick out a book for his report, but decided to play with his friends instead. He could go to the library on the weekend instead. The weekend came and rather than going to the library, Kevin spent the whole weekend at his cousin's farm. He didn't go to the library the next week either; there was always something fun to do instead.

Two weeks passed and Kevin still hadn't picked out a book. By the time he finally got to the library, there was not enough time to read the book and write the report. Kevin tried to write the report without reading the whole book, but it did not go very well. Kevin failed the assignment.



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2.

Kevin's Book Report

- a. School work is more important than playing.
- b. Don't put things off till the last minute.
- c. Kevin should have done his book report first.

Name: \_\_\_\_\_

## Commas To Offset Non-Essential Information

**If a sentence makes sense without a certain word or phrase, you can usually offset it with commas.**

*examples:*

**My best friend, Vihaan, wants to be a pilot when he grows up.**  
(Vihaan is non-essential information. It is offset with commas.)

**His uncle, who was a pilot in the air force, visited him yesterday.**  
(The phrase "who was a pilot in the air force" is non-essential information. It is offset with commas.)



**Rewrite each sentence. Use correct capitalization and punctuation.  
Offset non-essential information with commas.**

1. my oldest sister elizabeth is also an airplane pilot

---

---

2. julia a 21 year-old woman from Paris works as a flight attendant

---

---

3. braydon the man with the wrench in his hand is an airline mechanic

---

---

4. do you remember when marco your cousin worked at the airport

---

---

# 3-2-1

NAME:

TITLE & AUTHOR:

3 THINGS I LEARNED WHILE READING...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2 INTERESTING FACTS...

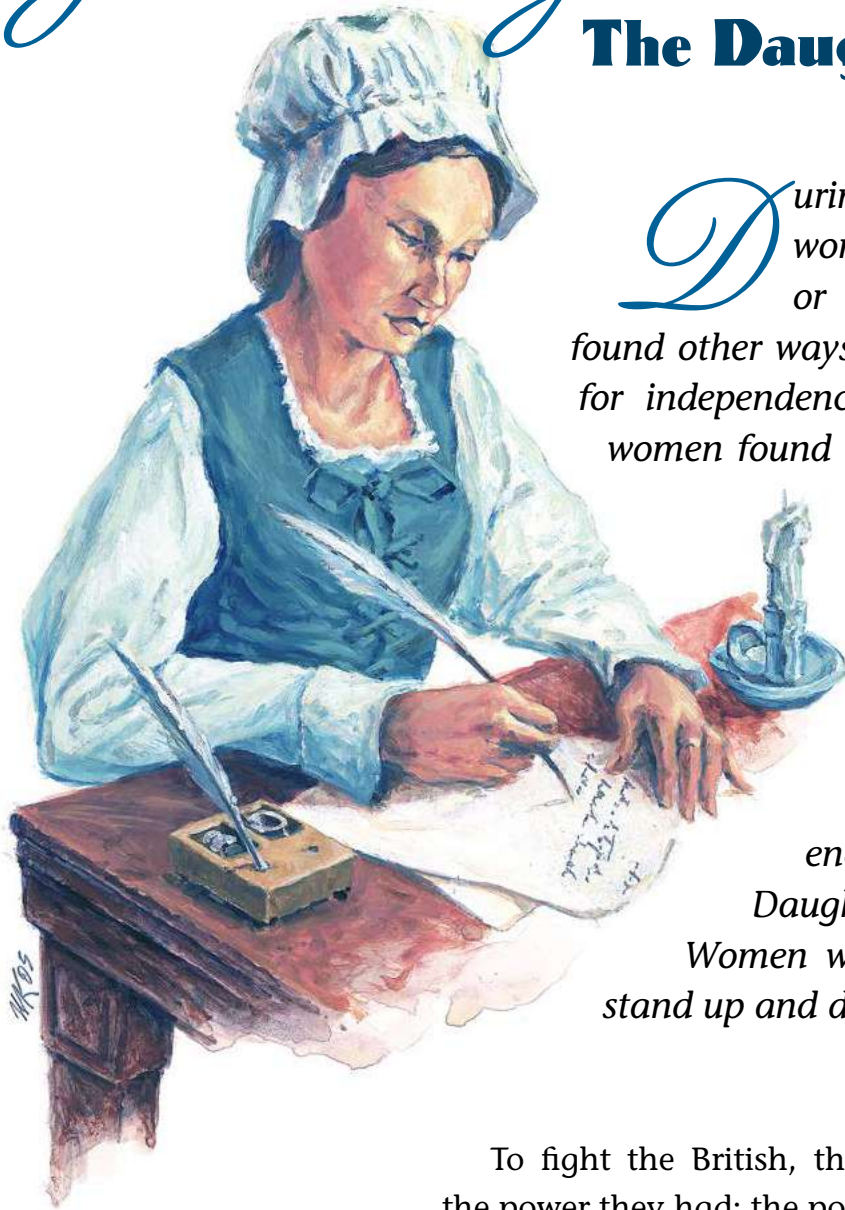
1. \_\_\_\_\_
2. \_\_\_\_\_

1 QUESTION I STILL HAVE...

1. \_\_\_\_\_

# Just Say No!

## The Daughters of Liberty



*During the American Revolution, women were not allowed to vote or fight in the army. But they found other ways to support the colonial fight for independence. For the first time, many women found a political voice. Some wrote letters and poems about politics, sending them anonymously to local newspapers. One writer criticized colonial men for not doing more to oppose unfair British laws. Her poem ended with the line, “Let the Daughters of Liberty nobly arise.”*

*Women were calling on each other to stand up and do their part.*

To fight the British, these “daughters of liberty” used the power they had: the power to choose what not to buy.

The Stamp Act was one of the unfair laws women fought. To raise money, the British government passed a law saying that colonial citizens had to pay a tax on every piece of printed paper they used. Everything—from newspapers and marriage licenses to playing cards—was taxed. Many colonists felt that this Stamp Act tax was unfair.

Many women—among them, those calling themselves “daughters of liberty”—agreed to boycott British goods to protest the Stamp Act. These women refused to use

To **boycott** is to refuse to do or buy something as a protest.



British cloth to make their clothes. Some women even refused to get married if their fiancés applied for a marriage license with a stamp on it! Eventually, the boycott was successful. When British merchants began to lose money because of the boycotts, the British government repealed—eliminated—the Stamp Act.

After the Stamp Act was repealed, the British put another tax on colonial citizens. Now, everyday items such as paint, tea, paper, shoes, and clothes were being taxed. Once again, the “daughters of liberty” said no to British goods. Women who had once bought British fabric now began to spin thread and weave cloth at home. They were proud to wear their homespun clothes as a symbol of their strength. The “daughters of liberty” were standing up to the British.

Then came the Tea Act in 1773. This law allowed British merchants to sell tea in the colonies for less money than anyone else. Many colonists saw this as an attempt by the British government to force other tea merchants out of business. Once the other tea sellers were shut down, the British would raise the prices on their own tea. To the colonists, this was unacceptable.

Patriotic women now refused to buy tea. Because they could not grow English tea in America, they used local plants to make “liberty tea.” Using raspberry and mint leaves, verbena and lemon balm, even roses, violets, and goldenrod flowers, they brewed delicious hot drinks. Another popular drink was made from a



Sarah Franklin Bache, daughter of Benjamin Franklin, was well known for her own patriotism and public spirit. Sarah did extensive relief work during the Revolutionary War, raised money for the Continental Army, and acted as her father's political hostess after her mother died.



Esther De Berdt was born in London, England, but moved to Philadelphia after marrying Joseph Reed, an American who had studied law in London. Esther was exceptionally devoted to the revolutionary cause, organizing a women's group which raised money in support of the war and then used the funds to purchase linen and sew clothing for American troops.

plant that became known as New Jersey tea (*Ceanthus americanus*).

While colonial men fought the British with guns, women fought them with money. When they said no to British goods, they made the British government less able to pay its soldiers in the colonies.

Some people say that in the fight for freedom, the decisions women made when buying goods may have been as important as the decisions men made when they picked up their guns.



**Patriotic colonial women spun to avoid importing British cloth.**

## Have a Cup of Tea?

IN THE COLD, DARK NIGHT of December 16, 1773, about 50 colonial men sneaked aboard three ships in Boston Harbor. Some say the plan was hatched in Sarah Bradlee Fulton's home. They also say it was her idea to dress some of the men in Mohawk Indian clothes and face paint.

The ships that the men boarded were owned by the East India Company and were loaded with tea. Working quietly, the disguised men threw 342 crates of tea into Boston Harbor. Then they sneaked away. Back at Sarah's house, she hid the disguises and scrubbed the red paint off the men. Today, Sarah is often referred to as the Mother of the Boston Tea Party for her help in making this plan work.

This "daughter of liberty" was also known for running messages for George Washington, caring for wounded soldiers, and stealing a load of firewood from British soldiers. Go Sarah!



## *Liberty Tea*

*To make your own liberty tea, you'll need to buy New Jersey tea, which can be found in an herb shop.*

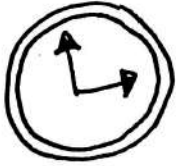
1. Ask an adult to help you roast the leaves in a 250° oven until they are crisp.
2. Steep 1 teaspoon of roasted leaves in 1 cup of boiling water for 5 minutes.
3. Add sugar or honey, if you like.
4. Now raise your cup to the women who helped fight for American independence!

Top: North Wind Picture Archive; bottom: ©HJP

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## Transitions

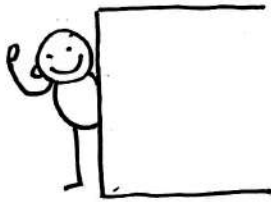


### Time words

before, earlier, after, then,  
next, later, a minute later

### Sequence

suddenly, once in awhile,  
sometimes, often, usually



### Place words

nearby, around the corner,  
on the other side,  
above it

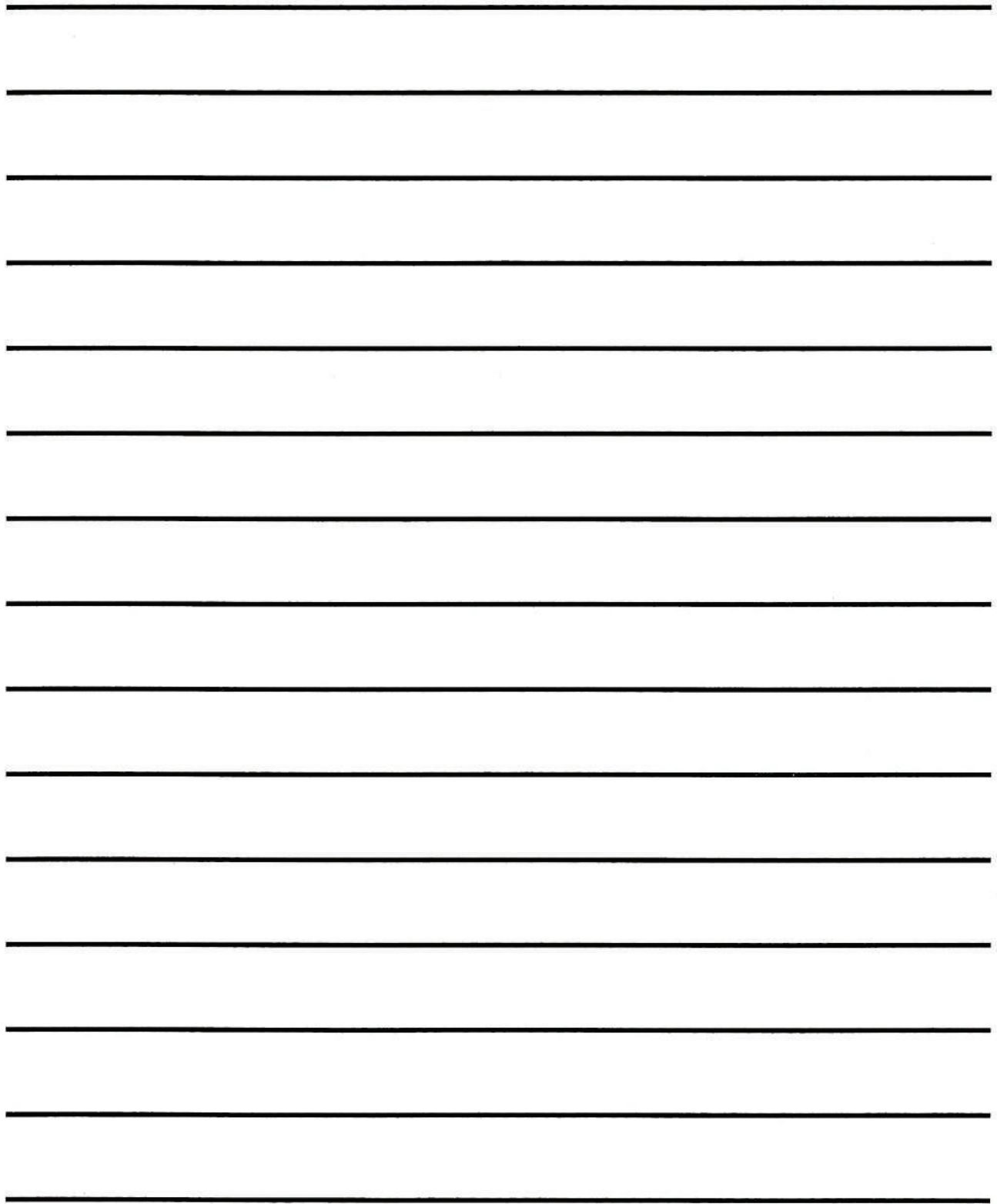
Comparing words: Things That are the Same  
in the same way, similarly

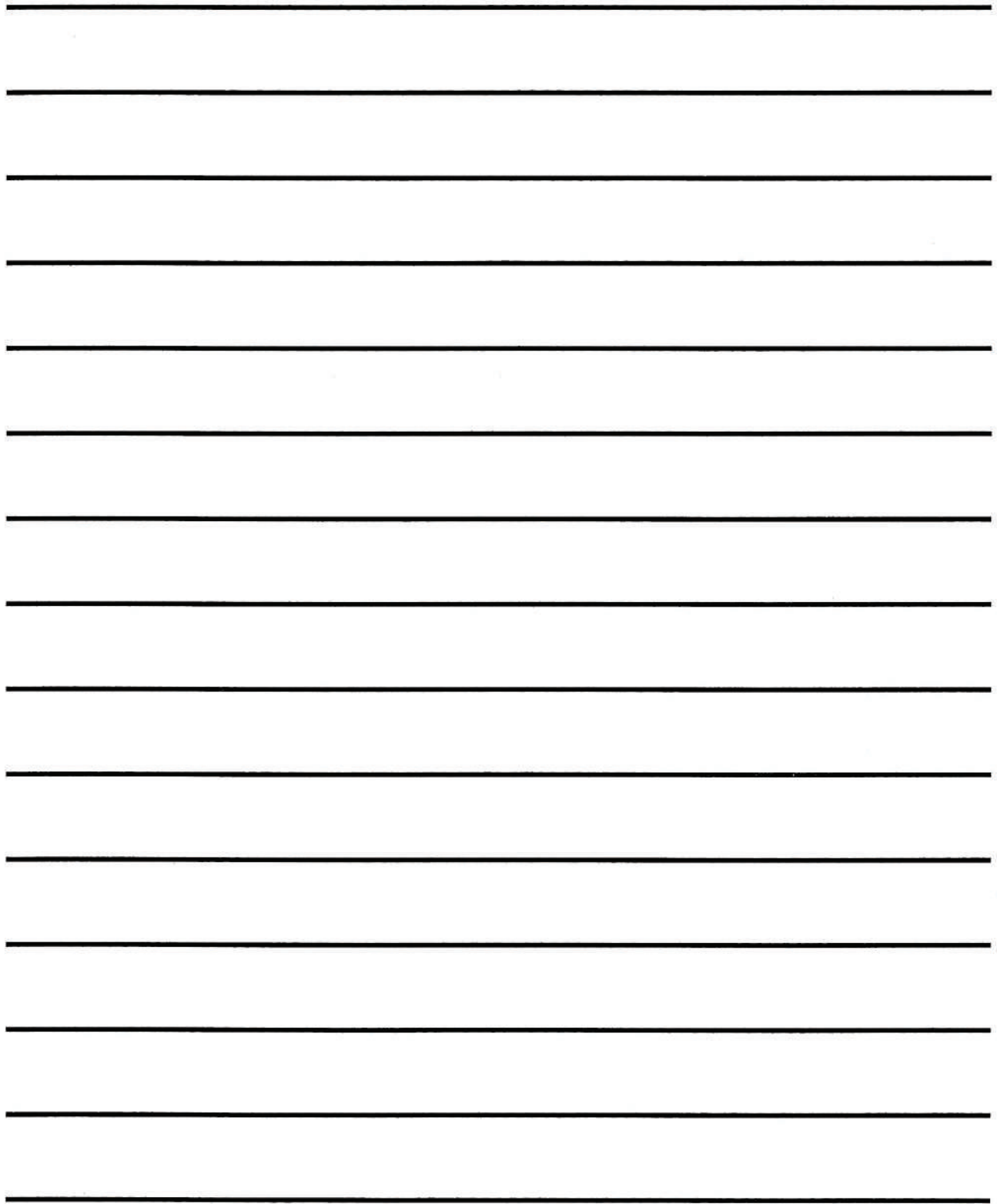


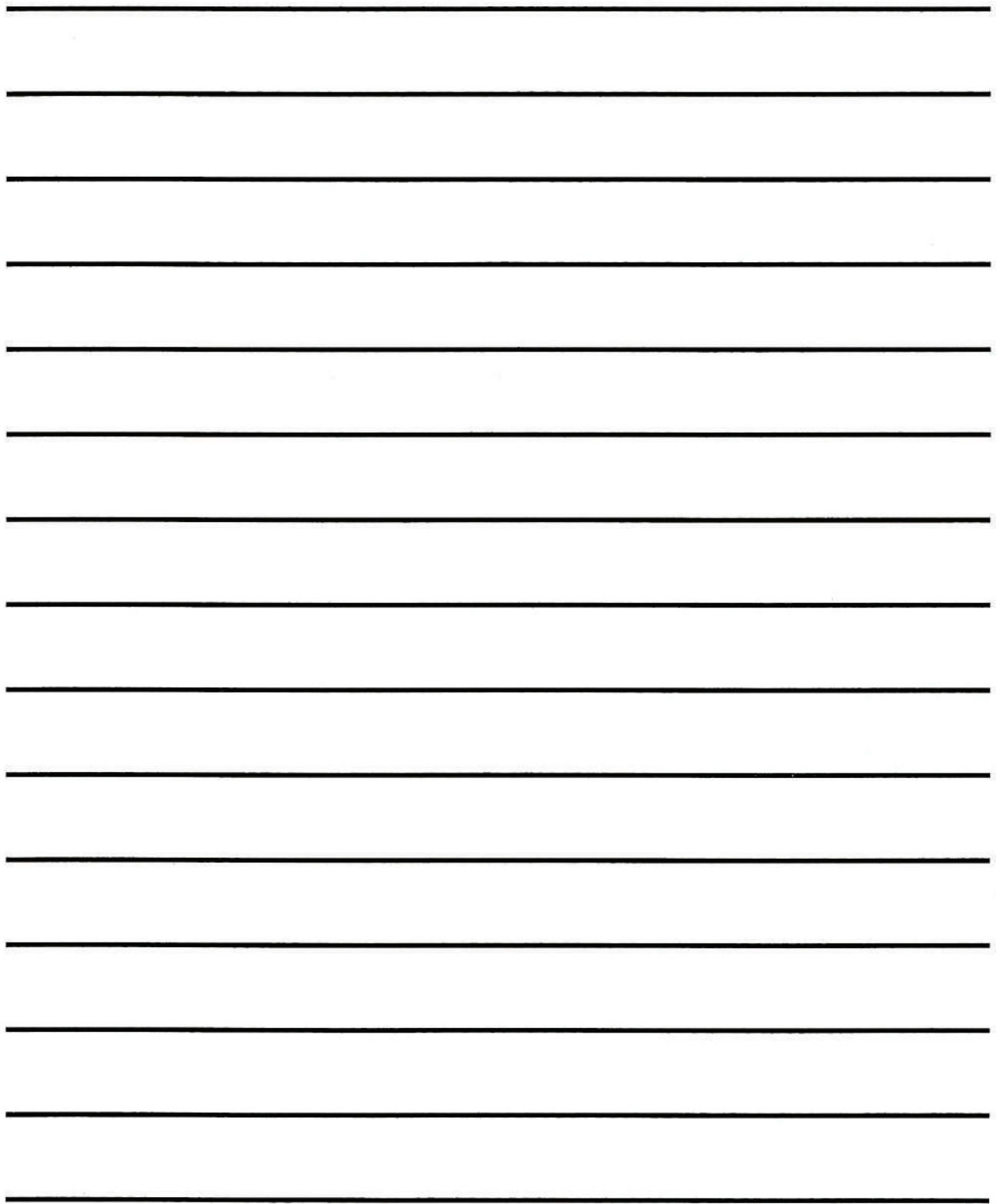
### Ranking

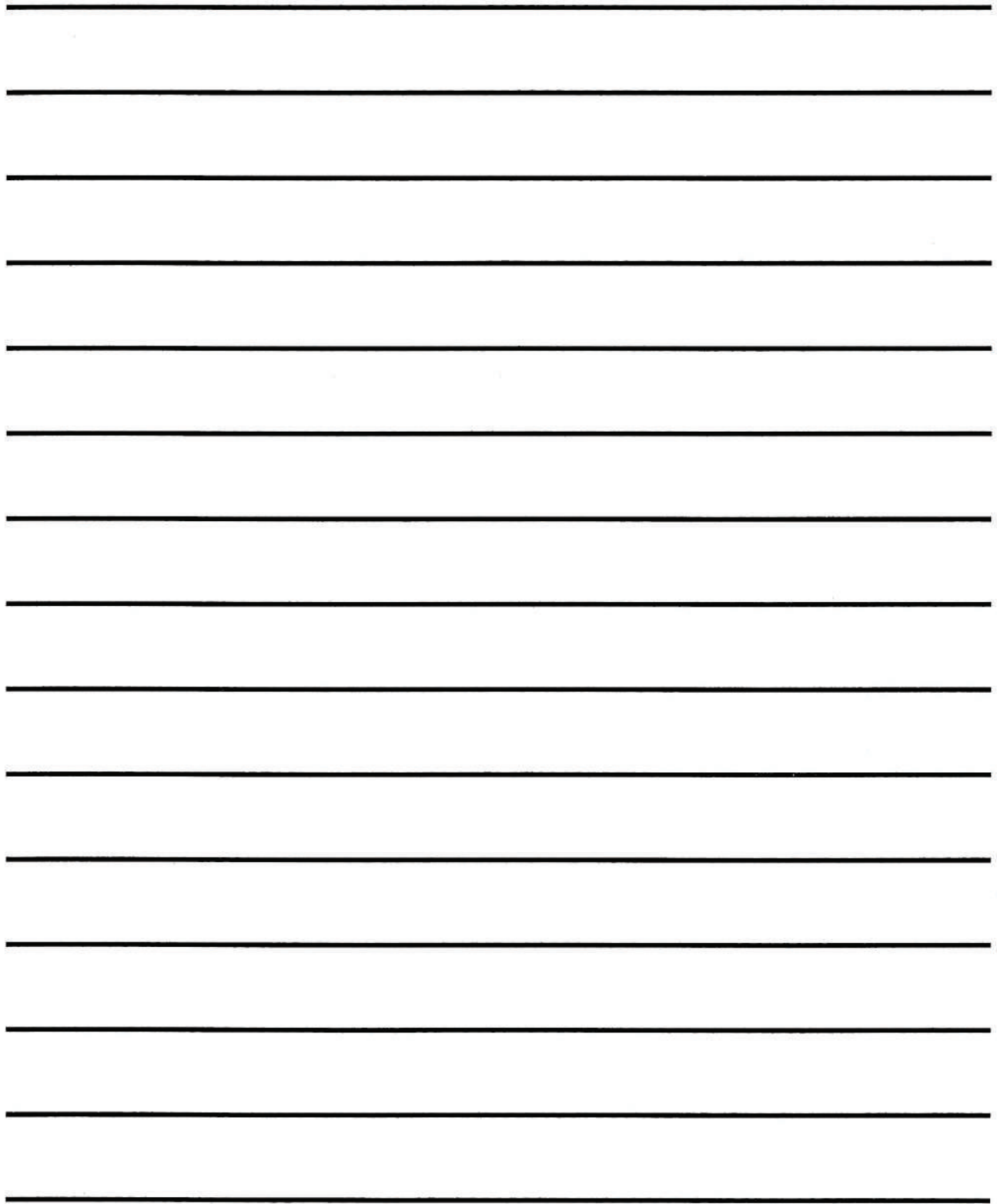
more importantly, most importantly,  
especially, even more important, equally important

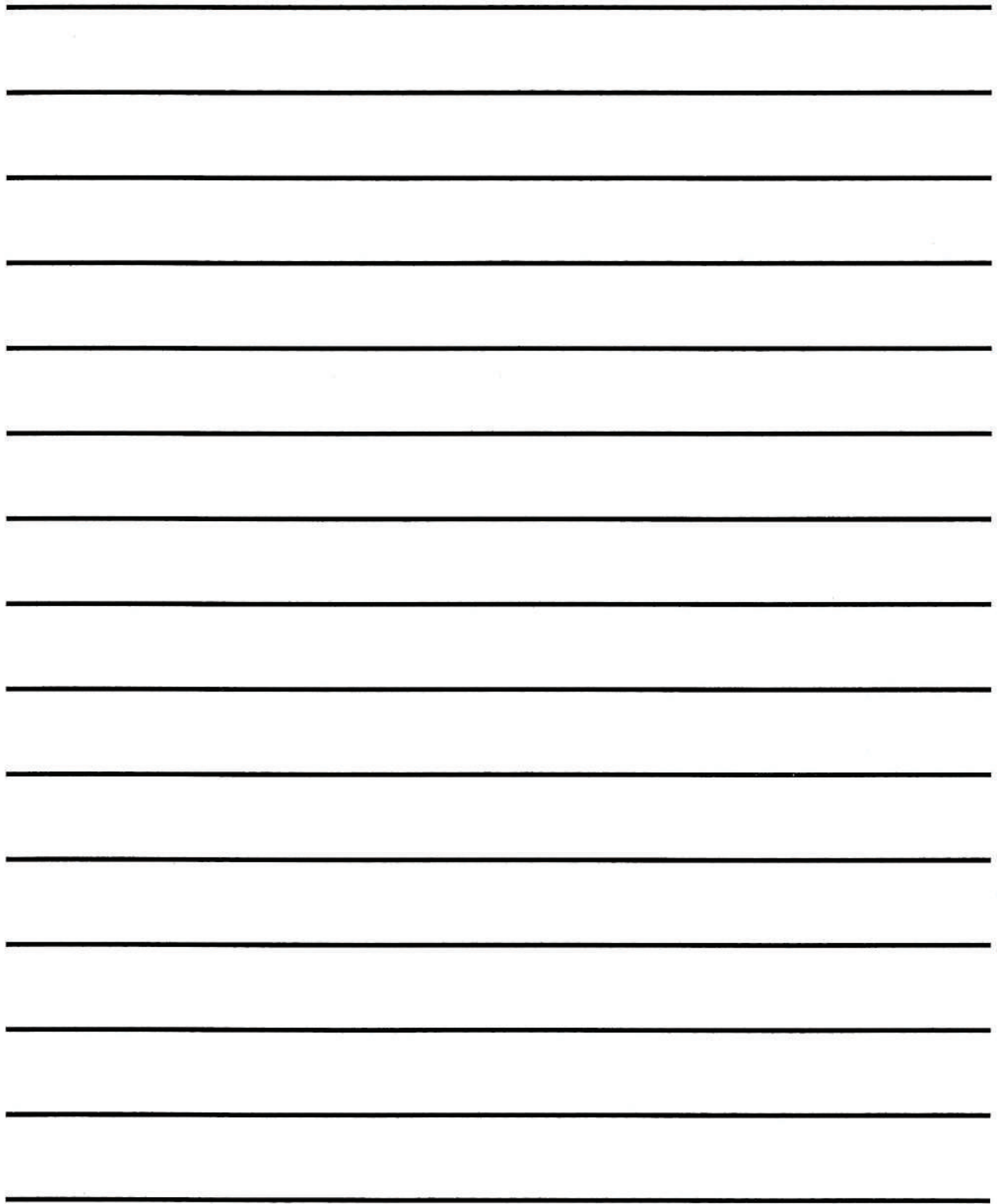




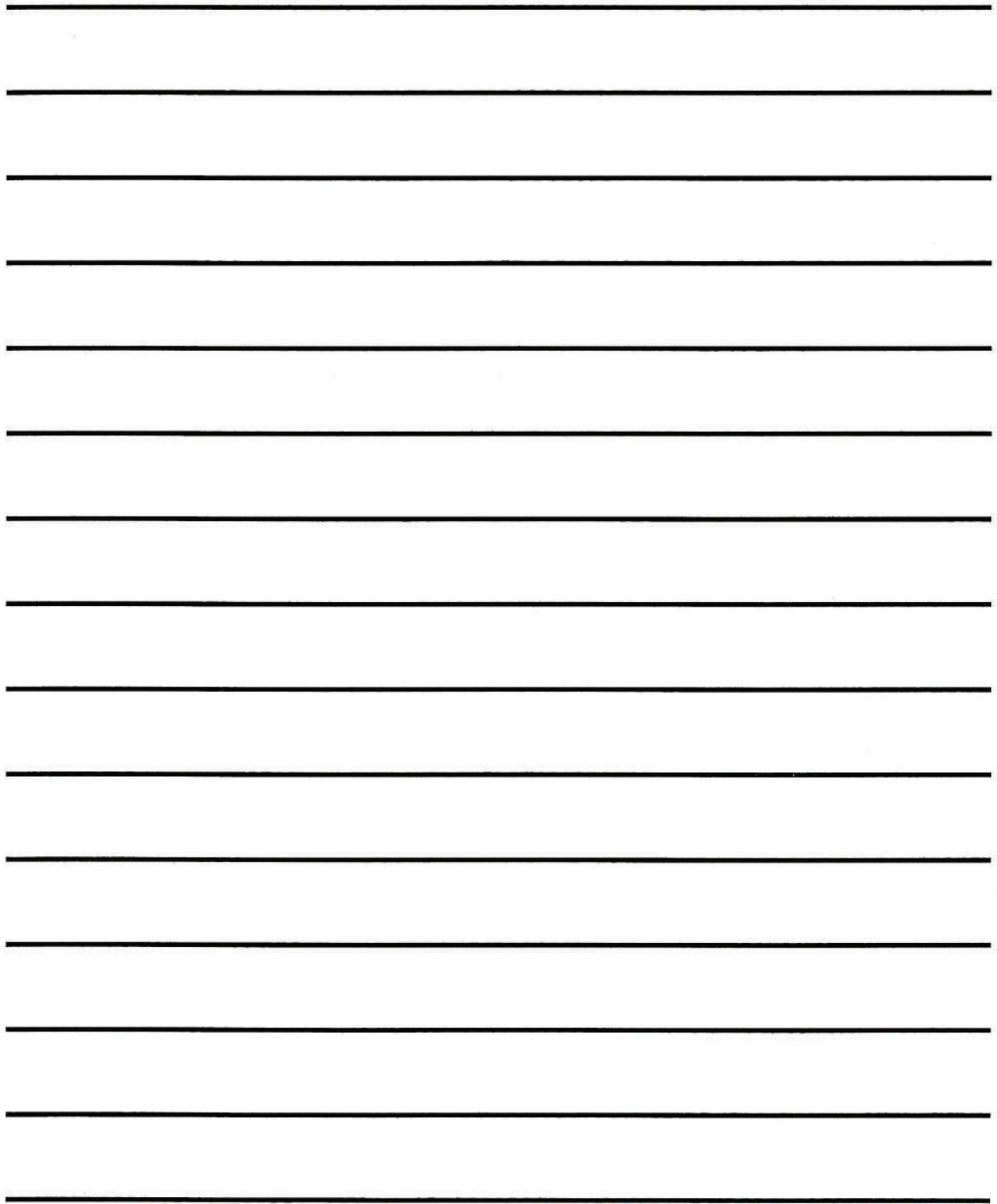










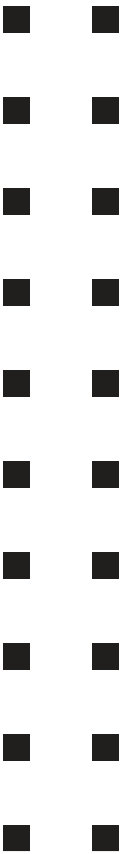




# RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

# SPECIALS



**Printables**



# LEARNING MENU SPECIALS

GRADE 4

1

## PE

Make Your Own Equipment  
PART 2:

[PE Directions, Part 2](#)



2

## PE

W.O.W (Workout of the  
Week): Wednesdays with  
Mrs. Person at 11:00:

<https://rsu57.zoom.us/j/298414629>



3

## PE

Plank Cup Stack Challenge-  
Click this link to try:

<https://bit.ly/2YKx8Sm>



4

## Art Perspective Letters

[Art Menu Directions May 11-15](#)



5

## Art Collagraph Prints

[Art Menu Directions May 11-15](#)



6

## Art Positive and Negative Space Paper Cut

[Art Menu Directions May 11-15](#)



7

## Music Rhythmic Composition

(Nature Version)

Using items that you find  
outside (be creative), make  
two measures (8 beats) of  
rhythm. See instructions  
from your music teacher for  
more details.



8

## Music

Word Synth - Experiment  
with the word synth to  
create your own mini song!  
Share what you made by  
filling out your teacher's  
survey which can be found  
here:

<https://tinyurl.com/yb3aupg4>



9

## Music Boom, Snap, Clap

Watch the video below to learn  
the body percussion routine to  
*Boom Snap Clap*. Can you do it  
correctly? How fast can you go  
without making a mistake? See  
if you can do it as fast as Ms.  
Eddy and Ms. Smith!

<https://tinyurl.com/ybatqain>



10

## Library

Read a book about the  
Revolutionary War by  
searching on Epic or Destiny  
Discover

(<https://bit.ly/3b7SxHV>).  
Create a word search [online](#)  
or on [paper](#) with keywords  
from the book.



11

## SEL

[Stop, Name Your Feeling, Calm Down](#)

[Calm Down Song](#)



12

## SEL




Create a "What to Do When  
I'm Stuck" poster to keep  
near my workspace



## Make Your Own P.E Equipment **Part 2**

**Objective:** Last week you were asked to be creative and make your own piece of PE equipment with objects found at home. Now we are going to take it one step further. In our directions from last week we gave you three examples of homemade equipment ideas, a sock ball, a bat made out of a bottle, and a dancing ribbon. Remember these were only examples, we wanted you to be creative and make up your own idea. For this week's challenge, we ask that you try to use the equipment and create an activity or game.

Here are some examples:

<p>Sock ball</p>	<ul style="list-style-type: none"> <li>*Toss and catch 10 times</li> <li>*Toss to someone at home</li> <li>*Make more and try to juggle</li> <li>*Combine equipment and try hitting your sock ball with a homemade bat (outside of course)</li> <li>*Accuracy practice: how many times can you throw into a laundry basket successfully?</li> </ul>
<p>Bottle Bat</p>	<ul style="list-style-type: none"> <li>*Hit a soft object with your bat (depending what it is make sure you do this in a safe place, maybe outside)</li> <li>*Create a game with your bat, how can we use your equipment in P.E next year?</li> </ul>
<p>Dancing Ribbon</p>	<ul style="list-style-type: none"> <li>*Create a dancing routine with your dancing ribbon.</li> <li>*Describe how you made/attached your ribbon.</li> </ul>
<p>Student Creations: These pieces of equipment were made from RSU 57 students. When you send us the pictures or activity, please add a description of how it is used or connected to P.E.</p> <p>For example; the Ball-in-Cup was created by a 5th grader and she discussed how hand eye coordination can be practiced and can improve her softball skills.</p> 	<p>Tag Game from 5th grader: Try to tag a person from the hips down with the sock and if you hit them from the shoulders up you have to do 50 sit ups and then it's the other person's turn.</p>  <p>Lacrosse Stick: 3rd Grade student, practices cradling a ball in his "basket."</p> 

Make sure to share your creative ideas with your P.E teacher: [samanthaperson@rsu57.org](mailto:samanthaperson@rsu57.org), [brianpenely@rsu57.org](mailto:brianpenely@rsu57.org), [janelfearon@rsu57.org](mailto:janelfearon@rsu57.org)

These lessons are available for two weeks. Art should be done for several half hour sessions. Please break the lessons up, returning to the work with fresh energy. It could be done over two weeks, or go on to one of the other lessons.

### *One Point Perspective 3-D Letters*

One point perspective is a drawing technique, created during the Italian Renaissance, that gives artworks the illusion of depth and space. This tutorial will walk you through the basic idea of one point perspective by teaching you how to draw 3-D block letters.

Week 1: Watch this video lesson on how to draw 3-D letters in perspective. All you need for materials is paper, pencil, (eraser!) and a ruler is very helpful!

<https://safeYouTube.net/w/IZ29>

Start your sketch!

Week 2: Add value (shading) to your letters. Will it be darker or lighter towards the vanishing point?



### Collagraph Printmaking

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:



Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a “stamp”. Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph stamp. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

*Positive/Negative Space*

*Paper Cuts - Zentangle*

Paper cut is a type of artwork that uses paper and scraps to create a composition. The spaces that are removed are called negative spaces. The paper being cut is the positive space. In this project, you will use ALL of your scraps to create a design. Do not throw away any scraps that you clip because you will be using them in your design. Here are some finished examples:



Week 1: Gather your materials! You will need: Two different color pieces of paper, scissors, glue, a pen or pencil. Start to work on one piece of paper and draw some shapes. Use the other piece of paper as your background to glue your cut piece of paper to. Your shapes can be organic (wiggly, curved) or geometric (straight, sharp, corners). Cut out your shapes from the side of your paper (avoid the cutting from the corners) and flip each shape next to the space that you cut it from. Glue it down.

Week 2: Start to draw your zentangle (use lines and patterns) in your open spaces.



## Rhythmic Composition Using Household Objects

Use household objects (like silverware, toothpicks, popsicle sticks, sticks, etc) to create 8 beats of your own rhythm. Take a picture of your creation **or** take a video of yourself tapping and reading your rhythmic creation! Reach out to your music teacher if you need any help.

Waterboro: Use either ta/tadi/quarter rest ***or*** ta/tatute/dotted quarter rest

Alfred/Lyman: Use du/du-de

Line/Shapleigh: Use du/du-de

*Example:*

Can you tap and read this rhythm? How many beats long is this rhythm? How many more beats would this need to be complete?



## Word Synth Directions

Click [here](https://creatability.withgoogle.com/word-synth/) (<https://creatability.withgoogle.com/word-synth/>) for the Word Synth and then click “Launch Experiment.” Your goal is to make a mini song that has meaning to you, screenshot your work, and then fill out the form below.

Some ideas:

- Input different words using the “Input Text” box and then hit “Update”
- Experiment with changing the pitch of your words to make a melody you like
- Experiment with the different voices and the amount of “sing”
- Experiment with changing the scale and root note
- Think about the words you choose and why you are choosing them

[Alfred/Lyman form \(Ms. Smith\)](#)

[Line/Shapleigh form \(Mr. Abbiati\)](#)

[Waterboro form \(Ms. Eddy\)](#)

# Word Synth

\* Required

1. Email address \*

---

2. What is your Name? \*

---

3. What words did you choose?

---

4. Why did you choose those words?

---

---

---

---

---

5. What were you thinking about when you created this song?

---

---

---

---

---

6. What Voice did you use?

*Mark only one oval.*

- ☐ Voice 1
- ☐ Voice 2
- ☐ Option 3
- ☐ Voice 4
- ☐ Voice 5
- ☐ Voice 6
- ☐ Voice 7
- ☐ Voice 8
- ☐ Voice 9
- ☐ Voice 10

7. What Scale did you choose?

*Mark only one oval.*

- ☐ Major
- ☐ Minor
- ☐ Pentatonic
- ☐ Chromatic

8. What was your root note?

---

9. Attach a screenshot of your mini-song! \*

Files submitted:

---

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Google Forms

# DECLARATION OF INDEPENDENCE

The Second Continental Congress decided it was time for the colonies to officially declare their independence, after the Americas had been at war with Britain for around a year. This meant they were breaking away from British rule and would no longer be part of the British Empire. They would fight for their freedom.



## Authors

The Continental Congress appointed five leaders, known as the Committee of Five, on June 11, 1776. Benjamin Franklin, John Adams, Robert Livingston, Roger Sherman, and Thomas Jefferson were to write a document explaining why the colonies were declaring the independence. They decided Thomas Jefferson should write the first draft. Over the next few weeks, and after some changes made by the rest of the committee, the document was presented to Congress on June 28, 1776.

## Agreement

Not everyone agreed at first on declaring independence. Some members wanted to wait until the colonies had secured stronger alliances with foreign nations. South Carolina and Pennsylvania voted "no" in the first round of voting, while Delaware chose not to vote. The Congress wanted the vote to be unanimous, so they continued to discuss the issues. On July 2nd, South Carolina and Pennsylvania reversed their votes and Delaware voted "yes." The agreement to declare independence passed with 12 "yes" votes, and 1 abstention (meaning New York chose not to vote).

## July 4, 1776

On July 4, 1776, the Continental Congress adopted the final version of the Declaration of independence. This day is still celebrated as Independence Day in the United States. The document was sent to a printer to make copies after it was signed. Copies were sent to all the colonies, where the declaration was read aloud in public and published in newspapers. A copy was also sent to the British government.

## Famous Words

The Declaration of Independence was more than just a document claiming freedom for the colonies. It explained WHY they wanted their freedom by listing all the unacceptable things the king had done to the colonies. They also outlined the rights for which they felt they should fight. One of the most famous statements from the Declaration of Independence is "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

## On Display

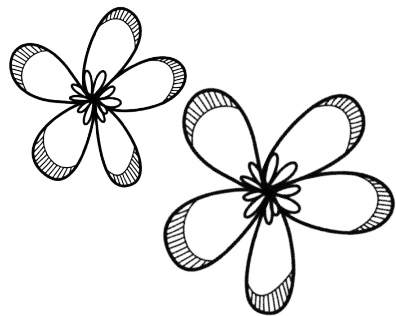
The Declaration of Independence can be seen at the National Archives in Washington, D.C. on display in the Rotunda for the Charters of Freedom.

## The Signers

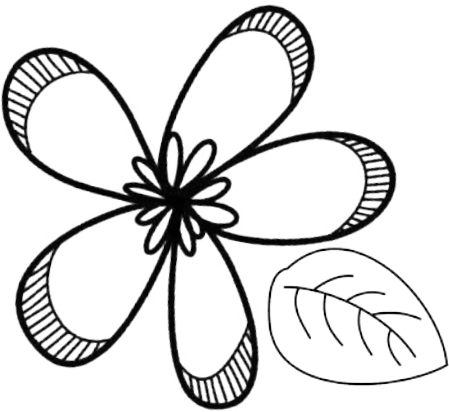
- \*56 members of Congress signed the Declaration
- \*John Hancock's famous signature is almost 5 inches long; he was the first to sign the document
- \*Robert Livingston was a member of the Committee of Five, but he didn't get to sign the final copy
- \*Two signers became U.S. Presidents: Thomas Jefferson & John Adams



Name: \_\_\_\_\_



Word  
Search




- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

- ☐ \_\_\_\_\_
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- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

# Take Control of Strong Feelings

Stop	Name Your Feeling	Calm Down
<p>You need to signal yourself to pause before you act!</p> <p>What will be your signal that lets you know you need to stop? A stop sign? A stop hand? A red or yellow light? A stop symbol?</p> <p>Check in with your body to see how it feels. Tense? Hot? Upset stomach? Racing heart?</p>	<p>When we name our feeling it lets our wizard (the thinking brain) take control over the lizard (our reacting brain).</p> <p>How many different types of strong feelings can you come up with?</p>	<p>Once our brain is back in wizard mode, we can use one of our calm down strategies.</p> <p>What strategies work best for you? Can you come up with a list of 5?</p>