



SUPPLEMENTAL LEARNING ACTIVITIES

4TH GRADE

Week 1

Learning Activities for Reading

Grade 4

Oregon reading standards identify **describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text** as an important learning objective in fourth grade. These activities will help students describe the important parts of a story and key details.

Week 1 Activities

1. Favorite Stories

Materials: Paper, pencil. *Optional: crayons or markers*

- Ask your child about their favorite book, movie, or T.V. show. Discuss the CHARACTER, “SETTING”, and MAIN EVENTS (who, where, and what happens). What lesson did the “CHARACTER” learn and how do you know?

2. “CHARACTER” - Who?

Materials: Paper, pencil. *Optional: book, crayons or markers*

- Use the story or your own book.
- Draw a picture of the “CHARACTER” and describe what kind of person they are.

3. “SETTING” - Where?

Materials: Paper, pencil. *Optional: book*

- Read a book or the story below.
- Discuss: Where does the story take place? What details do you notice?

4. Important Events

Materials: Paper, pencil. *Optional: book*

- Consider a favorite book or the story. Ask your child to summarize the story, including the most important events in the beginning, middle, and end.
- Now, think about how the story could be *different*. Write or discuss a new ending to the book, with different events.

5. Book or Movie Review

Materials: Paper, pencil. *Optional: book or movie*

- Choose a book or movie. You could choose to reread or watch if it's available to you.
- Ask them to tell or write why they like or dislike the story. Give details!

What Families Can Do

- Read 20 minutes a day!
- *Optional:*
 - Create a “comic strip” with important people, places, and events from the story.
 - Make an award for your favorite book or movie!

Story:

The Ants & the Grasshopper

One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.

"What!" cried the Ants in surprise, "haven't you stored anything away for the winter? What in the world were you doing all last summer?"

"I didn't have time to store up any food," whined the Grasshopper; "I was so busy | making music that before I knew it the summer was gone."

The Ants shrugged their shoulders in disgust.

"Making music, were you?" they cried. "Very well; now dance!" And they turned their backs on the Grasshopper and went on with their work.

There's a time for work and a time for play.

Learning Activities for Title I Reading

Grade 4

Fourth graders have been learning about word parts like prefixes and suffixes. They use them to understand the meaning of long words. These activities will help them read and write prefixes.

Week 1 Activities

1. Prefixes

Materials: pencil or pen

Prefixes are small word parts placed in front of a word. When you put a prefix in front of a word, it changes the word's meaning. The prefix "un" means not. The word "well" means to feel good. "Unwell" means not feeling good.

For the following words, underline the prefixes. Then use the prefix to help you guess what the word means.

"Un" means not or the opposite. Unable means _____.

"Dis" means not. Disrespect means _____.

"Pre" means before. Pretest means _____.

"Re" means again. Restart means _____.

2. "Un-" Prefix

Materials: pencil or pen

Write 5 words that have the prefix "un." Think of things that are opposites. For example, I am happy that it is spring. I am unhappy that we have no toilet paper.

3. Choose the Prefix

Materials: pencil or pen

Underline the prefix that goes with the base word.

- | | | |
|------------|---------------|---|
| 1. match | "re" or "un" | To play a match or game again. |
| 2. load | "un" or "pre" | To take a load or group of things out instead of putting them in. |
| 3. connect | "re" or "dis" | To become not connected, or not put together. |
| 4. view | "pre" or "re" | To view or see before everyone else. |

Answer Key:

#1: Unable is when someone can't do something. I am unable to visit my grandma; I can't do it because we have to stay inside.

To disrespect someone is to not show them respect or approval. The child showed disrespect when he interrupted his mom.

A pretest is a test or quiz that you take before you learn something. We took a pretest on prefixes before our lessons so our teacher could see what we already knew about them.

When you restart something, you make it start or begin again. We had to restart the chrome book after it froze.

#3: rematch, unload, disconnect, review, preview

What Families Can Do

- Quiz Show

Use this sheet for word ideas. Give your children a definition and ask them to tell you what word you are thinking of. For example: I am thinking of a word that means to take something

out. Then the child can say, "Unload!"

Learning Activities for Writing

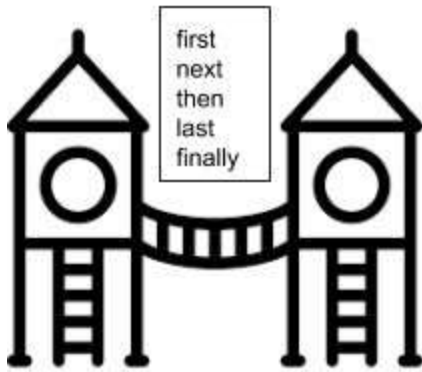
Grade 4

Oregon's English-Language Arts standards state that a key purpose of writing is to communicate clearly with an audience. These activities build on previous learning and will help your child write clearly and accurately.

Week 1 Activities

1. Sequencing Fun

Materials: paper or journal, pencils and or pens



Using transition words is an important part of writing. In this activity invite your student to think of how they would play on the structure and then try crafting a paragraph with sentences for each of the transition words in the box.

Get creative! Consider adding fun details. Make a picture and put the sentences beneath.

Parent Check: Have your student read it out loud. Does it make sense? Look for a capital letter to begin each sentence, correct ending punctuation and accurate spelling. Encourage your student to make it clearer.

2. Journaling

Materials: Paper, Pencils, and/or Pens

Journaling can be an effective tool to both improve your mood and help to face problems, concerns, fears, and more. During this difficult time you and your child can write about your experiences or thoughts.

You can give them a topic idea for the day: Some that we would suggest are:

1. How do you feel about being at home so much?
2. Describe what you are seeing and how it is different than what you are used to.
3. What are some things in your life right now that you are grateful for?
4. What is something that you are doing to combat boredom?
5. In your opinion do you think that we could do to better slow the spread of germs and viruses?

Encourage your child to share their feelings, and be prepared to discuss feelings and opinions, this can be beneficial to everyone though these hard times.

Parent Check: With your students permission check their journal entry with them, and follow the same steps as mentioned above to think about how they could improve their writing.

What Families Can Do

- Encourage your student to look over what they have written and reread it to themselves. If it doesn't make sense, encourage them to revise it with words that sound natural.
- If you don't have a dictionary handy, use a phone or tablet to check spelling on google.
- Show how you communicate daily with writing, including texts, emails, and job related paperwork.

Learning Activities for Math

Grade 4

Oregon math standards identify ***understanding of place value and adding and subtracting multi-digit numbers*** as priority skills in 4th grade. These activities will help your child review and practice the skills of ordering and rounding numbers based on place value and adding and subtracting fluently.

Week 1 Activities

1. Ordering and Rounding Numbers

Materials: Paper and Pencil

Use your place value knowledge to order each set of numbers from least to greatest. Then, round each number to the nearest hundred. (5,498 = 5,500 rounded)

Number Set A:	1,470	847	710	1,047	147
Number Set B:	3,580	5,008	5,830	8,500	3,058

2. Race to 1,000 (2 person game)

Materials: Paper, Pencil, Deck of Cards (2-9 only)

Lay the deck of cards face down on the table. Each player starts with 100 points and writes it at the top of their paper. Player 1 picks up three cards to create a 3 digit number.(Example: Pick cards 3, 5, and 9 = 359) Player 1 adds that number to their existing points (100). Player 2 repeats the same step. Taking turns, each player picks 3 cards to add to their existing score. The person who gets to 1,000 wins.

***Challenge:** Race to 10,000

3. Subtraction Practice

Materials: Paper and Pencil

Use the standard algorithm to solve the following subtraction problems. (Don't forget to line up numbers by place value)

$862 - 631 =$	$2,013 - 1,615 =$	$58,631 - 6,741 =$	$22,861 - 17,698 =$
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4. Aim for ZERO! (Two person game)

Materials: Paper, Pencil, Deck of Cards (2-9 only)

Lay the deck of cards face down on the table. Each player starts with 1,000 points and writes it at the top of their paper. Player 1 chooses three cards to create a 3 digit number and then subtracts that number from the 1,000 points. Player 2 repeats the step. First player to ZERO wins.

***Challenge:** Start with 10,000 points

5. Word Problem Practice

Materials: Paper and Pencil

Solve each word problem and then write an explanation of how you solved the problem.

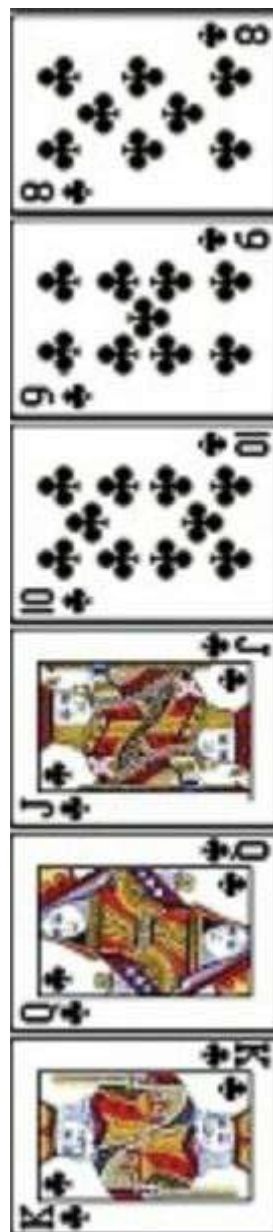
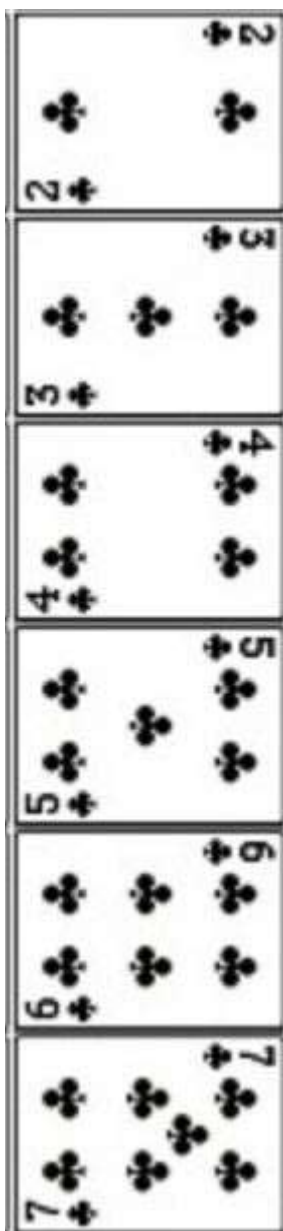
- The public library has 5,701 non-fiction books, 1,329 realistic fiction books, and 782 fantasy books. How many books does the library have in all?
- At the school Read-a-thon the 4th graders read 448 books. Their goal is to read 1,000. How many more books do they need to read to meet their goal?

***Challenge:** Joseph earned money this summer doing jobs around his neighborhood. He earned \$275 mowing lawns, \$135 at his lemonade stand, and \$240 babysitting his younger cousin. At the end of the summer he used some of his money on a new Xbox which cost \$420. How much money does Joseph have left after he bought his new Xbox?

What Families Can Do

- Let your child know anytime you use mental math throughout the day. This can help show real world application for math concepts.
- Have students practice mental math when adding two digit numbers (Example: What is $25 + 76$)
- When using numbers in everyday situations, have students round numbers to the nearest ten or hundred.

If you do not have a deck of cards at home please use these. You will use playing cards in upcoming activities as well. If you don't have a printer, you could easily make these out of paper yourself. Just the numbers and letters are necessary.



Learning Activities for Science

Grade 4

Next Generation Science Standards state that fourth grade students should **be able to construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction**. These activities will help students to recall the structures and functions of plants.

Week 1 Activities

1. Plant Diagram

Materials: Pencil, paper

Find a plant outside or inside of your home. Draw the plant you have chosen to the best of your ability. Label it's external features to the best of your ability. Here are some possible features: stem, leaf, root, flower and fruit. Explain to a family member how different parts of your plant help with its survival, growth, behavior, or reproduction by finishing the following sentence frame: **The _____ of a plant supports _____.**

2. Do plants breathe?

Materials: Small house plant, clear plastic bag, rubber band, paper, pencil

Place a clear plastic bag over part of a house plant. Using a rubber band secure the bottom of the bag so air is trapped inside. Students draw a picture of what the plant looks like. Make a prediction using the following sentence frame: I predict that _____. Leave the plant for about 24 hours. Write an observation down for your plant using the following sentence frame: I observed _____. Draw a picture of your observation.

Explanation of what you observed:

When it's a hot day, you might get a little sweaty. Plants "sweat" as well. Similar to how we lose water through our skin, plants lose water through their leaves.

Although you might not be able to see them, plants have small pores, or holes, on their leaves. Take a look at the bottom of a leaf to see these holes, which are known as stomata (they show up especially well under a microscope). This is where plants can lose water through transpiration.

Even though it's an invisible process, the loss of water from plants through transpiration is an important part of the water cycle because it adds a lot of water to our air. In just one year, every leaf on earth can send out much more than its own weight in water. In fact, a large oak tree can contribute 40,000 gallons of water a year to the air!

3. Working Together

Materials: Paper, Pencil, crayons or colored pencils (optional)

Choose two of the following plant structures. Draw a diagram of a plant and label the structures. Write a paragraph describing how the two structures work together in order to support survival, behavior, growth, or reproduction.

Possible Structures: **Stem, leaves, roots, flowers, fruit, stamen, pistil, filament, anther, or ovaries.**

4. Plants Anatomy Picture Sort

Materials: Grocery ad or magazine, paper, pencil

In this activity, students will continue to identify the different parts of plants, but specifically plants that they would find at a grocery store. Examples of all of the plant parts can be found at a grocery store including stalks, stems, leaves, flowers, roots, fruits, and seeds.

Students will be surprised to discover what parts of a plant certain foods actually are (broccoli is a flower and corn kernels are seeds).

ENGAGE: Ask your student to think about all of the plants that they eat. If they appear to be confused, mention that most of the food they find at a grocery store is made from plants (corn, wheat, and soy being the primary ones). After some time to think, talk about the plants that they and you eat. **Use this sentence frame to help your talk:** The plants I like to eat are plant , plant, and plant. Ask: Why do you like to eat plant?

EXPLORE: Next you will cut out and look at pictures of plants to see how each one is sorted. For example, celery is a stem/stalk, broccoli is a flower, and rice is a seed.

ELABORATE: Have your student choose a plant from each group, then have them tell or write about which structures their examples represent. **Use these sentence frames to help with your talk:** This is a plant which is a structure. Ex. This is a celery which is a stalk or stem. Use these frames to talk about plant structure and function:

Beginning: This is a structure. It helps the plant function. Example, This is a celery stalk. It helps the plant grow.

Intermediate: This (picture) is a (plant structure). The structure 's purpose is to help the plant (function) by (what structure does).

Example, This spinach is a leaf. The leaf's purpose is to help the plant grow by making food for the plant.

Advanced: A/An (picture) is a (plant structure). It supports (function) (and) (function) by (what structure does). Example, A spinach leaf is a leaf. It supports growth and survival by making food for the plant.

After all pictures are sorted and discussed, ask your student if there were any pictures or information that surprised them, example, corn is a seed.

What Families Can Do

- Observe plants as a family. Ask your student what different structures of the plant are called and what their purpose is.
- While making dinner talk about what parts of plants are represented by the fruits and vegetables you are cooking with.
- If able, observe a plant over the next couple of weeks and record changes you are seeing.

Learning Activities for Social Studies

Grade 4

Oregon Social Studies standards ask students to explore and demonstrate the importance of budgeting, show an understanding of opportunity costs, and show an understanding of needs and wants.

Week 1 Activities

1. Opinion

Materials: Paper, pencil

Last month many people went out and bought toilet paper. If toilet paper is in high demand, do you think the companies that make toilet paper would raise, lower, or keep the price the same? Why? Please provide 3 examples to justify your answer.

2. Design

Materials: Paper, pencil. Optional: Color pencils

Use paper and pencil to design a product you would like to sell.

3. Explain

Materials: Paper, pencil

What is the product you designed? Why did you design the product? How much would your product cost? What is the purpose of the product? Who is the audience for your product?

4. Advertisement

Materials: Paper, pencil. Optional: Color pencils, markers, crayons.

Create an advertisement for your product. This can be a poster, song, etc. Be creative. On your poster you must include: your products name, what it is used for, and the cost. You can also think of a catchy phrase. For example: McDonald's: I'm lovin it!

5. Presentation

Materials: Your advertisement

Present your product to someone in your home or give someone a call. Come up with your own questions or ask them: Would this product be successful? Would you buy this product? Is the price right? What would you add to improve this product?

What Families Can Do

Families, you can support your learner by...

- Asking questions about the product designed.
- Encouraging students to use their creativity.
- Help them find someone to call to present their product to.

Learning Activities for Art

Grade 4

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are providing activities in the discipline of Dance!

Week 1 Activities

1. Create a “Zoo Dance”

Materials: paper and pencil; any favorite song

Brainstorm a list of animals that you may (or may not) see at a Zoo. Next to each animal listed, write down, talk about, or mimic the types of movements that each animal (or fish, bird, reptile, etc.) makes. Next, decide which “zoo animal” movements you would like to put together to choreograph your dance. Have them guess which Zoo animal you are mimicking as you perform your dance to a favorite song.

Arts Standard Addressed: DA.1.CR1.4 Identify ideas for choreography generated from a variety of stimuli (e.g., notation, emotions, observed dance, personal experiences).

2. Dance Patterns

Materials: favorite song or song with a strong beat

Listen to or sing a favorite song of your choice. Listen for a beat that is repeated over & over throughout the song. Can you detect a mathematical pattern? Write down what the pattern is. Now create a dance that matches the beat or pattern of the song. Your dance can have repeated patterns just like the music does.

Arts Standard Addressed: DA.4.CR4.4.1. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond in movement to tempo changes as they occur in dance and music. 2. Analyze movements and phrases for use of energy and dynamic changes.

3. Create your own Ceremony Dance

Materials: favorite song, any type of objects at home that can be transformed into an instrument

Many cultures have special ceremonial dances that have been passed down for generations. For example, the Native Americans hold *Pow Wows* as a way to socialize with family and friends. In Mexican culture, the *Jarabe Tapatio* dance is a traditional courtship dance. Think of a special occasion that your family celebrates. Now think of a favorite song your family enjoys. Create a dance that symbolizes this special family occasion. Feel free to include instruments that add meaning to the dance. (Ex: the drum is a key component to Native American *Pow Wows*.) Add any special clothing or costume, too!

Arts Standard Addressed: DA:Re.7.1.4.b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

4. Geometry Dance Patterns

Materials: favorite song; paper & pencil to draw out geometric shapes

Think triangles, squares, rectangles, circles, pentagons, hexagons, octagons, etc. Create a dance pattern that mimics these geometrical shapes. You may want to draw out your dance patterns first on paper. Example, □, △, ☆, ○, ◇, □ could be a dance pattern to follow and repeat.

Arts Standard Addressed: DA.3.CR3.4 1. Revise movement choices based on peer feedback and self reflection to improve a short dance combination. 2. Explain choices made in the process.

What Families Can Do

- Participate in any and all of the dances with your child(ren).
- Help brainstorm types of Zoo animals and the types of movements they make.
- Help brainstorm special family celebrations/occasions.
- Have fun!

Learning Activities for Health

Grade 4

Oregon Health Standards identify developing an understanding of our Immune System as a priority skill for 4th Grade.

These activities will help your child understand the Immune System and its importance.

Vocabulary: germ, virus, bacteria, Helper T-cell, White Blood Cell, communicable, non-communicable

Week 1 Activities

1. The Immune System

Materials: paper, pencil, dictionary (if you do not have access to a dictionary, interview the adults at home to see what they know)

Research and define the immune system and vocabulary words: germ, virus, bacteria, Helper T-cell, white blood cell.

2. Fighting Germs

Materials: paper, pencil, colored pencils, crayons or markers

Think about how a healthy immune system fights germs and how you might develop and maintain a healthy immune system. Create a comic strip showing the different ways.

3. Healthy and Unhealthy Risks

Materials: paper, pencil

Think about, discuss, and make a list of ways to stay healthy and ways to avoid unhealthy risks. Think about the kinds of foods you need and actions you can take to keep yourself healthy mentally and physically.

4. Personal Hygiene

Materials: chart paper, markers, dictionary

Define vocabulary words: communicable, non-communicable. Make a plan on how to practice good personal hygiene skills to avoid communicable disease.

For example: brushing/flossing teeth, avoiding junk food etc.

5. Community Awareness

Materials: paper, pencil

Discuss how illness and disease can or has affected your community.

Predict the consequences to a community that turns its back on those who have an illness or disease.

What Families Can Do

- Have family discussions on the importance of keeping a healthy lifestyle through education, personal hygiene, exercise and nutrition.
Brainstorm and develop a balanced, nutritious dietary plan.

Learning Activities for Music

Grade 4

There are four standards in music in fourth and fifth grades: Create, Perform, Respond, and Connect. Each week, you will find an activity for each of those areas.

Week 1 Activities

1. Create: Pieces of 8

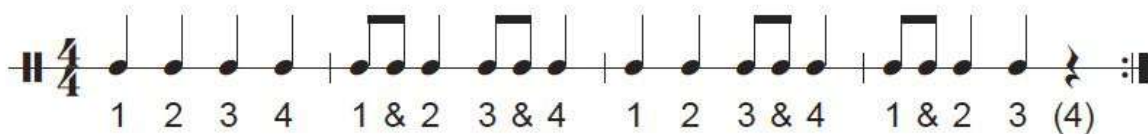
Materials: Anything that makes a sound: pans, lids, or plastic bowls. Use wooden spoons, chopsticks or pencils as mallets.

Get one sound-making object for each member of the family. Ask each person to choose a number between 1 - 8. Have one person slowly count from 1 - 8. Everyone should play their "instrument" when their secret number is called. Play the pattern four times, then choose new numbers. See how fast you can go without making a mistake! Too easy? Try choosing two numbers or making two sounds on your number instead of one. Write down the pattern you like the most.

2. Perform: Be a Drummer

Materials: Pail, garbage can, or pot for a drum; chopsticks or pencils for drumsticks.

Listen to a song (on the radio or elsewhere). While you listen, use "sticks" to play along with the rhythm below, repeating it over and over. Be sure to count the rhythms out loud while you play!



3. Respond: Be a Healer

Materials: Musician Bio: Bruno Mars (next page)

We're all dealing with big changes in our lives right now. Sometimes that can lead to stress, sadness, and worry. Remember that you are worthy and you are loved. Remember that music is there for you. When we listen to music or play music, it can help us to cope with tough times. It can relieve stress and be a source of happiness. Think about some ways music has helped you cope when life has been difficult, and some ways you might share music to help those you love. Next, read about how the musician Bruno Mars has used music to help make the world a better place. What are some things they talk about that you can relate to?

4. Connect: Be a Music Lover

Materials: None

Think about a song you really love. Tell someone else about the song and why you like it. Do you like the tempo (fast vs. slow), the instrumental parts, the mood? What do the lyrics mean to you?

What Families Can Do

- Read about Bruno Mars
- Work together to complete Lesson 1: Pieces of 8. Help your child find unusual household objects to use as instruments.
- Choose a favorite song from your playlist and join your student in playing the drumming rhythm from Lesson 2: Be a Drummer.

Musician Biography: Bruno Mars

Bruno Mars started performing in concerts with his family when he was three years old. Since then, he has become a famous singer and entertainer, winning awards and giving concerts all over the world. Even though he is a successful musician, he makes sure to do good things for other people. He once donated \$1 million dollars to help families in Flint, MI get clean, healthy water. He also helped families in the Philippines after Typhoon Yolanda destroyed their homes. Here is what Bruno has said about his motivation for helping people: "I'm extremely blessed that I am providing for myself and my family, doing what I love. My dream came true, and more. If I'm in a position to help a cause that breaks my heart, why wouldn't I do that?"

Interesting Facts:

Bruno was born in Hawaii.

His dad is half Puerto Rican and half Jewish. His mom is from the Philippines.

When he was six years old, he appeared on a TV talk show as an Elvis Presley impersonator.

Bruno's family was homeless for about two years when he was young, living in cars, on rooftops in Hawaii, even in an abandoned zoo. When asked about this difficult time, Bruno remembers it with positivity. He said, "We had each other and it never felt like it was the end of the world." He said it helped give him the strength to succeed in Hollywood as a recording artist.

Learning Activities for PE

Grade 4

Oregon state standards for physical education include educating and inspiring all students to participate in a variety of physical activities so that they find enjoyment and benefits to physical activity and lead an active/healthy lifestyle.

Week 1 Activities

1. Fitness Bingo

Materials: Fitness Bingo sheet (see attached)

Complete as many activities on the bingo sheet as you can in 30 minutes.

2. Recycle Ball

Materials: 1 tossable object, recycling bin or box, 2+ people

- Sit in a circle, the recycling bin/box will be in the center of the circle.
- Allow everyone to attempt tossing the ball into the bin before the game begins.
- The object of the game is to pass the ball around the circle while singing songs. When the song ends, whoever is holding the ball stands up and throws the ball into the recycling bin.
 - Song examples: "Happy Birthday," "Alphabet Song," "Row Your Boat"

Challenges:

- Set a time limit. For example: 30 seconds to get around the circle.
- Try to finish the game with everyone standing on one leg!
- Players can only use their non-dominant hand.
- If all the toys are picked up and the room passes "inspection," you earn a "reward"- (rewards can be a parent reading a book to them, making homemade cookies, 15 min of tablet/electronic time, etc.)

3. Dice Fitness

Materials: 2 dice

Roll the dice, add the numbers and complete the exercise that matches the number rolled.

- 2 - Kick your bottom 20 times
- 3 - 10 squats
- 4 - 10 push ups
- 5 - 5 mountain climbers
- 6 - 20 jumping jacks
- 7 - 10 lunges
- 8 - 15 arm circles
- 9 - Touch your toes 10 times
- 10 - 15 frog jumps
- 11- 20 crab kicks
- 12- 5 burpees

What Families Can Do

- Find current sports equipment.
- Make your own equipment.
 - Examples: sock balls, use pinecones, etc.
- Schedule daily family fitness time.
 - Examples: go for walk, exercise videos, etc.

Fitness Bingo

Directions: Complete as many exercises as you can in 30 minutes.

Throw socks into a basket. Must make 15	Play an active game with a ball	1 minute crab kicks, five times	Play in the rain or sun
1 minute calf raises, five times	Talk with a family member about muscles	15 squats, five times	Jog in place for 30 seconds five times
30 jumping jacks, five times	Go jogging, biking or skateboarding	Plant flowers, garden or pull weeds	Play hide and seek
Find a line on your driveway and do 30 ski jumps, five times	Free Choice!!! Do something active!	Go for a walk	Build your flexibility

Learning Activities for Speaking & Listening

Grade 4

Oregon speaking and listening standards identify **shared discussions that build on ideas** as a priority skill in 4th grade. These activities will help your child engage in one-on-one discussions that allow them to organize their thinking, respond to others' ideas, and express their own ideas.

Week 1 Activities

1. Interview a Family Member

Materials: *Optional: paper and pencil, or audio recording device*

- Interview an adult family member (parent, grandparent, aunt or uncle)
- Possible topics: career, hobbies, childhood, favorite activities, ect.
- Record your questions and answers on a sheet of paper or audio recording.

2. Respond to a Fiction Text

Materials: fiction text (book or online)

- Read a fiction text aloud to a family member. Take turns discussing what you read using the following sentences.
 - The main idea of the story was _____ because _____.
 - Something I found interesting was _____ because _____.
 - I think _____ will happen next because _____.

3. Respond to a Non Fiction Text

Materials: non fiction text (article or online)

- Read a non fiction text aloud to a family member. Take turns discussing what you read using the following sentences.
 - The main idea of the passage was _____ because _____.
 - Something I found interesting was _____ because _____.
 - I'm interested in learning more about _____ because _____.

4. Create a Daily Schedule

Materials: *Optional: paper, pencil poster or calendar*

- Collaborate with family members to create a daily schedule. Discuss what daily activities should be included.
 - I think we should _____ everyday, because _____.
 - An important activity is _____ because _____.
 - I agree with you because _____.
- Use the ideas generated during your discussion to create a schedule, poster or fill in a calendar.

5. Plan out a Letter or Video

• **Materials:** paper, pencil *Optional: video recording device*

- As a family, discuss to whom you would like to send a video or letter.
- Discuss what things you would like to include in the video or letter and why.
- Work together to write a list or script of what you will include in your message.

What Families Can Do

- Create steps your family can follow to stay safe during this stay at home time
- Add your own question to an interview. Ask the interviewer a question or for clarification.
- Share the story that led to living in Portland. Students can build upon your story by adding their own
- Share the story of a parent or grandparent explaining how you have built upon it
- Build upon an idea you heard your student give
- Have them build upon an idea you have for the daily schedule

Learning Activities for Wellness & Self Care

Grade 4

Oregon health standards for 4th grade include knowing how to practice social emotional learning activities that help students self regulate and practice mindfulness.

Week 1 Activities

1. Breathing Tool

Tell someone in your family about the breathing tool and tell them how using it helps you calm yourself.

Materials: None

Remember: "I calm myself and check in." Put one hand on your stomach and the other over your heart. Breathe in through your nose for 3 seconds, and out through your mouth for three seconds. Do this 3 times.

2. Breathing Tool

Teach a family member how the breathing tool works and then practice taking 3 calming breaths together. Ask them how they feel afterward.

Materials: None

3. Mindfulness

Write down or say these 5 things out loud as a calming activity:

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

Materials: Paper, pencil

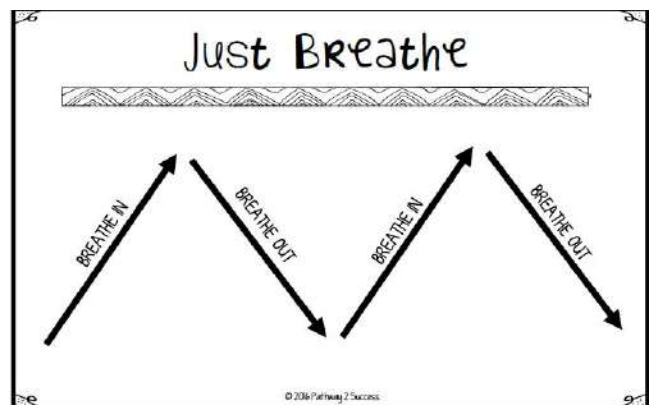
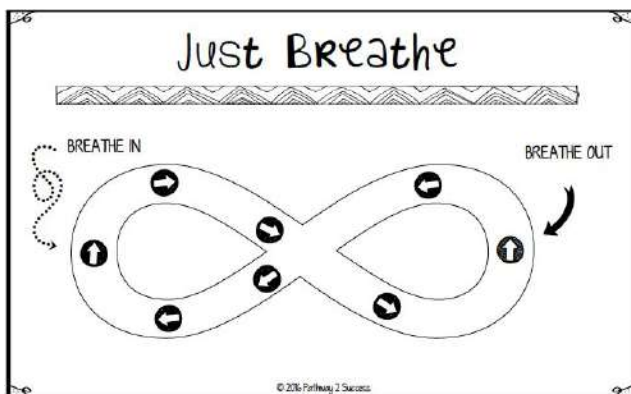
4. Mindfulness

Jump up and down or do jumping jacks for one minute. After that minute, sit down and put your hand over your heart while focusing on your breathing and your heart beat. Notice how you feel after your heartbeat has slowed down again.

Materials: None

What Families Can Do

- Use the breathing tool as a family before you eat a meal together or do an activity together.
- Use these breathing techniques below by tracing them with your finger until you feel calm again



Week 2

Learning Activities for Reading

4th Grade

Oregon reading standards identify the **ability to summarize a text and use the information to answer questions and draw inferences** as priority skills in 4th grade. These activities will help your child build background, understand important ideas, and make connections to the real world.

Week 2 Activities

1. Read the story

Materials: THE HAZELNUT CHILD story, timer

- Choose a story at your reading level or read the story, "The Hazelnut Child" three times. Either an adult can read the story aloud or your child can read the story.
- If possible, time your reading and see how your fluency (like how we speak) and accuracy (words correct) improve with each reading.

2. Define Vocabulary

Materials: pencil, paper, dictionary or dictionary.com (optional)

- Use context clues (hints from the story below) to figure out word meanings. Tell someone what these words mean and use them in a sentence.

crept

profession

astonished

prosperity

3. Determine the Theme

Materials: THE HAZELNUT CHILD story

The THEME is the message or main purpose of the story. It is not a retell, but the teaching lesson or moral.

- Discuss with your child what they think the theme of this story is and why they think so. What evidence or quote from the story supports your idea?

4. Make an Inference

Materials: THE HAZELNUT CHILD story, pencil or highlighter

An inference is when you use the clues in the story plus what you know to answer questions. Find the following quotes in the story and underline them. Discuss or write your answers.

- What can we determine or reason (infer) based on what we know about the couple who later became the hazelnut child's parents from the following quote?

"They wished every day for a child, even if he were no bigger than a hazelnut."

- What can you determine or reason (infer) about the king from the following quote?

"The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself."

5. Story Picture

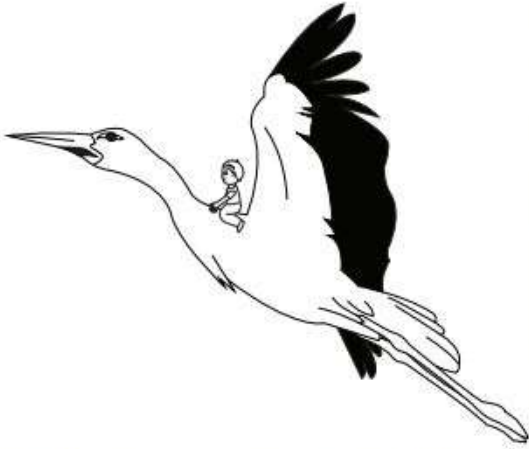
Materials: THE HAZELNUT CHILD story, paper, crayons or markers

- Create a picture or graphic novel for the story. Include the characters, setting (where the story takes place), problem, and solution.

What Families Can Do

- Read 20 minutes a day! Have your child read to you, or you read to them and ask them what is the main purpose (theme) of the story.
- Have your child select new vocabulary words from something they are reading. Have them explain what the words mean by using hints (context clues) from the story.
- Discuss another fairy tale or story with a similar theme (moral).

The Hazelnut Child



Once upon a time, before the continent of Europe was given that name, there lived a couple who had no children. They wished every day for a child, even if he were no bigger than a hazelnut. At last, their wish was granted, and they had a child who was the size of a hazelnut, just as they had said. They loved the child very much and they took excellent care of him. When the hazelnut child turned fifteen, his parents asked what he would become, now that he was of an age to work. "I would like to be a messenger," said the child. His mother laughed and asked, "How can you possibly be a messenger? Your tiny feet would take an hour to carry

you the distance anyone else could cover in a minute." "Give me a message to carry," said the boy, "and see how quickly I return." So his mother told him to go the house of his aunt in the neighboring village and bring back a comb. "I'll be back before you know," said the boy. His mother held the front door open for her son, and off he went on his journey. He found a man on horseback who was headed for the next town. The boy **crept** up the horse's leg, crawled under the saddle, and began to pinch the horse's back. Rearing up, the horse took off at breakneck speed and wouldn't slow down, no matter how hard the rider pulled at its reins. When they reached the neighboring village, the hazelnut child quit pinching the horse, and it slowed enough that the boy was able to climb back down its leg. His aunt was delighted to see him and gave him the comb he asked for. The hazelnut child returned home on the back of another horse and presented his mother with the comb. "But how did you get home so quickly?" she asked. He did not answer her question, but only said, "You see, I told you messenger was the **profession** for me." Using his newfound skill, the hazelnut child hitched a ride on a stork that was heading south for the winter and landed in a faraway country. There, he met the king, who was **astonished** by this tiny creature who rode storks as if they were horses. The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself. The boy hitched the diamond to his stork and flew home, and he and his parents lived in peace and **prosperity** for the rest of their lives.

Learning Activities for Title 1 Reading

Grade 4

Fourth graders have been learning about word parts like prefixes and suffixes. They use them to understand the meaning of long words. These activities will help them read and write suffixes.

Week 2 Activities

1. Suffixes

Materials: pencil or pen

Suffixes are small word parts placed at the end of a word. When you add a suffix, it changes the word's meaning. The suffix "-ly" means to be like something. The word "anxious" means to worry. "anxious" + "ly" = "anxiously", or to be like someone who is worried.

On the following words, underline the suffixes. Then use the suffixes to help you guess what the word means.

"-ly" means to be like something. Accidentally means _____.

"-ness" means the state of being something. Redness means _____.

"-ful" means to be full of or holding as much as it can. Hopeful means _____.

2. The "ly" Suffix

Materials: pencil or pen

Write 5 words that have the suffix "-ly." Think of ways you would describe something. For example, the dog was friendly, he was nice to the kids.

3. Choose the Suffix

Materials: pencil or pen

A base word is a word that you add a prefix or suffix to. Underline the suffix that goes with the base word.

1. slow "-ly" or "-ful" To be like someone or something that is slow or not fast.
2. play "-ness" or "-ful" To be full of play or fun.
3. bald "-ful" or "-ness" To be in the state of being bald or having no hair. **Accidentally**

4. Answer Key for #1 and #3

:

Accidentally (when you don't do something on purpose. I accidentally spilled my milk.)

Redness (the state of being red. His cheeks had a redness to them after he was out in the cold.)

Hopeful (to be full of hope or optimism. The teacher was hopeful that her students were learning).

Slowly, playful, baldness

What Families Can Do

- Quiz Show

Use this sheet for word ideas. Give your children a definition and ask them to tell you what word you are thinking of. For example: I am thinking of a word that means to be like someone who is slow. Then the child can say, "Slowly!"

Learning Activities for Writing

Grade 4

Oregon's English-Language Arts standards state that a key purpose of writing is to communicate clearly with an audience. These activities build on previous learning and will help your child write clearly and accurately.

Week 2 Activities

1. Continued Journaling

Materials: paper or the notebook used to start journaling last week, pencil

This thing we are all of a part of, it's living history. We are all a part of this challenging global time that will be talked about for generations to come. The best thing your children can do is to keep a journal during the next several weeks. It can be handwritten or typed, and they may want to include photographs or drawings as well. Encourage them to record events, day to day activities, fears, and feelings. Encourage them to interview you and other people in the family, as well. This will not only leave your child with a keepsake to share later in life, but will also create a tangible, primary source of American history.

If your child needs some ideas to get them started, here are some possible questions to ask them:

- How do you feel about being at home so much?
- What are two things you miss the most and why?
- Describe what you are seeing and how it is different than what you are used to.
- How might you feel differently about this than your parents?
- What questions do you have or what worries you? *Encourage them to share these with you*

2. Extended Writing (this is meant to be broken down into several sessions)

Materials: Paper and Pencil

* **Pre-write:** Have your child think of something you are very good at doing or making. Examples might be drawing, making a sandwich, riding a skateboard, etc. Then have them fold a piece of paper into four boxes. We call this a "4-Square". They can use this to help them write several paragraphs explaining to someone how to do what they are good at. The first box is to do an introduction. Encourage them to start with a sound word or a question. The last box is for their conclusion. We often start with the sentence "Now you know how to"

* **Rough Draft:** Have them use their 4-square paper to write a rough draft. This is where they put their paragraphs in order and organize to look like a true assignment. Remind them to indent at the start of each paragraph, and to skip a line between paragraphs.

* **Editing:** Encourage your child to read their paper out loud to someone or to themselves. This will help them hear where words might be missing or need to be changed. Have them see if they need to add any more steps or details. Ask them, "Could someone else follow your steps to do this or make this?" Have them check that each sentence starts with a capital letter, and ends with punctuation. Have them check their spelling with an adult, or use google to help them correct spelling mistakes.

* **Final Draft:** Have them either rewrite their paper neatly, or type it to create a final draft. Remind them to pay attention to all of the corrections they made on their rough draft to avoid having them happen again in their final draft. Share with a family member or even email it to their teacher.

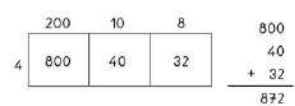
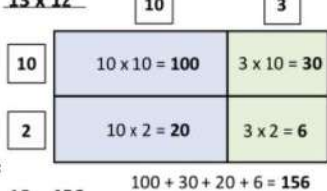
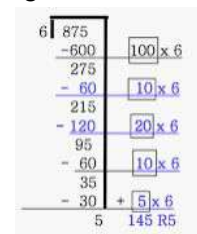
What Families Can Do

- Consider having your child write a letter, card, or email to a family member or friend they are missing during this time. Encourage them to use the standard parts of a letter (Greeting, Message/Body, Closing) as well as formal language rules (not as if they were just texting). This can then be sent or even read to someone over the phone or in a video chat with that person.
- When your children are writing, encourage them to give multiple supporting details when they write. Also remind them that using descriptive words and elaborating will help the person who reads it picture what they were thinking about more clearly.
- Encourage your child to read their writing out loud so they can see and hear where they might need to add or change words.
- Consider sharing something you wrote this week with your teacher by emailing it to them or sharing it digitally in another way.

Learning Activities for Math

Grade 4

In fourth grade, students are expected to be able to multiply and divide using a variety of methods (but NOT use the standard algorithm). Please see below for 4th grade multiplication and division strategies.

Area Model (1 digit X):	Partial Products:	Area Model (2 x 2 digit):	Big 7 for Division:
$218 \times 4 = 872$ 	$5 \times 732 =$ $(5 \times 700 =) 3500$ $(5 \times 30 =) 150$ $(5 \times 2 =) 10$ $3,660$	13×12 	

Week 2 Activities

1. PRACTICE MATH!

Materials: Paper and Pencil

- Students should practice using the above multiplication methods on many problems. They should practice 1 digit x 2, 3, and 4 digits (for example: $3 \times 45 =$, $5 \times 874 =$, $6 \times 9834 =$) and 2 digit x 2 digit (for example: $34 \times 67 =$, $82 \times 93 =$).
- Students should practice using the “Big 7 Strategy” for division as well. They should practice 2, 3, and 4 digit numbers divided by 1 digit numbers (for example: 34 divided by 5 =, 375 divided by 6 =, and 6548 divided by 7 =).
- Try to make these into story problems as well. For example:
 - 25 students each had 43 jelly beans. How many jelly beans in all?
 - There are 137 people at a music concert and only 9 rows of chairs to sit in. How many chairs should be in each row? Will each row have the same amount of chairs?

2. GAME: NUMBER BATTLE (2 players)

Materials: Deck of playing cards (K, Q, J = 10, Ace = 11, all other cards = number value)

- Shuffle and split deck in half. Each player flips over two cards and multiplies them together. (Player 1 flipping over a 5 and a 9 is $5 \times 9 = 45$, Player 2 flipping over a queen and a 3 is $10 \times 3 = 30$)
- The highest product (answer) wins all 4 cards. If there is a tie, turn over another 2 cards each and the winner takes all 8 cards. Keep playing until one player has all of the cards.

3. MULTIPLICATION and DIVISION FLASH CARDS

Materials: Index cards or paper cut-up into smaller sizes

- Make multiplication flash cards to practice your facts! Neatly write the problem on one side and lightly write the answer on the other side. For example: 5×3 on one side and 15 on the other side, 63 divided by 9 on one side and 7 on the other side.
- Shuffle the cards together and practice a LOT. Start to eliminate the facts you know really well and concentrate on the ones that are hard for you.
- Do all of the “fact families” of $1x - 12x$ for both multiplication and division.

4. GAME: MULTIPLICATION MINDS (3 players)

Materials: Deck of playing cards (K, Q, J = 10, Ace = 11, all other cards = number value)

- In this game for three players, one person is the “leader” and the other two are the “mind readers”.
- The two “mind readers” each take a card from the deck and, without looking at it, hold it up to their foreheads so that everyone else can see it, but themselves. The “leader” announces the product (answer) of the two cards. The “mind readers” need to figure out what card is on their forehead and then announce it. Players take turns being a leader and a mind reader. (So mind reader #1 has a 6 on forehead, #2 has a 4 on forehead; leader announces 24 ($6 \times 4 = 24$). #1 has to think $4 \times ? = 24$ and #2 has to think $6 \times ? = 24$)
- To make it more competitive, the first to answer keeps the cards of both players and the winner is the one with the most cards. But try it the non-competitive way first! Note: this can be done with addition and subtraction facts too!

What Families Can Do

- Ask your child to explain the strategy / strategies they used for each activity.

Learning Activities for Science

Grade 4

Next Generation Science Standards state that fourth grade students should **be able to construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction**. These activities will help students to recall the structures and functions of animals.

Week 2 Activities

1. Animal Structures

Materials: Pencil, paper, colored pencils/crayons (optional)

Think about animals that might live in a particular habitat such as the arctic, the jungle, or the desert. Draw your animal. Label any external structures that you know. If you have internet access you can actually research your animal and label its features. Write a paragraph describing how at least two of the animal's features support its survival. You can repeat this activity with several different animals.

2. Animal Observation

Materials: Pencil, paper, colored pencils/crayons (optional)

Observe an animal either in your house or outside. An example would be your pet cat or a bird flying past your window.

Label all of the external features of the animal that you have chosen. Write a sentence for each feature and identify what that particular feature supports. Use the following sentence frame: A _____'s _____ helps with _____. For example: A bird's beak helps with survival.

3. Animal Creation

Materials: Pencil, paper colored pencils or crayons (optional)

Choose a specific habitat such as the ocean, or desert. Create your own animal with features that would help it to survive in that specific habitat. Give your creature a unique name, be creative! Label all of the features you have given your animal in order to help it be the most successful it can be in its environment. Then write at least 3 sentences about your animal explaining how its features support it. My animals _____ helps it by _____.

4. Habitat connections

Materials: Pencil, paper

Draw lines to divide a paper into 4 sections. Label the sections arctic, desert, jungle and ocean. In each section try to list or draw as many animals as you can think of that would live in that habitat. This can be something that you add to overtime as you think of more animals. Once you come up with at least 3 animals in each habitat, begin to think about characteristics that the animals have in common. Compare and contrast the animals in the various habitats using the following sentence frames: _____ and _____ are similar because _____. _____ and _____ are different because _____.

What Families Can Do

- Talk with your students about animals you see. Discuss what the animal needs to survive and features you notice and how they might help the animal.
- Talk about different parts of the world and the animals that live there. Think about common traits that those animals have.
- Using recycled materials at home, create a model of an animal. Talk with your family about your animal and the features you have included.

Learning Activities for Social Studies

Grade 4

Oregon Social Studies standards ask students to understand and compare multiple perspectives on a historical problem. In these activities, students will begin to understand how individuals or groups are attempting to solve the problems created by the coronavirus in Oregon. Then, they will come up with their own ideas on how to solve these problems.

Week 2 Activities

1 My Family

Materials: 2 family members

The coronavirus has changed everyone's lives. Interview 2 different family members. Ask them: "How has this world wide problem changed your life?" and "What should be done to try to solve this problem?"

2 My Community

Materials: a television or radio, family members

With your parents, watch or listen to 2 different news reports (T.V. or radio) for 10 minutes each. Answer these questions for both reports. What is the source (what news channel, and if you know - who is talking)? What is the most important idea they are reporting? Do you trust that what they say is true? Why or why not? Talk with your family about these questions.

3 Reporting

Materials: pencil, paper (optional: make a paper microphone or paper/cardboard TV frame)

Pretend that you are a reporter and your job is to report on the coronavirus. Answer these questions. Who is your audience? What are the causes of this public health problem? What effect does this virus have on the state of Oregon right now? What effect will this virus have on the state of Oregon and on Oregonians in the future?

Present your ideas to your family like a newscast (to make it more realistic: use a pencil for a microphone, use a "professional" voice, you could even create a paper/cardboard frame to use like a TV frame).

4 Problem Solving Poster: Now

Materials: pencil, paper, crayons/markers

Create an informational poster that shows the different ways that Oregonians are working together to try to solve the problems created by the coronavirus. Title the poster. Draw a picture of at least 2 different things you have seen people do to try to solve these problems. Label your pictures.

5 Problem Solving Poster: The Future

Materials: pencil, paper, crayons/markers

Brainstorm some new ways that people in your community could work together to try to solve the problems created by the coronavirus. Think about what we might all do in the future, that hasn't been done yet. Create an instructional poster that shows at least one thing Oregonians could do in the future to solve the problems created by the coronavirus. Title the poster. Use pictures and words to explain your idea. Share your poster with your family.

What Families Can Do

- Discuss the fact that sometimes the information your child learns from one source (the news, family members, the internet) does not always match the information they have learned from other sources. It is important to ask them if they should trust a source of information. Discuss why they should or why they should not trust different sources.
- Be present when your child listens to news reports or reads about the news. They will have questions and need a trusted adult to help them make sense of what they are seeing and hearing.

Learning Activities for Art

Grade 4

Theatre

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are providing activities in the discipline of **Theatre!**

Week 2 Activities

1. Bring Stories to Life!

Materials: items you can find around your house

Pick any book you have already read. Act out a basic retell of the story. Use props and items from around your house to create a setting and costume for your character(s). Use voices, gestures, and body language to bring your character to life.

Arts Standard Addressed: TH.1.CR1.4.3. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

2. Who am I?

Materials: Items from around your house

Pick a character from any book, TV show, or movie. Using items from around your house, dress up like the character and act them out for your family. See if your family can guess who you are!

Arts Standard Addressed: TH.1.CR1.4.3. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

3. "Once Upon A Time..."

Materials: none

In your best narrator voice, say, "Once upon a time, in a kingdom far, far away, there was __(noun)__ locked in a tower." Repeat this phrase in various voices/tones. Examples: happy, sad, angry, scared, excited, bored, deep voice, high pitched voice, etc.

Arts Standard Addressed: TH.3.CR3.4.2. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.

4. Charades

Materials: none

Act out the words & situations below one at a time, using body movement and hand gestures only, no speaking or using props! You can add your own words after you have acted out these words & situations: *car, giraffe, opening a gift, walking a dog, getting dressed, swinging, teacher, washing the dishes.*

Arts Standard Addressed: TH.3.CR3.4.2. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.

What Families Can Do

- Help brainstorm some ideas of characters they have read about, to act out
- Help them to summarize a story they have already read. Talk about the story first, before they begin to act it out. Discuss which parts are important to include and ways they can act it out.
- Help them find items around the house to dress up and create a backdrop/setting for their story.
- Gather family together to watch and participate in theater activities.

Learning Activities for Health

Grade 4

Oregon Health Standards identify developing an understanding of the importance of exercise in our daily lives as a priority skill for 4th Grade.

Week 2 Activities

1. Daily Exercise

Materials: Paper and pencil, work-out space

For one week, try an exercise routine. Exercise daily and see how you feel at the end of the week. Every exercise routine needs three phases to it: Warm up, exercise, cool down. When you exercise, write what you did that day. Select from some of the exercises below:

Warm Up for five minutes: slow and easy leg stretches, body twists, shoulder and neck rotations, knee bends, side stretches, and walking are all good warm-ups.

Exercise for 20 minutes: jogging, fast walking, dancing, jumping rope, running/walking/jogging for one mile, and bike riding are all good aerobic exercises.

Cool Down for five minutes: slow walking, bending and stretching, deep breathing, and warm-up exercises are all good cool-downs.

After you exercise also write how you feel physically and emotionally.

2. Goal Setting for Exercise

Materials: paper, pencil, open work-out space

Now that you've practiced for a week, make a list of all the ways you could get exercise over the next month. Make a list of different activities, stretches, body movement exercises (push-ups/ jumping jacks) that you could do at home. Then put them in practice. Schedule a time, and try to make a routine.

3. Creating a Routine

Materials: chart paper/poster board, pencil/markers

Try to make daily exercise a routine. Make a large poster with a blank square for each day of the month. Each day your child exercises for a total of an hour, note the activity/activities in the square. Try lots of different activities. You could make a monthly goal and give your child an exercise-related reward if he or she completes that goal. Try it with them and set an example!

4. Safety First

Materials: paper, pencil

Have your child imagine that he/she is a counselor at a camp for six year olds. Have your child create a safety program designed to teach his/her campers about possible safety issues that could arise. (Maybe have them imagine and explain what their camp would look like first). The following are examples of some possible safety situations they could explain. 1) Standing outside in a lightning storm. 2) Swimming alone. 3) What to do in case of a fire. *The "safety program" can be a skit, pamphlet, song, poster, or speech.*

What Families Can Do

- Set a weekly goal to exercise together and maintain a routine.

Learning Activities for Music

Grade 4

There are four standards in music in fourth and fifth grades: Create, Perform, Respond, and Connect. Each week, you will find an activity for each of those areas.

Week 2 Activities

1. Create: Be a Composer

Materials: None

Write your own song to sing while washing your hands. It should be about twenty seconds long. You can use a new melody or one you already know. How many rhymes can you add? Save your song to share with your music teacher.

2. Perform: Sing “Ode to Joy”

Materials: None

We’ve been learning many songs in music class, including Beethoven’s “Ode to Joy”. Practice singing it, then perform it for a family member. Call a friend and sing it together, or choose another song to perform together.

****The lyrics for “Ode to Joy” are on the next page****

3. Respond: Be a Healer

Materials: Shakira Bio (next page)

We’re all dealing with big changes in our lives right now. Sometimes that can lead to stress, sadness, and worry. Remember that you are worthy and you are loved. Remember that music is there for you. When we listen to music or play music, it can help us to cope with tough times. It can relieve stress and be a source of happiness. Think about some ways music has helped you cope when life has been difficult, and some ways you might share music to help those you love. Next, read about how the musician Shakira has used music to help make the world a better place. What are some things she has done that you can relate to? How could you use music right now to make someone’s life a little better?

4. Connect: Be a Musicologist

Materials: Pencil and paper, question list

Contact an older family member and ask them to teach you a song from their childhood. Ask them the following questions and write down their answers. Feel free to add your own questions!

“How old were you when you learned this song?”

“How did you learn this song?”

“When you think about this song, what images from your childhood come to mind?”

What Families Can Do

- Listen to music by Shakira.
- Join your child in singing their hand washing song when it’s time to wash up.
- Use Lesson 4 to talk to your child about the music you listened to when you were their age. Share your favorite musical childhood memory with your student.

Musician Biography: Shakira Isabel Mebarak Ripoll

Shakira is a musician who uses her music to bring people together. She has won awards for her music, but also for her good deeds. She has helped build schools in parts of Columbia. She has also written music to let people know about a war in a country called East Timor.

Interesting Facts:

Shakira was born in Barranquilla, Colombia, in South America.

There is a statue of her in her hometown.

Her mother is from Columbia, but her father is from Lebanon in the Middle East.

She is fluent in Spanish, Portuguese, and English and also speaks some Italian, French, Catalan, and Arabic.

She wrote her first song at age 8 and signed her first record deal at 13.

Lyrics for the song "Ode to Joy"**By Ludwig Van Beethoven**

Joyful as we join in singing anthems old yet strong and bright.

Near and far to all we're bringing voices filled with hope and light.

Singing brings us all together when our voices would be small.

Gives us power undivided, now united one and all.

Joyful in the songs we're singing; Joined in music and in word.

With the power that we're bringing as one voice we will be heard.

Singing brings us all together when our voices would be small.

Gives us power undivided, now united one and all.

Learning Activities for PE

Grade 4

Oregon state standards for physical education include educating and inspiring all students to participate in a variety of physical activities so that they find enjoyment and benefits to physical activity and lead an active/healthy lifestyle.

Week 2 Activities

1. Scavenger Hunt

Materials: Indoor Scavenger Hunt (see attached)

Using your home as a gym, complete as many fitness activities as you can in 30 minutes.

2. One Step Back

Materials: 1 tossable object, 2+ people

- Start with a small circle--each person standing an arm's length apart. The leader starts the game by passing the ball to the person next to them. When each person gets the ball, their job is to pass it on to their neighbor.
- Once the ball makes it around the circle without anyone dropping it, the leader says "One step back!" and all players take one step back.
- Then, everyone passes the ball around the circle again. If the group successfully passes it all the way around without dropping it, the leader says "One step back" and everyone takes one step back--making the circle even larger.
- This continues until the ball is dropped, at which point we say "Good job, nice try!" and the group returns to the center to try again

Challenge: Try playing this game while standing on one foot. Add throwing challenges to the game. For example, only throw with your non-dominant hand, or throw under your legs.

3. Playing Card Fitness

Materials: Deck of Cards

1. Assign each suit of cards an exercise.

Example: Hearts=Push-ups, Clubs=Jumping Jacks, Diamonds=Wall Sits, Spades=Arm Circles

2. Lay the cards face down on the floor or a table. Each student picks a card. They must do the exercise assigned to the suit of the card and the number on that card.

Example: 7 of Clubs = 7 Jumping Jacks. 8 of hearts = 8 push-ups.

3. See how many cards you can get through before you wear out. Work by yourself or with other family members. Finishing the entire deck of cards is quite an accomplishment if you work together.

- All Kings, Queens, and jacks are worth 10
- Other exercises can include:
 - Sit-ups, Body Twists, Planks, Touch Your Toes, Calf Raises, Jog in Place, Hop on one Leg.
 - Exercises can be rotated during play.

What Families Can Do

- Family discussion about sportsmanship and why it is important.
 - Give an example of good sportsmanship?
 - Where are areas where you can show good sportsmanship? Can it only be between two people or a team?
 - What are some characteristics of good sportsmanship?
 - Pick one you would like to be better at demonstrating. How can you work on this characteristic or quality?
 - How do you show good sportsmanship?

Indoor Fitness Scavenger Hunt

Using your home as a gym, can you complete all of these fitness activities?



1. 15 jumping jacks in 3 different rooms.
2. 10 wall push ups on 5 different walls.
3. Crab walk around a piece of furniture 4 times.
4. Count to 30 while you jog in place.
5. Dance in the kitchen for 30 seconds!!!
6. Tip toe through 3 different rooms.
7. Pretend to shoot a basketball 10 times.
8. Balance on your right foot for a count of 10 in your bedroom.
9. Balance on your left foot for a count of 10 in the bathroom.



10. Pretend to jump a rope 10 times.
11. Bear walk to 3 different rooms.
12. Lay on your back and pedal like you're riding a bike.
13. Show off the muscles in your arms.
14. Do 5 squats in two different rooms.
15. Do 5 push ups in two different rooms.
16. Head, Shoulders, Knees and Toes 5 times while looking out a window!



17. Jump from side to side as you count to 30.
18. Heel walk to the nearest door and back 5 times.
19. Flap your arms like a bird 20 times.
20. Sit down and stand up 10 times.
21. Lay down on your back, close your eyes and take 5 deep calming breaths.



Learning Activities for Speaking & Listening

Grade 4

Oregon speaking and listening standards identify **paraphrasing information (saying something in your own words)** as a priority skill in 4th grade. These activities will help your child read/listen to information and “report back” that information in their own words.

Week 2 Activities

1. YouTube Tutorial

Materials: YouTube video

- Watch a “how to” YouTube video. Or have a family member teach you how to do a simple task (for example: make a sandwich, play a game, draw a picture, etc.)
- Retell the steps using transition words (first, then, next, after that, finally, last)

2. Explain a news story

Materials: News article or clip

- Watch or read a news report or news article. Retell what the news story was about in your own words.
 - The news story topic was _____.
 - The most important information was _____ because _____.
 - Another thing you should know is _____.

Optional: Pretend to be a news reporter and present the news story using your own words.

3. Summarize a nonfiction text

Materials: nonfiction text (article or online)

- After reading a nonfiction text summarize what you read using the following sentences:
 - The main idea of the passage was _____ because _____.
 - One important fact was _____. Another important detail was _____.
 - After reading the text, I learned _____.

4. Summarize a fiction text

Materials: fiction text (book or online)

- After reading a passage from a fiction text summarize what you read using the following sentences:
 - In the beginning of the passage, _____.
 - After that, _____.
 - At the end of the passage, _____.

5. Explain a Math Problem

Materials: multi-step math problem, paper and pencil

- Write down and solve a math problem (addition, subtraction, multiplication or division).
- Have your child write or orally explain the steps to solve the problem using transition words (first, then, next, after that, finally, last)

What Families Can Do

- After listening to your student paraphrase tell another person what they said
- Once the news has been reported by the student paraphrase the important points back to them
- Paraphrase a book, article or television show that you watch
- Show the student the steps you were taught to solve a math problem and have them paraphrase your way. Ex. multiplication or division problem

Learning Activities for Wellness & Self Care

Grade 4

Oregon health standards for 4th grade include knowing how to practice social emotional learning activities that help students self regulate and practice mindfulness.

Week 2 Activities

1. Quiet/Safe Place Tool

Ask a family member who is older than you to think back to when they were your age. What was their favorite place back then, and why was it special? Have them describe it to you.

Materials: None

Remember: "I remember my quiet/safe place." Your quiet/safe place can be a real place or imaginative place you go to in your mind to lower your stress.

Quiet/Safe Place Tool

2. Draw or write a description of your family member's favorite place and explain why it is special to them. If you do a drawing, be sure to label it if you can.

Materials: Pencil, paper, coloring materials

3. Quiet/Safe Place Tool

Draw or write a description of your quiet/safe place and explain to a family member why you chose it and why it is special to you.

Materials: Pencil, paper, coloring materials

4. Kindness

Write a list of all the family members (even your pets) in your house. Think of one kind thing that you could do for each of them, and cross it off once you've done it. If you're not sure what to do, try asking some questions about what makes them happy.

Materials: Pencil, paper

What Families Can Do

- Make a poster about kindness that you can hang up in your house or on your fridge.
- Hang this mini poster up in the house or on the fridge and add colors to it if you would like. It can be read out loud every time a family member passes by to encourage positive talk.

my name is:



Week 3

Learning Activities for Reading

Grade 4

The Oregon reading standard of determining the main idea of a text and explaining how it is supported by key details and summarizing the text is an important learning objective. These activities will help students determine the main idea and key details.

Week 3 Activities

1. Main Idea

Materials: Use the attached article or nonfiction article (newspaper or free online article). Optional: paper, pencil, crayons or markers.

- Ask your child about something they are interested in (sports, popular culture, current events, etc.) and choose an article or news story to read with them. Ask them to explain what they think the main idea (important message) of the story or article is about.
- Have your child draw and color a picture of what they think the article is about.

2. Who, What, Where, When, Why?

Materials: Same as day one.

- Remind your student that using the “5 W’s” (**who, what, where, when, why**) can help them focus on understanding the important information.
- Reread the article and discuss questions: What is the article about? Who is it about? Where and when does it take place? Why was this article written?

3. Main Idea and Details

Materials: Same as day one.

- Reread the article from yesterday or a different one. Remind them that the main idea is supported by key details (specific facts) within the article. Discuss questions: What is the main idea of the article? Which details from the article support the main idea?

4. Main Idea and Details

Materials: Supplemental article on next page, paper, pencil.

- Choose an article to read and use the “5 W’s” to discuss the meaning.
- Have your child discuss or write the main idea and supporting details.

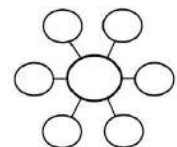
5. Summary

Materials: Supplemental article on next page, paper, pencil.

- Reread the “Pay Goal” article and write a one paragraph summary (a brief explanation of the main idea and key details) of the article.

What Families Can Do

- Read 20 minutes a day or more!
- *Optional:*
 - Look online with your child for news articles that are interesting and informative to them.
 - “News for Kids” or “Time for Kids” have free online articles.
 - Discuss your opinion of the information you read in an article. Do you agree or disagree?
 - Read through the article together, then draw a circle web (like the one here) on a piece of paper. In the center circle, write the title of the article. In each of the other circles, write one of the “5 W questions.”
 - Using a physical or online dictionary, write the meanings of the highlighted words.



The Pay Goal

In July, the members of the United States women's soccer team fought their way to a fourth World Cup win. Now their focus is on a different struggle: the fight for equal pay. The team filed a lawsuit against U.S. Soccer. It says the women's team is paid less than the men's team despite having more victories. The team also gets less money for winning tournaments.

Women at Work

In many fields, women are not paid equally. "The gender pay gap is the gap between what women and men are paid" for the same work, Kim Churches says. She's **CEO** of the American Association of University Women. According to the association, American women earn 82¢ for every dollar American men make. Other groups put the number a bit higher or lower. "But no matter what calculation you use," Churches says, "the conclusion that women are paid less than men is **consistent**."

Understanding the pay gap means looking back. Women weren't always in the workforce. But during World War II, many men went to war. Women kept businesses running. When the war ended in 1945, some women continued to work. Though women were doing the same jobs as men, they weren't paid the same. Why? It was assumed that a man was a **breadwinner** and a woman was supporting only herself or had a husband who worked.

Where We Stand

The U.S. Department of Labor says there are more women than men in the workforce today. So why does the pay gap still exist? And what's being done about it?

One reason is that more men are in top jobs. Top jobs pay more. In 1972, Katharine Graham became the first-ever female CEO of a major company. Since then, more than 60 women have been CEO of a major company. This number is growing. Companies are addressing the gender pay gap. Apple and Starbucks, for example, have taken steps to ensure women and men doing the same work are paid the same amount.

And women in all fields are continuing to fight to close the gap. The U.S. women's soccer team may soon appear in court to demand equal pay. "Eventually," team member Alex Morgan told *TIME*, "you just have to take a stand."

—By Rebecca Cohen

Learning Activities for Title 1 Reading

Grade 4

Fourth graders have been learning about word parts like prefixes and suffixes--also known as affixes. They use them to understand the meaning of long words. These activities will help them read and write affixes.

Week 3 Activities

1. Prefixes and Suffixes

Materials: pencil or pen

Some words have both prefixes and suffixes. The word "unsuccessful" has the prefix "un" and the suffix "-ful". The word meaning having success has changed to now mean not having success.

The suffix "-able" means capable of being. Mr. Smith is likable; people like or enjoy being with him. The suffixes "-tion" and "-ion" mean doing or being something. The air had pollution; it was polluted or dirty.

Fill in the prefixes and suffixes using the ones listed.

Prefixes: "dis" "pre" "re" "un" Suffixes: "-able" "-ful" "-ly" "-ion"

___agree___ When someone doesn't agree or have the same opinion as you, they are this.

___success___ When someone is not successful or fails at something, they are this

___renew___ Something that cannot be renewed or repeated

___construct___ Something constructed or built ahead of time *extra hard bonus word!

2. Prefixes and Suffixes Can Also Be Called Affixes

Materials: pencil or pen

Underline the affixes in the following words.

Unbelievable To not believe or accept as truth

Dishonestly To do something that is not honest or truthful.

Disinformation To not be the correct information or facts.

Prediction To say something will happen before it does.

3. Name that Affix!

Materials: pencil or pen

If the word has a prefix, write "P" in the blank. If it has a suffix, write an "S".

Preview ___ Education ___ Completely ___ Illegal ___

4. Answer Key

Materials: pencil or pen

Part One, 1. disagreeable 3.unsuccessful 4. unrenovable 5. preconstruction

Part Two, 1. un and able 2. dis and ly 3. dis and tion 4. pre and tion 5. un and y

Part Three, 1. P 2. S 3. S 4. P

What Families Can Do

- Word Sort

Make a list of all the affixes on these three pages. Then make a list of any words you can think of. Cut up the affixes and the words. Mix and match to make new words. What do you think they mean?

Learning Activities for Writing

Grade 4

Oregon's English-Language Arts standards state that a key purpose of writing is to communicate clearly with an audience. These activities build on previous learning and will help your child write clearly and accurately.

Week 3 Activities

1. Continued Journaling

Materials: paper or the notebook used to start journaling last week

Did you know that Journaling can help your child grow in many different ways. Journaling gives students a way to deal with big feelings, improves your child's writing skills, enhances communication skills, and can help improve reading skills. We are encouraging students to keep a writing journal, and add to it daily.

You can give them a topic idea for the day: Some that we would suggest are:

1. How have you grown in your time at home?
2. Do you think things are getting better or worse and why?
3. What still worries you?
4. How can you help your family at this time?
5. If you were the President what would you tell people to do?

Encourage your child to share their feelings, and be prepared to discuss feelings and opinions, this can be beneficial to everyone though these hard times.

Parent Check: Ask your student if they are seeing an improvement in their writing, and talk to them about their growth both as a person and as a writer. Set a goal for something that they would like to improve upon for next week.

2. Write and Send a Letter

Materials: Paper (lined if possible), Pen or Paper

With social distancing in full effect, children and adults alike are missing those personal connections. Encouraging your student to write a letter to a loved one not only improves their writing skills, but also encourages social connections which we all need right now.

We encourage you to break up this process into many days, and not have students rush through the process. In a friendly letter we encourage you to break it up into 5 different parts:

1. Heading (The date in the upper corner)
2. Salutation (Dear: _____,)
3. Body
4. Closing (Love, Your Friend, Sincerely, Etc)
5. Signature

When children do this type of writing it allows them to see why writing and communications skills are beneficial in everyday life.

Parent Check: Have your student read it out loud. Does it make sense? Look for a capital letter to begin each sentence, correct ending punctuation and accurate spelling. Encourage your student to make it clearer.

What Families Can Do

- Encourage your student to look over what they have written and reread it to themselves. If it doesn't make sense, encourage them to revise it with words that sound natural.
- If you don't have a dictionary handy, use a phone or tablet to check spelling on google.
- Show how you communicate daily with writing, including texts, emails, and job related paperwork.

Grade 4

Oregon math standards identify **extending understanding of fraction equivalence and ordering** as a priority skill in 4rd grade. These activities will help your child understand fractions, including Composing/Decomposing Fractions, Equivalent Fractions and Comparing Fractions.

Week 3 Activities

1. Can You Order the Fractions?

Materials: paper, pencil, packaged food

Ask your child to check through the cupboard or pantry to see what packaged/canned food is available. Have them separate them into groups such as:

- Fruits, Vegetables, Proteins (beans/meat/nuts), Grains (noodles/rice)

Write out each fraction for each food group out of all the canned or packaged food. Discuss why they chose each numerator (top number) and the denominator (bottom number). Then have the kids put the fractions in order from greatest to least.

2. Do I have time?

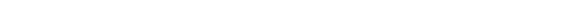
Materials: Paper, pencil

Jeff's schedule is shown in fractions of an hour every day. There are certain parts of the day where he gets to choose what to do next. The following activities are options Jeff could do today and how much time they will take:

Jump Roping $\frac{1}{2}$ of an hour, Typing Club $\frac{3}{4}$ of an hour, Snack (peanut butter pretzels) $\frac{1}{8}$ of an hour
Math Facts $\frac{1}{2}$ of an hour, Origami $\frac{6}{8}$ of an hour, Cleaning the Bathroom $\frac{11}{12}$ of an hour

If Jeff has half ($\frac{1}{2}$) an hour left, which activities would be **possible to do** next? Which ones **couldn't** he do?

Use a number line with



A horizontal number line with three tick marks labeled 0, $\frac{1}{2}$, and 1. Below each tick mark is an upward-pointing arrow.

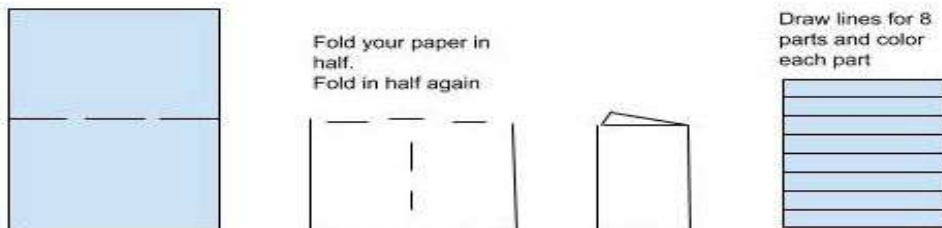
3. Card Composer

Materials: Paper or cardstock, Coloring tools, Pencil, ruler

Fractions can be added together if they all have the same unit fraction to compose a larger fraction. For example $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}$ or $\frac{1}{4} + \frac{3}{4} = \frac{4}{4}$ or $\frac{2}{4} + \frac{2}{4} = \frac{4}{4}$. The unit fraction here, that every fraction is measured in, is $\frac{1}{4}$.

Fold your piece of paper in half. Then fold it in half again. You now have a small card. On the front, draw in 7 straight lines equal distance (or as close as you can get) apart. This will create 8 parts. **If the front of the card has 8 parts what is the unit fraction?** Now use your coloring tools to create a design by coloring each part a solid color. You can use a color more than once. Then write an equation showing each color as a fraction and add all the fractions together to make $\frac{8}{8}$. (For example color: 3 parts pink, 3 parts yellow and 2 parts green. Then write $\frac{3}{8} + \frac{3}{8} + \frac{2}{8} = \frac{8}{8}$.)

If you get done, make another card with a new design made of equal parts. Use a smaller or larger unit fraction to divide up the card. Give these cards with a special message of encouragement to someone in your home.



What Families Can Do

- While cooking or putting groceries away, have the kids point out places they see fractions.
- When using a measuring cup or spoon, ask kids how they could use smaller fraction cups to make $\frac{3}{4}$ cup of rice. How could we make $\frac{1}{2}$ tablespoon using $\frac{1}{8}$ tablespoon or $\frac{1}{4}$ tablespoon?
- If you're cutting things that must be measured (wood, fabric), point out on the ruler, tape measure, or square, where the $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ are. Have them practice making a measurement (**not** recommending using sharp tools, just practice measuring).
- When cutting up dinner or dividing portions, have them identify what the unit fraction is. 8 pieces of pizza. $\frac{1}{8}$!

Learning Activities for Science

Grade 4

Next Generation Science Standards state that fourth grade students should be able to make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. These activities will help your child practice making observations and support their statements based on their observations.

Week 3 Activities

1. Head Harp (From Exploratorium.edu)

Materials: piece of string at least 3 feet long

In this activity you'll explore vibration and sound. You'll explore how vibration and pitch are affected by tension. To start, place the middle of the string behind your head, pull the string across your ears, and hold the two free ends together in front of your face. The string should cross over the opening in each ear. Pluck the string, and listen to the tone it makes.

- How can you change the sound? Pull the string tighter, or make it looser, and listen to the change in pitch.
- Change the length of the string by sliding your hand along the string while keeping the tension as constant as possible. Then listen to the change in pitch.
- Discuss using the frame: What happened when you increased or decreased the tension on the string? When I increased or decreased the tension the sound was _____.

2. Waves in Water

Materials: objects that float, tub of water (large container, bathtub, sink), paper, pencil or pen

In this activity you will work to get a floating object from one end of the tub of water to the other. You must do so by creating *WAVES* in the water.

On your paper, draw how your experiment looks when it is initially set up with labels. As you are creating the waves, record on your paper the actions you are taking to create the waves. Draw your experiment during and after you have attempted or succeeded in moving your floating object. Can you come up with a different method to create waves that will move the object? Record your methods on your paper.

Write a concluding statement: Were you able to move the object with waves? Why or why not? What were some of the methods you used to create waves?

Sentence Frames: I was (able or unable) to move the object across the water. I think it (moved/did not move) because _____. Some things I tried to move my object were _____ and _____.

3. Remote-Control Roller

Materials: empty aluminum can, balloon, your hair (dry, not to short hair free of hair products works best), flat surface (table or floor)

To begin, inflate the balloon and tie it off. Put the can on its side on a table or the floor—any place that's flat and smooth. Hold it with your finger until it stays still.

Rub the balloon back and forth quickly on your hair. Hold the balloon about an inch from the side of the can. What happens to the can? Move the balloon away from the can slowly. What do you notice? What happens if you move the balloon to the other side of the can?

Questions to use for discussion: How can you increase how fast the can rolls? How far can you roll the can before it stops? Will it roll uphill?

Background

What's happening? When you rub a balloon on your hair, the balloon ends up loaded with electrons. Your empty aluminum can is neutrally charged, meaning it has equal numbers of electrons and protons spread pretty evenly around it. When the negatively charged, electron-loaded part of the balloon is held near the can, it repels the electrons in the part of the can closest to the balloon because a negatively charged object repels other negatively charged objects (like charges repel each other). Since there are now fewer electrons in that region of the can (and thus proportionally more protons), you have induced a positive charge in that area of the can.

The negatively charged balloon then attracts the positively charged part of the can, pulling it toward the can, because a positively charged object will attract a negatively charged object. (It's true that opposites attract!) As it rolls, the electrons closest to the balloon are constantly being forced away, causing the positively charged area closest to the balloon to be attracted to the can. As a result, as long as the balloon is held just in front of the can, the can will roll towards it.

What Families Can Do

- Watch a documentary about something related to science together as a family.
- Check the weather report each day and discuss the different elements of the forecast, temperatures, winds, humidity, and expected precipitation.

Learning Activities for Social Studies

Grade 4

Oregon social studies standards ask students to take data and analyze historical accounts of their life story and their own family's history and personal journey.

Week 3 Activities

1. Life timeline

Materials: Paper, pencil. *Optional: crayons or markers*

What are the top 5-8 most important events that have happened in your life? Why were they important to you or your family? When did they occur?

Use the timeline template to then mark the year of when those events happened and a short description about each one.

2. Family Journey Part 1

Materials: Paper, pencil. *Optional: crayons or markers*

Interview one or both of your parents. How long have they lived in Oregon? Which of their family members (aunts, uncles, cousins, grandparents, great grandparents, etc.) were the first in their family to come to Oregon?

Pick one family member who had a journey to Oregon, either your parent(s) or another family member. Where did they travel from? What was life like in that place? How was it similar and different to life in Oregon?

3. Family Journey Part 2

Materials: Paper, pencil. *Optional: crayons or markers*

Now it's time to describe the actual journey to Oregon. Interview your family member to get the answers. How long did it take to get here? What were some challenges to arriving in Oregon? What other important things do they remember about traveling here?

What was it like when they first arrived? What did they think of this new place?

Optional: For your final project, write a paper about their journey in paragraph form or make a picture that shows a part of their journey.

4. Neighborhood Description

Materials: Paper, pencil. *Optional: crayons or markers*

Describe your neighborhood. Where do you live? What are your favorite places to go in your neighborhood? What are some important places next to your house (gas station, store, hospital, school)? Are there any friends or family you live close to?

Ask your parents and siblings what they like best about your neighborhood.

5. Neighborhood Drawing

Materials: Paper, pencil. *Optional: crayons or markers*

Use paper to draw a small map of your neighborhood. Mark where your house or apartment is and then draw 2-5 roads that make up your neighborhood. Also, mark the important places, favorite places and any parks or other landmarks that you know about. Have fun!

Optional: Label each place and write a short 1 sentence description about it on the map.

What Families Can Do

- Help your child recall important dates and events in their lives. They might need to know the exact dates if they cannot remember.
- Engage your children in their interviews. Tell them all about your family's special culture and journey to Oregon.
- Connect them with a relative that made the first journey to Oregon if they are available to communicate at this time.
- Feel free to engage in the artwork of your children. If you have any extra art materials at home, encourage them to use those to expand and be creative in their maps and drawings. There is no right way to do it! Inspire them to enjoy the process.

HORIZONTAL BLANK TIMELINE TEMPLATE

TIMELINE TITLE:



Learning Activities for Art

Grade 4

Visual Arts

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are providing activities in the discipline of **Visual Arts**

Arts Standard Addressed: VA.1.CR1.4.2. Imagine and articulate numerous approaches for composition. 3. Constructively use, explore and manipulate materials and organizational principles to create a work of art that communicates an idea.

Week 3 Activities

1. Drawing

Materials: paper & pencil

Draw the same object, person, pet, etc. from different perspectives. Write down or discuss your observations of how the object, person, pet, etc. looks different from different angles. Why do you think artists & photographers like to use different perspectives for their subjects?

2. Sculpture

Materials: recycled materials, scissors, markers, glue, or tape.

Create a three-dimensional sculpture of an animal, person, figure, insect, plane, train, etc. out of recycled materials from your house and use them to create a work of art! Try using materials with a variety of texture, color, and shape. Use your imagination!

3. Shadow Art: Outside

Materials: paper, pencil, toys or objects

Pick a day and time when the sun is out. Line up some action figures or animal toys, or objects before a piece of paper, so they make a shadow. Outline shadow of your objects. Color and add detail. Ask a family member to guess what objects you drew. Does art in the sun affect your mood?

4. Silhouette: Inside

Materials: lamp (no shade), pencil, paper, tape, scissors



1. Tape paper on the wall, same height as your head.
2. Turn on lamp w/out shade (careful, light bulb gets hot)
3. Stand sideways with your head between the lamp and the paper.
4. Have an adult trace carefully around the shape of your features.
5. Color and cut out your silhouette. Display!
6. Try different views, with toys, stuffed animals, and family members!

What Families Can Do

- As your student draws, give objective feedback by using phrases such as, “*I notice...*”, or “*How did you decide to...*?”, rather than subjective feedback, like, “*I like it.*” Objective feedback signals to the student to reflect upon and evaluate their choices in their design process.
- Look for different textures in the various materials your child uses in their art. Use words like; smooth, rough, bumpy, wavy, etc. Use recycled materials to make 2D & 3D art for FREE!
- Shadow Art is all around us! Try animal puppets on the wall. Do a play or dance with them!

Learning Activities for Health

Grade 4

Oregon Health Standards require students to demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

These activities will help your student understand and practice healthy life choices and develop healthy habits.

Week 3 Activities

1. Understanding the Minerals in Our Teeth

Materials: two eggshells, two glasses, soda (not a diet variety) or vinegar, water

Explain: Eggshells are made mostly of calcium, just as teeth are. The purpose of this activity is to demonstrate the effect of acid on a mineral such as calcium. Both soda and vinegar contain a lot of acids. Let's see what acids do to the eggshell.

Rinse eggshells thoroughly. Place one in each glass. Fill one glass with water; fill the other with soda or vinegar.

After 24 hours: Take out a piece of shell from the water. What does it look like? How does it feel? Now take out a piece from the soda/vinegar. What does it look like? How does it feel?

Leave both shells in their solutions for another day or two. Observe each shell from the two liquids. How do they compare? What can you say about how our teeth react to both liquids? State your evidence to another family member. What effects can sodas have on our teeth?

2. Practicing Oral Hygiene

Materials: toothbrush, toothpaste, dental floss, mirror

Practice good oral hygiene at least twice daily. Look in the mirror, while brushing your teeth to make sure you're brushing all parts of the teeth, inside and outside. Brush in tiny, wiggly circles. Brush your tongue as well. Remember you just need a pea-sized amount of toothpaste. Practice flossing once per day as well. For healthy teeth, remember to drink water after eating food/ snacks to prevent tooth decay and cavities.

3. Sleep Time

Materials: Paper, pencil

Discuss with a family member how you feel when you get enough sleep. Discuss how you feel when you don't get enough sleep. Do a self reflection. Think about the past few weeks, have you been getting enough sleep? Has your mood been affected by sleep? What has gotten in the way if you aren't getting enough sleep? Discuss and brainstorm ways to solve each of those problems. Create a bedtime and wake up time to maintain a healthy sleep schedule. Keep track and practice staying on that schedule.

What Families Can Do

- Try to cut back on soda and sugary drinks, for better tooth health.
- Monitor the sleep schedule and keep your child accountable. The recommended sleep time for kids at this age is 8-9 hours depending on their physical activity. (No electronics 30 min. before bed- read a book instead!)

Learning Activities for Music

Grade 4

There are four standards in music in fourth and fifth grades: Create, Perform, Respond, and Connect. Each week, you will find an activity for each of those areas.

Week 3 Activities

1. Create: Shake It Up!

Materials: plastic or glass bottles/jars, rice, dried beans, popcorn, stickers or other decorative items

Collect a few empty bottles or jars (plastic or glass). Add a little popcorn, dried beans, rice or other material to each. Feel free to experiment by mixing and matching. Decide which sounds you like best, and why you like those sounds the best. Use your instrument to shake along to the song(s) of your choice! Be sure to write down the “recipe” used to make your perfect shaker!

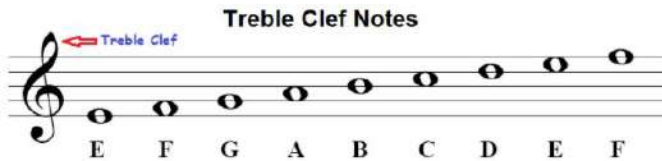
For example:

- 1 large peanut butter jar
- 1 cup dried black beans
- 3 tablespoons short grain brown rice
- 2 googly eyes for decoration (optional)

2. Perform: Be A Music Reader

Materials: Sidewalk chalk for outside or paper and pencil for inside.

- Step 1: Make up a sentence for the notes on the lines of the musical staff: E G B D F.
(example, Empty Garbage Before Dad Flips). Remember the spaces spell the word FACE.
- Step 2: Draw five straight lines on the sidewalk or on a piece of paper to make a musical staff.
- Step 3: Toss a penny or other token onto the staff and try to name the note.



3. Respond: Be a Healer

Materials: Dolly Parton Bio (next page)

We're all dealing with big changes in our lives right now. Sometimes that can lead to stress, sadness, and worry. Remember that you are worthy and you are loved. Remember that music is there for you. When we listen to music or play music, it can help us to cope with tough times. It can relieve stress and be a source of happiness. Think about some ways music has helped you cope when life has been difficult, and some ways you might share music to help those you love. Next, read about how the musician Dolly Parton has used music to help make the world a better place. What are some things she has done that you can relate to? How could you use music right now to make someone's life a little better?

4. Connect: Be a Music Reporter

Materials: paper, pencil

Interview a family member or friend at a safe distance or on the phone. Ask the following questions: What is your favorite type of music? What is your favorite song right now? Do you play a musical instrument? How does music make you feel? Write down, draw or record your interview.

What Families Can Do

- Listen to music by Dolly Parton.
- Help your child compare and contrast the sounds that different containers and ingredients from Activity 1 make. Which ones sound higher, lower? Which makes the loudest/softest sound?
- In Activity 4, play a current favorite song and join your child in drawing pictures of how the song makes you both feel. Compare your drawings. Does the song make you feel the same or different?

Musician Biography: Dolly Parton

Dolly Parton is one of the most famous country singers. She grew up “dirt poor” but she is very wealthy now. Her foundation gives college scholarships to every high school in the county where she grew up and gives free books to kids. In fact, she has given away over one million books! On April 2nd, Dolly Parton started a YouTube channel to read bedtime stories.

Interesting Facts:

Dolly Parton has recorded more than 100 songs.

41 of her songs were #1 hits on the country charts.

She has won over 30 awards for her music and has had 47 Grammy nominations.

There is a theme park in Nashville, Tennessee, called Dollywood.

Her museum is called *Chasing Rainbows*.

Learning Activities for PE

Grade 4

Oregon state standards for physical education include educating and inspiring all students to participate in a variety of physical activities so that they find enjoyment and benefits to physical activity and lead an active/healthy lifestyle.

Week 3 Activities

1. Alphabet Fitness

Materials: Alphabet Fitness (see attached)

Pick 5 words to spell out, using the key complete the exercises to spell the word.

2. Single Chair Fitness

Materials: 1 Chair

Using a single chair, invent and illustrate an exercise for arms, stomach, legs, back. For example: push ups using the chair, step ups onto the chair, etc.

3. Popcorn

Materials: 1 ball

This game can be played by yourself or with others. If you do not have a ball you can make a sock ball or crumple up a piece of paper.

- Start in a circle
- 1 person starts the game by throwing the ball in the air clapping one time and catching the ball.
- Pass the ball to the next person so they can try (throw, clap once, catch).
- When you have completed the circle and the ball is back to the first person start level 2: TWO claps.
- Continue this process going up each level. The level your team is on equals how many claps before catching.
- If you are unsuccessful at a level, you must start the level over again.

Challenges:

- How many claps can you do?
- How quickly can you get ____ number of claps?
- What other actions can you do when the ball is in the air?
 - Spin, clap behind your back, jump, etc.
- Try with multiple balls at one time.
- Try different body positions
 - Balance on one foot, balance on your bottom, sit up position, etc.

What Families Can Do

- Family discussion about everyone's favorite sport or activity.
 - Why is that activity your favorite?
 - Why is that a healthy activity?
 - Can we play this sport or activity now? How can we?

ALPHABET FITNESS

DIRECTIONS:

1. SPELL OUT FIVE OF THE WORDS. EXAMPLE: YOUR NAME, FAVORITE SUBJECT, PETS NAME, FAVORITE FOOD, ETC.
2. USING THE ALPHABET KEY COMPLETE THE EXERCISES TO SPELL THE WORD

A - AEROBIC JOG IN PLACE FOR 30 SECONDS	N - NEW CHOOSE A NEW EXERCISE
B - BALANCE BALANCE ON 1 FOOT FOR 15 SECONDS	O - OVER SKI JUMPS OVER A LINE FOR 30 SECONDS
C - CARDIOVASCULAR 25 JUMPING JACKS	P - PECTORAL DO 5 PUSH UPS
D- DELTOID 10 ARM CIRCLES	Q - QUADRICEP KICK YOUR BOTTOM 20 TIMES
E - ENDURANCE DO 5 MOUNTAIN CLIMBERS	R - REST REST FOR 15 SECONDS
F - FLEXIBILITY STRETCH FOR 1 MINUTE	S - SPEED SPRINT IN PLACE FOR 45 SECONDS
G - GLUTEUS MAXIMUS DO 10 SQUATS	T - TRICEP 20 TRICEP DIPS
H - HAMSTRING TOUCH YOUR TOES 10 TIMES	U - UPPER UPPER BODY STRETCH FOR 30 SECONDS
I - INVISIBLE JUMP ROPE FOR 30 SECONDS	V - V-UP 10 V- UPS
J - JUMP 15 FROG JUMPS	W - WINDMILLS 10 WINDMILLS
K - KICK DO 10 DONKEY KICKS ON EACH LEG	X - X-JUMPS DO 10
L - LUNGES 10 ALTERNATING LUNGES	Y - YO-YO PRETEND TO YO-YO FOR 30 SECONDS
M - MUSCLES 10 BURPEES	Z - ZIG ZAG MOVE IN A ZIG-ZAG PATTERN FOR 30 SECONDS

Learning Activities for Speaking & Listening

Grade 4

Oregon speaking and listening standards identify **supporting an idea with reasons and evidence** as a priority skill in 4th grade. These activities will help your child give reasons and evidence to defend their opinion about a topic, as well as identify the reasons and evidence used by another speaker.

Week 3 Activities

1. Movie Critic

Materials: movie *Optional: paper and pencil*

- After watching a movie, summarize and give your opinion on the film.
- Rate the film out of 5 stars, explain why you rated it that way (give specific details).
- Explain who would like this movie and why. List things you liked and didn't like about the movie.

2. Family Debate

Materials: *Optional: paper and pencil*

- Choose a topic that your family could debate.
- Optional topics: What kind of pet should your family get? What should you have for dinner?
- Have as many members of your family state their opinion and back it up with reasons. Those who disagree need to explain their opinion.

3. Math Talk

Materials: paper and pencil

- Explain a strategy you could use to solve the following math problems:
 - $3 \times 6 =$, $3 \times 20 =$, and $13 \times 46 =$ **Answers: 18, 60, 598**
- Explain your work using these sentences:
 - One strategy I could use to solve this is _____. Another strategy is _____.
 - Use transition words to explain your work (first, then, next, after that, finally, last).

4. Interview a Family Member

Materials: paper and pencil

- Listen to a family member discuss their favorite _____. (food, ice cream flavor, sport, etc.)
- Make a bulleted list of the reasons and evidence given by the speaker.
- Repeat back their reasons and evidence and ask clarifying questions.
 - Can you tell me more about _____? What did you mean when you said _____?

5. Book Talk

Materials: book *Optional: paper and pencil*

- Choose a book you enjoyed reading, summarize and give your opinion on the book.
- Rate the book out of 5 stars, explain why you rated it that way (give specific details).
- Explain who would like this book and why. List things you liked and didn't like about the book.

What Families Can Do

- After your student gives their review give one of your own.
- What could have been in the movie that would have earned it an additional star?
- Repeat back a math strategy and answer.
- Think of someone that would NOT like the book from the review and give reasons why.

Learning Activities for Wellness & Self Care

Grade 4

Oregon health standards for 4th grade include knowing how to **describe ways to communicate your thoughts and feelings while maintaining healthy relationships.**

Week 3 Activities

1. Feelings and Emotions



Ask a family member to tell you about a feeling or emotion they felt today. Ask what made them feel that way. Next, tell your family member about a time when you felt that same emotion, and why. Use the feelings chart to write 2 sentences and then draw a picture to go with them.

My family member felt _____ when _____ because _____.

I felt _____ when _____ because _____.

2. Listening Tool

Materials: paper and pencil

We listen “with our ears, our eyes, and our hearts.” With eyes on the speaker, body language may help us pick up what is unspoken. Remembering to use our heart allows us to notice what the other person is feeling and to empathize with what we would feel if we stood in someone else’s shoes.

Ask a family member to tell you about their day. Tell them you’re going to listen with your eyes, ears, and heart. Remember, while your family member is talking, you only listen.

Now, ask that family member to do the same for you. Tell them something that happened to you today. Draw a picture of someone listening with their eyes, ears, and heart.

3. Gratitude

Materials: pencil and paper

Gratitude is the quality of being thankful. Benefits of gratitude for children include increased feelings of well-being and reduced feelings of depression and disconnection. Every day have your child write down 3 things they are grateful for or 3 things that went well today in a notebook or on notecards. . As an extension, they can draw a picture to go with it.

4. Gratitude

Materials: paper, jar (container), pencil

Put a jar in a central location in your house with some scrap pieces of paper and a pen next to it. When your children think of something they are grateful for, have them write it on a piece of paper and put it in the jar. Once a day or week, empty the jar and read all of your thankful thoughts together as a family.

What Families Can Do

- Make a list of all the feelings you can name with your family. Post them on the refrigerator or a bulletin board.
- Ask your kids to identify the feelings that come up when conflicts arise. Talk about your own emotions and how they impact you.

Week 4

Learning Activities for Reading

Grade 4

Oregon reading standards emphasize the importance of **referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text**. This week, students will practice referring to details from biographical texts.

Week 4 Activities

1. Biography: Sylvia Mendez

Materials: Mini biography on next page

Optional: Watch Separate Is Never Equal read-aloud
<https://www.youtube.com/watch?v=QAg34W4bfxQ>

- Read the mini biography about Sylvia Mendez.
- Discuss: What challenges did Sylvia face? Give examples from the text.

2. Biography: Sylvia Mendez

Materials: Mini biography on next page, paper, pencil

- Re-read the mini biography about Sylvia Mendez.
- Discuss: How did Sylvia Mendez help her community and our school system? Why do you think she was awarded the "PRESIDENTIAL MEDAL OF FREEDOM?"

3. Biography: Troy Andrews

Materials: Mini biography on next page

Optional: Watch Trombone Shorty read-aloud
<https://www.youtube.com/watch?v=uLd2ICNJaco>

- Read the passage about Troy Andrews (also known as 'Trombone Shorty').
- Discuss: How did Troy Andrews become a successful musician? What lesson can readers learn from his biography?

4. Biography: Troy Andrews

Materials: Mini biography on next page

- Re-read the passage about Troy Andrews (also known as 'TROMBONE SHORTY').
- Discuss: How do you think Troy Andrews got his nickname 'TROMBONE SHORTY?' What details in the text helped you to understand how he got his nickname?

5. YOUR Autobiography!

Materials: *Optional: Paper, pencil, crayons, or video recording*

- Imagine you wrote an autobiography - a book about yourself. What would you want people to know?
- Tell, video record, draw, or write your autobiography - a story all about YOU!

What Families Can Do

- Read 20 minutes or more each day.
- *Optional:*
 - Circle unknown words and discuss the meaning or look in a dictionary or dictionary.com
 - Create your own award, like the one that Sylvia Mendez received. Who would you give it to? Why?
 - Trombone Shorty and his brother practiced playing music every day. What is something you want to get better at? How will you achieve your goal?
 - If you have access to the internet, send your autobiography to your teacher!

Mini Biographies

Mini Biography: Sylvia Mendez

Sylvia Mendez was born June 7, 1936. She grew up in California during a time when most schools were segregated. This meant that Latino students were not allowed to attend public schools with white students. When Sylvia and her brothers tried to enroll in their neighborhood school, they were told they had to go to a different, "Mexican school." Sylvia didn't understand why she had to go to a "Mexican school" because she was born and raised in America. Her parents were of Puerto Rican and Mexican descent, but they were American citizens and Sylvia spoke English. This didn't seem fair! The school that Sylvia and her brothers were forced to attend was dirty and small. They had no playground or cafeteria, and the students had to eat their lunch outside.

The Mendez family did not give up. Sylvia's parents and other activists from their community filed a lawsuit, which led to the desegregation of California public schools. A judge ruled that all students could go to school together and have access to the same resources. During her first days at her neighborhood school, some students were mean to her and told her to go back to the "Mexican School." However, she persevered, worked hard at school, and eventually became a nurse. She dedicated her life to sharing the story of her family's push for equal education. She was awarded the "Presidential Medal of Freedom" in 2011 for her brave work.

Mini Biography: Troy Andrews

'Trombone Shorty' is the nickname for Troy Andrews, who was born and raised in New Orleans, Louisiana. His family didn't have much money, but they always had a lot of music. Trombone Shorty and his brother would sing together and pretend to be in a band. Every year during Mardi Gras parades, Shorty loved listening to the brass instruments. He dreamed of making his own brass music, with lots of different sounds. He found an old trombone and started to produce his own songs. He took his trombone everywhere, even though it was almost bigger than him! He practiced every day, and sometimes even fell asleep with his trombone in his hand!

One day he went to a Bo Diddley concert with his mom, and he was invited on stage to play along. After that, he was inspired to start his own real band. They called it the "Five O'Clock Band" because that's the time they would practice together after finishing their homework. He continued to practice all the time, and started playing in a band with his brother. Today, after lots of hard work, his band is famous and they play concerts all around the world! However, Trombone Shorty still loves to return to his hometown in Louisiana to play music in the neighborhood where he grew up.

4th Grade - BINGO Reading Response

Learning Target: I can respond to my independent reading in order to keep track of my thinking, feelings, the plot, the characters, and questions I have.

Instructions:

- Choose a book - either from your home or online.
- Listen to and/or read the book for 20 minutes or longer.
- Pick a BINGO square to respond to. You can choose to write your response on paper or discuss with an adult at home. If you have a computer, you can type the response.
- Pick a different BINGO square every day. Try to get 5 in a row each week!

B	I	N	G	O
This character reminds me of somebody I know because...	This character reminds me of myself because...	I think this setting is important because...	This scene reminds me of a similar scene in (title of book) because...	This part is very realistic/unrealistic because....
I think the relationship between _____ and _____ is interesting because...	This situation reminds me of a similar situation in my own life. It happened when...	Questions I have after reading are...	A prediction I have for what may happen next is _____. I think these things will happen because...(What details in the section support your prediction?)	I like the way the author...
My favorite part of the book...	If I could be one of the characters in this story, it would be _____ because...	FREE Space	If I could talk to the author of this book, I would tell him/her...	What would you and your favorite character talk about in a conversation? Begin the conversation.
Do you think the title fits the book? Why or why not?	What type of reader would enjoy this book and why?	What motivates the main character?	Create an award for this book. Explain the award and why this book received it.	What two traits best describe the main character? How do you know?
I like/dislike this author's writing because....	If I could be one of the characters in this story, it would be _____ because...	Did this book make you laugh? cry? cringe? smile? cheer? Explain.	What parts of the book seem most believable or unbelievable? Why?	Do you like the ending of the book? Why or why not? Do you think there is more to tell?

Learning Activities for Title 1 Reading

Grade 4

Fourth graders have been learning about word parts called affixes. They use them to understand the meaning of long words. These activities will help them read and write words with affixes.

Week 4 Activities

1. Root Words and Suffixes

Materials: pencil or pen

A root word is a word that can become a new word when you add an affix.

Sometimes when you add a suffix to a root word, you need to change the root word a little bit.

If the root word ends with a consonant + y, you change the y to i before you add the suffix.

(Remember, consonants are all the letters except for a, e, i, o, u)

For example, rely becomes reliable. To be reliable is to be able to rely, or count on, someone.

Mercy + ful = _____ To be full of mercy or have ways to bring someone relief.

Ordinary + ness = _____ To be ordinary or common.

Duty + ful = _____ To be full of duty or obedience.

2. Adding a Plural Suffix to a Word Ending in the Consonant + y

Materials: pencil or pen

Plural means more than one. Usually, you add an -s or -es, but when the word ends with a consonant +y, you change the y to i and add es. **Example: baby becomes babies.** Are you ready to try it?

body becomes _____, bunny becomes _____, candy becomes _____,
fly becomes _____, and party becomes _____.

3. Adding a Comparative Suffix to a Word

Materials: pencil or pen

Comparative means how two things are different or similar. Usually, you add an “-er” but don’t forget the rule! For example, angry becomes angrier. I was angry at my brother but angrier at my sister!

brave becomes _____, fine becomes _____, dry becomes _____,
spooky becomes _____, and holy becomes _____.

4. Adding a Superlative Suffix to a Word

Materials: pencil or pen

Superlative means it is the most of something. Usually, you add an “-est” but--you know the rule!

Example: busy becomes busiest. He was busy doing school work, but his sister was by far the busiest.

Big becomes _____, calm becomes _____, fresh becomes _____,
Gloomy becomes _____, goofy becomes _____, lazy becomes _____.

5. Answer Key

:

#1: merciful, ordinariness, playful

#2: bodies, bunnies, candies, flies, parties

#3: braver, finer, drier, spookier, holier

#4: biggest, calmest, freshest, gloomiest, goofiest, laziest

What Families Can Do

Make a list of adjectives (describing words) that end in y. Then add either “-est” or “-iest” and see what word you get. Don’t forget the rule on when to change y to i!

Learning Activities for Writing

Grade 4

Oregon's English-Language Arts standards state that a key purpose of writing is to communicate clearly with an audience. These activities build on previous learning and will help your child write clearly and accurately.

Week 4 Activities

1 Continued Journaling

Materials: paper or notebook used to start journaling last week

Look for instructions in the previous week. Here are some new journal prompts to consider.

1. How have you been able to interact with people outside of your house?
2. What brings you happiness in your home?
3. What is something you look forward to everyday?
4. What are some of the benefits of being home with your loved ones?
5. Have you noticed any major changes in your day to day life? If so, what?

Parent Check: Ask your student if they are seeing an improvement in their writing, and talk to them about their growth both as a person and as a writer. Set a goal for something that they would like to improve upon for next week.

2. Roll-A-Story Writing Activity

Materials: paper (lined if possible), pen or pencil, dice

Creative writing has several benefits for our students. It encourages their imagination and creativity, while providing them with an opportunity for self-expression. Creative writing can also enhance a child's self-confidence, and their communication skills while laying out their thoughts to the reader.

This activity is used to help our students with their imaginative writing. Students will roll a dice and then use the chart below to find what elements (character, setting, problem) they will be using in their story. If dice are not available, the parent/guardian can have the student pick a number between 1-6 without looking at the chart for each of the three categories. The story should include a beginning, middle and end, and it is important that the problem gets resolved. Please have your child follow the writing steps used during Week 2 to complete a 4-square, rough draft, edit, and a final draft of this story.

Rolled #	Character	Setting	Problem
1	A two-headed monster	Inside a cave	Found an unlucky penny
2	A fire-breathing dragon	At a farm	Was chased by a tornado
3	A beautiful princess	By a lake	Got lost in space
4	An ugly toad	In a hot desert	Got separated from their friend
5	A handsome knight	In a dark forest	Ate a poisoned berry
6	A grumpy bear	At a magical castle	Lost their memory

Parent Check: Have your student read their story out loud. Does it make sense? Look for a capital letter to begin each sentence, correct ending punctuation and accurate spelling. Is there a clear beginning, middle and end? Does the problem in the story get resolved? Encourage your student to make it clearer and add detail where needed.

What Families Can Do

- Encourage your student to look over what they have written and reread it to themselves. If it doesn't make sense, encourage them to revise it with words that sound natural.
- If you don't have a dictionary handy, use a phone or tablet to check spelling on google.
- Show how you communicate daily with writing, including texts, emails, and job related paperwork.

Learning Activities for Math

Grade 4

Oregon math standards identify **understanding decimal notation for fractions and compare decimal fractions** as a priority skill in 4rd grade. Students are expected to be able to rewrite fractions with denominators of 10 or 100 as decimals, and compare these decimals.

$$\frac{1}{10} = 0.1 \quad \frac{2}{10} = 0.2 \quad \frac{3}{10} = 0.3 \quad \frac{1}{100} = .01 \quad \frac{2}{100} = .02 \quad \frac{3}{100} = .03 \quad \frac{45}{100} = 0.45 \quad \frac{125}{100} = 1.25$$

Week 4 Activities

1. Fractions and Decimals

Materials: paper and pencil

- Start by rewriting the following fractions as decimals $\frac{3}{10}$, $\frac{3}{100}$, $\frac{6}{10}$, $\frac{7}{100}$, $\frac{87}{100}$
- Students should practice changing fractions into decimals and decimals into fractions. They can also practice adding decimals together by changing the decimals into fractions, adding the fractions and then changing the fraction answer back into a decimal. For example:

$$0.4 + 0.2 + 0.3 = \frac{4}{10} + \frac{2}{10} + \frac{3}{10} = \frac{9}{10} \rightarrow 0.9 \text{ or } 0.2 + .035 = \frac{2}{10} + \frac{35}{100} = \frac{20}{100} + \frac{35}{100} = \frac{55}{100} \rightarrow 0.55$$

Try to make these into story problems as well. For example:

- Mr. O'Brien has $\frac{4}{10}$ of a pizza, Ms. Pitts has 0.35 of a pizza. Who has more pizza in total?
- Mrs. Daley scored a $\frac{68}{100}$ in the Annual David Douglas Teacher dunk contest. Mr. Burton scored 0.31. What was their combined score?

2. GAME: Coin Counters

Materials: a few handfuls of coins, paper and pencil

- Each player takes a handful of coins. Players then write the values of the coins as a decimal on a piece of paper. For example: quarter = 25¢ = 0.25 / dime = 10¢ = 0.10 / etc...
- Add your decimals together (remember to line up place value)
- Whoever has the highest value (most money) wins a point.
- First player to 5 points wins, the winner has to do a chicken dance.

3. Practice Counting Using Decimals

Materials: none (maybe a timer if you want to add a challenge)

- Have students practice skip counting using decimals. 0.2 (read as two tenths) 0.4 (read as four tenths) etc...
 - Also have students skip count by hundredths. 0.12 0.24 0.36 (read as twelve hundredths, twenty-four hundredths, thirty-six hundredths).
 - Once students get the hang of this, you can have them time themselves to see how fast they can skip count up to one whole.

4. "Shopping Spree"

Materials: Paper, pencil, other random household objects

- Gather random household objects. On pieces of paper write different fractions and put them in front of the objects. These will be the objects' "prices".
- Tell your student they will have a certain amount of "money" to spend (\$3.00).
- Have students pick different objects and write their prices down as a decimal.
- The goal is to get as close to the amount of money you gave them without going over. If they go over they have to sing a funny song to you.
 - If you want to add a twist you can make certain objects "on sale" ($\frac{1}{2}$ the cost listed etc...)

What Families Can Do

- Have your child help you count and estimate any time you use money.
- When cooking/baking have your child help measure different ingredients.

Learning Activities for Science

Grade 4

Next Generation Science Standards state that fourth grade students should be able to use evidence to construct an explanation relating the speed of an object to the energy of that object and make observations to provide evidence that energy can be transferred from place to place. These activities will help your child practice making observations and support their statements based on their observations.

Week 4 Activities

1. Ramps

Materials: Small balls or marbles, ramp

In this activity you'll explore how the angle of the ramp allows a ball or marble to roll more or less depending on the height of the ramp. The ramp can be made of almost anything that is flat and can be propped up at one end at different heights to create the variables.

- Set up the ramp with a space for the ball to roll once it gets to the bottom of the ramp.
- Adjust the height of the ramp and redo the experiment.
- Does the angle of the ramp change how far the ball/marble rolled? Does the weight or size of the ball change the distance? Can the ramp be too steep to let the ball go very far?
- The heavier the ball the _____ the ball will roll.

2. Collisions

Materials: Small balls, or marbles of different weight/size, ramp

Using the same materials, set up the ramp so that the balls/marbles can roll down the ramp. Using different size/weight balls/marbles, place one on the floor about 6 inches away from the ramp. Roll the other ball/marble so that it hits the other and observe the collision. Now switch which one you roll down the ramp. Observe the collision. How did the heavier ball react? How did the larger ball react? Which one moved farther? Was the difference about size or weight?

I noticed the _____ the ball, the _____ it moved.

3. Ramp Track

Materials: Small balls or marbles, ramp (paper tubes?)

Using household materials (with permission) make a marble track (series of ramps) that includes a change in direction, a free fall or "jump", and a transfer of energy (a collision) that sends another ball on to finish the course.

You may want to try tape and paper as well as paper towel rolls/gift paper wrapping rolls and books to set up ramps. Remember what you learned from the first activity and try to see if the different sizes/weights as well as the angle of the ramp can help you succeed. How long (time) can you keep things in motion from release to the end of motion. Can you include more than one collision etc.? Can you set up other "tricks" to include in the project?

Optional: Take a picture of your build and/or record a video of what happens.

What Families Can Do

- Talk about where we see ramps in real life.
- What sports use ramps? What do the ramps usually look like?

Learning Activities for Social Studies

Grade 4

Oregon social studies standards asks students to compare eyewitness and secondhand accounts of an event and to explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.

Week 4 Activities

1. He said/She said

Materials: Paper, pencil.

Sometimes what we hear about a situation is not always exactly how the situation is in reality. Think about some information that you recently received, but it turned out to be different once you witnessed the actual event.

- Which pieces of information were accurate? Inaccurate?
- Why do you think so?

2. Nature Walk

Materials: Paper, pencil. *Optional: crayons or markers*

First, take a look at the world outside of your window. What do you notice? Use your five senses. How would you guess the air feels? On one side of a paper, draw a picture and write a caption about your observation.

Next, go for a walk outside (with your family). Look around. What do you notice? Use your five senses. Does the air feel different than what you guessed earlier? On the other side of the paper, draw a picture and write a caption. Draw what you saw, felt, heard, smelled, and even tasted.

Why do you think it is important to get information from people who actually experienced it rather than from people who heard about it or got it from someone else?

3. Family Talent Show Part 1

Materials: Paper, pencil.

Discover the different artistic talents that each family member has. Ask them to prepare or just share a short presentation for your talent show on Friday. Write what you will say to introduce them to the audience.

4. Family Art

Materials: Paper, *crayons or markers*, pencil.

Create a colorful illustration on a large piece of paper. Draw a scene of an important event in your family's life as they settled in Oregon. Label people and places in your illustration. Also write a caption that summarizes the scene.

5. Family Talent Show Part 2

Materials: Notes to introduce people, props

Be the master of ceremonies for your family's talent show. Open and close the show. Introduce each performer. Also, perform or share something that you've prepared for your family. Share your experience with others.

What Families Can Do

- Have conversations with your children to help them use language to express their ideas about this week's activities.
- Be open and willing to prepare and/or share an artistic or performing arts talent with your family in a talent show setting.
- Praise your child(ren) for their engagement in these learning activities.

Learning Activities for Art Grade 4

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are providing activities in the discipline of **Visual Arts**.

Art Standard Addressed: VA.1.CR1.4.3 Constructively use, explore and manipulate materials and organizational principles to create a work of art that communicates an idea.

Week 4 Activities

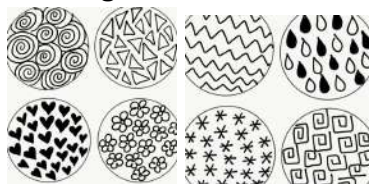
1. Nature Walk

Materials: leaves, sticks, pinecones, bag to collect items, paper, glue or tape

Go on a walk, outside, in a safe place where they can collect materials. Be sure to keep safe social distances while outside your home.

Collect a variety of leaves, flowers, plants, sticks, pinecones, things that are pleasing to your eye. Layout your collected items on a piece of paper and arrange them into a collage. It can be to make the letters in your name, abstract style art, or a replica of another picture. Glue or tape or items on your paper once you are done arranging items to your liking. Give your creation a name, if you want!

2. Zentangle Hands



Materials: paper, fine tip black pen & pencil

Trace your hand on a piece of paper. Fill in the outline of your fingers and hand with different designs. Go over your pencil marks with a fine tip pen or sharpie if you have one. Color in the different spaces created between the lines, or leave the design in black and white. Try again with other shapes.

3. Pinwheels for Peace

Materials: pinwheel template (attached), scissors, pencil, & straight pin.

Make a square piece of heavy paper, approximately 9" x 9". (A paper shopping bag works well.) Make lines from the four corners, $\frac{2}{3}$ of the way into the middle. See the pattern. Color and add design to your pinwheel. Follow the directions to put it together. Share your beautiful art, while retelling your favorite fairy tale or poem.

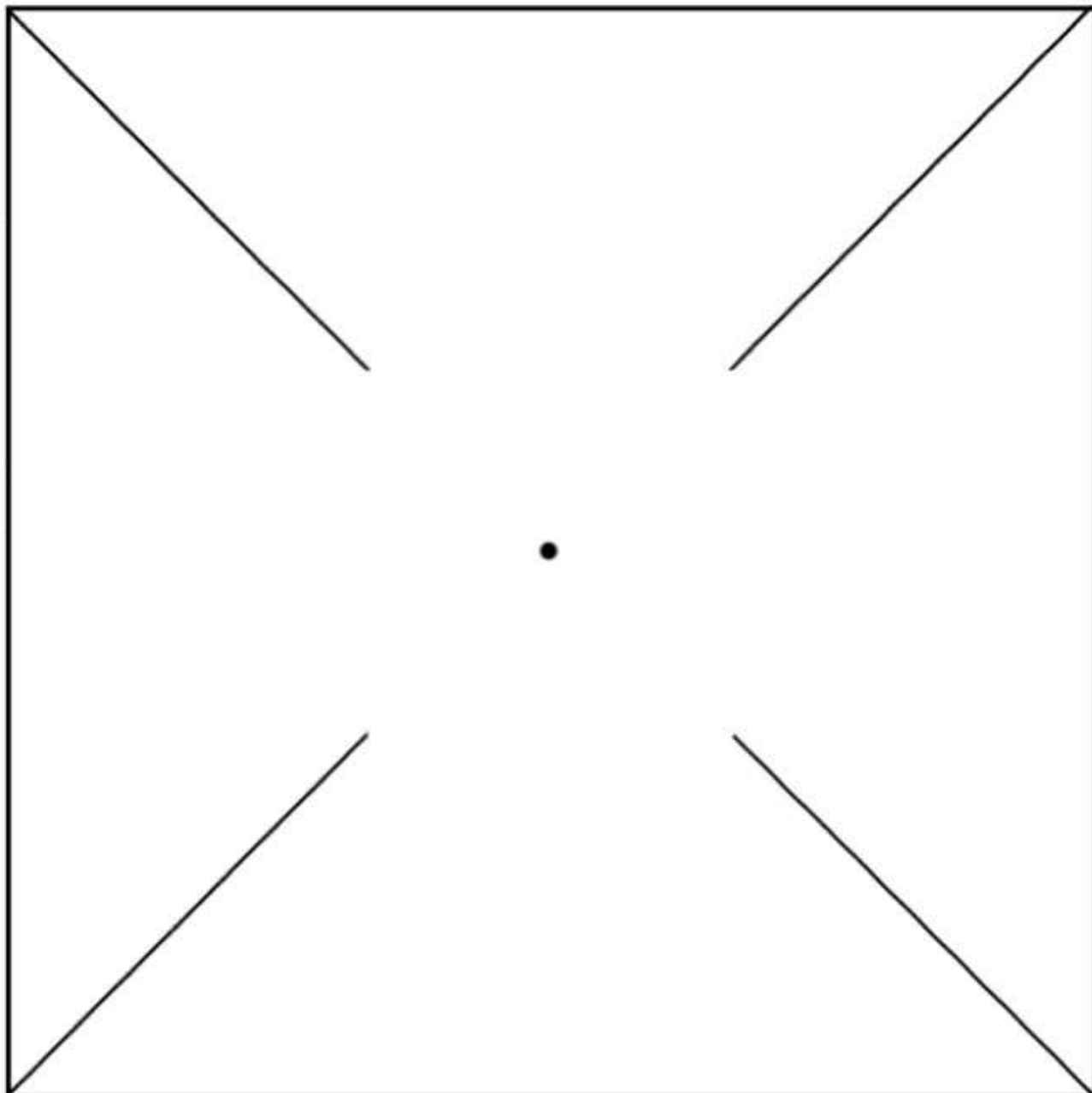
4. Recycled Art Sculptures

Materials: any materials from your home that you would normally put in your recycle bin

Create a sculpture of useful items out of materials that you usually place in your recycle bin. Wash the items, then glue, tape, clip, fasten them together. EX: Aluminum cans, yogurt containers, cereal boxes

What Families Can Do

- Join your learner on a walk outside. Be sure to keep safe social distances while outside your home. Predict how different natural materials will make different textures and designs.
- Pinwheels work best with heavier paper. You can use a paper shopping bag and cut it into a square, follow the pattern attached.



What you need:

Scissors
Straight pin
Pencil with eraser
Colored pencils or markers to decorate

Pinwheels for Peace

How to get started:

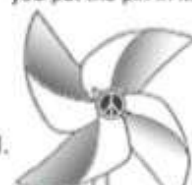
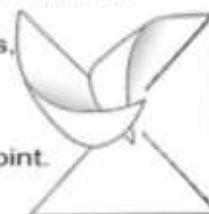
Cut out the pinwheel square on this page. On one side of the paper, write down your feelings about war/peace/tolerance/living in harmony. On the other side of the paper, use markers, colored pencils, paint, or other art media to visually express your feelings. Following the lines on the template, cut in from all four corners, leaving about 2 inches of center uncut.



Cut out this peace sign and put it in the center of your pinwheel before you put the pin in it.

To create the pinwheel:

Gently bend (don't fold) one of the cut corners to the center point. Skip the next cut corner, and bend the next one. Skip and bend until four points meet in the center. Then stick the straight pin through all four points AND the back of the pinwheel. Stick the pin into the pencil eraser. Find some wind to test it out.



Learning Activities for Health

Grade 4

Oregon Health Standards lists demonstrating the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks as a priority skill for 4th grade.

These activities help your student to effectively communicate healthy and unhealthy behaviors.

Week 4 Activities

1. Healthy vs. Unhealthy Electronic Use

Materials: Paper and pencil

Have a discussion about what is a healthy and unhealthy amount of time to spend using electronics in one day and give reasons why. (For example how much time is used for learning versus gaming and entertainment?) Write these on a chart and post it somewhere in your home to refer to when needed. Make a goal to cut down on your screen time if needed.

2. Communicating Daily Feelings in a Healthy Way

Materials: None needed

After dinner time play “Thorn, Flower, Bud” with your family members. Each person shares a thorn (challenge), flower (joy) and bud (looking forward to) of their day.

3. Identifying Healthy and Unhealthy Choices

Materials: Picture books or magazines

Look through a picture book or magazine. Point out and discuss healthy and unhealthy choices you see.

4. Fire Safety at Home

Materials: Paper and pencil

Discuss fire safety at home. What are ways common house fires start? What are ways to prevent an accidental fire? Discuss and create a home safety and emergency response plan. If there was a fire, what would your family’s plan be? Discuss any other questions you have with an adult.

What Families Can Do

- Talk about daily choices that you make that are healthy.
- Compliment your child when they make healthy choices and decisions.
- Students review the online safety guidelines they have learned this year during computer lab time.
- As you are reading or watching tv together point out healthy and unhealthy choices being made.

Learning Activities for Music

Grade 4

There are four standards in music in fourth and fifth grades: Create, Perform, Respond, and Connect. Each week, you will find an activity for each of those areas.

Week 4 Activities

1. Create: Be a Sound Effects Artist **Materials:** Anything that can make a sound

Choose a short read aloud book. Make a list of sound effects that can be added to the actions in the book and collect objects from around the house that you can use to imitate those sounds. Read the book out loud to a family member, adding your own special sound effects using the objects (or your voice) to bring the story to life.

2. Perform: Be a Band Leader **Materials:** Anything that makes a sound

Lead a drum circle with your family members using tables, chairs, or books to drum on. Play the question, "What do you miss from school?" in a rhythmic way. Each person can take turns answering the question with their own rhythm and sound. Try other questions or take turns being the leader. For example:

Leader: What do you miss from school? Sister: I miss my friends.

Leader: What do you miss from school? Uncle: Peace and quiet.

Leader: What do you miss from school? Granny: Not making lunches.

3. Respond: Be a Healer **Materials:** Musician Bio: John Legend (next page)

We're all dealing with big changes in our lives right now. Sometimes that can lead to stress, sadness, and worry. Remember that you are worthy and you are loved. Remember that music is there for you. When we listen to music or play music, it can help us to cope with tough times. It can relieve stress and be a source of happiness. Think about some ways music has helped you cope when life has been difficult, and some ways you might share music to help those you love. Next, read about how the musician John Legend has used music to help make the world a better place. What are some things he has done that you can relate to? How could you use music right now to make someone's life a little better?

4. Connect: Be a Sound Detective **Materials:** "Going on a Sound Hunt" sheet (next page), pen or pencil

Take a walk around where you live (stay mostly inside to be safe) and carefully listen to all the different sounds you hear. You can open windows or doors to listen outside as well! Write down what you hear in the box with the listed sound (*for example, you could write "tea kettle boiling" in the "Whistling Sound" box*). See if you can complete the list! This may take a few days.

What Families Can Do

- Listen to music by John Legend.
- In Activity 1, take turns reading a story and adding sound effects.
- Take your child on a "sound hunt" (Activity 4). Help them to find and identify as many sounds as possible.

Musician Biography: John Legend

John Legend is a talented musician who uses his music and his popularity to help people. Even before he became famous, John's goal was to be a positive force in the world. He won an essay competition when he was 15 years old, and this is part of what he wrote:

"I plan to impact society by developing my own character and being a leader in the community by example. I plan to use my social skills and my musical talents to be a positive role model for my fellow Afro-Americans. I envision a successful musical career that will allow me to obtain high visibility in the community. This, in turn, will put me in a position of great influence, which I will utilize in order to be an advocate for the advancement of blacks in America."

John has lived the life he described, not just winning many awards for his music, but also helping people, from paying for school lunches for kids to helping victims of Hurricane Katrina.

Interesting Facts:

John was born in Springfield, Ohio.

His mom was a seamstress and his dad was a factory worker.

When he was four years old, he sang with his church choir.

His grandmother started teaching him to play the piano when he was 7.



GOING ON A SOUND HUNT



a banging sound	a tinkling sound	a humming sound	a tapping sound
a screeching sound	a crunching sound	a swishing sound	a cawing sound
a rattling sound	a splashing sound	a whistling sound	a squeaking sound
a buzzing sound	a chirping sound	a ringing sound	a clanging sound
a whispering sound	a clicking sound	a dripping sound	a fluttering sound



Learning Activities for PE

Grade 4

Oregon state standards for physical education include educating and inspiring all students to participate in a variety of physical activities so that they find enjoyment and benefits to physical activity and lead an active/healthy lifestyle.

Week 4 Activities

1. Math Fitness

Materials: No equipment needed

Solve the equations to figure out how long or how many times you must perform each exercise.

$64 \div 8 =$	push ups	$\underline{\hspace{1cm}} \div 9 = 3$	seconds of balance on one foot
$8 \times 3 =$	jumping jacks	$56 \div 7 =$	frog jumps
$18 \div 2 =$	squats	$42 \div 6 =$	donkey kicks on each leg
$30 \div 5 =$	mountain climbers	$3 \times 5 =$	v ups
$7 \times \underline{\hspace{1cm}} =$	49 left lunges	$6 \times 4 =$	seconds of ski jumps
$7 \times 4 =$	kick your bottom	$8 \times 6 =$	seconds of invisible jump rope
$21 \div 3 =$	right lunges	$6 \times 7 =$	seconds of jogging in place
$33 \div 3 =$	burpees	$24 \div 4 =$	tricep dips

2. Ranking of Cardiovascular Activities **Materials:** Cardiovascular Sheet (see attached)

Research and then rank the following activities according to their ability to increase one's cardiovascular fitness.

3. Rock, Paper, Scissors, Stretch **Materials:** 1 partner

1. Everyone must know how to play rock, paper, scissors.
2. The object of this game is to stay balanced without falling over. Try to stay balanced longer than your partner.
3. Play your partner rock, paper, scissors. If you win, do not move your feet. Each time you lose a game, take one foot and step backwards (this foot will step back every time).
4. Keep playing rock, paper, scissors and stretching out after each round (see rule #3). The game goes until someone falls over, holds onto something for balance or cannot stretch any further.

Game Variations:

- Play with 3 people at once, stretch out for each person who beats you. For example: if 2 people pick paper and one person plays rock, the person who played rock will take two steps back.

What Families Can Do

- Family discussion on why being healthy is important.
 - How do we stay healthy?
 - Why are healthy foods important? What are some types of healthy foods?
 - What is fitness and why is it important?
 - How many minutes should you be active in a day? Why?
 - Do we have a family fitness routine? If we do, how is it going? If we don't, should we make one?

Name _____ Date _____

Subjects: Reading, Library Skills

Activity: Conditioning

Directions: Research and then rank the following activities according to their ability to increase one's *cardiovascular* fitness.

ACTIVITY	RANKING (<i>high, medium, low</i>)
Aerobics (dance)	_____
Hiking	_____
Table Tennis	_____
Water Skiing	_____
Volleyball	_____
Golf	_____
Rope Skipping	_____
Archery	_____
Handball	_____
Tennis	_____
Swimming	_____
Softball	_____
Basketball	_____
Raquetball	_____
Weight Training	_____
Gymnastics	_____

The three most taxing activities are:

The three most sedentary activities are:



Learning Activities for Speaking & Listening

Grade 4

Oregon speaking and listening standards identify **reporting on a topic** as a priority skill in 4th grade. These activities will help your child tell a story or discuss a topic in an organized manner, giving appropriate facts and descriptive details to support the main idea.

Week 4 Activities

1. Weather Report

Materials: pencil, paper, and crayons *Optional: recording device*

- Observe and record the weather throughout the day making sure to include the time of day, temperature, precipitation or other descriptive details.
- Use your notes to create a weather report for the evening news.
Optional: Make visuals (drawings) and film your broadcast.

2. Make Your Own PSA

Materials: pencil, paper, and crayons *Optional: recording device*

- Research and record rules and information for what to do to avoid the spread of coronavirus.
- Use your information to make a poster or commercial sharing what you learned.

3. Alternative Ending

Materials: movie, book or television show

- Watch a movie/television show or read a book and come up with your own alternate ending.
- Think about what you would change about the story, character or what happened at the end.
- Orally tell your alternative ending to a family member or write it down as a story or graphic novel.

4. History of Toilet Paper

Materials: information on toilet paper (online), paper and pencil

- Research the history of toilet paper. Take notes on important or interesting facts.
- Pretend you are a teacher and create a lesson on the history of toilet paper.
- Make sure to answer who, what, where, when, why and how questions.

5. My Favorite Animal

Materials: book, online article or YouTube video, paper and pencil

- Research your favorite animal. Take notes on important or interesting facts.
- Pretend you are a Zoo Keeper and create a presentation on your animal.
- Extension activity: Draw and label a detailed picture of your animal or record your presentation.

What Families Can Do

- Give feedback after the report. Ex. "I liked the _____ part." "What did you mean when you said _____?"
- Change any activity to be from another person or characters' point of view
- Dress up as zoo keepers helpers for the presentation
- Create a special place for the presentation; stage, seating area, popcorn, tickets
- Create a report of what people have used instead of toilet paper over the years

Learning Activities for Wellness & Self Care

Grade 4

Oregon health standards for 4th grade include knowing how to **use effective ways to communicate personal boundaries and show respect for the boundaries of others.**

Week 4 Activities

1. Empathy Tool

Materials: paper and pencil and story (book or from memory)

Empathy is caring for yourself and caring for others. The goal for positive relationships is to say what you are feeling, and to listen with caring and understanding to what the other person is saying and feeling.

Read a story to your child, or use a story you both know well.

As you read the story, ask, "Have you ever felt that way?" or "I know just how he feels!" or "How do you think she feels right now?" Discuss how each character is feeling and why they might feel that way.

2. Empathy Tool

Materials: family member

Ask a family member to tell you about a difficult thing they had to do. Tell your family member how you think they felt when they had to do the difficult thing.

EXAMPLE: Mom says—"I had to wait in bad traffic for an hour, and I was late for work." You say—"I bet that made you feel frustrated and angry. I know you hate to be late for work." Were you right about how they felt?

Think together with your family member about something you saw during the day where you felt some Empathy for what someone else was experiencing. Discuss what you saw and how you felt.

EXAMPLE: Lisa was not allowed to go outside and play, Lisa was sad.

3. Empathy Tool

Materials: cartoon sheet (see attached) and pencil

Create a cartoon with at least 2 characters and create a problem where one character has to have empathy for the other. For example, no one is playing with me during recess, someone called me a name, someone got in front of me in line. Use dialogue to express emotions and empathy.

What Families Can Do

- Talk with your child about seeing things from someone else's perspective — by "walking in someone else's shoe."
- During conflicts, listen without judgment when your child talks about how he/she is feeling. Naming their feelings is the first step to helping children figure out why they are having those feelings, and then do some problem-solving.

