

# Emergency Closing Learning Plan Fourth Grade

**Directions:** Select at least one activity per column to complete each day. Color or check the box when you have completed a given activity.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>How To</b> Think of something you like to do (game, sport, hobby, recipe, etc.). Write to teach someone else how to do this activity.	<b>Create a Skit</b> Develop a skit with your family using the story elements (character, setting, plot and theme). If you have access to a multimedia device, record the performance and critique it as a family.	<b>Fact and Opinion</b> As you are out in your community, you will see multiple signs/billboards. Create a list of any facts or opinions you read.	<b>Sequencing</b> Use the provided graphic organizer to create a graphic novel that tells a story of any part of your day.	<b>Compare and Contrast</b> Create a Venn Diagram comparing and contrasting an activity you did in the morning versus an activity you did in the evening.
<b>Word Web</b> Choose a Science or Social Studies topic that you have learned about in class. Create a word web (word cloud/Wordle) that includes all key vocabulary for that topic.	<b>Sort It Out</b> Look through a book you are reading to find words with prefixes and suffixes. Make a list that is sorted by prefix and suffix. How many words can you find?	<b>Story Clues</b> Create a story using five made up words. Have someone in your household write down what they think those words may mean. Make sure to include plenty of context clues.	<b>Game Builder</b> Create your own word game. Don't forget to write the rules (think about using synonyms, antonyms, and homophones).	<b>Word Talks</b> Pretend you are a reporter for the local news station. Have a conversation with the oldest person and the youngest person in your home. Record any words they use that have a multiple meaning.
<b>Character Traits</b> Choose a family member or character from your favorite game, movie, or show. List at least five of their character traits.	<b>Conflict and Resolution</b> As you read select a character and identify the conflict they faced and tell how it was resolved.	<b>Recording Studio</b> Record yourself reading or read to someone else. Listen to the recording or ask for feedback and think about how you can improve your fluency. Set a goal. Record yourself or read to that person again. Did you meet your goal?	<b>Cause and Effect</b> Lots of cause and effects happen throughout your day. Example: You have the day off and now you get to read all day. Identify three cause and effect relationships that happen throughout the day.	<b>Audio Book</b> Listen to an audio book (Chesapeake Public Library, Benchmark Literacy, etc.), and summarize the story.
<b>Word Hunt Treasure</b> Imagine you are locked in your school library overnight. The book you are currently reading holds the code for unlocking the door and setting you free. What would the code be and why?	<b>Partner Pair/Pear</b> Using what you read today, you and your partner locate five homophones and illustrate each word and the partner word(s).	<b>Poetry Jam</b> Write a rhyming or free verse poem about something you have learned in math, science, or social studies. Use sensory words to help your reader visualize and make connections.	<b>Affixes in Action</b> Using what you read today, locate at least five words that contain prefixes and suffixes. Use those five words to create your own word search, crossword puzzle, or story.	<b>Zoo Crew</b> Pretend you are a zookeeper and you are going to select one animal that is new to your zoo. Create a brochure/pamphlet that uses creative vocabulary to help your reader better visualize and understand the animal. Include key information and illustrations.

## Reading Assignment 2: Reading Extension Activities

# Daily Reading Challenge

*Complete one activity each day and have an adult initial.*

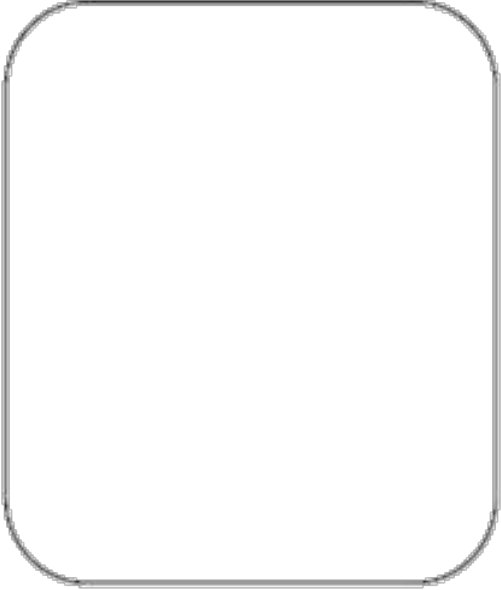
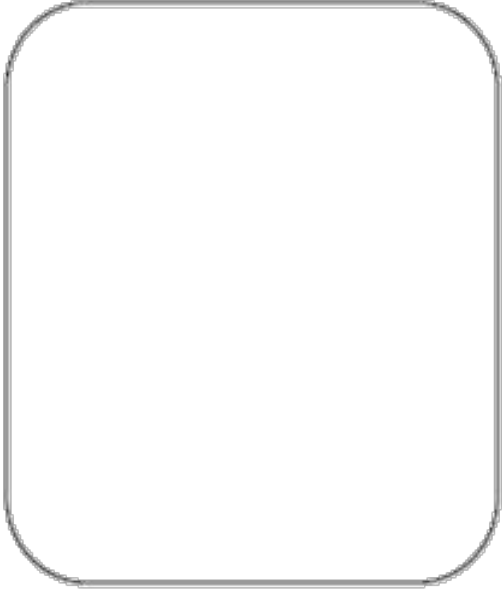
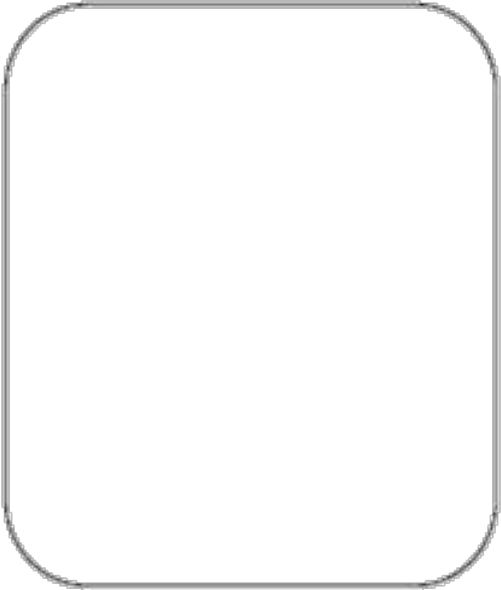
*Complete at least 10.*

<b>Read to a stuffed animal or your pet.</b>	<b>Read with a flashlight.</b>	<b>Read under a tree.</b>	<b>Read to a family member.</b>
<b>Read in the car.</b>	<b>Read a nonfiction book.</b>	<b>Read a cereal box.</b>	<b>Read a recipe, and make it with a family member.</b>
<b>Read a set of directions to a game and then play the game.</b>	<b>Read on a blanket in your favorite spot.</b>	<b>Read in your pajamas.</b>	<b>Read like a robot or with another accent.</b>
<b>Read a poem.</b>	<b>Read a fairy tale.</b>	<b>Read about a famous person.</b>	<b>Read a fiction book.</b>
<b>Read on a device. (computer, iPad, etc)</b>	<b>Read a joke.</b>	<b>Read three food labels.</b>	<b>Read a magazine.</b>

**Graphic Novel Organizer**

**Directions:** Use the description box to write what is happening in your picture.

**Title:** \_\_\_\_\_



### Reading Assignment 3: Online Digital Resources (Optional)

**Directions:** The following links can be used to provide additional instructional experiences if digital access is available.

- <https://sites.google.com/accomack.k12.va.us/itrt>

#### FREE APPS:

Here are some possible apps to use on your phone.

- **Khan Academy Kids** is available on App Store, Google Play and Amazon Appstore for free.
- **SeeSaw** is available on App Store, Google Play and Amazon Appstore for free. Choose from thousands of engaging activities to use seamlessly within Seesaw. Search by grade level, subject, and keyword to find activities made by teachers.
- **SplashLearn** offers many games to play. After it is downloaded it can be played offline with no need for the internet.
- **MooseMath** app teaches counting, addition, subtraction, sorting and more. It's free and available on AppStore Google Play and Amazon Appstore.
- **Math Slide** is great to practice tens and ones and understanding numbers up to 100. It's free and available on AppStore Google Play and Amazon Appstore.
- **Word Wagon** is a great way to practice building sight words. It's free and available on AppStore Google Play and Amazon Appstore.
- **Duck Duck Moose Reading** has 9 different word and letter activities. It's free and available on AppStore Google Play and Amazon Appstore.

#### FREE WEBSITES:

- [www.kahoot.com](http://www.kahoot.com)
- [www.coolmath.com](http://www.coolmath.com)
- <http://iq.whro.org/>
- [www.storyonline.net](http://www.storyonline.net)
- [www.starfall.com](http://www.starfall.com)
- [www.storyplace.org](http://www.storyplace.org)
- [www.stornory.com](http://www.stornory.com)
- [www.prodigygame.com](http://www.prodigygame.com) (math)
- [www.reading.ecb.org](http://www.reading.ecb.org)
- <https://mrnussbaum.com>

For additional digital resources specific to your child's school, please consult the school's webpage.

**Accomack County Public Schools**  
**4<sup>th</sup> Grade Reading Review Passage**

**Directions:** Read the flier and answer the questions that follow.

## Sand Art Card

Sand is not just for the beach! Sand can be used to make interesting cards for friends and family. Make one for a friend just to say “hello,” or make many cards to send as party invitations. These fun cards will surely brighten anyone’s day!

**Supplies that are needed:**

- A sheet of newspaper
- A small container of sand
- A piece of construction paper
- A marker
- A pencil
- A bottle of glue
- One paper plate

**Tip:**

Sand can be bought from a craft store or collected on the beach. If you gather sand from the beach, remove any pebbles or shells.

Before beginning, prepare the work area by spreading out a sheet of newspaper on a table. By doing this, the cleanup will be much easier.

**Follow these steps to make a sand card:**

1. Fold the piece of construction paper in half to make the card.
2. Using the marker, write a special message on the inside.
3. When you are finished, use the pencil to draw a design, or shape, on the front of the card. This design should be a simple outline of a shape, such as a heart, a star, or a moon.
4. Fill in the pencil outline with glue. Use enough glue to fill in the design—do not forget the edges! Try to spread the glue evenly inside the design.
5. Sprinkle sand on top of the glue. Scatter the sand so that the glue is covered completely. Once the glue is covered, gently tap the edge of the card over the paper plate so that any loose sand will fall off the card.
6. Set the card aside until the glue is completely dry.
7. Once the glue dries, the card is finished.



**Another Great Tip:**

Sand can also be dyed to make even more colorful pictures. First, place a small amount of sand into a plastic cup. Next, pour just enough water in the cup so that the sand is covered. Then add a few drops of food coloring. Stir the mixture. Let the sand sit until it soaks up the food coloring. Drain the water out of the cup and scatter the sand onto a paper towel so it can dry completely. Use the colorful sand to make beautiful pictures!

Sand art does not always have to be given away to someone. Use sand art to make a sign for your bedroom door or a work of art to hang on the wall. Use your imagination and see how many ways you can use this fun idea!

**Accomack County Public Schools  
4<sup>th</sup> Grade Reading Review Passage**

**1. The author includes the first paragraph in order to –**

- A** list the materials for the craft
- B** provide a tip for the reader
- C** introduce the reader to a new creative way to use sand
- D** explain where to find sand

**2. The main reason for removing pebbles and shells from the sand is to —**

- A** keep the card from looking homemade
- B** help to keep the work area clean
- C** allow the surface of the card to be smooth
- D** make the cleanup time faster

**3. Read the information from the flier.**

**Another Great Tip:**

Sand can also be dyed to make even more colorful pictures. First, place a small amount of sand into a plastic cup. Next, pour just enough water in the cup so that the sand is covered. Then add a few drops of food coloring. Stir the mixture. Let the sand sit until it soaks up the food coloring. Drain the water out of the cup and scatter the sand onto a paper towel so it can dry completely. Use the colorful sand to make beautiful pictures!

**If the author wanted to change the heading for “Another Great Tip”, what would be the best heading?**

- A** Beautiful Pictures
- B** Playing with Sand
- C** Sand Art
- D** Coloring Sand

**4. Which two words from the flier are *antonyms*?**

- A** colorful, beautiful
- B** gather, scatter
- C** top, front
- D** many, enough

**Accomack County Public Schools**  
**4<sup>th</sup> Grade Reading Review Passage**

**5. Which sentence about this flier is a *fact*?**

- A** Colorful sand makes beautiful pictures.
- B** Sand can be found on the beach.
- C** Cards will help a person feel better.
- D** Markers are easier to use than pencils.

**6. Complete the following activities:**

- A) Use ordinary household materials to create an art project.**
- B) Create a flier for your art project.**

**Accomack County Public Schools  
4<sup>th</sup> Grade Reading Review Passage**

**Directions: Read the story and answer the questions that follow.**

**Captain of the Carrots**

<sup>1</sup> My younger brother Daniel likes to work in our garden. Last summer he grew carrots to enter in the county fair. He won first prize and received a blue ribbon. There is more to the story, however. To win, Daniel needed the sun, the rain, and a little help from a scarecrow we named "Captain of the Carrots."

<sup>2</sup> One morning Daniel and I walked outside to the garden. The feathery, green tops of ten carrots had been chewed to the ground. We looked around the garden trying to discover what had happened to the carrots.

<sup>3</sup> "Jason, who did this?" Daniel asked, frowning.

<sup>4</sup> "Not me," I said. "I'm pretty sure rabbits are eating your carrots. You'll just have to scare them off."

<sup>5</sup> "Well, I've read books about farmers building scarecrows to put in their fields. Should we build one?"

<sup>6</sup> "Why not?" I said. "If it works for crows, why not for rabbits?"

<sup>7</sup> Our scarecrow was a bit unusual. We dressed it in an old band uniform Grandpa gave us. Daniel had a pretend policeman's hat that we placed on top of the head. At last the scarecrow was complete. We placed it in the garden.

<sup>8</sup> "He looks like a guard," Daniel said.

<sup>9</sup> "Of course," I said. "He's the Captain of the Carrots." The silly name stuck. The rest of the day Daniel kept saying that the Captain of the Carrots would scare those rabbits away.

<sup>10</sup> The next morning, however, more carrots had been nibbled. Daniel was upset. The rabbits must have discovered that the scarecrow was not a real person after all. We stood looking at the carrots.

<sup>11</sup> "Can't you enter them in the fair without the green tops?" I asked.

<sup>12</sup> "No, Jason," Daniel snapped. "It's against the rules."

<sup>13</sup> "Well, part of the row is still here. You need only a couple of carrots to enter."



**Accomack County Public Schools**  
**4<sup>th</sup> Grade Reading Review Passage**

<sup>14</sup> "True," Daniel said. "Let's ask Dad if we can stay up tonight and watch over the carrots. Maybe he will want to camp with us too."

<sup>15</sup> Dad thought Daniel had a clever idea. He believed Daniel's carrots were worth guarding and could win the big prize at the fair. So we packed a blanket and some snacks and headed to the garden after dark.

<sup>16</sup> Not long after we had settled in, my brother fell asleep. All of a sudden, Dad and I could hear munching sounds. The rabbits were back to finish eating my brother's carrots, so I told Dad that I would take care of the situation. I stood up, walked to the useless scarecrow, and took the hat. If my brother was going to win that blue ribbon, someone had to take control. Protecting the carrots was all up to me, the new Captain of the Carrots.

**Accomack County Public Schools**  
**4<sup>th</sup> Grade Reading Review Passage**

**1. Which question is answered in paragraph 1?**

- A** How many carrots are eaten?
- B** Why is Daniel growing carrots?
- C** Who decides to make a scarecrow?
- D** Where does Daniel place the scarecrow?

**2. The main purpose of paragraph 2 is to —**

- A** describe the garden
- B** present the conflict
- C** compare the brothers
- D** introduce the character

**3. Read this dictionary entry.**

**snap** (snap) *v.* **1.** To break apart instantly. **2.** To grasp something suddenly. **3.** To speak sharply. **4.** To move quickly.

**Which meaning of snapped is used in paragraph 12?**

- A** 1
- B** 2
- C** 3
- D** 4

**4. Why does the narrator call himself the new Captain of the Carrots?**

- A** He wants to see the rabbits up close.
- B** He likes to pretend he has a new name.
- C** He enjoys spending time in the garden.
- D** He is taking the place of the scarecrow.

Accomack County Public Schools  
4<sup>th</sup> Grade Reading Review Passage

5. Directions: Choose the answers to complete the sentences below. Explain each answer.

At the beginning of the story, Daniel and the narrator feel

\_\_\_\_\_.

What evidence from the text supports your answer? \_\_\_\_\_

\_\_\_\_\_

After making the scarecrow they felt \_\_\_\_\_.

What evidence from the text supports your answer? \_\_\_\_\_

\_\_\_\_\_

The next morning after they made the scarecrow, Daniel and the narrator felt

\_\_\_\_\_.

What evidence from the text supports your answer? \_\_\_\_\_

\_\_\_\_\_

guilty

surprised

angry

silly

accomplished

brave

6. Write about a time you worked with someone to solve a problem.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_