

# **RSU 57**

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

# Continuous Learning LEARNING MENUS

**MATH** 

**LITERACY** 

**SPECIALS** 

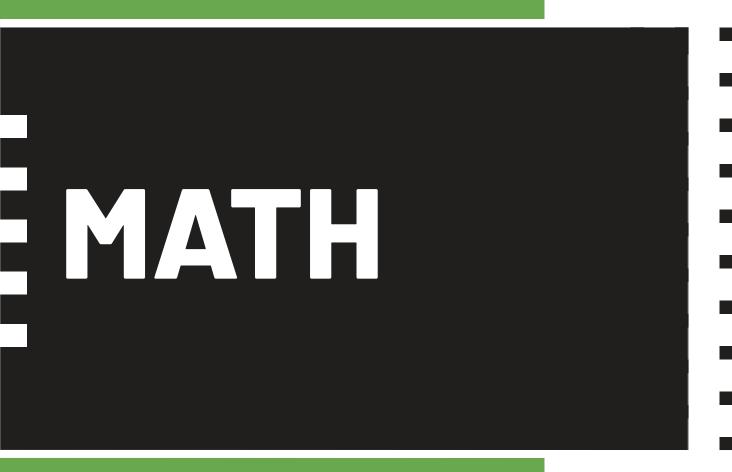
**Printables** 

Week 4



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# LEARNING MENU MATH& STEM

**GRADE 4** 



#### 🌟 = EVERYDAY ITEMS



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



IXL Diagnostic or (Math E.6, E.10 E.15, or E.16)



Create a division cootie catcher (also known as a fortune teller) and quiz yourself or a family member.



4

Visual Division Worksheet Two digit division worksheet Three digit division worksheet Division riddle worksheet



Weekly Esti-Mystery:

Daily Clue - Submit all estimates on Friday. Monday reveal!



Play Lure of the Labyrinth on Brainpop

bit.ly/3eGp36M



7

Watch your continued learning video assigned by your teacher



Division Memory Game (play this memory game by printing these cards or make your own on index cards)



Watch the Number Rock video about long division.

bit.ly/2VoVX4k



10

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



Why do animals' ears look different from yours? What would life be like if your ears were shaped differently? Let's make new ears for yourself and find out! Click for more instructions.



Have you ever visited a fishway or fish ladder? There is likely one near you that you can visit with your family. What fish are ladders? Click here to learn more.







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

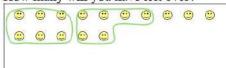


#### Visual Division

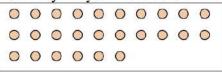
Name:

Use the shapes provided to answer the questions.

Ex) There are 15 shapes below. How many groups of 6 can you make with them? How many will you have left over?



2) There are 26 shapes below. How many groups of 4 can you make with them? How many will you have left over?



4) There are 28 shapes below. How many groups of 2 can you make with them? How many will you have left over?



6) There are 18 shapes below. How many groups of 5 can you make with them? How many will you have left over?



8) There are 18 shapes below. How many groups of 3 can you make with them? How many will you have left over?



1) There are 27 shapes below. How many groups of 5 can you make with them? How many will you have left over?

,	J	J	J	J	A	J	Ø	J	J	
Ā	A	Į.	A	A	A	A	A	A	Ø	
B	J	J	A	J	B	J				

3) There are 23 shapes below. How many groups of 9 can you make with them? How many will you have left over?

☆	☆	☆	公	☆	☆	☆	合	☆	☆	
公	☆	☆	台	☆	台	☆	台	☆	☆	
☆	☆	☆								

5) There are 14 shapes below. How many groups of 4 can you make with them? How many will you have left over?



7) There are 27 shapes below. How many groups of 6 can you make with them? How many will you have left over?

110 11	11114	, ,	,	<i>j</i> • • •	1166 1	0 10				
Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ		
Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	
Δ	Δ	Δ	Δ	Δ	Δ	Δ				

9) There are 14 shapes below. How many groups of 3 can you make with them? How many will you have left over?

0	0	0	0	0	0	0	0	0	0	
0	0	0	0							



	1
7	2
XX.	_



# **Division Worksheet**

1 a.	1 b.	1 c.
6) 4 8	6) 1 8	6) 3 3
2 a. 3) 3 0	2 b. 5) 4 1	<b>2 c.</b> 5) 2 3
3 a.	3 b.	3 c.
4) 3 0	5) 3 3	5) 1 5
4 a.	4 b.	4 c.
5) 2 9	5) 3 7	3) 2 8

Division with Partial Quotients

Name:

Solve each problem.

Answers

# Solve the Division Riddle

Solve each problem below by dividing. Use the letter key to solve the riddle.

Letter Key					
21 = R	12 = O				
31 = I	16 = G				
85 = D	17 = Y				

Where did Louie the dog purchase his shiny new collar?



At a store called...

10 850	36 432	45 720	24 384	15 255

11 935	13 403	18 216	19 399
		eq.	

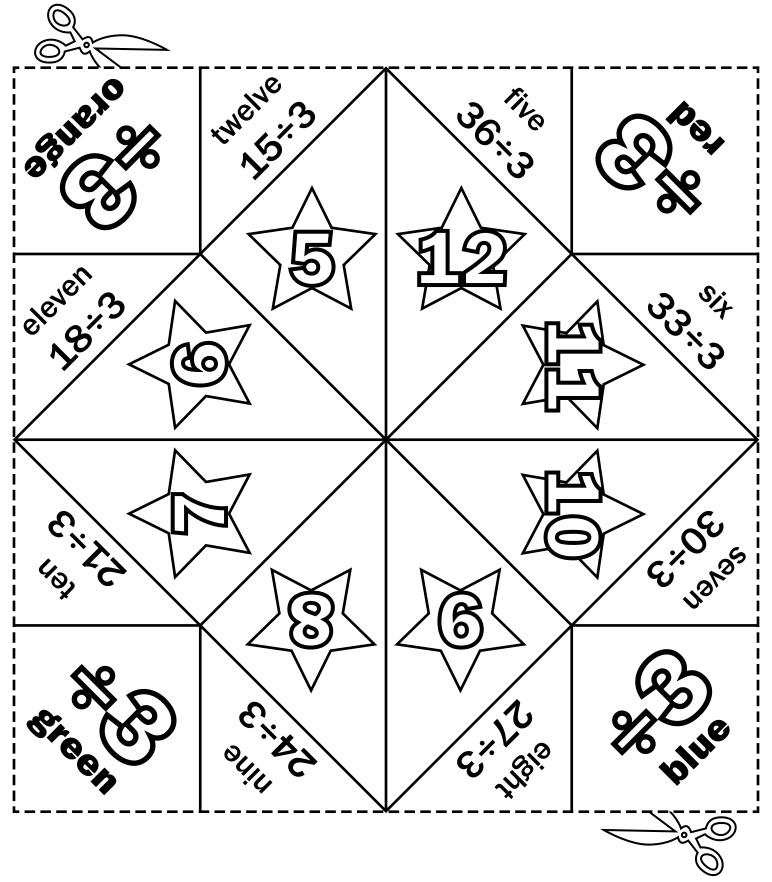
Why do animals' ears look different from yours? What would life be like if your ears were shaped differently? Let's make new ears for yourself and find out! Use paper, tape, and scissors to make at least three different shaped ears. Look at pictures of animal ears if you need ideas or inspiration. (Be careful not to cover the opening to your own ear when you make these new ear shapes-you want to collect sound in new ways, not block it!) Compare your normal hearing with what you can hear when you wear the new ears you've made. For example, what happens when you wear tall, thin ears like those on a horse? What happens when you wear ears with flaps over them, like a basset hound's? Can you design a shape you don't see in nature? What are the advantages and disadvantages of changing the shape of your ear? Does one design work better than the others? Do things sound different if you're wearing two different types of ears? Use words and pictures to explain what you found out about different ear shapes.

**MATH BOX #12** 

Have you ever visited a fishway or fish ladder? There is likely one near you that you can visit with your family. What are fish ladders? How do they help fish survive? Watch this 6 minute video to learn more about a fish ladder here in midcoast Maine. What problem does the fish ladder solve? What do you notice about the way the fish ladder is built? What kind of information do you think scientists and engineers would need to know about the fish and their environment before they started this project? Make a list of the information that scientists and engineers would need to know. Read this article from Engineer Girl, to find out how scientists and engineers use technology to learn more about the migration patterns of fish and other animals. What do you think engineers will design in the future to help keep our wildlife free and on the move?

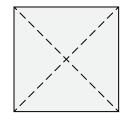
safeYouTube.net/w/cyq8

# Cootie Catcher Division by Three

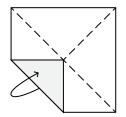


#### How to make the Cootie Catcher:

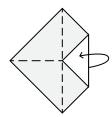
1. Cut out your cootie catcher and color it. Place the square faceup and fold and unfold the square in diagonals from corner to corner so you end up with x shaped creases.



2. Place the square facedown and fold each of the four corners in so the points meet in the center.



**3.** Turn the paper over so the flaps are now facedown. Fold each of the four corners in so the points meet in the center.



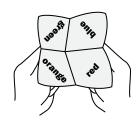
**4.** Fold the square in half from side to side, then unfold it. Fold the square in half from bottom to top.



5. Slide both thumbs and index fingers under the four flaps.



**6.** Pinch the top corners together with the thumbs and fingers under the flaps to form a point.

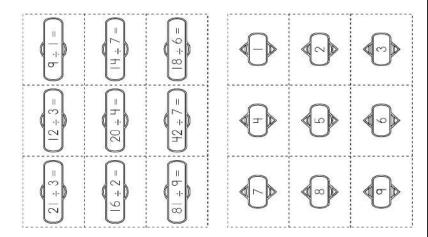


### How to play:

- 1. Choose one of the colors printed on the outside square (red, blue, green, or orange).
- 2. Open and close (front to back and sideways) once for each letter in the color selected. For example: red would be opened and closed three times.
- **3.** Choose one of the number words showing and open and close once for each letter in the number selected. For example: nine would be opened and closed four times.
- 4. Choose one of the four math problems shown inside and answer it.
- 5. Lift the flap the question is on and check your answer.

Note: Step 3 can be skipped to make the game move faster.

# Division Memory Match Game



This game is played like the memory match card game that many children are familiar with. It is designed to reinforce their understanding of basic division.

#### Materials:

Division fact cards and quotient cards (pages 2-5)

#### Set up:

Copy the cards on card stock so students cannot see through the paper.

Cut the cards on the dotted lines.

Laminate the cards, if desired.

#### How to Play:

Lay all of the cards upside-down on the table and mix them up.

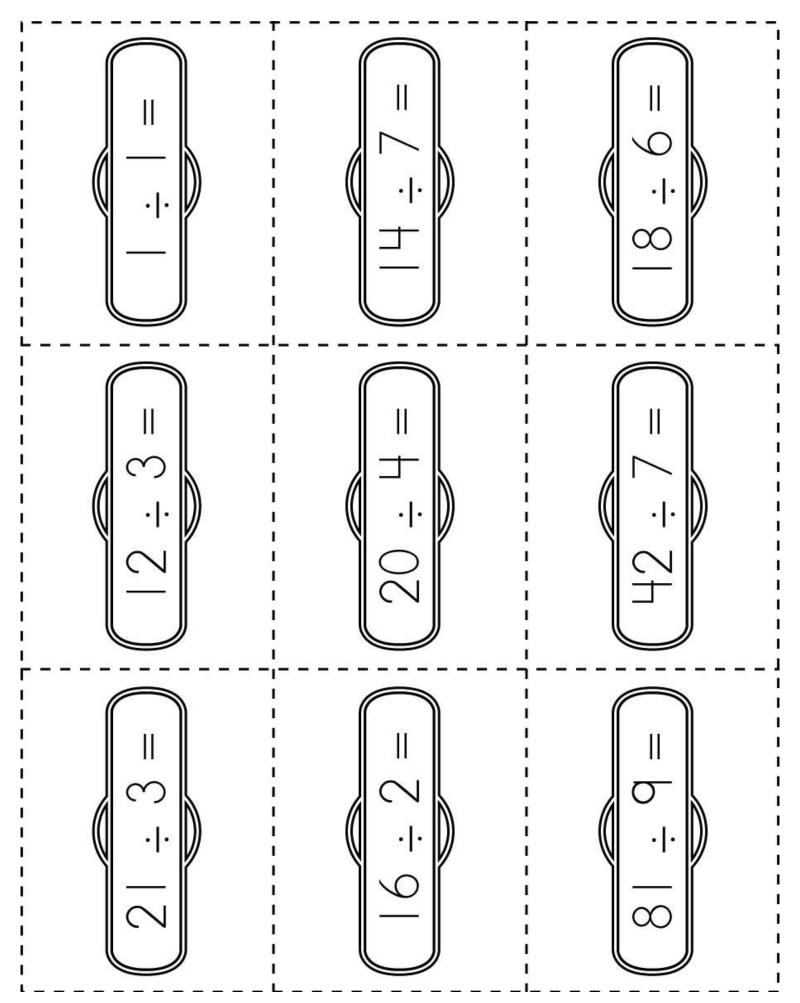
Players will try to flip pairs of matching cards.

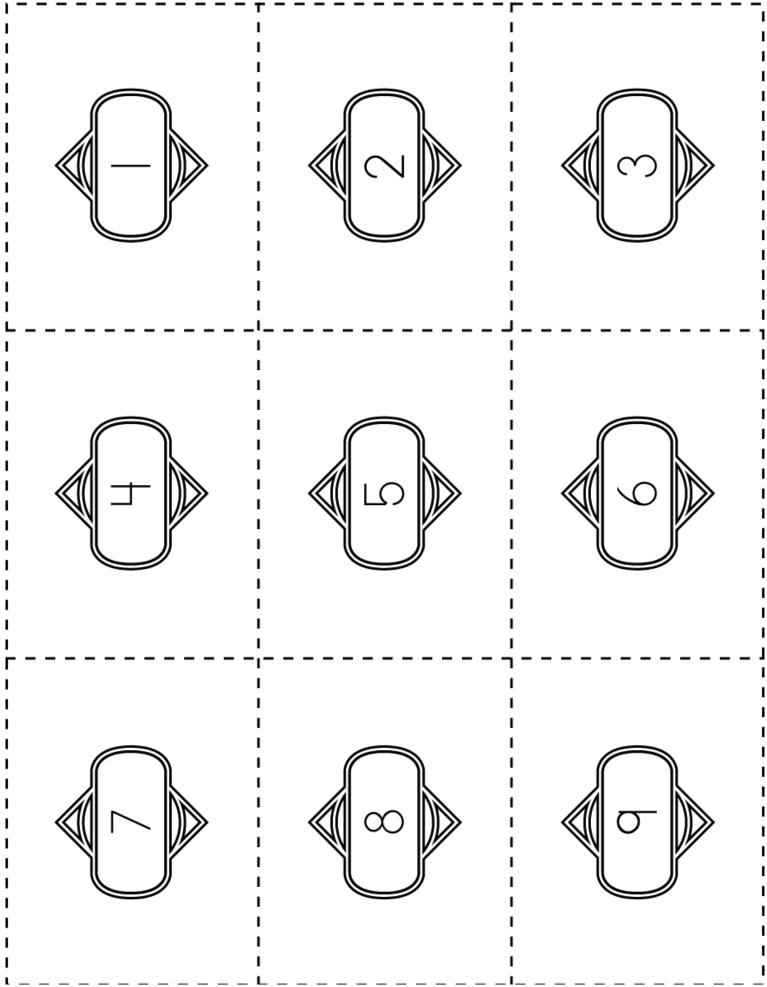
example: The "12 ÷ 4" card matches the "3" card

Player 1 flips two cards. If the cards match, he or she gets to keep both cards. If the cards do not match, then the cards are flipped back upside-down.

Then, player 2 gets a turn to try to flip matching cards. Players alternate until all cards have been removed from the game.

When the game is over, the player with the most cards is the winner.





# Wild Engineering: Great Migrations

Posted Tuesday, September 20, 2016 at 11:08 AM



Every fall, hundreds of Canada geese congregate in the fields and marshes around my hometown. It is the start of their annual southward migration. Geese are only one of many animal species that travel great distances every year to find more abundant food and/or water or to mate.

Many of these great wildlife migrations have become more challenging over time as humans develop more land and build more fences, roads, and other barriers to movement.

Part of designing solutions is understanding the problems. Engineers are helping scientists map out animal movements with GPS trackers, satellite sensors and unmanned drones, even motion-sensing cameras. Genetic testing, catch and release programs, and efforts to reintroduce animals into the wild also rely on tools and technologies developed through biomedical, materials, electronic, and mechanical engineering.

Engineers not only help scientists better understand migratory patterns, they can help animals around obstacles.

Fish ladders or fishways are a example of one way we have engineered a solution to help animals migrate. Salmon is one kind of fish that live most of their life in the ocean but are spawned in shallow, freshwater streams. They return to the same streams to spawn. When rivers are dammed, the salmon cannot return to their spawning grounds. Fish ladders are a series of low steps that the fish can leap up and swim across to bypass the dam.

Many of the last great mammal migrations happen in central Asia. This region contains the largest intact, interconnected grasslands in the world and there are several species of mammals - some critically endangered - that migrate across it each year. There is a lot of construction in the region: new railways, roads, and border fences are putting pressure on wildlife. Good planning and engineering can create greenways with over- and under-passes on roads and railways. Wildlife-friendly fencing and gates can help as well.

Like most engineering challenges, designing solutions to help migrating animals involves working with many different stakeholders: local communities, national and international governments, businesses, scientists, and of course, wildlife. Resources are limited and competing interests are many.

What will engineers design in the future to help keep our wildlife free and on the move?

Photo courtesy of the US National Park Service.



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# LEARNING MENU LITERACY

**GRADE 4** 



1 🍁

Read to self for 20 minutes or more daily. Respond to/record your reading as instructed by your teacher. 2

\*\*\*Listen to a story/book read by your teacher, family member or librarian. 3 🖠

Word Work: See your teacher for your assignment.

4

Raz Kids, NewsELA, or Reading Plus- Choose a book/story and answer the questions after you read. 5

IXL ELA Grade 4 Language Arts:

F1, F2, or F3 (Similes and Metaphors)

**6** Figurative Language: Onomatopoeia — Watch the video

Onomatopoeia. Then write a comic or a weather poem using the technique of onomatopoeia. Poem Template- bit.ly/34XD3ol Comic Template:

bit.ly/3bzoz0a

7

Time Capsule Book: complete 1 page of your choice and take a photo and submit to your teacher. Time Capsule Book link 8

Fluency
Record your reading of
Running Water or Storm and
share with your teacher.
Storm- bit.ly/3cFjlLl
Running Water-

9

May Day Project www.readingvine.com/pass ages/may-day

Read the poem, share your answers to the 4 questions with your teacher

10

American Revolution:Ben Franklin's Big Splash

safeYouTube.net/w/bXX7

11

bit.ly/3eFldcY

Use visualization: Draw a scene from your independent reading book or a book you listened to today. Use detail, what did you imagine?

**12 Writing:** Must choose this box 2 days this week.

**Day 1** of Informational Writing: Brainstorm a list of things you are an expert at and could teach someone about.

Topics for Informational Writing

Day 2: Rehearse with a family member and tell them all the things you know about that topic.

How to Write a
Nonfiction
Chapter Book

Think of a topic.



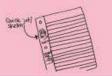
Plan chapters before you write them.

Draft and Revise.

Organize your information: make a table of contents.



 Jot subtopics—use key words or sketches in the margin.



 Think of the questions people will ask, and answer them.









 Rehearse for writing by teaching yourself or someone else.



· Include specific details.













 Choose a paper design to fit the content of each chapter.



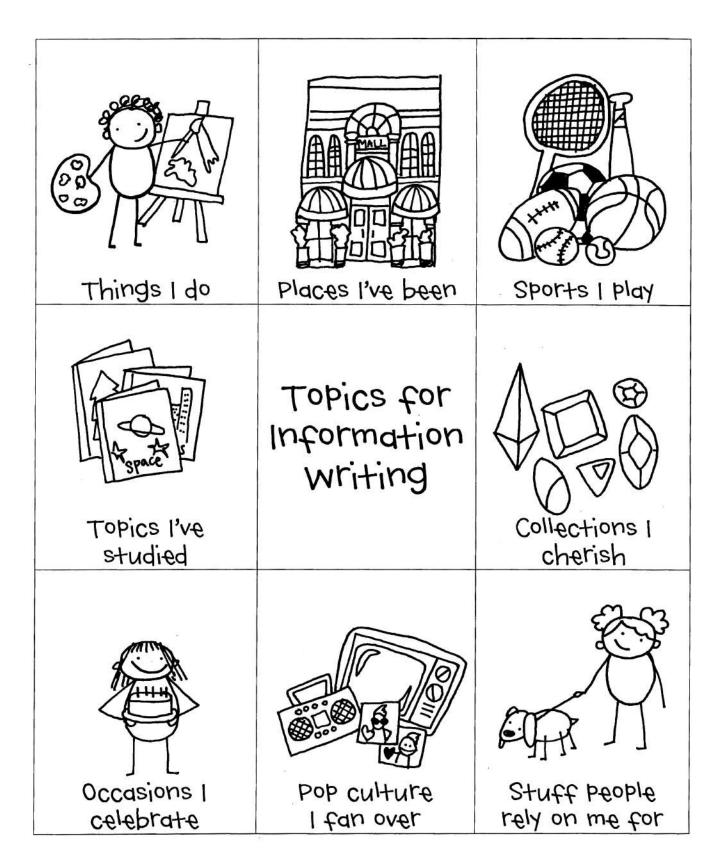
 Aim to make a special beginning and ending.

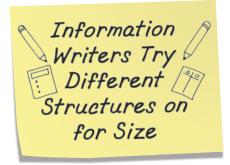


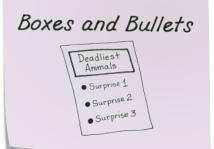


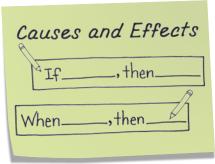
 Don't just add subtract parts that don't fit.



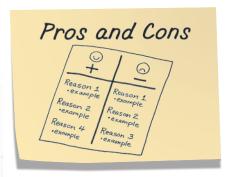


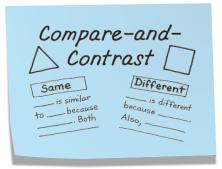




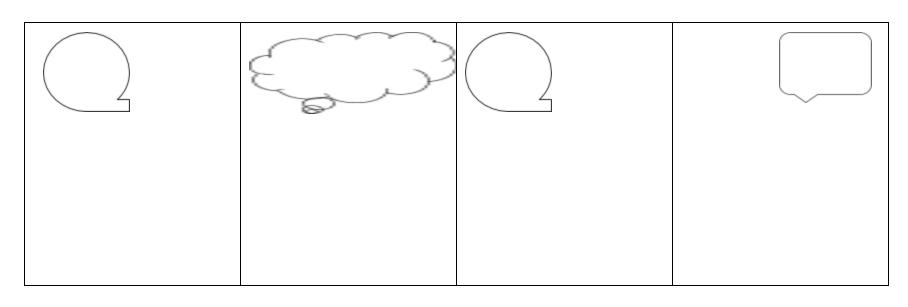








Create a comic strip below with at least 4 examples of onomatopoeia.





# May Day

by Elizabeth Trach

There comes a day

In merry May

When fairies play

Together.

The sun shines down

And all around

The tiny town

There's dancing.

They beat their wings,

The robin sings,

And Nature brings

Warm weather.

Goodbye to snow!

To Spring, hello!

Cry fairies aglow

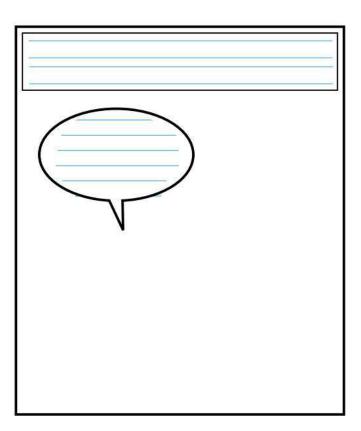
And prancing.

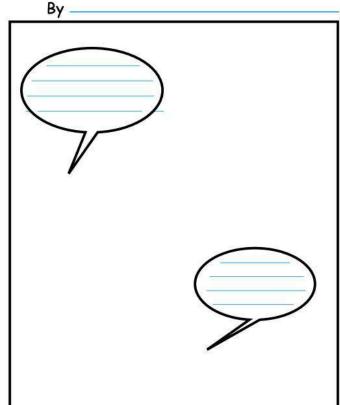
Questions:
1. When does this poem take place?
2. Which words in the poem rhyme?
3. How do the fairies feel about spring? How can you tell?
4. What is your favorite season and why?

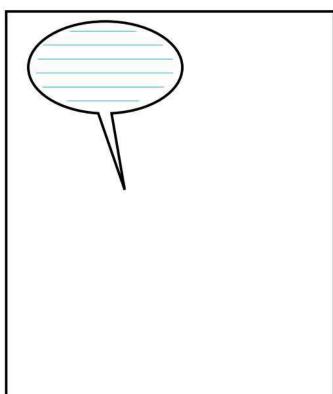
# Onomatopoeia: words that imitate the sound they describe Onomatopoeia- words that create a sound effect that mimics the thing described, making Often related to: animals oink the description more expressive and interesting. collisions Create a poem that uses onomatopoeia to describe a scene in your life. For example, what do you hear when you are- brushing your teeth? helping with dinner? fishing? playing a game? 1) Pick a scene. Write it here. 2) Brainstorm words below that you might hear at the scene. Use words from above and/or your own. 3) Now combine those words and add some connecting words to make a poem below!

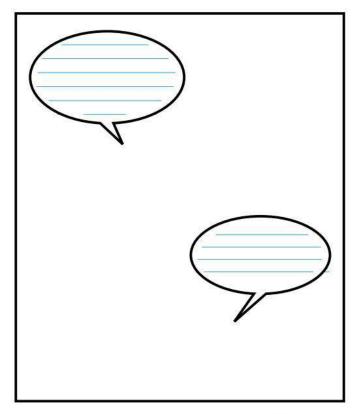
First, think of an action-filled story where you can use onomatopoeia. Then map out the action. Use this template or create your own! Use onomatopoeia AT LEAST 3 times!

Title









## **Running Water**

water plops into pond splish-splash downhill warbling magpies in tree trilling, melodic thrill



whoosh, passing breeze
flags flutter and flap
frog croaks, bird whistles
babbling bubbles from tap

By Lee Emmett, Australia

### Storm

Booming and Banging thunder in the air

Crashing and Rumbling waves against wet rock

Bombing and scraping, lighting the sky

Swishing and Sloshing rain on a windscreen

Metallic thuds on a tin roof

Swishing and Swooshing the flooding roads

Howling and Moaning, wind attacking

Wavering, Crashing and Sizzling

Power everywhere

Thudding and Banging hail on every window

Slamming and Echoing

doors in the house

by Olisha Starr

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# SPECIALS

# LEARNING MENU SPECIALS

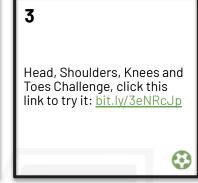
**GRADE 4** 



W.O.W (Workout of the Week): Wednesdays with

rsu57.zoom.us/j/298414629

Mrs. Person at 11:00:









7 Kaboom Fireflies: Try playing the cup ostinatos with the song Fireflies! First, watch this video to practice. Then, try performing it with this video. See your music teacher for further directions. Tutorial: safeyoutube.net/w/Vii6 Play-along video: safeYouTube.net/w/Dki6 See your teacher for an extension to this activity!

Select a song from this playlist, then complete the listening log found either in your music teacher's Google Classroom or SeeSaw.
<a href="mailto:tinyurl.com/y7s648kk">tinyurl.com/y7s648kk</a>

8

Greate a sound map. Take a walk outside, and notice any sounds you hear. When you get back, draw a map that shows the path you took. Then, note the sounds you heard, and where you heard them. You can show the sounds with words or with pictures.

Choose a favorite story and create puppet characters (using spoons, popsicle sticks, socks, etc..) then act out a puppet show of the story. Be sure to focus on following the story line with your dialogue. Make it digital: Record yourself acting out part of the story with your puppets and share with your librarian.

The Invisible String:
Finding connection, even when we can not be together.
safeYouTube.net/w/LTS7



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

#### Flip a Coin Workout

**Directions:** Find any coin, flip it in the air (with some flare), how does it land? Follow the chart to see which exercise you can complete!

Clin #	Heads	Tails
Flip #	neads	Tails
1	Jog in Place: 1 minute	20 Jumping Jacks
2	Plank: 30 seconds	8 Push-ups
3	10 Squat Jumps	Wall Sit: 30 seconds
4	15 Crunches	10 Sit-ups
5	High Knees: 30 seconds	Invisible Jump Rope: 1 minute
6	20 Small Arm Circles (both ways)	20 BIG arm circles (both ways)
7	Mountain Climbers: 30 seconds	10 Burpees
8	20 Squat Jumps	20 Calf (heel) Raises
9	20 Sumo Squats	10 Plank Toe Touches
10	20 Plank Jacks	Butt Kicks: 30 seconds

What song did you listen to?

Was there someone singing?

Describe the ensemble (group of musicians) that performed the song. What instruments did you hear? Was it a large group or a small group?

Circle the tempo/speed of the song:

**Fast** 

Medium

Slow

What did the song make you think of? How did it make you feel?

Anything else you would like to share about the song you chose?

Please choose from <u>ONE</u> of the following lessons to work on over the course of <u>two or three half-hour weekly sessions.</u>

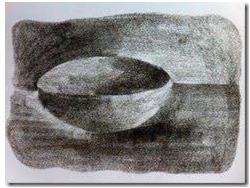
#### **Charcoal Drawing**

If you have a wood stove, burn pit, outdoor fireplace, then you have bits of charcoal! These lumps of charcoal will make wonderful black lines on paper. It is a soft chalk-like line that can be smudged (moved around).

Week 1: Find a piece of charcoal (from a COLD fire area) and an eraser. You may also need a paper towel or something to wipe your fingers on.

Start to create a drawing of your choice. Start out by pressing really lightly with your charcoal and slowly darken some shadowy areas of drawing by pressing down harder.

Week 2: Work on finishing the last few details of your drawing.







### **Collagraph Printmaking**

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



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

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

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

#### **Diorama**

A Diorama is a form of art that uses various materials to create scenes and backgrounds. They can really be made out of anything! Shoeboxes are great to use as a base for your diorama. Here are some examples:







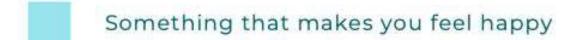
Week 1: Brainstorm ideas for your diorama: under the sea, woodland, your bedroom, prehistoric times, etc. Collect some materials that you can use as props for your scene: fabric scraps, dried foods (pasta, beans, rice), natural materials (pine cones, rocks, dirt, sand, leaves, tree bark, flowers, etc.), toilet paper or paper towel tubes, markers, crayons, colored pencils, figurines, stickers, paint, cotton balls, q-tips, etc.

Begin to put your diorama together.

Week 2: Finish your diorama!

# SCAVENGER HUNT

Self-Awareness Edition









Something you like to do when feeling silly



Something that reminds you of someone who makes you feel loved



Something you do or use to calm down when feeling mad



Something that tells about a time you were brave



Something or someone that you feel grateful for



www.constantloveandlearning.com



# SCAVENGER HUNT







Something that would make a teacher, friend, or family member feel happy



Something you can do or say that would make others feel silly and laugh



Something to show something you've done or said to make friends or family feel loved



Something you've seen others do or use to calm down when feeling mad



Something you can share that will make someone else feel curious



Something you can say or do when you see others feeling sad



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#### **Kaboom Percussion - Fireflies**

Try playing the cup ostinatos with the song Fireflies! First, watch <u>this video</u> to practice. Then, try performing it with <u>this video</u>. We would love to see a video of what you do!

Tutorial: <a href="https://safeyoutube.net/w/Vii6">https://safeyoutube.net/w/Vii6</a>

Play-along video: <a href="https://safeYouTube.net/w/Dki6">https://safeYouTube.net/w/Dki6</a>

#### **Extension**

If you did this activity last week, come up with your own cup pattern to do with Fireflies, or another school appropriate song! What simple cup pattern fits the song? Can I use two different patterns to represent different parts of the song? Send us a video of your hard work!