

## **Fourth Grade Learning Resources**

### **May 2020**

Dear Families,

Enclosed is our final set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

[www.highlineschools.org/coronavirus/learning-support/home-learning-supports](http://www.highlineschools.org/coronavirus/learning-support/home-learning-supports).

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Estimadas familias,

Adjunto se encuentra última de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

[www.highlineschools.org/coronavirus/learning-support/home-learning-supports](http://www.highlineschools.org/coronavirus/learning-support/home-learning-supports).

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Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập sau cùng với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bổ túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

[www.highlineschools.org/coronavirus/learning-support/home-learning-supports](http://www.highlineschools.org/coronavirus/learning-support/home-learning-supports).

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmadeena ugu danbeysa ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyeedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qiimaynta dheeriga ah. Waxaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybteena koowaad ee khayraadka iyo kordhinta la heli karo, fadlan booqo bartayada internetka:

[www.highlineschools.org/coronavirus/learning-support/home-learning-supports](http://www.highlineschools.org/coronavirus/learning-support/home-learning-supports).

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እሽጉ የእርስዎ ተማሪ በዚህ የትምህርት ዘመን ቀደም ብሎ የተማራቸውን ችሎታዎችን ለመለማመድ ሊጠቀምባቸው የሚችል አማራጭ የመማሪያ ግብዓቶቻችንን የመጨረሻ ስብስብ ናቸው። እነዚህም ተግባራት የተሰጡ ስራዎችን ለሚሟላት የታሰቡ እና በቀጥታ በልጅዎ መምህር የቀረቡ ተግባራት ናቸው። ይህ ከ 2-3 ሳምንታት የሚሆን ተጨማሪ ትምህርት ለመደገፍ የተቀረበው ነው። ተማሪዎች ከዚህ እሽግ ውስጥ ከአንድ የሂሳብ ተግባር እና ከአንድ የማንበብ ተግባር ያልበለጠ በየቀኑ እንዲያጠናቅቁ እንመክራለን። ለተጨማሪ የትምህርት እና የልምምድ እድሎች፣ የመጀመሪያዎቹን የሀብቶች ስብስቦችን እና የሚገኙን ቅጥያዎችን ጨምሮ ለማግኘት፣ እባክዎ ድር ጣቢያችንን እዚህ ላይ ይጎብኙ፡

[www.highlineschools.org/coronavirus/learning-support/home-learning-southwest](http://www.highlineschools.org/coronavirus/learning-support/home-learning-southwest).

# 4th Grade Math

To access the online resources in this packet as well as lessons from other grade levels, visit **<https://bit.ly/homemathresources>**

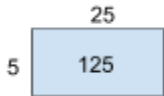
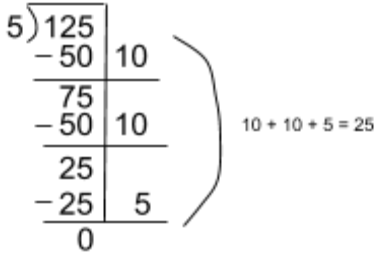
**Grade 4 Day 6: Whole Number Division**

<b>Grade</b>	4
<b>Day</b>	6
<b>Math</b>	Dividends can be broken-up into smaller parts which make time easier to divide.
<b>Audience</b>	Teachers
<b>Language of Instruction</b>	English
<b>Objective</b>	Any dividend can be broken up into smaller parts, which are easier to divide. This division relies on understanding of partial product as well as the relationship between the dimensions of a rectangle and its area.
<b>Standard</b>	<p><b>Number and Operations in Base Ten<sup>2</sup></b></p> <p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p> <p>4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><sup>2</sup> Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</p>
<b>Links to printable materials (Student facing)</b>	Math Homework <a href="https://docs.google.com/document/d/1nN365QPB0vIvRMUx9bOQrtTfKbQtP24JJbWMTWG2FbI/edit">https://docs.google.com/document/d/1nN365QPB0vIvRMUx9bOQrtTfKbQtP24JJbWMTWG2FbI/edit</a>
<b>Online / Blended Resources</b>	<p>Visually explore the concept of factors by creating rectangular arrays. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/</a></p> <p>Product Game: exercises your skill with factors and multiples: <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</a></p> <p>Short (2 minute / easy to follow) video on Division: Partial Quotients <a href="http://everydaymath.uchicago.edu/teaching-topics/computation/div-part-quot/">http://everydaymath.uchicago.edu/teaching-topics/computation/div-part-quot/</a></p>



	Worksheets	Online
Launch	<div>Divide large numbers by breaking them up into smaller parts.</div> <div>Multiply <math>5 \times 25</math> using the partial product or box method. (The answer is 125.)</div> <div><div>Dividend is the number to be divided.</div><div>Quotient is the answer.</div><div>Divisor is the number dividing the dividend.</div><div><math>125 \div 5 = 25</math> (<b>125</b> is the <b>dividend</b>. <b>5</b> is the <b>divisor</b>. <b>25</b> is the <b>quotient</b>).</div></div> <div><div><math>125 \div 5</math> looks like this in a division array rectangle.</div><div><div><div><div>10</div><div>10</div><div>5</div></div><div><div>5</div><div>50</div><div>50</div><div>25</div></div><div>125</div></div></div><div><div><div>10</div><div>10</div></div><div><div>5</div><div>50</div><div>50</div></div></div><div><div>5</div><div>25</div><div>10 + 10 + 5 = 25</div></div></div> <div><div><div><div>• <math>50 \div 5 = 10</math></div><div>• <math>50 \div 5 = 10</math></div><div>• <math>25 \div 5 = 5</math></div><div>• <math>125 \div 5 = 25</math></div></div></div></div>	<div>Short (2 minute / easy to follow) <b>video on Division:</b> Partial Quotients</div> <div><a href="http://everydaymath.uchicago.edu/teaching-topics/computation/div-part-quot/">http://everydaymath.uchicago.edu/teaching-topics/computation/div-part-quot/</a></div>



	<p>So, now we know that the missing dimension is 25.</p> 	
<b>Explore</b>	<p>Students translate their work with division rectangles to a more abstract notation. This is called “partial quotient” long division.</p> <p>Students to look at the two ways to show thinking their thinking making the connections between <b>partial quotients and array triangles</b> as explained above (Launch)</p>  <p>Students explain what the 10s and 5 on the right side represent in terms of the division rectangle?</p>	<p><b>Homework Grade 4 Day 6</b> <b>(Whole Number Division)</b></p> <p><a href="https://docs.google.com/document/d/1nN365QPB0vIvRMUx9bOQrtTfKbQtP24JJbWMTWG2Fbl/edit">https://docs.google.com/document/d/1nN365QPB0vIvRMUx9bOQrtTfKbQtP24JJbWMTWG2Fbl/edit</a></p>
<b>Summarize</b>	<p>Division can be represented with an area model as well as with the partial quotient algorithm.</p> <p>Partial quotient algorithm is a way to calculate quotients without having to draw rectangles all the time.</p> <p>Making the connections between rectangle arrays and algorithm (partial quotients) is an important connection that supports the understanding of the connections between multiplication and division.</p>	<p>This <b>Product Game</b> site will support the ideas of multiplication and division through the understanding of factors and multiples:</p> <p><a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</a></p>

## Math Grade 4 Day 6: Whole Number Division

1. At the school cafeteria, each student who ordered lunch gets 7 chicken nuggets. The cafeteria staff prepares for 500 students.

How many chicken nuggets does the cafeteria prepare altogether?

2. Jayna has fifty times as many stickers as her cousin. Jayna's cousin has 5 stickers.

How many stickers does Jayna have?

3. Find the sum.

$$75,320 + 2,680 =$$

4. Find the product.

$$753 \times 5 =$$

5. Find the quotients.

a.)  $240 \div 4 =$

b.)  $240 \div 6 =$

c.)  $240 \div 2 =$

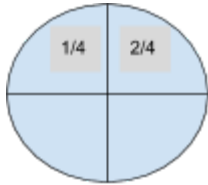
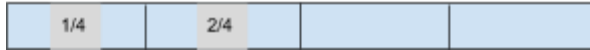
6. Jayna has 36 chicken nuggets and wants to share them with six of her lunchroom friends, how many chicken nuggets will each friend have to eat?



**Grade 4 Day 7: Fractions, Dividing Wholes into Parts**

<b>Grade</b>	4
<b>Day</b>	7
<b>Math</b>	One whole can be divided into many equal parts. Denominators tell us how many parts the whole has been divided into. The numerator tells us how many parts are being considered.
<b>Audience</b>	Teachers
<b>Language of Instruction</b>	English
<b>Objective</b>	Students make connections in the concepts of equal portions of a whole, unit fractions, and equivalency.
<b>Standard</b>	<p><b>Number and Operations–Fractions<sup>3</sup></b></p> <p><b>Extend understanding of fraction equivalence and ordering.</b></p> <p>4.NF.1 Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p><b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b></p> <p>4.NF.3 Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <p>4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p><sup>3</sup>. Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p>
<b>Links to printable materials (Student facing)</b>	Math Homework <a href="https://docs.google.com/document/d/1NnjbipDIAKQiT_udB9QBj_EJISrfvux0oG5raJlozxs/edit">https://docs.google.com/document/d/1NnjbipDIAKQiT_udB9QBj_EJISrfvux0oG5raJlozxs/edit</a>
<b>Online / Blended Resources</b>	<p>Fraction game with moving number lines to get the sum. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/</a></p> <p>Create equivalent fractions. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/</a></p> <p>Fraction relationships: ways of combining fractions. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/</a></p> <p>Product Game: exercises your skill with factors and multiples: <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</a></p>



	Worksheets	Online
<b>Launch</b>	<p>One whole can be divided into many equal parts.</p> <ul style="list-style-type: none"> <li>• Denominators tell us how many parts the whole has been divided into.</li> <li>• The numerator tells us how many parts are being considered.</li> </ul>	<p>Create equivalent fractions.</p> <p><a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/</a></p>
<b>Explore</b>	<p><b>Deepen foundational concepts about fractions.</b> Fractions such as equivalency in multiple visual forms.</p>  	<p><b>Homework Grade 4 Day 7</b> <b>(Fractions: Dividing Wholes into Parts)</b></p> <p><a href="https://docs.google.com/document/d/1NnbipDIAKQiT_udB9QBj_EJISrfvux0oG5raJlozxs/edit">https://docs.google.com/document/d/1NnbipDIAKQiT_udB9QBj_EJISrfvux0oG5raJlozxs/edit</a></p>
<b>Summarize</b>	<p>Students are making connections between the whole with parts and equivalency</p> <p>There are many combinations of fraction pieces that can be summed up to fill the whole. Each piece is named as a fractional part of the whole (for example, <math>\frac{1}{2}</math> is actually one half of the whole strip).</p>	<p>Fraction game with moving number lines to get the sum.</p> <p><a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/</a></p>

## Math Grade 4 Day 7: Fractions, Dividing Wholes into Parts

1. Draw a diagram that represents  $\frac{1}{3}$ .

2. What are the factors of 10?

What are the factors of 25?

What are the factors of 125?

Which number 10, 25, or 125 has the most factors?

3. A female mountain gorilla weighs 397 pounds. A male mountain gorilla weighs 3 times as much. How much does the male gorilla weigh?

4. Find the product or quotient.

a.  $102 \times 29 =$

b.  $5055 \div 5 =$

5. On the lines provided write fractions equaling  $\frac{1}{4}$  and  $\frac{3}{6}$ .

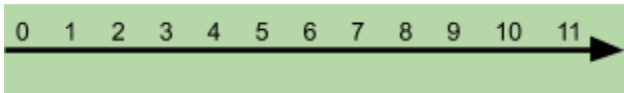
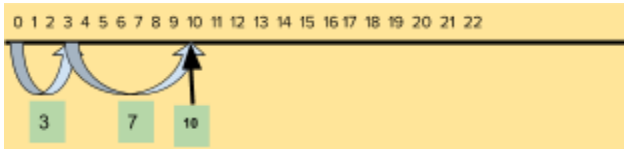
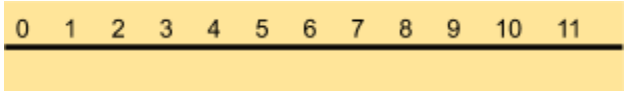
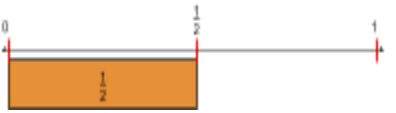

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**Grade 4 Day 8: Fractions and Equivalency**

<b>Grade</b>	4
<b>Day</b>	8
<b>Math</b>	Fractions can be represented on a number line as a distance from zero. Fractions can be compared using a number line.
<b>Audience</b>	Teachers
<b>Language of Instruction</b>	English
<b>Objective</b>	Students use fraction strips to create a number line and compare fractions as $>$ , $<$ , or $=$
<b>Standard</b>	<p><b>Number and Operations–Fractions<sup>3</sup></b></p> <p><b>Extend understanding of fraction equivalence and ordering.</b></p> <p>4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><sup>3</sup>. Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</p>
<b>Links to printable materials (Student facing)</b>	Math Homework <a href="https://docs.google.com/document/d/1hcJXQTuHDLcqRcl5QL53Su2Fod9ic-sFIH7SNDC7fTQ/edit">https://docs.google.com/document/d/1hcJXQTuHDLcqRcl5QL53Su2Fod9ic-sFIH7SNDC7fTQ/edit</a>
<b>Online / Blended Resources</b>	<p>Video with a simple song to explain how to represent fractions on a number line: <a href="https://goo.gl/MT2uR4">https://goo.gl/MT2uR4</a></p> <p>Fraction game with moving number lines to get the sum. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/</a></p> <p>Create equivalent fractions. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/</a></p> <p>Fraction relationships: ways of combining fractions. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/</a></p> <p>Product Game: exercises your skill with factors and multiples: <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</a></p>



	Worksheets	Online
<b>Launch</b>	<p>Comparing fractions on a number line.</p> <p>It is important to be able to compare fractions in order to work with them in many situations.</p> <p>Thinking about them on a number line helps us make sense of their meaning.</p> <p>The numbers are greater in value as you go from left to right.</p>  <p>Number lines can be used for adding, subtracting, multiplying or dividing numbers.</p>  <p>Tick marks of units are equally spaced.</p> 	<p>Video with a simple song to explain how to represent fractions on a number line:  <a href="https://goo.gl/MT2uR4">https://goo.gl/MT2uR4</a></p>
<b>Explore</b>	<p>Make observations about the relationships between the values on the number line.</p>   <p>Recognize ideas like <math>\frac{2}{3}</math> is greater than <math>\frac{1}{2}</math>, because <math>\frac{2}{3}</math> is closer to the number 1".</p> <p>Notice equivalent fractions, such as <math>\frac{1}{2}</math> and <math>\frac{3}{6}</math>.</p> <p>Notice the relationships between the fractions <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> ?</p>	<p><b>Homework Grade 4 Day 8</b>  <b>(Fractions: Equivalency)</b>  <a href="https://docs.google.com/document/d/1hcJXQTuHDLcqRcI5QL53Su2Fod9ic-sFIH7SNDc7fTQ/edit">https://docs.google.com/document/d/1hcJXQTuHDLcqRcI5QL53Su2Fod9ic-sFIH7SNDc7fTQ/edit</a></p> <p>Create equivalent fractions.  <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/</a></p>



<b>Summarize</b>	<p>Students are making connections between the whole with parts and equivalency.</p> <p>Know that <math>\frac{1}{2}</math> is halfway between zero and one. Know that <math>\frac{1}{4}</math> is half of <math>\frac{2}{4}</math>. Know <math>\frac{1}{6}</math> is closer to zero than <math>\frac{1}{4}</math>.</p> <p>There are an infinite number of fractions between any two numbers. Sometimes those fractions are equivalent and occupy the same point on the line.</p>	<p>Fraction game with moving number lines to get the sum. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/</a></p> <p>Fraction relationships: ways of combining fractions. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/</a></p>
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## Math Grade 4 Day 8: Fractions and Equivalency

1. Draw a diagram that represents 2.

2. Draw a diagram that represents 1.

3. Draw a diagram that represents  $1\frac{1}{2}$ .

4. Draw a diagram that represents  $1\frac{3}{4}$ .

5. What is the place value of 5 in 5,261?

6. What is the place value of 5 in 2,156?

7. What is the place value in 5 in 1,516?

8. How is the 2 in the number 582 different from the 2 in the number 528?

9. Put the following numbers on the number line in order greatest to least.

201, 478, 582, 326, 778

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10. Which symbol makes this sentence true?  $>$   $<$   $=$   $+$

239,475 \_\_\_\_\_ 240,467

11. In the boxes below circle the fraction that is equal to  $\frac{1}{2}$ :

$\frac{3}{6}$	$\frac{2}{3}$	$\frac{5}{6}$
---------------	---------------	---------------

12. In the boxes below circle the fraction that is equivalent to  $\frac{2}{3}$ :

$\frac{4}{9}$	$\frac{4}{6}$	$\frac{1}{3}$
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**NOTE:** In this case the words “equal” and “equivalent” mean the same thing.

**SFUSD**SAN FRANCISCO  
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<b>Grade</b>	4
<b>Day</b>	9
<b>Math</b>	The dimension of a rectangle are the factors and the area of that rectangle is the product of those factors and therefore a multiple of each factor
<b>Audience</b>	Teachers
<b>Language of Instruction</b>	English
<b>Objective</b>	Form rectangle of a given area to discover the factors.
<b>Standard</b>	<b>Operations and Algebraic Thinking</b> <b>Gain familiarity with factors and multiples.</b> 4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
<b>Links to printable materials (Student facing)</b>	<a href="#">Student Page Grade 4 Day 9: Factors and Multiples</a>
<b>Online / Blended Resources</b>	Visually explore the concept of factors by creating rectangular arrays. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/</a>  Product Game: exercises your skill with factors and multiples: <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</a>



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	Worksheets	Online
<b>Launch</b>	Make all the possible arrays with 24 pennies (or other objects that can be easily arranged) and record the factors.	Visually explore the concept of factors by creating rectangular arrays. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Factorize/</a>
<b>Explore</b>	Make all the possible arrays with 36 pennies (or other objects that can be easily arranged) and record the factors.	
<b>Summarize</b>	List the multiples of 3, 4, 5, 6, and 8.	This <b>Product Game</b> site will support the ideas of multiplication and division through the understanding of factors and multiples:  <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</a>

**Math Grade 4 Day 9: Factors and Multiples**

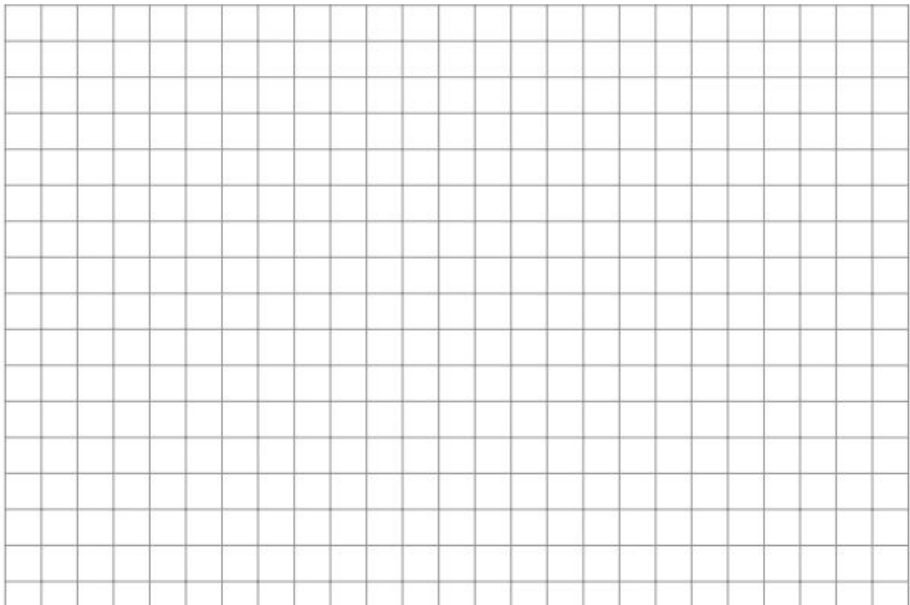
Use 24 pennies (or other objects) and make all the possible arrays. Record the number of rows and columns in the table below.



Number of Rows	Number of Columns	Factors	Product
1	24	1, 24	24

List all the factors of 24: \_\_\_\_\_

Choose 1 of the arrays you created with pennies and draw it below.

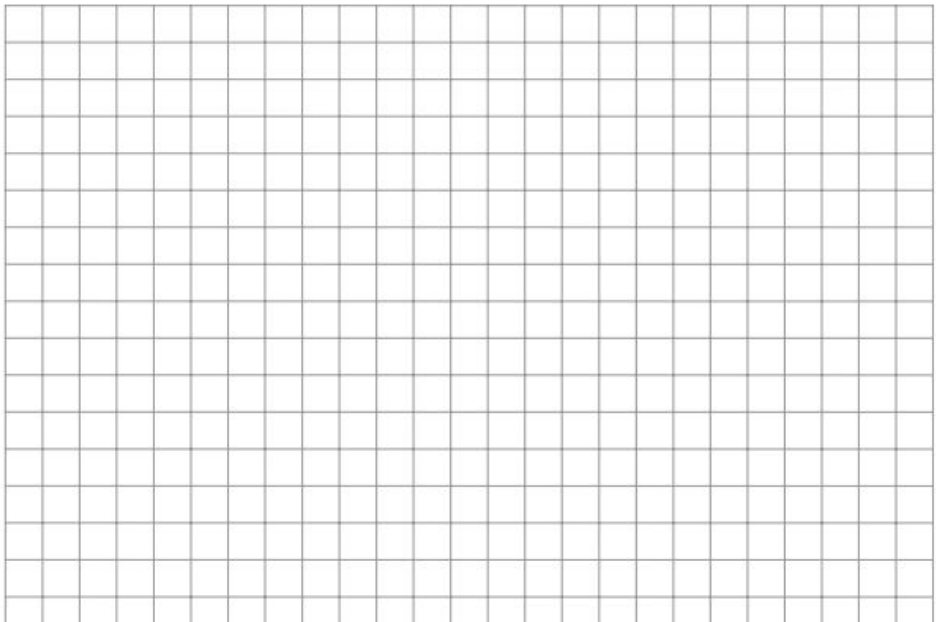


Use 36 pennies or other small objects and make all the possible arrays.

Number of Rows	Number of Columns	Factors	Product

List the factors of 36: \_\_\_\_\_

Choose 1 of the arrays you created with pennies and draw it below.



The multiples of a number are the numbers you get when you multiply by that number. For example:

The multiples of 2 are:

2, 4, 6, 8, 10, 12, 14, 16, 18, 20 \_\_\_\_\_

List the multiples of 3:

\_\_\_\_\_

List the multiples of 4:

\_\_\_\_\_

List the multiples of 5:

\_\_\_\_\_

List the multiples of 6:

\_\_\_\_\_

List the multiples of 8:

\_\_\_\_\_

**Grade 4 Day 10: Multiples**

<b>Grade</b>	4
<b>Day</b>	10
<b>Math</b>	Any set of number pairs share some of their multiples. There is a pattern to these common multiples.
<b>Audience</b>	Teachers
<b>Language of Instruction</b>	English
<b>Objective</b>	Identification of multiples for given numbers and learn to identify common multiples and the patterns they create.
<b>Standard</b>	<b>Operations and Algebraic Thinking</b> <b>Gain familiarity with factors and multiples.</b> 4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
<b>Links to printable materials (Student facing)</b>	Math Homework <a href="https://docs.google.com/document/d/1DLYksbFi0ptZH-t4AJ1DdtLj34ZldkNTTPyPBXh5bQs/edit">https://docs.google.com/document/d/1DLYksbFi0ptZH-t4AJ1DdtLj34ZldkNTTPyPBXh5bQs/edit</a>
<b>Online / Blended Resources</b>	Factors and multiples game. <a href="https://nrich.maths.org/5468">https://nrich.maths.org/5468</a>  Building familiarity with multiplication facts and support greater understanding of the structure of our number system. <a href="https://nrich.maths.org/6713">https://nrich.maths.org/6713</a>  Practice two digit by two digit multiplication. <a href="https://www.kidsmathtv.com/learn/multiply-2-by-2-digit-numbers-game-for-4th-grade-monster-board-game/">https://www.kidsmathtv.com/learn/multiply-2-by-2-digit-numbers-game-for-4th-grade-monster-board-game/</a>  Game allows for consideration of common factors while gaining fluency in multiplication facts. <a href="https://nrich.maths.org/7382">https://nrich.maths.org/7382</a>  Fraction game with moving number lines to get the sum. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Playing-Fraction-Track/</a>  Create equivalent fractions. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Equivalent-Fractions/</a>  Fraction relationships: ways of combining fractions. <a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/</a>



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Product Game: exercises your skill with factors and multiples:

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/>

	Worksheets	Online
<b>Launch</b>	<p>Which has more factors?</p> <p><b>36 or 16</b></p> <p>A multiple is a number that can be divided by another number without a remainder.</p>	<p>Factors and multiples game.</p> <p><a href="https://nrich.maths.org/5468">https://nrich.maths.org/5468</a></p>
<b>Explore</b>	<p>Make sure you know the difference and can distinguish between multiples and factors.</p> <p>Prime numbers only have two factors (the number one and the number itself).</p> <p>Example of a <b>prime numbers</b> are:</p> <ul style="list-style-type: none"> <li>• <math>3 = 3 \times 1</math></li> <li>• <math>5 = 5 \times 1</math></li> <li>• <math>7 = 7 \times 1</math></li> <li>• <math>11 = 11 \times 1</math></li> </ul> <p>Composite numbers have more than two factors.</p> <p>Example of <b>composite numbers</b> are:</p> <ul style="list-style-type: none"> <li>• <math>4 = 4 \times 1</math> and <math>4 = 2 \times 2</math></li> <li>• <math>6 = 6 \times 1</math> and <math>6 = 3 \times 2</math></li> <li>• <math>8 = 8 \times 1</math> and <math>8 = 4 \times 2</math></li> <li>• <math>9 = 9 \times 1</math> and <math>9 = 3 \times 3</math></li> </ul>	<p><b>Homework Grade 4 Day 10 (Multiples)</b></p> <p><a href="https://docs.google.com/document/d/1DLYksbFi0ptZH-t4AJ1DdtLj34ZldkNTTPyPBXh5bQs/edit">https://docs.google.com/document/d/1DLYksbFi0ptZH-t4AJ1DdtLj34ZldkNTTPyPBXh5bQs/edit</a></p> <p>Game allows for consideration of common factors while gaining fluency in multiplication facts.</p> <p><a href="https://nrich.maths.org/7382">https://nrich.maths.org/7382</a></p>
<b>Summarize</b>	<p>Numbers are always multiples of each of their factors.</p> <p>All prime numbers are odd with the exception of the number 2.</p>	<p>Product Game: exercises your skill with factors and multiples:</p> <p><a href="https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/">https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Product-Game/</a></p>



	<p>Not all odd numbers are primes.</p> <p>Visual models are an important tool to show understanding.</p> <p>Clear definitions, with visual models, of factors, multiples, even and odd numbers are very useful.</p> <p>Even </p> <p>Odd </p>	<p>Building familiarity with multiplication facts and support greater understanding of the structure of our number system.</p> <p><a href="https://nrich.maths.org/6713">https://nrich.maths.org/6713</a></p>
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## Math Grade 4 Day 10: Multiple

List the first 10 multiples of the number 2 (put them in the boxes provided; the first multiple has been done for you).

2									
---	--	--	--	--	--	--	--	--	--

List the first 15 multiples of the number 3 (put them in the boxes provided; the first three multiples have been done for you).

3	6	9												
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

List the first 10 multiples of the number 4 (put them in the boxes provided; the first two multiples have been done for you).

4	8								
---	---	--	--	--	--	--	--	--	--

Which factors do the numbers 2, 3, and 4 have in common, and how do you know?

Karla enjoys reading and wants to share the gift of enjoying reading with a few of her friends. Karla has saved \$25 and will spend \$8.50 per Harry Potter book; she will buy three books, one for each of her friends.

Each book costs \$8.50. Karla has \$25 to spend on books. Does Karla have enough money to buy three books? How do you know?



Here is an example of the factors for 8

1, 2, 4, 8

Reasoning;  $1 \times 8 = 8$ , and  $2 \times 4 = 8$ . So the factors of 8 are: 1, 2, 4, 8

What are the factors of 10?

What are the factors of 5?

What are the factors of 25?

What are the factors of 50?

What are the factors of 27?

Which number 5, 10, 25, 50 or 75 has the most factors? Explain your thinking (Below):

4. Find the answers.

$12,345 + 456,045 =$

$210 \times 21 =$

$560,450 - 34,872 =$

$20 \times 210 =$





Dear Fourth Grade Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace.

In this packet, you will find ideas for activities to try each day. You'll also find two articles: "How Emotions and Stress Affect Body Language" and "Shawn the Speedy Snail." Each article has a worksheet to help you think about what you are learning.

In addition to the activities in the packet, here are some suggestions that will keep you growing as a reader and writer.

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.
- Write a "tweet" about your reading. Create a tweet (thought) about your reading in 30 words or less. You can tweet about:
  - *What you are thinking or wondering about your book right now?*
  - *How has one of the characters in your book changed since you started reading?*

We are thinking about you every day!

Sincerely,

Your Teachers

Estimados estudiantes y familias del cuarto grado,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo.

En este paquete, encontrarán ideas de actividades para hacer cada día. También encontrarán dos artículos: “How Emotions and Stress Affect Body Language” y “Shawn the Speedy Snail.” Cada artículo tiene una hoja de trabajo para ayudarte a pensar sobre lo que estas aprendiendo.

Además de las actividades en el paquete, he aquí algunas sugerencias para continuar creciendo como lector y escritor.

- Haz que un adulto te lea cada día
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Túrnense para inventar lo que viene después en la historia.
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias
- Escribe un “tweet” sobre lo que leíste. Crea un tweet (ideas) sobre tu lectura en 30 palabras o menos. Tú puedes escribir un tweet sobre:
  - *¿Qué estás pensando o preguntándote sobre el libro ahora?*
  - *¿Cómo ha cambiado uno de los personajes de tu libro desde que empezaste a leer?*

¡Estamos pensando en ti todos los días!

Sinceramente,

Tus maestros

Thư gửi học sinh Lớp Bốn và Gia Đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho học sinh với những hoạt động vui thích để duy trì việc học tập trong thời gian không tới trường học. Xin sử dụng những tài liệu học tập này với nhịp độ của riêng mình.

Trong tập hồ sơ này học sinh và phụ huynh sẽ nhận được những ý kiến cho những hoạt động để thực hiện mỗi ngày. Học sinh cũng sẽ thấy hai đề tài “How Emotions and Stress Affect Body Language” và “Shawn the Speedy Snail”. Mỗi đề tài có một tờ giấy làm bài (worksheet) để giúp bạn nghĩ về những gì bạn đang học tập.

Bổ túc cho những hoạt động trong tập hồ sơ này, sau đây là một số đề nghị nhằm duy trì việc đọc và viết.

- Có sự tăng trưởng việc đọc sách mỗi ngày cho học sinh.
- Học sinh tự đọc sách mỗi ngày.
- Kể lại truyện đọc cho một vài người nào đó. Thay phiên nhau để tiên đoán những sự kiện kế tiếp sẽ xảy ra trong câu truyện.
- Vào cuối ngày, nói với một người nào đó về những gì đã xảy ra trong ngày với bạn. Nói cho người này biết là bạn đã làm gì, và hỏi người này đã làm gì. Hỏi lẫn nhau những câu hỏi.
- Viết và vẽ hình cho những câu truyện của bạn.
- Viết một bản báo tin qua (tweet) về việc đọc sách của bạn. Tạo một bản văn qua tweet nói về đọc sách của bạn, bản văn có khoảng 30 chữ hoặc ít hơn. Bạn có thể viết trong bản văn (tweet) về:
  - *Bạn nghĩ gì hoặc quan tâm điều gì về sách của bạn bây giờ?*
  - *Một trong những nhân vật trong sách có thay đổi như thế nào kể từ khi bạn bắt đầu đọc*

Chúng tôi nghĩ về bạn mỗi ngày!

Thân,

Các giáo viên của bạn



Mudayaal Ardayda iyo Qoysaska Fasalka Afaraadaw,

Bogaga waraaqahan waxa aad ka heli doontaa hawlo madadaalo oo aad waxka baran doonto inta laga maqan yahay dugsiga. Waxa aad u isticmaashaa waraaqahan sida aad awoodo.

Waraaqahan, waxa aad ka heleysaa fikiro hawlo aad maalin kasta isku dayi karto. Waxaa sidoo kale ku jira laba maqaal: "How Emotions and Stress Affect Body Language" iyo "Shawn the Speedy Snail." Maqaal kastaa waxa uu leeyahay su'aalo kaa caawinaya inaad ka fikirto waxa aad soo dhigatay.

Marka laga tago hawlaha ku jira waraaqaha, waa kuwan waxoogaa talooyin ah oo markaa aad ku korin karto qoraalkaaga iyo akhriskaaga.

- Qof waynu hakuu akhriyo maalin kasta.
- Akhri sheekadaada maalin kasta.
- Uga sheekee qof kale. Waxa aad kolba midkiin mala awaashaan waxa soo socda.
- Kadibna, waxa aad ka sheekeysaa wax aad maalintaas la kulantay. Waxa aad qof uga sheekeysaa waxa aad samaysay, oo waxa aad waydiisaa waxa uu sameeyay. Iswaydiiya.
- Qor oo ka sheekee sheekadaada.
- Ka qor "tweet" waxa aad akhriday. Waxa aad abuurtaa tweet (fikir) ilaa 30 kalmadood oo la akhriyayo ama ka yar ah. Waxaad ka tweet garan kartaa:
  - *Waxa aad ka fikirayso ama aad iska waydiisay buuga wakhti xaadirkan?*
  - *Sida mid kamid ah cida sheekadu ku saabsanayd ay isku badashay ilaa intii aad bilawday akhrisa?*

Maalin kasta waanu kaa fikirnaa!

Daacadnimo,

Macallinkaaga



ውድ የአራተኛ ክፍል ተማሪዎች እና ቤተሰቦች፡

በዚህ ጥቅል ላይ ያሉት ገጾች ከትምህርት ውጪ በምትሆኑበት ወቅት መማራችሁን እንዲቀጥል የሚረዱ አስደሳች የሆኑ ተግባራትን ለእናንተ ይሰጣሉ። እባክዎ ቁሳ-ቁሶችን በራስዎ ፍጥነት ይጠቀሙ።

በዚህ ፖክ ውስጥ በየቀኑ ስለሚሞክሯቸው ተግባራት ሃሳቦችን ያገኛሉ። ሁለት አንቀጾችንም ያገኛሉ፡ “How Emotions and Stress Affect Body Language” እና “Shawn the Speedy Snail” እያንዳንዱ አንቀጽ ምን እየተማሩ እንዳሉ እንዲያስቡ የሚረዱ የቀመር ሉህ አለው።

በዚህ ጥቅል ውስጥ ካሉ ተግባራት በተጨማሪ፣ እንደ አንባቢ እና ፀሃፊ ማደግ እንዲቀጥሉ የሚረዱችሁ አንዳንድ ምክሮች በዚህ ውስጥ አሉ።

- በእያንዳንዱ ቀን የሚያነብላች አዋቂ ይኑራችሁ።
- ለራሳችሁ በየቀኑ አንብቡ።
- ታሪኮችን ከሆነ ሰው ጋር አውሩ። በታሪኩ ውስጥ ቀጥሎ የሚመጣውን ነገር የሚይዝ ተራ በተራ አድርጉ።
- በቀኑ ማብቂያ፣ በቀንዎ ላይ ስለፈጠረው ነገር ከሆነ ሰው ጋር ተነጋገሩ። ለዚያ ግለሰብ ምን እንዳደረጋችሁ ተናገሩ እና እነሱም ምን እንዳደረጉ ጠይቋቸው። እርስ በእርሳችሁ ጥያቄዎችን ተጠያየቁ።
- የራሳችሁ የሆኑትን ታሪኮች ፃፉ እና አብራሩ።
- ስለንባብዎ “ትዊት” ይጻፉ። ስለንባብዎ በ30 ወይም ባነሱ ቃላት ትዊት (ሃሳብ) ይፍጠሩ። ስለሚከተሉት ትዊት ሊደረጉ ይችላሉ፡
  - አሁን ስለመጽሃፍዎ ምን እያሰቡ ወይም እየተገረሙ ነው?
  - ማንበብ ከጀመሩ በኋላ መጽሃፉ ውስጥካሉት ገጸ ባህሪያት አንዱ እንዴት ተቅይሯል?

በየቀኑ ስለእርስዎ እያሰብን ነው!

ከልባዊ ሰላምታ ጋር፣



የእርስዎ መምህራን






# 3rd-5th English Weeks 5-6

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.	Look at the food in your home. Create a pretend menu for lunch. <b>Example:</b> Pretzel and jelly sandwich with a side of tuna fish: \$4.67 Chocolate chip scrambled eggs with salsa ice cream: \$5.99	Unscramble these animal names, then draw the animal. caro rwmo cnaotu rumle	Make a t-chart of healthy and unhealthy foods in your home. 	Create your own superhero. Draw and label a costume and superpowers. Write about a time the superhero saved someone.
Monday	Tuesday	Wednesday	Thursday	Friday
Use boxes or books to create a ramp. Find five things to roll down the ramp. What rolls the farthest? What rolls the shortest?	Design a plan for your dream neighborhood. Draw and label a map of the homes, streets, and businesses you would have.	Create a commercial for your new neighborhood. Tell what makes it special and why people should move there.	Listen to any song. Write down any similes you hear. Ex: "I came in LIKE a wrecking ball." 	Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it, and write about its habitat, predators, and prey.

# 3rd-5th English Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters: S A T	Go on a shape hunt. Find five things in your house for each shape: Rhombus Trapezoid Equilateral	How many words can you make from this word?  educational	List 5 things in your home that are <b>solids</b> .  List 5 things in your home that are <b>liquids</b> .  List 5 things in your home that are <b>gases</b> .	Imagine two of your friends went to your school when no one was there. Write or draw their adventure.
Monday	Tuesday	Wednesday	Thursday	Friday
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are <b>magnetic</b> .  Find four things in your home that are <b>mixtures</b> .  Find four things in your home that are <b>transparent</b> .	Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo.  	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.

# How emotions and stress affect body language

By Gale Cengage Learning, adapted by Newsela staff on 07.20.18

Word Count **841**

Level **680L**



Image 1. When Eleven in "Stranger Things" gets upset, she shows it through her body language. Photo from Netflix via Washington Post

We can sense how another person is feeling by reading their body language. Body language is not spoken. It is made of body movements. We can use body language without even thinking. For example, babies cry and kick when they are upset. They smile when they are happy. As we get older, our body language gets more complicated.

The expressions on our faces are body language too. Experts think that seven expressions exist in every culture. These are fear, anger, joy, sadness, disgust, surprise and scorn.

## How Body Language Shows Stress

Stress can happen for many reasons. It can happen because of school, work or family. Your body has a special way to deal with it. When something stressful happens, your body sends out special chemicals. Your heart beats faster and your breathing gets heavier, making you more awake. This is called flight-or-fight response.

These changes prepare you to act quickly to avoid danger. For example, they can help you to jump out of the way of a bike. When the danger is over, the chemicals fade away. The body goes back to



normal.

Stress can also happen when there is no danger. You might feel stress when you are in a fight with friends or family. Many people get stressed and nervous when they speak in front of a group. They start to sweat and get shaky. Our body also responds to stress by giving us too much extra energy. This may cause you to bounce your foot, talk too fast or bite your nails.

### **Computers And Phones**

Technology has changed how we communicate. We talk less in person and more through our phones, video games and computers. If we do this too much, we cannot learn about a person's body language. We can only learn that if we talk face-to-face.

### **Giving Away Emotions That You Would Rather Hide**

Sometimes, people try to hide their true feelings. If a friend does not show up for your birthday party, you might try to hide your sadness. If you got a gift you did not want, you might pretend to be happy. Still, it is hard to hide your true emotions.

Usually, people believe what they see more than what you tell them. If you walk with a limp but tell people your leg is fine, they probably will not believe you. It is also hard to control all of your body language at once. If you fidget with your hands as you talk, you will seem nervous. Uncombed hair or messy clothing can show disrespect or that you are too stressed to be organized.

Your face also makes micro-expressions. These are very fast. People usually do not know they are happening. But micro-expressions can show people how you really feel. People are also good at recognizing fake smiles. Real smiles make your eyes change too, not just your mouth.

### **Sometimes People Guess Wrong**

It is easy to make a mistake about body language. For example, someone with folded arms might seem unfriendly. But they might just be trying to stay warm. The expressions of excitement and pain on someone's face can also seem similar. You will need other clues to know for sure.

Different countries have different types of body language. In most places, nodding your head means yes. But in parts of Greece and Bulgaria, which are countries in Europe, nodding means no.

### **Using Body Language To Your Advantage**



Reading and thinking about your body language is important in all relationships. Almost everyone shows emotions that they do not want to. You might not be able to avoid it. But there are a few ways to try.

Learn to use friendly body language. When you look someone in the eye, they believe you are listening and interested. Keeping your feet and body relaxed makes you seem more comfortable.

It is also important to read other people's body language. You might be able to tell that a person may not truly mean what they are saying. If someone says "I'd be happy to do that" but then frowns and looks away, maybe they are not being truthful.

### **Keeping Stress Out Of Your Body Language**

Too much stress can be bad for your health. It can make it harder to think straight and can lead to bad decisions. This is why it is important to lower your stress.

You can do this through exercise and good sleep. Try not to do too many things at once. Give yourself time to relax.



## Quiz

- 1 Read the paragraph from the section "How Body Language Shows Stress."

*Stress can happen for many reasons. It can happen because of school, work or family. Your body has a special way to deal with it. When something stressful happens, your body sends out special chemicals. Your heart beats faster and your breathing gets heavier, making you more awake. This is called flight-or-fight response.*

What does the phrase "flight-or-fight response" refer to?

- (A) places for stress like school or work
- (B) the way your body deals with stress
- (C) something stressful that happens
- (D) movements like hitting and kicking

- 2 Read the paragraph from the section "Giving Away Emotions That You Would Rather Hide."

*Your face also makes micro-expressions. These are very fast. People usually do not know they are happening. But micro-expressions can show people how you really feel. People are also good at recognizing fake smiles. Real smiles make your eyes change too, not just your mouth.*

What is the BEST definition of "micro-expressions" based on this paragraph?

- (A) quickly moving away from someone so they cannot see your face
- (B) hiding how you really feel by changing your face to look happy
- (C) trying to hide your real feelings by using a fake smile
- (D) small movements of your face that show how you really feel

- 3 Select the statement that BEST summarizes the article.

- (A) People's body language, like folded arms and frowns, can sometimes seem unfriendly when that is not what they mean.
- (B) People's body language, including their face and the way they move, can show others how they are feeling.
- (C) People who feel too much stress can sometimes have bad health or make bad decisions.
- (D) People who feel too much stress will sometimes start to sweat or shake in front of a group.

- 4 What is the MAIN idea of the section "Using Body Language To Your Advantage"?

- (A) Understanding body language can help you in relationships with others.
- (B) Almost everyone shows emotions that they do not want to show.
- (C) Some people will not be truthful if you ask them to do you a favor.
- (D) Your feet are an important part of showing you are feeling relaxed.

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

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

Author: \_\_\_\_\_

Be the teacher! Pretend you are the teacher and write four questions about the book you read. Quote the text to answer the question.

Questions	What the text says...





# Shawn the Speedy Snail

by Michael Stahl



Shawn was a snail unlike any other snail in the ditch. All of the snails that Shawn knew were slow. They were slow to get food, slow to get water, slow to get anywhere. The snails of Shawn's ditch were so slow because they each had huge shells on their backs that they had to carry around. The shells were heavy, but they had to be because the shells were the snails' homes! Certainly, Shawn had a shell on his back too, just like all the others. He even named it "Shawn's Place." He was funny like that, and the snails enjoyed his sense of humor. What made Shawn so fast was that he was stronger than everyone else. Having his home on his back didn't bother him like it did the others in Shawn's ditch. The others would complain and sigh, so depressed that they had such a weight to carry on their shoulders and backs. Because Shawn was the strongest, and could carry his home with ease, he was also the fastest, making Shawn the speediest snail around.

From the time Shawn was a baby snail, he could beat any of the snails he knew in the ditch in a race. He grew up challenging each snail to a race, and he was undefeated. Shawn started using his speed for his benefit and his benefit only, though, which was something he would later regret. Anytime there was a leaf that fell to the ground, Shawn would race to it and eat until he got full before anyone else would get the chance. Shawn was always quicker to the roots, too, and he'd eat them right up. If it rained, and puddles of water formed at the bottom of the ditch, Shawn drank and drank all he needed, right in front of all his friends and family, who were slowly gathering at the pools. It was almost as if Shawn was showing off how strong and fast he was all the time. The other snails liked Shawn, but the way he used his speed was making them angry.

After some time, when the other snails became particularly hungry because Shawn was beating them to all the food, the snails in the ditch decided that enough was enough.

"Shawn! Stop eating so much before we can have our helping," cried Blaine.

"Yeah, Shawn! We know you're big and strong and fast," agreed Susan. "You don't have to keep reminding us about how slow we are," she added.

Shawn was a little upset about their remarks. "Well, maybe if you would exercise a little bit more, you could beat me to the food and the water!" he said.

"How can we become stronger if you keep beating us to our food?" replied Harvey.

"We all think it's about time you found another ditch, one that you can have all to yourself," said Blaine.

That hurt Shawn. He felt a knot in his heart. Slowly, as slowly as he'd ever crawled before, he left the ditch for another place to find food and water.

He knew that there was another ditch across the road that was completely empty of other snails. Shawn was the only one who knew that because he was the only one capable of getting across the road safely, with his speed and all.

A couple of weeks went by. Shawn missed his friends across the road, and he realized that his ditch had even more food than the other, much more than he'd ever need. He decided he'd pay them a visit. He waited by the side of the road for the closest car to pass. Once it did, he speedily crossed back over to his old ditch. What he found made him more upset than anything ever before.

"Shawn!" cried Blaine. "We need your help. There isn't enough food in this ditch anymore. We're too weak and too slow to find enough for all of us to eat."

Shawn's friends were starving. Even though they had asked him to leave the ditch, it was only because of his selfish actions. Shawn knew what the right thing to do would be.

One-by-one, Shawn lifted each of his snail friends up on top of Shawn's Place and as fast as he could, which, for Shawn, was pretty fast, brought them over to the ditch on the other side of the road. They were all safe and sound, especially after Shawn raced around the ditch getting food and bringing it straight to his weaker friends. Shawn would never use his speed to show off again.

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

1. Why is Shawn able to beat the other snails to the food and water?

- A. Shawn is smarter and meaner than the other snails.
- B. Shawn is friendlier and more loving than the other snails.
- C. Shawn is stronger and faster than the other snails.
- D. Shawn is smaller and slower than the other snails.

2. After Shawn returns to the first ditch, he discovers a problem. There is not enough food for the snails in the ditch. How does Shawn solve this problem?

- A. Shawn carries the snails to another ditch where there is more food.
- B. Shawn races to a fallen leaf before any of the other snails can get to it.
- C. Shawn complains and sighs that he has to carry a big weight on his back.
- D. Shawn drinks all the water he needs out of a puddle in the ditch.

3. Shawn uses his speed for his own benefit.

What evidence from the story supports this statement?

- A. When Shawn crosses the road, he realizes that his new ditch has even more food than the one he left.
- B. When Shawn returns to his old ditch for a visit, his friends tell him that there is not enough food anymore.
- C. Whenever a leaf falls to the ground, Shawn races to eat it before anyone else has a chance to.
- D. If the other snails exercised a little bit more, they might be able to get to the food and water faster.

4. Why do the other snails tell Shawn to find another ditch?

- A. They are starving and need Shawn to help them find more to eat.
- B. They are worried that Shawn will get hit by a passing car if he crosses the road.
- C. They do not like Shawn showing off by beating them to all the food and water.
- D. The snails enjoy Shawn's sense of humor and like that he has named his shell "Shawn's Place."

5. What is a theme of this story?

- A. Being slower and weaker than those around you will make them want to get rid of you.
- B. When facing a problem, sometimes the best solution is to wait until the problem goes away by itself.
- C. Having a sense of humor is more important than treating others with kindness and respect.
- D. Using your abilities to help others is better than using them to help just yourself.

6. Read the following sentence: "If it rained, and puddles of water formed at the bottom of the **ditch**, Shawn drank and drank all he needed, right in front of all his friends and family, who were slowly gathering at the pools."

What does the word **ditch** mean in the sentence above?

- A. a shell carried on an animal's back
- B. a hole in the ground
- C. a race to get food
- D. a new place to live

7. Choose the answer that best completes the sentence below.

In the beginning of the story Shawn uses his speed to help himself get food; \_\_\_\_\_ he uses his speed to help get food for others.

- A. in the end
- B. in particular
- C. especially
- D. first

8. What does Shawn do after spending a couple of weeks in his new ditch?

9. Why does Shawn go back to his old ditch for a visit?

10. Why does Shawn decide never to use his speed to show off again? Explain your answer using evidence from the passage.

# What Happens and Why

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

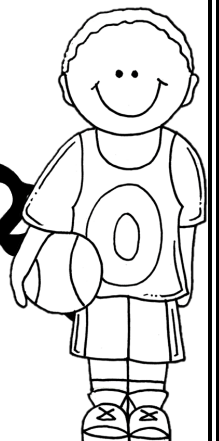
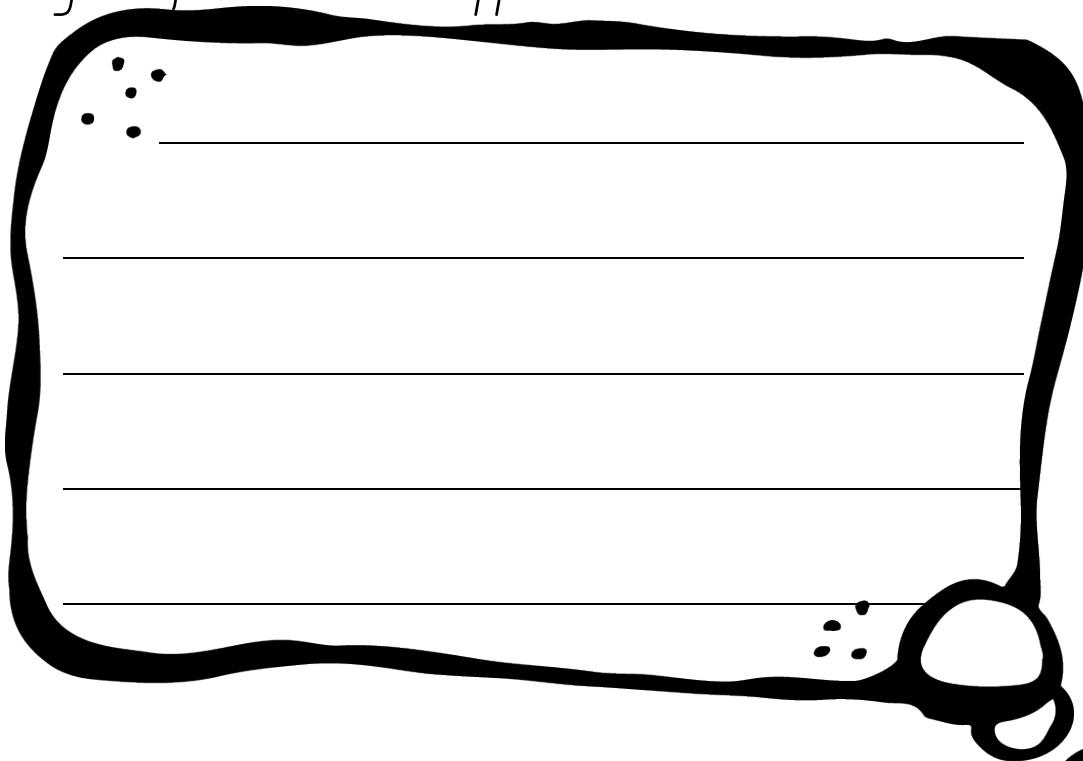
Date: \_\_\_\_\_

*Things in the text happen for a reason. The text can tell us what happens  
and why it happens*

Book Title: \_\_\_\_\_

Write something that happened in the text: \_\_\_\_\_

*Why do you think that happened?*





## Social Emotional Learning

Highline families,

In this packet, you will find several resources to use with your student. First, you will notice a lesson on establishing a family charter. The purpose of this activity is to create a document in which everyone in the home has an opportunity to express how they want to feel in this time of shared space and time. Each household member also then shares what actions each person can do to help each person feel that way. Additionally, you will find a series of lessons on mindful breathing and movement. These types of strategies are proven to support reduced stress and increased calming when practiced. Give them a try with your student!

Highline Schools Social Emotional Learning Team

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Familias de Highline,

En este paquete, encontrará varios recursos para usar con su estudiante. Primero, verá una lección para establecer un acuerdo familiar. El propósito de esta actividad es crear un documento en el que todos en casa tengan la oportunidad de expresar cómo quieren sentirse en estos momentos de espacio y tiempo compartidos. Luego, cada uno comparte que pueden hacer para ayudar a sentirse de esa manera. Adicionalmente, encontrará una serie de lecciones sobre como estar consciente de la respiración y el movimiento. Se ha demostrado que estos tipos de estrategias reducen el estrés y aumentan la tranquilidad cuando se practican. ¡Póngalas a prueba con su estudiante!

Equipo de Aprendizaje Socioemocional de las Escuelas de Highline

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Thân gửi gia đình học sinh thuộc học khu Highline,

Trong tập tài liệu này, quý vị sẽ thấy một số tài nguyên sử dụng cho học sinh con em của quý vị. Trước hết, quý vị sẽ nhận thấy một bài học về việc thiết lập một điều lệ gia đình. Mục đích của hoạt động này là tạo một tài liệu mà trong đó mọi người ở nhà có cơ hội diễn tả họ muốn cảm thấy như thế nào trong thời gian và không gian chung này. Mỗi thành viên trong gia đình cũng chia sẻ công việc gì mà mỗi người thực hiện để giúp mỗi người cảm thấy như vậy. Hơn thế nữa, quý vị sẽ thấy một loạt các bài học thư giãn về thở hít và chuyển động. Những phương cách này đã được chứng minh để hỗ trợ việc giảm sự căng thẳng và gia tăng sự trầm tĩnh khi được thực tập. Xin hãy thử cùng với học sinh con em của quý vị!

Nhóm Học Tập Cảm Xúc Xã Hội Học Khu Highline

Qoysaska Highline,

Bushqadan, waxa aad ka heli doontaa dhawr macluumaad oo uu ardaygu isticmaali karo. Marka kowaad, waxa aad ogaan doontaa daris kusaabsan dejinta caqdiga qoyska. Ujeedada hawshani waa in la sameeyo waraaqo uu qof kasta oo guriga jooga uu fursad ugu heli karo uu makraa ku sheegayo dareenkooda wakhtigan meelaha iyo wakhtiga la wadaago. Xubin kasta oo qoyska ah waxa ay sidoo kale sheegi doontaa talaabooyinka qof kasta uu samayn karo si uu markaa qof kastaa u dareemo sidaa. Sidoo kale, waxa aad heli doontaa duruus taxane ah oo neefsiga iyo dhaqaaqa maskax furnida ah. Noocyadan khidadaha ahi waxaa la xaqiijiyay inay taageeraan yaraynta warwarka oo ay kordhiyaan xasiloonaada marka lagu celceliyo. Waxa aad isku wada daydaan ardaygaaga!

Kooxda Waxbarashada Dareenka Bulshada Dugsiyada Highline

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የHighline ቤተሰቦች

በዚህ ፓኬት ውስጥ ከልጅዎ ጋር የሚጠቀሙባቸውን በርካታ መገልገያዎች ያገኛሉ። በመጀመሪያ ፣ የቤተሰብ ቻርተር ስለ መመሥረት ትምህርት ያገኛሉ። የዚህ ልምምድ ዓላማ በቤት ውስጥ ያለ ሰው በሙሉ በዚህ የጋራ ቦታ እና ጊዜ ውስጥ ምን ሊሰማው እንደሚችል ለመግለጽ እንዲችል ዕድል ለመፍጠር የሚያስችለውን ሰነድ መፍጠር ነው። እያንዳንዱ የቤተሰብ አባል የሆነ ሰው እንዲህ ዓይነት ስሜት እንዲሰማው ለማድረግ እያንዳንዳቸው ሰዎች ሊያደርጓቸው የሚችሏቸውን እርምጃዎች ያካፍላል። በተጨማሪም፣ በማስተዋል ስለሚደረግ አተነፋፈስ እና እንቅስቃሴ ላይ ተከታታይ ትምህርቶችን ያገኛሉ። እነዚህ ዓይነቶች ዘዴዎች ተግባራዊ በሚሆኑበት ጊዜ ጭንቀትን ለመቀነስ እና መረጋጋትን ለመጨመር እንደሚረዱ ተረጋግጧል። ከእርስዎ ልጅ ጋር ይሞክሩዋቸው!

የHighline ትምህርት ቤት ማኅበራዊ ስሜት ትምህርት ቡድን



# The Charter

## What is it?

The Classroom Charter is a tool that can help us create the positive, supportive social-emotional environments that we know are best for learning. The Charter is like a promise we make to one another, or an agreement.

## How it Works:

The Charter describes how we want to feel at school and what we can do to ensure that everyone has those feelings more consistently.

Everyone has a voice in its creation and plays an active role in bringing it to life.

The Charter is considered a “living” document – meaning once it’s created, teachers and students make a habit of checking-in with the Charter throughout the school year.

## Why it Matters:

When there is a climate of emotional support and warm relationships between teachers and students, and students among one another, there is an increase in productivity and wellbeing, greater likelihood of academic success, and better outcomes for students as they become adult community members. The same is true for families.

## Family Charter

As a family, we want to feel...  
Trusting  
Valued  
Understood  
Happy  
Loved  
Safe

Behaviors that could help us have these feelings more often are:

## The Charter is guided by two questions:

1. How do you want to feel when we’re together?
2. How will we help each other have these feelings more often?

Charters are created and used effectively by members of classrooms, schools, businesses, organizations, and homes.

# RULER ANCHOR

## THE CHARTER

### FOURTH GRADE

MY NAME \_\_\_\_\_

DATE \_\_\_\_\_

Duration: 45 minutes

1

Family members and caregivers, please read this before your child leads the activity.

### Key Ideas:

- The quality of how we interact socially in the classroom – among students and teachers – creates the emotional climate of the classroom and influences how we feel about ourselves and one another.
- Research shows that when we feel emotionally connected and respected, we are more successful learners, and have a greater sense of well being.

### Activity Goals:

The goal of this assignment is for your fourth grader to:

- Learn more about the purpose of the Charter by teaching it.
- Engage family members in thoughtful conversation about emotions and learning.

### Activity Description:

“While we teach, we learn.” —Seneca

It is often said that the best way to understand a concept is to explain it to someone else. In this activity, your child will take on the role of a teacher, sharing some key ideas related to the Classroom Charter. We hope that you, and other family members, will take 15-minutes to be “students” and actively engage in this process with your child. After the “lesson”, your fourth grader will reflect on the process of teaching and explaining about the Charter.

Have fun and enjoy the experience of your child in this role as a teacher!

2

Student, have fun doing the Activity!

## THE ACTIVITY

**Student, read this first.**

**Introducing the Charter to your family!**

You've been learning all about the Classroom Charter at school, and now you are ready to be the teacher at home! This week, your activity is to teach your family some key ideas related to the Classroom Charter.

### On Your Own:

1. Prepare in advance. What materials do you need for your lesson?
2. Think about what the Charter is for and review two Classroom Charter questions:
  - a. How do we want to feel at school?
  - b. What do we have to think or do to have these feelings more often?

### Do This With Your Family:

1. Say: "Welcome! Thank you for coming. This will last for about 15-minutes."
2. Say: "I am going to ask three questions and we'll have a conversation together. We will be exploring 'emotional climate'."
  - a. "Why do you think emotions matter at school?" (Listen to everyone's ideas).
  - b. "How do you think the emotional tone in the classroom can affect learning?" (Listen to everyone's ideas).
  - c. "What are some things people can do to shift the emotional climate of their environment?" (Listen to everyone's ideas).

**Now, turn to the next page to teach your family more.**

2

Student, have fun doing the Activity!

## THE ACTIVITY

**Student:** Here's what you can teach your family. Pass out Activity Sheet 1 to each family member before you begin.

**Say:** "Your ideas about this were helpful! Here is a little more information."

### *Why do emotions matter at school?*

Emotions influence nearly everything we do!

1. Emotions influence our attention, memory, and learning. How we feel has a direct impact on how we learn. Have you ever had a hard time concentrating or remembering because you were worried about something?
2. Emotions also influence our decision-making, relationship quality, and physical and mental health. Have you ever made a bad decision because of how you were feeling in the moment or let your emotions get in the way of your relationship with another person?

### *How do you think the emotional tone in the classroom can affect learning?*

Emotions are contagious! How a teacher feels can affect all of the students in a classroom and how the students feel can affect the teacher. When we all work together to create an environment that is warm, welcoming, and inclusive – we all learn better.

### *What are some things people can do to shift the emotional climate of their environment?*

There are a lot of things people can do to shift the emotional climate of their environment. In a classroom, for example, if a teacher wants to create a more positive, upbeat environment, the teacher might play a fast-paced song or lead students through a standing/stretching activity. If a teacher wants to create a more calming environment, the teacher can turn off the lights, play a slow song, or lead students in taking a few deep breaths. All of us can learn and use strategies that help us regulate our emotions better.

**Student:** Back on your own

1. Collect the Activity Sheets and review them
2. Fill out the self-reflection questions on Activity Sheet 2.



3

Ask your family members to fill in this sheet. Give one sheet to each person.

ACTIVITY SHEET 1

\_\_\_\_\_  
Name

Why do you think emotions matter at school?

How do you think the emotional tone in the classroom can affect learning?

What are some things people can do to shift the emotional climate of their environment?

3

Ask your family members to fill in this sheet. Give one sheet to each person.

ACTIVITY SHEET 1

Name \_\_\_\_\_

Why do you think emotions matter at school?

How do you think the emotional tone in the classroom can affect learning?

What are some things people can do to shift the emotional climate of their environment?

3

Ask your family members to fill in this sheet. Give one sheet to each person.

ACTIVITY SHEET 1

\_\_\_\_\_  
Name

Why do you think emotions matter at school?

How do you think the emotional tone in the classroom can affect learning?

What are some things people can do to shift the emotional climate of their environment?



3

Ask your family members to fill in this sheet. Give one sheet to each person.

ACTIVITY SHEET 1

\_\_\_\_\_  
Name

Why do you think emotions matter at school?

How do you think the emotional tone in the classroom can affect learning?

What are some things people can do to shift the emotional climate of their environment?



**4**

Write down your reflections after you have reviewed your family members' answers on Activity Sheet 1.

**ACTIVITY SHEET 2**
**SELF-REFLECTION**

Overall, do you think people understood what you were teaching them?

Write two things you think you did well and two you could improve upon.

If you were to give advice to another student about teaching the Classroom Charter to their family, what would you say?

# Creating a Family Charter

The Family Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our home. Everyone has a voice in creating a Charter and everyone has a responsibility to uphold it.

## Getting Started

### Planning:

- Find a time when everyone is feeling calm, focused, and ready to work together.
- Use a comfortable area like the living room or the dinner table.

### Materials:

- Construction paper or blank sheets of paper, and colored pencils or markers or computer.



## Step 1: How do we want to feel in our family?

- Ask everyone to think about how they would like to feel at home.
- Ask everyone to write down 5-8 feelings they want to have at home more often.
- Combine all the feeling words on one master list.
- Discuss each word and notice which feeling words have similar meanings. For example, if you have both "appreciated" and "valued" on the list, can you choose just one?
- Narrow the list down to the top 5 emotions you want to feel more often, and write them down a new piece of paper.

## Step 2: What can we do in order to have those feelings?

- For each word, discuss one or two specific, observable behavior(s) that each family member would need to exhibit in order to have the feeling as often as possible.
- For example, 'being nice' is not a real behavior. Smiling or saying 'good morning' to each other are behaviors that everyone can see.

## Putting it all together!

- Now it's time to pull all the pieces together and create your own living document.
- Be creative! Use your family's talent and have fun together.
- There are no limits: it can be big or small, colorful, or filled with drawings. What's most important is that you have a final document that includes the top 5 feelings, and the specific and observable behaviors that promote the feelings
- Once the Family Charter is complete, everyone must sign it! Everyone's voice matters!
- Display your Charter prominently in your home so everyone can keep these feelings and behaviors in mind throughout the day.

## Keeping the Family Charter Alive

- Schedule weekly or monthly family meetings to review the Charter. What's working? What's not?
- Revise the Family Charter as needed. It should be a living agreement.
- Have each family member set a daily or weekly goal related to part of the Charter that he or she finds the most challenging to honor.
- Be creative - post weekly quotes, send out family emails, perform spontaneous acts to demonstrate the feelings in the Charter and show appreciation for your family members.
- Celebrate your accomplishments!

## Anchor Breathing

1. Sit down and get comfortable.
2. Rest your hand on your chosen breathing space: tummy, chest or your nose.
3. Do your breathing and keep your attention on your breathing space.
4. When your attention wanders, gently bring it back to your breathing space.
5. Can you be mindful of your breathing for 5 breaths? For 1 minute?



## Respiración Ancla

1. Siéntate y ponte cómodo.
2. Apoya tu mano sobre tu lugar de respiración elegido: barriga, pecho o nariz.
3. Haz tus respiraciones y mantén tu atención sobre tu lugar de respiración.
4. Cuando tu atención se distrae, tráelo de vuelta suavemente a tu lugar de respiración.
5. ¿Puedes estar consciente de tu respiración durante 5 respiraciones? ¿Durante 1 minuto?



## Move: Seated Exercises



### Seated Mountain

1. Sit with feet together and pointed forward.
2. Arms straight at the sides or hands resting on side of chair or lap.
3. Sit up nice and tall.
4. Take deep breaths in and out; feel the floor beneath the feet.

- 
- If on the floor, start with crossed legs. Sit up nice and tall. Let your shoulders relax. Take deep breaths in and out.

### Chair Boat



1. Slide your chair back from your desk so that your knees are not under your desk.
2. Start in Seated Mountain.
3. Hold on to the seat of the chair or the back of the chair with both hands.
4. Inhale, lift both feet off the ground. Keep your knees touching and stay balanced. Take 3-5 relaxed breaths. If this is difficult, you can lift one foot at a time.
5. See if you can lift your knees a little higher and stay balanced.
6. If you feel steady, see if you can stretch both arms out straight in front of you, shoulder height, parallel to the floor.
7. Exhale, put your feet back on the ground and return to Seated Mountain.

- 
- If practicing on the floor, simply substitute boat pose.
  - To modify, try lifting one foot at a time.





## Montaña Sentada

1. Siéntate con los pies juntos y mirando hacia delante.
2. Los brazos colgado a los lados o las manos descansando sobre los lados de la silla o en la falda.
3. Siéntate bien erguido.
4. Respira profundamente hacia dentro y hacia fuera; nota el suelo debajo de tus pies.

- En el suelo, si es el caso, se empieza con las piernas cruzadas. Siéntate bien erguido. Deja que tus hombros se relajen. Respira profundamente hacia dentro y hacia fuera.



## Silla Barco

1. Mueve tu silla hacia atrás para que tus rodillas no estén debajo de tu mesa.
2. Comienza en la postura de Montaña Sentada.
3. Agarra la silla, o el respaldo de la silla con ambas manos.
4. Inhala y levanta ambos pies del suelo. Mantén el equilibrio con las rodillas juntas. Toma 3-5 respiraciones relajadas. Si te cuesta, puedes levantar un pie y luego el otro.
5. Intenta levantar tus rodillas un poco más mientras mantengas el equilibrio.
6. Si te encuentras estable, intenta estirar ambos brazos hacia delante, a la altura de los hombros, paralelos al suelo.
7. Exhala, pon tus pies en el suelo de nuevo y vuelve a la postura de Montaña sentada.

- Si estás en el suelo, sustituye con la postura de barco.
- Para modificarlo, prueba levantando un pie y luego el otro.

## Move: Standing Exercises



### Mountain

1. Stand with feet together and pointed forward.
2. Arms straight to the sides.
3. Stand up nice and tall.
4. Lift your chest up, belly in.
5. Take deep breaths in and out; feel the floor beneath the feet.

### Big Toe

1. Begin in Mountain.
2. Step your feet apart.
3. Hold up both hands with your peace sign fingers pointing up.
4. Straighten the arms, point your peace sign fingers toward your feet, exhale and fold forward. See if you can touch your toes with your peace sign fingers.
5. Bend your knees if you cannot touch your toes.
6. Make sure you are comfortable.
7. Relax your head and neck.
8. Take 3-5 breaths in Big Toe.



# Muévete: Ejercicios de Pie



## Montaña

1. Ponte de pie con los pies juntos y mirando hacia delante.
2. Los brazos rectos en los lados.
3. Asegúrate que tu cuerpo esté bien erguido hacia arriba.
4. Levanta tu pecho y mete tu barriga hacia dentro.
5. Respira profundamente hacia dentro y hacia fuera; nota el suelo debajo de tus pies.

## Dedo Gordo

1. Comienza en la postura de montaña.
2. Separa tus pies un poco.
3. Levanta ambas manos con tus dedos hacia arriba y haciendo señal de la paz.
4. Enderece los brazos, apunta los dedos haciendo el señal de la paz hacia tus pies y exhala, doblando hacia adelante. Intenta tocar los dedos de tus pies con los dedos de tus manos haciendo la señal de paz.
5. Dobla tus rodillas si no puedes tocar los dedos de tus pies.
6. Asegúrate que estés cómodo.
7. Relaja tu cabeza y tu cuello.
8. Toma 3-5 respiraciones en la postura de Dedo gordo.





# VISUAL & PERFORMING ARTS

## Learning Activities Grades 4-5

### Home Packet #3, May 2020

#### GENERAL MUSIC

- Think about and share why you think writing a poem is similar to composing a song.
- Think about the soundtrack to a popular video game and share with another person or write down how it makes you feel as opposed to playing the game on mute.
- Find three different performances of our National Anthem and listen to them. Which one do you like the most, and why?
- Have you thought about playing an instrument next year in band? Think about what instrument you may want to learn how to play. Find videos of Trumpet, Trombone, Flute and Clarinet solos to help you in your thinking.
- Play through some of the songs we've been working with on the recorder. Can you compose your own music on the recorder? Don't forget gentle air!
- Draw a practice xylophone/marimba on a piece of paper and use two pencils to practice the music you've been working on.
- Interview family members about their musical backgrounds and interests. What is their favorite song right now and why? What instruments do they play? What does music mean to them? Who are their favorite artists? Record the responses they get and also answer the questions themselves.
- Choreograph a short dance routine incorporating the different ways we're recommended to wash our hands (scrubbing nails, between fingers, etc).

#### THEATRE

- Perform a play using shadow puppets.
- Mirror Exercise: Pair up actors. One actor is the mirror and must copy everything the other actor does
- Act out your favorite storybook and put on a play for your family.

#### VISUAL ART

**Recyclable projects:** Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape and/or glue and make a sculpture.

#### **Drawing & Painting/writing prompts:**

- Create one still life or self-portrait every day looking in a mirror and practicing observation techniques.
- Illustrate a daily journal

- Go to a window in your home. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, tool
- Trace around something small and circular, such as a toilet paper tube, or yogurt container. Trace 20 circles. Make each circle into something different- a pizza, a flower, a happy face, etc.
- Take a box or can from your cupboard. Wrap paper around the outside to cover the label.
- Then draw your own new label. Think of something new, funny, disgusting or delightful that you wish were in the box or can. Advertise it well on the outside so people will want it! (ex. Noodle Worm Soup with Muddy Meatballs)

**Invent:**

- What can this become? Start with any shape (hand, circle, square, even just a mark} and use your imagination to turn the shape or mark into something
- Fold, crease, repeat. Make many of the same folded creations (crane, heart, fortune teller, paper airplane) and turn it into a paper sculpture.

# ARTES DRAMATICAS Y VISUALES

## Actividades de aprendizaje grados 4-5

### Materiales de actividades para hacer en casa #3, mayo del 2020

#### MÚSICA GENERAL

- Piensa y comparte por qué crees que escribir un poema es similar a componer una canción.
- Piensa en la música de un videojuego popular y comparte con otra persona o escribe que sientes al jugarlo en silencio.
- Encuentra tres interpretaciones diferentes de nuestro Himno Nacional y escúchalas. ¿Cuál te gusta más y por qué?
- ¿Has pensado en tocar un instrumento el año que viene en la clase de banda? Piensa qué instrumento deseas aprender a tocar. Encuentra videos de solos de trompeta trombón, flauta y clarinete para ayudarte a decidir
- Toca algunas de las canciones con las que hemos estado trabajando en la flauta dulce. ¿Puedes componer tu propia música? ¡No olvides de soplar suavemente!
- Dibuja un xilófono/marimba en un pedazo de papel y usa dos lápices para practicar la música en la que has estado trabajando.
- Entrevista a miembros de la familia sobre sus experiencia e intereses musicales. ¿Cuáles son sus canciones favoritas en este momento y por qué? ¿Qué instrumentos tocan? ¿Qué significa la música para ellos? ¿Quiénes son sus artistas favoritos? Escribe sus respuestas y también responde las preguntas tu mismo.
- Haz una coreografía corta que incorpora las diferentes formas en que se nos recomienda lavarnos las manos (limpiar uñas, entre los dedos, etc.).

#### TEATRO

- Haz una obra de teatro usando títeres de sombra.
- Ejercicio del espejo: Empareja a los actores. Un actor es el espejo y debe copiar todo lo que hace el otro actor
- Dramatiza tu libro favorito de cuentos y haz una obra de teatro para tu familia.

#### ARTE VISUALES

**Proyectos reciclables:** Toma artículos cotidianos como tubos de cartón, tapas, cartones de huevos, cajas y envases de plástico, cinta adhesiva y/o pegamento y haz una escultura.

#### Instrucciones para dibujar/pintar y escribir:

- Mirándote todos los días en un espejo, practica las técnicas de observación. Crea un retrato o autorretrato
- Ilustrar un diario

- Traza alrededor de algo pequeño y circular, como un tubo de papel higiénico o un recipiente de yogur. Traza 20 círculos. Haz que cada círculo luzca diferente - una pizza, una flor, una cara feliz, etc.
- Toma una caja o lata. envuélvela en papel para cubrir la etiqueta. A continuación, dibuja una nueva etiqueta. Piensa en algo nuevo, divertido, repugnante o encantador que desearías que estuviera en la caja o en la lata. ¡Anúncialo bien para que la gente lo desee! (por ejemplo, Sopa de gusano de fideos con albóndigas de barro)

#### **Inventa:**

- ¿En qué se podría convertir esto? Comienza con cualquier forma (mano, círculo, cuadrado, incluso sólo una raya) y utiliza tu imaginación para convertir la forma o raya en algo.
- Dobla, arruga, repite. Haz muchas de las mismas creaciones dobladas (garza, corazón, adivinador de la suerte, avión de papel) y conviértelas en una escultura de papel.

# Thể hiện & Nghệ thuật trình diễn

## Những hoạt động học tập Lớp 4-5

Tập hồ sơ tại nhà # 3, Tháng Năm 2020

### Âm nhạc tổng quát

- Nghĩ và chia sẻ về tại sao là bạn nghĩ viết một bài thơ cũng tương tự như sáng tác một bài hát.
- Nghĩ về nhạc trong phim (soundtrack) đến một trò chơi video phổ biến và chia sẻ với người khác hoặc viết lại việc nó làm bạn cảm giác như trái ngược lại với chơi một trò chơi cầm.
- Kiểm tra ba cách trình diễn khác biệt về bản hát quốc ca (National Anthem) của chúng ta và lắng nghe Loại trình diễn nào thì bạn thích nhất, và tại sao?
- Bạn có từng nghĩ về việc sẽ chơi một dụng cụ âm nhạc trong ban nhạc vào năm tới không? Nghĩ về loại dụng cụ âm nhạc nào mà bạn muốn học để chơi như thế nào. Kiểm tra một video về kèn thổi (Trumpet), kèn lớn (Trombone), ống sáo (Flute) và kèn Clarinet để giúp bạn nghĩ về việc này.
- Nghe hoặc hát một số bài hát mà chúng ta đã làm việc qua máy ghi âm. Bạn có thể sắp đặt âm nhạc riêng của bạn vào máy ghi âm được không? Đừng quên để êm dịu!
- Vẽ một cây mọc cầm là loại đàn gỗ (xylophone/marimba) trên một tờ giấy và dùng hai viết chì để thực tập âm nhạc mà bạn đã từng làm.
- Hỏi những người trong gia đình về trình độ âm nhạc và ưa thích của họ. Những bản nhạc mà họ ưa thích bây giờ là bản nhạc nào và tại sao? Những dụng cụ âm nhạc nào mà họ chơi? Âm nhạc đối với họ nghĩa là gì? Những nghệ sĩ mà họ ưa thích là những ai? Ghi lại những câu trả lời đã nhận được và cũng tự trả lời cho những câu hỏi.
- Bài hát ngắn khi múa trong khi làm công việc hằng ngày được kết hợp những cách khác biệt mà chúng tôi đã đề nghị khi chúng ta rửa tay (chà móng tay, giữa các ngón tay, vân vân,...).

### Kịch trường

- Trình diễn vở kịch dùng bóng (shadow) của búp- bê múa rối (shadow puppets.)
- Bài tập gương (kiếng) (Mirror Exercise) (loại này dùng hai người bắt chước những hành động của nhau): Ghép đôi nghệ sĩ. Một nghệ sĩ là chiếc gương (kiếng) và phải bắt chước mọi thứ mà người nghệ sĩ khác hành động
- Diễn truyện yêu thích của bạn và trình diễn cho gia đình bạn.

### Nghệ thuật qua thị giác

**Dự án tái chế (Recyclable projects):** Lấy mọi thứ hằng ngày như ống các tông, nắp đậy, hộp đựng trứng, hộp và bao bì nhựa, băng và / hoặc keo dán và làm một tác phẩm điêu khắc.

**Vẽ & Vẽ tranh / viết lời chú thích:**

- Tạo ra một bức tranh tĩnh vật hoặc tự họa mỗi ngày bằng cách nhìn qua một chiếc gương (kiếng) và thực hành kỹ thuật quan sát.
- Vẽ một tờ báo hằng ngày
- Đi tới cửa sổ của nhà bạn. Vẽ mọi thứ mà bạn nhìn thấy ở ngoài cửa sổ. Nhớ là những thứ ở gần thì lớn hơn những thứ ở xa. Nhớ có những thứ chồng chéo lên nhau.
- Đồ (Trace) chung quanh những vật nhỏ và tròn, như cái ống (tube) của cuộn giấy vệ, hoặc hũ đựng yogurt. Đồ 20 hình thể vòng tròn. Tạo mỗi vòng tròn khác nhau – như một bánh pizza, một bông hoa, một khuôn mặt vui vẻ, vân vân ...
- Lấy một cái hộp hoặc một cái lon ở trong tủ của nhà bạn. Bao giấy ở ngoài để che nhãn hiệu đi. Rồi bạn vẽ nhãn hiệu mới. Nghĩ về những thứ mới như tức cười, khủng khiếp hoặc vui vẻ.
- Mà bạn muốn có ở trên hộp hoặc trên lon. Quảng cáo tốt ở bên ngoài để người ta thích nó ! (Thí dụ. Canh Mỳ Sợi với những miếng thịt thật mềm dẻo)

**Phát minh:**

- Cái này có thể trở thành gì? Bắt đầu với bất cứ hình thể nào (tay, vòng tròn, vuông, ngay chỉ là một dấu) và dùng sự tưởng tượng của bạn để đổi hình thể hoặc dấu thành một vài thứ khác.
- Gấp, nếp gấp, lập lại. Tạo nhiều sáng tạo về việc gấp (con cò, trái tim, bói may mắn (fortune teller), máy bay giấy và biến nó thành một tác phẩm điêu khắc giấy.

# FARSHAXAN MUUQAAL& BANDHIGA

## Hawlaha Waxbarasho ee Fasalka 4-5

**Bushqada Guriga Lambar 3, Maajo 2020**

### **MUUSIGA GUUD**

- Ka fikir oo nalawadaag sababta aad u malaynayso in qoraalka gabay uu lamid u yahay samaynta laxanka heesta.
- Waxa aad ka fikirtaa codka fiidyaw geem caan ah oo waxa aad la wadaagtaa dadka kale ama waxa aad qortaa sida aad dareemayso oo kasoo horjeeda ciyaarida geemka aad aamusiisay.
- Waxa aad ka heshaa sadex bandhig oo kala duwan Heesta Calanka oo dhagayso. Keed ka heshay, waana maxay sababtu?
- Miyaad ka fikirtay inaad sanadka danbe aad garaacdo wax kamid ah agabka muusido oo aad koox ku biirto? Waxa aad ka fikirtaa shayga aad doonayso inaad garaacdo sida aad u baranayso. Waxa aad doonataa fiidyaw Trumpet, Trombone, Flute iyo Clarinet soloska si ay kaaga caawiso inaad ka fikirto.
- Waxa aad badbadashaa qaar kamid ah heesihii aanu ka shaqaynaynay ee aan duubaynay. Ma samayn kartaa is barbar dhig muusigaaga aad duubtay? Ha iloobin hawada jilicsan!
- Waxaad ku sawirtaa barbarasho xylophone/marimba waraaq oo waxa aad isticmaashaa laba qalin beensal si aad ugu barbarato muusiga aad ka shaqaynaysay.
- Waxaad waraysataa xubin qoyska ah oo ka warayso taariikhda muusigooda iyo waxay jecel yihiin. Waa maxay heesta ay jecel yihiini maxayna ku jeclaadeen? Maxay garaaci jireen? Muxuu muusigu uga dhigan yahay? Wa ayo fanaanka ay ugu jecel yihiin? Ka duul jawaabta ay kusiiyaan oo sidoo kale ka jawaab su'aalaha laftooda.
- Waxaad barbarataa jaas gaaban adiga oo dhax gelinayo qaababka kala duwan ee aanu ugu talinay in gacmaha loo maydho (cidiyaha nadiifi, inta u dhaxaysa faraha nadiifi, iwm).

### **TIYAATARKA**

- Soobandhig bandhig adiga oo adeegsanaya hadhka ay.
- Alamiitada Muraayada: Lamaanee cida matalaysa. Halkii qof ee malataa waa hal muraayad oo waxa aad koobiyaysaa wax kasta oo atooraha kale uu sameeyo
- Waxa aad matashaa buuga sheeko ee aad ugu jeceshahay oo waxa aad usoo bandhigtaa qoyskaaga.

### **FARSHAXANKA MUUQAALKA AH**

**Mashruuca wixii dib loo isticmaalayo ee alaab ah:** Waxaad soo qadataa alaabaadka maalin kasta aad isticmaaho sida kaadh la duubay, fur, kartoona beedka, kartoona, iyo bushqada caag ah, xabagee iyo/ama xabagta dareeraha ah iskugu dhaji oo waxa aad ka samaysaa taalo.

**Sawir & Wax ku Sawir/tilmaamona ku qor:**

- Waxaad maalin kasta samaysaa mid aan dhaqdhaqaaqaynin ama iskii u taagan adiga oo eegaya muraayada oo waxa aad barbarataa farsamada u ukuur galka.
- Waxa aad samaysataa duwaan maalin kasta ah
- Waxaad qabataa daaqada gurigaaga. Waxa aad sawirtaa wax kasta oo aad daaqada ka aragtay. Waxaad xasuusataa in waxyaabaha soo dhawi ay ka cad yihiin waxyaabah afog. Xasuuso is dul saarka, agab
- Waxaad la socotaa wax yar iyo goobaabta, sida kilinikis la duubay, ama weelka yoogarka. Waxaad la socotaa 20 wareeg. Waxa aad goobaab kasta ka dhigtaa wax ka duwan - biisa, daqiiq, waji faraxsan, iwm.
- Waxa aad kartoon ama daasad kasoo kaartaa kartoona. Waxaad duubtaa dushiisa si aad u qariso calaamada.
- Kadibna calaamadaada ku sawir. Waxa aad ka fikirtaa wax cusub, qosol ah, wiswis leh ama lala yaabo oo aad dooni lahayn in uu kartoona ama daasada uu kuugu jiro. Waxaad si wanaagsan ugu xayaysiisaa dadka kale ee banaanka ee aad doonayso! (tusaale ahaan, Maqar Noodle oo Leh Fud Hilib ah oo Ciid Leh)

**Ikhtiraac:**

- Muxuu kani noqon karaa? Waxa aad ku bilawdaa qaabab (gacan, goobaab, afar gees, xataa kaliya calaamad} oo waxa aad isticmashaa fikirkaaga si aad qaabka ama calaamadaa wax ugu badali lahayd
- Duub, layn u sameeyo, ku celi. Waxa aad samaysaa qaar badan oo sidaa u duuban (bakoorad, wadne, bakhtiyaa nasiib, diyaarad waraaqo ah) oo waxa aad u badashaa taalo.



# የእይታ እና የስነ-ጥበብ ትወናዎች

## የመማር እንቅስቃሴዎች ከ 4-5 ክፍሎች

የቤት ፖሊስ#3፣ግንቦት 2020

### አጠቃላይ ሙዚቃ

- ግጥም መጻፍ መዝሙርን ከማቀናበር ጋር ተመሳሳይነት ለምን እንዳለው እንደሚያስቡ ያስቡና ያጋሩ።
- ለታዋቂው የቪዲዮ ጨዋታ ስለድምጽ ጨዋታው ያስቡ እና ለሌላ ሰው ያጋሩ ወይም ጨዋታውን በድምፅ መጫወት ተቃራኒ ስሜት የሚሰማዎት እንዴት እንደሆነ ይጻፉ።
- የብሄራዊ መዝሙራችንን ሦስት የተለያዩ ትይንቶችን ፈልገው ያዳምጧቸው። በጣም የሚወዱት የትኛውን ነው? እና ለምን?
- በሚቀጥለው ዓመት የሙዚቃ መሳሪያዎችን በባንድ ስለመጫወት አስበው ያውቃሉ? የትኛውን የሙዚቃ መሳሪያ እንዴት መጫወት እንደሚቻል ማወቅ ሊፈልጉ እንደሚችሉ ያስቡ። በአስተሳሰብዎ ውስጥ እንዲረዳዎት የመለከት፣ ትሮምባን፣ ዋሽንት እና ክላሪኔትን ለብቻ ቪዲዮዎቻቸውን ይፈልጉ።
- በድምጽ መቅጃው ላይ ስንሰራባቸው በነበሩት አንዳንድ ዘፈኖች በኩል ይጫወቱ። የራስዎን ሙዚቃ የድምጽ መቅጃው ላይ ማቀናበር ይችላሉ? የተረጋጋ አየር አይዘንጉ!
- የልምምድ ዚዲሎፎን/ማሪምባን በቁራጭ ወረቀት ላይ ይሳሉ እና እየሠሩበት የነበረውን ሙዚቃ ለመለማመድ ሁለት እርሳሶችን ይጠቀሙ።
- ስለ ሙዚቃ መነሻቸው እና ፍላጎቶቻቸው የቤተሰብ አባላትን ቃለ-መጠይቅ ያድርጉ። አሁን የሚወዱት ዘፈን ምንድነው እና ለምን? እነሱ ምን አይነት መሣሪያዎች ይጫወታሉ? ሙዚቃ ለእነርሱ ምን ማለት ነው? የነሱ ተወዳጅ አርቲስቶቻቸው እነማን ናቸው? ያገኙትን ምላሾች ይመዝግቡ እንዲሁም ለጥያቄዎቹም መልስ ይስጡ።
- እጆቻችን እንዲታጠቡ የተጠቆሙትን የተለያዩ መንገዶችን (የጥፍሮቻችን እና ጣቶቻችን መሃል መፈገፈግ፣ ወዘተ) በማካተት አጭር የዳንስ ልምድን ይምረጡ።

### ቴያትር

- የጥላ አሻንጉሊቶችን በመጠቀም ጨዋታውን ይከውኑ።
- የመስተዋት ልምምድ፡ ተዋንያንን ያጣምሩ። አንድ ተዋናይ እንደ መስታወት ነው እና ሌላኛው ተዋናይ የሚሰራውን ሁሉ መቅዳት አለበት
- የእርስዎን ተወዳጅ የታሪክ መጽሐፍ ያውጡ እና ለቤተሰብዎ ጨዋታ ይተውኑ።

### የእይታ ስነ-ጥበብ

ዳግም ጥቅም ላይ የሚውሉ ፕሮጀክቶች እንደ ካርቶን ቱቦዎች፣ ክዳኖች፣ የእንቁላል ካርቶን፣ ሳጥኖች እና የፕላስቲክ ማሽኒዎች፣ ፕላስቲክ እና/ወይም ሙጫዎች ያሉ የዕለት ተዕለት ነገሮችን ይውሰዱ እና የቅርፃ ቅርጽ ስራ ይስሩ።

ስዕል እና የስዕል/ጽሑፍ መነሳሳቶች፡

# የእይታ እና የስነ-ጥበብ ትውናዎች

## የመማር እንቅስቃሴዎች ከ 4-5 ክፍሎች

- መስታወት በመመልከት እና የማየት ቴክኒኮችን በመለማመድ በየቀኑ አንድ ቀጣይ ህይወትን ወይም የራስዎን ምስል በየቀኑ ይፍጠሩ።
- ዕለታዊ መጽሔትን በምሳሌ ያስረዱ
- በቤትዎ ውስጥ ወደ መስኮት ይሂዱ። በመስኮቱ ውጭ የሚያዩትን ሁሉ ይሳሉ። ያስታውሱ ቅርብ ነገሮች በጣም ሩቅ ከሆኑት ነገሮች እንደሚበልጡ ያስታውሱ። ስለተደራረቢ መሳሪያም ያስታውሱ
- እንደ የመጻዳጃ ወረቀት ቱቦ፣ ወይም የእርጎ መያዣ ያለ ትንሽ እና ክብ ነገር ዙሪያ ይፈልጉ። 20 ክቦችን ይሳሉ። እያንዳንዱን ክብ ወደ አንድ የተለየ ነገር ይቀይሩ - ፒዛ፣ አበ፣ ደስተኛ ፊት፣ ወዘተ።
- ሳጥን ወይም የቆረቆሮ እሽግ ከቁም-ሳጥንዎ ውስጥ ይውሰዱ። ምልክቱን ለመሸፈን በውጭው ዙሪያ ወረቀት ይጠቅላሉ።
- ከዚያ የራስዎን አዲስ ምልክት ይሳሉ። በሳጥኑ ውስጥ ወይም በቆረቆሮው እሽግ እንዲኖር የሚፈልጉት አዲስ፣ አስቂኝ፣ አስጸያፊ ወይም ደስ የሚል ነገር ያስቡ። ሰዎች እንዲፈልጉት በሽፋኑ ላይ በደንብ ያስተዋውቁት! (ለምሳሌ፡- ኑድል የትል ሾርባ ከጭቃማ ክብ ክብ ስጋዎች ጋር)

### ፈጠራ፡

- ይህ ምን ሊሆን ይችላል? በማንኛውም ቅርጽ (እጅ፣ ክብብ፣ ካሬ፣ ምልክት ብቻ) ይጀምሩ እና የራሶን ሃሳብ ይጠቀሙ ቅርጹን ወይም ምልክቱን ወደ አንድ ነገር ለመቀየር
- ማጠፍ፣ ማጨማደድ፣ መድገም። ብዙ ተመሳሳይ ተጣጣፊ ፈጠራዎችን ከ (ክሬን፣ ልብ፣ ዕድለ ሻጭ፣ ወረቀት አውሮፕላን) ያዘጋጁ እና ወደ የወረቀት ቅርፃ ቅርፅ ይለው ይቀይሯቸው።