



PREPARING STUDENTS
FOR LIFE

Through Academic Achievement · Personal Well-Being · Career Readiness

Cincinnati Public Schools

Remote Learning Plan

Grade 4

Building _____
Student Name _____

Weekly Learning Outcomes:

- Math Week One: decimals and fractions
- ELA Week One: Read and answer questions citing text evidence.
- Visual Art: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
- Social Studies Weeks 1-8: C3 Module: Does it Matter How Leaders are Chosen?

- Math Week Two: decimals and fractions
- ELA Week Two Write a well organized paragraph citing text evidence.
Visual Art: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

- Math Week Three: Area and Perimeter
- ELA Week Three- Use context clues to determine meaning.
Visual Art: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

- Math Week Four: Fractions and Decimals
- ELA Week Four- Read and answer questions citing text evidence.
Visual Art: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

- Math Week Five: Points, Lines, Rays, and Angles
- ELA Week Five: Write a well organized paragraph citing text evidence.
Visual Art: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

- Math Week Six: Measurement
- ELA Week Six- Read and use text evidence to compare and contrast.
Visual Art: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

- Math Week Seven: Measurement
- ELA- Write a well organized informational paragraph.

Visual Art: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.

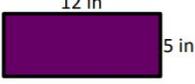
- Math Week Eight: Line Plot
- ELA Week Eight- Use context clues to determine meaning.

Week One: (insert date) _____

Math

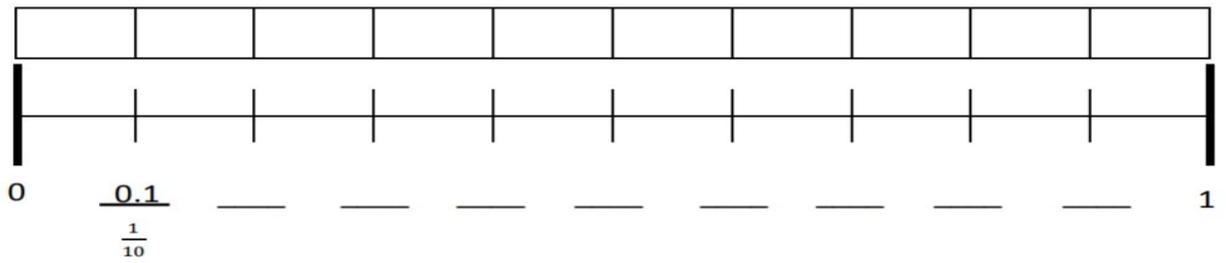
- Directions
 1. Complete the Spiral Review
 2. Complete Task 1 and Task 2
 3. Complete the Self Assessment
- Learning Outcomes: Use metric measurement and area models to represent tenths as fractions greater than 1 and decimal numbers.
- Task1: Equivalent Decimals
Task 2: Converting Decimals to Mixed Numbers
- How do I know if my work is good? (Self Assessment)
- What if I need help? <https://www.mathsisfun.com/> <https://www.mathantics.com/>

Spiral Review:

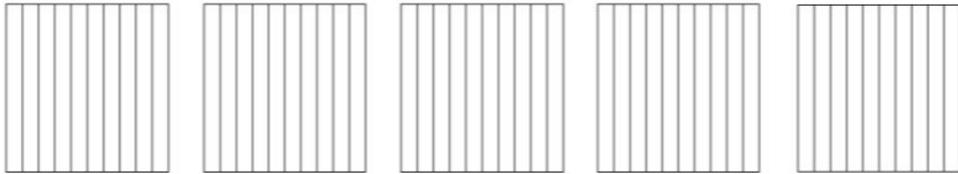
<p style="text-align: center;">Monday</p> <ol style="list-style-type: none"> 1. $2,016 + 4,552 =$ _____ $3,344 - 1009 =$ _____ 2. $667 +$ _____ $= 734$ $954 -$ _____ $= 251$ 3. 39, 34, 29, 24, _____, _____ 4. If it is 6:15, what time will it be in 45 minutes? _____ 5. If $8 - 6 = 2$, then $80 - 60 =$ _____. 6. Hilda was selling the bracelets she made at the fair. Each bracelet was \$4.00. By the end of the day, she had made \$48, but she still had 15 bracelets left. How many bracelets did she start with? _____  	<p style="text-align: center;">Tuesday</p> <ol style="list-style-type: none"> 1. $6 \times 9 =$ _____ Fact Family: _____ 2. List all of the factors for 20: _____ 3. Round 2,313 to the tens place: _____ 4. $(6 \times 3) + 5 = 35 - n$ $n =$ _____ 5. If $16 - 4 = 12$, then $160 - 40 =$ _____. 6. Miguel and Tom were arguing on whether a square was always a rectangle or if it was only sometimes a rectangle. Miguel thinks it is always and Tom thinks it is only sometimes. Who is right? Why? _____  	<p style="text-align: center;">Wednesday</p> <ol style="list-style-type: none"> 1. $72 \div 8 =$ _____ Fact Family: _____ 2. This figure is a(n) _____. How do you know? _____  3. If $13 - 8 = 5$, then $130 - 80 =$ _____. 4. The new PlayStation game that John wants costs \$57.65. John received \$10.00 for doing some extra chores. If John can save an additional \$4.00 a week, how many weeks does he have until he can afford the game? _____ 
<p style="text-align: center;">Thursday</p> <ol style="list-style-type: none"> 1. Is this angle acute, right, or obtuse? _____   12 in 5 in 2. Perimeter: _____ Area: _____ 3. If $30 - 15 = 15$, then $300 - 150 =$ _____. 4. Kendall made a goal to read 20 pages a day and she has stuck with it. How many pages has she read after 40 days of reading? _____ If it takes her 2 minutes to read one page, how long does she read each day? _____  	<p style="text-align: center;">Friday</p> <ol style="list-style-type: none"> 1. $7 \times$ _____ $= 28$ $56 \div$ _____ $= 8$ 3. What is the place and value of the bold digit? 538 _____ 4. 818  881 5. Decompose 7×3 to make it easier. 6. Janie is more than 20 years old and less than 60 years old. You can count by sevens to reach her age. Next year you will be able to count by fives to reach her age. How old is Janie? _____  	<p style="text-align: center;">★ Challenge Problem ★ (Try this problem if you finish early)</p> <p>How many ways can a \$5 bill be changed into quarters, dimes, or a combination of quarters and dimes?</p> <p>_____</p> 

Task 1:

1. Shade the first 7 units of the tape diagram. Count by tenths to label the number line using a fraction and a decimal for each point. Circle the decimal that represents the shaded part.

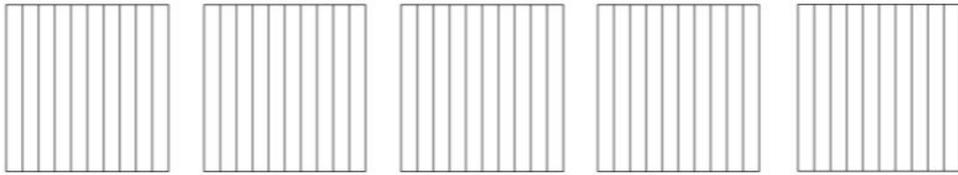


d. $1\frac{4}{10} =$ _____



How much more is needed to get to 5? _____

e. $\frac{33}{10} =$ _____



How much more is needed to get to 5? _____

Task 2:

Convert decimals to mixed numbers.

Grade 4 Fractions Worksheet

Convert.

1. $6.76 =$ _____ 2. $1.9 =$ _____ 3. $7.7 =$ _____

4. $4.15 =$ _____ 5. $5.9 =$ _____ 6. $4.43 =$ _____

7. $2.26 =$ _____ 8. $6.9 =$ _____ 9. $9.2 =$ _____

10. $5.65 =$ _____ 11. $9.4 =$ _____ 12. $9.33 =$ _____

13. $8.4 =$ _____ 14. $4.16 =$ _____ 15. $6.1 =$ _____

16. $5.09 =$ _____ 17. $5.8 =$ _____ 18. $2.67 =$ _____

Self assessment:

What did you learn?

Provide *evidence* with an *example*.

Explain what you did in writing.

Level of Understanding

- I understand this concept
- Something I am having a hard time understanding is ... (Explain what you are having a hard time with)

ELA

- Directions- Read "Corn: From "The Girl Who Helped Thunder and Other Native American Folktales" retold by James Bruchac and Joseph Bruchac carefully. Use text evidence to answer the questions.
- Learning Outcomes- I will answer questions, citing text evidence.
- Task- Read a passage. Think about the questions. Circle your answers.
- How do I know if my work is good? (Self Assessment) If yes, check below.
_____ I finished my work.
_____ I read carefully.
_____ I thought carefully about my answers.
_____ I used text evidence to support my answers.

Passage 1

Corn: From "The Girl Who Helped Thunder and Other Native American Folktales" retold by James Bruchac and Joseph Bruchac

Long ago, before corn came to the people, there was an orphan boy. He often went out to play by himself in the fields near his village. While others hunted, he watched the birds and sometimes talked to them as if they could understand him. People wondered why he behaved this way.

"Why do you not go and hunt like the other boys?" they asked him.

"I think that I may find something good to help our people," was all that he said in reply.

One day, as the boy sat alone in the field, a big crow came flying from across the water. It landed in front of the boy and dropped a single seed at his feet.

"Ah," the boy said to the crow. "I think this is what I have been waiting for. Thank you for this gift."

The crow nodded its head and then took flight, disappearing back over the water.

The orphan boy then prepared a little piece of ground. He cleared away the grass and loosened the soil to plant his seed. Soon a green shoot poked out of the ground.

The people of his village saw what he was doing.

"Why are you wasting your time?" the people asked him.

"This will be something good for our people," was all that the boy said.

That shoot grew taller until it was a large plant. No one had ever seen such a plant before. But as the orphan boy sat each day, the rustling of the wind in the shoot's leaves seemed to speak to him, telling him what to do. So he made a hoe from a deer antler and loosened the earth around the plant. He carried fresh water in a clay jug from a nearby stream to water the plant.

The people laughed at him when he did all this, but the orphan boy paid no attention to them. He continued caring for the plant, which he named Tanchi (Corn).

Now golden tassels began to appear and fruit formed on the plant. Each fruit was shaped like a bundle containing many seeds. The boy dried some of those seeds, and when they were planted, they grew up into a great field of corn. When the people tasted the corn and realized how sweet it was, they no longer laughed at the boy.

Then the orphan told his people one other thing. "We must remember," he said, "that the Tanchi was brought to us by Crow. So we must share some of our harvest every year with the crows."

The people did as he said, leaving part of the corn in the field for the crows and other birds to share. From then on, the Choctaw had corn and cared for it. The orphan boy who was different had, indeed, found something good for his people.

1A. What is a main theme of the story?

- A. The best gifts are usually surprises.
- B. Sometimes it is useful to be different
- C. People should care about animals.
- D. It is important to try your best.

1B. Which sentence from the story best states the theme?

- A. "While others hunted, he watched the birds and sometimes talked to them as if they could understand him." (lines 2-3)
- B. "'Ah,' the boy said to the crow. 'I think this is what I have been waiting for. Thank you for this gift.'" (line 8)

- C. "He continued caring for the plant, which he named Tanchi (Corn)." (lines 19-20)
- D. "The orphan boy who was different had, indeed, found something good for his people." (lines 28-29)

2A. How did people in the village feel about the boy at the beginning of the story?

- A. They did not trust him.
- B. They thought what he was doing was unfair.
- C. They did not understand what he was doing.
- D. They were angry that he did not listen to them.

2B. Which sentence from the story best supports your answer?

- A. "He often went out to play by himself in the fields near his village." (lines 1-2)
- B. "People wondered why he behaved this way." (line 3)
- C. "One day, as the boy sat alone in the field, a big crow came flying from across the water." (line 6)
- D. "The people of his village saw what he was doing." (line 12)

3. The story suggests that the crow gave the seed to the boy because the boy...

- A. was sitting still while the others were working
- B. had a special relationship with birds
- C. would use the seed to give seeds back to the birds
- D. knew how to take care of plants

4. Why did the Choctaw people leave some of the corn in the field each year?

- A. To keep the birds from taking all of the corn
- B. To give the boy enough to eat
- C. To thank the crow for giving them the first seed

- D. To have seeds to plant for the next year

Circle TWO sentences from the list below that describe the boy in the story.

- A. He is angry at the people in his village.
- B. He is nervous about what will happen in the future.
- C. He enjoys spending time alone.
- D. He is sad that nobody wants to listen to him.
- E. He believes that following rules is important.
- F. He cares about helping others.

Social Studies

- Directions: For all 8 Weeks please complete the C3 project all directions and information are included. Please keep in mind that this is a tool from New York. New York has different state standards per grade so this is titled Third grade
- This is the Link to the C3 [4th grade Government c3](#) or you may print the hard copy below.
- This project should take 45-60 minutes per day 3 days a week

Leadership and Government

This inquiry is an exploration into governments around the world; it examines how the fundamental principles of governments vary in different world communities with diverse political systems. In uncovering the idea that the role of citizens varies in governments around the world, students develop an argument supported by evidence that answers the compelling question “Does it matter how leaders are chosen?”

Compelling Question:

Does it matter how leaders are chosen?

Staging the Question: Discuss whether leaders are necessary.

1

Supporting Question

Who is in charge of the government?

Formative Task

Create cards for each form of government and sort the cards into categories according to who holds the power.

Sources

Source A: “Who Rules?”

Source B: “Democracy?” and “Democracy vs. Autocracy”

Supporting Question

How are leaders of governments chosen?

Formative Task

Complete a chart for three countries, naming the type of government, the head of state (name and title), and how the leader is chosen.

Sources

Source A: Government profiles: Descriptions of how leaders are chosen and images of heads of state of selected countries

Supporting Question

What can happen when leaders make decisions that people do not like?

Formative Task

Discuss the advantages and disadvantages of different kinds of government leadership.

Sources

Source A: “Thailand’s Army Arrests Students for Using Salute from ‘Hunger Games’”

Source B: “Thousands Protest in Hong Kong on Monday for Free Elections”

Summative Performance Task

Argument: Does it matter how leaders are chosen? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.

Taking Informed Action

Understand: Accomplished through Performance Tasks 1 and 2

Assess: Accomplished through Performance Task 3

Act: Create a public service announcement about the role of voting to share with the rest of the school before the next school election.

Fine Arts

Visual Art

- Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page
- Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
- How do I know if my work is good? (Self-Assessment) Does my work have good craftsmanship (Is it completed neatly?) Is my work interesting, does it have detail? Does my work complete the task required?
- What if I need help? Ask a grown up.

LINE

Draw an interesting line design using all of these different types of lines. Check them off as you go.

- straight
- curvy
- diagonal
- squiggly
- zig zag
- bumpy
- dashed
- dotted
- loopy
- like the top of a castle
- swirl
- like hills
- wavy
- spiral
- scribbly
- thin
- thick
- dark
- light
- line that starts off straight, becomes curvy, then bumpy
- your own type of varied lines



Write in the correct brass instrument name by these pictures.



Choose from the following brass instrument names: french horn, trombone, trumpet, tuba, sousaphone

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

PE and Health

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

FITT FORMULA ACTIVITY LOG

FITT Formula (*noun*) A personal fitness concept that includes 4 elements of fitness planning: frequency, intensity, time, and type. These elements create the foundation of a comprehensive fitness plan.

The FITT Formula helps us define and remember the 4 essential elements to a well-written personal fitness plan. Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity M=Moderate Intensity V=Vigorous Intensity
 AC=Aerobic Capacity MF=Muscular Fitness FL=Flexibility

(Note: This can be done in real-time as a log, or as an activity recall exercise)

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

How many days per week did you...? [Frequency]

- participate in an activity to improve aerobic capacity?
- participate in an activity to improve muscular fitness?
- participate in an activity to improve flexibility?

Week Two: (insert date) _____

Math

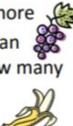
- Directions
 1. Complete the Spiral Review
 2. Complete Task 1 and Task 2
 3. Complete the Self Assessment
- Learning Outcomes: Represent mixed numbers with units of tens, ones, and tenths with place value disks, on the number line, and in expanded form.
- Task1: Decimals with place value disks
Task 2: Decimals in various forms
- How do I know if my work is good? (Self Assessment)
- What if I need help?

Spiral Review:

Monday

1. $320,618 + 12,045 =$ _____
 $320,618 - 12,045 =$ _____
2. Estimate the mass:  20g or 300g
3. 36, 18, 28, 14, 24, _____, _____
4. $\frac{7}{9} + \frac{5}{9} =$ _____
5. There are some dogs and their owners at the neighborhood park. There are 44 legs total. How many dogs are at the park? How many people are at the park? There is more than one correct answer.
Dogs: _____ People: _____ 

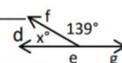
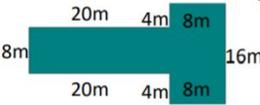
Tuesday

1. $17 \times 66 =$ _____
2. List all of the factors for 35:
3. Name this figure. _____ c _____ d
4. What is $\frac{3}{4}$ of 200? _____
5. Jules bought $4\frac{5}{8}$ pounds of bananas and $1\frac{3}{8}$ pounds of grapes. How many more pounds of bananas did she buy than grapes? _____ Bonus: How many more ounces of bananas did she buy than grapes? _____ 

Wednesday

1. $7,513 \div 2 =$ _____ 
2. This figure is a(n) _____ Does it have any parallel lines? _____
3. Draw the lines of symmetry in this figure. How many did you draw? _____
4. Write the decimal for $36\frac{13}{100}$ _____
5. Yolanda has five times as many rubber bands as Jim. She has 365 rubber bands. How many rubber bands do Yolanda and Jim have together? _____ 

Thursday

1. Find the missing angle:
The sum of both angles = 180° 

2. Perimeter: _____ Area: _____
3. $7.7 \bigcirc 7.70$
4. Hiran started playing outside at 3:47 pm and finished at 7:17 pm. How long did he play outside? _____
Bonus: Was he outside more or less than $3\frac{1}{4}$ hours? _____ 

Friday

1. $700 \times 400 =$ _____ 2. $2,000 \div 40 =$ _____
3. Name two fractions for the picture to the right: 
4. $\frac{13}{20} \bigcirc \frac{7}{15}$ 5. Show how you could split $\frac{10}{12}$ into two pieces.
6. If Georgia spent \$2,356 on a couch, \$875 on a loveseat, \$5,118 on a table, and \$1,809 on a rug, about how many hundreds did she spend? _____ 

Challenge Problem  

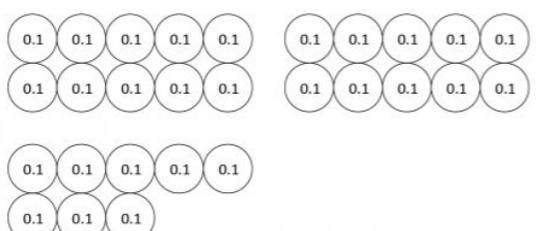
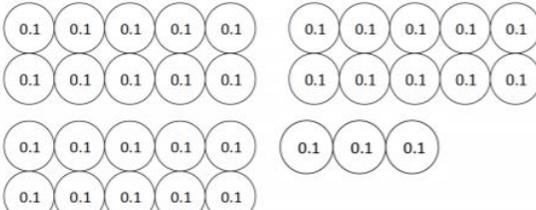
(Try this problem if you finish early)

Carson went to pick apples at an orchard. He gave one-third of his apples to his friend Nathan. Then he gave one-half of what he had left to his friend Nikki. On his way home he dropped one-fourth of the ones he had left, so that he only had 9 for him and his family. How many apples did Carson pick originally?



Tasks 1:

1. Circle groups of tenths to make as many ones as possible.

<p>a. How many tenths in all?</p>  <p>There are _____ tenths.</p>	<p>Write and draw the same number using ones and tenths.</p> <p>Decimal Form: _____</p> <p>How much more is needed to get to 3? _____</p>
<p>b. How many tenths in all?</p>  <p>There are _____ tenths.</p>	<p>Write and draw the same number using ones and tenths.</p> <p>Decimal Form: _____</p> <p>How much more is needed to get to 4? _____</p>

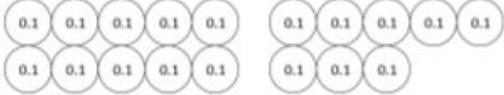
Match each amount expressed in unit form to its equivalent fraction and decimal forms.

3 tenths	$\frac{5}{10}$	0.2
5 tenths	$\frac{9}{10}$	0.6
6 tenths	$\frac{2}{10}$	0.3
9 tenths	$\frac{3}{10}$	0.5
2 tenths	$\frac{6}{10}$	0.9

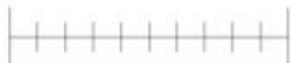
Note: In the original image, a line connects '3 tenths' to $\frac{3}{10}$, and another line connects $\frac{3}{10}$ to 0.3.

Task 2:

1. Circle groups of tenths to make as many ones as possible.

<p>How many tenths in all?</p>  <p>There are _____ tenths.</p>	<p>Write and draw the same number using ones and tenths.</p> <p>Decimal Form: _____</p> <p>How much more is needed to get to 2? _____</p>
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2. Complete the chart.

Point	Number Line	Decimal Form	Mixed Number (ones and fraction form)	Expanded Form (fraction or decimal form)	How much to get to the next one?
a.			$12\frac{9}{10}$		
b.		70.7			

Self Assessment:

What did you learn?
Provide <u>evidence</u> with an <u>example</u> .
<u>Explain</u> what you did in writing.
<p>Level of Understanding</p> <input type="checkbox"/> I understand this concept <input type="checkbox"/> Something I am having a hard time understanding is ... (Explain what you are having a hard time with)

Science

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)

- What if I need help?

ELA

- Directions: Reread the passage from week 1, "Corn: From "The Girl Who Helped Thunder and Other Native American Folktales"
- Learning Outcomes- I will write a paragraph to answer a writing prompt, citing text evidence.
- Task- Read a passage. Think about the questions. Write your paragraph.
- How do I know if my work is good? (Self Assessment) If yes, check below.
_____ I wrote a paragraph citing text evidence.
_____ I wrote a topic sentence.
_____ I wrote 3 detail sentences.
_____ I wrote a conclusion sentence.
_____ I used correct spelling, grammar, and punctuation.
- What if I need help? Contact:
•

Reread the story Corn: From "The Girl Who Helped Thunder and Other Native American Folktales"

Write a paragraph to answer the prompt.

The story you have just read is from the point of view of the boy. How do you think the crow would tell the same story?

Rewrite the story from the crow's point of view. How did he know about the boy? Where did he get the seed? Why did he give the seed to a person? Why did he choose that particular person to give the seed to? How did he feel about what the boy did with the seed?

Use your imagination to make up new events and characters, but the story should still be about a crow giving a seed to a boy to grow corn for his village.

Your story should:

- introduce the crow as the main character
- include dialogue
- clearly describe characters and events
- have a logical sequence of events and an ending
- use correct spelling, grammar, and punctuation

Write your story from the crow's point of view on the lines below.

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Social Studies

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

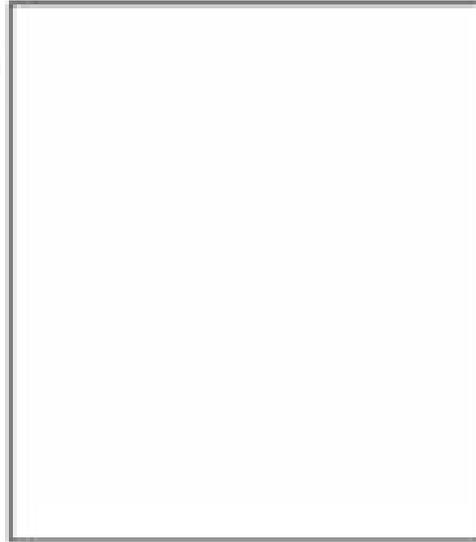
Fine Arts

Visual Art

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- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
- How do I know if my work is good? (Self-Assessment) Does my work have good craftsmanship (Is it completed neatly?) Is my work interesting, does it have detail? Does my work complete the task required?
- What if I need help? Ask a grown up.

LINE

These are angular, jagged lines. Try drawing a repeating line design using straight, jagged, zig-zag and angular lines.



These curvy lines are expressive and varied. Try drawing your own curvy line design.



Write in the correct woodwind instrument name by these pictures.



Choose from the following woodwind instrument names: oboe, bass clarinet, flute, basson, alto saxophone

PE and Health

- Complete Week 2 of Activity Sheet

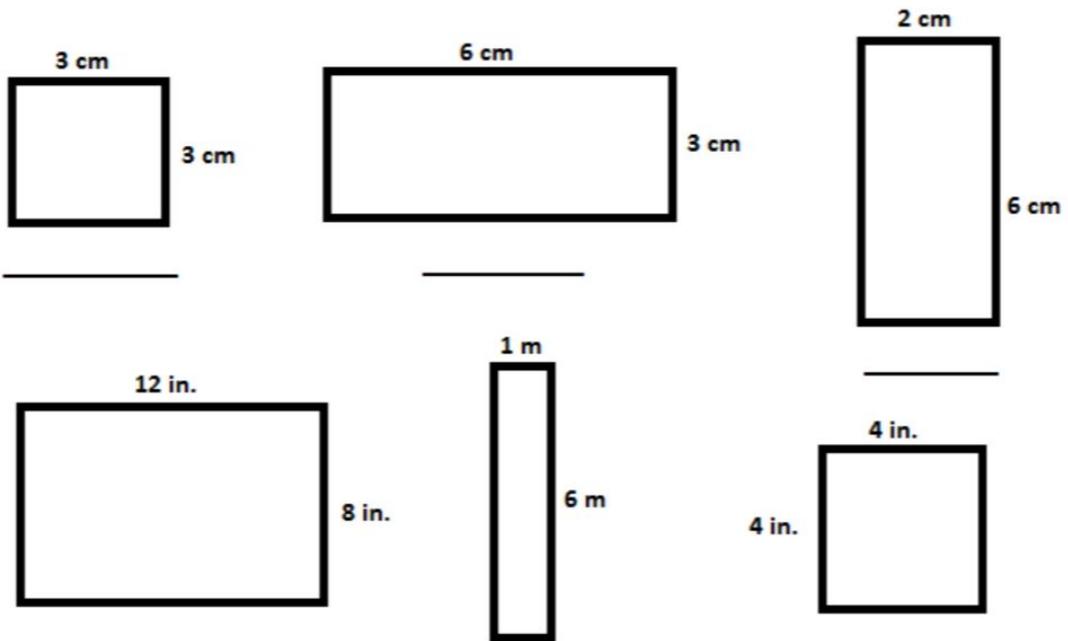
Week Three: (insert date) _____

Math

- Directions
 - Learning Outcomes: 4.MD.A Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
 - Task1: Calculate Area I
Task 2: Calculate Perimeter II
 - How do I know if my work is good? (Self Assessment)
 - What if I need help? [Guided Notes](#)
- Task 1

Calculate Area - I

1. Find the area.



2. Find the side length of each of the following squares having area:-

- a. 16 cm^2 _____ c. 36 cm^2 _____ e. 64 cm^2 _____
b. 144 cm^2 _____ d. 49 cm^2 _____ f. 4 cm^2 _____

3. Area of a square shaped wall is 100 ft^2 . If the side length of each square stone is 2 feet, how many stones will be needed to construct the wall?

Solution:

4. What is the total cost of painting a square shaped board with side length of 12 cm, if cost of painting is $\$2/\text{cm}^2$?

Solution:

5. Area of a rectangle is 36 cm^2 . If its length is 9 cm, find its width.

Solution:

Task 2:

Calculate Perimeter - II

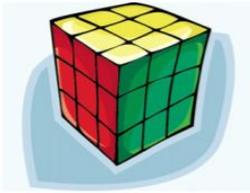
1. Calculate the perimeter of each of the following.

- a. Square with side length 4 cm. _____ d. Equilateral triangle with side length 2 cm. _____
b. Regular hexagon with side length 2 cm. _____ e. Regular pentagon with side length 3 cm. _____
c. Regular octagon with side length 4 cm. _____ f. Rectangle with dimensions 2 cm. X 3 cm. _____

2. The perimeter of the floor of a rectangular room is 40 feet. It is 5 feet wide. How long is it?

Solution:

3. If each side of the cube below is 2 inches long, find the difference between the perimeters of the green face and the yellow face.



Solution:

4. True or False

- a. Perimeter of any plane figure has same unit of measurement as that of its length. _____
- b. Perimeter of a semicircle is independent of its diameter. _____
- c. Perimeter of any plane figure is always greater than any of its side lengths. _____
- d. Perimeter of square with side 3 cm = Perimeter of an equilateral triangle with side 4 cm _____

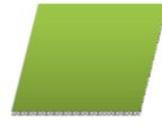
5. If each of the following polygons is regular and side length of all is 3 cm each, find the perimeter.



Solution:



Solution:



Solution:



Solution:



Solution:



Solution:

Self Assessment:

What did you learn?
Provide <i>evidence</i> with an <i>example</i> .
<i>Explain</i> what you did in writing.
Level of Understanding <input type="checkbox"/> I understand this concept <input type="checkbox"/> Something I am having a hard time understanding is ... (Explain what you are having a hard time with)

Science

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

ELA

- **Directions:** read each sentence and determine the meaning of the bolded word. Then, explain what clues in the sentence helped you determine the word meaning.
- Learning Outcomes: Determine the meaning of words using context.
- Task- Worksheet
- How do I know if my work is good? (Self Assessment)
- _____ I read the sentences and used context to determine meaning.
- _____ I circled the correct answer.
- What if I need help? Contact:

Grade 4 Vocabulary Words
Week 12
Worksheet 4:

Choose the word from the choices given that best defines the bolded part of the sentence.

1. We rowed through the water in the boat across the water.
a. paddled b. tension c. nasty
2. "Will you allow me to use the restroom now?"
a. tension b. permit c. terrible
3. I do not like that TV show; I think it is horrible.
a. nasty b. terrible c. vast
4. Wow! That statue is so huge.
a. Vast b. paddled c. nasty
5. His least favorite vegetable is green beans; he thinks they are gross.
a. tension b. permit c. nasty
6. There was tightness in the puddy that was stretched out.
a. jiffy b. tension c. permit
7. You really need to get here in an instant.
a. Jiffy b. paddled c. terrible

Social Studies

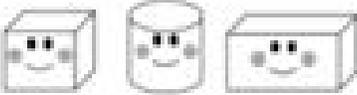
- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

Fine Arts

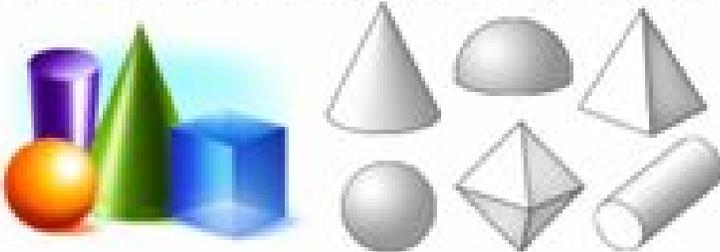
Visual Art

- Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page

- Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
- How do I know if my work is good? (Self-Assessment) Does my work have good craftsmanship (Is it completed neatly?) Is my work interesting, does it have detail? Does my work complete the task required?
- What if I need help? Ask a grown up.

FORM 

Forms are objects that are 3-D. They have length, width and height.



Use the space below to practice drawing your own forms. Try stacking them and drawing them in different sizes. If you are brave enough, add shading to your forms.

FINE ARTS

GENERAL MUSIC

Write in the correct string instrument name by these pictures.

Choose from the following string instrument names: violin, viola, guitar, cello, bass, harp, banjo, ukulele

PE and Health

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)

STUDENT TARGETS

- **Skill:** I will demonstrate stillness while performing balance poses on different bases of support.
- **Cognitive:** I will discuss how my muscles help me stay still during balance poses.
- **Fitness:** I will actively participate in order to increase my heart rate and warm up my muscles.
- **Personal & Social Responsibility:** I will discuss how this activity challenged me and helped me practice and improve my balance.

TEACHING CUES

- Move Safely
- Eyes Forward
- Strike a Pose (Vogue)
- Show Balance

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 poly spot per student, or 1 yoga mat per student (if available)
- Set of Yoga Pose Cards
- Music player and music

Set-Up:

1. Create a large circle using poly spots. Substitute the spots with yoga mats if available.
2. Place 1 card under each spot.
3. Begin with each student on a spot (or mat).



Activity Procedures:

1. Today's activity is called Flowing Movements. We will combine locomotor movements with yoga poses. Our goal is to learn simple poses that can be used in movement routines.
2. Start at 1 of the spots in the circle. Under the spot is a Yoga Pose Card. Teachers, demonstrate a few poses before starting the activity as a whole group.
3. When the music begins, look under your spot and perform the yoga pose on the card. Hold the pose for 15–30 seconds while using balance and strong bases of support.
4. When the music stops, I will call out a locomotor movement. Put your card back under your spot and start traveling throughout the activity area using the locomotor movement.
5. When you hear the 5-second countdown, find a new spot around the circle. When the music starts, look at the card under your new spot and perform that pose for 15–30 seconds.
6. We will continue for several rounds of movements and poses.

Grade Level Progression:

- K-1:** Students perform the activity with galloping and walking.
- 2-3:** Add running, skipping, and leaping.
- 4-5:** Remove cards from spots. Prompt students to recall (or create) various poses.



FLOWING MOVEMENTS

 UNIVERSAL
DESIGN
ADAPTATIONS

- Use 1 card for the entire group and teacher-led poses. Alternatively, limit the number of poses for the group, choosing cards from the deck that match the ability of every student.

 ACADEMIC
LANGUAGE

Actively Engage, Balance, Dynamic, Focus, Locomotor Movement, Patience, Safe, Static

 STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E7.K-3]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1); Balances on different bases of support, combining levels and shapes (2a); Balances in an inverted position with stillness and supportive base (2b); Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (3).
- **Standard 4 [E1.K-5]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2); Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E2.K-2]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1); Compares physical activities that bring confidence and challenge (2); Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

 DEBRIEF
QUESTIONS

Questions for Grades K–2

- **DOK 1:** How would you describe a student who is staying still during a balance pose?
- **DOK 2:** How does performing locomotor movements affect the way your body feels when you're holding balance poses? Does it affect your heart rate?
- **DOK 3:** How are your muscles related to how well you can stay still and balanced?

Questions for Grades 3–5

- **DOK 1:** What does the word *challenging* mean?
- **DOK 2:** How would you compare and contrast a pose that was less challenging with a pose that was more challenging?
- **DOK 3:** How does the level of challenge affect your enjoyment of an activity?

 TEACHING
STRATEGY
FOCUS

Identify Critical Content. Learning yoga poses from cards is fundamental in developing the basic poses that will build future routines. Separating the teaching of the poses from routine development will give the students specific cues to focus on. This progression creates a learning environment well suited for identifying specific movement concepts that will be built upon later in the module. Take time to help the students with their yoga poses and provide corrective feedback to increase student competencies. Then challenge them to perform the poses without prompts or instruction.

Week Four: (insert date) _____

Math

- Directions
- Learning Outcomes:
 - 4. NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
 - 4.NF.5 Write fractions and decimals for image models and money amounts. Solve word problems based on table data with fractions by converting them to decimals.
- Task1: Decimals and Fractions-II
- Task 2: Decimals and Fractions-III
- How do I know if my work is good? (Self Assessment)
- What if I need help?

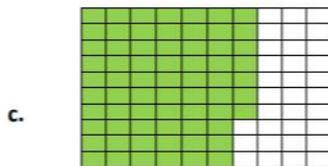
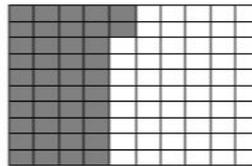
Task 1:

Decimals and Fractions - II

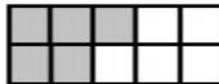
1. Write the decimal and fraction for shaded parts in each model.



b.



d.



Solution:

- a. _____
b. _____
c. _____
d. _____

2. Convert each fraction to a decimal.

a. $\frac{3}{10}$

b. $\frac{47}{100}$

c. $\frac{3}{8}$

d. $\frac{4}{5}$

e. $\frac{74}{100}$

f. $\frac{6}{10}$

g. $\frac{7}{25}$

h. $\frac{14}{40}$

Solution:

- a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____

3. Convert the given amount of money to the fraction of a dollar and as a decimal.

- a. 5 pennies
- b. 8 dimes, 7 pennies
- c. 3 dimes, 1 nickel, and 4 pennies
- d. 2 dimes, 4 nickels, and 3 pennies

Solution:

- a. _____
- b. _____
- c. _____
- d. _____

4. Brat buys a bag of dog food for \$34.00. The bag contains 200 cups of food. How much does each cup of dog food cost?

Solution:

5. Which decimal is same as $\frac{7}{20}$?

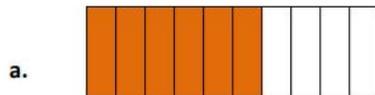
- A. 0.70
- B. 0.07
- C. 0.035
- D. 0.35

Solution:

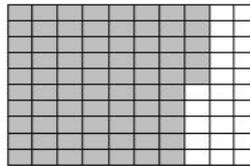
Task 2:

Decimals and Fractions - III

1. Write the decimal and fraction for each model.



b.



d.



Solution:

- a. _____
- b. _____
- c. _____
- d. _____

2. Convert each decimal to a fraction.

- a. 0.45
- b. 0.32
- c. 0.05
- d. 0.35
- e. 0.25
- f. 0.75
- g. 0.84
- h. 0.50

Solution:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

3. Julia goes for back to school shopping. She has the pricing noted in the table given on the right. Use the table and answer the questions below.

Items Catalogue	
Item	Price (\$)
Pencil	$\frac{2}{5}$
Eraser	$\frac{1}{4}$
Marker	$\frac{1}{2}$
Highlighter	$\frac{3}{5}$

- Make a new item catalogue using the price in decimals.
- Julia bought 4 pencils, 2 eraser, 3 markers and 2 highlighters. How much money did all these items cost to Julia?
- Julia had \$10 for the shopping. How much money will she be left with after shopping?
- Julia gave \$5 to the store clerk. How much change did she get back?

Solution:

a.

b.

d.

c.

Self Assessment:

What did you learn?

Provide *evidence* with an *example*.

Explain what you did in writing.

Level of Understanding

- I understand this concept
- Something I am having a hard time understanding is ...(Explain what you are having a hard time with)

Science

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

ELA

- Directions
- Learning Outcomes

- What if I need help? Directions- Read “**Watching Whale Sharks**” carefully. Use text evidence to answer the questions.
- Learning Outcomes- I will answer questions, citing text evidence.
- Task- Read a passage. Think about the questions. Circle your answers.
- How do I know if my work is good? (Self Assessment) If yes, check below.
 - _____ I finished my work.
 - _____ I read carefully.
 - _____ I thought carefully about my answers.
 - _____ I used text evidence to support my answers.
- What if I need help? Contact:

Watching Whale Sharks

by Heidi Poelman

1 Imagine that you are swimming in the ocean and come upon a shark as long as a school bus. Pretty scary, right?

2 Well, if it were a whale shark, you would be in luck. The whale shark is the largest fish in the ocean, but it isn’t aggressive. In fact, its 300 rows of teeth are too small to hurt humans. When a whale shark eats, it doesn’t rip or tear. It drifts or swims with its mouth open wide, filtering some of the ocean’s smallest creatures out of the water.

3 Scientists have learned a lot about whale sharks, but much of the animals’ lives is a mystery.

Filling Up On Little Bits

4 The shark makes an entire meal out of tiny prey. To do it, the fish filters a lot of water. In a recent study, scientists learned that in one hour a midsize whale shark can pass more than 157,895 gallons—enough to fill 13 tanker trucks—through the filters in its throat and out its gills. In the process, it eats about six pounds of plankton and small fish. . .

5 That’s some of what scientists know. They have to answer many more questions to help whale sharks survive in the changing oceans. Where do the fish go when they disappear for weeks at a time? Why do they dive so deep? . .

How To Track a Shark

6 An electronic tracking tag allows scientists to trace a whale shark’s journey through the ocean. Scientists use a small pole spear to attach the tag to the shark’s **dorsal fin**. No one knows if the sharks can feel the point of the spear. “Ninety-nine percent of the time, the shark shows no response,” says Dr. Robert Hueter at Mote Marine Laboratory in Florida. He’s a leader of the research group.

7 Tracking tags contain devices that keep a record of where each shark travels, how deep it swims, and any changes in water temperature. When the shark surfaces, the tag sends the information to a satellite in orbit around Earth. The satellite transmits the information back to Earth. “We basically get e-mails of the data,” says Dr. Hueter. “It gives a record of what the animal has been doing.”

Deep Divers

8 Using a tracking tag, Dr. Hueter recorded a whale shark that dived to a depth of 6,325 feet, or about 1.2 miles—the world record for whale sharks so far.

9 No one knows why the sharks dive so deep. The reason may be because sharks don't have swim bladders like most other fish. A swim bladder is a gas-filled sac that lets a fish rise, sink, or stay at one depth. Without a swim bladder, sharks sink toward the ocean floor to rest. This tendency to sink adds to the whale shark mystery. "If a whale shark dies in the ocean, it sinks," explains Dr. Hueter. "So it's very difficult to learn what happened to it."

10 No one knows where whale sharks breed or give birth. In 2007, Dr. Hueter tagged what he believes was a pregnant whale shark. Over the next 150 days, the shark traveled nearly 5,000 miles from the Yucatan Peninsula to a point about halfway between South America and Africa. Dr. Hueter thinks this may be one place where whale sharks go to give birth, but he'll need more data to find out.

11 For now, scientists keep searching for answers. As Dr. Hueter puts it, "The more we learn about whale sharks' travels and their favorite hangouts, the better we can understand and conserve them."

Glossary :

plankton: tiny living things that float and drift in the oceans and other bodies of water

dorsal fin: a single fin on the back of a fish or whale

Excerpt from "Watching Whale Sharks" by Heidi Poelman, from Highlights for Children. Copyright© 2015 Highlights for Children, Inc. Reprinted by permission of Highlights for Children, Inc. via Copyright Clearance Center.

Read the questions below and circle the correct answer(s).

1. **Read the phrase from paragraph 3.**

"much of the animals' lives is a mystery."

Select two sentences from the passage that support the author's statement.

- A "Imagine that you are swimming in the ocean and come upon a shark as long as a school bus." (paragraph 1)
- B "Tracking tags contain devices that keep a record of where each shark travels, how deep it swims, and any changes in the water temperature." (paragraph 7)
- C "No one knows why the sharks dive so deep."(paragraph 9)
- D "Over the next 150 days, the shark traveled nearly 5000 miles from the Yucatan Peninsula to a point about halfway between South America and South Africa." (paragraph 10)
- E " Dr. Heuter thinks this may be one place where whale sharks go to give birth, but he'll need more data to find out." (paragraph 10)

2. How is information presented in the passage?

- A. Whale shark research is presented from earliest to most recent.
- B. Known facts about whale sharks are compared to what is unknown.
- C. The differences between whale sharks and other whales are discussed.
- D. Problems whale sharks face are related to ways scientists try to solve them.

3. What is the main idea of the passage?

- A. Where whale sharks give birth is not known.
- B. Scientists are looking for new ways to track whale sharks.
- C. Where whale sharks feed makes them different from other sharks.
- D. Scientists continue to study whale sharks to discover more about them.

4. Read the sentence from the passage. “The satellite transmits the information back to Earth.”

(paragraph 7) Circle the phrase from paragraph 7 that best explains the word transmits.

Tracking tags contain devices that keep a record of where each shark travels, how deep it swims, and any changes in water temperature. When the shark surfaces, the tag sends the information to a satellite in orbit around Earth. The satellite transmits the information back to Earth. “We basically get e-mails of the data,” says Dr. Hueter. “It gives a record of what the animal has been doing.”

Which phrase best explains the definition of transmit?

- A. “tags contain devices”
- B. “keep a record”
- C. “tag sends the information”
- D. “What the animal has been doing”

Social Studies

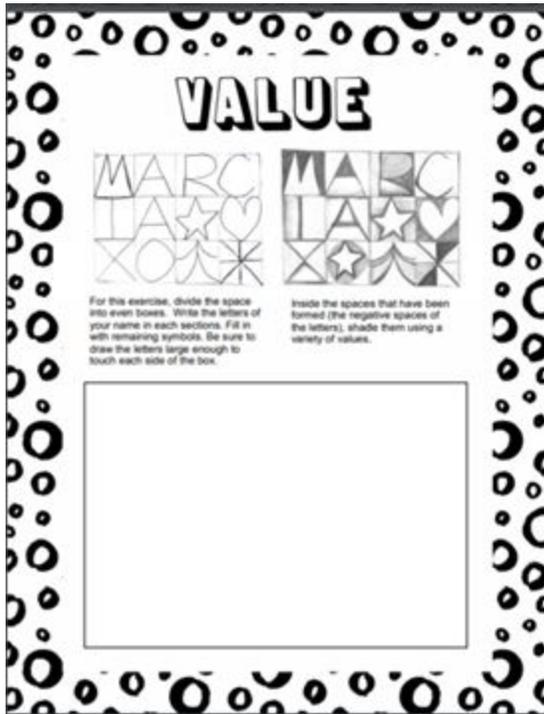
- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

Fine Arts

Visual Art

- Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page

- Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
- How do I know if my work is good? (Self-Assessment) Does my work have good craftsmanship (Is it completed neatly?) Is my work interesting, does it have detail? Does my work complete the task required?
- What if I need help? Ask a grown up.



FINE ARTS
GENERAL MUSIC

Write in the correct percussion instrument name by these pictures.

Choose from the following percussion instrument names: drum set, congas, bongos, tambourine, triangle, timpani, xylophone,

PE and Health

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

FITT FORMULA ACTIVITY LOG

FITT Formula (*noun*) A personal fitness concept that includes 4 elements of fitness planning: frequency, intensity, time, and type. These elements create the foundation of a comprehensive fitness plan.

The FITT Formula helps us define and remember the 4 essential elements to a well-written personal fitness plan. Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity M=Moderate Intensity V=Vigorous Intensity
 AC=Aerobic Capacity MF=Muscular Fitness FL=Flexibility

(Note: This can be done in real-time as a log, or as an activity recall exercise)

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

How many days per week did you...? [Frequency]

- participate in an activity to improve aerobic capacity?
- participate in an activity to improve muscular fitness?
- participate in an activity to improve flexibility?

Week Five: (insert date) _____

Math

- Directions
- Learning Outcomes: 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement.

a. Understand an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.

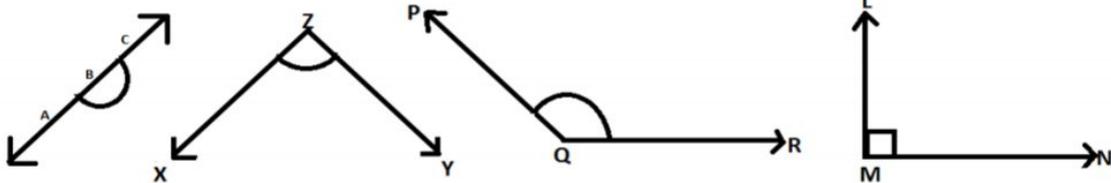
b. Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees.

- Task 1: Points, Lines, and Angles I
- Task 2: Points, Lines, and Angles II
- How do I know if my work is good? (Self Assessment)
- What if I need help?

Task 1

Points, Lines, and Angles - I

1. Name each of the angles and identify it as right, acute, obtuse or straight.



Solution:

Solution:

Solution:

Solution:

2. Provide one examples of each of the following.

- Parallel Lines
- Ray
- Point
- Perpendicular Lines

Solution:

a. _____

b. _____

c. _____

d. _____

3. True or False?

- Two parallel lines can never intersect each other. _____
- Two coincidental lines intersect each other at infinite number of points. _____
- Two perpendicular lines can never be parallel to each other. _____
- An angle can only be formed by two parallel lines. _____
- A star in the sky is an example of a point. _____
- An angle greater than 90° is called an acute angle. _____

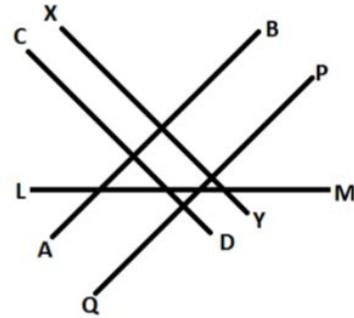
4. Use the figure shown on your right to answer the following questions.

- Name two sets of parallel lines.

- Name 3 sets of intersecting lines.

- How many points are formed by all the intersecting lines? _____
- How many triangles are formed?

- Name one set of lines that intersect each other to form a right triangle?



Task 2:

Points, Lines, and Angles - II

- Answer the following problems about types of angles.
 - What is the greatest whole number of degrees an acute angle can have?
 - What is range in terms of degrees that an obtuse angle can have?
 - Find the difference (in degrees) between a straight angle and a right angle.
 - If 1° is added to angle, it becomes an obtuse angle and if 1° is subtracted from it, it becomes an acute angle. What is the angle?
 - Arthur subtracted 90° from a straight angle and added 45° to it. Find the measure of the final angle obtained in degrees.

Solution:

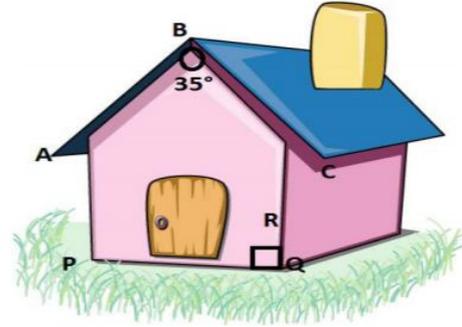
- _____
- _____
- _____
- _____
- _____

- Draw.
 - An acute angle ABC.
 - An obtuse angle XYZ.
 - A right angle PQR.
 - A line segment AB.
 - A ray PQ.
 - A point O.

Solution:

- | | | |
|----|----|----|
| a. | b. | c. |
| d. | e. | f. |

3. Refer to the image on your right and fill in the missing information in the following statements.



- $\triangle ABC$ is a (an) _____ angle triangle whereas angle PQR is a (an) _____ angle triangle.
- Find the difference between $\angle PQR$ and $\angle ABC$.

- Find the complementary angle of $\angle ABC$. _____

4. Give real life examples of:

- parallel lines
- intersecting lines
- right angle
- lines on different planes

Solution:

- _____
- _____
- _____
- _____

Self Assessment:

What did you learn?
Provide <u>evidence</u> with an <u>example</u> .
<u>Explain</u> what you did in writing.
Level of Understanding <input type="checkbox"/> I understand this concept <input type="checkbox"/> Something I am having a hard time understanding is ... (Explain what you are having a hard time with)

Science

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

ELA

- Directions- Read "Global Groceries" below. Read and answer the writing prompt.
- Learning Outcomes- Write a paragraph to answer a prompt, citing text evidence.
- Task- Read a passage. Write a paragraph to answer a prompt
- How do I know if my work is good? (Self Assessment) If yes, check below.
 _____ I wrote a paragraph citing text evidence.
 _____ I wrote a topic sentence.
 _____ I wrote 3 detail sentences.

Social Studies

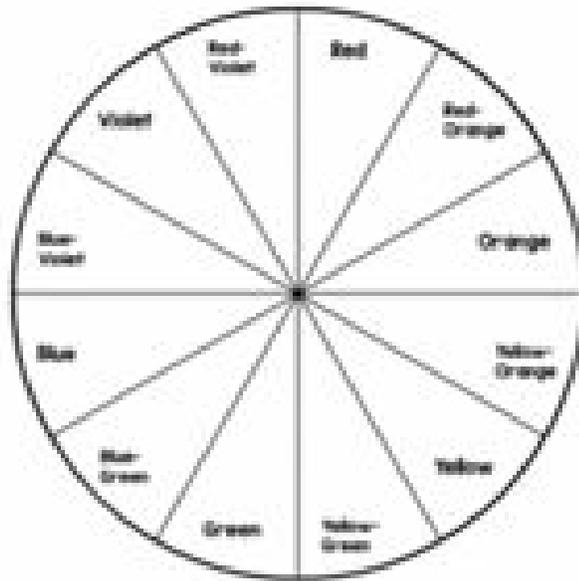
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- Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
- How do I know if my work is good? (Self-Assessment) Does my work have good craftsmanship (Is it completed neatly?) Is my work interesting, does it have detail? Does my work complete the task required?
- What if I need help? Ask a grown up.

COLOR



The traditional color wheel is how artists arrange colors.

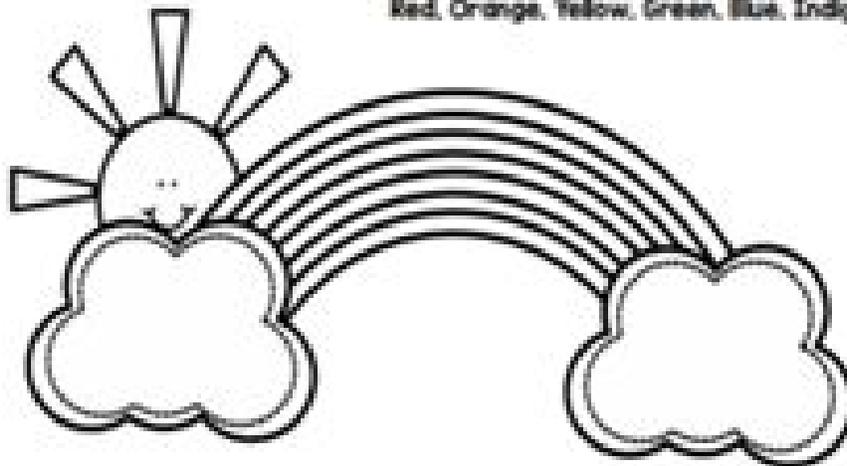
Red, yellow and blue are called **primary colors**. These colors are used to mix the other colors.

Orange, violet and green are called **secondary colors**.

Colors like blue-violet and yellow-orange are called **tertiary** or intermediate colors.

Color the rainbow in order: ROY G. BIV

Red, Orange, Yellow, Green, Blue, Indigo, Violet



FINE ARTS

GENERAL MUSIC

Dynamic Vocabulary

Please define the following music terms that express music dynamics (musical volume levels):

Crescendo

Decrescendo

Piano

Mezzo Piano

Mezzo Forte

Forte

Fortissimo

Classical listening assignment:

Listen to Mozart Symphony 40 1st movement

PE and Health

- Complete Week 2 of Activity Sheet

Week Six: (insert date) _____

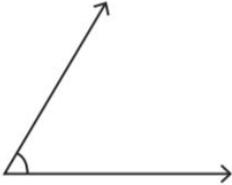
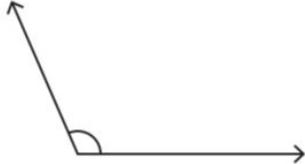
Math

- Directions
- Learning Outcomes 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement.
 - a. Understand an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.
 - b. Understand an angle that turns through n one-degree angles is said to have an angle measure of n degrees.
- Task 1: Classifying Angles
Task 2: Multiple Rays
- How do I know if my work is good? (Self Assessment)
- What if I need help?

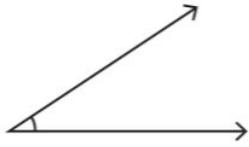
Task 1:

Classifying Angles L1S1

Classify each angle as acute, obtuse, right or straight.

1) 	2) 	3) 
Type : _____	Type : _____	Type : _____

4)



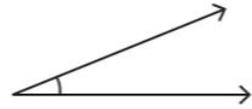
Type : _____

5)



Type : _____

6)



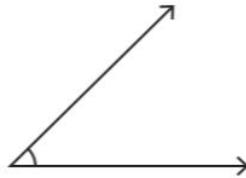
Type : _____

7)



Type : _____

8)



Type : _____

9)



Type : _____

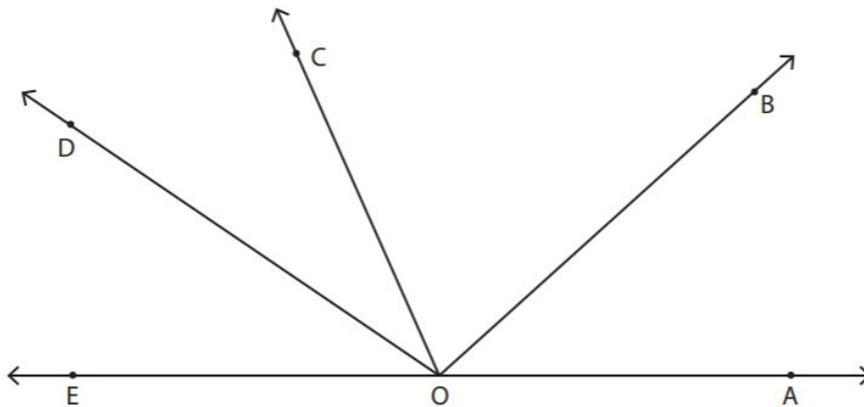
Task 2:

Multiple Rays

Sheet 1

Identify the type of each angle.

1)



a) $\angle EOB$: _____

d) $\angle DOE$: _____

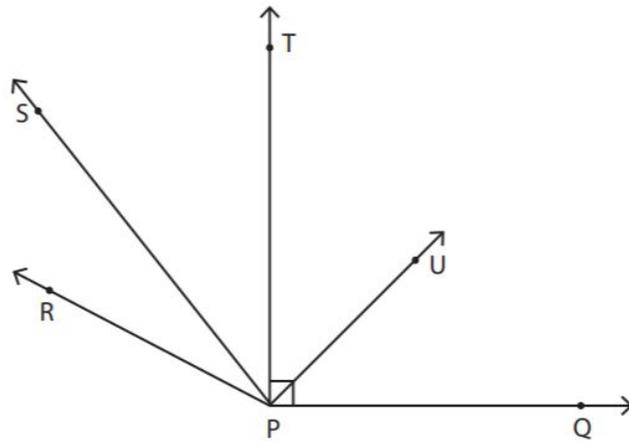
b) $\angle AOB$: _____

e) $\angle EOA$: _____

c) $\angle DOA$: _____

f) $\angle COD$: _____

2)



a) $\angle QPT$: _____

d) $\angle TPS$: _____

b) $\angle UPQ$: _____

e) $\angle QPR$: _____

c) $\angle QPS$: _____

f) $\angle RPT$: _____

Self Assessment:

What did you learn?
Provide <i>evidence</i> with an <i>example</i> .
<i>Explain</i> what you did in writing.
Level of Understanding <input type="checkbox"/> I understand this concept <input type="checkbox"/> Something I am having a hard time understanding is ... (Explain what you are having a hard time with)

Science

- Directions
- Learning Outcomes
- Task

- How do I know if my work is good? (Self Assessment)
- What if I need help?

ELA

- Directions
- Learning Outcomes
- What if I need help? Directions- Read “**Butterflies and Moths**” carefully. Use text evidence to answer the questions.
- Learning Outcomes- I will answer questions, citing text evidence.
- Task- Read a passage. Think about the questions. Circle your answers.
- How do I know if my work is good? (Self Assessment) If yes, check below.
 - _____ I finished my work.
 - _____ I read carefully.
 - _____ I thought carefully about my answers.
 - _____ I used text evidence to support my answers.
- What if I need help? Contact:
Read the Passage below.

Butterflies and Moths

What is the difference between a butterfly and a moth? Of course, they are both insects that fly using their colorful or highly designed wings. They both sip nectar from flowers using tubes. They both go through 4 life stages including: egg, caterpillar, cocoon (chrysalis), and adult. Another similarity is that they are considered the only insects covered by scales.

Although they are very similar, they do have many differences. The first is when they like to fly. Butterflies love to fly during the day, while moths do most of their flying at night. Butterflies are often found flying from one flower to another while moths tend to be attracted to light. A major difference is also what they do with

their wings while resting. While butterflies hold their wings together above their backs, like palms pressed together, moths spread their wings to their sides like hands laying side by side.

Butterflies versus Moths

Daytime flight

Thin antennae with a knob at end

Normal hairiness

Wings held straight



Night flight

Thicker antennae, sometimes feathery

Thick, very fuzzy bodies

Wings folded over back



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Another major way to tell them apart is their antennae. A butterfly's antennae are plain, threadlike strands that end in little bulbs. A moth's antennae are feathery and do not end in bulbs.

These two beautiful summertime insects have many similarities and differences. But one thing is for sure, they are both wonderful to watch, whether during the day or night.

1.

Which text features are present within this text?

- A. Appendix

- B. Title
- C. Diagram
- D. Glossary

2. Which phrase describes the structure of the text?

- A. Problem and Solution
- B. Cause and Effect
- C. Compare and Contrast
- D. Sequence (Chronological Order)
- E. Description

3. Identify the characteristics of butterflies and moths. Put an X in the correct box

	Butterflies	Both	Moths
Have straight wings			
Like nectar			
Attracted to light			
Covered by scales			
Antennae ending with bulbs			

Social Studies

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

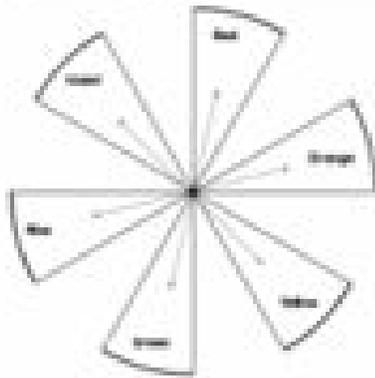
Fine Arts

Visual Art

- Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page
- Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
- Task: Follow directions on your sketchbook pages. Make sure your work is neat, detailed and interesting.
- How do I know if my work is good? (Self-Assessment) Does my work have good craftsmanship (Is it completed neatly?) Is my work interesting, does it have detail? Does my work complete the task required?
- What if I need help? Ask a grown up.

COLOR

Complementary colors are colors that are across from each other on the color wheel. Complementary colors are more like opposite colors. They provide the greatest color contrast. When mixed together, a complementary pair would make a neutral color (brownish). This is a simplified color wheel to show you some of the pairs. The intermediate colors can also be complements. Color in the complementary pairs.



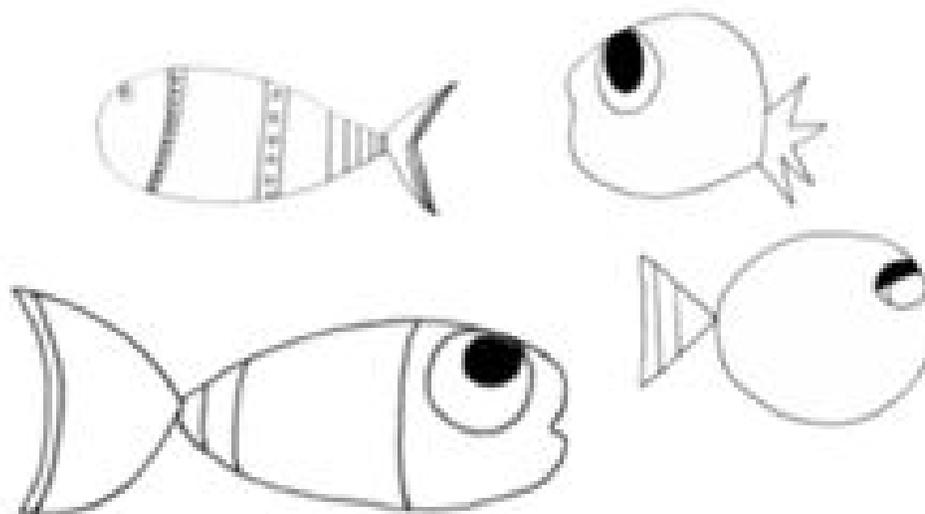
Complementary Pairs

Red & Green

Violet & Yellow

Blue & Orange

Decorate the fish with complementary color pairs.



General Music

Rhythm Exercises:

Clap the following rhythms in this order:

1, 2, 3

2,3,1

3,2,1



Jazz Listening Assignment:

Listen to Take the A Train by Duke Ellington

PE and Health

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

FLOWING MOVEMENTS

STUDENT TARGETS

- **Skill:** I will demonstrate stillness while performing balance poses on different bases of support.
- **Cognitive:** I will discuss how my muscles help me stay still during balance poses.
- **Fitness:** I will actively participate in order to increase my heart rate and warm up my muscles.
- **Personal & Social Responsibility:** I will discuss how this activity challenged me and helped me practice and improve my balance.

TEACHING CUES

- Move Safely
- Eyes Forward
- Strike a Pose (Vogue)
- Show Balance

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 poly spot per student, or 1 yoga mat per student (if available)
- Set of Yoga Pose Cards
- Music player and music

Set-Up:

1. Create a large circle using poly spots. Substitute the spots with yoga mats if available.
2. Place 1 card under each spot.
3. Begin with each student on a spot (or mat).



Activity Procedures:

1. Today's activity is called Flowing Movements. We will combine locomotor movements with yoga poses. Our goal is to learn simple poses that can be used in movement routines.
2. Start at 1 of the spots in the circle. Under the spot is a Yoga Pose Card. Teachers, demonstrate a few poses before starting the activity as a whole group.
3. When the music begins, look under your spot and perform the yoga pose on the card. Hold the pose for 15–30 seconds while using balance and strong bases of support.
4. When the music stops, I will call out a locomotor movement. Put your card back under your spot and start traveling throughout the activity area using the locomotor movement.
5. When you hear the 5-second countdown, find a new spot around the circle. When the music starts, look at the card under your new spot and perform that pose for 15–30 seconds.
6. We will continue for several rounds of movements and poses.

Grade Level Progression:

- K-1:** Students perform the activity with galloping and walking.
- 2-3:** Add running, skipping, and leaping.
- 4-5:** Remove cards from spots. Prompt students to recall (or create) various poses.



FLOWING MOVEMENTS

 UNIVERSAL
DESIGN
ADAPTATIONS

- Use 1 card for the entire group and teacher-led poses. Alternatively, limit the number of poses for the group, choosing cards from the deck that match the ability of every student.

 ACADEMIC
LANGUAGE

Actively Engage, Balance, Dynamic, Focus, Locomotor Movement, Patience, Safe, Static

 STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E7.K-3]** Maintains momentary stillness on different bases of support (Ka); Forms wide, narrow, curled, and twisted body shapes (Kb); Maintains stillness on different bases of support with different body shapes (1); Balances on different bases of support, combining levels and shapes (2a); Balances in an inverted position with stillness and supportive base (2b); Balances on different bases of support, demonstrating muscle tension and extensions of free body parts (3).
- **Standard 4 [E1.K-5]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2); Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- **Standard 5 [E2.K-2]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1); Compares physical activities that bring confidence and challenge (2); Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (5).

 DEBRIEF
QUESTIONS

Questions for Grades K–2

- **DOK 1:** How would you describe a student who is staying still during a balance pose?
- **DOK 2:** How does performing locomotor movements affect the way your body feels when you're holding balance poses? Does it affect your heart rate?
- **DOK 3:** How are your muscles related to how well you can stay still and balanced?

Questions for Grades 3–5

- **DOK 1:** What does the word *challenging* mean?
- **DOK 2:** How would you compare and contrast a pose that was less challenging with a pose that was more challenging?
- **DOK 3:** How does the level of challenge affect your enjoyment of an activity?

 TEACHING
STRATEGY
FOCUS

Identify Critical Content. Learning yoga poses from cards is fundamental in developing the basic poses that will build future routines. Separating the teaching of the poses from routine development will give the students specific cues to focus on. This progression creates a learning environment well suited for identifying specific movement concepts that will be built upon later in the module. Take time to help the students with their yoga poses and provide corrective feedback to increase student competencies. Then challenge them to perform the poses without prompts or instruction.

Week Seven: (insert date) _____

Math

- Directions
- Learning Outcomes: 4.MD.B Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots
- Task1 Choose the Appropriate Graph I
Task 2 Collect and Organize Data I
- How do I know if my work is good? (Self Assessment)
- What if I need help?

Task 1:

Choose an Appropriate Graph - I

1. Fill in the blanks with the name of an appropriate graph.

- _____ is used to show and compare data about different categories or groups.
- _____ is used to show how data change over time.
- _____ is used to compare parts of a group to a whole group.

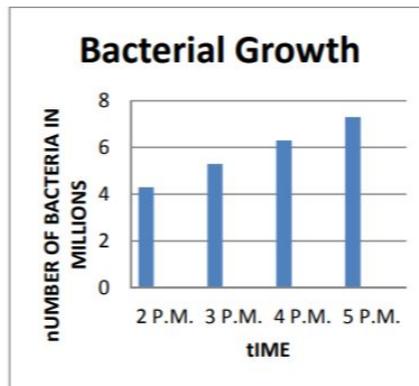
2. Answer the following questions using the graph shown below.

- Why is bar graph not the best choice to show the growth of bacteria?
- Which type of graph is more appropriate to represent above data?

Solution:

a.

b.



3. Choose the most appropriate type of graph or plot for the data. Make the graph or plot in the solution space.

Goals Scored	
Player	Number of Goals
Messi	5
Ronaldo	6
Neymar	3
Kaka	4
Ozil	5

Solution:

4. True or False?

- a. A pictograph is used to show and compare data about different categories, or groups. _____
- b. A line plot is used to show the frequency of the data along a number line. _____
- c. There is no difference between a line plot and a line graph. _____

Task 2:

Collect and Organize Data - I

1. Use the information given in the table to answer the question.

Favorite Sport	
Sport	Number of students (frequency)
Football	7
Basketball	9
Cricket	11
Hockey	13
Baseball	10
Squash	5

- a. How many students were surveyed if each student selected only one of the listed sports?

- b. Which sport is liked by most number of students?

- c. Find the difference between the frequency of the most liked and the least liked sport? _____
- d. Baseball is liked by _____ more students than hockey.
- e. _____ is liked by the least number of students.

3. Based on the information given in the table, answer the following questions.

Test results	
Grades	Number of students (frequency)
A+	6
A	3
B+	2
B	4
C+	7
C	8
D+	11
D	9

- How many students took the test?

- How many students got A+?

- Most number of students got _____ grade.
- Least number of students got _____ grade.
- How many more students got D+ than A+?

2. Write each of the following numbers in tally format.

- 20
- 12
- 7
- 13
- 15
- 9
- 18
- 27

Solution

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

Self Assessment:

What did you learn?
Provide <i>evidence</i> with an <i>example</i> .
<i>Explain</i> what you did in writing.
Level of Understanding <input type="checkbox"/> I understand this concept <input type="checkbox"/> Something I am having a hard time understanding is ... (Explain what you are having a hard time with)

Science

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

- What if I need help? Ask a grown up.

VALUE

Value is how light or dark a color is. Use colored pencils or a regular pencil to create a **value scale**.

--	--	--	--	--	--	--

Darkest Very Dark Medium Dark Medium Medium Light Light White

When you are done, you can color the circles in the border a variety of values.

Draw a design in the space below. Color it in using each of the 7 values you practiced above.



General Music
Rhythm Exercises:

Classical Listening Assignment:
Listen to Bolero by Maurice Ravel

PE and Health

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

FITT FORMULA ACTIVITY LOG

FITT Formula (*noun*) A personal fitness concept that includes 4 elements of fitness planning: frequency, intensity, time, and type. These elements create the foundation of a comprehensive fitness plan.

The FITT Formula helps us define and remember the 4 essential elements to a well-written personal fitness plan. Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity M=Moderate Intensity V=Vigorous Intensity
 AC=Aerobic Capacity MF=Muscular Fitness FL=Flexibility

(Note: This can be done in real-time as a log, or as an activity recall exercise)

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

How many days per week did you...? [Frequency]

- participate in an activity to improve aerobic capacity?
- participate in an activity to improve muscular fitness?
- participate in an activity to improve flexibility?

3. How many straight lines are there in each of the following polygons?

- a) Hexagon _____ b) Pentagon _____ c) Heptagon _____ d) Triangle _____

4. Draw a polygon which has a pair of || sides and a pair of non || sides. Name this special kind of polygon.

Solution:

5. Write True or False against each of the following statements.

- a) All quadrilaterals are squares but all squares are not quadrilaterals. _____
b) Circle is a type of polygon. _____
c) A polygon having all its sides of equal length is called a regular polygon. _____
d) A hexagon has 7 vertices. _____

6. Find the sum of number of vertices of a square and number of sides of a triangle.

Solution:

Task 2:

Quadrilaterals - II

1. How many polygons shown below are quadrilaterals?



Solution:

2. Which of the following quadrilaterals are parallelograms?



Solution:

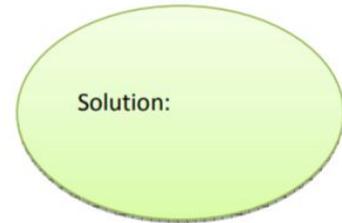
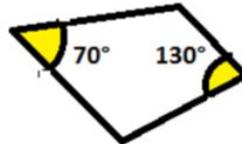
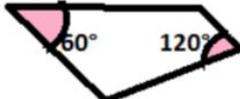
3. Name the following quadrilaterals.



4. True or False

- a. All trapezoids are parallelograms.
- b. Sum of the internal angles of a quadrilateral is 360° .
- c. Sum of the opposite angles of a quadrilateral must be 180° .
- d. An internal angle of a quadrilateral can never exceed 180° .

5. A cyclic quadrilateral is a special kind of quadrilateral in which the sum of opposite angles is 180° . Using this information find how many of the following quadrilaterals are cyclic.



Self Assessment:

What did you learn?
Provide <i>evidence</i> with an <i>example</i> .
<i>Explain</i> what you did in writing.
Level of Understanding <input type="checkbox"/> I understand this concept <input type="checkbox"/> Something I am having a hard time understanding is ... (Explain what you are having a hard time with)

Science

- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

ELA

- **Directions:** read each sentence and determine the meaning of the bolded word. Then, explain what clues in the sentence helped you determine the word meaning.
- Learning Outcomes: Determine the meaning of words using context.
- Task- Worksheet
- How do I know if my work is good? (Self Assessment)
- _____ I read the sentences and used context to determine meaning.
- _____ I circled the correct answer.
- What if I need help? Contact:

Apply Meanings

Use the context clues and circle the correct answer.

1. Where would you run an **errand** for milk?

the garage

the corner store

the park

the bookstore

2. What tool would you use to **pierce** a hole in a leather belt?

a hammer

a mirror

a saw

an awl

3. What do you need to **prepare** a meal?

hammer and nails

towel and plastic duck

ingredients and kitchen tools

garden tools and gloves

4. How does someone behave when you **startle** them?

you make them jump

you make them smile

you make them laugh

you make them frown

5. Which of these flowers would you call **delicate**?

dandelion

crabgrass

ivy

daffodil

Social Studies

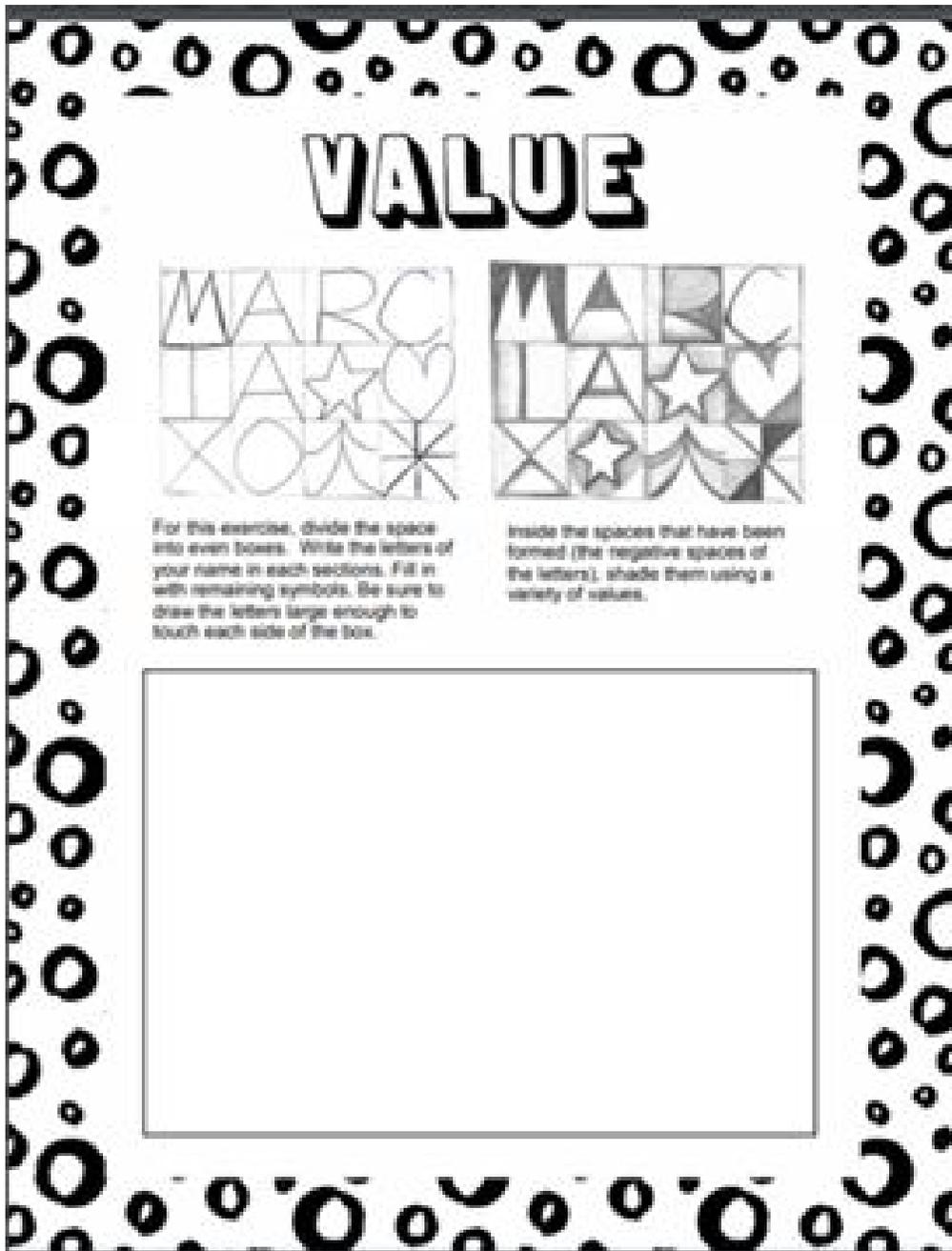
- Directions
- Learning Outcomes
- Task
- How do I know if my work is good? (Self Assessment)
- What if I need help?

Fine Arts

Visual Art

- Directions: Using a pencil and or colored pencils, markers and/or Crayons, students will complete each assigned sketchbook page
- Learning Outcomes: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.
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- What if I need help? Ask a grown up.



General Music
Rhythm Exercises:

Jazz Listening Assignment:
Listen to C Jam Blues by Oscar Peterson

- PE and Health**
- Complete Week 2 of Activity



String Family



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