

## Stone Fox Reading Unit

Overview: Stone Fox Chapter Book and Literature

Notebook

Estimated Time: 45 minutes

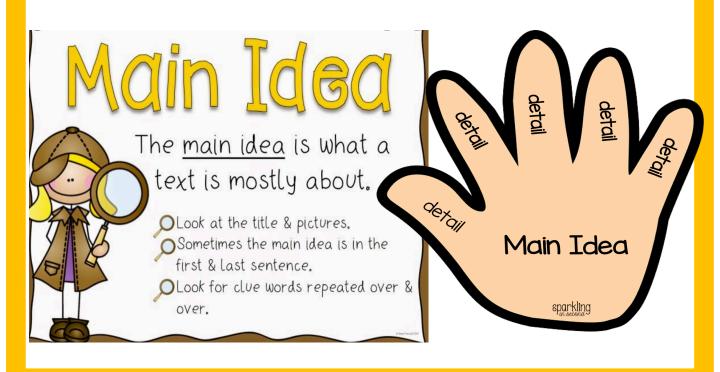
Explanation of Activity/Assignment:

 You will continue to read <u>Stone Fox</u> and use your strong 4<sup>th</sup> grade reading skills to work through meaningful literature activities.

**Quick things to know:** Each student was given a hard copy of the <u>Stone Fox</u> Book and the <u>Stone Fox</u> Literature Notebook.

#### Tasks:

- Students should get out their <u>Stone Fox</u> Literature Notebook out and read Chapter 8 in <u>Stone Fox</u>.
- 2. Complete Chapter 8: The Day questions in their Literature Notebook.
- 3. Complete the Topic, Main Idea, & Supporting Details graphic organizer for Chapter 8



Don't forget to check on the website for additional resources on Stone Fox!



# Writing Instruction ©

Overview: Spelling Words List #22 & Language Arts Review

Estimated Time: 25 minutes

#### Explanation of Activity/Assignment:

 You will continue to practice and reinforce our weekly spelling words and review our language art skills

**Quick things to know:** Each student was given a hard copy of the English Language Arts Multiple Choice questions and know their Spelling City login

#### Tasks:

- Students should work on the graphic organizer of their special person from their <u>Stone Fox</u> Literature Notebook and brainstorm someone to write a letter to do that they have a special relationship with.
- Complete 2 activities on Spelling City for list #22
- 3. Choose an activity to complete on the THIS or THAT Activity  $\odot$



#### This or That Menu! Grades 3-6

Use this menu to enhance your learning! You can do this at home with or without technology— if you'd like to use technology, a few apps are listed and more information is available on our app list. If you'd like to use paper, pencils and art supplies, that's great too!

We can't wait to see what you create!

| Vocabulary and<br>Fluency Practice   | I can independently<br>read and think about<br>my reading   | I can independently<br>write and reflect on<br>my writing   | I can show stamina<br>and grit.   |
|--|---|---|---|
| I can write each of my<br>vocabulary words and write<br>their definitions using a<br>dictionary or online<br>resource.               | I can read a story or chapter<br>of my book and retell it to a<br>friend, family member or<br>create a video.   | I can write an email to my<br>teacher about my day, a<br>book I read or a video that I<br>watched.  | I can read for more than 30 minutes.  |
| I can write my spelling<br>words in a sentence or story<br>and share that story with a<br>friend, family member or<br>fluffy friend. | After reading, I can make a recording of myself retelling a chapter or story and send it to my teacher/post on SeeSaw.  | I can write a descriptive<br>story or a series of riddles<br>about animals, famous<br>people or places and have<br>my family members or<br>friends guess what they are.               | I can write a story with a<br>beginning, middle, and end<br>and read it to a family<br>member, friend or stuffed<br>animal.   |
| I can practice vocabulary<br>words using an app at home<br>like Quizlet, Spelling City or<br>Clever.                                 | I can read/listen to a book<br>on Epic, RazKids or<br>StoryLine online. As I am<br>reading, I can write<br>"Thinking Tracks" or<br>inferences that I have on<br>post-its or in my journal | I can write a list of my<br>favorite songs, movies,<br>books, video games or<br>television shows. I can<br>explain why my top 3<br>choices are the best using 3<br>or more arguments. | I can learn about a topic and take a quiz on BrainPop!  |
| I can put my vocabulary<br>words on index cards or<br>small pieces of paper and<br>play a memory game with<br>them.                  | I can read an article from<br>the newspaper, a magazine<br>or ReadWorks and highlight<br>words I don't know and<br>replace those words with<br>other words that make<br>sense.            | I can write an original story<br>about a character I am<br>reading about and write<br>things from their point of<br>view.   | I can read a book with a<br>younger sibling and help<br>them practice their letter<br>sounds and sight words.   |
| I can create a mini-<br>dictionary of vocabulary<br>words with a variety of<br>pictures, drawings,<br>diagrams and examples.         | I can read a chapter in my<br>book and share my<br>thoughts about the<br>characters, the setting or<br>the theme.   | I can create an informational PowerPoint, brochure or poster about a nonfiction topic that I read about or watched an informational show about.                                       | I can write a play with my<br>family members about<br>characters that I am reading<br>about and perform it for my<br>family or take a video of it.<br>You can also use<br>GreenScreen to put yourself<br>in the setting of the story! |

#### List Words 1. event lemon humor habit 5. rapid recess planet 8. student 9. detail 10. unite 11. frozen 12. figure 13. polite 14. punish 15. moment 16. protest **Review Words** 17. collect 18. support Frequently Misspelled Words 19. because 20. thought



## MIF Mathematics Instruction

Overview: Finding Equivalent Fractions

Estimated Time: Approximately 30 minutes

#### **Explanation:**

You can find equivalent fractions using multiplication and division. You can find the simplest form of a fraction.

#### Three quick things to know:

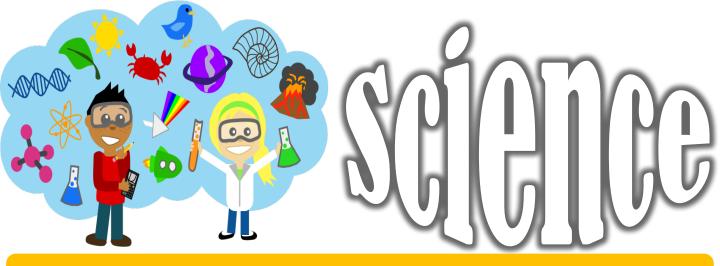
- You can multiply or divide the numerator and denominator by the same number to find an equivalent fraction.
- A fraction in simplest form has no common factors other than 1 in the numerator and denominator.

#### Tasks:

- Optional: Watch this video about making equivalent fractions. https://watchkin.com/580d216bf3
- Complete the first page of the document called Gr 4 Day 8
   Equivalent Fractions. If you are not sure how to answer a question, write a question mark. (?)
- Optional: Watch this video about making simplifying (or reducing) fractions. <a href="https://watchkin.com/ecb61ea391">https://watchkin.com/ecb61ea391</a>
- Complete the second page of the document called Gr 4 Day 8
   Equivalent Fractions. If you are not sure how to answer a question, write a question mark. (?)
- 5. Extra: Only do this activity if you want more practice. Play the online game "Satisfraction." http://www.gregtangmath.com/satisfraction Choose "Simplify" for your game today.

\*\*\*You can find both Grade 4 Day 8 Graphic Organizer & Grade 4 Day 8 Fact Fluency by clicking the link below. We also sent home a hard copy in the envelope. \*\*\*

Don't forget to check on the website for additional resources. The graphic organizers are attached.



## Science Instruction

Overview: Electricity Fact & Opinion Activity

Estimated Time: 20 minutes each day of the week

#### Explanation of Activity/Assignment:

 You will continue to reinforce the Electricity unit through a hands on fact and opinion activity

**Quick things to know:** Each student was given a hard copy of the directions. Students can also do their own research for additional facts.

#### Tasks:

### ???? Fact or Fiction ????

#### Directions:

- 1. Choose 9 facts that you learned during our study of the Electricity unit.
- ✓ 2. Write these facts on the back of your packet
- √ 3. Choose 3 to make fiction
- ✓ 4. Under the fiction statement write the factual statement
- √ 5. Choose 6 to make facts
- ✓ 6. Under these rephrase the factual statement
- √ 7. Gather 9 post-its and place on construction paper
- √ 8. On each post-it write the fact or fiction- correct the statement if it is fiction and rewrite the phrase if it is fact.
- ✓ 9. Check over all your work
- √ 10. Include a border around your project that would illustrate an important idea about Electricity

Don't forget to check on the website for additional resources. There is a link to our notes on electricity!



# **Extra Special Optional Fun Activities**

Use notebook paper to complete these activities.

Do one each day!

| Monday  | Tuesday  | Wednesday   | Thursday  | Friday   |
|---|--|---|---|--|
| Choose<br>any TV<br>show or<br>movie.<br>Write the<br>title, setting,<br>beginning,<br>middle,<br>and end.      | Use things you can find in your house to invent something new. Illustrate and label it. Write about how you would use this invention to solve a problem.                 | Write a letter to your teacher about what you did today. Use your words like first, next, then, last and finally. | Find something in your house that starts with every letter of the alphabet. Example: A: airplane toy B: bread | Choose something in your house to use as a measuring tool, like a water bottle or a spoon. Measure 10 things with that tool and make a list.  Example: My bed is 12 water bottles long |
| Monday  | Tuesday  | Wednesday   | Thursday  | Friday   |
| Find 30 objects in your home. Sort them into lists. Example: things that are plastic, things that are magnetic. | Roll up three pieces of paper to make tubes. Stand them up. See how many things you can stack on top of the tubes. Make a list of all the things you were able to stack. | Create a scavenger hunt for your family. Hide things around your house, then write clues to help them search.     | Write acrostic poems to describe each member of your family (even pets!)                                      | Think of two characters from two different books or shows. Write a story about what might happen if met each other.  |

# Mole Hillex II

# **Mad Minutes:**

You do not have to print them out. You can see how many facts you can say aloud in 1-minute.