

Emergency Plan Fourth Grade **Week 2:**

Future goals: Zoom meetings, Gallegos: Tuesday/ Thursday

(Watch your email for invite)

Maxwell: Monday/ Wednesday

If you have any concerns or questions on assignments email gallegosl@mhusd.org or musgraved@mhusd.org
Each assignment can be broken down into daily segments

A good Goal is to spend a minimum of 2 hours each day on academic work and a maximum of 4 hours. In addition, let's find ways to keep our students moving. One option for in-home movement is gonoodle which is a free site helping to get kids moving. You can access how to connect here:

<https://e.gonoodle.com/e/c/eyJlbWFpbfF9pZCI6lIJOcUpBZ01BQVhEb3JETIQ3RnRFefPaVWdiS3hqUT09liwiaHJIZil6lmh0dHA6Ly93d3cuZ29ub29kbGUuY29tL2dzb2RlbnVyZ3kiLCJsaW5rX2lkjoxOTA0OTM3MDQsInBvc2l0aW9uljozfQ/557321a27fa3202da5cf22f022bb295d3257b2680b39fa890dea381b1b5bcd48>

Try to spend at least 60 minutes outside:

Go for a bike ride

Hike with your family

Walk the dog

Play a game of basketball or frisbee

Any favorite physical activity; Be creative!!

MATH 20 minutes workbook pages and 10 minutes of practicing math facts

Factor Video: https://youtu.be/t6d_8kdtSDQ

Using your math workbook, complete 1-3 pages a day until we get back to school.. Not all pages have work to do. Pages with available student work count towards credit.

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Pages 20-31 Notice vocabulary words of Factor and Product on Page 31	Pages 33 & 36 What could you multiply times 2 to get 100? And so on	Pages 34 & 37	Pages 41, 42 & 43 Once you find all your factor pairs, list them from smallest to biggest	Pages 44, 45, & 46 *Don't forget when you are doing word problems, your answer needs to be in a complete sentence.

READING

Create a reading log and read for 30 minutes a day of a book of your choice. The way we generally do our reading log.

You may also complete 30 minutes of Lexia as another choice.

Writing Part 1

- For every hour of reading, (every other day for a total of two summaries) write a one paragraph summary, 6-8 sentences in length, of your readings. This should include a topic sentence, detail sentences and a conclusion. All sentences are complete sentences with good descriptive vocabulary.

- In the remaining three days, write in your journal. Record your thoughts and feelings. What is happening now has never before happened. You are a part of history. It is important for us to create a record so that future generations can learn from us. As well as for us to go back and remember in the future.

Science (Look at week 2 on your timeline)

Video for making a mind map: <https://youtu.be/34nouTm-52U>

This week work on your Mind Map and rough

Choose a rock to research and create a poster like the granite poster we did in class. On your poster you will include the boxed headings/ standards that were on the granite poster:

- Type of Rock
- Properties and Characteristics
- Uses: Past and Present
- Location: where it is found
- Method of Formation
- Interesting Facts

Writing Part 2

In a paragraph, tell me how your rock is initially formed **and** how your rock can become another rock. Be prepared to come back to school to briefly explain your poster.

HISTORY (Lesson 2) 30 minutes a day until complete)

In your *My World California History Workbook*, open to page 58. Notice what the Native Californians are wearing and doing. Were all Native Californians the same?

Now read pages 58 - 65. Highlight important information. Circle tricky words and look up their meaning. Sketch and take notes whenever possible to better understand the information.

Now complete questions 1-6 found throughout your readings.

Fourth Grade Rock Research Project

Our Learning Goal: Each student will take notes and research any rock of their choice. There are two choices to make. First choose a method of rock formation: Sedimentary, Igneous, or metamorphic. Next, choose a type of rock that was formed through the sedimentary, igneous or metamorphic process. For example, granite is one form of igneous. There are many more. Students must **use their own words** to show what they have learned.

There are two parts to this project: a poster the students will share with the class and an informational one to three paragraph essay about their rock.

Materials needed:

- A poster board or large piece of paper (chart size)
- Crayons or markers
- 1 mind map
- Science notebook with (granite example)

What to do:

- Research a rock of your choice and create a poster. Your poster MUST include information on the rock type and name, method of formation, properties and characteristics, location rock is found, interesting facts and how it is used in both the past and the present. See example
- Students can take notes on the attached mind map, to help organize their thinking.
- Draw a picture of how your rock was formed on your poster.
- box each heading/ standard of rock information
- Write an informational essay describing your rock. Be sure to include a topic sentence, detail sentences and concluding sentences in all paragraphs. About 5-8 sentences per paragraph. In your one to three paragraph, tell me how your rock is initially formed, where it is found/located, how it's used, etc... Be prepared to come back to school to briefly explain your poster.

Thank you for doing your best on this, and enjoy!

Supplemental activity idea: 4th graders, this is a link to brainpop which has good reinforcing videos on science and social studies standards that we've learned about. Hope you enjoy Tim and Mobi as much as I do.

<https://www.brainpop.com/>

<https://jr.brainpop.com/>

Username: JAMM2700

Password: JAMM2700

New Assignments on Noredink

Maxwell link: <https://www.noredink.com/join/new-bike-57>

Gallegos link: <https://www.noredink.com/join/jumpy-fog-62>

Rock Research Timeline

WEEK 1:

- Choose a rock
- Start to gather multiple resources for your rough draft
 - Find information on the internet from appropriate sites (no wikipedia)
 - Choose your own rock, or use one of the attached choices

WEEK 2:

- Organize your research onto your mind map
- Rough Draft Paragraph

WEEK 3:

- Edit and Revise Rough Draft
- Final Draft of Written
- Begin Poster AFTER written piece is complete

WEEK 4:

- Finish Poster

Prepare and Practice for presentation!