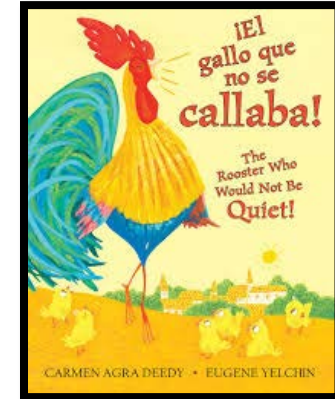
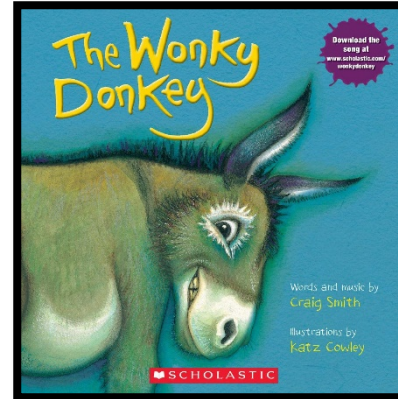
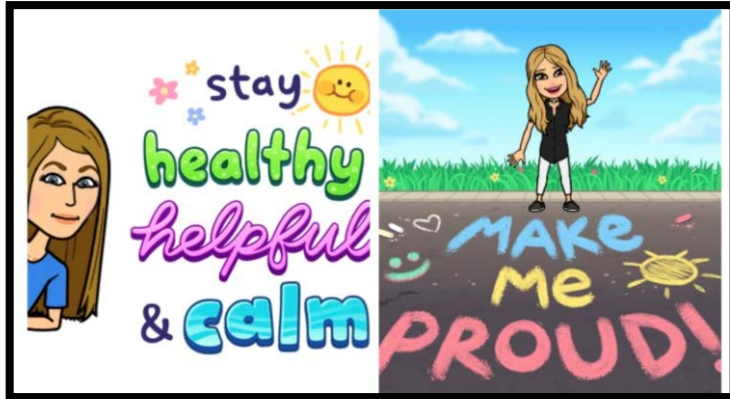




Heritage Elementary (4th) Outreach Learning March 25 - 27, 2020

Click on our picture for a message from your principals and the books to listen to our read alouds:



If your child receives Special Education, Section 504, or Dyslexia services, services will be addressed weekly by your child's teacher via email. Si su hijo recibe servicios de Educación Especial, Sección 504 o Dislexia, los servicios serán dirigidos semanalmente por el maestro de su hijo por correo electrónico.

Required

If there are any questions, please feel free to email your child's teacher at: [\(add a hyperlink to each teacher's email\)](#)
Si hay alguna pregunta, no dude en enviar un correo electrónico al maestro de su hijo/a a:

4TH GRADE TEAM'S OFFICE HOURS 9AM to 11AM and 2PM to 4PM
HORAS DE OFICINA DEL EQUIPO DE 4o GRADo 9AM a 11AM y 2PM a 4PM

SADER OFFICE HOURS 9AM to 11AM and 1PM to 3PM
HORAS DE OFICINA SADER 9AM a 11AM y 1PM a 3PM

deckerm@lpsd.org	DECKER
hodgesal@lpsd.org	HODGES
andersond@lpsd.org	ANDERSON
vazquezm@lpsd.org	VAZQUEZ
saderb@lpsd.org	SADER

Reading/Language Arts

HMH: Into Reading/¡Arriba la Lectura! **Base Curriculum**

Objective(s)/Objetivo(s):

Reading/Lectura: use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. utilizar múltiples características de texto (por ejemplo, palabras guía, tema y frases finales) para obtener una visión general del contenido del texto y para localizar información.

Language Arts/Gramatica: We will use negatives and contractions correctly in writing. Usaremos los negativos y las contracciones correctamente por escrito.

ELPS: We will internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment./Interiorizaremos el nuevo lenguaje básico y académico utilizándolo y reutilizándolo de maneras significativa en actividades de habla y escritura que construyan concepto y logro del lenguaje.

Weekly Activities/Actividades Semanales:Reading/Lectura:

Use HMH Module 8 Week 1 to read “Eco-Friendly Food” look for text features as you read.

Flocabulary Lesson: Text Features

Language Arts/Gramatica:

Flocabulary Lesson: Contractions

Assessment(s):

Evaluación(es):

Reading/ Lectura:

Complete selection quiz on HMH over “Eco-Friendly Food”

Complete Flocabulary – Video, Game, and Quiz over Text Features

Language Arts/Gramatica:

Complete Flocabulary – Video, Game, and Quiz over Contractions

Mathematics

Pearson enVision Mathematics (English/Español) **Base Curriculum**

Objective(s)/Objetivo(s):

4.6B identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure./ identificar y dibujar una o más líneas de simetría, si existen, para una figura bidimensional.

4.5D solve problems related to perimeter and area of rectangles where dimensions are whole numbers. resolver problemas relacionados con el perímetro y el área de rectángulos donde las dimensiones son números enteros

ELPS: 5F, 3E, 2F

Weekly Activities/Actividades Semanales:

- **Pearson Lesson 13.3 Perimeter(Perímetro) & Area Another Look Video and Quick Check (check your assignments page)**
- **Study Island section 4.C—Symmetry (Simetría)**
- **Flocabulary Symmetry—Video, Vocabulary Cards, Vocabulary Game, Quiz**

Assessment(s)/Evaluación(es):

Pearson 13.3 Quick Check

Flocabulary Quiz

Intervention:

Perimeter and Area w/explanation

https://www.superteacherworksheets.com/geometry/area-perimeter_TWBOQ.pdf?up=1466611200

Perimeter and Area w/o explanation

https://www.superteacherworksheets.com/geometry/area-perimeter-rectangles_TZFQR.pdf?up=1562927629

Science

[STEMscopes \(English/Español\)](#) **Base Curriculum**

Objective(s)/Objetivo(s):

4.9A investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food.

4.9B describe the flow of energy through food webs beginning with the sun and predict how changes in the ecosystem affect the food web.

4.9A investiga que la mayoría de los productores necesitan luz solar, agua y dióxido de carbono para fabricar sus propios alimentos, mientras que los consumidores dependen de otros organismos para los alimentos.

4.9B describir el flujo de energía a través de las redes de alimentos comenzando con el sol y predecir cómo los cambios en el ecosistema afectan a la red de alimentos.

ELPS: 1C, 2E, 5B

Weekly Activities/Actividades Semanales:

Picture Vocabulary, Content Connections Video, Science Rock

Assessment(s)/Evaluación(es):

Picture Vocabulary, Science Rock

Social Studies

[Studies Weekly \(English/Español\)](#) **Base Curriculum**

Objective(s)/Objetivo(s):

We will explain the growth and development of the cattle industry in Texas and as part of the Texas economy.

Explicaremos el crecimiento y desarrollo de la industria ganadera en Texas y como parte de la economía de Texas.

Materials:

StudiesWeekly.com - Week 25/Semana 25

ELPS: We will internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.

Interiorizaremos el nuevo lenguaje básico y académico utilizándolo y reutilizándolo de maneras significativas en actividades de habla y escritura que construyan concepto y logro del lenguaje.

Weekly Activities/Actividades Semanales:

1. Read or Listen to "On The Texas Range", "Ranching and a Changing Frontier", "Joseph Glidden and his Invention that Changed the West", and "Lizzie Johnson Williams",

2. Watch bonus materials for stories assigned this week.

1. Lea o escuche "On The Texas Range", "Ranching and a Changing Frontier", "Joseph Glidden and his Invention that Changed the West", y "Lizzie Johnson Williams",

2. Ver materiales de bonus para las historias asignadas esta semana.

Assessment(s)/Evaluación(es):

Complete crossword puzzle and test on StudiesWeekly.com and submit them for grading.

Completa el crucigrama y prueba en StudiesWeekly.com y envíalos para la calificación.

Music

Music Office Hours: 8:30-10:30; 1:30-3:30

Email Ms. Lupold: lupoldj@lpsd.org

Objective(s): Parents will assist Students to log on and register on the Quaver Music website using the instruction document sent from Ms. Lupold. Once logged in, students will familiarize themselves with activities, creatives, virtual instrument performances, digital Music Books and more as they explore the different applications offered through Quaver Music online learning platform. With the help of family members, students will go on a Scavenger Hunt to locate items around their home on which they can create homemade instruments on which to 'make music' from home.

ELPS: Lessons on Quaver Music are illustrated and self-paced. Students have the opportunity to move through lessons and repeat lessons so they understand the expectations and are successful. Easy Reset and/or 'go back' options provide multiple chances to re-do a lesson or activity.

Weekly Activities: Using the applications in Quaver Music, explore how to create digital music compositions, body percussion patterns to follow, apply music knowledge through games and challenges.

Assessment(s): Students will have conversations with family members about their experiences with Quaver Music and what they discovered with online music learning. Parents can choose to send photos or lists of their results from the Musical Instrument Scavenger Hunt at home.

Physical Education

PE Office Hours: 9:00-11:00; 1:00-3:00

Email Ms. Hatfield: hatfieldt@lpsd.org

Objective(s): Describe and select physical activities that provide opportunities for enjoyment and challenge. Cardiovascular endurance, Upper body, abdominal and legs' muscles' strength and endurance. Rhythm, timing, body coordination, travelling in different ways without falling, demonstrate clear contrast between slow and fast movement when travelling.











ELPS: Listen to and derive meaning from variety of media such as audio, videos and pictures to build and reinforce concepts and language.

Weekly Activities: Daily Exercise from P.E. Menu and List of daily chores – see below

Assessment(s): Student's Self Evaluation by explaining to their parents, siblings or any family member if they demonstrate "Excellent", "Good Job" or "Needs Improvement" or Completion of Daily Workout.

Each day you can choose your workout! Pick one of the daily exercises or choose an exercise to do from the daily chores list on the bottom.

Stay Fit! And Be Active!

<p>Monday</p> <p>Run 5 laps around your house outside</p> <p>OR</p> <p>Wall Sit and Read when get tired stand and do it again</p> 	<p>Tuesday Kids Work Out</p>  <p>OR</p> 	<p>Wednesday Full Body Work Out</p>  <p>OR</p> <p>Super Heroes Work Out</p> 	<p>Thursday</p> <p>20 Push-Ups</p>  <p>and</p> <p>20 Mountain Climber</p>  <p>OR</p> <p>Plank as long as you can</p> 	<p>Friday Zumba for Kids</p>  <p>OR</p> <p>Line Dance Cha Cha Slide</p> 
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Daily Choices:

- Run up and down your stairs for 10 minutes
- Vacuum or Mop the entire house
- 30 Jumping Jacks
- Dust all the Windows and Furniture
- Built a Fort
- Create an indoor obstacle course
- Take a Family Walk or Ride Bike for 20 minutes

Quaver Log on Instructions (You do not need a QuaverCode)

If asked With Flash or Without Flash – **Choose Without Flash.**

1. Visit **QuaverMusic.com**. Click the **LOG IN** button.



2. You will be brought to the login page. Type in the following login information:

My QuaverName: LaPorte2020

My Password: LaPorte2020



3. Boom-Chicka-Boom! You should now be on the Quaver Student Dashboard, enrolled in our **Music at Home 2020** class. From here, students can explore Student Interactives, Creatives, and more! Click the **Assignments** button to access self-guided activities and resources curated by the Quaver team to help students continue their music learning at home!

