



Highlands Elementary School

4th GRADE ACTIVITIES

Week of 5/11 - 5/15

Subject	Learning Activity
<p>LITERACY</p> <p>You will be reading a chapter book of your choice, jotting notes, and listening to a read aloud of Alvin Ho: Allergic to Girls, School, and Other Scary Things</p>	<p>Day 1: Creating a Reading Plan</p> <ul style="list-style-type: none"> ● Choose your own fiction chapter book to read. <ul style="list-style-type: none"> ○ A book you have at home ○ A book on Epic! ○ A book on MyOn ○ An ebook from the Highlands Library ○ An ebook from the King County Library System ● Fill out a reading plan. ● Read for at least 10 minutes (this is part of making your reading plan). ● Listen to/watch chapters 1 and 2 of the read aloud. ● All materials and videos are in Google Classroom.
	<p>Day 2: Growing Ideas About Characters, Part 1</p> <ul style="list-style-type: none"> ● Listen to/watch chapter 3 of the read aloud. ● Listen to the mini lesson for Day 2. ● Read for 20 minutes or more (check your reading plan from Day 1). ● Read and jot notes about the important parts of your story. ● All materials and videos are in Google Classroom.
	<p>Day 3: Growing Ideas About Characters, Part 2</p> <ul style="list-style-type: none"> ● Listen to/watch chapter 4 and 5 of the read aloud. ● If needed, listen to the mini lesson from Day 2, again. ● Read for 20 minutes or more (check your reading plan from Day 1). ● Continue the work from yesterday: <ul style="list-style-type: none"> ○ Read and jot notes about the important parts of your story. ● All materials and videos are in Google Classroom.
	<p>Day 4: Envisioning - Making Movies in Our Minds</p> <ul style="list-style-type: none"> ● Listen to/watch chapter 6 of the read aloud. ● Listen to the mini lesson for Day 4. ● Read for 20 minutes or more (check your reading plan from Day 1). ● Pick one scene from your book to draw and write about. ● All materials and videos are in Google Classroom.
	<p>Day 5: Wrap Up</p> <ul style="list-style-type: none"> ● Listen to/watch chapter 7 of the read aloud. ● Check in on your reading plan and complete the reflection. ● Read for 20 minutes or more. ● Make sure your work from this week is finished. ● If you completed your book this week, pick out the next book you want to read! We will be continuing this work next week.

MATH

Day 1: Multiplication & Division- How Do You Know It?

Go to your Google Classroom and open the Google Form: Week 7 Day 1.

- If you are unable to access Google Classroom, take a moment to think about the multiplication problem 7×8 . How did you solve it? What about $72 \div 8$?
- It is important to understand multiplication as described [here](#), before you begin increasing your fluency.
- Then practice with your flashcards that you made in school or online [here for multiplication](#) and [here for division](#).

Day 2: 3-Act Task “Knotty Rope”

Go to the Google Classroom to complete the assignment.

*If you are not able to, then complete the following steps:

- Watch [the video](#) of the Knotty Rope: Act 1.
- Record on your paper or discuss with someone in your home:
 - What do you notice? What do you wonder?
- Write an estimate for how many knots will fill the rope?
- Now solve the problem using the information shown in [the document](#). *If you can't access, then view the [length of the rope](#) and the [length with one knot](#).
- Then decide how many knots can fill the rope?
- Look at [Act 3](#) for the solution to be revealed.
- Review your solution. If you think about the problem differently, feel free to revise as needed.

Day 3: Multiplication & Division: Increasing Fluency

Go to the Google Classroom and open the assignment Week 7: Day 3.

X	0	1	2	3	4	5	6	7	8	9	10
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- If you are unable to access Google Classroom, take the time to complete a multiplication chart on a piece of paper or using this [interactive tool](#).
- Once completed look for patterns. What is special about all of the numbers on a diagonal? What do you notice about the numbers on a row compared to a column?
- Review [the video](#) and look back at your table and make statements that connect multiplication and division. I know $4 \times 5 = 20$, so I also know that $20 \div 4 = 5$. Now you practice with at least 5 sets of facts.

• Finally today you will end by practicing with your flashcards that you made in school or online [here for multiplication](#) and [here for division](#).

Day 4: Number Talk & Practice Problems

Complete this assignment on Google Classroom.



If you are not able to do so, then complete this on a blank piece of paper. If you have an older or younger sibling, share your question and thoughts with them.

Look at the photo of the flowers. Record your answer to the following questions (or discuss with someone in your home):

- What do you notice?
- What do you wonder?

A flower farm grew 529 tulips. What is 529 rounded to the nearest ten? To the nearest hundred? To the nearest thousand?

Fluency Practice:

Then take a few minutes to practice with your multiplication or division facts (with flash cards or [here for multiplication](#) and [here for division](#)).

Day 5: Student Choice & Practice Problems

Complete this assignment on Google Classroom. If you are not able to do so, then answer this information on a piece of paper.

Fluency Practice:

After you practice with your multiplication or division facts (with flash cards or [here for multiplication](#) and [here for division](#)), you will pick one of the following activities to do.

Option #1: Your Life Math

- Use fractions and measurement to help an adult make food for your family.
- Use estimation and money to help plan for grocery shopping.
- Use strategies to total the number of dishes you wash and/or put away.
- Use time to create a schedule.
- Find another way that you use math in your life and share it with a teacher.

Option #2: Clever

- Log on to [Clever](#) and access Dreambox or Class Hero to complete at least 20

	minutes of math activities.
SOCIAL STUDIES	<p>Day 1 and 2: Celilo Falls</p> <ul style="list-style-type: none"> • This week, we are continuing our learning from last week and are going to be focusing specifically on Washington State history. • Read or listen to and follow along to the story posted in your Google Classroom. • After you read, answer the questions about the article. You have two days to complete these questions because there are quite a few! Do not click "turn in" until you have answered all the questions.
	<p>Day 3: Geography and Agriculture</p> <ul style="list-style-type: none"> • Think about the story that you read yesterday. Imagine yourself living near Celilo Falls. <ul style="list-style-type: none"> ○ What geographical features are there? Examples of geographical features are land features such as rivers and mountains. ○ What do the farms look like? What animals are there? What are they growing? • Get creative! Tell us what you imagine in your mind when you think of the community living around Celilo Falls in the document in your Google Classroom
	<p>Day 4: Residential and Business</p> <ul style="list-style-type: none"> • Think about the story that you read on Monday and Tuesday (look back at it if you need to). Imagine yourself living near Celilo Falls. <ul style="list-style-type: none"> ○ What would the residential neighborhood of Celilo look like? Residential means things like homes and community buildings ○ What businesses do you imagine in Celilo? What do they look like and what do they do? • Get creative! Tell us what you imagine in your mind when you think of the community living around Celilo Falls in the document in your Google Classroom
	<p>Day 5: Build Your Community</p> <ul style="list-style-type: none"> • Using all the ideas you have thought about for the past two weeks, you now get to make your own representation of Celilo falls. This can be as simple or as creative as you want to make it! <ul style="list-style-type: none"> ○ You can choose to use features on Google Drawing to complete this assignment, or do it on your own and then take a picture and upload it.
SCIENCE	<p>Day 1: Today you are going to learn how some plants eat bugs, frogs, and mice! These are carnivorous plants. Watch this video to learn more. https://youtu.be/4yvUjw2-jl</p> <p>Now can you match the carnivorous plant to the kind of trap they have?</p>

Bladder Trap Flypaper Trap Lobster Pot Trap

Pitfall Trap



Sundew
Common bladderwort

Corkscrew plant

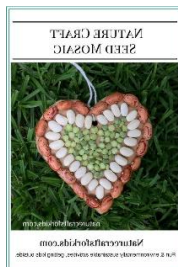
Pitcher plant

Dewy pine

Now, email your teacher and describe to them how Venus Fly Traps and Bladderworts actively trap their prey. Your teacher will love to hear from you!

Day 2: How Does a Seed Become a Plant? Watch this video to learn how.
<https://youtu.be/tkFPyue5X3Q>

Now try having some fun with seeds. Check out some of this “Seed Art”
All you need is some glue, paper, and different color seeds. If you make some seed art. Send a picture to your teacher. They would love to see it!



Day 3: Today, watch this short video <https://youtu.be/nFRvDTwGDMo> and read this short article about how nature spreads seeds to new places.

Mother Nature



Okay, so you're a plant. You've produced some seeds, and you want to spread them as far as you can. But you can't do it yourself. What do you do? Plants have evolved some clever solutions to this problem!

Some of them use animals. For example, many flowers become delicious fruits. An animal eats the fruit, but it can't digest the hard seeds inside. So when it goes to the bathroom, it drops the seed in a new location—and leaves a heap of natural fertilizer with it!

Nuts like acorns are a special kind of fruit. Squirrels and other animals collect and bury nuts for the winter. If an animal forgets where one is buried, the nut can grow into a tree or a bush!

Food isn't the only way for plants to hitch a ride on animals. Some use **burrs** instead. These are seeds covered in tiny, hook-like growths. They stick easily to just about anything, including fur, feathers, and even clothes. When a burr drops off whatever it's stuck to, chances are it's far away from the plant that produced it.

Other **seed dispersal** strategies avoid the use of animals altogether. Maple trees, dandelions, and many other plants rely on wind to spread their seeds. Maple seeds grow inside wing-like structures, dandelion seeds (pictured) have little fuzzy hairs. Both can catch the wind and blow far away.

Water offers another opportunity for seed dispersal. The water lily produces a floating fruit that eventually sinks to the bottom and takes

root underwater. Other floating seeds begin to grow only if they happen to reach land.

For dramatic proof of all of these strategies, look no further than the Hawaiian Islands. When they formed from volcanic eruptions, they were barren chunks of rock. But after millions of years, seeds brought by animals, wind, and water transformed them into the lush islands they are today.

Day 4: Today, use www.dictionary.com to look up these science vocabulary words about plants and seeds.

Photosynthesis _____

Sprout _____

Seed _____

Vascular _____

Pollination _____

Evergreen _____

Also, check out this book: *The Seed Sowers*, read to you by Ms. Anderson!

https://drive.google.com/file/d/1TU6CsJLncPBKJY7_4fNYkwsM7w5fDH2J/view?usp=sharing

Talk with your family: What did you learn about how animals can spread seeds? What did you learn that you didn't know before?

Day 5: Seed Investigation

Try sprouting some seeds at home.

You will need:

A glass jar, Paper towels, Seeds of any kind, Some water

First, place some damp paper towels in the glass jar. Then place the seeds in the glass jar (against the glass). Next fill the glass jar up with more damp paper towels. Last, tape labels by the seeds to tell what



	<p>kind of seeds there are and place the glass jar by a window where the sun can keep it warm. Important, keep the paper towels damp in the jar for 2 weeks.</p>
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Watch the seeds and draw a model of what you see happen.

How do the seeds change?

How long did it take?

Did different seeds sprout differently?