



AESD Independent Study Packet Weeks 10 & 11 (5/25-29 & 6/1-3)

Grade Span 4-5

Time Frame	Monday-Memorial Day	Tuesday	Wednesday	Thursday	Friday	Monday-Wednesday
8:00am-8:45am ELA	<p>Extra/Daily Activities:</p> <ul style="list-style-type: none"> ● Read for at least 30 minutes. Choose an A.R. book, a magazine, or log in to myOn to access a digital library and news articles. Use this district link: https://www.myon.com/school/adelantoreads, Student Username for Grade 4: myon4; for Grade 5: myon5 and Student Password for All Grades: 123. *If you don't have access to these, read the passages in this packet. ● Take an A.R. quiz through your Renaissance Clever Log in on the AESD website https://www.aesd.net/Content2/4 ● Do Lexia lessons/units through your Clever Log in on the AESD website https://www.aesd.net/Content2/4 ● Read & Respond. See your copy of the <i>Read & Respond Choice Board</i> and pick your choice of activity. ● Vocabulary Journal. Circle/Highlight the unfamiliar vocabulary words you find in the reading passages in this packet. Create or complete your vocabulary journal on the words you identified. ● Week in Review. Write about what you learned this week. <ul style="list-style-type: none"> ○ You may start with: <i>This week I...</i> ○ Add pictures to illustrate what you learned. ○ Present your work to a member of your family. 					
	Grade 4: Vocabulary- (Grade 4 p. 291); Work on your Vocabulary Journal.	Grade 4: Read the poem "Me, As a Mountain". Pay attention to details that help you understand the author's message. Answer the comprehension questions. (Grade 4 pp. 293-294)	Grade 4: Reread the poem "Me, As a Mountain" and review your answers on p. 294. Complete the theme graphic organizer on p. 292. Then, do the fluency assessment at the bottom of p. 294.	Grade 4: Genre/Literary Element; Literary Elements: Imagery and Personification (Grade 4 pp. 295-296)	Grade 4: Monday: Vocabulary Strategy; Figurative Language; Prefixes and Suffixes/Words from Around the World (Grade 4 pp. 297-298) Tuesday: Write About Reading: Write an Analysis; Writing Traits:	

		<p>Grade 5: Vocabulary- (Grade 5 p. 291)</p> <p>Work on your Vocabulary Journal.</p>	<p>Grade 5: Read the poem “Running”. Check your understanding as you read by asking yourself how the speaker thinks and feels. Answer the comprehension questions. (Grade 5 pp. 293-294)</p>	<p>Grade 5: Reread the poem “Running” and review your answers on p. 294. Complete the point of view graphic organizer on p. 292. Then, do the fluency assessment at the bottom of p. 294.</p>	<p>Grade 5: Genre/Literary Element; Literary Elements: Assonance and Consonance (Grade 5 pp. 295-296)</p>	<p>Ideas (Grade 4 pp. 299-300)</p> <p>Wednesday: Refer to the above daily activities. Do your <i>Week in Review</i>. Follow the directions above.</p> <p>Grade 5: Monday: Vocabulary Strategy: Personification; Word Study: Suffixes <i>-ible</i> and <i>-able</i> (Grade 5 pp. 297-298)</p> <p>Tuesday: Write About Reading: Write an Analysis; Writing Traits: Word Choice (Grade 5 pp. 299-300)</p> <p>Wednesday: Refer to the above daily activities. Do your <i>Week in Review</i>. Follow the directions above.</p>
--	--	--	--	---	---	---

Break

<p>9:00am- 9:45am Math</p>	<p>This i-Ready “At-Home-Activity” includes sets of practice problems that align to important math concepts your student has worked with so far this year. We recommend that your student completes one page of practice problems each day. Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills!</p>
---	---

		Grade 4: Math packet pg 30-31 Grade 5: Math Packet pg 28	Grade 4: Math packet pg 32 Grade 5: Math Packet pg 29	Grade 4: Math packet pg 33 Grade 5: Math Packet pg 30	Grade 4: Math packet Pg 34 Grade 5: Math Packet pg 31	<p>4th Grade <u>Monday:</u> Math packet pg 35 <u>Tuesday:</u> Math packet pg 36 <u>Wednesday:</u> Math packet pg 37</p> <p>5th Grade <u>Monday:</u> Math packet pg 32 <u>Tuesday:</u> Math packet pg 33 <u>Wednesday:</u> Math packet pg 34</p>
--	--	---	--	--	--	---

Break

<p>10:00-10:45am History</p>	<p>Use your Marking the Text Strategies as you read the article “Overview of Native American and Colonial Relations.” See the “Overview” document in this packet for help with Marking the Text Strategies.</p> <p>Write a 1 paragraph summary of the article. See the “Overview” document in this packet for help with writing a paragraph summary. Use the paper</p>	<p>Fill in the attached T-Chart to show the positive interactions Native Americans had with Europeans and the negative interactions they had.</p> <p>UPGRADE ACTIVITY: Why do you think some interactions between Native Americans and Europeans were positive while others were negative? What were the key events that led to the fallout between Native</p>	<p>In the article, “Overview of Native American and Colonial Relations” you read about how the relationship between Native Americans and Europeans changed over time. Use the A.C.E Strategy (refer to the “Overview” document for help with the A.C.E Strategy) to answer the following DBQ. Write your responses on the blank paper provided. Be sure to write in your own</p>	<p>What were the positive consequences of European and Native American interactions? What were the negative consequences of this interaction? Fill in the T-Chart to record your findings.</p> <p>UPGRADE ACTIVITY: Are the interactions that Europeans had with Native Americans justified? Who benefited and who suffered? Is it okay to</p>	<p><u>Monday:</u> Relationships among Native Americans and European colonizers varied from region to region. Which group of Native Americans seems to have had the best relationship with Europeans? Which had the worst? Write at least a paragraph to answer these questions and justify your opinions. Use the blank paper provided to write your responses.</p> <p>UPGRADE ACTIVITY: Do you think Native Americans and Europeans could have gotten along?</p>
---	--	---	--	---	---

		<p>provided to write your summary.</p> <p>UPGRADE ACTIVITY: Instead of writing a one paragraph summary of the entire article, write a two paragraph summary. Use the paper provided to write your summary.</p>	<p>Americans and Europeans? Write your responses to the above on the blank paper provided.</p>	<p>words.</p> <p>1) How did the relationships between Native Americans and Europeans evolve, or change, over time?</p> <p>2) Why do you think these relationships evolved/changed over time?</p> <p>UPGRADE ACTIVITY: Answer the additional questions below: 1) How are Native Americans portrayed in this article? Justify your response. 2) How are Europeans portrayed in this article? Justify your response.</p>	<p>have progress for some and injustice for others? Was this the case with Europeans and Native Americans or no? Explain your reasoning in a paragraph. You can write your paragraph on the blank paper provided.</p>	<p>Explain your reasoning in at least a paragraph.</p> <p>TUESDAY: Use your Marking the Text Strategies as you read the article “Before Columbus: Native American Cultures.” See the “Overview” document in this packet for help with Marking the Text Strategies.</p> <p>Write a 1 paragraph summary of the article. See the “Overview” document in this packet for help with writing a paragraph summary.</p> <p>UPGRADE ACTIVITY: On the blank paper provided, make a list of all the different Native American tribes you read about when you read “Before Columbus: Native American Cultures.” Does this seem like a lot? Does this number of tribes surprise you? Why or why not? Jot your ideas down under your list.</p> <p>Wednesday: Re-read Before Columbus: Native American Cultures” and</p>
--	--	---	--	--	---	--

					<p>review your markings and summary.</p> <p>Use the A.C.E Strategy (refer to the “Overview” document for help with the A.C.E Strategy) to answer the following DBQs. Write your responses on the blank paper provided. Be sure to write in your own words.</p> <p>1) What was life like for the people of the Americas like before Europeans arrived?</p> <p>2) What European commonality do each of the 10 groups of Native Americans share?</p> <p>UPGRADE ACTIVITY: Divide the blank paper provided into 4 squares. Choose four of the Native American groups that you read about. Draw a picture of the important information from that section of your reading in each of the appropriate squares then title each square as the name of the location you drew about.</p>
--	--	--	--	--	--

Lunch

<p>11:45am-12:30pm SEL</p>	<ul style="list-style-type: none"> ● Recall a time when you helped someone. What did you do? How did that make you feel? What is another way you can help others? ● Write a few sentences about someone you admire. Why do you appreciate or admire this person?
--------------------------------	--

Break

<p>12:45pm - 1:30pm Science</p>		<p>4th Grade - Read "Slow and Steady." Underline words that you don't know how to read. Practice sounding them out. Read the article again. Focus on correctly saying the words that are unfamiliar to you. Get help learning the meaning of those words. Answer Comprehension questions 1 and 2. Read about vocabulary word "plate." Write a sentence using the vocabulary word "plate." Draw a picture to illustrate your sentence</p> <p>5th Grade - Read "Preparing for a Disaster." Underline words that you don't know how to read. Practice sounding them out. Read the</p>	<p>4th Grade - Read "Slow and Steady" Try reading it faster today than you did yesterday. Do you know how to say all of the words that you did not know yesterday? Have you learned the meaning of those words? Answer questions 3, 4 and 5. Read about the vocabulary word "tectonic." Write your own sentence using the word "tectonic" as it is used in the story. Draw a picture to illustrate your sentence.</p> <p>5th Grade-- Read "Preparing for a Disaster." Try reading it faster today than you did yesterday. Do you know how to say all of the words that you did not know</p>	<p>4th Grade - Read "Slow and Steady." Try reading it faster today than you did yesterday. Answer questions 6, 7 and 8.</p> <p>5th Grade-- Read "Preparing for a Disaster.." Try reading it faster today than you did yesterday. Answer Comprehension questions 7 and 8.. Read about the vocabulary word "impact." Write a sentence using "impact" as it is used in this article. Draw a picture to illustrate your sentence.</p>	<p>4th Grade - Read "Slow and Steady." Try to read it faster than you have been doing. Answer Comprehension questions 9 and 10.. Remember to use complete sentences in your answer.</p> <p>5th Grade - Read "Preparing for a Disaster." Try to read it faster than you have been doing. Write 3 facts that you have learned. Answer questions 9 and 10.. Remember to answer in complete sentences</p>	<p>4th Grade Mon- Read "What Happens When It Rains?" Read about the vocabulary word "erosion." Write and illustrate a sentence using the word erosion. Answer questions 1, 2 and 3 Tues - Answer questions 4, 5 and 6. Read about vocabulary word "landscape." Write and illustrate a sentence using "landscape." Wed - Answer question 7. Read about vocabulary word "rely." Write and illustrate a sentence using the word "rely."</p> <p>Have a wonderful summer vacation! Continue to learn about science.</p> <p>5th Grade Mon -Read "Stargazing." Read about the vocabulary word "generate." Write and illustrate a sentence using the word "generate." Answer questions 1, 2 and 3.</p>
-------------------------------------	--	--	---	---	---	--

		<p>article again. Focus on correctly saying the words that are unfamiliar to you. Get help learning the meaning of those words. Answer comprehension questions 1, 2 and 3. Read about the vocabulary word "damage." Write a sentence using the word "damage," Draw a picture to illustrate your sentence.</p>	<p>yesterday? Have you learned the meaning of those words? Answer Comprehension questions 4, 5 and 6. Read about the vocabulary word "destroy.." Write your own sentence using the word "destroy" as it applies to the story. Draw a picture to illustrate your sentence.</p>			<p>Tues- Answer questions 4, 5 and 6. Read about the vocabulary word "mass." Write and illustrate a sentence using the vocabulary word. Wed - Answer question 7. Read about the vocabulary word "visible." Write and illustrate a sentence.</p> <p>Have a wonderful summer! Continue to explore science!</p>
--	--	---	---	--	--	--