


Grade 4 Summer Learning Plan – Days 1–20

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Day	Daily Assignments	
(Day 1)	<p style="text-align: center;">bit.ly/4thsummercms</p> <p style="text-align: center;">Math: Add To Problems to 100,000</p> <p>Explore Add To Problems within 100,000 by reading about the problem structure on the pages 1 and 2 of the Google slide deck. (bit.ly/4thsummercms)</p> <p>Solve Day 1, Problems 1-3 on page 5 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Patterns with 2's Complete Fluency Practice on Multiples of 2 for Day 1 Also on Slide 5</p> <p>Brain Break: Tidy up while walking like a crab! Carry items on your belly across the room to put them away.</p>	<p style="text-align: center;">Social Studies: Living by the Land- Indigenous Peoples and Geography</p> <p>Before cities and roads, Native people lived in every part of what is now the United States. They built homes, hunted, and gathered food based on the environment around them, from the forests of the Southwest to the deserts of the Southwest.</p> <p>Activity: Talk with an adult about a Native group you've learned about or heard of, like the Cherokee or Navajo. What kind of land did they live on, and how did that affect what they ate, wore, or built? Then, think about where you live now. How do people today still depend on their environment? (5.G.1)</p> <p>Optional Enrichment Resources: Native American Homes and Dwellings [4:01] https://bit.ly/43Xi4PQ After watching the video, name two kinds of homes Native people built and describe how each one matched their environment.</p> <p>Brain Break: Stretch your arms out wide like the open plains, then crouch low like a cave. Repeat five times while breathing deeply.</p>
(Day 2)	<p>Read These Two Texts: What Are Human Rights And History of the UDHR. Provide a statement that integrates information from both texts. (RI.5.9) Handout</p> <p>Day2 Brain Break: Hold the windmill pose for 3 seconds for each side and repeat.</p>	
(Day 3)	<p style="text-align: center;">Math: Take From with Numbers to 100,000</p> <p>Explore Take From Problems within 100,000 by reading about the problem structure on pages 3 and 4 of the Google slide deck.</p> <p>Solve Day 3, Problems 1-3 on page 5 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Patterns with 10's Complete Fluency Practice on Multiples of 10 for Day 3, also on slide 5.</p> <p>Brain Break: Set a timer or put on a song and see how quickly you can clean up a room in the house. Do you have a friend or sibling? Each person can pick a room to clean and race each other to finish.</p>	<p style="text-align: center;">Science: Body Systems</p> <p>You will complete a project about a human body system. First, choose a body system. Your choices are circulatory, respiratory, digestive, muscular, and skeletal.</p> <p>You will use a process called <i>Clever</i>. <i>Clever</i> stands for Claim, Evidence, Reasoning. You will start by making a <i>claim</i> about the body system you choose. A <i>claim</i> is something you believe is true.</p> <p>Choose a body system for your project. Write your claim about the body system. You will do the evidence and reasoning parts of the <i>Clever</i> process in future lessons.</p> <p>Brain Break: Without talking, eat a snack slowly. As you eat, close your eyes. Think about all the sensations, tastes, and textures you experience. (5.L.1.1)</p>

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(Day 4)	Read These Two Texts: Dolores Huerta and Malala Yousafzai . Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 4 Brain Break: Hold the reverse table for 30-60 seconds, release and repeat.	
(Day 5)	<p>Math: Add To/Take From to 100,000</p> <p>Continue to work with Add To/Take From Problems within 100,000 by referring back to the problem structure from pages 1-4 of the Google slide deck.</p> <p>Solve Day 5, Problems 1-3 on page 6 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Patterns with 5's Complete Fluency Practice on Multiples of 5 for Day 5, also on slide 6.</p> <p>Brain Break: Do 10 arm circles (forward and backward), 10 shoulder shrugs (forward and backward), and 10 standing trunk rotations (hands on hips or straight out to side).</p>	<p>Social Studies: Mountains, Rivers, and Travel Across the U.S.</p> <p>Mountains, rivers, and deserts shaped how people moved across the United States. Some landforms made travel harder, while others helped people explore and trade.</p> <p>Activity: Talk with an adult about a time you traveled through the mountains or across a long road. What landforms did you pass? How do you think early settlers or traders handled those same challenges? (5.G.1)</p> <p>Optional Enrichment Resources: U.S. Landforms [3:47] https://bit.ly/4kSfxPm Watch the video and list at least three different U.S. landforms. For each one, explain how it might help or challenge people who live there.</p> <p>Brain Break: March in place while pretending to climb a steep mountain. When you "reach the top," stretch your arms up high and shout, "I made it!"</p>
(Day 6)	<p>Read These Two Texts: Background of Human Rights And UDHR Communication Infographic. Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 6</p> <p>Brain Break: Hold the head-to-knee pose for 30-60 seconds, release and repeat for each side.</p> 	
(Day 7)	<p>Math: Add To/Take From to 100,000</p> <p>Continue to work with Add To/Take From Problems within 100,000 by referring back to the problem structure from pages 1-4 of the Google slide deck.</p> <p>Solve Day 7, Problems 1-3 on page 6 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Patterns with 5's Complete Fluency Practice on Multiples of 5 for Day 7, also on slide 6.</p> <p>Brain Break: Put on your favorite song, lie down, close your eyes, and listen to the entire song. How did you feel after the song ended?</p>	<p>Science: Body Systems</p> <p>Look at the claim that you wrote day 3. The next step as a scientist is to collect evidence about your topic. This can be done in a few ways, today we will research. As you read through the article(s) highlight or record any information that connects to your claim. https://kidshealth.org/en/kids/bodyarticles.html</p> <p>If you find new information that makes you ask new questions write those on to the side. Try to stay focused on your original claim.</p> <p>We will collect more evidence on day 11. (5.L.1.1)</p> <p>Brain Break: Sit up straight in a comfortable position. Relax your abdomen muscles. Slowly breathe in, filling your lungs with oxygen. Hold at the top and slowly release your breath until your lungs are empty. Continue 10 times.</p>

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(Day 8)	Read These Two Texts: With Liberty and Justice For All and The House Dog and the Wolf . Provide a statement that integrates information from both texts. (RL.5.9) Handout Day 8 Brain Break: Hold the balancing table pose for 60 seconds on each leg and repeat.	
(Day 9)	<p style="text-align: center;">Math: Add To/Take From to 100,000</p> <p>Continue to work with Add To/Take From Problems within 100,000 by referring back to the problem structure from pages 1-4 of the Google slide deck.</p> <p>Solve Day 9, Problems 1-3 on page 7 of the slide deck. Use an open number line and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Explain patterns with 2, 5, 10 Complete Fluency Practice on Multiples of 2, 5, 10 for Day 9, also on slide 7. Explain the pattern you notice in the different sets. Can you come up with your own set of facts that would match this pattern?</p> <p>Brain Break: Skaters - Hop to your right bringing your left foot behind you with knees bent and body low. Repeat the movement to the left. Do This for 30 seconds.</p>	<p style="text-align: center;">Social Studies: Farming and Climate Across the U.S.</p> <p>The crops people grow depend on the land, rainfall, and temperature. That's why farming looks different in every region of the country.</p> <p>Activity: Talk with an adult about what's grown near your home. Then imagine living in another region—what kinds of food could you grow there, and why? (5.G.1)</p> <p>Optional Enrichment Resources: <i>Right This Very Minute: A Table-to-Farm Book About Food and Farming</i> by Lisl H. Detlefsen [5:56] https://bit.ly/4dSeWuQ After reading or watching, choose one crop and explain why it grows well in that region. What might happen if the weather changed?</p> <p>Brain Break: Pretend to harvest vegetables—bend down, pick, and toss into your imaginary basket for 30 seconds.</p>
(Day 10)	Read These Two Texts: The New Colossus And Human Rights . Provide a statement that integrates information from both texts. (RL.5.9) Handout Day 10 Brain Break: Hold the cobbler's pose for 60 seconds on each leg and repeat.	

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(Day 11)	<p style="text-align: center;">Math: Put Together/ Take Apart up to 100,000</p> <p>Explore Put Together/Take Apart Problems within 100,000 by reading about the problem structure on pages 8 and 9 of the Google slide deck.</p> <p>Solve Day 11, Problems 1-3 on page 12 of the slidedeck. Use a bar diagram and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Using the Commutative Property Complete Fluency Practice on the Commutative Property For Day 11, also on slide</p> <p>12. Brain Break: Can you make your body look like every letter of the alphabet?</p>	<p style="text-align: center;">Science: Body Systems</p> <p>Today we will continue to collect evidence, to make connections with the claim you made on Day 7. Now that you know a little more about the system you are exploring, come up with a way to observe that system in your own body. Evidence is collected through observations, you can look and record how you see something, listen to a sound your body makes, feel for something in/on your body, taste food on your tongue or smell different scents in your environment. Remember to record your observations in a chart to stay organized. Click here for some suggestions of what evidence to collect based on the body systems and for a data table to record evidence collected. (5.L.1.1)</p> <p>Brain Break: Sit in a comfortable position. In your head, slowly count from 0 to 20. As you count each number, take a breath in and out. Then, count backwards from 20 to 0. Try to only think about counting.</p>
(Day 12)	<p>Reading Marathon Read books of interest or books on the Reading Marathon list about the topic and utilize the last five minutes to reflect on the content knowledge gained from your reading about this topic. Try to read for an extended period of time. Set a timer to measure your reading stamina.</p>	
(Day 13)	<p style="text-align: center;">Math: Compare Problems up to 100,000</p> <p>Explore Compare Problems within 100,000 by reading about the problem structure on pages 10 and 11 of the Google slide deck.</p> <p>Solve Day 13, Problems 1-3 on page 12 of the slidedeck. Use an open number line, a bar diagram, and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Using a 10's fact to find an unknown fact Complete Fluency Practice by using a known fact (multiples of 10) to find an unknown fact for Day 13, also on slide 12.</p> <p>Brain Break: Do 8 jumping jacks, 8 silly shakes (just shake as silly as you can), 8 high knees, and 8 scissor jumps.</p>	<p style="text-align: center;">Social Studies: Building Cities Near Water</p> <p>Many U.S. cities are built near rivers, lakes, or oceans. Water helps with trade, travel, and daily life.</p> <p>Activity: Talk with an adult about a city near water you've visited or seen in a book or movie. What do people do there—fish, swim, ship goods? How is that different from where you live? (5.G.1)</p> <p>Optional Enrichment Resources: <i>How the Sun Moves Water Around the Earth</i> by Molly Bang and Penny Chisholm. [14:17] https://bit.ly/4kN5lC5 After reading or watching, explain two reasons why a city would be built near water. Then draw or describe what your own water-side town might look like.</p> <p>Brain Break: Pretend to paddle a canoe—left, right, left, right—while staying seated. Paddle through a “storm” and then “calm waters.”</p>
(Day 14)	<p>Performance Task Reference all of the work you have done from days 2-12 to complete the performance task.</p> <p>Brain Break: Hold the dancer's pose for 60 seconds on each leg and repeat.</p>	

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(Day 15)	<p style="text-align: center;">Math: Compare Problems up to 100,000</p> <p>Continue to work on Compare Problems within 100,000 by referring back to the problem structure on pages 10 and 11 of the Google slide deck.</p> <p>Solve Day 15, Problems 1-3 on page 13 of the slidedeck. Use an open number line, a bar diagram, and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Using a 10's fact to find an unknown fact Complete Fluency Practice on using a known 10's fact to find an unknown fact for Day 15, also on slide 13.</p> <p>Brain Break: Jump up with your arms and legs spread out like a star. Do 10 sets, then rest and repeat.</p>	<p style="text-align: center;">Science: Body Systems</p> <p>Today is the final day you will collect evidence. Today, we will do more research.</p> <p>Choose a book from the Epic body systems book collection that matches the body system you are studying. Read the book to gather evidence about your body system. You may read other books that look interesting at another time. Epic body systems books</p> <p>Watch the Scholastic Study Jams slideshow or video that matches the body system you are studying. skeletal system slide show circulatory system video respiratory system slide show muscular system slide show digestive system slide show</p> <p>Record any information that supports your claim. If you find new information that makes you ask questions, write them down to the side. Try to stay focused on your original claim. (5.L.1.1)</p> <p>Brain Break: Repeat the following to yourself: I am strong. I am powerful. I believe in myself and my abilities. I am always learning and always improving. I take each moment as it comes.</p>
(Day 16)	<p>Performance Task</p> <p>Reference all of the work you have done from days 2-12 to complete the performance task.</p> <p>Brain Break: Hold the donkey kicks pose for 60 seconds on each leg and repeat.</p>	
(Day 17)	<p style="text-align: center;">Math: Put Together/Take Apart and Compare Problems Up to 100,000</p> <p>Continue to work on Put Together/Take Apart and Compare Problems within 100,000 by referring back to the problem structure on pages 8, 9, 10, and 11 of the Google slide deck.</p> <p>Solve Day 17 Problems 1-3 on page 13 of the slidedeck. Use an open number line, a bar diagram, and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p>	<p style="text-align: center;">Social Studies: Natural Disasters and Where People Live</p> <p>Natural disasters like floods, hurricanes, and earthquakes affect how and where people live. Communities build special structures and make plans to stay safe.</p> <p>Activity: Talk with an adult about a natural disaster that happened in your area or one you've seen on the news. What changed afterward? How do people prepare for those events? (5.G.1)</p> <p>Optional Enrichment Resources: <i>Earthquakes</i> by Ellen Prager [7:24] https://bit.ly/43ZCtXc After reading or watching, explain one-way homes or buildings can be made safer. Then imagine how you would design your own safe shelter.</p>

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	<p>Fluency: Using a 5's fact to find an unknown fact Complete Fluency Practice on using a known 5's fact to find an unknown fact for Day 17, also on slide 13.</p> <p>Brain Break: Put on your favorite song, lie down, close your eyes, and listen to the entire song. How did you feel after the song ended?</p>	<p>Brain Break: Shake your body like an "earthquake," then freeze like a statue when someone says "Safe zone!"</p>
(Day 18)	<p>Read These Two Texts: Brazil Today: The Amazon River and Basin and Animals of the Tropical Rainforest. Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 18</p> <p>Brain Break: Hold the half boat pose for 60 seconds on each leg and repeat.</p>	
(Day 19)	<p>Math: Put Together/Take Apart and Compare Problems Up to 100,000 Continue to work on Put Together/Take Apart and Compare Problems within 100,000 by referring back to the problem structure on pages 8, 9, 10, and 11 of the Google slide deck.</p> <p>Solve Day 19, Problems 1-3 on page 14 of the slide deck. Use an open number line, a bar diagram, and the US Standard Algorithm to solve these problems. (NC.4.NBT.4, NC.4.OA.3, NC.5.OA.2, NC.5.OA.3, NC.5.NBT.7)</p> <p>Fluency: Mixed Fluency Complete Fluency Practice on using a known fact to find an unknown fact for Day 19, also on slide 14. Explain the pattern you notice in the different sets. Can you come up with your own set of facts that would match this pattern?</p> <p>Brain Break: Complete 25 of the following- skip, jump, lift knees, and walk backwards.</p>	<p>Science: Body Systems Today you will do the reasoning part of Clever. Remember, Clever stands for Claim, Evidence, Reasoning.</p> <p>Look at your claim. Study the evidence you gathered. Does your evidence support your original claim or not?</p> <p>Write out your reasoning statement using the evidence you collected. Include new questions you have about the body system you chose. If you have time, repeat the Clever process with another body system using the materials we shared. (5.L.1.1)</p> <p>Brain Break: Find a place to walk back and forth in a line. As you walk, slowly lift your foot and place your heel on the ground. Feel your body weight shift into that foot. Continue with the other foot, thinking about the steps as you go.</p>
(Day 20)	<p>Read These Two Texts: Wangari Maathai and Inventors and Scientists: John Muir. Provide a statement that integrates information from both texts. (RI.5.9) Handout Day 20</p> <p>Brain Break: Hold the half forward pose for 60 seconds on each leg and repeat.</p>	