

Pro-Vision Academy Charter School  
Fourth Grade Distance Learning Plan

# Fourth Grade Distance Learning Plan

## Week of March 23-27, 2020

### Reading and Writing Activities (Suggested: 45 minutes of off-line activities)

[Scholastic Learn at Home](#) (website)    TEKS: 4.8, 4.7c, 4.7d, 4.9, 4.10

[ReadingIQ](#) (website)

**Monday:**

- Select a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) and read independently for at least 35 minutes.
- Write a summary of what you read, highlighting the big ideas. Practice using your best handwriting. Have an adult assist you with spelling.

As I read a novel, I can think back over and briefly summarize the parts of the story that relate to what I'm reading.

When I finish a book, I can briefly summarize it in a way that shows knowledge of the important aspects of the story, including the story elements. I talk about the characters—their traits and wants—and recap important events using sequence and cause-effect words or using a problem-solution structure.

I talk about the big ideas/themes that the story teaches.

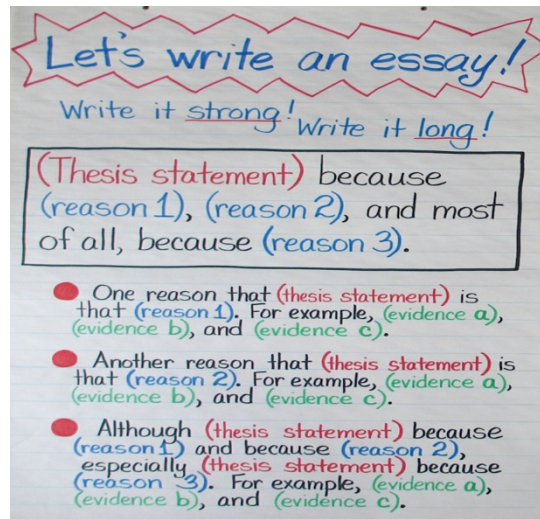


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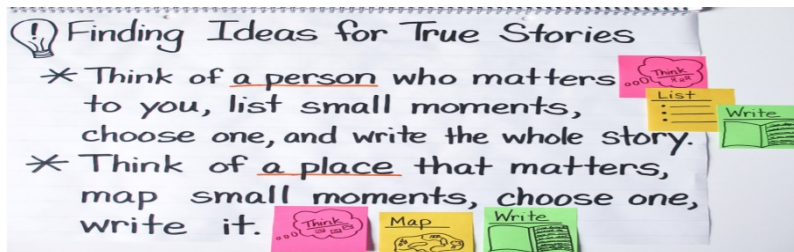
### Tuesday:

- **Read** a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 40 minutes.
- **Write** an opinion piece explaining the importance of hand washing to your health. Practice using your best handwriting. Have an adult check for spelling errors.



### Wednesday:

- **Read** a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 40 minutes.
- Write a special moment story about a time during your spring break. Practice using your best handwriting. Have an adult check for spelling errors, or use a dictionary. Read your story to an adult.

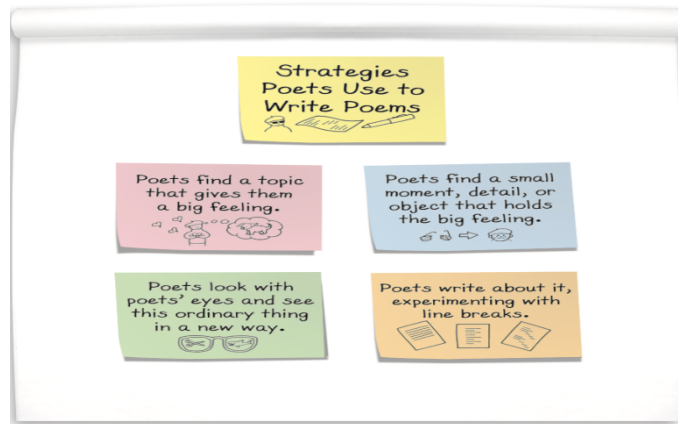


### Thursday:

- **Read** a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 45 minutes.
- **Write** a poem. Then share it with your family. Practice using your best handwriting. Have an adult help with spelling or use a dictionary.

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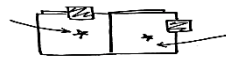
## Fourth Grade Distance Learning Plan



### Friday:

- **Read** a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 45 minutes.
- **Write** a review of a book/article that you read this week. Be sure to:
  - Give it a rating
  - Share a few details from the book.
  - Use details that you think will make others want to read the book
  - Give a reason why you think others should read the book.

*Share a few of the details from the book, but not too many.*



*Tell details that you think will make others want to read the book.*



*Give a reason why you think people should read the book.*



## Math Activities (Suggested: 45 minutes of off-line activities)

**TEKS: 4.6a,b 4.5b 4.1d**

**Monday:** Angles Scavenger Hunt: Search your home for acute, obtuse and right angles. Use a table to organize your findings.

Look at the hands on the clock. What time is it when you complete this activity? Draw a picture of the clock and label the angle that the hands make as either acute, obtuse or right.

**Tuesday:** "Treasure Hunt" Hunt for treasure around your house, find items that have at least one line of symmetry. You get one point for items that have one vertical OR horizontal line of symmetry, 2 points for items with at least one diagonal lines of symmetry and 3 points for an item that has 2 or more lines of symmetry. Can you earn 20 points with 4 or few items?

Write an addition or subtraction story problem involving fractions. Draw a picture of the story problem then write an equation to solve.

## Pro-Vision Academy Charter School

### Fourth Grade Distance Learning Plan

**Wednesday:** "What's the rule?" Write down these sets of numbers on a sheet of paper. **Set 1:** 1, 4, 9, 16, 25, 36, 49 **Set 2:** 1, 1, 2, 3, 5, 8, 13, 21, 34

Write the rule for each set of numbers then write the next two numbers in the pattern.

Is it possible for two fractions greater than 1 that have different numerators and denominators to be renamed as the same mixed number? Give an example.

**Thursday:** Use one sheet of paper to solve the following scenario:

The Harrisons have two children. They need your help with designing a bedroom for each child. Here are the conditions.

- Both rooms must be rectangular and have one wall in common.
- All measurements must be in whole feet.
- The walls are 8 feet high.
- Each room must have a door and at least two windows.
- Up to 100 feet of border in total may be used for the walls of the two rooms.

Draw a picture and solve this problem. Jasmine's rectangular backyard is 15 yards by 18 yards. Carolyn's rectangular backyard is 20 yards by 9 yards. How much greater is the area of Jasmine's yard than Carolyn's?

**Friday:** Collect items from around your home. Draw a Venn Diagram. Label one side "Parallel Lines" and the other "Perpendicular Lines". Sort your items into your Venn Diagram and tell someone how and why you classified your items the way you did.

Jump Rope: As you jump rope, practice your multiplication and division math facts. Count by 6, 7, 8 or 9. Count backward by 5, 4, 3, 2.

### Science Activities (Suggested: 25 minutes of off-line activities)

[Scholastic Learn at Home](#) (website)

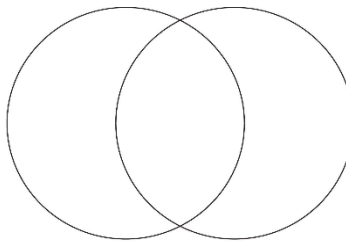
TEKS: 4.9a 4.6a 4.2f

**Monday:** Investigate the sloth.

Think about your favorite animal and how it compares to the sloth.

Create a Venn-Diagram to represent the differences and similarities of the sloth and your favorite animal.

Venn-Diagram



Extension - Design and illustrate four sporting events for your favorite animal. Include a description of how these events will help your favorite animal.

# Pro-Vision Academy Charter School

## Fourth Grade Distance Learning Plan

### **Tuesday:** Why Do Zebras Have Stripes?

Read investigation about zebras and their stripes.

Illustrate a food chain with a zebra in the food chain.

Describe the flow of energy in the food chain.

Extension - Illustrate and describe the flow of energy in a food chain in your environment.

### **Wednesday:** Research otters in California.

Identify producers in the otter's environment.

Identify consumers in the otter's environment.

Grades 1-2  
<https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>

| Organism | Living or Nonliving Component | Interaction |
|----------|-------------------------------|-------------|
|          |                               |             |
|          |                               |             |
|          |                               |             |

Otter's Environment

| Producers | Consumers |
|-----------|-----------|
|           |           |
|           |           |
|           |           |

Extension - Observe your environment and identify the producers and consumers.

### **Thursday:** What is your favorite sport?

Record how your favorite sport uses energy. MELTS

 Mechanical Energy

 Electrical Energy

 Light Energy

 Thermal Energy

 Sound Energy

Forms  
of  
Energy

## Pro-Vision Academy Charter School

### Fourth Grade Distance Learning Plan

Play catch with a ball or a crumpled piece of paper with someone in your home.



What would happen if the energy were changed or removed?

Extension - Design an experiment to test the force of friction on the ball or crumpled piece of paper.

**Friday:** Investigate the Trash Collector.

Think about a place in your community that has a trash or pollution problem. Design a plan to reduce the trash or pollution.

Extension - Trash to treasure: make a musical instrument out of items that would be thrown away.

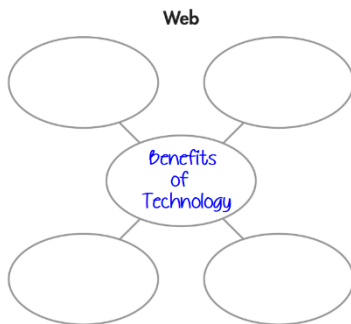
### Social Studies (Suggested: 25 minutes of off-line activities)

**Monday:** Write an autobiography. Tell how your life has changed over the last four years. (Non-Digital)

**Tuesday:** Interview a family member and gather the following information: Favorite movies, books, hobbies, songs, and holidays. Use this information to write a story about that person. (Non-Digital)

**Wednesday:** Create a map of your neighborhood - make sure to include a title, map key, compass rose, scale, and grid system. (Non-Digital)

**Thursday:** Create a web, and provide examples of how technology has benefited society. (Non-Digital)



**Friday:** Create a poster (using notebook paper) illustrating different ways you can volunteer in the community. (Non-Digital)