

Pro-Vision Academy Charter School  
Fourth Grade Distance Learning Plan

## Fourth Grade Distance Learning Plan

Week of March 30<sup>th</sup> – April 3, 2020

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

**TEKS: 4.4d, 4.6a, 4.5b**

**Monday: *Guess My Number.*** This is a multiple person game. You will need to draw a number chart (1-50). One person chooses a number. The other player(s) try to guess the number by asking a series of questions. I encourage the use of question clues like “Is it a multiple of 5? Or a product of 20?” The player crosses off numbers it can’t be and circles numbers it could. The person who guesses the right number, wins and gets to choose the next number.

**Tuesday: *Beat My Product.*** Students will create multiplication problem flash cards on cutout sheets of paper or create on index cards (if multiplication flashcards aren’t available). To play, students divide the flash cards evenly among all players. Then, on the count of three, all players throw down a card. The card with the highest product wins all the cards in play. If players have the same answer, then they play each other again, with the winner capturing all the cards in play. Students play until all the cards are won. The person with the most cards at the end wins.

Write a multiplication story problem involving multiplying a 4-digit by 1-digit number. Draw a picture of the story problem then write an equation to solve.

**Wednesday:** Find the rule and complete the table.

In	Out
12	2
14	4
15	5
<input type="text"/>	6
18	8
19	<input type="text"/>

**Thursday:** Create a stem and leaf plot using the following numbers:  
109, 100, 229, 113, 128, 211, 215, 113, 218, 224, 217, 109, 219, 224, 137, 109

What is the difference between the greatest and least number?

**Friday:** Go on an angle scavenger hunt. Find as many different types of angles in your house as you can. Draw 5 pictures of the angles you located and label them.

**Pro-Vision Academy Charter School**  
**Fourth Grade Distance Learning Plan**

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

**TEKS: 4.1a, 4.10a, 4.9a**

**Students that have technology and internet access may work on their Education Galaxy account.**

**Monday:** Draw a picture of your full body (head, body, arms, legs, and feet). Draw some items on yourself that you would use for lab safety.

Extension –Being safe at home and school is important. Name different safety tools you can use at home and at school when conducting experiments.

**Tuesday:** Fold a sheet of paper into three parts. Label the sections solid, liquid, gas. Walk around the house or look out the window and draw as many pictures you can find that will fit under each category.

Solid	Liquid	Gas

Extension - Choose an object you drew in one of your columns and write a riddle that describe their property. For example, a student might say: "What is solid, wooden, tall and attached to our wall?"

**Wednesday:** In order to survive, animals need air, water, food, and shelter (protection from predators and the environment); plants need air, water, nutrients, and light. Every organism has its own way of making sure its basic needs are met.

Write the following questions on a sheet of paper. Record your answers with at least 2 sentences per question.

- What do living things need to stay alive?
- What do you need? What do your pets need?
- What do plants need?

**Thursday:** Write the following questions on a sheet of paper. Record your answers with at least 2 sentences per question.

- Why do animals need to eat?
- What kinds of things do they eat?
- Do all living things eat?

**Friday:** Both plants and animals need air. Plants need carbon dioxide (a gas that animals exhale) and that animals need oxygen (a gas that plants produce) to survive. Draw a picture of a real or imaginary pet. Give your pet a name. Show your pet enjoying food, water, air, and shelter -- having all its needs met. Label your pet's "needs" represented in the drawing.

**Pro-Vision Academy Charter School  
Fourth Grade Distance Learning Plan**

**Pro-Vision Academy Charter School  
Fourth Grade Distance Learning Plan  
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Please contact Mr. Williams with any questions at [jwilliams@pvacademy.org](mailto:jwilliams@pvacademy.org)

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

**Monday (TEKS: 4.8, 4.7c, 4.7d, 4.9, 4.10)**

- 1. Independent Reading:** Choose a book from **ABC Mouse's ReadingIQ**, or another source, and read independently for at least 40 minutes. Share what you read with an adult.
- 2. Reading Comprehension:** Read the passage below. Use your reading strategies.

**Which Way Is Home?**

**by Elizabeth Trach**

**Anthony Ant had hundreds of friends, but sometimes he still felt alone. Anthony lived in an anthill in the crack of a sidewalk. All of his friends looked just like Anthony: small, and brown, with six legs and two wiggling antennas. Every day, Anthony and his ant friends lined up to march out of the anthill and across the sidewalk to the tall grass. There they looked for crumbs and seeds to bring back to the anthill for supper.**

**"Why do we always have to stay in line?" Anthony asked. "I want to go into the grass on my own and see what there is to see."**

**"I don't know," said Alice, the ant in front of Anthony. "This is the way we've always done it."**

**"That doesn't seem like a very good reason," Anthony said. "I'm going to turn left up here at the maple root." And he did.**

**None of the other ants came with Anthony, because they always did what they were told. The long line of ants continued on into the grass for as far as Anthony could**

**Pro-Vision Academy Charter School**  
**Fourth Grade Distance Learning Plan**

see.

On his own, Anthony had a much nicer view of the maple root and the grass beyond. He could see all the way to a distant flower bed, where colorful blossoms towered over the grassy space.

Anthony decided to walk to the flowers, but after an hour of walking, they seemed just as far away as ever. He had never been so tired. He decided to turn around.

When he did, Anthony couldn't see the path home. All of the tall blades of grass had closed in around him, and he was lost. Usually he just followed the ant line in front of him to find the way, but now he was all alone.

Anthony walked in the direction he thought was home, but he was starting to feel scared. A bird flew overhead. Anthony thought. Should he ask the bird for help, or should he hide? He knew that some birds ate ants, but he couldn't remember which ones were nice, and which ones were hungry.

Anthony decided to keep walking on his own and hope for the best. It was getting darker, but he thought he saw a brown ridge in the grass up ahead. It looked familiar.

It was the maple root. Anthony climbed over the bumpy, brown bark and tumbled down the other side — right into a long line of ants!

"Anthony, where have you been?" asked Abby. She paused to let Anthony jump back in line in front of her.

"I took a walk alone," said Anthony. "It was really hard, so I am very glad to be back with all my friends and heading home!"

**Writing**

**Answer each of the questions below in one or two complete sentences.**

1. What makes Anthony different from his friends?
2. How did Anthony get lost?
3. What landmark helped Anthony find his way back home?
4. Do you think Anthony will explore on his own ever again?

**Pro-Vision Academy Charter School**  
**Fourth Grade Distance Learning Plan**

**Tuesday**

- 1. Independent Reading:** Choose a book from **ABC Mouse's** [ReadingIQ](#), or another source, and read independently for at least 40 minutes. Share what you read with an adult.
- 2. Reading Comprehension:** Read the passage below. Use your reading strategies.

**Reading Comprehension: Pinocchio**

**Chapter 3 :**

Little as Geppetto's house was, it was neat and comfortable. It was a small room on the ground floor, with a tiny window under the stairway. The furniture could not have been much simpler: a very old chair, a rickety old bed, and a tumble-down table. A fireplace full of burning logs was painted on the wall opposite the door. Over the fire, there was painted a pot full of something which kept boiling happily away and sending up clouds of what looked like real steam.

As soon as he reached home, Geppetto took his tools and began to cut and shape the wood into a Marionette. "What shall I call him?" he said to himself. "I think I'll call him **PINOCCHIO.**" After choosing the name for his Marionette, Geppetto set seriously to work to make the hair, the forehead, the eyes.

After the eyes, Geppetto made the nose, which began to stretch as soon as finished. It stretched and stretched and stretched till it became so long, it seemed endless. Poor Geppetto kept cutting it and cutting it, but the more he cut, the longer grew that impertinent nose. In despair he let it alone. Next, he made the mouth. After the mouth, he made the chin, then the neck, the shoulders, the stomach, the arms, and the hands. The legs and feet still had to be made.

As soon as they were done, Geppetto felt a sharp kick on the top of his nose. He took hold of the Marionette under the arms and put him on the floor to teach him to walk. Pinocchio's legs were so stiff that he could not move them, and Geppetto held his hand and showed him how to put out one foot after the other. When his legs were limbered up, Pinocchio started walking by himself and ran all around the room. He came to the open door, and with one leap he was out into the street. Away he flew!

**Writing**

1. First draw a picture of Pinocchio, using the description in the story.
2. Then write two paragraphs describing how he looks in your picture.

**Pro-Vision Academy Charter School**  
**Fourth Grade Distance Learning Plan**

**Wednesday**

- 1. Independent Reading:** Choose a book on **ABC Mouse's** [ReadingIQ](#), or another source, and read independently for at least 40 minutes. Share what you read with an adult.
- 2. Reading Comprehension:** Re-read the story from yesterday below. Use your strategies.

**Reading Comprehension: Pinocchio**

**Chapter 3:**

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As soon as he reached home, Geppetto took his tools and began to cut and shape the wood into a Marionette. "What shall I call him?" he said to himself. "I think I'll call him **PINOCCHIO.**" After choosing the name for his Marionette, Geppetto set seriously to work to make the hair, the forehead, the eyes.

After the eyes, Geppetto made the nose, which began to stretch as soon as finished. It stretched and stretched and stretched till it became so long, it seemed endless. Poor Geppetto kept cutting it and cutting it, but the more he cut, the longer grew that impertinent nose. In despair he let it alone. Next, he made the mouth. After the mouth, he made the chin, then the neck, the shoulders, the stomach, the arms, and the hands. The legs and feet still had to be made.

As soon as they were done, Geppetto felt a sharp kick on the top of his nose. He took hold of the Marionette under the arms and put him on the floor to teach him to walk. Pinocchio's legs were so stiff that he could not move them, and Geppetto held his hand and showed him how to put out one foot after the other. When his legs were limbered up, Pinocchio started walking by himself and ran all around the room. He came to the open door, and with one leap he was out into the street. Away he flew!

**Writing**

**Answer the questions below in complete sentences.**

1. Why did Geppetto keep cutting Pinocchio's nose?
2. How did Pinocchio learn to walk?
3. Write two paragraphs describing Geppetto's house, then draw a picture of


**Pro-Vision Academy Charter School**  
**Fourth Grade Distance Learning Plan**

Geppetto's house.

**Thursday**

- 1. Independent Reading:** Choose a book on **ABC Mouse's ReadingIQ**, or another source, and read independently for at least 40 minutes. Share what you read with an adult.
- 2. Reading Comprehension:** Read the passage below. Use your strategies.

**Cause and Effect**

<b>Cause:</b> A cause is something that makes something else happen. It is the reason for the effect. It answers the question, "Why did this happen?"		<b>Effect:</b> An effect is the result of the cause. It happens because of the cause. It answers the question, "What happened?"
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School starts in a week and today is the day we go shopping for school supplies! I told my mom that I didn't need new supplies this year. I loved my backpack from last year because it had a picture of Topaz, my favorite rock singer. It even had her autograph across the bottom of her picture! I couldn't wait to get it out and check my supplies. When I pulled out my backpack from the back of my closet, I was horrified at how dirty it was. Somehow, over the summer, I had forgotten that the backpack wasn't in good shape. A strap was broken, the color was faded, and the zipper was stuck. There was a dark spot right on Topaz's chin and you could hardly read her signature anymore. When I looked inside, I found papers that were stuck together from an open glue bottle. I wondered who took the cap off of my glue bottle. There was a library book I borrowed and forgot to return. My markers had escaped from the box and the caps were mysteriously missing. My lucky pencil was too short to write with anymore. How did this happen? I discovered the dark spot on Topaz's chin was from the cupcake I packed away from the end-of-the-year picnic. The frosting melted all over my notebooks and scissors. I decided it was time to make my list of new school supplies.

**Writing**

**Answer the questions below in complete sentences.**

1. Why did the main character think she could use her old school supplies?
2. What caused the main character to change her mind about getting new school supplies?
3. What caused the dark spot on the backpack?
4. Why were the papers stuck together in the backpack?

**Pro-Vision Academy Charter School**  
**Fourth Grade Distance Learning Plan**

5. Why was there a library book inside the backpack?

**Friday**

**1. Independent Reading:** Choose a book on **ABC Mouse's ReadingIQ**, or another source, and read independently for at least 40 minutes. Share what you read with an adult.

**2. Writing:** Pick one story you read this week and write two complete paragraphs explaining why you liked the story you selected. **(Remember a paragraph consists of five complete sentences.)**



Pro-Vision Academy Charter School  
Fourth Grade Distance Learning Plan

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

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**Monday:** Talk to your parents about your family history. Write down the information and keep in a safe place. (Non-Digital)

**Tuesday- Thursday:** Fill in the family tree below, or create your own, listing all of the family members that you learned about on Monday. (Non-Digital)

**Friday:** Draw a picture of your favorite family member and then write 2 paragraphs about the most interesting member of your family. (Non-Digital)

**My Family Tree**
