



Oakland eLearning Days 4th Grade

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English Language Arts	<p><u>Day 1:</u> Pick 2 questions from the <i>Fiction/Non-Fiction Responses</i> worksheet. Answer the two questions you chose on the recording sheet.</p> <p><u>Day 2:</u> Pick 2 different questions from the <i>Fiction/Non-Fiction Responses</i> worksheet. Answer the two questions you chose on the recording sheet.</p>
Math	<p><u>Day 1:</u> Complete <i>Compare Place Value</i> worksheets 3, 4, and 5.</p> <p><u>Day 2:</u> Complete <i>Write Multi-Digit Numbers in Word, Standard and Expanded Form</i> worksheets 9, 10, 11.</p>
Social Sciences	<p><u>Day 1:</u> Complete <i>Article Analysis</i> worksheet using the "A Steep Challenge" article or another news article of your choice.</p> <p><u>Day 2:</u> Complete the WHO, WHAT, WHERE, WHEN, WHY, and HOW worksheet using the "Surprisingly Strong Snowstorm" article or another article of your choice.</p>
Science	<p><u>Day 1:</u> Complete the <i>Scientific Method Runaway Pepper Experiment</i> and answer the accompanying five questions.</p> <p><u>Day 2:</u> Complete the <i>Scientific Method Snow v.s. Water Experiment</i> and answer the accompanying five questions.</p>
P.E. romerb@district87.org	See attached 3rd, 4th, 5th Grade Physical Education E-Learning Activities
Music pennerl@district87.org	Alternative Learning Day Activities Fourth Grade Music
Art geggusl@district87.org	Duplication Exercise
Library Media Center martins@district87.org	<p><u>Day 1:</u> Complete the <i>Book Recommendation</i> worksheet.</p> <p><u>Day 2:</u> Choose one of the options off of the <i>Choice Board</i> worksheet.</p>



eLearning Day Overview and FAQs for K-12 Families

QUESTION	EXPLANATION
<p>What is an eLearning Day and why did District 87 choose to implement this practice?</p>	<p>eLearning Days are intended to provide access to learning on days when there are school cancellations. While these days cannot replace the face-to-face time students have with their teachers, it can provide continuous learning when school is cancelled. eLearning Days also eliminate the need for makeup days at the end of the school year. Last year, we surveyed families and over 85% of the respondents said they valued the eLearning day option.</p>
<p>What will a typical eLearning day look like for a student in kindergarten through fifth grade?</p>	<p>Lessons will be sent home by your teacher prior to an eLearning day. Please keep these materials in a safe place in case an eLearning day is needed. Materials will also be posted on your school's website. Teachers will create lessons for the following subjects:</p> <ul style="list-style-type: none"> • 60 min. each: ELA and Math • 30 min. each: Art, PE, Music, Social Studies, Science and IMC.
<p>What will a typical eLearning day look like for a student in 6-12th grade?</p>	<ul style="list-style-type: none"> • Students in grades 6-12 will utilize their district-issued computer or personal device in order to access their assignments and expectations on an eLearning Day. Staff will post their course expectations by 8:30 a.m. on the eLearning day. Students will access materials as they do normally via email, Google Classroom or other portal. • Course work may include but is not limited to online discussions, quizzes/assessments, online readings, completing assignments using digital resources. In some cases, students may be directed to complete offline activities such as textbook readings or other assignments.
<p>What if I'm not available during the day to assist my student?</p>	<p>Students should be able to complete lessons by themselves. Students need to complete assignments before returning to school. This allows families to decide when and where the work can be completed.</p>
<p>How will my family be notified that schools are closed and eLearning days are in place?</p>	<p>The District will inform families of an eLearning day through:</p> <ul style="list-style-type: none"> • Skylert (Automated Phone call) • Skyward Messenger (announcement in Skyward) • Facebook /Twitter/Instagram • Media outlets (WJBC, Pantagraph) • District website

Will attendance be taken?	Attendance will be based on the completion of the work for eLearning Days. If your student does not have the necessary resources to complete the assignment, please let the teacher know.
When and how will teachers be available to answer questions?	Teachers will be available via email, Skyward or REMIND during an eLearning day from 8:30-1:30. They will inform you of the best method to reach them in the eLearning materials.
How long is my student expected to work?	<p>K-5 students:</p> <ul style="list-style-type: none"> • 60 minutes each: ELA and Math • 30 minutes each: Art, PE, Music, Social Studies, Science and IMC. <p>6-12: Approximately 43 minutes for each class period</p> <p>Some assignments will not take all students the entire time. If you feel your student is struggling to complete the work on time, please let the teacher know.</p>
What if my student doesn't complete the assignments?	If your student is not able to complete assignments on an eLearning day, please let your student's teacher know. They will be considered absent on that day and the teacher's makeup policy will be enforced.
What about students who are Language Learners?	Directions will be translated and sent home by the classroom teacher.
What about students with Individualized Education Plans (IEPs)?	Special education students will be provided with assignments that meet the requirements as outlined in their Individualized Education Plan (IEPs).
How can families give feedback to the district about eLearning Days?	District 87 values family input and will send out a survey at the completion of an eLearning day for feedback.
Who do we contact for tech support with a district-issued device?	<p>District 87 will operate a technical helpdesk which can be accessed by all users in the following ways:</p> <ul style="list-style-type: none"> • https://helpdesk.district87.org • Call 309.828.7115 • Zoom support at https://district87.zoom.us/my/elearnsupport <p>If the power or internet goes out, please let your child's teacher know via written notice or phone call when possible.</p>

Fiction Responses

1. Which character do you like the most in your book? Why?
2. What do you predict will happen next in this story? What information in the text helped you make that prediction?
3. What is the main problem of the story? If you know, how was the problem solved?
4. Would you like to be a character in this story? Why or why not?
5. How do you feel about this story? Would you recommend it to someone else? Why or why not?
6. Summarize what you read today. What were the most important events? Did you learn anything new about the characters?
7. Is what you read believable? Why or why not?
8. Pretend you are interviewing the main character of the story. What two questions would you ask them?
9. If you could trade places with one of the characters who would it be? Why?
10. Is there anything you would change about this story? What would it be? Why would you change it?

Non Fiction Responses

1. What is the selection you read mainly about?
2. What did you learn while reading?
3. Why did the author probably write this selection? How do you know?
4. What was the main idea of what you read? What were the supporting details that told you more about the main idea?
5. How and where could you find out more information about the topic read about today?
6. What else would you like to know about the topic you read about?
7. Were there any text features that helped you better understand your reading? What were they and how did they help you?
8. What did you find interesting as you were reading today?
9. What do you remember most about what you read?
10. Did you find an interesting word while you were reading? What was it? Use a dictionary to find out its meaning and write a sentence of your own using the interesting word that you found.

Pick four questions to answer in the boxes below. Be sure to include the number of the question you are answering on the line. You may not answer the same question more than once and your response should fully answer the question.

Fiction/Non Fiction Question Number: _____

Fiction/Non Fiction Question Number: _____

Fiction/Non Fiction Question Number: _____

Fiction/Non Fiction Question Number: _____

Name _____

Practice Sheet

4.NBT.1

Compare place value

Comparing Place Value

The place of a digit in a number determines its value. The same digit will have a different number when in a different place.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
2 ,	2	8	7 ,	5	5	3
2,000,000	200,000			500	50	

One place value to the left = 10 x greater
2,000,000 is 10 times more than 200,000

One place value to the right = 10 x less
50 is 10 times less than 500

Compare the two values of the digit 2:

2,287,553

The value of the underlined 2 is 10 times GREATER than the value of the other 2.

Compare the two values of the digit 5:

2,287,553****

The value of the underlined 5 is 10 times LESS than the value of the other 5.

Identify the value of the 7 in each number. Then, compare the two values.

1.

Identify the value:

7,892 _____

Identify the value:

34,706 _____

Compare: The value of the 7 in 7,892 is _____ times _____ than the value of the 7 in 34,706.

2.

Identify the value:

5,073 _____

Identify the value:

18,749 _____

Compare: The value of the 7 in 5,073 is _____ times _____ than the value of the 7 in 18,749.

Name _____

Practice Sheet

4.NBT.1

Compare place values

More Practice: Comparing Place Value

The place of a digit in a number determines its value. The same digit will have a different number when in a different place.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
2 ,	8	2	7 ,	5	3	5
2,000,000		20,000		500		5

Two place values to the left = 100 x greater
2,000,000 is 100 times more than 20,000

Two place value to the right = 100 x less
5 is 100 times less than 500

Compare the two values of the digit 2:

2,827,535

The value of the underlined 2 is 100 times GREATER than the value of the other 2.

Compare the two values of the digit 5:

2,827,5**35**

The value of the underlined 5 is 100 times LESS than the value of the other 5.

Identify the value of the 8 in each number. Then, compare the two values.

1.

Identify the value:

3,862 _____

Identify the value:

84,906 _____

Compare: The value of the 8 in

3,862 is _____ times _____ than the value of the 8 in 84,906.

2.

Identify the value:

8,923 _____

Identify the value:

15,086 _____

Compare: The value of the 8 in

8,923 is _____ times _____ than the value of the 8 in 15,086.

Name _____

Practice Sheet

4.NBT.1

Identify and
compare place
value

Put It All Together: Place Value

Determine the value of the underlined digit.

1. 257,308 _____

2. 257,308 _____

3. 92,184 _____

4. 92,184 _____

5. 6,045,871 _____

6. 6,045,871 _____

Identify the value of the 5 in each number. Then, compare the two values.

7. Identify the value:
19,654 _____

Identify the value:
4,502 _____

Compare: The value of the 5 in 19,654 is _____ times _____ than the value of the 5 in 4,502.

8. Identify the value:
51,297 _____

Identify the value:
13,526 _____

Compare: The value of the 5 in 51,297 is _____ times _____ than the value of the 5 in 13,526.

9. Identify the value:
21,853 _____

Identify the value:
5,418 _____

Compare: The value of the 5 in 21,853 is _____ times _____ than the value of the 5 in 5,418.

10. Identify the value:
90,517 _____

Identify the value:
100,52 _____

Compare: The value of the 5 in 90,517 is _____ times _____ than the value of the 5 in 100,52.

Name _____

Practice Sheet

4.NBT.2

Write multi-digit numbers in word and expanded form.

Forms of Numbers: Expanded & Word Form

Write each number below in expanded and word form.

Ex: 513,042

Expanded: $500,000 + 10,000 + 3,000 + 40 + 2$

Word: five hundred thirteen thousand, forty-two

1. 26,718

Expanded: _____

Word: _____

2. 721,609

Expanded: _____

Word: _____

3. 3,540,210

Expanded: _____

Word: _____

4. 54,231

Expanded: _____

Word: _____

5. 400,918

Expanded: _____

Word: _____

6. 18,645

Expanded: _____

Word: _____

Name _____

Practice Sheet

4.NBT.2

Write multi-digit numbers in standard form.

Forms of Numbers: Standard Form

Numbers expressed in expanded form and word form can be rewritten in standard form.

Expanded Form \rightarrow Standard Form:

$$\begin{array}{ccccccc} 200,000 & + & 3,000 & + & 700 & + & 40 & + & 6 \\ & & \swarrow & & \downarrow & & \swarrow & & \swarrow \\ & & & & 203,746 & & & & \\ & & \swarrow & & \downarrow & & \swarrow & & \swarrow \\ & & & & & & & & \end{array}$$

Word Form \rightarrow Standard Form:

$$\begin{array}{ccc} \text{sixty-five thousand, three hundred twelve} & & \\ \downarrow & \downarrow & \downarrow \\ 65 & , & 312 = 65,312 \end{array}$$

For place values without a value, be sure to use a place holder.

Write each number below in standard form.

Ex: $60,000 + 4,000 + 80 + 3$

one hundred fifty-five thousand, ninety-eight

64,083

155,098

1. $100,000 + 5,000 + 900 + 40 + 4$

2. three million, ninety-four thousand, six hundred eighty-two

3. $4,000,000 + 60,000 + 700 + 20 + 5$

4. $300,000 + 50,000 + 1,000 + 800 + 30 + 4$

5. two hundred forty-nine thousand, five hundred five

6. sixteen thousand, eighteen

7. $20,000 + 2,000 + 600 + 20 + 6$

8. $500,000 + 90,000 + 70 + 2$

9. one hundred twenty-nine thousand, nine hundred thirty-four

10. $10,000 + 8,000 + 700 + 6$

11. $1,000,000 + 700,000 + 40,000 + 300 + 50 + 9$

12. thirty thousand, four hundred fifty-two

Name _____

Practice Sheet

4.NBT.2

Write multi-digit numbers in standard, expanded, & word form

Forms of Numbers: Multiple Choice

Choose the best answer for each question below.

1. There were nineteen thousand eight hundred five people at a concert. What is this number in expanded form?

- A. $10,000 + 9,000 + 80 + 5$
- B. $10,000 + 9,000 + 800 + 5$
- C. $19,000 + 800 + 5$
- D. $10,000 + 9,000 + 800 + 50$

2. A state university has 20,252 students. What is this number expressed in expanded form?

- A. $20,000 + 2,000 + 50 + 2$
- B. $20,000 + 2,000 + 500 + 20$
- C. $20,000 + 200 + 50 + 2$
- D. $2,000 + 200 + 50 + 2$

3. There were 147,725 people at the festival. What is this number in word form?

- A. one hundred forty-seven thousand seven hundred twenty-five
- B. one hundred forty-seven seven hundred twenty-five
- C. one hundred forty-seven thousand twenty-five
- D. one hundred forty thousand seven hundred twenty-five

4. The attendance at the museum this week was $100,000 + 20,000 + 200 + 30 + 9$. What is this number in word form?

- A. one hundred twenty-two thousand two hundred thirty-nine
- B. one hundred twenty two hundred thirty-nine
- C. one hundred twenty-two thousand thirty-nine
- D. one hundred twenty thousand two hundred thirty-nine

5. In 2013, the population of Maine was $1,000,000 + 300,000 + 20,000 + 8,000 + 300 + 2$. What is the population of Maine expressed in standard form?

- A. 132,832
- B. 1,328,302
- C. 1,320,832
- D. 1,328,320



6. In 2013, the population of New Mexico was two million, eighty-five thousand, two hundred eighty-seven. What is the population of New Mexico in standard form?

- A. 2,085,287
- B. 2,850,287
- C. 2,085,280
- D. 2,805,280



Name _____

Date _____

ARTICLE ANALYSIS

Headline _____

by _____ Date _____

Publication/Source _____

Local News

National News

World News

1. Summarize the article

2. What are three of the most important points in the article?

- 1) _____
- 2) _____
- 3) _____

3. If this story was on a TV newscast instead of in written form, how would it be different? List three ways.

- 1) _____
- 2) _____
- 3) _____

Please use this article if you do not have access to another news source for the **ARTICLE ANALYSIS** worksheet.

A Steep Challenge

By: **CONSTANCE GIBBS**
TIME FOR KIDS Magazine
JUNE 20, 2019

Selah Schneiter, 10, has become one of the youngest people to climb El Capitan, a rock formation in Yosemite National Park, in California. Selah scaled the 3,000-foot peak with her father, Mike Schneiter, and family friend Mark Reiger. The team completed the five-day climb on June 12.

Getting to the top of El Capitan is no easy feat. It is taller than the tallest building in the world, Dubai's Burj Khalifa, in the United Arab Emirates. Some have died trying to climb the granite rock face. But many more have completed the journey, including Selah's parents. They met on a climbing trip up the mountain 15 years ago.

On Wednesday, Selah told morning TV show *Today* that reaching the top was "really overwhelming." But the hardest part was getting down. "You're carrying everything, and you're really tired," she said.

It's unclear if Selah is the youngest climber to make the trip. A Yosemite spokesperson told *USA Today* the park does not keep those kinds of records.

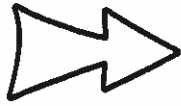
Everyone in Selah's family loves to climb. The family has a climbing wall in the garage. "I'm super proud of her, just to see how big her heart was and how strong she was," her dad told *Today*. "She just did great preparing for it, training for it."

At the end of the journey down, Selah celebrated with pizza and chocolate ice cream.

Name _____

Date _____

WHO, WHAT, WHERE, WHEN, WHY, and HOW



When reporters write an article, they usually have to answer the questions: Who, What, Where, When, Why, and How.

Headline _____		
by _____		Date _____
Publication/Source _____		
<input type="checkbox"/> Local News	<input type="checkbox"/> National News	<input type="checkbox"/> World News

<u>Who</u> is this article about?	<u>Where</u> did the story take place?
	<u>When</u> did the story take place?
<u>What</u> happened?	
<u>Why</u> is it important?	<u>How</u> did what happened affect people?

Please use this article if you do not have access to another news source for the WHO, WHAT, WHERE, WHEN, WHY, and HOW worksheet.

Surprisingly Strong Snowstorm Leaves Middle School Students Stranded Overnight

BY BILLY PERRIGO
TIME Magazine
NOVEMBER 16, 2018

Some students in New Jersey were forced to spend the night in their classrooms on Thursday, thanks to a major early winter storm that dumped up to six inches of snow on the Midwest and northeastern U.S.

School buses and parents were unable to get to several schools in West Orange, N.J., forcing students to sleep on gym mats and staff to stay up overnight to supervise.

Liberty Middle School in West Orange posted rolling updates through the night on its Twitter feed, showing students watching the film *Frozen* in an auditorium and eating ice cream, as well as playing games as the storm raged outside.

Some parents braved the weather and travel chaos to reach schools in the early hours. "If I could sum it all up in one word I will say 'treacherous,' it was very treacherous," one parent picking up a child from West Orange High School at 5.30 a.m. told NBC.

Across the country, at least eight people were killed by the storm, hundreds of flights were cancelled, and travel chaos caused hours of delays on the roads. While winter weather was in the forecast leading up to Thursday night, there was more snow than expected across the New York tri-state area.

More snowfall is forecast for Friday across the northeast.

Name _____

The 5 Steps of the Scientific Method

1. Make Observations! Use your 5 senses: sight, hearing, taste, touch and smell, to learn about the world around you.
2. Ask Questions! Scientific investigations begin with ideas that you're not sure about.
3. Hypothesize! Make an educated guess, or hypothesis, that you can test.
4. Do an Experiment!
5. Draw a Conclusion! Plan how to test your hypothesis- design an experiment. A conclusion is a statement that sums up what you learned.

Hands-On Science: The Runaway Pepper Experiment

Materials: H₂O, bowl, pepper, dish soap, shampoo, or bar soap

Method: Pour water into a bowl. Sprinkle pepper all over the surface of the water. Dip your finger into the dish soap. Put your soapy finger into the water in the center of the bowl & watch what happens to the pepper! Complete numbers one through three. Repeat the experiment with a different type of soap. Explain how you set up the experiment for number four. Once you use at least two types of soap, draw a conclusion for number five.

The Scientific Method: The Runaway Pepper Experiment

1. List your observations:

2. Question:

3. Make a hypothesis:

4. Design an experiment to test your hypothesis:

5. What is your conclusion?

Name _____

The 5 Steps of the Scientific Method

1. Make Observations!
2. Ask Questions!
3. Hypothesize!
4. Do an Experiment!
5. Draw a Conclusion!

Hands-On Science: Snow v.s. Water

Materials: *cup, marker, clock, water, and ice or snow*

Method: Fill the cup up to the designated line with snow from outside or ice from your freezer to the marked level. Look at the time and record it here.

_____ Complete question one below. Ask a question for number two. Wait for the snow or ice to completely melt. While you wait, make a hypothesis about what will happen to the water level for number three. Record the time again once it has completely melted. _____ Mark the new level of water. Write a sentence about how long it took for the snow or ice to melt on number four. Finally, write a conclusion for number five about the differences between snow and water.

The Scientific Method: Snow v.s. Water

1. List your observations:

2. Question:

3. Make a hypothesis:

4. Experiment:

5. What is your conclusion?

3rd, 4th, 5th Physical Education E- Learning Activities

1. Complete the warm-up exercises

- 10 Jumping Jacks
- 10 Squats
- 10 Lunges (don't let your knee touch the ground)
- 10 Push-ups (keep your body off the ground)
- 10 Mountain Climbers
- 10 Curl-ups (keep those hands flat, tuck your chin to your chest and get your shoulders off the floor)
- Jog in place for 60 seconds (keep those knees high)

1. If you have access to the internet complete the Beginner Workout

Youtube Search = Kids workout 1 Beginners

https://www.youtube.com/watch?v=L_A_HjHZxfI&t=163s

OR

If you have access to the internet complete the High Intensity Interval Workout

Youtube Search = Kids HIIT Workout 2

<https://www.youtube.com/watch?v=lc1Ag9m7XQo&t=1002s>

1. Practice tying your shoes 10 times each. Don't forget to double knot.

1. Imagine you are holding a ball (basketball, playground ball, etc.) OR go outside (or a place you are allowed to play ball) and practice the following:

- Dribble 25 times with your right hand
- Dribble 25 times with your left hand
- Do 25 cross-over dribbles (left to right to left to right)
- Move around your living room and imagine you are shooting the ball. Shoot 10 imaginary times

1. If you do not have internet access please complete the warm-up exercises as many times as you can in 30 minutes resting 60 seconds in between.

ALTERNATIVE LEARNING DAY ACTIVITIES

FOURTH GRADE MUSIC



Tic-Tac-Toe: complete 3 boxes in a row!

<p>Sing a song while patting the steady beat on your lap.</p>	<p>Sing a song while clapping the rhythm.</p>	<p>Find music that everyone in the family enjoys.</p> <p>Have a dance party!</p>
<p>Ask someone in your house if they played an instrument when they were younger. Learn about it.</p>	<p>Sing a song while clapping the rhythm and marching with the beat in your feet. Switch!</p>	<p>Teach someone in your house your favorite singing game from music class. Play!</p>
<p>Make up a new dance move! Share it with someone in your house.</p>	<p>Teach someone in your house how to name the notes on a staff. Remember the rhymes!</p>	<p>Teach your favorite song to someone in your house.</p>

Song Suggestions:

Hey, Oh, Nobody Home

Farmer's Dairy Key

Obwisana

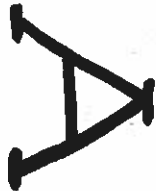

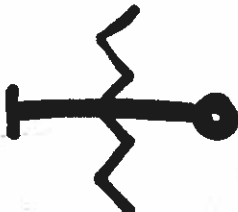
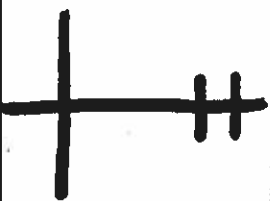
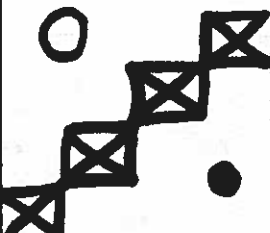

Oh Be Joyful

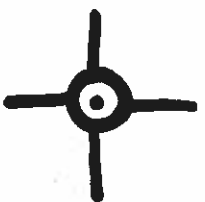

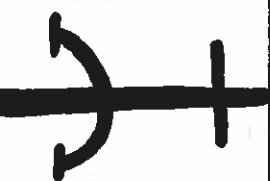



Nobel Duke of York

Duplication Exercise

© Cheryl Trowbridge www.teachkidsart.net

Look carefully and copy exactly what you see in the space below:

Duplication Exercise

© Cheryl Trowbridge www.teachkidsart.net

Look carefully and copy exactly what you see in the space below:

BOOK Recommendation

Title:

Author:

The reason I recommend this book:

Star Rating:




Reviewed by:


CHOICE BOARD

CREATIVE WRITING CHALLENGES

Choose an activity below. Write your responses on another piece of paper. Color over the task after you have completed it.



Plan a huge party. Plan out the theme, location, food, activities, and special moments for guests. Finally, create an **invitation** for the party you planned.



Pretend that you are an animal. Write a **diary entry** as if you are that animal. Include details about your life so that a reader could figure out what animal you are.



Invent a new candy bar. Think about its name, ingredients and flavors. Then, write an **advertisement** to sell the new candy bar.

CREATE


PLAN

DOODLE


PRETEND

IMAGINE


INVENT



create a robot that can help humans. Make a quick sketch of the robot. Then, write a **comic strip** about the robot that saves the day.



Doodle, sketch, or draw a dream treehouse. Then, write an **article** about the treehouse for a design magazine.



Imagine that you just went on a trip of a lifetime. Write a **letter** to your best friend to tell him or her all about your adventures.



Be creative! Include details!
Make your writing fun and imaginative!