

eLearning Day 1

4th grade

Stevenson Elementary



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)

	<ul style="list-style-type: none"> • 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>

4th Grade E-Learning Day Checklist

ELA (60 Minutes)

Pick a few of the options below! Make sure you are working for 60 minutes (1 hour!)

- Read a chapter book for 30 minutes straight
- Read a magazine/article/picture book
- If you have internet: Get on Moby Max (reading literature/informational, stories, or spelling) or ABCYA Reading
- Reading passage and questions

Math (60 Minutes)

Pick a few of the options below! Make sure you are working for 60 minutes (1 hour!)

- Practice Math Facts (flash cards, write it out, or Fact Fluency/FasttMath if you have internet) for 15 Minutes.
- Complete Math Minute Sheets (2 per day)
- If you have internet: Moby Max (Math), Prodigy, or ABCYA Math.

Science (30 Minutes)

Complete the Scientific Method with a fun experiment idea per day! (Hint: Think 11 Experiments that Failed) If you have internet: Here is the book read aloud!

<https://www.youtube.com/watch?v=IFonc6SX9co>

- Question:
- Hypothesis (Guess what you think will happen):
- Materials (What do you need?):
- Procedures (Steps of what to do):
- Conclusion (What happened?):

Social Studies (30 Minutes)

Complete one Daily News article per day.

Some ideas for Daily News topics are:

- Pretend you are a journalist for the "Stevenson Daily News"
- Create an article about things happening in the neighborhood
- Create an article about what you did today
- Report on the weather
- Report on current events in your life, your community, the world.

SEL (30 Minutes)

Complete one of the journal prompts per day!



I Want a Phone!

by ReadWorks



"I want a phone!" said Myrna.

"I bet you do," said her dad.

"No, but, Dad. You don't understand. I really, really, really want a phone."

"And I really, really, really want a boat. It's not going to happen."

Myrna and her dad were stuck in traffic. To her, it seemed like they were always stuck in traffic. When he took her to school in the morning-traffic. When he picked her up in the afternoon-traffic. Go to the bank, the grocery, a birthday party, and what felt like ten hours of traffic was their reward.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

"I. Want. A. Phone."

"N. O."

"What if I was stuck in a cave?"

"What?" asked her dad, trying not to laugh.

"What if I had a kitten, and the kitten ran away, and I had to run after it. What if the kitten ran into a cave, and I ran after the kitten, and in the cave there was a bear, and the bear trapped me, and-"

"And then you were stuck in the cave." Myrna nodded the way she did when she won an argument, but her dad wasn't through fighting. "Is this a momma bear? I hear they're the fiercest."

"Yes. It's a momma bear, and she's very upset, and she's going to eat me unless I have a phone to call for help."

"If it's a momma bear, then you can use her phone. Everyone knows that moms always carry phones."

Dad was laughing as he said this. Myrna didn't think it was very funny. She slammed her hand down on the glove compartment as hard as she could, which wasn't very hard. Now she was angry.

"If I had a phone, I could play games on it!"

"If I had a boat, I could eat steaks on it. That doesn't mean I'm getting one."

"No, but I mean..." Myrna spluttered. When she was very angry, she spluttered. It was embarrassing. "If I could play games, I wouldn't be so bored when we were in traffic. I wouldn't bother you!"

"I don't mind being bothered. I like talking to you."

"Then I won't say anything at all!"

Dad smiled quietly to himself. "I'm going to call Mom to let her know we'll be late." He reached into his pocket. "Oh, heck. My battery's dead."

"You know...if I had a phone, I could call Mom," said Myrna.

"Don't even."

Myrna grinned. She wasn't getting a phone, but she knew she was right, and that was almost as good.

Name: _____ Date: _____

1. What does Myrna want?

- A. a car
- B. a boat
- C. a phone
- D. a kitten

2. Whom does Myrna have a conflict with in this story?

- A. her dad
- B. her mom
- C. a person driving in front of her and her dad
- D. a person driving behind her and her dad

3. The author describes Myrna as "angry." What evidence in the story supports this description?

- A. Myrna tells her dad that if she had a phone, she could call Mom.
- B. Myrna tells her dad that she wants a phone.
- C. Myrna asks her dad, "What if I was stuck in a cave?"
- D. Myrna slams her hand down on the glove compartment as hard as she can.

4. Read these sentences from the text.

She was bored, because traffic was boring. And when she was bored, she wanted things. Right now, she wanted a phone. She wasn't sure if her dad understood that. She would have to tell him again.

'I. Want. A. Phone.'

'N. O.'

'What if I was stuck in a cave?'

'What?' asked her dad, trying not to laugh.

Why might Myrna's dad be trying not to laugh?

- A. because he thinks her question is silly
- B. because he is bored by the traffic
- C. because he thinks it is funny when Myrna is bored
- D. because he thinks phones are silly

5. What is a theme of this story?

- A. Being right is almost as good as getting your way.
- B. If you do not give up, you will someday get what you want.
- C. If you use your imagination, you will never be bored.
- D. Being kind is more important than being right.

6. Read these sentences from the text.

No, but I mean...' Myrna spluttered. When she was very angry, she spluttered . It was embarrassing.

Based on these sentences, what does the word "spluttered" probably mean?

- A. had trouble speaking clearly
- B. fell asleep
- C. started to smile
- D. slowly counted to twenty

7. Choose the answer that best completes the sentence.

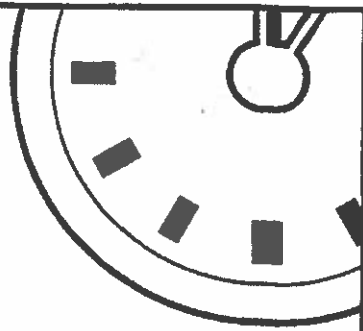
Myrna slams her hand down on the glove compartment _____ her dad laughs.

- A. before
- B. after
- C. then
- D. so

8. Near the end of the story, Myrna's dad wants to call her mom, but his phone's battery is dead. What does Myrna point out that she could do if she had a phone?

9. Explain how Myrna feels about not getting a phone at the end of the story. Support your answer with evidence from the text.

10. Throughout the story, Myrna and her dad argue about her getting a phone. Explain whether or not the argument is resolved by the end of the story. Support your answer with evidence from the text.



MINUTE 91

NAME _____

1. Julie planted 120 carrot seeds, 50 lettuce seeds, and 25 tomato seeds. How many seeds did she plant in all? _____ seeds

2. Circle a reasonable measurement for the angle:

30° 180° 210°



Use $<$, $>$, or $=$ to complete questions 3–5.

3. 0.16 _____ 0.4

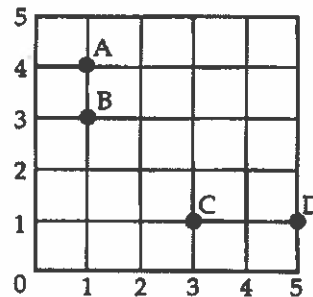
4. 2.5 _____ 2.05

5. 0.9 _____ 0.90

6. Ben and Milo each want to buy a bike for \$135.00 and a helmet for \$20.25. How much money do they need altogether? _____

7. Which point is at (3, 1)? _____

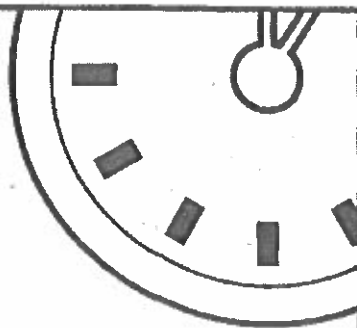
8. $49 \div 7 =$ _____



For questions 9 and 10, write how many hours have passed.

9. 6:15 a.m. to 1:15 p.m. = _____

10. 3:00 p.m. to 3:00 a.m. = _____

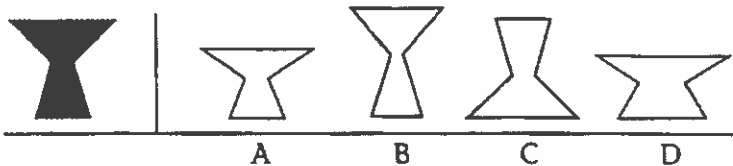


MINUTE 92

NAME _____

1. _____, 28, 35, 42, 49, 56

2. Circle the figure that is congruent to the shaded figure:



In questions 3–5, how would you measure each? Write *cm*, *m*, or *km*.

3. length of your foot _____

4. distance a plane flies across America _____

5. height of your house _____

6. $64 \div 8 =$

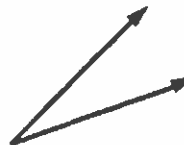
7. $150 - 75 =$

For questions 8–10, circle the name of the angle.

8. right acute obtuse

9. right acute obtuse

10. right acute obtuse





The Scientific Method

Name: _____ Date: _____

Question



Hypothesis



Materials

- 1.
- 2.
- 3.
- 4.
- 5.

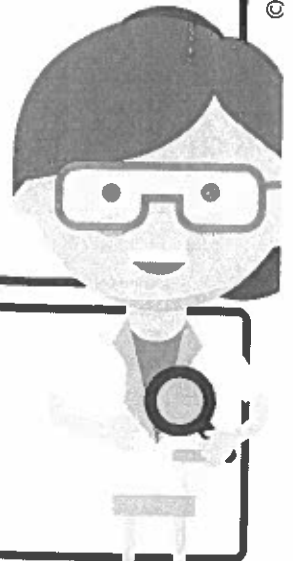


Procedures

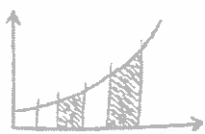
- 1.
- 2.
- 3.
- 4.
- 5.



Observations

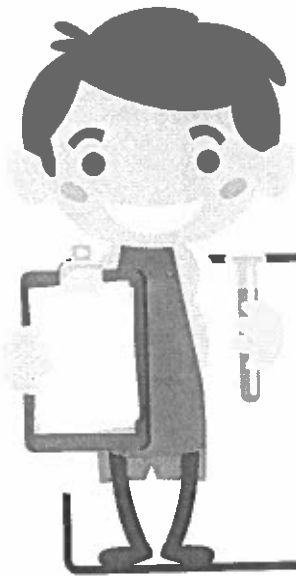


Conclusion



El Método Científico

Nombre: _____ Fecha: _____



Pregunta



Hipótesis



Materiales

- 1.
- 2.
- 3.
- 4.
- 5.

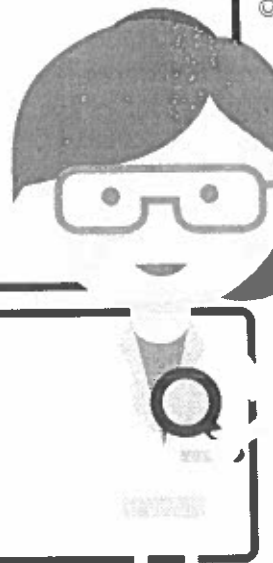


Procedimiento

- 1.
- 2.
- 3.
- 4.
- 5.



Observaciones



Conclusiones



Daily News

Journalist: _____

Date: _____

Title:

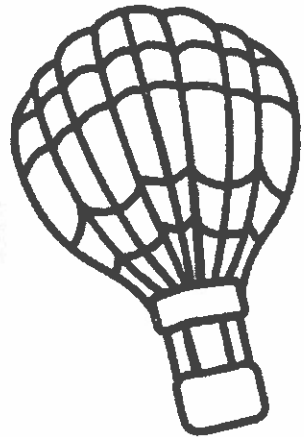
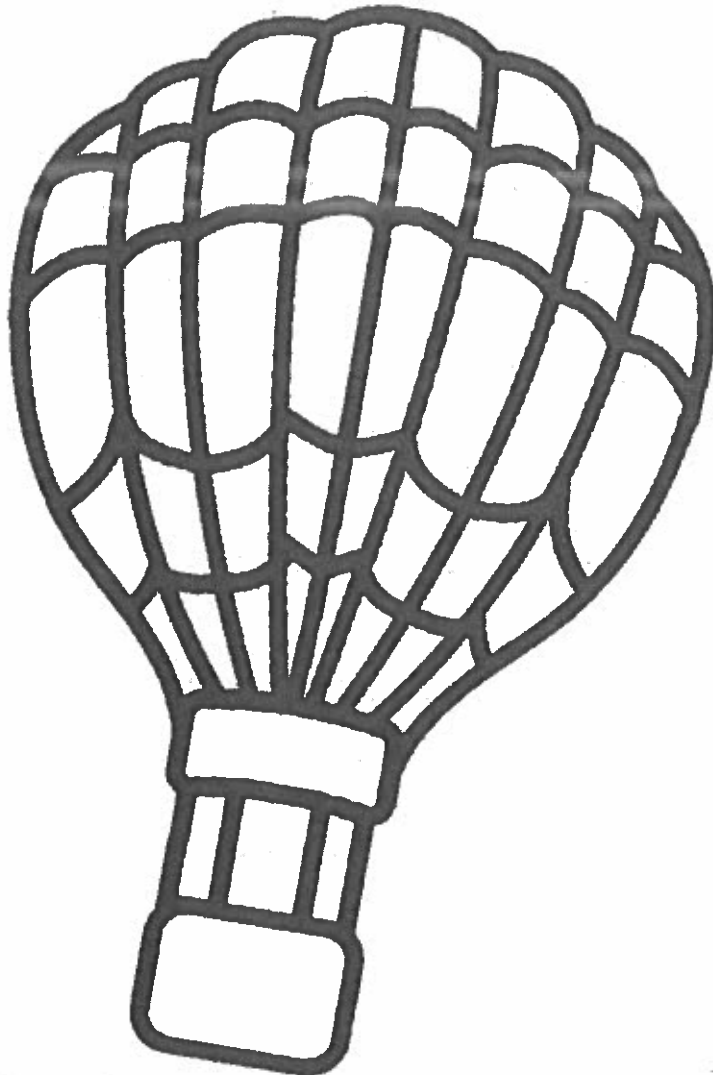
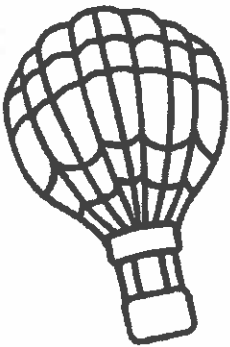
Title:



UP

and
AWAY!

UP



4th Grade Library Media Center

Hi, Stevenson Tigers!

Welcome to a digital learning day. Sorry we cannot be together today at Stevenson, but we can still learn a lot at home! Our library lessons will be separated into three sections: *Time to Read*, *Time to Respond*, and *Time for Technology*. Please go through each selection and remember to have fun during our 30 minute library time! If you do not have a computer at home, no problem. You can spend more time in the reading and responding sections.

Mrs. Cottrell

Lesson 1:

Time to Read: 15 minutes

Read for 15 minutes

Time to Respond: 10 minutes

Complete the following Cloze Reading Passage:

- Passage 11: The Snowflake Boy (page 18)

Cloze Reading Directions:

1. Read the title, introduction, and then the passage. Get a feel for what it's about and why it was written. Don't try to fill any words in yet.
2. Reread the entire passage. Think about the kind of word that might fit each blank. Look at the other words in the sentence for clues about the word that is missing.
3. Read through the word list. Look for the words that are closest in meaning to the words you're already considering.
4. When you find a match, write it in the blank.
5. When you've completed the passage, read it through with your answers in place to make sure it makes sense.

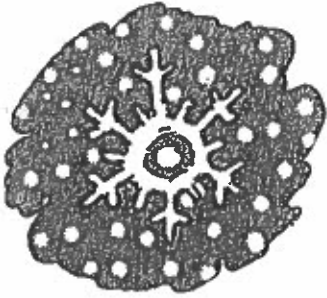
Time for Technology: 5 minutes

If you have a computer, work on one of the following activities:

- Dance Mat Typing Stage 1
 - <https://kidstyping.weebly.com/>

me _____

Date _____



The Snowflake Boy

Have you ever really looked at a snowflake?
Fill in the blanks to read about someone who has.

Willie Bentley loved snow. He liked to

_____ the flakes. He tried to draw them. He tried to hold them. But they would always melt on his warm hands!

One day, he got a new _____.

Willie tried and tried to take a good picture. He wanted a close-up picture of just one snowflake. The pictures were all too dark.

He _____ learned how to take good pictures up close and saw that no snowflakes were alike!

When he was a grown-up, people called Willie "Snowflake Bentley."
He put all his _____ in a book. At last he could share the _____ snowflakes.

Word List

camera
finally
photographs
study
wonderful

Think About It!

Why do snowflakes stick to the ground if they don't stick to Willy's hand?

Fourth Grade

ALTERNATIVE LEARNING DAY MUSIC ACTIVITIES

PICK one of your favorite songs and sing it two times.	Find three objects that create three different sounds.	Ask someone in your home what songs they learned when they were kids. Did you know any of them?
Be able to explain why you like your favorite song... is it the melody, the rhythm, the pace?	Use your three objects to create a musical pattern.	Keep a beat in your lap or feet to your favorite song.
Teach someone your favorite song.	See if someone else can copy your pattern and then make their own.	Draw a picture on the back of this page that reminds you of your favorite song.

DIRECTIONS: **TIC, TAC, TOE – Do three in a row**

SONGS: Big Fat Biscuit, King's Land, Hogs in the Cornfield, Plainsies Clapsies, Ickle Ockle, Blacksnake, Bean Bean – Where I wonder (or pick your own)



4th Grade 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)

2. 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

3. If you have access to the internet complete the Animal Walks Video

Youtube Search = Animal Walks for Early Elementary Gymnastics

<https://www.youtube.com/watch?v=DpgKyq3WCuw>

4. 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=lc1Aq9m7XQo&t=1002s>

5. 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.



E-Learning Days- 4th Grade Art

Pick one of the assignments each day you have an e-learning day. Each assignment should take about half an hour but if you would like to spend longer you may.

- 1). Design your dream house. How big is it? Does it look old fashioned or futuristic? Where is it located? Do you have a big yard? Draw and decorate your dream house on one of the sheets of paper attached. Be sure to color it how you imagine it.
- 2). Create a drawing that helps tell a story. What story do you want to tell? Who are the characters? Fill a page with one scene from your story. Use lots of details so I know what is going on. You may write the story on the back of the sheet if you would like.







