4th Grade FUESD Study Plan/ Student Copy: May 18-22

Week 9: May 18-22

Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
ELA ● Read 30 minutes independently ● Reading Log Entry ● Read Passage 1: ● 1 Lexia/or Reading Plus Lesson ● Daily Journal Entry: **ELD** ● Monday ELD Activity or/ BrainPop ELL (Access through Clever) **Math** ● 1 Dreambox or ST Lesson ● Monday Homework ● Math Skills Practice(1-2) **PE** ● Week 9 Activities **SEL/Leader In Me** ● FUESD Social Emotional Wellness ● Leader in Me/Social Emotional Wellness Activities	**ELA** ● Read 30 minutes independently ● Reading Log Entry ● Read Passage 1: ● 1 Lexia/or Reading Plus Lesson ● Daily Journal Entry: **ELD** ● Tuesday ELD Activity **Math** ● 1 Dreambox or ST Lesson ● Tuesday Homework ● Math Sprint 1 **PE** ● Week 9 Activities **SEL/Leader In Me** ● FUESD Social Emotional Wellness ● Leader in Me/Social Emotional Wellness Activities	**ELA** ● Read 30 minutes independently ● Reading Log Entry ● Read Passage 2: ● 1 Lexia/or Reading Plus Lesson ● Daily Journal Entry: **ELD** ● Wednesday ELD Activity or/ BrainPop ELL (Access through Clever) **Math** ● 1 Dreambox or ST Lesson ● Wednesday Homework ● Math Skills Practice 3-4 **PE** ● Week 9 Activities **SEL/Leader In Me** ● FUESD Social Emotional Wellness ● Leader in Me/Social Emotional Wellness Activities	**ELA** ● Read 30 minutes independently ● Reading Log Entry ● Read Passage 2: ● 1 Lexia/or Reading Plus Lesson ● Daily Journal Entry: **ELD** ● Thursday ELD Activity **Math** ● 1 Dreambox or ST Lesson ● Thursday Homework ● Math Sprint: 2 **PE** ● Week 9 Activities **SEL/Leader In Me** ● FUESD Social Emotional Wellness ● Leader in Me/Social Emotional Wellness Activities	**ELA** ● Read 30 minutes independently ● Reading Log Entry ● Read Passage 2: ● 1 Lexia/or Reading Plus Lesson ● Daily Journal Entry: **ELD** ● Friday ELD Activity or/ BrainPop ELL (Access through Clever) **Math** ● 1 Dreambox or ST Lesson ● Friday Homework ● Math Skills Practice 5-6 ● Math Sprint: 3 **PE** ● Week 9 Activities **SEL/Leader In Me** ● FUESD Social Emotional Wellness ● Leader in Me/Social Emotional Wellness Activities

Week 9: May 18-22

Monday/ lunes	Tuesday/ martes	Wednesday/ miércoles	Thursday/ jueves	Friday/viernes

ELA
● Leer 30 minutos independientemente
● Entrada de lectura
● Leer:
● Lección 1 Lexia/o Reading Plus
● entrada diaria de escritura
 	
ELD
● Lunes
● Actividad ELD o/ BrainPop ELL
  (Accesso a traves de Clever)
 	
Math
● Tarea del Lunes
● lección1 Dreambox or ST
● Math Skills Practice (1-2)
 	
PE- Educación Física
● actividades de semana 9
 	
● Actividades para el bienestar
● Actividad de liderazgo
 	
Actividades para el l bienestar social emocional
	ELA
	● Leer 30 minutos independientemente
	● Entrada de lectura
	● Leer:
	● Lección1 Lexia/or Reading Plus
	● entrada diaria de escritura
	
	___
	ELD
	● Martes
	● Actividad ELD
	
	Math
	● Tarea del Martes
	● Lección 1 Dreambox or ST
	● Math Sprint: 1
	
	PE- Educación Física
	● actividades de semana 9
	
	● Actividades para el bienestar
	● Actividad de liderazgo
	
	Actividades del bienestar social emocional
		ELA
		● Leer 30 minutos independientemente
		● Entrada de lectura
		● Leer:
		● Lección 1 Lexia/or Reading Plus
		● entrada diaria de escritura
		
		ELD
		● Miércoles
		● Actividad ELD o/ BrainPop ELL
		  (Accesso a traves de Clever)
		
		Math
		● lección1 Dreambox or ST
		● Tarea del Miercóles
		● Math Skills Practice (3-4)
		
		PE - Educacion Física
		● actividades de semana 9
		
		● Actividades para el bienestar
		● Actividad de liderazgo
		
		Actividades para el bienestar social emocional
			ELA
			● Leer 30 minutos independientemente
			● Entrada de Lectura
			● Leer:
			● Lección 1 Lexia/or Reading Plus
			● entrada diaria de escritura
			
			ELD
			● Jueves
			● Actividad de ELD
			
			Math
			● lección1 Dreambox or ST
			● Tarea del Jueves
			● Math Sprint: 2
			
			PE- Educación Física
			● actividades de semana 9
			
			● Actividades para el bienestar
			● Actividad de liderazgo
			
			Actividades para el bienestar social emocional
				ELA
				● Leer 30 minutos independientemente
				● Entrada de lectura
				● Leer:
				● Lección1 Lexia/or Reading Plus
				● entrada diaria de escritura
				
				ELD
				● Viernes
				● Actividad de ELD o/ BrainPop ELL
				  (Accesso a traves de Clever)
				
				Math
				● lección1 Dreambox or ST
				● Tarea del Viernes
				● Math Skills Practice (5-6)
				● Math Sprint 3
				
				PE - Educación Física
				● actividades de semana 9
				
				● Actividades para el bienestar
				● Actividad de liderazgo
				
				Actividades para el bienestar social emocional

4th Grade Reading Log Week _9___

Monday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Tuesday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Wednesday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Thursday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Friday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Parent Signature:_____Date: _____

Monday:

<u>Directions:</u> **Use the article "Too Much Trash!" to answer questions 1 to 2.**
1. What is the goal of the "zero waste" plan?
2. What are three ways that the zero waste plan is being put into action?

Tuesday:

Directions: **Use the article "A Ton of Trash" to answer the following question.**

3. Why is more and more garbage going to waste-to-energy plants in many states?

Wednesday:

Directions: **Use the article "A Ton of Trash" to answer the following question.**

4. One benefit of recycling is that it means less garbage ends up in landfills or waste-to- energy plants. What is another benefit of recycling, according to this text?

Thursday

5. "Too Much Trash!" mentions that many people are working to solve the trash problem. Based on both texts, describe the trash problem that people today face.

Friday:

6. Is recycling, reusing, and composting trash good for the Earth? Use evidence from both texts to support your answer.

A Ton of Trash

A group of fourth graders witnessed firsthand proof that one person's junk is another person's treasure. *Weekly Reader* joined the students on their visit to the Garbage Museum in Stratford, Connecticut, where a giant, multicolored dinosaur molded out of garbage towered above them.

Don Heiny/Weekly Reader

The Trash-o-saurus was made out of a ton of trash, including false teeth, license plates, and tires.

Trash-o-saurus was sculpted out of a ton of trash! That is equal to 2,000 pounds of garbage-the amount of trash each person, on average, threw away each year in the late 2000s. Philadelphia artist Leo Sewell scoured city dumps and created *Trash-o-saurus* out of old junk, from false teeth and license plates to toys, tires, and tennis rackets.

"I think the dinosaur is one of the coolest things I've ever seen," said fourth grader Jahkwe Aquart from Park City Magnet School in Bridgeport, Connecticut. His classmate Julie Pham, 9, agreed. "Instead of throwing away our garbage, we can reuse it."

That is exactly the point. "The museum shows what happens to our trash, how we can reduce

our trash, and what we can do instead of throwing our trash away," said museum director Sotoria Montanari.

Garbage Trail

Americans created more garbage than ever before in the 2000s. In the early 1900s, most items were packed in containers that could be used again. In the 2000s, most of the food people bought, from cereal to milk, came in boxes and cartons that could be thrown away.

So what happens to trash after it is tossed out? Some trash ends up in **landfills**. In a landfill, garbage gets buried between layers of soil. Because many states have been running out of room for landfills, more and more garbage goes to **waste-to-energy** (or resource-recovery) plants. At these plants, garbage is burned and converted into electricity that people use to power their lights, TVs, and video games.

The Three R's

World Almanac for Kids

Plastic bottles can be recycled at centers like this one

Garbage is a form of solid waste. The Garbage Museum and its recycling plant, which are run by the Connecticut Resources Recovery Authority, provide visitors with ideas to cut down on solid waste. One way is to **reduce**, or make less, trash-by throwing away fewer napkins when you eat, for instance. Another way is to **reuse**, or find new uses for, old items. Paper bags, for example, can be reused to make book covers or wrap gifts.

People also help decrease their solid wastes when they **recycle**. Recycling refers to putting old objects, such as glass, plastic bottles, newspapers, and aluminum cans through a special process so that they can be used again.

Recycling has many benefits. Did you know that recycled plastic soft-drink bottles can be

made into park benches, carpeting, and backpacks? The more people recycle, the less garbage ends up in landfills or waste-to-energy plants.

Recycling also helps protect **natural resources**, or materials from Earth. To make an aluminum can from scratch, for example, the metal needs to be mined from the ground. That process harms the land and pollutes the air and water. Making aluminum cans from recycled cans uses 95 percent less energy and protects Earth's natural resources. In fact, the energy saved each year from recycled cans could light Washington, D.C., for nearly four years!

As part of their visit, the fourth graders got a look at the museum's recycling center. Here, they discovered that one **bale**, or bundle, of recycled newspapers can save 17 trees! The message seems to have stuck with 9-year-old Arron Smith. "When you recycle, you save trees and animals' homes."

Too Much Trash!

Less Mess

More people are recycling.

What do bottles, cans, paper, and tires have in common? They all end up as garbage. In the late 2000s and early 2010s, each American threw away about 4½ pounds of trash every day. That adds up to more than 1,600 pounds per person in one year!

Erlanson/Getty Images

Most of our trash ends up in landfills. Those are places where people dump trash. The rest of the trash gets recycled. When something is recycled, it is made into something new.

Many people have been working to solve the trash problem. One plan is known as "zero waste." Its goal is to teach people to make less trash. The plan is being used in schools, companies, national parks, and restaurants. Here are some ways that the plan is being put into action.

Recycling Trash

Jupiter Unlimited

Put items to be recycled in a recycling bin.

Some people sort their trash to see what can be recycled. Those items often include paper, glass, and certain plastics. Some towns also recycle tires and batteries. Taking items to recycling centers reduces the trash in landfills.

Buying Recycled Products

Carrin Ackerman/Weekly Reader

This fleece, by Patagonia, is made from recycled plastic bottles.

Many products are made from recycled materials. Clothes and bags can be made from recycled plastic bottles. Recycled plastic can also be made into lumber. Lumber is used for building things.

Making Compost Piles

SuperStock; Trash: iStockphoto

Plant and food scraps can be put into compost piles.

Food scraps usually end up in the trash. But some people put the scraps into compost piles. Those are mixtures of plant and food scraps. Worms and bugs help break down the scraps. That turns into soil, which helps plants grow.

ESL at Home 3-5 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Read a book to your family, but don't let them see the title. Let them take turns to guess the title.	Make a T-chart. Make a list of opposites in your home. washer / dryer spoon / fork	Find food in your house, like crackers or water bottles. Write or draw a word problem. **Omar has 36 crackers. Neveah ate twenty-three. How many are left?**	Go outside. Write and draw what you see, hear, think, feel, and smell.	Choose two animals. Draw and label their body parts. Create a venn diagram to compare them.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.	Use crackers or candy to write words you find in your home.	Take a walk in your neighborhood. Use sticks, leaves, and rocks to leave messages for your neighbors.	Think of someone you would like to interview. Write them a letter with your questions.	Use the food in your house to create a menu with prices. Use them to write word problems. **Example:** **Milk = $2.00** **Bananas = $3.00** **Ice cream = $1.00**

ESL en Casa 3-5 Semanas 3-4

Usar una hoja de libreta para completer las actividades. Hacer uno por dia.

| Lunes	Martes	Miercoles	Jueves	Viernes
Leer un libro a tu familia, sin decirles el titulo. Al final, deja que adivinen el titulo.	Crear una graficia T. Haz una lista de cosas opuestas en tu casa. lavadora | secadora cuchara | tenedor	Encontrar comida en tu casa, como galletas o botellas de agua. Escribe una historia de problema matematica. **Omar tiene 36 galletas. Neveah se comio vientitres.?**	Ve afuera. Dibuja lo que ves, oyes, piensas, tocas y hueles.	Escoge 2 animals. Dibujalos y etiqueta los partes de su cuerpo. Crear una table para compararlos
Lunes	**Martes**	**Miercoles**	**Jueves**	**Viernes**
Crear un espectaculo de marioneta de sombras con tus manos y la pared. Escribe el titulo, personajes, problema, solucion y el fin de la historia.	Usar galletas o dulces para escribir palabras de cosas que encuentres en tu casa. Candy	Sal a caminar en tu vecindad. Usa palos, hojas y piedras para hacer palabras para que vean tus vecinos.	Piensa en alguien a quien te gustaría entrevistar. Escríbeles una carta con tus preguntas.	Usa la comida que tienes en casa para crear un menu con precios. Usalos para escribir problemas. **Ejemplo:** **Leche = $2.00** **Platanos = $3.00** **Nieve = $1.00**

Monday Assignment: Read a book to your family, but don't let them see the title. Let them take turns to guess the title.

Did your family guess the title of the book you read?

YES   NO

Click on the circle and drag it over the correct answer
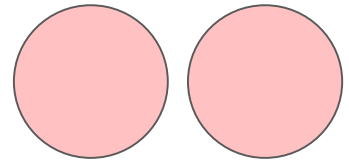
Did you give them any clues?   Yes   No

If so, what were they?

Tuesday Assignment: Use the T-chart below and make a list of all of the opposites in your home.

Opposites in Your Home	

ESL Assignments
Week 9

Wednesday Assignment: Find food in your house, like crackers, or water bottles. Write or draw a word problem to represent them.

Example: Omar has 36 crackers. Neveah ate twenty-three. How many are left?

Draw, write, or take a photo and insert it below.

Thursday Assignment: Go outside and observe nature. Use your chromebook to take a photo of something you find interesting. Insert the picture below and write what you thoughts about what you saw. felt, heard and smelled as you observed nature.

Insert your picture and text below.

Friday Assignment: Choose two animals. Draw and label their body parts. Be creative. Use the Venn Diagram below to compare their parts. Take a picture of the two animals you created.

Animal 1   **Animal 2**

Both

Monday: Addition and Subtraction to Millions
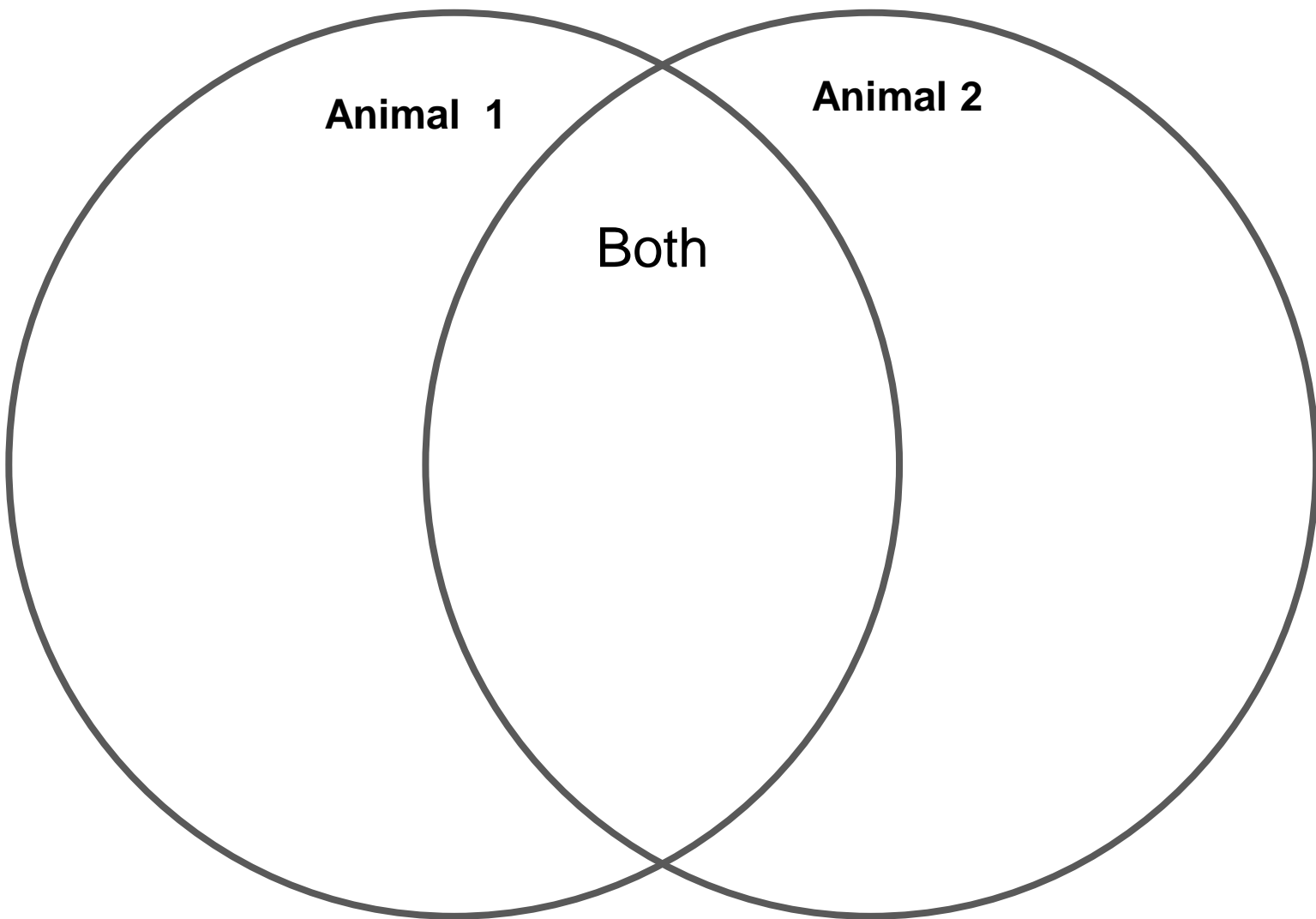
1) 496,192 + 290,251	2) 832,175 - 535,248	3) 693,210 + 260,153	4) 720,253 - 435,627

5) Rowan just transferred $3,910 out of his bank account. As a result, the account now has $1,267 left in it. How much money was in the account before the transfer?

1)	2)	3)	4)	5)

Tuesday: Multiplication/Division Facts

1) 5 x _____ = 60   2) 7 x 8 = _____   3) 28 ÷ 4 = _____   4) 27 ÷ 9 = _____

5) Mary has $30 in five dollar bills. How many five dollar bills does she have?

1)	2)	3)	4)	5)

Wednesday: Place Value to Millions

Write in expanded form.

1) 2,183,426 = _____

2) 5,358,135 = _____

3) 9,444,972 = _____

4) 678,083 = _____

Put in order from **least to greatest**.

463,259	640,240	1,304,883	649,762
_____	_____	_____	_____

1)	2)	3)	4)	5)

Thursday: Word Problems (multiplication, basic division, using multiplication to solve division)

Solve and show your thinking on the back.

1) Ken's score on a video game is 44 points. Ken's score is 4 times as many points as Alex's score. How many points is Alex's score? _____

2) Tanya scored 3 times as many points as Stacy on a video game. Stacy scored 57 points. How many points did Tanya score? _____

3) Peter scored 4 times as many points as Bob on a video game. Bob scored 84 points. How many points did Peter score?_____

4)   Emily scored 2 times as many points as Sarah on a video game. Sarah scored 63 points. How many points did Emily score?_____

1)	2)	3)	4)	5)

Math Sprints 1

Multiply or Divide

1.	3x2=	11.	6x6=
2.	3x4=	12.	7x6=
3.	3x6=	13.	7x7=
4.	4x8=	14.	7x11=
5.	4x2=	15.	7x10=
6.	4x4=	16.	12÷3=
7.	4x6=	17.	21÷3=
8.	6x2=	18.	15÷3=
9.	6x3=	19.	12÷4=
10	6x4=	20.	24÷4=

414 A/ Second Half

1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10		20.	

Math Sprints 2

Multiply or Divide

1.	3x3=	11.	6 x 2 x 2 x 2=	
2.	3x2x3=	12.	7x3x2=	
3.	3x4x2=	13.	7x7=	
4.	2x3x2=	14.	7x8=	
5.	48÷2=	15.	7x9=	
6.	4x8=	16.	99÷33=	
7.	72÷2=	17.	180÷30=	
8.	36÷2=	18.	120÷40=	
9.	2x5x3=	19.	189÷60=	
10	2x3x6=	20.	88÷22=	

414 B/ First Half

1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10		20.	

Math Sprints 3

Multiply or Divide

1.	3x2=	11.	6x2x3=
2.	3x2x2=	12.	7x3x2=
3.	3x3x2=	13.	7x7=
4.	2x8x2=	14.	7x11=
5.	48÷6=	15.	7x5x2=
6.	4x2x2=	16.	96÷24=
7.	72÷3=	17.	210÷30=
8.	36÷3=	18.	120÷24=
9.	2x3x3=	19.	120÷40=
10	2x3x3=	20.	240÷40=

414B/ Second Half

1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10		20.	

Name _____   Date _____

1. a. In each of the two models pictured below, write the expressions that determine the area of each of the four smaller rectangles.

Write the **area** for each rectangle.

Write the **equation** for each letter.

A.

B.

C.

D.

A.

B.

C.

D.

10   2

4

A   C

10   B   D

b. Using the distributive property, rewrite the area of the large rectangle as the sum of the areas of the four smaller rectangles. Express first in number form, and then read in unit form.

14 × 12 = (4 × ☐) + (4 × ☐) + (10 × ☐) + (10 × ☐)

2. Use an area model to represent the following expression. Record the partial products and solve.

14 × 22

```
    2 2
×   1 4
_____

_____

_____

+_____

_____
```
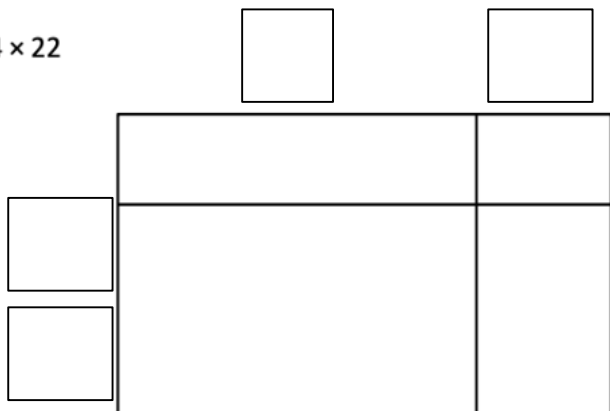
Directions: Label the area model and record each partial product in the spaces below.

Record partial products here and add Vertically

Draw an area model to represent the following expressions. Record the partial products vertically and solve.

3. 25 × 32
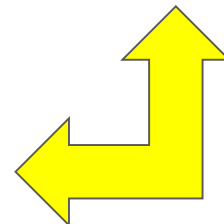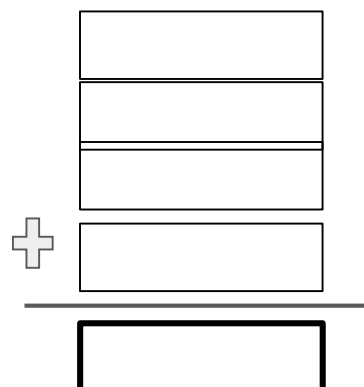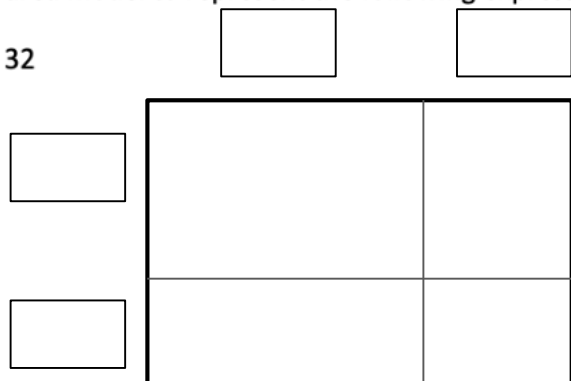
4. 35 × 42
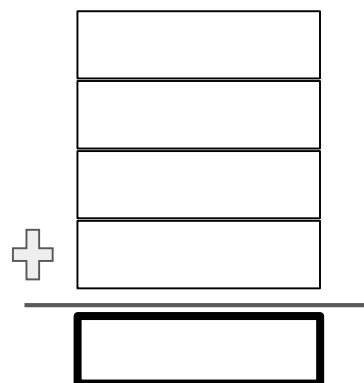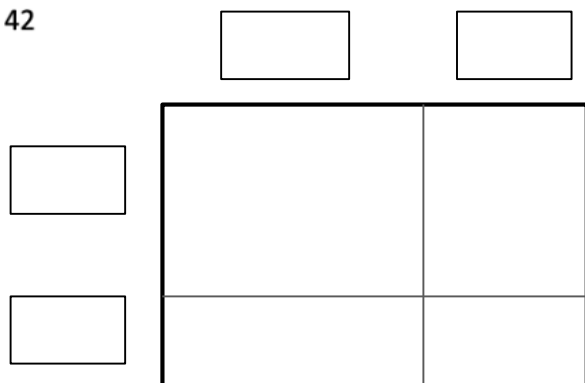
Visualize the area model and solve the following numerically using four partial products. (You may sketch an area model if it helps.)

5. 42 × 11

6. 46 × 11

5. (   ) + (   ) + (   ) + (   ) = [   ]

6. (   ) + (   ) + (   ) + (   ) = [   ]

BLACK WIDOW

WARM-UP

Complete three rounds of each exercise!

@MRCSAJKO

JOG IN PLACE: 45 SECONDS
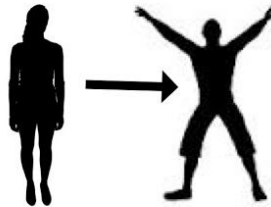
15 JUMPING JACKS

SIDE PLANK: 30 SECONDS BOTH SIDES

10 SQUAT JUMPS

SELF DEFENSE KICK: 10 TIMES EACH LEG

JOG IN PLACE: 45 SECONDS
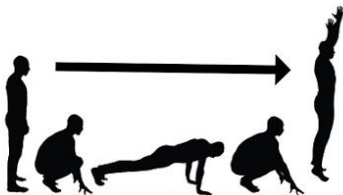
10 BURPEES

HAMMER OUT THIS WARM-UP 2 MORE TIMES

FLASH

WARM-UP

Complete three rounds of each exercise!

FLASH WARM-UP

JOG IN PLACE:
15 SECONDS

SPRINT IN PLACE:
15 SECONDS

JOG IN PLACE:
15 SECONDS

PUSH UP POSITION:
30 SECONDS

SPRINT IN PLACE:
15 SECONDS

JOG IN PLACE:
30 SECONDS

SPRINT IN PLACE:
15 SECONDS

WOAH! THAT WAS FAST! CAN YOU DO IT AGAIN?

IRON MAN

WARM-UP
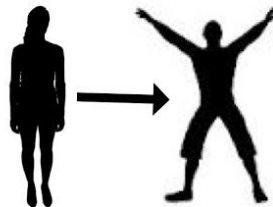
Complete three rounds of each exercise!
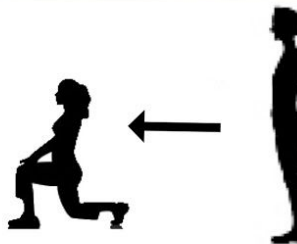
@MRGSAJKO

IRON MAN WARM-UP

JOG IN PLACE: 30 SECONDS

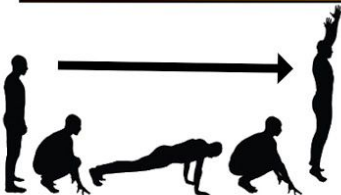30 JUMPING JACKS

10 PLANKS WITH ROTATION

5 SQUAT JUMPS

5 LUNGES EACH LEG

10 LEG LIFT CRUNCHES

5 BURPEES

REPEAT THIS WARM UP 2 MORE TIMES. THEN...YOU...ARE... IRON MAN!

Leader In Me/Social Emotional Wellness
Grade 4, Week 9
Weekly Schedule

Leader in Me Weekly Habit Focus: Seek First to Understand then Be Understood

Social Emotional Learning:

Monday: **Proactive Weekly Planner**

Tuesday: **Reading Passage: Bon Appetit**

Wednesday: **Reading Passage: Bon Appetit**

Thursday: **Lily's Missing Red Paint Video/Questions**

Friday: **Sharpen the Saw Activity**

Mon-Thurs:

MONDAY   PUT FIRST THINGS FIRST: HAVE A PLAN!

Having a planner helps you know your schedule for the week and allows you to plan ahead. Use this weekly planner and type in your assignments for the week!

	ELA	Writing	ELD	Math	SEL/LIM	PE
Monday 5/18						
Tuesday 5/19						
Wed. 5/20						
Thursday 5/21						
Friday 5/22						

TUESDAY- WEDNESDAY

Seek First to Understand

Habit 5: Seek First to Understand, Then to Be Understood emphasizes the importance of good communication. Good communication starts with truly understanding each other.

Bon Appétit?

Long ago, a young man named Bentnose took a ship across the ocean. Each night the passengers gathered for dinner.

The first night, the young man sat beside a Frenchman, who before beginning the meal said, "Bon appétit." Thinking the man was introducing himself, the young man introduced himself. "Bentnose," he said.

Night after night, the same conversation was repeated. The Frenchman would nod his head and say, "Bon appétit," before beginning to eat. In return, Bentnose would smile and reply "Bentnose!"

After a while, Bentnose became tired of introducing himself. "Why can't he remember my name?" he asked the ship's captain.

"You've got it all wrong. The Frenchman isn't introducing himself to you. 'Bon appétit' is the French way of telling you to enjoy your meal."

Bentnose was terribly embarrassed and was determined to make things right. So as the Frenchman arrived at dinner that evening, Bentnose, nodded at him and said, "Bon appétit."

At that, the Frenchman nodded in response and answered, "Bentnose."

Bentnose!

Bon appétit!
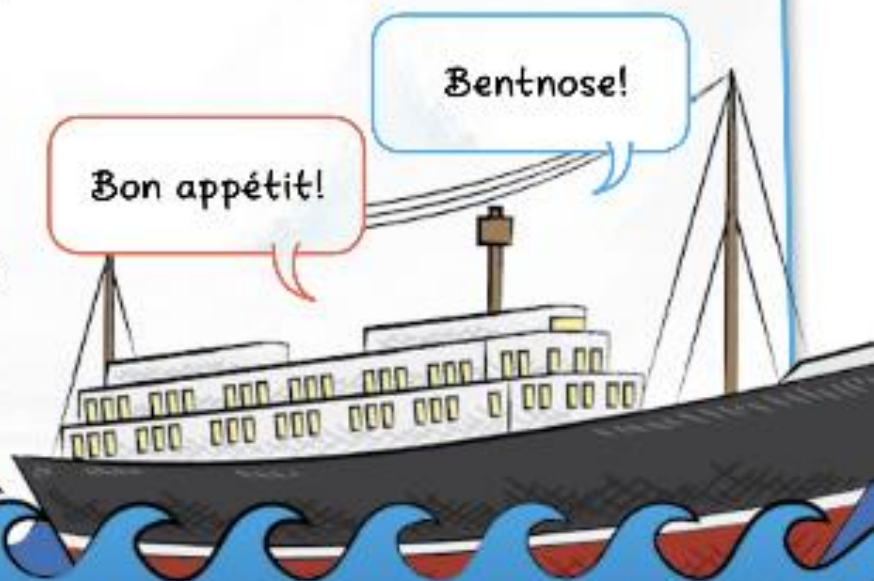
It is easy to think we know what others mean.

Fill in the blank with the word your teacher provides.

I feel _____ .

Write two sentences that might explain what the teacher is describing.

1.

2.

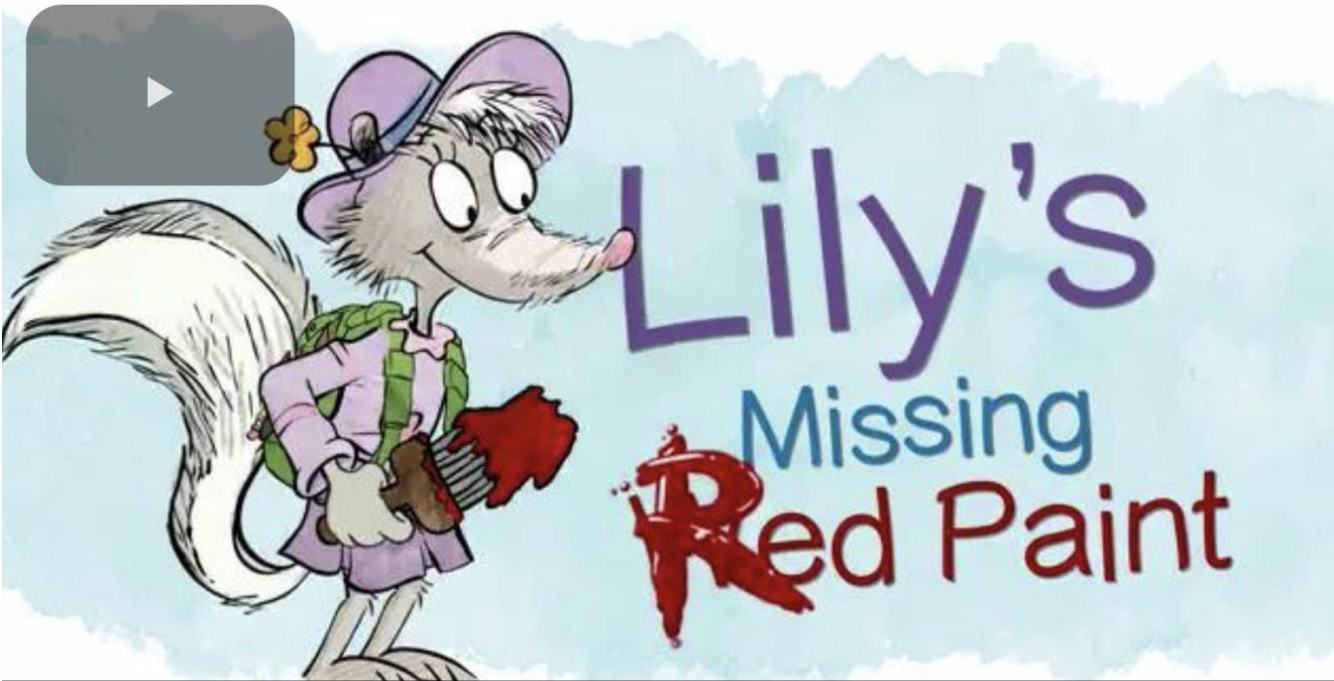Write two questions that would help determine the teacher's true meaning.

1.

2.

Riddle

Q: I am the beginning of elephant, and the end of place. I am the beginning of egg, and the end of space. What am I?

A: The letter E.

Type Answer Here

Leading Others 45

THURSDAY

Click on the link and watch the video to help you answer the following questions.　　　　[Lily's Missing Red Paint](#)

Questions:

1. What was Allie trying to tell Lily?

1. What happened because Lily didn't listen to Allie?

1. What is something you learned from this video?

FRIDAY

Balance is best.

I take care of my soul.

I take care of my heart.

HABIT 7:
Sharpen the Saw®

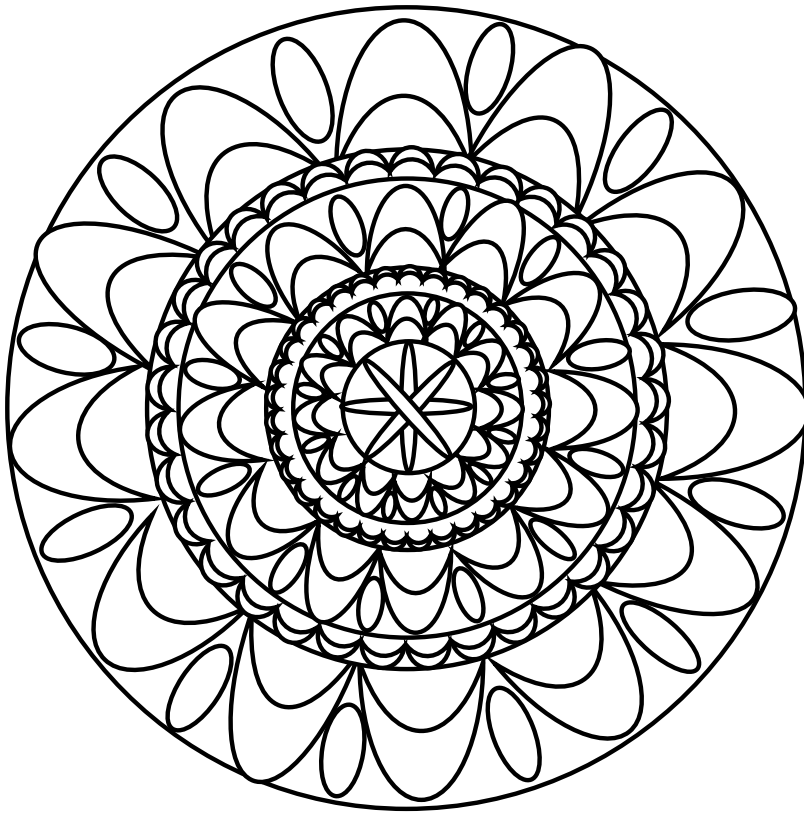I take care of my body.

I take care of my mind.

How do I find balance in my life?

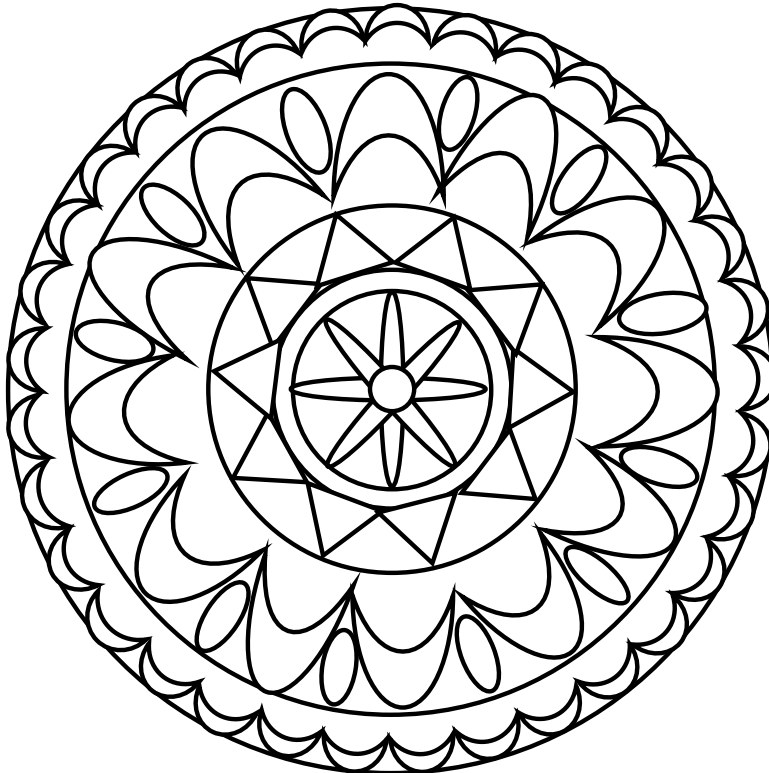How do I take care of my heart?

How do I take care of my mind?

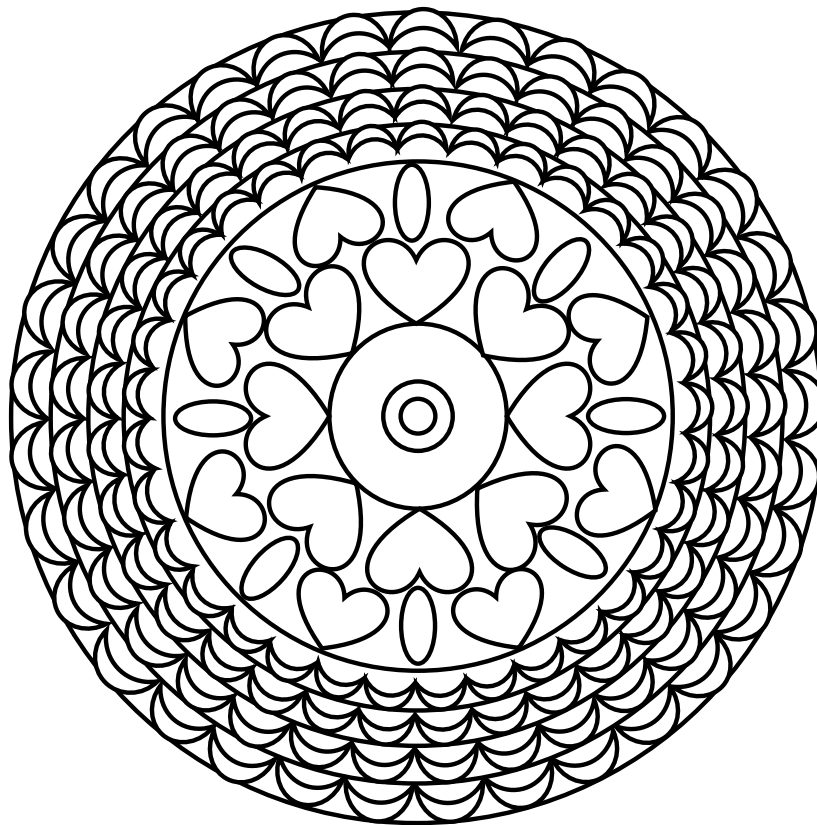How do I take care of my body?

How do I take care of my soul?
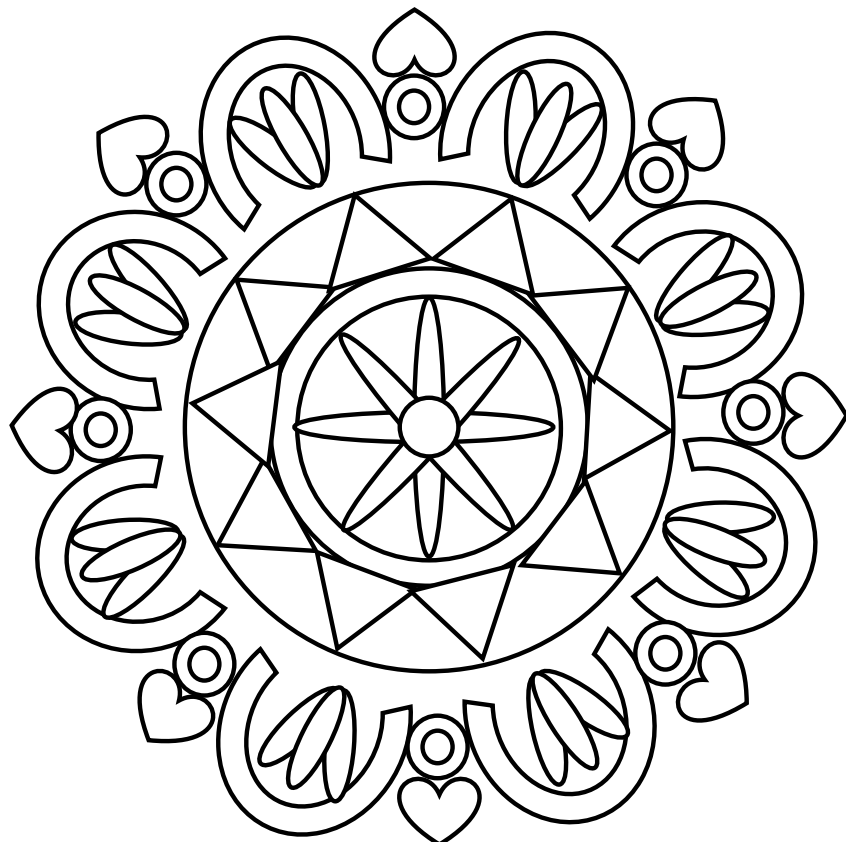
What is one thing I can work on more?

Name: _____