

Grade 4

At-Home Learning Plan

Date 5/18 - 5/26

Hello families,

Here are some at-home learning activities for you to try for the LAST WEEK OF SCHOOL!! We would love for you to do the best you can do. If you get through everything, great! If you get through 3 things, great! Please just do your best. We all understand that this is a very overwhelming time. If you have any questions please let us know. We are all here for you. **The district would like to measure two-way communication from our families. Please confirm yes, that you have received our plans for the week. Thanks!**

Have a great week.

Mr. Milo Ms. Lindquist Mrs. Skelton

ELA- This week's ELA focus is **ask and answer questions**. Readers will pause as they read to **ask** questions, and will search the text or the picture to find the **answer**. This is a helpful strategy to ensure the readers understand the text.

Reading Activities:

- Choose any nonfiction or fiction text.
 - Read for 15-20 minutes daily. (You can read independently, read out loud to someone or something, or listen to a story aloud (online or read by someone at home)
 - Highlight, circle, or put a sticky note next to any questions that you have.

Writing Activities:

- At the end of the chapter or section you are reading, write down any answers that you found to your questions.
- Write a letter to your favorite hero (could be from the past or present). Ask that person 3 questions that you would like answered. If you want, write a fictional response from that hero that answers your questions.
- Write a letter to yourself one week in the future. Ask yourself 3 questions. Seal the letter. When one week is finished, open the letter and answer your questions.

Word Study Activities:

- Write a list of 5 words to describe your school year (i.e. fun). On one side list as many synonyms as that word (exciting, enjoyable) and on the other as many antonyms (boring, awful) as you can.
- Take 10 pieces of paper. Write down 5 synonyms on separate sheets. Then write down 5 antonyms for those words on the other 5 sheets. Mix them up and turn them over. Play a game of "memory match" by trying to flip over a matching synonym with its antonym.
- With a partner, start with a 2-letter word. Take turns adding one letter to that word to create a new word. The person who cannot add any more letters to the word loses. Try playing this as a best-of-five series.
 - Example:
 - Partner 1: **To**
 - Partner 2: **Tot**
 - Partner 1: **Tote**
 - Partner 2: **Toter**
 - Partner 1: **Toters**
 - **Partner 2 loses**

Math: The weather is getting nicer and warmer these days. Math is all around us and in math this week we are taking the opportunity to engage in math outside. Of course if the weather isn't cooperating, this can all be done

inside.

Take a geometry walk. Search for geometric figures with your child. Identify figures by name, if possible, and talk about their characteristics.

- Ask your child if the shape is a polygon and how they know. (A polygon has three or more closed sides, straight sides that are not crossed.)
- Also ask if the shape is a quadrilateral or not. (A quadrilateral is a polygon with four sides.)
- Look for parallelograms (a four-sided plane rectangular figure with opposite sides that are parallel).
- Look for common shapes and solids as well, triangles, rectangles, squares, circles, cylinders, spheres, cones, cubes.
- What shapes do you see in a spider web - a leaf - a flower.
- Do the shapes you find have a noticeable line of symmetry (An imaginary line that passes through the center of the shape or object and divides it into identical halves.)
- The opportunities are endless.

Challenge: Look for different triangles:

- obtuse triangles (one angle is greater than a 90 degree angle and the other two are less than 90 degrees)
- acute triangles (all three angles in the triangle are less than a 90 degree angle)
- right triangles (has one 90 degree angle or "L" shaped angle)

Get creative: Use the shapes and solids that you found to create art (draw, paint, or build using shapes and solids) Include lines of symmetry

Play a game: Use the concept of playing "I-Spy" to see how many shapes and solids you can find with a partner. Use as many detailed descriptive words as possible (vertex, sides, angles, parallel, etc.).

Social Science -- History/Economics Focus:

Visit [World Book Online](#) (Username: champaign Password: unit4).

Choose a career or person to learn about. Dress up like that person and/or give a speech to your family as if you were that person. Include 5 important details you find interesting.

- Grades 2-5
 - Click on the "Kids" icon
 - next select "important people" near the bottom of the page
 - Use the icons to help narrow your search to find a person to research.

Science - Outdoor Gnome Home / Fairy Fort

Challenge: Can you create a gnome home or or fairy fort from items you find in your yard?

Materials: sticks, rock, leaves, stems, dirt, sand (think "dead, brown and down" -- nothing living -- ask a family member to help you collect safe items)

Process: Watch this video from the Champaign County Forest Preserve District: [Fairy Fort / Gnome Home](#). Find a spot in your yard for your structure. Collect lots of outdoor materials, design and create your structure.

Possible Extensions: Observe how your structure survives over time after being exposed to the weather and other outdoor elements. Create a gnome or fairy village. Create structures out of different materials to see which survives the best -- kind of like the 3 little pigs!



Art - Choose one activity to complete.

- **Fashion Designer:** Create a clothing design. Create an outfit for a category of clothing (Sports, Special Occasion, Travel, Business, Uniform, Super Hero, Fairytale character, etc.). Draw your design or cut out magazine or sale circular photos (no undergarments) to create your own outfit.
- **Document Your Life:** This is a weird time in our history—Create a drawing/series of drawings about life right now. What are you doing that is different from what you normally do? What is really fun? Be sure to write one sentence to explain your thoughts!

Looking for More? Explore these digital sources!

- [Create Comics](#) - Create a digital comic stripe
- [Cartooning Club](#) - How to videos with a cartoon focus

Music - Choose one activity to complete.

- Teach someone a song you have learned in music class. Try turning the words into actions and create movement to the song.
- Family interview: Interview a family member about their musical background and interests. What are some of their favorite songs and why? Did they ever learn to play an instrument? Which one? What does music mean to them? Write these answers down in a music journal.

[Robeson Interactive Music Room](#) - Music games, activities, songs & listening links. Click on the whiteboard to tell Mrs. Madden what you learned and enjoyed!

[Music Listening](#) - Listen to a variety of musical performances, including the CU Symphony and Musical Explorers concerts from Carnegie Hall.

Have you been making music? If you would like to share photos, videos, or musical compositions with Mrs. Madden, send to maddensa@u4sd.org

PE/Health

Please choose from the activities below:

- [Penguin Race](#) - This fun activity has you waddle like a penguin as fast as you can without dropping the egg (ball).
- [Water Bottle Trap](#) - Practice your aim by trying to trap the water bottle underneath the laundry basket trap.
- [Fan Favorite](#) - This video explains the game where you must move a plastic bag from point A to point B without touching it.
- [Kidz Bop Dance Along](#) - Dance along with the Kidz Bop Kids to the song Blinding Lights.
- [Physical Education Journal](#) - Add to your PE journal from a few weeks ago with some new physical activities outdoors!

Additional District Resources

- [PE Drive](#)

Library - [Robeson Library Resources Week of May 18 - August 2020](#)
[All past remote learning plans can be found here. \[www.robesonlibrary.weebly.com\]\(http://www.robesonlibrary.weebly.com\)](#)

Choose one activity to complete.

- Write or read a poem.
 Poems can rhyme or not
 Poems can make a shape
 Poems can be silly or serious
- Make up a story about what the library books are doing while no one is there. Do they come alive? Do they

rearrange themselves to scare the librarians when they come back? Do they share their stories with each other? Write your story using paragraphs and draw the illustrations to go with it.

Social-Emotional

This week we are focusing on our growth mindset! This week is our last week of online learning, but having a growth mindset can help you be successful through the summer and even next year as you embark on 5th grade. (Actually, it can help you through your whole life!) Choose one of the following below:

- Watch my Google Slides presentation on having a growth mindset, and an inspirational story (bonus: you may know who the star of this inspirational story is!):
https://docs.google.com/presentation/d/1EeX1q5ol292Sg7TNFl1xd_95x5gcJiztwXblBmK86Z8/edit?usp=sharing
- Think about a goal you met before. It could be a goal you had yesterday, a week ago, or even last year! How did you manage to reach that goal? Were you telling yourself positive things as you reached for this goal? Here are some examples:
 - I don't know how to do this YET, but I will learn!
 - I haven't met my goal YET, but I'll try again tomorrow.
 - I WILL be able to do this someday.
 - Soon, I will move on to my next goal.
- Think about a goal you want to reach NOW. How can you help yourself reach this goal? Draw an inspirational story about yourself achieving this goal. Make sure to include some of the positive thoughts above!

Grade 4 At-Home Learning Plan Date 5/11 - 5/15

Hello families,

Here are some at-home learning activities for you to try. We would love for you to do the best you can do. If you get through everything, great! If you get through 3 things, great! Please just do your best. We all understand that this is a very overwhelming time. If you have any questions please let us know. We are all here for you. **The district would like to measure two-way communication from our families. Please confirm yes, that you have received our plans for the week. Thanks!**

Have a great week.

Mr. Milo Ms. Lindquist Mrs. Skelton

ELA- This week's ELA focus is **compare and contrast**. Author's sometimes use compare and contrast to show how characters, events, or things are **alike** and **different**. Signal words such as *same, like, similar, different, both, some, neither, or unlike* let you know that a comparison is being made.

Reading Activities:

- Choose any nonfiction or fiction text.

- Read for 15-20 minutes daily. (You can read independently, read out loud to someone or something, or listen to a story aloud (online or read by someone at home))
- Highlight, circle, or put a sticky note next to any compare and contrast signal words that you find (examples: similar, different, both, neither...)

Writing Activities:

- Write down the 2 most important actions/events from what you read.
 - How were those actions/events different? Was there anything the same about them?
- Think about your teacher/class this year and think about your teacher/class last year. How are they different? How are they the same?
- Write a story about a group of friends. Make sure that the friends have 3 things that are alike and 3 things that are different. What problems happen because of their differences? What solutions take place because of their similarities?

Word Study Activities:

- Create a list of homophones (words that sound alike but are spelled differently). Try to write a silly poem or story with those words (i.e. see and sea, two and too, hey and hay).
- Create a list of homographs (words that share the same spelling but have different pronunciations or meanings). Try to use the same homographs in the same sentence (i.e. "I had to **conduct** a symphony with bad **conduct**" or "I had a **tear** in my eye when I got a **tear** in my favorite shirt")
- Try to make a Rebus Puzzle (pictures that represent a word or phrase). For instance:
 - o L D (answer: growing old)
 - pawalkrk (answer: a walk in the park)

Math: This week in math we are working on multiplication operations utilizing partial products. The partial-products method supports students with a deeper understanding of base ten and how operations work.

Multiplication Wrestling

Materials: Paper and Pencil for recording, number cards 0–9 (4 of each) or 1 ten–sided die

Players: 2

Skill: Multiplying 2-digit numbers using partial-products multiplication

Object of the Game : To get the larger product of two 2-digit numbers.

Directions

- Shuffle the deck of cards and place it number-side down on the table.
- Each player draws 4 cards and forms two 2-digit numbers.
- Each player creates 2 “wrestling teams” by writing each of their numbers as a sum of 10s and 1s.
- Players should form their numbers so their product is as large as possible.
- Example
 - Player 1: Draws 4, 5, 7, and 8.
 - Each member of the first team (for example, 70 and 5) is multiplied by each member of the second team (for example, 80 and 4). Then the 4 products are added.
- The player with the larger product wins the round and receives 1 point.
- To begin a new round, each player draws 4 new cards to form 2 new numbers. The player with more points at the end of 3 rounds is the winner.

[multiplication wrestling](#)

[sample recording form](#)

[multiplication wrestling Spanish directions](#)

[Spanish sample recording form](#)

Social Science - Financial Literacy Focus:

Visit the website of the US Mint and watch the [first video](#) titled “How Coins Are Made.” Visit the [Coin section](#) and the [Library section](#) to learn more. [Design your own coin.](#)

Optional extension: Visit other sections of the [US Mint website.](#)

Science - Challenge Maze

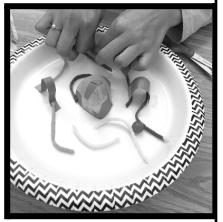
Challenge: Can you create a maze to get a marble from one end to the other?

Materials: a variety of materials to choose from: paper plates, paper, tape, shoebox/cardboard box, Play-Doh, modeling clay, paper towel rolls with holes cut in the sides or even LEGO® bricks, and a marble or small ball.



Process: create a start and stop point for your maze, put some obstacles in your maze for someone to guide the marble through. A paper plate maze might be a good start for the youngest members of your family.

Possible Extensions: Create a 3-D maze where the marble is not visible the whole way through! In the image with the cardboard tubes above, you can't see the marble when it is in each tube, but you can see it in between the tubes. An even more challenging maze relies on both listening skills to hear where the marble is and possibly feeling the vibrations as it travels through the tubes. Have your family members try your maze and record their time. Then have them try the maze



backwards and time their trials

Art - Choose one activity to complete.

- **Blind Contour Drawing:** A blind contour drawing is an excellent way to train the eye to draw what it really sees rather than what it thinks it sees. First, choose an object to draw. Pick a point on the object where the eye can begin its journey around the edge of the object. When the eye begins to move, so should the hand holding the pencil. At NO time should you look at your hand while it draws. Try drawing the entire contour of the object without lifting your pencil from the paper. The more you practice this drawing method, the more you will find your drawings look like what you are looking at. Don't panic if your drawing of a shoe looks more like a squashed bug, this is practice that helps you develop your drawing skills.
- **Hand Drawing:** Place the hand you don't write with on a piece of paper. Trace your hand carefully. Place your hand next to your tracing. Examine your hand for details. Draw lines within your tracing to establish your fingernails and lines near the knuckles of your fingers.

Looking for More? Explore these digital sources!

- [Symmetry Artist](#) - Create digital symmetrical artworks
- [Moma Kids](#) - In Destination Modern Art, you can explore moma with an alien

Music - Choose one activity to complete.

- Create a body percussion piece using clapping, snapping, patting your legs, or stomping your feet. Start with a short rhythm and teach it to a family member. Then, make it longer and more complex, and see if your family member can keep up with you. Have a contest to see who in your family can create and teach the most complex body percussion pattern!
- Deeply listen to a song; figure out its structure and identify the instruments.

[Robeson Interactive Music Room](#) - Music games, activities, songs & listening links. Click on the whiteboard to tell Mrs. Madden what you learned and enjoyed!

[Music Listening](#) - Listen to a variety of musical performances, including the CU Symphony and Musical Explorers concerts from Carnegie Hall.

Have you been making music? If you would like to share photos, videos, or musical compositions with Mrs. Madden, send to maddensa@u4sd.org

PE/Health

Please choose from the activities below:

- [If the Shoe Fits...](#) - a fun challenge where the only equipment required is a shoe, and clean feet!
- [Bowl Ball](#) - a fun tossing target game. Try to throw the balls into the different bowls, like a carnival game at home!
- [Just Dance - Old Town Road](#) - Follow along to the dance moves on the video!
- [Physical Education Journal](#) - Add to your PE journal from a few weeks ago with some new physical activities outdoors!

Additional District Resources

- [PE Drive](#)

Library

[Robeson Library Resources Week of 5/11-5/17](#)

Think about your favorite book. Find a way to tell someone about it that doesn't give away the ending AND makes them excited to read it. Stand up and pretend you're doing a book commercial!

Enrichment

- Go to the site below to access my Robeson 3-5 At-Home Enrichment Choice Boards (both online and offline versions)
<https://docs.google.com/presentation/d/1uolmlsx3E5aSZUc7WcKjEH0NlaVHWRZY8E8aasuqcNs/edit?usp=sharing>
- Additional challenges can be found in the Robeson E4A Google Classroom
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>
The class code is u4z7fqm
- Robeson E4A webpage <https://sites.google.com/a/u4sd.org/robeseone4a/>

Social-Emotional

Last week, we focused on the feeling "worry." We also talked about what we can do to cope with worry. One of the best things you can do to cope with your emotions is to practice mindfulness. Choose one of the options below:

- Watch Ms. Hickey's Google Slide presentation on "Mindfulness":
<https://docs.google.com/presentation/d/1D3b52vQjz0pUZZ8DnpV2Yw5Ag2SASHdRFNSL0I1UP5I/edit?usp=sharing>
- Play my "Responsibility" Bingo! Being responsible is one way of showing mindfulness. Making responsible choices that grow the well-being of yourself and others is one of the most mindful things we can do! If you get 3 in a row in any direction, you've succeeded!
https://docs.google.com/presentation/d/1tRlwGGR3TZekZGZvBmP_SD_R1XhH53ooWoxPHJkAUrU/edit?usp=sharing
- Practice your mindfulness during self-care this week. Choose an activity below. While you are doing that activity, be present with yourself- don't think about other things. Once you are done with the activity, reflect: how did this activity make me feel? How did it impact myself or others?
 - Go for a walk or bike ride
 - Cook or bake with your family
 - Listen to music

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMdNa>
Password: ys6hjab

Grade 4

At-Home Learning Plan

Date 5/4 - 5/8

Hello families,

Here are some at-home learning activities for you to try. We would love for you to do the best you can do. If you get through everything, great! If you get through 3 things, great! Please just do your best. We all understand that this is a very overwhelming time. If you have any questions please let us know. We are all here for you. **The district would like to measure two-way communication from our families. Please confirm yes, that you have received our plans for the week. Thanks!**

Have a great week.

Mr. Milo Ms. Lindquist Mrs. Skelton

ELA- This week's ELA focus is making **text connections**. A **text connection** is a strategy that readers use to find meaning in a text by connecting to their background information. Common text connections include: **1) Text-to-self:** connections readers make to their own knowledge and experiences; **2) Text-to-text:** connections readers make to other books, movies, or music; **3) Text-to-world:** connections readers make to the community and world around them.

Reading Activities:

- Choose any nonfiction or fiction text.
 - Read for 15-20 minutes daily. (You can read independently, read out loud to someone or something, or listen to a story aloud (online or read by someone at home)

Writing Activities:

- Think about the 3 text connections described above. Write how what you just read can be connected to yourself, something else you've read, seen, or heard, or the community/world around you.
- Write a story where you are the main character. What connections can you make from your real life to this character? Same family? Same friends? Same problems or issues that you might be having?
- Choose 1 book, movie, or song that you are familiar with and choose another book, movie, or song that is new to you. Write how the known book, movie, or song helps you understand the new book, movie, or song.

Word Study Activities:

- Choose a favorite book, movie, or song. Finish the following simile 3 times about it: "_____ is like _____" (Example: "Charlotte's Web is like a fruit salad of different characters")
- Think of your bedroom. Finish the following metaphor 3 times: "my bedroom is a/an _____" (Example: "My bedroom is a tornado of clothes, toys, and books")

Try to create a word wheel. Write a word in a circle, but do not include one letter. Ask someone to solve your word wheel puzzle. Example: LANTERNS-->



Math: In math this week we will continue to focus on solidifying basic math operations. This week's game is designed to increase student's automaticity with basic operations such as multiplication, and division.

Product Pile-Up

Materials: Number cards 1–12 (4 of each)

Players: 3

Skill: Practicing multiplication facts

Object of the Game: To play all of your cards.

Directions

Take turns being the dealer. Shuffle and deal 8 cards to each player. Place the rest of the deck number-side down.

- The player to the left of the dealer begins. This player selects 2 cards from his or her hand, places them number-side up on the table, multiplies the numbers, and says the product aloud.
- Play continues with each player playing 2 cards with a product **greater than** the product of the last 2 cards played. If a player states an incorrect product, other players may suggest a helper fact or strategy to help find the correct product.
 - Example: Joe plays 3 and 6 and says, “3 times 6 equals 18.” Then Rachel looks at
 - her hand to find two cards with a product greater than 18. She plays 5 and 4 and says, “5 times 4 equals 20.”
- If a player is not able to play 2 cards with a greater product, the player draws 2 cards from the deck.
 - If the player is now able to make a greater product, those cards are played and the game continues. If the player still cannot make a greater product, the player keeps the cards and says “Pass.” The game continues to the next person.
 - If all players must pass, the player who laid down the last 2 cards starts a new round beginning with Step 2 above.
- The winner is the first player to run out of cards, or the player with the fewest cards when there are no more cards to draw.

Spanish version of Product Pile-Up

Product Pile-Up

Social Science -- Current Events:

Visit the [Time for Kids](#) website. Select your grade level and find an article you would like to read. Some articles have an audio feature that allows you to listen to the article. Share with a family member or friend why you picked the article and what you learned.

Science -- Stick Raft

Challenge: Can you create a raft that floats from sticks?

Materials: sticks, string, glue, rubber bands, tape, sink or bucket with water, pennies (optional)

Process: Collect some sticks from outside. Determine how you can bind them together to construct a raft. Test your raft in a bucket, sink or bathtub to see if it floats. Time how long it floats.

Possible Extensions: Test how much weight your raft can hold by putting pennies or some other weight on it a little at a time. You could use a ziploc bag and slowly add dirt to the bag. Keep the dirt in the bag so it doesn't go down the drain! Add a sail to your raft - be careful so it is balanced and won't tip over your raft.



Art

- **Shadow Drawing:** Take one of your toys, a piece of paper and a pencil or marker outside on a sunny day. Place the paper on the ground or on a table in an open area. Place your toy at one side of your paper so that your toy casts a shadow on the paper. Trace the shadow that your toy makes on your paper. Complete your drawing by coloring in the traced shape and adding a background to your picture. Use color, lines, designs to make your drawing exciting.
- **Landscape:** Use drawing, painting or collage materials to create a landscape picture. Establish the horizon line (where the sky and land meet). Add scenery components to your picture (buildings, trees, roads, cars, people, animals, clouds, sun, moon, etc.). Experiment with object size and placement to create the feeling of depth.

Looking for More? Explore these digital sources!

- [METKids Time Machine](#) - Program your destination to explore worlds of Art

- [Graffiti Creator](#) - Create your own name or logotype in graffiti-style

Music

Song Parody: Pick a song from the radio that you love and rewrite the lyrics. Make sure you keep the song form intact - verses are different, the chorus stays the same throughout.

[Robeson Interactive Music Room](#) - Music games, activities, songs & listening links

PE/Health

Please choose from the activities below:

- [Physical Education Journal](#) - Pick your own physical activity to go play outside, then draw a picture and write some words about what you did! Enjoy the fresh air!
- [Line Jumping](#) - Get a quick cardio workout in with no equipment but a lot of jumps!
- [Bop It](#) - Work on hand eye coordination by completing this fun challenge of “keep it up” with a friend, or all by yourself.
- [Chutes and Ladders PE](#) - Play the classic board game Chutes and Ladders with a PE twist!

Additional District Resources

- [PE Drive](#)

Library: [Library Resources 5/4- 5/8](#)

Enrichment

- Go to the site below to access my Robeson 3-5 At-Home Enrichment Choice Boards (both online and offline versions)
<https://docs.google.com/presentation/d/1uolmlsx3E5aSZUc7WcKjEH0NlaVHWRZY8E8aasuqcNs/edit?usp=sharing>
- Additional challenges can be found in the Robeson E4A Google Classroom
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>

Social Emotional

This week, we are going to focus on coping with worry. This is a normal feeling to be having right now! Spend ten minutes this week focusing on what you can control, and how to help yourself through worry:

- Watch Ms. Hickey's Google Slide presentation on “Dealing with Worry”: [Lesson 4: Identifying Worry](#)
- Play my “Kindness & Compassion” Bingo! Showing kindness and compassion to others is something you CAN control, and can help ease worry and build self-esteem. If you get 3 in a row in any direction, you’ve succeeded! [Managing Emotions Bingo.pdf](#)

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMDNa>

Password: ys6hjab

Grade 4

At-Home Learning Plan

Date 4/27-5/1

Hello families,

Here are some at-home learning activities for you to try. We would love for you to do the best you can do. If you get through everything, great! If you get through 3 things, great! Please just do your best. We all understand that this is a very overwhelming time. If you have any questions please let us know. We are all here for you. **The district would like to measure two-way communication from our families. Please confirm yes, that you have received our plans for the week. Thanks!**

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Mr. Milo Ms. Lindquist Mrs. Skelton

ELA

This week's ELA focus is **cause and effect**. A **cause** is **why** an action or event happens. An **effect** is **what** happens as a result of the cause. They happen in time order. Signal words such as *because*, *so*, or *as a result* show cause and effect.

Reading Activities:

- Choose any nonfiction or fiction text.
 - Read for 15-20 minutes daily. (You can read independently, read out loud to someone or something, or listen to a story aloud (online or read by someone at home)
 - Highlight, circle, or put a sticky note next to any cause and effect signal words that you find (examples: because,, so, as a result, since, as a consequence, therefore, for this reason, lead to...)

Writing Activities:

- Write down the 3 most important actions/events from what you read.
 - Write down **why** those events happened? What caused them to occur?
- Fill in the effects for the following causes:
 - Cause #1: I did not brush my teeth for a week...
 - Cause #2: It rained every day over summer break...
 - Cause #3: I could read people's minds...
- Write down each day how you are feeling. Why are you feeling that way? Do you feel differently than the day before? What caused that change?

Word Study Activities:

- Take the prefixes un-, mis-, and re-. Write as many words as you can with those words (i.e. untie, mistake, rewind)
- Take the suffixes -er, -ly, -ful. Write as many words as you can with those words (i.e. bigger, safely, hopeful)
- Try to make a "word ladder" with two 3-letter words by changing only 1 letter at a time (see CAT-->DOG example below)
 - CAT-->RAT
 - RAT-->RAG
 - RAG-->RUG
 - RUG-->DUG

- DUG-->DOG

Math: In math this week we will focus on solidifying basic math operations. This week's game is designed to increase student's automaticity with basic operations such as addition, subtraction, multiplication, and division.

Baseball Multiplication

Materials: Dice or Number Cards 1-10 (4 of each), Paper and pencil to create ball diamond and for scoring.

Players: 2 teams of one or more players

Object of the Game: To score more runs than the other team

Skill: Multiplication

The rules are similar to the rules of baseball. In each inning, each team bats until it makes 3 outs. The team with more runs when the game is over wins.

Pitching and Batting: Members of the team not at bat take turns "pitching." They roll the dice or draw two number cards to get two factors.

Players on the "batting" team take turns multiplying the two factors and saying the product.

The pitching team checks the product. An incorrect answer is a strike, and another pitch (dice roll/card draw) is thrown. Three strikes make an out.

Hits and Runs: If the batting team's answer is correct, the batter checks the Scoring Chart (see below). If the chart shows a hit, the batter moves a counter to a base as shown in the Scoring Chart.

Product of 14 to 36 → Single (go to 1st base)

Product of 37 to 49 → Double (go to 2nd base)

Product of 50 to 80 → Triple (go to 3rd base) 13 or less → Out (record an out)

Runners already on base are moved ahead of the batter by the same number of bases. A run is scored every time a runner reaches home plate.

Extension: Baseball Multiplication (with Tens): Players on the "pitching" team roll one of the dice or draw one card and multiply that number by 10. For example, if a 6 is rolled, it is 60.

- [Baseball multiplication](#)
- [Spanish Baseball multiplication](#)
- [Scoring mat sample](#)
- [Spanish scoring mat sample](#)

Social Science

Geography:

What country would you or a family member like to visit? Locate the country online at [National Geographic Kids](#).

Look at the slide show, read the fast facts, geography, people and culture, nature, government and history. Find 5 things you learn about the country to convince a friend to travel there with you.

Optional Extension: Visit other sections of [National Geographic Kids](#) website.

Science - Paper Airplane Cargo Plane

Challenge: Can you make a paper airplane that can carry cargo and glide more than 10 feet?

Materials: Construction paper, tape, coins, a doorway

Process: Draw a line on the floor about ten feet in front of your doorway. Use tape to make a "target" in the upper third of the doorway. To prove their cargo plane can fly, children need to glide their plane through that "target" successfully. Build a paper airplane. Attach coins to your airplane. Fly it - keep adding coins to see how much cargo your plane can carry.

Possible Extensions: Can you make your airplane fly the farthest? Can you have your airplane hit a target? Whose airplane can carry the most money?



Art: Pick 1 of the following

- **Initial Design:** Draw the first letter of your name lightly on your paper. Trace around your letter to make a bubble letter. Fill the letter with a repetitive pattern. Color the letter and patterns. Choose different patterns and colors to decorate the space behind the letter (background).
- **Laundry Landscape:** Wait until you have some clean laundry. While you are helping fold the laundry, look for colors to use in a landscape. Blue sky? Green grass? White snow? Arrange your laundry in the shapes you want. You can roll socks to look like trees, arrange shirts in the shape of a house, etc. When you arrange a landscape you like, snap a picture or draw in on paper. Afterwards, finish folding and putting the rest of the laundry away.

Looking for More? Explore these digital sources!

- [Tate Kids](#) - Lots of Digital Art Making Options and Games & Quizzes
- [Lunch Doodles with Mo Willems](#) - 15 episodes with activities lead by author/illustrator, Mo Willems

Music

My Feelings, My Movements: Create a movement routine to your favorite song based on the emotions you feel when you sing it. Perform your movement routine for family members, and tell them why you chose those particular movements. Ask them to add their own creative movements based on the emotions they feel during the song. Sing the song again and perform your creative movement routine together. Discuss how you all feel after the performance.

Optional: Here is a [playlist](#) with songs to sing this week! You could try creating movement for one of these.

PE/Health-

Please choose from the activities below:

[Chutes and Ladders PE](#) - Play the classic board game Chutes and Ladders with a PE twist!

[Create a Workout](#) - Create your own workout using the examples at the top of the page. Choose 3 from each category to choose your workout, and then go ahead and perform the workout you've created.

[Bottle Flip Chaos](#) - Using a plastic water bottle, see how many times you can flip it and have it stick the landing in one minute. The only thing is, you have to earn the chances to flip by completing jumping jacks! For a demonstration you can click [this link](#).

Additional District Resources

- [PE Drive](#)

Library [Robeson Library Activities and Resources Week of 4/27 - 5/1](#)

[Robeson Library Activities and Resources Week of 4/20 - 4/26](#)

Enrichment

- Go to the site below to access my Robeson 3-5 At-Home Enrichment Choice Boards (both online and offline versions)
<https://docs.google.com/presentation/d/1uolmlsx3E5aSZUc7WcKjEH0NlaVHWRZY8E8aasuqcNs/edit?usp=sharing>
- Additional challenges can be found in the Robeson E4A Google Classroom
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>

The class code is u4z7fqm

- Robeson E4A webpage <https://sites.google.com/a/u4sd.org/robesome4a/>

Social Emotional

This week, we are going to focus on losing control of our emotions. This is a normal part of learning to deal with our feelings! Spend ten minutes this week focusing on what you COULD do, instead of losing control:

- Watch Ms. Hickey's Google Slide presentation on "Flipping Your Lid," losing control of your emotions:
https://docs.google.com/presentation/d/1NDcLaQc19hayacTf9cmqyAh1_-ggGee3BOA3vphRs0s/edit?usp=sharing
- Play "Manage My Emotions" Bingo! Practice the coping strategies on this bingo board. If you get 3 in a row in any direction, you've succeeded!
<https://drive.google.com/open?id=115W9kzibgkTc9e0XUudl1OQLdskjZWkm>

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMdNa>

Password: ys6hjob

Grade 4

At-Home Learning Plan

Date 4/20-4/24

Hello families,

Here are some at-home learning activities for you to try. We would love for you to do the best you can do. If you get through everything, great! If you get through 3 things, great! Please just do your best. We all understand that this is a very overwhelming time. If you have any questions please let us know. We are all here for you. **The district would like to measure two-way communication from our families. Please confirm yes, that you have received our plans for the week. Thanks!**

Have a great week.

Mr. Milo Ms. Lindquist Mrs. Skelton

ELA

This week's ELA focus is **predicting**. Predicting is **using clues in the story to guess**, or predict, what happens next. After making predictions, readers continue reading to either **confirm** or **change** their predictions.

Reading Activities:

- Choose a fictional text (realistic fiction, fantasy, science fiction, folktale, fable, fairy tale, or mystery)
 - Read for 15-20 minutes daily. (You can read independently, read out loud to someone or something, or listen to a story aloud (online or read by someone at home)

Writing Activities:

- Write down a prediction after reading for 5 minutes. Read on. Was your prediction right? Change it if it was not right.
- Write down the part of the story that was easiest to predict. Were there any parts that were surprising or hard to predict?
- Use clues from your life and write a prediction chart for the next day. What do you think will happen?

- The next day, check to see if you were correct or not. Did anything change?

Word Study Activities:

- Write a list of 5 words to describe a food (i.e. sweet). On one side list as many synonyms as that word (sugary) and on the other as many antonyms (sour) as you can.
- Have someone choose 5 random words. What is one rule that *all* 5 words have in common (maybe all words start with the same letter) and one rule that *none* of the 5 words have in common?
- Create your own word search

Math - In math this week we will continue to focus on math operations and algebraic thinking. These are basic skills that we begin to talk about in kindergarten and build on as students move through the elementary grades. The games described here help children begin to think about how math works. The link below will take you to this week's game - Salute: Multiplication and Division

- [Salute multiplication and division](#) (Directions in English)
- [Spanish Directions](#)

Materials: Number Cards 1-10 (4 of each)

Players: 3

Object of the Game: Solve for the "hidden" number.

Skill: Multiplication and Division

Directions

1. One person begins as the dealer. The dealer gives one card to each of the other two players.
2. Without looking at their cards, the players hold them on their foreheads with the number facing out. (Players will need to look at their partner's number but not their own in order to solve for their mystery number.)
3. The dealer looks at both cards and says the product of the two numbers.
4. The players use the number they see and the product to try to figure out what their own number is.
5. Once both players have said their numbers, they can look at their own cards.
6. Rotate roles and repeat the game.
7. Play continues until everyone has been the dealer five times, or until the entire deck of cards has been used.

Social Science

- Explore this Census [link](#) for grades 3-4.

Science - Pom Pom / Cotton Ball Launcher

Challenge: Can you create a launcher that will launch a cotton ball or pompom?

Materials: paper towel rolls, binder clips, rubber bands, plastic spoons, pipe cleaners, index paper, tape, paper clips, and craft sticks are all useful. Cotton balls or pompoms.

Process: Put the items together to create a launcher. Launch 10 cotton balls and record how far they all went. What was your longest launch?

Possible Extensions: Have a target that has to be hit, such as a hula hoop or paper cup. Have two targets - one close and one farther away.



Art - Pick 1 of the following:

- **Create a Board Game:** Think about your favorite board games. If you have any of them at home, look at the design of the board and game pieces. Think of your own, new game. Does your game have a theme? What colors will you use? Think like an artist and plan your own board design on a piece of paper. Draw the game pieces on a separate piece of paper or find objects to use as game pieces. What will you name your game? If you have an empty box, a bag or an envelope at home, you can store your game board and pieces inside.
- **Real Life Cake Boss!** Congratulations on becoming a real life cake baker and designer! Now that you're a professional, design your dream birthday cake. How many layers would it have? What colors? Would it have any symbols that relate to you? Once your drawing is completed, write a paragraph describing your

birthday cake to others.

Optional extension: Design the invitation for the party that will feature your cake!

Looking for more? Explore these digital sources!

- [Mondrian Squares Challenge](#) Play a game with artist Piet Mondrian
- [Guggenheim Online Collection](#) Visit the museum's exhibition rooms and galleries

Music- Start a listening log. Listen to a new song/music (at least 2 minutes long) and write down the name of the song/music. Describe the song/music by answering the following questions:

- Is it fast or slow? High or low?
- Is it loud or soft?
- Are there a lot of instruments/voices or only a few?
- What voices/instruments do you think you hear?
- What emotion did you feel while listening to the song/music?

Let's CU Sing-Along! Join hundreds of others in Champaign-Urbana on April 25 at 4pm to sing or play "SING!" from your windows, sidewalk, or balcony!

Check out the article here: <https://www.chambanamoms.com/2020/04/16/champaign-urbana-singalong/>

Then, learn and practice the song here: <https://youtu.be/vtRoYKlpLWQ>

Sing by Joe Raposo

Lyrics:

Sing, sing a song
Sing out loud
Sing out strong
Sing of good things not bad
Sing of happy not sad
Sing, sing a song
Make it simple to last your whole life long
Don't worry that it's not good enough for anyone else to hear
Just sing, sing a song
La....
Just sing, sing a song

PE/Health -

Please choose from the activities below:

[Chutes and Ladders PE](#) - Play the classic board game Chutes and Ladders with a PE twist!

[Create a Workout](#) - Create your own workout using the examples at the top of the page. Choose 3 from each category to choose your workout, and then go ahead and perform the workout you've created.

[Bottle Flip Chaos](#) - Using a plastic water bottle, see how many times you can flip it and have it stick the landing in one minute. The only thing is, you have to earn the chances to flip by completing jumping jacks! For a demonstration you can click [this link](#).

Additional District Resources

- [PE Drive](#)

Library

Robeson Library Resources 4/20-4/27

Robeson,

I have missed seeing everyone. I hope you are reading every chance that you get. Here are some resources and ideas for this week. April 22, 2020 is Earth Day. I hope you find some ideas and ways to preserve planet Earth everyday. If you have questions or want to let me know what activities you have completed feel free to email me. archeral@u4sd.org Mrs. Archer

Book Flix Earth Day: Fiction and Non-Fiction Book Pairs, will read the text to you. Username: Learning20 Password: Clifford (Grades K-3)

[Book Flix Earth Day](#)

National Geographic: Earth Day Features and crafts. How to make your own paper straws, pom poms, reusable sandwich wrap and more. (Grades 2-5)

[Earth Day / Be A Planet Hero](#)

[Kids vs. Plastic](#)

- PBS Video About Earth Day: (Grades K- 5)

[Earth Day Video](#)

- [Library Activities 4/14 - 4/20](#)

- [Robeson Library Resources 4/7 -4/14](#)

Social Emotional

This week, we're focusing on our emotions and measuring how we feel. Choose one of the following:

- Watch my Google Slide presentation on how to measure your emotions:

<https://docs.google.com/presentation/d/1mO0jRMaj9SB3Yih9sZWG3UllvG6k1XJ7aqxV0BnFqU/edit?usp=sharing>

- Play "Manage My Emotions" Bingo! Practice the coping strategies on this bingo board. If you get 3 in a row in any direction, you've succeeded!

<https://drive.google.com/open?id=115W9kzibgkTc9e0XUudl1OQLdskjZWkm>

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMdNa>

Password: ys6hjab

Grade 4 At-Home Learning Plan

Date 4/14-4/17

Hello families,

Here are some at-home learning activities for you to try. We would love for you to do the best you can do. If you get through everything, great! If you get through 3 things, great! Please just do your best. We all understand that this is a very overwhelming time. If you have any questions please let us know. We are all here for you. **The district would like to measure two-way communication from our families. Please confirm yes, that you have received our plans for the week. Thanks!**

Have a great week.

Mr. Milo Ms. Lindquist Mrs. Skelton

ELA

This week's ELA focus is **story elements**. Story elements are **characters, setting, plot, the problem, and the solution**. Story elements keep the events of the story moving and allow it to develop in a logical way.

Reading activities:

- Choose a fictional text (realistic fiction, fantasy, science fiction, folktale, fable, fairy tale, or mystery)
 - Read for 15-20 minutes daily. (You can read independently, read out loud to someone or something, or listen to a story aloud (online or read by someone at home).

Writing activities:

- Who are the main characters in the story? Did any characters surprise you? Did any characters excite or disappoint you?
- What is the setting (when & where) for this story? How does the setting affect the story?
- What are the most important events in the story (Beginning, Middle, End)? Which event do you think was the most important? Why?
- Write your own fictional story. Be sure to include character names, setting, and events.

Word study activities:

- Write a list of 5 words to describe the weather outside (i.e. rainy). On one side list as many synonyms as that word (wet, drizzly) and on the other as many antonyms (dry, sunny) as you can.
- Have someone choose 5 random words. What is one rule that *all* 5 words have in common (maybe all words start with the same letter) and one rule that *none* of the 5 words have in common?
- Play "Hangman" with someone

Vocabulary

1. Go to www.joinpd.com
2. Enter **jrymg** (as the code)
3. Read about comparative and superlative adjectives then answer the questions.

Math

This week's focus for math will be on math operations and algebraic thinking. These are basic skills that we begin to talk about in kindergarten and build on as students move through the elementary grades. The games described here help children begin to think about how math works.

3rd-5th: **Top - It**

[Top it Directions and Support English and Spanish](#)

Materials: number cards 0–10 (4 of each)

Players: 2 to 4

Object of the Game: To collect the most cards.

1. Shuffle the cards. Place the deck number-side down on the table.
2. Each player turns over 2 cards and calls out the product of the numbers.
3. The player with the largest product wins the round and takes all the cards.
4. In case of a tie for the largest product, each tied player turns over more cards and calls out the product of the numbers. The player with the largest product then takes all the cards from both plays.
5. The game ends when there are not enough cards left for each player to have another turn.
6. The player with the most cards wins.

Multiplication Top-It with Extended Fact) is played like

Multiplication Top-It, except players make the second card a multiple of 10. For example, a player turns over a 2 and then a 6.

The player uses 60 instead of 6 and multiplies $2 \times 60 = 120$.

All other directions stay the same.

Subtraction Top-It Option is played like Multiplication Top-It, except players subtract the smaller number from the larger number and call out the difference. The player with the largest difference wins the

round and takes all the cards.

Social Science

This week's focus for Social Studies is community members. Choose one of the activities below.

- Interview an adult (phone or face to face) that can recount a historical event in their community in their lifetime.
- Write a thank you to a community member that you feel is making a difference.

Science

- **Newspaper Structure**

- **Challenge:** Can you build a tall standing structure out of newspaper or magazine pages?
- **Materials:** Newspaper or old magazines, tape
- **Process:** Roll the paper diagonally to get longer building pieces. Roll the paper from the shortest side to get a stronger building piece. Tape rolls together.
- **Possible Extensions:** Can you build a pyramid? What about a skyscraper? Can you build a tunnel or an archway? Issue a specific challenge or simply let your children be creative. How much weight can their newspaper structures hold?



Art

Choose one of the activities below.

- **Found Object Plate Portrait:** Ask an adult if you can use a dinner plate (a plastic or paper plate is fine). Look around the house for objects you can use for parts of a face. Ask permission to borrow those items to place on the plate to create a face. Collect a variety of objects (toys, office supplies, kitchen items, etc.) to experiment with different arrangements. Try to use a different object for each feature (mouth, nose, ears, each eye, hair, eye brows). Draw or photograph your final arrangement.
- **Packaging Designer:** Sugar Sweets Cereal Company has just created a brand new cereal with crispy flakes and rainbow stripe marshmallows. Draw a picture showing what the front and back of the cereal box would look like if you designed it. Make sure you think about the target audience (who the cereal is being marketed and sold to) and what their visual tastes may be. Don't forget to include the company name and a name for the cereal!

Looking for more? Explore these digital resources!

- [Art for Kids Hub](#) - How to Videos to draw just about anything you can think of
- [Mandala Creator](#) - create a digital mandala

Music

- **Speech/rhythm piece:** Write down the name of each member of your family (including pets) on small pieces of paper or cards. Listen to the pitch (high, middle, low) of each family member's voice. Practice putting the names in order from lowest to highest pitch, then highest to lowest. Then have each family member pick a favorite word, and experiment with mixing up each person's name card in a different order to create a speech piece. See what interesting speech pieces you can make using different variations, repetition, or reversal of pitches and/or words.
- **Sing! Sing a song!** Listen and sing along with this video. More info will be coming soon about a CU Community Sing-Along (everyone invited to sing along with this song from their homes) on April 25. What is your favorite song that makes you want to sing or dance?

Video:

[Sing - video with Brandon T. Washington](#)

Sing by Joe Raposo

Lyrics:

Sing, sing a song
Sing out loud
Sing out strong
Sing of good things not bad
Sing of happy not sad
Sing, sing a song
Make it simple to last your whole life long
Don't worry that it's not good enough for anyone else to hear
Just sing, sing a song
La....
Just sing, sing a song

PE/Health

Choose one of the activities below:

- [PE Land Board Game](#) - Flip a coin to see how far you can move your game piece on the board game map. Be the reach the end and you are the winner!
- [Sock Tossing Game](#) - Challenge yourself with your sock tossing abilities.
- [This or That?](#) - Choose your favorite of the two images, then do the exercise that matches with it. Then ask your parents their favorites!
- [2-Square](#) - A modified version of the game 4-Square. Just need a partner, a ball, and a line!

Additional District Resources

- [PE Drive](#)

Library

- [Library Activities 4/14 -4/20](#)
- [Library Resources 4/7 -4/14](#)
- Read a book at home (or have it read to you).
- Write a postcard to your class as a character from the story about the events that took place.

Social Emotional

Spend 10 minutes focusing on self-care this week. Choose one of the following:

- Watch my Google Slide presentation and activity on mental health, OR
https://docs.google.com/presentation/d/1JMkHMPXG1NtsKPf9o5LglycY9j84MmefOztDnSg_yZA/edit?usp=sharing
- Choose an activity that brings you joy and calm! Here are some examples: go on a bike ride, write in a journal, listen to your favorite music, or play with your pet.

Check out the Robeson SEL Google Classroom for resources on SEL activities and resources!

<https://classroom.google.com/u/0/c/NjYyMzE1OTMzMDNa>

Password: ys6hjab

Enrichment

- Join Ms. Liay's Google Classroom for Enrichment!
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa> The class code is u4z7fqn
- Check out the Robeson Enrichment for All webpage!
<https://sites.google.com/a/u4sd.org/robesome4a/>

Grade 4

At-Home Learning Plan

Date 4/7-4/13

Hello families,

Here are some at-home learning activities for you to try. We would love for you to do the best you can do. If you get through everything, great! If you get through 3 things, great! Please just do your best. We all understand that this is a very overwhelming time. If you have any questions please let us know. We are all here for you. The district would like to measure two-way communication from our families. Please confirm yes, that you have received our plans for the week. Thanks!

Have a great week.

Mr. Milo Ms. Lindquist Mrs. Skelton

ELA

This week we are working on *Summarize*. Here are the directions below.

1. Choose a book of your choice or use the one included here [Jolly Good Hockey.pdf](#)
 - You can read it, or have it read aloud to you.
2. After reading the text, use the questions below to think to yourself or have a conversation with someone:
 - What happened at the beginning, the middle, and the end?
 - Find the page that shows how the character felt at the beginning, the middle, and the end.
 - Describe what happened to make the character feel this way.
 - Find the part in the story that describes the most important thing the character did.Explain what happened in your own words.

Grammar

4. Go to www.joinpd.com
5. Enter **ircrj** (as the code)
6. Read about comparative and superlative adjectives then answer the questions.

Math

This week we are focusing on numeracy. Here are the directions below.

1. Choose 1-2 of the math activities to try located at the link below.
[Arrays multiplication.pdf](#)
2. Share what you learned about numbers after playing the game.
3. What will you do differently the next time you play to improve?

Science

Erosion Investigation

Materials: 3 Paper plates, three cookies or crackers, a Q-tip, a toothpick or pen, water, a timer.

Hypothesis: Which item (a Q-tip, a toothpick or pen, water) do you think will cause the most erosion? The least erosion?

Q-Tip Erosion

Place the first cookie/cracker on the first plate. Try to break the cookie/cracker up with the Q-tip. Record your observation on paper.

Toothpick Erosion

Place the first cookie/cracker on the second plate. Use the toothpick or pen to erode the cookie. Record your observation

Water Erosion

Place the first cookie/cracker on the third plate. Pour water onto the plate and time it for a minute. They lift the cookie gently to see if anything has changed. Record your observation. Continue to time the cookie in the water for five minutes and record your observations again.

Findings: Record your conclusions about which form of erosion was most efficient. Why do you think it was efficient? What was the least efficient? Why do you think it was not efficient?

Social Studies

Here are the directions for logging into Kids Discover for Social Studies.

- To access Kids Discover, families will navigate to <https://online.kidsdiscover.com/signup/student?cc=68C4BC>
- Select Sign In with Google..
- Enter in your username, including 2028@u4sd.org For Example: smithma2028@u4sd.org
- Enter in your 6 digit password code. This is your lunch number.
- Go to Your Classrooms.

Immigration is the unit for this week.

- Read Ancient and Modern Immigrations. (Remember, it will read it to you!) Think about what has been most important to you during our shelter in place. What has made you feel safe and comfortable? What do you think you would want to bring with you if you were moving to a new country and could only take 3 things with you? List your 3 things in Google Classroom. (Use your Social Studies Google Classroom please).
- Read A Nation of Immigrants and take the quiz after you read. Remember that good readers go back and reread for information.

Art

Choose one activity you did not select last week to complete for this week.

- **Design a Neighborhood Map:** Draw your house in the center of a piece of drawing paper. Draw the street that your house is on below your house. Add the driveway and yard to complete the property around your house. Draw your neighbor's houses where they are situated near your house. Build your neighborhood around your house to the edge of your paper. Color your map if you have coloring materials.
 - **Optional:** If you have building equipment (blocks, legos, cardboard) build your neighborhood in 3-D!

- **Color Wheel Found Objects:** Find objects of different colors in your home for all the colors listed (red, orange, yellow, green, blue, purple, white, brown, black). Sort the items into a color wheel.
 - **Optional:** If you have magazines, glue, & scissors: Look through magazines to find pictures with the colors Red, Orange, Yellow, Green, Blue and Violet. Cut out pieces of each color to assemble into a color wheel.
- **Tree House Architect:** Hooray! You get to design an awesome new tree house for your backyard! Draw a picture detailing what your tree house would look like (make sure to label important features). Afterwards, write a detailed description about your tree house. How do you get up into it? How do you get down? What activities could you do there?

Music

Choose one of the activities below to try or visit one of the Digital Resources

- Draw a picture of an instrument from the string family that you like, and explain why you like that instrument using at least 3 sentences.
- Teach someone a song you have learned in music class. If the song had a game, teach the game as well.
- Practice your beat-boxing skills by using sounds such as Pb, Ka, Ch, Ts, and others to create interesting beats. Enlist a family member to rap along with your beat-boxing rhythm.

Digital Resources

[Clarallel](#): Reveals the music behind names!

- Activity using Clarallel - Type your FULL name into the site and click either minor ("sad" sounding) or major ("happy" sounding). Listen to what your musical name is, then compose a body percussion pattern (snap, pat, clap, stomp) that goes with it! Perhaps try the activity with family members' names, or try putting your names together.

[Chrome Music Lab](#) Explore sounds and create your own music.

PE/Health

Choose one of the activities below:

- [Spell It Fitness](#) - Start by spelling your name by doing the exercise matched up with each letter. Next, try spelling some of your sight words the same way!
- [Mission Possible Task Sheet](#) - students will complete different exercise "missions" to mark off their checklist.
- [Refrigerator Bingo](#) - Each member of the family gets a healthy bingo card. First to complete 5 squares in a row wins!
- [Avengers Workout Video](#) - This youtube video lets your child workout while moving like the Avengers Superheroes.

Choose one of the activities from the file.

- [Grade 3 - 5 Activities](#)

Library

- [Library Activities 4/14 - 4/20](#)
- [Robeson Library Resources Week of 4/7-4/14](#)
- Read a book at home, or try an ebook or audiobook through [Epic](#), [Storyline Online](#) and [Junior Library Guild](#)
- Make a reading log. Track your reading and reflect on what happened.
- Use [Worldbook](#) to research a topic that interests you. **Username: champaign, password: unit4**
 - Use either the "Kids" or the "Student" feature depending on reading ability

- [Champaign Public Library resources](#)

Enrichment

- Join Ms. Liay's Enrichment for All Google Classroom OR go to the E4A Webpage (below):
<https://classroom.google.com/u/0/c/NTcxMTA1MjUxNTBa>
The class code is u4z7fqm
- Check out the Robeson Enrichment for All webpage!
<https://sites.google.com/a/u4sd.org/robesome4a/>