

# 4th and 5th Grade

## HCPS Distance Learning Teacher Guide

### Logistics

**What:** Distance Learning Plans provide opportunities for students to replicate learning experiences that would happen if the students were in school.

- Performance Task (Supports the Henrico Learner Profile and targeted Standards of Learning)
- Core Content Choice Board of Activities (Various levels of rigor, student chosen experiences)
- Math Connections (Targeted numeracy experiences)
- Reading Connections (Targeted reading and writing experiences)
- [CLEVER Connections](#) (Optional online at home access)
- [Digital Library Resources](#) (Optional online at home access)
- [Reading Resources](#) (Optional online at home access)
- [Digital Copy of Parent Literacy Resource Document](#) (printed version included in student packet)

**Who:** Students in grades kindergarten through 5th grade will participate in Distance Learning Plans.

**Why:** Distance Learning Plans expand students' academic experiences and support ongoing instructional time should the need arise for an extended school closing.

**When:** The tasks assigned to students are designed to last for multiple weeks. It is suggested that schools send home the Distance Learning Plan Parent Letter at least one day in advance of the anticipated school closing if possible. Monitoring of the situation will determine the activation of this plan.

**How:** Schools will print and review the Distance Learning Plans prior to students leaving for the extended closing. In order to provide a spectrum of rigor for all learners, the Distance Learning Plans were combined in the following way:

- KG-1st Grade Distance Learning Plan
- 2nd-3rd Grade Distance Learning Plan
- 4th-5th Grade Distance Learning Plan
- An "entry event" activity will be provided to each grade level to review the materials associated with the Distance Learning Plan to ensure students understand the task.

We encourage accommodations of the performance task and choice boards where appropriate to meet the needs of exceptional education, English Learners, and Gifted Learners.

**Special education** and **general education** teachers should work collaboratively to plan distance learning activities for students with disabilities.

- Modifications to assignments or alternate assignments based on the needs of the students
- Multiple options for students to access materials and complete assignments based on the needs of students
- IEP goals and accommodations for individual students with disabilities

**Where:** Distance Learning Plans and all associated resources will be placed in grade level Schoology Groups.

**Feedback:** Teachers may provide student feedback on the performance task and/or the choice board completion once school resumes; however teachers should remember student participation is optional. Distance materials and resources provided for students during the closure should **NOT** be graded. No participation grades may be assigned for instructional activities provided to students during the school closure

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period be taken.

## Teacher Directions:

- Library Books
  - students will be allowed to check out up to 5 library books (need 1-2 “just right” books they can use for activities)
  - coordinate with the school librarian to schedule a time to bring students to the library for checkout
  - classroom teachers should assist students with selecting books
- During class, teachers should show students the [google slides](#) for the performance task “Taking Care of Our Earth!” to launch the task.
- Please reference the [student packet](#) when reviewing directions below with students.
- Please take time to review the performance task “Taking Care of Our Earth!” (**Student Assignment #1**) directions with your students including:
  - ways to show learning
  - finished product
  - student reflection
  - what to return to school
    - digital or hard copy of performance task product
    - student self-reflection
- Please review directions for Choice Board (**Student Assignment #2**) completion. Students should\_\_
  - select at least one activity per content column to complete each week.
  - color or cross off the box as each activity is completed.
  - return only the choice board, not each activity.
- Students should complete one activity per category per week from the Reading activities (**Student Assignment #3**). Highlight additional resources (Word Talk, Nonfiction Graphic Organizers). These activities may be returned to school, but should not be graded.
- Students should complete one activity per category per week from the Math activities (**Student Assignment #4**). These activities may be returned to school, but should not be graded. Highlight the additional resources (Problem Solving Structures, Numeral Cards, Fraction Cards). Share that the numeral cards and fraction cards will need to be cut apart for some of the activities.

### Materials to be sent home with students:

- [student take-home packet](#)
- a few blank sheets of white copy paper or construction paper
- student reading/writing journal
- library books
- student supply boxes (pencils, scissors, crayons or colored pencils, gluestick)

## Teacher Follow-up and Student Feedback:

- Students should receive feedback for completing and returning the performance task and choice board with reflection. You may not give any grades.
- Please use the rubric below as you provide feedback for the student performance task.

### Rubric:

Requirements are noted in the middle column. Teachers will provide feedback on missing components or areas that exceed expectations in the boxes below.

Criteria	-		+
Impact on natural environment		A problem that negatively impacts the natural environment is identified and at least one possible solution is shared.	
Global Citizen		The final product shows how a community's success relies on diverse perspectives, experiences and backgrounds	
Communicator		The final product communicates the student's understanding.	
Critical Thinker		The final product demonstrates how the student made connections and used a strategy to solve a problem.	

## Targeted Standards:

Standards that are noted below are addressed in one or more components of the distance learning resources.

ELA	
4.4b/5.4c	Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words
4.4d 5.4f	Use vocabulary from other content areas Develop and use general and specialized content area vocabulary
4.5a	Describe how the choice of language, setting, and characters contributes to the development of plot
4.5c/5.5a	Summarize events in the plot

5.5b	Discuss the impact of setting on plot development
5.5c	Describe character development
4.5f 5.5e	Identify the conflict and resolution Explain the conflict and resolution
4.5k/5.5m	Use reading strategies throughout the reading process to monitor comprehension (fiction)
4.5l	Read with fluency, accuracy, and meaning expression (fiction)
4.6c/5.6c	Identify the main idea
4.6d/5.6d	Summarize supporting details (nonfiction)
4.6g 5.6i	Distinguish between fact and opinion Differentiate between fact and opinion
4.6h/5.6k	Use reading strategies throughout the reading process to monitor comprehension (nonfiction)
4.6i	Read with fluency, accuracy, and meaningful expression (nonfiction)
4.7/5.7	The student will write in a variety of forms to include narrative, descriptive, opinion, and expository
<b>Math</b>	
4.1	Read, write, and identify place value, compare and order whole numbers
4.1/5.2	Compare and order fractions
4.4/5.4	Add, subtract, multiply and divide whole numbers
4.5/5.6	Add and subtract fractions, problem solving
4.7/5.8	Solve practical problems involving perimeter and area
4.9/5.11	Solve practical problems involving elapsed time
<b>Science</b>	
4.5/5.7	influences of human activity on ecosystems; plant and animal adaptations;
4.2	Investigate and understand changes in motion are related to force and mass;
4.4	identify roots, stems, leaves, and flowers, and explain the function of each; compare and contrast different ways plants are pollinated
5.4	Investigate how a change in temperature affects the phases of matter (e.g., water).
<b>Social Studies</b>	
VS.1 / USI.1	demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship
VS.2	demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia
USI.2	interpret maps, globes, photographs, pictures, or tables
VS.10	demonstrate an understanding of Virginia government, geography, and economics

*Teachers: If you have additional questions or concerns, please contact our core content specialists directly.*

*Parents: If you have any questions or concerns, please contact your child's teacher directly.*