

LEARNING FROM Home

A Supplement for Fourth Grade

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INTRODUCTION



Hello! My name is Kelsey O'Banion, and I am a licensed Oregon teacher currently at home with my two young kids, Bowen, age 3.5 and Crosby, almost 2. Before kids, I earned my Masters Degree in Early Childhood Education and spent five years teaching in the Lake Oswego School District, in kindergarten, 3rd and 4th grade classrooms. I left the classroom in 2017 when Bowen was born. Since then I've kept my license active and stayed up to date with current best teaching practices, worked as an Artist in Residence and created a homeschool plan for kids 2- to 5-years old.

In this supplemental packet, I've taken a handful of Common Core Standards (CCSS) in reading, writing and math, broken them down into a simple language, and linked activities and lessons to help you practice these specific standards with your child.

This is by no means a complete list of what your child needs to know by the end of the year. This is also not an alternative to what they're learning through their school. This *is* a resource to help you better understand a handful of the standards they are expected to meet, and an opportunity for you to further challenge your child and supplement what they're learning during this time. For all of the common core state standards, please visit <http://www.corestandards.org/>



Enjoy. Have fun. You've got this!

HOW TO SET YOUR CHILD UP FOR SUCCESS

LEARNING AT HOME:

1. **Stick to a routine.** Most schools have done a great job establishing schedules for your child to help ensure they have a routine of some sort. Stick to this routine. Be prepared for that morning check-in and each lesson that follows. Your child is learning accountability and reliability, very valuable traits.
2. **Pick a location** without distractions where school will happen. Keep it stocked with all the supplies they need, and keep it in that place.
3. **Just add water...and food.** Feed yourself and feed your child before school. Everyone will be happier and more successful.
4. **We can do hard things.** Learning virtually is new for your child, it's new for your child's teacher, it's new for you, and change is *hard*. Give it time. Let everyone feel frustrated, but stay optimistic! Take breaks. Reassure everyone that you're in this together. It *will* get easier.

STATE ASSESSMENT PRACTICE:

The link below will take you to the Oregon Department of Education sample state test. While it's unknown if state testing will take place during the 2020-2021 school year, it never hurts to introduce the format to your child, and work through some practice questions together. The link will take you to a page where it asks you to "sign in," simply click the "sign in" button and select your grade level - you do not need to enter any information or create an account of any sort to take this sample test:

https://login11.cloud1.tds.airast.org/student/V470/Pages/LoginShell.aspx?c=Oregon_PT&a=student

WHAT DOES MY FOURTH GRADER NEED TO KNOW?

In 2010, Oregon adopted the [Common Core State Standards \(CCSS\)](#), along with 41 US states, the District of Columbia, and four US territories. CCSS are college- and career-ready standards and learning goals for what students should know and be able to do at each grade level. It is not a curriculum, but it is what school curriculums (determined by district) teach.

On the following pages, you will find a handful of standards for four subject areas, reading and writing in the English and Language Arts (ELA) category, math, and science. As mentioned before, this is by no means a complete list of what your child needs to know by the end of the school year. This is a resource to help you better understand *some* of the standards that your child is expected to meet, and an opportunity for you to further challenge your child within these standards and supplement what they're learning through their schooling. For a complete list of the standards, visit the [CCSS](http://www.corestandards.org/) website: <http://www.corestandards.org/>

Reading		
Common Core Standard	What does this mean? “I can” statement	What does this look like?
Reading: Literature (i.e. Fiction)		
CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can explain a story by referring to details and examples in the text.	Have your child write a summary of what he or she has read. Encourage them to use phrases like, “In chapter 4...” or “an example of this is...” A template is provided on page 12, where your child can summarize a text and practice this skill.
CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	I can make connections between a written text and a dramatic interpretation of the same text.	Theater and digital media are great for this standard. There are many books that you can find read aloud on YouTube. Have your child read a book, then let them watch someone else read the same book, with expression, or even better, acted out.

Reading: Informational Text (i.e. Non-Fiction)		
CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	I can use details and examples to explain what a text is about.	A template can be found on page 13 to help your child write out the facts he or she has learned, and follow them up with examples from a text.
CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	I can use comprehension strategies to describe the text.	Use the timeline organizer or the cause and effect template on pages 14 and 15 to practice two comprehension strategies.
Reading: Foundational Skills		
CCSS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	I can use different strategies to figure out a word I am unfamiliar with.	Practice prefixes and suffixes, break apart words into syllable segments, and read irregularly spelled words. 15 ways to help teach prefixes and suffixes: https://minds-in-bloom.com/15-ways-to-teach-prefixes-and-suffixes/
CCSS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	I can read fluently and accurately with intonation, correct myself when I make mistakes, and understand what I'm reading.	Read, read, read! Have your child read alone, aloud, to the mirror, to his or her toys, to the family pet, just keep reading!

Writing

Common Core Standard	What does this mean? “I can” statement	Activity
<p>CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>I can write an opinion piece with reasons and details to support my opinion.</p>	<p>Opinion writing prompts:</p> <ol style="list-style-type: none"> 1. Write about your favorite food. 2. Write about your favorite place. 3. Write about the best sport. 4. Write about your favorite movie. 5. Write about your favorite animal. <p>Opinion writing template on page 17.</p>
<p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>I can write a paper to inform someone or explain something, and provide details and facts to support my topic.</p>	<p>Expository writing prompts:</p> <ol style="list-style-type: none"> 1. Write about an animal. 2. Explain three ways people can be kind to each other. 3. Choose an important tool in your home and explain why it’s important. 4. Think about one of your best friends and explain why you like him or her. 5. Think about something you’re really good at. Explain how to do that, to someone who doesn’t know how. <p>Expository writing template on page 18.</p>
<p>CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>I can write a story with at least two events, details in order, and a conclusion. (e.g. first, next, then, last.)</p>	<p>Narrative writing prompts:</p> <ol style="list-style-type: none"> 1. Write a story about the best day ever. 2. Write a story about a time you got hurt. 3. Write a story about a time when you learned something new. 4. Write a story about a time you were scared. 5. Write a story about your earliest memory. What happened? <p>Narrative writing template on page 19.</p>
<p>CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent</p>	<p>I can revise and edit my writing with the help of a</p>	<p>Edit your child’s writing (within reason, spelling, uppercase and lowercase letters,</p>

writing in which the development and organization are appropriate to task, purpose, and audience.	peer or an adult.	ending punctuation.).
<p>CCSS.ELA-LITERACY.W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>I can do research on a topic to learn more before I write about it.</p>	<p>Let your child choose a topic they're interested in and encourage them to research the topic: a sport, an animal, a location, a hobby, etc. Research can be done through different mediums, books, magazines, interviews, the internet (please discuss how to be safe on the internet), etc.</p>

Math

Common Core Standard	What does this mean? "I can" statement	Activity
<p>CCSS.MATH.CONTENT.4.OA.A.2</p> <p>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.</p>	<p>*Important note* When we were in fourth grade, we learned one, maybe two ways of solving a multiplication or division problem. Now students are taught multiple strategies for solving these problems. Some kids resonate with one strategy, while others turn toward completely different strategies. So when you're helping your frustrated child and they say, "That's not how my teacher showed me," they're probably telling the truth. Hang on, and open your mind to these new strategies for adding and subtracting. You might find a method you like better than what you learned growing up!</p> <p>Multiplication Strategies Poster: https://www.pinterest.com/pin/74942781288823585/?nic_v2=1a4MLVSjz</p> <p>Multiplication worksheets: https://www.dadsworksheets.com/worksheets/multiplication.html</p> <p>Division Strategies Poster: https://www.pinterest.com/pin/23573598038120560/?nic_v2=1a4MLVSjz</p> <p>Division worksheets: https://www.dadsworksheets.com/worksheets/division.html</p>
<p>CCSS.MATH.CONTENT.4.NBT.B.5</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain</p>	<p>I can multiply a whole number up to four digits by a one-digit whole number.</p>	<p>Multiply 1-digit numbers by 10, 100, and 1000: https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-10s-100s-1000s/e/multiply-1-digit-number-by-10--100-1000</p> <p>Multiplication Strategies Poster (again):</p>

<p>the calculation by using equations, rectangular arrays, and/or area models.</p>		<p>https://www.pinterest.com/pin/74942781288823585/?nic_v2=1a4MLVSjz</p>
<p>CCSS.MATH.CONTENT.4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one half.</p>	<p>Comparing Fractions Poster: https://www.pinterest.com/pin/3166662226563521/?nic_v2=1a4MLVSjz Comparing Fractions Worksheets: https://www.dadsworksheets.com/worksheets/comparing-fractions.html</p>
<p>CCSS.MATH.CONTENT.4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p>I can use the four operations (+, -, x, ÷) to solve word problems involving measurement.</p>	<p>Word Problem Practice: https://www.math-salamanders.com/4th-grade-math-word-problems.html</p>
<p>CCSS.MATH.CONTENT.4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>I can classify two dimensional shapes based on what I know about them.</p>	<p>This link will take you to a website where you can print worksheets that help teach triangles, 2D and 3D shapes and their properties: https://www.math-salamanders.com/3rd-grade-geometry.html</p>

Science

Focus	Activity
Physical Sciences	Homemade Submarine: https://sciencing.com/make-submarine-project-science-experiment-6528413.html Homemade Hovercraft: https://www.youtube.com/watch?v=St5RmCpAcFw&ab_channel=ChampakWorld
Life Sciences	Endangered Species: Have your child do a mini research project on an endangered species. Read about this animal in books, magazines and online; watch videos; talk about it. Maybe it's at your local zoo? Have them write about this species including where it's located, what it eats, why it's endangered, and what can be done to help it.
Earth and Space	Phases of the Moon Activities: https://www.teachjunkie.com/sciences/21-super-activities-teaching-moon-phases/ Earth Science Activities from NOAA: https://www.noaa.gov/education/resource-collections/elementary/earth-science
Engineering and Design	Hour of Code: https://hourofcode.com/us/learn Roller Coaster Design (for 4-7th graders): https://www.teacherspayteachers.com/Product/Roller-Coaster-Engineering-Design-Challenge-1355695?st=f625b71c0ffdc08951e2f0cbf55339a2

SHOW WHAT YOU KNOW

Use the space below to record new facts in your own words. Follow up this new information with examples from the text.

Example:

Fact 1: I learned that Cheetahs are the fastest land mammal on earth.

Example: For example, on page 12 the text states that a Cheetah can run up to 70 miles per hour.

Fact 1: _____

Example: _____

Fact 2: _____

Example: _____

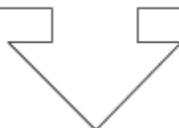
Fact 3: _____

Example: _____

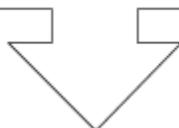
Timeline ORGANIZER

Use this template to organize your summary of what you've read.

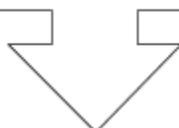
FIRST



NEXT



THEN



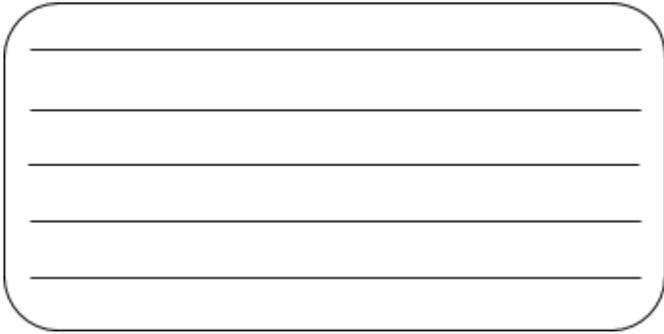
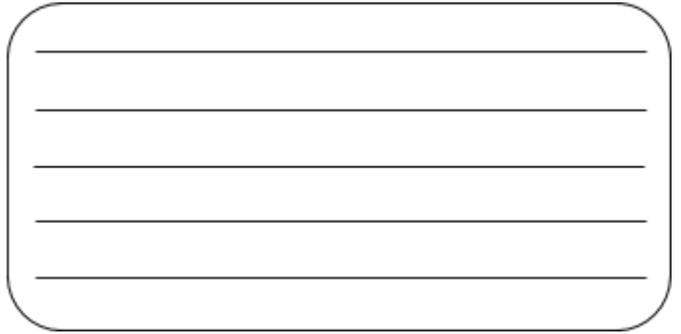
LAST

CAUSE AND EFFECT

Use this template to give examples of cause and effect from the text.

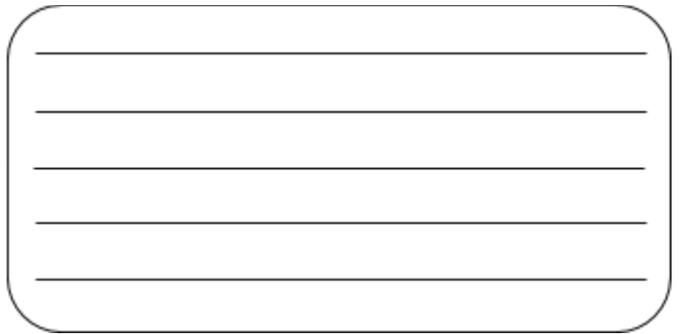
CAUSE

EFFECT

A rounded rectangular box with five horizontal lines for writing.A rounded rectangular box with five horizontal lines for writing.

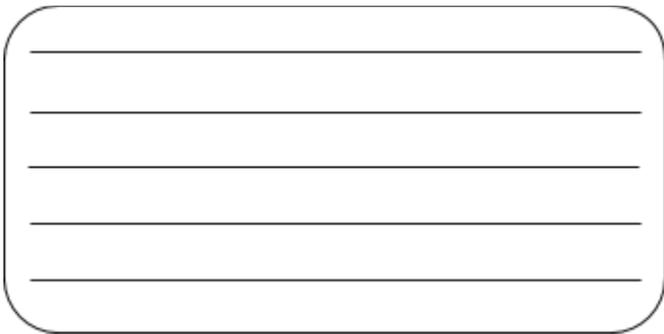
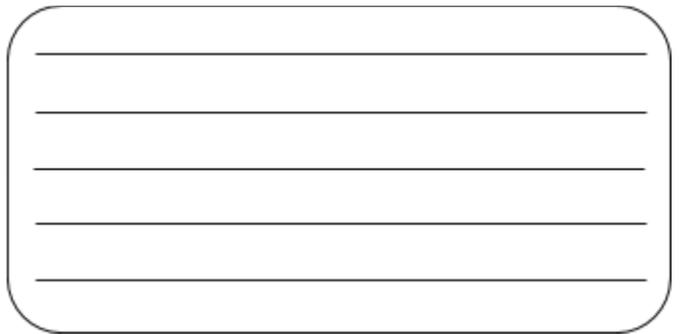
CAUSE

EFFECT

A rounded rectangular box with five horizontal lines for writing.A rounded rectangular box with five horizontal lines for writing.

CAUSE

EFFECT

A rounded rectangular box with five horizontal lines for writing.A rounded rectangular box with five horizontal lines for writing.

CAUSE

EFFECT

A rounded rectangular box with five horizontal lines for writing.A rounded rectangular box with five horizontal lines for writing.

FUN READING BINGO!

Read to complete your BINGO card! Spend at least 10 minutes on each square. When you finish a square, color it in!

B	I	N	G	O
Read in your pajamas	Read to a pet or a stuffed animal	Read poetry Title:_____	Read to someone younger than you.	Read in a blanket or couch fort
Read outside	Read with socks on your hands!	Read a book with a number in the title	Read a magazine Title:_____	Read under a table
Read a picture book	Read a chapter book Title:_____	Read by the light of a flashlight	Read in the kitchen	Read a book for the second time Title:_____
Read a book with a color in the title	Read a non-fiction book Title:_____	Read about something on the internet	Read with your clothes on backwards!	Read on the floor
Read on a big pile of pillows	Read to yourself in the mirror	Read to someone older than you	Read in your bed before you go to sleep.	Read in the car (the car can be turned off)

OPINION WRITING

Opinion writing **tells your opinion**. Be sure to **list reasons** for your opinion.

MY OPINION (EXAMPLE: I THINK...)

REASON 1:

REASON 2:

REASON 3:

ENDING SENTENCE (EXAMPLE: THAT'S WHY...)

EXPOSITORY WRITING

Expository writing explains or gives information. Be sure to share facts about your topic.

TOPIC SENTENCE (EXAMPLE: TODAY I WILL TELL YOU ABOUT...)

FACT 1:

FACT 2:

FACT 3:

CONCLUSION (EXAMPLE: NOW YOU KNOW ALL ABOUT...)

NARRATIVE WRITING

Narrative writing **tells a story**. It **describes** an experience or an event.

Tell: who, what, where, when, why, how.

INTRODUCTION (EXAMPLE: THE BEST DAY EVER WAS...)

FIRST...

NEXT...

THEN...

FINALLY...

CONCLUSION (EXAMPLE: IN THE END...)
