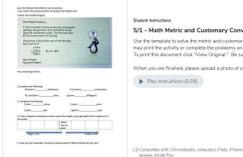


Items highlighted in pink should be *prioritized, completed, submitted to*

Seesaw for teacher feedback. \*indicates item is in print packet

4th Grade Hi-Cap (Baxter) April 27 - May 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Social/Emotional Learning</b></p> <p><b>LEARNING FOCUS:</b></p> <p><i>I can use strategies to manage emotions.</i></p> <p><b>Estimated time:</b> 10 Minutes</p>	<p>Please watch the video: <a href="#">Emotion Management</a></p> <p><b>REFLECTION:</b> Pick a strong emotion you have had. Reflect on how your body feels when you feel that strong emotion. You may record this in a journal, audio, drawing or video.</p> <p><b>Extension:</b> <a href="#">Mindful Moment: Tapping Turtles</a></p>	<p><a href="#">Mindful Moment: Belly Breath</a></p> <p><b>REFLECTION:</b> Think about your Mindful Moment experience and express it artistically through words, sound, image, color, movement or any other creative way. Record this expression of your experience in your journal or a photo, audio or video. You are even invited to share it on SeeSaw!</p>	<p><a href="#">Mindful Moment: Tapping Turtles</a></p> <p><b>REFLECTION:</b> Think about how your mind feels and how your body feels after the Mindful Moment. Is there a strong emotion you feel sometimes that "tapping turtles" might help you with, so you can find calm? You may record this in a journal, audio, drawing or video.</p>	<p><a href="#">Mindful Moment: Naming Our Emotions</a></p> <p><b>REFLECTION:</b> Think about your Mindful Moment experience and express it artistically through words, sound, image, color, movement or any other creative way. Record this expression of your experience in your journal or a photo, audio or video. You are even invited to share it on SeeSaw!</p>	<p>Listen to the read aloud of "<a href="#">In My Heart: A Book of Feelings</a>" by Jo Witek</p> <p><b>REFLECTION:</b> Use the <a href="#">Emotion Tracker</a> to track your emotions throughout the weekend. Think about the strategies you've learned and what works for you!</p> <p><b>OR</b></p> <p>Choose one page from the link <a href="#">My Heart</a> to share how your heart is feeling today. If you'd like, share it with your family or teacher on Seesaw!</p>
<p><b>Reading</b></p> <p><b>LEARNING FOCUS:</b></p> <p><a href="#">CCSS.ELA-LITERACY.RL.5.3</a> Compare and contrast two or more characters, settings, or events in a story.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.5.6</a> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>SUCCESS CRITERIA:</b> <a href="#">Rubric: Self-Assessment</a></p> <p><b>Estimated time:</b> 20-30 minutes</p>	<p><b>TEXT::</b> <a href="#">Richard Wright and the Library Card</a></p> <p>Read the entire story</p> <p>Complete the reading journal for the day</p> <p><a href="#">Reading Journal April 27th-May 1st</a></p> <p><b>Directions:</b> Begin by creating a <b>COPY</b> of the reading journal and adding that to your own Google Drive. Rename the document with your first name before Van Gogh Cafe Reading Journal.</p>	<p><b>TEXT::</b> <a href="#">Richard Wright and the Library Card</a></p> <p>Reread the story paying special attention to how the pictures inform us about the setting (place and time)</p> <p>Complete the reading journal for the day</p> <p><a href="#">Reading Journal April 27th-May 1st</a></p>	<p><b>TEXT::</b> <a href="#">Uncle Jed's Barbershop</a></p> <p>Read the entire story</p> <p>Complete the reading journal for the day</p> <p><a href="#">Reading Journal April 27th-May 1st</a></p>	<p><b>TEXT::</b> <a href="#">Uncle Jed's Barbershop</a></p> <p>Reread the story while paying attention to when the author uses third person to describe Uncle Jed and first-person Sarah Jean talks about herself</p> <p>Complete the reading journal for the day</p> <p><a href="#">Reading Journal April 27th-May 1st</a></p>	<p><b>TEXT::</b> <a href="#">The Civil Rights Act of 1964</a></p> <p>Read this article to learn how the US government tried to stop segregation</p> <p>Complete the reading journal for the day</p> <p><a href="#">Reading Journal April 27th-May 1st</a></p> <p><b>Directions:</b> Make sure to <b>share</b> your finished Reading Journal with Mr. Baxter when you have finished all the pages. This is what you're graded on.</p>

<p><b>Optional Reading Extension Activities:</b></p> <p><b>Estimated time:</b> 15 minutes</p>	<p><b>Optional</b> Learn more about inequity for people of color with this <a href="#">Brainpop movie on Jim Crow Laws</a></p>	<p><b>Optional</b> Explore some of the <a href="#">readings related to Jim Crow Laws and segregation</a></p>	<p><b>Optional</b> Uncle Jed's Barbershop takes place during the Great Depression--here are two movies that explain this life-changing event: <a href="#">Brainpop Great Depression</a> or <a href="#">Crash Course History--The Great Depression</a></p>	<p><b>Optional</b> Explore some of the <a href="#">Great Depression related readings</a>. There is also a game called the <a href="#">Meaning of Beep: Great Depression</a></p>	<p><b>Optional</b> Learn about the art scene during our stories. <a href="#">This movie on the Harlem Renaissance</a> highlights some of the amazing art that was created during the 1920s and 1930s.</p>
<p><b>Writing</b></p> <p><b>LEARNING FOCUS:</b></p> <p><i>I can develop and strengthen my writing as needed by planning, revising, and editing.</i></p> <p><i>I can write an opinion/persuasive piece on a topic or text, supporting a point of view with reasons and information.</i></p> <p><b>LANGUAGE FOCUS:</b> <a href="#">Word and Phrase Examples</a></p> <p><a href="#">Transitional Word Bank</a></p> <p><b>SUCCESS CRITERIA:</b> <a href="#">Reflection Checklist</a></p> <p><a href="#">Rubric for Final Draft</a></p> <p><b>Estimated Daily Time:</b> 20-30 minutes</p>	<p><b>Watch:</b></p> <p><a href="#">Teacher Video: Editing Run-On Sentences</a></p> <p><b>Read and/or listen:</b> <a href="#">Read Aloud: Run On Sentences</a></p> <p><b>Seesaw Activity:</b> Go to the SeeSaw activity your teacher has assigned called: <a href="#">Practice with Run-Ons</a></p> <p><a href="#">Complete the opinion writing for the day</a></p>	<p><b>Writing Activity:</b></p> <p>1. Reflect on your essay and edit using these instructions: <a href="#">Eliminate Run Ons and Add Transitions</a></p> <p><a href="#">Complete the opinion writing for the day</a></p>	<p><b>Watch:</b></p> <p><a href="#">Teacher Video: Editing Conventions</a></p> <p><b>Writing Activity:</b></p> <p>1. Re-read last-weeks essay out loud slowly 2. Reflect on your essay and edit any spelling, grammar or punctuation mistakes.</p> <p><a href="#">Complete the opinion writing for the day</a></p>	<p><b>Writing Activity:</b></p> <p>Having a few days away from a writing helps us see it with a fresh look. Use the rubric below to evaluate your essay from last week or the week before: <a href="#">Rubric for Final Draft</a></p> <p><a href="#">Complete the opinion writing for the day</a></p>	<p><b>Writing Activity:</b></p> <p><a href="#">Complete the opinion writing for the day</a></p>
<p><b>Phonics/Word Work</b></p> <p><b>LEARNING FOCUS:</b></p> <p><i>I can use phonics and word analysis skills to decode unfamiliar words. I can use letter-sound knowledge, syllables, and roots and</i></p>	<p>LESSON: <a href="#">Irregular Plurals</a></p> <p><a href="#">Irregular Plurals Worksheet</a> *</p> <p><a href="#">Irregular Plurals Key</a></p> <p><b>Wordly Wise</b> Read chapter 17</p>	<p><b>Wordly Wise</b> Complete 17B</p> <p><b>Khan Academy</b> Work on your grammar assignments for 10 minutes</p>	<p><b>Wordly Wise</b> Complete 17C</p> <p><b>Khan Academy</b> Work on your grammar assignments for 10 minutes</p>	<p><b>Wordly Wise</b> Complete 17D</p> <p><b>Khan Academy</b> Work on your grammar assignments for 10 minutes</p>	<p>LESSON: <a href="#">Accented Syllables and Schwa</a></p> <p><a href="#">Accented Syllables and Schwa Worksheet</a> *</p> <p><a href="#">Accented Syllables and Schwa Key</a></p>

<p><i>affixes to read unfamiliar words.</i></p> <p><b>SUCCESS CRITERIA:</b> See Answer Keys</p> <p><b>Estimated Daily Time:</b> 10 minutes</p>	<p>words and definitions and complete 17A</p>				<p><b>Wordly Wise</b> Read the chapter 17E story</p>
<p><b>Math</b></p> <p><b>LEARNING FOCUS: 5.MD.1</b> <i>I can solve real-world problems solving measurement conversion.</i></p> <p><b>LANGUAGE FOCUS:</b> -Metric: meter, liter, gram -Customary: inches, feet, yard, mile, gallon, quart, pint, cup, pound, ounce, ton</p> <p><b>Estimated time:</b> 20-30 minutes</p>	<p><b>LESSON:</b> Watch this <a href="#">BrainPop</a> and listen to the story about King Henry to help you convert metric units of measure.</p> <p><b>ACTIVITY:</b> When you are finished, you may use this <a href="#">anchor chart</a> to help you with your practice of converting metric units of measure.</p> <p>Show what you have learned on this worksheet or using a separate sheet of paper.</p> <p><a href="#">Metric Measures Worksheet</a></p> <p><a href="#">(Link to answers - check work)</a></p>	<p><b>LESSON:</b> Watch this <a href="#">video</a> to review how to convert metric units.</p> <p><b>ACTIVITY:</b> When you are finished, you may use the <a href="#">anchor chart</a> from yesterday, to help you with your practice of converting metric units of measure.</p> <p>Show what you have learned on this worksheet or using a separate sheet of paper.</p> <p><a href="#">*Convert Unit of Length, Volume, and Mass Worksheet</a></p> <p><a href="#">(Link to answers - check work)</a></p> <p>Complete Daily Dose 420</p>	<p><b>LESSON:</b> Watch this <a href="#">BrainPop</a> to help you convert customary units of measure</p> <p>View this <a href="#">Customary Units of Measure</a> slides presentation. Please be sure to click the speaker in the top left corner to hear the lesson explanation.</p> <p><b>ACTIVITY:</b> Show what you have learned on this worksheet or using a separate sheet of paper.</p> <p><a href="#">*Converting Units of Length, Volume, and Mass-Customary Worksheet-Wednesday</a></p> <p><a href="#">(Link to answers--check your work)</a></p> <p>Complete Daily Dose 423</p>	<p><b>LESSON:</b> If necessary, review the <a href="#">Customary Units of Measure</a> slides presentation from yesterday. Please be sure to click the speaker in the top left corner to hear the lesson explanation. You may also watch this <a href="#">BrainPop</a>.</p> <p><b>ACTIVITY:</b> Show what you have learned on this worksheet or on a separate paper</p> <p><a href="#">* Converting Units of Length, Volume, and Mass-Customary Worksheet-Thursday</a></p> <p><a href="#">(Link to answers--check your work)</a></p> <p>Complete Daily Dose 424</p>	<p><b>ACTIVITY:</b> Metric and Customary Mini-Quiz</p>  <p>Sign in to SeeSaw and go to the activities tab to find your metric and customary conversion math mini-quiz for the week. You may print off the quiz <a href="#">here</a> or complete it on a separate sheet of paper.</p> <p>When you are finished, upload your completed quiz or answers for teacher feedback. To do this, click "add response" in the activity, then find your name, and upload your photo.</p>
<p><b>Math Extension Activities:</b></p> <p><b>LEARNING FOCUS: 6.RP.A.1</b> <i>I understand the concept of ratios. I know that a ratio describes the relationship between two numbers.</i></p> <p><b>6.RP.A.3</b> <i>I can use my knowledge of ratios to solve</i></p>	<p><b>Optional</b></p> <p>Watch this <a href="#">Introduction to Ratios</a> video, and this additional video on <a href="#">Equivalent Ratios</a>.</p> <p>Tomorrow's assignment will be related to these videos.</p>	<p><b>Optional</b></p> <p>If necessary, rewatch the videos from yesterday (<a href="#">Introduction to Ratios</a> and <a href="#">Equivalent Ratios</a>).</p> <p>Then, answer the questions on this <a href="#">*Equivalent Ratios</a></p>	<p><b>Optional</b></p> <p>Watch this <a href="#">mini-lesson video on how to set up a ratio table</a>.</p> <p>Next, watch this <a href="#">mini-lesson video on how to use a ratio table to solve a real-life problem</a>.</p>	<p><b>Optional</b></p> <p>If you feel you need to, rewatch some or all of the videos from this week.</p> <p>Then, try this <a href="#">* Ratio Word Problem practice page</a>.</p>	<p><b>Optional</b></p> <p>Complete this <a href="#">*Equivalent Ratios Check for Understanding worksheet</a>.</p> <p>Check your answers with this <a href="#">KEY</a>.</p>

*real-world problems.*  
**6.RP.A.3a** I can use multiplication and division to find equivalent ratios.

**LANGUAGE FOCUS:**  
ratio, relationship, equivalent, ratio table

**Estimated time:**  
15 minutes

[Worksheet](#)

Check your answers in this [Equivalent Ratios Worksheet KEY](#)

Now do this [\\*practice worksheet](#). Use your background knowledge of fractions to help you.

Check your answers with this [Answer Key](#)

<p><b>Science/ Social Studies</b></p> <p><b>Estimated time:</b> 10-15 Minutes</p> <p><b>BrainPop and PebbleGo Login information:</b></p> <p>The usernames and passwords are the same. Type your school's initials followed by your school's animal mascot. There are no spaces and all letters are lowercase.</p> <p>Example: (ipeagles, ipeagles)</p>	<p><b>Science</b> Waves--Lesson 1 <i>What are Some Examples of Waves?</i></p> <p><b>Learning Focus:</b> I can review information learned from Lesson 1 and check-in to see what I am understanding.</p> <p><b>Learning Task:</b></p> <ol style="list-style-type: none"> <li>1. Login to the TCI app using <a href="#">ClassLink</a>.</li> <li>2. In the Waves unit, find Lesson 1: <i>What Are Some Examples of Waves?</i></li> <li>3. Go to <b>TEXT WITH NOTES</b> in the purple sidebar to the left.</li> <li>4. Read the section titled "<u>Summary</u>" (p.283).</li> <li>5. Complete the "Check for Understanding" vocabulary activity at the bottom of the page. When ready, click "Check My Answers."</li> <li>6. Go to the <b>LESSON GAME</b> in the purple sidebar to the left. Then play the Lesson Game to help you check-in with your understanding from Lesson 1.</li> </ol> <p>Video tutorial of today's TCI Science work <a href="#">Monday Science Activities to Access</a></p> <p>Having trouble with the TCI app? Use this link to access the reading: <a href="#">Link: "What Are Some Examples</a></p>	<p><b>Learning Focus:</b> I can describe some of the foods brought on the Oregon Trail.</p> <p><b>Learning Focus:</b> I can design a meal that might have been eaten on the Oregon Trail.</p> <p><b>Learning Task:</b></p> <p>Design a Meal</p> <p><a href="#">Teacher video explaining the task</a></p> <ol style="list-style-type: none"> <li>1) Look back at your supply list from last week. (or click here <a href="#">Supply List</a>)</li> <li>2) Pick foods from the list and decide what you would make for a meal on the Oregon Trail.</li> <li>3) Share your ideas in writing, a video, or drawing.</li> </ol>	<p><b>Science</b> Waves--Lesson 1 <i>What are Some Examples of Waves?</i></p> <p><b>Learning Focus:</b> I can explain concepts in a scientific text.</p> <p><b>Learning Task:</b></p> <ol style="list-style-type: none"> <li>1. Login to the TCI app using <a href="#">ClassLink</a>.</li> <li>2. In the Waves unit, find Lesson 1: <i>What Are Some Examples of Waves?</i></li> <li>3. Go to <b>TEXT WITH NOTES</b> in the purple sidebar to the left.</li> <li>4. Read the section titled "<u>Super Simple Science - Walls of Water</u>."</li> <li>5. In Seesaw, provide a brief summary of the text. You have the option to <u>add a post to your journal using the "note" tool to write a summary paragraph OR using the "video" tool to record yourself sharing important ideas and details from the text.</u></li> </ol> <p>Having trouble with the TCI app? Use this link to access the reading:  <a href="#">Link to Text: "What Are Some Examples of Waves?"</a></p>	<p><b>Learning Focus:</b> I can describe and share about the types of houses that the Pioneers built once they settled in Oregon City.</p> <p><b>Learning Focus:</b> I can take what I know about early Pioneer cabins and create an example of a cabin.</p> <p><b>Learning Task:</b></p> <p><a href="#">Teacher video explaining the task.</a></p> <ol style="list-style-type: none"> <li>1) Watch the video</li> <li>2) <b>Select one of the following options:</b></li> </ol> <p>A. Build a "cabin" in your house using the resources you have on hand. Post a photo to Seesaw. Record what you have learned about early Pioneer cabins.</p> <p><b>OR</b></p> <p>B. Draw a picture of a cabin. Post a photo to Seesaw. Record what you have learned about early Pioneer cabins.</p>	<p><b>Science</b> Waves--Lesson 1 <i>What are Some Examples of Waves?</i></p> <p><b>Learning Focus:</b> I can demonstrate my understanding of Lesson 1 on a quiz</p> <p><b>Learning Task:</b></p> <ol style="list-style-type: none"> <li>1. Login to the TCI app using <a href="#">ClassLink</a>.</li> <li>2. In the Waves unit, find Lesson 1: <i>What Are Some Examples of Waves?</i></li> <li>3.</li> <li>4. Click on <b>Assignments</b> to see the quiz assigned to you <b>OR</b> click here to <b>download a PDF of the quiz OR</b> click here to see the quiz on Seesaw</li> <li>5. If you took the quiz on TCI your teacher will see your answers--if you did it on paper take pictures of the pages and upload your answers to Seesaw</li> </ol>
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	<a href="#">of Waves?"</a>				
<b>Science/Social Studies Extension Activities</b>	<p><b>Extension</b></p> <p>Watch the <a href="#">Brainpop movie on Sound Waves</a> and then play the video game <a href="#">Wave Combinator</a></p> <p><a href="#">Tips for using Brainpop</a></p>	<b>FREE DAY</b>	<p><b>Extension</b></p> <p>Watch the <a href="#">Brainpop movie on Tsunami Waves</a> and then play the video game <a href="#">Time Zone X: Sound</a> or read more <a href="#">fun facts about sound waves</a></p>	<b>FREE DAY</b>	<p><b>Extension</b></p> <p>You can watch this <a href="#">Brainpop movie on Earthquakes</a> and play the <a href="#">Earthquake Game</a> to reinforce your understanding of Earthquakes</p>
<b>Daily Move Challenge From PE</b>	<p><b>Outdoor Option:</b></p> <p>Go outside for a superhero themed workout routine:</p> <ul style="list-style-type: none"> <li>• 10 Spiderman crawls</li> <li>• 1 Flash sprint</li> <li>• 5 soaring Wonder Woman runs</li> <li>• 3 flying Supermans (lay on your stomach, extend arms and legs as you reach up)</li> <li>• 5 Batman squats (bend knees, jump up and extend legs and arms in the shape of a star)</li> </ul> <p><b>Indoor Option:</b></p> <p>Use this <a href="#">One Week Fitness Chart</a> to find a Cardio, Strength and Flexibility Activity (with a Warm-up and Cool Down) for each day of the week.</p>	<p><b>Outdoor Option:</b></p> <p>Take a neighborhood walk. You can use the <a href="#">Go For a Walk Bingo card</a> to find things in your neighborhood.</p> <p><b>Indoor Option:</b></p> <p>Try <a href="#">this chant</a> with Koo Koo Kanga Roo in a variety of styles!</p> 	<p><b>Outdoor Option:</b></p> <p><i>Clean up Your Backyard!</i></p> <p>Use a marker to divide the game area in half and find lots of balls or balloons to throw. Set a timer for a few minutes and each person/team on either side tries to get all the balls/balloons out of their side by throwing them to the other side (underhand or overhand throwing). Count the number of balls/balloons on your side at the end of the timer. Who had the fewest number of balls/balloons and the cleanest yard?</p> <p><b>Indoor Option:</b></p> <p>Learn how to do the dance move: <a href="#">The Wave</a></p>	<p><b>Outdoor Option:</b></p> <p><i>Throwing a ball!</i></p> <p>Use a target, like a bucket, hula hoop or bin, and toss a ball (underhand or overhand) into your target. See how many times in a row you can make it into your target!</p> <p><b>Indoor Option:</b></p> <p>Try a seated workout on a <a href="#">Roller Coaster</a> with Koo Koo Kanga Roo.</p> 	<p><b>Outdoor Option:</b></p> <p><i>What Time Is It, Mr. Fox?</i></p> <p>One player is Mr. or Ms. Fox. The other players stand about 20-30 feet back from Mr./Ms. Fox in a straight line, facing Mr./Ms. Fox. The players call out, "What time is it, Mr./Ms. Fox?" Mr./Ms. Fox answers with a time such as, "four o'clock!" (No fractions of the hour are allowed). The players take the same number of steps towards Mr./Ms. Fox as the hours he/she called out (so in this case they would take four steps). If Mr./Ms. Fox calls out "Midnight!" all the players turn around to run back to the starting line without being tagged as Mr./Ms. Fox gives chase. If Mr./Ms. Fox tags someone, they become the next Mr./Ms. Fox..</p> <p><b>Indoor Option:</b></p> <p>Use the <a href="#">May PE Calendar</a> to find ways to move each day in the month of May.</p>

**Specialists**

**Estimated time:**  
15 Minutes

**MUSIC**  
**African Music:**  
**Marimbas!**

Today you will make a water marimba then play along with some great musicians!



Please listen to the "[Hillcrest Marimba Band](#)" and select an activity from the choices below.

[Music Activity Choices and Extensions](#)

**Bonus Activity**  
If you would like to share your work with your music teacher, please post a response in Seesaw!

**MISD K-5 Music Sites**  
Looking for more music activities? Check your school's music website for more options!

[Island Park Music](#)  
[Lakeridge Music](#)  
[Northwood Music](#)  
[West Mercer Music](#)

**SPANISH**  
**Gazpacho**

Just read the directions and play the video to watch (no need to sign in or Save Activity) for [Gazpacho Video Recipe](#)

**Step one:** Watch the video of Sr. Mateo preparing a popular dish from Spain. You may want to watch the video a couple times in preparation for the written activity.

[Gazpacho Activity](#)

**Step two:** Please write the Spanish vocabulary words from the recipe.

**Step three:** Complete the word search with the Spanish vocabulary.

**BONUS:** If you would like to share your work with your Spanish teacher, please take a picture of your completed worksheet and upload the work as a response to the Gazpacho video posted in SeeSaw this week **AND/OR** make a short video of you sharing which ingredients you have in your house using the Spanish vocabulary words.

**ART**  
**Graphic Journals**



Click [Here](#) for Project Directions

Weekly Video Greeting from:  
[Ms. Richardson](#) | [Ms. Tran](#)

Check out...  
Ms. Richardson's [WEBSITE](#)  
Ms. Tran's [WEBSITE](#)

**LIBRARY**  
**April is Poetry Month**

[Poem in Your Pocket Video](#)

Celebrate Poetry Month by Keeping a Poem in Your Pocket!

**Step one:** Watch the video of our school librarians sharing their favorite poems with us!

[Poem in Your Pocket Activity](#)

**Step two:** Write your favorite poems on little slips of paper or download the pocket poems sheet.

\*Bonus: [KCLS Poetry for Kids](#)  
Link to a list of available Poetry E-Books and Audio Books at the Public Library.

**PE**

[Cardiorespiratory lesson](#)