

Remote Based Learning

March 23rd -April 3rd

Mrs. Hagen- 4th Grade

Parents, I know how stressful this situation is for everyone, please just do the best you can. While yes we need to continue with the education process, we also need to be mindful that our health and safety is of the utmost importance.

The following is how our daily schedule looks. Please have your child do the assignments in the order you feel most comfortable. Everything I have on these plans are things your child should be able to do with some independence. The I-ready packets are review since we are not sending laptops home. I don't want to add to your stress by sending new skills. Pick and choose skills that your child can do without frustration. There are some skills in the math packet towards the end that might be difficult for some. Please email me or message me through Google Classroom. I know math isn't taught in the manner in which we learned it. Just do your best! Should your child finish the assigned work before April 3rd, many companies are offering free on-line resources. I will not be able to provide additional packets. The workbooks I sent home will be used only if we continue Remote Based Learning past April 3rd.

My email address is: lhagen@carson.k12.nv.us, I will be checking emails from 8:00 to 3:30 per district guidelines starting March 23rd. I have downloaded the Textnow app on my tablet which will allow you to text me or call me. The number is: 1-775-346-2655. I will be contacting you twice a week to check in either through Google Classroom, email or by phone. If I can't contact you through school email or Google classroom I am required to call, this is the district guideline.

I am looking forward to resuming school on April 3rd. We will be in contact with updates as soon as we know. Thank you for your support and take care of yourself and your child(ren).

These plans are only for the weeks of March 23rd through April 3rd

****I will post these plans in Google Classroom ****

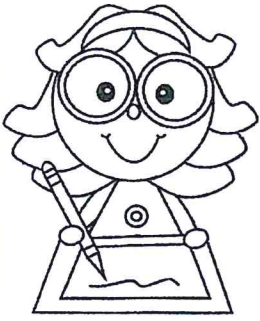
<p>Math</p> <p>I did not assign specific pages to do. Students can work on the math at their own pace.</p>		<p>Check in via Google Classroom, school email, or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information from Specialists Teacher</p>	<p>Check in via Google Classroom, school email, or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information from Specialists Teacher</p>	<p>Check in via Google Classroom, school email or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information from Specialists Teacher</p>	<p>Check in via Google Classroom, school email or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information from Specialists Teacher</p>	<p>Check in via Google Classroom, School email, or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information</p>
<p>Specials</p>		<p>Check in via Google Classroom, school email, or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information from Specialists Teacher</p>	<p>Check in via Google Classroom, school email, or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information from Specialists Teacher</p>	<p>Check in via Google Classroom, school email or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information from Specialists Teacher</p>	<p>Check in via Google Classroom, school email or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information from Specialists Teacher</p>	<p>Check in via Google Classroom, School email, or phone call</p> <p>I-Ready At-Home Activity Packet (You will turn this in when we return on April 6th.) I recommend students do 1-2 pages daily.</p> <p>In addition, I have posted math resources on the Mark Twain Website.</p> <p>See Information</p>

			from Specials Teacher	from Specials Teacher			
Brain Break		Eat a snack, do something fun!	Eat a snack, do something fun!	Eat a snack, do something fun!	Eat a snack, do something fun!		Eat a snack, do something fun!
Interventions		If you have assignments from support programs (sped, ESL), please complete. All other students should work on Khan Academy assignments on-line if possible.	If you have assignments from support programs (sped, ESL), please complete. All other students should work on Khan Academy assignments on-line if possible.	If you have assignments from support programs (sped, ESL), please complete. All other students should work on Khan Academy assignments on-line if possible.	If you have assignments from support programs (sped, ESL), please complete. All other students should work on Khan Academy assignments on-line if possible.		If you have assignments from support programs (sped, ESL), please complete. All other students should work on Khan Academy assignments on-line if possible.
Lunch Break		Eat Lunch and do something fun or something you enjoy!	Eat Lunch and do something fun or something you enjoy!	Eat Lunch and do something fun or something you enjoy!	Eat Lunch and do something fun or something you enjoy!		Eat Lunch and do something fun or something you enjoy!
Language		Vocabulary A-Z Complete: Cut out words and definitions. Play any of the games provide to you with a family member.	Vocabulary A-Z Complete: Analogies page and cloze sentences pages. (you will turn this in when we return on April 6 th) Play a different game with your vocabulary words.	Vocabulary A-Z Complete: Concept completion page. (you will turn this in when we return on April 6 th) Play a different game with your vocabulary words.	Vocabulary A-Z Complete: Assessment (you will turn this in when we return on April 6 th) Play a different game with your vocabulary words.		Vocabulary A-Z If you have access to Raz-kids(see Mark Twain Website or Google Classroom) do vocabulary games assigned.

<p>Writing</p>	<p>Finish it Writing Choice Board</p> <p>*Choose a topic and write 3 paragraphs, use google classroom or on paper.</p> <p>Make sure your writing has a: *beginning *middle *ending, conclusion</p> <p>Use the organizer to help you brainstorm ideas.</p> <p>When you finish writing your ideas down in complete sentences, please edit and revise your writing. (spelling, punctuation, capitalization, and good word choice)</p> <p>*Please choose 4 topics to complete by April 3rd.</p>	<p>Finish it Writing Choice Board</p> <p>*Choose a topic and write 3 paragraphs, use google classroom or on paper.</p> <p>Make sure your writing has a: *beginning *middle *ending, conclusion</p> <p>Use the organizer to help you brainstorm ideas.</p> <p>When you finish writing your ideas down in complete sentences, please edit and revise your writing. (spelling, punctuation, capitalization, and good word choice)</p> <p>*Please choose 4 topics to complete by April 3rd.</p>	<p>Finish it Writing Choice Board</p> <p>*Choose a topic and write 3 paragraphs, use google classroom or on paper.</p> <p>Make sure your writing has a: *beginning *middle *ending, conclusion</p> <p>Use the organizer to help you brainstorm ideas.</p> <p>When you finish writing your ideas down in complete sentences, please edit and revise your writing. (spelling, punctuation, capitalization, and good word choice)</p> <p>*Please choose 4 topics to complete by April 3rd.</p>	<p>Finish it Writing Choice Board</p> <p>*Choose a topic and write 3 paragraphs, use google classroom or on paper.</p> <p>Make sure your writing has a: *beginning *middle *ending, conclusion</p> <p>Use the organizer to help you brainstorm ideas.</p> <p>When you finish writing your ideas down in complete sentences, please edit and revise your writing. (spelling, punctuation, capitalization, and good word choice)</p> <p>*Please choose 4 topics to complete by April 3rd.</p>	<p>Finish it Writing Choice Board</p> <p>*Choose a topic and write 3 paragraphs, use google classroom or on paper.</p> <p>Make sure your writing has a: *beginning *middle *ending, conclusion</p> <p>Use the organizer to help you brainstorm ideas.</p> <p>When you finish writing your ideas down in complete sentences, please edit and revise your writing. (spelling, punctuation, capitalization, and good word choice)</p> <p>*Please choose 4 topics to complete by April 3rd.</p>	<p>Play a different game with your vocabulary words.</p> <p>Finish it Writing Choice Board</p> <p>*Choose a topic and write 3 paragraphs, use google classroom or on paper.</p> <p>Make sure your writing has a: *beginning *middle *ending, conclusion</p> <p>Use the organizer to help you brainstorm ideas.</p> <p>When you finish writing your ideas down in complete sentences, please edit and revise your writing. (spelling, punctuation, capitalization, and good word choice)</p> <p>*Please choose 4 topics to complete by April 3rd.</p>
----------------	--	--	--	--	--	---

<p>Reading</p> <p>I have assigned reading pages for :</p> <p>Week 1-March 23-27 Week 2 March 30-April 3</p> <p>Please follow Week 1 assignment Mon-Fri, then Week 2 assignments Mon-Fri.</p>	<p>*You will turn this in when we return on April 6th.</p> <p>*I-ready At -Home Reading Packet (You will turn this in when we return on April 6th) Week 1(March 23rd) Do pages 11-14 in packet.</p> <hr/> <p>Week 2(March 30th) Do pages 34-38</p> <p>*Please do 30 minutes of independent reading with a book of your choice (can be online resource). Fill out the reading log and return on April 6th.</p> <p>*In addition, I have posted online reading resources on the Mark Twain Website.</p>	<p>*You will turn this in when we return on April 6th.</p> <p>*I-ready At-Home Reading Packet (You will turn this in when we return on April 6th.) Week 1(March 23rd) Do pages 15-18 (Do NOT do the experiment on page 15).</p> <hr/> <p>Week 2(March 30th) Do pages 39-40 #1-3</p> <p>*Please do 30 minutes of independent reading with a book of your choice (can be online resource). Fill out the reading log and return on April 6th.</p> <p>*In addition, I have posted online reading resources on the Mark Twain Website.</p>	<p>*You will turn this in when we return on April 6th.</p> <p>*I-ready At-Home Reading Packet (You will turn this in when we return on April 6th.) Week 1(March 23rd) Do pages 19-21</p> <hr/> <p>Week 2(March 30th) Do pages 40 #4 Use page 41 to do the writing.</p> <p>*Please do 30 minutes of independent reading with a book of your choice (can be online resource) Fill out the reading log and return on April 6th.</p> <p>*In addition, I have posted online reading resources on the Mark Twain Website.</p>	<p>*You will turn this in when we return on April 6th.</p> <p>*I-ready At-Home Reading packet (You will turn this in when we return on April 6th.) Week 1(March 23rd) Do pages 22-27 PLEASE Skip pages 28-29 !!</p> <hr/> <p>Week 2(March 30th) Pages 42-45</p> <p>*Please do 30 minutes of independent reading with a book of your choice (can be online resource). Fill out the reading log and return on April 6th.</p> <p>*In addition, I have posted online reading resources on the Mark Twain Website.</p>	<p>*You will turn this in when we return on April 6th.</p> <p>*I-ready At-Home Reading packet (You will turn this in when we return on April 6th.) Week 1(March 23rd) Do pages 30-33</p> <hr/> <p>Week 2(March 30th) Pages 46-47 Skip pages 48-49</p> <p>*Please do 30 minutes of independent reading with a book of your choice (can be online resource) Fill out the reading log and return on April 6th.</p> <p>*In addition, I have posted online reading resources on the Mark Twain Website.</p>
---	--	---	--	--	---

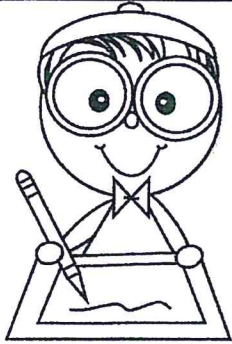
5 Steps in the Writing Process



Prewriting:

Getting your thoughts down on paper.

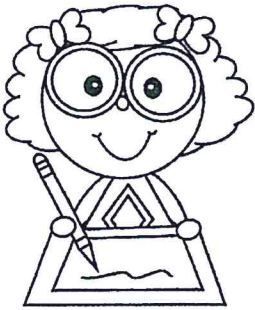
free writing, brainstorm, outline, notes



Drafting:

Putting your ideas and thoughts together.

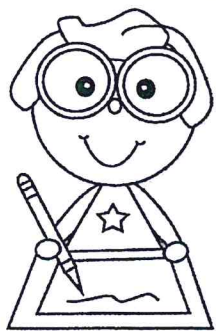
sentences and paragraphs



Editing:

Correcting grammar and punctuation.

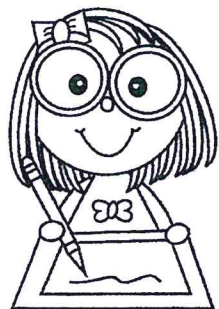
proofreading symbols



Revising:

Rewriting or rearranging sentences to make sense.

Making it all come together.



Publishing:

Sharing your work with others.

final copy and presenting

Finish It! Writing Organizer

Beginning: (introduce topic)

Middle: (add the details)

End: (conclude or wrap it up)

W	R	i	T	e
<p>Cats and dogs are just fine pets for most people. If you ask me, ----- would be the best pet ever. I know what you are thinking, but let me explain.</p> <p>As soon as my mother left the house, I rushed over to the phone to call....</p> <p>Dear -----</p> <p>I strongly believe that I should be allowed to -----</p>	<p>Whizzz! The ball barely avoided hitting me in the head. As I looked around, I noticed no one was around.</p> <p>Have you ever wondered what it would be like to fly an airplane? I will never forget the day I flew an airplane. It was -----</p> <p>Write a story with this title: How to Make -----</p>	<p>"Congratulations! You have just won a dream trip of a lifetime!" the announcer said after calling me to the stage.</p> <p>There are many influential people who have made a difference in the ----- world. ----- is the most influential, in my opinion.</p> <p>Write a story with this title: The Day that Surpassed All Others</p>	<p>If given the choice, I would definitely choose ----- as the grossest food ever. By the time I am finished explaining why, I bet you will agree.</p> <p>Many people don't realize how easy it is to ----- ----- After reading this, I think you will be able to do this in your ----- sleep!</p> <p>By far, the worst thing that has ever happened to me was when ----- It all started -----</p>	<p>I couldn't believe when I saw my teacher transformed into an Egyptian mummy princess. What was going on?</p> <p>A week ago, something very weird happened while I was home alone. It all started when....</p> <p>If I could only see one color for the rest of my life it would be -----</p>

Concentration

Materials: *Word cards, definition cards*

Make copies of the reproducible word and definition cards. Cut them out. Place the cards face down on a table. Have students match each word card with its corresponding definition card.

Draw It

Materials: *Word cards, definition cards, dry-erase board and marker*

Make two-sided copies of the reproducible word and definition cards so that the words are on one side of the page and the corresponding definitions are on the flip side. Place all the word cards in a box or envelope. Have a student pick a card and not allow his or her classmates to see it. Then have the student draw a picture of the word on a dry-erase board while the other players guess the word. The first player to correctly guess the word gets to keep the word card. The player holding the most word cards at the end of the game wins.

Flash Cards

Materials: *Word cards, definition cards*

Make two-sided copies of the reproducible word and definition cards and cut them apart so that the words are on one side of the cards and the corresponding definitions are on the flip side. Have students quiz each other on word meaning using the cards. Then, to assess understanding, hold up each card (word side out) and have students say the word's meaning. After you've made your way through the entire deck, flip the cards over (definition side out) and have students say the word based on the definition.

I Would, I Wouldn't

Materials: *Word cards*

Make copies of the word cards. Place all the word cards in a box or envelope and have pairs of students choose a word. Have the first student in the pair begin the game by using his or her vocabulary word to complete a sentence that begins with: "I would..." (I would like to know more about how a *tornado* is formed.) The second student in the pair then follows by using the same vocabulary word to complete a sentence that begins with: "I wouldn't ever..." (I wouldn't ever want to get caught in a *tornado*.) As pairs of students continue to pick words and complete "I would..." and "I wouldn't..." sentences, encourage responses that show they understand the meaning of the word.

Jumble It

Materials: *Word list, writing paper*

Place a vocabulary word list where everyone can see it and give each student a sheet of writing paper. Explain that students are to make a word jumble for a partner. They are to choose the vocabulary words at random and write them, one word per line, in a mixed-up fashion in a column along the left side of their paper, leaving room on the right side for their partner to unscramble the word. When students have finished jumbling their words, have them trade papers with their partner to solve each other's jumble. The first partner to unscramble the words correctly is the winner.

Once Upon a Time

Materials: *Word cards*

Make copies of the word cards. Cut them apart and place them face down in front of a pair or group of students. Have students take turns drawing a word card and using the word to complete the sentence, "Once upon a time, I..." (This activity can be completed aloud or in writing.)

It's in the Bag

Materials: *Word cards, action cards, sentence cards, three paper bags*

Make a copy of each set of cards (word cards, action cards, and sentence cards). Place each set of cards in a separate paper bag. Label one bag "Word Bag," one "Action Bag," and one "Sentence Bag." Then have each student pick a word card from the Word Bag and read the card aloud. Next, have him or her pick a card from the Action and/or Sentence Bag and use his or her chosen vocabulary word to do as the card(s) instruct. For an added challenge, allow students to select more than one action or sentence card to use with their word. Play until each student has had the chance to read and use his or her word, or as time allows.

Quick Change

Materials: *Word list, dry-erase marker, old sock, plastic-topped desk or dry-erase board for each player*

Have students stand in front of their plastic-topped (NOT wooden) desk with a dry-erase marker and an old sock. Post the vocabulary list where everyone can see it. Tell students that when you say "go," they are to choose a word on the list and draw a picture of it on their desk or dry-erase board. When you say "stop," they are to stop and move to the desk to their right. Then have each student guess which vocabulary word is depicted in the drawing on their new desk. They should then check their answer with the person to their right who drew it. Then have them erase that drawing and begin playing again with a different word. Allow students to continue moving around the room, drawing each new word at a new desk. The game ends when all the words have been used or time runs out.

Scavenger Hunt

Materials: *Word cards, newspapers, textbooks, magazines*

Have students go on a scavenger hunt by searching in newspapers, textbooks, and magazines for the words on the vocabulary word list.

Story Train

Materials: *Word cards, writing paper*

Hand each student a word card and a sheet of writing paper. Explain that the goal of the game is to complete group stories. Give students a specific time limit in which to write, such as two minutes. Have them use the word on their word card to begin writing a story. At the end of the allotted time period, have them pass their story paper to the student on their left. Each student should then read the beginning of the story he or she received and add to it using his or her word card. Before ending the exercise, let students know that the last round has begun and have them write a conclusion to the story. Invite those who write the conclusion to read the entire story aloud.

abandoned

left behind and uncared
for
(*adjective*)

conservation

the protection of wild
lands and the living
things found there
(*noun*)

ecology

the study of how living
things relate to each other
and their environment
(*noun*)

recycle

to put used items through
a special process so they
can be used again or in a
new form
(*verb*)

sanctuary

a safe place; the
protection given by such a
place
(*noun*)

sufficient

enough; as many as are
needed
(*adjective*)

frequent

done or happening often
or many times close
together
(*adjective*)

install

to add a piece of
equipment or software so
it is ready to use
(*verb*)

permission

approval by someone in
charge
(*noun*)

Name: _____

An **analogy** shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: *Cat* is to *meow* as *dog* is to *bark*.)

untamed Earth subtract gum residence deficient
preserve brief persuade

INSTRUCTIONS: Determine the relationship between the first pair of words. Then use the words in the word box to complete the second pair of words.

9. **Ecology** is to *environment* ...as... **geology** is to _____.

Name: _____

An **analogy** shows a relationship between two sets of words. The words in the first pair must have the same relationship as the words in the second pair. To complete an analogy with a missing word, you must first discover the relationship between the completed pair. (Example: *Cat* is to *meow* as *dog* is to *bark*.)

untamed Earth subtract gum residence deficient
preserve brief persuade

INSTRUCTIONS: Determine the relationship between the first pair of words. Then use the words in the word box to complete the second pair of words.

9. **Ecology** is to *environment* ...as... **geology** is to _____.

Name: _____

abandoned	frequent	permission	sanctuary
conservation	install	recycle	sufficient
ecology			

INSTRUCTIONS: Use the vocabulary words in the word box above to complete the sentences below.

8. There isn't enough space on my computer's hard drive to _____ that software program.
9. We found an _____ car by the side of the road, but there was no sign of the people who left it there.

Name: _____

INSTRUCTIONS: Use what you know about the vocabulary words to complete the following sentences.

1. I have to ask **permission** to _____.
2. It is important to **recycle** because _____.
3. When we study **ecology**, we learn about _____.
4. A **sanctuary** is _____.
5. I have a **sufficient** supply of _____.
6. To **install** air conditioning means to _____.
7. If something is **abandoned**, _____.
8. One thing that is a **frequent** event in my life is _____.
9. A **conservation** policy is designed to _____.

Name: _____

INSTRUCTIONS: Choose the best answer to complete each statement.

- A synonym for abandoned is _____.
 (a) unwanted
 (b) unused
 (c) deserted
- Conservation is an attitude of _____ the environment.
 (a) hatred for
 (b) exploitation of
 (c) respect for
- Ecology is the study of organisms and _____.
 (a) their cell structure
 (b) their genetic components
 (c) their environment
- Grandpa takes frequent naps, meaning that he sleeps _____.
 (a) very little
 (b) a lot
 (c) almost never
- _____ is not an antonym for install.
 (a) Remove
 (b) Repair
 (c) Take out
- Permission is like _____.
 (a) approval
 (b) punishment
 (c) a type of payment
- When companies recycle items, they put them _____.
 (a) through a process
 (b) in limited stores
 (c) on sale
- Animals are _____ in a wildlife sanctuary.
 (a) hunted
 (b) transformed
 (c) protected
- If your supply of something is sufficient, you have everything you _____.
 (a) could ever want
 (b) hope for
 (c) need