

4th Grade March 30 – April 3 Alternate Learning Plan

If you have questions about the assignments, call the teacher

Office hours of 9am-11am and 1:00-3:00pm. (Monday – Friday)

Mrs. Hillestad or email: amanda.hillestad@k12.sd.us (742-2207)

Mrs. Hansen or email kara.hansen@k12.sd.us (742-2206)

Mrs. M. Moen or email: michelle.moen@k12.sd.us (742-2205)

Mrs. Wegehaupt or email: tammie.wegehaupt@k12.sd.us (742-2219)

School Office Phone (605) 698-7613 ext. 1

**Specific Directions for each day will be presented through Class Dojo/Zoom
Student Attendance and Learning Progress is expected through daily check in with your
child's teacher (Dojo-Online Learning Progress)**

Reading		
Standard	Instructional Activities	Evidence of Learning (Assignment)
<p>RL.4.1 I can infer from the text and cite details and examples.</p> <p>RL.4.2 I can determine the theme and support my answer with details from the text.</p>	<p><u>Option A for Students with Internet Access:</u> <i>Go to Readworks.org. in your browser. Students will click Login and then use their class code. Click on your name and choose the story that you have been assigned.</i></p> <p>Hansen Code: XQUHDD Hillestad Code: PGUW2W</p> <p>Assignment: Readworks Story :</p> <ul style="list-style-type: none"> ❖ "The Strength of Three" ❖ 5 Question set 	<p>Online evidence with teacher feedback available for students to view. Proficiency is 80% or higher.</p> <p>Specific teacher feedback will be provided through teacher-student contact each day.</p> <p>KIDS, I will help you with some direct modeling on Zoom or the videos I post on DOJO. I feel you need some support with your written response questions on these stories. You may also call me or email me with your questions. I try to answer quickly. Mrs. Hansen Mrs. Hansen</p>
	<p><u>Option B for Students without Internet Access:</u> Paper copy of Readworks Story :</p> <ul style="list-style-type: none"> ❖ "The Strength of Three" ❖ 5 Question set 	<p>Paper copy returned to teacher and returned for feedback. Proficiency is 80% or higher</p> <p>Specific teacher feedback will be provided through teacher :student contact each day</p>
<p>RI.4.1 RI.4.2 I can use key ideas from a text to determine the main idea.</p>	<p><u>Option A for Students with Internet Access:</u> Readworks Story :</p> <ul style="list-style-type: none"> ❖ "No Snow Required" ❖ 5 Question set 	<p>Online evidence with teacher feedback available for students to view. Proficiency is 80% or higher</p> <p>KIDS, I will help you with some direct modeling on Zoom or the videos I post on DOJO. I feel you need some support with your written response questions on these stories. You may also call me or email me</p>

		with your questions. I try to answer quicky. Mrs. Hansen
	<u>Option B for Students without Internet Access:</u> Paper copy of Readworks Story : <ul style="list-style-type: none"> ❖ "No Snow Required" ❖ 5 Question set 	Paper copy returned to teacher and returned to students for feedback. Proficiency is 80% or higher.
RL.4.10 RI.4.10 I can read and comprehend gr. level Lit. and info texts.	Read "just right" books or any books/newspaper/magazine you have access to at home to read – READ READ READ (online or offline)	Students should record their book and minutes on the monthly reading log. (March calendar). Kids, Watch your email and dojo for info on EPIC and AR testing.

Writing - Performance Task Prep		
Standard	Instructional Activities	Evidence of Learning (Assignment)
W.4.4 W.4.5 *I can draft a 5 paragraph essay to inform my readers the memories I have from Westside School. *I can use the writing process to improve the essay with revisions and editing techniques.	<u>Option A for Students with Internet Access:</u> Work on the "Why I Love My School" essay for the purpose of informative writing for the SARSPA essay contest. Use the Writing City freewrite to complete and submit to the teacher. Kids, If you are having trouble viewing Writing City stories you have submitted, let me know and I will send them to you through One-drive.	Online evidence with teacher feedback available for students to view after they have submitted their essay through Writing City. **Guidelines attached. Kids, I will post a video to your DOJO accounts to suggest some revision strategies to hook your readers. I'd also be happy to conference with each of you individually with a phone call or one-drive connection. Individual conferencing will take some time, so please be patient with me. We can do this!! I recommend you view the Writing City, Day 5 video, "Reworking Conclusions. The video will give you some ideas for revising your concluding paragraphs on your essay.
	<u>Option B for Students without Internet Access:</u> Work on the "Why I Love My School" essay for the purpose of informative writing for the SARSPA essay contest. Use writing paper for your rough draft. Revise and edit on that paper, then rewrite the final draft in your neatest penmanship.	Paper copy returned to teacher and returned to student with feedback. **Guidelines included.

<p>L.4.1 I can form and use prepositional phrases.</p> <p>I can correctly use frequently confused words.</p>	<p><u>Option A for Students with Internet Access: Contact teacher if you need your login information.</u></p> <p>IXL : ELA recommendations for: Level F</p> <ul style="list-style-type: none"> ❖ Finish Prepositions PP 1 , PP 2, PP 3, PP4 ❖ Finish Homophones: BB 1, BB 2, BB 3 <p>Then work on teacher assigned IXL recommendations.</p>	<p>Online results are available on the IXL website.</p> <p>Specific teacher feedback will be provided through teacher - student contact each day</p> <p>KIDS, I will help you with some direct modeling on Zoom or the videos I post on DOJO. I feel you need some support with your understanding of prepositional phrases. You may also call me or email me with your questions. I try to answer quickly. Mrs. Hansen</p>
	<p><u>Option B for Students without Internet Access: Contact teacher if you need your login information.</u></p> <ul style="list-style-type: none"> ❖ Paper packet with Capitalization Review and Homophone practices. ❖ Follow the directions provided on the practice. 	<p>Paper copies returned to teacher. Proficiency is 80% or higher.</p> <p>Specific teacher feedback will be provided through teacher - student contact each day</p>

Math		
Standard	Instructional Activities	Evidence of Learning (Assignment)
<p>4.NF.2 I can add and subtract fractions.</p>	<p><u>Option A for students with internet access:</u></p> <p>**ZEARN – complete three lessons and Exit tickets this week.</p> <p>Monday:</p> <p>IXL, Math Level F Q.4</p> <p>Tuesday:</p> <p>IXL, Math Level F Q.6</p> <p>Wednesday:</p> <p>IXL, Math Level F Q.8</p>	<p>Lessons completed on Zearn</p> <p>Exit tickets completed - if possible, send a picture of your completed exit ticket to Mrs. Hillestad.</p> <p>*Use any of the following options to submit your picture:</p> <p>dojo message</p> <p>Email to amanda.hillestad@k12.sd.us</p> <p>text to 1(605)-868 8252)</p>

	<p>Thursday:</p> <p>IXL, Math Level F Q.9, Q.11</p> <p>Friday:</p> <p>IXL, Math Level F Q.12, Q.13</p> <p>Complete Xtra Math lesson if you have time. This helps students practice math facts.</p>	<p>IXL, Math Level F - Q.4, Q.6, Q.8, Q.9, Q.11, Q.12, Q.13. (Smart Score of 90 or higher)</p> <p>Specific teacher feedback will be provided through teacher :student contact each day.</p>
	<p><u>Option B for students without internet access: (Will need to receive packet from school)</u></p> <p>Monday: Read math news with your family Do 2 worksheets -Labeled Day 1 worksheet</p> <p>Tuesday: Do 2 worksheets -Labeled Day 2 worksheets</p> <p>Wednesday: Read Lesson 14 instructions Do 1 worksheet -Labeled Day 4 worksheet (Lesson 14 problem set)</p> <p>Thursday: Read Lesson 15 instructions -Do 1 double-sided worksheet -Labeled Day 4 worksheet</p> <p>Friday: Play Benchmark Fraction Sort Game</p>	<p>Packet completed proficiently. Proficient is 80% or higher.</p> <p>Specific teacher feedback will be provided through teacher :student contact each day</p>

Guidelines for 4th Grade
“Why I Love My School” Essay Contest

Sponsored locally by Sisseton Area Retired School Personnel Association

Background Information

Up to 500 words (it may be less) written by you to include parts necessary for an **ESSAY – Introduction, supporting points and Conclusion.**

Submitted on white 8x11 paper either **neatly hand written or typed** on one side of the paper. The author's **Name, Grade Level, and School Must** be written at the end of the essay.

All participants will receive a surprise treat with 3 top winners selected. The winners will receive a **GIANT** cookie and special recognition.

TITLE: "What I Love About My School"

(You may be creative and change the title if you would like.)

JUDGING CRITERIA ---

60% Creativity and Expression

20% Grammar and Form

20% Neatness

Essays will be judged by former retired teachers from Sisseton.

Make sure someone proofreads your essay to check for mechanics –capitalization, punctuation, grammatical skills.

Please turn in essays when completed by April 1, 2020 to Mrs. K. Hansen and Mrs. Wickre at Westside.

Why I Love My School

(sample essay organization)

Sample Introduction

Hi, my name is Logan and I am going to tell you why my school, Westside Elementary, is a special, unique school. I will tell you a little bit about why I think it is a good school and why I will miss it next year. I will also explain what I will be looking forward to in my future middle school years.

Subtopic 1 Paragraph

First of all,

Subtopic 2 Paragraph

Another reason I love Westside is...

Subtopic 3 Paragraph

The last thing I will explain to you is ...

Sample Conclusion

In conclusion, I have shared with you the many reasons why I love school. There are a lot more things that Westside has going for it, but that would take a very long to explain and I'm running out of time. I hope you enjoyed my essay about this amazing school.

Sample of *RACE* Graphic Organizer for answering the written response questions on your Readworks assignments.

Using each letter in RACE will be a complete answer for 100% credit.

Writing Prompt Question for: ???		QUESTION #5. Describe evidence from the text to support a key theme of the text.	
R	Restate the Question	• Here are possible sentence starters for you:	EX. 1 The theme of the story is ... <i>(You answered this up above in question #1. You may use that theme as part of your response or put it into your own words.)</i>
A	Answer the Question	* Is your answer to the question clearly written?	OR
C	Cite Evidence	*Identify Evidence from the text or an exact quote using the following sentence starters:	EX. 2 I will provide you with evidence of the story's theme which is
E	Explain the evidence and your thinking	Choose one of the following sentence starters or write it in your own way: Then provide additional statements expressing connections, thoughts, and summarizing ideas together.	I know this is the theme because... **According to the text, it states, "_____." OR **In paragraph__, it expresses, "_____". OR **In the text, it states, "_____." OR **Your own idea of how to begin)
			<ul style="list-style-type: none"> • This evidence tells me... • This evidence proves... • This quote reminds me of...