

| Monday 6/1  | Tuesday 6/2  | Wednesday 6/3   | Thursday 6/4   | Friday 6/5  |
|---|--|---|--|---|
| <p>ELA 60 min. review instruction</p> <p><b>Standards:</b><br/>4.5h - inferring and drawing conclusions (<a href="#">review video</a>)</p> <p><b>Reading:</b><br/><b>***Fill out Student Reflection on SEESAW***</b></p> <p><b>Option 1:</b> <a href="#">Amazon Rainforest Exploration!</a></p> <p>After exploring some of the choices on this activity board, write three facts that you have learned and three wonderings that you have on NoRedInk!</p> <p><b>Option 2:</b> Watch and respond to the Oktapodi Inferring activity in Seesaw</p> <p><b>Option 3:</b> Using <a href="#">Thank You Mr. Falker</a>, practice making inferences/drawing conclusions. <a href="#">Thank You Mr. Falker</a></p> <p>You can use the graphic organizer below, create a visual, show your conclusions in a computer program, it's your choice!</p> <p><b>Drawing Conclusions Graphic Organizer</b></p> <p>POWERTEST: ROES – SOL 4.5h Drawing Conclusions Quick Check</p> <p><b>Writing:</b></p> <p><b>Option 1:</b> Free write about anything to your teacher!</p> <p><b>Option 2:</b> Describe a place in the world using sensory clues but DO NOT SAY where it is...we will have to INFER where you are describing and will make our guess in the feedback to you!</p> <p><b>Option 3:</b> Using the Amazon Rainforest Exploration, write three facts that you learned (conclusions you drew) and three wonderings that you now have.</p> <p><b>ADDITIONAL SUPPORTS</b></p> | <p><b>Math</b> 60 min. review instruction<br/><b>***Fill out Student Reflection on SEESAW***</b></p> <p><b>Standards:</b></p> <p>4.10 - The student will a) identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices; and b) identify and describe intersecting, parallel, and perpendicular lines.</p> <p>4.11 - The student will identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) using concrete models and pictorial representations.</p> <p>4.12 - The student will classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids.</p> <p><b>WARM-UP</b></p> <p><b>Option 1:</b> Geometry Review Videos</p> <ul style="list-style-type: none"> <li>The Polygon Song</li> <li>Lines, Line Segment etc. review</li> <li>Numberocks - Quadrilaterals</li> </ul> <p><b>Option 2:</b> <a href="#">Cumulative Review on SEESAW</a> see attached.</p> <p><b>PRACTICE</b></p> <p><b>Option 1:</b> <a href="#">SeeSaw</a></p> <ul style="list-style-type: none"> <li>1.2 Points, Line Segments, Lines, and Rays</li> </ul> | <p><b>Science</b> 60 min. review instruction<br/><b>***Fill out Student Reflection on SEESAW***</b></p> <p><b>Standards:</b></p> <p>4.5 - The student will investigate and understand how plants and animals, including humans, in an ecosystem interact with one another and with the nonliving components in the ecosystem. Key concepts include a) plant and animal adaptations; b) organization of populations, communities, and ecosystems and how they interrelate; c) flow of energy through food webs; d) habitats and niches; e) changes in an organism's niche at various stages in its life cycle; and f) influences of human activity on ecosystems.</p> <p><b>WARM-UP</b></p> <p><b>Option 1:</b> BrainPop short video choices:</p> <ul style="list-style-type: none"> <li><a href="#">Ecosystems</a></li> <li><a href="#">Food Chains</a></li> </ul> <p><b>Option 2:</b> A great video to review ecosystems (6:22): <a href="#">YouTube video: Understanding Ecosystems for Kids</a></p> <p><b>Option 3:</b> <a href="#">Amazon Rainforest Exploration!</a> Take a look at the activity board from ELA on Monday and try out another activity!</p> <p><b>PRACTICE</b></p> <p><b>Option 1:</b> <a href="#">SeeSaw</a></p> <ul style="list-style-type: none"> <li>Ecosystems</li> <li>Ecosystems</li> </ul> <p><b>Option 2:</b> <a href="#">SOLPass.org</a></p> | <p><b>Social Studies</b> 60 min. review instruction<br/><b>***Fill out Student Reflection on SEESAW***</b></p> <p><b>Standards:</b></p> <p>VS.5 - American Revolution</p> <p><b>WARM-UP</b></p> <p><b>Option 1:</b> <a href="#">The American Revolutionary War for Kids: Video</a>- this video does a great job of explaining the timeline of the American Revolution.</p> <p><b>Option 2:</b> YouTube songs:</p> <ul style="list-style-type: none"> <li><a href="#">Song- No More King</a></li> <li><a href="#">Song- The Shot Heard 'Round the World</a></li> </ul> <p><b>PRACTICE</b></p> <p><b>Option 1:</b> <a href="#">SOLPASS (Buckland Mills, wildcats) -click VS.5 Revolution</a></p> <ul style="list-style-type: none"> <li>Revolution-Match Up</li> <li>Millionaire Game</li> <li>Millionaire Game #2</li> <li>Fling the Teacher Game</li> </ul> <p><b>Option 2:</b> This is an interactive game following 14 year-old Nathaniel through the beginning of the Revolutionary war. It takes place in Massachusetts, but covers a lot of great review!<br/><a href="#">For Crown or Colony</a><br/><b><u>You must register at the bottom and create a username and password to save your</u></b></p> | <p><b>Health/PE</b> 60 min. review instruction</p> <p>I will make physical activity choices that help to keep my body healthy and strong.</p> <p>Academic Language for Today is: PHYSICAL ACTIVITY- Any physical movement that uses the body's energy.</p> <p><b>WARM-UP</b></p> <p><a href="#">Stay on the sunny side warm up PRACTICE</a></p> <p>Use the link below to be active for a least 30- minutes:<br/><a href="#">Hello Summer Activity choice board</a></p> <p>If you have any questions or can't open link please email me.<br/>johnsoja@pwcs.edu</p> |

|  |   |  |   |  |
|--|---|--|---|--|
| <ol style="list-style-type: none"> <li>1. Parents may read aloud any items or activities if needed.</li> <li>2. Parents may use visuals to assist with unknown vocabulary words</li> <li>3. Parents may assist with typing if needed</li> <li>4. Drawing conclusions/making inferences review video is above.</li> <li>5. Drawing conclusions graphic organizer is above.</li> </ol> | <ul style="list-style-type: none"> <li>• Parallel &amp; Perpendicular Lines</li> <li>• Polygon Sorts</li> <li>• Shape Sort – Parallelogram, Quadrilateral, Rectangle, Rhombus</li> </ul> <p><b>Option 2:</b> <a href="#">IXL</a></p> <ul style="list-style-type: none"> <li>• W4 Points, lines, line segments, rays, and angles</li> <li>• W5 Parallel, perpendicular, and intersecting lines</li> <li>• X4 Parallel sides in quadrilaterals</li> <li>• X5 Identify parallelograms</li> <li>• X6 Identify trapezoids</li> <li>• X7 Identify rectangles</li> <li>• X8 Identify rhombuses</li> <li>• X9 Classify quadrilaterals</li> </ul> <p><b>Option 3:</b> <a href="#">Study Island</a></p> <ul style="list-style-type: none"> <li>• 4f Points, lines, line segments, rays, and angles</li> <li>• 4g Intersecting, parallel, and perpendicular lines</li> <li>• 4h Two- and Three-Dimensional Figures</li> <li>• 4i Classify quadrilaterals</li> <li>•</li> </ul> <p><b><u>EXTENSION/APPLICATION</u></b></p> <p><b>Option 1:</b> <a href="#">Architects in Action</a></p> <p><b>Option 2:</b> Using recycled materials, create a 2-d or 3-d creature and describe its characteristics. For example, a 2-d creature will include polygons such as a square, rectangle, trapezoid etc. A 3-d creature will include a cube, rectangular prism etc(see Geometry vocabulary cards for help).</p> | <ul style="list-style-type: none"> <li>• <a href="#">Niches and Habitats Pop Down Quiz</a></li> <li>• <a href="#">Habitats and Adaptations</a></li> <li>• <a href="#">Drag and drop definitions</a></li> </ul> <p><b>Option 3:</b> <a href="#">Study Island</a></p> <ul style="list-style-type: none"> <li>• 3c Ecosystems</li> </ul> <p><b>Option 4:</b> do the Amazon Rainforest Exploration link from Monday's language arts reading plans and choose an activity from the activity board.</p> <p><b><u>EXTENSION/APPLICATION</u></b></p> <p><b>Option 1:</b> Using the creature that you created in math yesterday, put it into a habitat. What habitat would your creature fit into best? Why? Share your creation on SEESAW or email to your teacher.</p> <p><b>Option 2:</b> Create a poem, illustration, narrative story, or song about animals living in any ecosystem.</p> <p><b><u>ADDITIONAL SUPPORTS</u></b></p> <ol style="list-style-type: none"> <li>1. Study Island has read aloud options, if needed.</li> <li>2. <a href="#">Ecosystem Study Guide</a></li> <li>3. <a href="#">Types of ecosystems</a></li> </ol> | <p><b><u>progress in the game BUT it is completely free.</u></b> Works best on Google Chrome or Mozilla Firefox for best results...will not run on Internet Explorer.</p> <p><b>Option 3:</b> This amazing choice board lets you learn more about the Revolutionary War, George Washington, and the Declaration of Independence. You can explore a 3-D visual of the Gunboat Philadelphia and/or tour the Museum of the American Revolution. It also gives you choices of art, books, videos and/or kahoots to complete.</p> <p><a href="#">American Revolution Field Trip.</a></p> <p><b><u>ADDITIONAL SUPPORTS</u></b></p> <ol style="list-style-type: none"> <li>1. Parents can assist with any reading or computer access.</li> <li>2. Parents can use images to support vocabulary words.</li> </ol> |  |
|--|---|--|---|--|

|   |   |  |   |  |
|---|---|--|---|--|
|   | <p>Use this creature tomorrow in science.</p> <p><b>ADDITIONAL SUPPORTS</b></p> <ol style="list-style-type: none"> <li>1. IXL has read aloud options, if needed.</li> <li>2. <a href="#">Problem Solving Graphic Organizer (UPSC)</a></li> <li>3. Reminder that a calculator can be used to <b>check</b> your work</li> <li>4. <a href="#">Graph Paper PDF</a></li> <li>5. <a href="#">Geometry Vocabulary Cards</a></li> </ol> |  |   |  |
| <p><b>Art</b> 60 min. review instruction<br/>Log onto Mr. Cossaboon's Flipgrid: <a href="https://flipgrid.com/345cossaboon">https://flipgrid.com/345cossaboon</a><br/>This is where you will find the topic "Laundry Art Challenge"</p> <ol style="list-style-type: none"> <li>1. Choose a reference photo (a picture of a something you like).</li> <li>2. Collect laundry (clothes, towels, etc.) in the colors you need.</li> <li>3. Begin to arrange the clothes in the art or design you choose!</li> <li>4. Fold, twist, bunch up the clothes to make the patterns/ shapes in your artwork.</li> <li>5. You can make up a picture of anything you like.</li> <li>6. What can you make with your laundry?</li> <li>7. You can watch some videos below for some ideas!</li> <li>8. Have fun!!!</li> <li>9. Take a picture of it and share, post or email it to me: <a href="mailto:cossabae@pwcs.edu">cossabae@pwcs.edu</a></li> </ol> <p>If you would like an additional art activit, go to the link and complete: <a href="https://flipgrid.com/artactivitycossaboon">https://flipgrid.com/artactivitycossaboon</a></p> | <p><b>Spanish</b> 60 min. review instruction<br/><a href="#">Please review Las Mascotas in Spanish.</a><br/>I have a variety of activities for you to try.<br/>Email your work to <a href="mailto:cruzenma@pwcs.edu">cruzenma@pwcs.edu</a>.</p>   | <p><b>Counseling</b> 60 min. review instruction<br/><a href="https://docs.google.com/presentation/d/15ZbFgBdgAiSeoMD2nZo7CUI NY7sE2mxopCosToVXJPQ/edit?ts=5ecfdeab#slide=id.p">https://docs.google.com/presentation/d/15ZbFgBdgAiSeoMD2nZo7CUI NY7sE2mxopCosToVXJPQ/edit?ts=5ecfdeab#slide=id.p</a></p> <p>Please complete this Journal the best that you can. You may want to sit down with your parents to help you think about some of the questions. Please email me with any of your answers that you would like to share or questions you may have.<br/><a href="mailto:bauersa@pwcs.edu">bauersa@pwcs.edu</a></p> | <p><b>Library</b> 60 min. review instruction<br/>Watch the video on <i>The Sweetest Fig</i> by Chris Van Allsburg. ****This link will be mailed separately to you by your teacher because of Copy Right Law restrictions.<br/>Email Mrs. Hinkle <a href="mailto:hinklel@pwcs.edu">hinklel@pwcs.edu</a> answering the following questions:</p> <ul style="list-style-type: none"> <li>• Why do you think Bibot had a dog as a pet because it seemed that he didn't like his dog?</li> <li>• Why did he think the old lady was crazy?</li> <li>• What happen when he ate the first fig?</li> <li>• What did Marcel (the dog) dream?</li> <li>• If you were Marcel, what would you have wished for?</li> <li>• If you had a magical fig that made your dreams come true, what would your dream be?</li> </ul> <p>Watch Parts 7, 8, &amp; 9 of Because of the Rabbit. ***These links will be sent to you separately by your teacher because of Copy Right Law restrictions.</p> | <p><b>Music</b> 60 min. review instruction<br/>How does music affect your favorite things around you?<br/>Mute your TV or computer while watching a scene from your favorite movie or TV show.<br/>Discuss with your family about how the music adds more to the scene!<br/>If you would also like to share on flipgrid <a href="https://flipgrid.com/hall8779">https://flipgrid.com/hall8779</a> with me and other students you can! Or just me by email: <a href="mailto:hallae@pwcs.edu">hallae@pwcs.edu</a>.</p> |

## **Buckland Mills Weekly Review Instruction Schedule**

**Grade Level: 4th**

**Master Zoom Schedule:** Teachers will meet with their classes 2 times a week for 30 min.

| Monday | Tuesday   | Wednesday | Thursday   | Friday      |
|--------|---|-----------|--|-------------|
|        | Rauch 10:00<br>Brinson 10:30<br>Jones 11:00<br>Warnell 12:00pm<br>Phillips 1:00pm |           | Brinson 10:30<br>Jones 11:00<br>Warnell 12:00pm<br>Phillips 1:00pm | Rauch 10:00 |

\*Each classroom teacher, encore teacher, SPED teacher, ELL teacher counselor, specialist (Reading, Gifted) has a **60 min. virtual office hours each week.**

### **Office Hours: 1 hour each Monday**

|                                      |  |
|--------------------------------------|--|
| <b>Kindergarten</b> -9:00am- 10:00am | <b>Encore</b> - 10:00am – 11:00am      |
| <b>First</b> - 10:00am – 11:00am     | <b>ELL</b> - 10:00am – 11:00am         |
| <b>Second</b> - 11:00am – 12:00pm    | <b>Specialists</b> - 10:00am – 11:00am |
| <b>Third</b> - 12:00pm – 1:00pm      | <b>SPED</b> - 10:00am – 11:00am        |
| <b>Fourth</b> - 1:00pm – 2:00pm      | <b>Fifth</b> - 2:00pm – 3:00pm         |