

Fourth Grade Choice Board
Week: 2 Date: March 23 to March 27

- Students need to do one activity from each subject area column every day.
- Place a check on the activities completed and have parent/guardian sign below when the activities are finished.
- Challenge activities are optional.
- If you have the internet, work on additional activities in the Technology Section.
- Students please return this sheet and any additional sheets to your teacher **within two days** of your return to school.
- Need support? Contact us!

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Mrs. Fuller: jfuller@d158.net

Student Name _____

Parent/Guardian Signature _____ Date _____

Math (90 minutes)	Reading (45 minutes)	Language Arts / Writing (45 minutes)	Science / Social Studies (60 minutes)	Specials (60 minutes)
Use the numbers listed below for the following activity. 12, <u>4</u> 56 687, <u>0</u> 98 <u>1</u> 3,256 3, <u>8</u> 76 5, <u>0</u> 12 8 <u>9</u> 7,456 9,78 <u>9</u> ,432 <u>3</u> 01,278 43, <u>9</u> 70 <u>5</u> 97,832	Read a story and summarize the story to someone else. Write a list of unknown words from the story and look those words up in the dictionary. Put the story in order from beginning, middle and ending details.	Think of a place you enjoy going and write about a specific memory from that place. Be sure to include a main idea. Glve many details about what you saw, heard and felt at that place.	All About Me flag: Make a flag using details about yourself (favorite color, food, sports, and activities you like to do).	<u>Physical Education</u> (Pick one activity) Do ten jumping jacks (five times each.) 10 imaginary dunks. Repeat 10 times today. Ride your bike Run in place for 30 seconds. (repeat 5 times)

<p>Find the place of the underlined digit using the numbers above.</p> <p><u>Challenge:</u> Use the numbers to find the value of the underlined digit.</p> <p>Complete an IXL activity.</p>	<p><u>Challenge:</u> Summarize the story using the words: somebody, wanted, but, so, then.</p>	<p><u>Challenge:</u> Create a brochure about the place you visited.</p> <p>Spelling: Write words 4x each</p>	<p><u>Challenge:</u> Share your flag with someone around you.</p>	
<p>Place Value War: Use a deck of cards. Create multi-digit numbers. Compare with a partner.</p> <p><u>Challenge:</u> Look at the tens place. Tell the value of your number for each round.</p>	<p>Read a story and determine the authors purpose: ex- to persuade, inform, or entertain. Give examples of how the author's purpose shaped the story.</p>	<p>Create a timeline of what you did yesterday.</p> <p>Compare/contrast yesterday's activities to a regular day's activities when you were able to leave your home freely.</p> <p>Spelling: Rainbow words: write words 4x each, each time in a different color</p>	<p>Draw a picture of someone you admire. Why do you admire them? What makes that person stand out above others. How will this shape who you are when you grow up.</p> <p><u>Challenge:</u> Write the person you admire a letter, email, or text letting them know why you admire them.</p>	<p><u>Physical Education</u> (Pick one activity)</p> <p>Do ten push-ups five times each.</p> <p>10 imaginary dunks. Repeat 10 times today.</p> <p>Go for a walk</p> <p>Do ten sit-ups (repeat 5 times each.)</p>
<p>Place Value Scavenger Hunt: Look around your house. If possible, use old magazines and/or newspapers. Find the following: A 0 in the ones place. A 2 in the tens place. A 4 in the hundreds place. A 5 in the tens place. A 6 in the hundreds place. A 1 in the tens place.</p>	<p>Read the list of Fry words. Draw a picture that represents the meaning of fifteen words.</p>	<p>Write a persuasive paragraph about why recess is important at school. Give three reasons to support your belief. Explain the challenges of having recess during the winter or rainy season.</p>	<p>Create a map of your home. Include a map key. Show and describe a special place where you spend the most time when you need a break from everyone.</p>	<p><u>Art</u> Design a plan for your own amusement park or waterpark.</p>

<p><u>Challenge:</u> A 5 in the thousands place. A 9 in the ten-thousands place.</p>	<p><u>Challenge:</u> Choose 10 Fry words and make a crossword puzzle.</p>	<p><u>Challenge:</u> Write a persuasive paragraph about why recess is not important at school.</p> <p>Spelling: Write words in alphabetical order</p>	<p><u>Challenge:</u> Create a map of your school from memory.</p>	
<p>Dice Activity: Roll dice and compare. Activity posted at the bottom.</p> <p><u>Challenge:</u> What is the greatest number? Which one is the least? Explain how you know.</p>	<p>Make a fort and read a book in it.</p> <p>Read the list of Fry words below. Pick ten words and create a chant that helps to remember the meaning of the words.</p> <p><u>Challenge:</u> Draw a new cover for the book you read.</p>	<p>Write a story using the theme of kindness. Explain why choosing kindness is important in the world. What are some kind acts that others have done for you?</p> <p><u>Challenge:</u> Type your story and email your story to your teacher. Spelling: Practice words by playing games on Spellingcity.com</p>	<p>Create a map of important places in your community. Include a map key. Explain how this place helps the community run smoothly.</p>	<p><u>Music</u> Make a list of musical instruments. Play Hangman with someone in your family.</p>
<p>Using the number 6,703 complete the following tasks. Build the largest number. Build the smallest number. Build a number between 60 and 70. Build a number less than 6. Build a different number less than 6. Build a number that rounds to 70.</p>	<p>Read a recipe for a cake you would like to make.</p> <p><u>Challenge:</u> Make the recipe.</p> <p>List each step in order from beginning to end using the words first, next, then and last.</p>	<p>Create an ad for a book you read.</p> <p>Share the ad with a family member.</p> <p>Spelling: Write each word in a sentence</p>	<p>What do you want to be when you grow up? Draw a picture of what you would look like.</p> <p>Explain why that job/profession fits your personality.</p>	<p><u>Technology</u> http://www.sumdog.com</p> <p>Parents create an account Students can access it at their own grade level</p>

Build a number that rounds to 4. Build a number between 600 and 700. Build a number that is closest to 30.				
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Optional Technology Activities – Please use if the internet is available to your family.			
Name	Website	Login Information	Use
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual field trips, reading and geography challenges, and more
sumdog	http://www.sumdog.com	Parents create an account	Students can access it at their own grade level
IXL	www.ixl.com	Individual accounts created by the teacher.	Students can access math and reading activities based on 4th grade standards.
National Geographic Kids	www.Kids.nationalgeographic.com	Free	Science and Social Studies content, history, videos, and games
CNN10	Go to YouTube, go to CNN10	Free	Watch daily to be aware of current events
Stories	www.storylineonline.net	No login	Celebrities read stories out loud.
LRC	https://www.symbaloo.com/mix/learnathome5		

Fry Words – See the Students should practice reading these words every week. These words are also referred to as sight words which means that students should be able to read the words without sounding out the word. These words are also known as high frequency words because the words are “frequently used” in reading for this grade level.

body	horse	usually	top	hours	listen	five	table	cold	town
music	birds	didn't	ship	black	wind	step	north	cried	I'll
color	problems	friends	across	products	rock	morning	slowly	plan	unit
stand	complete	easy	today	happened	space	passed	money	notice	figure
sun	room	heard	during	whole	covered	vowel	map	south	certain
questions	knew	order	short	measure	fast	true	busy	sing	field
fish	since	red	better	remember	several	hundred	pulled	war	travel
area	ever	door	best	early	hold	against	draw	ground	wood
mark	piece	sure	however	waves	himself	pattern	voice	fall	fire
dog	told	become	low	reached	toward	numeral	seen	king	upon

Spelling List:

against, all right, angriest, attack, beauty, between, bounce, brought, button, caring

Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.

Before Reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During Reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?

- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

After Reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.

Math Activity

