

Extended School Closure Instructional Plan
Upper Township School District
Grade 4

In the event of an extended school closure, teachers at the Upper Township Elementary School and Upper Township Middle School will disseminate assignments to general education and special education students (except for students in a Self-Contained placement) via Google Classroom. The instructional plan for each grade level requires students to engage in academic activities for a minimum of four hours per day. At the end of each week, the teachers will monitor student progress via Google Classroom submissions. Students who do not have access to a computer will be provided with one. Students who do not have access to the internet will be given hard copies of all assignments. All assignments are aligned with the New Jersey Student Learning Standards.

Week #1 Assignments should be submitted by Friday, March 20, 2020.

Week #2 Assignments should be submitted by Friday, March 27, 2020.

ELA- 60 minutes per day

Week #1

- Each day, the students should read independently for 30 minutes. The students should complete their independent reading logs.
- StoryWorks
 - Read *There Were Giants*
 - Complete the Setting Activity
 - Complete the Theme Activity
 - Complete the Author's Craft Activity
 - Complete the Vocabulary Activity
 - Complete the Quiz
- Writing Prompt:

Based on *There Were Giants*, how do Marie and Gramps show their love for each other in the story. Answer in a well-written essay supported by text details.

Remember to include:

- A clearly stated main idea

- Effective use of supporting evidence
- Good organization and transitions
- Grammar, spelling, and punctuation

Week #2

- Each day, the students should read independently for 30 minutes. The students should complete their independent reading logs.
- StoryWorks
 - Read *Out of the Burning Darkness*
 - Complete the Summarizing Activity
 - Complete the Text Features Activity
 - Complete the Vocabulary Activity
 - Complete the Video Discussion Questions
 - Complete the Quiz
- Writing Prompt

Based on *Out of the Burning Darkness*, compose a well-written journal entry from Albert's point of view, telling what happened on the day of the disaster. Use text evidence from the article.

Remember to include:

- A clearly stated main idea
- Effective use of supporting evidence
- Good organization and transitions
- Grammar, spelling, and punctuation

Math- 40 minutes

Week #1

Math Concept: Measurement

The Chapter 12 Student Edition of the Math Book is posted to Google Classroom as a reference.

- Watch the "Math on the Spot" video lessons and complete the Personal Math Trainer for each lesson:
 - Lesson 12.1 Measurement Benchmarks
 - Lesson 12.2 Customary Units of Length
 - Lesson 12.3 Customary Units of Weight

- Lesson 12.4 Customary Units of Liquid Volume
- Lesson 12.5 Line Plots
- Complete the Study Island Week 1 Quiz

Week #2

Math Concept: Measurement

The Chapter 12 Student Edition of the Math Book is posted to Google Classroom as a reference.

- Watch the “Math on the Spot” video lessons and complete the Personal Math Trainer for each lesson:
 - Lesson 12.6 Metric Units of Length
 - Lesson 12.7 Metric Units of Mass and Liquid Volume
 - Lesson 12.8 Units of Time
 - Lesson 12.9 Elapsed Time
 - Lesson 12.10 Mixed Measures
- Complete the Study Island Week #2 Quiz

*For the Math on the Spot videos, choose Grade 4, Chapter 12.

Science- 40 minutes

Week 1

- View BrainPop Video on Erosion
- After a heavy rainstorm, a farmer discovered water making gulleys in the soil. Water was eroding the soil, as it made its way from a field to a nearby stream. If this continued, much of the soil would be washed away. Then, the farmer would not be able to grow crops in the widening gully.

Problem: How can you slow or prevent the erosion of the farmer’s field?

Find a solution to this problem. Use Epic! Books to research weather and erosion.

Display your solution in one of the following ways:

- Create a Google Slides show (at least 3 slides)

- Create a Poster (on a Google Doc; insert pictures and captions)
- Write an informational paragraph describing the problem and solution.

Week 2

- View BrainPop Video on Earthquakes
- In March 2011 a powerful earthquake just off the coast of Japan shook the ground and set off an enormous tsunami. The earthquake and tsunami damaged more than one million buildings and killed or injured thousands of people. Yet most buildings survived the earthquake, and many lives were saved. Why was the damage in Japan less than might have been expected? Because earthquakes are common in Japan, the government requires all new buildings to be designed and built to withstand earthquakes. The recent disaster has inspired an engineer named Masaaki Saruta and his team to develop structures that are even more resilient. The engineers know they cannot prevent earthquakes, but they can develop solutions that will lessen the impact of these disasters.

Problem: How can engineers make a house more earthquake resistant?

Find a solution to this problem. Use Epic! Books to research earthquakes.

Display your solution in one of the following ways:

- Create a Google Slides show (at least 3 slides)
- Create a Poster (on a Google Doc; insert pictures and captions)
- Write an informational paragraph describing the problem and solution.

Health/PE- 30 minutes

Students will log 30 minutes per day of any physical activity.

Music- 30 minutes

1. Please watch "The Nutcracker New York City Ballet, 1993" on YouTube: https://www.youtube.com/watch?v=_Ofysvpgv7o
2. The assignment is to write a brief summary of the story behind The Nutcracker Ballet. A short paragraph would be perfect!

Speech- (time determined by individual needs)

Exercises that address the individual needs of the students were sent home. Parents/guardians will log the completion of these exercises.

OT/PT- (time determined by individual needs)

Exercises that address the individual needs of the students were sent home. Parents/guardians will log the completion of these exercises.