

Daily Summer Enrichment Schedule

Grade 4, Week 1, Day 1: Monday

Language Arts and Reading

1 Hour

Start a daily reading routine

- Read: Choose a book from home or read [Seeing Like a Shrimp and Smelling Like a Snake](#) / [Ver como una langosta y oler como una serpiente](#) (nonfiction).
- Reflect: Explain what happened or what you learned to someone. Does the text remind you of someone or something? Why?
- Respond: Write about five events or five facts you learned.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 1: In “n” Out.

Science

30 Minutes

Ecosystem

- Log in to [BrainPOP](#) and search “ecosystems.”
- Watch the video.
- Use the Make-a-Map to explain ecosystems using images and words and how they are connected. Show someone else the map or print it out.
- Take the quiz to check your understanding of ecosystems.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

Daily Summer Enrichment Schedule

Grade 4, Week 1, Day 2: Tuesday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read [*Seeing Like a Shrimp and Smelling Like a Snake*](#) / [*Ver como una langosta y oler como una serpiente*](#) (nonfiction).
- Reflect: Explain what happened in a scene or section from what you just read to someone. How would the scene be different if it were in a comic book?
- Respond: Choose a scene or section from what was read and turn it into a comic strip or graphic novel. Include speech bubbles, thought balloons, and bursts for sound effects.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 2: Dynamic Dimensions.

Science

30 Minutes

Food Chains

- Log in to [BrainPOP](#) and search “food chain.”
- Watch the video.
- Create (draw and label) a food chain that shows what you ate for lunch. Identify the producers and consumers. Then play the food chain game.
- Take the quiz to check your understanding of food chains.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

Daily Summer Enrichment Schedule

Grade 4, Week 1, Day 3: Wednesday

Language Arts and Reading

1 Hour

- Read: Choose a book from home or read [Handbook of Animal Eyes](#) / [Manual de ojos de animales](#) (nonfiction).
- Reflect: What happened in the beginning, middle, and end of the story? What are some facts you learned?
- Respond: Write a summary about the text read. If it's a story, describe the beginning, middle and end. If it's an informational text, answer the following questions: What did you learn? Is the information in the text important? Why or why not?

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 3: As Long, As Wide.

Science

30 Minutes

Energy Pyramid

- Log in to [BrainPOP](#) and search "energy pyramid."
- Watch the video.
- Use the Graphic Organizer and either print out or write on a piece of paper. Use the food chain you created yesterday to make an energy pyramid.
- Take the quiz to check your understanding of energy pyramids.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

Daily Summer Enrichment Schedule

Grade 4, Week 1, Day 4: Thursday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read [Handbook of Animal Eyes](#) / [Manual de ojos de animales](#) (nonfiction).
- Reflect: Tell someone about what you read, provide a brief summary. Did you like the way the story ended? Did the text give enough information? What do you think will happen next?
- Respond: If you could write a new ending for what you just read, what would it be? Compose your new ending, either changing what happened or adding what you think might happen next. If reading an informational text, write down what you would like to learn more about.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 4: Leftward Ho.

Social Studies

30 Minutes

Reading Maps

- Log in to [BrainPOP](#) and search “map skills.”
- Watch the video.
- Make a map of your room (or another room). Label at least 5 details of the room. Measure distance between the labeled details or objects in your room using a measuring tape or count your steps. Include the distances on the map.
- Take the quiz to check your understanding.

Daily Check-In

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- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

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Daily Summer Enrichment Schedule

Grade 4, Week 1, Day 5: Friday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read any book from this week such as [*Seeing Like a Shrimp and Smelling Like a Snake*](#) / [*Ver como una langosta y oler como una serpiente*](#) (nonfiction) or [*Handbook of Animal Eyes*](#) / [*Manual de ojos de animales*](#) (nonfiction).
- Reflect: Do you think the title is right for this book or text? What would you change about what you read?
- Respond: Design a new book cover for what you just read. (If you read an article, imagine it's being expanded and turned into a book.) Remember to include the title, the author, and a picture, collage, or other design to show what it's about. Write an explain about what was included in the design and why those design choices were made.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 5: Extra! Extra! Zeros!

Social Studies

30 Minutes

Reading Maps

- Make a map of either your home, your neighborhood, or another location.
- Create a key that uses symbols to represent objects, buildings, or other details that are used as landmarks to understand the map. Turn your map into a treasure map by hiding an object and giving directions on the map with descriptions such as walk 10 steps straight, turn right and walk 5 steps more.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

Daily Summer Enrichment Schedule

Grade 4, Week 2, Day 1: Monday

Language Arts and Reading

1 Hour

- Read: Chose a book from home or read [Investigating Animal Senses](#) / [Investigar los sentidos de los animales](#) (nonfiction).
- Reflect: What is the main problem of the story? What would you do differently to solve the problem? If reading an informational text, what would happen if what you are learning about disappeared?
- Respond: Write about the main problem of the story or any problem learned from the text. What is the problem? How would you solve it?

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 6: Free Associate.

Science

30 Minutes

Land Biomes/Biomas Terrestres

- Log in to [BrainPOP](#) and search "land biomes."
- Watch the video.
- Think about where you live, what biome do you live in? List the characteristics of your biome that helped identify the type of biome. Draw a picture of your biome and label.
- Take the quiz to check your understanding.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

Daily Summer Enrichment Schedule

Grade 4, Week 2, Day 2: Tuesday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read [Investigating Animal Senses](#) / [Investigar los sentidos de los animales](#) (nonfiction).
- Reflect: What part of the text surprised you the most? What do you think was the author's purpose for writing this text? Imagine you met the author of the text, what would you say to them?
- Respond: Write a letter to the author about what you just read. Explain what your favorite part was and ask the author one or more questions about what you would still like to know.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 7: Fun with Partial Products.

Science

30 Minutes

Tropical Rainforests/Selvas Tropicales

- Log in to [BrainPOP](#) and search "tropical rainforests."
- Watch the video.
- How would the destruction of tropical rainforests affect the Earth?
- Use the Graphic Organizer tool to describe how the destruction of rainforests affects the Earth.
- Take the quiz to check your understanding.

Daily Check-In

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- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

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Daily Summer Enrichment Schedule

Grade 4, Week 2, Day 3: Wednesday

Language Arts and Reading

1 Hour

- Read: Choose a book from home or read [/ See What you Mean /](#) [/ Veo lo que quieres decir](#) (nonfiction).
- Reflect: Does the text remind you of another book you have read or movie you have seen? Why? Does the text remind you of someone you know? Who?
- Respond: Write about what the text reminds you of and include supporting details.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 8: Twice Is Nice.

Science

30 Minutes

Underwater World/Mundo Subacuático

- Log in to [BrainPOP](#) and search “underwater world.”
- Watch the video.
- Choose one of the ocean’s zones. What lives in that zone? Draw a picture and label.
- Take the quiz to check your understanding.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

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Daily Summer Enrichment Schedule

Grade 4, Week 2, Day 4: Thursday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read [I See What you Mean](#) / [Veo lo que quieres decir](#) (nonfiction).
- Reflect: Did the author use interesting language, repetition, dialogue, personification, or metaphors in the text?
- Respond: Choose a quote from what you read. Use that quote as a first line in your own poem or song. Be creative!

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 9: Twinsies!

Social Studies

30 Minutes

Continents of the World/Continentes del mundo

- Log in to [BrainPOP](#) and search “continents of the world.”
- Watch the video.
- Complete the Worksheet to list continents that touch each body of water. Refer to a map or the video as needed.
- Take the quiz to check your understanding.
- Optional Activity: Use Google Earth to locate and name different continents and oceans. Consider zooming in to view different countries, states, neighborhoods, or places.

Daily Check-In

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- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

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Daily Summer Enrichment Schedule

Grade 4, Week 2, Day 5: Friday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read any book from this week such as [*Investigating Animal Senses*](#) / [*Investigar los sentidos de los animales*](#) (nonfiction) or [*I See What you Mean*](#) / [*Veó lo que quieres decir*](#) (nonfiction).
- Reflect: Tell me about your favorite character (person/animal) or favorite thing you learned from reading this week.
- Respond: Imagine you are making a YouTube video about what you just read. What was important, exciting, or interesting about it. Create a two to three-minute presentation about it and present it to your family. You can even use props or costumes if you want! You can choose to record it if you have a video recording tool like a phone or tablet.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 11: Area of Interest.

Social Studies

30 Minutes

Geography Themes/Temas de geografía

- Log in to [BrainPOP](#) and search “geography themes.”
- Watch the video.
- Complete the Graphic Organizer for this topic.
- Think about where you live. Write a paragraph explaining how, in your area, humans impact the environment and how the environment impacts humans. Consider including a drawing to demonstrate this human-environment interaction.
- Take the quiz to check your understanding.
- Optional Activity: Complete the Challenge for this topic.

Daily Check-In

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- Were you able to complete all the assigned activities?
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- What was easy or challenging for you?
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Daily Summer Enrichment Schedule

Grade 4, Week 3, Day 1: Monday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or read [Crow Scientist](#) / [Científico de cuervos](#) (nonfiction).
- Reflect: Explain what happened or what you learned to someone. Does the text remind you of someone or something? Why?
- Respond: Write about five events or five facts you learned.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 12: All for One, One for All.

Science

30 Minutes

Camouflage/Camuflaje

- Log in to [BrainPOP](#) and search “camouflage.”
- Watch the video.
- Make up an imaginary animal that uses camouflage. Draw or write about our animal. Name your animal and describe how they use camouflage to survive in their environment.
- Take the quiz to check your understanding.
- Optional Activity: You will need scissors, white paper, and a partner. Follow the [BrainPOP Jr. Camouflage Activity](#).

Daily Check-In

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- Were you able to complete all the assigned activities?
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- What was easy or challenging for you?
- Do you have questions for your teacher?

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Daily Summer Enrichment Schedule

Grade 4, Week 3, Day 2: Tuesday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read [Crow Scientist](#) / [Científico de cuervos](#) (nonfiction).
- Reflect: Explain what happened in a scene or section from what you just read to someone. How would the scene be different if it were in a comic book?
- Respond: Choose a scene or section from what was read and turn it into a comic strip or graphic novel. Include speech bubbles, thought balloons, and bursts for sound effects.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 13: These Times Are No Joke!

Science

30 Minutes

Hibernation

- Log in to [BrainPOP](#) and search “hibernation.”
- Watch the video.
- Animals sleep through the winter in different places. Using the [BrainPOP Jr Activity Hibernation](#), draw an animal that might hibernate in the pictured places.
- Take the quiz to check your understanding.
- Optional Activity: Talk about animals that you know live in your area and consider whether or not you think they hibernate and discuss why.

Daily Check-In

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- Were you able to complete all the assigned activities?
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- What was easy or challenging for you?
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Daily Summer Enrichment Schedule

Grade 4, Week 3, Day 3: Wednesday

Language Arts and Reading

1 Hour

- Read: Choose a book from home or read [*Through the Eyes of a Geologist*](#) / [*Con ojos de geólogo*](#) (nonfiction).
- Reflect: What happened in the beginning, middle, and end of the story? What are some facts you learned?
- Respond: Write a summary about the text read. If it's a story, describe the beginning, middle and end. If it's an informational text, answer the following questions: What did you learn? Is the information in the text important? Why or why not?

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 14: That's What's Left.

Science

30 Minutes

Metamorphosis/Metamorfosis

- Log in to [BrainPOP](#) and search "metamorphosis."
- Watch the video.
- Use the Make-a-Map tool to create a diagram showing the metamorphosis of either a frog or a butterfly.
- Take the quiz to check your understanding.
- Optional Activity: Look outside for examples of other animals that go through metamorphosis. Draw what you see such as beetles, moths, or meal worms.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
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Daily Summer Enrichment Schedule

Grade 4, Week 3, Day 4: Thursday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read [Through the Eyes of a Geologist](#) / [Con ojos de geólogo](#) (nonfiction).
- Reflect: Tell someone about what you read, provide a brief summary. Did you like the way the story ended? Did the text give enough information? What do you think will happen next?
- Respond: If you could write a new ending for what you just read, what would it be? Compose your new ending, either changing what happened or adding what you think might happen next. If reading an informational text, write down what you would like to learn more about.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 15: All That Remains.

Social Studies

30 Minutes

Money/Dinero

- Log in to [BrainPOP](#) and search “money.”
- Watch the video.
- Complete the Graphic Organizer for this topic and then write a paragraph describing ways in which coins and paper money are superior to the barter system.
- Take the quiz to check your understanding.
- Optional Activity: For fun, go to Related Readings and click on Quirky Stuff. Read about the \$1 bill and locate the different symbols on an actual dollar bill.

Daily Check-In

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- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student’s teachers to send pictures of student work or information about the student’s learning progress.

Daily Summer Enrichment Schedule

Grade 4, Week 3, Day 5: Friday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read any book from this week such as [Crow Scientist](#) / [Científico de cuervos](#) (nonfiction) or [Through the Eyes of a Geologist](#) / [Con ojos de geólogo](#) (nonfiction).
- Reflect: Do you think the title is right for this book or text? What would you change about what you read?
- Respond: Design a new book cover for what you just read. (If you read an article, imagine it's being expanded and turned into a book.) Remember to include the title, the author, and a picture, collage, or other design to show what it's about. Write an explain about what was included in the design and why those design choices were made.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 16: Divisible Disks.

Social Studies

30 Minutes

Budgets/Presupuestos

- Log in to [BrainPOP](#) and search "budgets."
- Watch the video.
- Complete the Worksheet for this topic.
- Write a paragraph describing the difference between a fixed and variable expense. Include an example of each type of expense in the paragraph.
- Take the quiz to check your understanding.
- Optional Activity: Complete the Primary Source Activity for this topic. Review the family's budget report during WWII and answer the questions.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

Daily Summer Enrichment Schedule

Grade 4, Week 4, Day 1: Monday

Language Arts and Reading

1 Hour

- Read: Chose a book from home or read [Rocky Wonders](#) / [Maravillas rocosas](#) (nonfiction).
- Reflect: What is the main problem of the story? What would you do differently to solve the problem? If reading an informational text, what would happen if what you are learning about disappeared?
- Respond: Write about the main problem of the story or any problem learned from the text. What is the problem? How would you solve it?

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 17: Ten Is Not the End.

Science

30 Minutes

Water Cycle/Ciclo del agua

- Log in to [BrainPOP](#) and search “water cycle.”
- Watch the video.
- What happens in the water cycle?
- Use [BrainPOP Jr Water Cycle Talk About It About It](#) to help explain what happens in the water cycle.
- Take the quiz to check your understanding.
- Optional Activity: You will need a plastic bag, a cup, water, sand or dirt. Follow the [BrainPOP Jr Water Cycle Activity](#) directions for this activity.

Daily Check-In

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- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

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Daily Summer Enrichment Schedule

Grade 4, Week 4, Day 2: Tuesday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read [Rocky Wonders](#) / [Maravillas rocosas](#) (nonfiction).
- Reflect: What part of the text surprised you the most? What do you think was the author's purpose for writing this text? Imagine you met the author of the text, what would you say to them?
- Respond: Write a letter to the author about what you just read. Explain what your favorite part was and ask the author one or more questions about what you would still like to know.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 18: Divide Those Numbers.

Science

30 Minutes

Weather/Estado del tiempo

- Log in to [BrainPOP](#) and search "weather."
- Watch the video.
- Use the Graphic Organizer to record observations about the weather for one week.
- Take the quiz to check your understanding.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

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Daily Summer Enrichment Schedule

Grade 4, Week 4, Day 3: Wednesday

Language Arts and Reading

1 Hour

- Read: Choose a book from home or read [Fossil Hunter's Handbook](#) / [Manual del buscador de fósiles](#) (nonfiction).
- Reflect: Does the text remind you of another book you have read or movie you have seen? Why? Does the text remind you of someone you know? Who?
- Respond: Write about what the text reminds you of and include supporting details.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 19: Shell It Out.

Science

30 Minutes

Erosion/Erosión

- Log in to [BrainPOP](#) and search "erosion."
- Watch the video.
- Complete the Graphic Organizer by listing facts about the four main types of erosion.
- Take the quiz to check your understanding.
- Optional Activity: You will need a plastic bag, a cup, water, sand or dirt. Follow the [BrainPOP Jr Slow Land Changes Activity](#) directions for this activity.

Daily Check-In

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- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
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Daily Summer Enrichment Schedule Grade 4, Week 4, Day 4: Thursday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read [Fossil Hunter's Handbook](#) / [Manual del buscador de fósiles](#) (nonfiction).
- Reflect: Did the author use interesting language, repetition, dialogue, personification, or metaphors in the text?
- Respond: Choose a quote from what you read. Use that quote as a first line in your own poem or song. Be creative!

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 20: Break and Build.

Social Studies

30 Minutes

Branches of Government/Ramas del gobierno de E.U.

- Log in to [BrainPOP](#) and search "branches of government."
- Complete the talk about it page by describing how each branch of the government helps run the country.
- Take the quiz to check your understanding.
- Optional Activity: Use the activity page to write a set of laws for your class, school, or home that you think everyone should follow.

Daily Check-In

Recommended at the end of each day (or at the end of each activity), caregiver checks in with the student to see what the student was able to finish, what was challenging to learn, and what questions remain to ask the teacher. For example, a caregiver might ask:

- Were you able to complete all the assigned activities?
- What did you learn/practice/read today?
- What was easy or challenging for you?
- Do you have questions for your teacher?

The caregiver may also want to work with the student's teachers to send pictures of student work or information about the student's learning progress.

Daily Summer Enrichment Schedule

Grade 4, Week 4, Day 5: Friday

Language Arts and Reading

1 Hour

- Read: Choose a new book from home or re-read any book from this week such as [Rocky Wonders](#) / [Maravillas rocosas](#) (nonfiction) or [Fossil Hunter's Handbook](#) / [Manual del buscador de fósiles](#) (nonfiction).
- Reflect: Tell me about your favorite character (person/animal) or favorite thing you learned from reading this week.
- Respond: Imagine you are making a YouTube video about what you just read. What was important, exciting, or interesting about it. Create a two to three-minute presentation about it and present it to your family. You can even use props or costumes if you want! You can choose to record it if you have a video recording tool like a phone or tablet.

Math

1 Hour

Log in to [Zearn](#) and complete Grade 4 Mission 3 Lesson 22: Two of a Kind.

Social Studies

30 Minutes

President/presidente

- Log in to [BrainPOP](#) and search "president."
- Watch the video.
- Complete the talk about it page by listing some of the president's responsibilities.
- Take the quiz to check your understanding.

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