



# DEPARTMENT OF

## TEACHING, LEARNING & INNOVATION

LIFE READY

Parents/Guardians,

3/12/2020

Henrico County Public Schools is committed to providing engaging learning experiences for students during a district closing. As a result, The Department of Teaching, Learning, and Innovation has created a Distance Learning Plan to ensure the continuation of learning experiences at home.

We have highlighted our plan below so that families can understand and support learning at home during our time out of school. Below you will find information around our strategies for supporting your child while at home.

**Who:** Students in grades kindergarten through 5th grade will participate in Distance Learning Plans that include a wide variety of “at home” learning experiences.

**Why:** Distance Learning Plans expand students’ ongoing instructional time during a divisional school closing.

**What:** Distance Learning Plans provide opportunities for students to replicate learning experiences that would happen if the students were in school.

- Performance Task (Supports the Henrico Learner Profile and targeted Standards of Learning)
- Core Content Choice Board of Activities (Various levels or rigor, student chosen experiences)
- Math Connections (Targeted numeracy experiences)
- Reading Connections (Targeted reading and writing experiences)
- [CLEVER](#) Connections (Optional online at home access)
- [Digital Library Resources](#) (Optional online at home access)
- [Reading Resources](#) (Optional online at home access)
- [Digital Copy of Parent Literacy Resource Document](#) (printed version included in student packet)

**How:** Students will work on the various activities at a pace and time that works best for your family. We do ask upon returning to school that your child bring back the following:

- Performance Task Project (Participation grade and for feedback)
- Choice Board Document (Participation grade and for feedback)

In an effort to better guide your support at home, our department has created a Distance Learning website. This site will connect you to our KG-5 teacher guides and student resources for instruction at home. This link can be found below.

<https://sites.google.com/henrico.k12.va.us/hcpsdistancelearning>

We appreciate your support in ensuring that instruction continues at home during our time away from school.

The Department of Teaching, Learning, and Innovation

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# Growing Lifelong Readers and Learners

Literacy is the foundation for all learning, and we believe that strengthening literacy prepares students to be LifeReady. Families play an essential part in the learning experience since family members prepare students for learning and work directly with teachers and school staff to ensure students grow as learners.

## LITERACY TIPS FOR FAMILIES

### How can you help?



#### Reading Resources

Scan this QR code to find resources that provide book recommendations for all ages and helpful advice for growing lifelong readers. Contact your School Librarian for more tips, resources, and personalized book suggestions.

- Provide access** to a large number of books and other reading materials. \*
- Read widely** with your child from lots of different kinds of books: fiction, non-fiction, folk and fairy tales, comic books, graphic novels, biographies, cookbooks, and more.
- Visit your public libraries** and get a free library card to access print and digital books and resources.
- Provide writing materials** and models for writing in your home: books, audiobooks, magazines, newspapers, writing paper, pencils, and crayons.
- Balance books and screen time.** Reading picture books to children has a double effect. It removes the negative of extra screen time while adding a terrific positive in the form of skill and brain-building effects. (Gurdon, 2019).
- Be a role model** for your child. Read for pleasure or knowledge on a daily basis.

# Make Literacy a Part of Your Family Time

- Reading aloud** to children of ALL ages is not only a warm, sharing experience, but it also helps develop their listening skills and vocabulary and prepares them for reading on their own with understanding and personal connections.
- Make eye contact** with your child when talking about the story.
- Talk, sing, and read** with your child! Children’s brain cells are literally activated when they do these things with their families (Hutton, 2015).
- Label common areas** in your home and practice reading.
- Write the grocery list together** then shop together matching the words with the items on the shelves.
- Read the ingredients** and directions on a recipe and make something yummy to eat together.
- Play** a board game.
- Turn on the closed captioning** to your family’s favorite shows.



## Ready to Transform Learning?

Scan this QR code to learn how to access all of the HCPS Digital Resources and Databases.

### Sources:

*\*Data from the NAEP Research show that students who report having more books in their homes performed better academically. Specifically, while less than 15 percent of students with between 0 and 10 books scored proficient in 2015, 50 percent of students with more than 100 books did. The data and research are clear – children who have access to print reading materials have better literacy outcomes.*

“ACCESS TO READING MATERIALS.” *Access to Reading Materials*, United States Department of Education, [www2.ed.gov/datastory/bookaccess/index.html#datanotes](http://www2.ed.gov/datastory/bookaccess/index.html#datanotes).

Hutton, John S., et al. “Home Reading Environment and Brain Activation in Preschool Children Listening to Stories.” *Pediatrics*, American Academy of Pediatrics, 1 Sept. 2015, [pediatrics.aappublications.org/content/136/3/466](http://pediatrics.aappublications.org/content/136/3/466).

Gurdon, Meghan Cox. *The Enchanted Hour: The Miraculous Power of Reading Aloud in the Age of Distraction*. New York, Harper, an imprint of HarperCollins Publishers, 2019.

# 4th and 5th Grade

## HCPS Distance Learning Plan

### Assignment 1: Performance Task



Global Citizen:

I understand how diverse perspectives, experiences, and backgrounds contribute to a community's success.



Communicator:

I respond to questions, recalling information and communicating what I understand through an assigned task, product, and/or process.



Critical Thinker:

I make connections, look for patterns, and think about my ideas. I use strategies to solve problems.

### Taking Care of Our Earth!

People can affect the natural environment in positive and negative ways. Think about some ways that humans have negatively impacted the environment. Identify one problem and some possible solutions.

Choose one way to show the problem and a potential solution:

- Make a poster or flyer (regular paper or larger)
- Create a presentation (using Google Slides, PowerPoint or a program from Henrico's Clever Menu: <https://menu.clever.com/henrico>)
- Make a video that includes a written script
- Your choice: \_\_\_\_\_

Your finished product should:

- Identify a problem
- Include at least one possible solution to the problem

**You will need to turn in a digital or hard copy of your work when you return to school.**

**Student Self-Reflection:**

What problem did you choose? Explain why it is important to be aware of this problem?

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# Assignment 2: Choice Board

**Directions: Select at least one activity per content column to complete each week. Color the box when you have completed that activity.**

Math	Reading/Writing	Science	Social Studies
<p><b>Four Number Challenge</b> Using all four of the digits 5, 6, 7, and 9, and any of the four operations (+, -, x, ÷), can you make the number 24? Can you make 36?</p>	<p><b>You've got mail!</b> Write a letter to your principal that describes something you would like to change in your school.</p>	<p><b>May the Force be with You!</b> Design an investigation to test the following hypothesis: "If the mass of an object increases, then the force needed to move it will increase." Write about your findings.</p>	<p><b>Be the tour guide!</b> Pick a region of Virginia or the United States. Write a paragraph or make a brochure convincing people to visit the region you chose. Be sure to give reasons why and ideas of things they could do there.</p>
<p><b>Time it!</b> Record start and end times for four or more different activities. Find the elapsed time for each of the activities.</p>	<p><b>Recording Studio</b> Record yourself reading. Listen to the recording and think about something you can change. Set a goal. Record yourself reading again. Listen to see if you met your goal.</p>	<p><b>Our Changing Earth</b> Write a letter from the point of view of the Earth's surface. Tell about how you have changed throughout the years and are still changing.</p>	<p><b>Three is the magic number!</b> Create a diagram of the three branches of government on a piece of paper. Be sure to explain the roles of each branch of government.</p>
<p><b>Fair Shares</b> Show how 10 cookies could be shared between 2, 3, and 4 children. Use fractions to name the amount that each child would receive.</p>	<p><b>Going on a word hunt!</b> Look through a book you are reading to find words with prefixes and suffixes. Make a list that is sorted by prefix and suffix. How many words can you find?.</p>	<p><b>All About Plants</b> Draw a plant and label the roots, stems, leaves, and flowers. Explain the function of each part. <b>Bonus:</b> List several ways that plants can be pollinated.</p>	<p><b>Map It!</b> Draw a map of Virginia and label the regions, water features, and language groups/tribes. Don't forget to also add bordering states and anything else you remember from studying VA geography.</p>
<p><b>2.5 = _____</b> 2.5 is the answer. What could the question be? Challenge yourself to think of as many equations that equal 2.5 as you can.</p>	<p><b>Journal It</b> Keep a journal to describe what you do each day. How many descriptive words can you use to describe what you do?</p>	<p><b>It Matters!</b> Write a song or poem to explain how water changes when temperature changes. <b>Bonus:</b> Illustrate the appearance of molecules during the three phases of matter.</p>	<p><b>Build it!</b> What's your favorite thing you learned in social studies? Use materials around your home to build a model of it.</p>

My favorite activity was \_\_\_\_\_ because \_\_\_\_\_

The most challenging activity was \_\_\_\_\_ because \_\_\_\_\_

## Assignment 3: Reading Activities

**Directions: Select at least one activity from each category to complete each week.**

### Writing

- Pick a favorite food and describe it using as many sensory words and/or figurative language as you can.
- Do you agree or disagree with this statement: Children should only be allowed one hour of screen time per day. Explain your answer.
- Think about a pet you would like to own. Write to persuade your family that this is the perfect pet.
- Think of something you like to do (game, sport, hobby, recipe, etc.). Write to teach someone else how to do this activity

### Reading Response

- Read one of your fiction books and complete one of these activities:
  - Describe the setting of the story using descriptive words and/or pictures.
  - Describe the character. What advice would you give this character?
  - Draw the plot of the story and include the conflict and resolution.
- Read one of your nonfiction books and complete one of these activities:
  - Complete one of the non-fiction graphic organizers
  - Create a KWL in your journal
  - Find five facts from your text and one opinion and write them in your journal.
- Listen to a story online or audiobook.

### Word Work

- Word Hunt - Identify 5 words from something that you are reading. List a synonym and antonym for each word.
- Word talks - Choose two words: thermometer, photosynthesis, ecosystem, meteorologist. Complete the Word Talk graphic organizer.
- Game Builder - Create your own word game. Don't forget to write the rules.

### Family Literacy Activities

- Read a piece of real-world text in your home. This can be a recipe, a piece of mail, the back of the cereal box, or the back of a movie jacket. Talk about how this piece of text helps us and why the author wrote it.
- Play *I Spy* - One person thinks of an object that can be seen. Everyone else asks questions to try to identify the object.
- Play *Going on a Picnic* - Everyone playing will take turns saying "I am going on a picnic and I will bring \_\_\_\_." The first person thinks of something to bring that begins with the letter *a* (such as apple). The next person thinks of something to bring that begins with the letter *b* (such as banana). Repeat using all 26 letters of the alphabet.

## Assignment 4: Math Activities

**Directions: Select at least one activity from each category to complete each week.**

### Computation

- Select four numeral cards from a pile (remove the 10 cards).
  - Create two two-digit numbers and add them to make the greatest sum.
  - Create two two-digit numbers and add them to make the smallest sum.
  - Create two two-digit numbers and subtract them to make the greatest difference.
  - Create two two-digit numbers and subtract them to create the smallest difference.
- Select two of the numeral cards 1-10. Multiply to find the product of the two numbers.
- Select four numeral cards from a pile (remove the 10 cards).
  - Create two two-digit numbers and find the product.
  - Create a one-digit divisor and three-digit dividend division problem and solve.

### Fraction Action

- Select two fractions from the fraction card pile. Add the two fractions.
- Select two fractions from the fraction card pile. Subtract the two fractions.
- Select two fractions from the fraction card pile. Compare the fractions using the symbols/terms greater than, less than, or equal to.
- Select four cards from the fraction card pile. Order them from least to greatest.
- Select four cards from the fraction card pile. Order them from greatest to least.

### Measurement

- Mrs. Smith works for 4 hours and 45 minutes each day. She is allowed to choose when she starts and stops each day. What are some possible beginning and ending times for her?
- Find several real-world examples of angles (ex. the corner of a book is a right angle) around your house.
- Rusty, is a medium sized dog that loves to run. Design a dog pen for him using 36 feet of fencing. What are some different ways that you could design a dog pen using all 36 feet of fencing? Which do you think would be the best design to use for his pen?
- John found a box in his room. He wanted to describe the size of the box to his friend. What are all the ways John could measure the box to describe its size to his friend?

### Problem Solving

- Using the problem types chart, select a problem type to solve from each row.
- Create your own single-step practical problems based on the problem type chart and solve it.
- Create your own two-step practical problem. Below is an example of a two-step practical problem.
  - There are 15 students in the fourth grade and twice that number in the fifth grade. There are 13 boys and 14 girls in the third grade. How many students are in grades 3 through 5 altogether?



**Boxes and Bullets**

<b>Main Idea</b>	<b>Details</b>			

**3-2-1 Review**

<b>3</b> Things I learned	1.  2.  3.
<b>2</b> Things that surprised me	1.  2.
<b>1</b> Question I still have	1.

**Cause and Effect**

Cause



Effect

Cause



Effect

**Tricky Words**  
(only write one word per box)

Find a tricky word to say:

Find a tricky word to spell:

Find a tricky word that the author helped you understand:

How did the author help you understand the meaning of the word?

Find a tricky word that is VERY important to the topic:

Name: \_\_\_\_\_

word



- Ideas:
- sounds
- syllables
- prefixes
- suffixes
- root words
- synonyms
- antonyms
- meaning
- part of speech
- illustration
- connections
- related words

Name: \_\_\_\_\_

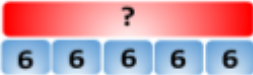
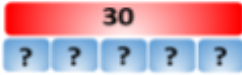
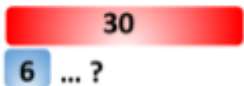
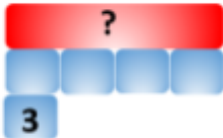
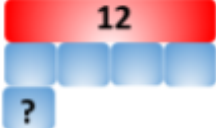

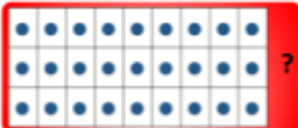

word



- Ideas:
- sounds
- syllables
- prefixes
- suffixes
- root words
- synonyms
- antonyms
- meaning
- part of speech
- illustration
- connections
- related words

# Problem Solving

## Common Multiplication and Division Problem Types

<p>Equal Groups Whole Unknown</p>	<p>Equal Groups Size of Groups Unknown</p>	<p>Equal Groups Number of Groups Unknown</p>
<p>There are 5 boxes of markers. Each box contains 6 markers. How many markers are there in all?</p> 	<p>If 30 markers are shared equally among 5 friends, how many markers will each friend get?</p> 	<p>If 30 markers are placed into school boxes with each box containing 6 markers, how many school boxes can be filled?</p> 
<p>Multiplicative Comparison Result Unknown</p>	<p>Multiplicative Comparison Start Unknown</p>	<p>Multiplicative Comparison Comparison Unknown</p>
<p>Tyrone ran 3 miles. Jasmine ran 4 times as many miles as Tyrone. How many miles did Jasmine run?</p> 	<p>Jasmine ran 12 miles. She ran 4 times as many miles as Tyrone. How many miles did Tyrone run?</p> 	<p>Jasmine ran 12 miles. Tyrone ran 3 miles. How many times more miles did Jasmine run than Tyrone?</p> 
<p>Array Whole Unknown</p>	<p>Array One Dimension Unknown</p>	
<p>There are 3 baseball teams competing at the field. Each team had 9 baseball players. How many baseball players were there all together?</p> 	<p>There are 27 children playing on teams at the field. The children are divided equally among 3 teams. How many children are on each team?</p> 	

# Numeral Cards

10	1	2	3	4
5	6	7	8	9
10	1	2	3	4
5	6	7	8	9

Cut numeral cards apart on solid lines.

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## Fraction Cards

$\frac{1}{2}$	$\frac{3}{4}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{2}{5}$
$\frac{5}{6}$	$\frac{1}{3}$	$\frac{3}{8}$	$\frac{4}{5}$	$\frac{1}{6}$
$\frac{3}{10}$	$\frac{3}{5}$	$\frac{5}{12}$	$\frac{7}{10}$	$\frac{7}{12}$
$\frac{1}{5}$	$\frac{5}{8}$	$\frac{9}{10}$	$\frac{11}{12}$	$\frac{7}{8}$

Cut numeral cards apart on solid lines.

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