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| **4th Grade Learning Activity Ideas** | | |
| Content Area | Standard | Activity Suggestion |
| Reading | **ELAGSE4RL9:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | Students use KWHLAQ or Effective Question Chart to create questions comparing themes, settings, plots, stories, myths, etc. |
| Writing | **ELAGSE4W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **SPAL- ELAGSE4SL5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | -Students create their narratives.  -Students create an illustration and record their narratives in Seesaw.  -Create a QR Code for students to share their stories in the hall & media center for a wider audience. |
| Social Studies | **SS5E2 Describe the functions of four major sectors in the U. S. economy.**   1. Describe the household function in providing resources and consuming goods and services. 2. Describe the private business function in producing goods and services. 3. Describe the bank function in providing checking accounts, savings accounts, and loans.   Describe the government function in taxation and providing certain public goods and public services. | -Students can go on a [webquest](http://zunal.com/xsearch.php?key=civil+war&GradeLevel=100&Curriculum=100&Page=1)/ station rotation to learn about the [Civil War concepts](http://interactivesites.weebly.com/civil-war.html) (Great Media Center collaboration!)  -Students select a battle to become an expert on, then complete a news article acting like a reporter, highlighting key elements of their battle. (Record in Seesaw)  - Students complete a journal from the perspective of one of the key people. (Create a class book of the journal entries to put in the media center to share with a wider audience OR [upload images related to entries](https://techiegalstechtips.weebly.com/images-for-projects.html) to Seesaw and record their journal entries.  -Then create a QR code to share in the hallway and media center, to share with a wider audience. |
| Science | **S4P2. Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.**   1. Plan and carry out an investigation utilizing everyday objects to produce sound and predict the effects of changing the strength or speed of vibrations. 2. Design and construct a device to communicate across a distance using light and/or sound. | -Students learn about [sound](https://www.explainthatstuff.com/sound.html) through webquest and hands-on investigation. (STEM Lab/ Classroom Activities)  -Students create instruments to exemplify what they learned  -Students create videos sharing the concepts learned (perhaps inspired by [Lucas the Spider’s music video](https://www.youtube.com/watch?v=lGEY8IulWiA))  -They can upload to Seesaw, create a QR code, and share in the hallway and media center, to share with a wider audience.  Also: [(Lucas the Spider-One Man Band)](https://www.youtube.com/watch?v=d-guQ3Pki-0) |
| Math | **MGSE4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. | -Pose a problem to the class where they have to [re-design the classroom](https://www.discoverdesign.org/challenges/redesign-your-classroom) (or media center).  -As a class determine what has to be included in the final product (# of desks, shelving, etc.)  -Students have to measure the room, desks, etc.  -Give students graph paper to create their rooms.  -Allow work in pairs, groups, or individually.  \*They could also use MS Excel or PPT to digitally represent their information  Or use [Digital Graph Paper](http://print-graph-paper.com/virtual-graph-paper) and print as a .pdf |