MRSD Distance Learning Activities: Grade 4

Distance Learning means that the district will provide teacher-led learning to students remotely, and is to be combined with learning and supplemental activities, along with nutrition and wellness needs. Thank you for partnering with us as we provide students with this new-to-us learning.

The expectation is that students will complete up to 90 minutes daily engaging in grade-level instructional tasks with adult support. Some of these tasks will include learning with devices and technology, while others do not; similar to the student experience during a typical school day. Although some of these resources are already regularly used in school, we hope that students have opportunities to try something new or show their learning in a new way.

We recommend each instructional day to include the following:

Teacher-Led Learning	Learning and Supplemental Activities	Meeting Nutrition and Wellness Needs
90 Minutes Maximum	***3 Hours <u>Recommended</u>***	***2 Hours <u>Recommended</u>***
Instruction, tasks, and activities as assigned by teachers <u>in this document.</u>	**Suggestions:** ● 30+ minutes of independent reading or reading to family member (books of student choice) ● Drawing ● Flashcards/math facts review ● 60+ minutes of imaginative play, dance, exercise ● Journaling ● Arts and crafts ● Board games, puzzles, dice, cards ● Drama/acting/singing ● Listening to audiobooks ● Watching educational programs or videos ● Finding and continuing patterns ● Create and solve story problems ● Crafting, sewing, knitting ● Measure amounts for cooking	**Suggestions:** **Meal Time** ● Integrate hand washing ● Invite children to help ● Include all members of the family if possible ● Connect/talk during meals **Outside Play** ● Walks together ● Bike rides ● Jump rope ● Sidewalk chalk drawing **Inside Play** ● Puzzles ● Games ● Stretching ● Listening to music

Please schedule your day **as it makes sense for you** and as it works best for family schedule and student needs. <u>Each activity or subject does not need to occur in one sitting</u>. Remember to take breaks, and enjoy the time with each other!

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Please see our Online Resources for Families to help with supplemental activities and wellness needs.

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

Links to Resources

Literacy Objectives: The next two weeks is all about persuasive/**opinions**. In your reading there are links to videos of picture books to support your understanding of what is a persuasive/opinion writing piece. In writing, **you are responsible for creating a published opinion writing piece** you make through the entire writing process. You will be able to choose your topic or choose one from a provided list. There are links to videos to help you through this process as well as a sample writing piece, opinion linking words/ phrases, a checklist, and a rubric.

Math Objectives: During the next two weeks, our math learning focus is on **fractions**. There are 10 days of work outlined in sequential order. The skills build on each other as the days progress. There are tasks each day, as well as performance tasks designed to be spread out over time. If you want extra practice with story problems, there are 15 of them attached to the end of this packet. If you come across a new skill or need a refresher, search the skill on Kahn Academy. Find the link in the resources above.
*There are some more difficult concepts such as simplifying/reducing fractions and converting improper fractions (more than a whole number) to mixed numbers (a whole number with a fraction) that we would like to teach our students when we are able to work more directly with them, after we are able to assure that all have the required access to needed devices and internet.

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✓	Day 1
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch I Wanna Iguana https://www.youtube.com/watch?v=ethKsIAQvo4 **Writing** ● Fact & Opinion Game- https://www.roomrecess.com/mobile/FactAndOpinion/play.html ● Video 1 (What is Opinion Writing?) https://www.youtube.com/watch?v=KEK2oGBSsHk ● Brain Pop Video: Fact and Opinion https://www.youtube.com/watch?v=1Ngkj2Lx-Ks ● **OR** fact vs opinion worksheet handout- https://easyteaching.net/wp-content/uploads/2019/08/readingstratfactopinionthrillvalley.pdf (Included in the Resource Section)
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Math: Fraction Review ● IXL Module P - Practice P.1, P.2, P.4 ● What's today's BIG IDEA? Reviewing what you learned in 3rd grade about fractions, as it's been a year or more since then. **Fractions are part of a whole number.** The **denominator** (bottom number) of a fraction tells how many equal pieces one whole thing has been divided up into. Denominator means "of the name" in latin, and we "name" the fraction pieces after the denominator. The **numerator** (top number) of a fraction is simply how many pieces of the whole you have. Numerator means "the number you have". ● **Week 1 Learning Project: Fraction Avenue**
	Science: (Optional Activity) Go onto **IXL** and click on the "Science" tab. This week's focus is on Earth's Features. Complete lessons V1, V2, and V3.
	Social Studies: (Optional Activity) Go onto **IXL** and click on the "Social Studies" tab. This week's focus is on Maps. Complete lessons F1, F2, and F3.
	Wellness/Self Care: Self Awareness The ability to identify and assess your thoughts, feelings, and values, and how they affect your behavior. Identifying emotions--knowing how you or others are feeling. ● How many different emotions can you name? How many ways can you describe similar emotions (happy, glad, pleased, thrilled, ecstatic)? ● How many different emotions can you make in a mirror? ● How many different emotions can you recognize on the face or body language of a family member or friend?

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	● For older grades, try complex emotional vocabulary words like "jubilant" or "apprehensive" to broaden their emotional understanding. Check out CASEL--core-competencies for more information.
	Music: Look around your home do you have any musical instruments, can you make any? (Example: a utensil hitting different objects, beads or pebbles in a tub, your own body) Make a list and next to each instrument list one thing it sounds like or put an emotion.

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✓	Day 2
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch I Wanna New Room https://www.youtube.com/watch?v=vJCxFB9dOdY **Writing** ● Video 2 (Choosing a Topic) https://www.youtube.com/watch?v=qv4rHG6rrr8 ● OREO video https://www.youtube.com/watch?v=hUP5hG4lIQM#action=share ● **OR** Fact & Opinion Brainstorming- Write your Own (Included in the Resource Section)
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Math: Equivalent Fractions ● IXL Module P - Practice P.5, P.7 ● What's today's BIG IDEA? You can make an **equivalent fraction** (equal value fraction) by multiplying or dividing the numerator and the denominator by the same number. *Or if the numerator and the denominator of the fractions have the same relationship to each other, they are equivalent fractions. 2/4 = 5/10 because 2 is half of 4 and 5 is half of 10. So these fractions are equivalent; they both equal ½.
	Wellness/Self Care: Self Awareness The ability to identify and assess your thoughts, feelings, and values, and how they affect your behavior. Recognizing strengths--knowing what you can do well! ● Write a list or tell a friend/family member 3-5 things you think you do well. ● Tell yourself you are good at 3-5 things. ● What are 1-2 things you want to get better at?

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✓	Day 3
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch Earrings https://www.youtube.com/watch?v=m2yjGH7JS5s&t=19s **Writing** ● Video 3 (Plan) https://www.youtube.com/watch?v=7kYtkqfXMOg **Opinion Writing Prompt:** Link ● **Choose 3** prompts to brainstorm about for your opinion essay. ● **Use a thought web to help organize your thinking.** 1. **Best Friends Forever.** Write an essay explaining what makes *your* best friend the *best* best friend. 2. **Awesomeness.** Describe the most awesome thing about being in fourth grade. 3. **New Worlds.** Would you rather help start a colony on a new planet or a city under the ocean? Why? 4. **School Food.** Name one thing you would like to change about your school's menu and explain why. 5. **Someday.** If you could be a race car driver, an astronaut, or president of a country, which would you choose and why?
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Math: More Equivalent Fractions - Find the missing numerator or denominator. ● IXL Module P - Practice P.8, P.9 (more equivalent fractions) ● What's today's BIG IDEA? We are moving more today towards working on equivalent fractions without using models. ***Remember, you can make an equivalent fraction by multiplying or dividing the numerator and the denominator by the same number.** ● Equivalent Fractions Practice Worksheet
	Wellness/Self Care: Self Awareness The ability to identify and assess your thoughts, feelings, and values, and how they affect your behavior. Self-efficacy-- the belief you can control your emotions, behavior, and reach goals. ● Name or write out 3-5 choices you know you can control (following directions). ● Name or write out 3-5 emotions that you can control (frustration).

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✓	Day 4
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch Don't Let the Pigeon Drive the Bus https://www.youtube.com/watch?v=n-dHeNfXtgc **Writing** ● Video 4 (Draft) https://www.youtube.com/watch?v=JmEWpwB85E0 ● Choose 1 prompt and come up with 3 reasons to support your opinion. ● Opinion/ Persuasive Writing Process https://www.writecook.com/upload/Persuasive%20Essay%20-%20the%20Process.pdf
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Math: Comparing Fractions with like Denominators ● IXL Module P - Practice P.12, P.14 ● What's the BIG IDEA? We can compare fractions using the >, <, and = symbols (greater than, less than, equal to). If the fractions are **like fractions (same denominator)** , they have the same size pieces that combine to make a whole, so you simply look and see which numerator is larger (more pieces of the same whole). If the numerators are the same, the fraction with the smaller denominator is actually greater, because the pieces of the whole are larger (think of ½ a pizza compared to ⅛ of a pizza).
	Wellness/Self Care: Self Awareness The ability to identify and assess your thoughts, feelings, and values, and how they affect your behavior. Accurate self-perception--the view you have of yourself. ● Look in the mirror and describe yourself. ● Write a description of yourself to a pen-pal you are writing to for the first time.
	Music: Pick out something you have read. (Example: Picture book, one chapter in a book, poem) Can you make words come alive with music? Using the instruments from the previous lesson or singing / vocal sound effects, can you make the writing come alive with music? (Example: The boy ran down to the pond and looked for frogs. Strike you thighs or an object to sound like running, make frog sounds with your voice).

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✓	Day 5
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch A Fine, Fine Day https://www.youtube.com/watch?v=nyveeuwMKkQ **Writing** ● Video 5 (Reasons and Examples) https://www.youtube.com/watch?v=X1e8Zg-fYgE ● Begin writing a rough draft of your opinion essay from the prompt you chose on day 4. ● OREO Writing Template
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Math: Compare Fractions using Models and Number Lines ● IXL Module P, Practice P.13, P.15 ● What's the BIG IDEA? Same as yesterday, but you can also compare fractions with like denominators and numerators by placing them on number lines. ● **Performance Task 1: Charity Begins at the Market**
	Wellness/Self Care: Self Awareness The ability to identify and assess your thoughts, feelings, and values, and how they affect your behavior. Self Confidence--A belief in yourself that you can get things done. ● What is something you know you can get done on your own or with help. ● What is a new task that you want to do well, start small and build. ● Do you have the "grit" or determination to get things done, even when it gets hard?

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✓	Day 6
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.) ● Watch Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist https://www.youtube.com/watch?v=rmCGvqwAGaA **Writing** ● Video 6 (Conclusion) https://www.youtube.com/watch?v=3Xo9C8BxgWE ● Continue with writing your opinion rough draft so you are prepared to revise your piece tomorrow
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Math: Using Benchmark Fractions to Compare ● IXL Module P - Practice P.16, P.17, New bonus activity below P.17 ● What's the BIG IDEA? Many times we can use "benchmarks" like 0, ½, and 1 to compare fractions by asking these questions: Is the fraction close to O? Is the fraction less than ½? Greater than ½? Is the fraction almost equal to 1? Greater than 1? **Remember: when the numerator and denominator are the same number, the fraction is equal to 1.**
	Science: (Optional Activity) Go onto **IXL** and click on the "Science" tab. This week's focus is on Force and Motion. Complete lessons G1, G2, and G3.
	Social Studies: (Optional Activity) Go onto **IXL** and click on the "Social Studies" tab. This week's focus is on Maps. Complete lessons F1, F2, and F3.
	Wellness/Self Care: Self management That means you are able to manage your emotions, thoughts and actions in different situations. You do the right thing, even when others are not watching. Are you being safe? ● Have you practiced washing your hands while singing the ABCs? Try it. ● Do you remember any of the 9 Kelso choices? (It's the poster with the frog on it). Name as many as you can.

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✓	Day 7
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch What Can A Citizen Do? https://www.youtube.com/watch?v=wzfk5xib-DU **Writing** ● Video 7 (Revise) https://www.youtube.com/watch?v=6sZao2fUhSw ● Revise your rough draft
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Math: Comparing Fractions with Like and Unlike Denominators ● IXL Module P - Practice P.18, P.19 ● What's the BIG IDEA? Continue to compare fractions using **benchmark fractions**, including in "real world" examples, like from a recipe.
	Wellness/Self Care: Self management That means you are able to manage your emotions, thoughts and actions in different situations. You do the right thing, even when others are not watching. Are you being responsible? ● Do you have any chores at home? Are you doing them without being asked? ● Can you practice reading without being asked? What about writing and math? ● Share a time you completed a task without being asked.
	Music: Reflecting on what you did last week for music. Take the story one step farther. Can you create a musical with the story? Using the instruments (real / homemade / body) or songs from your music collection / online and other items from around the house (stuff animals, draw & cut out characters, family members) act out the story with music. If you want, you can even make simple costumes or masks. Practice your creation.

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✓	Day 8
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch The Great Kapok Tree www.youtube.com/watch?v=J1Teb- jTyI **Writing** ● Video 8 (Editing) https://www.youtube.com/watch?v=LSmjkSkaR70 ● Edit your Opinion rough draft
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Math: Ordering Fractions ● IXL Module P - Practice P.20, P.21, P.22 ● What's the BIG IDEA? Fractions can be ordered from least to greatest, or greatest to least by comparing them. You can use **benchmark fractions**, number lines, or by generating equivalent fractions with common denominators. ● Ordering Fractions Worksheet
	Wellness/Self Care: Self Awareness The ability to identify and assess your thoughts, feelings, and values, and how they affect your behavior. Are you being respectful? ● Think of a recent time that you were kind to someone in your home. What did that feel like? ● Have you been practicing your manners? By saying please and thank you, sharing, taking turns, and listening to others you are showing respectful behavior. ● Practice using manners today.

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✓	Day 9
	Literacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch Let the Children March https://www.youtube.com/watch?v=bnptqGnM4xQ **Writing** ● Publish your writing piece on a clean sheet of paper, or typing on a Google Doc, or Word Document
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Math: Add and Subtract Fractions with Like Denominators ● IXL Module Q - Practice Q.5, Q.7, Q.9 ● What's the BIG IDEA? Adding and subtracting **like fractions** (fractions with the same denominator) is easy. Just remember this simple rule: **When adding or subtracting like fractions, only add or subtract the numerator. The denominator stays the same.** ● Adding Fractions Worksheet
	Wellness/Self Care: Self management That means you are able to manage your emotions, thoughts and actions in different situations. You do the right thing, even when others are not watching. Controlling strong emotions. What can you do if you are starting to feel angry towards family members? ● Try building a blanket tent. ● Think of your favorite place to be. Pretend you are at that place. ● Ask to take a "time out" until you feel better. ● Practice belly breathing, in through your nose, out through your mouth.

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✓	Day 10
	Literacacy: ● Read 30 minutes (you can read to yourself, to someone else, to a stuffed animal, etc.). ● Watch The Day the Crayons Quit https://www.youtube.com/watch?v=ZttMDho5HMw **Writing:** ● Publish your writing piece on a clean sheet of paper, typing on a Google Doc, or Word Document and submit to your teacher if possible.
	Brain Boost: ● Get 60 minutes of physical activity a day. Break it up and make it fun.
	Keyboarding Practice: Spend 15-20 minutes practicing your typing skills from your friends at Typing Pal. ● Log into Clever with your students QR code. ● Click on the Typing Pal icon.
	Math: Compare Sums and Differences, Word Problems and Recipes ● IXL Module Q - Q.10, Q.11, Q.12, Q.14 ● What's the BIG IDEA? We add and subtract fractions a lot in "real life". Sometimes we even use **mixed numbers** (an amount that includes a whole number and a fraction, like 2 ½). When adding and subtracting mixed numbers, you can add/subtract the whole number first, and then add or subtract the fraction. ● **Performance Task 2: Clara the Cleaner**
	Wellness/Self Care Activities: 1. Freeze dance. Have a dance party with other kids or family members and tell everyone that when you stop the music, they must hold very still. The first person to move is eliminated for the next round. The winner is the last one dancing. 2. Jenga. This stacking game requires a steady hand and careful planning of movements. The frustration of losing is softened by the fun of seeing the tower fall. It's an especially good one to use to help turn a sore loser into a good sport. Have some fun today.

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Resources:

Day 1 Writing Hand Out

Fact and Opinion

A fact:
can be proven by research, facts and figures, survey results and other methods.

An opinion:
can't be proven because it is a matter of personal belief or judgement.

THRILL VALLEY

Come to our brand-new theme park, Thrill Valley!

Thrill Valley is only a short 30-minute drive from the centre of town. For this week only, we are offering entrance for the amazing price of just $35 per person. Our roller coaster is the scariest ride in the country! It has four loops and reaches speeds of up to 150 kilometres per hour. Your legs will be shaking just watching it! We also have a haunted house which with incredibly real looking ghosts and monsters! For those people who prefer something more relaxing, our wave pool will be just what you need. Feeling hungry? We have 12 different cafes and restaurants to choose from, so there is something for everyone at Thrill Valley. We have nightly firework displays. There is no better way to finish the day than with fireworks!

Thrill Valley, the place where it's impossible to be bored!

Separate the fact from the opinion. Remember, facts can be proved while opinions can't!

Facts	Opinions

MRSD Distance Learning Activities: Grade 4

Day 1 Writing Hand Out Answer Key

Fact and Opinion

A fact:
can be proven by research, facts and figures, survey results and other methods.

An opinion:
can't be proven because it is a matter of personal belief or judgement.

Come to our brand-new theme park, Thrill Valley!

Thrill Valley is only a short 30-minute drive from the centre of town. For this week only, we are offering entrance for the amazing price of just $35 per person. Our roller coaster is the scariest ride in the country! It has four loops and reaches speeds of up to 150 kilometres per hour. Your legs will be shaking just watching it! We also have a haunted house which with incredibly real looking ghosts and monsters! For those people who prefer something more relaxing, our wave pool will be just what you need. Feeling hungry? We have 12 different cafes and restaurants to choose from, so there is something for everyone at Thrill Valley. We have nightly firework displays. There is no better way to finish the day than with fireworks!

Thrill Valley, the place where it's impossible to be bored!

Separate the fact from the opinion. Remember, facts can be proved while opinions can't!

Facts	Opinions
(not a complete list)	**(not a complete list)**
Thrill Valley is new, 30 minute drive from centre of town, entry $35 for this week, roller coaster has 4 loops and goes up to 150km/h, there is a haunted house with ghosts and monsters, there is a wave pool and 12 different cafes and restaurants, fireworks every night.	Thrill Valley is a short drive from town, $35 is an amazing price, roller coaster is scariest ride, legs will shake watching it, ghosts and monsters are real looking, wave pool will suit people who want to relax, there is food for everyone, fireworks is best way to finish a day, impossible to be bored.

MRSD Distance Learning Activities: Grade 4

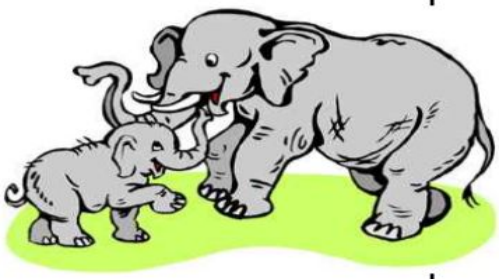
Day 1 Writing Fact Vs Opinion Handout

Name: _____

Animal Facts and Opinions

Tell whether each sentence is a fact or opinion. Write "fact" next to each statement that gives information that you can prove. Write "opinion" next to statements that tell how someone feels about something.

1. _____ A giant tortoise can live to be over 150 years old.
2. _____ Jennifer saw a zebra at the zoo.
3. _____ A polar bear is the most fun animal to watch.
4. _____ Parrots are prettier than blue birds.
5. _____ Elephants eat grass and leaves.
6. _____ Bald eagles usually lay one or two eggs at a time.
7. _____ Blue whales are the largest animals in the world.
8. _____ A cheetah can run faster than a lion.
9. _____ Everyone should go to see the new gorilla habitat.
10. _____ Koalas usually sleep during the day.
11. _____ Canaries sing beautifully.
12. _____ The bats in the cave are very scary.
13. _____ Snakes do not make good pets.
14. _____ Chimpanzees can climb to the tops of trees.
15. _____ Hummingbirds are the only bird that can fly backwards.
16. _____ A rhinoceros can be very difficult to take care of.
17. _____ Crocodiles spend most of their time in saltwater.
18. _____ Pandas are black and white.
19. _____ Hippos are amazing animals to watch.
20. _____ A Komodo dragon is a reptile.



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Day 1 Writing Fact Vs Opinion Handout Answer Key

ANSWER KEY

Animal Facts and Opinions

Tell whether each sentence is a fact or opinion. Write "fact" next to each statement that gives information that you can prove. Write "opinion" next to statements that tell how someone feels about something.

1.	**fact**	A giant tortoise can live to be over 150 years old.
2.	**fact**	Jennifer saw a zebra at the zoo.
3.	**opinion**	A polar bear is the most fun animal to watch.
4.	**opinion**	Parrots are prettier than blue birds.
5.	**fact**	Elephants eat grass and leaves.
6.	**fact**	Bald eagles usually lay one or two eggs at a time.
7.	**fact**	Blue whales are the largest animals in the world.
8.	**fact**	A cheetah can run faster than a lion.
9.	**opinion**	Everyone should go to see the new gorilla habitat.
10.	**fact**	Koalas usually sleep during the day.
11.	**opinion**	Canaries sing beautifully.
12.	**opinion**	The bats in the cave are very scary.
13.	**opinion**	Snakes do not make good pets.
14.	**fact**	Chimpanzees can climb to the tops of trees.
15.	**fact**	Hummingbirds are the only bird that can fly backwards.
16.	**opinion**	A rhinoceros can be very difficult to take care of.
17.	**fact**	Crocodiles spend most of their time in saltwater.
18.	**fact**	Pandas are black and white.
19.	**opinion**	Hippos are amazing animals to watch.
20.	**fact**	A Komodo dragon is a reptile.

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Day 2 Writing Handout

Fact or Opinion

A **fact** is something that is true or can be proven.

An **opinion** is your feelings or how someone else feels about a topic.

Write one fact and one opinion for each topic.

example: *music*

Fact: The violin is a stringed instrument.

Opinion: Jazz is the most beautiful type of *music*.

1. *candy*

Fact: _____

Opinion: _____

2. *tree*

Fact: _____

Opinion: _____

3. *monkey*

Fact: _____

Opinion: _____

MRSD Distance Learning Activities: Grade 4

Day 2 Writing Handout Continued

4. *carrot*

Fact: _____

Opinion: _____

5. *Australia*

Fact: _____

Opinion: _____

6. *bird*

Fact: _____

Opinion: _____

7. *pizza*

Fact: _____

Opinion: _____

8. *piano*

Fact: _____

Opinion: _____

9. *banana*

Fact: _____

Opinion: _____

MRSD Distance Learning Activities: Grade 4

Day 5 Writing: OREO Writing Template page 1 of 4

Opinion Writing: OREO

Name: _____

Opinion:

Reason #1:

Example:

Reason #2:

Example:

Reason #3:

Example:

Opinion:

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MRSD Distance Learning Activities: Grade 4

Day 5 Writing: OREO Writing Template page 2 of 4

Opinion Writing: OREO

Name: _____

Opinion:

Reason #1:

Example:

Reason #2:

Example:

Reason #3:

Example:

Opinion:

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MRSD Distance Learning Activities: Grade 4

Day 5 Writing: OREO Writing Template page 3 of 4

Opinion Writing: OREO

Name: _____

Opinion:

Reason #1:

Example:

Reason #2:

Example:

Reason #3:

Example:

Opinion:

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MRSD Distance Learning Activities: Grade 4

Day 5 Writing: OREO Writing Template page 4 of 4

Opinion Writing: OREO

Name: _____

Opinion:

Reason #1:

Example:

Reason #2:

Example:

Reason #3:

Example:

Opinion:

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MRSD Distance Learning Activities: Grade 4

Sample Opinion Essay

Grade 4 **Opinion Writing**

The writer began with a few sentences to "hook" the reader. He may have done this by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information.

The writer separated sections of information using paragraphs.

The writer shows evidence of deliberate word and detail choice. He repeated and emphasized key words and used precise details to draw the reader into his line of thought.

The writer used a convincing tone.

The writer wrote an ending that doesn't just restate, but reflects on the claim. It reminds the reader of his point and suggests a solution for the problem.

Many people think that recess is fun for kids no matter what but I think it is boring because there isn't anything fun to do. Right now at recess a lot of kids just sit on the grass because they don't want to swing or play jump rope.

The first reason why we should have football is because it is good exercise. When you play, you get to run, throw, and catch. For instance, when I was playing football last week Anthony had the ball and we all had to run after him and try to get the ball to make a touchdown. My football coach says, "Football is a great workout." We should have football because it's good exercise.

Another reason we should have football is because everyone can play football. I play with my brothers. Sometimes my sister plays. Sometimes my dog catches the ball! This shows that everyone can play. Also, if you don't know how to play it is an easy sport to learn. You can just start playing. All you need is a ball and a yard. We already have a yard at recess, we just need a ball. Our class says that five of us have balls at home that we can bring in. This shows that everyone can play.

The last and most important reason that we should have football is because it is fun for everyone. Even people that are just watching have fun! For instance, last weekend at Central Park I saw a game going on and the players were running and catching and throwing and giving each other high fives. And the fans were jumping up and down and screaming their heads off. We should have football because it is fun for everyone.

Recess is supposed to be fun. If we have football at recess we will get more exercise, play more, and have more fun. When we were little we played on the swings or went down slides. But now everyone just sits around. It would be better if we could play football.

The writer stated his claim.

The writer used words and phrases to glue parts of his piece together. He used phrases such as *for example, another example, one time,* and *for instance* (to show a shift from reasons to evidence) and *in addition, also,* and *another* (to make a new point).

The writer chose reasons that are convincing to the reader. He included examples and information to support those reasons. This information might be from a text, from personal experience, or from background knowledge.

The writer used periods to fix run-on sentences.

When writing long, complex sentences, the writer used commas to make them clear and correct.

MRSD Distance Learning Activities: Grade 4

Persuasive Writing Check off Sheet

____ 1. Creative title Highlight the title
____ 2. Each of the 5 paragraphs is indented

1st paragraph

____ First sentence is a hook to grab the reader's attention.
____ I have included background information on the topic so that the reader understands why it is important.
____ Last sentence of the First paragraph is my thesis where I clearly take a stand and list my 3 supporting reasons. Highlight the thesis

2nd paragraph

____ Paragraph #2 begins with a transition. Underline it!
____ The first sentence states my first argument. Highlight it!
____ Paragraph is 5 or more sentences that all relate to the first sentence. Write the number of sentences in the margin.

3RD paragraph

____ Paragraph #3 begins with a transition. Underline it!
____ The first sentence states my first argument. Highlight it!
____ Paragraph is 5 or more sentences that all relate to the first sentence. Write the number of sentences in the margin.

4TH paragraph

____ Paragraph #4 begins with a transition. Underline it!
____ The first sentence states my first argument. Highlight it!
____ Paragraph is 5 or more sentences that all relate to the first sentence. Write the number of sentences in the margin.

Common Core State Standards Writing Rubric

Opinion Writing Rubric (Grade 4)

Write opinion pieces on topics or texts supporting a point of view with reasons and information.

	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		
Score	**Statement of Purpose/Focus**	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	**Conventions**
4 Proficient	• Introduces a topic and opinion that is focused, clearly stated, and strongly maintained	• Has a clear and effective organizational structure • Uses linking words and phrases to connect opinion and reasons • Provides a concluding statement or section related to the opinion presented	• Provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details	• Uses precise language and domain-specific vocabulary to explain the topic •Uses correct and varied sentence structures.	• Demonstrates command of grade-level conventions of capitalization, punctuation, and spelling; errors are minor and do not interfere with understanding of the text.
3 Approaching	• Attempts to introduce a topic and opinion that is focused, clearly stated, and strongly maintained	• Has a recognizable organizational structure with minor flaws • Attempts to use linking words and phrases to connect opinion and reasons • Attempts to provide a concluding statement or section related to the opinion presented	• Provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details	• Attempts to use precise language and domain-specific vocabulary to explain the topic most of the time • Uses correct and varied sentence structures most of the time.	• Uses grade-level appropriate conventions of capitalization, punctuation, and spelling most of the time; errors do not interfere with understanding of the text
2 Below	• Attempts to introduce a topic and opinion that is focused, stated, and maintained with limited success	• Has an inconsistent organizational structure, flaws are evident • Uses some linking words and phrases to connect opinions and reasons • Attempts to provide a concluding statement or section with limited success	• Provides uneven, cursory support/evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details	• Uses precise language and domain-specific vocabulary to explain the topic some of the time • Uses correct or varied sentence structures some of the time.	• Uses grade-level appropriate conventions of capitalization, punctuation, and spelling some of the time; some errors interfere with understanding of the text.
1 Far Below	• Does not introduce a clear topic or opinion	• Has little or no discernible organizational structure • Does not use linking words or phrases to connect opinions and reasons • Does not provide a concluding statement or section related to the opinion presented	• Provides minimal support/evidence for the writer's opinion that includes little or no use of sources, facts, or details	• Does not use precise language and domain-specific vocabulary to explain the topic • Does not use correct or varied sentence structures.	• Does not use grade-level appropriate conventions of capitalization, punctuation, and spelling; errors prohibit understanding of the text.

MRSD Distance Learning Activities: Grade 4

FRACTION AVENUE

Congratulations! You have just moved to Fraction Avenue, which is a street full of fractions. Use the following information to complete the map of your new street.

- $\frac{1}{8}$ of the houses are for sale
- There are trees in the front yard of $\frac{1}{2}$ of the houses
- $\frac{2}{8}$ of the homes have dogs outside.
- You can see a person in $\frac{1}{4}$ of the windows
- $\frac{3}{8}$ of the homes have a red door
- There are cars parked outside of $\frac{3}{4}$ of the houses
- $\frac{1}{8}$ of the houses have a blue roof

Bonus

Write your own fraction problems on the back and add those details to your neighborhood too!

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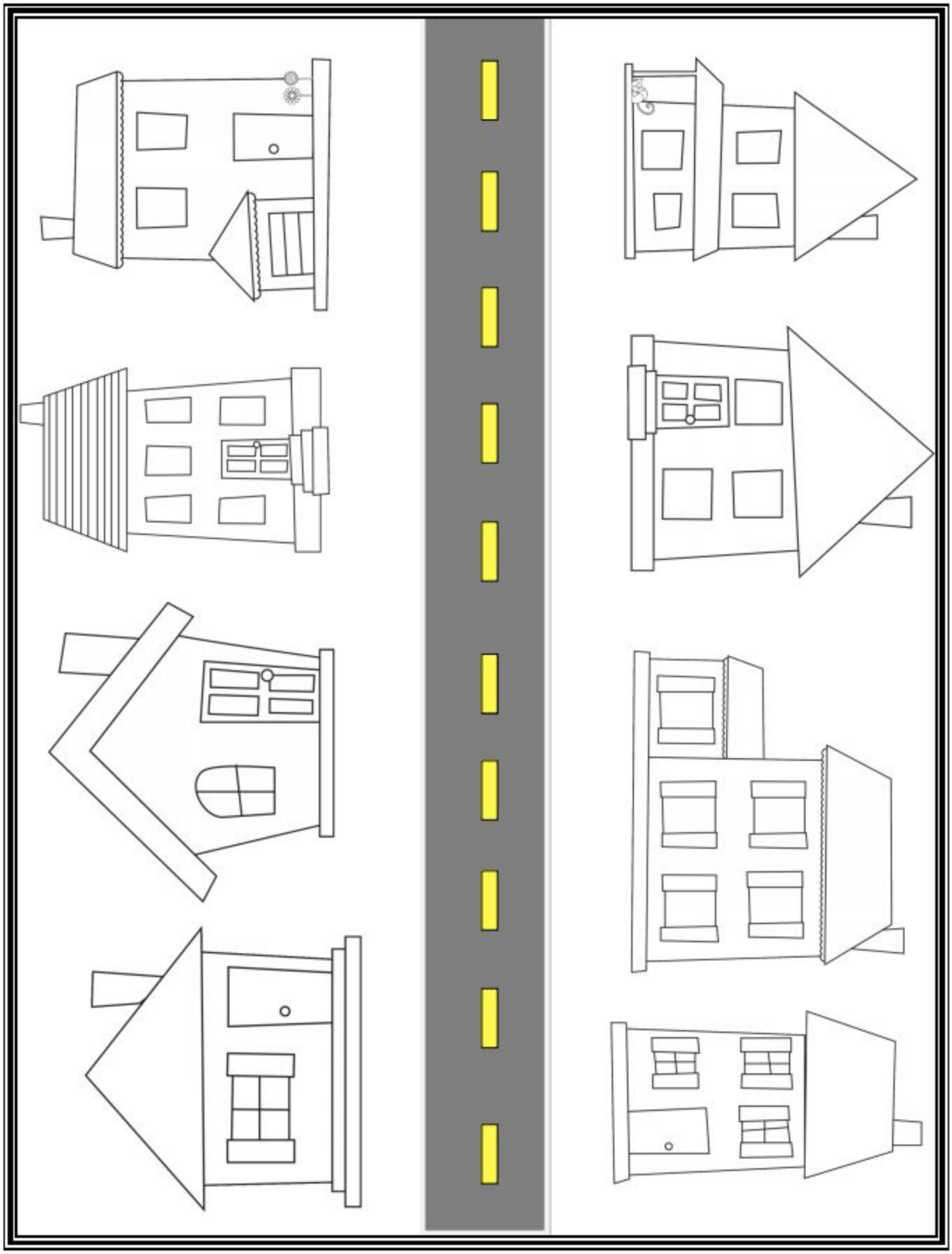
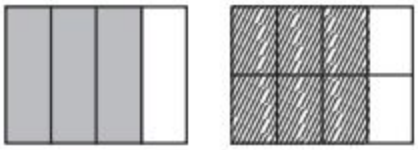


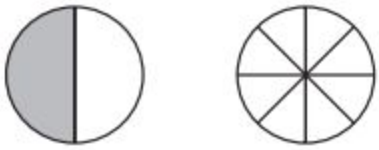
MRSD Distance Learning Activities: Grade 4

4 Equivalent fractions

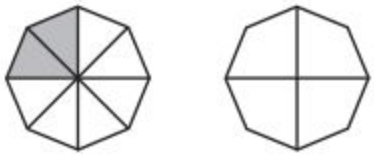
Shade in the equivalent fraction. Write the new fraction.



$\frac{3}{4} = \frac{6}{8}$

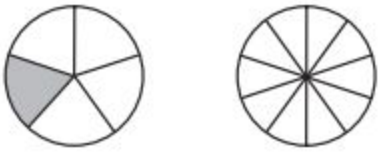


$\frac{1}{2} = ____$

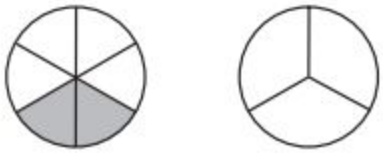


$\frac{2}{8} = ____$

$\frac{1}{3} = ____$



$\frac{1}{5} = ____$



$\frac{2}{6} = ____$

$\frac{2}{5} = ____$

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Name _____ Date _____

Score _____

Performance Task

Brain Builders

Charity Begins at the Market

The Country Market is a popular place for fresh vegetables and homemade goodies. Sooner or later, everyone in town comes to the Market. Three students, Ashton, Pat, and Sam, each have a table at the Market. Each student is trying to raise money for the Food Bank. They are having a friendly contest to see who can raise the most money.

Show all your work to receive full credit.

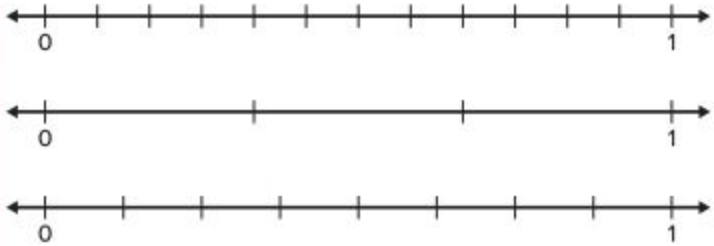
Part A

Mr. Reynolds gave a total of $48 to the students. Find all the factor pairs of 48.

Equation	Factor Pairs

Part B

Ashton has raised $\frac{8}{12}$ of her goal, Pat has raised $\frac{2}{3}$ of her goal, and Sam has raised $\frac{5}{8}$ of his goal. Show whether two of these fractions are equivalent, using the number lines below.



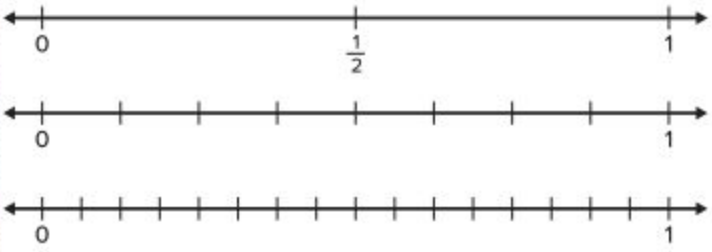
_____ and _____ are equivalent fractions.

Part C

Find two other fractions that are equivalent to Pat's fraction. Be sure to show all your work.

Part D

Another student has joined the friendly contest at the Market. Jesse got some money from his grandparents, so he now has $\frac{7}{16}$ of his goal. Use the benchmark fraction $\frac{1}{2}$ to compare his fraction to Pat's fraction. Use > or < to write a comparison.



_____

Part E

Jesse got another donation from his neighbors. He now has $\frac{12}{16}$ of his goal. Use the number lines above to compare his new fraction to Pat's fraction. Write a comparison using < or >.

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6 Ordering fractions

Write the fractions in order from least to greatest.

$\frac{2}{3}$ $\frac{1}{5}$ $\frac{1}{3}$	$\frac{1}{5}$ $\frac{1}{3}$ $\frac{2}{3}$
$\frac{6}{10}$ $\frac{4}{5}$ $\frac{4}{10}$	_____ _____ _____
$\frac{5}{6}$ $\frac{2}{5}$ $\frac{2}{12}$	_____ _____ _____
$\frac{2}{5}$ $\frac{3}{10}$ $\frac{1}{4}$	_____ _____ _____
$\frac{3}{4}$ $\frac{2}{3}$ $\frac{5}{6}$	_____ _____ _____

Challenge yourself! Write the fractions in order from least to greatest.

$\frac{3}{4}$ $\frac{5}{8}$ $\frac{1}{2}$ $\frac{4}{12}$	_____ _____ _____ _____
$\frac{2}{3}$ $\frac{5}{12}$ $\frac{2}{6}$ $\frac{1}{4}$	_____ _____ _____ _____

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7 Adding fractions

Add.

$\frac{2}{8} + \frac{3}{8} =$ _____

$\frac{1}{4} + \frac{2}{4} =$ _____

$\frac{1}{5} + \frac{3}{5} =$ _____

$\frac{4}{8} + \frac{3}{8} =$ _____

$\frac{5}{9} + \frac{3}{9} =$ _____

$\frac{1}{6} + \frac{4}{6} =$ _____

$\frac{4}{10} + \frac{4}{10} =$ _____

$\frac{3}{7} + \frac{2}{7} =$ _____

$\frac{4}{11} + \frac{5}{11} =$ _____

$\frac{1}{5} + \frac{2}{5} =$ _____

$\frac{1}{9} + \frac{4}{9} =$ _____

$\frac{7}{12} + \frac{4}{12} =$ _____

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Name _____ Date _____

Score _____

Performance Task

Brain Builders

Clara the Cleaner

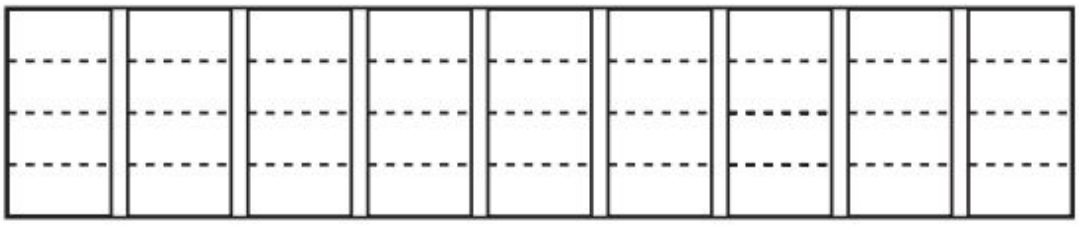
Clara is an amazing cleaner. All her success comes from the cleaning products she uses. They are all made with her secret ingredients.

Show all your work to receive full credit.

Part A

Clara needed to clean a small office building. She added $\frac{3}{4}$ cup of Secret Ingredient #1 to 9 buckets of soapy water. How much Secret Ingredient #1 did she use in all?

Complete the model and write and solve an equation. Show your work.



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Part B

Clara found a box of Secret Ingredient #2 that was $\frac{5}{6}$ full, and another box that was $\frac{4}{6}$ full. She wants to put $\frac{2}{6}$ box in each of 4 buckets of glass cleaner. Does she have enough of Secret Ingredient #2 to fill all the buckets? Explain.

Part C

Clara adds $\frac{3}{5}$ teaspoon of Secret Ingredient #3 to each small bucket to polish the furniture. She has 8 buckets ready to go, but she only has 4 teaspoons of the ingredient. Does she have enough for 8 buckets? Solve the problem 2 different ways. Tell how much she has left over or how much more she needs.

Part D

Clara adds $\frac{3}{8}$ cup of Secret Ingredient #4 to each of 4 buckets to shine the elevator doors. She got a new job to clean another larger building and now she needs enough Secret Ingredient #4 to make an additional 5 buckets. Write and solve an equation to find how much of the ingredient she needs in all.

MRSD Distance Learning Activities: Grade 4

Math Answer Keys: Worksheets

PAGE 4

$\frac{3}{4} = \frac{6}{8}$

$\frac{2}{8} = \frac{1}{4}$

$\frac{1}{5} = \frac{2}{10}$

$\frac{1}{2} = \frac{4}{8}$

$\frac{1}{3} = \frac{3}{9}$

$\frac{2}{6} = \frac{1}{3}$

$\frac{2}{5} = \frac{4}{10}$

PAGE 6

$\frac{1}{5}$ $\frac{1}{3}$ $\frac{2}{3}$

$\frac{4}{10}$ $\frac{6}{10}$ $\frac{4}{5}$

$\frac{2}{12}$ $\frac{2}{5}$ $\frac{5}{6}$

$\frac{1}{4}$ $\frac{3}{10}$ $\frac{2}{5}$

$\frac{2}{3}$ $\frac{3}{4}$ $\frac{5}{6}$

$\frac{4}{12}$ $\frac{1}{2}$ $\frac{5}{8}$ $\frac{3}{4}$

$\frac{1}{4}$ $\frac{2}{6}$ $\frac{5}{12}$ $\frac{2}{3}$

PAGE 7

$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$

$\frac{5}{9} + \frac{3}{9} = \frac{8}{9}$

$\frac{4}{10} + \frac{4}{10} = \frac{8}{10}$ or $\frac{4}{5}$

$\frac{4}{11} + \frac{5}{11} = \frac{9}{11}$

$\frac{1}{9} + \frac{4}{9} = \frac{5}{9}$

$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

$\frac{4}{8} + \frac{3}{8} = \frac{7}{8}$

$\frac{1}{6} + \frac{4}{6} = \frac{5}{6}$

$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$

$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$

$\frac{7}{12} + \frac{4}{12} = \frac{11}{12}$

MRSD Distance Learning Activities: Grade 4

Performance Task 1: Charity Begins at the Market

Scoring Rubric

Part A
2 points

Full Credit

Equation	Factor Pairs
$1 \times 48 = 48$	1 and 48
$2 \times 24 = 48$	2 and 24
$3 \times 16 = 48$	3 and 16
$4 \times 12 = 48$	4 and 12
$6 \times 8 = 48$	6 and 8

Partial Credit 1 point will be given for finding three or four of the factor pairs.

No Credit No points will be given for an incorrect answer.

Part B
3 points

Full Credit Number lines should be labeled by twelfths, thirds, and eighths. A vertical line drawn through the number lines should pass through $\frac{2}{3}$ and $\frac{8}{12}$, showing that the fractions are equivalent.
$\frac{2}{3}$ and $\frac{8}{12}$ are equivalent fractions.

Partial Credit 2 points will be given for correctly numbering all the number lines, but making a mistake in identifying the equivalent fractions, or for correctly identifying the equivalent fractions but making a mistake in labeling one of the number lines.

Partial Credit 1 point will be given for incorrectly labeling one number line and incorrectly identifying the equivalent fractions.

No Credit No points will be given for an incorrect answer.

Part C
2 points

Full Credit Sample answers: $\frac{2}{3} \times \frac{4}{4} = \frac{8}{12}$ and $\frac{2}{3} \times \frac{7}{7} = \frac{14}{21}$ Other answers are possible.

Partial Credit 1 point will be given for one correct equivalent fraction.

No Credit No points will be given for an incorrect answer.

Part D
3 points

Full Credit Number lines should be labeled by eighths and sixteenths. The points for $\frac{5}{8}$ and for $\frac{7}{16}$ should be highlighted in some manner to show their position. A vertical line should be drawn through the $\frac{1}{2}$ mark on the top number line.
$\frac{7}{16} < \frac{5}{8}$ or $\frac{5}{8} > \frac{7}{16}$

Partial Credit 2 points will be given if the number lines are correctly labeled but the comparison is incorrect, or if the comparison is correct but one of the number lines is mislabeled.

Partial Credit 1 point will be given for a correct comparison but incorrectly labeled number lines.

No Credit No points will be given for an incorrect answer.

Part E
2 points

Full Credit $\frac{12}{16} > \frac{5}{8}$ or $\frac{5}{8} < \frac{12}{16}$

Partial Credit 1 point will be given for identifying the fractions on the number line but writing an incorrect comparison.

No Credit No points will be given for an incorrect answer.

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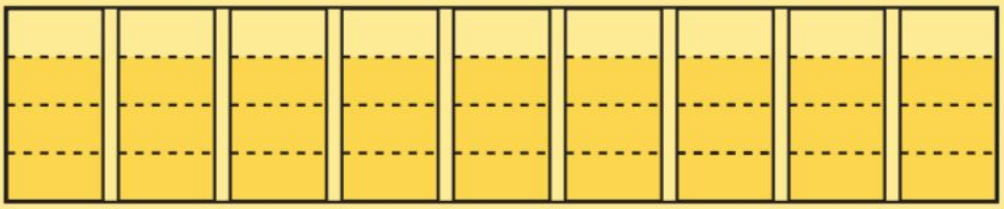
Performance Task 2: Clara the Cleaner

Scoring Rubric

Part A 3 points	**Full Credit**	 $\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}+\frac{3}{4}=\frac{27}{4}=6\frac{3}{4}$; or $9\times\frac{3}{4}=\frac{27}{4}=6\frac{3}{4}$ Clara needs $6\frac{3}{4}$ cups of Secret Ingredient #1.
	Partial Credit	2 points will be given for a correct model and equation, but no statement.
	Partial Credit	1 point will be given for a correct model or a correct equation, with no statement.
	No Credit	No points will be given for an incorrect answer.
Part B 2 points	**Full Credit**	$\frac{5}{6}+\frac{4}{6}=\frac{9}{6}$ $4\times\frac{2}{6}=\frac{8}{6}$ Yes, she has enough Secret Ingredient #2 because $\frac{9}{6}>\frac{8}{6}$ (or $1\frac{3}{6}>1\frac{2}{6}$).
	Partial Credit	1 point will be given for a correct equation but an incorrect or missing conclusion, or an incorrect equation but a correct conclusion.
	No Credit	No points will be given for an incorrect answer.
Part C 3 points	**Full Credit**	$8\times\frac{3}{5}=\frac{24}{5}=4\frac{4}{5}$ $\frac{3}{5}+\frac{3}{5}+\frac{3}{5}+\frac{3}{5}+\frac{3}{5}+\frac{3}{5}+\frac{3}{5}+\frac{3}{5}=\frac{24}{5}=4\frac{4}{5}$ No, she does not have enough. She would need $\frac{4}{5}$ teaspoon more.
	Partial Credit	2 points will be given for two correct equations but an incorrect or missing conclusion, or for one correct equation and a correct conclusion.
	Partial Credit	1 point will be given for one correct equation without a correct conclusion.
	No Credit	No points will be given for an incorrect answer.
Part D 2 points	**Full Credit**	$(4+5)\times\frac{3}{8}=9\times\frac{3}{8}=\frac{27}{8}=3\frac{3}{8}$ cups; or $4+5=9$; $9\times\frac{3}{8}=\frac{27}{8}=3\frac{3}{8}$ cups.
	Partial Credit	1 point will be given for writing a correct equation(s) with an incorrect solution.
	No Credit	No points will be given for an incorrect answer.

MRSD Distance Learning Activities: Grade 4

Fraction practice story problems:

(EQUIVALENT FRACTIONS)

There were ten baked goods in a basket. Four of them were sold. Write a fraction to show the amount of goods that were not sold. Then write a fraction that is equivalent to this number. Draw an illustration to show your thinking.

Josie lives ⅕ of a mile from school. Logan lives 2/10 of a mile from school. He says he lives farther away because 2 is more than 1. Is his reasoning correct? Does he live farther away from school? Explain.

Suppose ten deer are traveling together. If four of them are does and three of them are fawns, what fraction represents the number of bucks? Can you find 2 equivalent fractions to this number?

(COMPARING FRACTIONS)

Name three fractions that are NOT bigger than $\frac{1}{2}$. Explain how you determined those fractions.

It is simple to compare fractions with the same DENOMINATOR (the number on the bottom of the fraction). How can I compare two fractions with the same NUMERATOR (the number on the top of the fraction)? Draw a model or illustration to explain your reasoning.

Noah has a bag of red, green, and blue gumballs. One sixth of the gumballs are red. Two sixths of them are green. He says there are fewer blue gumballs than green gumballs. Do you agree or disagree with Noah? Explain. You may also draw a model to support your thinking.

(COMPARING AND ORDERING FRACTIONS)

Kaylin has three cans of paint that are the same size. The can of blue paint is ⅔ full. The can of green paint is $\frac{3}{4}$ full. The can of yellow paint is $\frac{1}{2}$ full. Order the paint colors from the least to greatest amounts. Use a model or number line to justify your answer.

MRSD Distance Learning Activities: Grade 4

(USING BENCHMARK FRACTIONS TO ORDER AND COMPARE)

Cole has two glue sticks that are partially used. One had ⅕ left and the other has $\frac{3}{8}$ left. Which glue stick has more glue left on it?

A blanket is made up of 7/10 yard red fabric and ⅓ yard of blue fabric. Is there more red or blue fabric in the blanket? Create a number line to show your thinking.

Chandler ate $\frac{3}{8}$ of an apple pie. Later he ate $\frac{1}{2}$ of the same pie. Did he eat more the first or second time? Explain. (And how long did it take him to get a tummy ache? Yikes!!)

(ADDING AND COMPARING FRACTIONS)

The four members of the Jones family are having pizza for dinner. John and his mother each eat 1/8 of the pizza. If Jana and her father divide the remaining pizza so that Jana eats twice as much as her father, show what fraction of the pizza Jana will eat. Illustrate this problem to show your work.

(ADDING AND SUBTRACTING FRACTIONS WITH LIKE DENOMINATORS)

Brylee cut a cantaloupe into 8 slices. She ate 1 slice and her friends ate 4 slices. What fraction of the cantaloupe did they eat? Write an equation or draw a picture to show your work. How much does she have left?

Seth got a new package of 16 pencils. He took 3 pencils to school, put 2 in his desk at home, and gave 4 to his sister. What fraction of the pencils are still in the package? Explain your thinking and write an equation to support it.

Hannah had a dozen eggs. She used 2 of them to make pancakes. Then she used 4 of them to make her favorite banana bread. Then she dropped one on the way to the refrigerator. What fraction of the dozen did she use today? Does she have enough eggs left to make banana bread again next week? Write an equation or draw a model to show your reasoning.

Daisy uses $\frac{3}{4}$ of a cup of butter in her sugar cookie recipe. Piper uses 2/4 of a cup of butter in hers. How much more butter does Daisy use than Piper? How much do they use all together? Show your work with an equation.

MRSD Distance Learning Activities: Grade 4

Mental Health and Social Supports

How to Cope With Stress During an Infectious Disease Outbreak

You are not alone. During the COVID-19 outbreak, and likely during other points in the year, you may feel anxious, overwhelmed or show other signs of stress. These feelings and symptoms of stress are natural. Sometimes, however, persistent stress can turn into distress that can negatively affect your health and wellbeing. **Distress demands your attention**.

Fortunately, there are a number of things that you can do to prevent stress from turning into distress. Most importantly begin with:

- Monitoring your physical and mental health, and recognizing when you're distressed.
- Knowing what to do to relieve your stress so that it doesn't turn into distress.
- Knowing when it's time to ask for help.

Knowing the signs of distress

Although stress is a normal response to life's challenges, **stress can turn to distress when we feel as though we have more to manage than we have the energy or resources to handle**. There are many common signs of distress:

- Increased irritability, outbursts of anger or not getting along well with others.
- Trouble sleeping or relaxing.
- Feelings of anxiety, fear, panic, and nonstop worry.
- Wanting to be alone most of the time.
- Not caring about anything.
- Blaming other people for everything.
- Difficulty communicating or listening.
- Trouble remembering things.
- Difficulty giving or accepting help.
- Finding it hard to have fun or feel happy.
- Increased or decreased energy and activity levels.
- Increased use of alcohol, tobacco, marijuana or illegal drugs.

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Knowing how to relieve distress

There are many things that you can do to manage stress and distress. First, it is important to **take care of your physical needs** by:

- Eating healthy foods and drinking plenty of water.
- Getting enough sleep, rest and relaxation.
- Getting physical exercise or making time to step outside and breathe some fresh air.
- Avoiding excessive amounts of caffeine, alcohol, tobacco or marijuana, and refraining from using illegal drugs.
- Taking time alone when you need it.
- Making time to connect with people who support your emotional wellbeing.

There are also many ways that you can **take care of your emotional needs**. You may want to try:

- Reducing your media exposure by limiting the amount of time you spend reading, listening to, or watching news about the outbreak.
- Taking time to focus on what is going well in your life, and what you can control.
- Pacing yourself between stressful activities, and doing a fun activity after a stressful task.
- Talking about your feelings with trusted friends and loved ones.
- Doing what you can to relax your body by walking, stretching, slowing down your breathing, listening to soothing music, meditating, reading, or engaging in an enjoyable hobby.
- Connecting with others via the phone, text, chat, messaging or practicing appropriate social distancing (stay at least 6 feet apart).

Knowing when it's time to ask for help

No one is invincible. Infectious disease outbreaks are highly stressful events that affect us all. It is natural to experience some distress regardless of whether or not you or your loved ones are sick or at risk for becoming ill.

Most people will need some form of support during this challenging time, but many may not feel that it is OK to ask for help. But, if we do not care for ourselves, it is nearly impossible to support others, so asking for help is a worthwhile investment in you, and those you care for.

If you or someone you know shows signs of distress listed above for several days or weeks, you can get help and support by accessing one of the resources below or contacting a local mental health provider.

Call 911 or contact one of the distress helplines listed below **right away** if you or someone you know threatens to hurt or kill himself or herself or someone else, or talks or writes about death, dying, or suicide.

Emergency Resources

MRSD Distance Learning Activities: Grade 4

National Suicide Prevention Lifeline
Toll-Free: 1-800-273-TALK (1-800-273-8255)
Toll-Free (Español): 1-888-628-9454 TTY: 1-800-799-4TTY (1-800-799-4889)
Website in English
Website in Spanish

SAMHSA's Disaster Distress Helpline
Toll-Free: 1-800-985-5990 (English and español)
SMS: Text TalkWithUs to 66746 SMS (español): "Hablanos" al 66746
TTY: 1-800-846-8517
Website in English
Website in Spanish

SAMHSA's National Helpline
Toll-Free: 1-800-662-HELP (24/7/365 Treatment Referral Information Service in English and español) Website

Non-emergency Resources for Talking To Children

- Helping Children and Teens Through Loss and Trauma
- Speaking With Children About Coronavirus
- CDC Information in English
- CDC En Español
- The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success
- NPR Cartoon – Just for Kids
- Parent/Caregiver Guide To Helping Families Cope With The Coronavirus Disease 2019
- Just For Kids: A Comic Exploring The New Coronavirus | Spanish | Chinese
- Resource for young children in numerous languages: COVIBOOK

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Mental Health and Social Supports

How to Support Children and Teens Through Loss and Trauma

The Coronavirus outbreak and school closures have caused significant disruption to the lives of children and their families. The stresses of self-quarantine and the threat of potential illness of close others may place children and adults at risk for experiencing traumatic events such as witnessing violence or abuse, or being separated from, or losing parents, family members or caregivers. These and other stressors may have long-term impacts on people's daily lives and ability to thrive.

Everyone experiences stress and trauma differently. Some children may show visible signs of stress and trauma, while others may not. Children with a prior history of trauma, anxiety and panic, those experiencing housing instability, food insecurity, an unstable family climate, discrimination or who have suffered loss of a family member may have a particularly difficult time coping with the significant daily disruption of the COVID-19 outbreak.

It is important to be prepared if children begin to show signs of traumatic stress.

Signs of traumatic stress often differ by age group. They include:

Preschool

- Show signs of fear
- Cling to parent or caregiver
- Cry, scream or whimper
- Have difficulty speaking
- Move aimlessly or become immobile
- Have changes in sleep and appetite
- Return to behaviors common to younger children (loss of bowel control, bed wetting)
- Become irritable, angry, or destructive

School Age (Ages 6-12)

- Lost interest in family, friends and fun activities
- Have sleep problems or nightmares
- Have changes in appetite
- Become irritable, angry or destructive
- Struggle with school or homework
- Have trouble with peer relationships
- Complain of physical problems
- Develop new fears
- Feel excessively sad, guilty, hopeless or emotionally numb

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Adolescents (Ages 13-18)

- Feel isolated, guilty or very sad.
- Act angry, irritable, disrespectful or destructive
- Have physical complaints such as headaches, stomach aches
- Lose interest in hobbies, interest, and peers
- Have suicidal thoughts or engage in self-destructive behaviors
- Use or abuse alcohol, tobacco, marijuana or illegal drugs
- Have flashbacks, nightmares, or other sleep problems

Children with Special Needs

- Reactions will depend on the child's developmental level and their ability to communicate.
- Depending on a child's age, they may display symptoms or behaviors similar to same-aged peers.

A child's response to trauma and loss is greatly influenced by how the adults in their lives respond. Regardless of a child's age, it is important to offer ongoing and consistent understanding, reassurance and support. By educating yourself about traumatic stress and how to speak with children and teens about loss, you can help your child to effectively handle their emotions and eventually move toward healing.

Here are several important things that you can do

Manage your own stress: We are all affected by each other's stress. This is particularly true when we are required to stay at home for any length of time. Make sure to attend to your basic health needs such as maintaining a healthy diet, doing a bit of physical exercise each day, giving yourself permission to take time alone if possible, speaking with others about your feelings, balancing time focused on the media with things you enjoy, and asking for support when you need it. Accept that the emotions that you are feeling are natural during this difficult time.

Create safety, security and trust: We all need safety to heal from trauma and loss. For children this can mean:

- Minimizing stress in your household
- Creating routines and predictability
- Giving children and teens the opportunity to tell their stories, and being a good listener
- Limiting children's exposure to the media
- Keeping your promises
- Scheduling regular quality time with your child each day
- Modeling a healthy lifestyle (diet, exercise, stress management skills)
- Empowering children to reduce the spread of germs by practicing good hygiene and social distancing
- Accepting that each person will experience trauma, grief and loss in a different way
- Remembering that grieving is a process not an event. It does not move according to a timeline, and may resurface when you least expect it.
- Telling the truth about the tragic event or loss a family member. Children are sensitive and bright, and will see through false or misleading information.
- Letting children know that you want to understand and support them.
- Being aware of your own need to grieve, and taking time to work through your emotions.

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Support children in developmentally-appropriate ways

Regardless of age, safety, reassurance and validation are particularly important when supporting youths who are feeling the effects of trauma and loss. It is important to remind youths and adults that you are here for them, are doing everything possible to protect them. In addition, offer developmentally-appropriate physical soothing like hugs if desired, and calming objects such as blankets.

Preschool

- Patience and understanding
- Provide verbal and physical reassurance
- Reward positive behavior and validate feelings often
- Make space for children to ask questions and express their feelings
- Encourage expression through play, storytelling, and reenactment
- Plan soothing, calming activities before naps and bedtime
- Maintain regular routines
- Avoid media exposure
- Encourage time for creativity and expression
- Make dedicated time for play

School Age (Ages 6-12)

- Patience, understanding and reassurance
- Reward positive behavior and validate feelings often
- Encourage keeping in touch with friends
- Encourage healthy diet, and regular exercise and stretching
- Stick to existing routines
- Participate in household activities
- Set gentle but firm limits
- Encourage discussion of thoughts, feelings and experiences with friends and family.
- Follow children's need for information, and encourage them to ask questions.
- Provide short, accurate answers
- Encourage time for creativity and expression
- Limit media exposure
- Address any stigma, misinformation or discrimination

Adolescents (Ages 13-18)

- Patience, understanding and reassurance
- Reward positive behavior and validate feelings often
- Encourage keeping in touch with friends
- Encourage healthy diet, and regular exercise, stretching and relaxation
- Stick to existing routines
- Participate in household activities and family routines
- Encourage discussion of thoughts, feelings and experiences with friends and family.
- Limit media exposure if possible, and discuss what they have heard from media, friends, and peers.
- Encourage time for creativity and expression
- Address any stigma, misinformation or discrimination

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Children with Special Needs

- Provide increased access to comforting activities and sensory soothing needs
- Offer short, clear answers with factual information that match a child's developmental level and understanding
- Limit pre-occupation with getting ill by providing clear, appropriate information about what you and others are doing to keep the child safe, healthy and secure

Resources for Schools, Staff, Teachers and Practitioners

- National Association of School Psychologists - Identifying Seriously Traumatized Children: Tips for Parents and Educators.
- Education Northwest: A Practitioner's Guide to Educating Traumatized Children
- The National Child Traumatic Stress Network: Child Trauma Toolkit for Educators

Resources for Parents

- Help Guide: Helping Children Cope with Trauma
- Sesame Street – When Families Grieve: How to talk with children about the death of a family member