

Verner Elementary School- Grade 4

Special Area Lessons for the week of March 30, 2020

Class	Lesson/Activity for the Week
Library	<p>In our last library class, students had to decipher a secret message. Many enjoyed it so much, they asked to do it again! This week's secret message is the assignment. Students should go to our newly created RSD Literacy website (<a href="https://sites.google.com/view/rsdliteracy/home">https://sites.google.com/view/rsdliteracy/home</a>). Once there, hover over the home button, find Grades 3-4, click on the drop-down arrow and click on Library Assignments. There they will find the secret code (hints will be provided the farther they scroll down the webpage). After they decode the message, they will need to go to the Grade 3-4 Read Alouds page and listen to the first two chapters of <i>I Survived the Sinking of the Titanic</i>. The video is embedded on the page, so students will not need to go to YouTube. If they enjoy the story, they can continue listening to the author read it. In their notebook, they should write the title of the book and give it a star rating (defined on the webpage).</p>
Orchestra Lessons	<p>Beginning orchestra students will continue string instrument lessons using Zoom meetings. The lessons will take place once a week on <u>Tuesdays from 10:00 to 10:30 PM</u>. The link to join the Zoom lesson will be sent to parents every week via email. If a student was unable to join us for our most recent Zoom lesson (or will miss a future lesson), I will continue to record every lesson and email parents with a link to it. If any student is missing any of the following please email Mr. Libell (<a href="mailto:jlibell@rsd.k12.pa.us">jlibell@rsd.k12.pa.us</a>):</p> <ul style="list-style-type: none"> <li>• assigned practice pages from the Essential Elements book</li> <li>• ensemble music</li> <li>• play along links for our ensemble music</li> </ul> <p><b>This week's assignment (from our 2/24/20 Zoom Lesson):</b> Practice Two Terrific Tunes and pg. 18 of Essential Elements Book 1 (learning how to read music notes without letter names).</p>
Music	<p>The Music of John Williams</p> <p>Go to YouTube and listen to "Augie's Great Municipal Band." If you search by title, the second one listed should be by darknightmatt and is 1:26 long. This piece is heard during a celebration at the end of the movie <i>Star Wars Episode 1: The Phantom Menace</i>. How do the instruments you hear sound different from instruments on this planet? What do you think is the purpose of music in a movie?</p> <p>Meet the Musician</p>

John Williams (b. 1932), composer and conductor, has written film scores for more than 80 movies. He began his career as a pianist for Hollywood movie studios while in his early twenties. Soon after, he became popular as a composer and conductor of musical film and television shows. His scores can be heard in such films as Jurassic Park, Home Alone, Hook, the Star Wars films, E.T.: The Extra-Terrestrial, and the Harry Potter films.

If possible, choose a movie to watch that has a score written by John Williams. Do you feel the music enhanced the film in any way? How?

For extra fun, share some quality family time by watching a movie! Here are some of my recommendations. I'll be sure to add more over the coming weeks. To my knowledge, these movies are available on some type of platform (Disney+, Netflix, Amazon Prime) and are free or just a few dollars to rent. The great thing about the first three listed here is that they come in short segments, so you don't have to carve out a whole night for them!

- Disney's Fantasia – I only show Igor Stravinsky's *Rite of Spring* (the dinosaurs), but there are other great pieces in there.
- Disney's Fantasia 2000 – The kids have seen most of this, but they love it!
- Disney Shorts – Not strictly music like the Fantasias, but great short cartoons!
- Singin' in the Rain – Good, clean family fun.

Phys Ed

## **Physical Education**

### **Lesson Plans for Third & Fourth Grades**

***\*Note to parents/guardians – while I feel that is beneficial to your child's overall health and well-being to be physically active each day, not to mention helpful to their cognitive learning as well, it may not be possible to get out and do some of these activities every day. You child may only have Phys Ed scheduled once a week,***

***but please encourage them to do more! At the bottom of this activity guide, I have listed some resources that you and/or your child may want to take a look at.***

#### **Warm-up Activities**

Pick **one** of these activities to do at least one day for 20 consecutive minutes:

Walk or jog outside

Jump rope  
Ride your bike  
Dance to your favorite music  
Climb up & down your stairs

### **Stretch**

Do the following stretches after your warm-up activity:

Touch your toes  
Squat down then jump up  
Twist your body  
Make your arms swing in a circle  
Cross your arms like scissors  
Jumping jacks  
Push-ups  
Crunches

### **Fundamental Activities**

Pick **one** of these activities to practice for *at least* 20 minutes a day, *at least* once this week:

#### **Balancing**

- Yoga poses that will help your balance: tree, bridge, warrior, dancer, flamingo
- Challenge yourself by timing how long you can balance yourself on one foot or in different poses

#### **Fitness Stations**

- Set up a series of stations you can go through for 5 minutes each

Examples:

Push-ups, crunches, squats, shoulder raises, planks, lunges, shoulder press

#### **Sports Skills** (get outside for most of these activities)

- Throwing – point, step & throw at your target

Throw with a partner, throw at a target

- Catching – reach & squeeze with your hands

Bounce & catch, toss & catch, throw & catch

- Rolling – step, bend & swing your arm

Set up a little bowling challenge game

- Kicking – step, swing your leg & kick middle of the ball

Kick with a partner, kick at a target

- Striking – swing back, keep your eye on the ball, swing through the ball

(you can use a bat or a racquet of any kind)

	<p>Hit off a tee, hit soft toss, pitch and hit</p> <p><b><u>Assessment</u></b>  Please note in your journal the activity you chose, the amount of time you participated, how you did during the activity and maybe even a photo of you doing it (email it to me!)</p> <p><b><u>Additional Resources</u></b>  <b>pecentral.org</b> – challenges tab  <b>pegames.org</b> – weekly challenges, warm-ups &amp; fitness circuits tabs  <b>physedgames.com</b> – fitness, warm-up and fun tabs  <b>peuniverse.com</b> – any of the videos</p>
<p>Art</p>	<p style="text-align: center;"><b>Art with Mrs. Benard</b>  <b>Grades 4th and 5th</b></p> <p>Using a sturdy piece of paper make a Love Bomb! Think creativity, you can find sturdy paper in a cereal box, the flat portion of a shirt box or a piece of poster board!</p> <p>You can use any materials that you have including glue, paint, markers, cereal, beans, rice, sequin, paper scraps, glitter, yarn, beads, pipe cleaners, eye balls, fabric or any other materials you may have at home!</p> <p>Leave the heart or ANY simple shape you choose empty and paint all around the heart/shape with glue or glue stick. Then throw on your love bomb of items! They will only stick where there is glue! Or you can carefully arrange the items in patterns.</p> <p>You will name your project and write a short story about it. The short story should include why to chose to make this particular project and what used to make it. Have fun with your story!</p> <p style="text-align: center;">You may have family members work with you!  Be sure your name is on.</p> <p style="text-align: center;">Completed projects will be due upon return to school.  Bring to art class at your regular scheduled time.</p> <p style="text-align: center;">Incomplete projects that are not turned in may result in an "I" for incomplete on your report card.  Have Fun! Thank you, Mrs. Benard</p>

# LOVE bomb



**School  
Counseling**

Hello Parents & Students,

Your School Counselors wanted to reach out to you and let you know we are here to support you through this very challenging time. Please do not hesitate to reach out to us if you or your child in need of support, has a

concern, or wants to share an idea. During the school day we are available for these conversations and we want you to know that we are here during the closure as well.

When we left school on March 13<sup>th</sup>, we sent home a packet with school guidance lessons for your student to complete. That packet will be collected when we return to school. Please keep it in a safe place along with the other assignments that were sent home by their teachers. The packet is posted on our webpage on the district/school website.

While we understand your student may or may not have completed the packet yet, we are attaching a career interview activity to be completed as part of their school guidance special area class. Please have your child complete this and turn it in when we return to school. This document may be printed and completed by hand, it may be documented in your child's journal provided by the school, or your child can do a video interview and email it to their school counselor ([rgross@rsd.k12.pa.us](mailto:rgross@rsd.k12.pa.us) or [jketler@rsd.k12.pa.us](mailto:jketler@rsd.k12.pa.us)).

In addition, we are providing Mindfulness lessons conducted by Mrs. Ketler. We will be using the Mindful Schools Curriculum that Mrs. Ketler has been trained to teaching. These videos are intended to be viewed two times a week with practice in between viewings. Although these are not required, mindfulness is a great coping skill shown to have benefits in self-regulation, focus, attention, and improving general health.

The first video can be found on YouTube at <https://www.youtube.com/watch?v=bRoHt2nAiGA> .

[In the information section of the video, there will be questions for your child to reflect.](#)

We are also posting a coping skills sheet that will compliment this lesson for your child (and you) to learn the coping skills that work best for you! They can print this activity, draw it in their journal, or talk with you about it. Knowing what skills we have and learning what skills work for us can help us to self-regulate better during easy and challenging times. It will also be posted on our individual web page.

As always, we are here to support you and your children.  
Tenth Street Families contact Mrs. Gross at [rgross@rsd.k12.pa.us](mailto:rgross@rsd.k12.pa.us) or 412-828-1800 ext 2025  
Verner Families contact Mrs. Ketler at [jketler@rsd.k12.pa.us](mailto:jketler@rsd.k12.pa.us) or 412-828-1800 ext 3025

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## Career Interview

Name \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_

Choose an adult family member or family friend and interview them about their career/job path. Use the questions below as a guide to help with your conversation. You may write your answers on paper or in your journal. You may also do a virtual interview document by sending a video to your school counselor ([rgross@rsd.k12.pa.us](mailto:rgross@rsd.k12.pa.us) or [jketler@rsd.k12.pa.us](mailto:jketler@rsd.k12.pa.us)). [If you use this form, please keep your answers with your other school counselor lessons that were sent home.](#)

Person you are interviewing \_\_\_\_\_

1. When you were my age, what did you want to be when you grew up?
2. Did you discuss careers when you were in Elementary School? If so, what did you talk about?
3. What advice did you get from your parents about working, jobs, or careers
4. What influenced your decision, over the years, about your career choice throughout your life? Was it money? Education? Job availability? Location?
5. List all of the jobs/careers you have had.
6. What kind of training or post-secondary education did you have?
7. If you could go back in time and change your career decisions, what would you do differently?
8. What do you think are the most important skills to have for life-long learning?
9. What advice would you give me about my career decisions and choices?
10. If I had to start a job today, what careers do **YOU** think would match the skills that I currently have?