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**EMPOWER**  **EC.**  
*at home*



*Empowering education through  
creative learning solutions.*

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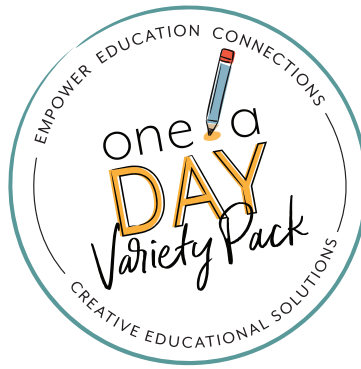
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Our One-A-Day Kits will help you keep education fresh and happening at home during these changing times. The standards-aligned activities in the kits make it simple for you to easily support concepts and enjoy learning conversations with your children.

Each One-A-Day Kit contains two weeks' worth of lessons. Two reading activities, two math activities, and one writing activity per week— **one per school day!** The activities can be done in any order, and you can do them time and time again! For math, play the games over and over. For reading, repeat them again with a new book or story. For writing, choose a new topic or idea to write about! *There's something new to be learned every time through!*

The activities and games in the One-A-Day Kits are enjoyable, flexible, engaging, and easy-to-use. Your child might be able to do them alone, but it's much more powerful as a team! Doing just one activity a day will help your child stay mentally sharp and foundationally strong in their schooling. Just one activity a day will keep your family from being so overwhelmed with hours of tedious worksheets, screen time, boredom, or the pressure to try to be a teacher. Home should be a place of learning and joy. The One-A-Day Kits keep the fun in and the stress out! *You've got this!*

*Happy learning!*  
*The Empower Team*



Hello! Before we start - we want you to know that we're here for you. As parents ourselves, we understand these uncharted waters are challenging - however, if there's one thing we do know, it's education. And as professionals who do education every day - we've pulled together and are doing all we can to bring families hope and answers.

Empower At-Home was born because at the root of everything we do, lies a deep passion for empowering children to learn. Let's be honest – not all of us were meant to be math teachers or

literacy professors. We get it – *that's why we're here*. We've done all the hard work, so you don't have too!

With 13 years of experience, coaching schools and districts on practices, tools and structures that are best for kids — we've adapted our products and practices, and are bringing them home to you!!

xoxo!  
the Empower Team

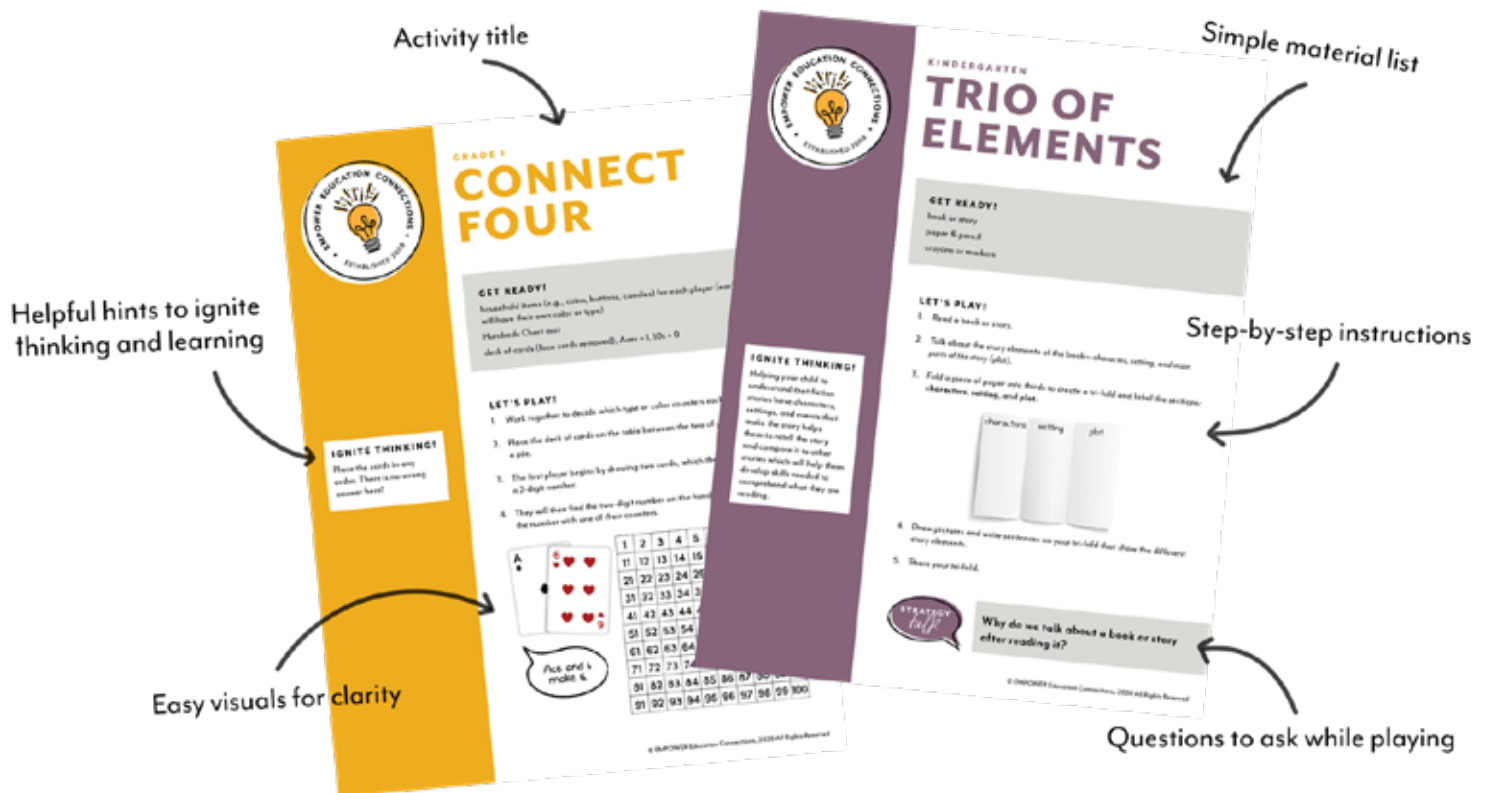






## BRINGING OUR SCHOOL PRODUCTS TO YOU

Our products have been successful in classrooms nationwide - and now they've been adapted just for you! Formatted as the examples below, you can rest easy knowing that every lesson is easy, adaptable, fun and flexible + they meet standards nationwide. **Yep. It's a solid win-win-win!!**



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## ONE-A-DAY VARIETY PACK I

Made with the family in mind - our at-home products are aligned with standards nation-wide and will give you peace of mind that you are giving your children what they need, in small doses, without sacrificing rigor or engagement!

We've saved you loads of time preparing, searching and scouring the Internet for ideas, and brought the most powerful, fun, easy-to-do, activities right to your table! That's right! 2 weeks of daily lesson - prepped, packaged, and ready to go!



Specific to grade levels preK-8th grade -  
every Variety Pack includes:

- **(4) Literacy activities,**
- **(4) Math Activity,**
- **(2) Writing Activity**
- **How to Instructions**
- **Black Line Masters**



You won't want to miss our Math, Literacy & Writing focused kits -  
with 10 subject specific activities in each pack!



GRADE 4

# BLACK OUT

## GET READY!

paper and pencil

2 dice

deck of cards (faces removed), Aces = 1, 10s = 0

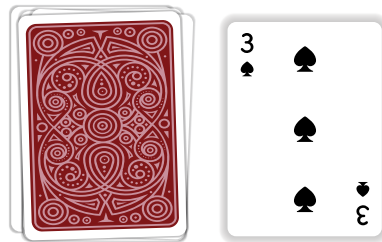
## LET'S PLAY!

1. Each player draws the following table on their paper.

factor \_\_\_\_\_

--	--	--	--	--	--	--	--	--	--	--	--

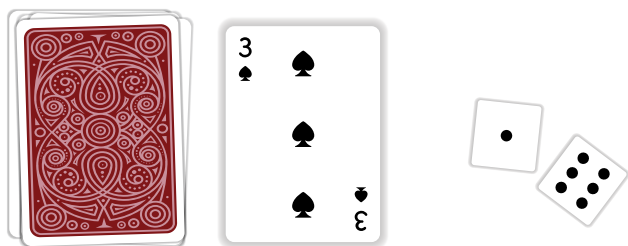
2. Player A draws one card and places it face up between the players. The number on this card will be the **factor** for the round.
3. Working individually, each player fills in their grid with multiples of this factor.



factor 3

3	6	9	12	15	18	21	24	27	30	33	36
---	---	---	----	----	----	----	----	----	----	----	----

4. Player A rolls the dice then adds the two numbers that appear on the dice.
5. Player A then multiplies the sum of the dice by the factor on the card.
6. Player A locates that number (the product of the sum of the dice x the factor) on their game grid and crosses it out.



factor 3

3	6	9	12	15	18	<del>21</del>	24	27	30	33	36
---	---	---	----	----	----	---------------	----	----	----	----	----

7. Now it's the next player's turn to roll the dice, add them together, and multiply the sum by the factor.
8. If a player solves a product that has already been crossed out on their table, they lose that turn.
9. The first player to achieve a total "black out" of their grid is the winner.



**What strategies did you use to multiply quickly?**

### IGNITE THINKING!

Multiplying and adding are used every day, so developing **automaticity** with these two skills is huge! Have fun with it!



GRADE 4

# CRAZY CATERPILLAR

## GET READY!

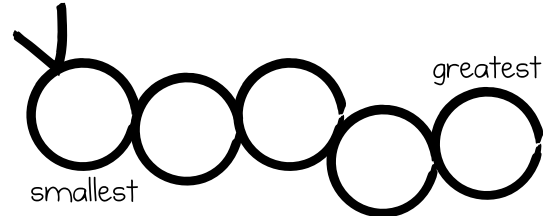
paper and pencil

2 dice

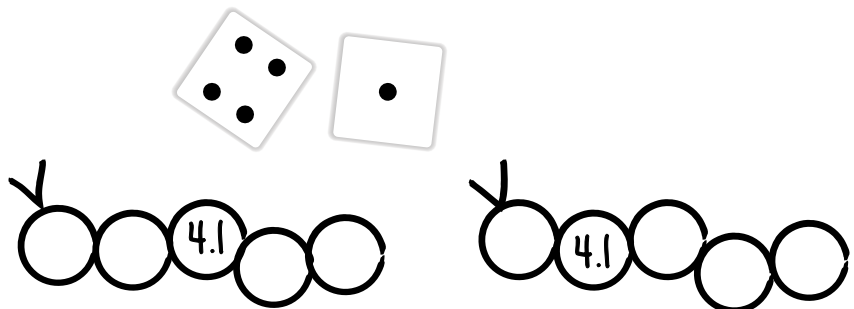
## LET'S PLAY!

The object of this game is to fill your caterpillar with numbers ordered from least to greatest. Numbers cannot be moved once they are written.

1. Each player draws a 5-circle Crazy Caterpillar like this:



2. The first player rolls the two dice to create a number. There is an imaginary **decimal** in between the dice, so the first die is the whole and the second die is the **tenths**.
3. Both players write the number rolled in the circle of their choice on their Crazy Caterpillar.



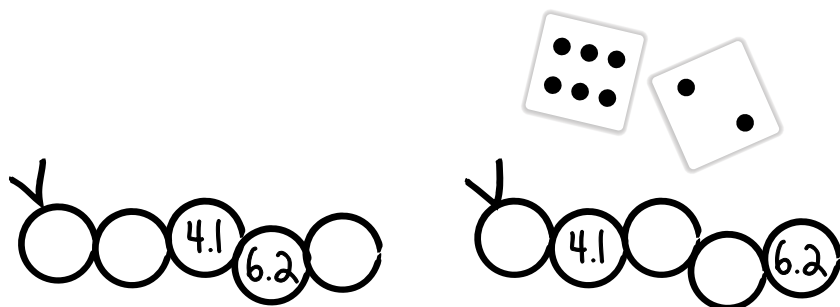
## IGNITE THINKING!

Comparing and ordering numbers is an essential skill. It promotes the idea of **magnitude**, or how large or small a number is.

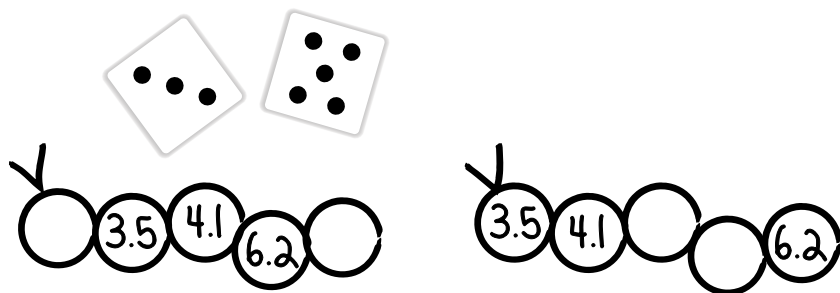
## IGNITE THINKING!

Remember, you can't move a number once it is placed, so think carefully!

4. Now the second player rolls the dice and both players write the number in another of the circles of their Crazy Caterpillar.



5. Players continue taking turns rolling the dice, with both players writing each number in their Crazy Caterpillars if they are able.



6. The winner is the first player to fill up their Crazy Caterpillar with numbers least to greatest.



**How did I decide where to place my numbers?**

### **IGNITE THINKING!**

If a number is rolled more than once it can still be written in the Crazy Caterpillar as long as it's in order.

### **MIX IT UP!**

Use 3 dice to create one whole with hundredths, or a number with tenths, hundredths, and thousandths and no whole number!



GRADE 4

# DECIMAL DOTS

## GET READY!

paper and pencil

household items (e.g., buttons, candies, coins)— *you'll need two different colors or sets*

## LET'S PLAY!

- Each player draws the following table on their paper:

fraction	decimal
----------	---------

- Taking turns, players shake the counters, drop them on the tabletop, then sort them by color.
- Each player records their fraction of red counters on their table.
- Then each player records the fraction as a **decimal**.



fraction	decimal
$\frac{3}{10}$	0.3

- The player with the decimal closest to zero is the winner of that round and gets a tally mark.
- Play until one player has a total of 10 tally marks.

## IGNITE THINKING!

Placing counters in a set model to represent fractions makes it easier to see the **decimal equivalent**!

## IGNITE THINKING!

Instead of awarding tally marks for the decimal closest to zero, play for 5 rounds. At the end of 5 rounds, each player adds their decimals. The player with the sum closest to 2.5 is the winner.





**How did you convert the fraction  
to a decimal?**



GRADE 4

# INTO THE ZONE

## GET READY!

deck of cards, Aces = 1, Jacks = 11, Queens = 12, Kings = 13

## LET'S PLAY!

1. Deal each player 10 cards. Flip a card from the remaining stack face up. **Multiply** the value on the card **by 10** to create the target zone for the round. For example, if the flipped card is a six, then the target zone is any number in the sixties (60-69).
2. Each player looks at their hand of cards and tries to find a pair of cards whose product is in the target zone. For example, a winning pair would be a 9 and 7 (product of 63), or a 12 and 5 (product of 60), etc.
3. Any player who can make a pair removes those cards from their hand and replaces their matched cards with two more from the draw pile. Players must say their multiplication equation aloud.
4. Flip over the top card in the remaining stack to determine the next zone.
5. Play continues until one player's hand is empty. The winner is the player with the most matches.

## IGNITE THINKING!

This game takes some thinking! It promotes deep thinking about the multiplication facts within a given set. If you are struggling with the larger numbers, take out some of the cards and keep your target numbers small! For a challenge, put in the face cards and assign them larger numbers!



**What strategies did I use to find pairs of numbers with products in the target zone?**



GRADE 4

# ADVERBS

## GET READY!

index cards

pencil

## LET'S PLAY!

Write 10 different verbs on index cards ahead of time.

1. Read the verbs cards aloud.
2. Write one **adverb** for each **verb** on index cards. Remember that adverbs tell where, when, and why.
3. Place each adverb card next to its matching verb card.
4. Create a t-chart on your paper. Write the word verbs on the top left side, and the word adverbs on the top right. Use the example below to help guide you.
5. Write the verbs and adverbs in their correct columns.
6. Below your t-chart, write three sentences using the matching verbs and adverbs on your cards.

verbs	adverbs
ran	quickly
jump	always
	outside

## IGNITE THINKING!

Learning about parts of speech boosts reading comprehension and writing skills. Matching **adverbs** with **verbs** is a great way to practice writing with more detail and depth!



**How do adverbs help out verbs?**



GRADE 4

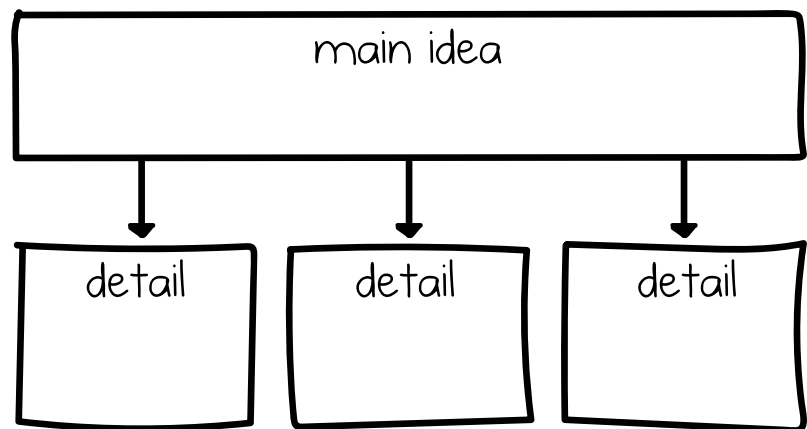
# MAIN IDEA SUMMARY

## GET READY!

book or story  
ribbon, yarn, or string  
blank paper  
index cards  
hole punch  
pencil

## LET'S PLAY!

1. Read a book or story.
2. Think about the **main idea** and **details** of the story.
3. Use a large piece of paper and index cards to make a graphic organizer like the example below. Write the main idea and details of the story. Use the hole punch, then fasten the paper and index cards together using ribbon, yarn, or string.



## IGNITE THINKING!

It's easier to find the main idea of the story first and then identify the key details of the story. When finding the main idea, ask yourself, *What is the story mostly about?* Then, go back into the text and find phrases or sentences that tell more about the main idea. Those phrases and sentences are the key details.

4. Write a summary paragraph on a piece of paper using the graphic organizer as a guide.
5. Show your main idea graphic organizer and read your summary paragraph to someone to share what you learned.



**Why are details needed to support the main idea?**



GRADE 4

# PLOT ELEMENTS SEQUENCE

## GET READY!

book or story  
blank paper  
scissors  
pencil  
Slit Book instructions

## IGNITE THINKING!

Understanding all of the **plot elements** of a story helps with reading comprehension. The climax of the story is when the problem is at its worst!

## LET'S PLAY!

1. Read a book or story.
2. After you read the story, think about the characters, setting, and the five plot elements.
3. Make a Slit Book with 8 pages.
4. Organize and label each page as follows:

**Page 1** Title of story and author

**Page 2** Setting

**Page 3** Characters

**Page 4** Main problem or situation in the story

**Page 5** Rising action

**Page 6** Climax

**Page 7** Falling action

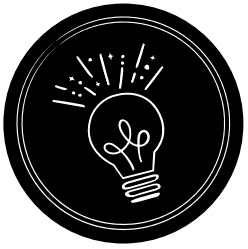
**Page 8** Conclusion

5. Draw a scene from the story on each page that depicts the appropriate plot element.

6. Under each drawing, write a caption to explain how the scene you chose corresponds with the **title**, **setting**, **characters**, or **plot**.
7. Share your Slit Book with a parent, sibling, or friend.



**What are the five plot elements?**



# SLIT BOOK INSTRUCTIONS

- 1** Fold one sheet of paper in half like a "hamburger" and crease.



- 2** Open the paper and bend it in half the other direction, like a "hot dog." Line up the existing creases, but DON'T fold and crease.



- 3** From the loosely folded edge, cut down the crease until you get about 1" from the edge of the paper.



- 4** Stack three or four more sheets of paper, then fold them in half like a "hamburger" and crease.



- 5** Cut a 1" long slit along the crease at the bottom and top of the stack of paper.



- 6** Now take the stack of paper with the two little slits, roll it up, and slide it through the sheet with the big slit in the center.



- 7** Open up the stack of paper and match the slits up until the pages lie flat.



- 8** Fold and crease. The finished slit book stays together without staples.







GRADE 4

# SHOW WHAT YOU KNOW

## GET READY!

book or story  
sticky notes  
blank paper  
scissors  
pencil  
Flip Flap Book instructions

## IGNITE THINKING!

Proving what you know is an important skill. When you can not only identify **details** about characters, setting, and plot, but also give evidence of how you know, you are on your way to really understanding what you're reading and being able to prove it!

## IGNITE THINKING!

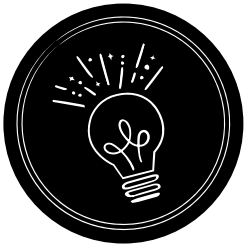
Try making the flip flap book first and filling it out as you read.

## LET'S PLAY!

1. Choose a book.
2. While reading the story to yourself, write details about the **characters**, **setting**, and **plot** on sticky notes.
3. Make a Flip Flap Book with three flaps. Choose three of your detail sticky notes. Place a detail sticky note on each of the top flaps.
4. On the inside top flaps, write a sentence or two that tells what you know about the story detail. Use evidence from your book to support your ideas.
5. On the bottom flaps, write the page number where you found the story detail and the evidence that supports your thinking.
6. Share with someone how the story details and your own knowledge helped you draw a conclusion about what was happening in the story.



**Why are details about characters, setting, and plot important to a story?**

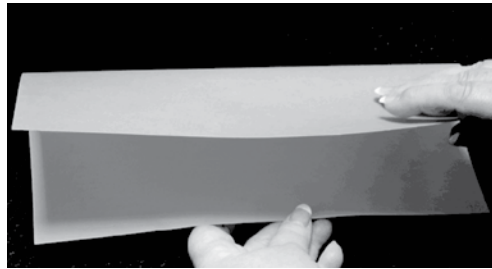


# FLIP FLAP BOOK INSTRUCTIONS

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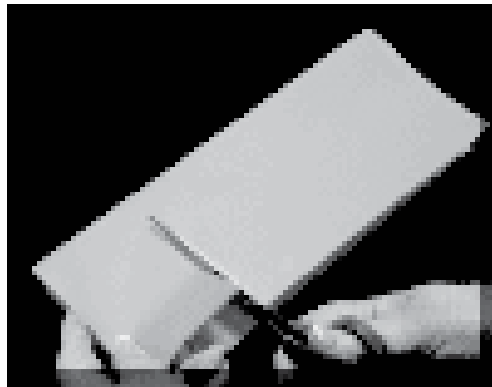
**1**

Fold a piece of paper in half lengthwise to make a "hot dog" and crease.



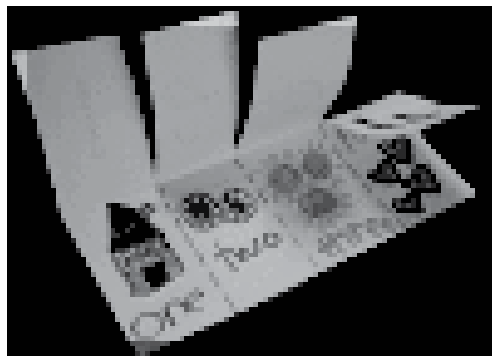
**2**

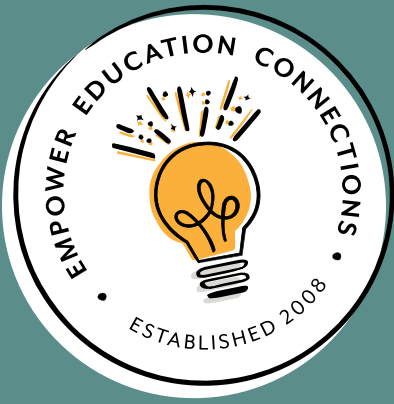
Depending on how many sections you need, cut that number of slits on one side of the folded paper.



**3**

Write a question or word on the top of the flap, and the answer under the flap with an illustration.





GRADE 4

# I KNOW A NARRATIVE!

## GET READY!

familiar fiction texts—*picture books, biographies, and poetry*

Narrative Writing chart

notebook or paper

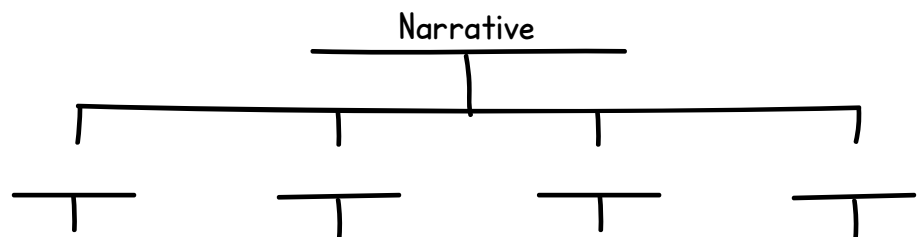
pencil

## IGNITE THINKING!

A narrative can be **real** or **imagined**. It can take the form of a memoir, fiction, biography, or poetry. As long as it has characters, a setting, beginning, middle, end, problem, and solution, it's a narrative!

## LET'S WRITE!

1. Gather familiar texts, one in each of the narrative genres.
2. As you look through the texts, compare and contrast them. Ask yourself, *How are they alike? How are they different?*
3. Record the conclusions you come up with as you go.
4. Now create a tree map with Narrative as the heading. The tree should have branches for **memoir, fiction, biography, and poetry**.



5. Use the conclusions you came up with to fill in the chart with a description of each type of narrative.



How do I know if I'm reading a narrative?

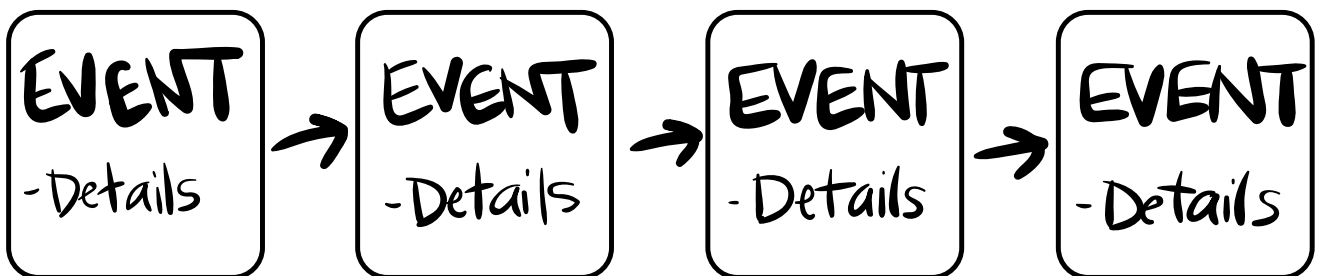
# NARRATIVE WRITING

(tells a story)

Begin with a **CATCHY** lead  
Introduce the characters or narrator



Have a clear **SEQUENCE**

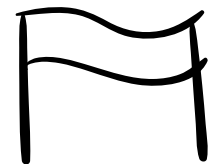


Use **TRANSITION** words:

➔ In the beginning..., Then..., After that...,  
Finally..., Lastly...

Use **DIALOGUE** to show what characters say or feel: "Oh, fun!" the class cried.

Have an **ENDING**





GRADES 4

# SEQUENCE OF EVENTS

## GET READY!

picture book

notebook or paper

pencil

## IGNITE THINKING!

A well-written imaginary narrative generally has three major **events** where the character tries to solve a problem and fails. The events should unfold naturally as they lead to the conclusion.

## IGNITE THINKING!

The **beginning** of the story usually introduces the characters, setting, and problem. The **ending** is when the problem is solved and the story is wrapped up. It's the **middle** of the story where all the major, juicy events occur!

## LET'S WRITE!

1. Reread a familiar picture book.
2. As you read, identify each major event where the main character tries to solve a problem and fails.
3. Write each event on your paper.
4. Now, take a closer look at the events. Evaluate how each event leads the character one step closer to what happens at the conclusion of the story.
5. Think of an imaginary narrative storyline and create a **sequence of events** for the middle of the story. Try to make sure the events unfold naturally. (And remember, the main character should attempt and fail to solve the problem in this part of the story!)



Where do all the major events occur in a narrative— *the beginning, the middle, or the end?*



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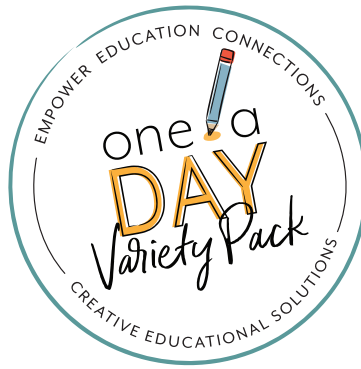
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Empower At-Home was born because at the root of everything we do, lies a deep passion for empowering children to learn. Let's be honest – not all of us were meant to be math teachers or

literacy professors. We get it – *that's why we're here*. We've done all the hard work, so you don't have too!

With 13 years of experience, coaching schools and districts on practices, tools and structures that are best for kids — we've adapted our products and practices, and are bringing them home to you!!

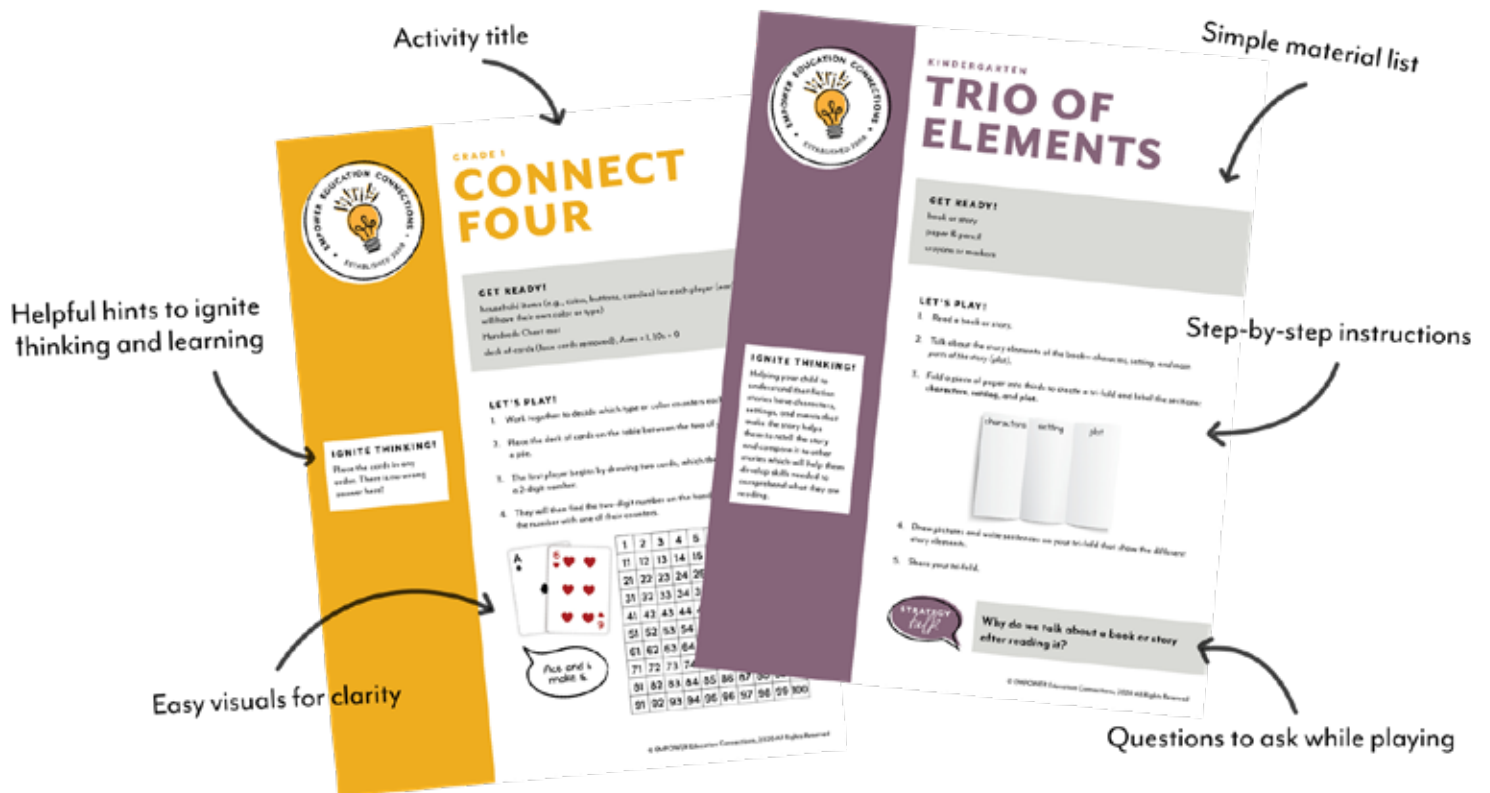
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We've saved you loads of time preparing, searching and scouring the Internet for ideas, and brought the most powerful, fun, easy-to-do, activities right to your table! That's right! 2 weeks of daily lesson - prepped, packaged, and ready to go!



Specific to grade levels preK-8th grade -  
every Variety Pack includes:

- **(4) Literacy activities,**
- **(4) Math Activity,**
- **(2) Writing Activity**
- **How to Instructions**
- **Black Line Masters**



You won't want to miss our Math, Literacy & Writing focused kits -  
with 10 subject specific activities in each pack!



GRADE 4

# COVER ALL

## GET READY!

paper and pencil  
Fraction Bars template  
Cover All Fraction die

## LET'S PLAY!

The object of this game is to be the first player to cover a one whole fractional piece with a combination of other fraction pieces.

1. Each player places their one-whole piece in front of them.



2. Players take turns rolling the fraction die.
3. On your turn, the fraction that comes up on the die tells what size piece you will place on the whole strip. You cannot place a piece that does not fit on the whole strip (i.e. if it goes over one whole).



4. Players can trade to make an **equivalent fraction** (e.g., four  $\frac{1}{4}$  pieces for a  $\frac{1}{2}$  piece). If a trade is made, then the pieces cannot be placed on the one whole during that turn.

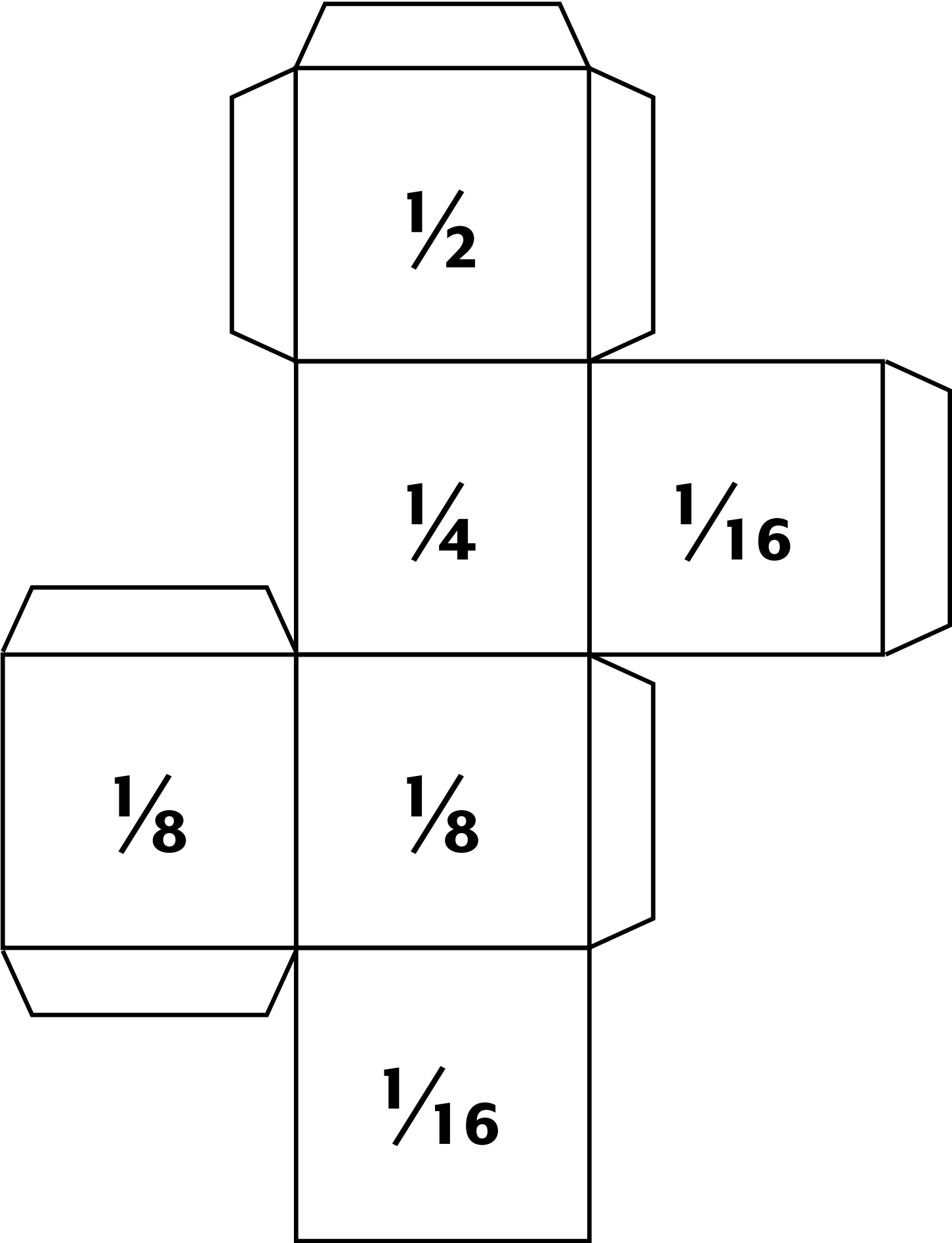
## IGNITE THINKING!

Remember, if you need only a small piece (such as a  $\frac{1}{8}$  piece) and you roll a larger fraction (such as  $\frac{1}{2}$ ), you can't play. However, you may trade and lose the rest of your turn. To place a fraction piece, you must roll a fraction smaller than or exactly what you need to complete the cover up.

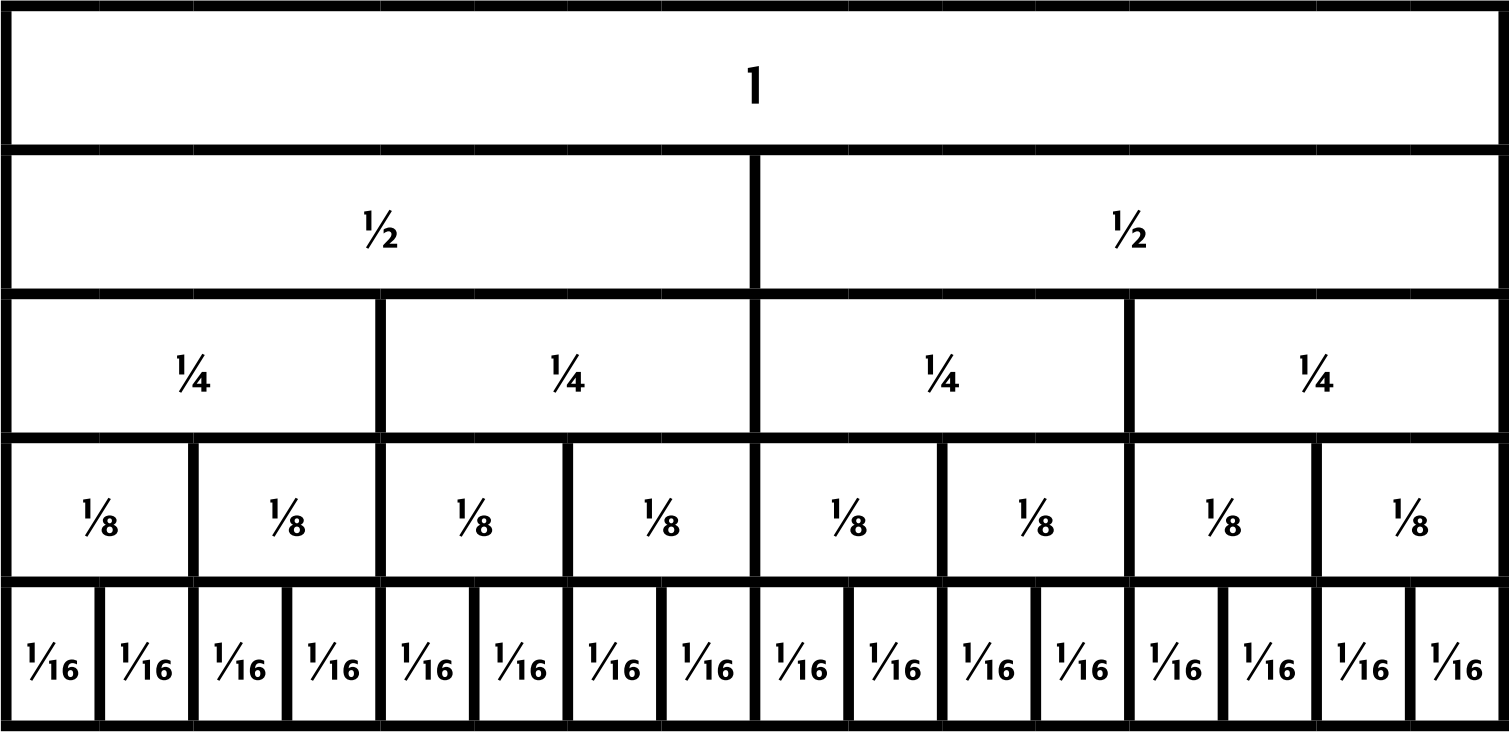
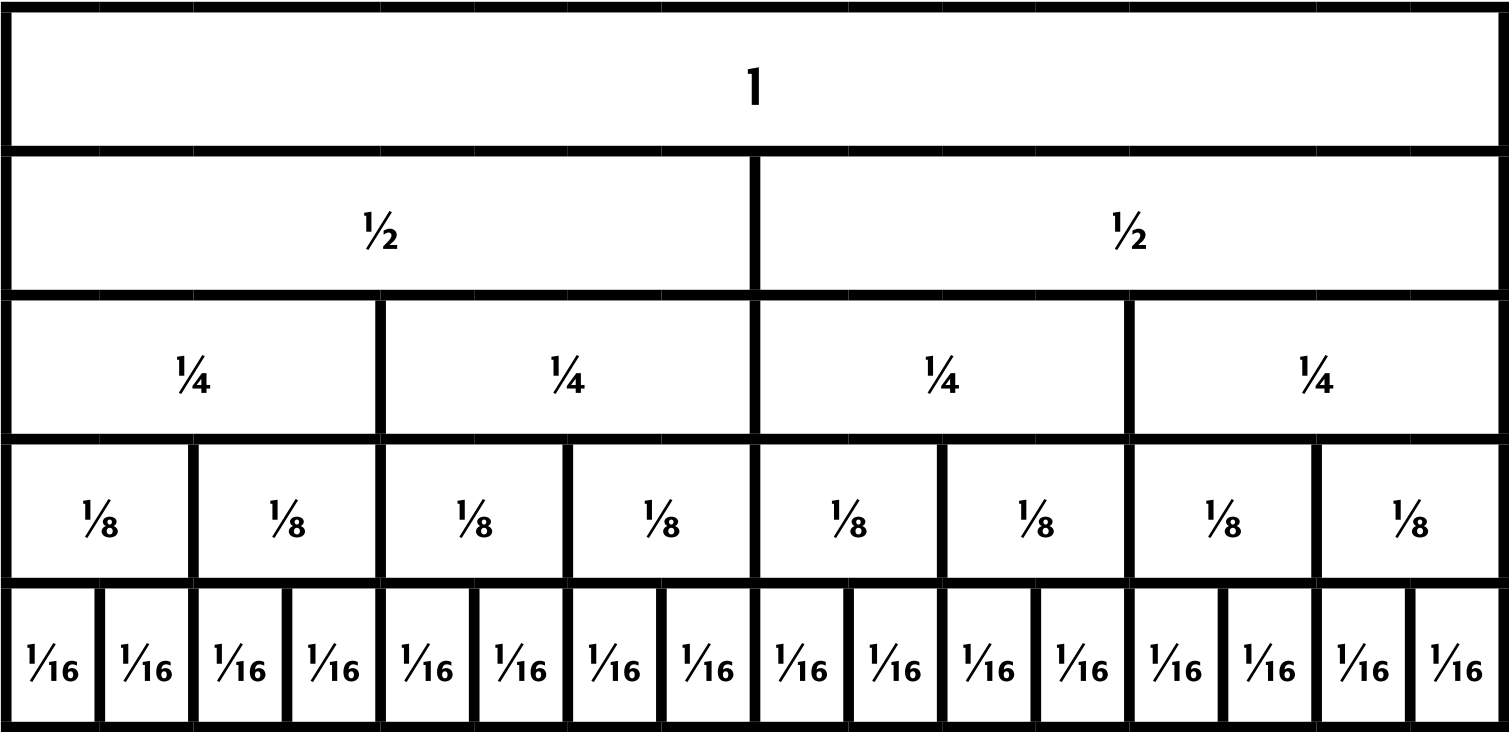
5. The players must agree that the trade was correct or that the roll matches the piece laid.
6. After finishing their turn, the player says “done” and passes the die to the other player.
7. The first player to cover their whole strip exactly wins.



**Can you make a whole out of fractions with different denominators? How?**









GRADE 4

# FRACTION RACE

## GET READY!

paper and pencil

2 dice

## LET'S PLAY!

- Both players record the following chart on their paper:

start

$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

- Player A rolls the dice and creates a proper fraction with the lower number as the numerator and the higher number as the denominator.
- Player A records the fraction on their chart.
- Now, Player B rolls the dice, creates a proper fraction, and records it on their chart.
- At the same time, both players begin filling in their charts with **equivalent fractions** to the fraction they rolled. The first player to complete 10 equivalent fractions correctly is the winner!

start

$\frac{2}{6}$	$\frac{1}{3}$	$\frac{4}{12}$	$\frac{10}{30}$	$\frac{6}{18}$	$\frac{20}{60}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$	$\frac{\quad}{\quad}$
---------------	---------------	----------------	-----------------	----------------	-----------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

- Draw a new chart and repeat as many times as desired.

### IGNITE THINKING!

#### Equivalent fractions

represent the same part of a whole (same value), but with different numerators and denominators.

### IGNITE THINKING!

When finding **equivalent fractions**, remember to multiply both the numerator (top) and denominator (bottom) by the same number.



**What strategies can help you find the equivalent fractions quickly?**



GRADE 4

# GRID DIFFERENCES

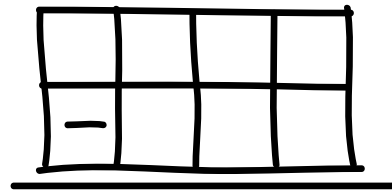
## GET READY!

paper and pencil

deck of cards (face cards removed), Aces = 1, 10s = 0

## LET'S PLAY!

1. Draw several of the following **subtraction** grids on your paper:



2. Player A draws a card and places it face up on the table.
3. Each player writes the number shown on the card anywhere they choose on their game grid.
4. Players then take turns drawing cards until each player has filled their grid.
5. Each player now uses the rows of their grid as multi-digit numbers and subtracts the number in the second row from the number in the first row.
6. The player with the smallest difference wins the round and earns a point.
7. The game ends when one player achieves 10 points.

## IGNITE THINKING!

Think carefully about what number needs to go into each box. Remember, the goal is to have the smallest difference!



**Why is it important for you to line up the numbers when subtracting larger numbers?**



GRADE 4

# STICKS

## GET READY!

Nothing! Just your hands!

## LET'S PLAY!

**Objective:** The goal of the game is to eliminate your partner by getting them to show 5 fingers on each hand.

**How It Works:** When you tap your opponent's hand, the amount of fingers you are showing on the hand you tap with get added to the amount of fingers shown on the hand of your opponent.

1. To start the game, both of you show your pointer finger on each hand (so you are both showing 2 fingers, 1 on each hand).
2. The player who goes first will use one of their hands to tap one of their opponent's hands.  $1 + 1 = 2$ , so the opponent needs to show 2 fingers on that hand.
3. Now the second player gets to tap.
4. The first player gets another turn. Again, they must decide which of their hands to use and which hand of their opponent to tap.
5. Play continues back and forth until someone eliminates both of their partner's hands.

## IGNITE THINKING!

Remember, the goal is to get your opponent to show 5 fingers so that hand is "out." For example, if you are showing 3 fingers on one hand and the other player is showing 2 fingers on a hand it would be best to tap that hand with your hand showing 3 in order to force the other to show 5 fingers and be out on that hand.



**What are the different strategies you used to find the missing addend?**



GRADE 4

# GUESS THE PUNCTUATION

## GET READY!

story or informational text

paper and pencil

## IGNITE THINKING!

Be sure to read with **inflection** if you're the reader! It's more than reading with excitement or surprise when you see an exclamation mark. Commas(,), periods (.), dashes(-), and semicolons (;) create pauses in reading.

## IGNITE THINKING!

Quotation marks mean a character or another person is speaking— *so get into character!*

## IGNITE THINKING!

A **dictation** practice like this can be a challenge, but it is a great way to practice all kinds of English language skills. For this activity, the focus is punctuation and capitalization (Don't worry too much about spelling!). As you practice and get better at dictation, you can add more focus on spelling.

## LET'S PLAY!

1. Read a story or informational text with a parent, sibling, or friend.
2. Choose the person with the shortest hair to be the first reader, then take turns.
3. The reader chooses a sentence from the story to read aloud.
4. The listener writes the dictated sentence on their paper with the correct punctuation and capitalization. The listener should circle each instance of punctuation and capitalization in their sentence.
5. The reader then checks the written sentence for accurate punctuation and capitalization using the story or text as a reference. If the sentence is written correctly, the listener gets a point. If not, the listener must correct the sentence and take 0 points for that sentence.
6. Now it's the listener's turn to become the reader with a new sentence from the story and the reader's turn to listen.
7. Continue to take turns and repeat. The first player to 10 points is the winner!



**How do punctuation and capitalization help you as a reader and a writer?**



GRADE 4

# IDENTIFY CHARACTER TRAITS

## GET READY!

book or story  
blank paper  
letter sized envelope  
pencil  
crayons or markers, *optional*

## IGNITE THINKING!

Think about what the characters say and do to infer their **character traits**.

## IGNITE THINKING!

Authors aren't going to reveal everything about a character's thoughts and feelings. Use the clues in the story and what you already know to **infer**, or understand.

## IGNITE THINKING!

**Outside character traits**, or physical traits, are what we see. *What does the character look like?* **Inside character traits** refer to the character's personality. *What does the character think, feel, say, and do?*

## LET'S PLAY!

1. Read a book or story.
2. Think about the story. Think about the **main character** and three traits that the character displays in the story.
3. Write the title of the book on the front of the envelope.
4. Fill in the back of the envelope as follows:

**Label Trait #2** that the main character displays in the story and cite examples from the story.

**Label Trait #1** that the main character displays in the story and cite examples from the story.

**Label Trait #3** that the main character displays in the story and cite examples from the story.

Write the name of the **main character**.

5. On a separate piece of paper, write a paragraph about how the traits that the main character displays affect the outcome of the story. Draw a picture of the character displaying the trait and include a caption.
6. Read the paragraph to a parent, sibling, or friend, then tuck the paragraph and picture inside the envelope.



**How does understanding the character traits of a character help me to understand the story better?**





GRADE 4

# SAY ANYTHING

## GET READY!

book or story

paper and pencil

## IGNITE THINKING!

Remember that a **summary** is the short version and only tells the most important parts, or main ideas!

## IGNITE THINKING!

To make an **inference**, combine what you know with what you read to try to piece together what's not said in the text.

## IGNITE THINKING!

Not only are you practicing your reading **fluency**, but you're practicing thinking about what you're reading as you read.

## LET'S PLAY!

1. Choose a text to read with a parent, sibling, or friend. Chunk it into meaningful sections (by paragraph or page).
2. Take turns reading by paragraph or page. Read with expression and at a rate your partner can clearly understand.
3. At the end of each paragraph or page, the partner who did not read should say something about that paragraph or page that was read. They might give a summary, make a prediction, make an inference, or give details.
4. Write a summary of what you remember from the story on your paper.



**How does stopping to talk about the text at the end of each paragraph or section help you to understand it better?**



GRADE 4

# SUMMARIZE WITH STICKY NOTES

## GET READY!

book or story  
sticky notes  
large piece of blank paper  
pencil

## LET'S PLAY!

1. Choose a book or story to read.
2. Read the story one paragraph or page at a time.
3. At the end of each paragraph or page, restate the main idea in writing on a sticky note. Write your name and the page number you are summarizing on the sticky note. Read and summarize the entire story or chapter.
4. Fold a large piece of paper in half like the example below. Put all of the sticky notes on the top flap of the paper in sequential order. On the inside bottom flap, write an overall story summary using your sticky notes as a guide. On the back of the paper, write or draw a picture of your favorite part of the story.

## IGNITE THINKING!

Remember that a **summary** is the short version and only tells the most important parts, or main ideas!



5. Read your sticky note summary to a parent, sibling, or friend.



**How does stopping to summarize the text at the end of each paragraph or section help me to understand it better?**



GRADE 4

# CUPS VS. ARMS

## GET READY!

CUPS vs. ARMS chart

pencil

A paragraph written by you!

## IGNITE THINKING!

Revising is different than editing! **Revising** a piece of writing can include word choice, sentence structure, and moving, adding, or removing content. **Editing** is all about the details like grammar and punctuation.

## LET'S WRITE!

1. Take a look at the CUPS vs ARMS chart to learn what the goal is when revising a piece of writing.
2. Now use what you learned from the chart to revisit something you've written on your own (e.g., short story, journal entry) and **revise** it to make it better.
3. Share your revised paragraph with a parent, sibling, or friend, and ask them to check to see if you missed anything.



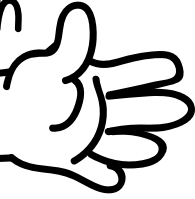
**What do you focus on when you are revising?**

## MIX IT UP!

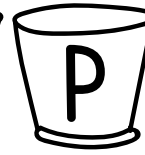
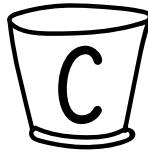
Now that you've revised your writing, go back to it and **edit** it! Use the CUPS vs. ARMS chart to help you.

Revise with

ARMS



Edit with



A

Add  
sentences  
and words

C

Capitalization  
sentences, names,  
places, months,  
titles, I

R

Remove  
unneeded words  
or sentences

U

Usage  
match nouns and  
verbs correctly

M

Move  
a sentence or  
word placement

P

Punctuation  
, . ? ! " "

S

Substitute  
words or sentences  
for others

S

Spelling  
check all words, use  
your resources

# TALKING CHARACTERS

## GET READY!

notebook or paper

pencil

## IGNITE THINKING!

Here are some reminders of the basic rules for punctuating dialogue:

*"I need a new pencil," Jack said.*

*Jack said, "I need a new pencil."*

*"I don't like tomatoes," Jack said.*

*"Do you have any cucumbers instead?"*

*"People who take up the whole sidewalk," Jack said, "kind of drive me nuts."*

## IGNITE THINKING!

Adding dialogue into a narrative makes the story more interesting and the characters come alive! This activity provides great practice writing dialogue for characters.

## LET'S WRITE!

1. Read the example **dialogue** below. As you read, pay attention to how the dialogue conveys how the characters are feeling and what they might be thinking or doing.

**CHARACTER 1:** A boy about 11 years old named Bill

**CHARACTER 2:** A large, friendly dog named Gus

**SETTING:** Home

"Hey Gus, are you ready for school?" asked Bill. Gus, a large golden retriever, attended school with Bill every day because the young boy had lost his sight a few years ago. Gus helped Bill find things like his classroom, the playground, and where to turn in his papers.

"I'm too tired for school today," thought Gus. Then Gus remembered it was Thursday and that meant he could go swimming with Bill after school. Gus was so excited he leapt off his bed and began running around the kitchen.

"Easy Gus," laughed Bill. He knew Gus was excited because today was the day they practiced swimming. Gus loved to swim!

"I can't wait! I can't wait!" thought Gus excitedly in his dog brain. He panted and jumped up on Bill to show his favorite boy how happy he was that it was Thursday!

2. Brainstorm to come up with additional dialogue to add to the story above.
3. Write at least **4 more lines of dialogue** between the characters.
4. Share what you have written with a parent, sibling, or friend.



**How does character dialogue help explain what is happening in a story?**



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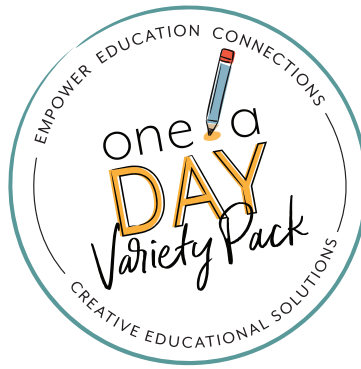
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Our One-A-Day Kits will help you keep education fresh and happening at home during these changing times. The standards-aligned activities in the kits make it simple for you to easily support concepts and enjoy learning conversations with your children.

Each One-A-Day Kit contains two weeks' worth of lessons. Two reading activities, two math activities, and one writing activity per week— **one per school day!** The activities can be done in any order, and you can do them time and time again! For math, play the games over and over. For reading, repeat them again with a new book or story. For writing, choose a new topic or idea to write about! *There's something new to be learned every time through!*

The activities and games in the One-A-Day Kits are enjoyable, flexible, engaging, and easy-to-use. Your child might be able to do them alone, but it's much more powerful as a team! Doing just one activity a day will help your child stay mentally sharp and foundationally strong in their schooling. Just one activity a day will keep your family from being so overwhelmed with hours of tedious worksheets, screen time, boredom, or the pressure to try to be a teacher. Home should be a place of learning and joy. The One-A-Day Kits keep the fun in and the stress out! *You've got this!*

*Happy learning!*  
*The Empower Team*



Hello! Before we start - we want you to know that we're here for you. As parents ourselves, we understand these uncharted waters are challenging - however, if there's one thing we do know, it's education. And as professionals who do education every day - we've pulled together and are doing all we can to bring families hope and answers.

Empower At-Home was born because at the root of everything we do, lies a deep passion for empowering children to learn. Let's be honest – not all of us were meant to be math teachers or

literacy professors. We get it – *that's why we're here*. We've done all the hard work, so you don't have too!

With 13 years of experience, coaching schools and districts on practices, tools and structures that are best for kids — we've adapted our products and practices, and are bringing them home to you!!

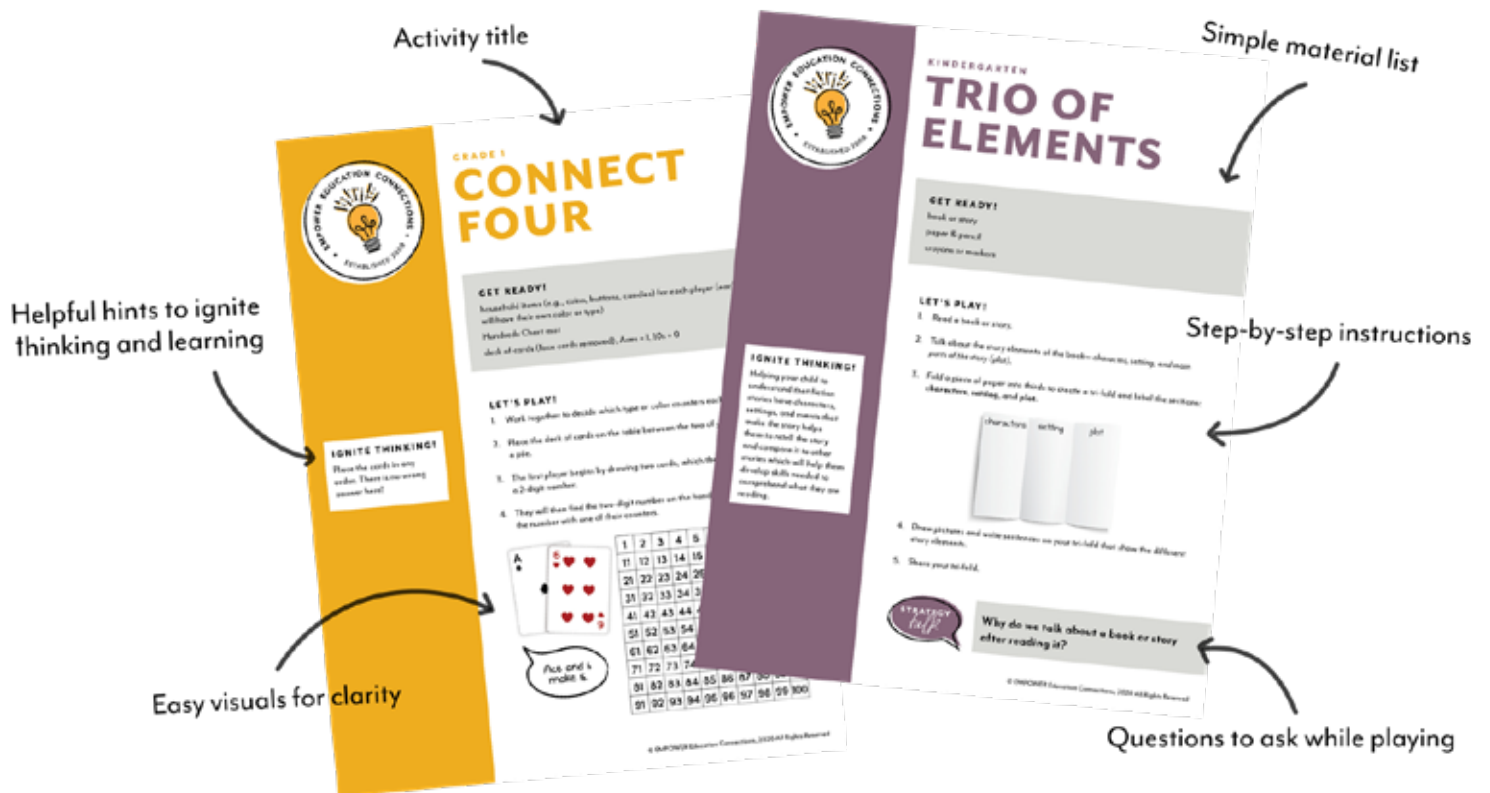
xoxo!  
the Empower Team





## BRINGING OUR SCHOOL PRODUCTS TO YOU

Our products have been successful in classrooms nationwide - and now they've been adapted just for you! Formatted as the examples below, you can rest easy knowing that every lesson is easy, adaptable, fun and flexible + they meet standards nationwide. **Yep. It's a solid win-win-win!!**



# Let's Get Started!

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## You've got this!

*Have questions, need help?*

*Don't hesitate to reach out, we're here for you!*



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## ONE-A-DAY VARIETY PACK I

Made with the family in mind - our at-home products are aligned with standards nation-wide and will give you peace of mind that you are giving your children what they need, in small doses, without sacrificing rigor or engagement!

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GRADE 4

# GEOMETRIC YARN

## GET READY!

1-foot piece of yarn

index cards

pencil

## IGNITE THINKING!

Be sure to show many different types of lines, angles, and shapes. It will give you a lot to discuss!

## LET'S PLAY!

Make a set of index cards labeled with geometric terms (e.g., parallel lines, perpendicular lines, triangle, right triangle, acute angle, obtuse angle, ray, straight angle). Any term can be used, provided it can be displayed with the yarn.

1. This activity is for two people. Sit facing each other.
2. Taking turns, hold up a card so your partner can model the shape with the yarn. For example: Partner A holds up a card with the words "right angle" and Partner B models the shape with the yarn.
3. After each shape is modeled, discuss the attributes of the angle or line. Talk about the differences between one angle and another, or the differences between lines, line segments, and rays.
4. Continue to switch roles and repeat until all of the cards are gone.



Can you find these same shapes and figures around the house?





GRADE 4

# PLACE VALUE BUILDER

## GET READY!

paper and pencil

deck of cards (face cards removed), Aces = 1, 10s = 0

## LET'S PLAY!

1. This game is for two players. The objective of the game is to create a larger 5-digit number than your opponent.
2. Draw the following table on your paper. You can add rows to the table as needed.

ten thousands	thousands	hundreds	tens	ones	number

## IGNITE THINKING!

Keep the objective in mind as you place your numbers!

3. Draw a card from the deck and place it face up. Both players use the same card.
4. Write the number on the card somewhere on the first row of your table. Choose any box, but keep in mind that once written it cannot be moved or changed.
5. Draw another card and repeat.
6. Once 5 cards have been drawn and the row is filled in, determine what your 5-digit number is.
7. Taking turns, say your number aloud.

8. The player with the highest number receives 10 points for the round.
9. The first player to earn 50 points wins the game!



**If you drew a 9, where would you place it? What about a 1?**



GRADE 4

# REMOVE ALL

## GET READY!

paper and pencil  
Fraction Bars template  
Remove All Fraction die

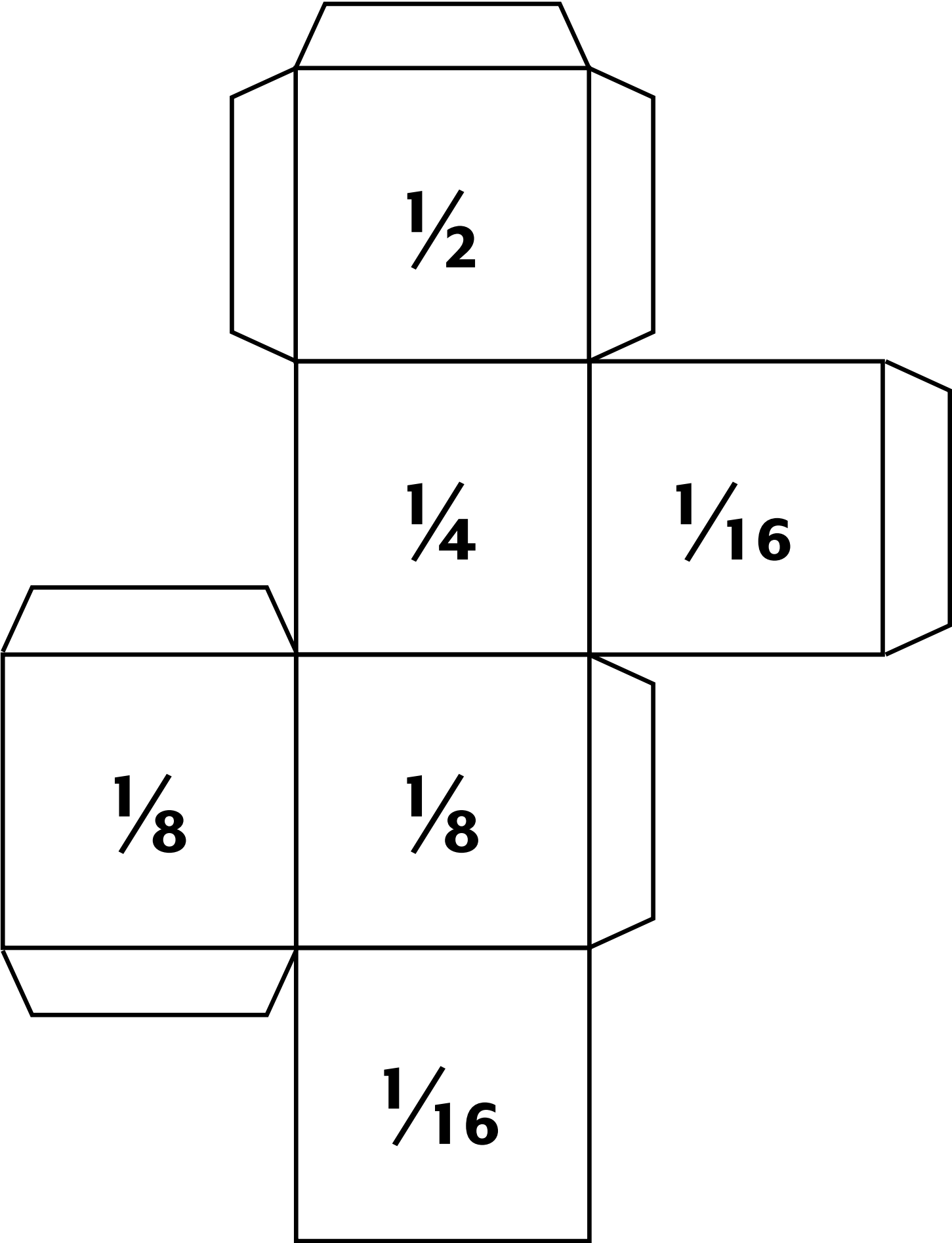
## LET'S PLAY!

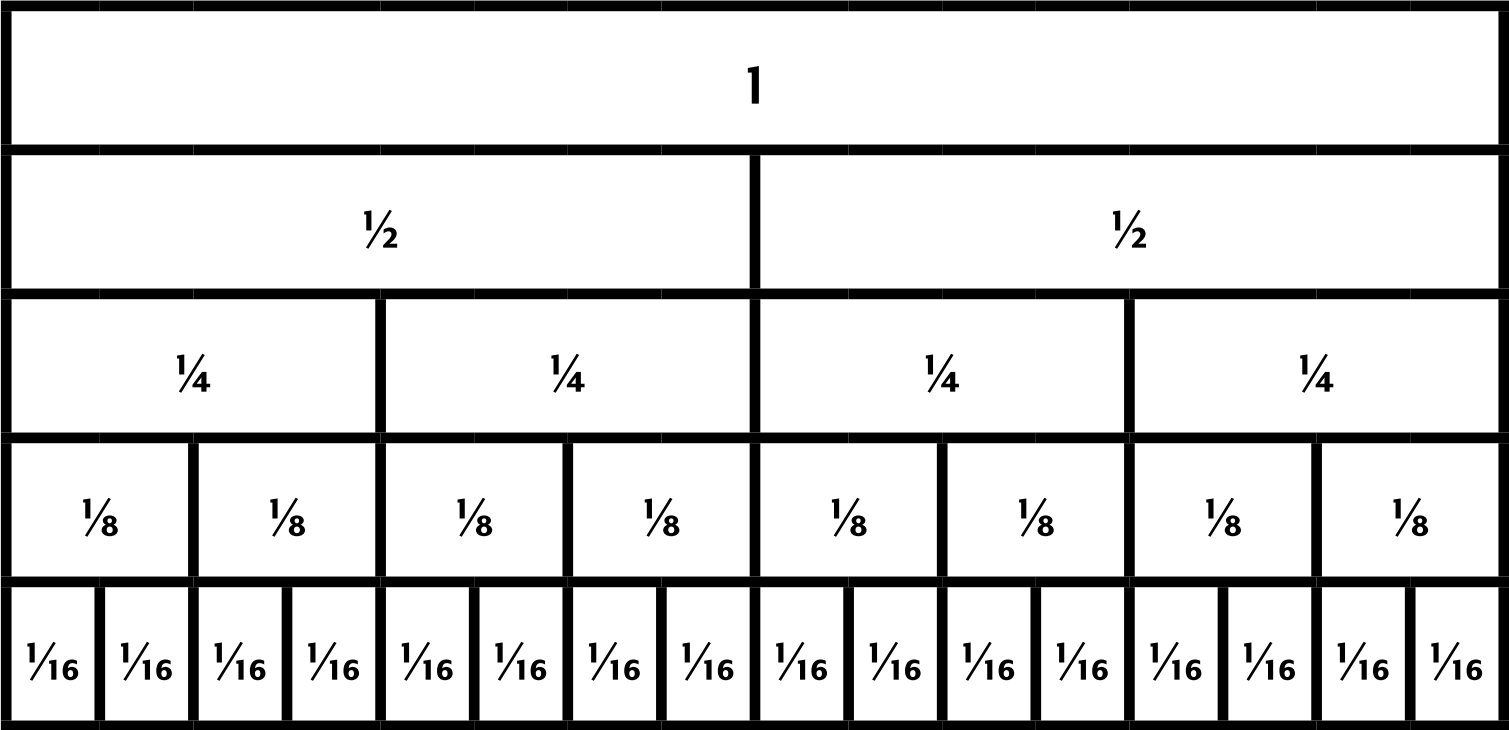
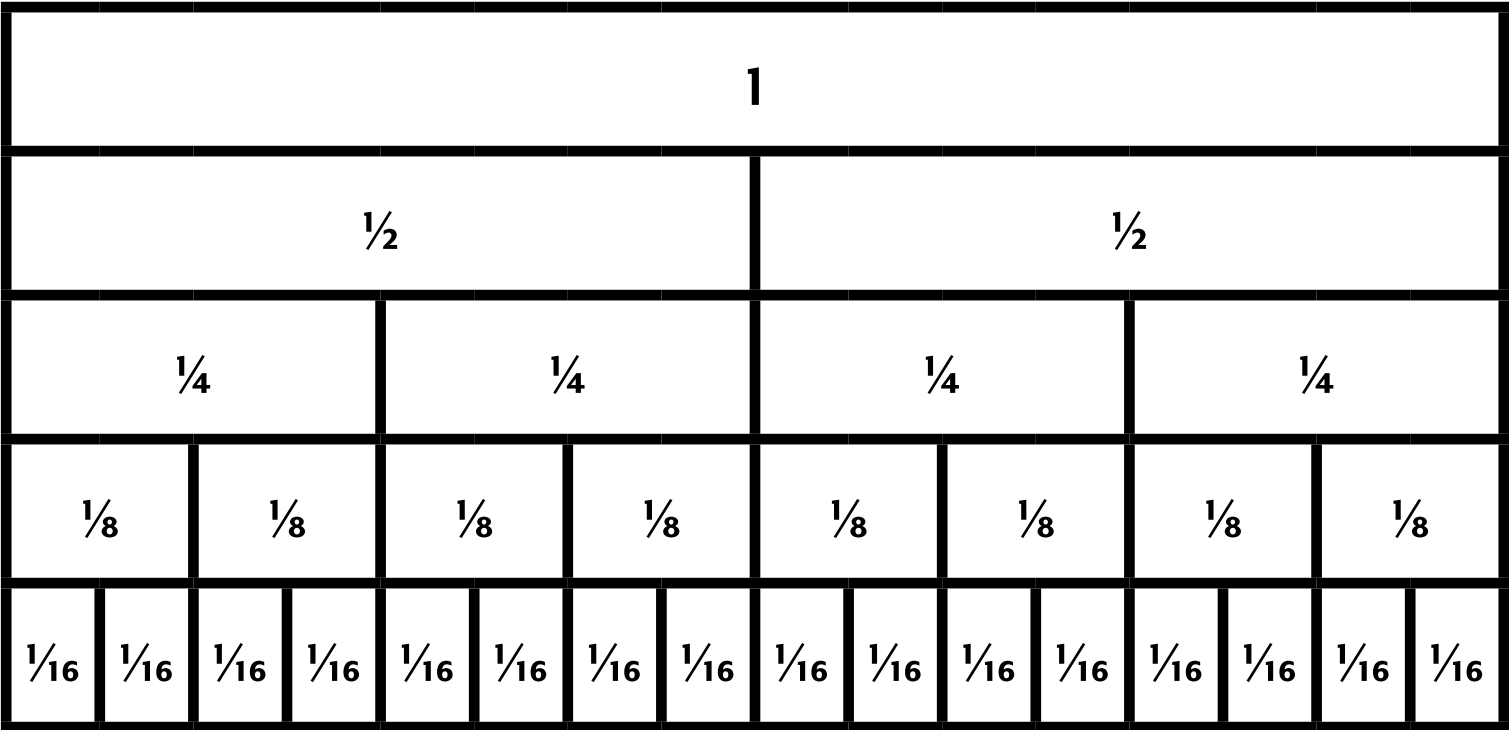
1. This game is for two players. The objective of this game is to be the first player to clear your one whole fractional piece by subtracting (taking off) a combination of other fraction pieces.
2. Place your one-whole piece in front of you and cover it with 2 one-half pieces.
3. Take turns rolling the fraction die. The fraction that comes up on the die tells what size piece is to be removed.
4. You have one of three options on your turn:
  - **Remove a piece (only if you have a piece the size indicated by the fraction facing up on the die)**
  - **Exchange any of the pieces on your whole strip for equivalent pieces**
  - **Do nothing**
5. Players must agree that the trade was correct or that the roll matched the piece that was subtracted.
6. The first player to remove all of their pieces from the whole strip is the winner!



**How many equivalent fractions for  $\frac{1}{2}$  can you think of?**

Remove All Fraction *die*







GRADE 4

# SALUTE MULTIPLICATION

## GET READY!

paper and pencil

deck of cards (face cards removed), Aces = 1

## IGNITE THINKING!

The **product** is the answer to a multiplication problem. A **factor** refers to the numbers being multiplied.

## IGNITE THINKING!

If a soldier is struggling to figure out their factor, try skip counting or drawing out the number of groups.

## LET'S PLAY!

1. Must have 3 players. Choose one person to be the "General". The General will shuffle the cards and give each of the two "Soldiers" a card.
2. The Soldiers will **not** look at their card. They will "salute" the General by placing the card face out on their forehead.
3. The General will look at the Soldiers' cards and say "Your product is..."
4. Each Soldier will then think about the product and look at the card on the other Soldier's head and then say aloud, "My factor is..." If they are correct, the General takes their card and places it in a discard pile.
5. Repeat play for 10 rounds, and then switch Generals. Play until every player has a chance to be the General.



**Which person do you think does the most work, the general or the soldiers? Why?**



GRADE 4

# GREEK & LATIN WORDS

## GET READY!

blank paper and pencil

scissors

Flip Flap Book instructions

## IGNITE THINKING!

Knowing the meaning of different prefixes and suffixes helps you understand more about the words you read and write.

**pre-** = before

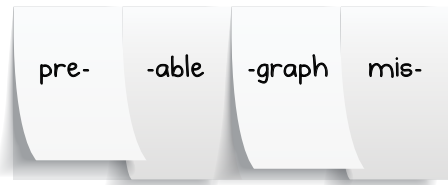
**mis-** = incorrectly

**-able** = capable of

**-graph** = something written

## LET'S PLAY!

1. Create a Flip Flap Book with 4 flaps (3 cuts).
2. Label the 4 outside top flaps with these Greek and Latin prefixes and suffixes: **pre-**, **-able**, **-graph**, and **mis-**.



3. Write words that include the Greek and Latin prefixes and suffixes on the inside flap. Write three or more words for each prefix or suffix.
4. Write complete sentences in your Flip Flap Book using the Greek and Latin words you came up with. Underline the words in your sentences.

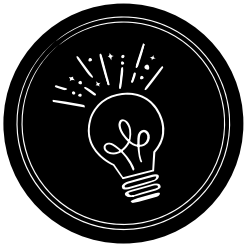


5. Read your sentences aloud to a parent, sibling, or friend.



**How did knowing the meaning of the prefixes and suffixes help you use the words correctly in a sentence?**



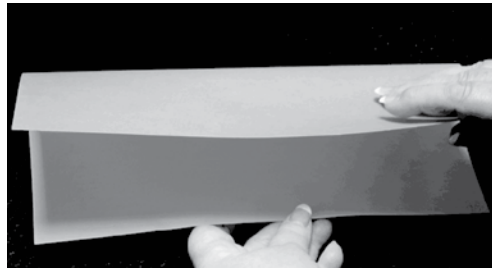


# FLIP FLAP BOOK INSTRUCTIONS

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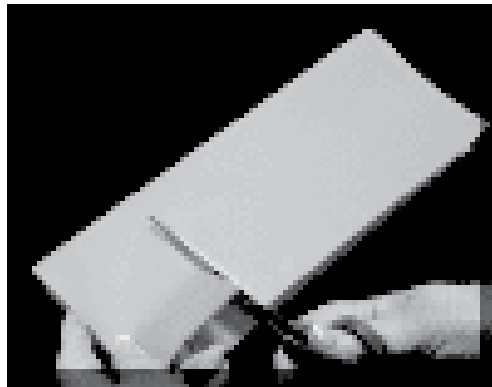
**1**

Fold a piece of paper in half lengthwise to make a "hot dog" and crease.



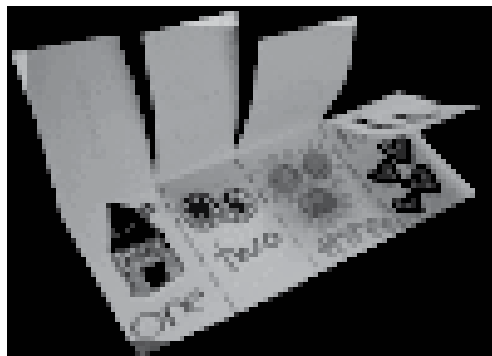
**2**

Depending on how many sections you need, cut that number of slits on one side of the folded paper.



**3**

Write a question or word on the top of the flap, and the answer under the flap with an illustration.





GRADE 4

# PICK A STATE

## GET READY!

nonfiction book about a state (or do research Online)

paper plate

crayons or markers

paper and pencil

## IGNITE THINKING!

Group like facts together into mini paragraphs before you add them to your map. This will make the information you present more clear.

## LET'S PLAY!

1. Read a book about one of the 50 states in the United States.
2. As you read, write down important facts you find on your paper.
3. Create a mini report about the state you selected on a paper plate. Include the following **details** on your plate:
  - ☐ A drawing of your state in the center of your paper plate.
  - ☐ Identify the state capitol on the drawing of the state.
  - ☐ Seven different important facts about the state, written in complete sentences.
  - ☐ The name of your state.
4. Share your state mini report with a parent, sibling, or friend.



Which facts did you choose to include? Why?



GRADE 4

# RELATE TO A CHARACTER

## GET READY!

book or story  
paper and pencil

## LET'S PLAY!

1. Read a book or a story.
2. Think about the characters in the book. Think about how you are similar to and different from the characters in the story.
3. Make a chart on your paper like the one below. **Compare** yourself to a character in the story. Fill in the columns on the chart using information from the story and information about you.

character from the story	information about me
The boy in the story doesn't have a lot of money.	My family doesn't have a lot of money either.
The boy has three brothers.	I have two brothers and a sister.

4. Share your chart with a parent, sibling, or friend.

## IGNITE THINKING!

It might be helpful to write what you notice about the character as you read. Then you can go back and write how that compares to you.



**Was there anything about the character that was really different from you? What was most similar?**

## **MIX IT UP!**

Fold a blank piece of paper in half. On one side of the paper, draw a picture of the character and write sentences to describe the character. On the other side, draw a picture of yourself and write sentences that describe you.



GRADE 4

# SUFFIXES

## -TION, -SION, -AL, -IAL

### GET READY!

story or informational text

paper and pencil

### LET'S PLAY!

1. Read a story or informational text.
2. Create a chart on your paper like the one below.

-tion	-sion	-al	-ial

### IGNITE THINKING!

Sorting words with these common endings will help you read and spell more fluently!

3. Reread the story or informational text. As you read, look for words that contain the suffixes **-tion**, **-sion**, **-al**, and **-ial**.
4. Write down the words you found in your story that contain the above suffixes.
5. Add other words to your chart that contain the suffixes **-tion**, **-sion**, **-al**, and **-ial**.
6. Read your list of words to a parent, sibling, or friend.



**Can you come up with your own words that use these endings?**

# BUBBLING UP OPINIONS

## GET READY!

paper and pencil

### IGNITE THINKING!

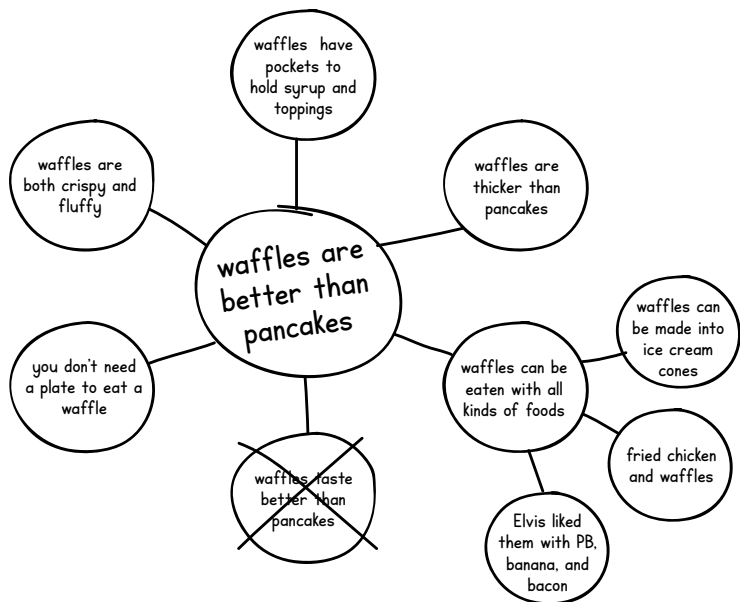
It's not enough to just express your opinion! You need to support your opinion with facts and examples. Using an organizer can help you generate and clarify ideas to support your opinion.

### IGNITE THINKING!

Remember, the middle circle is your **opinion**. The other bubbles should be **facts** to support your stated opinion (not just more opinions!).

## LET'S WRITE!

1. Draw a bubble organizer on your paper like the example below.
2. Study the example bubble organizer to get a better idea of how to use it.
3. Pick one of the topics below and brainstorm some ideas. Remember, it's always easier to write about something you feel strongly about.



4. Write your **opinion** in the middle circle of the bubble organizer (e.g., winter is better than summer).
5. Now fill in **facts** to support your opinion in the bubbles branching out from your opinion bubble (e.g., you can snow ski in winter). Add more fact bubbles, if needed.

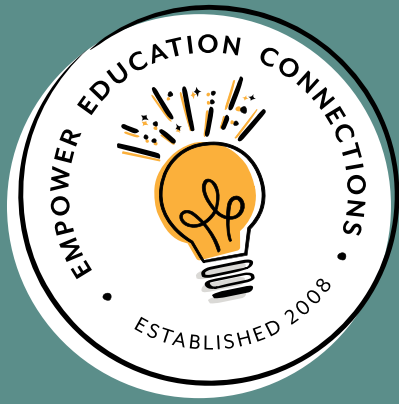
6. Share your completed bubble organizer with a parent, sibling, or friend.  
State your case and see if you can convince them you're right!



**Why did you choose your topic?**

### **MIX IT UP!**

Use the ideas in your bubble organizer to write a paragraph to support your opinion.



GRADE 4

# WHY ARE YOU QUALIFIED?

## GET READY!

paper and pencil

## LET'S WRITE!

1. Think about what you want to be when you grow up. Use your imagination and think outside the box. *What would your dream job be?*
2. Once you have decided on your dream job, think about why you want to do that job.
3. Now, pretend like you're applying for your dream job. Write a very convincing **paragraph** to tell your future employer why you are qualified for the job. Tell them about your work habits, how you can help make their business better, and why you want to work for the company.
4. Share your paragraph with a parent, sibling, or friend.

## IGNITE THINKING!

Think about what you think your future employer would want to hear, not just about what you want to tell them.



**What can you do now to make your future dream job a reality?**

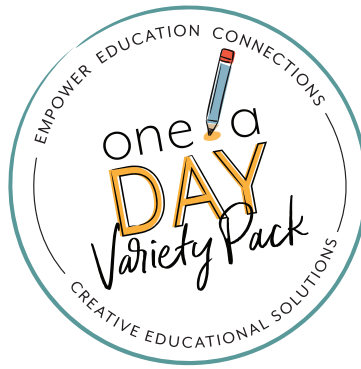




*Empowering education through creative learning solutions*



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**EMPOWER**  **EC.**  
*at home*



Our One-A-Day Kits will help you keep education fresh and happening at home during these changing times. The standards-aligned activities in the kits make it simple for you to easily support concepts and enjoy learning conversations with your children.

Each One-A-Day Kit contains two weeks' worth of lessons. Two reading activities, two math activities, and one writing activity per week— **one per school day!** The activities can be done in any order, and you can do them time and time again! For math, play the games over and over. For reading, repeat them again with a new book or story. For writing, choose a new topic or idea to write about! *There's something new to be learned every time through!*

The activities and games in the One-A-Day Kits are enjoyable, flexible, engaging, and easy-to-use. Your child might be able to do them alone, but it's much more powerful as a team! Doing just one activity a day will help your child stay mentally sharp and foundationally strong in their schooling. Just one activity a day will keep your family from being so overwhelmed with hours of tedious worksheets, screen time, boredom, or the pressure to try to be a teacher. Home should be a place of learning and joy. The One-A-Day Kits keep the fun in and the stress out! *You've got this!*

*Happy learning!*  
*The Empower Team*



*Empowering education through  
creative learning solutions.*

FOR MORE INFORMATION:

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Hello! Before we start - we want you to know that we're here for you. As parents ourselves, we understand these uncharted waters are challenging - however, if there's one thing we do know, it's education. And as professionals who do education every day - we've pulled together and are doing all we can to bring families hope and answers.

Empower At-Home was born because at the root of everything we do, lies a deep passion for empowering children to learn. Let's be honest – not all of us were meant to be math teachers or

literacy professors. We get it – *that's why we're here*. We've done all the hard work, so you don't have too!

With 13 years of experience, coaching schools and districts on practices, tools and structures that are best for kids — we've adapted our products and practices, and are bringing them home to you!!

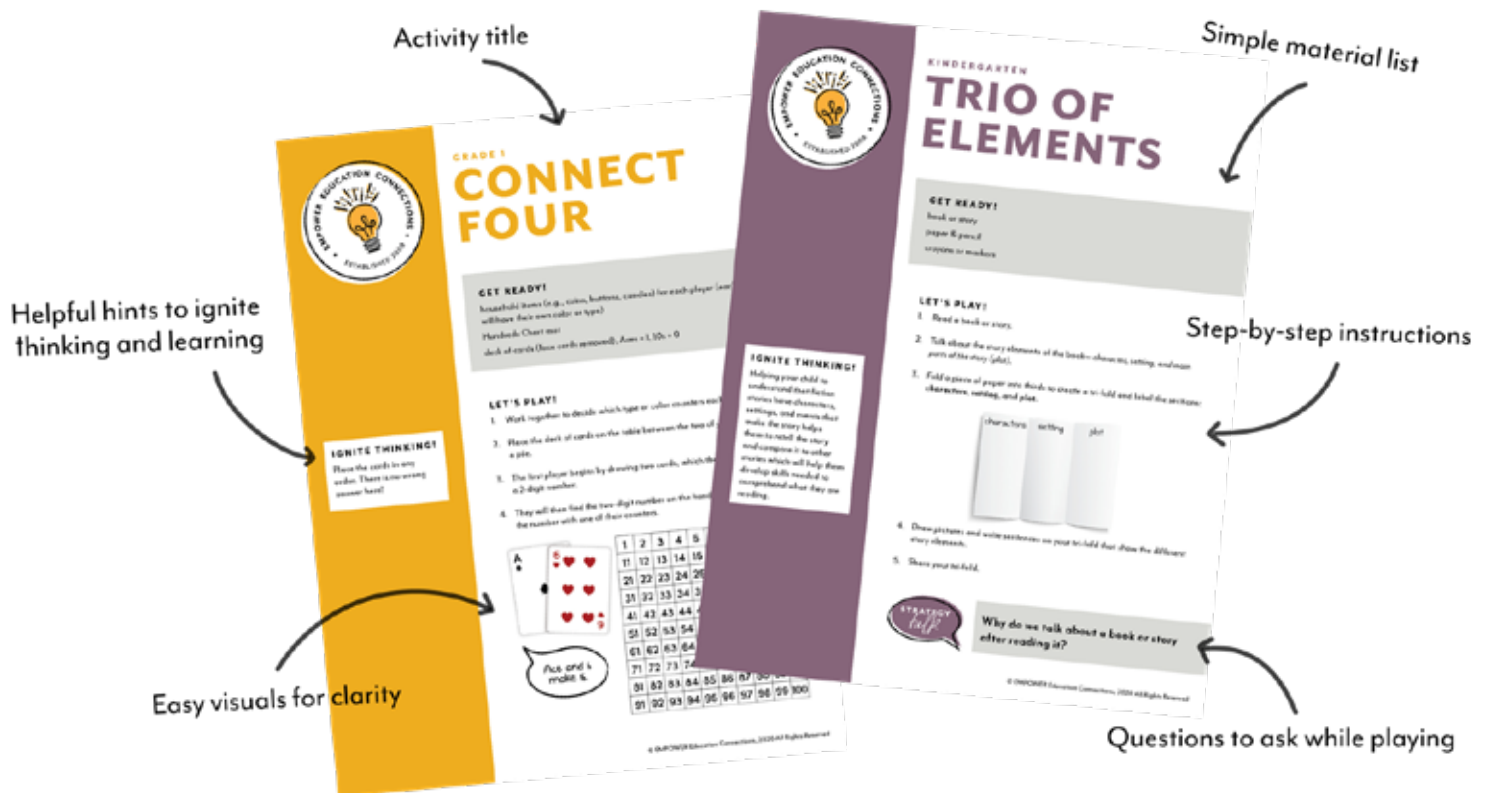
xoxo!  
the Empower Team





## BRINGING OUR SCHOOL PRODUCTS TO YOU

Our products have been successful in classrooms nationwide - and now they've been adapted just for you! Formatted as the examples below, you can rest easy knowing that every lesson is easy, adaptable, fun and flexible + they meet standards nationwide. **Yep. It's a solid win-win-win!!**



# Let's Get Started!

The engaging learning activities in the One-A-Day Kits will help you keep education fresh and happening at home during these changing times. The standards-aligned activities in the kits make it simple for you to easily support concepts and enjoy learning conversations with your children.

Each One-A-Day Kit contains two weeks' worth of lessons. Two reading activities, two math activities, and one writing activity per week-- one per school day!

***The activities can be done in any order, and you can do them time and time again!*** For math, play the games over and over. For reading, repeat them again with a new book or story. For writing, choose a new topic or idea to write about! There's something new to be learned every time through!

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might be able to do them alone, but it's much more powerful as a team!

Doing just one activity a day will help your child stay mentally sharp and foundationally strong in their schooling. Just one activity a day will keep your family from being so overwhelmed with hours of tedious worksheets, screen time, boredom, or the pressure to try to be a teacher.

Home should be a place of learning and joy. The One-A-Day Kits keep the fun in and the stress out!

## You've got this!

*Have questions, need help?*

*Don't hesitate to reach out, we're here for you!*



**empowerec.com**

**info@empowerec.com**

## ONE-A-DAY VARIETY PACK I

Made with the family in mind - our at-home products are aligned with standards nation-wide and will give you peace of mind that you are giving your children what they need, in small doses, without sacrificing rigor or engagement!

We've saved you loads of time preparing, searching and scouring the Internet for ideas, and brought the most powerful, fun, easy-to-do, activities right to your table! That's right! 2 weeks of daily lesson - prepped, packaged, and ready to go!



Specific to grade levels preK-8th grade -  
every Variety Pack includes:

- **(4) Literacy activities,**
- **(4) Math Activity,**
- **(2) Writing Activity**
- **How to Instructions**
- **Black Line Masters**



You won't want to miss our Math, Literacy & Writing focused kits -  
with 10 subject specific activities in each pack!





GRADE 4

# FIND THE REMAINDER

## GET READY!

paper and pencil

small household items (e.g., buttons, pom-poms, beans)

Find the Remainder spinner

Find the Remainder Number Cards

paper clip

## IGNITE THINKING!

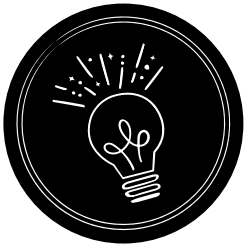
Using counters links a concrete visual to the abstract number. In other words, the counters are a good idea.

## LET'S PLAY!

1. This game is for two players. Decide who will go first.
2. Place the Number Cards face down in a pile.
3. On your turn, turn the top card over and say the number aloud.
4. Count out that many counters. For example, if the card reads 29, count out 29 counters.
5. Then, spin the spinner.
6. Now, divide the counters by the number shown on the spinner. For example, if you spin a 3, divide the counters into 3 equal groups and set the remaining counters to the side.
7. Record your equation on your paper. The **remainder** is your score for the round. For example:  $29 \div 3 = 9 \text{ R}2$ , so you would earn 2 points for the round.
8. Take turns and repeat until all of the cards have been used.
9. The winner is the player with the most points!



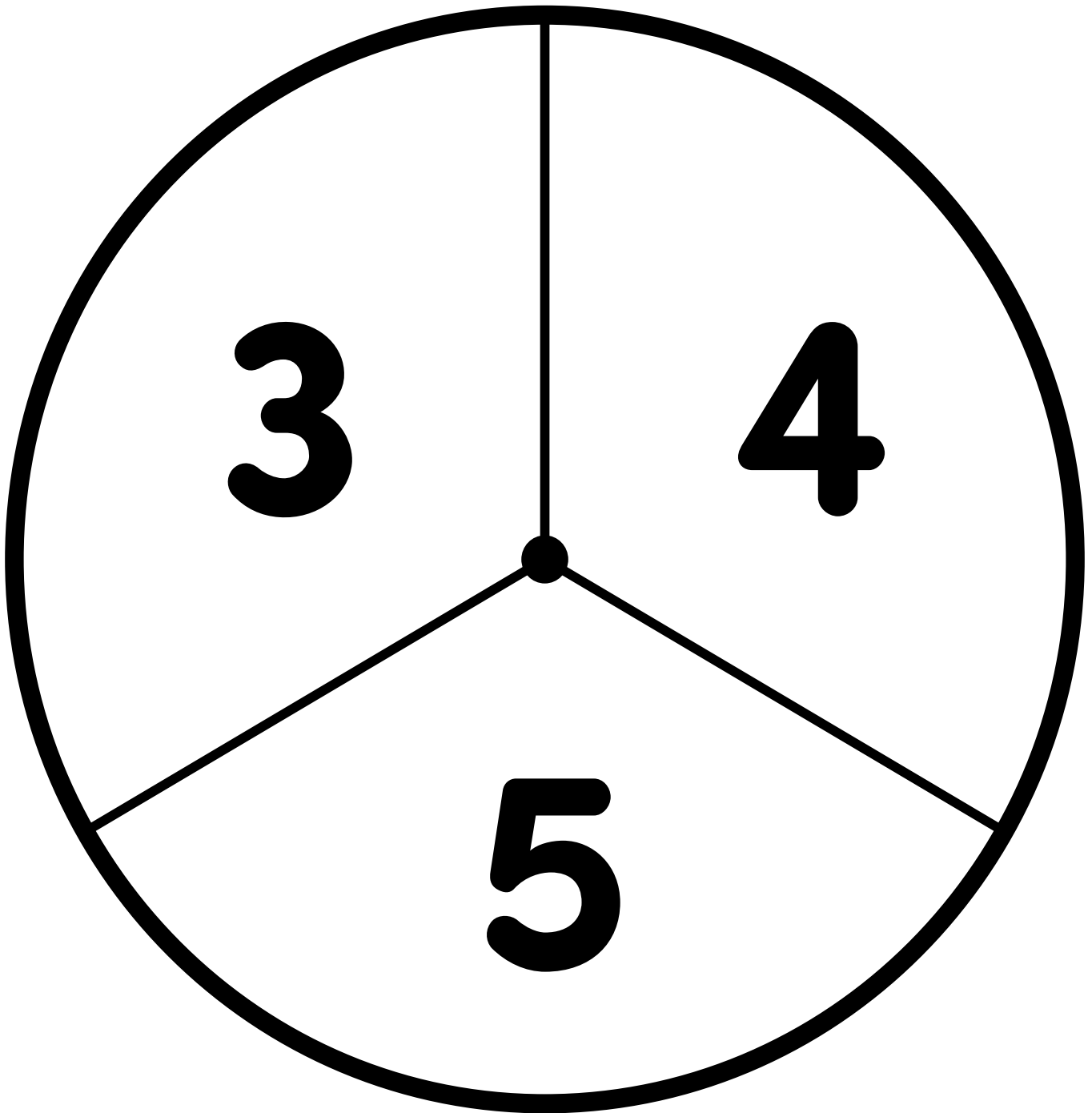
**Why do some answers have remainders?**



# FIND THE REMAINDER

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Use a pencil to hold one end of a paper clip in the center as the spinner.



Find the Remainder cards

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

Find the Remainder cards

**25**

**26**

**27**

**28**

**29**

**30**

**31**

**32**

**34**

**35**





GRADE 4

# SHAKE IT UP!

## GET READY!

paper and pencil

egg carton

2 small household items (e.g., buttons, pom-poms, beans)

## LET'S PLAY!

To prepare the egg carton for this game, simply label the bottom of each space in the egg carton with a number 1 to 12. Then, just set the two counters in the egg carton.

1. Take turns shaking the egg carton.
2. On your turn, open the carton to see where the counters ended up after your shake. (Make sure the carton is right side up!)
3. Record the numbers the counters landed on, then multiply them to find the product. For example, if the counters landed on 11 and 2, you would record the following:

$$11 \times 2 = 22$$

4. Continue to take turns and repeat, adding together your products as you go. For example, if on your next two turns the counters land on 3 and 4 and then 2 and 9, your paper would look like this:

$$\begin{array}{r} 11 \times 2 = 22 \\ 3 \times 4 = +12 \\ \hline 34 \\ 2 \times 9 = +18 \\ \hline 52 \end{array}$$

## IGNITE THINKING!

This game can be played with all four operations. Use the one which will be most beneficial to you.

5. The first player to reach a total of 200 or more is the winner!



**Can you draw out the multiplication problem using an area model?**



GRADE 4

# TIC TAC TIMES

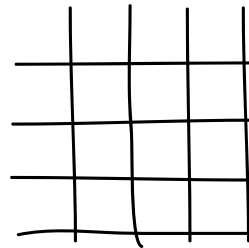
## GET READY!

paper and pencil

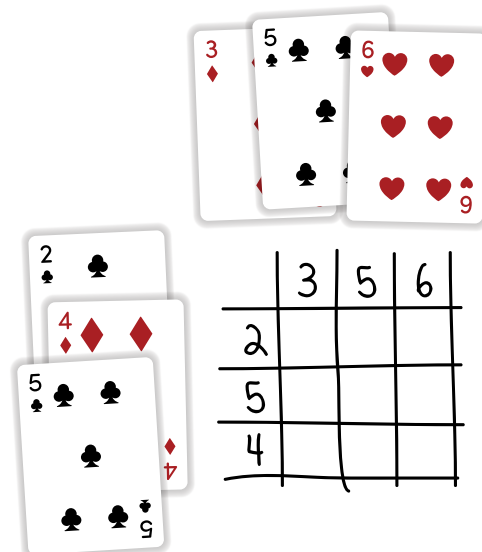
deck of cards (face cards and 10s removed), Aces = 1

## LET'S PLAY!

1. Draw the following table on a piece of paper. (Just one table, it's the Tic Tac Times 2 game board.)

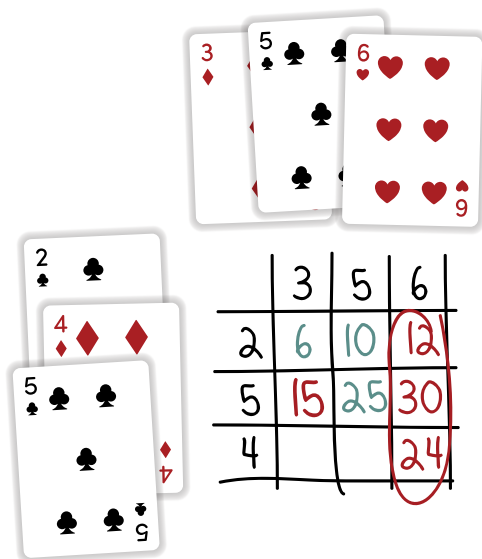


2. Taking turns, draw a card and write the number somewhere in the top row or first column of the table.
3. Continue taking turns until the top row and first column are filled.





4. Now, it's time to play! Decide who will go first. You should have pencils or markers of differing colors.
5. On your turn, multiply a number in the top row with a number in the first column. Record the product in the table where the row and column bisect.
6. The first to correctly solve three answers in a row says, "Tic-Tac-Times" and wins!



**If you are not sure if an answer is correct, what could you do to prove your answer is correct?**

### **IGNITE THINKING!**

Don't just choose the easiest numbers to multiply. Go for the win! Or, strategically make your opponent solve the harder numbers.



GRADE 4

# TWENTY-ONE

## GET READY!

paper and pencil

3 dice

## LET'S PLAY!

1. This game is for two players. The objective of the game is to make a number as close to 21 as possible. Decide who will go first.
2. On your turn, roll all 3 dice and record the numbers.
3. Then use **addition**, **subtraction**, **multiplication**, or **any combination** of strategies to make a number as close to 21 as possible with the numbers you rolled. You must follow these parameters:

- All three numbers must be used in your equation.
- Each number may be used only once.
- Calculations may be done orally or in writing.

For example, if you roll a 2, 3, and 6, you might make the equation  $(6 \times 3) + 2 = 20$ .

4. If you are able to make 21, you get a point. If you can't, no points are given.
5. Continue to take turns. The first player to earn 10 points is the winner!

## IGNITE THINKING!

Don't give up too quickly! Sometimes there is a different combination that will work— *you just have to find it!*



**What operations did you use the most? Why didn't you use the others?**



GRADE 4

# 10 WORDS OR LESS

## GET READY!

informational text or book

paper and pencil

## IGNITE THINKING!

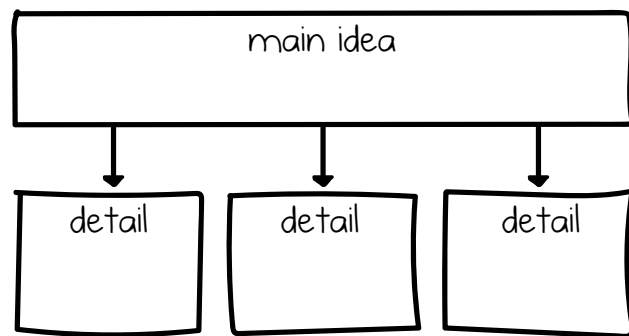
On average, **listening comprehension** is two grade levels above reading comprehension, so the range of text for this activity is broader!

## IGNITE THINKING!

As you listen, think, *What does the author want me to know about this topic?* This will help you identify the main idea! It's easier to find the main idea of the story first, and then identify the key details of the story. Go back into the text and find phrases or sentences that tell more about the main idea. Those phrases and sentences are the key details!

## LET'S PLAY!

1. Make a chart on your paper like the one below.



2. Select an informational text and ask someone to read it aloud.
3. As you listen, think about the **main idea** and **details** of the text.
4. When the text is finished, talk about it with your partner.
5. Write the main idea and details from the story in your chart.
6. Referring to your chart, write a 6-8 sentence summary of the main idea on your paper.
7. Read your summary to your partner to check for accuracy.



**How did the details help you determine the main idea of the text?**



GRADE 4

# PARTS OF SPEECH HUNT

## GET READY!

book or story

paper and pencil

Parts of Speech Hunt spinner

paper clip

## IGNITE THINKING!

Remember, an **adverb** modifies an action word to tell how, where, when, and in which manner or to what extent an action has been performed.

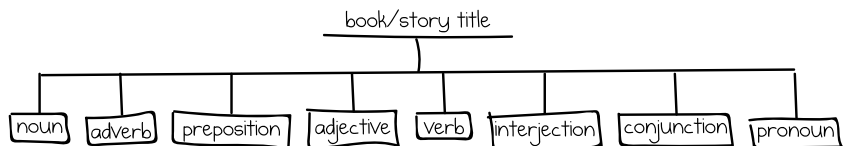
**Prepositions** link two nouns, pronouns, or phrases.

An **interjection** is a word or expression that conveys spontaneous feelings or reactions, like “You’re kidding!” (No, we’re actually not.)

**Conjunctions** connect clauses or sentences (e.g., and, but, if).

## LET’S PLAY!

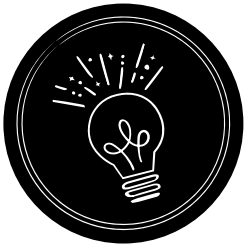
1. This game is for two players. Both players need to create a tree map like the one below.



2. Decide who will spin first.
3. On your turn, spin the game spinner and perform the action indicated. You must locate the **part of speech** in your book or story and say it aloud. If you are correct, you score the number of points shown on the spinner.
4. Record the word you found in the correct column of your tree map.
5. Continue to take turns and repeat. Keep track of your points on your paper.
6. The player with the most points at the end of the game is the winner!

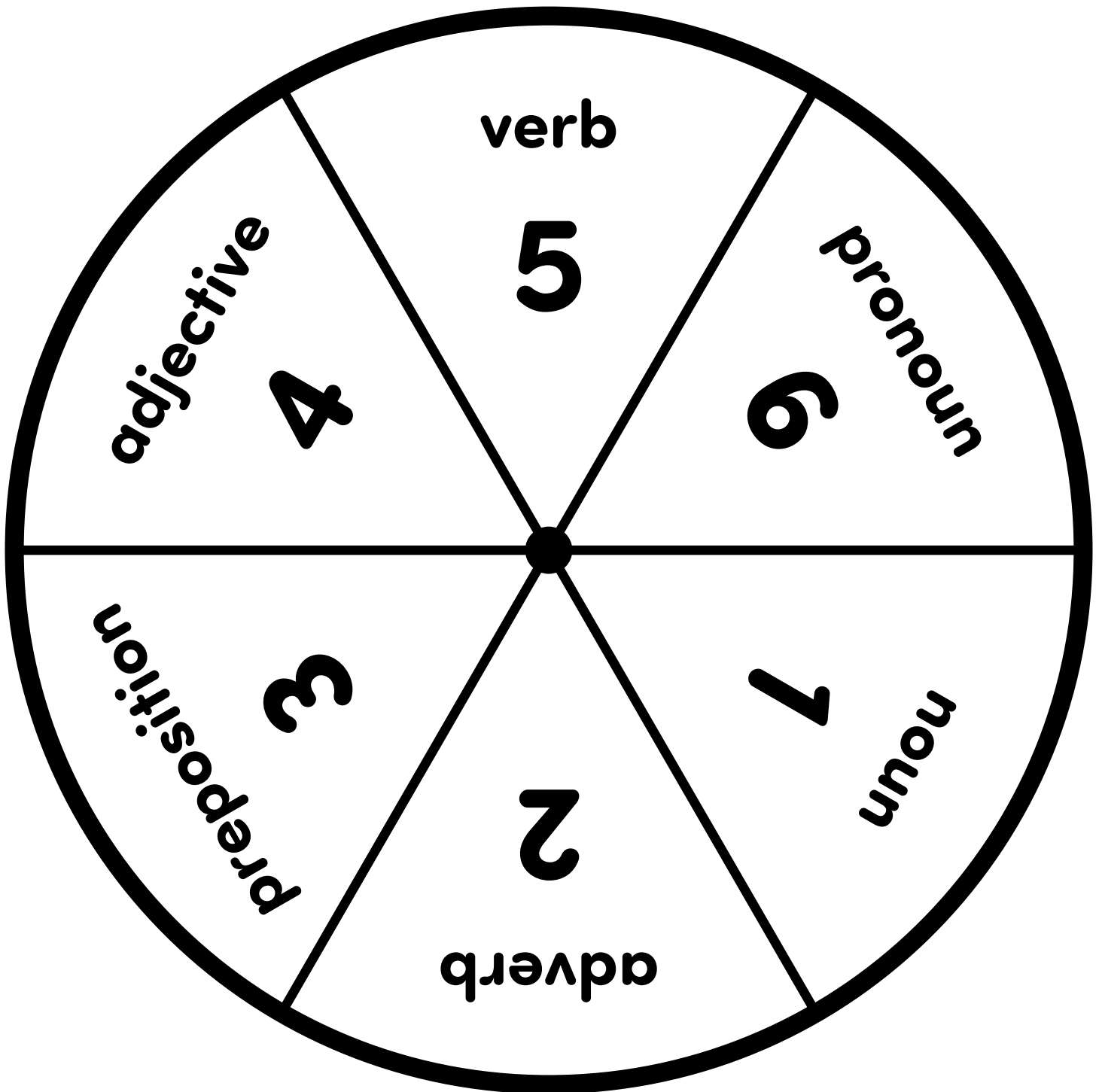


**Did you find all of the different parts of speech in your text?**



# PARTS OF SPEECH HUNT

Use a pencil to hold one end of a paper clip in the center as the spinner.





GRADE 4

# RECIPE

## GET READY!

paper and pencil

crayons or markers, *optional*

recipe book or magazine, *optional*

## IGNITE THINKING!

Recipes are a perfect example of **procedural text**. Procedural texts explain *how* to do something, often step by step. Think of some other types of procedural texts!

## IGNITE THINKING!

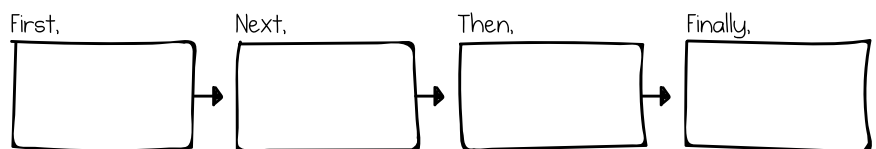
Use present tense action verbs (e.g., pour, cut, measure) when writing directions and procedures.

## IGNITE THINKING!

Don't forget your ingredients list!

## LET'S PLAY!

1. Look through a recipe book or recipes in a magazine. Find a recipe that looks delicious, then read the directions on how to make it.
2. Now think about a food that you know how to make.
3. Think about how to make this food. Think carefully about the precise order of the steps.
4. Create a sequence graphic organizer on your paper like the one below. Use it to plan your ideas and order events. Take another look at the recipe you found for ideas on what to include.



5. Refer to your graphic organizer as you write or type your step-by-step directions. Write sentences that are easy to understand. Include linking words such as first, next, then, and finally.
6. Draw pictures next to several or all of the steps to support the instructions.
7. Read your recipe to a parent, sibling, or friend.



**How do transition words help me  
to read and write procedures?**



GRADE 4

# WHAT'S IN A FABLE?

## GET READY!

fable storybook or video

Flip Flap Book instructions

blank paper and pencil

scissors

## IGNITE THINKING!

If the story is short, written to entertain, has talking animals, and a moral... it's a **fable**!

## IGNITE THINKING!

Give specific examples of how you know it's a fable. Rather than just saying there were talking animals, list the animals!

## LET'S PLAY!

1. Read the **fable**.
2. Think about the story and ask yourself some questions. How do I know this story is a fable? What is the moral or lesson of the fable?
3. Create a Flip Flap Book with a piece of paper.
4. Label the top flaps of your Flip Flap Book like the example below.

This story  
is a fable  
because...

This story  
is a fable  
because...

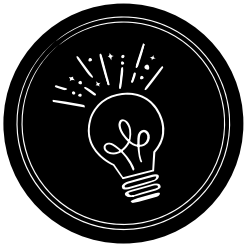
The lesson  
of the fable  
was...

5. Complete each sentence starter on the inside bottom flap. Be specific.
6. Read your Flip Flap book to a parent, sibling, or friend.



**Why do you think a fable uses talking animals to convey its message?**



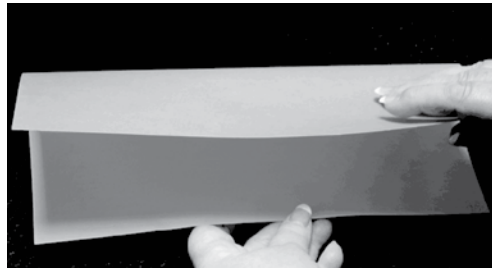


# FLIP FLAP BOOK INSTRUCTIONS

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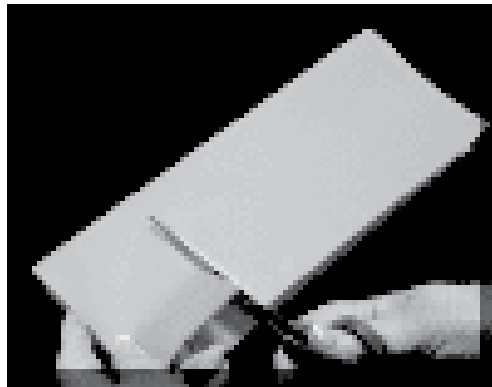
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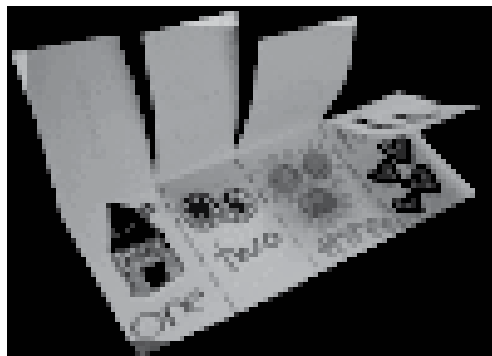
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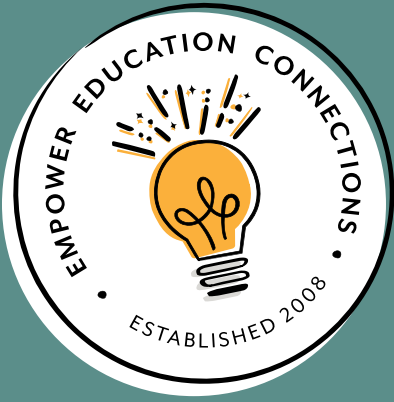
Depending on how many sections you need, cut that number of slits on one side of the folded paper.



**3**

Write a question or word on the top of the flap, and the answer under the flap with an illustration.





GRADE 4

# IMAGINARY PLAYGROUND

## GET READY!

paper and pencil  
crayons or markers

## LET'S WRITE!

1. Think about how much fun you have playing on the playground with your friends. Think about designing or building a new playground for your school. What kind of equipment, toys, or activities would you include? Would you have different activities for different grade levels?
2. Make a chart on your paper like the one below to help you organize your thoughts. Brainstorm **descriptive phrases**. Add words, phrases, and descriptions in the correct columns on the chart.

	equipment	toys	activities
sounds			
looks			
feels			
smells			

## IGNITE THINKING!

As you plan a new playground, think about your favorite pieces of equipment and be sure to include them!

3. Use the ideas from your chart to write a paragraph describing your ideal playground.

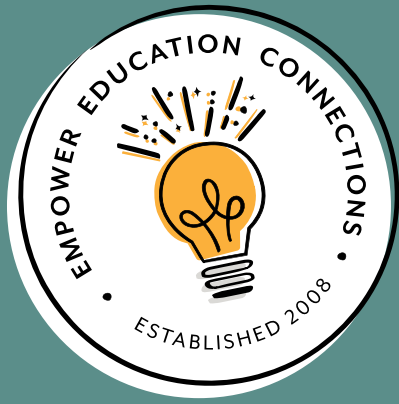
4. Read your paragraph to a parent, sibling, or friend. Work together revise and edit your paragraph. Look for these things:

- ☐ **a clear voice**
- ☐ **sense of audience**
- ☐ **point of view**
- ☐ **words that create a mental image**

5. Rewrite your revised paragraph in your best handwriting. Add visuals and illustrations.
6. Read your final draft of your playground paragraph to a parent, sibling, or friend.



**Is your paragraph at least five sentences long?**



GRADE 4

# PICTURE INFERENCES

## GET READY!

paper and pencil  
interesting picture

## IGNITE THINKING!

An **inference** is when you take something you know and combine it with what you read or see in the text to understand what isn't explicitly said or shown.

## LET'S WRITE!

1. Find an interesting picture in a magazine or newspaper.
2. Look at all of the details in the picture. Ask yourself these questions to help you make **inferences** about the picture:

**What is happening in this picture?**

**What do I see in the background to help explain what is going on?**

**Where does this picture seem to be located?**

**Why are they doing what they're doing in this picture?**

3. Write a paragraph to explain what your inferences are and why you made them.
4. Show the interesting picture to a parent, sibling, or friend and read them your paragraph.



**Did you use transition words in your paragraph to make it easier to read?**

## MIX IT UP!

Use your inferences to write a story about what you think is really going on in the picture.



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