

Fourth Grade

	Assignment	Task	Online
<p style="text-align: center;">Reading</p>	<p>Week 1: (Eng./Span.) Independent Reading</p> <ul style="list-style-type: none"> • Think Up! ELAR Unit 1: Pages: 9 - 19 <p>My View: Unit 5 Features Lesson 1: Informational Text</p>	<p>The students will read for 20 minutes of self-selected books daily. Write a short summary of what was read.</p> <p>Themes: I will infer basic themes supported by text evidence</p> <p>Read the story: <i>from Planet Earth</i> (pgs.435 - 451)</p> <p>Vocabulary: mantle, circulates, adopted, abundant, molten (pg. 448)</p> <p>Students will define vocabulary, write a complete sentence using the word, and give a synonym and antonym for each word.</p> <p>Reading-Writing-Bridge:</p> <ul style="list-style-type: none"> - Word study (pg. 454) - Read like a writer (pg. 454) - Spelling (pg. 457) - Language and Conventions (pg. 458) 	<p>MyOn, Istation, EPIC</p> <p>https://clever.com/in/wisd</p> <p>.</p> <p>Google Classroom</p> <p>Pearson Realize</p>
<p style="text-align: center;">Reading</p>	<p>Week 2: (Eng./Span.) Independent Reading</p>	<p>The students will read for 20 minutes of self-selected books daily. Write a short summary of what was read.</p> <p>Recognize the</p>	<p>MyOn, Istation, EPIC</p> <p>https://clever.com/in/wisd</p> <p>.</p> <p>Readworks</p> <p>Google Classroom</p>

	<ul style="list-style-type: none"> Think Up! ELAR Unit 2: pages 25- 37 <p>My View: Unit 5 Features Lesson 2: Informational Text</p>	<p>characteristics and structures of argumentative text. Use a variety of methods to explore and to analyze.</p> <p>Read the story: <i>Volcanoes</i> (pgs. 469 - 485)</p> <p>Vocabulary: magma, face, reclaim, gushes, threatened (pg. 487)</p> <p>Students will define vocabulary, write a complete sentence using the word, and give a synonym and antonym for each word</p> <p>Reading-Writing-Bridge</p> <ul style="list-style-type: none"> Word study (pg. 488) Read like a writer (pg. 489) Spelling (pg. 491) Language and Convention (pg. 492) 	Pearson Realize
Writing	<p>Week 1:--25</p> <p>A. What is one way you can help your community out during this pandemic?</p> <p>B. How can we make sure we remain safe during quarantine?</p>	<p>(4.11 A,B)</p> <p>Students will plan the first draft and develop it using the appropriate introduction, transition words, and conclusion.</p>	<p>Quill.org, Education Galaxy</p> <p>Students can work on 2 lessons each day</p>
Writing	<p>Week 2:</p> <p>Students will improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for</p>	<p>(4.11 C,D)</p> <p>Students will revise and edit an essay from the previous week.</p> <p>Focus:</p>	<p>Quill.org, Education Galaxy</p> <p>Students can work on 2 lessons each day</p>

	coherence and clarity. Students will also edit for complete, simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.	<ol style="list-style-type: none"> 1. Clearly stated topic 2. Words choice (WOW Words) 3. Strong compound and complex sentences 	
Mathematics	Week 1: (Eng. / Span.) <ul style="list-style-type: none"> • Pearson Envision Math Vol. 2, book pgs. 553-554, 559-562 • Sharon Wells Wk 3-5th six weeks (comparing fractions part 1) 	4.3E, 4.4A, 4.4H Envision Math--Adding & Subtracting Fractions w/like denominators Sharon Wells Skill: Angles/Measurement practice	Imagine Math Reflex Math https://clever.com/in/wisd
	Week 2: <ul style="list-style-type: none"> • Envision Math Vol. 1, pgs. 259-270. • Sharon Well, Week 4-5th six weeks (comparing Fractions part. 2) 	4.5 A, 4.4B, Envision Math---Represent multiple-step problems involving the 4 operations with whole numbers. Sharon Wells Skill: Personal Financial Literacy	Imagine Math Reflex Math https://clever.com/in/wisd
Science	Week 1: Unit 9.5.9B Describe the Flow of Energy in a Food Web (role of the sun, producers, consumers & decomposers)	Investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food.	Focus on Stemsopes & Edusmart, Education Galaxy
	Week 2: Unit 9.5.9B Describe the Flow of Energy in a Food Web (role of the sun, producers, consumers & decomposers)	Describe the flow of energy through food webs and predict how changes in the ecosystem affect the food web.	Focus on Stemsopes & Edusmart, Education Galaxy

Social Studies	Week 1: Textbook Reading <ul style="list-style-type: none"> • My World: We Are Texas Chapter 8 Lesson 1 --- The Texas Cattle Industry (pgs. 276 - 282) 	4B Explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.	Pearson Realize (Clever log in) Chisolm Trail Video https://www.youtube.com/watch?v=nUizSscDTPI
	Week 2: Textbook Reading <ul style="list-style-type: none"> • My World World: We Are Texas Chapter 8 Lesson 2 --- The Texas Railroad Book (pgs. 286 - 293) 	4C Identify the impact of railroads on life in Texas, including changes to cities and major industries.	Pearson Realize (Clever log in) Railroad Growth Across Texas Video https://www.youtube.com/watch?v=hhgisVYGRh0