



Grade 4 Overview – Week 1

Math: Personal Financial Literacy

- Students will distinguish between fixed and variable expenses
- Students will calculate profit

Science: Food Webs

- Students will investigate that most producers need sunlight, water, and carbon dioxide to make their own food, while consumers are dependent on other organisms for food.
- Students are expected to describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web

Language Arts: Theme

- Students will read books independently and continue to practice familiar reading strategies
- Students will read multiple texts and make connections across themes
- Students will write daily, including a prompted essay
- Students will review comma rules

Lectura/Escritura: Tema

- Los estudiantes leerán libros independientemente y continuarán practicando estrategias de lectura familiares
- Los estudiantes compararán temas a través de textos
- Los estudiantes escribirán a diario, incluido un ensayo solicitado
- Los estudiantes revisarán las reglas de coma

Social Studies: Geography

- Students will create maps that contain elements such as title, compass rose, and a legend
- Students will explore the regions of Texas

Grade 4 eLearning - MATH

Objectives

- Students will distinguish between fixed and variable expenses.
- Students will calculate profit.

Note: Activities are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Read through the directions with your child and support them as needed.
 - **Activity 2:** Not Enough Bucks activity ([Answer Key](#))
 - **Activity 6:** Ideas for Raising Profit ([Answer Key](#))

For Students

Fixed and Variable Expenses

- **Activity 1:** Read and follow the directions for the [“Not Enough Bucks”](#) play.
- **Activity 2:** Complete [Activity 1: Not Enough Bucks](#).
- **Activity 3:** Write a letter to Buck’s parents persuading them to increase Buck’s allowance QR to Buck encouraging him to reduce his spending. Use the terms *variable expenses*, *fixed expenses*, and *saving* in your letter.

Profit

- **Activity 4:** Watch this [video](#) to learn how to calculate profit.
- **Activity 5:** Read and follow the directions for the [“Ideas for Raising Profit”](#) play.
- **Activity 6:** Complete [Activity 4: Ideas for Raising Profit](#).
- **Activity 7:** Complete the [Fundraiser Research Project](#).

Additional Resources

- If you can access your campus math adaptive software, please do!
- [Math Playground](#)
- [4th grade Math Games](#)
- [Math Game Time](#)
- [ABCYa](#)

Grade 4 eLearning - Science

Objectives

- Students will investigate how energy flows in a food webs and the role of producers and consumers through literacy.
- Students will extend their knowledge of food webs through literacy.
- Students will demonstrate their understanding of how energy is transferred within a food web.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Have your child read the, "STEMscopedia," and use the, "Linking Literacy," document to take notes on key vocabulary during reading.
- Have your child read the, "Reading Science," article. Answer questions about the article.
- Have your child complete the, "Claim, Evidence, and Reasoning," (CER) scenario for food webs.

For Students

- Read the STEMscopedia. As you are reading, take notes on key vocabulary using the, "Linking Literacy," document. You will need to predict the meaning of the key vocabulary words listed in the, "Linking Literacy" document under the "before" column.
 - Reading: [English STEMscopedia](#) [Spanish STEMscopedia](#)
 - Student work: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- After reading, respond to the, "What Do You Think," (page 5) section. **(in the STEMscopedia)**
- Read the, "Reading Science," article
 - [English Reading Science](#)
 - [Spanish Reading Science](#)
- Respond to the reflection questions at the end of the article.
- Read the, "Claim, Evidence, and Reasoning," (CER) scenario
 - [English CER](#)
 - [Spanish CER](#)
- Using the CER model, write your claim and provide your evidence and reasoning to support your claim.

Additional Resources

- [Brainpop - Food Web \(Food Fight Game\)](#)

Grade 4 eLearning – Language Arts

Objectives

- Students will read books independently and continue to practice familiar reading strategies.
- Students will read multiple texts and make connections across themes.
- Students will write daily, including a prompted essay.
- Students will review comma rules.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Students read just-right books to continue practicing familiar reading strategies. Students can [record thoughts](#) on Post-it notes or paper.
- Students can [listen to books online](#) to make [cross-textual connections on theme](#).
- Students need to write each day, sometimes in an essay format and other times whatever they wish to write. A prompt is provided below to match the types of essays students are writing at this time; they should use this prompt at the start of the week and the [checklist to revise and edit](#). To encourage more writing, have them write anything - stories, journals, essays.
- Have students use the [word study plan](#) to *prefix change the meaning of the base*
- Students should review the [comma rules](#).
 - QR Code will link to Comma Rules



answer the question, *How does the word?*

For Students

- Read daily for at least 30 minutes and complete your [reading log](#).
- Read or [listen to](#) two books and [compare the themes](#) across both of texts. You can [jot](#) on Post-it notes or paper.
- Writing prompt, **write about something you have learned and explain why it is important to you**. Use what you know about essay writing as you work on your composition. Use the [checklist](#) to make sure you are including everything.
- Write each day! Write something that you find interesting, write about something that you see outside, write a story or personal narrative.
- Review prefixes using the [word study plan](#).
- Review [comma rules using Khan Academy](#). Be sure to use these rules in your own writing.
 - QR Code will link to Khan Academy Lesson



Resources

- [Suggested Books for Students to Listen Online](#)
 - QR Code links to Read Alouds
- [Reading Log](#)
- [What Successful Readers Do](#)
- [Sample Prompts to Use in Discussion](#)
- [Sample Jots for Fiction and Nonfiction](#)
- [Theme Progressions](#)
- [Word Study Plan](#)
- [Writing Checklist](#)
- [Khan Academy Comma Rules](#)



Grade 4 eLearning - LECTURA/ESCRITURA

Objetivos

- Estudiantes leerán libros independientemente y practicarán estrategias de lectura.
- Estudiantes leerán múltiples textos y harán conexiones a través de textos.
- Estudiantes escribirán a diario, incluido un ensayo solicitado.
- Estudiantes revisarán las reglas de coma.

Nota: Las tareas no serán calificadas. Este trabajo es para apoyar la comprensión del área temática.

Para padres

- Los estudiantes leerán libros apropiados y practicarán estrategias de lectura. Podrán [registrar sus ideas](#) en notas adhesivas o en papel.
- Estudiantes podrán escuchar [Lecturas en voz alta](#) para combinar la información e ideas de dos textos.
- Estudiantes necesitarán escribir cada día, a veces en formato de ensayo y otras veces lo que quieran escribir. Abajo hay un tema de escritura igual al tipo de ensayos de los cuales están acostumbrados. Usarán este tema al principio de la semana, revisarán y editarán el resto de la semana. Para apoyar más la escritura, pídeles que escriban cualquier cosa: historias, diarios, ensayos.
- Hágale a su hijo la siguiente pregunta: ¿cómo cambiará el prefijo el significado de la palabra base? usando este [video](#).
- Revise con su hijo las reglas de [puntuación](#).



Para los estudiantes

- Lee diariamente 30 minutos mínimo y completa tu [Registro de lectura](#).
- [Lee 2 libros](#) y compara los temas en ambos textos. Puedes [anotar](#) en notas adhesivas o papel.
- Escritura rápida, escribe sobre algo que has aprendido y explica por qué es importante para ti.
- Escribe cada día! Escribe algo que te parezca interesante, algo que conoces, una historia o narrativa personal.
- Responde a la pregunta: ¿cómo cambia el prefijo el significado de la raíz? usando este [video](#).
- Revisa las reglas de puntuación usando este [video](#). Asegúrate de usar estas reglas en tu propia escritura.

Recursos

- [Lecturas en voz alta](#)
- [gráfica interactiva](#)
- [Registro de lectura](#)
- [Artículos en línea para lectura](#)
- [Actividades de puntuación](#)
- [prefijos](#)
- [Anotaciones](#)
- [progreso de lectura](#)
- [Prefijos re- y des-](#)
- [Prefijos uni- y multi-](#)

Grade 4 eLearning - Social Studies

Objectives

- Students will create maps that contain elements such as title, compass rose, and a legend.
- Students will explore the regions of Texas

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- For accessing BrainPop.com **Username:** sbspecial **Password:** sbisdbp
- Use QR Code and search bar to locate all Brain Pop Videos for this week.
- Each day your student will watch videos, read an item or two, and complete a task



For Students

- Day 1
 - Watch on BrainPop [Map Skills](#)
 - Read about globes in [Quirky Stuff](#)
 - Do: Complete the quiz or any of the other activities on the BrainPop [Map Skills page](#)
- Day 2
 - Watch on BrainPop [Map Projections](#)
 - Read about the [Mercator Projection](#)
 - Do: Complete the quiz or any of the other activities on the BrainPop [Map Projections page](#)
- Days 3-5
 - Read about the regions in each of the linked pages from Texas Parks and Wildlife
 - Day 3 read about [Big Bend](#), the [Gulf Coast](#), and the [Hill Country](#)
 - Day 4 read about the [Panhandle Plains](#) and the [Pineywoods](#)
 - Day 5 read about the [Prairies and Lakes](#) and the [South Texas Plains](#)
 - Do: Each region's page has a link called Fun Activities displayed on the left side of the screen. (See screenshot below) With your student, select one for two to complete for each region studied that day.



Resources

- No additional resources needed