

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 4



Grade 4 eLearning Guide – Week 2

Math: Personal Financial Literacy

- Students will compare advantages and disadvantages of various savings options.
- Students will describe how to allocate a weekly allowance.
- Students will describe the basic purpose of financial institutions.

Science: Structures and Functions

- Students will explore how structures and functions enable organisms to survive in their environments.

Language Arts: Nonfiction Research

- Students will read books independently and continue to practice familiar reading strategies.
- Students will read nonfiction to compare information learned across different texts.
- Students will write daily, including a prompted essay.
- Students will review coordinating conjunctions.
- Students will review common suffixes.

Lectura/Escritura:

- Los estudiantes leerán libros independientemente y continuarán practicando estrategias de lectura familiares.
- Los estudiantes leerán no ficción para comparar la información aprendida en diferentes textos.
- Los estudiantes escribirán a diario, incluido un ensayo solicitado.
- Los estudiantes revisarán las conjunciones de coordinación.
- Los estudiantes revisarán los sufijos comunes.

Social Studies: History

- Students will continue their learning about Spanish missions in Texas and the Texas Revolution.

Grade 4 eLearning Guide

MATH

Objectives

- Students will compare advantages and disadvantages of various savings options.
- Students will describe how to allocate a weekly allowance.
- Students will describe the basic purpose of financial institutions.

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:** "Saving is Not Just Child's Play" [answer key](#)
 - **Activity 4:** "Divide and Conquer" reflection [answer key](#)
 - **Activity 6:** "Smart Cash" reflection [answer key](#)

For Students

Saving is Not Just Child's Play

- **Activity 1:** View the "Savings Options" [powerpoint](#)
- **Activity 2:** Complete the "Saving is Not Just Child's Play" [activity](#)

Allocate a Weekly Allowance

- **Activity 3:** Complete the "Divide and Conquer" [activity](#)
- **Activity 4:** Complete the "Divide and Conquer" [reflection](#)

Purpose of Financial Institutions

- **Activity 5:** Read the directions and play "[Smart Cash](#)"
- **Activity 6:** Complete the "Smart Cash" [reflection](#)

Additional Resources

- If you can access your campus adaptive software, please do!

Grade 4 eLearning Guide

Science

Objectives

- Students will investigate how structures and functions enable organisms to survive in their environments.
- Students will extend their knowledge of structures and functions through literacy.
- Students will demonstrate their understanding of how structures and functions enable organisms to survive in their environments.

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. Ask questions about the article.
- Have your child complete the, "Claim, Evidence, and Reasoning," (CER) scenario for structures and functions.

For Students

- Read the STEMscopedia and take notes on key vocabulary using the Linking Literacy document.
 - Reading: [English STEMscopedia](#) [Spanish STEMscopedia](#)
 - Student work: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- After reading, respond to the, "Try Now," (page 4) 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 - All About Bird Anatomy](#)

Grade 4 eLearning Guide

LANGUAGE ARTS

Objectives

- Students will read books independently and continue to practice familiar reading strategies.
- Students will read nonfiction to compare information learned across different texts.
- Students will write daily, including a prompted essay.
- Students will review coordinating conjunctions.
- Students will review common suffixes.

For Parents

- Students read just-right books to continue practicing familiar reading strategies. Students can record thoughts on Post-it notes or paper. A [reading log](#) is in the resource section for children to use.
- Students [can read articles online](#) to make [cross-textual connections on information learned](#).
- 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.
- Students should use the [word study plan](#) to answer the question, *How does the suffix change the meaning of the base?*
- Have students review [coordinating conjunctions using Khan Academy](#).



For Students

- Read daily for at least 30 minutes and complete your [reading log](#).
- Students can [read articles online](#) to make [cross-textual connections on information learned](#).
- Write an essay using this writing prompt: **Write an essay about a major change that has happened since you were born. Explain the importance of this change.** 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 suffixes using the [word study plan](#).
- Review [coordinating conjunctions using Khan Academy](#). Be sure to use these rules in your own writing.

Resources

- [Suggested Books for Students to Listen Online](#)
- [Reading Log](#)
- [What Successful Readers Do](#)
- [Online Articles for Reading Nonfiction](#)
- [Sample Prompts to Use in Discussion](#)
- [Sample Jots for Fiction and Nonfiction](#)
- [Main Idea Progressions](#)
- [Word Study Plan](#)
- [Writing Checklist](#)
- [Khan Academy](#)

Grade 4 eLearning Guide

LECTURA/ESCRITURA

Objetivos

- Los estudiantes leerán libros independientemente y continuarán practicando estrategias de lectura familiares.
- Los estudiantes leerán no ficción para comparar la información aprendida en diferentes textos.
- Los estudiantes escribirán a diario, incluido un ensayo solicitado.
- Los estudiantes revisarán las conjunciones de coordinación.
- Los estudiantes revisarán los sufijos comunes.

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

Para los padres

- Los estudiantes leen libros correctos para continuar practicando estrategias de lectura familiares. Los estudiantes pueden [registrar sus pensamientos](#) en notas adhesivas o en papel.
- Los estudiantes leen libros correctos para continuar practicando estrategias de lectura familiares. Los estudiantes pueden registrar sus pensamientos en notas adhesivas o en papel. Hay un [Registro de lectura](#) en la sección de recursos para que lo usen los niños.
- Los estudiantes pueden leer [artículos en línea](#) para juntar y combinar la información e ideas de dos textos.
- Los estudiantes necesitan escribir cada día, a veces en formato de ensayo y otras veces lo que quieran escribir. Abajo se les dará un tema de escritura igual al tipo de ensayos que los estudiantes están escribiendo en este momento. Ellos deben de usar este tema al principio de la semana y revisar y editar el resto de la semana. Para alentar más la escritura, pídeles que escriban cualquier cosa: historias, diarios, ensayos.
- Haga que los estudiantes respondan la pregunta: ¿Cómo cambia el sufijo el significado de la palabra base? Usando este [video](#).
- Revise las reglas de conjunción usando este [video](#).



For Students

- Lea diariamente durante al menos 30 minutos y complete su [registro de lectura](#).
- Los estudiantes pueden escuchar [Lecturas en Voz alta](#) para para juntar y combinar la información e ideas de dos textos.
- Escriba un ensayo utilizando este tema: escriba un ensayo sobre un cambio importante que haya sucedido desde que nació. Explicar la importancia de este cambio. Usa lo que sabes sobre redacción de ensayos mientras trabajas en tu composición
- Escribe cada día! Escribe algo que te parezca interesante, escribe sobre algo que ves afuera, escribe una historia o narrativa personal.
- Responde a la pregunta: ¿Cómo cambia el sufijo el significado de la palabra base? Usando este [video](#).
- Revisa las reglas de conjunción usando este [video](#) y haz las actividades.



Resources

- [conjunciones](#)
- [Lecturas en Voz alta](#)
- [grafica interactiva](#)
- [Registro de lectura](#)
- [Artículos en línea para lectura](#)
- [Actividades de puntuación](#)
- [prefijos](#)
- [Anotaciones](#)
- [Escritura narrativa](#)
- [progreso de lectura no ficcion](#)

Grade 4 eLearning Guide

Social Studies

Objectives

- Students will continue their learning about Spanish Missions in Texas.
- Students will continue their learning about the Texas Revolution.

For Parents

- Assist your child as they watch videos on Studies Weekly's YouTube channel
- Each 4th grade student has an online account with Studies Weekly. If you are able, have your child log into their Studies Weekly account through itslearning or directly [here](#).
- Assist your student in accessing BrainPop. **Username:** sbspecial
Password: sbisdbp



For Students

- **Days 1 and 2**
 - Watch on Studies Weekly's YouTube channel (use QR Code)
 - [Spanish Explorers](#)
 - [Spanish Mission Era](#)
 - [Spanish Missions in Texas](#)
 - [Virtual Field Trip: San Antonio Missions](#)
 - [San Antonio Missions](#)
 - [Spanish and Mexican Colonial Influence on Texas](#)
 - Read in *Studies Weekly* [Week 12 First Missions in Texas](#): Log into itslearning to access your Studies Weekly account or access it directly [here](#), if possible.
 - Write: Write a summary of your learning from the videos or complete the quiz in *Studies Weekly* if you were able to access it.
- **Days 3 and 4**
 - Watch on BrainPop [Texas Revolution](#).
 - Watch on Studies Weekly YouTube [Virtual Field Trip: San Jacinto](#).
 - Read in *Studies Weekly* [Week 15 Unrest in Texas](#): Log into itslearning to access your Studies Weekly account or access it directly [here](#), if possible.
 - Read on BrainPop [In Depth](#).
 - Write: Write a summary of your learning or complete the quiz in *Studies Weekly* if you were able to access it. You could also complete this [online organizer](#).
 - Explore: [Texas Beyond History: Kids Only](#)
- **Day 5**
 - Watch on Studies Weekly YouTube.
 - [Sam Houston](#)
 - [Stephen F. Austin](#) and [Stephen F. Austin \(Video in Spanish\)](#)
 - Read on BrainPop about [Famous Faces](#) from the Texas Revolution.
 - Write: Summarize what you have read and watched about the person you selected.



Resources

- No additional resources