

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 4



Grade 4 eLearning Guide – Week 3

Math: Perimeter & Area of Rectangles

- Students will solve problems related to perimeter and area of rectangles.

Science: Structure and Function of organisms

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

Language Arts: Nonfiction Reading

- Students will read books independently and continue to practice familiar reading strategies.
- Students will enjoy reading a script with members of their family in a family theater.
- Students will write daily, including a prompted response and a journal.
- Students will review verb tenses.
- Students will review common suffixes and prefixes.

Lectoescritura: Lectura de no ficción

- Estudiantes leerán libros independientemente y continuarán practicando estrategias de lectura.
- Estudiantes escribirán diariamente, incluyendo una respuesta solicitada y en su diario.
- Estudiantes volverán a repasar tiempos verbales (conjugación de verbos).
- Estudiantes volverán a repasar los sufijos comunes -sión, -ción.

Social Studies: 50 States

- The student will learn to identify the names of the 50 U.S. states and state capitals.

Grade 4 eLearning Guide - MATH

Objectives

Students will solve problems related to perimeter and area of rectangles.

Note: Tasks 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 1:** Have your child watch the [Perimeter](#) video.
- **Activity 2:** Perimeter worksheet [\(answer key\)](#).
- **Activity 3:** Ch. 12 Perimeter Practice worksheet [\(answer key\)](#).
- **Activity 4:** Perimeter Word Problems [\(answer key\)](#).
- **Activity 5:** Have your child watch the [Unit Squares to Area Formula](#) video.
- **Activity 6:** Lesson 12.1 Learn section and Activity questions [\(answer key\)](#).

For Students

Perimeter of a Rectangle

- **Activity 1:** Complete the Perimeter [worksheet](#).
- **Activity 2:** Complete the [Ch. 12 Perimeter Practice worksheet](#).
- **Activity 3:** Complete the [Perimeter Word Problems](#).

Area of a Rectangle

- **Activity 4:** Read and complete [Learn section and Activity questions](#).
- **Activity 5:** Complete the seven online Area [questions](#).

Resources

- If you can access your campus math adaptive software, please do!
- [Math Game Time](#)

Grade 4 eLearning Guide - Science

Objectives

- Students will explore 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

- Ask students to identify different body parts on animals and the outer parts of plants (structures) that help it survive. What do those parts do? (Function)
- Have students watch videos and read to understand the topic.

For Students (write answers on paper)

- [Read](#) about parts of a plant. Identify the structures and functions of each part.
- [Read](#) about parts of a flower. Identify the structures and functions of each part.
- [Read](#) about giraffes. Complete the concept map.
- [Read](#) about different tails. Complete the concept map.
- [Read](#) about camels and answer the questions.
- Complete this [worksheet](#) on animal structures and functions.
- [Write](#) about camels.

Resources

- [Brainpop](#) - go to the webpage and choose different animals to investigate. Watch the video.
 - User Name: springbranchisd_12
 - Password: sbisdbp

Grade 4 eLearning Guide - LANGUAGE ARTS

Objectives

- Students will read books independently and continue to practice familiar reading strategies.
- Students will enjoy reading a script with members of their family in a family theater.
- Students will write daily, including a prompted response and a journal.
- Students will review verb tenses.
- Students will review common suffixes and prefixes.

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. A reading log is in the resource section for children to use.
- Students should compare the two nonfiction articles and create a response on the questions below.
- Students need to write each day. One day is a response for the nonfiction articles. There are checklists the students can use to help guide them in their response. The other days are for journal writing. The children can use ideas in the resources to help them.
- Included is a reader's theater for your family to prepare and have fun together.
- Students should use the word study plan to learn new words and Making Big Words to review prefixes. A Parent Guide for the Making Big Words game is included.
- Have students review verb tenses using Khan Academy.

For Students

- Read daily for at least 30 minutes and complete your [reading log](#). When you finish with a book, use the [jot assessment](#) to sort the jots in your book.
- Read the [two of the three articles about kids who make a difference](#). While you read, think about what the kids did to help others. Write a brief reflection of your thoughts. Consider why their contributions are important to our world. As a response to your reading, write an essay sharing a change that you have made. This change can be something you did to improve yourself, your class, your family, or your community. Share this essay with someone important to you. You can use either checklist in the resources as you make sure your essay is ready for your readers.
- Enjoy family time with Reader's Theater and listening to stories [read aloud](#).
- For the rest of the week, start a [journal](#) with your writing. If you need help with ideas look at the Resources section below.
- Review suffixes using the [word study plan](#). Play a [spelling game to review prefixes](#).
- Review [verb tenses using Khan Academy](#).

Resources

- [Reading Log](#)
- [Suggested Online Read Alouds](#)
- [Jot Assessment](#)
- [Link to nonfiction articles](#)
- [Reader's Theater/Family Theater](#) and [Family Time Theater Ideas](#)
- [Word Study Plan](#) and [Making Big Words](#) and [Parent Guide](#)
- [Writing Checklist](#) or [Illustrated Checklist](#)
- [Journal Ideas](#)



Grado 4 eLearning Guide - LECTOESCRITURA

Objetivos

- Estudiantes leerán libros independientemente y continuarán practicando estrategias de lectura.
- Estudiantes escribirán diariamente, incluyendo una respuesta solicitada y en su diario.
- Estudiantes volverán a repasar tiempos verbales (conjugación de verbos).
- Estudiantes volverán a repasar los sufijos comunes -sión, -ción.

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

Para los padres

- Los estudiantes leerán libros adecuados para continuar practicando estrategias de lectura y anotar sus pensamientos en notas adhesivas o en papel. Un registro de lectura se encuentra aquí y en la sección de recursos.
- Los estudiantes continuarán comparando dos artículos de no ficción y contestarán las preguntas.
- Los estudiantes escribirán diariamente. Un día se enfocarán en las respuestas de la lectura sobre un artículo de no ficción. Una lista de verificación para la escritura está disponible en la sección de recursos. Los otros días son para escribir en sus diarios. Los estudiantes pueden usar las ideas dadas en la sección de recursos.
- Los estudiantes estudiarán palabras con sufijos comunes al usar la actividad proveída.
- Los estudiantes volverán a repasar tiempos verbales (conjugación de verbos) al ver el video.

Para estudiantes

- Lee diariamente por lo menos 30 minutos y llena tu [registro de lectura](#). Cuando termines de leer un libro, usa la [evaluación de notas breves](#) para clasificarlas de acuerdo a su categoría.
- Elige dos de los tres [artículos](#) sobre los niños que han logrado hacer una diferencia. Mientras lees, piensa en los que los niños hicieron para ayudar a los demás. Escribe una breve descripción de tus pensamientos. Considera por qué sus contribuciones son importantes para el mundo.
- Reacciona a la lectura, escribe un ensayo compartiendo un cambio que has realizado. Este cambio puede ser algo que hiciste para mejorar en ti mismo, tu clase, tu familia o tu comunidad. Comparte este ensayo con alguien que tú consideres importante. Puedes usar cualquier lista de verificación encontrada en los recursos para asegurarte de que tu ensayo esté listo para tus lectores.
- Comienza un [diario](#) de escritura y continúa registrando momentos memorables. Si necesitas ayuda con ideas, recurre a la sección de recursos.
- Repasa [sufijos](#) comunes al ver el [video](#) y completar la actividad - [Estudio de palabras](#).
- Repasa los tiempos verbales (conjugación de verbos) al ver el [video](#).



Recursos

- [Lecturas en Voz alta](#)
- [Registro de lectura](#)
- [Evaluación de notas breves](#)
- [Enlace para los artículos de no ficción](#)
- [Estudio de palabras, sufijos y video](#)
- [Lista de verificación de un ensayo de](#)



[opinión](#)

Grade 4 eLearning Guide - Social Studies

Objectives

- The student will learn to identify the names of the 50 U.S. states and state capitals.

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

For Parents

- Quiz students on the 50 states and their capitals. Over time, they will be able to do this more quickly -- and more correctly. It is also a skill that should be reviewed in the weeks to come.
- Use the QR Code to access the regions maps.



For Students

Day 1: [Western Region](#)

- Use the [key map](#) to identify the states and capitals in the West Region.
 - Use the QR code to access the key map.
- Label the region maps with the state name and its capital, color the states if you want
- Make a set of flashcards to help you learn the capital that goes with each state. Cut a piece of paper into 6 pieces. On one side write the state name and the capital on the other side. Use these flash cards just like you would multiplication flash cards.



Day 2: [South Region](#)

- Use the key map to identify the states and their capitals in the South Region.
- Label the region maps with the state name and its capital, color the states.
- Create flash cards of the South Region.

Day 3: [Midwest Region](#)

- Use the key map to identify the states and their capitals in the Midwest Region.
- Label the region maps with the state name and its capital, color the states.
- Create flashcards of the Midwest Region.

Day 4: [Northeast Region](#)






- Use the key map to identify the states and their capitals in the Northeast Region.
- Label the region maps with the state name and its capital, color the states.
- Create flashcards of the Northeast Region.

Day 5: Major Rivers and Mountain Ranges

- Use the blank US map to test yourself and see how many state names and capitals you can label on your own.
- Use your region maps to complete the US map.
- Use these links to find and label the [major rivers](#) and [mountain ranges](#) in the US on your map. Before you can label the rivers and mountains, you will need to draw them on your map.



Resources

<p>U.S. Capital Map Quiz</p> 	<p>Quia State Capital Games</p> 	<p>State Capitals</p> 	<p>State Capital Games</p> 	<p>Place the States</p> 
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