



Grade 4 eLearning Guide – Week 5

Math: Measurement

- Students will identify relative sizes of measurements.
- Students will convert measurements within the same measurement system.
- Students will solve problems that deal with measurements of length, intervals of time, liquid volumes, mass and money using the four operations.

Science: Classifying Matter

- Students will measure, compare, and contrast physical properties of matter, including mass, volume, state (solid, liquid, gas), temperature, magnetism, and the ability to sink or float.

Language Arts: Narrative Reading and Writing

- Students will read daily and set goals using the Learning Progressions to determine areas of strength and next steps in Character Traits/Response to Changes Learning Progressions.
- Students will write narrative stories, focusing on structure. They will also continue to build ideas in a journal.
- Students will sort words with common spelling suffixes.

Lectoescritura: Lectura y Escritura narrativa

- Estudiantes leerán diariamente y establecerán metas usando *La Progresión de aprendizaje de lectura narrativa* para identificar sus fuertes y los siguientes pasos en el área de Volver a contar/Resumir
- Estudiantes escribirán cuentos narrativos, enfocando en los momentos pequeños
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con sufijos -dad, -ía.

Social Studies: The Texas Frontier

- Students will explain ways people adapted to and modified their environments to meet their needs.
- Students will describe how the technological invention of barbed wire benefited Texas.
- Students will identify famous inventors and scientists and explain their contributions to Texas.

Grade 4 eLearning Guide - MATH

Objectives

- Students will identify the relative sizes of measurements.
- Students will convert measurements within the same measurement system.
- Students will solve problems that deal with measurements of length, intervals of time, liquid volumes, mass and money using the four operations.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

Read the directions with your child and support them as needed.

- **Activity 1:** Relative Sizes of Measurement ([answer key](#))
- **Activity 3:** Converting Tables ([answer key](#))
- **Activity 4:** Have the student complete problem #1 and #2 from Activity 5 while they watch the video.
- **Activity 5:** Measurement and Time word problems ([answer key](#))
- **Activity 6:** Problem Solving with Money ([answer key](#))
- Math Facts Practice ([answer key](#))

For Students

Relative Sizes of Measurements (Customary and Metric)

- **Activity 1:** Complete [Relative Sizes of Measurement](#).

Converting Measurement within the Same Measurement System

- **Activity 2:** Watch video [Converting Measurements with a Table](#).
- **Activity 3:** Complete [Converting Tables](#).

Measurement Word Problems using the Four Operations

- **Activity 4:** Watch video on [Solving Real World Problems Involving Measurement](#).
- **Activity 5:** Complete [Measurement and Time Word Problems](#). (Problem #1 and #2 go with Activity 4 video)
- **Activity 6:** Complete [Problem Solving with Money](#).

Resources

- If you can access your campus math adaptive software, please do!
- Grade 4 [Reference Material Form](#)
- [Math Facts Practice](#)

Grade 4 eLearning Guide - Science

Objectives

- Students will investigate the physical properties of matter through literacy.
- Students will extend their knowledge of the physical properties of matter through literacy.
- Students will demonstrate their understanding of the physical properties of matter.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Have your child read the, "STEMscopedia," and complete the Post-Assessment on the physical properties of matter.
- Have your child complete the, "Science Applied," activity.
- Have your child complete the, "Open-Ended Response," for matter.

For Students

- Read the STEMscopedia and complete the Post-Assessment on the physical properties of matter.
 - Reading:
 - [English STEMscopedia](#)
 - [Spanish STEMscopedia](#)
 - Student work:
 - [English Post-Assessment](#)
 - [Spanish Post-Assessment](#)
- After reading, respond to the, "Try Now," (page 4) section (**in the STEMscopedia**).
- Complete the, "Science Applied," activity.
 - [English Science Applied](#)
 - [Spanish Science Applied](#)
- Complete the, "Open-Ended Response," for matter.
 - [English Open-Ended Response](#)
 - [Spanish Open-Ended Response](#)

Resources

- [English ScienceArt - Matter Mad Libs](#)
- [Spanish ScienceArt - Matter Mad Libs](#)
- [English Math Connections](#)
- [Spanish Math Connections](#)

Grade 4 eLearning Guide - LANGUAGE ARTS

Objectives

- Students will read daily and set goals using the Learning Progressions to determine areas of strength and next steps in Character Traits/Response to Changes Learning Progressions.
- Students will write narrative stories, focusing on structure. They will also continue to build ideas in a journal.
- Students will sort words with common spelling suffixes.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Have students read daily and continue with their reading log. It is important to keep them reading daily in books that interest them.
- Encourage students to listen to the mini-lessons for both reading and writing by scanning the QR codes in the Resource section. They can complete the reading activity on anything they have read.
- Have students draft a one story and journal throughout the week.
- Have students complete the weekly word study activities.

For Students

- Read daily for 30 or more minutes. Log your reading. Continue to jot ideas/theories as you read.
- Listen to the PowerPoint or read the slides for the two reading lessons this week.
- Complete the reading activity for this week, and then use the Character Learning Progression to set a reading goal on inferring character traits. Use this as you read over the next week.
- Use the PowerPoint to guide your story writing this week. Generate (come up with) story ideas and continue to write in your journal.
- Use the Daily Word Study activities to build vocabulary and word study understanding.

Resources

- **Reading:** [PowerPoint Slides](#), [Slides for Reading](#), [Reading Activity](#), [Anchor Charts](#), [Learning Progression](#), [Reader's Theater](#)
- **Writing:** [PowerPoint Slides](#), [Slide for Writing](#), [Checklist](#)
- **Word Study:** [Word Sort](#), [Word Study Daily Activity](#)

Reading Resources	Online Read Aloud	Reading Lesson
		

Grade 4 - LECTOESCRITURA

Objetivos

- Los estudiantes leerán diariamente y establecerán metas usando *La Progresión de aprendizaje de lectura narrativa* para identificar sus fuertes y los siguientes pasos en el área de Volver a contar/Resumir.
- Los estudiantes escribirán cuentos narrativos, enfocando en los momentos pequeños.
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con sufijos -dad, -ía.

Nota: A partir de la semana del 14 de abril, y de acuerdo con nuestros Ajustes de Criterio de Calificación, los maestros en los grados PK-5 van a monitorear el progreso de los estudiantes de varias maneras.

Para los padres

- Aseguren que los niños lean a diario y sigan con el registro de lectura. Cuando terminan de leer un libro, platiquen sobre el libro, invíteles a leer su parte favorita, o ayúdelos a encontrar un libro nuevo para leer.
- Animen al estudiante a escuchar a las lecciones de lectura y escritura utilizando el código de barras que se encuentra en la sección de recursos.
- Los estudiantes escribirán un cuento por lo menos y escribirán en su diario durante la semana.
- Estudio de Palabras.(TEK 4.3C) [Sufijos -dad, -ía.](#)

Para estudiantes

- Lee diariamente por 30 minutos o más. Anota en tu registro de lectura. Continúa a apuntar tus ideas/teorías mientras lees.
- Escucha al PowerPoint/Lee las notas de las dos lecciones de lectura de esta semana.
- Termina la actividad de lectura para esta semana. Después, usa *La Progresión de aprendizaje de lectura narrativa* para establecer una meta de lectura de inferir los rasgos de los personajes. Usa esto mientras lees durante la semana.
- Usa el PowerPoint como guía mientras escribes tu cuento esta semana. Genera ideas para tu cuento y sigue llevando su diario.
- Estudio de Palabras: [Sufijos -dad, -ía](#)

Recursos

- **Lectura:** [Presentación de diapositivas de lectura](#), [Actividad de lectura \(respuestas\)](#), [Gráficas interactivas- \(Cuando tu personaje te sorprende, pregúntate\)](#), [\(10 de 10\)](#), [\(Para traer sus historias y personajes a la vida,lectores\)](#), [Progresión de aprendizaje de la lectura narrativa](#), [Teatro del lector](#)
- **Escritura:** [Presentación de diapositivas de escritura](#), [Lista de verificación-3er](#), [Lista de verificación-4to](#), [Gráficas interactivas- \(Para escribir una historia verdadera\)](#), [\(Encontrar ideas para historias verdaderas 1\)](#), [Encontrar ideas para historias verdaderas 2](#)), [Una voz de escritor muestra no dice](#)



Grade 4 eLearning Guide - Social Studies

Objectives

- Students will explain ways people adapted to and modified their environments to meet their needs.
- Students will describe how the technological invention of barbed wire benefited Texas.
- Students will identify famous inventors and scientists and explain their contributions to Texas.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- All of the work this week comes from our textbook adoption for social studies, **Studies Weekly**. Your student can access the online version of Studies Weekly through itsLearning if their teacher has been using it with them during the year. If not, or if you prefer a non-digital version of the same work, it is provided in the paper packet or you can print out the reading material from this link in [English](#) or [Spanish](#).

For Students

Day 1: The Texas Range

- Read [On the Texas Range](#) (**Studies Weekly** Week 25 *The Texas Frontier*).
- One of the big ideas in the article is "The cattle industry changed Texas forever." Find three sentences from the article that supports this idea. Write them in your notebook.

Day 2: Ranching in Texas

- Read [Ranching and a Changing Frontier](#) (**Studies Weekly** Week 25 *The Texas Frontier*).
- What were some of the problems of driving cattle from Texas to northern markets? If barbed wire fences had not been invented, how do you think that would have affected the cattle ranchers and their way of life? Write your thinking in your notebook.

Day 3: Women on the Range

- Read [Lizzie Johnson Williams: The Texas Cattle Queen](#) (**Studies Weekly** Week 25 *The Texas Frontier*).
- The article stated that Lizzie Johnson Williams not only kept track of the money on the trail drives, but she also participated in them. In your opinion, what was the most dangerous job a cowboy or wrangler had to do. You might need to reread parts of [Ranching and a Changing Frontier](#) for ideas. Write your thinking in your notebook.

Day 4: A Big Invention

- Read [Joseph Glidden and his Invention that Changed the West](#) (**Studies Weekly** Week 25 *The Texas Frontier*).
- Complete this page on The Texas Range Point of View in [English](#) or [Spanish](#).

Day 5: Problems on the Range

- Complete [Solving a Problem of the Open Range](#) activity and the crossword puzzle on the last page.

Resources

- All reading material can be found in this link in [English](#) or [Spanish](#), in the printed packet, or in your student's online account with Studies Weekly under Week 25.

[< Week's Overview by SUBJECT](#)