



Grade 4 eLearning Guide – Week 6

Math: Data Analysis

- Students will represent data on a frequency table, dot plot, or stem-and-leaf plot.
- Students will solve one- and two- step problems using data in graphs.

Science: Forms of Energy

- Students will differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal.

Language Arts: Narrative Reading and Writing (Fairy Tale Focus)

- 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 fairy tale structure.
- Students will sort words with common spelling patterns.

Lectoescritura: Lectura y Escritura narrativa (Enfoque cuentos de hadas)

- 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 rasgos de personajes/reacción a cambios.
- Estudiantes escribirán cuentos narrativos, enfocando en la estructura de los cuentos de hadas
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con prefijos mono-/bi-/tri-.

Social Studies: Railroad Boom in Texas

- Students will identify the impact of railroads on life in Texas, including changes to cities and major industries.
- Students will identify the impact of railroads on urbanization and the free enterprise system of Texas.
- Students will also identify and explain clusters and patterns of settlement due to railroad expansion in the state.

Grade 4 eLearning Guide - MATH

Objectives

- Students will represent data on a frequency table, dot blot, or stem-and-leaf plot.
- Students will solve one- and two- step problems using data in graphs.

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 2 & 4:** Create a Frequency Table, Dot Plot, & Stem & Leaf Plot ([answer key](#))
- **Activity 6:** Traveling Circus ([answer key](#))
- **Activity 7:** Basketball Stem & Leaf ([answer key](#))
- **Activity 8:** Graphing Practice ([answer key](#))
- Math Facts Practice ([answer key](#))

For Students

Frequency Tables & Dot Plots

- **Activity 1:** Watch [Frequency Tables & Dot Plots](#).
- **Activity 2:** Create a [Frequency Table & Dot Plot](#).

Stem and Leaf Plots

- **Activity 3:** Read about [Stem and Leaf Plots](#).
- **Activity 4:** Create a [Stem & Leaf Plot](#).
- **Activity 5:** [Reflection Activity](#)

Mixed Practice

- **Activity 6:** Complete [Traveling Circus](#).
- **Activity 7:** Complete [Basketball Stem & Leaf](#).
- **Activity 8:** Complete the [Graphing Practice](#) page.

Resources

- If you can access your campus math adaptive software, please do!
- Read about [Dot Plots](#).
- [Math Facts Practice](#)

Grade 4 eLearning Guide – SCIENCE

Objectives

- Students will review the forms of energy through literacy.
- Students will extend their knowledge of the forms of energy through literacy.
- Students will demonstrate their understanding of the forms of energy.

For Parents

- Have your child read the "STEMscopedia," and complete the, "Progress Monitoring Assessment."
- Have your child read the "Reading Science," article. Ask questions about the article.
- Have your child complete the "Writing Science," activity.

For Students

- Read the, "STEMscopedia," and complete the "Progress Monitoring Assessment," for light.
 - Reading:
 - [English STEMscopedia](#)
 - [Spanish STEMscopedia](#)
- After reading, respond to the, "What Do You Think," (page 6) section (**in the STEMscopedia**).
 - Student work:
 - [English Progress Monitoring Assessment](#)
 - [Spanish Progress Monitoring Assessment](#)
- Read the, "Reading Science," article.
 - [English Reading Science](#)
 - [Spanish Reading Science](#)
- Respond to the multiple-choice questions at the end of the article.
- Complete the, "Writing Science," activity.
 - [English Writing Science](#)
 - [Spanish Writing Science](#)

Resources

- [English Vocabulary](#)
- [Spanish Vocabulary](#)
- [English Math Connection](#)
- [Spanish Math Connection](#)
- [English Science Art](#)
- [Spanish Science Art](#)
- [English Problem-Based Learning](#)
- [Spanish Problem-Based Learning](#)

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 fairy tale structure.
- Students will sort words with common spelling patterns.

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. They can complete the reading activities on any story they have read.
- Have students follow the writing lesson and continue to 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/Read the slides for the two reading lessons this week.
- Complete the reading activity for this week, and then use the 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. Follow the lessons for writing and continue to journal each day. Remember that journal writing can be anything, including stories, sketches, lists, letters to people, and ideas for future stories.
- Use the Daily Word Study activities to build vocabulary and word study understanding.

Resources

- Reading: [Lessons](#), [Activity](#), [Learning Progressions](#), [Reader's Theater](#)
- Writing: [Lesson](#) and [Checklist](#)
- Word Study: [Word List](#), [Word Sort Activities](#)



Grade 4 - LECTOESCRITURA

Objetivos

- 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 rasgos de personajes/reacción a cambios.
- Estudiantes escribirán cuentos narrativos, enfocando en la estructura de los cuentos de hadas.
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con prefijos mono-/bi-/tri-.

Nota: A partir de la semana del 14 de abril, y en alineamiento con nuestras Directrices de calificaciones ajustadas, los maestros en los grados PK-5 estarán monitoreando el progreso de los estudiantes de diversas maneras.

Para los padres

- Asegure que los niños lean a diario y sigan con el registro de lectura. Es importante que sigan leyendo libros que les interesan.
- Anime al estudiante a escuchar las lecciones de lectura y escritura. Puede terminar la actividad de lectura usando cualquier texto que hayan leído.
- Anime al estudiante a terminar la lección de escritura y seguir llevando su diaria durante la semana.
- Estudio de Palabras: [Prefijos mono-/bi-/tri-](#)

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. Sigue las lecciones de escritura y continúa llevando tu diaria cada día. Acuérdate que puedes incluir cuentos, listas, cartas a personas, y ideas para cuentos.
- Estudio de Palabras: [Prefijos mono-/bi-/tri-](#)

Recursos

- Herramientas para la Lectura: [Lecciones](#), [Actividad](#), [Progresion de aprendizaje de la lectura narrativa](#), [Teatro de lector](#)
- Herramientas para la Escritura: [Lecciones](#), [lista de verificacion](#)

Grade 4 eLearning Guide – SOCIAL STUDIES

Objectives

- Students will identify the impact of railroads on life in Texas, including changes to cities and major industries.
- Students will identify the impact of railroads on urbanization and the free enterprise system of Texas.
- Students will also identify and explain clusters and patterns of settlement due to railroad expansion in the state.

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 article for each day found here in [English](#) and [Spanish](#). Ask questions about the article.
- Have your child answer the written questions below in their notebook.

For Students

Day 1: Railroad Impact the Lives of Texans

- Read [Railroads Steam Texas into the Future](#) (*Studies Weekly Week 26 Railroad Boom*).
- Record your answers to these questions in your notebook.
 - What reasons did the author give to explain why the children had not seen their grandparents in five years? In what ways did the railroad improve the lives of Texans?

Day 2: Railroads Impact the Economy of Texas

- Read [Railroads Bring 'Boom' to Texas](#) (*Studies Weekly Week 26 Railroad Boom*).
- As you read, highlight or underline main ideas in the article. Record your answers to these questions in your notebook.
 - What were the immediate and long-time effects of the railroads in Texas? How did BOTH the railroads and the state of Texas benefit from railroads being built?

Day 3: Railroads Impact the Economy of Texas

- **Reread** [Railroads Bring 'Boom' to Texas](#) (*Studies Weekly Week 26 Railroad Boom*).
- Make a [three-part "lift-the-flap" booklet](#). Each flap should be labeled as follows: Communities Boom, Businesses Boom, and Industries Boom. Write about the railroad impact on each aspect of the Texas economy.

Day 4: Railroads Impact the Number of People Living in Texas Cities

- Study the graph [Population Changes in Texas During the Railroad Boom](#) (*Studies Weekly Week 26 Railroad Boom*).
- Record your answers to these questions in your notebook.
 - What was the population of Dallas in 1870? How much did the population increase from 1880-1900 in San Antonio? How did the railroad help the population of Texas cities grow?

Day 5: Railroads in Texas

- Complete the [Railroad Track in Texas](#) activity and the crossword puzzle found on the last page of the reading material.