

# 4th Grade Student Learning Plan

## Week of April 13 - 17

[Click here to access ClassLink](#)

[\\*Click here for a video link for accessing Class Link\\*](#)

### Reading and Writing:

#### Reading Comprehension

(all activities can be completed with any book your child reads)

- **HMH Module 10:** Communication Nation
- Read the text, ***A New Language - Invented by Kids.***

[Click here for a video on how to access the text in Ed: Your Friend in Learning](#)

Complete the following activities after reading the text:

#### 1. [Asking and Answering Questions](#)

To understand more details from an informational text, readers should ask questions before, during, and after reading. *For example: What kind of language did the kids invent?; How did they develop the language?*

Use this [organizer](#) to track your questions and possible answers as you read this week's text.

#### 2. [Text Structure](#)

Author's choose a text structure to help support the central ideas in a text such as: causes and effects, details about problems and solutions, steps in a process, or a series of events that lead to a larger event.

In complete sentences, write your answers to the following questions:

- Reread paragraphs 4 and 5. What text structure did the author choose to use? Explain how that text structure helps the author achieve his purpose.
- Reread paragraphs 6–9. What text structure is used on these pages, and how does that support the central idea?

#### 3. [A New Language - Invented by Kids! Questions](#)

#### Writing Focus: Poetry

**READ** the following sentence: Poetry is both delightful and magical.

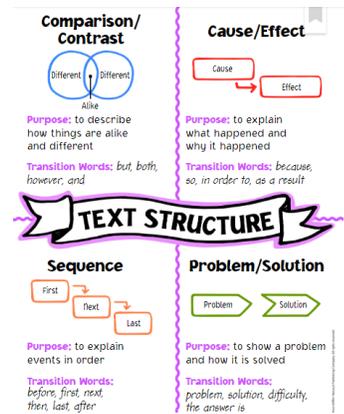
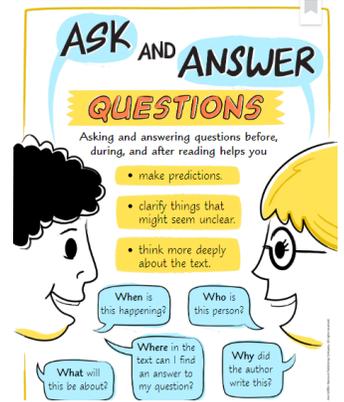
**THINK** about a topic that you find interesting.

**WRITE** one or more poems on a topic using several different forms. [Click here for examples of forms of poetry](#)

- Step 1 **Brainstorm** - Create a web of your ideas using this [organizer](#).
- Step 2 **Draft** - Write a rough draft of each of your poems.
- Step 3 **Revise** - Use this [chart](#) to revise your poem(s).
  - Make sure you add [figurative language](#). It is important in poetry because it creates feelings and images.
- Step 4 **Publish and Share** - Be creative in how you write or type your final draft.

#### Building Foundational Reading Skills:

1. **Choice Reading:** 20 minutes daily.
2. **Grammar: Spelling Words with Endings:** The chart shows how to spell a word when adding an ending. What other words can you add to these columns and [practice with this page?](#)
3. **Computer Program:** Access Imagine Language & Literacy, an adaptive learning program, from your ClassLink account. [Click here to get started if this program is new for your child.](#)



Double Consonant	Drop the e	Change y to i
-ed and -ing	-ed and -ing	-es and -ed
napped	hoped	copies
getting	making	dried
robbed	using	ladies

## Extension Opportunities:

- ★ Write different types of poems using the [Poetry Machine](#).
- ★ You have read a lot of text during your learning time at home. Review the texts you have read and choose a favorite. [Use this sheet to help plan a book review](#). Then get creative and advertise for this book so other 4th graders would want to read it too! You can make a commercial, video, poster...it's completely up to you. Decide how to share your creation with family and perhaps your teacher.

## Math:

\*Choose **one** of the formats (Interactive or Alternate) below. Then take advantage of the extension opportunities.\*

### Interactive Learning Plan

#### Imagine Math/Think Through Math:

- Please sign in through [ClassLink](#).
- 1 - 3 lessons this week on your assigned pathway: Operations and Algebraic Thinking
- It is already assigned when you login! The program also includes an online tutor!
  - Site code: 4828740



### Alternate Learning Plans

#### This week we will be working on:

- Division: Partitioning (breaking apart a number) with whole number quotients and remainders
- Division: Interpreting remainders

## Origo Opportunities:

[Click here to take a virtual trip with our district through the Origo at Home option and hear some tips for navigating the site...or simply follow the steps below and explore:](#)

[Click to access Origo at Home Week 2](#)



Click United States at the bottom of the screen.



Select Grade 4 at the bottom of the screen.



Click the green, Week 2 button.

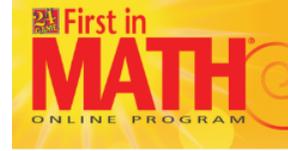


You can build fluency with multiplication and division of whole numbers by engaging in thinking and computational games through First In Math and/or a few of the other selected resources below.

### Fluency with First in Math:

→ Don't forget: You must access First in Math *through* [Clever](#) or [ClassLink](#).

- Grand Slam (Multiply & Divide)
- VIFs: (Multiply & Divide)
- Skill Set 3 and 4 (Games 1, 2, & 3)



- Click the link to see how to access this week's games in First in Math. [FIM Video Directions](#)

### Extension Opportunities

### Fluency Sprints:

- [Sprint A](#)
- [Sprint B](#)

\*You get 60 seconds to complete as many as possible. Use the same sprint several times during the week to see your growth!

### Games and Fluency Opportunities:

- ❖ [Carolina Clip It!](#)
  - Challenge a family member and use your multiplication skills to be the first to get four in a row. You can use M&M's or other items instead of counters. Directions included.
- ❖ [Race to the Resort](#)
  - Build fluency with division and remainders by playing this game. Can you use your skills to get to the resort first?
- ❖ [Mount Mitchell Rock](#)
  - Play this climbing game and build fluency with division. See if you can be the last one *remaining* when you work with remainders!
- ❖ [Open Middle - Remainder](#)
  - Use only the digits 0 - 9 to create a true division sentence...but this time there's a remainder! Can you handle it?
- ❖ [Interpreting Remainders - Problem Sort](#)
  - Sort the problem cards into one of 3 categories to determine the impact of the remainder. If you cannot print the cards, you could write the letters A - H on index cards or sticky notes and sort by referring back to the screen.
- ❖ [Solving Division Problems](#)
  - Solve each problem on your own. Have a family member solve also, compare your answers, and discuss which method you prefer.

### Additional Video Support:

- ★ [Using Discourse to Promote Understanding](#)
  - Click here to get a few ideas of what kinds of questions to ask your little mathematician.

## Science:

**Standard:** TEKS 4.10A: Explore how structures and functions enable organisms to survive in their environment.

**The questions we want the students to be able to answer:** What functions do the structures of organisms provide? How do external structures and functions help organisms survive in their environments?

[Parent Background Information](#) (New content this week)

Please access STEMscopes via the student's class link account.

### Activities:

1. Picture Vocabulary ([English](#)) ([Spanish](#))
2. Content Connection Video
3. Stemscoopedia ([English](#)) ([Spanish](#))
4. Progress Monitor Questions ([English](#)) ([Spanish](#))

### Extension Opportunities:

1. Science Applied ([English](#)) ([Spanish](#))
2. <https://kids.nationalgeographic.com/animals/>
3. Video: [Alkali Flies](#)
4. Video: [Aye-Aye](#)
5. Video: [Plants](#)



## Social Studies:

### Standards:

*5B explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins*

*11B describe how the free enterprise system works, including supply and demand*

*12A explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services*

*12B explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas*



### Questions to be answered:

*How was drilling for oil risky and sometimes dangerous work?*

*How did the discovery of oil at Spindletop change life for many Texans?*

*What would happen if there were no more oil left in the Earth?*

### Week 27-- Texas Oil

Students will identify the impact of various issues and events on life and the free enterprise system in Texas (discovery of oil and gas). Students will explain how oil and gas discovery led to population growth in certain areas of the state. They will identify famous scientists and their contributions (Patillo Higgins)

### Activities:

- [Oil Intro](#)
- [Supply and Demand](#)
- [Technology's Impact on Texas](#)
- [Translating Population Distribution](#)

## Specials:

- [Click here for Art Learning Plans](#)
- [Click here for Music Learning Plans](#)

## GT Challenges:

- [This Week's Challenges](#)

## Extra Opportunities:

- <https://www.cmhouston.org/page/virtual-learning> The Children's Museum of Houston
- Try this [link](#) for additional books to read!

*Learning independently will naturally come with its challenges — for teachers, students, and parents. While we understand that remote learning differs greatly from traditional classroom instruction, it is critically important that we continue to engage and communicate with our students in instruction and learning. As we grow through this process, please do not hesitate to contact your child's teacher with celebrations or concerns.*