

4th Grade Student Learning Plan

Week of May 18-20

[Click here to access ClassLink](#)

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

Reading and Writing:

Reading Focus: Inferencing with Graphic Novels & Comics

Make Inferences

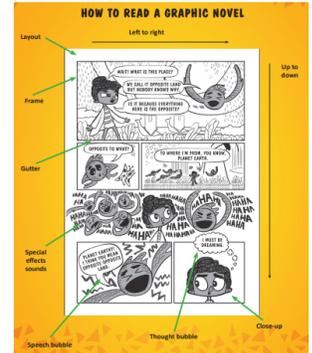
Authors may not tell everything in a text. Sometimes you have to make inferences to fill in the holes.

Use clues from the text plus what you know to make inferences.



understanding

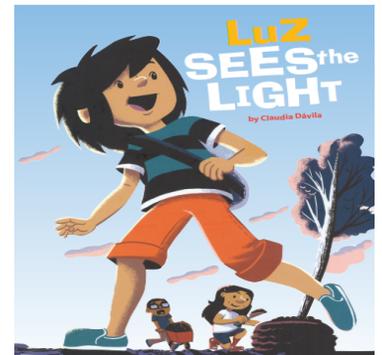
- ★ **Graphic novels** are longer fictional stories told in comic-strip format.
- ★ Graphic novels tell stories through graphic elements such as panels, frames, speech/thought balloons, etc.
- ★ Click to learn more about the [format](#) of a graphic novel.
- ★ Authors of **graphic novels** don't always tell everything that is happening, and sometimes readers have to use clues from the text along with what they know to fill in the holes. This strategy is called [making inferences](#).



Click here to read [Luz Sees the Light](#)

Located in the Module 8: MyBook from Ed: Your Friend in learning

- ★ **Read** [Luz Sees the Light](#) and practice making inferences by answering these [questions](#).
- ★ After reading [Luz Sees the Light](#), choose any picture book and novel to compare to this graphic novel. Fill out this [chart](#) by noticing elements from each text format and answering the questions. Then write about which type of text you enjoy reading the most and why.
- ★ Check your reading comprehension by answering these [questions](#).



Writing Focus: Comics

[Kids Make Comics](#) by Dave McDonald is a series of videos to help you create your own comics.

THINK: What is a story you could tell as a graphic comic? What is a problem your characters can face and how would they solve it?

WRITE: Make up your very own graphic comic.

- Include speech bubbles and pictures to help tell the story and add engagement for your reader.
- Create comic book pages on your own or [print these to use](#).
- Share your graphic novel or comic...you could even include it in the End of Year Project in the Extensions section below.

Building Foundational Literacy Skills:

- ★ **Choice Reading:** 20 minutes daily. Reread your favorite part to practice fluency and share with family.
- ★ **Word Work:** An idiom is a type of common expression. An idiom means something different from the meaning of its individual words. Knowing how to identify idioms helps you understand what the author has written. [Click here for practice](#) identifying and understanding idioms in [Luz Sees the Light](#). Can you think of other common idioms we use? Ask your family for some examples, too.
- ★ **Imagine Language & Literacy:** Access Imagine Language & Literacy, an adaptive learning program, from your ClassLink account. Click here to [get started](#). Click here for [tips and fixes](#) for the program.

Extension Opportunities:

- ★ **End Of Year Project:** Create a Google Slideshow about your 4th grade year. [Click here for a video](#) to learn how to create your own.
- ★ Information for parents about graphic novels:
 - Find great titles here: <https://kids.scholastic.com/kids/books/graphix/>
 - <https://www.youtube.com/watch?v=FeoiKiQRqv8>
 - <https://youtu.be/eOLzG9yyF40>
- ★ Use this [website](#) to create your own digital comic strip. Or imagine you live in Luz's neighborhood and that you go to the party that celebrates the opening of Friendship Park. Create 5-10 comic frames about what you experience at the park on its opening day.

Math:

This week we will be working on:

- Multiplication: Using various strategies to multiply one- and two-digit numbers, including the standard algorithm

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 8](#)



Click United States at the bottom of the screen.

Select Grade 4 at the bottom of the screen.

Click the green, **Week 8** button.

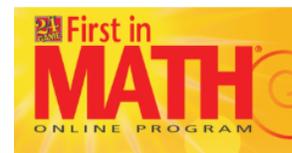


You can build fluency with multiplication by engaging in thinking and computational games through First In Math and/or a few of the other selected resources below.

Fluency with First in Math:

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

- Just the Facts (Multiplication)
- Practice Gyms (Multiplication)
- Skill Set 5 (Multiplication/Division)
- Grand Slam (Multiply/Divide)



- Click the link to see how to access this week's games in First in Math: [FIM Week 9 Directions](#)

Extension Opportunities

❖ [Mystery Matrix](#)

- Can you solve the multiplication mystery matrix? Your skill with multiplication will be a *factor* here. Hidden behind each cell is a product. Try to figure out as many puzzles as possible!

❖ [Four Digit Products](#)

- Create a true multiplication sentence using the digits 1-9, at most one time each. Can you find more than one answer?

❖ Dicey Operations

- Choose one of these three games and challenge a family member. Roll the die and carefully make your decision on where to place your number to hit the target. Watch out...things might get dicey! Use this [Online Die](#). If you roll a 10, use it as a zero.

❖ Multiplication Race

- Put your multiplication skills to the test! Solve the two-digit by two-digit multiplication problem you land on using the [standard algorithm](#) or follow the instructions you land on. The first player to reach the END is the winner! Use a [calculator](#) to check your answers.

Science:

Standard: TEKS 4.10B: Explore and describe examples of traits that are inherited from parents to offspring, such as eye color and shape of leaves and behaviors that are learned, such as reading a book and a wolf pack teaching their pups to hunt effectively.

The questions we want the students to be able to answer: What characteristics are learned behaviors?

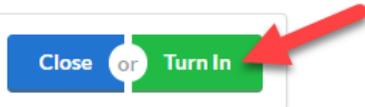
Parent Background Information

To access the activities, go to [ClassLink](#) and click the STEMscopes app.

Activities:

1. Science Rock
2. Concept Review Game
3. Post Assessment ([English](#)) ([Spanish](#))

Don't forget to hit the "Turn in" button when you are done.



Extension Opportunities:

1. Critter Connection Magazine: [Dolphin](#)
2. Critter Connection Magazine: [Woodpeckers](#)
3. Video: [Inherited Traits for Kids | Grades 3-5 Science | Mini Clip](#)

Social Studies:

Standards:

12F explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas

13B identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world

Questions to be answered:

How was Texas affected by the Great Depression?

How did railroads help Texas in the past and today?

Week 32: Review: Reconstruction to the Present

Activities:

- Review [English](#) [Spanish](#)

Extensions:

- On a large sheet of poster board or typing paper, complete a Fab Four (Predict, Question, Clarify, Summarize) over the article, "Riding the Rails to the Future." See [link](#) for an example of this activity.



Specials:

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

GT Challenges:

- [This Week's Challenges](#)

Summer Opportunities:

Parent work with students during the last nine weeks of school has been vital to student progress and very much appreciated. Throughout the summer, students should continue reading at least 20 minutes per day and continue math fluency practice regularly. Additionally, the district will provide four weeks of supplemental learning opportunities that will be posted on the district webpage beginning June 8. The learning opportunities will provide parents with accessible and free resources to keep students learning and growing as readers and thinkers!