

Fourth Grade Home Learning Activity Guide Week 5

Reading and Writing Activities (Suggested: 45 minutes of off-line activities)

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English Language Arts

Opinion Writing- On Demand

Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. If you want to find and use information from a book or another outside source, you may use that.

In your writing, make sure you:

- Write an introduction.
- State your opinion or claim.
- Give reasons and evidence.
- Organize your writing.
- Acknowledge counterclaims.
- Use transition words.
- Write a conclusion.

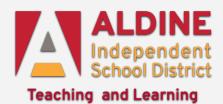
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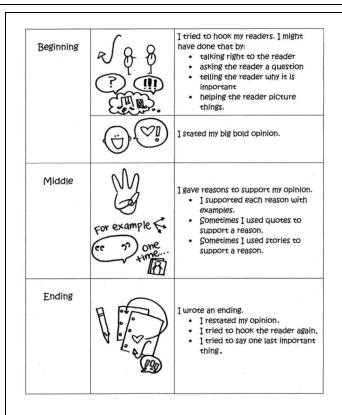
Escribiendo una opinión-bajo demanda

Piensa de un tema o problema del cual te interese bastante, uno que sea importante para tí. Escribe tu opinión o texto argumentativo, en donde das las razones de por qué te sientes así y tu opinión o reclamo. Mientras haces esto, piensa en todo lo que sabes sobre ensayos, cartas persuasivas o reseñas. Si quieres encontrar o usar información de un libro u otra fuente de afuera, lo puedes

En tu escritura, asegúrate en:

- Escribir una introducción
- Dar tu opinión o reclamo
- Dar razones y evidencia
- Organiza tu escritura
- Reconoce contrademandas
- Usa palabras de transición
- Escribe una conclusión





Comienzo		Intenté atrapar a mis lectores. Pude lograr eso de esta manera: • Hablando directamente al lector. • Haciendo una pregunta al lector. • Diciendo al lector por qué es importante. • Ayudando al lector a imaginarse las cosas.
		Dije mi audaz y gran opinión.
Mitad	Por ejemplo: Una vez	Di razones para apoyar mi opinión. • Apoyé cada razón con ejemplos. • A veces utilicé citas textuales para apoyar una razón. • A veces utilicé historias para apoyar una razón.
Final		Escribí un final. Volví a dar mi opinión. Intenté atrapar al lector otra vez. Intenté decir una última cosa importante.

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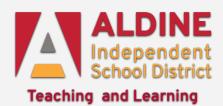
Reading Through the Story Arc

Choose a fiction book to read and finish this week. As you read the book, ask yourself the following questions in the chart to guide your thinking at the beginning, middle, and end of the book. Write a small reflection at the beginning, middle, and end. Then, share your work with a family member.

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Leyendo atravéz del arco de un cuento

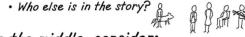
Escoge un libro de ficción y termina de leerlo esta semana. Mientras lees el libro, pregúntate las siguientes preguntas en la gráfica para guiarte al principio, medio y final del libro. Escribe una reflexión corta al principio, medio y final. Luego comparte tu trabajo con alguien de tu familia.



Use the Story Mountain to `Guide Your Reading_

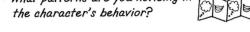
At the beginning, ask:

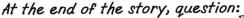
- · What seems important about the kid main character so far?
- · What kind of world does the character live in?
- · Who else is in the story



In the middle, consider:

- · What are the problems that the main character faces?
- How does the character respond to those problems?
- · What patterns are you noticing in





- · What choices does the main character make to resolve the problems?
- · What lessons does the character learn?



Al principio, pregunta:

- ¿Qué parece importante acerca del personaje principal hasta el momento?
- :En qué tipo de mundo vive el personaje principal?
- ¿Quién más está en la historia?





En el medio, considera:

- ¿Cuáles son los problemas que el personaje principal está enfrentando?
- ¿Cómo responde el personaje principal a estos problemas:
- ¿Qué patrones estas notando en el comportamiento del personaje principal?





Al final de la historia, pregunta:

- ¿Qué elecciones tomó el personaje principal para resolver su problema?
- ¿Qué lección aprendió el personaje principal?



Activity 3

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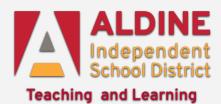
Revising and Editing Opinion Writing

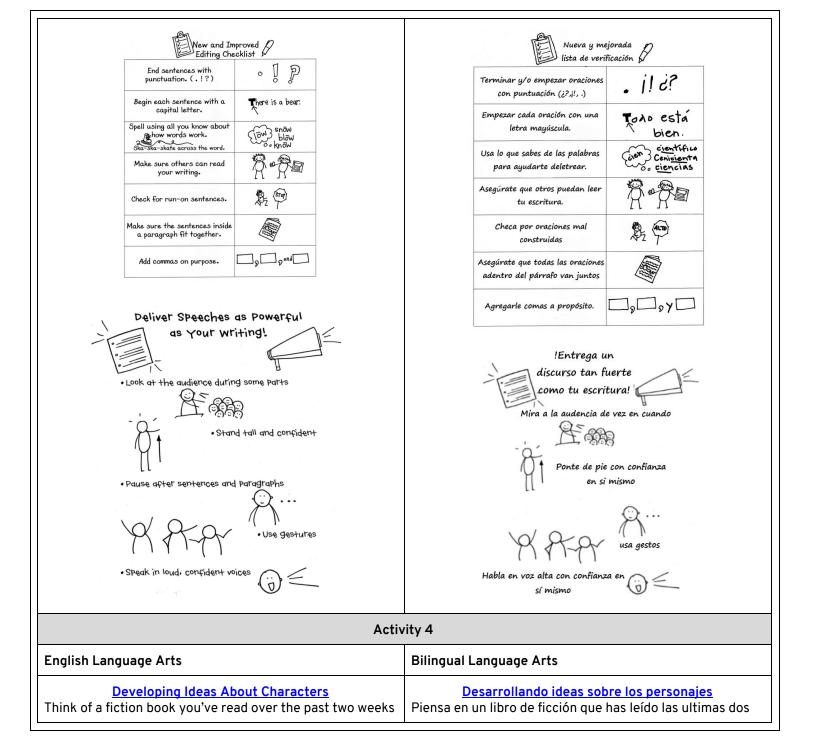
Look back at your opinion writing from Activity 1. Revise and edit the piece to be your best writing possible. Then, perform it as a speech in front of your family.

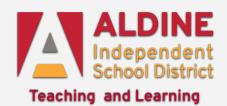
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Revisar y editar su escritura de opinión

Regresa a tu escrito de opinión de la actividad 2. Revisa y corrige esa pieza para que sea tu mejor escritura. Luego, actúalo como si fuera un discurso en frente de tu familia.







or one that you're currently reading. Develop big ideas about at least 3 characters in that book. Write down these ideas, using text evidence, and share your thoughts with someone in your family.

Developing Ideas about Characters

- My character <u>often</u>...for example....
 This makes me think...
- O I used to think my character was...

 because in the text... but now
 I'm thinking... because....
- O I'm realizing... about my character... Him
- The bigger idea here is...-
- On the one hand, my character is...,
 but on the other hand, s/he is also....
- On the outside, s/he seems..., but deep inside, s/he's really....
- So and so sees my character as..., but this other person sees my character as....
- Sometimes my character acts... but other times she or he acts.... This makes me realize....



semanas o uno qué aun estás leyendo. Desarrolla ideas sobre por lo menos 3 personajes en el libro. Escribe estás ideas, incluyendo evidencia del texto y comparte tus ideas con alguien de tu familia.

Desarrollando IDEAS sobre personajes

- Mi personaje a menudo (casi siempre) ...por ejemplo...

 Esto me hace pensar...
- Solía pensar que mi personaje era... porque en el texto... pero ahora estoy pensando... porque...
- Me estoy dando cuenta... que mi personaje...
- La idea más grande/importante es que... -
- Por un lado. el personaje es... pero, por otro lado, él/ella también es...
- Cuando él/ella esta con..., él/ella es/esta...., pero cuando él/ella es/está.....él/ella es/esta.....
- Por fuera / en lo exterior, él/ella aparenta ...pero muy en el fondo, él/ella es/está realmente...
- Algunas veces mi personaje actúa ...pero otras veces él/ella actúa...

 Esto me hace darme cuenta...

Activity 5

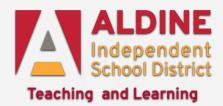
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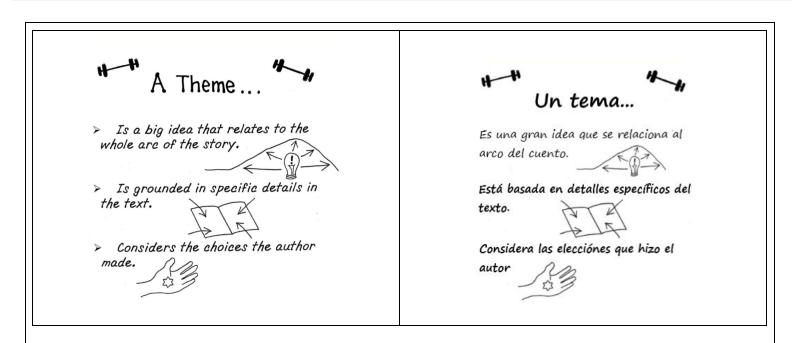
Determining Theme

Think about all the fiction books you read last week and choose one. What was the theme of that book? Write a reflection about the books theme using text evidence to support your response.

Determinando el tema

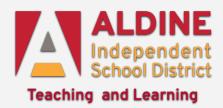
Piensa en todos los libros que has leído las ultimas dos semanas y escoge uno. ¿Cuál era el tema del libro? Escribe una reflexión sobre el tema del libro usando evidencia del texto para apoyar tu respuesta.



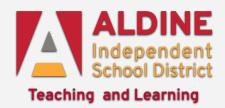


Math Activities (Suggested: 45 minutes of off-line activities)

Activity 1	Activity 2	
Number and Operations: Multiplication	Algebraic Reasoning: Perimeter	
Use the 4 numbers to create 2-digit multiplication problems.	John is putting a fence around a square shaped garden in his yard. The square section is 55 meters or	
Which 2-digit multiplication problem has the greatest product?	each side. How many meters of fence does John need in all? 55 meters	
Which has the smallest product?		



Numbers 1, 3, 6, 2 5, 5, 7, 1 9, 4, 3, 6	Largest Product	Smallest Product	Lisa is putting a border on the quilt she is making. The quilt is shaped like a rectangle. The width of the quilt is 60 inches and its length is twice its width. How much border does Lisa need?		
Activity 3			Activity 4		
Measurement: Conversions			Number and Operations: Rounding Numbers		
In a football game, a quarterback threw the football 5 yards on one play. What is this distance in inches? Mark jumped 6 feet 9 inches in the long jump competition and George jumped 8 feet 4 inches. How many inches farther did George jump than Mark? Marla is 5 feet tall. How many inches tall is she?			For each problem below, name three numbers that would round to the given number when rounding to the place described. 1. 54,400 when rounding to the nearest hundred 2. 42,830 when rounding to the nearest ten 3. 450,000 when rounding to the nearest ten thousand		
Explain how you	solved each pro	blem.	 4. 176,000 when rounding to the nearest thousand 5. 600,000 when rounding to the nearest hundred thousand Explain how you found the three numbers for problem 2. 		

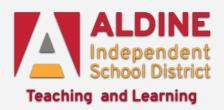


number	ana	oper	ations:	Place	vaiue	

Find the number that makes each statement true.

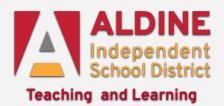
- 1. <u>1</u> of 4,000 is 10 times as much as _____.
- 2. <u>1</u> of ____ is 10 times as much as 9.
- 3. $\underline{1}$ of 70,000 is 10 times as much as _____.
- 4. 10 times as much as 3,000 is <u>1</u> of _____.
- 5. 10 times as much as _____ is $\frac{1}{10}$ of 50,000.

Explain how you solved problem 4.



Science Activities (Suggested: 25 minutes of off-line activities)

Activity 1	Activity 2		
Moon Journal Long-term Project	Weather Journal Long-term Project		
Earth and Space: Recognizable Patterns	Earth and Space: Recognizable Patterns		
Observe the sky every night. Illustrate and describe the following: • Moon Every night: Predict the appearance of the Moon tomorrow night.	Observe the weather every day. Record the following:		
Friday: Discuss the appearance of the Moon you observed every night. Do you see any changes in the Moon?	Everyday: Predict the weather for tomorrow.		
Activity 3	Activity 4		
It's All About Relationships!	Inventor's Challenge		
Organisms and Environments: Relationships	Force and Motion: Testing Force		
 With parental supervision, observe the environment outside of your home. Observe different organisms in this environment. How do you think energy is transferred here? List the producers and consumers in this environment. (Some you may not see when you are observing) Create a food web that includes the following: Producers Consumers Write a description of how energy flows in a food web. Make sure to include the Sun! Write a story about a change in the environment 	Rube Goldberg Machine Create a Rube Goldberg Machine utilizing materials at home as simple machines to complete a simple task. The machine begins working by one action which causes a chain reaction until the task is complete. Watch this video for inspiration: Cool Rube Goldberg Machine Ideas Build a machine that: Rings a bell Closes a door Pushes a button		



Example:



Watch this video to see how to use household items: What materials can I use?

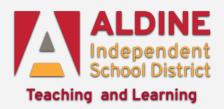


Put your inventor hat on! Follow these steps of the engineering-design process to design and create a Rube Goldberg machine:

THINK: What do I know about force and motion?
 How can the position of an object be changed?
 What do I know about simple machines?



- ASK: What simple task do I want my machine to do?
- IMAGINE: Brainstorm possible machine designs.
- **PLAN:** Draw diagrams, or make small models of your design.
- **CREATE:** Come up with several ideas, but pick the one you think is best. Create your machine.
- IMPROVE: Test your machine. There will be failures so test your machine and make adjustments as needed for success.



STEM Challenge #5

Critical Thinking: Problem Solving

Collect 10 plastic cups.

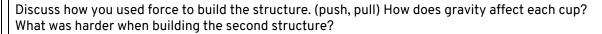
Have someone be the time keeper if you want.

Begin by creating the first structure.

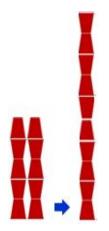
At start, create the second structure as fast as you can.

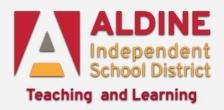
Count each set of cups as you build the structure.

2, 4, 6, 8, 10



Extension: Add more cups and count to a higher number. (+2 or +4 or +6 or +8)





Social Studies Activities (Suggested: 25 minutes of off-line activities)

Activity 1

News Anchor

European Exploration and Colonization of Texas

Write and present a news report about the motivations for European exploration and colonization of Texas.

News report must address the following:

Economic opportunity (What were they looking for?)

Competition (Who was competing? Why were they competing?)

Desire for expansion (Who was trying to expand? Why were they trying to expand?)



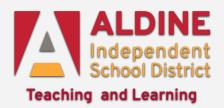
Activity 2

Venn Diagram

Early American Indian Governments

Draw and complete a Venn Diagram comparing how the Caddo and the Comanche American Indians governed themselves.





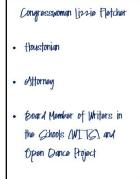
Trading Cards

Identifying Texas Leaders

Create trading cards for each of the following past/present leaders in the local, state, and national government:

President Barack Obama
Mayor Sylvester Turner
Congresswoman Sheila Jackson Lee
Governor Greg Abott
President Lyndon B. Johnson
Congressman Joaquin Castro
Congresswoman Sylvia Garcia
Congresswoman Barbara Jordan
Congressman Mickey Leland
President Donald Trump





All trading cards must have the following:

FRONT: a picture (printed or drawn of the person; their political party; and time in office (EX: 1999 - 2010)

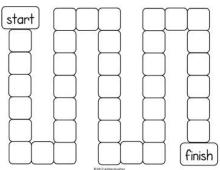
BACK: 3 additional facts

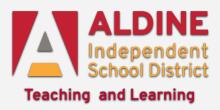
Activity 4

Board Game

Patriotic Symbols and Landmarks of Texas

Construct a board game with information that will explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument. Play the game with your family and see who wins!





Activity 5 Newspaper Article Individual Participation in the Democratic Process: Judge Wallace Jefferson Write a newspaper article about Judge Wallace Jefferson describing how he modeled active participation in the democratic process. The Daily News EXTRA! EXTRA! READ ALL ABOUT IT!