

Getting Ready for 4th Grade

Want to prepare for the next school year?

Keep the learning going over the summer. Below are suggestions of skills families might explore together during the school break.



Physical Health and Wellness

With parent/caregiver support...

- Knows and can describe how physical responses can be a sign of emotions (clenched fists, rapid heart beat, changes in body temperature)
- Knows and can apply at least two calming strategies to use when upset
- Can describe methods to managing stress, reduce anxiety and promote positive self-concept.
- Can identify how obstacles have been overcome to achieve a goal (examples from books or personal experience)
- Can describe verbal and non-verbal strategies for dealing with conflict
- Has skills to move through space with confidence; is working on throwing, catching, dribbling with hands and feet, volleying, striking, jumping rope
- Uses movements in games and activities; changes speed, height, direction, and type of movement (skips, slides, etc.)
- Participates in safe and vigorous physical activity daily. Understands that moving quickly increases heart rate and breathing.
- Follows directions alone and in a group; respects self and others during physical activity.
- Understands concepts that improve health (e.g., handwashing).
- Explores influence of family, friends, and media on health behaviors
- Uses decision-making skills to improve health



English Language Arts

With parent/caregiver support...

- Reads confidently; can figure out unknown words; understands common root words
- Reads and understands 3rd grade literature, informational texts, poetry, and drama
- Figures out word meanings in 3rd grade literature, informational texts, poetry, and drama using different strategies (context clues, root words, dictionaries)
- Talks about and understands vocabulary and phrases that have multiple meanings like "takes steps"
- Uses words and phrases learned through conversations and academic books
- Asks and answers questions to show understanding of a text; can refer to specific parts of the text to support understanding
- Understands literal and nonliteral words and phrases as used in texts
- Compares and contrasts (themes, settings, plots, characters) two texts written by the same author
- Compares and contrasts the most important details of two different texts written about the same topic
- Develops a writing routine (journal, diary, log, etc) for a variety of topics, purposes, and audiences



Fine Arts

With parent/caregiver support...

- Creates a simple rhythm pattern to perform while listening to favorite songs
- Sings favorite songs with friends or family
- Creates a repeating rhythmic or melodic pattern to enhance a story using body percussion, instruments, or other sounds found at home
- Creates and performs a choreographed dance to various genres of music
- Listens to various types of music and identifies and describes similarities and differences
- Creates works of art using various art supplies and/or craft materials found at home with an understanding of color schemes (e.g., primary, secondary, neutral, warm, cool)
- Finds works of art at home or in the community and critiques by identifying art elements present (e.g., line, shape, form, space, color, value, texture)
- Compares ideas and themes from diverse cultures by looking up and discussing artwork from another country



Nutrition

With parent/caregiver support...

- Assists with cleaning up after meals
- Reads a food themed book and discusses their favorite part of the book during a meal
- Plans and prepares a healthy snack
- Sets a goal to plan meals with a variety of colors



Social Studies

With parent/caregiver support...

- Describes how environments shape community decisions over time (See example questions in conversation starters.)
- Describes early American Indian cultures and how they continue to contribute to American life (arts, literature)
- Describes reasons for European Exploration in North America; describes examples of cooperation and conflict between European explorers and American Indians
- Explains factors that shaped British Colonial America such as reasons for founding; describes colonial life from different perspectives
- Locates major topographical features on a physical map of the US: rivers, mountain ranges; locates and describes the equator, prime meridian, lines of latitude and longitude
- Defines with examples four types of productive resources: natural, human, capital, entrepreneurship
- Explains that governments provide certain goods and services in a market economy (schools, etc.) paid for through taxes
- Gives examples of interdependence (consumers/producers) and trade (goods/services) and explains the benefits of voluntary exchange



Conversation Starters:

Why did American Indian groups live where they did? Why did some have permanent villages?

How did early European explorers adapt to new environments?

How did/does the physical geography of regions influence economic activities?



Mathematics

With parent/caregiver support...

- Represents and solves problems involving multiplication and division
- Understands properties of multiplication and the relationship between multiplication and division
- Multiplies and divides within 100
- Solves problems involving the four operations and identifies and explains patterns in arithmetic
- Use place value understanding and properties of operations to perform multi-digit arithmetic
- Uses inches, feet, centimeters, and meters to estimate and measure objects
- Develops understanding of fractions as numbers
- Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Represents and interprets data
- Geometric measurement: understands concepts of area and relate area to multiplication and to addition
- Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures
- Reasons with shapes and their attributes



Science

With parent/caregiver support...

- Explores and describes the physical attributes and properties of soils and rocks; observes how water/wind can change soil/rocks over time
- Describes stars and discusses why the sun is not the largest star even though it appears to be the largest
- Observes fossils and describes how they serve as evidence about organisms from the past and develops a model to show the conditions and events that lead an organism to become a fossil
- Identifies sources of heat and, using a thermometer, collects data about how sunlight heats various objects
- Explores plants and animals that live in different areas in Georgia and explores how animal/plant features help them survive in their habitat. Describes how external features help plants and animals survive in their habitats
- Explores how pollution impacts plants and animals and describes steps that people could take to protect plants and animals from pollution



Activity Idea:

Take a walk together. Observe and ask questions about the plants and animals you see – why do the animals live there? What makes the plants you see thrive?

For more activity ideas to practice these skills, go to gpb.org/learn.



These skills were identified by the Georgia Department of Education's division of curriculum and instruction based on the [Georgia Standards of Excellence \(GSE\)](#). This list is not required, and students won't be expected to know all of the information – part of a teacher's job is meeting all students where they are at the beginning of the school year.