



# Parent Guide to the Curriculum

at the **BROADALBIN-PERTH** Central School District

## Fourth Grade

### HOW CAN YOU HELP YOUR CHILD SUCCEED?

You play a very important role in your child's academic performance. Here are some things you can do to support your child's learning:

- ▶ Encourage your child to read.
- ▶ Help your child practice math facts.
- ▶ Know what your child is expected to learn in fourth grade.
- ▶ Help your child set high short-term and long-term academic goals.
- ▶ Designate a time and location to complete homework.
- ▶ Talk to your child about what is happening in school and constantly monitor progress.
- ▶ Advocate for your child.
- ▶ Share your child's strengths with your child and your child's teacher.

### ONLINE RESOURCES

- ▶ Find books at your child's reading level at [scholastic.com/bookwizard](http://scholastic.com/bookwizard)
- ▶ Practice math facts at [multiplication.com](http://multiplication.com)
- ▶ Learn about the New York state curriculum at [NYSED.gov](http://NYSED.gov)

Broadalbin-Perth Elementary School is the first stop along our students' journey to graduation and college and career readiness. While each grade brings with it an increase in rigor and student accountability, we are dedicated to preparing our students academically, socially, and emotionally for the many exciting challenges that lie ahead.

At BPES, we work to foster in our students independence, a strong work ethic, and a sense of pride in self, school, and community. Our teachers collaborate with each other and with families, and we expect similar collaboration among students as they develop the tools necessary to build the future they want.

This guide is designed to provide you with an overview of what your child is learning. While we hope this will be a useful resource, we encourage you to partner with us, communicate with us, and celebrate with us as we work together to provide an outstanding experience for our students.

### Questions to Ask Your Child's Teacher

When speaking with your child's teacher about academic progress, here are a few questions you may want to consider asking:

- ▶ What are the learning goals? Can you show me examples of student work that meets the learning goals?
- ▶ May I see an example of my child's work? How does it or doesn't it meet these learning goals?
- ▶ Is my child at or above grade level? What extra support is available? What can I do at home?
- ▶ What classroom routines do you have that should also be used at home?
- ▶ What kinds of questions could I ask my child on a daily basis about your class?

### Talking to Your Child

Good conversations help our children see that we are interested in their lives. Here are a few conversation starters you may want to consider using:

- ▶ Tell me about the best part of your day.
- ▶ What was the nicest thing you did for someone today?
- ▶ What was the hardest thing you had to do today?
- ▶ Can you show me something you learned today?
- ▶ What's the biggest difference between this year and last year?
- ▶ What rules are different at school than our rules at home? Do you think they're fair?



# Language & Literacy

Highlights of what your child will learn in fourth grade include:

- ▶ Describing the basic elements of stories, such as characters, plot events and settings by drawing on specific details in the text.
- ▶ Identifying key features of a text, including understanding the main and supporting ideas; being able to compare and contrast; and explaining how the author uses facts, details, and evidence to support a claim.
- ▶ Developing the ability to respond to text in writing, and stating a claim and supporting it with details.
- ▶ Referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ▶ Determining the main idea of a text and explaining how it is supported by key details; summarizing the text.
- ▶ Explaining the events, procedure, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
- ▶ Determining the meaning of general academic and domain-specific words or phrases in a text relevant to a fourth-grade topic or subject area.
- ▶ Writing opinion pieces on topics or texts and supporting their point of view with reasons and information.
- ▶ Writing information or explanatory text to examine a topic and convey ideas and information clearly.
- ▶ Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- ▶ Producing clear and coherent writing in which the development and organization are appropriate to the task and purpose.



# Social Studies

In social studies, we will explore the geographical, political and historical development of New York state. We will seek to understand and make connections between ideas through the use of historical documents, simulations, and the study of current events.

## CHARACTERISTICS OF BOOKS FOR PROFICIENT FOURTH-GRADE READERS

- ▶ Informational texts, more complex fantasy, realistic fiction, traditional literature, biography, memoir, autobiography, mysteries, genre combinations
- ▶ Chapter books, series books, graphic texts, diaries and logs
- ▶ Variety of underlying structures (description, comparison/contrast, sequence, problem/solution, cause/effect) and formats (question/answer, paragraphs, boxes, legends)
- ▶ Narratives with complex plots, multiple storylines, and multiple characters to understand
- ▶ Topics go well beyond readers' personal experiences and content knowledge
- ▶ Content requiring reader to take on diverse perspectives, understand cultural diversity
- ▶ Complex ideas with deeper meanings applicable to important human problems and social issues; more challenging themes
- ▶ Use of descriptive and figurative language important to understanding plot, setting, and characters; long strings of dialogue

## CHARACTERISTICS OF PROFICIENT FOURTH-GRADE READERS

- ▶ Read and understand a full range of genres
- ▶ Read both chapter books and shorter information texts, mysteries, series books, books with sequels, short stories, diaries, logs
- ▶ Can understand more elaborate plots with multiple complex characters who develop and change over time
- ▶ Understand perspectives different from their own as well as settings and people
- ▶ Can process longer complex sentences
- ▶ Most reading is silent; fluency and phrasing in oral reading are well established
- ▶ Can read and understand descriptive words, complex content-specific words, and technical words that require using a variety of readers' tools to determine
- ▶ Can take apart multi-syllable words and use a full range of word-solving skills



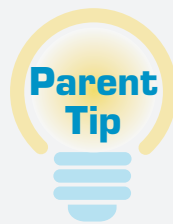
# Mathematics

Highlights of what your child will learn in fourth grade include:

- ▶ Reinforcing their knowledge of place value, adding an understanding of multi-digit whole numbers.
- ▶ Applying their skills to solve multi-step word problems.
- ▶ Using addition, subtraction, multiplication and/or division to solve problems.
- ▶ Comparing decimals and fractions.
- ▶ Using measurements to solve word problems.
- ▶ Drawing, identifying and classifying lines and angles by property.
- ▶ Gaining familiarity with factors and multiples.
- ▶ Generating and analyzing patterns of numbers.
- ▶ Using their understanding of place value and the properties of operation to perform multi-digit arithmetic.
- ▶ Extending their understanding of fraction equivalence and ordering.
- ▶ Building fractions from unit fractions by applying and extending their previous understanding of operations on whole numbers.
- ▶ Understanding decimal notations for fractions and comparing decimals to fractions
- ▶ Solving problems involving measurements and conversions of measurements from a larger to a smaller unit.
- ▶ Representing and interpreting data.

## Questions to ask your child's teacher:

- ▶ How can I help my child improve or excel?
- ▶ What are some specific strategies that my child uses in school that we can practice at home?
- ▶ What are some resources that I can use to help my child learn outside the classroom setting?
- ▶ What are the steps my child needs to follow in order to solve a math word problem?



# Science

Our goal in science is to involve students in the hands-on, active process of studying our world, how it works, and how the people who live in it interact with nature and with one another.

In science we will investigate energy; waves and information; structure, function, and information processing; and Earth's systems; processes that shape the Earth.

## LIBRARY/MEDIA PROGRAM

The media center supports the grade-level skills in the Empire State Information Fluency Continuum ([slsa-nys.libguides.com/ifc](https://slsa-nys.libguides.com/ifc)). Media center staff teach these skills in collaboration with classroom teachers on a variety of projects, particularly in social studies, English Language Arts and science.

In fourth grade, children learn to:

- ▶ Generate a list of key words for a research-based project with guidance.
- ▶ Use selected search engines to find appropriate information.
- ▶ Use preselected primary sources to gather information.
- ▶ Use preselected web resources to locate information.
- ▶ Select and use multiple appropriate print, non-print, electronic, and human sources (e.g., almanacs, indexes, specialized dictionaries and encyclopedias, and databases) to answer questions.
- ▶ Distinguish between fact and opinion.
- ▶ Use various note-taking strategies (e.g., highlighting, graphic organizers).
- ▶ Paraphrase and summarize information that answers research questions.
- ▶ Identify and use the organizational structures of a nonfiction book (bibliography and appendix) to locate information.
- ▶ Identify facts and details that support main ideas.
- ▶ Use common organizational patterns (chronological order, main idea with supporting details) to organize information.
- ▶ Draw a conclusion about the main idea.
- ▶ Draft a presentation.
- ▶ Use software (e.g., word processing, graphic organizing) to record and organize information.
- ▶ Identify and evaluate the important features for a good product.
- ▶ Assess and revise their own work with guidance.
- ▶ Seek information about personal interests by using the library catalog to find materials to read.
- ▶ Select appropriate print and electronic materials on an individual level.
- ▶ Understand the basic concept of plagiarism as copying the work of others.
- ▶ Cite all sources used according to a model provided by the teacher.

# Outside the Core

## Response to Intervention

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Response to Intervention (RTI) services are offered in reading and math for students who need extra instruction and support. Academic Intervention Services (AIS) falls within the tiered RTI model of increasingly strategic and intensive interventions that respond to student-specific needs (a continuum of instructional support provided to a student). Every September, the Literacy and Math Specialist administer a Universal Screening to every student in grades K-5. Students who are eligible for services score below benchmarks according to multiple assessment tools, including DIBELS 8 and DIBELS Math (Universal Screening) and iReady assessments.

Based on the level of need, students may receive intervention services during the school's Sunrise program; "pull-out" support, in which the student leaves the classroom during the day to work one-on-one or in groups with a specialist; or "push-in" support, in which a specialist goes into the student's classroom to work with them.

Reading intervention focuses on improving student skills in decoding, comprehension and fluency. Possible interventions include:

- ▶ Small-group reading instruction that focuses on comprehension;
- ▶ Small-group reading instruction that focuses on phonics; and
- ▶ Individualized reading instruction that focuses on phonics.

Math intervention focuses on improving student skills in computation (addition, subtraction, multiplication, and division), as well as solving word problems.

## Art

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During art class, students are challenged to explore the elements and principles of art as they create using a wide range of materials (traditional and technological). The art room is a place where interdisciplinary standards converge as math and ELA concepts are infused throughout different projects.

## Music

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Fourth-graders continue to learn to play the recorder, a wind instrument they began learning about in third grade. The curriculum emphasizes American, Native American and multicultural folk songs with connections to history and classroom curriculum. Students have opportunities for creating and composing, while developing an understanding of and appreciation for many genres of music. Students will prepare for and perform in one concert.

## Physical Education

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During PE class, fourth-graders engage in a variety of activities. These activities are designed to not only to improve their gross and fine motor skills, but to help them learn to appreciate and value the importance of an active and healthy lifestyle. By the time they leave the elementary school, students will be able to:

- ▶ Demonstrate manipulative (throwing, catching, striking, etc.), non-manipulative (stretching, twisting, bending, extending, etc.), and locomotor skills (skipping, galloping, etc.).
- ▶ Demonstrate spatial awareness (self-space vs. general space) during activity through various pathways (curved, zig-zag, straight).
- ▶ Demonstrate responsible personal and social behavior while engaged in physical activity.
- ▶ Identify opportunities for extracurricular activities through local organizations, such as the YMCA and the Broadalbin and Perth youth commissions.

## Project Lead the Way

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Project Lead the Way (PLTW) taps into children's exploratory nature, engaging them in learning that feels like play, and encouraging them to keep discovering — now and for years to come. The program empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. And as students engage in hands-on activities in computer science, engineering, and biomedical science, they become creative, collaborative problem solvers ready to take on any challenge.

In fourth grade, the PLTW modules are Energy: Collision, Energy: Conversion, Input/Output: Computer Systems, and Input/Output: Human Brain.