

Family Resources

The resources below will help connect you and your child with important learning for this school year.

We are committed to a bright future for your child!



FEDERAL WAY PUBLIC SCHOOLS

FW School District #210
33330 8th Avenue South
Federal Way, WA 98003

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GRADE



Welcome!

Learning Partnership Guide



OUR STRATEGIC GOALS

- 1. THE EARLY YEARS: Building the foundation
- 2. WHOLE CHILD: Thriving, confident, responsible individuals
- 3. ACTIVE LEARNERS: Engaged, empowered critical thinkers
- 4. CONTENT-AREA COMPETENCE: Mastery of all subjects
- 5. PERSISTENCE TO GRADUATION: High school graduation through successful transitions

Fourth grade is an important time in your child's life. Your child is now an intermediate scholar. This guide provides an overview of the academic standards and social emotional milestones that your child will experience this year. Academic standards are important because they help ensure that all scholars are prepared for success. Your child is now using reading to understand complex ideas and is focusing on applying multiplication and division skills. This guide is meant to support you in understanding what your child is learning, and provide ways you can speak with your child's teacher about their progress and growth over the year.

Digital Communications Tools in Federal Way Public Schools



Canvas

Canvas is a Learning Management System (LMS) that provides students and parents access to digital learning, classroom(s) weekly schedules, and more. To access Canvas, go to FWPS' Launchpad to Learning at <https://learn.fwps.org>. Your child's username is their Student ID, and their password is the same one used to log in to computers at school.



Phone Calls

Teachers may contact you using a calling system. You may notice the number may appear from a different area code than our geographical area.



Texting

Staff texting to parents and students

Communication tools are used by staff such as teachers to communicate with parents via email, texting and voice and students via email. Texting is available for students ages 13 & over. Students and parents are automatically opted in. For more information and on how to opt out, visit www.fwps.org.

School and district-wide texting to parents

Texting is also available from your child's school and the school district. More information can be found here: www.fwps.org/parentnotification.



Zoom Meetings

For some families, video conferences will be the best way to connect with your child's teacher. Your child's teacher may send you an invitation to participate in a Zoom video conference. To access this meeting on a computer, click on the link provided in the invitation. To access this meeting over the phone, you can call the number provided or download the Zoom mobile app at <https://www.zoom.us/download>.

FOR MORE INFORMATION
How-to videos and resources can be found on our website at www.fwps.org

Did you know our website is translatable in our top languages?

To change the language on the FWPS website:

- Go to www.fwps.org
- Click on the 'Translation' at the top right of the webpage
- Select your preferred language from the drop-down menu

Does your child(ren) need access to a computer to access their learning at home?

Please indicate technology access needs for your child during the online registration process. If you have questions or need assistance, contact your child's school.

ParentVUE

ParentVUE is your way to check your child's grades, attendance and communicate with your child's teacher. To access ParentVUE, visit <https://grades.fwps.org/>.

Parents and guardians, make sure your contact information is up to date!

In order to receive communications from the district, school and school staff, it's important that your contact information in your ParentVUE account is current.

You can update your account by visiting <https://grades.fwps.org/>.

If you have not activated your ParentVUE account, please contact your child's school. To receive voice messages, ensure you have entered a mobile or home phone, and selected the corresponding type.

ParentVUE allows for two-way communication between teachers and parents in multiple languages. To receive messages in a language other than English, please set your preferred language on the login page of ParentVUE or on the mobile app.

When your child's teacher sends a message through ParentVUE, you will receive an email containing the message. To respond to this message, you must login to your ParentVUE account. (Do not respond to the noreply@fwps.org email notification.)

If you need assistance with ParentVUE, visit www.fwps.org/Families or email grades@fwps.org.

Parent Portal

The Parent Portal is the place where you will find all needs related to your child's learning! Visit www.fwps.org/Families to find frequently asked questions, links to common resources, "How to" videos related to digital resources, and more.



Launchpad to Learning

Launchpad to Learning is a one-stop online location that provides access to all school applications and educational resources.

Check it out at: <https://learn.fwps.org>.



FWPS.ORG

Reading

- Scholars will read to learn about types of text and how to use and learn from them.
- Scholars will read closely to understand and analyze texts.
- Units are organized around related topics and themes that help build knowledge.
- Scholars will read a variety of narrative and informational texts.
- Read to learn about a topic and support their thinking with reasons, facts, and details from the text.
- Scholars will use context clues and parts of words to determine the meaning of new vocabulary words.

Writing & Communication

- Use text-based evidence to answer questions in writing and speaking.
- Read to learn about a topic and support their thinking with reasons, facts, and details from the text in writing and speaking.
- Scholars will research multiple texts and other resources to build knowledge and write about a topic.
- Scholars will process their learning through small-group and partner discussion.

SEMESTER 1: SEPTEMBER–JANUARY

- Scholars solve multistep word problems including problems in which remainders must be interpreted.
Example: There are 87 students going on a field trip. Each van only holds 9 students. How many vans are needed to take all the students?

SEMESTER 2: FEBRUARY–JUNE

- Scholars explain and generate equivalent fractions using visual models. *Example:* Draw models of 2 fractions equivalent to $\frac{1}{4}$.
- Scholars compare two fractions with different numerators and different denominators.
Example: Complete the inequality using $>$, $<$, or $=$ symbols:
 $\frac{1}{3}$ $\frac{2}{4}$

- What are sound waves and what are some things they can do?
- What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem?
- How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?
- How can water, ice, wind and vegetation change the land? What patterns of Earth's features can be determined with the use of maps?



Ways to talk with your child's teacher

- What is my child's reading level? Is that level below, on or above grade level?
- What is my child's independent reading Power Goal? A Power Goal is a specific skill or strategy that your child is working on to move to the next reading level.
- How is my child progressing in terms of meeting standards in reading, writing, speaking and listening? What are their strengths? What are areas to improve?



Ways to support your scholar at home

- Set aside time (20–30 minutes) for your child to read every day. Have them read to you. Talk to them about what is happening in their book(s).
- Ask your scholar to share what they are working on in class. Ask them questions like, "What text did you read and/or discuss in class today?" "How did what you read today connect to real life?" "What was challenging for you and how did you deal with that challenge?" "What did you write about today?"



Ways to talk with your child's teacher

- Is my child on track? What are areas of strength and growth?
- Ask to see a piece of your child's work. Is this work satisfactory? What could be improved?



Ways to support your scholar at home

- Ask your child to compare fractional amounts. For example, "If one recipe calls for $\frac{3}{4}$ a cup of sugar and another calls for $\frac{2}{3}$, which has more? How do you know?"
- Many real-life scenarios allow us to interpret remainders! Ask students to think about questions like, "If 5 people each want 4 pieces of pizza and each pizza has 8 slices, how many pizzas do we need?"

Washington State History and Perspectives

- Wash. State Natural Resources: How do the resources of Wash. impact our economy?
- Regions of Wash. State: What is the topography, geography, climate, and population distribution in our state?
- Who am I? Who is in my class? What do we all need to learn together?
- What is a perspective? How and why might people have different perspectives?
- How does understanding other's perspectives help me grow and learn?

- Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.
- Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

- Apply movement concepts and knowledge of the body in individual movement performances and small group activities.
- Use fitness assessments to understand personal level of fitness, set goals for improvement and work to improve overall fitness.
- Exhibit conflict-resolution skills and accept and implement feedback from peers.

- Participate in virtual field trips and explain how the experiences develop cultural understanding.
- Use digital templates, graphic organizers and/or storyboards to record questions and plan investigations.
- Use digital tools to gather, analyze, graph and/or report results of investigation.

SOCIAL & EMOTIONAL grade 4 milestones

- May be more individualistic
- Like to work with partner of choice—usually of same gender; may begin to form cliques
- Can work in groups but may spend more time arguing about facts, rules, directions than doing the activity
- Often feel worried or anxious; need adult patience and clarity when giving directions or setting expectations
- Impatient; tend to give up on tasks; encouragement to try again builds up sense of competence
- Very self-critical; sarcastic humor from adults can be very hurtful
- Often complain about fairness issues; like to negotiate
- Critical of self and others (including adults)
- Can be sullen, moody, negative; often say "I hate it," "It's boring," etc.

QUESTION & ANSWER

Q: *Who do I contact if I have a concern about my child?*

A: First, always contact your scholar's teacher/s and discuss your concern. If your concern has not been fully addressed, you can contact the school's family liaison or principal.

Q: *How can I support my child in understanding multiplication and division?*

A: Ask your child to sort things into equal groups (pairs of socks, types of blocks, game cards) and ask them to count by group. Ask your child to divide large groups of objects into smaller groups of the same number.



OUR COMMITMENT TO SCHOLARS AND FAMILIES

All scholars learn best when they experience physical and emotional safety in classrooms and schools. Scholars and families should expect to see the following adult actions:

- Provide a welcoming environment to support building trusting, encouraging relationships with all families.
- Prioritize scholar voice and participation in shaping the learning and classroom culture.
- Teach for understanding to assure scholars have high expectations and academic supports to grow intellectually.
- Focus on scholar cooperation to encourage scholars to learn from and help others.
- Implement school-wide Positive Behavioral Interventions and Supports so that all scholars and adults live out their shared beliefs and actions that make school a safe and fun place to learn.
- Teach social and emotional learning skills and strategies during morning meetings and reinforce SEL skills throughout the school day.

For the district calendar go to www.fwps.org/schoolcalendar



the ABCs

ATTENDANCE

Scholars who maintain good attendance through all years of school:

- Achieve grade level standard at a higher rate
- Graduate from high school at a higher rate
- Develop good habits that contribute to success in school and in future careers

For each day a scholar is absent it takes an average of three days to catch up.

BEHAVIOR & SOCIAL EMOTIONAL LEARNING

The purpose behind Culturally-Responsive Positive Behavioral Interventions & Supports (CR-PBIS) is to make schools more effective, efficient, and equitable learning environments for all scholars. By teaching scholars expectations and acknowledging positive behavior, adults increase the predictability, consistency, positive climate, and safety of all at school. Social emotional learning lessons are taught and embedded throughout the school year. To learn more about CR-PBIS and social emotional learning at your school, contact your scholar's teacher or principal.

COURSE PERFORMANCE

