

GIPS FAMILY LEARNING GUIDE: A Parent's Guide to Fourth Grade

By the end of the school year, we expect that a fourth grade student can:

Learning activities you can do at home and in the community:

ELA

- **Read** and comprehend grade-level texts.
- **Describe** characters, settings, or events in a text.
- **Summarize** texts and determine the theme from details.
- **Determine** the main idea and key details in texts.
- **Learn** and use rich vocabulary.
- **Read** accurately and at a rate that supports comprehension.
- **Decode** and understand multisyllabic words.
- **Write** grammatically correct sentences and paragraphs.
- **Write** for a variety of purposes (*narratives, opinion, informative*).

- **Read** with your child each day.
- **Talk** about books that your child is reading (*ask questions*).
- **Read** from a variety of texts (*different genres, recipes, TV subtitles, magazines, signs, etc.*).
- **Take** books and writing materials with you wherever you go.
- **Reread** your child's favorite stories often.
- **Encourage** your child to write every day using rich vocabulary (*imagined stories or in response to reading*).
- **Review** and practice spelling and vocabulary words.
- **Discuss** new words to help build your child's vocabulary.
- **Visit** the Grand Island Public Library to check out books.

MATH

- **Understand** place value in whole numbers up to 1,000,000.
- **Add** and subtract multi-digit numbers and fractions with the same denominator.
- **Multiply** 2-digit and 1-digit numbers.
- **Divide** whole numbers by one-digit divisors with or without remainders.
- **Compare** and order fractions.
- **Compare** and order whole numbers and decimals to the hundredths place.
- **Solve** word problems using whole numbers, fractions, and mixed numbers.
- **Explain** how mixed numbers and fractions can be equivalent.
- **Convert** measurement units within customary and metric systems.
- **Solve** word problems using area and perimeter of a rectangle.
- **Interpret** and analyze data shown in line plots.

- **When** given a large, multi-digit number, ask your child what each digit represents (*e.g. "What does the 4 mean in 34,000?" Answer: 4,000*).
- **Continue** practicing multiplication within 100 (*products from 0 to 10*).
- **Find** real-world opportunities to talk about fractions while you are *cooking, time frames, eating pizza, playing sports, building/constructing, etc.*
- **Create** opportunities to talk about multiplication that include equal groups (*e.g., groups of snacks, legos, etc.*).
- **Talk** about time (*telling, time, elapsed time, etc.*).
- **Play** games using mental math strategies (*Yahtzee, Uno, Farkle, Monopoly, Qwixx etc.*)
- **Estimate** the total cost of items while grocery shopping.

SCIENCE

- **Describe** how animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- **Develop** solutions to reduce the impacts of natural Earth processes on humans.
- **Study** patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- **Design**, test, and refine a device that converts energy from one form to another.
- **Investigate** changes in energy that occur when objects collide.
- **Describe** typical weather conditions expected during a particular season.

- **Hike/Walk** and discover earth's wonders around you.
- **Investigate** how the flooding of the Mississippi River and the lock and dam system have reshaped the land.
- **Talk** about electrical safety within the home (*electrical boxes, fuse breakers, etc.*).
- **Analyze** different rocks and rock layers.
- **Take** a virtual tour of Ash Falls and discover fossils.
- **Check** out summer science camps in our area: Edgerton, Grand Island Parks and Rec, Stuhr Museum.

SOCIAL STUDIES

- **Explain** the structure and function of Nebraska's government.
- **Investigate** state symbols, songs, holidays, and historical events.
- **Explain** different perspectives in state government and responsibilities of citizens.
- **Describe** how producers and consumers make decisions.
- **Identify** and apply map skills and elements.
- **Identify** and describe the different regions of Nebraska.
- **Describe** how natural forces modified different environments in NE. Use geography to make connections to issues and events.
- **Investigate** patterns of change over time in Nebraska.
- **Analyze** and explain multiple perspectives of events, as well as past and current events in Nebraska.
- **Apply** research skills.

- **Visit** Stuhr museum and compare things from history to today.
- **Attend** a government meeting (*City Council, School Board, etc.*) with your child and talk about the process of being an active citizen.
- **Visit** the Grand Island library to research an interesting historical topic.
- **Discuss** how and why prices of goods and services change.
- **Volunteer** with your child to support a community event.
- **Visit** historical markers in Grand Island.

FOURTH GRADERS experience a broad range of instruction that supports and enriches academic learning and understanding.

Common Expectations: Be Safe, Be Respectful, Be Responsible.

YEAR END EXPECTATIONS

Media Skills:

- **Practice** age appropriate responsible digital citizenship skills.
- **Use** home row to type 15 words per minute with 93% accuracy.
- **Independently** search, locate, and check out books.

Speaking and Listening:

- **Speak** clearly.
- **Participate** in class discussions by listening and taking turns.
- **Express** thoughts, feelings, and ideas in complete sentences.
- **Use** an adequate volume.
- **Maintain** an appropriate pace.
- **Stand** confidently.
- **Face** the audience.
- **Use** eye contact.
- **Handle** presentation aids appropriately.

Arts Education:

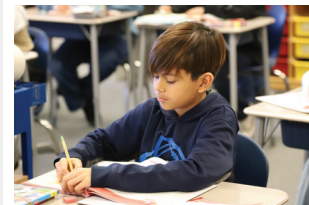
- **Practice** elements of art including line, shape, form, color, texture, pattern, and space through the tasks of drawing, painting, sculpture, and assembly.
- **Explore** and discuss various works of art.
- **Share** artwork publicly.

Music Education:

- **Singing** skills and concert performance skills.
- **Read**, perform, notate, and create syncopation and tom-ti rhythm patterns.
- **Read**, sing, sign, notate, and create Fa and Low So melody patterns.
- **Identify**, read, and perform Treble Clef Note names A-G.
- **Identify**, recognize, and respond to rondo form.

Health/Physical Education:

- **Continue** to build on the locomotor concepts.
- **Develop** sports skills such as dribbling with hands or feet, throwing, and catching.
- **Introduce** sports skills into small and large groups in game-like situations.
- **Learn** fitness concepts and participate in fitness activities/assessment.
- **Practice** social skills and communication skills through participation in small and large group activities with an emphasis on good sportsmanship.
- **Get** involved in the high school's local camps throughout the year and summer
- **Find** ways to visit parks or playgrounds for family fun and exercise. Join the YMCA, as they have multiple ways to encourage fitness.



SOCIAL EMOTIONAL LEARNING COMPONENTS

Self-Awareness:

- **Understand** personal assets, areas for growth and goal setting.
- **Identify** ways to get help when needed.
- **Solve** problems and recover from mistakes.
- **Cultivate** empathy and kindness.

Self-Management:

- **Set** goals and monitor and adapt.
- **Manage** stress and regulate behaviors.
- **Build** resilience.
- **Build** organizational skills.
- **Advocate** for oneself.

Social Awareness:

- **Understand** others' perspectives.
- **Appreciate** one another's uniqueness.
- **Practice** civic engagement.
- **Solve** problems.

Relationship Skills:

- **Practice** communication skills.
- **Engage** with peers in different situations.
- **Practice** working together.
- **Craft** apologies when needed.

Responsible Decision-Making:

- **Evaluate** situations and respond appropriately.
- **Develop** ownership and self-reflection.