



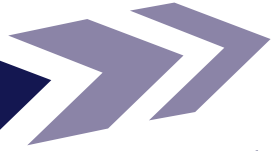
Parent Curriculum Guide

Fourth Grade

OSSEO AREA SCHOOLS

ISD  279

## HOW TO USE THIS GUIDE



This curriculum guide gives parents information about what students are expected to learn in fourth grade.

- The first section lists important Lifelong Learning Skills, skill level expectations for fourth graders and tips about how parents can help build these skills.
- The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The **bold** statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what parents can do at home to support their students' learning.



Thank you for being an active partner  
in your child's learning!

**Problem Solver**

- solves problems creatively
- identifies problems and determine multiple solutions
- decides and acts on the best solutions
- reflects and revises actions when challenges occur

**Resourceful**

- uses a variety of resources to help him or her learn
- evaluates and selects the best resources
- collaborates productively
- is curious and inquisitive

**Responsible**

- prepares for and engages in learning
- resists negative influences
- accepts the consequences of his or her behavior
- leads, follows and gives back to others

**Self-Directed**

- persists and thinks “I can” rather than “I can’t”
- sets goals and works to achieve them
- works independently and asks for help when needed
- reflects on his or her work and makes improvements

**Skilled Communicator**

- communicates ideas clearly through speaking, writing and visual images
- asks questions and exchanges ideas with others
- listens actively to understand meaning, values, attitudes and intentions
- recognizes the importance of diverse perspectives

- ask your child to think of alternate ways to solve a problem
- talk to your child about recycling to conserve resources
- help your child understand the importance of saying ‘no’ to the negative influences
- have your child try something on his or her own first, before assisting
- encourage positive self-talk that enables your child to confidently make decisions
- encourage your child to share ideas verbally, visually, and through writing

**NUMBERS AND OPERATIONS****Understands and uses numbers to solve problems**

- knows multiplication and division basic facts
- shows, compares, and uses fractions and decimals
- solves problems using multiplication and division

**ALGEBRA****Uses algebra strategies to solve problems**

- uses input-output rules, tables, and charts to show and solve problems
- uses number sentences involving multiplication, division, and unknown numbers to show and solve problems

- explore family resources at The Math Learning Center
  - [mathlearningcenter.org](http://mathlearningcenter.org)
- ask your child explain his or her thought process while working through math homework
- have your child practice estimating how much money you would save when a discount is applied
- find the likelihood of rolling a specific number on a die or drawing a card from a deck
- help your child practice multiplication and division facts
- have your child help with making modifications to a recipe
- have your child practice finding the perimeter (distance around) and area (length times width) in household items
- point to various objects and have your child practice naming the geometric shape that matches that object (equilateral, right, obtuse and acute triangles, trapezoid, rhombus, parallelograms, kites)
- find everyday graphs and tables and have your child explain what the graph is representing

## GEOMETRY AND MEASUREMENT

### Uses geometry and measurement skills to solve problems

- understands and measures angle and area
- names, describes, classifies, and sketches polygons
- uses translations, reflections, and rotations to show congruence and understand symmetries

## DATA ANALYSIS

### Uses data to solve problems

- collects, organizes, and interprets data using graphs and tables

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## READING

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Reads grade level materials independently

- reads a variety of grade level materials both fiction and non-fiction
- accurately reads grade level materials with expression and appropriate pacing

## COMPREHENSION/LITERATURE

### Uses comprehension strategies to understand fictional materials

- makes inferences and finds details in the reading
- determines theme of literature
- summarizes materials
- describes characters, settings, or events using details in a reading
- compares and contrasts points of view, themes, topics, or events in literature

### Uses comprehension strategies to understand non-fiction materials

- determines main idea and how it is supported by key details
- summarizes the reading
- explains events using multiple readings
- compares and contrasts first and second-hand accounts of the same topic or event
- explains how an author uses reasons and evidence to support points in reading

## VOCABULARY/WORD ANALYSIS

### Uses vocabulary strategies to make sense of text

- uses context to confirm or self-correct words, rereading when necessary
- uses a variety of strategies to figure out the meaning of unknown and multiple-meaning words
- uses Greek and Latin affixes and roots as clues to the meaning of a word

- explore resources by visiting Benchmark Universe
  - you can access this at [clever.com](http://clever.com) using your Osseo student login
- visit the local library and the website [www.hclib.org](http://www.hclib.org)
- share your appreciation for reading in everyday tasks (instructions, directions, movie reviews, etc.)
- have your child build a daily reading routine
- have a space for your child to keep his or her books and read aloud each day (to you, a sibling, a pet, etc.)
- discuss new words and how to figure out their meaning
- after reading a book, talk about the characters' personalities and relate them to your family life



## Uses word analysis skills to read and write new words

- uses letter sounds, syllables and morphology (roots-affixes) to read unfamiliar words

## COMMUNICATION

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### WRITING

#### Writes effectively for a variety of purposes

- uses the writing process (pre-write, draft, revise, edit, publish)
- writes opinion pieces with advanced organization
- writes narratives and other creative texts to develop real or imagined experiences using descriptive details and clear event sequences

#### Uses punctuation, grammar, and spelling correctly when writing

- uses punctuation correctly in dialogue and quotations
- spells grade-appropriate words correctly
- uses reference materials as needed to check spelling

### SPEAKING, VIEWING, LISTENING, MEDIA, AND TECHNOLOGY

#### Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways

- participates in collaborative conversations with a variety of partners about grade level topics and materials
- distinguishes among, understands, and uses different types of print, digital and multimedia formats
- communicates using a variety of formats (spoken, written, digital, multimedia)
- uses various technology tools to communicates learning

- have your child keep a journal to record events; give feedback to help him or her improve their descriptive word choice
- have your child write a letter to a cousin or family member
- look at old photos of family activities with your child and discuss memories
- have your child practice writing an e-mail with appropriate capitalization, spelling, punctuation, etc.
- have your child practice keyboard skills



## HEALTH

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Understands and demonstrates health skills and concepts to make healthy choices

- understands basics of healthy living
- uses reliable information to make healthy life choices
- knows the difference between communicable, non-communicable, chronic, and acute diseases
- knows parts of his or her own gender's reproductive system

- practice planning/making a balanced meal
- encourage daily exercise/activities
- discuss the importance of taking care of your body and proper personal hygiene with your child
- talk with your child about his or her developmental and body changes

## SCIENCE

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Understands and demonstrates science skills and concepts

#### WATER

- understands that water moves through the earth, oceans, and atmosphere in a water cycle
- identifies properties of solids, liquids, and gases
- identifies and investigates a design solution and describes how it was used to solve an everyday problem

- explore resources at <http://www.fossweb.com/>
  - access with classroom log-in information obtained from your child's teacher
- discuss how things in the environment affect water resources with your child
- have your child brainstorm ways to save water in your household and/or community
- have your child practice measuring and reading temperature using a thermometer
- have your child test which objects in the house are magnetic
- have your child explore the internal parts of small electronic devices or toys
- have your child collect rocks and/or minerals and discuss their similarities and differences

#### MAGNETISM AND ELECTRICITY

- measures objects that have observable properties
- describes how energy appears in different forms including heat and magnetism

#### EARTH MATERIALS

- identifies and classifies rocks and minerals based on physical properties
- investigates the basic materials from which earth is made

## SOCIAL STUDIES

## WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

### Understands and demonstrates social studies skills and concepts focusing on political geography and the cultural landscape of North America

#### CITIZENSHIP AND GOVERNMENT

- identifies ways an informed citizen can take action to influence decisions
- develops an understanding of tribal and United States governments and understands the roles of their elected leaders

- explore resources at EduPlace
  - <https://secure.eservices.eduplace.com/eservicesadmin/login.do?targeturl=/eservices/>
  - username: online04, password: book04
- have meaningful discussions with your child about various political candidates at the local, state, and national levels
- keep a family map of all the cities, states and countries where you have traveled
- talk with your child about why you or your ancestors chose to live where you currently reside

#### ECONOMICS

- understands and applies decision making processes to make choices

- understands what a market is and defines productivity in a resource

## GEOGRAPHY

- creates and uses various kinds of maps in the United States, Canada and Mexico
- understands the relationship between physical and human characteristics in geography
- names and locates states, major cities, and capitals in the United States
- names and locates the countries neighboring the United States

## HISTORY

- uses maps to understand how and why people immigrate in North America
- examines regions in different locations and time periods

- have your child make a timeline of major events in his or her life
- talk about the pros and cons to various decisions with your child

## ART

### WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

#### Understands and demonstrates art skills and concepts

- creates and revises two and three dimensional artwork
- justifies personal interpretations of artwork
- describes the various contexts influencing artwork
- describes how color, line, shape, space, and texture are used to create artwork

- take a fieldtrip to a local art museum and discuss the various art elements
- encourage art experiences at home so your child can experience using various art tools

## PHYSICAL EDUCATION

### WHAT CAN YOU DO AT HOME TO SUPPORT THEM?

#### Demonstrates competency in motor skills

- performs skills in the areas of body control, propelling, receiving, striking, and fitness
  - demonstrates different body control skills through tumbling, jumping rope, rhythms
  - demonstrates a variety of skills specific to certain sports
    - football, basketball, volleyball, track and field, softball, team handball, bowling, floor hockey
  - demonstrates safe behaviors while engaged in physical activities

- ask your child questions about what he or she learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him or her physically active
- do family activities together and play together
- encourage healthy snacks for school and home
- try new fruits and vegetables
- try new physical activities

#### Demonstrates understanding of cognitive concepts

- understands the concepts of force production and force absorption
- identifies safe behaviors in physical activities
- identifies appropriate rules and etiquette related to physical activities

- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activities

### **Achieves a healthy level of physical fitness**

- demonstrates a variety of fitness skills including push ups, curl ups, sit and reach, and cardio-respiratory endurance (continuous movement, pacer, mile run)
- understands the concepts of warm-up and cool-down and why they are important

## **MUSIC**

### **WHAT CAN YOU DO AT HOME TO SUPPORT THEM?**

#### **Demonstrates knowledge of the foundations of music**

- understands music notation including pitch, rhythm, terms and symbols

#### **Demonstrates use of music skills**

- sings with accurate pitch
  - consistently participates in singing
  - demonstrates proper posture, breathing, technique, age-appropriate tone quality, and expressive intent
  - sings songs from various cultures
  - reflects on performance
- performs accompaniment to a song and reflects on performance
- plays songs on the recorder containing 5 pitches
- reads and performs rhythm patterns including quarter note/rest, eighth notes, half note/rest, whole note/rest, dotted half note, tie, syncopation, 4 sixteenth notes using time signatures, claps rhythm patterns or plays rhythms on non-pitched percussion instruments
- writes a musical composition including revisions based on feedback and reflection on the creative process

- listen to music from a variety of cultures and genres including pop, classical and folk
- talk about the lyrics of music
- encourage opportunities for singing or playing instruments in school or the community
- encourage recorder playing at home using materials from school or websites
- attend music performances of family and friends, concerts in the community, and concerts by the Minnesota Orchestra
- talk about the unique ways to use music to express yourself

If you have any questions about this curriculum guide,  
contact your child's teacher.