



# LANGUAGE ARTS

# 4

FOR FAMILIES

**Y**OU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

## FOURTH GRADE

### What to expect:

In fourth grade, children will read more challenging books and a variety of materials, including newspapers, magazines, books, plays, biographies and other informational and technology-based content. Fourth-graders can answer questions using information from a book and their own background knowledge to retell stories, and their writing will start to include more details and words. They will begin to make connections between words, recognizing those with the same or opposite meaning (*angry* and *mad*, etc.), words with the same base (*cookout*, *cookbook*, etc.), words that sound or are spelled alike (*there* and *their*, etc.) and words that follow the same spelling patterns (*receive* and *deceive*, etc.).

### By the end of the school year, your child will:

- Summarize longer stories in greater detail.
- Compare the features of various texts to identify the type of writing (for example, myths, stories, articles, biographies, etc.).
- Develop longer writing pieces through editing and rewriting to create clear and organized work.
- Determine if the author created the piece to persuade, inform or entertain the reader.
- Identify word parts such as affixes, roots and stems to determine the meaning of words. (For example, the word *unable* means not able because of the “*un-*” added to the word “*able*.”)

### What to do at home:

- Compare facts and opinions while watching news stories. Discuss how to confirm that facts are true.
- Ask questions about what your child is reading. Include questions that may not have a direct answer in the writing, such as, “Why do you think the character made that decision?”
- Encourage your child to use dictionaries and online resources to understand the meaning and pronunciation of words.
- Provide pens, crayons, pencils and other writing materials, and make sure your child has plenty of opportunities to get excited about writing.
- Help your child identify a topic of interest and determine how to find information about it.
- Ask your child to write a short note to a member of your family.



# LANGUAGE ARTS

## FOR FAMILIES

### Fostering Curiosity

Children are naturally curious and want to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Play is a wonderful way to spark curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers and explore the world.

Cultivate your child's curiosity with guiding questions like these:

- What five words do you think describe you best?
- If you had to give everyone in your family new names, what would they be?
- If you could be a character in any book, who would you be and why?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

### Fostering Communication

Families can play a role in helping their children learn to be good communicators by encouraging them to add new words to their vocabulary, express themselves and be good listeners. As children's communication skills grow, they are able to learn new ideas, get along with others and develop positive relationships and a strong self-image.

Cultivate your child's communication skills with questions like these:

- What is the most exciting adventure you could take?
- Who would you take with you on the adventure?
- What was your favorite part of the day and why?
- How did you help someone today?

### Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help fourth-graders understand what they are reading.

#### BEFORE READING

- Skim through the book and chapter titles. What do you think the book will be about?
- How is this book like another one you have read or a movie you have seen?
- What type of book did you choose (fiction, biography, graphic novel, etc.)? Why?

#### DURING READING

- What do you think will happen in the next chapter?
- Who is the main character? Who are the supporting characters?
- What words can I help you understand?

#### AFTER READING

- Could this story take place in today's world? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you were one of the characters in the book, how would you have ended the story? Why?



# MATH

# 4

FOR FAMILIES

**Y**OU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support math learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

## FOURTH GRADE

### What to expect:

In fourth grade, math continues to build on the skills developed in third grade. One of the main areas of study in fourth grade is using arithmetic to solve problems. In this grade, students will learn more difficult multiplication and division problems and add and subtract fractions and decimals.

### By the end of the school year, your child will:

- Know multiplication and related division facts for whole numbers up to 12, such as  $11 \times 12 = 132$  and  $132/11 = 12$ .
- Multiply and divide by 10, 100 and 1,000.
- Add and subtract fractions with like denominators. For example,  $1/4 + 3/4 = 1$ .
- Read and write decimals to the hundredths place. For example, thirty-eight hundredths is the same as 0.38.
- Create patterns that grow and define the rule. The pattern 2, 10, 50, 250, for example, follows the rule of multiply by 5.
- Name, describe and classify shapes. For example, a four-sided shape with every side the same length is a square or a rhombus.

### What to do at home:

- Learn multiplication through rhythm and song.
- Ask your child to multiply a speed limit that ends in zero by 10, 100 or 1,000 when you pass the sign on a roadway.
- Design a hopscotch board labeled with fractions and decimals. Ask your child to add or subtract as they hop.
- Ask your child to identify the place value of numbers behind the decimal point. For example, in 3.2, the 2 is in the tenths place, while in 49.75, the 5 is in the hundredths place with a value of .05.
- Ask your child to keep a running record on a tablet, notepad or phone of the different shapes and angles in your neighborhood.



# MATH

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Cultivate your child's curiosity with guiding questions like these:

- What is your favorite food that is cut into pieces? What is the shape of the pieces?
- In the whole world, what is the tallest animal? The shortest?
- How long do you think it takes astronauts to travel to the moon?

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- Could this story take place in today's world? Why?
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- If you were one of the characters in the book, how would you have ended the story? Why?

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# SCIENCE 4

FOR FAMILIES

## FOURTH GRADE

### What to expect:

In fourth grade, students discover answers to increasingly difficult questions about the world around them. These include: “What are waves, and what do they do?”, “How can water, ice, wind and plants change the land?”, “What features of Earth can you see with maps?”, “How do internal and external parts support plants and animals?”, “What is energy, and how is it related to motion?”, “How is energy transferred?” and “How can energy be used to solve a problem?”

### By the end of the school year, your child will:

- Understand how water, ice, wind and plants affect the rate of breakdown in rocks and the movement of rocks from place to place.
- Analyze and interpret data from maps to describe patterns in Earth’s features.
- Use a model to describe patterns of waves and how waves can cause objects to move.
- Develop an understanding of the ways internal and external parts of plants and animals support their survival, growth, behavior and reproduction.
- Develop a model to describe how an object can be seen when light reflected from its surface enters the eye.
- Create an explanation of the relationship between the speed of an object and the energy of that object.
- Understand how energy can be transferred from place to place by sound, light, heat and electric currents or from object to object through collisions.

### What to do at home:

- Talk about why it might be harder to see at night or in a dark room compared to in daylight or a brightly lit room.
- Look at different plants growing outside. Discuss parts of the plants that help them grow or survive.
- When you’re driving, ask your child why the windows on one side of the car facing the sun are warmer than the other car windows.
- Toss a ball outside and discuss how to make it go shorter and farther distances.

**Y**OU ARE your child’s first teacher. Learn how to support the goals of Oklahoma’s academic standards and why they are important for your child. Please be in regular communication with your child’s teachers and ask how you can support science learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!



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Cultivate your child's curiosity with guiding questions like these:

- What kind of material would we use to build a house that could withstand an earthquake?
- What would happen if we dropped a rubber duck or other floating object into a bowl of water?
- What would happen to the land if it rained nonstop for a year?

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# SOCIAL STUDIES

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At this age, children are widening their view of the world, taking on more responsibility for organizing their work and creating questions to guide their own learning. In fourth grade, students will examine the physical, cultural, political, economic and historic development of the United States, including early European contact with American Indians.

### By the end of the school year, your child will:

- Identify and locate U.S. landforms, bodies of water and unique natural features.
- Identify and locate states and major cities.
- Describe natural resources in the United States and how they impact the economy of each region in industries like fishing, farming, ranching, mining, manufacturing, tourism, wind, and oil and gas.
- Summarize Americans interact with their environment in terms of housing, industry, transportation, bridges, dams, tunnels, canals, etc.
- Describe the various races and ethnicities of the people of the United States.
- Summarize the reasons for key European expeditions and their impact on the development and culture of each region.
- Identify major American Indian groups and their ways of life.
- Identify and evaluate instances of cooperation and conflict between American Indian groups and European settlers.

### What to do at home:

- Explore natural resources in your neighborhood and community, and notice cultural influences on street signs.
- Play games or put together puzzles that identify states, major cities and transportation routes
- Give your child the opportunity to experience conflict and cooperation.
- Locate professional sports teams of interest to your child on a map.
- Create a map of your house, school or community.
- Read books about places, resources, monuments and landmarks in the United States.
- Compare your community to others in the United States.
- Describe how people in your community interact with the environment.
- Visit local landmarks, museums, festivals or other community celebrations.



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Cultivate your child's curiosity with guiding questions like these:

- What natural resources are present in your community? How do they affect your area?
- If you opened a store, what would you sell and why?
- If you could make up a new holiday, what would it be?

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