



MILFORD PUBLIC SCHOOLS  
BEST of CLASS

# Comprehensive Grade Four Guide

For Parents and Family Members



The Milford Public School system does not knowingly condone discrimination on the basis of race, color, national origin, sex, or handicap in employment or assignments in program or services provided by the Milford Board of Education. Dr. Gregory A. Firm, Larry Schaefer, Cliff Bugyi (Milford Board of Education, Milford, CT 06460, telephone 783-3400) are designated as the employees who will coordinate compliance with Title IX, Title VI and sec. 504 of the Rehabilitation Act of 1973.

Questions, concerns or complaints regarding possible discrimination under the Americans with Disabilities Act (ADA) should be made in person or in writing to the following:

Regarding Facilities:	Philip G. Russell Deputy Superintendent of Operations
Regarding Employment:	Cliff Bugyi Supervisor of Human Resources & Special Projects
Regarding Programs:	Donald Civitello Director of Pupil Personnel Services

# **By the end of Fourth Grade, your child will be expected to:**

## **READING**

### **WORD IDENTIFICATION**

- Use context clues to identify and self correct meaning of a word.
- Read words containing prefixes and suffixes.
- Read the books designed for fourth grade with accuracy, appropriate speed, fluency and expression.

### **COMPREHENSION**

- Make predictions based on what is to be read.
- Modify predictions based on what is read.
- Recognize characters, settings, details, problems, sequence of events in a written piece.
- Make connections between text and personal experiences and knowledge.
- Recognize main idea and theme in a written piece.
- Determine structure and organizational patterns of text (sequence of event, problem and solution, cause and effect, fact and opinion, compare and contrast).
- Determine author's purpose.
- Evaluate explicit and implicit information and themes.
- Recognize simile, metaphor and personification and explain why the author used that literary device.
- Use evidence to respond or to extend a written piece.
- Recognize an author's values, customs, ethics and beliefs.
- Select and synthesize information within a written work.
- Use table of contents, index and glossary to locate information.

- Read graphs, tables and diagrams.
- Use information from a written piece to summarize major points.
- Compare and contrast information given.
- Recognize cause and effect.
- Give evidence to support conclusions.

### **How you can help your child with Reading:**

- Encourage your child to read daily, including a variety of fiction and nonfiction (books, magazines, etc.)
- Provide a well-lit study area.
- Provide frequent visits to the public library.
- Encourage your child to talk about books he/she has enjoyed or disliked with thoughtful criticism and comments.
- Let your child know and see you using reading materials.

### **WRITING**

- Produce a well organized, elaborated, expository and narrative piece of writing.
- CMT 2006 narrative writing to replace expository. Both will be taught.
- Use all steps in the Writing Process.
- Evaluate, revise and improve own writing.
- Produce writing with specific detail.
- Use writing tools – dictionary, thesaurus, graphic organizers.
- Answer questions in complete sentences.
- Write a friendly letter including greeting, body of letter, closing and signature.
- Use the following mechanics of writing and grammar correctly:
  - ◆ Use end punctuation correctly.

- ◆ Use commas correctly.
- ◆ Use capital letters correctly (at beginning of sentence, proper nouns, titles, pronoun I).
- ◆ Produce written pieces of work which reflect agreement between subject and verb, verb tenses and comparative and superlative agreement.
- ◆ Produce written pieces of work without run on sentences, sentence fragments or awkward sentence construction.
- ◆ Use a/an; they're/their/there; to/too/two, your/you're correctly.

### **How you can help your child with Writing:**

- Encourage your child to write for pleasure (journals, letters, stories, etc.)
- Encourage your child to use a dictionary, a thesaurus and graphic organizers (diagrams of words that organize information and show the relationship of the words to one another.)
- Provide encouragement and enthusiasm about your child's writing pieces.

### **SPELLING**

- Spell fourth grade words correctly (The high frequency words for Fourth Grade are: the, of, and, a, to, in, is, you, that, it, he, for, was, on, are, as, with, his, they, at, be, this, from, I, have, or, by, one, had, not, but, what, all, were, when, we, there, can, an, your, which, their, said, if, do will, each, about, how, up, out, them, then, she, many, some, so, these, would, other, into, has, more, her, two, like, him, see, time, could, no, make, than, first, been, its, who, now, people, my, made, over, did, down, only, way, find, use, may, water, long, little, very, after, words, called, just, where, most, know), applying knowledge of spelling patterns.
- Spell homophones, contractions, calendar words, plurals, possessives and compounds correctly.
- Apply spelling skills to written work.

### **How you can help your child with Spelling:**

- Encourage your child to edit written pieces.
- Provide a dictionary and thesaurus.
- Quiz and give support to learning of weekly spelling words and work.
- Demonstrate use of spell check on the computer.

## **MATHEMATICS**

- Use models, diagrams and number lines to identify, order, round and compare whole numbers to 10,000 in real-world contexts and solve real life problems.
- Build place value models, draw diagrams and show equivalent representations for 3 and 4 digit numbers in expanded and regrouped forms.
- Use place value concepts to construct, explain and apply a variety of estimation, paper-and-pencil and mental computation strategies to add and subtract 2 and 3 digit numbers with and without regrouping.
- Add and subtract 2- and 3- digit whole numbers and money amounts less than \$10.00.
- Find and represent equivalent fractions using models and pictures; and write fraction sentences to describe models and pictures, including addition and subtraction of common fractions with like denominators.
- Develop strategies to estimate and measure length/height, area, perimeter, volume, mass, capacity, weight, temperature and angles.
- Develop and use a variety of methods to calculate mentally with large numbers.
- Use simple ratios to make a variety of comparisons in a variety of contexts.
- Identify and use appropriate customary and metric units of measure and choose appropriate tool to measure and draw a given length.
- Identify, build, classify and describe two- and three-dimensional figures and describe the properties that define classes of polygons and solids, such as triangles and cubes.
- Relate geometric shapes to nature and the real world and solve real-world problems using geometric concepts.
- Construct and interpret line graphs, circle graphs, bar graphs and pictographs from a given set of data.
- Explore a variety of ways for systematically collecting, recording, organizing, analyzing and interpreting the data; recognize patterns and trends; make predictions and draw conclusions from data.
- Use a variety of materials to recognize, describe, extend, analyze, construct and explain numeric sequences.
- Recognize patterns and trends, make predictions and justify conclusions based on data from tables, graphs and charts.

- Represent and analyze patterns and functions and describe their rules using words, tables, graphs, verbal descriptions and simple equations.
- Explore simple combinations, arrangements and sequences using concrete and pictorial models.
- Solve problems by organizing data with a variety of graphic organizers such as simple tree diagrams and intersecting Venn diagrams.
- Solve multistep problems that deal with real-world situations.
- Become familiar with basic use of a calculator.
- Learn how to make change with money.

### **How you can help your child with Mathematics:**

- Cook, make a craft/gift, build, repair or garden with your child.
- Walk through a store noticing prices, sizes, quantities, volume.
- Include your child in planning special events.
- Make predictions and have your child keep a running record of data.
- Look for charts, graphs and other forms of data collecting.
- Play games that require keeping score, tracking time and money.
- Use calculators to compute large numbers.
- Guide children to make purchases in a store and determine the correct change.
- Practice multiplication facts through 12.

## **SCIENCE**

### ***Simple Machines***

- Understand that humans have developed simple machines to make their work easier.
- Know examples of simple machines and their characteristics.
- Be able to recognize the practical applications of simple machines.
- Recognize that simple machines make work easier.

- Recognize that friction is a factor in the operation of all machines.

### ***Electric Circuits and Magnets***

- Appreciate the need for safety rules when working with electricity.
- Develop an interest in investigating with electricity.
- Develop confidence in one's ability to trouble-shoot to find the solution to a problem.

### ***The Earth's Oceans***

- Investigate and study the characteristics of Long Island Sound
- Explore the relationship between an animal and its habitat.

#### *Understand that:*

- Oceans are vast bodies of salt water covering most of the earth's surface and supporting many forms of life.
- Oceans play a central role in the global ecosystem and the formation, evolution and continued support of life on earth.
- There are several types of movements in ocean water: waves, tides and currents.
- Several marine environments exist and include intertidal zones, estuaries, etc.

### ***Animal Studies***

- Explore the characteristics and behaviors of animals.
- Read to understand the interaction between an animal and its habitat.

#### *Understand that:*

- Living and non-living elements that surround an animal – such as other animals, plants, climate, water, air and location – affect the life of that animal.
- A habitat is the place where an animal finds the resources necessary to survive and reproduce.
- Each type of animal has specific needs, such as type of food, amount of water and range of temperature.

- Certain behaviors and body structures enable animals to survive and reproduce in a particular habitat.

***Use the following integrated skills:***

- Observe
- Compare and contrast
- Collect and record data
- Interpret data
- Communicate ideas through writing and discussion.

**How you can help your child with Science:**

- Discuss electrical safety at home.
- Investigate electricity use throughout the house, including batteries and wattage of bulbs.
- Investigate signs of life in Long Island Sound.
- Discuss how pollution can destroy air, land and water.
- Visit local science museums, zoos and aquariums.
- Discuss simple machines used at home (e.g. wheelbarrow, see-saw, hammer, bottle opener and wheel).
- Visit The Eli Whitney Museum in Hamden, The Audubon Center in Milford, Mystic Aquarium and The Maritime Center in Norwalk.
- Discuss problem solving techniques in home situations.
- Share ways of enjoying and protecting Long Island Sound.

**SOCIAL STUDIES**

***Focus: State History/Geography Regions***

- Understand the history of the Northeast and Southeast regions, with an appreciation of their multicultural heritage.

- Understand the people, events, problems and ideas that were significant in creating the history of their state.
- Understand how democratic values came to be.
- Understand the physical and cultural features of places and their natural settings on the surface of the earth.
- Use analysis, interpretation and comparison to differentiate the physical characteristics between regions of the United States and their impact on people.
- Develop awareness of American heritage with emphasis on Connecticut and local tie-ins.

### **How you can help your child with Social Studies:**

- Explore Connecticut and the Northeast.
- Visit local museums and government buildings.
- Involve your child in the practice of recycling and discuss the importance of recycling to our environment and to your child's future.
- Involve your child in family decision-making, help weigh pros and cons and understand why compromise is often necessary.
- Discuss current events with your child and how these events impact their lives now and in the future.
- Encourage use of maps and interpreting symbols on maps, especially on trips.
- Involve children in planning of a trip.
- While traveling, point out signs and landmarks, rivers and other geographical features.

### **VISUAL ARTS**

- Use brush, crayon and other art tools in an expressive manner.
- Understand the impact of primary colors in paintings.
- Understand how artists use color to create mood in paintings.
- Use symbols to communicate a message.

- Discuss the method of clay construction that would be used to make a container that would pour.
- Understand how artists are considered recorders of history.
- Understand how artists' cultures influence what they create.
- Reflect on the work of various artists.
- Compare and contrast a student's work to the work of artists studied.
- Understand how artists have enhanced our knowledge of animals and their habitats.
- Understand how art is used in everyday life.

### **How you can help your child with Visual Arts:**

- Display art work around the home and workplace.
- Keep a variety of art materials available in a designated area.
- Encourage safe use of materials and cleanup practices.
- Do art projects with your child and have him/her discuss and write about the projects.
- Talk about the art objects in your home, community, place of worship, etc.
- Sign, date, and save some artwork in a folder.
- Visit galleries, museums and cultural events and public places which display art.
- Encourage your child's involvement in community art contests and exhibits.
- Encourage your child's involvement in lessons and extra curricular art activities in school and the community.

## **MUSIC**

### **Through performing, creating, and responding to music, students should be able to:**

- Sing countermelodies and descants (harmony).
- Perform more complex instrument parts while other children sing.
- Create and arrange music to accompany readings, poems, simple songs.

- Read and identify music symbols.
- Listen to and identify music of other style periods and cultures.
- Identify various uses of music in their daily experiences.
- Explain their personal preferences using appropriate musical terminology.
- Devise criteria for evaluating music and music performances.

### **How you can help your child with Music:**

- Sing and/or play instruments together.
- Listen to, attend and participate in a variety of musical activities.
- Obtain videos of musicals suitable for children.
- Listen to various recordings of vocal/instrumental performances.
- Discuss how music and the other arts are used in media.

## **HEALTH**

### ***Healthy and Active Lifestyle***

- Use the food pyramid to choose foods for a healthy diet.
- Encourage students to take responsibility for their own diets.
- Recognize the need to limit foods that are high in sugar, salt and fat.
- Identify and accept the diversity of our cultures and their effects on our diets.
- Develop wise consumer skills.
- Explain three ways that exercise helps the body to work at its best.
- Encourage students to enjoy participating in fitness activities.

### ***Injury and Disease Prevention***

- List ways to help prevent accidents in the home.
- Describe appropriate steps to follow when escaping from a fire.

- Describe why it is important to keep strangers from one's home.
- Identify safety rules for swimming and boating activities.
- List bicycle safety rules for school, playground and community.
- Describe safety considerations when handling pets.
- Identify ways to use the Internet safely.
- Describe proper hand washing.
- Identify persons who may administer aid for an injury.
- Define the term "microorganism."
- List four of the body's natural defenses.
- Name two places where a person can get help to fight disease.
- Identify four health behaviors that are helpful in resisting disease.
- List good personal hygiene habits.
- Develop an understanding of the importance of good personal hygiene in the prevention of disease.

### ***Human Growth and Development***

- Develop a healthy respect for individual differences.
- Identify physical needs of people.
- Identify emotional needs of people.
- Identify ways of meeting people's emotional needs.
- List signs of a person with a positive self-image.
- Identify ways to develop a positive self-image.
- Explore positive qualities in others.
- Recognize that solving problems involves choices.
- Define self-image.

## ***Substance Abuse Prevention***

- Define medicines, over-the-counter preparations and prescription medicines.
- Describe safe uses of medicines.
- Explain the effect of caffeine on the body.
- List the harmful effects of tobacco and alcohol on the body.
- Explain the dangers of second-hand smoke.
- Recognize the harmful effects of marijuana on the mind, body and one's future goals.
- Describe ways to refuse all drugs.
- Identify healthy ways to have fun.
- List strategies to reduce potential risks for drug involvement.

## **How you can help your child with Health:**

- Discuss bicycle safety practices.
- Reinforce ways to prevent injuries.
- Practice emergency drills and procedures for your home.
- Include your child in meal planning and preparation.
- Model positive communication skills.
- Discuss and demonstrate respect for cultural diversity.
- Provide opportunities for children to make choices and experience the consequences of their choices.
- Talk with your child about alcohol and other drugs and the related risks.
- Model ways to resolve conflicts peacefully.

## **PE/Fitness**

### ***Physical Activity***

- Acquire basic skills to be applied to activities and games.

- Hand dribble and foot dribble a ball and maintain control while traveling within a group.
- While traveling, avoid or catch an individual or object.

### ***Human Movement***

- Recognize and apply the concepts of body space, effort and relationships in developing movement sequences and game strategies.

### ***Fitness***

- Meet and/or show improvement in all components of the health-related fitness standards as defined by the Connecticut Health-Related Fitness Assessments.

### ***Responsible Behavior***

- Develop skills needed for resolving conflicts.

### ***Respect for Differences***

- Recognize the contributions that individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) add to group activities.

### ***Benefits of Physical Activity***

- Experience enjoyment while participating in physical activity.
- Understand that practicing activities increases skill competence.
- Interact with peers while participating in group activities.
- Use physical activity as a means of self-expression.
- Try new activities.

### **How you can help your child with PE/Fitness:**

- Play games that increase heart rate significantly.
- Practice throwing, catching, kicking, dribbling and hitting skills.
- Organize a family exercise time using warm-up and cool down times.
- Encourage play with children of other cultures, genders and abilities.

- Attend a sporting event and discuss evidence of good sportsmanship.

## **LIBRARY/MEDIA**

- Distinguish between fiction and non-fiction.
- Recognize the elements/format of fiction call numbers
- Understand that fiction is arranged alphabetically by author's last name.
- Locate fiction and non-fiction literature.
- Recognize literary devices.
- Identify and describe specific sources of information.
- Identify parts of a book.
- Use advanced search features for the electronic catalog and online databases.
- Use source organizers to access information.
- Skim and scan to extract information.
- Evaluate information and sources.
- Demonstrate the ethical use of resources.

### **How you can help your child with Library/Media:**

- Read to and with your child.
- Keep appropriate reading materials readily available.
- Visit the public library.
- Read and discuss issues of interest from newspapers and note how the text is organized.

**Please see additional information and resources available on the Milford Public Schools website at [www.milforded.org](http://www.milforded.org)**