

Welcome to Fourth Grade!

This guide was created to provide an overview of the topics covered in Fourth Grade in the Milford Public School system. By no means does this guide include every topic; rather, it highlights the larger categories of instruction conducted throughout the course of the 4th Grade year. A complete description of the Fourth Grade curriculum is available on our website at www.milforded.org. We hope you find these resources helpful.

Vocabulary

- Identify synonyms and antonyms
- Predict meaning of unfamiliar words
- Use context clues to determine meaning of words
- Develop an interest in words through a variety of books

Word Identification

- Read with accuracy, appropriate speed, fluency and expression
- Use context clues to identify and self correct meaning of a word

Comprehension

- Form a general understanding of the meaning of the text
- Develop an interpretation of the text and be able to draw and/or support conclusions
- Make connections between text and the student's knowledge
- Understand how authors convey their message to the reader

Comprehension strategies include summarizing, connecting to prior knowledge, synthesizing, inferring, questioning, visualizing and predicting. The comprehension strategies are consistent across grade levels. However, each year the complexity of text increases.

Fluency

Fluency is the ability to read smoothly, easily and readily with freedom from word recognition problems. Students learn to:

- read at a rapid rate
- automatically recognize words
- phrase correctly.

Reading

In Milford, students in each grade level read a series of Core Books, that later are complemented by a series of Companion Books. In Fourth Grade, all students will read the following Core Books:

Sarah Plain and Tall
Connecticut
Shiloh

Then, based on reading ability, fourth grade students will read three of the following Companion Books:

Because of Winn Dixie *Strider*
Colonial Times *Stone Fox*
Dear Mr. Henshaw *Frindle*
Life in a Colonial Town
The Colony of Connecticut
Tales of a Fourth Grade Nothing

Students also read at least 3 additional leveled texts from the social studies program. Teachers will also assign additional titles throughout the year, based on the student's reading level, interest, and need. Students are also expected to read independently appropriate titles, selected from school, classroom and public libraries.

Writing

- Produce a well-organized, elaborated, expository and narrative piece of writing.
- Use all steps in the writing process.
- Use a dictionary, thesaurus, graphic organizers.
- Use correct punctuation, capital letters, agreement between subject and verb, and good sentence structure.

Spelling

- Spell weekly word list correctly.
- Spell homophones, contractions, calendar words, plurals, possessives and compound words correctly
- Apply knowledge of spelling patterns

Mathematics

- Master multiplication and division facts, 1-12
- Long division with 1- and 2-digit divisors
- Fractions: adding, subtracting, simplifying, making equivalent
- Identify geometric shapes
- Measurements (English and Metric)
- Solve problems, including multi-step problems
- Construct and use graphs
- Check reasonableness of answers using estimates.
- Money (counting and making change)

Social Studies

The major units in Social Studies are:
Exploring the United States
The Northeast/The Southeast
Colonization
Connecticut



Science

The four major science units are:

Motion and Design

Electric Circuits and Magnets

The Earth's Oceans

Animal Studies -- A Research Project

Health

Healthy and Active Lifestyle

Injury and Disease Prevention

Human Growth and Development

Substance Abuse Prevention

Visual Arts

Students attend Visual Art classes once a week for enrichment in the arts.

Music

Students attend Music classes twice a week. Fourth graders may participate in chorus. Additional opportunities in instrumental music and/or strings are available.

Library/Media Center

Students attend Library/Media Center instruction once a week as an extension of the literacy program.

Physical Education

Students attend Physical Education/Fitness once a week.

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. Harvey Polansky, Mr. Michael Cummings, and Mr. Philip Russell 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 Programs: Susan Kelleher, Director of Pupil Personnel Services
Regarding Employment: Wendy Kopazna, Director of Human Resources

How You Can Help Your Child

- Encourage your child to read daily and discuss books he/she is reading.
- Provide a dictionary and thesaurus and demonstrate use of spell check on the computer.
- Encourage your child to write often and in many different ways, including showing them examples of what adults write (grocery lists, thank you notes, directions).
- Review weekly spelling words.
- When shopping, allow your child to determine the correct change when making purchases.
- Use a calculator with your child to do household mathematics.
- Play games that require keeping score, and tracking time and money.
- Practice multiplication and division facts (to 12).
- Have your child practice telling time and keeping track of elapsed time.
- Encourage your child to read for pleasure in any area that matches his/her interest.
- Visit the Milford Public Library weekly.
- Explore Connecticut and the Northeast.
- Discuss current events and how they impact their lives now and in the future.
- Encourage your child's involvement in extra-curricular activities in the arts and in physical activities.
- Visit local museums, zoos, and aquariums.
- Discuss electrical safety at home and identify the use of electricity throughout the house.
- Contribute to your child's success in homework by providing a consistent place, by having a regular schedule, and by monitoring your child's homework.



A Parent's Guide to Fourth Grade

