Welcome to Grade 4!

Fourth grade is an important time in your child’s life. Your child is now an intermediate scholar. This guide provides an overview of the academic standards and social-emotional milestones that your child will experience this year. Academic standards are important because they help ensure that all scholars, no matter where they live, are prepared for success. Your child is now using reading to understand complex ideas and focusing on applying multiplication and division skills. This guide is meant to support you in understanding what your child is learning and ways you can speak with your child’s teacher.

Use this guide to help you speak with your child’s teacher about her or his progress and guide to help you speak with your child’s teacher. Use this guide to support you in understanding what your child is learning and ways you can get engaged in school and district.

Email or call your child’s teacher as soon as you have a concern; you do not need to wait for a scholar-led conference to speak with your child’s teacher.

• Talk with your school principal or family liaison about ways you can be connected and involved with the school.
• Stay informed with the FWPS Mobile App, FWPS and School Facebook and Twitter feeds, and Peach App.
• Sign up for ParentVue and view grades for assignments and overall courses.

• Notice of three days to catch up.
• For each day a scholar is absent it takes an average of three days to catch up.
• Scholars who maintain good attendance through all years of school: Develop good habits that contribute to success and in future careers
• Achieve grade level standard at a higher rate
• Graduate from high school at a higher rate
• Develop good habits that contribute to success in school and in future careers

For each day a scholar is absent it takes an average of three days to catch up.

The information contained in this handbook was current at the time of printing. Federal, state and local laws may influence updates to district policies and procedures, and the most current version can be found at www.fwps.org.

Q: Who do I contact if I have a concern about my child?
A: First, always contact your scholar’s teacher and discuss your concern. If your concern has not been fully addressed, you can contact the school’s family liaison or principal.

Q: How can I support my child in understanding multiplication and division?
A: Ask your child to sort things into equal groups (pairs of socks, types of blocks, game cards) and ask them to count by group. Ask your child to divide large groups of objects into smaller groups of the same number.

Social & Emotional grade 4 Milestones

• More individualistic
• Like to work with partner of choice—usually of same gender, may begin to form cliques
• Can work in groups but may spend more time arguing about facts, rules, directions than doing the activity
• Often feel wanted or anxious; need adult patience and clarity when giving directions or setting expectations
• Impatient; tend to give up on tasks; encouragement to try again builds up sense of competence
• Very self-critical; sarcastic humor from adults can be very hurtful
• Often complain about fairness issues; like to negotiate
• Critical of self and others (including adults)
• Can be sullen, moody, negative; often say “I hate it,” “It’s boring,” etc.

Getting Ready for Career & College

The ABCs

ATTENDANCE
Scholars who maintain good attendance through all years of school:

• Achieve grade level standard at a higher rate
• Graduate from high school at a higher rate
• Develop good habits that contribute to success in school and in future careers

For each day a scholar is absent it takes an average of three days to catch up.

BEHAVIOR
The purpose behind Culturally-Responsive Positive Behavioral Intervention & Supports (CR-PBIS) is to make schools more effective, efficient, and equitable learning environments for all scholars. By teaching scholars expectations and acknowledging positive behavior, adults increase the predictability, consistency, positive climate, and safety of all schools. Restorative Practices (RP) are included within the CR-PBIS framework to further establish relationships, address harm, and prevent escalation in scholar behavior. To learn more about CR-PBIS and RP at your school, contact your scholar’s teacher or principal.

COURSE PERFORMANCE

Grades 4-12: Passing an advanced course (AP, IB, CAMBRIDGE)
Grades 9: Passing grade 9 courses earning 8 credits
Grades 9-9: Passing Algebra 1
Grades 6-7: Passing ELA and math courses
Grades K-2: Learning how to read
Federal Way Public Schools does not discriminate in any programs or activities on the basis of race, color, national origin, sex, age, religion, or disability. The District provides equal access to the Boy Scouts of America and other designated youth groups. For more information: www.fwps.org

A GUIDE TO your scholar’s success

WAYS TO SUPPORT your scholar at home

- Ask your child to compare fractions. For example, “If one recipe calls for 3/4 a cup of sugar and another calls for 2/3, which has more? How do you know?”
- Many real-life scenarios allow us to interpret remainders! Ask students to think about questions like, “If 5 people each want 4 pieces of pizza and each pizza has 8 slices, how many pizzas do we need?”
- Focus on scholar cooperation to encourage scholars to learn from and help others
- Implement school-wide Positive Behavioral Intervention and Supports to grow intellectually
- Provide a welcoming environment with access to support scholars have high expectations and academic supports to grow intellectually
- Prioritize scholar voice and prior experiences shaping the learning and classroom culture
- Teach for understanding to assure scholars have high expectations and academic supports to grow intellectually
- Focus on scholar cooperation to encourage scholars to learn from and help others
- Implement school-wide Positive Behavioral Intervention and Supports to grow intellectually

FOCUS: Washington State History
- Different regions of the state: geography, topography, climate, and population distribution
- Natural resources impact state economy
- Focus on scholar cooperation to encourage scholars to learn from and help others
- Implement school-wide Positive Behavioral Intervention and Supports to grow intellectually

MATH

SEMINETER 1: SEPTEMBER–JANUARY
- Scholars solve multistep word problems including problems in which remainders are not interpreted. Example: There are 87 students going on a field trip. Each van holds 9 students. How many vans do they need?
- Scholars multiply multi-digit numbers using place value strategies. Example: What expression is equal to 11 × 2? A. (10 × 1) + (20 × 4) B. (10 × 1) + (20 × 4) C. (10 × 1) + (20 × 4) D. (10 × 1) + (20 × 4)

SEMINETER 2: FEBRUARY–JUNE
- Scholars explain and generate equivalent fractions using visual models. Example:
- Scholars compare two fractions with different numerators and different denominators. Example:

SCIENCE

- What are waves and what are some things they can do? What is energy and how is it related to motion? How is energy transformed? How can energy be used to solve a problem?
- What do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?

WAYS TO TALK to your child's teacher

- What is my child’s reading level? Is that level below, on, or above grade level?
- What is my child’s independent reading Power Goal? A Power Goal is a specific skill or strategy that your child is working on to move to the next reading level.
- How is my child progressing in terms of his/her strengths? What are areas to improve?
- How do my child’s assignments relate to the school standards? What are some examples of these?
- How is my child doing with homework?
- How is my child getting along with his/her classmates?
- How could I support my child at home?
- How can I support him/her at school?
- How is my child doing in the classroom?
- How can I help him/her with homework?
- What does my child need at home to support school learning?
- What is happening in class today? How was the lesson?
- What was the homework?
- Are there any special projects?
- What are some areas of improvement? What is my child learning in class this week?
- Are there any areas where my child needs extra support at home?
- How is my child doing with assignments?
- What are some ways I can support my child at home?
- How can I help my child learn at home?
- What is happening in class today? How was the lesson?
- What was the homework?
- Are there any special projects?
- What does my child need at home to support school learning?
- What is happening in class today? How was the lesson?
- What was the homework?
- Are there any special projects?
- What is my child learning in class this week?
- Are there any areas where my child needs extra support at home?
- What is happening in class today? How was the lesson?
- What was the homework?
- Are there any special projects?
- What does my child need at home to support school learning?
- What is happening in class today? How was the lesson?
- What was the homework?
- Are there any special projects?
- What is my child learning in class this week?
- Are there any areas where my child needs extra support at home?
- What is happening in class today? How was the lesson?
- What was the homework?
- Are there any special projects?
- What does my child need at home to support school learning?