



HUNTLEY 158 LEARNING GUIDE



ABOUT THIS GUIDE:

This guide was developed to provide families and caregivers with the information and tools they need to support their children socially and academically in school by highlighting the important work and learning of the grade. With these Guides, families can engage more deeply in their children's education, advocate for them, and build partnerships with their teachers - thus developing the strong bond between students, families, and teachers that ensures kids thrive.

GRADE 4

WHAT YOU WILL FIND IN THIS GUIDE:

- *What Your Child Should Know & Be Able To Do*
- *Everyday Activities to Support Learning at Home*
- *Understanding Education Words*

EXPECTATIONS FOR LITERACY



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- Write complete sentences and paragraphs with mostly correct spelling, grammar, and punctuation.
- Read 4th grade level texts accurately, smoothly and with expression, at an appropriate fluency rate.
- Ask and answer questions about stories and texts read independently.
- Use specific evidence to describe, to explain how ideas are connected, and to support inferences about the text.
- Use context to figure out the meaning of unknown words such as; words with multiple meanings, synonyms, antonyms, or figurative language in context.
- Link opinions and reasons using transition words and phrases to connect ideas (for example, “for instance,” “in order to,” “in addition,” “for example,” “also”).
- Demonstrate understanding of a text or about a topic. This can be in any form: speaking and conversation, illustrations, letters, journals, stories, posters, or essays.
- Verbally retell the text in their own words and write to tell about retell information learned from the text, by citing evidence.
- Write opinion, informative, and narrative pieces to convey information. Fourth graders should include an introduction, supply reasons, examples or details to support their topic that are supported by facts and evidence, use linking words to connect ideas (*for instance, in addition to*), and include a concluding statement or section.



HOW TO SUPPORT LEARNING AT HOME:

- Turn on the **closed captioning** while watching TV to allow your child to read along with the dialogue.
- Encourage your child each day to **choose a book they want to read on their own**. Reading a variety of books and articles over time is more important than the type of text. Let your child pick based on their interests and what makes them excited to read.
- Have **“book talk” conversations**. Ask your child to share the important ideas in their own words and show you what part of the text provided this information.
- **Pick a topic to learn about** together. Read books, look online, do things together. You can help your child build knowledge and develop a love of learning.
- Encourage your child to **use writing regularly** in the real world. This can include authentic writing (grocery lists, notes, chore lists, etc.) as well as writing in a journal, book response notebook, or other creative writing opportunities.

EXPECTATIONS FOR MATH



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- Using the four operations, students should solve multi-step word problems that use whole numbers. This can include problems where students make sense of remainders.
 - **For example**, “Four classes are going on a field trip. The classes each have 28 students. Buses hold 48 passengers. If all of the students, 4 teachers and 4 chaperones are going on the field trip, how many buses will they need?”
- Add and subtract multi-digit numbers ($23,647 - 5,265$).
- Multiply and divide multi-digit numbers ($1,638 \times 7$ or 24×17 ; $6,966 \div 6$).
- Understand and apply equivalent fractions (recognize that $\frac{1}{4}$ is less than $\frac{3}{8}$ because $\frac{1}{4}$ equals $\frac{2}{8}$, and two eighths are less than three eighths).
- Add, subtract, and multiply fractions in simple problems that can include fractions in context.
 - **For example**, you are going to make cookies for a party. You need $\frac{2}{3}$ cup sugar for one batch and decide to make 8 batches, so all your neighbors can have a cookie. How many cups of sugar do you need?
- Understand and explain simple decimals in terms of fractions (rewriting 0.62 as $\frac{62}{100}$.)
- Understand the difference between angle sizes, and measure an angle using a protractor.
- Solve problems using measurement and conversions in both the metric and customary system.
- Read, make, and interpret line plots. Solve problems using the data on a line plot.
- Classify and group shapes by their properties. **For example**, 4 sided shapes are quadrilaterals.



HOW TO SUPPORT LEARNING AT HOME:

- Practice **math facts** from all four operations.
- Practice **adding, subtracting, multiplying, and dividing (multi-digit numbers)**, two digits by two digits and up to four digits by one digit.
 - **For Example**: 32×68 ; $89/47$ and $1,200 \times 8$; $1,800/9$
- Practice **adding and subtracting fractions** with the same denominator
 - **For Example**: $4/10 + 3/10$; $56/100 - 22/100$
- **Play 2-digit multiplication or addition “War” with cards at home.**
 - **For Example**: Each person takes two number cards and multiplies or adds the numbers together. The person with the highest number wins and takes all the cards. Relate multiplication to an understanding of division ($9 \times 4 = 36$, therefore, 36 divided by 9 is 4), and addition to subtraction ($9+4=13$, therefore, $13-4=9$).
- Encourage a **positive mindset about mathematics** in the real world.
 - This can be done by cooking with your child and asking them to help you measure the ingredients for a recipe. This is a great way to apply fraction and measurement system concepts.
- Read **books about math** and talk about situations where students can use math in **real life**.

ALL STUDENTS ALWAYS

CHARACTERISTICS OF A SUCCESSFUL LEARNER IN FOURTH GRADE



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- **Identify and manage emotions and behavior, seeking help when needed.** This looks like:
 - Demonstrating appropriate ways to handle upsetting emotions
 - Distinguishing among intensity levels of an emotion
 - **Demonstrate organizational skills & uses classroom time productively, completing assignments with accuracy and effort.** This looks like:
 - Setting goals, dividing them into manageable steps, and monitoring progress towards the goals.
 - Learning to efficiently manage time and organize materials and giving your best effort.
 - **Respect the feelings and perspectives of others.** This looks like:
 - Being able to disagree with peers in a respectful manner
 - Understanding that others may feel differently from you about the same situation
 - **Apply appropriate problem solving skills.** This looks like:
 - Demonstrating constructive conflict resolution strategies
 - Explaining how resolving a conflict can strengthen a relationship
 - **Maintain healthy relationships with others by listening, communicating, and working collaboratively.** This looks like:
 - Demonstrating the steps of a decision-making process: define the problem, set a goal, identify solutions and the consequences of each, select the best solution and evaluate the results.
 - **Accept responsibility for actions and makes adjustments when appropriate.** This looks like:
 - Demonstrating ways to deal with upsetting emotions.
 - Demonstrating an awareness of how your behavior affects others
- See [*ISBE's learning expectations for additional ideas.*](#)



HOW TO SUPPORT THESE SKILLS AT HOME:

- Help kids see that everyone makes mistakes and the important thing is to learn from them, not dwell on them.
- Make sure to discuss that it's okay to fail. It's natural to want to protect your child from failure, but trial and error is how kids learn, and falling short on a goal helps kids find out that it's not fatal.
- Praise perseverance. Learning not to give up at the first frustration or bail after one setback is an important life skill. Confidence and self-esteem are not about succeeding at everything all the time, they're about being resilient enough to keep trying, and not being distressed if you're not the best.
- Set goals. Articulating goals, large and small, and achieving them makes kids feel strong.
- Expect them to pitch in. They might complain, but kids feel more connected and valued when they're counted on to do age-appropriate jobs.
- Limit screen time. The American Academy of Pediatrics recommends no more than 1.5-2 hours of total screen time each day. Studies have shown that excessive screen time can lead to emotional dysregulation and negatively impact academics (*Ed. Tech 2023*).

ALL STUDENTS ALWAYS

EXPECTATIONS FOR SPECIALS



EXPECTATIONS IN ART:

- **Create** artwork that is meaningful to the maker and demonstrates quality craftsmanship in an artwork.
- **Utilize** & care for materials in a manner that promotes safety and respect.
- **Create** an artist statement using art vocabulary to describe personal choices in art-making.
- **Respond** to art by identifying the focal point or point of interest in artwork.
- **Understand** *Foreground, Middle ground, and Background.*



EXPECTATIONS IN MUSIC:

- **Improvise** through singing, movement, classroom percussion instruments and body percussion.
- **Create and perform** melodic and rhythmic patterns using standard notation in the treble clef, including accidentals.
- **Create and perform** standard notation on the recorder.
- **Examine** how the elements of music give clues to a composer's intent and utilize those elements to express intent in their own compositions.
- **Explore** the cross-curricular relationships between music, other arts, and the world around them.

EXPECTATIONS FOR SPECIALS



EXPECTATIONS IN PHYSICAL EDUCATION:

- **Perform** motor skills of dribbling a basketball and striking with a racket or paddle.
- **Use** locomotor skills with rhythm and timing of jump rope and dance.
- **Combine** locomotor skills like running, with motor skills like dribbling a basketball.
- **Complete** the fitness assessments (push-ups, curl-ups, mile run/pacer, sit & reach) and be able to identify strengths and weaknesses.
- **Identify** the components of fitness. (Muscular endurance and strength, Cardiovascular endurance, & Flexibility.)



EXPECTATIONS IN EXPLORE:

- **Use scientific reasoning** to ask questions, make observations, and investigate ideas to acquire knowledge of phenomena and solve problems: Collaborate and communicate effectively for specific purposes.
- **Make and use** a model to test a design or aspects of a design, and to compare the effectiveness of different design solutions, observe how potential energy is stored in many ways and released as kinetic energy, describe how forces transfer energy during a collision, and list ways in which energy can be transferred
- **Obtain and combine** information from books and other reliable media to explain phenomena, investigate the impact of human activity on the environment, explain how natural hazards can impact natural resources, and evaluate a solution through observations and/or measurements and consider what revisions to the initial solution are needed.
- **Describe** how internal and external parts of computing devices function to form a system, demonstrate the correct use of the coordinate system when moving objects in a block-based coding platform, test and debug (identify and fix) a program or algorithm to ensure it runs as intended, and brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.

ALL STUDENTS ALWAYS

EDUCATION WORDS IN FOURTH GRADE



Affixes

Affixes are an additional element placed at the beginning or end of a root or base word, or in the body of a word, to modify its meaning. Prefixes may be added to the beginning of a word, while suffixes may be added to the end.

Antonyms

Antonyms are words that mean the opposite. “Big” and “little” are antonyms.

Context Clues

Context clues are a skill that readers use to figure out the meaning of unknown words from looking at the words around it. By looking at the words or sentences that come before and after the word in question, we can use clues to unlock the meaning.

Fluency

The ability to read with speed, accuracy, and proper expression that shows comprehension of what is being read.

Homograph

Homographs are two or more words that are spelled the same but have different meanings. For example, *jam* is a fruit spread, but *jam* can also mean to push something into a tight space.

Similes

A comparison of two unlike things using the word *as* or *like* (for example, “cool *as* a cucumber”).

Synonyms

Synonyms are words that mean the same thing. “Big” and “enormous” are synonyms.

Text sets

Text sets are carefully grouped sets of texts and media resources focused on a specific topic designed to help all learners build background knowledge and vocabulary through a lot of reading on science, social studies, and other high-interest topics.

EDUCATION WORDS IN FOURTH GRADE



Text Structure

Text structure refers to the way a story is arranged when it's written. The arrangement of the story depends on the information that's being shared. Text structures include, cause & effect, compare & contrast, description, problem & solution, and sequence/chronological order.

Angle

A figure made up of two rays that share the same endpoint.

Acute, Obtuse ,and Right Angles

An angle that measures *less* than 90 degrees is an acute angle. An angle that measures *greater* than 90 degrees is obtuse. An angle *with* a measurement of 90 degrees is a right angle.

Factor pair of a whole number

A pair of whole numbers that multiply to result in that number. For example, 5 and 4 are a factor pair of 20.

Prime number

A whole number that is greater than 1 and has exactly one factor pair: the number itself and 1.

Multiple of a number

The result of multiplying that number by a whole number. For example, 18 is a multiple of 3, because it is a result of multiplying 3 by 6.

Dividend

The number being divided. For example, when 37 is divided by 5, we call 37 the dividend.

Remainder

The number left over when we take away as many equal groups as we can from a number.

Common denominator

The same denominator in two or more fractions. For instance, $\frac{1}{4}$ and $\frac{3}{4}$ have a common denominator.