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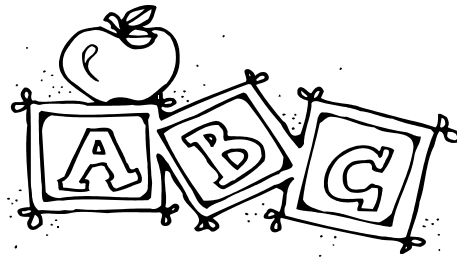
Making the Connection....

Grade

4

Superintendent of Schools

Christopher Steinhauser



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How Parents Can Help at Home

Long Beach Unified School District

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Our Mission Statement

The mission of the Long Beach Unified School District is to insure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.

Websites and Phone Numbers

Long Beach Unified School District:
(562) 997-8000 *or* www.lbUSD.k12.ca.us

Main Library:
(562) 570-7500 *or* www.lbpl.org

California Department of Education:
www.cde.ca.gov

4th Grade Textbooks

- Open Court Reading, SRA McGraw-Hill 2002
- Open Court Spelling & Vocabulary, SRA McGraw-Hill 2002
- Language Arts Handbook, SRA McGraw-Hill 2002
- Houghton Mifflin Mathematics, Houghton Mifflin 2002
- Adventures in Time and Place, Macmillan McGraw-Hill 1999
- Houghton Mifflin Discovery Works, Houghton Mifflin 2000
- Portfolios, Barrett Kendall Publishing
- The Music Connection, Silver Burdett Ginn

Computer Software for Your Child...

Reading Programs

“Orchard for California” 4-6

“Cornerstone Reading” 4-8

Writing Programs

“Kidspiration” 4-5

“Writing Trek” 4-6

Math Programs

“Larson’s Elementary” 4-6

“Math Blaster” 4-5

“Math Blaster” (PreAlgebra), 5

“Destination Math: Grade 4-8”

“Graph Master” 4-8

“Fractions” 4-7

Research Programs

“Grolier’s Encyclopedia” K-12



Dear Parent/Guardian:

Welcome to the new school year. We are looking forward to continued academic success for all students in the Long Beach Unified School District.

The purpose of this grade level pamphlet is to both acquaint you with the major areas of study your child will experience throughout the school year and to offer helpful hints regarding how you can assist and enrich their learning experiences at home. Listed below are the highlighted areas addressed in this pamphlet.

- A sampling of grade level specific California Content Standards in the core curricular areas
- Comprehension questions to ask your child after reading at home
- Study skills to assist your child in obtaining academic success
- Academic software to enhance the curriculum
- Places to visit with your child to enrich their grade level curriculum
- A glossary of academic terminology that you may hear from your child or child’s teacher throughout the school year
- A summary of the LBUSD’s Homework Policy
- A list of common textbooks for each grade level

As dedicated and professional educators, we are proud to offer you this pamphlet as a tool to better help your child toward further academic success.

Sincerely,

Christopher Steinhauser

Note: All content standards listed in this brochure have been paraphrased from the California Department of Education standards document to give caregivers a general idea of grade level curriculum. Please refer to www.lbusd.k12.ca.us for a complete list.

Language Arts Content Standards

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- * Apply knowledge of word origins, derivations, synonyms, antonyms, idioms, common roots, and affixes to determine the meaning of words and phrases.
- * Use knowledge to analyze the meaning of complex words (e.g., international).
- * Read aloud narrative and expository text fluently and accurately; with appropriate pacing, intonation, and expression.
- * Distinguish and interpret words with multiple meanings.

2.0 Reading Comprehension

- * Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- * Compare and contrast information on the same topic after reading several passages or articles.
- * Distinguish between cause and effect and between fact and opinion in expository text.
- * Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

3.0 Literary Analysis

- * Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
- * Identify the main events of the plot, their causes, and the influence of each event on future actions.
- * Compare and contrast tales from different cultures.
- * Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literature.

1.0 Writing

- * Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- * Create multiple-paragraph (using correct indentions) compositions complete with an introductory paragraph, supporting paragraphs with simple facts, details, and explanations, concluding with a paragraph that summarizes the main points.
- * Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- * Write fluidly and legibly in cursive or joined italic.
- * Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

2.0 Writing Applications

- * Write narratives, responses to literature, information reports, and summaries.

Questions to Ask Your Child After Reading:

Fiction

- This story is most like a _____.
(fable, fairy tale, tall tale, etc.)
- What would be the best title for this story?
- What probably happens next in the story?
- On page ____, what does the word _____ mean?

Non-Fiction

- The article was written mainly to _____?
- The article says, “_____”. Write one thing you learned from the text that supports this sentence.
- Based on the information in the article, why _____?
 - What is _____? How do _____?
- On page _____, what does the word _____ mean?

Examples of 4th Grade Literature

Listed below are examples of excellent books and authors that you might enjoy reading with your child at home. For many more examples, check out **LBUSD's website!**

- Frindle by Andrew Clements
- Matilda by Roald Dahl
- Pecos Bill by Steven Kellogg
- Babe: The Gallant Pig by Dick King-Smith
- Class President by Johanna Hurwitz
- In the Year of the Boar and Jackie Robinson
by Bette Bao Lord
- A Pizza the Size of the Sun by Jack Prelutsky
 - Mojave by Diane Siebert

Study Skills for your 4th Grader:

- *Establish a regular routine for homework time and place.*
 - *Provide a quiet and well lit area for studying.*
 - *Encourage your child to read and write for pleasure.*
 - *Provide reference materials such as a dictionary, thesaurus, encyclopedias, and computer internet access (most libraries offer internet access with a library card) for a curious mind.*
- *Prompt your child to ask questions about the material before, during and after they read.*

LBUSD Homework Policy

In summary, LBUSD believes that homework is an important part of the educational program at each grade level. Homework assignments which are meaningful and have a clear purpose offer you a key communication tool about your child's attainment of the content standards. Please encourage your child to do homework independently but be available if needed to advise and help so that they can continue to work independently. Each grade level has recommended daily times for homework. Your fourth grader will have approximately 40-60 minutes of homework daily or a total of 240 minutes weekly.

Looking for an educational excursion for your 4th grader?

Bowers Museum (KIDSEUM):

(714) 567-3695

Cerritos Public Library: (565) 916-1350

Mission San Juan Capistrano:

(949) 234-1300

Mission San Diego: (619) 281-8449

Mission San Fernando: (818) 361-0186

Mission San Gabriel: (626) 457-3048

1.0 Written and Oral Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level (i.e. sentence structure, grammar, punctuation, capitalization, spelling).

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing and intonation.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

Mathematics Content Standards

Number Sense

- 1.0 Students understand the place value of whole numbers (to millions) and decimals (to two decimal places) and how whole numbers and decimals relate to simple fractions. Students use concepts of negative numbers.
- 2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals (i.e. estimating, computing, and rounding)
- 3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand these relationships.
- 4.0 Students know how to factor small whole numbers.

Algebra and Functions

- 1.0 Students use letters, boxes, or other symbols to stand for any number in simple expressions or equations, use parentheses to indicate which operation to perform first, use and interpret formulas (i.e. $\text{area} = \text{length} \times \text{width}$ or $A = lw$).
- 2.0 Students know how to manipulate equations.

Measurement and Geometry

- 1.0 Students understand perimeter and area.
- 2.0 Students use coordinate grids to represent points and graph lines and simple figures
- 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems (i.e. identify lines that are parallel and perpendicular, radius and diameter in a circle, congruent figures)

Statistics, Data Analysis, and Probability

- 1.0 Students organize, represent, and interpret numerical and categorical data by formulating survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.
- 2.0 Students make predictions for simple probability situations.

Mathematical Reasoning

- 1.0 Students make decisions about how to approach problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 2.0 Students use strategies, skills, and concepts in finding solutions.
- 3.0 Students move beyond a particular problem by generalizing to other situations.

Science Content Standards

Physical Science

Your fourth grader will learn that electricity and magnetism are related effects that have many useful applications in everyday life. This may include designing and building simple series and parallel circuits or building a simple compass.

Life Science

Your fourth grader will learn that all organisms need energy and matter to live and grow. Vocabulary in this area includes producers, consumers, food chains, microorganisms and ecosystems.

Earth Science

Your fourth grader will learn that the properties of rocks and minerals reflect the processes that formed them. For example, students will be able to identify igneous, sedimentary, and metamorphic rocks.

Investigation and Experimentation

Your fourth grader will be able to distinguish the difference between observation and inference by measuring and estimating the weight, length, or volume of objects; conducting multiple trials to test a prediction and draw conclusions; and following a set of written instructions for a scientific investigation.

Visual & Performing Arts Content Standards

Dance: Demonstrate mental concentration and physical control in performing dance skills; demonstrate the ability to use smooth transitions when connecting one movement phrase to another.

Music: Sing various kinds of music and use classroom instruments to play melodies and accompaniments from varied genres of music. Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

Theatre: Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California and recognize key developments in the entertainment industry in California (i.e. silent movies, animation, interactive video).

Visual Arts: Identify how various cultures define and value art differently and describe how the individual experiences of an artist may influence the development of specific works of art.

History/Social Science Content Standards

- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
- 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Physical Education Content Standards

Motor Learning: Students develop effective movement skills.

Biomechanics: Students demonstrate an understanding of the fundamentals of movement.

Exercise Physiology: Students achieve and maintain a health enhancing level of physical fitness.

Exercise Physiology: Students develop the skills, knowledge, and interest to independently maintain an active lifestyle.

Human Growth and Development: Students demonstrate an understanding of the stages of growth and development and their effect on performance.

Physiology: Students demonstrate knowledge, acceptance and appreciation for differences among themselves and others in regard to abilities and achievements.

Aesthetics: Students will develop a sense of appreciation and aesthetic pleasure of movement as a performer and as an observer.

Sociology: Students demonstrate appropriate social behaviors by respecting others, appreciating diversity and recognizing the importance of understanding other cultures.

Historical Perspectives: Students demonstrate an understanding of the various influences on the evolution of a movement related activity.
