

# Peninsula School District

## Elementary Schools

Artondale Elementary	253-530-1100
Discovery Elementary	253-530-1200
Evergreen Elementary	253-530-1300
Harbor Heights Elementary	253-530-1800
Minter Creek Elementary	253-530-4300
Purdy Elementary	253-530-4600
Vaughn Elementary	253-530-4700
Voyager Elementary	253-530-4800

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Please visit our website at [www.psd401.net](http://www.psd401.net) for more information and ideas regarding parent resources and curriculum in Peninsula School District.

April, 2009

# Fourth Grade

## Parent Guide for Curriculum in the Peninsula School District



*Students Learning...  
Teachers Teaching*

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## A Message to Parents

The goal of this guide is to assist parents in supporting the learning of their children.

It provides information regarding what students are expected to learn at each grade level. This resource provides ideas for what parents can do at home to support the learning goals.

Skills will be introduced at various times throughout the school year. For concepts already taught, practice and review at home is valuable.

Parents and teachers share a tremendous and wonderful responsibility. Together they can provide the motivation for students to work hard and foster the desire to learn.

The Peninsula School District believes in the abilities of our students to achieve the high standards that have been set for them. The partnership of parents, teachers, and community is crucial for student success.

Together we can make a difference for every child.

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Information in this booklet was gathered from various services including the Washington State Essential Academic Learning Requirements (EALRs) and several school districts throughout the state.



## Washington State Learning Goals

- GOAL 1**      *Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;*
- GOAL 2**      *Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;*
- GOAL 3**      *Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and*
- GOAL 4**      *Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.*

# COMMUNICATION

## Washington State Grades K-10 Essential Academic Learning Requirements (EALRs)

### Students Will . . .

1. Use listening and observation skills to gain understanding
  - ☎ focus attention.
  - ☎ listen and observe to gain and interpret information.
  - ☎ check for understanding by asking questions and paraphrasing.
2. Communicate ideas clearly and effectively
  - ☎ communicate clearly to a range of audiences for different purposes.
  - ☎ develop content and ideas.
  - ☎ use effective delivery of speech.
  - ☎ use effective language and style.
  - ☎ effectively use action, sound, and/or images to support presentations.
3. Use communication strategies and skills to work effectively with others
  - ☎ use language to interact effectively and responsibly with others.
  - ☎ work cooperatively as a member of a group.
  - ☎ seek agreement and solutions through discussion.
4. Analyze and evaluate the effectiveness of formal and informal communication
  - ☎ assess strengths and need for improvement.
  - ☎ seek and offer feedback.
  - ☎ analyze mass communication.
  - ☎ analyze how communication is used in career settings.

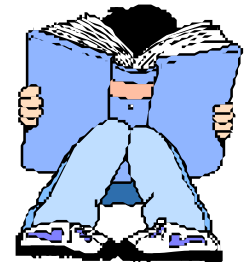


### Ways Parents Can Help

- ☎ Be your child's audience when they practice for oral reports. Assist them with projection and volume of their voice, posture, eye contact and facial expression.
- ☎ Share your points of view with your child and encourage your child to state his/her opinions.
- ☎ Encourage your child to use correct grammar when speaking.
- ☎ With your child, tell each other about what happened during the day.
- ☎ Provide opportunities for your child to participate in family projects and problem solving. Ask your child to solve problems and offer possible solutions.
- ☎ Provide opportunities for your child to interact and have discussions with people of all ages and cultures.
- ☎ Provide opportunities to visit museums, parks, zoos, aquariums, cultural events and discuss them with your child. Have your child connect what they saw to what they have learned in school.
- ☎ Encourage your child to participate in group discussions.

## What Parents Can do to Support The Learning Process

1. Prepare your children to learn. Let them know that school and learning are important and that parents are important partners.
2. Talk often about what is happening in school. Ask specific questions about schoolwork, teachers, and activities.
3. Attend events at your child's school. Back-to-school events, parent/teacher conferences, and other activities give parents a chance to get to know the teacher and to support their students.
4. Create a good learning environment at home. Support and reinforce what is being taught in the classroom. Ask questions that may have more than one answer. Provide supervision for the completion of homework assignments.
5. Visit community resources including libraries and museums. Explore cultural events. Take advantage of varied learning opportunities in the community.
6. Set high expectations and praise children often.
7. Limit television and video games.
8. Be involved in your school by volunteering or assisting teachers in other ways.
9. Allow your child to see you read, write, and use mathematics for pleasure as well as necessity.
10. Read with and to your child daily, no matter his/her age.




# READING

## Washington State Grades K-10

### Essential Academic Learning Requirements (EALRs)

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. Students read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Skills and Strategies	Oral Reading	Comprehension
<ul style="list-style-type: none"> <li>Identifies main ideas or messages of text and evaluates how these influence meaning and the reading</li> <li>Selects and uses synonyms and antonyms for adjectives, adverbs, verbs</li> <li>Reruns and self-corrects over longer passages and on a range of writing forms</li> <li>Identifies similes and metaphors and provides alternatives</li> <li>Identifies importance of setting in terms of characters and actions</li> </ul>	<ul style="list-style-type: none"> <li>Uses pace and intonation to reflect purpose and meaning when reading to others</li> </ul>	<ul style="list-style-type: none"> <li>Summarizes orally and in writing information gained from text and/or illustrations</li> <li>Gathers and synthesizes information from paragraphs and longer texts and from a variety of sources</li> <li>Identifies author's intention and purpose for writing</li> </ul>
Reads Different Materials for a Variety of Purposes	Research Skills	Effort
<ul style="list-style-type: none"> <li>Uses charts and tables to read and present new information, comparing, recording, summarizing, or reorganizing</li> <li>Uses library for specific purposes as well as for browsing</li> <li>Uses reading to explore ideas and gain new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Gathers and synthesizes information from paragraphs, longer texts and a variety of sources (e.g. reference material and technical texts)</li> <li>Justifies stance on authenticity of text</li> <li>Considers how different text forms present a different view or emphasis on the same theme</li> <li>Uses tables and charts to gather information</li> </ul>	<ul style="list-style-type: none"> <li>Reads independently</li> <li>Participates in reading experiences</li> <li>Shows interest in improving reading skills</li> </ul>

 The above criteria match the expectations listed on the fourth grade report card

# VISUAL ARTS AND MUSIC

## Ways Parents Can Help

### VISUAL ARTS

- Encourage your child to experiment with different color schemes in his/her artwork.
- Have your child draw compositions with foregrounds, middlegrounds and backgrounds.
- Encourage your child to keep a sketchbook to make sketches or shadow drawings while walking around home or in the neighborhood.
- Walk with your child around your home and neighborhood and look for geometric shapes of objects found in the environment.
- Encourage your child to draw friends and family members in action; reading, walking or riding a bike.
- Sit down with your child and look through books for portraits, landscapes, still lifes, and sculptures. Discuss what sensory and formal properties of art you see.
- Encourage and provide opportunities for your child to create artwork to be given as gifts to family members and friends.
- Using art prints, sculptures, objects and the surrounding world observe details of color and form with your child.
- Provide opportunities for your child to learn about professional artists' work through books and visits to art museums, art shows, galleries, special exhibitions, malls, etc. Have your child observe and discuss the artworks.

### MUSIC

- Sing together with your child and ask your child to write the notes on a music staff. Then identify their alphabet name.
- Challenge your child to write new lyrics to a familiar song and perform the new lyrics for the family. Encourage your child to perform music with his/her own personal expression and style.
- When listening to music with your child, have him/her identify instruments heard. Ask your child, "Do you hear a guitar or violin?" "Is that a trumpet or a clarinet?"
- Challenge your child to create rhythm patterns using stomps for accented sounds and claps for the non-accented sounds.
- When listening to music, have your child identify the introduction, main theme, ending, etc.



# VISUAL ARTS AND MUSIC

Washington State Grades K-10

## Essential Academic Learning Requirements (EALRs)

### Students Will . . .

1. Understand and apply arts knowledge and skills
  - ♪ understand arts concepts and vocabulary.
  - ♪ develop arts skills and techniques.
  - ♪ understand the history and traditions of the arts in various cultures.
  - ♪ apply audience skills in a variety of arts settings and performances.
2. Demonstrate thinking skills using artistic processes
  - ♪ apply a creative process in the arts.
  - ♪ apply a performance process in the arts.
3. Communicate through the arts
  - ♪ use the arts to express and present ideas and feelings.
  - ♪ use the arts to communicate for a specific audience and purpose.
  - ♪ evaluate the effectiveness of art presentations of self and others using a responding process.
  - ♪ analyze dance, music, theatre, film, television, electronic media and visual arts encountered in daily life.
4. Make connections within and across the arts, to other disciplines, cultures, life, and work
  - ♪ demonstrate and analyze the connections among the arts disciplines.
  - ♪ demonstrate and analyze the connections between the arts and other content areas.
  - ♪ apply aesthetic criteria to personal and community decision making.
  - ♪ understand the influence of the arts in shaping and reflecting cultures and history.
  - ♪ understand the influence and role of the arts in the world of work.



## Ways Parents Can Help

- 📖 Increase the time allotted for your child to do silent reading.
- 📖 Have your child use computer menus, searches and icons.
- 📖 Together look up new words in the dictionary and make a family list of these new and interesting words. Encourage your child to use a new word in context several times to reinforce its meaning.
- 📖 Provide reference materials at home such as dictionaries, thesauruses, CDs and atlases.
- 📖 Make regular library visits a part of your family routine and discuss with your child why he/she chose a particular book. Create a home library for your child.
- 📖 Encourage your child to talk about reading goals. Revise those goals from time to time.
- 📖 Set up a daily family reading time. Read and enjoy books with your child. Take turns reading. Emphasize improvement in phrasing, fluency and style.
- 📖 Reinforce the importance of books by buying books as presents for family members and friends. Let your child help you choose them.
- 📖 Remember when a child is reading, if he/she stumbles over five or more words on a page, the book may be too hard to read alone.
- 📖 Encourage your child to read with you chapter books, or those that are broken up into short sections, one chapter each night.
- 📖 Reinforce the importance of reading by letting your child see you and other members of the family enjoy reading on a regular basis.
- 📖 When reading with your child help him/her to locate and identify various text features such as appendices, forewords, directions, codes, abbreviations, dashes, computer menus, searches and icons.
- 📖 Help your child learn more about favorite authors through the use of videos, books, magazine articles or the internet.
- 📖 Encourage your child to read a variety of fiction including comics, cartoons and historical and contemporary short stories and novels.
- 📖 Encourage your child to read a variety of non-fiction including autobiographies, atlases, newspapers, magazines, memos, directories, phone books, schedules and business letters.



# WRITING

We teach and assess the Six Traits of Writing in our classrooms.

The Traits are:

**Ideas:** Does the message make sense and are there details?

**Organization:** Is there a beginning and ending? Does the sequencing make sense?

**Voice:** Does the writing have personality and pizzazz? Does it show individuality?

**Word Choice:** Are words used correctly? Are new words attempted? Are lively verbs used?

**Sentence Fluency:** Do the sentences hang together? Do they have a rhythm and flow?

**Conventions:** Are capitals, punctuation, and readable spelling used? These should be appropriate to the child's developmental level; i.e., depending on whether she/he is a kindergartner or third grader.



## WRITING

Washington State Grades K-10

### Essential Academic Learning Requirements (EALRs)

In the fourth grade, students become more aware of the conventions of writing and of language usage. They are able to select and sometimes adapt basic forms and conventions to meet specific requirements. Their understanding and use of figurative language introduces imagery and tension to their writing. Informational and task-oriented writing reflects understanding of a specific purpose, often requiring gathering and synthesizing information from a number of sources to express and justify an opinion.

WRITES CLEARLY AND EFFECTIVELY	UNDERSTANDS AND USES CONVENTIONS	UNDERSTANDS AND USES WRITING PROCESS
<ul style="list-style-type: none"> <li>Increases range of topics, but writing shows preference</li> <li>Identifies time and setting and refers to those beyond introductory sections when narrating story or event</li> <li>Uses transitional phrases and sentences to connect episodes, descriptions, explanations, or fact</li> </ul>	<ul style="list-style-type: none"> <li>Spells most grade-level words accurately (though often exhibits some carelessness in verbs and tenses)</li> </ul>	<ul style="list-style-type: none"> <li>Gathers information and takes notes as part of prewriting and drafting</li> <li>Works for accuracy and detail at draft stage</li> <li>Uses more than one reference when editing - including dictionary, books, simple thesaurus</li> </ul>
WRITES IN A VARIETY OF FORMS	HANDWRITING	EFFORT
<ul style="list-style-type: none"> <li>Includes more specialized vocabulary in informational writing</li> <li>Uses adjectives, adverbs, and some similes and metaphors to form imagery or provide details</li> </ul>	<ul style="list-style-type: none"> <li>Uses legible, cursive handwriting in upper and lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>Writes independently</li> <li>Participates in writing experiences</li> <li>Shows interest in improving writing skills</li> </ul>

*The above criteria match the expectations listed on the fourth grade report card*

# HEALTH AND FITNESS

Ways Parents Can Help



- 🚲 Walk, hike, climb, jog or bicycle with your child.
- 🚲 Encourage your child to exhibit good sportsmanship when playing on a team.
- 🚲 Have your child help you plan meals, using the food pyramid as a guide.
- 🚲 Discuss with your child food labels, ingredients and nutritional content.
- 🚲 Discuss with your child ways germs can be transmitted and ways to prevent that from occurring.
- 🚲 Encourage strength building exercise.
- 🚲 Encourage your child to make up a dance or ball routine.
- 🚲 Review with your child your home emergency plan and practice it regularly.
- 🚲 Share with your child how you make healthy choices.
- 🚲 Discuss with your child about the need to try all activities, play fair, and cooperate with others.
- 🚲 Ask your child and discuss how his/her actions could affect someone else.



# HEALTH AND FITNESS

Washington State Grades K-10

## Essential Academic Learning Requirements (EALRs)

### Students Will . . .

1. Acquire the knowledge and skills necessary to maintain an active life--movement, physical fitness, and nutrition
  - Y develop fundamental physical skills and progress to complex movement activities as physically able.
  - Y incorporate rules and safety procedures into physical activities.
  - Y understand the concepts of physical fitness and develop and monitor progress on personal fitness goals.
  - Y understand nutrition and food nutrients and how they affect physical performance and the body.
2. Acquire the knowledge and skills necessary to maintain a healthy life
  - Y recognize patterns of growth and development, reduce health risks, and live safely.
  - Y understand the transmission and control of communicable and non-communicable diseases.
  - Y acquire skills to live safely.
3. Analyze and evaluate the impact of real-life influences on health
  - Y understand how environmental factors affect one's health.
  - Y gather and analyze health information.
  - Y use social skills to protect health and safety in a variety of situations.
  - Y understand how emotions affect decision-making.
4. Analyze health and safety information to develop health and fitness plans based on life goals
  - Y assess needs and resources.
  - Y develop a health and fitness plan and a monitoring system.



# WRITING

## Ways Parents Can Help

- ✎ Encourage your child to keep a writer's notebook including a list of topics and ideas for future writing.
- ✎ Encourage writing by letting your child see you write regularly with enjoyment and for communication with others.
- ✎ Work with your child to help him/her seek input in his/her writing. Encourage reading his/her work several times before editing.
- ✎ Encourage your child to try out descriptive words (adjectives and adverbs) and varied vocabulary in his/her writing.
- ✎ Challenge your child to write a persuasive note to you to explain why he/she needs a particular item.
- ✎ Share different kinds of writing pieces with your child, such as newspaper articles, business letters, journals, etc.
- ✎ Make a collection of your child's favorite writings in a folder or book and read them together regularly to encourage more writing.
- ✎ Provide different types of literature for your child, such as tall tales, comics, essays, poetry and other books that interest your child and family. Let your child freely explore a variety of books.
- ✎ Provide a dictionary and thesaurus for your child to check spelling and look up new words for writing.
- ✎ Discuss with your child his/her writing, what he/she likes or dislikes about it, and how he/she can improve the writing piece. Talk about its effectiveness (the word choice in an advertisement, the voice of a letter, the details in a news article).
- ✎ Discuss with your child a piece of writing and what you both like and dislike about it and why. Such writings could be stories, letters, and books you have read together.
- ✎ Encourage legible writing from your child.



# MATHEMATICS

## Washington State Grades K-10 Essential Academic Learning Requirements (EALRs)

In fourth grade, students become proficient with multiplication and division of whole numbers, while developing an understanding of fractions and decimals. In measurement, they develop an understanding of area. The concept of probability as chance is developed and fourth graders continue to expand their understanding of statistics using graphing and measures of central tendency. Students refine their estimation skills for computation and measurement and develop an understanding of the relationships between and among two-dimensional (plane) figures. They graph points in the first quadrant on coordinate plane and extend and duplicate patterns. Students recognize geometric transformation, such as a reflection (flip) and a translation (slide). **Students will . . .**

Number Sense	Measurement	Geometric Sense
<ul style="list-style-type: none"> <li>Compare the values represented by digits using place value</li> <li>Multiply by 10, 100 and 1,000</li> <li>Represent multiplication of two digit by two digit numbers</li> <li>Identify factors and multiples of a number</li> <li>Solve multiplication and division problems in context</li> <li>Represent, read, write, compare and order decimals and fractions</li> <li>Convert fractions to decimals, simplify and round fractions and decimals, write equivalents</li> <li>Apply estimation strategies to check for reasonableness of an answer</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and determine elapsed time</li> <li>Convert units with the customary or metric measurement system</li> <li>Determine the area and perimeter of squares and other rectangles using formulas or approximate the area of two dimensional figures</li> <li>Use estimation strategies when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Determine congruence of two dimensional figures</li> <li>Draw and identify points on a coordinate grid using ordered pairs</li> </ul>
Probability and Statistics	Algebraic Sense	Computation
<ul style="list-style-type: none"> <li>Describe the likelihood of events</li> <li>Determine a simple probability from a context, organize the results of probability experiments and interpret the results</li> <li>Determine, explain &amp; use the median, mode and range of data</li> </ul>	<ul style="list-style-type: none"> <li>Extend, describe or construct a pattern of numbers or develop a rule for a pattern</li> <li>Explain &amp; use the symbols of =, ≠, &lt;, &gt; in equations or inequalities</li> <li>Explain or represent a variable or unknown in an equation</li> </ul>	<ul style="list-style-type: none"> <li>Quickly and accurately recall multiplication and related division facts through 10 × 10</li> <li>Fluently multiply up to a three digit number by one and two digit numbers accurately</li> </ul>
Problem Solving and Communicating Mathematically		Effort
<ul style="list-style-type: none"> <li>Identify the question asked in a problem</li> <li>Identify necessary and unnecessary information</li> <li>Select from a variety of problem solving strategies and use one or more strategies to solve a problem</li> <li>Describe how a problem is solved</li> <li>Analyze and evaluate whether a solution to a problem is reasonable</li> <li>Summarize mathematical information, draw conclusions and explain reasoning</li> </ul>		<ul style="list-style-type: none"> <li>Persevere and does not give up</li> <li>Be flexible and willing to try different approaches to solve problems</li> <li>Extend thinking beyond minimum requirements</li> </ul>

The above criteria match the expectations listed on the fourth grade report card.

# SOCIAL STUDIES

## Ways Parents Can Help

- ✦ Using a Washington State map have your child identify the regions and major landforms in the state.
- ✦ Discuss with your child how changes in logging, fishing, art craft, industries, etc., have changed through time.
- ✦ Play travel games using maps, a globe, and a toy plane or car. Have your child note directions traveled between cities, states, etc.
- ✦ With your child calculate distances between cities; or places you plan to visit on a trip. Examine an atlas and a globe. Discuss the different types of maps, their use, and who would use them. Ask questions such as, “Would airline pilots and ship captains use the same maps?”
- ✦ Discuss with your child leadership experiences each of you may have had. Talk about how leadership occurs in your home, community, state, and nation. Discuss the importance of good leaders.
- ✦ Provide opportunities for your child to visit the library to research questions you might have on local events, such as The World’s Fair, historical events, etc.
- ✦ Discuss with your child how Washington State and other U.S. regions depend on each other for services and goods.
- ✦ Encourage your child to create a map of important places in your community such as schools, parks, grocery stores, libraries, and other places of interest. Your child might like to give the map to a family new to the neighborhood or to your public library to keep available for newcomers.
- ✦ Play “Where in the World?” Your child can track down unfamiliar cities, states and countries by recording places he/she hears or reads about, and then locate them on a world map or globe. Encourage your child to keep a list of places that can’t be found so he/she can get help with the search from a family member, a librarian, or people at school when vacation is over.



# SOCIAL STUDIES

## Washington State Grades K-10 Essential Academic Learning Requirements (EALRs)

### Students Will . . .

1. Understand the major concepts of Geography
  - ♦ use maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.
  - ♦ understand the physical and human characteristics of places and regions.
  - ♦ observe and analyze the interaction between people, environment, and culture.
2. Understand major ideas in History
  - ♦ examine and understand major ideas, themes and cause and effect relationships in the U.S., World, and Washington State.
  - ♦ investigate, compare and contrast interpretations of historical events.
  - ♦ understand the origin and impact of ideas and technological developments on history and social change.
3. Understand the basic principles of Civics
  - ♦ understand and explain the core values of democracy as set forth in documents such as the Declaration of Independence and the Constitution.
  - ♦ analyze the purpose of government and laws.
  - ♦ understand the purpose and organization of international relationships and how U.S. policy is made.
  - ♦ understand the rights and responsibilities of citizenship and democratic involvement.
4. Understand the basic concepts of Economics
  - ♦ understand and analyze the effect of economic systems on individuals, groups, and society.



# MATHEMATICS

## Ways Parents Can Help

- ☞ Provide consistent practice with  $\div$  and  $\times$  facts through 12's.
- ☞ With your child play the game "Largest Wins." Use a pencil and paper and have each player draw four boxes in a row. The first player rolls a die and writes that number in any box. After each player has had four turns, they read their number. The player with the largest number wins. A variation would be the smallest number wins, the number closest to 7,000, or any other number you choose.
- ☞ Have your child identify, order and compare numbers to 1,000,000 and common fractions.
- ☞ Have your child practice one number fact-family a day (e.g.,  $9 \times 5 = 45$ ,  $5 \times 9 = 45$ ,  $45 \div 5 = 9$ ,  $45 \div 9 = 5$ ).
- ☞ Have your child estimate and measure objects around the environment to the nearest inch or centimeter. Also, measure the volume of different containers by filling them with water and then pouring the water into a standard measuring cup.
- ☞ Help your child to round numbers to the nearest 10's, 100's and 1,000's.
- ☞ Regularly read math books with your child such as *Fraction Action*, by Loreen Leedy, and *Anno's Flea Market*, by Anno Mitsumasa.
- ☞ Have your child toss a penny 50 times and record the number of heads and tails that come up. Encourage your child to discuss his/her findings and predict what would happen if he/she tossed the penny 100 times, 150 times and 200 times.
- ☞ Regularly create problems for your child to solve, such as, "You have an ice cream store that has six different flavors. How many different two-scoop cones can you make? How about three-scoop cones?" Ask and listen to your child explain how they would go about solving the problem and ask questions like, "What do you have to figure out?" "How will you get started?" "What do you already know?"
- ☞ Discuss with your child the use of statistics in the real world (sports, etc.).
- ☞ Provide opportunities for your child to use real money and make change, giving them a few items to buy at the store. Have them estimate the price and how much change they should receive, then buy it and compare the estimate to the actual total.
- ☞ Have your child accurately use a ruler, tape measure, scale, thermometer and clock.
- ☞ Create opportunities for your child to use fractions while doing chores such as cutting pizza, pie, cake, mowing of the lawn, etc.

For additional resources: [www.psd401.net/math](http://www.psd401.net/math)

# SCIENCE

## Washington State Grades K-10

### Essential Academic Learning Requirements (EALRs)

#### Students Will . . .

1. Know and apply scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems
  - ✓ understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.
  - ✓ understand how components, structures, organizations, and interconnections describe systems.
  - ✓ understand how interactions within and among systems cause changes in matter and energy.
2. Know and apply the skills, processes, and nature of scientific inquiry
  - ✓ develop the knowledge and skills necessary to do scientific inquiry.
  - ✓ understand the nature of scientific inquiry.
3. Know and apply science concepts and skills to develop solutions to human problems in societal contexts
  - ✓ apply knowledge and skills of science and technology to design solutions to human problems or meet challenges.
  - ✓ analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.



# Ways Parents Can Help

- ▶ Read a book with your child about Thomas Edison's life and his work when inventing the light bulb. Discuss daily life before light bulbs were invented.
- ▶ Have your child draw a series of pictures showing different stages of the life cycle of a tree, fish, or bird. Challenge your child to put the pictures in order.
- ▶ Encourage your child to pose interesting questions, and make a list of ways to find the answers. Example questions: "How does an airplane fly?" "Which airplane design flies best?" "How many light bulb shapes can you find?"
- ▶ Encourage your child to compare, contrast and observe a variety of common objects.
- ▶ Talk to your child about how you use knowledge of science in your daily life such as when voting on environmental initiatives, planting a garden, or even using the weather report to choose your clothes.
- ▶ Read and discuss with your child stories and biographies about famous scientists and inventors like Edison, Orville and Wilbur Wright, Da Vinci, and Franklin.

