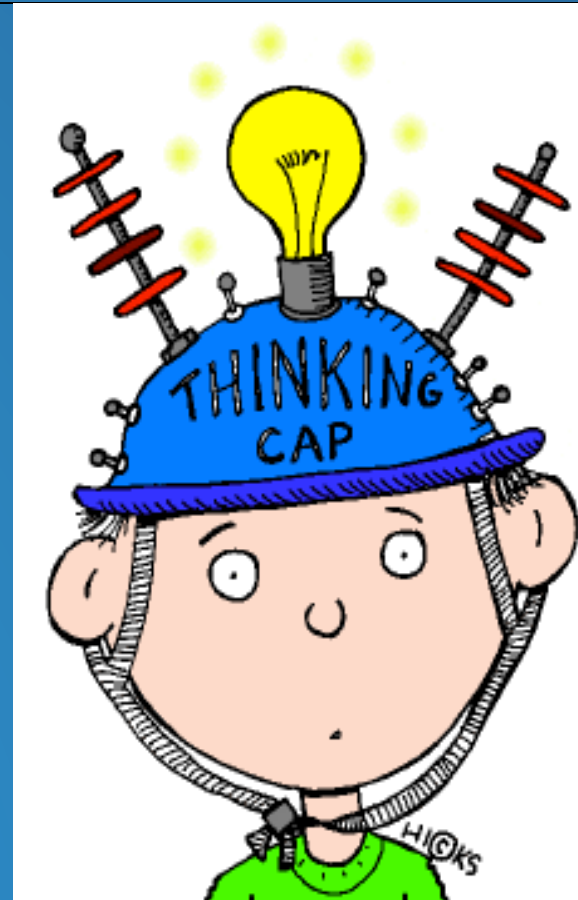


# Welcome to Parent Curriculum Night

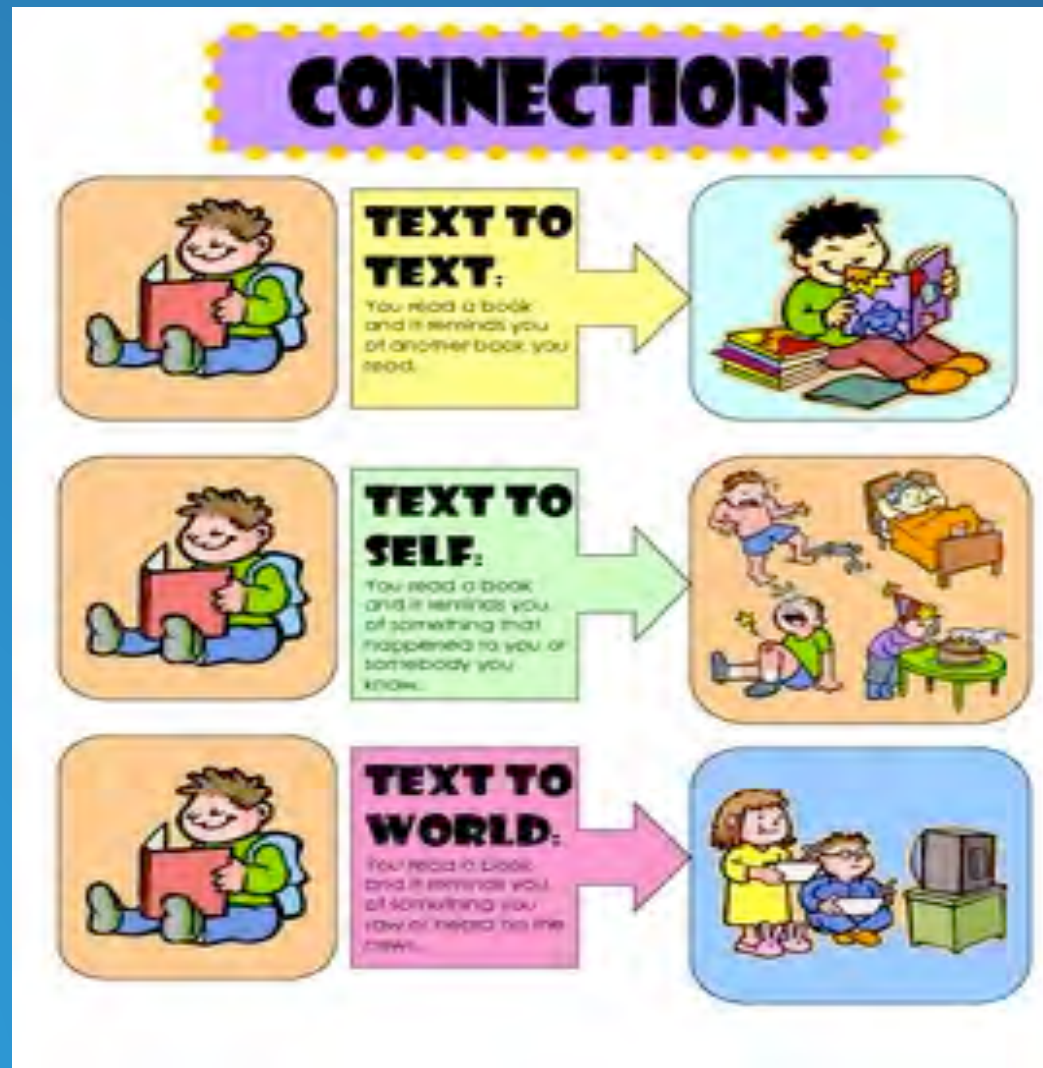


# When you read you...

- Make Connections
- Make Predictions
- Visualize
- Summarize
- Evaluate
- Ask Questions



# Making Connections



# Making Predictions

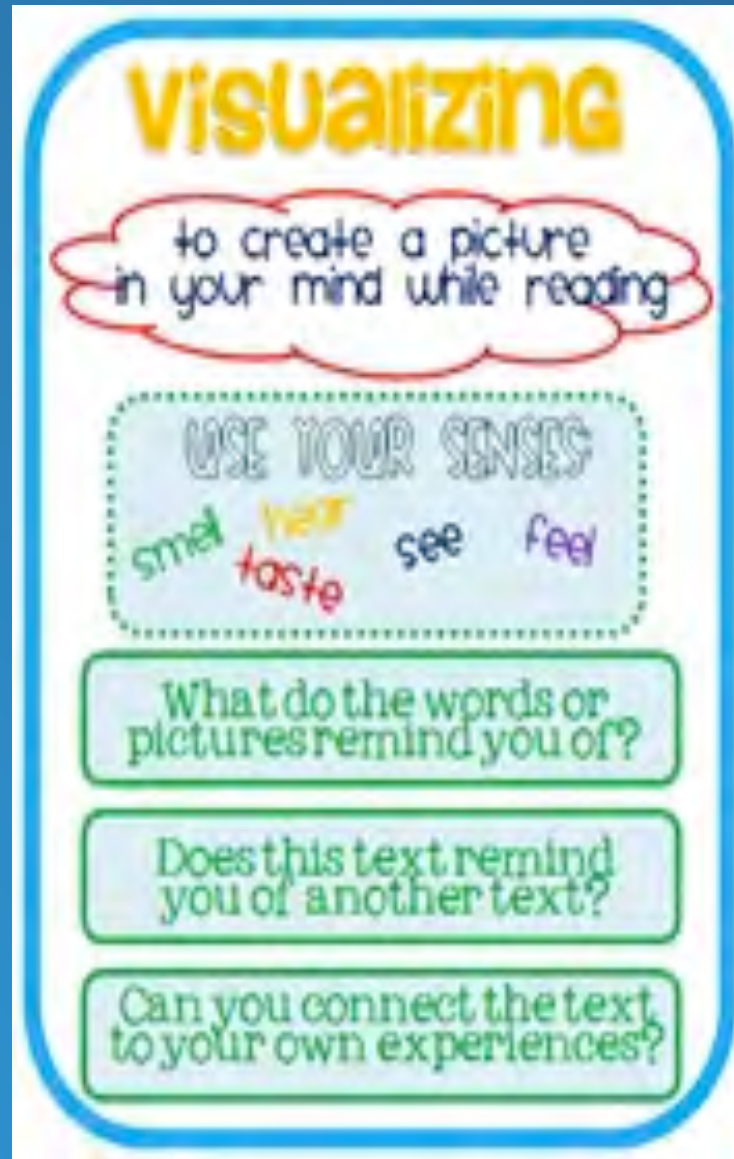
Good Readers:

## ***Make and Confirm Predictions***



- Think about what might happen next in the story.
- Read to find out if your prediction was right.
- Make new predictions as you read along.

# Visualizing





# Summarizing

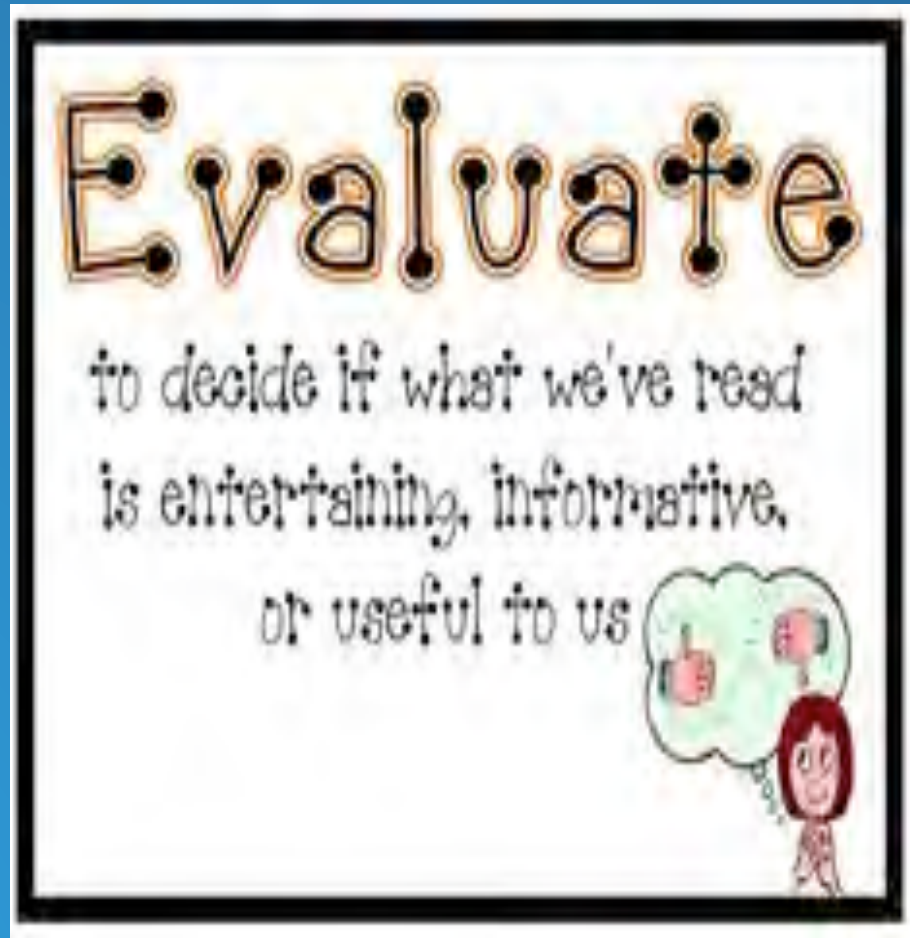
## **Summarizing**

Summarizing is when you  
tell what's important in  
your own words.



You can summarize by saying  
"Somebody-wanted-but-so".

# Evaluate



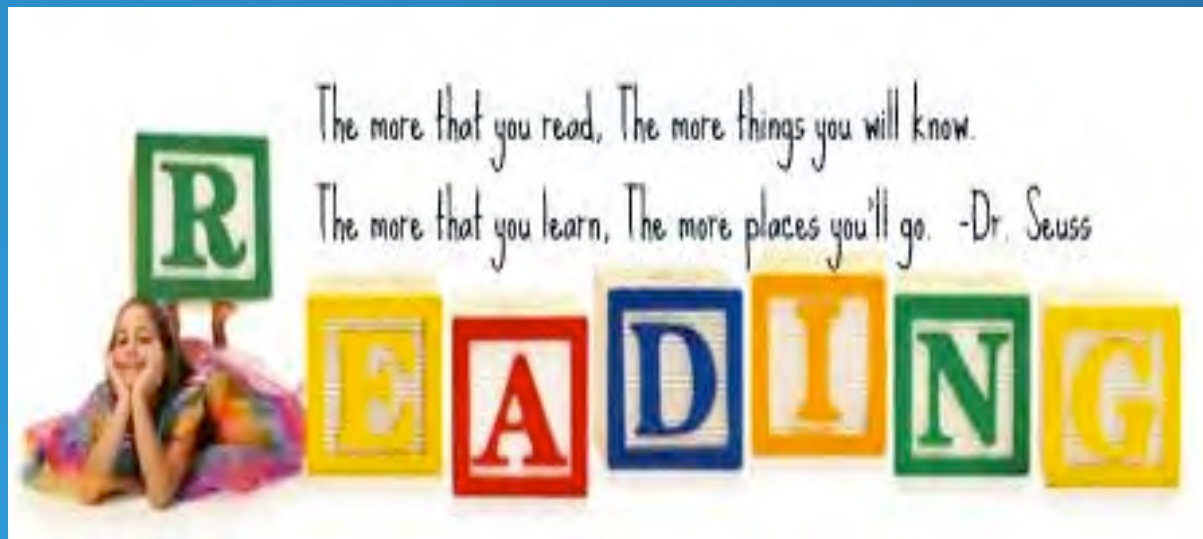
# Questioning





Where can you go to learn more about reading comprehension strategies?

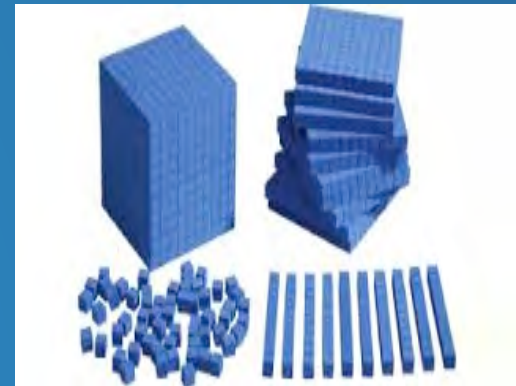
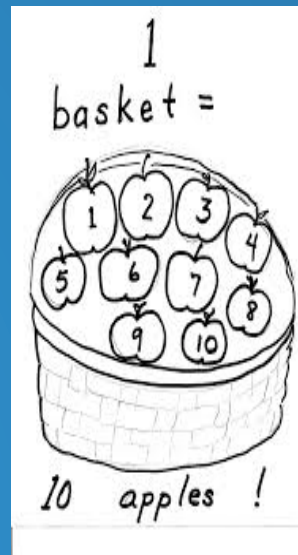
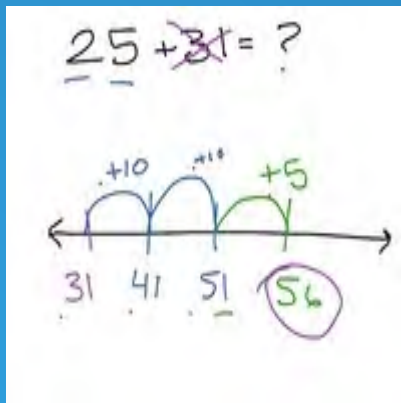
<http://elaparentsupport.weebly.com/>



# When you solve math problems you...

- Use base ten models
- Decompose numbers
- Draw models
- Use number lines

$$\begin{array}{r} 248 = 200 + 40 + 8 \\ + 345 = 300 + 40 + 5 \\ \hline 500 + 80 + 13 \\ 500 + 93 \\ 593 \end{array}$$

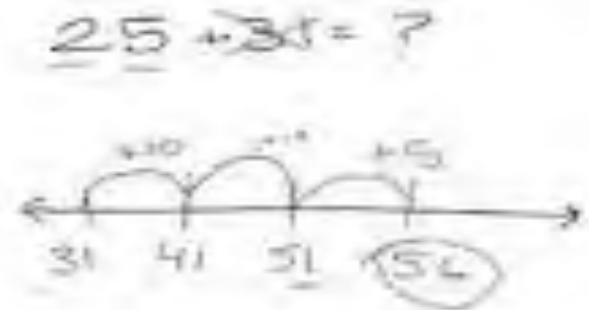


Where can you go to learn more  
about additional math  
strategies?

[https://smart.wikispaces.hcpss.org/SMART  
+Pages](https://smart.wikispaces.hcpss.org/SMART+Pages)



# USING NUMBER LINES IN FOURTH GRADE



# Let's Play a Game!





Number lines are used throughout the fourth grade curriculum in various ways.

- Fractions
- Decimals
- Line Plots

# Fractions

## Finding equivalent fractions and comparing fractions

### 4.NF.1

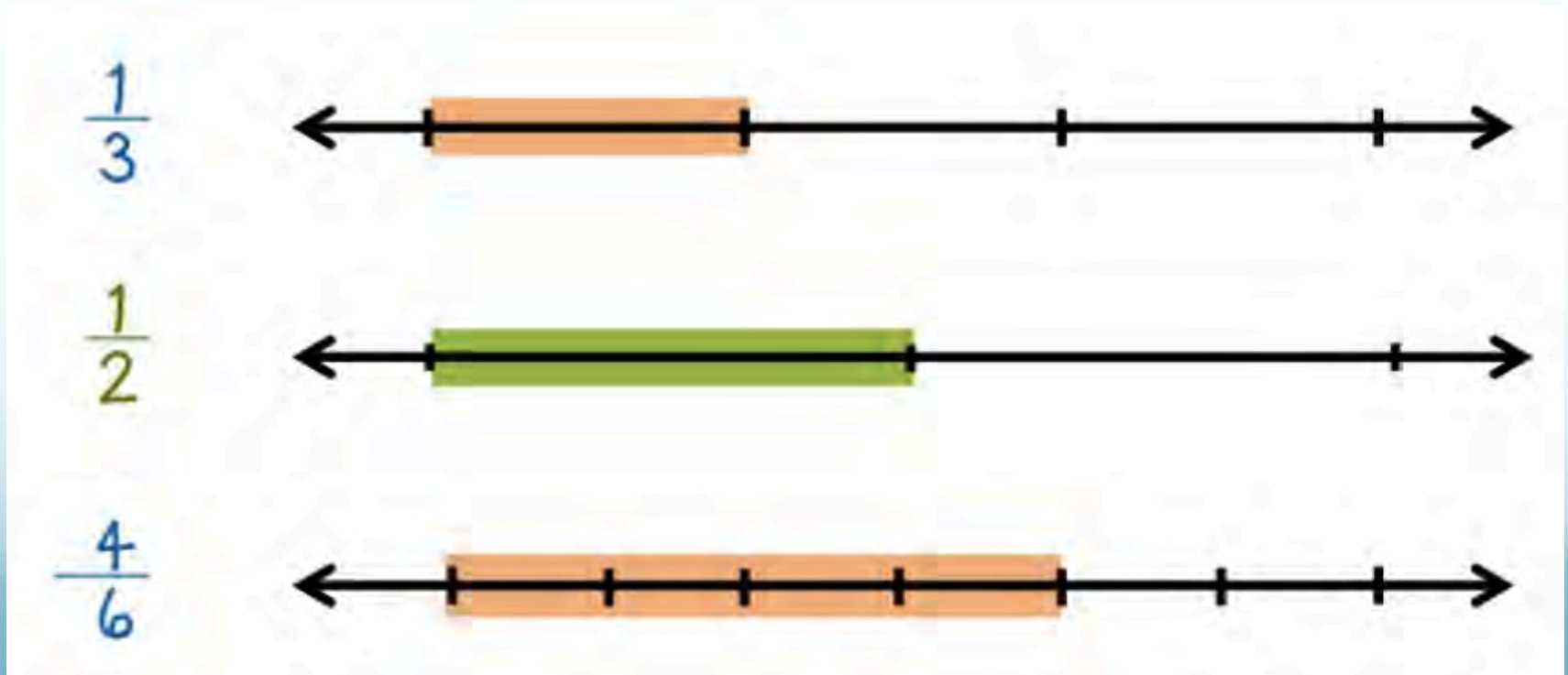
Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

### 4.NF.2

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

# Example:

How do you compare fractions with different denominators and numerators using a benchmark of  $\frac{1}{2}$  on a number line?



# What can you do at home?

- Play “About How Much?”
  - Show your child a picture of a shape that has an uncertain amount filled in (see example).
  - Then, ask them to mark on the number line where they think the fraction would fall on the number line.
  - Have them explain to you why they placed the “x” on that spot on the number line.

# Decimals

## Comparing Decimals

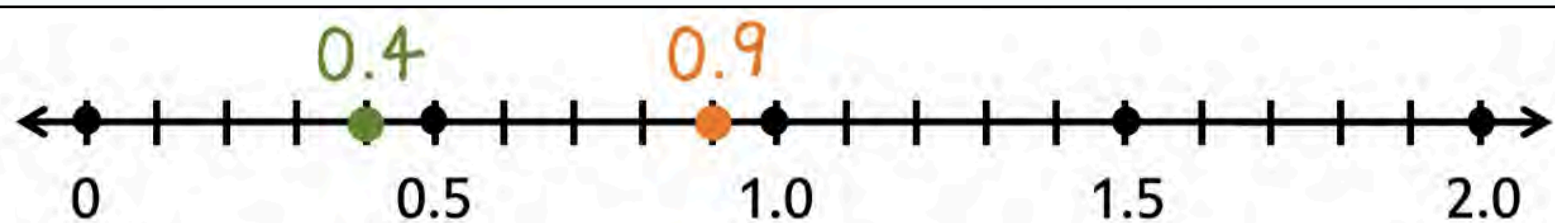
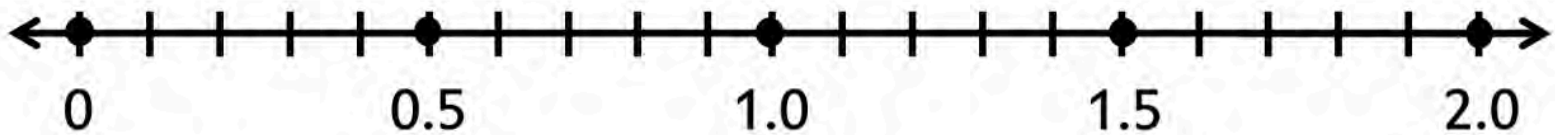
### 4.NF.7

**Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual model.**



Where would I place these two decimals on my number line?

0.9   ○   0.4



Since 0.9 is closer to one whole, we know that it is greater than 0.4

0.9   >   0.4

# What can you do at home?

- Play “Number Line Race.”
- Give your child 4-5 decimals. They can range from tenths place to hundredths place. Have them see how fast they can place them in order from least to greatest on a number line. If they complete it correctly, give them 4-5 more and see if they can beat their original time. (In class I give out dojo points for beating their previous time! 😊 )

# Line Plots

Represent fractional data on a line plot.

## 4.MD.4

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

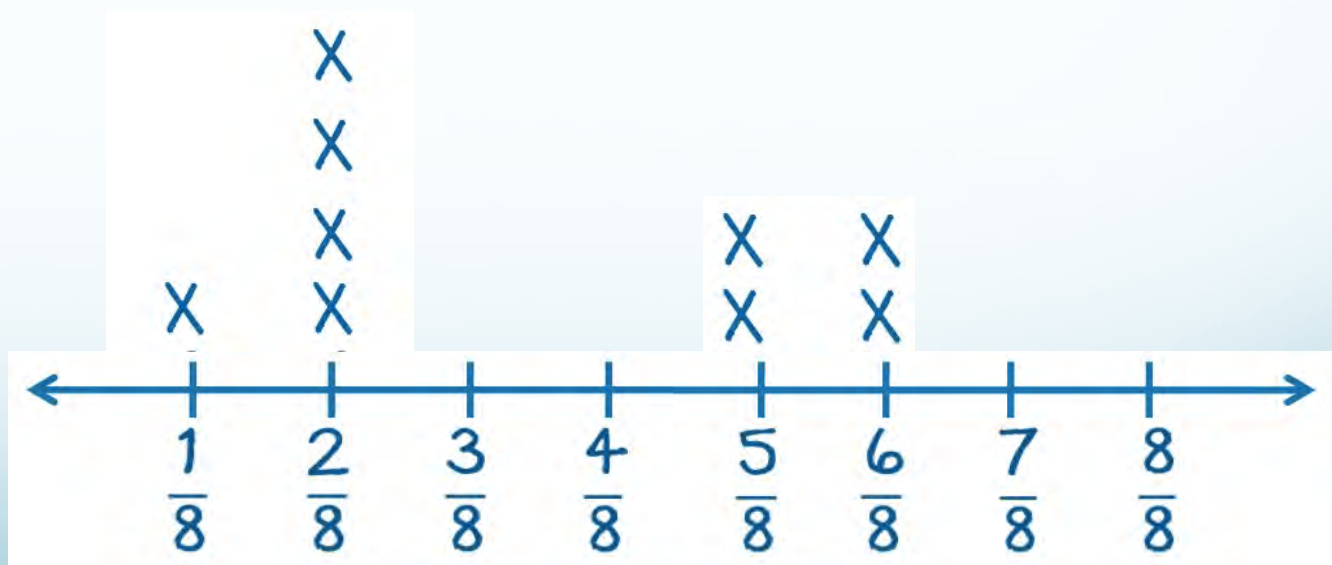
# Example

First we have our set of data

Snowfall in January (inches)								
$\frac{1}{8}$	$\frac{2}{8}$	$\frac{2}{8}$	$\frac{2}{8}$	$\frac{2}{8}$	$\frac{5}{8}$	$\frac{5}{8}$	$\frac{6}{8}$	$\frac{6}{8}$

Then, we need to place it on a number line to create our line plot.

Then, we need to display our data.



# What can you do at home?

- Measure objects around your house or in their room to the nearest eighth of an inch. Then, have them create a line plot to display their data.



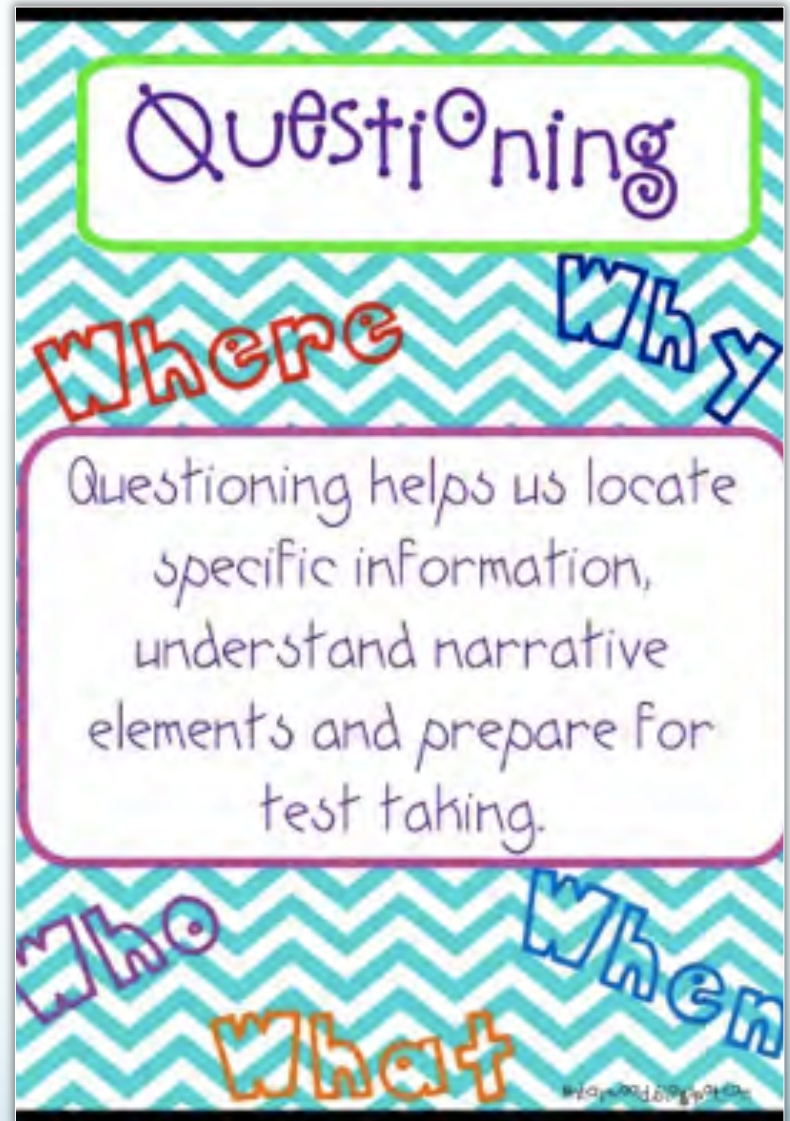
# Visit the Howard County Math Smart page.

- <https://smart.wikispaces.hcpss.org/Grade+4>
  - Go to the Number and Operations in Fractions to learn more about fractions and decimals.
  - Go to Measurement and Data to learn more about line plots.

# Thank you for coming and supporting your child in Math.

If you have any questions please feel take a sticky note and place it on the parking lot on the back board before you leave.

# Using Questioning as a Comprehension Strategy In Fourth Grade



At the intermediate level, grades 3-5, students will experience a wide range of reading materials in both literary and informational text

- Literary text includes short stories, mysteries, realistic fiction, chapter books, fairy tales, myths, poetry and plays.
- Informational text study will include content related to social studies, health, and science units.
  - textbooks, biographies, online materials, functional documents such as maps, recipes, and directions
  - read silently at a good rate and automatically use a wide range of word-solving strategies while focusing on meaning.
  - read with accuracy and expression.
  - adjust their rate of reading based on the type of text and purpose
  - monitor comprehension
  - apply different strategies to regain meaning
  - use various ways to unlock the meaning of unfamiliar words
  - express understanding of text orally and in writing.

When you think of  
questioning, what kind of  
questions do you think of  
asking?



Questions are used throughout the Fourth Grade curriculum in various ways.



# Grade 4 Common Core State Standards that relate to Non-Fiction

- Key Ideas and Details:
- [CCSS.ELA-LITERACY.RI.4.1](#)  
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- [CCSS.ELA-LITERACY.RI.4.2](#)  
Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- [CCSS.ELA-LITERACY.RI.4.3](#)  
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

# Grade 4 Common Core State Standards that relate to Non-Fiction

- Craft and Structure:
- [CCSS.ELA-LITERACY.RI.4.4](#)  
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- [CCSS.ELA-LITERACY.RI.4.5](#)  
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- [CCSS.ELA-LITERACY.RI.4.6](#)  
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

# Grade 4 Common Core State Standards that relate to Non-Fiction

- Integration of Knowledge and Ideas:
- [CCSS.ELA-LITERACY.RI.4.7](#)  
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- [CCSS.ELA-LITERACY.RI.4.8](#)  
Explain how an author uses reasons and evidence to support particular points in a text.
- [CCSS.ELA-LITERACY.RI.4.9](#)  
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

# Grade 4 Common Core State Standards that relate to Non-Fiction

- Range of Reading and Level of Text Complexity:
- CCSS.ELA-LITERACY.RI.4.10  
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# Questions for Reading Non-Fiction

- What fact (or facts) did you enjoy learning about the most?
- Of the information you learned, which would you like to share with someone else?
- Would you like to read more books about this topic? Why?
- What else would you like to find out about this topic?
- What pictures or illustrations did you find interesting?
- How did they help you better understand the topic?



# Grade 4 Common Core State Standards that relate to Fiction

Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.2](#)

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-LITERACY.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

# Grade 4 Common Core State Standards that relate to Fiction

- Craft and Structure:
- [CCSS.ELA-LITERACY.RL.4.4](#)  
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- [CCSS.ELA-LITERACY.RL.4.5](#)  
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- [CCSS.ELA-LITERACY.RL.4.6](#)  
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

# Grade 4 Common Core State Standards that relate to Fiction

- Integration of Knowledge and Ideas:
- CCSS.ELA-LITERACY.RL.4.7  
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- CCSS.ELA-LITERACY.RL.4.8  
(RL.4.8 not applicable to literature)
- CCSS.ELA-LITERACY.RL.4.9  
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

# Grade 4 Common Core State Standards that relate to Fiction

- Range of Reading and Level of Text Complexity:
- CCSS.ELA-LITERACY.RL.4.10  
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# Questions for Reading Fiction (Setting)

- Where does this story take place?
- Tell me what this place was like.
- When did this story take place?
- Have you ever been to a place like this? If not, would you like to visit a place like this? Why or why not?

# Questions for Reading Fiction (Problem/Solution)

- Who has a problem in this story?
- Describe the problem this character had.
- Was the problem solved? How?
- Did this same problem ever happen to you? What happened? How did you solve it?



# Questions for Reading Fiction (Plot/Main Idea)

- What was the plot or main idea of the story?
- How did the story begin?
- What happened in the middle of the story?
- How did this story end?
- Can you think of another way this story might have ended?

# Questions for Reading Fiction (Characters)

- Who are the main characters in your story?
- Tell me whether or not you like them and why.
- Choose one character and tell why she/he is important in the story.
- Do any of the characters change? In what way?
- Do you agree with everything the main characters do? Why or why not?

# Now I would like to read aloud

- What's happening here?
- How do you know?
- Why do you think the character did that?
- What made you think that?
- What did you learn from this story?

## A Moving Story

Marty had lived in Happyville since she was born. Next week, however, Marty and her family were moving over 1000 miles away to Washington. Marty despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and hated leaving her team. She would not be sleeping in her bedroom which she loved and had decorated all by herself. She just hated the whole thing.

Marty's dad had gotten a new job and said it would be good for the entire family. Her mother told Marty that there would be lots of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and when she would have to go to a brand new school?

The whole situation was worse because they were moving on Marty's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted? No one ever asked what she wanted.

One morning Marty woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was borrow the camera and take pictures of everything that was familiar to her. This included her house, her bedroom, her friends, and her school. Then she made a list of things she could try when she got to the new town. She would also join the soccer team there. In addition, she would introduce herself to the other kids at school and try to make friends with them. She knew that if she had the right attitude things would turn out fine.

# On My Own

can answer question using prior knowledge without reading text

header

# Author and Me

can answer question by combining prior knowledge with information in the text

header

# Right There

can answer question using information or words from the text

header

# Think and Search

can answer question by using information from different places in the text

header



# **Inferential questions to Ask {DURING READING}**

**Background knowledge + Text clue = INFERENCE**

**Why...**

**Why do you think...**

**What is the problem?**

**Why did the character...**

**What can you conclude about...**

**What is most likely true about...?**

**Predict what would happen if...**

**Predict what will happen when...**

**What lesson does this text teach?**

**How does the author feel about...?**

**How did the character feel when...?**

**What generalization can you make?**

**What lesson did the character learn?**

**From this story, you could probably guess...**

**What would happen in a sequel to this story?**



<p><b>Why is...?</b>  <b>Why did...?</b>          What is your evidence?</p>	<p><b>Why did the author most likely...?</b></p>
<p><b>Can you tell me more about...?</b>          Elaborate on your thinking....</p>	<p><b>What was the most important...?</b>          Why do you think that?          What is your evidence?</p>
<p><b>What can you predict ...?</b>          Why do you think that?          What would change your thinking?</p>	<p><b>If you could change ____ what or how...? Why?</b></p>
<p><b>Where else could...? Why?</b>          Explain your answer and give evidence.</p>	<p><b>How would you compare/contrast _____?</b></p>
<p><b>What is the effect of _____? Why?</b>          Where is your text evidence? Explain.</p>	<p><b>What was the purpose...?</b>          What makes you think that?</p>

How long has Marty lived in Happyville?

Did Marty's attitude change? How?

Do you think Marty will like her new home?

Why did Marty think they should have picked another day to move?

What can you learn from Marty?

What does the word "despised" mean?

How would you feel if you had to move to a new town?

Where are Marty and her family moving?

Did Marty think anyone understood her? Why or why not?

Why can moving to a new place be an upsetting event?

What did Marty decide to do to make moving to a new town a good thing?

Does having a good attitude make a difference? Why or why not?

# What can you do at home?

- *Beach Ball Blast* ~ Write a question on each of the colored sections from examples shared during this evening on the ball (a sharpie works best). Toss the ball to your child and wherever their right thumb lands is the question they will need to answer.
- *Pregunta y Respuesta* ~ Take some sample questions shared and write them on the inside of the index cards (make sure you can't see through the card). Label the outside of the cards Pregunta (question) and Respuesta (answer). Place them face down and take turns answering questions about the text. If the person answers the question correctly, they may keep the card. If not, the card goes back face down. Whoever has the most cards at the end wins!

# Thank you for coming and supporting your child in Reading.

- If you have any questions please feel take a sticky note and place it on the parking lot on the back board before you leave.
- Please fill out the survey before you leave.