

Fourth Grade

Print out single copies of the following pages:

03-01, 03-02, 03-10, 03-12, 06-01, 06-02, 07-01, 07-04, 11-01, 11-03, 11-04, 14-05.

Print out sufficient copies of following pages for the entire class:

03-11, 03-13, 11-02

Print out single copies of the following pages on cover stock or equivalent.

03-02, 10-13

The pages from chapter 03 deal with Detective Sgt. Factual. Your students have been introduced to him previously. The two exercises with the Sgt. provide ample opportunity for the students to read things into the story. Emphasize that their answers must be based on the story, and that we can admit we do not know by circling the question mark.

By fourth grade in many schools, children have been introduced to geographic maps. We want them to understand that we can create verbal maps as well as graphic ones. Eventually they will learn that they can create ‘maps’ of people, including themselves.

Spread the mapmaking lessons over the course of the school year. On page 06-02, only do the first two exercises. The third will be saved as a follow up in fifth grade.

Pages 07-01 and 02 deal with the world in process. The students will have already done two exercises on this topic. As adults we are prone to forget that children have observed very little of the process which occurs around them, yet the ability to recognize changes and differences provides them with a major avenue toward learning.

Your students have heard that the names we give things have no meaning in themselves, but simply are agreed upon labels. We cannot know just how much of this has been accepted by the students at this point. Therefore we find it advantageous to repeatedly present rather simple drills as those on pages 11-01 and 11-02. Have the students do this exercise in the first half of the year and the exercise on 11-04 in the second half of the year.

The “Mistakes” graphic (10-13) can be posted on your bulletin board at any time and the attendant text (14-05) read to them. Students frequently get into the habit of having a test returned and saying, “I only got two wrong,” and not looking to see why. Encourage your students to look for the source of their errors.