



***Mehlville School District***

*Individually Focused. Committed to All.*

Parent/Student/Family  
Curriculum Handbook

Fourth Grade

2022 - 2023



Dear Parents, Guardians, Students and Families of the Mehlville School District:

The Curriculum Department is pleased to present you with the Mehlville School District Parent/Student/Family Curriculum Handbook. This handbook has been developed to help you understand what children should know and be able to do by the end of each grade level in each subject area.

This handbook is revised annually and includes Board-approved curriculum revisions to help meet the identified educational objectives for your child's grade level. Our teachers, principals and directors have provided suggestions for families to enhance and assist with your child's learning. We hope this handbook is helpful to you in having meaningful discussions with your child and your child's teacher about the curriculum being taught in their classroom.

Mehlville teachers and administrators work diligently to provide the best education possible for your children. We appreciate your support and the opportunity to serve in such a wonderful community. If you have any questions or comments regarding curriculum, feel free to contact your teacher, principal, curriculum directors (listed in the *Acknowledgements* section at the back of this book), or me. We welcome your thoughts and appreciate hearing from you.

The Mehlville School District provides educational opportunities for students and families from birth through adulthood. We are very proud to serve thousands of families beginning with our Parents as Teachers Program (PAT), Early Childhood Program, K-12 Programs, and our Community Education Program. It is our hope these important programs enhance the quality of life for all district patrons.

To access the handbook online, please go to [www.mehlvilleschooldistrict.com](http://www.mehlvilleschooldistrict.com), click on *Curriculum*, then *Handbooks*. We are happy to provide hard copies for families that prefer them over online access. Please take a few moments to look at the handbook and feel free to let us know your thoughts regarding the prepared documents.

The Mehlville Board of Education, Central Office Team, Principals, Curriculum Directors, Teachers and Support Personnel all wish you and your child a successful school year.

Sincerely,

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## English Language Arts

The Fourth Grade English Language Arts curriculum includes instruction in reading, writing, language, and speaking and listening by implementing a balanced approach to instruction and assessment. In the area of reading, students will use decoding, vocabulary and comprehension skills to read and comprehend a variety of texts. Students will use a variety of writing formats and have instruction in correct grammar, punctuation and spelling usage. They will also learn to proofread for grammatical, punctuation and spelling errors within their own writing. Students will demonstrate listening and speaking skills in order to acquire and disseminate information.

### Course Objectives:

- comprehend and explain the key ideas and details from a variety of texts, media, and/or speakers by using evidence from the text
- understand how the author's craft, purpose, and structure shape the content and style of a text
- compare and contrast texts and/or media on similar themes or topics
- research information and integrate knowledge and ideas from multiple sources when reading, writing, or speaking about the topic
- use a variety of strategies to determine the meaning of words and phrases the author uses in a text and use grade appropriate vocabulary when writing or speaking
- fluently read and comprehend a range of texts, at or above grade level, independently and proficiently by applying appropriate decoding strategies
- write opinion, narrative, and informative pieces for a variety of audiences and purposes using grade appropriate craft and structure
- develop and strengthen their writing by following a writing process with guidance and support from peers and adults
- demonstrate and apply the command of Standard English grammar and usage when reading, writing, or speaking
- utilize technology to research information, collaborate with peers, publish writing, and to present knowledge and ideas
- engage in a range of collaborative discussions with diverse partners on grade four topics and texts using grade appropriate discussion protocols and will clearly present knowledge and ideas for a variety of audiences and purposes

### Parents/Families may assist their children by:

- reading to and with them
- discussing, predicting and retelling events in a story
- helping with the writing process
- reviewing spelling and vocabulary words
- discussing current events
- listening to them
- providing a home library with a variety of reading materials

## English Language Learners

In addition to introducing English Language Learners (ELL) students to functional and social English language skills, the ELL curriculum for fourth grade is designed to present and reinforce selected language from the content areas – especially social studies, math, science and literature. By making academic language accessible to ELL students and developing language learning strategies, ELL teachers support mainstream content instruction. Although the program is not a tutoring program, ELL teachers tailor instruction to meet the language needs of the student.

### Course Objectives:

#### Beginning Proficiency - Level 1

- give information and respond to questions about home and family and state their name, address and phone number
- identify emotions depicted in pictures and stories
- express limits, “No,” “I don’t want to,” etc.
- request clarification, help and permission
- understand verbal directions by comparing them with nonverbal cues
- respond appropriately to selected nonverbal cues
- follow oral and multi-step directions
- participate in group response
- participate in question/answer format
- demonstrate knowledge through application in a variety of contexts
- label classroom, home and playground objects
- label and describe activities of school workers
- recognize and name numerals from 1 to 100
- match pre-printed words to 1 or 2 pages of predictable text
- recognize selected sight words
- recognize selected word patterns, including rhymes, and create words
- create pictures to demonstrate and extend comprehension of text
- orally (and in writing, when appropriate) complete patterned sentences related to their life, stories, or nonfiction content

#### Intermediate Proficiency - Levels 2 and 3

- retell a simple story (with repetition and picture cues)
- predict events in a story through interpretation of pictures
- dictate language experience text and practice reading as appropriate
- create simple text with drawing and invented spelling
- demonstrate emerging awareness of use of capital letters, periods and question marks
- create, with teacher assistance, selected graphic organizers (Venn diagrams, story stair, web, cause and effect chart, etc.) based on text or personal experience
- describe the sequence of their day, using first, then next as needed, as well as appropriate inflectional endings of the present tense when given pictorial prompts
- formulate oral and written wh-questions (who, what, when, where, why) appropriate for eliciting information from text, a personified animal, a story character or person
- write a paragraph with topic sentence, supporting details and correct use of present tense describing habits of an animal, appearance of a place or characteristics of person or story character when given notes, graphic organizers or answers to wh-questions,
- create timeline and label with information from own life, with correct use of past tense
- formulate written answers to wh-questions based on content area text (or adapted text) in social studies, science or literature
- explain a diagram, map or graph (water cycle, life cycle, etc.)
- work with peers and teacher to conduct a simple science experiment, and create a poster posing hypothesis, analyzing data and drawing conclusions
- use alphabetizing skills to find selected words in the dictionary

- locate parts of text (table of contents, index, glossary, review questions), and demonstrate their effective use
- with teacher assistance, summarize the problem from a short story “in your own words”
- use technological tools to gather information
- recognize place value and correctly identify and pronounce numbers from 1 to 7 places
- read numerical expressions
- match phrases with mathematical operations indicated
- complete patterned sentences (both orally and in writing) related to their personal life, fiction or nonfiction
- demonstrate effective use of vocabulary and key expressions related to a topic

#### **Advanced Proficiency - Levels 4 and 5**

- with notes or text, create timeline and label with information from the life of a famous person, with correct use of past tense
- construct paragraph(s) from a Venn diagram to compare and contrast two objects (countries, planets, fictional characters, etc.)
- write a letter to a friend, relative, etc., and explain a problem or solution to a problem using model auxiliaries
- with teacher assistance, write sentences using subordinate clauses, based on completed cause and effect charts from literature, science or social studies
- create a simple paragraph from previously completed graphic organizer and include topic sentence with supporting details

#### **Parents/Families may assist their children by:**

- making sure they know how to repeat their address and phone number
- nurturing their native language development through conversation and encouragement of reading skills the child may have in the native language
- joining them in playing board games, bingo, assembling puzzles and models, and encouraging them in the use of a variety of art materials
- encouraging the writing of greeting cards, notes, letters, lists, and signs
- giving them opportunities to visit the public library and check out books and magazines related to their interests and needs
- helping them stay organized by making sure a time and place is set aside for homework, ensuring that homework is returned, reviewing vocabulary, math facts and spelling as needed and helping to assemble supplies for special projects
- helping them develop awareness of the strategies employed in developing English language proficiency: careful note-taking, asking questions to check for comprehension, talking to a “study buddy,” using audiotapes, etc.
- communicating with the teacher and requesting an interpreter as needed

## **Gifted (STRETCH)**

The elementary gifted education curriculum incorporates the core curricular areas as an instructional foundation. Activities are designed to develop the students in fourth and fifth grade to higher level thinking skills, problem solving techniques, creativity, research skills, and to promote understanding of self, others and the world.

In order to correctly identify as many gifted students as possible, a uniform multi-criteria screening process is necessary. The following battery of tests and inventories is used in accordance with state guidelines to determine eligibility for gifted education:

- Ability Tests
- Achievement Tests
- Creativity Tests
- Parent and teacher checklist

### **Course Objectives:**

- apply appropriate research skills and utilize resources to develop a knowledge base for use in product development
- utilize at least two of the higher level thinking skills of analysis, synthesis and/or evaluation
- demonstrate the necessary skills to recognize and solve a problem
- exhibit the creative thinking skills of fluency, flexibility, originality and elaboration in written, oral and/or visual presentations
- gain self-awareness and develop interpersonal skills

### **Parents/Families may assist their children by:**

- giving them increasing independence as their ability to handle responsibility increases
- supporting their desire to be original
- providing opportunities to pursue passions by enrolling them in special summer and weekend classes that are offered locally
- encouraging them to read biographies of people of eminence who have had to work hard and struggle in order to overcome big problems
- discussing with them what they are doing in STRETCH class
- watching the news together and planning outings to further understand topics being studied
- playing strategy games and other games that will stimulate thinking
- being an advocate for them

### **Recommended reading for parents:**

- *Guiding the Gifted Child* by James T. Webb, Ph.D., Elizabeth Meckstroth, M.S.W. and Stephanie S. Tolan, M.A.
- *When Gifted Kids Don't Have All the Answers* by Jim Delisle, Ph.D. and Judy Galbraith, M.A.
- *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner

## **Guidance and Counseling**

Mehlville School District Guidance and Counseling activities for students in fourth grade will consist of experiences in the areas of learning skills, making decisions, understanding and getting along with others, understanding and accepting self, personal responsibilities and career awareness.

Assessment includes counselor/ teacher/student observations, classroom activities and verbal/written quizzes.

### **Course Objectives:**

- understand how learning skills relate to school success
- evaluate consequences as they relate to a decision-making process
- show empathy and recognize the uniqueness of self and others
- recognize and manage personal feelings
- identify and practice personal responsibility
- explore career pathways

### **Parents/Families may assist their children by:**

- encouraging appropriate listening behaviors
- helping them make good decisions
- encouraging them to get along with others
- identifying feelings
- encouraging them to work with their school counselor

## **Health**

The fourth grade health curriculum will cover a variety of health topics including functions of body and social systems, nutrition, consumer health, life management skills and environmental health issues.

Assessment includes the anecdotal records of teacher observations of student skills and performances. Paper and pencil assessments are given, as well as teacher-made quizzes.

### **Course Objectives:**

- identify the structure and functions of the major body systems
- identify why preventative physical and dental examinations are important for health maintenance
- list food areas from the food guide pyramid as well as recognize essential nutrients, unsafe substances and balance and variety in the diet
- identify how the media, advertising techniques and being able to accurately read labels can influence one's health habits and decisions
- identify good decision-making, problem-solving, goal-setting and refusal/assertive coping skills in a variety of life management situations
- identify and apply practices that reduce their risk of communicable diseases
- identify first aid procedures and decision-making skills related to simple injuries, choking, and weather emergencies
- recognize that medicines are used to treat or prevent illness and should be taken according to recommended guidelines
- identify the dangerous effects tobacco, alcohol and other drugs have on the body

### **Parents/Families may assist their children by:**

- discussing strategies to avoid acceptance of tobacco, alcohol and other drugs
- discussing and preparing nutritional snacks
- discussing good health habits
- making sure they get enough sleep
- providing balanced meals for them
- sending healthy lunches

## **Library Media**

Fourth grade students will build on their skills in independent use of the Library Media Center, focusing on reference skills and introducing additional genres of literature.

Assessment includes librarian and teacher observations of student skills and performances. Teacher-assigned projects are used as assessment.

### **Course Objectives:**

- find, evaluate, and select appropriate sources to answer questions
- identify and discuss story elements, structures of text and patterns of language
- understand timelines and reliability of sources of information
- demonstrate self-motivation as a reader
- recognize the parts of a book such as title page, table of contents, index and glossary
- apply knowledge of library organization to locate materials
- acknowledge the contributions of others with an understanding of works cited
- abide by the Acceptable Use Policy for Electronic Resources

### **Parents/Families may assist their children by:**

- visiting the local library on a regular basis
- reading with them
- teaching them how to use resources at the library
- assisting them with the use of the electronic catalog
- encouraging proper care of library materials



## **Mathematics**

Fourth Grade mathematics is designed to develop an understanding of numbers and provide the student with the skills and tools necessary to be active problem-solvers in everyday life. Topics covered include developing fluency with multi-digit multiplication, division, identifying like fractions, addition, subtraction, and multiplication of fractions, measurement, and classifying two dimensional shapes. The student will gain an understanding of these topics by performing hands-on activities. The focus will be on active learning practices using problem solving and application. The student will move through concrete models to pictorial representation, to abstract representation of mathematical concepts.

### **Course Objectives:**

- make sense of problems and persevere, reason abstractly and quantitatively, model with mathematics, use tools strategically, attend to precision, make use of structure, look for and make use of repeated reasoning, construct viable arguments, and critique the reasoning of others when solving problems
- use the four operations with whole numbers to solve problems
- gain familiarity with factors and multiples
- generate and analyze patterns
- generalize place value understanding for multi-digit whole numbers
- use place value understanding and properties of operations to perform multi-digit arithmetic
- extend understanding of fraction equivalence and ordering
- build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- understand decimal notation for fractions, and compare decimal fractions
- solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- represent and interpret data
- understand concepts of angle and measure angles
- draw and identify lines and angles, and classify shapes by properties of their lines and angles

### **Parents/Families may assist their children by:**

- keeping a log of spending/saving allowances
- practicing making change using bills and coins
- practice adding up groceries on a calculator
- reviewing multiplication and division facts
- letting them divide a pizza into parts
- interpreting charts and graphs in newspapers

## **Music**

Through a variety of artistic processes, Fourth Grade Music students develop creative self-expression, music literacy, and awareness of the role music plays in history and current society. Elementary music classes provide the knowledge, skills, and structure needed for students to discover their unique, personal potential. These supports create the foundation for students to appreciate and participate authentically in the arts throughout their lives.

In Fourth Grade Music, students broaden their musical knowledge and skills through the artistic processes of creating, performing, responding to, and connecting with music. Students engage in a variety of artistic mediums including singing, playing instruments, moving, reading, and listening.

### **Course Objectives:**

- The student will conceive and develop new musical ideas and work.
- The student will realize artistic ideas and work through interpretation and presentation.
- The student will understand and evaluate how the arts convey meaning.
- The student will relate artistic ideas and work with personal meaning and external context.

### **Parents/Families may assist their children by:**

- singing with them
- listening to them sing
- encouraging them to move to the beat of the music
- listening to a variety of music in the home/car
- providing opportunities to experience and/or participate in music outside the home
- discussing appropriate audience behavior at various musical events
- attending their school performances
- playing instruments together at home (ex - drum, kazoo, bucket)

## Physical Education

The fourth grade physical education curriculum will provide the student with a variety of movements.

Assessment will include teacher observation on manipulative skills and lead-up games. Students will also be tested on the Presidential Physical Fitness Test twice a year. Teacher-made quizzes and tests will also be given.

### Course Objectives:

- name the components of health-related fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition)
- participate in health-related fitness assessments
- identify opportunities and reasons for regularly participating in physical activity at home, school and in the community
- identify benefits of regularly participating in a variety of activities (e.g., stress management, weight management)
- identify food choices and how they relate to a healthy lifestyle (e.g., fruits, protein, dairy)
- identify the differences between anaerobic and aerobic activities (e.g., sprint vs. 15-minute jog)
- monitor heart rate to determine a measure of aerobic effort
- demonstrate one activity designed to help reduce stress (e.g., yoga, deep breathing)
- identify the major function of four specific body systems (circulatory-blood flow; respiratory-oxygen; muscular-strength and motor- performance; skeletal-body support)
- use technological tools to monitor activity (e.g., pedometers, pulse sticks, stop watch)
- work productively and respectfully with others in achieving a common group goal
- relate etiquette and the application of rules and procedures to activities
- identify and participate regularly in physical activities for enjoyment, social interaction, and personal challenge
- identify the contributions that various cultures have made to sport, dance, and recreational pursuits within your community, state and nation
- recognize appropriate warm-up, cool-down and flexibility activities and the importance of each to injury prevention
- distinguish between safe and unsafe situations during physical activity
- demonstrate locomotor, non-locomotor, and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with implement)
- perform static (e.g., back to back, get up, coffee grinder, knee dip) and dynamic (e.g., cartwheel, toe tag walk, wheelbarrow) balances individually or with a partner
- identify body parts and functions in relationship to movement (e.g., long jump-arms swing forward when legs extend)
- identify major muscles (e.g., biceps, hamstrings, triceps)
- apply fundamental and specialized skills in lead-up games
- develop an appreciation for games
- display appropriate cooperative social and teamwork skills while participating in game situations
- identify the correct critical elements of fundamental and specialized skills (e.g., compare examples and select the proper technique)
- apply mechanical principles of force, stability, motion and direction (e.g., release the ball correctly so it will reach the target; lower the center of gravity)
- participate in a variety of sport specific lead-up games
- demonstrate competence in basic swimming strokes and survival skills in, on, and around the water when facilities allow and are district-approved
- recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns
- create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slowly)
- create simple rhythmic routines using at least two locomotor skills with and without a manipulative

- demonstrate step patterns (e.g., do-si-do) simple positions (e.g., promenade) and formations ( e.g., partner scattered) in dance
- identify the historical and cultural origin of various international folk dances (e.g., Pata Pata-African)

**Parents/Families may assist their children by:**

- exercising together
- demonstrating good sportsmanship
- going on walks together
- encouraging them to exercise

## **Remedial Reading Services**

Remedial reading services are offered to eligible students at each elementary building in the Mehlville School District. Reading services are supplemental to classroom reading instruction. Reading Specialists provide remedial reading groups for grades K-3 and grades 4-5 if space allows.

Children are referred for remedial reading services by their classroom teachers. After permission to evaluate is received from the parent, the Reading Specialist administers an individual reading assessment to the student. Based on the results of the assessment, children may be eligible for remedial reading services. Parents are notified of assessment results and children are placed in the reading program as appropriate. Children who participate in remedial reading programs are reassessed at the end of each school year to evaluate progress and determine eligibility for the following school year. Parents are notified of their child's assessment results and eligibility for the following school year in May.

## **Science**

The Fourth Grade students will be studying about Earth's systems (processes that shape the Earth), energy, structure, function, information processing, and waves and information. In addition, the students will utilize the science and engineering practices by asking questions and defining problems, planning and carrying out investigations, and constructing explanations and designing solutions. The teacher will use a hands-on, minds on approach to actively engage the students in constructing and revising their understanding of these concepts.

### **Course Objectives:**

- understand that rocks change over time because of Earth forces
- understand that weathering, erosion, and location of mountain ranges affect the landscape of the Earth
- understand that while humans cannot prevent natural disaster they can take steps to reduce the impact
- understand the benefits and harmful effects of renewable and nonrenewable resources
- understand that energy can be transferred
- understand the conservation of energy
- understand that plants and animals have structures and behaviors that serve various functions in growth, survival, and reproduction
- understand that light enables organisms to see
- understand that waves are regular patterns of motion
- understand that patterns can be used to transfer information

### **Parents/Families may assist their children by:**

- going to the zoo or Missouri Botanical Garden to observe and classify animals and plants; visiting the planetarium
- talking about recycling materials
- discussing major weather events
- using measurements to create mixtures for cooking or baking

## **Social Studies**

The Fourth Grade student will be introduced to American History from early explorers through the Westward Expansion. Students will pose compelling and supporting questions and use evidence to support their answers.

### **Course Objectives:**

- The student will use the themes of geography to interpret the past and the present.
- The student will gain a basic understanding of the principles of economics.
- The student will research and present the events of American History
- The student will examine the patterns of migration and displacement that shaped the changing country.
- The student will relate historical events back to U.S. government documents, such as the Declaration of Independence, the Constitution, the Missouri Compromise, the Indian Removal Act, and the Monroe Doctrine as well as court cases such as Dred Scott v. Sanford and Cherokee Nation v Georgia.
- The student will examine the changing roles of different groups in the United States, such as Native Americans, Immigrants, African Americans, and women.
- The student will trace the causal relationships and determine the connections among historical events.

### **Parents/Families may assist their children by:**

- visiting and discussing historical sights
- allowing them to help plan vacations and outings in Missouri (discuss places of historical significance)
- providing them opportunities to read and interpret a map
- establishing an economic system within your home based on student achievements

## **Special Education**

Special School District (SSD) provides special education and related services for students with educational disabilities in the Mehlville School District.

In collaboration with partner districts, Special School District provides technical education and a wide variety of individualized educational and support services designed to ensure the student's successful contribution to our community.

If you suspect that your child may have an educational disability and require an evaluation for special education, you should contact your child's teacher, school counselor or principal.

## **Technology Literacy**

The fourth grade technology literacy curriculum will build upon keyboarding, word processing and formatting skills, introduce the student to other software applications and promote responsible use of technology.

Assessment includes teacher observations of student skills. Teacher-assigned projects are used to assess the technology literacy curriculum.

### **Course Objectives:**

- demonstrate the proper care and use of various technology equipment
- use technology tools to demonstrate basic operations and concepts involving computer applications, hardware and software
- explore Internet Web sites in teacher-led sessions
- demonstrate positive ethical and social behaviors including compliance with the Acceptable Use Policy
- demonstrate knowledge of copyright laws as they pertain to individual work
- perform keyboarding skills in conjunction with word processing skills
- use appropriate computer applications to plan, create, and present a project

### **Parents/Families may assist their children by:**

- visiting suitable Web sites with their children
- encouraging keyboarding skills and suitable software programs
- supporting technology literacy programs in the schools
- providing educational software

## **Visual Arts**

Fourth grade students will learn about art processes and materials, art vocabulary, various cultures, and themes through projects, activities and discussions.

Assessment in fourth grade is determined by a variety of strategies, which may include a scoring guide to monitor progress in art making skills, discussions, worksheets, and compare/contrast exercises and games.

### **Course Objectives:**

- Apply media techniques and processes to communicate ideas and solve visual problems, and increase art-making skills to draw, shade, mix tints and shades, paint, paper fold, fiber weave, print-making, clay techniques, abstract art, portrait and landscape/seascape.
- Identify elements of art and design, use line, organic shapes, tints and shades, positive and negative space, realistic proportion, and radial balance
- Describe, analyze and categorize works of art
- Develop awareness that artists influence and are influenced by the culture and time period in which they live
- Recognize the characteristics of abstract art

### **Parents/Families may assist their children by:**

- Making craftsmanship important and providing a sketchbook and drawing materials for creating and journaling
- Visiting the Art Museum and art fairs and discussing what you observe
- Checking out art books from the library
- Encouraging creativity and inviting them to join with you when you use more sophisticated materials in creative endeavors



## Websites to Help Your Child Continuing Learning at Home

Prior to publication of this document, each site below was checked for appropriateness. The Mehlville School District is not responsible for any content or advertisements housed/published on these sites.

### District Purchased: Log In through Class Link

#### Discovery Education

*Videos, articles, and content for all subject areas.*

#### i-Ready

*Math & ELA practice through student individualized “My Path” or digital math games.*

#### NewsELA

*Large content of authentic and accessible articles to support/enhance curriculum and engage learners. Articles available across multiple reading levels.*

#### Reading A-Z

*Leveled books for reading instruction at all ages K-5.*

#### Scholastic Learn at Home

*Activities & projects to keep kids reading, thinking and growing.*

#### World Book Online

*Online reading resources*

#### Typing Club (Grades 3-5)

*Touch typing practice and instruction for kids*

### Free Online Sites

#### [Epic!](#)

*Online reading resources. Videos, read to me books, Ebooks, leveled books, and more available to support reading instruction.*

#### [Khan Academy](#)

*Standards-aligned, student-paced instruction in math and social studies.*

#### [GoNoodle](#)

*Brain break videos for children that include: movement, academic, Social Emotional Learning, mindfulness, and more!*

#### [Kids Health](#)

*Resources for teaching health and safety. Students can access information without logging in.*

#### [Scratch](#)

*Coding website. You can use scratch to create stories, games, and animations.*

#### [Code.Org](#)

*Coding website dedicated to bringing computer science skills to all learners*

## World Book Online Web

World Book Online, a grade-appropriate research tool that includes encyclopedias, multimedia, eBooks, and primary source databases, is available to Mehlville students both at school and at home. The online reference tool developed by education experts also includes a time-line builder, citation builder, individual research accounts, a translation tool generating content in thirty languages, text-to-speech feature, video tutorials, interactive activities, magazine articles, newspapers and the following databases:

- World Book Kids – encyclopedia for elementary school students age 7 and up
- World Book Student – encyclopedia for middle school and high school students age 11 and up
- World Book Advanced – encyclopedia for high school and college students age 13 and up
- Living Green – online interactive site that examines causes of pollution and offers tips on green practices
- Early Peoples – online interactive site that examines history of ancient cultures
- Inventions and Discoveries – online, interactive site that examines inventions and discoveries
- Dramatic Learning – uses plays, skits and monologues to help students become more fluent readers and help them understand core concepts and retain information
- Early World of Learning – narrated stories, interactive games and reference materials to help young learners

To Access World Book Online:

- Go to <http://mehlilleschooldistrict.com>
- Select *Parents/Students*
- Select *Library Resources*
- Go to *World Book Online*

World Newspapers:

Located on the upper left side of the World Book Advanced home page is Research Tools. Within the Research Tools is World Newspapers which provides newspapers from the United States and around the world.

To access a newspaper:

- Select *World Newspapers* on the World Book Advanced home page
- Choose a location from around the world
- Click *GO*



