

WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: A Great Heart

Module 2: *Extreme Settings*

Module 3: *The Redcoats Are Coming!*

Module 4: *Myth Making*

In Module 1, we will examine the complexity of the human heart. Not only is the heart a biological wonder, it is also a symbol of human emotions. We will explore what it means to have a “great heart,” both literally and figuratively.

OUR CLASS WILL READ THESE BOOKS

Novel

- *Love That Dog*, Sharon Creech

Poems

- “The Red Wheelbarrow,” William Carlos Williams
- “Stopping by Woods on a Snowy Evening,” Robert Frost
- “The Pasture,” Robert Frost
- “Love That Boy,” Walter Dean Myers
- “dog,” Valerie Worth
- “Heart to Heart,” Rita Dove

Picture Book

- *The Circulatory Story*, Mary K. Corcoran

OUR CLASS WILL EXAMINE THIS PAINTING

- *The Clinic of Dr. Gross*, Thomas Eakins

OUR CLASS WILL WATCH THIS VIDEO

- “Exploring the Heart: The Circulatory System”

OUR CLASS WILL ASK THESE QUESTIONS

- How does someone show a great heart, figuratively?
- What is a great heart, literally?
- How do the characters in *Love That Dog* show characteristics of great heart?
- What does it mean to have a great heart, literally and figuratively?

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

- *Clara and Davie*, Patricia Polacco
- *Clara Barton: Angel of the Battlefield*, Editors of TIME for Kids
- *Who Was Clara Barton?* Stephanie Spinner
- *Sergeant Reckless: The True Story of the Little Horse Who Became a Hero*, Patricia McCormick
- *Phineas Gage: A Gruesome but True Story about Brain Science*, John Fleischman
- *Breakthrough!: How Three People Saved “Blue Babies” and Changed Medicine Forever*, Jim Murphy
- *The One and Only Ivan*, Katherine Applegate
- *Katerina’s Wish*, Jeannie Mobley
- *Locomotion*, Jacqueline Woodson
- *The Circulatory System*, Christine Taylor-Butler

PLACES YOU CAN VISIT TO TALK ABOUT THE HEART

When you visit the doctor together, ask:

- What do you notice about the doctor?
- What do you wonder about your own heart?
- What do we do to be sure we have healthy hearts?
- Tell me about a time when you felt like our family showed great heart?

WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 2?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *A Great Heart*

Module 2: *Extreme Settings*

Module 3: *The Redcoats Are Coming!*

Module 4: *Myth Making*

In Module 2, we will examine how people react to extreme environments. Students will analyze what makes landscapes such as mountains challenging. We will ask the question: How do humans survive against the odds?

OUR CLASS WILL READ THESE BOOKS AND STORIES

Novel

- *Hatchet*, Gary Paulsen

Short Story

- “All Summer in a Day,” Ray Bradbury

Scientific Account

- *Mountains*, Seymour Simon
- *SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere*, John “Lofty” Wiseman

Poems

- “Dust of Snow,” Robert Frost
- “Stopping by Woods on a Snowy Evening,” Robert Frost

OUR CLASS WILL EXAMINE THIS ARCHITECTURE

- *Fallingwater*, Frank Lloyd Wright

OUR CLASS WILL ASK THESE QUESTIONS

- How does the setting affect the characters or speakers in the text?
- What makes a mountainous environment extreme?
- How does setting influence character and plot development?
- How does a challenging setting or physical environment change a person?

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What's happening?
- What does a closer look at words and illustrations reveal about this text's deeper meaning?

BOOKS TO READ AT HOME

- *Guts: The True Stories Behind Hatchet and the Brian Books*, Gary Paulsen
- *Grand Canyon*, Jason Chin
- *Moonbird: A Year on the Wind with the Great Survivor B95*, Phillip Hoose
- *Hurricanes*, Seymour Simon
- *A Girl Named Disaster*, Nancy Farmer
- *The Sign of the Beaver*, Elizabeth George Speare
- *Navigating Early*, Clare Vanderpool
- *My Side of the Mountain*, Jean Craighead George
- *The River*, Gary Paulsen
- *Island of the Blue Dolphins*, Scott O'Dell
- *Brian's Return*, Gary Paulsen
- *Brian's Winter*, Gary Paulsen
- *Brian's Hunt*, Gary Paulsen
- *The Wild Robot*, Peter Brown
- *Falling Water: The Building of Frank Lloyd Wright's Masterpiece*, Anna Egan Smucker and Marc Harshman
- *Time of Wonder*, Robert McCloskey

PLACES YOU CAN VISIT TO TALK ABOUT THE HEART

Visit the library or go online at home. Search for some images of extreme environments, such as the Canadian wilderness, Mono Lake, Octopus Springs, Killington (Vermont), Grenada, Southern Belize, or Iceland.

- What do you notice and wonder about this region?
- What do you think life is like there?

WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 3?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *A Great Heart*

Module 2: *Extreme Settings*

Module 3: *The Redcoats Are Coming!*

Module 4: *Myth Making*

In Module 3, we will use a critical eye to see how the American Revolution was a foundation for American history. By focusing on identifying and understanding perspective and its impact on our understanding of events and decisions people make, students will improve their critical-thinking skills as both readers and writers. We will ask the question: Why is it important to understand all sides of a story?

OUR CLASS WILL READ THESE BOOKS

Novel (Literary)

- *Woods Runner*, Gary Paulsen

Picture Book (Literary)

- *The Scarlet Stockings Spy*, Trina Hakes Noble

Historical Account (Informational)

- *George vs. George: The American Revolution as Seen from Both Sides*, Rosalyn Schanzer

Poetry

- *Colonial Voices: Hear Them Speak*, Kay Winters

OUR CLASS WILL EXAMINE THIS PAINTING

- *Washington Crossing the Delaware*, Emanuel Leutze

OUR CLASS WILL EXAMINE THIS ENGRAVING

- *The Boston Massacre*, Paul Revere

OUR CLASS WILL READ THESE ARTICLES

- "Massacre in King Street," Mark Clemens
- "Detested Tea," Andrew Matthews

OUR CLASS WILL WATCH THESE VIDEOS

- “Paul Revere–Mini Biography”
- “Fred Woods Trail–Driftwood, Pennsylvania”
- “The Culper Spy Ring: Path through History”
- “REBUILD–From The Ashes, The World Trade Center Rises Again”

OUR CLASS WILL VIEW THIS PHOTOGRAPH

- *Raising the Flag at Ground Zero*, Thomas E. Frankline

OUR CLASS WILL VISIT THESE WEBSITES

- EDSITEment: Emanuel Leutze’s Symbolic Scene of *Washington Crossing the Delaware* (<http://witeng.link/0158>)
- The Gilder Lehrman Institute of American History (<http://witeng.link/0209>)

OUR CLASS WILL ASK THESE QUESTIONS

- What were the perspectives of the two main sides of the American Revolution?
- How did different people’s experiences affect their perspectives about the American Revolution?
- How did different people’s perspectives affect their actions during the American Revolution?
- What drove the Patriots to fight for their independence from Britain?

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- What is happening in the story?
- What is the essential meaning, or most important message, in this book?
- How does this story build your knowledge about the American Revolution?

BOOKS TO READ AT HOME

- *Can’t You Make Them Behave, King George?*, Jean Fritz
- *If You Lived at the Time of the American Revolution*, Kay Moore
- *George Washington, Spymaster*, Thomas B. Allen
- *Did it All Start with a Snowball Fight?: And Other Questions About ... The American Revolution*, Mary Kay Carson
- *Sybil Ludington’s Midnight Ride*, Marsha Amstel
- *Samuel’s Choice*, Richard Berleth

- *Sophia's War: A Tale of the Revolution*, Avi
- *My Brother Sam Is Dead*, James Lincoln Collier
- *Chains*, Laurie Halse Anderson
- *Forge*, Laurie Halse Anderson
- *Johnny Tremain*, Esther Hoskins Forbes
- *Sam the Minuteman*, Nathaniel Benchley
- *For Liberty: The Story of the Boston Massacre*, Timothy Decker
- *When Washington Crossed the Delaware: A Wintertime Story for Young Patriots*, Lynne Cheney

IDEAS FOR TALKING ABOUT THE AMERICAN REVOLUTION

Ask your Grade 4 student to do the following with you:

- Explain the perspectives of the two main sides of the American Revolution.
- Explain the perspective of each group of colonists about the tax on tea (Patriots, Loyalists, In-Betweens).
- Summarize what was happening in the books read in class.
- Create a comic strip story map to record in pictures what is happening in each story that is read in class. Discuss with your child each night.
- Practice telling a story about the American Revolution in first person (I, me, we) and third person (he, she, they).
- Practice reading aloud a monologue assigned for homework. Ask your Grade 4 student how the colonists feel about the tea tax and why.
- Discuss the American spirit that kept patriots fighting in the war despite terrible conditions and the poor odds of winning.
- Discuss the characters in *The Scarlet Stockings Spy* and *Woods Runner*. Who are they? Why are they important to the stories?
- Discuss whether the patriots were justified in fighting for their independence from Britain. What was the cost of the war for each side in the conflict?

WHAT IS MY GRADE 4 STUDENT LEARNING IN MODULE 4?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *A Great Heart*

Module 2: *Extreme Settings*

Module 3: *The Redcoats Are Coming!*

Module 4: **Myth Making**

In Module 4, we will read and analyze myths from the ancient Greeks and Romans, as well as Native American tribes, to learn the purpose and importance of these stories in their cultures. Students will also enjoy reading *Walk Two Moons*, a beautiful tapestry of stories within stories, to reveal a modern-day myth that captures a snapshot of our human experience. We will ask the question: What can we learn from myths and stories?

OUR CLASS WILL READ THESE BOOKS

Novel (Literary)

- *Walk Two Moons*, Sharon Creech

Drama (Literary)

- *Pushing Up the Sky: Native American Plays for Children*, Joseph Bruchac

Historical Account (Informational)

- *Understanding Greek Myths*, Natalie Hyde

Myths (Literary)

- *Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology*, Lise Lunge-Larsen

OUR CLASS WILL EXAMINE THESE PAINTINGS

- *Pandora*, Dante Gabriel Rossetti
- *Pandora*, Odilon Redon

OUR CLASS WILL EXAMINE THIS GRAPHIC

- “The Raven Steals the Light,” Bill Reid and Robert Bringhurst

OUR CLASS WILL READ THIS MYTH

- “When Raven Soared,” Leigh Anderson

OUR CLASS WILL READ THESE POEMS

- “The Tide Rises, The Tide Falls,” Henry Wadsworth Longfellow
- “the little horse is newLY,” e.e. cummings

OUR CLASS WILL VIEW THIS SCULPTURE

- *Winged Victory of Samothrace*

OUR CLASS WILL WATCH THESE VIDEOS

- “Aerial Acropolis focusing on Parthenon house of goddess Athena/Acropolis, Athens, Greece”
- “Secrets of the Parthenon,” PBS Nova
- “The Tide Rises, The Tide Falls”
- “Samothrace Reconstruction: Hieron to Nike”

OUR CLASS WILL VIEW THIS PHOTOGRAPH

- *Parthenon*, Britannica

OUR CLASS WILL ASK THESE QUESTIONS

- What are myths, and why do people create them?
- What do myths and stories from different cultures have in common?
- How are Sal’s and Phoebe’s stories connected in *Walk Two Moons*?
- What does Sal learn in *Walk Two Moons*?

QUESTIONS TO ASK AT HOME

As your Grade 4 student reads, ask:

- How does this text build your knowledge of myths and stories? Share what you know about myths and stories.

BOOKS TO READ AT HOME

- *Percy Jackson and the Olympians: The Lightning Thief*, Rick Riordan
- *Cupid and Psyche*, M. Charlotte Craft
- *The Water Dragon: A Chinese Legend*, Li Jian
- *Pegasus*, Marianna Mayer
- *Greek Myths for Young Children*, Heather Amery
- *A Collection of Rudyard Kipling’s Just So Stories*, Rudyard Kipling
- *Fables*, Arnold Lobel

- *Treasury of Egyptian Mythology: Classic Stories of Gods, Goddesses, Monsters, and Mortals*, Donna Jo Napoli
- *Treasury of Greek Mythology: Classic Stories of Gods, Goddesses, Heroes and Monsters*, Donna Jo Napoli
- *Classic Myths to Read Aloud: The Great Stories of Greek and Roman Mythology*, William F. Russell
- *Adventures of the Greek Heroes*, Anne M. Wiseman

IDEAS FOR TALKING ABOUT MYTHS AND STORIES

Ask your Grade 4 student to do the following with you:

- Explain what makes a myth a myth.
- Retell a myth, and explain its purpose.
- Explain why people first created myths.
- Explain the two main types of myths.
- Discuss what the ancient Greeks learned from myths.
- Summarize what was happening in the books read in class.
- Create a comic strip story map to record in pictures what is happening in each story that is read in class. Discuss with your child each night.
- Practice reading aloud the fluency passages assigned for homework.
- Discuss the characters in *Walk Two Moons*. Who are they? Why are they important to the story?
- Discuss the trip Salamanca takes with her grandparents. Ask where they traveled to each day, and look these places up together in books and on the internet.
- Write your own family myth, and share it with others.