

Literature

General Lit.
Mythology/Hist. Fiction

SAMPLE





About the Course

Overview note: Literature selections are chosen to encourage students to engage with rich ideas in literature and history and also to help them to gain independence in their reading and lessons.

This course includes the following topic(s): Mythology/Hist. Fiction: Grade 4, General Lit.: Grade 4

About General Lit.: Grade 4

Continue fostering independence and a love of reading with irresistible stories such as *The Lion, the Witch, and the Wardrobe* and historical fiction from the time period.

About Mythology/Hist. Fiction: Grade 4

Students read Norse mythology for a term, enjoy a term of fairy tales from around the world collected or written in the 19th century, and finish with a term of African American folktales.



Placement & Combining Tips

Literature: Grade 4

Overview note: Poetry lessons are an integral part of the whole Literature program, so look at both literature and poetry selections together when placing students.

General Lit.: Grade 4

Suitable for Grades 5-6 if combining.

Mythology/Hist. Fiction: Grade 4

Can easily be combined with students in Grades 3 or 5.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
4	General Lit.: Grade 4 1 time/week 20 min	<i>The Lion, the Witch and the Wardrobe</i> <i>Hans Brinker or The Silver Skates</i>
4	Mythology/Hist. Fiction: Grade 4 1 time/week 20 min	<i>In the Days of Giants</i> <i>Russian Fairy Tales</i> <i>South American Jungle Tales</i> <i>The Tales of Uncle Remus: The Adventures of Brer Rabbit</i> <i>Short Stories & Folktales</i>

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Literature: Grade 4				
	General Lit.: Grade 4		Mythology/Hist. Fiction: Grade 4	



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

General Lit.: Grade 4

Although these books also make for great read-alouds, they were specifically chosen to help students to begin transitioning toward independence and continue growing in reading fluency and ease. While lesson plans are intended to be achievable during the lesson times on average, reading speed varies widely at this age. Focus on having students read for the time allotted, more than getting through the exact section assigned.

Ask students to recall what happened last before sending them to read the day's selection on their own. Oral narrations can be completed into a voice recorder or back with a parent or class. These are also great books to use for occasional written narrations.

Mythology/Hist. Fiction: Grade 4

In Days of Giants tells the stories of Norse mythology and is read in Terms 1-2. The Nordic people would enjoy telling tales of heroes, gods, and monsters during the long, dark winter nights. As such, we recommend teachers preview the readings to ensure they are suitable for their particular students.

Term 2 (Folk Tales): Older Folk Tales often include content such as drinking, smoking, abuse of others, etc. The teacher should preview the tales if this might be an issue for your home or classroom.

Term Prep & Teacher Tips

General Lit.: Grade 4

If students have already read *The Lion, the Witch and the Wardrobe*, consider having them still read it on their own if it might help them gain confidence reading and completing lessons themselves. Otherwise, substitute another book in the Narnia series or substitute with a book from an adjacent grade's literature lessons and begin Johnny Tremain earlier in the year (the whole book is too long to finish before the end of Term 3, so it can easily be moved back).

For the *Silver Skates*, we have provided two different pacing options for the book depending on your student(s) and context. The first pacing option is slower and better suited for less confident readers reading independently OR those reading the book aloud with their student(s). Note that students will want to finish this book on their own time after the end of the year.

The second pacing option moves more quickly and allows students to finish the book. This is best suited to quick readers or those who want to assign any reading not finished in a lesson for students to complete as homework on their own time during the term.

Regardless of which pacing option you choose, be sure to leave time for students to narrate at the end of the lesson. Note that recap and discussion questions are based on the slower pacing so feel free to skip ahead and use a discussion question from a different lesson if you're following the faster option.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

[∞ View Book List Details](#)

Literature: Grade 4

General Lit.: Grade 4



The Lion, the Witch and the Wardrobe



Hans Brinker or The Silver Skates

Mythology/Hist. Fiction: Grade 4



In the Days of Giants



Russian Fairy Tales



South American Jungle Tales



The Tales of Uncle Remus: The Adventures of Brer Rabbit

Short Stories & Folktales



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Literature: Grade 4

∞ [Extra Helpings](#)

∞ [Foundations \(See Section 9: Literature\)](#)

Click THIS text or scan the QR code for links.



Literature: Grade 4

How To Teach



Prepare

- Read through the lesson and gather any materials or find any necessary links.
- If you have not already read the book, you may want to read the selected pages in advance, especially for Shakespeare lessons. It is helpful to read the play or a preview of it beforehand.
- Choose which books to have students start reading independently (General Literature selections are especially good for independent work).



Recap

- Connect back to the previous lesson. Ask students to give a summary of what they remember and/or predict what might come next. (Full narration is not necessary.)
- If students have difficulty recalling, teachers might try showing them an illustration, sharing something that the teacher remembers, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, then teachers might consider continuing anyway (with a shorter reading and/or using a combination of visual and audio support this time) or repeating the last lesson, depending on the reading and the nature of the book.



Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson.
- If necessary, you may talk about one or two unfamiliar words that will be crucial to understanding.



Read

- Read the day's passage aloud or have students read independently. For Shakespeare, it is highly recommended that each student have their own copy of the play and that you read it aloud together or read along and underline/make notes while listening to the audio recording.
- Use supportive strategies and educational tools to reduce frustration and better engage the mind, as appropriate. These could include, but are not limited to, the use of eBooks, pictures, audio, read-aloud, buddy reading, colored reading strips, etc.
- Some students may benefit from having a notebook or piece of scrap paper available to externalize ideas by drawing, recording names, or making symbolic 'squiggle' notes.
- Students who have a difficult time sitting still or listening may benefit from: a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.



Narrate

- Have students retell the passage orally or in writing. If writing, encourage students to use the full remaining lesson time and include as much detail as they can remember. For Shakespeare or challenging books, it may be helpful to narrate more frequently and/or use props.
- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas

in the manner most natural to them.

- Students who used paper or a notebook to externalize may refer to these for support. Other students who need external support may benefit from looking at a map or picture from the book while narrating.
- Students who tend to use the same type of narration all the time might be encouraged to try another form of narration by first doing it together through play or discussion.
- Teachers may take turns to model.
- Narration is a complex skill that requires coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today; notice facial expressions and body language; listen to what they say about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they are working, and then offer whatever support they need to end on a positive note or take a break for the day, if necessary.



Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made.
- To stimulate discussion, you can ask an open-ended question or use an included discussion question.



Term 1

WEEK 1 20m General Lit.: Grade 4 - Lesson 1

Materials: The Lion, the Witch and the Wardrobe

→ INTRO

Starting in Grades 3-4, more and more of our literature books will also relate to the historical time period we're studying in history courses. But some books are just beautiful and interesting stories to enjoy. Based on the title, do you have any guesses on what The Lion, the Witch, and the Wardrobe will be about?

→ READ, NARRATE, & DISCUSS

Ch.1

WEEK 1 20m Mythology/Hist. Fiction: Grade 4 - Lesson 1

Materials: In the Days of Giants, Student World Atlas

→ INTRO

We will be reading Norse mythology. It is a series of beliefs and legends belonging to Scandinavian people who lived in modern-day Norway, Sweden, and Denmark. The Nordic people would enjoy telling tales of heroes, gods, and monsters during the long, dark winter nights.

→ LOCATE

Find Scandinavian countries of today: Denmark, Norway, Sweden

Map Resource: Student World Atlas

→ READ, NARRATE, & DISCUSS

"The Beginning of Things" and "How Odin Lost His Eye" p.9-16

WEEK 2 20m General Lit.: Grade 4 - Lesson 2

Materials: The Lion, the Witch and the Wardrobe

→ RECAP

What happened last?

→ READ, NARRATE, & DISCUSS

Ch.2

WEEK 2 20m Mythology/Hist. Fiction: Grade 4 - Lesson 2

Materials: In the Days of Giants

→ RECAP

What did you read last time?

→ READ, NARRATE, & DISCUSS

"Kvasir's Blood" p.17-22

WEEK 3 20m General Lit.: Grade 4 - Lesson 3

Materials: The Lion, the Witch and the Wardrobe

→ RECAP

What happened last? Do you remember the names of the four children?

→ READ, NARRATE, & DISCUSS

Ch.3



Term 1

WEEK 3 ☐ 20m Mythology/Hist. Fiction: Grade 4 - Lesson 3

☐ Materials: In the Days of Giants

→ **RECAP**

What did you read last time?

→ **READ, NARRATE, & DISCUSS**

"The Giant Builder" p.23-28

SAMPLE