

## Grade Four Resources

### I. Poetry

The poems listed below constitute a selected foundation of poetry for this grade. Teachers are encouraged to expose children to more poetry, classical and contemporary, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

#### A. Poems

Afternoon on a Hill (Edna St. Vincent Millay)  
Clarence (Shel Silverstein)  
Clouds (Christina Rossetti)  
Concord Hymn (Ralph Waldo Emerson)  
Dreams (Langston Hughes)  
The drum (Nikki Giovanni)  
Knoxville (Nikki Giovanni)  
Fog (Carl Sandburg)  
George Washington (Rosemary and Stephen Vincent Benet)  
Humanity (Elma Stuckey)  
Life Doesn't Frighten Me (Maya Angelou)  
Monday's Child is Fair of Face (traditional)  
Paul Revere's Ride Henry Wadsworth Longfellow)  
The Pobble Who has Not Toes (Edward Lear)  
The Rhinoceros (Ogden Nash)  
Things (Eloise Greenfield)  
A Tragic Story (William Makepeace Thackeray)

#### B. Terms

Stanza and line

### II. Fiction

In 4<sup>th</sup> grade, students should be fluent, competent readers of appropriate materials. Decoding skills should be automatic, allowing the children to focus on meaning. Regular practice in reading aloud and independent silent reading should continue. Sustained silent reading should be included in the daily schedule and Children should read outside of school at least 20 minutes daily.

The selections below represent a foundational set of stories for this grade level. Teachers and parents are encouraged to expose children to many more stories and to encourage children to write their own stories.

### **A. Stories**

Sing Down the Moon (Southern Folktales from Appalachia)

The Fire on the Mountain (an Ethiopian folktale)

From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)

*The Legend of Sleepy Hollow* and *Rip Van Winkle* (Washington Irving)

The Magic Brocade or The Chuang Brocade (a Chinese folktale that may also be called "The exchanged Tapestry, The Magic Tapestry, and "The Waving of a Dream")

*Pollyanna* (Eleanor Porter)

*Robinson Crusoe* (Daniel Defoe)

*Robin Hood*

St. George and the Dragon

*Treasure Island* (Robert Louis Stevenson)

### **B. Myths and Mythical Characters**

Legends of King Arthur and the Knights of the Round Table

- How Arthur Became King
- The Sword in the Stone
- The Sword Excalibur
- Guinevere
- Merlin and the Lady of the Lake
- Sir Lancelot

### **C. Novels**

Recommended for selection at this grade level

*Babe the Gallant Pig* (Dick King-Smith)

*Because of Winn Dixie*

*The Borrowers* (Mary Norton)

*Bunnicula*

*The Chocolate Touch* (Patrick S. Catling)

*The Enormous Egg* (Oliver Butterworth)

*Freckle Juice* (Judy Blume)

*Friendship and the Gold Cadillac* (Mildred Taylor)

*How to Eat Fried Worms* (Thomas Rockwell)

*Justin and the Best Biscuits in the World* (Mildred Pitts)

*Misty of Chincoteague* (Marguerite Henry)

*Frindle* (

*Sign of the Beaver* (Elizabeth George Speare)  
*Sarah, Plain and Tall* ( Patricia Maclachlan)  
*Tales of a Fourth Grade Nothing* (Judy Blume)  
*Little House on the Praire* (Laura Ingalls Wilder)  
*Matilda*  
*The Phantom Toll Booth*  
*The Great Brain* (John D. Fitzgerald)  
*Jumanji* (Chris Van Allsburg)  
*Shiloh* ( Phyllis Renolds Naylor)  
*The Boy Who Painted Dragons* (Demi)  
*Sato and the Elephants* (Juanita Havill)  
*The Skates of Uncle Richard* (Carol Fenner)  
*A Taste of Blackberries* (Delores Buchanan Smith)  
*Yang the Youngest and His Terrible Ear* (Linsy Namioko)  
*Horse Hooves and Chicken Feet* (Mexican folktales)  
*Porch Lies: Tales of Slicksters, Tricksters, and Other Wily Creatures-Stories of the rural South*  
 (Patricia C. McKissack)  
*The Shakespeare Stealer* (Gary Blackwoiod)

### III. Non-Fiction

Students should experience non-fiction prose; biographies, books about science and history, books on art, music, the saints, church history, speeches, etc.

Patrick Henry, "Give me Liberty or Give me Death"  
 Sojourner truth: "Ain't I a woman?"  
*Good Masters! Sweet Ladies! Voices from a Medieval Village*

### IV. Sayings and Phrases

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many students, this section may not be needed, but for students with a native language other than English or others who's standard culture differs from the native, literate American English speaker. Even native speakers may enjoy a research writing assignment to discover the origin of these sayings.

An ounce of prevention is worth a pound of cure  
 As the crow flies  
 Beauty is only skin deep.  
 The bigger they are, the harder they fall.  
 Birds of a feather flock together.  
 Blow hot and cold  
 Break the ice.

Bull in a china shop  
Bury the hatchet  
Can't hold a candle to  
Don't count your chickens before they hatch.  
Don't put all your eggs in one basket.  
Etc.  
Go to pot  
Half a loaf is better than none  
Haste makes waste  
Laugh and the world laughs with you.  
Lightning never strikes twice in the same place.  
Live and let live  
Make ends meet.  
Make hay while the sun shines.  
Money burning a hole in your pocket.  
Once in a blue moon  
One picture is worth a thousand words.  
On the warpath  
RSVP  
Run-of-the-mill  
Seeing is believing  
Shipshape  
Through thick and thin  
Timbuktu  
Two wrongs don't make a right.  
When it rains, it pours  
You can lead a horse to water, but you can't make it drink

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