

COMMON CORE CURRICULUM MAPS

ENGLISH LANGUAGE ARTS



MAPS

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Grade 4 ► Unit 1

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Tales of the Heart

This four-week unit invites students to explore the mixture of emotions that accompany the transition to fourth grade, as well as to learn from informational text about three body systems (respiratory, circulatory, and endocrine).

ESSENTIAL QUESTION



How do stories reveal what we have in common?

[Standards Checklist](#)

OVERVIEW

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Students examine emotions through a traditional favorite, Judy Blume's *Tales of a Fourth Grade Nothing*, as well as through Sharon Creech's *Love that Dog*, Grace Nichols' poem "They Were My People," and the traditional "Monday's Child Is Fair of Face." *Harriet the Spy* (Louise Fitzhugh) is the suggested read aloud for this unit because, just as Harriet writes everything down in her journal, students keep a journal of what they learn throughout the year. Nonfiction text about body systems is supplemented with nonfiction biographies of doctors. Students summarize fiction and nonfiction texts, write information/explanatory pieces, and engage in collaborative discussions—all skills that will be used throughout the fourth grade year. Finally, this unit ends with a class discussion and paragraph response to the essential question.

FOCUS STANDARDS

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These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RL.4.2:** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RF.4.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.4.3(a):** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.2(a):** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- **W.4.2(b):** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.4.1(a):** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.4.1(b):** Follow agreed-upon rules for discussions and carry out assigned roles.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
- **L.4.4(a):** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

[Common Core State Standards, ELA](#) (1.5 MB)

STUDENT OBJECTIVES

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- Read and discuss a variety of fiction and nonfiction about matters of the heart: family, transitions to fourth grade, and the body systems.
- Find similarities and differences in story characters, and how they change over the course of a story.
- Find similarities and differences in body systems.
- Write a variety of responses to stories and poems.
- Research a famous doctor or scientist and write a bio-poem (i.e., a biography in poem form) about him/her.
- Recite poetry for classmates.
- Participate in group discussions about matters of the heart.

SUGGESTED WORKS

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(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Stories

- *Love that Dog* (Joanna Cotler Books) (Sharon Creech) (EA)
- *Tales of a Fourth Grade Nothing* (Judy Blume)
- *Clarice Bean Spells Trouble* (Lauren Child)
- *Fourth Grade Rats* (Jerry Spinelli)
- *Just Juice* (Karen Hesse and Robert Andre Parker)
- *Red Ridin' in the Hood: and Other Cuentos* (Patricia Santos Marcantonio and Renato Alarco)
- *Porch Lies: Tales of Slicksters, Tricksters, and other Wily Characters* (Patricia McKissack and Andre Carrilho)

Poems

- "They Were My People" (Grace Nichols) (E)
- "Monday's Child Is Fair of Face" (Mother Goose)
- "Dreams" (Langston Hughes) (EA)
- "Humanity" (Elma Stuckey)
- "On the Way to School" (Charles Ghigna)
- "The Drum" (Nikki Giovanni)
- *Honey, I Love: And Other Love Poems* (Eloise Greenfield and Leo and Diane Dillon)

Text about Poetry Terms

- *Skin Like Milk, Hair of Silk: What Are Similes and Metaphors?* (Words Are Categorical) (Brian P. Cleary)

Stories (Read Aloud)

- *Harriet the Spy* (Louise Fitzhugh)

INFORMATIONAL TEXTS

Informational Text (About The Body)

- *The Heart: Our Circulatory System* (Seymour Simon)
- *The Heart and Circulation*(Exploring the Human Body) (Carol Ballard)
- *The Circulatory System* (Kristin Petrie)
- *The Amazing Circulatory System: How Does My Heart Work?* (John Burstein)
- *The Circulatory System* (Scholastic, A True Book) (Darlene R. Stille)
- *Lungs: Your Respiratory System* (Seymour Simon)
- *The Respiratory System* (Susan Glass)
- *The Respiratory System* (Kristin Petrie)
- *The Remarkable Respiratory System: How Do My Lungs Work?* (John Burstein)
- *The Respiratory System* (Scholastic, A True Book) (Darlene R. Stille)
- *The ABCs of Asthma: An Asthma Alphabet Book for Kids of All Ages* (Kim Gosselin and Terry Ravanelli)
- *The Endocrine System* (Rebecca Olien)
- *The Exciting Endocrine System: How Do My Glands Work?* (John Burstein)

- *Grossology and You: Really Gross Things about Your Body* (Sylvia Branzei and Jack Keely)
- *What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?* (My Health) (Jean Stangl)
- *I Wonder Why I Blink: And Other Questions About My Body* (Brigid Avison)

Biographies

- *Elizabeth Blackwell: Girl Doctor* (Childhood of Famous Americans) (Joanne Landers Henry)
- *Clara Barton* (History Maker Bios)(Candice Ransom)
- *100 African Americans Who Shaped History*[chapter on Daniel Hale Williams] (Chrisanne Beckner)

Biographies (Advanced Readers or Read Aloud)

- *The Mayo Brothers: Doctors to the World* (Community Builders)(Lucile Davis)
- *Charles Drew: Doctor Who Got the World Pumped Up to Donate Blood* (Getting to Know the World's Greatest Inventors and Scientists)(Mike Venezia)

ART, MUSIC, AND MEDIA

Art

- Sir Luke Fildes, *The Doctor* (1891)
- Frederick Daniel, *Playing at Doctors* (1863)
- Jan Steen, *Doctor's Visit* (1663-1665)
- Vincent van Gogh, *Portrait of Dr. Gachet* (1890)
- Norman Rockwell, *Doctor and Boy Looking at the Thermometer* (1954)

Alternate art

- Van Gogh's *Portrait of a Dog*, drawn at age 9.
Note: Use this drawing to accompany *Love That Dog* (Sharon Creech). Have students compare this drawing with student drawings of their own dogs.

SAMPLE ACTIVITIES AND ASSESSMENTS

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Literary Graphic Organizer

As a class, we will keep a chart with the categories listed below of the stories and poems we read. As the chart is filled in, we will use the information to talk about what we learned from literature.

- Title and author
- Type of literature (story or poem)
- Main character(s)
- Problem
- Solution
- Summary (using the "Somebody-Wanted-But-So" strategy)

Write your own response on a Post-It note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.3a, RL.4.1, RL.4.2, RL.4.5, L.4.4a)

Class Discussion

Let's compare and contrast what is the same and what is different about characters, problems, and solutions in literature. Does any of this remind you of experiences you've had? Turn and talk about your ideas with a partner. Then, look back for specific lines or paragraphs from the stories and poems read that describe what you mean. (SL.4.1.a,b, RL.4.2)

Informational Text Graphic Organizer

As a class, we will keep a chart of information learned about the respiratory, circulatory, and endocrine systems. As the chart is filled in, we will use the information to talk about what we learned from nonfiction books.

- The body system
- What does it do?
- What are its parts?
- What are some interesting facts?
- What are the words we should know? (e.g., cardiology, pulmonology, etc.)

Write your own response on a Post-It note, on a white board, or in your journal and share it with a partner before each section of the class chart is filled in. (RF.4.3a, RI.4.1, RL.4.2, RL.4.4, RI.4.9, L.4.4a)

Journal Response

Following a class discussion of each body system and the similarities and differences between them, be ready to write

in your journal about each system and how they work together. (SL.4.1.a,b, W.4.2.a,b, W.4.4, W.4.7, L.4.1a,g, L.4.2a)

Literature Response

Jack changes from the beginning to the end of *Love That Dog* (Sharon Creech). Create a two-column chart in your journal with two headings: "Beginning of school year" and "End of school year." Under each heading, list examples of the things Jack does, thinks, and says in the beginning of the year compared to the end of the year. What do you think Jack can teach you about yourself? (RL.4.1, RL.4.3)

Poetry Response:

Not only do poets use a variety of verses, rhyme schemes, and meters, but they use specific techniques to make their poems unique. Find examples of rhyme schemes, alliteration, similes, and metaphors in *Love That Dog* (Sharon Creech) and other poems read in this unit. As a class, create a T-chart that includes the name of the technique and examples of each. Mark your poems with Post-It notes so you can easily reference the examples you found when it's time for class discussion. Finally, try to write your own poem that imitates a poet of choice. (RL.4.4, L.4.5a, W.4.4)

Literature Response:

How do Peter's experiences in *Tales of a Fourth Grade Nothing* (Judy Blume) remind you of your family? Talk with a partner and share your ideas. Then, write a short story about a family member, and share it with the same partner. Ask your partner to tell you what they like and what could be improved (i.e., if a specific section needs more details to be clear). (W.4.3a,b, W.4.4, W.4.5)

Research Project/Bio-Poem:

Read a biography and other informational text about famous doctors and scientists. What can you learn about yourself from reading these biographies? Write a bio-poem about the person you read about that includes important facts you think your classmates should know. Include audio or visual displays in your presentation, as appropriate. Share your poem with your class. (RI.4.1, RL.4.6, RI.4.8, RI.4.9, W.4.2d, W.4.7, SL.4.4, SL.4.5, L.4.1a,g, L.4.2a)

Dramatization/Fluency:

Choose one of the poems from this unit, such as "They Were My People" (Grace Nichols), to read and discuss with a partner. Perform the poem as a duet with a classmate. (RF.4.3a)

Word Study:

Words that share roots are related in their meanings. As an individual and as a class, keep an index card file of new words learned in this unit (i.e., cardiovascular, cardiac, cardiology; pulmonology, pulmonologist, etc). Keeping the words on index cards will allow you to use and sort the words by meaning and spelling features. (Note: This will be an ongoing activity all year long.) You may also be asked to work in groups to create [semantic maps](#) of the body systems in order to explore your understanding of the interconnectedness of the body systems. (L.4.4a, RI.4.6)

Art Appreciation:

Look at how doctors are portrayed in the various art selections (see Art, Music, and Media). What adjectives would you use to describe the doctors and patients? Choose your favorite painting and write a conversation that could have occurred between patient and doctor. (RL.4.7, W.4.3b)

Class Discussion/Reflective Essay:

As a class, summarize what was learned in this unit as it relates to the essential question "How do stories reveal what we have in common?" Following the class discussion, write your response in your journal and share it with your teacher. (W.4.9a,b, W.4.4, L.4.1a,g, L.4.2a)

ADDITIONAL RESOURCES

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- [Today is Native American writer Leslie Marmon Silko's birthday](#) (ReadWriteThink) (RL.4.6)
Note: Students revive elements of the oral tradition by writing about something funny that happened to them recently, sharing with classmates, and discussing the changes that occur during the retelling of the stories.
- [Judy Blume Author Study](#) (Scholastic) (RI.4.9)
Note: These are Scholastic.com's suggestions for an author study of Judy Blume.
- [Dr. Christian Barnard performed the first human heart transplant](#) (ReadWriteThink) (W.4.7)
Note: After discussing the causes of heart disease, talk about the role that diet and exercise can play in maintaining a healthy heart.
- [Question and Answer Books--From Genre Study to Report Writing](#) (ReadWriteThink) (W.4.2)
Note: This lesson looks at question and answer books as a genre study. Through read-alouds and independent reading, students explore the content and format of these books, establish how they are different from and similar to other nonfiction texts, and discuss their possible uses for doing and presenting research.
- [Poems about Family and Childhood](#) (Inquiry Unlimited)
- [Circulatory System Lesson](#) (Instructor Web)
- [Lessons for Grade 4](#) (Texas Heart Institute)
- [The Human Heart](#) (The Franklin Institute)

- [Guide to Cardiovascular Health](#) (The Nemours Foundation) (pdf)

TERMINOLOGY

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- (review of) poetic devices: rhyme scheme, meter, alliteration
- (review of) poetic terms: stanza, line, verse
- bio-poem
- characters
- dramatization
- fluency
- graphic organizer
- poetic devices: simile, metaphor
- problem and solution
- semantic map

MAKING INTERDISCIPLINARY CONNECTIONS

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This unit teaches:

- **Science:**
 - Body systems: circulatory (e.g., chambers of the heart, four blood types, etc.), respiratory (e.g., parts of the lungs, carbon dioxide/oxygen exchange, dangers of smoking, asthma, etc.), endocrine (e.g., pituitary, adrenal, thyroid glands, etc.)
 - Doctors (e.g., Elizabeth Blackwell, Benjamin Banneker, Charles Drew, etc.) and their contributions to science
- **Art:** Jan Steen, Vincent van Gogh, Norman Rockwell

This unit could be extended to teach:

- **Music:** elements of music (e.g., steady beat, rhythmic patterns, accents, downbeats, etc.)
- **Mathematics:**
 - Graphing (e.g., heart beats per minute at rest vs. during exercise, etc.)
 - Measurement (e.g., liters [blood], pounds [weight], inches/centimeters [height], peak flow meter [lung capacity], etc.)
- **Physical education/health:** Ways to keep the heart and lungs healthy (e.g., cardiovascular exercise, healthy diet, etc.)

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