



COMMON CORE SUPPLEMENT

Grade 4

Welcome to the Oak Meadow Common Core Supplement for Grade 4. These supplemental assignments are intended for schools and individuals who use Oak Meadow curriculum and who need to be in compliance with Common Core Standards.

Introduction

Oak Meadow provides a creative, flexible, and hands-on approach to learning that meets the intellectual and developmental needs of K–8 students. Our K–4 curriculum is aimed at helping students develop their individual character, environmental awareness, healthy physical growth, personal relationships, imagination and creativity. It also encourages critical thinking, speaking, and writing skills that allow students to make decisions and share their ideas and understanding effectively.

While our courses provide a compelling and complete learning experience, our program may not be in complete alignment with recent Common Core Standards in a few areas. After a rigorous analysis of all our courses, we have developed a series of supplements to accompany our materials for schools families and schools who utilize our curricula. These additions make our materials Common Core compliant. These Common Core additions are either stand-alone new lessons or add-ons to existing lessons. Where they fall in regard to the larger curriculum is clearly noted on each supplement lesson.

In the early years (K–4), our approach to learning is especially Waldorf-inspired and seeks to educate the child in a holistic manner that is focused around a child’s social emotional health, physicality, and emerging academic skills. We allot a significant amount of time for free exploration and artistic and hands-on endeavors. Our curriculum builds on a child’s creativity and is largely based in play and storytelling. For this reason, our activities and assignments can vary from those presented in a traditional school setting. For example, we do not encourage our families to use electronics at this level. Although many families and schools choose to integrate technology with our program, we do not include the use of computer research or keyboarding in K–4 assignments. Another area where we often do not align with a classroom-based program is in the quantity of assignments that involve group collaboration. This is due to the home-based nature of our program. For schools and groups using our curriculum, these supplements will be easily implemented as part of the lessons.

Included in this supplement are the following:

New reading, writing, speaking, and critical analysis assignments designed for use with the existing Oak Meadow curriculum readings and materials. Some of these standards are already addressed in our curriculum, but we have included additional reinforcement activities for those standards that are not addressed as regularly as they might be in a traditional classroom setting (collaborative activities, etc.).

GeneralCCSS.ELA-LITERACY.W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

If needed, students may be introduced to a typing program like Mavis Beacon to develop their keyboarding skills so that they can increase the amount they type throughout the year. Vary the length of typing assignments throughout the year and gradually increase the length of time students spend typing.

New Assignments

These assignments are meant to be integrated into the existing grade 4 curriculum where indicated in regard to lesson and assignment number within an existing lesson.

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages), and explain how the information contributes to an understanding of the text in which it appears.

Addition for Lesson 2 Social Studies

Once you have collected your leaf samples for your topography project, bring them home and spread them out on a large surface. You can also take photos of your leaves so that you do not have to disturb any trees. Visit the website <https://www.arborday.org/trees/whattree/> and see if you can identify any of the leaves that you found. Make a chart to go with your topography project. Include a color sketch of each leaf, the name of the tree it came from, and any other information you think is important (size, color, etc).

CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Addition for Lesson 8 Social Studies

Divide your page into two columns by drawing a line down the center of a page. Write the title of one resource in each column. Take two of your resources for your Native American report and add details to your chart under each category. Choose five colors of colored pencil. Shade or underline all of your notes that have to do with “food” in the same color in each column (blue, for example). Do the same for the four other categories—shelter and household, religion, arts, and clothing. When you set up your outline and rough draft, all of the same colored notes will go in the same paragraph.

CCSS.ELA-LITERACY.RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Addition for Lesson 15 English

- Once you have finished reading these poems, discuss their similarities and differences. How are these poems alike? How are they different from each other? What do you notice about the way poems are written in comparison to stories like *A Search for Delicious*.
- Make a Venn diagram showing the similarities and differences you notice between stories, or prose, and poetry.
- Identify several examples of figurative language you find in your poems, such as metaphors, similes, or personification, and explain what you think each means (also addresses CCSS.ELA-LITERACY.L.4.5).

Addition for Any English Lesson

Have you ever seen the script to a play? Have you had a chance to act in a play? Plays are written differently from poems and stories because they are used as a guide for actors and actresses putting on a performance. Go to your library or look online for plays for children. What differences do you notice about the way they are presented?

- Write a paragraph about a funny or surprising experience that happened to you. Describe it in as much detail as you can. Remember to describe the characters that were involved in the event and where you were at the time. When your characters are speaking, remember to put what they say in quotation marks.
- Write the same experience in play form. This time, present the characters and setting using the same method in the play you found in the library. When you write dialog, you won't have to use quotation marks because it will be written as a script instead.
- Try acting out your play with your friends, classmates, or family!

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Addition for Lesson 15 Social Studies

Find a resource online that shows the populations of different areas in your state. Make your own visual representation of that information—bar graph, circle graph, pictograph—or other creative way, to show the differences in populations in five different areas. Explain your visual creation to a classmate or a family member (also addresses CCSS.ELA-LITERACY.SL.4.2).

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information. Make comments that contribute to the discussion and link to the remarks of others.

Addition for Lesson 15 Science

Find an article written about a breed of dog you are interested in. Take three index cards and write one thing you learned about the dog breed on each card. List the evidence and supporting details that the author provided for each main point on the each card. Pretend a classmate is looking for a new dog, and pretend to be a dog shelter owner or breeder. Discuss what they are looking for in a pet, and decide if they should consider this breed or not. Draw an illustration of this type of dog in your main lesson book and write the three characteristics on the page creatively (also addresses CCSS.ELA-LITERACY.RI.4.7 and CCSS.ELA-LITERACY.SL.4.2).

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

Addition for Lesson 16 Social Studies

Find two advertisements or news articles promoting a local attraction in your area and compare them. Which source did you think was more effective in making a person want to visit this attraction? Why? Make an audio or video recording of yourself advertising this attraction on the radio or television (also addresses CCSS.ELA-LITERACY.RI.4.8 and CCSS.ELA-LITERACY.RI.4.5).

Write a letter to a friend describing a state you just visited. Then compare the language in your friendly letter to the language in your final state report. Does the language sound more formal in your report? Give an example.

CCSS.ELA-LITERACY.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.

Addition for Lesson 26 Social Studies

Pretend you are a traveling salesman selling one of the pioneer farm tools described in your research, and you are visiting a local farmer trying to convince him to buy your tool. Then trade places and have your classmate be the salesman and you be the neighbor. You should “sell” different tools. Then, discuss the strong points of each of your sales pitches (also addresses CCSS.ELA-LITERACY.SL.4.3 and CCSS.ELA-LITERACY.SL.4.2).

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Addition for Lesson 29 Social Studies

Find two sources that discuss some aspect of the California Gold Rush. Look carefully at the way the author organizes the information in his writing. Identify whether each author has used an approach that is organized around chronology, cause and effect, problem-solution, or comparison. Which approach did you think was most effective?

Find three to five images from the California Gold Rush. What can you tell about the time period and experience of the pioneers in the pictures? Then choose your favorite photo to discuss with a classmate. What do you like or think is powerful about this picture? What is the mood of the picture, and what can you tell about the people depicted in it?

Pretend you have been struck with gold fever, and write a letter to your husband or wife convincing them why you think you should go to California. Remember to make a few strong arguments, and then back them up with evidence in your writing. Remember to use transitions and write a strong convincing conclusion (also addresses CCSS.ELA-LITERACY.SL.4.1, CCSS.ELA-LITERACY.SL.4.2, CCSS.ELA-LITERACY.SL.4.3 and CCSS.ELA-LITERACY.W.4.1).

CCSS.ELA-LITERACY.L.4.5.C

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Addition for Lesson 30 English

- Choose five of your vocabulary or spelling words. Write an antonym (opposite) for each word and then explain the definition of the word using your own words.
- Choose two random objects and hide them from view of the class or your family. Select a volunteer to look at the object and try to describe each object using synonyms. He or she cannot say what the object is, however. Next, try describing the next object using only antonyms. Could your classmates figure it out? Which type of description was easier?
- Identify three common idioms that we use today. What do they mean? Write these idioms in your main lesson book, and create an illustration to go with each one (also addresses [CCSS.ELA-LITERACY.SL.4.1](#) and [CCSS.ELA-LITERACY.L.4.4.A](#)).

CCSS.ELA-LITERACY.W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Addition for Any Lesson

Do online research about publishing short stories and poems, and find out the process for submitting your work. One good website for this is cricketmag.com. You do not actually have to try to publish your story, but it is interesting to get familiar with how writers try to get published. Of course, if your parents give you permission, they can help you submit the story for publishing. Hint: try to find a publication that is specifically for your age group because you will have better luck submitting your work to a youth literary magazine.

CCSS.ELA-LITERACY.RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Addition for Lesson 31 Social Studies

Read Buffalo Bill's account of being a rider in the Pony Express or some other first hand account from the old West on the www.eyewitnesstohistory.com website. You can also find your own source for a firsthand account at the library or online. Pretend you are a bystander who witnessed the very same event. Write a paragraph from the bystander's point of view. You could pretend it was a journal entry describing the event or that you are giving an account to a newspaper reporter. Do both people have the same information? Do they feel differently about what happened?

CCSS.ELA-LITERACY.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.

Two options for classroom or small group setting

- Write a paragraph describing a sporting event, performance, or other event that you observed firsthand. Then, describe the same event to a classmate as if they were a newspaper reporter. Use as much detail as possible when you are describing what you saw. The reporter can ask you questions to help get more information. Then, the reporter will write a one paragraph newspaper article based on your description. How are your two accounts different? Do they tell the same story? Do you think that news reporters in the Old West always got the right story? Why or why not? (also addresses [CCSS.ELA-LITERACY.SL.4.2](#)).
- Identify a topic that you and a family member, classmate, or friend disagree on. Set up a discussion between the two of you. Set ground rules for your discussion so that it as effective as possible and so that no one has their feelings hurt as you try to get your points across. You may also want to chose a moderator and a timekeeper for your discussion. How are each of these roles important?

***[CCSS.ELA-LITERACY.SL.4.2](#)**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

*This standard is already addressed in our print curriculum, but is referred to several times as an additional standard considered in this document.

Grade 4—Math Standards

Oak Meadow recommends the use of *Saxon Math, Grade 4*, (classroom edition) in conjunction with or in place of Oak Meadow's Grade 4 Math.