



Marietta City Schools 2023-2024 District Unit Planner

Fourth Grade

Topic Title:

#2 Form and Function of Myths, Poem, and Plays

Unit Duration

2 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit): *What enduring understandings will students gain from this unit?*

Poems, myths, and plays use specific language features and organization elements to bring a real or imagined concept to life.

GSE Standards

ELA

ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4RL5: 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.

ELAGSE4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

ELAGSE4RF3b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions

Factual—

What elements do myths have that other stories do not?

What elements do poems and plays have that stories do not?

What is the difference between a verse and stanza?

What is the difference between dialogue and stage directions?

Inferential—

How are myths similar to and different from fairy tales and fables?

What similarities do myths from the same culture have in common?

How do authors of myths, poems, and plays use figurative language to engage their audience?

Critical Thinking-

Why do some themes appear across myths from multiple cultures while others are specific to a single culture?

Which phenomena or lessons are better delivered through written media (myths, printed poems) and which ones are better delivered through oral performance (plays, spoken poetry)?

Tier II Words- High Frequency Multiple Meaning

culture, tradition, conflict, compromise, phenomena, context, rhythm

Multiple meaning: act, scene

Tier III Words- Subject/ Content Related Words

mythology, allusion, verse, script, stage directions

Assessments

Transfer of Integrated Skills:

Arachne the Weaver

- Adapted from ReadWorks...original contains questionable reference so only use adapted version provided
- Grade-level Lexiled version of more complex text used during a previous lesson

ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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“Jump! Jump! Jump!”

- Formative assessment from ReadWorks

ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

ELAGSE4RL5: 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.

Writing Task and Rubric:

Description: Have students select an Aesop’s fable from the Library of Congress website to convert into a dramatic script by separating dialogue into character roles and inserting stage directions between dialogue as needed.

ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE4RL5 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.

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Dialogue	Additional dialogue is added to what is in the fable and attributed correctly to each character	All dialogue from fable is attributed correctly to each character	Some dialogue is misattributed or missing	Dialogue is missing or not attributed to different characters
Stage Directions	Stage directions reflect actions and reveal feelings implied but not explicitly stated in the original fable	Stage directions reflect actions depicted in the fable	Some stage directions do not align with the original fable	Stage directions are missing

Objective or Content	Learning Experiences	Differentiation Considerations
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Daily Lessons for Text Comprehension	<p><u>10-Day Plan: Form and Function of Myths, Poems, and Plays</u></p> <ul style="list-style-type: none"> ● Hook Texts: <ul style="list-style-type: none"> ○ Thor, God of Lightning ○ Greek Allusions in Everyday Life ● Visual Texts: <ul style="list-style-type: none"> ○ Map of World Mythology ○ Pandora's Box (Discovery Ed) ○ Allusions Explained (Discovery Ed) ● Informational Texts: <ul style="list-style-type: none"> ○ Why the Sun and the Moon Live in the Sky (Youtube) ○ The Sun, Moon, and Stars: A Traditional Navajo Story (CommonLit) ○ To Asgard ○ Greek Myths Plays (Reader's Theater) ● Target Texts: <ul style="list-style-type: none"> ○ Arachne the Weaver (Adapted from ReadWorks...original contains questionable content so only use adapted version provided) ○ How to Write a Drama (epic, also available through media centers) 	
Connected Tier 1 Unit	<p>CKLA: Gods, Giants, and Dwarves (Norse mythology)</p> <p>CKLA: Listen, My Children (poetry)</p>	
Connected Writing Activities	<p>Topic-Verb-Finish the Sentence (TVF)</p> <p>Remember - this activity only provides the topic sentence. Students should continue to write their full response after completing the TVF activity.</p>	