

# Fostering Wonder

English Grade 4 Sample

Information Pages · Week 1 Lessons · Week 12 Term Celebration Overview

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**Sample contents:** This printable sample includes the curriculum information pages, Week 1 lessons, and a brief Week 12 term celebration overview. The full curriculum includes 36 weeks, 144 scripted lessons, and a separate parent answer key.

## Language Arts Curriculum — 4th Grade

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### Charlotte Mason Method

**Open-and-Go Format | 4 Lessons per Week | Estimated to be 20-30 minutes each**

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## How to Use This Curriculum

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This curriculum is designed to be simple and open-and-go. Each week has exactly four lessons. Lessons 1 and 3 use book readings, Lesson 2 uses poetry, and Lesson 4 is always Dictation Day.

**Weekly rhythm:** - **Lesson 1** — First book of the week - **Lesson 2** — Poem reading - **Lesson 3** — Second book of the week - **Lesson 4** — Dictation (no reading, no grammar — passage review and writing only)

The four lessons are intentionally left unattached to specific days of the week. Use them on whatever days work best for your family's schedule.

**Parent Note: Flexible Lesson Pacing:** *To keep English lessons short and manageable, a scheduled lesson may be divided into two shorter portions. In the first, complete the pre-reading activities and read the assigned text. The student may complete the second portion immediately after the first or at a later time that same day. During this second portion, the student may work more independently by giving an oral narration or completing the assigned written narration or a chosen copywork entry. The student reports back by narrating what was learned or by showing the parent the completed written work.*

Each reading lesson includes: - What to read (exact chapter, passage, or poem) - Vocabulary from the lesson's reading when helpful - A narration prompt - Formal grammar lessons begin in 4th Grade. In this curriculum, grammar is tied directly to the books being read each week and appears in Lesson 1 and Lesson 3 only — two times per week. Lesson 2 (poetry) is kept free of grammar work so the focus there can remain on reading, narration, and memorization. - A written narration note (when applicable)

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## About Reading in 4th Grade

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In 4th Grade, the parent reads aloud as the primary method — but this is the year to begin gently preparing your child for independent reading. In 5th Grade, the Charlotte Mason method expects students to read their school books on their own. Starting that habit now, little by little, makes the transition natural.

**A suggested approach:** Once a week, choose one lesson and ask your child to read a paragraph or a page of the day's assigned reading on their own before you continue. After your child finishes their portion, ask them to narrate just what they read. Then you read the remainder of the passage aloud, and at the end your child narrates the rest — from where they stopped to where you finished. This gives them real practice reading and narrating independently, while keeping the lesson warm and supported.

There is no pressure to do this every lesson or every week. Follow your child's confidence and build gradually. The goal is simply that by the time 5th Grade begins, independent reading feels familiar — not foreign.

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## About Vocabulary

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Vocabulary is included before many readings to gently prepare the student for words they will meet in the chapter, passage, or poem. These words are not meant to become a separate spelling list, quiz, or

memorization assignment. They are there to remove small obstacles before the reading begins and to help the student listen with better understanding.

Before reading, the parent may simply read through the words and definitions conversationally. The student does not need to copy them. During the reading, the student may notice the words as they appear in context.

The goal is vocabulary growth through rich reading, not isolated drill. Over time, the student builds a larger vocabulary by hearing worthy words in context and understanding how authors use them.

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## About Recaps

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Recaps are added to the Pre-Reading section when necessary, especially when a story continues from an earlier lesson. These brief reminders help the child reconnect with the story before the next reading; they are not a separate assignment or test.

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## About Narration Prompts

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The narration prompts in this curriculum are suggestions only. They are meant to spark conversation about the passage being read — not to be followed word for word. If your child naturally begins talking about what they heard, you do not need to use the prompt at all. The goal of narration is simply for the child to tell back what they experienced in the reading, in their own words and in their own way. Any prompt that opens that door is the right one.

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## About Written Narration

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Written narration is the child's oral narration written out on paper. It is not a composition exercise — it is the same act of narrating, done in writing.

In 4th Grade, written narration is introduced gently: once per regular instructional week. The written narration prompts in this guide are suggestions only and do not need to be followed exactly. The parent may simply ask the student to write down what they remember from the text they read. Students should write their narrations on separate paper or, preferably, in a notebook kept specifically for written narrations so they stay organized over the year. A notebook option I like for this is [this one](#). *Affiliate disclosure: This notebook link is an Amazon affiliate link. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

**For beginners or students who need support:** - *Option A:* The student begins narrating orally; the parent gently pauses them partway through and asks them to write the remainder. - *Option B:* The student writes for 5 minutes, then switches to oral narration for the remainder.

**Important:** The parent does not correct spelling or content during or immediately after a written narration. The goal is for the child to internalize what they heard and make it their own. If there are errors — a name misspelled, a detail confused — address them gently at the *start* of the next lesson that opens that same book. For example: *"Last time we read this book, you told me about [event]. Let's remember together — what was the character's name?"* Work together to recall and correct. Keep it warm and collaborative, never critical.

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## About Copywork

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Copywork is a regular handwriting and language practice. Reading lessons (Lessons 1, 2, and 3) normally include a brief copywork moment — 5 to 10 minutes — where the student selects 1–2 sentences from the passage just read and copies them carefully in their best handwriting. When written narration is assigned in a lesson, it replaces copywork for that lesson; no copywork will be assigned in addition to written narration.

The parent points out the passage or invites the student to choose. The goal is not speed — it is careful, deliberate formation of letters, words, and punctuation. Over time, the student absorbs correct spelling, punctuation patterns, and sentence structure simply by copying beautiful language.

**In 4th Grade**, copywork passages are chosen by the parent from the lesson's reading. Look for sentences with strong verbs, vivid description, interesting punctuation (semicolons, dashes, dialogue), or particularly beautiful language. Avoid long or complicated passages — 1–2 sentences done well is always better than a paragraph done carelessly. Students should complete copywork on a separate sheet of paper, or preferably in a notebook kept specifically for copywork. I prefer using a dedicated copywork notebook such as [this one](#). *Affiliate disclosure: This notebook link is an Amazon affiliate link. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

## About Dictation

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Dictation in 4th Grade is a gentle introduction. Every week has one Dictation Day (Lesson 4).

**Parent note:** Always adjust the length of the dictation passage to your child's current ability. A shorter passage done well is far better than a long one done carelessly. As your child grows in confidence, the passages can grow too.

**Dictation procedure:** 1. **During the week (before Lesson 4):** Read the dictation passage aloud 2–3 times so the student becomes familiar with it — its rhythm, spelling patterns, and punctuation. 2. **On Lesson 4:** Read the passage aloud slowly, phrase by phrase. The student listens and writes what they hear, focusing on correct spelling, punctuation, and capitalization. 3. **During writing:** The parent watches as the student writes. If the student misspells a word, gently cover it with blue painter's tape as quickly as possible — do NOT wait until the student finishes. The goal is to prevent the incorrect spelling from being fixed in the child's visual memory. Then write the correct spelling on top of the tape.

**Note:** The student does NOT write from memory. The parent reads the passage aloud during the lesson, and the student transcribes what they hear.

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## About Grammar

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Formal grammar lessons begin in 4th Grade. In this curriculum, grammar is tied directly to the books being read each week and appears in Lesson 1 and Lesson 3 only — two times per week. Lesson 2 (poetry) is kept free of grammar work so the focus there can remain on reading, narration, and memorization.

These grammar activities are meant to be short and clear, not heavy or overwhelming. They help the student begin naming and working with the parts and patterns of language in a direct way. Topics covered across the year include: nouns, verbs, plural nouns, plural possessives, prefixes, suffixes, root words (English roots only — the familiar base word inside longer words), complex alphabetizing, antonyms, synonyms, homonyms, compound words, and dialogue punctuation.

Students may complete grammar activities in their copywork notebooks, which is often a simple and organized way to keep the work together. They do not always have to write the answers out themselves if that is not helpful. For example, if the lesson asks the student to find five verbs from the story, the parent may simply write a heading such as "**Verbs**" in the notebook and write down the words the child finds.

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## Answer Key

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The grammar exercises in this curriculum include an answer key for parents. Sample answers, worked examples, and explanations for every grammar noticing in this guide are found in the companion file:

### **English-Grade4-Answer-Key.pdf**

This file is included in the full curriculum folder. Open it alongside this guide whenever you need support with a grammar exercise. Sample answers are meant as a guide — your child may find equally correct examples from the text.

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## Educationally Appropriate Content

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All books in this curriculum carry strong academic credentials and are appropriate for educational purposes.

### Grade 4:

- *The Heroes of Asgard* — A. & E. Keary (1st ed. 1857). Classic retelling of Norse mythology widely used in classical and Charlotte Mason schools. Develops narrative comprehension, vocabulary, mythology literacy, and exposure to world literature traditions.
- *The Legend of Sleepy Hollow* — Washington Irving (1820). Foundational American literature. Develops literary analysis, figurative language recognition, vocabulary, and understanding of American cultural heritage.
- *Kidnapped* — Robert Louis Stevenson (1886). Classic adventure novel; develops sustained reading comprehension, vocabulary, character analysis, and narrative structure across an extended text.
- Alfred Lord Tennyson / Emily Dickinson — Poetry by two of the English language's most celebrated poets. Develops poetry appreciation, phonological awareness, literary analysis, and memorization skills.

**Academic skills addressed:** Reading fluency (oral) · Vocabulary acquisition through context · Oral narration · Written narration (introduced) · Dictation (introduced) · Grammar embedded in authentic texts · Literary analysis · Poetry appreciation and memorization · Mythology literacy · American literature

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## Required Books — Please Purchase Separately

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This curriculum is a teacher's guide. The lesson steps, narration prompts, grammar lessons, and dictation passages are all contained here. The actual prose readings are read from the books listed below, which parents purchase separately or access through the linked public-domain text when available. Poetry selections are linked directly in the lessons and do not require a separate book purchase.

*Affiliate disclosure: Some links below are Amazon affiliate links. As an Amazon Associate, Fostering Wonder may earn from qualifying purchases.*

### Grade 4:

- *The Heroes of Asgard* — A. & E. Keary — [Buy print edition \(Amazon\)](#)
- *The Legend of Sleepy Hollow* — Washington Irving — [Buy print edition \(Amazon\)](#)
- *Kidnapped* — Robert Louis Stevenson — [Read free online \(Project Gutenberg\)](#) | [Buy print edition \(Amazon\)](#)

*Parent note:* Poetry selections by Alfred Lord Tennyson and Emily Dickinson are linked in the individual lessons.

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## Coordinating Written Work Across Subjects

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If copywork or written narration is also assigned in another Fostering Wonder subject on the same day, the parent may choose one assignment for the student to complete. The goal is steady practice, not unnecessary duplication.

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## WEEK 1

 **Before Lesson 1:** Look ahead to Lesson 4 this week to read the dictation passage aloud to your student. They should hear it several times before Lesson 4 so they are familiar with it.

### Lesson 1 — The Legend of Sleepy Hollow

*Prepare for Dictation Day: Review this week's Lesson 4 assignment.*

**Teacher's Note:** This is a famous American classic, but Irving's sentences are long, descriptive, and atmospheric. It is okay to pause briefly before or during the reading to remind your child who is being described, where the scene is, or what the listener should notice. Do not retell the whole passage first — just give enough support for the child to follow the living book.

*Open to:* pages 7–10. Begin at the opening of the story on page 7 and stop on page 10 after the words "Sleepy Hollow."

#### **Pre-Reading:**

##### **Character and Place Guide:**

Sleepy Hollow (the quiet valley where the story takes place), Tarry Town (the nearby village), the Headless Horseman (the famous ghost story connected with the place), Diedrich Knickerbocker (the fictional collector of the tale)

##### **What to listen for:**

Listen for how Irving makes the valley feel sleepy, still, and a little enchanted before the main events begin.

##### **Vocabulary:**

coves (small sheltered inlets along a shore), denominated (named or called), inveterate (long-established and hard to change), tranquillity (peaceful quiet), apparition (a ghostly figure or appearance), spectre (ghost)

**Read aloud:** pages 7–10, stopping on page 10 after "Sleepy Hollow."

**Written Narration this week (Lesson 1):** Write a narration telling how Sleepy Hollow is introduced and what legend haunts the valley. See the Written Narration note at the front of this guide.

**Grammar — Nouns:** "A noun is a naming word. Find three nouns in today's reading that name places, people, or things in Sleepy Hollow. Then tell what picture each noun helps you see."

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## Lesson 2 — Alfred Lord Tennyson

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*Prepare for Dictation Day: Review this week's Lesson 4 assignment.*

*Open to: "The Eagle"*

*Poem link: [The Eagle](#)*

**Read aloud:** "The Eagle" twice.

**Narration prompt:** "Tell me what the eagle is doing in this poem."

**Copywork:** *And like a thunderbolt he falls.*

**Memorization:** Begin learning "The Eagle." This is the first poem for memorization and recitation.

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## Lesson 3 — The Legend of Sleepy Hollow

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*Prepare for Dictation Day: Review this week's Lesson 4 assignment.*

*Open to: page 10. Continue after the words "Sleepy Hollow." and read into page 14, stopping after "rock a cradle with his foot for whole hours together."*

**Pre-Reading:**

**Recap:**

Last time, Irving described Sleepy Hollow as a quiet, dreamy valley full of local legends, especially the story of the Headless Horseman.

**Character and Place Guide:**

Ichabod Crane (the schoolmaster), Connecticut (where Ichabod came from), Yost Van Houten (the builder of the schoolhouse)

**What to listen for:**

Listen for the way Irving describes Ichabod's body, clothes, schoolhouse, and manner of teaching.

**Vocabulary:**

visionary (given to strange imaginings or visions), imbibed (taken in or absorbed), cognomen (a name or surname), lank (tall and thin), spindle (a thin rod; here, used to picture Ichabod's neck)

**Read aloud:** page 10 into page 14, continuing after "Sleepy Hollow" and stopping after "rock a cradle with his foot for whole hours together."

**Narration prompt:** "Begin with the way Sleepy Hollow affected the people who lived there, then continue narrating the rest of the reading from there."

**Grammar — Nouns (continued):** "Irving uses vivid nouns to describe Ichabod and his school. Find three nouns from today's reading that helped paint a picture in your mind. What did each noun help you see more clearly?"

**Copywork:** Choose 1–2 sentences from today's reading — a line that gives a strong picture of Ichabod Crane or his schoolhouse. The student copies it carefully in their best handwriting.

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## Lesson 4 — Dictation

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*This week's passage is from Lesson 1 (The Legend of Sleepy Hollow):*

*A drowsy, dreamy influence seems to hang over the land, and to pervade the very atmosphere.*

## WEEK 12 — Term 1 Celebration Overview

No new readings are assigned during Week 12. This week gives the student time to review the stories and poems met during Term 1.

### Lesson 1 — Term Readings

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In the full curriculum, Lesson 1 gives four narration prompts from the term's readings. The student chooses one prompt and narrates that lesson's story in their own words.

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### Lesson 2 — Poetry Recitation

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In the full curriculum, Lesson 2 gives the student an opportunity to recite the two poems practiced during Term 1 to a parent: ["The Eagle"](#) and ["The Brook"](#).

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### Lesson 3 — Term Grammar Review

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In the full curriculum, Lesson 3 reviews grammar from the term's readings with short written answers.

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### Lesson 4 — Dictation Review

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In the full curriculum, Lesson 4 asks the student to choose one earlier dictation passage from the term and attempt it again.

*In the full curriculum, term celebration weeks are placed at the end of each term and reflect the readings, poems, grammar, and dictation practiced during that term.*