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# 4-Week Language Arts Block: Myths, Legends, and Mighty Words

## A Steiner-Inspired Journey for H (Grade 4 Level)

**Overall Block Goal:** To explore the structure and power of myths from different cultures, while developing descriptive writing skills, understanding sentence structure, and cultivating a love for storytelling. The capstone project will be for H to write and illustrate their own original myth.

### Core Materials Needed:

- A large, high-quality, blank art book (A3 size is ideal) to serve as the **Main Lesson Book**
- High-quality coloured pencils (block and stick crayons are also wonderful)
- Watercolour paints (e.g., Stockmar) and watercolour paper
- Modelling clay or beeswax
- Good quality writing paper and pencils
- Access to stories (library books or online resources) for Norse Mythology and an Australian Aboriginal Dreamtime story (e.g., "The Rainbow Serpent" or "Tiddalick the Frog"). A good child-friendly version of Norse Myths is recommended.

## Week 1: The World of Asgard - Nouns and Verbs

### Learning Objectives:

- H will be able to orally recall and summarize the Norse creation myth.
- H will identify and categorize nouns (people, places, things) and strong verbs (action words) from the stories.
- H will write 2-3 descriptive sentences about a character or place, using strong verbs.
- H will create an artistic representation of Asgard in the Main Lesson Book.

### Weekly Rhythm & Activities:

1. **Day 1: Storytelling.** Begin with a verse or song to open the lesson time. Tell H the Norse creation myth—of the ice and fire, the giant Ymir, and the creation of the worlds and humans by the gods Odin, Vili, and Ve. Use vivid, engaging language. Do not show pictures; let H's own imagination create the images. After the story, have a brief, gentle chat about what stood out to them.
2. **Day 2: Recall and Art.** Ask H to recall the story from yesterday in their own words. As they speak, guide them to remember key details. Afterwards, introduce the Main Lesson Book. Today's task is to create a full-page, beautiful drawing of their imagined Asgard, the Bifrost Bridge, or the World Tree, Yggdrasil. Title the page but do not write anything else yet. This is about visual impression first.
3. **Day 3: Word Treasure Hunt.** Re-tell a short part of the story, perhaps focusing on Thor. As you tell it, have H listen for "naming words" (nouns) and "doing words" (verbs). After the story, write down some sentences from it. For example: "*Thor **gripped** his mighty *hammer*.*" Together, identify the nouns (Thor, hammer) and the verb (gripped). Create two columns in the Main Lesson Book or on a separate sheet: Nouns and Verbs. Go on a "treasure hunt" through

the story to find more.

4. **Day 4: Creative Writing & Modelling.** H's task is to write a short, descriptive paragraph on the page opposite their artwork in the Main Lesson Book. The goal is to describe their drawing. Encourage the use of the strong verbs you found yesterday. For example, instead of "The bridge is pretty," try "The shimmering Bifrost Bridge **stretches** across the sky." After the writing, spend some time with modelling clay, creating Thor's hammer, Mjolnir, or Odin's spear.

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## Week 2: The Mischief of Loki - Adjectives and Adverbs

### Learning Objectives:

- H will be able to describe a character's personality based on their actions in a story.
- H will identify and use adjectives (describing words) and adverbs (how-action-is-done words) to enrich sentences.
- H will write a short piece of dialogue between two characters.
- H will create a watercolour painting inspired by a Loki story.

### Weekly Rhythm & Activities:

1. **Day 1: Storytelling.** Tell a story featuring the trickster god, Loki. A great one is how Loki tricked the dwarves into making treasures for the gods (like Thor's hammer). Focus on Loki's clever, mischievous, and sometimes malicious character. Discuss: Is Loki a "bad guy"? Why or why not?
2. **Day 2: Recall and Painting.** After an oral recall of the story, work with watercolour paints on wet paper. The goal is not to create a perfect picture, but to capture the \*feeling\* or \*mood\* of the story. Perhaps the fiery forge of the dwarves, or the shimmering gold of Sif's new hair. Let the colours flow and blend.
3. **Day 3: Colourful Words.** Revisit a sentence from the story, like "Loki ran." Ask H: "HOW did he run?" (Quickly, slyly, nervously). Explain that these are adverbs. Now look at a noun, like "Loki." Ask: "What is he like?" (Clever, tricky, sly). Explain that these are adjectives. On a new page in the Main Lesson Book, write the heading "Painting with Words." Have H write sentences about Loki, purposefully adding interesting adjectives and adverbs. Underline adjectives in one colour and adverbs in another.
4. **Day 4: Writing Dialogue.** Challenge H to write a short conversation that might have happened between two characters in the story, for example, Loki and Thor. How would they speak to each other? What would their personalities sound like? Remind H to use quotation marks to show who is speaking. This is a great exercise in understanding character voice.

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## Week 3: The Rainbow Serpent - Comparing Myths & Paragraphs

### Learning Objectives:

- H will be able to compare and contrast characters, settings, and themes from Norse and Aboriginal myths.
- H will understand the basic structure of a paragraph (a main idea with supporting details).
- H will write a structured paragraph comparing two characters.
- H will create an artistic representation of the Rainbow Serpent.

### Weekly Rhythm & Activities:

1. **Day 1: Storytelling.** Introduce a story from a different culture: an Australian Aboriginal Dreamtime story of the Rainbow Serpent (ensure you use an authentic version, acknowledging the traditional owners of the story). Tell the story with reverence. Afterwards, discuss how this creation story feels different from the Norse one. Talk about the setting, the characters, and the feeling of the story.
2. **Day 2: Recall and Art.** After oral recall, H will create a new piece of art in their Main Lesson Book for the Rainbow Serpent. This can be a drawing, a painting, or even a collage. Focus on the flowing, powerful, and creative energy of this being.
3. **Day 3: Building a Paragraph.** On the page opposite the artwork, explain the concept of a paragraph as a "family of sentences." The first sentence introduces the main idea (the "parent"), and the next few sentences give details (the "children"). As a model, write a paragraph together describing the Rainbow Serpent.
4. **Day 4: Compare and Contrast.** Have a discussion comparing a character from each mythology. For example, Loki and the Rainbow Serpent. How are they similar? (Both can be creative and destructive, both change the world). How are they different? (Motivation, relationship with others). H's task is to write a paragraph comparing the two, using the structure learned yesterday. For example: "Loki and the Rainbow Serpent are both powerful beings, but they are very different." Then, add the supporting sentences.

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## Week 4: Creating a Myth - The Final Project

### Learning Objectives:

- H will plan a short, original myth with a clear beginning, middle, and end.
- H will write their myth using descriptive language, including strong verbs, adjectives, and adverbs.
- H will edit their work for clarity and punctuation.
- H will "publish" their final story by writing it neatly and illustrating it in their Main Lesson Book.

### Weekly Rhythm & Activities:

1. **Day 1: Brainstorming.** It's H's turn to be the creator! Ask: "What will your myth be about? How was something in the world created?" It could be anything: "Why the Kookaburra Laughs," "How the Mountain Got Its Peak," or "The Story of the First Shadow." Help H brainstorm a main character, a setting, and a problem or event. Create a simple story map (Beginning, Middle, End).
2. **Day 2: The First Draft.** On separate paper, H will write the first draft of their story. Encourage them not to worry about perfection, but to get all their ideas down. Remind them to think about the powerful words we've been learning all month.
3. **Day 3: Editing and Polishing (The "Gnome's Work").** Read the story aloud together. Does it make sense? Can we add a more exciting verb here? A more descriptive adjective there? Check for punctuation and spelling. This is the "gnome's work" - carefully polishing the treasure.
4. **Day 4: Publishing the Masterpiece.** For the final pages of the block, H will carefully copy their final, edited story into the Main Lesson Book. They can then create a beautiful border or a final illustration to go with their myth. Celebrate the completion of the book by having H read their myth aloud to the family. This is their great accomplishment!

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