

**A HANDBOOK FOR AN  
INTEGRATED CURRICULUM UNIT  
FOR USE AT THE  
FOURTH GRADE LEVEL**

**MASTER'S PROJECT**

**Submitted to the School of Education  
University of Dayton, In Partial Fulfillment  
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Master of Science in Education**

**by**

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## TABLE OF CONTENTS

	Page
I. INTRODUCTION .....	1
Background of Project	
Purpose of Project	
Definitions	
Limitations	
Significance	
II. REVIEW OF LITERATURE .....	8
III. METHODOLOGY .....	14
IV. HANDBOOK .....	20
V. SUMMARY AND CONCLUSIONS .....	111
BIBLIOGRAPHY .....	114

## CHAPTER I

### INTRODUCTION

#### Background of the Project

Webster defines educators as people who are called to give instruction, and develop others mentally and morally. To do this, educators must continually search for the most effective curriculum and teaching methods possible. Traditionally curriculum has been segmented or compartmentalized into individual subject areas with short amounts of time for each individual subject. Integrated curriculum is a result of educators desiring to provide more relevant and purposeful teaching and learning. Implementation of an integrated curriculum affords the potential of avoiding fragmented and irrelevant learning of isolated facts. Knowledge has the potential of being transformed into personally useful tools for learning new information.

Educators must think of themselves as learners and regularly explore new ways of teaching. This writer believes curriculum integration can be a vehicle for significantly reshaping the nature and content of our schools. Integration can serve as an effective response to various problems inherent in traditional programs. Although the idea of curriculum integration is not a new one, the writer believes it can make learning more meaningful for both the learner and the teacher.

Teaching, learning, and growing need to come from the whole of our lives. The writer believes effective response to problems in education must be deeply rooted in one's personal, educational philosophy. True growth and change cannot come from superficial response to traditional problems such as the constraints of time, and overloaded curriculum, pullouts for students for special classes, etc. Effective change must come from within, be developed at a pace which is gradual and acceptable to each individuals, be fundamentally rooted in truth, and not be mandated by outside agencies. When developing a meaningful, integrated curriculum which meets the needs of the students and fulfills the graded course of study requirements, adequate research and planning time is of utmost importance. The amount of research and planning time in this

endeavor is far greater than that which is needed for the traditional textbook curriculum.

From the writer's point of view, educational changes made for superficial reasons can be damaging. The whole language classroom which uses an integrated or thematic curriculum often appears to be more casual and less demanding than the traditional classroom. The students seem to be naturally self-motivated and accepting of the responsibility for their own learning. Whole language classroom activities are often so inviting that they can become ends in themselves. Literature based instruction can provide motivation and excitement with full immersion in reading and writing, or can unknowingly become just as "basalized" as the traditional methods. In order that literature based language arts instruction be an improved classroom practice, changes must go beyond trading one teacher's manual for another. Sound educational reform is often times reduced to short-lived trends or fads when changes are made at a superficial level. Superficial changes which are NOT founded in philosophy and research only impede or destroy the progress of legitimate education reform.

It is not necessary to cast aside all traditional teaching methods, but only be willing as a teacher/learner to make learning as meaningful and purposeful as possible. This writer is interested in ways of teaching that have life long implications. This writer agrees with Shelley Harwayne (Lasting Impressions, 1992) that teachers must be interested in making lasting impressions on students' lives. This writer believes we must base our curriculum and teaching methods fundamentally in research and philosophy. We must model lifelong learning, and surround ourselves and our students with the finest atmosphere of learning as is possible. In a willingness to do this and by handling students with care, we can make lasting impressions, and affect the future.

## Purpose of Project

The purpose of this project was to design and develop a handbook for an integrated fourth grade curriculum unit based on the needs of the students and the Cincinnati Archdiocesan course of study. The handbook was based on the belief that learning can be fostered more naturally in the context of the whole, rather than broken down into curriculum parts.

## Definitions

Integrated Unit of Curriculum - This refers to a thematic unit based on major concepts that are meaningful, relevant to the curriculum and student's lives, consistent with whole language principles, and authentic in the interrelationship of the language processes.

Integration - This refers to integration of the language arts, as well as the integration of the language arts across the curriculum.



Whole Language - Whole language is a philosophy which refers to meaningful, real, and relevant teaching and learning. Whole language respects the idea that all the language processes are learned naturally and in meaningful context as a whole, not in parts. Learning activities are open-ended and involve student choice, discussion and sharing in a social, literate environment. Risk taking and making errors are encouraged as being necessary for optimal language development. It is focused on process learning which uses an integrated or woven-together curriculum (Routman, 1988).

Correlation - Correlation refers to a low degree of integration.

Excavation - Excavation refers to a high degree of integration.

## Limitations

The scope of this project, the development of a handbook for fourth grade teachers choosing to implement an integrated curriculum, was based on the needs of heterogeneously-grouped students in a self-contained fourth grade classroom, within a small parochial school in Xenia, Ohio. Class size is restricted to thirty students. The population of the school is approximately two-hundred fifty students and is a cross-section of the local and somewhat rural community. The handbook was also based on the Cincinnati Archdiocesan course of study, therefore, it is of most value to teachers of the archdiocese.

## Significance

This project is of importance because it afforded the writer the opportunity to clarify her teaching philosophy and develop a usable framework from which to teach a unit of integrated curriculum involving the important topic of world peace. Although this curriculum handbook was based on a particular course of study, the methodology used in creating it, can be applied to all teachers attempting to conscientiously integrate curriculum.

## CHAPTER II

### REVIEW OF LITERATURE

In over 90% of today's classrooms, classes are organized around a sequence of lessons explicitly described in teachers' manuals of commercially prepared basal series. (Shannon, 1989). Recently, grassroots movements in classrooms and topdown mandates have demonstrated a growing interest in using literature as a basis for instruction (Routman, 1988, 1991). Integrating reading and writing comes naturally as educators move into whole language teaching. In this evolving transition, synthesizing language arts and other areas of the curriculum requires even more time and effort.

Integrated curriculum is based in the whole language philosophy. Whole language refers to meaningful, real, and relevant teaching and learning. Language is the primary means of creating new knowledge. The four language processes (listening, reading, speaking, writing) need to be balanced because each is interrelated and interdependent. Language becomes a process to be used rather than a subject to be

studied. Its purpose is to make meaning while using skills as they increase meaning and enhance communication. Because integrated curriculum requires large chunks of time, ownership, and response (Glacobbe 1990), individual textbooks become resources to be used as teachers and students develop the curriculum.

This project is based on the belief that when educational change is rooted in one's educational philosophy and research, learning can be enhanced. Learning is fostered more naturally within holistic, integrated units rather than broken down into segmented curriculum parts. Teachers and students can work together in developing an integrated curriculum within the whole language classroom. With the focus on process in whole language teaching, integrating language arts instruction with content becomes a matter of helping students discover HOW to learn rather than focusing on WHAT to learn. The linking of content and the language arts can be made easier by students taking some ownership in curriculum planning. When students become active partners in shaping the curriculum, topics being studied are seen as relevant, and students' commitment to tasks and projects is high. Hands-on work centers, student work groups, and other structures keep students motivated and excited about learning new information. With the focus on

process, learning can be both refreshing and revitalizing to both the student and teacher.

The researcher believes that teachers cannot simply turn over control of the classroom and curriculum to their students. The acquisition of skills necessary for the student to efficiently accomplish classroom tasks without constant monitoring by the teacher requires careful planning of a "hidden" structure which is not present in a traditional classroom setting. Planning for group discussion and rule-setting is important. Frequent feedback opportunities and evaluation sessions need to be developed.

Although the term integrated or thematic curriculum is used widely in the field of education, it has many interpretations. Approaches to integration differ. Ornstein and Hunkins (1988) and others, refer to different levels of integration. Low level integration occurs when subjects are taught separately but with a common theme tying them together. This is referred to as Correlation.. Correlation is teacher-focused and emphasizes the transmission of knowledge. In correlation there is often little or no development of major concepts. In contrast, a high degree of integration is often referred to as Excavation. Courses of study are of little importance. Planning begins with the students, order is irrelevant, time is purely a resource, emphasis is in flexibility,

experience is the base of personal knowledge, and learning is strictly process.

Ornstein and Hunkins refer to a moderate level of integration. The integration to which this writer ascribes is neither Correlation or Excavation but a moderate Integration one which is between the two extremes. Units are pre-planned by the teacher and focused, yet allow for flexibility. Units need to be based on thoughtful topics which go beyond the literal level of thinking. Major concepts which are important to the students, and the concepts the teacher is trying to develop from the curriculum, should be the basis of topics of study, that is "theme". Superficial topics which might be fun and offer lots of activities do not foster the development of important concepts and skills. Routman explains that a thematic unit becomes an integrated unit only when the topic or theme is meaningful, relevant to the curriculum and student's lives.

The purpose of this model of moderate integration is the acquisition of knowledge on the part of the student. Acquisition of knowledge is an active process. The focus is subtly changed from teaching to learning. Teachers allow for subject objectives as they plan their units. Students have choices within teacher-set parameters. Techniques used must help the students adjust

to the changing demands of the curriculum. Students gather information, compare it, find patterns, apply it to other situations, and remember what they have learned. (Attwell, 1990).

Learning Logs which are notebooks used to gather, organize, and record thoughts and reactions during learning, can be an effective means to integration. Logs can be a measuring tool in assessing the students level of development, as well as a good tool in evaluating the effectiveness of the teacher's methods.

There seem to be different stages of integration.

Integration alludes not so much to "core curriculum" but to an integration of "the language arts": reading, writing, speaking, and listening. (Busching, 1983; Walmsley, 1990). However, contemporary proposals for integration expand this view to include "content areas." Routman (1991) says that integration refers to an approach to learning and a way of thinking that respects the interrelationship of the language process (reading, writing, speaking, and listening) and is essential to meaningful teaching in any area. For Routman and this writer's purposes, integration refers to integration of the language arts as well as the integration of the language arts across the curriculum.

Before the latter can be successfully accomplished, the former needs to be firmly in place.

Donald Hall says, " Great literature, if we read it well, opens us up to the world and makes us more sensitive to it, as if we acquired eyes that could see through things and ears that could hear smaller sounds." (Atwell, 1990). With relevant literature as the cornerstone of an entire integrated curriculum, the enriched curriculum can have increased impact on learner and teacher. Integration means that major concepts are being developed in social contexts and that related activities are in harmony and important to the major concepts. "Planning must begin with substantive content and integrate the processes (language, math, science, art, etc.) as tools for the acquisition, organization, evaluation, and application of knowledge." (Needham, IRA, 1990). According to Giacobbe (1990), the basic instructional ingredients of integration have proven to be large chunks of time, ownership, and response. This is true for the teacher as well as the learner. Meaningful classroom experiences need to evolve philosophically from theoretical understandings of whole language integration.



## CHAPTER III

### METHODOLOGY

Based on the writer's philosophy, the writer used the written research of others, observational research and experiences of self and peers, and the adopted Archdiocesan Course of Study in the creation of a handbook for this project. The graded course of study, which is based on the archdiocesan philosophy of education, offers broad underlying principles of education and specific measurable objectives in all subjects. The course of study also provides a framework for the total educational development of the learner. The writer believes in the importance of the interrelatedness of each teacher's contribution to the child's total development.

The writer's methodology in developing this handbook was based on the following plan (Routman, 1991).

#### Planning the Unit:

##### 1. Select an important topic or theme

The thrust of a unit is altogether different if the unit is based on an important and meaningful theme. As an example, when first searching for a theme, "Around the World and Home Again" seemed to be a good possibility.

However, with much reflection, after considerable professional reading, analyzing the course of study goals and objectives, and reviewing an abundance of good children's literature the topic or theme seemed inappropriate. Finally, the interrelatedness of our world and the need for knowledge, understanding and appreciation for the samenesses and differences of its people, lead to a new topic "The World--Our Global Community". This more important topic clearly did change the thrust and help create the unit. It added real purpose and direction to gaining and using knowledge.

## 2. Brainstorm possibilities and organize information

The writer chose to organize the Unit around two daily (one hour and forty-five minute) Workshop periods of time. Knowing from experience that numbered instructional plans were flexible and quite workable, they offered the needed written framework for this unit. An instructional plan may be used one day or several days, since there is no definite time frame established for each. Although the Instructional Plans were numbered chronologically, each need not follow according to number.

The second daily Workshop plans were labeled Instructional Plan-A simply for clarity. The same guidelines apply for afternoon Workshop and it need not use the same numbered plan as morning Workshop. Instructional plans serve as a framework only, and are easily adapted to student needs as they arise.

3. Decide major concepts to be developed

The learner will develop knowledge of our world and an awareness of our call to be stewards of this Earth, to care, to share, and make the best use of God's gifts.

The learner will develop and participate in a Christ-like respect for all of God's creation and build an awareness of the samenesses and differences of His people.

The learner will develop a deeper sense of family heritage while enhancing the connections and responsibilities to our global family community members.

The learner will develop an attitude of life-long learning while experiencing growth in skills of cooperative learning.

4. Decide activities and experiences to develop conceptual understandings

The chosen activities and experiences are

authentically related, and reinforce the Unit's stated goals and objectives. The experiences are meant to develop strategies which can transfer to other materials. The folk/fairy tale section of the unit was inspired and adapted from Invitations (Routman, 1991). Picture books are used throughout the unit because of their mature themes and appeal to visually oriented students. Their short format facilitates incorporating picture books into lessons. Because of the wealth of appropriate picture books available, some of the instructional plans do not specify a particular book to be read. However the read aloud subheading reminds the reader of its importance, and an appropriate choice should be made. The openness of all the instructional plans offers an appropriate learning level and each is meant to provide enough practice in developing the needed skills or strategies involved. The resources used in the Unit can be used with a variety of children, such as slow learners, children with limited experiential backgrounds, children with learning disabilities or those who appear especially gifted.

## 5. Gather resources

The local children's librarian was an excellent resource in helping provide generous collections

of quality literature. Literature offers possibilities and opportunities to travel across time and place, to find out about yourself, your peers, your local community, and begin to understand what it means to be a citizen of the world-our global community.

**6. Allow for informing parents about the unit to be studied**

Each student used a School-Home Work Folder with daily written messages as well as delivered a weekly update letter from the teacher to the parents. At the beginning, a parent meeting explained several aspects of the unit and parents were invited to a final open house at the conclusion of the unit.

**7. Determine the effectiveness of speakers, field trips, etc.**

Many parents and community friends offer a wealth of informative resources. Tapping into this at the opening parent meeting and beginning of the school year opens the lines of communication for different levels of involvement.

**8. Develop classroom organization and centers**

The writer's classroom is set up to provide for movement, hands on learning, and cooperative learning

while respecting the rights of each individual. The students are immersed in print through charts, book displays, book collections, magazines, newspapers, etc. Students are encouraged to respectfully use all that is available inside the classroom, school and local library. Students themselves offer an enormous wealth of learning materials which they bring into the classroom to share. There are always five on-going centers set up within the classroom to offer small group work usually in connection with the topic being studied.

9. Include notes on implementation and evaluation

The instructional plans provide a framework of minilessons, but also allow for unplanned learnings. They encourage instructions to be clearly given. They offer a good balance of teacher, peer group, and self evaluation of progress and growth. They allow for the flexibility of traditional tests or quizzes, for teacher anecdotal notes, self, peer, and teacher conferences, project, journal and folder evaluations.

## **CHAPTER IV**

### **A HANDBOOK FOR AN INTEGRATED CURRICULUM UNIT FOR USE AT THE FOURTH GRADE LEVEL**

#### **OUR WORLD - A GLOBAL COMMUNITY**

## OUR WORLD - A GLOBAL COMMUNITY INTRODUCTION

Next door to the country you live in, there is another country where children also live. And beyond that next-door country, there is still another country with children in it as well. In all of these countries throughout the world there are many, many children, all of whom, like you, want to grow up as soon as possible. Or so we suppose.

While you are out playing, some children are fast asleep in a far-off land. While you are building a snowman, some other children somewhere else are swimming in the sea. . .

Since the places we live in are different, the colors of our skin, the shapes of our houses, the clothes we wear, and the words we speak may well be different, too. But the expressions on our faces and the sounds of our voices when we laugh or cry are very much the same, no matter where we live. On the night that the moon looks round to you, it is the same full moon all over the world. And it is a fact that the sun is the same one-and-only sun to everyone in the world.

Actually, in all the great universe, there is only one planet, the Earth, where people can live, and we all live on it together. It hard to say why this should be so. But it is our hope that by the time you grow up and learn more about such things, this Earth will have become a better place for you to live on, a place were everyone is always happy and friendly.

(Author note by Mitsumasa Anno, All in a Day.)



**Archdiocese of Cincinnati Graded Course of Study****GROWING TOGETHER**

1994

**Selective Goals and Objectives****Fourth Grade Integrated-Curriculum Unit**

- R = Readiness:** Learning activities that prepare and provide the foundation of a new idea, skill, or concept.
- I - Introduce:** Learning activities that begin, start, and/or introduce a new idea, skill, or concept.
- D = Develop:** Learning activities that expand and/or enlarge upon an idea, skill, or concept.
- d = develop:** Learning activities that further expand and/or enlarge upon an idea, skill, or concept if it arises.
- M = Master:** Learning activities that reflect idea, skill, or concept proficiency
- m = maintain:** Learning activities that enhance and provide additional strength and support to an idea, skill, or concept.

## ART

### I. PERSONAL DEVELOPMENT THROUGH ART

#### A. VISUAL AWARENESS

- A29-I-3 Identifies designs and pictures made using rulers, compasses and templates
- A30-D-3 Distinguishes between sketches and finished pictures
- A32-D-3 Identifies paintings, sculptures, collages and weaving
- A41-I-3 Recognizes art created by artists introduced in the course

#### B. PRODUCING ART

- B8-I-4 Makes smooth gradations with paint, crayons and pencil
- B9-I-4 Makes marks with crayons and pencils that are bright-faint (pressure)
- B20-M-4 Cuts different weights of paper that are thick/thin
- B24-d-4 Draws from memory, observation and imagination
- B25-d-4 Expresses personal ideas, thoughts, and feeling through drawing
- B34-I-5 Mixes related colors to create another bright color
- B67-I-6 Uses motifs in an all-over design
- B76-M-6 Mounts pictures on a larger sheet of paper
- B77-M-6 Mounts finished art and labels it

### II. ART IN SOCIETY

#### A. DIFFERENT KINDS OF ART

- A1-M-7 Recognizes art can tell stories
- A2-M-7 Recognizes art can tell about feelings
- A3-M-7 Recognizes some art is made from what people see in nature and every day things
- A4-M-7 Recognizes some art is made from what people remember
- A7-d-7 Recognizes sculpture is seen from all positions

#### B. MEDIA TECHNIQUES AND INFORMATION

- B6-d-8 Recognizes that there are no single right answers in art
- B7-M-8 Recognizes art is everywhere around us:

- shop windows, buildings, bridges
- B8-D-8 Learns that different art form helps people know what they like best and how to improve their own art.
- B9-I-8 Recognizes artists are always changing their art to improve it
- B12-D-8 Recognizes repetitions of line, shape, colors or patterns in art work
- B15-d-8 Recognizes artists fill the whole of the spaces in pictures
- B19-d-8 Recognizes different cultures have their own kinds of art
- B20-D-8 Recognizes every country has its own kind of art
- B21-d-8 Recognizes artists often use unusual colors/textures/shapes/lines
- B22-D-8 Recognizes things shown in detail, or that overlap, or are larger, or brighter, or lower, look closer
- B23-D-8 Analyzes positioning of light can make objects look more interesting

### III. ART HERITAGE

#### A. AESTHETIC AWARENESS

- A9-d-9 Develops a sense of pride, confidence and satisfaction in own work
- A10-d-9 Learns to describe, analyze, interpret, and judge art works

## **HEALTH**

### **VII. PEOPLE AND THE ENVIRONMENT**

#### **A. RESPECT FOR THE ENVIRONMENT**

- A2-d-25 Lists changes in the environment designed to improve the quality of life
- A3-D-25 States ways the communities, industries and government protect the environment
- A4-I-25 States several ways the environment has influence on health

#### **B. CONTROLLING ENVIRONMENTAL POLLUTION**

- B1-d-25 Discuss issues related to pollution
- B2-d-25 Explains how pollution control is the responsibility of everyone
- B3-d-25 Identifies steps being taken to clean the air
- B4-I-25 Describes effect of air pollution on health
- B5-d-25 Lists some causes of water pollution
- B7- - 25 Notes advantages and disadvantages of using pesticides

#### **C. SUMMARIZING CRITICAL ENVIRONMENTAL ISSUES FACED BY COMMUNITIES ACROSS THE COUNTRY**

- C4-D-26 Notes how pollution could be better controlled if each person and organization would take part in conserving energy

## LANGUAGE

### I. LISTENING SKILLS

#### A. BASIC LISTENING SKILLS

- A2-M-32 Listens to detect descriptive picture words
- A3-M-32 Listens without interrupting
- A4-D-32 Tunes out distracting sounds
- A5-d-32 Listens to reconstruct what was heard
- A6-M-32 Listens to take directions and assignments

#### B. CRITICAL LISTENING SKILLS

- B1-I-32 Listens to take notes, ask questions
- B2-M-32 Identifies specific sounds
- B4-M-32 Listens to answer specific questions
- B5- - 32 Distinguishes between questions, statements, exclamations and commands
- B6-D-32 Listens to recall main idea and main points
- B7-D-32 Listens to recall details/supporting details
- B8-D-32 Listens to recall sequence
- B9-D-32 Listens to predict outcomes
- B10-D-32 Listens to interpret information
- B11-D-32 Listens to evaluate information
- B12-D-32 Listens to correlate information
- B13-D-32 Listens to distinguish between fact and opinion in oral message
- B14-D-32 Listens to the thoughts, views, opinions, of others
- B15-D-32 Listens to participate in a reaction to a piece of writing

#### C. APPRECIATION AND ENJOYMENT

- C1-d-33 Listens attentively to a variety of literary genre through a variety of mediums
- C2-d-33 Appreciates the importance of good listening skills

### II. SPEAKING SKILLS

#### A. GENERAL ORAL COMMUNICATION SKILLS

A1-M-34	Exhibits tone of voice appropriate to the purpose
A2-d-34	Develops enunciation
A3-D-34	Pronounces words correctly
A4-D-34	Exhibits audible volume/pitch of voice appropriate to the purpose
A5-d-34	Speaks with appropriate tempo
A6-D-34	Speaks with meaningful inflection
A7-D-34	Exhibits appropriate facial expressions
A8-D-34	Speaks/recites from memory
A9-D-34	Speaks with ease, clarity, comfort
A20-D-34	Shares ideas/experiences with others
A11-M-34	Exhibits oral social amenities

## B. ORAL LANGUAGE DEVELOPMENT

B2-D-34	Describes objects, ideas, concepts
B3-M-34	Participates in group story development
B5-D-34	Chooses topic appropriate to speaking situation
B8- -34	Uses aids to speaking (i.e. notes, cards, lecterns, props, etc.) effectively
B10-D-35	Develops a sense of self-responsibility for participating in discussion and conversation
B11-D-35	Participates in classroom group discussions
B12-D-35	Speaks to inform
B13-D-35	Speaks to persuade
B14-D-35	Identifies main idea in oral messages
B15-D-35	Identifies details/supporting details in oral messages
B17-D-35	Responds appropriately too the question asked
B18-D-35	Gives concise and accurate directions or instructions
B19-D-35	Summarizes orally
B20-M-35	Retells events of a story in sequence
B21-D-35	Participates in dramatization and role playing
B22-D-35	Speaks in choral reading format
B23-D-35	Makes formal announcements
B24-D-35	Experiences reading at the liturgy and prayer opportunities
B25-D-35	Discusses personal reading and writing with teacher, peers and others
B26-D-35	Shares background information on a topic orally
B27-D-35	Asks literal questions to obtain information
B28-D-35	Asks interpretive questions
B29-D-35	Asks inferential questions

- B30-D-35 Asks evaluative questions
- B31-D-35 Chooses language appropriate to the purpose (inform, entertain, convince, etc.)
- B32-I-35 Recognizes when the intended audience does or does not understand the message
- B33-D-35 Uses language in words, phrases, sentences appropriate to the situation

## II. READING SKILLS

### A. LANGUAGE/LITERACY DEVELOPMENT

- A1-D-36 Develops and expands the desire to read
- A2-D-36 Uses language/reading as a major tool for learning in all subject areas
- A3-D-36 Recognizes that reading functions as a pleasurable activity
- A4-D-36 Engages in daily reading for a variety of purposes including pleasure and information
- A5-D-36 Recognizes reading as a meaning-seeking process
- A6-D-36 Engages in personal response to language/literature/reading materials through reading, writing, listening and speaking
- A7-D-36 Engages in activities that assess prior knowledge of the topic as a pre-reading/language development function
- A8-D-36 Accepts and understands the value of feedback (reactions, suggestions, constructive criticism, etc) from peers, teachers and others in relation to language activities
- A9-D-36 Engages in activities that involve parents/significant adults/others in supporting the reading/language development process
- A10-D-36 Participates in activities that celebrate the successes of reading/language development
- A11- - 37 Engages in activities that apply reading/language skills to specific purposes and everyday living needs

### B. WORD STUDY VOCABULARY DEVELOPMENT

- B16-M-38 Develops word meaning skills by using base (root) words
- B17-M-38 Develops word meaning skills by using compound words
- B18-M-38 Develops word meaning skills by using multiple-meaning words
- B20-I-38 Develops word meaning skills by studying word connotation
- B21-M-38 Uses the relationship between letters and sounds as a strategy to

- understand unfamiliar words and promote fluent reading
- B22-M-38 Develops vocabulary by reading words in isolation and context at an appropriate development level
- B23-M-38 Uses the knowledge of useful and familiar words as a strategy to develop word meaning and to understand unfamiliar words
- B24-M-38 Uses context clues as a strategy to develop word meaning and to understand unfamiliar words
- B26-M-38 Develops vocabulary by using synonyms and antonyms
- B27-D-38 Develops vocabulary by using word classification skills
- B28-I-38 Develops vocabulary by using analogies
- B29-D-38 Develops vocabulary by using semantic mapping activities that use word knowledge to activate prior knowledge, assimilate information and evaluate information
- B30-D-38 Expands reading vocabularies through a variety of reading, writing, listening and speaking language activities in the language arts and in other subject areas

### C. COMPREHENSION DEVELOPMENT

- C2-M-39 Describes picture details in relation to a story/selection
- C5-D-39 States what is already known about a topic/situation to assess prior knowledge before reading
- C6-D-39 Develops meaning by relating personal experiences in relation to selection/topic
- C7-M-39 Develops meaning by forming a mental image (visualization) of an idea/situation
- C8-M-39 Understands literal meaning by retelling a story
- C9-M-39 Understands literal meaning by sequencing actions/events after reading
- C10-M-39 Understands literal meaning by comparing ideas in a story/selection
- C11-M-39 Understands literal meaning by recalling the main idea after reading a story/selection
- C12-M-39 Understands literal meaning by recalling details after reading a story/selection
- C13-I-39 Understands literal meaning by determining the relevancy of details in relation to a story/selection
- C14-D-39 Understands literal meaning by classifying/categorizing information after reading
- C15-D-39 Understands literal meaning by summarizing after reading



- C16-D-39 Understands literal meaning by identifying cause and effect relationship after reading
- C17-D-39 Extends meaning by reciting and reviewing information after reading
- C18-D-39 Demonstrates an understanding of the purpose or theme of a story/selection
- C20-D-39 Organizes meaning by constructing story maps to outline the main elements of a story/selection
- C21-D-39 Understands inferential meaning by predicting outcomes before and during reading
- C22-D-39 Understands inferential meaning by relating details to the main idea in relation to story/text
- C23-D-39 Understands inferential meaning by drawing conclusions in relation to story/text
- C24-I-40 Understands inferential meaning by making generalizations in relation to story/text
- C27-I-40 Understands inferential meaning by recognizing figurative/picturesque language in relation to story/text
- C29-I-40 Develops inferential meaning by comparing the original work to the summary to determine the accuracy of the summary content
- C30-D-40 Understands critical meaning by discussing similarities/differences in relation to story/text
- C31-D-40 Understands critical meaning by identifying similarities/differences in relation to story/text
- C32-D-40 Understands critical meaning by identifying problems in relation to story/text
- C33-D-40 Understands critical meaning by using details/examples to support a personal opinion in relation to topic/story/text
- C35-D-40 Understands critical meaning by distinguishing between fact and opinion
- C38-D-40 Understands critical meaning by stating personal opinions/reactions in relation to topic/story/text
- C39-I-40 Understands critical meaning by determining the unstated main idea in relation to story/text
- C41- - 40 Analyzes the use of humor/pun in relation to topic/story/text
- C47-D-41 Develops an understanding of Christian philosophy in relation to topic/story/text

#### D. READING MATERIAL/LITERATURE DEVELOPMENT

- D1-D-41 Reads a variety of student-selected and teacher-selected literary genre and reading materials
- D3-m-41 Distinguishes between real/make believe and/or fantasy/reality
- D4-D-41 Expresses personal reactions to a story/selection/literary work
- D5-D-41 Participates in Sustained Silent Reading of whole piece literature
- D6-D-41 Reads and/or looks at books independently for enjoyment
- D7-m-41 Responds to literature through drawing/illustration
- D8-M-41 Responds to literature by retelling sequential story/selection events
- D9-M-41 Reads to determine the setting of a story/selection
- D10-m-41 Reads to determine and describe main characters of a story/selection
- D12-I-41 Reads to determine the characterization of a story/selection including relationship between characters and setting and motivation of characters
- D13-D-41 Reads to identify the plot line of a story/selection including the beginning, conflict, rising action, climax and ending
- D14-D-42 Identifies and discusses information about authors
- D16-D-42 Identifies and discusses information about illustrators
- D17-D-42 Reads narrative fictional works such as realistic fiction, fantasy, folk tale, fairy tale, epic tale, myth, fable, parable, novel, short story, tall tale, historical fiction, legend, science fiction for pleasure and/or specific purpose as appropriate to student needs/level
- D19-D-42 Reads nonfictional works such as essays, articles, speeches, journals, diaries, biographies, autobiographies, narrative nonfiction, informational articles, expository texts, interviews for pleasure and/or specific purpose as appropriate to student needs/level
- D20-M-42 Identifies critical details/information from nonfictional works
- D21-D-42 Makes an inference or prediction related to an idea/topic in a nonfictional work
- D23-D-42 Reads poetry such as free verse, limerick, narrative verse, ballad, ode, sonnet for pleasure and/or specific purpose as appropriate to student needs/level
- D24-m-42 Tells what a poem is about
- D28-D-42 Reads materials to assist in daily living such as newspapers, pamphlets, magazines, announcements, messages and instructions for pleasure and/or specific purpose as appropriate to student needs/level
- D29-D-42 Gives a personal reaction to an idea/topic presented in a newspaper, pamphlet or magazine

- D30-D-43 Develops and uses criteria for judging and selecting good/appropriate books and reading materials
- D31-D-43 Develops reading independence by compiling a record of personal reading through the use of a reading folder, reading log, journal or other means
- D32-D-43 Participates in activities that extend literature/reading material experiences through art, music, dance and drama
- D33-D-43 Participates in writing activities that extend literature/reading material experiences
- D34-D-43 Participates in teacher guided and student guided discussions about books/stories/selections
- B36-I-43 Analyzes the Christian reading philosophy presented in literature

#### E. CRITICAL READING

- E4-m-43 Identifies and uses the parts of a book including title page, author, illustrator and table of contents
- E5-D-43 Identifies and uses the parts of a book including titles, subtitles, captions and boldface print
- E6-D-43 Identifies and uses the parts of a book including the index, bibliography, preface, publisher, copyright page, and appendix
- E7-M-43 Identifies and uses the glossary in a book
- E8-D-43 Locates words in a dictionary using alphabetizing skills
- E11-M-43 Uses the dictionary/glossary to interpret abbreviations
- E14-M-44 Uses the dictionary/glossary to spell words
- E15-D-44 Uses the dictionary, glossary and thesaurus as resources for learning
- E16-D-44 Uses the encyclopedia and atlas as resources for learning
- E21-I-44 Uses note-taking skills as a learning resource
- E22-D-44 Uses the graphic aids of maps as learning resources
- E23-D-44 Uses the graphic aids of charts, graphs, tables, diagrams, signs, timelines, schedules and symbols as learning resources
- E24-D-44 Classifies information as an aid to learning
- E26-D-44 Chooses among various book reference and learning materials appropriate for the purpose
- E28-D-44 Engages in test preparation and test-taking in various forms including essay, multiple choice, short answer and personal response to evaluate progress
- E29-D-44 Expresses observations and experiences as a basis for thinking and reading

E30-M-44	Determines the purpose for reading as a pre-reading strategy
E31-D-44	Skims and scans for information or to preview and review reading material
E33-m-44	Reads orally with expression, projection and fluency
E36-D-44	Develops and applies the reading strategy of rereading to clarify and self-monitor comprehension during and after reading
E37-m-45	Develops and applies the reading strategy of asking for help to self-monitor comprehension before, during and after reading
E38-D-45	Develops and applies the reading strategy of self-questioning to self-monitor comprehension during reading
E42-D-45	Uses home, classroom, school and public libraries as sources of reading/reference materials for specific purposes in various subject areas
E43D-45	Uses home, classroom, school and public libraries as sources of books and reading materials of personal choice
E44-D-45	Participates in creating an appealing and comfortable classroom library/literary environment that includes a variety of materials emphasizing the importance of reading
E45D-45	Engages in home-based activities that support the in-school reading and learning activities

#### IV. WRITING SKILLS

##### A. PREWRITING

A1-M-46	Understands that prewriting is the stimulation of ideas and the gathering of thoughts
A2-D-46	Reads a variety of literary genre, including prose, poetry, drama and non-fiction to stimulate writing
A3-D-46	Listens to a variety of literary genre, including prose, poetry, drama and non-fiction to stimulate writing
A4-D-46	Listens to music to stimulate writing
A5-D-46	Role plays or uses some form of drama to stimulate writing
A6-D-46	Views a variety of literary genre, including prose, poetry, drama and non-fiction to stimulate writing
A7-D-46	Views pictures, colors and images to stimulate writing
A8-M-46	Draws pictures
A9-D-46	Brainstorms in small and large groups
A10-M-46	Writes lists alone, and in small and large groups
A11-M-46	Maps, webs, clusters in small and large groups

- A12-D-46 Maps, webs, clusters individually  
 A13-M-46 Interviews to gather information  
 A14-D-46 Journals to stimulate thought, reflection, learning  
 A15-D-46 Observes using the 5 senses, independently, in small groups and in large groups  
 A16-M-46 Participates in oral language activities in pairs, small groups and whole class (talk and discuss)  
 A17-M-46 Gathers information from a variety of auditory visual sources  
 A19-D-47 Establishes topic, audience and purpose

## B. DRAFTING

- B4-D-47 Has an opportunity to try many types of writing including:  
 a. n- D  
 b. -D description  
 g. M- notes  
 h. -D letters  
 i. -I essay questions  
 B5-D-47 Uses language/parts of speech effectively to clearly convey meaning

## C. REVISION

- C1-D-47 Understands that revision is concerned only with the content of the writing  
 C2-D-48 Takes time to carefully consider the content of the writing by adding, deleting, reordering and/or substituting information  
 C3-D-48 Exhibits effective sentence structures  
 C6-d-48 Participates in peer and teacher conferences for content feedback  
 C7-D-48 Uses a dictionary (published or student produced) to confirm meaning of specific words  
 C8-D-48 Uses a thesaurus (published or student produced) to find new words and increase vocabulary

## D. EDITING

- D1-D-48 Understands that editing is the time to correct the technical aspects of writing  
 D2- - 48 Mechanics  
 a. Capitalization: Uses a capital letter for:

- m-1. the first word of every sentence
- D-2. all proper nouns
- m-3. the pronoun I and interjection O
- D-4. the days of the week, months of the year, but not the seasons
- D-5. the first line of traditional poetry
- D-6. the salutation of a letter
- D-7. the complimentary close of a letter
- D-8. appropriate words in book titles
- M-9. all words that refer to the Deity and Bible when they refer to the sacred
- D-10. initials that are part of a name
- I-11. all words derived from names of countries, races and tribes
- I-12. titles of office when used with names of people
- I-13. the first word of a direct quotation
- I-14. titles (Aunt, Father, etc.) of relatives when the words stand for a name
- I-15. names of institutions
- I-17. the words East, West, North and South when they indicate sections of the country

**b. Punctuation**

- M-1. Uses a period at the end of a sentence
- M-2. Uses a question mark at the end of a question
- M-3. Uses an apostrophe to form contractions
- M-4. Uses an exclamation point at the end of an exclamatory sentence
- m-5. Uses a comma to separate day from month, date from year and year from rest of sentence
- M-6. Uses a comma to separate city from state and state from rest of sentence
- D-7. Uses a comma to separate three or more words in a series
- D-8. Uses a comma after the salutation of a letter
- D-9. Uses a comma after the complimentary close of a letter
- D-10. Uses apostrophes to show possession
- D-11. Uses quotation marks to enclose the direct words of the speaker
- D-12. Uses a hyphen to divide words at the end of a line

- D-14. Uses a period after abbreviation
- I-15. Uses a comma after yes, no, and mild interjections at the beginning of sentences
- I-16. Uses a comma to set off names in direct address
- I-17. Underlines in handwriting or typing to indicate titles of books, pamphlets, newspapers and magazines
- D4-I-51 c. Understands the basic sentence structures of:
1. simple
  2. compound
  3. complex
  4. compound-complex
- D4-D-51 d. Identifies fragments and run on sentences and corrects them
- D5-D-51 Spelling
- b. Progresses from invented spelling to conventional spelling as rules and strategies are learned and student matures
  - c. Learns to spell words in context
  - d. Uses spelling resources

#### E. PUBLISHING

- E1-m-51 Understands that publishing means "sharing writing" in some way
- E3-D-51 Demonstrates proper formation of all cursive letters
- E4-M-51 Reads a piece of writing orally to an individual, a group or whole class
- E5-m-51 Displays papers in classroom or hallways
- E6-D-51 Has the opportunity to submit writing to school, local, state or national contest or publication
- E7-D-51 Has the opportunity to contribute to group, class, or school anthology of writing or newspaper

## MATH

### I. NUMBERS, NUMERATION, OPERATIONS

#### A. LEARN BASICS OF WHOLE NUMBERS

- A6-m-53 Writes the standard form for tens and ones
- A8-M-53 Recognizes and writes the standard form for numbers greater than 100
- A9-M-53 Orders or compares numbers greater than 100
- A10-D-53 Rounds off numbers
- A16-M-53 Understands place value

### II. MEASUREMENTS

#### A. LEARN UNITS OF MEASUREMENT

- A2-M-59 Determines an appropriate metric unit for measuring length using millimeter, centimeter, meter or kilometer
- A3-D-59 Determines an appropriate metric unit for liquid measure using milliliter or liter
- A4-I-59 Determines an appropriate metric unit for measuring mass (weight) using gram or kilogram

#### B. MEASURES VARIOUS ITEMS

- B2-M-59 Measures length using centimeters or millimeters

### III. PROBLEM SOLVING AND APPLICATION

#### A. USES BASIC OPERATIONS TO SOLVE PROBLEMS

- A1-D-61 Adds, subtracts, multiplies or divides to solve word problems

### V. GRAPHS AND CHARTS

#### A. MAKES GRAPHS

- A1-D-63 Constructs a graph from given data
- A2-D-63 Collects data and constructs appropriate type of graph



**B. INTERPRETS TYPES OF GRAPHS**

- B1-m-63**      Interprets a picture or graph
- B2-D-63**      Interprets a table or chart
- B3-D-63**      Interprets a bar graph, pictograph or line graph

## MUSIC

### III. MULTICULTURAL MUSIC

#### A. STYLES OF MUSIC

A1-I-72      Differentiates international dance, song and music

## PHYSICAL EDUCATION

### IV. GAMES AND SPORTS

#### A. ATTITUDES

- A1-86 Enjoys participation in games and sports
- A2-86 Appreciates the value of teamwork
- A3-86 Shows regard for the safety of all participants in an activity
- A4-86 Recognizes, accepts and appreciates individual differences of self and others
- A5-86 Demonstrates sportsmanship and emotional control in a variety of activities and games
- A6-86 Appreciates the need for rules
- A7-86 Follows rules in games and sports
- A8-86 Accepts constructive criticism from peers and teachers
- A9-86 Creates simple games
- A10-86 Understands the need to practice to improve skills
- A11-86 Develops ability to lead and coordinate team activities by acting as captain

#### B. KNOWLEDGE

- B1-86 Knows rules involved in games and sports
- B2-86 Understands techniques and strategies of games and sports

## **RELIGION**

### **II. REVELATION**

#### **A. MEANING OF REVELATION**

A-3-d-92 Identifies God's self-revelation as being found:  
In creation

### **IV. CHURCH**

#### **A. MEANING/MISSION OF THE CHURCH**

A-2-D-100 Explains that all members are called by Baptism to proclaim and share the Good News among all nations and cultures.

#### **B. CHURCH MEMBERSHIP**

B1-d-100 Explains Church as:  
Being like a family  
Diocese / Parish  
Local / World Communities

B2-d-100 Recognizes Church as community of believers called to proclaim the teachings of Jesus to all people.

B3-d-101 Explains faith and Baptism as criteria for membership in the church

#### **C. IMAGES OF CHURCH**

C1-d-101 Identifies the Church as:  
People of God

#### **F. ECUMENISM**

F1-d-102 Participates in Christ-like respect for all people

F2-I-102 Describes prayer and work for Christian unity as essential to Christian life

### **VII. CHRISTIAN LIFE**

#### **B. CRITERIA FOR CHRISTIAN BEHAVIOR**

B-111-I-114 Associates morality with values, decision-making, responsibility

B112-d-114 Experiences solving moral dilemmas

B113-I-114 Identifies each person as responsible for developing a well-formed

- conscience.
- B115-I-114 Recognizes the importance of the moral and ethical demands of the Gospel in forming one's conscience
- B116-I-114 Identifies influences that are involved in conscience formation, i.e., prayer, study, church teaching

### C. CONCEPTS OF SELF-WORTH AND RELATIONSHIPS

- C1-d-114 Expresses awe and gratitude to God for life
- C2-d-114 Demonstrates love of Jesus by loving self and others

### D. VOCATION / STEWARDSHIP

- D-1-I-115 Defines stewardship as:  
Caring for, and sharing one's time, talents, money, possessions, etc. Making the best use of God's gifts in creation
- D10-D-116 Explains a life of sharing, service and witness as part of the total mission of the Church
- D11-d-116 Identifies Christian service as response to needs of the community
- D112-d-116 Recognizes what it means to be a member of an organization and community
- D113-d-116 Identifies rights and responsibilities of membership in: family, neighborhood, parish, faith community
- D114-d-116 Participates in Christian service activities appropriate to student's age

### E. SOCIAL ISSUES

- E3-d-116 Identifies major concerns, their causes and effects, in society today, e.g., peace, justice, hunger, crime/violence, drugs/alcohol
- E4-d-116 Expresses concern for the hungry, those treated unjustly, victims of violence, homeless, addicted
- E10-D-117 Identifies causes and effects of hunger in the world
- E11-D-117 Recognizes that every individual is responsible for poverty and hunger (global, national and personal)
- E16-I-117 Defines peace (personal, family, national, global)
- E20-d-117 Recognizes life as a gift from God and a right of every human being
- E22-d-117 Recognizes equality of races and sexes and the rights of all people
- E23-D-117 Defines prejudice and discrimination

E47-d-119 Recognizes responsible land use

## SOCIAL STUDIES

### I. JUSTICE AND PEACE

- A. Recognizes the dignity and sacredness of the human person and identifies and renounces injustice, intolerance, and oppression in whatever forms these may appear in today's society
  - 1-D- Recognizes that nature and life are gifts from God; human activity is a part of the creation process
  - 2-D- Recognizes environmental problems; actions taken for a better environment are part of one's mission
  - 3-D- Identifies the poor as having a special place in the teaching of Jesus
  - 4-D- Recognizes the obligation Christians have to seek for justice in the world
  - 6-D- Recognizes Jesus, the Prince of Peace, as central to efforts for peace
  - 7-D- Identifies belonging to a family of people; all have a duty to help other people as part of the human family
  - 8-D- Formulates Christian attitudes toward conflict and violence
  - 10-D- Recognizes and applies Christ's teachings on human rights
  - 12-D- Recognizes the rights and duties involved in the use of food
  - 13-D- Recognizes the Christian obligation to feed the hungry
  - 14-I- Affirms the essential quality of people
  - 15-I- Identifies areas of discrimination, i.e., sex, age, race, religion
  - 16-I- Identifies solidarity with the poor and oppressed as essential for a Christian
  - 17-D- Identifies the family as a social institution with value and dignity
  - 18-D- Recognizes the value of the neighborhood and the social responsibility for it
  - 19-D- Recognizes the dignity of rural life and family
  - 20-D- Identifies land as a precious human resource
  - 21-D- Recognizes the value of ethnicity and its contribution to cultural life
  - 22-I- Recognizes the Church as an important community builder
  - 26-I- Recognizes the need for world peace today
  - 27-I- Understands the role of property in society

### II. GEOGRAPHY

### A. MAP AND GLOBE SKILL

Develops map and globe skills needed for interpretation of geographic data relating to the world's physical environment.

- 40-D- Uses cardinal directions in the classroom and neighborhood
- 41-D- Uses intermediate directions in the classroom and neighborhood
- 42-D- Uses cardinal and intermediate directions on maps and globes
- 43-M- Recognizes that real objects are represented by pictures and symbols on a map or globe
- 44-D- Recognizes the globe as the most accurate representation
- 45-M- Recognizes that maps and globes show land and water
- 46-M- Recognizes that special terms are used to describe location and size, i.e. north, south, large, small
- 47-M- Defines and uses basic terms such as north and south poles, equator, continent etc.
- 48-D- Locates own country in relation to the equator, north and south poles, continents, oceans, on maps and globes
- 49-D- Locates own city in relation to state, country and continent
- 50-M- Compares a globe to a flat world map
- 51-D- Uses the grid system to locate places on a map
- 52-d- Uses a direction indicator to read direction on a map
- 53-d- Uses a compass to determine direction
- 54-I- Makes a distinction between the terms latitude and longitude, and uses the skill to locate places on a map
- 55- Demonstrates the use of latitude and longitude lines and degrees to find places in the world
- 56-I- Uses parallels and meridians to determine direction
- 57-I- Recognizes different map projections
- 58-D- Constructs simple maps which are correctly oriented as to direction
- 61-D- Interprets abbreviations and symbols commonly found on maps/globes
- 62-D- Uses legend or map key to interpret the data given on a map or globe
- 63-D- Recognizes physical features on a map or globe, (i.e. continent, ocean, lake, mountain range, etc.).
- 64-D- Identifies by proper name land and water formations on a map or globe
- 65-I- Identifies Canada, Mexico, Central, Middle and Latin America on a map or globe
- 67-I- Uses a map scale to determine distance on a map
- 68-I- Uses land elevation legends to determine the source and mouth of a river, direction of flow, etc.
- 69-D- Uses color contour maps (visual relief to describe the nature of land



areas)

- 70-D- Uses map symbols to describe political features, i.e. city, location and size, political boundaries, etc.
- 71-I- Defines sea level, altitude, elevation, and uses them when referring to relief maps
- 72-I- States facts and relationships that can be obtained by reading various kinds of maps: political, physical, population, climate, etc.
- 73-I- Uses an atlas for special purpose maps, i.e. rainfall, population, etc.
- 74-D- Uses maps and globes to explain the geographical setting of events
- 76-I- Uses a globe to discover how earth's rotation relates to day and night and how earth's revolution relates to years
- 77-D- Identifies and constructs different kinds of graphs: line, bar, pie, pictograph
- 78-D- Uses a chart to compare items
- 79-D- Recognizes and uses graphs, tables, charts, etc.

## B. CLIMATOLOGY AND METEOROLOGY

Develops climatology and meteorology skills needed for interpretation of geographic data relating to the world's physical environment.

- 80-I- Defines climate and identifies and defines major types of climate
- 81-I- Differentiates weather from climate
- 84-D- Describes how weather affects vegetation
- 85-D- Recognizes the effects of weather conditions on people's homes, jobs, recreation, etc.
- 86-I- Recognizes effects of land features, ocean currents, air currents, etc. on climate
- 87-D- Differentiates countries with hot and cold climates according to location of the equator and North and South Pole
- 88-D- Becomes aware that weather systems follow the curve of the earth
- 89-D- Compares such climates as hot and humid to climates such as polar and dry
- 90-I- Locates and compares the climate regions on a globe as measured by distance from the equator
- 91-I- Develops the understanding of how low, high, and middle latitude can be used to predict climate
- 92-I- Demonstrates an understanding of how climate is affected by the following: distance from equator, elevation of land, surface features of land, distance from ocean or sea, and effect of the slant of the sun
- 93-D- Decides that location of communities depends a great deal on climatic

conditions

### C. THE ENVIRONMENT

- Demonstrates a knowledge of the environment: the relationship of living and non-living things on the earth (Environment)
- 94-I- Identifies the major regions of the world, and recognizes the plant and animal life found in each region
  - 95-I- Understands the relationship of plant and animal life to climate and landforms in areas being studied, i.e., Latin America, Africa, Australia, etc.
  - 96-D- Recognizes that plant and animal life help determine rural and urban growth
  - 97-d- Recognizes the term community
  - 98-d- Becomes aware of the kinds of communities
  - 99-D- Recognizes differences in communities and in styles of living
  - 100-D- Recognizes that life style is affected by environment
  - 101-D- Recognizes that the environment is affected by human life style
  - 102-I- Discovers the relationship between topography of land and climate to the type of food, clothing, housing, ways to earn a living, recreation, transportation and size of population

### D. GEOGRAPHICAL ECONOMICS

- Demonstrates a knowledge of the continual quest to change the environment (Geographical Economics)
- 103-d- Recognizes basic wants and needs
  - 104-D- Identifies the features of geography which cause people to choose a particular kind of economic activity
  - 105-I- Demonstrates recognition and knowledge of the effect of resources and location on the economic development of a nation
  - 106-D- Understands the term natural resources
  - 107-D- Recognizes land as a natural resource
  - 108-D- Identifies means of preserving natural resources
  - 109-I- Identifies and lists examples of natural resources which are used in regional development
  - 110-I- Recognizes differences between limited and renewable resources, and realizes the need for conservation of these resources
  - 111-I- Analyzes the relationship between the population of a country and the amount of natural resources available
  - 113-I- Demonstrates a knowledge of the effect of natural resources on the

- development of cities, employment, transportation, and population
- 114-D-Defines the term city, and recognizes how a city develops
- 117-I- Identifies the major ways boundaries are set
- 118-I- Recognizes the need for broader knowledge and new technology to achieve best use of resources
- 119-I- Indicates how changes in ecology bring about changes in human ways of living

### III. HISTORY

#### A. HISTORICAL INQUIRY

Develops an understanding that the present is clarified through knowledge of the past

- 129-D-Recognizes that places have a history, i.e., cities, neighborhoods
- 130-D-Recognizes the differences in customs, life styles, etc., of the past and present
- 131-d- Recognizes that customs, traditions, ideals, values, and beliefs of the past are still present today.
- 132-d- Identifies reasons for celebrating holidays commemorating great people
- 139-D- Demonstrates a knowledge of the effect of past events and individuals upon the present

#### C. ETHNIC GROUP IN THE UNITED STATES

Demonstrates a knowledge of the various racial/ethnic groups and their contributions to the American nation.

- 178-D-Develops an awareness of ethnic groups in the United States
- 179-D-Lists and describes several ethnic groups in the United States
- 180-D-Describes customs, values, and traditions of ethnic groups in the United States
- 181-D-Recognizes that ethnic groups come from different backgrounds
- 183-D-Values the importance of knowing and respecting the heritage and traditions of self and others
- 184-I- Defines and has understanding of human rights

### IV. POLITICAL SCIENCE

#### A. GOVERNMENT OF DEMOCRACY

Demonstrates knowledge of the formation of the United States Government

- 215-D-Becomes aware of happenings that occur in the community, nation, and the world.
- 218-D-Develops the understanding that rules of behavior are needed whenever people live in groups
- 219-D-Recognizes that government must perform certain functions for its citizens

## VI. MULTICULTURAL EXPERIENCE

Recognizes and appreciates the cultural pluralism within society, with an emphasis on the contributions of Christianity

- 303-d- Recognizes individuality in personal values, attitudes, personality and roles
- 304-d- Compares and contrasts similarities and differences of individuals
- 305-d- Recognizes that all peoples and societies have the same basic needs
- 306-d- Develops an acceptance of others and their life styles
- 307-d- Recognizes others' values, beliefs, likes, and needs
- 308-d- Recognizes need for cooperation with and among groups
- 309-d- Describes the importance and diversity of language in communication
- 310-d- Identifies modern means of communication
- 311-d- Develops an understanding of social institutions
- 312-d- Develops an understanding of the Catholic Church as a social institution
- 313-d- Recognizes the family unit as the foundation of society
- 314-d- Recognizes that families are alike and different in composition
- 315-d- Recognizes that family customs can be alike in many ways and different in many ways
- 316-d- Recognizes and contrasts the way of life of families around the world
- 319-I- Develops an understanding of culture
- 320-I- Recognizes that culture is transmitted within a society through education
- 321-I- Recognizes that differences among cultures are differences in learned patterns of social behavior and serve as a guide for human behavior
- 322-I- Develops an understanding of causes of changes in culture
- 323-I- Identifies the changes brought into a culture by technology
- 324-I- Recognizes the changes in culture that are caused by economic changes
- 326-I- Recognizes that cultural identity is important to members of a cultural group
- 327-I- Recognizes language as an important medium for the transmission of culture from one generation to the next
- 330-D-Recognizes that ethnic and cultural groups have holidays, feasts, and festivals that help perpetuate and celebrate traditions

331-D-Recognizes that art, music, architecture, food, clothing, etc. of a people help produce a national or ethnic identity

## SCIENCE

### I. ATTITUDES AND SKILLS OF SCIENTIFIC INQUIRY

#### A. Develops positive attitudes toward science

- 1-d- Respects and values all forms and states of life
- 2-d- Exhibits wonder at God's creation
- 3-d- Values natural resources
- 4-d- Exhibits concerns about global problems: hunger, disease, pollution, and energy
- 5-d- Views science as inquiry, process, and change
- 6-d- Acquires information concerning science related careers
- 7-d- Acquires an awareness and appreciation of technology in a changing world
- 8-d- Observes objects and phenomena
- 9-d- Identifies, describes and classifies the properties of objects and phenomena
- 10-d- Compares and contrasts objects and phenomena
- 17-d- Recognizes and uses proper vocabulary
- 19-d- Uses common materials appropriately for laboratory experiments or demonstrations
- 20-d- Knows the standard units of measurement in both the metric and English units
- 21-d- Uses metric system
- 22-d- Measures the size, mass and volume of objects
- 23-d- Recognizes cause-and-effect relationships
- 30-I- Interprets data, graphs, tables, etc.
- 31-I- Estimates results
- 32-D- Predicts outcomes
- 33-I- Draws conclusions
- 36-I- Makes applications

### II. EARTH/SPACE SCIENCE

#### A. ASTRONOMY

Develops an understanding of astronomy

- 52-I- Knows that the sun is an average star in size, mass and temperature
- 54-M- Knows the relationship between the position of a shadow and the position of the sun
- 56-D- Knows movement and tilt of the earth (in relationship to the sun) affect our time, temperature and climate

- 57-D- Demonstrates that the sun can be used to determine direction
- 60-D- Knows that the earth revolves and rotates simultaneously
- 61-M- Names the seasons of the year and their main characteristics

## B. METEOROLOGY

Develops an understanding of meteorology

- 106-I- Distinguishes between weather and climate
- 107-I- Lists the characteristics of the various climatic conditions on the earth

## C. GEOLOGY

Develops an understanding of geology

- 111-D- Understands geology as the science of the earth, its processes, its forms and its relationship to other physical sciences
- 119-I- Develops a general concept of the earth's size and shape
- 120-I- Describes the main characteristics of the earth's layers
- 121-I- Describes the activities of plate tectonics
- 122-I- Interprets diagrams representing the earth's interior structure
- 123-D- Identifies gross surface features  
(e.g. continent, land mass, ocean, sea, etc.)
- 124-d- Identifies various kinds of land and water formations  
(e.g. hills, mountains, valleys, plains, rivers, bays, islands, etc.)
- 125-D- Interprets information about the surface of the earth from maps and globes
- 126- - Describes the characteristics and properties common to minerals
- 129-I- Describes the rock cycle
- 130-I- Identifies the main characteristics of igneous, sedimentary and metamorphic rocks
- 131-I- Describes how igneous, sedimentary and metamorphic rocks are formed
- 133-d- Describes the physical properties common to soil
- 134-D- Knows how soils may be classified
- 135-D- Distinguishes between topsoil, subsoil and bedrock

## D. OCEANOGRAPHY

Develop an understanding of oceanography

- 165 - - Describes the common characteristics which distinguish seawater from fresh water

## **Instructional Plan One**

(Characteristics of Folk/Fairy Tales - whole group)

Read Aloud: \_\_\_\_\_

Log, using a class chart.

Brainstorm with class the characteristics of fairy tales.

Create and post a Rough-Draft class chart. Revise and use throughout the unit.

**Model:** Using a class chart, model how to log reading by always logging class read alouds. Using an enlarged set of cards, begin a word bank of "Princely Words" from class Read Alouds. On the front of a card write one good vocabulary "Princely Word" and how it was used. On the back write a synonym. This is an ongoing activity for which the students use 3x4 index cards.

**Assignment:** Read self-selected folk/fairy tale. Log.

Enjoy.

**Evaluation:** \_\_\_\_\_

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## **Instructional Plan Two**

(Characteristics of Folk/Fairy Tales - independent)

"Reread your chosen folk/fairy tale silently. As you read, take notes in your Reading Response Journal, listing the characteristics you find that make this a fairy tale. Use our chart of characteristics to help you. Add any characteristics you find that we missed."

After completed, while others read, meet in small Literary Response Group to share.

Read Aloud: \_\_\_\_\_

Model how to Log, and add to "Princely Words."

Assignment: Choose partner from within Literary Response Group. Together select and read a folk/fairy tale from the multiple-copies section of classroom collection. Log and enjoy.

Evaluation: \_\_\_\_\_

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### **Instructional Plan Three**

**(Characteristics of Folk/Fairy Tales - partners)**

Whole group revise the list of characteristics on the chart with discussion. With partner, reread and note in Reading Response Journals the characteristics of your shared book.

Read Aloud: \_\_\_\_\_

Log, and do "Princely Words". Model using class chart and cards.

Assist each student of whole group in beginning a personal set of "Princely Words" to share in vocabulary fun.

Assignment: Self-select folk/fairy tale to read, log, and enjoy.

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Instructional Plan Four**

(Settings in Folk/Fairy Tales - whole group)

Discuss what setting is (where and when), while referring to stories already read. In Reading Response Journals, each student will write a paragraph describing the setting of his/her tale. After the tales have been read silently and paragraphs written, students meet in small Literary Response Groups to share.

Read Aloud: \_\_\_\_\_

Log and do "Princely Words." Model, using class chart and cards. Remind students to update their logs and word sets.

**Assignment:** Self-select folk/fairy tale to read, log, and sketch the setting in your Reading Response Journal. Enjoy.

Evaluation: \_\_\_\_\_

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## **Instructional Plan Five**

(Storymapping Folk/Fairy Tale - whole group)

**Read Aloud:** \_\_\_\_\_

Log and do "Princely Word."

**Model:** Using the tale just read, construct a storymap, with student input. Use chart. Afterwards, each student should copy into his/her Reading Response Journal the storymap and fill it in, to keep and use as a reference in constructing other storymaps.

### **Storymap Format**

**Title:**

**Author:**

**Characters:** (who)

**Setting:** (where and when)

**Problem:**

**Resolution:** (use key words from story)

**Consequence:** (conclusion)

**Assignment:** Self-select folk/fairy tale, read, log, and enjoy.

**Evaluation:** \_\_\_\_\_

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**Instructional Plan Six**

(Storymapping - practice phase)

Pair the students ,within each Literary Response Group.

"Self-select folk/fairy tale to read and storymap according to the format.

Repeat...

Assignment: Self-select folk/fairy tale, read, log, and enjoy.

\*\*Introduce Author Study - See #18

Read Aloud: \_\_\_\_\_

Model logging and "princely words."

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Instructional Plan Seven**

(Compare/Contrast Folk/Fairy Tales - whole group)

Show video: \_\_\_\_\_

Read Aloud : \_\_\_\_\_

### **Model logging and "Princely Words"**

**Assignment:** Individually take notes in Reading Response Journals comparing main characters, setting illustrations, outcomes, etc. Discussion should follow.

"Which was more exciting?

Which let you sense what was going to happen next more clearly?

Which used more descriptive language?

What elements of the tale were different?"

Summarize using Venn diagram on overhead.

**Assignment:** Self-select a folk/fairy tale to read, log, and enjoy.

Evaluation: \_\_\_\_\_

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## **Instructional Plan Eight**

(Magic in Folk/Fairy Tales - whole group)

**Read Aloud:** \_\_\_\_\_

Log and do "Princely Words".

Discuss magic as it occurred in this tale and others read up to this point.

"Independently, reread your present folk/fairy tale and find the magic. Take notes in your Reading Response Journal about:

"What if the magic didn't work?...Find the magic moment in the tale and speculate on what would happen if the magic failed."

Share in small Literary Response Group.

Assignment: Self-select a folk/fairy tale to read, log, and enjoy.

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Instructional Plan Nine**

**(Dramatizing Folk/Fairy Tales - small group)**

With input from students, list titles of folk/fairy tales from those already read, which would be good for dramatization. Working in Clusters (five students), each Cluster will choose from the list. Keeping it simple, prepare to act out chosen tale. No costumes or scenery are needed.

Give presentations to whole group.

**Read Aloud:** \_\_\_\_\_

Model logging and "Princely Words".

**Assignment:** Self-select a folk/fairy tale to read, log, and enjoy.

**Evaluation:** \_\_\_\_\_

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## **Instructional Plan Ten**

(New Version of Familiar Folk/Fairy Tale - whole group)

Read Aloud: Emperor's New Clothes

Model logging and "Princely Words".

Assignment: Storymap with partner.

Read Aloud: Principal's New Suit of Clothes

Briefly repeat storymapping activity. Whole group compare and contrast the two tales using the Venn diagram. Use overhead.

Assignment: Self-select a folk/fairy tale to read, log, and enjoy.

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Instructional Plan Eleven**

(Point-of-View in Folk/Fairy Tales - whole group)

### **Read Aloud: The True Story of the Three Little Pigs**

by Jon Scieszka.

Model logging and "Princely Words".

Guide discussion of how the characters are perceived.

With student input, list characteristics on overhead  
of the traditional prince and princess fairy tale.

### **Read Aloud: The Paper Bag Princess**

Independently list in Reading Response Journal,

"What different points of view does the author  
present?"

Create a comparison chart from whole-group  
discussion...

Assignment: Self-select of folk/fairy tale to read,  
log and enjoy.

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Instructional Plan Twelve**

(Comparative analysis of Fairy Tale Variants-small group)

Using multiple copies of Cinderella variants, assign each Cluster a tale. (Partner read in some cases.)  
Storymap.

Rotating sets of Cinderella variants, assign a new set to be read and storymapped for class tomorrow.  
Repeat...

Brainstorm the main categories that could be compared in these variants. (Personalities of main character, qualities of characters, magic, etc.) Each Cluster chooses the categories it thinks are important to compare and lists them down the left side of the chart paper, and the titles across the top of the chart paper. Each Cluster presents its findings to the class. Discussion with agreement and disagreement follow.

Acting out favorite variant, can follow this activity.

Read Alouds: (Cinderella single-copy variants.)

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Evaluation: \_\_\_\_\_

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## **Instructional Plan Thirteen**

(Math Activity - whole group)

Read Aloud: Little Red Riding Hood

Model logging and "Princely Words."

Assignment: "How many miles is it to your grandmother's house?"

Next day: Using bulletin board map have students push pins to show where grandmothers live.

Make graph showing how many miles away most grandmothers live.

Assignment: "From folk/fairy tales read, create an interesting math problem to share."

Evaluation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Instructional Plan Fourteen

(Writing Activity - whole group)

Read Aloud: The Jolly Postman or Other People's Letters

Model logging and "Princely Words."

Class brainstorm a list of possible writings

the class could create, following the same pattern.

Record list on board.

Possibly:	friendly letter	announcement
	business letter	invitation
	post card	poem

**Assignment:** With a partner from your Cluster, choose one type of writing from the list. Together consider two folk/fairy tale characters who might write to each other. Determine to whom and from whom your piece will be sent. Together, draft your piece. Revise. Edit. Repeat using a different type writing. If desired, each Cluster may publish pattern book to share.

**Evaluation:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Instructional Plan Fifteen**

(Developing a good lead for Folk/Fairy Tale-whole group)

Read Aloud: (Only a few leads to spark lesson)

Discuss briefly identifying leads.

**Assignment:** Working as partners, from within Literature Response Group, reread the first paragraph of several familiar folk/fairy tales. Record in Reading Response Journals, "Which beginning makes you curious about what is going to happen?

Which beginning tells you the most about the story?"

**Brainstorm** a topic for the beginning of a folk/fairy tale about which the class could write. Create several beginnings or leads as a shared writing, using a chart or overhead and analyze each one.

**Assignment:** Working as partners from within your Literature Response Group, write the beginning or lead of a folk/fairy tale or rewrite a new beginning of a new version of a well known tale. Share.

**Evaluation** \_\_\_\_\_

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**Instructional Plan Sixteen**

(Storymapping Original Tale - partner work)

**Read Aloud:** \_\_\_\_\_

**Assignment:** Continue working with partner. Storymap the tale you have started. To clarify, you may wish to sketch the characters in the setting. Whole group share.

**Evaluation:** \_\_\_\_\_

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**Instructional Plan Seventeen**

**(Writing Original Folk/Fairy Tale )**

**Read Aloud:**\_\_\_\_\_

**Peer and teacher conference for content. Continue  
through writing process.**

**Publish to share.**

**Evaluation:**\_\_\_\_\_

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## **Instructional Plan Eighteen**

**(Author/Illustrator Study - whole group)**

Introduce author/illustrator , give brief summary of his/her life, maps of his home place, pictures, interesting tidbits...

Students build bulletin board to be shared.

Place Author/Illustrator on class time-line to develop sense of placement in time.

Highlight Author/Illustrator's works in a special display.

Discuss how original folk/fairy tales were translated or retold by another author/illustrator, but credit is always given... Students and teacher will develop a respect for this body of work and a sense of achievement as they begin to recognize the connections in the works of different writers and identify universal themes and topics.

Read Alouds come from this display.

Hans Christian Andersen

Jan Brett

Brothers Grimm

Jon Scieszka

Evaluation: \_\_\_\_\_

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## **Instructional Plan Nineteen**

(Royal Portraits - whole group)

Read Aloud: \_\_\_\_\_

Materials: pictures of royalty  
triangle templates  
paper 12x18  
oil pastels

Discuss portraiture.

Sketch using triangular template for the bodice of each royal person to insure using all of the paper.

Complete with oil pastels. Cut out. Mount on other slightly smaller paper to give the illusion of grandeur.

Mount again.

Display.

Evaluation: \_\_\_\_\_

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**Instructional Plan Twenty**

(Center Work - small group)

Available multiple copies with tapes of folk/fairy tales:

Charles Perrault - Cinderella

Hodges - St. George and the Dragon

Mayer - Beauty and the Beast

(songs) D. Kaye - Hans Christen Andersen

Evaluation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Optional Invitations**

(Possibly Center-work or student-choice work after completing unit—This list should be added to by students and teacher and possibly used in a variety of ways, since activities lose their effectiveness as something special if they are repeated too often or if the activities offer no student ownership.)

**Riddle Book** -- Write riddles about folk/fairy tale characters. Riddle and illustrations might be on one side of paper with answer on back. Take through Writing Process , publish, and share with a younger class...

**Newspaper** -- Using newspaper format to write headlines, articles, ads, etc. about folk/fairy tale characters. Take through writing process, publish and share.

**Flannel board story telling** -- Create simple set of cutouts and practice. Share with younger students.

**Surveys** -- favorite characters... first tale you remember... meanest witch... loveliest heroine.. Publish in form of a graph to share.

**Researching folk tales** -- Match titles to world political map. Share.

**Artifact Display** -- Construct imaginary artifacts and label to share. (Anansi's spiderweb...houses of the three little pigs...YehShen's fish...etc.) Arrange display and invite others to add to it.

### **Daily Invitations within Unit Structure\*\*\***

(These invitations quickly become assimilated in the daily routine of students within the workshop classroom, can be adjusted, or related to all units of study.)

**Graph-In Please** -- Use a laminated chart poster with a versatile reusable chart format. Daily change the Graph-In Please title question. As part of the Morning Message to the students, invite the students to graph in by simply placing the small stick-em paper (on each desktop) on the graph in the place each person thinks he/she wishes to vote. At the beginning of the appropriate workshop, use graph information to lead discussion, while never praising the correct votes since being free to think for oneself is to be valued and developed. Many titles are taken from 50 Simple Things Kids Can Do to Save the Earth by Javna and the Earth Works Group. Some related titles for The World--Our Global Community include:

"From what is glass made ?"

A) Frozen water    B) Sand    C) Venetian  
blinds

"If you lined up all the styrofoam cups made in just one day, how far would they reach?"

A) One mile    B) Around    C) Across the  
the Earth    U.S.A.

"How many gallon milk cartons can you fill with the water from a five-minute shower?"

A) 5    b) 15    C) 25

**Prayer Table** -- Morning and afternoon prayers are prayed around the prayer table. Students volunteer to share using prayer books written by children from around the world chosen prayers .

## **Instructional Plan One-A**

(Stewardship on Earth)

Read Aloud: Miss Rumphius by Barbara Cooney

Model logging.

Discussion follows summarizing the three most important things to Miss Rumphius.

Assignment: Take five minutes to think about what you know and what you want to know about our world...our Earth. Write two lists in your Research Notebook: Things I Know About our World and Things I Want to Know About Our World.

Build class charts of ideas from Individual lists.

Discuss how to find information about topics.

Assignment: Make a third list: Some Things I Might Do To Learn About My World

Build class charts of ideas from individual lists. Discuss.

Poetry Share: Model, and encourage students to collect and create poems to share. Discuss how natural resources are special to us. (tree to climb...a river...beach...)

Assignment: "Find and bring in a small rock tomorrow."

Evaluation: \_\_\_\_\_

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## **Instructional Plan Two-A**

(Researching the Earth's Structure)

### Read Aloud: The Magic School Bus Inside the Earth

by J. Cole and B. Degen - ( Big Book, tape & multiple copies)

Log and discuss fact and fiction . During workshop small groups will reread book with tape and take notes in Notebook of as many true and important facts as possible.

Assignment: "Sketch an illustration of the structure of the earth. Use entire paper. Where might you find a model to help you?..."

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## **Instructional Plan Three-A**

(Researching Significant Data about Earth's Structure)

Read Aloud: (Sections of) A New True Book Continents

by D. Fradin and The Amazing Dirt Book by

P. Bourgeois

Build Rough Draft chart of Earth notes taken from individual student notes.

Review Science textbook Table of Contents. Determine whether this book could help us find facts about the Earth. Find chapter (10) and model how to skim and scan for information with the whole group.

Revise chart of notes.

Small groups: Paint and label parts of Earth illustration  
Explore and investigate rock collections.  
Label your rock as part of display.

Assignment: Using textbook and notes, define the following words in your Notebook:  
minerals, sedimentary rock, igneous rock, metamorphic rock, geologists

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Instructional Plan Four-A**

(Organize New Information into Chart -partner work)

Read Aloud: Everybody Needs A Rock by B. Baylor

Log. Discuss.

Whole group discussion reviewing notes and definitions.

Assignment: Working with a partner at your Cluster,  
complete the chart using any reference  
books to discover the missing information.

\*\*Use textbook page 262 ( Discover Science,  
Scott, Foresman, 1989.)

Activity: Silt, Sand, Etc. Dirt Book P.40

Evaluation: \_\_\_\_\_

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## Instructional Plan Five-A

(Plate tectonics-Introduce continents--Taken from  
Continents on the Go by W. Boone)

Read Aloud: Dirt Book p.54-5

**Puzzling Plates :** This activity helps students understand and visualize plate motion better by acting as the Earth's crustal plates, moving about to simulate plate motion over the past two-hundred million years. (Follow attached Procedure Sheet.)

**Assignment:** Read and take notes in Notebook on Science textbook, pages 244-250. Define : plates, fault, seismograph

**Evaluation:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Puzzling Plates Lesson Procedures:

Create a time line spanning 200 million years by taping eight pieces of paper end-to-end. Students should label a point near the right-hand edge of the paper "Today." Then they should mark the time line in 1/2-meter increments, labeling the marks "50 million years ago," "100 million years ago," "150 million years ago," and "200 million years ago." Students can use cut out set of continents. Place one or two globes and world maps at the front of the classroom and draw plate locations of the blackboard before the lesson.

#### Procedure:

1. Have students make labels with the names of the plates shown in Figure 1. Have students tape or pin these labels to their shirts. Students should hold the cutout of the continent they represent. Use the attached Figures 1-4.

2. With the aid of the labeled students, the past and present configurations of the world's plates can easily be shown. Align students (plates) at each time period shown in Figures 1-4. Make sure one student points to the appropriate part of the time line as each configuration of plates is set up. To help manage the movement of students, ask them to hold up their cutouts and look at the figures on the blackboard portraying plate locations. Try to let students find their spots. It is best to keep students in place for enough time to discuss the changes in plate location. The plate motion should be shown twice, once with a thorough discussion at each time shown in the figures, and once more quickly so the plates stay in one place for only a minute, then move to another orientation. By moving more quickly, students can get a motion-picture feel for the continuous movement of the Earth's plates.

3. Interesting fun fact to share:

The ramming of the Indian plate into the Asian plate caused the Himalayas (and thus Mount Everest) to be created.

**Instructional Plan Six-A**

(Volcanoes--Crust of the Earth)

Read Aloud: Hill of Fire by T. Lewis (Readers' Theater--  
eight reader parts)

Log. Discuss Mexican village life and technology.

Assignment: Working with a partner at your Cluster,  
create an acrostic poem using the story as a base  
and as many facts about volcanoes as possible.

VOLCANO or EL MONSTRUO or both...Illustrate.

Share.

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Instructional Plan Seven-A**

**(Map and Globe Work - Whole Group)**

**Review the structure of the Earth and how we are now on the crust...The outer shell of a sphere...Water and soil.. Using maps, globe, and half-globes present concepts:**

**oceans                      hemisphere                      equator  
continents                      cardinal directions**

**Record definitions in Notebook.**

**Read Aloud: It's Mine by L. Lionni Log. Discuss territorial and environmental ownership...**

**Assignment: Read text Pages10-13 and define highlighted terms in your Notebook: intermediate directions, compass rose, symbols, map key, scale and map types:**

**Evaluation: \_\_\_\_\_**

\_\_\_\_\_

\_\_\_\_\_

## **Instructional Plan Eight-A**

### **(Geography -- Geographers)**

Read Aloud: This is My House by A. Dorros

Log. (Countries mentioned: Japan, Turkey, U.S.A., Saudi Arabia, Mongolia, Brazil, Samoa, New Zealand, Russia, New Guinea, Norway, Bolivia, Egypt, Mexico, Mali, Indonesia, Netherlands, China, Thailand)

Discuss the relationship of climate, resources, lifestyle of people, etc. with types of homes.

Discuss ending quote: "... People who live in the same part of the world can live in different kinds of houses. And people who live in different parts of the world can live in the same kinds of houses. A house can be big or small, in the country or in a city.

Wherever it is, the people who live in a house make it their home."

Story tell what geographers do...and relate it to us in our room... (Include the five themes of geography: location, description of place, people and their environment, movement, and regions.)

Assignment: Make journal entry about what a region is and why we divide the earth into regions. Share.

Concept Attainment: Natural Features- water & land\*\*

Discuss: land and water forms

Read Aloud: Text pages 26-29 and discuss .

Evaluation: \_\_\_\_\_

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## **Instructional Plan Nine-A**

(Seven Continents-Seven Dwarfs)

Continent Song (Tune of "Brother John")

Poem (Evan-Moor Corp.)

Read Aloud: Mother Earth's Counting Book

by A. Clements

After discussion ,allow geographers to choose a continent to study while, if possible, evenly distributing themselves among the seven.

Introduce basket of reference materials (maps, atlases, trade books, globe, puzzles, search question card game, ZooBooks, magazines, tape/book sets, art print cards, etc. ) for each continent. Determine areas of classroom for each group to work cooperatively each day in Workshop.

Assignment: Explore and investigate Continent Reference Materials. Add to them and share. \*\*\*

Small groups read Continents and Climates by I. & R. Updegraff with multiple copies and tape.

Evaluation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Instructional Plan Ten-A**

(Home Sweet Planet)

Read Aloud: Selection from Where On Earth by

P. Rosenthal

Distribute Continent Folders which include some skill practice work using individual continents. Allow time to explore and investigate. Discuss contents: interesting facts, physical map to complete, political map to complete, crossword, environment exercise, direction activity, people and animal activities, terms, and a very simple bibliography. The Folder contains empty notebook paper on which to take extra notes from your research work, and pockets to keep pictures, etc. during your research.

Minilesson: Using overhead, demonstrate how to label and color a map so it is accurate, attractive, and easily read

Assignment: Label maps in pencil only, check work, and color with colored pencil . Help your team. Work together using atlas maps to transfer information with accuracy.

Evaluation: \_\_\_\_\_

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## **Instructional Plan Eleven-A**

(Research - Table of Contents and Index)

Read Aloud: This is the Way We Go to School E. Baer

Log. Discuss. (Countries mentioned: U.S.A., Italy, Norway, Egypt, Israel, Switzerland, Kenya, Australia, China, India, Mexico, Russia, Siberia, and Canada)

Minilesson: Model using Table of Contents and Index of textbook, atlas, several information books.

Encourage using the Usborne Geography Encyclopedia.

Model defining terms in Folder. Highlight: Geography From A to Z by J. Knowlton

Assignment: Small cooperative continent group works at comfortable pace while staying on task. Teacher quietly goes around and conferences with individual groups or individual students.

Evaluation: \_\_\_\_\_

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## Instructional Plan Twelve-A

(Map Skills - Latitude and Longitude)

Read Aloud: A Country Far Away by N. Gray

Log. Discuss samenesses and differences.

Minilesson: Textbook pages 30-32

Assignment: Small cooperative continent group works at comfortable pace while staying on task. Teacher conferences with small groups regarding latitude/longitude activity. \*\*Use AIMS Finding Your Bearings, pages 25-32, "Plot Your Position".

Evaluation: \_\_\_\_\_

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**Instructional Plan Thirteen-A**

(Art Project--whole group)

Textured World--Our Global Village

Read Aloud: All In A Day by Mitsumasa Anno.

Discuss introduction and illustrators.

**Materials:** 1 inch square colored tissue paper pieces  
tag outlined continent shapes  
foam board background

**Procedures:** Cooperatively determine color coded key for physical map of our world.  
Using rolled up pieces of tissue paper, dipped into glue carefully create an attractive, accurate, and creative map of the world.

When continent pieces are completely dry and pressed, glue to background and fill in water area with tissue paper pieces.

Create attractive and clear key to be shown with map.

**Options:** Add ribbons going from map to illustrations of worldly people dressed in native costumes or cards saying peace written in different languages.

**Evaluation:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Instructional Plan Fourteen-A**

**(Math lesson--Metric)**

**Read Aloud:** \_\_\_\_\_

**Activity:** With partner at Cluster, measure about how many pencils long your two desks are. Record measurement in Notebook. Student teachers (one from each Cluster) measure the width of the room with paper clips. Record measurement on board. Discuss measurement (the need for standard units and appropriate units)

**Story of Measurement:** Alpha-Time Number Workers

Discuss Metric and Customary Systems.

**Stations of Measurement:** (linear, mass, volume)

Small group activities using appropriate terms and experiencing actual estimation, measurement, and problem solving.

**Model:** Randomly choose a continent. With student input create a story problem using measurement.

**Assignment:** Create three math problems involving your continent or a country on your continent, which involve using metric measurement to solve. Share.

**Evaluation:** \_\_\_\_\_

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**Instructional Plan Fifteen-A**

(Comparing/Contrasting Familiar and New Information)

Read Aloud: Learning to Swim in Swaziland by N. Leigh

Log.

Discuss what was alike and different. Record on the blackboard to be copied into Notebooks by students and used as a guide in gathering factual information about continent being researched.

**Assignment:** Using facts already gathered and continuing to gather more, develop with a partner, a set of facts comparing and contrasting your continent with information which you know. Share in small group.

**Evaluation:** \_\_\_\_\_

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## **Instructional Plan Sixteen-A**

( ABC Books of Information)

Read Aloud: Selections from The Bird Alphabet Book

by E. Stewart , A to Zen by R. Wells , and Count Your Way Through Canada by J. Haskins

Discuss how information can be written in the form of an ABC or Number Book.

Brainstorm some facts about any chosen continent. Use overhead or board.

Assignment: Working with a partner from your Continent Group create two samples of important information you could put into this format to share and teach others. Both record the rough drafts in your Notebooks and make revisions. Share in small group.

Evaluation: \_\_\_\_\_

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## Instructional Plan Seventeen-A

(Determining Points of Interest to Audience)

Read Aloud: Seven Blind Mice by E. Young ,  
Selections from Antler, Bear, Canoe by  
B. Bowen and student rough drafts

Discuss the importance of seeing the whole picture and list some important items of interest to your audience of Geographers. (landforms, bodies of water, climate, religions, games, schools, cities, etc.)

Assignment: Working with partner, decide on an item of interest and focus on its letter or number. Gather true information from notes, etc. and write a rough draft entry. Revise to teach your audience the information very clearly.

Share.

Evaluation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



**Instructional Plan Eighteen-A**

(Writing Original Information Book)

Read Aloud: Selections from former students's books

Assignment: Partners create an information book about  
your continent.

Peer and teacher conference for content. Continue  
through writing process.

Publish to share.

Evaluation: \_\_\_\_\_

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**Instructional Plan Nineteen-A**

(Including Folktale in Information Book)

Read Aloud: The Rough Face Girl by R. Martin

Brainstorm within small group how this could be included  
in an information book about North America.

Whole group share.

Assignment: Decide on one folk/fairy tale you and your  
partner might include in your information book.

Decide which letter will be your focus and make a  
rough draft of your entry.

Share.

Evaluation: \_\_\_\_\_

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\_\_\_\_\_

## Instructional Plan Twenty-A

( Ambassadors-Concluding but On-going Activity)

Read Aloud: My Great-Aunt Arizona by G. Houston

Log. Discuss how the main character travelled to far away places through her dreams and by reading books.

Explore the possibilities of our travelling around the world by sending stuffed pet friends as Ambassadors of Good Will! Each Ambassador would wear a backpack with a small journal inside for notes. Travel companions could make journal entries, help collect souvenirs, send us post cards, pictures, etc. We could log places visited and chart their travels on the world map. Around the neck of each Ambassador would be a luggage tag with a message explaining how he/she was travelling the world and how we were with him/her in mind and spirit. The message would ask whomever had the Ambassador, to care for him/her well, pass him/her on only to good people, and whomever had him/her on April fifteenth the next year to please return the Ambassador to our address. We would have a great welcome home party for them!

Assignment: Decide on and bring in your personal Ambassador. Make him/her a Journal to carry. Tie on luggage tag with class picture and message. Make the first journal entry at the "bon voyage" party and send them on their way with a travelling family member or friend.

(Teaching-K-8, April 1993.)

Evaluation: \_\_\_\_\_

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**Possibilities: Individual logs, Ambassador-World Map  
Bulletin Board indicating travels, picture album,  
individuals reporting to the class with on-going atlas  
work for all, announcements on the intercom  
updating the other grades, etc!**

## OPTIONAL INVITATIONS

### Globe Game:

Look on a globe or map of the Earth and find out where you are: Put your finger on that spot and then ask these questions:

What does it look like in this place?

What kinds of plants live here?

What kinds of animals and birds and fish and insects live here?

Is it hot or cold here?

Is it rainy or sunny?

What do the people here like to wear?

What kinds of food do they eat?

What kinds of songs do they sing?

Repeat this when you have answered the questions.

Pretty soon you'll know about how things are all over the Earth.

Loving the Earth by F. Lehrman

Who Am I? Book of Clues about our Earth. Usually three clues going from the most general to the most specific are listed on the front side of the page. An illustration or cut-out picture and explanation are on the back of the page.

Earth Science Poems to Share...

**This Is My Rock**

by D. McCord

**This is my rock,  
And here I run  
To steal the secret of the sun;  
This is my rock,  
And here come I  
Before the night has swept the sky;  
This is my rock,  
This is the place  
I meet the evening face to face.**



**Honey**

Joyce c. Thomas

**The fields are emerald now  
Royal with birds  
the bees hum loud enough  
to remind us  
They've always known  
Ice melts  
Gray skies turn blue and  
Honey's been here long  
before we opened our mouths to drink  
And will be forever and ever.**

**Earth Song**

David McCord

**Let me dry you, says the desert;  
Let me wet you, says the sea.  
If that's the way they talk, why don't  
They talk that way to me?**

**Let me fan you, says the wind;  
Oh, let me cool you, says the rain.  
Let me bury you, the snow says;  
Let me dye you with the stain**

**Of sunset, says the evening;  
Let me float you, says the lake;  
Let me drift you, says the river.  
Says the temblor, let me shake**

**You. Freeze you, says the glacier;  
Let me burn you, says the sun.  
I don't know what the moon says,  
Or that star -- the green pale one.**

**All God's Children**  
Carl Sandburg

**There is only one horse on all the earth  
and his name is All Horses.**

**There is only one bird in the air  
and his name is All Wings.**

**There is only one fish in the seas  
and his name is All Fins.**

**There is only one man in all the world  
and his name is All Men.**

**There is only one woman in all the world  
and her name is All Women.**

**There is only one child in the world  
and the child's name is All Children.**

**There is only one Maker in all the world  
and His children cover the earth,  
and they are named All God's Children.**



## Earth

Lillian Fisher

You are the earth  
 the earth is you--  
 The soil, the air,  
 and water, too.  
 Plants, or creatures,  
 large and small  
 Are links of chain  
 connecting all.  
 Each depends upon the other,  
 Drawing life  
 from one Earth Mother  
 Whose constant cycles  
 herald the birth  
 Of all living things  
 that fill the earth,  
 Protect her kind  
 in all you do;  
 Love the earth,  
 the earth is you.

## In the World

Sandra Liatsos

Mountains, deserts  
 made of sand,  
 lakes and rivers  
 next to land,  
 forests full  
 of singing birds,  
 jungle beasts  
 that run in herds,  
 children smiling,  
 parents, too,  
 world of many  
 things to do,  
 world of many  
 things to see,  
 a world that's made  
 just right for me.

**INSTRUCTIONAL BOOK LIST  
FOLK TALES/FAIRY TALES  
OUR WORLD - A GLOBAL COMMUNITY**

Aardema, V.	<u>Traveling to Tonda (Zaire)</u>
	<u>Rabbit Makes a Monkey of Lion</u>
Albyn, C. & Webb, L.	<u>The Multicultural Cookbook for Students</u>
Ahlberg, J. & A.	<u>The Jolly Postman</u>
Andersen, Hans Christian	<u>The Steadfast Tin Soldier</u>
	<u>The Little Mermaid</u>
	<u>The Princess and the Pea</u>
	<u>The Ugly Duckling</u>
	<u>The Swineherd</u>
	<u>The Fairy Tale Life of H.C. Andersen</u>
	<u>The Emperor's New Clothes</u>
	<u>The Snow Queen</u>
Anno, M.	<u>Anno's Twice Told Tales</u>
	<u>Anno's Medieval World</u>
Astrop, C. & J.	<u>Our Favorite Fairy Tales</u>
Barnhart, P.	<u>The Wounded Duck</u>
Baumann, H.	<u>Mischa and His Brothers</u>
Bishop, C.	<u>The Five Chinese Brothers</u>
Brett, Jan	<u>The Mitten</u>
	<u>Annie and the Wild Animals</u>
	<u>The First Dog</u>
	<u>Beauty and the Beast</u>
	<u>Berlioz the Bear</u>
	<u>Goldilocks and the Three Bears</u>
Brown, M.W.	<u>Cinderella</u>
Buff, M.	<u>The Apple and the Arrow</u>
Calhoun, M.	<u>The Last Two Elves in Denmark</u>
Cauley, L.B.	<u>Puss in Boots</u>

Climo, S.	<u>The Egyptian Cinderella</u>
	<u>The Korean Cinderella</u>
Cole, B.	<u>The Giants Toe</u>
Compton, K. & J.	<u>Jack the Giant Chaser</u>
Cooney, B.	<u>Snow White and Rose Red</u>
Cooper, S.	<u>The Selkie Girl</u>
Cox, D.	<u>Bossyboots</u>
Crane, W.	<u>Best Loved Fairy Tales</u>
Cummings, EE	<u>Fairy Tales</u>
De Gerez, T.	<u>Louhi, Witch of North Farm</u>
dePaolo, T.	<u>Little Giant and the Big Egg</u>
DeSpain, P.	<u>Thirty-Three Multicultural Tales to Tell</u>
Dillon, L. & D.	<u>The Tale of the Mandarin Ducks</u>
Gag, W.	<u>Snow White and the Seven Dwarfs</u>
Goble, P.	<u>Her Seven Brothers</u>
Grimm, The Brothers	<u>The Elves and the Shoemaker</u>
	<u>Grimm's Fairy Tales</u>
	<u>Hansel and Gretel</u>
	<u>Little Red Cap</u>
	<u>Little Red Riding Hood</u>
	<u>Rapunzel</u>
	<u>Rumpelstiltskin</u>
	<u>The Twelve Dancing Princesses</u>
	<u>Wild Robin</u>
	<u>The Bremen Town Musicians</u>
	(Stevens)
Haviland, V.	<u>The Talking Pot (Danish)</u>
Hazen, B.	<u>Hansel and Gretel</u>
Heyer, C.	<u>Rapunzel</u>
Heyer, M.	<u>The Weaving of a Dream</u>
"Highlights"	<u>Fables and Folktales from Many Lands</u>
Hirsch, M.	<u>George and the Goblins</u>
Hodges, M.	<u>St. George and the Dragon</u>
Hooks	<u>The Three Little Pigs and the Fox</u>

Huck, C.	<u>Princess Furball</u>
Hunt, A.	<u>The Tale of Three Trees</u>
Hunt, J.	<u>Illuminations ABC</u>
Hunter, C.W.	<u>The Green Gourd</u>
Jones, P.	<u>Fair, Brown and Trembling</u>
Kasza, K.	<u>The Wolf's Chicken Stew</u>
Kimmel, E.	<u>Boots and His Brothers</u> (Norwegian)
	<u>The Witch's Face</u> (Mexican)
	<u>Baba Yaga</u> (Russian)
Kramer, N.	<u>Grimms Fairy Tales</u>
Marshall, J.	<u>Cinderella</u>
Martin, C.	<u>Boots and the Glass Mountain</u>
Martin, R.	<u>The Rough Faced Girl</u>
Mayer, M.	<u>The Black Horse</u>
	<u>The Twelve Dancing Princesses</u>
	<u>The Little Jewel Box</u>
McKissack	<u>Flossie and the Fox</u>
	<u>Nettie Jo's Friends</u>
	<u>Mirandy and Brother Wind</u>
Melmed, L.	<u>The Rainbabies</u>
Munsch, R.	<u>The Paper Bag Prince</u>
Pabello, L.	<u>The Boy-King's Palace</u>
Parker	<u>The Three Billy Goats Gruff</u>
Paterson, K.	<u>The Tale of the Mandarin Ducks</u>
Perkins	<u>King Midas and the Golden Touch</u>
Perrault, C.	<u>Puss in Boots</u>
	<u>Cinderella</u>
	<u>Cinderella or The Little Glass</u> <u>Slipper</u>
Pittman, H.	<u>The Gift of the Willows</u>
Polacco, P.	<u>Rechenka's Eggs</u>
Regniers	<u>Jack and the Beanstalk</u>
San Souci, R.D.	<u>The White Cat</u>
	<u>The Talking Eggs</u>
Sanderson, R.	<u>The Enchanted Wood</u>

Scieszka, J.	<u>The Frog Prince Continued</u> <u>The Stinky Cheese Man and Other</u> <u>Fairly Stupid Tales</u> <u>The True Story of the Three Little</u> <u>Pigs</u> <u>Knights of the Round Table</u> <u>The Not So Jolly Roger</u> <u>Old Mrs. Brubeck</u> <u>Irish Fairy Tales</u> <u>Mufaro's Beautiful Daughters</u> <u>(African)</u> <u>The Story of Jumping Mouse</u> <u>The Boy Who Knew the Language</u> <u>of the Birds (Irish)</u>
Segal & Sewall	
Smith, P.	
Stephoe, J.	
Wetterer, M.	
Wisniewski, D.	<u>Sundiata</u> <u>Rain Player</u> <u>Elfwing's Saga</u>
Yolen, J.	<u>Street Rhymes Around the World</u> <u>Sleeping Ugly</u>
Young, E.	<u>Red Thread</u> <u>Lon Po Po</u> <u>Street Rhymes Around the World</u> <u>Yeh-Shen</u>
Young, J.	<u>The Sleeping Beauty</u>
Zelinsky, P.	<u>Hansel and Gretel</u>

## INSTRUCTIONAL BOOK LIST OUR WORLD - A GLOBAL COMMUNITY

Adler, D.	<u>Our Amazing Ocean</u>
Agard, J.	<u>The Calypso Alphabet</u>
Ames, G. & Wyler, R.	<u>First Days of the World</u>
Anno, M.	<u>All In A Day</u>
Arnold, C.	<u>Ladybird First Facts About the Earth</u>
Baer, E.	<u>This Is the Way We Go to School</u>
Baker, J.	<u>Where the Forest Meets the Sea</u>
Barrett, J.	<u>Cloudy With a Chance of Meatballs</u>
Baylor, B.	<u>Everybody Needs A Rock</u>
Beasant, P. & Smith, A.	<u>How to Draw Maps and Charts</u>
Blum, R.	<u>Mathmagic</u>
Bourgeois, P.	<u>The Amazing Dirt Book</u>
Bowen, B.	<u>Antler, Bear, Canoe</u>
Brown, R.	<u>Alphabet Times Four</u>
Carle, E.	<u>Animals Animals</u>
Cherry, L.	<u>A River Ran Wild</u>
Children's Press	<u>Australia</u>
	<u>Asia</u>
	<u>Antarctica</u>
	<u>Africa</u>
	<u>Continents</u>
	<u>Earth</u>
	<u>Europe</u>
	<u>North America</u>
	<u>South America</u>
	<u>The Arctic</u>
Clements, A.	<u>Mother Earth's Counting Book</u>
Cobb, V.	<u>This Place is High</u>

	<u>This Place is Wet</u>
	<u>This Place is Cold</u>
Cole, J.	<u>The Magic School Bus Inside the Earth</u>
Cooney, B	<u>Miss Rumphius</u>
Cowcher, H.	<u>Antarctica</u>
Delacre, L.	<u>Arroz Con Leche; Popular Songs and Rhymes from Latin America</u>
DeWeese, B.	<u>The Big Book of Geography, Rhymes &amp; Chants</u>
Dorros, A.	<u>This Is My House</u>
	<u>Follow the Water from Brook to Ocean</u>
Earthworks Group, The	<u>50 Simple Things Kids Can Do to Save the Earth</u>
Ekoomiak, Normee	<u>Arctic Memories</u>
Facklam, M.	<u>Bees Dance and Whales Sing</u>
Feelings, M.	<u>Jambo Means Hello</u>
Feeney, S.	<u>A is for Aloha</u>
Ganeri, A.	<u>Picture Atlas of the World</u>
Gibbons, G.	<u>From Path to Highway</u>
Gray, N.	<u>A Country Far Away</u>
Hartman, G.	<u>As the Crow Flies</u>
Haskins, J.	<u>Count Your Way through the Arab World</u>
	<u>Count Your Way through Japan</u>
	<u>Count Your Way through Canada</u>
	<u>Count Your Way through Mexico</u>
	<u>Count Your Way through Germany</u>
	<u>Count Your Way through Israel</u>
Heath, D.C. & Company	<u>Classroom Atlas</u>
Holling, H.C.	<u>Minn of the Mississippi</u>
	<u>Paddle-to-the-Sea</u>
Houston, G.	<u>My Great-Aunt Arizona</u>
Johnson, J.	<u>Highlights Animal Books - Seals</u>

	<u>Highlights Animal Books - Pandas</u>
Kitchen, B.	<u>Somewhere Today</u>
Knisely, K.G.	<u>A Is for Amish</u>
Knowlton, J.	<u>Geography from A to Z</u>
Lauber, P.	<u>Volcanoes</u>
Lehrman, F.	<u>Loving the Earth</u>
Leigh, N.K.	<u>Learning to Swim in Swaziland</u>
Lewis, T.P.	<u>Hill of Fire</u>
Lionni, L.	<u>It's Mine!</u>
Locker, T.	<u>Where the River Begins</u>
Martin, R.	<u>The Rough Face Girl</u>
McCord, D.	<u>One at a Time</u>
McDonald, G.(Brown,M.W.)	<u>The Little Island</u>
McLenighan, V.	<u>International Games</u>
Milliken	<u>Our Global Village-Japan</u>
Moore, J.E.	<u>South America</u>
	<u>Australia</u>
	<u>North America</u>
	<u>Europe</u>
	<u>Asia</u>
	<u>Africa</u>
	<u>Antarctica</u>
Morris, N.	<u>The Student's Activity Atlas</u>
Morse, D.	<u>The Little Green Thumb Window</u>
	<u>Garden with Seeds</u>
Musgrove, M.	<u>Ashanti to Zulu; African Traditions</u>
Owoo, I.N.	<u>A is for Africa</u>
Pallotta, J.	<u>The Icky Bug Alphabet Book</u>
	<u>The Bird Alphabet Book</u>
Parker, Dr. F.	<u>The Russian Alphabet Book</u>
Pierce, F.	<u>The Big Green Book</u>
Rand McNally	<u>Rand McNally Picture Atlas of the</u>
	<u>World</u>
	<u>Rand McNally Children's Atlas of</u>
	<u>World Wildlife</u>
Rawlins, D. & Wheatley, N.	<u>My Place</u>



Rosenthal, P.	<u>Where on Earth</u>
Selberg, I.	<u>Our Changing World</u>
Siebert, D.	<u>Sierra</u>
Simon, S.	<u>Oceans</u>
Spier, P.	<u>People</u>
Stewart, E.	<u>The Bird Alphabet Book</u>
Swan, R.	<u>Destination Antarctica</u>
Thomas, J.	<u>Brown Honey in Broomwheat Tea</u>
Troll Associates	<u>Wonders of the Desert</u>
	<u>Wonders of Rivers</u>
Updegraff, I. & R.	<u>Continents and Climates</u>
Usborne	<u>The Usborne Geography</u>
	<u>Encyclopedia</u>
	<u>The Usborne Book of the Earth</u>
	<u>Usborne World Wildlife Polar</u>
	<u>Wildlife</u>
	<u>The Usborne Geography Quizbook</u>
	<u>The Usborne Book of Countries of</u>
	<u>the World</u>
Van Allsburg, C.	<u>Just a Dream</u>
Vyner, S.	<u>Arctic Spring</u>
Wells, R.	<u>A to Zen</u>
Weiss, H.	<u>Maps</u>
Wiesner, D.	<u>Hurricane</u>
Yolen, J.	<u>Weather Report</u>
Young, E.	<u>Seven Blind Mice</u>
Zoobooks	<u>Chimpanzees and Bonobos</u>
	<u>Koalas</u>
	<u>Orangutans</u>
	<u>Ostriches, Emus, Rheas, Kiwis,</u>
	<u>and Cassowaries</u>
	<u>Polar Bears</u>
	<u>Seabirds</u>
	<u>The Apes</u>

## CHAPTER V

### Summary

In an effort to clarify the writer's philosophy and improve her teaching methods, the writer explored the organizational structure needed to create a handbook comprised of an integrated curriculum unit on the fourth grade level. The handbook is based on holistic and purposeful learning, and is rooted in the archdiocesan course of study. The handbook's basic purpose was to serve as an example of an integrated unit based on the theme of coming to know, love and care for our world which has indeed become a global community.

Chapter One, the Introduction, defined the concepts of whole language and integrated curriculum. It discussed the need for educators to be life long learners who continually search for the most effective curriculum and teaching methods possible. It discussed the writer's belief that true educational reform must come from within the whole of each educator, be philosophically based in well founded research, and not be mandated by others.

In Chapter Two, a review of the literature summarized the research for this project. It stated that integrated curriculum is based in the whole language approach to learning. Research comparing and contrasting integrated curriculum and thematic teaching was discussed. Different types of integration as well as stages of integration were explained and related to this handbook.

Chapter Three described the steps involved in developing this handbook. The desire to produce a flexible framework for developing a major concept or theme, lead to the format used. The theme provided a focus and provided a rubric for making decisions as the unit developed. Activities offered meaningful connections between content and process which promoted transfer of learning from one context to another. The writer reinforced the belief that this unit of integrated curriculum should be well founded in the archdiocesan course of study.

Our World – A Global Community, an integrated curriculum unit, was presented in Chapter Four. Two daily workshop periods provided large blocks of time, and meaningful activities allowed for student ownership and enthusiastic response. This unit allowed not only for the integration of the language processes –reading, writing, speaking, and listening,

but also for the integration of the language arts across the curriculum. The unit offers an important balance between a strong content-specific focus and a focus on teaching the language arts.

The writer believes the clear sense of focus and purpose for this unit was derived from the theme. The theme enabled a number of subjects to be authentically embedded one in another, and thus provided for effective use of time. The theme provided both depth and breadth in learning while developing positive attitudes as life long learners.

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