

1991

## A literature resource guide for an integrated approach to teaching fourth and fifth grade language arts

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A LITERATURE RESOURCE GUIDE FOR  
AN INTEGRATED APPROACH TO  
TEACHING FOURTH AND FIFTH  
GRADE LANGUAGE ARTS

MASTER'S PROJECT

Submitted to the School of Education  
University of Dayton, in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

by

Ann Baker and Ann Martin

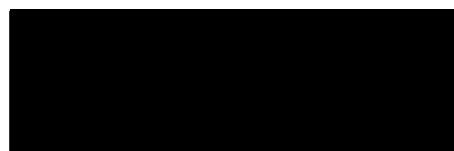
School of Education

UNIVERSITY OF DAYTON

Dayton, Ohio

July 1991

Approved by:



Official Advisor

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## DEDICATION

To our families, friends, and  
colleagues in education

## CHAPTER I

### INTRODUCTION TO THE PROBLEM

#### Justification of the Problem

The growing interest in literature-based, whole language programs has prompted the need for careful selection of appropriate books. Teachers who want to supplement basal readers or to rely on trade books cannot possibly review the vast amount of material published each year. It would be beneficial for fourth and fifth grade teachers, desiring to implement the literature-based method of teaching language arts, to have a resource guide listing children's literature books that can be used to teach or reinforce specific language arts skills. No such compilation of materials and examples is commercially available at this time.

#### Problem Statement

The purpose of this project was to develop a literature resource guide for an integrated approach to teaching fourth and fifth grade language arts.

## CHAPTER II

### REVIEW OF THE LITERATURE

The primary goal of education today is literacy. If students are to become literate citizens in the complex world that lies ahead of them, they must become readers (Robbins, 1990). Students who read a lot become fluent readers (Anderson, et.al., 1985).

Most elementary classrooms in the United States use basal reading series as core instructional materials. "No basal series was ever intended to be a complete, self-contained reading program" (Aaron, 1987, p. 126). The student texts of a series do not and cannot include as much reading materials as students need. Teachers who supplement basals with a variety of other materials are providing a rich environment for developing readers (Aaron, 1987).

Recognizing the limitations of traditional skills teaching and the kinds of instructional materials available, school systems across the nation are implementing a shift in both instruction and materials to what is known as a literature-based, whole language approach. New directions for teaching language arts

will enable students to meet the challenge of higher literacy expectations (Gutknacht, 1990).

Whole language is a philosophy which refers to meaningful and relevant teaching and learning. Whole language respects the idea that all 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 (Goodman, 1986).

There is a variety of characteristics of a whole language program. According to Allan Glatthorn (1988), a whole language approach (1) provides a literate environment that stimulates and supports the use of language; (2) integrates language arts skills and knowledge by requiring their use in real situations; (3) emphasizes the student's own oral language; and, (4) uses children's literature to develop an interest in reading and to broaden reading horizons.

A literate environment is one in which a natural intimacy between teacher and student develops and one in which reading is pleasurable and meaningful (Fuhler, 1990). It is important to provide opportunities where the student is free to express ideas and opinions in a

variety of ways including listening, speaking, reading, and writing. Students in this environment are encouraged to be risk takers, capable of defending the answer they feel is right. There are seldom right or wrong answers.

When integrating skills and knowledge with real life situations, it is recommended that classroom libraries include a variety of books that deal with student concerns and common feelings that students do not often get the the opportunity to discuss. It is suggested that such books would stimulate thought and discussion, as well as provide entertainment (Lewis & Holmes, 1991).

Emphasis on oral language can be demonstrated through shared reading, group reading, and dramatic presentations.

One of the most frequent recommended strategies for using children's literature to broaden reading horizons is the practice of reading aloud. There are four important points to be made when supporting the place of reading aloud in a whole language program. Reading aloud provides a common experience for students. It provides the opportunity for students to hear good words used well. Reading aloud adds depth to

a unit or theme being studied. This method expands students' exposure to a variety of literature (Hodge, 1990).

It is suggested that the teacher should include students in making choices of books to be read. This practice would give students a sense of ownership in learning and would enhance the read-aloud experience (Hodge, 1990).

There are, on the other hand, some concerns about the whole language approach that the writers wish to discuss.

Whole language expert Phyllis Ferguson (1988) states that some educators say the whole language approach does not describe how to measure skills. This concern is addressed by other experts who stress that "teachers working from a whole language perspective are always evaluating" (Newman & Church, 1990, p. 22). They are quick to point out that what whole language teachers do not do is test students on isolated and irrelevant skills.

Some educators question how well the whole language approach works in states with competency tests for grade-level achievement (Ferguson, 1988). Research shows that the use of literature to teach language arts

has a positive effect upon students' achievement (Tunnell & Jacobs, 1989).

Another concern about whole language programs is the fact that the absence of administrative support keeps teachers from adopting this approach to teaching (Zarrillo, 1989).

In this regard, Eldredge and Butterfield report that teachers and administrators who want to try alternatives to traditional instruction "without fear of losses in achievement" (1988, p. 36) will find research to support them.

Heymsfeld (1989) contends that the whole language approach lacks direct instruction in specific skill strategies. He believes that if teachers fill this hole by teaching phonics and reading comprehension skills, they will have a powerful tool for educating students.

When one understands that whole language depends on the structure upon which it is built, then it is clear that there is no contradiction between traditional skills teaching and whole language learning (Fountas & Hannigan, 1989). In most cases, the structure is based on the school's philosophy and objectives found in the course of study. Teachers who

know their subject can teach the appropriate curriculum goals in contexts that are both "child and meaning centered" (Fountas & Hannigan, 1989, p. 136).

Authors Winograd and Greenlee (1986) concur that a sound language arts program combines skills mastery with reading for personal pleasure and information.

Transition from traditional skills teaching to whole language learning should be a gradual process, with the teacher making the final decision on whether or not the students need additional work on specific skills. Ferguson (1988) suggests that adopting the whole language approach requires at least five years. Critical to implementation is the continued training, development, and support of the teachers who use it.

## CHAPTER III

### PROCEDURE

Computer Search. After deciding to develop a literature resource guide for an integrated approach to teaching fourth and fifth grade language arts, the writers made a computer search of literature from 1983 to the present. The search listed material found under the topics of literature-based instruction and language arts. The results of the search were examined to find research involving the integration of language arts skills and literature. After the computer search, the writers began the review of the literature generated.

Review of Journals. The writers examined the journals for articles that were related to the topic. The following journals were reviewed:

Childhood Education

Educational Leadership

Instructor

Language Arts

The Reading Teacher

The bibliographies of these Journal articles were read for additional information concerning the topic. The

writers found them to be useful in locating other related articles.

Review of Handbooks. The writers read four handbooks relating to the literature-based approach to language arts. They are:

In the Middle by Nancie Atwell

Linking Literature and Writing: Integrating Literature into Basic Skills Programs  
by Shirley Cook & Kathy Carl

The Read-Aloud Handbook by Jim Trelease

Transitions by Regle Routman

Review of Professional Texts. The writers read several professional texts. They included the following books:

Children's Literature in the Elementary School by Charlotte S. Huck, Susan Hepler, & Janet Hickman

Children's Literature in the Reading Program by Bernice E. Cullinan (Editor)

Super Strategies (Whole Language Activities in Children's Literature) by Celeste Bingham & Suzanne Sage

Visits to Libraries. The writers spent considerable time exploring the facilities and materials available in the Metropolitan Library of Columbus, Ohio, the Warder Public Library in

Springfield, Ohio, and the Dayton Public Library in Dayton, Ohio. The children's librarians were quite helpful when suggesting materials to be used to implement a literature-based program.

Review of the Course of Study. The writers obtained copies of the fourth and fifth grade language arts courses of study. The courses of study were each divided into six parts: listening, speaking, viewing, reading, writing, and thinking. The six areas of concentration were then subdivided into specific skills to be taught.

Review of Children's Literature. After finding related literature for the many skills, the writers read each book and provided annotations for each.

## CHAPTER IV

### RESULTS

The purpose of this project was to develop a literature resource guide for an integrated approach to teaching fourth and fifth grade language arts. The results section of this paper contains the product of the compilation of necessary information for the literature resource guide.

The literature resource guide consists of six parts: listening, speaking, viewing, reading, writing, and thinking. The six areas of concentration are subdivided into specific skills to be taught. The writers listed books and activities under the specific skills. The writers have provided annotations for each. Directions for activities are also given.

LITERATURE RESOURCE GUIDE:  
LANGUAGE ARTS COURSE OF STUDY  
GRADE FOUR

I. LISTENING

A. Develop skills in attending to a speaker

1. Display a good attitude by listening responsively and courteously

Socks (Cleary)

- A cat adjusts to a new baby in the family
- Read aloud to students. Allow time for discussion and reaction to selection.

2. Demonstrate proper techniques of good listening

a. Using good eye contact

- b. Identifying body language as a clue to the speaker's meaning

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
(Viorst)

- Alexander experiences a dreadful day
- Students express emotions using body language (Cook, p. 193)

- c. Listening attentively for limited periods of time

Old Yeller (Gipson)

- Read aloud to students the story of a dog and his adventures in early Texas

- d. Practicing taking notes on what is heard
- e. Summarizing and/or visualizing the information of the speaker

Morris Goes to School (Wiseman)

- Students identify with Morris's first school experience

A Chair for my Mother (Williams)

- Fire destroys the home of three generations of women
- Students visualize a tragedy and choose one item they would want to replace (Cook, p. 24)

B. Develop comprehension skills through listening

1. Listen for different purposes

a. Identifying main ideas and details

Little House in the Big Woods  
(Wilder)

Little House on the Prairie  
(Wilder)

- Students listen as teacher reads the selections and occasionally asks questions

b. Recalling information in the proper sequence

Morris Goes to School (Wiseman)

- Students put Morris's school day in the proper order (Carratello 5, p. 26).

The Trouble with Tuck (Taylor)

- A family dog becomes blind
- Students put events in order (Carratello 5, p. 39)

The Whipping Boy (Fleishman)

- A prince and his servant become friends
- Students trace the path of events (Carratello 5, p. 25)

- c. Discriminating between cause and effect

Are You My Mother? (Eastman)

- A baby bird seeks his mother after hatching
- Students match eggs and nests to show cause and effect (Sneller, p. 18)

Arthur's Tooth (Brown)

- A loose tooth causes problems
- Students match Arthur's teeth to corn cobs (Sneller, p. 89)

Corduroy (Freeman)

- A toy bear in a department store longs for a home
- Students identify cause and effect (Sneller, p. 78)

Miss Nelson Has a Field Day (Marshall)

- A new coach gets results
- Students learn about practice and winning games (Sneller, p. 37)

- d. Discriminating between fact and opinion

The Velveteen Rabbit (Williams)

- A stuffed toy becomes real after being loved for a long time

- e. Attending for personal enjoyment

Savage Sam (Gipson)

- Read aloud the sequel to Old Yeller (Gipson)

- f. Receiving information for purposes of communicating with others

- g. Following directions in sequence

Morris Goes to School (Wiseman)

- Morris's first day of school is tracked (Sneller, p. 26)

- h. Developing vocabulary

## II. SPEAKING

### A. Learn and experience the forms of communication

#### 1. Participate in speaking activities

##### The Velveteen Rabbit (Williams)

- Students pretend to be a toy on a shelf in the playroom (Carratello 2, p. 76)

#### 2. Interact in small and large group discussions by use of:

- a. Staying on the topic
- b. Asking questions

##### The Whingdingdilly (Peet)

- Scamp learns to be happy as a dog after being magically changed to a most unusual creature
- Students discuss how it would be to have a new life as something very different (Carratello 2, p. 94)

#### c. Summarizing

### B. Develop delivery skills

#### 1. Practice use and control of the voice (articulation, rate, volume, pitch, stress)

##### Hailstones and Halibut Bones (O'Neal)

- Students share poems about colors

##### The Random House Book of Poetry for Children (Prelutsky)

- Students select any of 572 poems to share with classmates

#### 2. Practice use and control of the body (posture, mannerism, eye contact, gestures)

A Show of Hands; Say it in Sign  
Language (Sullivan)

- Students learn basics of signing

3. Develop use of complete sentences in a logical manner
4. Develop appropriate vocabulary and language usage

### III. VIEWING

#### A. Learn the forms of visual media

##### 1. Observe and/or produce forms of visual media

###### a. Films

###### The Red Balloon (Lamorissey)

- An unusual balloon befriends a school boy in Paris
- Students compare film to the book

###### b. Television

###### "Bookbird" with John Robbins - SOITA, Ch. 16

- Students watch illustrated book reviews on a weekly basis

###### c. Photographs

###### The Luckiest One of All (Peet)

- The world is viewed through the eyes of many creatures
- Students create a collage (Cook, p. 34)

###### d. Computers

###### Chicken Salad Soup (Granowsky)

- A computer generated recipe surprises a family
- Students use a computer to compile recipes to share (Cook, p. 208)

##### 2. Be exposed to and/or participate in different forms of drama/theater

###### a. Sensory awareness

###### Blueberries for Sal (McCloskey)

- A boy and a bear cub exchange mothers for an afternoon
- Students make blueberry muffins (Cook, p. 194)

Through Grandpa's Eyes (MacLachlan)

- A blind grandfather teaches his grandson a positive view of life
- Students experience blindness by using masks (Cook, p. 205)

The Trouble with Tuck (Taylor)

- Students choose partners and experience blindness (Carratello 5, p. 44)

The Velveteen Rabbit (Williams)

- A child's love is powerful
- Students bring their stuffed animals to share and cuddle

## b. Dramatic play

Stone Soup (Brown)

- Three soldiers teach villagers a lesson in cooperation
- Students prepare a meal while putting on the play

## c. Creative dramatics

If You Give a Mouse a Cookie

(Numeroff)

- In a circular chain of events, a mouse is given a cookie
- Students pantomime the story and share cookies with their audience

## d. Puppetry

Charlotte's Web (White)

- Wilbur comes out of the book to answer questions (Carratello 1, p. 13)

Help! I'm a Prisoner in the Library

(Clifford)

- Two girls get locked in an old mansion
- Students perform a conversation among Miss Winton, Mary Rose, and Jo-Beth (Carratello 5, p. 57)

Ira Sleeps Over (Waber)

- Ira and Reggie have a conversation the morning after their sleepover with their bears, Tah Tah and Foo Foo (Carratello 5, p. 54)

## e. Improvisation

Superfudge (Blume)

- Students choose favorite scenes to reenact from this story about Peter and his comical brother named Fudge

## f. Movement exploration

The Little Engine that Could

(Piper)

- Children pantomime being a train
- "The Little Blue Engine," Where the Sidewalk Ends

(Silverstein), p. 158

"Engine Number 9," Jumprope rhyme,

Wee Sing and Play (Beall), p. 42

- Students jump rope to rhyme

Mike Mulligan and his Steam Shovel

(Burton)

- Students pantomime digging

## g. Story dramatization

Casey at the Bat (Thayer)

- Students prepare a dramatic reading to be shared at the beginning of baseball season (Carratello 16, p. 29)

#### IV. READING

##### A. Learn word recognition and word development skills

1. Know and apply phonetic analysis skills to identify sounds of:
  - a. Vowels
  - b. Digraphs
  - c. R-controlled vowels
  - d. Sounds of "y"
  - e. Silent letters
  - f. Diphthongs
  - g. Schwa
2. Know and apply structural analysis skills to identify and/or define:
  - a. Singulars and plurals

##### Arthur's Tooth (Brown)

- Tooth/teeth, person/people, child/children
- Students place singulars and plurals in correct category (Sneller, p. 90)

##### b. Root words

##### c. Contractions

##### Charlotte's Web (White)

- The barnyard animals provide Fern with hours of entertainment
- Students select contractions from the animals' conversations

## d. Possessive nouns

Charlotte's Web (White)

- The spider spins a web to save Wilber
- Students identify nouns that show ownership

## e. Possessive pronouns

## f. Prefixes

Soup (Peck)

- While enjoying the antics of Rob and his pal, Soup, students identify dis-, im-, mis-, re-, and un- (Sneller, p. 9)

## g. Suffixes

Soup (Peck)

- Students identify -ful, -ish, -ist, -less, -ly, -ness, and -ward (Sneller, p. 9)

## h. Syllables in a word

The Return of the Indian (Banks)

- Toys come to life with the turn of a key
- Students identify syllables in selected words (Sneller, p. 52)

## i. Abbreviations

## j. Words into syllables

Ramona Quimby, Age 8 (Cleary)

- responsibility, conspiratorial, humiliation, reassuring

The Return of the Indian (Banks)  
(Sneller, p. 52)

## k. Accented syllables

## 1. Compounds

The Boxcar Children (Warner)

- Four orphans find their grandfather
- boxcar, workbag, blueberries, teapot, haircut, fireplace

Hang Tough, Paul Mather (Slote)

- A boy fighting leukemia vows to play baseball again
- Students identify and form new words (Sneller, p. 41)

## 3. Use context clues to determine the meaning of unfamiliar words

Little House on the Prairie

(Wilder)

- spider, puncheon, windlass, slough, papoose, hearth

Ramona Quimby, Age 8 (Cleary)

- reprimand, curliques, encumbered, exasperation

## 4. Develop vocabulary by identifying and/or defining

## a. Antonyms, synonyms, homonyms

A Chocolate Moose for Dinner

(Gwynne)

- The English language can be funny
- Students illustrate hilarious homonyms

The Dove Dove (Terban)

- Students select homonym pairs

The King Who Rained (Gwynne)

- Students enjoy oddities in our language

## b. Figures of speech

Amelia Bedelia (Parish)

- A maid's literal interpretations cause confusion (Caratello 3, p. 40)

Chester the Worldly Pig (Peet)

- A pig longs to be a circus star
- Students learn that a showoff can be called a ham

In a Pickle and Other Funny Idioms (Terban)

- Students enjoy idioms and illustrations

Mad as a Wet Hen! And Other Funny Idioms (Terban)

- Compile a booklet of student-generated idioms
- tickled pink, going nuts, on cloud nine

B. Develop comprehension skills through reading.  
Comprehend and interpret written language by:

a. Relating illustrations to text

Chocolate Fever (Smith)

- Henry Green loves chocolate
- Students draw a picture of what Henry looks like with the fever

James and the Giant Peach (Dahl)

- James gets a bag of magic from a stranger
- Students use pictures to tell the story (Caratello 1, p. 58)

My Side of the Mountain (George)

- Sam keeps a journal of his time alone in the Catskills
- Students use drawings from the journal to make a fishhook

Where's Waldo? (Handford)

- Waldo is cleverly concealed amidst the detailed travel pictures
- Students explain why Waldo's presence makes little sense

b. Identifying and using punctuation marks

Hang Tough, Paul Mather (Slote)

- Students punctuate dialogue from the first four chapters (Sneller, p. 34)

## c. Following written directions

How to Eat Fried Worms (Rockwell)

- Billy takes a foolish bet
- Students try recipes for worms, using spaghetti (Caratello 5, p. 11)

## d. Assimilating information

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
(Viorst)

- Students recall their own very bad day when life was tough

## e. Locating key words

## f. Sequencing events

If You Give a Mouse a Cookie

(Numeroff)

- Students recreate the chain of events in this circular tale of a mouse and his cookie

The Return of the Indian (Banks)

- Students order events in chapters 17 and 18 (Sneller, p. 58)

Soup (Peck)

- Soup rolls Rob down a hill and into a chicken coop (Sneller, p. 11)

## g. Identifying main ideas

Hang Tough, Paul Mather (Slote)

- Paul gets in the game, even though he is weak from his cancer treatment (Sneller, p. 40)

## h. Identifying supporting details

Soup (Peck)

- Aunt Carrie won't let Soup use her hairbrush
- Students identify supporting details for topic sentences in chapters 8 through 10 (Sneller, p. 14)

## i. Recognizing speakers in dialogue

The Boxcar Children (Warner)Charlotte's Web (White)

- Who would say a thing like that? (Carratello 1, p. 8)

Frog and Toad are Friends (Lobel)

- Two friends keep each other happy
- Students determine speakers from sample dialogues (Carratello 2, p. 36)

James and the Giant Peach (Dahl)

- Students match characters and bubbles (Carratello 1, p. 56)

Ramona the Pest (Cleary)

- A little sister tries to prove she's not a pest
- Students match characters and their words (Carratello 1, p. 71)

Soup (Peck)

- Students give chapter numbers and speaker of each quote (Sneller, p. 12)

## j. Recognizing pronouns and their antecedents

## k. Scanning for information

## l. Identifying problems and solutions

Ramona Quimby, Age 8 (Cleary)

- Students write advice to Ramona concerning her problems with her sister, Beezus

m. Discriminating between cause and effect

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
(Viorst)

- Students help Alexander react to his problems  
(Carratello 3, p. 13)

Cloudy With a Chance of Meatballs  
(Barrett)

- Weird weather conditions change life in a small town

Ramona the Pest (Cleary)

- Ramona pulls Susan's curls
- Students discuss the results  
(Carratello 1, p. 81)

Tuck Everlasting (Babbitt)

- Overly-protective parents cause Winnie to discover a special family in the woods  
(Carratello 1, p. 91)

Where the Wild Things Are (Sendak)

- A boy's room becomes full of creatures
- Students write a circle story on the board, arranging the events clockwise. They label the events with a "c" or "e". Students note that the story comes full circle at the conclusion.

n. Comparing and contrasting

Cloudy With a Chance of Meatballs  
(Barrett)

- Students compare story events with actual weather conditions that they have experienced

Frog and Toad are Friends (Lobel)

- Students illustrate the differences in friends  
(Carratello 2, p. 42)

The Whipping Boy (Fleishman)

- Prince Brat and his servant are compared (Carratello 5, p. 32)

o. Analyzing feelings and attitudes

Ira Sleeps Over (Waber)

- Students answer questions about Ira's insecurities (Carratello 2, p. 53)

The Velveteen Rabbit (Williams)

- Students identify with the discarded toy and his need to be real (Carratello 2, p. 69)

p. Drawing logical conclusions

The Phantom Tollbooth (Juster)

- Milo is bored until he finds a magical world and a princess to rescue
- Students use imagination to write conclusions to new situations (Sneller, p. 74)

q. Distinguishing between fact and opinion

r. Inferring that which is not directly stated

Amelia Bedelia (Parish)

- Students give possible reasons why Mr. and Mrs. Rogers decide to keep Amelia Bedelia working for them

Dear Mr. Henshaw (Cleary)

- Students list reasons Leigh keeps writing to the author

Miss Nelson is Missing (Allard)

- Miss Nelson has the worst-behaved class in the school
- Students use illustrations to explain the change in class behavior (Carratello 3, p. 56)

s. Recognizing author's purpose

Miss Nelson is Missing (Allard)

- Students examine their own class behavior with the use of a chart (Carratello 3, p. 66)

## t. Appreciating humor

Rolling Harvey Down the Hill

(Prelutsky)

- Harvey is the nightmare of every child
- Students enjoy the sweet revenge as told in verse

Superfudge (Blume)

## C. Read for different purposes

## 1. Read for information, pleasure, and personal growth

Beezus and Ramona (Cleary)

- Students enjoy the relationship between Beezus and her little sister, Ramona

The Best Christmas Pageant Ever

(Robinson)

- Students discover the wonder of Christmas through the eyes of the dreaded Herdman family

Elsa (Adamson)

- Students learn about lions in captivity

Dear Mr. Henshaw (Cleary)

- Students read over Leigh's shoulder as he writes to an author

Socks (Cleary)

- Students witness a relationship form between a family cat and the new baby

D. Develop and use reference skills

1. Develop and use dictionary skills to:

a. Alphabetize through the third letter

The Return of the Indian (Banks)

- The miniature Indians continue their adventure
- Students alphabetize lists of vocabulary words found in chapters 13 through 16 (Sneller, p. 56)

b. Define words, prefixes, and suffixes

Soup (Peck)

- Students use a dictionary to find meanings of vocabulary words (Sneller, p. 15)

c. Recognize alternate spellings for pronunciation

d. Identify parts of speech

Charlotte's Web (White)

- Students construct webs with adjectives describing the pig
- Students continue naming nouns and verbs from chapters read

e. Locate plural forms of words

Make Way for Ducklings (McCloskey)

- Keeping baby ducks safe is a real job
- Students identify the plurals found in sentences selected from the story (Carratello 3, p. 95)

f. Identify prefixes, suffixes, and root words

- g. Use guide words to locate entry words

Hang Tough, Paul Mather (Slote)

- Students circle pairs of guide words that are found in chapters one through four (Sneller, p. 35)

- h. Use the pronunciation key

- i. Recognize syllables and their accents

Wait Till Helen Comes (Hahn)

- A new home near a graveyard proves to be interesting
- Students use dictionaries to answer questions on vocabulary from chapters five through eight (Sneller, p. 21)

2. Recognize the use of the thesaurus and/or synonym/antonym dictionary.

3. Utilize the card catalogue

- a. Author card

Check it Out! (Gibbons)

- The library card system is explained in simple terms

- b. Title card

Check it Out! (Gibbons)

- Students practice finding book titles as illustrated

- c. Subject card

Check it Out! (Gibbons)

4. Locate information in the library using the Dewey Decimal System

5. Use the encyclopedia as a source for general information

The Enormous Egg (Butterworth)

- Dinosaurs are the subject of a mini-report

Soup (Peck)

- Students determine key words to find correct volumes (Sneller, p. 13)

6. Recognize the telephone directory and newspaper as additional sources of information

Arthur's Thanksgiving (Brown)

- A volunteer is needed for a part in the class play
- Students write ads to be published in a class newspaper

Miss Nelson is Missing (Allard)

- Students create the front page of a newspaper to report a missing person (Carratello 3, p. 55)

7. Identify and/or use graphic aids, such as:

a. Maps

The Doubleday Children's Atlas (Oliver)

Maps and Globes (Knowlton)

Winnie the Pooh (Milne)

- Students use the map of the Hundred Acre Wood to track the bear's adventures

b. Charts

Miss Nelson is Missing (Allard)

- Students chart their own behavior (Carratello 3, p. 66)

## c. Graphs

Soup (Peck)

- Students use graphs to record favorite forms of torment (Sneller, p. 6)

## 8. Locate parts of a book

## a. Table of contents

The Random House Book of Poetry for Children (Prelutsky)

- Students discover the 572 poems

## b. Title and subtitle

## c. Main heading and chapter heading

Guinness Book of World Records (McFarlan)

- Students explore one of the most popular books in our library

## d. Illustrations, maps, and diagrams

Hang Tough, Paul Mather (Slote)

- Students become familiar with the baseball field, positions, and regulations (Sneller, p. 38)

The Phantom Tollbooth (Juster)

- Students use map coordinates to show the locations of items in the castle (Sneller, p. 69)

The Return of the Indian (Banks)

- Students place names of Indian tribes on the correct states (Sneller, p. 61)

## e. Glossary

## f. Index

The Random House Book of Poetry for Children (Prelutsky)

- Students go on a treasure hunt (Carratello 16, p. 81)

Wait Till Helen Comes (Hahn)

- Students use a sample index to answer questions about serious diseases (Sneller, p. 19)

## E. Develop and use study skills

## 1. Understand the nature of the task

Regina's Big Mistake (Moss)

## 2. Develop and implement study strategies

## a. Focusing attention

## b. Rereading

Mrs. Piggie Wiggle (MacDonald)

- Mrs. Piggie Wiggle's magical skills help children with special problems
- Students review her cures to get ideas for their own solutions to class problems

## c. Consulting another source

## d. Expanding vocabulary

## e. Following written directions

## f. Categorizing information

How to Eat Fried Worms (Rockwell)

- Students separate food items into two lists (Carratello 5, p. 14)

## g. Sequencing

## h. Predicting outcome

Homer Price (McCloskey)

- Homer's clever ideas make him a local hero
- Students predict Homer's reactions to various situations (Carratello 1, p. 45)

- i. Asking detailed questions
- j. Outlining

How to Write a Great School Report  
(Barkin)

- Students get tips on organizing information

- k. Taking notes

F. Enjoy, study, and appreciate literature

- 1. Recognize and appreciate fiction, nonfiction, poetic, and dramatic forms of literature

- a. Short story

Alexander and the Terrible, Horrible, No Good, Very Bad Day  
(Viorst)

- Students commiserate with a boy having a lousy day

"The Ransom of Red Chief"  
by O. Henry from Classics to Read Aloud to Your Children  
(Russell)

- Students enjoy the predicament of two frustrated kidnappers

- b. Folk literature, such as myths, legends, tall tales, fables, parables, and folk tales

Fables (Lobel)

- A lesson is outlined at the end of each of twenty tales

Rumpelstiltskin (Grimm)

- Naming an unusual visitor is fun for students to witness

- c. Biography

Johnny Appleseed (Ailiki)

- Students learn of the contributions of John Chapman

Martin Luther King, Jr. (Young)

- Students develop their own dreams for the future

Abraham Lincoln (Judson)

- Students follow Lincoln from Kentucky to Washington, D.C.

## d. Autobiography

- Students write their own life story

## e. Poetry, such as, ballad, haiku, cinquain, limericks

The Random House Book of Poetry for Children (Prelutsky)

- Students select examples to share

## f. Author and illustrator

Little House in the Big Woods (Wilder)

- Students recognize the artistry of Garth Williams and compare his other works with those found in this book

## 2. Distinguish rhyme scheme and stanza in poetry

The Random House Book of Poetry for Children (Prelutsky)

- Students select examples to share

## 3. Identify the setting of a literary work

Corduroy (Freeman)

- Students identify the department store as the setting

Help! I'm a Prisoner in the Library (Clifford)

- Students understand that the library is the setting for this adventure

## 4. Identify exaggeration in a selection

McBroom Tells a Lie (Fleishman)

- McBroom's whoppers entertain the readers
- Students write their own tall tales

Where the Sidewalk Ends

(Silverstein)

- Students read the poems, "True Story," "Sick," "Spaghetti," and "Have You Heard." They work in small groups to create a list of lies, excuses, and tricks.

## 5. Identify figurative language

Hang Tough, Paul Mather (Slote)

- Students interpret quotations and write them in their own words (Sneller, p. 43)

Miss Nelson Has a Field Day

(Allard)

- Students use pictures to identify the true meaning of expressions (Sneller, p. 38)

## a. Simile

Wait Till Helen Comes (Hahn)

- Students make comparisons (Sneller, p. 27)

White Snow, Bright Snow (Tresselt)

- Students experience the aftermath of a snowstorm
- "Automobiles looked like big, fat raisins buried in snowdrifts."

## b. Metaphor

White Snow, Bright Snow (Tresselt)

- "Houses crouched together, their windows peeking out from under great white eyebrows."

## c. Personification

Burt Dow, Deep Water Man

(McCloskey)

- A grateful whale swallows a kind fisherman

Charlotte's Web (White)

- The barnyard animals become almost human to Fern

Rabbit Hill (Lawson)

- The creatures on a Connecticut estate have a busy life underground

The Tough Winter (Lawson)

- Foul weather disrupts the underground community of creatures

## d. Alliteration

Animalia (Base)

- Students explore beautiful illustrations to form word pictures

## V. WRITING

### A. Learn and use conventions of writing

1. Maintain manuscript and cursive handwriting skills

#### If You Were a Writer (Nixon)

- a. Spacing of letters and words
  - b. Margins
  - c. Adjusting letter size
  - d. Uniform slant
  - e. Connecting strokes
  - f. Proper indentation
2. Capitalize the following:

- a. First word in a sentence

#### Hang Tough, Paul Mather (Slote)

- Students punctuate ten selected sentences (Sneller, p. 34)

- b. First word in a quotation

#### The Emperor's New Clothes

(Andersen)

- Students write dialogue between the tricksters and the Emperor (Carratello 2, p. 26)

- c. Proper nouns

#### Rumpelstilzkin (Grimm)

- Naming the little man gives students practice in recognizing proper nouns

## d. Names of days and months

Chicken Soup with Rice (Sendak)

- The seasons are explored in rhyme
- Students make a calendar illustrated with homemade soup recipes

## e. Regions of the country and world

The Doubleday Children's Atlas  
(Oliver)

## f. Languages

Strega Nona (dePaola)

- Students are introduced to the Italian language in this tale of Italy, magic, and pasta

## g. Special holidays

The Book of Holidays Around the World (vanStraalen)

- Students research Christmas and Hanukkah customs

## h. Main words in a title

- Students keep a written record of the titles of books read in the school year

Encyclopedia Brown, Boy Detective  
(Sobel)

- Students select titles of mysteries to solve (Cook, p. 195)

## i. Personal pronoun "I"

## j. Abbreviations

## k. Title before a proper name

Dear Mr. Henshaw (Cleary)

- Students compile a list of adults who have helped them

## l. Initials

- m. God and all words related to the  
diety

- "No Difference" poem (Silverstein)
  - Students list sacred names

- n. Parts of addresses

- o. Specific school subjects

- p. First word of traditional lines of  
poetry

- "Pockets" poem by Rowena Bennett,  
p. 216 in This Way to Books  
(Bauer)
  - Project poem on overhead to show  
lines of poetry

- 3. Correctly use the following punctuation  
marks:

- a. End punctuation

- Mr. Popper's Penguins (Atwater)

- A painter dreams of becoming a  
Polar explorer
  - Students place correct marks at  
the end of sample sentences  
selected by the teacher and  
placed on the chalkboard

- b. Periods, such as numbers, initials,  
abbreviations, outlines

- c. Comma (introductory words, direct  
address, addresses, dates, direct  
quotations, series, greetings, and  
closing of letters)

- Amelia Bedelia (Parish)

- Students write a letter  
recommending this book

- Hang Tough, Paul Mather (Slote)

- Students punctuate ten selected  
sentences (Sneller, p. 34)

- d. Quotation marks, such as, direct quotes, titles, broken quotations
  - "The Lost Penny" poem by Mirra Ginsburg, p. 216 in This Way to Books (Bauer)
    - Students read the poem from the overhead projector in a whole class lesson
- e. Apostrophe
- f. Hyphen, such as, numbers, word division, compounds
  - "Eat-It-All-Elaine" by Kaye Starbird, p. 245 in This Way to Books (Bauer)
    - Students circle hyphens in the poem with markers on the overhead projector
- g. Underlining, such as books, magazines, newspapers, movies
- 4. Identify and use nouns as parts of speech
  - Your Foot's on My Feet! And Other Tricky Nouns (Terban)
    - Students discover nouns and their spellings
  - a. Proper and common
    - The Other Emily (Davis)
      - Emily discovers another girl with her name on the first day of school
      - Students research the origins of their names
  - b. Singular and plural
  - c. Grammatical usage (subject)
  - d. Possessive
  - e. Direct address

## 5. Identify and use verbs as parts of speech

I Think I Thought and Other Tricky Verbs (Terban)

- Students discover verbs and their various forms

- Action
- Regular and irregular
- Linking/verb of being
- Auxiliary/helping
- Complete (helping and action)
- Tenses (past, present, and future)

## 6. Identify and use pronouns as a part of speech

- Personal
- Singular and plural
- Grammatical usage (subject)
- Antecedent of pronoun
- Pronoun agreement with the antecedent
- Possessive pronoun

## 7. Identify and use adjectives as a part of speech

- Article (a, an, the)
- Descriptive

Charlotte's Web (White)

- Students create a web with yarn on black paper. They place new adjectives for Wilber in the web.

How to Eat Fried Worms (Rockwell)

- Students identify Tom, Alan, Billy, and Joe from written descriptions (Carratello 5, p. 7)

Where the Wild Things Are (Sendak)

- Students describe their own "wild things"

c. Numerical

d. Degree of comparison (comparative, superlative)

Homer Price (McCloskey)

- Students rank the various parts of the story  
(Carratello 1, p. 48)

Nate the Great and the Phony Clue (Sharmat)

- Detective Nate finds a clue and solves a mystery
- Students rate Nate, Finley, and Pip (Sneller, p. 48)

8. Identify adverbs as parts of speech

9. Demonstrate spelling ability by:

a. Recognizing spelling patterns

Nate the Great and the Phony Clue (Sharmat)

- Students find mystery words using spelling clues (Sneller, p. 47)

b. Applying skills learned in reading to spell words

Arthur Gets What He Spills (Armstrong)

- Students learn about inventive spelling by reading how Arhtur's spelling mistakes are interpreted

The Aminoal (Ballian)

- Patrick's pronunciation produces problems
- Students predict how the "aminal" looks (Cook, p. 226)

c. Memorizing spelling list for grade level

B. Learn and use composition development

1. Write declarative, interrogative, exclamatory, and imperative sentences

Humphrey's Bear (Wahl)

- Students easily identify four examples in this short story about a teddy bear

2. Use elements of good sentence writing

The Phantom Tollbooth (Juster)

- Students rewrite and punctuate a conversation between Milo and others in the marketplace (Sneller, p. 67)

Alexander and the Terrible, Horrible, No Good, Very Bad Day (Viorst)

- Students write a personal account of a lousy day

- a. Complete sentences
  - b. Sentence variety, such as beginning, length
  - c. Subject and verb agreement
  - d. Proofreading
3. Develop a paragraph of three to five sentences by:

- a. Generating ideas

Strega Nona (dePaola)

- Students suggest a fair and just punishment for Big Anthony

- b. Writing a topic sentence

Soup (Peck)

- Students identify topic sentences in sample paragraphs (Sneller, p. 8)

- c. Writing supporting sentences such as examples, incidents, illustrations, reasons

Soup (Peck)

- Students write three or four detail sentences following the given topic sentence (Sneller, p. 8)

- d. Arranging in logical sequence
- e. Maintaining person and tense
- f. Using proper forms (margins, indentation, capitalization, punctuation)

Mrs. Plaggle Wiggle (MacDonald)

- Students write their own versions of possible cures

- 4. Use writing process of prewriting, writing, first draft, revising, proofreading, and rewriting final copy

How a Book is Made (Greene)

- Students follow the step-by-step creation of a book
- Students write a book to be published for a first grade class

Soup (Peck)

- Students rewrite Rob's letter to Miss Boland (Sneller, p. 5)

- 5. Participate in creative writing, such as:

- a. Journals

My Side of the Mountain (George)

- Students read Sam's account of his change from city boy to self-sufficient mountain man
- Students begin a diary to be kept for the remainder of the year

## b. Stories

Write On, Rosy! (Greenwald)

- A young author is in crisis
- Students prepare a story to submit to the Young Author competition

## c. Poetry

Chocolate Fever (Smith)

- Students create a poem in the shape of a chocolate drop (Carratello 1, p. 37)

6. Write a descriptive paragraph describing people, places, or objects

Alexander and the Terrible,Horrible, No Good, Very Bad Day

(Viorst)

- Students write a personal account of a lousy day

7. Write a short, factual report from notes and/or outline

How to Write a Great School Report

(Barkin)

- Students research a topic of their own choosing

8. Write friendly letters, thank-you notes, and invitations

Teach Us, Amelia Bedelia (Parish)

- Students write a thank-you note to Amelia Bedelia for being their teacher for a day

- a. Identify parts of a letter (heading, greeting, body, closing, signature)

Maude and Sally (Weiss)

- Best friends go through a change when summer camp separates them
- Students write letters to special friends

- b. Incorporate proper conventions of writing (indenting, margins, neatness)

Dear Mr. Henshaw (Cleary)

- Students write letters to teachers who have helped them in some way

- c. Address an envelope neatly and accurately using block style and a return address

The Jolly Postman (Ahlberg)

- The postman delivers mail to well known literature characters
- Students enjoy reading the letters tucked inside the pages
- Students write a letter to a favorite story character

The Address Book: How to Reach Anyone Who's Anyone (Levine)

- Students write a letter to a celebrity and share any response received
- Students address their own report card envelope to be mailed at year's end

## VI. THINKING

### A. Develop creative thinking skills

#### 1. Demonstrate creativity by responding to the arts, such as:

##### a. Drawing

###### Make Way for Ducklings (McCloskey)

- Students create ducklings on board using colored chalk

###### Ramona the Brave (Cleary)

- Students draw their own versions of a "copycat" to illustrate Ramona's frustration with Susan and the owl incident

##### b. Music

###### The Laura Ingalls Wilder Songbook (Garson)

- Students learn some of the old songs of Laura's early years

##### c. Dance

###### I Want to be a Ballet Dancer (Greene)

- Students learn some basic positions

##### d. Drama

###### Sarah, Plain and Tall (MacLachlan)

- Students view videotape presented by Hallmark Hall of Fame and note similarities to the book

2. Solve problems through techniques such as:

- a. Brainstorming

- Big Bad Bruce (Peet)

- A bully of a bear gets bewitched
    - Students brainstorm for a list of words or phrases containing "bear"

- Fables (Lobel)

- Students brainstorm to choose an animal for an original fable to be written cooperatively

- b. Role playing

- Amelia Bedelia (Parish)

- Students form small groups to reenact their favorite parts of the story

3. Experiment with writing various literary forms such as:

- a. Poetry

- Amelia Bedelia (Parish)

- Students write rhyming names and use them to create a poem about themselves

- b. Short story

4. Create original products using various forms of media such as:

- a. Computer

- Chicken Salad Soup (Granowsky)

- Students use the computer to create a class cookbook

- b. Video

## c. Film

The Red Balloon (Lamoris)

- Students compare the text of the book to the film. They decide which best tells the story.

## 5. Share creative process and product with others

Johnny Appleseed (Alike)

- Students create a choral reading and perform it for another class

## B. Develop critical thinking skills

## 1. Identify and solve problems through techniques such as:

## a. Analyzing

Corduroy (Freeman)

- Students determine if a list of events could really happen (Carratello 3, p. 31)

## b. Interpreting

Amelia Bedelia (Parish)

- Students clearly explain written directions (Carratello 3, p. 49)

## c. Predicting

Frog and Toad Are Friends (Lobel)

- Students tell what Frog and Toad will do in three situations (Carratello 2, p. 40)

## d. Evaluating

The Whipping Boy (Fleishman)

- Students tell what things Horace and Jemmy learned from their experiences to help them grow (Carratello 5, p. 36)

2. Use reasoning processes such as:

a. Recognizing fallacies

The Velveteen Rabbit (Williams)

- Students discuss the relationship between the boy and his stuffed rabbit. They relate how things can seem real to some people and unreal to others (Carratello 2, p. 79).

b. Comparing/contrasting

c. Patterning

d. Classifying

Are You My Mother? (Eastman)

- Students distinguish between living and non-living things (Sneller, p. 16)

Corduroy (Freeman)

- Students separate a list into three categories (Carratello 3, p. 29)

3. Practice decision making

Alexander and the Terrible,

Horrible, No Good, Very Bad Day  
(Viorst)

- Students give suggestions for solving Alexander's problems

Ira Sleeps Over (Waber)

- Ira must choose to take his bear or suffer without him for the night
- Students share personal stories of when they had to decide to give up a symbol of security

4. Gather information for the purpose of evaluating, drawing conclusions, and making inferences

## GRADE FIVE

## I. LISTENING

## A. Develop skills in attending to a speaker

1. Display a good attitude by listening responsively and courteously

The Conversation Club (Stanley)

- Peter starts a club to show his friends good conversation habits

2. Demonstrate techniques of good listening

- a. Recognizing the importance of good eye contact

You Mean I Have to Stand Up and Say Something? (Detz)

- b. Identifying body language as a clue to the speaker's meaning

You Mean I Have to Stand Up and Say Something? (Detz)

- c. Listening attentively for a limited period of time

The Conversation Club (Stanley)

- d. Taking notes on what is heard

One Day in the Desert (George)

- Students list all plants and animals and notice how they survive (Laughlin, 1986)

e. Summarizing and/or visualizing

One Day in the Desert (George)

- Students summarize survival in the desert (Laughlin, 1986)

Summer of the Monkeys (Rawls)

- Students illustrate each chapter and compile in book form

B. Develop comprehension skills through listening

1. Listen for different purposes

a. Main ideas and details

Alexander and the Terrible

Horrible, No Good, Very Bad Day

(Viorst)

- Without telling or showing the title, ask students to tell the main idea after hearing the story
- Students name details that support the main idea

Animals Should Definitely Not Wear Clothes

- Same as above

b. Sequence

The Ox Cart Man (Hall)

- Students identify in order seasons and certain activities for each season

Through Grandpa's Eyes (MacLachlan)

- Students name in order different activities the boy and grandfather do

c. Cause and effect

Cloudy With a Chance of Meatballs

(Barrett)

- Students listen for what caused Grandpa to tell a tall-tale at bedtime. Identify other causes and effects.

The Wild Swans (Andersen)

- When the little sister took the vow to remain silent, what were the effects of that decision? (Bradley, 1987)

d. Fact and opinion

e. Personal enjoyment

Polar Express (Van Allsburg)

- A delightful story of a boy who visits Santa. He loses his proof of the visit. Gorgeous illustrations

The Jolly Mon (Buffett)

- Students listen to a cassette of the author telling the story with background Caribbean music. Music students will sit still for.

f. Communication

Thomas's Snowsuit (Munsch)

- The teacher reads the page where the teacher in this story ends up in her underwear. This will peak students' curiosity as to how that happened.

The Gold Cadillac (Taylor)

- Students identify the effectiveness of silence as a means of communication. The black mother and daughters were not to speak once they were south of Ohio.

g. Following directions

Kids Cooking (Lansky)

- On pages 18 and 19, students will listen to make the recipe, Ants on a Log

The Cat That Wore a Pot on Its Head  
(Slepian)

- Why were the directions all mixed up from mom to the kitten? What was the result of this?

h. Critical listening

The Attic Mice (Pochocki)

- Students listen for figurative language (personification of chestnut, similies, and metaphors)

My Side of the Mountain (George)

- Students make a list of foods that Sam prepared, such as acorn pancakes (Laughlin, 1986)

One Day in the Desert (George)

- Same as Listening A.2.d.
- Students explain why plants and animals survive (Laughlin, 1986)

## II. SPEAKING

### A. Learn and experience the forms of oral communication

#### 1. Participate in speaking activities

Choose a biography

- Students take on the qualities of the character in the biography. They will be on a panel with characters who lived during the same time period, a biographical reunion.

Choose a How-to-Book

- Students describe or demonstrate how to do or make something

#### 2. Interact in small and large group discussions by the use of the following:

##### a. Staying on the topic

A biography

- Students present the character by describing his/her life in the first person

A How-to-Book

Island of the Blue Dolphins

(O'Dell)

Hatchet (Paulsen)

My Side of the Mountain (George)

- Students discuss the characters' means of survival in the three books above

##### b. Asking questions

A biography

- Students ask pertinent questions of other biographical characters on the panel

A How-to-Book

- Students ask questions of the speaker

Island of the Blue Dolphins

(O'Dell)

Hatchet (Paulsen)

My Side of the Mountain (George)

- Students briefly describe where the story takes place and the circumstances surrounding the need for survival and the steps taken to survive

B. Develop delivery skills

1. Practice use and control of the voice (articulation, rate, volume, pitch, and stress)

New Kid on the Block (Prelutsky)

- Students listen to a cassette of Prelutsky reading his own poetry. Students then read one of his poems using a cassette recorder. They can then listen to their own delivery.

What Do You Do When Your Mouth

Won't Open? (Pfeffer)

- Chapter 4, page 49: "The book says I should spend a lot of time reading out loud just by myself." Also refer to page 47 paragraph 1 and Chapter 6 pages 55-56.

2. Practice use and control of the body (posture, mannerisms, eye contact, and gestures)

What Do You Do When Your Mouth

Won't Open? (Pfeffer)

- Chapter 6. Reesa practiced by looking into a mirror; using first her stuffed animals, then her friend as an audience

You Mean I Have to Stand Up and

Say Something? (Detz)

- Refer to pages 66-68 for eye contact, gestures, and posture

3. Develop use of complete sentences in logical order

A biography

- Students participate in the biographical reunion (See Speaking A.1. and 2.)

4. Develop appropriate vocabulary and usage

The Secret Garden (Burnett)

- English dialect

Roll of Thunder Hear My Cry

(Taylor)

- Southern black dialect

Sing Down the Moon (O'Dell)

- Native American dialect

Ida Early Comes Over the Mountain

(Burch)

- Southern white dialect

- Teacher uses excerpts from these books as examples

### III. VIEWING

#### A. Learn the forms of visual media

##### 1. Observe and produce forms of visual media such as:

###### a. Films

- Teacher videotapes biography reunion after reading biographies (See II. A. 1.)

Island of the Blue Dolphins

(O'Dell)

Where the Wild Things Are (Sendak)

- An opera on video

Sarah, Plain and Tall (MacLachlan)

Where the Red Fern Grows (Rawls)

###### b. Television

Little House on the Prairie

(Wilder)

###### c. Photographs

Boy (Dahl)

A Girl From Yam Hill (Cleary)

- Biographies with photographs

###### d. Computers

- Using biographical books, have students identify key words or phrases that would help others identify the biographical character. Type, then print out on the computer.

2. Explore different forms of drama/theater such as:

a. Dramatic play

The Talking Earth (George)

- Students act out the part from a scene with Oats Tiger

A folk tale

- Students act out a favorite folk hero

b. Sensory awareness

Through Grandpa's Eyes (MacLachlan)

- This book helps the reader be more aware of all five senses

c. Creative dramatics

Choose a favorite story

- Students could mime, dance, write a play, or play instruments

d. Puppetry

Making Puppets Come Alive (Engler)

- This book shows how to make puppets, how to move your fingers and wrists for certain effects

Shadow Play (Fleishman)

- A backstage glance at shadow puppets

The Little Pigs Puppet Book

(Watson)

- A combination picture book/activity book

e. Improvisation

- Students play charades. They draw the names of favorite story characters from a box.

f. Movement exploration

- See Viewing A.2.e.

## g. Story dramatization

Summer of the Monkeys (Rawls)

- Different chapters could be acted out: Billy trying to capture the monkeys, Billy and Grandpa going to town, the fairy ring, and/or rescuing the monkeys

## IV. READING

## A. Apply word recognition and word development skills

## 1. Recognize and apply phonetic analysis skills to:

## a. Vowels

New Kid on the Block (Prelutsky)

Where the Sidewalk Ends

(Silverstein)

- Teachers choose poems that have words that reflect the vowel sounds being studied

## b. Blends and clusters

Where the Sidewalk Ends

(Silverstein)

- Teachers use the poem, "Smart"

## c. Digraphs

Where the Sidewalk Ends

(Silverstein)

- Teachers use "Smart"

## d. r-controlled vowels

Where the Sidewalk Ends

(Silverstein)

New Kid on the Block (Prelutsky)

## e. Sounds of "y"

Where the Sidewalk Ends

(Silverstein)

## f. Silent letters

New Kid on the Block (Prelutsky)

## g. Diphthongs

Where the Sidewalk Ends

(Silverstein)

## h. Schwa

New Kid on the Block (Prelutsky)

## 2. Recognize and apply structural analysis skills to:

## a. Singulars and plurals

## b. Compound words

Alexander and the Terrible

Horrible, No Good, Very Bad Day

(Viorst)

The Wuggie Norple Story (Pinkwater)

## c. Root words

Island of the Blue Dolphins

(O'Dell)

- Example: preparations (root word - prepare)

## d. Contractions

Alfie Gets in First (Hughes)

- she's, he's, can't, won't

## e. Possessive nouns

The Puppy Who Wanted a Boy (Thayer)

Possessive (Hanson)

## f. Possessive pronouns

The Puppy Who Wanted a Boy (Thayer)

Possessive (Hanson)

## g. Prefixes

Where the Red Fern Grows (Rawls)

Island of the Blue Dolphins

(O'Dell)

## h. Suffixes

Where the Red Fern Grows (Rawls)  
Island of the Blue Dolphins  
 (O'Dell)

## i. Syllables in a word

Animals, Animals (Carle)  
 - Haiku (5-7-5 syllables)  
The Friendly Beasts (dePaola)  
 - Students listen for syllables,  
 count syllables per line  
 Any rhyming poetry

## j. Abbreviations

## k. Words into syllables

Where the Red Fern Grows (Rawls)  
 - Students notice words that are  
 hyphenated at the end of a line  
 (blackber-ries - page 23)

## l. Accented syllables

## 3. Use context clues to determine the meaning of an unfamiliar word

Island of the Blue Dolphins  
 (O'Dell)  
 - Example words: mesa, league,  
 kelp, omen, parley

## 4. Develop vocabulary by identifying and defining the following:

## a. Antonyms, synonyms, homonyms

Antonyms (Hanson)  
 - Gives definition and examples:  
 create/destroy  
More Synonyms (Hanson)  
 - Examples: loud-noisy, sick-ill  
Phantom of the Tollbooth (Juster)  
 - Refer to Chapter 3, pages 38-40  
 Example: "Greetings,"  
 "Salutations," "Welcome," "Good  
 Afternoon," "Hello"

The King Who Rained (Gwynne)  
A Little Pigeon Toad (Gwynne)  
A Chocolate Moose For Dinner  
 (Gwynne)  
The Sixteen Hand Horse (Gwynne)  
Amelia Bedelia books (Parish)

- b. Figures of speech such as imagery, idioms, dialect, denotative and connotative language

Paul Revere's Ride (Longfellow)  
 - Have students draw what they visualize  
Mad As a Wet Hen (Terban)  
In a Pickle (Terban)  
Phantom of the Tollbooth (Juster)  
Matilda (Dahl)  
 - English dialect (example: "telly" for television)  
Sing Down the Moon (O'Dell)  
 - Native American dialect  
The Gold Cadillac (Taylor)  
 - Black dialect

B. Comprehend and use literal comprehension skills

1. Relate illustration to text

Animalia (Base)  
 - Students identify why pictures correspond to text  
The Girl Who Loved Wild Horses  
 (Goble)

2. Interpret punctuation marks

Holiday poetry  
 Lyrics to songs

3. Follow written directions

Choose a How to . . . book  
 - Have students select something from the book, then demonstrate or make it for the class

## 4. Assimilate information

Island of the Blue Dolphins

(O'Dell)

- Students prepare a list of foods on the island for future survivors

## 5. Locate key words

Choose a biography

- Students choose key words that describe the famous person

## 6. Determine sequence of events

Island of the Blue Dolphins

(O'Dell)

Hatchet (Paulsen)My Side of the Mountain (George)Where the Red Fern Grows (Rawls)

- Students develop a time line of events

## 7. Identify main ideas and supporting details

Island of the Blue Dolphins

(O'Dell)

Where the Red Fern Grows (Rawls)

- Students write titles for each chapter. Describe why the titles were chosen.

## 8. Recognize speaker in dialogue

The Secret Garden (Burnett)Where the Red Fern Grows (Rawls)

- Teacher extracts dialogue excerpts and students identify the speaker

## 9. Recognize pronouns and their antecedents

Where the Red Fern Grows (Rawls)The Secret Garden (Burnett)

## 10. Scan for information

The Secret Garden (Burnett)

- Students look for physical and psychological description of Mary at the beginning and end of the book (Carratello, 1988: 5)

## 11. Identify topic sentences

## C. Learn and use interpretive comprehension skills

## 1. Identify problem and solution

Pinballs (Byars)

- Students list problems of the orphan children and their solutions

The True Story of the Three Little Pigs (Scieczka)

Encyclopedia Brown books  
(Sobel)

## 2. Discriminate between cause and effect

Fables (Aesop)The Whipping Boy (Fleishman)

- How did Prince Brat and Jemmy change during the course of the story and why? (Minderman, 1989)

Sing Down the Moon (O'Dell)

- Chapter 19. What is causing the boredom of her people? (Laughlin, 1986)

## 3. Compare and contrast

The Whipping Boy (Fleishman)

- How are Prince Brat and Jemmy alike and different?

Cinderella (Perrault)Ugh (Yorinks)Princess Furball (Huck)

- Three versions of Cinderella

Island of the Blue Dolphins

(O'Dell)

My Side of the Mountain (George)

Hatchet (Paulsen)

- Three survival stories

4. Analyze feelings and attitudes

The Hundred Dresses (Estes)

- People shouldn't make snap judgments

A Taste of Blackberries (Smith)

- A boy who cries wolf once too often is stung by bees

Sing Down the Moon (O'Dell)

- Tall Boy was angry about the pity he received. What feelings are involved with giving and receiving pity?
- Chapter 16. How does the girl feel when she sees Tall Boy's face after his lance misses the soldier? (Laughlin, 1986)

5. Draw logical conclusions and deductions

Island of the Blue Dolphins

(O'Dell)

- Students write a sequel. What happens when Karana leaves the island?

Wednesday Surprise (Bunting)

- What do you think is Grandma and Anna's surprise?

Here Comes the Cat (Vagin)

- This picture book has an unusual ending

The Cry of the Crow (George)

- Mandy takes care of a baby crow without her father knowing
- What kind of ending did you expect? (Laughlin, 1986)
- Students write another ending to this story

6. Differentiate between fact and opinion

Popcorn (Selsam)

- Students list the facts and opinions about popcorn

The Book of the Pig (Scott)

- Students list myths (opinions) and facts about pigs, then read the book (Laughlin, 1986)

7. Identify relevant and irrelevant details

8. Infer that which is not directly stated

The Whipping Boy (Fleishman)

- Chapters 10-11. Why do you think Prince Brat won't return to the castle? (Minderman, 1989)

Dakota Dugout (Turner)

- What comments did the woman make that express her loneliness? (Hall, 1990)

And Then What Happened, PaulRevere? (Fritz)

- Where did hippopotamus tusks come from for false teeth? (Laughlin, 1986)

9. Recognize author's purpose

- Students refer to the author's page of any book

10. Detect bias and propaganda

The Gold Cadillac (Taylor)

- What clues do you see that show discrimination?

11. Appreciate humor

Summer of the Monkeys (Rawls)

- This book shares the adventure of trying to catch some circus monkeys

Matilda (Dahl)

- This book shares some of the outrageous experiences of Matilda

D. Read for different purposes

The Magic School Bus Inside the Human Body (Cole)

- Students learn the systems of the body in this fun book with Ms. Frizzle and her class

Summer of the Monkeys (Rawls)

- This book is pure pleasure and enjoyment

On My Honor (Bauer)

- Personal growth: dealing with peer pressure, daring each other

E. Develop and use reference skills

1. Develop and use dictionary skills

a. Alphabetizing through the third letter

Island of the Blue Dolphins (O'Dell)

- Students find words throughout the book that begin with a chosen letter. For example: cormorants (Chapter 1), concealed (Chapter 1), and companions (Chapter 10). Have students then alphabetize them (Bradley, 1987).

b. Defining words, prefixes, and suffixes

Ben and Me (Lawson)

- Students find unknown words in the book. Students look them up in the dictionary. In identifying the meaning of the word, students substitute each meaning for the unknown word in the book. Which meaning makes sense? (Bradley, 1987).

c. Recognize alternate spelling for pronunciation

- d. Identify parts of speech, regular and irregular

- Students use a dictionary

- e. Locating plural forms

A dictionary

- Usually prefaced by "pl." after the meanings of an entry word

- f. Identify prefixes, suffixes, and root words

A dictionary

- Have a chart of suffixes and their meanings. Have a scavenger hunt. Students look for words with certain affixes or root words (Bradley, 1987).

- g. Use the pronunciation key

Use a dictionary. Any book.

- Use a list of unknown words in a book. Group the students. The first group to have the correct pronunciation scores a point.

- h. Use guide words to locate entry words

A dictionary. Any book.

- From a list of vocabulary words, have students find the page in the dictionary on which each word is found. Can be a group activity (Bradley, 1987).

- i. Recognizing syllables and their accents

A dictionary. Any book.

- Teachers use the vocabulary in the book  
- Students say the words watching the accent

- j. Identifying abbreviations

2. Use a thesaurus and/or synonym-antonym dictionary

A Snake Is Totally Tail (Barrett)

- The book gives characteristics of several animals. Example: a giraffe is noticeably neck and a skunk that is oodles of odor.

3. Utilize a card catalogue

George Washington's Breakfast

(Fritz)

- How many books are in your library about George Washington?

- a. Author card
- b. Subject card
- c. Title card
- d. Cross-reference card

4. Locate information using the Dewey Decimal System

- Students find a hobby book using the Dewey Decimal System from 300-900. Share the book and tell why it was found in that section (Bradley, 1987).

5. Use encyclopedias as a source of general information

One Day in the Desert (George)

The Magic School Bus Inside the

Human Body (Cole)

Island of the Blue Dolphins

(O'Dell)

- Students research plants, animals, and parts of body systems associated with these books

Summer of the Monkeys (Rawls)

- Have groups of students find the weather, kind of land, population, kinds of people, places to visit, industry, and history of Oklahoma

6. Recognize the telephone directory and newspaper as additional sources of information

## Phone directory

- In groups, students should find addresses and phone numbers of several recreational facilities, specific physicians, bicycle shops, pet shops, etc. Find zip codes for certain addresses.

## Newspaper

- Students identify headlines, by-line, news, sports, entertainment, classifieds, and editorials

7. Identify and use graphic aids such as:

## a. Maps

- Students locate and mark on a world map the setting of each book read throughout the year

Island of the Blue Dolphins

(O'Dell)

- Students identify the latitude and longitude of San Nicholas Island

The Submarine Bird (Scott)

- Students draw a map showing where a cormorant can be found (Laughlin, 1986)

## b. Graphs

c. Charts

- Students make a running chart of different genre read throughout the course of the year. After a student reads a book, then it is marked on the chart in the appropriate genre. It could be classwide or individual charts.

8. Utilize parts of a book

a. Page numbers

b. Title page

c. Table of contents

d. Title and subtitle

- Students use a content book (science, social studies, health)

e. Main heading and chapter heading

- See above: 8.d.

f. Illustrations, maps, figures, and diagrams

- See above: 8.d.

g. Glossary

- See above: 8.d.

h. Index

- Students use the index of nonfiction books with a large variety of information about a general topic, like animals. Students should write down page numbers of information about specific animals.

## i. Bibliography

- Students use the card catalogue.  
Make a bibliography for a report  
on a specific unit (animals,  
space, a famous person, etc.).

## j. Copyright page

## F. Develop and use study skills

1. Understand the nature of the task
2. Develop and implement study strategies

## a. Focusing attention

The Wild, Wild Cookbook (George)

- How many recipes use plants found  
in our area? (Laughlin, 1986)

## b. Rereading

The Cay (Taylor)

- Reread pages 79-81 to get a grasp  
of what the island looks like.  
Draw the island as Phillip  
visualized it.

## c. Consulting another source

Julie of the Wolves (George)

- Students find additional  
information about lemmings  
(Laughlin, 1986)

One Day in the Desert (George)

- Research one animal

## d. Expanding vocabulary

The Phantom Tollbooth (Juster)

- This book has a wealth of  
exciting vocabulary

## e. Following written directions

Kids Cooking (Lansky)

The Wild, Wild Cookbook (George)

- Class prepares one of the recipes (Laughlin, 1986)

## f. Categorizing information

Hatchet (Paulsen)

- Students categorize things Brian made and supplies he had

## g. Sequencing

Hatchet (Paulsen)

- Students take the major points and put them in proper sequence

## h. Predicting outcomes

Where the Red Fern Grows (Rawls)

Hatchet (Paulsen)

My Side of the Mountain (George)

- At the end of specific chapters, the teacher asks what will happen next

## i. Taking notes

One Day in the Desert (George)

- Students take notes on the plants and animals

## j. Outlining

One Day in the Desert (George)

- Students use the outline to write about an animal. Use the physical feature, food, and shelter as the outline form. Write the report.

## k. Summarizing

Any book

- Students write a telegram of twenty words or less about a book. Trade with a partner. The partner writes a fifty word summary from the telegram (Bradley, 1987).

## l. Asking detailed questions

Where the Red Fern Grows (Rawls)

- Play Jeopardy

## G. Enjoy, study, and appreciate literature

## 1. Recognize and appreciate forms of literature such as:

## a. Short story

The Gold Cadillac (Taylor)

- The book shows the problem of discrimination

And Then What Happened, Paul Revere? (Fritz)

- Short history of an American colonist

## b. Folk literature including myths, legends, tall tales, fables, parables, and folk tales

In the Beginning (Hamilton)If People Could Fly (Hamilton)

- Black American myths

Island of the Blue Dolphins (O'Dell)

- Chapter 12 explains why there was no wood on the island

Where the Buffaloes Begin (Baker)The Girl Who Loved Wild Horses (Goble)

- Native American legends

Paul Bunyan (Kellogg)

Aesop's Fables

The Great White Man Eating Shark  
(Mahy)

- A form of the boy who cried wolf

Bible

- Matthew 13 (the parable of the sower)

The Mitten (Brett)

- Ukranian folktale. Gorgeous illustrations.

Johnny Appleseed (Kellogg)

The Talking Eggs (Souci)

- Creole folktale

The Emperor's New Clothes

(Anderson)

The Principal's New Clothes

(Calmanson)

- Students compare the two above

Jack Tales (Chase)

- North Carolinian tales. Newbery award.

c. Biography

d. Autobiography

Boy (Dahl)

- Author of Charlie and the Chocolate Factory

Self-Portrait (Hyman)

- A children's book illustrator  
(St. George and the Dragon -- a Caldecott winner)

e. Poetry such as haiku, ballad, cinquain, limericks

Animals, Animals (Carle)

A Sliver of Liver (Livingston)

- Both haiku

Paul Revere's Ride (Longfellow)

Hiawatha (Longfellow)

Casey at the Bat (Thayer)

- The above three are ballads

Pigericks (Lobel)

A Lolligag of Limericks

(Livingston)

How Pleasant to Know Mr. Lear  
(Livingston)

- Above three are collections of limericks

f. Novel

Why Don't You Get a Horse, Sam Adams? (Fritz)

- An American Colonist

Ben and Me (Lawson)

- A little mouse tells about the adventures of Benjamin Franklin

Sarah, Plain and Tall (MacLachlan)

- About a mail order bride during the American westward movement

2. Understand the stanza and rhyme schemes of poetry

The Snopp on the Sidewalk and Other Poems (Prelutsky)

The Baby Ughs Are Hatching (Prelutsky)

Over the River (Child)

Jabberwocky (Carroll)

Star Spangled Banner (Galdone)

3. Identify setting

Any book

- Students mark on a world map

4. Identify exaggeration

Jack Tales (Chase)

Paul Bunyan (Kellogg)

The Mitten (Brett)

5. Identify figurative language

a. Simile and metaphor

The Whipping Boy (Fleishman)

- "contrary as a mule," "off like a greyhound" (Minderman, 1989)

The Attic Mice (Pochocki)

The Girl Who Loved Wild Horses (Goble)

## b. Personification

The Attic Mice (Pochocki)

- The chestnut takes on human characteristics

## c. Alliteration

Animalia (Base)

- Colorful and detailed illustrations

Sheriff of Rotten Shot (Prelutsky)

- The teacher reads the poem,  
"Ghostly Grocer of Grumble Grove"

## V. WRITING

### A. Learn and use the conventions of writing

1. Maintain cursive and manuscript handwriting skills

Tyrannosaurus Wrecks: A Book of  
Dinosaur Riddles (Sterne)

- Students copy these riddles as a fun way to practice the following skills

- a. Spacing of letters and words
- b. Margins
- c. Adjusting letter size
- d. Uniform slant
- e. Connecting strokes
- f. Proper indentation

2. Capitalize the following

- Teacher makes a chart of these rules

- a. First word in a sentence
- b. First word in a quotation
- c. Proper nouns and adjectives
- d. Name of days and month
  - Students copy poems, "Monday's Child" is fair of face and "Thirty Days Has September"
- e. Religions of the country and world
- f. Languages

## g. Special holidays

Celebrations (Livingston)

## h. Main words in a title

- Students look at the title of any book

## i. Personal pronoun "I"

Island of the Blue Dolphins

(O'Dell)

- Students notice when "I" is alone it is always capitalized

## j. Certain abbreviations

## k. Title before a proper noun

## l. Initials

## m. God and all words related to the deity

Bible

- God, Lord, He

## n. Parts of address

The Jolly Postman (Ahlberg)

- If we would send letters addressed this way today, would they be received? Why?/Why Not?

## o. Specific school subjects

## p. First word of traditional lines of poetry

Jabberwocky (Carroll)

## 3. Know and apply punctuation rules

- Teacher makes a chart

Safari Punctuation (Risso)

- Where applicable, a page number referring to this book will follow the following skill

- a. End punctuation (pgs. 34, 40, 46, 48)

Good Dog, Carl (Day)

- Students write captions to go along with the pictures

- b. Period after numbers, initials, and abbreviations (pgs. 36-38)

The Phantom Tollbooth (Juster)

- Page 42 - Dictionary entry word meanings use numbers

- c. Period in outlining (pgs. 21-22)

- Refer to Reading F.2.J.

- d. Comma (introductory words, direct address, addresses, dates, direct quotations, series, greetings and closings of letters) (pgs. 20, 26, 27, 29)

Dear Mr. Henshaw (Cleary)

- e. Quotation marks (direct quotes, titles, broken quotations)

Little Bear's Visit (Minarik)

- Good examples of direct and broken quotes

Merry Christmas, Carl (Day)

Carl Goes Shopping (Day)

- Students write dialogue for the pictures

People (Spier)

- Students write captions for any of the pages

- f. Apostrophes (contractions, plurals of letters and numbers, possessives)

The Puppy Who Wanted a Boy (Thayer)

- A Christmas story with numerous contractions

- g. Hyphen, such as numbers, word divisions, and compounds (pgs. 66-69, 72)

The Phantom Tollbooth (Juster)  
 - ninety-nine (pg. 190), bothered (pg. 9), and ankle-deep, knee-deep (pg. 214)

- h. Underlining, such as books, magazines, newspapers, and movies

4. Identify and use nouns as a part of speech

The Third Story Cat (Baker)  
 - Uses four kinds of nouns:  
 1) person - "girl"  
 2) thing - "ledge"  
 3) place - "park"  
 4) idea - "balance"

- a. Proper and common

The Phantom Tollbooth (Juster)  
 - Milo (a boy's name), Ethiopia, February, turnips, knowledge (pg. 9)

- b. Singular and plural

Merry-Go-Round (Heller)  
 - Tells how to form plurals  
Plurals (Hanson)

- c. Grammatical usage (subject)

- d. Possessive

Merry-Go-Round (Heller)

- e. Direct address

- f. Number

5. Identify and use verbs as a part of speech

Kites Sail High (Heller)

- Teacher reads at the end of the unit

- a. Action

The Girl Who Loved Wild Horses  
(Goble)

- b. Regular and irregular
- c. Linking/verb of being
- d. Auxiliary/helping
- e. Complete (helping and action)
- f. Tenses (present, past, future)

The Magic School Bus Inside the Human Body (Cole)

- All tenses

The First Dog (Brett)

- Past tense

6. Identify and use pronouns as a part of speech

- a. Personal
- b. Singular and plural
- c. Possessive
- d. Grammatical usage (subject)
- e. Antecedent of pronoun
- f. Pronoun agreement with the antecedent

7. Identify and use adjectives as a part of speech

- a. Article (a, an, the)

## b. Descriptive

Hansel and Gretel (Grimm)

- Students write down all characters and name the words that describe each one

## c. Numerical

The Phantom Tollbooth (Juster)

- Chapter 14 - "The Dodecahedron Leads the Way"

## d. Degrees of comparison (comparative, superlative)

Many Luscious Lollipops (Heller)

- Such bright, bold illustrations

## 8. Identify and use adverbs as a part of speech

The Z is Zapped (Van Allsburg)

- Students identify adverbs on each page then read the page without the adverbs

The Girl Who Loved Wild Horses  
(Goble)The Phantom Tollbooth (Juster)

- Students identify, then see how adverbs make a difference in a story

## 9. Demonstrate spelling ability

## a. Recognizing spelling patterns

## b. Applying skills learned in reading to spell words

## c. Memorizing spelling list for appropriate grade level

B. Learn and use composition development

1. Write declarative, interrogative, exclamatory, and imperative sentences

Humphrey's Bear (Wahl)

- Have the four types written on a chart using sentences from this book

Victor Borge (video)

- Students watch his phonetic punctuation routine

2. Use elements of good sentence writing

- a. Complete sentence
- b. Sentence variety such as beginning, length
- c. Subject and verb agreement
- d. Proofreading

3. Develop a paragraph of at least three sentences by:

- a. Generating ideas

Nothing Ever Happens On My Block

(Raskin)

- Students change the title from "block" to "school", etc. Change the speaker from a little boy to an animal or the President.

Weird Parents (Wood)

- Students write about how their parents are weird

Cinderella (Perrault)

Ugh (Yorinks)

- Students write their own fairy tale from a different point of view

Iva Dunnit and the Big Wind (Purdy)

- Students write a sequel to this story

## b. Writing a topic sentence

People (Spier)Anno's Journey (Anno)

- Students develop topic sentences for several pages of either book

## c. Writing supporting sentences such as examples, incidents, illustrations, and reasons

People (Spier)Anno's Journey (Anno)

- Write sentences for several pages
- Iva Durnit and the Big Wind (Purdy)
- Students develop a sequel

## d. Arranging in a logical sequence

Island of the Blue Dolphins

(O'Dell)

- Chapter 17 told how Karana made a spear. Students write a step-by-step description of how to make something. Include materials needed (Minderman, 1989).

## e. Maintaining person and tense

The True Story of the Three LittlePigs (Scieszka)

- Students write a tale changing the speaker

## f. Using proper form (margins, indentation, capitalization, punctuation, spacing, and handwriting)

- Students observe any book

## 4. Use writing process of prewriting, writing first draft, revising, proofreading, and rewriting final copy

In the Middle (Atwell)

- Teachers refer to the Writer's Workshop chapter (pgs. 51-123)

## 5. Participate in creative writing such as

## a. Journals

Dear Mr. Henshaw (Cleary)

The Gathering of Days (Blos)

- Students write diary entries that their grandma and/or grandpa might have written

A biography

- Students pretend to be that person and write diary entries after reading the book each day

## b. Prose

Iva Dunnit and the Big Wind (Purdy)

Summer of the Monkeys (Rawls)

The Gold Cadillac (Taylor)

- Write sequels to these books

## c. Poetry

Island of the Blue Dolphins

(O'Dell)

- Students write a poem Karana might have written about her encounters

## 6. Write a short, factual report from an outline generating a topic sentence from a main topic and supporting sentences from subtopics

One Day in the Desert (George)

- Refer to Reading F.2.j.

The Magic School Bus Inside the Human Body (Cole)

- Students make an outline about the body systems

7. Write friendly letters, thank-you notes, and invitations

Dear Mr. Henshaw (Cleary)

The Jolly Post-Man (Ahlberg)

- Students write Baby Bear's response to Goldilocks' invitation

Sing Down the Moon (O'Dell)

- Students pretend they are a soldier at Ft. Defiance. Write home talking of the countryside, Indians, and military assignments (Laughlin, 1986).

Number the Stars (Lowry)

- Students write a thank-you to the Danes who helped protect the Jews

8. Identify parts of a letter

Free Stuff for Kids

(Free Stuff editors)

- a. Heading
- b. Greeting
- c. Body
- d. Closing
- e. Signature

9. Incorporate proper conventions of writing

Free Stuff for Kids

(Free Stuff editors)

- a. Indenting
- b. Margins
- c. Neatness

10. Address an envelope neatly and accurately using block style and a return address

Free Stuff for Kids  
(Free Stuff editors)

11. Take notes to answer questions on a given topic

One Day in the Desert (George)  
- How animals and plants survive  
  life in the desert  
  (Laughlin, 1986)

The Magic School Bus Inside the  
Human Body (Cole)  
- Students describe the parts and  
  functions of the body systems

## VI. THINKING

## A. Develop creative thinking skills

1. Demonstrate creativity by responding to the arts such as:

- a. Drawing

Mrs. Frisby and the Rats of NIMH  
(O'Brien)

- Students make a diagram of the rats' underground home

Any book

- Students design a new cover

- b. Music

Island of the Blue Dolphins  
(O'Dell)

- Students choose a chapter where Karana hears the sea. Play Debussy's La Mer (The Sea) as a background.

The Star Spangled Banner (Galdone)

- Students recite this book with the music of our national anthem playing in the background

- c. Dance

- d. Drama

Sing Down the Moon (O'Dell)

- Students write and act out a skit showing the soldiers sitting around their campfire the night before they burn the village down.

Express feelings (Laughlin, 1986).

The Great Gilly Hopkins (Paterson)

- Students write down all of Gilly's facial expressions: 300-watt smile, who-me? look; then act these out (Minderman, 1989).

2. Solve problems through techniques such as:

- a. Brainstorming

- Alfie Gets in First (Hughes)

- Alfie, a toddler, runs ahead of his mother to get home. He accidentally locks himself in the house.
      - Students suggest other real-life situations

- b. Role playing

- Alfie Gets in First (Hughes)

- Students act out the situation

3. Experiment with writing various literary forms such as:

- a. Poetry

- One Day on the Desert (George)

- Students write haiku describing the hot desert, rain, or mountain lion approaching the boy

- A Sliver of Liver (Livingston)

- Students write a poem for each month

- b. Short story

- Aesop's Fables

- Students make up own fable

- When I was Nine (Stevenson)

- A flashback of life during World War II

- Where the Wild Things Are (Sendak)

- A boy's punishment leads to a wild dream

4. Create original products using various forms of media such as:

- a. Computer

## b. Video

- Biography reunion. See II.A.2.

## c. Film

## 5. Share creative process and product with others

- See VI. A.1.-4.

## B. Develop critical thinking skills

## 1. Identify and solve problems through techniques such as:

## a. Analyzing

Where the Red Fern Grows (Rawls)

- Billy worked for two years to earn enough money to buy two dogs. What would you work toward and how? (Carratello, 1988: 5).

The Secret Garden (Burnett)

- Students list as many similarities between Mary's life in India and Colin's life in Misselthwaite (Carratello, 1988: 5)

And Then What Happened, Paul Revere? (Fritz)

- Students compare and contrast themselves with Paul Revere. See how many they can find.

Island of the Blue Dolphins (O'Dell)

- Why did Karana have such a problem dealing with hunting? (taboo) (Laughlin, 1986)

## b. Interpreting

The Secret Garden (Burnett)

- Ben Weatherstaff noticed Mary's sour looks and nasty temper. How do you perceive yourself, how do others perceive you, and how do you think others perceive you? (Carratello, 1988: 5).

## c. Predicting

Island of the Blue Dolphins

(O'Dell)

- Based on information, how did Karana live out the rest of her life?

Mufaro's Beautiful Daughter

(Steptoe)

- Two beautiful sisters learn beauty is more than skin deep
- Students predict what they think will happen to both sisters

The Whipping Boy (Fleishman)

- Because Prince Brat could not read, write, or do sums, tell about his existence in our society today (Minderman, 1989)

## d. Evaluating

Where Was Patrick Henry on the 29th of May? (Fritz)

- Henry wanted individual rights mentioned in the Consitution (Laughlin, 1986)
- Have students evaluate why they should read biographies and explain their answers

Where the Red Fern Grows (Rawls)

- Billy did some things that resulted in his pa and grandfather treating him like a man. Give some examples. Have students write about grown-up things they have done (Carratello, 1988: 5).

## 2. Use reasoning processes such as:

## a. Recognizing fallacies

Island of the Blue Dolphins

(O'Dell)

- Women were not able to protect and care for the men of the tribe

The Three Little Pigs (Zemach)  
The True Story of the Three Little Pigs (Scieszka)

- Students look for conflicts in information in these two books
- One Day in the Desert (George)
- Students list things students know about the desert. After reading the book, cross out the fallacies and write what is true (Laughlin, 1986).

b. Comparing/contrasting

Island of the Blue Dolphins  
 (O'Dell)

- Karana's life on the island and life at the mission

The Three Little Pigs (Zemach)  
The True Story of the Three Little Pigs (Scieszka)

- Teacher uses a Venn diagram for these two books

c. Patterning

Fortunately (Charlip)

The Summer of the Monkeys (Rawls)

- What patterns did Billy observe about the monkeys? (Looking for approval of the chimp, etc.).

One Day in the Desert (George)

- How did prairie animals act before a tornado? How do farm or wild animals act before a storm? (Laughlin, 1986).

d. Classifying

Mrs. Frisby and the Rats of NIMH  
 (O'Brien)

- Students name the qualities of the heroes/heroines (Minderman, 1989)

The Whipping Boy (Fleishman)

- Students classify the qualities of Prince Brat and then Jemmy

3. Practice decision making

Island of the Blue Dolphins

(O'Dell)

- Karana was in a situation where she had to take immediate responsibility. Tell of a time you needed to make an important decision and why.

4. Gather information for the purposes such as evaluating, drawing conclusions, and making inferences

Where the Red Fern Grows (Rawls)

- Billy shared many experiences and conversations with his grandfather. Interview someone over fifty. Tell of their wisdom.

The Whipping Boy (Fleishman)

- A ransom note was written to the king. What would you have written? How much would you have asked for? (Carratello, 1988: 5).

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## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Summary

The growing interest in the literature-based, whole language movement has prompted the need for appropriate materials to be used in language arts programs. Fourth and fifth grade teachers interested in implementing an integrated approach to teaching language arts could benefit from having a resource guide listing children's literature that can be used to teach or reinforce specific language arts skills. No such compilation of materials and examples is commercially available at this time.

The purpose of this project was to develop a literature resource guide for an integrated approach to teaching fourth and fifth grade language arts. The steps listed below were used to gather the information:

1. Computer Search of Related Literature
2. Reviews of Journals
3. Reviews of Handbooks
4. Reviews of Professional Texts
5. Visits to Libraries

## 6. Reviews of the Course of Study

## 7. Reviews of Children's Literature

After compiling the information, the literature resource guide was developed.

The literature resource guide provides teachers with an annotated list of children's literature books and activities that can be used to teach or reinforce specific language arts skills in the six areas of concentration: listening, speaking, viewing, reading, writing, and thinking.

### Conclusions

The review of the related literature shows that there is no contradiction between direct skill teaching and whole language learning. After developing the literature resource guide, the writers conclude that traditional and whole language methods can be combined for an effective language arts program.

### Recommendations

The writers recommend the use of the literature resource guide for implementing an integrated approach to teaching language arts. These strategies are not intended to be one time activities, to be used with only one book. They are meant to be put into place as flexible elements of the curriculum. However, it is

the classroom teacher who must decide what can be implemented, and how it can be utilized and modified to fit a personal teaching style and philosophy.

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R008708281