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

MASTER'S PROJECT

Submitted to the School of Education
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by

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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 individual, 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-d-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
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 contest 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 contest 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
| Code   | Description                                                                                                                                       |
|--------|----------------------------------------------------------------Adam's grandmother makes breakfast. |
| 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 nonfiction 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
<table>
<thead>
<tr>
<th>B1-m-63</th>
<th>Interprets a picture or graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2-D-63</td>
<td>Interprets a table or chart</td>
</tr>
<tr>
<td>B3-D-63</td>
<td>Interprets a bar graph, pictograph or line graph</td>
</tr>
</tbody>
</table>
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  Enjoy 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
59-D- Interprets abbreviations and symbols commonly found on maps/globes
60-D- Uses legend or map key to interpret the data given on a map or globe
61-D- Recognizes physical features on a map or globe, (i.e. continent, ocean, lake, mountain range, etc.).
62-D- Identifies by proper name land and water formations on a map or globe
63-I- Identifies Canada, Mexico, Central, Middle and Latin America on a map or globe
64-D- Uses a map scale to determine distance on a map
65-I- Uses land elevation legends to determine the source and mouth of a river, direction of flow, etc.
66-D- Uses color contour maps (visual relief to describe the nature of land
Uses map symbols to describe political features, i.e. city, location and size, political boundaries, etc.

Defines sea level, altitude, elevation, and uses them when referring to relief maps

States facts and relationships that can be obtained by reading various kinds of maps: political, physical, population, climate, etc.

Uses an atlas for special purpose maps, i.e. rainfall, population, etc.

Uses maps and globes to explain the geographical setting of events

Uses a globe to discover how earth's rotation relates to day and night and how earth's revolution relates to years

Identifies and constructs different kinds of graphs: line, bar, pie, pictograph

Uses a chart to compare items

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.

Defines climate and identifies and defines major types of climate

Differentiates weather from climate

Describes how weather affects vegetation

Recognizes the effects of weather conditions on people's homes, jobs, recreation, etc.

Recognizes effects of land features, ocean currents, air currents, etc. on climate

Differentiates countries with hot and cold climates according to location of the equator and North and South Pole

Becomes aware that weather systems follow the curve of the earth

Compares such climates as hot and humid to climates such as polar and dry

Locates and compares the climate regions on a globe as measured by distance from the equator

Develops the understanding of how low, high, and middle latitude can be used to predict climate

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

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 studies, 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

(Characters 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: ____________________________

____________________________
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:
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: ________________________________________
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: __________________________________________
__________________________________________________________________________________________
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: ____________________________________________

____________________________________________________
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: ____________________________________________

______________________________________________________
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
Indepedently 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.)

Evaluation:
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_____________________________

______________________________
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: ________________________________

____________________________________________________________________

____________________________________________________________________
Instructional Plan Seventeen

(Writing Original Folk/Fairy Tale)

Read Aloud:

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

Publish to share.

Evaluation:
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: ________________________________

______________________________
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:____________________________________

____________________________________

____________________________________
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 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:
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: ________________________________

______________________________________

______________________________________
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: ____________________________
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, golbe, 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 L. & 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: ________________________________
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:________________________________________
________________________________________
________________________________________
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: ____________________________________________
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:__________________________
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: ____________________________

____________________________
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: 
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: ____________________________

____________________________________

____________________________________

____________________________________
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:____________________________________________________

____________________________________________________

____________________________________________________
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: ________________________________________________________________
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**

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Our Amazing Ocean
The Calypso Alphabet
First Days of the World
All In A Day
Ladybird First Facts About the Earth
This Is the Way We Go to School
Where the Forest Meets the Sea
Cloudy With a Chance of Meatballs
Everybody Needs A Rock
How to Draw Maps and Charts
Mathmagic
The Amazing Dirt Book
Antler, Bear, Canoe
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Clements, A.
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Mother Earth's Counting Book
This Place is High
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                The Magic School Bus Inside the Earth
Cooney, B       Miss Rumphius
Cowcher, H.      Antarctica
Delacre, L.      Arroz Con Leche: Popular Songs and Rhymes from Latin America
DeWeese, B.      The Big Book of Geography. Rhymes & Chants
Dorros, A.       This Is My House
                Follow the Water from Brook to Ocean
Earthworks Group, The 50 Simple Things Kids Can Do to Save the Earth
Ekoomiak, Normee Arctic Memories
Facklam, M.      Bees Dance and Whales Sing
Feeney, S.       Jambo Means Hello
Ganeri, A.       A is for Aloha
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Hartman, G.      A Country Far Away
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Heath, D.C. & Company Classroom Atlas
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Houston, G.      My Great-Aunt Arizona
Johnson, J.      Highlights Animal Books - Seals
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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.
Selective Bibliography


