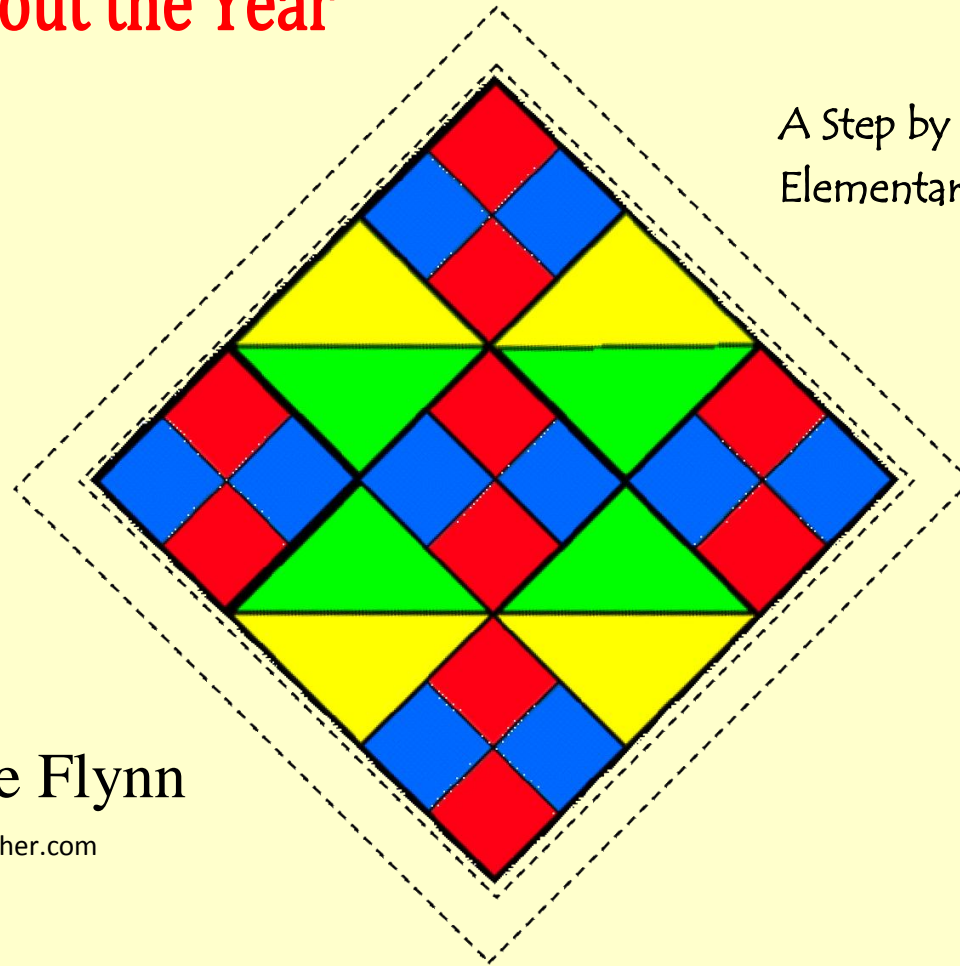


# Integrating Instruction

Throughout the Year



A Step by Step Planning Guide for  
Elementary Teachers

by Sandie Flynn

[www.thematicteacher.com](http://www.thematicteacher.com)

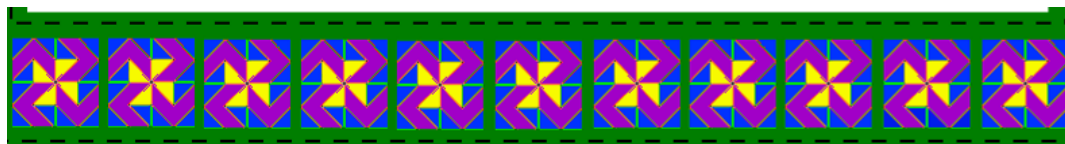
Copyright © 2010 by Sandie Flynn

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise, without prior, written permission from the author.

Limited reproduction license: Permission to reproduce the classroom materials provided in this unit is given to the individual who purchased this publication for use with their own students or clients in a single classroom. Individuals who purchased electronic versions of this publication may store their copy on one computer and may make one back up copy. They may change the publication to make it more suitable for their own personal use. They may not copy or distribute the publication, any changes thereof, or any materials included in it to other people by any means including, electronic, mechanical, photocopying, recording, scanning, or otherwise.

Book titles used on the worksheets as examples are cited in the Bibliography at the end of this do



# Table of Contents

<b>Introduction.....</b>	<b>1</b>
<b>Choosing Themes.....</b>	<b>2</b>
<b>Organizing Themes.....</b>	<b>3</b>
<b>Language Arts Skills.....</b>	<b>5</b>
<b>Choosing Genre Studies.....</b>	<b>6</b>
<b>Subject Area Skills Alignment.....</b>	<b>8</b>
<b>Language Arts Support Materials.....</b>	<b>11</b>
<b>Planning Individual Thematic Units.....</b>	<b>13</b>
<b>Support Materials for Integrated Instruction.....</b>	<b>16</b>
<b>Start With What You Have.....</b>	<b>17</b>
<b>Add to What You Have.....</b>	<b>17</b>
<b>Literature Book Boxes.....</b>	<b>18</b>
<b>Sets of Trade Books.....</b>	<b>19</b>
<b>A Unifying Theme.....</b>	<b>20</b>
<b>Using a Mural.....</b>	<b>21</b>
<b>Classroom Centers to Support Integrated Instruction.....</b>	<b>24</b>
<b>Bibliography.....</b>	<b>29</b>

## Introduction

If you are interested in integrating instruction across all curricular areas, there is a lot of planning and prep work needed initially. The bad news is it can take a considerable amount of time. The good news is it's fun, clarifying, and once you've done it you have a great base to start from for many years (as long as you keep teaching the same grade level). And if you're working on it while you still have students with you, you can get their feedback, ideas, and recommendations; they are, after all, the reason for what you are doing.

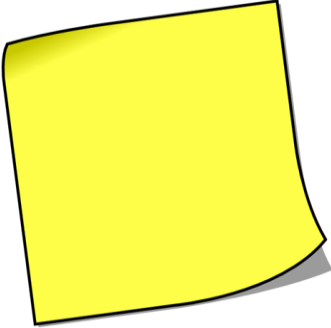
Integrating instruction is easiest when it is focused around themes created by science and social studies content. These themes are broken out and then reorganized according to how the content builds upon itself and relates to other areas of the curriculum. This booklet will explain the steps used by many thematic teachers who are planning an integrated curriculum. Of course, you don't have to completely integrate everything. You may want to develop a single unit, or purchase a unit that you are interested in trying out. Whether you are developing a thematic unit that lasts for one day, or working to develop units to run throughout a year, the process is the same. Here are the steps in a nutshell:

- Locate a list of objectives or standards for all subjects at your grade level.
- Identify science and social studies themes to be taught during the year.
- Identify major language arts skills.
- Identify major math skills.
- Identify the major art, music, and PE skills.
- Set up an organizational plan.
- Outline the units for the year.
- Develop the individual unit plans.

The following pages will explain in greater detail. The samples included are from a class I taught a number of years ago. It was a fourth and fifth grade combination class located in southern California. I wanted to include two grade levels so that you could see the great advantage that integrating your instruction has on teaching multi-grade groups of kids. There is really very little difference in skill instruction from one grade to the next; it's more a matter of degree. Having a clear understanding of what you are to teach brings a great deal of freedom as you begin to see ways of grouping your students based on specific instructional needs or even on interests, rather than on grade level designations. At the end of this booklet you will find the planning pages discussed in here. Print them out and write with a pen, or use them on your computer—whatever works best for you.

## Choosing Themes

The first step in organizing your curriculum for integrating instruction is to know what it is you are to teach. If you have been relying on your textbooks to provide this structure for you, you can still do so, but a little more knowledge will be helpful to you in the long run. Some school districts have their own "Continuum of Objectives", a list of items that you are expected to cover each year. All states have a list of standards, usually available online, and often called frameworks, standards, continua, or sequence of objectives. All textbook series come with their own list. Find the type most relevant to you. You'll need one for each subject area. You can find national and state standards at Education World ([www.educationworld.com/standards/](http://www.educationworld.com/standards/)). You will start by looking at the science and social studies themes listed for your grade level(s). What you are looking for initially are the major categories in each area. Here's a sample from a class of fourth and fifth graders in California. (Remember, you are only looking at a single grade level, unless you are teaching a combination class.)



Science Themes	<b>Fourth Grade</b> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Magnetism</li> <li>• Interactions within Ecosystems</li> <li>• Rocks</li> <li>• Processes of Landforms</li> <li>• Scientific Process</li> </ul>	<b>Fifth Grade</b> <ul style="list-style-type: none"> <li>• Elements &amp; Matter</li> <li>• Human Systems</li> <li>• Plant &amp; Animal Systems</li> <li>• Water Cycle</li> <li>• Weather</li> <li>• Solar System</li> <li>• Scientific Process</li> </ul>
Social Studies Themes	<b>Fourth Grade</b> <ul style="list-style-type: none"> <li>• State Geography</li> <li>• Native People</li> <li>• Exploration</li> <li>• Spanish Era</li> <li>• Gold Rush</li> <li>• Statehood</li> <li>• Agriculture &amp; Industry</li> <li>• Government</li> </ul>	<b>Fifth Grade</b> <ul style="list-style-type: none"> <li>• Native People</li> <li>• Explorers</li> <li>• Colonial Period</li> <li>• Revolutionary War</li> <li>• Constitution</li> <li>• Westward Expansion</li> <li>• Names and Capitals of States</li> </ul>

**Figure 1:** List out all the science and social studies themes you will teach during the year. Usually you will find these in the district, state, or national standards.

# Organizing Themes

**Organizing Science & Social Studies Themes for Grades 4/5**

<p><b><u>The Land</u></b>          Elements &amp; Matter          Rocks          Landforms          Water Cycle          Weather</p>	<p><b><u>Plant and Animals on the Land</u></b>          Ecosystems          Plant and Animal Systems          Human Systems</p>	<p><b><u>Native People</u></b>          Solar System</p>
<p><b><u>Exploration and Colonialism</u></b>          Exploration          Geography          Colonial Era</p>	<p><b><u>Becoming</u></b>          Revolutionary War          California Statehood          Government          Constitution          States and Capitals</p>	<p><b><u>Expanding</u></b>          Westward Expansion          Gold Rush          Agriculture &amp; Industry</p>
<p><b><u>Physical Science</u></b>          Electricity          Magnetism</p>		

Now that you can see all the themes you'll be working with you can organize them in a way that is supportive and cumulative. This example shows seven themes for the year (themes are underlined and in bold type). Starting off with the basic elements, including gold, which make up rocks, the rock cycle, and the land, leads to the development of landforms created by forces of nature such as volcanoes and earthquakes which are later eroded by weather and the water cycle forming soil. Combining these five themes will significantly strengthen student understanding as they see how one theme leads to the next to create a more coherent whole.

The second unit, plants and animals, will focus on items used by the native people of the United States and California. The ecosystems studied will be those common to English and Spanish colonization. Human systems are included in this unit because they are related to animal systems which can be studied together and compared. If, during the writing of the units, the flow between human and animal systems doesn't work, human systems can become a separate unit.

**Figure 2:** Organize the science and social studies themes so that they will compliment and build upon each other.

The ground work has been established to explore how the native people of the United States and California interacted within the ecosystems previously studied. The solar system is included in this unit because of the abundance of native American myths about the universe, an opportunity to compare myth with fact. Because of the efficiency of integrating curricular areas there should not be a problem in studying social studies and science themes together.

Although exploration and colonialism were originally grouped together, it is apparent that they need to be separated into two separate units (see Figure 3).

**Organizing Science & Social Studies Themes  
for Grades 4/5**

<p><b><u>The Land</u></b> Elements &amp; Matter Rocks Landforms Water Cycle Weather</p>	<p><b><u>Plant and Animals on the Land</u></b> Ecosystems Plant and Animal Systems Human Systems</p>	<p><b><u>Native People</u></b> Solar System</p>
<p><b><u>Exploration</u></b> Exploration Geography</p>	<p><b><u>Colonialism</u></b> Colonial era: English Other European Russian Spanish</p>	<p><b><u>Becoming</u></b> Revolutionary War California Statehood Government Constitution States and Capitals</p>
<p><b><u>Expanding</u></b> Westward Expansion Gold Rush Agriculture &amp; Industry</p>	<p><b><u>Physical Science</u></b> Electricity Magnetism</p>	

The unit, "Becoming," will focus on the issues involved with becoming a state and a nation, while "Westward Expansion" will include the gold rush, the development of different regions, and will trace some of the change from agriculture to industry. "Magnets and Electricity" is a fun unit for the end of the school year and grows out of the industrialization of the country and state.

The science and social studies themes have been organized in a way that allows them to build upon each other. For eight themes there will be about 4-5 weeks for each theme, giving sufficient time for the students to explore each unit in depth. Throughout the year the students will work on a large wall mural, changing it to reflect the changes studied during each theme. It will be a background for mini museums created as the class travels through time and it will help to make the changes that happen over time more concrete.

**Figure 3:** Revised plan for organizing science and social studies themes.

## Language Arts Skills

Now that the science and social studies themes for the year have been organized in a way that allows the content to build, the next step is to tackle language arts. If you are using language arts to teach science and social studies, you'll want to make sure everything is included so plan to spend a chunk of time working on this part of your program.

Using your district's, state's, or textbook's list of standards and objectives, identify the key language arts skills you'll be teaching next year.

Language Arts Skills for Grades 4/5				
Fourth Grade	<p><b><u>Reading</u></b> Word Analysis Fluency Vocabulary Comprehension Analysis</p> <p><b><u>Literature:</u></b> Narrative analysis</p>	<p><b><u>Writing</u></b> Organization &amp; Focus Penmanship Research Technology Evaluation Revision</p> <p><b><u>Genres:</u></b> Narrative Literature responses Informational reports Summaries</p> <p><b><u>Conventions:</u></b> Sentence structure</p>	<p><b><u>Speaking</u></b> Organization and Delivery</p> <p><b><u>Genres:</u></b> Narrative presentation Informational presentation Summaries Poem recitation</p>	<p><b><u>Listening</u></b> Comprehension</p>
Fifth Grade	<p><b><u>Reading</u></b> Word Analysis Fluency Vocabulary Concept development Comprehension Structural features Analysis Expository critique</p> <p><b><u>Literature:</u></b> Structural features Narrative analysis Literary criticism</p>	<p><b><u>Writing</u></b> Organization &amp; Focus Research Technology Evaluation Revision</p> <p><b><u>Genres:</u></b> Narrative Literature responses Informational reports Persuasive compositions</p> <p><b><u>Conventions:</u></b> Sentence structure Grammar</p>	<p><b><u>Speaking</u></b> Organization and Delivery Analysis/Evaluation of oral and media communi- cations</p> <p><b><u>Genres:</u></b> Narrative presentation Informational presentation Literary responses</p>	<p><b><u>Listening</u></b> Comprehension</p>

**Figure 4:** List out all the major language arts skills taught throughout the year. Again, you are looking at themes rather than specific objectives.



(Take a good look at that folks! This is one of the reasons why going through this process is so liberating--there is very little difference between the skills taught at fourth grade and at fifth grade! Teaching a multigraded class doesn't mean you have to present two different lessons, the students are learning the same things! If you use novels and trade books you can group the students according to their reading levels, or better yet, **interests**, rather than by grade.)

### **Choosing Genre Studies**

Now that you see all the skills clearly, neatly, and simply, make a list of genre studies that will help students learn and apply these skills. Start with a brainstorm list so you don't limit yourself to old styles of thinking. You want to make new and fresh connections. Your list may include:

- historical fiction
- poetry
- myths
- legends
- mysteries
- thrillers
- science fiction
- fantasy
- contemporary fiction
- adventure
- picture books
- biographies
- autobiographies
- tall tales
- fables
- animal stories
- folk tales
- fairy tales
- travel books
- speeches
- magazines
- newspapers
- encyclopedia
- nonfiction

Now go back to your list of themes and plug a literary genre into each of them. Think about what genre is best suited to the theme or follow a new and fresh connection that you see.

Now think about some fun writing and speaking products for your students to create that will fit with the genre studies you plugged in above. Again, make a brainstorm list of your ideas, then plug some into your plan. (This is where your class can really give you some good suggestions. Have them make the brainstorm list. They will think of things you never would!)

- poetry anthology
- autobiography
- historical fiction narrative
- play
- movie
- website
- blog
- encyclopedia
- magazine
- dictionary
- myth

- pop up books
- radio or TV broadcast
- cook book
- skits
- visual display
- graphic novel or short story
- advertisement
- e book
- brochure
- short video
- photo essay

<b>Theme</b>	<p><b><u>The Land</u></b>          Elements &amp; Matter          Rocks          Landforms          Water Cycle          Weather</p>	<p><b><u>Plant and Animals</u></b>          Ecosystems          Plant and Animal Systems          Human Systems</p>	<p><b><u>Native People</u></b>          Solar System</p>	<p><b><u>Exploration</u></b>          Exploration          Geography</p>
<b>Language Arts</b>	<p><b>Genre:</b> Adventure  <b>Product:</b> Play, written and produced by student groups</p>	<p><b>Genre:</b> Animal Stories          Fables  <b>Products:</b>          Fables related to each ecosystem          Ecosystem photo essay          Ecosystem magazine</p>	<p><b>Genre:</b> Native American myths          Space travel          Science fiction          Picture book myths  <b>Product:</b> Myth          Science fiction narrative          Museum display</p>	<p><b>Genre:</b> Biography          Historical fiction  <b>Product:</b> Biographies pop up          Informational report          Re-enactment          Debates</p>

**Figure 5:** Begin adding a literary genre into each theme and then list a few writing products that support study of the literary genre.

## Subject Area Skills Alignment

You are going to continue to do the same thing for each of the remaining subject areas: start with your district's, state's, or textbook's objective matrix, and then plug the skills in where they best seem to fit. This is a kind of brainstorm chart. Things will naturally change as you make more plans. Don't be afraid to include the same genres in multiple themes. You will continue to make changes as you begin to develop the units. You may also want to present a variety of product possibilities to the students at the time of the unit in order to facilitate student choice, or let them suggest products they want to make. Be assured: taking the time to lay it all out will help ensure that all the skills are sufficiently covered. The next two pages show the preliminary draft plan for integrating all subject areas throughout the year.



## Subject Area Skills Alignment for Grade 4/5

<b>Theme</b>	<b>The Land</b> Elements & Matter Rocks Landforms Water Cycle	<b>Plant and Animals</b> Ecosystems Plant and Animal Systems Human Systems	<b>Native People</b> Solar System	<b>Exploration</b> Exploration Geography
<b>Language Arts</b>	<b>Genre:</b> Adventure <b>Product:</b> Play, written and produced by student groups	<b>Genre:</b> Animal Stories Fables <b>Products:</b> Fables related to each ecosystem	<b>Genre:</b> Native American myths Space travel Science fiction Picture book myths <b>Product:</b> Myth	<b>Genre:</b> Biography Historical fiction <b>Product:</b> Biographies pop up Informational report Re-enactment
<b>Math</b>	+, -, X, / Number sense Reasoning Problem Solving	+, -, X, / Fractions Reasoning Problem Solving	+, -, X, / Decimals Reasoning Problem Solving	+, -, X, / Time Money Reasoning Problem Solving
<b>Art</b>	Color wheel, using color Using tempera paints	Print making Digital image creation	Native American arts and crafts	Cartography as art
<b>Music</b>	Peer Gynt Grand Canyon Suite		Native music Native dance Native instruments	
<b>PE/Health</b>	Disaster Preparedness Healthy Living Conflict Resolution	Nutrients Food Labels		Disease Prevention

I've left some areas blank because I don't have any ideas I really like yet. Once I begin to plan the individual units I'll get lots more good ideas.

**Figure 6a:** An initial draft of curricular area themes integrated across subject areas.

## Subject Area Skills Alignment for Grade 4/5

<b>Theme</b>	<b>Colonization</b> Colonial Era Spanish Era	<b>Becoming</b> Revolutionary War California Statehood Government Constitution State and Capitals	<b>Expanding</b> Westward Expansion Gold Rush Agriculture & Industry	<b>Electricity and Magnets</b>
<b>Language Arts</b>	<b>Genre:</b> Historical Fiction <b>Product:</b> Historical Fiction narrative	<b>Genre:</b> War Stories <b>Products:</b> Ecosystem magazine	<b>Genre:</b> Westerns <b>Product:</b> Museum display	<b>Genre:</b> Science Fiction <b>Product:</b> Science fiction narrative
<b>Math</b>	+, -, X, / Geometry Measurement Reasoning Problem Solving	+, -, X, / Algebra and functions Statistics, Data Analysis Reasoning Problem Solving	+, -, X, / Probability Reasoning Problem Solving	+, -, X, / Reasoning Problem Solving
<b>Art</b>	Art of John White Early images of America Crafts: quilting, embroidery, stenciling		Art Evaluation from periods studied	Impressionist Painters
<b>Music</b>	Music and instruments of colonial America and Spanish California	Revolutionary War Songs	Folk dancing and music Songs of the old west	Jazz
<b>PE/Health</b>	Risk Evaluation Injury Prevention	Bully Conflict Resolution		Household safety

**Figure 6b:** An initial draft of curricular area themes integrated across subject areas.

# Language Arts Support Materials

Language arts are the foundation for this style of integrated instruction, so you'll need to do a little more work in that area. You are going to inventory everything you already have and plug it into the unit themes as much as possible. Start with any core

literature that your district or state requires you to use. This includes novel sets and trade books provided for you by the school, district, or textbook series.

Then look at the contents of your reading book. Write the name and page number of each selection that relates to a unit theme on your language arts matrix. This will take a little time, but it is well worth the effort to have everything laid out as you begin to develop the separate units. Remember—you won't have to do this again until you get a new reading series! Add to the matrix the chapters and page numbers of applicable science and social studies passages as well as any support books provided by the text book series. Finally, include any of your favorite trade books on the subject that you already have available in your classroom library.

Language Arts Support Materials Grade 4/5				
Theme	<u>The Land</u>	<u>Plant and Animals</u>	<u>Native People</u>	<u>Exploration</u>
Core Literature	<b>Genre:</b> Adventure 21 Balloons Bridge to Terabithia Phantom Tollbooth	<b>Genre:</b> Animal Stories, Fables Black Beauty National Velvet Old Yeller Where the Red Fern Grows	<b>Genre:</b> Native American myths Island of the Blue Dolphins Sign of the Beaver	<b>Genre:</b> Biography I, Columbus
Reading Text Selections	Whirlwind 4:342 Antarctica 4:389 Toy Magic 4:428 Wise Old Woman 4:460	Home in the forest 4:29 Cave In 4:266 Stone Fox 4:166 One Day in the Desert 5:365 Heroine of Kapal 5:169	Katzimo 5:146 Girl Who Loved Wild Horses 5:215	Wright Brothers 4:274 Voyage of the Dawn Treader 5:271 Shackleton's Epic Voyage 5:377
SS/ Science Text Selections	Science Book 4: Chapters 4-6 5: Chapters 2-3  Little Books 4, 5, 6, 8, 9	Science Book 4: Chapters 7-9 5: Chapters 4-5	Social Studies Book 4: Chapter 4 5: Chapter 4	Social Studies Book 4: Chapter 5-6 5: Chapter 5-7
Other Trade Books	Around the World in 80 Days By Balloon to the Sahara Hurricane Luck Thunderhead One Well Ryan and Jimmy Journey to the Center of Earth Book Boxes: Adventure, The Earth, Weather	Aesop's Fables Babe the Gallant Pig Best Short Stories of Jack London Black Beauty Just So Stories Rascal White Fang	Stories the CA Indians Told The Pueblo Sing Down the Moon Julie of the Wolves	Cruise of Mr. Christopher Kidnapped The Long Black Schooner Pippi Longstocking Goes on Board Survival at Sea Captain's Courageous

Figure 7a: An initial draft of language arts support materials for projected themes.

## Language Arts Support Materials Grade 4/5

Theme	<u>Colonization</u>	<u>Becoming</u>	<u>Expanding</u>	<u>Electricity and Magnets</u>
Core Literature	<b>Genre:</b> Historical Fiction Zia Carlotta Witch of Blackbird Pond	<b>Genre:</b> War Stories Johnny Tremaine Sarah Bishop	<b>Genre:</b> Western By the Great Horn Spoon	<b>Genre:</b> Science Fiction
Reading Text Selections	4: Abel's Island 225 5: Courage 228 5: Tall Tales 301 5: Open Road 352	4: George Wash Breakfast 98 4: Paul Bunyan 275 5: Thank You, Phoebe 366 5: Phoebe the Spy 332 5: Rusty Toes 111	4: Children of the Old West 402 5: Pioneer Children of Appalachia 398	
SS/ Science Text Selections	Social Studies Book 4: Chapter 7 5: Chapter 8-10	Social Studies Book 4: Chapter 8 5: Chapter 11-12	Social Studies Book 4: Chapter 9-10 5: Chapter 13-15	Science Book 4: Chapters 1,2
Other Trade Books	Amos Fortune, Free Man Courage of Sarah Nobel And Now Miguel Two Years Before the Mast Williamsburg Household Calico Captive	Across Five Aprils Arrow Book of Presidents Ben and Me My Brother Sam is Dead How to Build Your own Country Fighting Ground Fifth of March	Caddie Woodlawn Little House books Men Who Won the West Klondike Fever Children of the Wild West Trouble for Lucy	Tuck Everlasting

Figure 7b: An initial draft of language arts support materials for projected themes.

## Planning Individual Thematic Units

Planning an individual thematic unit is not much different than completing regular lesson plans, and because of the work you've already done in selecting and organizing the themes, and listing the resources you have available, you can just start filling in your plan book. Decide on the main topic for each day and then select corresponding materials in each subject area that support that main topic. Here is an example for a unit on the origins of the American colonies.

1. Brainstorm the primary topics you want to cover. This will be influenced by the state frameworks and your own desires.
  - why they wanted to leave Europe
  - what their lives were like in Europe
  - how they came to America
  - what they found when they arrived
  - how did they transition to life in the wilderness
  - what interactions did they have with native people
  - how did they provide for basic needs
  - food
  - clothing
  - shelter
  - use of native plants
  - what did they do for fun
  - who were some of the important people
  - what was each colony known for
  - what was the founding purpose for the colony
  
2. Organize the topics and list them as headings on a planning sheet similar to your lesson plan book. Then start placing in the resources you have (trade books, textbooks, library books, internet sites, maps, art prints, etc.) according to the topic with which they best fit. You can use the skill instruction and practice exercises in the reading text that supports the research work the students will do during the unit, or you can teach the research skills directly in the context of the project, which is much more efficient. That way the skills are learned in context and transfer becomes a non-issue.



3. Allow for student input at the time of the unit. At the very least the students should develop questions each day that they will attempt to answer during the course of their investigation. It is also wise to offer some level of choice regarding the literature and writing products featured; this can be done on a daily level or at the unit level by presenting them with different ideas and letting the students decide which one(s) they will complete. Interest groups, skill groups, and product groups are all ways of allowing students to make decisions regarding their classroom work.
4. When it comes time to teach the unit you have developed, plan to make daily changes as you work with your students. Listen to them as they do the work of learning, and adjust your plans for the next day according to what you learn about what they know, and where they need to go next. You will use your thematic plans much the same way you would use a teacher's guide. It's a guide, not the law. Students should always be the driving force behind what we do and how we present it.



# Settling the New World

Date \_\_\_\_\_

<b>Notes</b>	<b>Day 1: Getting Started</b>	<b>Day 2: Leaving the Old World</b>
	<b>Introduction:</b> Introduce them using KNW chart. Read my intro to students. Read & discuss student intro in Student Study Guide.	<b>Review:</b> historical fiction, KNW <b>Introduce:</b> Why did the colonists want to leave their homes in the Old World? How did they get to the New World? What were their travels like?
	<b>Thematic Activity:</b> Overview. Decision One: Choosing a colony. Gathering materials.	<b>Thematic Activity:</b> Research information regarding why people from the selected colony left the Old World and what they brought with them.
	<b>Math:</b> Introduce "Eureka!" game. Read legend. Complete worksheet. Introduce science center: volume	<b>Math:</b>
	<b>Reading:</b> Skimming for info. Locate chapter in SS text using Contents. SQRRR to identify main ideas.	<b>Reading:</b> Reading for information. Students will read historical sources located yesterday to find specific answers to questions about why their colony was started.
	<b>Literature:</b> Introduce historical fiction. Research books by doing searches online. Make book selection. Prepare reading log.	<b>Literature:</b> Predicting. Make predictions regarding the novel. Begin reading. Character Development: Identify protagonist and his/her strengths.
	<b>Language Skill:</b> Communication types of the era; style of talking, names of people, manners. Compare to today.	<b>Language Skill:</b> Oral Speaking. Review rubric for oral presentations. Groups will prepare first presentation (explaining answers to today's questions).
	<b>Writing:</b> Introduce research report. Collect sources. Set up a group research plan. Choose a subject.	<b>Writing:</b> Research. Identify reasons why colonists left the Old World. Choose an historical figure to impersonate.
	<b>Read Aloud:</b> Begin <u>A Journey to the New World: The Diary of Remember Patience Whipple</u> by Kathryn Lasky.	<b>Read Aloud:</b> Continue <u>A Journey to the New World: The Diary of Remember Patience Whipple</u> by Kathryn Lasky. Identify protagonist's strengths/weaknesses.
	<b>Art, Music, PE:</b>	<b>Art, Music, PE:</b>

# Settling the New World

Date \_\_\_\_\_

<b>Day 3: Life at Sea</b>	<b>Day 4: Arrival</b>	<b>Day 5: Native People</b>
<b>Review:</b> Why colonists left. <b>Introduce:</b> Sea travel in the 1600s. Introduce fate cards.	<b>Review:</b> Life at sea <b>Introduce:</b> The role the land played in the lives of the settlers.	<b>Review:</b> Arrival in the New World <b>Introduce:</b> How the interactions between the colonists and the native people affected each group.
<b>Thematic Activity:</b> Paint a life sized diagram of the top deck of the <i>Mayflower</i> on the playground.	<b>Thematic Activity:</b> Students will make a wall map of the colonies, record information about the trip on paper boats for the map, and write fate cards.	<b>Thematic Activity:</b>
<b>Math:</b> Students will use a scaled diagram of the top deck of the Mayflower to draw a life sized "deck" on the playground.	<b>Math:</b>	<b>Math:</b> Three Dimensional Model. Students will work in teams to build a three dimensional model of a town using a class set of building blocks. They will share and explain their models.
<b>Reading:</b> Using a Bibliography. Students will begin to catalog materials used for research using a Bibliography form. Read and take notes about life at sea.	<b>Reading:</b> Reading for Information. Students will read historical sources to find specific answers to questions about the role the environment played on the colonists' lives.	<b>Reading:</b> Reading for Information. Students will read historical sources to find specific answers to questions about the colonists and native people interacted.
<b>Literature:</b> Character Development. List characters and make a chart of their strengths and weaknesses, and personality traits. Predict how those will affect their success in the wilderness.	<b>Literature:</b> The Setting. Students will identify key aspects of the setting and how it affects the lives of the characters. They will create an illustration of the setting for their narrative.	<b>Literature:</b> Literary Themes. Students will identify common problems and themes explored in historical fiction of the colonial period.
<b>Language Skill:</b> Oral Presentations. Student teams will present their information on the colonist's lives in Europe and why they decided to come to America.	<b>Language Skill:</b> Oral Presentations. Student teams will present their information on the sea voyage and its impact on the colonists lives.	<b>Language Skill:</b> Oral Presentations. Student teams will present their information on the colonist's arrival in the New World.
<b>Writing:</b> Designing a character. Students will fill in a worksheet to help them begin to develop the traits of the historical figure about whom they will write an historical fiction narrative.	<b>Writing:</b> Designing a Setting. The students will develop a setting for the historical fiction piece they are preparing.	<b>Writing:</b> Developing primary and secondary problems. Students will list out problems encountered by the historical figure and trace resulting secondary problems.
<b>Read Aloud:</b> Continue <u>A Journey to the New World: The Diary of Remember Patience Whipple</u> by Kathryn Lasky. Discuss, "What have we learned about the colonists so far?"	<b>Read Aloud:</b> Continue <u>A Journey to the New World: The Diary of Remember Patience Whipple</u> by Kathryn Lasky. Discuss, "How did the land affect the people in this book. What were some characteristics of the land?"	<b>Read Aloud:</b> Continue <u>A Journey to the New World: The Diary of Remember Patience Whipple</u> by Kathryn Lasky. Discuss the interactions with native people portrayed in the novel.
<b>Art, Music, PE:</b> Prepare oral presentation on life at sea. Include visuals, drama, and action to make it interesting.	<b>Art, Music, PE:</b> Student teams will prepare oral presentations on arriving in the New World, including visuals, drama, and action to make it memorable.	<b>Art, Music, PE:</b> Student teams will prepare oral presentations on interactions between colonists and native people including visuals, drama, and action to make it memorable.



Figure 8: Sample planning pages for an integrated unit on the origins of the American colonies.

Continue to do the same thing for the rest of the daily topics, in this case

- Setting up a Town
- Housing
- Clothing
- Furniture
- Household Items and Tools
- Leather Work
- Crafts
- Food
- Put it all Together
- Museum Day

It is fine to leave some items blank if you don't have specific ideas for those subjects. You can always come back and fill those in when you finalize the lesson plans.

You may not always be able to completely integrate math units, but you can almost always supplement your math curriculum through each unit to some degree. Some teachers handle this situation by beginning their day with a separate math period, and then integrating the rest of the day after that period is over.

## **Support Materials for Integrating Instruction**

The more materials you have available to you the easier it is to integrate your curriculum. Student based research projects are a rich source of skill instruction in the context of real life and make differentiation a foundation of the teaching style. Students are able to research topics no matter what their skill levels may be so it is easy to have a group of students working together to find information on a topic who are grade levels apart in their achievement levels. I have seen gifted fifth graders work with learning disabled fourth graders to produce a common product where everyone contributed significantly.

## Start with What You Have

One of the most valuable resources for thematic teaching for me has always been the library, public as well as school. When you begin planning the individual units remember to use these important resources, as well as the wonderful librarians that go with them. There are also some wonderful blogs and websites maintained by librarians that will keep you up to date on new books and how they might fit into your curriculum. One of my favorite sites is [A Year of Reading](http://readingyear.blogspot.com/) (<http://readingyear.blogspot.com/>). Two school librarians feature a different book every day. Their succinct descriptions of the book along with their suggested uses make it a site I check daily. I also keep a book list on my computer where I add their selections according to thematic ideas I am most interested in. There are many similar sites available.

Another great web source are the many book lists maintained by book lovers. Whenever you are looking for books for a specific purpose you can run a list search. I recently found a great list of autobiographies for children, looked them up on my public library's web site, placed a hold on each one, and they were ready for pick up the next day. I did everything but the pick up on my computer! Ain't the information age wonderful?

## Add to What You Have

As you become more involved in integrating your curriculum through thematic topics you will find yourself joyfully adding more and more items to your cache of supplemental teaching materials. Finding ways to do this without substantially emptying your pocket book can be a challenge, but where there is a will there are a lot of ways!



## Literature Book Boxes

Having lots of print materials, fiction and nonfiction, at lots of different reading levels on specific thematic topics is one of the most useful tools for integrating instruction you will ever find. My colleague, Marilyn H., introduced the whole school to Literature Book Boxes. Here's how she did it.

Marilyn went to the PTO with a list of themes. Since she wanted to build a set of literature boxes that the whole school could use, her themes included common topics from kindergarten through sixth grade. Her idea was to create collections of trade books and magazines on common themes with a wide range of reading levels including fiction and nonfictional books that could be checked out by classroom teachers for a month at a time. The PTO loved the idea and funded it fully not only for that year but for years to come. Each year they eagerly asked for more themes to expand the range of the boxes while continuing to build and improve the boxes already in use. Each box came with a list of the books included and each teacher was responsible for keeping track of the books during the time she had them. If a book was lost a two dollar charge or a replacement book was required (the replacement book didn't have to be on the same theme; any appropriate book was accepted). At the end of the month the teacher, or a student, would go through the box to make sure it was complete. The teacher in charge of the Book Box program had a parent volunteer who came in each month to pick up, inventory, and repair the boxes. The next day they were ready to be delivered to their new classes for the next month. Teachers were quick to turn in any money owed (they couldn't get the new box until the old one was complete) and there were few, if any, any negative reactions surrounding the program. The boxes were hugely popular and valued by staff and students alike.

Eventually you may want to create your own boxes for your classroom library or for your school. It is an easy, effective way to keep a fresh supply of books moving through your work place as well as to provide materials for students researching science or social studies themes. Here are a few suggestions if you are interested in starting a similar program at your school:

- Start with themes you and your colleagues are already teaching.
- Present a list of the themes to the PTO/PTA along with a plan for book acquisition, monitoring, and repair. If you are thinking of a school wide program, bring a couple of interested colleagues and parents with you when you make your presentation.
- Be prepared to suggest a yearly amount you would like to see allocated to the program. Remember you will be buying new books, repairing books, purchasing boxes and copy paper. Ask your principal to give you copy clicks for duplicating the book lists. You could also establish a separate account with each of the book clubs so that you can take advantage of

the lower prices and free books provided by these companies. You can purchase a LOT of books at thrift stores and periodically send home flyers asking parents to donate books they want to get rid of. You can have a wonderful set of boxes within a couple of months of presenting your idea to the PTO/PTA.

- Find an interested parent who is willing to donate an entire day once a month to checking, repairing, and delivering the boxes.
- Develop a plan to identify the books in each box in a characteristic way so you will be able to find them easily. Putting a different pattern of stripes across the top of each book will make it easily identifiable on a classroom book shelf. You could also place a sticker on the spine which will show what box it belongs in. Anything you can do to make these books stand out from the other books in the classroom or school library will make the program easier to administer.



**Figure 9:** *Label the books for the literature boxes so they will be easy to locate on a classroom shelf.*

Book boxes may become a foundational part of integrating subject areas for you, no matter what grade you teach. They are more than worth the effort they take.

### **Sets of Trade Books**

Another core component of teaching science and social studies through language arts is sets of trade books. Genre studies can be completed with each student reading a different book borrowed from the library, but there is no substitute for the lively discussions and high level thinking that come when groups of students read and discuss the same book. Ten copies of a book are usually the most you'll need; you can make do with five to six copies. Try to have at least three different books within the genre to choose from, and consider allowing your students to choose which book they wish to read. You may be amazed at how readers considered to be "low" can read difficult books when given group support and a personal drive to do so. Here again, the PTO/PTA may be able to help you, particularly if you are willing to share the book sets with your colleagues as part of a school wide collection. Many times parents are willing to purchase the book their child wants to read, and often times they will donate it to you for future classes. Include information about the use of literature and your need to build sets of novels during your Back to School Night presentation. Include reminders in your classroom newsletters. You may find you have a great collection of trade book sets in just one year!

Many science and social studies series also come with optional trade books that support instruction. The PTO/PTA may be willing to purchase multiple copies of these sets if the district opts not to. Again, many parent organizations are just looking for projects like this.

You can use Book Fairs and Wish Lists to build book sets for your own classroom. Whether you are teaching preschool, eighth graders or anything in between, having access to sets of thematic trade books will save you lots of time and add substantially to the quality of your instruction.

## A Unifying Theme

Once you have your science and social studies themes laid out it's time to look to look for a central idea that unifies all the thematic units for the year. Some ideas might include "Explore Your World", "Reading can take you anywhere", "Time Travelers", "Long, Long Ago", "Now and Then", "California Kids", and "Go West, Young Man!" This will become your unifying theme for the year which you will use to further integrate your curriculum. Use it to develop your classroom environment, design a professional letterhead and student newsletter, and make name tags and rules charts. The setup of your classroom has a significant impact on what goes on in your room. A yearly theme will help you develop centers, learning materials, and experiences that will keep your students focused on what you are expecting them to learn.

If you like to use homemade images for your bulletin boards, you can start looking for line drawings to enlarge and color or paint for your classroom walls that will support your unifying theme. Public domain images are free to use and don't require any

*Katy (not her real name) was a fourth grade student at the university lab school where I was working on my Master's Degree. She was reading at primer level according to standardized tests, but was lost in all class assignments. She was one of my grad student projects and I found her highly motivated—this little girl wanted to read! And the book she wanted to read was The Blind Colt by Glen Rounds. We went to the library and I encouraged her to select another book about horses. "No thanks," she said politely. "This is the book I want to learn to read."*

*"No way," said her teacher when I broached the subject with her. "Absolutely not."*

*Katy wouldn't budge. That was the book for her. Her teacher did budge: "We'll give it a try." Katy and I got to work. For an hour a day we read that book together, each paragraph over and over until she could read it independently and fluently, then on to the next paragraph. We did all the same activities and assignments the other kids did; they finished the book in two weeks, it took us six. But by the time we finished our study of The Blind Colt, Katy could read. She tested out at grade level on a standardized reading test, and kept up with or exceeded her class from then on. Her classroom teacher was as amazed as I was, but we were glad we had listened to Katy.*

permissions. [clker.com](http://clker.com) is a great source of public domain clip art that can be made into wonderful classroom wall decor. (You also have permission to enlarge any of the images included in thematic units purchased from [Integreat! Thematic Units](#) but only for use on your own walls, please.) You can project the images up on the wall, adjust them to the size you want, usually one or two sheets of poster board will do, trace them with a permanent ink pen and paint them over the summer (or you can use them as an art lesson and let this year's students paint them). Then laminate them and cut them out. You will have beautiful, unique wall decor that will last for your whole career (as long as they are not subjected to a flood, hurricane, tornado, or fire), will be unique to your classroom, exactly relate to your unifying theme, and cost you just a little bit of time. If you enjoy arts and crafts, and/or want to save some money, this is a good way to go. And it's fun, too!

## Using a Mural

One of the best ways to unify diverse themes studied over the course of a year is to use a large classroom mural. As each theme is studied sections can be added, removed, or changed on the mural to help the students see how things change over time and how one unit relates to and affects the next. Murals help create a living museum space in your classroom, help make difficult subjects more concrete, and provide an area where students can play what they are learning. Here is one way to make that happen:

Set aside a corner of the classroom for a mural that is taller than your students, about six feet is a good height. The mural area should extend all the way down to the floor. If you can, allow it to wrap it around the corner with at least six feet on each side of the bend, making the mural about 12-16 feet x 6 feet high.

Cover the mural area with two layers of white butcher paper (if your school buys the heavy paper you only need one layer. You don't want the paint to leach through onto the wall.) Allow about a foot of paper to overlap onto the floor to help catch drips. You'll cut this off after the mural has been painted. About three inches in from each side draw a straight line using a red permanent ink pen and a yard stick. This is the "Do not paint beyond this line" boundary. You can leave the corner just like this until you are ready to start work on the mural. It creates a lot of student curiosity.



**Figure 9:** A classroom mural used as a backdrop for a student made video (grades 3/4).

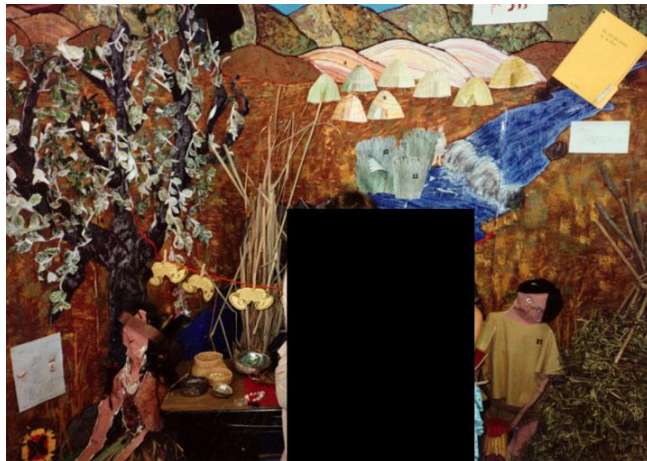




**Figure10:** A classroom mural painted by preschoolers studying plants and weather.

In the earlier example of how to select and organize science and social studies themes for integration, the first thematic unit is earth science. The students will learn about land formation, erosion, rivers, and oceans. As they study each sub theme, they will add it to the mural, beginning with landforms. Mountains, foothills, and plains will be painted on the mural. A few of the foothills will be shown as cliffs to demonstrate the layers of different types of rock and how they are folded by plate tectonics. Veins of gold, silver, and coal will be painted onto the cliffs or within a mountain cut away. Mountain ranges will be painted to show the gradual climb on one side and the sharp drop on the other created by plates moving over and under each other. During the study of weather and erosion, rivers, lakes and oceans could be added. Soil will be painted. Cloud types will be displayed.

By the end of the first theme, the basic land structures and weather features will be included on the mural. By then the children will have learned how to use a paint palette, tempera paint, brushes, palette knives, and sponges to create a realistic painting on a large piece of paper. It is much easier than it sounds.



**Figure 11:** A classroom museum display representing native peoples of California.

The next unit is life science. As the students learn about different habitats and ecosystems and explore how the plants and animals interact in them they will recreate these plants and animals using construction paper and add them to the mural. (They may also paint them on top of what is already there, but it is harder to do this. It's easier to paint the items on a separate piece of butcher paper, cut them out, and then staple them on.) Fourth graders will choose to study one of their state's primary habitats (sea coasts, mountains, foothills, or deserts) while fifth graders will choose one of the primary habitats of the US (mountains, plains, woodlands, deserts). At the conclusion of this unit of study the mural will represent one or more geographic regions within which America's first people lived. It will show the

plants and animals commonly used by the native people. During the next unit they will learn just how these resources were used.

The next segment of the mural's life will show the native people's way of life. Food, clothing, shelter, transportation, and culture can all be depicted on the mural and in the museum display in front of it. Students can recreate replica baskets, lifting sticks, arrowheads, spears, necklaces, clothing, and all sorts of artifacts to add to the mural and their classroom museum display.

As European explorers discovered the New World and built trading posts along the coasts, their influences can be added to the mural. As colonists became more populous, the natives were moved further and further from their original lands. This can be shown on the mural as the villages added during the native Americans unit are removed to make room for the colonial houses, towns, and cities. This changing of the mural will continue during each of the science and social studies units studied. By the end of the year the mural will show our life today: part urban, part suburban, part rural, and part wilderness—all as a natural result of products produced during each unit

of study. It is a graphic organizer of how the world changes over time and reflects the learning of your students throughout the year!

All along as you are building your mural your students can also be making artifacts to fill a museum display of the current theme being studied. This learning corner of your classroom can become part museum and part play house. The children can use the items to try things out (student made mortar and pestle used to grind acorns or corn), recreate an item of interest to them (bows, arrows, gold bag, necklace), find answers to questions they wondered about (experiment and explore). It is an active center of the classroom, a stimulator of wonder and research, and a source of student learning, and an expression of classroom pride when others come to visit.



## Classroom Centers to Support Integrated Instruction

Planning your classroom design depends a great deal on the type of classroom you want to have. Integrated thematic instruction lends itself particularly well to inquiry based, discovery styled learning. Designing your classroom to include areas for quiet, introspective work as well as louder, collaborative work, large work areas for spreading out as well as individual space for you and each of your students, and an organizational and storage system that allows a place for everything will go a long way to creating a successful environment for you and your students. Here are some center areas to consider:

### Reading

- classroom library containing fiction and nonfiction books organized for easy use (consider allowing your students to use the Dewey decimal system to keep things ordered. They can set it up, maintain it, and add any new books you get to it. They will learn how to use a library by creating one!)
- magazines
- reference books: don't forget your students are still tested on their knowledge of encyclopedias, thesauruses, dictionaries, and atlases. Make sure you have those available and they continue to use them to answer real questions.
- comfortable reading area for individuals and partners
- games for skill practice



### Writing

- prewriting materials: graphic organizers, story board, idea board or files
- writing process charts
- 6 traits charts
- other visuals used to teach genres (hamburger paragraph, story grammar chart)
- materials to use for rough drafts
- reference books: thesaurus, dictionary, print and online
- computer with internet connection

- public domain websites with rules on use and copyright protection. (Have your students copyright their own publications to learn more about fair use laws. Here's how to do it: Copyright © date of the year by name of the owner. Add "All rights reserved" and your material is protected. You can add another layer of professional protection by registering it with the government, but that is not needed for official copyright protection.)
- publishing materials: pens, pencils, different types of paper, cover and binding materials
- collaboration area
- citation format
- writing ethics

### Art

- pens, pencils, brushes, paint
- paper: construction, drawing, draft, tissue, crepe
- yarn, string, ribbon, roving
- glue, paste, starch
- newspapers, magazines
- stencils
- computer
- public domain websites for clip art
- large work area
- junk box for creating stuff
- scrap box



### Social Studies Theme

- classroom museum
- artifacts related to current theme
- computer
- videos, video games
- student made materials
- natural objects related to theme
- print materials: books, magazines, reference books
- computer with internet

### Science Theme

- tools related to science investigations: eye droppers, thermometer, measuring tools, magnifying glasses, trays, cups, bottles, etc.
- tools related to themes or student interests: place to keep animals during observations, soil, seeds, water, magnets, etc.
- observation area: students can observe live animals or animals on video
- record keeping materials
- experimentation area
- natural items related to themes or interests



### Drama

- fabric which can be used to create "costumes"
- clothing related to themes
- props
- mirror
- puppets: purchased or student made, or materials for making them
- books on drama and making videos, puppets, etc.

### Listening

- student made or professional tapes, stories online
- CDs of music or sounds related to theme
- computer for sound mixing to create sound tracks for dramas or video
- audio books
- audio magazines
- recording studio for student made listening materials



You and your students will think of a lot more ideas as you ponder the themes you want to integrate across all subject areas this year. No matter how good your intentions are, how strong your enthusiasm is, or how vast your resources are, you will never accomplish all you can without knowing where you are and where you want to go, planning how you are going to get there, and then setting the stage to reach your goals. I hope you and your students will have a wonderful year as you integrate instruction in a new, personal, and unique way.



## Bibliography

- Aesop. Aesop's Fables. Chronicle Books: San Francisco, 1990.
- Anderson, Joan. A Williamsburg Household. Sandpiper: Mooloolaba, Australia, 1990.
- Anderson, Joan. Pioneer Children of Appalachia. Clarion: New York, 1990.
- Avi. The Fighting Ground. HarperCollins: New York, 1994.
- Babbitt, Natalie. Tuck Everlasting. Square Fish: New York, 2007.
- Bagnold, Enid. National Velvet. Harper Festival: New York, 2002.
- Berton, Pierre. Klondike Fever. Carol and Graf: New York, 1985.
- Brink, Carol Ryrie. Caddie Woodlawn. Aladdin: New York, 2006.
- Carmer, Carl. Hurricane Luck. Scholastic: New York, 1972.
- Cary, Sturgis F. Arrow Book of Presidents. Scholastic: New York, 1980.
- Collier, James Lincoln. My Brother Sam is Dead. Scholastic: New York, 2005.
- Dalgliesh, Alice. The Courage of Sarah Noble. Aladdin: New York, 1991.
- Dana, Richard Henry. Two Years Before the Mast. Signet Classics: New York, 2009.
- Fisher, Anne B. Stories California Indians Told. California Department of Education: Sacramento, 1965.
- Fleischman, Sid. By the Great Horn Spoon. Little, Brown Books for Young Readers: New York, 1988.

Fleischman, Sid. Bandit's Moon. Green Willow Books: New York, 2008.

Folsom, Franklin. Men Who Won the West. Scholastic: New York, 1955.

Freedman, Russell. Children of the Old West. Sandpiper: Mooloolaba, Australia, 1990.

Forbes, Esther. Johnny Tremaine. Laural Leaf: New York, 1969.

Fritz, Jean. George Washington's Breakfast. Putnam: Kirkwood, New York, 1998.

George, Jean Craighead. Julie of the Wolves. Harper Teen: New York, 2003.

Gipson, Fred. Old Yeller. Harper: New York, 2001.

Griffin, Judith. Phoebe the Spy. Putnam: New York, 2002.

Hunt, Irene. Across Five Aprils. Berkley: New York, 2002.

Yates, Elizabeth. Amos Fortune, Free Man. Puffin: New York, 1989.

Juster, Norton. The Phantom Tollbooth. Random House: New York, 1961.

Kellogg, Steven. Paul Bunyan. HarperCollins: New York, 1985.

King-Smith, Dick. Babe the Gallant Pig. Knopf: New York, 2005.

Kipling, Rudyard. Captains Courageous. Echo Library: London, 2007.

Kipling, Rudyard. Just So Stories. Chartwell Books: New York, 2009.

Kirkwood, Roger. Antarctica. New Holland Publishing: Australia, 2009.



Krumgold, Joseph. And Now Miguel. HarperCollins: New York, 1984.

Laurgaard, Rachel K. Patty Reed's Doll The Story of the Donner Party. Tomato Enterprises: Davis, CA, 1989.

Lawson, Robert. Ben and Me. Little Brown: New York, 1988.

Lindgrin, Astrid. Pippi Longstocking Goes on Board. Puffin: New York, 1977.

London, Jack. The Best Short Stories of Jack London. Wildside Press: Rockville, MD, 2008.

London, Jack. White Fang. Prestwick House: Clayton, DE, 2007.

Lowitz, Anson. Cruise of Mr. Christopher Columbus. Dell: New York, 1977.

North, Sterling. Rascal. Puffin: New York, 2004.

O'Dell, Scott. Carlota. Laural Leaf: New York, 2006.

O'Dell, Scott. Island of the Blue Dolphins. Yearling: New York, 1987.

O'Dell, Scott. Sarah Bishop. Houghton Mifflin: New York, 1992.

O'Dell, Scott. Sing Down the Moon. Laural Leaf: New York, 1997.

O'Dell, Scott. Zia. Laural Leaf: New York, 1995.

Packard, Edward. Survival at Sea. Skylark: New York, 1982.

Patterson, Katherine. Bridge to Terabithia. Harper Teen: New York, 2004.

Pene du Bois, William. Twenty-one Balloons. Puffin: New York, 1986.

Rawls, Wilson. Where the Red Fern Grows. Yearling: New York, 1996.

Rinaldi, Ann. Fifth of March. Graphia: New York, 2004.

Rounds, Glen. The Blind Colt. Holiday House: New York, 1989.

Shoveller, Herb. Ryan and Jimmy: And the Well in Africa That Brought Them Together. Kids Can Press: Toronto, 2008.

Sewell, Anna. Black Beauty. Sterling: New York, 2004.

Speare, Elizabeth George. Calico Captive. Sandpiper: Mooloolaba, Australia, 2001.

Speare, Elizabeth George. Witch of Blackbird Pond. Dell: New York, 1973.

Steig, William. Abel's Island. Square Fish: New York, 2007.

Stevenson, Robert Louis. Kidnapped. Penguin Classics: New York, 2007.

Sterne, Emma Gelders. The Long Black Schooner; The Voyage of the Amistad. Scholastic: New York, 1970.

Stevens, Carla. Trouble for Lucy. Sandpiper: Mooloolaba, Australia, 1987.

Strauss, Rochelle. One Well: The Story of Water on Earth. Kids Can Press: Toronto, 2007.

Terman, D. By Balloon to the Sahara. Bantam Doubleday Dell: New York: 1982.

Uchida, Yoshiko. The Wise Old Woman. Houghton Mifflin: New York, 1994.

Verne, Jules. Around the World in Eighty Days. Penguin Books: New York, 2004.

Verne, Jules. Journey to the Center of the Earth. Saddleback Educational Publishing: Costa Mesa, CA, 2007.

Waber, Bernard. Courage. Houghton Mifflin: New York, 2002.

Wilder, Laura Ingalls. Little House in the Big Woods. HarperCollins: New York, 2007.

Wyatt, Valerie. How to Build Your Own Country. Kids Can: Toronto, 2009.

Yates, Elizabeth. Amos Fortune, Free Man. Puffin: New York, 1989.

