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Kaleidoscope: Integrating a third grade curriculum through the use of theme studies

Bonnie Jean Triepke

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KALEIDOSCOPE: INTEGRATING A THIRD GRADE CURRICULUM
THROUGH THE USE OF THEME STUDIES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Reading Option

by

Bonnie Jean Triepke

March 1994
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Approved by:

Dr. Katharine Busch, First Reader

Mr. Joe Gray, Second Reader
ABSTRACT

Statement of the Problem

The purpose of this project is to integrate the third grade curriculum through the use of theme studies. Never before have students encountered such an extensive body of knowledge and technology as in the last years of this century. Never before have teachers been required to organize and manage such expansive content or numerous learning processes in order to make education available to students. Never before have changes occurred so rapidly.

When more and more is added, the learning process becomes hurried, curriculum becomes fragmented, and the purpose for learning loses meaning. An integrated curriculum in which content areas and learning processes enhance and balance each other can provide for connected, meaningful learning. This project proposes theme studies to implement an integrated third grade curriculum.
Procedure

In order to integrate the curriculum, a unifying theme has been chosen: The Changing Earth, Our Home. The theme studies reflect the California State Frameworks for third grade. Each broad content area lends itself to integration of subject areas across the curriculum and provides many opportunities for students to be exposed to new concepts and processes and to choose special areas of interest.

Students are invited to read and write for authentic purposes, to ask questions, to investigate through experiments, and to solve problems. The themes allow for the use of varied resources to be contributed by both teacher and students. The suggested resources and activities provide an idea pool which can be adapted for other grade levels.

Conclusions:

To create life long learners has often been stated as a goal of education. When learning experiences are connected and have meaning, there exists a great probability that learners will continue to seek answers to new questions. They will relate the knowledge gained to their lives beyond the classroom. Integrated theme studies can provide the invitation.
ACKNOWLEDGEMENTS

With love and thanks to my family who supported and encouraged me through the many long hours of research and development of the project.

To my colleagues...I hope this will provide you with a meaningful, manageable framework upon which to continue to build your own program.

To Dr. Katharine Busch, Joe Gray, and Marianne Hussey who helped me believe that I could accomplish my goals.
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**Introduction**

Imagine taking a look at a classroom of the future where students and teachers decide upon a course of study, work together to carry out the plan, enjoy the journey and look forward to a new course of study. Such a look may be compared to the fascinating view through a kaleidoscope. Like a kaleidoscope of many shapes and colors blended together, learning, teaching, curriculum, and the community of students in this imagined classroom form an intricate, meaningful pattern of beauty and balance. Each component overlaps and supports the other. The pattern shifts as the learners discover answers to their questions and those discoveries lead to new questions. Then, additional patterns and new directions occur in an ever repeating cycle. The pieces become a new whole, dynamic and fresh with enthusiasm, that extends into the home and flows back into the school environment. Evidence can be seen by the materials and ideas these students bring to enrich learning and the excitement with which they do so. The students connect prior experience with new knowledge and initiate inquiries. They have ownership and learning has meaning.

In the current school setting such a vision is difficult to observe. Many factors complicate, confuse, and interfere with even the best efforts to make this kind of classroom a reality. Classrooms of the nineties are
subjected to over abundant subject matter, time constraints, and conflicting schedules. New programs forever loom on the horizon. A unifying approach is needed to organize and manage the overflowing curriculum in order for learners to gain meaningful access to education; not merely to learn facts, not only to gain skills, but to encounter ideas and to solve problems which will serve them now as students and as citizens of the future. This project proposes theme studies that can integrate and unify the curriculum at the third grade level in a California public school setting. Ten themes incorporate significant concepts which will allow for integration of subjects across the curriculum, build upon the interests and needs of the students, and invite them to join in the challenge to learn.

Statement of the Problem

As the twenty-first century approaches, an increasing volume of information and a demand for expanded curricula crowd already compact schedules in elementary school classrooms. Students, today, encounter an overwhelming amount of content. Teachers must decide from a myriad of materials and approaches what to make available to provide students with the best possible opportunity for learning. In order to meet the requirements of state and district
guidelines, as well as individual school site plans, a need for knowledgeable, creative, curriculum planning arises.

Time constraints have become even more confining in view of comprehensive state frameworks for core subjects, the need to implement technology, new programs for health, physical education and substance abuse, and required school safety drills. Research calls for students to be involved in solving problems, thinking critically, studying concepts in depth and working collaboratively (Hiebert & Fisher, 1990). Schedules to assist students in special education and second language classes need constant readjustment. Information about extracurricular activities and fund raisers is expected to be dispersed and often requires participation by teachers and students. One may argue in favor of the value of these many demands, but when they all vie for a place in an educational day, learning suffers. Nothing is eliminated and ever more is added.

This project proposes an integrated approach for classroom teachers and students that will provide increased opportunity for learning across the curriculum. The model will ease time constraints and help with organization and management. Coping with trying "to fit everything in" is a day to day teacher responsibility; what affects teachers affects students, and consequently, affects learning. While this is not a new problem, it is one which remains largely
unresolved. Many classrooms show evidence of the integration of several curricular areas, but the need for more complete integration remains.

Expanded curricula suggests combining subject areas. Past approaches and scheduling procedures that provide separate blocks of time for subjects do not allow for integration and "isolation of studies remains a persistent curriculum problem" (Tanner, 1989, p. 7). Collaborative groups and hands on activities require larger blocks of time for exploration and for reflection. The need for learners to make meaningful connections between what they know and what they are attempting to learn requires sufficient time to make sense of what they are doing. Integration can address the need for time by reducing the shifting from subject to subject, by providing time for learners to make connections, and by allowing for a whole view of the concepts being studied.

In order for learning to be useful, a transfer must take place between content areas and the personal schema of the learners. What does math have to do with science? How is science related to social studies? Can literature help us understand people and problems of times past and give us information for making decisions about the present and the future? These connections can not happen when students are whisked from one subject to another in an attempt to meet
schedules and program requirements. Content and scheduling must be reexamined to allow for greater flexibility.

Flexible planning for integration supports a learner-centered environment in which language arts is integrated across the curriculum. A community of learners can work together to choose, develop, and carry out units of study (Dalrymple, 1991; Goodman, 1992; Harste, Short & Burke, 1988; Rosenbloom, 1991). Such a design can be found in the theme study approach. The theme study is a model in which a significant theme is chosen for study by teachers and students and explored across the disciplines (Pappas, Kiefer, & Levstik, 1990; Routman, 1991). The study allows learners to use reading, writing, science, mathematics, and the visual and performing arts for specific purposes: to find answers to questions; to respond to the findings; to then relate it to their lives. Unlike correlated units from commercially published material, the theme study provides natural, not forced, connections across the disciplines. Students personalize the study by making it their own. They have opportunities to find out what they want to know. Learning is meaningful because it is both "relevant to the curriculum and the students' lives" (Routman, 1991, p. 278).

Integration of subject matter through theme studies goes beyond occasional curriculum connections or correlations. Integrated studies flourish and gain momentum
because they make sense. This approach to learning is a way of thinking that "respects the interrelationship of the language processes---reading, writing, speaking and listening" (Routman, p. 276). In such a model a complete schema can not be mapped. The study will take different twists and turns each time the theme is in process while maintaining continuity with the topic. In fact, the process draws life from the very fact that it never goes the same way twice. Thematic units never stagnate and are not limited to language arts, but rather, allow for transfer across the curriculum. In describing a kaleidoscope, Benanti (1993) writes, "When the world of art comes together with the world of science and technology, the results can seem like magic" (p. 33). Consider the further possibility: When the world of the arts and sciences comes together within a theme, a lively, integrated curriculum emerges.

Like magic, the patterns may change as the learners find new roads of interest to enhance learning while maintaining the basic structure of proposed goals and objectives. The focus may shift from math and science questions to explorations through literature or the visual and performing arts as the students learn, for example, how Native Americans tried to explain natural phenomenon through art and stories. Life is an integrated affair. People read, write, speak, listen, calculate, observe, draw
conclusions and try to make sense of their world and those who live in it (Goodman, 1989, 1992). Students who participate in this classroom "process of living" will not be subjected in Dewey's words to a "succession of studies" subject by subject but to an integrated whole experience (Boydston, 1972).

The need for an integrated instructional program is long standing. A century has passed since Dewey proposed a balanced, holistic approach to curriculum and the struggle to make that balance a reality continues. Philosophies of education have long been in debate. What is the purpose of education? What is of most value to learn? How does learning take place? Which teaching approaches are most effective? New research constantly challenges the teacher's ability to maintain successful programs and to integrate those programs with new knowledge.

Teachers must try to balance the old with the new and the challenge is great. In The Struggle to Continue, Shannon (1990) recognizes the delicate tightrope teachers walk as he encourages them to work at carrying out their programs with "a sense of history and hope" (p. 180). It is hoped that this project will be of use to teachers as they attempt to balance the demands of the educational system with the needs of students.
Theoretical Foundations

If school is to be "a place to learn," then curriculum design needs to reflect how learning takes place. When new information is encountered, learners try to make sense of it by activating prior knowledge, connecting it to the new experience, and trying out the information in a variety of ways. By watching, listening, asking questions, reading and writing, learners take risks to determine if the new ideas make sense and can be used. A philosophy of learning that parallels these behaviors has come to be known as "whole language." This philosophy offers a new understanding of language learning. According to Goodman (1986, 1989, 1992) the new perspective calls for a different approach to teaching and curriculum.

A whole language approach is based upon "learners learning whole language in whole situations" (Goodman, 1986 p. 40). They use language authentically in reading and writing experiences in order to "focus on meaning and not the language itself" (p. 40). Importance is placed upon the purpose rather than the parts of language. Letter-sound correspondence continues to be learned within the context of written language, but not as an isolated drill. "We don't teach children the sounds represented by a certain letter because that knowledge is important in itself! We teach it
so that the process of constructing meaning may go on as effortlessly as possible" (Harp, 1989, p. 326).

When young children learn language they listen and then begin to imitate what they have heard. Smith (1986) believes that most children have a vocabulary of over ten thousand words before they enter school. Early attempts at literacy may be noticed when they make up their own words and stories in "pretend" reading. They may write scribbles to go with pictures they have drawn in an attempt at written language. Young children assume that language is a way to communicate (Smith, 1988; Watson, 1989). Language has purpose and meaning and is more than letters, sounds and words. It is not these parts of language that communicate meaning but the whole message in context.

Such a philosophy contends further that meaning is not on the page of words, but rather, a transaction between the writer and the reader. Rosenblatt (1978) proposes that readers do not "find" meaning in text nor does meaning exist only in the minds of the readers. "The finding of meanings involves both the author's text and what the reader brings to it" Rosenblatt, 1978, p. 14). This theory implies revised classroom practices. When learners read and write for authentic reasons, they are actively participating (Freppon & Dahl, 1991). Learning has purpose for them.
For example, the class may be engaged in studying oceans. Writing from personal experience about a day at the beach or reading the autobiography of an oceanographer is very different than filling in vocabulary worksheets about sea life. This does not mean that information papers would not be used, but rather, that they would be used as resources to find answers to what students want to know. What is learned through personal experience and research can then be an authentic reason to communicate. Communication may take the form of a letter to a pen pal, a relative, or to an author (Lamme, 1989). A combined class effort may be compiled into a book, about the importance of oceans, to be revisited and enjoyed throughout the year. Such a curriculum is integrated across subject areas. Continuing activities may follow if students want to investigate the comparative sizes of sea animals, habitats, adaptations, or migratory routes from a math and science perspective.

Students involved in their own learning seek answers to questions. They read to find the answers and to make sense of the text, not to call out words. Capable readers bring their experience to what the writer is saying. They connect it to their own understandings in a process of comprehending (Dalrymple, 1991; Goodman, Smith, Meredith, & Goodman, 1987). As readers predict and confirm answers to their questions, they learn to read by reading. As they respond
to learning opportunities in written form, organizing and expressing their thoughts, they learn to write by writing. Teachers, peers, and parents provide the support system.

The role of the learner in a whole language setting is that of an active learner. Theme studies offer learners opportunities to have a voice in the kinds of explorations they want to do in order to find answers to their questions. This does not mean a teacher designed series of inquiries. Learners may not have the same kinds of questions. Teachers guide and enable students to take charge of their learning and it is evident in the kinds of curriculum related materials students bring to the classroom. This kind of sharing demonstrates active learning and provides evidence of individual growth, a goal for evaluation (Goodman, 1989).

In a holistic setting the teacher is freed to be a facilitator and a guide rather than the continuous focal point of instruction. The teacher assists with organizing materials and activities and insures a safe environment for taking risks (Harste, Short & Burke, 1988; Pinnell & Matlin, 1989; Routman, 1991). This does not mean that the teacher relinquishes the role of teacher. It does mean that it is the teacher who is the vital key. The teacher starts with what learners know and encourages them to find out what they do not know (Harste, Short, & Burke, 1988). The teacher demonstrates the range of ideas that might be explored in
carrying out the unit of study and suggests materials that would help in the study (Dalrymple, 1991; Weiler, 1988). This is different than a predesigned set of objectives that requires students to fit the curriculum. They do not always fit and they do not always go where we expect them to go.

Careful planning guides curriculum design in a holistic setting (Baumann, 1992). The teacher uses the state frameworks and school district guidelines to outline a course of study that will provide students with meaningful learning opportunities. Curriculum is learner-centered, not disjointed by a need to change from subject to subject according to a time frame. Materials from student sources are welcomed as are both cognitive and affective responses to new information. Learning through theme studies can accomplish this balanced approach to learning.

A holistic view of learning encompasses the greater learning community and extends beyond the classroom into the home and community environment. It is often the lack of knowledge about the learning taking place in school classrooms that causes misunderstanding. A more fully informed and involved community can be supportive. Wells, (1990) states that "Children learn most effectively through participation in meaningful joint activities in which their performance is assisted and guided by a more competent member of the culture" (p. 16). Smith (1986) refers to this
phenomenon as the "literacy club" of which students want to be a part. Goodman (1992) believes that the classroom can be "a democratic community where teachers and pupils learn together" (p. 196). Parents and willing community volunteers who fully support the efforts of students and teachers by participating as the "learned members of the culture" can make this kind of learning community a reality.
Evidence from existing literature in the field of education substantiates an unresolved problem: Expanding curricular demands within an already full student program. Many have attempted to address the problem and from a variety of viewpoints. Theorists have proposed reforms resulting in trends which gain popularity and then diminish. Researchers have attempted to measure the success of the theories put into practice. There have been no lasting solutions. The problem continues to exist and has new relevancy in today's society. Never before has there been such a vast body of knowledge. Never before has there existed the numbers of problems that the place called school is expected to solve as in these waning years of the twentieth century (Cremin, 1990).

We cannot continue to juggle expanded curricula in elementary schools utilizing the current traditional approach. A more sensible and manageable method of making learning available to students is required. The purpose of this review is to acknowledge a complex and long-standing problem and to reaffirm a holistic approach to learning as a viable solution. If learning is approached holistically, the sensible action is to integrate curriculum. If curriculum is integrated, the needs of learners and teachers can be met now and in the future. Theme studies provide a
curricular model that supports integration of the curriculum within a holistic philosophy of learning.

A millennium draws near, the year 2000, and with it the call for new ways of thinking in education that will prepare students for the next century. In a technological society, the amount of known information multiplies at a rate undreamed of one hundred years ago. Benjamin (1989) writes that not only will "life be characterized by rapid change... but...knowledge will become obsolete at a more rapid rate" (p. 8). Learning bits and pieces of the growing body of knowledge has become undesirable and unmanageable. There exists a need for broad-based unifying concepts that reflect a more complete "whole" view of the world and that need will become increasingly important.

Living in the twenty-first century will require students to be adept at thinking critically and solving problems. In a world of many cultures, problems, and ideas, people will need to work together collaboratively. Curriculum will have to be revised to allow students time for thinking and reflecting, and time to make meaningful connections to what they already know. Teachers will be challenged to build upon learner competencies rather than try to correct deficiencies (Weiler, 1988). Increasing demands upon what is to be included in curriculum dictates a need to unify and to interrelate the disciplines. An
integrated approach allows a "kaleidoscopic effect" (Fogarty, 1991, p. 62) to take place. Crowell observes "Through interdisciplinary studies we begin to see how each discipline informs and extends the others" (1989, p. 62).

This will not be an easy change. In 1991, at the Fifteenth Annual Reading Conference in San Bernardino, Goodman remarked, "You can't change without changing." So simple and so difficult. Old ways of thinking and doing are difficult to change. We repeat comfortable ways. We resist change. Smith (1986) reminds us that students will learn what they are taught. We need to ask, "What is it that we want them to learn?"

An examination of the history of curriculum development in the United States establishes that in the early part of the century Whitehead (1929) called for educators "to eradicate the fatal disconnection of subjects which kills the vitality of our modern curriculum" (p. 6). Nearly a century later Tanner (1989) repeated the message that "segmented approaches are bound to fail because they create problems of curriculum imbalance" (p. 7). Ritchie (1993) continues to encourage teachers and students toward "creating a rich, thinking, meaning centered curriculum. Concerned teachers have long struggled to provide students with excellent opportunities for learning. Theories about what and how to teach have resulted in curriculum swings and
trends. Views of how learning takes place and the purpose of education will continue to be redefined. Language learning must be closely considered because it exists at the heart of communication (Bertrand, 1991). While symbol systems are inherent in other disciplines, it is primarily through oral and written language that the learner tests out and makes sense of the world.

Becoming literate should be a whole way of thinking and acting, reading and writing, listening and speaking, rather than merely a set of skills to be gained. Wells (1990) believes that

unless individuals develop strategies, as readers, for constructing and critically evaluating their own interpretations of texts and, as writers, for using the texts they create to develop and clarify their understanding of the topics about which they write, they remain dependent on others to do their thinking for them (p. 14).

Becoming literate requires a personal, whole experience. Smith (1986) contends that there exists a "system of great complexity inside every language users' head which actually generates sentences and the understanding of sentences" (p.23). The sentences grow not from a word at a time but from entire meanings. Therefore, learners will learn when they are engaged in learning for a purpose. Purpose arises from authentic need. All learning follows this pattern. We learn best when we want to know.
When students are actively engaged in learning, a natural selection process is taking place. Teachers and parents have encouraged students to "try harder" and "to work up to their potential." In active learning, how to solve a problem or answer a question becomes as important as the answer because learners will use these processes again and again to answer future questions. If learners construct meaning for themselves, then the roles of the learners and teachers change. These can no longer be traditional roles in which the "teacher tells" and "students do" nor where the focus is only on skills and drills. Rather, the roles will need to be carried out in an atmosphere where students engage actively in the process, focus on exploration and discussion, and use their skills to learn. Such a setting is interactive and experience based (Weiler, 1988).

Becoming literate requires direct involvement with the language and learning. Learners utilize demonstrations by the teacher and draw support within the social context of the classroom (Freppon & Dahl, 1991).

Learners become actively involved if they are in a setting which allows them to take ownership of their learning. This means establishing environments which respect what learners know and what they would like to find out. It means learners asking questions, searching for answers, comprehending, and connecting new information to
what they already know and then going on to new questions.

During a third grade science experiment to test water temperature, Robert commented, "I wonder why hot water always gets cold and cold water always gets warm?" (Mann, 1993). This prompted a spirited discussion by the class and resulted in generalized understanding about temperature changes. Robert often acts as a catalyst in the classroom. He has many "to the point questions" and sparks the interest of other students.

In a study of oceans, the class discussed experiences at the beach and agreed that sea water is salty. Robert wanted to know how oceans were formed and why they don’t sink like the water in puddles? Agreement upon these questions for research led Aaron to risk stating that he was not sure that he believed oceans contained salt water (Reed, 1993) which prompted an experiment. Two volunteers brought in a sample of Pacific Ocean water. The evaporated water left a salt sample beyond argument. Immediately, the class asked to try a sample of river water. Students asked questions, brought in materials, found answers and proposed new questions. They were actively involved in learning.

If learners in a collaborative environment become actively involved in their own learning, teachers can act as leaders, observers, and enablers. As a guide enables a group to find the way, to observe, study, reflect, and to
make connections, so the teacher invites students into learning situations. At times the teacher acts as coach, suggesting strategies or helping to organize a plan. Sumara and Walker (1991) found that if organization in whole language classrooms was well planned and expectations clearly delineated, then students had the freedom to work comfortably and effectively.

What prerequisites support holistic, integrated, curriculum design? This model of learning requires sufficient time and flexibility to explore content through a variety of learning approaches. In order to tie ideas together and tap the natural curiosity of the learner, sufficient blocks of time in the learning day must be available (Butler & Turbill, 1987; Routman, 1991). In addition, different learning approaches to content areas must be available.

Alternate ways of demonstrating understanding through the visual or performing arts may not be considered as valuable educational activities but McClure and Zitlow (1991) remind teachers that they "need to help children look beyond just the facts to discover the rich aesthetic dimensions that both include and move beyond those facts" (p. 32). The possibilities exist for all subject areas. Creative drama enhances the process of comprehending because mental imagery is a link between reading, comprehending, and
responding. Drama can make history meaningful. Drawing and writing can support and extend the understanding of science and math concepts.

Trelease (1992) believes that educating the heart as well as the mind should be a goal of education. By allowing time for the visual and performing arts, the full range of meaning in all subject areas can be constructed and expressed. Goodlad (1979) asserts that "The prime role of our schools is the development of the full potential of each individual" (p. 123). Perhaps with the time for the inclusion of both the arts and sciences in an integrated setting we can provide a curricular choice.

"What is at stake is our vision of the kinds of human beings we would hope Americans to be in the last years of the twentieth and first years of the twenty-first centuries, and of the kinds of education that will help bring those human beings into existence (Goodlad, p. 124-125).

Given the challenge of a vast curriculum and grounded in a philosophy of learning that supports developing the competencies of the learner, I believe that an integrated curriculum through the use of theme studies provides the most manageable and effective learning model. Within this model lies the flexibility to schedule large blocks of time in order to provide for in-depth study. Students will have needed time to finish inquiries and projects to their satisfaction.
How can themes be determined, organized, and managed?

Watson, Burke & Harste (1989) encourage teachers to "plan to plan" (p. 136) when they consider themes or activities within the themes. The potential list may be considered for several reasons:

- former students have enjoyed the study;
- materials are readily available;
- the teacher has an particular interest and knowledge;
- the topic is encouraged by parents;
- the study is traditional;
- the theme is recommended by state guidelines.

Watson goes further in cautioning that the study should then take direction for a particular group of students by those students sharing their prior experience and voicing their interests. Topics for themes should be "broad enough to incorporate many types of books, resources, and activities but not so broad that children will lose sight of the connections that exist among the areas to be explored" (Pappas, Kiefer, Levstik, 1990, p. 50).

A reference library can be built by participation in student book clubs and through school and community libraries. Materials may include fiction and nonfiction. "Text Sets" of two-four titles provide for students to read books related in some manner in "Literature Circles" (Harste, Short & Burke, 1989). Conversation and discussion
during the reading can be enhanced by stopping to "Say Something" in response to what is being read. "Literature Groups" allow for extension of the number of students and the depth of discussion (Peterson & Eeds, 1990). For example, in an oceans theme study, a pair of students may wish to read _Shark Lady_, the biography of an oceanographer, and then go on to a student version of _Twenty Thousand Leagues Under the Sea_. Setting as the common thread may be extended to books with the same story structure, character, cultural emphasis, illustrator, author, genre or variant.

Webbing is a useful device in the "planning to plan" phase. This process is meant to be dynamic and may be redefined and reshaped as the theme is carried out (Pappas, Kiefer, Levstik, 1990). The webbing process begins with free association. Things that come to mind about a topic are written down. This can be done with colleagues or with students. The ideas may not immediately fit into traditional subject areas but "content areas can be included and integrated" (p. 52) as it becomes evident how the ideas fit. The web is not meant to be the unit plan (Crook & Lehman, 1991) but a framework from which to select books, to develop ideas and to see how the underlying structure connects the theme. "The Curriculum Basics Guide" suggested by Dalrymple (1991) provides a framework for balancing content and processes.
A theme in process may be organized around a system that simultaneously allows for structure and for student choice (Dalrymple, 1991). This approach for comprehending builds upon and goes beyond the comprehension model suggested by Goodman, Smith, Meredith & Goodman, 1987. The three phases of perceiving, ideating, and presenting guide progression through the unit. During the perceiving stage, the students encounter new facts and ideas. The ideating stage allows responses to the facts, ideas, and impressions. Finally, the presenting phase provides for the sharing of the knowledge gained. Daybooks (Winston, 1990), a journal-scrapbook-diary composite provide a useful tool for students to express responses to experiences in a variety of ways and may be particularly successful with independent learners. Journals in the area of science and mathematics (Schubert, 1987) allow for expression of the understanding of both concept and process.

The thematic units offered here are based upon key concepts from the California English/Language Arts Framework (1987), the History/Social Science Framework (1988), the Science Framework (1990), the Mathematics Framework (1992) and the Visual/Performing Arts Framework (1982). These goals summarize the spirit and content of the frameworks:

- to prepare students to function as informed and effective citizens of society through knowledge and cultural understanding;
to prepare students to function effectively in the world of work through skills attainment and social participation;

to develop and deepen the major themes underlying science through a thematic approach;

to build mathematical ideas and use the tools and techniques of math;

to prepare students to realize personal fulfillment and to enjoy and appreciate the arts and sciences;

Programs and processes require evidence to demonstrate that learning goals are being fulfilled. Edelsky, Altwerger & Flores (1990) encourage teachers to ask:

How engaged were the students in the process? 
Did the theme generate new questions and new opportunities for learning? 
Did the students approach a new theme with enthusiasm? 

Two terms, evaluation and assessment, describe methods for gaining information and drawing conclusions. “Assessment refers to data collection and the gathering of evidence while evaluation implies bringing meaning to that data through interpretation, analysis, and reflection” (Routman, 1991, p. 302). If theme studies are viable, they will allow for meaningful, manageable assessment and evaluation.

In the theme study model, these two methods of determining student progress evolve from the activities and the processes within the study. There need not be a controversy over the importance of process vs content
because the two are interrelated (Pappas, Kiefer & Levstik, 1991; Riner, 1991). Journals, learning logs, author's folders, oral presentations, and projects which accompany integrated learning activities will show learners making sense out of what they are attempting to learn and will become the assessment tools. The process is integral to the product. Portfolios maintain an ongoing visual record while teacher observation provides another dimension.

Written and unwritten observations of students during the unit study may be accompanied by teacher or group antidotes of the work in progress (Goodman, 1989). Self-evaluation helps students to stop and reflect upon their own progress. Peer groups working in "Authors' Circles" or "Literature Circles" (Harste, Short, & Burke (1988) offer opportunities for students to listen and learn from one another. Teachers assessing writing can use Graves (1993) strategy of asking the student to explain what the piece is about in one sentence. This request for essence can be applied across the evaluation methods: What do you know about what you are doing? Why is it important? Culminating activities provide additional evidence of the interest, hard work, and joy in learning found in this curricular model.

Evaluation is a continuous process throughout the study (Goodman, 1989) and aids in the decision making process. Teachers and students discover what they are accomplishing,
readjust their direction if necessary, and go on to what still needs doing. Short and Burke (1991) summarize this viable characteristic of the learning process: "Curriculum always operates in the present by integrating the past and predicting the future" (p. 33).

The key to offering students the best opportunity for learning in the future will continue to lie with teachers. "Good teaching, like good writing, is created and crafted through a continual process of revision" (Bird, 1989, p.15). Teachers maintain the critical balance needed between learners and curriculum. Sometimes, as Deal (1984) reflected, they may wish to seek assistance from "the great Wizards," only to find out that teachers and students already have the "brains," the "courage," and the "heart" to achieve excellence in education.
GOALS AND LIMITATIONS

Goals

The major goal of this project is to integrate the third grade curriculum through the use of theme studies. Integration through themes will incorporate these additional goals:

to provide for meaning centered learning;
to organize the expanding curriculum;
to maintain respect for the dignity of the learner;
to elicit the capabilities of the teacher;
to balance the Arts and Sciences

to encourage processes of inquiry that will become tools for life long learning;
to reflect state frameworks and district guidelines;

Summary of the Project:

The project consists of themes chosen to integrate curriculum at the third grade level. Each theme provides a concept to be explored through an interdisciplinary approach. The choice of topics and manner of implementation reflects the focus and goals of the California Curriculum Frameworks and correlates with the "Alta Loma School District Grade Level Expectations" for third grade. Within the framework of the theme, each study will incorporate the comprehending processes of "perceiving, ideating, and
presenting" (Dalrymple, 1991) which enables students to construct meaning for themselves. Determining what learners already know and what they want to know about a topic area will provide direction within the framework. Materials may be gathered by both students and teacher to extend learning.

"The Grade Level Expectations" for third grade in the Alta Loma School District reflect those of the state frameworks and encourage teachers to use the expectations as a base while incorporating their individual abilities to enrich curriculum. Since the underlying concepts of continuity and change occur most frequently throughout the content and guidelines for third grade, the overall theme, The Changing Earth: Our Home has been chosen to provide a framework for this project.

The plan for the year is divided into large time frames. Each component may be explored from two to six weeks depending upon the interests of the students. Due to the nature of Looking Out, Looking In or People, those themes may be chosen as ongoing studies. Extensions of the theme studies may result in one to two week explorations of related topics. For example, it is anticipated that the study of Native Americans may trigger a particular interest in important leaders. Students may choose to spend several weeks reading about and presenting their findings.
Limitations

Attempts to integrate the curriculum create a need to guard against superficial connections. If coverage of a disciplinary area does not flow naturally from the unit study, that area can be included in an interim study. Such curricular areas may be addressed in time allotted between theme studies.

Uninterrupted blocks of time will be needed in the daily classroom schedule. Administrative personnel can be encouraged to protect these large time allowances when scheduling school wide activities such as library, computer lab, and physical education periods. Time for teachers to study, collaborate, and plan will be essential in order to implement integrated theme studies. Teachers may wish to proceed at a slower pace by integrating two disciplines at first. While fragmentation will still exist, a foundation will be established and opportunities for further integration may then be discovered. Proceeding at a slower pace is preferable to completely isolating the disciplines.

As new state frameworks and district adopted programs arise, incorporation with existing themes may require examination and reorganization. Articulation between grade levels will be necessary to provide a correlated scope and sequence of learning opportunities for students. In this way, curricular gaps and repetitions may be avoided.
REFERENCES


Organizing for whole language (pp. 118-136). Portsmouth, NH: Heinemann.


THEME STUDY OVERVIEW

The project consists of six organizational tools and eleven projected theme studies designed to implement an integrated curriculum. In order to allow teachers to adapt the project to their own needs, frames of references for planning and practical applications in the form of the theme studies are included. Teachers may use the project to plan new themes, follow the themes as presented, or use parts of the studies to extend their own programs. The project provides a framework rather than step by step instructions. Teachers will bring to the themes their own expertise and varied resources in order to personalize the studies. The following explanation may be helpful in using the project.

The Curriculum Basics Guide provides a quick reference for balancing the content and process elements of the curriculum. Teachers can quickly check to see how the theme study addresses the need to provide for content and allow for process.

The Procedure for Theme Study outline is an overall view of the process used in carrying out a study. It may also be helpful in projecting estimated time frames.
The Activity Planning Form will assist in organizing the resources and activities selected for the themes. Each study is divided into three sections:

Perceiving: Introducing the theme elements

Ideating: Identifying possible ways the students may respond to the theme elements

Presenting: Predicting ways that learning may be presented or demonstrated by students

Each time the theme is carried out students will bring varied and unique resources to the classroom as well as their own ways of responding and demonstrating learning. New information and resources will enrich the potential for learning. Planning for the possibilities will provide a foundation from which to build the study. Different resources may be selected to introduce and carry out the study reflecting the interests and needs of the students.

The Student Observation Form may be used in several ways. Some teachers may choose to use it as a group assessment tool in order to record the general activities which take place. Other teachers may use the form as an individual assessment to accompany portfolio work. The form provides a quick view of student interests, participation, and strengths for conferencing with students or parents.
The Theme Study Evaluation Form allows teachers to assess overall strengths of the theme study. Areas that require improvement will easily be recognized, can be noted in the suggestions section, and developed in future studies.

The Professional Books and Resources list will assist teachers in reviewing strategies that include a wide variety of instructional approaches and materials. Many of the strategies suggested in these resources appear in the theme study section of the project. While trade books can be acquired in a variety of ways, teachers receiving book club points or free books offered as ordering incentives can build classroom libraries inexpensively.

The Theme Studies have been developed using materials gathered from trade book clubs, the school library, and public libraries. Field trips and teacher travels can result in additional resources. Periodicals and student newspaper subscriptions provide posters and art prints. Most of the strategies have been tested by working with students. Support staff and parents provide support by reading with the students in Literature Circles, assisting with the process of writing, and preparing materials for activities.

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The Changing Earth: Our Home. This overall theme has been chosen to unify the studies. Third graders can begin to understand the concepts of continuity and change reflected in themselves and in the world around them. As they learn how plants and animals adapt to the physical environment, students can extend that knowledge to how people who lived before them adapted to different geographical areas and circumstances and how people continue to interact with the environment and one another. These concepts are applied and extended to the local community, a recommended area of study for third grade students. The project includes both fictional and nonfictional people through whom students may better understand themselves and their world.

The following themes provide a basis for implementing an integrated curriculum.

- Looking In/Looking Out
- Oceans
- Rivers
- Forests and Prairies
- A New Home
- Magical Moments
- Mountains
- Deserts
- Native Americans
- People
- Our Community

Due to the nature of Looking In/Looking Out and People, teachers may wish to implement them as ongoing themes.
The theme studies are designed to reflect both the California State Frameworks and the Alta Loma School District Expectations. An effort has been made to include activities that encourage students to think critically, to solve problems, and to work together collaboratively. The district adopted texts have been incorporated as well as core literature and trade books.
THE CURRICULUM BASICS GUIDE
Adapted from K. Dalrymple based on The California State Frameworks and the Alta Loma School District Grade Level Expectations

<table>
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<tr>
<th>LANGUAGE ARTS</th>
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<td>Ethics Observe</td>
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<td>Probability Apply</td>
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While reading, writing, and speaking have been treated as content areas for the purpose of describing some specific processes, it is intended that these language arts be interwoven within the content areas. Students respond to learning experiences as they use language and grow in their ability to understand the content of their world.
PROCEDURE FOR THEME STUDY

Choose the Theme

Select probable materials
Choose probable activities

Share the theme with students

Students help make decisions about plans for study and gathering of materials
Teacher collaborates on individual and group choices

Implement the theme

Individual projects
Whole class projects
Small group projects

Sharing of process and product

Culminating activities

Share projects
Students and teacher evaluate

Invitations for new inquiries

Adapted from Pappas, Kiefer, Levstik (1990)
ACTIVITY PLANNING FORM

Name of Unit __________________________ Date ____________

PERCEIVING (gaining new facts, ideas, impressions)

Independent Reading ____________________________

Read Aloud ____________________________

Conversation/Discussion ____________________________

Presentations ____________________________

Films ____________________________

Photos, Posters ____________________________

Musical Selections ____________________________

Art Prints ____________________________

Other ____________________________

Adapted from K. Dalrymple (Smith, Goodman, Meredith, 1991)
IDEATING (responding to new facts, ideas, impressions)

Oral

Drawing

Writing

Experimenting

Drama

Solving problems

Other

PRESENTING (sharing facts, ideas, impressions)

Oral

Art

Drama

Writing

Music

Other
<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes</th>
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<tr>
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<td>Read Aloud</td>
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<td>Conversation/Discussion</td>
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<td>Photos, Posters, etc.</td>
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<td>Other</td>
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<td>Ideating (responding to new facts, ideas, and impressions)</td>
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<td>Oral</td>
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<td>Drawing/Constructing</td>
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<td>Experimenting</td>
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<td>Presenting (sharing new facts, ideas, and impressions)</td>
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<td>Oral</td>
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<td>Drawing/Illustrating</td>
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<td>Other</td>
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</table>
THEME STUDY EVALUATION FORM

Theme Study_______________________ Date_________________

ALLOWED STUDENTS TO BECOME MORE SKILLFUL COMMUNICATORS THROUGH LISTENING, SPEAKING, WRITING

PROVIDED FOR PROCESSES AND CONCEPTS IN LITERATURE

PROVIDED FOR PROCESSES AND CONCEPTS IN MATH

PROVIDED FOR PROCESSES AND CONCEPTS IN SCIENCE

PROVIDED FOR PROCESSES AND CONCEPTS SOCIAL STUDIES

ALLOWED FOR PROCESSES, KNOWLEDGE, OR MATERIALS FOR STUDENTS TO BECOME BETTER PROBLEM SOLVERS

TAPPED AN INTEREST WHICH LED TO INDEPENDENCE

HELPED BUILD UPON STRENGTHS OF STUDENTS

SUGGESTIONS

Adapted from K. Dalrymple (Smith, Goodman, Meredith, 1991)
PROFESSIONAL BOOKS AND RESOURCES


This source contains many ideas for planning and carrying out integrated studies across the curriculum. Charts and diagrams provide visual examples of planning strategies and examples of themes in action at various grade levels.


Strategies for reading and writing to learn are presented in an easy to use format in Section Two. Strategies from this section have been incorporated in this project.


This resource allows teachers to implement sharing stories as a group in addition to giving students extensive opportunities to choose independent reading material and providing suggestions for guiding reading to learn.

This excellent text written "teacher to teacher" can be referred to repeatedly for support in implementing curriculum.


The contributions of K. Dalrymple in this source were especially helpful in understanding the process of a theme study as carried out in her classroom.


Short and effective theater arts strategies offered in this text will assist teachers in strengthening listening, speaking, and comprehending abilities of students.


A collection by a variety of writers offers suggestions for assessing and evaluating learner centered programs.

Scholastic Book Clubs, Inc. Troll Book Club
P. O. Box 7503 2 Lethbridge Plaza
Jefferson City, NJ 65102 Mahwah, NJ 07430

Weekly Reader Trumpet Book Club
3000 Cindel Drive 666 Fifth Avenue
Delran, NJ 08075-9875 New York, NY 10103
LOOKING IN/LOOKING OUT THEME STUDY

APPENDIX A
A. THEME STUDY FOR LOOKING IN/LOOKING OUT

Rationale: The purpose of this study is to provide students with opportunities to view themselves and others as people who learn, change, and grow in an effort to reach their full potential.

Concepts:

- In order to become the best we can be, we need to appreciate ourselves and others.
- Communicating helps to understand ourselves and others.
- Courtesy, respect, and caring build character and community.
- People possess a variety of talents.
- Understanding feelings helps people make choices.

Goals:

- To provide a variety of resources through which students can experience the problems, feelings, changes, and growth of real and fictional characters.
- To experience a variety of writing and role playing activities in order to gain understanding and insight.
- To deepen appreciation of the opinions and cultural diversity of our classroom and the community.
- To implement the plan throughout the school year.
CURRICULUM MAP FOR LOOKING IN/LOOKING OUT

PERCEIVING  (gaining new facts, ideas, and impressions)

Independent Reading
The Clifford Series
The Stories Julian Tells
More Stories Julian Tells
Gus and Buster Work Things Out
Gabby, Crabby Gabby
Fish Posh
Memily
Sassafras
The Grumpy
Zippety Zoom
Mr. Men/Little Miss Books
The Boxcar Children Series
Arthur’s Nose
Cromwell’s Glasses
Oh Beans! Series
Liar, Liar Pants on Fire!
Thinking

Read Aloud
The Important Book
I Like Me
Swimmy
Frederick
Changes, Changes
Hailstones and Halibut Bones
Purple, Green, and Yellow
Chrysanthemum
Julius the Baby of the World
Rotten Ralph
Worse Than Rotten Ralph
The Boxcar Children (#1)
A Letter to Amy
Glasses, Who Needs ‘Em!
The Best Friends Club
The Hating Book
The Terrible Truth About
Third Grade
Muggie Maggie
Let’s Be Enemies
What is the Sign for Friend?
Nick Joins In
Oh, Were They Ever Happy
Ghost-Eye Tree
Muggie Maggie

Conversation/Discussion
What We Know
What We Want to Learn

Video/Filmstrips/Slides
Clifford’s Rhyming Club
Staying Out of Trouble

Music
Clifford’s Manners Song

Presentation/Demonstration
Here’s Looking at You 2000
Thinking: Making Brain Paths

Posters/Photos/Prints
Who Am I?
Hurt No Living Thing

Listening Tapes/Other
Ferdinand
Miss Nelson is Missing
IDEATING (responding to new facts, ideas, and impressions)

Oral
Feelings
Conflict Resolution
Stop and Say Something
Interviews of classmates

Writing
Journals
My Favorite Color
A Plus and a Wish Response

Experimenting
Graphing girls/boys
Everybody Paints

Drawing/Constructing
Self Portrait
Clifford Portrait

Drama
Round in a Circle
Hello to You
Controlling Emotions Game
Step into the Story

Solving Problems
Estimating girls/boys
Traveling to School Graph

PRESENTING (sharing new facts, ideas, and impressions)

Oral
Introduce a Classmate

Drama
Who Am I?
Statues
Mirrors

Music
New Verses to Manners Song

Art
Author’s Folder Favorite
Book Design

Writing
Let Me Introduce Myself
The Important Thing About
Manners Is...
Hailstones and Halibut
Bones Color Poems Begin

Health/Physical Education
Round in a Circle Game
as Evaluation Technique
REFERENCES

Aliki. 1982. We are best friends. New York: Greenwillow.


Cosgrove, S. (1983- ). (Serendipity Series) Los Angeles: Price/Stern/Sloan. (Titles include: Gabby; Crabby Gabby; Fish Posh; Memily; Sassafras; The Grumpy; Zippity Zoom.)


Hargreaves, R. (1971- ). Mr. Men and Little Miss Books (series). Los Angeles: Price/Stern/Sloan. (Titles include: Mr. Happy; Mr. Nosey; Mr. Impossible; Mr. Forgetful, 1983; Mr. Grumpy, 1986; Little Miss Trouble, 1981; Little Miss Fickle, 1985.)


Warner, G. C. (1942- ). *The boxcar children* (series). Niles, IL: Whitman Co. (Scholastic titles include: *Surprise island*; *The yellow house mystery*; *Blue bay mystery*; *Schoolhouse mystery*; and many more.)

Weiss, R. (1989- ). *Oh Beans!* (series) Mahwah, NJ: Troll. (Titles include: *Can a bad player be a good sport*? *Telling lies is a slippery business!* *Has the baddest bean met his match?*


B. OCEANS THEME STUDY

Rationale: The purpose of this study is to focus on the largest bodies of water on earth in order for students to understand how oceans affect land, animals, and people.

Concepts:
- Oceans cover about three fourths of the earth's crust.
- Four major oceans and seven continents cover the earth.
- The Atlantic and Pacific Ocean border North America.
- Oceans change the shape of the land.
- Oceans are home to many plants and animals.
- Oceans affect weather.
- Animals and people interact with oceans.
- Oceans provide things people need.

Goals:
- To help students build a basis for understanding their geographic home on earth.
- To understand how oceans shape the land
- To become familiar with the globe and directions
- To understand how animals and people interact with oceans
- To develop an appreciation of the potential and the power of oceans
CURRICULUM PLAN FOR OCEANS

PERCEIVING (gaining new facts, ideas, and impressions)

Independent Reading

Shell
A First Look at Shells
Sharks
Discovering Whales and Dolphins
Animals That Migrate
The Dolphin
The Turtle
The Seal
The Desert Beneath the Sea
Life in the Oceans
Shark Lady
Twenty Thousand Leagues Under the Sea
Nine True Dolphin Stories
Dolphin Adventure: A True Story
Look Inside the Ocean
Asia, Africa, Europe, S. America
All About Islands
All Kinds of Ships
When the Whale Came to My Town
Octopus
Wonders of the Sea
Christopher Columbus

Read Aloud

Where in the World is Henry?
What is a Globe?
Why Tides Ebb and Flow
Mighty Waters
Donkey Carrying Salt
The Marvelous Catch of Old Hannibal
Burt Dow Deep Water Man
Lost in the Storm
1000 Facts About the Earth
Miss Rumphius
Amos and Boris
The Magic School Bus on the Ocean Floor
The Lobster and the Crab
The Pelican and Crane
Mouse at the Seashore
Grandma and the Pirates
Maggie and the Pirates
Ramon and Pirate Gull
Thy Friend, Obadiah
I, Columbus
Stringbean's Trip to the Shining Sea

Conversation/Discussion

What We Know
What We Want to Learn
Literature Circles for
Wonders of the Sea
Partners for Shark Lady
and Twenty Thousand Leagues

Video/Filmstrip/Slides

Map Skills for Today
Oceans
Christopher Columbus

Presentation/Demonstration

Finding directions
Writing: Simile and Alias
A Plus and a Wish Strategy
Point of View in Texts
Painting with Watercolor

Posters/Photos/Prints

Fish Addition/Subtraction
Animal Migrations
Sea Turtle Watercolor

Listening Tapes/Other

Ocean Sounds

Music

Sing Along Songs: Under the Sea
IDEATING (responding to new facts, ideas, and impressions)

Oral

Experiences at the Beach
Share Shell Collections
Brainstorm ideas for describing a "Wanted Pirate Gull"

Drawing/Constructing

Compass Rose
Found Picture Collages
Globe Mobiles
Pirate Gull Tissue Art

Writing

Problems: Addition/Subtraction
Science Notebooks
Wanted Posters
Point of View/Columbus

Drum

Non Stop Talking Game
Point of View/Columbus

Experimenting

Is there salt in sea water?
Sand Observation

Solving Problems

Measuring distance/depth
Estimating Jar
Fish Addition/Subtraction

PRESENTING (sharing facts, ideas, and impressions)

Oral

Sea Shopping Poem
Sea Shell Poem
Until I Saw the Sea Poem

Drama

Columbus Play
The Lobster and the Crab

Music

By the Sea
Christopher Columbo
America the Beautiful

Art

Watercolor Seascapes
Class Book/Ramon

Writing

Oceans Are Important
Postcard #1 Atlantic Ocean
New Questions

Health/PE/Other

Demonstrating directions
Continent/Ocean Locations
Playground States Map
REFERENCES


Animal World Series. (1983). Mahwah, NJ: Watermill. (Titles include: The dolphin; The turtle; The seal.)


Lobel, A. (1980). *Fables*. New York: Scholastic. (Titles include: The lobster and the crab; The pelican and the crane; The mouse at the seashore.)


Sabin, F. (1985). Africa. Mahwah, NJ: Troll. (Other titles include: Asia; Australia; Europe; North America; South America.)


RIVERS THEME STUDY

APPENDIX C
Rationale: The purpose of this study is to focus on rivers as a source of water and to explore how rivers affect land and interact with living things.

Concepts:
- Rivers provide important needs for plant and animal life.
- Rivers change and shape the land.
- Rivers carry excess water into lakes and oceans.
- Pollution can harm rivers and eventually affect oceans.
- Living things interact and adapt to their environment.

Goals:
- To explore rivers as a water and energy source
- To determine how rivers affect land, plant, and animal life
- To understand how rivers begin and end
- To appreciate the importance of rivers
- To understand how living things interact with their environment
- To study how living things have structures suited to them.
- To observe and compare behaviors of living organisms
CURRICULUM PLAN FOR RIVERS

PERCEIVING (gaining new facts, ideas, and impressions)

Independent Reading

Wonders of Rivers
Rivers
Adventures of Tom Sawyer
Minn of the Mississippi
The Stories Julian Tells
More Stories Julian Tells

Conversation/Discussion

What We Know
What We Want to Learn

Videos/Filmstrips/Slides

Rivers
Floods
Grand Canyon Suite
Science Essentials: Animals
Story of the Woodland Stream

Music

Row, Row, Row Your Boat
When It’s Raining from Story of the Woodland Stream
America the Beautiful

Read Aloud

How a River Begins
Three Days on a River in a Red Canoe
Running Rivers
1000 Facts About the Earth
Clovis Crayfish
The Salamander Room

Presentation/Demonstration

Crayfish Organisms
Crayfish Handling
Crayfish Housing/Care

Posters/Photos/Prints

Natural Wonders of the U.S.

Listening Tapes/Other

Wonders of Rivers
IDEATING (responding to new facts, ideas, and impressions)

Oral
Group Discussion of Crayfish Behavior
Book Partners for Stories about Julian
Literature Circles for Wonders of Rivers

Writing
Journals
Literature Logs
Crayfish Observations

Experimenting
Evaporate river water
Crayfish Structure Observation
Crayfish Differences

PRESENTING (sharing facts, ideas, impressions)

Oral
River Winding Poem
On the Bridge Poem

Drama
Puppetry
Meandering Rivers Mirror Images

Music
Down in the Middle of an Itty Bitty Pool

Drawing/Constructing
Winding Rivers Landscape
Crayfish Diagrams

Drama
Storytelling: Three Days with a Crayfish on a...

Solving Problems
Plan new home for crayfish
Find out about other animals that behave like crayfish.
If you lived near a river, where would you build a house?
How would you establish a habitat/territory?

Art
Postcard #2(Stringbean)
Crayfish Diagram
New Crayfish Habitat
Diarama

Writing
Predictions: What would happen if the crayfish were turned loose in a pond?
Crayfish: Plan New Habitat
People Spaces Are Important
Rivers Are Important

Health/Physical Ed
Down in the Middle of an Itty Bitty Pool Song and Movement
REFERENCES


FORESTS AND PRAIRIES THEME STUDY

APPENDIX D
D. FORESTS AND PRAIRIES THEME STUDY

Rationale: The purpose of this study is to focus on forests and prairies as important ecosystems and to examine the importance of these large areas of land.

Concepts:
- Forests and prairies provide homes for plants and animals.
- Plants and animals interact and support life cycles.
- People use food and materials from forests and prairies.
- Plants and animals are adapted to their environment.
- Forests and prairies offer beauty and recreation.
- People can help protect forests and prairies.

Goals:
- To study the relationship between soil, trees, and animals
- To explore how animals adapt to and survive in environments
- To examine the life cycle of trees
- To study seasons and cycles through the apple tree
- To awaken an appreciation of the importance of forests and prairies
CURRICULUM PLAN FOR FORESTS AND PRAIRIES

PERCEIVING (gaining new facts, ideas, and impressions)

Independent Reading

Discovering Trees
Apple Tree, Apple Tree
Manzano, Manzano
Trees: A Guide
Wonder Book of Trees
The Green Kingdom
Look Inside a Tree
The Biggest Tree
A Tree is Nice
Wonders of the Rain Forest
Forest Ranger
Prairie Dogs
1000 Facts About Earth
1000 Facts About Animals
Deep in the Forest
Johnny Appleseed
Seasons
Lon Po Po

Read Aloud

A Tree Called Moses
An Ancient Forest
The Big Tree
The Reason for Flower
Seasons of Arnold's Apple Tree
Heartland
Autumn
Once There Was a Tree
Just A Dream
The Great Kapok Tree
The Wump World
Warton and the King of the Skies
A Toad for Tuesday
An Oak Tree Dies and a Journey Begins
The Giving Tree
Snow White
Hansel and Gretel
The Boy Who Cried Wolf
How Much Is a Million?

Conversation/Discussion

What We Know
What We Want to Know
Fact/Fiction
Fables/Fairy Tales

Presentation/Demonstration

Wonderful Woodlands
A Sea of Grass
Prokofiev, Peter and the Wolf
Scientific Method

Videos/Filmstrips/Slides

Flowers, Plants & Trees
Life on the Forest Floor
Puzzle of the Rotting Log
Plains Filmstrip

Posters/Prints/Photos

Trunks/Crown and Roots/Stems
How a Tree Grows
Trees of the U. S.
Uses of Trees
Life Cycle of an Apple Tree
Life, Death, Rebirth of a Tree

Listening Tapes/Other

Tree in the Woods
Down on the Forest Floor
Decomposing March

Owl Moon
Discovering Trees
Wonders of the Rain Forest
IDEATING  (responding to new facts, ideas, and impressions)

Oral

Water in Apples Experiment
Seasons and Prairie Dogs in Literature Circles
Johnny Appleseed Deep in the Forest and Lon Po Po Text Sets

Writing

Apple Point of View Journals
What is Red?
What is Orange?

Experimenting

Water in Apples
My Tree Book
Apple Ingredient Search
Make Applesauce

PRESENTING  (sharing facts, ideas, and impressions)

Oral

My Tree Book
Trees Poem
Autumn Woods

Drama

The Hen and the Apple Tree
Warton and Morton Skits
The Boy Who Cried Wolf

Music

Johnny Appleseed Song
Tree in the Wood including New Verses

Art

Apple Splits Paper Art
Postcard #3 (Stringbean)
Found/picture landscape collage

Writing

Trees Are Important
Risking Our Lives For Science:
Apple Point of View Classbook
Student Version Fairy Tales
Red and Orange Poem Class Books

Music

Johnny Appleseed Song
Tree in the Wood including New Verses

Health/PE/Other

Oh, Deer!
Field Trip/Oak Glen
Play Checkers
REFERENCES


Life on the Forest Floor. [Video Life Habitat Series] St. Louis, MO. MBG Videos.


A NEW HOME THEME STUDY

APPENDIX E
E. A NEW HOME THEME STUDY

**CHANGES**

Rationale: The purpose of this study is to focus on the challenges and difficulties faced by people who move to a new home and to experience working together toward a goal.

**ADAPTATIONS**

Concepts:
- People move to new places seeking a better way of life.
- Moving involves facing challenges and hardship.
- Pilgrims make changes and adapt to the new land.
- People can work together to build a new home.

**HOMES**

**Goals:**
- To study the Pilgrims as examples of people who faced many problems establishing a new home
- To develop understanding of daily life in early America
- To deepen understanding of the Thanksgiving tradition
- To explore the native response to new people
- To review the seasons through early American daily life
- To develop understanding of the feelings of newcomers
- To prepare and participate in a celebration
CURRICULUM PLAN FOR NEW HOMES

PERCEIVING  (gaining new facts, ideas, and impressions)

Independent Reading

The Pilgrims' First Thanksgiving
The First Thanksgiving
Squanto, Friend of the Pilgrims
Pocahontas and the Strangers
Sarah Morton's Day
Samuel Eaton's Day
How Spider Saved Thanksgiving

Read Aloud

The First Thanksgiving
Feast
John Alden
Oh, What a Thanksgiving
Ox-cart Man
How Many Days to America?
Molly's Pilgrim
Mousekin's Thanksgiving
Weekly Reader Turkey Facts
What Makes a Bird a Bird?

Conversation/Discussion

What Do We Know?
What Do We Want to Learn?

Presentation/Demonstration

Constructing mobiles
Photographs of Plymouth

Videos/Filmstrips/Slides

Sarah Morton's Day
Molly's Pilgrim
The First Thanksgiving
An American Tale

Posters/Photos/Prints

If You Sailed Aboard the Mayflower
Plymouth Plantation
Harvest

Music

Over the River and Through the Woods
America
The Year 1620

Listening Tapes/Other

Legend of Sleepy Hollow
IDEATING (responding to new facts, ideas, and impressions)

Oral
Would you have sailed on the Mayflower?
Planning to make Stone Soup and Friendship Salad

Writing
I Am Thankful For
If I Lived in the Time of the Pilgrims
A time when I was a "pilgrim"

Experimenting
Making Stone Soup

Drawing/Constructing
Turkey Mobile
Place Mats
Feast Programs
Setting a Table

Drama
Pilgrims Sail to America

Solving Problems
Dividing jobs/foods
Venn Diagram Sailing to the New World

PRESENTING (responding to new facts, ideas, and impressions)

Oral
We are Thankful For...

Drama
Enact Stone Soup

We Are Thankful Mural
Seasons Crayon Drawing

Writing
The Important Thing about Pilgrims is...
a new home is...
working together is...

Music
America
The Year 1620

Health/PE/Other
Soup/Salad Feast
Indian Game
Indian Dance
REFERENCES


MAGICAL MOMENTS THEME STUDY

APPENDIX F
F. MAGICAL MOMENTS THEME STUDY

CHANGES

Rationale: The purpose of this study is to reflect upon the special times that bring people together and to use the five senses to awaken the memory. An additional purpose is to explore the hopes and dreams of others through literature.

Content:

People remember family traditions through customs.
People celebrate special occasions and traditions.
Home is a special place.
Special events can sometimes seem magical.

Goals:

To use the five senses as tools for writing
To remember special family times
To awaken a sense of wonder through music, dance, and story
To discover different ways of celebrating in varied cultures
To use literature as a means of experiencing the hopes and dreams of others
CURRICULUM PLAN FOR MAGICAL MOMENTS

PERCEIVING (gaining new facts, ideas, and impressions)

Independent Reading

Goliath’s Christmas
My First Kwanzaa Book
Baboushka and the Three Kings
If You Were a Ballet Dancer

Read Aloud

The Story of Holly and Ivy
The Year of the Perfect Christmas Tree
A Christmas Carol
Angelina Ballerina
The Snowman
The Black Snowman
A Wish for Wings that Work
Tales of Olga da Polga
Mousekin’s Christmas Eve

Conversation/Discussion

What We Know
What We Want to Know

Presentation/Demonstration

Tchaikovsky: The Nutcracker
Ballet
Customs
Writing Using the Senses
Oral Story Traditions

Videos/Filmstrips/Slides

The Nutcracker
Prancer

Posters/Photos/Prints

Tchaikovsky Portrait
Customs Posters: St. Lucia Day, Boxing Day, Kwaanza, Los Posados

Music

Holiday Songs

Listening Tapes/Other

The Night Before Christmas
Aerobics for Kids
IDEATING (responding to new facts, ideas, and impressions)

Oral
Brainstorm brown nouns
Brainstorm gold nouns
Literature Circles for The Nutcracker
Oral Storytelling
Partners for Goliath

Writing
Christmas At Our House
(Looks, sounds, smells, tastes, feels like...)
Christmas Story Problems

Experimenting
Recipes: Gingerbread Cookies

Drawing/Constructing
Gingerbread Person
Stocking Art/Lacing
Reindeer Heads

Drama
Customs in Different Places

Solving Problems
How will Olga da Polga...

PRESENTING (sharing facts, ideas, and impressions)

Oral
The Night Before Christmas Poem
Telling Yarns

Drama
Prancer

Music
Varied Carols

Art
Tissue Art
Ornament/Writing Wrapping

Writing
Christmas at Our House
What is Brown Class Book
What is Gold Class Book

Health/PE/Other
Night Before Christmas Game
Book Exchange
Christmas Bear Ice Cream Treat
REFERENCES


G. MOUNTAINS THEME STUDY

Rationale: The purpose of this study is to focus on the physical features of the earth in order for the students to understand how mountains came to be, how they affect life on earth, and to provide a model of continuity and change.

Concepts:

People, plants, and animals live on the earth’s crust.
Forces change the earth’s crust.
Earth’s materials make up mountains.
Mountains affect plant and animal life.
Living things have structures adapted to meet needs.
Living things have behaviors adapted to meet needs.

Goals:

To help students build knowledge about the geographical setting of the United States
To relate geographic setting to their own community in order to gain understanding and appreciation of:
- Physical features
- Climate
- Plant and animal life
- History of the land and the people

To identify and relate to change in their own lives
To identify properties and components of earth materials
To use scientific techniques to observe, measure, compare
CURRICULUM PLAN FOR MOUNTAINS

PERCEIVING (gaining new facts, ideas, impressions)

Independent Reading

What everything is made of
in The Real Book of Science
Air
Air, Air, Air
Our Planet: Mountains
Mountains
Rocks: How they formed
Rocks
Rocks and Minerals
They Turned to Stone
Mount Saint Helens
Discovering Earthquakes
and Volcanoes
Volcanoes
Great San Francisco Earthquake
Phoebe’s Revolt
Caves
Storms

Conversation/Discussion

What We Know
What We Want to Learn
Setting up Clay Mountain Test
Ramona/Crow Boy Venn Diagram

Videos/Filmstrips

When I Was...Mountains
Ramona: Squeakerfoot
Earthquakes/Volcanoes
Rocks and Soil
Mountain Animals

Music

High Hopes
Froggie Went Courting
It’s A Volcano

Read Aloud

Ramona, Age 8
Crow Boy
Sierra
Touching the Clouds
Earth’s Resources
The Changing Earth
Hill of Fire
Iktomi and the Boulder
The Magic School Bus
Inside the Earth
Waterton-Glacier:
International Peace Park
Where the Bald
Eagles Gather
Battling Big Horns
Winter
How to Dig a Hole to the
Other Side of the World
Owl Moon
If You Made a Million

Presentations

The Mountain That Loved
A Bird
Speaker: Geologist
Willie the Water Drop
Legend of Mt. Hood and
Mt. St. Helens

Posters/Photos/Slides

Mt. Hood
Lava Lands
Earth: The Warm Planet
Minerals

Listening Tapes/Other

Owl Moon
IDEATING (Responding to new facts, ideas, impressions)

Speaking
Discuss rock samples
Discuss rock collections
Interview Parents: Fads
Literature Circles for Caves, Phoebe's Revolt

Writing
Description: "My Rock"
An Embarrassing Moment Vignette
Ramona Mind Maps
Record in Science Notebook
Log mountain experiment
Notate in Earth Materials Booklet
Mountain Travels of a Water Drop

Experimenting
Observe rocks
Take apart mock rocks
Soften mock mountain
Scratch test rocks
Observe settling
Observe soil/erosion
Test for rocks/minerals

PRESENTING (Sharing facts, ideas, impressions)

Oral
Share Venn Diagrams
Favorite Scene from Ramona
Share Changes

Drama
Book Commercials

Music
America the Beautiful
It's A Volcano

Drawing/Constructing
Sketch Cucamonga range
Mold landform of range
Paint landforms
Cutouts of earth layers

Drama
Non-Stop Persuasion
Pantomime Scenes:
Ramona
Crow Boy
Mountain...Bird
Mountain/Animals

Solving Problems
Graph rock collections
Graph temperature of layers of Earth
Make elevation map of local community
Chart weather around Cucamonga Peak

Art
Watercolor of Cucamonga Range
Found Picture Collages
Postcard #5(Stringbean)

Writing
What is Blue? Poembooks
Changes in the Earth/Me
Mountains Are Important

Health/PE/Other
Warmups/Walk/Jog/Run
Movement: It's A Volcano

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REFERENCES


DESERTS THEME STUDY

APPENDIX H
H. DESERTS THEME STUDY

Rationale: The purpose of this study is to focus on deserts as a physical feature of the earth that affects the life of plants, animals, and people living there. Physical forces and living things change the shape of the land. Living things interact and adapt to the desert environment.

Concepts:
- The earth's crust is changed by water, wind, and living things.
- Mountains affect the desert climate.
- Living things have structures adapted to meet needs.
- Living things have behaviors adapted to meet needs.
- Animals and plants and people are interdependent.
- Deserts affect how people live.

Goals:
- To help students understand and appreciate physical features that affect where and how people live
- To initiate the research process
- To demonstrate that desert plants and animals have structures and behaviors adapted for desert life
- To evaluate a preference for living near a particular physical area
## CURRICULUM PLAN FOR DESERTS

### PERCEIVING (gaining new facts, ideas, impressions)

#### Independent Reading
- A Living desert
- Earth & Space
- Desert Animals
- Desert Trek
- Strange Creatures of the Desert
- Cactus
- Endangered Desert Animals

#### Read Aloud
- Slow Changes in Earth’s Crust
- A Dry Place
- Mojave
- Desert Voices
- Everybody Needs A Rock
- Desert Giant
- I’m in Charge of Celebrations
- The Three Javelinas
- The True Story of the Three Little Pigs

#### Conversation/Discussion
- What Do We Know
- What Do We Want to Learn
- Text Sets: Three Javelinas and True Story of Three Little Pigs

#### Presentation/Demonstration
- Fossil prints
- Story Versions
- Researching
- Reporting

#### Video/Filmstrip/Slides
- Painted Desert
- Deserts
- Desert Animals and Plants
- Petrified Forest
- Grand Canyon Suite

#### Posters/Photos/Prints
- The Changing Earth
- Natural Wonders of the Earth

#### Music
- Grand Canyon Suite

#### Listening Tapes/Other
- Deserts

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IDEATING  (Responding to new facts, ideas, impressions)

Speaking
Surveys: Where to live
Discuss: How to stay cool and comfortable in hot climates

Writing
Weather reports:
- City on west side
- City on east side
Description: My Rock

Experimenting
Desert/mountain soil
Which holds water best?
Cactus vs Seed Plant

PRESENTING  (Sharing facts, ideas, impressions)

Oral
Weather Reports from
- My Side of the Mountain
My Favorite Place in Nature
Plant/animal research
Sharing Rock Collections

Drama
The Desert Is Theirs
Tortoise
The Lizard

Music
Grand Canyon Suite
This Land is Your Land
Rock Rap: New Verses

Drawing/Constructing
Diagram of saguaro cactus
Diagram mountain/desert climate differences

Drama
I Am the Desert
Stick Game

Solving Problems
How to Conserve Water
Constructing a graph

Art
Favorite Places in Nature
Desert Landscapes
Sketches of Favorite Rock

Writing
My Favorite Place
A Place Full of Life
Importance of deserts
Third Grade #2 Assessment
Our Favorite Rocks Book
Postcard #6 (Stringbean)
Plant/Animal Report

Health/PE/Other
Pantomime favorite place
REFERENCES


NATIVE AMERICANS THEME STUDY

APPENDIX I
I. NATIVE AMERICAN THEME STUDY

Rationale: The purpose of this study is to help students understand that before the explorers, people were already living on the North American continent. They built homes and adapted to the land. Sometimes new circumstances changed their way of life.

Concepts:

Native Americans may have traveled across land bridges or water to reach North America.

Physical features of the land affect how people live.

People adapt their lives to their environment.

Circumstances can change the way people live.

Native Americans respect the land and living things.

Goals:

To investigate how people came to North America

To help students understand how Native Americans adapted to their environment and new circumstances

To explore the use of natural resources to meet basic needs

To appreciate the respect the Native Americans have for the land and living things as seen through their customs, beliefs, stories, and artifacts
CURRICULUM PLAN FOR NATIVE AMERICANS

PERCEIVING (gaining new facts, ideas, and impressions)

Independent Reading

Totem Pole Indians
Native American Atlas
Encyclopedia of Native American Tribes
The World of the American Indian
Indian Two Feet and His Horse
Buffalo
If You Lived With the Sioux Indians of the Plains
Inside a Tepee
Sitting Bull
Chief Joseph
Sacajawea
A Plains Indian Warrior
The Hopi Indians
The Navajo
Nannabah’s Friend
Story of Sacajawea
Corn Is Maize

Read Aloud

By the Shining Sea
Before Columbus
Totem Pole
Clamshell Boy
Brother Eagle, Sister Sky
Where the Buffaloes Begin
Over Waves of Grass
The Fire Bringer
Quillworker
Naya Nuki/Om-kas-toe
Gift of the Sacred Dog
Way To Start A Day
When Clay Sings
They Put On Masks
Arrow to the Sun
In Red Rock Country
Inside My Mother’s House
Hawk, I’m Your Brother
Ma’ii and Cousin Horned Toad
Turquoise Boy
Knots on a Counting Rope
Annie and the Old One
Before You Came This Way

Conversation/Discussion

What We Know
What We Want to Know
Ceremonies
The Desert Is Theirs

Presentation/Demonstration

Legends: Indian Paintbrush
Tales that Teach Lessons
Timelines
Comparison Charting

Video/Filmstrip/Slides

Indian Homes/Legends
Indians
Indians of NW/SW

Posters/Photos/Prints

Friend or Enemy
Native American Tribes
Inside a Tipi

Music

Navajo Happy Song
Land of the Silver Birch

Listening Tapes/Other

Legend of Indian Paintbrush
Girl Who Loved Wild Horses
IDEATING (responding to new facts, ideas, and impressions)

Oral

Something I had to do on my own
Something I learned by heart
Telling Stories
   How the...
   Why the...

Writing

The Story of Our Clan
My Special Role in...
Animal Friends
Following the Buffalo

Experimenting

Sunrises/Sunsets Photos
Natural Dyes/Weaving
Popping Corn

PRESENTING (sharing facts, ideas, and impressions)

Oral

Kwakiutl Clan Speechmaking
Choral: In My Mother’s House
How I Chose My Indian Name

Drama

Potlatch Ceremony
The Desert Is Theirs

Music

Indian Songs: New Verses
Found Instruments
Made Instruments
Save the Earth Song

Art

Saltbox Totems
Tipis
Buffalo Skins
Shields
Sand Paintings/Cinquains

Writing

Shields: A Time I Was Brave
Desert Cinquain/Sand Painting
Skin Symbol Story
Famous Indian/Tribe Report

Health/PE/Other

Stick Game/Race
Indian Games
REFERENCES


APPENDIX J

PEOPLE THEME STUDY
J. PEOPLE THEME STUDY

Rationale: The purpose of this study is to acquaint students with a variety of fictional and nonfictional characters who demonstrate how people face challenges, make choices, solve problems, adapt to new situations, or offer extraordinary contributions to others.

Concepts:

We can learn from studying people, past and present.
People adapt to the environment and life situations.
People have feelings, problems, hopes, and dreams.
People have diverse cultures, talents, and abilities.
People demonstrate courage, creativity and care for others.

Goals:

To introduce a variety of significant real and fictional characters who demonstrate adaptability to their environment and life situations.
To give students the opportunity to appreciate people through the struggles and successes, sadness, joy, and humor of literary characters.
To understand time and place through art and music.
## CURRICULUM PLAN FOR PEOPLE

### PERCEIVING  (gaining new facts, ideas, and impressions)

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IDEATING (responding to new facts, ideas, and impressions)

Oral

Literature Circles
Partners: Read/Discuss
Events for Paul and Pecos:
Could/Could Not Happen
Circle Storytelling: Making up a Tall Tale

Writing

I Would Not Choose:
To live in a log cabin
To go west in a wagon
Sound Learning Logs
Little House Literature Logs
Writing a Readers Theater

Experimenting

Make Hoecake/Butter
Venn Diagrams/Graphs of who would choose cabin/go west
Sound: speed/pitch/vibration

PRESENTING (sharing facts, ideas, and impressions)

Oral

Liquid Poems: Sound Words

Drama

Readers Theater: M. L. King or other important people
Pitch Changes and Characters
Sounds I Like to Hear

Music

Sing and Play Instruments
Pop Goes the Weasel, Yankee Doodle, Oh, Susanna, Buffalo Gals, She’ll Be Coming ‘Round the Mountain, Clementine, Pecos Bill, Home on the Range

Drawing/Constructing

Sketch/Stretch Understanding
Log Cabin/Covered Wagon Models
Design Your Own Invention
Class Overhead Profiles
National Symbols
Diagram of the Ear

Drama

George/Ben Debate: Eagle vs Turkey for National Symbol
Step Into the Story Game
Found/Made Instruments
Reacting to Sounds

Solving Problems

Oregon Trail Computer Program
Money/Budgeting
Fair Shares/Division
Making Instruments

Art

Quilts/Maps/Cabins/Wagons

Writing

Research: I Was Named For...
Who Was Born on My Birthday?
Create Famous Quotes
Two Ears Are Better Than One

Health/PE/Other

Virginia Reel
Square Dancing
Sound/Megaphone Relay
View an Orchestra Performance
View Fantasia
View Across the Great Divide
REFERENCES


OUR COMMUNITY THEME STUDY

APPENDIX K
K. OUR COMMUNITY THEME STUDY

Rationale: The purpose of this study is to provide students with the opportunity to learn about the history of their community in order to understand how the people who came before them lived, built homes, adapted to and changed the land.

Concepts:

Our community shows evidence of those who came before us. People changed and adapted to the environment. Communities have traditions upon which they were built. Cities need governing organizations.

Goals:

To meet a fictional Native American child who represents early community life
To relate the fictional Native American experiences to the life of the modern student
To understand the rich historical traditions of our community
To research and visit historical landmarks
To explore the process of city government and participate in a mock council meeting during a visit to City Hall
CURRICULUM PLAN FOR OUR COMMUNITY

PERCEIVING (gaining new facts, ideas, and impressions)

**Independent Reading**
- The History of Alta Loma
- Light Over the Mountain
- Class Scrapbook 1991-92
- Class Scrapbook 1992-93
- North American Atlas of the American Indian
- Encyclopedia of Native American Tribes
- Tovangar: A Gabrielino Word Book

**Read Aloud**
- Tomo: Communities
- Mexico, Our Southern Neighbor
- History of the Los Angeles Area
- The Cahuilla Indians
- The Serrano Indians
- Rancho Cucamonga: From Sagebrush to City Hall

**Conversation/Discussion**
- What We Know
- What We Want to Learn
- Our Community Resources

**Presentation/Discussion**
- Speakers: Invite Old Timers
- Speakers: Local Historian
- Historic Landmarks
- Archaeological Digs

**Video/Filmstrip/Slides**
- In and Around Our Town

**Posters/Photos/Prints**
- Sesquicentennial Calendar
- Newspaper Clippings
- City Maps

**Music**
- You Belong to My Heart (adapted words)
- De Colores
- Rock Rap

**Listening Tapes/Other**
- Sounds of Early California
IDEATING (responding to new facts, ideas, and impressions)

Oral

Interviews
Surveys: Why Did Your family move here?

Writing

Letters to City Hall
Physical Features of RC
Parallels: Tomo and Me

Experimenting

How to Make a Model of Our Community

Drawing/Constructing

Wickiups
Mural Scenes
Miniature Models of Community Poster/Travel Brochure

Drama

Don Tiburcio and the Rancho Cucamonga
Role Play: Newcomers Arrive

Solving Problems

How did streets and buildings their names?
Charting/Graphing Surveys

PRESENTING (responding to new facts, ideas, and impressions)

Oral

Why You Should Move to RC
If I Were an Archaeologist
Why Some Landmarks Still Stand

Drama

Don Tiburcio and the Rancho Cucamonga

Music

New Verses: You Belong My Heart
De Colores
Celito Lindo

Art

Serape/Tissue Flower
Class Scrapbook 1993–94
Chronological Murals
Landform Maps/Indian Village

Writing

Tomo and Me

Health/PE/Other

Cinco De Mayo Celebration
Field Trip: Rains House
Field Trip: City Hall
Celito Lindo Movement
Hat Dance

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REFERENCES


