

# Integrating Content through Literary Texts

## Q1 - 4th Grade

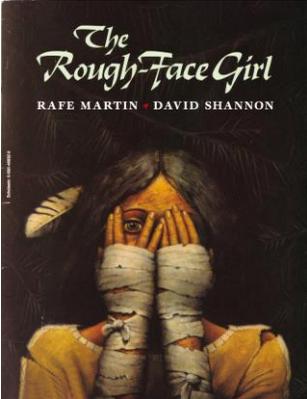
**Title:** The Rough-Face Girl

**Author:** Rafe Martin and David Shannon

**Synopsis:** In a village, by the shores of Lake Ontario, there lived an invisible being. All the young women wanted to marry him because he was rich, powerful, and supposedly very handsome. However, to marry the invisible being, the women had to prove to his sister they had seen him. None had been able to get past the sister's stern, all-knowing gaze.

**Author's Website:** [https://www.rafaemartin.com/bk\\_roughface.html](https://www.rafaemartin.com/bk_roughface.html)

**Video of the Book:** [https://www.youtube.com/watch?v=TuYQhBcyR\\_8](https://www.youtube.com/watch?v=TuYQhBcyR_8)



ELA	Math	Science	Social Studies
<p style="text-align: center;"><b>Literary Texts (4-RL)</b>  <b>The Arc of Story: Writing Realistic Fiction (4-W.2)</b></p>	<p style="text-align: center;"><b>Add, Subtract, Multiply, Word Problems (4.NSBT)</b></p>	<p style="text-align: center;"><b>Organisms and Their Environment (4L.5)</b></p>	<p style="text-align: center;"><b>Native Americans (4-1)</b></p>
<ul style="list-style-type: none"> <li>- Have you ever thought something about someone, but your perspective changed later? What changed your perspective? (ELA-character, background knowledge)</li> <li>- The Native Americans painted their wigwams to show animals and nature. If you had to paint your room to give homage to someone or something, how would you paint your room?</li> </ul>	<ul style="list-style-type: none"> <li>- “When the burning branches pop...” If there are 20 pops in 5 minutes, how many pops per minute occur? (use different methods)</li> <li>- If beads are worth “10 cents” and shells are worth “25 cents,” how many more cents are shells worth than beads?</li> <li>- If the Rough-Faced Girl has 4 beads and 2 shells, how many cents are her beads and shells</li> </ul>	<ul style="list-style-type: none"> <li>- What would have been the significance of the plants and animals painted on the wigwams?</li> <li>- What do we know about mammals?</li> <li>- “Flapped like ducks’ feet...”Moccasins compared to duck’s feet. This is a simile. What else are ducks’ feet like? What do ducks’ feet have in common?</li> </ul>	<ul style="list-style-type: none"> <li>- How did the Native Americans use animals’ skins and hides?</li> <li>- Would Native Americans have lived near Lake Ontario? Why or why not?</li> <li>- Describe Native American housing.</li> <li>- What does it mean to be nomadic?</li> <li>- What does it mean to be</li> </ul>

	worth?	<ul style="list-style-type: none"> <li>- Why have the ducks developed this adaptation with their feet?</li> </ul>	stationary? <ul style="list-style-type: none"> <li>- Explain similarities and differences between Nomadic and stationary Native American tribes.</li> <li>- On what was the Native American's economy based? (hunting/ fishing)</li> <li>- How is the matriarchal society evident/portrayed in this text?</li> <li>- "With a sharp piece of bone, she carved..." How is the Rough-Faced Girl using tools? What else could this tool have done for her? What else could she have used to make the carvings?</li> </ul>
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**Additional Connections:**

- Engineering project: How would you make shoes for yourself to help you \_\_\_\_\_ (run faster, not slip, be taller, pay attention in class)?  
[SoleHope](#)
- Future science references: thunder, clouds, water cycle (lake); geography; constellations; whispering (sound), shadows, heard breathing (sound intensity), seeing in darkness (why it's impossible); and why did the water make the moccasins soft?
- In what ways do you see the great beauty of the Earth?

- We see a picture of a rainbow. What are the colors? How can you see a rainbow in your classroom?
- What type of clouds do you see? What type of weather would each type of cloud bring?
- There is a waterfall. What part of the water cycle does the waterfall relate to?
- Can any constellations be seen in the sky?
- What would cause the invisible being to be seen?
- What is the runner of the sled made of?
- Compare and contrast the photo to constellations you have studied.
- Why/How did they hear footsteps coming along the path? How did the sound change as the footsteps got closer? (volume)
- The Native Americans make their canoes to float. Can you make a clay boat float? Can you then put objects inside? [Video](#)
- Character Education: How would you describe your heart? Is it a good kind heart, cold heart, or cruel heart?
- Although we are different, how can we be kind to one another? What assumptions do we make about people based on their appearance?
- Find Lake Ontario on a map.

## Q2 - 4th Grade

**Title:** The Moon's First Friends: One Giant Leap for Friendship

**Author:** Susanna Leonard Hill

**Synopsis:** From high up in the sky, the Moon has spent her whole life watching Earth and hoping for someone to visit. Dinosaurs roam, pyramids are built, and boats are made, but still no one comes to visit. Will friends ever visit her? One day a spaceship soars from Earth, so does her heart. This text includes bonus educational pages about the moon mission!

**Author's Website:** <https://susannahill.com/books/moons-first-friends-one-giant-leap-for-friendship/>

**Video of the Book:** <https://www.youtube.com/watch?v=LzcJiEB6w00>



ELA	Math	Science	Social Studies
<p><b>Literary Texts (4-RL)</b>  <b>The Arc of Story: Writing Realistic Fiction (4-W.2)</b></p>	<p><b>Factors, Prime and Composite, Perimeter, Area (4-ATO, 4-MDA)</b></p>	<p><b>Stars and the Solar System (4-E.3)</b></p>	<p><b>Early Explorers/Settlement of North America/Revolutionary War (4-1, 4-2)</b></p>
<ul style="list-style-type: none"> <li>- Persuasive Essay: You are the moon. You are trying to persuade the animals and people you meet to come live there. Write a persuasive essay trying to get the new colonists to move to the moon instead of where they settled on Earth.</li> <li>- Personal Essay: You are one of the astronauts going to the moon. Write an essay describing (a) your experience getting there, (b) what you do on the moon, and (c) what you</li> </ul>	<ul style="list-style-type: none"> <li>- What is a million? What factors make up one million? Is one million a prime or composite number? Why?</li> <li>- Perimeter and Area: There are three pyramids. If one side of the square base of pyramid A was 18 feet long. What would be the perimeter of that pyramid? Pyramid B's side measured 23 feet long. What is pyramid B's perimeter? Pyramid C has a side length of 29 feet long. What is pyramid</li> </ul>	<ul style="list-style-type: none"> <li>- Why is the moon so bright at night?</li> <li>- What would cause the moon to cast a silver light?</li> <li>- Where is the moon in relation to the Earth?</li> <li>- Why would the dinosaurs "feel lighter than air" if they went to the moon?</li> <li>- What constellation is shown? What is its name? Where is it</li> </ul>	<ul style="list-style-type: none"> <li>- What people was the moon talking about? Where did they settle?</li> <li>- How would these modes of transportation (e.g., boat, car) affect where the settlers stayed in North America? How would it affect their economic and social lives?</li> <li>- The flag the astronauts left on the moon had 50 stars with 7 red and 6 white stripes.</li> </ul>

<p>find on the moon.</p> <ul style="list-style-type: none"> <li>- Information Texts: Use non-fiction texts to research how to make a rocket. Make a model rocket using this information.</li> </ul>	<p>C's perimeter? Which pyramid has the shortest perimeter? Which pyramid has the longest perimeter?</p> <ul style="list-style-type: none"> <li>- Make your own pyramid using connecting blocks. Then draw a picture and label the perimeter of the pyramid. BONUS: What is the area of your pyramid?</li> </ul>	<p>located? Why is it important?</p> <ul style="list-style-type: none"> <li>- What is it called when the moon circles the Earth?</li> <li>- How many phases of the moon are there? Draw a diagram and label each phase.</li> <li>- What is an eclipse? How and why does it happen? Make connections to the 2018 eclipse. Create an eclipse box or model.</li> </ul>	<p>Compare and contrast this flag to the flag the early settlers (colonists) had.</p>
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**Additional Connections:**

- Personification: How is the moon being personified?
- Word Study: What is lumbering?
- What kind of habitat (biome) did these dinosaurs live in? (plants, weather, animals)
- How can we classify the dinosaurs? Put each dinosaur into classification categories.
- Idioms: What does it mean if someone is “under a watchful eye?”
- Math/SS/Science: History shows that the Earth was formed 4.54 billion years ago. Create a timeline showing the major events that caused the Earth to change ending with the current year. (e.g., dinosaurs, include the settlements of Native Americans to North America)

- How are the stars the moon saw like the fires that people conjured?
- Using a picture, measure the distance between the Earth and the moon.

## Q3 - 4th Grade

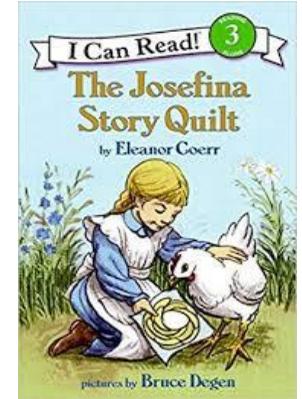
**Title:** The Josefina Story Quilt

**Author:** Eleanor Coerr

**Synopsis:** Josefina is Faith's pet hen, but she is too old to lay eggs and too tough to eat. So, as the family sets out for California, Pa thinks she isn't worth taking along in the covered wagon. Faith pleads for her friend, and Pa reluctantly relents. As they travel, Faith sews patches for a quilt that will tell the story of the trip. Josefina causes trouble, which is recorded in the quilt. However, she also ends up earning her keep.

**Author's Website:** <https://www.penguinrandomhouse.com/authors/5238/eleanor-coerr>

**Video of the Book:** <https://www.youtube.com/watch?v=NgRXVvqU28U>



ELA	Math	Science	Social Studies
<p><b>Informational Texts (4-RI)</b>  <b>Bringing History to Life: Informational and Opinion Writing (4-W.2, 4-W4, 4-W5, 4-W6)</b></p>	<p><b>Fractions (4.NSBT.6, 4.NSF.1, 4.NSF.2, 4.NSF.3, 4.NSF.4)</b></p>	<p><b>Weather and Climate (4.E.2.A, 4.E.2.B)</b></p>	<p><b>Early American Government/Westward Expansion (4.4.1, 4.5.1)</b></p>
<ul style="list-style-type: none"> <li>- Pretend that you are travelling to the West. How would you prepare for your trip? What would you take? Why would you take those things? How would you feel if you had to leave items behind? Write a journal entry describing this experience (using real dates, ideas)</li> <li>- Faith and Josefina are true friends. Give examples from</li> </ul>	<ul style="list-style-type: none"> <li>- In the story, Ma was baking bread for the family's journey to the West. If Ma baked 4 loaves of bread, what fraction of the loaves would each family member receive? If Ma decided to bake more and made 12 loaves of bread, what fraction would each person receive if they got 3 loaves each? Is there any left over?</li> <li>- Each loaf of bread needs 2</li> </ul>	<ul style="list-style-type: none"> <li>- What kind of weather would California have in May? What is the climate?</li> <li>- Why was it important for the travelers to watch the weather while travelling to the West? What kind of weather did they face? What hardships came with weather conditions?</li> <li>- What kind of clouds are in this picture? What kind of weather</li> </ul>	<ul style="list-style-type: none"> <li>- Why would the characters be moving west to California?</li> <li>- Why were wagons the choice of transportation for families moving to the West? What were the positives and negatives of the wagon?</li> <li>- Pretend that you are travelling West. How would you prepare for your trip? What would you take? Why would you take</li> </ul>

<p>the text that show their friendship.</p> <ul style="list-style-type: none"> <li>- Research a journal entry from this time period. Write a summary of the author's experience of Westward Expansion. Compare and contrast this journal to the earlier one you wrote.</li> </ul>	<p>eggs. What fraction of eggs does each loaf of bread need? (hint: eggs come in 1 dozen or 12 eggs)</p> <ul style="list-style-type: none"> <li>- Josefina and Adam decided to also make healthy trail mix for the trip. At the general store, they bought 16 ounces of sunflower seeds, 16 ounces of popcorn, 8 ounces of chocolate pieces, and 4 ounces of dried fruit. What fraction of each ingredient does each bag get? (can make this)</li> <li>- Gem mining using M &amp; Ms in cookies (e.g., chips ahoy cookies with M&amp;Ms). Each color represents a type of gem. Yellow equals gold, red equals ruby, green is emeralds, blue is sapphire. Each has a teacher-assigned value. Add up the values of each gem after mining. Then make a class graph and also figure out the fraction of the total each student mined.</li> </ul>	<p>do these types of clouds signal? (page 24)</p> <ul style="list-style-type: none"> <li>- On page 37, the author described the weather. What kind of weather did the author describe? When would the family see such weather on their journey?</li> </ul>	<p>those things? How would you feel if you had to leave items behind? Write a journal entry describing this experience (using real dates, ideas)</p> <ul style="list-style-type: none"> <li>- Why were quilts so important at this time? What kinds of stories did these quilts tell? What did the quilts help the family remember? Design a quilt that tells your story of your journey to the West.</li> <li>- What was special about California during Westward Expansion? Draw a poster to convince your family to move west to California. Show the reasons why on the poster.</li> <li>- Why did the wagons make a circle around the animals?</li> <li>- How did Westward Expansion affect the Native Americans? Page 49 shows Native Americans trading with the families. What would they trade? Why would they trade it?</li> <li>- What are some of the</li> </ul>
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			successes and hardships that many faced with Westward Expansion? Create an anchor chart showing these.
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**Additional Connection:**

- Onomatopoeia – pages 24 and 25

## Q4 - 4th Grade

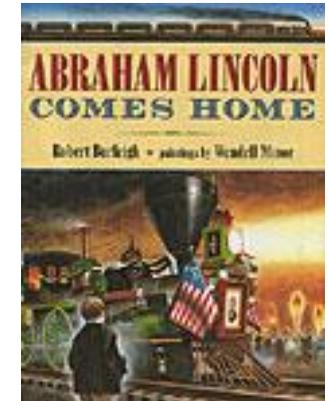
**Title:** Abraham Lincoln Comes Home

**Author:** Robert Burleigh

**Synopsis:** When Abraham Lincoln was assassinated in 1865, the country grieved for the courageous president who had guided them through the Civil War. Over the course of thirteen somber days, people paid homage as Lincoln's funeral train made its way from Washington, D.C., to Springfield, Illinois. In moving prose and stunning paintings, a young boy experiences the deep feelings evoked by the assassination and death of a major historical figure, during a time of great change in the country.

**Author's Website:** <http://robertburleigh.com/book.html#35>

**Video of the Book:** <https://www.youtube.com/watch?v=EOc2ZgfY92g>



ELA	Math	Science	Social Studies
<p><b>Literary Texts (4-RL)</b>  <b>The Literary Essay: Writing about Fiction (4-W.1, 4-W.4, 4-W.6)</b></p>	<p><b>Measurement, Data, and Geometry (4.NSF.5, 4.NSF.6, 4.NSF.7, 4.G.1, 4.G.2, 4.G.3, 4.MDA.2, 4.MDA.4, 4.MDA.5, 4.MDA.6, 4.MDA.7)</b></p>	<p><b>Forms of Energy: Light and Sound (4.P.4.A, 4.P.4.B)</b></p>	<p><b>Civil War/Reconstruction (4.6)</b></p>
<ul style="list-style-type: none"> <li>- Why was Luke's father crying while waiting for the Lincoln train? What was he feeling? Write a letter describing the scene to someone who could not make the trip.</li> <li>- Why would people travel and wait to see the Abraham Lincoln train? Write a summary to explain why.</li> </ul>	<ul style="list-style-type: none"> <li>- Which measurement tool and measurement unit would you use to measure the height of the lantern shadows? Measure the height of three shadows. Which is the tallest and shortest? What is the difference?</li> <li>- There were several groups of people waiting for the Abraham</li> </ul>	<ul style="list-style-type: none"> <li>- The lantern is a source of light. How does the lantern give off light? Is it a natural source or a manmade source of light?</li> <li>- What makes a shadow? Why would the lantern's shadow change as it bounced up and down?</li> <li>- What time of day does this</li> </ul>	<ul style="list-style-type: none"> <li>- What is the significance of the train during this time period? How did it affect the Civil War?</li> <li>- What was the name of the railroad that started the Westward Expansion Movement? How did it affect the North, as compared to the South?</li> </ul>

	<p>Lincoln train. Each group had torches. Based on the data, create a bar graph. Group 1: 10 torches, Group 2: 12 torches, Group 3: 6 torches, Group 4: 15 torches, Group 5: 3 torches</p> <ul style="list-style-type: none"> <li>- The Lincoln train had 7 cars in all. Each car measures 7 feet in length. How many feet long is the entire train?</li> </ul>	<p>story start in? What evidence in this story helps you know the time of day?</p> <ul style="list-style-type: none"> <li>- What direction would the sun's light come from?</li> <li>- Describe a soft voice using tone, pitch, and volume. What would the waves look like?</li> <li>- Describe the train whistle's sound using pitch and volume. Draw a picture of the waves.</li> <li>- What is it called where the land ends and the sky begins?</li> <li>- What is rhythm?</li> <li>- Are the torch fires manmade or a natural source of light?</li> <li>- Compare and contrast the sounds of the tolling bells and the trains.</li> <li>- What does it mean when a sound "shatters the silence?"</li> <li>- The light started coming up</li> </ul>	<ul style="list-style-type: none"> <li>- Who was Abraham Lincoln? Why was he important? What did he do for the United States? Why was he important to the Civil War?</li> <li>- How did Abraham Lincoln die?</li> </ul>
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		from the horizon. What was this light coming from? Why does it start at the horizon?	
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**Additional Connection:**

- Simile: Torches are like giant fireflies. Is this a simile or metaphor? Why? How are they alike?