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Utilization of the American Book Company Social Studies Text as a Reinforcement Tool for Teaching Fourth Grade Reading Comprehension, Context Clue and Study Skills

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UTILIZATION OF THE AMERICAN BOOK COMPANY
SOCIAL STUDIES TEXT AS A REINFORCEMENT TOOL FOR
TEACHING FOURTH GRADE READING COMPREHENSION, CONTEXT CLUE AND STUDY SKILLS

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Mary Joann Stuckrath
November, 1981
A series of 50 lessons were developed to transfer the reading skills of comprehension, context clues and study skills to their use in gaining information from the social studies textbook. The lessons were developed to be used in conjunction with the fourth grade social studies textbook, Environments, American Book Company. The lessons include objectives for each skill, the strategy to be developed and extra enrichment materials required for the implementation of the skill. The purpose of the strategies focused on the student's ability to transfer the reading skills to the social studies textbook and to improve their ability to read and gain information from the social studies text.
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Chapter 1

BACKGROUND OF THE STUDY

The purpose of social studies texts is to teach students to become knowledgeable in the area, to develop learning skills related to this area, and to improve reading skills. Teachers who stress mainly content miss the opportunity to reinforce reading skills previously taught in the reading curriculum. Herber (1978) has concluded:

"It was left to students to transfer what they learned in the reading class to what they need to learn in the content area classes." (p. 1). Durkin (1978) found that "Teachers did not see the social studies period as a time to improve children's comprehension abilities, but instead were concerned about covering content and having children master facts." (p. 7).

As students advance through the school systems, they are expected to be responsible for using reading materials in the content areas. They need to further improve those skills which enable them to read expositive reading materials. Cassidy (1978) stated,

Student success in social studies is solidly based on the ability to read to obtain information. Despite this time is rarely devoted to the actual teaching of reading within the block of time allocated for social studies. (p. 62).

Authorities such as Herber (1978), Robinson (1979), and Lamberg (1980), have developed strategies to be used in the reinforcement of comprehension, context clues and study skill areas. Teachers who have not presented strategies for utilizing content materials create problems for students who need
to fully benefit from content area texts, strategies that enhance their comprehension, use of context clues and study skills.

Instruction in skills such as defining the problem; understanding key words; interpreting pictures, graphs, and legends; reading maps; and drawing conclusions has been found to improve students' reading of social studies materials. (Estes, 1972, p. 183).

Statement of the Problem

Social studies demand that students read in order to obtain information. To comprehend the material in the texts it is necessary to use a variety of reading skills and strategies. Social studies texts generally have not been recognized as a means to utilize reading skills and reinforce them in the areas of comprehension, use of context clues, and study skills. Turner stated,

Many children cannot read with comprehension any textbook which could be selected to deal with the social studies curriculum. The children's reading problem sets off a chain reaction of frustration, dislike for social studies, and negative learning. (p. 39).

Therefore, there was a need to develop specific lessons that would help students improve their ability to read social studies materials and thus make a transition from learning to read to the application of skills taught in reading.

Purpose of the Study

The purpose of the project was to develop 50 social studies lessons that apply and reinforce the reading comprehension, context clues and study skills as identified by the Tumwater School District for the fourth grade level student learning objectives in reading and to improve the ability of students to read successfully the social studies text.
Definition of Terms

The following definitions were used for the purpose of this study.

Comprehension

The cognitive and linguistic process of deriving or gaining meaning from text. (Lamberg and Lamp, 1980, p. 4).

Levels of Comprehension

Literal - understanding or recall of factual details.
Interpretation - utilization of inferential skills.
Application - the formulation of generalizations and the extension of the meaning of concepts beyond the immediate context. (Instrum and Taylor, 1978, p. 50).

Content

The substance of an information source and/or curriculum. (Herber, 1978, p. 15).

Context Clues

The features of text identified through context analysis that aid the reader in making a guess as to the meaning or function of an unknown word. (Lamberg and Lamp, 1980, p. 402).

Study Skills

The procedures, strategies or techniques used by students to consciously direct their academic performances. (Lamberg and Lamp, 1980, p. 407).

Limitations of the Study

The limitations for this project were:

1) The lessons were developed to apply and reinforce the comprehension, context clues and study skill objectives as identified by the Tumwater School District.
2) The social studies text used for the project was the American book Company's textbook, Environments.

3) The project was developed for the fourth grades in the Tumwater School District.

**Summary of the Following Chapters**

Chapter two reviews literature related to the project. Chapter three describes the procedures used to develop the project. Chapter four includes a sample of the lesson plans that reinforce comprehension, context clues and study skill reading objectives. Chapter five summarizes the project and includes conclusions drawn by the writer as the result of the study.
Chapter 2

REVIEW OF LITERATURE

Introduction

Herber (1978), Robinson (1978), Lamp (1980) agreed that reading skills such as comprehension, the use of context clues and study skills need to be incorporated into the teaching of content area materials. A number of strategies for teaching comprehension, context clues and study skills in content materials were found in the review of literature.

This chapter presents a review of related literature in three areas: the need for the utilization of social studies texts in the reinforcement and application of reading comprehension, context clues and study skills; the use of social studies in teaching reading skills and its effect; and strategies that authorities suggested or implemented in the reinforcement and application of comprehension, context clues and study skills.

The Need For The Implementation of Social Studies Materials in the Teaching of Reading Skills

Investigators have indicated that content area reading skills should be taught at the elementary level.

Emphasis should begin at the fourth grade level. At this grade level Diem (1980) noted that reading and content area standardized test scores begin to decline at the fourth grade level. He implies that the drop in scores occurred due to the fact that reading becomes a functional process rather than a developmental one. This premise is further reinforced by Durkin (1978). The study concentrated on the fourth grade level because it was believed a transition was made from learning to
read to reading to learn at this time. Rupley (1975) agrees with Durkin, "Authorities have agreed that teaching reading in the content area is too important to be deferred until a student is in the secondary grades." (p. 804).

Time seldom is allotted for teaching reading skills when content area materials are being presented. This fact was established with a study done by Durkin (1978). Durkin's (1978) study of reading comprehension instruction stated that,

All the observed teachers saw the social studies period as a time to cover content - as a time to have children "master the facts." Nothing that was observed indicated that distinctions were made between important facts and trivia. If it was in the book, it was important.

Concurrently, no teacher saw the social studies period as a time to help with reading. Children who could not read the textbook were expected to learn the content from round robin reading of the text by better readers, and from films and filmstrips. (p. 26).

McAllister (1981), Potter (1978), and Herber (1978) concurred that social studies is an area where content skills and reading skills could be taught simultaneously to the benefit of the student. McAllister (1981) found that students who have been exposed to more than one approach in the teaching of reading have achieved better than average gains in the acquisition of reading skills as measured by standardized reading tests. Potter (1978) makes the statement that integration of reading instruction and social studies instruction produced better reading and learning in content areas. When integrating reading instruction with content instruction Herber emphasized,

There is no need to design a special curriculum in order to include reading instruction. Materials with sufficient information to convey the concepts that comprise the curriculum can serve as the vehicle for instruction in both the concepts and the related reading skills. (p. 4).
Skills developed and used for reading content area materials should extend the skills previously taught in the "reading class." Diem (1980) stated that in order to master the social studies content it was vital that the students read and comprehend the materials. Skills found useful within social studies (e.g., analysis synthesis, critical thinking) are identical to reading skills. Rupley (1975) stated,

Reading instruction must be viewed as a total process, and the teaching of a reading skill must provide opportunities for application of the skill. If this viewpoint is accepted by teachers, then teaching reading in the content area is not reading to learn, but is an extension of reading instruction. (p. 802).

The study of the literature indicated that when comprehension, use of context clues and study skills were practiced in a social studies lesson the learning of these skills was strengthened. Estes (1972) concluded,

There are three basic reading skills necessary for social studies achievement: 1) vocabulary knowledge; 2) comprehension of both a literal and critical nature; and 3) study skills such as map reading, use of references, use of indexes and table of contents, use of dictionary, and reading graphs, charts and tables. (p. 180).

Estes (1972) cited research by Robinson and Perry which revealed that fourth grade students as well as college students were unable to employ reading skills of identifying the main idea, making comparisons of ideas gleaned from different sources, using a table of contents and indices and retention and location of detail. These are skills which are necessary for the reading and understanding of content materials. (Estes, 1972).

Assessment tests administered at the local, state and national levels have shown that the teaching of reading skills needs to be
incorporated within content area courses as students are lacking reading
skills in this area. Lanberg and Lamp (1980) stated,

Results of the national assessments and other assessments conducted by states, school districts, and colleges and universities strongly indicated that many students are not making desirable overall progress in reading that many more have not achieved mastery in skills believed important to reading and study in content area courses. (p. 12).

Research on the Effects of Utilizing Social Studies To Teach Reading Skills

The research has shown that the inclusion of the teaching of reading skills in the content areas does have an influence on the success students may achieve.

Five control groups and five experimental groups were used in Schiller's study of the effects of teaching study skills on social studies achievement. The study skills taught in the study were the selection of references, use of indices, map interpretation, dictionary usage and the reading of graphs, charts and tables. The experimental groups used these skills during the process of acquiring information while the control group proceeded with the same content but with no instruction in study skills. At the end of the study significant gains were made by the experimental group on the Iowa Every Pupil Test of Basic Skills and two tests of social studies achievement. (Estes, 1972).

Estes (1972) found that Herber and Zepp reached similar conclusions in their studies. In both studies basic reading skills such as word meaning skills, location of information skills, use of reference and non-reference books, and comprehension skills were integrated with the teaching of social studies content. Both Herber and Zepp found that greater gains were made when basic reading skills were taught using the social studies text.
Witts investigated the effects of teaching outlining skills and drawing conclusion skills on social studies achievement. He used two matched groups of 29 students. Each group received instruction for one semester by the usual procedure. During the next semester instruction in outlining and drawing conclusions was implemented. At the end of each semester both groups took the Sequential Test of Educational Progress: Social Studies, the Iowa Silent Reading Test and a teacher constructed concept test. It was found that "Greater gains were made on all measures during the second semester as compared to the first." (Estes, 1972, pp. 181-182).

Estes (1972) cited Fridian and Rosanna's study involving the integration of reading rate and comprehension instruction with the social studies content, implying positive results occurred in the students growth. Over the course of the summer the study presented 24 reading selections to students in a college history course. The students were times on the readings with comprehension checks at the end of the time limit. The reported average gain in rate was 194 percent and a 23 percent growth in comprehension.

Bromwell was cited by Estes (1972) as finding that significant gains were made when a student received instruction which integrated reading and social studies. The study involved two groups of 24 ninth graders. Each group received instruction in social studies content for 28 weeks. The experimental group received training for two hours a week in reading social studies content material. The specific reading skills taught were not listed. The study also did not determine whether greater gains were made in social studies knowledge or reading skills.
Strategies For Utilizing the Social Studies Textbooks in the Teaching of Reading

Authorities have developed a wide variety of strategies for the implementation and application of reading skills such as comprehension, use of context clues and study skills by utilizing the social studies text.

The following is a presentation of strategies that have been suggested by the investigators. The strategies were divided into three sections: 1) study skills; 2) context clues; and 3) comprehension.

For students to efficiently find information in a text they need to know how to use the glossary, index and table of contents. West (1974) developed a variety of strategies for teaching the skills of locating information. One such strategy was a questioning technique which could be presented either orally or on a written handout. West (1974) recommended questions such as the following:

"Find an illustration of the human brain and give the name of the part of the brain which controls balance and posture." (p. 47).

"On what page does the short story 'The Lottery,' begin?" (p. 49).

"Two of us are the same length. What chapters are we?" (p. 50).

West (1974) also suggested a crossword puzzle which uses words found in one of the parts of the text.

Potter (1978) suggested a textbook inventory be used to help students become familiar with the text. The inventory consisted of a series of questions that required students to utilize the various parts of the text in order to find the answers.

To help students reinforce the alphabetizing skills and at the same time become familiar with the organization of encyclopedias, Cassidy (1978) presented a game in which these skills were used. The
game required students to match word cards with the spine of the encyclopedia volume in which they would find the word located. The game was developed for use with up to four students at one time and was designed to be self checking.

Graphic material is another area in which students need to apply study skills. Students often ignore these aids treating them as a space filler rather than a useful tool. (Herber, 1978).

Herber (1978) recommended that at the start of the school year the teacher guide the students through the textbook referring to the various types of graphic aids. Throughout the year the teacher should continually point out or draw from the students how graphic aids add to the information gained from the reading of the text.

Cassidy (1978) suggested reinforcing map skills by using a game that utilizes a map of the school. In order for students to advance on the gameboard they were required to answer questions that pertained to the school map. The answers to the questions were located on the back of the playing cards so that the game could be self checking.

Robinson (1978) also stated that students need to contend with organizational patterns in written material such as the enumeration pattern of a reading selection. In order for this to be accomplished he suggested that students complete the following three steps: 1) recognize the topic; 2) recognize subtopics; and 3) organize the details related to the subtopics. By completing these three steps a complete outline could be formulated.

Spache’s (1973) recommended program for student training in outlining included the following steps:
1. Group words under an appropriate given heading. Later practice the same with children supplying the heading.
2. Group words under two headings.
3. Detect irrelevant words in a given classification.
4. Classify sentences under a given heading.
5. Group words under three headings.
6. Arrange series of sentences as they appear in the reading material.
7. Arrange subtitles as in given material.
8. Arrange events in chronological order.
9. Select sentences that tell about the main idea.
11. Group such statements under one, two, or later, three headings.
12. Find subtopics in a paragraph.
14. Select main points to complete a skeleton outline of given details.
15. Add main ideas and one or more subheading to given skeleton outline.
16. Select main ideas for an outline.
17. Select main ideas and subheading for an outline.
18. Outline more than one paragraph.
19. Organize notes from several sources under main ideas, subheadings, and details. (p. 422).

Knowledge and training in the use of context clues help a reader recognize the different types of clues and aids in detecting the meaning of unfamiliar words. Spache (1975) listed a variety of types of context clues that should be introduced to children. Among the types of clues listed were: 1) typographical; 2) definition; 3) summary; and 4) pictorial illustrations.

Spache (1975) and Robinson (1978) both stated that emphasis should be placed on helping students utilize the sense of a sentence or surrounding sentences to aid in the identification of the meaning of an unknown word, rather than the memorization of types of clues and technical terms associated with those clues.

A strategy suggested by Spache (1975) to help students develop their ability in the use of context clues was to develop cloze
exercises utilizing each type of clue. The students supplied the missing words and then discussed the reasons for the answers given. During the discussion it was not necessary to use the formal names of the types of clues.

Herber (1978) has divided comprehension skills into "the levels of comprehension construct" (p. 69). These levels are: 1) literal; 2) interpretive; and 3) applied. Through the use of these levels Herber stated, "As a reading process, it can be taught functionally within any content area allowing the attainment of the delicate instructional balance between content and process." (p. 69).

When following Herber's construct several assumptions are made: 1) the teacher has established the overall concept to be learned from the material; 2) the teacher has reviewed with students the previously covered material to set the context and purpose for the study of the new material; and 3) the teacher has covered the essential vocabulary needed for the reading. After these assumptions have been met the students are presented with the reading and a handout of statements related to the reading. The statements are written for each level of comprehension and divided into the three levels. The students are instructed to mark the statements they think relate to the reading selection. The directions and statements may vary depending upon the teacher and the purpose for the reading assignment.

West (1974) suggested several activities to help students develop comprehension at the literal, interpretive and applied levels. Activities for the students included selection of the main idea of paragraphs and significant detail, putting statements into the proper sequence, and listing the effects which relate to the causes that had already been listed.
Larrberg and Lamp (1980) developed a checklist for comprehension that included the literal, interpretive and applied levels. The chart listed the different levels of comprehension along with question words and common tasks that teachers could use as a guide for developing instructional materials.

To aid in comprehension development, Pendle (1979) developed a syllabus that adapted ten comprehension strategies to help students read a social studies book more effectively. The syllabus applied the ten comprehension strategies as identified in Strategies For Reading (Allyn and Bacon Inc., 1978) to the Follett Company, 1977 text Exploring Our World -- The Americas. The syllabus was designed to help students learn to use signals to understand how ideas are organized into paragraphs.

It can be concluded that there is a need for the reading skills such as comprehension, use of context clues and study skills to be reinforced and applied to the content area materials. Strategies on how to implement these skills are plentiful. However, when reviewing the literature related to strategies no evidence was presented to support the fact that they would be successful.
Chapter 3

PROCEDURES OF THE STUDY

The need for a project which helps students transfer reading skills to the social studies became apparent when students demonstrated difficulty in understanding the social studies text. It was decided that specific lessons in instruction on how to apply comprehension, use of context clues and study skills to the social studies text should be developed.

In the development of the social studies lessons for the fourth grade level the following procedures were used:

The first step was to read various sources of information that provided material dealing with teaching reading in the content areas.

The next steps in the development of the project was to obtain the fourth grade reading and social studies objectives that had been identified by the Tumwater School District. (See Appendices A and B).

Then the reading objectives from the Tumwater School District that could be reinforced and applied to the fourth grade social studies materials were identified.

The school district's adopted fourth grade reading objectives do not include specific objectives that deal with the interpretation and application levels of comprehension or the skills involved in locating information in a text. Therefore these objectives were developed specifically for the project. They were sequenced as follows:
Comprehension

Literal - Follow Directions
Sentence Completion
Sequence Events
Detail and Specific Information
Main Idea
Pictures
Titles
Key Words
Key Sentences

Interpretive -
Speculation On What Happened Between Events
Drawing Inference and Conclusions
Anticipate Outcome
Determining Cause and Effect
Seeing Relationships
Among Ideas
Among Events

Applied - Comparing Works of Similar Nature
Generalizing

Study Skills
Locating Information - Alphabetizing
Table of Contents, Index and Glossary
Maps
Legend, Symbols
Direction
Types
Graphs

Organizing Information - Outlining

Summarizing

Context Clues

Types - Typographical

Picture

Definition

Summary

Following this specific lessons to meet the reading objectives using information in the social studies text were developed. The lessons were marked with a p. in the top righthand corner to identify the page or pages in the text required for the lesson.

The project consisted of 50 lesson plans which utilize the fourth grade reading comprehension, context clues and study skills student learning objectives as identified in the Tumwater School District in helping students develop their ability to read and understand the social studies text.
Chapter 4

THE PROJECT

Lesson Plans For The Utilization of the Social Studies Text as a Reinforcement Tool For Teaching Fourth Grade Comprehension, Context Clue and Study Skills

A series of lessons were developed to help students apply the reading skills of comprehension, use of context clues and study skills to the social studies textbook. The lessons were developed to be used with the American Book Company's fourth grade social studies text, Environments.

Sample lessons of the project are presented on the following pages.
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Comprehension - Follow Directions

Objective: The students will reinforce their ability to follow directions as well as reinforce their ability to use the directions N, S, E, W, NW, NE, SW, and SE by making a map utilizing the directions given.

Materials: Handout, pencil

Strategy: The following directions will be written on the chalkboard for the student to follow in the making of his/her map. The map will be drawn on the handout.

1. In the center of your sheet of paper draw a barn.
2. To the SW of the barn draw a chicken.
3. Directly N of the barn draw a farm house.
4. To the SE of the barn draw a pig pen with the pig in it.
5. In the NW draw in a horse and it's corral.
6. To the S of the chicken draw a chicken house.
7. To the S of the barn draw the cow eating some green grass.
8. On the W side of your paper write the name of your farm.
9. Put your name in the NE corner of your paper and hand it in.
Following the directions written on the board, draw the map of the farm.
Comprehension - Sentence Completion (Cloze)

Objective: The students will use their skills in sentence completion.

Materials: Social studies textbook, pencil, handout

Strategy: The students will be given the following handout and instructed to complete the sentences using the words from the word bank. After the students have finished the handout they may check their accuracy by reading the selection on p. 9. Discuss with the students how they went about choosing the words they used to fill in the blanks.
As they drive along the New Jersey Turnpike, they pass through some good farmland. Aunt Ann and Uncle Howard the south end of New Jersey Turnpike. There they on a bridge that over a large river. is the name of river? This river separates New Jersey and Delaware. Delaware, Aunt Ann and Uncle Howard on Route 95. Route 95 an interstate highway. It part of the Interstate 95 which goes from Florida the Southeast to Maine the Northeast. That is 3200 kilometers!

WORD BANK

in the is is
almost what In system
crosses are reach this
crosses get in
Comprehension - Sequence Events

Objective: The students will reinforce their ability to use sequencing skills.

Materials: Social studies textbook, worksheet, paper, scissors

Strategy: The student will be instructed to read pp. 188 through 190. He/she will then cut apart the events listed on the worksheet and put them in the order that they occur. When the activity has been completed the results may be discussed as a class.
Cut the events listed below apart and put them in the order they occur on pp. 188 through 190. When you have them placed in the correct order, glue them to a separate sheet of paper.

The machines are digging a huge hole.

The rest of Butte is built on the hill.

Butte grew into a rich city because of the mine.

About half the city's people would not have money from jobs if the company would stop mining.

In 1882 a man named Marcus Daly found some copper.

People are afraid that in a few years the city will be gone.

In 1973, the city's largest park was gobbled up by the copper mine.
Comprehension - Detail and Specific Information

Objective: The students will practice the use of locating details and specific information.

Materials: Worksheet, social studies text, pencil

Strategy: Instruct the students to read pp. 156-158. The students will complete the worksheet using the information found on pp. 156-158.
Using the information found on pp. 156-158, read the following statements carefully. Check the statements that say what the author says. Some statements use the same words. Others use similar words.

1. There are many types of schools.
2. Children learn many things from their parents.
3. Schools teach about the new ways of life.
4. Today, school is an important part of most children's lives.
5. Children cannot learn from aunts, uncles or grandparents.
6. There are schools where people can learn to dance, play the piano, and learn about jobs.
7. Children did not need to learn about the new ways of life.
Comprehension - Main Idea
Pictures

Objective: The students will utilize their skills in deriving the main idea using pictures.

Materials: Worksheet, social studies text, pencil

Strategy: The students will be given a sheet with a list of main ideas. They will be instructed to match those main ideas with the pictures on pp. 94 through 99. Discuss as a class what pictures they matched with the main ideas. Be sure to have the students give a reason for their match.
Write the page number of the picture that matches the statement below.

Women are working to prepare food.____________________

The Indian is hunting buffalo.________________________

Many different types of people eat different types of food.____________________

People are working hard to farm their crops.___________
Comprehension - Main Idea

Titles

Objective: The students will use their ability to determine the main idea through the use of the titling.

Materials: Worksheet, pencil, social studies book

Strategy: The students will be given a worksheet and instructed to select the best title for the selection. When this has been completed discuss as a class some of the students' selections and the reason for those selections. Help the students discover that the title that best fits the selection also sums up that selection in one phrase and is the main idea. After this activity have the students read p. 75 and see if they were correct in their answer.
Read the following selection and select the title that best sums up the selection.

What happens to the ground after a rainstorm? Have you ever watched little streams of water form and then disappear? Or perhaps you have seen mud puddles form and then they too disappear.

When you see such things, you are seeing nature at work. The power of water is changing the earth. Of course the change does not seem very great. But if you could watch a thousand years of rainstorms, you would see huge changes.

The powers of wind and water work slowly. They do not have the great power of glaciers. There is not a sudden burst of change as with a volcano or an earthquake. Wind and water slowly wear away rocks and soil. This is the power of erosion.

a. Water and Wind
b. Thousands of years of Rainstorms
c. The Work of Wind and Water
d. A Sudden Burst of Change
Comprehension - Main Idea

Key Words

Objective: The student will develop the ability to select key words that help in the determination of the main idea.

Materials: Worksheet, pencil, chalkboard, chalk

Strategy: The students will be given a handout and instructed to read the selection on the handout and underline the key word in each sentence. After the students have done this, the key words chosen will be discussed and the majority of them listed on the chalkboard. The class will then work in groups of three or four and develop a sentence that states the main idea of the selection using some of the listed words. These main ideas will be shared with the class.

The selection used is from p. 182.
Read the following selection and underline the key word in each sentence.

Green plants use water and other things from the soil. They also use carbon dioxide, a gas in the air. And they use the sun's rays. Taken all together, plants use these things to make food.

Green plants are important in another way. They take in carbon dioxide. Then they give off oxygen. People and animals need oxygen to breathe.

Use this section of your paper to write down the main idea that your group develops.
Comprehension - Main Idea
Key Sentences

Objective: The students will develop the ability to use key sentences in order to determine the main idea.

Materials: Worksheet, pencil

Strategy: Review with the students the meaning of key sentence. The students will read the selection that is on their handout and underline the one sentence in the paragraph that they feel is the key sentence. Discuss with the students the various sentences selected and why the students chose them as their key sentences. List the sentences chosen on the chalkboard. Have the students select the one they feel best states what the paragraph is about.

The selection on the handout is from p. 129.
Read the following paragraph and underline the sentence you feel is the key sentence.

The tools used by early people were made of natural resources. These are what the earth has that can be used. Bows and arrows were made from different natural resources. Wood was used to make the bow. Stone was used for the arrowhead. Sometimes feathers were used for the arrow.
Comprehension - Speculation On What Happened Between Events

Objective: The students will speculate on what happened between the events prior to the creation of the Dust Bowl.

Materials: Social studies textbook, paper, pencil

Strategy: Place the students in groups. Instruct the groups to read pp. 100-101 and the two paragraphs on the handout. Below the paragraphs have the students list the things they think the farmers did between the drought and the dust storms.

Discuss with the entire class the speculations made. Have the students justify their answers.
Read the following paragraphs and list the events that could have happened between the drought and the dust storms.

In the 1930s, things began to go wrong. Farmers were wearing out the soil. The crops weren't so good. Then came a long dry spell—a drought. The sun baked the earth dry. Winds came and blew away the top soil.

Soon, great clouds of dust swept across America's farmlands. People called this part of America the Dust Bowl. The dust was once the soil.
Comprehension - Drawing Conclusions

Objective: The students will improve their ability in drawing inferences and conclusions.

Materials: Worksheet, social studies text, pencil

Strategy: The students will read pp. 231-232. Using the information from these pages the students will complete the worksheet.
Read pages 231-232. Check the following statement or statements that relate to the information presented.

___ 1. People use for many different things.
___ 2. Energy makes many things possible.
___ 3. Americans use very little energy.
___ 4. If people did not want so many things energy would be conserved.
Comprehension - Anticipate Outcome

Objective: The students will practice the skill of anticipating outcomes.

Materials: Social studies text, paper, pencil

Strategy: The students will read page 216. Instruct the students to list things that could happen in the future to the ocean. As a class discuss the predictions listing them on the chalkboard. After several predictions have been listed have the class note if any of the predictions are similar and if the predictions could be categorized. If so categorize them or list the similar predictions together.

Note the students should use the information presented on page 216 to justify their predictions.
Comprehension - Cause and Effect

Objective: The students will practice the skill of determining cause and effect.

Materials: Social studies text, worksheet, pencil

Strategy: The class will orally review cause and effect. The students will be given the worksheet with the instructions to review the material presented on pp. 45 to 49 and use that information to complete the worksheet. The teacher may wish to use this as a group activity or as an individual one.
Complete the following worksheet using the information found on pp. 45-49.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low temperature</td>
<td></td>
</tr>
<tr>
<td>Polar Climate</td>
<td></td>
</tr>
<tr>
<td>Permafrost</td>
<td></td>
</tr>
<tr>
<td>Snow piling up for thousands of years</td>
<td></td>
</tr>
<tr>
<td>Continental Climate</td>
<td>There is a great change from the winter to the summer.</td>
</tr>
<tr>
<td>Cause</td>
<td>Effect</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Various types of vegetation</td>
<td></td>
</tr>
<tr>
<td>Humid and Mild Climate</td>
<td>Tall, thick forests</td>
</tr>
<tr>
<td>Low temperatures in the mountains during the winter.</td>
<td>A desert</td>
</tr>
<tr>
<td>Dry Climate</td>
<td>Plants have a special way to store water.</td>
</tr>
</tbody>
</table>
| Very little rainfall - not enough water for everyone. | Irrigation
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The air is damp and rainy.</td>
<td>Almost no people live in the tropical rainforest.</td>
</tr>
<tr>
<td>Hot and Humid Climate</td>
<td></td>
</tr>
</tbody>
</table>
Comprehension - Seeing Relationships Among Ideas

Objective: The students will improve their skill in finding relationships among ideas.

Materials: Social studies text, handout, pencil

Strategy: The students will reread the information presented on pp. 216-223. Using the information from those pages have the students complete the handout. The teacher may wish for the students to work in groups.
Check the statements that present the ideas that people have to work together in order to resolve the problems with environment. Be ready to defend your answers. Use the information on pp. 216-223.

___1. Common heritage will help countries protect the coastlines.

___2. People need to protect the ocean in order to enjoy it.

___3. Cities do not care about destroying the ocean.

___4. People do take care of natural resources.

___5. People cannot agree on how to protect the ocean.

___6. The United Nations has formed the Law of the Sea Conferences.
Comprehension - Seeing Relationships Among Events

Objective: The students will identify relationships among events.

Materials: Handout, social studies text, pencil

Strategy: The students will be placed into groups of threes or fours. Each group will be given a handout and instructed to complete it by using the information on pp. 220-221. Discuss the findings upon completion of the handout.
Check the items that represent the relationships among the events that occur on pp. 220-221. Be prepared to support your choices.

1. Pollution led to unhealthy conditions in the ocean.
2. The vote in 1972 made it impossible to enjoy the ocean beaches.
3. A natural environment will lead to a lack of oil for gasoline.
4. Unhealthy conditions in the ocean led people to support a plan for saving the coast.
Comprehension - Comparing Works of Similar Nature

Objective: The students will compare similar materials.

Materials: Social studies text, science text, paper, pencil

 Strategy: Instruct the students to read pp. 90-93 in the social studies book and p. 205 in the science book. The students will then list ways in which the descriptions of an environment are the same. As a class discuss the findings.

Then have the class compare the selections looking for differences in the descriptions. Discuss the differences the students found. Also discuss with the students why there would be discrepancies in the information presented in the two texts. List the reasoning on the board.
Comprehension - Generalization

Objective: The students will make generalizations utilizing the material in the text and their background experiences.

Materials: Social studies text, worksheet, pencil

Strategy: The students will use the information presented on pp. 240-243 to help them complete the worksheet. The teacher may want the students to work in groups.
Read the following statements. Using ideas from the reading selection on pp. 240-243 and things you know about energy and pollution check the statements you can support.

1. Progress is sometimes its own worst enemy.
2. Scientific advances have taken a toll on nature.
3. Industry has made a profit at the expense of our environment.
4. Abuse a natural resource, then you will lose a natural resource.
Study Skills - Alphabetizing

Objective: The students will improve the use of alphabetizing skills.


Strategy: Alphabetizing skills will be reviewed at the beginning of the lesson. The students will look through Chapter three picking out words that are new to them. The students will list these words in any order on their sheet of paper.
(Have the students try to determine the meaning of the words through use of context clues.) Then have the students cut their words apart and hand them to a partner. The partner then will put the words into alphabetical order. The partners will check each others work.

This lesson may be repeated as many times as the teacher wishes, using various chapters, units, etc.
Study Skills - Location Information In The Text

Objective: The students will practice using the table of contents, index and glossary.

Materials: Social studies textbook

Strategy: Let the students look freely over their social studies book. After a short time direct the students attention to the table of contents, index and glossary, explaining how each is used. As a classroom activity each student will locate information using one of the above sections. The activity will then progress by asking the students to identify which section will provide the desired information.

Below are sample questions for the lesson.
TABLE OF CONTENTS

Questions:

On what page will you find information about people and their tools?

Where in the book will you find how people change the earth?

In what chapter do you find out about selling and buying food?

How many chapters are in Unit two?

Unit three will cover what type of information?

INDEX

Information about forests will be covered on what page?

What do the letters FAO stand for?

On what pages will you find out about open pit mining?

Where can you find out about a compass rose?

GLOSSARY

The word generator means_____________________.

Explain what a jetty is.

What does the word mining mean?

What abbreviations are used to stand for the Tennessee Valley Authority?
Study Skills - Maps
Legend and Symbols

Objective: The students will review the terms legend and symbols. The students will develop their own maps of the room including a legend and symbols.

Materials: Large sheet of paper, pencil, crayons

Strategy: The students will work in twos or threes and develop a map of the classroom. With their map they will need to include a legend that contains the symbols used on the map and their meaning.
Study Skills - Maps

Directions

Objective: The students will review the directions used on a map and the term compass rose when making their own map of the school grounds and the surrounding area.

Materials: Social studies text, paper, pencil

Strategy: Draw a compass rose on the board and have the students give the term for it. Then ask the students to help you fill in the directions on the compass rose.

Upon completion of activity have the students scan through their social studies texts and find maps that have a compass rose. As a class look at some of the maps found and ask the students to name the direction of places on the map. (The teacher will look at the map and choose the places for this exercise.)

With the aid of a compass rose have the students draw the school and the things that are found in each direction from it.

Example: Only students will draw pictures. They may wish to include a legend and symbols.

Fire department

Nursery

Forest

Store

School

Field

Houses

Airport

Church

Diagram of compass rose and cardinal directions.
Study Skills - Maps
Types

Objective: The students will use their skills in the use of various types of maps by creating maps of the school.

Materials: School map outline, pencil, crayons, butcher paper

Strategy: The various types of maps will be reviewed along with their uses. The students will be divided into groups of four or five. Each group will be assigned a type of map of the school. The types of maps to be made will be population, school use (land use) and political. (The outline of the school on the handout may be used if they wish.) Discuss with the students the steps they needed to go through in the making of their maps. List these on the board in the order the students agree upon. The students will need to visit the different classrooms to obtain the information needed to develop their maps. (The teacher should explain the project to the other faculty members and secure their permission for the students to visit their areas and gather the needed data. Once the students have the needed information for the map, they will need to develop it. The teacher will need to be available during the work sessions to help the students when the need arises.

At the teacher's discretion this lesson will need to be spread over a period of time.
Study Skills - Graphs

Objective: The students will reinforce their ability to develop and read a bar graph.

Materials: One package of M and Ms per student, paper, pencil

Strategy: Review with students the skill of reading a bar graph as presented on page 123 of the textbook. Then with the students aid develop a mock bar graph on the chalkboard. After the skill has been thoroughly reviewed give each student a package of M and Ms with the instruction that they are to develop a bar graph that shows how many M & Ms in each color they have. When the graph has been completed and checked by the teacher, the students may eat his/her M & Ms.
Study Skills – Outlining

Objective: The students will practice the skill of grouping words under three main headings.

Materials: Social studies text, worksheet, pencil

Strategy: Place the students in groups of threes or fours. Instruct the students to read the materials presented on pages 128-134 in the text. After the groups read the text, instruct them to cut the headings and words on the worksheet apart. Using the materials from the text, instruct the students to place the words under the correct heading.

After the groups have completed their work, discuss with them how they decided which heading they would place the words under.
Cut the three main headings apart. Also cut the words listed below apart. Place the words under their correct heading.

Basic Needs

Technology

Natural Resources

clothing    knowing how to use a fork
wood        Hittites
shelter     iron weapons
stone       bronze
tools       trading ideas
food        machines
iron        water
copper      ideas spreading
water
Objective: The students will practice summarizing information presented in a paragraph.

Materials: Worksheet, social studies text, pencil, chalkboard, chalk

Strategy: The students will be instructed to read the second paragraph on page 191. Using the information presented in this paragraph have the students select the sentences that best summarize the information presented. Discuss with the class their answers and what made them choose the answer they did. The teacher may wish to write on the chalkboard the sentence the students decide best summarizes the paragraph.
Select the sentence that best summarizes the second paragraph on page 191.

_____1. Overuse of land causes deserts.

_____2. Deserts endanger the land.

_____3. The Sahel is a desert.

_____4. The Sahel is in danger.
Context Clues - Typographic

Objective: The students will locate typographic context clues in the textbook.

Materials: Social studies book, context clue chart

Strategy: The students will read page 37 and look for ways that the new vocabulary words have been made to stand out on the page. Discuss the way in which these words are different from the rest of the words on the page. Instruct the students to scan through the rest of the chapter and find other words that have been made to stand out from the rest of the print on the page. Discuss with the class what they find.

List this type of context clue on the context clue chart.
Objective: The students will locate picture, chart and diagram context clues in the textbook.

Materials: Social studies textbook, context clue chart

Strategy: Refer the students to page 38. Direct them to find the word that has its meaning explained with the aid of the diagram. Explain to the students that some unknown words often have their meaning explained in a diagram or illustration. Let the students look through their text and see if they can find more of this type of context clue. List this type of clue on the context clue chart.
Context Clues - Typographic and Definition

Objective: The students will practice using typographical and definition context clues.

Materials: Handout, pencil

Strategy: The students will read the selection on the handout and list the two types of context clues used. The students will also draw a picture of a strait as they understand it from the information presented in the context clues.
Satoshi lives on a small island in Japan. It is on a large STRAIT called the Inland Sea. A strait is a narrow passageway of water. It connects two large bodies of water. Satoshi's island is called Futagami Jima. The people on the island are mainly fishing people. But they have farms, too.

Types of Context Clues
1. 
2. 

Picture
Context Clue - Summary

Objective: The students will practice using summary context clues.

Materials: Worksheet, pencil and social studies book

Strategy: The students will read the worksheet given them. Instruct them to read the sheet carefully and at the bottom write down what they think a resource is. After they have done this, have them turn in their books to page 180 and see if they were correct. They might also want to use the glossary to check their answer.
Read the following paragraph carefully and at the bottom of the page write down what you think resource means.

The land of the earth is like a great treasure house. The soil of the earth is very rich. Trees and plants grow in the soil. The rocks of the earth are rich. The rocks have many useful things in them such as iron, copper, and gold. Plants, soil, and rock are all resources of the land.
Chapter 5
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Research substantiates the need for reading skills to be taught through the utilization of content area materials. Studies conducted utilizing the social studies texts to teach or reinforce reading skills indicate that students usually showed significant gains in reading and social studies knowledge.

This project included 50 lesson plans which utilized fourth grade comprehension, context clues and study skill reading objectives as identified by the Tumwater School District. The lessons developed skills which would help students read and comprehend the social studies text. Supplementary objectives were developed as the district's reading objectives did not include sufficient objectives in the comprehension and study skill areas.

The project was developed to help students learn to apply and reinforce their previously learned reading skills to social materials.

Conclusions

The few lessons in study skills and context clues that were implemented in the classroom were found to be successful. After the lessons students exhibited a better understanding of the parts of a text and their use. They also showed a better understanding of how to utilize context clues when encountered by an unknown word. The project in its entirety needs to be presented to a fourth grade level
classroom in order to discover if the lessons will be successful.

It was also found that the fourth grade reading objective developed by the Tumwater School District did not thoroughly cover the reading skill areas which students must develop in order to read expository reading materials.

**Recommendations**

It is recommended that:

1. The project be broadened to include a wider range of reading skills. Skills that could be included are: vocabulary development; reading rate; and use of supplementary materials.

2. The project be tested in the fourth grade level classrooms of the Tumwater School District.

3. Project modifications be made as a result of the testing.

4. Materials which encompass the reinforcement of reading objectives in other content study areas be developed.

5. Research be conducted to determine the effects of reinforcing reading objectives through use of the social studies by measuring student achievement in reading and/or the student's retention of the content area materials.

6. School districts develop reading objectives which encompass the skill students must develop in order to read expository materials.
BIBLIOGRAPHY


READING SKILLS OBJECTIVES - FOURTH GRADE

I. Readiness - not applicable

II. Phonetic Analysis - covered in primary section

III. Structural Analysis
   A. Blending sounds - covered in primary section
   
   B. Affixes
      1. Suffixes
         Continue for goal of competency: ed, er, es, ing, ly, ment, s, y, est, ful, less, ness, or, able
         Introduce al, en, ish, ous
      2. Prefixes
         Continue for goal of competency: a, al, be, de, dis, en, mis, re, un, non, sub
         Introduce fore, mid

   C. Syllabication - continue for goal of competency for rules 1-4
      1. Words may be divided between double consonant letters - rab/bit.
      2. Words may be divided between unlike consonants if the letters do not represent a digraph
         (ck, sh, etc.) or a single speech sound as dge, go, or gu - bas/ker.
      3. Words may be divided between a vowel letter and a consonant or a consonant and a vowel - ba/by, cab/in.
      4. Words may be divided between two vowel letters if the two vowels do not represent a vowel digraph
         or diphthong - di/et, ra/di/o.

IV. Vocabulary
   A. Sight words - instant recognition 80-120 words per minute
   B. Synonyms
   C. Antonyms
   D. Homonyms
   E. Affix meanings - meanings of suffixes and prefixes presented in grade four and below.
   F. Context clues - using the rest of a sentence to obtain the meaning of a particular word
V. Comprehension

A. Literal
1. Follow directions
2. Sentence completion
3. Sequence - five events
4. Detail and specific information
5. Main idea
   a. through pictures
   b. through titling
   c. through key words and sentences

B. Inferential
1. Character analysis
   a. recognize tone, feeling, sadness
   b. identifying and interpreting feelings, attitudes
2. Reality/fantasy

C. Critical

VI. Study Skills

A. Locating information
1. Alphabetizing - extend concept through any letter
2. Dictionary
   a. guide words
   b. various meanings
   c. definition appropriate to context
   d. pronunciation key use

B. Organizing information
1. Outlining
2. Summarizing
   a. summary sentence
   b. put in own words
Appendix B

SOCIAL STUDIES

Grade 4 - Environments

41 Home: The Earth

411 Places on the Earth
   4111 The student will learn to use various types of maps.
   4112 The student will identify the Hemispheres and continents.

412 Differences from place to place
   4121 The student will demonstrate understanding of the concept of rotation and revolution of the earth.
   4122 The student will demonstrate understanding of the seasons of the earth.

42 People Have Needs

421 The World’s Shopping Basket
   4211 Study how people fulfill their basic need for food.
   4212 See how the foods people eat depend on both environment and culture.
   4213 Perceive food resources on a world wide scale.

422 Tools and Technology
   4221 Study how technology developed and spread.
   4222 Study how the Industrial Revolution affected people and their environment.
   4223 Study how modern technology has changed today’s world.

423 Learning, Feeling, and Working Together
   4231 How people fulfill their needs through four special systems: the family, the school, the economy, and the government.

43 Resources Meet Needs

431 Resources from the land
   4311 Study the importance of land resources.
   4312 Recognize some problems associated with land resources and land use.
   4313 Study the importance of human choices about land and resources.
   4314 Study how people are working to improve land use and fight pollution.

432 The ocean resources
   4321 Understand that the oceans are important sources of food and mineral resources.
   4322 How human activities can damage oceans and ocean life.
   4323 Understand the need for wise planning of ocean use.

433 Energy Resources
   4331 Study the different sources of energy.
   4332 Realize the problems posed by fossil fuels
   4333 Study the limits on our supplies of energy.
   4334 Understand the need for energy choices evaluate different energy alternatives.