



## Working Together

### Junior Great Books® Series 4 and the Grade 4 Nonfiction Library

It's easy to use the themes in Junior Great Books Series 4 and the books from the Grade 4 Nonfiction Library to integrate fiction and nonfiction in your classroom. Here's how:

1. **Conduct** one or more Junior Great Books units in a given theme, then return to the theme question and have students record any new insights in their Reader's Journals.
2. **Tell** students they will explore nonfiction books with a similar theme. Ask the appropriate related theme question below and record (or have students record) initial responses on a class chart.
3. **Read** one of the suggested nonfiction books to students, or have individuals, pairs, or groups read one or more of the suggested books on their own.
4. **Ask** students to share their answers to the related theme question in pairs, groups, or with the whole class, supporting their answers with evidence from the nonfiction book they read.
5. **Add** (or have students add) the new answers to the class chart. Ask them to share whether or not their initial responses were affected by information in the nonfiction book(s) they read.
6. **Optional:** Remind students of the Junior Great Books theme question, then ask them how reading and talking about the nonfiction book(s) affected their thinking about the theme question.

### Grade 4 Nonfiction Library Correlation Chart

Theme / Main Question	Theme Cluster Questions	Related Nonfiction Library Titles
<b>Series 4, Book One:</b> <b>Trust</b> How do you earn someone's trust?  <b>Junior Great Books stories:</b> <ul style="list-style-type: none"> <li>• Thank You, M'am</li> <li>• Crow Call</li> <li>• Fresh</li> </ul>	How do people learn to trust themselves?	Eleanor <i>Barbara Cooney</i> Just a Few Words, Mr. Lincoln <i>Jean Fritz</i> Through My Eyes <i>Ruby Bridges</i>
	How and why is trust important in taking risks?	George Washington: Soldier, Hero, President <i>Ron Fontes</i> If You Traveled on the Underground Railroad <i>Ellen Levine</i> The Top of the World: Climbing Mount Everest <i>Steve Jenkins</i>
<b>Series 4, Book One:</b> <b>Resourcefulness</b> What does it mean to be resourceful?  <b>Junior Great Books stories:</b> <ul style="list-style-type: none"> <li>• Shrewd Todie and Lyzer the Miser</li> <li>• On Sand Island</li> <li>• The Green Man</li> </ul>	What kinds of situations lead people to become resourceful?	A Picture Book of George Washington Carver <i>David A. Adler</i> Now & Ben <i>Gene Baretta</i> Where Was Patrick Henry on the 29th of May? <i>Jean Fritz</i>
	How does working together make it easier to be resourceful? How does it make it harder?	Common Ground <i>Molly Bang</i> If You Lived at the Time of the American Revolution <i>Kay Moore</i> Teammates <i>Peter Golenbock</i>

For more information about Great Books programs, contact us at 800.222.5870 or visit [greatbooks.org](http://greatbooks.org).

## Grade 4 Nonfiction Library Correlation Chart, continued

Theme / Main Question	Theme Cluster Questions	Related Nonfiction Library Titles
<p><b>Series 4, Book One:</b> <b>Communication</b> What makes communication successful and what makes it unsuccessful?</p> <p><b>Junior Great Books stories:</b></p> <ul style="list-style-type: none"> <li>• Song of Hope</li> <li>• Jean Labadie’s Big Black Dog</li> <li>• Thunder, Elephant, and Dorobo</li> </ul>	<p>Why is writing such a powerful form of communication?</p> <p>How do animals communicate with each other? How is their communication similar to and different from human communication?</p>	<p>Just a Few Words, Mr. Lincoln <i>Jean Fritz</i> My Librarian is a Camel: How Books Are Brought to Children Around the World <i>Margriet Ruurs</i> Rachel: The Story of Rachel Carson <i>Amy Ehrlich</i></p> <p>One Day in the Desert <i>Jean Craighead George</i> One Day in the Prairie <i>Jean Craighead George</i> Owen &amp; Mzee: The True Story of a Remarkable Friendship <i>Isabella and Craig Hatkoff and Paula Kahumbu</i></p>
<p><b>Series 4, Book Two:</b> <b>Strength</b> What does it mean to be strong?</p> <p><b>Junior Great Books stories:</b></p> <ul style="list-style-type: none"> <li>• Tuesday of the Other June</li> <li>• Doesn’t Fall Off His Horse</li> <li>• The Cello of Mr. O</li> </ul>	<p>How do people develop strength?</p> <p>What makes some natural forces so strong?</p>	<p>Eleanor <i>Barbara Cooney</i> Knights and Castles <i>Will and Mary Pope Osborne</i> Teammates <i>Peter Golenbock</i></p> <p>Do Stars Have Points? <i>Melvin Berger</i> Earthquakes <i>Seymour Simon</i> Hurricanes <i>Seymour Simon</i></p>
<p><b>Series 4, Book Two:</b> <b>Integrity</b> What does it mean to have integrity?</p> <p><b>Junior Great Books stories:</b></p> <ul style="list-style-type: none"> <li>• The No-Guitar Blues</li> <li>• The Fire on the Mountain</li> <li>• Ooka and the Honest Thief</li> </ul>	<p>How do people show integrity?</p> <p>How can other people help you act with integrity? How can they make it difficult?</p>	<p>And Then What Happened, Paul Revere? <i>Jean Fritz</i> Just a Few Words, Mr. Lincoln <i>Jean Fritz</i> Through My Eyes <i>Ruby Bridges</i></p> <p>Common Ground <i>Molly Bang</i> If You Traveled on the Underground Railroad <i>Ellen Levine</i> Teammates <i>Peter Golenbock</i></p>
<p><b>Series 4, Book Two:</b> <b>Perspective</b> Why might someone try to see something from a different perspective?</p> <p><b>Junior Great Books stories:</b></p> <ul style="list-style-type: none"> <li>• The Old Woman and the Wave</li> <li>• Letting Swift River Go</li> <li>• The Apple and the Envelope</li> </ul>	<p>What can you learn when you “put yourself in someone else’s shoes”?</p> <p>What might the world look like from the perspective of animals?</p>	<p>If You Lived at the Time of the American Revolution <i>Kay Moore</i> If You Traveled on the Underground Railroad <i>Ellen Levine</i> Through My Eyes <i>Ruby Bridges</i></p> <p>One Day in the Desert <i>Jean Craighead George</i> One Day in the Prairie <i>Jean Craighead George</i> Mosquito Bite <i>Alexandra Siy</i></p>