



# Integrating Junior Great Books® into Your Reading/Language Arts Curriculum

The Great Books Foundation 800-222-5870 www.greatbooks.org

Teachers have two major questions when exploring whether to implement the Junior Great Books program in their classrooms:

- How do I integrate Junior Great Books into my reading/language arts program?
- How do I find time to fit this in with everything else I have to do?

Consider this: the time it takes to include Junior Great Books in your literacy block is minimal when you discover the significant impact it has on reading comprehension. Each student anthology contains ten stories for one semester. The unit for each story takes 200 minutes, on average, of instruction time. Depending on the length of the literacy block and the number of units taught, Junior Great Books takes an average of 13%–18% of literacy instruction time.

### For a daily 120-minute literacy block:

- Teaching 20 units per year takes about 19%
- **Teaching 14 units takes about 13%**
- Teaching 10 units takes about 10%

### For a daily 90-minute literacy block:

- Teaching 20 units per year takes about 25%
- **Teaching 14 units takes about 18%**
- Teaching 10 units takes about 13%

## Time Estimates for Each Junior Great Books Activity

	Teacher-Directed		Partially Teacher-Directed	
			Teacher-Directed	Independent Student Work
First reading	45 min.		35 min.	10 min.
Second reading	45 min.		20 min.	25 min.
Vocabulary	20 min.		10 min.	10 min.
Shared Inquiry™ discussion	45 min.		45 min.	
Writing	45 min.		10 min.	35 min.
<b>Total</b>	<b>200 min.</b>		<b>120 min.</b>	<b>80 min.</b>

Notice that many of the components of a basal textbook program and Junior Great Books are quite similar: reading aloud, reading strategies, vocabulary, guided discussions, and written response to reading. Below is a sample of how teachers integrate Junior Great Books into a typical reading/language arts schedule using other reading programs.

**Basal Textbook Programs  
(Leveled books)**

Read-Aloud  
Reading comprehension strategies  
Vocabulary  
Guided reading groups  
Writing

**Junior Great Books Program  
(Junior Great Books stories)**

First and second readings  
Reading comprehension strategies  
Vocabulary  
Shared Inquiry discussion  
Writing (response to reading)

**SAMPLE Weekly Schedule**

Junior Great Books = red

basal programs = blue

other = black

	Mon	Tues	Wed	Thurs	Fri
10–10:50 a.m.	First Reading and Strategies	Second Reading		Read-Aloud and Strategies	Read-Aloud and Strategies
10:50–11:15 a.m.		Shared Inquiry Discussion (with half a class)	Writing	Guided Reading Groups	Guided Reading Groups
2:40–3:05 p.m.	Reading/Language Arts Activities	Shared Inquiry Discussion (with half a class)	Writing	Guided Reading Groups	Guided Reading Groups
3:05–3:30 p.m.	Vocabulary	Reading/Language Arts Activities	Reading/Language Arts Activities	Grammar and Spelling	Reading/Language Arts Activities

The schedule below is a sample of how a fourth-grade teacher can integrate the Junior Great Books program into a yearlong curriculum, teaching approximately three units per month.

**SAMPLE** Yearlong Curriculum

September		
Week 1		Starting Off Strong—Idea (40 min)
Week 2		Starting Off Strong—Evidence (40 min)
Week 3		Starting Off Strong—Response (40 min)
Week 4		Starting Off Strong—Shared Inquiry discussion (40 min)
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October	BOOK 1	
Week 1	UNIT 1	Thank You, M’am
Week 2	UNIT 2	The Gold Coin
Week 3	UNIT 3	Tuesday of the Other June
Week 4	STAGE 1	Reflect and Connect
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November		
Week 1	UNIT 5	Chin Yu Min and the Ginger Cat
Week 2	UNIT 6	The Nightingale
Week 4	UNIT 7	Fresh
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December		
Week 1	UNIT 8	Thunder, Elephant, and Dorobo
Week 2	STAGE 3	Reflect and Connect
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January	BOOK 2	
Week 2	UNIT 1	Shrewd Todie and Lyzer the Miser
Week 3	UNIT 2	The Goldfish
Week 4	UNIT 3	The Great Blackberry Pick
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February		
Week 1	STAGE 5	Reflect and Connect
Week 2	UNIT 4	The Story of Wang Li
Weeks 3 and 4	UNIT 5	The Hemulen Who Loved Silence
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March	No Junior Great Books—state tests and spring break	
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April		
Week 1	UNIT 6	The Enchanted Sticks
Week 2	UNIT 7	The Elephant’s Child
Week 4	UNIT 8	Mr. Singer’s Nicknames
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May		
Week 1	STAGE 6	Reflect and Connect

The Junior Great Books program does not replace core reading programs but enhances them with meaningful, highly engaging, research-based learning experiences to increase student achievement in reading comprehension. And all educators agree that increasing reading comprehension is the **ultimate goal** of any reading/language arts program!

Each selection in the student anthologies was specifically chosen to be challenging, while ensuring that the topic is of interest to the age group. The stories are intended to be read aloud; the text level is intentionally above grade and cognitively complex, yet accessible to most readers whose listening comprehension is higher than their actual reading level. High-quality literature is essential to sustain Shared Inquiry discussion.

Making Junior Great Books an essential part of the reading/language arts program has a significant impact on the reading comprehension, critical-thinking, and writing skills of students in a way that no other program does. For more information, contact the sales representative for your state at 1-800-222-5870.



The **Great Books** Foundation

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