Integrating Science and Language Arts: A Qualitative Study at the Fourth-Grade Level

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Abstract
This paper addresses the problem of the minimal presence of activity-based science in the intermediate grades. The author presents a project integrating a hands-on science curriculum. Students at the fourth-grade level were given demonstrations and activities in the area of science. Discussions, written assignments, readings, listening activities, and reports were correlated with hands-on activities in the development of an integrated curriculum. This qualitative study lasted the school year and was evaluated by use of the teacher's ongoing journal and student-submitted evaluations of the curriculum at the close of the study. The author found the project produced positive results in stimulating discussion, critical thinking, and student involvement. The author concludes that such a curriculum is beneficial because it elevates an often neglected, yet stimulating, curriculum and integrates it into the language arts curriculum which occupies a great deal of student/teacher time and effort.

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methods outlined above. In contrast, all the fourth-grade parents evaluated their knowledge as basic.