

Theme

1



CHALLENGE ACTIVITIES FOR

All Together Now



Challenge Master CH 1-1


THEME 1/Week 1

Name _____

1. *Bear Play*

DAY 1

Responding

 Write about the story.

- The parts that seem real are

- The parts that could not happen are

CH 1-1 Challenge Master

Grade 1 Theme 1: All Together Now

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Expected Outcome

A good ball activity will include

- ✓ a few facts about a ball game
- ✓ spelling that reflects beginning and ending sounds

1. *Bear Play*

Materials: large white drawing paper; crayons, paste

Goal: Write about *Bear Play* and learn about a ball game.

DAY 1

Preparing to Read

Building Background

Read aloud the title and author. Ask children what they think the book will be about. Have children share what they know about bears. Then ask them to notice the ball on the cover photo. Have children describe the balls they use in physical education class, at recess, and when they play in their neighborhoods. Have them predict what the bears in the story will do with the ball.

Supporting the Reading

Introducing the Book

Reread the title aloud. Then do a picture walk through the book. Ask children to look for the ball in the photos. Return to the first page and ask children if they notice any words that begin with *m*. What word is it? (*me*) Ask children if they notice any words that end with *t*. What word is it? (*let*) Follow the same procedure with *c* on page 2.

Responding

Tell children that thinking about which parts of a story could happen and which parts are make-believe will help them better understand the story. Have children discuss the following after reading *Bear Play*:

- What are the bears in the book doing?
- Do you think the bears are having fun? Why or why not?
- What is real in this story?
- What is make-believe? Are the bears really talking?

Distribute Challenge Master CH 1-1

Have children read the directions and sentence starters. Give them time to write their answers and then have children discuss their responses in a small group.

DAY 2

Learning About Ball Games

Getting Started

Remind children that the bears in the story were playing with a ball. Have children recall the games and activities they discussed before reading *Bear Play*. Ask them to look at some books about ball activities, games, and sports.

Help each child select a ball game or sport to study. Children may focus on a game that they play in school or at home, a game from another culture, or a game that was played in the past.

Finding Out More About Ball Games

- Help children write questions they would like to answer about the ball game or sport they have chosen.
- Assist children in finding books that will answer their questions. Possible titles include *Get Ready to Play Tee Ball* by Jan Cheripko, *Toni Tennis Ball (Good Sports Series)* by Matt Jacobson and Henk Dawson, and *Cobi Jones Soccer Games* by Cobi Jones and Andrew Gutelle.

Challenge Master CH 1-2


THEME 1/Week 1

Name _____

DAY 2

Learning About Ball Games

Ask Questions

 Write your questions.

Find a Book

- Find a book about a ball game.

 Write its title.

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Grade 1 Theme 1: All Together Now

Challenge Master CH 1-2

Challenge Master CH 1-3


THEME 1 / Week 1

Name _____

DAY 3



Read to Find Out

- Read to find the answers to your questions.

 Write about what you learned.

DAY 4

Get Ready to Share

-  Cut out a ball from paper.
-  Color it.
- Paste what you wrote onto the ball.

DAY 5

Share What You Learned

- Read what you wrote.
- Listen to others read.

CH 1-3 Challenge Master Grade 1 Theme 1: All Together Now

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DAY 3**Writing an Article**

Have children read books and look at pictures to answer their questions about a ball activity. For example, if a child wanted to find out about the game of football, he or she might ask:

- When was football first played?
- How are footballs made?
- How is the game different now from in the past?

Have children write about the sport or game that they researched. Tell them to include:

- an opening sentence that tells what the sport is
- a few sentences about the facts they have learned

DAY 4**Making a Display**

Have each child cut out and color a picture of a ball used in the game they have written about. Help children paste their writing onto the ball cutouts.

DAY 5**Sharing**

If possible, arrange with the school physical education teacher to display the children's work inside the gymnasium or on a wall outside the gym. Make a sentence strip caption, *Ball Games and Sports*, to hang with the work.

2. Playing All Together 60 MINUTES INDIVIDUAL

Materials: strips of paper; markers or crayons

Goal: Draw a comic strip showing a day of play.

Remind children of the theme *All Together Now*. Help children think about how many events they want to show on a comic strip about playing together. Show them how to fold the paper strip into the appropriate number of boxes. Demonstrate using speech balloons to show what the characters are saying.

3. Helpers at Home 60 MINUTES INDIVIDUAL

Materials: large index cards or paper cut to that size; pencils or markers

Goal: Make direction cards for a job that children can do at home.

- Remind children that they have talked about the order in which things happen or are done.
- Ask children to think of jobs they can do at home.
- Have children think of what they do at the beginning, middle, and end.
- Tell them to put one step on each card.
- Have children number the steps.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *Cat* with the anthology selections *On the Go!* and *Mac the Cat*, using what they have learned about Sequence of Events. Children may discuss or write about their comparisons.

Other Activities

- TE p. 35, Using a Globe
- TE, p. 75, Create a Book
- TE, pp. R15, R17, R27, R33, Challenge
- Education Place®: www.eduplace.com
More activities related to *Mac the Cat*
- Accelerated Reader®, *Mac the Cat*

2

Expected Outcome

A good comic strip will include

- ✓ pictures of children playing together
- ✓ speech balloons that show dialogue

3

Expected Outcome

A good set of directions will include

- ✓ pictures that show the steps of a household chore
- ✓ a logical numbering of the steps
- ✓ words that describe each step

Challenge Master CH 1-4

THEME 1/Week 1

Name _____

2. Playing All Together

Make a comic strip.

- What do you and your friends like to play?
 - Show something different in each box.
 - Use speech balloons.
- TIP** Use books and charts in the classroom for spelling help.

3. Helpers at Home

What jobs can you do at home?

 Draw a picture for each step.

 Write a sentence that tells about the step.



TIP Think about the order of the steps.

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Grade 1 Theme 1: All Together Now

Challenge Master CH 1-4

Challenge Master CH 1-5

THEME 1/Week 2

Name _____

1. *Dan and Dan*

DAY 1

Responding



Write your ideas about the story.

- You can tell that Dan and Dan are friends because

- Something else Dan and Dan might like to do together is

CH 1-5 Challenge Master

Grade 1 Theme 1: All Together Now

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Expected Outcome

A good interview activity will include

- ✓ a few facts about the person who was interviewed
- ✓ an illustration of the person who was interviewed

1. *Dan and Dan***Materials:** large white drawing paper; crayons, paste**Goal:** Interview an older friend or family member.

DAY 1

Preparing to Read

Building Background

Read the title, author, and photographer aloud. Ask children who they think the two people on the cover might be. Then ask children to think about an older person in their family or an older friend with whom they enjoy spending time. Have children tell some things that an older person and a younger person can have in common.

Supporting the Reading

Introducing the Book

Have children read the title aloud. Then take a picture walk through the book. Ask children to notice the details in the photographs. What do the details tell them about the characters? Point out the text on page 4. What words can children recognize? What words have a short *a* sound? Look at a few more pages of text. What words begin with *a*, *c*, *m*, *s*, or *t*?

Responding

Tell children that discussing a book after they have read it can help them notice details that they may have missed. Have children discuss the following:

- How are Dan and Dan related? How do you know?
- What are some things Dan and Dan have in common? How are they different from each other?

Distribute Challenge Master CH 1-5

Have children read the directions and sentence starters with you. Give them time to write their answers and then have children discuss their responses in a small group.

DAY 2

Learning About the Past

Getting Started

Tell children that some people like to find out about their parents, grandparents, great-grandparents, and others from their family's past. Point out that talking to older family members and friends can help children learn about the past.

Finding Out More About the Past

- Have children write questions they would like to answer about a time when one of their older relatives or friends was a child.
- Assist children in finding books on learning about the past through family. Possible titles include *Through the Eyes of Your Ancestors* by Maureen Taylor and *Me and My Family Tree* by Joan Sweeney.

Challenge Master CH 1-6


THEME 1/Week 2

Name _____

DAY 2

Finding Out More About the Past

Ask Questions

 Write your questions.

Find a Book

- Find a book about the past.

 Write its title.

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Grade 1 Theme 1: All Together Now

Challenge Master CH 1-6

Challenge Master CH 1-7


THEME 1 / Week 2

Name _____

DAY 3


Read to Find Out

- Read to find the answers to your questions.

 Write what you learned in your interview.

DAY 4

Get Ready to Share

 Draw a picture of your older friend or family member.

DAY 5

Share What You Learned

- Read what you wrote.
- Listen as others read what they learned.
- Put your work on display.

CH 1-7 Challenge Master Grade 1 Theme 1: All Together Now

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DAY 3**Writing About the Past**

Have children read and look through books about researching the past. Then have them select one topic to focus on, such as school life. Tell children to write interview questions to ask an older family member or friend about the topic they have selected. Sample questions could be:

- What subjects did you study in school?
- What kind of games did you play at recess?
- What kind of clothing did you wear to school?

Have children write what they discovered in their interview. Tell them to include:

- a beginning sentence telling whom they interviewed and when that person was in school
- a few sentences telling what they discovered about the past

DAY 4**Making a Display**

Ask each child to draw a picture of the person he or she interviewed. Help children hang their illustrations and paragraphs on a bulletin board or mural.

DAY 5**Sharing**

Provide time for children to share their writing and illustration aloud. Have children add their work to the display. Then have a discussion with children in which they compare and contrast various aspects of childhood in the past with childhood today.

2. Family Member Portraits

60 MINUTES INDIVIDUAL

Materials: art paper, paints or markers, index cards

Goal: Make a portrait of yourself and a family member or friend.

Have children think about how they are similar to or different from a member of their family (or a close friend).

- Explain that a portrait is a painting of a person. Point out that portraits usually show a lot of details about the person. Tell each student to make a double portrait that shows themselves and a family member.
- Point out that portraits in galleries and museums often have signs that tell about the picture. Ask children to use an index card to make a sign that tells a few similarities and differences between the people pictured.

3. We Can!

60 MINUTES INDIVIDUAL

Materials: 6-inch construction paper circles, ribbons, crayons

Goal: Make an award for your class.

- Help children think of topics for awards, such as *We help each other*. Other ideas include: *We are kind to each other*; *We listen to each other*; or *We share with each other*.
- Help children decorate their awards.
- Provide time for children to present their awards to the class.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *Fan Cat Can Jump* with the anthology selections *Cam and Pat* and *A Day at School*, using what they have learned about Compare and Contrast. Children may discuss or write about their comparisons.

Other Activities

- TE p. 103, Make a New Book
- TE p. 131, Comparing to Real Life
- TE, pp. R19, R21, R29, R35, Challenge
- Education Place®: www.eduplace.com
More activities related to *A Day at School*
- Accelerated Reader®, *A Day at School*

2

Expected Outcome

A good double portrait will include

- ✓ a drawing or painting of two people that shows similarities and differences
- ✓ a corresponding card that lists some similarities and differences

3

Expected Outcome

A good award activity will include


- ✓ an appropriate topic for the award
- ✓ the name of the award written on it
- ✓ a short speech about the award

Challenge Master CH 1-8

THEME 1/Week 2

Name _____

2. Family Member Portraits

 Draw a picture showing you and someone from your family.

- Show some things that are the same.
- Show how you are different.
- Make a card that tells about your picture.


TIPS

- Think about small details.
- Show what you both like to do.

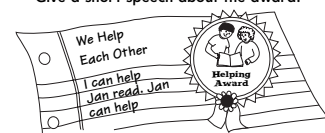
3. We Can!

Make an award for your class.

- Think of the name of your award.

 Write it on the circle.

- Give a short speech about the award.



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Grade 1 Theme 1: All Together Now

Challenge Master CH 1-8

Challenge Master CH 1-9

THEME 1 / Week 3

Name _____

1. *If I Had a Hippopotamus*

DAY 1

Responding

 Write your ideas about the story.

- Do the animals in this story make good pets? Why?

- The end of the story is surprising because

CH 1-9 Challenge Master

Grade 1 Theme 1: All Together Now

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1

Expected Outcome

A good animal home activity will include

- ✓ a replica of an animal habitat
- ✓ a written description of the habitat

1. *If I Had a Hippopotamus*

Materials: small boxes, art supplies such as construction paper, clay, paste, safety scissors, index cards

DAY 1

Preparing to Read

Building Background

Read aloud the title and the author. Ask children to tell what is unusual about the cover illustration. Ask children if they think a hippopotamus would make a good pet. Have children tell about common and uncommon pets they know about. Write their ideas in a list on the board.

Supporting the Reading

Introducing the Book

Tell children to read the title of the book aloud. Ask if anyone in the class has ever owned a real hippopotamus. Have children do a picture walk through the book. Ask them to identify as many of the animals as possible. Note these in a column beside the list of pets on the board.

Turn to page 3. Ask children to count the number of *b*'s they see on the page. Then point out the word *bad*. Ask for volunteers to think of other words that rhyme with *bad*. Point out the long word *hippopotamus*. Can children find any smaller words within that word? (*hi, hip, pop, pot, us*)

Responding

Point out that talking about a book can be fun. Book discussions can help readers understand what they have read. Have children discuss the following:

- Was this book silly or serious? How do you know?
- What patterns did the author and illustrator use in this book?

Distribute Challenge Master CH 1-9

Have children read the directions and sentence starters. Give them time to write their answers and then have children discuss their responses in a small group.

DAY 2

Learning About Animal Homes

Getting Started

Reinforce the idea that the animals in the story, except for the cat, would not live in homes with families. Introduce the term *habitat*. Ask children to find out more about the natural habitats of some wild animals.

Finding Out More About Animal Homes

Help each child select a wild animal to read and write about. Guide children to select animals for which they will be able to find information on their reading levels.

- Have children write questions they would like to answer about the animals they have chosen. Ask them to include questions about the animals' habitats.
- Assist children in finding books about wild animals. Possible titles include *Crinkleroot's Guide to Knowing Animal Habitats* by Jim Arnosky, *Elephant Quest* by Ted Lewin and Betsy Lewin, *Wild Cats* by Diane Muldow, and *Crocodiles and Alligators* by Seymour Simon.

Challenge Master CH 1-10


THEME 1/Week 3

Name _____

DAY 2

Finding Out More About Animal Homes

Ask Questions

 Write your questions.

Find a Book

- Find a book about a wild animal.

 Write its title.

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Grade 1 Theme 1: All Together Now

Challenge Master CH 1-10

Challenge Master CH 1-11


THEME 1 / Week 3

Name _____

DAY 3

Read to Find Out


- Read books to find answers to your questions.

 Write what you learned.

- Make a model of an animal home.

DAY 4

Writing About the Home

 Write a card to go with your model.

DAY 5

Sharing

- Tell what you read and show your model.
- Listen and look as others share what they learned.
- Show your work to classmates.

CH 1-11 Challenge Master Grade 1 Theme 1: All Together Now

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DAY 3**Making an Animal Home**

Have children read books and look at pictures to answer their questions about the habitats of wild animals. Sample research questions include:

- Where does this animal live?
- What plants are in this place?
- Why is this a good place for this animal to live?

Have children use boxes to show the habitats they have read about. Tell them to include:

- a paper, clay, or plastic model of the animal
- representations of the kinds of plants and other animals found in its habitat

DAY 4**Writing About the Home**

Have each child make a placard to accompany his or her project. In order to do this, have the child write the name of the animal he or she studied on a large index card and then compose a few sentences to explain what is seen in the replica.

DAY 5**Sharing**

Have children show and present their work orally.

2. A Funny Thing Happened

30 MINUTES INDIVIDUAL

Materials: sentence strips, art paper, paste

Goal: Show the cause and effect of something funny that has happened to you.

Have children identify the cause and effect in *A Big Hit*. Write their responses about the cause on a sentence strip and draw their response about the effect on a sheet of paper. Point out that one thing led to the other. Have children use this model for their own work.

3. Farm Fun

30 MINUTES INDIVIDUAL

Goal: Write about a farm.

- Have children review the pictures at the beginning of *Pigs in a Rig* to remind themselves of things found on a farm.
- Ask children to brainstorm answers to the questions before they begin to write.

English Language Learners: Children from other cultures may describe farms that are different from ones in the United States. If you notice such differences, make use of the opportunity for children to share this information to enrich the class's understanding of farming in different places.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *One Big Hit* with the anthology selections *A Big Hit* and *Pigs in a Rig*, using what they have learned about Cause and Effect. Children may discuss or write about their comparisons.

Other Activities

- TE p. 175, Retelling
- TE p. 203, Continue the Story
- TE p. 219, Create a New Story
- TE, pp. R23, R25, R31, R37, Challenge
- Education Place®: www.eduplace.com
More activities related to *Pigs in a Rig*
- Accelerated Reader®, *Pigs in a Rig*

2

Expected Outcome

A good cause and effect activity will include

- ✓ work that shows a clear cause and effect relationship
- ✓ writing that reflects phonetic spellings

3

Expected Outcome

A good story will include

- ✓ a farm setting
- ✓ a beginning, middle, and end
- ✓ expression of events and descriptions
- ✓ a detailed illustration

Challenge Master CH 1-12

THEME 1/Week 3

Name _____

2. A Funny Thing Happened

Think of a funny thing that has happened to you.


 Draw what happened.

 Write why it happened.

TIP


- Think of why the funny event happened.

3. Farm Fun

 Write a story to tell about a farm.

Before you write, think about these questions:

- What kinds of animals are on farms?
 - What kinds of jobs do people do on farms?
- Tell about the beginning, middle, and end of the day.

 Draw a picture to go with your story.

TIPS

- Use books and charts around the room for spelling help.
- Add details to your picture.

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Grade 1 Theme 1: All Together Now

Challenge Master CH 1-12