THEME 1: All Together Now
CHALLENGE ACTIVITIES FOR

All Together Now
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?

**Expected Outcome**

A good ball activity will include:

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

**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.
**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.

**Expected Outcome**

A good comic strip will include
- pictures of children playing together
- speech balloons that show dialogue

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

**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*
1. Dan and Dan

Materials: large white drawing paper, crayons, paste

Goal: Interview an older friend or family member.

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.
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 double 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.

**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. 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.

**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

**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
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 *h*’s they see on the page. Then point out the word *had*. Ask for volunteers to think of other words that rhyme with *had*. 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.
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.

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*

**Expected Outcome**

A good cause and effect activity will include

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

A good story will include

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