

# Theme

# 10



## CHALLENGE ACTIVITIES FOR

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# We Can Do It!



## Challenge Master CH 10-1

THEME 10/Week 1

Name \_\_\_\_\_

## 1. "We Can Do It!" Parade Mural




Make a mural of a parade.

## Plan the Parade

- List the people and things you want in your parade.

**TIP**  
• Work together to make the mural.

## Draw the Parts

- Lay a sheet of paper on the floor.
-  Color in the background.
- Outline the marchers on drawing paper.
-  Color the marchers, flags, and so on.
-  Cut carefully around what you colored.
- Glue the pictures on the background.

## Share Your Mural

- Hold up your mural to show the class.
- Explain your mural.

CH 10-1 Challenge Master




Grade 1, Theme 10: We Can Do It!

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## Expected Outcome

A good project will include

-  evidence of cooperation and teamwork
-  parade items, such as flags and musical instruments
-  items, flags, and signs that show what children have learned

## 1. "We Can Do It!" Parade Mural

120 MINUTES SMALL GROUP

## (Social Studies)

**Materials:** roll of mural paper; large drawing paper; crayons, markers, or paints; scissors, paste, glue, or stapler; audiotape or CD of march music

**Goal:** Work together to make a mural of a parade that shows what you have learned.

## DAY 1

## Plan the Parade

Begin a discussion about parades. Point out that for a parade to be successful, everyone must work together. Tell children that they will be making a class mural of a parade that shows what they have learned this year.

- Help children list things they might show in the parade: vocabulary words; book titles and characters; projects; and tips for writing, reading, listening, speaking, and viewing.
- Suggest that children draw their marchers with costumes, flags, cards, and props to show what they have learned.

Form groups and give the following guidelines:

- Discuss your plans as a group so that everyone takes part.
- Figure out what work has to be done.
- Divide the work among you.

## DAY 2

Children continue to work on this project.

## DAY 3

## Draw the Parts

Check with children on their progress.

## DAY 4

Children continue to work on this project.

## DAY 5

## Share Your Mural

Have the entire class take time to look at and discuss the mural.

## 2. You Can Help, Too 60 MINUTES INDIVIDUAL PAIR

**Materials:** drawing and construction paper, scissors, felt-tip markers

**Goal: Make a gift card that tells how you can help someone at home.**

Discuss with children how they can offer help to someone at home. Talk about special occasions that might be coming up, such as birthdays, anniversaries, family parties, or just time at home. An example of what a child might write in their card is, "I will help you wash dishes."

## 3. Making Predictions 60 MINUTES INDIVIDUAL

**Goal: Make a prediction about what people will do when you smile and say hello.**

Discuss with children how small displays of kindness can make a big difference. Ask children to predict how others will respond to a smile and a friendly hello. Be sure that children try this experiment with school friends or other people children know well.

## Additional Independent Work

### Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *You Can Help, Too!* with the anthology selection *Two Greedy Bears*, using what they have learned about Making Predictions. Children may discuss or write about their comparisons.

### Other Activities

- TE p. T42, Tongue Twisters
- TE p. T62, Challenge Words
- TE pp. R13, R15, R21, R27, Challenge
- Education Place: [www.eduplace.com](http://www.eduplace.com)  
More activities related to *Two Greedy Bears*
- Accelerated Reader®, *Two Greedy Bears*

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### Expected Outcome

A good gift card will include

- ✓ the offer of a helpful action
- ✓ correct spelling of high-frequency words

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### Expected Outcome

A good report will include

- ✓ a written record of who children said hello to
- ✓ a statement of what the child learned from the experiment


### Challenge Master CH 10-2

THEME 10/Week 1

Name \_\_\_\_\_

#### 2. You Can Help, Too

Make a card that tells how you can help someone at home.

- What can you do for that person?  
 Write your ideas on colored paper.
- Make a card. Glue your writing inside the card.

**TIP**

- Think about what this person would find helpful.

#### 3. Making Predictions

Can a smile make a difference? Try it and see!

- Try your smile on five people at school.
- Make a note of what happened.  
 Write about what you learned.

**TIP**

- Make a chart to write your notes on.

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Challenge Master CH 10-2

## Challenge Master CH 10-3

THEME 10/Week 2

Name \_\_\_\_\_

**1. Bug Mobiles**

Learn more about bugs!

**Find the Facts**

- Find books and articles about bugs.
- Learn some facts about one type of bug.

**TIP**

- Make a detailed picture of the bug.

**Show the Facts**

- Print each fact on a different card.
- Make a picture of the bug.
- ✂ Cut out the picture.

**Share What You Made**

- Punch a hole in each card.
- Punch a hole in the picture.
- Put string or yarn through each hole.
- Tie each string to a hanger.
- Hang up your mobile.

CH 10-3 Challenge Master

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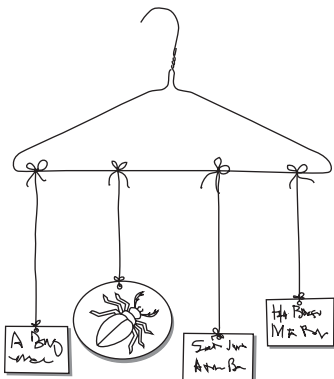
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**Expected Outcome**

A good bug mobile will include

- ✓ the name of the bug
- ✓ accurate facts
- ✓ a realistic picture

**1. Bug Mobiles**

120 MINUTES SMALL GROUP

**(Science)**

**Materials:** reference sources about common bugs: e.g., *DK Readers Bugs! Bugs! Bugs!* by Jennifer Dussling; *Bugs, Beetles, and Butterflies* by Harriet Ziefert; *Buzz! A Book About Insects* by Melvin Berger; *Nature Upclose* books by John Himmelman: *A Ladybug's Life*, *A Pill Bug's Life*, and *A Luna Moth's Life*; *issues of Your Big Back Yard* or similar magazines; *index or other cards*; *crayons and/or felt-tip markers*; *hole puncher*; *yarn or string of various lengths*; *hangers*

**Goal: Make a mobile with facts about and pictures of common insects.**

**DAY 1****Find the Facts**

Have children brainstorm as a group to generate a list of common insect names. Individuals or partners can sign their names beside the insects they will research.

**DAY 2**

Children continue to work on this project.

**DAY 3****Show the Facts**

Check with children on the progress of their information gathering. Remind children to put one fact on each card.

**DAY 4**

Children continue to work on this project.

**DAY 5****Share What You Made**

- Assist children in tying each card to a hanger.
- Suspend the hangers in a safe place.
- Invite children to present their bug mobiles to the class.

## 2. Everything's in Order 60 MINUTES PAIR

**Goal: Make a sequence-of-events game.**

Have children work in pairs. Each child draws several pictures from one of the Phonics Library stories. The scenes should be on separate sheets of paper that can be put together to form a sequence. Then each child tries to put the other child's pictures in order.

## 3. Fireman Small 60 MINUTES PAIR

**(Challenge Theme Paperback)**

**(Social Studies)**

**Materials:** poster board or large drawing paper; felt-tip markers

**Goal: Write a job advertisement for a firefighter.**

Have children discuss *Fireman Small* before they begin to write. Have them develop a word web that lists a firefighter's qualities.

## Additional Independent Work

### Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *A Storm at the Farm* with the anthology selection *Fireflies for Nathan*, using what they have learned about Sequence of Events. Children may discuss or write about their comparisons.

### Other Activities

- Challenge Theme Paperback, *Fireman Small*
- TE p. T146, Challenge Words
- TE pp. R17, R23, R29, Challenge
- Education Place: [www.eduplace.com](http://www.eduplace.com)  
More activities related to *Fireflies for Nathan*
- Accelerated Reader®, *Fireflies for Nathan*

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### Expected Outcome

A good game will include

- ✓ pictures of different events
- ✓ accurate story details

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### Expected Outcome

A good job ad will include

- ✓ descriptive language
- ✓ complete sentences
- ✓ clear and specific writing


### Challenge Master CH 10-4

THEME 10/Week 2

Name \_\_\_\_\_

#### 2. Everything's in Order

Can you remember the events in a story? Make a game to play with a partner.

 Draw pictures of events in the story.


• Swap pictures with a partner.


• Try to put your partner's pictures in order.

#### TIP

- Think about what happened first, next, and last.

#### 3. Fireman Small

 Fireman Small needs help! Write an ad for a firefighter.

 Write an ad that describes the job.

• Put your ad on a poster.

#### TIPS

- Think about what makes a good firefighter.
- Tell just what kind of worker you want.

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Challenge Master CH 10-4

## Challenge Master CH 10-5

THEME 10/Week 3

Name \_\_\_\_\_

**1. The Riddle Game**

Can you remember some favorite stories you read this year? Play this game to find out!



**Choose the Stories**

- Decide which stories to use in the game.
- List the story titles.

**TIP**

- Be sure to keep the rules simple.

**Make Up the Riddles**

-  Write riddles to go with each story.
- Print the riddles and their answers on cards.
- Use a board from another game.
-  Write the rules to the game.
- Try the game to see if the rules work.
- Change the rules if you have to.

**Play the Game**

- Explain the game to your class.
- Invite others to sign up to play your Riddle Game.

CH 10-5 Challenge Master

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**Expected Outcome**

A good riddle game will include

- ✓ simple, easy-to-follow rules
- ✓ straightforward questions
- ✓ a well-organized appearance

**1. The Riddle Game** 120 MINUTES SMALL GROUP

**Materials:** index or other cards, poster board or conventional game board, recycled materials to use as playing pieces, felt-tip markers

**Goal:** Make a riddle game that tests how well children remember the stories they read this year.

**DAY 1****Choose the Stories**

Limit the stories to Anthology and Big Book selections.

**DAY 2**

Children continue to work on this project.

**DAY 3****Make Up the Riddles**

Check with children on the progress of their riddle writing. Each riddle or question should involve a major character or event. You may wish to provide models for children, such as the following:

- “I was not happy with my birthday present. Who am I?” (*Toad*)
- “What happened to the cheese in *Two Greedy Bears*? (*The fox ate most of it.*)

A question or riddle might also have more than one acceptable answer:

- “What got smaller and smaller?” (*the cheese in Two Greedy Bears, Toad’s hat*)

**DAY 4**

Children continue to work on this project.

**DAY 5****Play the Game**

- Explain to children that they can make up the rules to their own riddle game.
- Have the children who develop the game break into pairs to demonstrate it to others.
- Volunteers can make separate sets of cards for each theme.

## 2. Here's My Vote 60 MINUTES GROUP INDIVIDUAL

**Goal: Take a survey and report which story is the class favorite and why.**

Help children recall Anthology and Big Book selections they liked. On the board, write five titles with short lines in front of them. Ask children to vote for their favorite. Count the votes and write the number before each title. Have children write a survey report that includes the following parts:

- a copy of the survey
- a sentence that tells which story is the winner
- ideas about why the winning story is the most popular

## 3. My Year in First Grade

60 MINUTES INDIVIDUAL

**Goal: Tell about some important moments in first grade.**

- It may be helpful for children to discuss the sentence starters in small groups before they begin to write.
- Provide other sentence starters if appropriate. Children can also think of their own.

## Additional Independent Work

### Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *Wind and Sun* with the anthology selection *The Hat*, using what they have learned about Cause and Effect. Children may discuss or write about their comparisons.

### Other Activities

- TE p. T212, Challenge Words
- TE p. T225, Create a Quiz
- TE pp. R19, R25, R31, Challenge
- Education Place: [www.eduplace.com](http://www.eduplace.com)  
More activities related to *The Hat*
- Accelerated Reader®, *The Hat*

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### Expected Outcome

A good survey report will include

- ✓ a correct copy of the survey titles and numbers
- ✓ correct identification of the winner
- ✓ reasons why the story is popular

3

### Expected Outcome

A good paper will include

- ✓ information about the child's year in first grade
- ✓ important details
- ✓ clear writing and correct punctuation

### Challenge Master CH 10-6


THEME 10/Week 3

Name \_\_\_\_\_

#### 2. Here's My Vote

Find out which story your class likes best.


- List the five stories.
- Tell how many people voted for each story.

 Write your ideas about why the story is the most popular.

**TIP**

- Think about why readers like the winning story.

#### 3. My Year in First Grade

 Write about your year in first grade.

- You can write sentences like these:

The best day was when \_\_\_\_\_.

It was best because \_\_\_\_\_.

- Share what you wrote with someone else.

**TIP**

- Think about your year before you write.

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Challenge Master CH 10-6