Theme 2

Theme 2: Surprise!
CHALLENGE ACTIVITIES FOR

Surprise!
1. “What Is That?” Said the Cat

Materials: Graphic Organizer Master 1, art paper, colored markers or crayons

Goal: Discuss “What Is That?” Said the Cat and learn about alligators and crocodiles.

Preparing to Read

Building Background

Read aloud the title, author, and illustrator. Ask children to tell about a time they were curious about what was in a package. Have them predict what might be inside the box on the cover of the story.

Supporting the Reading

Introducing the Book

Have children read the title of the book. Then do a picture walk of the story up to page 27 for children to see and name the different characters. Don’t show the last page. Let children discover the mystery on their own.

Point out the text on pages 2 and 3. Ask:

- This story is about a box. Who can find the word box?
- Who can find another word that has the /b/ sound?

Responding

Tell children to think about the predictions they made before reading. Ask if they changed their ideas as they read. Have children discuss the following:

- Did the ending of the book surprise you? Why or why not?
- What was the first clue that something scary might be in the crate?

Distribute Challenge Master CH 2-1

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.

Expected Outcome

A good animal drawing will include

- details about the animal and its habitat
- accurate facts about the animal
Learning About Alligators and Crocodiles

Getting Started

Ask children what they know about alligators. Point out that many people confuse alligators with crocodiles. Tell children that they will work in pairs to learn about alligators and crocodiles. Tell them to pay special attention to differences between the two animals.

Finding Out More About Alligators and Crocodiles

• Have each partner decide whether to study alligators or crocodiles. Ask children to write questions that they would like to answer about the animal that they have chosen.

• Assist children in finding books that will answer their questions. Possible titles include: *Alligators and Crocodiles* by Lynn M. Stone, *Roaring Reptiles* by D. M. Souza, and *Crocodiles and Alligators* by Seymour Simon.
Read to Find Out

Have children read books and look at pictures to answer their questions about alligators or crocodiles. For example, a child might ask:

- What does a crocodile look like?
- Where does it live?
- What does it eat?

Have children use Graphic Organizer Master 1 to note the details they discover about their animals.

Get Ready to Share

Ask each child to use what he or she has learned to make a drawing of the animal in its natural habitat. Tell them to

- draw details in their picture that show what the animal looks like and what its home looks like
- write facts about the animal and where it lives

Have each pair examine each other's work to discover similarities and differences between the animals.

Share What You Learned

Arrange for partners to present their work to classmates or to children in another class who have not participated in the activity.
2. **To Be a Kid**  
**Goal:** Make pretend photos about being in another country.

Point out that a lot of the information in *To Be a Kid* was communicated through photographs. Have children read *It Takes a Village* by Jane Cowen-Fletcher or a similar book about a child in another culture. Have children make simulated photographs to show what they learned. Ask them to paste their photos on a piece of paper and write a caption under each.

**Materials:** unlined paper, markers or crayons, paste

2. **Number Books**  
**Goal:** Make a number book.

Review how the author of *A Party for Bob* used numbers in the story. Provide time for children to read similar books and discuss how numbers are important to the stories. Some examples are *Ten Apples Up on Top* by Theodore Le Sieg and *Five Little Monkeys Sitting in a Tree* by Eileen Christelow.

**Materials:** materials for making homemade books

**Expected Outcome**
A good number book will include
- a story with a beginning, middle, and end
- numbers that relate to the story

**Expected Outcome**
A good photo activity will include
- illustrations that communicate what the child has read
- captions to explain the illustrations

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *Five Big Boxes* with the anthology selections *A Lot! A Lot!* and *A Party for Bob*, using what they have learned about Noting Details. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T35, Globe  
- TE, pp. R15, R17, R27, R33, Challenge  
- Education Place: www.eduplace.com  
- More activities related to *A Party for Bob*  
- Accelerated Readers®, *A Party for Bob*
1. The Pet Vet

Materials: supplies for book binding

Goal: Write a chapter about being a vet.

Preparing to Read

Building Background

Read the title, author, and photographer aloud. Ask how many children have gone to a veterinarian's office to have a pet treated. Have those children describe the office and recall the experience.

Supporting the Reading

Introducing the Book

Tell children to read the title and look at the cover art. Ask them to predict what the book will be about. Have them guess why the young person on the cover is dressed like a veterinarian. Have children do a picture walk to notice the kinds of animals in the story and what is happening to each. Tell children to read to find out more about the boy on the cover.

Point out the text on page 20. Ask:
• Who can find two words that have the /e/) vowel sound?
• Who can count the number of words on the page?
• Who can count the number of sentences on the page?

Responding

Tell children that it is a good idea to compare what they read to real life experiences. This strategy will help them to understand and enjoy books. Ask them to think about the experiences children talked about before reading the book. Involve children in a discussion of the following questions:
• Why was the boy dressed as a vet?
• What did he do that was like the experiences the group talked about before reading the book?

Distribute Challenge Master CH 2–5

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 Vets

Getting Started

Show children some career books. Explain that people often read books like these when they are trying to decide what kinds of jobs they want. Show them that each chapter tells about an aspect of the job.

Tell children that they will write a chapter of a career book about veterinarians. Ask each child to choose some aspect of the job such as the kind of training needed, what a vet’s office is like, what is fun about the job, or what is hard about it.

Finding Out More About Vets

- Have children write questions they would like to answer about an aspect of being a vet.
- Assist children in finding books about vets. Possible titles include I'm Going to Be a Vet by Edith Kunhardt, Veterinarians by Dee Ready and Dolores Ready, and Dr. Friedman Helps Animals by Alice K. Flanagan.
Read to Find Out

Have children read books and look at pictures to answer their questions about vets. Sample research questions include:

- Do you have to go to college to be a vet?
- How long does it take to become a vet?
- What subjects do vets need to be good at?

Have students write their chapters. Tell them to include:

- titles and opening sentences that tell what their chapters will be about
- sentences to answer the questions they had
- ending sentences to sum up their chapters

Get Ready to Share

Have each child create an illustration to show one of the facts they included in their chapter. Then help children work as a team to decide on the order of the chapters. Help them to create a cover and then bind their writing together into a career book.

Share What You Learned

Arrange with your school’s librarian to display the book near other career books for a period of time.
2. Minerva Louise  60 MINUTES  INDIVIDUAL

Materials: art paper, fine line markers or colored pens

Goal: Write about Minerva Louise.

Have children use the pattern of Minerva Louise at School to create a story about Minerva in a different setting.

3. Real and Make-Believe  60 MINUTES  INDIVIDUAL

Goal: Make a chart to show what is real and what is pretend.

Have children recall what was real and make-believe about The Bunnies and the Fox. Help children find other books about bunnies. Some examples are: Cottontail Rabbits by Kristin Ellerbush Gallagher and Count Down to Clean Up by Nancy Elizabeth Wallace. Ask each child to make a two-column chart to sort realistic events from fantasy events.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader The Pet with the anthology selections Val Can Help and The Bunnies and the Fox, using what they have learned about Fantasy and Realism. Children may discuss or write about their comparisons.

Other Activities

- TE p. T107, Summarizing
- TE, pp. R19, R21, R29, R35, Challenge
- Education Place: www.eduplace.com
- More activities related to The Bunnies and the Fox
- Accelerated Readers®, The Bunnies and the Fox

Expected Outcome

A good story will include
✔ a setting other than school
✔ events that show the character mistaking common items for other things

Expected Outcome

A good chart activity will include
✔ an accurate chart showing the reality and fantasy aspects of the book
✔ a clear summary statement based on the chart

Challenge Master CH 2-8

TIP: List things the hen might see.

TIP: Think about what happened in the story that could happen to real people.

TIP: Write a sentence that tells whether the book is mostly real or mostly pretend.
1. Spots

Materials: white paper, safety scissors, bulletin board or other surface covered with dark colored paper

Goal: Write an article about spotted animals.

Preparing to Read

Building Background

Read the title, author, and photographer aloud. Have children identify different patterns on the clothing they are wearing. They may mention stripes, solids, plaids, and dots. Tell them that they will be reading about a girl who has a favorite pattern.

Supporting the Reading

Introducing the Book

Ask children to read the title of the book and look at the cover art carefully. Have them predict the character’s favorite pattern based on what they see. Ask children to predict other spotted objects the girl may like. Tell children that they will read to find out if their predictions are correct.

Point out the text on page 4. Ask:

• What word on this page rhymes with spots? (lots)
• Who can read this first page?
• What word on page 24 has the /u/ sound?

Responding

Tell children that sharing their ideas and feelings about something that they have read can help them understand the book better and enjoy it more. Engage them in discussing the following:

• How did the girl feel about spots? What is something that makes you feel the same way?
• What are your favorite clothes to wear?

Distribute Challenge Master CH 2-9

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 Spotted Animals

Getting Started

Point out that spots are a pattern found in nature. Ask the group to collaborate on a list of spotted things mentioned or shown in the story. Have children identify all the listed items that are (or could be) from nature.

Have children brainstorm animals that have spots. Ask each child to select one of these animals to study.

Finding Out More About Spotted Animals

• Have children write questions they would like to answer about the spotted animals they have chosen.
• Assist children in finding books about these animals. Possible titles include *Giraffes* by Bobbie Kalman and Greg Nickles, *The Big Cats: Lions and Tigers and Leopards* by Jennifer C. Urquhart, and *Dalmatians* by Stuart A. Kallen.
Read to Find Out

Have children read books and look at pictures to answer their questions about spotted animals. For instance, if a child has chosen to study leopards, he or she might research the following questions:

- How big are leopards?
- Where do they live?
- Do their spots help them stay safe?

Have children write their articles. Tell them to include

- an opening sentence that tells what animal they studied
- sentences to answer each question they asked
- interesting facts to end the article

Get Ready to Share

Have children cut large circles from white paper. Then ask them to each write the final copy of their articles on the circle. Have children add illustrations to their articles.

Share What You Learned

Explain that people who study scientific topics sometimes have special meetings in order to share what they have learned. Provide time for children to present their papers to classmates. Then help children arrange their circles on a bulletin board or wall covered in dark paper to make a spotted display.
2. **Plant a Forest**  **60 MINUTES**  **INDIVIDUAL**

**Materials:** pieces of green paper

**Goal:** Make a cutout to tell about a tree or plant.

Locate books on plants and trees from which children may choose a topic. An example is *Desert Giant: The World of the Saguaro Cactus* by Barbara Bash. When children have finished making their cutouts and writing their information, designate wall space where they may hang their work to make an imaginary forest.

3. **A Surprise for Zig Bug**  **60 MINUTES**  **INDIVIDUAL**

**Materials:** Graphic Organizer Master 3

**Goal:** Plan a story.

Have students review the chart they used to map *Jasper’s Beanstalk*. Tell them that this kind of chart can also be used to plan a story.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *Where Is Tug Bug?* with the anthology selections *Quit It, Bug!* and *A Surprise for Zig Bug*, using what they have learned about Story Structure. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T179, Comparing Literature
- TE, pp. R23, R25, R31, R37, Challenge
- Education Place: www.eduplace.com
- More activities related to *A Surprise for Zig Bug*
- Accelerated Readers®, *A Surprise for Zig Bug*

**Expected Outcome**

A good cutout will include

- ✔ an approximate shape of the plant
- ✔ accurate facts written on the cutout

A good story plan will include

- ✔ an original idea for how Zig could have solved his problem
- ✔ story events mapped out in a logical way