Let's Look Around!
1. Barnyard Tracks

**Materials:** unlined paper; supplies for binding pages into a book

**Goal:** Create a class book about farm animals.

### DAY 1

**Preparing to Read**

**Building Background**

Ask children what happens when an animal or person walks on a soft surface such as mud or sand. If children do not use the term *tracks* in this discussion, introduce it. Then read aloud the title and the author’s name. Ask children what they think the book will be about.

**Supporting the Reading**

**Introducing the Book**

Before previewing the book, read the title again. Ask children if they hear a word in the title that contains the short *a* sound. Next, do a picture walk together to determine what kinds of animal tracks might be found in the book. Call children’s attention to the format of the book. Point out that page 2 starts with *Look!* and shows a kind of track they might see on a farm. Have children notice that page 3 starts with *Listen!* and tells about something they might hear on a farm. Have children guess the animal. Then turn to page 3 to confirm their predictions.

Continue to preview this book, encouraging children to predict who’s there.

**Responding**

Tell children that talking and writing about a book can help them understand and enjoy it. Ask children about the ending of *Barnyard Tracks*.

- Were you surprised by the ending? Why or why not?
- What clues did the author give about how the book might end?

**Expected Outcome**

A good animal book page will include

- an opening sentence that names the animal
- sentences answering the child’s questions about the animal
- an illustration of the animal

**Distribute Challenge Master CH 3-1**

Have children read the directions and sentence starters with you. Then have them complete the sentences. Have children discuss their responses in a small group.
DAY 2

Learning About Farm Animals

Getting Started

Have children revisit the book and list all the farm animals in it. Show children an article from a children’s encyclopedia. Explain that encyclopedias give facts. Tell children that they will each find out about one kind of farm animal and put their work together into a “Farm Animals Encyclopedia.”

Finding Out More About Farm Animals

• Help each child select a farm animal to study.
• Direct children to look through Barnyard Tracks or other classroom books for ideas. Rosie’s Walk by Pat Hutchins also takes place on a farm.
• Have children write questions they would like to answer about the animals they have chosen. Some sample questions include: What do chickens eat? Where do they live on the farm? How many eggs can they lay?
Read to Find Out

Have children read and look through nonfiction books to answer their questions about farm animals. Then have children write their articles. Tell them to include

- an opening sentence that tells what animal they studied
- a sentence to answer each question they asked
- an ending sentence about the animal

Get Ready to Share

Have each child create an illustration to show something about the animal they studied. Then help children work as a team to create a cover and bind their writing together into an encyclopedia. Explain that encyclopedia articles are in alphabetical order. Assist children in arranging their articles based on the animals’ names.

Share What You Learned

Have children share their posters with a classmate. Ask each child to read his or her page aloud. Display the book in the school or classroom library for others to enjoy.
2. What Color Is Morning? 60 MINUTES  INDIVIDUAL

Materials: art paper, watercolors, black marker

Goal: Make a set of poetry posters.

Talk with children about the colors that might best tell about each time of day. Demonstrate how to use a free verse form for their poems.

3. Let’s Take a Walk 60 MINUTES  SMALL GROUP

Read or review Taking a Walk by Rebecca Emberley as a model for this activity. You might have children take a short walk around the school before beginning to write and draw. Children can plan what objects they will draw so that there won’t be duplication. Help children bind their pages into a book.

English Language Learners: You may wish to pair children together for this activity. Non-native speakers can also label the objects in their home language.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader Mack with the anthology selections Animals in the Cold and Seasons, using what they have learned about Topic, Main Ideas, Details/Summarizing. Children may discuss or write about their comparisons.

Other Activities

- TE p. T35, Make a Counting Book
- TE p. T52, Completing Sentences
- TE, pp. R15, R17, R19, R31, R37, Challenge
- Education Place: www.eduplace.com
- Accelerated Reader®, Seasons

Expected Outcome

A good set of posters will include
✔ text that describes the three times of day
✔ artwork that reflects the text

A good book will include
✔ illustrations of objects around the school
✔ labels for each object
1. Mud!

Materials: art paper, old magazines, paste

Goal: Learn about rainy weather and make a collage.

Day 1

Preparing to Read

Building Background

Have children tell some of the things they like to do outdoors. Ask children if they ever get dirty and messy while playing outside. Read aloud the title and author of the book. Ask children to predict what they think the book will be about. What do children know about mud?

Supporting the Reading

Introducing the Book

Do a picture walk through the book with children. Have them make guesses about the characters, setting, and activities in the book. Talk about the title Mud! Ask:

- Can you think of any words that rhyme with mud? (bud, thud)
- What short vowel sound do you hear in mud and the words that rhyme with it? (short u)

Responding

Explain that talking about a story can often help children better understand and enjoy it. Ask children if they have had any experiences like those of the characters in the story. Discuss the following with children.

- Who were the characters in the book?
- Did they enjoy their day? How can you tell?
- Would you like to play in the mud?

Expected Outcome

A good collage will include:

- ❌ facts about rainy weather
- ✔ rain pictures framing the weather facts

Distribute Challenge Master CH 3-5

Have children read and complete the sentence starters to tell how the boys had fun. Ask children to share their responses with a partner.
Learning About Rainy Weather

Getting Started

Remind children that the boys in the book had fun playing in the mud. Ask children what causes soil to turn into mud. Tell them that they will have a chance to learn more about one of those causes—rainy weather.

Finding Out More About Rainy Weather

- Help children think of questions they would like to answer about rainy weather. For example: What causes rain? What happens when it rains? How can you tell how much it rained?
- Assist children in finding books about weather. Possible titles include *Down Comes the Rain* by Franklyn Mansfield Branley and *What Will the Weather Be?* by Lynda Dewitt.
- Explain that children will need to locate the parts of the books that tell about rain.
Read to Find Out

Have children read the books they find about weather. Ask them to focus on finding parts of the books that answer their questions. Have them write the answers to their questions.

Get Ready to Share

Have children write their facts on lined paper and then glue the paper to the center of a piece of art paper. Tell them to cut out pictures related to rain from magazines and paste them on the outside edges of the art paper to form a frame for their work.

Share What You Learned

Provide time for each child to be a weather expert and share the facts he or she learned with the rest of the class. Remind children how to listen and ask questions.
2. **Party Photo Album**  
**60 MINUTES  INDIVIDUAL**

*Materials:* 5” × 7” sheets of paper to represent photographs, pages stapled together to form an album, paste

**Goal:** Create a “photo album” about an ice cream party.

If possible, show children a photo album. Share some of the pictures with them and discuss who is in the pictures, when they were taken, and what was happening at the time they were taken.

- Help children brainstorm ideas of photographs that could be taken at an ice cream party.
- Explain that people often write captions under the pictures in their photo albums to help them remember what was happening.

3. **What Do You Predict?**  
**60 MINUTES  INDIVIDUAL**

**Goal:** Write predictions and check them.

- Help each child select a book at his or her independent reading level.
- Have children base their predictions on the title, cover, and pictures.
- Ask children to write their predictions in sentences.

**Expected Outcome**

A good photo album will include:
- pictures that show an ice cream party
- pictures in sequential order
- captions to accompany each picture

A good predictions activity will include:
- predictions that are based on the title, cover art, and illustrations in the book
- circled predictions that match the content of the book

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *Apple Picking* with the anthology selections *Ham and Eggs* and *Miss Jill’s Ice Cream Shop*, using what they have learned about Making Predictions. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T107, Write a New Ending
- TE p. T124, Completing Sentences
- TE, pp. R21, R23, R25, R33, R39, Challenge
- Education Place: www.eduplace.com
  More activities related to *Miss Jill’s Ice Cream Shop*
- Accelerated Reader®, *Miss Jill’s Ice Cream Shop*
1. When Tiny Was Tiny

Materials: poster paper, colored markers or crayons

Goal: Learn about puppies and make a puppy care poster.

Preparing to Read

Building Background

Read aloud the title and author. Ask children to look at the picture and predict who Tiny is. Have children tell what they know about puppies and how they grow into dogs.

Supporting the Reading

Introducing the Book

Have children look at page 3. Read it with them. Ask them if they think this dog and the puppy on the cover are the same. Do a picture walk through the rest of the book, having children notice Tiny’s size throughout the story. Tell children that when they read the book, they will find out why Tiny’s size changes.

Point out pages 4 and 5. Ask children what they notice about the text on those pages. What words do children see repeated? (fit, in, my) What sound do you hear in both fit and in? (They both have the short i sound.) Tell children to use what they know about short i words when they read the book. Then have them read the book independently.

Responding

Explain to children that discussing what they already know about dogs will help them to better understand and enjoy the book. Ask question such as these:

• Is Tiny like any dogs you have ever known? In what way?
• Did this story show you anything about dogs you didn’t already know?
• Would you like to have a dog like Tiny? Why or why not?

Distribute Challenge Master CH 3–9

Ask children to read and answer the questions.
Day 2
Learning About Puppies

Getting Started

Point out that children have read a story about a puppy that grows up to be a big dog. Explain that the story is made up, but that they will learn about how real puppies grow into dogs.

Finding Out More About Puppies

• Help children think about questions they have about taking care of puppies. Some possible questions include: What kind of food do puppies need? How much sleep do they need? What kind of play is good for puppies?

• Assist children in finding books about puppies and dogs. Some titles include Henry & Mudge Take the Big Test by Cynthia Rylant, All About Dogs & Puppies by Laura Driscoll, and Tiny’s Bath by Cari Meister.

• If possible, invite an expert, such as a veterinarian or pet shop worker, to talk with the class about dogs.
Read to Find Out

Have children read and listen to speakers to find answers to their questions.

Get Ready to Share

Have children make puppy care posters using the facts from the Challenge Masters. Ask them to draw a picture beside each fact on their poster.

Share What You Learned

Help children select a place in the school to hang their posters so that other children may learn from their research. Hang a title over the display called *Taking Care of a Puppy*.
2. Book Sort  60 MINUTES  SMALL GROUP

*Materials:  index cards*

**Goal: Sort books in the classroom library.**

Remind children that they have learned about categorizing and classifying. Explain that books can be sorted in many ways. They can be information books, fantasy books, books about animals, big books, and so on. Then have children sort the books.

3. A Trip to Remember  60 MINUTES  INDIVIDUAL

**Goal: Write about a made-up place.**

Help children think of an imaginary land for the topic of their letters. Have children include as many details as possible when describing their made-up land.

**Expected Outcome**

A good book-sorting activity will include:
- ✔ the creation of logical categories
- ✔ suggestions of more than one way to categorize the books

A good letter will include:
- ✔ a topic about an imaginary trip
- ✔ a detailed description of the setting of the trip

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *The Crab* with the anthology selections *The Trip* and *At the Aquarium*, using what they have learned about Categorize and Classify. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T179, Write Another Episode
- TE p. T196, Completing Sentences
- TE pp. R27, R29, R35, R41, Challenge
- Education Place: www.eduplace.com
- More activities related to *At the Aquarium*
- Accelerated Reader®, *At the Aquarium*
- *Challenge Master CH 3–12*