Theme

4

Theme 4: Family and Friends
CHALLENGE ACTIVITIES FOR

Family and Friends
1. **Biscuit Finds a Friend**

**Materials:** old white socks, black self-adhesive dots, orange construction paper, stapler

**Goal:** Learn about ducks and put on a puppet play.

### Preparing to Read

#### Building Background

Ask children to tell about real life or story situations in which two different kinds of animals were friends. Write these animal pairs on the chalkboard.

#### Supporting the Reading

**Introducing the Book**

Ask children to review the title and cover art to predict who Biscuit is. Tell them to guess what kind of friend Biscuit will meet.

On page 8, ask:

- What does the little duck say? *(Quack!)*
- Who can read another word on this page that ends with the /k/ sound? *(duck)*
- What letters do you see that make the /k/ sound? *(ck)*

On page 20, ask:

- What word do you see in the last sentence that has the /ɒ/ sound? *(Not)*

### Responding

Point out that discussing story characters and their actions can help children understand what they have read. Ask the following questions:

- What did Biscuit and the girl do when they found the duck?
- What does this tell you about them?

**Distribute Challenge Master CH 4-1**

Have children discuss their responses in a small group.
Learning About Ducks

Getting Started

Ask children what information this story provides about ducks. Then ask children what other information they would like to learn about ducks.

Tell children that they will learn more about real ducks and share what they learn through a puppet play.

Finding Out More About Ducks

• Have children write questions that they would like to answer about ducks.
• Assist children in finding books about ducks. Possible titles include *Ducks Don’t Get Wet* by Augusta Goldin, *North American Ducks, Geese, and Swans* by Ruth Soffer, and *Quack and Honk* by Allan Fowler.
**Read to Find Out**

Have children read books and look at pictures to answer their questions about ducks. Sample questions they may research are:

- How do ducks swim?
- Why don’t their feathers get wet?
- Where do ducks live?

Have children write sentences about the information they learned. Tell them to include:

- an opening sentence to get their audience’s interest
- sentences to answer each question they asked
- an ending sentence that sums up their feelings about what they learned

**Get Ready to Share**

Have each child make a duck puppet using a sock for the body, self-adhesive dots for eyes, and construction paper for a bill. Help children staple the bills onto their ducks.

**Share What You Learned**

Have children use their duck puppets to deliver the scripts they have written. Provide time for children to ask one another questions about what they learned.
2. Learning About Families

60 MINUTES  INDIVIDUAL

Materials: art paper, crayons or markers

Goal: Make a family picture.

Read aloud several books about families, such as *Bravo, Maurice!* by Rebecca Bond, *Pinkey and Rex and the Perfect Pumpkin* by James Howe, and *The Wedding* by Angela Johnson. Provide time for children to compare and contrast the families from the books with their own families.

3. Drawing Conclusions

60 MINUTES  INDIVIDUAL

Materials: a live plant

Goal: Write a conclusions journal.

Remind children that they read about examples of change in *An Egg Is an Egg*. Point out that the author concluded that nothing stays the same and everything can change. Tell them that they will draw some conclusions about a plant.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *Family Day* with the anthology selections *Fluff Is Missing!* and *Go Away, Otto!*, using what they have learned about Drawing Conclusions. Children may discuss or write about their comparisons.

Other Activities

- TE p. T35, Illustrate Changes
- TE p. T52, Completing Sentences
- TE pp. R15, R17, R29, R35, Challenge
- Education Place: www.eduplace.com
- More activities related to *Go Away, Otto!*
- Accelerated Reader®, *Go Away, Otto!*

Expected Outcome

A good family picture activity will include:

- an illustration of a family
- a sentence that tells about the picture

A good drawing conclusions activity will include:

- statements of observable facts about the plant
- a reasonable conclusion drawn from the facts
1. **Come! Sit! Speak!**

*Materials:* supplies needed to conduct selected science experiments

**Goal:** Write a book about teaching a skill to another child.

### Preparing to Read

#### Building Background

Read the title, author, and illustrator aloud. Ask children what they think this story will be about. Then ask children to recall times when they have taught a person or an animal how to do something. Have them share what skill they taught. Ask them to tell what made the experience fun and what was challenging about it.

#### Supporting the Reading

**Introducing the Book**

Have children read the title and look at the cover of the book. Do a picture walk with them. Engage children in making predictions about who will be teaching whom in the story and what that person will teach. Point out the text on page 3. Ask:

- Who wants to try pronouncing the main character’s name?
- Who wants to try reading the name of the pet shop?
- Who can find a word on this page that has the /˘u/ vowel sound?
- Who can think of other words that have the /˘u/ vowel sound?

**Responding**

Tell children that sharing their ideas about a book with others is part of the fun of being a reader. Have children discuss the following questions:

- At first, how did Ariel feel about getting a sister instead of a puppy? How do you know?
- How did she feel at the end of the book? Why do you think that?

#### Distribute Challenge Master CH 4-5

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.

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**Expected Outcome**

A good book will include

- text patterns from *Come! Sit! Speak!*
- a skill that can be taught to another child
- illustrations on each page
You Can Teach!

Getting Started

Remind children that Ariel had fun teaching her sister new things.

Finding Out More About Teaching

- Have children think about younger children to whom they could teach something. Explain that they might teach a younger brother or sister, a cousin, a neighbor, or a friend.
- Ask volunteers to recall what Ariel taught her little sister. Then have them think about what they want to teach. Ask them to make a list of their ideas.
DAY 3

Writing the Books

Provide children with drawing paper and have them begin their books.

- Have children use the following sentence frame for the first page of their books: “You can teach ______________ everything.”
- Tell children to pattern the rest of their book after *Come! Sit! Speak!* For example, they should use thought balloons to tell what they teach. Remind them that they can look in the book to find text patterns they want to use in their own book, but with their names substituted. For example, one page might read, “Tonio thought about this.”
- Have children add illustrations to fill the pages.

DAY 4

Finish the Book

Have children continue working on their books. When they are finished with their pages, have children

- put the pages in order
- make a cover from a blank sheet of drawing paper
- add a drawing, a title, and their name as author to the cover
- staple the pages together to make a book

DAY 5

Share the Book

Have children share their books by reading them aloud to partners.
2. Families, Families, Families

**Goal:** Read books about families and draw pictures to show something about the book.

Review *Go Away, Otto!* with children and discuss some of the photographs.

- Ask them each to draw one “photo” that shows the family members in the book doing something together.
- Have them write about their pictures.

3. Two Best Friends

**Goal:** Write reasons for liking friends.

Point out that in *Two Best Friends*, Pam knew that any new friends she made would be different from Jen. Help children realize there are different things people like about different people.

- Have children think about different friends and the good things that make each person a friend.
- Tell children to make a chart to show their ideas.
- Talk about the different ideas on their charts.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *Best Friends* with the anthology selections *Zack and His Friends* and *Two Best Friends* using what they have learned about Compare and Contrast. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T107, Symbols
- TE p. T124, Completing Sentences
- TE pp. R19, R21, R23, R31, R37, Challenge
- Education Place: www.eduplace.com
- More activities related to *Two Best Friends*
- Accelerated Reader®, *Two Best Friends*
1. The Day the Sheep Showed Up

_Materials_: poster board, paste, cotton balls, yarn, scraps of wool, crayons or markers

_Goal_: Read _The Day the Sheep Showed Up_ and learn about wool making.

### Preparing to Read

#### Building Background

Ask children to recall rhymes such as _Baa, Baa, Black Sheep_ and _Mary Had a Little Lamb_ about sheep and lambs. Tell them that they will be reading a make-believe story about a sheep.

#### Supporting the Reading

#### Introducing the Book

Have children do a picture walk to predict the other animals’ reaction to the sheep.

Point out the text on page 3. Ask:

- Who can find a word that begins with the sounds you hear at the beginning of _strap_? (_strange_)
- Who can find a word with the /ˌe/ vowel sound you hear in _pen_? (_when_)

Point out the text on page 17. Ask:

- Who can find a word with the /u/ vowel sound you hear in _up_? (_mud_)
- Who can read the whole first sentence?

### Responding

Discuss the following questions:

- How do you think the animals felt about the sheep at first? Why?
- How did they feel at the end of the story? What made them change their minds? Why do you think that?

### Distribute Challenge Master CH 4–9

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 Wool Making

Getting Started

Remind children that they have just read a story about a make-believe sheep. Point out that real sheep serve a useful purpose by providing wool used to make items such as sweaters and blankets. Tell children that they will learn how sheep’s wool is made into items that they use.

Finding Out More About Wool Making

• Have children write questions that they would like to answer about how a sheep’s wool is made into everyday items.
• Assist children in finding books about wool making. Possible titles include Farmer Brown Shears His Sheep by Teri Sloat, Hooray for Sheep Farming! by Bobbie Kalman, and Wool by Guinevere Healy-Johnson.
**Week 3**

**Day 3**

**Read to Find Out**

Have children read books and look at pictures to answer their questions about wool making. Sample research questions include:
- How do farmers get wool from sheep?
- How is the wool turned into yarn?
- What kinds of things are made from wool?

**Day 4**

**Writing a Paragraph**

Have children write their paragraphs. Tell them to include:
- a title for their work
- a sentence that tells about a part of the process
- a sentence that names some things that are made from wool

**Day 5**

**Share What You Learned**

Have each child write his or her finished paragraph on the bottom half of a poster board. Ask the children to use art materials and supplies such as cotton balls, yarn, and scraps of wool to make a three-dimensional illustration for the top half of their paper. Tell children that the illustration should show something about the wool-making process.

Provide a place for children to display their posters so that others in the class and the school can see them.
2. **Seasons Poster**  
60 MINUTES  INDIVIDUAL  

**Materials:** unlined paper

**Goal:** Make a poster about seasonal activities.

Help children identify a book such as *Around the Oak* by Gerda Muller that is structured around the sequence of seasons and that tells what happens in each one.

3. **Safety Rules**  
60 MINUTES  INDIVIDUAL

**Materials:** unlined paper, pencils or thin line markers, stapler

**Goal:** Make a group safety booklet.

Have children work together to discuss safe behavior and make a group booklet that shows safety rules.

- Together, revisit pages 194 and 195 of *Dog School*. Engage children in a discussion of why the dog’s behavior is unsafe.
- Help children think of other problems that the dog could cause by being out of control, such as jumping on visitors.
- Have children meet in small groups to discuss important safety rules in their lives.
- Tell each child to draw and write about a different safety rule.
- Combine the pages to make a group booklet.

### Additional Independent Work

#### Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *The Bug Jug Gang* with the anthology selections *Dad's Big Plan* and *Dog School*, using what they have learned about Sequence of Events. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T179, Noting Details
- TE p. T196, Completing Sentences
- TE pp. R25, R27, R33, R39, Challenge
- Education Place: www.eduplace.com
- More activities related to *Dog School*
- Accelerated Reader®, *Dog School*