We Can Work It Out
1. Solve a Problem  

**Goal:** Make a plan for solving a problem.

**DAY 1**

**Choosing a Problem to Solve**

Draw a problem-solution chart on the board. Have children restate the problem in *That Toad Is Mine!* Then have them brainstorm solutions to the problem. When children think of a real-life problem, remind them to think of something that is not too complicated.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Writing About the Problem and Solution**

- Have children write an opening sentence describing the problem they have chosen.
- Then children should explain the solution they believe would be best.
- Finally, children should write why they believe their solution is a good one.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Presenting Your Ideas**

Explain that people sometimes send their problem-solving ideas to someone who may want to help solve the problem.

- Set aside time for children who have focused upon a classroom problem to present their papers to you and the other children.
- For children who have addressed a school problem, arrange for them to present their essay to the appropriate person, such as the principal.
- Assist children who have written about a community problem in sending their essays to the appropriate community group or leader.
2. **Crop Poster**  
**Duration:** 60 MINUTES  
**Setting:** INDIVIDUAL

**Materials:** colored construction paper, art paper, books about foods and plants, paste, safety scissors, crayons

**Goal:** Make a poster to show the different plants that people eat.

Show children how to tear brown and blue paper, and paste these onto art paper to represent earth and sky. Have children paste their vegetable, fruit, and nut cutouts in the appropriate locations to indicate where they grow. If necessary, tell children whether certain foods grow below, on, or above ground.

**English Language Learners:** Children from other countries may want to show plants from their original country.

3. **Ode to a Toad**  
**Duration:** 60 MINUTES  
**Setting:** INDIVIDUAL

**Materials:** books about toads

**Goal:** Write a poem about toads.

Help children find books that include accurate information about toads. If children need help starting their poems, suggest that they think about what it is like to see, touch, or hear a toad.

**Expected Outcome**
- A good poem will include ✔ factual information about toads
- ✔ details that help create the image of a toad

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *Joan and Coach Show* with the anthology selection *That Toad Is Mine!*, using what they have learned about Problem Solving. Children may discuss or write about their comparisons.

**Expected Outcome**
- A good collage will include ✔ an accurate portrayal of the information children have learned about edible parts of plants
- ✔ labels for each food item

**Other Activities**
- TE p. T58, Write a Story
- TE pp. R13, R23, R29, Challenge
- Education Place: www.eduplace.com
- More activities related to *That Toad Is Mine!*
- Accelerated Reader®, *That Toad Is Mine!*
1. Going Home  120 MINUTES  INDIVIDUAL

*Materials: art paper, crayons or markers, Graphic Organizer Master 3*

**Goal:** Write a story.

**Planning Your Story**
When filling in their story maps make sure children understand that the boy will appear as the main character in their stories and that the problem is how the boy will get home. Have them think of other solutions, in addition to the bear taking him home.

**Writing Your Story**

- Help children understand that they need to introduce the characters, setting, and problem in the beginning of their story.
- Tell them that they need to use several pages to explain the events in the story that show how the boy gets home.
- Make sure children realize that the last page or two of their story should be about the boy’s arrival home.

**Expected Outcome**
A good story will include
✔ a beginning, middle, and end
✔ pictures that illustrate scenes from the child’s story

**Read your story to your classmates.**

After the whole class has read *Lost!,* provide an opportunity for children to read their stories to small groups of classmates. Then bind their stories together and add the book to the classroom library. Invite children to read the stories their classmates wrote.
2. Rock Study  60 MINUTES  INDIVIDUAL  

**Materials:** empty egg cartons, markers, small rocks, Let’s Go Rock Collecting by Roma Gans and Holly Keller, or other books about rocks and rock collecting

**Goal:** Write about a rock collection.

If some children are not able to collect and bring in their own rocks, have extras on hand that they may choose from. Tell children to read books about rocks and to look carefully at the pictures. Have them select rock samples and place them in an egg carton. Tell children to number the cups in which they place the rocks and then write the numbers on a sheet of paper. Beside each number, have them write a sentence that tells something they know about the rock.

3. Busy Bea  60 MINUTES  INDIVIDUAL  (Challenge Theme Paperback)

**Materials:** Graphic Organizer Master 4

**Goal:** Use a sequence-of-events chart for Busy Bea.

Tell children to review the story and to pay special attention to what happens in the beginning, the middle, and the end. Set aside time when children may use their sequence-of-events chart as an outline for telling the story to a child who did not read the book.

### Additional Independent Work

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader Nell’s First Day Kit with the anthology selection *Lost!*, using what they have learned about Sequence of Events. Children may discuss or write about their comparisons.

### Other Activities

- Challenge Theme Paperback, *Busy Bea*
- TE p. T142, Write a Story
- TE pp. R15, R17, R25, R31, Challenge
- Education Place: www.eduplace.com
- More activities related to *Lost!*
- Accelerated Reader®, *Lost!*

### Expected Outcome

**A good rock collection will include**

- rocks that are clearly organized and numbered
- factual sentences that identify and describe the rocks

**A good sequence-of-events chart will include**

- all the major events of the story
- events listed in correct order
1. Circle Story  120 MINUTES  INDIVIDUAL

**Materials:** art paper, crayons or markers

**Goal:** Write a circle story.

### DAY 1

**Planning Your Story**
- Review *If You Give a Pig a Pancake* and other circle stories with children.
- Tell children they may have to rework their lists to figure out how to make the story end where it started.

### DAY 2

Children continue to work on this project.

### DAY 3

**Writing Your Story**
- Tell children to try to keep their stories to five events, but they may use more if necessary.

Children continue to work on this project.

### DAY 5

**Sharing Your Story**
- You might also have children bring their stories home to read to family members.
2. The Grasshopper and the Ant

60 MINUTES  INDIVIDUAL

**Goal: Make a plan.**

Explain to children that when people have a goal to reach, they often write a plan. The plan tells how the goal will be reached, who will help, and when it will be done. Have children focus on one task or problem that the class could address to make the classroom or school environment even better than it is now. Tell them that writing out their plan is a good way to reach their goal.

3. Mostly Make-Believe

90 MINUTES  INDIVIDUAL

**Materials:** books about insects, such as Bugs! Bugs! Bugs! by Jennifer Dusling, Buzz! A Book About Insects by Melvin Berger, and The Magic School Bus Gets Ants in Its Pants: A Book About Ants by Joanna Cole and Bruce Degen

**Goal: Write a fantasy story.**

Help children locate nonfiction books or articles about insects. Tell children to learn about the kind of insect they want to use as a main character in their story. Explain that including factual information in their fantasy stories will make the stories seem more believable.

Additional Independent Work

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *What Can You Do?* with the anthology selection *If You Give a Pig a Pancake*, using what they have learned about Fantasy and Realism. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T186, Pocket Chart
- TE p. T214, Write a Story
- TE pp. R19, R21, R27, R33, Challenge
- Education Place: www.eduplace.com
- More activities related to *If You Give a Pig a Pancake*
- Accelerated Reader®, *If You Give a Pig a Pancake*
- **TIP**
  - Write down what needs to be done.