Theme 9: Special Friends
CHALLENGE ACTIVITIES FOR

Special Friends
1. What Can We Do?  120 MINUTES  INDIVIDUAL  PAIR

**Materials:** drawing paper, how-to activity books

**Goal:** Write an activity book.

**DAY 1**

**Planning Your Book**

Have children brainstorm with partners activities they enjoyed when they were younger. Ask them to think about what younger children they know like to do. Tell them to talk with younger children to get more information.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Writing Your Book**

Tell children to plan where information will go on their pages. Recommend that they list materials and then write sentences telling the steps to follow.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Trying Out Your Book**

Help children select one of the ideas in their book to try out. They may try the activity out with a child at home or with a younger child in the school. If neither of these options is possible, they may role-play the activity with a classmate.
2. Then and Now  60 MINUTES  INDIVIDUAL

**Materials:** art paper, index cards, markers

**Goal: Make a museum display.**

Help children focus on common, everyday items about which they can find information. You may have children who pick electronic devices research the earlier, non-electronic versions. After children have created their pictures and cards, hang them together as a museum display. Allow time for children to view the exhibit.

3. Details, Details  60 MINUTES  INDIVIDUAL

**Materials:** Saturday Sancocho by Leyla Torres or another book about a child and his or her special friend (e.g., Mrs. Katz and Tush by Patricia Polacco, Big Mama by Tony Crunk, Abuela by Arthur Dorros, Mama Provi and the Pot of Rice by Sylvia Rosa-Casanova), art paper, markers, paints, or crayons

**Goal: Make a picture based on details in a book.**

- Help children to choose one part of the story that is rich in description, such as the visit to the market in *Saturday Sancocho*.
- Discuss with children how they can use color, lines, textures, and other techniques to portray senses other than sight.

**Expected Outcome**

A good display will include:
- Illustrations showing early and modern versions of commonly found items
- Cards that include factual information about the invention and early use of the item

**Expected Outcome**

A good picture will include:
- Details the author included in the text
- Attempt to represent the senses of sight, sound, taste, smell, and feeling

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *The Ant and the Dove* with the anthology selection *When I Am Old with You*, using what they have learned about Noting Details. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T53, Write a Short Story
- TE p. T60, Challenge Words
- TE pp. R13, R23, R29, Challenge
- Education Place: www.eduplace.com
- More activities related to *When I Am Old with You*
- Accelerated Reader®, *When I Am Old with You*
1. Learning About Japan  20 MINUTES  INDIVIDUAL

Materials: books and articles about Japan, fine line markers, Graphic Organizer Master 1

Goal: Write a report about Japan.

**DAY 1**

**Learning About Japan**

Help children find books and articles on Japan. Suggested titles: Japan (Rookie Read-About Geography) by David Marx; Japan (Picture a Country series) by Henry Pluckrose; Japan (First Reports) by Susan Sinnott; A–Zen: A Book of Japanese Culture by Ruth Wells; Colors of Japan by Holly Littlefield

- Show children how to skim a book. They should skim by reading the title, headings, and captions. They should look at pictures and read quickly to see what topics are covered.
- Have children note their three main topics in the center circles of three webs.

**English Language Learners**: Children who have come to the United States very recently may profit more from focusing on the United States rather than Japan for their research projects.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Writing About Japan**

- Discuss The New Friend with children.
- Children should begin each paragraph with a topic sentence that tells the main idea about their topic. Then they should write details about that main idea.
- Tell children to ask the reader to tell if the report made him or her interested in visiting Japan.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Sharing What You Learned**

Help children post their reports or deliver or mail their letters. When children receive responses, provide time for them to share these with others.
2. **Max Found Two Sticks**  **60 MINUTES**  **INDIVIDUAL**

*Challenge Theme Paperback*

**Materials:** art paper; watercolors; brushes; paste; a CD or cassette of music featuring drums by artists such as Philly Joe Jones, J. P. Sousa, or Evelyn Glennie; tape player or CD player

**Goal:** Write a poem.

Tell children that each of them will think of different things as they listen to the music, and that this is fine. Ask them to reread *Max Found Two Sticks* to find ideas for how to write about sounds. Organize a Poet’s Corner when children have completed their work. Play the piece of music as background while children read their poems to their classmates.

3. **Write a Story**  **60 MINUTES**  **INDIVIDUAL**

**Materials:** copies of Graphic Organizer Master 3

**Goal:** Write a story about animals.

Remind children that they used a story map to understand *The New Friend* and *Johnny Appleseed* better. Tell children that they can also use a story map to plan a story they are going to write. Distribute copies of Graphic Organizer Master 3.

### Expected Outcome

- A good poem will include:
  - a description of the sounds of the music
  - a visual interpretation of the music

- A good animal story will include:
  - the story elements of setting, a problem, events, and a solution to the problem
  - interesting details

### Additional Independent Work

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *Pen Pals* with the anthology selection *The New Friend*, using what they have learned about Story Structure. Children may discuss or write about their comparisons.

**Other Activities**

- Challenge Theme Paperback, *Max Found Two Sticks*
- TE p. T142, Challenge Words
- TE pp. R15, R17, R25, R31, Challenge
- Education Place: www.eduplace.com
- More activities related to *The New Friend*
- Accelerated Reader®, *The New Friend*
1. The Book of Chickens and Ducks

**Goal:** Write a book about chickens and ducks.

**DAY 1**

**Reading About Chickens and Ducks**
Point out that even though the author of *The Surprise Family* included factual information, the story is make-believe.

- Show children some nonfiction books, like *Pet Shop*. Point out that each section is about a different topic.
- Help children notice text features such as titles and illustrations.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Writing a Book**
- Discuss with children information or questions they could include at the beginnings of their books to interest readers.
- Have children write one part about ducks and one part about chickens. Each part should begin on a separate page even though they may only be a few sentences long.
- Discuss interesting ways to end their books.
- Show children how to number pages and create simple tables of contents for their books.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Sharing Your Book**
Help children bind their books. Ask children to work together to set up a classroom library display to bring attention to the books they have written.
2. Guess What Happened?

**Goal:** Write a friendly letter.

Help children recall the five parts of a friendly letter.

- the date
- the greeting
- the body
- the closing
- writer’s name

Help children who want to make a sequence of events diagram before writing their letters.

3. Different and the Same

**Goal:** Write a comparison.

1. Have children think about the different ways the hen from *The Surprise Family* changes over time.
2. Have children use a Venn diagram to outline how they have changed and how they have remained the same.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *Pet Shop* with the anthology selection *The Surprise Family*, using what they have learned about Compare and Contrast. Children may discuss or write about their comparisons.

**Other Activities**

- TE p. T208, Make Up Sentences
- TE p. T218, Challenge Words
- TE pp. R19, R21, R27, R33, Challenge

- Education Place: www.eduplace.com
- More activities related to *The Surprise Family*
- Accelerated Reader®, *The Surprise Family*