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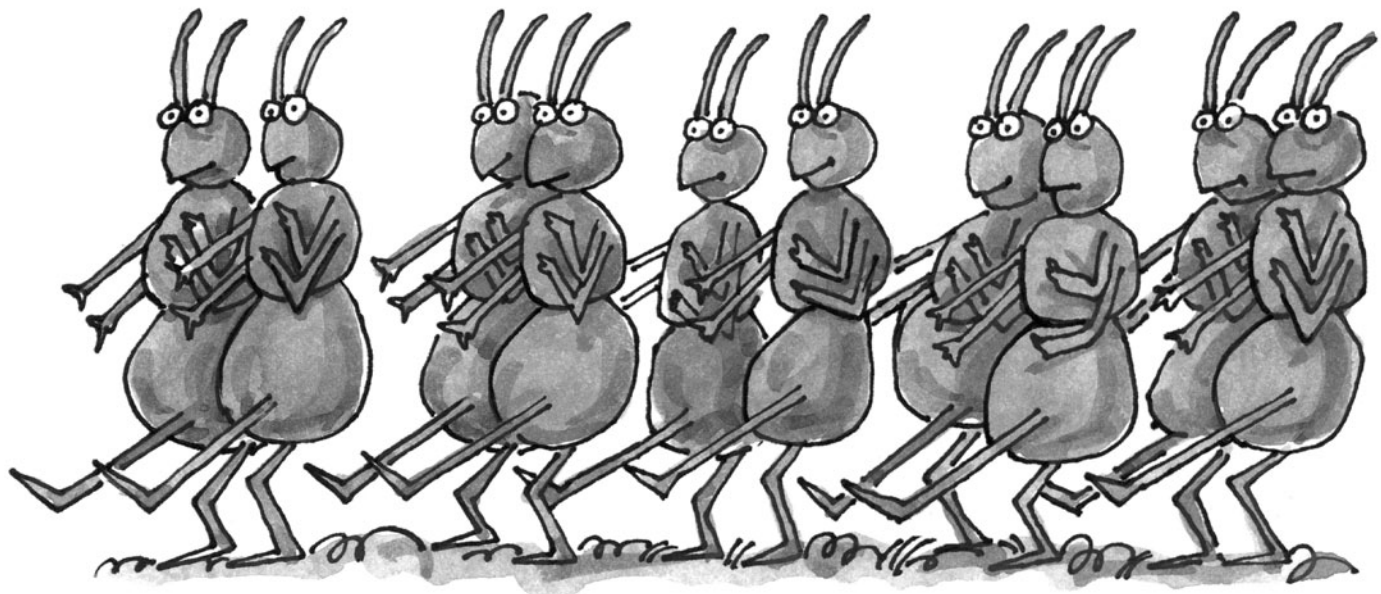
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Blackline Masters

Activity Masters

Graphic Organizer Masters



Meeting Individual Needs: Advanced Students

Houghton Mifflin Reading's materials for reaching all learners are a time-saving system of instruction. With this group of handbooks you can turn your attention to specific needs in your classroom—to advanced students, students who are struggling below level, or students who are learning English—while other students work independently. The Challenge, Extra Support, and English Language Learners handbooks are each tied to the core instruction in *Houghton Mifflin Reading*. For independent work, the *Classroom Management Handbook* provides meaningful activities related to literature selections and to core skills.

As a group, the handbooks for reaching all learners:

- help you manage your classroom and organize your time effectively
- provide excellent, additional instruction
- give you the resources you need to help all students achieve grade level expectations

Challenge Handbook Overview

The *Challenge Handbook* has been developed to help you deliver instructional activities to advanced learners that will extend their experiences with the literature and skills in *Houghton Mifflin Reading*, challenging them to use higher-level thinking in interactive and meaningful ways.

The activities are presented in a five-day plan that uses the Challenge Masters and teacher support in this handbook and that also recommends use of the provisions for Challenge students in other components of *Houghton Mifflin Reading*. Your Teacher's Edition provides Challenge suggestions at point of use and in the Theme Resources section.



Students should be challenged to engage in higher-level thinking and explorations that are integrated with the learning of the larger group.

Students Who Need a Challenge

Students for whom the Challenge Activities are intended are those who are often called gifted and talented or advanced learners. They meet one or more of these criteria:

- They have mastered the core content and are ready for a challenge; they may be English Language Learners if they have adequate proficiency English.
- They are reading and writing one or two grades above their designated grade.
- They have a record of task-commitment and independence and can work at a more advanced level.

See the *Teacher's Assessment Handbook* for recommendations for identifying students who are ready for a challenge. Group students flexibly, as the *Classroom Management Handbook* recommends, to provide a challenge to as many students as can profit by it and to encourage ideas to flow among mixed-ability groups.

Preparing Students to Work Independently

Prepare students to work independently—individually, in pairs, or in small groups. Work with students to develop guidelines for independent work. Plan with them some strategies to use if they are stuck and need help. Make sure they know where to find material resources. (See also the *Classroom Management Handbook*.)

Challenge students benefit from the interaction of working in small groups or pairs as well as from working individually. The inquiry portion of a project often involves interviewing and interaction with others. Sharing their results with the larger groups of classmates also keeps Challenge students involved with others.

Emphasize the need for students to stay committed to the task and to plan their time. If some part of the project requires using resources outside the classroom, discuss how that work can be accommodated. Some activities, both full-week projects and shorter ones, may engage a student's interest and warrant more time. Allow extensions that are profitable, but insist that students set goals and plan for an end date.

In planning with students, be realistic about opportunities for presenting their results. A Challenge Master activity may include a range of suggestions for sharing, but you may decide to limit the audience, the time, and the place.

Some students respond well to challenges mainly because of their ability to stay committed to a task.



Instruction for Challenge Students

Advanced learners need instruction or coaching to channel their talents and to focus their ideas. Often, for new tasks, they need specific information beyond the regular classroom instruction for their grade. They need guidance to extend what they can already do and to complete products of high quality. The activities in this handbook provide that, in directions and Tips for students and in the recommendations for brief coaching and instruction on the pages for you.

Plan time each week to give the preparation provided, particularly for the major project, and check in with students occasionally to provide additional coaching.

Effective Ways to Challenge Students

Accelerate students' learning and ask them to explore concepts and content in greater depth. Ask of students a higher level of thinking, encourage flexible and creative thinking, and promote problem solving. You will do this by using Activities in the Challenge Handbook, which

- are integrated with the content of the literature and skills in the themes so that students can relate to material they have already encountered, explore it more deeply, and think flexibly and more broadly about it
- are interdisciplinary, often developing a relationship between theme content and other curriculum areas
- are inquiry-based in helping students learn how to learn, to do research and to summarize, synthesize, or otherwise use what they have learned in the inquiry phase of their project
- encourage wider reading, including books, articles, and Internet resources, and ask students to collect data and ideas in various ways, such as interviewing within their classroom and beyond
- engage students in the processes at the highest levels of Bloom's Taxonomy—application, analysis, synthesis, and evaluation
- ask students to recognize and solve different types of problems
- provide exercises in multiple perspectives, such as asking students to write a different version of a selection
- focus on a genre, asking students to compare selections or to write in the genre of a selection
- provide opportunities for students to challenge each other, through games, discussions, or problem-solving situations
- call upon students to apply learning strategies, to set goals, and to plan their projects
- enable students to make choices within projects

Many advanced learners, while talented, need coaching to stay focused.

Features of the Challenge Handbook

The Walkthrough on pages vi–ix gives a visual overview. Each major selection has these features:

- A major project that students work on for the week is on the first page of both the student’s and the teacher’s material. Students begin by planning and brainstorming; they move on to information-gathering, drafting, or creating—doing the project; and finally they present and share it. The teacher’s page suggests how to pace the activity over five days. It provides recommendations for coaching or instruction to give students, usually on the first day, and often on the third day, and ends with suggestions for helping students present and share their projects. There are suggestions for your involvement on Days 1, 3, and 5.
- There are two shorter activities on the second page, each of which can be completed in about one hour. These cover the same range of content, skills, and modes as the week-long projects, but they are less ambitious in terms of the scope and time required
- Connecting/Comparing Literature is a suggestion to the teacher to have students compare works of the same genre and apply comprehension skills.
- Additional Activities is a list of resources available for *Houghton Mifflin Reading*. It provides a reminder of those activities that are planned as Challenges throughout the Teacher’s Editions as well as listing other books and media in the program. These resources are summarized in the Assignment Planner in the *Classroom Management Handbook*. You can select those you wish to assign to Challenge students while you are working with other groups.

Blackline Masters

At the back of this handbook are

- the student Blackline Masters for the Challenge Activities, for you to duplicate for each student.
- Graphic Organizer Masters that are called for in Challenge Activities; they can be used for other activities. They include story maps, Venn diagrams, webs, and other graphics that can help students organize their thinking.

See the Walkthrough on the following pages for more information.

The Challenge activities provide structure to encourage growth: goals and tips for students, and expected outcomes to help you direct and evaluate their work.

To the Teacher

This walkthrough will familiarize you with the five-day plan that is provided for Challenge students for each selection in this level of *Houghton Mifflin Reading*. Annotations in this walkthrough introduce the major parts of the activities for five days.

Day-by-Day Plan for the Major Project

On Day 1 children plan their project; they brainstorm, do research, or gather information and ideas. On Days 2–4, they continue to gather ideas, they carry out their plan, and they share the results.

Instruction or Coaching for Challenges

Instruction or coaching is provided to enable children to work effectively at a challenging level and to ensure high-quality work.

English Language Learners

Adaptations are provided when activities need to be made more accessible to English Language Learners.

Sharing

Sharing, publishing, or presenting the result is the culmination of every five-day Challenge project.

Content Area; Materials

- Any content-area connection is noted.
- Materials needed, other than paper and pencil, are listed. Some activities need Graphic Organizer Masters, which are in the Blackline Masters section at the back of this handbook.

SELECTION 1: Dragon Gets By

Activities

Challenge Master CH 1-1

1. A Healthy Meal 150 MINUTES INDIVIDUAL

Materials: cookbooks and other recipe books, nutrition books, dictionary, access to the Internet (optional), poster board, glue, scissors, crayons, and markers

DAY 1

Find the Facts

A good source for information on nutrition and the food pyramid is The Franklin Institute Online at <http://sln.fi.edu/biosci/healthy/pyramid.html>. Remind children to choose foods for each course that will fulfill some of the food pyramid requirements.

English Language Learners: You might want to have children choose foods from their culture and apply them to the food pyramid. Review the term *nutrition* with children.

DAY 2

Children continue to work on this project.

DAY 3

Plan Your Meal

Check with children on the progress of their meal.

- Remind children that the food pyramid lists what a person should eat in a whole day, and they are just planning one meal, so their meal does not need to include all parts of the pyramid.
- Instruct children to look up any ingredients they do not know in a dictionary.

DAY 4

Children continue to work on this project.

DAY 5

Show What You Know

After children present their posters you might want to talk with them about what they learned about nutrition. You might even lead a discussion on how what Dragon chooses to eat in *Dragon Gets By* is not very nutritious.

Expected Outcome

A good planned meal will include

- ✓ three courses that connect to the food pyramid
- ✓ a poster that includes drawings, ingredient lists, and explanations
- ✓ a clear presentation

2 THEME 1: Silly Stories

Time; Grouping

- Approximate amount of time an activity takes
- Recommendations for grouping.

2. Chinese Dragon 60 MINUTES INDIVIDUAL

(Social Studies)

Materials: *Graphic Organizer Master 3, an encyclopedia, drawing paper, crayons, and markers*

- Tell children that if they need to read about Chinese New Year celebrations in the encyclopedia, they should do so *before* they begin to write.
- Review story structure with children.

3. Silly Sentences 60 MINUTES SMALL GROUP

Materials: *strips of writing paper, a paper bag, and scissors*

If necessary, review what a complete sentence is and ask children to give examples of one. You might have volunteers read their silly sentences to the class.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *Fluff and the Long Nap* with the anthology selection *Dragon Gets By*, using what they have learned about Story Structure. Children may discuss or write about their comparisons.

Other Activities

- TE p. 11, Poetry Project: Challenge
- Theme 1 Reading Cards 2, 3
- TE p. 34, Literature Discussion
- TE p. 36, Writing Support
- TE p. 41, Science
- TE p. 41H, Challenge Word Practice
- TE pp. R5, R11, R17, R25, Challenge
- Education Place: www.eduplace.com
More activities related to *Dragon Gets By*
- Accelerated Reader®, *Dragon Gets By*

2

Expected Outcome

A good story will include

- ✓ a clear beginning, middle, and end
- ✓ illustrations that help tell the story
- ✓ a clearly written and interesting title

3

Expected Outcome

A good game will include

- ✓ correct structure of complete sentences
- ✓ creative use of action words to make the sentences silly

Challenge Master CH 1-2

NAME: _____

2. **Chinese Dragon**

Goal: Write a short story.

What if Dragon from *Dragon Gets By* showed up at a Chinese New Year parade?

TIPS

- Read *Dragon Gets By*.
- First think about what you want to happen in your story, and then use a story map.

- If you do not know about Chinese New Year celebrations, research them in an encyclopedia.
- Use a story map to plot out the beginning, middle, and end of your story.
- Draw pictures that help tell your story.
- Write a title for your story.

3. **Silly Sentences**

Goal: Use pieces of a sentence to create a complete sentence.

This game is played with a partner! On strips of paper, both you and your partner write down five silly sentences.

TIPS

- Make your sentences complete.
- Be sure that your final sentences make sense.

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SELECTION 1: *Dragon Gets By* 3

The Activities on Masters

The three numbered activities on these pages appear on two blackline masters to be used during the week. The first master has the major project for the week. The two shorter activities on the second Challenge Master can be done any time during the week.

Expected Outcome

The Expected Outcome shows the quality and quantity of work expected from a Challenge student.

Connecting/Comparing Literature

Connecting/ Comparing Literature is a standard recommendation to have students compare works of literature, applying the comprehension skill they learn with this selection.

Other Activities

Other Activities are challenging independent work that can be found elsewhere in materials for Houghton Mifflin Reading, referenced here as a reminder to use them.

Facsimile of Challenge Master

Heading identifies the student's blackline master. A reduced facsimile is provided here. Full-size Challenge Masters are in the Blackline Masters section of this handbook.



Challenge Masters

Full-size blackline masters are in the Blackline Masters section of this handbook.

THEME 1 / *Dragon Gets By*

Name _____

1. A Healthy Meal

Goal: Plan and present a healthy meal.

Find the Facts

Work with a partner to plan a healthy meal.

- Research the food pyramid to find out what you need to make your meal healthy.
- Your meal should have three courses: a soup or salad, a main dish with two side dishes, and a dessert.
- Look in cookbooks and other recipe books to get ideas.
- Choose what you will make for each course.

Plan Your Meal

- Make a shopping list of all the things you will need.
- Draw a picture of what each course will look like when it is cooked.
- Under each picture, write two sentences about why this course is healthy. Include what parts of the food pyramid it belongs to.

TIPS

- Pick foods that you would like to make.
- Keep your meal simple and fun.

Show What You Know

Make a poster that shows your meal. Glue your pictures to the poster. Draw a picture of the food pyramid, and list and draw some of the ingredients. Present your poster to the class. Explain what each course is, why you chose it, and how it is healthy.

CH 1-1 Challenge Master

Grade 2 Theme 1: Silly Stories

Goal

The Goal describes a child's task. Point out the Goal, and preview the children's Activity page with them.

Tips

Tips help children produce work of high quality.

Challenges

Questions or instructions lift activities to a challenging level.

Sharing

Children share their projects in various ways.

Activities 2 and 3

These two shorter activities can be done any time during the week.

THEME 1 / *Dragon Gets By*

Name _____

2. Chinese Dragon

Goal: Write a short story.

What if Dragon from *Dragon Gets By* showed up at a Chinese New Year parade?

- If you do not know about Chinese New Year celebrations, research them in an encyclopedia.
- Use a story map to plot out the beginning, middle, and end of your story.
- Draw pictures that help tell your story.
- Write a title for your story.

TIPS

- Reread *Dragon Gets By*.
- First think about what you want to happen in your story, and then use a story map.

3. Silly Sentences

Goal: Use pieces of a sentence to create a complete sentence.

This game is played with a partner. On strips of paper, both you and your partner write down five silly sentences.

Cut the strips of paper into pieces. Be sure that you do not cut a word in the middle. Place all the pieces into a paper bag. Taking turns, each of you chooses a piece. Decide if it is the beginning, middle, or end of the sentence. Build as many silly sentences as you can.

TIPS

- Make your sentences complete.
- Be sure that your final sentences make sense.

Challenges

A skill applied is often more advanced than expected at this grade level.

Numbering of Masters

The numbering identifies the master as CH (Challenge Handbook) and gives the theme number followed by the number of the master in the sequence of Challenge Masters for this theme.