Theme 1

THEME 1: Silly Stories
CHALLENGE ACTIVITIES FOR

Silly Stories

Selections

1 Dragon Gets By
2 Julius
3 Mrs. Brown Went to Town
1. A Healthy Meal  

**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.
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
• Theme 1 Assignment Cards 2, 3
• TE p. 52, Literature Discussion
• TE p. 54, Challenge Word Practice
• TE pp. R11, R19, R25, Challenge
• Education Place: www.eduplace.com
• More activities related to Dragon Gets By
• Accelerated Reader®, Dragon Gets By
• Other Activities
### 1. Fantastic Adventures!  
**150 MINUTES  
INDIVIDUAL**

**Materials:** crayons, markers, drawing paper, poster board, and other art supplies, as needed

#### DAY 1

**My True Story**

Brainstorm with children potential topics for their real-life stories. Tell children to choose a story that

- has more than one person
- involves some event or action
- has an ending or result

**English Language Learners:** You might need to review the differences between real-life and fantasy stories.

#### DAY 2

Children continue to work on this project.

#### DAY 3

**My Fantastic Adventure**

Check with children on the progress of their stories. Help children evaluate their stories using the list on page 38 of the Practice Book. Refer to the Reading Writing Workshop on page 92 of the **Teacher's Edition**.

#### DAY 4

Children continue to work on this project.

#### DAY 5

**Show What You Know**

Suggest that children choose a presentation format that will showcase their story in an interesting way. If desired, children may combine two formats.
2. **Rats on the Roof** *(Challenge Theme Paperback)*

- If necessary, discuss the words *problem* and *solution*. Have children give examples from real life for each word.
- Talk about the difference between *fantasy* and *reality*. Ask children to give examples.
- Have children share the lessons they discovered with the class.

3. **What’s Inside?** *(Challenge Theme Paperback)*

*Materials:* crayons, markers, and drawing paper

Explain what a thought bubble is and why it is used in pictures. Bring in other examples of comics or illustrations that show thought bubbles. Have children show drawings to the class and explain why they chose what they chose.

**Additional Independent Work**

**Connecting/Comparing Literature**

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

**Other Activities**

- Challenge Theme Paperback, *Rats on the Roof*
- Theme 1 Assignment Cards 5, 6, 7
- TE p. 132, Literature Discussion
- TE p. 134, Challenge Word Practice
1. Silly Animal Rhymes

**Materials:** Graphic Organizer Master 7, drawing paper, a three-hole punch, yarn or string, crayons, and markers

**DAY 1**

**Why Did It Happen?**

Review the meaning of *cause* and *effect.* Demonstrate how cause and effect can be the same things as actions leading to consequences. Explain that sometimes an action can be harmful; sometimes it can be helpful. With the children identify examples of cause and effect from the selection. Then have them start planning their silly book in rhyme.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**What Happened and Why?**

Check children’s progress to see if the concept of cause and effect is understood.

- Remind children that their goal is to write rhymes that show an action and its consequences.
- Explain that there could be more than one result of an action. Also, there can be more than one cause for an effect.
- Tell children they can have fun using what they have learned about cause and effect.
- Tell children that their rhymes can be about animals acting like people.
- Tell children that they should say their rhymes aloud as they write them to make sure the ending words rhyme.

**Expected Outcome**

A good rhyme book will include

- rhymes that show understanding of cause and effect
- a creative cover and illustrations

**English Language Learners:** You might want to review rhymes with children.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Show What You Know**

- You might want to brainstorm lists of silly titles with children.
- Ask volunteers to read their rhyme books aloud.
2. My Day at the Farm 60 MINUTES  INDIVIDUAL

Materials: crayons, markers, encyclopedia, and any nonfiction books about farming

Review the purpose of a journal and the author’s point of view.
- Have children include comments about the geography where the farm was located.
- Tell children to write personal opinions, thoughts, and feelings in addition to descriptive passages.
- Tell children they may add drawings to their entries if they want.

3. What Comes Next? 60 MINUTES  INDIVIDUAL

Materials: shape tiles

If necessary, review how to create a pattern with children. You can vary the creativity by having children use numbers, colors, and other shapes when making their patterns. Talk with children about how they knew what came next.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader Fluff and the Long Nap with the anthology selection Mrs. Brown Went to Town, using what they have learned about Predicting Outcomes. Children may discuss or write about their comparisons.

Other Activities

- Theme 1 Assignment Cards 9, 10, 11
- TE p. 178, CVCe Pattern
- TE p. 200, Literature Discussion
- TE p. 202, Challenge Words Practice
- TE p. 214, Reading Riddles
- TE pp. R17, R23, R29, Challenge
- Education Place: www.eduplace.com
- More activities related to Mrs. Brown Went to Town
- Accelerated Reader®, Mrs. Brown Went to Town

Expected Outcome

A good journal entry will include
- a demonstrated skill in sentence structure, vocabulary, and spelling
- writing from a personal point of view
- clearly stated descriptions of events and feelings

Expected Outcome

A good pattern will include
- a well-thought-out sequence from which someone can predict what comes next
- the use of color, number, shape, or a combination as the predictor

2. My Day at the Farm

Imagine that you are spending a day on a real farm. Write a journal entry about your visit. If necessary, find out about farm life before you write.
- Write about what you saw and did.
- Write about what you can do to help the farmer.

3. What Comes Next?

Use shape tiles to create a pattern and ask a classmate to predict what comes next.
- Create a pattern using shape tiles like this one:
  □ □ □ □ □ □ □ □ □ □
- Ask a classmate to add the next shape to continue your pattern.
  □ □ □ □ □ □ □ □ □ □
- Switch roles, and let a classmate create a pattern for you to add to.

SELECTION 3: Mrs. Brown Went to Town