Theme 2: Nature Walk
CHALLENGE ACTIVITIES FOR

Nature Walk

Selections

1. Henry and Mudge and the Starry Night
2. Exploring Parks With Ranger Dockett
3. Around the Pond: Who’s Been Here?
1. Campfire Songs

**Materials:** books of familiar children’s songs

**Challenge Master CH 2–1**

**1. Campfire Songs**

**Goal:** Write a new campfire song using the tune of a familiar song and perform for an audience.

**Day 1**

**Find Your Tune**

You might want to brainstorm with children a list of familiar songs. Explain to children that they will use the song’s tune, but write their own words, or lyrics. If necessary, explain what lyrics are to children. Remind them to choose a song all the members of the group know well.

**English Language Learners:** Pair children with fluent English speakers or children with a more advanced facility for the language.

**Day 2**

Children continue to work on this project.

**Day 3**

**Write Your Song**

Remind children to use their list of camping activities to help them with their lyrics. Remind children that the structure of their songs should be verse, chorus, verse, chorus. If necessary, help them organize their parts into a logical sequence. Give them time to practice their song as a group.

**Day 4**

Children continue to work on this project.

**Day 5**

**Share Your Song**

Invite children from other classes to hear the song. Have the group teach their song to the class. If possible, photocopy lyrics for the audience.
2. What I Like About Nature 60 MINUTES INDIVIDUAL PAIR

Tell children they can create a list of more than ten reasons and then narrow it down. Tell children that this is an opinion paragraph, so they should write using the word *I*.

3. Country and City 60 MINUTES INDIVIDUAL

*Materials: Graphic Organizer Master 2, map of your state, encyclopedia, and an almanac*

If necessary, review the use of a Venn diagram with children. Remind children that their goal is to compare and contrast the two places, so they should gather information on both the city and the country. If they do not live in a city, have children find out about a city nearest to them.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader *Animal Tracks Are Everywhere* with the anthology selection *Henry and Mudge and the Starry Night*, using what they have learned about Compare and Contrast. Children may discuss or write about their comparisons.

**Other Activities**

- Theme 2 Assignment Cards 2, 3, 4
- TE p. T58, Literature Discussion
- TE p. T60, Challenge Word Practice
- TE pp. R11, R15, R23, R29, Challenge
- Education Place: www.eduplace.com
  More activities related to *Henry and Mudge and the Starry Night*
- Accelerated Reader®, *Henry and Mudge and the Starry Night*
### Activities

**Selection 2:**

**Exploring Parks with Ranger Dockett**

1. **Park Ranger Club**
   - **Materials:** drawing paper, crayons, and markers

   **150 MINUTES**
   - **PAIR**
   - **SMALL GROUP**

   **How to Help**

   Review the structure and use of a chart. You may wish to discuss the word *volunteer* and ask children to give examples of volunteer work that they do in school.

   **English Language Learners:** Have children work in pairs.

   **Day 2**

   Children continue to work on this project.

   **Day 3**

   **Create a Club**

   Check with children on the progress of their chart, badge, and flyer.
   - **Brainstorm with children names for their club.**
   - **Remind children to think of a logo when designing a badge. If necessary, point out logos that they often see around them.**
   - **Remind children to put ways they plan to help on the flyer.**

   **Day 4**

   Children continue to work on this project.

   **Day 5**

   **Share What You Know**

   Remind children to give a presentation that is based on all their information gathering. During the presentation, moderate any questions the class might have. You might want to take a class survey to see how many people want to join the club.

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**Expected Outcome**

A good club will include:

- Good choices about tasks children can do
- A flyer displaying main ideas
- A clear written and oral presentation

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**Challenge Master CH 2–3**

- **Theme:** Exploring Parks with Ranger Dockett
- **Goal:** Organize a club and make a plan to keep a local park clean.

   - **Materials:** drawing paper, crayons, and markers

   **Pair Small Group**

   **How to Help**

   Review the structure and use of a chart. You may wish to discuss the word *volunteer* and ask children to give examples of volunteer work that they do in school.

   **English Language Learners:** Have children work in pairs.

   **Create a Club**

   Check with children on the progress of their chart, badge, and flyer.
   - **Brainstorm with children names for their club.**
   - **Remind children to think of a logo when designing a badge. If necessary, point out logos that they often see around them.**
   - **Remind children to put ways they plan to help on the flyer.**

   **Share What You Know**

   Remind children to give a presentation that is based on all their information gathering. During the presentation, moderate any questions the class might have. You might want to take a class survey to see how many people want to join the club.

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**TIPS**

- Only include main ideas on your flyer.
- When you talk to the class, speak clearly and slowly.

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**Challenge Master CH 2–3**

**Expected Outcome**

A good club will include:

- Good choices about tasks children can do
- A flyer displaying main ideas
- A clear written and oral presentation
2. **Chibi**  
60 MINUTES  INDIVIDUAL  PAIR  
(Challenge Theme Paperback)  
**Materials:** *Chibi*  
Tell children to write about events that could really happen.

3. **Fact or Opinion?**  
60 MINUTES  SMALL GROUP  
**Materials:** index cards and encyclopedia  
If necessary, review the difference between fact and opinion with children. Tell children to use an encyclopedia to help find facts about the animal they chose. Have children repeat the game with different animals.

### Additional Independent Work

#### Connecting/Comparing Literature ✪

Have children compare the On My Way Practice Reader *Animal Tracks Are Everywhere* with the anthology selection *Exploring Parks with Ranger Dockett*, using what they have learned about Fact and Opinion. Children may discuss or write about their comparisons.

#### Other Activities

- Challenge Theme Paperback, *Chibi*
- Theme 2 Assignment Cards 6, 7, 8
- TE p. T136, Literature Discussion
- TE p. T138, Challenge Word Practice
- TE p. T151, Poetry
- TE pp. R8, R15, R17, R25, R31, Challenge
- Education Place: www.eduplace.com

More activities related to *Exploring Parks with Ranger Dockett*

- Accelerated Reader®, *Exploring Parks with Ranger Dockett*

### Expected Outcome

**A good scene will include**
- paragraphs that each focus on one main event
- a beginning sentence of each paragraph that explains what it is about
- well-structured, descriptive sentences

**A good game will**
- include solid facts and opinions
- show a demonstrated ability to distinguish between facts and opinions
1. My Picture Book of Animals

**150 MINUTES**

**INDIVIDUAL**

(Science)

**Materials:** construction paper, art paper, scissors, crayons, markers, glue, twine, three-hole punch, and encyclopedia or books about animals

**Start Your Book!**

**English Language Learners:** Have children do their research in pairs.

**Day 1**

Children continue to work on this project.

**Day 2**

**Publish Your Book!**

Check with children on the progress of their book. Check their descriptions of pictures to make sure they are entering appropriate information.

- Remind children to follow the same format for each page.
- Tell them to choose a title that shows their book is an information book.
- Some children will need help with binding their book.

**Day 3**

Children continue to work on this project.

**Day 4**

**Day 5**

**Share What You Know**

Provide ample space for the book display and encourage children to examine all the books. Tell children to ask each other questions about the animals they chose.
2. Web of Life 60 MINUTES  INDIVIDUAL

Materials: encyclopedia or books about animals and Graphic Organizer Master 1

Discuss how animals affect humans. Show how a web can organize things by category.

3. Animal Track Guide Book 60 MINUTES  SMALL GROUP

Materials: encyclopedia and other reference sources, drawing paper, crayons, markers, old magazines, a three-hole punch, and string

Tell children that they need to choose pond animals that make a distinct track.

Additional Independent Work

Connecting/Comparing Literature ★

Have children compare the On My Way Practice Reader Animal Tracks Are Everywhere with the anthology selection Around the Pond: Who’s Been Here?, using what they have learned about Categorize and Classify. Children may discuss or write about their comparisons.

Other Activities

• Theme 1 Assignment Cards 10, 11
• TE p. T206, Literature Discussion
• TE p. T208, Challenge Word Practice
• TE pp. R19, R21, R27, R33, Challenge
• Education Place: www.eduplace.com
• More activities related to Around the Pond: Who’s Been Here?
• Accelerated Reader®, Around the Pond: Who’s Been Here?