Theme 5

Theme 5: Family Time
Family Time

Selections
1 Brothers and Sisters
2 Jalapeño Bagels
3 Carousel
4 Thunder Cake
1. Big Family (Social Studies)

**Who's Who?**

Remind children who completed the Theme Project on page 119 of the TE to use those photographs. Help children who did not do that project find photographs. Illustrate a diagram of a family tree on the chalkboard. Tell children to think of extended family when planning their family trees.

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

**Expected Outcome**

A good family tree project will include

- ✔ correct words for family relationships
- ✔ appropriate titles for adults, such as Mr.
- ✔ accurate use of possessives

**Day 1**

**Who's Who? Clues**

Review possessive nouns and pronouns. Explain that classmates may not be able to figure out the names in the family tree unless the clues are clear.

**Day 2**

Children continue to work on this project.

**Day 3**

**Who's Who? Clues**

Review possessive nouns and pronouns. Explain that classmates may not be able to figure out the names in the family tree unless the clues are clear.

**Day 4**

Children continue to work on this project.

**Day 5**

**Play Who's Who?**

Tell children to refer to their family tree graph to provide additional clues.
2. Time With My Family  60 MINUTES  INDIVIDUAL

If necessary, review opinion paragraphs with children.

3. Hero Beads  60 MINUTES  INDIVIDUAL

Materials: construction paper, scissors, glue, ribbon, and Graphic Organizer Master 1

Brainstorm adjectives that describe people’s characteristics, such as *generous*. Ask volunteers to share their beads with the class.

**English Language Learners:** Have them use a dictionary.

### Additional Independent Work

#### Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *Swim, Dad!* with the anthology selection *Brothers and Sisters*, using what they have learned about Making Generalizations. Children may discuss or write about their comparisons.

#### Other Activities

- Theme 5 Assignment Cards 2, 3, 4
- TE p. T56, Literature Discussion
- TE p. T58, Challenge Word Practice
- TE pp. R11, R25, R33, Challenge
- Education Place: www.eduplace.com
- More activities related to *Brothers and Sisters*
- Accelerated Reader®, *Brothers and Sisters*
1. New Countries  160 MINUTES  INDIVIDUAL  PAIR
(Social Studies)

**Materials:** Graphic Organizer Master 4, encyclopedia, globe, poster board, index cards, crayons, and markers

**DAY 1**

**Cultures**

Tell children they may want to choose countries from different hemispheres.

**English Language Learners:** Match children with fluent English speakers who chose the same country.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Symbols**

Check with children on the progress of their information gathering. Tell them to write the name of currency and other items in the country’s native language.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Present Your Countries**

Provide class time for children to present their information.
2. Grandaddy and Janetta

60 MINUTES INDIVIDUAL PAIR

(Challenge Theme Paperback)

If necessary, review text organization with children. Have them use their charts to tell the story to a classmate.

3. Yummy Bakery Food

60 MINUTES INDIVIDUAL

(Science)

Materials: encyclopedia and Graphic Organizer Master 1

Explain how food is grouped and why it’s organized in a pyramid.

English Language Learners: Bring in a variety of foods (or ask children to bring in empty food packages from home), so children can associate food words with the actual items.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader Swim, Dad! with the anthology selection Jalapeño Bagels, using what they have learned about Following Directions. Children may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, Grandaddy and Janetta
- Theme 5 Assignment Cards 6, 7, 8
- TE p. T136, Literature Discussions
- TE p. T138, Challenge Word Practice
- TE pp. R8, R13, R15, R27, R35, Challenge
- Education Place: www.eduplace.com
- More activities related to Jalapeño Bagels
- Accelerated Reader®, Jalapeño Bagels
- TE pp. T136, Literature Discussions
- TE pp. R8, R13, R15, R27, R35, Challenge
- Education Place: www.eduplace.com
- More activities related to Jalapeño Bagels
- Accelerated Reader®, Jalapeño Bagels
- TE pp. R8, R13, R15, R27, R35, Challenge
- Education Place: www.eduplace.com
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- TE pp. R8, R13, R15, R27, R35, Challenge
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- Accelerated Reader®, Jalapeño Bagels
- TE pp. R8, R13, R15, R27, R35, Challenge
- Education Place: www.eduplace.com
- More activities related to Jalapeño Bagels
- Accelerated Reader®, Jalapeño Bagels

Expected Outcome

A good chart will include
- the main idea of each chapter
- the sequence of events or development of characters

A good web will include
- foods made out of grains
- an understanding of how food is made from grains
1. **Amusement Park**  150 MINUTES  INDIVIDUAL  PAIR  

(Social Studies)

**Materials:** poster board, crayons, markers, paints, scissors, glue, construction paper, and drawing paper

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**DAY 1**

**Favorite Rides**

Tell children to prepare interview questions ahead of time.

**English Language Learners:** Have children work in pairs to come up with good interview questions.

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**DAY 2**

Children continue to work on this project.

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**DAY 3**

**The Park**

Tell children to refer to their interview notes when creating their amusement park.

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**DAY 4**

Children continue to work on this project.

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**DAY 5**

**Share What You Know**

Tell children to support their reasons for going to the amusement park with facts from the interviews.

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**Expected Outcome**

A good activity will include:

- a well-organized park
- a summing up of the important features of the rides
- a presentation supported by interview responses

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**Challenge Master CH 5-5**

**Goal:** Create ideas for a special amusement park based on classmate interviews.

- Make notes about how each ride works.
- Organize your park so it's easy to get around.
- Tell why people should go to your park.

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**Materials:** poster board, crayons, markers, paints, scissors, glue, construction paper, and drawing paper

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**Favorite Rides**

On your classmates have a favorite ride at an amusement park? Find out by talking to them. First, prepare an interview worksheet. Make a chart with three columns. Label the columns: Name, Ride, and Notes.

Next, interview classmates. Write classmates' names in the first column. Write the name of their favorite ride in the middle column. Write notes about the ride in the last column.

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**The Park**

Create an amusement park with everyone's favorite rides. Draw a map of the park with all the rides on a poster. Label each ride with fun names. Give your park a catchy name.

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**Share What You Know**

Tell children to support their reasons for going to the amusement park with facts from the interviews.
2. Carousel of Sounds  60 MINUTES  INDIVIDUAL  PAIR

(Science)

Materials: Graphic Organizer Master 1

Children may not know the sounds made by some animals. If they can’t find out by looking it up, tell them to either invent a sound or to think of the sound made by a similar animal. For example, use a sound made by a horse for the zebra.

English Language Learners: Have children pantomime or act out the actions of various animals to help them remember and come up with sounds.

3. Animal Fact Files  60 MINUTES  INDIVIDUAL  PAIR

(Science)

Materials: encyclopedia or book about animals, index cards

Tell children that their judgments should be based on their personal reactions and experiences. Have them share their cards with a classmate.

Additional Independent Work

Connecting/Comparing Literature  

Have children compare the On My Way Practice Reader Swim, Dad! with the anthology selection Carousel, using what they have learned about Making Judgments. Children may discuss or write about their comparisons.

Other Activities

• Theme 5 Assignment Cards 10, 11, 12
• TE p. T210, Literature Discussion
• TE p. T212, Challenge Word Practice
• TE pp. R17, R19, R29, R37, Challenge

• Education Place: www.eduplace.com
  More activities related to Carousel
• Accelerated Reader®, Carousel

Expected Outcome

A good web and opinion paragraph will include:

✔ information that is organized clearly
✔ clearly expressed ideas
✔ valid reasons to support the opinion

Expected Outcome

A good fact file will include:

✔ interesting and important facts
✔ valid judgments based on learned information

2. Carousel of Sounds

TIPS
Say the sounds out loud to yourself to see if they would be good for the carousel.
Support your opinion with ideas and examples.

3. Animal Fact Files

TIPS
Choose important and interesting facts about the animals.
Use what you know about carousels to form opinions and make judgments.
Theme 5: Family Time

Selection 4: Thunder Cake

1. Weather News

Materials: Graphic Organizer Master 1, chart paper, calendar, thesaurus, encyclopedia and/or geography book, markers, and crayons

**Day 1**

**Weather Words**

Encourage children to use a thesaurus to find adjectives for weather. You may want to brainstorm seasons, especially if you are located in an area with minimal seasonal changes, or you might want to have children choose an area that has distinct seasons to report on. Discuss the use of symbols in weather reports.

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

**Day 2**

Children continue to work on this project.

**Day 3**

**How’s the Weather?**

Have children use a calendar to help them write the days of the week. Review past, present, and future tenses for children’s weather reports. You may need to help those who have difficulty in understanding the concept of time.

**Day 4**

Children continue to work on this project.

**Day 5**

**Share What You Know**

Tell children to refer to their webs to find symbols and words to describe weather. Explain why weather reporters are called meteorologists.
2. Special Event 60 MINUTES  INDIVIDUAL

Materials: Graphic Organizer Master 3

Highlight what makes a personal narrative different from other stories. Ask volunteers to share their narratives with the class.

English Language Learners: Have children use a dictionary to check the spellings and meanings of words.

3. Pretty Patterns 60 MINUTES  PAIR  SMALL GROUP

Materials: crayons, markers, and drawing paper

On the board, illustrate the difference between a random design and a pattern. Refer to examples for each on children’s clothing or other classroom objects. Ask children to help you illustrate shape repetition on the board. Note that patterns are one way of showing sequence.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader Swim, Dad! with the anthology selection Thunder Cake, using what they have learned about Sequence of Events. Children may discuss or write about their comparisons.

Other Activities

- Theme 5 Assignment Cards 14, 15, 16
- TE p. T275, Descriptive Words
- TE p. T281, Understanding Story Characters
- TE p. T284, Literature Discussion
- TE p. T286, Challenge Word Practice
- TE pp. R21, R23, R31, R39, Challenge
- Education Place: www.eduplace.com
- More activities related to Thunder Cake
- Accelerated Reader®, Thunder Cake

Expected Outcome

A good personal narrative will include:

✔ a summary of one event
✔ a consistent personal point of view
✔ details about setting, actions, and feelings

A good pattern will include:

✔ a clear understanding of random and patterned designs
✔ well-drawn patterns
✔ elements in different patterns arranged in a certain sequence

TIPS

2. Special Event

- Write a personal narrative about a special event in your life. Think about one special event in your life. Write a personal narrative about it. Take a chart or story map to plan your narrative. Think of an interesting beginning. Write details to describe what happened. End the story by telling how the event worked out or how you felt. Draw a picture of the event. Write a catchy title for your story.

3. Pretty Patterns

- Repeat the same arrangement of shapes. Patricia Polacco uses patterns in her illustrations for Thunder Cake. A pattern is an arrangement of shapes that is repeated. Make some patterns with a classmate. Look at the clothes people are wearing in Thunder Cake and examine the patterns. Draw the same pattern on a sheet of paper. Talk about each pattern you make. Is there repetition? Then make patterns of your own.