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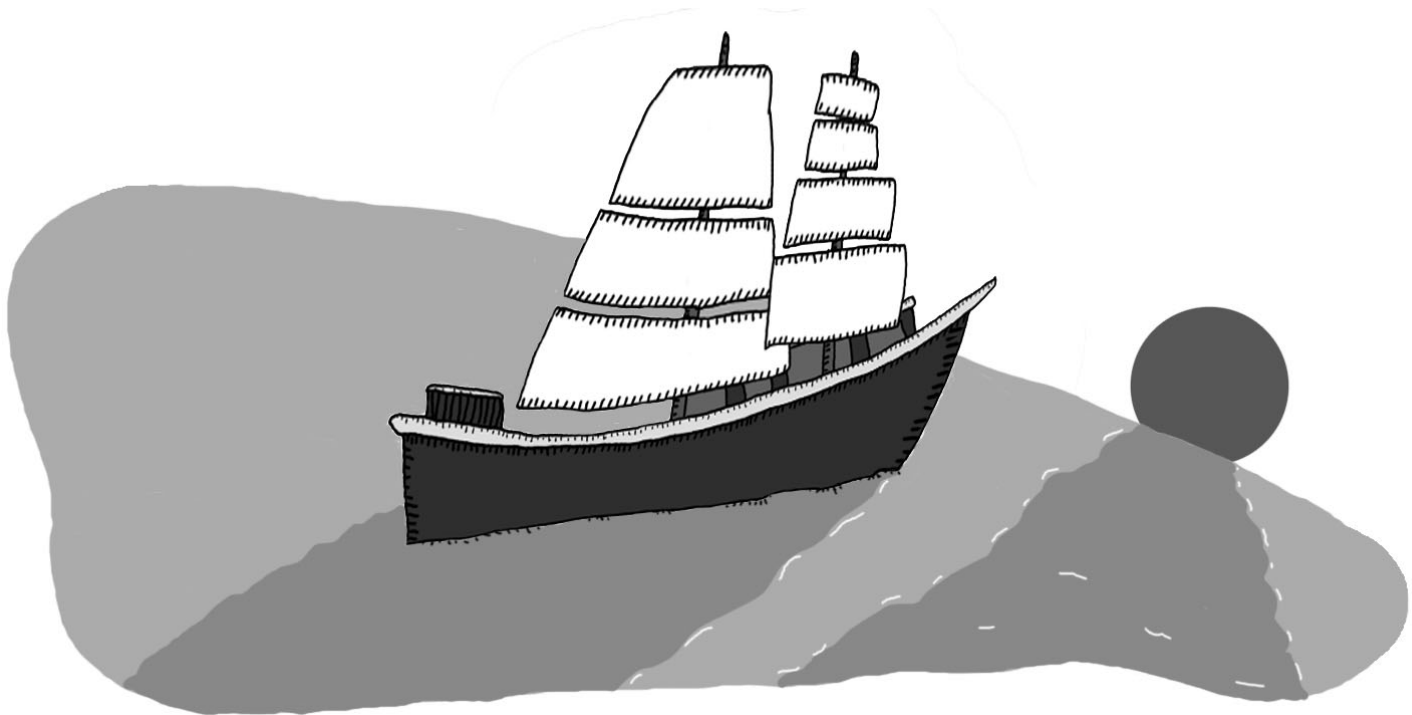
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Blackline Masters

Activity Masters

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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 students 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 students to work effectively at a challenging level and to ensure high-quality work.

Expected Outcome

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

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.

Activities

SELECTION 3:
The Lost and Found

1. My Unusual Adventure

150 MINUTES INDIVIDUAL

(Social Studies)
Materials: magazines, encyclopedia, books, and other sources of pictures

Challenge Master CH 1–5

THEME 1 / *The Lost and Found*

Name _____

1. My Unusual Adventure

Goal: Gather ideas and write a story about an unusual adventure.

Explore for Ideas

- Look at pictures of places in encyclopedias, magazines, or newspapers and make notes.
- Imagine that something strange is hidden from view.
- Choose one picture as the setting of your story.
- Write some notes about what your story might be about.

Begin Writing

Read your notes. Organize and develop your ideas. Then write your story.

- Think about the plot, or what happens in the story. Write the events in the order in which they will happen.
- Describe the place. Think about what you see, hear, feel, smell, and taste.

Share What You Know

Decide how to share your story. You might:

- Read your story aloud to the class.
- Work with classmates to put all your stories together in one book. Place the book in your class library.

OH 1-4 Challenge Master CH 1–5 Grade 3 Theme 1 Off to Adventure! © Houghton Mifflin Harcourt Publishing Company

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Expected Outcome

A good story will include

- ✓ a clearly and logically organized plot
- ✓ details that help readers and listeners visualize the setting and characters
- ✓ realistic dialogue

DAY 1

Explore for Ideas

Challenge students to use their imaginations to see the fantastic in ordinary places. Tell them to jot notes as they look at pictures. If they get stuck, remind students to ask themselves “What if?” questions.

DAY 2

Students continue to work on this project.

DAY 3

Begin Writing

Tell students that the events in their stories should follow a logical order. Have them list the events in the order they will appear in the story. You might want to have students write a draft of their stories first so they can add or remove details where necessary.

English Language Learners: Urge students not to spend time searching for the exact word as they draft their stories. They should focus on getting their ideas on paper. Explain that they can go back and choose better words as they revise.

DAY 4

Students continue to work on this project.

DAY 5

Share What You Know

Tell students to practice reading their stories aloud before their presentations. Have them think about varying their reading speed, reading more quickly when the action speeds up and more slowly when the tension builds. You might want to publish their stories on your school or class website.

6 **THEME 1: Off to Adventure!**

Time; Grouping

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

2. Wait Until You Hear This!

60 MINUTES INDIVIDUAL

Provide time for students to rehearse their presentations. If there is more than one presentation for each character, be sure to order the presentations to avoid having two of the same characters speak in a row.

3. There It Is! 60 MINUTES INDIVIDUAL

- Review with students the principal parts of a friendly letter: heading, greeting, body, closing, and signature.
- Have students review the selection and identify an item that they've lost.

English Language Learners: Allow students to work with a classmate who is proficient in English.

Additional Independent Work**Connecting/Comparing Literature** ★

Have students compare the Leveled Reader selection *The Unusual Coin* with the anthology selection *The Lost and Found*, using what they have learned about Sequence of Events. Students may discuss or write about their comparisons.

Other Activities

- Theme 1 Assignment Cards 1, 2, 3
- TE p. 114, Literature Discussion
- TE p. 121, Writing a Poem
- TE p. 121E, Challenge Word Practice
- TE pp. R13, R19, Challenge
- Education Place: www.eduplace.com
More activities related to *The Lost and Found*
- Accelerated Reader®, *The Lost and Found*

2

Expected Outcome

A good presentation will include

- ✓ a clear understanding of the sequence of events in the story
- ✓ effective use of words signaling time sequence
- ✓ effective use of vocal expression

3

Expected Outcome

A good friendly letter will include

- ✓ an informal style
- ✓ story details that show familiarity with the story and characters
- ✓ a heading, greeting, body, closing, and signature

Challenge Master CH 1-6

NAME _____

2. Wait Until You Hear This!

Goal: Give a short oral presentation as one of the characters from *The Lost and Found*.

TIPS

- Read *The Lost and Found* and list all the major events.
- Number the events in the order they happened.
- Use your list to organize your presentation.

Choose Mona, Wendell, or Floyd as a character you would like to role-play. Prepare a short presentation telling about one of your adventures in *The Lost and Found*. Tell about events in the order in which they happened.

- Pick the most important events.
- Use words like *first*, *next*, a few minutes later, *then*, and *at last*. They will help the audience know the order of events.
- Use as much expression in your voice as possible.

3. There It Is!

Goal: Write a personal letter to ask about something you have lost.

TIPS

- Brainstorm a story of how you lost the item.
- List questions you need answered in order to find the item.

Suppose that you saw something of yours in a picture in *The Lost and Found*. Write a friendly letter to one of the characters in the book asking about the item.

- Ask if he or she saw the item.
- Tell them how you lost it.
- Get directions for finding your way in the bin.

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Grade 2 Theme 1 OfA Addressed Challenge Master CH 1-6

SELECTION 3: *The Lost and Found* 7**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.

English Language Learners

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

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/*The Lost and Found*

Name _____

1. My Unusual Adventure

Goal: Gather ideas and write a story about an unusual adventure.

Explore for Ideas

- Look at pictures of places in encyclopedias, magazines, or books. Pick some favorite ones.
- Imagine that something strange is hidden from view.
- Choose one picture as the setting of your story.
- Write some notes about what your story might be about.

Begin Writing

Read your notes. Organize and develop your ideas. Then write your story.

- Think about the plot, or what happens in the story. Write the events in the order in which they will happen.
- Describe the place. Think about what you see, hear, feel, smell, and taste.

Share What You Know

Decide how to share your story. You might:

- Read your story aloud to the class.
- Work with classmates to put all your stories together in one book. Place the book in your class library.

TIPS

- Write *dialogue*—the words that the characters say to each other. Put quotation marks (“ ”) around their words.
- Describe your characters. Tell what they look like, how they act, or what they’re feeling and thinking.

Goal

The Goal describes a student’s task. Point out the Goal, and preview the students’ Activity page with them.

Tips

Tips help students produce work of high quality.

Challenges

Questions or instructions lift activities to a challenging level.

Sharing

Students are usually able to choose their format for sharing.

Activities 2 and 3

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

THEME 1/*The Lost and Found*

Name _____

2. Wait Until You Hear This!

Goal: Give a short oral presentation as one of the characters from *The Lost and Found*.

Choose Mona, Wendell, or Floyd as a character you would like to role-play. Prepare a short presentation telling about one of your adventures in *The Lost and Found*. Tell about events in the order in which they happened.

- Pick the most important events.
- Use words like *first*, *next*, *a few minutes later*, *then*, and *at last*. They will help the audience know the order of events.
- Use as much expression in your voice as possible.

TIPS

- Reread *The Lost and Found* and list all the major events.
- Number the events in the order they happened.
- Use your list to organize your presentation.

3. There It Is!

Goal: Write a personal letter to ask about something you have lost.

Suppose that you saw something of yours in a picture in *The Lost and Found*. Write a friendly letter to one of the characters in the book asking about the item.

- Ask if he or she saw the item.
- Tell them how you lost it.
- Get directions for finding your way in the bin.

TIPS

- Brainstorm a story of how you lost the item.
- List questions you need answered in order to find the item.

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.