Theme 1

THEME 1: Off to Adventure!
Off to Adventure!

Selections
1 Cliff Hanger
2 The Ballad of Mulan
3 The Lost and Found
**Activities**

**Selection 1:** Cliff Hanger

**1. How High Can You Climb?**

**150 MINUTES  INDIVIDUAL**

*(Social Studies)*

**Materials:** encyclopedia or other reference sources and Graphic Organizer Master 4

**DAY 1**

**Gather Details**

Use graphic organizer. Emphasize its value to students as a way of focusing their work. Tell students to take their time brainstorming questions. Remind students to take notes as they read. Tell them to check what they already know for accuracy.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Prepare Notes About Climbing**

Tell students to use note cards only as a guide while speaking. They shouldn’t write their speech word-for-word on the cards, or try to put all the details on them. Provide the following guidelines:

- Write one important idea on each card.
- Write important details that are hard to remember on the cards, such as statistics or quotations.
- Number the cards in the order in which they will be used.

**English Language Learners:** Have students check their pronunciation of difficult words in a dictionary and practice saying the words aloud. You may want to pair them with a primary English speaker who can help them with pronunciation and word choice.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share What You Know**

Explain to students that speakers are sometimes unaware of the speed or volume of their voices. Stress that the goal is to speak at an appropriate volume and at an easy, conversational pace. If possible, allow students to use an overhead projector or tape their visual aids someplace where they can be easily viewed by the whole audience.
SELECTION 1:  

Cliff Hanger

2. **Book Talk**  
**Materials:** adventure books

Remind students that when discussing in small groups they should
- speak slowly and clearly
- not interrupt each other
- allow everyone in the group a chance to participate

3. **Dag’s Story**

Before students write, have them focus on the part of the story that tells about the cliff. Tell them to think about
- what their own parent might think about allowing them to climb the cliff
- why a parent would decide that climbing the cliff was okay

**English Language Learners:** Cliff Hanger includes many words related to climbing. Have students review the story and list these words. They can use the list as a word source while writing.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection Regina’s Ride with the anthology selection Cliff Hanger, using what they have learned about Cause and Effect. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 1 Assignment Cards A, 1, 2, 3
- TE p. 42, Literature Discussion
- TE p. 47, Using a Map Scale
- TE p. 49E, Challenge Word Practice
- TE pp. R9, R15, Challenge
- Education Place: www.eduplace.com
- More activities related to Cliff Hanger
- Accelerated Reader®, Cliff Hanger

**Expected Outcome**

A good book discussion will include
- comparisons to books the students have already read
- specific details that make the book appealing
- an opinion of the book that includes its strengths and its weaknesses

A good rewrite will include
- the scene told from the point of view of Dag
- details that develop Dag’s personality and support his point of view

**Challenge Master CH 1–2**
1. **Mulan: The Play**

**150 MINUTES**

**INDIVIDUAL SMALL GROUP**

**(Social Studies)**

**Materials:** cardboard, paper, markers, glue, and scissors

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**DAY 1**

**Start Gathering Details**

Have students become thoroughly familiar with the story. Emphasize that they do not have to include every event described in *The Ballad of Mulan*. They can also elaborate on events that they think are especially interesting or dramatic.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Begin Writing**

Check with students on their progress. Tell students that their plays will not have sets, so they must provide all the information through the dialogue, actions, and gestures of the actors. Explain that scene changes are important to help the actors and audience move from one place or time to another place or time. Refer students to “Henry & Ramona” on page 396 of *Horizons* as an example of how dialogue and action are written in plays.

**English Language Learners:** Tell students to draft quickly rather than pausing to find the exact word for every line. Once they have their basic ideas in place, they can revise to improve word choice and phrasing. Have them consult with more proficient English speakers to achieve realistic dialogue.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Perform the Play**

Provide class time for the presentations.
2. **Abigail’s Drum**  
60 MINUTES     INDIVIDUAL  
*(Challenge Theme Paperback)*  

**Materials:** encyclopedia, library materials, drawing paper, markers (optional), and **Graphic Organizer Master 2**  

- Have students begin by reviewing the descriptions of Scituate Lighthouse in *Abigail’s Drum*. Remind them to reread the Afterword.  
- Have students use a Venn diagram to organize points of comparison for their paragraphs.

3. **Dear Diary**  
60 MINUTES     INDIVIDUAL  

- Tell students to use the skill of making inferences to learn more about Mulan.  
- Have students list ideas about how Mulan might feel and things she might think about while she is gone from home.

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

Have students compare the Leveled Reader *Ida Lewis and the Lighthouse* with the anthology selection *The Ballad of Mulan*, using what they have learned about Making Inferences. Students may discuss or write about their comparisons.

**Other Activities**  
- Challenge Theme Paperback, *Abigail’s Drum*  
- Theme 1 Assignment Cards 4, 5, 6, 7  
- TE p. 82, Literature Discussion  
- TE p. 89, Art/Language/Writing  
- TE p. 89E, Challenge Word Practice  
- TE pp. R6, R11, R17, Challenge  
- Education Place: www.eduplace.com  
- More activities related to *The Ballad of Mulan*  
- Accelerated Reader®, *The Ballad of Mulan*  
- *Ida Lewis and the Lighthouse*  
- TE pp. R6, R11, R17, Challenge  
- TE p. 82, Literature Discussion  
- TE p. 89, Art/Language/Writing  
- Theme 1 Assignment Cards 4, 5, 6, 7  
- TE p. 89E, Challenge Word Practice  
- *Ida Lewis and the Lighthouse*  
- TE pp. R6, R11, R17, Challenge  
- Education Place: www.eduplace.com  
- More activities related to *The Ballad of Mulan*  
- Accelerated Reader®, *The Ballad of Mulan*  

**Expected Outcome**  
A good paragraph will include  
- references to Scituate Lighthouse  
- specific details comparing Scituate Lighthouse to other lighthouses

**Expected Outcome**  
A good diary entry will include  
- the probable thoughts and feelings of Mulan  
- reference to story details to support ideas and feelings expressed in the entry

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Mulan lived away from her family for ten years. She faced many hardships. How do you think she felt? What might she have thought about? Write a diary entry as if you were Mulan. Think about Mulan’s circumstances:  
- her loneliness  
- her dangerous life  
- her responsibilities  
- her secret

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**Selection 2: *The Ballad of Mulan***
1. My Unusual Adventure

150 MINUTES  INDIVIDUAL

(Social Studies)

Materials: magazines, encyclopedia, books, and other sources of pictures

**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.
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*