Theme 4: Animal Habitats
CHALLENGE ACTIVITIES FOR

Animal Habitats

Selections
1 Nights of the Pufflings
2 Seal Surfer
3 Two Days in May
**Activities**

**Selection 1:** Nights of the Pufflings

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**1. Animal Habitat Mural**

**160 MINUTES**  
**INDIVIDUAL  SMALL GROUP**

**(Science)**

**Materials:** encyclopedia, books about animals, index cards, butcher paper, markers, crayons, paints, tape, and drawing paper

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**DAY 1**

**Gather Information**

Tell students to pick animals they are interested in learning more about. Remind them to take notes on their animals and habitats for use in the presentation.

**English Language Learners:** Pair English language learners during planning and research.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Draw Your Mural**

Check with students on the progress of their murals. Remind students to sketch their drawing and include details from their research. Provide space on the classroom floor or a table for students to draw their mural. Make sure each student has at least three feet of paper.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Present Your Mural**

Help students hang their murals on the board. Provide class time for them to present their murals.

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**Expected Outcome**

A good mural will include

✔ details on the animal and its habitat
✔ well-organized panels
✔ a presentation including information from students’ notes
2. Animals Around Us  60 MINUTES  INDIVIDUAL

(Science)

Materials: encyclopedia (optional)

Point out that no matter where they live, students will see wild animals every day. Have students choose one wild animal that is interesting to them and that they have observed with some care. Tell them to write a description of it, using *Nights of the Pufflings* as an example. Emphasize that they should provide as many facts as possible. However, they can also give opinions.

3. Dear Halla  60 MINUTES  INDIVIDUAL

(Social Studies)

Review the parts of a friendly letter. Tell students to keep in mind that Halla might not be familiar with everyday life in the United States. In their letter students may need to explain things to her that they take for granted.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection *Urban Wildlife* with the anthology selection *Nights of the Pufflings*, using what they have learned about Fact and Opinion. Students may discuss or write about their comparisons.

Other Activities

- Theme 4 Assignment Cards 1, 2
- TE p. 32, Literature Discussion
- TE p. 39, Field Guide
- TE p. 39E, Challenge Word Practice
- TE pp. R9, R15, Challenge
- Education Place: www.eduplace.com
- More activities related to *Nights of the Pufflings*
- Accelerated Reader®, *Nights of the Pufflings*
1. Two Kinds of Seals

(Science)

**Materials:** encyclopedia, Internet, index cards, art paper, markers, and Graphic Organizer Master 2

**DAY 1**

Gather Information

Refer students to these websites for information on seals:

- [http://www.seaworld.org/Pinnipeds/introduction.html](http://www.seaworld.org/Pinnipeds/introduction.html)

Remind students to look at headings and subheadings in articles. Remind them that important details can be found in captions and illustrations.

**DAY 2**

Students continue to work on this project.

**DAY 3**

Take Notes

Check on students’ progress. Tell them to take their notes on index cards. Tell students to write:

- one main idea at the top of each card
- details that specifically support each main idea on the same card, beneath the main idea

**English Language Learners:** Allow students to take notes in their primary language.

**DAY 4**

Students continue to work on this project.

**DAY 5**

Compare and Contrast

If necessary, review with students how to use a Venn diagram. Students with strong graphic skills might want to prepare an annotated map. Encourage students to personalize their presentation in some way.

**English Language Learners:** You may wish to pair students with fluent English speakers for peer editing and proofreading.
2. **Surfing**  
**Social Studies**  
**Materials:** encyclopedia, art paper, and markers

- Tell students they can limit their reports to a specific aspect of surfing, such as where people surf, types of surfing, or skills needed.
- You may wish to review types of organization with students. Order of importance may be most appropriate for explanatory paragraphs if, for example, students are explaining where or why people surf. Time order might be used if students are explaining how to surf.

3. **In Good Hands**  
**Challenge Theme Paperback**  
**Social Studies** (Science)

You may want to recommend additional reading on the topic of people working to save animals and plants. *Someday a Tree* from the Houghton Mifflin Social Studies Bookshelf is one possibility.

**Expected Outcome**

A good report will include
- a clearly stated topic sentence
- specific, descriptive details

**Expected Outcome**

A good discussion will include
- opinions that are well-supported by facts and details from *In Good Hands* and other sources
- listening carefully to classmates’ opinions and considering them seriously

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *Hometown Turtles* with the anthology selection *Seal Surfer*, using what they have learned about Compare and Contrast. Students may discuss or write about their comparisons.

**Other Activities**

- Challenge Theme Paperback, *In Good Hands*
- Theme 4 Assignment Cards 3, 4, 5
- TE p. 62, Literature Discussion
- TE p. 69, Careers
- TE p. 69E, Challenge Word Practice
- TE pp. R6, R11, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to *Seal Surfer*
- Accelerated Reader®, *Seal Surfer*
1. Nowhere to Go

(Science) (Social Studies)

Materials: encyclopedia, books on animals, and articles on the environment from children’s magazines, such as Ranger Rick or National Geographic World

**Gather Information**

- Urge students to talk to family members and neighbors who may have knowledge about habitat loss. Students should also include any first-hand knowledge or experience they have as they gather information on the topic.
- Tell students to take careful notes, jotting down main ideas and supporting details. They can use index cards or an outline format for note taking.

**English Language Learners:** Allow students to take notes in their primary language. Tell them to collect vocabulary words as they read to prepare to write about and discuss their subject.

**Think About the Problem**

Make a problem-solving chart like the one below. List as many possible solutions as you can. List the pros and cons of each solution. Select the best idea.

<table>
<thead>
<tr>
<th>Solution</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Share Your Information**

Encourage students to develop their own ideas for sharing the information they’ve gathered and the solutions they’ve chosen. Provide class time for students to present their work and share ideas.
2. In My Opinion . . . 60 MINUTES  INDIVIDUAL
(Science) (Social Studies)
Materials: articles on the environment from children’s magazines, such as Ranger Rick or National Geographic World

Refer students to Practice Book page 39 to develop their decision chart. Remind students that there may be more than one correct decision since opinions are involved. Emphasize they should provide strong evidence to support their opinions.

3. Two Days in May 60 MINUTES  INDIVIDUAL
(Challenge Theme Paperback)

Remind students that since they are writing a first-person narrative, they should use the pronoun I. Tell them to include the same events that occur in Two Days in May. Point out that the deer might experience these events differently from the way Sonia does. Encourage students to imagine additional events, such as what happened before or after the events related in Two Days in May.

Additional Independent Work
Connecting/Comparing Literature ➤

Have students compare the Leveled Reader selection Poor Little Kittens with the anthology selection Two Days in May, using what they have learned about Making Judgments. Students may discuss or write about their comparisons.

Other Activities
• Challenge Theme Paperback, Two Days in May
• Theme 4 Assignment Cards 6, 7, 8
• TE p. 92, Literature Discussion
• TE p. 99, Writing Poetry
• TE p. 99E, Challenge Words Practice
• TE pp. R6, R13, R19, Challenge
• Education Place: www.eduplace.com
More activities related to Two Days in May
• Accelerated Reader®, Two Days in May