CHALLENGE ACTIVITIES FOR

Smart Solutions

Selections
1 Pepita Talks Twice
2 Poppa’s New Pants
3 Ramona Quimby, Age 8
1. **Smart Comic Strip Solutions**

**Materials:** poster board, drawing paper, and markers

**DAY 1**

**Choose a Problem and Plan a Solution**
- Tell students to turn to page 296. Explain that they will create a comic strip showing a similarly complex and amusing solution to a simple everyday problem. Their strips should have some text as well as pictures.
- Tell students they might find it easiest to begin with the final step in the process. First, they can think of a clever way to get that last task done. Then work backward to the beginning.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Create Your Comic Strip**
Tell students that their strips should follow the steps they identified in their cause-effect chart.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share Your Comic Strip**
Tell students to choose the format that best fits their solution. Some solutions might be better illustrated by a series of boxes. Other solutions may be better illustrated in a single frame. Encourage students to take their completed comic strip solutions home after presenting them to the class.

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**Expected Outcome**
- A good comic strip will include:
  - a clearly identifiable problem and solution
  - well-defined, clearly ordered steps
  - obvious connections between all steps in the process
2. Problems, Problems, Problems

Materials: Three Days on a Red River in a Red Cave, How the Stars Fell into the Sky, and Graphic Organizer Master 6

- Students will need to have read another book in order to have a problem and decision to evaluate. This book might come from the Social Studies Bookshelf or it might be another book or story students have read.
- Tell students that they should evaluate the characters' decisions in their essays, but that they may propose their own solution if they think it is better. They should provide reasons to support their evaluation.

3. In My Opinion

Have students look at what their character does and says to find clues to what solution the character would suggest to Pepita for her problem. You might refer students to the Character Chart on Practice Book page 106 for help in making predictions and inferences. Emphasize that students' letters to Pepita should sound like they were written by the characters they chose.

Expected Outcome

A good opinion letter will include
✔ a clear statement of the problem
✔ a suggested solution with supporting reasons and details
✔ a heading, greeting, body, closing, and signature

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Paul the Artist with the anthology selection Pepita Talks Twice, using what they have learned about Problem Solving. Students may discuss or write about their comparisons.

Other Activities

- Theme 6 Assignment Cards 1, 2, 3
- TE p. 313, Word Choice
- TE p. 330, Literature Discussion
- TE p. 337, Music
- TE p. 337E, Challenge Word Practice
- TE pp. R9, R15, Challenge
- Education Place: www.eduplace.com
- More activities related to Pepita Talks Twice
- Accelerated Reader®, Pepita Talks Twice

Challenge Master CH 6–2

SELECTION 1: Pepita Talks Twice
Plan Your Funny Story

To help students develop ideas and plan their stories:

- Have them begin by forming groups to brainstorm funny experiences they have had. Tell them to write down ideas to use later.
- Suggest that they draw a picture of an important scene from their story. The drawing may help them think of more details.
- Tell them to identify what makes their story funny.

Write Your Story

Your story should have a
- beginning, a middle, and an end. When you write
- introduce your characters at the beginning of the story
- tell events in the order they happened
- write an ending that wraps up the story
- include dialogue to define the characters and move the action along
- include all the humorous elements in your plot

Share Your Story

Students continue to work on this project.

Expected Outcome

A good funny story will include
- a catchy opening that gets readers interested right away
- a well-developed and organized plot told in a distinctive, personal voice
- sensory details that help the reader know and appreciate the characters, setting, and events
- effective use of exaggeration and unexpected events

Share Your Story

Encourage students to choose the format for sharing their story they like best. If students present their stories orally, remind them that they should sound as if they were telling their story to their friends.
2. Grandma Tiny Speaks  60 MINUTES  INDIVIDUAL

Tell students that when they make inferences about Grandma Tiny, they can rely on their personal knowledge of people as well as details they get from the story. Suggest that students can develop their story by first writing a dialogue between Grandma Tiny and one of her relatives or a friend. They can then turn the dialogue into a straight personal narrative.

3. Stealing Home  60 MINUTES  INDIVIDUAL (Challenge Theme Paperback)

Remind students that in order to draw conclusions about the authors’ viewpoints, they must look in the books for details that help explain what the authors don’t tell directly. In their essays, students should present the authors’ viewpoints and tell how they reached their conclusions.

Additional Independent Work

Connecting/Comparing Literature ★

Have students compare the Leveled Reader selection Gampy’s Lamps with the anthology selection Poppa’s New Pants, using what they have learned about Drawing Conclusions. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, Stealing Home
- Theme 6 Assignment Cards 4, 5, 6
- TE p. 359, Humor
- TE p. 360, Literature Discussion
- TE p. 367, Original Comics
- TE p. 367E, Challenge Word Practice
- TE pp. R6, R11, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to Poppa’s New Pants
- Accelerated Reader®, Poppa’s New Pants

Expected Outcome

A good essay will include

✔ a clearly stated opinion
✔ strong reasons and details from the books to support their opinion
✔ a conclusion that summarizes important points

Expected Outcome

A good story will include

✔ an introduction to the characters, setting, and problem
✔ an explanation of how the characters deal with the problem
✔ events in the correct order
✔ details that make the story interesting
1. Another Sunday

**Materials:** Graphic Organizer Master 3

**Expected Outcome**
A good story will include
- a strong beginning that makes the reader want to know what will happen
- an interesting problem that motivates the characters to some action
- a series of events that develop in logical order
- sensory details that enable the reader to picture the characters, setting, and events

**Plan Your Story**
Tell students to spend time exploring ideas for their story rather than choosing the first idea that comes to them. If they have trouble generating ideas, suggest that they ask themselves *What if* questions. For example: What if they meet at Whopperburger again as they wait for a table? What if Mr. Quimby asks the man to join them for dinner?

**Write Your Story**
Check with students on their progress with their stories. Remind students that their stories should have a beginning, middle, and an end. Tell students to include dialogue and interesting details that give insight to the characters.

**English Language Learners:** Tell students to write their stories without stopping to search for words in the dictionary. If they want, they can leave some words in their primary language. As they revise their work, they can look for the exact words they want in English.

**Share Your Story**
Encourage students to find original ways to share their stories. If they decide on oral presentations, tell them to prepare by reading the story aloud to themselves and experimenting with expression.
2. Beverly Cleary’s Books
60 MINUTES   INDIVIDUAL   SMALL GROUP

Materials: other books by Beverly Cleary and Graphic Organizer Master 9

Encourage each student to read a different book by Cleary. When students get together in groups, they should select someone to take notes and fill in a generalization chart at the group’s direction. You might also have groups share their generalizations with the class.

3. Book Review
60 MINUTES   INDIVIDUAL

Tell students to evaluate the story elements—characters, setting, and plot—as part of their review. They should also analyze the pictures. Tell them to think about whether they like the pictures and also how well the pictures illustrate and help tell the story. Students should conclude their reviews with a recommendation regarding the book, giving reasons for their recommendation. Have students post their reviews on the Education Place website at http://www.eduplace.com/kids under the section “KidViews.”

Additional Independent Work

Connecting/Comparing Literature ✩

Have students compare the Leveled Reader selection Real Team Soccer with the anthology selection Ramona Quimby, Age 8, using what they have learned about Making Generalizations. Students may discuss or write about their comparisons.

Other Activities

• Theme 6 Assignment Cards 7, 8, 9
• TE p. 392, Literature Discussion
• TE p. 399, Perform a Play
• TE p. 399E, Challenge Word Practice
• TE pp. R13, R19, Challenge
• Education Place: www.eduplace.com More activities related to Ramona Quimby, Age 8
• Accelerated Reader®, Ramona Quimby, Age 8

Expected Outcome

A good book discussion will include
✔ ideas and opinions supported by examples from the books
✔ equal participation by all members of the group
✔ a clear list of generalizations about books by Cleary

A good book review will include
✔ clearly stated opinions
✔ strong reasons and details from the book to support the opinions
✔ a conclusion that summarizes important points

SELECTION 3: Ramona Quimby, Age 8