Theme 1: Journeys
CHALLENGE ACTIVITIES FOR

Journeys

Selections
1 Akiak
2 Grandfather’s Journey
3 Finding the Titanic
4 By the Shores of Silver Lake
1. **Tell Me Your Journey**  
150 MINUTES  
INDIVIDUAL  

*(Social Studies)*

**Materials:** encyclopedia, atlas, drawing paper, crayons, and markers

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### DAY 1

**Think About a Journey**

Have students research the route of the journey so that they can ask questions that refer to the locations visited. Have students:

- List places/sites that the traveler is likely to have visited.
- Prepare questions that invite the traveler to describe reactions to those places. For example: *What were your thoughts when you saw the Grand Canyon?*

**English Language Learners:** Review the use of an encyclopedia as a reference source. Discuss with students how to use the information in an entry.

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### DAY 2

Students continue to work on this project.

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### DAY 3

**Questions for the Interview**

Check with students on their progress.

- Remind students that their presentation should accurately reflect the facts and the interviewee’s thoughts.
- Tell students to do further research or questioning to fill in any gaps.

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### DAY 4

Students continue to work on this project.

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### DAY 5

**Sharing the Story**

Tell students to choose a format that clearly presents what they have. Students can combine two formats if they desire.
2. A New Point of View

60 MINUTES  INDIVIDUAL  PAIR

- Have students first choose the new point of view and then find a scene that works for retelling.
- Have students think about how they will present the scene. Point out that details may change because of their character’s different point of view.

**English Language Learners:** Explain that to write from a character’s point of view means to imagine what that character would see and feel.

3. Follow That Story! 60 MINUTES  INDIVIDUAL

**Materials:** daily newspapers or on-line news sources and dictionary

- Students should refer to their news stories for accuracy.
- Have students review the news stories and use a dictionary or other reference source to make sure they understand all the words.

**Expected Outcome**

A good paper will include:
- a clear comparison of two different news articles
- a description of how each writer uses quotations
- an explanation of which story the student liked the most

**Expected Outcome**

A good retelling will:
- include details only from the new point of view
- reflect the character’s feelings about the events

Additional Independent Work

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection The Trail Home with the anthology selection Akiak, using what they have learned about Story Structure. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 1 Assignment Cards 1, 2, 3
- TE p. 50, Literature Discussion
- TE p. 57, Social Studies
- TE p.57E, Challenge Word Practice
- TE pp. R9, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to Akiak
- Accelerated Reader®, Akiak
1. Story Circle  |  160 MINUTES  |  INDIVIDUAL  |  SMALL GROUP
(Social Studies)

**Materials:** individual storybooks, anthologies, and miscellaneous materials for props (optional)

**DAY 1**

**Find a Common Theme**

Have students come to the group discussion after researching stories across cultures. Tell them to compare notes and then choose a story. Develop a shared theme by following these suggestions:

- Students should compare and discuss stories to avoid duplications. However, point out that stories often travel from country to country, so they may find similar plots and characters.
- Students should decide jointly on a theme and make sure each story contributes to it.

**English Language Learners:** Encourage students to share favorite stories from their own cultures. Have them include in their retelling words from their native languages and define them in context.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Plan the Retelling**

Check with students on the progress of their story preparation.

- Remind students that they must time their presentations so that everyone in the group can perform.
- Provide rehearsal time during the school day.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share What You Know**

You may wish to invite family and community members or other classes to a story circle performance. Before doing so, have students evaluate their first performances so that they may improve their presentations.
2. Personal Poetry  60 MINUTES  INDIVIDUAL

Materials:  drawing paper, crayons, and markers

- Have students review the selection to find details and events that illustrate Grandfather’s feelings.
- Remind students to change the point of view to first person singular: I, me, mine.

English Language Learners:  You might want to pair students with English speakers.

3. Over the Top of the World  60 MINUTES  INDIVIDUAL

(Challenge Theme Paperback)

Materials:  reference materials

- Have students keep in mind that they are preparing this information for explorers who are experienced in other areas.
- Tell students that if they cannot find a definition for a term, they might draw a diagram to clarify the meaning.

Additional Independent Work

Connecting/Comparing Literature  ★

Have students compare the Leveled Reader selection Streets of Gold with the anthology selection Grandfather’s Journey, using what they have learned about Author’s Viewpoint. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, Over the Top of the World
- Theme 1 Assignment Cards 4, 5, 6
- TE p. 74, Literature Discussion
- TE p. 78, Word Study
- TE p. 79E, Challenge Word Practice
- TE pp. R6, R11, R19, Challenge
- Education Place: www.eduplace.com

More activities related to Grandfather’s Journey
- Accelerated Reader®, Grandfather’s Journey
SELECTION 3: Finding the Titanic

1. Extra! Extra! 150 MINUTES  INDIVIDUAL PAIR
(Social Studies)

Materials: reference sources; newspaper samples; large, blank sheets of paper

Find the Facts
Show students different types/styles from the front pages of newspapers to give them a feel for what their front pages should look like. Tell students to use almanacs, encyclopedias, and history books as sources.

English Language Learners: You might want to brainstorm with students a list of possible story topics.

DAY 1
Students continue to work on this project.

DAY 2
Writing the Stories

DAY 3
Students continue to work on this project.

DAY 4
Share What You Know
• Explain to students how to paste their stories in a two-column format.
• Photocopy each student’s completed page to make a class set.
2. To Preserve or Not to Preserve?

60 MINUTES INDIVIDUAL

- Have students review the selection to find details that might support their reasoning.
- Ask volunteers to read their essays. Then poll the rest of the class to see what they think. Discuss important points made.

3. Diorama

60 MINUTES INDIVIDUAL

**Materials:** clean recycled materials and scraps that can be used to represent the wreckage; sand, or cat litter, for the ocean floor; cartons/boxes to hold the diorama

Tell students to cite any reference sources they use.

### Additional Independent Work

#### Connecting/Comparing Literature

Have students compare the Leveled Reader selection *The Greatest Electrician in the World* with the anthology selection *Finding the Titanic*, using what they have learned about Text Organization. Students may discuss or write about their comparisons.

### Other Activities

- Theme 1 Assignment Cards 7, 8, 9
- TE p. 100, Literature Discussion
- TE p. 107, Social Studies
- TE p. 107E, Challenge Word Practice
- TE pp. R13, R21, Challenge
- Education Place: www.eduplace.com More activities related to *Finding the Titanic*
- Accelerated Reader®, *Finding the Titanic*

### Expected Outcome

#### A good essay will include

- a well-organized argument that shows a relationship among ideas
- references to story details that support the student’s reasoning
- persuasive language

#### A good diorama will include

- a well-planned execution of the task
- resourceful use of materials
- reflection of the details in the selection
1. A Sense-ible Source Book

150 MINUTES  INDIVIDUAL  SMALL GROUP

(Science)

Materials: crayons, markers, drawing paper, old magazines and a loose-leaf binder (optional)

Brainstorm Topics

Have students reread pages 121–123 of *By the Shores of Silver Lake* and notice how Laura “sees out loud” for Mary. Laura’s descriptive words created a picture that Mary could see in her mind. Have students keep in mind how descriptive words can represent the senses as they brainstorm their words.

English Language Learners: Have students share some sense words from their primary languages.

Create the Pages

Using your categorized word lists, make a table of contents for your book.

- Write the sense category, for example, *Sight*, and any words you brainstormed for that category.
- Create a book page for each sense word.
- Include a picture to represent each word.

Put Your Book Together

Assemble your pages in a book or loose-leaf binder.

- Place your table of contents in the front. Arrange your pages in the order of the table of contents.
- Create an interesting cover that relates to the subject.

Expected Outcome

A good source book will include

- ✔ words that represent each of the five senses
- ✔ book pages categorized under the appropriate sense
- ✔ descriptive words and images

By the Shores of Silver Lake

1. **A Sense-ible Source Book**

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2. The First Time I Ever . . .

**60 MINUTES**  INDIVIDUAL

Before they begin writing, have students brainstorm several ideas before they narrow down the list to one best suited to this type of essay. Remind them to

- add important details that provide story structure
- add interest, humor, or suspense to the essay

3. Seeing Out Loud

**60 MINUTES**  INDIVIDUAL

**Materials:** drawing paper, crayons, and markers

Tell students to

- visualize the entire scene
- sketch it lightly

You may wish to have several students draw while one narrates, then compare and contrast their work.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *Prairie Danger* with the anthology selection *By the Shores of Silver Lake*, using what they have learned about Noting Details. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 1 Assignment Cards 10, 11, 12
- TE p. 126, Literature Discussion
- TE p. 133, Word Study
- TE p. 133E, Challenge Word Practice
- TE pp. R15, R23, Challenge
- Education Place: www.eduplace.com
  More activities related to *By the Shores of Silver Lake*
- Accelerated Reader®, *By the Shores of Silver Lake*