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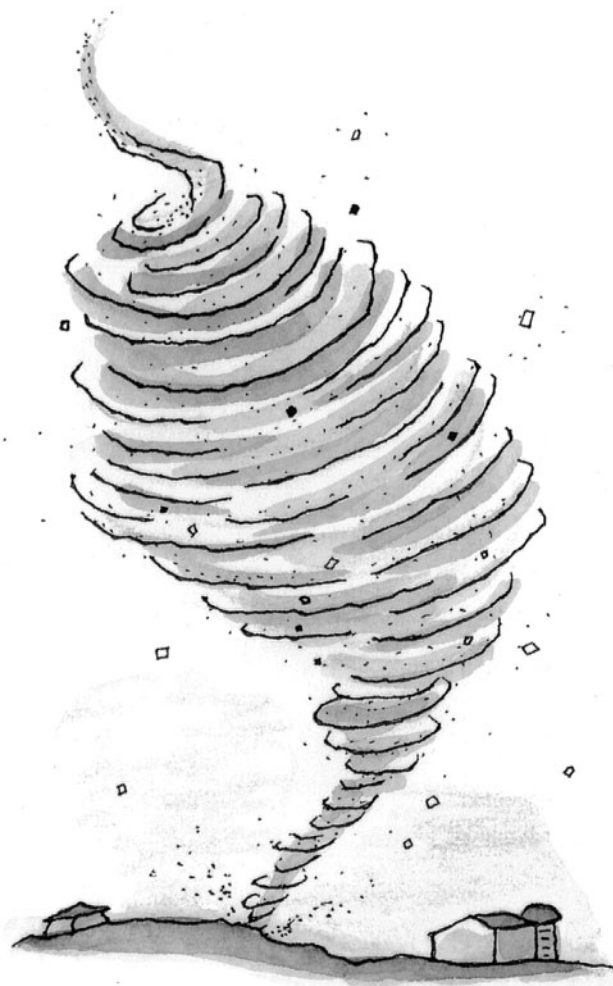
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Blackline Masters

Activity Masters

Graphic Organizer Masters



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.

Time; Grouping

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

2. Put the Story Together

60 MINUTES INDIVIDUAL PAIR

Materials: heavy paper, drawing pencils, and scissors

- Have students start by choosing a picture from the story, and then redraw it or make a copy.
- Ask students to review the selection to determine the eight events they will summarize.

3. Word Play 60 MINUTES INDIVIDUAL PAIR

- Ask students to skim the stories for compound words.
- Have students think of compound words with the same root words as the words from the story.

English Language Learners: Have students use a dictionary to check that their compound words contain the same root word.**Additional Independent Work****Connecting/Comparing Literature** ★

Have students compare the Leveled Reader selection *Clearing the Dust* with the anthology selection *Earthquake Terror*, using what they have learned about Sequence of Events. Students may discuss or write about their comparisons.

Other Activities

- Theme 1 Assignment Cards 2, 3, 4
- TE p. 44, Literature Discussion
- TE p. 51, Science/Math
- TE p. 51E, Challenge Word Practice
- TE pp. R9, R15, Challenge
- Education Place: www.eduplace.com
- More activities related to *Earthquake Terror*
- Accelerated Reader®, *Earthquake Terror*

2

Expected Outcome

A good summary will include

- ✓ words that clearly signal the sequence of the sentences
- ✓ a neat grid that covers one entire side of the paper
- ✓ sentences that accurately summarize story events

3

Expected Outcome

A good game will include

- ✓ at least two other compound words with the same root for each compound word chosen from the story
- ✓ demonstrated understanding of compound words

Challenge Master CH 1-2

TE101 / Earthquake Terror

Name _____

2. Put the Story Together

Goal: Summarize *Earthquake Terror* using a sequence of eight events.

On a piece of heavy paper, draw a scene from the story.

On the back of the scene, draw a grid of eight boxes. In each box, describe a scene from the story in one sentence. Describe the scene in sequence.

Cut the picture into eight pieces using the lines of the grid as guides.

Challenge a classmate to summarize the story by arranging the events in sequence. The scene on the front will be complete if the events are arranged correctly.

TIPS

- In your sentences, use words that signal sequence, such as *before* and *then*.
- Choose important events that summarize the story.

3. Word Play

Goal: Recognize compound words that share the same word parts.

Create a word game that uses compound words from *Earthquake Terror* and other selections. Find several groups of compound words that share a word. Write each group in a pattern.

and _____

dead _____

Challenge a classmate to complete the compound words by deciding what word they share.

TIPS

- Be sure that your words are compound words.
- Complete the puzzle yourself first as a test.

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Grade 5 Theme 1, Houghton Mifflin Harcourt

Challenge Master CH 1-2

SELECTION 1: *Earthquake Terror* 3**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 / *Earthquake Terror*

Name _____

1. Major Earthquake Map

Goal: Create a world map showing the locations of major earthquakes and faults.

Gather Your Data

Most earthquakes happen along faults. A *fault* is where plates of the earth's crust meet.

Copy or print out a world outline map. Use an almanac, encyclopedia, or the Internet to find the locations and dates of at least 20 major earthquakes that have happened in the last 100 years. Make notes about the locations and other information you would like to include on your map.

In an encyclopedia or on the Internet find information about the plates in the earth's crust. Draw the plates on the world outline map.

Make Your Map

Think about how you want to design your map. Make a map key to show any symbols. Color in the oceans and land. Add the earthquake locations to your map.

Share Your Map

Use one of the following ideas to share your work with the class.

- Exchange information about earthquake locations with classmates. Update your own map.
- Discuss your findings—are the earthquake locations related to the locations of the faults? Did any earthquakes happen away from places where the plates meet?

TIPS

- On your map, indicate in a special color or in some other way where the plates meet.
- Include a map key to explain any symbols or colors you use on your map.

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.

Sharing

Students are usually able to choose their format for sharing.

Challenges

Questions or instructions lift activities to a challenging level.

Activities 2 and 3

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

THEME 1 / *Earthquake Terror*

Name _____

2. Put the Story Together

Goal: Summarize *Earthquake Terror* using a sequence of eight events.

- On a piece of heavy paper, draw a scene from the story.
- On the back of the scene, draw a grid of eight boxes. In each box, describe a scene from the story in one sentence. Describe the scenes in sequence.
- Cut the picture into eight pieces using the lines of the grid as guides.
- Challenge a classmate to summarize the story by arranging the events in sequence. The scene on the front will be complete if the events are arranged correctly.

TIPS

- In your sentences, use words that signal sequence, such as *before* and *then*.
- Choose important events that summarize the story.

Challenges

A skill applied is often more advanced than expected at this grade level.

3. Word Play

Goal: Recognize compound words that share the same word parts.

Create a word game that uses compound words from *Earthquake Terror* and other selections. Find several groups of compound words that share a word. Write each group in a pattern:

red _____

_____ lands

dead _____

Challenge a classmate to complete the compound words by deciding what word they share.

Grade 5 Theme 1: Nature's Fury

TIPS

- Be sure that your words are compound words.
- Complete the puzzle yourself first as a test.

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.