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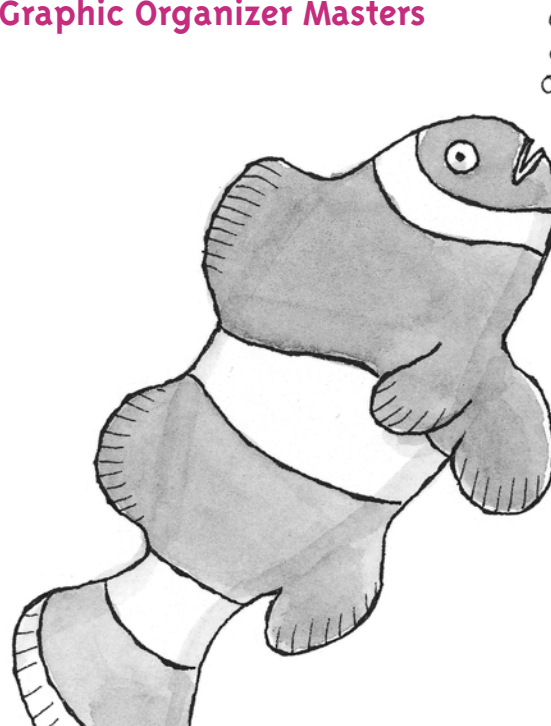
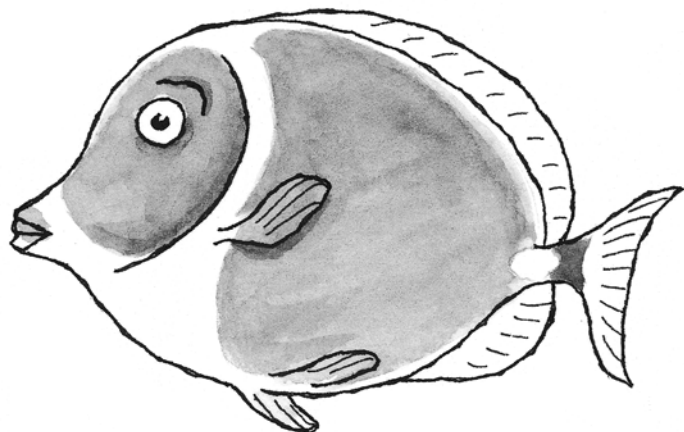
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Meeting Individual Needs: Advanced Students

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.

To the Teacher

This walkthrough will familiarize you with the five-day plan that is provided for Challenge students for each selection in this level of *Houghton Mifflin Reading*. Annotations in this walkthrough introduce the major parts of the activities for five days.

Goal

The Goal describes a child's task. Tell children what this Goal is, and read through their Activity page with them.

Day-by-Day Plan for the Major Project

On Day 1 children plan their project; they brainstorm, do research, or gather information and ideas. On Days 2–4, they continue to gather ideas, they carry out their plan, and they share the results.

Instruction or Coaching for Challenges

Instruction or coaching is provided to enable children to work effectively at a challenging level and to ensure high-quality work.

Sharing

Sharing, publishing, or presenting the result is the culmination of every five-day Challenge project.

Content Area; Materials

- Any content-area connection is noted.
- Materials needed, other than paper and pencil, are listed. Some activities need Graphic Organizer Masters, which are in the Blackline Masters section at the back of this handbook.

Time; Grouping

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

WEEK 1

A

ctivities

1. What Animals Do

120 MINUTES INDIVIDUAL

(Science)

Materials: materials appropriate for binding: ring binders, yarn, etc.

Goal: Make pages for a group big book about animal activities.

DAY 1

Learning About Animal Activities

As children look at books, remind them to ask themselves these things: *What is my animal doing? What can I add to my picture to show that activity? Will a person looking at my picture know what my animal is doing?*

English Language Learners: Pair children with more proficient English speakers.

DAY 2

Children continue to work on this project.

DAY 3

Drawing a Picture/Writing a Caption

- Remind children to add details to their picture that will help others know and understand what their animal is doing.
- Have children use *Mice Squeak, We Speak* as a model for writing captions for their own drawings. Have them write the name of their animal first and then a word that tells what the animal is doing.

DAY 4

Children continue to work on this project.

DAY 5

Comparing and Sharing Pictures

Help children innovate on the *Mice Squeak, We Speak* text by writing sentences that begin “But I (or We) _____!” Sentences may also begin “And I (or We) _____, too!”

1

Expected Outcome

A good animal picture will include

- ✓ a well-placed picture of an animal involved in an activity
- ✓ several appropriate details
- ✓ a caption with the animal's name and a word describing the activity
- ✓ spelling that reflects beginning and some ending sounds

2

THEME 1: Look At Us!

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. There are two shorter activities on the second Challenge Master. These can be done any time during the week.

2. We Make Noises, Too!

60 MINUTES INDIVIDUAL

Materials: drawing paper

Goal: Make a poster of sound words people make.

- Tell children to think about the different sounds they and other people make. Give them a few examples, such as *ba ba*, *boo boo*, *eek*, and *oob*.
- Have children draw people making these sounds.
- Next to their drawings, children should write words that describe the sounds the people are making.

English Language Learners: Using pictures or photos of people, ask children to say the sound a person is making, such as *boo boo*, in English. You may want to have children say the sound in their primary language, while you then say it in English. Have children repeat the English word after you.

3. Big and Little Poem

60 MINUTES INDIVIDUAL

Materials: drawing paper

Goal: Write a poem about feeling big and little.

Using *Now I'm Big* as a springboard, have children talk about things they did as babies. Then have them discuss things they can do now that they could not do when they were younger.

- Have children complete the sentence starters on their papers.
- Ask children to draw pictures to go with both sentences of their poems.

Other Activities

- TE p. 35, Size Words
- Little Big Books, *Mice Squeak*, *We Speak* and *Here Are My Hands*

- Education Place:
www.eduplace.com

2

Expected Outcome

A good contribution to the poster will include

- ✓ labels that match facial expressions of the pictured people
- ✓ spellings that reflect beginning and some ending sounds

English Language Learners

Adaptations are provided when activities need to be made more accessible to English Language Learners.

3

Expected Outcome

A good poem will include

- ✓ a picture that reflects when children feel big and a picture that reflects when they feel small
- ✓ complete sentences
- ✓ spelling that reflects beginning and some ending sounds

Expected Outcome

The Expected Outcome shows the quality and quantity of work expected from a Challenge student.

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 Master CH 1-2

Week 1 Week 1

Name _____

2. We Make Noises, Too!

What kinds of sounds

do people make?

- many people on a poster.
- Label the people with sound words.

• Think about sounds you make.

• Think of words for the sounds.

3. Big and Little Poem

What can you do now that you are big? What are you still too little to do?

- a poem about times when you feel big and little.

I feel big when I _____

I feel little when I _____

TIP:

Think about the questions:

- When do I feel big?
- When do I feel small?

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Grade K, Theme 1, Unit 10-12

Challenge Master CH 1-2

WEEK 1 3



Challenge Masters

Full-size blackline masters are in the Blackline Masters section of this handbook.

THEME 1/Week 1

Name _____

1. What Animals Do




In *Mice Squeak, We Speak*, animals make all kinds of sounds.

What other things can animals do?

Learning About Animal Activities

- Choose an animal to find out about.
- Read other books about your animal.

Drawing a Picture/Writing a Caption

-  a picture of your animal.
-  its name.
-  what your animal is doing.

TIPS

- Make your picture big.
- Write at the bottom.

Comparing and Sharing Pictures

Can you do what your animal is doing?

CH 1-1 Challenge Master

Grade K Theme 1: Look At Us!

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Challenges

Questions or instructions lift activities to a challenging level.

Tips

Tips help children produce work of high quality.

Sharing

Children share their projects in various ways.

Activities 2 and 3


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

THEME 1/Week 1

Name _____

2. We Make Noises, Too!

What kinds of sounds do people make?

-  many people on a poster.
- Label the people with sound words.


TIPS

- Think about sounds you make.
- Think of words for the sounds.

3. Big and Little Poem

What can you do now that you are big?

What are you still too little to do?

-  a poem about times when you feel big and little.

TIPS

Think about the questions:

- When do I feel big?
- When do I feel small?

I feel big when I _____.

I feel little when I _____.

Challenges

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

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.