

Theme

1



CHALLENGE ACTIVITIES FOR

Look At Us!



Challenge Master CH 1-1

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

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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

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!”

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

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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

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


Challenge Master CH 1-2

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 _____.

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Challenge Master CH 1-2

Challenge Master CH 1-3

THEME 1/Week 2

Name _____

1. Things I Do

Making a Hand Wreath

- Trace your hand 5 times on colored paper.
- ✂ the hands.
- Glue them in a circle.

TIPS

- Put one thing you can do on a hand.
- You can draw it and write it.

Writing What You Do

- ✎ one thing you can do on each hand.

Sharing the Wreath

- Show what you made.
- Tell about it.

CH 1-3 Challenge Master

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Expected Outcome

A good wreath project will include

- ✓ one accomplishment written or drawn on each hand cutout
- ✓ realistic accomplishments
- ✓ active participation in sharing

1. Things I Do 120 MINUTES INDIVIDUAL

Materials: construction paper, scissors, pencils, glue, 8" cardboard ring for each child

Goal: List accomplishments on a hand wreath.

DAY 1

Making a Hand Wreath

Have children use pencils to trace. Remind them to spread their fingers apart on the hand they are tracing.

DAY 2

Children continue to work on this project.

DAY 3

Writing What You Do

Tell about something you have accomplished recently.

- Ask several volunteers to tell about something they can do now that was hard to learn.
- Have children each think of five things they can do. Encourage them to think of things that they could not do when they were smaller.

DAY 4

Children continue to work on this project.

DAY 5

Sharing the Wreath

Have children share their wreaths by doing one or more of the following:

- Ask each child to sit in the author's chair and talk about the things shown on his or her wreath. You may want to ask children to talk about the one accomplishment they are most proud of.
- Have children help you create a "Look At Us!" bulletin board. They can display their wreaths along with photographs of themselves as babies and more recent photographs.

2. Gotcha! 60 MINUTES INDIVIDUAL PAIR

Goal: Make a plan for catching the Gingerbread Man.

- Tell children to work together in pairs to retell *The Gingerbread Man*.
- Have them discuss what the characters in the story did to try and catch the Gingerbread Man. Why do they think most of the ideas did not work?
- Ask children to think of a plan for how they would try to catch the Gingerbread Man. Encourage them to be as creative and imaginative as possible. Suggest that they bounce their ideas off a partner.
- Have children draw a picture that shows how they would catch the Gingerbread Man.
- Ask children to write about their plans. Some children may want to dictate their ideas for you to write.

3. Our Big Book 60 MINUTES INDIVIDUAL

Goal: Make a page for a group big book about other body parts.

- Help children recognize that each sentence in *Here Are My Hands* follows the same pattern.
- On chart paper or on the chalkboard, write sentence frames for the two forms of the pattern used in the book. Discuss the difference between the two sentence frames. Suggest a body part, such as eyes, and ask which frame would be used.
- Have children choose a body part and write about what it can do, using the sentence frame that fits.
- Ask children to draw a picture to accompany their writing. Encourage them to add details that show what is happening.
- Assemble the pages into a group big book.

Other Activities

- TE p. 101, Make Your Own Book
- Education Place: www.eduplace.com
- Little Big Books, *Mice Squeak*, *We Speak* and *Here Are My Hands*

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Expected Outcome

A good story or illustration project will include

- ✓ an imaginative, creative plan
- ✓ a drawing with a high level of detail
- ✓ writing or appropriate labeling

3

Expected Outcome

A good big book page will include



- ✓ writing that is modeled after *Here Are My Hands*
- ✓ selection of the appropriate sentence frame for the body part
- ✓ one or two things the chosen body part can do
- ✓ detailed pictures that reflect the writing

Challenge Master CH 1-4

THEME 1 / Week 2

Name _____



2. Gotcha!

The fox caught the Gingerbread Man. How would you catch him?  a picture and  about it.

TIP
• Add details to your picture.

3. Our Big Book

Make your own page for a new group big book.

- Look at the pictures and words in *Here Are My Hands*.
-  a picture of a part of the body and  a sentence or label.

TIP
• Think about how you see, hear, touch, and smell things.

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Challenge Master CH 1-4

Challenge Master CH 1-5



THEME 1 / Week 3

Name _____

1. An Animal's Body**Learning About an Animal's Body**

- Choose an animal.
- Read about the animal. Look at pictures of the animal.

Drawing and Writing

-  the animal.
-  words for parts of the animal's body.

TIPS

- Make a big picture.
- Think about names for parts of your body.

Sharing the Picture

- Show your picture.
- Tell how the animal's body is like your body.

CH 1-5 Challenge Master

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Expected Outcome

A good drawing and labeling project will include

- ✓ the name of the animal
- ✓ words naming several body parts
- ✓ a clear oral presentation that compares and contrasts an animal to a person

1. An Animal's Body

120 MINUTES INDIVIDUAL

Materials: books about animals, pictures of animals, large drawing paper, crayons or markers

Goal: Draw a picture of an animal. Label its body parts.

DAY 1**Learning About an Animal's Body**

- Have each child choose an animal to learn about.
- Help children find pictures of the animal and books about it.
- Have children note important details by studying illustrations and descriptions.
- Remind children to think about what they already know about animal bodies. Ask questions, such as *Does a bird have a mouth? What do we call a bird's mouth? Does a giraffe have a neck? How is a giraffe's neck different from your neck?*

DAY 2

Children continue to work on this project.

DAY 3**Drawing and Writing**

- Show children an example of an illustration that is labeled with words and arrows.
- Have children each draw a large picture of their animal at the center of the paper, leaving room for labels.
- Tell children to label their pictures by writing the names of body parts near the body parts themselves.

DAY 4

Children continue to work on this project.

DAY 5**Sharing the Picture**

Have children take turns sharing pictures.

- Have a child sit in the Author's Chair.
- Have the child explain the picture and name the body parts that are labeled.
- Tell the child to tell how the animal's body parts and a person's are the same and different.

2. Compare and Contrast the Mice

60 MINUTES INDIVIDUAL

Materials: tape recording of *The City Mouse and the Country Mouse*, cassette recorder, headphones, **Graphic Organizer Master 1**

Goal: Compare and contrast the two mice in *The City Mouse and the Country Mouse*.

- Have children listen to the tape of *The City Mouse and the Country Mouse*.
- Model how to compare and contrast the two mice. For example, say, “The city mouse wears fancy clothes. But the country mouse wears simple clothes.”
- Have children think about other ways the two mice are the same and different.
- Tell children to show the differences and similarities they notice by completing a Venn diagram on **Graphic Organizer Master 1**.

3. Show Where You Live

60 MINUTES INDIVIDUAL

Materials: drawing paper, crayons or markers

Goal: Draw and write about where you live.

- Tell children to think about how the mice in *The City Mouse and the Country Mouse* feel about the places where they live.
- Have children think about where they live. What is it like? What do they like the most? What do they miss when they are away from home?
- Tell children to draw pictures that show where they live.
- Have children write about their pictures. Review the concept of describing words. Encourage children to use words in their writing that describe how where they live looks, sounds, feels, and smells.

Other Activities

- TE p. 129, Animal Rhymes
- TE p. 131, Higher-Level Words
- Little Big Books, *Mice Squeak*, *We Speak* and *Here Are My Hands*

- Education Place:
www.eduplace.com

2

Expected Outcome

A good Venn diagram will include

- ✓ details that show differences and similarities about the two mice
- ✓ at least one item in each section of the diagram
- ✓ writing or representative pictures

3

Expected Outcome

A good writing project will include

- ✓ clear labels
- ✓ illustrations that show what the children like

Challenge Master CH 1-6

THEME 1/Week 3



Name _____

2. Compare and Contrast the Mice

Listen to *The City Mouse and the Country Mouse* tape.

How are the mice the same?

How are the mice different?

-  or  what you find out.

TIPS

Think about:

- What is different about where they live?
- What is the same?

3. Show Where You Live

Where do you live?

-  a picture.
-  about your picture.

Tell how it looks, sounds, and feels.

TIP

- What do you like best about where you live?

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Challenge Master CH 1-6