

# Theme

# 10



CHALLENGE ACTIVITIES FOR

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# A World of Animals



## Challenge Master CH 10-1

THEME 10/Week 1

Name \_\_\_\_\_




**1. Animals Are Interesting!**

Choose an animal for a report.

**Finding Information**

- Find pictures in books and magazines that show how the animal looks, where it lives, and things it likes to do.

**Creating the Report**

- First,  or make the animal.
- Next, show where the animal lives.
-  or  what the animal likes to do.

**Sharing the Report**

Display your report on a table. Tell about it and answer questions.



CH 10-1 Challenge Master

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**Expected Outcome**

A good animal report will include

- ✓ a title
- ✓ a picture of an animal, with visible features
- ✓ a description of the animal's habitat
- ✓ pictures or words to tell about the animal's behavior

**1. Animals Are Interesting!**

150 MINUTES INDIVIDUAL SMALL GROUP

**Materials:** old magazines, self-stick notes, modeling clay, colored construction paper, recycled art materials (e.g., toilet paper tubes, small milk cartons, plastic lids), 12" × 18" drawing paper, shoe boxes, markers, crayons, scissors, glue

**Goal: Create a report about an animal.**

**DAY 1****Finding Information**

- Review how pictures are very helpful in providing information. Explain to children that as they begin creating their reports, they can add the information they find in pictures to the things they already know.
- If possible, provide each child with a different colored or shaped self-stick note so children can share materials. This makes it easier for children to locate the pictures they found in books that others are also using. Model how to place a self-stick note in a book to hold the page.

**DAY 2**

Children continue to work on this project.

**DAY 3****Creating the Report**

Discuss the specific types of information that children can show and tell about each animal. Here are some things you might talk about:

- How the animal looks—its size, its color, and its special features (e.g., horn, stripes). Also discuss its behavior.
- Talk about different kinds of places where animals live. Point out features of the jungle in *Splash!* and of the forest in *Run Away!*

**DAY 4**

Children continue to work on this project.

**DAY 5****Sharing the Report**

Provide an area in the classroom where students can display their reports.

## 2. Run Away! (Read Aloud) 60 MINUTES INDIVIDUAL PAIR

**Materials:** drawing paper

**Goal: Write a personal narrative (story) with a beginning, middle, and end.**

- Review the beginning, middle, and end of *Run Away!* Discuss whether a real or imaginary thing caused Little Rabbit to be afraid.
- Assign each child a partner. Have pairs of children share their own stories about a time when they were afraid. Help them brainstorm titles.
- Ask children to write the titles for their stories on the first page. Explain that each part of the story will be on its own page (beginning, middle, and end). Relate the terms *beginning*, *middle*, and *end* to the terms *first*, *next*, and *last*.
- Allow children to share their stories with classmates.

**English Language Learners:** Discuss some synonyms for *afraid*, such as *scared* or *frightened*. Demonstrate the meanings of the word with facial expressions and body language.

## 3. What Do Animals Play With?

60 MINUTES INDIVIDUAL

**Materials:** strips of butcher paper folded to make accordion books (three to four pages per book), paper stapled to make books (three to four pages per book), half sheets of colored construction paper, colored paper, stapler, markers, colored pencils, crayons

**Goal: Make a book of animals and the things they like to play with.**

- Explain to children that they can also write sentences of their own to describe their pictures.
- Provide children with different kinds of materials so they can create their own style of book.

### Other Activities

- TE p. 15, Ongoing Project: Challenge
- TE p. 47, Matching Words
- TE p. 59, Matching Words
- Little Big Books, *Splash!* and *Feathers for Lunch*
- Education Place: [www.eduplace.com](http://www.eduplace.com)

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### Expected Outcome

A good personal narrative will include

- ✓ pictures that show a beginning, middle, and end
- ✓ a sentence to describe each picture
- ✓ a title

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### Expected Outcome

A good book will include

- ✓ pictures that show animals and what they like to play with
- ✓ a sentence for each picture
- ✓ a separate page for each animal


### Challenge Master CH 10-2


THEME 10/Week 1

Name \_\_\_\_\_

#### 2. Run Away!

Think of a time when you were afraid.



-  a picture for the beginning, middle, and end.

-  a sentence that tells about each picture.

**TIP**  
• Give a title to your story.

#### 3. What Do Animals Play With?

Think about animals and the things they like to play with.

-  a picture of an animal playing.
-  about it like this:

The \_\_\_\_\_ likes to play with \_\_\_\_\_.

- Make as many pages as you can.

**TIP**  
• Make a cover for your book.

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Challenge Master CH 10-2

## Challenge Master CH 10-3

THEME 10/Week 2

Name \_\_\_\_\_

**1. Favorite Book of Three**

There are many stories of three!  
Which do you like?

**Finding and Reading Books**

- Find all the stories of three you can.
- Read the stories.

**TIP**

- Draw the most interesting part of the story.

**Creating Your Pages**

-  and  about a scene from each story.
- Make a title page.

**Sharing Your Book**

- Read your book to the class.
- Tell about your favorite story of three.

CH 10-3 Challenge Master

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**Expected Outcome**

A good book will include

- ✓ scenes from each story
- ✓ words or sentences that tell about the pictures
- ✓ a brief oral presentation about the book

# 1. Favorite Book of Three

150 MINUTES INDIVIDUAL PAIR

**Materials:** books with "three" in the title, such as *Goldilocks and the Three Bears*, *The Three Billy Goats Gruff*, *The Three Little Pigs*, and *Three Little Kittens*

**Goal: Draw and write a small book about stories of three.**

**DAY 1**

## Finding and Reading Books

Have children search the classroom library for stories of three. Children should read all the books they find.

**DAY 2**

Children continue to work on this project.

**DAY 3**

## Creating Your Pages

Have children draw and write about one scene from each book they read (one scene per page). Make sure they include the title of the book for each page they complete. Children should put the pages in the order of how much they liked each story. The first page should be the favorite and so on. Help children staple the pages together. They can add a title page that says *Stories of Three*.

**DAY 4**

Children continue to work on this project.

**DAY 5**

## Sharing Your Book

Have students share their books with the rest of the class. Children can tell about their favorite story of three and why it was their favorite.

## 2. The Three Little Pigs (Read Aloud)

60 MINUTES INDIVIDUAL PAIR SMALL GROUP

**Materials:** 12" × 18" drawing paper, markers, colored pencils, crayons, The Three Little Pigs Audio Cassette (Houghton), tape recorder, art for The Tale of the Three Little Pigs (on back of Theme Poster)

### Goal: Compare and contrast real pigs to the pigs in The Three Little Pigs.

- Tell children to discuss the story in pairs or small groups. Display the art on the back of the Theme Poster, and remind children that it might help them remember things about the three little pigs. Suggest that children review the story on the audio cassette, if they wish.
- Model how to make arrows, and circle specific items.

## 3. It Can Fit (Phonics Library)

60 MINUTES INDIVIDUAL PAIR

**Materials:** 12" × 18" drawing paper, markers, crayons

### Goal: Draw and label pictures of things that could and could not fit through your own front door.

- Review the items that the squirrel family tried to fit through their front door (big van; big jug; tan rug; hat box; big, fat nut; themselves). Discuss the relative size of each item and whether it would fit through a front door in real life.
- Prior to drawing their pictures, have children work in pairs to brainstorm items that would and would not fit through the average-sized front door.
- Ask children to use the classroom door as a size reference.

## Other Activities

- TE p. 105, Word Wall
- TE p. 106, Understanding the Story
- TE p. 119, Make Your Own Book
- Little Big Books, *Splash!* and *Feathers for Lunch*
- Education Place: [www.eduplace.com](http://www.eduplace.com)

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### Expected Outcome

A good comparison of the three little pigs to real pigs will include

- ✓ a detailed picture of the three little pigs
- ✓ arrows pointing to items that are the same as real pigs
- ✓ circles around items that are different from real pigs

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### Expected Outcome

A good drawing will include



- ✓ objects, animals, or people that would and would not fit through a real front door, properly categorized
- ✓ labels for objects, animals, or people

## Challenge Master CH 10-4

THEME 10/Week 2




Name \_\_\_\_\_

### 2. The Three Little Pigs

-  a picture of the three little pigs.
-  arrows that point to things about the pigs that are like real pigs.
- Circle things about the pigs that are different from real pigs.

**TIP**  
• Think about what real pigs can do.

### 3. It Can Fit

-  your own front door.
- On one side of the door,  and label things that could fit through it.
- On the other side of the door,  and label things that could not fit through the door.

**TIP**  
• Add details to your picture.

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Challenge Master CH 10-4

## Challenge Master CH 10-5


THEME 10/Week 3

Name \_\_\_\_\_


**1. Animals from A to Z**

Create an animal alphabet book.

**Drawing Pictures of Animals from A to Z**

-  an animal that starts with A.
- Label the picture with the letter A.
- Continue with B, and C, and so on, until you reach the letter Z.

**Writing Naming Words**

-  the name of each animal below its picture.

**TIP**

- Make a cover. Include a title and your name.

**Making and Sharing the Book**

- Put your pictures in ABC order.
- Share your ABC book with classmates.

CH 10-5 Challenge Master

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**Expected Outcome**

A good alphabet book will include

- ✓ a picture of an animal for each letter, labeled with a naming word and the letter it represents
- ✓ pages in sequential order, A to Z
- ✓ a cover with a title and the author's name

**1. Animals from A to Z**

150 MINUTES INDIVIDUAL PAIR

**Materials:** half sheets of drawing paper, markers, crayons, colored pencils, ABC charts (or strips), heavy-duty stapler, envelopes (or sandwich bags)

**Goal: Make an alphabet book of animals.****DAY 1****Drawing Pictures of Animals from A to Z**

- Show children how they can use the alphabet chart or strip as a guide to help them remember which letters they have completed. Demonstrate how to cross out or check off letters as they go.
- Encourage children to come up with creative solutions for difficult letters, such as *q* and *x*.
- Talk about the importance of labeling each picture with the corresponding letter of the alphabet. Remind children to draw important features on each animal.
- Provide children with an envelope or sandwich bag in which to store their pictures.

**DAY 2**

Children continue to work on this project.

**DAY 3****Writing Naming Words**

- Remind children of various resources in the classroom that will help them write the naming words for each animal (e.g., posters, charts, books, magazines, picture dictionaries).

**DAY 4**

Children continue to work on this project.

**DAY 5****Making and Sharing the Book**

- Put the pages in order.
- Children can use a hole punch and book ring to make the book.
- Talk about the importance of putting the pages in ABC order.
- Place children in small groups to share their alphabet books.

## 2. Animal Story 60 MINUTES INDIVIDUAL

**Materials:** drawing paper, butcher-paper strips, overhead transparencies, overhead markers, crayons, colored pencils

**Goal: Write a story about a real or imaginary experience with an animal.**

Brainstorm story ideas with children. For imaginary stories, talk about some of the places where animals are found and the types of animals in each location (e.g., zoo animals, jungle animals, farm animals, and circus animals). For real stories about children's own experiences with animals, talk about experiences they've had with pets and animals that belong to people they know.

## 3. What Did They Learn? 60 MINUTES INDIVIDUAL

**Materials:** drawing paper, markers, crayons, colored pencils

**Goal: Create a sign that illustrates a lesson from a story you've heard.**

Review that often you learn a lesson from a story. Ask children to remember the lessons that the characters learned in the three read-aloud selections for this theme: *Run Away!*, *The Tale of the Three Little Pigs*, and *Henny Penny*. Provide assistance as needed.

- List the lessons on the chalkboard and read them aloud together. Beside each lesson, draw simple pictures of the story characters who learned the lesson.
- Explain to children that they can refer to the sentences on the chalkboard as they create their signs.

### Other Activities

- TE p. 150, Completing Sentences
- TE p. 173, Make Your Own Book
- Little Big Books, *Splash!* and *Feathers for Lunch*
- Education Place: [www.eduplace.com](http://www.eduplace.com)

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### Expected Outcome

A good animal story will include

- ✓ the child and an animal as characters
- ✓ a problem and solution
- ✓ a sequential order of events

3

### Expected Outcome

A good sign will include


- ✓ a sentence that tells the lesson
- ✓ pictures that illustrate the lesson

### Challenge Master CH 10-6

THEME 10/Week 3

Name \_\_\_\_\_

#### 2. Animal Story

 your own animal story.

- Who are the characters?
- What is the problem and the solution?

**TIP**

- Show or tell what happened *first, next, and last.*

#### 3. What Did They Learn?

Think of a story.

- What lessons did the characters learn?
- Make a sign that shows the lesson one of the characters learned.

**TIP**

- Draw a picture to help tell the lesson.

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Challenge Master CH 10-6