

Theme

9



CHALLENGE ACTIVITIES FOR

Spring Is Here



Challenge Master CH 9-1

THEME 9/Week 1

Name _____

1. What Season Is It?

Think of some ways you can tell what season it is. You will make a picture riddle about a season.

Choosing a Season and Drawing Picture Clues

- Choose a season.
- Draw a picture that shows the season.

Writing Clues

- Use picture clues and written clues.
- On the back of your picture, write the answer to your riddle: *It is* _____.

TIP
• Write at least three clues.

Sharing Riddles

- Ask classmates to solve your riddle.

CH 9-1 Challenge Master

Grade K Theme 9: Spring Is Here

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Expected Outcome

A good riddle will include

- ✓ picture clues and written clues to represent one season of the year
- ✓ written clues that match picture clues
- ✓ an answer on the back of the paper

1. What Season Is It?

150 MINUTES INDIVIDUAL SMALL GROUP

Materials: What Season Is It? (*Big Book*), storybook paper (plain on top and lined on bottom), colored pencils, crayons

Goal: Write a riddle for a season of the year.

DAY 1**Choosing a Season and Drawing Picture Clues**

Review the four seasons of the year: *winter, spring, summer, fall*. Display pages of *What Season Is It?* one at a time. Have children point out picture clues on each page that tell them what season it is. Discuss the five senses as they relate to each page.

- Remind children to include important details in each picture clue.
- Tell children to think about all the colors of the seasons as they draw.
- Ask children to use the entire top half of the paper for their picture clues.

English Language Learners: Some children may find it helpful to work with a partner.

DAY 2

Children continue to work on this project.

DAY 3**Writing Clues**

Explain that a *riddle* is a puzzle that others try to solve.

- Children should write a clue to describe at least three of the picture clues (e.g., *I see clouds. I play in the snow. It is cold.*).
- Remind children to number and write each clue on a separate line below the picture.

DAY 4

Children continue to work on this project.

DAY 5**Sharing Riddles**

Have children share their riddles in small groups.

2. Word Pictures 60 MINUTES INDIVIDUAL

Materials: drawing paper, crayons, markers

Goal: Create word pictures by combining spring-related naming words and action words.

Make a word web about spring with children. Ask them to brainstorm ideas and mental images about spring. Write their ideas on chart paper and display it for the class. Next, talk about action words that are listed around the room. Provide examples of word pictures that can be made by combining words from the spring word web and action words (e.g., *lambs wiggle*, *rain plays*, *flowers laugh*). Invite children to brainstorm other action words that can be used to make word pictures. Then tell them to write and illustrate one word picture.

3. Wordless Picture Story 60 MINUTES INDIVIDUAL

Materials: Spring Is Here and What Season Is It? (*Big Books*), strips of heavy drawing or construction paper folded accordion-style to make a book (five pages per child—one for the cover and one for each season), markers, crayons

Goal: Create a wordless picture storybook.

Provide children with a visual example of how something changes through the seasons by displaying the cover of *What Season Is It?* Talk about each tree that is pictured, the corresponding season, and how the tree changes from season to season.

- Ask children to create a cover for their books by drawing a picture of the object they select on the first page.
- Tell children to use one page to show each season.
- Remind children of the cycle of seasons.

Other Activities

- TE p. 15, Ongoing Project: Challenge
- TE p. 47, Describe the Seasons
- TE p. 61, Season Charts
- Little Big Books, *Spring Is Here* and *Mrs. McNosh Hangs Up Her Wash*
- Education Place: www.eduplace.com

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Expected Outcome

A good word picture will include

- ✓ a spring-related word combined with an action word
- ✓ a picture that represents the phrase

3

Expected Outcome

A good wordless picture book will include

- ✓ a picture of the story subject on the cover
- ✓ pictures that tell a story
- ✓ pictures that follow the cycle of the seasons in sequential order



Challenge Master CH 9-2

THEME 9/Week 1

Name _____

2. Word Pictures


Make spring word pictures.

-  a word that reminds you of spring.
- Add an action word.
-  a picture for your words.

TIP
• Choose an interesting action word.

3. Wordless Picture Story

Think about the changes of the seasons in *Spring Is Here*.

- Choose a plant, animal, or type of weather.
-  pictures to show how this thing changes during each season.

TIP
• Think of the words *first*, *next*, *then*, and *last* as you draw.

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Grade K, Theme 9, Spring Is Here

Challenge Master CH 9-2

Challenge Master CH 9-3


THEME 9/Week 2

Name _____


1. Spring Jobs

Look at the last page of *Spring Jobs*.
What jobs do these tools help you do?

Drawing Pictures with Tools

-  a picture to show one way you can use each tool.

Writing Sentences

-  a sentence to tell about each of your pictures.
- Be sure your sentence tells what jobs the tools can help you do.

TIP

- Use words from the word wall, charts, and books.

Making and Sharing a Book

- Create a cover for your book.
- Read your book to a partner.

CH 9-3 Challenge Master

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Expected Outcome

A good book will include

- ✓ a picture and a sentence for each tool that the children have used
- ✓ pictures showing how each tool is used
- ✓ sentences telling how each tool is used

1. Spring Jobs

150 MINUTES INDIVIDUAL SMALL GROUP

Materials: *Spring Jobs (Big Book)*, drawing paper (8 1/2" × 11"), markers, crayons, colored pencils

Goal: Create a book by responding to questions posed on the last page of *Spring Jobs*.

DAY 1**Drawing Pictures with Tools**

Discuss some of the tools children have used.

- Remind children that their pictures should show only *one* way that they have used each tool.
- Explain that they can draw a picture of what a tool is used for, even if they have never used it.
- Tell children to create a new page for each picture.

English Language Learners: As a group, talk about the naming word for each tool. If possible, display real tools for children to examine.

DAY 2

Children continue to work on this project.

DAY 3**Writing Sentences**

- Children should write one sentence to go with each picture.
- Remind children to begin their sentences with a capital letter and end them with a period.
- Discuss strategies for writing unknown words, such as saying the word aloud slowly and writing letters to represent each sound, visualizing the word, or working with a partner.

DAY 4

Children continue to work on this project.

DAY 5**Making and Sharing a Book**

Demonstrate different ways to make books.

- Pages can be stapled at the top and lifted up.
- Pages can be stapled on the left side so they are turned from left to right.
- Pages can be folded accordion-style and stretched open.

2. What Happened?

60 MINUTES INDIVIDUAL

Materials: *Graphic Organizer Master 2, pencils, colored pencils, markers, or crayons*

Goal: Complete a story map telling what happens in the beginning, middle, and end of *The Tortoise and the Hare*.

Tell children that every story has a beginning, middle, and end.

- The beginning tells who the story is about and introduces a problem or important idea that will be the focus of the rest of the story.
- The middle tells how the problem affects the main character and those around him or her. It may also tell how the problem gets worse or better, and the different ways the main character is thinking of how to solve the problem.
- The end tells how the problem is solved.

3. Mrs. McNosh Hangs Up Her Wash

(Big Book) 60 MINUTES INDIVIDUAL GROUP

Materials: *scrap paper, story paper*

Goal: Write a text innovation based on *Mrs. McNosh Hangs Up Her Wash*.

- Tell children they will be writing their own story like *Mrs. McNosh Hangs Up Her Wash*, using their own character and a different job.
- Discuss patterns in the book.
- Invite children to suggest possible jobs (e.g., painting, sweeping, cleaning).
- Offer a story frame:
Mr. _____ likes to _____.
He _____ everything.
He _____ and _____.

Other Activities

- TE p. 107, Make a Picture
- TE p. 119, Read on Your Own
- Little Big Books, *Spring Is Here* and *Mrs. McNosh Hangs Up Her Wash*
- Education Place:
www.eduplace.com

2

Expected Outcome

A good story map will include

- ✓ specific words and names from the story
- ✓ key story events and ideas arranged in sequence

3

Expected Outcome

A good text innovation will include

- ✓ a sequence of events similar to *Mrs. McNosh Hangs Up Her Wash*
- ✓ sentences that show attempts at correct spelling and punctuation



Challenge Master CH 9-4

THEME 9/Week 2

Name _____

2. What Happened?

Complete a story map to show what happens in *The Tortoise and the Hare*.


-  or  what happens in the beginning, middle, and end.

TIP

- Think about the most important events.

3. Mrs. McNosh Hangs Up Her Wash

Make up a story about someone who paints, cleans, or sweeps everything.

- Give your character a name that rhymes with the job.
-  sentences telling what the character does.

TIP

- Make a list of things the character can do.

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Grade K, Theme 9: Spring Is Here

Challenge Master CH 9-4

Challenge Master CH 9-5


THEME 9/Week 3

Name _____



1. Sense Poem

 a poem about a spring flower.

Observing a Flower

- Choose a flower.
-  a picture of the flower. List words around it that tell how the flower looks, smells, and feels.

Writing a Sense Poem

- Think of a title.
-  words or sentences under the title.
-  a picture of the flower.

TIP

• Use sense words in your poem: *looks, feels, smells.*

Sharing Poems

- Read your poem to your group.

CH 9-5 Challenge Master

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Expected Outcome

A good sense poem will include

- ✓ an appropriate title
- ✓ words, phrases, or sentences that tell how the flower looks, feels, and smells
- ✓ an illustration of the flower

1. Sense Poem 150 MINUTES SMALL GROUP INDIVIDUAL

Materials: variety of spring flowers for classroom display, drawing paper (8 1/2" × 11"), pencils, paper towels, markers, crayons, colored pencils

Goal: Use your senses of sight, smell, and touch to help you write a poem about a flower.

DAY 1

Observing a Flower

Discuss the flowers in the display.

- Tell children that they will be using their senses of sight, smell, and touch to make observations about a flower.
- Form small groups and give each group a flower to study. Tell children to talk about these questions: *How does it look? How does it smell? How does it feel?*

DAY 2

Children continue to work on this project.

DAY 3

Writing a Sense Poem

- Tell children they will use their observation pictures to write a poem about their flower.
- Share some poems about flowers and talk about their titles, or review familiar poems and discuss their titles. Talk about how titles usually tell what a poem is about.
- Explain the different ways children can write their poems: listing words or phrases, or writing sentences. Provide an example of each.
- Remind children that their poems don't have to rhyme.

DAY 4

Children continue to work on this project.

DAY 5

Sharing Poems

Ask children to share their poems in small groups and then arrange their poems with the flowers in the display. Invite children to tour the "garden of poems and flowers." Remind them to be careful when they handle the flowers in the display.

2. Clothing Collage 60 MINUTES INDIVIDUAL

Materials: drawing paper (12" × 18"), old magazines, scissors, crayons, markers, glue

Goal: Categorize and classify seasonal clothing.

Review the illustrations in *What Season Is It?* Discuss the clothing people are wearing in the pictures during each season. Ask children to name the clothes they see. Because winter clothing is not pictured, have children brainstorm different types of winter clothes.

English Language Learners: If possible, bring in different types of seasonal clothing. Talk about the naming word for each, and ask children to decide in which season it might be worn. Invite children to bring in other examples to share.

3. Retell a Scene 60 MINUTES INDIVIDUAL

Materials: Mrs. McNosh Hangs Up Her Wash (*Big Book* or copies of *little big books*), drawing paper (12" × 18") with an 18-inch piece of string taped across the top of each paper to make a clothesline, scrap paper, crayons, scissors, small clothespins or paper clips

Goal: Retell a scene from Mrs. McNosh Hangs Up Her Wash.

Review the illustrations in *Mrs. McNosh Hangs Up Her Wash*. Ask children to point out their favorite part of the story and share why it is their favorite.

- Explain to children that they only need to draw pictures that are necessary for the scene they will retell.
- Call attention to the items on the clothesline. Guide children to notice the order and position of items on each page (e.g., the bats are upside down, the bone is sideways, the lamp is to the left of the teeth).
- Ask children to use their pictures to retell the scene.

Other Activities

- TE p. 173, Spring Jobs
- Little Big Books, *Spring Is Here* and *Mrs. McNosh Hangs Up Her Wash*
- Education Place: www.eduplace.com

2

Expected Outcome

A good collage will include

- ✓ examples of clothing for each of the four seasons
- ✓ clothing glued into the appropriate categories

3

Expected Outcome

A good story scene will include

- ✓ an identifiable scene from *Mrs. McNosh Hangs Up Her Wash*
- ✓ important details, such as Mrs. McNosh, the clothesline, and items on the clothesline



Challenge Master CH 9-6

THEME 9/Week 3

Name _____

2. Clothing Collage

Make a collage.



-  or  pictures of clothes.
- Sort the pictures by season.
- Glue your pictures to the paper. Label each group.

TIP

- Choose the best season for each piece of clothing.

3. Retell a Scene

Choose a scene from *Mrs. McNosh Hangs Up Her Wash*.

- Tape a string to a sheet of paper to make a clothesline.
-  and  things to go on the clothesline.
- Tape the things to the string.

TIP

- Look at the pictures in the story.

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Challenge Master CH 9-6