THEME 10: We Can Do It!
CHALLENGE ACTIVITIES FOR

We Can Do It!
1. “We Can Do It!” Parade Mural

120 MINUTES  SMALL GROUP
(Social Studies)

Materials: roll of mural paper; large drawing paper; crayons, markers, or paints; scissors, paste, glue, or stapler; audiotape or CD of march music

Goal: Work together to make a mural of a parade that shows what you have learned.

**DAY 1**

Plan the Parade

Begin a discussion about parades. Point out that for a parade to be successful, everyone must work together. Tell children that they will be making a class mural of a parade that shows what they have learned this year.

- Help children list things they might show in the parade: vocabulary words; book titles and characters; projects; and tips for writing, reading, listening, speaking, and viewing.
- Suggest that children draw their marchers with costumes, flags, cards, and props to show what they have learned.

Form groups and give the following guidelines:

- Discuss your plans as a group so that everyone takes part.
- Figure out what work has to be done.
- Divide the work among you.

**DAY 2**

Children continue to work on this project.

**DAY 3**

Draw the Parts

Check with children on their progress.

**DAY 4**

Children continue to work on this project.

**DAY 5**

Share Your Mural

Have the entire class take time to look at and discuss the mural.
2. You Can Help, Too  60 MINUTES  INDIVIDUAL PAIR

Materials: drawing and construction paper, scissors, felt-tip markers

Goal: Make a gift card that tells how you can help someone at home.

Discuss with children how they can offer help to someone at home. Talk about special occasions that might be coming up, such as birthdays, anniversaries, family parties, or just time at home. An example of what a child might write in their card is, “I will help you wash dishes.”

3. Making Predictions  60 MINUTES  INDIVIDUAL

Goal: Make a prediction about what people will do when you smile and say hello.

Discuss with children how small displays of kindness can make a big difference. Ask children to predict how others will respond to a smile and a friendly hello. Be sure that children try this experiment with school friends or other people children know well.

Additional Independent Work

Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *You Can Help, Too!* with the anthology selection *Two Greedy Bears*, using what they have learned about Making Predictions. Children may discuss or write about their comparisons.

Other Activities

- TE p. T42, Tongue Twisters
- TE p. T62, Challenge Words
- TE pp. R13, R15, R21, R27, Challenge
- Education Place: www.eduplace.com
- More activities related to *Two Greedy Bears*
- Accelerated Reader®, *Two Greedy Bears*
1. **Bug Mobiles** 120 MINUTES  SMALL GROUP

(Science)

**Materials:** reference sources about common bugs: e.g., DK Readers Bugs! Bugs! Bugs! by Jennifer Dussling; Bugs, Beetles, and Butterflies by Harriet Ziefert; Buzz! A Book About Insects by Melvin Berger; Nature Upclose books by John Himmelman: A Ladybug’s Life, A Pill Bug’s Life, and A Luna Moth’s Life; issues of Your Big Back Yard or similar magazines; index or other cards; crayons and/or felt-tip markers; hole puncher; yarn or string of various lengths; hangers

**Goal:** Make a mobile with facts about and pictures of common insects.

### DAY 1

**Find the Facts**

Have children brainstorm as a group to generate a list of common insect names. Individuals or partners can sign their names beside the insects they will research.

### DAY 2

Children continue to work on this project.

### DAY 3

**Show the Facts**

Check with children on the progress of their information gathering. Remind children to put one fact on each card.

### DAY 4

Children continue to work on this project.

### DAY 5

**Share What You Made**

- Assist children in tying each card to a hanger.
- Suspend the hangers in a safe place.
- Invite children to present their bug mobiles to the class.

**Expected Outcome**

A good bug mobile will include

✔ the name of the bug
✔ accurate facts
✔ a realistic picture
2. **Everything’s in Order** 50 MINUTES  PAIR

**Goal:** Make a sequence-of-events game.

Have children work in pairs. Each child draws several pictures from one of the Phonics Library stories. The scenes should be on separate sheets of paper that can be put together to form a sequence. Then each child tries to put the other child’s pictures in order.

3. **Fireman Small** 50 MINUTES  PAIR

*(Challenge Theme Paperback)*

*(Social Studies)*

**Materials:** poster board or large drawing paper; felt-tip markers

**Goal:** Write a job advertisement for a firefighter.

Have children discuss *Fireman Small* before they begin to write. Have them develop a word web that lists a firefighter’s qualities.

### Additional Independent Work

#### Connecting/Comparing Literature

Have children compare the On My Way Practice Reader *A Storm at the Farm* with the anthology selection *Fireflies for Nathan*, using what they have learned about Sequence of Events. Children may discuss or write about their comparisons.

### Other Activities

- Challenge Theme Paperback, *Fireman Small*
- TE p. T146, Challenge Words
- TE pp. R17, R23, R29, Challenge
- Education Place: www.eduplace.com
  More activities related to *Fireflies for Nathan*
- Accelerated Reader®, *Fireflies for Nathan*
1. The Riddle Game  120 MINUTES  SMALL GROUP

**Materials:** index or other cards, poster board or conventional game board, recycled materials to use as playing pieces, felt-tip markers

**Goal:** Make a riddle game that tests how well children remember the stories they read this year.

### DAY 1

**Choose the Stories**

Limit the stories to Anthology and Big Book selections.

### DAY 2

Children continue to work on this project.

### DAY 3

**Make Up the Riddles**

Check with children on the progress of their riddle writing. Each riddle or question should involve a major character or event. You may wish to provide models for children, such as the following:

- “I was not happy with my birthday present. Who am I?” (Toad)
- “What happened to the cheese in Two Greedy Bears?” (The fox ate most of it.)

A question or riddle might also have more than one acceptable answer:

- “What got smaller and smaller?” (the cheese in Two Greedy Bears, Toad’s hat)

### DAY 4

Children continue to work on this project.

### DAY 5

**Play the Game**

- Explain to children that they can make up the rules to their own riddle game.
- Have the children who develop the game break into pairs to demonstrate it to others.
- Volunteers can make separate sets of cards for each theme.
2. Here’s My Vote  60 MINUTES  GROUP  INDIVIDUAL

Goal: Take a survey and report which story is the class favorite and why.

Help children recall Anthology and Big Book selections they liked. On the board, write five titles with short lines in front of them. Ask children to vote for their favorite. Count the votes and write the number before each title. Have children write a survey report that includes the following parts:

- a copy of the survey
- a sentence that tells which story is the winner
- ideas about why the winning story is the most popular

3. My Year in First Grade  60 MINUTES  INDIVIDUAL

Goal: Tell about some important moments in first grade.

- It may be helpful for children to discuss the sentence starters in small groups before they begin to write.
- Provide other sentence starters if appropriate. Children can also think of their own.

Additional Independent Work

Connecting/Comparing Literature  

Have children compare the On My Way Practice Reader *Wind and Sun* with the anthology selection *The Hat*, using what they have learned about Cause and Effect. Children may discuss or write about their comparisons.

Other Activities

- TE p. T212, Challenge Words
- TE p. T225, Create a Quiz
- TE pp. R19, R25, R31, Challenge

- Education Place: www.eduplace.com
  More activities related to *The Hat*
- Accelerated Reader®, *The Hat*