CHALLENGE ACTIVITIES FOR

Around Town: Neighborhood and Community

Selections

1. Chinatown
2. A Trip to the Firehouse
3. Big Bushy Mustache
4. Jamaica Louise James
1. Celebrate!  

(Social Studies)

**Materials:** encyclopedia, drawing paper, crayons, and markers

---

**Plan the Event**

Have children think about a recent event or celebration that happened in school or at home.

**English Language Learners:** Have children work in pairs. Have children borrow ideas from their native celebrations.

---

**Plan Some Fun**

Check with children on the progress of their plans. Urge children to invent games that are easy to set up and require few props. Remind them that descriptions of games should include how to play and the goal of the game.

---

**Announce the Event**

If you can arrange to have an actual celebration, discuss with children which plan to use. Then use the children’s ideas as much as possible.
2. **Winter Count**  
**Social Studies**  
**Materials:** art paper and markers  
Show a picture of a winter count in a history or art book. You may want to compare a winter count calendar to Chinese and American calendars. You can find a good example of a winter count at *American Treasures Memory,* a part of the Library of Congress website at http://www.loc.gov/exhibits/treasures/trm054.html

3. **Community Candles**  
**Social Studies**  
**Materials:** colored construction paper, markers, drawing paper, and glue  
Talk about Kwanzaa and the candles used to celebrate this holiday. Explain what a value is and discuss some of the values associated with Kwanzaa.

**Additional Independent Work**

**Connecting/Comparing Literature**  
Have children compare the On My Way Practice Reader selection *Catching Bailey* with the anthology selection *Chinatown,* using what they have learned about Making Judgments. Children may discuss or write about their comparisons.

**Other Activities**

- Theme 3 Assignment Cards 2, 3  
- TE p. T58, Literature Discussion  
- TE p. T60, Challenge Word Practice  
- TE pp. R11, R13, R27, R35, Challenge
- Education Place: www.eduplace.com
- More activities related to *Chinatown*
- *Accelerated Reader®, Chinatown*

**Expected Outcome**

Good community candles will include

- an understanding of the values important to a community
- a clear explanation of the candles students create

**Expected Outcome**

A good winter count will include

- a clear summary of the story’s main events
- effective symbols

**Challenge Master CH 3–2**

- **2. Winter Count**
  - **TIPS**
    - Use only main ideas for the parts of your story.
    - Add details only if necessary.
  - **Goal:**
    - Native Americans often used pictures to tell stories. Look at the picture in *Chinatown.* Think about the places the boy and his grandmother visit and what they do.
    - Think of pictures to use to tell the story. For example, is the boy and is his grandmother. Start in the top corner of the page. Use your pictures to tell the story. Draw a thick line between parts of the story to show it’s a new event. Read your story to a classmate.

- **3. Community Candles**
  - **Goal:**
    - Create a set of candles that shows community values.
  - **TIPS**
    - Some African Americans celebrate Kwanzaa. At this celebration they light seven candles. Each candle stands for an important community value. Make your own community candles. Write down seven values you think are important in a community, like kindness and charity. Cut different-colored candle shapes out of construction paper. Glue them to a sheet of drawing paper. Write a value on each candle. Show and explain your candles to a classmate.

**SELECTION 1: Chinatown**
SELECTION 2:  
_A Trip to the Firehouse_

**1. Firefighters**  
150 MINUTES  INDIVIDUAL  SMALL GROUP

*Materials:* poster board, crayons, markers, and drawing paper

**DAY 1**

**Be Prepared!**

If necessary, review main idea and details with children. Brainstorm with them other possible topics for their presentations.

**English Language Learners:** Have children work in pairs.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Plan Your Talk**

Check with children on the progress of their talks. Check to be sure that all the topics make sense together as a unit.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Share What You Know**

Allow class time for children to present their information. You might want to moderate the question and answer session with the audience. Invite other classes to hear the presentations.
2. **Solo Girl**  
**60 MINUTES**  
**PAIR**  
*(Challenge Theme Paperback)*

Explain the difference between *rhyme* and *rhythm*. Have children demonstrate rhythm by tapping a pencil or by clapping. You may want to read a rhyme while they tap or clap.

**English Language Learners:** Pair less-proficient children with children who are more fluent in English.

3. **Dear Firefighters**  
**60 MINUTES**  
**INDIVIDUAL**

Talk with children about why people write a thank-you letter. Have children give examples of situations that might call for a thank-you letter or card. For example, they would thank someone for a gift. Tell children to write freely because they can proofread and make changes later.

### Additional Independent Work

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader selection *Catching Bailey* with the anthology selection *A Trip to the Firehouse*, using what they have learned about Topic, Main Idea, and Supporting Details. Children may discuss or write about their comparisons.

### Other Activities

- Challenge Theme Paperback, *Solo Girl*
- Theme 3 Assignment Cards 5, 6
- TE p. T132, Literature Discussion
- TE p. T138, Literature Discussion
- TE p. T140, Challenge Word Practice
- TE pp. R15, R17, R29, R37, R80, Challenge
- Education Place: www.eduplace.com

More activities related to *A Trip to the Firehouse*, *Solo Girl*, and *Catching Bailey* can be found in the **Challenge Master CH 3–4** section.

### Expected Outcome

A good thank-you letter will include
- an understanding of the five parts of a letter
- analysis of the story to find what’s important for the letter
- vocabulary that expresses gratitude

### Challenge Master CH 3–4

#### 2. **Solo Girl**

Read the story *Solo Girl*. With a partner, write down details from the story. Use these details to create new rhymes for jumping rope. Think about the rhythm of jumping rope before you write.

**TIP:**
- Brainstorm words that rhyme before you write.
- Be sure your rhyme fits the rhythm.

#### 3. **Dear Firefighters**

Look at the pictures in *A Visit to the Firehouse*. Imagine that you were there, too. Now thank the firefighters. First, think about:
- the things you learned
- the way the firefighters helped you to learn

Then, write the letter. Follow these steps:
- In the body of the letter, explain why you are thanking the firefighters.

**TIP:**
- Thank the firefighters for what they did for you.
- Use the checklist to review your finished letter.
- Sign the letter with your name.
1. Cinco de Mayo Celebration

150 MINUTES  PAIR  SMALL GROUP

(Social Studies)

Materials: encyclopedia, poster board, crayons, markers, paint, construction paper, and glue

DAY 1

Learn About it

Point out the geographical location of Mexico on a map. If necessary, remind children how to use an encyclopedia.

English Language Learners: Pair beginners with more advanced children.

DAY 2

Children continue to work on this project.

DAY 3

Make Your Poster

Check with children on the progress of their posters. Tell children to use pictures and drawings when they can. Remind them to make their posters informative and colorful.

DAY 4

Children continue to work on this project.

DAY 5

Present Your Poster

Provide class time for children to present their posters. Once presentations are completed, display posters around the classroom.

Expected Outcome

A good poster project will include

✔ facts about Cinco de Mayo
✔ pictures and drawings about Cinco de Mayo celebrations

1

Challenge Master CH 3–5

TIPS

• Check your notes to get the facts to write on your poster.
• Look at pictures in an encyclopedia for ideas.
• Check the geographical location of Mexico on a map.
• Remind children how to use an encyclopedia.
• Pair beginners with more advanced children.

Make Your Poster

Write some of the facts you learned about the celebration.
• Draw pictures of the costumes, food, and other clothing. Look at the Mexican costumes on pages 329 and 332 of Big Bushy Mustache for ideas.
• Draw any other items used to celebrate Cinco de Mayo.

Present Your Poster

Present your poster to the class. You and your partner can take turns telling your class about the different things on your poster.
2. Find a Solution 60 MINUTES  INDIVIDUAL

If necessary, review problem-solution with children. Remind children that their paragraphs should clearly identify the problem and provide a solution or solutions.

3. School Poetry 60 MINUTES  INDIVIDUAL

Materials: drawing paper, crayons, and markers

You might want to brainstorm a list of daily school activities with children. Tell them to write a draft of their poem and revise it before writing a final version. Display poems and pictures on a classroom bulletin board.

Additional Independent Work

Connecting/Comparing Literature ★

Have children compare the On My Way Practice Reader selection Catching Bailey with the anthology selection Big Bushy Mustache, using what they have learned about Problem Solving. Children may discuss or write about their comparisons.

Other Activities

- Theme 3 Assignment Cards 8, 9, 10
- TE p. T212, Literature Discussion
- TE p. T214, Challenge Word Practice
- TE pp. R19, R21, R31, R39, Challenge
- Education Place: www.eduplace.com
- More activities related to Big Bushy Mustache
- Accelerated Reader®, Big Bushy Mustache

Expected Outcome

A good problem-solution paragraph will include:
- an understanding of the problem
- a solution or solutions to the problem
- use of exact nouns

A good poem project will include:
- the use of interesting language, rhythm, and rhyming words
- a topic relating to a school activity
- a clear description of that activity

Challenge Master CH 3–6

Name:

2. Find a Solution

Imagine that you have been asked to solve a problem. Your problem is how to keep a community playground clean. Write a problem solution paragraph. In your paragraph:
- tell what the problem is
- explain why the problem must be solved
- describe ways to solve the problem

3. School Poetry

Choose an activity you do everyday at school and write a rhyming poem about it. Before you write, make a poetry chart that lists rhyming words and interesting language you can use. Think about using a simile. Share your poem with a classmate.
Jamaica Louise James

1. Life in Pictures

Art in the Subway

Tell children they should describe only the paintings that are clearly visible in the story. They should find eight pictures to use.

English Language Learners: Have children work in pairs.

Find Clues

Explain to children that clues can be found in both the illustrations and words of the story. Remind them that Jamaica draws paintings of things around her and things she is told about by Grammy. If necessary, give children an example of a clue in Jamaica Louise James.

Art Tour

Explain what a guide does in an art gallery. Provide class time for children to take a classmate on a tour.

Expected Outcome

A good chart will include:

- correct titles and clear descriptions of eight paintings in the subway
- inferences about the sources of Jamaica’s art
- information that can be used to explain the paintings to others

Materials: Drawing paper

Day 1

Day 2

Day 3

Day 4

Day 5
2. My Neighborhood Gallery

**Expected Outcome**
A good art gallery will include:
- three or more detailed drawings of things in a neighborhood
- sentences that clearly describe reasons behind the pictures

**Materials:** crayons, markers, and drawing paper

Have children think about the people, places, and things they see every day. Display drawings around the classroom.

3. Community History

(Social Studies)

**Expected Outcome**
A good report will include:
- accurate information on the history of your community
- main ideas and details

**Materials:** drawing paper, crayons, and markers

Ask volunteers to share reports with the class.

Additional Independent Work

**Connecting/Comparing Literature**

Have children compare the On My Way Practice Reader selection *Catching Bailey* with the anthology selection *Jamaica Louise James*, using what they have learned about Making Inferences. Children may discuss or write about their comparisons.

Other Activities

- Theme 3 Assignment Cards 12, 13, 14
- TE p. T282, Literature Discussion
- TE p. T289, Challenge Word Practice
- TE pp. R23, R25, R33, R41, Challenge
- Education Place: www.eduplace.com
- More activities related to *Jamaica Louise James*
- Accelerated Reader®, *Jamaica Louise James*