Theme 3

Incredible Stories
CHALLENGE ACTIVITIES FOR

Incredible Stories

Selections
1 Dogzilla
2 The Mysterious Giant of Barletta
3 Raising Dragons
4 The Garden of Abdul Gasazi
SELECTION 1: Dogzilla

1. Mousopolis Daily News

160 MINUTES  SMALL GROUP  INDIVIDUAL

(Social Studies)

Materials: large art paper, markers, and examples of the front pages of different newspapers

Day 1

Gather the News

Ask students to:

- Include quotations from the mice. They will have to make up these quotations, but they should use the facts from the story.
- Come up with exciting headlines to get readers’ attention.
- Write an opening sentence that gets readers interested.

English Language Learners: Have students work in pairs to complete this assignment.

Day 2

Students continue to work on this project.

Day 3

Create the Newspaper

Meet with students and check their progress. Then emphasize to students that they should each plan their newspaper page with care so that they will have sufficient space for all the elements they want to include. They should write the headline and article first on a separate sheet of paper, leaving space for pictures and captions.

Day 4

Students continue to work on this project.

Day 5

Read All About It!

Provide examples of front pages of different newspapers for students to use as models.
2. Pupzilla  60 MINUTES   SMALL GROUP
If necessary, review fantasy and realism with students. Remind them to use both elements in their sequels. Tell students to think about including dialogue. You may want to review the use of quotation marks. Tell students to be sure their sequels have a clear beginning, middle, and end. Ask volunteers to share their stories with the class.

3. Volcano!  60 MINUTES   PAIR
Materials: encyclopedia and Internet access
- Students can find information at http://www.mshinstitute.org
- Have students meet to discuss the assignment, to brainstorm questions they want answered, and to divide up the research. They should meet again after completing their research to share their findings.
- Have students divide up responsibility for writing and preparing maps and diagrams.
- Provide time for students to share what they learn with the class.

Additional Independent Work
Connecting/Comparing Literature
Have students compare the Leveled Reader selection *A Town in Trouble* with the anthology selection *Dogzilla*, using what they have learned about Fantasy and Realism. Students may discuss or write about their comparisons.

Other Activities
- Theme 3 Assignment Cards 1, 2, 3
- TE p. 328, Literature Discussion
- TE p. 333E, Challenge Word Practice
- TE pp. R9, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to *Dogzilla*
- Accelerated Reader®, *Dogzilla*

Expected Outcome
A good story will include
✔ detailed descriptions of characters and settings
✔ events that are told in a logical order
✔ vivid dialogue
✔ an ending that wraps up the story

Expected Outcome
A good research report will include
✔ a beginning that clearly states the topic
✔ a paragraph for each main idea that includes supporting details
✔ pictures, diagrams, or timeline that provide important information clearly

Challenge Master CH 3–2
Theme: *Dogzilla*

2. Pupzilla

TIPS
- Use details to describe the characters and setting.
- Tell about events in the order they happen.
- Use dialogue to bring the story alive.
- Write an ending that wraps up the story.

Tips
- Use the puppies as your main characters.

3. Volcano!

TIPS
- State the topic clearly in your opening sentence.
- Begin each paragraph with a main idea. Add supporting details.
- Include pictures, diagrams, and time lines.

Tips
- Start with about Mount St. Helens. Research these questions:
  - Where is Mount St. Helens?
  - Where has it erupted?
  - How did the mountain and the land around it change when the volcano last erupted?
Write a report. Share what you learn with your class.

SELECTION 1: *Dogzilla*
1. A Long Time Ago

**Plan Your Folktale**

Emphasize to students that a folktale is set in the distant past. Any setting from long ago might be a good source for a story idea.

- Have students choose a landmark they know that seems interesting or mysterious. Students may find it helpful to list ideas or questions they have about this landmark.
- As students begin to develop ideas, have them ask themselves *What if? questions to generate more ideas about plot and character.*

**English Language Learners:** Allow students to work in pairs. Tell them to write quickly when creating the first draft of their plot without worrying about making mistakes. They should revise word choice and correct grammar later.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Write and Draw**

Review story maps with students if necessary. Remind them that a folktale has three parts:

- a beginning, which introduces the characters and setting and identifies the problem
- a middle, which tells how the characters try to solve the problem
- an ending, which tells how the problem is solved

Students continue to work on this project.

**DAY 5**

**Share Your Folktale**

Explain how folktales have traditionally been passed down from one generation to another by word of mouth. Every storytelling is an exciting performance. Tell students to think about stories their parents have told them. They can tell their own folktales in the same manner if they want.
2. Charlotte’s Web

60 MINUTES  SMALL GROUP  INDIVIDUAL

(Challenge Theme Paperback)

Tell students to practice writing directions as a group. Emphasize that they must give precise directions that instruct the spiders exactly where to begin forming each line of each letter. They must tell them in what direction to spin the line, and how long the line must be. Have students check if they have written good directions by trying to follow them when they are complete.

3. What a Day!

60 MINUTES  INDIVIDUAL

Have students review pages 350–353 of The Mysterious Giant of Barletta, which tell of the confrontation between the Mysterious Giant and the invading army. Have them take notes as they review the story. Tell students to try to use details that help the reader see and hear what is happening.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection The Giant Rock of Yosemite with the anthology selection The Mysterious Giant of Barletta, using what they have learned about Categorize and Classify. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, Charlotte’s Web
- Theme 3 Assignment Cards 4, 5, 6
- TE p. 349, Word Study
- TE p. 354, Literature Discussion
- TE p. 361, Research Rome
- TE p. 361E, Challenge Word Practice
- TE pp. R6, R11, R19, Challenge
- Education Place: www.eduplace.com

More activities related to The Mysterious Giant of Barletta

- Accelerated Reader®, The Mysterious Giant of Barletta
1. A Dragon of Your Own

160 MINUTES  INDIVIDUAL

**Materials:** art paper, markers, and Graphic Organizer Master 3

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### Plan Your Dragon Tale

Tell students that their dragon will probably be very much like Hank and that they will find a lot of information about raising a dragon in *Raising Dragons*. Remind them to draw conclusions about raising a dragon by looking at the details in the story.

Remind students to introduce the characters, setting, and the basic problem in the beginning of their story. They should tell how the characters deal with the problem in the middle. And they should tell how the problem is solved in the ending.

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### Write and Draw

Check with students on their progress. Then tell students

- to use words that tell about the senses of sight, sound, taste, touch, and smell to describe the characters, setting, and events.
- to make sure that everything that happens in the story is necessary to the plot.

**English Language Learners:** Tell students to brainstorm sensory details in their primary language and then translate them into English. Suggest that they use a dictionary. Pair them with proficient English speakers during the revision stage.

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### Share Your Dragon Story

Provide opportunities for students to share their stories with classmates. Encourage students to discuss each other’s work.
2. When Dragons Grow Up

60 MINUTES INDIVIDUAL

Materials: Graphic Organizer Master 8

- Tell students to use a conclusions chart.
- Have students review the selection to find details that allow them to make conclusions about raising dragons.
- Ask students to state their supporting details when telling their conclusions.
- Have students share their paragraph with the class.

3. News at Six

60 MINUTES PAIR

Students should collaborate to write the news report. Remind students to base their report on information from the story. They should make sure that anything they add or invent is consistent with the story. Provide time for students to read their news report aloud to the class.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Driscoll and the Singing Fish with the anthology selection Raising Dragons, using what they have learned about Drawing Conclusions. Students may discuss or write about their comparisons.

Other Activities

- Theme 3 Assignment Cards 7, 8, 9
- TE p. 386, Literature Discussion
- TE p. 393, Research Lizards
- TE p. 393E, Challenge Word Practice
- TE pp. R13, R21, Challenge
- Education Place: www.eduplace.com
- More activities related to Raising Dragons
- Accelerated Reader®, Raising Dragons

Expected Outcome

Good conclusions will
- be based on accurate supporting details
- make sense in terms of the story

A good news report should include
- facts only except for opinions that may be volunteered by people being interviewed
1. As Fritz Sees It  160 MINUTES  INDIVIDUAL  PAIR

Materials: art paper, markers, and Graphic Organizer Master 3

**DAY 1**

**Plan Your Story**

Have students use the information in *The Garden of Abdul Gasazi* as a starting point for telling the story from Fritz’s point of view.

- You may wish to allow students to brainstorm ideas in pairs. They should each take notes and develop their ideas independently.
- Remind students that stories have three main parts: characters, setting, and a plot with a problem the characters must solve.
- If students need a review of story structure, refer them to Practice Book pages 249–250.

**English Language Learners:** Pair students to review each other’s work during the writing process. They will find this particularly useful during revision and the final proofreading stage.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Write Your Story**

Consult with students on their progress. Provide students with the following ideas:

- Think about how Fritz’s personality and character influence his point of view. For example, what does he think of Alan?
- Use sensory details that appeal to the senses of sight and sound.
- Include only characters and events that are necessary to the plot.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share Your Story**

Provide opportunities for students to share their stories with classmates. Encourage students to compare and discuss each other’s work.
2. **Book Review**  

Remind students that a book review tells about a story or book for someone who hasn’t read it yet. Have them think, as they write their reviews, about what they would want to know about the story to decide whether or not they want to read it themselves. For additional support, refer students to page 246 of the Practice Book on story structure.

3. **Gardens Galore!**  

*(Science)*

*Materials:* art paper, markers, and encyclopedia

- Tell students to start with an encyclopedia to learn more about the types of gardens.
- Have them use the questions provided, as well as those they generate themselves, to guide their research. Their answers will provide the basis for their reports.
- Tell students to use pictures to help show some of the differences among gardens.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *A Strange Bird* with the anthology selection *The Garden of Abdul Gasazi*, using what they have learned about Story Structure. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 3 Assignment Cards 10, 11
- TE p. 412, Literature Discussion
- TE p. 419, Understanding Artistic Style
- TE p. 419E, Challenge Word Practice