THEME 3: That's Amazing!
That’s Amazing!

Selections
1 The Stranger
2 Cendrillon
3 Heat Wave!
1. Showing Change Over Time

150 MINUTES  INDIVIDUAL

(Science)

Materials: reference source, drawing paper, crayons, markers, paper in a roll, tape, stapler, and recycled materials, such as cardboard rolls

DAY 1

Find the Facts

Have students do the following:

• Become familiar with reference sources.
• Decide to show all or just part of a process of change.
• Make the visual aids accurate.
• Write descriptive text.

English Language Learners: Guide students to well-illustrated resources with fairly easy text.

DAY 2

Students continue to work on this project.

DAY 3

Organize and Present the Facts

Check with students on the progress of their presentation.

• Remind students that their goal is to show change in nature. Their choice of material should reflect the process and major stages.
• Students may have chosen a process of change that is too complex or too lengthy; they will need to trim their project.

DAY 4

Students continue to work on this project.

DAY 5

Share What You Know

Provide a space where students can present their work and display it for others to examine. You might want to moderate the question-and-answer session.
2. Synonym Dominoes
60 MINUTES INDIVIDUAL PAIR

Materials: unlined index cards, thesaurus (optional)

You might want to review dominoes with students. For an extra challenge, have students create antonym dominoes.

3. Drawing Word Pictures
60 MINUTES INDIVIDUAL

Materials: encyclopedia, books on trees, drawing paper, and markers

Students should use their own observation and eye for details to complete the word picture of a particular tree. You might display word pictures on a classroom bulletin board.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Wings for a Day with the anthology selection The Stranger, using what they have learned about Noting Details. Students may discuss or write about their comparisons.

Other Activities

• Theme 3 Assignment Cards 1, 2, 3
• TE p. 316, Literature Discussion
• TE p. 322, Writing
• TE p. 323E, Challenge Word Practice
• TE pp. R9, R15, Challenge
• Education Place: www.eduplace.com

More activities related to The Stranger
• Accelerated Reader®, The Stranger

Expected Outcome

A good game will include
✔ 20 pairs of synonyms and four nonrelated words
✔ a smooth flow of play
✔ neatly printed words on cards

A good word picture will include
✔ details of shape, size, color, and texture and seasonal features such as leaves, flowers, and fruit
✔ details sorted into categories according to parts of the tree
✔ words and details in the shape of a tree

Challenge Master CH 3–2

Think it/The Stranger

2. Synonym Dominoes

You can make a game of matching synonyms.

To begin, collect about 20 pairs of synonyms. Add four words for which you do not have a synonym.

Make domino cards out of index cards. Draw a line down the center of the card and write one word on each side of the line. The two words should not be synonyms.

Divide the cards equally between you and another classmate.

Play the game by matching all the synonyms end to end.

3. Drawing Word Pictures

First, research a type of tree and make notes of details, such as leaves, flowers, and fruit, depending on the season, height and trunk size, the shape of the whole tree, and the bark texture and color.

Then create your word picture by writing the details in the shape of your tree.
1. What Really Happened?

DAY 1

Revisit the Story

Make it clear to students that their presentation is to be a work of imagination. To make their presentation convincing, they should

• think carefully about the characters’ thoughts and feelings.
• make any changes from the original plot consistent with each character’s personality.

List possible plot changes, and assign each change to a different character.

English Language Learners: Present the activity as a form of role-playing in which characters step out of the story and speak for themselves.

DAY 2

Students continue to work on this project.

DAY 3

Compare the Versions

Check with students on the progress of their retellings.

• Remind students that each character has a different point of view.
• Tell students to include every main character in their retelling.

DAY 4

Students continue to work on this project.

DAY 5

Share What You Know

Give students time to prepare their presentations. Tell students to consider a format that showcases the imaginative element in their work. Invite other classes to come to the retellings.
2. **The Real Thief**  **60 MINUTES**  **INDIVIDUAL**  **PAIR**  
(Challenge Theme Paperback)

Have students create a before-and-after chart to help them analyze Gawain’s character. Explain the terms static and dynamic. Tell students that static characters do not change, but dynamic characters do. Discuss with students how Gawain is a dynamic character.

3. **Island Life**  **60 MINUTES**  **INDIVIDUAL**  **(Social Studies)**

**Materials:** reference sources, almanacs, atlas, and encyclopedia

If necessary, review comparing and contrasting with students. You may wish to review with students which two islands each has chosen before they begin this activity.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *Juan’s Three Wishes* with the anthology selection *Cendrillon*, using what they have learned about Compare and Contrast. Students may discuss or write about their comparisons.

**Other Activities**

- Challenge Theme Paperback, *The Real Thief*
- Theme 3 Assignment Cards 4, 5, 6
- TE p. 332, Storytelling Style
- TE p. 352, Literature Discussion
- TE p. 357E, Challenge Word Practice
- TE pp. R6, R11, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to *Cendrillon*
- Accelerated Reader®, *Cendrillon*

**Expected Outcome**

A good character sketch will include:
- Gawain’s character traits
- references to actions that illustrate each trait
- an understanding of the relationship between events in the story and the change in Gawain’s character

A good chart will include:
- accurate details about each island
- similarities and differences in the way of life on the two islands

**Challenge Master CH 3-4**
**SELECTION 3: Heat Wave!**

### 1. Telling Tall Tales  **150 MINUTES**  **INDIVIDUAL**

**Materials:** anthologies of tall tales, drawing paper, markers, and crayons

#### DAY 1

**Tale Hunt**

Ask students to list some tall tales and note exaggerated elements that make them “tall.” Remind students to choose an event that is easily stretched. Have students brainstorm adjectives and verbs. Students should continue to read tall tales and to think of ways to exaggerate real events.

**English Language Learners:** Review the concept of tall tales and exaggeration with students.

#### DAY 2

Students continue to work on this project.

#### DAY 3

**Write the Tale**

Have students create a chart of what might happen in their chosen event. Have them list ideas to make their tall tale truly amazing. Students should illustrate their tales.

#### DAY 4

Students continue to work on this project.

#### DAY 5

**Share What You Know**

Provide rehearsal time so that students can perform confidently before the class. If possible, invite other classes to hear the tales.
2. Fact or Fantasy?  60 MINUTES  INDIVIDUAL

(Science)

Materials: reference sources

Tell students that a saying might sometimes be true but is not always true. A scientific fact, however, will be true every time.

3. Ms. Incredible  60 MINUTES  INDIVIDUAL

Materials: drawing paper, crayons, and markers

Have students think about what it would be like to be an amazing athlete; then use that as a basis for their stories. They should think of their story as a wish come true.

Additional Independent Work

Connecting/Comparing Literature  

Have students compare the Leveled Reader selection Sluefoot Sue’s Wild Ride with the anthology selection Heat Wave!, using what they have learned about Fantasy and Realism. Students may discuss or write about their comparisons.

Other Activities

- Theme 3 Assignment Cards 7, 8, 9
- TE p. 376, Literature Discussion
- TE p. 381, Math
- TE p. 381E, Challenge Word Practice
- TE pp. R13, R19, Challenge
- Education Place: www.eduplace.com
  More activities related to Heat Wave!
- Accelerated Reader®, Heat Wave!

Expected Outcome

A good activity will include

✔ evidence for accepting or rejecting the saying as fact
✔ an accurate source list
✔ well-organized material