Theme 6

Theme 6: Nature: Friend and Foe
CHALLENGE ACTIVITIES FOR

Nature: Friend and Foe

Selections
1. Salmon Summer
2. Wildfires
3. Skylark
1. Kodiak Island Experts

150 MINUTES  SMALL GROUP

(Social Studies)

Materials: reference materials, index cards, and a jar or small box

DAY 1

Choose Your Questions

Remind students to brainstorm enough questions so that each member of the group (except the moderator) has two questions. Tell them to choose questions that interest them.

English Language Learners: Explain the term expert to students and what it means to be an expert.

DAY 2

Students continue to work on this project.

DAY 3

Become an Expert

Check with students on their progress. Be sure they gather enough information to answer the questions thoroughly. Remind them that their notes should be words and phrases to help them remember information.

DAY 4

Students continue to work on this project.

DAY 5

Inform the Class

Invite other classes to be part of the question and answer audience.
2. Hidden Ocean Treasure

**60 MINUTES  INDIVIDUAL  PAIR**

**Materials:** ocean objects, such as sea shells or plastic ocean fish

Remind students to use order and direction words in their writing. If time allows, have students repeat the activity more than twice.

3. Catch and Release: A Debate

**30 MINUTES  INDIVIDUAL**

**Materials:** reference sources

Review or introduce classroom rules for conducting a debate. You might want to moderate the debate. Students can find one side of the argument on-line at the home page of the Alaska Department of Fish and Game at http://www.state.ak.us/adfg/sportf/geninfo/selhar/c&r.htm

**Expected Outcome**

A good treasure hunt will include
- a hidden ocean object
- a clear set of directions using order and direction words
- discovery of the object

A good debate will include
- well-prepared and well-developed arguments
- persuasive speaking
- courteous exchanges between debaters

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *Help with the Herd* with the anthology selection *Salmon Summer*, using what they have learned about Following Directions. Students may discuss or write about their comparisons.

**Expected Outcome**

A good debate will include
- well-prepared and well-developed arguments
- persuasive speaking
- courteous exchanges between debaters

**Other Activities**

- Theme 6 Assignment Cards 1, 2, 3
- TE p. 646, Literature Discussion
- TE p. 653, Science
- TE p. 653E, Challenge Word Practice
- TE pp. R9, R15, Challenge
- Education Place: www.eduplace.com
- More activities related to *Salmon Summer*
- Accelerated Reader®, *Salmon Summer*
THEME 6: Nature: Friend and Foe

SELECTION 2: Wildfires

1. The Answer Machine 150 MINUTES SMALL GROUP

(Science)

Materials: reference sources, cartons or boxes, oaktag cards, drawing paper, crayons, markers, paint, construction paper, poster board, and glue

Build the Machine

To encourage cooperation, suggest the following:

• Have group members assign a student to sketch the group’s idea for the answer machine.
• When the group has approved the design, have a pair of students carry out the design.

English Language Learners: Pair beginners with more advanced students.

DAY 1

Build the Machine

DAY 2

Ask for Questions

DAY 3

Expected Outcome

A good answer machine will include

✔ well-researched answers
✔ a record of the reference source used
✔ a direct response to each question

DAY 4

Deliver the Answers

DAY 5

Students continue to work on this project.

Students continue to work on this project.

If students choose an oral presentation format, there may not be sufficient time to answer all questions. Remind them that they should think of an alternate way of responding to leftover questions.
2. The Good Side of Volcanoes  
60 MINUTES INDIVIDUAL PAIR

Materials: reference sources and Graphic Organizer Master 4

Have students check a dictionary to make sure they understand the word *benefits*. Students should understand that the negative effects of an eruption can be very serious.

3. Water Hole: Life in a Rescued Tropical Forest  
60 MINUTES INDIVIDUAL

(Challenge Theme Paperback)  
(Science) (Art)

Materials: drawing paper, crayons, markers, and paints

Tell students that by translating their impressions into an art form, they are trying to capture the *effect* of the experience on them.

Additional Independent Work

Connecting/Comparing Literature ★

Have students compare the Leveled Reader selection *Beating the Heat, Desert Style* with the anthology selection *Wildfires*, using what they have learned about Topic, Main Idea, and Details. Students may discuss or write about their comparisons.

Other Activities

• Challenge Theme Paperback, *Water Hole: Life in a Rescued Tropical Forest*
• Theme 6 Assignment Cards 4, 5, 6
• TE p. 678, National Parks
• TE p. 680, Literature Discussion
• TE p. 685E, Challenge Word Practice

• TE pp. R6, R11, R17, Challenge
• Education Place: www.eduplace.com
• More activities related to *Wildfires*
• Accelerated Reader®, *Wildfires*

Expected Outcome

A good expression will include
✔ observations from the point of view of the observer
✔ impressions of the tempo or rhythm of the site
✔ evidence of individuality and originality

Expected Outcome

A good essay will include
✔ an understanding of the benefits of volcanoes
✔ a topic, main idea, and supporting details
✔ correct spelling and grammar
1. From Small Things 150 MINUTES  SMALL GROUP

(Social Studies) (Science)

Materials: reference sources, poster board, crayons, markers, glue, and scissors

DAY 1

Find the Facts

Tell students to discover connections from information they gather about each topic. Students should divide the research equally among group members. You may wish to make available the following books published by Earth Works Group: 50 Simple Things Kids Can Do to Save the Earth and 50 Simple Things Kids Can Do to Recycle.

English Language Learners: Pair beginners with more advanced students.

DAY 2

Students continue to work on this project.

DAY 3

Make the Connections

Check with students on the progress of their information gathering. Tell them to summarize their research and share it with other members of the group. Advise them to take notes on the group discussion.

DAY 4

Students continue to work on this project.

DAY 5

Share What You Learned

Each student in the group should contribute to the final presentation.
2. **Caleb’s Story**  
60 MINUTES  INDIVIDUAL

**Materials:** anthology

Have students refer to story events and details that will make their story seem authentic. Students should make Caleb’s character consistent with the author’s view.

3. **Nature: Friend or Foe?**  
60 MINUTES  INDIVIDUAL

Ask volunteers to share their speeches with the class.

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *Jewel of the Desert* with the anthology selection *Skylark*, using what they have learned about Making Inferences. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 6 Assignment Cards 7, 8, 9, 10
- TE p. 702, Literature Discussion
- TE p. 707E, Challenge Word Practice
- TE pp. R13, R19, Challenge
- Education Place: www.eduplace.com
  More activities related to *Skylark*
- Accelerated Reader®, *Skylark*

**Expected Outcome**

A good telling will include:
- events retold from Caleb’s point of view
- important details relating specifically to Caleb
- a believable portrayal of Caleb’s feelings

A good speech will include:
- facts or events in a clear order
- interesting details about the topic
- a closing sentence
- persuasive and interesting language

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**2. Caleb’s Story**

**Goal:** Retell the story from Caleb’s point of view.

**Goal:** Write the story the way Caleb might have told it.

- Include details that would be important to Caleb.
- Describe feelings he might have had.
- List ways nature is helpful or harmful before you write.
- Use persuasive and interesting language.

**Expected Outcome**

A good telling will include:
- ✔ events retold from Caleb’s point of view
- ✔ important details relating specifically to Caleb
- ✔ a believable portrayal of Caleb’s feelings

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**3. Nature: Friend or Foe?**

**Goal:** Write a speech about nature.

- State the main idea first.
- List the important facts or events in a clear order.
- Include interesting and important details that develop the topic.
- End with a closing sentence.

**Expected Outcome**

A good speech will include:
- ✔ facts or events in a clear order
- ✔ interesting details about the topic
- ✔ a closing sentence
- ✔ persuasive and interesting language