Theme 2:

Give It All You’ve Got!
Give It All You’ve Got!

Selections

1. Michelle Kwan: Heart of a Champion
2. La Bamba
3. The Fear Place
4. Mae Jemison: Space Scientist
1. Sports Cards  150 MINUTES  PAIR

**Materials:** 20 3 × 5 cards, markers, encyclopedia, sports digests, and an almanac

**DAY 1**

**Make the Cards**

Direct students to look up facts about the sports before they finish their list of athletes. Some good sources might be the encyclopedia, sports digests, and almanacs. They will probably come across names as they research their sports.

**English Language Learners:** Ask students to share the names of sports and sports figures that are popular in their country of origin, but may be unfamiliar to other classmates.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Make the Rules**

Check with students on the progress of their card games. Remind them of the importance of clear rules. Remind them to write drafts of the rules and test them, making adjustments where needed.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share What You Know**

Allow pairs to study the rules of other students’ card games. Give them time to choose and play two or three different games or several hands of the same game.

**Expected Outcome**

A good card game should include

✔ accurate classification of sports figures in the sports categories
✔ clearly written rules for playing a few games
2. An Informative Breakfast

**60 MINUTES  INDIVIDUAL  PAIR**

**Materials:** cereal box, paste, art paper in different colors, scissors, and markers

Provide these examples of fact and opinion: contains 12 vitamins and minerals and better tasting than the three other best-selling cereals.

3. Daily Planner **60 MINUTES  INDIVIDUAL**

Tell students to vary the activities. They may repeat those that a skater must do daily, such as practice, but each day should have at least two or three different activities, such as a costume fitting one day and a competition the next.

**Expected Outcome**

A good cereal box will include:
- clever use of facts and opinions
- an eye-catching box design
- clear connections between Michelle Kwan and the box design

**Expected Outcome**

A good daily planner will include:
- close attention to the descriptions of a skater’s activities, including the information on page 147
- imagination in reconstructing the way Michelle spends her days

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *Harriet Tubman and the Underground Railroad* with the anthology selection *Michelle Kwan: Heart of a Champion*, using what they have learned about Fact and Opinion. Students may discuss or write about their comparisons.

**Other Activities**

- Theme 2 Assignment Cards, 2, 3, 4
- TE p. 150, Literature Discussion
- TE p. 157, Analogies
- TE p. 157E, Challenge Word Practice
- TE pp. R9, R17, Challenge
- Education Place: www.eduplace.com

More activities related to *Michelle Kwan: Heart of a Champion*:
- Accelerated Reader®, *Michelle Kwan: Heart of a Champion*
- Connect a fact and opinion you want to use on your box. Note several facts and opinions on Michelle Kwan’s fact file for another reference to other skaters. Add some interesting and unusual facts that you can praise or make connections with Michelle Kwan.

Once you have designed your box, close it to a decorate. Ask three in her to identify which statements are facts and which are opinions.

**Challenge Master CH 2-2**

- **Write a daily planner featuring Michelle Kwan’s**
- **Think about Michelle Kwan’s schedule.**
- **Put a fact and opinion chart on your planner.**
- **Use an actual cereal box as a base, covering it with paper and then pasting on your pictures and statements.**

**Expected Outcome**

A good cereal box will include:
- clever use of facts and opinions
- an eye-catching box design
- clear connections between Michelle Kwan and the box design

**Expected Outcome**

A good daily planner will include:
- close attention to the descriptions of a skater’s activities, including the information on page 147
- imagination in reconstructing the way Michelle spends her days

**SELECTION 1: Michelle Kwan: Heart of a Champion**
1. **Take Center Stage**  
**150 MINUTES**  
**INDIVIDUAL**

**Materials:** Graphic Organizer Master 3

### DAY 1

**Structure the Story**

If necessary, review story maps with students. Tell students to decide what story elements they need to change, for example:

- characters
- events
- problems and solutions

### DAY 2

Students continue to work on this project.

### DAY 3

**Write the Story**

Check with students on the progress of their stories. If they are having trouble, have them create webs for each character to help them with ideas. Remind students that they should revise their stories at least once.

### DAY 4

Students continue to work on this project.

### DAY 5

**Share Your Story**

Remind students to select a title that reflects the act that the new main character is performing.
2. Island of the Blue Dolphins

Expected Outcome
A good summary will include:
✔ an exciting telling of the story
✔ words that make the story easy to envision

Students need to have read Island of the Blue Dolphins prior to the activity. Have students list the events they can visualize most vividly after reading the book. Tell them to choose only from these most memorable events when writing their movie.

English Language Learners: Explain to students that they are trying to persuade with their summaries. You might want to brainstorm with students lists of descriptive and persuasive words.

3. Keeping Time with the Music

Expected Outcome
A good time line will include:
✔ accurate information about the instrument family
✔ neat presentation of the facts

Remind students to use the time line on pages 178 to 181 as a model. As an additional challenge, have students illustrate their timelines.

Additional Independent Work
Connecting/Comparing Literature

Have students compare the Leveled Reader selection Stepping Back in Time with the anthology selection La Bamba, using what they have learned about Story Structure. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, Island of the Blue Dolphins
- Theme 2 Assignment Cards, 6, 7, 8
- TE p. 181, Science
- TE p. 181E, Challenge Word Practice
- TE pp. R6, R11, R19, Challenge
- Education Place: www.eduplace.com
- More activities related to La Bamba
- Accelerated Reader®, La Bamba

Expected Outcome
A good summary will include:
✔ an exciting telling of the story
✔ words that make the story easy to envision
SELECTION 3: The Fear Place

1. Outdoor Adventure

**Organize Your Story**
Remind students that they need to think about what the fears and goals of their stories are before they choose the location and the action. Tell them that the point of their story is to successfully overcome the chosen fear and achieve the goal.

**English Language Learners:** Have students work in pairs to complete their cluster maps.

**DAY 1**

Students continue to work on this project.

**DAY 2**

**Write Your Story**
Refer students to page 210 of the Practice Book to evaluate their stories. If they need help organizing their story, you might want to have them complete a story map using the details from their notes.
You might also want to brainstorm with student’s lists of exact verbs and descriptive adjectives to help them in their revisions.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Present Your Story**
Allow class time for students to present their stories to the class.
Remind students who are recording or acting out their stories to speak slowly and clearly.
2. Say What You Mean  60 MINUTES  INDIVIDUAL

If students are having trouble, tell them to tackle the meaning of the quotation by breaking it down one sentence at a time. Ask volunteers to share their compositions with the class.

3. Cat Family Album  60 MINUTES  INDIVIDUAL

**Science**

*Materials:* encyclopedia, art paper, markers, a hole punch, stapler, file fasteners, and ribbon or string

If possible, allow students to use a photocopier, and have them color their photocopies to show more detail. Ask volunteers to share their albums with the class.

### Additional Independent Work

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *High-Water Heroes* with the anthology selection *The Fear Place*, using what they have learned about Predicting Outcomes. Students may discuss or write about their comparisons.

### Other Activities

- Theme 2 Assignment Cards, 10, 11, 12
- TE p. 200, Literature Discussion
- TE p. 203, Writing
- TE p. 207, Social Studies
- TE p. 207E, Challenge Word Practice
- TE pp. R13, R21, Challenge
- Education Place: www.eduplace.com
- More activities related to *The Fear Place*
- Accelerated Reader®, *The Fear Place*
1. **Flight Plan**  
**150 MINUTES**  
**INDIVIDUAL**  

**Science**

**Materials:** poster board, encyclopedia, reference sources, and access to the Internet

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**DAY 1**

### What to Research?

Direct students to the NASA website at http://www.nasa.gov and have them use it to help with ideas. Remind students that they need to have enough information to convince NASA to assign them to a mission.

**English Language Learners:** Pair beginners with more advanced students.

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**DAY 2**

Students continue to work on this project.

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**DAY 3**

### Proposal to NASA

Remind students to be brief and direct in their hypothetical letter. Tell them to keep the tone formal and polite. Brainstorm with them lists of persuasive words and words that describe character to help them in writing their letters and proposals.

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**DAY 4**

Students continue to work on this project.

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**DAY 5**

### Share What You Know

Allow students time to practice their proposals. Remind students to connect with their listeners through eye contact.
2. Space Station Schedule

60 MINUTES  INDIVIDUAL

Materials: access to the Internet

Instruct students to use the NASA website at http://www.nasa.gov to find information on the International Space Station. Remind students that they are to organize their information before creating a schedule.

3. Space Mission

60 MINUTES  INDIVIDUAL

Materials: an encyclopedia and reference sources, Graphic Organizer Master 3

Remind students that their science-fiction stories should be a mixture of fact and fiction. Ask volunteers to share their stories with the class.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Coronado and the Cities of Gold with the anthology selection Mae Jemison: Space Scientist, using what they have learned about Topic, Main Idea, and Supporting Details. Students may discuss or write about their comparisons.

Other Activities

- Theme 2 Assignment Cards, 14, 15, 16
- TE p. 222, Literature Discussion
- TE p. 229, Science/Oceanography
- TE p. 229E, Challenge Word Practice
- TE pp. R15, R23, Challenge
- Education Place: www.eduplace.com
- More activities related to Mae Jemison: Space Scientist
- Accelerated Reader®, Mae Jemison: Space Scientist

Expected Outcome

A good schedule will include:

- ✔ information that relates to the daily activities on a space station
- ✔ hours or dates
- ✔ activities ordered logically and that occur regularly

A good science-fiction story will include:

- ✔ factual information about the planet chosen and space flight
- ✔ a good mixture of fact and fiction