Theme 4: Person to Person
CHALLENGE ACTIVITIES FOR

Person to Person

Selections

1. Mariah Keeps Cool
2. Mom’s Best Friend
3. Yang the Second and Her Secret Admirers
4. Dear Mr. Heshaw
SELECTION 1: Mariah Keeps Cool

1. Fund-raiser

(Social Studies)

Materials: markers

**DAY 1**

**Write the Announcement**

Refer students to Practice Book page 108 for a model. Encourage them to think of projects that really can happen, but they should be realistic about the possibilities. If necessary, help student use a phone book or the Internet to find a group that supports their cause.

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

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Plan Your Speech**

Tell students to use their personal knowledge and experience in preparing their speeches.

**DAY 4**

Students continue to work on this project. Review the guidelines on giving a speech on TE pages 363O–363P with students.

**DAY 5**

**Share What You Know**

Divide the class into small groups. Have students present their speech to the other members of their group. Tell students that they are trying to persuade people in their speech. Have students

- state their opinion in a clear, lively, confident way.
- focus on the strongest reasons, and repeat them in their conclusion.
- emphasize important words.
- use pauses to separate ideas.
- change the volume of their voice to indicate special points.
- speak more slowly to signal an important point.

After presentations are made, work with groups to decide if any project can be carried out.
2. Secret Solution  60 MINUTES  INDIVIDUAL PAIR

You might want to give students an example code that has numbers that stand for letters. Show students how to make a key for their code.

**English Language Learners:** Have students work on making and breaking codes in pairs.

3. A Picture Narrative  60 MINUTES  INDIVIDUAL

**Materials:** art paper and markers

Tell students to show events before and after, as well as during the surprise.

**Expected Outcome**

A good storyboard will include:

- neat and colorful pictures placed in sequential order
- concise captions that describe actions

**Another Activity**

**Theme 4 Assignment Cards, 2, 3, 4**

**TE p. 356, Literature Discussion**

**TE p. 363, Social Studies**

**TE p. 363E, Challenge Word Practice**

**Expected Outcome**

A good code will include:

- a problem and a solution from the selection
- sufficient clues to break the code

**Additional Independent Work**

**Connecting/Comparing Literature**

Have students compare the Leveled Reader selection *The Multi-Tasker* with the anthology selection *Mariah Keeps Cool,* using what they have learned about Problem Solving and Decision Making. Students may discuss or write about their comparisons.

**Other Activities**

- TE pp. R9, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to *Mariah Keeps Cool*
- Accelerated Reader®, *Mariah Keeps Cool*
1. People and Animals  150 MINUTES  INDIVIDUAL

(Science)

Materials: an encyclopedia, nonfiction books, such as The City Kid’s Field Guide and I Can Save the Earth: A Kid’s Handbook for Rescuing Life on Earth, art paper, markers, a hole punch, pipe cleaners, and magazines (optional)

Outline and Research

Have students use Roman numerals to identify main topics in the outline and capital letters to identify the key details. Provide an example of an outline frame on the board.

Create a Book

Students may use pictures from their reading as models for their drawings. Tell students that they must put together information from their own experience and different sources to build their own understanding, and then express it in original sentences.

Share What You Know

Invite a class of primary school children to listen to the students’ stories.

Expected Outcome

A good picture book will include

✔ a synthesis of information from several sources
✔ well-organized paragraphs
✔ engaging pictures that illustrate the text
2. Multiple-Meaning Words

**Materials:** dictionary

If necessary, review multiple-meaning words with students. You might want to brainstorm a list of words for them to use, such as cross, run, back, and snap.

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

3. Where the Flame Trees Grow

**Materials:** dictionary

Have students use Practice Book page 24 as a model for their details chart. If necessary, review comparison and contrast with students.

### Additional Independent Work

#### Connecting/Comparing Literature

Have students compare the Leveled Reader selection *Friends and Competitors* with the anthology selection *Mom’s Best Friend*, using what they have learned about Noting Details. Students may discuss or write about their comparisons.

### Other Activities

- Challenge Theme Paperback, *Where the Flame Trees Grow*
- Theme 4 Assignment Cards, 6, 7, 8, 9
- TE p. 384, Literature Discussion
- TE p. 391, Social Studies
- TE p. 391E, Challenge Word Practice
- TE pp. R6, R11, R19, Challenge
- Education Place: www.eduplace.com
- Accelerated Reader®, *Mom’s Best Friend*

### Expected Outcome

A good activity will include:
- five multiple-meaning words
- five pairs of sentences showing distinctly different meanings of each word
- definitions of the words based on context

A good details chart and essay will include:
- details related to information revealed in the stories
- the similarities and differences between the stories

**SELECTION 2: Mom’s Best Friend**
1. **China Debate**  **150 MINUTES**  **PAIRS**

*Social Studies*

**Materials:** Internet, geography textbooks, issues of National Geographic or news magazines with articles on China, index cards, scissors, paste, and posters

### DAY 1

**Discover China Today**

Instruct students to put each topic on a separate index card and to write a heading to identify the topic. Have them include the titles and page numbers of sources. Remind them to put quotes inside quotation marks and to copy the quotes exactly as they are written. Refer students to http://www.chinatoday.com for current information on China. Remind them to evaluate their sources for accuracy and use the most up-to-date information. Tell them to keep in mind the author’s bias, opinions, and assumptions when researching.

### DAY 2

Students continue to work on this project.

### DAY 3

**Defend a Point of View**

Tell students to practice their presentations. Remind them to use verbal cues, such as pausing to separate ideas and speaking slowly to signal an important point.

### DAY 4

Students continue to work on this project.

### DAY 5

**Share What You Know**

Be sure each person has equal time to speak during the debate. Remind debaters when speaking to

- not use slang.
- use persuasive words.
- use a low, calm, confident tone of voice.
- speak slowly and clearly.

Remind debaters when listening to

- think about the reasons behind the arguments.
- think about the facts and examples given as support.
- pay attention to the speaker’s gestures and tone, and the audience’s reaction.
2. Geography Fact Game

60 MINUTES  INDIVIDUAL  PAIR

(Social Studies)

Materials: reference sources and index cards

Remind students to

• use the most up-to-date information.
• think about who is the author of the article and any biases, opinions, or assumptions they might use.

3. Where the Flame Trees Grow

60 MINUTES  INDIVIDUAL

(Challenge Theme Paperback)

Materials: scissors and paste

Point out that each section in Hands & Hearts has two illustrations. Students should think about the different kinds of information the large photograph and the small photograph show.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Wait Until Next Year with the anthology selection Yang the Second and Her Secret Admirers, using what they have learned about Compare and Contrast. Students may discuss or write about their comparisons.

Other Activities

• Challenge Theme Paperback, Where the Flame Trees Grow
• Theme 4 Assignment Cards, 11, 12, 13
• TE p. 406, Literature Discussion
• TE p. 413, Origami
• TE p. 413E, Challenge Word Practice

• TE pp. R6, R13, R21, Challenge
• Education Place: www.eduplace.com
• More activities related to Yang the Second and Her Secret Admirers
• Accelerated Reader®, Yang the Second and Her Secret Admirers

Expected Outcome

A good game will include

✓ accurate information
✓ reliable sources
✓ clear questions

Expected Outcome

A good magazine page will include

✓ information parallel to that in the other sections
✓ arrangement of headings, text, and captions that is similar to the article
1. Travel Writing  60 MINUTES  SMALL GROUP

Materials: travel books, and access to a computer or word processor

**DAY 1**

**Research**

Set up a time for students to meet with a librarian. Point out that travel writing does not have to be about faraway or exotic locations. Tell students that travel writers focus on setting, and that they use sensory words and details to capture a sense of the place.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Create Your Newsletter**

Check with students on the progress of their newsletters. Remind students to have a balance of features in their newsletters. Each member of the group should contribute a feature.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Publish Your Newsletter**

Allow students time to create and share their newsletters. If students do not have access to a computer or word processor, have them copy their stories neatly and paste them onto the newsletter.
2. Where the Flame Trees Grow  60 MINUTES  INDIVIDUAL

(Challenge Theme Paperback)

Have students use Practice Book page 54 as a model. Some inferences students might come up with: In “Teacher” they might use the description of the grandmother on page 9 to infer that the author enjoys her grandmother’s company. Or in “Choices” students might infer that the author has trouble talking with Grandfather Modesto based on the details on page 16.

3. Interview an Author  60 MINUTES  PAIR

Materials: cassette tape and recorder (optional)

Have students think about what they’d like to know about writing children’s stories. Does Beverly Cleary write about people and events from her own life? Does she have any advice on how to make a story interesting or funny? Tell the interviewee to act the part and to pause for thought just as an actual interviewee might.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Summer Mail with the anthology selection Dear Mr. Henshaw, using what they have learned about Making Inferences. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, Where the Flame Trees Grow
- Theme 4 Assignment Cards, 15, 16, 17
- TE p. 430, Literature Discussion
- TE p. 437, Write a Poem
- TE p. 437E, Challenge Word Practice
- TE pp. R6, R15, R23, Challenge
- Education Place: www.eduplace.com
- More activities related to Dear Mr. Henshaw
- Accelerated Reader®, Dear Mr. Henshaw