Theme 6

THEME 6: Animal Encounters
CHALLENGE ACTIVITIES FOR

Animal Encounters

Selections

1. The Grizzly Bear Family Book
2. The Golden Lion Tamarin Comes Home
3. My Side of the Mountain
1. Wildlife Photography Exhibit

**Materials:** wildlife books, Internet access (optional), periodicals, a copy machine (optional), crayons, markers, paints, scissors, drawing paper, and glue

**Goal:** Research and display information on wildlife photography and photographers.

- When you do research, look for common topics among your sources.
- Look for photo credits to find names of photographers.
- Write captions for the photos in your display.

**Challenge Master CH 6–1**

<table>
<thead>
<tr>
<th><strong>DAY 1</strong></th>
<th><strong>Research the Topic</strong></th>
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<tbody>
<tr>
<td>Students divide the tasks fairly among group members.</td>
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<thead>
<tr>
<th><strong>DAY 2</strong></th>
<th><strong>Make the Exhibit</strong></th>
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<tr>
<td>Students continue to work on this project.</td>
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<th><strong>DAY 3</strong></th>
<th><strong>Share What You Know</strong></th>
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<td>Students continue to work on this project.</td>
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<tr>
<th><strong>DAY 4</strong></th>
<th><strong>Expected Outcome</strong></th>
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<tbody>
<tr>
<td>A good exhibit will include</td>
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<tr>
<td>✔ information about wildlife photography and photographers</td>
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<td>✔ visual representations of information</td>
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<tr>
<td>✔ captions and photo credits</td>
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<td>✔ a well-informed tour</td>
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<th><strong>DAY 5</strong></th>
<th><strong>Expected Outcome</strong></th>
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<tr>
<td>Allow time for students to give tours of their exhibits.</td>
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</table>
2. Animal Studies 60 MINUTES  SMALL GROUP
(Social Studies)
Materials: an encyclopedia, Internet access, books on national parks, poster board, drawing paper, crayons, and markers
Refer students to the National Park Service website for information at http://www.nps.gov

3. Grizzly Bears 60 MINUTES  INDIVIDUAL  PAIR
Tell students to think about who the main character will be and what happens to him or her. Students can reorder the photographs if needed.

Additional Independent Work
Connecting/Comparing Literature
Have students compare the Leveled Reader selection The Return of Wild Whoopers with the anthology selection The Grizzly Bear Family Book, using what they have learned about Making Generalizations. Students may discuss or write about their comparisons.

Other Activities
• Theme 6 Assignment Cards, 2, 3, 4
• TE p. 616, Literature Discussion
• TE p. 623, Writing Poetry
• TE p. 623E, Challenge Word Practice
• TE pp. R9, R15, Challenge
• Education Place: www.eduplace.com
More activities related to The Grizzly Bear Family Book
• Accelerated Reader®, The Grizzly Bear Family Book

Expected Outcome
A good book will include
✔ information on six National Parks and six animals
✔ information about the daily life of animals
✔ information about land and water features of parks
✔ neat text that is easy to read

Expected Outcome
A good story will include
✔ attention to details in the pictures
✔ elements of fiction, character, setting, plot; problem and solution

Challenge Master CH 6–2
Expected Outcome
A good book will include
✔ information on six National Parks and six animals
✔ information about the daily life of animals
✔ information about land and water features of parks
✔ neat text that is easy to read

Expected Outcome
A good story will include
✔ attention to details in the pictures
✔ elements of fiction, character, setting, plot; problem and solution

SELECTION 1: The Grizzly Bear Family Book
1. Animal Rescue

(Science) (Social Studies)

Materials: an encyclopedia of animals or other books such as Back to the Wild by Dorothy Hinsbaw Patent and travel guides to Central and South America

DAY 1

Write the Script

Have students use Practice Book page 154 as a model for their story map. Remind students that dialogue helps to create a character and that they should give each character a unique voice.

DAY 2

Students continue to work on this project.

DAY 3

Scout the Location

If necessary, write the following headings for a memo on the board:

To:
From:
Date:
Subject:

Remind students to keep their memo brief but to include all the important information.

DAY 4

Students continue to work on this project.

DAY 5

Share What You Know

If a video camera is available, have students tape test pilots of the readings. Show the test pilots to the class.

English Language Learners: Instruct speakers of Spanish and Portuguese to include words from their language in the script.
2. Tracking Information 60 MINUTES INDIVIDUAL

Ask students to share their charts with the class.

3. To the Top of the World 60 MINUTES INDIVIDUAL

(Challenge Theme Paperback)

Materials: art paper, markers, map pens, poster board, scissors, three-hole punch, string, or ribbon

Tell students to include a brief anecdote in the details about each member of the pack. Have them base their character sketches on facts from To the Top of the World: Adventures with Arctic Wolves.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection Invaders! with the anthology selection The Golden Lion Tamarin Comes Home, using what they have learned about Topic, Main Idea, and Supporting Details. Students may discuss or write about their comparisons.

Other Activities

- Challenge Theme Paperback, To the Top of the World: Adventures with Arctic Wolves
- Theme 6 Assignment Cards, 6, 7, 8, 9
- TE p. 634, Monitor/Clarify
- TE p. 640, Literature Discussion
- TE p. 647, Research
- TE p. 647E, Challenge Word Practice
- TE pp. R6, R11, R17, Challenge
- Education Place: www.eduplace.com
- More activities related to The Golden Lion Tamarin Comes Home
- Accelerated Reader®, The Golden Lion Tamarin Comes Home
1. **Wild Animal Park**  

(Science) (Social Studies) (Math)

**Materials:** An encyclopedia, animal guide, or other book about animals, a plant guide (optional), art paper, ruler, and map pencils

**DAY 1**

**Make a Chart**

Have students look in regional nature guides or travel guides for your state if they have difficulty listing wild animals for their area.

**DAY 2**

Students continue to work on this project.

**DAY 3**

**Draw a Picture Map**

If students are unsure of the size of the area they plan to map, make these suggestions:

- Keep the area small enough to be able to show plants and landforms in some detail.
- Consider using the size of the classroom, the school cafeteria, or other space as a model.

**DAY 4**

Students continue to work on this project.

**DAY 5**

**Share What You Know**

Allow space for displaying the picture maps. Ask students to bring in actual samples of plants in the plans to decorate the display.
2. Forest Food Chain  TO MINUTES  PAIR

(Science)

Materials: encyclopedia or other source, poster board, and markers

Instruct students to discuss the following questions as they do their research:

• What animals does Sam hunt or catch?
• What kinds of food do these animals eat?

3. Dr. Hughes’s Clues  TO MINUTES  INDIVIDUAL

Have students use Practice Book page 237 as a model for their conclusions chart.

English Language Learners: Have students work in pairs on their conclusions chart.

Additional Independent Work

Connecting/Comparing Literature

Have students compare the Leveled Reader selection The Observations of Emma Boyle with the anthology selection My Side of the Mountain, using what they have learned about Drawing Conclusions. Students may discuss or write about their comparisons.

Other Activities

• Theme 6 Assignment Cards, 11, 12, 13
• TE p. 664, Literature Discussion
• TE p. 671, Science
• TE p. 671E, Challenge Word Practice
• TE pp. R13, R19, Challenge
• Education Place: www.eduplace.com

More activities related to My Side of the Mountain
• Accelerated Reader®, My Side of the Mountain
• Theme 6 Assignment Cards, 11, 12, 13
• TE p. 664, Literature Discussion
• TE p. 671, Science
• TE p. 671E, Challenge Word Practice
• TE pp. R13, R19, Challenge
• Education Place: www.eduplace.com

Expected Outcome

A good diagram will include
• a title, drawings, and labels
• an accurate picture of a food chain

A good chart will include
• conclusions stated or implied in the article
• clues that clearly support the conclusions

Challenge Master CH 6–6

2. Forest Food Chain

Title: Draw a diagram of a food chain in the forest.

Review My Side of the Mountain and note what Sam and the forest animals eat. Research the forest animals’ diets in an encyclopedia or other source. Then draw a pyramid-shaped diagram showing various forms of life at different levels of the food chain, with Sam at the top and plants at the bottom.

3. Dr. Hughes’s Clues

Title: Make a conclusions chart showing the clues Robin Hughes used to draw conclusions.

Have students compare the Leveled Reader selection The Observations of Emma Boyle with the anthology selection My Side of the Mountain, using what they have learned about Drawing Conclusions. Students may discuss or write about their comparisons.

Other Activities

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More activities related to My Side of the Mountain
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• Theme 6 Assignment Cards, 11, 12, 13
• TE p. 664, Literature Discussion
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