THEME 10: A World of Animals
CHALLENGE ACTIVITIES FOR

A World of Animals
1. Animals Are Interesting!

Materials: old magazines, self-stick notes, modeling clay, colored construction paper, recycled art materials (e.g., toilet paper tubes, small milk cartons, plastic lids), 12" × 18" drawing paper, shoe boxes, markers, crayons, scissors, glue

Goal: Create a report about an animal.

**Finding Information**
- Review how pictures are very helpful in providing information.
- Explain to children that as they begin creating their reports, they can add the information they find in pictures to the things they already know.
- If possible, provide each child with a different colored or shaped self-stick note so children can share materials. This makes it easier for children to locate the pictures they found in books that others are also using. Model how to place a self-stick note in a book to hold the page.

**Creating the Report**
- Discuss the specific types of information that children can show and tell about each animal. Here are some things you might talk about:
  - How the animal looks—its size, its color, and its special features (e.g., horn, stripes). Also discuss its behavior.
  - Talk about different kinds of places where animals live. Point out features of the jungle in Splash! and of the forest in Run Away!

**Sharing the Report**
- Provide an area in the classroom where students can display their reports.
2. **Run Away!** *(Read Aloud)* 60 MINUTES  INDIVIDUAL  PAIR  

**Materials:** drawing paper  

**Goal:** Write a personal narrative (story) with a beginning, middle, and end.  
- Review the beginning, middle, and end of *Run Away!* Discuss whether a real or imaginary thing caused Little Rabbit to be afraid.  
- Assign each child a partner. Have pairs of children share their own stories about a time when they were afraid. Help them brainstorm titles.  
- Ask children to write the titles for their stories on the first page. Explain that each part of the story will be on its own page (beginning, middle, and end). Relate the terms beginning, middle, and end to the terms first, next, and last.  
- Allow children to share their stories with classmates.  

**English Language Learners:** Discuss some synonyms for afraid, such as scared or frightened. Demonstrate the meanings of the word with facial expressions and body language.  

3. **What Do Animals Play With?** 60 MINUTES  INDIVIDUAL  

**Materials:** strips of butcher paper folded to make accordion books (three to four pages per book), paper stapled to make books (three to four pages per book), half sheets of colored construction paper, colored paper, stapler, markers, colored pencils, crayons  

**Goal:** Make a book of animals and the things they like to play with.  
- Explain to children that they can also write sentences of their own to describe their pictures.  
- Provide children with different kinds of materials so they can create their own style of book.  

**Other Activities**  
- TE p. 15, Ongoing Project: Challenge  
- TE p. 47, Matching Words  
- TE p. 59, Matching Words  
- Little Big Books, *Splash!* and *Feathers for Lunch*  
- Education Place: www.eduplace.com
1. Favorite Book of Three

150 MINUTES INDIVIDUAL PAIR

Materials: books with "three" in the title, such as Goldilocks and the Three Bears, The Three Billy Goats Gruff, The Three Little Pigs, and Three Little Kittens


Finding and Reading Books
Have children search the classroom library for stories of three. Children should read all the books they find.

Creating Your Pages
Have children draw and write about one scene from each book they read (one scene per page). Make sure they include the title of the book for each page they complete. Children should put the pages in the order of how much they liked each story. The first page should be the favorite and so on. Help children staple the pages together. They can add a title page that says Stories of Three.

Sharing Your Book
Have students share their books with the rest of the class. Children can tell about their favorite story of three and why it was their favorite.

Expected Outcome
A good book will include
✔ scenes from each story
✔ words or sentences that tell about the pictures
✔ a brief oral presentation about the book
2. The Three Little Pigs  (Read Aloud)  
60 MINUTES  INDIVIDUAL  PAIR  SMALL GROUP

**Materials:** 12” × 18” drawing paper, markers, colored pencils, crayons, The Three Little Pigs Audio Cassette (Houghton), tape recorder, art for The Tale of the Three Little Pigs (on back of Theme Poster)

**Goal:** Compare and contrast real pigs to the pigs in The Three Little Pigs.

- Tell children to discuss the story in pairs or small groups. Display the art on the back of the Theme Poster, and remind children that it might help them remember things about the three little pigs. Suggest that children review the story on the audio cassette, if they wish.
- Model how to make arrows, and circle specific items.

3. It Can Fit  (Phonics Library)  60 MINUTES  INDIVIDUAL  PAIR

**Materials:** 12” × 18” drawing paper, markers, crayons

**Goal:** Draw and label pictures of things that could and could not fit through your own front door.

- Review the items that the squirrel family tried to fit through their front door (big van; big jug; tan rug; hat box; big, fat nut; themselves). Discuss the relative size of each item and whether it would fit through a front door in real life.
- Prior to drawing their pictures, have children work in pairs to brainstorm items that would and would not fit through the average-sized front door.
- Ask children to use the classroom door as a size reference.

**Other Activities**

- TE p. 105, Word Wall
- TE p. 106, Understanding the Story
- TE p. 119, Make Your Own Book
- Little Big Books, Splash! and Feathers for Lunch
- Education Place: www.eduplace.com

**Expected Outcome**

A good comparison of the three little pigs to real pigs will include

- a detailed picture of the three little pigs
- arrows pointing to items that are the same as real pigs
- circles around items that are different from real pigs

A good drawing will include

- objects, animals, or people that would and would not fit through a real front door, properly categorized
- labels for objects, animals, or people
1. Animals from A to Z

**Goal:** Make an alphabet book of animals.

**Materials:** half sheets of drawing paper, markers, crayons, colored pencils, ABC charts (or strips), heavy-duty stapler, envelopes (or sandwich bags)

### DAY 1

**Drawing Pictures of Animals from A to Z**
- Show children how they can use the alphabet chart or strip as a guide to help them remember which letters they have completed. Demonstrate how to cross out or check off letters as they go.
- Encourage children to come up with creative solutions for difficult letters, such as q and x.
- Talk about the importance of labeling each picture with the corresponding letter of the alphabet. Remind children to draw important features on each animal.
- Provide children with an envelope or sandwich bag in which to store their pictures.

### DAY 2

Children continue to work on this project.

### DAY 3

**Writing Naming Words**
- Remind children of various resources in the classroom that will help them write the naming words for each animal (e.g., posters, charts, books, magazines, picture dictionaries).

### DAY 4

Children continue to work on this project.

### DAY 5

**Making and Sharing the Book**
- Put the pages in order.
- Children can use a hole punch and book ring to make the book.
- Talk about the importance of putting the pages in ABC order.
- Place children in small groups to share their alphabet books.

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**Expected Outcome**

A good alphabet book will include:
- a picture of an animal for each letter, labeled with a naming word and the letter it represents
- pages in sequential order, A to Z
- a cover with a title and the author’s name
2. Animal Story  60 MINUTES  INDIVIDUAL

Materials: drawing paper, butcher-paper strips, overhead transparencies, overhead markers, crayons, colored pencils

Goal: Write a story about a real or imaginary experience with an animal.

Brainstorm story ideas with children. For imaginary stories, talk about some of the places where animals are found and the types of animals in each location (e.g., zoo animals, jungle animals, farm animals, and circus animals). For real stories about children’s own experiences with animals, talk about experiences they’ve had with pets and animals that belong to people they know.

3. What Did They Learn?  60 MINUTES  INDIVIDUAL

Materials: drawing paper, markers, crayons, colored pencils

Goal: Create a sign that illustrates a lesson from a story you’ve heard.

Review that often you learn a lesson from a story. Ask children to remember the lessons that the characters learned in the three read-aloud selections for this theme: Run Away!, The Tale of the Three Little Pigs, and Henny Penny. Provide assistance as needed.

- List the lessons on the chalkboard and read them aloud together. Beside each lesson, draw simple pictures of the story characters who learned the lesson.
- Explain to children that they can refer to the sentences on the chalkboard as they create their signs.

Other Activities
- TE p. 150, Completing Sentences
- TE p. 173, Make Your Own Book
- Little Big Books, Splash! and Feathers for Lunch
- Education Place: www.eduplace.com