CHALLENGE ACTIVITIES FOR

Colors All Around
1. Animal Color Cards  120 MINUTES  GROUP

Materials: oaktag cards (8 1/2” × 11”); binding materials, such as ring binders; yarn; I Went Walking Little Big Book; classroom library books or magazines with color photographs or illustrations of animals

Goal: Make cards that show animals and their colors.

DAY 1

Thinking About the Colors of Animals
Have children investigate animals and their colors.

• Have children look through books and magazines to find other animals that are the color they have chosen.

• Tell them to draw or write to make a list of the animals.

English Language Learners: Children may recognize animals but not know the names for them. Assist children in identifying animals.

DAY 2

Children continue to work on this project.

DAY 3

Making the Cards

• Provide each child with several sheets of oaktag. Have them draw a large picture of an animal on each sheet, leaving space at the bottom for a sentence.

• Remind children to look at classroom charts and in books, like From Apples to Zebras: A Book of ABC’s, What’s My Favorite Color?, and I Went Walking, to help them write their color words.

DAY 4

Children continue to work on this project.

DAY 5

Sharing the Cards

Have children share their Animal Color Cards.

• Ask children to read aloud their cards in the Author’s Chair.

• Have children contribute their Animal Color Cards to a group card file about the colors of animals.
2. Animals Everywhere 60 MINUTES  INDIVIDUAL

Materials: drawing paper, crayons or markers

Goal: Make pages for a class book about animals at the zoo or in the forest.

• Read aloud I Went Walking to children, or have children read the little book independently.
• Help children brainstorm a list of animals they might find at the zoo or in the forest. Write their suggestions on chart paper.
• Have children each create a page for a group book by drawing an animal and writing or dictating a sentence about it.
• Collect children’s drawings into a book of animals. You might want to make separate books of zoo animals and forest animals.

English Language Learners: Review the names of animals that might be found in each place. Show pictures of unusual animals to children.

3. My Perfect Lunch Box 60 MINUTES  INDIVIDUAL

Goal: Draw a picture and describe the perfect lunch box.

Reread I Need a Lunch Box to children. After reading, review the dream sequence and discuss the different lunch boxes the boy dreams about.

• Remind children that their perfect lunch box can be any shape or size.
• Review describing words children have already learned—size words (Theme 1, Week 1), the five senses (Theme 1, Week 2), other describing words (Theme 1, Week 3), and color words (Theme 2, Week 1).
• Tell children to draw and write about what their perfect lunch box would look like.

Other Activities

• TE p. 47, Read with Partners
• TE p. 59, Building Sentences
• Little Big Books, I Went Walking and In the Big Blue Sea
• Education Place: www.eduplace.com

Expected Outcome
A good book page will include
✔ a drawing of an animal found in the zoo or in the forest
✔ correct labeling of the color and name of the animal

Expected Outcome
A good lunch box project will include
✔ an imaginative representation of a lunch box
✔ a description of the lunch box that may include size, color, sense, and other describing words
1. Underwater Scene  

**Materials:** heavy drawing paper or construction paper, crayons, watered-down blue tempera paint, paintbrushes

**Goal:** Make an underwater fish poster and label it with color words.

**DAY 1**

**Planning the Scene**

Brilliantly colored fish live in the sea, along with plants, like seaweed and kelp, and other sea creatures, like sharks, whales, octopuses, starfish, and lobsters. Have children create underwater scenes.

- Make *In the Big Blue Sea* and other books available to children for ideas.
- Have children think about where items will be placed on the page. Remind them to leave room near their pictures for labels.
- Have children use pencil to draw their scenes. Explain that they will add bright colors and labels later.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Making the Poster**

- Explain to children that they will be using a crayon to color their underwater scenes. Stress the importance of pressing hard when coloring. Remind them that they will be painting over the crayon with blue paint to represent water. The paint will not stick to a heavy layer of crayon, so their drawing will show through.
- Have children color their drawings and add color words as labels.
- Provide watered-down blue tempera paint and let children paint over their finished crayon drawings.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Sharing the Poster**

Have children share their underwater scenes with a partner, in a small group, or with the whole class. Post the scenes on a bulletin board.
2. The Story Continues  60 MINUTES  INDIVIDUAL

Goal: Write and draw a continuation of the story Caps of Many Colors.

- Ask a volunteer to retell Caps of Many Colors. Then reread the story to children. Review what happens to the man, his caps, and the monkeys.
- Discuss the meaning of the expression “to keep an eye open.”
- Invite children to make predictions about what might happen the next time the man takes a nap.
- Have children draw and write about what happens next. Remind them to refer to charts, word walls, and other words around the classroom as they write.

English Language Learners: Have children describe orally what he or she thinks will happen next.

3. Invent a Color  30 MINUTES  INDIVIDUAL

Materials: Apples to Zebras: A Book of ABC’s, crayons labeled with unusual names, drawing paper

Goal: Invent and illustrate a new color.

Review the colors and color words shown on page 29 of Apples to Zebras: A Book of ABC’s. Then have children invent and name a new color.

- Display some crayons in unusual colors and read aloud the names. Examples include colors such as peacock blue, carnation pink, red violet, maize, pine green, goldenrod, and sea blue.
- Let children see the colors by drawing with the crayons.
- Have them blend crayon colors to make “new” colors.
- Ask children to each draw a giant crayon in a new color and label it with an unusual color name.
- Have children write about their new color, using describing words that tell what the color is like.

"My color is lion’s mane yellow."

Other Activities

- Little Big Books, I Went Walking and In the Big Blue Sea
- Education Place: www.eduplace.com
1. Fishing Game  [20 MINUTES]  INDIVIDUAL  PAIR

Materials: letter cards m, r, s; Teacher’s Resource Blackline Masters 37–38; metal paper clips; craft sticks; string; small magnets; tape

Goal: Make fish and a fishing pole to play a game with the letters m, r, and s.

DAY 1

Making Letter Fish

Review the sounds /m/, /r/, and /s/. Then have children make a game.

• Display the letter cards for m, r, and s.
• Distribute the fish patterns and have children create colorful fish with crayons or markers.
• Have children cut out their fish.
• Tell them to write m on the back of two fish, r on the back of two fish, and s on the back of two fish. Two fish will not have letters.
• Remind children to refer to the letter cards.

DAY 2

Children continue to work on this project.

DAY 3

Making the Game

• Have children each tape one end of the string to a craft stick.
• Tell them to attach the magnet to the other end of the string.
• Have children attach a paper clip to the nose of each fish.
• Tell children to practice “catching” one fish at a time.

DAY 4

Children continue to work on this project.

DAY 5

Sharing the Game

Have children play the game with partners.

• Children can take turns catching fish with the magnet. When they catch a fish with a letter on it, they say a word that starts with the sound of that letter. Then they keep the fish. If they catch a fish with no letter, they “throw it back.”
• After children have played the game, ask them to write or dictate the words they used.
2. **Book Club** 60 MINUTES  SMALL GROUP

*Materials:* books and story posters used in this theme, drawing paper, crayons or markers

*Goal:* Talk about the stories in the theme, and draw and write about a favorite.

Tell children that they can discuss the theme stories, then draw and write to tell about their favorite ones.

- Display the books and story posters from the theme.
- Review the titles of the stories and ask several volunteers to tell something they liked about a story.
- Review ground rules for participating in book club discussions.
- Remind children to be respectful of one another while listening and speaking.
- Give each group a copy of the stories they read.
- Circulate among the small groups and listen to the discussions. Guide when necessary.

*English Language Learners:* Pair children up so that English Language Learners can get help in expressing their opinions.

3. **Beautiful Bird Names** 60 MINUTES  INDIVIDUAL

*Materials:* paints, eyedroppers, paper towels, bird-shaped template

*Goal:* Make a colorful bird and use describing words to name it.

Explain to children that sometimes the name of an animal describes its colors and how it looks. For example, a redback butterfly fish is a fish with a red back, and a goldfinch is a bright yellow bird. Invite children to make and name colorful birds.

- Follow the directions to model how to make a bird.
- Ask children to help you think of a name to describe your bird.

**Other Activities**

- TE p. 171, Make a Picture Book
- Little Big Books, *I Went Walking* and *In the Big Blue Sea*
- Education Place: www.eduplace.com

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**Challenge Master CH 2-6**

**2. Book Club**

- Look at your favorite story for ideas.
- **Tip:** Tell what you liked.
- **Tip:** Draw and describe a picture of your favorite story.

**3. Beautiful Bird Names**

- **Tip:** Use color words and body words in your bird’s name.
- **Tip:** Drop paint on a paper towel.
- **Tip:** Fold the towel and press down.
- **Tip:** Open the towel.
- **Tip:** When the paint is dry, draw a bird shape.
- **Tip:** Give your bird a name that tells how it looks.

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**Expected Outcome**

A good book club activity will include:

- ✔ a picture of a character or scene from a favorite story
- ✔ a written or oral explanation about why that book is the child’s favorite

A good bird name project will include:

- ✔ a colorful bird cutout
- ✔ a name that describes the bird

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