Theme 4: Friends Together
CHALLENGE ACTIVITIES FOR

Friends Together
1. **Alphabet Book**  **120 MINUTES**   **INDIVIDUAL GROUP**

*Materials:* material appropriate for binding, such as paper fasteners, ring clips, string, yarn, tape

**Goal:** Write and illustrate pages for a group alphabet book.

**DAY 1**

**Your Words**

Have children innovate on *Aaron and Gayla's Alphabet Book* by creating a book about things they like to do.

- Assign each child several letters, so that each letter of the alphabet is used.
- Model how to brainstorm other words for a letter. Then have children brainstorm lists of words for their assigned letters.
- Remind children to refer to their word bank, the Word Wall, charts, books, and other members of the group for help.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Writing and Drawing**

Remind children to model their pages after *Aaron and Gayla's Alphabet Book*. For each page, they should write a sentence that includes a word from their brainstormed list that starts with the featured letter.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Sharing the Alphabet Book**

- Ask children to help you put the pages into ABC order.
- Have a volunteer create a cover for the book, or have each child contribute something to the cover.
- Bind the pages together.
- Read the book as a group. Ask each child to read his or her pages aloud.

**Expected Outcome**

A good alphabet book page will include
- a well-formed capital and small letter
- a sentence that contains a word beginning with the appropriate letter
- the featured word written in a different color
- a picture that matches the sentence
2. Alone and Together  60 MINUTES   INDIVIDUAL

Goal: Create a card that tells what you like to do with friends and what you like to do alone.

• Page through *Friends at School* and comment on things the children are doing with their friends and the things they are doing alone.
• Model how to fold a sheet of paper in half to make a right side and a left side. Show children where to draw and write—things they do with friends will go on the left side of the paper and things they do alone will go on the right. Explain that they can start their sentences with *I like to .*
• Encourage children to talk to each other about things they like to do with friends and by themselves.

3. We Read Together  60 MINUTES   INDIVIDUAL   PAIR
(Social Studies Link)

Goal: Create a book that you and a friend can read together.

• Write these and other sentence starters on the board. Read them aloud with children. *I like to ____________, I see a ____________, I like my ____________, I see my ____________.*
• Review the story *We Read Together* on pages 32–37 of the Big Book.
• Have children write one sentence on each page of their books. Remind them to use capital letters, periods, and spaces between words.
• Tell children to draw a picture that matches each sentence. Have them look at *We Read Together* for models.
• Encourage children to create as many pages as they can.
• Help children bind their pages together.
• Ask children to read their book to a partner.

Other Activities

- TE p. 15, On-Going Project: Challenge
- TE p. 47, Alphabet Activities
- TE p. 59, Choosing Books
- Little Big Books, *Aaron and Gayla’s Alphabet Book* and *My Dad and I*
- Education Place: [www.eduplace.com](http://www.eduplace.com)
1. Friends Accordion Book

**Materials:** drawing paper, crayons or markers, tape or stapler

**Goal:** Make an accordion book that tells what friends do together.

**DAY 1**

**Thinking About Friends**

Explain to children that they are going to make accordion books that tell about the things they do with friends.

- Point out that family members can also be thought of as friends.
- Ask children what they do with their friends and family. Also ask them what they do to help one another.
- Pair children and have them brainstorm with their partners about friends and the things they do together.
- Have each child create a list of at least four friends and/or family members and the things they do together.

**English Language Learners:** You may want to have English language learners dictate their lists to you.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Making the Accordion Book**

- Have children make a book page for each person on their lists.
- A page should show a labeled picture of the child and a friend doing something together.
- Encourage children to look at the Word Wall, charts, and books for help with spelling.
- Help children put their pictures together to make an accordion book. Have them lay the pictures side by side in the desired order. Then tape the pictures together where they meet. Fold the pages accordion style to make a book.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Sharing the Accordion Book**

Have children read their books to a partner.
2. Little Friend Helps Big Friend

Goal: Draw and label a picture of something you can do to help someone bigger than you.

- Ask several volunteers to retell parts of The Lion and the Mouse. Begin a discussion about how a small, weak mouse could help a big, strong lion.
- Give examples that show how strength and size do not always matter when someone wants to help someone else.
- Ask children to think about how they can help friends or family members who are bigger than they are.
- Have children draw a picture of how they might help a bigger person. Ask them to label their drawing.

3. Another My Dad and I Activity

Goal: Add another episode, with words and pictures, to My Dad and I.

- Reread My Dad and I aloud to children. Point out the repetitive lines.
- Tell children to think about other activities the father and the boy could do together. Children can refer to the Action Words chart from Day 1.
- Tell children to draw and label a picture that tells about something new that the father and boy could do together.

Other Activities

- TE p. 117, Beyond the Story
- TE p. 120, Word Bank
- Little Big Books, Aaron and Gayla’s Alphabet Book and My Dad and I
- Education Place: www.eduplace.com
1. Friendship Quilt

**Goal:** Make a square for a friendship quilt.

**Materials:** quilt, 6" × 6" squares of colored poster board or heavy construction paper; clear tape, stapler and staples, glue, or other materials for connecting quilt squares

### Day 1

**Think About Friendship**

Show children a quilt. Explain that quilts are sometimes made by a group of people who work together. Often each person will make his or her own square. Then all the squares are sewn together to make one quilt. Help children begin the process of making a friendship quilt by talking about friendship.

- Have children talk about their friends and why they consider them to be friends.
- Brainstorm with children to define some qualities that make a person a friend. Write their ideas on a chart.

### Day 2

Children continue to work on this project.

### Day 3

**Make a Quilt Square**

- Have children each draw and write about two friends doing something.
- Provide a sentence starter such as “A friend is __________.” or “A friend __________.”
- Remind children to add important details to their drawings. Tell them to use what they know about letters and sounds, and to refer to the Word Wall as they spell words.

### Day 4

Children continue to work on this project.

### Day 5

**Make the Quilt and Share Your Square**

- Help children connect their squares to make one quilt. Use clear tape, staples, or glue.
- Add a contrasting border to the quilt, if time allows.
- Have each child tell about his or her square.
2. Favorite Soups

**Goal:** Children create a group graph to show their favorite soups.

Remind children that the villagers in *Stone Soup* discovered that they liked the soup.

- Brainstorm different kinds of soups with children—tomato, chicken, vegetable, alphabet, etc.
- Discuss whether they want to include soups like stew, chili, and clam chowder in the definition of *soup*.
- List the soups children suggest on a piece of chart paper. Add drawings to assist them in reading the words.
- Tell children to tape their soup vote in the appropriate row of the graph.
- Ask volunteers to count the votes and write the number at the end of each row.

3. Family Member/Friend Picture

**Goal:** Children draw and label a picture of something they like to do with a family member.

- Review *My Dad and I* with children. Have them describe what Rafa and his father are doing on each spread.
- Ask children how they know Rafa and his father care about each other. Rafa and his father are best friends.
- Tell children to think about a family member who is also a good friend. Have them draw a picture of something they like to do with that person.
- Ask children to label their pictures with a word that names the family member and an action word that tells what they do together.

**Other Activities**

- TE p. 151, Alphabet Books
- TE p. 160, Adding Episodes
- TE p. 171, Scrapbook
- TE p. 182, Suggesting Words
- Little Big Books, *Aaron and Gayla’s Alphabet Book* and *My Dad and I*
- Education Place: www.eduplace.com