Challenge Activities for

Sunshine and Raindrops
1. The Weather Is Perfect For . . .

120 MINUTES  INDIVIDUAL  PAIR

**Goal:** Draw and label activities that people do in different kinds of weather.

**Discovering Weather-Related Activities**
The weather affects the activities that people choose to do.

- Discuss the types of activities that people do when it is sunny, cloudy, rainy, and snowy.
- Have children share some of the things that they like to do in each type of weather.
- Do a picture walk through *What Will the Weather Be Like Today?* Have children describe the things they see people doing and the corresponding weather.

**English Language Learners:** If possible, bring in and discuss some of the items that are pictured in the illustrations of *What Will the Weather Be Like Today?* (kite, umbrella, jump rope, and sled).

**DAY 1**

Children continue to work on this project.

**DAY 3**

**Drawing and Labeling Pictures**
- Children should label each picture with a word, phrase, or sentence that describes it.
- Remind children to include the name of the activity and the type of weather.

**DAY 4**

**Sorting Your Pictures**
- Provide one copy of *Teacher’s Resource Blackline Master 92* for each pair of children.
- Have children cut the copy apart and use the rebus pictures as categories for sorting their weather-related activities.

**DAY 5**

**Sharing Pictures with a Partner**
- Have children take turns pantomiming each picture with a partner.
2. Any Time of Year Foods

60 MINUTES  INDIVIDUAL

Goal: Create and label a collage of foods that you like to eat all year long.

Discuss the boy’s feelings about chicken soup with rice.
- Ask children to compare themselves to the boy in the story. Do they feel the same about any food(s)? If so, what are some foods that they like to eat all year long?
- Brainstorm some words or phrases that the children might use to express how they feel about different foods.
- Using magazine pictures, model how to place the pictures on paper in different arrangements to make a collage.

Materials: magazines, glue or glue sticks

3. How Do Animals Feel About the Weather?

60 MINUTES  INDIVIDUAL GROUP

Materials: oaktag cards (8 1/2" × 11"), flat sticks, markers

Goal: Make an animal puppet and use the puppet to tell how the animal feels about the weather.

You might list the animal names and what each animal said on a chart for children to use as a reference. Demonstrate how to glue the tongue depressor to the back of the oaktag to create the handle.

<table>
<thead>
<tr>
<th>animal</th>
<th>what animal says</th>
</tr>
</thead>
<tbody>
<tr>
<td>lizard</td>
<td>“Be dry and I won’t complain.”</td>
</tr>
<tr>
<td>frog</td>
<td>“Perhaps it will rain.”</td>
</tr>
</tbody>
</table>

Other Activities

- TE p. 47, Finding Words
- TE p. 59, Building Sentences
- Little Big Books, What Will the Weather Be Like Today? and All to Build a Snowman
- Education Place: www.eduplace.com

Expected Outcome

A good puppet activity will include
- a puppet that represents an animal in the story
- an informal presentation by the child that shows how the animal feels about the weather

Expected Outcome

A good collage will include
- magazine pictures of food
- letters or phonetic spellings of words that express the child’s feelings about the food in the collage
1. The Sounds of Weather

**Goal:** Make a book of weather sounds.

**Materials:** the weather word chart created on Day 1 with whole class (page T69)

**DAY 1**

**Thinking About Weather Sounds**

Weather makes all kinds of wonderful sounds. Assist children in identifying action words that double as sounds, such as puff, whoosh, and trickle.

- Tell children that they will work with a partner as they each make a list of weather sounds.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Writing and Illustrating Weather Sounds**

- Tell children to talk about how the different sounds make them feel. Are any sounds scary? Which sounds make them feel happy?
- Each child should make pages for their favorite weather sounds. Have them complete this sentence: I like to hear ____________.
- Children should illustrate each page.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Sharing Your Book**

Have children use their lists to make a book of weather sounds.

- Tell pairs that they should try to choose different sounds so that no two pages are alike.
- Have each pair of children combine their pages together to make a book. Point out that the book should have a title, the authors’ names, and the illustrators’ names on the cover.
2. Weather Problems

**60 MINUTES**  INDIVIDUAL  PAIR

**Materials:** markers, colored pencils

**Goal:** Draw a picture of a weather problem you’ve had and how you solved it. Write about both the problem and solution.

Show children how to fold a piece of paper in half to make a book. Explain that you would like them to write and draw about the problem on the cover, and to write and draw about the solution on the inside. Demonstrate the two different ways the book might open (opening like a book or lifting the flap up). Prior to making their books, have children work with a partner to discuss problems they’ve had in different kinds of weather.

3. Lots of Letters

**60 MINUTES**  INDIVIDUAL  PAIR

**Materials:** Alphafriends Song: Keely Kangaroo; picture cards for kangaroo, key, kite, king, kiss, fan, fox, farm, tooth, tiger

**Goal:** Write a sentence with many words that begin with the same sound.

Discuss how the beginning sound /k/ is repeated over and over in this week’s Alphafriends Song: Keely Kangaroo. Review the words that begin with the /k/ sound in the song. Tell children that they will write a sentence that has more than two words that begin with the same sound.

- Display the picture cards. Have children look at the picture cards to create their sentence. Explain that the sentence should use three or more words that begin with the same sound.
- Ask children to say their sentence aloud to a partner and to see what happens when they say the phrase faster.

**Other Activities**

- TE p. 105, Building Words
- TE p. 117, Building Sentences
- TE p. 120, Word Bank
- Little Big Books, What Will the Weather Be Like Today? and All to Build a Snowman
- Education Place: www.eduplace.com
1. “What if . . .” Weather Pages

**Goal:** Use “what if” statements to create pages for a “What if . . .” Weather Book.

**DAY 1**

**Listing and Describing Weather**

Help children to think of some things that are associated with each type of weather (rain, snow, sunlight, clouds, rainbows, lightning). Assist children in recalling describing words for each.

- Ask children to make a picture list of different types of weather they have been learning about.
- Tell children to include as many details as possible in their pictures to tell about the weather. For example, how does it look? How does it feel? How does it sound?

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Changing Weather**

Explain to children that they will be changing the different types of weather on their list from real to make-believe. As a class, select a weather word that you would like to change. Create a “what if . . .” statement for it. For example, “What if clouds were green?” Have the children brainstorm other examples.

- Tell children to change each picture on their list from real to make-believe.
- Have children draw pictures of their make-believe weather ideas.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Labeling “What if . . .” Pictures**

Have children label their make-believe weather pictures. Tell children to complete a “what if . . .” statement for each idea and then write it at the bottom of their picture. Explain that you will bind their pages into a class book. Provide a model of the sentence: What if ____________?
2. **The Woodcutter’s Cap** (Read Aloud)  

**60 MINUTES**  
**INDIVIDUAL**

**Goal: Compare and contrast The Woodcutter’s Cap to The Mitten: A Ukrainian Folktale.**

Prior to this activity, review *The Woodcutter’s Cap* and read aloud the story *The Mitten: A Ukrainian Folktale*, which is available in several versions.

- Tell children to think about the story and to pay special attention to how the story is the same as and/or different from *The Woodcutter’s Cap*.
- Ask children to compare the two stories by drawing a picture of one way the stories are alike and one way they are different. Have children write a phrase or a sentence that tells about their picture.
- Show children how to fold a page in half. Have them draw and label one picture on each side.

3. **A Question Poem**  

**60 MINUTES**  
**INDIVIDUAL**

**Materials:** oaktag cards (4” × 6”)

**Goal: Write a poem that answers a question.**

Remind children that they have been talking about action words. Ask, “What are some of the things that people do in different kinds of weather?” A child might answer, “Splash in the rain.” Show how you can create a question based on the action word. For example: “Who splashes in the rain?” Explain that the question can become the title of a poem. Children can then draw pictures and write labels to write the poem (and answer the question).

Brainstorm a list of question words and list them on chart paper. Display the chart for the children to refer to.

**Expected Outcome**

A good question poem will include:

- **✔** the title in the form of a question
- **✔** words and illustrations that answer the question
- **✔** labeled pictures

**Expected Outcome**

A good comparison of the two stories will include:

- **✔** two pictures, one showing a way that the stories are alike and one showing a way that they are different
- **✔** a phrase or a sentence to tell about each picture

**Other Activities**

- TE p. 171, Make Your Own Book
- TE p. 174, Word Bank
- Little Big Books, *What Will the Weather Be Like Today?* and *All to Build a Snowman*
- Education Place: www.eduplace.com