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 IDENTIFIERS Dinosaurs; Geoboards

ABSTRACT

Six thematic activity booklets are presented for implementing Project EAGLE, an enrichment program for gifted and talented primary-level children. "Animals 2" teaches the concept that animals have a variety of characteristics and attributes, by having students choose an animal, think of a problem the animal might have to solve, picking two other characters to go with the animal, and telling what happens. "Geoboards 2" focuses on the manipulation and recording of geometric shapes using problem-solving skills to transform and analyze configurations. It asks students to reproduce specific shapes, count sides on complex shapes, compare shapes, and create shapes. "Transportation" discusses, in six learning activities, the way people, animals, or things move from one place to another. "Groups 2" presents eight activities dealing with classification of people and objects into groups based on variable attributes. "Dinosaurs 2" offers six activities involved in defining dinosaurs, creating a dinosaur habitat, and creative writing. "Touch" provides learning activities on describing a variety of textured items and using finger tips and other parts of the body to react to and record various sensations. (JDD)

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Project EAGLE

(Early Academic Gifted Learning Experience)

ANIMALS 2



A Program for
Gifted and Talented Students
(Grades K-3)

Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

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ANIMALS 2: Teaching Notes

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Enrichment concept: Animals have a variety of characteristics and attributes.

Introduction: Bring in several animal puppets or stuffed animals. Ask students to hold the animals and describe each one. Then students should try to describe the matching real animal. In what ways are their descriptions alike and different? Why?

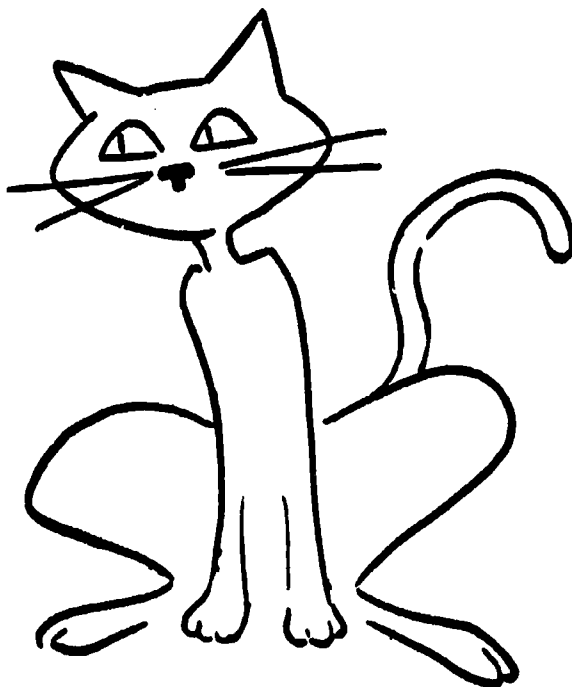
Page 1: Students write three words to describe each animal. The words may describe physical characteristics or emotional qualities. Students then describe an animal of their choice. One animal is selected from this page to be the main character of the story.

Pages 2-3: Self-explanatory.

Pages 4-?: Students may need to go back and read the problem the animal is supposed to solve so they don't get too far off track. Pages may be added to or subtracted from the story as necessary.

Extension: Students present their stories to the group. Stories can also be put on transparencies (some machine copiers have this feature) and shared with a larger group.

ANIMALS 2



Name: _____

Date: _____

WRITING A STORY

1

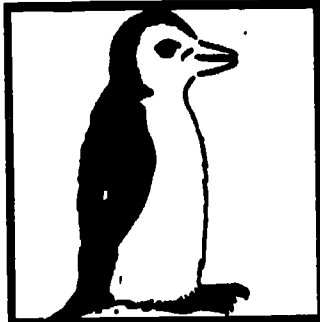
INSTRUCTIONS:

Look at the names of these animals.

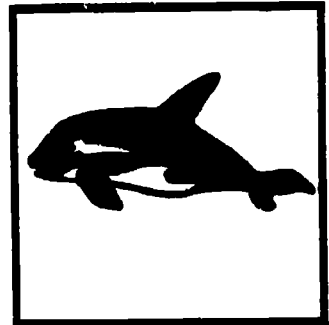
Think about each animal.

Write three words that describe each animal.

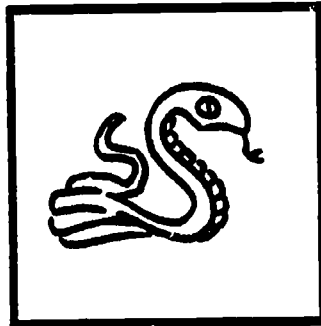
PENGUIN



WHALE



SNAKE



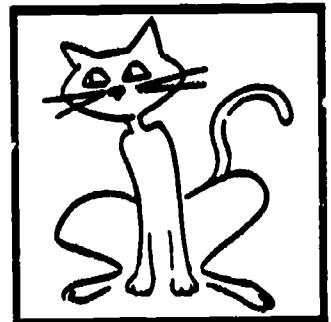
MONKEY



SQUIRREL



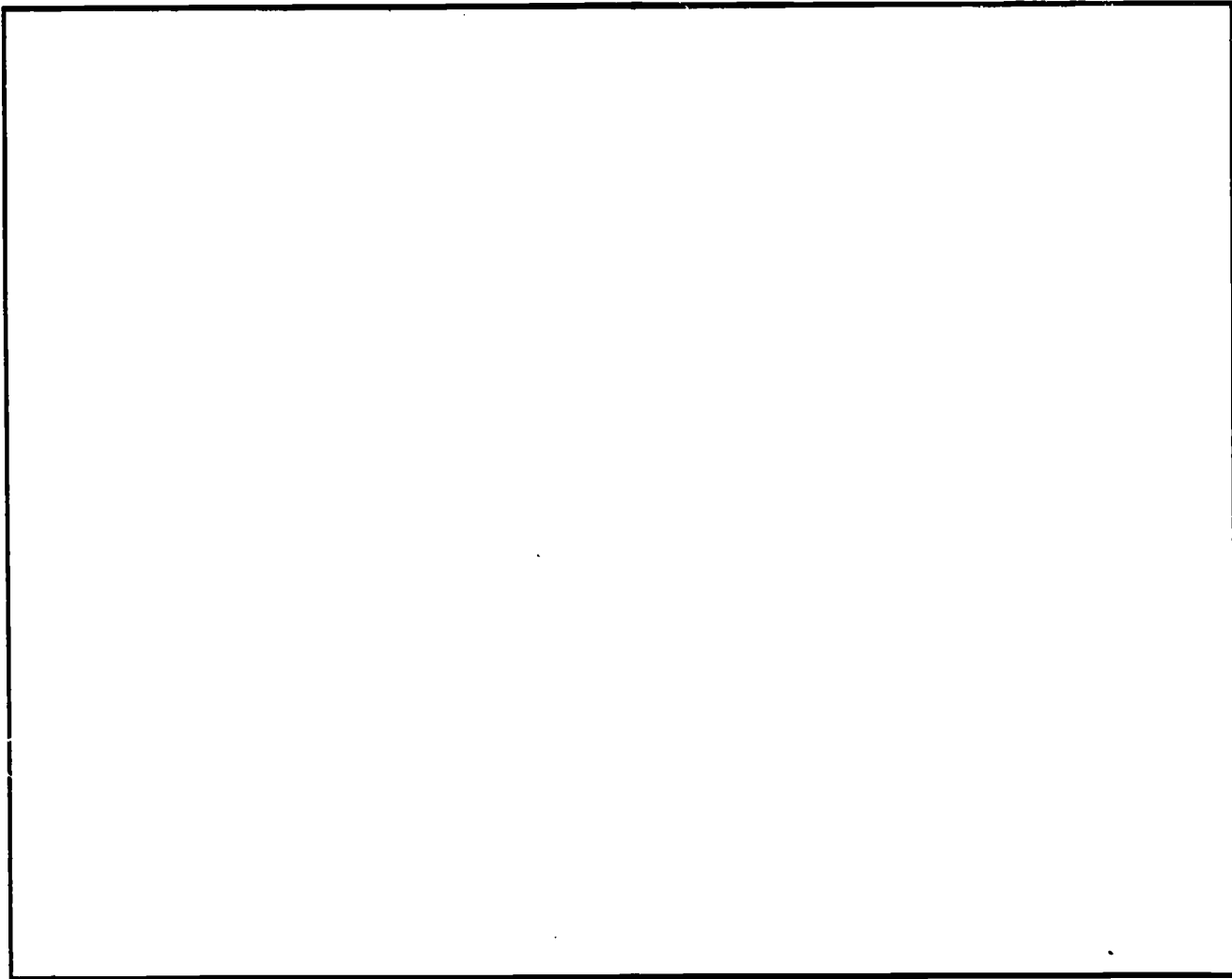
CAT



Now you choose a different animal. Write your animal's name:

Write three words that describe your animal:

Draw your animal here:



Think of a problem that your animal might have to solve. Describe the problem:

OTHER CHARACTERS:

3

Pick two other characters for your story:

girl

boy

owl

lion

starfish

alien

shark

dragon

robot

cat

man

frog

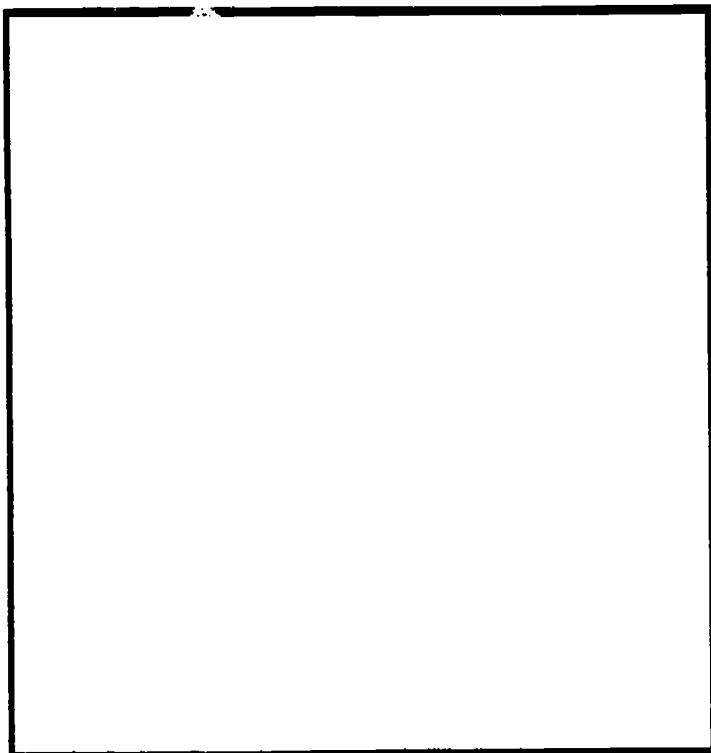
unicom

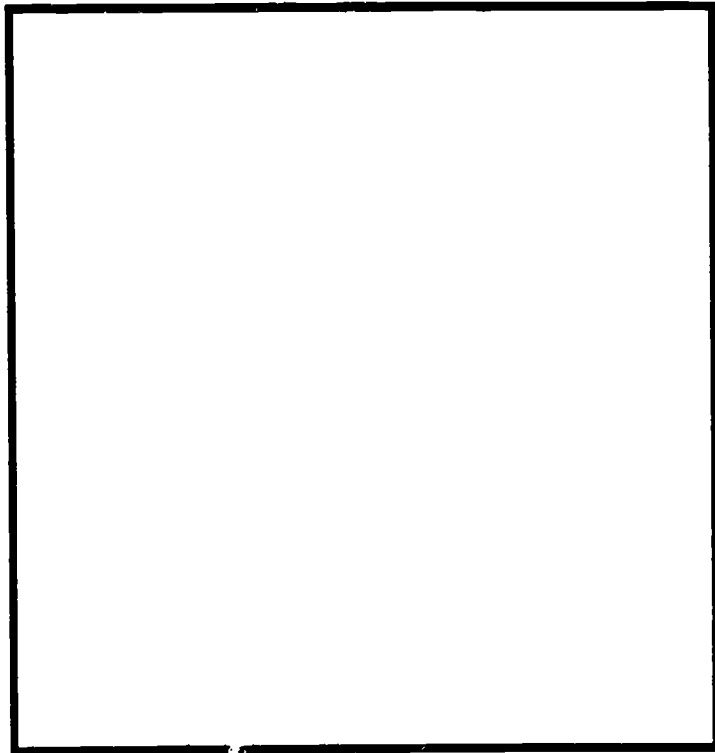
pirate

worm

**talking
tree**

WRITE THEIR NAMES AND DRAW THEM:





Draw your cartoon story in the boxes below and in the boxes on the next three pages. Tell what is happening and what your characters are saying.

TITLE: _____

A large empty rectangular box for drawing a cartoon story. At the bottom of the box, there are seven horizontal lines for writing.

A large empty rectangular box for drawing a cartoon story. At the bottom of the box, there are seven horizontal lines for writing.

Project EAGLE

(Early Academic Gifted Learning Experience)

GEOBOARDS 2

A Program for
Gifted and Talented Students
(Grades K-3)



Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

GEOBOARDS 2: Teaching Notes

PROJECT EAGLE booklets are centered around multi- and inter-disciplinary thematic concepts. The booklets are designed to be an accompaniment to the concept which should be introduced, reinforced and extended by the teacher during the period of study. Please see the Curriculum Guides in Project EAGLE Manual for more information.

Enrichment concept: The manipulation and recording of geometric shapes using problem-solving skills to transform and analyze configurations.

Introduction: Permit the students to manipulate the geoboards freely for a while, building on previous explorations. Geoboards are usually greeted like old friends, and students eagerly try out new designs.

Page 1-3: The students make the shapes on their geoboards exactly as they are pictured in the first square. Then they transform the shapes to the next one without moving the rubber band off the geoboard. Discuss with the students how the shapes have been transformed. How many changes did each one need? Ask them to create their own transformations and challenge the group.

Page 3-5: Students should make the picture/design on their geoboards first and then record it correctly on the blank geoboard. As the size and shape of these designs are not specified, student answers are correct if their shapes match the designs and are recorded correctly. For example, one student may make "HI" only 3 geoboard dots high while another uses the entire geoboard. Both are correct.

Page 6-7: Students should make these shapes on their geoboards before counting the sides. Challenge the students to transform the shapes into others.

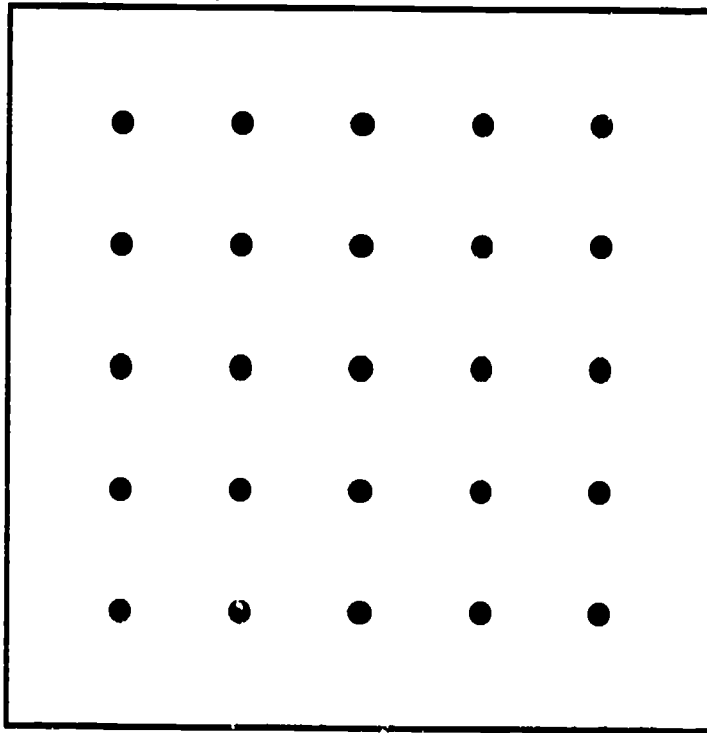
Page 8: Students may choose to make a triangle of the same size as the smallest one on the page, in which case, both small triangles must be marked with an "X" to be correct. Define the properties of a hexagon for the students to encourage different hexagonal shapes.

Page 9: Encourage students to think of many similarities and differences.

Page 10: Self-explanatory.

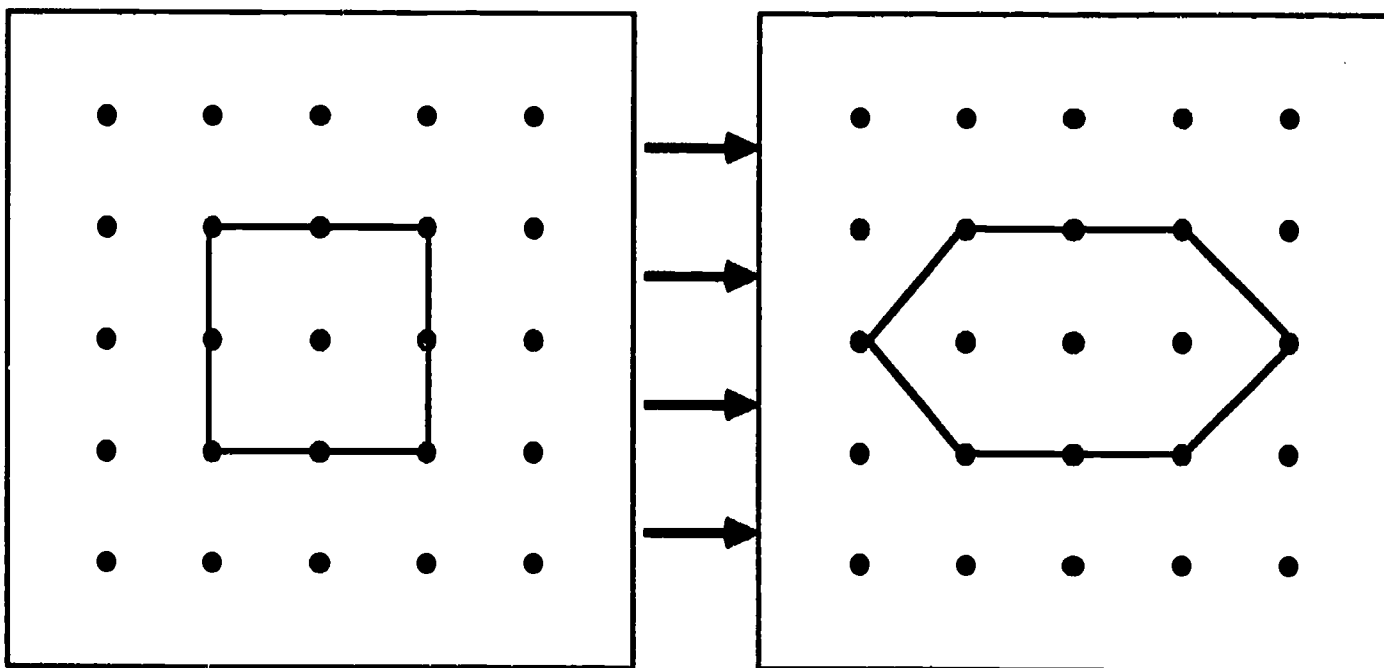
Extension: After students have created and named their own designs, copy and distribute the designs for other Project EAGLE students to try.

GEOBOARDS 2



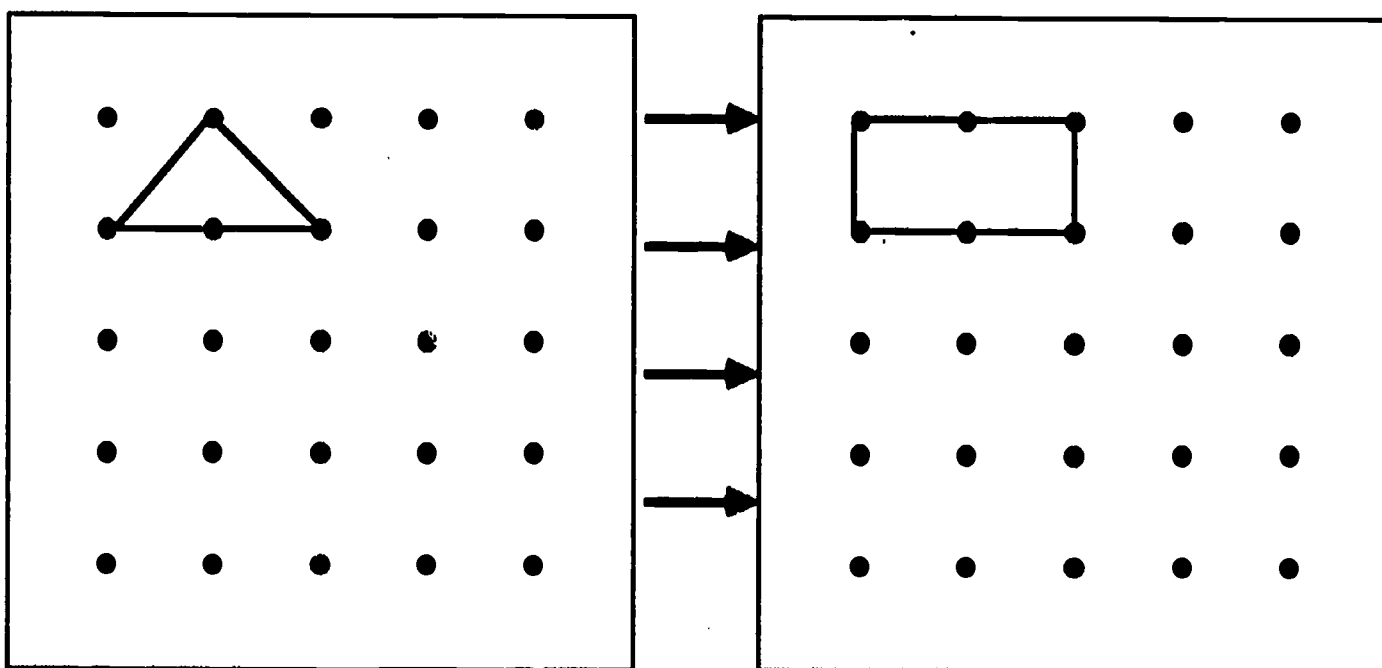
Name: _____

#1



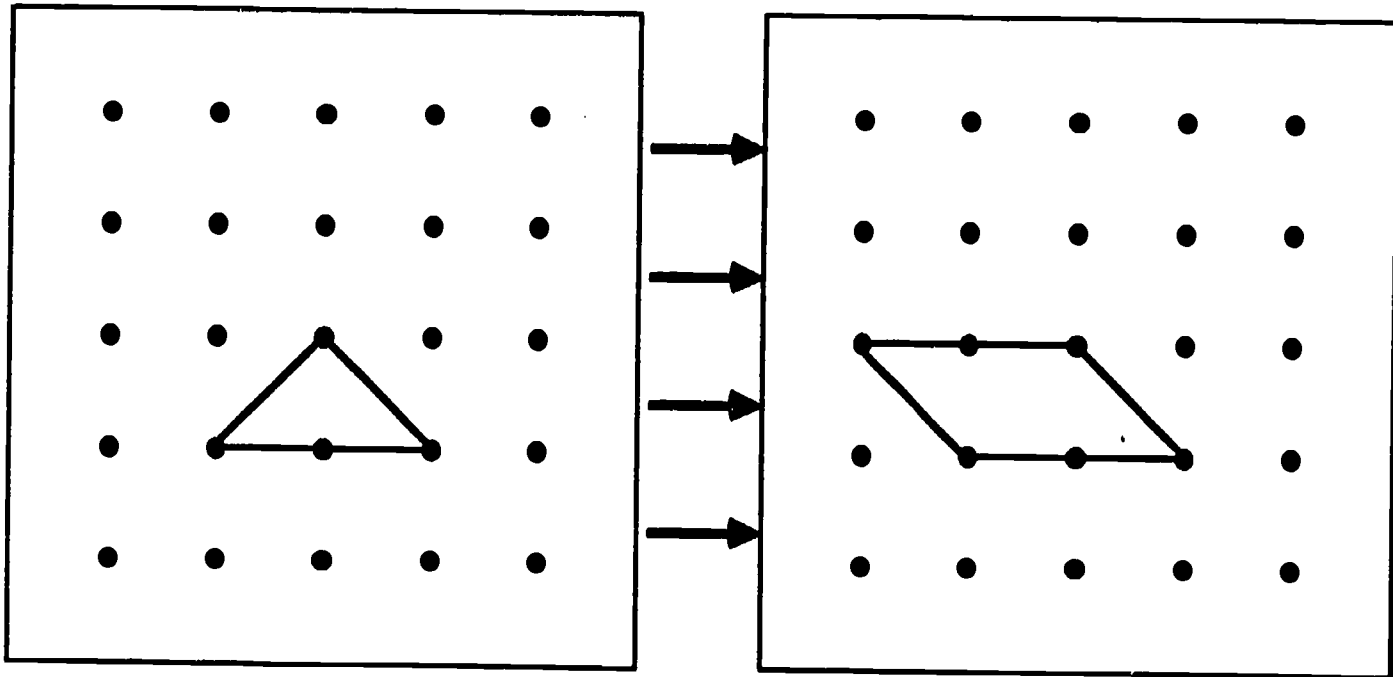
Change the shape to this. Just move the rubber bands.

#2



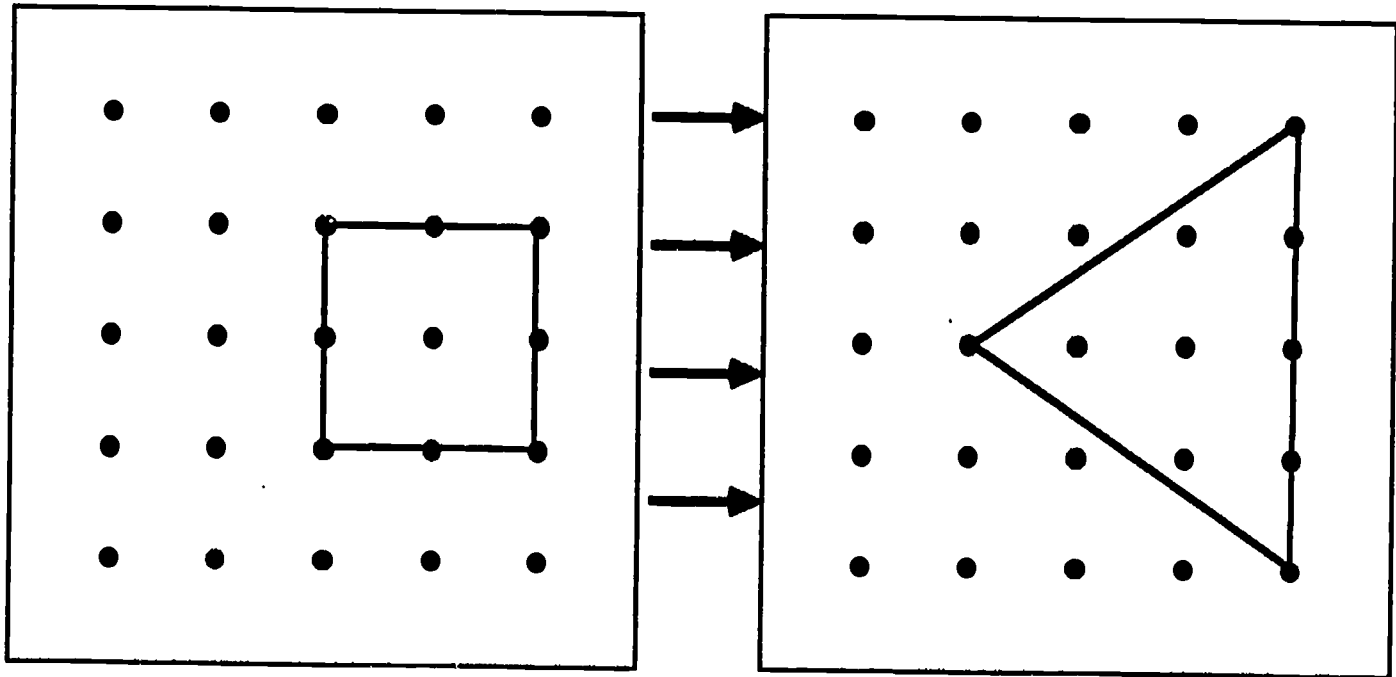
Change the shape to this. Just move the rubber bands.

#3



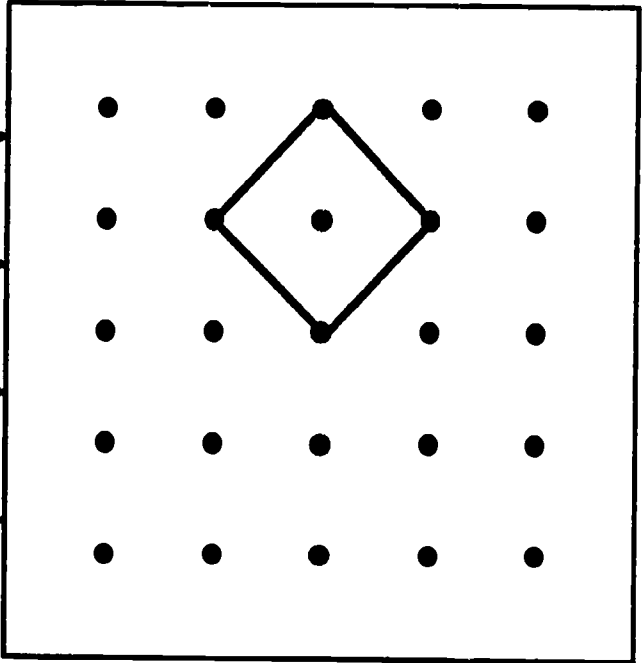
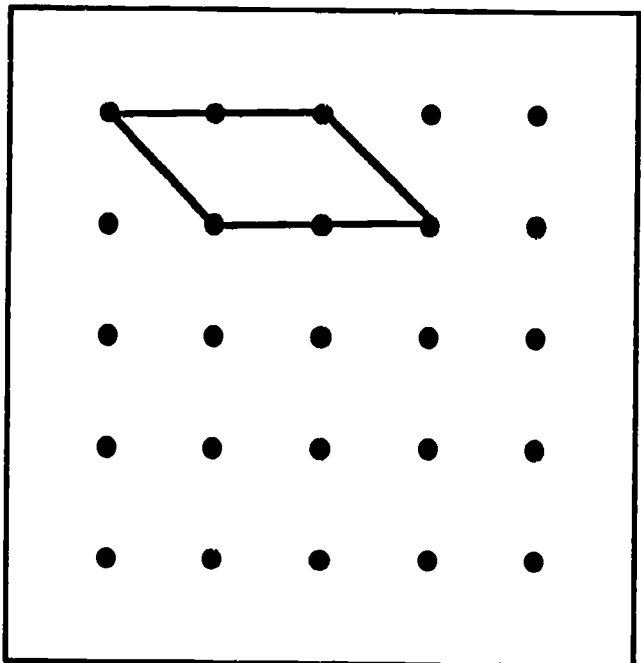
Change the shape **to this. Just move the rubber bands.**

#4



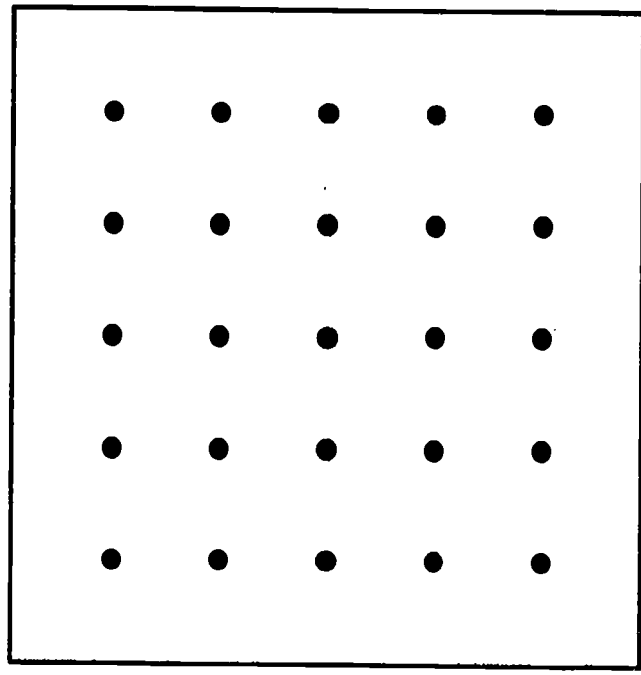
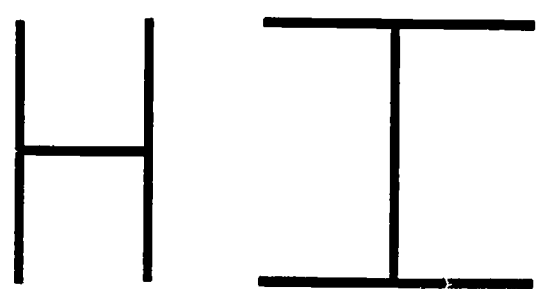
Change the shape **to this. Just move the rubber bands.**

#5



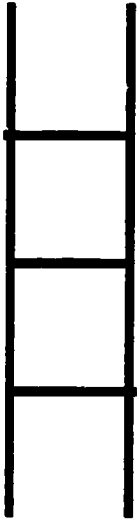
Change the shape to this. Just move the rubber bands.

#6

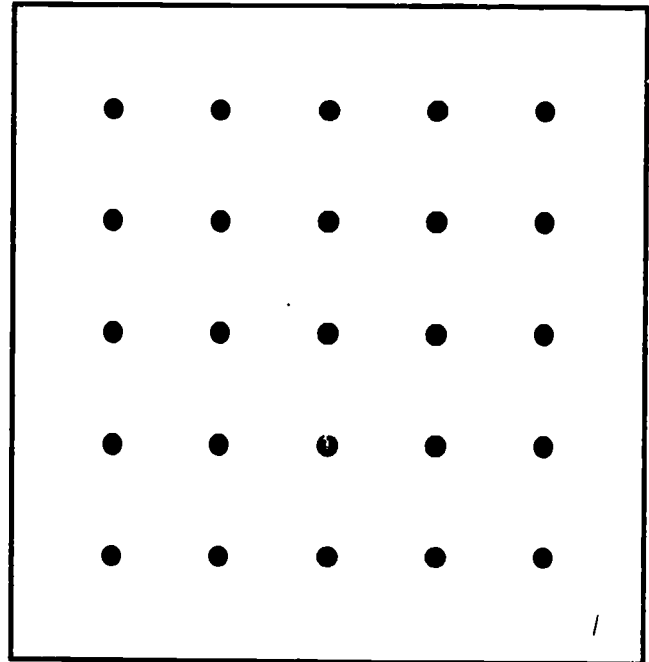


Can you make this?

#7

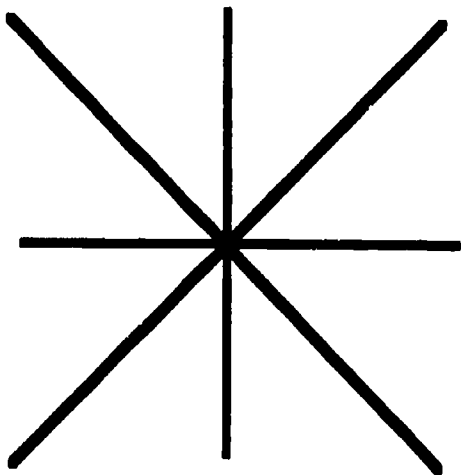


LADDER

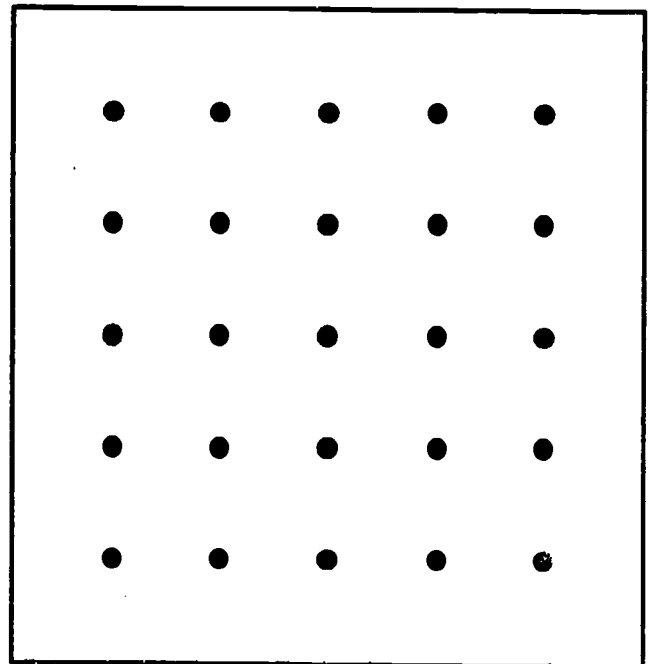


Can you make this?

#8

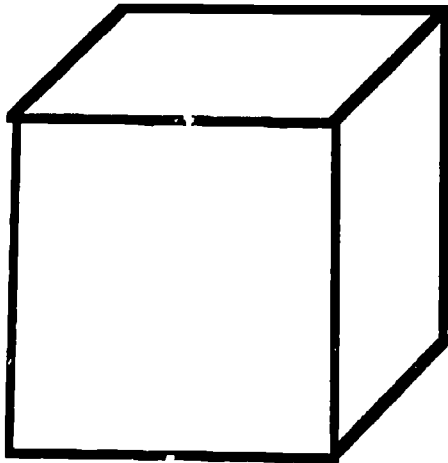


STAR

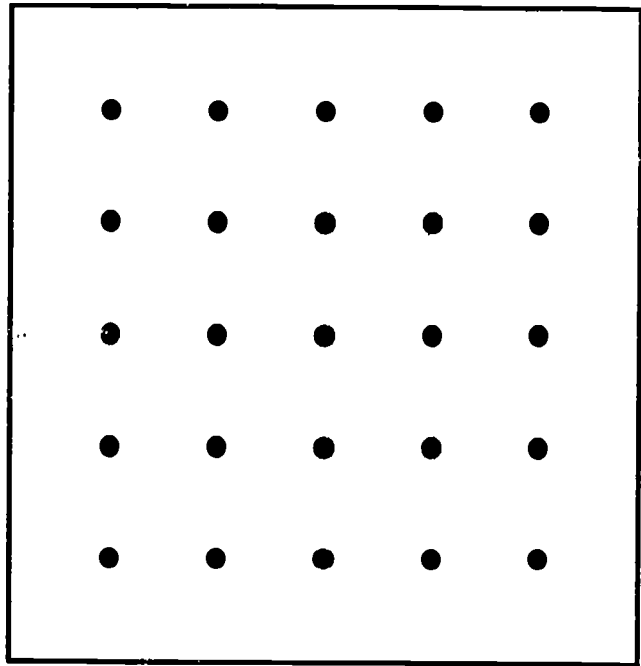


Can you make this?

#9

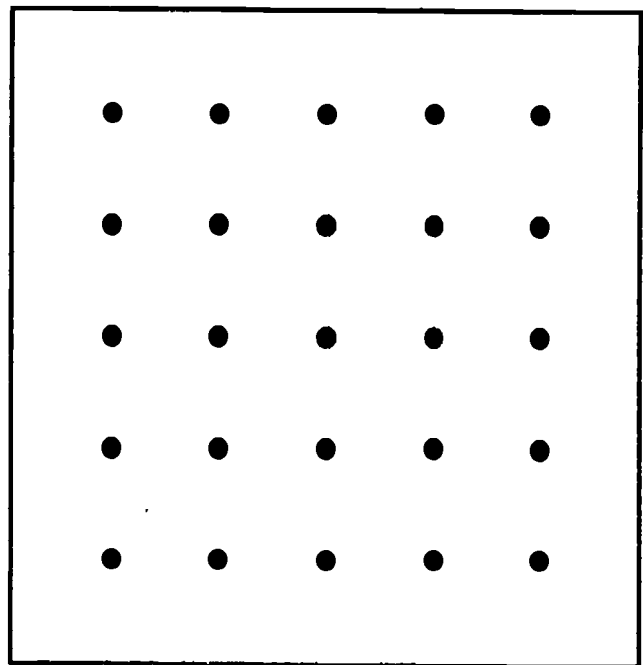
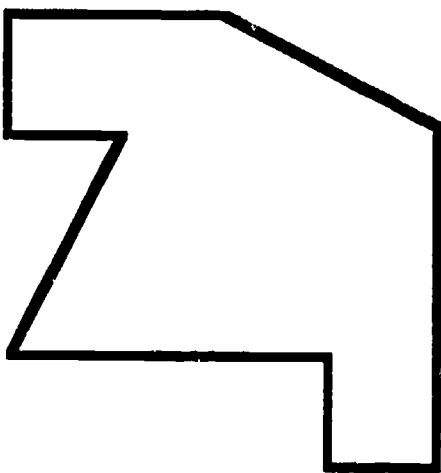


BOX



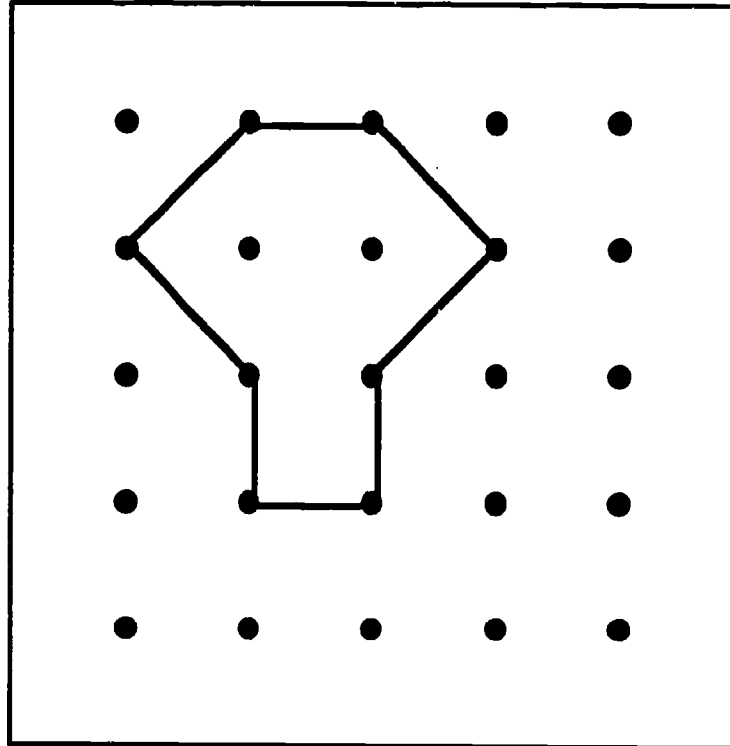
Can you make this?

#10



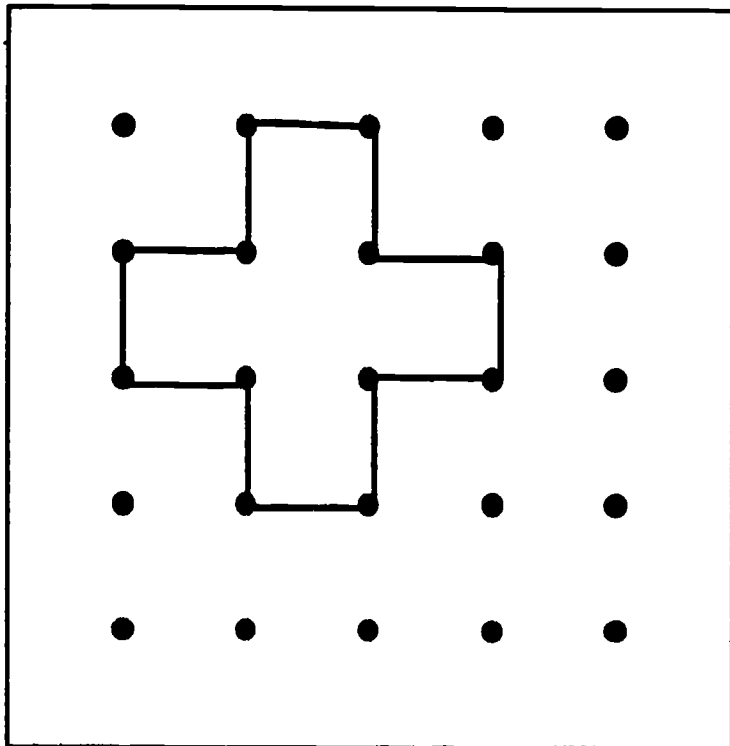
Can you make this?

#11



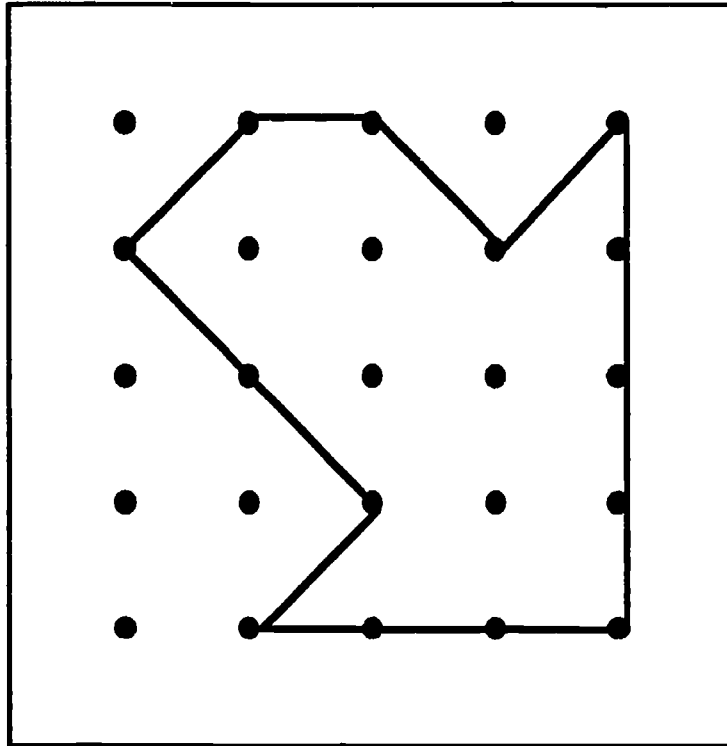
How many sides? _____

#12



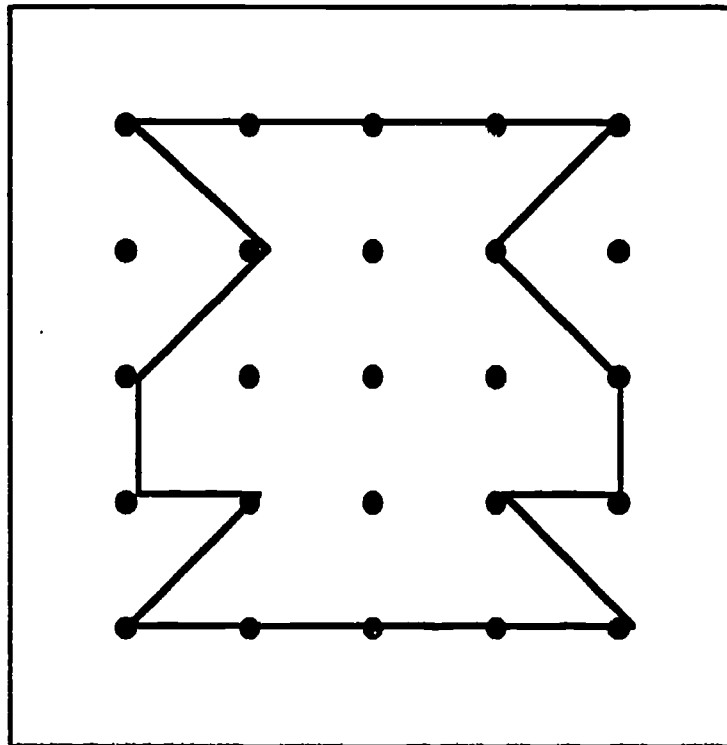
How many sides? _____

#13



How many sides? _____

#14

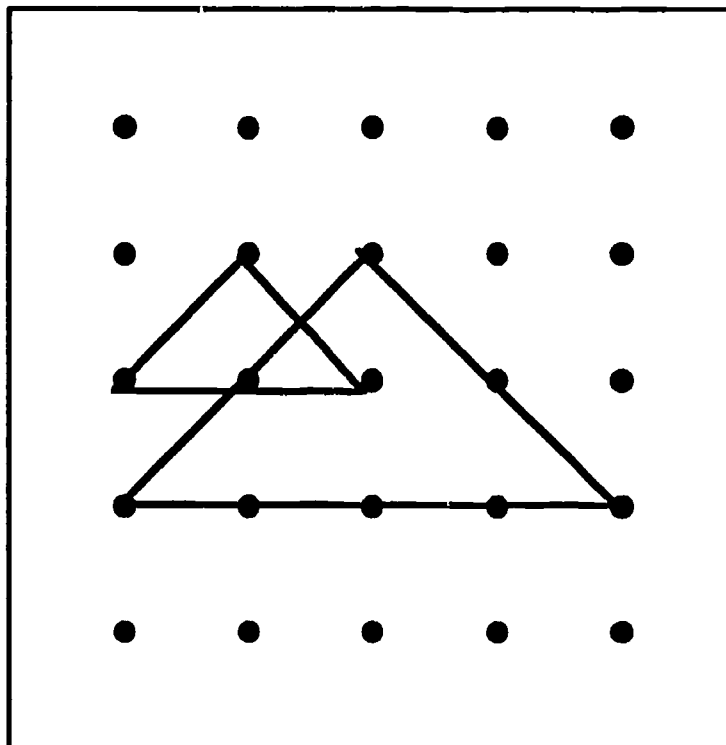


How many sides? _____

#15

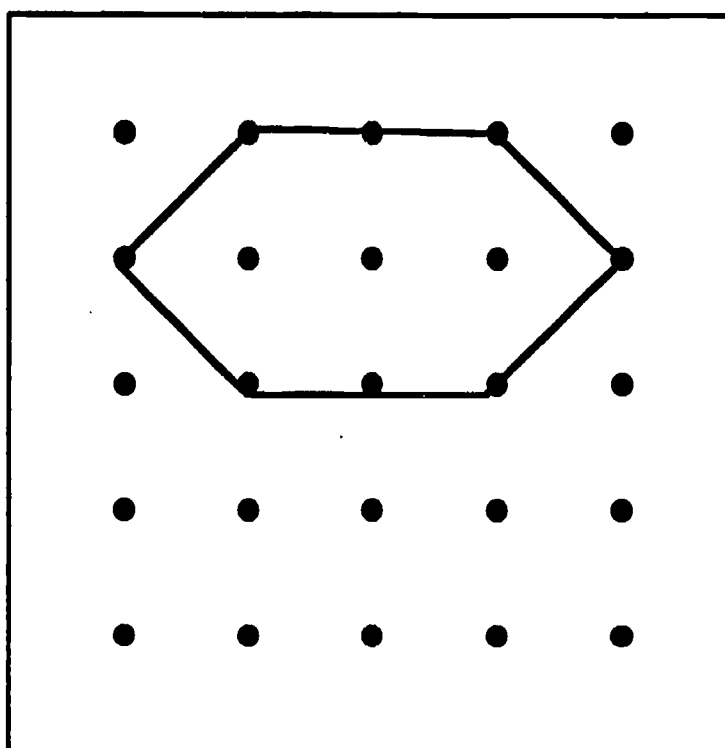
Copy the shapes.
Add another \triangle

Draw an X on
the smallest \triangle



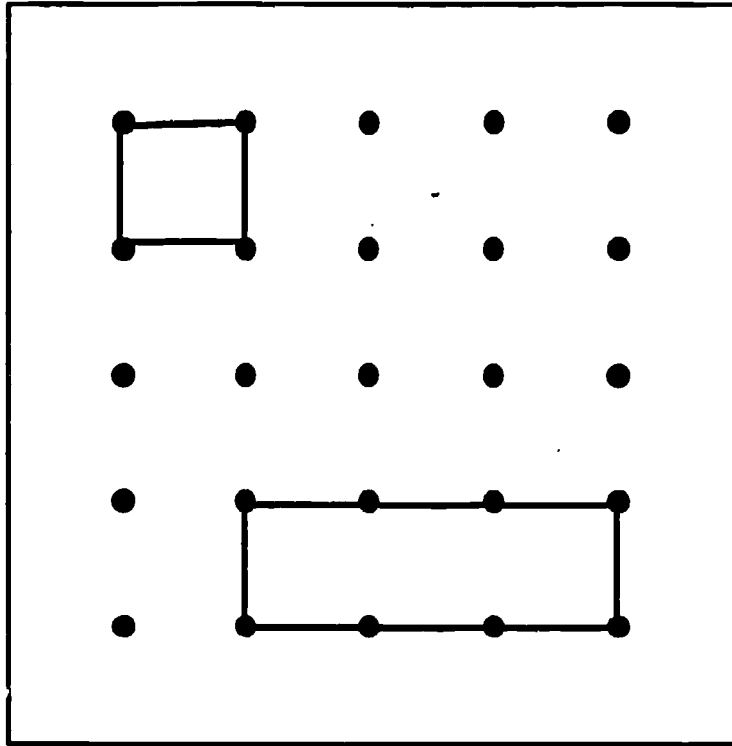
#16

Hexagons have
six sides.
Make another
hexagon.



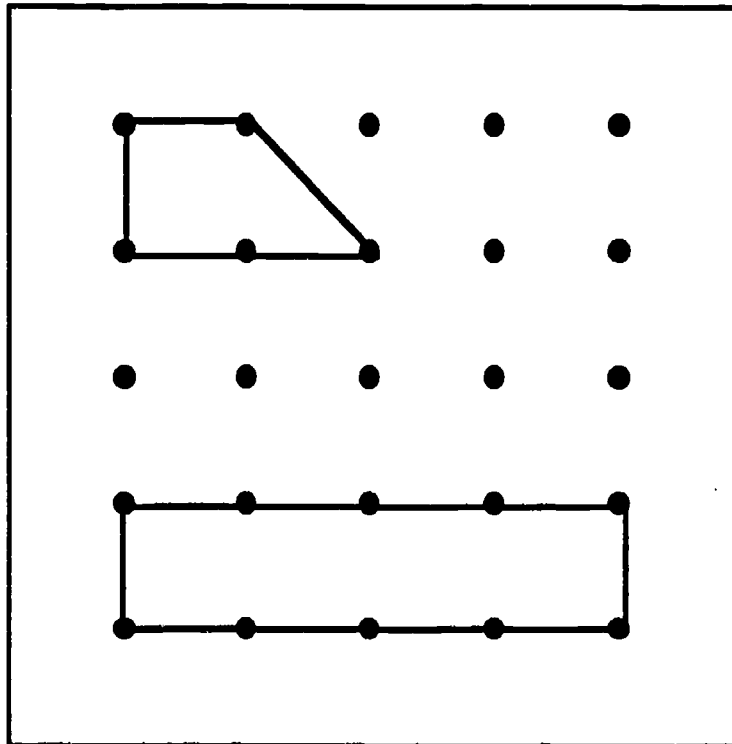
#17

What is the same about these two shapes?

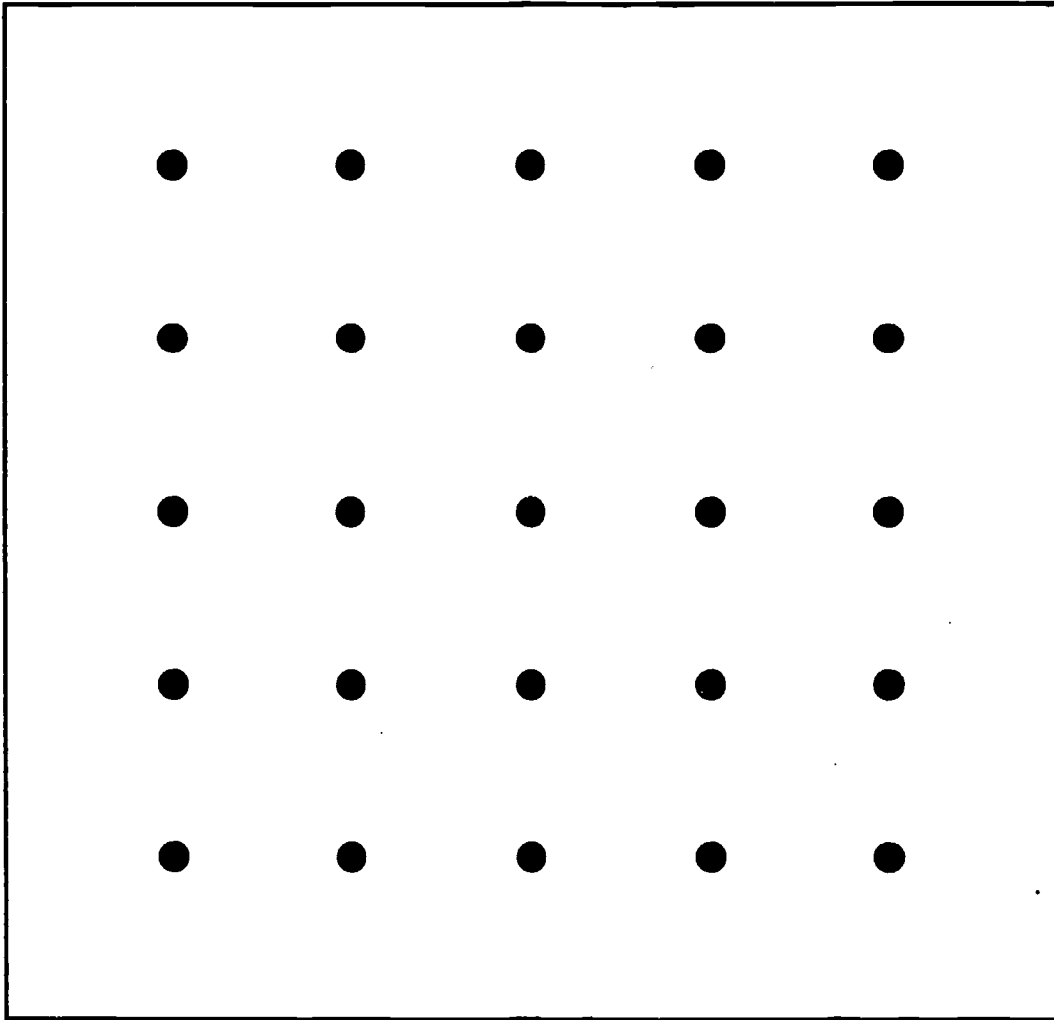


#18

What is different about these two shapes?



Instructions: Make your own design on your geoboard and then copy it here.



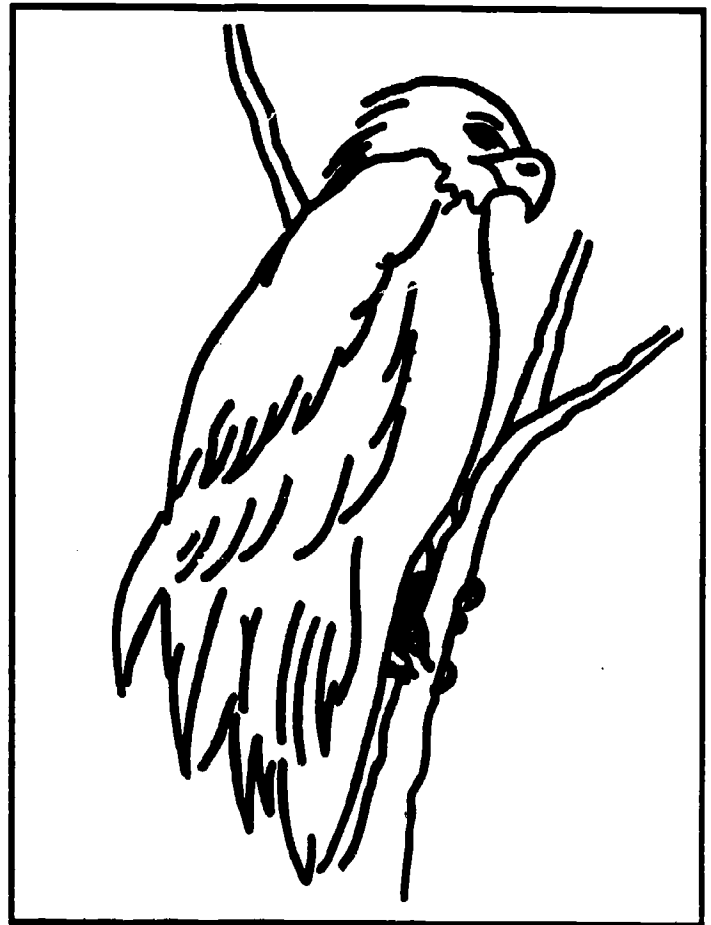
Give your shape a name:

Project EAGLE

(Early Academic Gifted Learning Experience)

TRANSPORTATION

A Program for
Gifted and Talented Students
(Grades K-3)



Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

TRANSPORTATION: Teaching Notes

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Enrichment concept: The way people, animals or things move from one place to another.

Introduction: Discuss with students how they go from place to place for school, doctor's visits, sports activities, etc. Ask them to think of ways to travel a great distance or to cross an ocean.

Page 1: Self-explanatory. Have students share their ideas when they have completed the booklets.

Pages 2-4: Discuss the pictures on page 3 as some students may not be familiar with all the pictures. Explain that the students are going to place the pictures according to **WHERE** each method of transportation takes place.

Page 5: Self-explanatory. The starfish and jellyfish should be classified under "Things In The Ocean" because they have arms and tentacles, not legs. The red spaces are: apple, cherry, peach and banana. The category is **FRUIT**.

Page 6: This page should be done with the students. Make sure they understand that the avenues are the same name all the way down the page. The circles in the middle of the streets are traffic signals.

Page 7: Provide pasta wheels of assorted colors for the wheels. Other parts are filled in with crayon or marker.

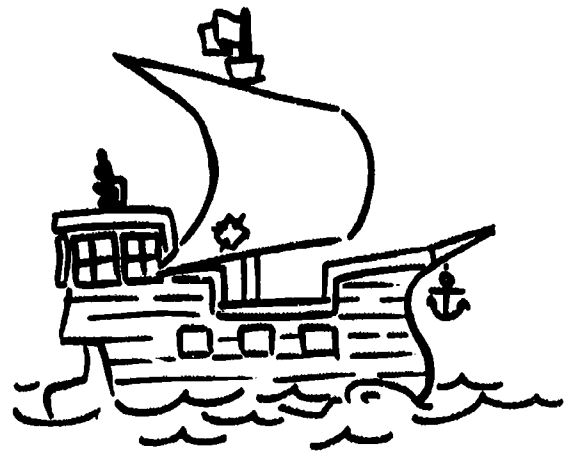
Page 8: Encourage the students to use their imaginations. The key point is a **NEW** way to move. Do not accept variations on existing methods of transportation.

Extension: Encourage students to find out how seeds can move from one place to another. An alternate activity is to trace and discuss the evolution of a particular method of transportation such as air travel through picture books.

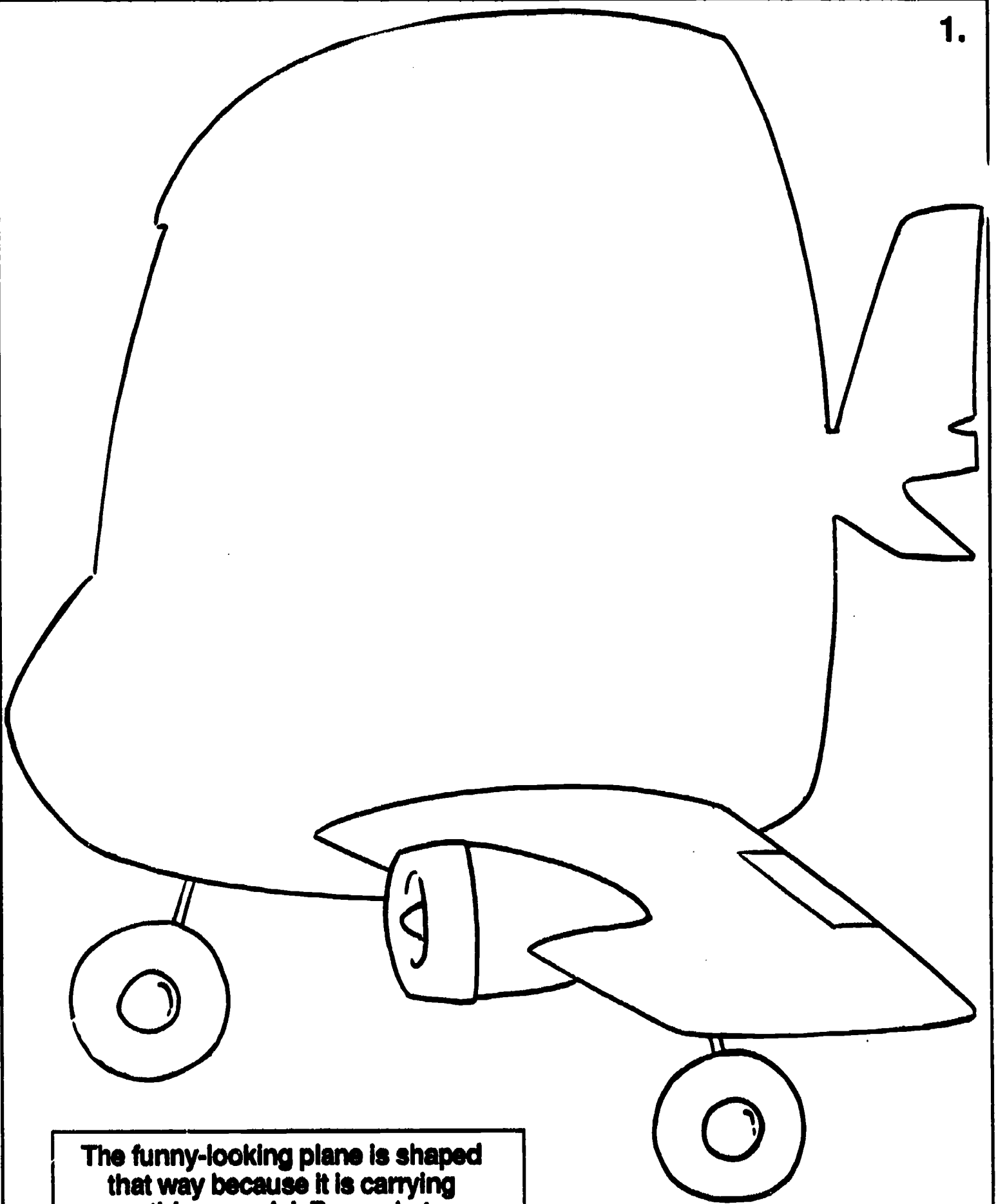
TRANSPORTATION

Name: _____

Date: _____



1.



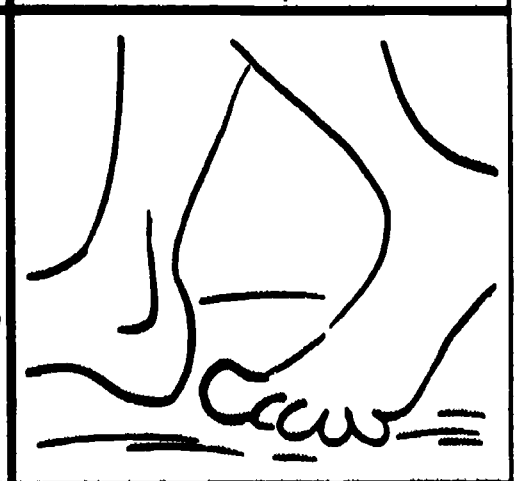
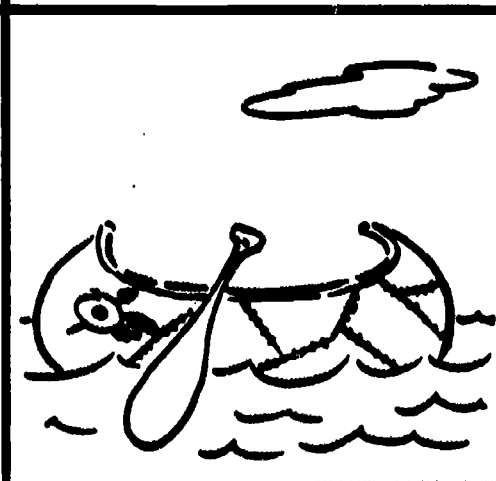
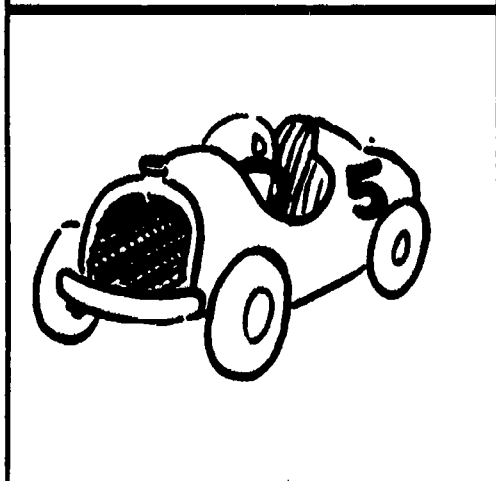
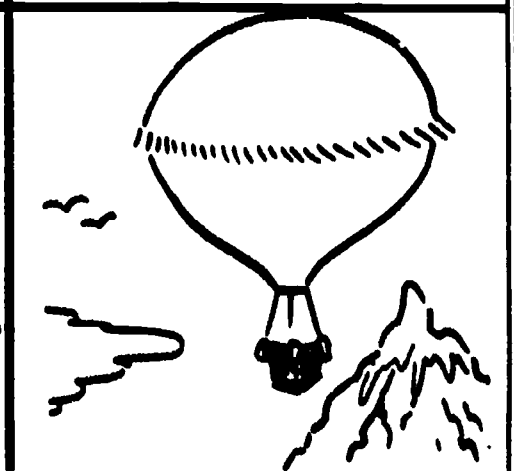
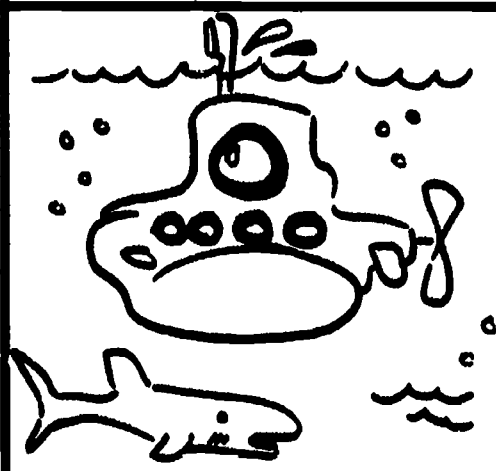
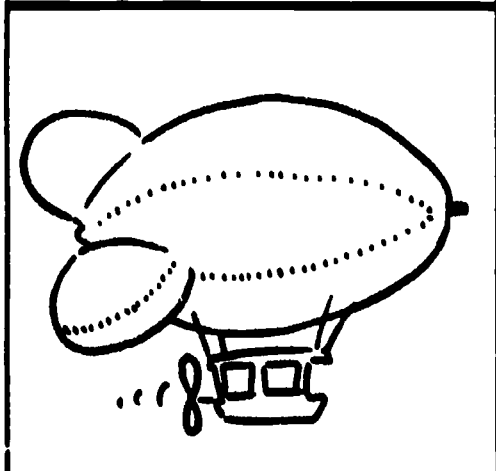
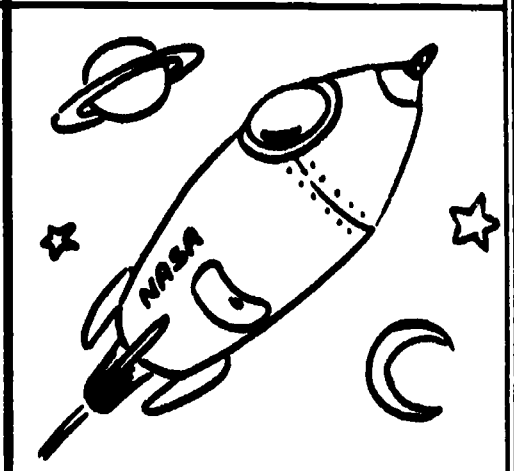
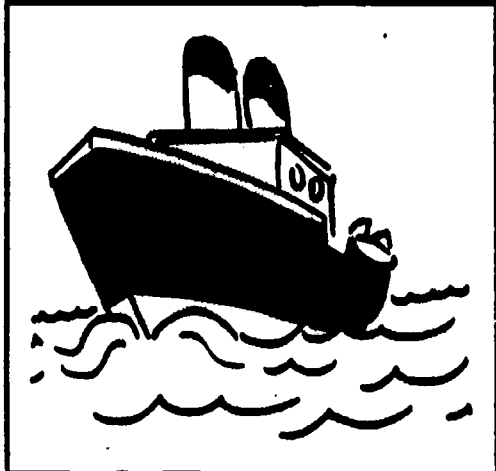
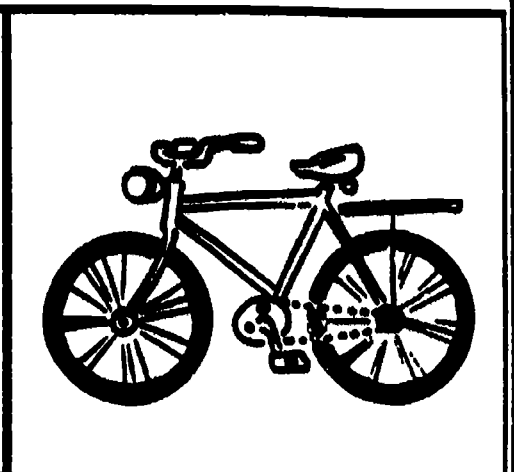
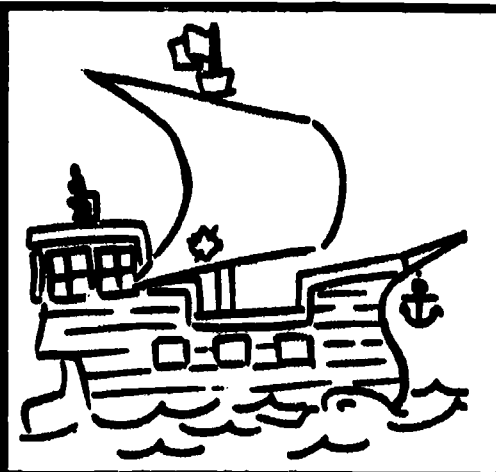
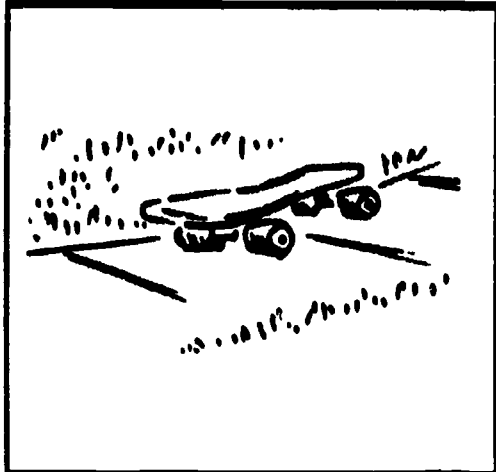
The funny-looking plane is shaped that way because it is carrying something special. Draw what you think it is carrying.

**TRANSPORTATION: The way
people, things or
animals move from
one place to another.**

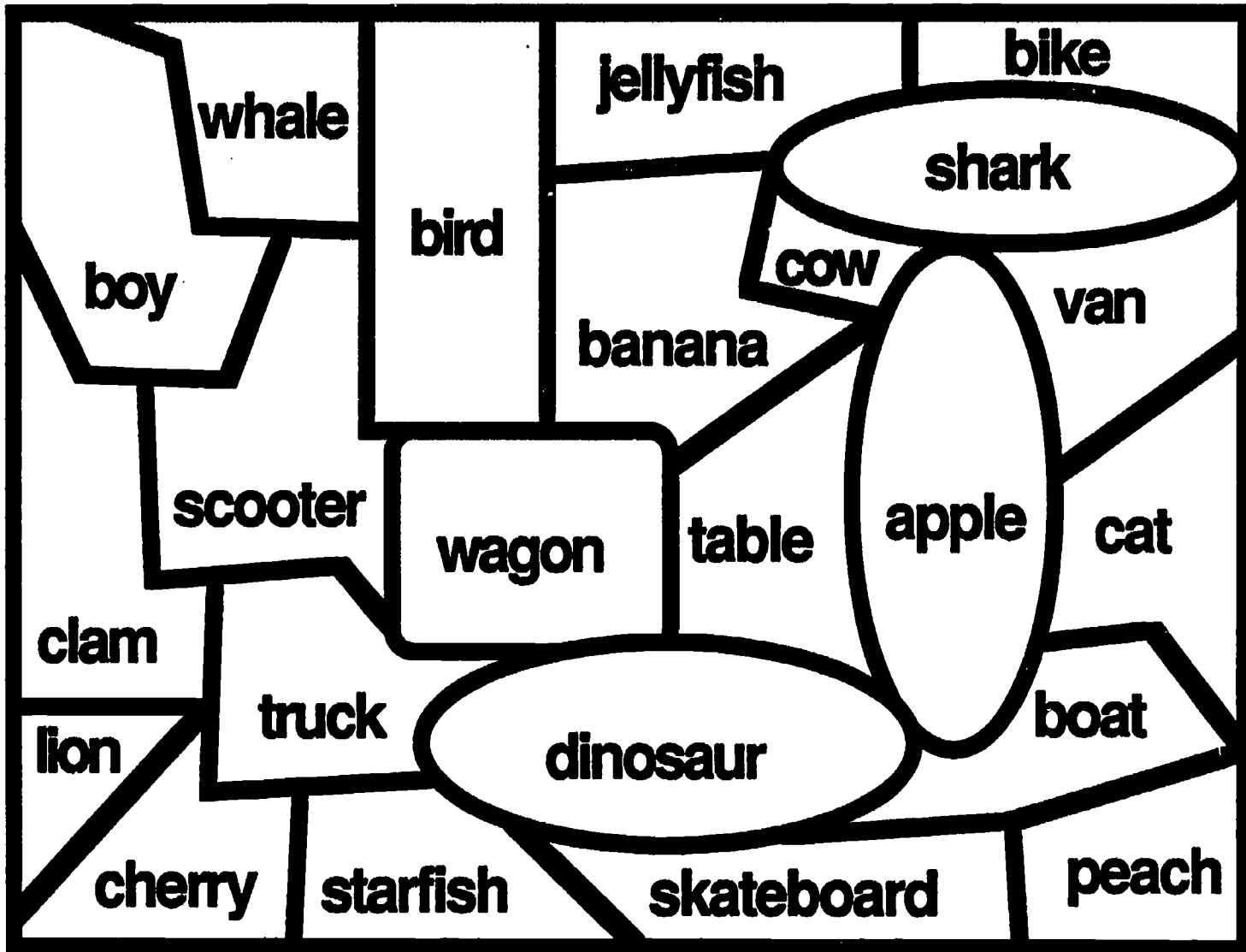
**People can move on land, on
water or in the air.**

INSTRUCTIONS

- 1. Color and cut out the
pictures of the way
people can move on
page 3.**
- 2. Glue them in the right
group (AIR, LAND or
WATER) on page 4.**



AIR	LAND	WATER



INSTRUCTIONS:

Look at the words in the spaces.

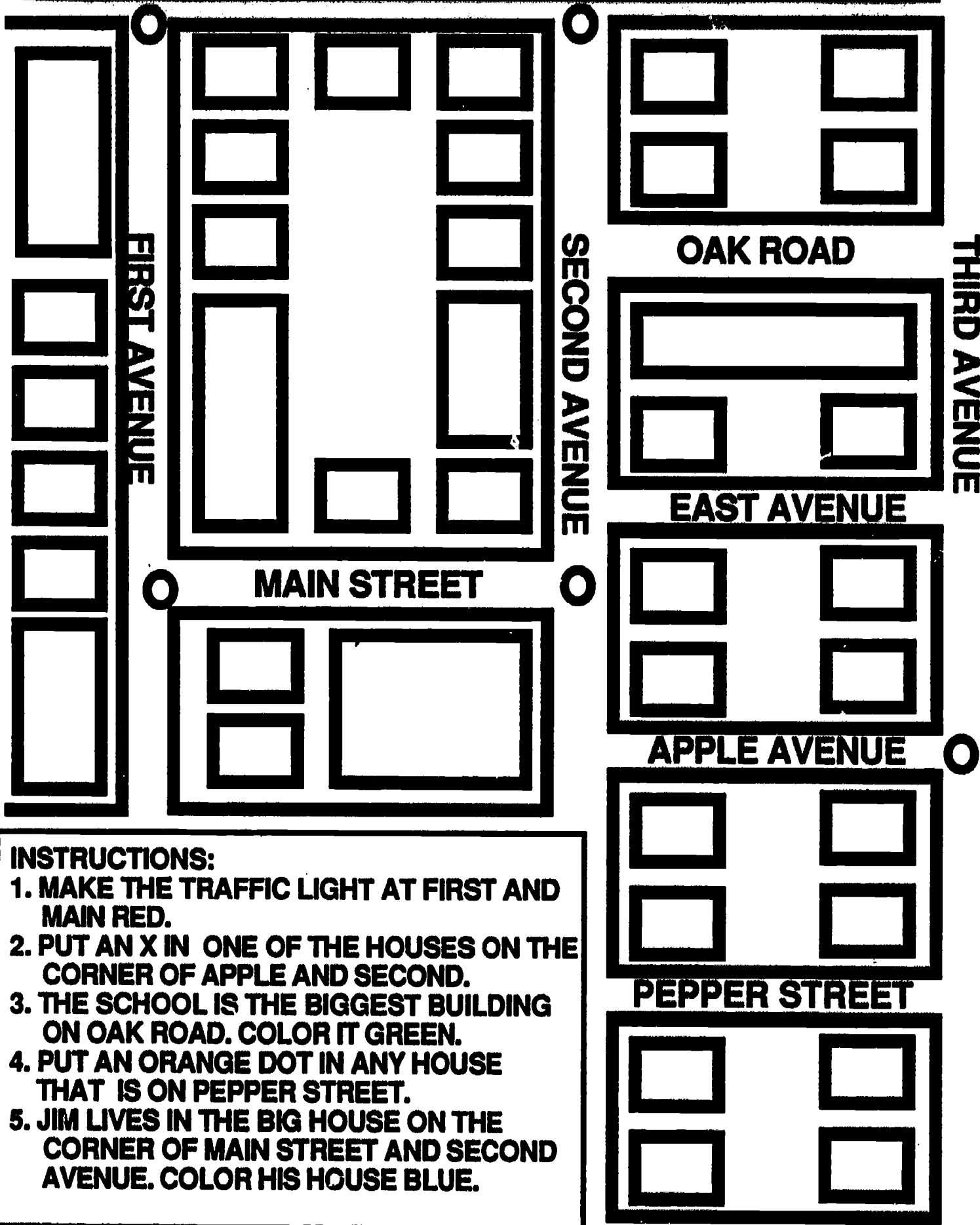
If it is something that would belong in a group called Things With Legs, color the space green.

If it is something that would belong in a group called Things With Wheels, color the space purple.

If it is something that would belong in a group called Things In The Ocean, color the space blue.

Are there any spaces still not colored?
What group would describe those words?
Color those spaces red.

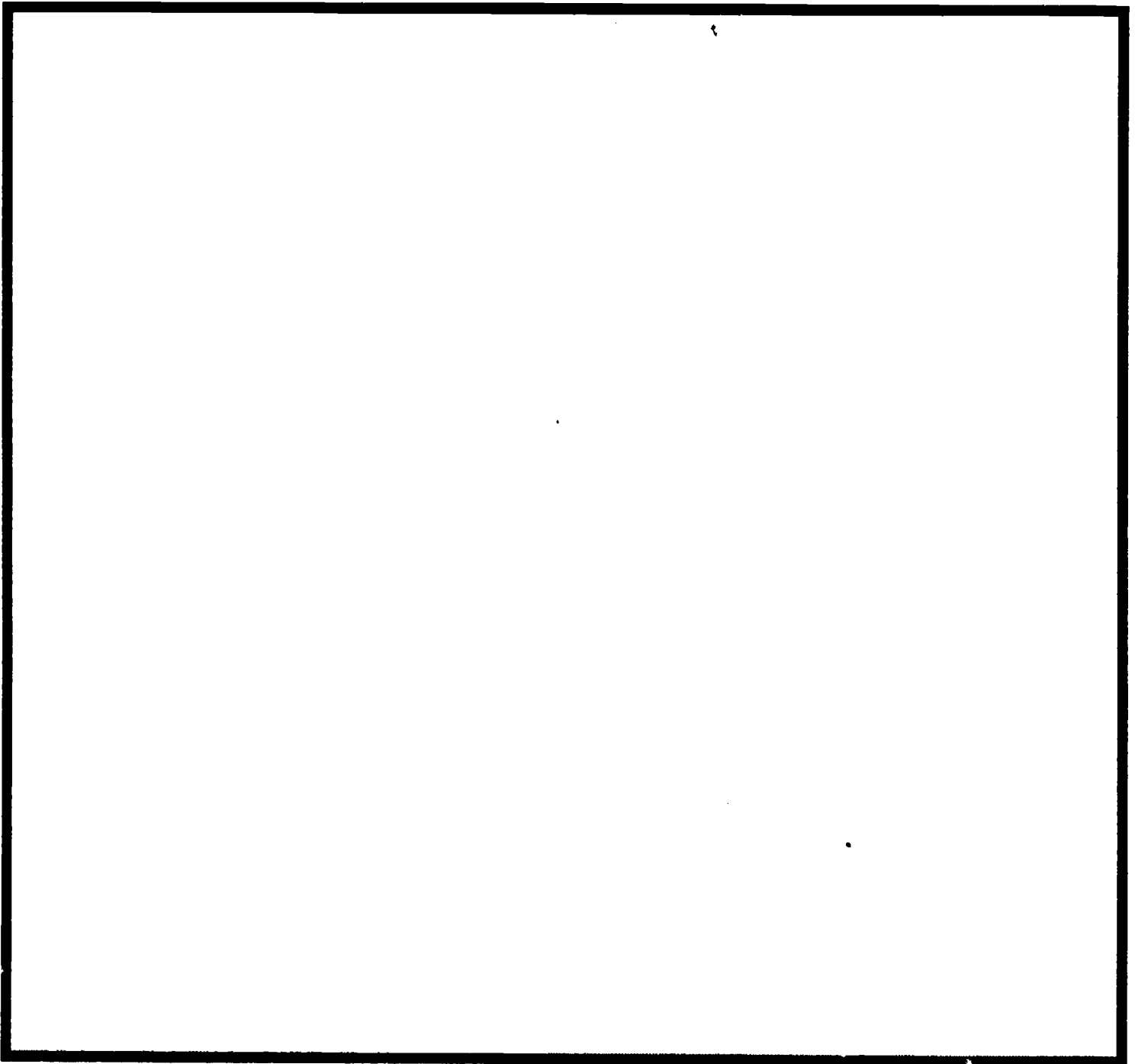
FIND YOUR WAY AROUND TOWN



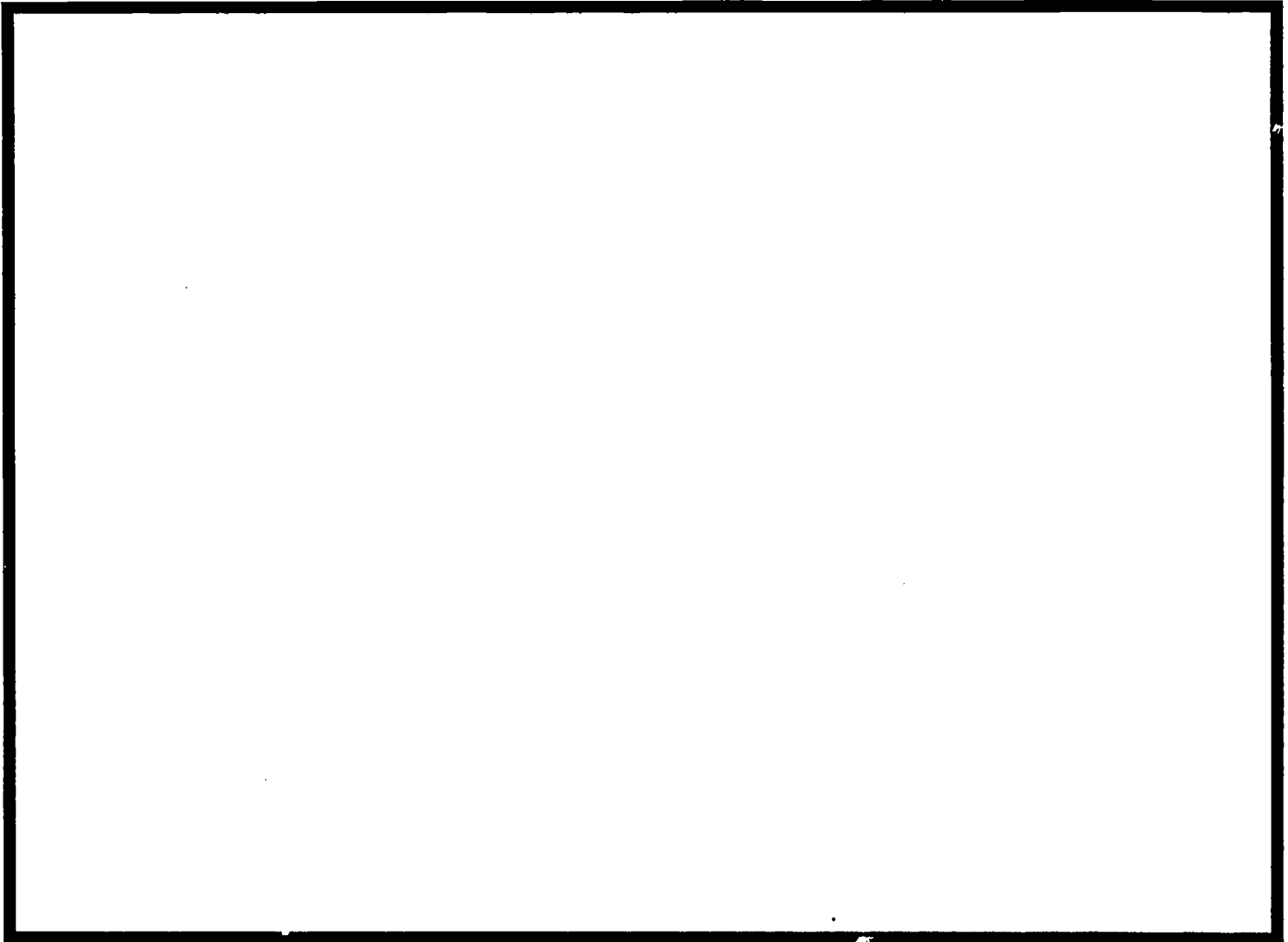
INSTRUCTIONS:

1. MAKE THE TRAFFIC LIGHT AT FIRST AND MAIN RED.
2. PUT AN X IN ONE OF THE HOUSES ON THE CORNER OF APPLE AND SECOND.
3. THE SCHOOL IS THE BIGGEST BUILDING ON OAK ROAD. COLOR IT GREEN.
4. PUT AN ORANGE DOT IN ANY HOUSE THAT IS ON PEPPER STREET.
5. JIM LIVES IN THE BIG HOUSE ON THE CORNER OF MAIN STREET AND SECOND AVENUE. COLOR HIS HOUSE BLUE.

**Use crayons, glue and wheels.
Make something that is used
by people or animals to move
from one place to another.**



Think of a new way for people to move from one place to another. Draw it.



Write about how it works:

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GROUPS 2

A Program for
Gifted and Talented Students
(Grades K-3)



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GROUPS 2: Teaching Notes

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Enrichment concept: People and objects can be classified into groups based on variable attributes.

Introduction: Have each student select any object in the room and place on the table. Into how many different groups can the objects be classified?

Page 1: Self-explanatory. Answers in the sound category will vary depending upon each student's perception and knowledge of the animals.

Page 2: Self-explanatory. Answers will vary.

Page 3: Answers may vary from those given if students can justify their responses. The words that don't belong are: curtain, frown, pizza, circle, run, lizard, star, nest, skis, carrot. Students should share their ideas at the bottom of the page with their group.

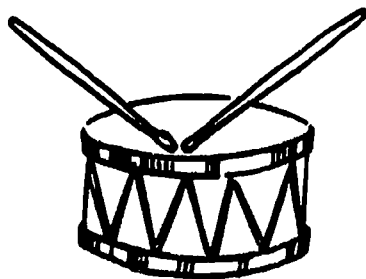
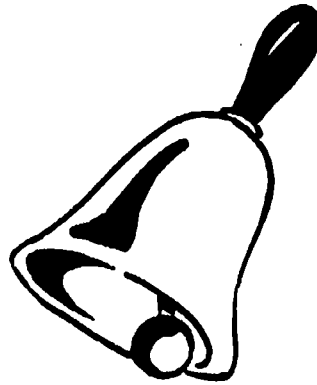
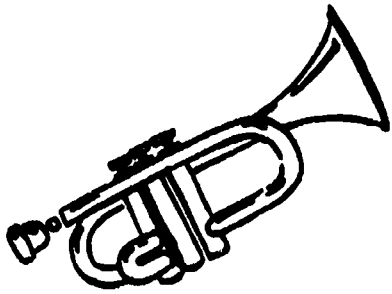
Page 4: Self-explanatory. Answers will vary.

Pages 5-8: Students should try to analyze the clues and match the child with each item. They read the clues, color the pictures and cut out the pictures of the children in the last row. The pictures are pasted into the appropriate blank spaces based on the information given in the clues.

Page 9: Students make their own groups and share their work.

Extension: As a group, challenge the students to develop a logic puzzle of their own.

GROUPS II



Name _____

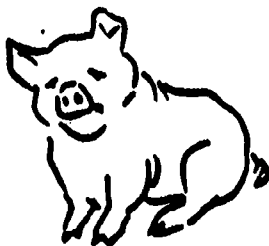
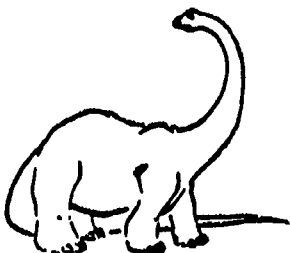
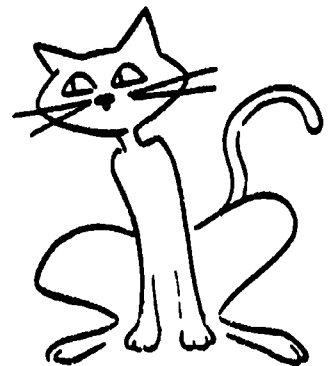
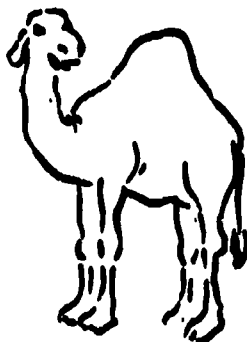
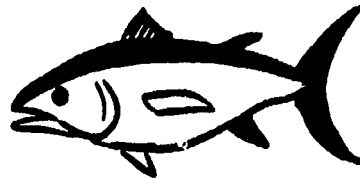
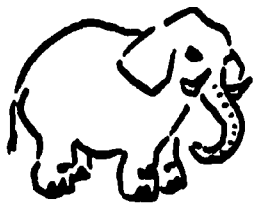
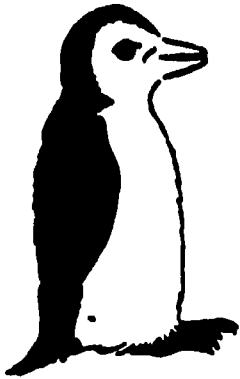
Date _____

Classification means putting things, people or animals together into groups because they are alike in some way.

Circle the animals below that belong in a group called "4-legged animals."


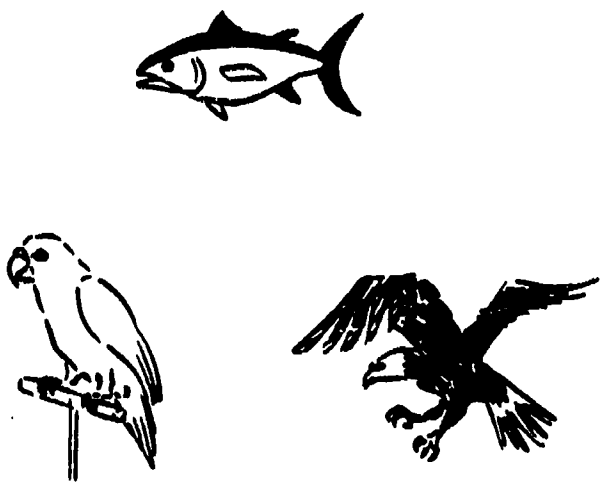
Underline the animals below that belong in a group called "animals with tails."

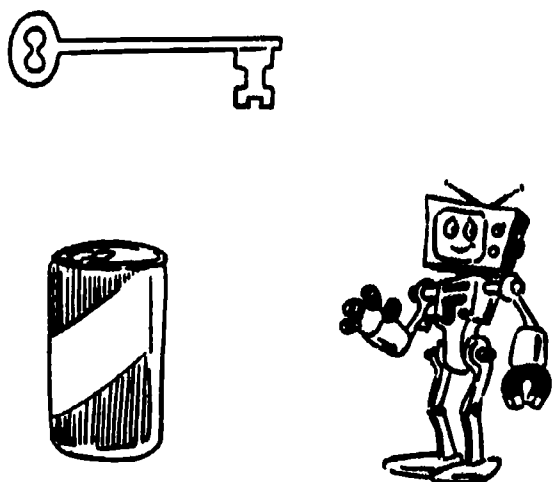
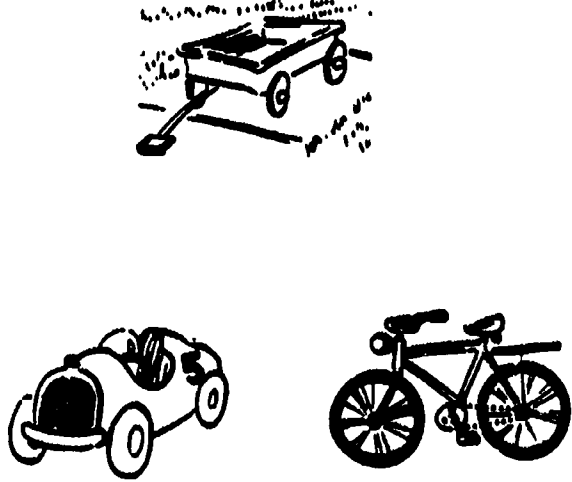
Draw an X on any animals that belong in a group called "animals that make sounds."



Instructions:

**Look at the pictures in each box below.
Think about what makes them alike and
label each group.**

GROUP:	GROUP:
	

GROUP:	GROUP:
	

WHICH ONE DOESN'T BELONG?

3.

Instructions:

Read the words in each row. One of them will not fit into a group with the others. Cross out the word that does not belong.

1. glass window curtain fishbowl
2. smile laugh giggle frown
3. cheese yoghurt milk pizza
4. circle triangle square diamond
5. sit lie run sleep
6. dog lizard monkey tiger
7. pink red black star
8. palace igloo nest tepee
9. wagon skis bicycle car
10. carrot celery lettuce cucumber

Now make up one of your own.

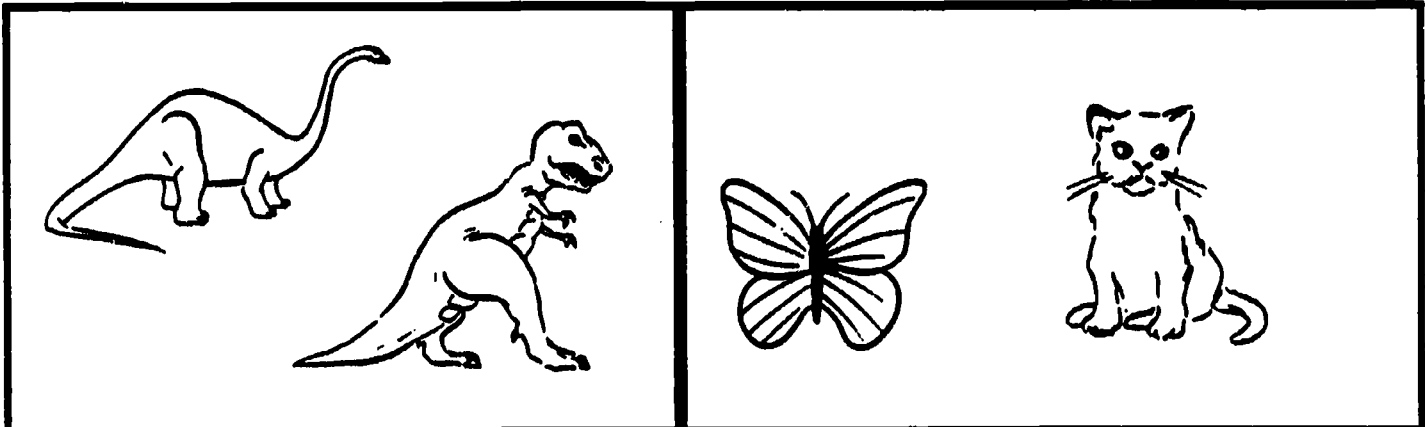
Write three words that belong in the same group and one word that does not belong.

Instructions:

4.

Look at the pictures in each box. Write a way that they are the same on the "S" line.

Write a way they are different on the "D" line.

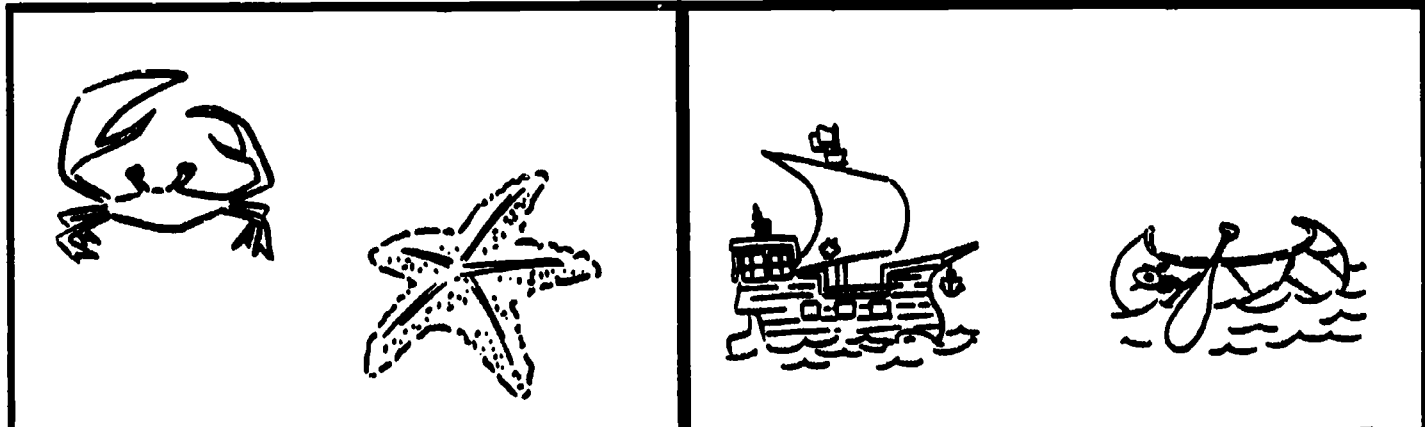


S

S

D

D

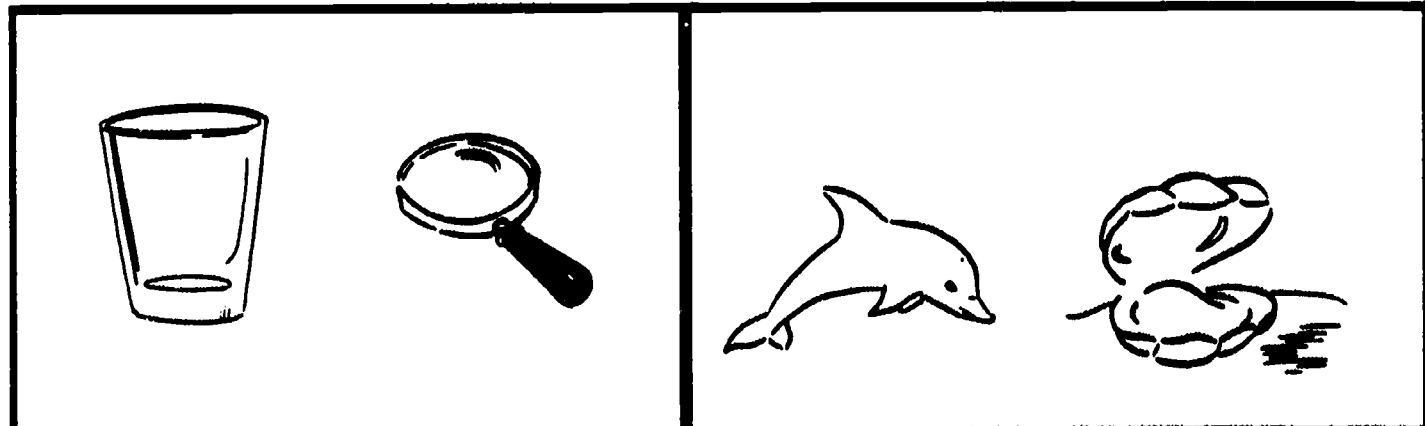


S

S

D

D



S

S

D

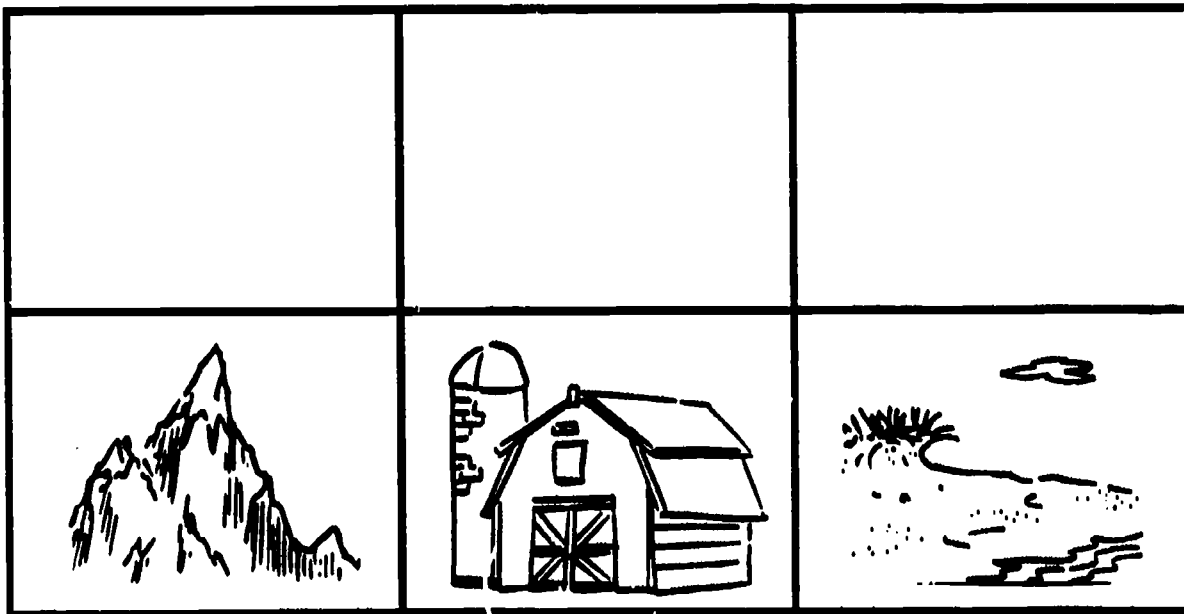
D

INSTRUCTIONS:

Read the clues, cut out the pictures and match the children with the places they like to visit.

1.  likes to go mountain climbing.

2.  likes to walk along the beach.



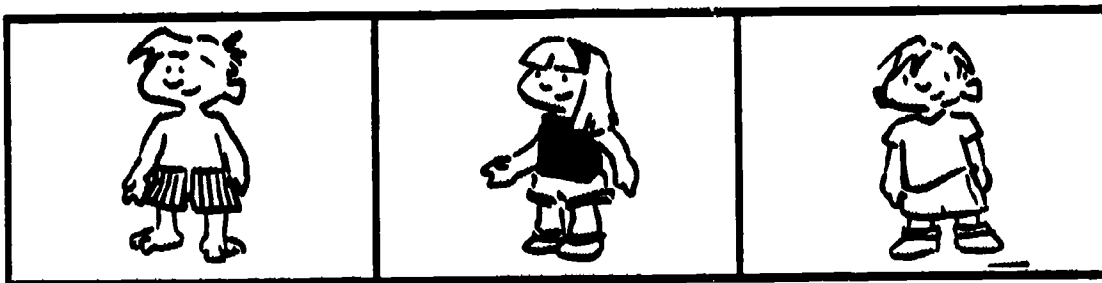
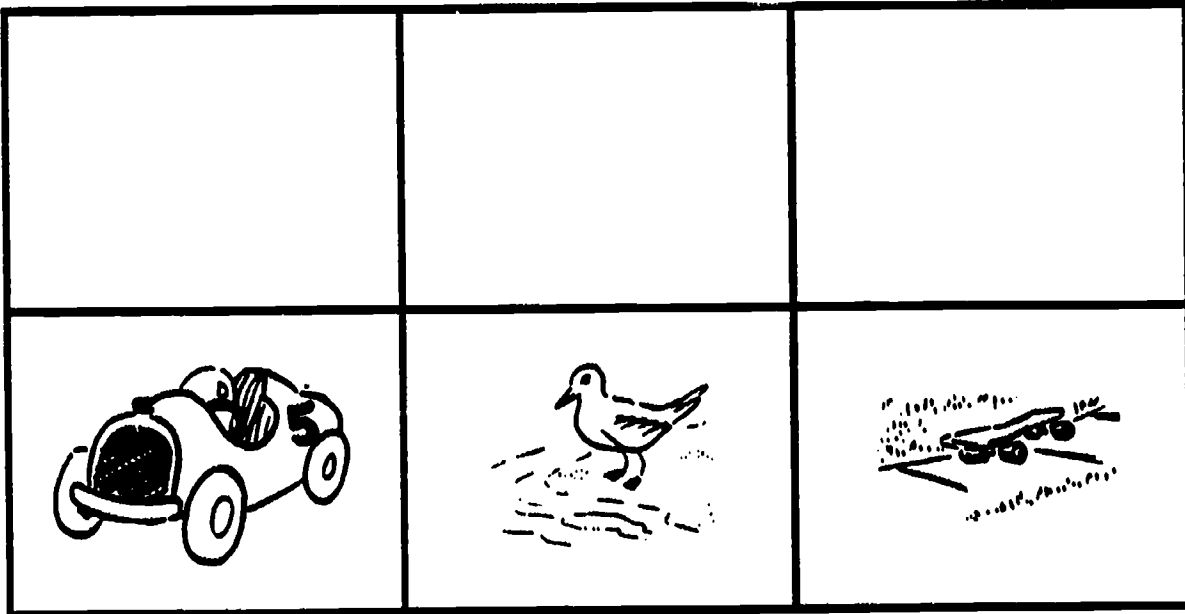
INSTRUCTIONS:

Read the clues, cut out the pictures and match the children with their sports.

1.  likes watching birds.

2.  needs knee and elbow pads for her sport.

3.  likes to drive.



INSTRUCTIONS:

Read the clues, cut out the pictures and match the children with their favorite colors.

1.



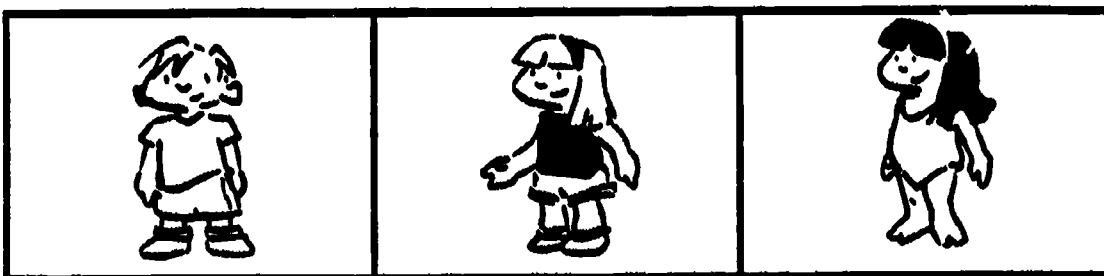
likes to draw pictures with lots of sky and water.

2.



's color is a mixture of red and blue.

YELLOW	PURPLE	BLUE



INSTRUCTIONS:**Draw six things that belong together as a group.****What is the name of your group? _____**

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--	--	--

Project EAGLE

(Early Academic Gifted Learning Experience)

DINOSAURS 2

A Program for
Gifted and Talented Students
(Grades K-3)



Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

DINOSAURS 2: Teaching Notes

PROJECT EAGLE booklets are centered around multi- and inter-disciplinary thematic concepts. The booklets are designed to be an accompaniment to the concept which should be introduced, reinforced and extended by the teacher during the period of study. Please see the Curriculum Guides in Project EAGLE Manual for more information.

Enrichment concept: The definition of a dinosaur.

Introduction: Use page one to reintroduce dinosaurs. Who can remember the name of each one? Write the names by each dinosaur.

Page 2: Using resource books and dictionaries, students should be able to define in their own words the meaning of each listed word. Discuss the words or give oral "fill in the blank" sentences to check for comprehension.

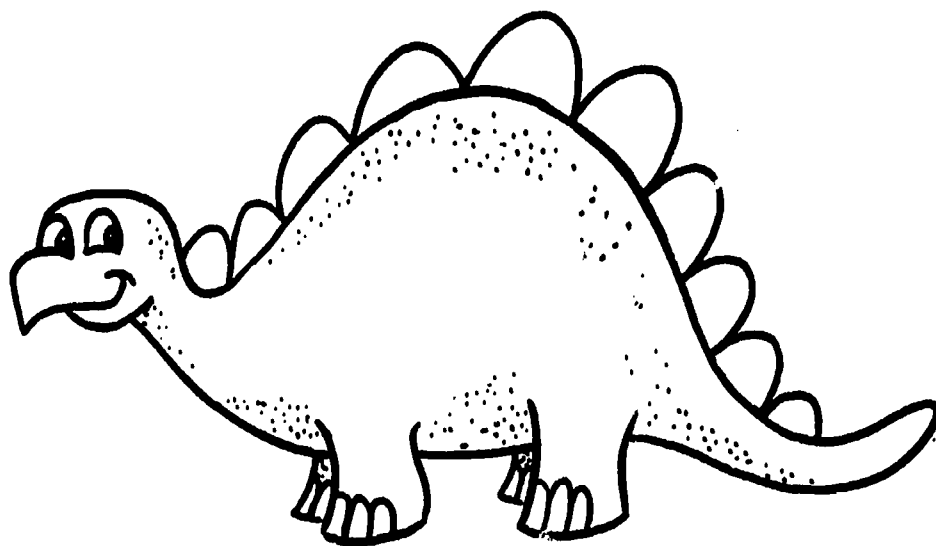
Page 3: Read with the students and discuss how scientists have changed their thinking on how dinosaurs lived and even how they looked. The old definitions of a dinosaur may no longer apply as more information is discovered and disseminated. Additionally, some dinosaurs have been renamed (Brontosaurus to Apatosaurus) and some skeletal remains reconfigured as scientists find out more information. Recent articles on dinosaur eggs and CAT scans of embryos may be appropriate.

Pages 4-5: Self-explanatory.

Pages 6-7: Distribute small plastic dinosaurs to students. Students create a dinosaur habitat with clay on a styrofoam tray. Using the habitat as a focus, students choose to write a poem, play or short story (fiction or non-fiction) about their creation. Two or three students may work on a mini-play together.

Extension: Students can share their habitats and written work with members of the group and classmates.

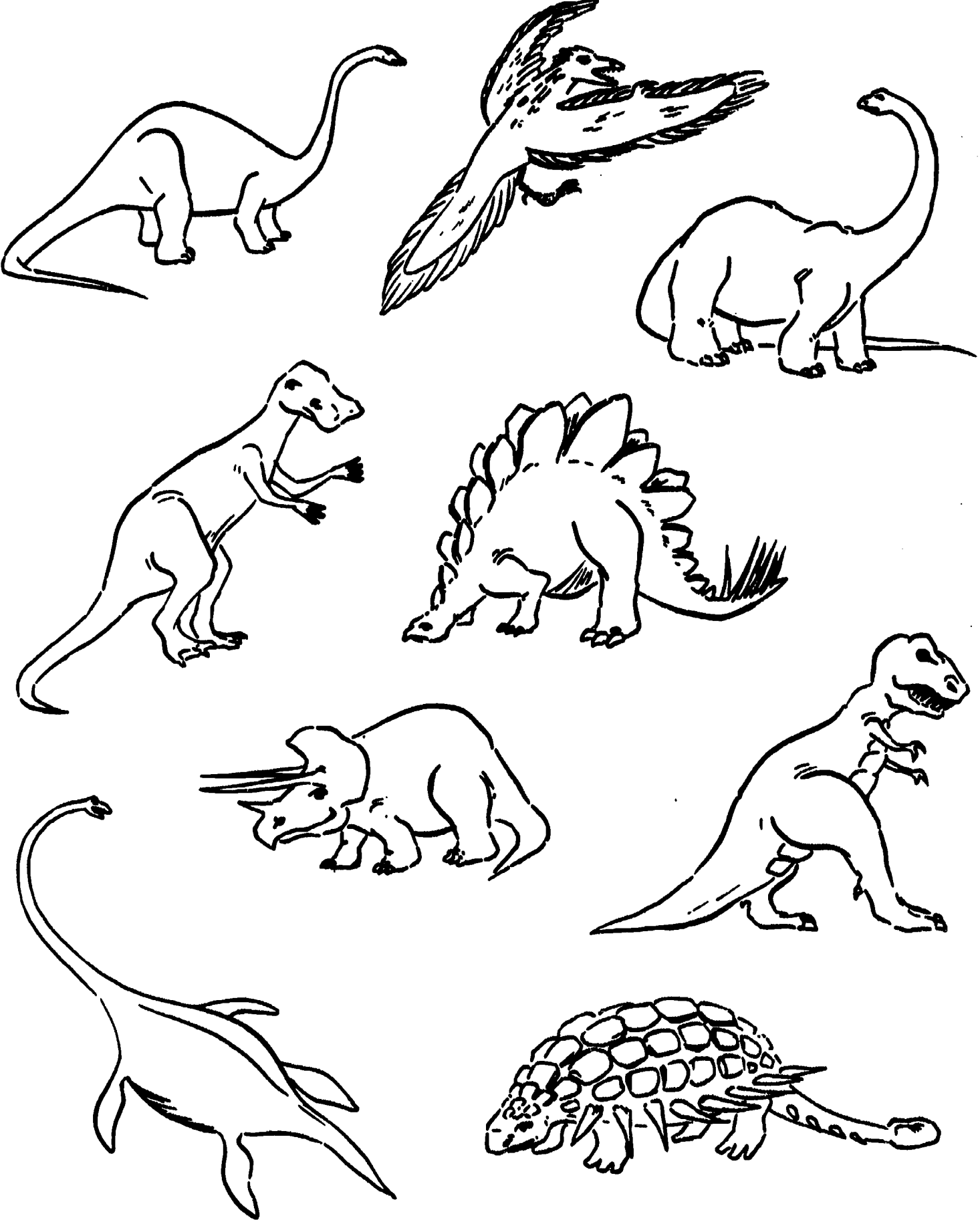
DINOSAURS II



Name _____

Date _____

Color and name the dinosaurs.



DINOSAUR WORDS

2.

Dinosaur:

Mammals:

Extinct:

Cold-blooded:

Reptile:

Fossil:

Prehistoric:

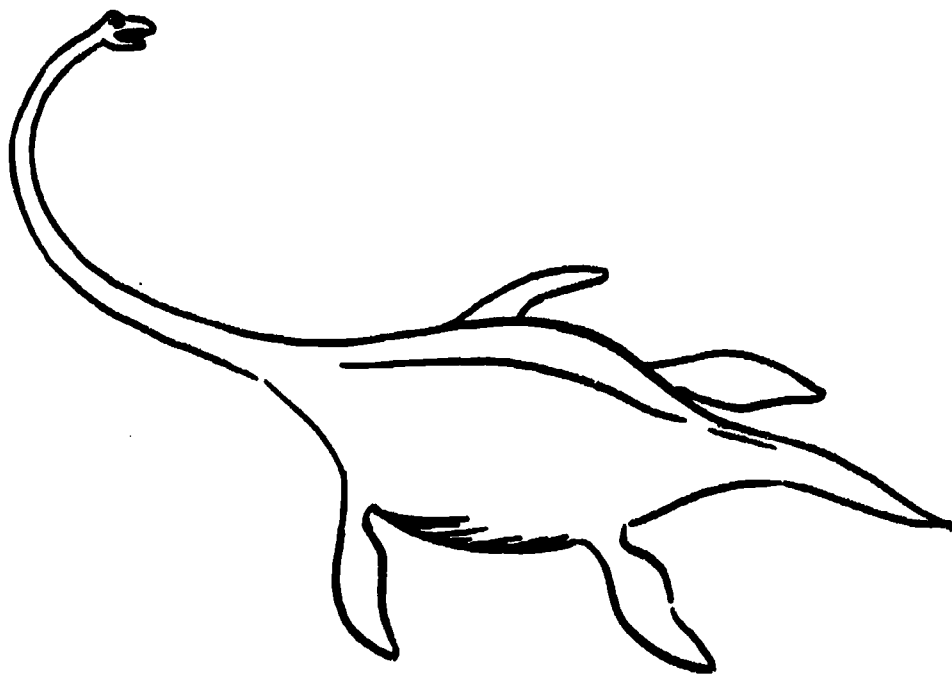
Carnivore:

What is a dinosaur?

3.

Scientists are beginning to change the way we have always thought about dinosaurs.

- 1. They think some dinosaurs had larger brains for their size.**
- 2. They think many dinosaurs may also have had good senses of sight, smell and hearing.**
- 3. Dinosaurs had tough skins and laid eggs like some of today's cold-blooded reptiles.**
- 4. A few scientists think some dinosaurs were warm blooded and could have moved around quickly.**
- 5. Dinosaurs were large or small, lived in water or on land, ate plants or meat, walked on two or four legs, and a few could fly.**



Your Own Dinosaur

4.

**You have just found a pet dinosaur.
Answer the questions below.**

1. What kind of dinosaur is it? _____

2. What will you name it? _____

3. What are you going to feed it? _____

4. Where is it going to sleep? _____

5. What should it do during the day when you are at school?

6. Where would you take it on vacation? _____

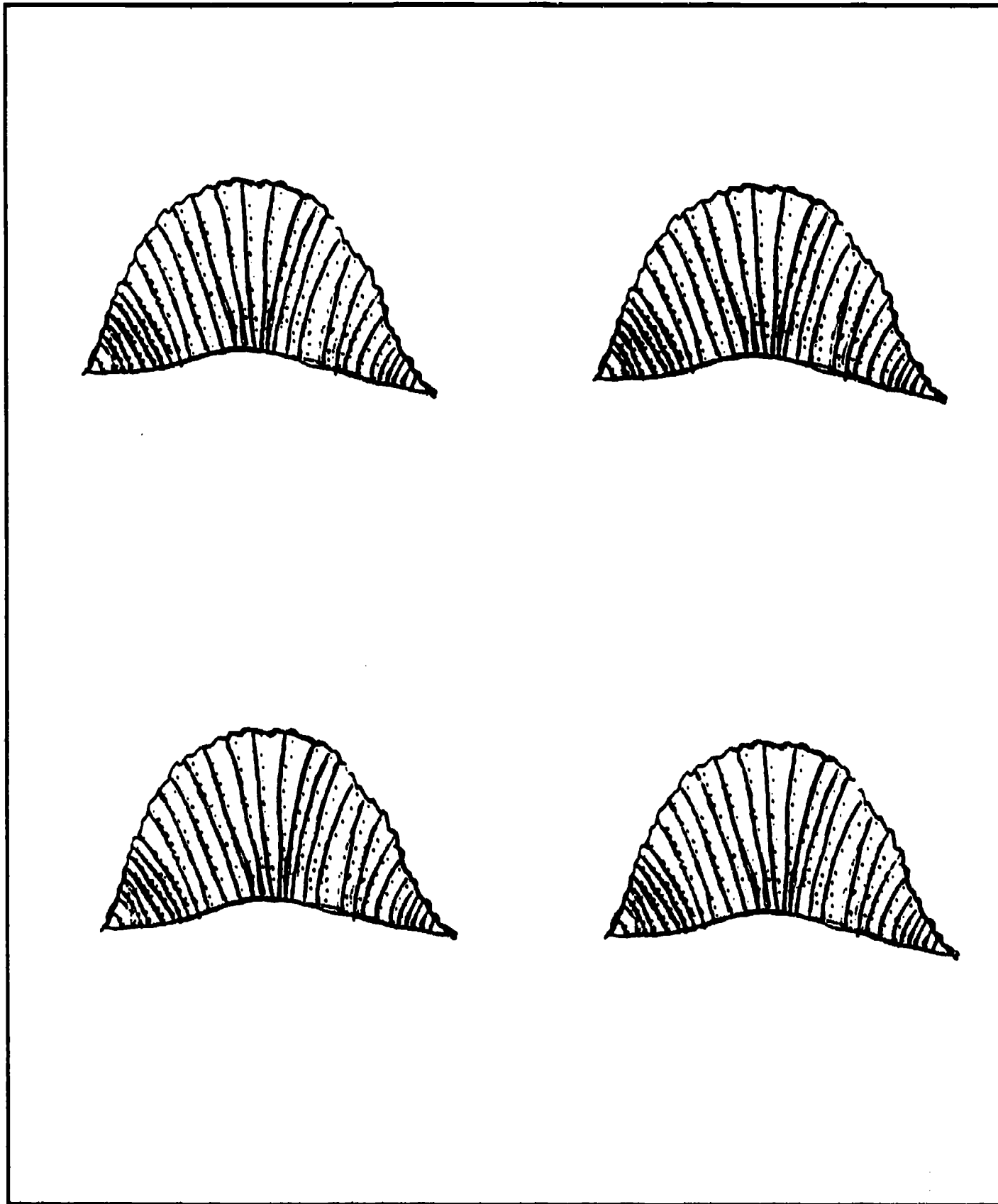
7. What is its favorite game? _____

8. How big is it? _____

9. What do you have to do to take care of it? _____

10. Why do you like it? _____

How many different things can you make out of the Dimetrodon's dorsal sail?



Use the clay on the styrofoam tray and make a habitat (place to live) for the plastic dinosaurs. You may add other things to your habitat.

I want to:

Write a poem ...

Write a play ...

Write a short story ...

about what is happening in my dinosaur habitat.

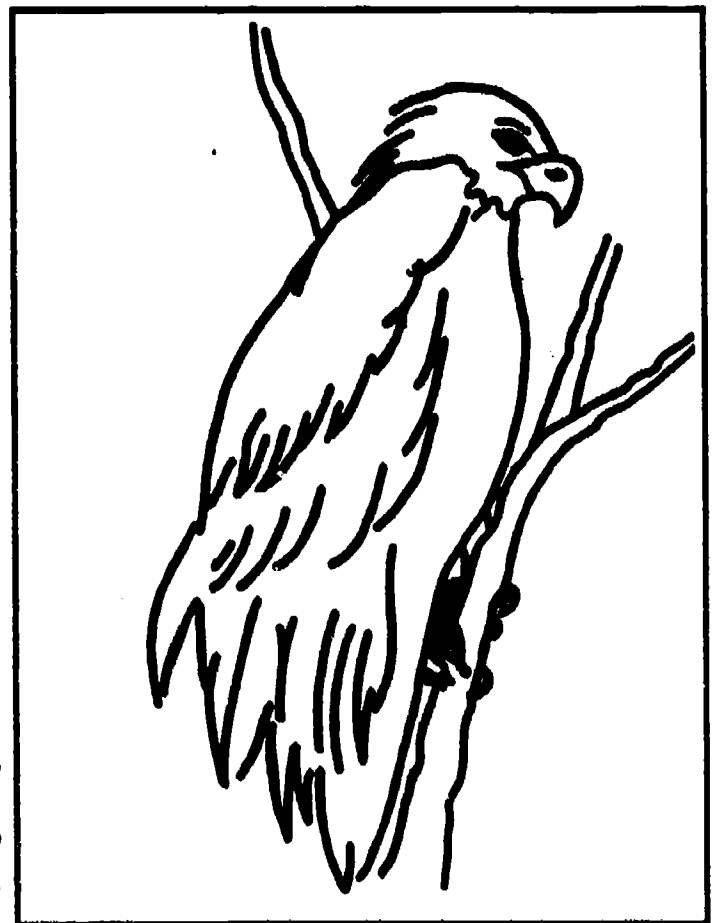
Write about it on page 7.

Project EAGLE

(Early Academic Gifted Learning Experience)

TOUCH

A Program for
Gifted and Talented Students
(Grades K-3)



Kay Merkoski
Somers Point Public Schools
Somers Point, NJ
Graphics by Tim Faherty

TOUCH: Teaching Notes

PROJECT EAGLE booklets are centered around multi- and inter-disciplinary thematic concepts. The booklets are designed to be an accompaniment to the concept which should be introduced, reinforced and extended by the teacher during the period of study. Please see the Curriculum Guides in Project EAGLE Manual for more information.

Enrichment concept: The sense that helps a person understand and describe attributes.

Introduction: Ask students to touch the Touch Sheet and to try and describe how each item feels. The Touch Sheet is a sheet of paper with a variety of textured items (velvet, paper, plastic wrap, feather, etc.) Describe how signals are sent from finger tips and other parts of the body to certain areas of the brain which record and react to each sensation.

Page 1: Self-explanatory. Students can compare the sizes and shapes of their hands.

Pages 2-3: Discuss page 2. On page 3, students should think of a new animal. Seeing silhouette hand pictures may help some students think of an animal.

Page 4: Encourage the students to think of varied adjectives to describe the animal, not just "small" or "big." Use the words in the story and share the stories.

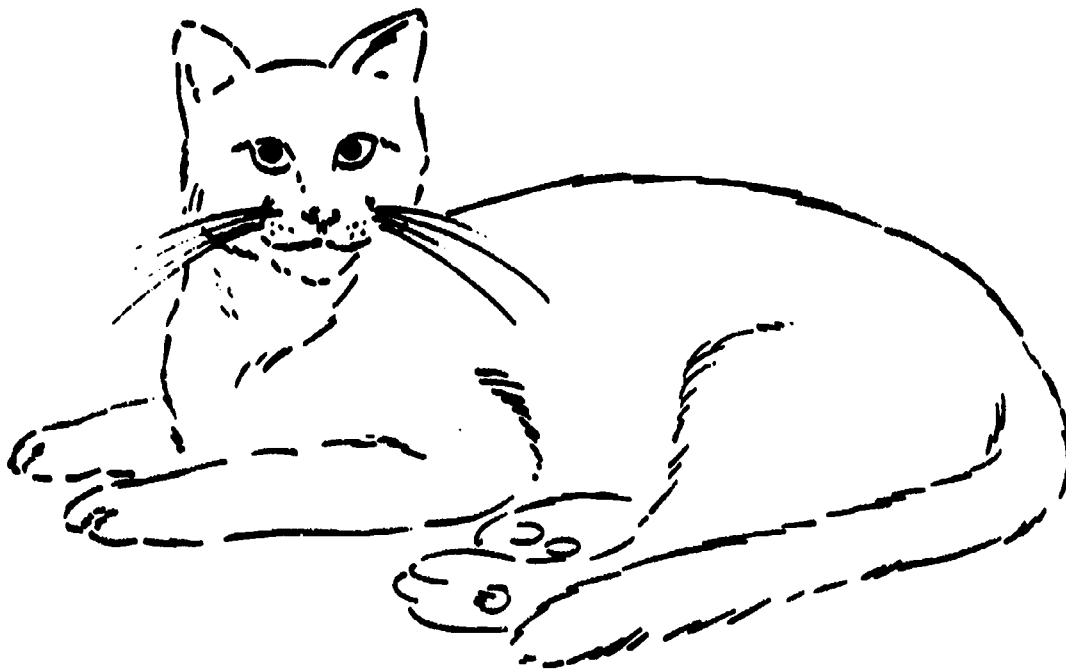
Page 5: Self-explanatory. RUN does not fit into any category.

Pages 6-8: After the students complete each page, discuss the items listed. How many items were listed by all students? Are there any unique or unusual items?.

Page 9: Self-explanatory.

Extension: Students may bring in objects to put in the Touch Box, a covered shoebox with a hole in one side for the student's hand. While they are feeling the objects, ask the students to describe how each object feels and to try to guess what the object is.

TOUCH



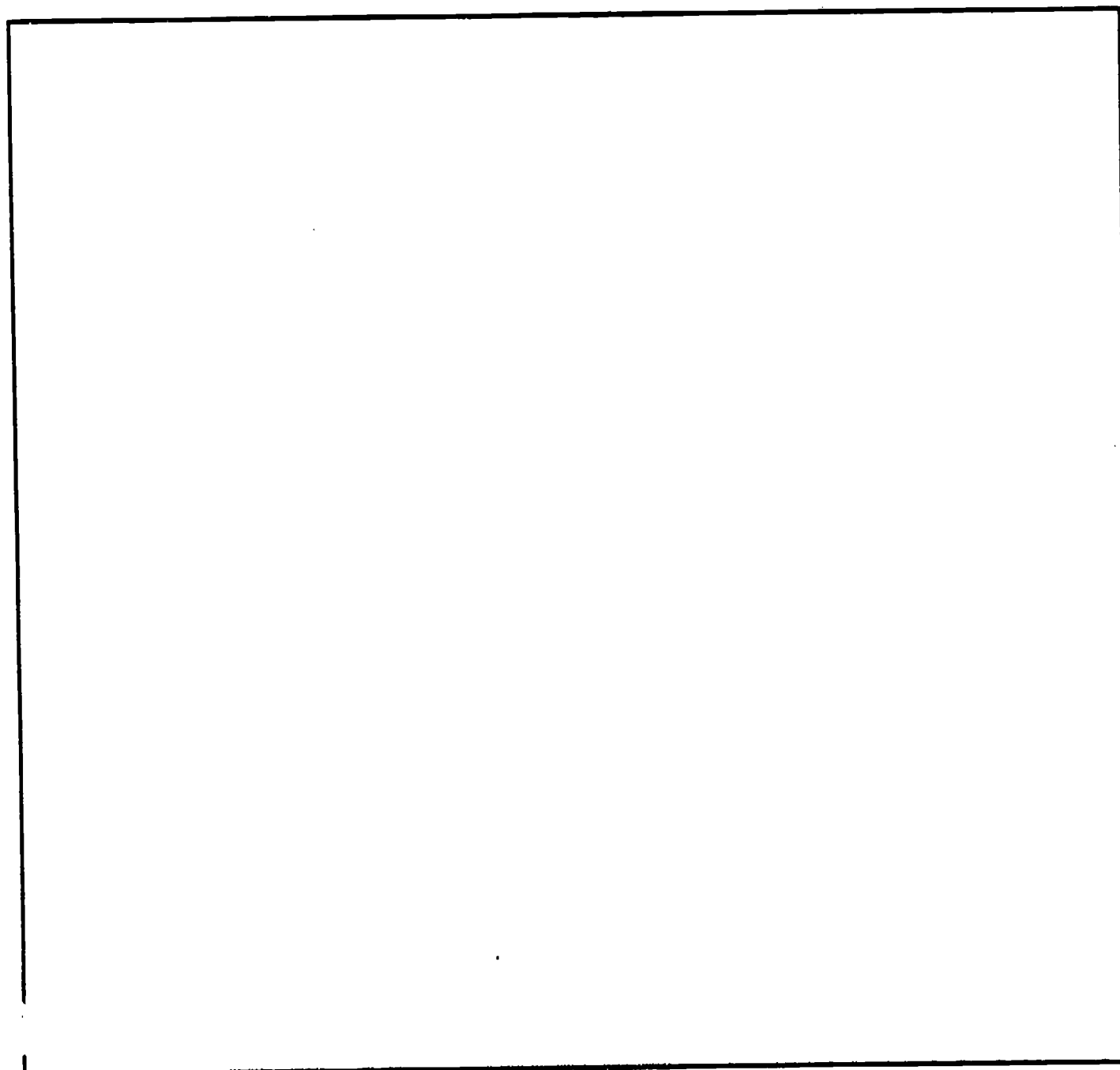
Name _____

Date _____

1.

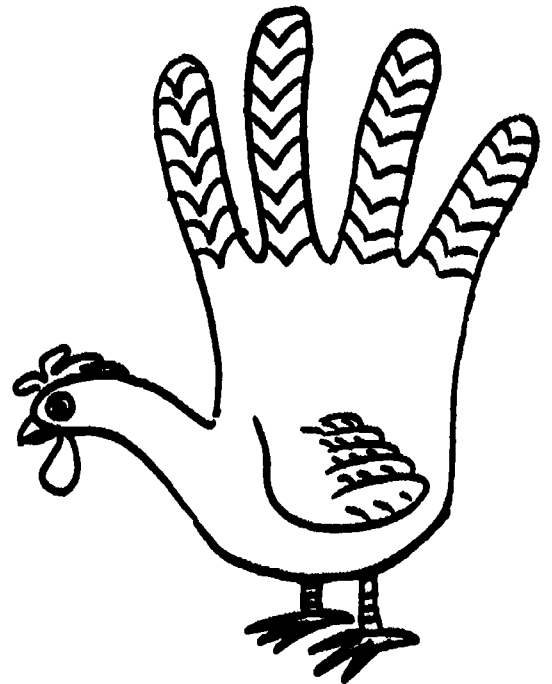
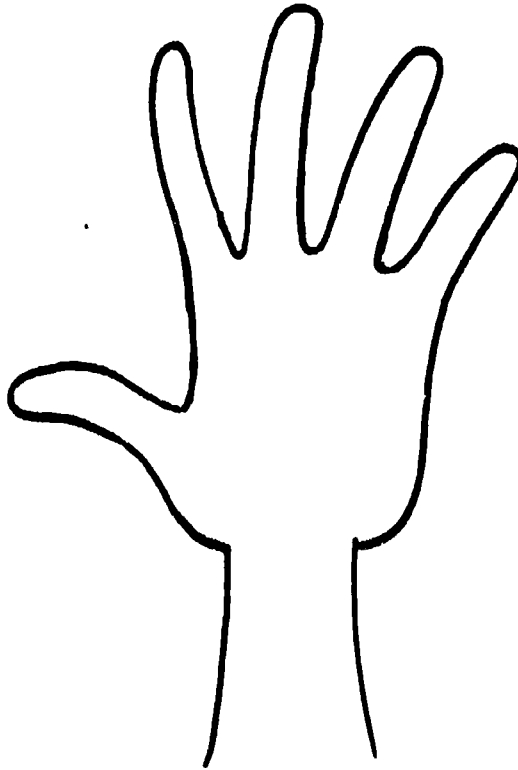
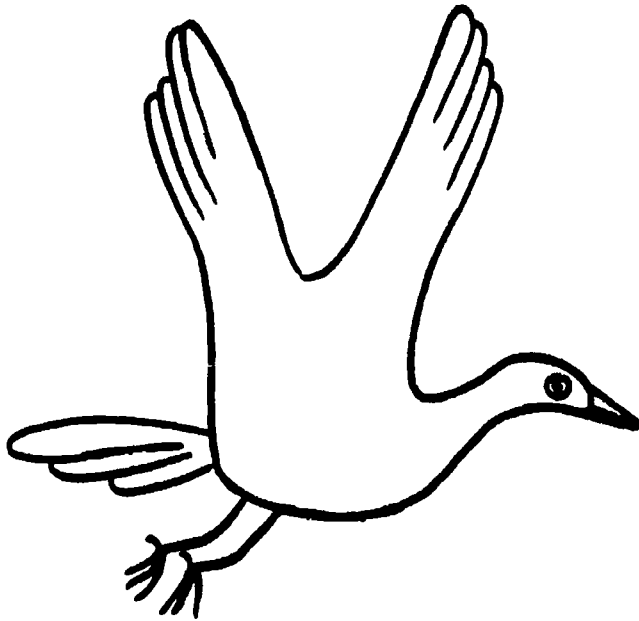
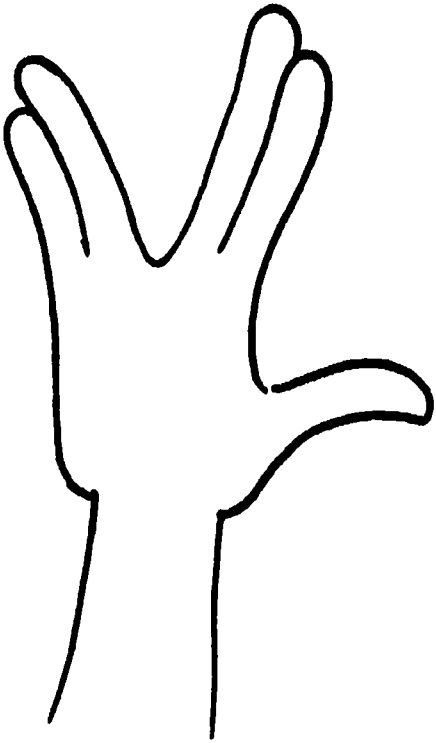
HANDS

**Your hands tell you how things feel by touch.
Draw around your hand.**



HAND ANIMALS

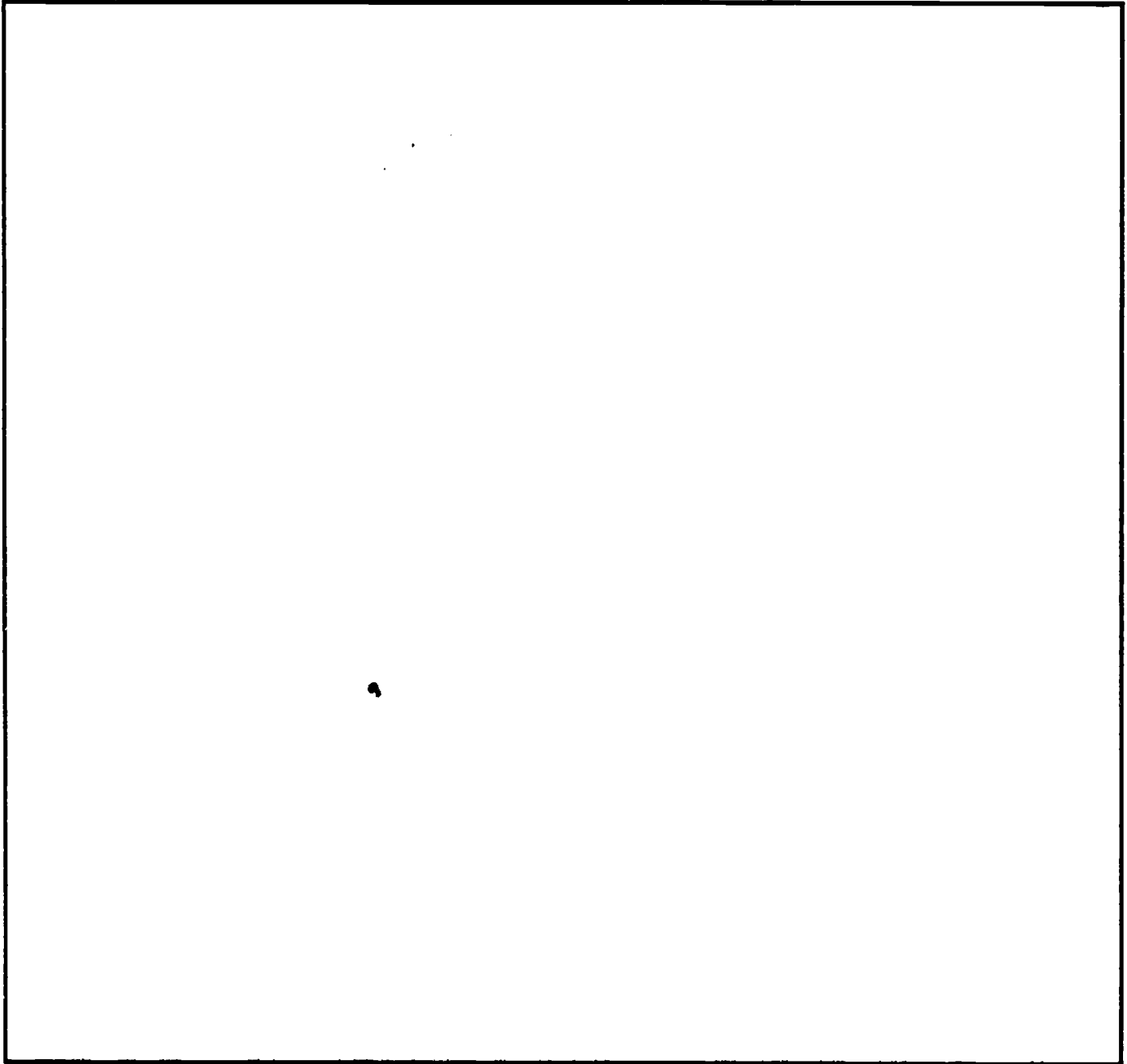
**Hands can be made into animals.
Look at the picture below and see how the hand
became an animal by adding things to the hand picture.**



3.

**Trace around your hand again.
Think of an animal your hand can become and color it in.**

What did you make? _____



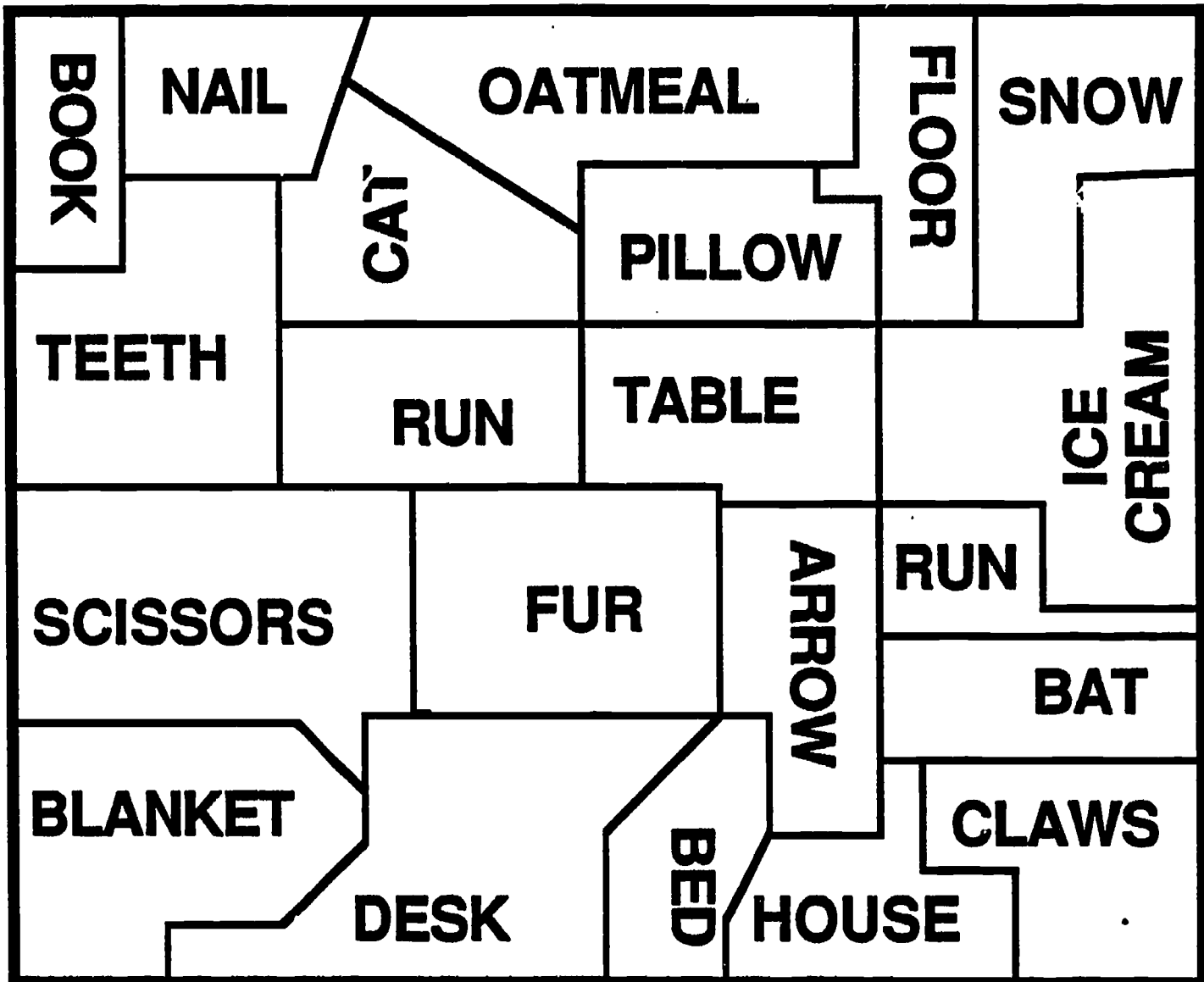
4.

**In the Word Box, write 5 words that describe your hand animal.
Write a story about your hand animal in the space below.**

WORD BOX

TOUCH

5.



Look the words in each space.

If it would fit in the group "soft", color the space in RED.

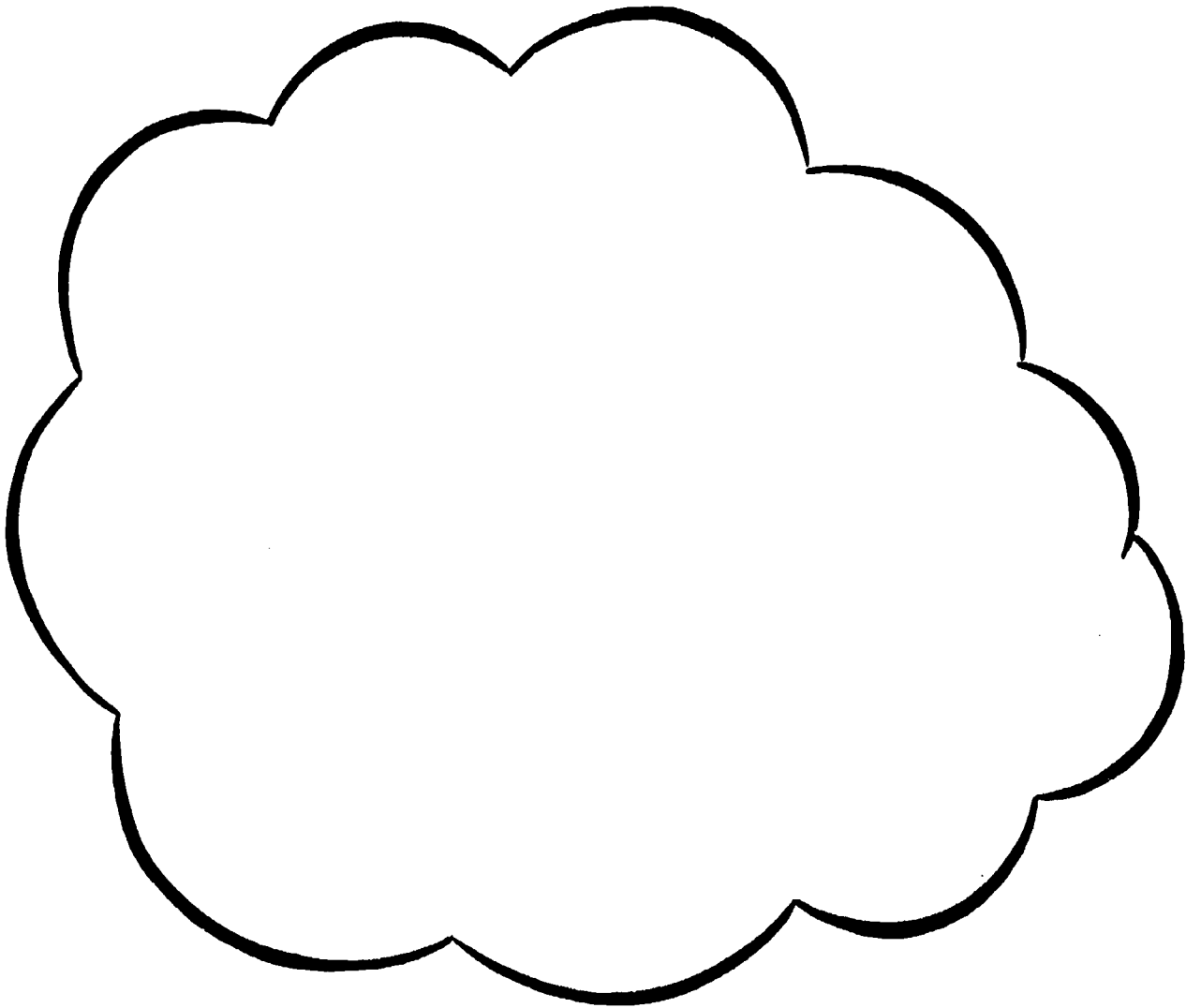
If it would fit in the group "hard", color the space in BLUE.

If it would fit in the group "sharp", color the space in GREEN.

Which space is still not colored in? _____

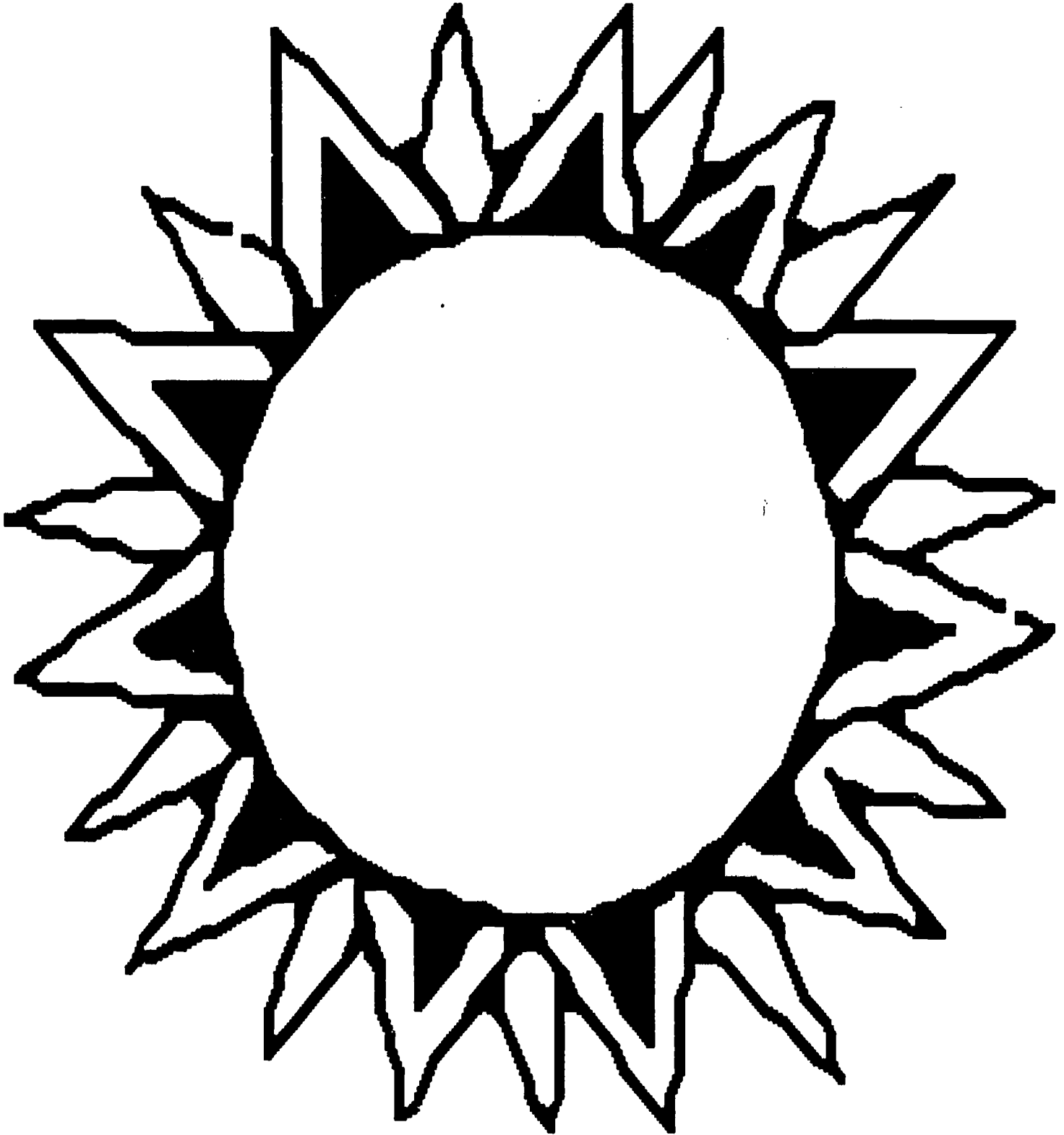
6.

Clouds can look soft and fluffy. Think of 5 things that you can touch that are soft and fluffy. Write their names in the cloud.

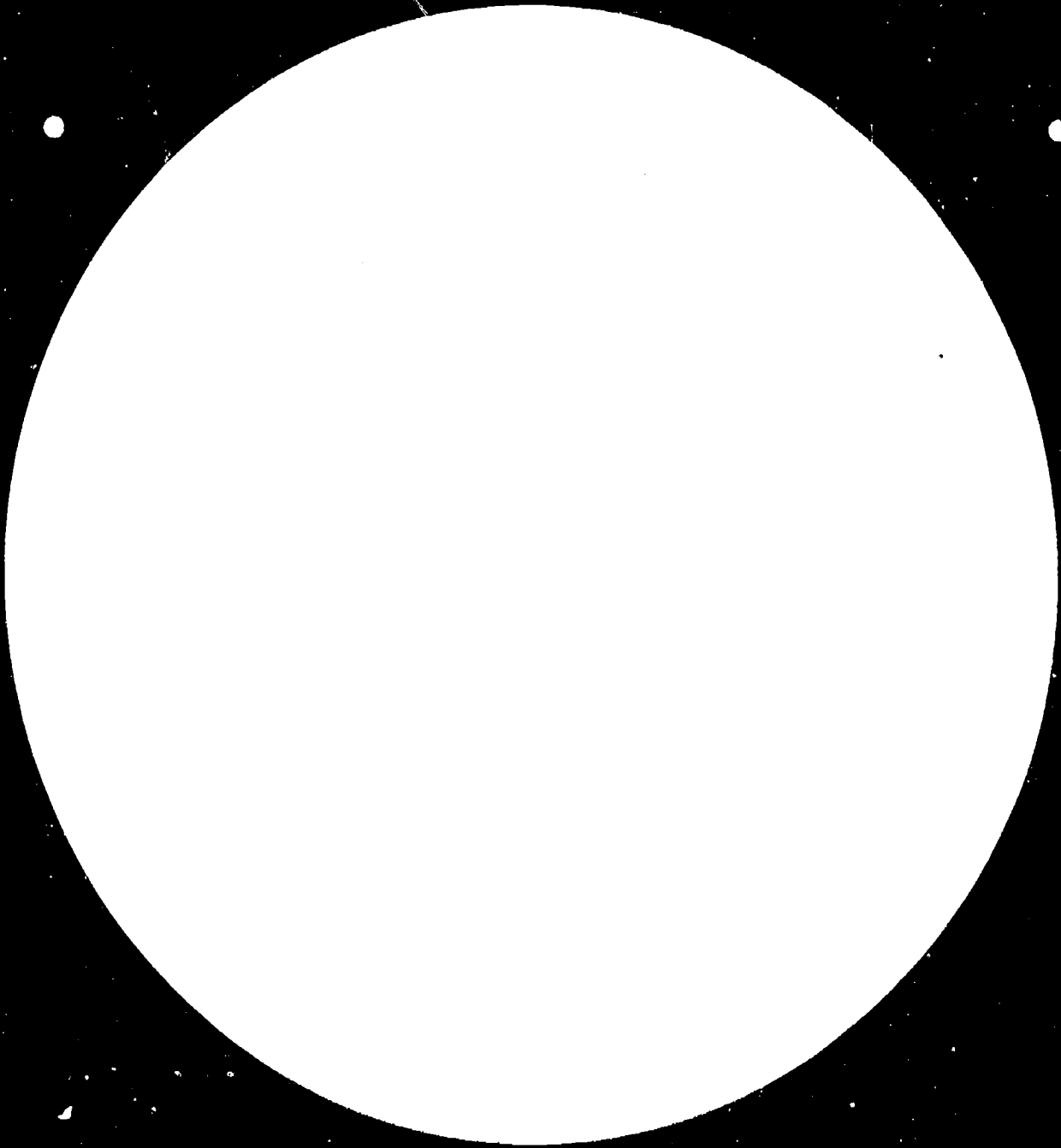


7.

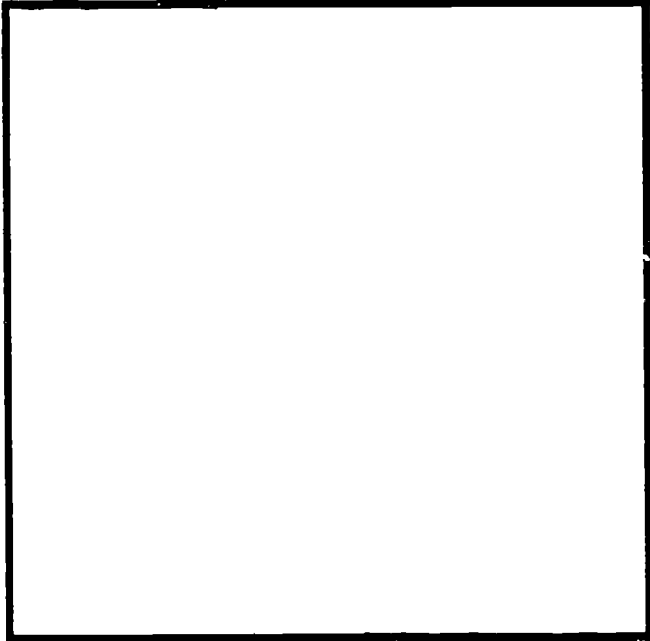
Some things are hot to touch. Think of 5 things that are hot. Write their names in the sun.



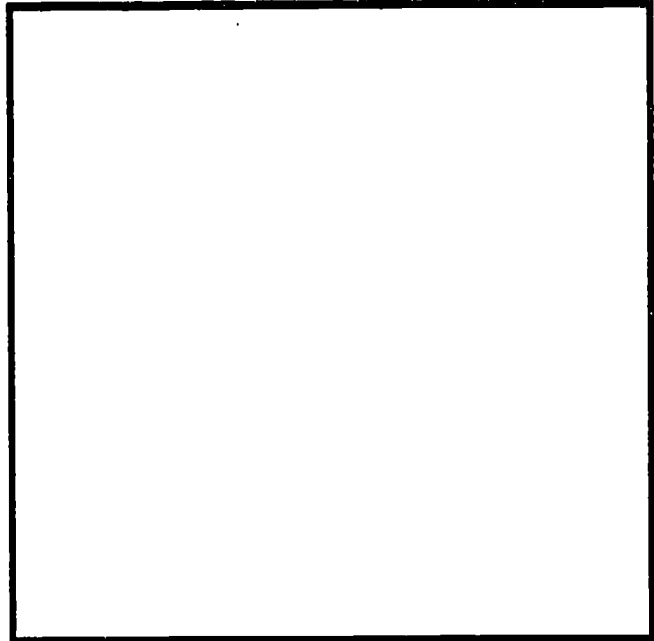
Some things are cold to touch. Think of 5 things that are cold. Write their names in the planet.



Touch tells you how things feel. You can also make rubbings of the way things feel. Put an object under this paper and move your pencil lightly over the paper to make a rubbing.

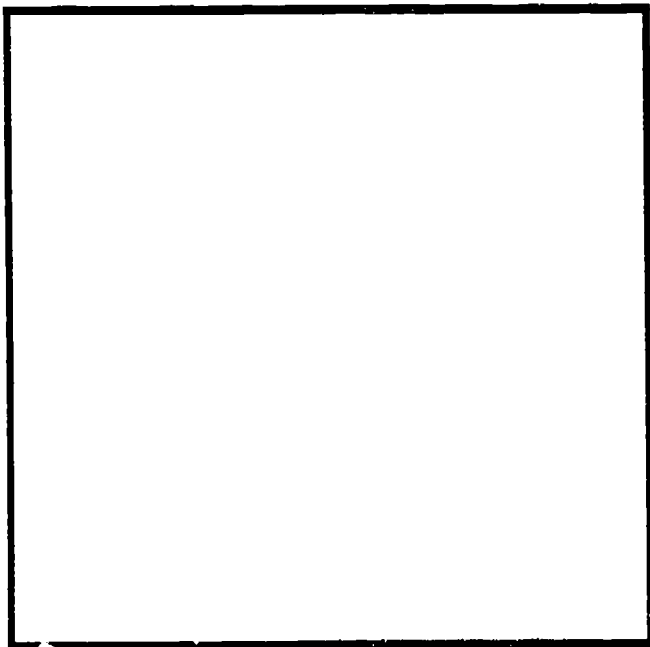


PENNY

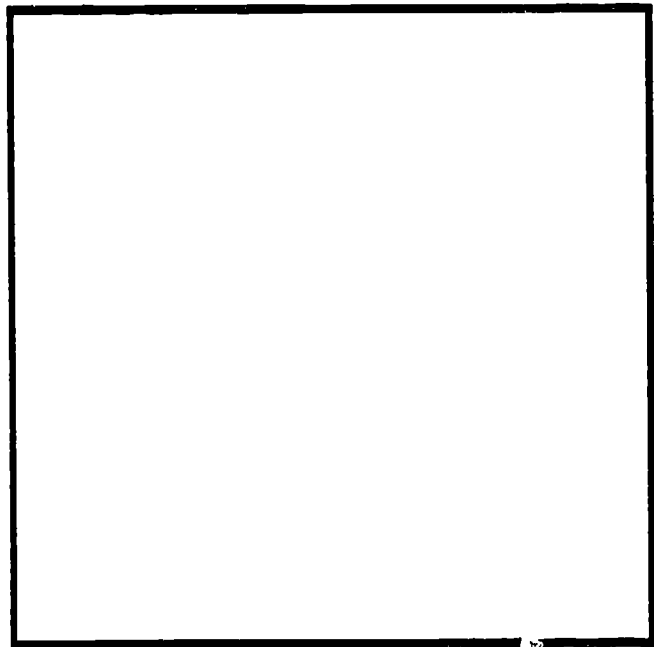


PAPER CLIP

Choose 2 more things and make rubbings below.



This is a:



This is a:
