

Creative Activities for Gifted Readers

Grades K-2

Dynamic Investigations, Challenging Projects,
and Energizing Assignments

Aligns to International Reading Association and
National Council of Teachers of English Standards

Anthony D. Fredericks

Creative Activities for Gifted Readers (Grades K–2): Dynamic Investigations, Challenging Projects, and Energizing Assignments contains lessons and activities that reinforce and develop skills as defined by the International Reading Association and National Council of Teachers of English as appropriate for students in Kindergarten to grade 2. These include puzzlers, analogies, research, creative thinking, literature activities, and readers theatre. See www.goodyearbooks.com for information on how lessons correlate to specific standards.

♥ GOOD YEAR BOOKS

Our titles are available for most basic curriculum subjects plus many enrichment areas. For information on other Good Year Books and to place orders, contact your local bookseller or educational dealer, or visit our website at www.goodyearbooks.com. For a complete catalog, please contact:

Good Year Books

A Division of Social Studies School Service
10200 Jefferson Boulevard
Culver City, CA 90232-0802
www.goodyearbooks.com
(800) 421-4246

Cover Design: Dan Miedaner
Text Design: Dan Miedaner
Drawings: Sean O'Neill

Copyright © 2007 Anthony D. Fredericks.
Printed in the United States of America.
All Rights Reserved.

ISBN-13: 978-1-59647-105-4
ISBN-eBook: 978-1-59647-183-2

No part of this book may be reproduced in any form or by any means, except those portions intended for classroom use, without permission in writing from the publisher.

Contents



Introduction	1	It Doesn't Belong 1	35
How to Use This Book	4	It Doesn't Belong 2	36
Chapter 1: Puzzlers	7	It Doesn't Belong 3	37
Letter by Letter 1	8	All Together 1	38
Letter by Letter 2	9	All Together 2	39
Letter by Letter 3	10	All Together 3	40
Begin and End 1	11	Picture This 1	41
Begin and End 2	12	Picture This 2	42
In the Right Order	13	Letter to Letter 1	43
All the Same	14	Letter to Letter 2	44
Sentence Challenge 1	15	Finish It 1	45
Sentence Challenge 2	16	Finish It 2	46
Answer First	17	Complete It 1	47
Construction Junction	18	Complete It 2	48
Mixed-up Letters 1	19	Two by Two 1	49
Mixed-up Letters 2	20	Two by Two 2	50
One by One 1	21	Just the Same 1	51
One by One 2	22	Just the Same 2	52
Compound It! 1	23	Very Different 1	53
Compound It! 2	24	Very Different 2	54
A-B-C	25	Mix and Match 1	55
One to the Other	26	Mix and Match 2	56
Chapter 2: Analogies	27	On Your Own 1	57
Classifications 1	29	On Your Own 2	58
Classifications 2	30	On Your Own 3	59
Classifications 3	31	On Your Own 4	60
Word Pairs 1	32	Chapter 3: Research	61
Word Pairs 2	33	Toads	63
Word Pairs 3	34	Turtles	64
		Giant Squids	65

Flies	66	Chapter 5:	
Jellyfish	67	Literature Activities	100
Rhinos	68	Alice the Fairy	102
Where People Live	69	Diary of a Worm	104
Shoes	70	Near One Cattail: Turtles, Logs, and Leaping Frogs	106
Apples	71	On the Day You Were Born	108
Doors	72	The Salamander Room	110
Horses	73	Under One Rock: Bugs, Slugs, and Other Ughs	112
Pigs	74	Chapter 6:	
Volcanoes	75	Readers Theatre	115
Eggs	76	Getting Started	116
Teeth	77	Additional Resources for Readers Theatre Scripts	117
Paper	78	Old MacDonald	118
Insects	79	Little Miss Muffet	121
Hair	80	The Three Little Wolves	124
Magnets	81	Three Blind Mice	127
Your State	82	Chapter 7:	
Chapter 4:		100 Books for Gifted Readers in Grades K–2	130
Creative Thinking	83	Answer Key	134
The Creative Map	84	About the Author	140
A Sample Lesson	85		
Creative Extensions	87		
Fluency	87		
Flexibility	88		
Originality	89		
Elaboration	90		
Specific Creative Extensions for a Sample Book	91		

Introduction



I love working with gifted youngsters simply because they are often unencumbered by the conventions of traditional education practices. Their words, attitudes, and perceptions are imaginative, divergent, and unrestricted. As adults we may be unprepared for what our gifted students say or do, but we are never bored!

Are there gifted students in kindergarten, first, and second grade? There are those who would argue that giftedness cannot be identified until youngsters are in third or fourth grade. Many schools around the country don't begin to provide services for gifted students until those students are in the upper elementary grades or middle school. The rationale is that true giftedness is not expressed or developed until youngsters have reached a certain age or stage of personal and social development. I disagree!

As teachers, we often see evidence of giftedness in our primary-age (Grades K–2) students. This evidence is indicated by any combination of the following factors:

- Use of complex language patterns
- High levels of questioning
- Sophisticated problem-solving abilities
- A depth and breadth of information
- High levels of creative thought

- Total absorption in a task or problem
- A sophisticated level of self-evaluation
- A preference for complex or novel tasks
- An ability to analyze and synthesize information

Yes, giftedness manifests itself early and often in five-, six-, and seven-year-old youngsters. My own work and that of colleagues all over North America attests to the dynamics and prevalence of giftedness in the early grades. Suffice it to say that gifted students also present a unique challenge to primary-level teachers. They are often the first ones done with an assignment or those who continually ask for more creative and interesting work. What these students frequently demand are ideas and materials that are not only challenging but relevant as well. What they need are exciting projects, energizing activities, and focused intellectual tasks that offer a creative and dynamic reading curriculum.

It is not unusual for gifted students in the primary grades to become “lost” in the regular reading curriculum. Rarely are they provided with challenging learning opportunities or creative intellectual tasks that engage them in the processes and procedures of accomplished readers. In conversations with gifted students, I've often heard comments such as, “This

is baby stuff!” and “I already know the alphabet, I want to read Harry Potter!” If we are to provide these students with necessary intellectual opportunities and appropriate literacy enhancements, it is important that we also offer them adaptations in the reading program that address their unique, special, and individual needs.

I wrote this book with gifted readers (as well as teachers of those gifted readers) in mind. It contains a wide variety of ideas and suggestions designed to assist gifted children in developing the practices and processes appropriate for reading competence. I’ve included tasks that both extend the classroom reading program and help students explore the world around them.

Specifically, the objectives of this book are as follows:

1. Students will be involved in a facilitative learning process. They will be encouraged to plan and select assignments that meet their individual needs and interests. In turn, these self-directed explorations will lead to greater personal involvement and participation.
2. Students will learn to assume more responsibility for their own learning. In so doing, they will gain a greater awareness of their own abilities, develop a sense of self-direction, and improve their self-esteem.
3. Students will be exposed to a wide range of materials, assignments, and experiences—all designed to stimulate reading exploration above and beyond the traditional classroom reading program.
4. Divergent thinking skills will be emphasized in concert with creative

endeavors. Thus, students will be encouraged to both process and interpret information. As a result, they will come to appreciate reading as a multifaceted subject.

5. Students will be able to explore reading beyond the four walls of the school. By using their abilities in practical and meaningful pursuits, they will gain a heightened awareness of their own competencies.

The tasks, assignments, and projects in this book have been developed in concert with varied groups of gifted youngsters. Many children have participated in the development of these endeavors, thus ensuring the relevancy of each assignment for all gifted readers. However, it is important that whichever assignments you select for your students, you take sufficient time to discuss the purpose of each one, in terms of both its immediate importance and its long-range implications. Providing opportunities for students to share and discuss the implications of these ideas for their own reading development will help them appreciate the selected assignments as a positive extension of their literacy development.

It is a great idea to solicit follow-up activities from your gifted students. These tasks and assignments are not rigid; you can modify them and expand them as the dynamics of individuals or groups may warrant. When students have opportunities to extend and expand the ideas within this book, they will be able to see the value of their work in terms of long-range reading goals. In short, the assignments, projects, and tasks in this book should serve as launching

pads for students' imagination, thinking-skills development, and creativity enhancement.

The countless learning opportunities in this book are designed to be used in whatever order or sequence you feel to be most appropriate. You should plan to use a mix from the chapters throughout the year, providing varied opportunities for students to become actively involved in a selection of ideas, themes, and interests. In turn, their interest will be piqued and their motivation ensured.

I wrote this book for the teacher who wishes to stimulate, encourage, and extend the learning opportunities for gifted readers in the primary grades. A healthy dose of these assignments within and throughout the reading program can produce students who are eager participants in the reading process. In turn, literacy growth can become an exciting and dynamic part of the world of gifted readers.

Tony Fredericks



How to Use This Book

This book can be used in a variety of classrooms, “pull-out” programs, grouping situations, or instructional formats. Here are some possibilities:

1. **The Regular Classroom.** All of the chapters (and their accompanying projects and tasks) can be used in a regular classroom containing both gifted and on-level readers. As such, assignments can be made (a) when scheduled reading assignments have been completed, (b) in place of regular assignments, or (c) as supplemental work to strengthen concepts presented in the reading program.
2. **A Special Gifted Class.** This book presents a number of options for special gifted classes. These include

(a) using the chapters in addition to the regular reading curriculum, (b) developing a complete reading curriculum for gifted students based on these projects, or (c) scheduling individual or small-group work as an extension of previously learned concepts and skills.

3. **At Home.** Parents will find these tasks appropriate for home use, too. Each chapter has a variety of assignments and projects using a non-threatening format that families can enjoy together. Parents should treat these ideas as fun-to-do assignments rather than as graded work. It is important, therefore, that the atmosphere is low-key, relaxed, and informal—enjoyment should be the watchword! Total family involvement will help gifted students apply classroom-learned skills in a variety of practical situations.

You can use this book in a variety of ways, depending on individual classroom dynamics and on the instructional plans you wish to emphasize. In choosing assignments for your gifted students, you may wish to give some thought to the following:

- Consider reading the directions to younger students. In some cases students will be able to read directions for selected activity sheets and projects independently. At other



times, it may be necessary for you to read (aloud) selected directions prior to the initiation of certain tasks. Above all, make sure students understand not only what they are to do, but why.

- Try a variety of instructional strategies. Most of the projects and tasks can be done as individual or as small-group work. Provide children with a selection of sharing opportunities, too.
- All of the chapters are non-graded, but you may wish to set up your own evaluation system or invite students to help in establishing appropriate evaluation criteria. This will ensure maximum student involvement—a factor that enhances both cognitive and affective development.
- There is no set order or sequence to the assignments, so you are free to choose appropriate work or allow students a measure of self-selection in determining the tasks they would like to pursue.
- Whatever projects you or your students select, it will be important to keep time limits flexible. Suggested completion times are included in the introduction to each chapter, but are offered as approximations only. After students have completed several assignments, you will be able to judge appropriate time limits for future work.
- Most of the chapters require either some degree of student independence or an extended period of time for completion. Consequently, it is a good idea to schedule periodic conferences

with individual students or with small groups of students. These conferences can provide you with an opportunity to gauge student progress and discuss issues or concerns specific to individual assignments.

Following is a suggested plan for assigning individual lessons within each chapter. Feel free to modify it according to the dynamics or time limitations of your classes.

- Introduce an assignment or lesson to individuals or small groups. Be sure to provide a complete list of all the necessary requirements. Read the instructions aloud, as necessary.
- Invite students to discuss several options for completing an assignment. Make sure discussion centers on how the assignment will be initiated, pursued, and terminated.
- Provide students with plenty of time to examine several assignments thoroughly and to make their own choices. Students may opt to work on specific lessons individually or in small groups.
- Invite students to begin working on selected activities, projects, and assignments.
- Allow students sufficient time to plan culminating projects or presentations. Invite them to set a target date for completion of a selected assignment.
- Provide opportunities to share the results of an assignment, to discuss its implications, and to evaluate the product(s).

The variety of instructional options and reporting formats guarantees that students will be able to discover many exciting dimensions to the world of reading. In so doing, they will have the opportunity to use their talents and expertise in varied literary explorations beyond the classroom.

NOTE: For additional activities, projects, assignments, and discoveries for gifted students, be sure to check out its companion book: *Creative Activities for Gifted Readers (Grades 3–6): Dynamic Investigations, Challenging Projects, and Energizing Assignments* by Anthony D. Fredericks (Tucson, AZ: Good Year Books, 2006).



Chapter 1

Puzzlers

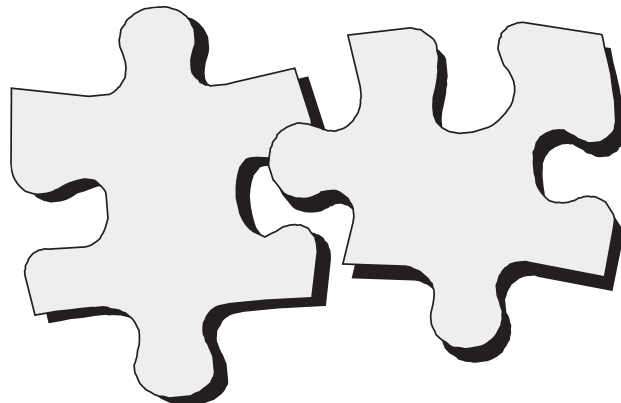
Independent learning has long been a hallmark of gifted reading instruction. This initial chapter offers gifted students a number of motivating activity sheets designed to challenge them in a variety of reading areas, to encourage them in the development of both reading and creative skills, and to provide them with opportunities for individual exploration of selected interest areas.

You can reproduce “puzzler” sheets and give them to students. These sheets emphasize a variety of higher-level thinking skills and are designed to reinforce and extend students’ cognitive processes. Although this section can often be completed without additional reference materials, encourage students to engage in extra research whenever necessary, using a multitude of classroom or library resources. This option stimulates

students to experience and appreciate the universality of reading in their lives.

Students should be able to finish each activity sheet in one or two class periods. Each can be completed independently or by a small group of two or three students. There is no set order for completion of these activity sheets, so you can use them in whatever sequence you desire. You may wish to use these activity sheets as an extension of a regular reading assignment, as an element in a guided reading lesson, as a separate assignment, or as a special homework paper.

In all, these activity sheets offer students opportunities to develop thinking skills in a fun, interesting, and meaningful format. Sprinkled liberally throughout the reading curriculum, they can add a touch of spice to gifted students’ development as well-rounded readers.



Name _____

Date _____

Letter by Letter



Directions:

The letters in each row follow a pattern. Write the letter that comes next in each pattern. The first one has been done for you.

1. **A B C D E F** **G**

2. **Z Y X W V U** _____

3. **A C E G I K** _____

4. **M N O M N O** _____

5. **D G J L O R** _____

6. **C D E C D E** _____



Name _____

Date _____

Letter by Letter



Directions:

The letters in each row follow a pattern. Write the letter that comes next in each pattern. The first one has been done for you.

1. **V V W W X X** Y

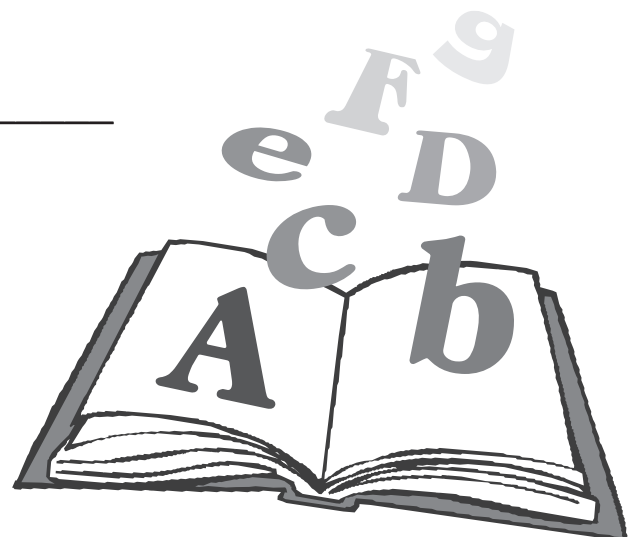
2. **K K K K L L L L M M** _____

3. **G H I J G H I J** _____

4. **E D C B E D C** _____

5. **M n n M n n M n** _____

6. **R S S T T T U U U** _____



Name _____

Date _____

Letter by Letter



Directions:

The letters in each row follow a pattern. Write the letter that comes next in each pattern.

1. **W A W B W C W** _____

2. **F G H I I H G** _____

3. **O O O P P P Q** _____

4. **M I K j I h G** _____

5. **B H M Q T** _____

6. **O P Q R S O P Q R O P** _____



Name _____

Date _____

Begin and End



Directions:

Look at each of the boxes below. How many words can you create in each box using the instructions at the top of the box?

Words That Begin with B	Words That Begin with M
1. boy	1. match
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Words That End with R	Words That End with D
1. center	1. sled
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

From Creative Activities for Gifted Readers, K-2 © Anthony D. Fredericks. This page may be reproduced for classroom use only by the actual purchaser of the book. www.goodyearbooks.com

Name _____

Date _____

Begin and End



Directions:

Look at each of the boxes below. How many words can you create in each box using the instructions at the top of the box?

Words That Begin and End with T	Words That Begin and End with P
1. tent	1. pop
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Words That Begin and End with M	Words That Begin and End with G
1. Mom	1. gang
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

From Creative Activities for Gifted Readers, K-2 © Anthony D. Fredericks. This page may be reproduced for classroom use only by the actual purchaser of the book. www.goodyearbooks.com

In the Right Order



Directions:

Look at the following sentence: A boy came down early.

The first word in the sentence begins with the letter **a**. Then the next word begins with **b**—the next letter in the alphabet. The next letter begins with **c**—the next letter in the alphabet, and so on. Each word begins with a letter that follows the letter that began the previous word.

For each letter in the first box below, create a sequence sentence. The first word starts with a certain letter, then the following word must start with the next letter in the alphabet, and so on. After you have finished the first box, try the challenges in the two boxes below.

1. A _____.
2. M _____.
3. R _____.

A **three-word** sentence:

C _____.

A **three- or four-word** sentence:

N _____.

A **four- or five-word** sentence:

H _____.

Make your own sentence (choose your own starting letter).

_____.

_____.

Name _____

Date _____

All the Same



Directions:

Write a sentence on each line below. Each word in each sentence must have three letters. What is the longest sentence you can make?

Example:

The big boy was not bad.

1. _____ .

2. _____ .

3. _____ .

4. _____ .

Each word in the sentences below must have four letters.

Example:

Each tiny blue fish swam fast.

5. _____ .

6. _____ .

7. _____ .

8. _____ .

Name _____

Date _____

Sentence Challenge



Directions:

Create a sentence for each rule stated below.

1. A sentence that does not have the letter r in it

_____ .

2. A sentence in which every word begins with a vowel

_____ .

3. A sentence in which every word ends with an s

_____ .

4. A sentence in which every word has the letter t

_____ .



Name _____

Date _____

Sentence Challenge



Directions:

Create a sentence for each rule stated below.

1. A sentence that does not have the letter s in it

_____ .

2. A sentence in which every word begins with the letter r

_____ .

3. A sentence in which every word begins and ends with an s

_____ .

4. A sentence that does not have the letters a, b, or c

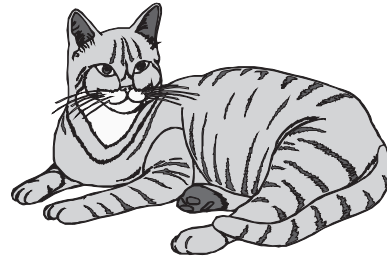
_____ .



Name _____

Date _____

Answer First



Directions:

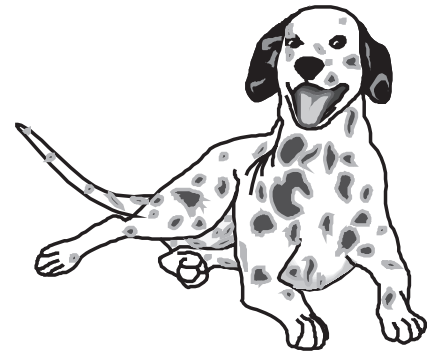
For each item below, there are two answers. Write a sentence for each answer shown.

Example:

Answers: **dogs cats**

A. What are two four-legged animals?

B. What are two different kinds of mammals?



1. Answers: **mouse rat**

A. _____ .

B. _____ .

2. Answers: **DVD CD**

A. _____ .

B. _____ .

3. Answers: **swing slide**

A. _____ .

B. _____ .

4. Answers: **beach shore**

A. _____ .

B. _____ .

Construction Junction

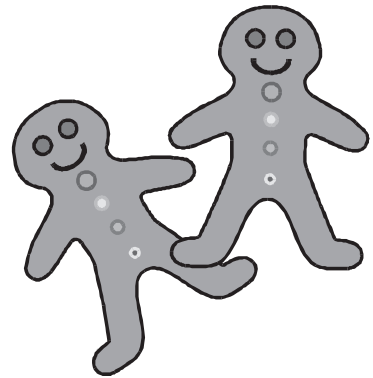
Directions:

For each item below there are several blanks. Use the blanks to make a sentence (five blanks = a five-word sentence). For each item there are letters placed at the beginning or end of selected blanks. You must use those letters in making words for each of your sentences.

Example:

_____ **s** _____ **b** _____ .

Bob's sister baked six cookies.



1. _____ **r** _____ **r** _____ .

2. **C** _____ _____ **s** _____ .

3. _____ **s** _____ **s** _____ **s** .

4. **A** _____ **b** _____ **c** _____ **d** _____ **e** _____ .

5. _____ **s** **s** _____ _____ **s** **s** _____ .

6. _____ **m** **m** _____ _____ **m** **m** _____ .

Mixed-up Letters



Directions:

Each item below has a word with three letters. Rearrange the letters to make a new word. The first one has been done for you.

1. tea eat

2. saw _____

3. pat _____

4. sag _____

5. ton _____

6. are _____

7. end _____

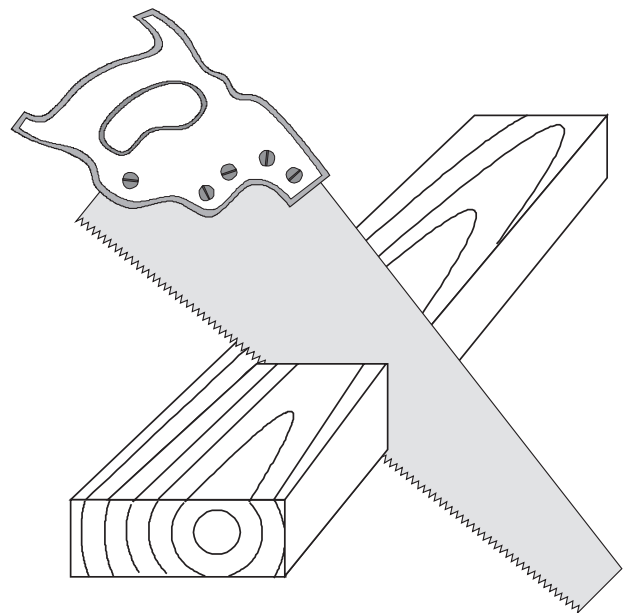
8. pot _____

9. pal _____

10. net _____

11. nab _____

12. its _____



Name _____

Date _____

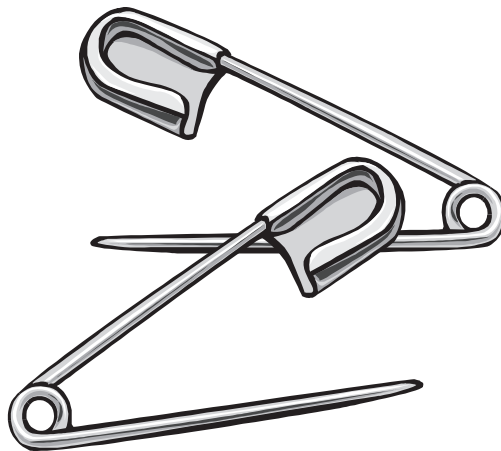
Mixed-up Letters



Directions:

Each item below has a word with four letters. Rearrange the letters to make a new word. The first one has been done for you.

1. team meat
2. life _____
3. care _____
4. near _____
5. pins _____
6. stew _____
7. hint _____
8. scan _____
9. tear _____
10. dear _____
11. lime _____
12. spot _____



Name _____

Date _____

One by One



Directions:

How many words can you write in each box? Can you fill up each box?

One-letter Words	Two-letter Words	Three-letter Words	Four-letter Words
1. a	1. no	1. can	1. send
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.

From *Creative Activities for Gifted Readers, K-2* © Anthony D. Fredericks. This page may be reproduced for classroom use only by the actual purchaser of the book. www.goodyearbooks.com

Name _____

Date _____

One by One



Directions:

How many words can you write in each box? Can you fill up each box?

One-syllable Words	Two-syllable Words	Three-syllable Words
1. sit	1. sister	1. alphabet
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Name _____

Date _____

Compound It!



Directions:

Look at each word in the middle box. Add another word to the front or back of the word in the middle box to make a compound word. The first two have been done for you.

	sail	boat
base	ball	
	water	
	bed	
	man	
	out	
	air	
	match	

Name _____

Date _____

Compound It!



Directions:

Look at each word in the middle box. Add another word to the front or back of the word in the middle box to make a compound word.

	light	
	box	
	horse	
	car	
	house	
	fly	
	tight	
	shape	

A-B-C



Directions:

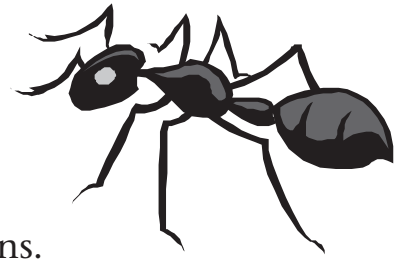
“A-B-C words” are those words in which all of the letters are in alphabetical order. A-N-T is an example of an “A-B-C word,” but D-O-G is not. See how many “A-B-C words” you can write in each box below.

Two-letter Words	Three-letter Words	Four-letter Words
1. go	1. not	1. cent
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Name _____

Date _____

One to the Other



Directions:

Arrange the words in each line according to the directions.

Example:

Arrange the following items from shortest to tallest: horse cat ant hamster

1. ant 2. hamster 3. cat 4. horse

Longest to shortest	yard inch mile meter	1. 2. 3. 4.
Tallest to shortest	daisy cactus redwood tree moss	1. 2. 3. 4.
Widest to narrowest	railroad track ruler football field Maine	1. 2. 3. 4.
Smallest to biggest	apple walnut pea pineapple	1. 2. 3. 4.
Most to least	thousand hundred million dozen	1. 2. 3. 4.
Heaviest to lightest	submarine frog computer paper clip	1. 2. 3. 4.
Oldest to youngest	father toddler grandmother teenager	1. 2. 3. 4.

Chapter 2

~ Analogies ~

When we make an analogy, we are comparing like items or concepts. Gifted readers benefit from analogies simply because they provide multiple opportunities to see how words “work” and multiple opportunities to create understandings. Analogies build critical thinking and reasoning skills that are essential in all types of academic endeavors. More specifically, comparing unfamiliar items to familiar items enhances comprehension. Broadly defined, comprehension is an understanding of the relationship between like ideas (items that belong in a category or class, for example). Working with analogies enhances comprehension development (why similar ideas belong together) in all types of academic endeavors.

The similarity between items in an analogy is based on the relationship being compared, not the items themselves. For example, a kitten is related to a cat in the same way that a puppy is related to a dog. It is not the cat/dog or kitten/puppy that is important; rather, the relationship (comprehension) between the items is of greatest importance. Initially, it is easier to determine relationships between related items; eventually you want to move students toward looking for similarities between unrelated items.

This unit provides a wide selection of analogy activities to share with your gifted students. These activities

are in sequential order—from easy to challenging—with one skill building upon the other. Begin this unit with “Classifications.” Make sure students understand this section before moving on to the following section (“Word Pairs”). Taking time to talk about the comparisons made in one section will help students succeed in a following section.

- **Classifications:** These initial activities encourage students to classify words into general categories. Although these are not formal analogies, they help students understand the relationships that can exist between like items.
- **Word Pairs:** With these activities, students locate two words (in a set of four words) that are similar or are related in some way.
- **It Doesn’t Belong:** Here students determine a unifying relationship between three or four listed items. They then identify the one word that does not share the feature or features of the other three.
- **All Together:** With these activities, students determine the similarities within a group of words. They are then presented with another group of words, all of which are dissimilar to the first group. Then, students must determine a word (from a third group) that belongs with the first group.

- **Picture This:** These can be the initial introduction to analogies. Students observe the similarity between two illustrations. They must then find an illustration (from two possibilities) that completes an analogy.
- **Letter to Letter:** Students determine the relationship between two letters of the alphabet. Then, they must complete a letter analogy that demonstrates the same relationship.
- **Finish It:** Students determine the relationship between two words. They must then locate another word (from a group of four) that completes the analogy in the same way as the first pair.
- **Complete It:** Students read an analogy. They must then select another analogy (from a group of three possibilities) that demonstrates the same relationship.
- **Two by Two:** Students observe an analogy. They must then select two words from a box that are related in the same way as the first pair.
- **Just the Same:** Students complete synonym analogies.
- **Very Different:** Students complete antonym analogies.
- **Mix and Match:** In this section, students examine various types of analogous relationships, including synonym analogies and antonym analogies.
- **On Your Own:** First, students must determine how two given words or concepts are related. Then, working with a third word or concept, they create another pair related to each other in the same way as the items in the first pair are related.

Practice in analogies provides gifted students with valuable creative learning opportunities. However, the true value will become apparent when students have opportunities to create their own analogies (using these examples as models) to share with each other. Regular and frequent practice with analogies stimulates divergent thinking and fosters a deeper appreciation for language in both oral and written formats.



Name _____

Date _____

Classifications



Directions:

Look at each group of four words on the left below. In the box on the right, write what the words have in common.

1. kitten, puppy, calf, lamb	They are all baby animals.
2. red, yellow, blue, purple	
3. leaf, flower, stem, petal	
4. uncle, aunt, grandmother, cousin	
5. eyes, ears, nose, lips	
6. walk, skip, hop, leap	
7. lettuce, corn, carrots, celery	
8. reading, math, science, social studies	
9. shirt, pants, socks, belt	
10. floor, walls, ceiling, window	

Name _____

Date _____

Classifications



Directions:

Look at each group of four words on the left below. In the box on the right, write what the words have in common.

1. river, stream, lake, pond	They all have water in them.
2. pig, chicken, pony, cow	
3. stars, moon, sun, clouds	
4. milk, soda, coffee, tea	
5. spoon, knife, fork, plate	
6. salt, sugar, pepper, spice	
7. Sam, Ted, Carl, Bob	
8. ran, tan, can, fan	
9. moo, croak, meow, bark	
10. toe, heel, ankle, nail	

Name _____

Date _____

Classifications



Directions:

Look at each group of four words on the left below. In the box on the right, write what the words have in common.

1. snake, owl, bear, elephant	They are all animals.
2. scissors, chalk, pencils, books	
3. turkey, corn, feast, Pilgrims	
4. minute, second, hour, day	
5. feather, wing, beak, claw	
6. tongue, lips, teeth, gums	
7. cool, frozen, cold, icy	
8. Mary, Debbie, Laura, Sandy	
9. sand, shells, waves, crabs	
10. March, May, July, October	

Word Pairs



Directions:

Look at each group of four words on the left below. Circle two words in each group that are related. In the box on the right, tell how the words are related.

1. robin, elephant, tire, eagle	Both are birds.
2. knob, hinge, Jello™, chair	Both are parts of a door.
3. ink, fins, tail, picture	Both are parts of a fish.
4. maple, train, blue, elm	Both are trees.
5. apple, plum, cotton, plug	
6. wash, dirt, spoon, knife	
7. palm, wood, thumb, wall	
8. shark, table, whale, rock	
9. jam, street, toss, throw	
10. house, make, boy, hut	

Word Pairs



Directions:

Look at each group of four words on the left below. Circle two words in each group that are related. In the box on the right, tell how the words are related.

1. shoes, stove, socks, snake	Both are things to wear on your feet.
2. bad, inch, movie, foot	Both are measurements.
3. pencil, park, black, pen	
4. book, magazine, card, clip	
5. plenty, twenty, pen, ten	
6. bark, tire, wheel, sail	
7. pillow, mud, green, sheet	
8. pocket, tape, apple, button	
9. story, jar, watch, tale	
10. mouse, pink, rat, stamp	

Name _____

Date _____

Word Pairs



Directions:

Look at each group of four words on the left below. Circle two words in each group that are related. In the box on the right, tell how the words are related.

1. (April), bottle, (June), grass	
2. mittens, jacket, peach, pick	
3. date, boat, ship, claw	
4. ocean, label, tie, sea	
5. trip, insect, chase, bug	
6. small, sand, little, basket	
7. part, kids, children, rabbit	
8. clock, hotel, broke, watch	
9. castle, towel, brave, scared	
10. brother, sister, carve, step	

It Doesn't Belong

**Directions:**

Three words in each group belong together. A fourth word doesn't belong with the other three. Circle the word in each group that doesn't belong.

- | | | | | |
|----|-------|-------------|---------|--------|
| 1. | city | town | village | cow |
| 2. | ant | grasshopper | mouse | bee |
| 3. | couch | tree | chair | table |
| 4. | fox | clocks | deer | box |
| 5. | train | car | lock | ship |
| 6. | cake | ice cream | candy | carrot |
| 7. | add | subtract | beef | divide |
| 8. | rock | bite | chew | taste |

Name _____

Date _____

It Doesn't Belong



Directions:

Three words in each group belong together. A fourth word doesn't belong with the other three. Circle the word in each group that doesn't belong.

1.	say	talk	speak	top
2.	south	down	east	north
3.	letter	alphabet	road	word
4.	page	dirt	soil	ground
5.	nurse	doctor	hospital	grandfather
6.	bathtub	spark	sponge	sink
7.	saw	hammer	screwdriver	soup
8.	piece	round	square	oval

Name _____

Date _____

It Doesn't Belong



Directions:

Three words in each group belong together. A fourth word doesn't belong with the other three. Circle the word in each group that doesn't belong.

1. dime marker penny quarter

2. tennis hood football soccer

3. orange apple pear rice

4. truck sailboat canoe kayak

5. thin narrow skinny wade

6. lemonade seeds soda juice

7. little spider hort small

8. bat ball mitt light

All Together



Directions:

1. Look at the words in the first group. They all belong together.
2. Look at the words in the second group. None of them belong with the words in the first group.
3. Look at the words in the third group. One of them belongs with the words in the first group. Circle the word that belongs in the first group.

A.

1.	arm	leg	foot	head
2.	tree	candle	frog	pencil
3.	paper	knee	phone	clock

B.

1.	fin	tail	gill	scales
2.	market	mask	note	street
3.	eye	bass	rattle	road

All Together



Directions:

1. Look at the words in the first group. They all belong together.
2. Look at the words in the second group. None of them belong with the words in the first group.
3. Look at the words in the third group. One of them belongs with the words in the first group. Circle the word that belongs in the first group.

A.

1.	blue	yellow	red	green
2.	owl	bear	fish	ant
3.	apple	tree	black	six

B.

1.	marker	pen	chalk	pencil
2.	truck	dirt	lizard	circle
3.	father	crayon	thick	lazy

All Together



Directions:

1. Look at the words in the first group. They all belong together.
2. Look at the words in the second group. None of them belong with the words in the first group.
3. Look at the words in the third group. One of them belongs with the words in the first group. Circle the word that belongs in the first group.

A.

1.	shoe	share	shame	shout
2.	brood	skill	pear	wharf
3.	shake	toot	which	pipe

B.


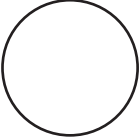





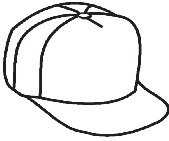









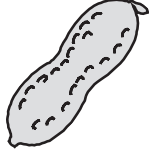
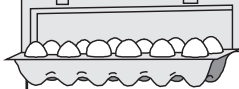

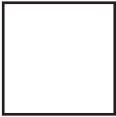

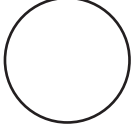


1.	tent	hut	cabin	house
2.	rat	lamp	purple	rock
3.	shack	moose	canyon	plate

Picture This



Directions:

1. Look at the pictures in each box on the left.
2. Choose the picture in the box in the right column that will complete the analogy.


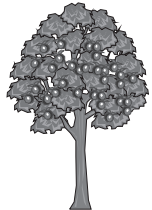

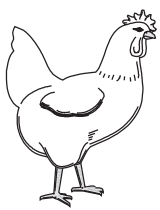


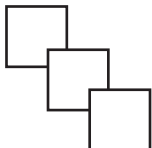



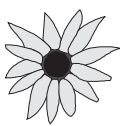





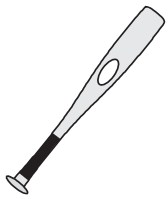
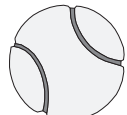







<p>1.  is to  as  is to</p>	 
<p>2.  is to  as  is to</p>	 
<p>3.  is to  as  is to</p>	 
<p>4.  is to  as  is to</p>	 
<p>5.  is to  as  is to</p>	 

Picture This



Directions:

1. Look at the pictures in each box on the left.
2. Choose the picture in the box in the right column that will complete the analogy.

<p>1.  is to  as  is to</p>	 
<p>2.  is to  as  is to</p>	 
<p>3.  is to  as  is to</p>	 
<p>4.  is to  as  is to</p>	 
<p>5.  is to  as  is to</p>	 

Name _____

Date _____

Letter to Letter



Directions:

In each box on the left, look at the first two letters and decide how they are related. Then look at the third letter. Find a letter in the second box that is related to that third letter in the same way as the first two are related. Circle the letter that completes the analogy.

1. B is to b as T is to	C m t r
2. C is to O as P is to	E B U p
3. d is to b as p is to	q b a u
4. E is to L as W is to	U V M E

Name _____

Date _____

Letter to Letter



Directions:

In each box on the left, look at the first two sets of letters and decide how they are related. Then look at the third letter set. Find a letter set in the second box that is related to that third letter set in the same way as the first two letter sets are related. Circle the letter set that completes the analogy.

1. AB is to CD as EF is to	ST UV MN GH
2. ZY is to XW as VU is to	TS BC PO LM
3. NO is to PQ as RS is to	TU XW DC NM
4. ABC is to DEF as MNO is to	PQR VZY LYW POR

Name _____

Date _____

Finish It



Directions:

Look at each analogy in the first box. Select a word in the second box that completes the analogy. Write that word in the third box.

1. quarterback : football :: pitcher :	baseball tennis ball basketball hockey puck	baseball
2. whale : ocean :: rattlesnake :	house park desert cabin	
3. right : wrong :: left :	catch flag right safe	
4. walk: hiker :: swim :	runner swimmer catcher surfer	
5. box : square :: ball :	triangle circle rectangle square	

Name _____

Date _____

Finish It



Directions:

Look at each analogy in the first box. Select a word in the second box that completes the analogy. Write that word in the third box.

1. skin: apple :: peel :	walnut cheese banana pie	banana
2. cow : moo :: chicken :	bray cluck whinny snore	
3. artist : paint :: carpenter :	build paint save operate	
4. teacher : class :: conductor :	letter piano band library	
5. buffalo : herd :: fish :	group school neighborhood ocean	

Name _____

Date _____

Complete It



Directions:

Look at each analogy in the first box. Circle an analogy in the second box that best completes the analogy. In the third box, write why your answer is correct.

1. lid : jar ::	cap : bottle knife : fork carpet : rug	A lid is on top of a jar. A cap is on top of a bottle.
2. hat : head ::	shoes : feet socks : shoes blanket : rug	
3. hammer : nail ::	saw : wood blade : cut axe : shovel	
4. boy : girl ::	man : woman dog : cat whale : shark	
5. bird : flock ::	deer : antlers whale : pod box : present	

Complete It



Directions:

Look at each analogy in the first box. Circle an analogy in the second box that best completes the analogy. In the third box, write why your answer is correct.

1. nurse : hospital ::	teacher : school cook : fry mother : father	
2. easy : simple ::	high : low hard : difficult cake : frosting	
3. lion : cub ::	sheep : lamb robin : spring tuna : fish	
4. wet : ocean ::	dry : desert rain : sky wind : storm	
5. cow : milk ::	art : painting beans : garden chicken : eggs	

Two by Two



Directions:

Look at each analogy in the first box. Choose two words from the third box that are related in the same way. Write those words on the lines in the second box.

1. end : finish ::	<u>start</u> : <u>begin</u>	start came begin last
2. low : high ::	_____ : _____	up down left right
3. ear : hear ::	_____ : _____	teeth mouth talk swallow
4. slow : quick ::	_____ : _____	left below right fast
5. cake : cupcake ::	_____ : _____	tart pie candy dessert

Name _____

Date _____

Two by Two



Directions:

Look at each analogy in the first box. Choose two words from the third box that are related in the same way. Write those words on the lines in the second box.

1. wing : butterfly ::	_____ : _____	hoof mouth sleep horse
2. roof : house ::	_____ : _____	hat jacket head shoes
3. bird : fly ::	_____ : _____	swim ocean shark sky
4. April : May ::	_____ : _____	January November December July
5. bank : money ::	_____ : _____	store grocery letters post office

Name _____

Date _____

Just the Same



Directions:

Synonyms are two words that mean almost the same thing. For example, *fast* and *quick* are synonyms because they both mean the same thing. Here is a synonym analogy:

fast is to **quick** as **big** is to **huge**

Circle the word in the second box that completes each of the following synonym analogies:

1. small is to tiny as part is to	some whole last all
2. close is to near as tall is to	fast last high far
3. cord is to rope as pull is to	tug past fall help
4. dirt is to soil as rock is to	leaves stone pack ground

Just the Same



Directions:

Synonyms are two words that mean almost the same thing. For example, *fast* and *quick* are synonyms because they both mean the same thing. Here is a synonym analogy:

fast is to **quick** as **big** is to **huge**

Circle the word in the second box that completes each of the following synonym analogies:

1. mad is to crazy as sad is to	unhappy lost sorry funny
2. weep is to cry as laugh is to	friend chuckle father safe
3. messy is to sloppy as neat is to	merry clean bedroom clean
4. ape is to gorilla as rat is to	lion bear deer mouse

Name _____

Date _____

Very Different



Directions:

Antonyms are two words that have opposite meanings. For example, *fast* and *slow* are antonyms because they both have opposite meanings. Here is an antonym analogy:

fast is to **slow** as **big** is to **little**

Circle the word in the second box that completes each of the following antonym analogies:

1. in is to out as short is to	tall happy wide length
2. hard is to soft as loud is to	quiet noisy fast sideways
3. wide is to narrow as child is to	man lady woman adult
4. shallow is to deep as puddle is to	stream lake rain wet

Very Different



Directions:

Antonyms are two words that have opposite meanings. For example, *fast* and *slow* are antonyms because they both have opposite meanings. Here is an antonym analogy:

fast is to **slow** as **big** is to **little**

Circle the word in the second box that completes each of the following antonym analogies:

1. sharp is to dull as white is to	blank color black paint
2. cruel is to kind as weak is to	safe strong carry mean
3. open is to close as far is to	climb jar near away
4. wet is to dry as pull is to	push lift heavy forget

Name _____

Date _____

Mix and Match



Directions:

Look at each analogy. Think about how the words are related. Indicate whether each analogy is a synonym (S) or an antonym (A).

- | | | |
|--------------------------------------|------------------------------------|------------------------------------|
| 1. fly : soar :: walk : hike | <input checked="" type="radio"/> S | <input type="radio"/> A |
| 2. stop : go :: down : up | <input type="radio"/> S | <input checked="" type="radio"/> A |
| 3. belly : stomach :: water : liquid | <input type="radio"/> S | <input type="radio"/> A |
| 4. chew : eat :: drink : swallow | <input type="radio"/> S | <input type="radio"/> A |
| 5. watch : see : hear : listen | <input type="radio"/> S | <input type="radio"/> A |
| 6. forest : desert :: wet : dry | <input type="radio"/> S | <input type="radio"/> A |
| 7. penny : nickel :: dime : quarter | <input type="radio"/> S | <input type="radio"/> A |
| 8. sweet : sour :: easy : hard | <input type="radio"/> S | <input type="radio"/> A |

Name _____

Date _____

Mix and Match



Directions:

Look at each analogy. Think about how the words are related. Indicate whether each analogy is a synonym (S) or an antonym (A).

- | | | |
|-----------------------------------|---|---|
| 1. tight : loose :: easy : hard | S | A |
| 2. cut : saw :: fix : mend | S | A |
| 3. open : close :: sit : stand | S | A |
| 4. huge : small :: warm : cool | S | A |
| 5. quick : slow :: sharp : dull | S | A |
| 6. glad : happy :: song : tune | S | A |
| 7. fix : break :: find : lose | S | A |
| 8. loose : tight :: quiet : noisy | S | A |

Name _____

Date _____

On Your Own



Directions:

Look at each analogy. Think about how the first word pair is related. Think of a word that is related to the third word in the same way as the first two words are related. Write that word on the line.

1. candy : sweet :: lemon : Sour
2. penny : money :: marshmallow : _____
3. sled : snow :: boat : _____
4. sing : fling :: tool : _____
5. pull : tug :: lift : _____
6. pets : veterinarian :: children : _____
7. night : dark :: noon : _____
8. salt : pepper :: sugar : _____

Name _____

Date _____

On Your Own



Directions:

Look at each analogy. Think about how the first word pair is related. Think of a word that is related to the word at the end in the same way as the first two words are related. Write that word on the line.

1. beans : garden :: _____ : forest
2. spider : web :: _____ : den
3. bee : honey :: _____ : milk
4. elephant : Africa :: _____ : Australia
5. submarine : ocean :: _____ : mountain
6. saw : wood :: _____ : bread
7. stars : sun :: _____ : moon
8. nose : smell :: _____ : taste

Name _____

Date _____

On Your Own



Directions:

Look at each analogy. Think about how the last word pair is related. Think of a word that is related to the first word in the same way as the last two words are related. Write that word on the line.

1. water : _____ :: sand : desert
2. elbow : _____ :: ankle : knee
3. sharp : _____ :: pointed : blunt
4. cloudy : _____ :: rainy : sunny
5. hive : _____ :: den : burrow
6. apple : _____ :: peas : vegetable
7. students : _____ :: players : team
8. drawer : _____ :: leg : table

Name _____

Date _____

On Your Own



Directions:

Look at each analogy. Think about how the last word pair is related. Think of a word that is related to the first word in the same way as the last two words are related. Write that word on the line.

1. _____ : house :: bench : park

2. _____ : road :: ocean : boat

3. _____ : button :: shoe : lace

4. _____ : dinosaur :: German shepherd : dog

5. _____ : minute :: hour : day

6. _____ : boil :: cold : freeze

7. _____ : happy :: sink : float

8. _____ : caterpillar :: frog : tadpole

Chapter 3

Research

A well-designed program for gifted readers is multidimensional. That is, it offers youngsters a variety of options, a variety of learning opportunities, and a variety of self-initiated and teacher-directed projects that expand learning horizons. While “variety is the spice of life,” it must be tempered with meaningful and relevant activities that promote individual achievement throughout the curriculum.

Gifted students, especially, need multiple opportunities to use their developing reading competencies in a host of problem-solving endeavors. This is done most effectively when youngsters are assigned tasks in which they can utilize higher-level research skills. Many teachers accomplish this using the time-tested routine of higher-level questioning.

Although questions are widely used and serve many functions, most classroom teachers over-rely on factual questions that do not challenge the learning abilities of students. If, as some researchers have pointed out, teachers ask as many as 400 questions every school day, and if the majority of those questions (80 percent, by some estimates) are memorization or factual questions, this suggests that little creative thinking is taking place in the classroom.

However, students—specifically, gifted students—who are asked questions based on higher levels of

cognition tend to think more creatively and divergently. In other words, if you wish your gifted students to engage in high levels of problem solving and creative thought, you need to provide them with research opportunities that utilize problem solving, are divergent in nature, and promote a multiplicity of responses.

The research projects in this chapter are designed to help you guide your gifted students to higher levels of thinking and cognition. These projects are designed around a hierarchy of question types, moving from simple to complex. The questions are based on Bloom’s taxonomy (Bloom et al., 1956) and contain six levels arranged in hierarchical form, from the least complex to the most complex. The six levels are:

- **Knowledge:** Questions at this level are used to determine whether students can recall or identify factual information in text.
- **Comprehension:** These questions are those in which students must organize, assemble, or combine factual information into a grouping or cluster of ideas.
- **Application:** At the application level students are asked to take information they already know and apply it to a new situation.
- **Analysis:** At the analysis level students must be able to identify the elements

making up the whole, see the relationship of the parts, and break down the whole into its related parts.

- **Synthesis:** Synthesis is the ability to combine two or more facts into a new whole. It is the level that elicits and rewards creativity.
- **Evaluation:** Evaluation requires an individual to make a judgment about something—that is, to make a personal statement about the value, worth, or rank of specific information.

You can reproduce each of the following “research” pages and give them to students. These sheets emphasize all six levels of cognition and are designed to extend and reinforce the development of appropriate research skills. Encourage students to consult a wide variety of reference tools, such as:

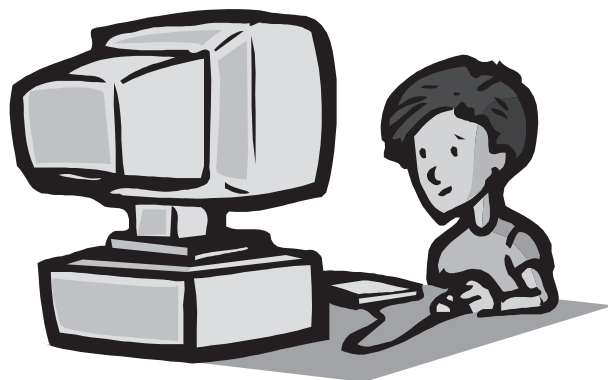
- encyclopedias
- Web sites
- dictionaries
- Web quests
- Internet search engines
- thesauruses
- family members; relatives
- textbooks
- school library resources
- public library resources
- community resources
- books; literature

Each research project may take more than one class session to complete. As such, you may elect to assign these for in-class or in-school research during a gifted class session. Or, you may choose to provide your gifted students with duplicated sheets to use for independent work at home as part of a homework assignment or extended learning project. There is no set order for these sheets. As students become more accomplished in completing these research sheets, invite them to create additional ones for you to use in succeeding years.

The six questions on each sheet are arranged as follows:

- Question 1, Knowledge
- Question 2, Comprehension
- Question 3, Application
- Question 4, Analysis
- Question 5, Synthesis
- Question 6, Evaluation

These research assignments offer students a wide variety of discovery activities in a welcome format. Moreover, students’ thinking skills and research abilities are enhanced by looking at a topic from several different perspectives. Liberal use of these sheets will dramatically enhance your overall gifted reading program while engaging students in meaningful discoveries.



Name _____

Date _____

Toads



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

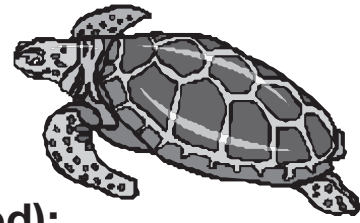
Other (list): _____

1. Describe a toad.
2. What sometimes happens at a toad pond?
3. What would happen if toads did not sing?
4. What are two things toads must do every day?
5. How do toads identify members of their own species?
6. What else would you like to learn about toads?

Name _____

Date _____

Turtles



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

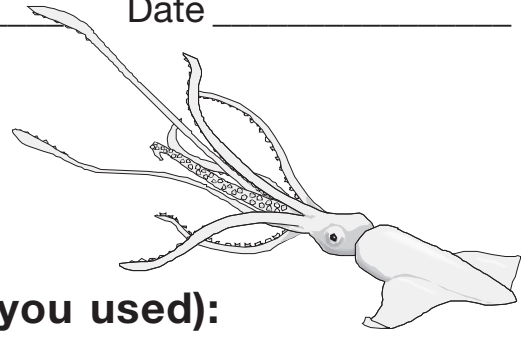
Books (list titles): _____

Other (list): _____

1. Name several types of turtles.
2. What are some turtle characteristics?
3. Why do turtles have shells?
4. Why don't turtles live in Arctic regions?
5. What would you need to include in a turtle terrarium?
6. What is the most amazing fact about turtles?

Name _____ Date _____

Giant Squids



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

Other (list): _____

1. Where do giant squids live?
2. How big are giant squids?
3. Why are their eyes so big?
4. What are some of the differences between giant squids and regular squids?
5. Where are some places you might see a giant squid?
6. Why would you want to see a live giant squid?

Name _____

Date _____

Flies



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

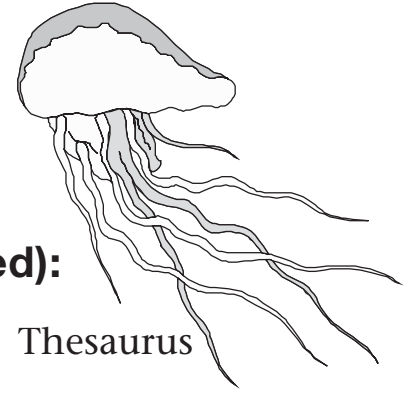
Other (list): _____

1. How many types of flies are there in the world?
2. What are some of the body parts of a fly?
3. What would happen if a fly was as big as a dog?
4. Why do flies produce so many eggs?
5. Describe the stages in a fly's life.
6. Why do you think flies are so hated around the world?

Name _____

Date _____

Jellyfish



Research Tools (circle the ones you used):

Internet

Encyclopedia

Dictionary

Thesaurus

People (list): _____

School library

Public library

Textbook

Books (list titles): _____

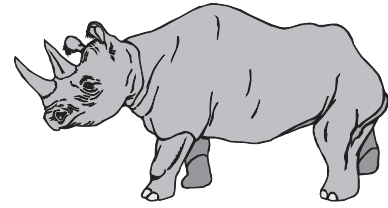
Other (list): _____

1. What animal has no heart?
2. What are some of the features of a jellyfish?
3. What would happen if jellyfish had skeletons?
4. Why are jellyfish called “jellyfish”?
5. How does a jellyfish move?
6. What do you especially like about jellyfish?

Name _____

Date _____

Rhinos



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

Other (list): _____

1. How long have rhinos lived on Earth?
2. What are some species of rhinos?
3. Why do rhinos have horns?
4. Why are some species of rhinos endangered?
5. How could rhinos be protected?
6. What do you like most about rhinos?

Name _____ Date _____

Where People Live



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

Other (list): _____

1. What is a city?
2. What are some other places in which people live?
3. Where else can people live besides cities?
4. What is a job that requires lots of land?
5. What are some reasons why people decide to live in cities?
6. Would you rather live in a city or rural area?

Name _____

Date _____

Shoes



Research Tools (circle the ones you used):

Internet

Encyclopedia

Dictionary

Thesaurus

People (list): _____

School library

Public library

Textbook

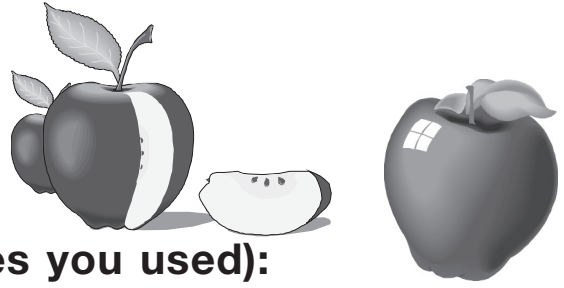
Books (list titles): _____

Other (list): _____

1. List different kinds of shoes.
2. What are some of the features of an average shoe?
3. What else can people put on their feet besides shoes?
4. Where did the term “shoe” come from?
5. How does a shoe work (when it’s being worn)?
6. What is the best kind of shoe in the world?

Name _____ Date _____

Apples



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

Other (list): _____

1. List different kinds of apples.
2. What are three recipes that use apples?
3. What else can apples be used for besides eating?
4. Make a list of all the parts of an apple.
5. How does an apple tree grow?
6. What is the best apple for eating?

Name _____

Date _____

Doors



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

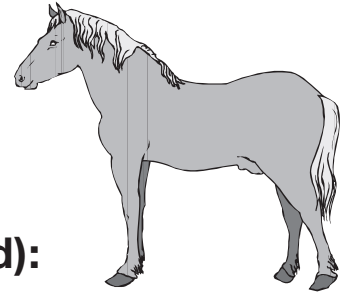
Other (list): _____

1. Make a list of different kinds of doors.
2. What is the purpose of a door?
3. Where else are doors used besides homes and office buildings?
4. Why do some places have more doors than other places?
5. Name three other uses for a door.
6. What is your favorite door? Why?

Name _____

Date _____

Horses



Research Tools (circle the ones you used):

Internet

Encyclopedia

Dictionary

Thesaurus

People (list): _____

School library

Public library

Textbook

Books (list titles): _____

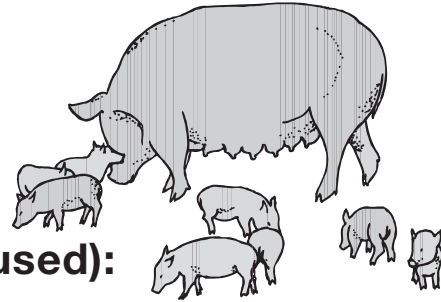
Other (list): _____

1. Name three kinds of horses.
2. What are three things that horses do?
3. How have humans used horses down through history?
4. Why are there so many kinds of horses?
5. Describe all the stages of a horse's life.
6. What kind of horse do you like the best?

Name _____

Date _____

Pigs



Research Tools (circle the ones you used):

Internet

Encyclopedia

Dictionary

Thesaurus

People (list): _____

School library

Public library

Textbook

Books (list titles): _____

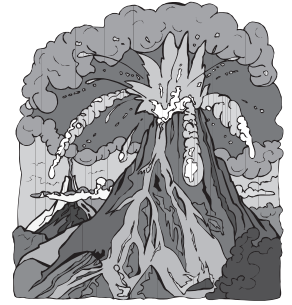
Other (list): _____

1. What is the world's biggest pig?
2. How many different kinds of pigs are there in the world?
3. What are some food items we get from pigs?
4. Why do pigs wallow in the mud?
5. How does a pig eat its food?
6. Do you think a pig would be a good pet? Why?

Name _____

Date _____

Volcanoes



Research Tools (circle the ones you used):

Internet

Encyclopedia

Dictionary

Thesaurus

People (list): _____

School library

Public library

Textbook

Books (list titles): _____

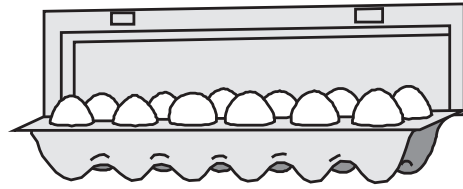
Other (list): _____

1. What is the world's most active volcano?
2. Where are most of the world's volcanoes found?
3. What would happen if there was a volcano in your town?
4. What are three differences between a mountain and a volcano?
5. Describe the stages in the "life" of a volcano.
6. Why do you think people enjoy watching volcanoes?

Name _____

Date _____

Eggs



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

Other (list): _____

1. What is the world's smallest animal egg?
2. What other animals, besides birds, lay eggs?
3. What would happen if chickens "forgot" how to lay eggs?
4. What are the major parts of an egg?
5. Where are some places you might find eggs?
6. What is the most amazing fact about eggs?

Name _____

Date _____

Teeth



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

Other (list): _____

1. How many teeth do humans have?
2. What are teeth used for?
3. What would happen if you had no teeth?
4. How do people lose their teeth?
5. What are some ways people protect their teeth?
6. What do you like most about your teeth?

Name _____ Date _____

Paper



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

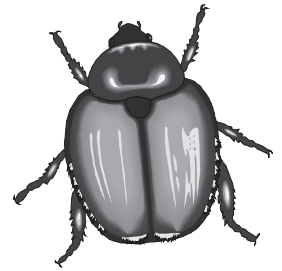
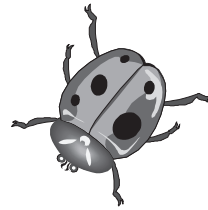
Books (list titles): _____

Other (list): _____

1. What is paper made from?
2. About how many different kinds of paper are there?
3. What are some of the different uses for paper?
4. What are some of the differences between paper and cardboard?
5. Why is paper so important to humans?
6. What would you do if there was no more paper in the world?

Name _____ Date _____

Insects



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

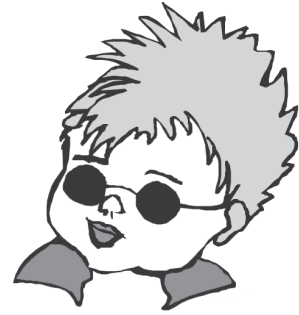
Other (list): _____

1. What is the world's largest insect?
2. About how many different kinds of insects are there?
3. Where do most of the world's insects live?
4. What are some of the differences between insects and spiders?
5. Describe how a typical insect eats.
6. What is your favorite insect?

Name _____

Date _____

Hair



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

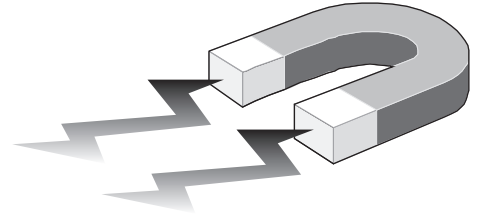
Other (list): _____

1. What is hair?
2. Where would you find hair on a human?
3. What is the hairiest animal?
4. What is the difference between hair and fur?
5. Describe how hair grows.
6. Which do you like better, long hair or short hair? Why?

Name _____

Date _____

Magnets



Research Tools (circle the ones you used):

Internet

Encyclopedia

Dictionary

Thesaurus

People (list): _____

School library

Public library

Textbook

Books (list titles): _____

Other (list): _____

1. What is a magnet?
2. What are some different kinds of magnets?
3. What would happen if there were no magnets?
4. How do magnets work?
5. List some ways that people use magnets.
6. What do you enjoy about magnets?

Name _____

Date _____

Your State



Research Tools (circle the ones you used):

Internet Encyclopedia Dictionary Thesaurus

People (list): _____

School library Public library Textbook

Books (list titles): _____

Other (list): _____

1. What is the capital of your state?
2. How does your state rank in terms of size?
3. What are some things that your state is known for?
4. What is the major difference between your state and _____ (another state)?
5. Why do people visit your state?
6. What do you enjoy most about your state?

Chapter 4

Creative Thinking

In a nutshell, there are four basic elements of creative thinking. These elements provide teachers with a framework and an outline for not only the teaching of reading, but also for organizing and planning any type of gifted program for youngsters. These creative processes include:

- **Fluency.** This is the ability to create an abundance of ideas. It involves generating many thoughts without regard to quality. Brainstorming is a good way to enhance fluency.
- **Flexibility.** This skill involves drawing relationships between seemingly unrelated ideas (for example, “How is a folding chair like a tree?”). Flexible thinkers are those able to view problems from a variety of angles. Locating common factors between and among items helps students look for many possible answers to a problem.
- **Originality.** This refers to the creation of ideas that are singular and unique—those that are different from all the others. We often call these “one-of-a-kind” answers. This is the creative process we most often associate with gifted youngsters.
- **Elaboration.** This is the process individuals go through to expand an idea—to enlarge it until it is workable or feasible. It is a process of addition or multiplication that builds ideas into their final form. In many cases this process employs the concepts of fluency, flexibility, and originality to manipulate an idea into its ultimate shape.

The four creative thinking processes often overlap. It’s important to remember that the creative process is not relegated to a single act or a single activity. It is multidimensional, multidisciplinary, and multifunctional. Nonetheless, it is equally important to expose young gifted students to each and all of these processes so that their entire creative development is positively enhanced.



The Creative Map

The success of a gifted reading program for K–2 students is highly dependent upon the opportunities provided for actively engaging students in the dynamics of text. What follows is a structure (The Creative Map) that has been used successfully in gifted reading programs across the country. This design provides you with a plan to introduce the elements of a reading lesson. It is also important to note that there is a great deal of flexibility inherent within this design. That is, you can modify or alter this plan in line with the structure of your own specific program.

It should be emphasized that this sequence is designed to help students develop and take advantage of one or more creative processes. As such, it is a model that can be easily changed as the needs and abilities of individuals change.

The three elements of the Creative Map are the following:

1. Initiating

This stage includes those instructional activities that are done before one or more students begin to read a book:

- Provide each student with a copy of an appropriate book.
- Demonstrate excitement for the book.
- Introduce the book.
- Read and discuss the title.
- Activate background knowledge.
- Conduct activities that create interest.

2. Involving

These are the activities done while one or more students are reading a book independently:

- The student reads independently at his or her own pace.
- Assist student (as necessary) with problem solving.
- Confirm good reader strategies.
- Ask appropriate questions.

3. Expanding

These creative processes are done upon completion of a selected book:

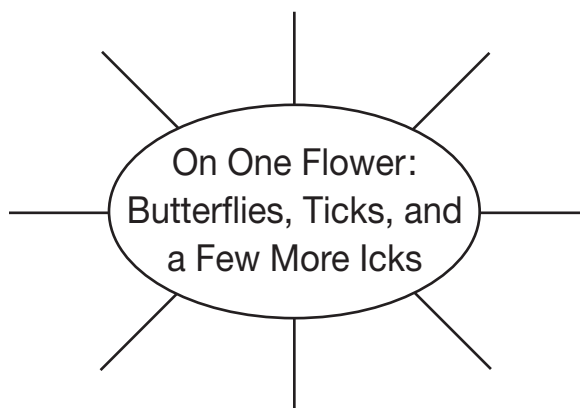
- Review major elements of the book
- Encourage retellings.
- Encourage rereadings.
- Introduce appropriate Creative Extensions.
- Pose open-ended questions.



A Sample Lesson

Initiating

Tara Crenson has been teaching gifted students in south-central Pennsylvania for the past five years. This year she is working with several groups of gifted students in first grade. Today, she has both Sandy and Chris for a thirty-minute reading session. The students have been working on a number of activities related to the concept of fluency. For this session she selects the book *On One Flower: Butterflies, Ticks and a Few More Icks* by Anthony D. Fredericks (Nevada City, CA: Dawn, 2006). She provides each student with an individual copy of the book. Tara reads the book title to the students and asks them what it means. A lively discussion follows, with each one suggesting possible plot lines and scenarios. Tara then asks the students if either of them has ever seen a whole group of insects in one place before. Sandy tells about the day that she walked into a beehive. Chris shares a story about his grandmother and her vegetable garden. Tara presents the students with a copy of a previously designed semantic web as illustrated below:



Tara invites each student to place items or events on the web that illustrate events or situations related to the book title that each has experienced. She asks the two students to add the events with a blue pen. After each student has completed her or his web, Tara leads the two in a discussion of the events recorded and how some of those events seem to be universal in nature.

Involving

Tara invites the students to read the book silently. She asks them to notice all the different creatures seen by the two boys in the story. She invites Chris to compare some of the things his father does as a high school teacher with those that the boys experience in the book.

Expanding

Tara has the two students share some of the insects portrayed in the story. She records these on the chalkboard. She asks Sandy and Chris to select those items and write them on their individual semantic webs in red ink. Tara helps the two students build a “bridge” between their background knowledge (blue ink) and textual knowledge (red ink) by taking time to discuss some of the similarities between insects seen by the two students and those that were featured in the book. Afterward, she provides Sandy and Chris with a selection of focused fluency activities, including the following:

- Make a list of all the insects you would find near your house.
- Make a list of the insects you might find at the house of a relative who lives far away.
- Make a list of six other possible locations for this story.
- Make a list of all the species of spiders that live in your state.
- Make a list of the five most popular kinds of butterflies.
- Make a list of twenty words that could be used to describe insects.

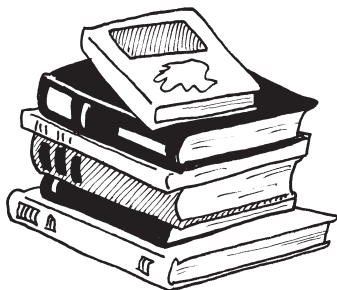
As you will note, a Creative Map provides you with a valuable lesson design that can enhance and promote the creative abilities of your gifted students. It is both flexible and compact, offering you lots of opportunities to design reading lessons based on the reading materials you share with students on a regular basis. With the Map, students have meaningful opportunities to practice and enhance their creative powers through authentic texts (children's literature).



Creative Extensions

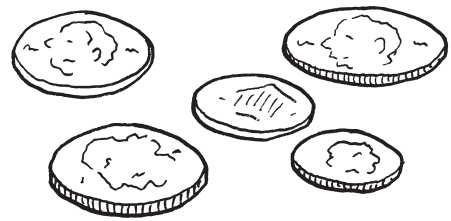
The following lists provide you with creative extensions for each of the four creative processes. Use these listings to:

- Create a complete unit that focuses exclusively on one of the creative processes (e.g., flexibility). Provide students with multiple learning opportunities in a single creative area. For example, you may wish to emphasize flexibility by selecting four or five flexibility activities for one or more literature choices.
- Create learning experiences that “mix and match” creative learning opportunities from all four of the lists. You may wish to select one activity from each list for a single book, offering a youngster four separate creative extensions for each piece of literature.
- Create units that include a variety of short-term (single-day) and long-term (multiple-day) activities.
- Create units that include suggestions from the lists below in addition to suggestions generated by students.
- Create units that focus on a multiplicity of suggestions focused on the books of a single author or books that are specific to a targeted theme (insects, outer space, inventions, etc.).



Fluency

1. Make a list of all the things a character might say.
2. Make a list of classmates who share personality features of the character(s).
3. Start a collection of items (coins, artifacts, etc.) the main character might have.



4. Make a costume the main character might have.
5. Make a list of six other possible locations for this story.
6. Develop a list of ten descriptive phrases used in the story.
7. List all the places in the story that have plants, places to live, electricity, and animals.
8. Take photos in your neighborhood similar to those mentioned in the story.
9. Make a list of twenty words that tell something about the story.
10. Write a series of questions that can be attached to the book for others to answer.
11. Write a description of the book in twenty-five words or less; in fifty words or less; in seventy-five words or less.

12. Create interview questions for a guest speaker.
 13. Design a “Question Box” containing questions and answers based on the book.
 14. Create a calendar of important events that took place in the story.
 15. Create a glossary or dictionary of important words in the book.
 16. Print important phrases or quotations from the book on construction paper and post throughout the room.
 17. Create a word bank of words from different parts of the book.
 18. Make up a list of information you’d still like to learn.
 19. Turn part of a book into a series of cartoons.
4. Make a three-dimensional model of one of the characters in the story. Use clay, papier-mâché, or other appropriate medium.
 5. Construct a chart listing story locations, important sites in your hometown, and places you have visited. What similarities do you note?
 6. Cut out twenty to twenty-five pictures from old magazines or newspapers and construct a scrapbook of story settings.
 7. Select an illustration from the story and describe how it would feel to live in that setting.
 8. Cut out headlines from the newspaper that could be used to describe or identify events in the story.
 9. Locate another story (by a different author) that has events similar to those in this story.
 10. Write a newspaper account of this story that would be enjoyed by your classmates.
 11. Develop several magazine-type advertisements for a book. These advertisements can then be collected into a portfolio that can be distributed or sent around the school or district.
 12. Make a time chart of the six most important events in the book.
 13. Create a scrapbook about important places, people, and events in the book.
 14. Design a trivia game on book facts.
 15. Create word problems using distances between settings, sites, or other geographical areas mentioned in the book.

Flexibility

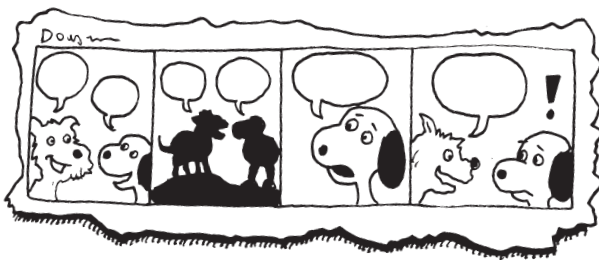
1. Illustrate some of the similarities between two or more characters.
2. Cut out pictures of several people from old magazines. Using a combination of body types, faces, and so on, construct a character similar to the one in the story.
3. Rewrite a portion of this story with one or more of your friends as the major character(s).



16. Establish a “museum” of book artifacts in one corner of the classroom.
17. Create a “Wanted” poster for one or more book characters.
18. Explain which book character you would like to have as a next-door neighbor.

Originality

1. Make a sock puppet or stick figure of the main character.
2. Make a cartoon strip using some of the characters from the story.
3. Make a dictionary of descriptive words that could be used for each of the characters.
4. Cut out a cartoon strip from the Sunday newspaper. Erase the dialogue in the “balloons” and replace it with dialogue from the story.



5. Paint a mural of scenes in the story.
6. Make a diorama of a major setting in the story.
7. Create an advertisement for the setting of the book.
8. Make a “roll movie” using a strip of adding machine tape.
9. Dramatize the story in a play or skit.
10. Write an original song (using a popular tune) for the story events.
11. Create a crossword puzzle based on the story.
12. Create a new dust cover for a book. What events, characters, or settings would you include?
13. Make up a colorful poster that “advertises” a collection of books by a designated author.
14. Draw an imaginary setting for the book. What types of illustrations would you include in the book that are not there now?
15. Make a collage of important events in the book. Cut out pictures from old magazines and paste them on a sheet of construction paper.
16. Work with some friends in writing a song for the book. Take one of your favorite songs and rewrite some of the words using words from the book.
17. Adapt an event into a news report or TV program.
18. Pretend you’re a character in the book and write a letter to someone in your class.
19. Write a sequel or prequel to an incident or event.
20. Write a horoscope for a book character.
21. Collect recipes the book characters might enjoy and write a cookbook.
22. Create a new title for the book.
23. Create a family tree about a book character.
24. Build a scale model of a book character using clay or papier-mâché.
25. Create a pop-up book about one important event.
26. Create a collage from old magazines.
27. Take on the role of a book character and write an autobiography.

Elaboration

1. If you were the author of the story, what would you change?
2. Develop a radio show using some of the characters from the story.
3. Write a letter to the author of the story from the viewpoint of one of the characters.
4. Write a continuation of this story with your neighborhood, town, or city as the setting.
5. Plan a trip to the setting of this story.
6. Design a travel brochure about the setting of the story.
7. Develop a pantomime about the events in the story.
8. Create a wordless picture book that illustrates the important events of the story.
9. Create a reference guide for the story. Combine the elements of a dictionary, encyclopedia, thesaurus, atlas, and other tools into an appropriate guide.
10. Tape-record a portion of the book so other students can enjoy it.
11. Illustrate the most exciting, the scariest, the saddest, or the happiest part of the book.
12. Write a letter of appreciation to the author of the book telling him or her why you enjoyed it.
13. Create a fictional journal about a figure in the book.
14. Develop an exercise program for a book figure.
15. Assemble a collage of pictures.
16. Plan a bulletin board of pictures cut from old magazines.
17. Design clay models of important characters.
18. Locate paintings that relate to scenes mentioned in the book.
19. Design a transparency about an important event and show it to the class.
20. Create a salt map of a specific location.
21. Design and write a newspaper article on an important event.
22. Create multiple endings for the book.
23. Write a travel itinerary for visiting selected places in the book.
24. Create flash cards using illustrations from a book.
25. Pantomime selected events in a story.

Specific Creative Extensions for a Sample Book

Listed below is an example of a single piece of literature and how it could be used to extend and expand the learning opportunities for gifted youngsters through an emphasis on all four creative extensions. This is not to suggest that you should use all of the following learning activities for any single child or in any single session with gifted students. It is merely to suggest that there is always a range and a variety of creative opportunities that can be used with any book. In fact, literature-based creative extensions offer children relevant and meaningful learning opportunities available in no other format. For you as a teacher, the variety of teaching options mushrooms exponentially.

Around One Cactus: Owls, Bats, and Leaping Rats

Anthony D. Fredericks (Nevada City, CA: Dawn Publications, 2003)

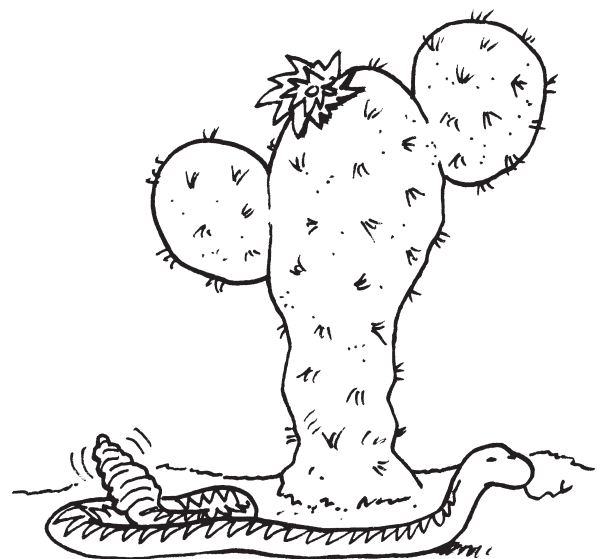
Summary

This dynamically illustrated book takes readers into the heart of the Sonoran Desert to watch the “happenings” that take place in and around a single saguaro cactus. The young boy in the story doesn’t think there is much going on at the cactus and so, near the end of the day, he leaves. But that’s when all the activity begins. Rattlesnakes,

elf owls, kangaroo rats, scorpions, and other denizens of the desert come out to “play and prey.” This book received the Teacher’s Choice Award from the International Reading Association in 2004.

Critical Thinking Questions

1. Which of the creatures did you enjoy the most?
2. Which animal would you like to learn more about?
3. How did the illustrations help you enjoy the story?
4. Are you similar to any of the creatures in this book?
5. What are some other animals that live in the desert?
6. If you could ask the author one question, what would it be?



Fluency

1. Students may enjoy creating their own “desert dictionary.” Invite them to gather words and definitions for several letters of the alphabet. For example:

A: arid
Arizona
Apache Indians

B: beetles
bats

C: cactus
California poppy

D: desertification
diamondback rattlesnake
dunes

E: endangered environment

F: fox
flowers

2. Invite students to participate in a game of “Charades.” Each student can select an appropriate desert animal and demonstrate its movements for others to guess.

3. The following chart contains a list of each of the animals in the book along with a descriptive term. Encourage students to gather additional information about each animal and to add two more descriptive terms for each one. Students may wish to work in teams and compare their lists when completed.

Animal	Adjective(s)
kangaroo rat	hairy soles
elf owl	yellow eyes
long-nose bat	night flyer
rattlesnake	pit viper
scorpions.....	poor eyesight
kit fox	long nose
gila monster.....	black spots

4. Invite students to write the names of each of the animals in *Around One Cactus* on an individual 3-by-5-inch index card. Ask students to research other Sonoran desert animals and to write the names of each of those animals on separate index cards. Then, invite students to work in pairs (additional research may also be necessary) to sort all the cards into the following categories:

- Diurnal vs. nocturnal
- Birds vs. mammals vs. reptiles
- Herbivores vs. carnivores vs. omnivores

Students may also wish to place selected cards into a line representing a Sonoran desert food chain. For example: elf owl → kangaroo rat → rattlesnake.

5. Students may wish to assemble a “cactus dictionary.” Invite them to research other types of cacti from across the United States or from around the world. Ask students to include an illustration of photograph of each cactus on one page of the dictionary along with relevant information about geographical range, dimensions, and so on.

6. Invite students to survey other students who have read this book. Ask them to make lists of all the creatures in the book and question others about who their favorite animals are. They can then tabulate the results and present them in the form of bar graphs, pie charts, or line graphs.

7. Invite students to read other desert books such as the following:

- *Saguaro Moon: A Desert Journal* by Kristin Joy Pratt-Serafini

- *Desert Song* by Tony Johnson
 - *Cactus Hotel* by Brenda Z. Guiberson
 - *Desert Giant: The World of the Saguaro Cactus* by Barbara Bash
 - *America's Deserts* by Marianne Wallace
 - *One Small Square: Cactus Desert* by Donald M. Silver
8. Students may be interested in logging on to several Web sites that describe Saguaro National Park in Arizona. After obtaining important information about the park, invite students to share their collective data with other classes or groups of students. The following Web sites will get them started:
 - http://www.americansouthwest.net/arizona/saguaro/national_park.html
 - <http://www.nps.gov/sagu/>
 - http://www.desertusa.com/sag/du_sag_index.html
 9. If possible, obtain a copy of the video *The Amazing Giant Saguaro of America's Southwest* (The Gold Dust Twins Enterprises, 1994). This video is an excellent introduction to saguaros, particularly for those not familiar with these denizens of the Arizona desert. After viewing, plan time to discuss with students new information they obtained from the video or misconceptions about desert life that were cleared up by the video.
 10. Invite students to collect several copies of travel magazines or nature periodicals. Ask them to prepare a "desert collage" composed of illustrations and photographs cut from these magazines. Be sure the collage is posted in a prominent place.
 11. Invite students to check out the wide variety of books about cacti on the following Web site: <http://cactus-books.com>. Encourage students to assemble a comparable resource (Web site, bibliography, etc.) on cactus books that are particularly appropriate for elementary students.
 12. Invite students to gather information and data from the school and/or public library. They can put together a booklet or notebook entitled "Cactus World Records," a compendium of the world records held by individual cactus species or single cacti throughout the world. Some of the following designations may be appropriate:
 - World's tallest cactus
 - World's oldest cactus
 - World's smallest cactus
 - Cactus with the longest roots
 - Cactus with the biggest seeds
 - Cactus with the smallest seeds
 - Heaviest cactus
 - Most common cactus
 - Rarest cactus
 13. Invite students to create a "word poem" about the saguaro cactus. Write the term "saguaro cactus" vertically on the left side of a piece of posterboard. Encourage students to suggest words or phrases that are indicative of the Saguaro cactus for each letter. The following example has been partially completed:

S
A
G Gila monsters and snakes live around it.
U
A
R Rain rarely falls.
O
C
A A den of foxes is nearby.
C
T Time seems to stand still.
U
S Scorpions scuttle along on unseen trails.

Flexibility

- Students may enjoy creating a large wall mural about the four major desert areas in the United States. Assign each of four separate groups one of those desert area (Sonoran, Mojave, Chihuahuan, Great Basin) and invite them to do the necessary research. Post completed murals in the classroom or the school library. Interested students may also wish to do some comparative murals on U.S. deserts vs. deserts from other locations around the world (e.g., Atacama, Sahara, etc.).
- Invite students to read four other books by the author of *Around One Cactus: Owls, Bats and Leaping Rats*. They are: *Under One Rock: Bugs, Slugs and Other Ughs* (Dawn Publications, 2001); *In One Tidepool: Crabs, Snails and Salty Tails* (Dawn Publications, 2002); *Near One Cattail: Turtles, Logs, and Leaping Frogs* (Dawn Publications, 2005); and *On One Flower: Butterflies, Ticks and a Few More Icks* (Dawn Publications, 2006). How are all five of these books similar?
- Divide students into two separate groups. Assign one group the task of writing a prequel to the story and assign the other group the task of writing a sequel. Encourage students to discuss the various types of actions and/or creatures they could include in their editions.
- Invite students to each select one of the animals featured in the book. Invite each child to demonstrate the movement of that creature in a designated area. For example, for a rattlesnake, students can slither across the floor on their bellies; for a scorpion they can scuttle across the floor on their hands and feet. Provide opportunities for students to describe their movement and why they may be unique to each individual animal.
- Invite students to visit a local travel agency and collect travel posters or brochures for an imaginary visit to Arizona. Have students read the materials and then create an Arizona travel brochure specifically geared for kids. What new or different information should be included in this brochure? (For students living in Arizona, invite them to create a brochure that entices other kids to come and visit their state.)
- Provide students, individually or in small groups, with a small sponge saturated with water. Explain to them that this represents a desert animal with a limited amount of available water. Over a twenty-four-hour period, students should take care of their “animal” in a manner that will best conserve the water it contains, using only natural materials. Their “animal” must be in the open for at least four hours during that time to “feed.” To measure the beginning

moisture content, each student or group should use the balance to determine the mass of its sponge. A control sponge should be left unprotected for the experiment's duration. Students should then plan a strategy and write it down, along with predictions of what will happen. During the twenty-four-hour period, students should make and record observations. At the end of the allotted time, students again record the mass of their sponges. Students should compare with the previous mass and make inferences about the results in relation to real organisms with limited or temporary water supplies, such as lizards, pack rats, and coyotes. Have individuals or groups share their experiments and results with the entire class. Afterward, conduct a class discussion of methods, results, and how this relates to adaptations for survival in real organisms.

7. Invite students to imagine that they are a saguaro cactus. Encourage them to write a life story told from the perspective of the cactus. What happens to the cactus during the course of a year? During a decade? During a century? How is the cactus's life similar to or different from a human being's life?
8. Invite students to discuss the similarities between human dwellings and animal homes. What are some of the things that determine where an animal lives? Are those conditions or features similar to the considerations of humans in selecting a living site? Do animals, particularly desert animals, have more options for living spaces than humans?

9. Obtain a copy of *Cactus Poems* by Frank Asch (Gulliver Green, 1998). Share some of the poems with your students. Afterward, invite students to create their own cactus poetry. Post the completed poems on an oversized cutout of a saguaro cactus.

Originality

1. After students have had an opportunity to read other books about the desert, encourage them to create a sequel to *Around One Cactus*. What animals would they like to include in an "extension" of the *Around One Cactus* story? Invite students to create and post their creations throughout the classroom.
2. Invite each student to select one of the creatures from the book. Have them read the "Field Notes" pertaining to that animal in addition to conducting more library research. Afterward, invite each student to create a series of diary entries told from the perspective of that animal—for example, "A Day in the Life of a Rattlesnake" or "A Day in the Life of a Gila Monster."
3. Using Styrofoam, create a large replica of a saguaro cactus. Invite students to break 100 toothpicks in half and stick each of the broken pieces into the model cactus. You may wish to spray paint the creation and let it dry before placing it in a prominent position in the classroom. Students can arrange models (see activity 8, below) around the cactus. Models can include creatures mentioned in the story as well as others students learn about during outside reading assignments.

4. Invite students to create posters or advertisements to attract other students to this book. What information, data, or illustrations should be included? Students may wish to hang their illustrations or posters throughout the school or in the library.
5. Have students put together a “cactus newspaper” (in a newspaper format) that presents interesting facts and observations about animals that live in and around a saguaro cactus. Invite students to use the same sections as the local newspaper (e.g., sports—how fast scorpions or other animals run; fashion—what the “well-dressed” long-nose bat or elf owl is wearing tonight; food and health—the different diets of herbivores and carnivores; apartments—places to live in the cactus). Invite students to assemble their newspaper using an appropriate piece of software. Be sure to distribute it to other classrooms.
6. Invite students to create their own desert songs using the music from another song. For example, here is a song that can be sung to the tune of “I’ve Been Working on the Railroad”:

*I’ve been watching gila monster
All the live-long day
I’ve been watching gila monster
Just to see what he would say.
Can’t you hear him mumbling,
grumbling
Stuck in between the crack
Don’t you ever want to meet him
’Cause he just might attack.*
7. Have students rewrite part of the story from the perspective of one of the animals. For example, how would the rattlesnake view the actions of the other animals? How

would the long-nose bat view the other creatures?

8. Students can create various desert animals from homemade clay. Here’s a recipe that makes enough for four to five 1-inch animals: Mix 1 cup flour and 1/2 cup salt. Add 1/3 cup water, a little at a time. Squeeze the dough until it is smooth. Form into shapes; let air dry or bake at 225 degrees for 30 minutes. Paint with tempera paints. (Note: Adjust the recipe according to the number of students participating.)
9. Invite students to imagine that they are one of the creatures in the story. Encourage them to create a poster that says “Save Our Home.” They can include a full-color drawing of the selected creature and write a convincing ad for preserving the Sonoran Desert environment.
10. Have students create their own booklets or informational brochures about bats. Divide the class into several cooperative groups and invite each group to research a specific category (e.g., habits, habitats, life cycles, diets, etc.). Ask the groups to compile their data into a printed form that can be shared with other students in the school.

Elaboration

1. A terrarium is a miniature controlled environment containing plants that can closely imitate the natural living conditions of desert organisms. Carefully set up, a desert terrarium can endure for long periods of time and provide students with a close-up look of this “sample” of nature. To create a desert terrarium, you’ll need:

- A glass container (You can use a 10-gallon aquarium purchased at a pet store or garage sale or a large pickle jar.)
 - Small pebbles, gravel, and coarse sand
 - potting soil
 - plants, rocks, pieces of wood
- a. Be sure to thoroughly clean the container (leave no soap or detergent residue behind).
 - b. Spread a 1-inch layer of gravel over the bottom of the aquarium. Combine three parts fine sand with one part potting soil. Spread this mixture over the base layer of gravel. Set the soil mixture about 3" deep toward the back of the terrarium and slightly shallower in front.
 - c. Decorate with rocks and small branches.
 - d. Sprinkle this mixture lightly with water. It's better to underwater than overwater—too much water is deadly for most desert plants. Stick your finger into the soil. If it's damp, don't add water.
 - e. Place several varieties of cactus into the terrarium. (It is a good idea to wear gloves.) Most nurseries carry cacti, or they can be ordered through the mail from selected seed companies and mail-order nursery houses. Here are some good choices:

Gasteria
Aloe
Sedum
Astrophytum
Crassula
Adromischus
Lithops

Rebutia senilis
pincushion cactus
Opuntia
fishhook cactus
night-blooming cereus

- f. When planting the cacti, be sure to cover the roots completely with the sandy mixture.
 - g. The desert terrarium can be left in the sun and does not need a glass cover. If you cannot leave it in the sun, rig a lamp over the terrarium. Put a 60-watt light bulb in the lamp and leave it on for about ten hours every day.
2. Invite students to write to one or more of the following national parks and request information about the flora and fauna that inhabit those special regions. When the brochures, flyers, leaflets, and descriptive information arrives, have students assemble it into an attractive display in the classroom or a school display case.

Death Valley National Park
P.O. Box 579
Death Valley, CA 92328

Joshua Tree National Park
74485 National Park Drive
Twentynine Palms, CA 92277

Great Basin National Park
Baker, NV 89311

Big Bend National Park
Big Bend, TX 79834
 3. Deserts get less than 10 inches of rain a year. Invite students to complete the chart on page 98, filling in the amount of rain each of these desert towns receives in a year. They may wish to consult books or relevant Web sites.

Mojave, CA	
Phoenix, AZ	6.5 inches
Needles, CA	
Tucson, AZ	
Palm Springs, CA	
Las Vegas, NV	4 inches
El Centro, CA	
(your home town)	

4. Students may be interested in obtaining travel and tourist information about Arizona. They can log on to <http://www.arizonatourism.com/> and obtain a wide variety of resources. Invite them to share these resources with others.
5. Talk with students about some of the “Fantastic Facts” included in the back of the book. Which ones did they find most amazing? Invite students to assemble their own collection of “Desert Fantastic Facts” or “Cactus Fantastic Facts.”
6. Invite students to log onto www.desertusa.com and select one of the animals profiled on this site. Encourage students to work in teams of two or three to assemble and collect information about their designated animals for presentation to the class.
7. Invite students to put clean, dry sandbox sand into a rectangular 9-by-13-inch cake pan. Fill the cake pan about halfway with sand. Gently shake the pan until the sand is fairly smooth in the pan. Provide one or two students each with drinking straws. Ask students to gently blow across the surface of the sand to create sand dunes, sand patterns, and other shapes (you may wish to provide students with photographs of sand dunes or sand patterns from a magazine or Web site). Invite students to discuss the various patterns that may be found in the desert, particularly those created by wind blowing over the sand for extended periods of time. Students may wish to place a few rocks in the pan to see how those objects might affect the patterns in the sand.
8. Ask students to obtain different types of cactus plants from a nearby nursery or garden center. Have them arrange the cacti in an attractive display—a single cactus garden or several smaller groupings of cacti arranged around the classroom. Encourage students to research and assemble a guidebook on how to take care of cacti. Students may also wish to prepare a PowerPoint® presentation for other students on the various types of cacti found in the United States or throughout the world.
9. Students may wish to correspond with a zoologist or biologist at a local college or university. They may wish to obtain some firsthand information about selected creatures from the book or about desert animals in general. You may be able to make arrangements for the expert to visit your classroom along with several desert creatures.
10. Cover the walls with newsprint and invite students to paint scenes of a desert using vibrant colors. Individual animals can be painted directly on the paper or created out of papier-mâché or cardboard and suspended from the ceiling with strings. Help students make some

- cacti and other desert plants in relief by constructing them out of cardboard and attaching them so they stand out from the wall.
11. Invite an employee of a local garden center or nursery to visit the classroom and discuss various types of cacti sold there. What are some planting techniques? How should cacti be cared for? Why are some cacti easier to grow than others? Invite students to gather the responses to those questions as well as their own into an informative brochure or PowerPoint® presentation that could be shared with other classes.
 12. Invite a local artist to visit your classroom and describe some of the procedures used in illustrating a book or advertisement. How does the artist take advantage of color, “white space,” size, dimension, and perspective in deciding how a final illustration will look? Invite the artist to describe some of the artistic techniques used in the book’s illustrations.
 13. Have students imagine they are living in the desert and are writing to a friend to convince him or her to visit for several days. What features or attractions should they point out in the letter? Afterward, invite students to imagine they are in an urban environment and writing to a friend who lives in the desert, inviting that person for a visit.
 14. Students may enjoy eating foods made from cacti. If possible, obtain one or more of the following
(www.desertusa.com is a good source) for students to taste: prickly pear cactus candy, prickly pear cactus jelly, prickly pear cactus honey, prickly pear cactus syrup (makes a great “lemonade”) and/or cactus marmalade.
 15. Discuss the differences between venomous and nonvenomous snakes. Ask students to determine if there is a danger of venomous snakes in the area where you live. Identify the venomous snakes in your area and where they can be found on a classroom map. Invite local emergency medical personnel to discuss caring for a snakebite wound. Share and discuss any similarities between venomous snakes in your area and rattlesnakes that inhabit the Sonoran Desert.
 16. Wind erosion is a common occurrence in the desert. If possible, invite a geologist from a local college or university to visit your class and discuss the short-term and long-term effects of wind erosion, particularly in a desert environment. Be sure to share some photographs of the effects of wind erosion, too.
 17. Invite students to gather data on the various Native American tribes that live (or have lived) in the Sonoran Desert. How did they survive? What did they grow or hunt? What were some of their uses for cacti? Plan appropriate opportunities for students to share their research.

Chapter 5

Literature Activities

Providing youngsters with frequent exposure to good children's literature continues to be the focal point of a successful gifted reading program. Children who have many opportunities to examine and explore all types of literature, particularly in a supportive and interactive environment, are those who develop a lifelong appreciation for books and stories. An effective reading program for gifted youngsters provides a multiplicity of options to interact with authors and share those experiences with peers and adults.

The activities that follow offer gifted students a host of interactive opportunities with children's literature. Here you'll find examples of how you can integrate several popular children's books throughout the entire curriculum. In short, gifted students are offered many classroom experiences that facilitate their exposure to and appreciation of a wide range of books and learning opportunities.

The goals of these "hands-on, minds-on" activities are based on three interrelated areas:

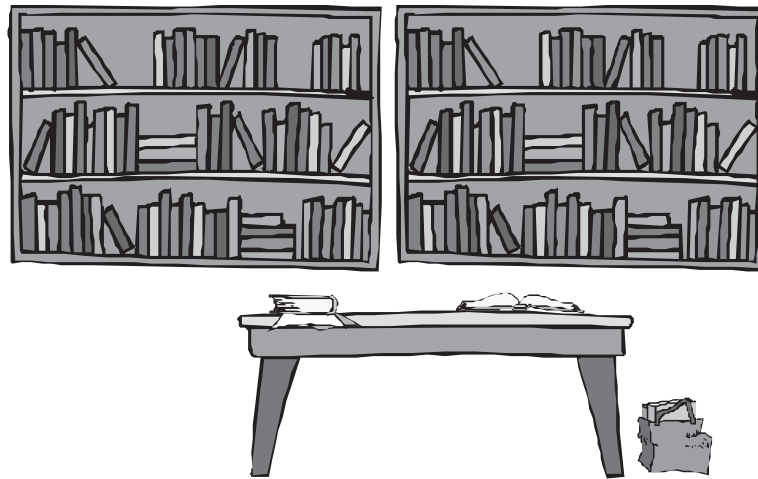
1. **Active Participation.** Too often, gifted youngsters are exposed to literature in a passive context. The approach in these examples is grounded in the belief that students

can elaborate, extend, and expand the concepts of a single book throughout their daily curriculum. As such, pupils are provided with innumerable opportunities for actively sharing their experiences and relating them to materials read.

2. **Motivation.** Stimulating gifted youngsters to engage in learning tasks and maintain a high level of motivation continues to be a major concern of many teachers. This chapter is designed to foster an interest in all learning skills such that performance and persistence is maintained in a variety of positive academic situations. As such, young gifted learners develop positive attitudes about their abilities as well as about the materials they are using.
3. **Divergent Thinking.** Gifted students who are provided unlimited opportunities to both process and interpret information are those who succeed in any learning activity. These examples offer children many ways to move beyond "the right answer" into new areas of thinking and cognition. Students are engaged in a rich and enthusiastic learning environment that does not limit their possibilities, but rather enhances them.

These samples emphasize a discovery approach to literature. They offer gifted students a multitude of interactive activities with literature that will enhance and extend the entire curriculum. The focus is not on the development of a proper way of thinking, but rather on the multitude of learning possibilities students can use in developing an appreciation for good

literature as well as an appreciation for the entire curriculum. Use these examples as “markers” for the types of literature-related activities you can create for your own gifted students. However, it is important that you offer your students opportunities to select and participate in activities of their own design or choosing.



Alice the Fairy

David Shannon

New York: Blue Sky Press, 2004

Summary

With a font that looks just like a child’s writing, author David Shannon has created another one of his classic books. Young Alice, with her overactive imagination, imagines herself to be a fairy—one with incredible “powers” and imaginative interpretations. Students will resonate with this tale of creativity and humor. Be prepared for the stories they will create afterward.

Critical Thinking Questions

1. Does Alice remind you of anyone in your family?
2. What did you enjoy most about Alice?
3. If you had a magic wand, what would you use it for?
4. Do you think Alice has any friends? What would they think of Alice?
5. What other “adventures” do you think Alice will have?
6. What would you like to say to Alice?

Activities

1. Invite each child to imagine that he or she has a secret “power” or a magic wand. How would they use that talent? Ask children to create a wordless picture book or comic strip that outlines one or more activities they would do with their wand or “power.”
2. Ask students to create a list of skills, abilities, or activities that all fairies need to know. In other words, before someone can become a fairy, what must they be able to do? Students may wish to post their lists on a special bulletin board in the classroom.
3. Bring in some old clothes and invite students to create their own imaginative fairy costumes. What combination of shirts, dresses, shoes, and the like could be used as a fairy costume? Afterward, you may want to read the book aloud while one student pantomimes some of Alice’s actions in his or her fairy costume.
4. Ask students to create an application test or quiz for people who want to become permanent fairies. What would they need to know? What would they need to be able to do? How should they behave? Students may wish to “try out” their tests or quizzes on family members to see if they would make good fairies.

5. Some students may be interested in writing a sequel to this story. What might be some other “adventures” Alice would get into? Encourage students to use events from their own lives (e.g., embarrassing moments, “accidents,” family memories, etc.) for inspiration.
6. Tell students that they each have three wishes. How will they use their wishes? Invite them to write a response or develop a short skit that describes each wish they would make.
7. Invite one student to take on the role of Alice. Other students (or you) can take on the role of newspaper reporters who are interviewing Alice for a forthcoming newspaper article. What questions could be asked? What else do we need to know about Alice? How is her life similar to or different from our lives?
8. Invite students to create an advertisement for this book. How would they promote it to other readers? What features does it have that would make it interesting to others? Why would other people want to read this book?
9. Establish a “Fairy for the Day” award in which one student is designated as a fairy for a single day. Inform each individual that they get to behave just like a fairy. Discuss the actions or activities that the “Fairy for the Day” might do. Write these on a sheet of card stock and post them in the classroom.



Diary of a Worm

Doreen Cronin

New York: Joanna Cotler Books, 2003

Summary

This is a diary unlike any other diary. It's about the life and times of a worm—not just any worm, but a worm who is similar in some respects to you and me. This particular worm has lessons to learn, chores to do, relationships to deal with, and a thousand other challenges in his life. With an abundance of humor and a writing style that is both engaging and delightful, this is a book that both teachers and children will read again and again.

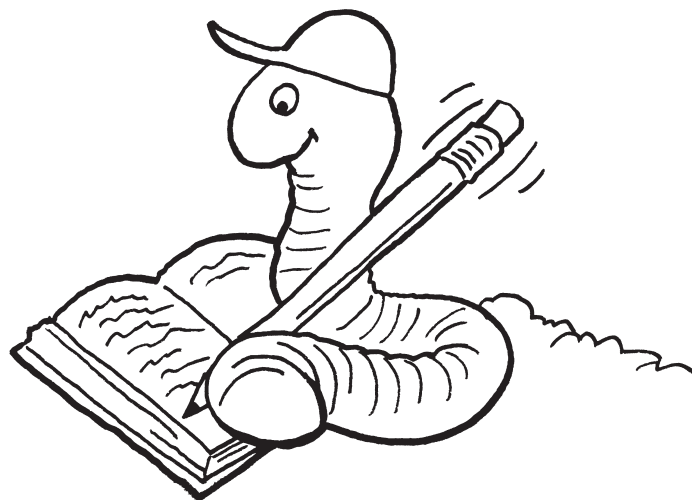
Critical Thinking Questions

1. How is the worm's life similar to yours?
2. Why was this a funny book?
3. If you could give the worm any advice, what would it be?
4. Would you like to have the worm as a friend? Why?
5. What did you enjoy most about this book?

Activities

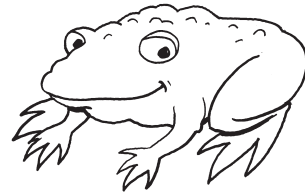
1. Provide students with one or more live earthworms (available at a local pet store, bait shop, or sporting goods dealer). Invite students to observe the worms for a designated period of time (five to ten minutes, for example). Ask them to write down (in a diary) everything they saw. Encourage students to compare notes to see if they all saw and/or recorded the same events.
2. Provide students with opportunities to create their own diaries for one day. Provide them with small notebooks or journals and ask them to record everything they do during the course of a twenty-four-hour period. Provide opportunities for students to share and compare their respective diaries.
3. Invite students to obtain one or more nonfiction library books about worms. Read these aloud to students or (if appropriate) ask them to read the selections independently. Invite students (in small groups) to create a chart which lists some of the activities of the worm in *Diary of a Worm* in one column and the "activities" of real worms in another column. Take time to discuss any differences and/or similarities.

4. Invite students to continue the diary entries as though they were the worm in the book. What other adventures would the worm have? What are some additional things he would learn in school? What are some things he could teach to other creatures?
5. Invite students to create a clay model of the worm in the story. Invite them to select their favorite illustration and mold a worm using modeling clay (available from the art teacher or a local hobby store). Ask students to give their model a red hat just like the worm in the story. Be sure students name their worm, too.
6. Ask students to make up a “homework assignment” for the worm in the story. What does he need to know? What does he need to practice? What would be the titles of some of books he would have to read at home?
7. Ask students to each imagine they are a worm. Invite them to write three things they don’t like about being a worm. Then, ask them to write three good things about being a worm. Post these in the classroom.
8. Ask students to create a make-believe dialogue between themselves (in the role of a worm) and their father or mother. What would they talk about? What would they share? What would they learn?
9. Invite students to cut out pictures from several old magazines and arrange them into a collage of the items a worm might have in his or her home. Students may wish to include those items illustrated in the book as well as items they feel would be important in a worm’s home. Be sure these are appropriately displayed.



Near One Cattail: Turtles, Logs, and Leaping Frogs

Anthony D. Fredericks
Nevada City, CA: Dawn Publications, 2005



Summary

This beautifully illustrated book introduces young readers to the wonders of a wetlands environment. Using an engaging rhyming pattern—“The marshy land with a layer of ooze/Was explored by a girl in high-topped shoes”—readers journey with the heroine as she discovers an incredible variety of wildlife in this dynamic community. Frogs with big bulging eyes, sunbathing turtles, zip-zipping dragonflies, paddling beetles, and brown-feathered ducks “swim, soar or crawl/In this sog-soggy home that protects one and all.” This book was the recipient of the 2005 Green Earth Award as the best environmental children’s book of the year.

Critical Thinking Questions

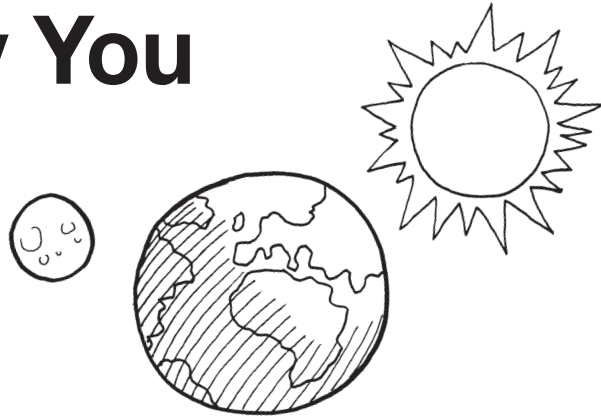
1. Which of the animals did you find most interesting?
2. Which of the animals would you like to learn more about?
3. What would you like to discover in a wetlands environment?
4. How are all the animals able to live together?
5. What did you enjoy most about the book?
6. If you could ask the author one question, what would it be?

Activities

1. Encourage students to write a fictitious letter to the girl in the story. What would they like to say to her? What would they like to know about her adventures in the wetland ecosystem profiled in the book? What else would they like to know about her?
2. Invite each student in the class to select one of the animals illustrated in this book. Encourage each child to conduct necessary research (i.e., library, Internet) on his or her identified species. Then, invite each student to write a series of diary entries told from the perspective of the creature—for example, “A Day in the Life of a Frog,” or “My Life as a Dragonfly.”
3. Provide students with an assortment of magazines that contain pictures of wetland creatures (e.g., *National Geographic*, *Ranger Rick*, *National Wildlife*). Encourage them to bring in old magazines from home.

- Have students make a class collage of a wetlands environment by pasting pictures of different critters on a large sheet of newsprint (to be displayed in the classroom).
4. Invite students to create posters or advertisements to attract other students to this book. What information, data, or illustrations should be included? Students may wish to hang their creations throughout the school or in the school library.
 5. Talk with students about some of the “Fantastic Facts” included in the “Field Notes” section of the book. Which ones did they find most amazing? Invite students to assemble their own collection of “Wetlands Fantastic Facts” based upon outside readings or research.
 6. Invite students to research and gather some examples of nature art. If possible, show students a selection of paintings that represent things in nature. Obtain books of prints (ask the art teacher) with artwork created by nature artists (for example: Frederic Church, Claude Monet). Are there any artists or paintings that would be representative of a wetlands environment?
 7. Invite students to create a wordless picture book using important events from this book. This activity can be done in small groups with each group displaying its completed book on the bulletin board. What challenges are there in creating a wordless version of this story? What are some of the things an artist must think about in creating a wordless picture book as opposed to a text-driven picture book?
 8. Cut off the fingers from several pairs of inexpensive work gloves. Invite students to use a variety of art materials (crayons, yarn, felt-tipped pens, sequins, etc.) to turn each “finger” into a puppet representing one of the creatures in the book. Students can use these puppets as part of a fingerplay during a retelling of the story.
 9. The book begins with a letter from “Your Big-Eyed Buddy,” the frog. Invite students to create other possible introductory letters for the book using one or more of the other featured animals as narrator(s). Provide opportunities for students to share these letters with each other.
 10. Obtain a copy of *Sawgrass Poems* by Frank Asch (Harcourt, 1996). Share some of the poetry with your students. Afterward, invite students to create their own “wetlands poetry.” Each completed poem can be posted on an oversized cutout of a cattail.
 11. Students may enjoy creating their own “wetlands dictionary.” Invite them to form small groups—with each group responsible for gathering words and definitions for several letters of the alphabet. For example:
A = Amazing environment, animals; B = bog, bugs, backswimmers;
C = critters, cattail; D = damp, dragonfly, ducks; E = emerge, endangered;
F = feathers, fen, flower.

On The Day You Were Born



Debra Frasier
New York: Harcourt Brace, 1991

Summary

A touching and moving account of the natural events that occur on the day of one's birth. The movement of animals, the turn of the planets, and the production of oxygen are all detailed in this brilliantly executed book that is a "must have" for any classroom or any living room.

Critical Thinking Questions

1. How did this book relate to the day you were born?
2. What would you like to say to the author of this book?
3. What was so special about the day you were born?
4. What makes you special?
5. Which page in the book was most beautiful?
6. How did your family celebrate the day of your birth?

Activities

1. Invite students to interview their parents and other relatives on some of their recollections of the child's birth. Students may be interested in obtaining more than one retelling about their birth to determine if different people remember it in the same way. When completed, students may wish to gather their data together into an indexed directory of important events or occurrences surrounding their birth.
2. For each student, tape a sheet of newsprint on one wall of the classroom. Place a child between the paper and the light from an overhead projector so that a silhouette of the child's head is projected on the newsprint. Have another student trace the silhouette on the paper. Do this for each student in the class. Encourage students to cut out their individual silhouettes and write important events from their early lives on the paper. You or your students can highlight silhouettes with a watercolor wash and hang them in an appropriate place in the classroom. Encourage students to add additional events to their silhouettes as those events occur during the year.

3. Students may wish to create personal “time lines” using photographs brought in from home. Encourage students to bring in several photos of themselves. The series of photos can be posted on an appropriate bulletin board in sequential order. Students can also write a short caption for each picture describing what the picture portrays, the approximate date, and what it means to the individual child.
4. Invite students to interview friends, family, and other acquaintances. Encourage students to ask each person for a list of single adjectives that best describe the child’s birth or first few days after birth. After students have each collected an adequate sampling of adjectives, invite them to sort the adjectives into several categories—for example: adjectives related to size, adjectives related to personality, adjectives related to temperament. Another set of categories could include adjectives from family, adjectives from friends, and adjectives from myself. Provide students with an opportunity to decide on the categories they would like to use. Collect students’ lists in a large class scrapbook decorated with photos of all the children.
5. Invite students to create family alphabet books. Provide each student with twenty-six sheets of paper. Encourage them to write one letter of the alphabet on each sheet of paper, along with a word or phrase that describes something about their early life. When completed, students may wish to bind their sheets between two sheets of cardboard to create a personal alphabet book.
6. Encourage students to write a sequel to this book. The sequels could be titled “On the Day You Turned One,” “On the Day You Were Five,” “On the Day You Learned to Read,” or some similar personal topic. Plan time for students to share their essays.
7. Invite each child to imagine that he or she is a newborn baby in a hospital nursery. What would they like to say to the other infants in the nursery? What kinds of things or people do they see? What kinds of experiences do they have?
8. Ask each student to “produce” some sort of celebration that heralds their birth. What will the animals do? What will happen in nature? How will various components of the planet Earth react?

The Salamander Room

Anne Mazer
New York: Knopf, 1991

Summary

A young boy discovers a little orange salamander in the woods and takes it home. Prodded by a series of questions from his mother, he thinks of all the imaginative ways he will care for his newfound friend and how his companion will live. For every question the mother has, the young boy has a delightfully creative response.

Critical Thinking Questions

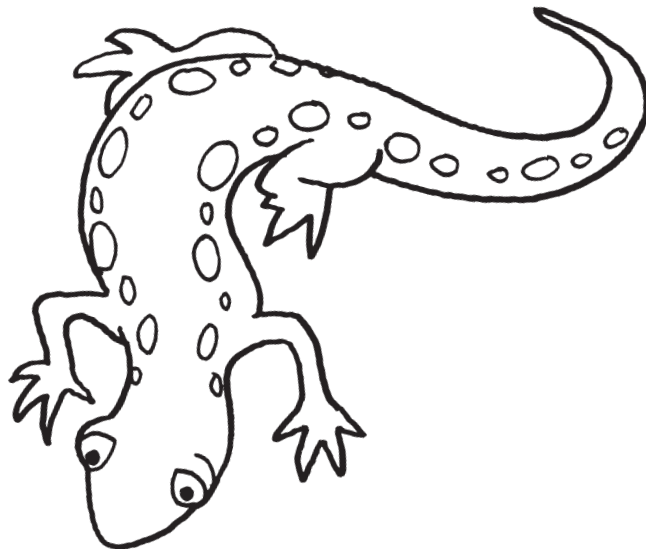
1. What are some things you must think about when caring for an animal?
2. If you could choose any pet in the world, what would you have?
3. If you could add a sequel to this story, what would you say?
4. What question(s) would you like to ask the boy?
5. Is the boy someone you would like to have as a friend?

Activities

1. Invite students to research other books on salamanders. Encourage them to collect additional data about the lifestyles and habits of different species of salamanders. What are some of the similarities? What are some of the differences? Students may wish to assemble their data into an informative book, video, or PowerPoint® presentation.
2. Invite students to rewrite a portion of the story from the perspective of the salamander. What was observed? What was experienced? How did the salamander view the little boy? What did it think about living in the little boy's bedroom?
3. Invite youngsters to keep a journal of the activities, habits, travels, and motions of a single animal. Kids may want to select a house pet or some other animal that can be observed quite regularly throughout the day. Provide youngsters with a "Field Journal," a simple notebook wildlife biologists frequently use to track the activities of one or more wild animals over the course of an extended period of time. This notebook can be a spiralbound notebook available at any variety or stationery store.
4. The illustrations in this book are striking and colorful. They are an important part of the story line and add immeasurably to the "tone" of the story. Invite students to look through other examples of children's

books about animals to note how well the illustrations match the text. To start, students may wish to look at examples of children's books published twenty-five years or more ago and compare those with books published in the last two or three years. Plan time to discuss differences between older books and more recent children's books.

5. The book tells about many growing things, such as trees, mushrooms, and ferns. Invite students to select several plants outside the classroom or on the school grounds and measure them in various ways (i.e., height, length of leaves, width of trunk or stalk, diameter of flowers, etc.). Encourage students to keep charts or graphs of their measurements over an extended period of time (e.g., three months, six months). Have students discuss those plants that seem to have the fastest rates of growth versus those plants which seem to have slower rates of growth. Students can assemble the information they collect into a descriptive brochure or booklet.
6. Encourage students to conduct some library research on the growth rates of various species of salamanders. For example, does a red eft salamander (the type depicted in the book) grow faster or slower than a tiger salamander or spotted salamander? Invite students to create appropriate graphs of their collected research.
7. Bring in a cross section of a tree trunk. Show students how to count the rings in order to tell the age of the tree. Invite students to count the rings to come up with an approximate date for the tree's "birthday." Students may wish to repeat this activity with other tree samples.
8. Invite students to imagine that they are the tiny salamander in the story. Encourage them to talk about their home, their environment, and/or their ecosystem. What is so special about the place they live? How is their particular location similar to or different from the place that Brian (the book's hero) lives in? What are some qualities that every home or house must have in order to make it livable (for either a human or an animal)?



Under One Rock: Bugs, Slugs, and Other Ughs

Anthony D. Fredericks
Nevada City, CA: Dawn Publications, 2001

Summary

In this creatively illustrated book, readers make some amazing discoveries about an ecosystem right in their own backyard. They'll journey with a youngster as he lifts up a single rock to find an amazing collection of creatures that take up residence on and in the ground. Using a rhythmic verse, this book introduces youngsters to some delightful inhabitants of this community of critters ("This is the spider with her eight-eyed face/Who builds a home in this cool dark place."). This book won the 2002 Teacher's Choice Award from *Learning Magazine*.

Critical Thinking Questions

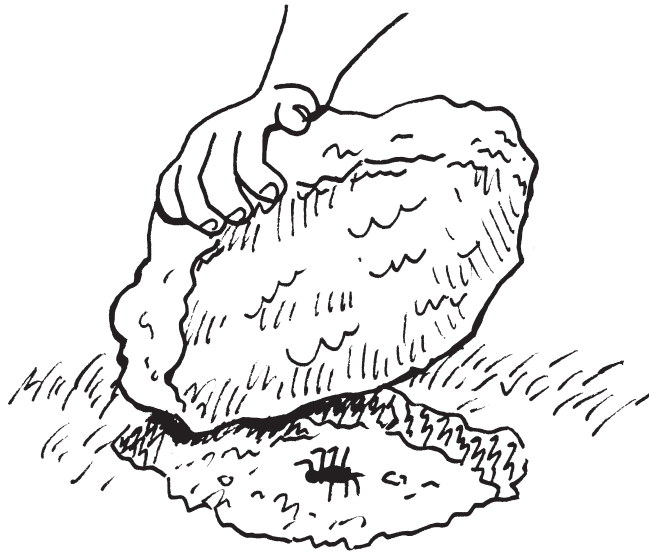
1. Which of the creatures was most amazing?
2. How did the illustrations help you learn about the animals in this book?
3. Which of the animals would you like to learn more about?
4. How are so many different animals able to live together in one place?
5. What other animals do you think could be found under a single rock?
6. If you could tell the author one thing, what would you like to say?

Activities

1. Encourage students to write a sequel to this book. What other creatures would the boy discover under other rocks?
2. Encourage students to create an original "rock" dictionary. Invite them to collect "rock-related" words and terms from various books and resources. These can be compiled into a dictionary (cut into the shape of a rock).
3. Invite students to write and perform a "rock" skit. The skit could involve a meeting between two or more creatures who live under a rock. Or it could involve an imaginative scene in which a visitor to the rock shows up unexpectedly.
4. Encourage students to keep an "animal journal." This can be a record

of all the animals they see during the week. This should include pets, wild animals, insects, and animals seen on television. Hang posters for mammals, fish, birds, reptiles, and amphibians. Students can add to the charts daily.

5. Invite students to select a rock near the school. Encourage them to take periodic photographs of the rock throughout the year and maintain a diary or journal of the events or changes that take place around the rock. Who comes to visit the rock? (animals) What does the rock look like when it rains, snows, or is sunny outside? Periodically, talk with students about any changes in the surrounding environment and how those changes may be similar to or different from some of the events in the story.
6. Invite students to create a "Rock Observation Manual," a guide to watching and observing the creatures and critters that could be found under and around a rock. Small groups of students may wish to create various "manuals" based on the design and organization of *Peterson's Field Guides*. These creations can then be donated to the school library.
7. Provide inked stamp pads and invite students to use their thumbprints



to make insect and spider bodies and then draw legs and antennae. Encourage students to also illustrate the environment in which they would find their selected creatures.

8. Provide students with an assortment of magazines that contain pictures of insects and spiders. Encourage them to bring in old magazines from home. Invite students to make a class collage by pasting pictures of different insects and spiders on an insect graffiti wall.
9. Invite students to keep a logbook of the numbers of selected bugs

located in a specific area (a room in their house, a section of the classroom, a plot of land in the backyard). Encourage students to record numbers of bugs observed during a designated part of each day (from 3:30 to 4:00 P.M., for example) over a selected period of time (one week, for example). Invite students to create a chart or graph that records those numbers and that can be displayed.

10. Invite students to post a large map of the world on one wall of the classroom. Encourage them to print the names of the animals in this book on individual index cards and post the cards around the perimeter of the map. Invite students to use lengths of yarn to attach each animal to its country or region of origin. As students learn about other “rock creatures,” invite them to add those animals to the map.
11. Provide children with drawing materials or (if possible) a camera. Take a walking trip around the neighborhood or across a playground or field. Invite children to note the different types of animal homes they see. Instruct them to be especially watchful and not take anything for granted (for example, an ant hole, a pile of leaves, a bird’s nest, etc.). Encourage them to take photographs or make drawings of each of those dwellings. After the trip, children can categorize the animal homes into one or more categories (i.e., group homes, home for individual animals, temporary homes, permanent homes, underground homes, above ground homes, well-protected homes, homes with special features, etc.). Invite children to share and discuss the similarities and/or differences they note in their photos and/or illustrations. This can be an ongoing project lasting several months (for example, youngsters could compare summer homes with winter homes).

Chapter 6

Readers Theatre

Readers theatre is oral interpretation of a piece of literature read in a dramatic style. But its value goes far beyond that simple definition. It is an act of involvement for students and an opportunity to interact creatively with others. Just as important, it enhances the development of a critical reading skill—fluency. Students who are afforded opportunities to participate in readers theatre scripts achieve higher levels of fluency, which leads

to higher levels of comprehension and appreciation.

Readers theatre helps young gifted students understand and appreciate the richness of language and the ways in which to interpret that language. Readers theatre provides numerous opportunities for gifted youngsters to make stories and literature come alive with their own unique brand of interpretation and vision. Literature becomes personal and reflective for children.



Getting Started

There is no single way to present readers theatre. Different groups of children will each have their own method and mode of presentation—in other words, no two presentations may ever be the same. However, you may wish to consider some of the following in producing and presenting the scripts in this chapter or scripts in other resources (see page 117):

- Students read their parts directly from the script. No memorization is necessary.
- Invite students to read a selected script several times in order to get comfortable with the characters and the action. This will help eliminate any nervousness.
- Encourage students to practice their lines out loud. Invite them to read their assigned parts out loud until they are comfortable.
- Some scripts have a designated narrator. You may wish to take this role or assign it to a student.
- Complex and complicated scenery is not necessary in readers theatre productions. Keep it simple. For example, an artificial plant can be used to designate a forest area; a student desk can be used for a hut or cave; a sheet of blue poster paper can identify a lake or stream.
- Photocopy enough scripts so that each student has his or her own copy. Use a highlighter pen to mark each student's speaking parts.
- Place a hand-lettered sign around each student's neck to identify his or her character.
- Make sure each student faces the audience and reads to the audience (rather than into the script).
- Plan time after a presentation to discuss how it might be improved for a future performance.

Readers theatre offers a wealth of authentic opportunities for gifted youngsters to enhance their reading abilities. Besides stimulating the fluent use of language, readers theatre stimulates comprehension development. This occurs because students are actively engaged in the dynamics of a story; in short, they become the characters and they participate in the plot. When readers theatre is made part of the overall gifted reading program, students will begin to see the importance of reading as a dynamic activity.

Additional Resources for Readers Theatre Scripts

Fredericks, Anthony D. *Frantic Frogs and Other Frankly Fractured Folktales for Readers Theatre*. Westport, CT: Teacher Ideas Press, 1993.

Fredericks, Anthony D. *Mother Goose Readers Theatre for Beginning Readers*. Westport, CT: Teacher Ideas Press, 2007.

Fredericks, Anthony D. *Nonfiction Readers Theatre for Beginning Readers*. Westport, CT: Teacher Ideas Press, 2007.

Fredericks, Anthony D. *Readers Theatre for American History*. Westport, CT: Teacher Ideas Press, 2001.

Fredericks, Anthony D. *Science Fiction Readers Theatre*. Westport, CT: Teacher Ideas Press, 2002.

Fredericks, Anthony D. *Silly Salamanders and Other Slightly Stupid Stuff for Readers Theatre*. Westport, CT: Teacher Ideas Press, 2000.

Fredericks, Anthony D. *Tadpole Tales and Other Totally Terrific Treats for Readers Theatre*. Westport, CT: Teacher Ideas Press, 1997.



Old MacDonald

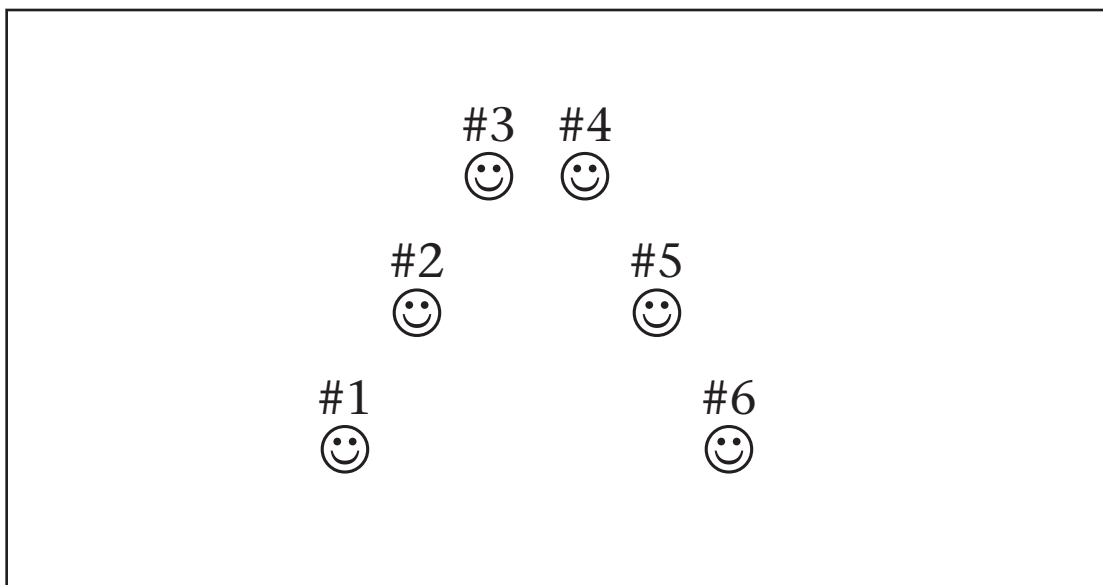


Notes:

This is a simple story—a familiar one that most children will know. It’s a good way to begin a readers theatre unit, because it is easy to set up and perform. Students can also use this as a model for their own scripts.

Staging:

There is no narrator for this story, nor do any of the characters have a name (they are simply designated by numbers). The characters can stand around in a loose circle or be seated on chairs in a semi-circle facing the audience.



#1: Old MacDonald
#2: Had a farm
#3: E-I-E-I-O
#4: And on this farm
#5: He had some cows
#6: E-I-E-I-O
#1: With a moo-moo here
#2: And a moo-moo there
#3: Here a moo
#4: There a moo
#5: Everywhere a
#6: Moo-moo.
#1: Old MacDonald
#2: Had a farm
#3: E-I-E-I-O
#4: And on this farm
#5: He had some donkeys
#6: E-I-E-I-O
#1: With a hee-haw here
#2: And a hee-haw there
#3: Here a hee
#4: There a haw
#5: Everywhere a
#6: Hee-haw.
#1: Old MacDonald
#2: Had a farm

#3: E-I-E-I-O
#4: And on this farm
#5: He had some pigs
#6: E-I-E-I-O
#1: With an oink-oink here
#2: And an oink-oink there
#3: Here an oink
#4: There an oink
#5: Everywhere an
#6: Oink-oink.
#1: Old MacDonald
#2: Had a farm
#3: E-I-E-I-O
#4: And on this farm
#5: He had some ducks
#6: E-I-E-I-O
#1: With a quack-quack here
#2: And a quack-quack there
#3: Here a quack
#4: There a quack
#5: Everywhere a
#6: Quack-quack.
#1: Old MacDonald
#2: Had a farm
ALL: E-I-E-I-O

Little Miss Muffet

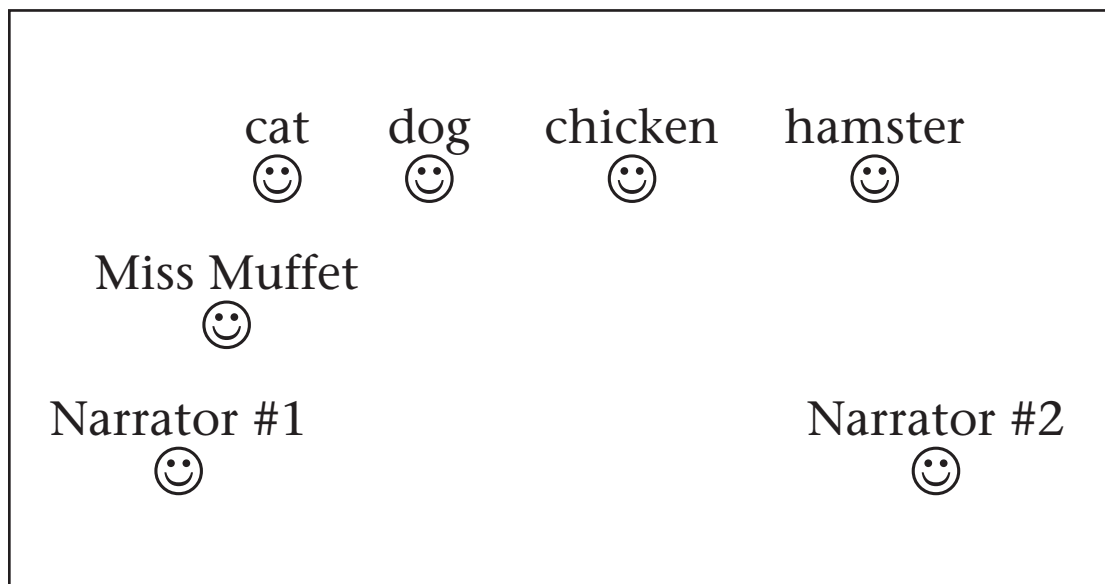


Notes:

Here's another familiar story based on a Mother Goose rhyme. The storyline has been altered somewhat so that students can see a different interpretation of text. Two narrators provide for more speaking parts.

Staging:

The narrator stands at a podium. Miss Muffet should sit in a chair. The other characters should all be standing and should approach Miss Muffet for their assigned speaking parts.



NARRATOR #1: Once there was this person who ate breakfast in the forest. Her name was Little Miss Muffet.

NARRATOR #2: She used to eat lots of mushy things . . . like oatmeal. One morning, some animals came by to greet her.

MISS MUFFET: Hey, please don't bother me. I just want to eat my breakfast.

CAT: I'd sure like to eat that stuff in your bowl. All I get to eat is cat food and dead mice.

MISS MUFFET: Please go away! Just let me eat my breakfast.

DOG: Can't I have some? All I get to eat is dog food and old bones.

MISS MUFFET: No. This is my breakfast.

NARRATOR #1: It seems that Miss Muffet is getting angry.

NARRATOR #2: Let's listen to see what she does.

CHICKEN: Hey, nice lady, can I have some of your breakfast? You know, all I eat is worms and bird seed.

MISS MUFFET: No, you can't. There's just enough for me.

HAMSTER: Please, oh, please. Just one little tiny bite.

MISS MUFFET: I said, no, no, no. I just want to eat my breakfast!

NARRATOR #1: Then, a spider came along.

NARRATOR #2: A big ugly spider.

SPIDER: Hey, lady. Can I have some oatmeal?

MISS MUFFET: No, you can't. And by the way, how did you learn to talk?

SPIDER: Well, the writer of this story thought it would be cool to have a talking spider.

MISS MUFFET: Well, I've never met a talking spider before.

SPIDER: What would you like to talk about?

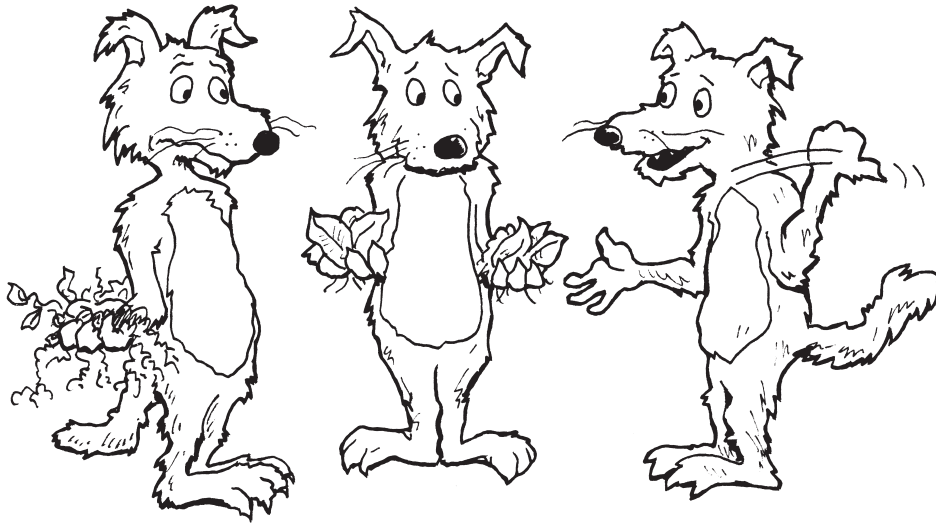
MISS MUFFET: Let's talk about the weird writer who made up this story.

SPIDER: O.K.

NARRATOR #1: And, so it was that Miss Muffet and the spider became good friends.

NARRATOR #2: And, they lived happily ever after.

The Three Little Wolves

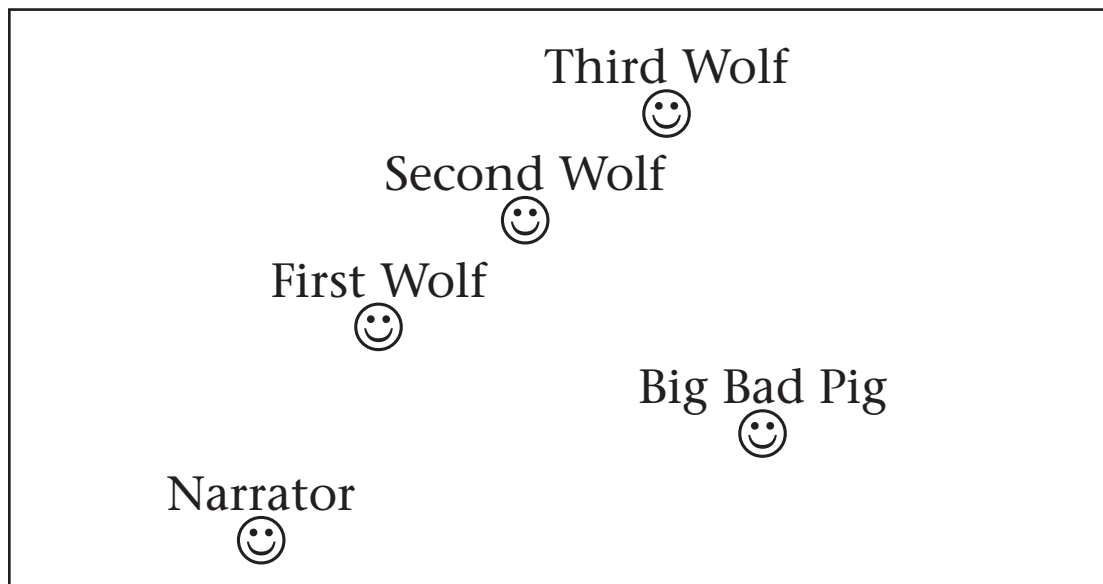


Notes:

Here's a familiar story with a twist. You may wish to have the players each make a paper mask (wolf, pig) before performing this script. Use some branches stuck in coffee cans (filled with sand) to simulate a forest.

Staging:

The narrator sits on a tall stool. The three wolves and the pig should be standing.



- NARRATOR: You've heard the story about the three little pigs. But, have you heard the story about the three little wolves? Let's listen.
- FIRST WOLF: Hey, it looks like we're lost.
- SECOND WOLF: You're right. I guess we better all build a house.
- THIRD WOLF: O.K., let's get started.
- NARRATOR: Each of the wolves hunts for materials. But, these are not very smart wolves. In fact, they're pretty dumb. Listen.
- FIRST WOLF: I'm going to build a house out of these weeds.
- SECOND WOLF: Are you crazy? Do you know what can happen? A big bad pig could blow your house down.
- THIRD WOLF: Well, what are you going to use to build your house?
- SECOND WOLF: I found all these leaves in the forest. I'm going to build a big leaf house.
- FIRST WOLF: You must be crazy! That big pig with bad breath could blow your house down, too.
- SECOND WOLF: Gosh, maybe you're right. *(turning to the Third Wolf)* What are you going to do?
- THIRD WOLF: I think I'm going to get out of the woods. Maybe I'll live in an apartment in the city. That will keep that pig from blowing down my house. How would you guys like to move in with me?

BIG BAD PIG: Hey, wait a minute. This isn't how the story is supposed to turn out.

NARRATOR: *(standing)* Well, guess what? We just decided to change this story. I guess you're left out.

BIG BAD PIG: Well, what am I supposed to do?

NARRATOR: I guess you'll have to find another story. Why don't you go over to Little Red Riding Hood's house. Maybe she'll invite you over for dinner. Maybe she'll even have YOU for dinner. Yum, yum, pork chops for dinner with mashed potatoes. Maybe, we'll even have you for dinner. Doesn't that sound good, boys?

FIRST WOLF: Yum, yum. That does sound good.

SECOND WOLF: UMMMMMMMMMMMM!

THIRD WOLF: YUMMMMMMMMMMMMM!

BIG BAD PIG: Hey, stop looking at me that way. This isn't the way the story ends. I have to be big and bad, not the other way around. Anyway, what did I ever do to you guys? *(backing away as the Narrator and the three wolves begin approaching)* Hey, you guys, just get away. Now stop it! No, no, no!!! *(exits rapidly off stage with the others in pursuit)*

THREE BLIND MICE

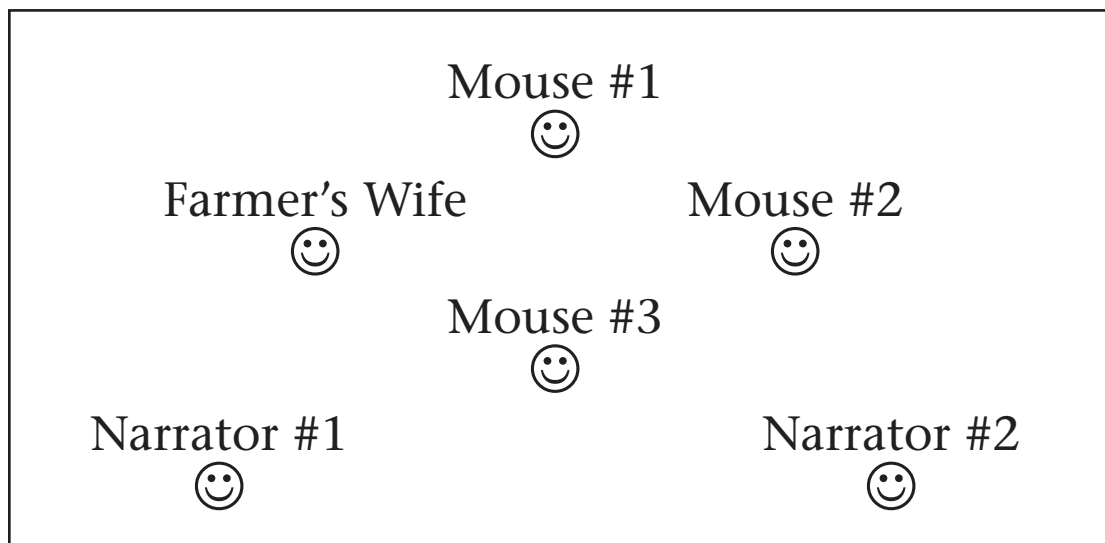


Notes:

You may wish to have the characters in this script construct some simple costumes. Each “mouse” could have a length of rope to simulate a tail. The farmer’s wife could wear a handmade paper bonnet. The “knife” could be a plastic ruler or a strip of cardboard. Encourage the “mice” to speak in high-pitched voices.

Staging:

The narrator can stand off to one side of the staging area. The characters should be standing and may wish to walk around as they are saying their lines. If possible, have the three mice wear sunglasses.



NARRATOR #1: Three blind mice, three blind mice,
NARRATOR #2: See how they run, see how they run!
NARRATOR #1: They all ran after the farmer's wife,
NARRATOR #2: Who cut off their tails with a carving
knife.
NARRATOR #1: Have you ever seen such a sight
NARRATOR #2: In your life as three blind mice?
MOUSE #1: Hey look, guys. That crazy farmer's wife
always chases us with a knife.
MOUSE #2: What do you think she'll do?
MOUSE #3: Maybe she'll cut off our ears
MOUSE #2: Or, maybe our noses.
MOUSE #1: Or, maybe our tails.
MOUSE #3: Oh, no, not our tails.
MOUSE #2: It sure is dangerous around here.
MOUSE #3: You're not kidding!
MOUSE #1: So, now what do we do?
FARMER'S WIFE: Hi, guys. I'm your friendly farmer's wife.
I don't want to hurt you.
MOUSE #2: Thanks, anyway, lady. But, I think we'll
go have dinner, now.
NARRATOR #1: The three mice go back into their hole.

- NARRATOR #2: While they eat, they talk some more about the farmer's wife.
- MOUSE #1: Hey, maybe the old lady is right. Maybe she just wants to be friendly.
- MOUSE #3: I don't know. Why does she always carry that knife?
- MOUSE #1: She's freaky!
- MOUSE #3: I'm not sure I trust her.
- MOUSE #1: Well, let's just take a peek.
- MOUSE #2: O.K., it can't hurt anything.
- MOUSE #1: Here we go again—out of the hole one more time.
- NARRATOR #1: Three blind mice, three blind mice
- NARRATOR #2: See how they run, see how they run!
- NARRATOR #1: They all ran after the farmer's wife,
- NARRATOR #2: Who cut off their tails with a carving knife.
- NARRATOR #1: Have you ever seen such a sight
- NARRATOR #2: In your life as three blind mice?

Chapter 7

100 Books for Gifted Readers in Grades K–2

1. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Macmillan)
2. *Alligator Shoes* by Arthur Dorros (Dutton)
3. *Amazing Grace* by Mary Hoffman (Dial)
4. *Amber Brown Is Not a Crayon* by Paula Danzinger (Scholastic)
5. *Around One Cactus: Owls, Bats, and Leaping Rats* by Anthony D. Fredericks (Dawn)
6. *The Awful Mess* by Anne Rockwell (Four Winds)
7. *Bear Shadow* by Frank Asch (Simon & Schuster)
8. *The Boxcar Children* by Gertrude Warner (Scholastic)
9. *Bringing the Rain to Kapiti Plain* by Verna Aardema (Puffin)
10. *Brown Bear, Brown Bear* by Bill Martin, Jr. (Holt)
11. *The Carrot Seed* by Ruth Krauss (Harper & Row)
12. *Cars* by Anne Rockwell (Dutton)
13. *The Cat in the Hat* by Dr. Seuss (Random House)
14. *Cat on the Mat* by Brian Wildsmith (Oxford)
15. *A Chair for My Mother* by Vera Williams (Scholastic)
16. *Charlie Needs a Cloak* by Tomie de Paola (Prentice-Hall)
17. *Click, Clack, Moo: Cows That Type* by Doreen Cronin (Simon & Schuster)
18. *Come Out and Play, Little Mouse* by Robert Kraus (Morrow)
19. *Cookie's Week* by Cindy Ward (Putnam)
20. *Corduroy* by Don Freeman (Viking)
21. *Corn Is Maize* by Alikei (HarperCollins)

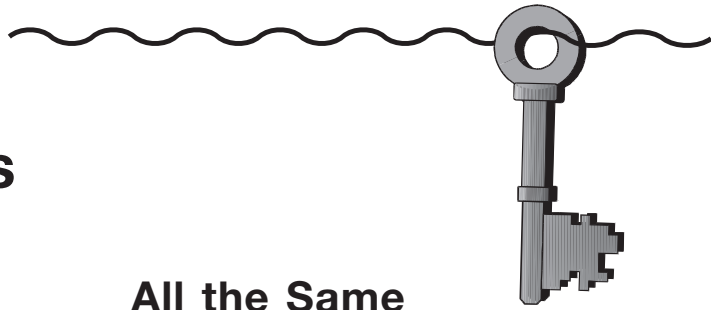
22. *The Diary of a Spider* by Doreen Cronin (HarperCollins)
23. *Dinosaurs, Dinosaurs* by Byron Barton (HarperCollins)
24. *The Doorbell Rang* by Pat Hutchins (Greenwillow)
25. *Drummer Hoff* by Ed Emberley (Prentice-Hall)
26. *Fat Cat* by Jack Kent (Scholastic)
27. *Fish Face* by Patricia R. Giff (Dell)
28. *Five Little Monkeys Jumping on the Bed* by Eileen Christelow (Houghton Mifflin)
29. *Five True Dog Stories* by Margaret Davidson (Scholastic)
30. *Fox and His Friends* by Edward & James Marshall (Puffin)
31. *Frog and Toad Are Friends* by Arnold Lobel (HarperCollins)
32. *Green Eggs and Ham* by Dr. Seuss (Random House)
33. *Gregory the Terrible Eater* by Marjorie Sharmat (Scholastic)
34. *Harry Takes a Bath* by Harriet Ziefert (Penguin)
35. *Hattie and the Fox* by Mem Fox (Bradbury)
36. *Have You Seen My Duckling?* by Nancy Tafuri (Greenwillow)
37. *Henny Penny* by Paul Galdone (Scholastic)
38. *Henry and Mudge: The First Book* by Cynthia Rylant (Aladdin)
39. *How I Became a Pirate* by Melinda Long (Harcourt)
40. *I Like Books* by Anthony Browne (Random House)
41. *Ira Sleeps Over* by Berbard Waber (Houghton Mifflin)
42. *If You Give a Moose a Muffin* by Laura Numeroff (Scholastic)
43. *In One Tidepool* by Anthony D. Fredericks (Dawn)
44. *It Looked Like Spilt Milk* by Charles Shaw (Harper & Row)
45. *Jack and the Beanstalk* by Lorinda Cauley (Putnam's)
46. *Jamberry* by Bruce Degan (Harper & Row)
47. *Leo the Late Bloomer* by Robert Kraus (Simon & Schuster)
48. *Let's Be Enemies* by Maurice Sendak (Harper & Row)
49. *Lilly's Purple Plastic Purse* by Kevin Henkes (Greenwillow)
50. *Little Bear* by Else H. Minarik (Harper & Row)
51. *The Little Red Hen* by Paul Galdone (Viking)
52. *Look What I Can Do* by Jose Aruego (Macmillan)
53. *Make Way for Ducklings* by Robert McCloskey (Puffin)

54. *Making a Memory* by Margaret Ballinger (Scholastic)
55. *Miss Nelson Is Missing* by Harry Allard (Houghton Mifflin)
56. *Miss Rumphius* by Barbara Cooney (Viking)
57. *The Missing Tooth* by Joanna Cole (Random House)
58. *The Mitten* by Jan Brett (Scholastic)
59. *Monster Can't Sleep* by Virginia Mueller (Puffin)
60. *Mouse Soup* by Arnold Lobel (HarperCollins)
61. *Mr. Noisy* by Wendy Lewiston (Random House)
62. *The Napping House* by Audrey Wood (Scholastic)
63. *Nate the Great* by Marjorie Sharmat (Bantam Doubleday)
64. *Near One Cattail: Turtles, Logs, and Leaping Frogs* by Anthony D. Fredericks (Dawn)
65. *Noisy Nora* by Rosemary Wells (Scholastic)
66. *Norma Jean, Jumping Bean* by Joanna Cole (Random House)
67. *Now We Can Go* by Ann Jonas (Greenwillow)
68. *Officer Buckle and Gloria* by Peggy Rathmann (Putnam)
69. *On One Flower: Butterflies, Ticks, and a Few More Icks* by Anthony D. Fredericks (Dawn)
70. *On the Day You Were Born* by Debra Frazier (Harcourt)
71. *Owl Moon* by Jane Yolen (Philomel)
72. *Peter's Chair* by Ezra Jack Keats (Harper Trophy)
73. *The Polar Express* by Chris Van Allsburg (Houghton Mifflin)
74. *The Quilt* by Ann Jonas (Morrow)
75. *The Relatives Came* by Cynthia Rylant (Scholastic)
76. *Rosie's Walk* by Pat Hutchins (Macmillan)
77. *The Salamander Room* by Anne Mazer (Knopf)
78. *School Bus* by Donald Crews (Morrow)
79. *Seven Little Monsters* by Maurice Sendak (HarperCollins)
80. *Sheep in a Jeep* by Nancy Shaw (Houghton Mifflin)
81. *Skyfire* by Frank Asch (Scholastic)
82. *Small Pig* by Arnold Lobel (Harper Trophy)
83. *Snail Saves the Day* by John Sadler (HarperCollins)
84. *The Snowy Day* by Ezra Jack Keats (Scholastic)

85. *Stellaluna* by Janell Cannon (Koalla)
86. *Stone Soup* by Ann McGovern (Scholastic)
87. *Strega Nona* by Tomie dePaola (Aladdin)
88. *Surprise Party* by Pat Hutchins (Macmillan)
89. *The Teeny Tiny Woman* by Barbara Seuling (Scholastic)
90. *Ten Sleepy Sheep* by Holly Keller (Morrow)
91. *There's a Nightmare in My Closet* by Mercer Mayer (Penguin)
92. *The Three Bears* by Paul Galdone (Scholastic)
93. *The Three Billy Goats Gruff* by Marcia Brown (Harcourt Brace)
94. *Tops and Bottoms* by Janet Stevens (Harcourt)
95. *Under One Rock: Bugs, Slugs, and Other Ughs* by Anthony D. Fredericks (Dawn)
96. *The Very Busy Spider* by Eric Carle (Philomel)
97. *The Very Hungry Caterpillar* by Eric Carle (Putnam)
98. *What Has Stripes?* by Margaret Ballinger (Scholastic)
99. *The Wheels on the Bus* by Harriet Ziefert (Random House)
100. *Where the Wild Things Are* by Maurice Sendak (Harper & Row)



Answer Key



Chapter 1: Puzzlers

Letter by Letter 1

1. G
2. T
3. M
4. M
5. T
6. C

Letter by Letter 2

1. Y
2. N
3. G
4. B
5. n
6. U

Letter by Letter 3

1. D
2. F
3. Q
4. f
5. V
6. Q

Begin and End 1

Answers will vary.

Begin and End 2

Answers will vary.

In the Right Order

Answers will vary.

All the Same

Answers will vary.

Sentence Challenge 1

Answers will vary.

Sentence Challenge 2

Answers will vary.

Answer First

Answers will vary.

Construction Junction

Answers will vary.

Mixed-up Letters 1

1. eat
2. was
3. tap
4. gas
5. not
6. ear
7. den
8. top
9. lap
10. ten
11. ban
12. sit

Mixed-up Letters 2

1. meat
2. file
3. race
4. earn
5. spin
6. west
7. thin
8. cans
9. rate
10. read
11. mile
12. pots

One by One 1

Answers will vary.

One by One 2

Answers will vary.

Compound It! 1

Answers will vary.

Compound It! 2

Answers will vary.

A-B-C

Answers will vary.

One to the Other

1. mile, meter, yard, inch
2. redwood tree, cactus, daisy, moss
3. Maine, football field, railroad track, ruler
4. pea, walnut, apple, pineapple
5. million, thousand, hundred, dozen
6. submarine, computer, frog, paper clip
7. grandmother, father, teenager, toddler

Chapter 2: Analogies

Classifications 1

1. They are all baby animals.
2. They are all colors.
3. They are all parts of a plant.
4. They are all relatives or family members.
5. They are all parts of a human face.
6. They are all ways to travel (with your feet).
7. They are all vegetables.
8. They are all subjects in school.
9. They are all clothes.
10. They are all parts of a room.

Classifications 2

1. They all have water in them.
2. They all live on a farm.
3. They are all in the sky.
4. They are all things to drink.
5. They are all on a table.
6. They are all things to put on food.
7. They are all boys' names.
8. They are all rhyming words.
9. They are all animal sounds.
10. They are all parts of a human foot.

Classifications 3

1. They are all animals.
2. They are all school supplies.
3. They are all things associated with Thanksgiving.
4. They are all measurements of time.
5. They are all parts of a bird.
6. They are all parts of a human mouth.
7. They are all words used to describe cold.
8. They are all girls' names.
9. They are all on the beach.
10. They are all months of the year.

Word Pairs 1

1. robin, eagle: Both are birds.
2. knob, hinge: Both are parts of a door.
3. fins, tail: Both are parts of a fish.
4. maple, elm: Both are trees.
5. apple, plum: Both are fruit.
6. spoon, knife: Both are utensils.
7. palm, thumb: Both are parts of the human hand.
8. shark, whale: Both are ocean animals.
9. toss, throw: Both are ways to move an object.
10. house, hut: Both are places in which to live.

Word Pairs 2

1. shoes, socks: Both are things to wear on your feet.
2. inch, foot: Both are measurements.
3. pencil, pen: Both are things to write with.
4. book, magazine: Both are things to read.
5. twenty, ten: Both are numbers.
6. tire, wheel: Both are round.
7. pillow, sheet: Both are found on a bed.
8. pocket, button: Both are parts of a shirt.
9. story, tale: Both mean the same thing.
10. mouse, rat: Both are small mammals.

Word Pairs 3

1. April, June: Both are months.
2. mittens, jacket: Both are worn in winter.
3. boat, ship: Both are ways to travel on water.
4. ocean, sea: Both are large bodies of water.

5. insect, bug: Both have the same meaning.
6. small, little: Both have the same meaning.
7. kids, children: Both refer to young individuals.
8. clock, watch: Both are used to tell time.
9. brave, scared: Both are ways to feel about something.
10. brother, sister: Both are family members.

It Doesn't Belong 1

1. cow
2. mouse
3. tree
4. deer
5. lock
6. carrot
7. beef
8. rock

It Doesn't Belong 2

1. top
2. down
3. road
4. page
5. grandfather
6. spark
7. soup
8. piece

It Doesn't Belong 3

1. marker
2. hood
3. rice
4. truck
5. wade
6. seeds
7. spider
8. light

All Together 1

- A. knee
- B. eye

All Together 2

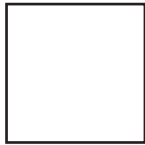
- A. black
- B. crayon

All Together 3

- A. shake
- B. shack

Picture This 1

1.



2.



3.



4.



5.



Picture This 2

1.



2.



3.



4.



5.



Letter to Letter 1

- 1. t
- 2. B
- 3. q
- 4. V

Letter to Letter 2

- 1. GH
- 2. TS
- 3. TU
- 4. PQR

Finish It 1

1. baseball
2. desert
3. right
4. swimmer
5. circle

Finish It 2

1. banana
2. cluck
3. build
4. band
5. school

Complete It 1

1. A lid is on top of a jar; a cap is on top of a bottle.
2. A hat is worn on the head; shoes are worn on the feet.
3. A hammer is used to pound a nail into wood; a saw is used to cut wood.
4. A boy is the opposite of girl; a man is the opposite of woman.
5. A bird lives in a flock; a whale lives in a pod.

Complete It 2

1. A nurse works in a hospital; a teacher works in a school.
2. Easy means the same as simple; hard means the same as difficult.
3. A cub is a baby lion; a lamb is a baby sheep.
4. The ocean is wet; the desert is dry.
5. A cow gives milk; a chicken gives eggs.

Two by Two 1

1. start : begin
2. up : down
3. mouth : talk
4. left : right
5. tart : pie

Two by Two 2

1. hoof : horse
2. hat : head
3. shark : swim
4. November : December
5. post office : letters

Just the Same 1

1. some
2. high
3. tug
4. stone

Just the Same 2

1. unhappy
2. chuckle
3. clean
4. mouse

Very Different 1

1. tall
2. quiet
3. adult
4. lake

Very Different 2

1. black
2. strong
3. near
4. push

Mix and Match 1

1. S
2. A
3. S
4. S
5. S
6. A
7. S
8. A

Mix and Match 2

1. A
2. S
3. A
4. A
5. A
6. S
7. A
8. A

On Your Own 1

Answers will vary.

On Your Own 2

Answers will vary.

On Your Own 3

Answers will vary.

On Your Own 4

Answers will vary.



About the Author

Anthony D. Fredericks is a former elementary teacher and reading specialist. He is the author of nearly a hundred books, including more than sixty-five teacher resource books and nearly three dozen award-winning children's books. His education titles include the best-selling *Science Fair Handbook, 3rd ed.*, which he co-authored with Isaac Asimov (Good Year Books), the hugely popular *Frantic Frogs and Other Frankly Fractured Folktales for Readers Theatre* (Teacher Ideas Press), the highly praised *Guided Reading in Grades 3–6* (Harcourt Achieve), and the celebrated *Creative Activities for Gifted Readers, Grades 3–6* (Good Year Books). His award-winning children's titles include *Under One Rock* (2002 Nature and Ecology Award), *Slugs* (2000 Outstanding Science Trade Book), *Around One Cactus* (2004 Teacher's Choice Award), and *Near One Cattail* (2006 Green Earth Book Award), among others. Additionally, Fredericks is the author of several trade books, including the perennial favorite *The Complete Idiot's Guide to Success as a Teacher* (Alpha). Tony currently teaches elementary methods courses and children's literature at York College in York, Pennsylvania.

