Key Stage 2
(8 - 10 years)

A Pacemaker Pack

Storybook Stars

Activities to Extend Talented Students in the Regular Classroom

Contents

Teachers' Notes

This fully revised series was initially devised as a means of providing extension for students within the regular classroom, whilst catering for the needs of the teacher and providing materials that were designed along educationally sound lines.

Although the content and layout for the revised series has been completely updated, the principles behind the series remain the same, using **CONTENT LEVELS** as a basis for categorising activities. The key to this approach, which we term the appropriate curriculum model, is that students are presented with activities appropriate to their levels of understanding of the content together with their mastery of the requisite higher-order thinking processes. The levels are an adaptation of Bloom's Taxonomy of Educational Objectives, still a widely accepted and valued model of education.

Below are the Content Levels and Indicators used in this book:

Content Level 1

What it means FINDING OUT: Recalling data, showing understanding through restating or extending ideas.

What the student does Answers factual questions, interprets information, describes or illustrates events.

Content Level 2

What it means USING INFORMATION: Using information in a new situation through extending or breaking down concepts being studied.

What the student does Problem-solving based on knowledge gained. Making assumptions.

Content Level 3

What it means CREATING / EVALUATING: Putting together ideas to develop new products, making judgements based on new information.

What the student does Puts forward theories or original ideas and designs, forms and states opinions on theories.

Moving Through the Content Levels

It is important that higher-order activities such as those at Content Level 3 are underpinned with a solid base of knowledge — the tasks and activities aligned with Levels 1 and 2 are designed to establish and expand this. It should never be assumed that students have the requisite content knowledge, but be prepared to advance students quickly to higher-level activities if they demonstrate a sound understanding of the facts and concepts presented in Levels 1 and 2.

In considering the structure of this material, it is envisaged that in the heterogeneous classroom situation, the series can be implemented as follows:

Child Ability Level	Interpretation
→ Above Average	Emphasis on Level 2/3
→ Average	Emphasis on Level 2
→ Below Average	Emphasis on Level 1

Many pages contain activities from more than one level. In this case, the **TIME** taken on each part will change focus, according to the outline above.

Using the Pacemaker Packs in the Classroom

❋ **Promote interest in the theme — set up a classroom learning centre that may contain:**

- Books and posters;
- Models and artefacts;
- CD-ROMS;
- Art supplies and plenty of writing and drawing paper;
- A "theme" table with items brought by students from home.

❋ **Decide on the approach to the theme that suits you and your students best:**

- Teacher-directed with the whole class completing teacher-assigned sheets at a specified time (teacher records progress).
- Student-directed with students working through materials at their own pace at a specified time (student records progress).
- As an interest-based approach with students working from a selection of photocopied worksheets at their own pace (student monitored and recorded).
- As supplementary materials to a unit of study.

You may wish to use this series as a Learning Centre, with photocopied sheets displayed in pockets that students can select from, perhaps set up like this:

Two covered strawboard sheets, hinged for easy storage and display.

Slots - for title.

Instructions for use.

Relevant resource books for research.

Pockets for photocopied Pacemaker sheets.

Relevant resource books for research.

Before commencing, talk over the activities contained in the book with your class. Encourage students to broaden their thinking to suit the open-ended nature of the upper-level activities, helping them to understand that there is not "one correct answer".

Outline a procedure for the activities:

- How will students store and present their completed worksheets? (In a file, a booklet, a plastic sleeve.)
- How can students work on the contents? (Individually, in pairs, in small groups.)
- From where can further research sources be obtained?
- What people or organisations might be able to help?
- How and when will the sheets be available?

The Old and the New

Name:

....

....

What story are you reading?

. . . .

Find and read an old children's book from the library, such as "Winnie the Pooh" or "Alice in Wonderland".

Write some ideas down to answer these questions:

1] Who is the author? _____

2] When was the book first written? Use some detective work—you should find the answer in small print on the very first pages of the book.

_____

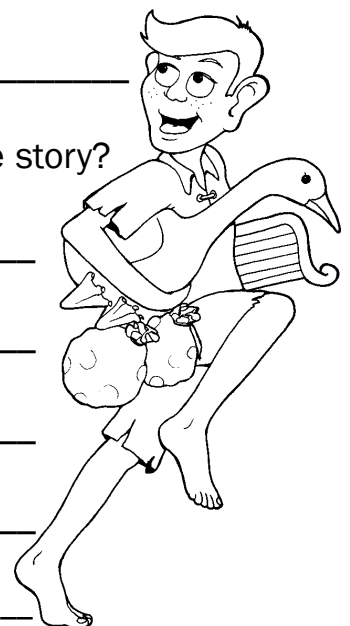3] What age child was this book originally written for? _____

What makes you think this? _____

_____

4] What makes some older stories difficult to read? _____

_____

_____

5] Where does the story take place? _____

_____

6] Would you like to live in a time and place like in the story?

Why or why not? _____

_____

_____

_____

_____

Related AT: Students will analyse the style and content of an "old storybook".
Subject Area/s: English - Reading.

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Space Age Story

What story are you reading?

Choose a story that is set in the past—how would it change if it took place in the FUTURE?

Draw or write about the 'space-age' changes that would need to be made.

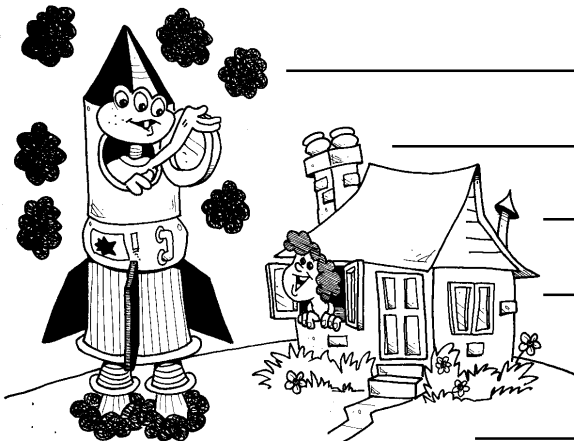| **What would the characters wear?**	**How would they get AROUND? (transport)**
Where would they LIVE?	**What space-age TECHNOLOGY would they use?**

Sample

Write the first paragraph of a story set in the space-age:

_____

_____

_____

_____

_____

_____

Related AT: Students will change the style and content of an old story to meet modern applications.
Subject Area/s: English - Reading, Writing.

And the Winner is ...

📖 **What story are you reading?**

. . . .

Imagine that all the characters in the book you are reading are attending a very special AWARDS NIGHT.

/// Write three nominees and the character who would win. Then draw the award trophy for these categories:

AWARD	NOMINEES	WINNER	TROPHY
Kindest character			
Funniest character			
Most evil character			
Best dressed character			

/// Now think of one more category for the event.

AWARD	NOMINEES	WINNER	TROPHY