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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.

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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:

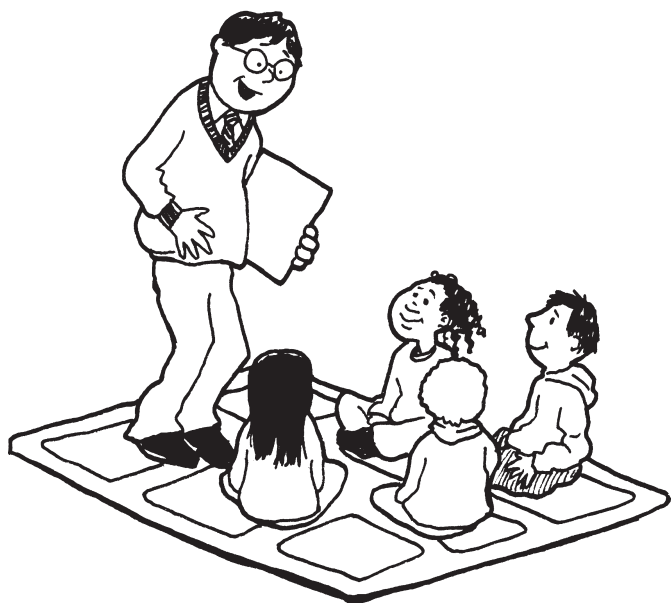
1. **The Regular Classroom.** All of the chapters (and their accompanying projects and tasks) can be used in a regular classroom containing both gifted and on-level readers. As such, assignments can be made (a) when scheduled reading assignments have been completed, (b) in place of regular assignments, 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

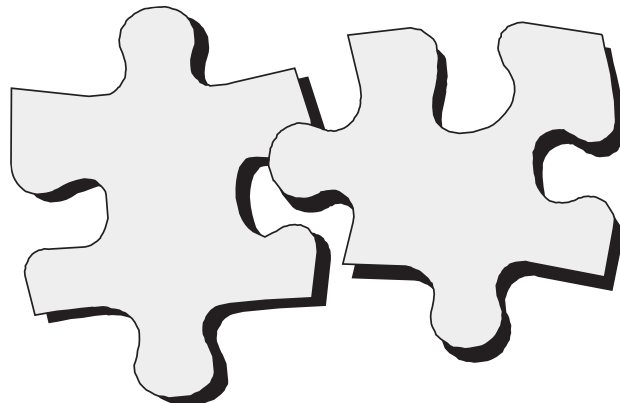
Independent learning has long been a hallmark of gifted reading instruction. This initial chapter offers gifted students a number of motivating activity sheets designed to challenge them in a variety of reading areas, to encourage them in the development of both reading and creative skills, and to provide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

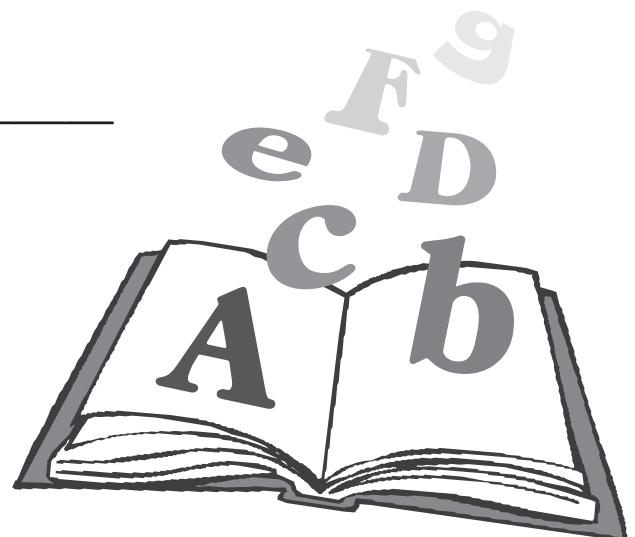
2. **K K K K L L L L M M** _____

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.

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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.

Name _____

Date _____

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).

_____.

_____.