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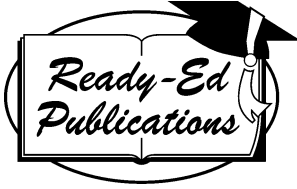
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A Pacemaker Pack

Mammals Over The Ages

**Extension Activities
for Intermediate/Challenging
Level Students**

**Stimulating science-themed activities for
Grade 6-7 students.**

Revised by Sandy Tasker.

Published by Ready-Ed Publications (2004) PO Box 276, Greenwood, WA, Australia 6024

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SAMPLE



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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 categorizing 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

- Above Average _____ Emphasis on Level 2/3
- Average _____ Emphasis on Level 2
- Below Average _____ Emphasis on Level 1

Interpretation

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.

Teachers' Notes

Using the Pacemaker Packs in the Classroom

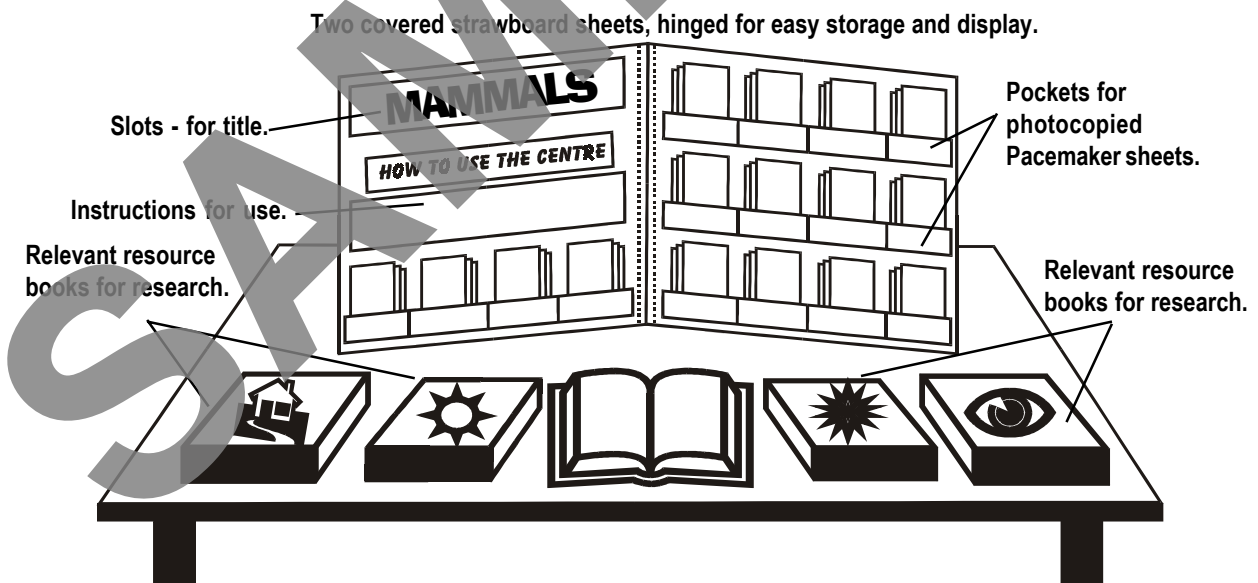
✳ **Promote interest in the theme – Set up a classroom learning center that may contain:**

- 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 Center, with photocopied sheets displayed in pockets that students can select from, perhaps set up like this:



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?

