

# The Swot Shop

## **Galileo's Gang Program**

### **Junior**

### **Year 2**

## **Sample Lesson with Teacher Instructions**

# The Swot Shop

This is a sample lesson from the **Galileo's Gang Junior Program – suited for Year 2 students**. It includes basic teacher instructions. This lesson runs for 2 hours.

All Swot Shop Programs are developed specifically for bright, gifted and motivated learners.

The Galileo's Gang Program is conducted in small ability streamed classes and taught by a qualified and experienced teacher.

The program is developed to enrich, enhance and complement the learning that students experience in school settings. It uses games, tactile materials and a range of engaging teaching methods to provide a unique learning experience that stimulates children's strategic and higher-level thinking skills.

To learn more please contact us on (02) 9634 2000.

# JUNIOR GALILEO'S GANG

## Sample Lesson

### Fives

Divide the class into groups of two or three. Teams are to list, on paper, five examples on a particular topic within a set time limit. Score one point for each correct response. Possible topics: colours, car models, oceans, breeds of dogs, famous men, famous women, planets, wild animals, vegetables.

Discuss and correct homework. Complete the Homework Record sheet in the back of the roll.

### Create a Creature

Direct the students to the 'Create a Rabbit' page in their booklets. Read the first clue – The rabbit has floppy ears and have the students draw a line through the picture that does not have floppy ears. Read the next clue to the students (the rabbit thinks about fruit) and have them draw lines through the two pictures that show the rabbit thinking about food other than fruit.

Read the third clue (the rabbit has hexagonal paws) and have the students draw lines through the two pictures that do not have hexagonal paws. Read the last clue (the rabbit rides a skateboard) and have the students draw a line through the picture that does not show a skateboard. The students should now have two sections that have not been crossed out.

The students then **colour** the two pieces that have not been crossed out.

The students are to work independently, or with a partner to complete the remaining creatures. As the students are working, circulate to offer assistance as required and to correct their work before allowing them to proceed.

### Link Letters

Refer to the enclosed instruction sheet. Students complete this activity with a partner using the grid in one of the booklets. If time permits, repeat the activity using the other student's grid.

### Letter Line-Up

Students use the letters of their name and write a sentence about themselves.

eg. Anne – Anne needs nineteen eggs.

Encourage the students to share their ideas with the class.

### Following Directions: The Aliens

Distribute coloured pencils. Read and discuss the passage and then instruct the students to work independently or with a partner to complete the picture. Encourage the students to share and compare their completed pictures.

PTO

### Equipment

- coloured pencils –red, yellow, green, blue, orange
- Switch 16

**Homework: Animal Groups**

Discuss some of the unusual collective nouns for animals such as:

- bats – colony
- butterflies – flight
- cats – clowder
- chicks – clutch, brood
- crows – murder
- frogs – knot
- kittens – kindle
- owls – parliament

Tell the students that there is often more than one collective noun for many animal groups.

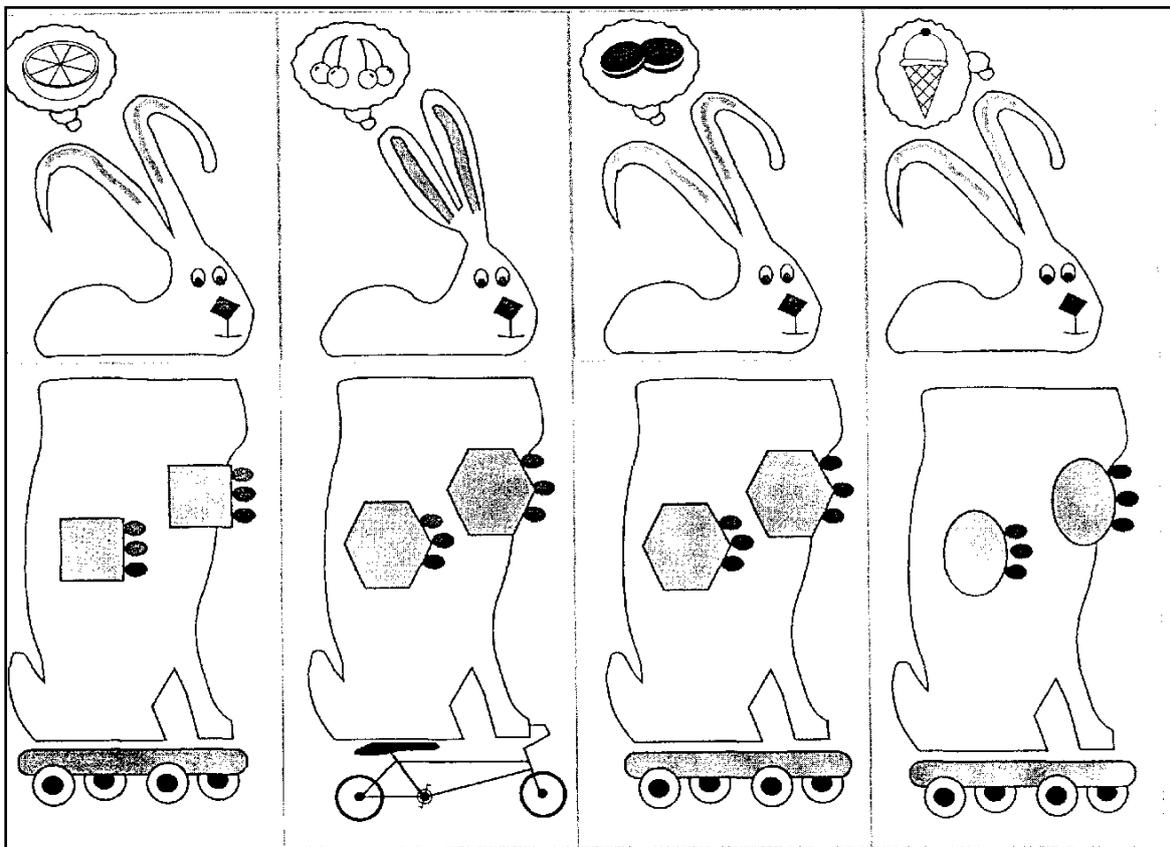
Discuss one or two of the more unusual collective nouns on the worksheet. The remainder is to be completed for homework.

**Game: Switch 16**

Allow time to play a demonstration game before dividing the class into groups of two, three or four.

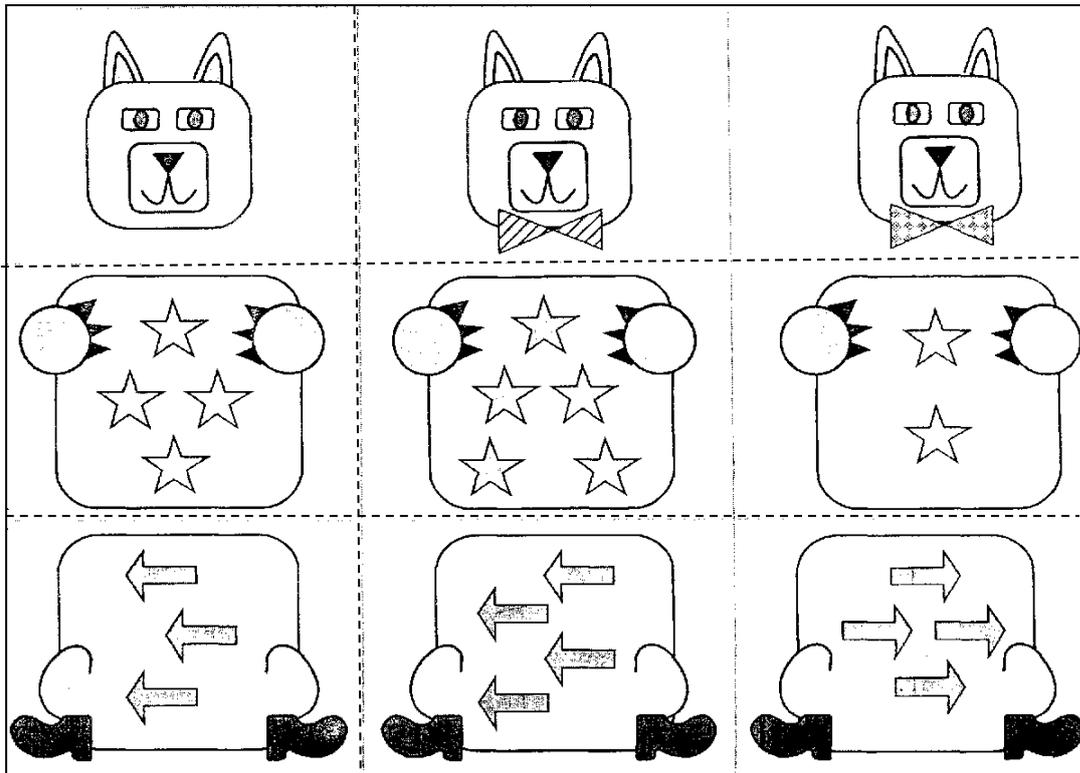
# CREATE A RABBIT

- The rabbit has floppy ears
- The rabbit thinks about fruit.
- The rabbit has hexagonal paws.
- The rabbit rides a skateboard.



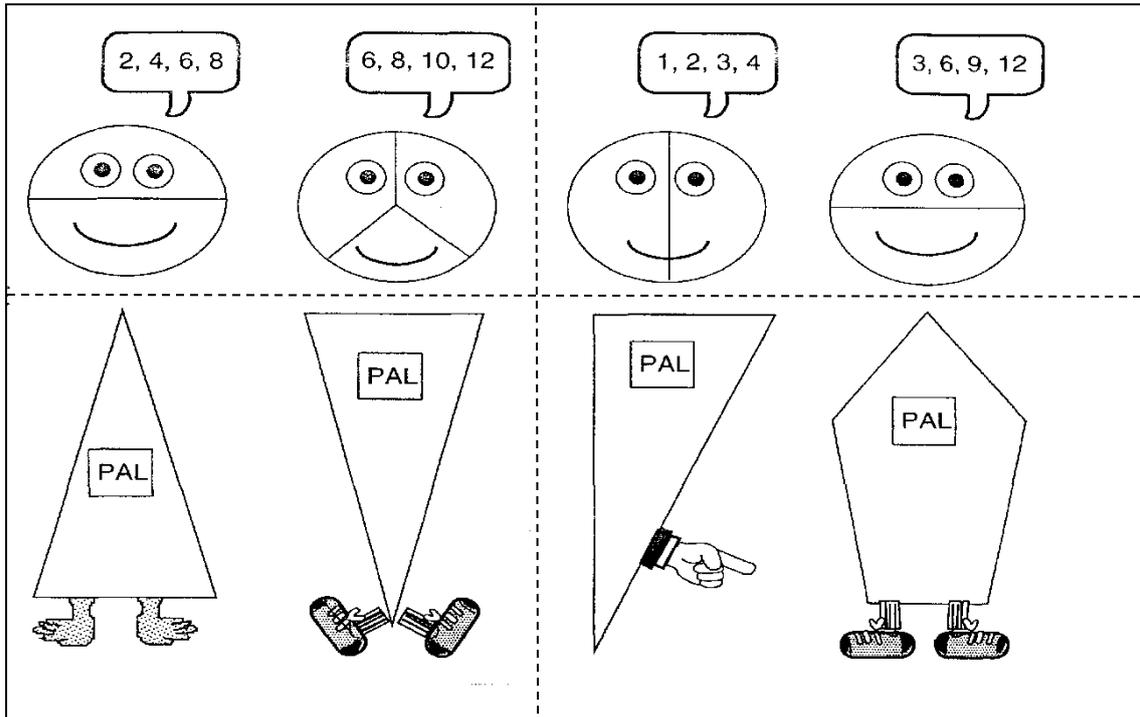
## CREATE A BEAR

- The bear has a striped bow tie.
- The bear has an odd number of stars.
- The bear has an even number of arrows.
- All the arrows point to the left.



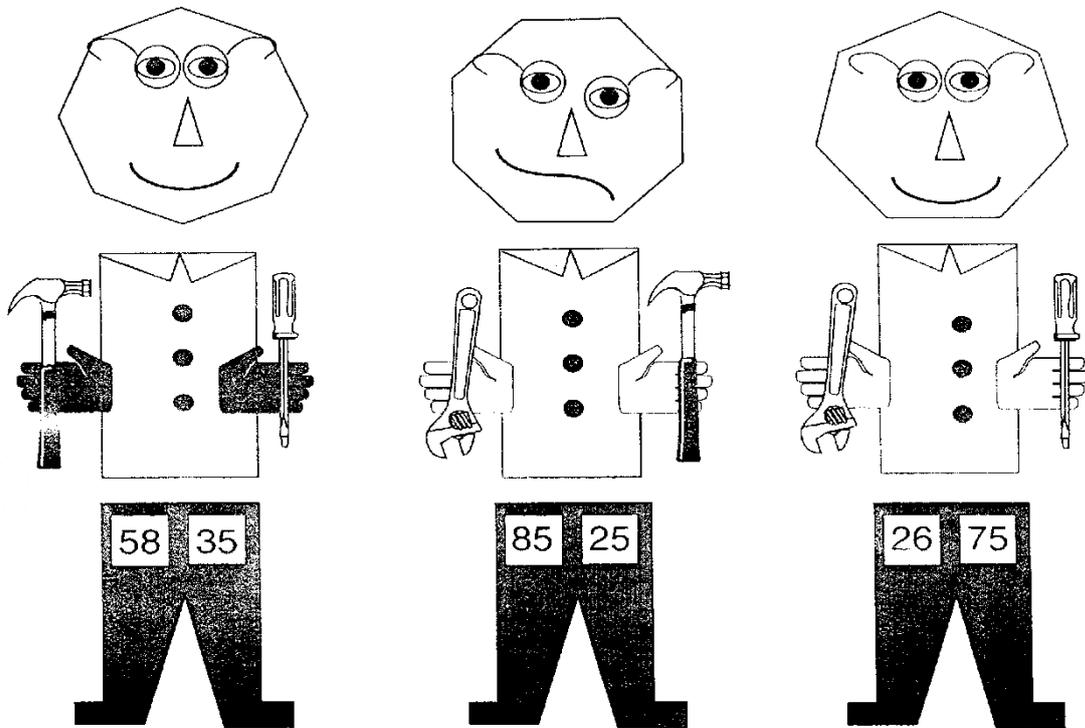
# CREATE A PAL

- Your pal's head is divided in half.
- Your pal counts by 2's
- Your pal wears shoes.
- Your pal's body is a triangle.



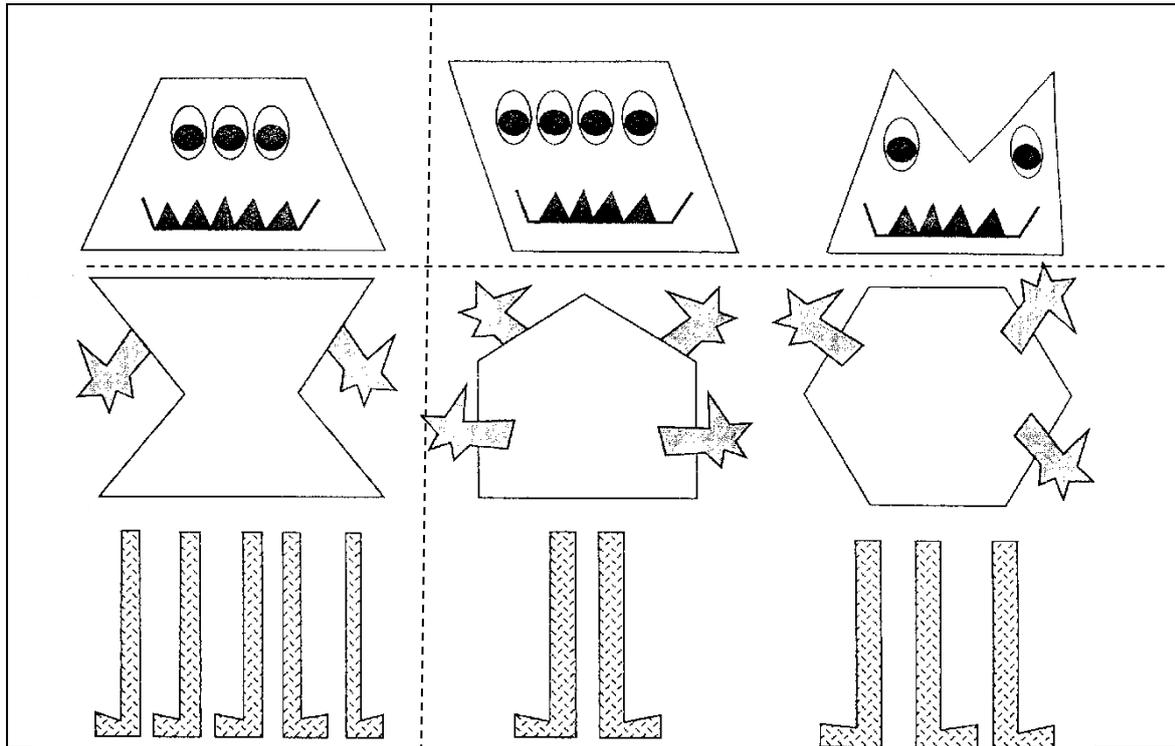
# CREATE A CARPENTER

- The carpenter's head is an octagon.
- The carpenter's face has symmetry.
- The carpenter has a hammer and wrench.
- If you add the numbers on the carpenter, the sum is less than 100.



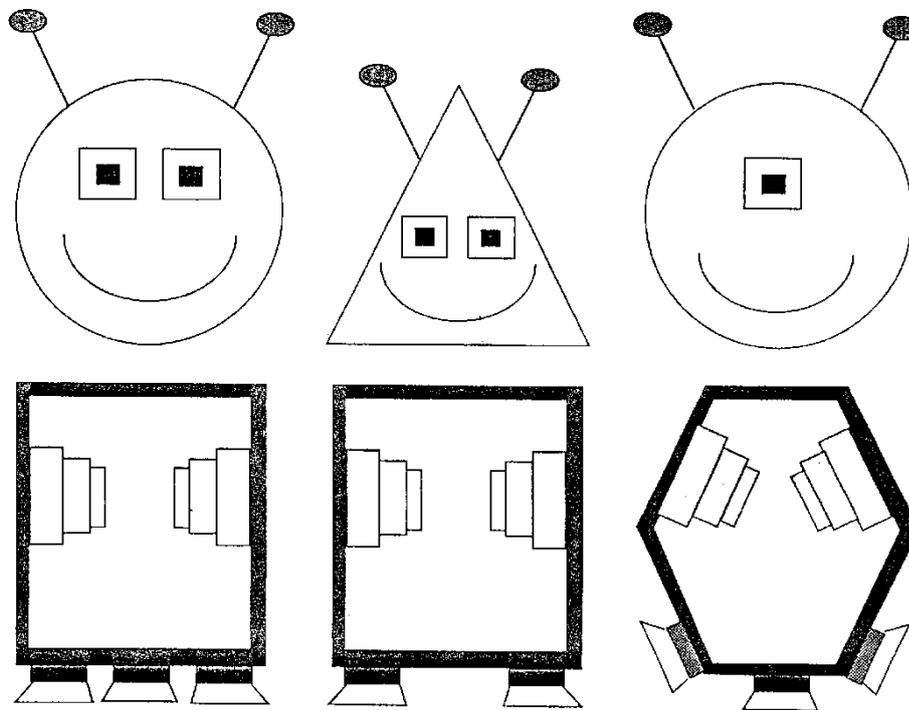
# CREATE A MONSTER

- The monster's head is a quadrilateral.
- The monster's body is a hexagon.
- The monster has more teeth than eyes.
- The monster has a total of six arms and legs.



## CREATE A ROBOT

- The robot has three feet.
- The robot has a round head.
- The robot has two eyes.
- The robot has a rectangular body.

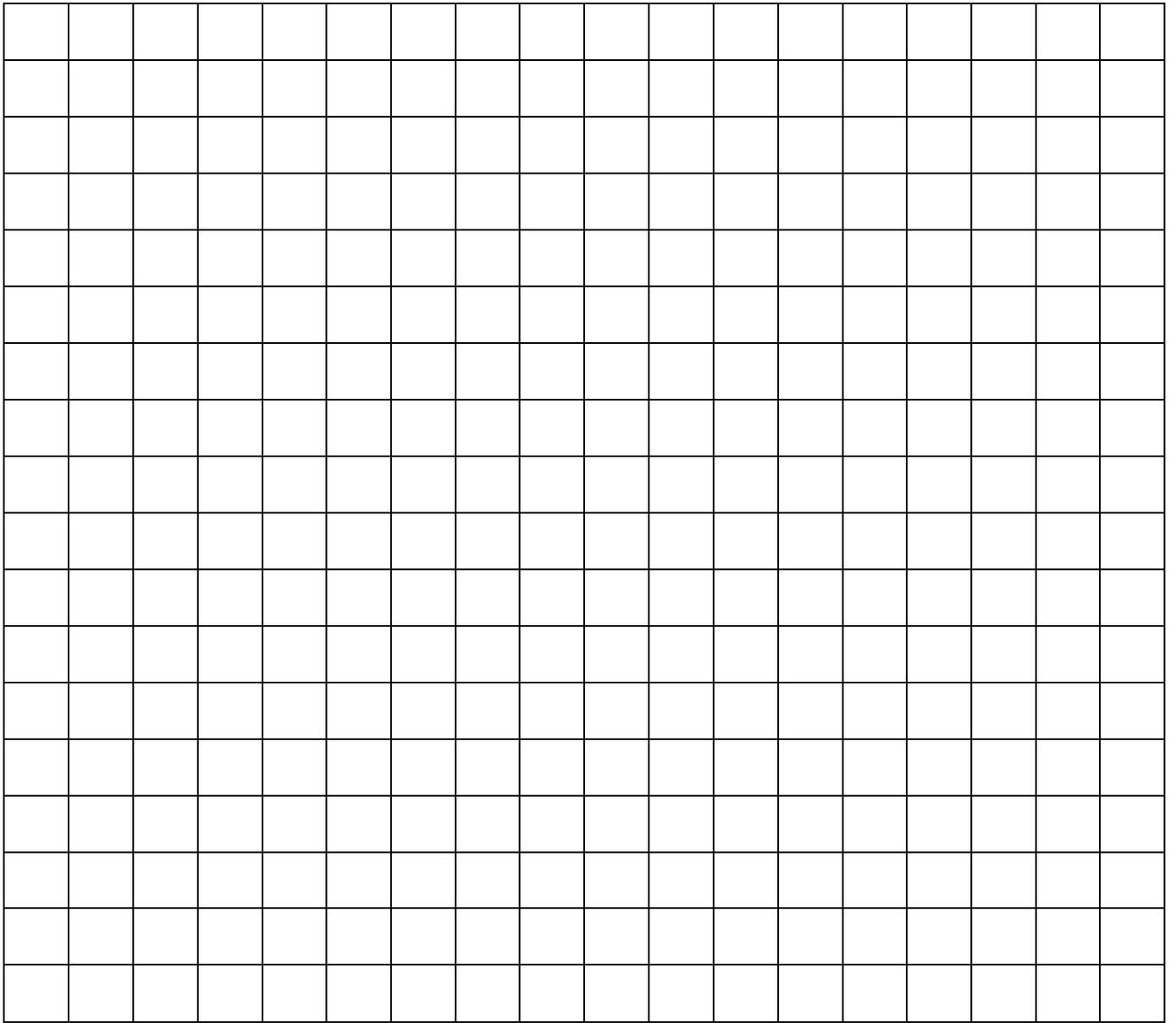


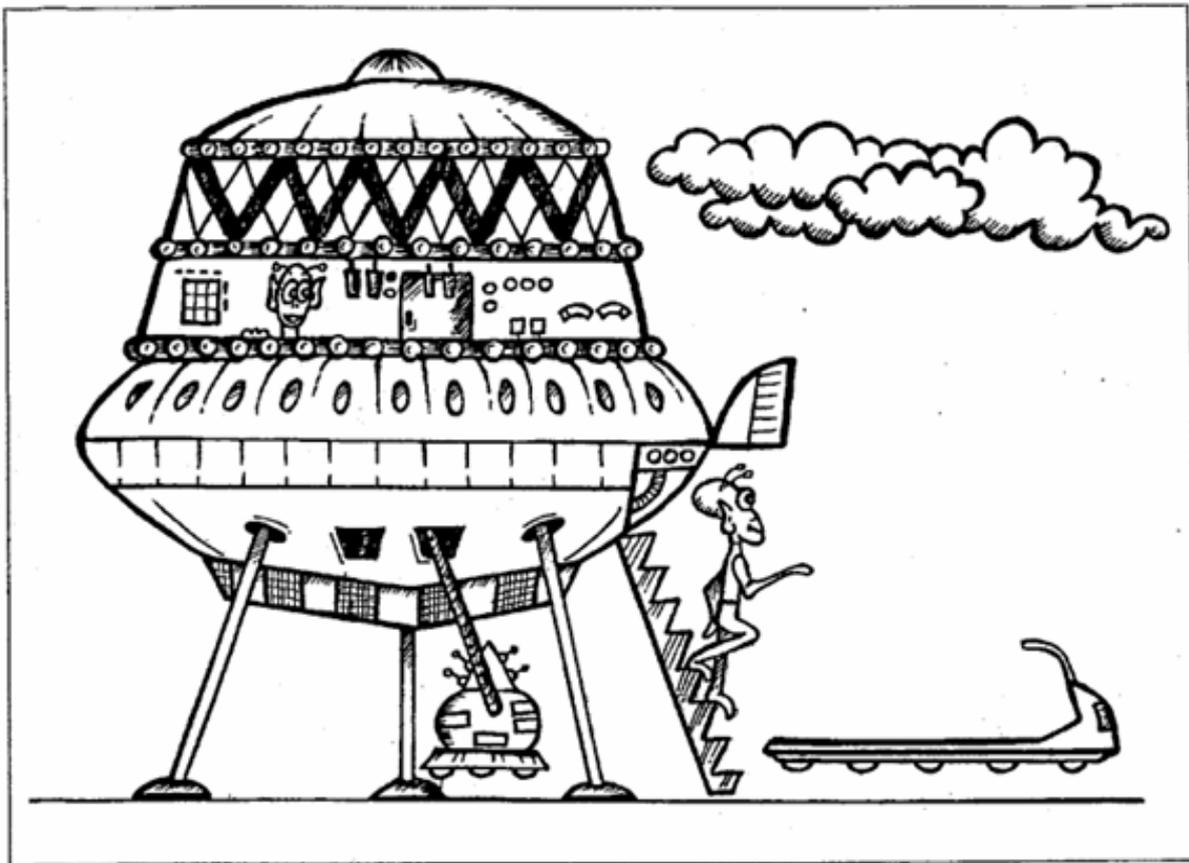
# Link Letters

*Aim:* To arrange words on the grid so that they are correctly linked together.

Any letter other than the first letter of the previous word may be used to begin a word. All words must relate to the topic and be spelt correctly. Choose a topic e.g. water sports or farms to show the students how to complete the grid.

V	E	S	T															
		P	A	D	D	L	E											
		I				U												
		N				R	U	D	D	E	R							
		N				E				I								
		A								V								
		K								I								
		E								N	E	T	S					
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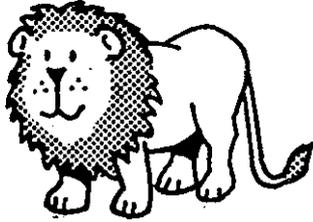


### *The Aliens*

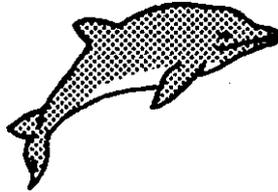
Foill and Beanh had returned from the visit to their moon. The moon could be seen high in the sky, above the clouds. As Foill descended the steps, the power-unit, located on the underside of the spaceship, was flashing green and yellow. Foill's spacesuit fitted her like a coat of orange paint. Her friend, Geinh, stood on the hover-sledge and held the handle. From the power-pads under the sledge, thin yellow thrust-beams drove into the ground. The two service robots hovered under the spaceship. Beanh, inside the ship, held a lever on the ceiling. This lever controlled the three bands of red and green light balls about the control room window. The wall behind Beanh had fifteen dials.

# Animal Groups

Groups of animals have special names. For instance, a group of cows is a HERD. Unscramble the collective nouns in the box at the bottom of the page and write them under the creatures they describe.



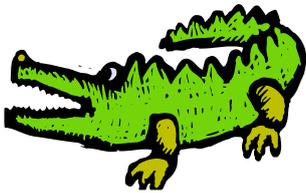
..... of lions



..... of dolphins



..... of pelicans



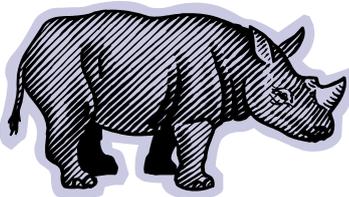
..... of crocodiles



..... of caterpillars



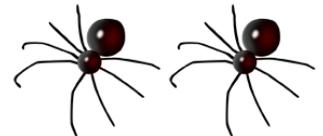
..... of bees



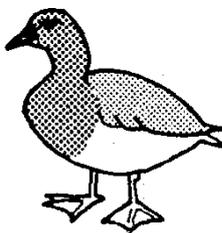
..... of rhinoceroses



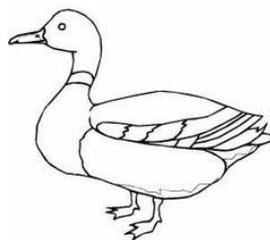
..... of monkeys



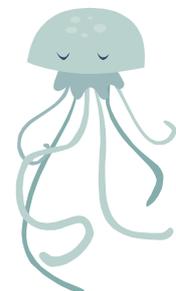
.....of spiders



..... of geese



..... of ducks



..... of jellyfish

rdpie	frat	lggfea	prtou	tlfoa	qudrason
swmsar	sharc	clsture	rmay	mksca	pdo

## SWITCH 16

### *Contents*

4 sets of cards numbered 1 – 16 in four different colours

5 numbered dice

1 'switch' die

1 'block' chip

*Number of Players:* 2 – 4

*Object:* To be the first player to discard the 16<sup>th</sup> card from the deck they control by rolling the numbers needed on the dice.

### *Set Up*

Place the game in the middle of the players.

Each player takes a deck of the same colour cards, makes sure they are in order of progression (with 1 on top and 16 on the bottom), and then places the deck in one of the four cavities on the outer edge of the game unit.

The 5 numbered dice, the switch die and the block chip, are all placed within reach of all players. Players each roll one die. The player with the highest roll of the die goes first.

### *Game Play*

The first player takes three numbered dice and the switch die, and rolls them in the game unit arena.

The player then looks to see if he/she can discard cards from his/her deck based on the dice rolled. The player must roll a die or any combination of dice, equivalent to the card on the top of the deck, in order to discard it. A player may discard as many cards as they can, according to the roll of the dice. The only requirement is that the cards are discarded in order. If a player's first roll cannot produce the needed number to match the card number on the top of the deck, the turn is over, and the player to the left has a turn.

If a player is able to discard one or more cards from the deck, the cards are removed in order and placed upside down in a discard pile next to the game unit

Example 1: Player rolls  Player may only discard card # 1 (there is no 2)

Example 2: Player rolls  Player may discard 1, 2, 3 (combination of 1 and 2),

4, 5 (combine 1 and 4), 6 (combine 2 and 4) and 7 (combine 1, 2, 4)

As players progress through the deck, they increase the number of numbered dice they throw based on the number of dice shown on the card at the top of their deck (at card 7, players may begin throwing 4 numbered dice and at card 12 – 5 dice)

### *Switch Die*

Anytime a player rolls the dice, the switch die is also rolled. If anything other than a blank shows up on the switch die, the following actions are taken:

SWITCH – Anytime a player rolls the 'green switch' they may exchange their deck with any other player. They simply announce with whom they wish to switch. The decks and discard piles are switched between the two players. That player's turn is now over, and the two players now control the new decks. If the player does not wish to switch, the switch die is ignored.

Any time a player rolls the 'red switch' they must immediately exchange decks and discard pile with the player who has the lowest top card value. After exchanging decks, the player's turn is over. If more than one player has the lowest top card, the player who rolled may choose which player they wish to exchange with.

**BLOCK** – The player takes possession of the 'Block Chip' immediately. If another player has possession of the chop, they must give it up to the player who has just rolled.

**BLOCK CHIP** – The player in possession of the 'Block Chip' can stop/block a player from switching decks with them if the opposing player rolled a 'green switch'. The Block Chip does not protect the owner of the Block Chip, should they themselves roll a 'red switch'. If the owner of the Block Chip should roll a 'red switch', during their turn, they must obey the rules of the 'red switch', but they still maintain possession of the Block Chip.

*Winning the Game.* The first player to roll the right combination of dice to discard the number 16 is the winner.