

Super-Duper Theme Park

A Teaching and Learning Bulletin Board

514074



Displaying and Using Your Bulletin Board Set

Choose an eye-level bulletin board on which to display your Super-Duper Theme Park bulletin board set. Use the display, individual bulletin board pieces, and the reproducible patterns in this resource guide to do the suggested activities.

CLASSROOM MANAGEMENT

Theme Park Teams

Use the display as a class job board. Write a label such as *Our Jobs* on the entrance banner, and label each ride with a different job (such as *Feed Pet*, *Wipe Tables*, *Turn Out Lights*, and so on). Then write students' names on tickets and place one or two beneath each ride piece, as appropriate. You can rotate jobs (and teams) by moving the tickets to a different spot each week.

Super-Duper Centers

The board is also a great way to assign or let students choose learning centers. You can label the entrance banner *Center Time* and write the name of a different center (*Art*, *Math*, *Writing*, and so on) on each ride sign. Place tickets labeled with students' names in each area of the board—they'll know where to go, and you'll know where to find them!

Ticket to Success

You can also use the board to track classroom goals. Label the ride signs with goals of your choice, such as *Helping Out*, *Cleaning Up*, or simply *Being Kind*. Place tickets labeled with students' names in an envelope or basket near the board. Then, each time you see a student meeting a particular goal, attach his or her ticket in that area. When the board is full and each student's name has been placed, you might give the class a special reward.

LANGUAGE ARTS

Theme Word Wall

Turn your board into a vocabulary-building word wall! Write a theme or subject area on each ride sign, such as *Weather*, *Technology*, *Plants*, and so on. Then help students write words related to each theme on tickets and place them in the appropriate area,

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for instance, *thunder*, *blizzard*; *e-mail*, *laptop*; *sprout*, *petal*; and so on. Or, rather than using themes, you might choose to label the signs with different parts of speech: *Nouns*, *Adjectives*, *Verbs*, and so on. Have students come up with examples and write them on the tickets. For an extra challenge, combine both activities into one! Write a theme (such as *Animals*) on the entrance banner, and then have students write related nouns, adjectives, and verbs on their tickets (such as *snake*, *slippery*, and *slither*).

Word Family Fun

Use the display to study word families. Simply write a different phonogram on each ride sign (*-uck*, *-at*, *-ake*) and write matching words on the tickets (*duck*, *truck*, *stuck*; *bat*, *sat*, *mat*; *cake*, *take*, *bake*). Give each student a ticket and challenge him or her to place it next to the correct ride. Or, you can give students blank tickets and have them come up with words of their own.

SCIENCE

What a Sensation!

Use the board as a way to study the five senses. Simply write *See*, *Hear*, *Touch*, *Smell*, and *Taste* on each of five ride signs. Then provide students with blank tickets and help them label them with things they might sense at a theme park! For example, students might see a roller coaster, hear music, touch a stuffed animal, smell popcorn, and taste a hot dog. To extend the activity, invite students to write a “sensational” story about a day at the park, using the words on the tickets to help them include sensory details. Remember, you can always change the scene by simply writing a different place on the entrance banner, such as *Beach*, *Mall*, or even *My House*!

MATH

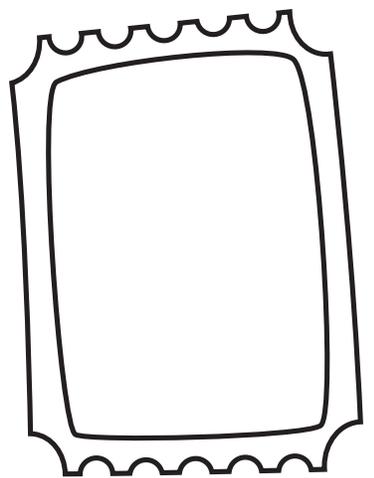
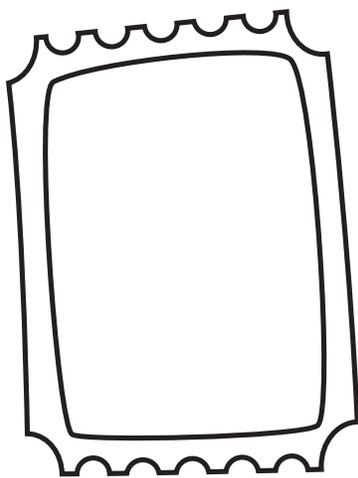
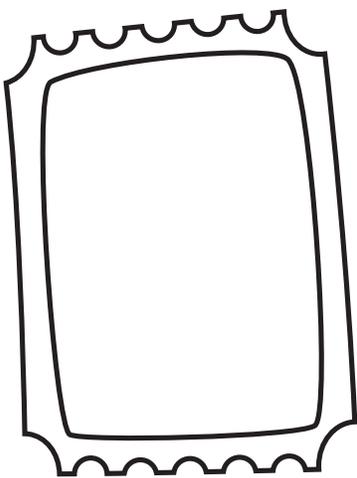
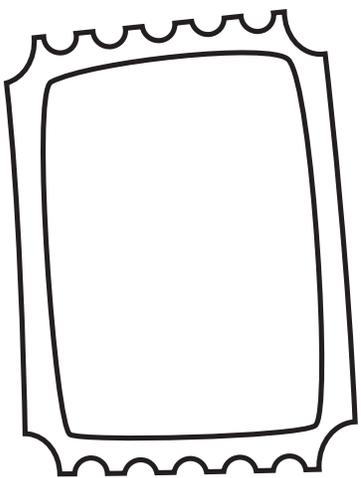
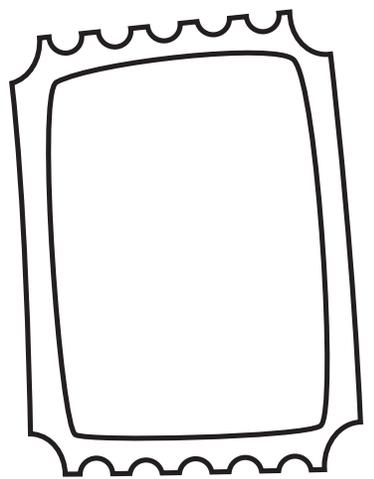
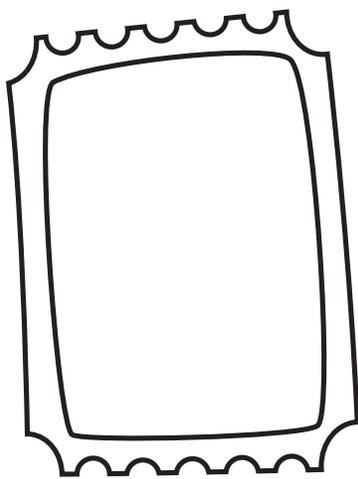
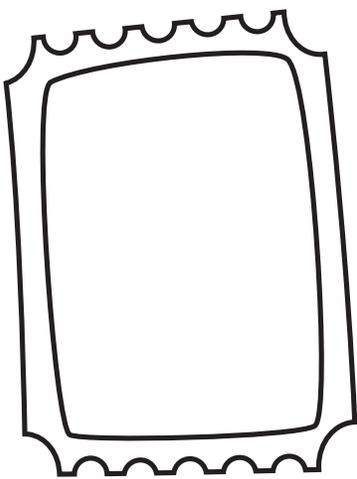
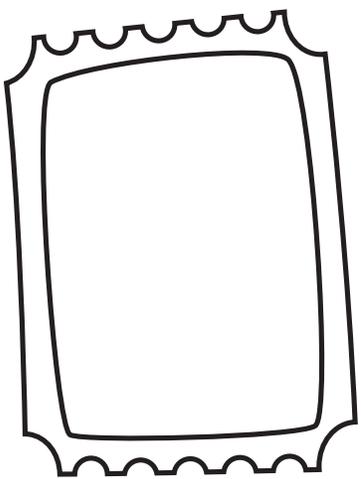
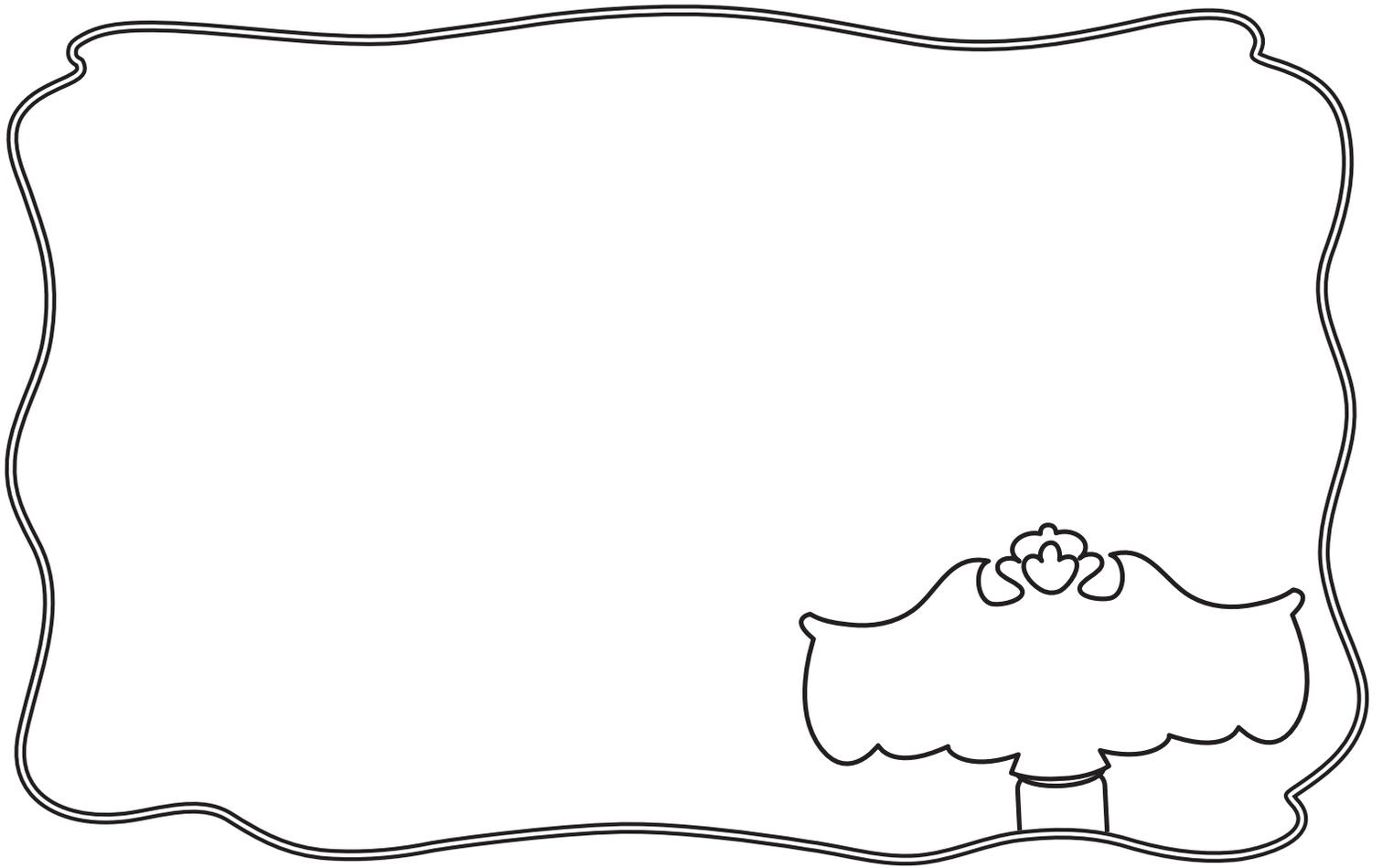
Graphing Goodies

Use the popcorn, cotton candy, balloons, and stuffed animal pieces to create a fun graph. Simply place the pieces in a row at the top of the board and give students tickets labeled with their names. Ask, “What would you most like to get on a trip to a theme park?” Have students place their tickets beneath their choice, forming columns. Then analyze the graph by counting up the tickets in each column! Ask questions such as, “What item was the most popular?” “How many students like cotton candy better than popcorn?”

Using the Reproducibles

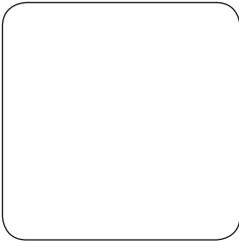
Extend learning by copying the reproducibles on pages 3 and 4 and using them with the following activities.

- ◆ **Design-a-Ride:** Invite students to design their own theme park ride using the reproducible on the top of page 3. Give students copies of the blank template along with scissors, markers, and crayons. Challenge them to imagine a ride that they’ve never seen, or one from the future. Encourage them to add more features, such as paths, booths, and trees. Once they’re done with their creations, students can name their ride!
- ◆ **Ticket to Ride:** Extend the activity above by having students add the number of tickets needed for their rides. Make multiple copies of the tickets on page 3, cut them apart, and distribute them to students. Next, post students’ ride designs on a board or wall and let students take turns “visiting” each other’s rides! Then have them choose which ride they’d like to go on, count out the correct number of tickets, and give them to the ride’s “operator.”
- ◆ **Wish You Were Here:** Students can practice letter-writing skills with the postcard template on page 4. First, have students fold the postcard in half along the line and glue the insides together. Next, let them design a theme park for the front of the postcard. Have students think of a name for their theme park and write it on the line on the front. They can use the lines on the back to write a message to a family member or another student, for instance: *Dear Camille, I’m having a great time at Fun Land! The roller coaster here goes upside down. I got to ride in the first car! From Jason.* If they like, students can even design their own stamp. When complete, have students “mail” their postcards by bringing them home or delivering them to classmates.



Greetings From _____

_____ From



Dear _____,