

PLEASE READ AYESHA AND THE DINOSAURS AND ANSWER THE FOLLOWING TWO QUESTIONS:

1. *Explain how the changes in the way Ayesha organized and categorized her dinosaur collection reflect advancements in her cognitive development.*
2. *If the children succeed in collecting the money and are able to go on the field trip, how does the process of raising the money help aid in the development of a sense of industry?*

Case 1: Ayesha and Dinosaurs

Ayesha, an only-child, lives with her father. She is a bright child who loves her schoolwork. One of her favorite topics to study in and out of school is dinosaurs. She has been collecting them since she was 6 years old, when she saw the film, *Dinosaurs*. It is an extensive collection: plastic replicas, puzzles, books, and stickers. Basically, anything that has a dinosaur on it she loves and wants for her collection. Her father even painted a mural of dinosaurs on her bedroom wall.

In the beginning, Ayesha stored all of her dinosaur paraphernalia thrown together in a DinoEgg, a trunk shaped in the form of a dinosaur egg. But recently, Ayesha has been sorting all of her different dinosaurs into "mini-collections." There are her books, which are sorted by topic on the third shelf of her bookcase. Her puzzles are sorted by difficulty and stacked in a corner of her DinoEgg. Her stickers are organized by size, shape, color, and texture (smellies vs. fuzzies). And her plastic dinosaurs are sorted weekly; sometimes by color, sometimes by size, sometimes by vegetarian vs. meat-eaters, sometimes by flyers vs. land-based, and finally sometimes sorted by which ones are her favorites.

Currently, her fifth grade science class has been studying dinosaurs and the Jurassic Period. Ayesha even brought in her dinosaur collection to share during class. Last week, Jordan, one of Ayesha's friends, told Mr. Hanson (their teacher), "You should take us to the dinosaur exhibit at the Museum in Esterwood." All the students quickly agreed that they would like to go to the museum to see the dinosaur exhibit. All of the kids began to talk about the day away from school and

how much fun that it would be. Mr. Hanson was quickly losing control of his class as the excitement was growing rapidly.

Mr. Hanson had to explain to his students that the Museum is thirty minutes away and the school does not have the funding to provide them with transportation costs, entrance fees, and lunches needed for the students to go on a field trip. Ayesha started waving her hand for Mr. Hanson to call on her. She said, "What if we went on Tuesday? Tuesdays are free days. I go with my Dad on Tuesdays during the summertime and I know that's a free day." Mr. Hanson responded, "That is a good idea Ayesha, but we still would not have money for transportation or lunches." Sammy, a classmate piped in and said, "What if we all brought our lunch, then we would just have to find money for transportation?" "Okay, well we are down to transportation costs and we will need some parents to go with us to help me monitor you at the museum," said Mr. Hanson.

The kids quickly worked together to figure out how they could best raise the six hundred dollars needed to rent a school bus for the day. By the end of the period, they had a list of kids who were going to ask their parents to go with them on the trip. And they had figured out that each child was going to have to raise thirty dollars to go on the field trip. The students came up with two ideas to raise the money: a bake-sale and a car wash. From all of the discussion a plan was hatched. The students would hold a bake-sale on Saturday morning during the sporting events scheduled for the next two weekends. They would also hold a carwash outside on those Saturday mornings. They were sure this would give them enough money to go

on the field trip – as long as Mr. Hanson could get it cleared with the principal.