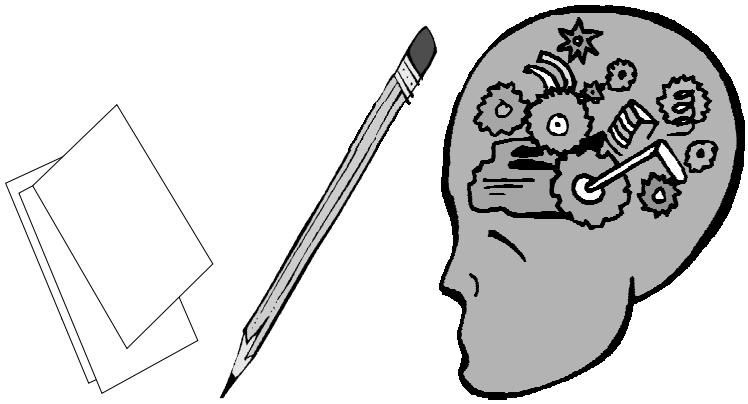
# THREES Game

Supplies needed: a piece of paper, pencil and a flexible, creative mind!



**THREES** In the game of **THREES** each participant must list **THREE** items that fit within the given category. Usually played with five categories, the game can be lengthened or shortened depending on the amount of time available or the number of players. More players will increase the time needed to score the game answers.

The main goal is to brainstorm unusual answers that fit, but that no one else will think to record. Wacky answers are encouraged, as long as they can be justified.

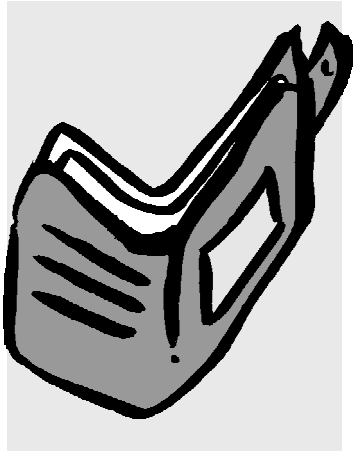
1. List the categories on the board. Suggested categories are:
   kinds of flowers, girl's names, vacation spots, favorite book characters, sports played with a ball, things made from metal, messy foods, card games, kinds of berries, school supplies, winter activities, etc.

2. Give students a time limit to fill in **THREE** answers per category. (If they can only think of one or two – that's all right; they will score less in that category.) One to two minutes per category is an acceptable time limit. They must be specific with their answers. (see scoring) Inventive spelling is OK.

3. No talking! Let the game begin.

4. Scoring the game: When time is called, allow one student at a time to share an answer from the first category. If anyone else has the SAME answer, they should raise their hand, and both/all of them must cross it off. If a student puts a vague answer that fits with a specific answer, they must cross it off. It pays to be specific.

   For example: *category is: things found in dad's wallet.*



   One child says "A five dollar bill." Another says "money" The child who responded with *money* must cross his answer out. Those that specified *twenty dollar, ten dollar etc.* are safe, unless someone else also specified the same answer. Continue sharing one answer at a time until all answers have been said.

   Remember, wild, justified, answers are encouraged!

   For example: *category is: kinds of pie*. Unusual answers might be key lime pie, pizza pie or mincemeat pie. Wild, wonderful, answers: mud pie, 3.14 pi!

   The student will circle any response that no one matches.

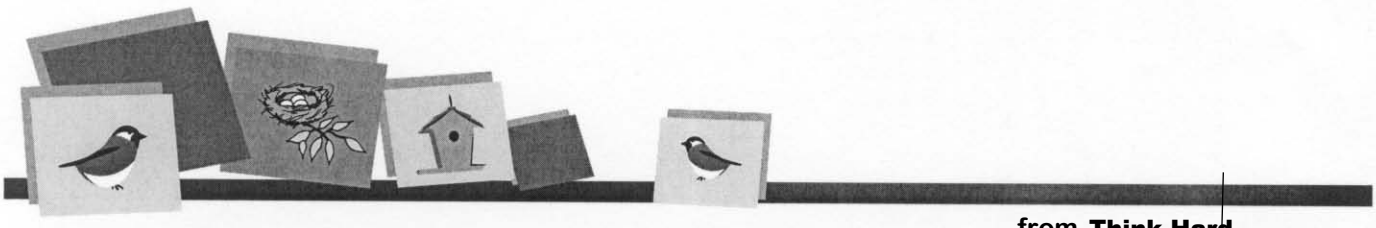
5. Winning the game: The student who has the highest number of responses circled is the winner!

# IT ALWAYS HAS #1 _____

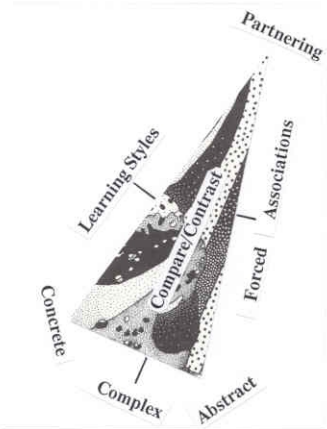
**Find the item that the first word in each group ALWAYS has.**

**Example: BIRD – cage, feathers, house, nest**

1. **BOOK – pictures, hard cover, bookmark, pages** _____
2. **HOUSE – roof, garden, bricks, pool** _____
3. **TREE – nests, apples, roots, birds** _____
4. **HILL – grass, sheep, steps, top** _____
5. **RIVER –frogs, water, boats, waves** _____
6. **RAINBOW – red, brown, gray, black** _____
7. **CAMERA – strap, case, lens, film** _____
8. **SOCK – toe, lace, hole, stripes** _____
9. **CALENDAR – notes, months, pictures, magnet** _____
10. **TEDDY BEAR – ears, ribbon, tail, hat** _____



# ▲ COMPARE/CONTRAST QUESTIONS




**GOAL:** To stimulate high level thinking

**KEY:** Forced Associations

Compare/contrast questions (how two things are alike and how they are different) are ideal examples of the development of a simple thinking process into a complex one. They move from the **concrete** to the **abstract**. In the following examples we compare/contrast two objects, ideas, or concepts from the same category. We gradually progress to more difficult/**complex** categories that require **forced associations**.

Example: Ask students to choose partners. Have them hold out and examine their left hands. Ask **partners** to compare/contrast hands. Share responses with their partners.

How is _____ like _____?

How is _____ different from _____?

**Note:** The *"hands"* activity is great readiness. It also taps into different **learning styles** — the visual learners have something to look at, the kinesthetic learners have something to touch, and the auditory learners have something to say or hear.

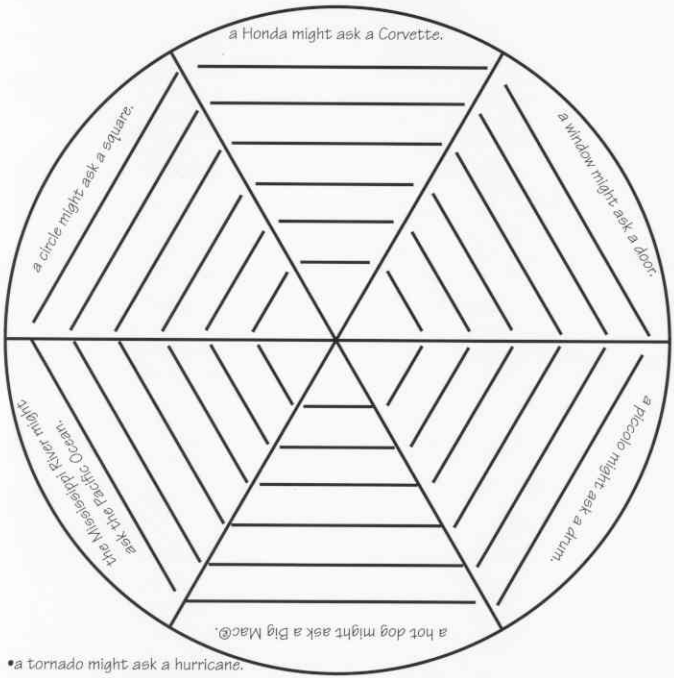
The following compare/contrast topics can be practiced with a partner or in small groups.

| | | |
|---|---|---|
| left/ right hand | seeing/ believing | loafers/ high heels |
| knights/ nights | newspapers/ magazines | walking/ running |
| rain forest/ desert | ice cream/ frozen yogurt | landfills / time capsules |
| freedom/ boundaries | cars/ bicycles | human brain/ computers |
| building a building/ building a relationship | | oranges/ apples |
| Clinton administration/Bush administration | | Sega/hula hoops |

History is filled with the appplication of compare/contrast questions and forced associations. My favorite example is the Quaker housewife who was sitting at her spinning wheel. She glanced out the window and saw her husband and a neighbor sawing a tree with a two-man crosscut saw. She compared the spinning wheel to the saw and — *voila!* She invented the circular saw. Forced association is the beginning of many inventions.

# A Wheel of Questions

**Compose a question that:**




- a tornado might ask a hurricane.
- Louis and Clark might ask Neal Armstrong.
- a golf club might ask a tennis racket.
- a Valentine's Day card might ask a Halloween Card.
- Thomas Jefferson's quill pen might ask Norman Rockwell's paint brush.
- the President of the United States might ask the CEO of General Motors.

# A Fence Full of Questions

There are lots of questions "hidden" in this fence. You can find them by choosing at least one word from each board in the fence. Mix up the words. Rearrange them. If you want, add an **s, ed**, or **ing**. Then add some words of your own. Put it all together and WHA-LA! — you have a question about fruits and vegetables. Write your questions on the next page.

| | | | |
|---|---|---|---|
| What if | Bill | apples | eat |
| Who | is | eggplant | drop |
| I | you | beet | cut |
| Can | too | artichokes | chew |
| Is there | Cindy | orange | nibble |
| Didn't | all | watermelon | gave |
| Why | can't | yams | stop |
| How | it | figs | plant |
| When | would | banana | chop |
| Won't | can | raspberries | smash |
| Will | they | pumpkin | toss |
| Isn't | he | dates | peel |
| How can | she | kiwi | squish |
| Where | many | mangoes | stuff |
| I wonder why | any | strawberries | roll |
| Could | one | turnips | cook |
| Does | the | grapes | fold |
| Wouldn't | and | lentils | carry |
| How come | do | cantaloupe | combine |
| Couldn't | with | nectarine | waste |

NAME_____

# February

## Fluency

February 1st is "Be an Encourager Day." **List** as many **phrases** as you can think of that are said to encourage someone.

*

*

*

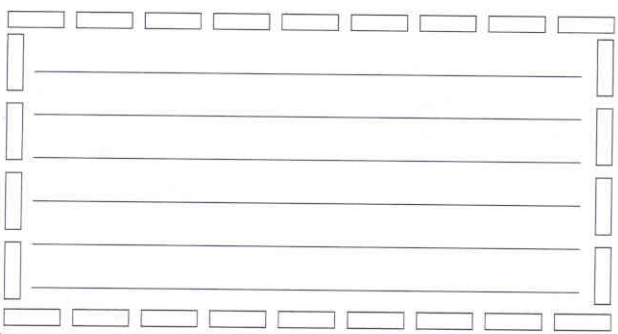
*

*

*

## Flexibility

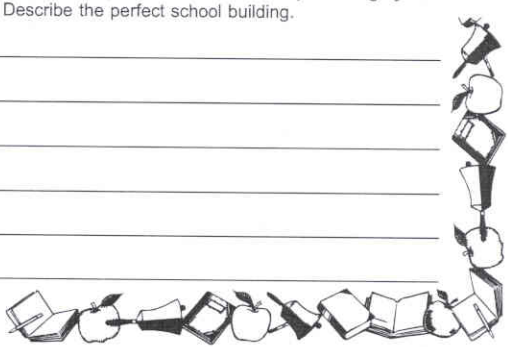
A Bird's Eye View: What **places** or **objects** can you think of that look rectangular when viewed from above?



NAME_____

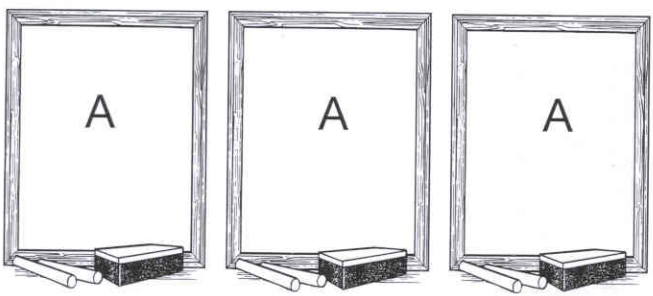
## *Originality*

School is starting in some parts of the country! What would the ultimate school be like? What special rooms might it have? How would you change your school to make it better? Describe the perfect school building.



## *Elaboration*

**Add details** to the "A's" below so that each **A** looks different. Give your favorite one a creative title.



# September

| | | | | | | |
|---|---|---|---|---|---|---|
| 1  | 2 | 3 **List** as many things as you can think of that you can **pick up with a spoon, but not with a fork.** | 4 | 5 | 6 What are **other uses** for a **paper clip?** | 7 |
| 8 | 9 Apples are a symbol for teaching and teachers. **What item** do you think should stand for teachers? | 10 | 11 **Add** in, around and on to the given open shape to make a complete picture. Give it a creative title. | 12 | 13 | 14  |
| 15 | 16  | 17 | 18 **List** all the ways people **eat apples.** | 19 **How else** can students write or show what work they have done if they have no pencil? | 20  | 21 |
| 22  | 23 | 24 **Invent** a new type of cone or dish for ice cream that you could eat. **Describe** it and **draw** a picture of it. | 25 | 26  | 27 | 28 |
| 29 | 30 **Add** in, around, and on to the given shape to make a complete picture. Give it a creative title. | | | | | |

# Manmade vs. Nature

The thinking behind **Manmade vs. Nature** is two-part. Students will be looking at how humans have solved problems. They also need to brainstorm how different animals have solved problems.

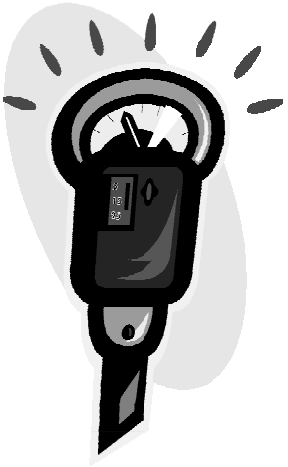
The first part of the task would be to make a match between human and/or animal solutions to problems that were similar to the students' problem. Students should make a list of human, manufactured solutions. Even if the human remedy did not work efficiently, it should be noted, as it may lead to a new solution that does work. The same thing goes for the animals. Ideas should be realistic and pertinent to their problem.

**Real Life Problem**

*There is a shortage of teacher and parent parking at the school.*

First, what is the root of the issue? The fact is there are more cars than there are spaces in which to park them. So the main issue is storage.

*How have other people worked to solve a parking problem?*



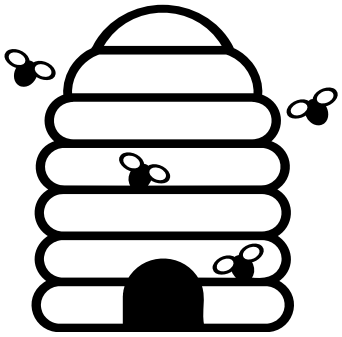
- parking decks
- paving more parking areas
- encouraging people to carpool
- valet parking further away from the restaurant/shopping
- special permits for special spots
- meters to encourage people not to park for very long or to generate revenue

Solving Real Problems

*How have other people worked to solve a storage problem?*

- stack items on multiple shelves
- shelves of different sizes
- get rid of what you don't need
- boats are 'dry docked' and stacked like shoe boxes
- train 'roundhouses' bring out the engine as needed

*How have animals solved their storage problems?*



- bees store their babies in honeycombs, which are little, piled, compartments
- squirrels store nuts in piles. Whatever is in front gets used first

A lively discussion of these solutions could lead to a realistic solution to parking. Look at the following suggestions:

1. *All small cars park in one small lot, with small spaces marked off. Medium cars in another lot and larger cars in larger spaces in the back lot.*

2. *Teachers who customarily arrive early park in one row. Later arriving teachers who will leave early, or on time will double-park behind the first row. The first row of teachers is blocked in, but it doesn't matter – because they leave last!*

# Drop Everything!

**Drop Everything** is a visual *elaboration* game. The unexpected shapes and patterns created by 'dropped' items is the impetus to creative thought.

First, select appropriate small items to drop onto blank papers. Distribute the items to students. Decide if all will drop the same items, or vary them so no two neighbors have the same items.

Have students hold the items about 8-12 inches above the paper and then let go! Explain that once dropped, the items may not be moved. They will be glued or taped in place. Items that land partially on and partially off the edge of the paper should remain as they are. This only adds to more creative possibilities as boundaries are extended!

Once the dropped pieces have been secured, the students then need to turn and twist the paper, looking at it from all angles. They are to imagine what these pieces could be. *Are they many pieces of the same thing or are they parts belonging to one larger thing?*

Pencil, colored pencil, chalk, and marker can all be used to add details to the paper to show the vision created by these dropped items. The final picture should **not** be the original items representing what they **really** are. For example, if buttons are dropped, the final picture should **not** be clothing items with buttons appearing as they would on a real garment. Instead the buttons might be eyes, wheels, balloons, or turtles! Ideally have students use the entire paper to create a detailed picture. Have students add a creative title.

Suggested materials for 'drops':

| | | |
|---|---|---|
| Toothpicks | Sequins, small and large | Paperclips |
| Buttons | Dried beans | Pennies |
| Pasta | | |

Feeling Naturally Creative? Drop:

| | | |
|---|---|---|
| Small leaves | Twigs | Pine straw |
| Seeds | Flower petals | |

# DOUBLE MEANINGS #3 _____

Identify one word that has two or three different meanings that are listed below.

**Example:** to get on / a wooden plank = board

1. a sailing vessel / to send a package

   _____

2. waste paper / group of puppies at birth

   _____

3. machine for moving heavy items / a wading bird

   _____

4. holy place of worship / flat space on each side of the forehead

   _____

5. throw out a lure with a fishing rod / actors in a play

   _____

6. a map legend / metal instrument used to turn a lock

   _____

7. extensive area of flat treeless country / ordinary / clear

   _____

8. put a ball into play / to assist or wait on

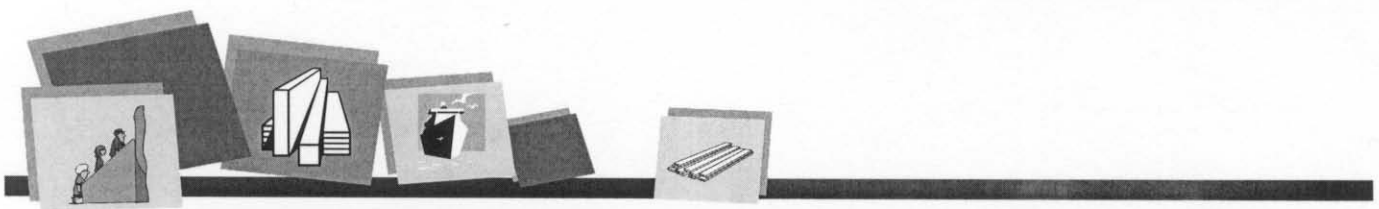
   _____

9. fall or drop to the bottom / a basin connected to a drain

   _____

10. greet with enthusiasm / precipitation in the form of frozen balls

    _____

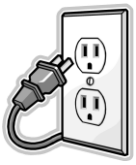


# JANUARY DAILY ACTIVITIES

**January 9th - National Static Electricity Day ZAP!**

We have all dealt with it at one time or another. Why does static electricity occur? What can you do to prevent it? Do all those methods people mention to you really work? Make a list of ways to prevent static and test them. The main component needed is students who are willing to be shocked by static electricity!

Some cool science experiments about static electricity:



**Web Investigation**

www.sciencemadesimple.com/static.html

**January 10th- Oil Discovered in Texas 1901**

The modern oil industry was born on this day in southeastern Texas on a salt dome oil field named Spindletop. Anthony Francis Lucas had been drilling for oil for months in this location when the mud began bubbling on January 10th. The oil geyser was found at the depth of 1,139 feet and blew a stream of oil over 200 feet high until it was capped nine days later. During those nine days 800,000 barrels of oil had been collected.

**Web Investigation**

www.spindletop.org/default.htm

**January 11th - Milk Day**

On this day in 1878, the first bottles of milk were delivered. Milk was bottled and delivered in glass containers from this time into the 1950s. In the 1960s the glass container was replaced with paper cartons and then eventually plastic containers. Advertisements started on the milk bottles in the 1920s.

Today the clear infrared bottle allows scanners to check the cleanliness of the milk.

Design a container that may be used in the future to hold milk. Why has milk been a diet staple through the years? What benefits and vitamins are contained in milk?

**Web Investigation**

www.bodybymilk.com/index.php

**January 13th - Poetry Break Day**


Take a well-earned poetry break today. Take time to read and write poetry today.

**Web Investigation**

www.poetry4kids.com/
www.gigglepoetry.com/
www.favoritepoem.org/

# Make a Map GLYPH

Make a map. Start with a 12" x 18" piece of paper. Choose a light, neutral color. Follow the directions below and find the appropriate information so that your map is complete.

___ 1. The name on the map will be the same as a fictional county mentioned in many novels and short stories by W. Faulkner. Find out the name of this county and write in on the northern border of the map. Draw a compass rose below it.

___ 2. Create four main streets for the town. Make your map show two sets of parallel lines. One set should be perpendicular to the other set.

___ 3. Find out what organization Clara Barton started. Use an appropriate symbol and put it on a building that is in the northeast part of town on your map.

___ 4. Put a landmark in the center of town. Find out what unusual piece of architecture is in St. Louis, Missouri and put a similar structure on your map.

___ 5. When you have four houses on the same property in the game Monopoly what can you buy? Put three of them on one vertically running street.

___ 6. Name your streets. Use the names of any of the brothers and sisters of Zeus.

___ 7. If your school is less than 15 years old, add 5 brown houses to the horizontal streets. If your school is greater than 15 years old, add 5 yellow houses to the horizontal streets.

Follow the directions. Check your notes and be sure you have all the correct inclusions for your map. Be creative and colorful when you write names on the map and create buildings. Add some animals and foliage to the map.

# MARCH MONTHLY ACTIVITIES

## National Women's History Month

Many women had to fight and struggle in order to gain certain freedoms and follow their dreams. Molly Pitcher, Dolley Madison, Harriet Beecher Stowe, Calamity Jane, and Eleanor Roosevelt are a few of the influential women found in our resources.

**Web Investigation**

www.timeforkids.com/TFK/whm
www.nwhp.org/

## National Middle Level Education Month

During this month Middle Schools are encouraged to schedule local events that focus on the educational needs of early adolescents.
Create a day with games and thinking strategies that involve middle school students, their peers, and families. Make the games cater to the topics and needs of middle school students.

**Web Investigation**

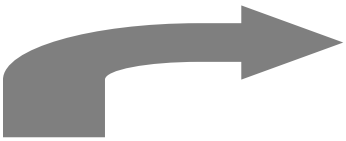
www.ferryhalim.com/orisinal/
www.awesomestories.com/
www.bbc.co.uk/brainboxchallenge/

## Music in Our Schools Month

Set aside this month to increase public awareness of the importance of music in our schools as a part of a balanced curriculum.
Explore music with your students outside of music class. Pay attention to which students may be musically inclined, and use this as a motivator to help students excel in other subjects. Give all your students opportunities to be assessed in ways that they are already interested in or excel in.
Students could choose to write a song or compose music as part of an assignment. When you tap into what interests students you will interest them in learning!

**Web Investigation**

www.classicsforkids.com
www.playmusic.org
www.creatingmusic.com/
www.sfskids.org/



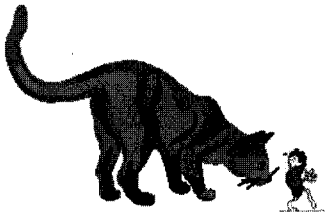
# Mask Glyph

**Follow the directions to create a mask!**

You may add additional elements to the finished mask as long as all required elements can be seen easily.

- ☐ 1. Carefully choose the color for your mask. Choose paper that is the same color as the color that forms when lemon juice touches litmus paper.
- ☐ 2. When you draw the mask shape, make it look like an upside-down drop of liquid precipitation. Be sure to draw the mask shape large enough to cover your face.
- ☐ 3. The radius of the mask is equal to the number of days it takes for a grape to become a raisin. Measure this number in centimeters.
- ☐ 4. Mark and cut out oblong eyeholes. Draw around the eyeholes to look like the kohl designs around King Tut's eyes.
- ☐ 5. What is the pH of lemon juice? Find out! Show this number on your mask with freeform round squiggles! Make the number of squiggles equal the pH number. Make the squiggles out of thin strips of paper or curling ribbon and attach them to the mask.
- ☐ 6. Add colorful details to the *temples* of the mask. What colorful *adornments* do maypoles have attached to their tops? Add the same type of detail to the mask.
- ☐ 7. What is the prime number between 5 and 10? Put this same number of maypole-like items on *each* temple of the mask.

Research and take notes about all the information necessary to make an accurate model of the mask. You also need to add a mouth and nose. You decide what they look like. Will the mouth and nose stick out, or will they be cut out? Be creative!



# *Stuart Little*
# The SCAMPER Technique

**Substitute**

What if Stuart were twenty feet tall instead of two inches tall? What are some things he could do or not do? Make a poster to show other adventures Stuart might have as a giant.

**Combine**

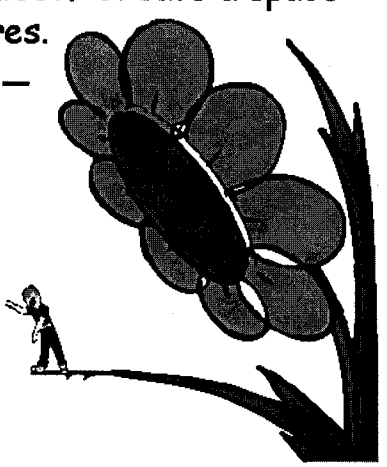
Combine Stuart with a cartoon character from today. Draw a picture of the new character, name it, and describe its person ality based on the personality of Stuart and the other character.

**Adapt**

What if Charlotte, from ***Charlotte's Web***, were in this book? What advice would she give to Stuart to solve his problem of finding Margalo? Would she suggest he run away? Create a web that would belong to Charlotte. In it, write her solutions to the problem.

**Modify**

Stuart decides to go on a trip into the future. What adventures might he encounter there? Who would he meet? Create a space log written by Stuart of all of his adventures.



# Before and After

What comes after the letter is dropped in the mailbox?

What comes after clear cutting in the forest?

What comes before the starter fires his gun?

# Observational Research Cards

## Homes

1. How many homes are on the street where you live? Count the homes on one block. _____

2. Look at homes on your way to school. What color do you see most?

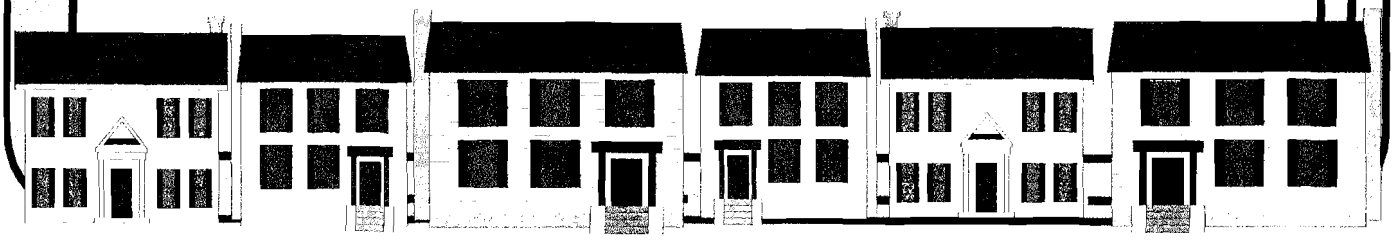
_____

3. What building material is most used in the homes on your street?

_____

4. If you could add one room to your home what room would it be?

_____



## Desserts

Write the name of each dessert served in your school lunch for five days.

A. What dessert was served most? _____

B. Ask ten friends to name their favorite school lunch dessert. What dessert was named most? _____

C. Is this the dessert served most often? _____

SKINNY QUESTIONS

What is two plus two?

Can you name the animal called man's best friend?

List the characters in the story Goldilocks And The Three Bears.

What color is Mickey Mouse's nose?

What animal looks like a horse but has stripes?

**FAT QUESTIONS**

**What are all the ways you can think of to say four?**

**How are dogs and cats alike and different?**

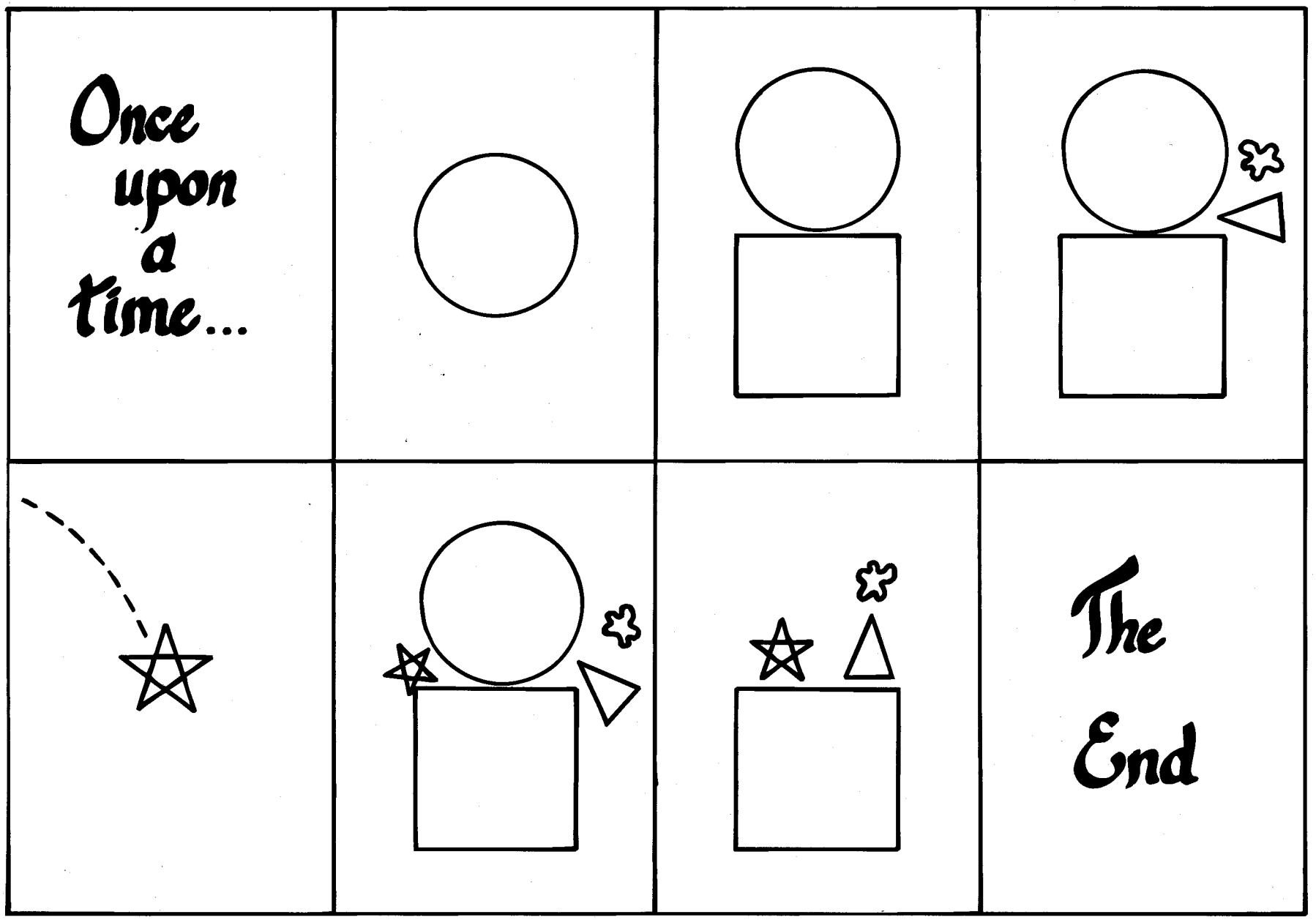
**How would you feel if you found a bear hiding in your room?**

**What if your nose were on top of your head?**

**How come zebras have stripes but horses don't?**

## Visual Synthesis/ Pattern Completion

This is a nursery rhyme. Can you recite it by "reading" the pictures?



## ▲ WHAT IF . . .

What if humans had x-ray eyes?

What if people could only travel in vertical lines? in ovals?

What would happen if all of a sudden you could not speak English?

What would happen if you were involved in a sit-down protest?

What if the Sumarians had not invented the arch?

What if it rained every Wednesday all over the world?

What would happen if your sneakers had wings?

What would happen if you could trade places with your parents?

What would happen if human beings had to sleep standing up?

What if time stood still on Tuesday morning at 11 AM?

What if your left hand was covered with velcro?

# COMMON BONDS #4 _____

The following groups of words share a common bond that links them together. Determine the link for each set.

Example: American flags, zebras, sergeants = things with stripes

1. golf balls, piñatas, targets, boxing opponents

   _____

2. slow cars, easy tests, laws, salt and pepper

   _____

3. daffodils, buttercups, canaries, lemons

   _____

4. Montreal, Toronto, Victoria, Ottawa

   _____

5. automatic doors, a new movie, eyes in the morning

   _____

6. pages, steering wheels, doorknobs

   _____

7. calico, tabby, Siamese, Persian

   _____

8. your clothes, TV channels, your mind, money

   _____

9. green, brown, hazel, blue

   _____

10. a prison sentence, meals, an ace, your master

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