

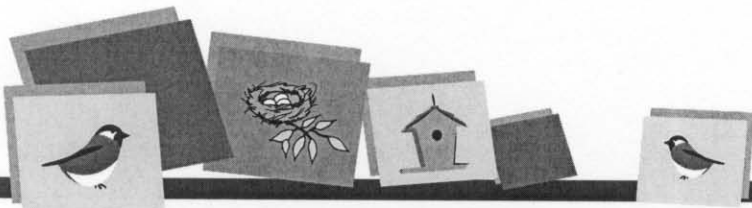
# IT ALWAYS HAS #1 \_\_\_\_\_



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 \_\_\_\_\_



# Loose Laboratory Limpets



Help put these limpets back in their cages in Sybil's laboratory. Cut them out, group them, and glue them into their cages. Thanks!



## Convergent/Analytical Detective Thinking Small Group Lesson

### Purpose

The purpose of this lesson is to apply **Detective Thinking (convergent/analytical deduction)** by putting clues together to deduce the one correct answer to the problem. Students will also classify and organize information collected. Remind students that:

- ❖ There is one and only one right answer to these problems.
- ❖ They may need to put together many pieces of information in order to find the one right answer.
- ❖ Attributes are important clues.
- ❖ They may feel like saying “*I have it!*” when they find the answer.
- ❖ They may not see the answer right away and need to reflect on some of the clues.
- ❖ Patience is important in not jumping to conclusions and in reflecting on clues.

### Materials

- ❖ One set of *Mystery Animal Cards* (black & white) for EACH student PLUS an additional set for the teacher (lamination recommended for use year after year)
- ❖ One set of *Mystery Person Cards* (color) for EACH student PLUS an additional set for the teacher (lamination recommended for use year after year)

#### Coloring Key:

Schoolgirl must have **brown hair**.

All others must have **blonde hair**.

Cowgirl must be wearing things that are **green**.

Judge must have **no green** on.

- ❖ *Teacher Observation Checklist – Convergent/Analytical Thinking*

## Lesson Plan

1. Begin with the Mystery Animals Cards, which happen to be the characters from the PETS™ 123 program. You do not need to point this out. Go over each card so that you are sure that each child has all six correct cards AND so that you are sure that each child knows what animals are being portrayed on each card.
2. Tell the students that they will hold all six cards in their hands so no one else can see their cards. It is not necessary that they fan them like a normal hand of cards. They may simply hold them as a single stack.
3. As you give clues, tell the students to select the card or cards that do not fit that clue and put them in a discard pile in front of them FACE DOWN.
4. Begin by reading the first clue. Give students plenty of time to reason through each card to determine if it stays or is discarded. The first clue may be guided. For example, say, “*I have fur.*” Then point out that any animal that does NOT have fur should be discarded.
6. Continue reading the clues until all have been read:

- ❖ I have fur.
  - ❖ I ***don’t*** hop.
  - ❖ I ***don’t*** eat nuts.

### **ANSWER: Dog (Dudley the Detective)**

7. Once all clues have been read, students should have only one card left, and it should be the Mystery Animal. If some students still have more than one card, read the clues again to eliminate more cards. Suggest to any students who think they already have the answer that they listen to the clues again to double-check their work.
7. If any students still have more than one card at this point, be patient. Ask them if they need to hear the clues again. Remember, this may be a student who is deferring judgment by reviewing all the clues mentally.
8. Students will reveal their remaining cards all at the same time once each student has one and only one card left. This will reduce the chance of copying.
9. Record student responses on the *Teacher Observation Checklist – Convergent/Analytical Thinking*.

10. Repeat the process using the Mystery Person Card Set. This set adds the attribute of color.

- ❖ I have blonde hair.
- ❖ I **don't** like hot places.
- ❖ I am **not** wearing any jewelry.
- ❖ I am **not** wearing green.

**ANSWER: Judge**

11. Record student responses on the *Teacher Observation Checklist – Convergent/Analytical Thinking*.
12. Time will determine how many rounds are played with each deck. A blank clue is included so that students can devise their own clues.

**ANSWER KEY:**

Mystery Animal #1 – Dog (Dudley the Detective)

Mystery Animal #2 – Kangaroo (Sybil the Scientist)

Mystery Animal #3 – Owl (Jordan the Judge)

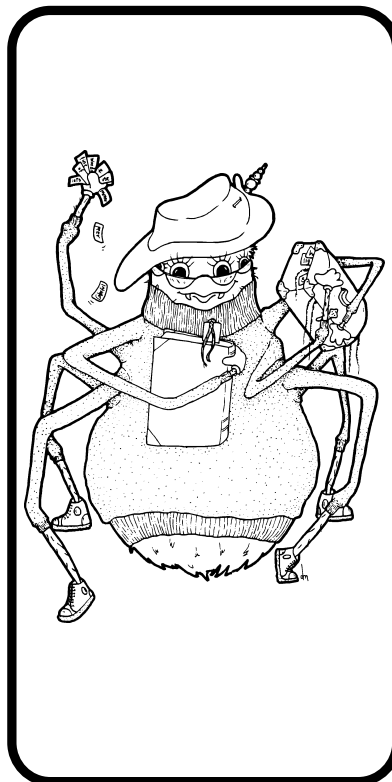
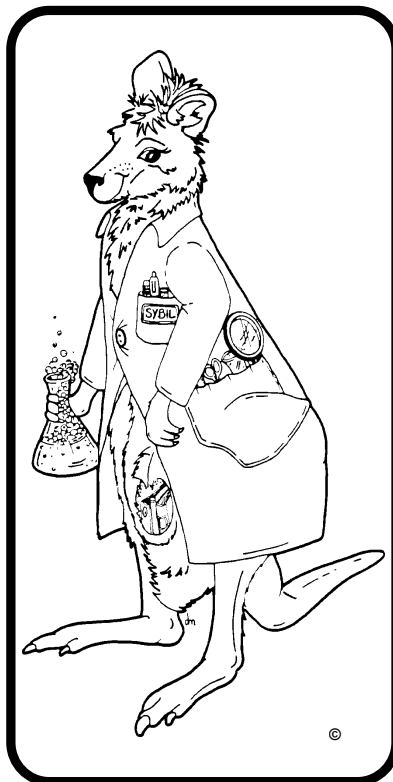
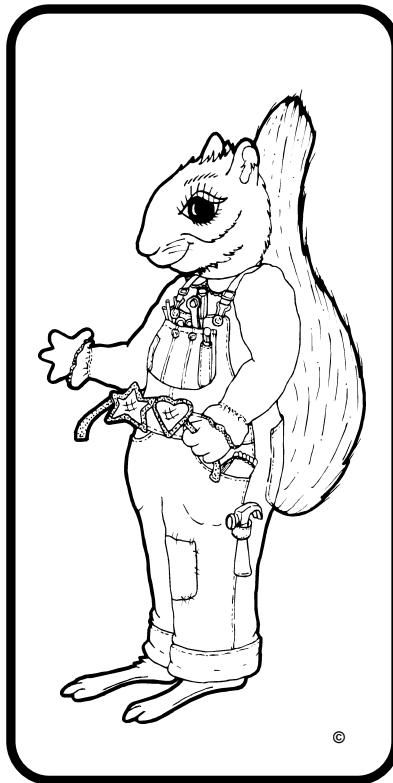
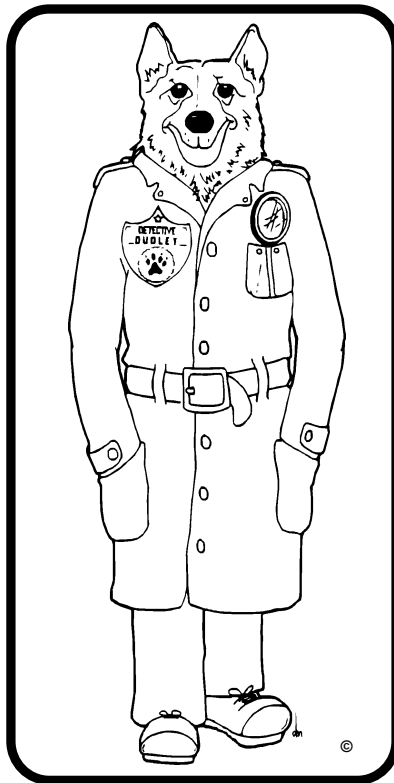
Mystery Person #1 – Judge

Mystery Person #2 – Indian

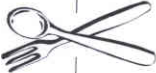




Mystery Person #3 – Judge

## Mystery Animal Card Set

(May remain black & white images)



# 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.						

## Divergent/Creative Inventor Thinking Whole Class Lesson 2

### Purpose

The purpose of this lesson is to reinforce **Inventor Thinking (divergent/creative brainstorming)**, which allows students to see extraordinary possibilities in ordinary, everyday items or situations. Divergent/creative thinking focuses on the following concepts:

- ❖ There are many correct responses/possibilities (**fluency**).
- ❖ Ideas may begin from a common “stem” but branch in different directions from there (**flexibility**).
- ❖ All ideas are welcomed, even those that seem silly at the time (**originality**).
- ❖ It is important to see things creatively which helps produce many possibilities in ordinary events, situations, and objects.
- ❖ It is encouraged to piggyback ideas on those from others (**elaboration**).

### Materials

- ❖ One copy of the book Curious George’s ABCs by H.A. Rey (classroom-sized books are best, if available)
- ❖ An overhead projector
- ❖ Several black dots (die-cuts or *Black Dots*)
- ❖ Several black letters (die-cuts or *Alphabet*)
- ❖ A set of overhead markers
- ❖ *Teacher Observation Checklist – Divergent/Creative Thinking*



## Lesson Plan

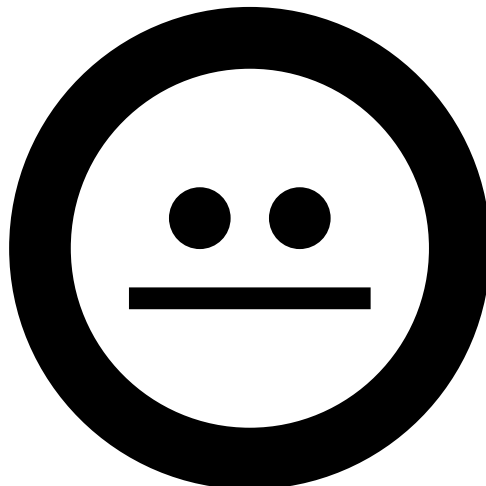
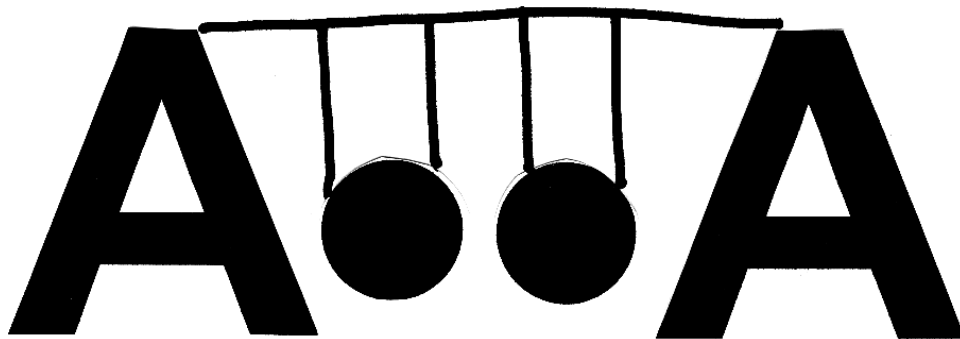
1. Introduce the lesson by reviewing what an *inventor* is. Have the class recall some of the inventors from the last session. Brainstorm other inventors and their inventions. Try to include some female inventors. Discuss with students what they think are some of the most important inventions. Again point out the difference between *inventing* something and *discovering* something. Review that a discovery is something that already exists. An invention is a new idea or creation thought up by someone. The inventor is the first person to conceive the idea. The inventor may not actually make the objects. Sometimes an inventor will hire someone else to make it.
2. Tell the students that today they will use brainstorming to imagine lots of new objects that could be added to the story that you will be reading.
3. It is important that Kindergarteners continue to change venues, so at this point you may wish to ask them to move to a reading area in which to share the story. This way all students can also see the pictures clearly.
4. During the activity below, the classroom teacher will gather data on the *Teacher Observation Checklist – Divergent/Creative Thinking* provided with each student's name on it.
5. Begin to read Curious George's ABCs by H.A. Rey. Once you read each page, ask students to give new ideas as to what can be made with each letter. (You may want to be selective and not take the time to do all 26 letters). For example:
  - a. What new idea does someone have for making something new using an "A"? Could you use any black dots to complete your picture?
  - b. What new idea does someone have for making something new using a "B" and some black dots together?
  - c. Does anyone have any ideas for using an "O"? Could you use some black dots to complete that picture?
  - d. Does anyone have any ideas for using a "Q" and two black dots together?
  - e. Stand up and show me what an "S" looks like.
  - f. Stand up and show me what a "W" looks like. Can anyone demonstrate a "W" in a different way?
  - g. Allow students to brainstorm different ways to demonstrate other letters.

The word together is an important word to stress throughout this activity. Encourage students to generate one idea using a lot of letters and/or dots together, rather than multiple ideas for individual letters.

This is also a perfect opportunity to stress that no one should make fun of anyone else. Some of the world's greatest achievements have developed from the zaniest of ideas.

Occasionally act out an object for which a child has an idea. For example, if a child gives the idea of a butterfly made from a "B" and two black dots, tell all of the students to demonstrate how a butterfly may flit across the room. Tell them to show you the difference between a happy butterfly and a sad butterfly. Tell them to do this very slowly, and then do it quickly.

6. Once the book has been completed, ask the students to return to their desks or tables. As they return, encourage the singing of the "Alphabet Song."
7. At this point, recall some of the ideas presented during the reading of the story. Using an overhead projector, connect the cut-out letters and dots to demonstrate how they can form something new. Here are two sample ideas:



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.

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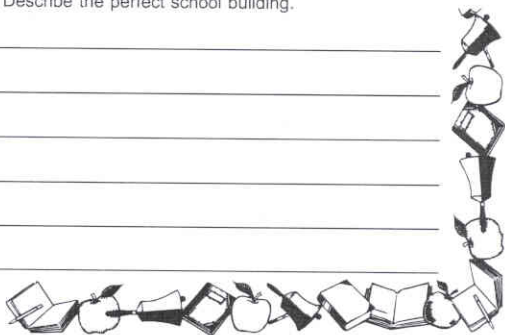
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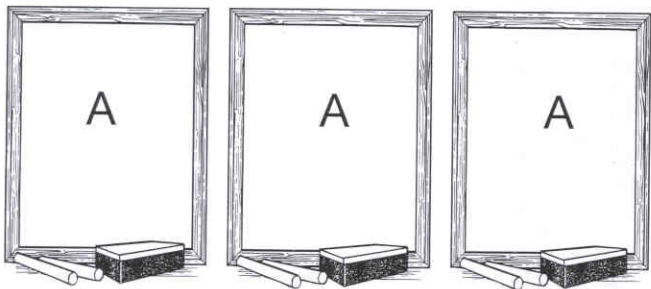
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### *Elaboration*

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



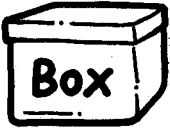




# Sybil's Shelf



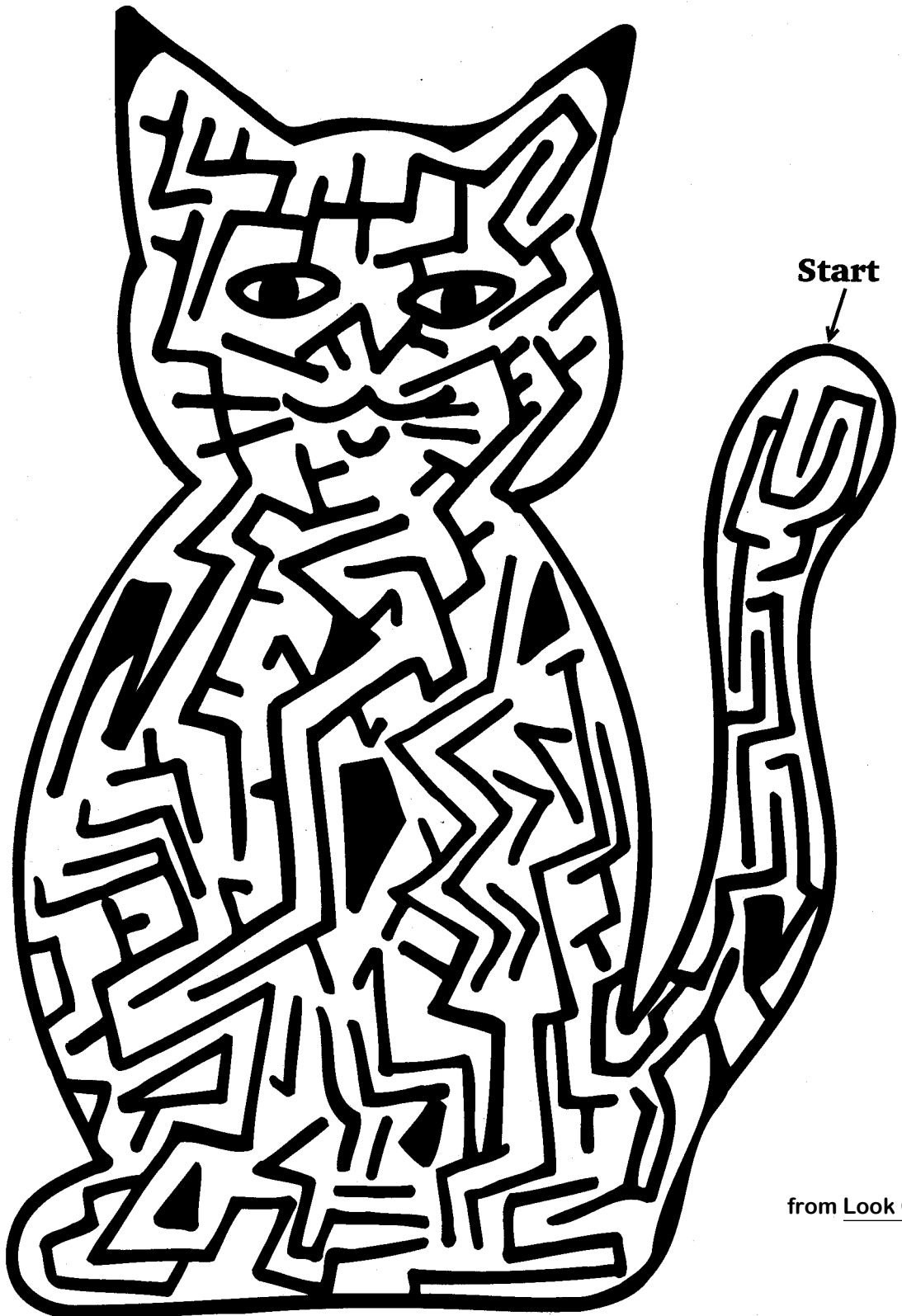
Help Dudley the Detective organize the containers on Sybil the Scientist's laboratory shelf. Read all the clues. Put the containers in the right order.

1. The jar is **not** first.
2. The bag is between the basket and the box.
3. The "B" containers are **not** at the beginning of the shelf.
4. The basket is in the middle.

	1st	2nd	3rd	4th	5th
	1	2	3	4	5
	6	7	8	9	10
	11	12	13	14	15
	16	17	18	19	20
	21	22	23	24	25

## THE CAT'S MEOW MAZE

How many different paths can your eyes follow from the cat's tail to his ears?



from Look Closer

**EXAMPLE Grades 2-3**

 **Abel's Island** by William Steig. Farrar, 1976.

Abel, a mouse who has been swept away by a flood, awakens to find himself wet, hungry and alone on an island. He needs to get back across the river but cannot swim.

**ACTIVITY**

1. State the problem.

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2. Think of four ways Abel might solve the problem. Enter them on the decision grid below.

3. Evaluate each idea by using 3 if the answer is yes, 2 if the answer is maybe and 1 if the answer is no.

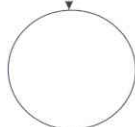
IDEA	SAFE	FAST	POSSIBLE	EFFECTIVE	TOTAL

The best idea is

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### Before and After

What comes after the letter is dropped in the mailbox?



What comes before the starter fires his gun?

What comes after clear cutting in the forest?







## Event Cards

In the boxes below draw the things as they happen during the day. One is done for you.

- 1 - waking up   2 - eating breakfast   3 - going to school   4 - eating lunch  
5 - recess  
6 - going home  
7 - eating dinner  
8 - practice sports  
9 - doing homework  
10 - taking a bath  
11 - going to bed

1

2

3

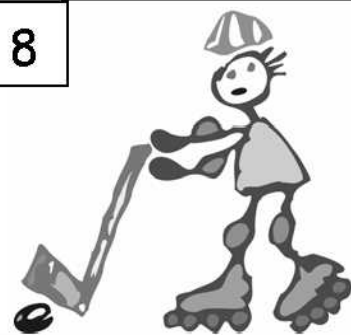
4

5

6

7

8



9

10

11



**SKINNY QUESTIONS**

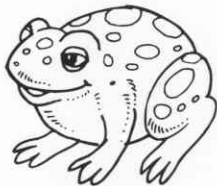
WHAT IS TWO PLUS TWO?

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?**

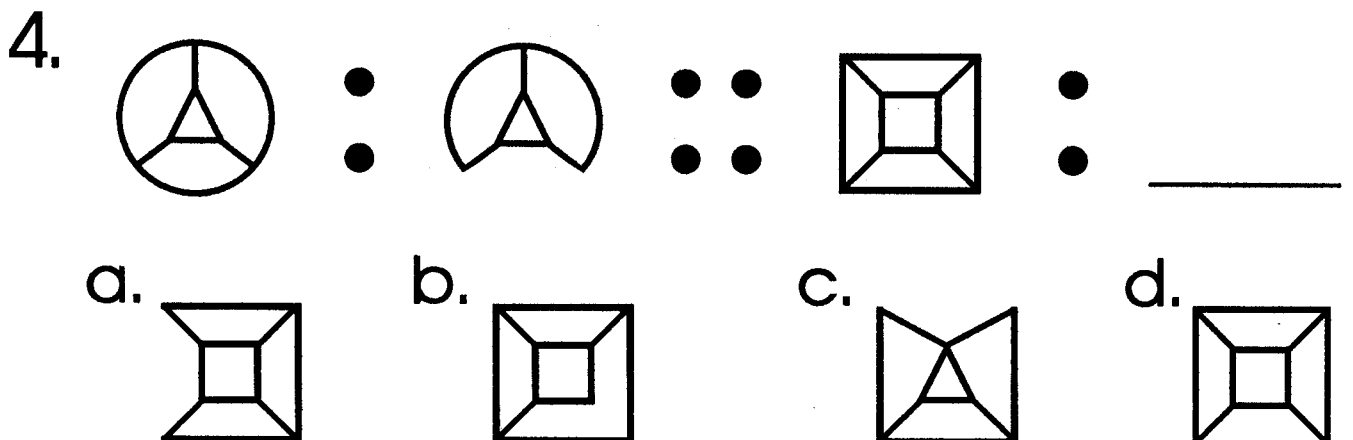
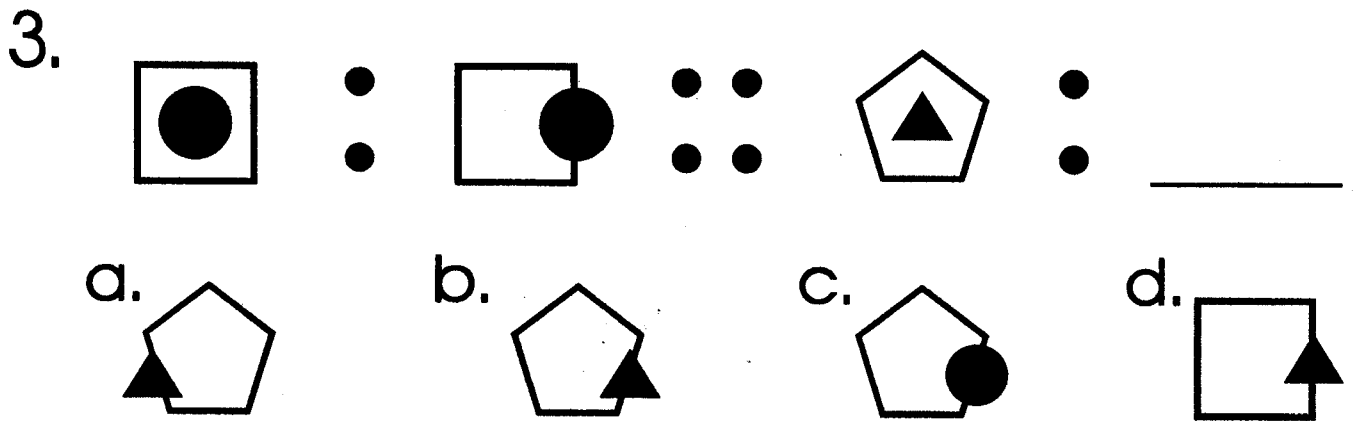
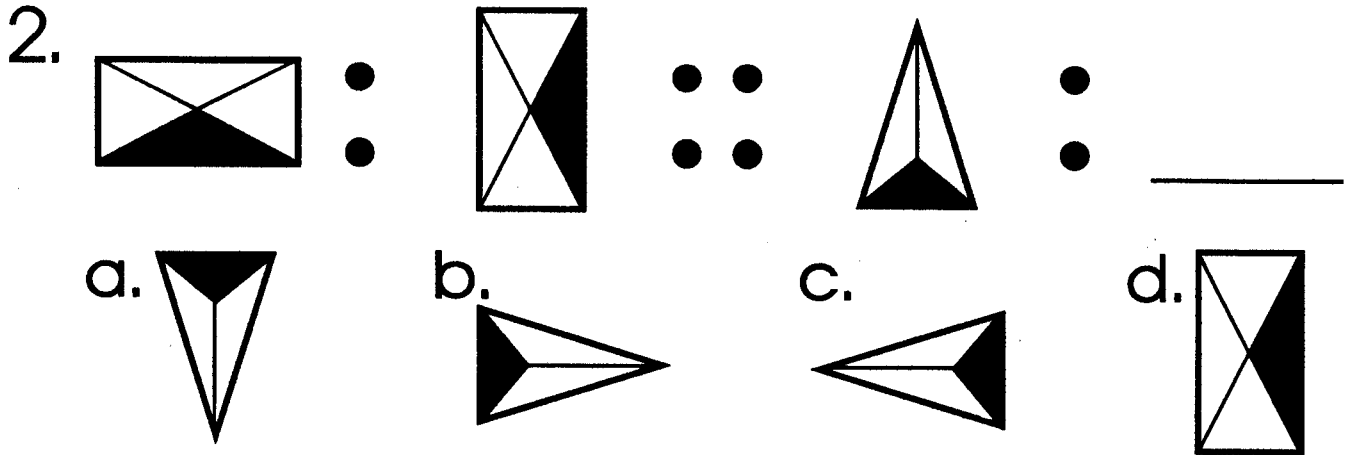
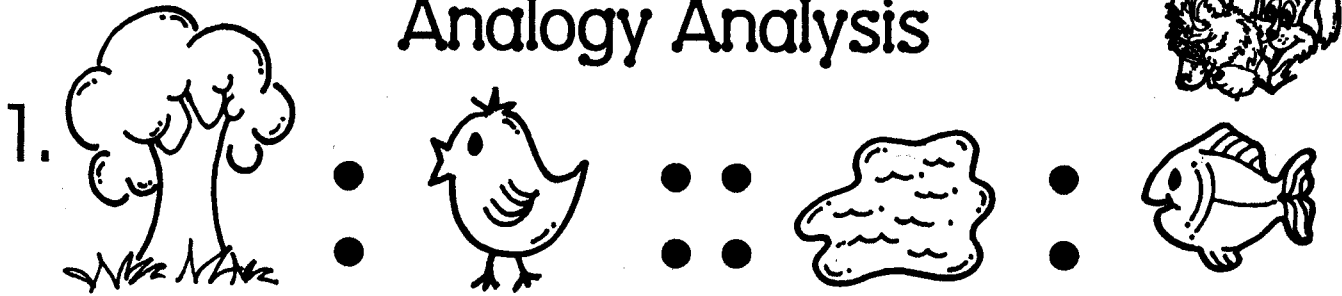
**How are dogs  
and cats alike and  
different?**

**How would you feel if  
you found a bear hid-  
ing in your room?**

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

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

# Analogy Analysis



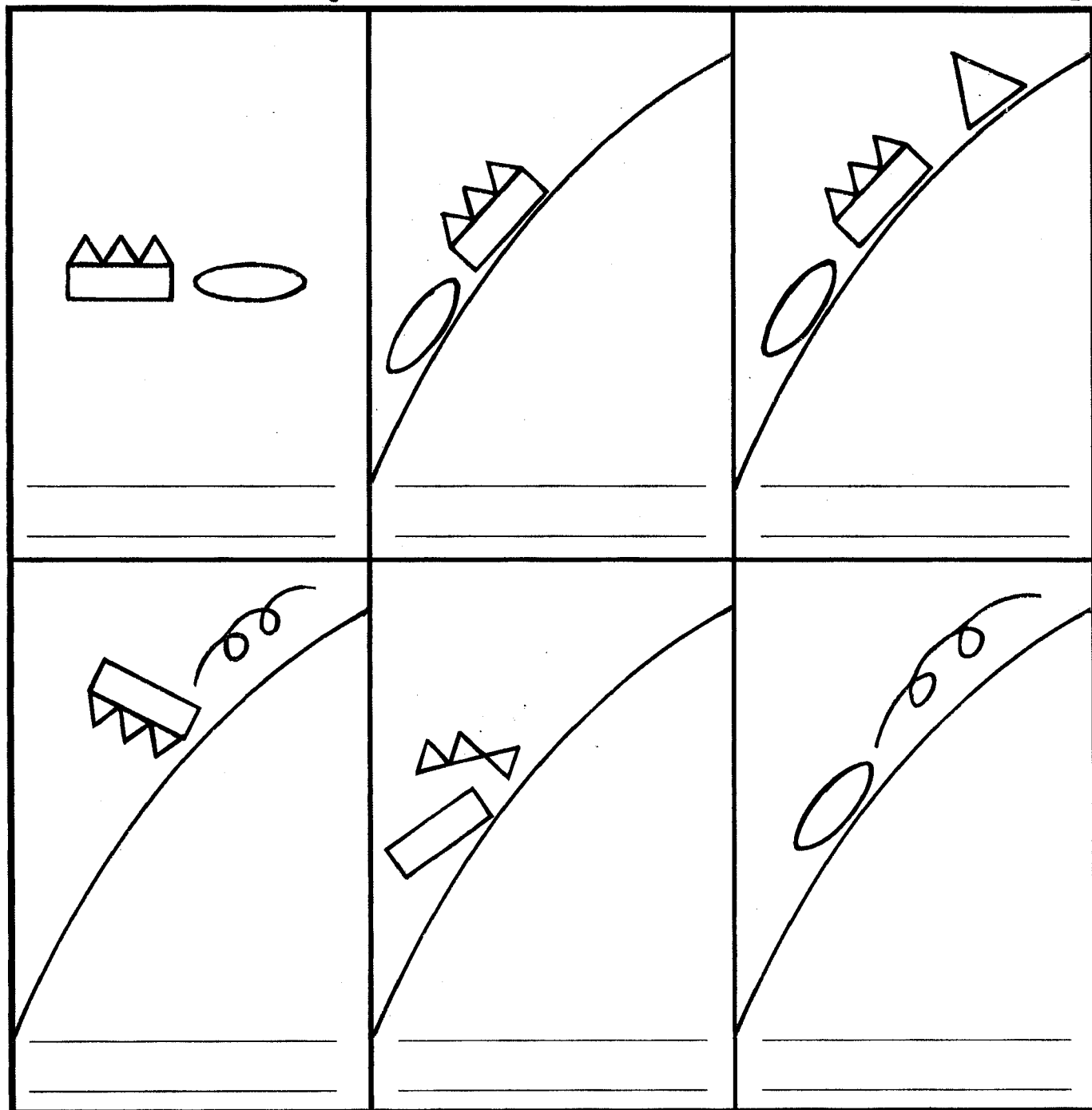


This is a nursery rhyme.

Can you recite it by "reading" the pictures made with symbols?

Once upon a time ...

1 &



The End &