

The Crystal Clarion

Our PETS™ Newsletter

Issue 5

Editor-in-Chief
Yolanda the Yarnspinner

Winter 2006



From the Editor's Desk

Hard to believe that this school year is already more than half over for most of us! Isabel, Dudley, Sybil, Max, and I have probably made our debuts with your students and there's only Jordan the Judge still to meet. With that in mind, this issue focuses on some tweaks and extensions of Jordan's evaluative thinking activities. Hope you find them as useful as I did!

Here are some extension resources for the PETS curriculum as well. These come from both my library and that of Beverly Pryor in Bay City, TX. Enjoy!

Clarion Contributors

Winter 2006



Cecilia Baker

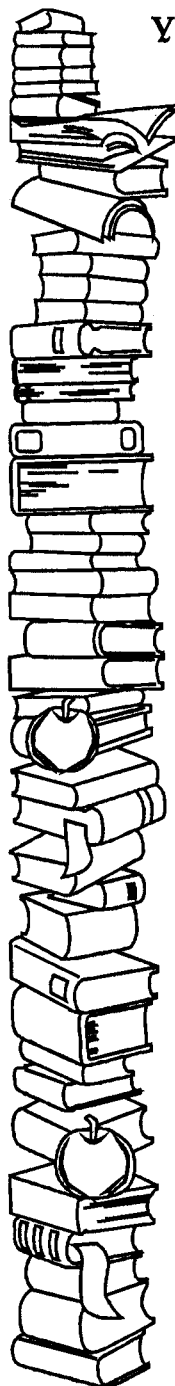
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Yolanda's Bookshelf

A Huge Hog Is A Big Pig

By Francis McCall & Patricia Keeler

Time to Rhyme

By Marvin Terban

Frosted Glass

By Denys Cazet

William's Doll

By Charlotte Zolotow and William Pene du Bois

Benny's Hat

By Linda Wagner Tyler *et al.*

Animalogies: A Collection of Animal Analogies

By Fourth Grade Students

Ben Franklin and the Magic Squares

By Frank Murphy

The Usborne Book of Inventors

The Usborne Book of Scientists

By Struan Reid & Patricia Fara

What A Great Idea! Inventions That Changed the World

By Stephen M. Tomecek

So You Want To Be An Inventor?

By Judith George & David Small

53½ Things That Changed the World and Some That Didn't!

By David West

Analogies (a picture card game)

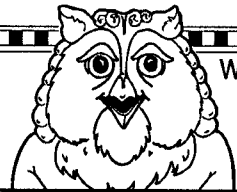
By Essential Learning Skills

Poems by Shel Silverstein:

Invention

Homemade Boat

(PETS™ 1 the Red Book — pp. 190-195)



Just being able to make a choice isn't quite enough — you have to know WHY you made that decision! Here are some more of Jordan's Notable Necessities for students to choose, rank, and justify.

The Task page below can be used for individual work with any of the tasks — whether making a sandwich or washing the dog (which are presented in this issue) OR painting a picture (by reducing the pictures in the book). Let students choose their tasks and title their own pages.

Giving students ample space to explain their choices is so very important. The holiday page has a great focus on explanations of the first and last choices.

Enlarging the pictures and laminating them allows for more group interaction and kinesthetic manipulations while the ranking and prioritizing is taking place.

Name _____ Class _____

Christmas is the Reason for the Season

There are so many different things to do during the Christmas season. Judge and rank the following Christmas activities from 1 to 5 in order of your preference. Begin with 1, which is what you would do first, and end with number 5. Write a reason why you chose number 1 to be first, and write a reason why you chose number 5 to be last.

_____ making Christmas cookies

_____ wrapping and giving gifts

_____ drinking hot chocolate

_____ watching a Christmas video

_____ decorating a Christmas tree

Why is number 1 your first choice? _____

Why is number 5 your last choice? _____

EM: Evaluative Thinking (factual criteria to support decisions)
Bloom's Level: Evaluation (judge, choose, select, rank, prioritize, rate, decide)

Task Cards for More Notable Necessities

Cut a strip of cards for each student to use on the Task page. Or enlarge and create a set of laminated cards for students to manipulate.

Giving the Dog a Bath		Making a Sandwich	

Name _____ Class _____

Task: _____

Using the deck of eight cards, choose, rate, and prioritize the **big** items most needed to accomplish this task. Give the pictures in order of importance and write a factual reason why the item is needed. Give the **big** illustrated items at the bottom of the page and write a reason why these items are not needed as much.

- _____
- _____
- _____
- _____
- _____
- _____

Not needed. Why? _____

Not needed. Why? _____

Many of these pages from Beverly Pryor specify on them the specific skill being addressed as well as correlating level of Bloom's Taxonomy. Such good information!

Contributed by Beverly Pryor

Flip the Order!!

(PETS™ 1 the Red Book — pp. 181-189)

From the vantage point now of many years experience, I would suggest this rearrangement of activities:

Evaluative Whole Class #1:

Use *Brainstorming Considerations* (the Challenge page from lesson #2) as an overhead for whole class brainstorming of considerations which will lead into the *A Pet for You* Challenge page.

Evaluative Whole Class #2:

Use *What Should We Buy* (the overhead activity in lesson #1) as the follow-up Challenge page after reading *Ira Sleeps Over* in class. Now the two T-chart activities are better aligned with each other.

"Wouldn't it be great if we did these kinds of activities in our classrooms all the time?"

First graders in Olathe, Kansas

Contributed by Jordan the Judge

From the Trenches

Divergent approaches to divergent thinking
(PETS™ 1 the Red Book — pp. 62-68)

*"The Great Acorn Collection and Storage Machine"
"Help Me! Help Me!"*



These are the covers of class books put together by the students in Mrs. Pryor's classes with their solutions to Isabel's and Sybil's problems so they can be taken home and shared with families. On the covers is also written:

*Creative Thinking/Divergent Thinking
Synthesis Level of Thinking: combine, invent,
assemble, create, design, plan, construct*

An inventor thinks in a different, creative way. An inventor is able to see ordinary things in new and unusual ways. Wacky, unusual ideas are GOOD!

Contributed by Beverly Pryor

Building Isabel's inventions

A teacher in Ohio shared his approach to Sybil's dilemma: After the students in his small groups have brainstormed and drawn possibilities for getting across Crystal Pond, they must then BUILD their solutions! He has a large "pond" in the middle of the floor and an array of materials with which his students can work.

????? Got Qs ??????

Send in YOUR questions and let's see how other PETS™ users have resolved your predicament!

Sing Out!!

For PETS™ lessons that use divergent thinking, here's a song to teach the rules of brainstorming:

Sing to the tune of *Rachel, Rachel, I've Been Thinking*
(or *Reuben, Reuben, I've Been Thinking*).

Brainstorm, brainstorm, creative thinking —
That's what creative people do.
Think of many zany* things
You can think of, piggyback, too!

Don't forget to never criticize
Ideas other people voice,
You never know (kno-ow) what will catch on
Or become the very best choice!

**Substitute these words — silly, crazy, different.*

Contributed by Cecilia Baker



Spotlight YOUR Ideas!

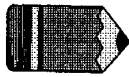
YOU can be a part of all this fun simply by ...

- using PETS™ in your classroom and
- **sharing your ideas!!!** Then, to recognize your support of colleagues-in-need:
 - POL is offering a **\$20 gift certificate** for ideas used **In the Spotlight ...**
 - or a **free literature guide of your choice** (by N. Polette!) to anyone whose ideas are used in **Brief Bytes**.
- You can e-mail your PETS™ enhancements to me at:

yarnspinnr@hotmail.com
- or snail mail them to me at this address:



The Crystal Clarion
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Name _____

Class _____



Task:

Using the deck of eight cards, choose, rate, and prioritize the six items most needed to accomplish this task. Glue the pictures in order of importance and write a factual reason why the item is needed. Glue the two eliminated items at the bottom of the page and write a reason why these items are not needed as much.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



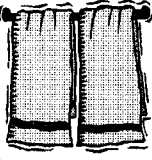
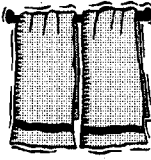




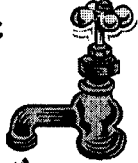
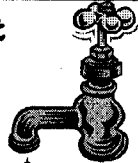


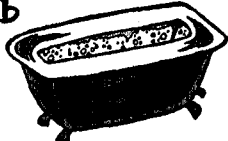
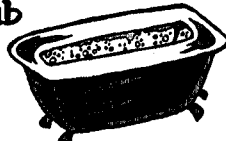


Not needed. Why?

Not needed. Why?











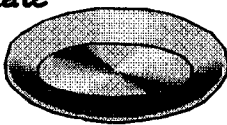
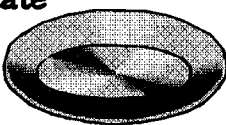




Task Cards for More Notable Necessities

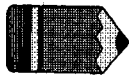
Cut a strip of cards for each student to use on the Task page.
Or enlarge and create a set of laminated cards for students to manipulate.

Giving the Dog a Bath

dog 	dog 
towels 	towels 
leash 	leash 
pet brush 	pet brush 
faucet 	faucet 
pet shampoo 	pet shampoo 
tub 	tub 
water hose 	water hose 

Making a Sandwich

peanut butter 	peanut butter 
jelly 	jelly 
cookbook 	cookbook 
paper towels 	paper towels 
bread 	bread 
plate 	plate 
knife 	knife 
spoon 	spoon 



Name _____

Class _____



_____ is the Reason for the Season

There are so many different things to do during the _____ season. Judge and rank the following _____ activities from 1 to 5 in order of your preference. Begin with 1, which is what you would do first, and end with number 5. Write a reason why you chose number 1 to be first, and write a reason why you chose number 5 to be last.

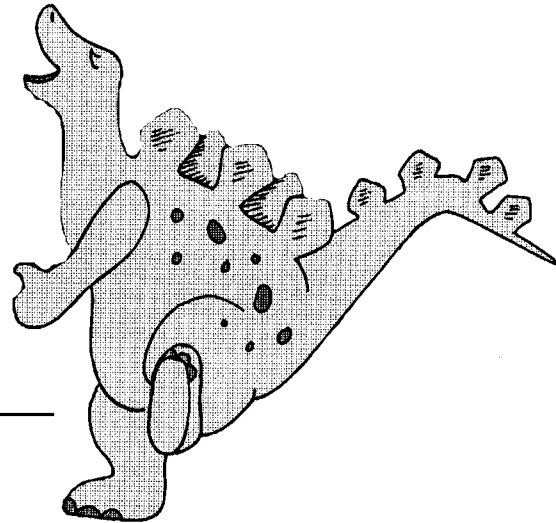
_____ making _____ cookies

_____ wrapping and giving gifts

_____ drinking _____

_____ watching a _____ video

_____ decorating _____



Why is number 1 your first choice? _____

Why is number 5 your last choice? _____



Skill: Evaluative Thinking (factual criteria to support decisions)
Bloom's Level: Evaluation (judge, choose, select, rank, prioritize, rate, decide)