

The Crystal Clarion

Our PETS™ Newsletter

Issue 6

Editor-in-Chief
Yolanda the Yarnspinner

Spring/Summer
2006



From the Editor's Desk

Amazing! Another school year is drawing to a close!

While many of you are packing up all your PETS™ activities for the summer, soon enough you'll be unpacking them again and planning for a new year. This issue focuses on extensions for some of Dudley's and Sybil's activities that you may want to incorporate in your own program next fall. Some hot, humid summer day will be the perfect time to stay indoors and put together your own versions of these ideas. What could be better?

Cheers!

Can You Find Your Way . . . ???

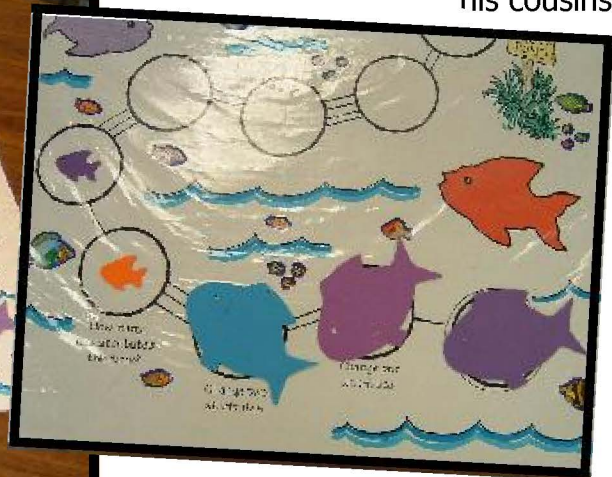
From Bay City, TX, Beverly Pryor shares a wonderful way to extend Dudley's *Can you find your way through Crystal Pond Woods?* activity (red book, pp. 34-39). She writes:

"I renamed the activity *Can you find your way through Crystal Pond?* and I changed the picture to have waves and fish (since we are using the FISH Philosophy* and WHALE DONE at my school).

"I made 2 kinds of die-cut fish, each in 2 sizes, in several colors, and in colored paper and colored foam (for thickness). This gave me 4 attributes: size, color, thickness, and shape (type of fish).

"I enlarged the game board on the poster maker machine and laminated it."

Felix the Fish loves working with his cousins!



*Lundin et al.,
Fish! A Remarkable Way to Boost Morale and Improve Results. NY: Hyperion, 2000

(PETS™ Red Book — pp. 81-91)



I found the overhead system wasn't terribly user-friendly for 1st graders for this lesson. I felt too removed physically from the children, and they did not know how to use an overhead well enough to help with any of the physical sorting of Sybil's mystery creatures. What I decided to try was a magnetized version. I blew up the empty cages and cut them apart. I blew up the creatures to the same percentage as the cages (so they would fit properly). I cut them apart and put magnets on the backs of them. I stored all the creatures in a box, so the students could not see them until the appropriate point in the story.

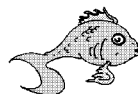
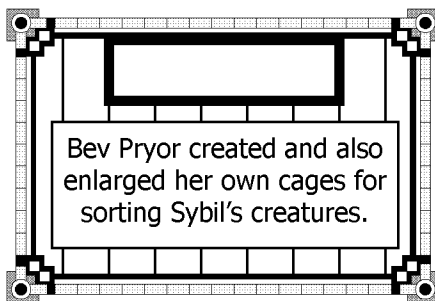
I told the story from the PETS™ text in a circle time, story setting. At the appropriate place in the story, we moved to the magnetized board and stood and looked at the empty cages. I took one creature out of the box, and the whole class talked about where it should go and why. I took the second creature out of the box and did the same. For the third creature, I asked a student near me if they knew where it should go. (I picked a student who seemed to know what to do with the first two creatures and would not be too reluctant.) After one student got to put a creature up, everyone wanted one! Well, that was the idea!

I gave each student a magnetized creature to sort, and they all went up to the cages and decided what to do. Many children were at the cages together and discussing what to do with their creatures. I separated the cages by 18-24 inches so students would have room to stand up at the cages and discuss their thinking together.

I gave the "difficult" creatures to students I thought could handle them. Eventually, they were saying aloud, "This one doesn't go anywhere!" When that happened, I had that student stand with his creature off to the side of the cages in front of the group. Soon there were a few students on the side while the rest were back at their desks or seated on the rug.

I took the odd ball, "difficult" creatures from the students and walked around with them, one at a time, and asked what should be done. Kids brainstormed what would work. We reworked and/or relabeled the cages as the students directed until something worked out. I used erroneous student suggestions to clarify scientific thinking and the concepts of the lesson. I left everything on the board while the students then tried their own sorting of the Loose Limpets. We did some great thinking on this one!

Contributed by Laura Lee

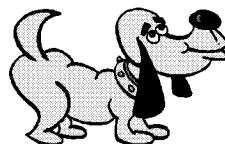


Look & Think!

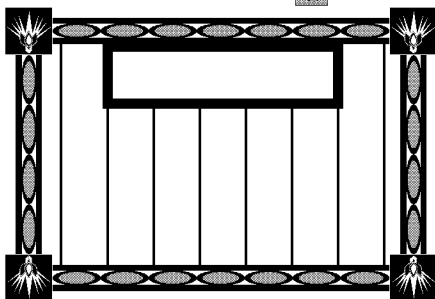


In addition to enlarging Sybil's cages to facilitate group work and allow for easy grouping and regrouping of Sybil's creatures, Bev Pryor has also created more animal-sorting activities for her students to do.

See pages 4-7 for these activity pages!



Contributed by Bev Pryor



From the Trenches

Hello, Yolanda!

We use PETS™ here at the Ebenezer Elementary School in Rincon, GA. To keep all the pieces used in the PETS™ Silhouettes activity [green book, pp. 46-51] together from year to year, I cut a square of our cardstock, glued a matching envelope on the back, glued the Silhouettes puzzle card on the front, and laminated them. I scored the top of the envelope with the edge of a pair of scissors and placed the character pieces in the envelope. Now I have a class set of Silhouettes cards and pieces that will endure student use from year to year.

Valerie A. Cole, GT Teacher

Inquiring Minds

Dear Yolanda,

I was wondering if you had a parent letter that goes along with the PETS™ program that a teacher could send home to parents to describe what their child is being exposed to. I currently use (and LOVE) your books and wanted to do them justice in a letter.

Thank you for your time, Stacey

Dear Stacey,

Keeping parents informed is so critically important these days, whether through parent letters, school handbooks, or montly newsletters. See p. 8 for a sample article that could be used in a school newsletter. Notice how it's up to the parents to request that their children not participate in small group sessions rather than up to you to get their permission for these sessions.



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
c/o Dodie Merritt
17618 State Route 72
Genoa, IL 60135**

Clarion Contributors

Spring/Summer 2006



Valerie A. Cole

Ebenezer Elementary School
Rincon, GA

Laura Lee

Forest Glen Elementary School
Glen Ellyn, IL

Dodie Merritt

Genoa-Kingston Schools, IL
POL Consultant

Beverly Pryor

Bay City ISD
Bay City, TX

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

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

Name _____

Teacher _____



LOOK & THINK!

Cut the pictures apart. Compare and categorize the pictures into 6 groups.
Put 4 pictures in each group. Write a name on each group.

1.

Group Name _____

2.

Group Name _____

3.

Group Name _____

4.

Group Name _____

5.

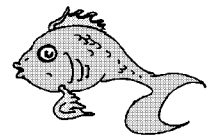
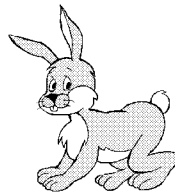
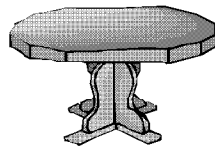
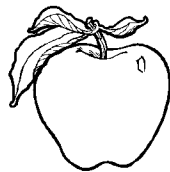
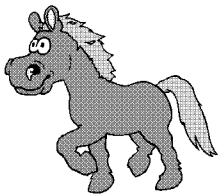
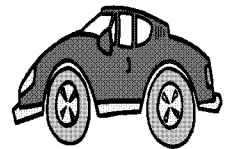
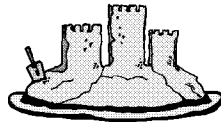
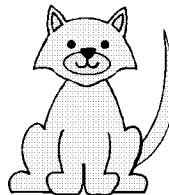
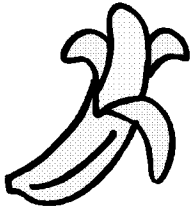
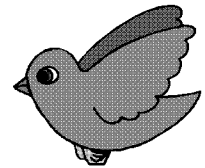
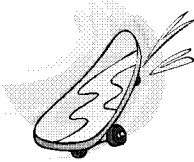
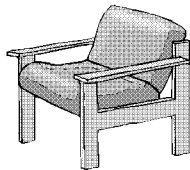
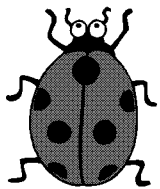
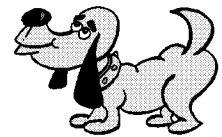
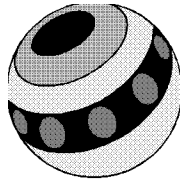
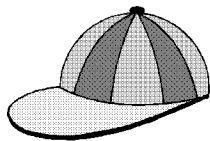
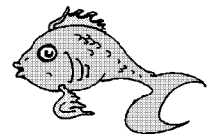
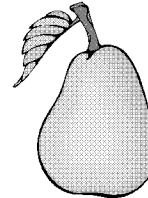
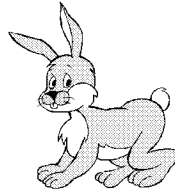
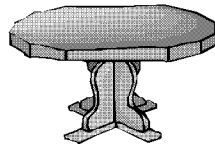
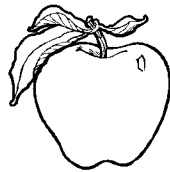
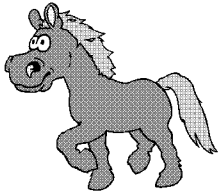
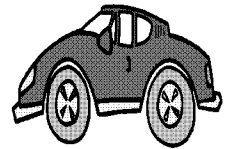
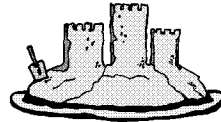
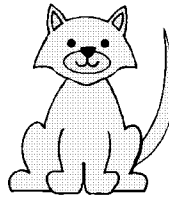
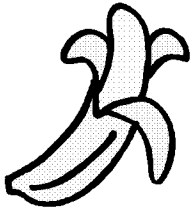
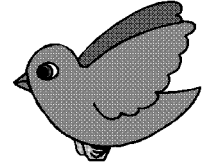
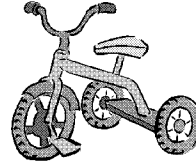
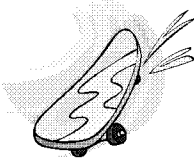
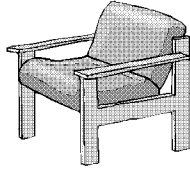
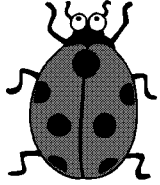
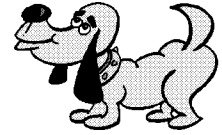
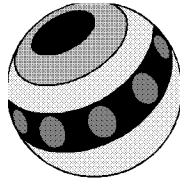
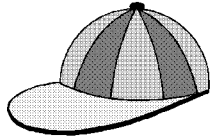
Group Name _____

6.

Group Name _____

Skill: Analytical/Convergent Thinking

Bloom's Level: Analysis (compare, classify, categorize, sort, analyze, examine)



Name _____

Teacher _____



THINK!

Cut the pictures apart. Compare and categorize the pictures into 4 groups.
Put 3 pictures in each group. Write a name on each group.

1.

Group Name _____

2.

Group Name _____

3.

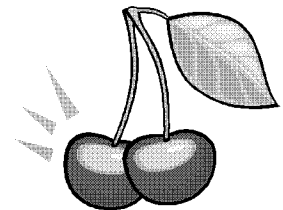
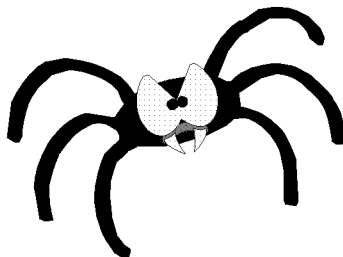
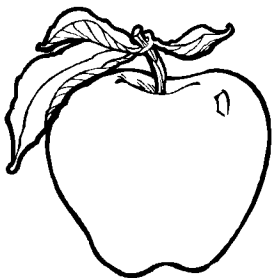
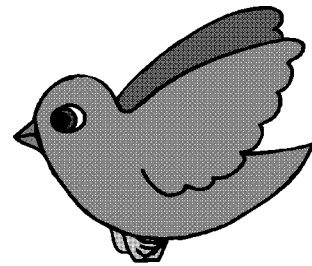
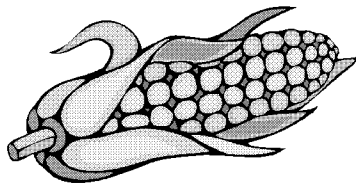
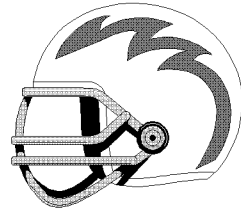
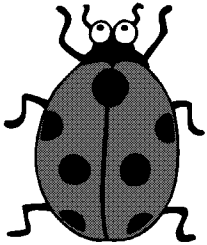
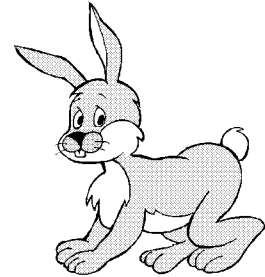
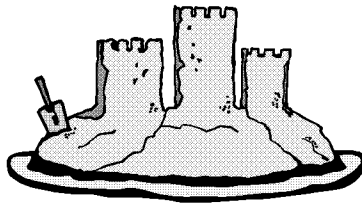
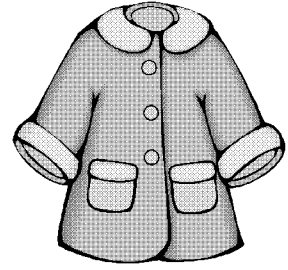
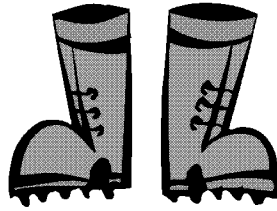
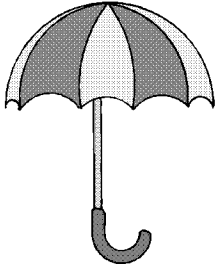
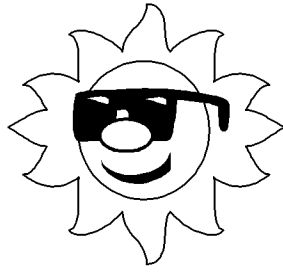
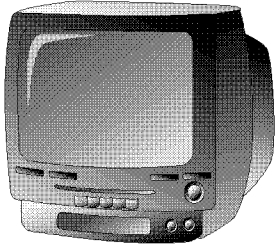
Group Name _____

4.

Group Name _____

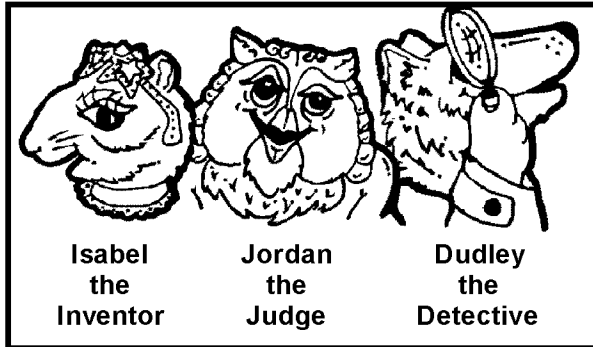
Skill: Analytical/Convergent Thinking

Bloom's Level: Analysis (compare, classify, categorize, sort, analyze, examine)



PETS™ Program

Primary Education Thinking Skills



The PETS™ program is a year-long thinking skills program for elementary school children. All students in first through third grades have 2-3 PETS™ lessons in their classrooms for each of 6 different units. In these sessions, students explore high level divergent, convergent, visual, and evaluative thinking activities.

The PETS™ teachers work very closely with an extraordinary group of thinking specialists from Crystal Pond Woods. Dudley the Detective, who's a convergent thinker, just loves to solve deductive logic mysteries for the one right answer. Sybil the Scientist, Dudley's best friend, is very analytical and relishes studying the parts of things. As a divergent thinker, Isabel the Inventor, delights in looking at things in new and different ways and in brainstorming lots of ideas. Her best friends are Yolanda the Yarn-spinner, a creative writer, and Max the Magician, a visual thinker who likes to explore different spatial perspectives. Finally, there's Jordan the Judge, the evaluative thinker, who must weigh his

considerations carefully before he determines the best answer when there is a choice to be made.

Based on teacher observations from these class sessions and a review of every child's Challenge papers, 5-7 students in each classroom who appear to be the most ready at the end of each unit for more challenging work of that nature will receive additional enrichment in 2-3 small group meetings. The groups of students selected for this enrichment may change from unit to unit, depending on the different strengths demonstrated during the whole class lessons. Parents who would prefer that their children not participate in any small group enrichment activities should the opportunity arise must notify the PETS™ teachers by leaving a message in the school office as soon as possible.

The different thinking specialists will make their classroom appearances at different points in the school year. Be sure to stay updated! Ask your child what he or she did in thinking skills this week!

Metacognition rules!!!

