

Table of Contents

Introduction	4
Warm-Ups	7
Chapter 1: The Word Player	8
Verbal/Linguistic Connections	9
<i>Options</i>	10
Word Volley—Password—Headline Contest—Book Bites—What You Don’t Say!— Silly Words & Daffy Definitions—Puzzlers	
“M” Chart	15
Chapter 2: The Questioner	16
Logical/Mathematical Connections	17
<i>Warm-ups</i>	18
Valentine Puzzle—Balloon Ride	
<i>Options</i>	22
What Comes Next?—Patterns—Predictions—What’s in the Bag?—Analogy—Stacking Categories—Question the Answers—Plus, Minus, Interesting—Array	
“M” Chart	39
Chapter 3: The Visualizer	40
Visual/Spatial Connections	41
<i>Warm-ups</i>	42
The Four Tangram Puzzle—Toothpick Puzzles	
<i>Options</i>	46
Visual Interpretations: Symbols—Tribal Talk—Vanity Plates and Floats—Doodles—Line Design—Mind Maps—Visualization Activities—Illusions	
“M” Chart	57
Chapter 4: The Mover	58
Bodily/Kinesthetic Connections	59
<i>Warm-up</i>	60
The Pencil Problem	
<i>Options</i>	61
Nonverbal Communication—Body Machines—Human Graphs and Taking Sides— Simulations—Manipulatives and Hands-on Activities—Dot-to-Dot Stories—Build-A- Monument	
“M” Chart	67

Table of Contents *(cont.)*

Chapter 5: The Observer	68
Naturalist Connections	69
<i>Options</i>	70
Collections—Observations of . . .—Cube It!—Rescue—Simulations—Talking It Up!— Incredible Edibles—Puzzlers	
“M” Chart	81
Chapter 6: The Music Lover	82
Musical Connections	83
<i>Options</i>	84
Play Music—Musical Punctuation—Video Pen Pals—Listening Maps—Music and Content Connection—Music and Mnemonics—Music Note Words	
“M” Chart	91
Chapter 7: The Socializer	92
Interpersonal Connections	93
<i>Warm-ups</i>	94
Write-in Activity—International Scavenger Hunt	
<i>Options</i>	96
Flexible Grouping—Point-of-View—Communicate—Everything I Needed To Know— How Do They Fit Together?—The News Bowl—Games	
“M” Chart	110
Chapter 8: The Individualist	111
Intrapersonal Connections	112
<i>Warm-ups</i>	113
Four Square—Reflections—What’s Significant About Your Name?	
<i>Options</i>	116
Journal Writing/Goal Writing—Ticket-Out-the-Door—Barometer Check—“MI” Report Card—Me-Box—Personal-I-Tie—Glyphs	
“M” Chart	126
Chapter 9: Appendices	127
Appendix A: HOT (Higher Order Thinking) Strategies	128
Appendix B: Productive Puzzlers & Thoughtful Games	136
Chapter 10: Resources	174

Doodles

Doodles are artistic interpretations of brainteasers. Students create pictures or illustrations to present information. Word clues may be used to tease the reader. Additional Doodles are located in Chapter 9, Appendix B.

<p>Doodle...</p> <p>What could it be?</p> <p>_____</p> <p>_____</p>	<p>Doodle...</p> <p>What could it be?</p> <p>_____</p> <p>_____</p>
<p>Doodle...</p> <p>What could it be?</p> <p>_____</p> <p>_____</p>	<p>Doodle...</p> <p>What could it be?</p> <p>_____</p> <p>_____</p>
<p>Doodle...</p> <p>What could it be?</p> <p>_____</p> <p>_____</p>	<p>Doodle...</p> <p>What could it be?</p> <p>_____</p> <p>_____</p>

Benefits of “Doodles”

- Encourages individual expression
- Promotes creative thinking
- Combines verbal and visual skills
- Uses right brain-and left-brain thinking
- Adapts to any curriculum area
- Adds fun and enjoyment to classroom activities
- Allows for humor in the classroom

“If you think of...” Parts 1 and 2 (pages 156–159 in Chapter 9, Appendix B) offer other visual problem-solving and flexible-thinking activities.

Rasmussen, Greta. (1989) *Brain Stations. A Center Approach to Thinking Skills.* Stanwood, WA. Tin Man Press. Permission granted by Tin Man Press, P.O. Box 11409 Eugene, OR 97440. Phone: 800-676-0459. Web site: www.tinmanpress.com

Talking It Up!

This activity offers students practice in communication, problem-solving, and cooperative-learning skills. The teacher builds a model out of building blocks or toys. Students cannot watch the teacher build this model, and the model should be hidden from classroom view. Student groups of five to six are seated at tables. In each group, students are assigned different roles. The students work cooperatively in their assigned roles to solve the problem of constructing a new model.

The roles are as follows:

•❖ **Observer**

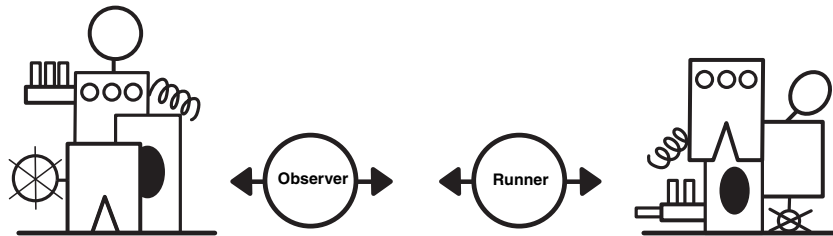
There is one observer for each group (perhaps designate the person with the longest first name). The observer looks at the teacher-model, carefully observes details and specifics, then tells the runner his/her observations. The observer does not see the builders at work.

•❖ **Runner**

There is one runner in each group (perhaps the person with the shortest first name). The runner listens to the observer's descriptions, then runs to the builders to relay or report the information. The runner is the "go-between" person on the team. The runner may not see the original model. The runner may not build.

•❖ **Builder**

There are several builders on a team. The builders listen to the runner's report, then construct the model following the directions. They may ask questions of the runner who also may ask questions of the observer. The builders are the only ones to "touch" the building.



The groups are given a designated amount of time to work cooperatively to build a new model. When the time is up, the original model is displayed. Groups compare their versions to the original. Evaluation follows on which person (Observer, Runner, Builders) had the most difficult job.

Extension: The activity can be used in other content areas by having students create an artistic interpretation instead of building a model. The roles would be Observer, Runner, and Designer. Materials would include butcher paper and markers for the final product. Again, comparisons and evaluation would follow the activity.

Benefits of "Talking It Up"

- Fosters collaborative and cooperative skills
- Employs many thinking strategies
- Adds spark and fun to the classroom

Villalpando, Eleanor. (1984) *Simulations*. Phoenix, AZ. Kathy Kolbe Concept, Inc. 27-28. Permission granted for reprinting by Kolbe Corp. and Kathy Kolbe, Web site: www.kolbe.com.