

Expedition Into Creativity!



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ACADEMY GT Update ~ 2012-2103
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Discover the adventure in learning!

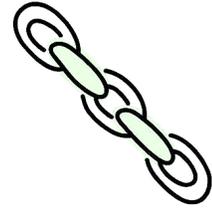
As you look through each activity, think about how you might adapt or modify it to encourage your students to learn academic content knowledge .



The ultimate goal with all activities is greater depth of knowledge. When your students can move from being the consumers to becoming the producers, the possibilities for developing deeper knowledge grow exponentially.

“All students need to be exposed to thinking experiences that encourage them to process information at high levels. However, it is imperative for gifted students to spend the majority of their time experiencing the challenge of greater depth, complexity, and abstract-thinking opportunities.” Dr. Bertie Kingore

Linking Thinking!



Directions: Get ready to stretch your brain and increase your fluency. Write the answers on your own paper. (You are not allowed to use the same answer more than once.) Once you write an answer for each, go back and add as many other answers as you are able. Have fun thinking!

1. Think of the color of the sky on a clear day.
2. Think of something that color which is sticky.
3. Think of something sticky that is useful.
4. Think of something useful that has one hole in it.
5. Think of something with holes which you can eat.
6. Think of something you can eat which is oval.
7. Think of something square that you can cut into pieces.
8. Think of something that comes in pieces that you can enjoy putting together.
9. Think of something juicy that is orange.
10. Think of something orange that is used for playing.
11. Think of something playful that is brown.
12. Think of something brown that you can safely drink.
13. Think of something that you drink that is clear.
14. Think of something clear that helps you to see.
15. Think of something you can see that is the color of the sky on a clear day.



Linking Numbers!

Directions: Write the answers on your own paper. (You are not allowed to use the same answer more than once.) Once you write an answer for each, go back and add as many other answers as you are able. Have fun thinking! Expect your fluency to grow!



1. Think of an even number that is less than ten.
2. Think of an odd number that is more than ten but less than fifteen.
3. Think of a number that rhymes with tricks.
4. Think of number that is greater than the number of legs on an insect but less than the number of legs on a spider.
5. Think of a number that can be made using quarters and is less than \$1.00.
6. Think of a number that can be made using only nickels and dimes and is less than 50¢.
7. Think of a number that rhymes with skate.
8. Think of a number that represents the days in two weeks.
9. Think of a number that would allow you to create a square using color tiles.
10. Think of a number that is a palindrome.
11. Create a “Think of a Number” riddle for your teacher to solve.

WHY OH WHY

Directions: Get ready to think logically and carefully. Write the answers on your own paper. (You are not allowed to use the same answer more than once.) Once you write an answer for each, go back and add as many other answers as you are able. Have fun!

1. Why do polar bears look white?
2. Why do alligators have sharp teeth?
3. Why do tigers have brown stripes?
4. Why do hyenas laugh?
5. Why do anteaters have long tongues?
6. Why do giraffes have long necks?
7. Why do monkeys have long tails?
8. Why do snakes slither?
9. Why do crocodiles lay in the water with only their eyes showing?
10. Why do hummingbirds hover in the air?
11. Why do owls have large eyes?
12. Why do armadillos curl up in their hard shell?
13. Why do spiders build webs?
14. Why do penguins have webbed feet?
15. Why do crickets chirp?



What Might This Be....



1. in the forest _____

in a schoolbag _____



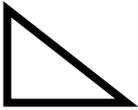
2. in the river _____

under your bed _____



3. in a science class _____

in the refrigerator _____



4. on a pet _____

in your lunch _____



5. in a toolbox _____

in a bowl _____

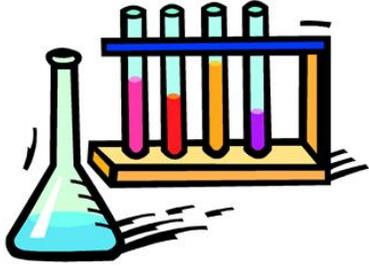


6. in your pocket _____

in a bowl _____

Thinking in Code

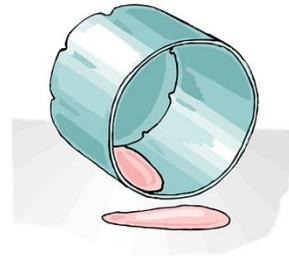
Directions: Determine the word that each letter below the drawing represents:



1. When you are going to complete a chemistry experiment, the first thing you should do is....

p o y s g, a, and g.

2. If you accidentally spill something during a science lab, you should immediately **t t t.**



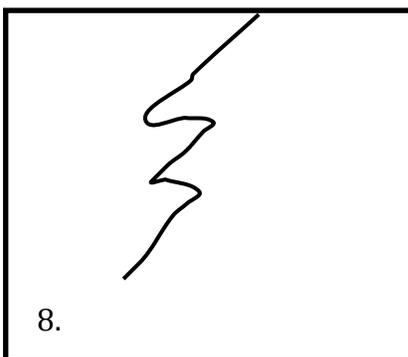
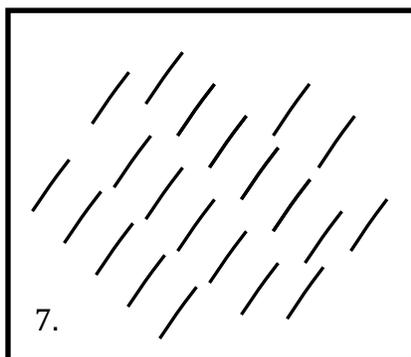
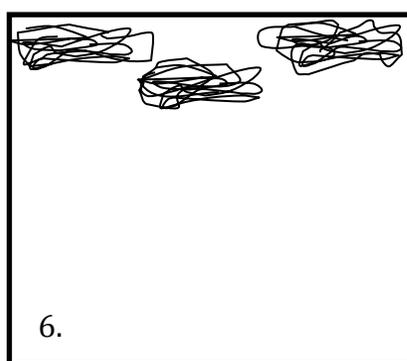
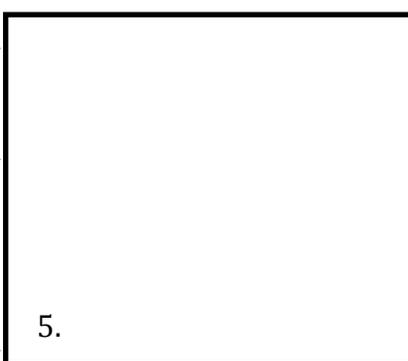
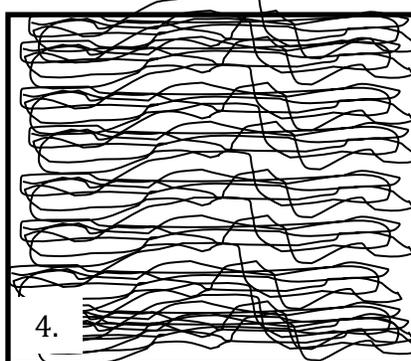
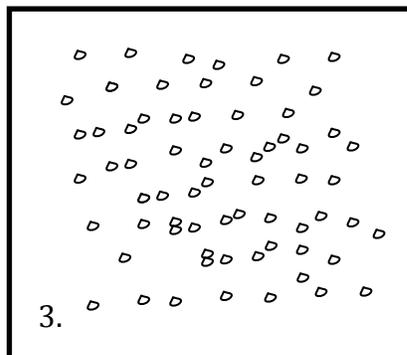
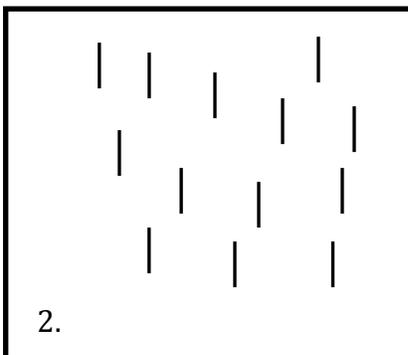
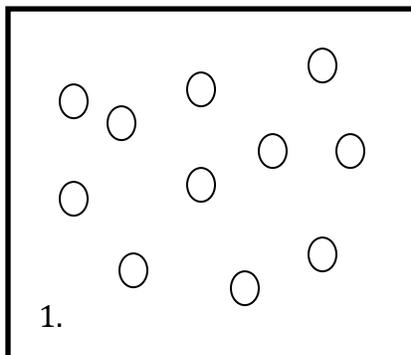
3. When conducting an experiment, never directly sniff the chemicals, as this could damage your mucous membranes or your lungs. When it is absolutely necessary to smell chemicals in the lab,

the proper technique is to **c y h and w t a t y f.**

Gardening Weather?

Directions:

1. All of these pictures have something to do with weather. On a separate paper, number 1-8. Figure out which picture goes with each word, or words. Use each picture only once.
2. After matching each weather connection, number your paper 9-16. Now, match each picture with what is being said about a garden.



1. rain

5. snow

2. wind and rain

6. partly cloudy

3. storm

7. fog

4. clear

8. cloudy

9. I planted some seeds.

10. Things are really coming up now.

11. The ground is very dry.

12. What a great pumpkin patch!

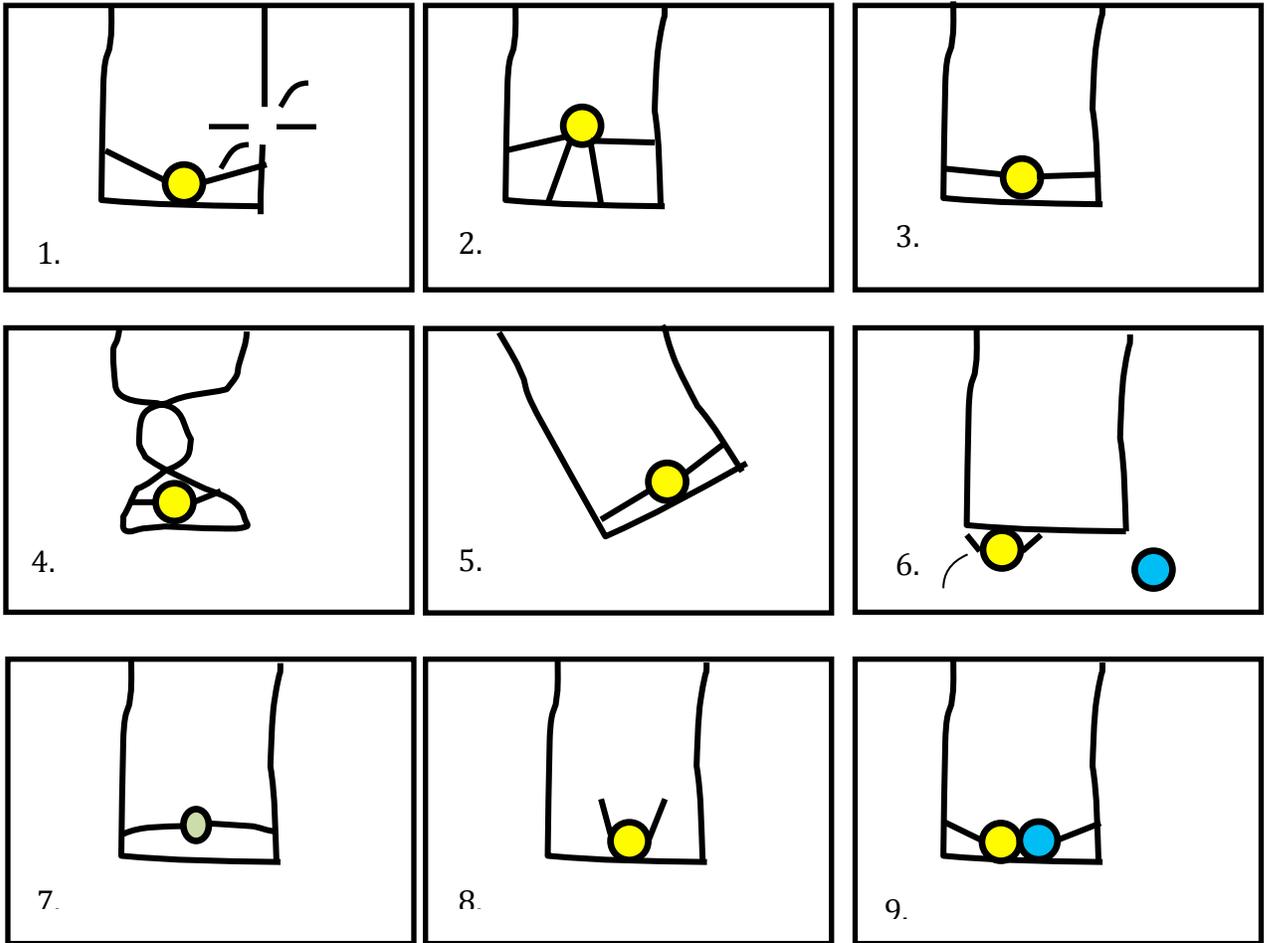
13. I plowed the whole garden today.

14. The wind damaged my plants.

15. I finished part of my work in the garden today.

16. None of the seeds have sprouted leaves yet.

We're Just Swinging!



- | | |
|----------------------------------|--|
| A. ___ “We are buddies.” | a. ___ “This will spin me around.” |
| B. ___ “It’s your turn.” | b. ___ “Help! Emergency!” |
| C. ___ “This is too high!” | c. ___ “I’ll hold on tight; don’t worry.” |
| D. ___ “Please push me.” | d. ___ “I am afraid of heights!” |
| E. ___ “Look, Mom! No hands!” | e. ___ “My sister needs a safety bar.” |
| F. ___ “Twisting is fun.” | f. ___ “I need some force for motion.” |
| G. ___ “I’m standing.” | g. ___ “Reach for the sky!” |
| H. ___ “That one is for babies.” | h. ___ “Lean back with me. Ready?” |
| I. ___ “Oh, no!” | i. ___ “It’s been five minutes. Let’s switch.” |