

I'm not robot!





Symmetry Worksheet - Cut and Paste 3

Name \_\_\_\_\_

We are learning to match symmetrical shapes. Cut out the shapes below and paste into the correct place.


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**Directions for Use - 2 Truths and a Lie**

**Materials:**

- 1 student card per student.
- Pencil or pen for each student.

**Activity Directions:**

- Each participant writes down 3 statements about themselves - one statement next to each star. 2 statements must be true and 1 must be a lie (e.g. I have gone skydiving, I have a pet turtle named Tom, I was chosen to play for the state basketball team).
- The statements should be interesting facts and it should be difficult to tell which is the lie.
- They can choose to write the lie anywhere in the order (first, second or third).
- Participants are chosen to read their statements and everyone else must guess the lie before it is revealed (it is fun if participants put their hands up to show which one they believe is the lie), or the teacher can collect the student cards and choose ones to read.
- This is a great activity for getting to know one another and creates great talking points for students wanting to make new friends.

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### Waste

What is your waste made of?

**Section 1: Match the words given with the pictures and write the answer.**

Example	A. Gas
1.	B. Match
2.	C. Glass
3.	D. Food waste
4.	E. Paper
5.	F. Plastic
6.	G. Organic waste
7.	H. Newspaper
8.	I. Battery
9.	J. Can
10.	K. Waste

Transpose positive and negative? What kind of invention, tool, game, device or idea would it be useful at home, work, or during leisure? Lists all parts, sources and costs of the materials. Since local inventors are not usually listed in the "Inventors" section, it can be found by calling a local patent lawyer or your association of right of local intellectual property. Turn it off? Do you combine appeals? Adapt what else is so? Condensed? Each student should generate names for his own invention. Analyze the problem (I). A record of your ideas and work helps you develop your invention and protect it when completed. Even if the realization of a model is not necessary, it makes the project more interesting and adds another size to the project. Make sure to allow even the simplest possible solution, as creative thinking must have a positive and accepting environment for blooming. Take advantage of a week of floors to bring on any information from one day to the next. (Survey your classmates or people of your neighborhood to document the need or utility of your idea - adapt the idea of an invention.) When students have an idea that satisfies most of the qualifications of which Above activities 6, they need to plan how they are about to complete their project. We can wish to divide into groups if the class elects to work on different ideas. Improve and refine the idea (I). Share the class or individual solutions/inventions (s) to solve the problem of the class. Write every idea spoken as it is given and go on. I work for quantities Alex Osborn said that "the quality of quantity breeds". People have to experience a "brain discharge" (give all common off-road responses) before innovative and creative ideas to emerge. So, more ideas, more likely they will be quality ideas. Hitchhiking Welcome Hitchhiking occurs when the idea of a member produces a similar idea or an idea improved in another for tser eht dna ortni eht gnirud esu lIAAAcuoy serudecorp eht edulcnI .wolf rof dnm ni gniceueges gnipeek .snalp noitcurtsni eht tuo etlrow ,stneduts eht fo sdeen lanosrep dna laicos .cimedaca eht gniredisnoCnoitcurtsnI .emit fo daeba ebalilava meht evah dna deen lIAAAcuoy slaireram thgllighiH .stejorp noitnevi nwo rieht no krow of meht rof reisea ti ekam dna ssecorp eht nrael stneduts pleh lliw noitnevi "ssalc" a gnitaerc dna melborp "ssalc" a gnivloS .)melborp taht evlos of eb dlouw tejorp gnimrotsniarb taerg a( (temngissa na od ot emit si ti neh nekorb ru gnissim rehtie si ti sa ,ydaer lincep a evah reven stneduts ruoy spahreP .sledom eht ni debircsed stnemele eht fo tsom "ecneirepxe" of stneduts rof yintutropo na edivorp dlouc snalp nosseel gnikniht evitaerc woh etartsnosed sledom ehtT regniffert dna neskaI rolyat nIvIaC moolB nimajneB .noitulos evtnevi na rof snoitpo tseb eht edivorp taht smelborp owt ro eno gnitceles yb noisiced a ekam ?gnitsujda deen seno hcihw dna dekr ow strap tahW .stnemesitreva gnidnatstuo rof senizagam dna srepapswen gniorlpxe vojne thgim stnedutS " .Ila ti yas" taht seruticp yb srehto dna sdrow yb detanimod eb thgim sda eht fo emos-gnithctac-eye era taht sda repapswen ro enizagam tcelloC .snoitnevi rieht etomorp of sda enizagam etaerc stneduts evaH .puory a sa spets eht fo emos hguorht meht gnikat yb meht tsissa nac uoy ,meht evlos of snoitavonni ro snoitnevi euqinu etaerc dna smelborp nwo rieht dnit ot nigeB stneduts ruoy erofeB .l yitvitaC morf euqinhet "gnimrotsniarb" eht esU .dedrocer eb dluohs saedi ntrapiromi yginmees dna ,suorumuh .suoegartuOdegaruocneE gnileehtweeF .dedrocer eb dluohs saedi lIA .gnitnevi fo yitvita eht ot delippa eb nac taht stnelat dna siliks gnivlos-melborp dna gnikniht evitaerc dna lacitirc eht ees lliw yeht ,evoba detsil sledom siliks gnikniht evitaerc eht deweiver evah srehaecat retta .tseb eht eb ot aedi llaw-ht-fo tsom eht rof nomnocnu ton si ti lesson .Solicit their suggestions and have them explain what makes each name effective. Students may choose to tape record their promos for use during the Invention Convention. Your community may also have a Patent and Trademark Depository Library or an Inventor's society. Atha that you may contact or post a request. Lower? These steps could be listed on the chalkboard or a chart. Now that the students have one or two problems to work on, they must take the same steps that they did in solving the class problem in Activity Three. Neither positive nor negative comments are allowed. How about opposites? Transpose cause and effect? You can involve parents by simply sending a letter home to explain the project and let them know how they may participate. Using the list of problems, ask the students to think about which problems would be possible for them to work on. This helps you gain confidence and ensures successful classroom instruction. Allow time for thought in which the students can create jingles for their inventions. What would improve these inventions? You could use a paper plate, to begin with, and see how many new things the students will discover. (For more advanced students, further lessons on advertising techniques would be appropriate at this point.) Recording a Radio Promo a radio promo could be the icing on a student's advertising campaign! A promo might include facts about the usefulness of the invention, a clever jingle or song, sound effects, humor... Another sequence? In SummaryWhat - describe the problem. Reverse roles? Step 1: A Cultivate the following creative thinking processes described by Paul Torrance and discussed in "The Search for Satori and Creativity" (1979): Fluency the production of a great number of ideas.Flexibility the production of ideas or products that show a variety of possibilities or realms of thought.Originality the production of ideas that are unique or unusual.Elaboration the of ideas that show intensive details or enrichments. Leave space in the plan to go back on areas that were difficult for students to understand. For combined purposes? What can I copy? MINIFY order, form, form? Introduced by Alex Osborn in his book "Applied Imagination". Brainstorming is the Cross of each of the phases of all problem solving methods. All children who participate in the inventive thought session plans are winners. Use the activity of activity - The Young Inventor register to help students understand what can be included on each page. This project gives them the opportunity to develop their creative potential and summarize and apply knowledge and skills by creating an invention or innovation to solve a problem, just like a "real" inventor. Write in ink and do not delete. Tell him to check their home for patented articles. One of these elements is probably the pencil tempera. They can do it by asking the questions in the next activity on their inventive idea. In addition, visit the inventiveness to think and creativity Gallery to speak with a real inventor of a local inventor to speak with the class. (See Brainstorming in Acentivity 1 and Small in activity 2.) Select one or more possible solutions to work on. Improve and refine your ideas. Add sketches and drawings to make things clear. Few, if the projects, are successful unless the child is encouraged by parents and other caring adults. Now that your students have had an introduction to the inventive process, it is time for them to find a problem and create their invention to solve it. Explained for example and Jingles: things are better with coke. It's the cock! A@trix are for children A@oh Thank Heaven for 7-eleven a@woallbeefpts ... ge: we bring good things to life! A@ yours inimret inimret i onocsinifed itneduts ilg evaHelgnjI o nagols onu erappulivS .aicaciffe aus allied inoigar el eretucsid ,nagols onu otanimon enev odnauQ lselgnj e nagols itlom eramaihcir onnartop and "jingle." Discuss the purpose of having a slogan. Discuss to guide your students through the inventive process, some preliminary lessons that treat creative thinking will help to establish mood. Ask your students to combine them in different ways to create a new product. Creative thinking lesson plans offer children the opportunity to develop and practice higher-order thinking skills. Once they combine many of them, ask them to illustrate the new product and explain why it might be useful. Let students brainstorm a list of all inventions they discover. Tie in a lesson plan to the next one. Worksheets, questions and answers sessions, group activities and individual assignments use various learning styles. Create an advertisement for a Crash course in advertising, discuss the visual effect created by a television advertisement, magazine or newspapers. Divide the class into small groups and give each group one of the objects to work with. Steps: List the steps to complete the invention. Make sure you follow the rules for brainstorming in task 1. Together, they can work to give life to the idea of the child by making a model. You could use cardboard, paper, clay, wood, plastic, yarn, paper clip and so on to create a pattern. In this introduction are illustrated three models. Miniature? Practical table games based on curriculum and artistic activities related to lesson break study sessions. Include the lesson by summarizing what you discussed. Step 2: Once your students have become familiar with brainstorming rules and creative thinking processes, Bob Eberle's Scamper's technique for brainstorming could be introduced. Shorter? My practical idea is my idea like thisAnything else? Will people really use my invention? Omit? Smaller? Ask your parents and teachers to help with the model. Substate? Reverse exchange components? the possibilities are endless. Stand back and look at the flow of creative juices. What other idea does it suggest? Step 3: Bring any object or use objects around the class to do the following exercise. More ingredients? All class inventions that have an American patent will have a patent number. Another model? Reorganize another layout? Use your imagination! Search everywhere - from garage tools to kitchen drawer - for fun items. Although each use of different terminology, each model describes similar elements of critical or creative thinking or both. Be non-judicial. Sign and give all the voices at the time they are made and have testified them. This day should provide opportunities for children to show their inventions and tell the story about how they got their idea and how it works. If you want to assign your lesson tasks. EvaluationPractice scripting, especially if you are new to teach. Select one to work on. Think about many different and unusual ways to solve the problem. What to add? Who else? Over the years, many creative thinking skills models and programs have been created by educators, trying to describe the essential elements of thought and/or develop a systematic approach to teaching skills of thought as part of school curricula. Start with a brief explanation of brainstorming and a discussion about brainstorming rules. Older students can identify these references themselves. Other people, to reach? Delete What to subtract? On the contrary? When a child successfully completes a task, it is that (s) is recognized for the effort. Predict the result of solution possible for each problem. Does the past offer parallel? You might also want to use an art book or a book on model-making from your school library.List, in order, the steps for completing your invention.Think of the possible problems that might occur. Write about problems you have and how you solve them. Longer? (You can use an Invention Idea Survey) Step Two: Ask the students to list the problems that need to be solved. Problems - predict the problems that could occur. They can do this by listing the pros and cons for each possibility. Now that your students have some exciting possibilities for their invention projects, they will need to use their critical thinking skills to narrow down the possible solutions. List all of the possibilities. Step Three: A comes the decision-making process. Higher? Review the key points. Step Five: A To illustrate why record-keeping is important, read the following story about Daniel Drawbaugh who said that he invented the telephone, but didn't have one single paper or record to prove it. Materials - list the materials needed. Other power? Advertising ActivityCollect 5 - 6 objects and give them new uses. Use that extra copy of the lesson plan to practice at home. Children of all ages are talented and creative. Tell them to interview everyone that they can think of to find out what problems need solutions. One of your parents may have invented something that they can share with the class.A Plan a Young Inventors' Day so that your students can be recognized for theirA inventive thinking. Step 5: A Put a list of objects on the chalkboard. Other material? Either type inhibits the free flow of thought and requires time which interferes with the next rule. What is Brainstorming?Brainstorming is a process of spontaneous thinking used by an individual or by a group of people to generate numerous alternative ideas while deferring judgment. Once the children have developed their own, original ideas, they should discuss them with their parents. Lighter? It can be integrated into all curricular areas and used as a means of applying the concepts or elements of any thinking skills program that may be in use. Step One: A Begin by asking your students to conduct a survey. Decide if you want all lecture lessons, part lecture and student involvement or an activity-based lesson. Both internal and external criticismA is to be avoided while brainstorming. Figure out the amount of time youAAAll be teaching and break it down into segments. Ask the students to list many new uses for a familiar object by using the Scamper technique with regard to the object. Once youAAve written the lesson plans, make a copy to have in case the original is misplaced and as a backup at home.ObjectivesPlan your objectives for the lesson plan. The creative thinking lesson plans that follow can be used across all disciplines and grade levels and with all children. When a student is asked to "invent" a solution to a problem, the student must draw upon previous knowledge, skills, creativity, and experience. But since he had no journal or record, theA Supreme CourtA rejected his claims by four votes to three. Through critical and creative thinking and problem-solving, ideas become reality as children create inventive solutions, illustrate their ideas, and make models of their inventions. How did they make their ideas a reality? Locate books in your library about inventors, invention, and creativity. Other uses I modified? We have prepared a certificate that can be copied and given to all children who participate and use their inventive thinking skills to create an invention or innovation. After youAAve completed the lesson in the classroom, evaluate how it went. The group is to give the object a catchy name, write a slogan, draw an ad, and record a radio promo. Thicker?Put to other uses New ways to use as is? How would you solve them?Complete your invention. For practice in elaboration, have pairs or small groups of students krow of eno tceleS.smelborp lareves dnlF :spets gnivollot eht gnisu evlos ot ssalc eht rof melborp eno tceleS .seitilbissop eht tsilI .enohpelet eht detnevi evah ot demiae hguabwarD leinad .5781 ni noitacilppa tnetap a deliF AlleB maharG rednaxelAA Aerofeb gnol .seitiliba rieht dna stneduts fo egmar ediw a hitw dohtem gnihcaet evitceffe na eb nac snalp nosseel eht ni selytB gnirael suoirav gnitaroprocnI .srehto sa llew sa nwo rieht-aedi detsegguS hcae etauiave yIacitamotua ot dnet elpoeP dewollAmsicirC oN gnimrotsniarb rof selur .noitnetta A Aestneduts eht teg ot yitvica pu-mraw a edulcnI .elgna gnitekram tnerfid a gnisu sngiapiac gnistireva wen etarec stneduts eht evah dna sda enizagam tcelloC .noitairv .gnivlos deen taht moorsalc nwo rieht ni smelborp tsil ssalc eht tEl melborp? eht gnindfI .Detaulave DNA .Deztyns .DEZLANA .Delippa Eb neh neht tsum Noitamrofni .With Ot Ysae taht snalp Nosseel Raec Gnitiw yb Ssalc RoF errp .Gap Egnahc .tnevi kniht ohw elpoeP fo pu edam tneimtraped tnepoleved dna hraeser a evah seinapome rojam ruoy fo tsom .ton fl .tekram eht no tuo stnudorp fo seman suoinegni gnitsil ot semoc ti nehw tneulf yrev eb nac stnedutS A Astfumraehsurbiarhiaeac nuucava@A RETSUBTSUDA@ a ,Laesrepus:noitcnuf s'tcudorp eht gnurc n'Pac@A@A@A@A@ a a GOHG DNACS@A tnamonos tnamnosonos@A noitanibmoc@A Adrow gnisu A@A.A.B.U.C.SA@A MBI:smynorca ro slaitni hitW rettuB tuneaPreeB tooR-noitnevi eht fo stneiderni ro stenopmoc eht gnisuY metsyS tsebhpA = elliarB siuoLsnaej A@AS'IVEL = A AssuartsI vel:emana a.s'rotnevi eht gno :saw gniof eht fo eno deman Eb nac Noitnevi na Dluow taht sliated dna sehsirouf eht dda dna saedi noitnevi Fo tsil gnimrotsniarb eht morf aedi ralucitrap a the situation. Think of many, different and unusual ways to solve the problem. (Duplicate the planning and decision framework) Passo Quattro: start a register or an inventory newspaper. General rules for the authentic storage of the newspaper using a tied notebook, make notes every day about the things you do and learn while working on your invention. A free lesson model is ideal for creating weekly lessons. They can share their parents and others with other students. Simplify? The lesson plans are adaptable for K-12 degrees and have been designed to be done in sequence. Examine the inventions, ask students to look at things in class that are inventions. Alexander Graham Bell had excellent records and received the phone patent. Still time? Greater frequency? Ask the students: "How did these inventors do to get their ideas? What is not completed on Monday can be finished on Tuesday. Writing an introduction for the lesson, giving an overview of it that is expected. A profile, including an esteemed quantity of time for each section. Substitute what else instead? Including fairly specific details that a replacement teacher could enter and understand them. The student also recognizes the areas where new teachings must be acquired to understand or face The problem. Introduce the creativity practicing creativity with the Creative Thinking with the Classdeveloping An inventional Ideabrainstorming for Creative Solution SolutionsPracticing the Critical Parts of Creative Thinkingcompleting The Inventionnaming The InventionOptional Marketing ActivityParent Involvementyung Inventors' Day "is more important. © imagination embraces the world. "Albert Einstein read the lives of the great inventilee the stories of great II .eraroval iuc us libissop inoizulos 'Aip o anu aranozeleS enoizuloS anu eravort' .issets es onagel itneduts ilg ehc aicasl o essalc ni planning technique will save them a great deal of time and effort: identifying the problem and a possible solution. give yourself wiggle space in each of the lesson plans to make adjustments according to the needs. allow students to share their innovative and inventive ideas. Step 4: Using the literature, ask your students to create a new ending to a story, change a character or situation within a story, or create a new beginning for the story that will result in the same ending. For example, a toy circle could be a life reducer, and some strange kitchen gadgets looking could be a new type of mosquito picker. Let students make their list of objects. you will need paper, pencil, and pastels or markers to draw your invention. other information about plan issues and lesson activities to teach inventions by increasing creativity and creative thinking. walking through the lesson plan, you will find areas that may need tweaking. record your idea and how you did it. other places to go? Another place? How about a mixture, an alloy, an ensemble? in your lesson plan, mark notations in textbooks that you are using as a cross-reference. cross-reference.



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