

The Crystal Clarion

Our PETS™ Newsletter

Issue 4

Editor-in-Chief
Yolanda the Yarnspinner

Fall 2005



From the
Editor's Desk

An autumn aloha to all!

Look at this great bookmark from **Beverly Pryor!** She's added lots of great ideas for developing writers to keep in mind. You can fit 3 of these bookmarks on one page (see p. 6).

Cardstock is recommended. Punch four holes in the bottom edge. Loop a piece of yarn (for yarnspinner, get it?) through each hole so that the two ends dangle until there are eight "legs"!

Keep on reading to find a new Max activity, ideas for tweaking my *Radical Riddles* and *Your Own Skedoodles*, and a couple of suggestions for *Numerical Quadrominoes*. Enjoy!

Clarion Contributors

Fall 2005



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Yolanda the Yarnspinner

uses her imagination
to spin and weave
wonderful
stories.



A good storyteller uses words in creative ways to make colorful, entertaining pictures in our minds.

Good storytellers love to play with words and use their imaginations.

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Objectives: The student will use visual discrimination skills to recognize and decode a pattern in order to forecast the next element in the sequence.

Materials:

- § Picture of Max the Magician from the PETS 1 book (p. 144).
- § Book: What Comes in 2's, 3's, & 4's? by Suzanne Aker and Bernie Karlin. Aladdin Paperbacks, ISBN 0671792474.
- § Unifix cubes of different colors.
- § A pretend magic wand
- § Teacher-made "Max's Magic Tubes. Take a 12" piece of colored tagboard to roll into a tube that will fit around a pattern of unifix cubes. Secure with tape and label "Max's Magic Tube #1". You can make 3 or 4 tubes with increasingly difficult patterns to fit in the cubes. Label the tubes, 1, 2, 3, 4, etc. in order of increasing complexity. Use simple AB, ABA, etc. patterns but also include some complex patterns such as a count down of 4 cubes, 3 cubes, 2 cubes, 1 cube. You need to set the cubes in the tubes before you present the lesson.



Lesson:

1. Review Max the Magician. What does a magician do? He likes to play tricks on us. Max also likes to make patterns. Notice all the patterns on his vest. We are going to look at patterns today. Have the students explain what patterns are on them (2 eyes, ears, legs, etc.).
2. Read the book, What Comes in 2's, 3's, & 4's? Discuss the different ways number patterns show up in real life.
3. Explain that Max has something hidden in his Magic Tubes. Have students guess what will come out. Students will make wild guesses. Wave your magic wand and then use it to push out the first Unifix block color. Have students predict the next color, and so on. Make the first pattern be a simple repeating pattern and the next 3 patterns can be harder. The students will understand that the patterns are getting harder.
4. Students create their own patterns with the Unifix cubes.

Tiered Extension: Have 3 different levels of pattern cubes to tier the lesson by readiness. You can place these cubes at a math center with a recording sheet to color in the answers.

Contributed by Judy Leddy

Radical Riddles Revised

(PETS™ 1 the Red Book — p. 138)

Who do dogs see for new doghouse designs?

Their bark-itechs!

Where do eskimos keep their hogs?

In pig-loos!

I just love creating these animal riddles with students, so I've upgraded my *Radical Riddles* page to be more user-friendly (see p. 4). Notice that the steps go in a clockwise direction, following the arrow. I've simplified the directions for students at each step, too, and for myself by having all the students in a small group working on only one animal at a time. These riddles are, as my pal the python contends, perfectly *jaw-some!*

Contributed by Yolanda

Your Own Skedoodles

(PETS™ 3 the Blue Book — p. 101)

Skedoodles, according to Max and Isabel, are very simple, somewhat abstract, line drawings to which very elaborate captions have been added. The Challenge pages for that divergent lesson involve skedoodles created by the Crystal Pond Woods thinking specialists as well as student-generated ones. Here's a way to help students keep their skedoodles simple and abstract.

1. Pass out the *Your Own Skedoodles* Challenge page.
2. Tell students exactly what elements they can use in their four skedoodles (see p. 5) — and they are not to add anything else at any time.
3. Put papers aside after the drawings are done. Add the captions at a later time.

Contributed by Dodie Merritt

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

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

Inquiring Minds

Dear Yolanda,

I am creating the materials for Max's Numerical Quadrominoes in PETS™ 3. On p. 162 it says to copy and tape 4 grids together to make a 36x44 square grid ... [but they] only make an 18x22 square grid. Will that work or should I use 8 copies of the grid to make the game board? Also, does it matter in which direction the students place their tiles — do they all have to face the same way?

Wondering in Utah

Dear Wondering,

Whoops! That was a goof in the first edition of *PETS™ 3* which has since been revised. An 18x22 square grid made from 4 copies of p. 167 is the "regulation" size. However, any size board can actually be used depending on how long or how challenging you choose to make the game. While pieces usually face in one direction, you could have students play both ways — all one way or mixed — and then have them determine which way is the most challenging or fun!



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**

Name _____

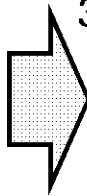


Radical Riddles

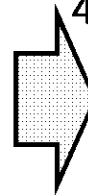
1. Think of an animal:



2. Brainstorm a list of one syllable words that go with this animal:



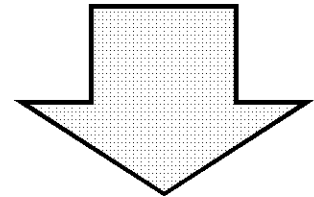
3. Think of a long word that begins with what is left of the short word:



4. Add back the first sound of the short word to the long word:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Cross out the beginning sound of each of these words. Use a slash (/).



6. Now write some riddles about your animal:



5. Use 2 of the new long words above in #4 as answers for your riddles:

Name _____



Your Own Skedoodles

Create some skedoodles! Keep them simple! Use only 3 or 4 shapes and lines for each one.

Write one creative caption for each skedoodle. Elaborate! Use lots of details!

Tell the students:

In this box, create a skedoodle
(or design) using ONLY

5 straight lines

horizontal, vertical, diagonal
short, long, parallel, or crossed

1.

Tell the students:

In this box, create a skedoodle
(or design) using ONLY

2 lines & 2 shapes

straight or curved
circle, square, triangle ...

2.

Tell the students:

In this box, create a skedoodle
(or design) using ONLY

3 shapes

circle, square, triangle,
rectangle, hexagon ...

3.

Tell the students:

In this box, create a skedoodle
(or design) using ONLY

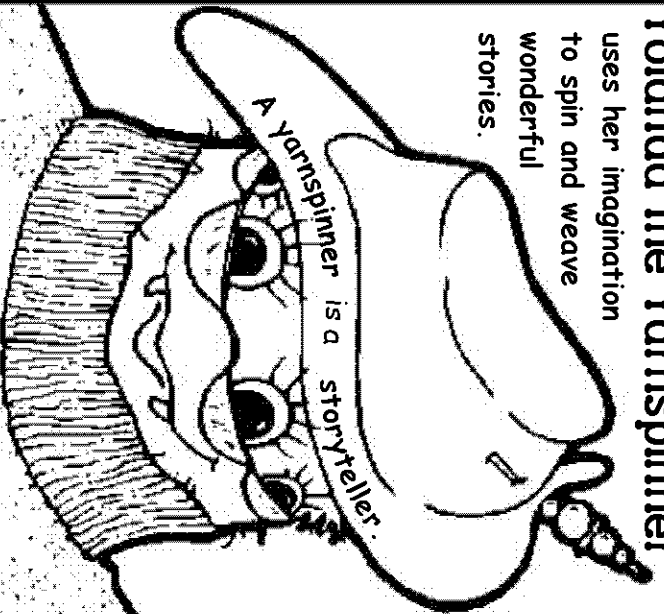
4 lines

curved or straight
horizontal, vertical, diagonal
short, long, parallel, or crossed

4.

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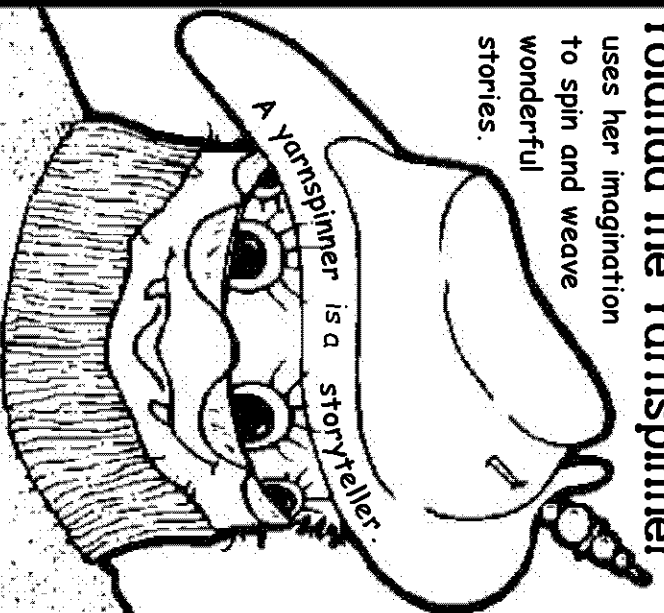
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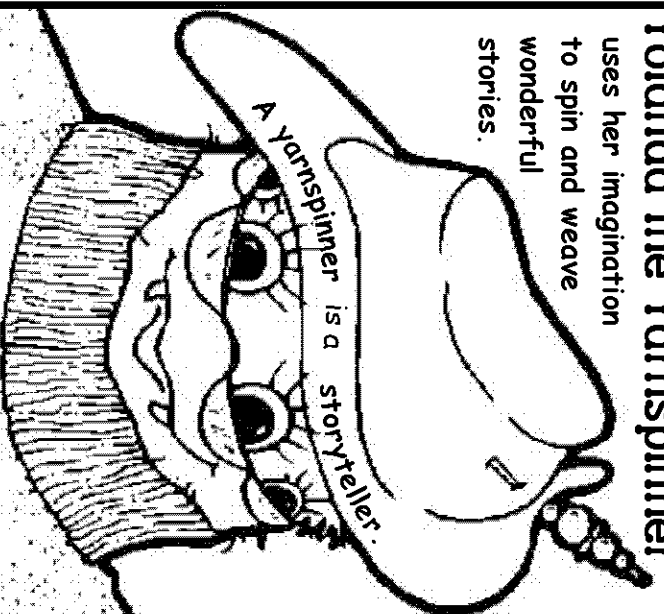
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