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# Introduction

In this book, students cut their way into some pretty amazing thinking activities. In the process, they also gain valuable experience in reading and direction-following.

How does "Smart Snips" work? In every case, students are given a two-page reproducible. On one page is a set of very specific, very clear directions. On the other page is an activity which starts with something to cut.

For example: In "Sharp Eyes," children are instructed to begin by cutting out a paper "window." They then look through the window to find lines and marks on a big drawing which meet certain criteria—"someone running," the "head of an animal," a "fish," etc. When they find the part of the picture that looks like the thing being described, they are instructed to trace around it with their window piece.

In other words, students are instantly presented with something to do which is hands-on, fun, and intellectually enticing.

A word about the evolution of this book: We started this project with the idea that we wanted to use the cutting device as a motivational way to introduce some innovative activities designed to foster higher-level thinking skills. We liked the idea that students would be touching, cutting, folding, turning, fiddling with a piece of paper in order to carry out the instructions.

As we worked, it became apparent that we were also producing a body of activities which would greatly enhance direction-following skills.

Those of you who have used our "Play by the Rules," a book of oral direction following activities, will notice some of the same principles at work here. The overriding philosophy of both books involves the idea that in order to get to the "fun," students must take responsibility for reading and following some fairly rigorous directions.

"Smart Snips" is easy to use. We have worded the directions so carefully that students should be able to work the challenges completely independently. We do suggest, however, that you make extra copies of some of the "snipping" pages. This is because some children may occasionally make a false start and have to begin again.

There are often three or four versions of an activity, but every activity within a series comes with complete directions so that it can always stand alone.

As always, we strive to make students accountable as they work with our activities. In every case, they will have a written (or drawn or snipped) outcome, which can be checked. We have also included suggested answers, although, since many of the activities are open-ended, we do not have (or know) all the answers.

If you are using a Multiple Intelligences approach to teaching and learning you'll find that the focus in these activities is mostly on visual/spatial and linguistic intelligences. Therefore, the activities can be used with children's strength areas or to help students improve their visual/spatial and linguistic intelligences.

# Thinking with Shapes (I)

Today, you will be using the four shapes on the other page to express something about the eight sentences below.

1. First, cut out the shapes. Lay them on your desk and look at them carefully.
2. Next, read the sentences below. Notice the number at the end of each sentence. That number tells you how many shapes to use each time.
3. Then, arrange the shapes on your desk to express the main idea of each sentence. Make a drawing in the sentence box to show what you did.

**For example: Look at that pine tree. (2)**

Since two pieces are to be used -- and pine tree is the only idea in the sentence which can be expressed by using shapes -- the best answer would be to use the smallest piece and the triangle to make a pine tree, like this:

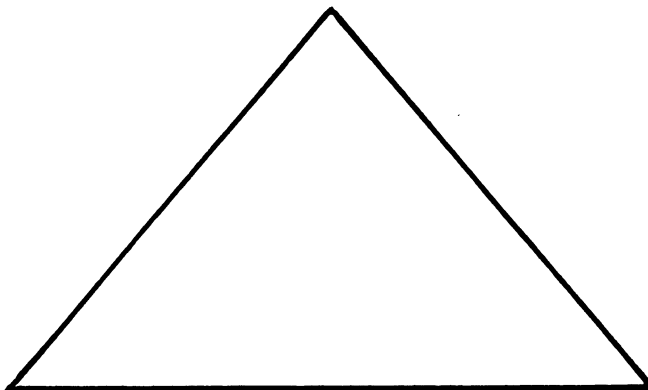
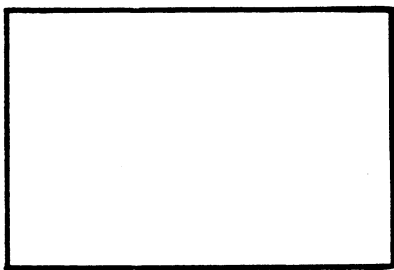
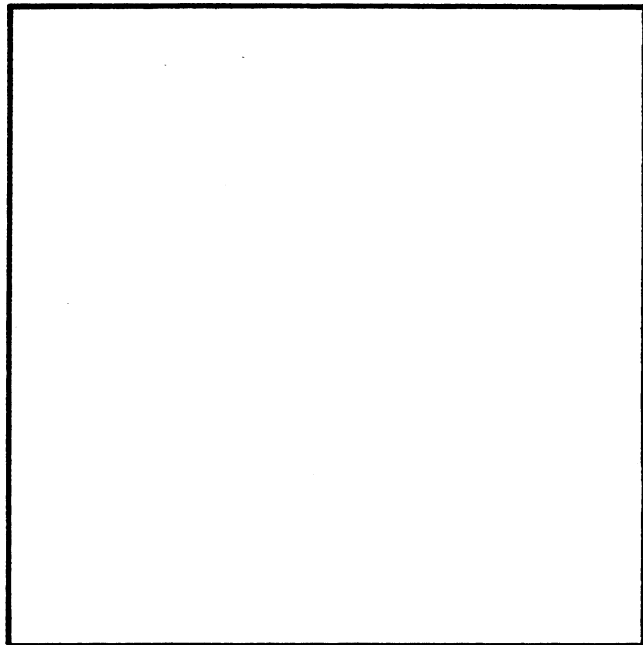


**One last rule:** You can turn the shapes around any way you like, but you cannot place one shape directly on top of another shape. (The shapes can touch, though.)

## SENTENCES

This is our new lamp. (3)		The robot has a big nose. (4)	
My house is nice. (2)		My baby brother is wearing a nappy. (1)	
My house is very nice. (3)		This is my brother's first birthday. (2)	
The robot has a big nose. (2)		I like to water the plants. (3)	

Cut out  
these four  
shapes.



# Arrow Word Search (I)

Your job today is to hunt for words by matching up the top half and the bottom half of arrows.

1. Start by dividing the other piece of paper into two pieces by cutting all the way along the line of dashes.
2. Then, cut out the small square.
3. Now, lay the small square on the big square. Line up the arrow-bottom on the small square with the arrow-top marked "A" on the big square. Be sure that the arrow is straight.
4. Look at the letter "F" on the small square. If you have lined up the arrow correctly, you will see that the letter "F" next to the letters "OG" on the big square spells the word "FOG." Does "OMT" spell a word? No, so don't list it.

Now, match up the arrow-bottom on the small square with all of the other arrow-tops on the big square to make as many words as you can. Hint: Look at all the possibilities. You may make more than one word when the two parts of the arrows are put together.

Use the blanks below to list all of the words you can find.

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

