

Contents

- Introduction, 3
Mystery Verbs, 4
Mystery Nouns, 6
Mystery Adjectives, 8
1-2-3 Think, 10
Pointy Problems, 12
True-False Fun (1), 14
True-False Fun (2), 16
Complete the Rhyme, 18
Catch the Dots (1), 20
Catch the Dots (2), 22
Catch the Dots (3), 24
What Am I? (1), 26
What Am I? (2), 28
Link Some Shapes, 30
About Me, 32
Things I Know (Maybe), 34
Add One, 36
Add Two, 38
Be a Poet, 40
Squares and Dots, 42
Letter Starts, 44
Sloppy Shapes, 46
Faces, 48
The Line People, 50
Silly Rhymes, 52
OO Story, 54
EE Things, 56
Draw It! (1), 58
Draw It! (2), 60
Draw It! (3), 62
Unfinished Sentences, 64
Zoom Around the Room, 66
Missing Letters (1), 68
Missing Letters (2), 70
Picture Puzzlers, 72
Four Words (1), 74
Four Words (2), 76
Four Words (3), 78
Little Lines, 80
Which Way? (1), 82
Which Way? (2), 84
Which Way? (3), 86
Three Reasons Why, 88
Be Art Smart, 90
Finish It! (1), 92
Finish It! (2), 94
Finish It! (3), 96
Finish It! (4), 98
How Things Move, 100
What In the World? 102
Answers, 104

Introduction

You'll find fifty separate two-page reproducible activities in this book. The activities are carefully designed to allow students to do the work independently. (We've tried to make our directions so clear that children will have little excuse to come running to you for help.)

In some cases, three or four versions of a central idea are presented. Since the first of these versions is generally the easiest, we suggest that you use them in the order in which they appear in the book. Other than this, there is no need to present the activities in any particular sequence. We've tried to keep them all at about the same level of difficulty.

A couple of procedural notes: It is usually best not to staple both sheets of the activity together for the reason that children sometimes need to jump back and forth between the pages. Also, we have provided some answer guidelines in the back of this book.

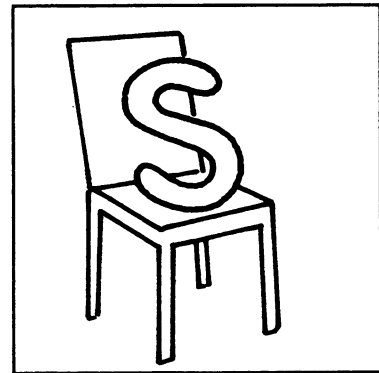
We hope activities such as "Sloppy Shapes," the "OO Story," and "The Line People" will provide many educationally satisfying moments for you and your students.

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.

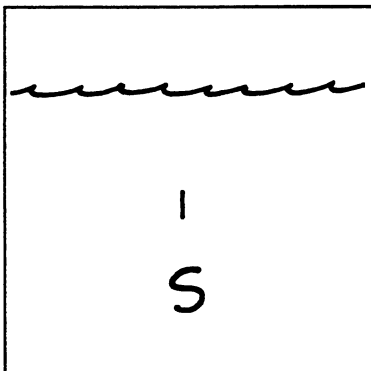
Mystery Verbs

Directions: Each of these drawings describes a verb which begins with the letter shown in the drawing. Use the first letter as a start and put the other letters of the word in the blanks. The example will give you the idea.

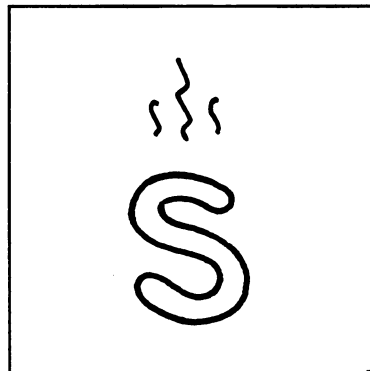
Example: The S is shown sitting on a chair. Therefore, the "action" word, or verb, would be "sit."



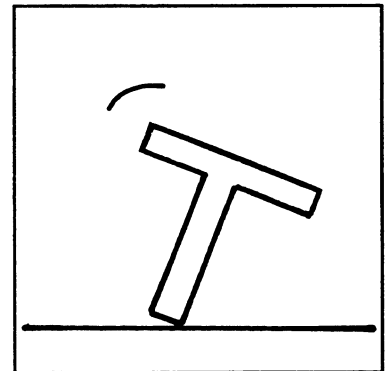
S _ i _ t



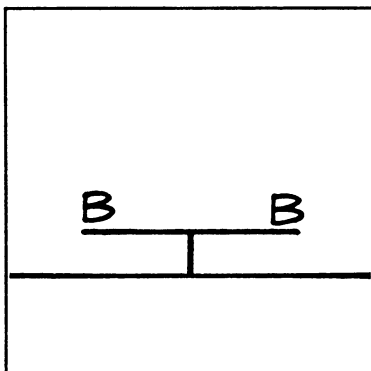
S _ _ _ _



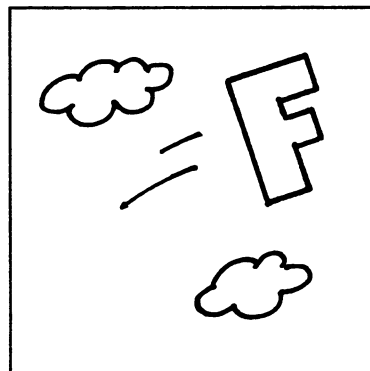
S _ _ _ _



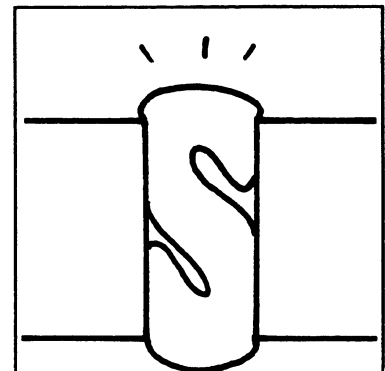
T _ _ _



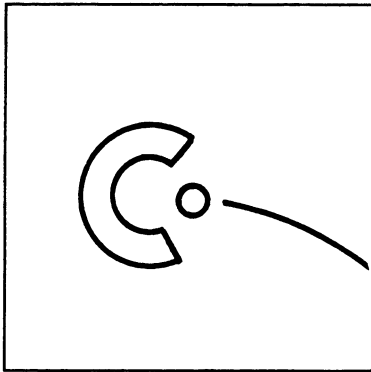
B _ _ _ _



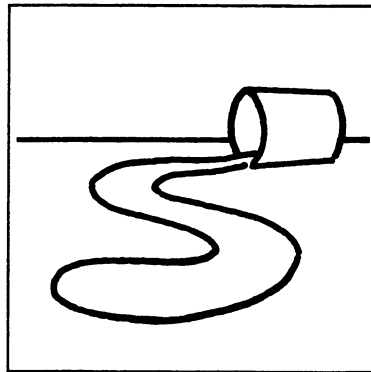
F _ _ _



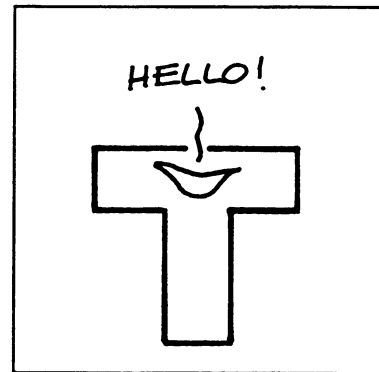
S _ _ _ _



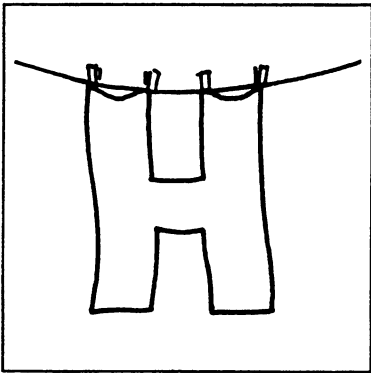
C _ _ _ _



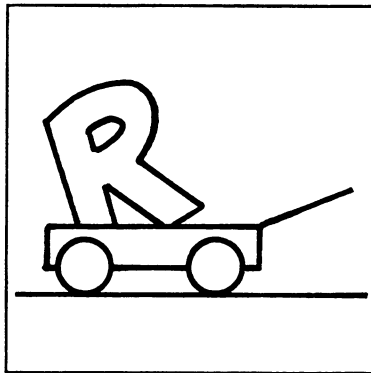
S _ _ _ _



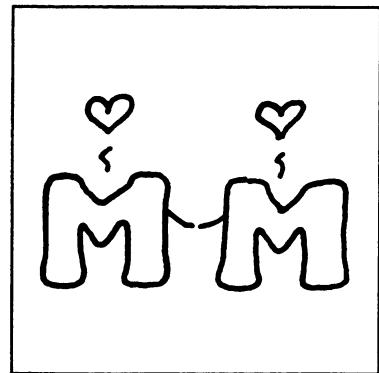
T _ _ _ _



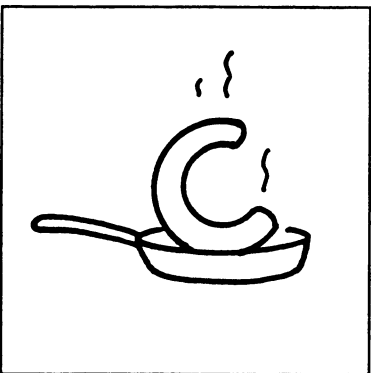
H _ _ _ _



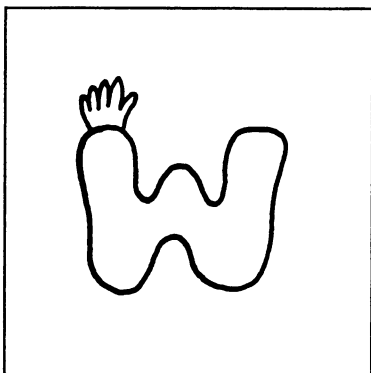
R _ _ _ _



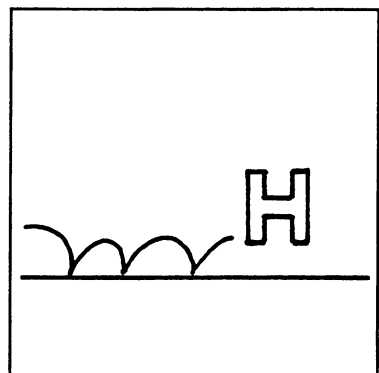
M _ _ _ _



C _ _ _ _



W _ _ _ _



H _ _ _

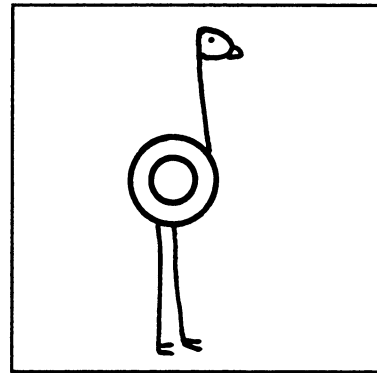
Bonus:

Several of the words you just wrote could have something to do with the kitchen. Write the words and then explain why you chose them.

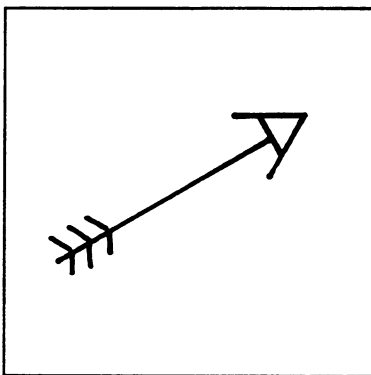
Mystery Nouns

Directions: Each of these drawings describes a noun which begins with the letter shown in the drawing. Use the first letter as a start and put the other letters of the word in the blanks. (An "S" at the end of the blanks means a noun is plural.) The example will help to give you the idea.

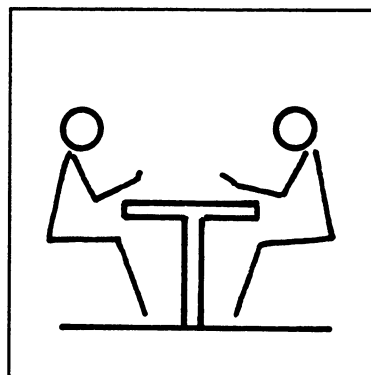
Example: The O is shown as the body of a big bird with long legs. An ostrich is a noun which fits that description, so "ostrich" would be the best answer.



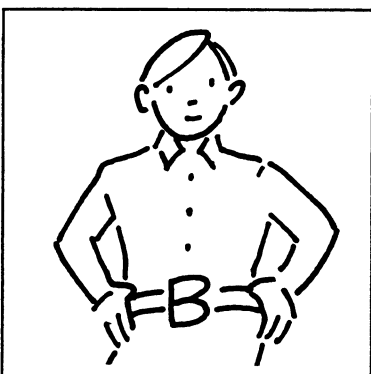
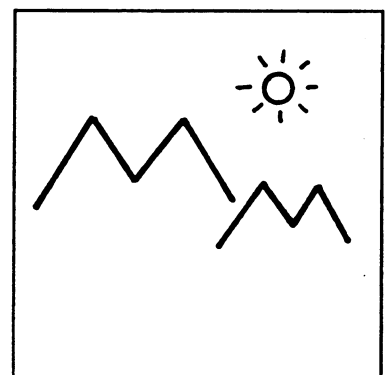
O s t r i c h



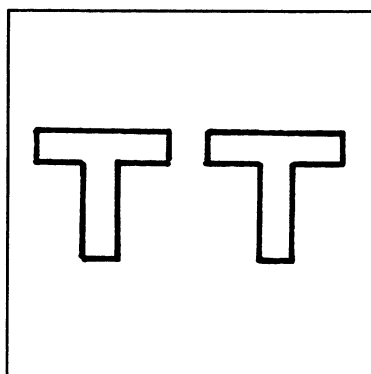
A _ _ _ _ _



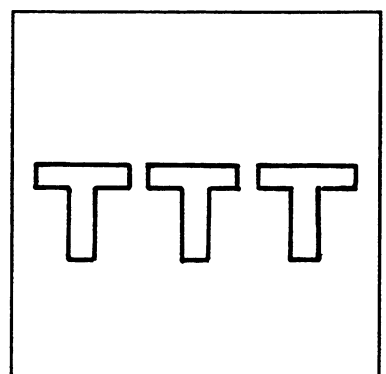
T _ _ _ _ M _ _ _ _ _ s



B _ _ _ _ _



T _ _ _ _ s



T _ _ _ _ _ s