

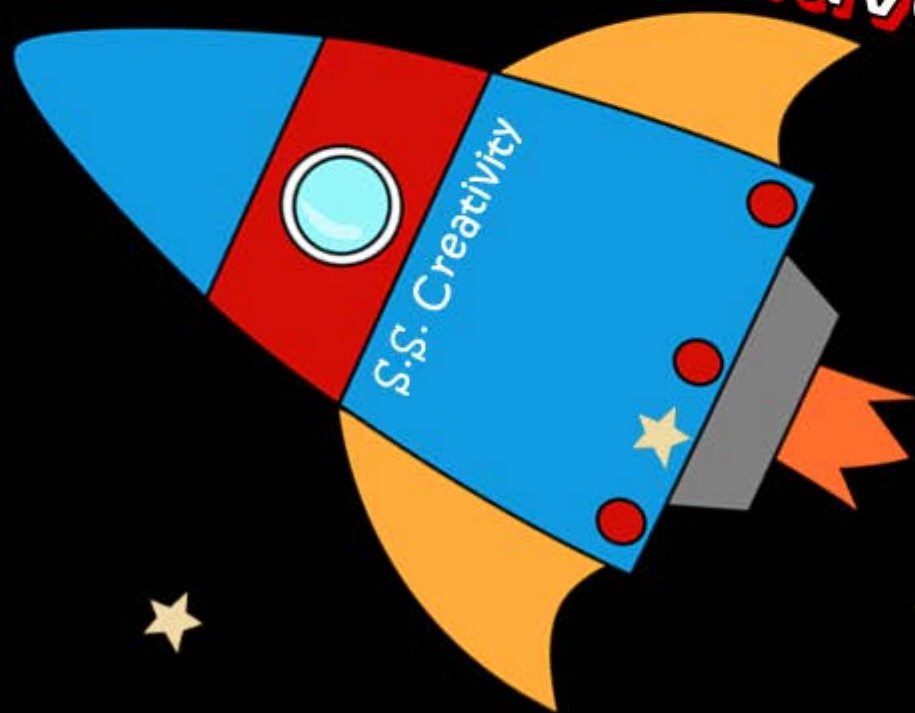
A Creativity Project

CCSS aligned

Gr. 1 - 5

Destination: Imagination

via Creative Thinking



Vol. 2

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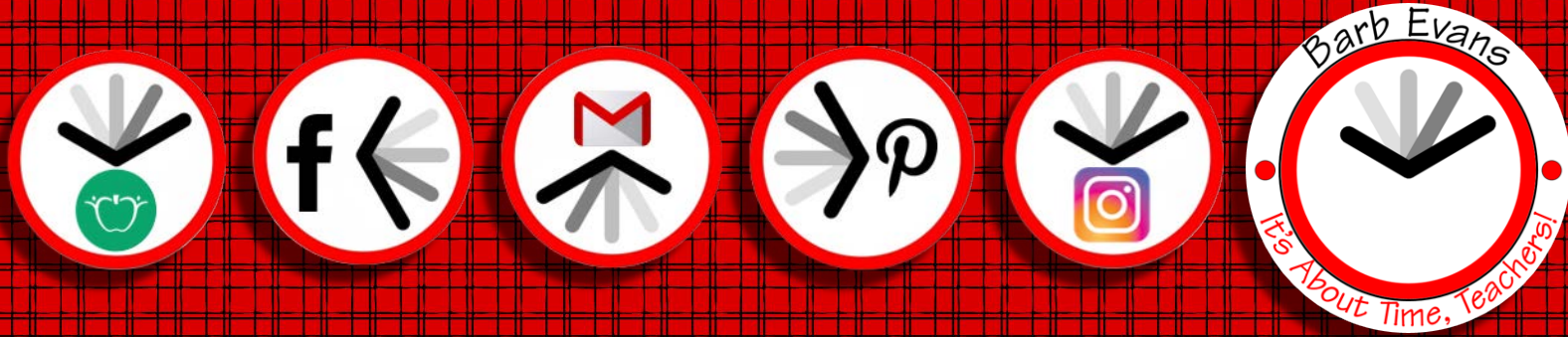
About the Author



From K to 5, G/T to Reading Recovery, and enrichment to Title I, I have taught it all. It was my privilege to develop & co-author a district model for gifted/talented education for 2 school districts and to develop & implement a system for mentoring young gifted children with experts in their areas of interest. As an education specialist at the University of Illinois, I developed differentiated curricula and evaluation tools for gifted students. Gifted and talented education has been my passion throughout my career.

For 16 years, I taught first grade. That led naturally to Reading Recovery™ and literacy support. Reading Recovery™ training, while rigorous and demanding, improved every aspect of my teaching. The training has made me a better observer and problem solver. It also revealed my zeal for early literacy and at-risk students.

After 26 years, I left the classroom to develop a district program for enrichment students that combined a pull-out model with a mentoring system. With no prescribed courses for K-5 enrichment, I resumed curricula and resource development. Today, I continue that path as a TpT teacherpreneur. The richness of my experiences allows me to be a versatile and expansive developer of curricula for all elementary levels.



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- Barb Evans

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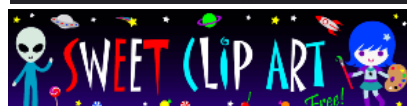
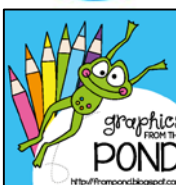


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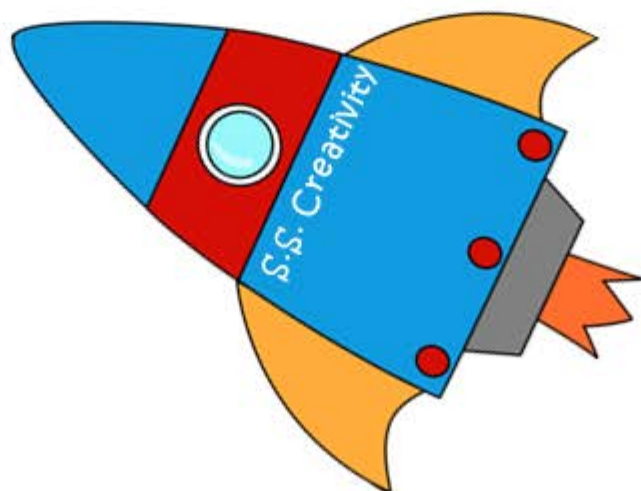


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Table of Contents

Intro	3
The Colors of the World	4
Science Shields	9
A Piece of the Puzzle	20
License 2 B U	25
Crafting Clues	37
Birds of a Feather Flock Together	40
Mend a Broken Heart	42
Simple Symbols	46
Cryptid Creations	52
Finding Fairies	57
Slide Tessellations	61
Recognizing Rhythms	67
Santa, I Can Explain ...	70
Writing Without Words	74
The Crystal Ball Can See It All	76
Are Board Games Boring?	80
A New Perspective	83
Symmetry Safari	87

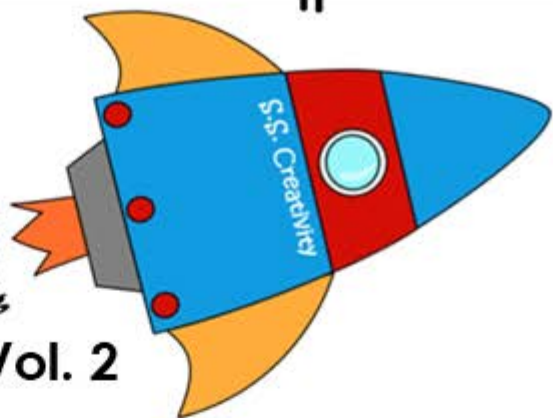


Welcome to

Destination: Imagination

via Creative Thinking

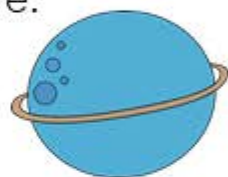
Vol. 2



Four traits of gifted and talented students are: **fluency**, **flexibility**, **elaboration** and **originality**. You can enhance these qualities in your students by leading them on a journey that will enrich and extend your curricula. Challenge your students to explore new worlds via creative thinking.

Among the skills that are reinforced through these projects are:

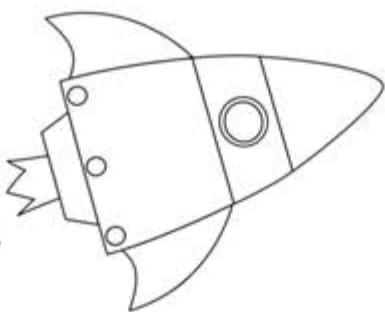
- Intuitive and inferential thinking
- Spatial relationships
- Synthesis
- Metaphoric thinking



These activities are intended to be stimulating and enjoyable. They are structured to be used at one week intervals in order to allow sufficient time for exploration. Send each week's activity description home on Friday with a due date of the following Friday. During the ensuing week, students should give the activity their attention both at home and in school. Parents, siblings, and caregivers are encouraged to work with your students in these endeavors, and thereby nurture the home-school connection. Products should be brought to school on the due date and shared with the class. I recommend that participation be **voluntary**.

Following the assignment page for each project are **Notes to the Teacher**. These notes include suggestions for ensuring the success of the project based on years of implementation. Also included is a certificate that may be reproduced and awarded to each student who participated in that week's project. Most of the printables will reproduce well in grayscale when you set your printer accordingly. For those that do not print well, I have included grayscale versions.

Enjoy your voyages on this creative journey. I know your students will.



Due date _____



Did you know there is magic inside your crayons? Each one has a great crayon masterpiece just waiting to come out. All you need to do is get your box of crayons and let the magic begin.

On your journey this week, try to create a crayon masterpiece each day. There's just one rule: **NO SIMPLE CRAYON DRAWINGS!** Let your imagination go wild and use your crayons in other creative ways. You will have reached your destination when you bring your masterpieces in on the due date.

Notes to the teacher:

The Colors of the World

This project provides an easy, non-threatening introduction to Destination: Imagination via Creative Thinking. In order to build enthusiasm for this activity, demonstrate a different way to use crayons each day of the week leading up to the due date. Some suggestions are:

- Shave old crayons with a hand held pencil sharpener or scissor blades onto waxed paper. Place another piece of waxed paper over the top and use an iron to melt the shavings. Before ironing, sandwich the waxed papers between thin cardboard, such as from a cereal box. This will protect the surface of the iron. Set the iron on medium. Iron until all the shavings have melted. Naturally, this technique should be done with the permission and supervision of an adult! Here's what Martha Stewart did with her waxed paper creations:



- Make a rubbing. This could be as simple as a leaf rubbing wherein students place a leaf or leaves under paper and rub the length of a peeled crayon over the top. Other rubbings might produce a sampler of textures, such as the surface of a brick, sandpaper, corrugated cardboard, coins, or other relatively flat objects. Examples:

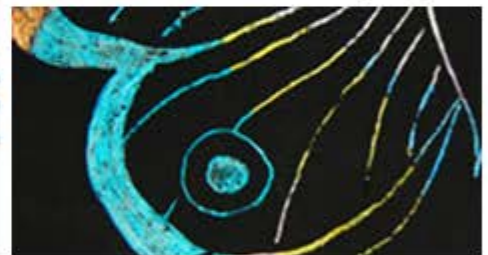


- Crayon resists will allow the students to break the rule about no simple crayon drawings since they will extend the activity into a more creative realm. Emphasize the need to press hard with their crayons in order to produce a more satisfying resist. You may wish to demonstrate the difference between crayon resists with lightly colored vs. heavily colored pieces. Then paint over the entire picture using water colors or watered down tempera paint. Caution students to use light strokes; no scrubbing. Large, flat brushes work best. Suggest that students use light color crayons with dark color paints, or vice versa. Using more than one color of paint is

absolutely encouraged for even more creative pieces. For extra fun during your demonstrations, create a message with white crayon. When the paint is applied, your secret message will delight your students.



- Crayon scratchings again allow students to violate the simple drawing rule. After creating an abstract design or scribbles with very heavy strokes, students will color over the entire design with a black crayon. Again, the students must press very hard with their crayons. Once the entire page is solidly covered with black, they can scratch off areas of the black with a paper clip, empty ball point pin, or other stylus, revealing the colors beneath. The scratchings may be a traditional picture, although a design often shows more creativity. Caution your students to scrape the black away with care. Over zealous scratching may not only remove the foundation colors, but even tear the paper.



- Stained glass effects can be achieved by coloring very hard on copy paper and then rubbing over it with baby oil. In demonstrating this technique, begin by using a black, permanent marker to create a series of closed shape outlines. Fill the shapes with crayon applied very heavily. Then rub over the entire picture with a cotton ball or pad soaked in baby oil. After allowing the baby oil to dry, create a frame from black construction paper. Hang the masterpieces on a window and enjoy the stained glass effect.



- Sandpaper transfers will also require adult permission and supervision. Students color a design or picture on sandpaper; grit of their choice. A heavy hand is required. Caution children that their design will be reversed on the final product. Their picture can be transferred to a t-shirt or other fabric using an iron. Place a piece of cardboard under the fabric to prevent bleeding through. If using a t-shirt, place the cardboard between the front and back of the shirt. Put the sandpaper design face down on the fabric. Place a paper towel over the sandpaper to protect the iron. Use the cotton setting on the iron. Press firmly with the iron over the design area for about 30 seconds. Carefully lift 1 corner of the sandpaper to check on the transfer. If needed, apply the iron for a bit longer. Remove the sandpaper. If the colors need to be set, as on a t-shirt, place several paper towels on top of the design and iron again to remove excess wax. Then place the shirt in the dryer for about 20 min. To avoid accidental color transfer, put the shirt in the dryer by itself. When laundering for the 1st time, wash by itself for the same reason.



Image on the t-shirt



- Who says crayons have to be used to create coloring art? Crayons can be used to build structures and embellish objects.




You may wish to encourage your students to bring all of their crayon creations to school for display, but select only 1 or 2 to describe. Such limits prevent this activity from becoming too lengthy for the audience.

[At the end of the school year, you may invite your students to donate their old crayons to you. This allows you to build a supply to use for this project.]

Crayon Creation

presented to _____



Creative

Award


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Signed _____

Date _____

Crayon Creation

presented to _____



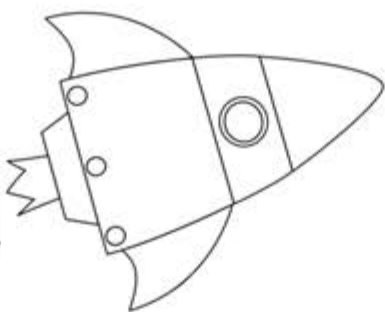
Creative

Award

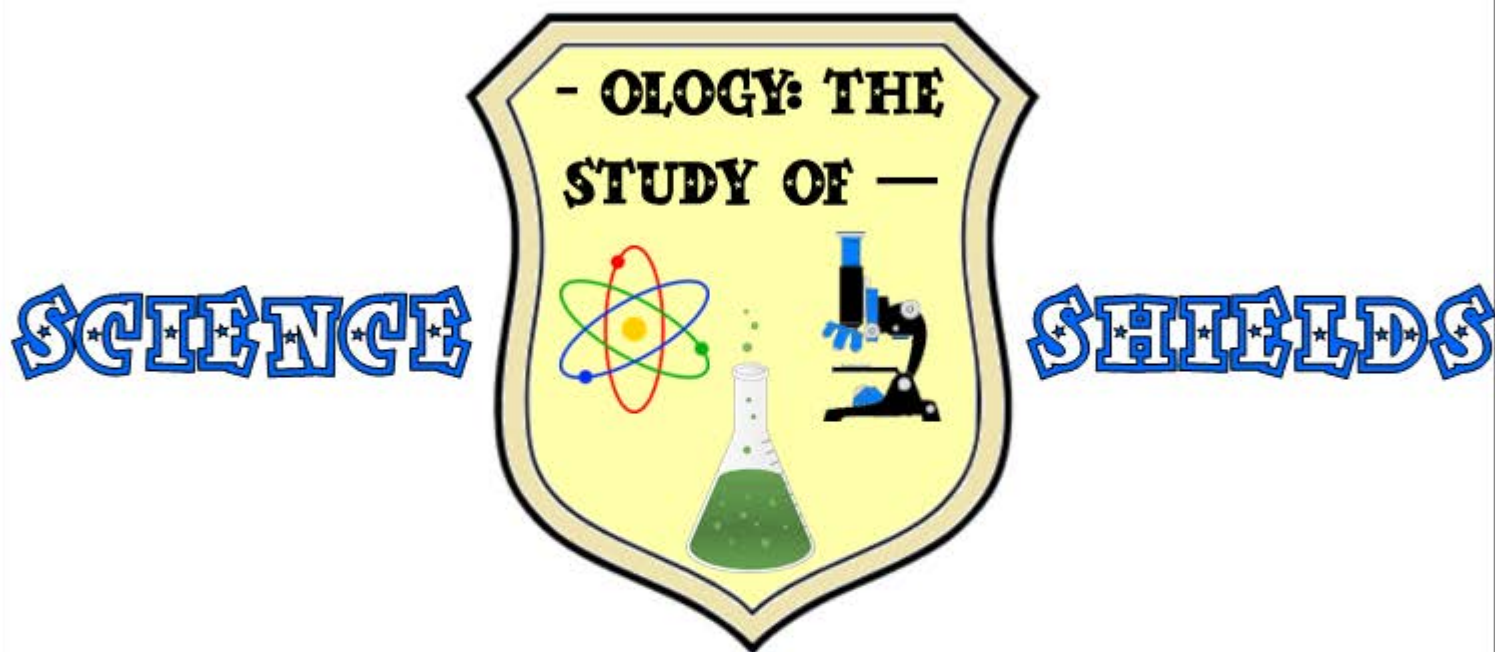
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Signed _____

Date _____



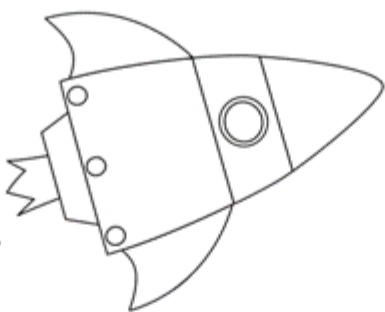
Due date _____



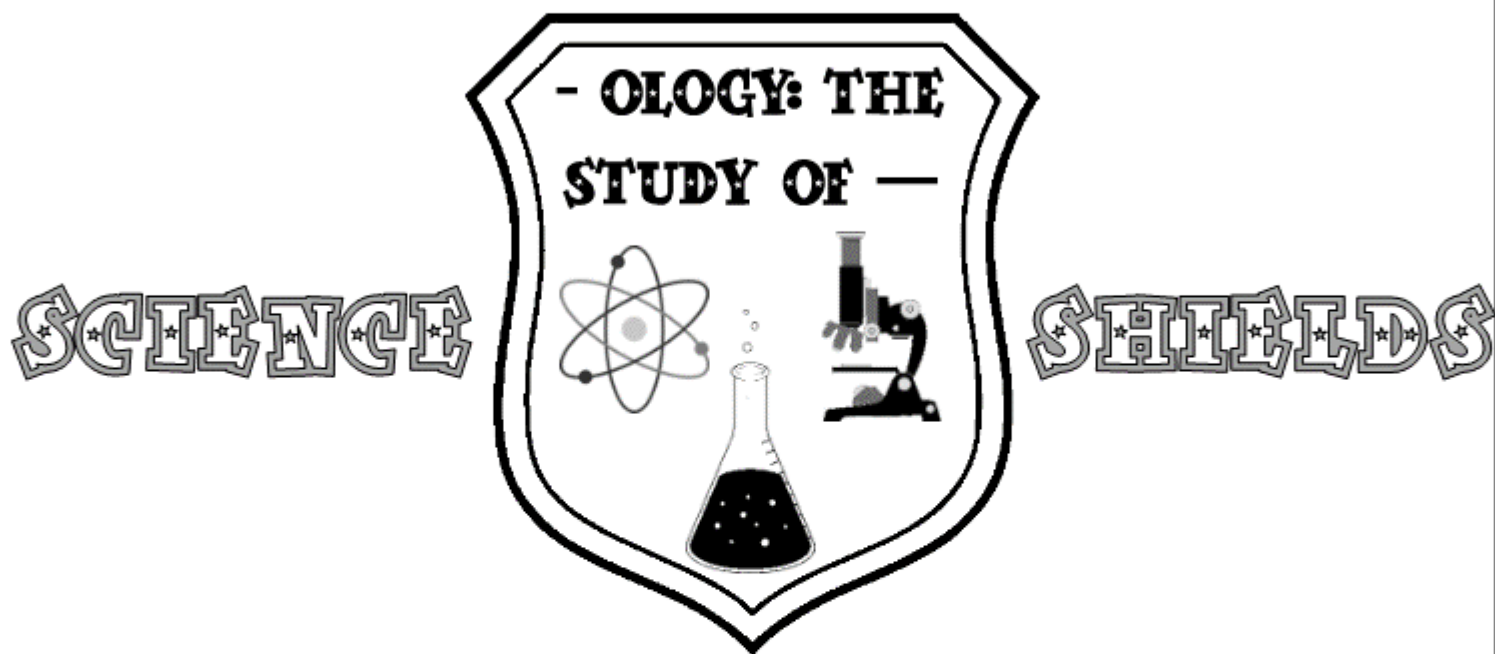
The suffix “-ology” means the study of a certain subject. *Biology* means the study of living things. *Meteorology* is the study of weather and climate. *Cryptology* is the study of codes. The number of –ologies is nearly endless!

As you journey this week, study the attached list of –ologies to find an –ology that is particularly interesting to you. Then, create a science shield that illustrates your field of study. Decorate the shield using your imagination. You are not limited to drawings or pictures. You may certainly extend the boundaries of the shield.

Write a paragraph that explains what your –ology is and why it is important to you. You will have reached your destination when you bring your shield and paragraph in on the due date.



Due date _____



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-ology

Anthropology...

Apiology...

Audiology...

Biology...

Cartology...

Cetology...

Conchology...

Criminology...

Cryptology...

Draconology...

Entomology...

Felinology...

Graphology...

Herpetology...

Hippology...

Ichthyology...

Lepidopterology...

Meteorology...

Musicology...

Nephology...

Numismatology...

Ophiology...

Ophthalmology...

Ornithology...

Paleontology...

Pedology...

Pharology...

Planetology...

Pyrology...

Seismology...

Sociology...

Speleology...

Storiology...

Vulcanology...

Zoology...

the study of...

humans

bees

hearing

living things

maps

whales & dolphins

shells

crime & criminals

codes

dragons

insects

cats

handwriting

reptiles

horses

fish

butterflies & moths

weather & climate

music

clouds

coins

snakes

eyes

birds

fossilized life forms

children

lighthouses

planets

fire

earthquakes & tremors

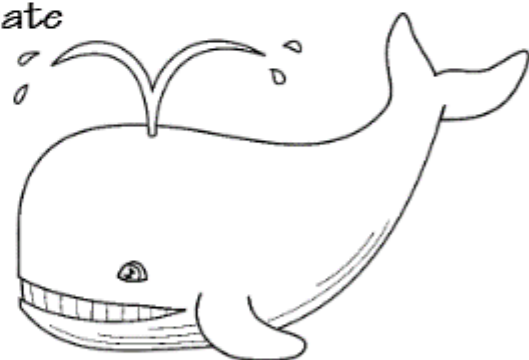
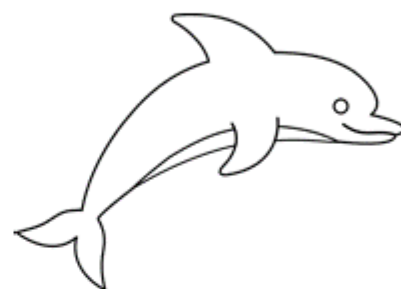
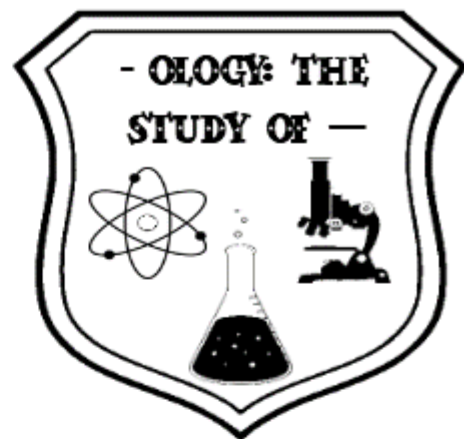
human society

caves

legends & folk tales

volcanoes

animals



Notes to the teacher:

SCIENCE SHIELDS



CCSS alignment:

- [Literacy.SL.1.4](#)
- [Literacy.SL.1.5](#)
- [Literacy.SL.2.4](#)
- [Literacy.SL.3.4](#)
- [Literacy.SL.4.4](#)
- [Literacy.SL.5.4](#)
- [Literacy.SL.5.5](#)

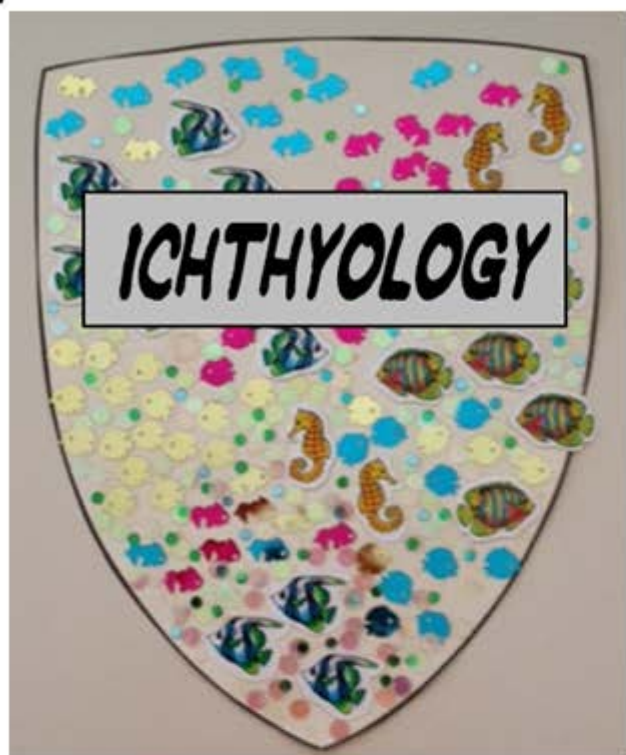
Attach the list of *-ologies* to the assignment sheet. Emphasize that this list is far from exhaustive. If a student has an interest not found on the list, a bit of cyber sleuthing will most likely produce the *-ology* needed.

Several shield shapes are provided. You may wish to allow students to choose a shield template or randomly select shields to attach to the assignment.

For this project, you should prepare several shields to show the class. (Photocopy or photograph some of your students' products each year to add to your portfolio.) These examples should illustrate a variety of materials that can be used and creative ways of using them. Several examples follow.

This project makes a wonderful display in a showcase or on a bulletin board. Each year, I time this project to coincide with our school's science fair. The display always attracts a great deal of attention.

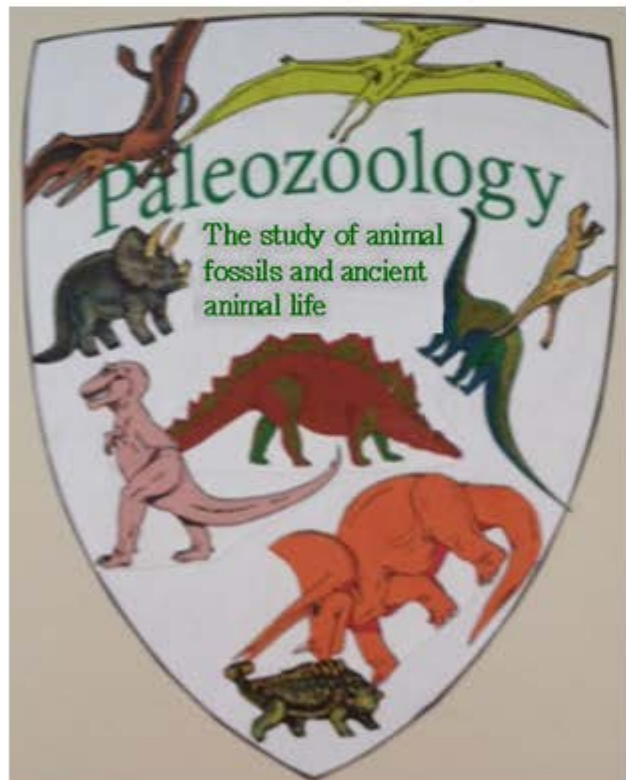




Made with shiny stickers



Computer generated constellations map + star stickers



Magazine pictures



Glued-on rubber snakes

APIOLOGY

the study of honey bees



Apiology is important to me because honey bees are disappearing. I want people to know about this problem because we need bees to pollinate plants. Also, I love honey on toast for breakfast.

Numismatology

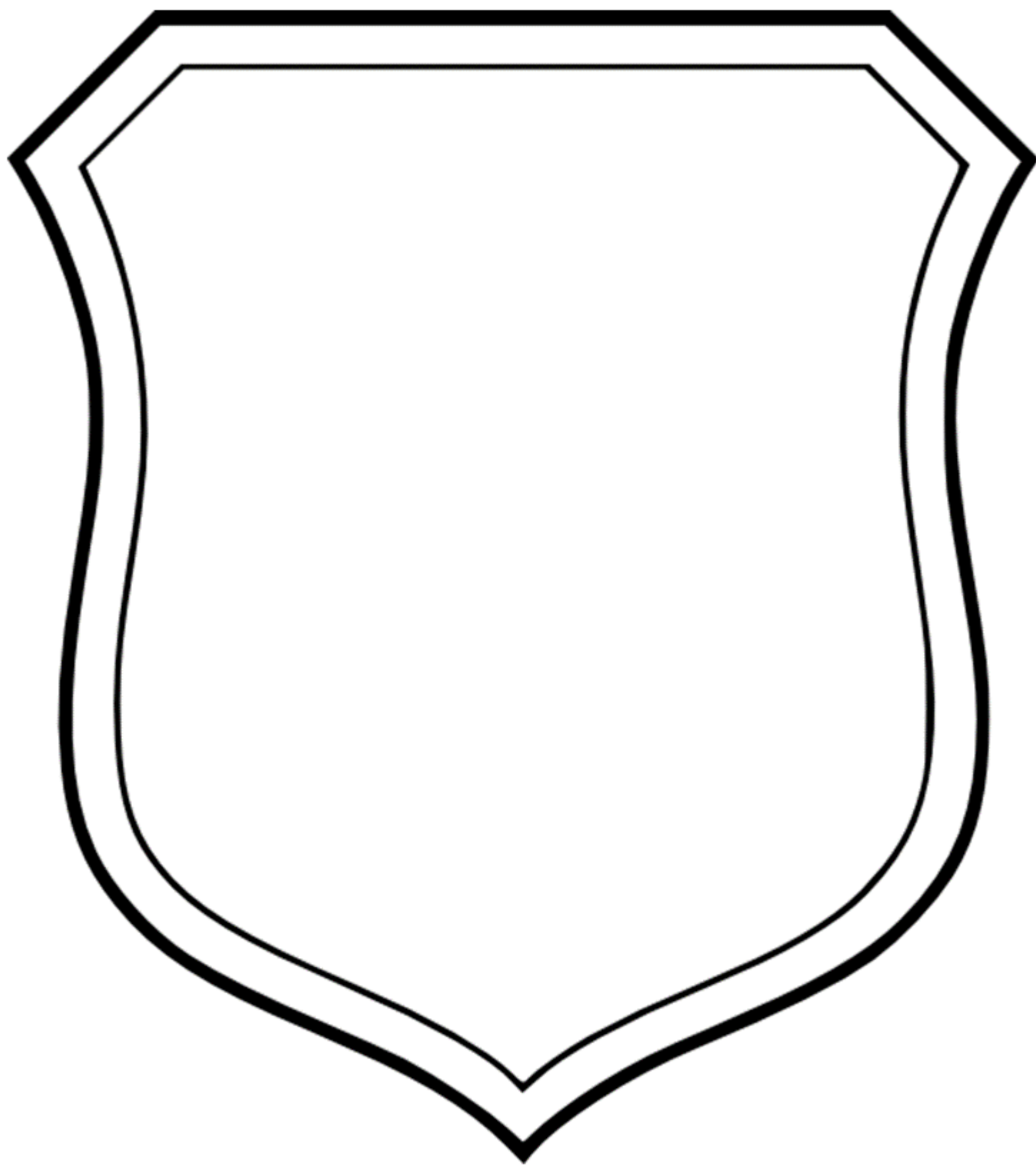
the study of coins

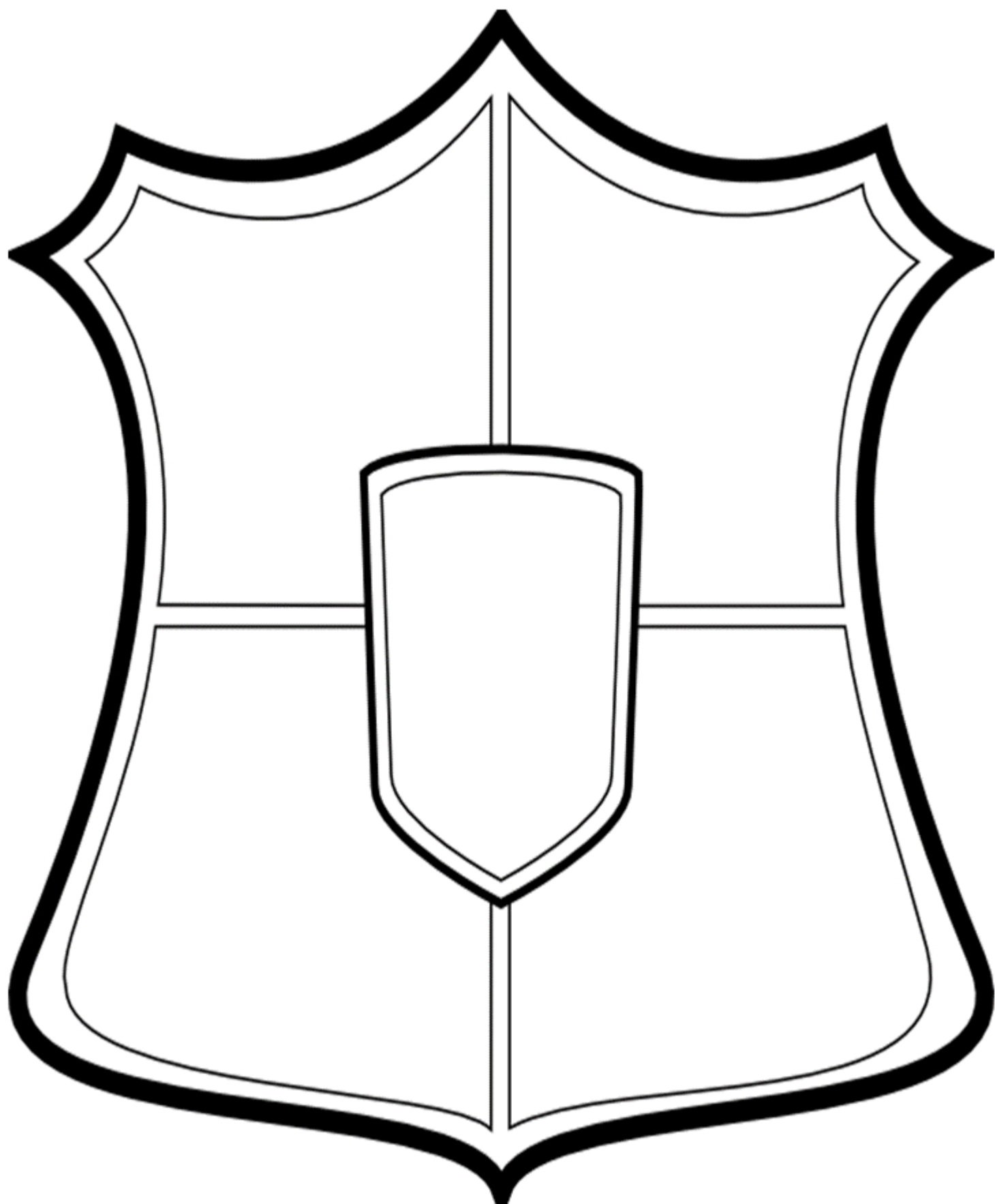
I chose numismatology because I have collected coins all my life. My father has collected coins all of his life. He has a gold dollar from the Civil War era! In our family, coin collecting is a way of life. Everyone in my family has a coin collection. We have some coins from foreign countries. However, we concentrate on coins from the U.S.A. We try to get a complete set of U.S. coins for every year as they are minted. We always check out the coins we get in change to see if there is a coin we need for our collections.

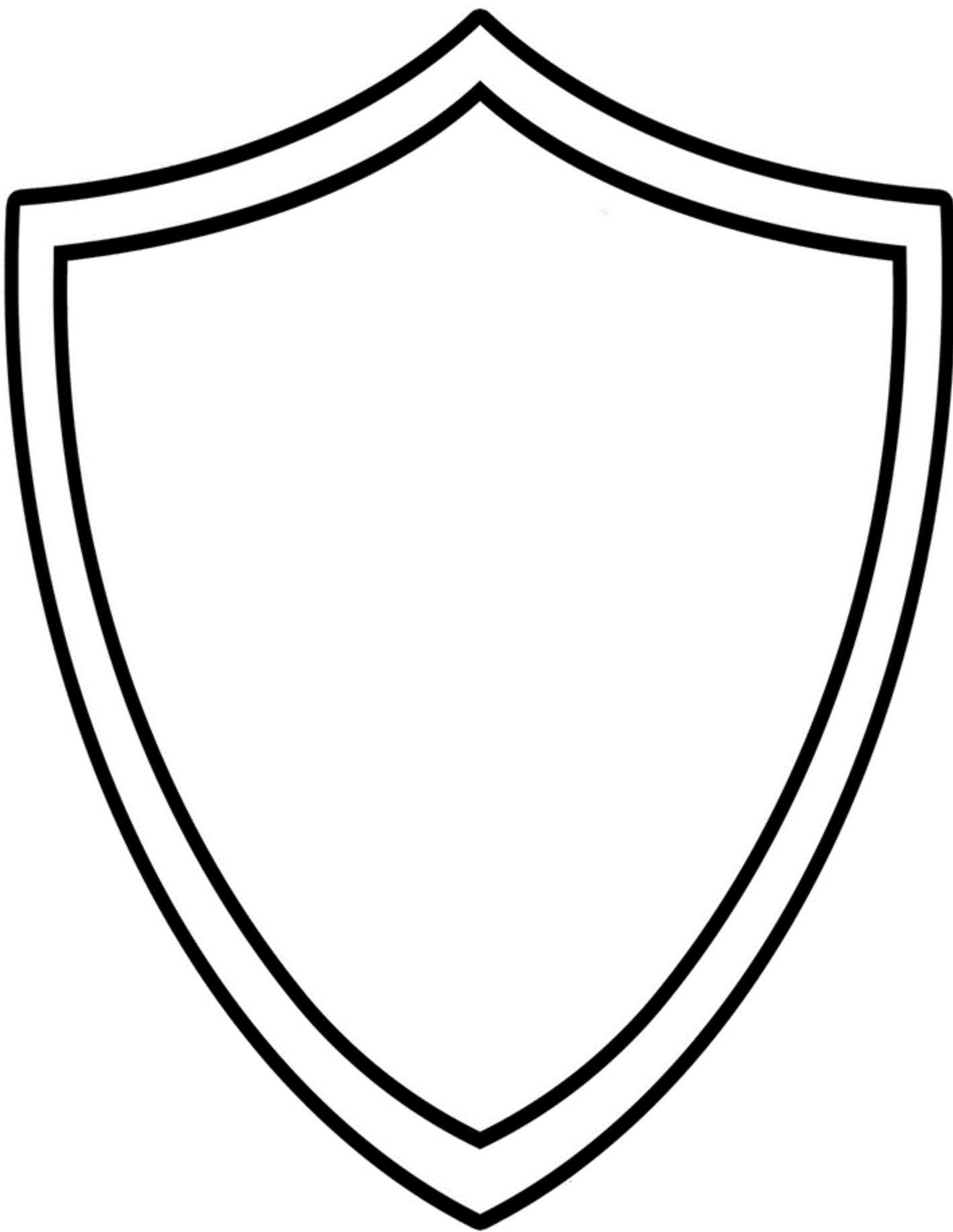
Numismatology

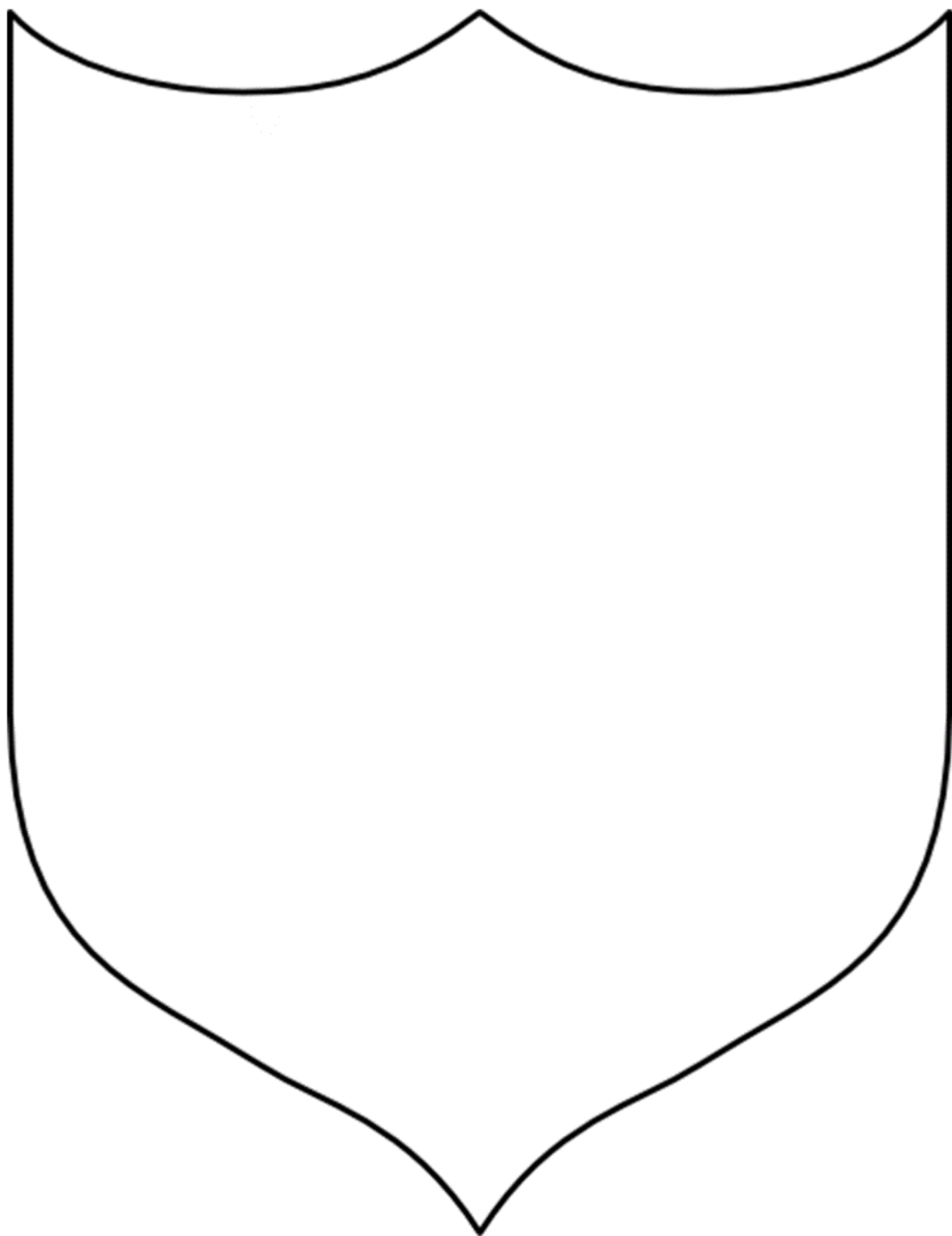


Shield Templates:

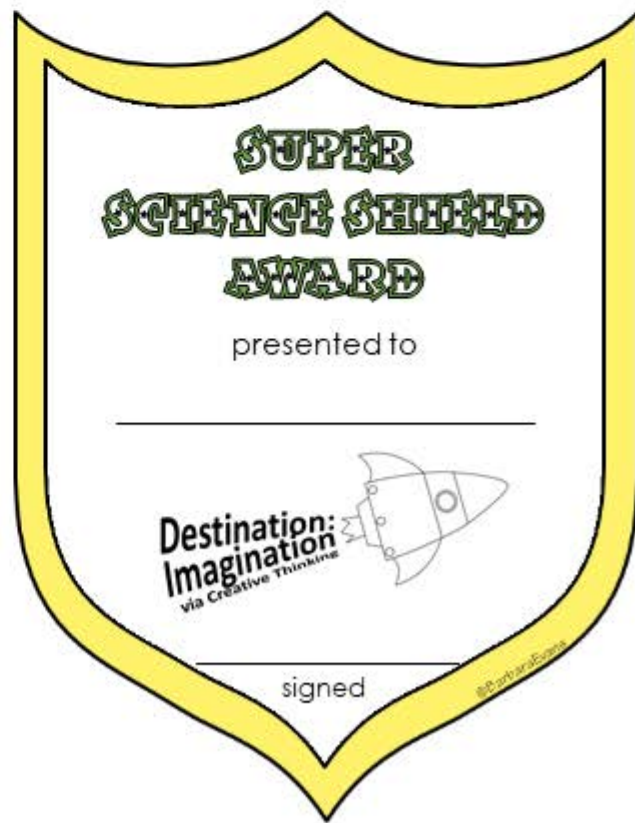
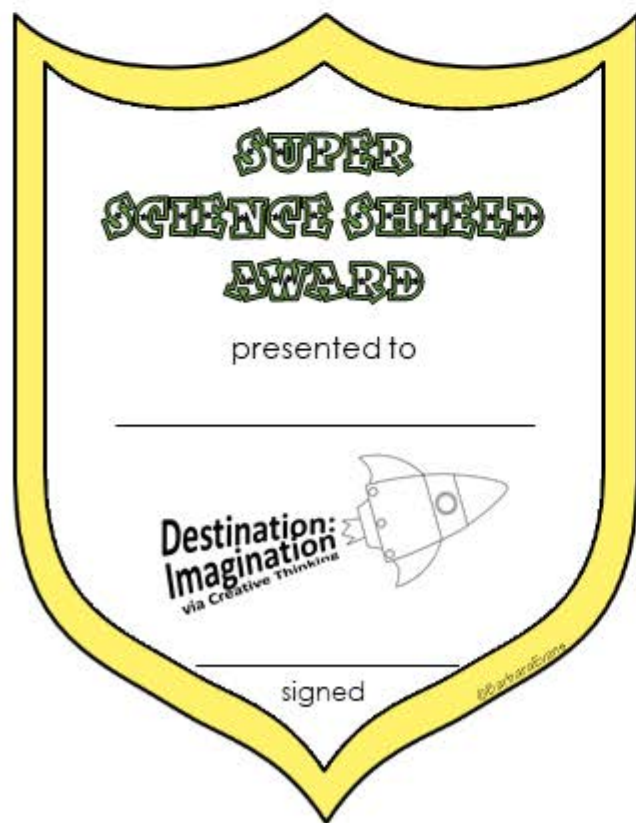
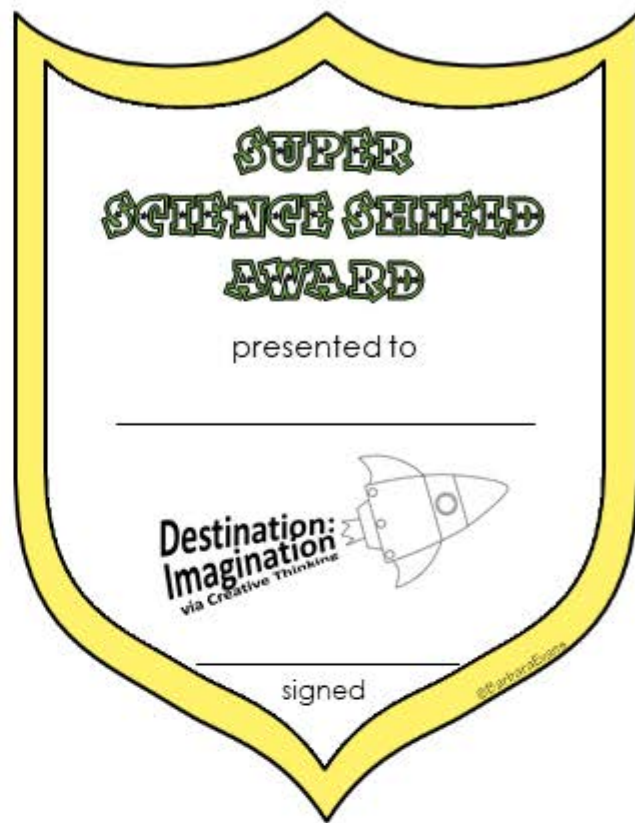
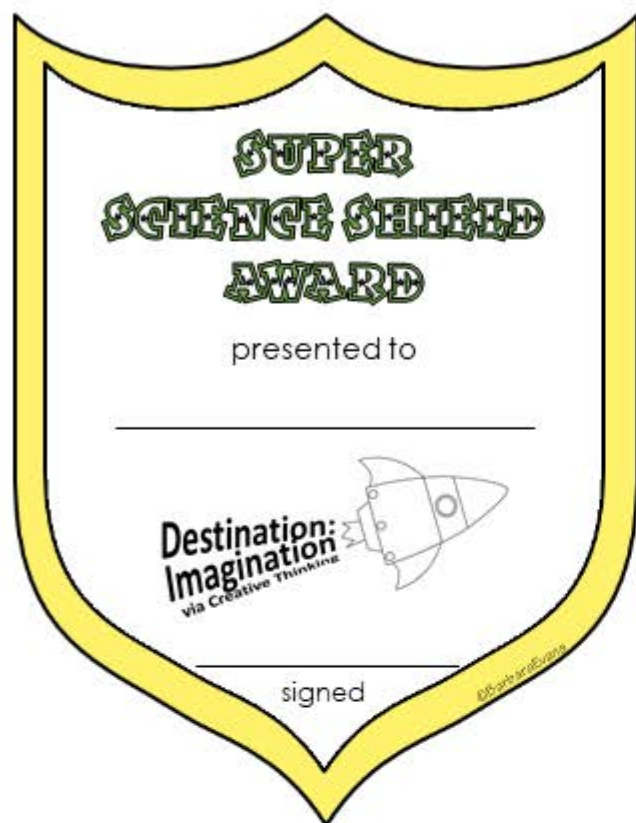


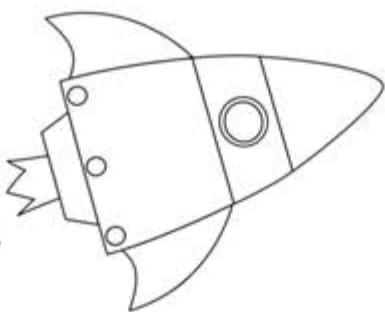




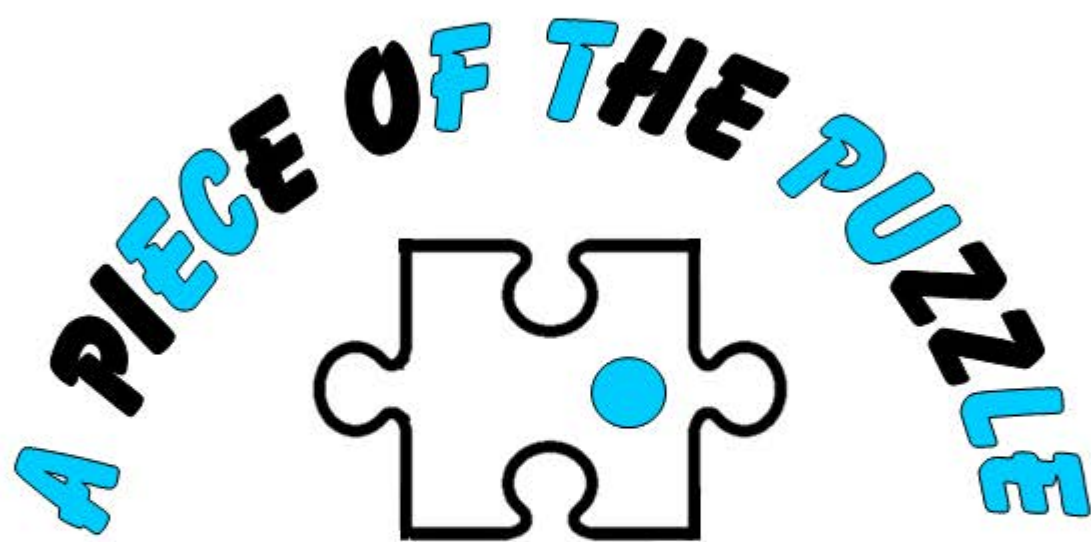


Participation Certificates:



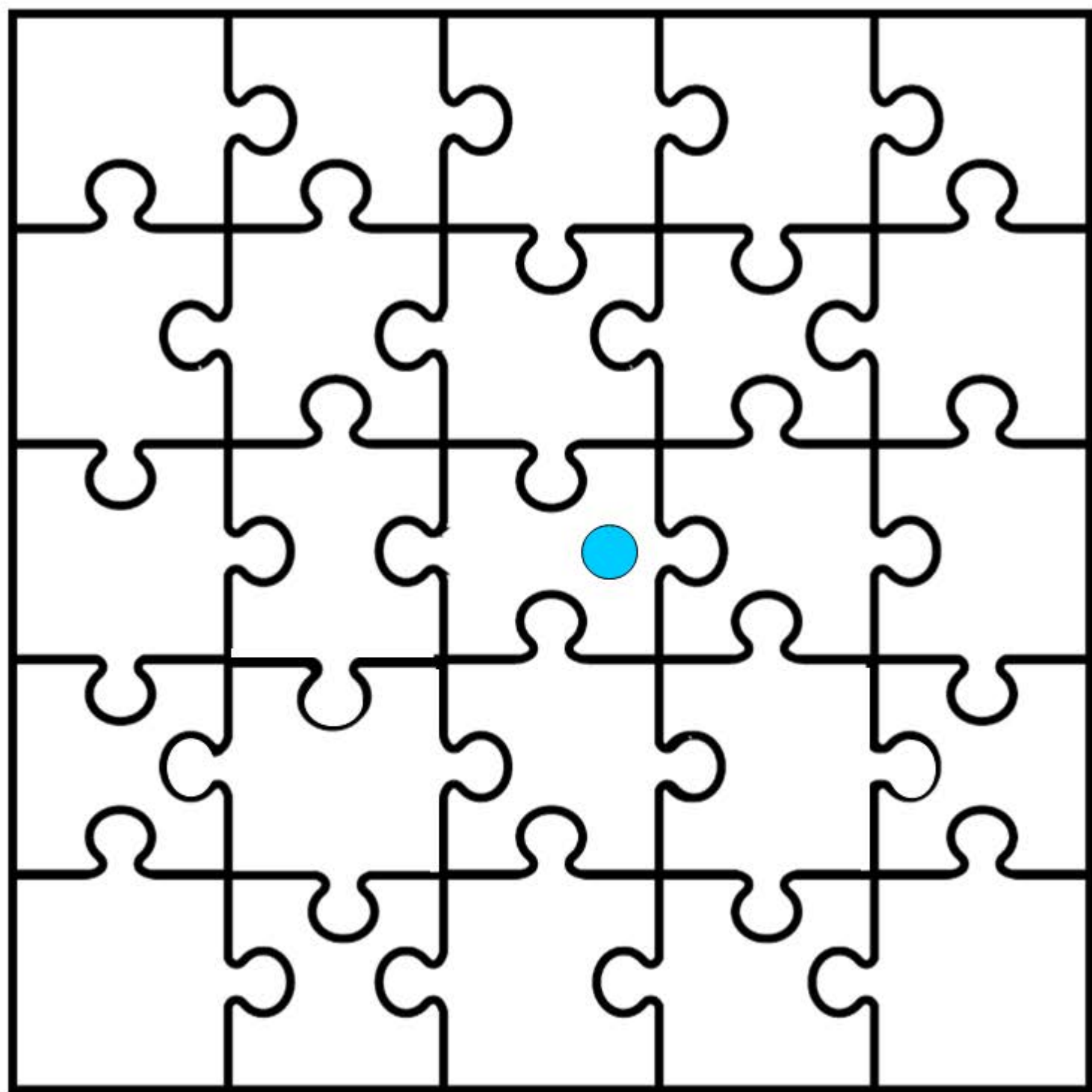


Due date _____



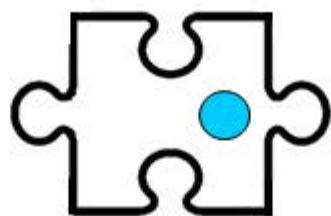
You know how frustrating it is to put a jigsaw puzzle together and find that it is missing one piece. We have the opposite problem this week. The piece above is the only piece of the puzzle we have!

To reach your destination this week, you need to design the rest of the puzzle. A blank jigsaw puzzle is provided. Create your design around the blue dot piece. Bring your puzzle in, fully assembled, to share with the class. Then you will have reached your journey's end.



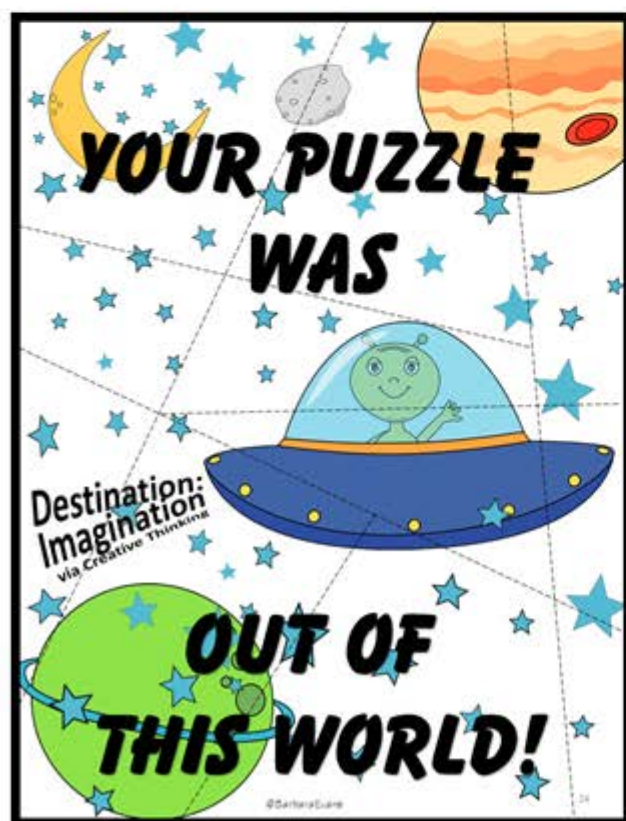
Notes to the teacher:

A PIECE OF THE PUZZLE



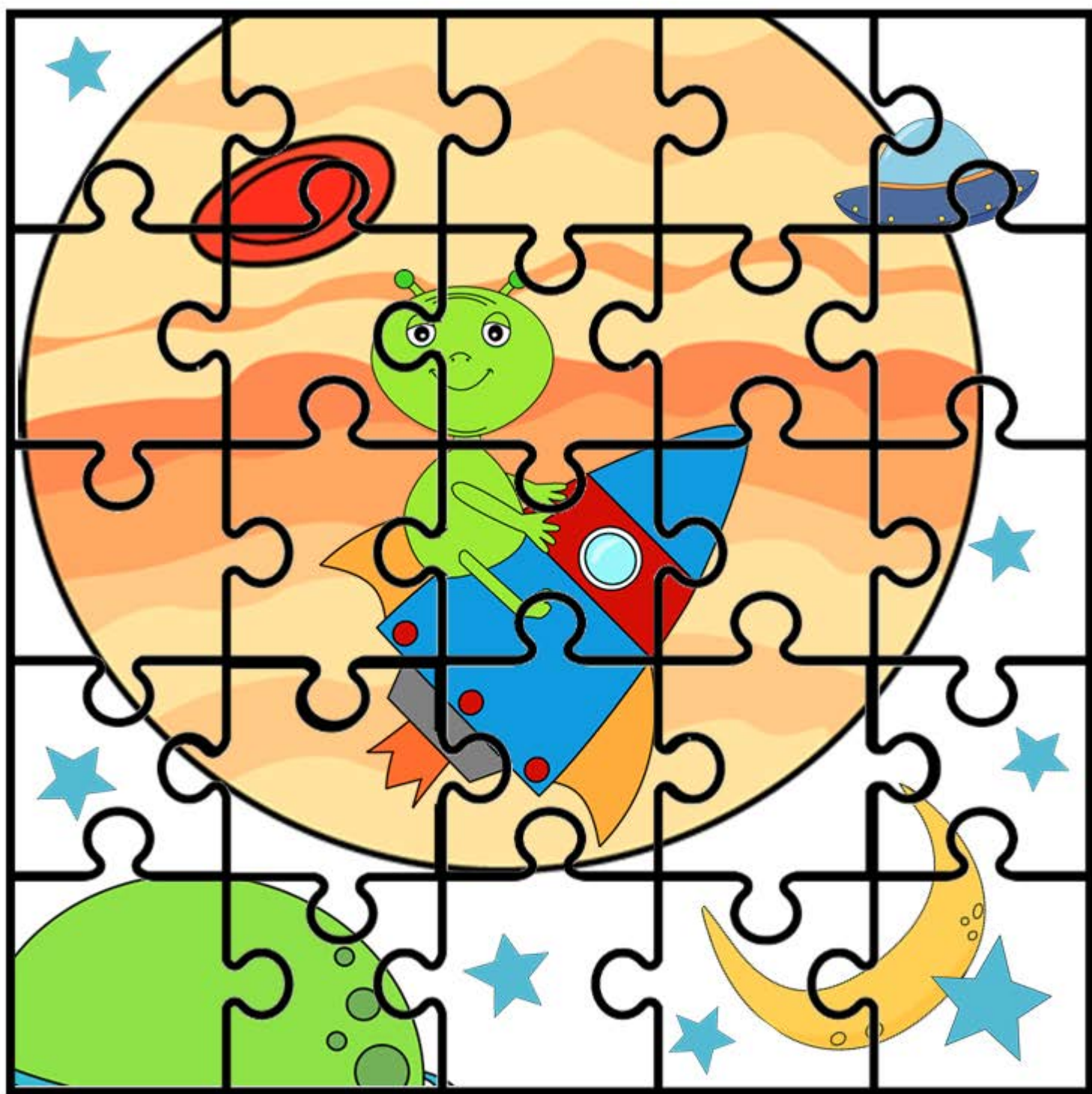
A puzzle template is provided with the blue dot piece in the center. When you display the example puzzle, be sure to point out the original piece. Talk about how it was incorporated in the overall design/picture.

If your students cut their puzzles apart before bringing them into school, there is a great chance that some pieces will be lost. I encourage my students to leave their puzzles uncut until they show them to the class. Then they can cut them apart and place them in a center for their friends to reassemble. It is also a fun activity to challenge the other students to find the one piece of the puzzle that was given in this assignment before allowing the students to cut them apart.



The presentation award for this project is intended to be cut apart and placed in an envelope or sandwich bag. The students must assemble the puzzle to find the certificate's message. Note that the cutting lines making the puzzle pieces are all straight lines. This will allow you to use a paper cutter and save your valuable time.

Example Puzzle:

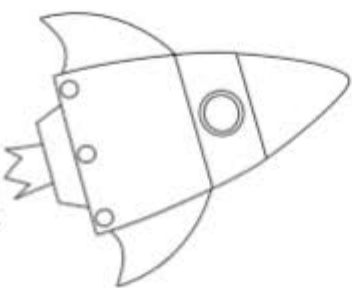




**YOUR PUZZLE
WAS**

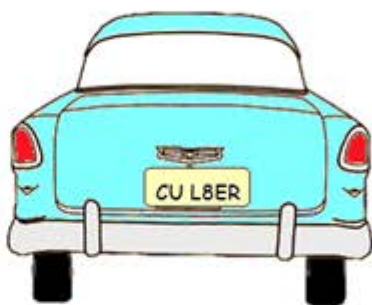
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**OUT OF
THIS WORLD!**



Due date _____

License 2 B U



Vanity plates are car license plates that bear letters and numbers that send a message. These messages symbolize something important to the owner. The message may tell something about the person's appearance (REDHEAD), personality (WISE GUY), accomplishments (SWM CHMP), occupation (EIEIO), or philosophy (OK 2 B U).

On your journey this week, you will create 2 vanity plates:

- 1. Design a vanity license plate for someone or something well known.** For example:
 - a famous person, like Abe Lincoln or Barack Obama
 - an occupation, such as chef, artist, or fire fighter
 - a fictional character, like Cinderella, Superman, or Harry Potter
 - a fictional place, such as Never Never Land or the Land of Oz
 - a famous landmark, like Mt. Rushmore or the Pyramids of Giza
- 2. Design one plate for yourself.** Think about something unique to you, a personality trait, goal, activity you love, or message you want to express.

Attached are templates for your license plates. Do all of your printing in upper case letters using markers or crayons. You may use any combination of letters and numbers, but no more than a total of 7. Numbers can be used for words (1 = won, 8 = ate). Alternate or incomplete spellings are absolutely acceptable (CS = sees or seas, or EZ DUZ IT). On the back of your license plates, write your name and briefly describe what your messages mean.

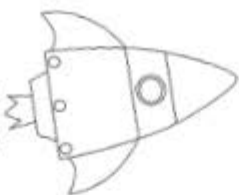


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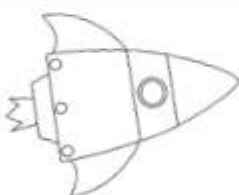


GR8 JOB

Buckle Up

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**Destination:
Imagination**
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GR8 JOB

Buckle Up

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Notes to the teacher:



Introduce the concept of vanity license plates by sharing the examples that follow. Allow your students to share vanity messages they may have seen and invite them to be on the lookout for vanity plates during the week of this assignment. Encourage your students to think of several ideas before selecting the license plates that suit them best. Quite often, the more ideas they generate, the more creative those ideas become.

Invite audience involvement during the presentations by instructing your students to display their license plates without explanation. Classmates may then guess what the message means. The creator can confirm the conjectures or provide additional clues.

Award each participant a certificate (provided) to show your appreciation for their efforts. Add the student's name as s/he is presenting to the class and sign your name.

Extend the fun of this project to the whole school by using the students' license plates to create a display in a common area.





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I'm late



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Eye doctor - Ophthalmologist or optometrist



© Barbara Evans

High seas – sailor or High Cs - soprano



© Barbara Evans

Old MacDonald or farmer



© Barbara Evans

Blue eyes



© Barbara Evans

Red head



Burger guy



Wise guys



On a roll – truck driver



The stork - obstetrician



Dad of 7 children



Swim champ



© Barbara Evans

Gnu car - new car



© Barbara Evans

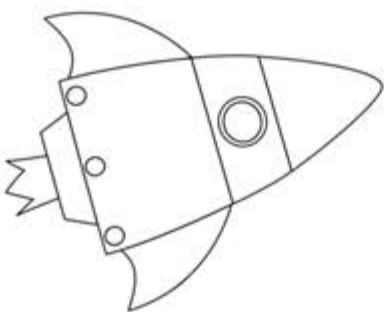
Love my dog



Hole in 1 - golfer



I'm OK, are you?



Due date _____

Crafting Clues



A good mystery or treasure hunt is just the challenge we need. As you journey this week, you will be crafting the clues!

To begin, determine the solution. That's right! You start with the answer and work back to the beginning. Create a series of clues that lead us to your solution or treasure. You will have arrived at your destination when you bring your clues to school to share with our class.

Notes to the teacher:

Crafting Clues

To promote flexibility, give your class a series of clues vastly different from the ones on the assignment page. If time and circumstances allow, create a series of clues that lead the class around the school, arriving at the computer lab, or playground, or whatever works for your class. Construct your clues, then put them in separate envelopes that are numbered. Hand the clues out randomly to students. Once your class is lined up and ready to go, ask the child with clue #1 to open the envelope and read it. Then, as a class, follow the clue. Upon reaching that destination, ask for clue #2 to be opened and read. Continue in this way until your class reaches the final destination/solution. You may wish to plant a treasure at the last stop, such as a reward ticket for your behavior system, a surprise snack, or allow an extra recess.

Participation Certificate:



Clever Clues Award



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Signed

Date

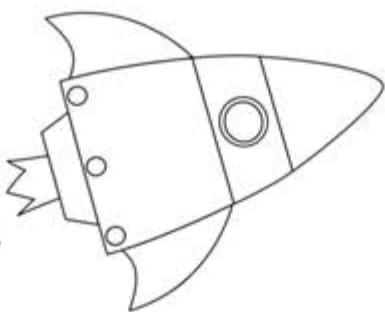
Clever Clues Award



©BarbaraEvans

Signed

Date



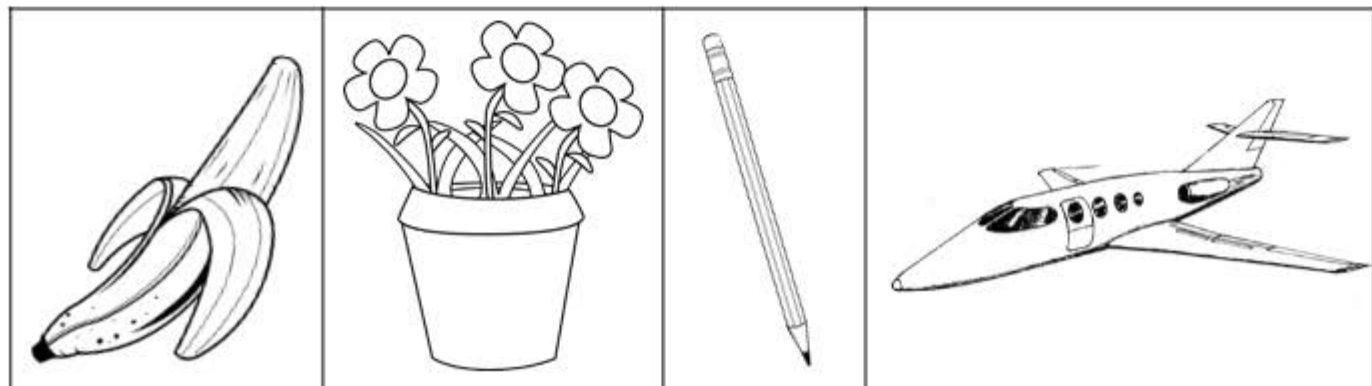
Due date _____



BIRDS OF A FEATHER FLOCK TOGETHER

Birds like to hang out with other birds of the same species. That's true of most creatures in nature. Think about your friends. You like to play with friends who have the same interests as you have. In other words, you look for things you have in common when you are making friends.

Examine the objects below. They do not seem to have much in common. You have a whole week to figure out ways they are alike. Make a chart to show how you compared the objects. You will have reached your destination when you bring your chart to school to share.




Notes to the teacher:



BIRDS OF A FEATHER FLOCK TOGETHER

When presenting this project, you may want to model finding commonalities among disparate objects. Bring 4 common objects to class and invite your students to brainstorm shared traits. Record their thoughts on a graphic organizer.

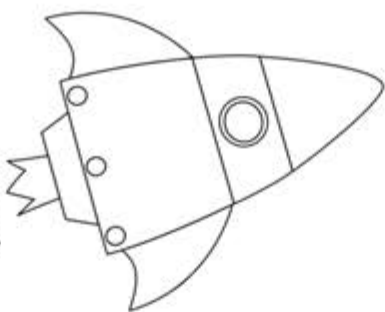
Participation Certificates:

Destination: Imagination via Creative Thinking		Your characteristics chart was	
beautifully done		✓	
to the point		✓	
a-"peeling"		✓	
"jet plane" great		✓	

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Destination: Imagination via Creative Thinking		Your characteristics chart was	
beautifully done		✓	
to the point		✓	
a-"peeling"		✓	
"jet plane" great		✓	

©BarbaraEvans



Due date _____

Mend a Broken Heart

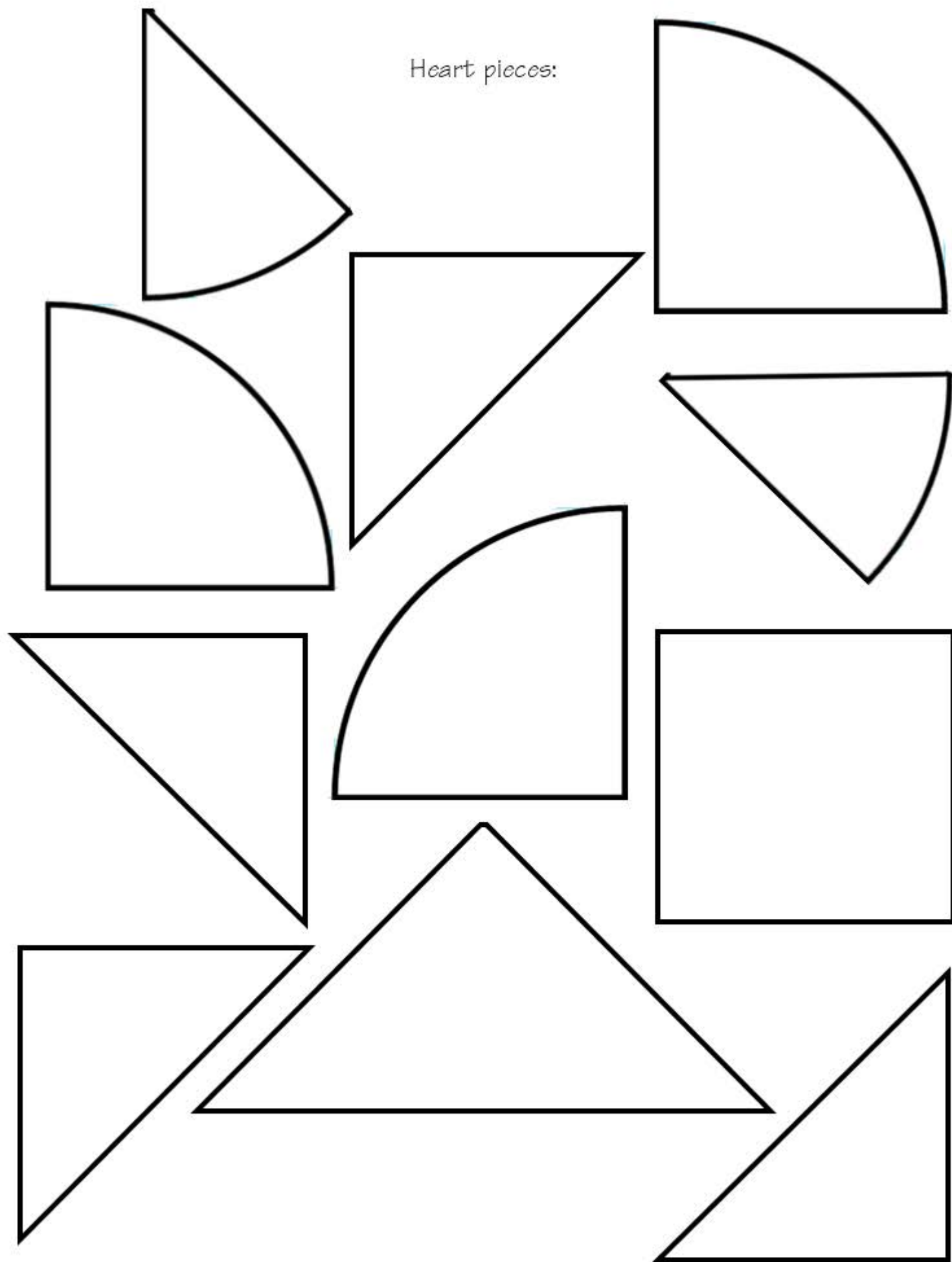
Tis the season for hearts. Although we think of happy hearts, candy hearts, sweethearts, and loving hearts around Valentine's Day, sometimes we encounter a broken heart.

On your journey this week, your challenge is to mend a broken heart. To do that, you need to find heart words or phrases. Write each word or phrase on one of the broken heart pieces. Then write what it means. Here's an example →

**Eat your heart
out** = be jealous
or envious of
someone

When you have found a word or phrase for each piece of the broken heart, cut out the pieces and glue the heart back together. You will have reached your destination when you bring your mended heart in to share with the class.

Heart pieces:



Notes to the teacher:

Mend a Broken Heart

This project challenges 2 domains: language and spatial relationships. It is always helpful to stimulate flexible thinking by providing diverse examples of heart words and phrases. Following is a list to get you started:

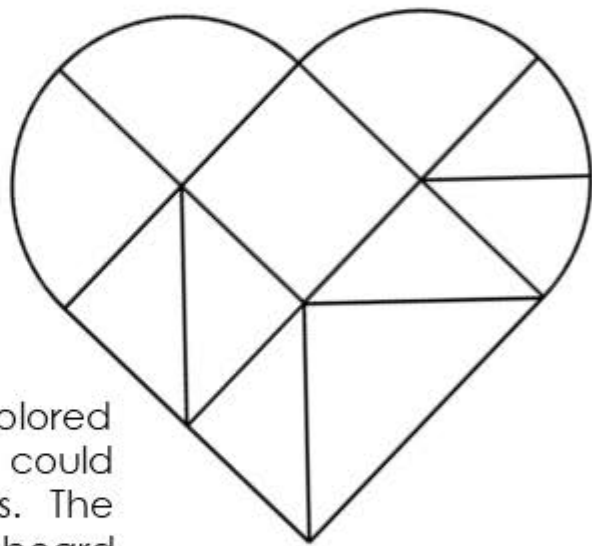
- Heartbeats
- Heartstrings
- Heartless
- A bleeding heart
- Wear your heart on your sleeve
- Have a heart to heart talk
- Hardhearted
- In my heart of hearts
- Brave heart
- Bigheartedness
- Coldhearted
- Heartworms
- Absence makes the heart grow fonder
- Young at heart
- My heart isn't in it

You may wish to copy the heart pieces on colored paper in valentine colors. Or, you could encourage your students to color the pieces. The resulting colorful hearts make a nice bulletin board display.

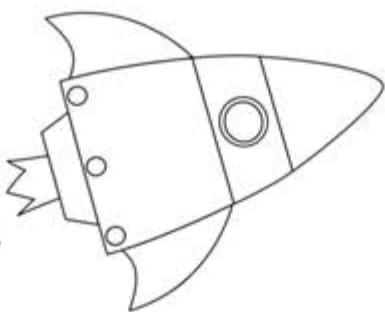
A solution to mending the broken heart appears above. There are multiple ways to reconstruct the heart, but the final shape will be the same. This task is similar to a tangram puzzle.

CCSS alignment:

- [CCSS.ELA-Literacy.L.1.4](#)
 - [CCSS.ELA-Literacy.L.1.4a](#)
 - [CCSS.ELA-Literacy.L.1.4b](#)
 - [CCSS.ELA-Literacy.L.1.4c](#)
- [CCSS.ELA-Literacy.L.1.5](#)
- [CCSS.ELA-Literacy.L.2.5](#)
 - [CCSS.ELA-Literacy.L.2.5a](#)
- [CCSS.ELA-Literacy.L.3.5](#)
 - [CCSS.ELA-Literacy.L.3.5a](#)
- [CCSS.ELA-Literacy.L.4.5](#)
 - [CCSS.ELA-Literacy.L.4.5a](#)
 - [CCSS.ELA-Literacy.L.4.5b](#)
- [CCSS.ELA-Literacy.L.5.5](#)
 - [CCSS.ELA-Literacy.L.5.5a](#)
 - [CCSS.ELA-Literacy.L.5.5b](#)
- [CCSS.Math.Content.1.G.A.2](#)







Due date _____

Simple Symbols



As humans, we are probably the only creatures on earth that use symbols to represent things. Every letter of the alphabet is a symbol. Vehicle dashboards are full of symbols. Public buildings have scores of symbols, logos, and signs. When you start really looking, you will be surprised by how many symbols you see each day. Easy to understand symbols are important for lots of reasons. Signs with words would be confusing to someone who speaks a different language. Imagine how upset you would be if you walked into the wrong public restroom just because you did not know what the sign said!

As you journey this week, collect as many symbols as you can. Be sure you know what each symbol means. Then choose 5 to bring to school. Choose ones you think no one else found.

Next, invent a new symbol that stands for something that does not yet have one. You will have reached your destination when you bring your collection and your new symbol to show us.

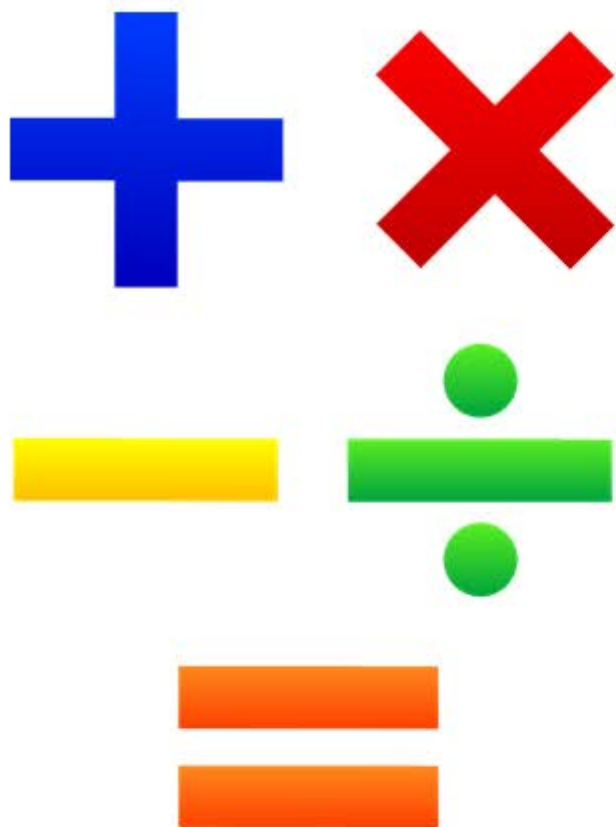
Notes to the teacher:

Simple Symbols

To get their creative juices flowing, show your students examples of signs they have likely seen (following). Emphasize how easily they are recognized without the benefit of words. Ask them to name other signs they know that do not use words. Clearly, your students will be unable to bring in the actual signs they find this week. Assure them that a sketch of their symbols will be just fine.

Create a symbol of your own to show the students. It should reflect something common to your classroom and/or school. For your convenience, I have create the following one that means "No Tattle Telling."

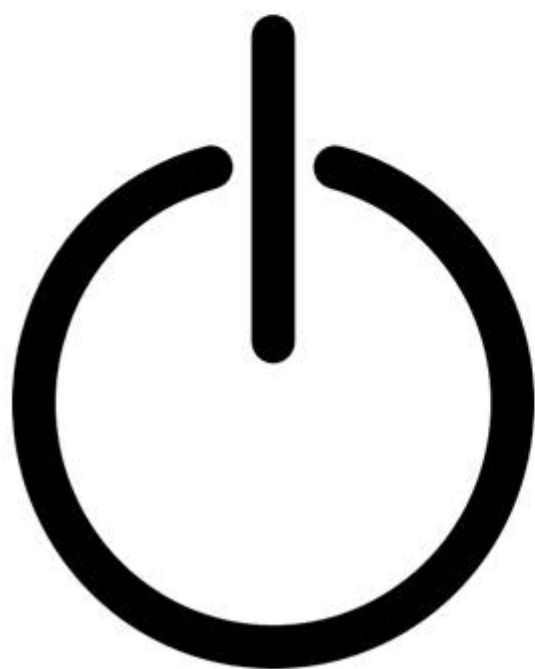




math symbols



McDonald's



power on/off



no bicycles



women's restroom



men's restroom



Chicago Bulls
(NBA)



Apple computers



NBC



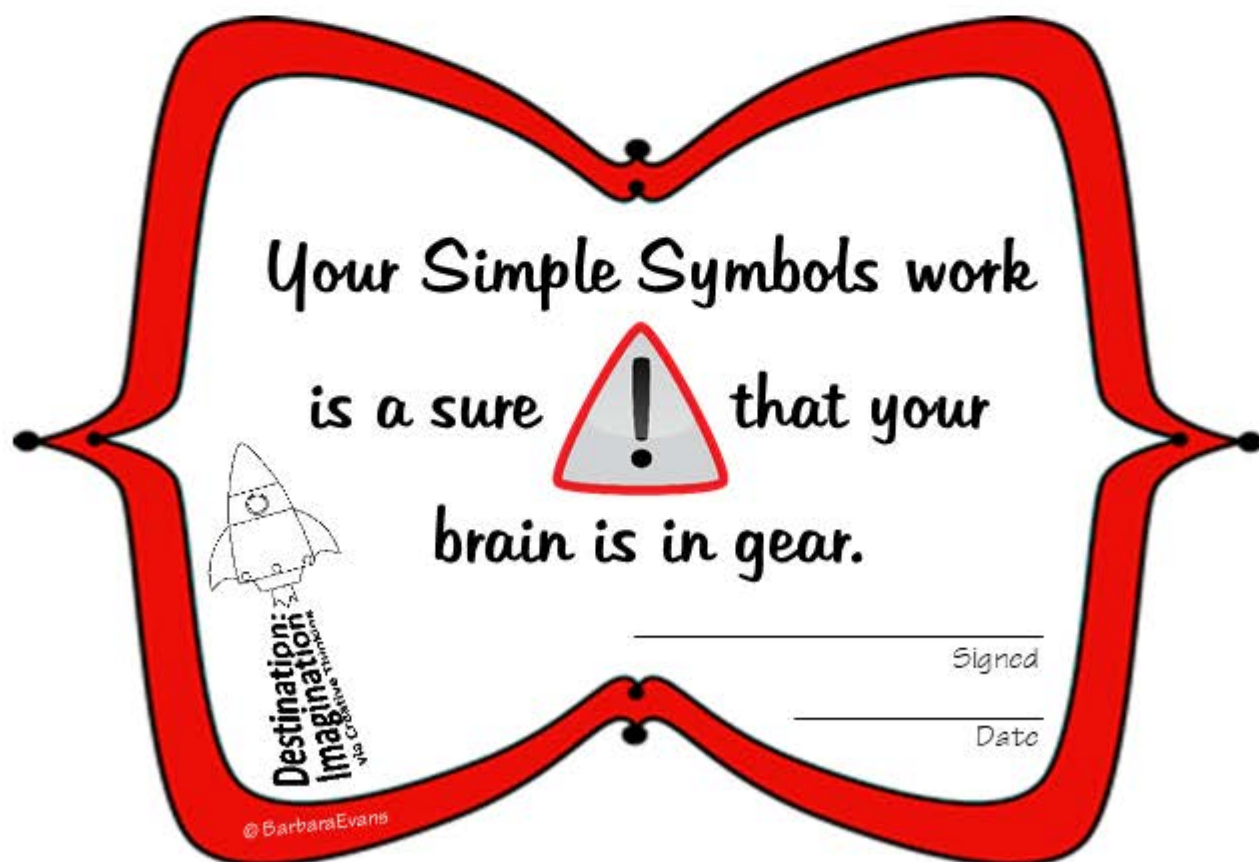
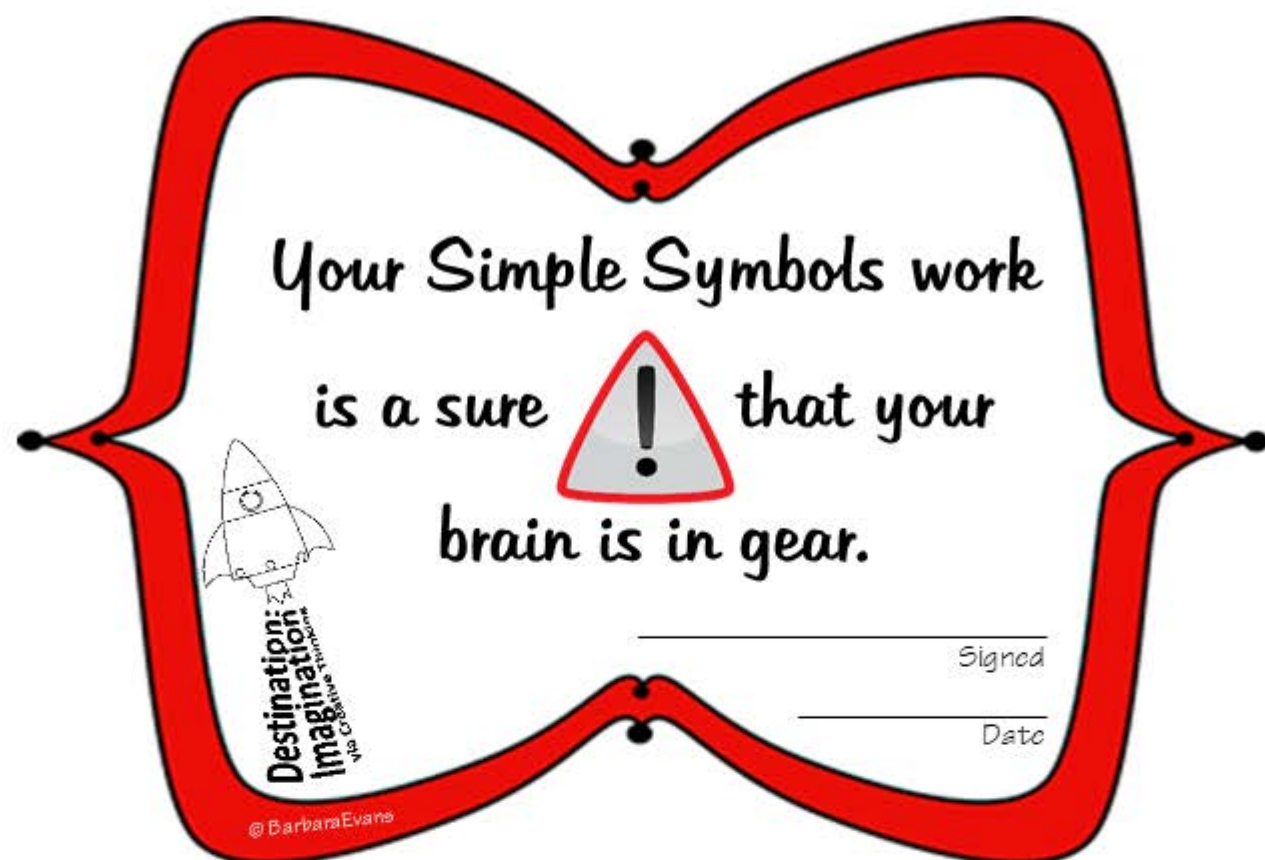
Nike

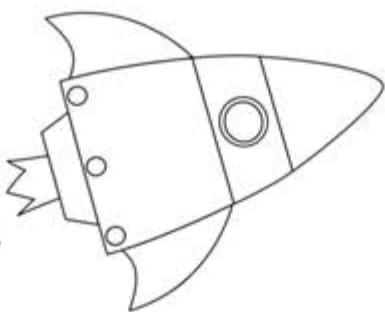


Batman



Olympics





Due date _____

Cryptid Creations



Cryptids are creatures that have not been scientifically proven to exist, but in whom many people believe. In days of old, tales were told of fire-breathing dragons, unicorns, griffins, and sea serpents. Modern cryptids include the Loch Ness Monster of Scotland, Yeti in the Himalayas, and Bigfoot in N. America.

On your journey this week, invent a cryptid of your own. Give it a name, create some make-believe sightings, and gather "evidence" that your cryptid really exists somewhere nearby. You will have reached your destination when you bring everything into school to convince the rest of us that we should be on the lookout for your creature.

Notes to the teacher:

Cryptid Creations

CCSS Alignment:

- [Literacy.W.1.3](#)
- [Literacy.W.2.3](#)
- [Literacy.W.3.3](#)
- [Literacy.W.4.3](#)
- [Literacy.W.5.3](#)

Following is photo evidence of modern day cryptids. You may wish to share them with your students as examples of sightings. Your students are unlikely to be able to photograph their creatures, but they can certainly draw a picture of it. Clever students may be able to Photoshop™ a picture to intimate the presence of their cryptid.

Other evidence of cryptids has included hair/fur samples, scalps, and footprints. Students could make such artifacts from yarn or fabric. Footprints could be made in Play Doh™ or clay.

Yeti in Nepal



Yeti footprint





Yeti scalp



Yeti in Poland



Bigfoot in CA

Bigfoot footprint, NC





Bigfoot footprint, IL

Loch Ness Monster



Your
**Cryptid
Creation**

was



Monstrously
good!



Destination:
Imagination
via Creative Thinking

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Signed _____

Date _____

Your
**Cryptid
Creation**

was



Monstrously
good!

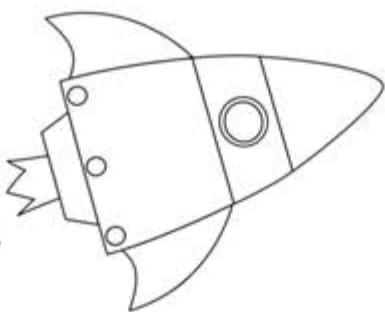


Destination:
Imagination
via Creative Thinking

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Signed _____

Date _____



Due date _____



Finding Fairies



When you lose a tooth, the Tooth Fairy comes around with a little gift to make you feel better. But where is a helpful fairy when you lose your lunch money, your homework, or your temper? Wouldn't it be great if a fairy appeared whenever you lost your way?

We need more fairies to help us when we lose things. So, on your journey this week you will travel through your imagination to create a few new fairies to help us find whatever we have lost. Name your fairies, write a brief description of what they will help us find, and draw a picture so we know what they look like. You will reach your destination when you bring your Finding Fairies to school in one week.

Notes to the teacher:

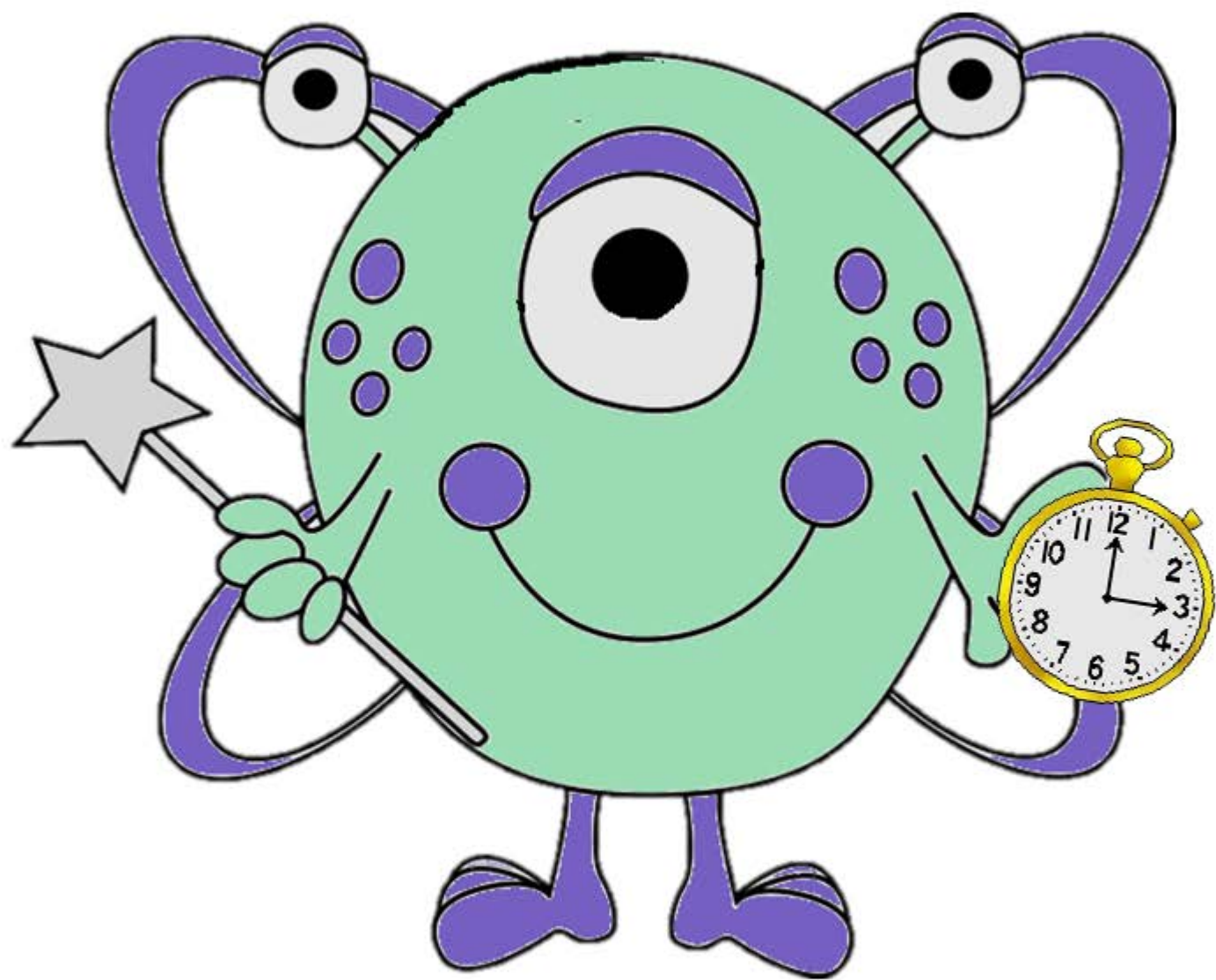
Finding Fairies

Spend a few minutes brainstorming with your class about things we often lose. This will help them build fluency and flexibility. Be prepared to demonstrate your expectations for their Finding Fairies by presenting an example of your own making. Following are some examples you could share.

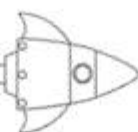
**This is Kaptina,
the Lost Keys
Fairy. When
someone loses
their keys, she
will help find
them.**



This is Tyreep. He is the Lost Time Fairy.
When you lose track of time, Tyreep will help
you find it again.



Destination:
Imagination
via Creative Thinking



Your



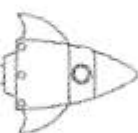
Finding Fairies



work was
fabulous!

©BarbaraEvans

Destination:
Imagination
via Creative Thinking



Your

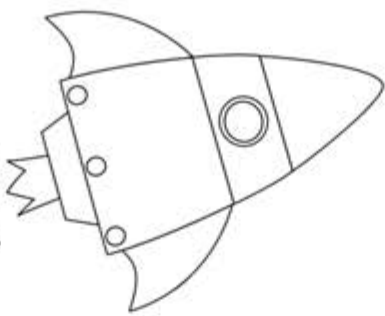


Finding Fairies

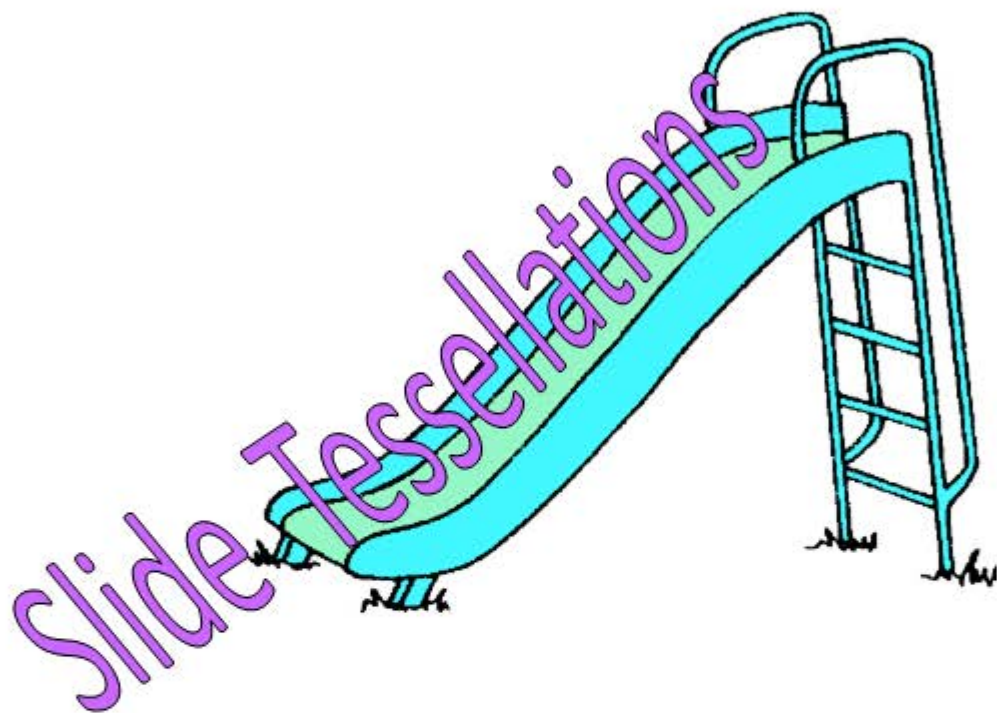


work was
fabulous!

©BarbaraEvans



Due date _____



Tessellations are designs which can fit together in a pattern to fill a flat plane with no gaps or overlaps. Every tiled floor or wall is a tessellation. Mosaics and quilts are tessellations, too. Even brick walls are tessellated rectangles.

Not all tessellations are made from geometric shapes. Some of the most interesting tessellations are unusual shapes that depict colorful animals, plants, or patterns. On your journey this week, you will create your own tessellations using the slide technique. Instructions are attached.

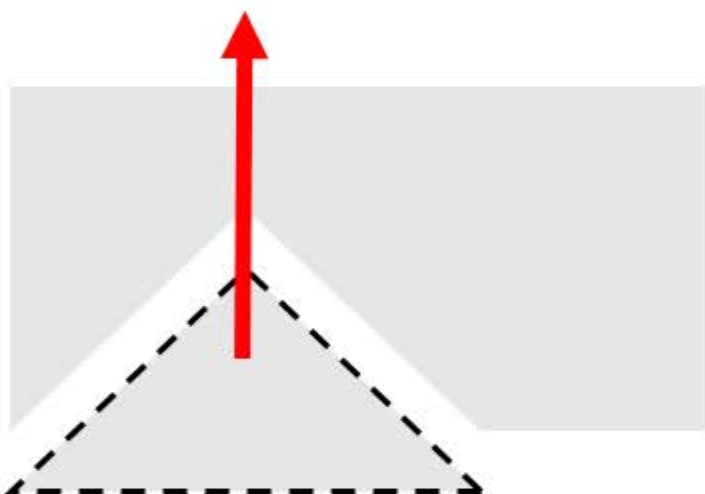
M.C. Escher is probably the best known creator of tessellations. His work is creative, colorful, and fascinating. Who knows? You may become as famous as Mr. Escher. You will have reached your destination when you bring your best tessellation picture in to share with the class.

Slide Tessellation Instructions:

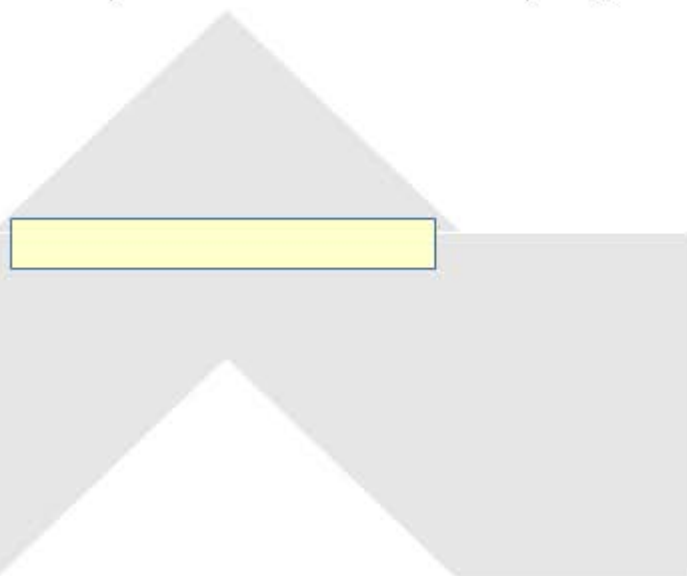
1. Cut a simple shape from 1 side of your rectangle.



2. Slide the cutout to the top of the shape, making sure the corners meet.



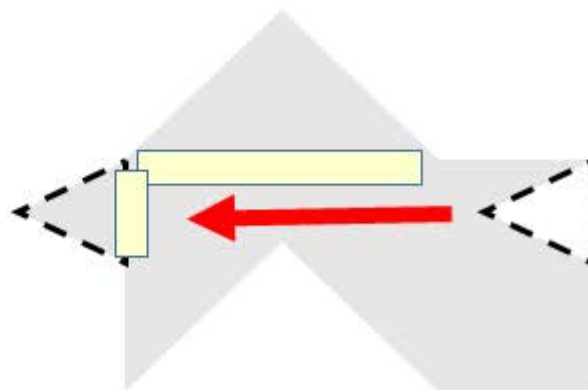
3. Tape the cutout to the top edge.



4. You can now use your shape to make your tessellation pattern.

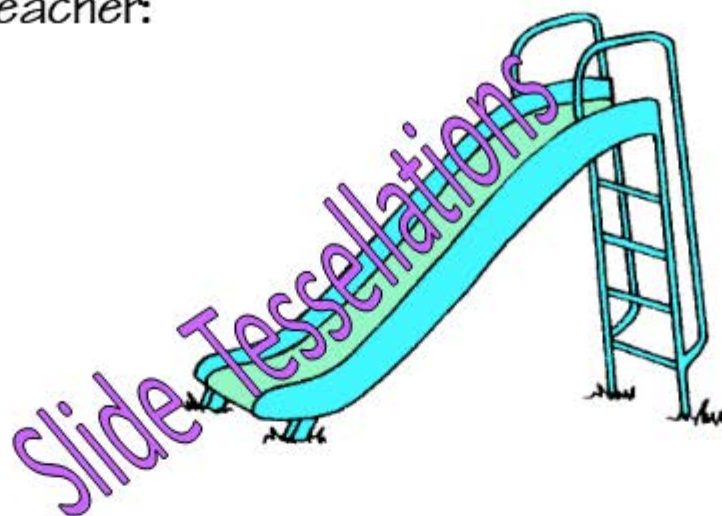


5. Or, if you want, you can repeat the slide procedure on another straight edge.



6. Now go tessellate!

Notes to the teacher:



When you print the assignment sheet, attach the directions for making a slide tessellation for the benefit of adults at home. Also attach a 3"x5" index card with lines on one side. The lines will help to ensure that the portions that slide to the opposite side will be an exact match since a flipped over shape may be close, but not exact.

Be sure to demonstrate both making the slide tessellation shape and using it to make a tessellated pattern (tracing the shape with pencil and making successive shapes match exactly). You should also share the examples of tessellations that follow, or present one of your own. The complexity of the design you expect will vary with the age and stage of your students.

Participation Certificate:

This
Terrific Tessellations Award
is presented to

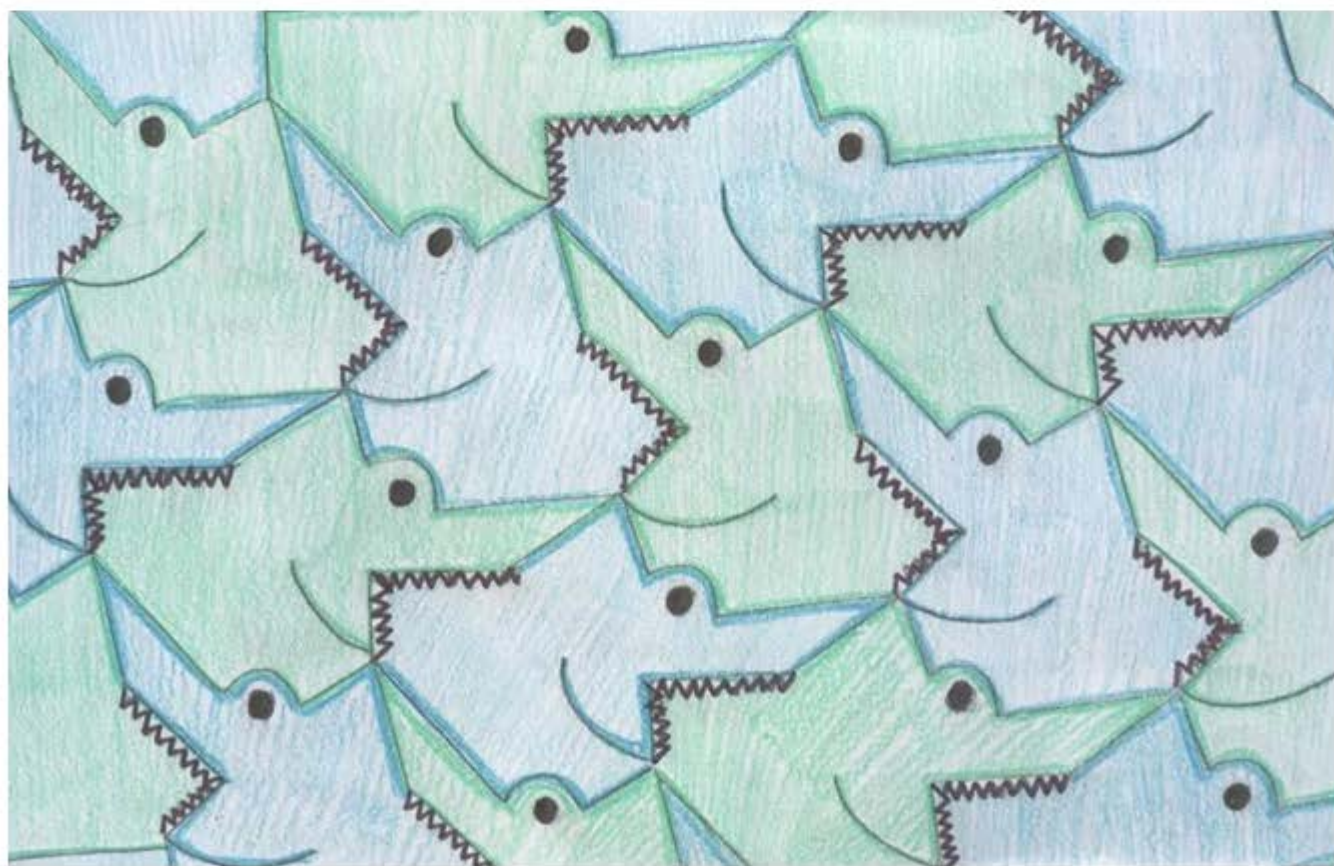
**Destination:
Imagination**
via Creative Thinking

Signed _____

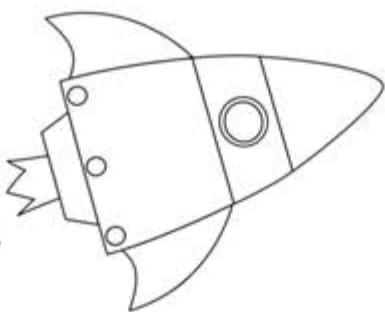
Date _____

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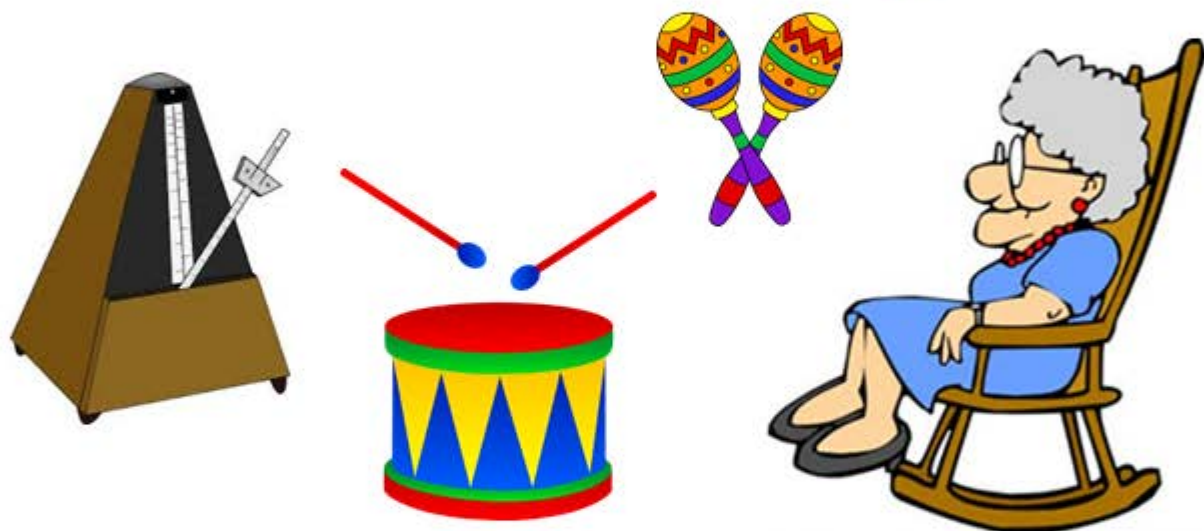






Due date _____

Recognizing Rhythms



Music and poetry appeal to people because they have a great beat, at least when they are done well. Did you know that rhythm is contagious? If you were in a room full of people in rocking chairs, over time they will all begin to rock in rhythm.

Rhythm can be found in all sorts of places. The ticking of a clock, sawing wood, a dripping faucet, and chewing gum are sources of rhythm. On your journey this week, be on the lookout for rhythms that do not come from music or poetry. Make a list of the rhythms you recognized. You will have reached your destination when you bring your rhythm collection in to share with the class.

Notes to the teacher:

Recognizing Rhythms

Activate your students' rhythm awareness by drawing their attention to rhythms in your school environment. Can they hear the clock on the wall ticking? Is the faucet on the sink dripping? What about the furnace or air conditioner? Are they producing any steady beats? Throughout the week, point out rhythms you notice and encourage your students to do the same.

For extra interest, alert the music and P.E. teachers to be attuned to rhythms when your students are in their classes. Recognizing rhythms can be a full time job!

Participation Certificate:

 Congratulations! 
_____ is an expert at
Recognizing Rhythms!



©BarbaraEvans

Signed

Date

Congratulations!

is an expert at

Recognizing Rhythms!

**Destination:
Imagination**
via Creative Thinking



_____ Signed _____

_____ Date _____

©BarbaraEvans

Congratulations!

is an expert at

Recognizing Rhythms!

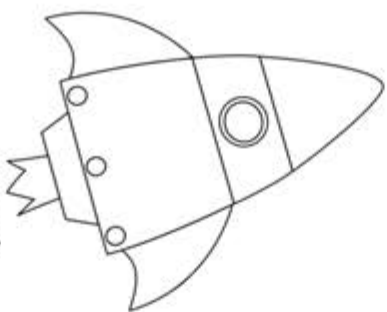
**Destination:
Imagination**
via Creative Thinking



_____ Signed _____

_____ Date _____

©BarbaraEvans



Due date _____



Santa, I Can Explain...

We all know Santa has a *Naughty List*. Hopefully, none of us are on that list. But, there are some names that DEFINITELY belong on the *Naughty List*.

Think about some characters from fairy tales, folk tales, and legends that behave badly. Surely they are on Santa's *Naughty List*. Choose one of those villains and write a letter to Santa from that character's perspective. Explain how that character is misunderstood. Do your best to persuade Santa that s/he should be placed on the *Nice List*.

You will have reached your destination when you bring your letter in to share with the class.

Notes to the teacher:

Santa, I Can Explain...

Prior to distributing this assignment, read some fractured fairy tales to your class. Some suggestions:

- **The True Story of the Three Little Pigs** by Jon Scieszka
- **Honestly, Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf** by Trisha Speed Shaskan
- **Seriously, Cinderella Is SO Annoying!: The Story of Cinderella as Told by the Wicked Stepmother** by Trisha Speed Shaskan
- **Honestly, Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf** by Trisha Speed Shaskan
- **Believe Me, Goldilocks Rocks!: The Story of the Three Bears as Told by Baby Bear** by Nancy Loewen
- **Really, Rapunzel Needed a Haircut!: The Story of Rapunzel as Told by Dame Gothel** by Jessica Gunderson
- **Trust Me, Jack's Beanstalk Stinks!: The Story of Jack and the Beanstalk as Told by the Giant** by Eric Braun
- **Frankly, I Never Wanted to Kiss Anybody!: The Story of the Frog Prince as Told by the Frog** by Nancy Loewen

CCSS Alignment

- [Literacy.RL.2.2](#)
- [Literacy.RL.2.3](#)
- [Literacy.RL.2.6](#)
- [Literacy.RL.2.9](#)
- [Literacy.RL.3.2](#)
- [Literacy.RL.3.3](#)
- [Literacy.RL.3.6](#)
- [Literacy.RL.4.3](#)
- [Literacy.RL.4.6](#)
- [Literacy.RL.5.2](#)
- [Literacy.RL.5.6](#)
- [Literacy.W.2.3](#)
- [Literacy.W.3.3](#)
- [Literacy.W.4.3](#)
- [Literacy.W.5.3](#)



This activity gives students an opportunity to work with point of view and persuasive writing. Begin this journey by brainstorming a list of villains with your class. Then, you may wish to share an example of the persuasive writing you seek. For your convenience, I have created a sample for you.



Dear Santa,

It has come to my attention that you may have put my name on the “naughty list.” If this is true, it most certainly is an error. Let me explain:

First, please remember that this whole incident with Dorothy began when she killed my sister. She claims it was “accidental,” but really, can crushing someone under your house actually be an accident?

You also need to remember that Dorothy stole an extremely valuable pair of shoes. Those ruby slippers should clearly be mine as they belonged to my late sister.

Surely you must realize that my actions were the result of my overwhelming grief and righteous indignation over the crimes Dorothy committed. In fact, that low down, rotten thief and killer, is the one that belongs on your naughty list; not me!!!!

Sincerely,
The Witch of the West
(Notice I did not say the
wicked witch of the west
because I am NOT wicked! I’m
nice.)

P.S. All I want for Christmas is those ruby slippers that Dorothy stole!

Santa's Nice List

It's clear that you belong
on Santa's *Nice* List!

Great work!

_____ Signed _____ Date _____

Destination: Imagination
and Creativity

@BarbaraEvans

Santa's Nice List

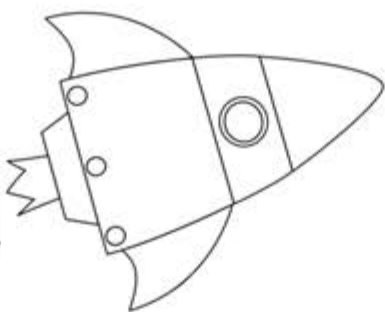
It's clear that you belong
on Santa's *Nice* List!

Great work!

_____ Signed _____ Date _____

Destination: Imagination
and Creativity

@BarbaraEvans



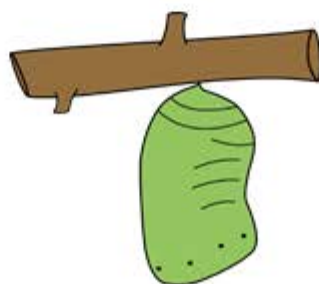
Due date _____

Writing without Words



Writing without words? Is that possible? They say a picture is worth a thousand words. So, if that is true, it is possible to "write" a story without using any words. And that is your destination this week. Create a short story that is told only through pictures. Bring it in one week from today and you will have reached your journey's end.

Here is an example:



Notes to the teacher:

Writing without Words

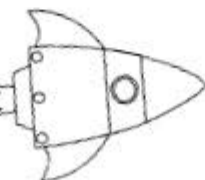
The key to this project is to convince your students to keep their stories short. You may wish to limit them to 6 or 8 pictures. Similarly, you should stress the need for **simple** pictures. Have your students display their pictures without saying a word. Then allow the other students to "read" the story. The author can confirm or correct the "readings."



**A Picture
IS Worth
1000 Words!**

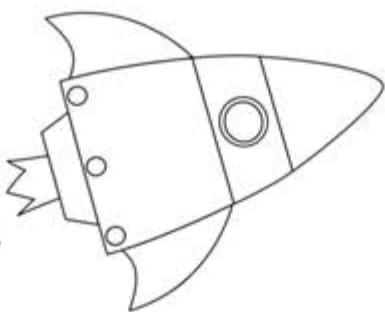
**Destination:
Imagination**
via Creative Thinking

©BarbaraEvans



Signed _____

Date _____



Due date _____



Some folks believe that gypsies and fortune tellers can look into their crystal balls and see everything about another person. Most people believe it is all just good guesswork.

Your challenge this week is to look into your crystal ball and guess about the life story of someone you have never met. Select a picture from a magazine or catalog that shows a person you think you can guess about. Give your person a name and write a short biography of that person's life. Include when and where that person was born, where s/he went or goes to school, what work s/he does, and where they live now. You can tell us about their family, favorite foods, hobbies, and sports.

You will have reached your destination when you bring your picture and biography to school to share with the class.

Notes to the teacher:

THE CRYSTAL BALL CAN SEE IT ALL

CCSS Alignment

- [Literacy.W.1.3](#)
- [Literacy.W.2.3](#)
- [Literacy.W.3.3](#)
- [Literacy.W.4.3](#)
- [Literacy.W.5.3](#)

As always, it is wise to present a picture and biography of your own before launching your students on this journey. Selecting a picture of a child similar in age to your students is a good idea. An example picture and story follow.

In the past, I have told my students that the child in the example picture used to attend our school, but has moved away to another state. That allows me to color the biography with names and places that are familiar to my students. The richer **your** details are, the richer **their** biographies are likely to be.



I'd like to introduce Thomas Tyler. Thomas, who does not like to be called Tom or Tommy, is 10 years old. He is in the 5th grade, but not here in our school. Last year, he was in our school. Then his father got a new job in Raleigh, NC. Thomas used to live across the street from me. It was really sad when his family moved away last summer.

Thomas and I have been friends since we were 4. Our moms were BFFs. Our dads played golf together. His oldest sister, Maryann, used to babysit for my little brother. I didn't need a babysitter, so Maryann would just play games with me.

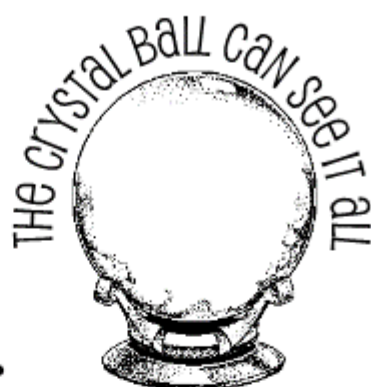
Neither Thomas nor I like to play football. We are **soccer** players. We were both on the Tigers' soccer team. Our coach called us the "Dynamic Duo" because we were so good at passing the ball back and forth to each other. Thomas is left footed, so he would cover the left side of the field. I'm right footed, so I covered the right side of the field. We are both really fast runners, so we would just race down the field passing the ball back and forth to each other. Between us, we scored 12 goals last season. Our team won the city championship!

I've lived in this town my whole life, but not Thomas. He was born in Kalamazoo, MI. His dad always said Thomas came from a zoo, the Kalama Zoo. They moved here when Thomas was four years old. We became friends when we started preschool. Then we were both in Mrs. Daly's kindergarten. In first grade, we were in different classes. After that, we were always in the same class.

Thomas is a huge basketball fan. His favorite college team is the Duke Blue Devils. Now that he lives near where the Blue Devil's play, he'll probably get to watch them play in person. If he grows tall enough, Thomas hopes to be a Blue Devil one day.

Our families used to have backyard barbecues together a lot. My mom always made deviled eggs for the barbecues. Thomas loved those deviled eggs so much that one time he ate the entire plate of them! My mom had to make another batch of deviled eggs. Mrs. Tyler asked him why he ate so many. Thomas just grinned and said he did it in honor of the Duke Blue Devils. I don't think I'll ever eat a deviled egg again without thinking about my old friend, Thomas.

IT DOESN'T TAKE A
CRYSTAL BALL TO SEE
THAT YOU DID GREAT
WORK ON THIS PROJECT.

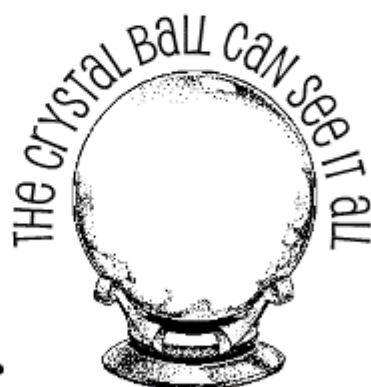


@BarbaraEvans

SIGNED

DATE

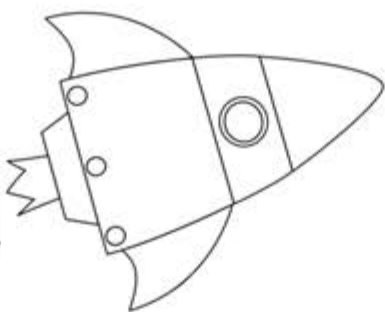
IT DOESN'T TAKE A
CRYSTAL BALL TO SEE
THAT YOU DID GREAT
WORK ON THIS PROJECT.



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SIGNED

DATE



Due date _____

Are Board Games Boring?



Electronic games seem to be taking over the world of games. Friends and families used to play board games together. When was the last time you played checkers, Clue™, or Monopoly™ ?

On your journey this week, play a few board games. Decide what makes them fun. Then develop your own board game. Create the board and pieces. Give your board game a name and write down the rules. You can use any materials for the game except electricity or batteries. You will have reached your journey's end when you bring your game in to share with our class.

Notes to the teacher:

Are Board Games Boring?

Since the title of this project asks the question, "Are board games boring?," allow your students to cast their votes. After each presenter displays his/her game, have that student vote by placing a tally mark on a simple T-chart that you provide.

yes	no

The example of a new board game that I share with my students is reverse checkers. Displaying a checkerboard and its usual pieces, I explain that in my game, *Unchecked*, the goal is to have all of your checkers jumped and taken off the board before your opponent has all of his checkers removed.



Once your students have presented their games, ask permission to keep the games at school for a specific time period. Then allow the class to play the games during indoor recess or when they have free time.

Great Game Creator Award

given to



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Signed

Date

Great Game Creator Award

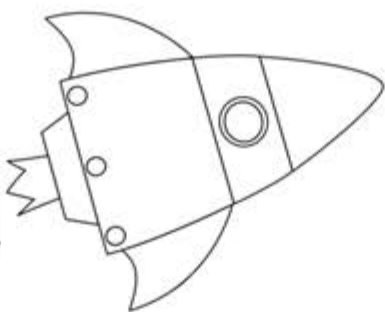
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Due date _____

A New Perspective



A new perspective can change everything. Even the same thing can appear completely different when you look at it from another viewpoint. On your journey this week, you will look at things from a new perspective and describe what you see.

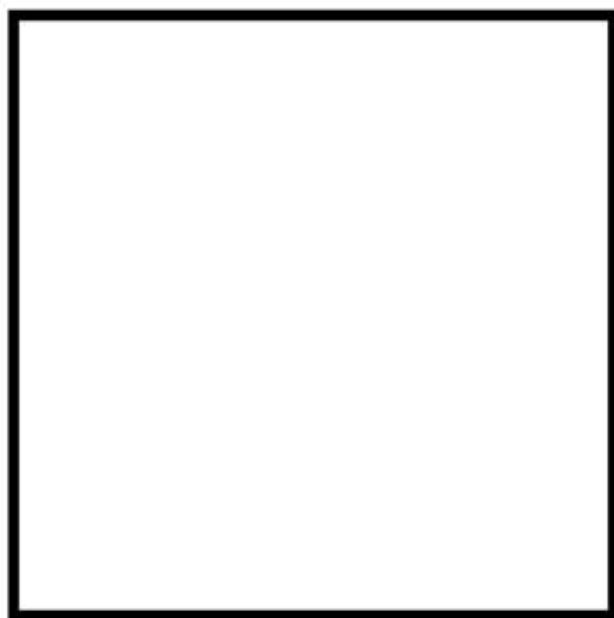
Look at the 4 shapes on the bottom of the next page. Choose one to cut out and glue in the center of the square on that page. Then, try to think of 4 things that shape could be. Write your ideas on the lines below it.

Now rotate the paper 90°. Study the picture from this new perspective. Think of 4 different things the shape could be and write your ideas on the lines. Continue to rotate the paper until you have looked at the shape from all 4 perspectives. Record your ideas for each new view. When you bring the paper with all of your ideas to school, you will have reached your destination.

A New Perspective

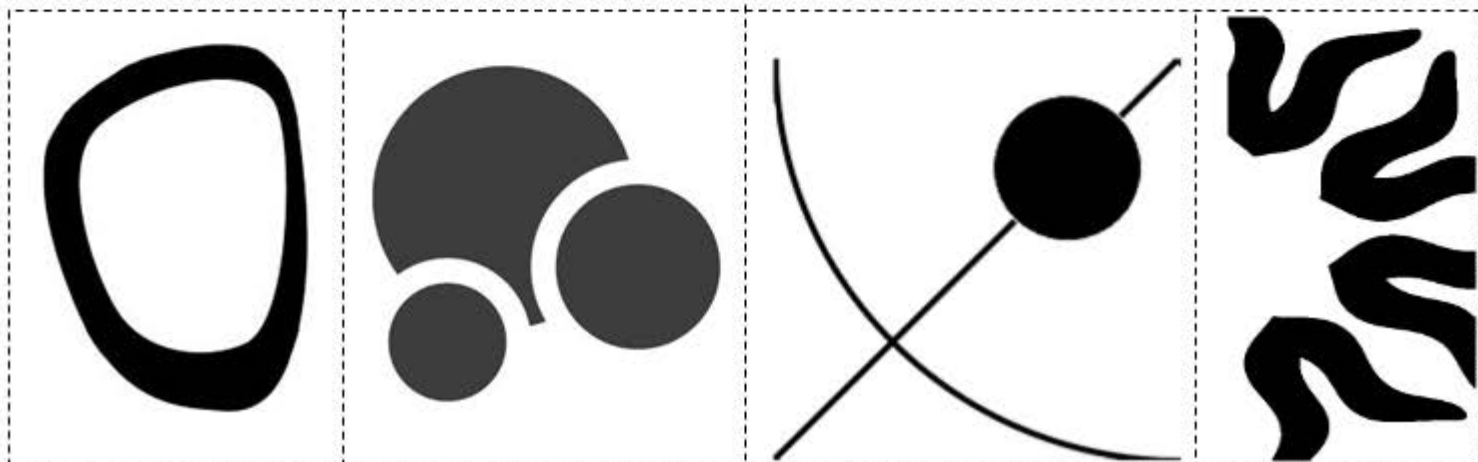
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Notes to the teacher:

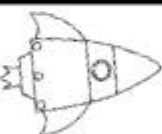
A New Perspective

This divergent thinking activity is a great way to exercise your students' fluency, flexibility, elaboration, and originality. When you explain and demonstrate this project, emphasize that there are NO RIGHT ANSWERS. This journey is all about creativity.

On the following page is a shape you may use to demonstrate the process of rotating the shape and seeing it from a new perspective. Encourage your students to think flexibly as they brainstorm. Do not hesitate to add a few ideas if your students are struggling.

Participation Certificates:

**Destination:
Imagination**
via Creative Thinking

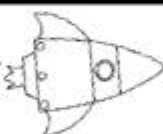


No matter how you look at

it, you did a great job!

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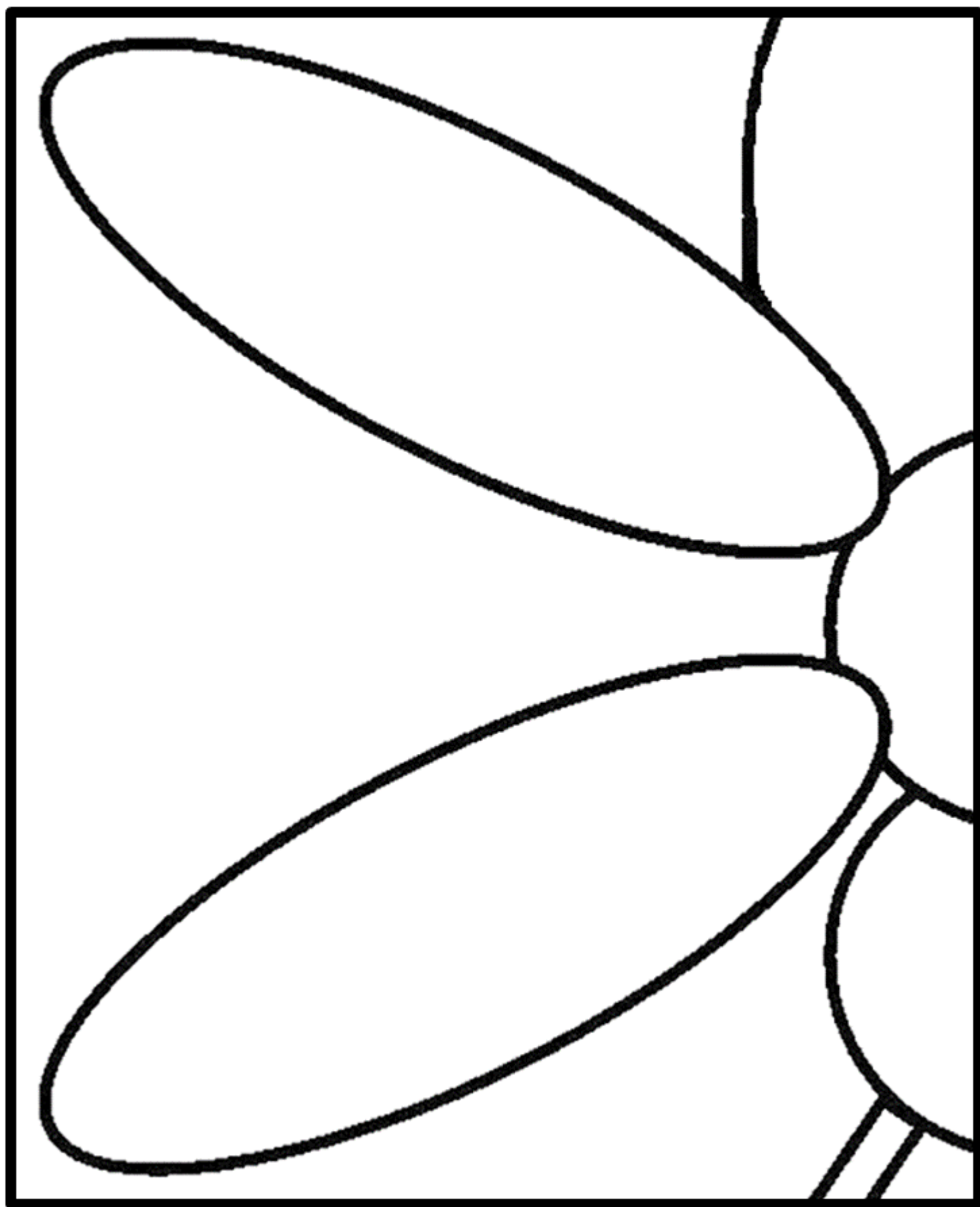
**Destination:
Imagination**
via Creative Thinking

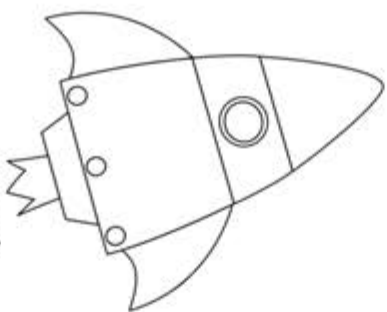


No matter how you look at

it, you did a great job!

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Due date _____



Safari means *journey* in Swahili, an African language. When most people think of a safari, they picture tourists on a journey in Africa observing wild animals. But you can go on safari right in your own neighborhood.

This week's challenge is to go on **Symmetry Safari**. While on your journey, be on the look-out for objects and animals that have **symmetry**. You might find symmetric patterns in a carpet or quilt, a butterfly or ladybug, a gate or a gourd. Make a sketch of at least 5 examples of symmetry that you observed on your safari. You will have reached your destination when you share your sketches with the class.

Notes to the teacher:

Symmetry Safari

CCSS Alignment
• [CCSS.Math.Content.4.G.A.3](#)

As always, it is wise to present a sampling of symmetric shapes that your students could find on their safari. In doing this, you help instill flexibility and fluency in their thinking. Thus, make your examples diverse. For your convenience, I have included numerous pictures of symmetrical objects your students could conceivably encounter. As you traverse the school with your class this week, challenge them to find symmetry in their environment. Encourage them to look beyond the bricks and tiles.



