

THERE IS ALWAYS MORE THAN ONE RIGHT ANSWER

Respond to student: "That's the first right answer."

To class: "What is another right answer?"
Student responds---

To class: "What is another right answer?"
etc.

ADD A NONVERBAL/ PREVERBAL COMPONENT

Use a pipe cleaner/fuzzy stick to communicate the concept they are studying.

Make a simple sketch that represents the concept being studied. Briefly explain to a partner how the sketch captures the essence of the concept.

ANOTHER WAY

Explain how to we solve this.

To class: "Is there another way to solve this?"

Again: "Is there another way to solve tis?"

"Which way to solve this would the author of the textbook like?"

AHA'S

Have students notice and record any AHA's (insights) they have during the class discussion.

CHANGE ONE THING

Change one thing about the concept--how would that change the result?

Example:

Washington crossed the Delaware in the summer, not the winter.

IN YOUR OWN WORDS

After giving the textbook description of a concept--"Say it in your own words."

NOTICER ACTIVITIES

Gather many clues about a topic from a related picture prior to reading the textbook material.



IDEA

JAM

IDEAS



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TOPIC: QUICK 'N EASY WAYS TO ENCOURAGE CREATIVE THINKING



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