



Quips, Quotes, & Queries



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Introduction

The three sections of *Quips, Quotes, & Queries* are packed with an array of activities designed to guide the student into higher-leveled thinking. The majority of the activities are open-ended; thus, making the materials adaptable for a wide range of ages. All three sections follow a similar format, but each section is different and demands a graduating level of ability. To truly develop higher thinking skills, it is advised to begin with Section 1 and progress through Section 3.

Quips, Quotes, & Queries should be an independent activity. This allows each student to develop his/her thinking skills. If the student does not achieve every item in a lesson, the closing discussion gives the opportunity to learn and “piggy back” ideas. Students should always feel free to be risk takers; consequently, all reasonable responses should be accepted for open-ended questions. The teacher can then direct the discussion in such a manner that the most desirable conclusions are reached. Always encourage the student to think “outside the box,” that is, to think about things from unique and unexpected perspectives.

Suggestions For Use

Activities may best be completed in this order:

1. A sponge or beginning activity to engage the student’s thinking skills
2. An activity that provides differentiation and extension for individual needs
3. A station activity for selected students with idea sharing in a small group after completion
4. A weekly extension class activity with an end of the week closure and discussion
5. Individual page items could be given to students orally or visually as a quick thinking activity



Ready, Set, Think: #5



Quote of the Day

"You can't build a reputation on what you are going to do."

~ Henry Ford

✍ What does this quote mean to you? _____

✍ For what is Henry Ford famous? _____

✍ Do you think he had to work hard on his invention? Explain your answer. _____

Rules of Grammar

An *adjective* is used to describe or modify a noun or pronoun. An adjective may be a single word, a phrase, or a clause.

Examples: We saw beautiful valleys and rugged mountains. (*single words*)

The rug on the floor is blue. (*phrase*)

The man who spoke is a teacher. (*clause*)

✍ If an adjective can be used to describe a noun, tell what a noun is. _____

✍ What is a pronoun? _____

✍ Write a sentence that uses single word adjectives. Circle your adjective(s). _____

Can You Finish These?

✍ Finish these sayings:

A stitch in time _____ Haste makes _____

An apple a day _____ Penny wise _____

Birds of a feather _____ Still water _____

A Sentence to Complete

✍ Sometimes, I daydream about _____

The Funnies

✍ Why are garbage men unhappy?

Your Creative Answer: _____



Quote of the Day

“Leadership is action, not position.”

~ Anonymous

✍ What qualities do you think of when you think of a leader? _____

✍ What is action? _____

✍ What is position? _____

✍ Put the meaning of this quote into your own words. _____

Writing with Style

*Rising from the ground, the water hose began to turn and swirling
in the air, wiggled like a snake preparing to strike.*

✍ Your original sentence with this pattern: _____

Graduating Tools

✍ You are a wheelbarrow. Write a graduation speech for a class of building tools that are now ready to go into the world and do what they were designed to do.

Witty Words

✍ If the Pilgrims came over on the *Mayflower*, how did the barbers arrive?

Your Creative Answer: _____