

# Primary Education Thinking Skills (PETS™) to Enrich & ID Strengths in Young GT Learners

**PETS™**... is an enrichment and diagnostic thinking skills program that can be easily integrated into an existing primary curriculum. PETS™ serves the dual purpose of developing higher level problem solving strategies in students of all abilities and helping in the identification of academically talented learners by both gifted education specialists and classroom teachers.

PETS™ follows the taxonomy outlined by Benjamin Bloom, presenting lessons in analysis, synthesis, and evaluation as well as visual thinking. Initially, all students are given the opportunity to experience the challenge of different problem solving strategies during a series of whole class lessons. Based on teacher observation and student work, those students who appear to be “most ready” for more challenging activities using the same thinking strategies are then given the opportunity to do so in a small group setting.

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 NAGC 2022  
 For information on PETS™ in-service programs:  
 finelines@gmail.com • www.piecesoflearning.com

Name \_\_\_\_\_

**Max's Hat Tricks**

Subtract the figures in each hat. Draw what's left.  
 Here's how:

156 Primary Education Thinking Skills © Pieces of Learning

## Resources from Pieces of Learning —

### Kindergarten PETS™

Primary Education Thinking Skills 1, 2, and 3

PETS™ website with webinar links —

[www.primaryeducationthinkingskills.com](http://www.primaryeducationthinkingskills.com)

Yolanda the Yarnspinner. The Crystal Clarion.

[www.primaryeducationthinkingskills.com/crystalclarion.html](http://www.primaryeducationthinkingskills.com/crystalclarion.html) (Classroom Activities)

Plus ... Lasher. PETS™-Friendly Activities.

<https://bigideas4littlescholars.com/pets-friendly-activities/>

Max's Fanciful Phrases 1

RIGHT

TO THROW WEL

CHILL

AWAY

SNOW

HA HANDND

CALL

S DON'T M E

TURN

EVERY

MMOAO

TIMOMENTME

STAND

C NIGHT

K CLOCK O

R NIGHT

Primary Education Thinking Skills 3

Yolanda's Literary Circle

5. Yolanda is different in 2 ways from the other animals at the table.

Fold or cut

1.

Dinner at Max's

- All 6 animals are at the table.
- All boys sit next to girls. All girls sit next to boys.
- Each animal is different in 4 ways from the one sitting across from it.

Name \_\_\_\_\_

Chow Time!

**FACTS**

It's Friday night.  
Everyone in your family is tired from work or from school.  
Everyone in your family is very hungry.  
It's your turn to choose the restaurant where your family will eat dinner.

**Problem-Solving Matrix**

**PROBLEM**

What's the best place for your family to go for dinner?

Write 4 criteria that will help you choose the best place to go and eat. List them in this row.

List 4 or 5 favorite restaurants below in this column.

**CRITERIA**

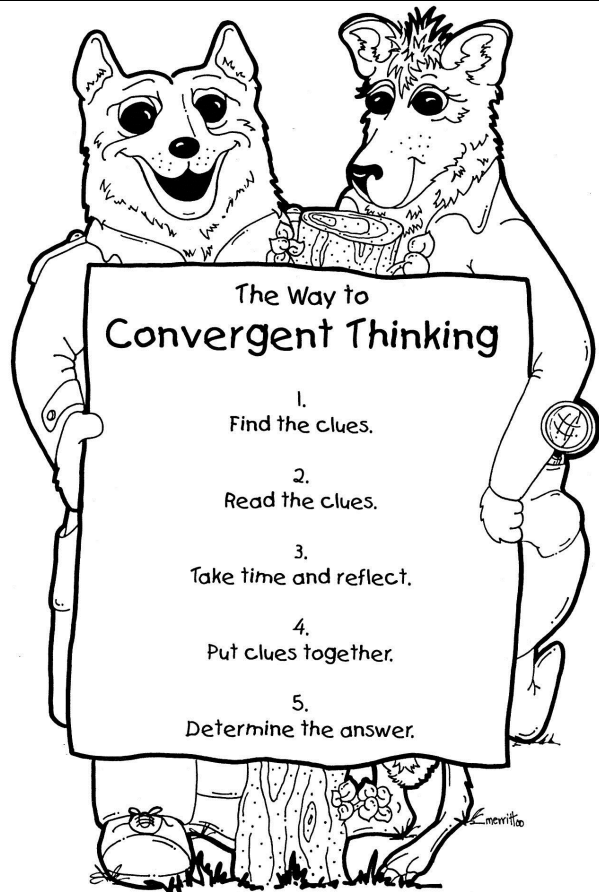
Which solution ...

	1	2	3	4	
1.					
2.					
3.					
4.					
5.					

**SCORING COLUMN**

## PETS™ in the Regular Classroom

Lesson/Activity	Thinking Skill/s	Thinking Specialist/s
		<input type="checkbox"/> Dudley/Detective <input type="checkbox"/> Sybil/Scientist <input type="checkbox"/> Isabel/Inventor <input type="checkbox"/> Yolanda/Yarnspinner <input type="checkbox"/> Max/Magician <input type="checkbox"/> Jordan/Judge

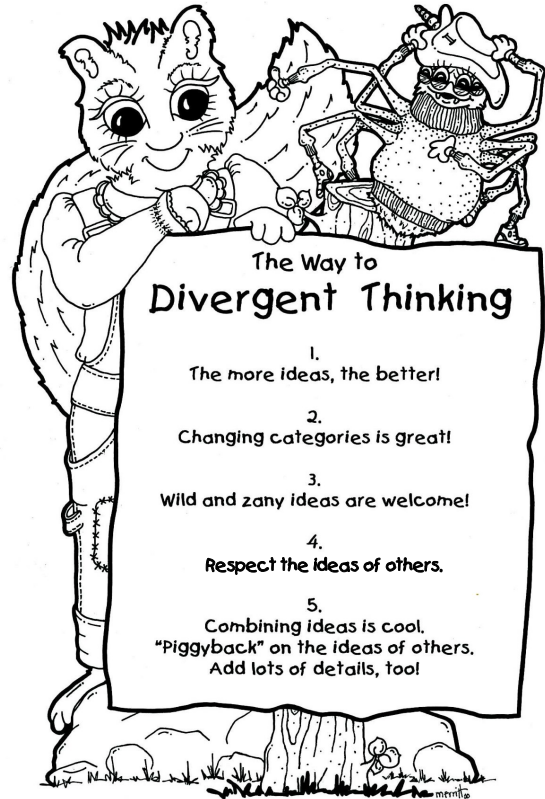


### The Way to Convergent Thinking

1. Find the clues.
2. Read the clues.
3. Take time and reflect.
4. Put clues together.
5. Determine the answer.

From Primary Education Thinking Skills 3

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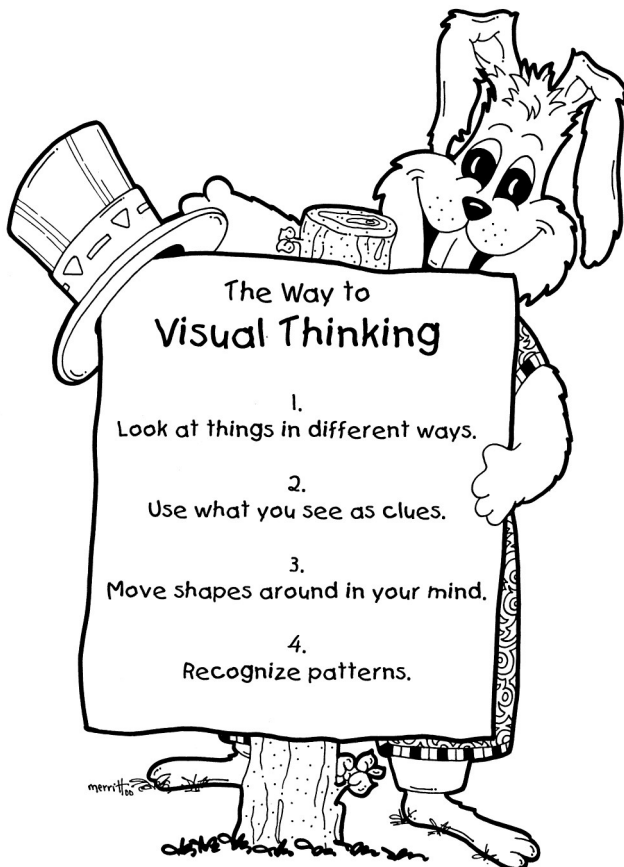


### The Way to Divergent Thinking

1. The more ideas, the better!
2. Changing categories is great!
3. Wild and zany ideas are welcome!
4. Respect the ideas of others.
5. Combining ideas is cool.  
"Piggyback" on the ideas of others.  
Add lots of details, too!

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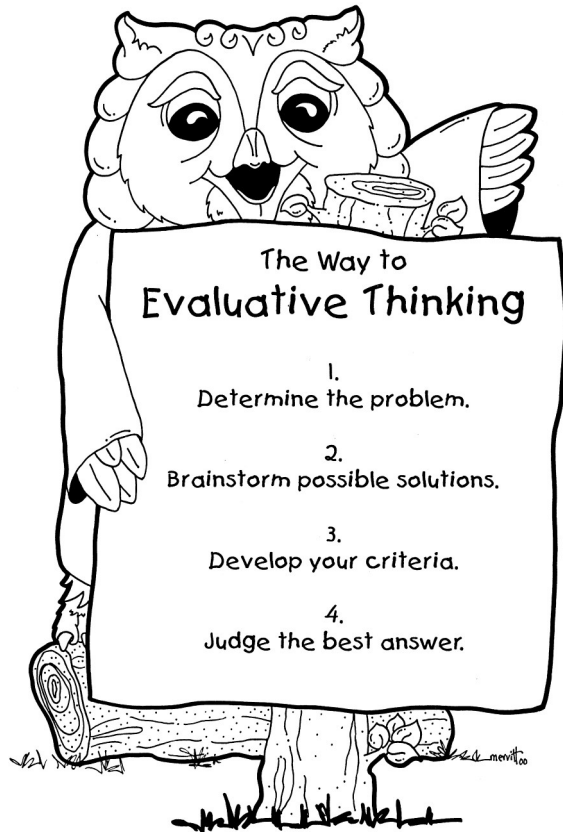


### The Way to Visual Thinking

1. Look at things in *different* ways.
2. Use what you see as clues.
3. Move shapes around in your mind.
4. Recognize patterns.

From Primary Education Thinking Skills 3

© Pieces of Learning



### The Way to Evaluative Thinking

1. Determine the problem.
2. Brainstorm possible solutions.
3. Develop your criteria.
4. Judge the best answer.

From Primary Education Thinking Skills 3

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# PETS™

List names of students as each behavior appears.

Add checkmarks after name if behavior is repeated.

Use a different color of ink or pencil for each whole group lesson.

Teacher \_\_\_\_\_  
Grade \_\_\_\_\_

Dates of whole group instruction:  
1. \_\_\_\_\_  
2. \_\_\_\_\_

## Behavioral Checklist Inventor Thinking (inventive/divergent thinking)

**OFFERS MANY IDEAS** (fluency)

**CHANGES COURSE OF IDEAS; SEES DIFFERENT PERSPECTIVES** (flexibility)

**OFFERS OFF-BEAT AND/OR UNIQUE IDEAS; WORKS OUTSIDE CONVENTIONAL PARAMETERS** (originality)

**ADDS LOTS OF DETAILS OR EXPANDS ON AN IDEA** (elaboration)

**DISPLAYS UNUSUAL OR MATURE SENSE OF HUMOR**

**USES ADVANCED VOCABULARY IN A MATURE, ARTICULATE MANNER**

**RETAINS INFORMATION FROM PREVIOUS LESSONS**

**PETS™ CLASSWORK INDICATES AN OUTSTANDING ABILITY TO USE THIS THINKING SKILL**

I see these behaviors in these students regularly during class time as well:

These students did not stand out during the PETS™ lessons, but I see these behaviors during regular class time:

Notes:

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## DIAGNOSTIC NOTES • INVENTOR THINKING

**OFFERS MANY IDEAS** (fluency)

- ♦ generates many ideas
- ♦ all responses are acceptable
- ♦ responses do not have to be creative

**CHANGES COURSE OF IDEAS; SEES DIFFERENT PERSPECTIVES** (flexibility)

- ♦ offers different types of responses
- ♦ changes categories
- ♦ sees things from different points of view

**OFFERS OFF-BEAT AND/OR UNIQUE IDEAS; WORKS OUTSIDE CONVENTIONAL PARAMETERS** (originality)

- ♦ shares ideas that are very different
- ♦ responds in ways that "stop you in your tracks"

**ADDS LOTS OF DETAILS OR EXPANDS ON AN IDEA** (elaboration)

- ♦ spends a long time adding details that may not occur to others
- ♦ piggy-backs on the ideas of others

**DISPLAYS UNUSUAL OR MATURE SENSE OF HUMOR**

- ♦ understands your jokes
- ♦ makes jokes you appreciate

**USES ADVANCED VOCABULARY IN A MATURE, ARTICULATE MANNER**

- ♦ correctly uses words others do not know
- ♦ expresses ideas in a more mature, articulate manner

**RETAINS INFORMATION FROM PREVIOUS LESSONS**

- ♦ shares knowledge accurately during review
- ♦ applies knowledge during activities

**PETS™ CLASSWORK INDICATES AN OUTSTANDING ABILITY TO USE THIS THINKING SKILL**

- ♦ seatwork and/or challenge papers are exceptionally well done

I see these behaviors in these students regularly during class time as well:

- ♦ normally great inventive thinkers

These students did not stand out during the PETS™ lessons, but I see these behaviors during regular class time:

- ♦ normally great inventive thinkers who "hid out" during the PETS™ lesson

Notes:

- ♦ absentees
- ♦ new students

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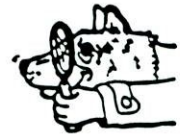
- ♦ be generous — more inclusive than exclusive
- ♦ names can go in more than one box per answer
- ♦ be sure to add ✓s after names for multiple answers
- ♦ be sure to use different colors for each whole group lesson

# A Party In The Woods



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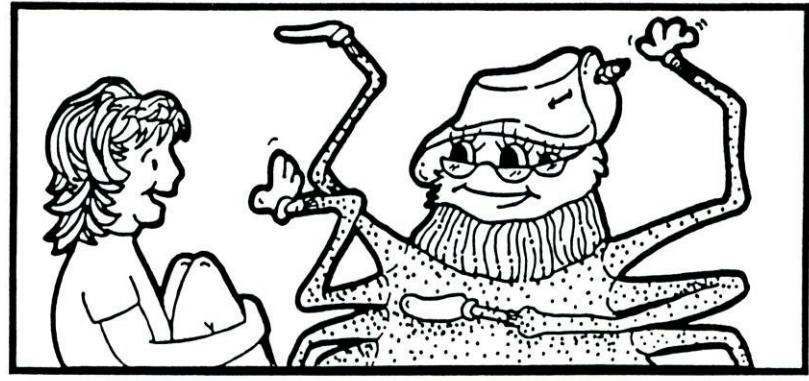
Name \_\_\_\_\_



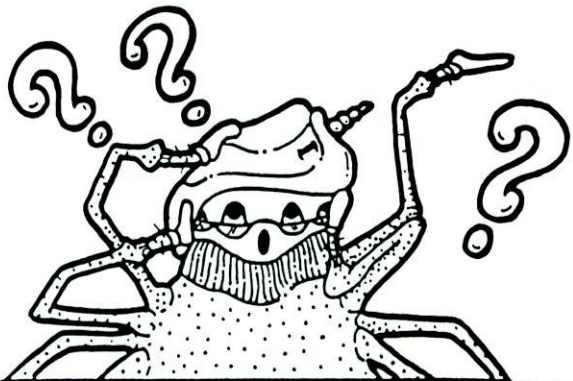
# Party Tales

Yolanda the Yarnspinner's friends really enjoy listening to her tell stories.

At Yolanda's party, Isabel, Max, and Jordan each asked Yolanda to tell one of their favorite fairy tales. To find out who asked Yolanda to tell which story, read the clues below.

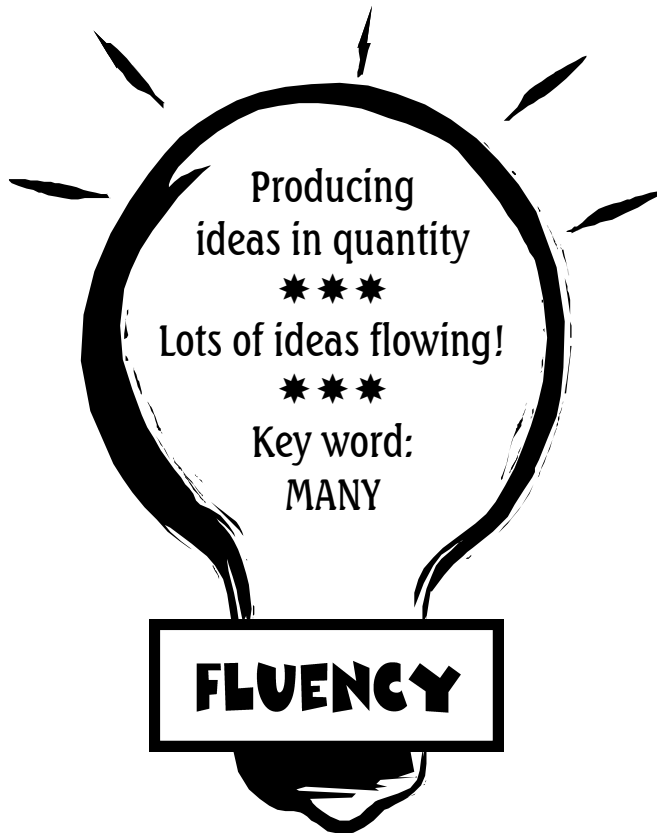


1. Isabel's story did **not** have any monkeys in it.
2. The title of Max's story did **not** have three words in it.



	Max	Isabel	Jordan
The Lion King	1	2	3
Aladdin	4	5	6
The Little Mermaid	7	8	9

# ELEMENTS OF CREATIVE THINKING



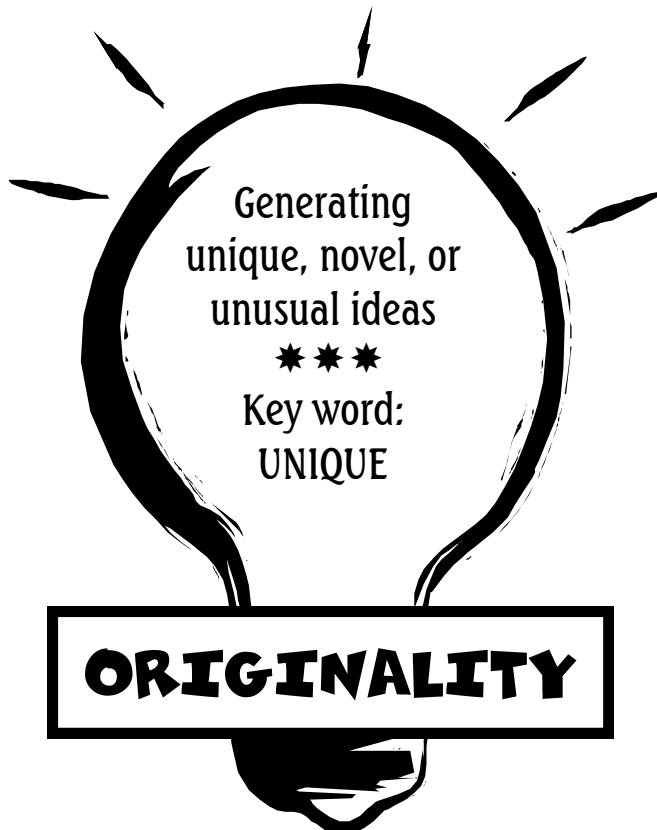
Producing ideas in quantity  
\*\*\*  
Lots of ideas flowing!  
\*\*\*  
Key word:  
MANY

**FLUENCY**



Producing ideas from different categories & different perspectives  
\*\*\*  
Key word:  
DIFFERENT

**FLEXIBILITY**



Generating unique, novel, or unusual ideas  
\*\*\*  
Key word:  
UNIQUE

**ORIGINALITY**



Embellishing or expanding on ideas  
\*\*\*  
Enriching with detail  
\*\*\*  
Key word:  
DETAILS

**ELABORATION**

Name \_\_\_\_\_



# Think ... Turn ... And Think Again!

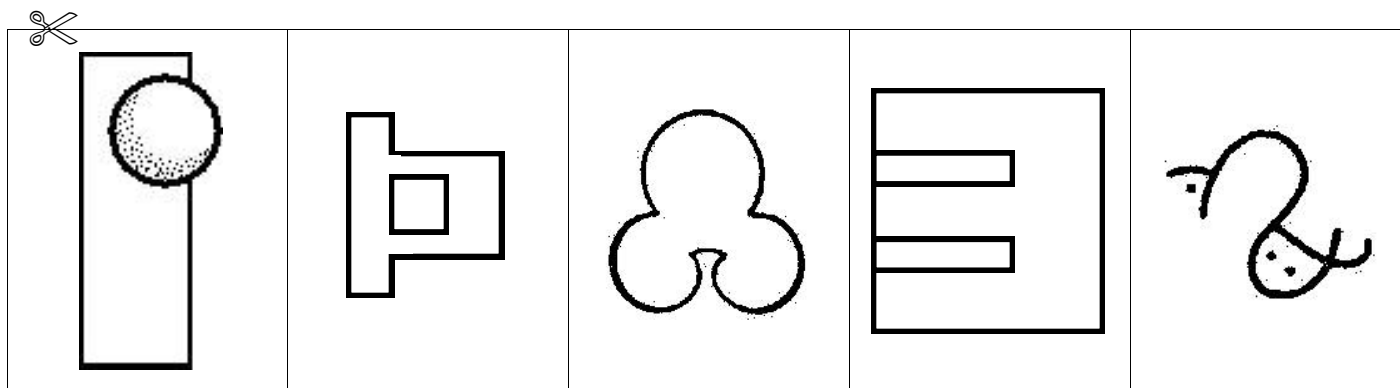
Cut out one shape from those at the bottom of the page. Glue it in the Idea Box in the middle of the page. Spin your page and think of all the things your shape could be!

5  
4  
3  
2  
1

5  
4  
3  
2  
1

1  
2  
3  
4  
5

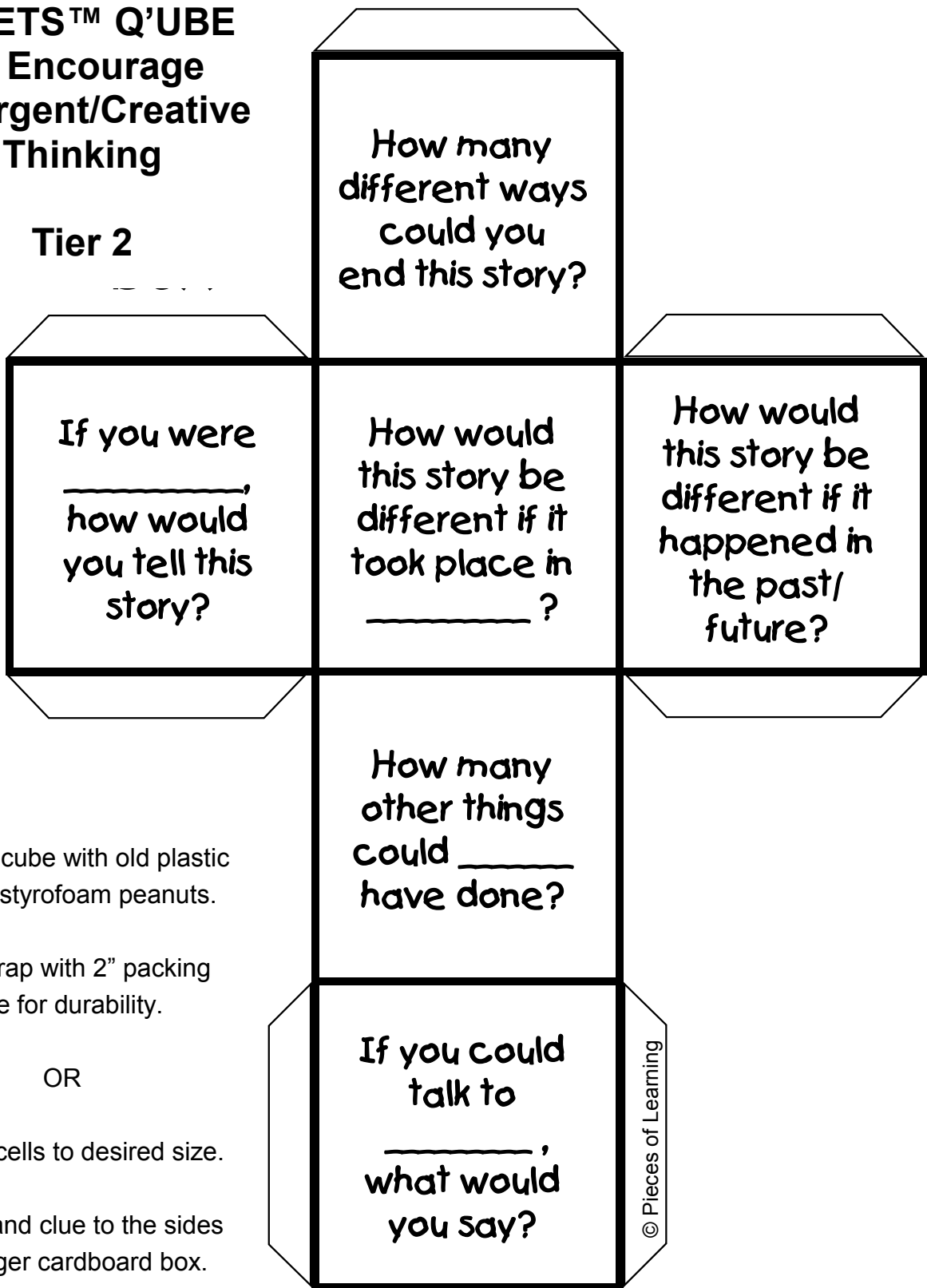
1  
2  
3  
4  
5





# A PETS™ Q'UBE to Encourage Divergent/Creative Thinking

## Tier 2



Stuff this cube with old plastic bags or styrofoam peanuts.

Then wrap with 2" packing tape for durability.

OR

Enlarge cells to desired size.

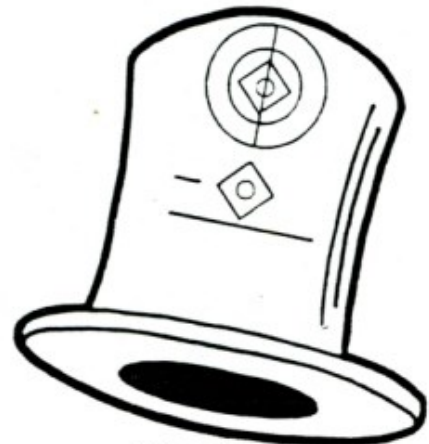
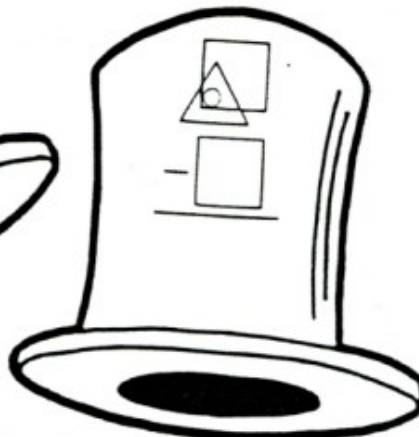
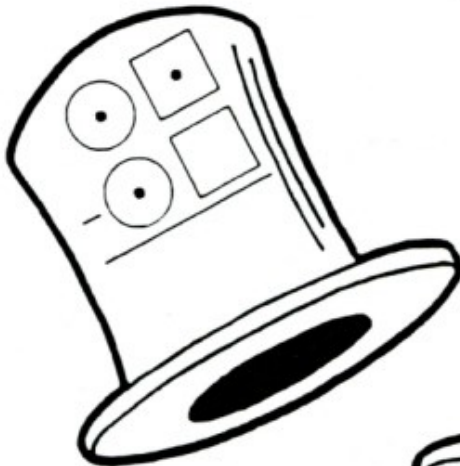
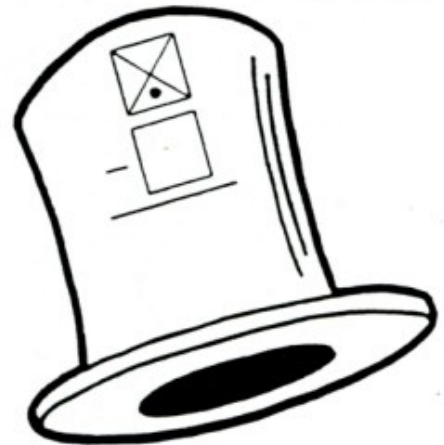
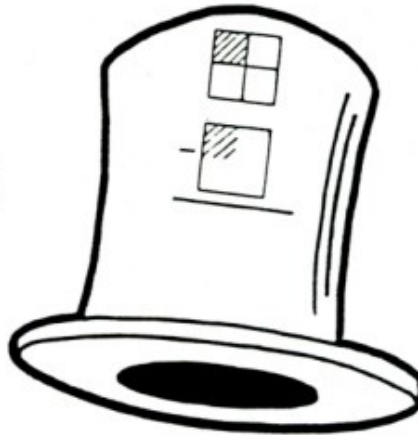
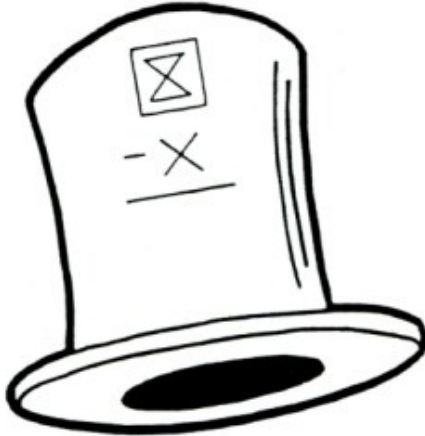
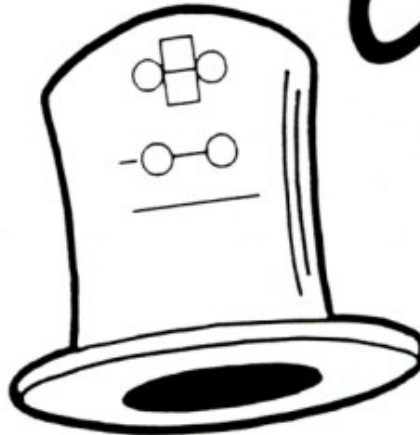
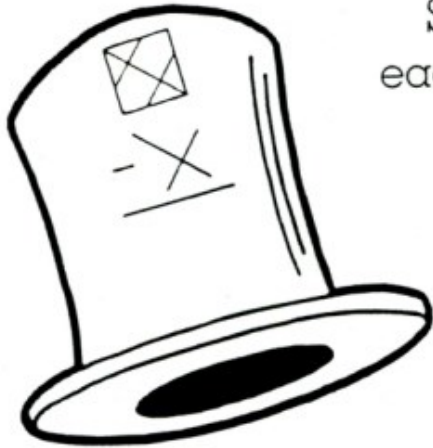
Cut out and glue to the sides of a larger cardboard box.

Name \_\_\_\_\_



# Max's Hat Tricks

Subtract the figures in each hat. Draw what's left.  
Here's how:



© Pieces of Learning

Max's  
Fanciful  
Phrases 2



RIGHT

TOTHROWWEL

CHILL

AWAY

SNOW

HAHANDND

CALL

S  
S DON'T M  
E

TURN

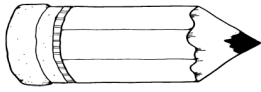
ERRY  
W O G

MMAONN

TIMOMENTME

~~STAND~~

C NIGHT  
K CLOCK O  
R NIGHT



Name \_\_\_\_\_

Class \_\_\_\_\_



# Bear In There!

## FACTS

There's a Polar Bear  
 In our Frigidaire —  
 He likes it 'cause it's cold in there.  
 With his seat in the meat  
 And his face in the fish  
 And his big hairy paws  
 In the buttery dish.  
 He's nibbling the noodles,  
 He's munching the rice

He's slurping the soda.  
 He's licking the ice.  
 And he lets out a roar  
 If you open the door.  
 And it gives me a scare  
 To know he's in there —  
 That Polary Bear  
 In our Fridgitydaire.

*Shel Silverstein*

## Problem-Solving Matrix

## CRITERIA

## PROBLEM

How are you going to get this very large and very hungry polar bear out of your refrigerator?!



Which solution ...

1. is safest for the bear?

2.

3.

4.

## SCORING COLUMN

## SOLUTIONS

1.

2.

3.

4.

5.

# PETS™ in the Regular Classroom

Lesson/Activity	Thinking Skill/s	Thinking Specialist/s
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