

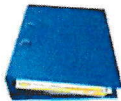
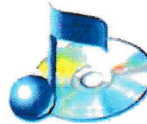
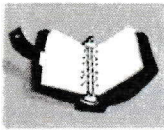
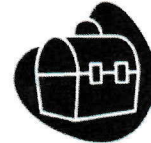
Blending Bonanza!

Step 1: Think about the items listed

Step 2: Think about the purpose of each object.

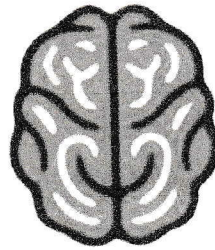
Step 3: Select two objects. Think about a way they can be connected to serve one function

Step 4: Illustrate and write about your new invention in the space provided.



Items: banana, cell phone, notebook, tape, book, pencil, toy truck, piano, computer, piggy bank, binder, guitar, stool, puzzle, cd, umbrella, head phones, construction hat, trout, lunch box, yellow ribbon, desk lamp, garbage can, coffee mug.

Illustrate and write about your
blended item here



Functional Teaching

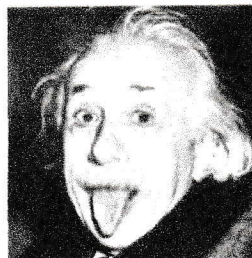
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How To Find the Albert Einstein In All of Our Students: What Einstein Did That We Rarely Do In Our Schools

Posted In Brain-Based Teaching, Functional Teaching | 2 comments

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- 0 We don't teach our students *how to* think
- 0 We may think we do
- 2 Although, we are really teaching students how to reproduce what past thinkers thought
- 0 We teach our students to think analytically about situations

We teach our students to use logic

We teach our students if there is a problem we are to work in carefully designed directions for a solution

Instead of looking for all possibilities, we teach students to ignore them

Einstein, the genius of the past did not do this

We teach our students that Albert Einstein was a genius

But do we teach our students what *allowed him to be genius*?

What made Albert Einstein such a brainiac?

And why are our schools and learning environments missing the boat on this fundamental mode of thinking?

Intelligent Thinking...

The phrase "I think" was derived from "cogito" which implied to "shake up together" or "blend together"; "intelligo" the root of "intelligence" means "to select among"

So you ponder, what is intelligent thinking exactly?

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- Assessment
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- Brain-Based Teaching
- Comprehension Strategies
- Content Area Instruction
- Cooperative Learning
- Functional Teaching
- Instruction
- Instructional Grouping
- Nonfiction
- Project-Based Learning
- Structure and Management

I see it as the blending together of randomly combined ideas and selecting among the many that make sense of something....

Technology

Uncategorized

Einstein referred to his own thinking process as "combinatory play".

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Einstein was a genius because he owned "intelligent thinking".

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He was creative because he went against the norm.

Instead of finding patterns among common elements, he combined and recombined ideas, images and various thoughts into millions of different combinations.

$E=mc^2$

Einstein did not invent the concepts of energy, mass and speed of light

Instead he combined these three concepts in a novel way which restructured the way he viewed the universe.

So what is innovation (and creative thinking) truly?

It is the result one gets when he/she effectively combines two or more ideas, domains or mindsets that have not been combined in quite the same way before.

THERE ARE STUDENTS WHO CANNOT BE CREATIVE BECAUSE THEY ARE EDUCATED TO BE ANALYTICAL AND LOGICAL....

The greatest inventions of all time were not based on logic nor analytics ...

Christopher Sholes, watched a pianist perform one day and noticed that each key of the piano created one note

He thought, "why not create a writing machine in which each key can produce one letter?"

Sholes went on to arrange a set of keys attached, each attached to a lever that would strike a roller, thus creating the *first typewriter*.

Who would have thought the combination of writing and playing a piano could combine into a life changing invention?

Fedex combined a forklift with a scale to accomplish two needed tasks quicker.

Retail spaces like Walmart and Target now offer Mini-Clinics to take care of health needs.

Green Walls on buildings: growing plants on outside walls to cool buildings and improve air quality....

Steve Jobs and apple computer? Need I say more?

We teach to prepare our students for "life's situations"

Yet we teach them to look for the obvious and get frustrated when they fail at it....

It is time we change this way of thinking and teaching as educators and let our students....

Play

Yes, playtime. All of us need it.

We need it because what most people don't realize is that the human subconscious mind is in a constant combinatory play state blending different objects together constantly.

When we teach kids we are literally going against the grain...we are teaching to think opposite of what the brain was intended to do....

"Every child is an artist. The problem is how to remain an artists once we grow up. -Pablo Picasso

As I have mentioned in a recent article about nonlinear thinking, something happens to our creative children once they sit in a classroom.

They no longer see the "elephants in the clouds" nor the pencils as drumsticks.

They begin to see the obvious...

because we teach students to look for the obvious.

Try stepping away from this for a bit in your classroom or learning environment and allow students to play....

Play around with some ideas and you will be utterly amazed with not only your "geniuses" of the classroom, but your hardest-to-reach students.

It is these low performing students in which a fire will ignite...

Give this activity a try....

Conceptually Blending Dissimilar Objects

Step 1: Instruct students to think about the list of objects in the PDF below and visualize each one (You may want to show pictures or bring in some of these objects especially for non native English speakers)

Step 2: Ask students to think about the purpose of each object. (This can be done in partners or individually)

Step 3: Instruct students to select two objects and think about way they can be connected to serve one function.

Step 4: Have students illustrate or write about their new "invention" in the space provided.