

# Following Directions

REM 202D

A TEACHING RESOURCE FROM...



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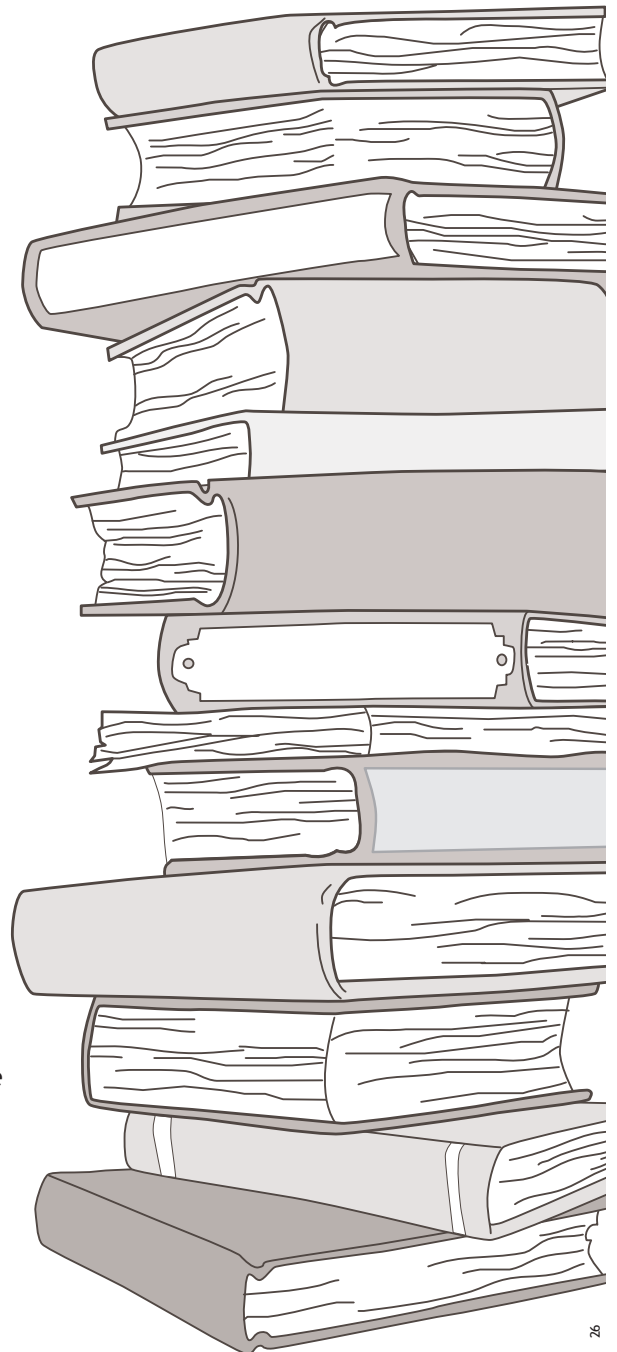
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# INTRODUCTION

This book has been developed to present a wide variety of activities reinforcing an essential lifetime skill - following directions. At a very young age, children encounter the need to follow verbal directions and, as they grow, the directions become more complex. As adults, following directions remains a necessary skill. Performing one's job, making a chocolate cake, assembling a bike, playing a game - all involve this important skill.

The activities presented in this book use math, language, art, and listening skills, as well as reasoning, logic, and visualization. The main purpose of each, however, is to focus on following directions. The exercises begin at a fairly simple level and gradually become more difficult. As students progress, they should be encouraged to create some original direction-following activities patterned after their favorites in the unit.

You will find this book to be an effective teaching tool for many ages and readability levels. Based on Bloom's Taxonomy of thinking skills, it is suitable for grades 3-6. Readability is approximately at the 3<sup>rd</sup>-4<sup>th</sup> grade level. (Keep in mind that readability scales, though useful, are guidelines only. They cannot measure every factor affecting readability, such as sentence structure or appeal to the reader. Also, scales can differ from each other in the results they yield).

All activities are reproducible for use in a variety of teaching, practice, and reinforcement situations. They are appropriate for whole class, small group, or individual use. Oral discussion of the work as it is completed will increase the level of student understanding.

## THE CRITICAL THINKING SERIES

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Name \_\_\_\_\_

## FOLLOWING DIRECTIONS



For each box below, you'll be asked to make something different. But, they are all mixed up — so be careful!

**In box 4, draw something a rabbit would like to eat.**

**In box 1, draw something you could see in the sky at night.**

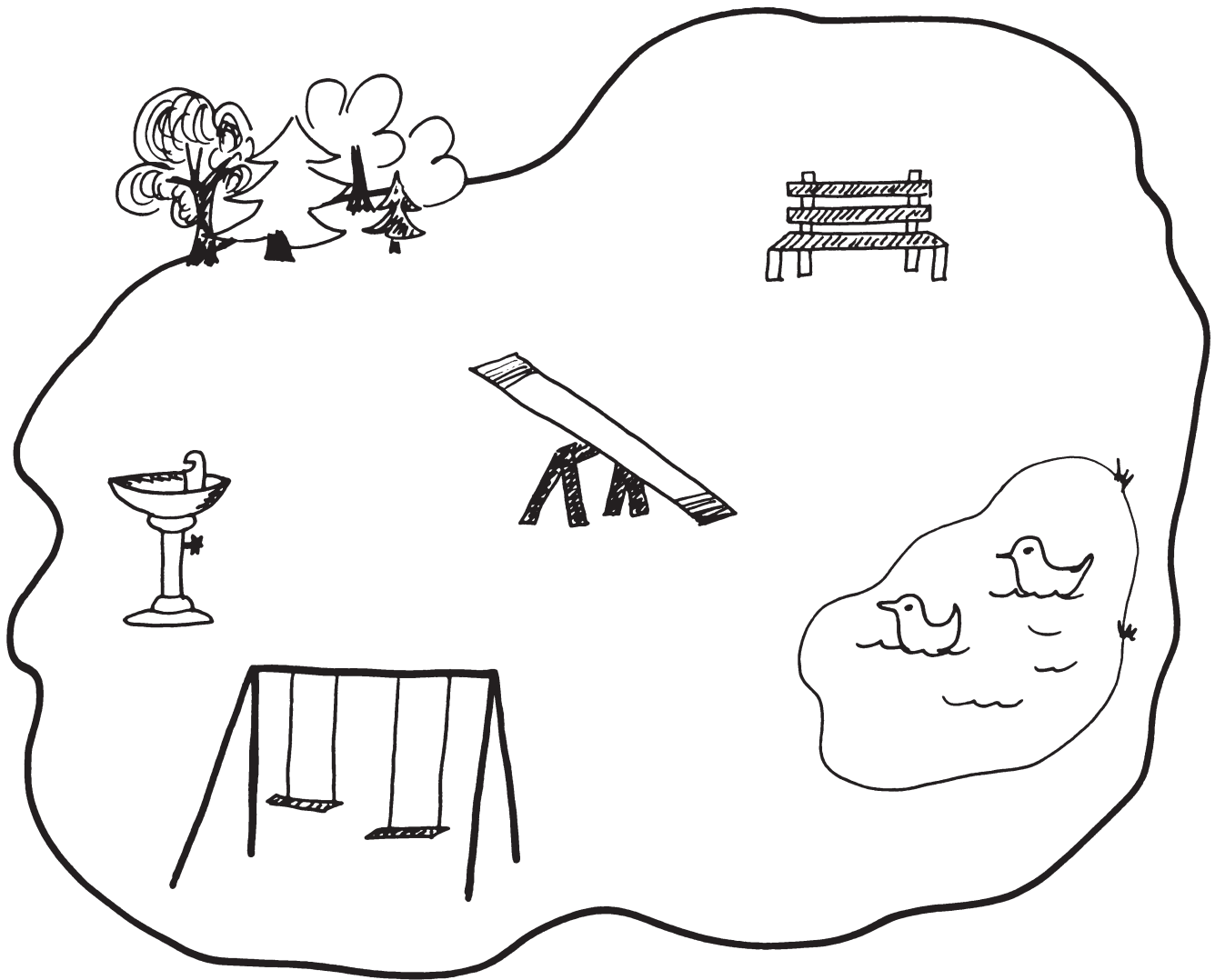
**In box 6, draw something you could wear on your feet.**

**In box 2, draw something you could ride.**

**In box 5, draw something that has legs but is not alive.**

**In box 3, draw something that flies.**

1.	2.	3.
4.	5.	6.



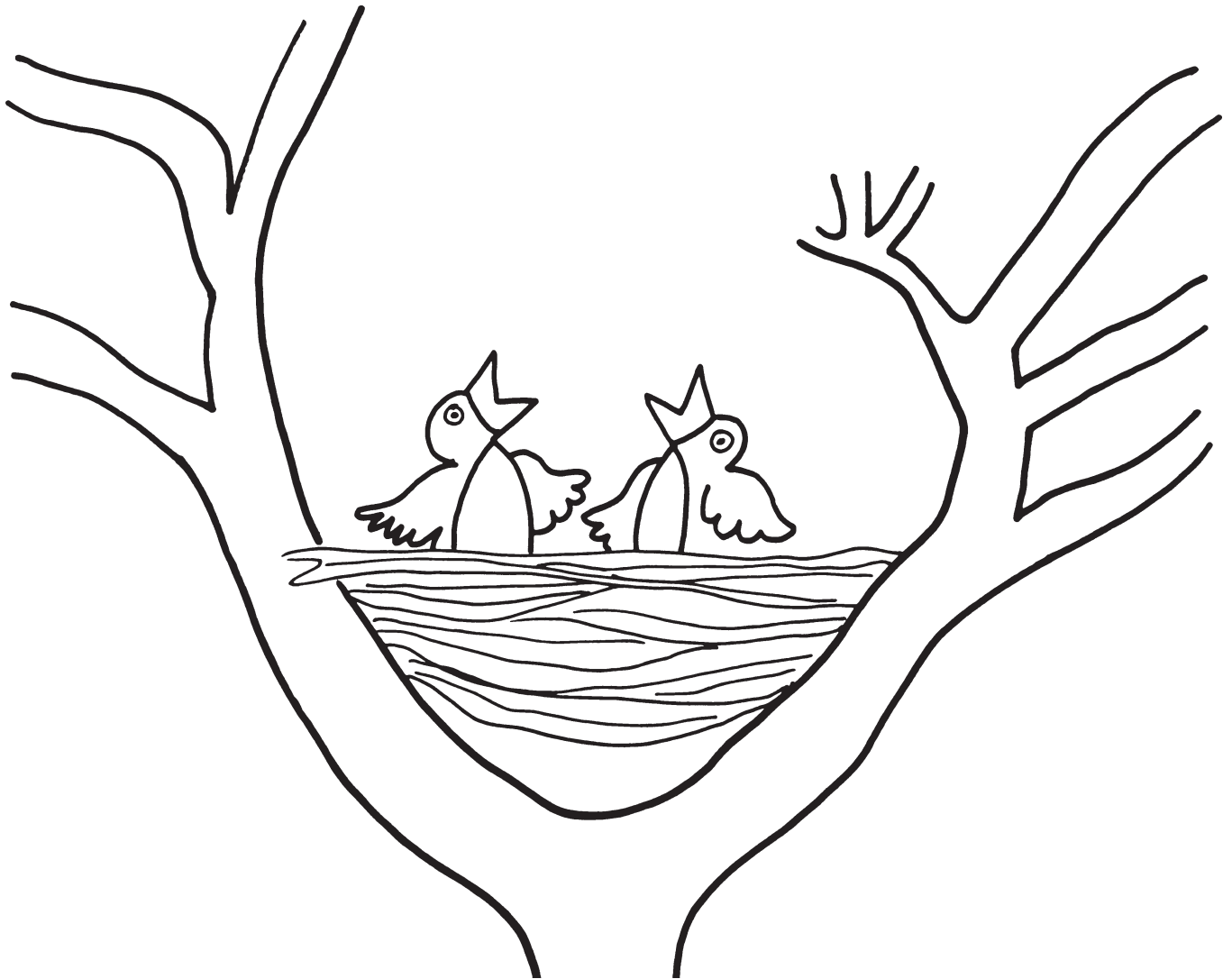
Read the story below.

Then, draw arrows to show where the boys went.

Josh and Jay went to the park. "Let's play hide and seek in the trees," said Jay. "You go hide and I'll find you!"

After playing for awhile, they found some leaves to float on the pond. When their boats sank, they raced to play on the swings. Pretty soon, they got tired of swinging and tried to balance on the teeter-totter.

By now, the boys were tired. They both took long drinks of water and sat on a park bench to rest.



**Follow the directions below.**

1. Draw 10 green leaves on the tree.
2. Color the nest brown.
3. Draw Mother Bird bringing a worm to her babies.
4. Color the baby birds blue.
5. Make their beaks yellow.
6. Show the sun shining through the branches.
7. Make the tree light brown.
8. Put one more baby bird in the nest.
9. Color it purple.

Mrs. Smooch			
ROW 1	ROW 2	ROW 3	ROW 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mrs. Smooch is making a seating plan for her class.  
You can help by writing the names in the correct places on the chart.  
Mrs. Smooch sits in the front, of course.

Willie is in seat 3, row 2.  
Janet is in seat 1, row 4.  
Beth sits in seat 3, row 1.  
Glen is in seat 2, row 2.  
Joe is in seat 3, row 3.  
Kim is in seat 2, row 4.  
Molly is in seat 1, row 1.  
Nick is in seat 2, row 3.  
Nancy is in seat 1, row 2.  
Susan is in seat 2, row 1.  
Billy is in seat 3, row 4.  
Where does Alvin sit?



**Each number below begins a new direction to follow. Read carefully!**



1. List three words that mean the same as the word "happy."

\_\_\_\_\_  
\_\_\_\_\_

2. Write a sentence using words in alphabetical order. (Ex. A bad child dropped eggs.)

\_\_\_\_\_

3. Make a list of your three favorite foods.

\_\_\_\_\_

4. Add all the even numbers that are less than 14. What is the total? \_\_\_\_\_

5. Name four things that are usually white.

\_\_\_\_\_

6. Write your name (first and last) backwards.

\_\_\_\_\_

7. Count all the members of your family (even your pets).

How many feet are in your family? \_\_\_\_\_

8. Write these words in order of time:  
today, last week, tomorrow, yesterday, next month.

\_\_\_\_\_  
\_\_\_\_\_

9. Cross out the word that does not belong with the others:

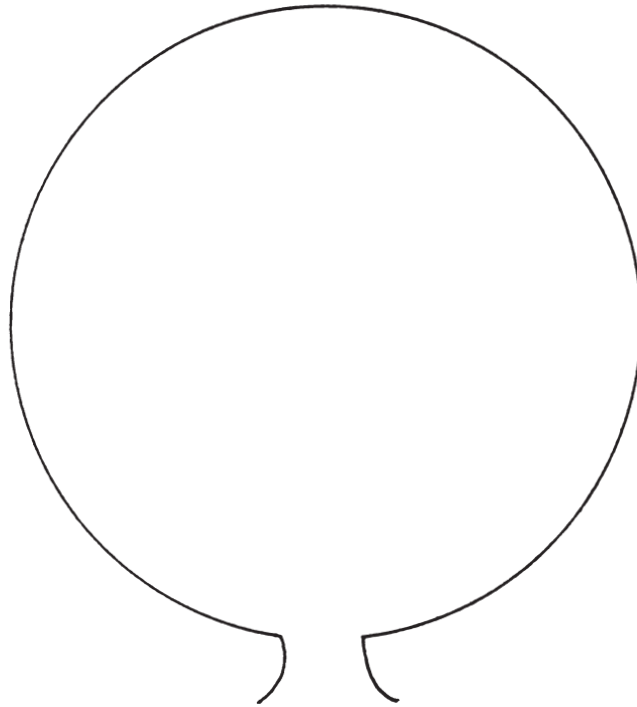
wink          stare          laugh          blink          watch

10. Write the names of five animals that can swim.

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

## FOLLOWING DIRECTIONS



**A mysterious stranger was seen! Read all about how the stranger looked. Make his picture in the space above. Don't forget anything!**

He had blue eyes.

He was wearing a bow tie. It had red dots on it.

He had a large mouth and one of his front teeth was missing.

His curly hair was a funny color! It was green!

He had very thick eyebrows.

He had big ears that stuck out.

His nose was pointed and long.

Under his nose, he had a bushy, black mustache.

He wore a funny, blue hat with an orange feather in it.

**Give the stranger a name!**