

# CreaTiViTool



a tool for developing creative thinkers

***Grade 2***

## A Year of Discovery

example: A New Creature Discovers a New World!

### 6 Thinking Habits:

*We grow thinkers who ask questions*— Question about this new community based on student interests. If you love sports— what types of sports will be a part of the new community, what questions do you need to ask.

*We grow thinkers who collaborate with others*— Collaborate with others to get new perspectives. Ask the non-sporting student to get new insights. Ask the dress maker about new uniforms, etc.

*We grow thinkers who create and innovate*— Create physical aspects for the community.

*We grow thinkers who persevere*— Draw attention to persevere throughout the journey.

*We grow thinkers who think flexibly*— Draw attention to allowing for flexibility throughout the journey.

*We grow thinkers who present their ideas with confidence*— Create an end of the year celebration, mid points, etc.

## Reflection/Processing/Questioning...

### 4 Enrichment Practices for Staff (connected to 2nd grade standards):

*Nurture Interests*— By using student interest survey etc. to inform journey.

*Challenge Through Differentiation*— Open ended community design so students will have many different entry points with many different thinking levels.

*Collaboration*— Collaborate on various aspects of the project. Students can help, think, build, invent etc.. Staff/ community become resources/experts as well. Building relationships through immersive projects.

*Reflection/Celebration*— Create an unveiling of the new community. Is it a model, real life, exhibition? Possible extensions....

Grade 2

***Example Narrative for Phase 3***

In second grade, here's an example of a possible year-long project that integrates discovery, thinking habits, personal passions, and creativity into one cohesive journey. To begin, students will create small creatures using found objects, model magic, or any materials that can be shaped into creatures. These creatures will be imagined as coming from another planet. To inspire their imaginations, select a captivating picture book about imagination.

One morning, surprise the students by entering a messy classroom, expressing concern about a potential mouse or small creature. Art tools will be scattered all over the place. Among the chaos, you'll find a small note near your desk. Opening it, you'll discover a poorly written message from one of the small creatures. To everyone's surprise, the creature will be frozen in place nearby. After reading the note, share the creature's story with the class. The note will introduce the creature and establish a set of rules for its presence in the classroom, such as no touching or excessive noise. Find a suitable spot in the room to display the new class creature.

Kick off the journey by having students write down questions they have for the creature. This exercise will encourage them to develop their questioning skills. Each morning, the creature will engage in some activity, such as leaving a note, drawing something, or creating a short stop-motion animation. These daily surprises will heighten interest and motivation throughout the project. From this point forward, every subject area should be connected in some way to the new character. All challenges and activities can revolve around the creature. For example, when studying the water cycle, students can design a mode of transportation for the creature to navigate through the water cycle and explore its environment. This way, the challenges will be framed within the context of the creature's experiences. The class will become like anthropologists, constructing an environment and society for the creature from scratch.

Throughout the year, the goal will be to make learning visible through photos, quotes, student reflections, creations, and writing. This documentation will support the learning process and highlight the various aspects of the project, showcasing how academic standards, life skills, and personal interests intertwine.

To conclude the year, a learning celebration can be organized. During this event, students can exhibit everything they have created over the course of the year. They can introduce their creatures to the audience, provide a tour of the activities they participated in, and explain how these activities relate to academic standards. Students can also lead their parents through a few activities they experienced and facilitate a processing session similar to the ones they went through. Additionally, they can create new activities based on what they have learned. The exhibit can feature writing samples, models, a slideshow of activity images, and more, all designed to showcase the learning process. Students can brainstorm what they believe is most essential to highlight, and they may even compose a song about the new creature to open the celebration. Other possibilities include a fashion show featuring a clothing line inspired by the creature, and students demonstrating a new game they invented, inviting parents to join in. These events will not

only showcase the learning that took place but also highlight how the clothing line emerged from a study on weather and appropriate dress for different climates, or how the new game was born out of a study on rules in social studies. All events will be connected to academic content standards while rooted in personal interests, thinking habits, and life skills.

In summary, this creature narrative serves as a contextual framework for learning, providing a hook and motivation for students. It seamlessly combines their interests with academic standards and life skills. Remember, this is just an example, and anyone can add, edit, or delete any part of this narrative. Let the students take the lead and see where it leads. Wishing you a fantastic adventure!

**Purpose:** The purpose of this tool is to integrate academic content standards, thinking habits, and personal interests through creative challenges. These challenges provide students with open-ended opportunities to develop their creativity while practicing thinking habits and applying content standards, making their learning meaningful and relevant.

**Framework:** This creativity development tool consists of three phases: Early Phase, Implementation Phase, and Innovation Phase.

*Early Phase:* In this phase, content standards are derived from the official course of study and transformed into short creativity challenges. These challenges encourage divergent thinking and provide a platform for teaching the content standards. The focus of the lesson should be on the challenge itself and how the standards can assist students in tackling it. It is important to avoid teaching the standards in isolation but instead teach them within the context of the challenge. The reflection, connection, and processing stage at the end of each challenge becomes crucial for transferring knowledge and fostering connections between practical application and curriculum content.

*Implementation Phase:* This phase takes the creativity challenges to the next level. Each challenge now combines standards from different disciplines, aiming to highlight the connections between them and apply them in meaningful and relevant ways.

*Innovation Phase:* The final phase of this creativity tool is designed to create a fully immersive experience. The creativity challenges become part of larger life-centered investigations that integrate multiple content standards from various disciplines, as well as life skills present in all academic areas and beyond. Enduring ideas, compelling questions, and project-based learning approaches are incorporated at this stage. Student interests drive the projects, making the learning experience meaningful and relevant. The life skills inherent in the creative and artistic process become essential components of the challenges and the processing stage. When reflecting on the challenge, the teacher not only discusses the connection to the curriculum standards but also nurtures and explores the transdisciplinary life skills involved, such as perseverance, flexibility, and fluency. The goal of this phase is to create an environment where questions and problems take center stage in the learning process, while the content standards are viewed as supportive elements rather than isolated outcomes. For an example of this phase, please refer to the background information provided at the beginning of this document.

## Grade 2 Content Standards

### Creativity Challenge



Bob is a small creature who loves to go on adventures. Today, he wants to go on a water cycle trip. Use the simple materials here to design for him a mode of transportation that will allow him to ride the water cycle. He must go through all stages. Design, build and get feedback on your design. Bob's vehicle needs to use all of the parts of the water cycle to power it. To share your vehicle, you will need to explain how it uses each part of the water cycle to power the vehicle.

#### Questions to think about:

How will your vehicle use evaporation, condensation, precipitation and collection to power it?

#### Science

##### Strand Connection:

**Living and nonliving things may move. A moving object has energy. Air moving is wind and wind can make a windmill turn. Changes in energy and movement can cause change to organisms and the environments in which they live.**



## Phase 1

### Reflection/Processing/Questioning...

What questions can you ask to help you better understand the challenge?  
Think flexibly by learning various perspectives.  
Persevere when stuck at a crossroads in the design or construction stage.  
Create a possible solution and revise it if necessary.  
Communicate ideas and the process you used to arrive at your idea.  
Collaborate on ideas, constructing, building, celebrating.  
How did your vehicle use the water cycle for power?  
Compare and contrast the different designs and discuss the strengths and challenges of each design.  
How are the 6 thinking habits present in this challenge?

# Grade 2 Content Standards

## Creativity Challenge

Using what you know about rules and laws, you will conduct 2 creativity challenges.

1- Your task is to build a house. But, the rule is you can only use the color of bricks that correspond to the colors in your shirt.

2- individually, blindfolded, you need to build a simple artifact (ex. a bird).

\*3- Place a bin of legos on the floor and instruct the students to build something once you count to 3. The purpose of this activity is to learn how some laws and rules help make our communities, more safe, productive, etc. The main part to this activity is the chaos in getting the materials. Time would be spent at the conclusion figuring out rules to put in place to help this activity run more smoothly.

## Reflection/Processing/Questioning...

How did these rules/laws effect what you created?

What were the pros and cons of each and why?

What about working alone and collaboratively?

Did you prefer one over the other why or why not?

Why do you think rules and laws are important?

What types of rules and laws do we need for our new community? Why?! How could we re-do these challenges with new rules?

What rules would make it better and/or more challenging?

How are the 6 thinking habits present in this challenge?

### Discovery Social Studies 2 Rules and Laws!



**There are different rules that govern behavior in different settings. How do rules and laws help? Why do we have rules and laws?**

**Phase 1**

## Grade 2 Content Standards

### Creativity Challenge

Look around your classroom. Today you need to modify your classroom environment. Identify one problem with your classroom set-up and think of as many ways as you can to adapt it to make it better. Get into small groups to brainstorm ideas. Sketch, build, and/or demonstrate your ideas to the class for feedback. Redesign the idea once you have received feedback. Think about why you are making the modifications that you have created. To share out you will need to explain your modification, why you did it, who is impacted by it and what impact does it have on you, your class, your teacher and the learning?

#### Science

##### Strand Connection:

**Living and nonliving things may move. A moving object has energy. Air moving is wind and wind can make a windmill turn. Changes in energy and movement can cause change to organisms and the environments in which they live.**



### Phase 1

### Reflection/Processing/Questioning...

How did you modify your classroom environment?

What was the problem you identified?

Who is most impacted by this modification and why?

Would you make different modifications for different people? Based on their size, age, job? Why?

Compare and contrast the different solutions and discuss the flexible thinking during this challenge.

How are the 6 thinking habits present in this challenge?



## Grade 2 Content Standards

### Creativity Challenge

Use the materials at your table to design a kinetic sculpture (sculpture that moves by wind) or vehicle for your creature. Your sculpture must have a part of it that moves in the wind. The materials are tissue paper, brad pins, paperclips, craft sticks, and tape (additional materials as needed). You will also use your sculpture to measure the direction and speed of the wind by inventing your own measurement system.

#### Questions to think about:

- How will your sculpture use the wind to make it move?
- Will it stay in one place and have a part move, or will the whole sculpture move?
- What will be your new system for measuring wind speed and direction?
- How are the 6 thinking habits present in this challenge?

### Reflection/Processing/Questioning...

- Before starting- have students in groups brainstorming ideas for their sculpture. Explore the materials but don't build yet. Have them ask questions and sketch ideas on a large sheet of paper. At the end, have the students share out the questions that lead to innovative designs and how they researched ideas. What is the moral of the story... what is the big learning that took place?
- How does your sculpture work?
- How does it measure wind speed?
- Explain the new system of measurement you came up with to measure wind speed?
- How does it identify wind direction?

#### Science

##### Strand Connection:

**Living and nonliving things may move. A moving object has energy. Air moving is wind and wind can make a windmill turn. Changes in energy and movement can cause change to organisms and the environments in which they live.**



### Phase 1

## Grade 2 Content Standards

### Creativity Challenge

Write a short story about a new character the class creates. Imagine a series of events and adventures this character goes on. Once they have written a detailed narrative, the class can work on a short play to accompany the story. The play could be with sock puppets, actors and actresses or a digital version. Each class member could have a different job. Set designers, actors, prop designers could all have a certain role. This play could be done over many classes and go more in depth with the design and structure, or it could be a simple play done in an hour using found objects, imagination and creativity. The shorter version could be dividing the class up into 4 groups. Have each group interpret their own idea of the play based on the short story. Give each group thirty minutes to plan and practice and thirty minutes to perform the play. After the play use the discussions questions below to process the activity.

**Strand: Section  
W.2.3.**

**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**



**Phase 1**

### Reflection/Processing/Questioning...

- How did each play incorporate the details of the short story?
- How did each group interpret the story differently and what impact did that have on the story?
- What feelings and emotions did you see in the play and how did they convey those feelings?
- What actions did you see in the play and how did they impact the story?
- Was the play easy to follow along why or why not?
- How are the 6 thinking habits present in this challenge?

## Grade 2 Content Standards

### Creativity Challenge

Using what you know about rules and laws, you will conduct 2 creativity challenges.

- 1- Your task is to build a house. But, the rule is you can only use the color of bricks that correspond to the colors in your shirt.
- 2- Individually, blindfolded, you need to build a simple artifact (ex. a bird). The rule is you cannot see what you are creating until the end. Or...?

### Social Studies 2

#### Rules and Laws

There are different rules that govern behavior in different settings.



**Phase 1**

### Reflection/Processing/Questioning...

- How did these rules/laws effect what you created?
- What were the pros and cons of each and why?
- What about working alone and collaboratively?
- Did you prefer one over the other why or why not?
- Why do you think rules and laws are important?
- What types of rules and laws do we need for our community? Why?! How could we re-do these challenges with new rules?
- What rules would make it better and/or more challenging?
- How are the 6 thinking habits present in this challenge?

## Grade 2 Content Standards

### Creativity Challenge

Using what you know about the atmosphere and weather changes, design the 2 best outfits that would be essential for the weather in Ohio. Think about...being able to explain why you designed them the way you did and what the weather patterns are in Ohio that require these outfits. What factors contributed to your design?

**Science 2**  
**The Atmosphere**  
**Changes in energy affect all aspects of weather, including temperature, precipitation amount and wind.**



**Phase 1**

### Reflection/Processing/Questioning...

Explain your 2 outfits.  
Why did you create them the way you did?  
What are the weather patterns that are a part of your community and why?  
What happens if a warm front and cold front collide in your community? Will your outfits still work? why or why not?  
How are the 6 thinking habits present in this challenge?

## Content Standards

## Creativity Challenge

Using what you know about the atmosphere and wind, design and build a transportation machine that can speed up using air and/or slow down using air.

Using only twist ties, tissue paper, tape and a fan (to act as wind source).

## Science 2

### The Atmosphere

The atmosphere is made up of air. Air has properties that can be observed and measured. The transfer of energy in the atmosphere causes air movement, which is felt as wind. Wind speed and direction can be measured.



## Phase 1

## Reflection/Processing/Questioning...

How did you use the materials and why?

How did your knowledge of wind and the atmosphere, help you when thinking about your design?! How could your design help you identify wind direction?

How could you use your design to measure wind speed? Why?

How are the 6 thinking habits present in this challenge?

## Grade 2 Content Standards

### Creativity Challenge

Have all the students get a small sheet of white paper. Ask them to write a short story on the paper that happened to them at some point. Do not write your name on it. Once finished, have the students crumble up the papers and have a indoor snowball fight! Once the fight is over, each student needs to pick up a snowball from the floor. It can't be there own. Have them open the paper and by asking who, what, where and when questions, see if they can uncover who's snowball they have.

**Standard:**  
**RI.K2.1b Ask and answer who, what, where and when questions to demonstrate understanding of text.**



## Phase 1

### Reflection/

What was most helpful in gaining clues to the identity of the person who wrote the snowball?  
How did asking these questions help you figure out who the mystery person was?  
How are the 6 thinking habits present in this challenge?

Grade 2  
Content Standards

Creativity Challenge

ADD YOUR OWN

**Standard**  
ADD YOUR OWN



**Phase 1**

Reflection/Processing/Questioning...

ADD YOUR OWN

# Grade 2

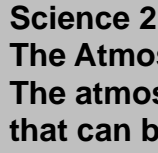
## Multiple Content Standards

## Creativity Challenge

Combine all previous Content Standards and integrate them into one project.

Discover a new community!  
Student selects an area of interest and formulates questions around this area.

Think of the rules for the community, the dress as it relates to climate and atmosphere. Integrate writing/LA, science and related arts. Students could design and build the community. This could take place over the course of a year in all academic disciplines. All content standards could be related to the idea of inventing a new community. Students could generate questions for exploration and teacher could facilitate standards as a part of the journey.



**Social Studies 2— RULES AND LAWS 12.** There are different rules that govern behavior in different settings.  
**What is the purpose of rules/laws in our new community?**  
**Why do we need rules/laws?**  
**Who should create the rules/laws and why?**

**Science 2**  
**The Atmosphere**  
**The atmosphere is made up of air. Air has properties that can be observed and measured. The transfer of energy in the atmosphere causes air movement, which is felt as wind. Wind speed and direction can be measured.**

**Science 2**  
**The Atmosphere**  
**Changes in energy affect all aspects of weather, including temperature, precipitation amount and wind.**

## Reflection/

- What is the name of the community?
- Should the community have a dress code?
- What types of businesses should the community have?
- What types of transportation will be used?
- What would the diet of the community be?
- What types of traditions, festivals, etc. will take place?
- What types of sports old/invented will take place?
- Generate a list of questions from the kids that could be ongoing, divergent and emergent.
- How are the 6 thinking habits present in this challenge?



## Phase 2



Grade 2

## Multiple Content Standards



Phase 2

**Standard**  
ADD YOUR OWN

Combine all previous Content Standards and integrate them into one project.

ADD YOUR OWN



**Standard**  
ADD YOUR OWN



**Standard**  
ADD YOUR OWN

## Reflection/

How are the 6 thinking habits present in this challenge?

ADD YOUR OWN

Content  
Standards  
Life Skills  
Interests

**Big Ideas, Enduring Understandings, Compelling Questions  
Standards: Multiple from various disciplines.**

**Big Idea:**

**What is a community?**

## Creativity Challenge

Big idea is discovering a new community. The students generate questions about this new community. Each aspect of the new community would connect to various content standards, as well as incorporate life skills such as thinking habits, creativity, etc., and personal interests to make the learning meaningful and relevant.

**For example:** A group of students could collaborate on inventing new games for the community. This could take into account students who are interested in game playing, games based on season and how the weather impacts the games, rules of the games for social studies, and games scoring for math, etc. A group that want to focus on fashion, could take off in another direction, yet still combine content standards, life skills, and personal interests.

**Life Skills: Perseverance, curiosity, collaboration, creativity, communication, thinking flexibly, etc.**

**Interests: Student interest surveys to make connections and allow for students to bring personal interests to the project to make the learning meaningful and relevant.**

Reflection/



**Phase 3**

How are the 6 thinking habits present in this challenge?  
*To be determined...*

Content Standards  
Life Skills  
Interests

**Big Idea—**  
**Standards: Multiple from various disciplines.**

**Big Idea:**  
ADD YOUR OWN

Creativity Challenge

ADD YOUR OWN



**Life Skills: Perseverance, curiosity, collaboration, creativity, communication, thinking flexibly, questioning, etc.**



**Phase 3**



**Interests: Student interest surveys to make connections and allow for students to bring personal interests to the project, to make the learning meaningful and relevant.**

Reflection/

How are the 6 thinking habits present in this challenge?  
*To be determined...*