
CARE OF MAGICAL CREATURES



**TAMMY COLEY
4TH - 6TH GRADE
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Rationale

This unit gives students the opportunity to explore the concept of imagination. Imagination is not only meant for young children, but for everyone. Imagination enables students to think about things that are abstract, raises questions, provides understanding and conveys new ideas and possibilities. Imagination also assists people in confronting or dealing with problems. It is important for students to explore this abstract concept of imagination to understand that without it possibilities of new discovery would not be likely. Many advancements in our world would not have happened if it weren't for imagination.

North Carolina standards for 4th grade - 6th grade are being taught through this unit. This unit incorporates reading, science, art, writing, and speaking and listening standards. Through the content of this unit students are able to use higher order thinking skills, creative problem solving, observation, questioning and critical thinking. For example during the Socratic Seminar, students must lead the discussion and keep the conversation going by asking questions that are deep and meaningful. This is a skill that the students learned before participating in the seminar. Students are able to analyze information, draw conclusions, make inferences, and collaborate in small groups. The VTS lesson enables the students to use these skills. Through the Creative Problem Solving lesson found in this unit students are able to work on finding a creative solution to a problem through convergent and divergent thinking processes. Students must be able to evaluate and analyze information and collaborate with their peers to create a habitat that is new and will meet the needs of their creature. In the Bruner lesson, students meet and evaluate the responsibilities of an illustrator. This allows students to see a professional at work and place him/herself in the illustrator's job by means of a performance task.

It is important for gifted students to be exposed to these skills and hone in on them. These skills enable teachers to challenge gifted student to meet their academic needs as well as social emotional needs. This unit allows students to improve the way that they use these skills and encourages them to use the skills every day.

Differentiation for Gifted Learners

In order to meet the needs of the diverse population of students, teachers must differentiate their instruction. Differentiated instruction is a necessity to meet the needs of our gifted learners. Teachers can differentiate the learning in the classroom through the learning environment, the process, the content, and the product.

This unit allows for differentiation in the following ways:

Process: In this unit the teacher works as the facilitator. This allows self-drawn observations, collaboration, and critical thinking to occur. Students are put in the position of leadership in this unit. They must use their imagination as well as convergent and divergent thinking to creatively problem solve. Students are also able to work in small groups, move around, and discuss possibilities/solutions. These differentiation strategies enable students to be flexible, think outside of the box, and lead in the areas that they excel. These strategies make the learning meaningful to the student which promotes achievement and engagement.

Environment: One of the goals for this unit is to be student centered. Students lead and drive the discussion and instruction. Students make their own collaborative groups. This allows gifted learners to work with many different peers- those that are like them in addition to those that are different from them.

Product: Choice is also an important aspect of this unit. Students are empowered to make choices in this unit especially when it comes to the product they will create. Students produce original, and unique creatures using the materials which they get to choose. The teacher does not put the student in a box and tell him/her what to design or the material to use. Giving gifted students a choice stimulates their interests, promotes buy in, sparks creativity, and motivates students to dig deeper into the content.

Content: This unit allows the students to experience content at an advanced level. The readings that are assigned are above grade level and are meant to challenge students and provide a level of complexity that gifted learners desire.

Goals and Outcomes

Content Goals and Outcomes:

Goal 1: To apply knowledge as it relates to fictional characters in art, science and literature.

Students will be able to

- A. Generate knowledge and meaning through visual imagery.
- B. Collaborate among peers.
- C. Investigate mood and how it relates to characters in art and literature.
- D. Apply knowledge of habitats.
- E. Understand the role of an illustrator in the process of writing a book.
- F. Conduct a seminar.
- G. Support findings and opinions by citing evidence from the text.

Process Goals and Outcomes:

Goal 2: To develop problem solving skills with application to art and literature.

Students will be able to ...

- A. Analyze and evaluate literature and images for meaning.
- B. Support observations with evidence.
- C. Creatively problem solve.
- D. Make inferences.
- E. Draw conclusions.
- F. Debate and discuss in a respectful manner.
- G. Evaluate their responsibilities in a group.
- H. Collaborate in small groups.
- I. Articulate the reasons for the creative design and material choices.
- J. Apply and analyze information creatively to choose creatures that can cohabitate.

Concept Goals and Outcomes:

Goal 3: To understand the concept of imagination

Students will be able to....

- A. Use imagination to think and solve problems.
- B. Use imagination to reflect.
- C. Use imagination to recreate.
- D. Use imagination to question
- E. Transfer the knowledge that imagination stimulates creativity by designing something unique and original.

Assessment Plan

In order to show that students are proficient in the essential understanding, Imagination stimulates creativity, there are formative assessments embedded in this unit as well as a performance task that serves as a summative assessment.

Lesson 1: Visual Thinking Strategy

A formative assessment that is used in this lesson is "Ticket out the Door". Students will be required to answer the essential question, How does imagination stimulate creativity? Students will write their response on an index card and give it to the teacher before leaving for lunch. They should use experiences from this lesson to elaborate on the essential question. This type of formative assessment allows teachers to see the degree of understanding a student has on a topic in a non-threatening manner. It also enables the teacher to evaluate strategies, materials, and drives instruction.

Another formative assessment used is the Gallery Walk. Students will be divided into groups and provided with markers and a piece of chart paper. Each group will be assigned a post lesson question. After each group has generated ideas about their question they will write them on the chart paper. After the questions are answered, the questions will be posted around the room. Students will be allowed to walk around and discuss each question in their group. If a group decides additions should be made to a question, they may write their input on the chart paper using their assigned marker color. By assigning a different marker color to each group, the teacher will be able to informally assess the level of understanding for each group during the whole class discussion that follows. This means of assessment is beneficial because it allows students to be actively engaged, work in small groups, participate in meaningful conversations, and problem solving.

The artist intended make the creature as ugly and monstrous as the theme would allow. He reveals that by making the eye look mad and worried the creature made the audience aware of the things said or not said in language or music. The creature also seems worried and angry in your thoughts, as the music is angry and dark as well. *Musician's note: not*
The two characters, "the monster" and "the woman" are the same thing.

We could make it look like a real
great! We could make a smile. We Could Make it
look like a happiness. We can make it look like
could change it harmful. We could change it
good. In the top of the best case. They could make the best
case for the people. They are better for themselves.
We can make it look like a real
great! We could make a smile. We Could Make it
look like a happiness. We can make it look like
could change it harmful. We could change it
good. In the top of the best case. They could make the best
case for the people. They are better for themselves.

Evidence of integration is...

- the stream doesn't exist and people wouldn't realize that about it
- the picture isn't self-explanatory and it seems that the artist left something to see in that area?

...and evidence of equality
evidence of equality in the picture
is that the picture is partly made
out of a kind of light which
makes them think about the world
and of the larger people to see their
equality by that about what they
to meet like it for this
off the back of it's head
which is impossible to have
I think it's a picture
...and evidence of equality

Gallery Walk

Lesson 2: Creative Problem Solving

A journal reflection is one assessment used in lesson 2. Students will independently reflect upon the experience by answering the post questions for the lesson. After reflecting on the questions the whole class will discuss the questions. Reflection encourages students to think about what they have learned and can help the teacher prepare for future instruction.

In lesson 2, class discussion follows the journal reflection. This means of assessment gives valuable information about what the students know regarding the information. These discussions must use high level questioning and focus on critical thinking. This is very important in serving our gifted students. After careful listening of the discussion, the teacher may use the information obtained for future lessons.

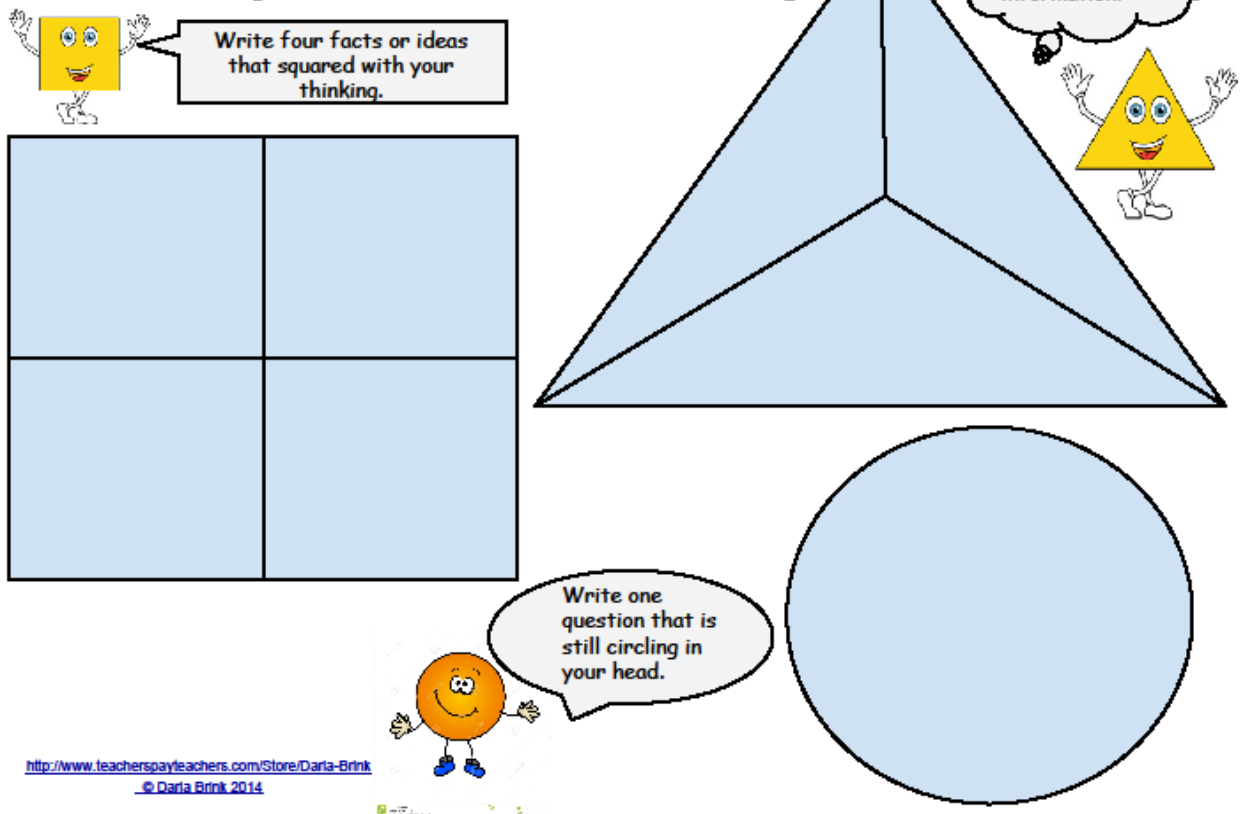


Students explained how and why they designed the habitat that they did, they reflected on the post lesson questions, and finally they shared their knowledge through a whole group discussion.

Lesson 3: Bruner

The assessment used in this lesson was a graphic organizer titled "Checking for Understanding". This provides a visual for the student's learning.

Checking for Understanding



This type of assessment enables the teacher to see the student's thoughts, and what they know. It also helps the teacher identify areas where the students need clarification.

Work Sample: Checking for understanding

How does imagination stimulate creativity?

Checking for Understanding

Write four facts or ideas that squared with your thinking.

You have to use your imagination to have Creativity	Imagination basically IS Creativity
You have to know the back story to draw a Character	You have to know the plot to illustrate a Story.

Write three ideas for which you need more information.

Write one question that is still circling in your head.

If your uncreative like me, how do you use your imagination to stimulate Creativity?

<http://www.teacherspayteachers.com/store/Carla-Dine>
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How does imagination stimulate creativity?

Checking for Understanding

Write four facts or ideas that squared with your thinking.

Imagination and creativity are related in many ways	You have to be creative to make something original
You use your imagination every day	Imagination and creativity both help you see what you see everyday

Write three ideas for which you need more information.

Write one question that is still circling in your head.

Does imagination stimulate creativity at certain times or all the time?

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How does imagination stimulate creativity?

Checking for Understanding

Write four facts or ideas that squared with your thinking.

communicate and collaborate	look at other illustrators that inspire
You can use your imagination to create things that you make up	work with other people and put ideas together to create something

Write three ideas for which you need more information.

Write one question that is still circling in your head.

How do illustrators create so easily?

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How does imagination stimulate creativity?

Checking for Understanding

Write four facts or ideas that squared with your thinking.

When using these imagination they are being creative	They need imagination to be creative
Without imagination you can't see a picture of what your being creative about	If you couldn't be creative there would be no point of imagination

Write three ideas for which you need more information.

Write one question that is still circling in your head.

how is imagination different then Creativity?

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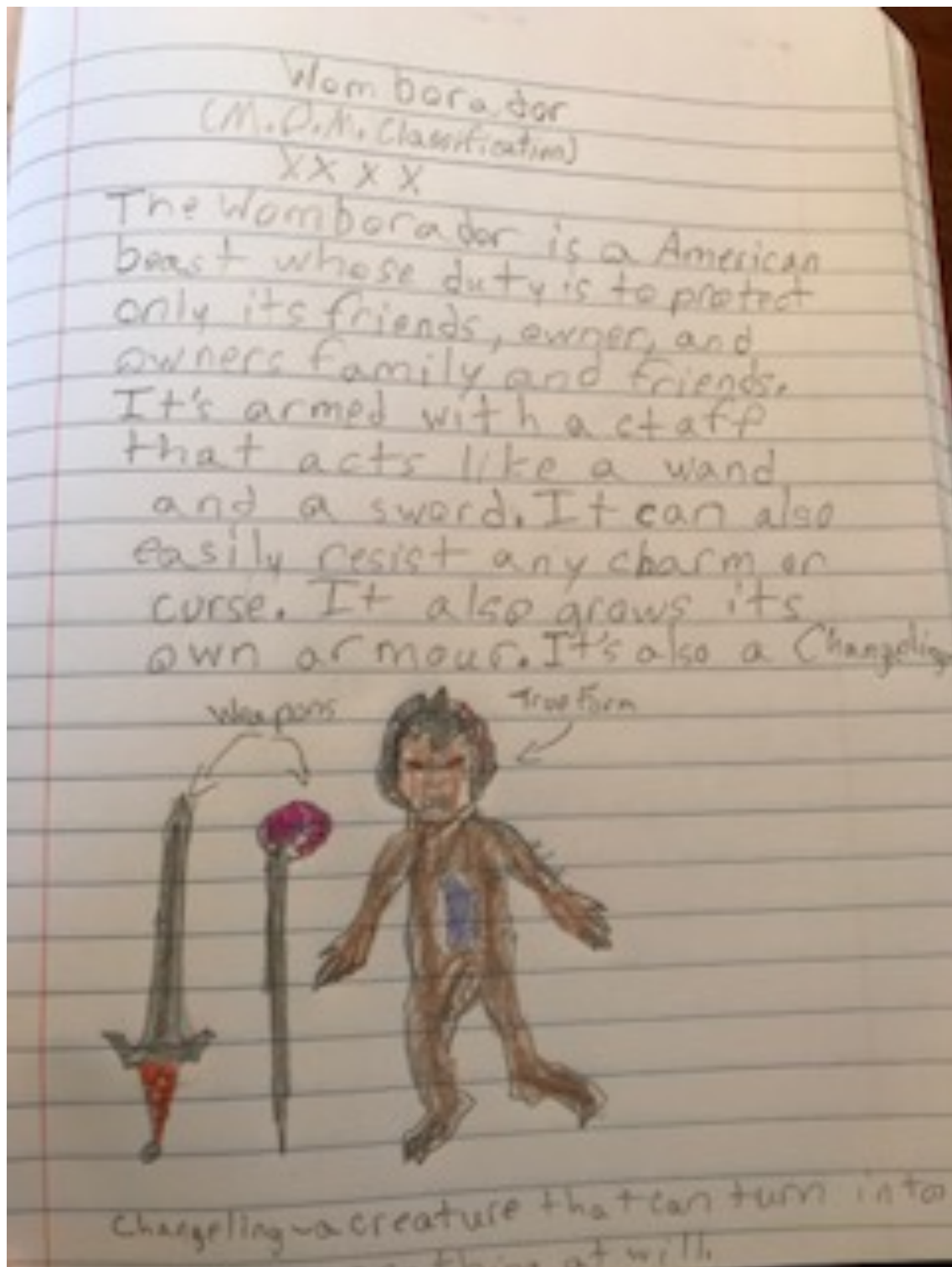
Students will also be given a performance task to explore upon their learning and used as a summative assessment. Summative assessments are important gauge student's learning over a period of time. Some think that assessments are only standardized test. However this is an incorrect assumption. Summative assessments can be given as a test at the end of a unit or chapter or as illustrated in this unit, a performance task can be used to measure student learning. Since summative assessments are given at the end of a unit or even the end of the school year, it is more difficult for a teacher to use these assessments to drive instruction or to intervene when problems occur during instruction. Summative assessments assist educators in deciding if programs were effective, reaching school goals, and if the instruction was aligned to the curriculum.

Performance Task

You have been selected to be the illustrator of J.K. Rowling's new book about magical beasts. This job is perfect for you because you have read descriptions of various creatures, understand how imagination stimulates creativity in the illustrating and storytelling processes, and have used your imagination and creativity to develop a perception of a new creature.

Your task is to submit a sketch to J.K. Rowling and her Board of Directors of the new magical creature along with a short, creatively written back story about the creature. Be sure to use your imagination and creativity when you are writing the story of the creature. You may use the work you have previously developed to assist you in this task.

Performance Task work sample



Performance Task Rubric

Section	1	2	3	4
Content	Generates little or no meaning through the backstory and the sketch.	Generates some meaning through the backstory and the sketch.	Generates clear meaning through the backstory and the sketch, but lacks completeness or effect.	Effectively and completely generates meaning through the backstory and the sketch.
Process	Slightly analyzes materials to create the backstory and sketch.	Mostly analyzes materials to create the backstory and sketch.	Generally analyzes materials to create the backstory and sketch.	Completely analyzes materials to create the backstory and sketch.
Concept	Slightly transfers the knowledge of imagination and creativity to design an original unique creature and backstory.	Mostly transfers the knowledge of imagination and creativity to design an original unique creature and backstory.	Generally transfers the knowledge of imagination and creativity to design an original unique creature and backstory.	Completely transfers the knowledge of imagination and creativity to design an original unique creature and backstory.
Presentation	The presentation is slightly disorganized and lacks effectiveness.	The presentation is mostly organized, neat and somewhat effective.	The presentation is organized, neat and effective.	The presentation is sophisticated in nature and highly effective.
Total				

Lesson 4: Socratic Seminar

Whole group discussion is the assessment piece in this lesson. Students will discuss the creature they designed and answer post lesson questions. Whole group discussions provide the teacher with information about what the student has learned and how they applied the learning in the lessons. The teacher will find the information priceless because he/she can use it as a tool to drive further instruction.



TEACHER NAME		Lesson #
Tammy Coley		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	ELA/Visual Arts	4 th grade -6 th grade
CONCEPTUAL LENS		LESSON TOPIC
Imagination		Care of Magical Creatures
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
Speaking and Listening Standards: CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Writing CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. V.1: The first Essential Standard requires students to use the language of visual arts to communicate effectively. V.2: The second Essential Standard requires students to use creative and critical thinking skills.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Imagination stimulates creativity.		How does imagination stimulate creativity?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>

Students will know: • Visual imagery generates knowledge and meaning. • Visual imagery results in collaboration among peers. • Visual imagery allows respectful communication to occur. • Even though magical creatures are different they still require appropriate care and love. • Color and character placement can affect the mood of a painting.	• Students will be able to analyze an images. • Students will be able to support observations with evidence. • Students will be able to evaluate an image for meaning. • Students will be able to use their imagination to speak and write about the importance of caring for magical creatures. • Students will be able to creatively problem solve. • Students will be able to make inferences. • Students will be able to draw conclusions. • Students will be able to debate in a respectful manner.
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GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
• What is imagination? • What is creativity? • What kinds of things are Puff and Jackie doing together? • What made you decide to draw that scene? • How does Jackie Paper feel in your picture? • How does Puff feel? • What meaning are you trying to convey from your picture? • How can you compare or contrast Puff and Jackie Paper to you and your pet? • What do you think happened to Puff?	• What do you see? • Why do you think that? • What else can you find? • What kind of creature is in the picture? • How would you describe the creature? • How does the creature feel? • How do you feel about the creature in the picture? • In your opinion how do the town's people feel about the creature? • What might lead the town's people to their feelings about the creature?	• Why did the artist position the creature as he did? • What did the artist reveal to us from the picture? • What does this picture tell us about society's view on magical creatures? • What can be done to change the perception of magical creatures? • How can imagination stimulate creativity? • What evidence of creativity do you observe in the picture?

• What ideals about pets in society did you reveal in your drawing? • What are some inferences that you made regarding Jackie and Puff's relationship or Puff's reputation? • How did you use your imagination and creativity to come up with your drawing?	• What skills did the artist use to create this creature? • How did the use his imagination and creativity to convey his feeling in this painting?	
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
	The teacher is the facilitator allowing self-drawn observations, collaboration, and critical thinking to occur. Students are able to create meaning with VTS.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Ask students the pre-lesson questions:

What is imagination?

What is creativity?

Show students a brain pop video about imagination

(www.brainpop.com/search/?keyword=Imagination). Discuss what they learned from the video orally in class.

The students will listen to the song, *Puff the Magic Dragon* by Peter, Paul and Mary. This is a song about a boy who has a magical creature as his pet. The teacher will instruct the students to just listen to the song through the first time.

Next, The teacher will have the students to listen again and imagine they are Jackie Paper. Students will jot down ideas of how they would interact with the creature. The teacher will encourage the students to make inferences relating to the song.

After listening to the song the teacher will provide students with pencils, crayons, markers, and a blank piece of paper. The students will be instructed to draw a picture of their interactions with the magical creature, Puff.

The teacher will ask pre-lesson questions. Students will be asked to respond by raising their hands.

- What kinds of things are you doing together?
- What made you decide to draw that scene?
- How does you feel in your picture?
- How does Puff feel?
- What meaning are you trying to convey from your picture?
- How can you compare or contrast Puff and Jackie Paper to you and your pet?
- What do you think happened to Puff?
- What ideals about pets in society did you reveal in your drawing?
- What are some inferences that you made regarding Jackie and Puff's relationship or Puff's reputation?
- How did you use your imagination and creativity to come up with your drawing?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

After listening to Puff the Magic Dragon, the teacher will explain now they will be viewing a picture of a magical creature. Students will be asked to gather around the picture so they are able to see it well.

The teacher will say: "You just listened to a song about a magical creature and used your imagination to understand the relationship with Jackie and Puff. Now you are going to observe a picture of a creature. Use your imagination as you observe the illustration."

The teacher will show the students the image of Moonlight Night by Wassily Kandinsky on the smart board. Students will be instructed to observe the painting without talking.

****** This is the first lesson in this unit. It is meant to get the students thinking about the care of magical creatures and how imagination stimulates creativity before we move on to “observe” some of the creatures.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After the students observe the picture for 3 or 4 minutes, the teacher asks the during the lesson questions.

- What do you see?
- Why do you think that?
- What else can you find?

The teacher will give the students time to respond to the questions. The teacher will paraphrase the students’ responses by validating the students’ views and reinforcing their ideas. The teacher is the facilitator and should not interject his/her thoughts about the picture. Time should be allowed for others to comment and expand on what their peers see. This process should continue for about 20 minutes.

The teacher will ask the remainder of the during the lesson questions.

- What is the creature in the picture?
- How would you describe the creature?
- How does the creature feel?
- How do you feel about the creature in the picture?
- In your opinion how do the town’s people feel about the creature?
- What might lead the town’s people to their feelings about the creature?
- What skills did the artist use to create this creature?
- How did the use his imagination and creativity to convey his feeling in this painting?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Gallery Walk:

Students will be divided into 5 groups and provided with markers and a piece of chart paper. Each group will be assigned a post lesson question. After each group has generated ideas about their question they will write them on the chart paper.

After the questions are answered, the questions will be posted around the room. Students will be allowed to walk around and discuss each question in their group. If a group decides additions should be made to a question, they may write their input on the chart paper using their assigned

marker color. By assigning a different marker color to each group the teacher will be able to informally assess the level of understanding for each group during the whole class discussion that follows.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

In whole group, the teacher will use the posters to discuss and recap the gallery walk with the students. She will ask the students questions like:

Why did you say that?

What lead you to this response?

After the Gallery Walk there will be a 15 minute break.

After the gallery walk the teacher will show the students a scholastic video titled "What is Mood?" (www.youtube.com/watch?v=SQq7XZ_lm34) to review how authors and illustrators depict mood. After watching the video, the teacher and students will discuss the video and how authors and illustrators represent mood in order to stimulate imagination in the observer.

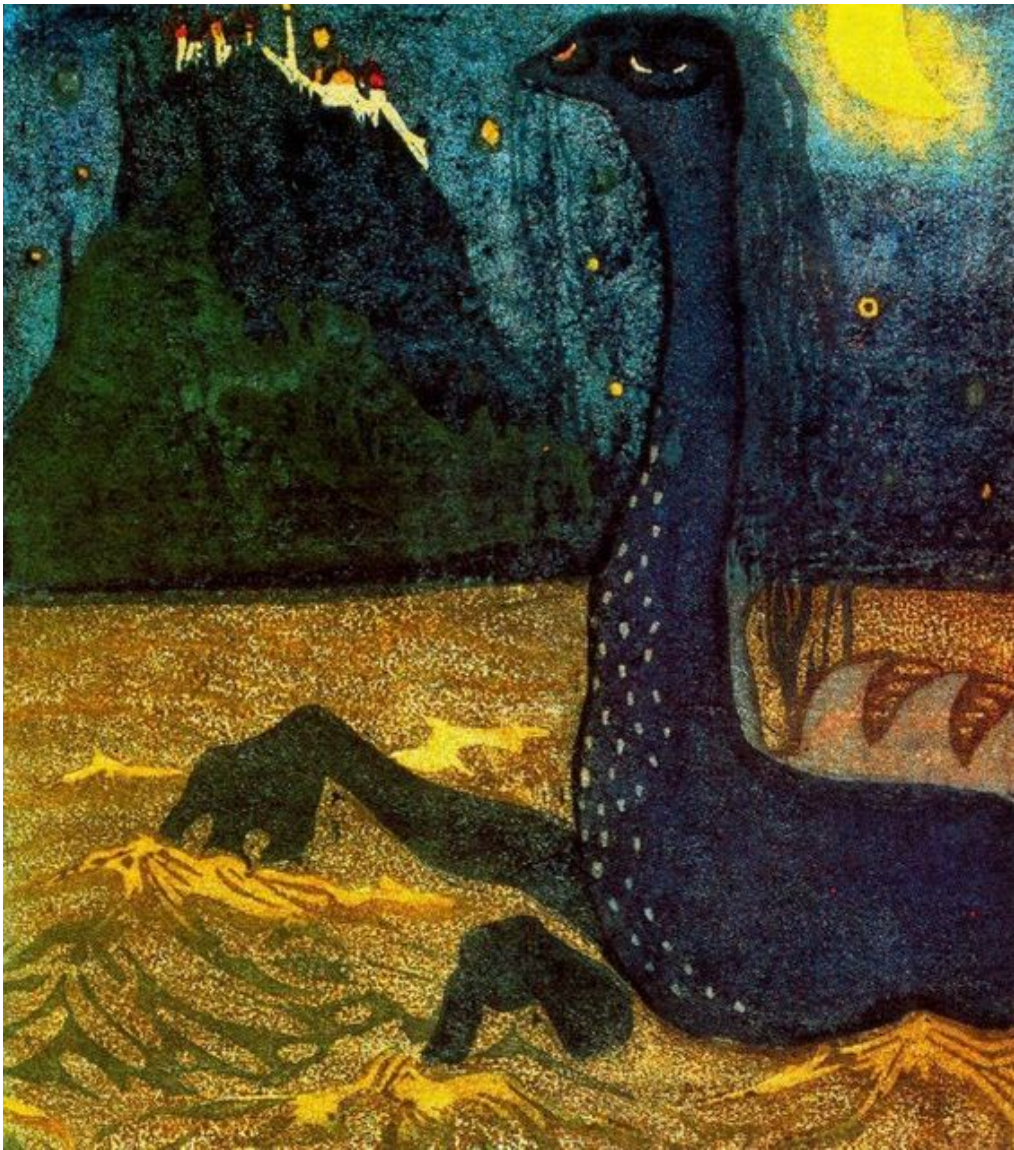
Then each student will be asked use the strategies to recreate their interpretation of the painting by Kandinsky. In their picture they will be required to use their imagination to create a new idea of the magical creature.

When the picture is completed, students will share their picture explaining the how they used their imagination and creativity to change the creature image.

In a whole group setting students will discuss ways they can use their imagination and creativity to develop an image for a magical creature they will create. The teacher will write these ideas on the board.

Finally, students will be instructed to use what they have learned during the lesson and allow their imagination to stimulate creativity in order to develop the perception of their magical creature. Students will record in their journal the image of their creature (ex: dangerous, helpful, funny, etc.) and the creative techniques that will be used to successfully illustrate this image.

At the end of the end of the lesson as a ticket out the door, each students will be required to answer the essential question, How does imagination stimulate creativity? Students will write their response on an index card and give it to the teacher before leaving for lunch. They should use experiences from this lesson to elaborate on the essential question.



Puff the Magic Dragon

"Puff the Magic Dragon" made me, at the beginning, make me feel happy because it talked about Jackie and Puff's happy adventures together escaping from pirates and being waved at by kings and queens. At the end it made me sad because Puff didn't have Jackie anymore.

Together they -

- fought pirates
- were waved at by kings and queens
- they escaped to Honilee



TEACHER NAME		Lesson #
Tammy Coley		2
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving	Science	4 th -6 th
CONCEPTUAL LENS		LESSON TOPIC
Imagination		Care of Magical Creatures
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
Science Standards: 4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats. 5.L.2 Understand the interdependence of plants and animals with their ecosystem. 6.L.2 Understand the flow of energy through ecosystems and the responses of populations to the biotic and abiotic factors in their environment. Speaking and Listening Standards: CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Imagination stimulates creativity.		How does imagination stimulate creativity?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>

Students will know: • The basic needs of creatures are air, water, food and shelter. • That a habitat is the natural home of an animal that supplies its basic needs. • That animals that share the same space make up a community. • That imagination stimulates creativity so authors and illustrators can develop new and unusual ideas.	Students will be able to: • Draw conclusions. • Analyze information. • Evaluate their responsibilities in a group. • Use imagination to create something new. • Collaborate in small groups. • Creatively problem solve. • Design a creature’s habitat using imagination and creativity. • Articulate the reasons for the creative design and material choices. • Apply and analyze information creatively to choose creatures that can cohabitate.	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions: • What are basic needs of creatures? • What is a habitat? • What is a community? • What is a niche? • How can you use your imagination to create a habitat for your creature? • What is imagination? • What is creativity? • How does imagination aid in the creative process?	During Lesson Questions: • Why did you and your partner decide on this design? • In what ways will imagination influence your design? • How does creativity impact your design? • How did you decide on the materials used in the design? • What needs will you meet by using the materials that you selected. • What problems did you encounter as you were	Post Lesson Questions: • What are the challenges you faced when designing the habitat? • In what ways did you overcome the challenges? • In what ways would you change your design to be more creative? • If you could recreate the habitat, what materials would you have requested? • In what ways would the materials that you would have used allowed you to be more imaginative thus

	designing the habitat?	resulting in a more creative habitat? • How did imagination stimulate creativity when designing your creature's habitat?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Leadership, collaboration, creative problem solving, imagination, and critical thinking are encouraged in this model as well as divergent and convergent thinking.		This is student led. The teacher will be a facilitator. Students will form the groups.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Hagrid (the teacher) will begin the class by showing a video clip about habitats (video.nhptv.org/video/natureworks-habitat/).

Then students will find posters around the room of different habitats/biomes. Students will be given a sticky notes and instructed to take a gallery walk around the room to each poster. A question will be displayed at each poster. The students will respond to the question on the sticky note and post the answer beside the poster.

Students will answer the pre-lesson questions:

- What are basic needs of creatures?
- What is a habitat?
- What is a community?
- What is a niche?
- What is a biome?

Students will return to their seats for a whole group discussion about the gallery walk. Students will be asked to respond to the questions:

- How can you use your imagination to create a habitat for your creature?
- What is imagination?
- What is creativity?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Mess Finding:

Hagrid will give background information on how he made some bad choices when caring for magical creatures.

"I have been known to make some questionable decisions relating to magical creatures. When I did this it posed problems for the wizarding world. For instance, when I allowed poor, ole Buckbeak to interact with students he was sentenced to death and my reputation ruined. Also one time, I gave important information to Professor Quirrell who was in cahoots with Voldemort about Fluffy, my three-headed dog, so he could retrieve the Sorcerer's Stone. I guess I should mention the time I removed a dragon's egg out of its natural habitat. I warmed the egg over the fire until it hatched. I named the dragon, Norbert. I loved Norbert. Norbert soon became too much for me to handle. He bit Ron. The venom causes Ron to have to go to the hospital. Norbert was too dangerous for me to handle, so I had to turn him over to Charlie Weasley who worked with dragons in Romania."

“It is important for you young wizards who have used your imagination to stimulate your creativity in developing these new species of magical creatures to insure these creatures have the appropriate place to live.”

“Each one of you has designed a creature, so there are 10 new species of magical creatures that have been introduced into the wizarding world. There is only room for 5 new habitats in the wizarding realm. So, you must decide which of the other 9 creatures could best live with yours and design a habitat according to the creatures’ needs. In order to solve this problem, you must meet with the other designers of these creatures, then choose a creature that can cohabitate with your creature, then together develop an appropriate habitat for them.”

Fact Finding:

Students will meet with each other to decide which of the other 9 creatures is most compatible to live in the same habitat based on the creature’s needs. The teacher will explain the rules of engagement:

- The teacher will explain that students will meet to gather the necessary data on each of the other 9 creatures that have been designed by the students in the prior lessons in this practicum. Students will look at many viewpoints and examine many details regarding the mess.
- Every 3 minutes students will rotate to a new creature designer and discuss their creature’s needs.
- Students are expected to discuss and collaborate so that everyone participates.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Problem finding continued:

- After the rotation is completed. The class will meet together and discuss as many possible question suggested by the information collected.
- Consider many problem areas when grouping creatures together.
- Select the most important criteria to use in deciding which creatures to pair together.
- Students will form the pairs after this problem solving discussion. Remember there may only be 5 new habitats in the wizarding realm, so the creatures may live in only one habitat.

Idea Finding:

Pairs are given 30 minutes to use their imagination to design a habitat based on creativity and the creatures’ needs. Students will brainstorm all possibilities as wild and crazy as possible of an appropriate habitat producing many, varied and unusual ideas. Finally the student will identify the most promising possibilities.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Solution Finding:

Pairs will brainstorm all of the conditions of the possible habitats for the creatures. Then they will select the best solution based on the evaluation of the habitat's conditions.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Acceptance Finding:

- Students must consider possible reasons the habitat might meet acceptance or resistance and how fix them.
- Students will develop a written plan for designing an imaginative and creative habitat for their creatures.
- Students are given time to create the habitat (supplies: construction paper, popsicle sticks, small plastic trees, cotton balls, shoe boxes, etc...).

During lesson questions will be asked at this time.

- Why did you and your partner decide on this design?
- In what ways did imagination influence your design?
- How does creativity impact your design?
- How did you decide on the materials used in the design?
- What needs will you meet by using the materials that you selected?
- What problems did you encounter as you were designing the habitat?

After the task is completed:

1. Each pair will display their habitat and describe the imagination and creativity they used in designing the habitat.
2. They will also be asked to explain how their creature's needs are met by living in the habitat.
3. Students will be ask to describe the experience of working together to develop the habitat and whey they choose the materials as they did.

Independently in their writing journal, student will reflect upon the experience by answering the post questions for the lesson.

- What are the challenges you faced when designing the habitat?
- In what ways did you overcome the challenges?
- In what ways would you change your design to be more creative?
- If you could recreate the habitat, what materials would you have requested?
- In what ways would the materials that you would have used allowed you to be more imaginative thus resulting in a more creative habitat?
- How did imagination stimulate creativity when designing your creature's habitat?

Desert- Things that are unique about the Desert is that there are 4 kinds, have a variety of animals, and barely get any rain.

Aquatic- A type of magical creature that would live in a aquatic biome is one that could breathe, catch food, and find shelter under water.

Forest- Things that could benefit a magical creature in the forest are that they could get food, shelter, air, and water easily and the forest helps them stay hidden.

Grassland- The main food source for a magical creature in the grasslands could be another animal or the tall grass depending on its diet.

Forest- A magical creature would live in the rain forest so it could stay hidden and easily find all its basic needs.

Work sample from the gallery walk and discussion

TEACHER NAME		Lesson #
Tammy Coley		3
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	ELA/ Art	4 th grade-6 th grade
CONCEPTUAL LENS		LESSON TOPIC
Imagination		Care of Magical Creatures
LEARNING OBJECTIVES (from State/Local Curriculum)		
ELA: - CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. - CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone - CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. - CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. - CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. - CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. - CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. - CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. - CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. Art: - V.1 Use the language of visual arts to communicate effectively. - V.2 Apply creative and critical thinking skills to artistic expression. - V.3 Create art using a variety of tools, media, and processes, safely and appropriately. - CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts. - CR.1 Use critical analysis to generate responses to a variety of prompts.		

THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
Imagination stimulates creativity.		How does imagination stimulate creativity?	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
Students will know: • Illustrators are also storytellers. • Imagination stimulates the creativity of the illustrator. • Illustrators use a variety of materials to develop their characters.		Students will be able to: • Draw conclusions. • Analyze information. • Make inferences. • Evaluate responsibilities of illustrators. • Use imagination to create something new. • Write creatively. • Collaborate in small groups. • Creatively problem solve. • Create a creature using imagination and creativity. • Write a creative story about a creature.	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:		During Lesson Questions:	
		Post Lesson Questions:	

• What do illustrators do? • Where do illustrators work? • What characteristics do illustrators possess? • What are some tools illustrators use? • What is creativity? • What are some examples of creative people? • What makes them creative? • What is imagination?	• In what ways do illustrators use their imagination? • Explain the process an illustrator may use to create a character. • In what ways, it important for illustrators to use their imagination? • How could you prove or disprove that an illustrator was successful at using his/her imagination? • What would you recommend to an illustrator to improve his/her work? • What is the importance of an illustrator? • What is the relationship between imagination and creativity in the career of an illustrator?	• Evaluate the process of reading a description then producing a drawing. • Imagine you are an illustrator. How would you develop a character? • In what ways do illustrators use their imagination to stimulate creativity? • How does imagination stimulate creativity?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
	Students will work in small groups to complete observations. There will be opportunities for movement and discussion to enhance exploration of the topic.	Students will be able to use their imagination to produce an original creature of their choice and a creative story about the creature.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will enter the classroom. The outside of the room will be decorated as Hagrid's Hut (This is where the Care of Magical Creatures classes takes place in the Harry Potter novels by J.K. Rowling). The teacher greeting the students will be dressed as no other than Rubius Hagrid, the current professor of Care of Magical Creatures from the Harry Potter series. The teacher will wear a beard, wig, and long jacket.

Hagrid (the teacher) will explain that the day before students learned that imagination stimulates creativity by way of how a magical creature can be perceived. Today students will explore how imagination stimulates creativity through a magical creature's physical appearance.

Students will be instructed to make a list in their journal of what they know about illustrators.

This list should include:

What do illustrators do

Where do illustrators work

Characteristics illustrators have

After a few minutes of compiling the lists, students will share their thoughts with the class. The teacher will record the student responses on the board and students will add to their lists if necessary. The teacher will ask the students to elaborate on their response

Teacher will ask pre-lesson questions. This will be a whole group discussion.

- What do illustrators do?
- Where do illustrators work?
- What characteristics do illustrators possess?
- How do illustrators use their imagination?
- Explain the process an illustrator may use to create a character.
- What are some tools illustrators use?
- How do illustrators know what to draw?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Professor Hagrid (the teacher) introduces videos of Tony Diterlizzi, an illustrator. Students are instructed to focus on Tony Di Terlizzi, the illustrator. They need to concentrate on how the illustrator acts, what he does, and what characteristics he possesses as an illustrator.

- Tony Di Terlizzi reflects on beginning as an illustrator.
(www.youtube.com/watch?v=FC4u6iRPPPh8)
- A Day in the Life of a Children's Book Illustrator
(www.youtube.com/watch?v=FEw23En5cO4)
- The Art of WondLa
(www.youtube.com/watch?v=GOr17m922eU)

After the video, students will refer back to their list. Teacher will ask is there anything else that should be added to the list.

Students will then be placed into groups. The teacher tells the students they are to be illustrators. They will use their imagination and creativity to sketch magical creatures after reading a brief description of creatures found in Fantastic Beasts and Where to Find Them. There will be 3 stations set up with different descriptions of fantastic beasts. Each group will analyze the techniques of theme, personality of the creature, the mood the creature brings about, and the body type of the creature.

After reading the description and examining the techniques of illustrators, students will use their journal to sketch what they believe the creature should look like. They will jot down reasons they came to the conclusion about the appearance of the creature. Students will rotate through each station in silence. After each station, the groups will meet to debrief and make their generalizations. Students will be instructed to go to the next station. This rotation will continue until each group of students has observed all creatures and debriefed about each station.

Hagrid (the teacher) will ask the during the lesson questions at this time. Students will respond in a whole group discussion.

- How do illustrators use their imagination?
- Explain the process an illustrator may use to create a character.
- Why is it important for illustrators to use their imagination?
- How could you prove or disprove that an illustrator was successful at using his/her imagination?
- What would you recommend to an illustrator to improve his/her work?
- What is the importance of an illustrator?
- What is the relationship between imagination and creativity in the career of an illustrator?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After the completion of all stations, the teacher will ask each group to report their findings. Students will be expected to explain during whole group discussion how imagination simulated

their creativity to draw the creature. Students should take other groups findings into consideration and add to their conclusions.

The teacher will ask post lesson questions to wrap up the lesson. The students will participate in a whole group discussion to answer the questions.

- Evaluate the process of reading a description then producing a drawing.
- Imagine you are an illustrator. How would you develop a character?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

Students will be given the following performance task to expand upon their learning:

You have been selected to be the illustrator of J.K. Rowling’s new book about magical beasts. This job is perfect for you because you have read descriptions of various creatures, understand how imagination stimulates creativity in the illustrating and storytelling processes, and have used your imagination and creativity to develop a perception of a new creature.

Your task is to submit a sketch to J.K. Rowling and her Board of Directors of the new magical creature along with a short, creatively written back story about the creature. Be sure to use your imagination and creativity when you are writing the story of the creature. You may use the work you have previously developed to assist you in this task.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be provided with a worksheet titled Checking for Understanding to respond to the essential question: How does imagination stimulates creativity. There will be a circle, triangle and a square drawn on the paper.

1. In the circle students will be instructed to write something that is still going around in their head about the essential question.
2. In the triangle, write something pointed that stood out in your mind about the essential question.
3. In the square, write something that agreed with your thinking about the essential question.

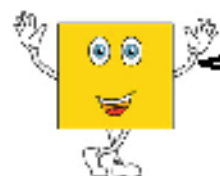
To conclude this lesson students will share their response to the Circle, Triangle, Square activity.

This will serve as an informal assessment for this lesson.

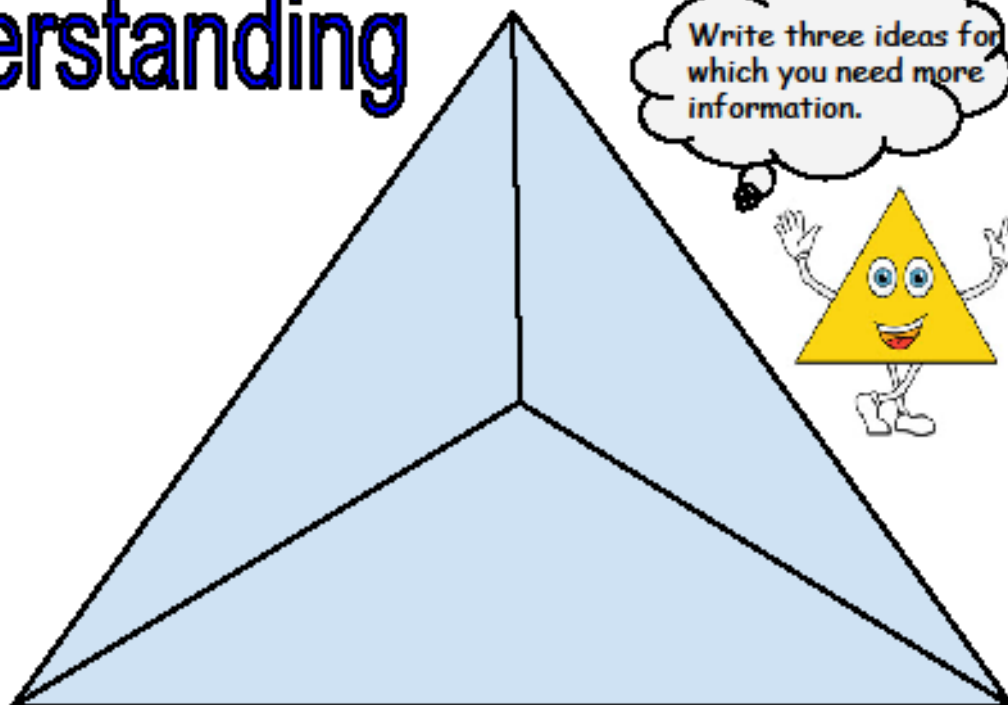
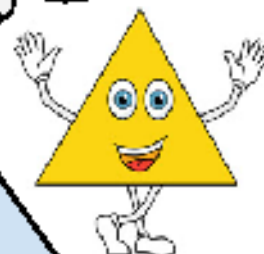
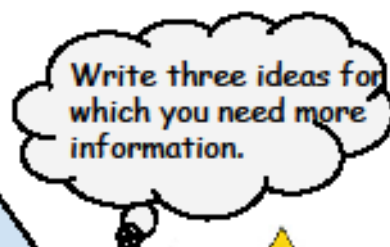
Illustrators are artists that draw things that someone has wrote. They put their own spin on their drawings and use materials like pencils and paint. They're very creative and used their imagination to stimulate their creativity. With the author, they must collaborate. They make their art in a studio. They can jot down notes of their characters. They can write down their dreams in a journal. They can work any time of the day. They can help kids understand what the book is saying. They can be inspiring, imaginative and inventive.

Student sample: List of what student knows about illustrators

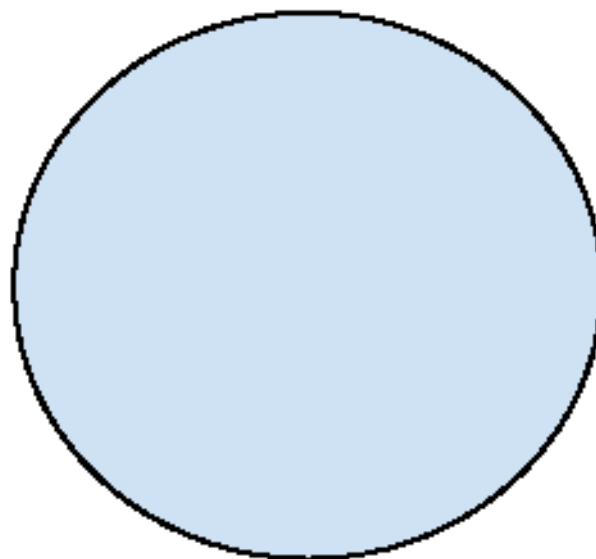
Checking for Understanding



Write four facts or ideas that squared with your thinking.



Write one question that is still circling in your head.

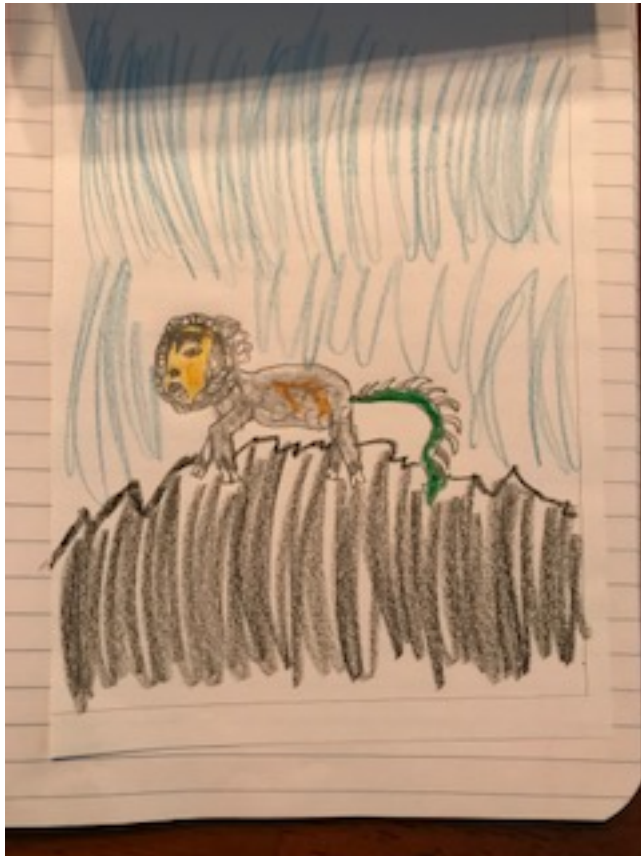


Theme	Sketch a picture of the creature
Personality of the creature	
Mood the creature brings about	

Beast #1: Chimaera: page 12 in the text book

Directions:

- 1. Read the description of the assigned beast in the text book, *Fantastic Beasts and Where to Find Them*.**
- 2. Analyze how the illustrator decided the theme for the beast, the personality of the beast, the mood the beast brings about, and what the beast looks like.**
- 3. Complete the graphic organizer in your *Care of Magical Creatures Journal*.**



Name of Beast #1 Chimera p.12

Theme
To be dangerous, feared,
and a little bit interesting.

Personality of the creature
Very bloodthirsty and highly
dangerous.

Mood the creature brings about
A fearful, scary, and dark mood.

Beast #2: Niffler: page 57 in the text book

Directions:

- 1. Read the description of the assigned beast in the text book, Fantastic Beasts and Where to Find Them.**
- 2. Analyze how the illustrator decided the theme for the beast, the personality of the beast, the mood the beast brings about, and what the beast looks like.**
- 3. Complete the graphic organizer in your Care of Magical Creatures Journal.**

Name of Beast #2 Niffler p. 57

Theme
To be annoying, messy, and extremely hilarious.

Personality of the creature
Interested, attracted, and keeper of anything shiny.

Mood the creature brings about
A disastrous, messy mood

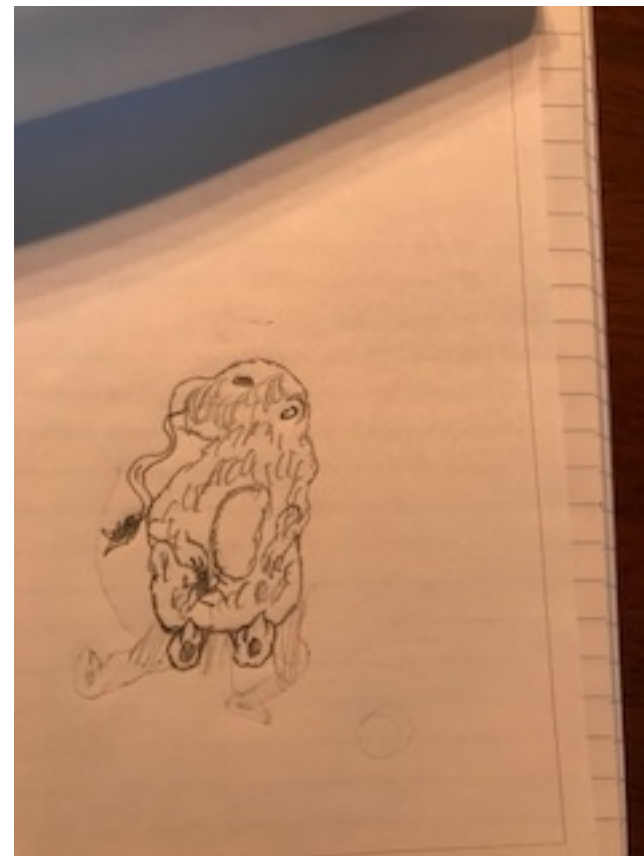


Beast #3: Puffskein: page 64 in the text book

Directions:

- 1. Read the description of the assigned beast in the text book, Fantastic Beasts and Where to Find Them.**
- 2. Analyze how the illustrator decided the theme for the beast, the personality of the beast, the mood the beast brings about, and what the beast looks like.**
- 3. Complete the graphic organizer in your Care of Magical Creatures Journal.**

Name of Beast #3	Puffskein p.64
Theme	To be a very silly, funny, and good creature. It can also be a bit of a troublemaker.
Personality of the creature	Loves to eat anything it can get its hands on. It also is silly and careless.
Mood the creature brings about	A happy, silly, and delightful mood. It also entertains the kids and annoys the adults.





TEACHER NAME		LESSON #
Tammy Coley		4
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA	4 th -6 th grade
CONCEPTUAL LENS		LESSON TOPIC
Imagination		Care Of Magical Creatures
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
Speaking and Listening Standards: - CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. - CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. - CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. - CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ELA: - CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. - CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone - CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. - CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. - CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. - CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. - CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar		

continuum.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Imagination stimulates creativity.		How does imagination stimulate creativity?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
Students will know: • A seminar is a discussion. • Imagination stimulates creativity. • Imagination and creativity should be valued.		Students will be able to: • Write higher level questions. • Reflect on their participation in the seminar. • Actively observe. • Engage in dialogue. • Explore different possibilities. • Support their opinions with textual evidence. • Draw conclusions. • Make inferences.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
• What is imagination? • In what ways should imagination be valued? • Why is it important to use the imagination? • What is creativity? • In what ways does imagination affect	• What is a seminar? • Who participates in a seminar? • Why is using questions important in a seminar? • How should we behave in a seminar?	• After viewing the magical creatures, habitats, and reading stories, in what ways was imagination used. • How could you have improved your design by using imagination to stimulate creativity?

creativity?	• In what ways do authors use imagination? • In what ways is imagination related to creativity? • How does imagination and creativity differ? • In what ways are imagination and creativity similar?	• In what ways can you evaluate the importance of imagination? • How can you evaluate the importance of creativity? • How does imagination impact creativity? • How does imagination stimulate creativity?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
The text is above grade level. The Lexile level is 1230.		Students will chose materials to design and create an original, unique creature.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

In a whole group discussion students will respond to the question: "Why should imagination be valued?" After the students have had time to complete the discussion, students will watch a portion of J.K. Rowling's Harvard Commencement Speech (<https://www.youtube.com/watch?v=UibfDUPJAEU&t=1261s>).

After watching the video, the students will be asked the pre-lesson questions (whole group).

- What is imagination?
- In what ways should imagination be valued?
- Why is it important to use the imagination?
- What is creativity?
- In what ways does imagination affect creativity?

Students will respond to these questions in a whole group discussion.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Before handing out the required reading, students will receive instruction on how to write open ended questions. Students will be given a hand out with the levels of Bloom's and Costa's to use to create questions.

Each student will be given a copy of the "textbook" Fantastic Beasts and Where to Find Them. Students will be instructed to read the text and annotate it. After reading and annotating the text students will write five open ended questions that they may want to ask during the Socratic seminar.

The teacher will circulate the room as the students work independently. The reading is above grade level so the teacher will be available to offer assistance if needed.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After reading, annotating, and writing questions are completed, the teacher will bring the whole group together. She will explain that the work that they just completed will assist them with the next activity which will be participating in a Socratic Seminar. The teacher will ask the students (whole group):

- What is a seminar?
- Who participates in a seminar?
- Why is using questions important in a seminar?
- How should we behave in a seminar?

Behavior expectations will be posted for students. The teacher will divide the students into two groups. The students will be seated in two circles, an inner circle and an outer circle. Students in the inner circle will begin the discussion by posing an opening question. Student will answer the question and keep the discussion going by using the questions they wrote. As each question is asked students will respond by answering or posing a related question. Students must support their responses by citing evidence from the text that they read or from the video they watched. Students seated in the outer circle will listen and observe the students in the inner circle. The outer circle will be instructed to take notes about the participants in the inner circle. They will be noting dialogue, behavior, and active listening. After 10 minutes of discussion (may be longer if discussion is meaningful), the inner circle will move to the outer circle and the outer circle to the inner circle. The roles change as a result of the moving from one circle to the other. Discussion will continue for another 10 minutes.

The teacher/facilitator may ask the following questions if there is a lull in the dialogue.

- In what ways do authors use imagination?
- In what ways is imagination related to creativity?
- How do imagination and creativity differ?
- In what ways are imagination and creativity similar?

Elaborate — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.*

The students and the teacher will meet in a whole group setting. Students discuss the following questions (whole group):

- What did you notice that went well in the seminar?
- What would you change about the seminar?
- By participating in the seminar, what did you learn about imagination and creativity that you did not already know?
- How did the video and the reading enable you to discuss imagination and creativity?

After the debriefing from the seminar, the teacher will instruct students to use the knowledge gained in the seminar and the other lessons throughout the week to construct their magical creature. Each student will create their magical beast in an imaginative/creative manner using the sketch, the story, and the habitat that has already been designed from previous lessons. Students will choose from a variety of materials to create their creature such as paper, balloons, pipe cleaners, Legos, clay, cardboard tubes, wire, milk jugs, plastic bottles, yarn, etc... Students will put their creature in its habitat along with its story and name to prepare for a gallery walk. Students will participate in a gallery walk to observe each other's work.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

After the gallery walk, the teacher will close the lesson by asking students in a whole group discussion:

- After viewing the magical creatures, habitats, and reading stories, explain how imagination was used.
- How could you have improved your design by using more of your imagination to stimulate creativity?
- Evaluate the importance of imagination.
- Evaluate the importance of creativity.
- Evaluate the impact that imagination has on creativity.
- How does imagination stimulate creativity?

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Outer Circle Observers

[illegible]

Resource Page

Books

Rowling, J. . (2017). *Fantastic Beasts and Where to Find them*. New York: Arthur A. Levine Books.

Karnes, F. A., & Stephens, K. R. (2008). *Achieving Excellence: Educating the Gifted and Talented*. New Jersey: Pearson Education Inc.

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In the next four photographs, students are using their imagination to stimulate their creativity to make the creature they designed.





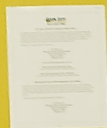
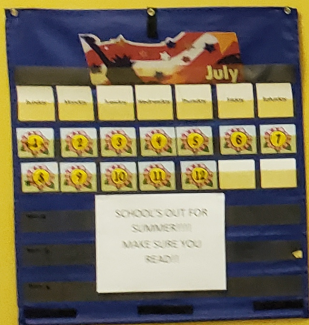


Classroom Expectations

Be Safe
Stand at first to call
the teacher and report
any injury.

Be Respectful
Follow teacher directions
Always use the words you
want to be heard.

Be Responsible
Be prepared for class
Make good choices
Accept the outcome of your
choices.



**Daily
Schedule**

7:05-7:35 Z/E Time

7:35-8:40 Enhancement Block 2

8:50-11:30 1st Period

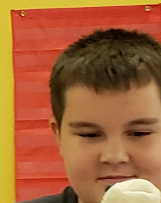
11:34-11:59 Lunch

12:45-1:15 Transition (Breakfast)

12:15-1:55 2nd Period

12:00-12:13 Lockers/Bathroom

1:15-4:50 Enhancement Block 1





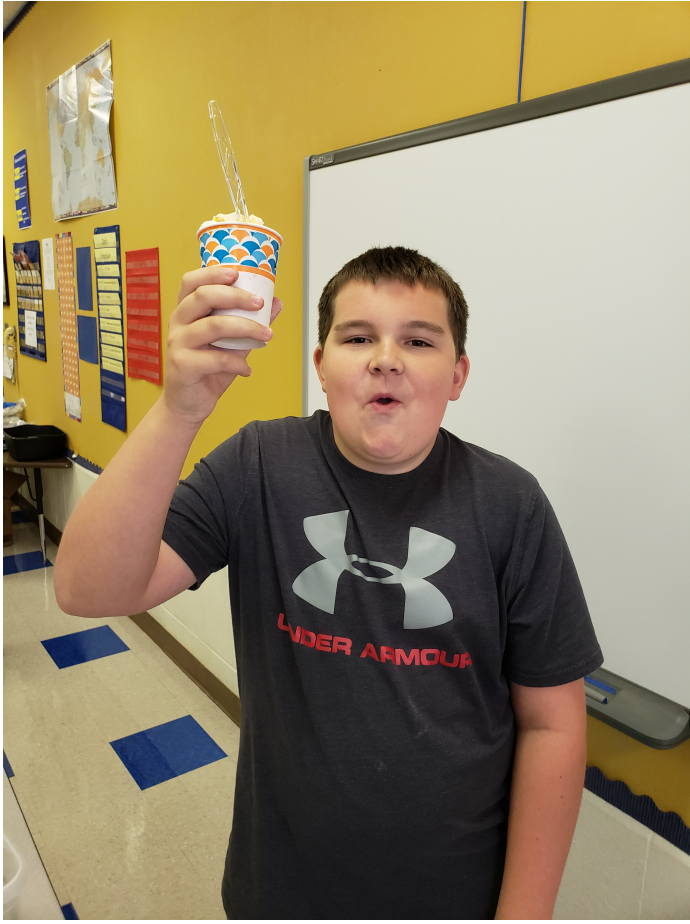
The next six slides are pictures of completed habitats and the creatures that the students designed. Students participated in a gallery walk to explain how they used their imagination and creativity to design a habitat and a magical creature.











Students enjoyed Butterbeer, a treat made famous by the Harry Potter novels, on our last day of camp.