

# Focus Lesson 1: Creative Extension Option 2: “Doodles”

## Standards:

### SL1 CCR Anchor Standard

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

#### Grade 1:

SL1.a Identify and define roles or participants in discussions

SL1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL1.c Ask questions to clear up any confusion about the topics and texts under discussion.

### SL4 CCR Anchor Standard

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

### SL5 CCR Anchor Standard

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

#### Grade 1:

SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

## Purpose:

- Assess creative and original thinking
- Assess flexible thinking

## Materials:

- Student Observation Form for Identification Lesson 15
- Document Camera
- Copy of Doodles
- Copies of Doodle Cards, cut apart by teacher (a set for each small group and extras for creating a picture)

## Metacognitive Awareness:

- Review the term *flexible thinking*.

## Warm-up Activities:

1. Select an object from the classroom and have students brainstorm all the possible uses of the object.

2. Show the Doodles copy and have students brainstorm what the picture could be. Turn the copy so that students can view it from different perspectives and continue brainstorming ideas.

**Independent Application:**

1. Arrange the students in small groups and give each group a set of the eight Doodle Cards.
2. Tell students to brainstorm with their group about what each card could be.
3. Have individual students select one of the Doodle Cards and create a picture. Encourage students to write a title or description of their picture.

**Note: students must complete this activity independently!**

4. Have students share their finished product with the class and/or display students' work on a bulletin board.

**Teacher Observation:**

Use the following REPI to score the Doodles

REPI Developmental Continuum for Creative Behaviors Scenario: When given a "Doodle," the student. . .		
Indicator Level	Creative Descriptors	Creative Examples
Readiness	Explores materials and ideas freely	Adds no lines, color, or title. Student says, for example, "I see a kite."
Emergent	Expands on materials and adds details	Creates object with lines and/or colors. The title and drawing demonstrate the attributes of the object.
Progressing	Uses flexibility to view materials and ideas in new and unusual ways	Demonstrates an understanding of the attributes of the object in an original way through the title and drawing.
Independent	Synthesizes materials/ideas to create original uses and relationships	Places the "Doodle" in a background in context, for example, an octopus in an ocean of sea animals, or creates many doodles that are original. The title is appropriate.

OR:

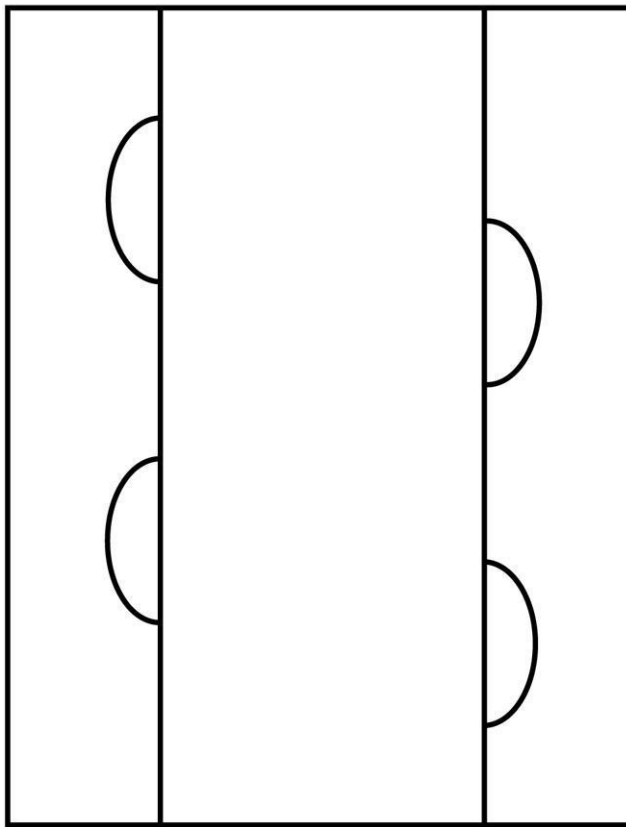
Record on the Student Observation Form the names of students who contributed ideas during the Doodle Cards discussion and/or who demonstrated flexible thinking during the independent activity. Include comments as appropriate.

**Reflection:**

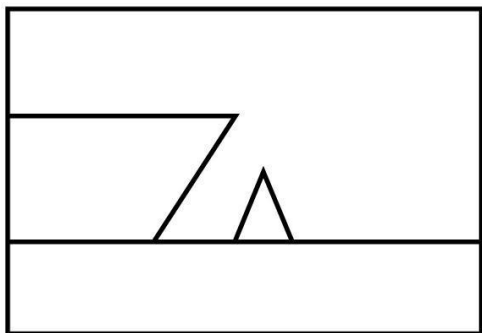
- Ask students to brainstorm when flexible thinking might be useful to them or others

# DOODLES

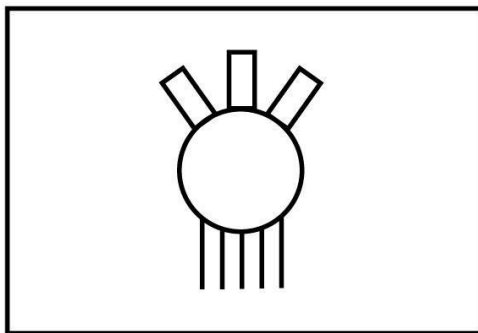
WHAT COULD THIS PICTURE BE?



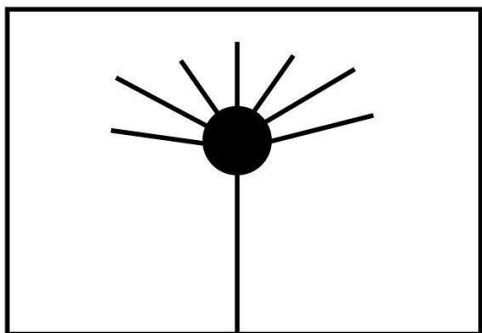
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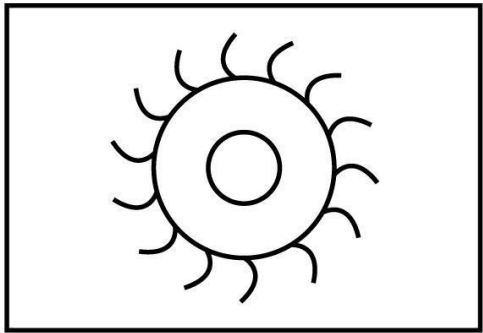
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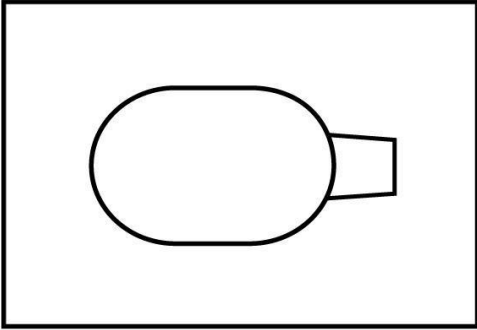
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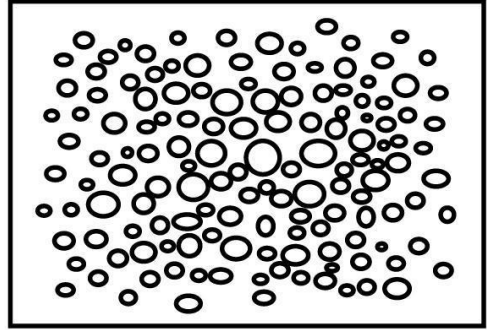


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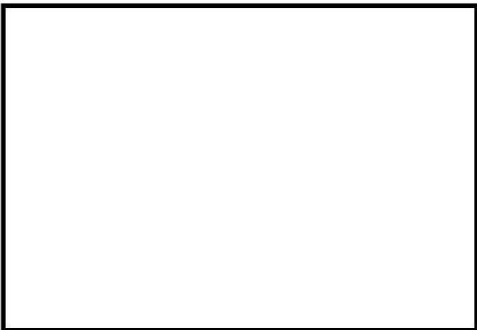
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6.



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7.



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8.



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