

You Can Do It

A Children's Book about Being Creative

Writing: We have learned that to create means to bring something into existence that wasn't there before. Everyone is creative, but no two people are creative in the same way, and no two creations are exactly alike. In a passage (At least 8 sentences) explain what being creative means to you. Please add in your passage a few reasons how YOU are creative!

Reading: The student's will be reading their passage's out loud to the entire class. I too will be sharing the passage I had written.

Listening: I will refresh the student's on what the book had discussed about the difference between concrete and abstract creations. The student's will listen to the explanations of both types of creations.

Speaking: The student's will discuss and review in groups of 3, the meaning of skills, talents, and gifts. All three were mention in the book.

Viewing: Through reading the book, the children will be able to view the pictures of different children participating in different activities that make people creative. They will also be able to see, and read about the different activities included in the book. They may even want to endeavor in some of the activities in the future.

Visually Representing: After the listening activity, the students will help me construct a Venn diagram, on the white board, of the differences and similarities with concrete and abstract creations.

Fine Arts Activity: "Creativity for a Cause"

When we create we feel a sense of accomplishment and pride. We should always be proud of our creations, whether or not other people like them. More often than not, others will enjoy and appreciate our creations as we do. It's always nice to create new things, and it's even better to create and HELP someone at the same time! For a fun and meaningful fine arts activity we are going to be making our very own abstract paintings. These paintings, however, will not be for us to keep in our classroom, or to take home to parents and family, they will be for an even better reason! We will be auctioning our very own paintings off to the public! All of the money (proceeds) will be given to the St. Jude's Children's Cancer Research Hospital. This money will be put to good use, trying to find new cures for many of the cancers effecting and taking the lives of young children. What a fun way to show we care and that our hearts go out to the boys and girls who aren't as fortunate as many of us.

Think back about all we have learned about creativity. Tell a story about how creativity means something different to you now, compared to before. Tell us how you look at yourself, and being creative, in a different way now.

Creativeness is something we all have, before looking so deeply into creativity, and all it consists of, I didn't realize thing. I always thought that when someone did something out of the ordinary, or spectacular, it meant they were very creative. Now I know, and realize, that we are all creative, we just use our creativity in different ways.

To be creative means to be able to create. There are so many ways for one person to be creative. Many people draw, color, paint, make music, ice skate, or are excellent bakers. These are all different ways for people to express themselves in their own creative, special way, and no two creations are exactly alike. I have also learned that when we create others may not appreciate or like what we have created, and this is okay. We just need to know that it isn't okay for us to make fun of someone, or make them feel uncomfortable about what they have created.

When we create we are growing our skills, talents, and gifts. This is something I had never thought about before. Now I realize that the more we create, and just have fun, we are broadening our outlooks on many different things. We can then discover what we enjoy, or don't enjoy spending our time doing.

I look at myself differently now than I had before. I used to consider myself dull and ordinary when I couldn't think of a fun and exciting way to do something, or make something. I now understand that just because I couldn't think of something right then didn't mean I wasn't creative at all. I truly believe that we, ourselves, are our worst

critics. Instead of just having fun, and letting the creativity spark in our imaginations, we are always putting constant pressure on ourselves to be the “best”. Really, we need to just be ourselves, find the creativity within us, and let it sing. After all, creativity is our expression of choice, so let it be known.

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A Children's Book about Being Creative

1. What does it mean to be creative?
 - A. **Being able to create.**
 - B. The ability to do something.
 - C. The ability to learn how something works.

2. To create means:
 - A. **To bring something into the world that wasn't their before.**
 - B. To fix something.
 - C. To copy off of someone else.

3. Each creation is:
 - A. Like someone else's.
 - B. Dull and boring.
 - C. **Special and new.**

4. When we create something we should:
 - A. Always compare it to other creations.
 - B. Hide it so no one steals our ideas.
 - C. **Be happy with our creations.**

5. If someone doesn't like our creations we should:
 - A. Throw them out, there no good!
 - B. **Still know that it is special.**
 - C. Try and fix it.

6. Creating is hard work, but it can also be:
 - A. **Lots of fun.**
 - B. Good exercise.
 - C. Tiresome.

7. Each time we make a creation we:
 - A. Become bored with creating.
 - B. **Learn something new.**
 - C. Steal ideas off of people.

8. What is a skill?
 - A. **The ability to do something.**
 - B. Something we are born with.
 - C. Something we are extremely good at doing.

9. To practice means to:
 - A. Know something right away.
 - B. Pretend you know what you're doing.
 - C. **Do something over and over again until you can do it easily by yourself.**

10. A talent is:
 - A. A gift we inherit from our parents.
 - B. A type of show we enter.

- C. A skill in which you have the ability to learn very well.**
11. We are born with:
- A. Gifts.
 - B. Talents.
 - C. Both A and B**
12. A gift is:
- A. A present we receive from someone.
 - B. A talent that you especially want to express. Something you are good at and enjoy doing.**
 - C. Something we can do magically.
13. To decide which skills, talents, and gifts you will use, you need to try out your:
- A. Creativity.**
 - B. Patience.
 - C. Energy
14. Concrete creations are:
- A. Creations we can look at.
 - B. Creations we can listen to.
 - C. Creations we can taste, touch feel, smell, or use.
 - D. All of the above.**
15. These types of creations that are made for people to enjoy with one or more of the five senses:
- A. Abstract Creations.
 - B. Concrete Creations.**
 - C. Neither of the above.
16. Creations that make people think are:
- A. Abstract Creations.**
 - B. Concrete Creations.
 - C. Emotional Creations.
17. Who is creative?
- A. Almost everyone.
 - B. People who work hard.
 - C. Everyone.**
18. Creating is as _____ as the creation.
- A. Hard to do.
 - B. Special.**
 - C. Easy to learn.
19. The author of this book was:
- A. Joy Wilt.**
 - B. Tomeck Bogacki.
 - C. Barney Saltzberg.
20. Because you are a person you are:
- A. Ordinary.
 - B. Thoughtful.
 - C. Creative.**

Star of the Week

Writing: Stanley decided to draw and create “squiggly drawings” when he had to show the class what he liked to **do** best. What would you do to show your class what **you** like to do best? Write a few sentences telling us about it. I will ask thee students to put their names on **back** of this assignment.

Reading: When the students have completed their writing activities, I will then collect them. As I collect them I will mix them up and reassign each student to another classmate’s paper. Then, each student will read the paper out loud, one by one, and the rest of the class will try to guess whose paper it is. I will ask the students that when their paper is read to not come right out and say it, to give the class a little time to guess before they confirm it is theirs.

Listening: Being the star of the week, Stanley had to share his favorite and creative things with his class. To examine whether the students were paying attention and listening, I will ask them to relay to me what the three things were that Stanley shared with his class. (His favorite sandwich- tofu bologna, cream cheese, and jelly with pickles) (His favorite toy-Mr. Bizzo, his walking, talking robot) (His favorite thing to do-draw)

Speaking: From all we have learned about creativity and how everyone is creative in their own ways, we will have a class discussion about the book and find the ways the characters in the book were either negative or positive about Stanley’s creative ideas. (For example: When Polly called Stanley’s sandwich disgusting)

Viewing: (Ties to reading and writing activity) As the students read the writing assignments of one of their fellow classmates, and the rest of the class tries to guess whose it is, I will be keeping a visual aid on the board. When the students guess which classmates the activity belongs to I will write their name next to it on the board. When this activity is over I will inform the students that I did this because from now on, every Friday, one of them will be presenting their favorite, creative activity to the class!

Visually Representing: When Stanley had to show his class his favorite thing to, he drew. His drawings weren’t like other typical drawings though, they were special and creative! They were squiggle drawings! We are going to partner up and draw a squiggle, a scribble, or line on our partners’ papers, hand them back, and then we create our drawing from that squiggle!

Fine Arts Activity: Our Fine Arts activity for this book will be a reader’s theatre! Each student will be assigned their individual parts, and follow along in their script booklet

Star of the Week

When someone isn't used to the same things that we are they will often make fun of them. In the Star of the Week, Polly made fun of Stanley when he brought his favorite sandwich and his favorite toy into school. If this was you explain what you would say to someone to try and make them see that just because your way is different it doesn't make it wrong, it's just creative.

If I were in Stanley's shoes, and someone like Polly was picking on me about the things I brought in to share I would try and do a few things to make them realize that what they were doing was not okay. Stanley didn't ever stick up for himself in this story, and I believe when someone is trying to make you feel the way Polly made Stanley feel, you need to do something about it.

If I brought my favorite sandwich's in to share with my friends, and someone like Polly was making fun of it and being rude about it, I would simply ask them what type of sandwich they would have brought in. When they told me what they would have brought in, I would then ask them if they would like it if I made fun of it, and call it disgusting. Sometimes, I believe, people don't realize how rude they are being, and how their words can really hurt someone's feelings.

I was really angry when Polly made fun of Stanley's toy robot. When he showed all his friends his robot, Polly said "Stanley likes to play with dolls". If someone said that to me I would have informed them it wasn't a doll, it was a robot. I then again would have asked them what type of toy they would have brought in that would be so much

better than mine. I would also explain to them that everyone is different, and everyone has different tastes in food, toys, and what they consider fun to do. It's not okay to make fun of, or single someone out because they are creative.

It's not okay to make others feel uncomfortable or feel badly about themselves. I believe that if people are going to make fun of us and pick on our ideas, then it's our responsibility to make them aware that they wouldn't like it done to them. It's like the old saying my grandmother always tells my brother and I, "If you don't have anything nice to say, they don't say anything at all."

Star of the Week

Multiple Choice Questions 1-20

1. When Stanley heard the news that he was the Star of the Week, he practically flew home from school! Did he do this because he was:
 - A. Not looking forward to going back to school.
 - B. Excited about being the Star of the Week.**
 - C. Nervous because he didn't know what he was suppose to share with his class.
2. The first thing Stanley shared with this class was:
 - A. His favorite toy.
 - B. His favorite thing to do.
 - C. His favorite food.**
3. What type of sandwiches did Stanley bring in to share with his friends:
 - A. Tofu bologna, cream cheese, and jelly with pickles.**
 - B. Bologna and Cheese with sour cream.
 - C. Peanut-butter and Jelly with pickles.
4. What did Stanley's teacher, Mr. Winger, say about the sandwich when he tried it:
 - A. "Yuk! This sandwich is disgusting"
 - B. "I eat these all the time, their my favorite!"
 - C. "I've never had tofu bolgna, cream cheese, and jelly with pickles before", "Pickles do add a nice texture!"**
5. Who yelled out, "I'm not eating this!" "It's disgusting!"?
 - A. Polly Seedeater**
 - B. Larry Finchfeather
 - C. The janitor
6. When it was time for Stanley to bring his favorite toy in to share he decided to bring his:
 - A. Rocket ship
 - B. Guitar
 - C. Robot**
7. When Stanley went to talk to Mr. Winger, he told him that being the Star of the Week was:
 - A. So much fun.
 - B. Challenging.
 - C. Awful.**

8. When Stanley told Mr. Winger that he didn't think he wanted to share any more, Mr. Winger said:
- A. "I can't wait to see what you share next."
 - B. "I think it's really important to finish what you start."
 - C. **Both A and B**
9. When it was time for Stanley to draw something on the board he:
- A. Ran away.
 - B. Asked to go to the bathroom.
 - C. **Wished he could disappear.**
10. When Stanley finally drew something on the board it was a:
- A. Smiley face.
 - B. Little curvy line.
 - C. Straight line.
11. When Polly Seedeater saw the drawing she said:
- A. "What a boring drawing."
 - B. "Anybody could draw that!"
 - C. **"Stanley Birdbaum loves to draw noodles!"**
12. Larry Finchfeather pointed out that Stanley's drawing kind of looked like a:
- A. **Worm.**
 - B. Bird.
 - C. Lightening bolt.
13. "It's a _____", someone shouted.
- A. Awesome drawing.
 - B. **Squiggle drawing.**
 - C. Scribble drawing.
14. When Polly drew a squiggle for Stanley to make something of, he drew a:
- A. Dinosaur.
 - B. Alligator.
 - C. **Bird.**
15. After everyone saw Stanley's drawings, for the rest of the week:
- A. Stanley's friends were amazed by his drawings
 - B. **Everyone wanted to make squiggle drawings.**
 - C. Everyone was mad at Polly for giving Stanley such a hard time.
16. At the end, Stanley thought to himself:
- A. **This was a lot of fun!**
 - B. Next time I'll bring in a better toy.
 - C. I can't wait to go home and tell my mom about my squiggle drawings!

17. The characters last names in this book all had something to do with what?:
- A. Birds
 - B. Cats
 - C. Bees
18. Through reading this story we have found out that everyone is:
- A. Different, creative, and likes different things.
 - B. Nervous about sharing new things.
 - C. Kind and polite.
19. The author of this book was:
- A. Joy Wilt.
 - B. Tomeck Bogacki.
 - C. Barney Saltzberg.
20. This book is connected to creativity because:
- A. Stanley created his own type of drawings, squiggly drawings.
 - B. He shared things that he made, such as the sandwich.
 - C. Both A and B

My First Garden

Writing: Through this story we have seen that when the little boy made his garden, other people were quite happy with it. What could you create for your community or neighborhood that you think everyone could enjoy together? Describe a few details about this creation. Write at least 5-7 line, free verse poem describing this.

Reading: After the students write their 5-7 sentences from the writing activity, they will be exchanging papers with a neighbor and reading what he or she wrote.

Listening: To assure that the students were paying full attention to the story, I will be asking them questions about the book and writing down the correct answers and any other details they give to me about the story, on the board.

Speaking: The students will work in groups of 4 or 5 and write down 4 “interview questions” they would ask the main character in the story. The students will then, as a group, stand up and read their interview questions to the rest of the class. The students in the audience will then pretend they are the main character and take turns answering the groups’ questions.

Viewing: For our **Visually Representing** activity we will be making our own little gardens, but *before* we can do that we need to vote on what type of garden we would all like to make! The choice is between a bean garden (which would be a vegetable garden), basil (which would be an herb garden) or a hyacinth (which would be a flower garden). I would inform the children that the beans or the basil would grow much faster than the flowers would be expected to sprout. From this, I would list all three choices on the board and take a tally from asking each individual student which one they would like to create. The winning category would be the type of gardens we would plant.

Visually Representing: As stated under the **Viewing** activity, we will be creating our very own little individual gardens to visually represent our “First Garden” book.

Fine Arts Activity: The students will be making flower collages from cut up magazines and adds that I will provide for them. They will be put in small groups to work on these collages. We will then punch a hole on the top of each of the flower collages, tie a piece of yarn to them and hand them from the ceiling in our classrooms.

Garden

Something we take for granted

A magical place where we can let our inner child explore

A breathtaking representation of how incalculable nature is

The indescribable feeling of weightlessness as I enter

As if an angel has lifted me with her elegant wings

The arrangement is so breathtaking, so awing

This, I believe is the essence of true beauty.

My First Garden

Multiple Choice Questions 1-20

1. The character in the book says that the red-roofed houses remind him of:
A. A big bed of flowers.
B. Fire engines.
C. A tomato field.
2. The house where he lived when he was a little boy was:
A. Right by City Hall.
B. At the edge of town, on the bank of the river.
C. On Green Street.
3. The _____ was his favorite place in the house.
A. Dining Room.
B. Cellar.
C. Attic.
4. In his favorite place, he liked to:
A. Reading.
B. Drawing and Daydreaming.
C. Both A and B.
5. His family was only one of the many families that lived in the big house, but they lived on the ____ floor.
A. Second.
B. First.
C. Third
6. After school he spent most of his time playing with the other children who lived in the house, they played in the:
A. Field.
B. Cobblestone Courtyard behind the house.
C. Garden down the road.
7. When he got his bike, that used to belong to his older brother, he rode it everywhere. Every Friday he would ride to the train station to meet his ____.
A. Grandfather.
B. Father.
C. Mother.
8. In school he liked biology, geography, and _____ best of all.
A. His drawing class.
B. Math
C. Music.
9. One day, while riding his bike, he found a grassy meadow filled with wildflowers. He liked them so much better than:
A. School.
B. The train station.
C. The Cobblestone courtyard.

10. His grandfather told him that there was a beautiful garden in their courtyard once. He said it was around the:

- A. Well.
- B. Banister
- C. Basketball hoop

11. The boy got lost on his bike one day and found himself entering a gate that led into a beautiful garden. The lady in the garden told him that the garden was once filled with nothing but_____.

- A. Dirt.
- B. Trees.
- C. Cobblestones.

12. When the boy returned home he:

- A. Went to bed.
- B. Found all the tools he would need to build a garden.
- C. Thought about the beautiful garden the lady had made.

13. The boy worked very hard on his garden, he had to:

- A. Remove stone after stone from around the well.
- B. Brought sticks to build the fence.
- C. Both A and B.

14. While the boy was growing his garden, the other boys and girls that lived in the same house were:

- A. Helping him water the garden everyday.
- B. Playing in the courtyard, while he worked hard.
- C. Wondering what he was doing.

15. When the garden finally bloomed, everyone:

- A. Wanted to help.
- B. Ignored the boy.
- C. Picked the flowers.

16. When the garden was in full bloom it was extremely beautiful and everyone seemed to be:

- A. In a bad mood.
- B. In high spirits.
- C. Sad.

17. At the end of the story Mrs. Levandoska and Mrs. Nowakoska were sitting outside on a little bench in front of the garden, earlier in the story it mentioned that usually they were:

- A. Sweeping the steps.
- B. Hanging laundry outside to dry, talking to one another.
- C. Yelling at the kids because they were too noisy.

18. This book relates to creativity because:

A. The little boy and his friends play every day outside.

B. The little boy grows his own garden.

C. The little boy goes new places on his bike everyday.

19. The author of the book was:

A. Joy Wilt.

B. Tomeck Bogacki

C. Barney Saltzberg.

20. This story is being told in:

A. Past Tense.

B. Present Tense.

C. Future Tense.