

Critical & Creative Thinking Choice Board - Second Grade 3rd Qtr.

Directions: These activities can be done whole class or with individual students.

<p>Questioning</p> <p><u>Individual Activity</u></p> <p>If 30cm. is the answer, what is the question?</p>	<p>Fluency, Flexibility, Originality & Elaboration</p> <p><u>Partner Activity</u></p> <p>Draw one side of a shape, see if your partner can draw the other side to create a symmetrical shape.</p>	<p>PMI Plus, Minus, Interesting</p> <p><u>Individual Activity</u></p> <p>Think about what you know about bartering and money. What are the Plus, Minus, and Interesting ideas of both? Complete a PMI chart to show your thinking.</p> <div style="text-align: center;"><hr/><table style="margin: auto;"><tr><td style="border-right: 1px solid black; padding: 0 10px;">P</td><td style="border-right: 1px solid black; padding: 0 10px;">M</td><td style="padding: 0 10px;">I</td></tr></table></div>	P	M	I
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<p>Mindmapping</p> <p><u>Individual Activity</u></p> <p>Create a mind map on explorers.</p>	<p>Visualization</p> <p><u>Individual Activity</u></p> <p>Visualize an animal and their habitat. Draw a picture of how that habitat might change over time.</p>	<p>Point of View</p> <p><u>Individual Activity</u></p> <p>Describe a day in the life of an explorer. Talk about their home, what it was like on the ship, their reason for exploration, and how they felt about their discovery.</p>			
<p>Decisions and Outcomes</p> <p><u>Individual Activity</u></p> <p>What if we didn't use metric as a form of measurement. How would that change things?</p>	<p>Encapsulations</p> <p><u>Individual Activity</u></p> <p>Choose an explorer. Create a Flag for their ship that shows the details of that explorer.</p>	<p>Analogies</p> <p><u>Individual Activity</u></p> <p>Complete the following sentence, then draw a picture to go with it.</p> <p>Interdependency is like _____ because _____.</p> <p style="text-align: right;"><small>~From Karin Coburn, AART</small></p>			