Welcome to Merlin’s Magic Week!

Each of the following pages highlights three examples of student activities by grade level, along with the related South Carolina curriculum standards that were included in the CReATE Kits for Merlin’s Magic Week.

CReATE Kits were modeled after Engaging Creative Mind’s (ECM) national award-winning Summer STEAM Institute®, which was cancelled this year due to COVID-19, and the themed kits were distributed in July 2020 in partnership with local school districts. Students received all the materials, literature and instructions for five days of rigorous standards-based, interdisciplinary Arts Integration instruction.

CReATE Kits were funded with donations from ECM’s Academic Response Team (A.R.T.), which began in response to the COVID-19 pandemic. We are so grateful to our community, board members, and local businesses who donated and became a part of A.R.T. this summer. The investment provided over 350 students with STEAM (Science, Technology, Engineering, Arts and Math) activities they can do at home to combat spring and summer learning loss and prepare them for the new school year.

Sincerely,

Robin Berlinsky
Executive Director
Engaging Creative Minds

@EngagingCreativeMinds @ECMCharleston
MERLIN’S MAGIC SAMPLE ACTIVITIES:

- **LITERACY & VISUAL ARTS** | Students use a variety of stickers and Teddy Bear Counters® to **design the setting** and **write storyboard narratives**.

- **MATH & DANCE** | Students bounce/throw their beach ball and then use their bodies to **recreate the movement**. Students roll/throw their beach ball and then **measure the distance** using nonstandard units of measure.

- **SCIENCE & VISUAL ARTS** | Students **share the book**, *Mouse Paint* by Ellen Stoll Walsh, with their new teddy bear and then **create secondary colors** using yellow, blue and red Play-Doh®.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **FUNDAMENTALS OF READING** | Meaning & Context
  - Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities

- **VISUAL ARTS** | Evaluate & Communicate about the Meaning in My Artwork & the Artwork of Others
  - Tell the story that’s in artwork

- **MATH** | Measurements & Data Analysis
  - Identify measurable attributes (length, weight) of an object

- **DANCE** | Choreography
  - Create movement based on what is seen
  - Jump lightly, heavily, and loosely

- **SCIENCE** | Physical Science: Exploring Properties of Objects & Materials
  - Demonstrate an understanding of the observable properties of matter

- **VISUAL ARTS** | Select Elements of Art to Construct 2D or 3D Artwork & Improve and Complete Artistic Work Using Elements and Principles
  - Use basic clay techniques to create shape and form
  - Use primary colors to make secondary colors
MERLIN’S MAGIC SAMPLE ACTIVITIES:

- **MATH & VISUAL ARTS** | Students read the book *Mouse Paint* by Ellen Stoll Walsh, and then **design and paint** the story “setting” on a white placemat. Using six different colors of Teddy Bear Counters®, students **retell the story** as they create and explain **repeating and growing patterns**.

- **ELA & THEATRE** | Students **write scripts** and use **tableau** with their Teddy Bear Counters® to **act out** the **beginning, middle and end of the story**, *Being Nice is Magical* by Margie Fudge.

- **SCIENCE & DANCE** | Students explore the **natural environments of plants and animals** in the nonfiction book, *Two Tiny Mice* by Allen Baker. After reading the story, students **demonstrate the unique movement** of each of the 12 animals; taking into consideration how the **environment might affect the movements**.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **MATH** | Algebraic Thinking & Operations
  - Create, extend and explain using pictures and words for:
    - Repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns)
    - Growing patterns (between 2 and 4 terms/figures)

- **VISUAL ARTS** | Artistic Processes: Presenting
  - Select artwork that has common ideas or media

- **ELA** | Fundamentals of Writing: Meaning Context & Craft
  - Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure

- **THEATRE** | Artistic Processes: Performing
  - Recognize that pretend play is dramatic acting

- **SCIENCE** | Life Science: Plants & Their Environments
  - Develop and use models to compare how the different characteristics of plants and animals help them survive

- **DANCE** | Artistic Processes: Creating & Performing
  - Explore a movement solution using a variety of senses, ideas
  - Demonstrate movements using the dance elements
MERLIN’S MAGIC SAMPLE ACTIVITIES:

- **LITERACY & VISUAL ARTS** | Students read the book, *Being Nice is Magical*, by Margie Fudge, and then use “magic” Nuudles® to create 3D sculptures depicting the characters Claude helps along the way.

- **MATH & DANCE** | Students use Teddy Bear Counters® to create different arrays that solve addition and subtraction word problems. Students create movement that demonstrates an understanding of arrays.

- **SCIENCE & THEATRE** | Students follow a recipe to create and write a story using lemon juice “disappearing ink.” Using a provided magician hat and wand, students perform “shows” from their new book, *Easy-to-Do Magic Tricks for Children* by Karl Fulves.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **FUNDAMENTALS OF READING** | Meaning & Context
  - Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities
    - Retell the sequence of major events using key details; determine the theme in a text heard or read

- **VISUAL ARTS** | Use the Elements & Principles of Art to Create Artwork
  - Work through the artistic process to improve artwork through experimentation

- **MATH** | Geometry
  - Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts

- **DANCE** | Relating Dance to Other Content Areas
  - Make an array and then use the array to create a dance based on shape and pathway

- **SCIENCE** | Physical Science: Exploring Properties of Objects & Materials
  - Conduct structured investigations to test how adding or removing heat can cause changes in solids and liquids

- **THEATRE** | Design & Use Technical Elements for Improvised Scenes & Written Scripts
  - Use a prop for its intended theatrical use
MERLIN’S MAGIC SAMPLE ACTIVITIES:

• **SCIENCE & DANCE** | After dark, students use a flashlight to read *Bunnicula*, by Deborah & James Howe. Students explore batteries and how they work, and then use **whole body movement** to **demonstrate an understanding of a closed-circuit vs open circuit**.

• **MATH & VISUAL ARTS** | Students **follow the recipe** for disappearing ink, and then use the ink to **create drawings** that **reflect their argument** for, or against, *Bunnicula* having magic powers.

• **READING & MUSIC** | Students **rewrite the ending** of *Bunnicula*, and then **choose a song** that accurately represents the new ending.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

• **SCIENCE** | Physical Science: Energy Transfer – Electricity & Magnetism  
  o Develop and use models to describe the path of an electric current in a complete simple circuit as it accomplishes a task (such as lighting a bulb or making a sound)

• **DANCE** | Choreography  
  o Create a dance that communicates ideas

• **MATH** | Number Sense - Fractions  
  o Develop an understanding of fractions as numbers

• **VISUAL ARTS** | Relate Visual Arts Ideas to Other Content Areas  
  o Create a painting based on a piece of literature

• **READING/LITERARY TEXT** | Language, Craft, & Structure  
  o Compare & contrast the reader’s point of view to that of narrator or a character

• **MUSIC** | Artistic Processes - Connecting  
  o Describe how music is a vehicle of expression that inspires listener to think differently
MERLIN’S MAGIC SAMPLE ACTIVITIES:

• **MATH & DANCE** | Students toss a beachball after predicting distance based on weight, and then use standard measurements to graph the results.

• **SCIENCE & THEATRE** | Students release balloons and then pantomime an understanding of Newton’s 3rd Law of Motion.

• **WRITING & VISUAL ARTS** | Students write and then create a clay sculpture for a Haiku that explains the force of air (action) and the movement of the balloon forward (reaction). Students are encouraged to use poetic devices to engage and convey their message to the reader.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

• **MATH** | Measurement & Data Analysis
  - Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot

• **DANCE** | Artistic Processes: Performing
  - Perform movement sequences that demonstrate the use of space, time, relationships, and energy/force movement qualities

• **SCIENCE** | Engineering Practices
  - Ask questions that can be (1) answered using scientific investigations or (2) used to refine models, explanations, or designs

• **THEATRE** | Artistic Processes: Creating
  - Make choices about how to tell a story nonverbally

• **WRITING** | Language, Craft, and Structure
  - Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages

• **VISUAL ARTS** | Relate Visual Arts Ideas Disciplines & Content Areas
  - Use concepts in science to refine the sculpture
MERLIN’S MAGIC SAMPLE ACTIVITIES:

- **MATH & VISUAL ARTS** | After reading **Dragons and Marshmallows**, the first book in the Zoey and Sassafrass series by Asia Citro, students **design and create** marshmallow sculptures following specific **engineering guidelines**, requirements and a materials list. Results are plotted on a graph.

- **SCIENCE & THEATRE** | Students **predict the motion** of their beach ball by rolling, tossing, bouncing and dropping it in different ways. They **record data on a graph**, and **explain force & motion** concepts in a monologue.

- **LITERACY & VISUAL ARTS** | Students use Nuudles® to **create 3D dioramas** depicting the **problem and solution** Zoey and Sassafrass face.

**RELATED SOUTH CAROLINA CURRICULUM STANDARDS:**

- **MATH** | Geometry
  - Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations

- **VISUAL ARTS** | Artists Processes: Creating
  - Identify structural challenges in the sculpture and make adjustments

- **SCIENCE** | Physical Science: Forces & Motion
  - Use mathematical and computational thinking to describe and predict the motion of an object (including position, direction, and speed)
  - Analyze and interpret data to describe how a change of force, a change in mass, or friction affects the motion of an object

- **THEATRE** | Artistic Processes: Creating
  - Write short scenes and monologues using basic dramatic structure

- **WRITING** | Inquiry Based Literacy
  - Synthesize integrated information to share learning and/or take action
  - Draw logical conclusions from relationships and patterns

- **VISUAL ARTS** | Use the Elements and Principles of Art to Create Artwork
  - Explore balance created by arrangement of objects and elements within an artwork
MERLIN’S MAGIC SAMPLE ACTIVITIES:

- **SCIENCE & DANCE** | Students construct a volcano using clay, baking soda and vinegar and then demonstrate endothermic vs exothermic chemical reactions using creative movement.

- **MATH & VISUAL ARTS** | Students discover the amazing math and art inside a Rubik’s cube, including the different transformations and configurations of the cube, as well as the different horizontal and vertical rotations of the puzzle. Students study cubism and its impact on 20th century art.

- **LITERACY & THEATRE** | Students read Easy-to-Do Card Tricks for Children (Become a Magician) by Karl Fulves, and don their magic wand and magician’s hat to perform magic tricks for an audience.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **SCIENCE** | Physical Science: Energy Transfer and Conservation
  - Analyze and interpret data to describe the properties and compare sources of different forms of energy (including mechanical, electrical, chemical, radiant, and thermal)

- **DANCE** | Artists Processes: Performing
  - Perform dance phrases demonstrating increasingly complex uses of space, time, relationships, and energy/force movement qualities

- **MATH** | Geometry & Measurement
  - Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems

- **VISUAL ARTS** | Artistic Processes: Creating
  - Research and use multiple art-making techniques and approaches by other artists and apply them to the work

- **LITERACY** | Reading Informational Text
  - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

- **THEATRE** | Practice Theatre Professionalism through Observation & Self-Reflection
  - Explain why vocal projection is important to the audience’s understanding of the scene
MERLIN’S MAGIC SAMPLE ACTIVITIES:

- **SCIENCE & MUSIC** | Students predict and then record how different acids and bases react. Acid substances (donate hydrogen ions in water) and base substances (accept hydrogen ions in water). Students choose or create their own music to accompany each reaction, identifying how each of the elements of music is used.

- **MATH & VISUAL ARTS** | After learning about the history of the Rubik’s cube and how Ernő Rubik, a Hungarian inventor, architect and design professor, created it to help his design students think geometrically, students are challenged to design and develop a unique prototype for a toy that teaches a difficult math concept.

- **LITERACY & THEATRE** | Students read Easy-to-Do Card Tricks for Children (Become a Magician) by Karl Fulves, and don their magic wand and magician’s hat to perform magic tricks for an audience.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **SCIENCE** | Physical Science: Classification and Conservation of Matter
  - Analyze and interpret data to compare the physical properties, chemical properties (neutralization to form a salt, reaction with metals), and pH of various solutions and classify solutions as acids or bases

- **MUSIC** | Artists Processes: Responding
  - Identify how the elements of music are used in varying genres

- **MATH** | Geometry & Measurement
  - Understand that the concepts of volume and surface area are applied to 3D figures such as cubes, right rectangular prisms, and right triangular prisms
  - Decompose cubes, right rectangular prisms, and right triangular prisms into rectangles and triangles to derive the formulas for volume and surface area

- **VISUAL ARTS** | Artistic Processes: Creating
  - Select, and use a variety of art materials, techniques and processes to solve an artistic challenge

- **LITERACY** | Reading Informational Text
  - Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

- **THEATRE** | Practice Theatre Professionalism through Observation & Self-Reflection
  - Explain why vocal projection is important to the audience’s understanding of the scene
MERLIN’S MAGIC SAMPLE ACTIVITIES:

- **SCIENCE & MUSIC** | Students use homemade drums and a Slinky to create soundwave demonstrations.

- **MATH & VISUAL ARTS** | After learning about the history of the Rubik’s cube and how Ernő Rubik, a Hungarian inventor, architect and design professor, created it to help his design students think geometrically, students are challenged to design and develop a unique prototype for a toy that teaches a difficult math concept.

- **LITERACY & THEATRE** | Students read Easy-to-Do Card Tricks for Children (Become a Magician) by Karl Fulves, and don their magic wand and magician’s hat to perform magic tricks for an audience.

RELATED SOUTH CAROLINA CURRICULUM STANDARDS:

- **SCIENCE** | Physical Science: Waves
  - Develop and use models to exemplify the basic properties of waves (including frequency, amplitude, wavelength, and speed)

- **MUSIC** | Artists Processes: Connecting
  - Recognize and use instrumental music concepts among arts disciplines and other content areas

- **MATH** | Geometry & Measurement
  - Apply the properties of transformations (rotations, reflections, translations, dilations)

- **VISUAL ARTS** | Artistic Processes: Creating
  - Select and use a variety of art materials, techniques and processes to solve an artistic challenge

- **LITERACY** | Reading Informational Text
  - Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

- **THEATRE** | Practice Theatre Professionalism through Observation & Self-Reflection
  - Explain why vocal projection is important to the audience’s understanding of the scene

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