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| Inquiry Design UnitDesigned Grade Level: First Grade **(But…..This unit can be used any grade due to differentiation strategies)** **Growing a Growth Mindset****Compelling Question:** **Are Mistakes Part of Learning?** **Narrative Background​: This is a unit that is built on the idea of teaching our youngest learners that making mistakes is natural part of learning (Growth Mindset). This unit integrates next generation ELA skills and science skills in crafting an answer to the come compelling question.****Staging the Question ​: Staging the Question ​:** “The Girl Who Never Made Mistakes” by Mark Pett and Gary Rubenstein https://www.youtube.com/watch?v=oQG4vFGd6eU**Standards and Practices​:** **Science Standards:** Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. ■ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1) ■ Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1) **ELA Standards:** STD RL.1.1 Ask and answer questions about key details in a text. Ask and answer questions (e.g., who , what , where , when ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud s s s Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships STD SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups |

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| 1. **Supporting Question:**

**What does Beatrice Bottomwell learn about mistakes? What does this story teach us about making mistakes?**  | **Formative Tasks:****Lesson Objective:** After participating in a padlet and reading an interactive read aloud of “The Girl Who Never Made Mistakes”, students will identify and explain whether Beatrice’s mistakes taught her valuable lessons and whether making mistakes is part of learning by creating a FlipGrid sharing a time they had made a mistake and learned a valuable lesson from that mistake. | **Sources:*** Teachers pay teachers
* PowerPoint
* FlipGrid
* Padlet
* Students will watch the video of the story “The Girl Who Never Made Mistakes” by Mark Pett and Gary Rubenstein https://www.youtube.com/watch?v=oQG4vFGd6eU
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| **2. Supporting Question:** **What does it mean to “fail well”?****What is “failing badly”?****What is a growth mindset?** | **Formative Tasks:****Lesson Objective:** After watching a video and connecting failing well videos to the story of Beatrice Bottomwell (lesson one) and reviewing the concepts of failing well and failing badly on a PowerPoint, students will identify in a growth mindset mystery examples of failing well and failing bad be able to understand the difference on a Quizizz and also be able identify new areas and goals that they want to try to grow in and eventually master.  |   | **Sources:**  * QuizizZ
* PowerPoint
* You Tube Video
* Padlet

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| **3. Supporting Question:****What does an engineer do?****Why do you need to learn from mistakes or *fail well* in building a tower?****Do engineers need to *fail well*? Do engineers need a growth mindset?** | **Formative Tasks:** **Lesson Objective:** After a re-cap activity on failing well/failing badly, students will actively engage in a structure activity, show a construction attempt, respond to questions about the activity and explain if engineers need to fail well based on their experience as engineers in constructing a tower. |   | **Sources:** -PowerPoint · -Youtube -FlipGrid  |

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| **4. Supporting Question:** **Did Adda Twist “fail well” in her science adventures?****Do great scientists need to fail well”?****What advice about mistakes and failing well would you give to a student in your seat next year?** | **Formative Tasks:** **Lesson Objective:**  After reviewing the mistakes that were made in creating their tower, students watch a read aloud on "Ada Twist: Scientist", answer questions on the book, and address next years 1st graders on FlipGrid why it is necessary for scientists to fail well and all that they have learned about the need for a growth mindset in first grade and in science and engineering. |  | **Sources:** * ·FlipGrid
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**Summative Performance Task: (Independent Practice Lesson # 4)**

Students are to write a letter to a student who will be in their seat next year. They will share their understanding of growth mindset, what it means to fail well, how mistakes are part of learning in their grade and how scientist and engineers need a growth mindset in their jobs.

**Extensions: Working through a Universal Design paradigm, all lessons embrace the defining principles of Universal Design (Choice of activity, differing levels of challenge built into choice, grouping), activities that appeal to different modalities and strengths beyond literacy, etc.)**

**Taking Informed Action: In an era of the Pandemic, students might draw a picture about how they failed well during the quarantine?**