

TEACHING Activity PLAN for Synergy: Are our differences really our strengths?

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Date: 5/22/20

ELA/Math/Science/Social Studies (circle one) Objectives and Common Core/Next Generation Standard:

Social Studies Standards

7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)

7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.

ELA Standards

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.

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.

Objective: After participating in a brainstorming activity on the strengths of superheroes and an interactive read aloud on “Going Places” by Peter and Paul Reynolds, students will identify and explain how Maya and Raphael came to win the race by combining strengths by writing a paragraph/drawing their parents’ super powers.

<p>Motivation</p>	<ul style="list-style-type: none"> • Students will watch a short clip from <i>The Fantastic Four</i> showing how individual strengths, when combined, help us to succeed as a group.
<p>Pre-Assessment Aligned with Objective</p>	<ul style="list-style-type: none"> • Students will fill out Padlet asking to name a superhero and their strengths, and also naming a classmate and their strengths.
<p>Overview of Instructional Activities</p> <p><i>*Remember to include differentiation for struggling, on grade level, and advanced students in this section.</i></p>	<ol style="list-style-type: none"> 1. Students will watch a short clip from <i>The Fantastic Four</i> showing how individual strengths, when combined, help us to succeed as a group. 2. Students will fill out Padlet asking to name a superhero and their strengths, and also naming a classmate and their strengths. 3. Students will watch the YouTube clip for <i>Going Places</i> by Peter and Paul Reynolds. 4. After watching, they'll be answering guided questions progressing from literal, to inferential and to cognitive (questions on PowerPoint). 5. After the guided questions, students can either draw a picture, write a paragraph, or do a FlipGrid of their parent's super powers (worksheet below).
<p>Instructional Strategies</p>	<ul style="list-style-type: none"> • Independent Work: This will be evident when students independently answer the prompts on the Padlet, and when they complete the "Super Strengths" follow-up worksheet. • Direct Instruction: This will be evident when teachers provide instructions on how to complete the assignments. • Scaffolding: This will be evident in the YouTube video of <i>Going Places</i>, where they can listen along, follow along with the highlighted

	<p>words, alter the video speed to cater to their reading speed, and pause the video as needed.</p> <ul style="list-style-type: none"> ● Visual Reference: This will be evident when the teachers show the YouTube video from <i>The Fantastic Four</i> and <i>Going Places</i>.
<p>Resources <i>Websites, worksheets, handouts, presentations, assessments</i></p>	<ul style="list-style-type: none"> ● Youtube video (<i>Fantastic Four</i> - https://www.youtube.com/watch?v=kPRjkUwfzUc) - Low Tech ● Padlet - https://padlet.com/billbuith/m2ny4nsxladyd5av - High Tech ● Going Places book on YouTube (https://www.youtube.com/watch?v=BsvrMyCINnc) - Low Tech ● Parent Superpower (“Super Strengths”) worksheet/Google Doc (https://docs.google.com/document/d/1cWLGbS_YUMhCSI--1ErdddqsMaAm9xqv01fqNLLBM-is/edit?usp=sharing) - Low Tech ● FlipGrid – (https://flipgrid.com/buith9785) - High Tech
<p>Post-Assessment Aligned with objective</p>	<ul style="list-style-type: none"> ● Students will either draw a picture, write a paragraph, or do a FlipGrid of their parent’s super powers.
<p>Independent Practice</p>	<ul style="list-style-type: none"> ● Students will fill out Padlet asking to name a superhero and their strengths, and also naming a classmate and their strengths.

Incorporate suggestions to guide parents as they help their children to learn remotely to optimize the learning experience.

Name: _____

Date: _____



Hey there, superhero! Now that you've learned all about strengths, it's time for you to turn someone you know into a superhero! Pick a parent or someone who is a role model to you and show what they would look like as *a superhero*. You can choose to draw in the box below OR write a paragraph in the lines on the next page.

Choice #1: Draw

Choice #3: Do a FlipGrid!

You can go to the following link and record a FlipGrid explaining you parent's/guardian's Super Powers and why they are so great! Be as creative as you want!

<https://flipgrid.com/buith9785>

