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Course: EDU 351
Grade: 1
Content Area: Social Studies/ELA and Literacy

Dr. Sheehan
Date: November 2, 2016
Topic: Making Mistakes and
Failing Well/Badly

INSTRUCTIONAL OBJECTIVE (Lesson Objective)*

After reading *The Girl Who Never Made Mistakes* and completing the failing well and failing badly sorting activity, students will *write an informative text* explaining a personal experience on failing well by writing a story with three accurate sentences.

STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

Key Concepts:

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

Indicator: *This will be evident when students apply their knowledge on failing well and failing badly to Abraham Lincoln.*

Common Core Learning Standards for ELA & Literacy

College and Career Readiness Anchor Standards for Reading

CCSS.ELA-LITERACY.CCRA.R.2

Key Ideas and Details

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Indicator: *This will be evident when students analyze the character Beatrice from the book, *The Girl Who Never Made Mistakes*.*

College and Career Readiness Anchor Standards for Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Indicator: *This will be evident when students collaboratively discuss their opinions on why they believe the student from the Fixed vs. Growth Mindsets in Children Youtube video was afraid to answer a math question.*

College and Career Readiness Anchor Standards for Writing

CCSS.ELA-LITERACY.CCRA.W.1

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Indicator: *This will be evident when students write about their own personal experience of failing well.*

National Social Studies Standards and Themes

4. Individual Development & Identity

NCSS C3 Inquiry Arc

Dimension 4:

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings

Indicator: *This will be evident when students work collaboratively to decide whether they believe Beatrice failed well or badly.*

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting and Using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

5. Identify implicit ideas to draw inference, with support.

Indicator: *This will be evident when students gather evidence in order to draw their own conclusions on whether Beatrice failed well or badly.*

MOTIVATION (Engaging the learner(s)*)

Students will watch the Fixed vs. Growth Mindsets in Children Youtube Video that will be projected onto the SMART Board. The class will then discuss why the girl was afraid to answer a math question in class.

MATERIALS

- Fixed vs. Growth Mindsets in Children Youtube Video
- SMART Board
- *The Girl Who Never Made Mistakes* by Mark Pett and Gary Rubinstein
- Failing Well Bowl and Failing Badly Bowl
- Failing Well and Failing Badly Quotes and Photographs
- Sesame Street: Big Bird Sings about Mistakes Youtube Video
- Journal
- Writing Utensils
- Failing Well and Failing Badly Graphic Organizer

STRATEGIES (Learning Strategies*)

- Class Discussion: This will be evident when the whole class is discussing mistakes, failing well, and badly.
- Independent Study: This will be evident when students are writing their own story about a time they have failed well.
- Group Work: This will be evident when students work in pairs to complete the failing well and failing badly sorting activity.
- Group Discussion: This will be evident when students from each table turn and talk with their peers about why they believe the student from the Fixed vs. Growth Mindsets in Children Youtube video did not want to answer the math question.

ADAPTATIONS (Exceptionality*)

- The hearing impaired student will receive a handout with lyrics to the song, Sesame Street: Big Bird Sings about Mistakes.
- The student with fine motor skill issues will receive assistance when writing their journal entry. The teacher will act as a scribe for the student and write down their story of how they failed well.

DIFFERENTIATION OF INSTRUCTION

- Kinesthetic learners will complete the hands-on failing well and failing badly sorting activity.
- Auditory learners will listen to *The Girl Who Never Made Mistakes* being read aloud and to the song, Sesame Street: Big Bird Sings about Mistakes.

- Visual learners will be able to view the illustrations in *The Girl Who Never Made Mistakes* and those incorporated in the failing well and failing badly sorting activity.
- Students with intrapersonal strengths will complete a journal entry, reflecting upon their own failing well experience.

DEVELOPMENTAL PROCEDURES

1. Motivation: Students will watch the Fixed vs. Growth Mindsets in Children YouTube Video that will be projected onto the SMART Board. As a table, students will discuss why the girl was afraid to answer a math question in class. A few students from each table will share with the class their opinions. (*What was the student afraid to do in the video? (Literal) Why was the student in the video afraid to answer the math question? (Inferential) Are you ever afraid to answer a question in class? Why? (Metacognitive)*)
2. The students will participate in a class discussion on mistakes, failing well, and failing badly. They will speak about how everyone makes mistakes, how learning from your mistakes is the first step in learning, and what it means to fail well and fail badly. (*Are mistakes good or bad? Did you give up after failing or did you continue to try? After making multiple mistakes, did you finally learn how to ride your bike? (Literal) What was it like when you first learned to ride a bike? (Inferential) How did your mistakes help you learn? (Metacognitive)*)
3. Students will sit on the rug as a class to listen to the story, *The Girl Who Never Made Mistakes* by Mark Pett and Gary Rubinstein, being read aloud by the teacher. (*Why does Beatrice not skate with her friends? Why does Beatrice have reporters outside her door? Did Beatrice get mad at herself after she made her first mistake? (Literal) What happened after Beatrice made her first mistake? Where did Beatrice get the idea that she should not make mistakes? Why is Beatrice nervous after her almost mistake? What did Beatrice learn? (Inferential) Is Beatrice happy? Who seems happier, Beatrice or her brother? (Metacognitive)*)
4. Students will return to their seats and will be asked to turn and talk to two other students to discuss whether they believe Beatrice failed well or badly. (*Did Beatrice fail well? (Inferential) How might have Beatrice acted if she had failed badly? Was Beatrice happier as the girl who made mistakes or the girl who never made mistakes? How do you know? Did you ever feel like Beatrice in any way? Do you know anyone like Beatrice? (Metacognitive)*)
5. Each student will be paired with a partner (in case of an uneven amount, there will be one group of three). Each group of students will receive a failing well bowl, a failing badly bowl, and quotes and photographs illustrating failing well and failing badly. Together the partners will have to determine whether the quotes and photographs belong in the failing well bowl or failing badly bowl. The teacher will walk around to monitor the students while they are completing this activity.
6. After all of the students have completed the failing well and failing badly sorting activity, the teacher will review the correct answers using the SmartBoard. Students will come up to the board and drag the quotes and photographs into their correct categories. (*What does the quote say? (Literal) What does the picture represent? (Inferential) Why did you place that photograph in the failing well bowl? Why did you place that photograph in the*

failing badly bowl? Why did you place that quote in the failing well bowl? Why did you place that quote in the failing badly bowl? (Metacognitive)

7. Students will listen to the song, Sesame Street: Big Bird Sings about Mistakes, as a class.
8. As an independent assessment, students will complete a journal entry, writing a story describing a time they have failed well.

ASSESSMENT (artifacts* and assessment [formal & informal]*)

- The teacher will assess students by working with and observing students as they complete the failing well and failing badly sorting activity.
- The students will be formally assessed by handing in their stories based on a time they have failed well.
- The teacher will assess how students answer questions during the discussions.

INDEPENDENT PRACTICE

For homework students will retell the story, *The Girl Who Never Made Mistakes*, to their parents. They will ask their parents about a time they failed well and will draw a picture depicting their parents' story. The next day students will share their picture and their parents' story with the class.

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students who did not easily meet the lesson objective will, along with the teacher, create a graphic organizer on what determines failing well and failing badly. The teacher will also provide other different examples of failing well and failing badly.

Academic Enrichment: Students who easily met the lesson objective will think of a famous person, relative, or friend who has failed well. They will then draw a picture of a time the individual failed well.

TEACHER REFERENCES

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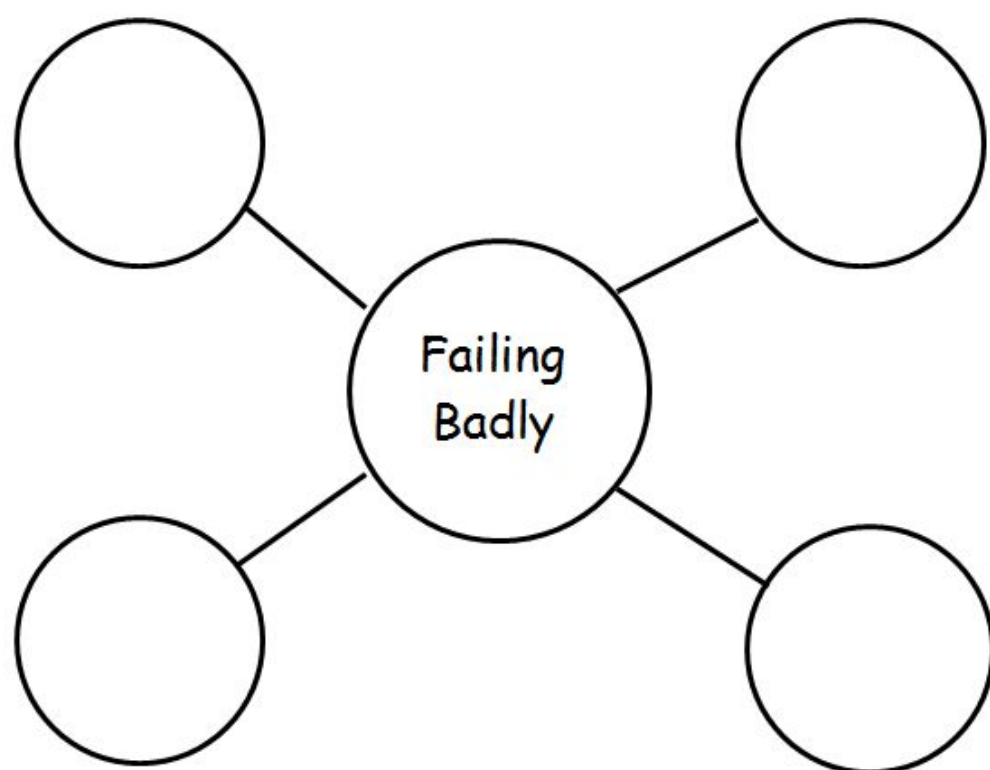
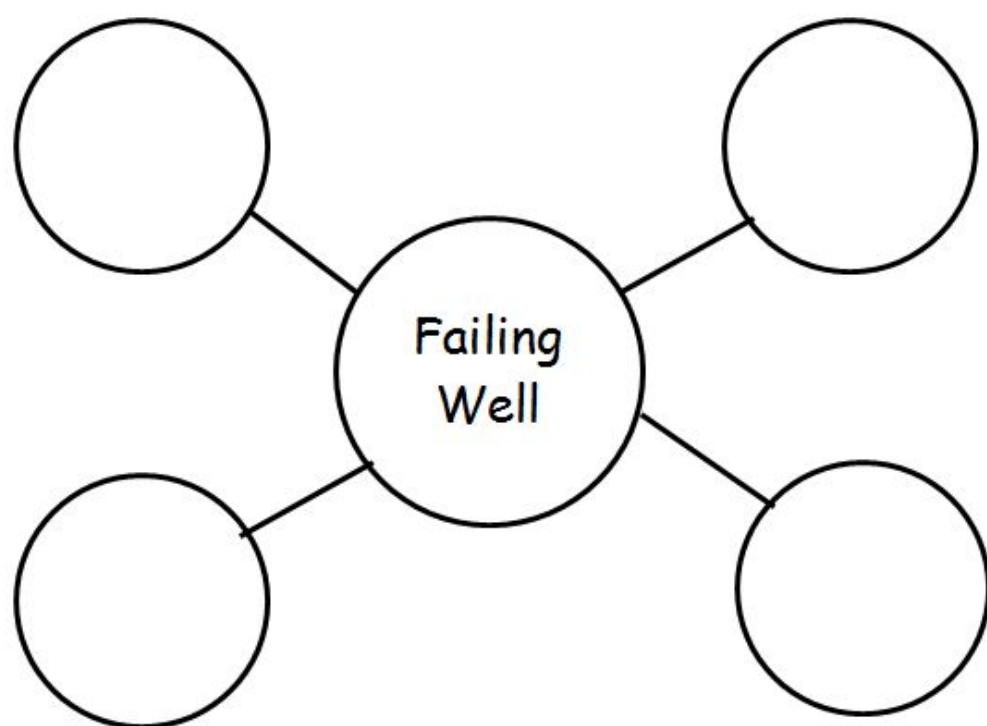
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Name: _____



Failing Well and Failing Badly Sorting Activity

I did not do well. I guess I am going to have to work a lot harder

I can do it!

Good game everyone! Even though we lost, we'll win next time!

This is too hard. I am quitting.

I just cannot do math! My mother could not do it either!

I lost the game! That was so unfair! The other team cheated!



