

TEACHING ACTIVITY PLAN for Fifth Grade Week 3

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

- CCSS.ELA-LITERACY.CCRA.R.2
- CCSS.ELA-LITERACY.CCRA.SL.1
- NCSS- Theme 4: Individual Development and Identity
- Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4)
- Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)

Objective: After interactive discussions on passion and grit and active participation in building a school structure, students will complete a Flipgrid on the topics of overcoming challenges, personal passion, and the grit needed to overcome obstacles to achieve success in building their structure.

Motivation	Review <i>Iggy Peck Architect</i> Read-aloud: https://youtu.be/18B8WMJdTCQ
Pre-Assessment Aligned with Objective	Students will talk to an adult to discuss Iggy and his passions (<i>reviewing from last week's interview activity</i>). Discussion questions include: <ol style="list-style-type: none">1. What was Iggy's passion?2. What was the passion of the person you interviewed?3. How did both Iggy and the interviewed person use passion to succeed? Why?4. Have you ever used grit (passion) to make an idea succeed?
Overview of Instructional Activities *Remember to include differentiation in either the Activities or Strategies section.	Students will assist <i>Iggy Peck</i> this week by creating a building that would serve as another school on an island for the class to visit. They will be given the following materials: 5 Sheets of Cardstock Paper (8.5 X 11) 15 small paper or plastic cups (3 oz) <i>These materials are a guideline and since this is through distance learning, students and their adult partners will be given the liberty to be creative with the materials that they use.</i> Adult will assist the student to complete the following:

	<ol style="list-style-type: none"> 1. A sketch of their school building that is supported by stilts and has at least two floors. 2. Creating the building with the paper and cups. (Parent/adult is encouraged to take photos of the process so the student can document their progress.) <p><i>The teachers will put up an example (on parent slides) of a structure so students can visually see an example of what is expected of them in their own creation of their school structure.</i></p> <p>Students will then test their school building structure by using a small object to act as the people (ex: hard pasta, dice, paper clips). <i>Creativity is encouraged, these are recommendations for size and weight purposes.</i></p> <p>If their building is not sturdy for their “people”, they will redesign their building, using materials or as a sketch to try again. Students are encouraged to keep trying until they succeed building this structure.</p> <p><i>*Differentiation:</i></p> <ul style="list-style-type: none"> ● Although students are given the suggested materials to build their structures, they have the opportunity to use additional resources available at home to build, utilizing their creativity and adjusting to their comfort level on the given task. This gives students choice in what they will build and then explain how their different materials affected their structure. <p><i>*UDL Guidelines:</i> Engagement-Interest=7.1, Effort=8.2 Representation-Perception= 1.2 & 1.3, Action/Expression-Communication =5.1, Executive Function= 6.1</p>
Instructional Strategies	<p><u>Cooperative Learning</u>- The students will be able to read/watch their classmates answers, comment, and relate to them on Flipgrid.</p> <p><u>Discussion</u>-Students can engage in a conversation through their Flipgrid responses and parent/adult conversations.</p> <p><u>Modeling</u>- The teachers will display an example of a structure so students can better understand what is expected of them when they create their own school structure.</p>

Resources	<ul style="list-style-type: none"> ● 5 Sheets of Cardstock Paper (8.5 X 11) ● 15 small paper or plastic cups (3 oz) ● <i>OR other materials to replace the cardstock and paper/plastic cups that they may have in their home.</i> ● Flipgrid Link
Post-Assessment Aligned with objective	<p>Students will complete a Flipgrid with a photo or drawing of their successful structure and answer the following questions:</p> <ol style="list-style-type: none"> 1. What challenges did you face? 2. How many tries did it take to find success building or designing your structure? 3. Did you ever want to give up? If so, what made you keep trying? 4. What ways did you overcome the challenges? <p>Students will additionally watch and respond to at least two of their classmates' videos.</p> <p>Student Learning Target: Students can identify that passion requires grit for success while completing their structures. Passion – Obstacles + Grit = Success</p> <p><i>This discussion on Flipgrid and responding to classmates' videos should lead to the idea that perseverance is nurtured by passion. Students who have the passion for building/architecture like Iggy would likely show more grit when building their final structure than those that do not have a passion for architecture.</i></p>
Independent Practice	Students will complete a Flipgrid responding to the prompts about their structure activity.

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

- Build a Schedule.
- Model Hard Work and Persistence
- Set Up a Designated Workspace
- Get to Know the **Online Learning** Platform
- Stay in Communication with Your Student's Teachers