

## **TEACHING ACTIVITY PLAN for Fifth Grade Week 4**

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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
- CCSS.ELA-LITERACY.CCRA.W.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 watching and discussing a Grit video and actively participating in a Thinglink activity, students will analyze and explain what Grit means to them and will share their personal thoughts on grit and success in fifth grade with an incoming 5th grade student.

Motivation	Students will watch a <a href="#">YouTube video</a> (ending at 2:25).
Pre-Assessment Aligned with Objective	After watching the Grit YouTube video, students will then have a discussion with a parent/adult on the questions: <ul style="list-style-type: none"><li>● How did you use grit while you were building your school structures last week?</li><li>● When did you need to use grit during another time to succeed?</li></ul>
Overview of Instructional Activities  *Remember to include differentiation in either the Activities or Strategies section.	Students will follow along on a <a href="#">Thinglink</a> about five scientists who exhibited grit. They will click through the interactive links to learn about how the scientists succeeded, as well as the obstacles that the scientist needed to overcome in order to succeed.  <u>UDL Guidelines:</u> Engagement-Interest <ul style="list-style-type: none"><li>● 7.1 Optimize individual choice and autonomy</li></ul> Effort <ul style="list-style-type: none"><li>● 8.2 Vary demands and resources to optimize challenge</li></ul> Representation-Perception

	<ul style="list-style-type: none"> <li>● 1.2 Offer alternatives for auditory information</li> <li>● 1.3 Offer alternatives for visual information</li> </ul> <p>Action/Expression-Communication</p> <ul style="list-style-type: none"> <li>● 5.1 Use multiple media for communication</li> </ul> <p>Executive Function</p> <ul style="list-style-type: none"> <li>● 6.1 Guide appropriate goal-setting</li> </ul> <p><u>Differentiation:</u>  Triggerring the Recognition, Strategic and Affective networks in the brain via visual/auditory supports, use of Hi-Low Technology as well as providing choices and scaffolding concepts in addition to your specific references to UDL Checkpoints listed....</p> <ol style="list-style-type: none"> <li>1. Students will have the choice of how they will present their letter (either by writing, typing, or creating a video on a smart phone). This allows the student to work with their strengths and preference to demonstrate their understanding.</li> </ol> <p><u>Student Learning Target:</u>  Students will explain how scientists use grit to achieve goals and how they have used grit to get through something in their lives.</p>
<p>Instructional Strategies</p>	<p><u>Cooperative Learning-</u> The students will be able to read/watch their classmates answers, comment, and relate to their classmates on Flipgrid.</p> <p><u>Discussion-</u>Students can engage in a conversation through their Flipgrid responses and through parent/adult conversations/discussions.</p>
<p>Resources</p>	<ul style="list-style-type: none"> <li>● <a href="#">PreAssessment YouTube Video</a></li> <li>● <a href="#">Thinglink website</a></li> <li>● <a href="#">Flipgrid link</a></li> </ul>
<p>Post-Assessment Aligned with objective</p>	<p>Students will complete a <a href="#">Flipgrid</a> where they will select one of the scientists and explain how they exhibitd grit and how that grit can be applied to their own lives.</p> <p>Students will additionally watch and respond to at least two of their classmates’ videos.</p> <p><u>Student Learning Target:</u>  Students can identify that grit requires passion and</p>

	perseverance resulting in success in their Flipgrid video. Passion + Perseverance – Obstacles + Grit = Success
Independent Practice	Students will write a letter to a student who will occupy their seat in next year's class. They will share their understanding of grit, how grit has helped them overcome obstacles they faced in this grade and how grit relates to science and in their real lives. <i>These letters can then be shared with the incoming 5th graders for the following year as an introduction to the school year about the idea of grit. The students reading the letters will be informed through the experiences of last year's students how to overcome obstacles they may face this coming school year.</i>

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