**Molloy College**

**Division of Education**

**Heading for Coursework**

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Course EDU 509 Date: 4/4/18

Grade: 3rd Topic: Happiness Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVE(s) *(Lesson Objective(s)\*)***

After students listen to a read aloud and respond and participate in a gallery walk, students will engage in a range of collaborative conversations to come to a conclusion and draw a set of pictures demonstrating optimist views on negative events. Students will be able to complete three out of four pictures with accurate, relevant information.

**Standards and Indicators**

New York State Social Studies Standards (Frameworks)

Key Idea:

3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

Key Concepts:

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

National Social Studies Standards and Themes

IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of individual development and identity.

Indicator: This will be evident when students think about the question on happiness and reflect on their past mistakes and how they handles it.

NCSS C3 Inquiry Arc

Dimension 2: Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, and history. Look with lens and skills of the discipline.

Dimension 3: Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing casual explanations.

Indicator: This will be evident when the students learn the different views in what determines ones happiness.

Social Studies Practices: Habits of Mind

Geographic Reasoning: Engage in patient reflection and constant reexamination of the past and present.

Indicator: This will be evident when students think about the problems that happend in the book and think of solutions.

Common Core ELA Standards

Key Ideas and Details

3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Indicator: This will be evident when the students engage in a range of conversations and collaborations in retelling the story.

**INSTRUCTIONAL RESOURCES**

Computer-documentary “Happy”

Book: *It’s Ok To Make Mistakes*

Poster Paper for Tweet About It.

Post its.

Gallery walk pictures.

Worksheet to draw on optimist views on negative events.

**MOTIVATION *(Engaging the learner(s)\*)***

Teacher will use It’s Ok To Make Mistakes on optimist and pessimist views to motivate and engage student learners to think about what happiness is. This will be done at the beginning of the lesson. Teacher will do a gallery walk where students will think about optimistic solutions and views on pessimistic events.

**DEVELOPMENTAL PROCEDURES**

1. Teacher will begin the lesson by reading It’s Ok to Make Mistakes. *(How do you feel when you make a mistake? What happens when you give up?)*
2. Teacher will ask students to come to the rug and sit in a circle for a read aloud *It’s Ok To Make Mistakes*. Students will also answer questions throughout the book. *(What do you think made these characters happy? Why didn’t they just get mad and upset? How did they react to these situations? How would you have handled it? Can you think of another word that correlates with happiness? (optimism))*
3. Students will complete a book, head and heart activity.
4. Students will engage in brief discussion after the read aloud facilitated by the teacher. *(Can you think of a time where you faced a situation and made the best of it? What makes you happy and why do you think it is important to remain optimistic? Have you ever passed it forward?)*
5. Students will engage in a gallery walk activity where they will observe four negative events. Students will come up with optimistic views and draw them on their worksheet. (This is a silent activity. There will be no talking during this time)

**INSTRUCTIONAL STRATEGIES *(Learning Strategies\*)***

* **Cooperative Learning**

**Indicator**: This will be evident when students engage in a gallery walk.

* **Discussion**

**Indicator:** This will be evident when students are actively engaged in a brief discussion about changing your attitude on mistakes.

* **Scaffolding**

**Indicator:** This will be evident when students write their thought from the book, head and heart questions on a post-it.

**ADAPTATIONS *(Exceptionality\*)***

* English Language Learners (ELL’s) will be given an ipad and a bilingual glossary to help with translation and paired with a bilingual peer.
* The student who does not like working with other children will be allowed to work with a peer of their own choosing.
* The students who has trouble completing their work on time will be allowed to choose their quiet nook for better concentration.
* For students that are very shy the teacher will write down questions and give it to them on an index card.

**DIFFERENTIATION OF INSTRUCTION**

* Auditory learners will listen and observe as they sit on the floor and
* Kinesthetic learners will be stand and listen as they are actively engaged in the gallery walk.
* Students who are above mastery might be asked to do a skit of acting out optimistic views on negative event
* Visual learners will watch the video on happiness and observe the teacher while the book is being read aloud.

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

Students will correlate happiness and optimism and whether happiness is based on how you deal with certain situations during the discussion (which will be facilitated by the teacher) after the book is read. They will be actively engaged during the gallery walk and complete a worksheet where they will have to draw optimistic views on negative events. Students will also complete questions based on the book, head, and heart strategy on a post-it and put it on poster paper.

**INDEPENDENT PRACTICE**

Students will go home and write a letter of gratitude to who ever they want to address it to. The goal is to have them think about a time that they were going through situation but made the best of it and direct the letter to someone who was there witnessing their situation. Then the teacher will use Flipgrid to record students reading their letter to whom they addressed it to.

**FOLLOW-UP ACTIVITIES:**

**DIRECT TEACHER INTERVENTION AND ACADEMIC**

Direct Teacher Intervention:

Students, under direct teacher intervention, teacher will re-read the book and talk about the mistakes presented in the book. Students will then talk about the mistakes and other options on how to deal with the negative situation. Students, under direct teacher intervention will turn and talk about the problems presented in the book and come up with other possible solutions. Then students will share about a time they went through a negative event but talk about how they could have changed the outcome.

Academic Enrichment:

Students will get a scenario on a negative event. Students will then act out how they would have handled the negative situation by placing themselves in the person shoes. Then they will research a famous negative event that happened in the United States and write how people handled it. They should include location, how they lived, how the economy was etc.

**REFERENCES**

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College, Career, and Civic Life (C3) Framework for Social Studies State Standards. (2017, June 12). Retrieved from https://www.socialstudies.org/c3







Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

Directions: Draw out the positive outcomes based on the pictures of negative events. Be creative!

Picture 1

Picture 2

Picture 2

Picture 3

Picture 4