Sherri Pflager May 5, 2018.

ED446

Assignment # 9-A

# Why Be Organized? Lesson Plan

|  |  |
| --- | --- |
| **Unit Focus**  | **Standard/Instructional Objective**   |
| Developing and Implementing a Growth Mindset | To guide the students to determine 2 places/items they could organize to increase their school success |
| **Student Learning Target(s)**  |
| 1. Students will name 3- 5 growth mindset statements, reviewing previous lessons.
2. Students will name 3 ways that organization supports learning.
3. Students will name 2 items or locations (ex. binders, cubbies, backpacks) they can organize to improve their success at school.
 |
| **Vocabulary** |
| growth mindsetsuccessorganizetime management |
| **Lesson Introduction**  |
| 1. We’ve been studying Growth Mindset. Who can give me an idea of what growth mindset means? Allow responses.
2. Partner competition to write down mindset statements in 3 minutes.- Arrange scribing partners with peer tutors and paras. Pass scrap paper and pencils to each set of partners. When I say start, you have 1 minute of silent think time to remember some growth mindset statements then we will start the 3-minute timer. Tell your partner the statements and he/she will write them on the paper. Share answers with group.
3. How can you achieve some of these growth mindset statements? Can we achieve these without making a plan? Ask a student to name a statement ( Ex. Mistakes help me learn. How can we really feel this way? What would we actively do?) Move to “I want to do my best” or a similar statement. Use students’ ideas as much as possible.
4. We’re going to play a game that may show you some ways to achieve your growth mindset goals.
 |
| **Lesson Core**  |
| I do: | Students do: |
| 1. Organization lesson -perfection game

Has anyone played this game before? Can you explain how it works?1. Give each student a chance to play with the pieces scattered randomly.
2. Ask students for strategies to speed up their performance. Use the vocabulary “organized” to describe the way the students arranged the pieces.
3. Everyone gets a second turn using the new strategies. Can repeat b and c a second time if new strategies are suggested.
4. What happened when you organized the pieces or…? Were you more successful? Do you think being more organized can help you meet growth mindset goals? Which one in particular?
5. There are many students and adults that have found that being organized has helped them in both their school and work life. 100 people were surveyed and gave their top reasons for wanting to become more organized. Under these papers on the board are their answers. We are going to form two teams to guess what they answered.

Let’s Play Top Spot! – Family Feud type game -reasons to get organized at school-Two Teams- Have prepared – phrases with points on white board. Cover each with separate construction paper (Less frustration 10, less stress 25, Being prepared for class, having more time for friends 12, getting better grades 32, more learning 21)  | 1. Answer lead in questions.
2. Try the game with randomly scattered pieces.
3. Make suggestions to encourage better performance.
4. Replay using the given strategies.
5. Reply to guided questions
6. Divide into 2 teams to guess what the covered reasons might be.

Earn related points for their team if they guess correctly. |
| **Lesson Conclusion**  |
| What did you think of this lesson?Do you think that the people surveyed had good reasons to get organized? Which of their reasons do you most agree with?Exit Ticket: Name 2 places or work materials for the classroom that you could organize to help you be more successful at school. |
| **Differentiation Strategies**  |
| This lesson is designed for Special Education students in a self-contained classroom. There are 4 students in the group and 3 peer tutors to support the Special Education students. The plan is suited to these individuals and will require only a small amount of differentiation. For the lesson conclusion 2 of the students will answer the exit ticket as it is asked. The other two students will need choices of two examples for each of the two answers. Ex. Which would help you most to do well at school– keeping your binder tidy or using crayons? |
| **Learning Environment**   | **Resources and Materials**   |
| Special Education – Middle School Transition Room, Self-contained classroom with several students attending GenEd with paraprofessional support. | Whiteboard, timer, Perfection Game, Set up for “Top Spot” – Words/phrases on Whiteboard, covered with construction paper. Each phrase gets a certain number of point. |

My students have special needs and have had a lot of academic and physical support throughout elementary school. Many of them have had paraeducators with them throughout the day. As a result, when the come into my program at the middle school, they are dependent on others to keep themselves on track academically and organizationally. The group I have now has abilities to manage many things on their own. Our theme for this year has been independence. We’ve asked them to do things for themselves and to let others know they do not need help with that task, thank you!

The students have been putting away their coats and backpacks, packing and unpacking, beginning several class periods in their independent work binders without direction to do so. We have seen significant growth in this area and are ready to help the students fine tune this independence by developing organization systems that support their independence.

Referring back to the beginning of this course and to Organizing From the Inside Out, I referred mainly to the section, “Laying a Foundation”. I recognized that they needed to develop an understanding of how being more organized would support their growth as young people and as students. I chose to develop the above lesson for this reason.

The section of my lesson using the Perfection game was an idea I picked up on youtube when searching for games to teach organization. I came across this creative counselor, Grace Wilhelm. She had a fantastic group of lessons built around the Hasbro game, Perfection. She used a middle school aged student to demonstrate how organizing yourself will make you more successful.

The student played the game without any planning and was unable to complete it. They discussed organizing the pieces and the student came closely. They organized the pieces more carefully and the student beat the game. For my students, I picked the least complicated version of the game which uses just nine pieces.

My plan is to introduce the group to the foundations of organization – Why would you want or need to keep yourself organized? As a follow up to this lesson, I will produce a second lesson (Assignment #10) for two of the students that attend some General Education classes. I will have them choose either their cubbies or their Math binders to organize during that lesson.

The students enjoyed the lesson. The game format appealed to them. They would like to try both the Perfection game experiment and the Top Spot game again.

As I expected two of the students needed support to name areas where they could improve their organization. One student, who needs the most support in this area, had difficulty recognizing disorganized spaces. Using visuals (ex. organized binders vs disorganized binders) in a sorting activity would help him with this. I think he’d buy into a timed search for a secret word on a piece of paper hidden in a messy space then in a neat space. He can trade it for a prize if he finds it in time.

The lesson could have been divided into two lessons. This was a lot of activities for my group to handle in one lesson. Since these students need many opportunities to practice and retain new material, it would be worth repeating these activities and building their understanding further.