Joyce Schilling: Differentiation Lesson Development #10 A

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Topic: Fixed Mindset vs. Growth Mindset

Grade Level: 1

**Day #1 Fixed Mindset vs. Growth Mindset**

The lessons will be presented to a small phonics reading intervention group. Students were identified in i-Ready as being below the 30th percentile in reading. Three class sessions will be needed to complete the DOJO lessons.

**Pre-Assessment:** students will be guided through a short assessment to see how they react to fixed mindset statements and growth mindset questions (example attached).

**Anticipatory Set:** I will tell students that over the course of the week we will be learning about our brains and ways that we can help our brains become strong so that it can help us to learn new things.

I will talk about not being able to ride my bike without training wheels when I was little. I will tell them that it was hard but I kept trying and trying and didn’t give up. Finally, one day I did learn to ride my bike. I will have students take a few minutes personal thinking time to think about something that was hard for them to do but they kept trying until they could. Students will share their experiences.

**Activity:** I will tell students that we will be watching a video about a little monster named DOJO. DoJo is feeling very sad because he doesn’t think he is very smart. Luckily, his friend Katie is there to help DOJO. Students will be looking at the video to see why DOJO doesn’t think he is smart. They will also find out how Katie helps DOJO. View the video **Your Brain Is Like a Muscle** at <https://ideas.classdojo.com/i/growth-mindset-1> . After video, have students share their ideas as to why DOJO felt like he wasn’t very smart and how his friend Katie helped DOJO.

**Anchor Activity:**  Draw a picture of yourself learning to do something that was hard for you. Draw another picture to show how you felt after you learned how to do something that was hard for you.

**Closure**: Tell students that we will see another video the next time they come to learn more about MoJo and see if he will be able to use his brain to help him learn new things.

**Day #2 Fixed Mindset vs. Growth Mindset**

**Anticipatory Set**: Remind students about the video they saw earlier. Have them think about MOJO and the problem he was having. Have them turn and talk to their partner about his problem. Share ideas with group. Ask how Katie helped MoJo and share ideas again with partner. Ask group if they feel that MoJo can become smarter. Thumbs up for yes, thumbs down for no. If differences exist, have students explain their reasonings for thumbs up or down. Let students know that they will be seeing MoJo and Katie a little later but first they will be learning some new words.

**Activity:** The new vocabulary will be **Closed Mindset** and **Growth Mindset**. These will be written in 2 columns on the white board. Give explanations and examples for both. Have statements available for both examples, read one or two to the students and have them decide whether they are examples of a Fixed Mindset or a Growth Mindset. Use magnets to place statements under correct column. Have students read through statements with teacher. Call on students to decide which column the statement should be placed in. Ask why they placed it where they did. Statements are as follows:

* If I practice, I will get better learning new things.
* I don’t want to do this. It is too hard!
* Can you help me? I am stuck.
* My brain is getting stronger!
* I can learn hard things!
* I am not smart.
* I always make mistakes!
* I finally learned to count by 5 all the way to 100!

**Activity:** Students will view thevideo **MoJo Bounces Back** at <https://ideas.classdojo.com/i/growth-mindset-2> . The focus on this video is making mistakes. DoJo keeps making mistakes and again, feels like he is not smart. His friend Katie tells MoJo that mistakes can actually make MoJo smarter. She tells him that neuro scientists have studied the brain and have discovered that when we make mistakes, our brains work extra hard and MoJo will become smarter as well. We leave with the question will MoJo learn? Let students know that we will see one more video about MoJo and Katie next time.

**Anchor Activity** Use the Bulletin Boards to help you write something a person with a Growth Mindset might say. Draw a picture of how you might feel if you had a growth Mindset.

**Formative Assessment:** Have student tell you one thing they would like to learn or become better at as their ticket out the door.

**Day #3 Fixed Mindset vs. Growth Mindset**

**Anticipatory Set:** Review learning from previous lesson. Review vocabulary words **Fixed Mindset** and **Growth Mindset**. Have students give examples of each.

**Anchor Activity:** Introduce the word **yet**. Give example such as I don’t know much about lizards **yet** but I will after I read my book. Another example might be I can’t tie my shoe **yet** but I will keep trying! Give students the sentence frame: **I can’t \_\_\_\_\_\_\_ yet,** but **someday I will.** Have students practice by using something they don’t know how to do yet. The goal is to help students understand that there might be things that they can’t do **yet but** with practice, they will be able to learn. Students will share their sentence frames with the group.

**Activity**: Let students know that they will be visiting with DoJo and Katie again in the video **The Incredible Power of Yet** at <https://ideas.classdojo.com/i/growth-mindset-3>. Tell students that this time, DoJo is not upset but Katie is. Ask them to think about why Katie is upset and what they think she will do. Also, have them listen for the word **yet** in the video. Why is the word **yet** important?

**Closure**: Discuss video, have students share their ideas.

**Summative Assessment**: Ticket out the door I can’t \_\_\_\_\_\_\_\_\_\_\_\_ yet, but someday I will.

**Note**: Anchor Activities included being able provide written examples of mindsets as well as to drawing examples. We rarely have time to draw in our groups and I just thought they would enjoy it which they did.

 **Commentary:** Lesson #1 was my favorite by far. This is not to say that it went perfectly, because it did not. We got to the point in the lesson in which we were ready to start the video. I had set it up earlier and it was ready to view on the Smart Board. Well, when it came time to see the video, nothing happened. The light would not go on, but something did go on in my brain. I could use this as a teaching moment. I asked my assistant to see if the Media Tech could try to trouble shoot the lack of a light so off she went. In the meantime, I introduced the vocabulary words **Fixed Mindset** and **Growth Mindset** which I had planned to do the following day. I used our predicament as an example. I told the students that I was really sad because we couldn’t see the video about DoJo and that I wasn’t smart enough to fix the light. I asked the kids if that was an example of a Fixed Mindset or a Growth Mindset. They all agreed it was a Fixed Mindset. Next, I told them that we actually might be able to see it because I had asked for some help, I didn’t give up. A few minutes later, our help arrived and we did get to see the short video. The students were full of ideas of things that had been difficult for them to learn to do but that they finally did learn. They did not give up. Many of their examples revolved around the difficulty of learning to skateboard. I did have one student, however, that might need a little more practice with this concept. He seemed to understand that the brain was very important and he did relate practice to his brain getting stronger. Ultimately though, he was very happy because it was hard to grow hair and now that his brain was stronger it was growing lots of hair on his head!

My assistant will be doing her student teaching next year and she had asked me if she could observe my lesson. That was fine with me. After the lesson she mentioned that she felt that my difficulty with the light could not have come at a better time. She thought it was an added instructional component of the lesson that the students had benefitted from. I tend to agree with her. Each of my 5 students were actively involved and more than willing to share their own versions of examples of both closed and growth mindsets as they saw them.

The other two lessons went smoothly with no technology failures. One aspect though that I wish could have been changed was the lack of time we had to complete the lessons. At the most, we had 25 minutes to work. To me, it felt rushed. The kids did not have time to complete pictures or drawings for example. They took them back to class to finish. I did not feel that I could dedicate more time with this activity and that we needed to get back to phonics instruction in order to have enough data for a six-week intervention. I do feel that the videos they saw and discussions we had were meaningful. In the videos they saw that both DoJo and Katie had times when they felt they were incapable of learning but in the end, they persevered and learned that mistakes actually help the brain to grow stronger. The time spent on these lessons was valuable. I will continue to work with mindsets and intend to include 2nd and 3rd grade as well. I have looked into different videos to show to the older students and have found ones that would work for 2nd and 3rd grade to use. A teacher on the staff of one of my schools had a unit on Mindsets and let me look through her materials. There were many examples of anchor activities for students at several levels of understanding to use. I did not use them due to lack of time spent with my groups but I did notice the differentiation between them. In class, they were used during ATI time and assigned according to individual student needs.