

Amanda Gylling

Lesson: Fixed vs. Growth Mindset

Grade: 2

Time Duration: 1+ hours

Objective:

- For students to understand how their mindset affects learning.
- To go deeper in learning the difference between a Fixed and a Growth Mindset.

Materials Needed:

- Book: *It's Okay to Make Mistakes* by Todd Parr
- Anchor Chart: Fixed vs. Growth Mindset differences (examples can be found on Pinterest)
- Class Mojo videos
- Anchor activities:
  - "What Can I Say to Myself?"
  - "Growth Mindset: My Goal This Year"
  - Growth Mindset bookmarks (set of 4)
- Colored pencils/markers
- Scissors
- Glue sticks

Procedure:

1. Gather students on the rug. Open the lesson by having students review the Fixed vs. Growth Mindset anchor chart (created and discussed in a previous lesson).
  - Have students discuss the chart in a pair-share.
2. Read aloud the book *It's Okay to Make Mistakes*.
  - After reading, open up the discussion: WHY are mistakes a good thing? How do mistakes help us learn? Do this in partners or groups of 2-3.
3. Have students return to their seat to watch one of the ClassDojo Growth Mindset Videos, found [here](#).
4. Introduce the three anchor activities, explaining the directions for each one:
  - "What Can I Say to Myself?": this is a partner activity and is meant to teach them how to change the verbage they use/will use when struggle arise.
  - "Growth Mindset: My Goal This Year": As a class, brainstormed/create a list of different goals appropriate for your students' age group. These goals can range

from any academic goals to social/emotional goals. Keep this list visible for students to think through when they work independently.

- Growth Mindset Bookmarks: each student will choose one phrase that really resonates with them. He/she will color this and the laminated bookmark will be used during reading throughout the year as a reminder to persevere and keep working through mistakes when reading becomes challenging.

5. Explain to students that they are allowed to work on the three activities in any order, at their own pace. However, give them a set amount of time so they can manage their time appropriately.

6. After the time has finished/students have completed all three tasks, gather the class back on the rug.

- Students should share in partners what their Growth Goal was that they chose (if they are comfortable sharing).
- Explain that these goals will be posted on the “Growth Mindset” wall and will be revisited at different times throughout the year. Students will have an opportunity to reflect on these goals and change/update, as needed.

Assessment:

- Completed student work will be assessed for understanding of Growth Mindset and realistic/appropriate goals established.
- Formative assessment as students answer questions and explain their thinking in partner groupings.

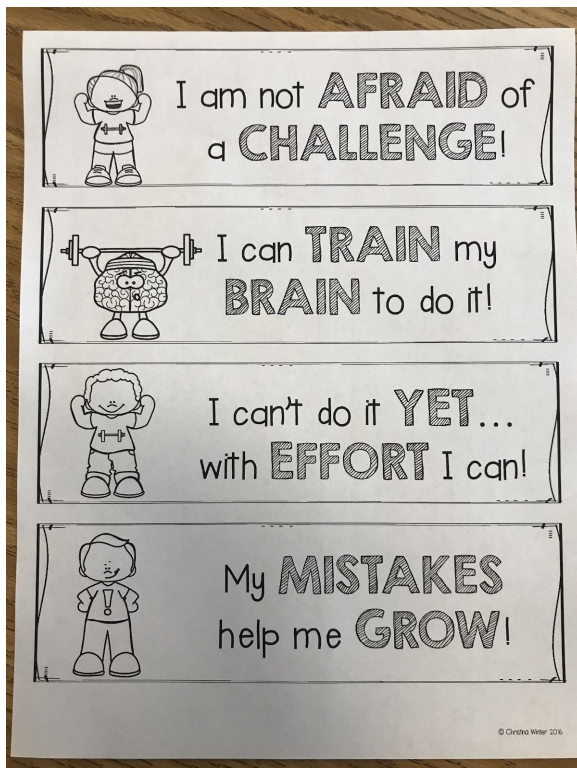
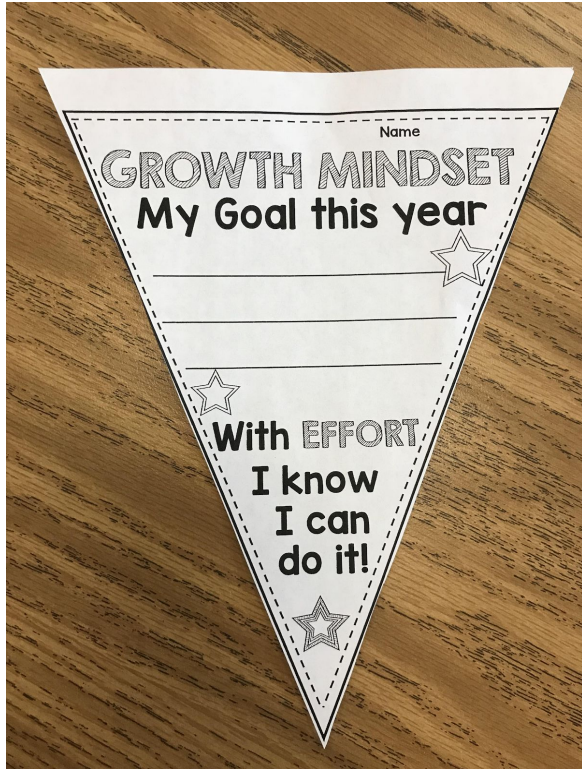
Anchor Activities:

What can I say to myself?

Cut, sort, and paste the sentences into the correct column below.

Instead of...	Try Thinking...

I'm not good at this.	I can't do math.
Is this really my best work?	I made a mistake.
What am I missing?	It's good enough.
Mistakes help me improve.	I'm going to train my brain to do math.
This is too hard.	This may take some time and effort.



[Pinterest: Growth Mindset Packet](#)