

Unit Title:		Lesson Title:	
Developing a Growth Mindset		What is a growth mindset?	
Learning Target:			
What concepts do you want students to master?		I can identify and apply growth mindset language.	
Essential Question(s):			
What is the big idea?		In what ways can language be used to foster a growth mindset?	
Vocabulary			
What vocabulary will students need to access the content?		growth mindset fixed mindset self-talk	
Grade Level		Time Required	
2nd grade		Two 30-45 minute sessions	
Materials Needed			
<ul style="list-style-type: none"> ● True/False signs and statements ● Internet access, student view streaming capability ● Ashley Spires Book: <i>The Most Magnificent Thing</i> ● Chart paper ● Self-talk sentence strips ● Pocket chart ● Mindset Reflections 			
Assess Prior Knowledge			
What is current understanding?		<p>Begin with true or false statements reflecting both growth and fixed mindset language.</p> <p>Post a sign with “True” on one side of the room. On the opposite side post a sign with “False.” Students will respond by standing under the sign they agree with.</p> <ul style="list-style-type: none"> ● A brain is like a muscle. When there is exercise, it gets stronger. ● People are born smart or not. ● Some people are artistic and other people don’t have what it takes to be an artist. ● It’s not always the people who start out the smartest who end up the smartest. ● Your skills are permanent. ● Some people can do math, some people can’t. ● Everyone can learn to read. ● Failure is bad. ● Challenges are good and help me to learn. 	

Introduction: Part I

What is the learning target?

Bring students to the carpet and dissect the learning target (*I can identify and apply growth mindset language*) by defining key terms.

- *Identify*: to know and say what something is
- *Apply*: to use
- *Growth*: increase something
- *Mindset*: the way you think
- *Language*: words

Give students a background of what scientists are learning about the brain. It is like a muscle and more you use it, the better it gets. Show short video clip: [Challenges Grow Your Brain](#)

Lesson Development: Part I

What is the core content?

Define a growth mindset and a fixed mindset (chart paper or document camera)

- *Growth mindset*: believing that you can learn anything if you put in the work, practice, and effort to learn it.
- *Fixed mindset*: believing that you cannot increase your skill or knowledge in a particular area.

Read aloud: *The Most Magnificent Thing*

- As it is read, stop along the way for text-to-self connections; identify parts to the learning process she takes: ideas, planning, action, setbacks, new strategies, feedback, self-reflection, self-talk, redirecting emotions, perseverance, success.

Evaluation: Part I

How will you know that the students learned what you intended for them to learn?

- Follow up questions:
 - “Was this girl born smart?”
 - “What did the author say about the girl in the beginning of the story?”
 - “What kind of mindset do you think the girl had in the story?”
 - “Was her mindset the same through the entire story?”
 - “How do you know?”
 - “What are some fixed mindset actions the girl took?”
 - “What are some growth mindset actions she took?”
 - “What helped her to be successful?”
 - “Was it a fixed mindset or a growth mindset?”

Introduction: Part II

What is the learning target?

Review the learning target (*I can identify and apply growth mindset language*). Bring students to the carpet and dissect the learning target by defining key terms.

- *Identify*: to know and say what something is
- *Apply*: to use
- *Growth*: increase something
- *Mindset*: the way you think
- *Language*: words

Share [The Power of Yet Song](#)

Lesson Development: Part II

What is the core content?

Define *self-talk*: the act or practice of talking to oneself, either aloud or silently and mentally.

- “Did you notice any self-talk in *The Power of Yet Song*?”

Self-Talk Sort:

- Prepare both fixed and growth mindset statements on sentence strips.
- Label a pocket chart with two columns:
 - “Fixed Mindset”
 - “Growth Mindset”
- Read each statement and have students sort them into the correct columns.
 - If there is disagreement, or confusion, anchor learning to the definitions from the previous session.
- After completing the sort, rearrange the statements so students can see how a fixed mindset can be remastered into a growth mindset.

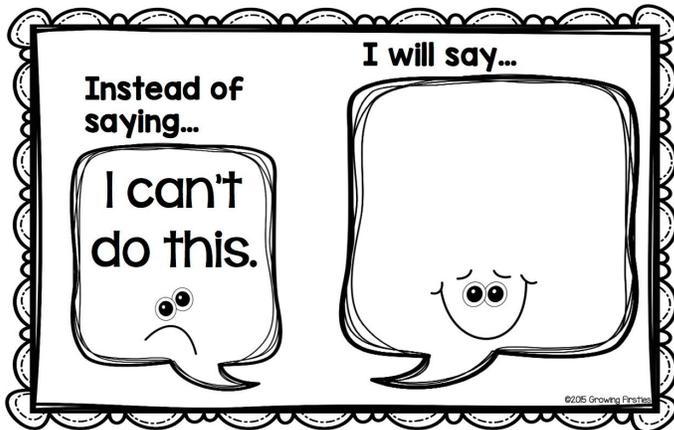
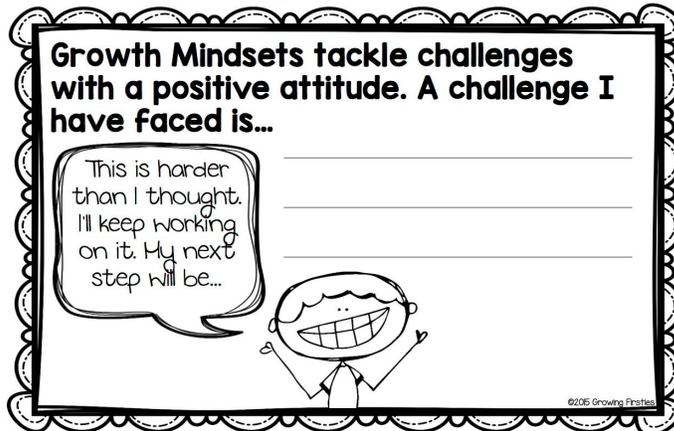
Instead of...	Try...
I'm not good at this.	What am I missing?
I give up.	I'll use a different strategy.
It's good enough.	Is this really my best work?
I can't make this any better.	I can always improve.
This is too hard.	This may take some time.
I made a mistake.	Mistakes help me to learn.
I just can't do this.	I am going to train my brain.
I'll never be that smart.	I will learn how to do this.
Plan A didn't work.	There's always Plan B.
My friend can do it.	I will learn from them.

Think-pair-share

- “What is some fixed mindset self-talk you’ve said to yourself?”
- “What was happening when you thought it?”
- “How can you change your self-talk into a growth mindset?”
 - Direct back to anchor pocket chart.

Written Reflections

- Model identifying a challenge and growth mindset self-talk, using the same format students will use.



Evaluation: Part II

How will you know that the students learned what you intended for them to learn?

- Using a sharing circle, have students share their challenges and what self-talk they can say to grow their mindset.
- Collect written reflections.

Lesson Sources

- [Mindset: The New Psychology of Success \(Dweck, 2016\)](#)
- [Mindset Reflections: Teachers Pay Teachers](#)
- [Developing a Growth Mindset: Statements](#)
- [YouTube: Kizoom](#)
- [YouTube: Sesame Street](#)