

SUSD **Elementary Lesson Plan**

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|  | **Topic: Grit School Counselor: Kerri Dominguez**  **Duration: 40 minutes School: Summit View**  **Grade Level**: 6 | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS / ELP** | | | |
| **ASCA MINDSETS & BEHAVIORS**  Mindsets:  M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes  Behaviors  Learning Strategies  B-LS 1. Demonstrate critical-thinking skills to make informed decisions  B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions  Self Management Skills  B-SMS 1. Demonstrate ability to assume responsibility  B-SMS 2. Demonstrate self-discipline and self-control  B-SMS 7. Demonstrate effective coping skills when faced with a problem  **ELP**  3. .LI-8: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one’s thoughts. | | | |
| **AZ College and Career Readiness Standards** | | | |
| |  | | --- | | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. **(5.W.4)**  Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose. **(AZ.5.W.4)**   1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others’ ideas and expressing their own clearly.    1. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.    2. Follow agreed-upon rules for discussions and carry out assigned roles.    3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.    4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **(5.SL.1)** | | | | |
| **Student Friendly OBJECTIVES** | | **VOCABULARY** | |
| **I can demonstrate effective coping skills when placed with a problem.** | | GRIT | |
| **Anticipatory Set** | | | |
| **Snowball fight of self depreciating thoughts.** | | | |
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| **INSTRUCTOR ACTIONS** | | **STUDENT ACTIONS** | |
| Review Meaning of grit and famous failures  Use powerpoint to explain growth mindset and how to manipulate thoughts to be more empowering | | Students listen actively | |
| Give instructions for poster | | Come up with one depreciating thought that recurs for them. Then they create their growth mindset slogan. Success Criteria - logo must be encouraging, show a growth mindset, make sense, be large enough to read | |
| **CLOSURE / CHECK FOR UNDERSTANDING** | | | |
| Slogans | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W – Slogans  I – Levels 1, 2, 3  C – discussion  O - slogan, growth mindset chart  R – powerpoint | | | |
| **MATERIALS /RESOURCES** | | | |
| power point  construction paper  markers | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| Help individual students who struggle to create their growth mindset slogan | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| coping skills, decision making | | |