

**Week 1 Theme:**

Lessons focused on Growth Mindset vs. Fixed Mindset

<p><b><u>Week 1 Theme:</u></b> Growth Mindset vs. Fixed Mindset</p>	<p><b><u>Growth Mindset Lesson 1:</u></b> Intro: What is a brain? What does it do? What does it look like?</p> <p>Read: <a href="#">Your Fantastic Elastic Brain</a></p> <p>Color corresponding parts of brain on “Your Fantastic Elastic Brain-Brain Map” worksheet</p> <p>Watch: <a href="#">How Does the Brain Work?</a></p> <p><b><u>Incorporate throughout all content areas all day:</u></b> After each content instruction and practice today (reading, writing, math, and specials), have students revisit picture of brain and name the area of their brain they used during that time.</p>	<p><b><u>Growth Mindset Lesson 2:</u></b> Watch <a href="#">Brain Jump with Ned the Neuron</a></p> <p>Read: <a href="#">The OK Book</a></p> <p>Write: I am OK at ____ and I can get better by _____. OR Write: I was not always good at ____ but now I am!</p> <p><b><u>Incorporate during independent/ guided reading practice:</u></b> Present reading level graphs to students individually based on current level. Have each student set an end of the year reading level goal for themselves and write a statement about strategies they can use to help themselves grow.</p>	<p><b><u>Growth Mindset Lesson 3:</u></b> Watch: <a href="#">DOJO #3</a> The Power of Yet!</p> <p>Watch: <a href="#">Sesame Street: Yet!</a></p> <p>Read: <a href="#">The Things I Can Do</a> OR <a href="#">The Dot</a> OR <a href="#">Ish</a></p> <p>Write: I can ____... I can't ____ Yet! Worksheet</p> <p><b><u>Incorporate into Word Study Instruction and practice:</u></b> “I can spell ---. I can't spell ---, yet!” Use everything you know already to help you spell new words! (examples: if you can spell cup, then you can spell cupcake)</p>	<p><b><u>Growth Mindset Lesson 4:</u></b> Watch: <a href="#">Growth vs. Fixed Mindset</a></p> <p>Do: Growth vs. Fixed Mindset Sorting Worksheet</p> <p><b><u>Incorporate during math work stations independent practice:</u></b> Have students monitor “self-talk” and mindset during math. At end of lesson, have students share comments they make to themselves while working and practicing math. Classify the statements the students share into fixed or growth mindset on a tree map.</p>	<p><b><u>Growth Mindset Lesson 5:</u></b> Watch: <a href="#">You Can Learn Anything!</a></p> <p>Read: <a href="#">The Things I Can Do</a> OR <a href="#">Ish</a></p> <p>Do: Change Your Words, Change Your Brain! Growth Mindsets Mini Book</p> <p><b><u>Incorporate during math work stations independent practice:</u></b> Have students encourage one another during math work stations with statements of growth.</p>
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**Week 2 Theme:**

Lessons focused on Mistakes

<p><b><u>Week 2 Theme:</u></b> Mistakes</p>	<p><b><u>Growth Mindset Lesson 6:</u></b> Read: <a href="#">The Dot</a></p> <p>Whole Group: Change Your Words Worksheet</p> <p><b><u>Incorporate during independent/ guided reading practice:</u></b> As a “response to reading” journal entry for independent reading time, have students draw a dot and “see where it takes them.” Have students write a statement about “When I told myself I could, then I ----”</p>	<p><b><u>Growth Mindset Lesson 7:</u></b> <a href="#">DOJO #2</a> How can mistakes be good?</p> <p>Three Types of Mistakes We Make (Stretch, A-ha!, Sloppy)-Mistakes are Not Created Equal Handout</p> <p>Whole Class: Brainstorm and classify mistakes in tree map</p> <p><b><u>Incorporate into Word Study Instruction:</u></b> Introduce “Have A Go” spelling book. Teach students that when they are unsure of how to spell a word, they can “have a go” at it in many ways using everything they already know about words. Once they have a few attempts, they can bring it to me and we can discuss what they tried and what the accurate spelling is. While reviewing their attempts at spelling, have students classify the attempt by type of mistake.</p>	<p><b><u>Growth Mindset Lesson 8:</u></b> Watch: <a href="#">Meet the Robinsons Failure Scene</a></p> <p>Three Types of Mistakes We Make (Stretch, A-ha!, Sloppy)-Mistakes are Not Created Equal Handout</p> <p>Write: I made a ____ mistake one time. It was _____. I learned _____.</p> <p><b><u>Incorporate into independent writing practice:</u></b> Introduce self and peer editing checklists for personal narrative writing. Students will grade their own narrative pieces and have 1-2 peers grade it. Students will be using rubric that includes content and conventions. Students will conclude by writing a growth statement about one mistake they made in their writing and how to learn from it.</p>	<p><b><u>Growth Mindset Lesson 9:</u></b> <a href="#">DOJO #5</a> Challenges and Resiliency Does it Show Perseverance?</p> <p>Read: <a href="#">The Girl Who Never Made Mistakes</a> OR <a href="#">Beautiful Oops</a> OR <a href="#">The Most Magnificent Thing</a></p> <p>Write: When ____ is challenging for me I will persevere!</p> <p><b><u>Incorporate into independent math work stations:</u></b> Introduce Work Station 3.3.2 with number line and computation. During instruction, model thinking strategies for facing a challenge in math computation. After playing with a buddy, reflect as a whole group on growth mindset strategies and statements used while playing.</p>	<p><b><u>Growth Mindset Lesson 10:</u></b> Read: <a href="#">The Girl Who Never Made Mistakes</a> OR <a href="#">Beautiful Oops</a> OR <a href="#">The Most Magnificent Thing</a></p> <p>Watch: <a href="#">Trying something new!</a></p> <p>Watch: <a href="#">Don't Give Up!</a></p> <p>Write: I will try something new! ____</p> <p><b><u>Incorporate into independent reading:</u></b> Introduce new nonfiction text buckets in library. Encourage students to try a new book. At end of reading time, have students “pair share” to reflect on how it felt to try something new!</p>
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