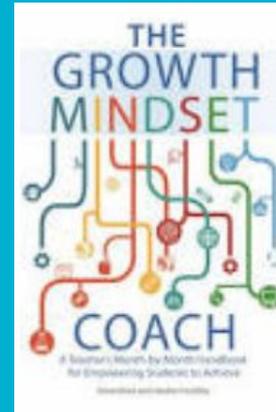


Growth Mindset & Literacy

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April 12, 2018



Agenda

1. Growth Mindset Coach (March & April)

- a. Mistakes are Opportunities for Learning
- b. There's a Difference Between Not Knowing and Not Knowing YET

2. Comprehensive Literacy (Pro-D Opportunities)

- a. POPEI presenting for SD60 on May 11th, 2018
- b. Follow Up Planning & Collaboration for POPEI attendees on May 14th, 9-12pm
- c. Adrienne Gear → Powerful Understanding January 25, 2019

Literacy Lesson #1

Connect 2

adventure

moat

castle

climb

hurricanes

scary

brain freeze

sea monsters

captain

aboard

helicopter

treasure

asteroid

pirate

friends

I think _____ and _____ are connected by

Connect 2

adventure

moat

castle

climb

hurricanes

scary

brain freeze

sea monsters

captain

aboard

helicopter

treasure

asteroid

pirate friends

I think _____ and _____ are connected by

Jan. 3

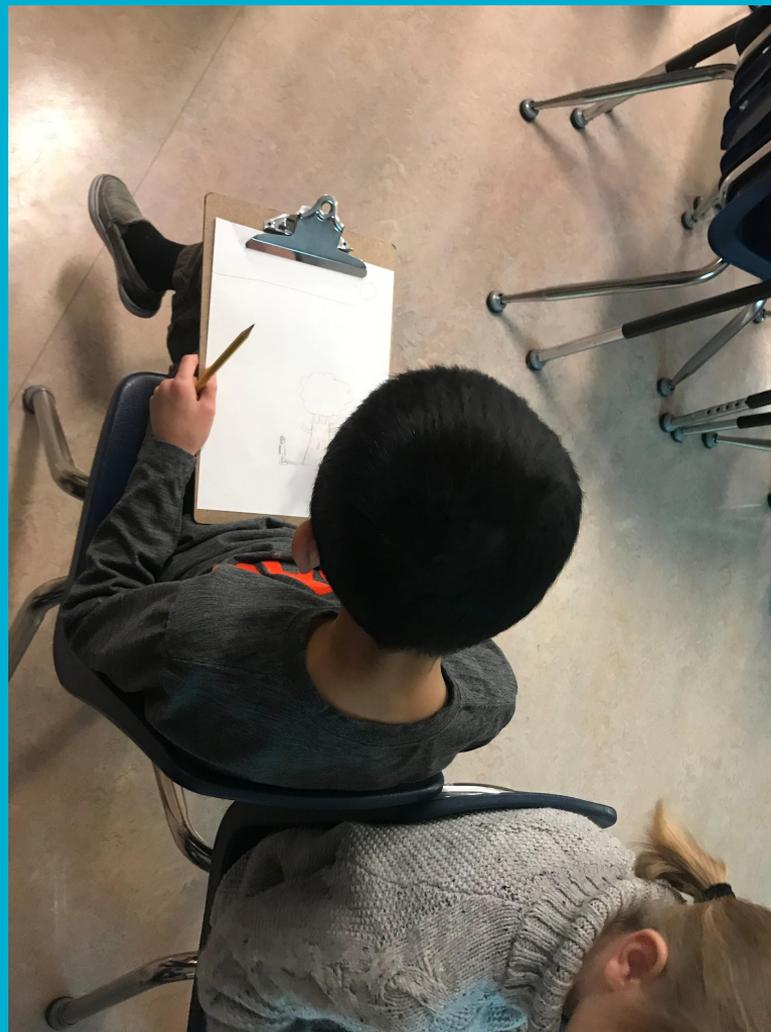
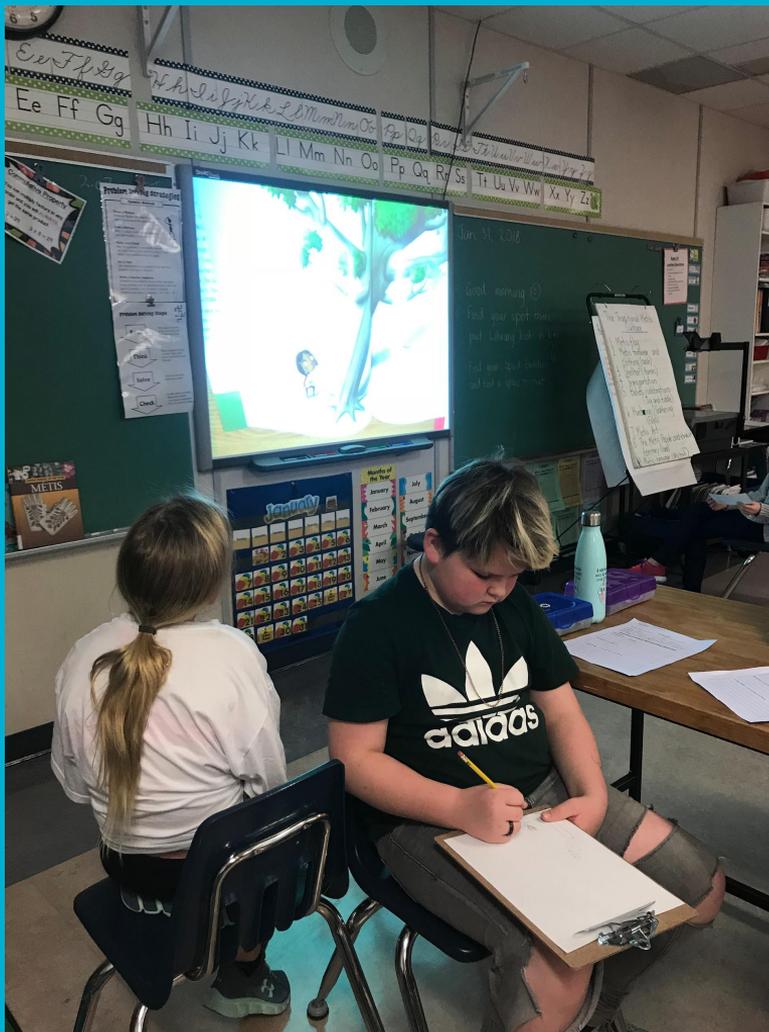
Good

Find

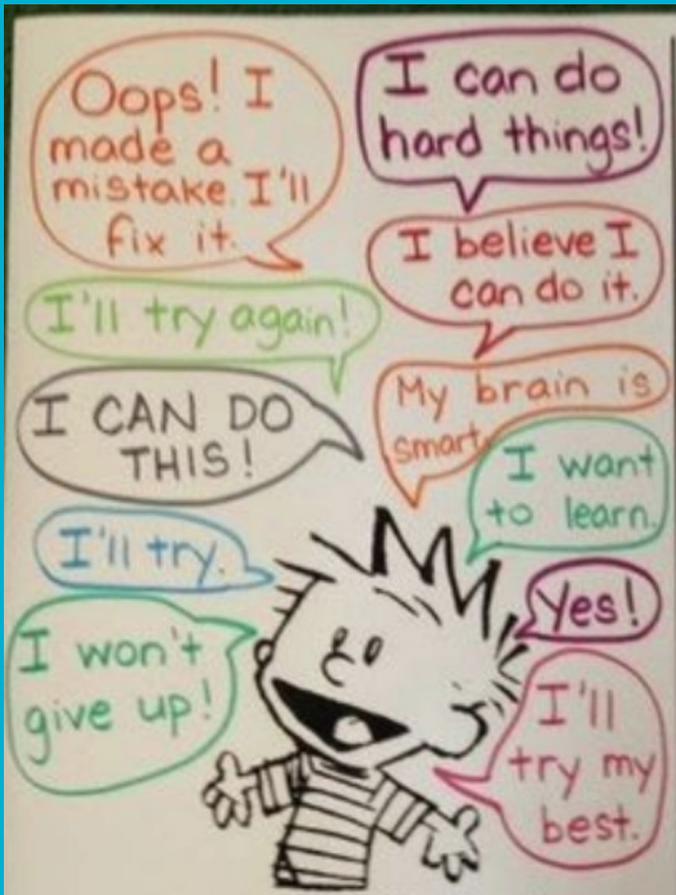
put

Find

and







Oops! I made a mistake. I'll fix it.

I can do hard things!

I'll try again!

I believe I can do it.

I CAN DO THIS!

My brain is smart.

I'll try.

I want to learn.

I won't give up!

Yes!

I'll try my best.

Growth Mindset



I can't do this!

I don't feel like it.

This is too hard!

NO!

This is boring!

I don't want to do this.

I don't care.

I hate this!

I quit!

I'm dumb.

Fixed Mindset

Lesson Sequence #1

Mistakes are Opportunities for Learning!



1. A/B Partners & Connect 2
2. Partner Picture Talk → Coaching Cards

<https://drive.google.com/drive/u/0/folders/0B8ZMreyC1zV2MHNaeDdxdFJKan>

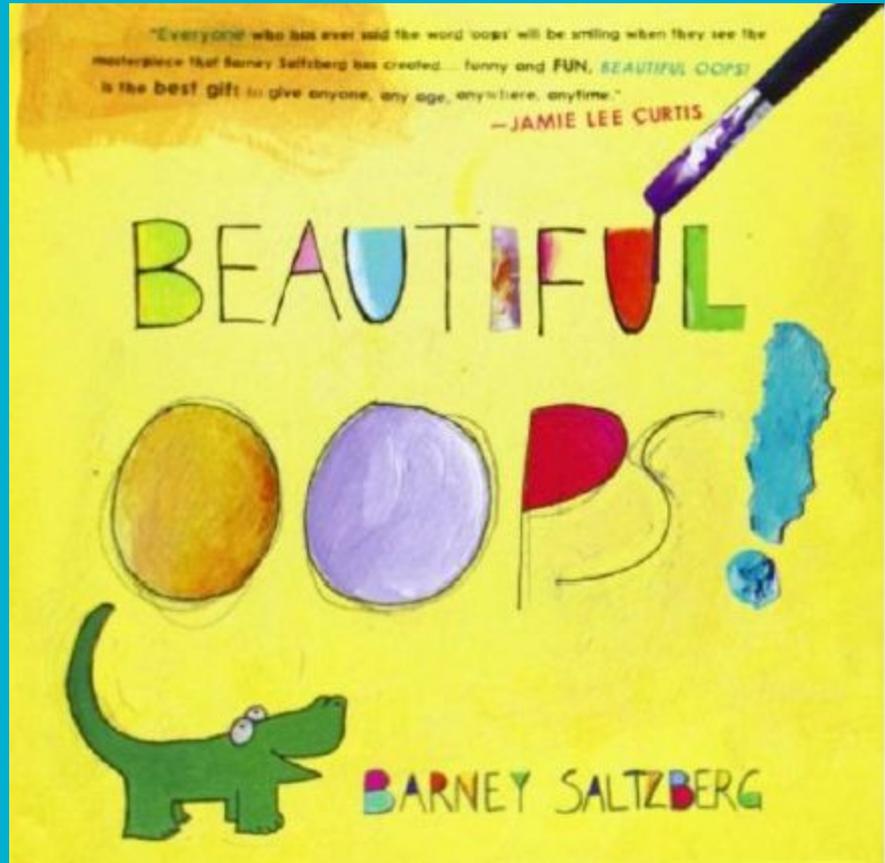
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3. Predictions & Questions → sticky notes, graphic organizer or share as a group
4. Read the Story → whole story or pause & check :)
5. Make Growth Mindset Connections → graphic organizer or group discussion
6. Reflection & Goal Setting

Mistakes provide



the next lesson.



Full Lesson #2:

https://drive.google.com/drive/u/0/folders/1B_YJvqIAT38p8V-8swqyjwVx6Ks5UC8

Pre-reading	Activating Background Knowledge Day One: Whole Class Activity Using the word cards attached to this lesson, photocopy and cut for a Word Sort . Have students gather in a circle on the carpet to complete the word sort. Teacher orally shares each word and deconstructs for meaning to ensure understanding. After all words are on the carpet, invite students to talk about how they might sort the words into 2 categories. Teachers will begin by modelling to begin the sort: torn, spill and bent vs. possibilities, imagination, celebrate. Finish with providing students with these headings: Beautiful and Oops to label the sets. Glue the words on chart paper for future reference.
Small Group Shared Reading	Following Days: Small Group Shared Reading Gather 4 to 5 students in a group. Display and review the anchor chart from Day One. Teacher talks about the meaning of the word 'oops'. Think aloud: When I say 'oops', what do you think of? Have you ever made an oops? Notice the title. How can an oops be a beautiful thing? When I think of an oops, I think of a mistake, an error. Do you think an oops can ever be a good thing? Can we turn an oops around? Read the entire text. Owing to the tactile nature of the text, you may wish to have students interact with the text features.
After Reading	Follow-up Questions to Promote Deep Conversations What do you think the author is trying to teach us about mistakes? Looking at the chart, how does seeing a mistake as <u>Opportunity</u> (use the anchor chart words) change the way we feel about an oops, and ourselves?

4 Roles Activity:

1. Interviewer
2. Responder
3. Recorder
4. Time Keeper

- Switch Roles
- 1 minute per question
- 4 minutes per person

Questions:

1. What is happening in your classroom or in your school with regards to Literacy?
2. What are some of the things happening at your school that you are proud of?
3. What are the challenges you face when teaching Literacy?
4. What recommendations can you make to better enhance Literacy in your classroom, school or in our District?

Literacy Lesson #3

There's a Difference Between Not Knowing and Not Knowing YET

1. Watch <https://ideas.classdojo.com/f/growth-mindset-3>
2. Discuss
3. Share

The Power of Yet

The Power of Yet

"I don't know."

"I can't do this."

"I don't understand."

Take a deep breath and
remember
the power of Yet!
As in..

"I don't know...yet."

"I can't do this...yet."

"I don't understand...yet."

I can have a growth mindset!

Instead of:

I'll say:

I'm not
good
at this.

This is too
hard.

I'll never be
as smart as
him.

I'll never
understand
this.



Lesson #4

I love using games and activities to teach a point. It works with staff development as well as in student lessons. Here are some brain teasers that can be used to teach the power of yet. When I show this slide, I ask who can figure these out. Then I ask, who doesn't get them YET. Reinforcing the power of yet during a non-threatening game can teach students to 'stick to it'. We all have moments where we don't get it yet. Use this as a fun icebreaker, hook for a lesson, or brain challenge. Enjoy!

Puzzle #1:

STA4NCE

Puzzle #2:

FUNNY FUNNY
WORDS WORDS
WORDS WORDS

Puzzle #3:

1 ■ S

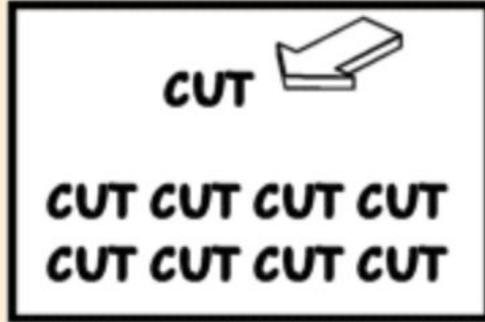
Puzzle #4:

MOONCEON

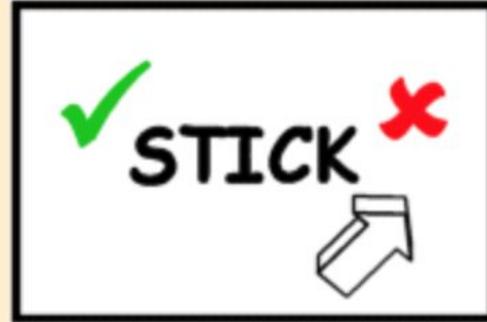
Answers to Puzzles 1 to 4

STA4NCE	1: For instance
FUNNY FUNNY WORDS WORDS WORDS WORDS	2: Too funny for words
1 ■ S	3: Back to square one
MOONCEON	4: Once in a blue moon

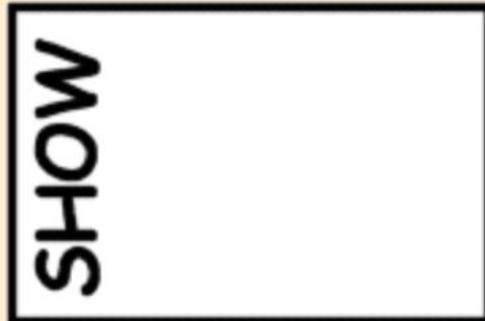
Puzzle #5:



Puzzle #6:



Puzzle #7:



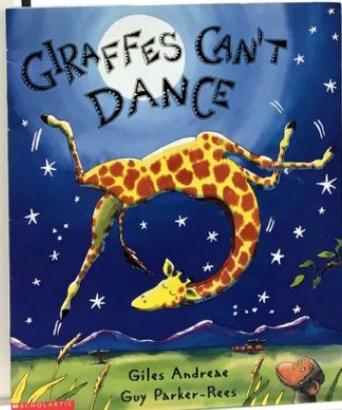
Puzzle #8:



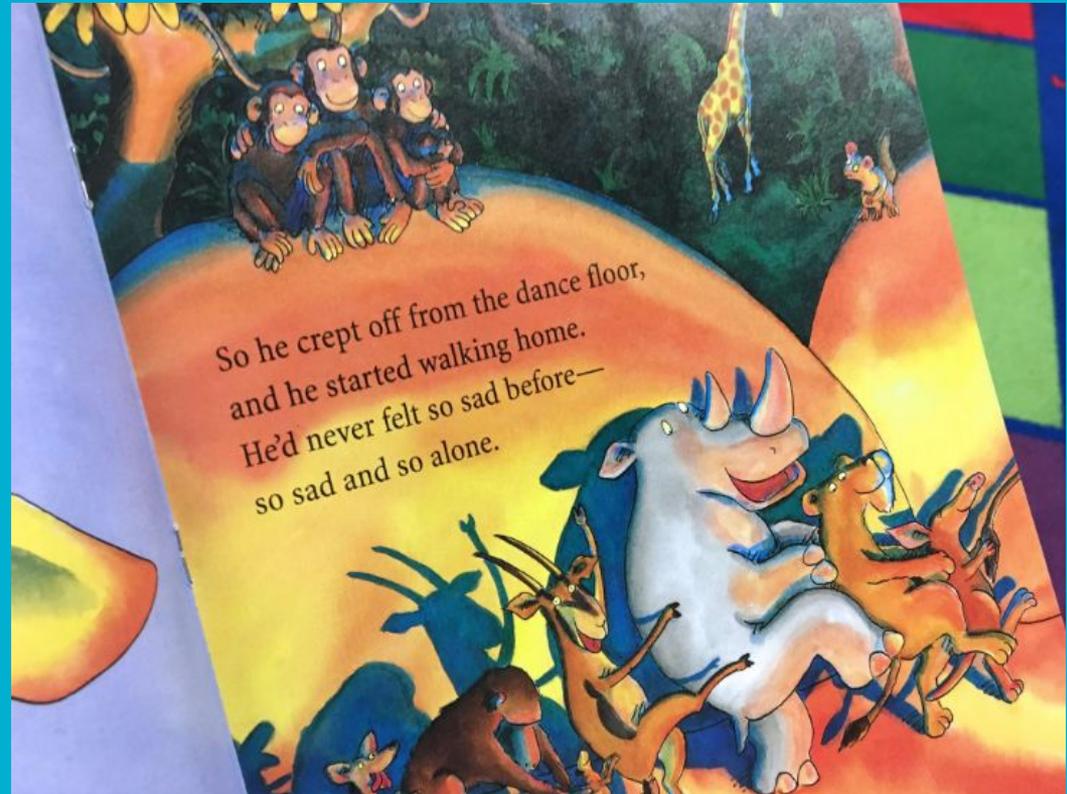
Answers to Puzzles 5 to 8

<p>CUT </p> <p>CUT CUT CUT CUT CUT CUT CUT CUT</p>	5: A cut above the rest
<p>✓ STICK ✗ </p>	6: The wrong end of the stick
<p>SHOW</p>	7: Side show
<p>TICKLED</p>	8: Tickled pink

things we can't do
YET



Lesson #5



things we can't do

YET

fish
()

splits
()

build a snowman
()

whistle
(Ms. W)
()

handstand
()

run races
(Ms. S)

read
(Evie)

flip
()

cartwheel
()

back flip
()

drive a car
()

swim
()

dance
()

twisty ladder
()

finish my lego game
()

write small letters
()

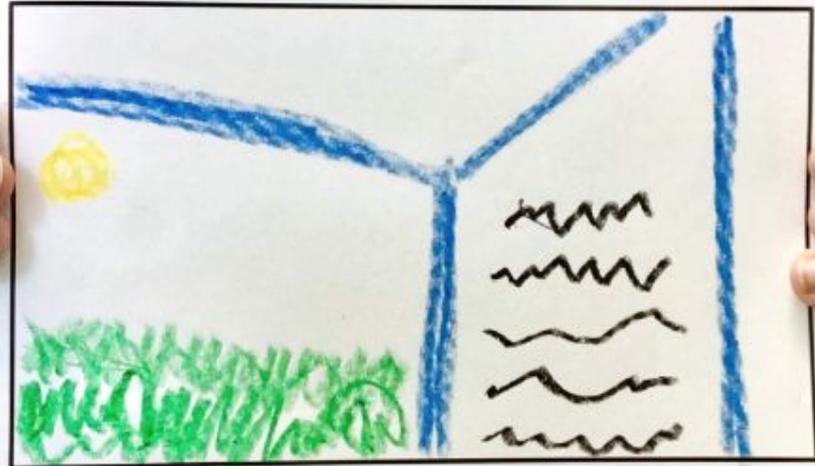
write words
()

backroll
()



the power of

YET

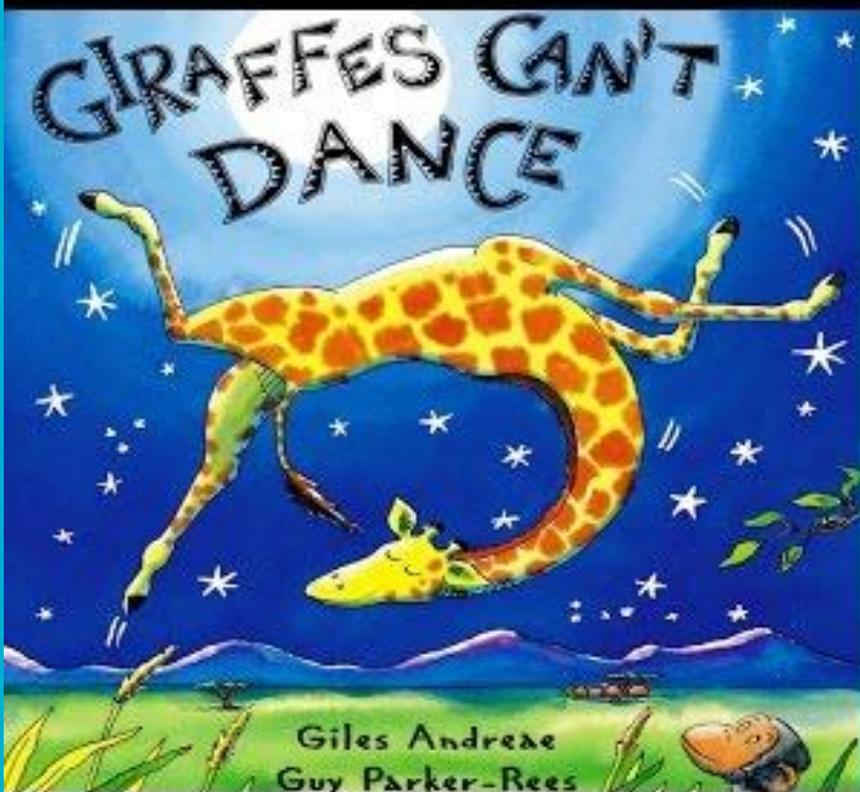


I cannot...

red the words
in books

but I can...

prctis redng
the pctrs.



Storybook
Nanny





IN OUR CLASSROOM,

WE SAY...



“How can I improve?”

Instead of...
“I’m no good at this.”

“Let me try a different way.”

Instead of...
“I give up.”

“Mistakes are part of learning.”

Instead of...
“I failed.”

“Have I done my best work?”

Instead of...
“I’m all done.”

“Learning takes time.”

Instead of...
“This is too hard.”

“How can we learn from one another?”

Instead of...
“He/she is smarter than me.”

“I like a challenge.”

Instead of...
“I’ll stick with what I know.”

“My effort and attitude are everything.”

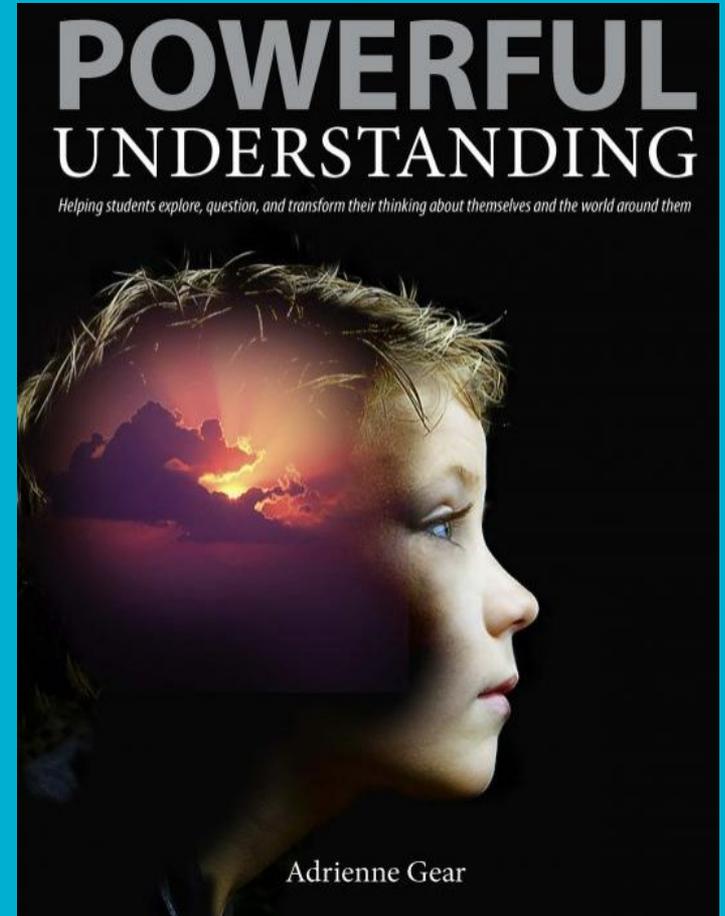
Instead of...
“My abilities determine everything.”

Growth Mindset
Check-in → share
something you've
tried in your class



Planning Strategies to Consider ...

In these challenging times, teaching children to think critically and reflectively AND be compassionate, responsible and caring citizens at the same time is a tall order. *Powerful Understanding* explores effective ways to build social emotional skills and help students make connections, question what they read, and reflect on their learning as they develop into stronger readers and learners. Strategic and critical thinking strategies revolve around core anchor books that help integrate thinking into everything you teach—from social responsibility, to immigration, to life cycles.



Powerful Understanding:

- **Understanding Self** – My Name, Celebrate Me, My Family, My Culture, My Moral Compass, My Feelings, My Hopes and Dreams
- **Understanding Others** – Friendships, Empathy, Inclusion, Diversity, My Social Footprint, My Local Community
- **Understanding the World** – Global Citizenship, Global Justice, Global Education, Global Footprint, Peace, Privilege and Poverty

This is our last GM Session (No May 10, 2018)

- POPEI presenting for SD60 on May 11th, 2018
- Follow Up Planning & Collaboration for POPEI attendees on May 14th, 9-12pm
- Adrienne Gear → Powerful Understanding January 25th, 2019

Epic Books

