

Teacher Name:	Katja Schatte	Date:	September 12, 2017
Subject:	ELA	Grade Level:	Sixth grade
Lesson Length:	40 minutes	Topic of Instruction:	Reading comprehension
Lesson Standards	<p>ELA-LITERACY.RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgments.</p> <p>Student-friendly wording: I find the most important information in a text to <i>summarize</i> its content.</p>		
Lesson Objective	Students will be able to read and understand an infographic about different mindsets regarding challenges (LAUSD Resiliency and Success Curriculum) with the goal of answering specific questions and summarizing the text.		
Pre-requisite knowledge and Common Misconceptions	<p>Prerequisite knowledge</p> <ul style="list-style-type: none"> • Students have practiced how to read a text for specific information (especially: highlighting). • Students have learned the meaning of use of unfamiliar words in the text. • Students are familiar with the structure of the infographic. • Students have read the infographic a first time in guided whole-group instruction. • Students have learned about the concept of resiliency and its implications for their own learning. <p>Common Misconceptions</p> <ul style="list-style-type: none"> • Assumption that students will be immediately able to apply the skills described above without any further support • Idea that students will easily be able to understand the abstract concept of “mindset” when used in a text, even a familiar one. 		
Lesson Agenda	<ol style="list-style-type: none"> 1. Teacher asks students to take out the infographic, the new vocabulary worksheet, and a pencil. 2. Scaffolding: In whole-group instruction, teacher asks students what they have learned about: <ul style="list-style-type: none"> • Challenges • Mindsets • How they are related 3. Teacher explains the task: <ul style="list-style-type: none"> • In table groups, students will identify <i>five</i> words in the infographic they believe to be important in order to understand the infographic. • They will write these words down on the index cards the teacher will hand out. • On the backside of the index cards they will then write the definition of those words and why they think these are key words. 		

	<p>4. Teacher uses document camera to demonstrate the task.</p> <p>5. Teacher passes out index cards. (15 minutes)</p> <p>6. Students work in small groups. (20-25 minutes)</p> <p>7. Students share their findings with the class. Each group shares at least once. (This task may carry over into the next day, as classes are shorter on Tuesdays.)</p>
Lesson Assessment	<ul style="list-style-type: none"> • Observation (and individual support as needed by both the teacher & the TA) during task completion. • Students share their findings.
Materials Needed	<ul style="list-style-type: none"> • Infographic • New vocabulary sheet • Document camera

TWO MINDSETS

BY CAROL S. DWECK, Ph.D

