

Lesson Plan- Perseverance

Teacher: Ms. Vansuch

Subject & Grade: 6th Grade Math Intervention

OBJECTIVE(S)/STANDARD(S) What will your students be able to do? Reference Common Core or your state's standards, as applicable.	CONNECTION TO ACHIEVEMENT GOAL(S) How does the objective connect to the goal(s) you have for your students this year?
Students will be able to understand what it means to connect past knowledge to a new situation, and how this will help them in their day-to-day life.	Our goal is that the class master 80% of the common core standards by the end of the year. In order to achieve this goal, they must be able to use past knowledge in new situations.
PREREQUISITE SKILLS What will your students need to know to master the grade-level objective?	DIAGNOSTIC How will you assess students' mastery of these foundational skills?
N/A	N/A

ASSESSMENT

How will you know whether your students have made progress toward the objective? How and when will you assess mastery?

I will assess students' reflections at the end of the lesson to see how well they understand the concept of "using past knowledge in new situations".

KEY POINTS

Key points are student-facing statements that include important content students need to know to be successful in the lesson. What three to five key points will you emphasize?

- Using past knowledge in new situations means that you learn from your past in order to do better in the future
- Using past knowledge in new situations is NOT the same as hindsight
- As learning humans, it is okay and expected to learn from our mistakes.

<p>OPENING/HOOK (15 min.)</p> <p>How will you communicate <i>what</i> is about to happen?</p> <p>How will you communicate <i>how</i> it will happen?</p> <p>How will you communicate its <i>importance</i>?</p> <p>How will you communicate <i>connections</i> to previous lessons?</p> <p>How will you engage students and capture their interest?</p>	MATERIALS
<p>Students will read and reflect on a passage that differentiates between perfect 20/20 hindsight and using past knowledge in new situations. We will then discuss this difference as a class in order to be clear about the new vocabulary.</p>	<p>Deliverable: Do Now</p>
<p>INTRODUCTION OF NEW MATERIAL (10 min.)</p> <p>What key points will you emphasize and reiterate?</p> <p>How will you ensure that students actively take in information?</p> <p>Which potential misunderstandings will you anticipate?</p> <p>Why will students be engaged/interested?</p>	MATERIALS
<p>I will introduce through both academic examples and examples from my own personal life what it means to use past knowledge in a new situation. We will discuss this as a class in a Socratic seminar fashion.</p>	<p>Deliverable: Introduction and Class Example</p>

<p>INDEPENDENT PRACTICE (15 min.)</p> <p>In what ways will students attempt to demonstrate independent mastery of the objective?</p> <p>Why will students be engaged/interested?</p> <p>How will you provide opportunities for extension?</p> <p>How will you clearly state and model behavioral expectations?</p>	<p>MATERIALS</p>
<p>Students will reflect on a time in their own life that they used past knowledge in a new situation. They will create a timeline of events and articulate what they can learn from that timeline.</p>	<p>Reflection Activity</p>
<p>CLOSING (10 min.)</p> <p>How will students summarize what they learned?</p> <p>How will students be asked to state the significance of what they learned?</p> <p>How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> <p>Why will students be engaged/interested?</p>	<p>MATERIALS</p>
<p>Students will optionally share their reflection, and we will discuss using past knowledge in new situations as a class.</p>	<p>N/A</p>

Handouts & Resources

Name: _____

6th Grade Classwork

Objective: SWBAT use the habit of mind "applying past knowledge in new situations" in order to succeed in school and life.

Do Now

Webster's defines 20/20 hindsight as "perfect understanding of an event after it has happened." When we act like armchair quarterbacks, we apply our knowledge of an outcome to an old situation. When a quarterback passes a ball for an interception, we say, "The quarterback shouldn't have thrown the ball." This isn't what is meant by applying past knowledge to new situations. A quarterback could be said to apply past knowledge to a new situation when, after throwing an interception, he remembers what the defense looked like, so that the next time he sees the same defense, he elects not to pass but instead hands off the ball to his running back.

Comprehension check: What is "using past knowledge to help in new situations" *in your own words?*

Introduction to Using Past Knowledge in New Situations

In math, do concepts tend to build on each other, or is it brand new material every year?

How might thinking about material you've learned before help you?

Class Example

When Ms. Vansuch was in high school, she got an F on her first semester Calculus final. While she could not change the grade, she decided to change her study habits after that and ask for help more often. She ended up getting a B on her second semester Calculus final.

1) How did she use past knowledge in a new situation?

Reflection Activity

1. Think about a difficult time for you that you wish you had the chance to change. Examples might be a fight with a family member, a tough grade in school, or a time that you didn't ask for help but could have. Make sure it is an example you feel comfortable bringing up in class.

2. Draw a timeline of events that led up to the problem and what happened after you tried to resolve the problem. Include all details that you can remember.

3. Looking back on this event and all that led up to it and resulted from it, what knowledge have you gained from this experience? Draw a picture or make a sketch that represents that knowledge. For example, a clock face would represent knowledge of time management. How can you apply this knowledge to future situations?

4. What knowledge are you getting from these classes? Again, draw a picture that represents this knowledge. How will you apply this knowledge?

References

Johnson, B., Rutledge, M., & Poppe, M. (2005). *Habits of Mind: A curriculum for community high school of Vermont students*. Montpelier, VT: Vermont Consultants for Language and Learning. Retrieved from <http://doc.vermont.gov/programs/educational-programs/wdp-materials/habits-of-mind-curriculum>