

Eight Hugs Curriculum

Previous Unit: Introduction to the brain

Unit: How my brain works

Next Unit: How my brain thrives

Lesson Concept: You can grow your brain

Aim: Students will be able to find two pieces of evidence to support the claim that the brain can grow.

Lesson Essential Question: Is my ability static?

Instructional Model: Inquiry

Agenda:

Do now: 5 sentences in 5 mins “Can your brain grow? If so, how much can it grow? How do you know?”

Mini-lecture: (15 mins) Intro to the brain anatomy. Teacher will give students images of the brain and, using the projector, introduce students to the brain. Students will shade & label different parts of the brain with different colored markers/pens.

Independent reading: (~25 mins) Students will be paired and given different sections of the text to report on. 8 mins to read, 2 mins to prep, 1 min to report.

Differentiation: grouping can pair strong and weak readers, or groups with limited vocabularies can get a sheet with synonyms for difficult terms they are not familiar with.

Wrap up: (8-10 mins) Q &A “Why did I have you read this? How does it change what you wrote in your Do Now?”

Exit ticket: (5 mins) What are the two pieces of evidence mentioned in the article which support the claim that the brain can grow? What is one thing you believed your brain would never learn? How does this article challenge that belief?

Heavy Lifting: Application of this knowledge to their outlook on the classroom and ability to teach others

Materials:

- Brain illustrations
- Colored markers/pens
- Growth mindset article

Formative: Student presentations

Summative: Wrap up Q &A, exit ticket

Homework: You become the teacher. Find one person to teach today’s lesson to. Tomorrow we will chart how many have learned about the brains ability to grow.

Unit Essential Questions: How does learning about my brain change my outlook?

CCSS Standards:

CCSS.ELA-Literacy: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.

CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.

NGSS Constructing explanations and Designing Solutions 6-8: Apply Scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples or events